

WORLD HISTORY STUDY GUIDE

UNIT 2 : Expanding Zones of Exchange (500-1200)

During the period from about 500 to 1200, civilizations matured in various regions of the world. The Gupta dynasty united northern India, The Tang and Song dynasties each ruled a unified China. In southeastern Europe and the Middle East, the Byzantine empire carried on the traditions of Greece and Rome. The first Russian state was founded in Kiev, Islamic civilization flourished across several continents. In Europe, Christianity, feudalism, and the manor system dominated life.

As civilizations expanded, they often encountered one another. Sometimes the encounters were peaceful; at other times, violent. Always, however, encounters led to exchanges of people, goods, and ideas.

STANDARDS

WH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Creation, Development

Human Legacy pages H6-H49

WH.H.2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.

Concept(s): Civilizations, Achievement, Growth, Influence, Trade, Innovation, Class

Human Legacy Chapter 1, 2, 3, 4, 5, & 6

WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.

Concept(s): Power, Authority, Government, Innovation, Conflict

Human Legacy Chapters 12,13, 14

CONSTRUCTIVE RESPONSE QUESTIONS

1. Were Christians justified or unjustified in attempting to invade Jerusalem during the Crusades?
2. How did religion become a political force and what kind of conflicts arose from this development?
3. Discuss “3” reasons for the emergence of “feudalism” and the development of the manor economy and political system.
4. Discuss the importance of the Magna Carta as it relates to the development of democracy in England.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

UNIT 2 ASSIGNMENTS	DUE DATE
1. ***UNIT 2 TEST***	
2. Unit 2 Section 1 Close Read pg.56-63	
3. Unit 2 Section 1 Vocabulary pg.64-65	
4. Unit 2 Section 1 QUIZ pg.66-67	
5. Unit 2 Section 2 Close Read pg.68-71	
6. Unit 2 Section 2 Vocabulary pg.72	
7. Unit 2 Section 2 QUIZ pg.73	
8. Unit 2 Section 3 Close Read pg.74-78	
9. Unit 2 Section 3 Vocabulary pg.79-80	
10. Unit 2 Section 3 QUIZ pg.81	
11. Unit 2 Section 4 Close Read pg.82-85	
12. Unit 2 Section 4 Vocabulary pg.86	
13. Unit 2 Section 4 QUIZ pg.87	
14. Unit 2 Section 5 Close Read pg.88-94	
15. Unit 2 Section 5 Vocabulary pg.95	
16. Unit 2 Section 5 QUIZ pg.96	
17. Unit 2 Section 6 Close Read pg.97-103	
18. Unit 2 Section 6 Vocabulary pg.104-105	
19. Unit 2 Section 6 QUIZ pg.106-107	
20. Unit 2 Section 7 Close Read pg.108-110	
21. Unit 2 Section 7 Vocabulary pg.111	
22. Unit 2 Section 7 QUIZ pg.112	
23. Constructive Response Questions pg.52	
24.	
25.	
26.	
27.	
28.	
29.	
30.	

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Name _____ Per _____ Date _____

WORLD LOG: BY THE MINUTE

My goal for _____ (month) is _____ (number) minutes.

Sun	Mon	Tue	Wed	Thur	Fri	Sat

THE TOTAL TIME I COMMITTED TO UNIT () WAS _____

PROGRESS REPORTS ARE AVAILABLE TO PARENTS AT ALL TIMES via CMS.POWERSCHOOL.COM. I will send home at least 1 progress report per quarter for parents to sign and return.

It is your responsibility to work hard and strive for excellence in all that you do. You must understand that **you are responsible for all of your assignments**. You must be "present" to learn. You understand that it is important to discuss your academics with your parents in order to ensure your success.

Parents please discuss school (assignments, projects, etc...) with your child. **Checking** and discussing your child's "progress reports" and report cards is vital to your child's success. Contact me at derrick.moore@cms.k12.nc.us if there is a problem/concern with your child.












Student Signature: _____

Parent Signature: _____

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CLOSE READING / CORNELL NOTES

STEPS	SYMBOL	CHECK LIST
1st READING		Get the “ GIST ” of the reading <i>(What is it about)</i>
	1,2,3... A,B,C...	<input type="checkbox"/> Number your paragraphs / Organize the text
2nd READING		“ ANALYZE ” the reading <i>(Break it Down)</i>
		<input type="checkbox"/> Circle Vocabulary
		<input type="checkbox"/> Highlight with Multiple Colors and/or Underline Main Ideas
		<input type="checkbox"/> Chunk Text <i>(Divide Reading into Sections)</i>
3rd READING		“ EVALUATE ” and “ REFLECT ” <i>(Judge and Critique)</i>
		<input type="checkbox"/> Point of Confusion / Questions about Text
		<input type="checkbox"/> Identify Important Information / Possible Test Questions
		<input type="checkbox"/> Cross out unimportant info <i>(Red Pen)</i>
		<input type="checkbox"/> Fill in gaps of missing information and/or paraphrase
		<input type="checkbox"/> What was it about? <input type="checkbox"/> Insight and Opinions <input type="checkbox"/> Illustration / Symbol of learning

