

Chapter 10: The Byzantine Empire

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
106	291–96	257–62, 420	143, 146	<ul style="list-style-type: none"> Locate on a map modern Turkey and surrounding countries and the site of the ancient Byzantine civilization Use a Venn diagram Trace the growth and structure of the New Testament church Analyze the importance of the Edict of Milan Analyze the reasons it was difficult for the Roman church to remain true to Scripture Trace the effect that false doctrines had on the purity of the church Compare the Eastern Orthodox religion to Protestant beliefs 	apostle Edict of Milan deity orthodox doctrine barbarian
107	297–301	263–67	143, 147–48	<ul style="list-style-type: none"> Describe the protection of and the standard of living in Constantinople Identify characteristics of Justinian's rule Evaluate the effectiveness of General Belisarius Describe the political groups in Constantinople Describe the events of the Nika Revolt and the influence that Theodora had on its outcome 	hippodrome
108	302–3	268–69	143	<ul style="list-style-type: none"> Evaluate the significance of Justinian's building projects Describe the beauty of the Hagia Sophia Experience the art of creating a mosaic 	
109	304–9	270–75, 421	143–44, 149	<ul style="list-style-type: none"> Evaluate the legacy of Justinian I Describe the condition of the empire following the death of Justinian Evaluate the leadership of Heraclius as emperor Evaluate the Islamic impact on world conditions and the Byzantine Empire 	mercenary Qur'an pilgrimage Muslim
110	310	276	150	<ul style="list-style-type: none"> Conduct biblical research on Jesus' being the Son of God Evaluate the Islamic position on Who Jesus is 	
111	311–14	277–80	144–45, 151–52, 241–51	<ul style="list-style-type: none"> Describe the methods of conquest used by the Muslims against the Persians and the Byzantines Identify the three cities considered sacred by the Muslims Analyze the leadership of Leo III against Muslim invasion Describe the golden age of the Byzantine Empire Explain the conflict over iconoclasm 	jihad icon
112	315–18	281–84	145, 153, 241–51	<ul style="list-style-type: none"> Read a map and map key to answer questions Evaluate the leadership of Basil II Analyze the causes and effects of the Crusades Trace the struggles and progress of the Byzantine Empire from 1204 to 1261 	Crusades
113	319	285	154–55	<ul style="list-style-type: none"> Analyze a political cartoon 	
114	320–22	286–88	145, 156–57	<ul style="list-style-type: none"> Read a map, a map key, and a graph to answer questions Locate and label places on a map Analyze the weakening of the Byzantine Empire Describe the economic conditions faced by the emperors and their attempts to seek military help from Europe and the pope Describe the effects of the Black Death Describe the military victories of the Ottoman Turks and Constantinople's attempts to defend itself Analyze the historical significance of the Byzantine Empire 	Black Death sultan
115	323		158	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 10 	
116	323			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 10 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 10



The Byzantine Empire

Chapter Overview

This chapter covers the thousand-year period when the Roman Empire shifted from a Western power to an Eastern power. Eventually the Eastern Roman Empire became known as the Byzantine Empire. The student will see a picture of a nation that rose and fell many times. Religions clashed and enemies formed against the mighty empire. Eventually, the empire could not withstand the poor economic conditions, political corruption, and foreign invasions. Like all the world empires before it, it eventually fell. The Ottoman Turks defeated the empire and set up Constantinople as their new capital.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



Learning names of modern countries—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

Student Text pages 257–62,
420
Activity Manual pages 143, 146

Lesson
106

♦ Lesson 106 ♦

Objectives

- Trace the growth and structure of the New Testament church
- Analyze the importance of the Edict of Milan
- Analyze the reasons it was difficult for the Roman church to remain true to Scripture
- Trace the effect that false doctrines had on the purity of the church
- Compare the Eastern Orthodox religion to Protestant beliefs

Vocabulary

apostle
Edict of Milan
deity
orthodox
doctrine
barbarian

Materials

- *Byzantine Empire Then & Now*, M 10.1
- *Chapter 10 Organizer*, AM pp. 143–45
- *1422 Map of Constantinople*, V 10.1
 - map of modern Turkey
- *Organization of the Early Church*, V 10.2
- *The Edict of Milan* (Resource Treasury)

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Direct the student to look at page 257.

❑ **What do you notice about this fortress?** *It is built near water. It is on a high point of land. It appears to be made of stone or brick.*

❑ **Why do you think the fortress was built at this location?** *Possible answers: Water is nearby, providing easy access for trade, food, and transportation. The natural boundary makes the fortress easier to defend.*

❑ Direct the student to read Psalm 20. Discuss the protection that the Lord gives us.

Teach for Understanding**Discussion**

page 258

- Why had the Greek colonists chosen to settle at Byzantium? *Water on both sides served as protection, and the location was ideal for trade and travel.*
- What was significant about the Bosphorus Strait? *The strait is between Europe and Asia Minor, which made it a popular trading route.*
- What was the advantage of the harbor to the north of Byzantium? *In one direction villagers could travel around the Black Sea, and in the other direction, the Mediterranean Sea.*
- What goods were traded at Byzantium? *possible answers: silks, spices, fur, amber, grain, gold, ivory*
- What effect did trade have on the village of Byzantium? *It grew into a city and a world trade center.*
- ☒ What happened in AD 330? *Constantine founded Constantinople.*
- ☒ How many years passed before Constantinople was conquered by the Ottoman Turks? *1,123 years (1453 – 330 = 1,123)*
- ☒ How many years are there between the Edict of Milan and the split between the Roman Catholic and Eastern Orthodox church? *741 years (1054 – 313 = 741)*
- ☒ In what years did the Fourth Crusade take place? *AD 1202–4*

**Answers**

1. Water on both sides served as protection, and the location was ideal for trade and travel.
2. He moved the capital to another location. He legalized Christianity.



Current events—Challenge the student to choose a modern capital from the *Byzantine Empire Then & Now* map. Instruct him to locate a news article about an event that took place in that capital and present the information.

1. What was the importance of the location of Byzantium?

2. What two decisions did Constantine make that led to the development of the Byzantine Empire?



The history of the Byzantine (BIZuhn TEEN) Empire tells of cultural advances and the rise and fall of leaders. A division of world powers took shape between the East and the West. This division influenced future world events up to modern times.

The Village by the Sea

The beginning of the Byzantine Empire can be traced back to a village in southeastern Europe. The village was known as **Byzantium**, from which the name Byzantine is taken.

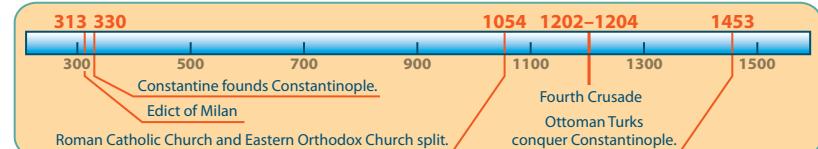
Byzantium was founded by Greek colonists. The site they had chosen for the village was on a peninsula. Water on both sides of the land served as protection for the colonists.

The location of the village was ideal for trading. The nearby Bosphorus Strait, which lies between Europe and Asia Minor, was a popular trading route. Merchants from India and China passed through Byzantium, selling silks and spices. A harbor to the north of the village was another advantage. Villagers could travel around the Black Sea to trade with Asian merchants for furs and amber. The villagers could also sail west into the Aegean Sea and the Mediterranean



The ancient walls of the Rumeli Hisarı, a fortress on the Bosphorus Strait

Sea. They traded with the Greeks, the Romans, and the North Africans for grain, gold, ivory, and other goods. Eventually Byzantium grew into a city and a center for world trade.



258

The Region Today

Turkey

Location—Turkey is located on two continents. Most of Turkey is a large peninsula in Asia Minor. Turkey is bordered by the Black Sea and the Mediterranean Sea. The smaller part of the country is bordered by Greece in southeastern Europe.

Climate—Turkey's topography causes the climate to vary in different regions of the country. The climate is temperate along the coast. Inland the climate is harsh and dry, and in the mountains it is snowy or

icy in the winters. Average temperatures in Turkey range from 13°F to 80°F (-11°C to 27°C).

Topography—The portion of Turkey in Asia Minor is a plateau between the Taurus and the Pontic mountain ranges. In eastern Turkey, where these two ranges meet, is Mount Ararat.

Natural Resources—Turkey's natural resources include oil, coal, chromium, mercury, copper, boron, and gold.



Byzantine Empire Then & Now



259



Mount Ararat—Remind the student that God chose Ararat as the resting place of Noah's ark.

Explain that many people have searched the mountains looking for the ark, but so far no one has been able to positively identify it. Explain that the ark saved Noah's family from destruction, just as Jesus Christ keeps His people safe from the eternal judgment of God. [BAT: 1a Understanding Jesus Christ]



Article summary—Direct the student to read Genesis 8:4. Guide him in searching for an article in the library or on the Internet about an expedition to find Noah's ark. Instruct the student to write a summary about the article he read.

Possible keywords: *ark, Mount Ararat, Noah*

Discussion

page 259

⊕ Display the *Byzantine Empire Then & Now* map.

⊕ What two continents is Turkey located on? *Asia and Europe*

➤ Why does the climate in Turkey vary in different regions? *the differences in topography*

□ Why is Mount Ararat important to biblical history? *Many think it is the same Ararat mentioned in the Bible where Noah's ark rested after the Flood.*

💡 Why do you think Turkey is important to the rest of the world today? *It is rich in natural resources.*

⊕ Trace a land route from Ankara, Turkey, to Cairo, Egypt, following the coast of the Mediterranean Sea. What countries does the route pass through? *Turkey, Syria, Lebanon, Israel, and Egypt*

➤ What would be a faster way to travel from Turkey to Egypt than traveling by land? *by ship across the Mediterranean Sea*

➤ What countries are near Mount Ararat? *Georgia, Turkey, and Iran*

💡 What other civilizations have you studied that have occupied some of the land in the Byzantine Empire? *possible answers: Egypt, Akkadian Empire, Hittite Empire, Assyrian Empire, Chaldean Empire, Greece, Roman Empire, Israel*

Discussion

page 260

Guide the student in completing the appropriate sections of the *Chapter 10 Organizer*.

► Why did Constantine decide to move the capital of the Roman Empire to Byzantium? *Rome was declining due to invasions and a weakening economy.*

► How did Constantine improve the city of Byzantium? *He built new structures. He built strong walls to protect the city.*

💡 Why do you think Constantine called the city “New Rome”? *possible answers: It was the new capital of the Roman Empire. Perhaps he desired it to be as great as Rome once was.*

► How do we know Constantine made a good choice for a capital city? *Constantinople became one of the richest and most powerful cities in Europe.*

📷 Look at the picture of Constantine at the top of the page. What kind of picture is it? *mosaic*

💡 What is a mosaic? *a picture made from pieces of different-colored stones, tile, glass, or some other material*

📷 What is pictured in the lower left corner? *an old map of Constantinople*

Display the *1422 Map of Constantinople*. Compare it to a modern map of Turkey.

❖ The water along the right side of the map is the Bosporus Strait. The water toward the top of the map is called the Golden Horn.

❖ What do you think the water is at the lower left of the map? *It is the Lycus River.*

❖ What else can you identify on the map? *possible answers: walls, towers, roads, churches, homes, waterways*

💡 From what primary source can you read about how the early church began? *the New Testament*

► Who were the early church leaders selected by Christ? *the apostles*

► As the church grew, who were the additional leaders chosen to oversee individual congregations? *elders*

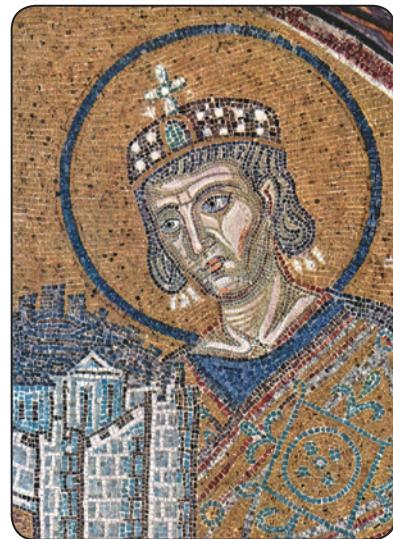
📖 Read Acts 6:1–6, which refers to the role of deacons. Read these passages that refer to the elders of the early church: Acts 11:29–30; 14:23; and 20:28–31.

The Birth of Eastern Power

A New City

In the west, Rome was suffering from threats of invasion and a weakening economy. The Roman emperor **Constantine** decided to move the capital to another location. He saw that Byzantium would be a good site. For several years he rebuilt and expanded Byzantium. He adorned it with many new structures. He also built strong walls to protect the city.

In 330 the city became the Roman Empire’s new capital. Constantine called it the “New Rome.” It was more widely known as **Constantinople** or Constantine’s city. Constantinople became one of the richest and most



Mosaic of Constantine

powerful cities in Europe. Today this city is known as Istanbul and is located in Turkey.

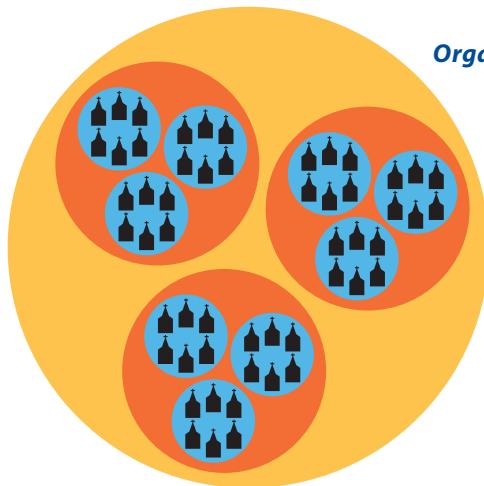
Christianity Spreads

The New Testament records how the early church began. The earliest leaders of the church were the **apostles** who were chosen directly by Christ. Christians met in private homes for worship and fellowship. As the number of believers multiplied, additional leaders called **elders** were chosen to help.

Centuries passed and the church developed into a highly organized structure. Leaders known as bishops, archishops, and patriarchs oversaw individual churches or groups of churches.



This 1422 map of Constantinople is the oldest known map of the city.