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

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UNIT 2: Expanding Zones of Exchange (500-1200)

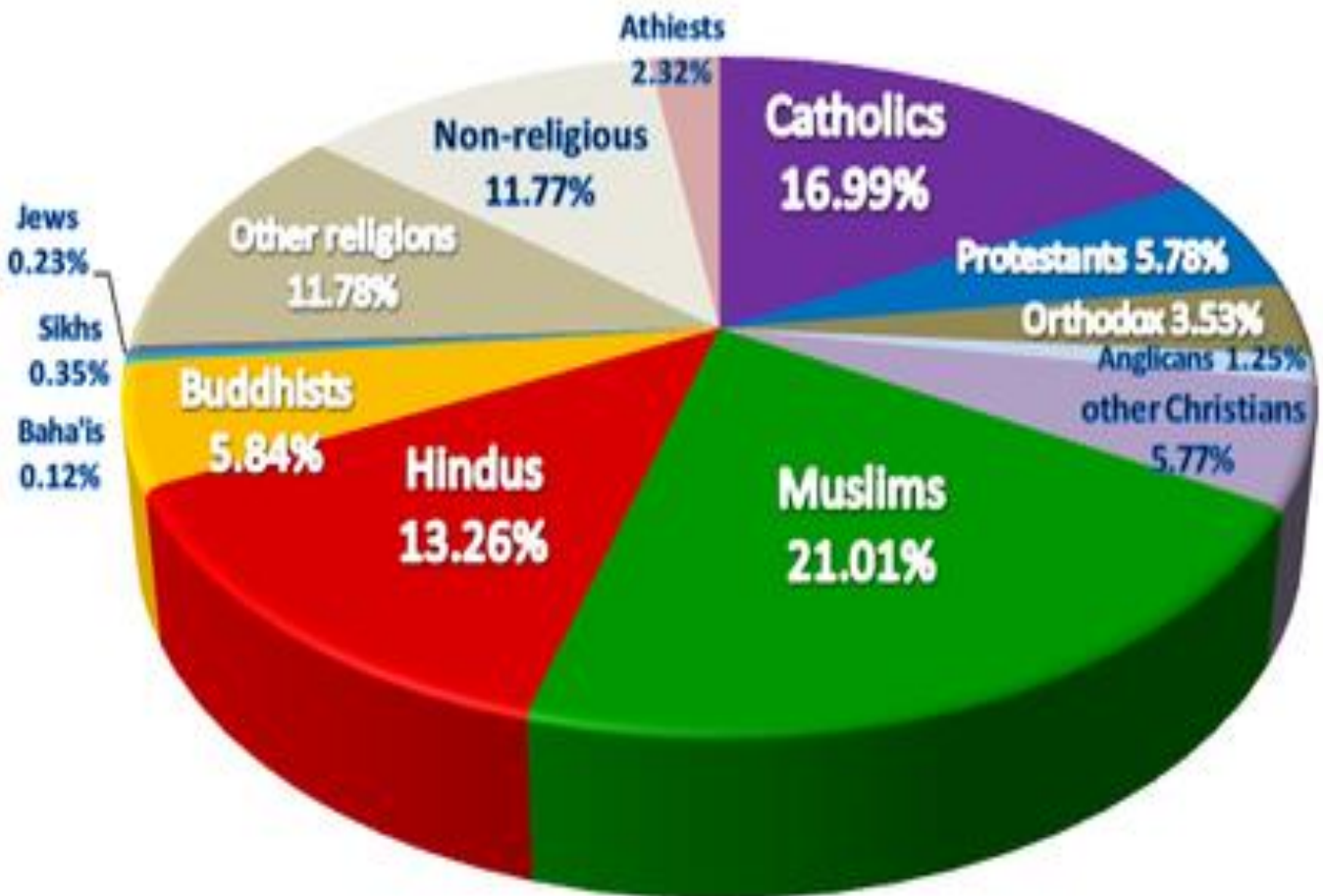
How did belief systems spread over large areas?

SECTION 1 U2: Emergence and Spread of Belief Systems

Section overview

Belief systems developed with the earliest humans, who saw the world as being full of spirits. With the rise of civilization, more complex belief systems developed. Hinduism and Buddhism emerged in India. In China, Confucianism and Taoism developed. In the Middle East, three great world religions- Judaism, Christianity, and Islam- grew. Each of these religions had its own beliefs and sacred texts, though all shared some concepts. Several of these religions spread and had an impact far beyond their places of origin.

World Religions by percentage (2007 est.)



How did major religions affect cultures?

I. The Monotheistic Religions

A) Monotheism

- Monotheistic religions believe in only one God.
- The 3 main monotheistic religions are Judaism, Islam, and Christianity.