**Organization of the Early Church**

- Patriarchate overseen by patriarch
- Province overseen by archbishop
- Diocese overseen by bishop
- Parish overseen by priest (elder)

The patriarchs lived in the most important cities of the empire. These five cities were Jerusalem, Alexandria, Rome, Antioch, and Constantinople. At first, each patriarch had equal authority. However, the patriarch of Rome eventually came to be regarded as the “first among equals.” He was later called the pope.

It was at this point in the development of the church that Constantine made a decree. The decree, called the **Edict of Milan**, was issued in 313. It legalized Christianity. The Roman government’s persecution of Christians became illegal. Under Constantine’s rule, the government protected and helped the church.

The Rise of the Roman Church

The early Christians faced many challenges. Two of these challenges were persecution and false teachers. After the

Edict of Milan was passed, the church grew rapidly. However, not all who claimed to be Christians stayed true to Scripture and the teachings of Christ and the apostles. False teachers wrote their own gospels and changed parts of the New Testament to fit their beliefs. Other false teachers accepted the truths of Scripture, but they also taught falsehoods such as not accepting Christ’s **deity**, the fact that Christ is God.

Nevertheless there were still true believers in the church who defended the truth. They were called **orthodox**, which means “right belief.” In 325 Constantine called the bishops of the church to a meeting that came to be known as the **Council of Nicaea**. At this meeting and other meetings that followed, the bishops carefully tried to define what true Christians should believe about each person of the Trinity.

261

Discussion

page 261

Display the *Organization of the Early Church* diagram.

- Who do you think would have the most contact with church members? *the priest or elder*
- How many levels of authority were in the early church organization? *four*
- Who had the most authority? *the patriarch*
- Who had more authority—the bishop or the archbishop? *archbishop*
- How many patriarchs were there? *five*
- Which cities were home to the five patriarchs? *Jerusalem, Alexandria, Rome, Antioch, and Constantinople*

- Which patriarch eventually had the most authority? *the patriarch of Rome*
- What was the patriarch of Rome called? *the pope*
- What was the significance of the Edict of Milan for the church? *Christianity became legal in the Roman Empire. The Roman government’s persecution of Christians became illegal.*
- What was one of the problems that occurred as the church grew? *false teachers [BAT:1c Separation from the world]*
- 💡 Why is the deity of Christ an important belief in Christianity? *Christ is able to save people from their sin only because He is both fully God and fully man.*
- Why were some believers called orthodox? *because they held to “right beliefs,” which is what the word orthodox means*

- What did the Council of Nicaea try to do? *define the beliefs about each person of the Trinity*

Display *The Edict of Milan*. Direct the student to read the English translation of the excerpt on Student Text page 420. Discuss the edict.

- What were Constantine and Licinius considering? *everything that pertained to the public welfare and security*
- 💡 What do you think Constantine and Licinius meant by “would be for the good of many”? *possible answer: Their decisions would be good for many of the people.*
- Did the edict give only the Christians freedom of religion? *No, others were given the right to observe the religion they preferred.*
- Read aloud the text that tells that Christians did not have any restrictions on their worship. *We have given to those Christians free and unrestricted opportunity of religious worship* (second column, beginning on line 10).
- Read aloud the text that shows that the same consideration of unrestricted worship was given to those of other religions. *possible answers: We might grant to the Christians and others full authority to observe that religion which each preferred. / We have also conceded to other religions the right of open and free observance of their worship for the sake of peace of our times.*

Background

Organization of the Early Church diagram—The organization of the early church pictured in this diagram took several centuries to develop.



Council of Nicaea—Direct the student to compare and contrast the Council of Nicaea to the Council of Jerusalem in Acts 15:4–22. Instruct him to include the issues being discussed and the outcome of the decisions that were made.

Discussion

page 262

- Why was it a problem for church leaders to claim that traditions had the same authority as the Bible? *This claim allowed more and more errors to enter the church.* [BAT: 8b Faith in the power of the Word of God]

- What are two truths Protestant Christians and Eastern Orthodox Church members agree on? *God is a Trinity, and the Son is both fully God and fully man.*

Protestants believe the Bible is the only authority. How does the Eastern Orthodox Church differ in this belief? *It believes that its traditions have the same authority as the Bible.*

The Eastern Orthodox Church emphasizes that Jesus' death was a victory over Satan. Do Protestants agree with this? *yes* What emphasis does the Bible add to this truth? *Jesus' dying in place of sinners so they can be saved*

Direct the student to the Student Text glossary.

- What is the definition of sacrament? *a religious ceremony developed by the Roman Catholic Church and believed to provide grace for salvation*

- Name a sacrament. *possible answers: baptism, communion (Lord's Supper), confession*

The Eastern Orthodox Church teaches that salvation is obtained through the sacraments of the church. What does the Bible teach? *Salvation can be received only by faith alone in what Christ has done.*

- What were some of the struggles that caused the Roman Empire to decline? *political turmoil, high taxes, and problems along the borders*

- What weakened the western part of the empire? *moving the capital from Rome to Constantinople*

Why do you think moving the capital of the Roman Empire from Rome to Constantinople weakened the western part of the empire? *possible answer: The rulers and government were too far from Rome to defend the city and the western part of the empire.*

- What happened to Rome after Theodosius I permanently divided the empire? *It was plundered.*

- Who plundered the city? *barbarians*

Who was considered a barbarian? *a nomadic person who had not adopted Roman culture and who did not speak Latin or Greek*

Roman emperors thought their empire would last forever. However, moral decay and loss of military strength within the empire worked to the advantage of the invaders. Christians have the assurance of God's help and protection no matter what political situation may exist. [Bible Promise: I. God as Master]

EASTERN ORTHODOX RELIGION

The church in the Byzantine Empire became known as the Eastern Orthodox Church. Today, conservative Protestant Christians (Christians who are not Catholic or Orthodox) and members of the Eastern Orthodox Church agree on two truths: (1) God is a Trinity, three equal persons (the Father, the Son, and the Holy Spirit) Who are one God, and (2) the Son is both fully God and fully man (not partly God, not partly man, and not a combination of the two). These are very important truths to agree on.

But Protestants and the Eastern Orthodox disagree about some very important issues. Protestants argue that the Scripture is the only authority for what Christians believe and practice (2 Tim. 3:16). However, the Eastern Orthodox believe that their church's tradition is an equal authority to Scripture. The Eastern Orthodox Church also emphasizes that Jesus' death was a victory over Satan. Protestants agree with this, but they point out that the emphasis in Scripture is on Jesus' dying in place of sinners so they can be saved (Rom. 3:21–26). The Eastern Orthodox Church teaches that salvation is obtained through the sacraments of the church. These sacraments include baptism, communion, and confession. Protestants argue that salvation can be received only by faith alone in what Christ has done (Eph. 2:8–10).

Sadly, errors continued to creep into the church. This happened even among those who were fighting to keep the purity of the church's beliefs, or **doctrine**. Some even claimed that certain traditions not in the Bible were from the apostles. The same people claimed that these traditions had the same authority as the Bible. This way of thinking became a way for more and more errors to enter the church.



Theodosius I

Decline of the Western Roman Empire

As Christianity grew, the Roman Empire continued to decline. For years the empire had struggled with political turmoil, high taxes, and problems along its borders.

In the west the city of Rome grew weaker. Constantine had hoped to strengthen the empire by building a new capital in the east, Constantinople. However, moving the capital from Rome to the east further weakened the western part of the empire.

In 395 the Roman emperor Theodosius I permanently divided the empire into two separate parts: the Western Roman Empire and the Eastern Roman Empire. Several years after this division, the city of Rome was plundered by barbarians. Romans gave the name **barbarian** to nomadic peoples who had not adopted Roman culture and who did not speak Latin or Greek.

The Western Roman Empire was an easy prey for barbarian invasions. However, the Eastern Roman Empire was stronger and more secure. Unlike the empire in the west, it was to last for many more years.

262

Activity Manual**Study Skill—page 143**

This two-column organizer can be used for study throughout the chapter.

Reinforcement—page 146

Traditions—Instruct the student to research and compare Eastern Orthodox traditions to any tradition his family observes. Direct him to include the purpose for the traditions on both sides and to present his findings.

1. What general led Justinian's troops in conquering lands for the empire?
2. What was a hippodrome?



Early Years of the Byzantine Empire

Eventually the Eastern Roman Empire became known as the **Byzantine Empire**.

Constantinople

Constantinople, the capital city of the Byzantine Empire, was well protected. Being on a peninsula, the city was

surrounded by water and high cliffs on three sides. Constantine built strong, high walls around the entire city. The walls were about fifteen feet thick with nearly one hundred towers. For a thousand years the city remained protected from foreign invaders.

The standard of living in Constantinople was extremely high. The structure and the economics of the city could support a population of a million people. In addition to the fortified walls, craftsmen constructed sewage and water systems throughout the city. Literacy and education among men and women far exceeded any other city at that time. Constantinople was a stronghold that attracted both invaders and merchants.

The walls of Constantinople today



263

◆ Lesson 107 ◆

Objectives

- Describe the protection of and the standard of living in Constantinople
- Identify characteristics of Justinian's rule
- Evaluate the effectiveness of General Belisarius
- Describe the political groups in Constantinople
- Describe the events of the Nika Revolt and the influence that Theodora had on its outcome

Vocabulary

hippodrome

Materials

- skewer or party pick for each student
- several small pieces of fruit for each student
- The Byzantine Empire Under Justinian*, M 10.2
- Chapter 10 Organizer* from Lesson 106

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- What modern area of the world did the Byzantine Empire occupy? **Turkey**

- What two continents is Turkey located on? **Europe and Asia**

Give the student a skewer and several pieces of fruit. Direct him to make a "kebab" by running the skewer through the middle of each fruit piece.

- Kebabs are a favorite Turkish food and are usually made with lamb and vegetables.

Allow the student to eat his fruit kebab.

Teach for Understanding

Discussion

page 263

Guide the student in completing the appropriate sections of the *Chapter 10 Organizer*.

- Why did the Eastern Roman Empire come to be known as the Byzantine Empire? *because Constantinople was built on the location of the old city of Byzantium*
- How do we know the city of Constantinople was well protected? *It was surrounded by water, high cliffs, and strong walls. It held off invasions for a thousand years.*
- What characteristics of Constantinople made it a desirable place to live? *possible answers: the fortifications, the high standard of living, good education, and excellent economics*

FOCUS Answers

- Belisarius
- an open-air stadium



City walls—Measure and mark fifteen feet on the playground, the classroom floor, or the gymnasium to enable the student to visualize how thick the walls of Constantinople were.

Discussion

page 264

💡 Why do you think Justinian was taught that there was only one empire on earth? *possible answers: to help him understand how powerful and important the empire was, to show how powerful the emperor was*

💡 What do you think it means that he made it his duty to fulfill this heavenly order? *possible answer: He believed he had a mandate from God to conquer the world.*

❖ Display the map of *The Byzantine Empire Under Justinian*. Direct the student to find each place on the map as you discuss it.

➤ Why did Belisarius conquer Egypt first? *because it was a good source of grain*

❖ Where did Belisarius go next? *across North Africa to Carthage*

➤ What group of people did Belisarius conquer at Carthage? *the Vandals*

❖ Why did Belisarius and his men build ships? *to cross the Mediterranean Sea and invade Sicily*

❖ After conquering Sicily, where did Belisarius go? *through the Italian Peninsula*

➤ Why did Belisarius become popular in Constantinople? *He was a successful general.*

➤ How successful was Justinian in conquering the former Roman Empire? *He did not conquer all of it, but he conquered every part he fought for.*



Newspaper article—Instruct the student to research one of the conquests of Belisarius.

Direct the student to write a newspaper article providing all the details about Belisarius, his army, and the conquest of the people as if the student were there.

Justinian I

Justinian I, also known as Justinian the Great, reigned over the Byzantine Empire from 527 to 565. Justinian had been taught from his youth that just as there was one God in heaven, there was only one empire here on earth. Justinian claimed that he, as the sole Christian emperor, had absolute authority. He made it his duty to fulfill this heavenly order.

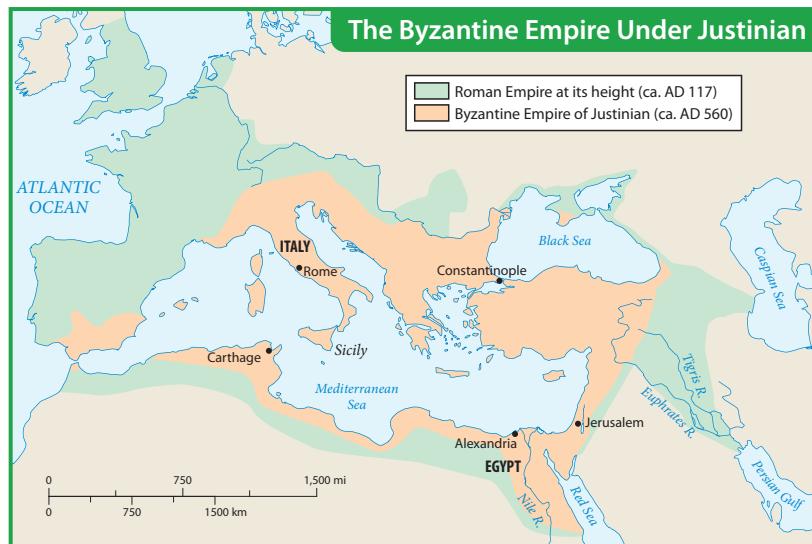
By now, former Roman territory in the west was controlled by barbarians. Justinian wanted to restore the greatness of the former Roman Empire. He believed the time had come to deliver the west from these barbarians.

Justinian sent his best general, Belisarius, to conquer the regions of the former Roman Empire. These regions were known as provinces. Belisarius first

conquered Egypt, an important province that produced grain. Then he marched his army across North Africa to the city of Carthage. A people called the Vandals ruled there. They were fierce fighters, but Belisarius's army defeated them and destroyed their kingdom.

Next, Belisarius and his men built ships so that they could cross the Mediterranean Sea and invade the island of Sicily. Before long, Belisarius led his army through the Italian Peninsula and claimed it for Justinian. As a result of Belisarius's amazing victories, he became very popular in Constantinople.

Justinian did not conquer all the former Roman Empire. But he did conquer every part he fought for. Justinian controlled land on three continents.