B) Codes of Conduct (Behavior)- All 3 monotheistic religions have codes of behavior issued by God that state the religious and moral/ethical obligations (duties) of followers:

- Ten Commandments- Code of behavior for Jews and Christians (i.e.- Do not kill, do not steal, do not worship false gods, etc.).
- Five Pillars- Code of behavior for Muslims (i.e.- Make a pilgrimage to Mecca, pray five times daily, etc.).

II. Major Belief Systems

A) Animism

- The belief that every living and nonliving thing in nature has a spirit. Stone Age paintings by early peoples expressed these early beliefs.
- Some early civilizations combined animism with reverence for ancestors. People in Shang China and in some traditional African societies, for example, believed that the spirits of deceased ancestors could affect life in a positive or negative way.

B) Hinduism

- Hindus believe in one unifying spirit, Brahm (universal spirit); because it is too complex for humans to understand, Hindus worship gods that give a more concrete form to Brahm. The three most important Hindu gods are Brahma the Creator, Vishnu the Preserver, and Shiva the Destroyer. The goal of life is to achieve union with Brahm.
- Reincarnation- The idea that after humans die, their souls are reborn into another body. Hindus believe that humans go through many rounds of reincarnation (death and rebirth).



Om

- Karma- Karma refers to all of the good and bad deeds that one does during their lifetime. Those who do good deeds develop good karma and are reborn at a higher level in the next life. Those who do bad deeds develop bad karma and are reborn at a lower level in the next life. Hindus follow the Caste System (**SEE PREVIOUS SECTION ON INDIA**) and believe that the social class that they are born into in this life is based on the karma they developed in a previous life.
- The goal of Hindus is to achieve Moksha- Ending reincarnation and stopping the cycle of death and rebirth.

C) Buddhism

- Buddhism was founded by Siddhartha Gautama (also called the Buddha).
- Buddhism is very similar to Hinduism. Both religions believe in Reincarnation and Karma.
- Sacred Texts: Tripitaka, or “Three Baskets of Wisdom.”
- The ultimate goal of Buddhists is to achieve Nirvana- union with the universe and Ending reincarnation and stopping the cycle of death and rebirth (similar to Hindu concept of Moksha).
- Buddhists believe that Nirvana can be achieved when people accept the Four Noble Truths
 - i. All life is suffering
 - ii. Suffering is caused by our selfish desires
 - iii. The way to eliminate suffering is to eliminate desire
 - iv. Following the Eightfold Path (a code of behavior for Buddhists that requires them to resist evil, act in a kind manner, meditate, etc.).
 1. Right views, Right intentions, Right speech, Right conduct, Right livelihood, Right effort, Right mindfulness and Right meditation.



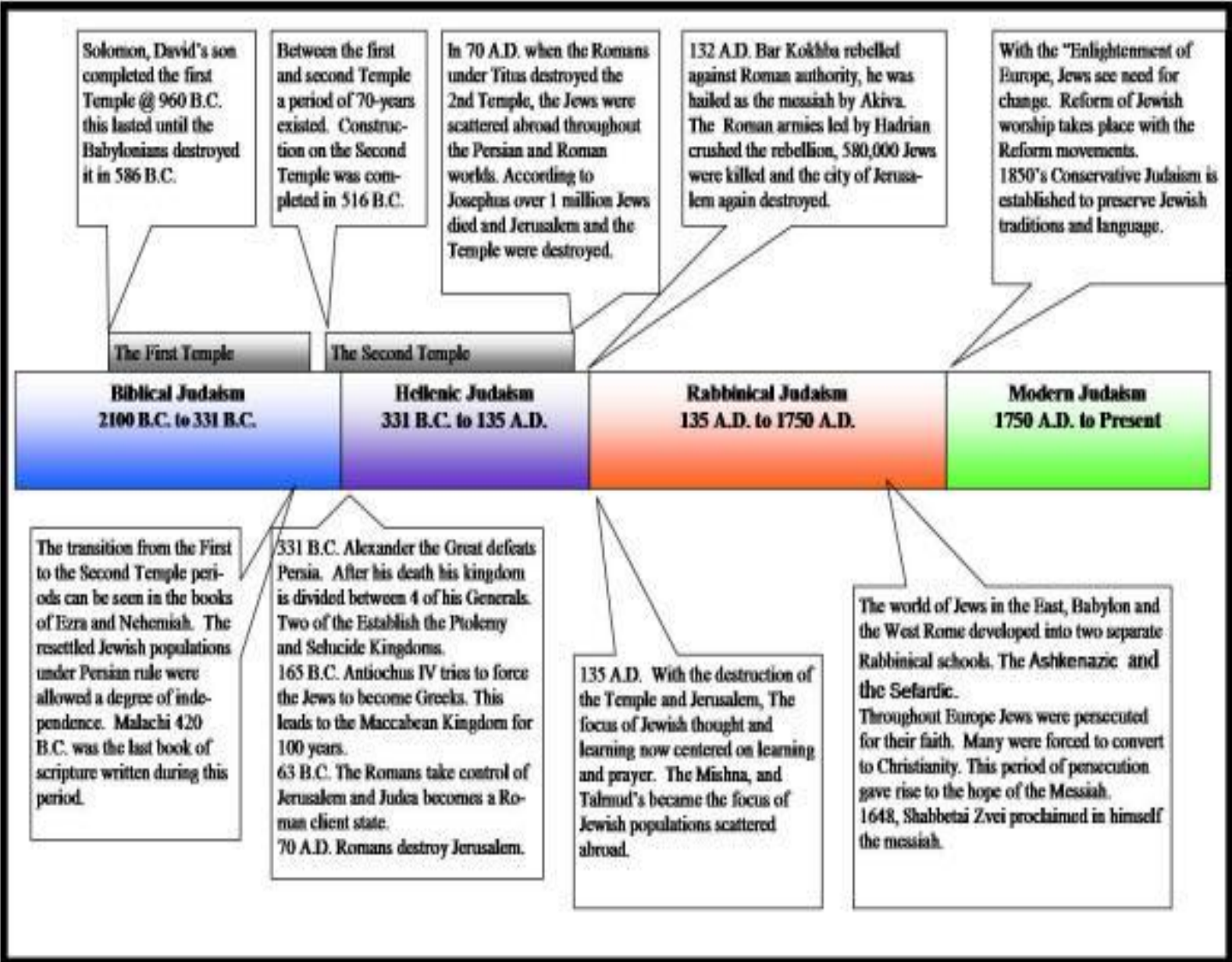
Dharmachakra



Star of David

D) Judaism

- The Hebrews were one of the nomadic groups who lived in the Fertile Crescent. According to Hebrew tradition, the Hebrews became enslaved in Egypt, and God helped them escape this slavery. By about 1000 B.C., the Hebrews had set up the kingdom of Israel with Jerusalem as its capital. They believed that God promised them this land.
- Monotheistic. The Hebrews believed that God was their special protector and was all-knowing, and omnipotent.
- Sacred Texts: The Torah- God made a *covenant* to be the God of the Hebrews.