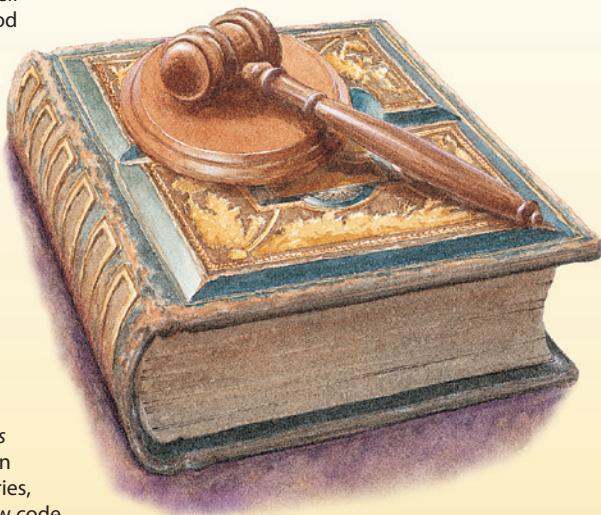
264

Echoes from the Past

Corpus Juris Civilis

Justinian believed that a well-governed empire needed a good system of law. He adopted all the laws of the former Roman Empire. Roman laws had been made over a span of five hundred years. Imagine how many laws there were! There were so many that no one could learn all of them.

Tribonius, a member of the court, was chosen to simplify the laws so they would be easier to understand. In just four years, he and his committee finished their work. The new and much shorter law code was called the *Corpus Juris Civilis*, or the *Body of Civil Law*. In some modern European countries, such as France and Italy, this law code still "echoes" in their legal systems.



Political Groups

In the city of Constantinople, almost all the people, even the emperor, supported political groups. The two most popular groups were the Blues and the Greens. They represented different social and political views but also competed as teams in sporting events.

The people of both the former Roman Empire and the Byzantine Empire

enjoyed participating in and watching sports. At sporting events, especially chariot racing, the people cheered their favorite teams to victory. Sporting and social events took place in open-air stadiums called **hippodromes**. During these games, supporters often shouted out political views. Hostility among the supporters and between the groups was often hard for the authorities to control.

265

Discussion

page 265

► What was the problem with the Roman laws? *There were so many that no one could learn all of them.*

► What was Tribonius chosen to do? *simplify the laws so they would be easier to understand*

► Why was the *Corpus Juris Civilis* so important? *It was easier to understand because it was shorter and simpler. It later influenced the legal systems of other countries.*

💡 Read Mark 12:17. What laws are we to obey as Christians? *all laws that do not force us to violate God's Word* [BAT: 2a Authority]

► Who were the Blues and the Greens? *political groups that participated in sporting events*

💡 Compare and contrast the Blues and the Greens with the Republicans and the Democrats in the United States. *Like the Blues and the Greens, the Republicans and the Democrats represent different social and political views. They do not, however, participate as groups in sporting events.*

► Why were the Blues and the Greens difficult to control during sporting events? *They shouted their social and political views during the events.*

💡 Have you ever seen political candidates or members of Congress shouting on the television news? *Answers will vary.*

💡 How does the behavior of spectators during sporting events in Constantinople compare to today's sports spectators? *Any reasonable answer is acceptable.* [BAT: 3c Emotional control]

Discussion

page 266

- Look at the picture at the bottom of the page. What Roman building does the partial, curved wall of the Hippodrome remind you of? *the Colosseum*
- Besides the *Corpus Juris Civilis*, what other achievement is Justinian best known for? *having the Hagia Sophia built*
- Why were many of the citizens angry with Justinian? *He taxed them heavily to finance huge building projects, and he ignored people's positions and privileges.*
- How did the spectators at the games provoke a riot? *They shouted and ridiculed Justinian.*
- 💡 Why were the seven leaders arrested and sentenced to death? *possible answer: Justinian thought it would stop the riots.*
- How did monks become involved with the riots? *They protected two of the condemned men.*
- How did the crowd react to the imperial guard surrounding the monastery? *The crowd demanded that the condemned men be pardoned.*
- What was Justinian's reaction to the Blues and the Greens uniting against him? *He retreated to the imperial palace.*



Hippodrome—The Hippodrome in Constantinople was modeled after the Roman Colosseum. However, because the population of Constantinople was largely Christian, the events held in the Hippodrome were different from those held in the Colosseum. Plays, chariot races, and even public political forums were held in the Hippodrome.



Chariot races—Challenge the student to learn about the Hippodrome's chariot races.

Instruct him to present his findings as a sportswriter during the time of the Byzantine Empire.

The Nika Revolt

Not everyone in the Byzantine Empire was pleased with Justinian's rule. Justinian taxed all the citizens heavily to finance huge building projects. He ignored the positions people held in society and the privileges many had. Tension grew as the citizens became increasingly unhappy and angry.

Justinian's efforts to prevent an uprising failed. Early in January of 532, games took place in the Hippodrome in Constantinople. During the games the spectators exploded in thunderous shouting to ridicule Justinian. The anger flowed to people outside the Hippodrome. An enormous riot soon broke out. Seven leaders were arrested and sentenced to death. Two men, one from the Blue team and one from the Green team, were taken to safety by several monks. However, the imperial guard surrounded the monastery. The crowd that followed demanded that the two be pardoned.

Justinian tried to calm the situation by announcing new games, but tempers grew even worse. The Blues and the Greens were now united against the emperor. Justinian retreated to the imperial palace. The crowd moved into the streets again, burning and looting buildings.

The Hippodrome

**BIOGRAPHY**

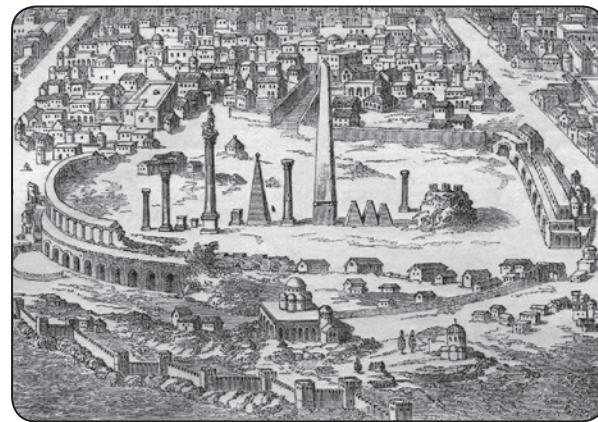
Who: Justinian I (the Great)

What: Byzantine emperor (527–565)

When: ca. 482–565

Where: ancient Turkey

Justinian was born to Slavic parents in what is modern-day Macedonia. He was later adopted by his uncle Justin I. Justinian was made co-emperor with Justin and given the title Augustus ("revered one"). When Justin died, Justinian became the only emperor. He is most remembered for having the magnificent Hagia Sophia built and creating a simplified code of Roman laws.



266

Famous People

Theodora

Theodora was the wife of Emperor Justinian. She had been a circus performer before she married him. Theodora had a great influence on Justinian. She advised Justinian in the building projects he undertook. She also offered him good advice in running the government.

During the Nika Revolt, Justinian would have run for his life had it not been for his wife. She told Justinian that she preferred to die an empress and that royal purple made a fine shroud to be buried in. Justinian found enough courage to stay but sent Belisarius out to fight the rioters. The power Theodora had over Justinian was evident after she died in 548. After that time it seemed that Justinian lost his ability to rule effectively.



As the rioting continued, the nobles did not rally behind Justinian. They saw the uprising as an opportunity to take over the throne. They had already selected a successor for Justinian. The nobles decided to storm the palace and kill the emperor. Justinian was about to take a ship into exile when his wife, Theodora, convinced him to stay and fight. He called upon Belisarius to end the rebellion.

Belisarius and his men slew over thirty thousand people in the Hippodrome. Nineteen senators who plotted a takeover were executed. Their palaces were destroyed, and their bodies were thrown into the sea.

The events in Constantinople during that week in January became known as the **Nika Revolt** because the people shouted “Nika!” (“Conquer!”) as they rioted.

267

Discussion

page 267

- What purpose did the nobles have in not rallying behind Justinian? *They saw the riots as an opportunity to take over the throne.*
- How was Theodora a key factor during the riots? *Justinian would have run for his life if it had not been for her courage to stay and fight.*
- What actions did Belisarius and his men take that were devastating to the citizens? *the slaughter of over thirty thousand people and the execution of nineteen senators, whose palaces were destroyed*
- Why were the riots called the Nika Revolt? *because the people shouted, “Nika!” meaning “Conquer!”*

Read Romans 13:1–5. Who gives rulers the authority to rule? **God**

Do Christians need to listen to what their earthly rulers tell them to do? **yes, as long as it does not require disobedience to God**

Do you think Romans 13:1–5 allows kings to do whatever they want? **No, this passage makes it clear that the role of government is to reward good works and punish evil. [BAT: 2b Servanthood]**

Why was it unusual for Theodora to be the wife of an emperor? **She was a former circus performer rather than from a family of nobility.**

In what other ways did Theodora influence Justinian? **She advised him in his building projects and offered advice in running the government.**

Activity Manual

Study Skill—page 143

Review—pages 147–48

This Study Guide reviews Lessons 106 and 107.

Assessment

Quiz 10A

The quiz may be given anytime after completing this lesson.



Compare and contrast—Challenge the student to compare and contrast the Nika Revolt with the American Revolution. Suggest that he include causes, results, and precautions a country can take to prevent a revolution from happening.



Esther—Instruct the student to prepare a Venn diagram to compare and contrast Theodora with Esther from the Bible.

◆ Lesson 108 ◆**Objectives**

- Evaluate the significance of Justinian's building projects
- Describe the beauty of the Hagia Sophia
- Experience the art of creating a mosaic

Vocabulary

There are no vocabulary words to introduce.

Materials

• Chapter 10 Organizer from Lesson 106

- samples or pictures of mosaics (See Teacher Helps.)
- 2 sheets of black construction paper for each student
- several sheets of colored construction paper for each student
- white glue for every 2 students

Preview

Direct the student to read the Focus question before reading the Student Text pages for this lesson.

Introduction

Direct attention to Student Text page 45.

- What decorative art form did the Mesopotamians use to enhance the plain mud walls of their buildings? *mosaic*
- How were the colored cones arranged? *in beautiful patterns*
- Today you will learn about how the Byzantines used mosaics, and you will make a paper mosaic of your own.

Teach for Understanding**Discussion**

page 268

Guide the student in completing the appropriate sections of the *Chapter 10 Organizer*.

- How did Justinian decide to pay for his rebuilding of the city? *by raising taxes*
- 💡 How do you think the people felt about more taxes? *possible answer: They probably hated them but did not have a choice after what happened as a result of the riots.*
- What design features of the Hagia Sophia indicate that the building was a church? *its shape (a cross), the image of God the Father and angels on the dome, and images of the saints*
- 💡 Do you think the elaborate Hagia Sophia made the city more focused on Christ? *Accept reasonable answers. Probably not, because spirituality has to do with*

What was the Hagia Sophia like?

**Rebuilding the City**

During the Nika Revolt much of Constantinople was looted and burned. Taxes went up even more to pay for the damage. Justinian took advantage of the opportunity to make the city more beautiful than it had ever been before. The emperor set his architects to work planning and building new public baths, governmental buildings, churches, and aqueducts and cisterns for carrying and storing water.

The most famous of all these structures was a church called the **Hagia Sophia** (HAH-jee-uh so-FEE-uh),

which means “holy wisdom.” The Hagia Sophia was the most important and most beautiful church in the empire. The church was built in the shape of a cross. Over the center of the church, the builders erected a magnificent dome that reached 184 feet above the floor.

The inside of the Hagia Sophia was brilliantly decorated. An image of God the Father surrounded by angels and archangels looked down from the highest part of the dome. Images of saints covered the walls of the church. Many of these images were in the form of mosaics made of thousands of pieces of colored glass, stone, or other materials.

The Hagia Sophia as it looks today. The four minaret towers were constructed when the Ottoman Turks used the building as a mosque.



268

the attitude of the heart rather than the building in which one worships. [BAT: 6c
Spirit-filled]

- The Hagia Sophia was built as an Eastern Orthodox Church but was later used as a mosque by what group? *the Ottoman Turks*



TEACHER HELPS

Sample mosaics—Some everyday items such as kitchen trivets, vases, and candle holders are made as mosaics. The *Mosaic Picture* visual (V 2.3) may be used as an example.

**Answer**

It was the most beautiful and magnificent church in the empire. Over the center of the church was a dome. The inside was brilliantly decorated. An image of God the Father surrounded by angels and archangels looked down from the highest part of the dome. Images of saints covered the walls of the church. Many of these images were in the form of mosaics made of thousands of pieces of colored glass, stone, or other materials.

Discovering How

Making a Paper Mosaic

Mosaics have been an art form since the early Mesopotamian civilizations. The Romans made mosaics of colored stones to cover floors and walkways. Artists in the Byzantine Empire expanded the use of mosaics to decorate walls as well. Many of the mosaics were made of colored Italian glass. Some of the glass was backed with a thin layer of gold.

1. Get several sheets of colored construction paper, two sheets of black construction paper, scissors, and glue.
2. Cut the colored construction paper into small pieces of different shapes.
3. Arrange the colored pieces to form a picture on one sheet of black paper. Lay the pieces close together without letting them touch so that some of the black paper can be seen.
4. Apply a thin layer of glue to a small portion of the second sheet of black paper. Transfer the colored pieces onto the glued area.
5. Continue applying glue and transferring pieces until the entire sheet of paper is covered.



Mosaic of Christ from inside the Hagia Sophia



269

Discussion

page 269

- How did the Romans use mosaics? *to cover floors and walkways*
- How did the Byzantine Empire expand the use of mosaics? *to decorate walls*
- 📍 Look at the mosaic at the top of page 260. Notice how the artist used brown tiles to show the shading on the buildings.
- 📍 Look at the mosaics on pages 267, 269, and 270. Examine the placement of the tiles and use of color to create the pictures.

Display the samples and other pictures of mosaics.

- Read the steps on page 269.

Guide the student in gathering his materials. Allow the student to examine the samples and pictures to plan his mosaic.

Help the student gain skill in planning. Encourage him to arrange the pieces of the entire mosaic on one sheet of paper before gluing any of them down. A color other than black may be used for this first sheet of background paper.

For a cleaner finished product, direct the student to apply glue on a section of the second sheet of paper and carefully transfer the mosaic pieces to the glue.

You may choose for the student to work on only one sheet of black paper. If so, direct him to lift and glue each piece after he has arranged the entire design.