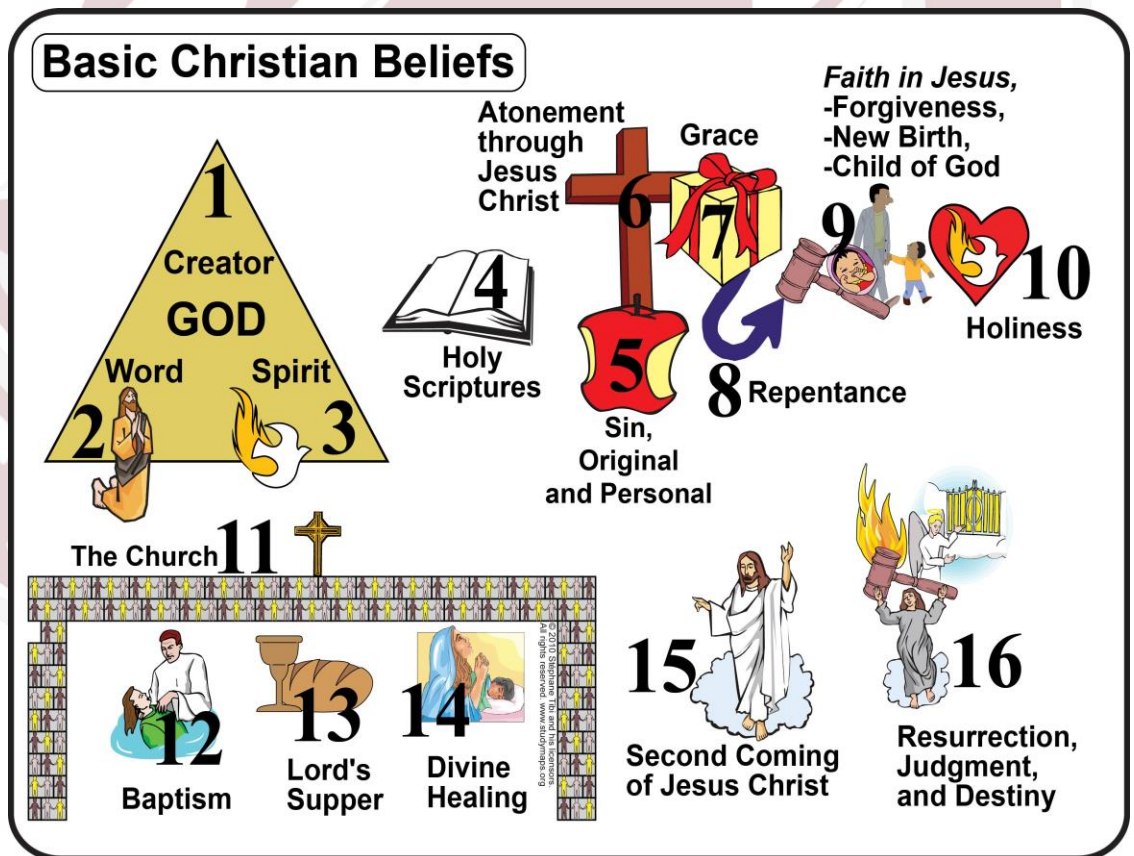


D) Christianity

- Began in Palestine with the teachings of a Jew named Jesus about A.D. 30. Beginning with a small group of followers, Christianity grew and spread to become the official religion of the Roman empire by A.D. 392.
- Jesus was the Messiah; Many Jews and Romans worried that Jesus was dangerous. He was arrested and crucified. Christians were persecuted. Emperor Constantine ended persecution when he made Christianity the official religion.
- Teachings of Jesus
 - i. Ten Commandments
 - ii. He was the Son of God and Savior
 - iii. His mission was to bring Salvation and Eternal life to anyone who followed his teachings
 - iv. Mercy and Compassion for the poor and helpless
 - v. Brotherhood and equality of people before God
- Sacred Text: The *Bible*; consists of the Old and New Testament



Cross



HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

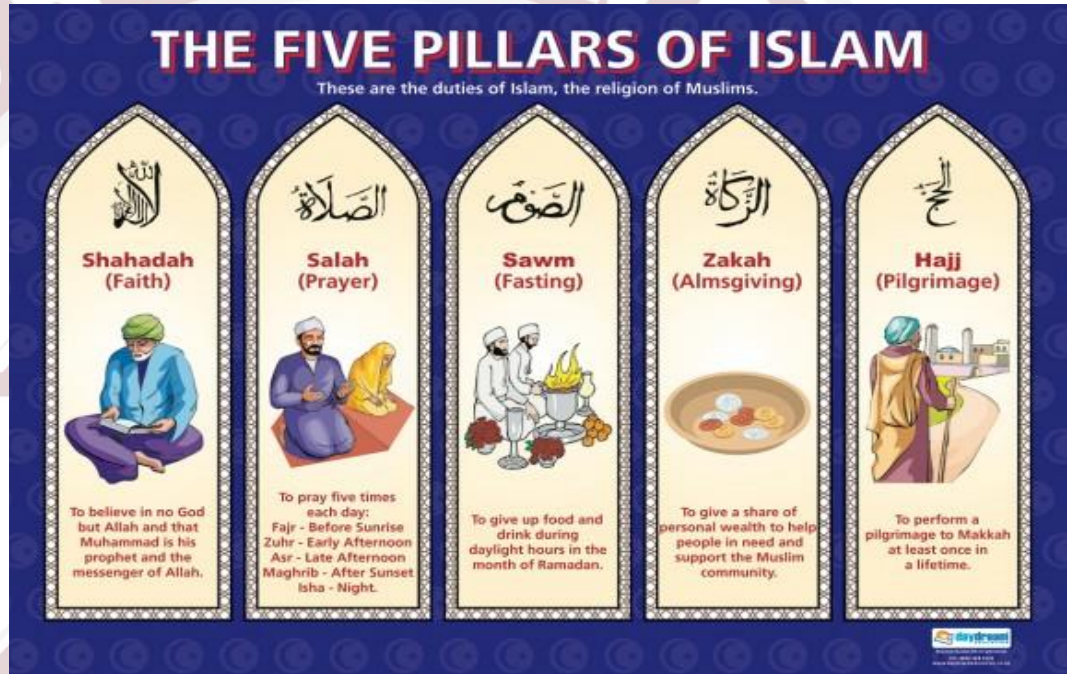
NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



Crescent

E) Islam

- In A.D. 622, a new religion arose in Arabia; Monotheistic
- Founded by Muhammad; troubled by idol worship, according to Muslim tradition, the angel Gabriel commanded Muhammad to spread the message of Islam.
- Sacred Text: *Qur'an* (Koran). Muslim scholars have also developed an immense body of laws called the **Sharia** that covers all aspects of life.



III. Philosophies (Beliefs) of China

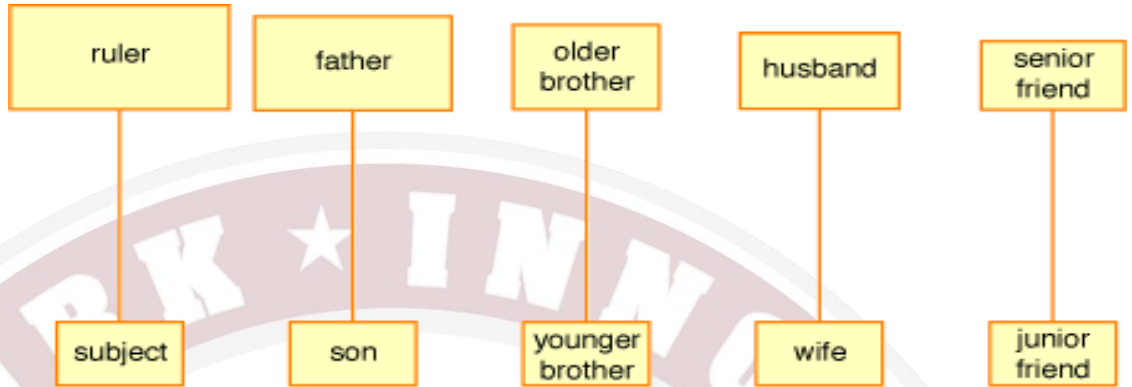
A) Legalism

- Philosophy based on the idea that humans are evil and that harsh punishments are needed in order to prevent crime and keep order in society.

B) Confucianism

- Major philosophy of China. It's main teachings include:
 - The Five Relationships- The idea that every single person has specific roles and obligations that must be followed in order to keep order and stability (calmness) in society. For example, subjects must obey their ruler, wives must obey their husbands, and children must obey their parents.



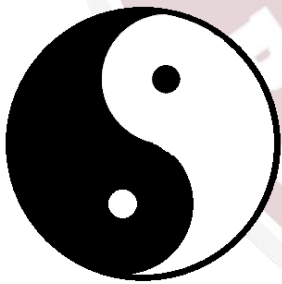


Confucianism's Five Relationships

- Filial Piety- The idea that people must honor and respect the elders of their family (i.e. - children must be loyal and obedient to their parents).
- Confucius's teachings, collected in *The Analects*, taught people to accept their given places in society.
- Other ideas of Confucius:
 - People are naturally good
 - Education should be the road to advancement in society
 - To ensure social order, the individual must find and accept his or her proper place in society.

C) Taoism (Daoism)

- Sought to help people to live in harmony with nature; founded by Laozi, taught people to contemplate the Tao, or the "way" of the universe.
- Followers rejected the world and human gov't and often withdrew to become hermits, mystics, or poets.
- Yin and Yang:
 - i. Yin: Earth, darkness, and female forces
 - ii. Yang: Heaven, light, and male forces
 - iii. Peace and well-being of the universe depend on harmony between the two.
- Beliefs collected in two works: *The Way of Virtue* and the *Zhuand-zi*



Yin and Yang







MOVEMENT OF PEOPLE AND GOODS

Three ways in which religions spread were through missionary activity, military conquest, and trade.

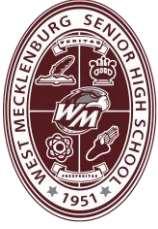
IV. Nature Religions

A) Nature religions believe that both living and non-living things in nature (i.e.- trees, mountains, rivers, rain, rocks, animals, etc.) have a spirit.

B) **NOTE:** The two most common nature religions are **Shinto** (practiced in Japan) and **Animism** (practiced in Africa). Both religions believe in nature spirits.

	Buddhism	Christianity	Hinduism	Islam	Judaism	Confucianism
						
Followers Worldwide (estimated 2001 figures)	362 million	2 billion	820 million	1.2 billion	14.5 million	6.3 million
Name of Deity	The Buddha did not teach a personal deity.	God	Three main gods: Brahma, Vishnu, Shiva	God (Allah)	God (Yahweh)	Confucius (viewed by many as a god)
Founder	The Buddha	Jesus Christ	No one founder	Muhammad	Abraham	Confucius
Holy Book	No one book—sacred texts, including the <i>Dhammapada</i>	Bible	No one book—sacred texts, including the Vedas, the Puranas	Qur'an	Hebrew Bible, including the Torah	the <i>Analects</i> , the Five Classics
Leadership	Buddhist monks and nuns	Priests, ministers, monks, and nuns	Guru, holy man, Brahmin priest	No clergy but a scholar class called the ulama and the imam, who may lead prayers	Rabbis	No clergy
Basic Beliefs	<ul style="list-style-type: none"> Persons achieve complete peace and happiness (nirvana) by eliminating their attachment to worldly things. Nirvana is reached by following the Noble Eightfold Path: Right views; Right resolve; Right speech; Right conduct; Right livelihood; Right effort; Right mindfulness; Right concentration. 	<ul style="list-style-type: none"> There is only one God, who watches over and cares for his people. Jesus Christ was the son of God. He died to save humanity from sin. His death and resurrection made eternal life possible for others. 	<ul style="list-style-type: none"> The soul never dies, but is continually reborn. Persons achieve happiness and enlightenment after they free themselves from their earthly desires. Freedom from earthly desires comes from a life-time of worship, knowledge, and virtuous acts. 	<ul style="list-style-type: none"> Persons achieve salvation by following the Five Pillars of Islam and living a just life. These pillars are: faith; prayer; almsgiving, or charity to the poor; fasting, which Muslims perform during Ramadan; pilgrimage to Mecca. 	<ul style="list-style-type: none"> There is only one God, who watches over and cares for his people. God loves and protects his people, but also holds people accountable for their sins and shortcomings. Persons serve God by studying the Torah and living by its teachings. 	<ul style="list-style-type: none"> Social order, harmony, and good government should be based on strong family relationships. Respect for parents and elders is important to a well-ordered society. Education is important both to the welfare of the individual and to society.

CORNELL NOTES



Topic/Objective:

UNIT 2 Section 1

Emergence and Spread of
Belief Systems

Name: _____

Class/Period: _____

Date: _____

WORD BANK

**Karma / Monotheism / Reincarnation / Nirvana / Messiah
Braham / Hijra / Dharma / Sharia / Missionaries / Upanishads
Diaspora / Torah / Buddha / Bible / Animism / Qu’ran (Koran)**

1.