Remind the student to leave spaces between each piece so the background can be seen. Point out this feature on the samples.

Provide a place for the mosaic to dry. Hang and display the completed mosaics.

Activity Manual

Study Skill—page 143

Assessment

- 🕒 Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Byzantine architecture—Instruct the student to collect an assortment of pictures of ancient Byzantine architecture. He may also want to draw some examples of Byzantine buildings. Instruct him to place the pictures in a photo album, label the pictures with a brief description, and display the album.

◆ Lesson 109 ◆**Objectives**

- Evaluate the legacy of Justinian I
- Describe the condition of the empire following the death of Justinian
- Evaluate the leadership of Heraclius as emperor
- Evaluate the impact of Islam on world conditions and the Byzantine Empire

Vocabulary

mercenary	pilgrimage
Qur'an	Muslim

Materials

- Chapter 10 Organizer from Lesson 106
- Byzantine Empire in the Seventh Century, M 10.3
- The Arabian Peninsula, M 10.4
- Italy Then & Now, M 9.2 (optional)
- Excerpts from the Qur'an (Resource Treasury)

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Many courageous Christians have smuggled Bibles into lands that are closed to the gospel. [BAT: 5c Evangelism and missions]
- What other things have been smuggled into countries? *possible answers: illegal drugs, guns, priceless artifacts*
- Today you will learn about another kind of smuggling.

Teach for Understanding**Discussion****page 270**

Guide the student in completing the appropriate sections of the *Chapter 10 Organizer*.

- Why do some people believe Justinian may have become jealous of the success Belisarius had? *Justinian stripped Belisarius of his power and put him in prison.*
- How did surrounding nations feel about Justinian? *They recognized his power.*
- What does it mean that Justinian took the empire to the height of glory but left it on the brink of ruin? *He did many wonderful things for the empire but left it in poor economic condition.*
- How could heavy costs of military campaigns and massive building programs weaken an empire's defense against enemies? *possible answer: The em-*

- FOCUS**
- What were the successes and failures of Justinian's reign?
 - What positive changes took place under Heraclius?

The Final Years and Legacy

Under the command of Belisarius, the Byzantine army conquered surrounding lands. The Italian Peninsula, parts of northern Africa, and other regions were now part of the Byzantine Empire. Some believe that Justinian may have become jealous of the success Belisarius had in the Italian Peninsula. This may



Justinian (with crown) and Belisarius (left)

270

have been the reason that the general was stripped of power and imprisoned. Without Belisarius, Justinian could not hold the peninsula. A new general led the army in conquering Spain and eventually conquered the Italian Peninsula once again.

During Justinian's thirty-eight years on the throne, the Byzantine Empire experienced vast improvements in the government, the law, and the economy. He conquered every country his armies attempted to take. Leaders of surrounding nations recognized his power.

Even so, Justinian left his successors with many problems. He had neglected the defense of the empire's eastern and northern borders. He also left the empire financially drained. His military campaigns and massive building program were extremely costly. Justinian took the Byzantine Empire to the height of glory but left it on the brink of ruin.

The Struggle for Existence

Despite all of Justinian's accomplishments and efforts to restore the old Roman Empire, Rome's glory was gone and would not return. Byzantine rulers after Justinian had difficulty holding lands that had been conquered. The weak leaders and loss of life from disease contributed to the decline in both the west and the east. In the west, education, commerce, and maintenance of the public buildings came to a grinding halt. In the east, merchants, industrialists, and small land owners struggled as wars and uprisings disrupted trade.

FOCUS Answers

- Justinian conquered every country his armies attempted to take, beautified the city of Constantinople, and made improvements in the government, the law, and the economy. But he neglected the defense of the empire's eastern and northern borders and left the empire financially drained.
- Heraclius reconquered land taken by the Persians and barbarians; reformed the army; reorganized the empire into themes, or provinces; increased trade; and made Greek the empire's language.

Since Justinian had left the government bankrupt, there was no more money for lavish buildings. The growth of arts and sciences slowed. The central government was forced to take severe measures to collect taxes.

The emperors who ruled after Justinian found it impossible to keep the loyalty of conquered people in distant provinces. Each province was very different from the others in its culture and religious beliefs.

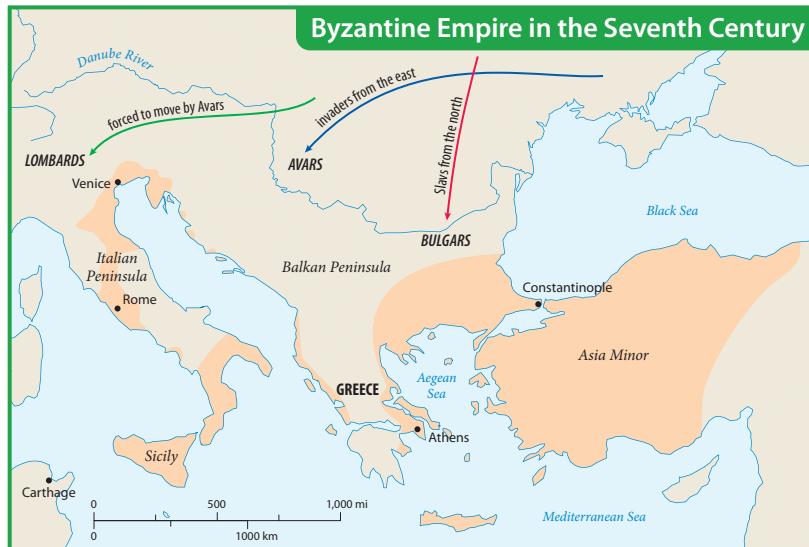
By this time the Byzantine army was much weaker. The army was made up of **mercenaries**, foreigners hired by the government to fight in the army.

Persian emperors had been attacking the Byzantine Empire for several hundred years. After Justinian's death, the Persians renewed their attack to take the province

of Syria. The Persian emperor wanted Syria because it was rich from trade and could afford high taxes. The Byzantine government was not able to pay for strong mercenaries to defend Syria. As a result the Persians seized the territory with little difficulty.

The Byzantine Empire also faced trouble on the **Balkan Peninsula**. Two barbarian tribes, the Avars and the Bulgars, migrated into the area. They were strong enough to take the land and settle in it.

Another tribe of barbarians called the Lombards successfully invaded the Italian Peninsula. In just one hundred years, the Byzantine Empire lost nearly all the land conquered by Justinian. The Byzantine Empire seemed to be disappearing from the map.



271

Discussion

page 271

► Why was it difficult for the emperors to keep the loyalty of conquered people in distant provinces? *Each province was different in culture and religion.*

💡 Why would mercenary soldiers not be as effective as an army of citizens? *possible answer: Mercenaries fought for money and had no loyalty or patriotism for the country that hired them.*

► Why did the Persian emperors want to conquer the province of Syria? *It was rich from trade and could afford to pay high taxes.*

► Why was Persia able to conquer Syria? *The Byzantine government could not afford strong mercenary soldiers to defend Syria.*

⊕ Display the *Byzantine Empire in the Seventh Century* map.

⊕ What seas border the Balkan Peninsula? *the Black Sea, the Aegean Sea, the Mediterranean Sea, and the Adriatic Sea*

If the student cannot remember the Adriatic Sea from previous chapters, instruct him to look at the map on Student Text page 231 or display the *Italy Then & Now* map.

⊕ What two barbarian tribes migrated into the Balkan Peninsula? *the Avars and the Bulgars*

⊕ What tribe forced the Lombards to move? *the Avars*

⊕ What part of the Byzantine Empire did the Lombards invade? *the Italian Peninsula*

⊕ What river did the barbarian tribes cross to reach the Italian Peninsula and the Balkan Peninsula? *the Danube River*

Discussion

page 272

- Why were the people willing to do whatever Heraclius demanded of them? *because they were in a desperate situation*
- How did Heraclius reform the army? *He fired the mercenary soldiers and trained peasants for the army.*
- How was Heraclius able to get the loyalty of the peasants? *He promised them enough land that would support their family.*
- 💡 Why do you think land ownership is important to people? *possible answers: People who own land have the freedom to do whatever they want with it. People can have more personal control. Landowners can keep the land's benefits, such as food, rather than having to give them to the owner. People can make a home in the way they would like.*

Draw a T-chart for display. Label the columns *Student* and *Family*. As the student names items owned by himself and his family, list the item under the correct heading.

Student	Family

- Name some items that you own. *possible answers: bicycle, glove, books, baseball bat, computer, alarm clock, book bag*
- Name some items that the whole family owns. *possible answers: car, couch, dishes, stereo, television, house*

Discuss how well the student takes care of his own things compared to how he takes care of the family's things.

- What areas did Heraclius and the new army conquer? *Asia Minor, Syria, Palestine, and Egypt*
- ⊕ Refer the student to the Balkan Peninsula on the map on Student Text page 271.
- Which two barbarian tribes did Heraclius and his army defeat on the Balkan Peninsula? *the Avars and the Bulgars*
- How did Heraclius organize the empire? *He divided it into provinces called themes, with peasant soldiers living in each theme.*
- 💡 Why do you think this new organization was effective? *possible answer: The peasant soldiers were responsible for the defense of their own theme.*
- Why did trade flourish under the government of Heraclius? *Guilds were formed by people who had the same skills.*
- Why was the trade of silk so expensive? *It came all the way from China, and the trade route was controlled by the Persians.*

Heraclius**Military Success**

The emperor Heraclius (hih RAK lee us) began his reign in 610. Without him the Byzantine Empire might have disappeared. He reformed the army, reconquered the land taken by Persia and the barbarians, and made the roads safe for commerce.

Because of the empire's desperate situation, the Byzantine people often did whatever Heraclius demanded of them. He convinced the church to provide the necessary money to fund the war against the Persians and the barbarians.

To strengthen the army, Heraclius fired the mercenary soldiers and trained Byzantine peasants for the army. It took him ten years to prepare his new citizen soldiers. He promised to pay them by giving each one enough land to support himself and his family. With his new army, Heraclius drove the Persians from Asia Minor and conquered Syria, Palestine, and Egypt. Then he marched the army to the Balkan Peninsula and defeated the Avars and the Bulgars.

Successful Empire Leadership

Heraclius added so much land to the empire that he had to find a new way to organize it. He divided the land into provinces called *themes*. Each theme was a military zone with many peasant soldiers living in it. These soldiers were responsible for the theme's defense. This system lasted almost until the fall of the Byzantine Empire in 1453.

Trade flourished under the government of Heraclius. People who had the same skills or occupations formed special

groups called *guilds*. There were many kinds of guilds. For example, there were guilds for moneychangers, goldsmiths, and notaries (officials who oversaw the writing of legal documents). In the cities, other guilds supplied meat, fish, and bread to the people. Foreign merchants traveled throughout the Byzantine Empire selling grain, wax, leather, furs, spices, and ointments. They also sold slaves.

One of the most important items of trade was silk. Silk was extremely expensive because it came all the way from China.

Persians controlled much of the silk trade route.

Silk was worn only by those who were members of the government. Each governmental official had a symbol indicating his office woven into the fabric.



Byzantine soldier

Byzantine spies discovered how the Chinese made silk. The spies stole some silkworms and smuggled them out of China. Silk production became one of the most important industries in the Byzantine Empire, especially in the cities of Constantinople, Antioch, Tyre, and Beirut.

Heraclius also changed the language of the empire. Although the Byzantine people believed their empire was a continuation of the old Roman Empire, very few of them spoke Latin in the 600s. Since almost everyone spoke Greek, Heraclius decreed that the language of the empire would be Greek. He even used the Greek title *Basilus* rather than a Roman title.

A New Enemy and a New Idea

World Conditions

Persians and Byzantines continued to fight for the same land. Their fighting, however, only made both empires weaker. Many people living in the region were not loyal to either empire.

During this time a powerful movement was gaining strength in a remote region far away on the **Arabian Peninsula**. This new movement was about to dramatically change history for the Persians, the Byzantines, and eventually the world.



Muhammad

Wars and pirates on the Red Sea caused merchants to open routes along the western edge of the Arabian Peninsula. The trading brought great wealth to cities there, such as Mecca. The trade routes also became a means for the rapid spread of ideas.

A man named **Muhammad**, who lived in Mecca, made many commercial trips along the trade routes with his uncle. Muhammad's travels brought him into contact with many religions. He particularly took notice of Christianity and Judaism. These faiths were different from the polytheistic religions in the Arabian Peninsula. Muhammad used his knowledge of Christianity and Judaism to form a new belief.

273

Discussion

page 273

► How did silk production come to the Byzantine Empire? *Byzantine spies stole some silkworms and smuggled them out of China.*

► Historians believe that the spies who smuggled the silkworm eggs were Eastern Orthodox monks. The church was able to make silk fabrics for the emperor Justinian, and the silk industry became one of the most important industries in the empire.

💡 Do you think it was right for the Byzantine spies to smuggle the silkworms out of China? Why or why not? *Accept reasonable answers.*

📝 Although the Byzantine spies profited by smuggling the silkworms out of

China, the Bible instructs Christians to behave honestly and not to steal (Exod. 20:15). [BAT: 4c Honesty]

► Why did Heraclius change the language of the empire? *Very few people spoke Latin; most spoke Greek.*

► What was the Greek title Heraclius used? *Basilus*

► What two things happened because of the continual fighting between the Persians and the Byzantines? *The fighting made the empires weaker and caused many people not to be loyal to either empire.*

⊕ Display *The Arabian Peninsula* map.

⊕ Name the body of water that is near each of the cities on the map. *the Mediterranean Sea (Jerusalem), the Red Sea (Medina and Mecca), and the Black Sea (Constantinople)*

- ⊕ What two bodies of water is the Arabian Peninsula between? *the Red Sea and the Persian Gulf*
- How did Mecca become a wealthy city? *Wars and pirates on the Red Sea caused merchants to open routes that went through this area.*
- How did the trade routes contribute to the spread of new ideas and religion in Mecca? *People from various cultures and religious backgrounds traveled through the city; some spent time in the city.*
- Why was Muhammad interested in Christianity and Judaism? *They were different from the polytheistic religions on the Arabian Peninsula.*
- How did Christianity and Judaism affect Muhammad's ideas of religion? *He used them as a basis for his new belief.*
- 💡 Do you think it is acceptable to base only part of a belief on the Bible? *Unless a belief system is totally biblical and based on the one true God, it will contain human false beliefs.*



Industrial espionage—The Eastern Orthodox monks under Justinian smuggled silkworms to the Byzantine Empire. In doing so, two monopolies were broken—China's on silk production and Persia's on the silk trade routes. When Byzantium became a new source for silk, silk became more accessible and less expensive.



Silkworm—Challenge the student to learn about the life cycle of the silkworm. Instruct him to gather or draw pictures to present his findings on a chart.



Silk painting—Encourage the student to learn about the art of silk painting. Challenge him to design a scene or picture that might be found on a silk painting.

Discussion

page 274

- What did Muhammad claim to make his revelations appear real? *He said he had visions from the angel Gabriel.*

Read Galatians 1:8–9. What does the Bible say about angels or men preaching a gospel contrary to the one that the apostles preached? *Let him be accursed.* [BAT: 8b Faith in the power of the Word of God]

- Where are Muhammad's revelations recorded? *in the Qur'an*

- Is Muhammad's religion monotheistic or polytheistic? *monotheistic*

Were Muhammad's beliefs the same as the Bible's teachings about the true God? *no*

- Where did Muhammad teach his followers to journey to each year? *Mecca*

Why do you think so many people are visiting the Kaaba? *possible answers: They are devoted to their religion. They are on a pilgrimage to Mecca.*

How do you show that you are devoted to the one true God? *possible answers: praying, singing praises, studying the Bible, telling others about Christ*

Can people see your devotion to the Lord Jesus Christ by how you live and where you go? *Answers will vary.* [BAT: 1c Separation from the world; 5c Evangelism and missions]

Display the *Excerpts from the Qur'an*. Direct the student to read the excerpt on Student Text page 421.

- In the Qur'an the chapters are called *suras*.
- Look at "Selections on Good Works." According to this sura, what is the deciding factor on the day of judgment for what a person's future existence will be like? *the weight of his good deeds*

Direct attention to "Selections on Jihad."

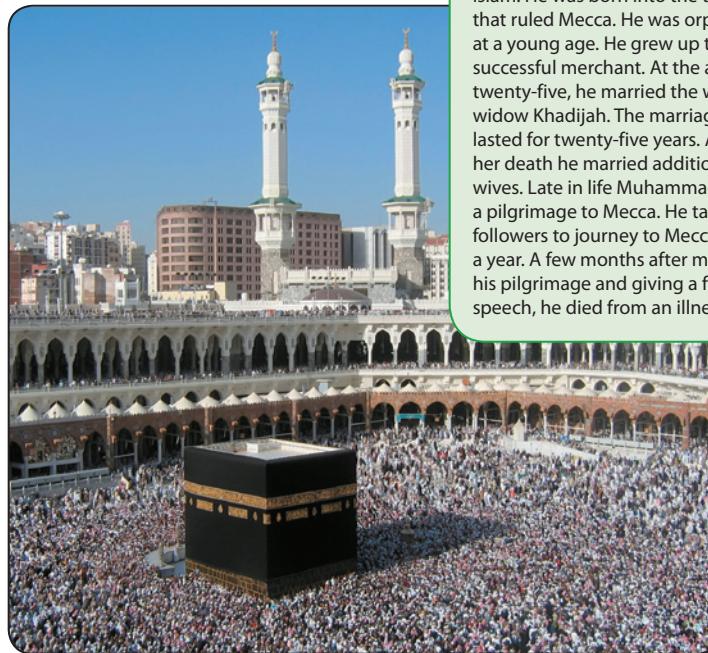
- Look at 002.190–191. According to these verses, who are the Muslims supposed to fight? *only those who first fight them and who try to suppress the Muslim faith*
- In verse 003.169 what comfort does the Qur'an provide for those who die fighting for Allah's way? *They will find themselves in his presence.*
- According to verse 005.082, among whom did the Muslims find the most opposition? *the Jews and pagans*
- Among whom were the Muslims on friendliest terms? *Christians*
- According to verse 009.029, what may those who do not believe in Allah do to end fighting with Muslims? *submit to them and pay a tax*

Some Muslim scholars insist that verse 009.029 must be read in harmony with 002.190–194. Thus, the fighting mentioned in this verse, according

At the age of forty, Muhammad claimed that he had a vision of the angel Gabriel. In this vision the angel gave Muhammad a revelation. This was one of many visions Muhammad claimed to have throughout his life. According to some historians, Muhammad's followers later wrote down the revelations from these visions. The revelations were compiled in a work known as the *Qur'an* (or Koran). Muhammad taught that there was only one god. The Arabic word for his god is *Allah*. Even though the Bible teaches there is only one God, Muhammad's beliefs were very different from the Bible's teachings about the true God.

**BIOGRAPHY****Who:** Muhammad**What:** founding prophet of Islam**When:** ca. 570–632**Where:** Mecca (in present-day Saudi Arabia)

Muhammad was the founder of Islam. He was born into the tribe that ruled Mecca. He was orphaned at a young age. He grew up to be a successful merchant. At the age of twenty-five, he married the wealthy widow Khadijah. The marriage lasted for twenty-five years. After her death he married additional wives. Late in life Muhammad made a pilgrimage to Mecca. He taught his followers to journey to Mecca once a year. A few months after making his pilgrimage and giving a farewell speech, he died from an illness.



The Kaaba in Mecca

274

to these scholars, is also in self-defense only. Other Muslims take a different view of this text.

Background

Kaaba—The Kaaba is a stone structure made of granite. Kaaba means "the cube" in Arabic, although the structure is not a perfect cube. Its black silk covering is embroidered with gold and verses from the Qur'an. The covering is remade and replaced every year. Followers of Islam believe the Kaaba was built by Abraham and his son Ishmael as a house of monotheistic worship.



Guest speaker—Invite someone who has taken a trip or a pilgrimage to the Holy Land to speak to the class about his experience.

Timeline—Direct the student to design a timeline of the days and places of the guest speaker's trip or pilgrimage. Suggest to the student to include pictures of some of the places.

THE FIVE PILLARS OF ISLAM

Islam requires every Muslim to perform certain religious duties to reach heaven.

1. Sincerely believe and recite "There is no god but Allah, and Muhammad is his prophet."
2. Pray five times a day while facing Mecca.
3. Give to the poor.
4. Fast from sunrise to sunset during the sacred month of Ramadan.
5. If able, make at least one **pilgrimage**, or sacred journey, to Mecca.

served as his punishment to the merchants of Mecca.

By 630 Muhammad's army took control of Mecca with little fighting. He removed the idols from the Kaaba and forced many of the people to accept Islam. Everyone who followed Islam was called a **Muslim**. Not everyone in Mecca accepted the leadership of Muhammad and his religion. Those who did not submit to him and Islam were called **infidels**.

Muhammad began to speak out against the evils practiced by the people of Mecca. One thing he rebuked them for was their practice of polytheism. In Mecca there was a cube-shaped building called the Kaaba. It was used for pagan rituals and held many idols. Having the idols in Mecca brought some unity between the Arabian tribes and great prosperity to the city. However, Muhammad's message threatened this unity and the prosperity of Mecca. Muhammad gained a small following but was forced to flee from Mecca in 622.

Muhammad and his followers traveled to a small oasis called Medina. The groups of Arabian tribal warriors there accepted his teachings and submitted to his leadership. During this time Muhammad's beliefs developed into the religion known as **Islam**. Muhammad expanded his influence and increased a following among Arabian tribes. Together they raided passing caravans that were on their way to trade in Mecca. The attacks increased Muhammad's wealth and

ISLAM

Like Christianity and Judaism, Islam teaches there is only one god. But the god of Islam is not a triune god like the God of Christianity. Christians worship the Father, the Son, and the Holy Spirit. These are the different persons of the one true God. This truth is important. The Father sent the Son to provide salvation for mankind (John 3:17). The Son became a man (while remaining God) to die in our place for sin (Rom. 3:21–26). And the Holy Spirit convicts people of sin and draws them to come to Christ for salvation (John 16:8). Each member of the Trinity has an important role to play in providing salvation.

In Islam, people are not guaranteed eternity in heaven simply because they are Muslim. Their eternity depends on whether Allah will be merciful to them or not. The Bible teaches that people can have assurance of God's mercy and salvation. Jesus fully satisfied God's rightful wrath against sin when He died on the cross. All those who are united with Him in salvation have nothing to fear. Jesus has saved them from sin and judgment (Eph. 2:1–10).

275

Discussion

page 275

Q What is the main difference between the Five Pillars of Islam and what the Bible teaches? *Muslims must perform these duties to reach heaven, but the Bible teaches that a person is saved by God's grace and not by works.*

► Why were the people of Mecca concerned about Muhammad's beliefs? *He threatened the unity and prosperity between Arabian tribes when he spoke out against the idols and the practice of polytheism.*

► Where did Muhammad take refuge when he fled from Mecca? *a small oasis called Medina*

► Was Muhammad accepted there? *yes*

► What did Muhammad finish developing while he was at Medina? *his religion, Islam*

⊕ Direct the student to the map on page 273.

⊕ Use the width of your finger to estimate the distance between Mecca and Medina. Is your estimate closer to 125 miles, 150 miles, or 200 miles? *200 miles*

► Many of the merchants on their way to Mecca passed through or near Medina. How did Muhammad take revenge on the merchants? *He raided passing merchant caravans on their way to Mecca.*

💡 Are these the actions of a good man? *no*

► What else did the attacks on the merchants accomplish for Muhammad? *They made him a wealthy man.*

► What did Muhammad do when his army took control of Mecca? *He removed the idols from the Kaaba and forced people to accept Islam.*

► What did Muhammad call those who did not submit to Islam? *infidels*

💡 Why do the Muslims believe Christians are infidels? *They do not submit to Islam.*

📘 How is the Muslims' view of their god different from the Christians' view of God? *Christians believe in the triune God; Muslims do not.*

📘 Who is the triune God? *the Father, the Son (Jesus), and the Holy Spirit*

► Why is a Muslim not able to know if he will spend eternity in heaven? *His fate depends on whether his god will be merciful to him or not.*

► Why can a Christian be sure of spending eternity with God? *All those united with Christ in salvation have nothing to fear. Jesus has saved them from sin and judgment.* [Bible Promises: D. Identified in Christ]

📘 What is the Christian's responsibility toward Muslim people? *to be a witness of the truth of the gospel* [BAT: 5c Evangelism and missions]

Spend time comparing Islamic beliefs with biblical truth and read the Bible verses as it is helpful to the student.

Activity Manual

Study Skill—pages 143–44

Reinforcement—page 149



Guest speaker—Invite a pastor or a missionary who has ministered among Muslims to visit your class to talk about his work. Encourage the student to ask questions.

◆ Lesson 110 ◆**Objectives**

- Conduct biblical research on Jesus' being the Son of God
- Evaluate the Islamic position on Who Jesus is

Vocabulary

There are no vocabulary words to introduce.

Materials

There are no materials needed.

Preview

Direct the student to read the information and the steps on the Discovering How page.

Introduction

- Islam teaches that Jesus Christ is a true prophet but is not the Son of God.
- What must a Christian base his beliefs on? *the Bible*
- Today you will see what evidence the Bible has about Jesus Christ being the Son of God.

Teach for Understanding**Discussion**

page 276

Direct the student to read Luke 7:20–27.

When John the Baptist's followers questioned if Jesus was the Messiah, how did Jesus prove His deity? *He cured people of diseases or infirmities, plagues, and evil spirits.*

What message did Jesus send to John? *The blind see, the lame walk, the lepers are cleansed, the deaf hear, the dead are raised, and the gospel is preached to the poor.*

How can all these miracles be done? *through the power of God*

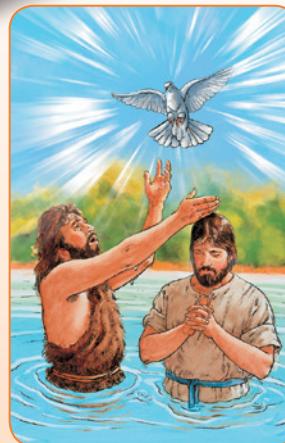
Jesus' deity was proven by His works. What works did Muhammad do? *He raided passing merchant caravans on their way to Mecca. He became a wealthy and successful merchant. He forced many people to accept Islam.*

Do Muhammad's works prove him to be a deity? *no*

Does Muhammad fulfill any of the Old Testament prophecies of the Messiah? *no*

Read Malachi 3:1. Who is the fulfillment of the prophet Malachi's words? *John the Baptist prepared the way for the coming of the Messiah.*

John the Baptist acknowledged this when he said of Jesus, "Behold the Lamb of God" (John 1:29).

Discovering How

The baptism of Jesus



276

Islam teaches that Muhammad was the greatest prophet. Does this agree with Scripture? *no*

Guide the student in following the steps of the activity and in completing the Activity Manual page.

Activity Manual

Bible Connection—page 150

This page explores biblical evidence that Jesus is more than a prophet: He is God's Son and part of the Trinity.

Assessment

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual page 150 in place of using a rubric.

Researching the Bible

The Bible tells us that Jesus is the Son of God, but Muslims do not believe this. They believe He was just another prophet, less important than their prophet Muhammad.

- Get your Bible and your Activity Manual.
- Complete the page using your Bible.
- Discuss the questions, Bible verses, and your answers.



Additional resource—To extend the discussion about Islam, refer to the *Christianity and Religions* chart on the Teacher's Toolkit CD.



Comparison—Direct the student to learn about Muhammad's life. Challenge him to make a Venn diagram to compare and contrast the life of Muhammad with the life of Jesus Christ.

Teach for Understanding**Discussion**

page 277

Guide the student in completing the appropriate sections of the *Chapter 10 Organizer*.