The oldest known type of belief system in the world. It is still practiced in a variety of forms in many traditional societies. Animists practice nature worship. They believe that everything in the universe has a spirit. This is exemplified by the practices of the Plains Indians in North America who would praise the spirit of the buffalo that they killed for giving its life to them so that they might survive. Animists also believed that ancestors watch over the living from the spirit world. This belief resulted in ancestor worship as a means of communicating with and showing respect to ancestors

2.

In Hinduism, it is the name given to the oneness of the universe.

3.

The rebirth of a soul into another body.

4.

The concept of karma or "law of karma" is the broader principle that all of life is governed by a system of cause and effect, action and reaction, in which one's deeds have corresponding effects on the future. Karma is thus a way of explaining evil and misfortune in the world, even for those who do not appear to deserve it - their misfortune must be due to wrong actions in their previous life.

5.

The act of fulfilling one's duty in life. Associated with Hinduism and Buddhism

6.

Hindu holy book from the 8th century BCE.

7.

“Enlightened One”
a title applied to Gautama Siddhartha, a nobleman and religious teacher working in India, regarded by his followers as the most recent rediscoverer of the path to enlightenment

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

8.	In Buddhism, spiritual enlightenment.
9.	The belief in one god or goddess.
10.	The holy book of Judaism. It describes the creation of the world, the history of ancient Israel, the Ten Commandments, and contains the Psalms and the prophetic books.
11.	The promised deliverer of the Jewish nation prophesied in the Hebrew Bible. A leader or savior of a particular group or cause.
12.	The Holy Book of Christianity.
13.	Hijrat or Hegira, is the migration or journey of the Islamic prophet Muhammad and his followers from Mecca to Medina in June 622 CE.
14.	The Holy Book of Islam.
15.	The Islamic book of laws which regulates all aspects of life including, moral behavior, family life, business dealings, and government.
16.	A person strongly in favor of a program, set of principles, etc., who attempts to persuade or convert others.
17.	The enforced spreading out of a group of people. In history, there has been both a Jewish Diaspora and an African Diaspora.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

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Topic/Objective: Unit 2 Section 1 Emergence and Spread of Belief Systems Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

1. **The Quran, Mecca, and hijra are most closely associated with the practice of**
 A. Islam. B. Judaism. C. Christianity. D. Buddhism.

2. **The Eightfold Path, the Four Noble Truths, and the concept of nirvana are associated with the religion of**
 A. Islam. B. Hinduism. C. Shinto. D. Buddhism.

3. **In traditional Chinese culture, which philosophy had the greatest influence on the development of social order and political organization?**
 A. Taoism B. Shintoism C. Confucianism D. Marxism

4. **In India, which aspect of society has been most heavily influenced by religious beliefs, tradition, and the division of labor?**
 A. caste system
 B. policy of neutrality
 C. urbanization
 D. parliamentary government

5. “In his [the leader] personal conduct, he was respectful. In his serving his superiors, he was reverent. In his nourishing the people, he was kind. In governing the people, he was righteous.”*Confucius*
These selections show that the ancient civilizations who developed these concepts placed emphasis on
 A. anarchy B. law C. trade D. architecture

6. **One similarity between the Five Pillars of Islam and the Ten Commandments is that both**
 A. support a belief in reincarnation.
 B. promote learning as a means to salvation.
 C. encourage the use of statues to symbolize God.
 D. provide a guide to proper ethical and moral behavior.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

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7. According to the teachings of Confucius, the key to the successful organization of society is
- A. the ruler should be chosen democratically.
 - B. the evil in humans must be eliminated.
 - C. ancestor worship should be discontinued.
 - D. individuals should know and do what is expected of them.
8. The hijra, Muhammad's journey from Mecca to Medina in 622 A.D., is important to Muslims because the journey
- A. resulted in Muhammad's early death.
 - B. ended Muhammad's attempts to spread Islam throughout Arabia.
 - C. established Byzantine rule throughout the region.
 - D. signified the establishment of the Islamic faith.
9. Which term is used to describe the spread of Buddhism from India through Southeast Asia?
- A. ethnocentrism
 - B. isolation
 - C. imperialism
 - D. cultural diffusion
10. In traditional India, the caste system and the Hindu beliefs in karma and dharma most directly resulted in
- A. the establishment of a set of rules for each individual in society.
 - B. the rapid industrialization of the economy.
 - C. a strong emphasis on the acquisition of wealth.
 - D. a strong belief in the importance of education.

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

The rise and fall of the Han dynasty and the Roman empire followed remarkably similar courses. Both empires gained power through conquest, strong central government, and profitable trade. Both eventually fell.

Discuss how Judaism was different from other ancient religions and Describe the influence that Judaism had on other similar religions.