- **What was Abu-Bakr's goal in conquering the Arabian Peninsula?** *to convert the people to Islam*
- **Why did the caliph consider war a correct way to convert people to Islam?** *Muslims believe a jihad, a holy war for the cause of Islam, is right.*
- 💡 **Do you think forcing people to convert to a religion would produce true believers?** *no Why? True faith is a matter of the heart and not a verbal confession.*
- 📘 **What should a Christian do if confronted with a forced confession to a false religion?** *Refuse and accept the consequences. The Bible says that God will never forsake a Christian.* [BAT: 8d Courage]
- 📘 **Some Muslims think a jihad is a mental struggle to become a good Muslim. How does this belief differ from biblical teaching on living righteously?** *possible answer: In this belief, success depends totally on the individual. The Bible teaches that a person can lead a successful Christian life only through the power of the Holy Spirit.* [BAT: 4d Victory]
- **What advantage did the Muslims have when fighting against the Persian and Byzantine empires?** *The Persians and the Byzantines were weak from fighting each other. The Byzantine army was also fighting the Avars and the Bulgars and was not large enough to fight the Arabs at the same time.*
- 🌐 **Display The Arabian Peninsula map.**
- 🌐 **Locate the cities that are considered sacred to the Muslims.** *Jerusalem, Medina, and Mecca*
- 📍 **Why did the Muslims build a shrine on the sacred rock?** *They believe it to be the site of Muhammad's ascension to heaven.*
- **Islam teaches that Gabriel woke Muhammad one night and Muhammad ascended and "toured" heaven.**

FOCUS Answers

1. There was a rock in the city believed to be sacred and on which the Muslims built a shrine.
2. The pope declared authority over the churches in the south, but the patriarch rejected the declaration. The patriarch and the pope excommunicated each other.

- FOCUS**
1. Why was Jerusalem important to the Muslims?
 2. What caused the division between the West and the East branches of the church?

The Conquests of the Muslims

Muhammad died in 632. One of his followers took his place to lead the Muslims. The man in this position of leadership was called a caliph (KAY-lif). The first caliph was Abu-Bakr. He was a fine general, as were many of the caliphs that followed. Abu-Bakr led a war to conquer the entire Arabian Peninsula. His goal was to convert the people there to Islam. Muslims call a war such as this a **jihad** (ji HAHD), a holy war fought for the cause of Islam. Within two years Abu-Bakr and his army reached their goal.

The word **jihad** is an Arabic word that means “to strive hard.” Some Muslims think of a jihad, not as an actual physical war, but as a mental struggle to become a good Muslim. However, the Qur'an describes a jihad as a holy war against non-Muslims. From the beginning, Muhammad commanded his followers to conquer or kill people who were not followers of Islam.

Muslim Victories

The next caliph was a man named Umar. He led the Muslims to conquer

Persia. After defeating one of the Persian armies, Umar sent his army to Syria and Egypt. The Muslims captured both regions. They faced Heraclius, the first Byzantine emperor to fight Muslims.

The Muslim army had an advantage when attacking the Persian and the Byzantine empires. Although both empires were powerful, they were weakened from years of battling each other. The Byzantine army also had been fighting the Avars and the Bulgars. It simply was not large enough to fight the Arabs at the same time.



The Dome of the Rock is built on the spot that is believed to be the site of Muhammad's ascension to heaven.

The Muslims considered three cities to be sacred: **Jerusalem**, **Medina**, and **Mecca**. In Jerusalem there was a rock that the Muslims believed was sacred. Umar went on to conquer Jerusalem. The Muslims built a shrine on the rock. The shrine, which still stands today, is called the Dome of the Rock.

277

Lesson 111**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- 📘 **Read Judges 7:19–21.**
- 📘 **What weapons did Gideon's army use to cause the Midianite army to run?** *trumpets, pitchers (jars), and lamps (torches)*
- 💡 **Why did these weapons work?** *because God was with Gideon and his army*
- **Today you will learn about another unusual weapon.**

Objectives

- Describe the methods of conquest used by the Muslims against the Persians and the Byzantines
- Identify the three cities considered sacred by the Muslims
- Analyze the leadership of Leo III against Muslim invasion
- Describe the golden age of the Byzantine Empire
- Explain the conflict over iconoclasm

Vocabulary

jihad icon

Materials

- ⌚ *Chapter 10 Organizer* from Lesson 106
- ⌚ *The Arabian Peninsula* from Lesson 109

Discussion

page 278

- What caused twenty years of civil war after the death of Heraclius? *The nobility were angry about so much land being given to the peasants. Byzantines were angry because the cost of wars caused taxes to rise considerably.*
- 💡 Why was it difficult for the leaders to get control of the crises in the empire? *Most of them were assassinated within only a few months of coming to power.*
- What experiences benefited Leo III in ruling the empire? *He was familiar with the empire's enemies and could speak their language. For a time, he had lived among the barbarians and knew their way of life.*
- What strategy did the Muslim armies and navy use to conquer Constantinople? *They used a siege. They camped outside the city walls and kept goods from coming into the port in the hope of starving the citizens into surrendering.*
- How were the Byzantine ships able to defeat the Muslim blockade even though the Byzantines were outnumbered? *They had a powerful weapon called Greek fire.*
- 💡 Look at the picture. What form of energy powers the boats? *wind power with sails and manpower with oars*
- 💡 What would be a danger for the Byzantine boats using Greek fire? *If the wind shifted, it could blow the Greek fire back at the boat.*

Empire in Turmoil

After Heraclius died, the Byzantine Empire again faced crises. To provide soldiers for all their wars, the Byzantine emperors gave more and more land to peasants who joined the army. The nobility disliked this practice. They thought only noblemen should own land. The wars also brought a rise in taxes, which angered the Byzantines. For twenty years, civil war further weakened the empire. Seven emperors tried to rule during that time. Most of them were assassinated only a few months after coming to power.

A New Hero

In the early 700s a man named Leo served as an administrator and a general in the Byzantine government. Soon he grew in power and seized the opportunity to be emperor. With his army, Leo captured the emperor and his entire household. He named himself Emperor **Leo III**. He was also known as Leo the Syrian.

Leo had much experience that was a benefit to his rule. He was familiar with the empire's enemies. As a boy he had lived among the Arabs and learned their language. When he was older, he and his family moved to the Balkan Peninsula. There he became familiar with the barbarians and their way of life.

Muslim Invasion

Just six months after Leo III became emperor, Muslim armies camped outside the walls of Constantinople. Their navy closed off the city by sea to stop goods from coming into the port. The Muslims hoped to starve the citizens into surrendering. Leo III sent his ships out against the Muslims. The Byzantines had only a few ships, but they also had a powerful weapon. This weapon was Greek fire, an explosive mixture that burst into flames whenever it touched water. When the Muslim ships drew close, the defenders of Constantinople threw Greek fire toward them. After the enemy ships



Greek fire

278

Background

Muhammad and jihad—There is still debate even among Muslims about whether Muhammad commanded his followers to conquer or kill people who were not followers of Islam. It is a historical fact that, in the earlier years of Muslim rule, Christians were tolerated by their Muslim overlords, not killed. In fact, many Christians held high offices in Muslim governments.



Greek fire—This weapon, which the Byzantines acquired in the seventh century, was an explosive mixture that included naphtha, sulfur, and saltpeter. Soldiers squirted this flammable liquid from tubes or threw clay pots containing it at the enemy. Greek fire ignited spontaneously and burned even on water. The effectiveness of this weapon against wooden ships enabled the Byzantines to control the Mediterranean Sea for many centuries.



A Christian's defense—Direct the student to read Stephen's defense in Acts 7 before his stoning. Instruct the student to write a statement that a Christian could say if he were told to deny Christ and accept a false religion.

Things People Did

Iconoclasm

In the Byzantine Empire the use of icons became popular in churches. **Icons** are sacred images representing Christ, Mary, saints, or other sacred subjects. Most of the icons were paintings, mosaics, or frescoes.

The emperor Leo III considered icons a type of idol. When an earthquake shook Constantinople in 726, he believed it was a judgment from God against the use of icons. Leo then ordered the destruction of all the icons in the churches to prevent further judgment.

The destruction of religious icons is called *iconoclasm* (eye KON uh KLAZ um). People who think icons are sinful and destroy them are called iconoclasts.

Throughout the empire iconoclasts painted over or destroyed many of the icons. This action led to a division within the Eastern Orthodox Church. Leo imprisoned those who tried to protect the icons.

The controversy over icons lasted until 843. In that year the ruler officially recognized icons and allowed them back in the churches. This event is still celebrated each year in the Eastern Orthodox Church as the Feast of Orthodoxy.



Icon of Mary and Jesus

burned, the ships with supplies for the citizens could enter the port.

The following winter was so cold that many of the Muslim soldiers who were encamped around Constantinople froze to death. The next summer a large number of the citizens and many

Muslims died of a plague. Eventually, the remaining Muslims withdrew.

Leo led his army into Asia Minor and took the peninsula back from the Muslims. Although the Muslim threat had not ended, Leo proved his ability to lead the empire.

279

Discussion

page 279

- What happened to the Muslim army encamped around Constantinople? *Many froze to death during the cold winter. Many died of a plague.*
- What is an icon? *a sacred image representing Christ, Mary, saints, or another sacred subject*
- Why was iconoclasm a conflict in the Byzantine Empire? *Icons were popular in the churches, but the emperor Leo and others considered them idols.*

Read Exodus 20:4.

Are icons idols? *Icons are idols whenever they are worshiped instead of God.*

- Why did Leo order the destruction of the icons in the churches? *He believed an earthquake that shook Constantinople was a judgment from God against the use of icons. Leo had them destroyed to prevent further judgment.*
- What did Leo do with many of those who tried to protect the icons? *He imprisoned them.*
- What is the reason for those in the Eastern Orthodox Church to celebrate the Feast of Orthodoxy? *because in the year 843 icons were allowed back in the churches*



Icons—Most Byzantine art portrayed Christ, saints of the early church, or scenes from the Bible. Many of these pictures were intended to inspire worshipers to greater devotion. By reminding the people of biblical characters and events, they were intended to help turn worshipers' thoughts toward God and His Word. However, these images, called icons, came to be misused. People made them objects of worship, prayed to them, and expected miracles of them.

Symbolism—Symbolism in sacred art has developed through the years to communicate the message of the painting. Mary is typically pictured wearing blue, Paul is bald with a sword and a book or scroll, and Peter has a rounded white beard and keys or a boat. This symbolism made it easy for people—many of whom could not read—to identify the person being represented.

Pictures—Instruct the student to collect an assortment of pictures of icons. Instruct him to place the pictures in a photo album with brief descriptions.

Discussion

page 280

- What culture heavily influenced the Byzantine Empire during the years 850–1050? *Hellenistic culture*
- Why was the period between 850 and 1050 considered by some historians as the golden age of the empire? *Emperors successfully fought their enemies. There were improvements in government, education, and trade and developments in culture.*
- How did the travel of missionaries from Constantinople improve conditions around the empire? *They helped standardize languages, ethics, laws, and political patterns.*
- How was the translation of the Bible into Slavic beneficial? *It gave the Slavic people a written language, and they had the Bible to read for themselves.*
- Why did the pope of the Western church excommunicate the patriarch of the Eastern church? *The patriarch had refused to accept the pope as authority over him.*
- What happened when neither the pope nor the patriarch would give in to the other's authority? *The church split into two branches, the Eastern Orthodox Church and the Roman Catholic Church.*
- The split in the church happened because there was an argument about which man would control the Christian church. However, Christ alone is the true Head of the church.
- Many people revered the religious leaders, who claimed to be representatives of Christ. However, the Bible instructs Christians to not take the word of any man as the Word of God.

 Read Acts 17:11. The Christians of Berea searched the Scriptures to make sure that the words of the apostles were consistent with what the Bible taught.

Encourage the student to be a follower of Christ and not of men. [BAT: 8b Faith in the power of the Word of God]

- ☒ Refer the student to the History TimeLine in the Activity Manual.
- ☒ What year did the Roman Catholic Church and the Eastern Orthodox Church split? *1054*
- ☒ What happened one hundred years later in England? *Henry II began his reign.*
- ☒ What period was Japan in at this time? *the Heian period*

Height of the Byzantine Empire

The Byzantine Empire had its best and most powerful years between 850 and 1050. It was strongly influenced by Hellenistic culture. Some historians refer to this time as a golden age in the history of the Byzantine Empire.

During this time, the emperors successfully fought their enemies on the Balkan Peninsula and in the Middle East. Some rulers helped develop the empire's government and culture. Emperor Michael III reorganized the University of Constantinople. Basil I oversaw the revision of the law. The empire also became wealthier from its trade throughout Asia, Europe, and Africa.

Christian missionaries from Constantinople traveled throughout eastern Europe in the 860s. In the process of trying to make converts, the missionaries helped standardize the language, ethics, laws, and political patterns of the people, including the Bulgarians and the Slavs.

Two missionaries, Cyril and Methodius,

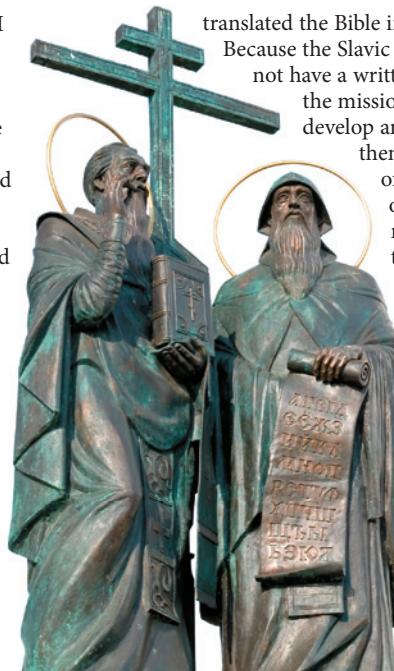
POWER STRUGGLE IN THE CHURCH

A bitter rivalry developed between the leaders of the Eastern and Western churches. The bishop of Rome, later known as the pope, became the most important religious leader in the West. The patriarch of Constantinople was the most important religious leader in the East.

In 1054 the pope sent men to Constantinople. These men declared that the pope was taking authority over the churches in the south that had previously been under the patriarch's authority. The patriarch refused to accept this. As a result the pope's representatives had the patriarch excommunicated, or removed from the church. In response, the patriarch excommunicated the pope. This meant that neither of them recognized the other's authority. This break in fellowship between the two branches of the church has continued for nearly one thousand years. These two branches became known as the Roman Catholic Church (Western church) and the Eastern Orthodox Church (Eastern church).

translated the Bible into Slavic. Because the Slavic people did not have a written language, the missionaries had to develop an alphabet for them. Because of the work of these two missionaries, thousands of people were given the opportunity to read the gospel for themselves.

Cyril and Methodius



280

Activity Manual

Study Skill—pages 144–45

Review—pages 151–52

This *Study Guide* reviews Lessons 108–11.

Assessment

Quiz 10B

The quiz may be given anytime after completing this lesson.



Cyrillic alphabet—The Cyrillic alphabet is named after Cyril, a missionary from the Byzantine Empire. Although it was created during the 900s, possibly by St. Clement of Ohrid, its current form began to be used in 1708 during the reign of Peter the Great. The Cyrillic alphabet has been adapted to write more than fifty different languages, primarily in Russia, central Asia, and Eastern Europe.

- FOCUS**
1. Why was Basil II called the Bulgar Slayer?
 2. What was the pope's reaction when he found out what the crusaders did to Constantinople?

The Bulgar Slayer

Basil II became emperor in 976. He never married, and he devoted his life to making the empire stronger. His army was well trained, and he made the nobles pay their taxes. He kept the church from taking land from the peasants. Basil II was serious by nature and a fair ruler. He was one of the best emperors the Byzantine Empire ever had.

Basil II was a great warrior. When the Bulgars attacked the empire, Basil led an army in defeating them. He captured fourteen thousand Bulgarian soldiers. Because of this victory and his harsh treatment of the captives, Basil II was often called the Bulgar Slayer.



Coin showing co-emperors Basil II and Constantine VIII

Another Muslim Advance

After Basil II's death in 1025, no other emperor was able to run the government the way he had. For two hundred years the empire had

experienced victories and expansion. Now the empire faced new obstacles. Venice, an Italian city, took over much of the trade that used to come through Constantinople. New enemies appeared and attacked the empire. These invaders included the Normans from northern Europe, the Patzinaks from Russia, and the Muslim Seljuk (sel JOOK) Turks from central Asia. The Byzantines especially hated the Turks because of their earlier capture of the holy city of Jerusalem.



BIOGRAPHY

Who: Basil II (the Bulgar Slayer)

What: Byzantine emperor (976–1025)

When: ca. 958–1025

Where: ancient Turkey

Basil was crowned co-emperor with his brother Constantine in 960. At the time both were too young to rule. After their father's death in 963, their stepfather, a great-uncle, and two generals tried to rule the empire. Later, with the help of the Russians, Basil became sole emperor. He was as ruthless in his rule of the empire as he was in his military command. Basil was a short, stocky man and twirled his beard in his fingers when deep in thought or angry.

281

◆ Lesson 112 ◆

Objectives

- Evaluate the leadership of Basil II
- Analyze the causes and effects of the Crusades
- Trace the struggles and progress of the Byzantine Empire from 1204 to 1261

Vocabulary

Crusades

Materials

- Chapter 10 Organizer from Lesson 106
- Geneva Convention, IA 10.1
- The Crusades 1096–1204, M 10.5

- Prince John ruled England while his brother Richard I was in Palestine trying to capture cities from the Muslims. Today you will learn about these missions.

Teach for Understanding

Discussion

page 281

Guide the student in completing the appropriate sections of the *Chapter 10 Organizer*.

- Why was Basil II considered a fair ruler? *He made the nobles pay their taxes. He kept the church from taking land from the peasants.*
- Why was Basil considered a great warrior? *When the Bulgars attacked, he defeated them and captured fourteen thousand Bulgars, whom he treated harshly.*
- When Basil was a ruler, there were no laws about the treatment of prisoners of war. Today we have international rules about this issue that developed from the Geneva Convention.

Read together some of the articles of the *Geneva Convention*. Discuss the pros and cons of these rules. *possible answers: pros—humane treatment, some being able to return to a normal life after war; cons—more difficulty in forcing information from captives, costs of prisoners and care needs*

- How did Venice's success with trade affect Constantinople? *possible answer: Trade lessened in Constantinople, causing the economy to become unstable.*
- Why did the Byzantines hate the Muslim Turks more than they hated the other new enemies? *because the Muslim Turks had captured Jerusalem*
- What habits do you have when you are in deep thought? *Any answer is acceptable.*

FOCUS Answers

1. because of his victory over and harsh treatment of the Bulgarian captives
2. The pope condemned the actions of the crusaders.

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Have you ever heard of the legend or story of Robin Hood?
- How did Robin Hood get money to give to poor people? *He stole from rich people.*
- Who was the wicked ruler who wanted to kill Robin Hood? *Prince John*
- What good king returned from a far journey at the end of the legend? *King Richard I, also known as the Lion-Hearted*

Discussion

page 282

- What call did Pope Urban II issue to the knights of France? *to free Jerusalem from Islamic rule*
- 💡 Why do you think these military attempts were called crusades rather than military campaigns? *because they were supposedly for religious purposes*
- What happened in the first Crusade? *Jerusalem was captured from the Muslim Turks.*
- Why were there additional Crusades after the victory of the first Crusade? *The Muslims continued their attacks until they were successful in regaining Jerusalem.*
- What did the crusaders do during the fourth Crusade that was not in the pope's plans? *They made their own alliances and attacked cities other than Jerusalem.*
- 💡 How do we know that the Muslim Turks had become a formidable enemy? *They controlled the Middle East from Egypt to Syria.*
- Why did the crusaders plan to gain control of Egypt first? *to divide the Muslim power*
- What was the purpose of the crusaders' agreement with the navy of Venice? *The Venetians could supply the necessary ships.*
- ❖ Display *The Crusades 1096–1204* map.
- In what year did the pope issue the call to free Jerusalem? *1095*
- ❖ When did the first Crusade begin? *1096*
- 💡 What would account for the time lapse between when the call for the Crusades was made and when the first Crusade began? *possible answer: It would have taken several months to plan and organize the endeavor.*
- ❖ In the third Crusade the crusaders sailed completely around the Iberian Peninsula. What country is shown on the Iberian Peninsula? *Spain*
- Who was in control of the Iberian Peninsula? *Christians and Muslims*
- ❖ Who was in control of the Italian Peninsula? *Christians*
- ❖ Who was in control of northern Africa? *Muslims*
- ❖ What years did the fourth Crusade take place? *1202–1204*
- ☒ Find the fourth Crusade on the History TimeLine in the Activity Manual. What group of people tried to conquer Japan about this time? *the Mongols*
- ☒ The Aztec civilization began over a hundred years after the fourth Crusade ended. What continent was the Aztec civilization on? *North America*
- ☒ About what year did the Aztec civilization begin? *1325*

The Crusades**The Crusades Begin**

In 1095 Pope Urban II issued a call to the knights of France. He wanted them to free the city of Jerusalem in Palestine from Islamic rule. These religious campaigns of the Roman Church became known as the **Crusades**. The warriors were called crusaders.

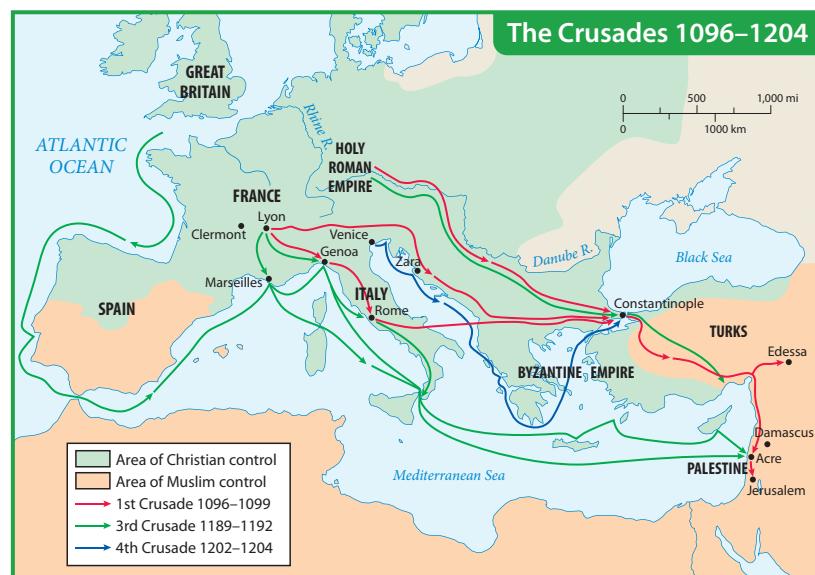
The First Three Crusades

In the first Crusade the crusaders were able to capture Jerusalem in the summer of 1099. However, the Muslim Turks continued to invade the land. The second and the third Crusades did not end successfully. In July of 1187, Muslims regained Jerusalem for Islam.

The Fourth Crusade

When Innocent III became the pope in 1198, he made it his primary goal to reclaim Jerusalem. Within a few years he organized another crusade. However, the crusaders made their own alliances and began attacking cities that the pope did not intend.

By 1200 the Muslim Turks controlled the Middle East from Egypt to Syria. The crusaders' plan was to gain control of Egypt, which was under Muslim rule. They believed that their success in this wealthy center of trade would divide the Muslim power. Crusaders made an agreement with the navy of Venice. The Venetians were to supply ships, and the crusaders would supply the army and money.



282



The Bulgar Slayer—When the Bulgars attacked the empire, Basil not only defeated them but also captured fourteen thousand of their soldiers. To intimidate the Bulgar king, he blinded all the captured soldiers and sent them back home in groups of a hundred. Each group had a one-eyed man to lead the way. When the Bulgar king saw his soldiers blinded and stumbling, he reportedly fell over dead.

Crusades—Even though the Crusades failed, they had a major influence on Western Europe. Challenge the student to research the pros and cons of the Crusades. Instruct him to present his findings in a T-chart.

The Venetians kept their part of the agreement. However, as time wore on, it became apparent that the crusaders would be unable to supply the huge army and necessary money for success.

A new plan was made to invade other cities to provide the money and the resources needed. The Venetians convinced the crusaders to attack Zara, even though it was a Christian city.

While the crusaders were in Zara, a prince made a request of them. The prince claimed to be the rightful heir to the throne of the Byzantine Empire. He offered money and men for the Crusade if, in return, the crusaders would help put him on the throne. The prince wanted to take the place of the Byzantine emperor Alexius III. The crusaders accepted the offer and with the Venetians headed for Constantinople.

Emperor Alexius III learned about the treachery. He rallied support to oppose the prince. When the Venetians and the crusaders arrived at Constantinople, the Byzantine army resisted them for several days. However, the crusaders were eventually able to take the city. Alexius slipped out and fled into exile.

A group of Byzantine churchmen and senior nobles offered their submission to the crusaders. These Byzantines were hoping for a peaceful takeover. Their hopes were in vain. Over the next three

days, the crusaders plundered the city, including the churches. They divided the Byzantine lands and goods amongst themselves and their Venetian allies.

Pope Innocent III condemned the actions of the crusaders, but it was already too late. He was unable to control them. What had started out as a noble effort to reclaim Jerusalem had turned into a serious problem.

LASTING CONSEQUENCES

For many centuries, including current times, the actions taken by the crusaders in Constantinople have not been forgotten.

The late Pope John Paul II tried to mend the lasting bitterness held by the Eastern Orthodox Church. In June of 2004, he apologized to Patriarch Bartholomew I of the Eastern Orthodox Church. "In particular, we cannot forget what happened in the month of April 1204," the pope said in reference to the sacking of Constantinople by crusaders. "How can we not share, at a distance of eight centuries, the pain and disgust."



Patriarch Bartholomew I (left) and Pope John Paul II (right)

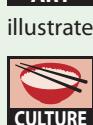
So often we think that things we do and say that hurt others will heal with time. Time does not always heal. Many times bitterness festers and grows. Only forgiveness and love can heal emotional wounds.

283

Discussion

page 283

- What was the purpose of the crusaders' new plan to invade other cities on their way to Egypt? *to provide money and resources*
- Why was Zara an unlikely city for the crusaders to invade? *It was a Christian city.*
- What prompted the crusaders to decide to invade Constantinople? *A Byzantine prince promised them the necessary money and soldiers if the crusaders in turn would help make him emperor.*
- 💡 After the crusaders took Constantinople, what action did they take that was not considered a Christian mission? *They plundered the city, including the churches, and divided up the lands and goods.*
- Why could the pope not prevent the actions of the crusaders? *He had lost control of them.*
- 💡 What do you think was the real reason the crusaders plundered Constantinople? *greed for money and power*
- Why was it necessary for Pope John Paul II to apologize for the crusaders' actions eight hundred years beforehand? *Time does not heal bitterness. Only forgiveness and love can heal emotional wounds.*
- 📖 Read Matthew 5:23–24. What does the Bible say should be done when we offend someone? *We should go to them and ask forgiveness.*
- 📖 Read Matthew 18:21–22. What does the Bible say should be done when someone offends us? *We should forgive that person.*
[BAT: 6e Forgiveness]



Crusade events—Supply trade books and other informative books about the Crusades (1096–1204). Direct the student to create an illustrated timeline of the events of the Crusades.

Explore a legend—An English legend tells that while Richard the Lion-Hearted was off fighting in the Crusades, Robin Hood was defending England against Prince John. Share one of the stories of Robin Hood's adventures.

Discussion

page 284

- Why did the crusaders not invade Egypt? *They stayed in Constantinople with the Venetians to rule the city.*
- 💡 What do you think this action tells about the crusaders' true intentions? *possible answer: Perhaps rescuing Jerusalem was not their real goal in the first place. Maybe they were after power and wealth.*
- Although it looked as if the end of the Byzantine Empire had come, why was this not so? *Several Byzantines fled to Asia Minor and organized a new empire.*
- How did the emperor John III work to strengthen the empire? *He banned evil practices in government and the courts, helped the poor, built churches, gave land to its citizen-soldiers, encouraged improvement in agricultural methods, and built a system of fortifications and frontier defenses.*
- Why was Michael VIII able to take back Constantinople? *He strengthened his army.*
- What did he do after taking back the city? *He spent vast sums of money to rebuild and beautify the capital.*
- 💡 Was rebuilding and beautifying the capital unusual for an emperor to do? *no*
- 💡 One of the reasons why we study history is to learn from the accomplishments and failures of people in the past. What should have Michael learned from past emperors? *He should have spent money and rebuilt the city over a longer period of time as the economy improved.*
- 💡 What do you think was a consequence of his actions? *Accept any reasonable answer.*
- 💡 What do the artifacts in the pictures tell you about the Byzantines? *possible answer: They valued beauty and detail.*

Activity Manual

Study Skill—page 145

Reinforcement & Map Skill—page 153

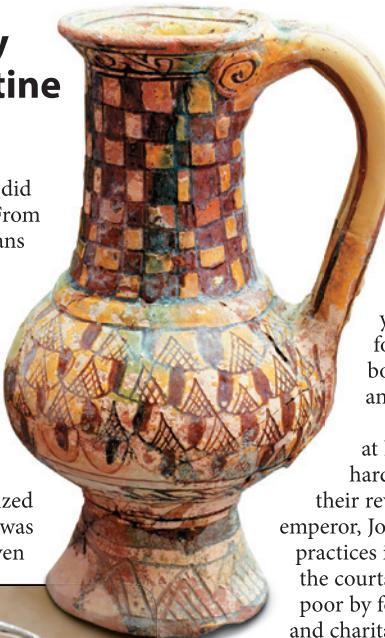
The questions on this page reinforce the lesson and the student's map-reading skills.



Authority figures—Direct the student to make a chart of biblical people in authority whom God used to accomplish His plan. Challenge the student to include people who were unbelievers and to explain how these people also accomplished God's plan.

The Recovery of the Byzantine Empire

The crusaders never did go on to Egypt to fight. From 1204 to 1261, the Venetians and the crusaders ruled Constantinople. It looked as if the Byzantine Empire had come to an end. But the empire had not been completely destroyed. Some Byzantines fled to Asia Minor where they organized a new empire. Its capital was Nicaea. For over fifty-seven



years, the new empire fought the armies of both Constantinople and the Turks.

The emperors at Nicaea worked hard to strengthen their revived empire. One emperor, John III, banned evil practices in government and the courts. He helped the poor by founding hospitals and charitable institutions. His government built churches and gave land to its citizen-soldiers.

The government also encouraged the improvement of agricultural methods and raising livestock. To protect his people, John III had a system of fortifications and frontier defenses built.

By 1261 the Byzantine emperor Michael VIII had strengthened his army enough to attack and recapture Constantinople. He entered the city on August 15, 1261, and within weeks was crowned emperor in the Hagia Sophia. Michael VIII spent vast sums of money to rebuild and beautify the capital.



Byzantine artifacts: (top to bottom) gold earrings, painted pitcher, and silver basket

Exploring Together

Analyzing Political Cartoons

Have you ever read a cartoon on the editorial page in your daily newspaper? Political cartoons can be found in newspapers, magazines, books, and on the Internet. The focus of a *political cartoon* is usually on an important person or an important political or social event. A political cartoon gives a summary of an event in a quick and entertaining way. Political cartoons are primary sources that present insights into the public mood and attitudes toward key events of the time.

The cartoonist expresses his own political opinion through his art. He uses emotional techniques trying to persuade the reader to accept his opinions. Often the cartoon characters are drawn with exaggerated features. The artist may use symbols to stand for something in the news. For example, a dollar sign may represent the economy.

1. Get your Activity Manual page and the political cartoon from your teacher.
2. With your partner study the political cartoon.
3. Complete the cartoon analysis on the Activity Manual page.
4. Discuss your analysis with the class.



285

◆ Lesson 113 ◆

Introduction

- ▶ Have you ever read a cartoon on the editorial page in your daily newspaper?

Discuss some of the cartoons the student has read and what intrigued him about the cartoons.

Objective

- Analyze a political cartoon

Vocabulary

There are no vocabulary words to introduce.

Materials

- Political Cartoon Analysis, IA 10.2 (See Teacher Helps.)
- Political Cartoon Analysis (Key), IA 10.3

Preview

Direct the student to read the information and steps on the Exploring Together page.

Teach for Understanding

Discussion

page 285

- ▶ What is the focus of a political cartoon?
usually an important person or an important political or social event

💡 What advantage does a political cartoon have over an entire newspaper article or an Internet article?
possible answer: It gives a summary of an event in a quick and entertaining way.

💡 A political cartoon may be a primary source when it was drawn in that era. What can a cartoon tell you about “the way things were” during that era? What can it not tell you? *possible answers: It can tell you the moods and attitudes of the people. It cannot accurately tell you the specific events or trends that happened because it is the cartoonist’s opinion.*

Display the *Political Cartoon Analysis* chart. Complete the chart as you direct an analysis of the cartoon on Student Text page 285.

► What objects or people are in the cartoon? *Justinian, castle balcony, crowd, and protest signs*

► What labels or captions are in the cartoon? *Justinian's name, what he is saying, and protest signs*

Continue analyzing the cartoon with the student using the *Political Cartoon Analysis (Key)* as a guide.

After completion of the analysis, group the students into pairs and have each pair choose one of the cartoons on Activity Manual page 155 to analyze together.

Activity Manual

Social Studies Skill—pages 154–55

Assessment

🕒 Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Political Cartoon Analysis chart—For the analysis of the Student Text cartoon, you may want to display the chart or give each student a copy.

Exploring Together—This activity is designed for students to work in pairs as they analyze a cartoon in the Activity Manual. You may choose to have each student complete his own analysis.

France had been at war with each other for over one hundred years. Neither had an army nor the money to help. Additionally, in the 1300s all Europe was weakened from the **Black Death**, a fatal disease also known as the bubonic plague. The disease killed at least one-third of all the people in Europe.

After the Ottomans completed their conquest of Asia Minor, they crossed into the Balkan Peninsula. The city of Adrianople and the country of Bulgaria fell to them. The Ottomans went on to conquer Greece.

By March of 1453, the Ottomans surrounded Constantinople. The Byzantine

emperor Constantine XI had spent more than half his life fighting the Ottomans. He did not want to give in easily.

The Ottomans used cannons to fire on the walls of Constantinople. Constantine did not have many cannons for his army. The Byzantines defended their positions but spent time each night repairing the damages the Ottoman cannons had made. After a few days the Turks entered the city. Constantine died fighting the Turks. He chose death over surrender.

During the invasion of Constantinople, the Ottomans destroyed or stole priceless works of art, icons, and precious

THE BLACK DEATH

The Black Death, or bubonic plague, was a terrible disease. Fleas bit rats and other rodents infected with bacteria. Then the fleas bit humans, passing on bacteria that caused the plague. Symptoms of the disease were a high fever and aching limbs. The most characteristic symptom was the swelling of spots on the neck, armpits, and legs. These spots turned blackish in color, which gives the disease its name, the Black Death. The swellings continued to expand until they burst. It usually took only three or four days for the patient to die.

The Black Death began in the Gobi Desert in China in the late 1320s and spread west along the Silk Road and other trade routes. The disease also traveled by merchant ships. In two years, one in every three people in Europe died from the disease. Some cities suffered very little. Others suffered greatly.

Giovanni Boccaccio was a writer who lived in Florence, Italy, during the time of the Black Death. He lost family members and

many friends to the plague. In his famous collection of stories, *The Decameron*, he begins with a description of the Black Death:

As consecrated ground there was not in extent sufficient to provide tombs for the vast multitude of corpses which day and night, and almost every hour, were brought in eager haste to the churches for interment, least of all, if ancient custom were to be observed and a separate resting-place assigned to each, they dug, for each graveyard, as soon as it was full, a huge trench, in which they laid the corpses as they arrived by hundreds at a time, piling them up as merchandise is stowed in the hold of a ship, tier upon tier, each covered with a little earth, until the trench would hold no more. (J. M. Rigg, trans.)



287

Discussion

page 287

► What conditions in Europe prevented the kings from helping? *England and France were at war with each other, and neither had an army or the money to help. Europe was also weakened by the Black Death.*

💡 If the European kings had joined together to help the Byzantines, do you think the Europeans would have continued to fight each other? *probably not*

► Why did Constantine XI not want to surrender to the Ottomans? *He had spent half his life fighting them.*

► What weapon did the Ottomans use to breach the walls of Constantinople? *cannons*

► What was the heroic action taken by Constantine? *He chose death over surrender.*

💡 Some people at that time thought that the Black Death was leading to the end of the world. Why do you think they might have thought this? *possible answers: One-third of the people died from the disease. The Bible tells of terrible events and suffering in the end times.*

► What caused the Black Death? *Fleas bit rats infected with a bacteria and then bit humans, passing on the bacteria.*

► Why was the disease called the Black Death? *The swellings on the neck, armpits, and legs were black in color.*

► What were the other symptoms? *a high fever and aching limbs*

Read and discuss the description of the Black Death from *The Decameron*.

Activity

Writing speeches—Direct the student to write a speech that one of the Byzantine emperors could have given trying to convince one of the European kings to help the Byzantines defeat the Turks.

Black Death—Instruct the student to learn more about the Black Death. Challenge him to write a letter to a friend from a historical perspective of one who has contracted the disease. The student could choose the role of a doctor, a pastor, a town official, a gravedigger, a teacher, a parent, or a child.

Healthy habits—Some diseases and illnesses can be prevented by implementing healthy habits. Challenge the student to research healthy habits that help prevent disease and illness.

Discussion

page 288

- What actions taken during the invasion of the Turks had lasting results? *They destroyed priceless works of art, icons, and precious manuscripts.*
- What happened to the Hagia Sophia? *It was turned into an Islamic mosque.*
- What were some of the achievements handed down through history by the Byzantines? *They preserved Roman law, Greek literature, learning, philosophy, and important information about the ancient world.*

Activity Manual

Study Skill—page 145

Expansion & Social Studies Skill—page 156

This page gives additional information about the Black Death using a map and a bar graph.

Review—page 157

This Study Guide reviews Lessons 112–14.



Preservation of the Hagia Sophia—The Hagia Sophia stands on a hill in Constantinople. It remained the Great Mosque of the Ottoman capital until 1934. Between 1847 and 1849 Swiss architects Gaspare and Giuseppe Fossati consolidated the dome and the vaults and straightened the columns. The Byzantine Institute of the United States and the Dumbarton Oaks Field Committee began restoration and cleaning in the 1940s that still continues today. The World Monuments Fund in 1996 and in 1998 included the Hagia Sophia in a list of the one hundred most endangered monuments.

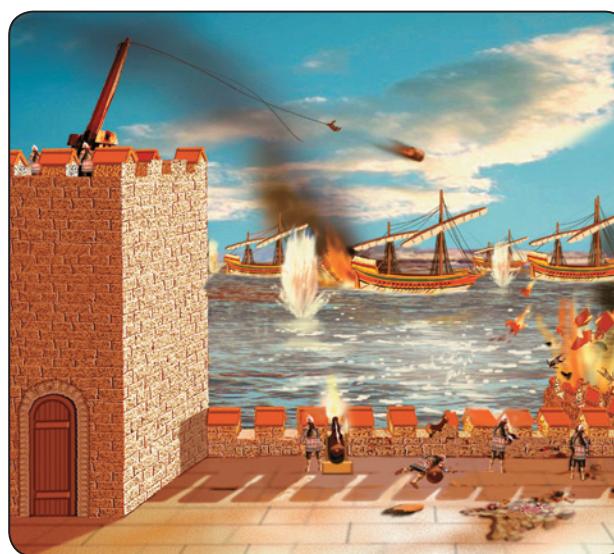


The Ottomans achieved victory as they used large bombard cannons in their attack on land.

manuscripts. The **sultan** (the ruler of the Ottomans) entered the city and made it the capital of the Ottoman Empire. The beautiful Hagia Sophia became an Islamic mosque. The Byzantine Empire had come to an end.

The Importance of the Byzantine Empire

Like all empires before it, the Byzantine Empire rose and fell. In fact, it expanded and declined several times. But while it existed, the Byzantines made many important achievements. They kept Roman law from disappearing. The scholars of the empire preserved Greek literature, learning, and philosophy. Without the Byzantine Empire, much of what we study today about the ancient world would have been lost.



The Ottomans attacked the city on all sides.

Chapter 10 Summary

Name _____

Define these terms

apostle	jihad
barbarian	mercenary
Black Death	Muslim
deity	orthodox
doctrine	pilgrimage
hippodrome	Qur'an
icon	sultan

Locate these places

Arabian Peninsula	Constantinople
Asia Minor	Jerusalem
Balkan Peninsula	Mecca
Black Sea	Medina
Bosporus Strait	Mediterranean Sea

Tell about these people

Belisarius	Leo III
Constantine	Muhammad
Heraclius	Ottomans
Justinian I	Theodora

Explain what happened

- the Council of Nicaea
- the Crusades
- the Nika Revolt
- the Muslim invasion of Constantinople
- 1453—the fall of the Byzantine Empire

Be able to . . .

- Write an essay comparing and contrasting Islamic beliefs with biblical truth
- Explain why the location of Byzantium was strategic for trade
- Relate two challenges early Christians faced
- Explain the importance of the Edict of Milan
- Compare and contrast Eastern Orthodox religion with Protestant Christianity
- Identify two decisions that led to the decline of the Western Roman Empire and the beginning of the Byzantine Empire
- Describe the features that made Constantinople a stronghold
- Describe Belisarius and Justinian's deliverance of the west from barbarians
- Describe the Hagia Sophia
- Identify the successes and failures of Justinian's reign
- Explain how Heraclius's reign was successful
- Describe the development of Islam on the Arabian Peninsula
- Identify the three cities that are important to Muslims
- Explain the controversy over icons
- Identify accomplishments of the Byzantine Empire during its golden age
- Describe the recovery of the empire after the devastation of the Crusades
- Identify the people who conquered the Byzantine Empire
- Identify the lasting contributions of the Byzantine Empire



Icon of Mary and Jesus

© 2012 BJU Press. Reproduction prohibited.

158 | Chapter 10; Lesson 115; pp. 258–88

Chapter Review



◆ Lesson 115 ◆

Objective

- Recall concepts and terms from Chapter 10

Introduction

Materials for the Chapter 10 Test will be taken from Activity Manual pages 147–48, 151–52, and 157. You may review any or all of the material during this lesson. The chapter organizer from Activity Manual pages 143–45 may help with review and study. You may choose to review Chapter 10 by playing “Defend Constantinople” or a game from the Game Bank (G 1–2).

Activity Manual

Chapter Review—page 158



Defend Constantinople

Divide the class into two teams with a row of chairs or desks between them to represent the wall of Constantinople. One team is the advancing Ottomans, and the other the soldiers of Constantinople. Alternate asking questions of each team from the chapter study guides or chapter summary. Every correct question will either advance an Ottoman soldier or send a Byzantine soldier to the defense of the wall. The side with the most soldiers at the wall at the end wins the battle. Play as many battles as necessary to review all the questions.

◆ Lesson 116 ◆

Objective

- Demonstrate knowledge of concepts from Chapter 10 by taking the test

Assessment

Tests—Chapter 10