The BIG Idea

SECTION2 U2: The Byzantine Empire and Russia

Section overview

The Roman empire had been divided since the 200s. As the western half declined the eastern half rose in importance. The emperor Constantine founded a capital on the site of Byzantium . Justinian, the greatest of the Byzantine emperors, ruled a vast empire with a centralized government and a codified set of laws. The Orthodox Christian Church became powerful as the official church of the Byzantine empire. The Byzantine empire blended Greek, Roman, and Christian influences and produced art and architecture that have lived on through the centuries. The empire also left a legacy in Russia. The Byzantines gave Russia a written language, and influenced Russian religions, government, art, and architecture.

A. GEOGRAPHIC SETTING

After the western area of the Roman Empire was conquered by invading Germanic tribes in the year 476 AD, the eastern portion of the Roman Empire survived and became known as the Byzantine Empire. The Byzantine empire, as it came to be called, drew its name from this ancient city.

- i. **GREATEST EXTENT:** At its height, the Byzantine empire covered an area from Rome through southeastern Europe and Asia Minor, down to Egypt and across North Africa. Even a portion of southern Spain was once part of the empire.
- ii. **PRESERVING AND SPREADING CULTURE:** The city of Constantinople was on a peninsula overlooking the Bosphorus, a strait connecting the Black Sea to the Mediterranean. The city possessed an outstanding harbor and was protected on three sides by water. From its central location Constantinople controlled key trade routes that linked Europe and Asia. Heir to Rome, the Byzantine empire blended Greek, Roman, and Christian influences and helped spread them to other regions of the world. In Russia, thriving trade with Constantinople helped Kiev become the center of the first Russian state.

How did Justinian organize his government and codes of law?



Constantinople was also known as New Rome.

B. ACHIEVEMENTS of the BYZANTINE EMPIRE

The empire reached its peak under the emperor Justinian. Like other Byzantine rulers, Justinian was an autocrat, a single ruler with complete authority. He hoped to recover the western Roman provinces that invading tribes had seized. During his reign, Byzantine armies did reconquer parts of North Africa, Italy, and southern Spain. These conquests were expensive, however, they were temporary. The achievements of the Byzantine empire were in other areas.

- 1) Justinian's Code of Law:** aka "body of civil law"; Written system of laws created by Emperor Justinian that was later adopted by various European civilizations. It was largely based on laws of the Roman Empire).
- 2) Engineering and Architecture:** Justinian launched a building program designed to make Constantinople a dazzling city. The best known of his structures is the Church of Hagia Sophia, whose name means "Holy Wisdom." Architects blended Greek, Roman, Persian, and other Middle Eastern styles.

How was the Byzantine empire able to preserve and spread Greek and Roman knowledge and culture?

- 3) **Art:** Icons were holy images of Jesus, the Virgin Mary, or saints of the Orthodox Christian Church. More than just a painting, they were supposed to create a sense that the sacred person was actually present. Mosaics, pictures or designs formed by inlaid pieces of stone or other materials, often showed biblical scenes.
- 4) **The Orthodox Christian Church:** By the time of Justinian, divisions had grown between the Church in Rome and the Byzantine Church. The Orthodox Christian Church, also called the Eastern Orthodox Church, was the Christian Church of the Byzantine empire.
 - i. **Imperial Authority Over the Church:** The Byzantine emperor controlled the business of the Church and appointed the patriarch, the highest church official, in Constantinople. The emperor was considered Jesus' co-ruler on earth. Byzantine Christians did not believe that the pope in Rome had supreme authority over them.
 - ii. **Differences with the West:** Byzantine priests could marry; Greek (instead of Latin) was the language of the Byzantine Church; A major disagreement arose over the use of icons, some believed that the Orthodox Christian Church bordered on idolatry.
 - iii. **Christian Schism:** In 1054, there was finally a permanent split, or schism, between the Orthodox Christian Church in the East and the Roman Catholic Church in the West.
- 5) **Preservation of Greek and Roman Culture:** The Byzantines preserved (saved) and passed on important texts created by the Greeks and Romans.

C. DECLINE AND FALL OF THE EMPIRE

The Byzantine empire reached its height under Justinian. In centuries after his reign, the empire lost much land to invading armies. It was also weakened by internal court struggles and constant warfare. During the Fourth Crusade in the early 1200s, western Christians took Constantinople and ruled it for 50 years. The final blow to the empire was the taking of Constantinople by the Ottoman empire in 1453.

As the Roman empire in the West declined, the Byzantine empire grew in power. The lasting heritage of the Byzantine empire grew in power. The lasting heritage of the Byzantine empire lay in its preservation of classical culture, its traditions of law and government, and its spreading of Christian beliefs. The Orthodox Christian Church, a powerful force in the empire, developed its own practices and traditions and split from the Roman Catholic Church. The Byzantine empire provided Russia and other Eastern European lands with a written language, art and architecture, and an autocratic style of government.

The fall of Constantinople was a turning point in world history. It marked a change in power in the region from the Christian Byzantine empire to the great Muslim trading empire of the Ottomans.

What influence did the Byzantine empire have on Russia and other areas of Eastern Europe?

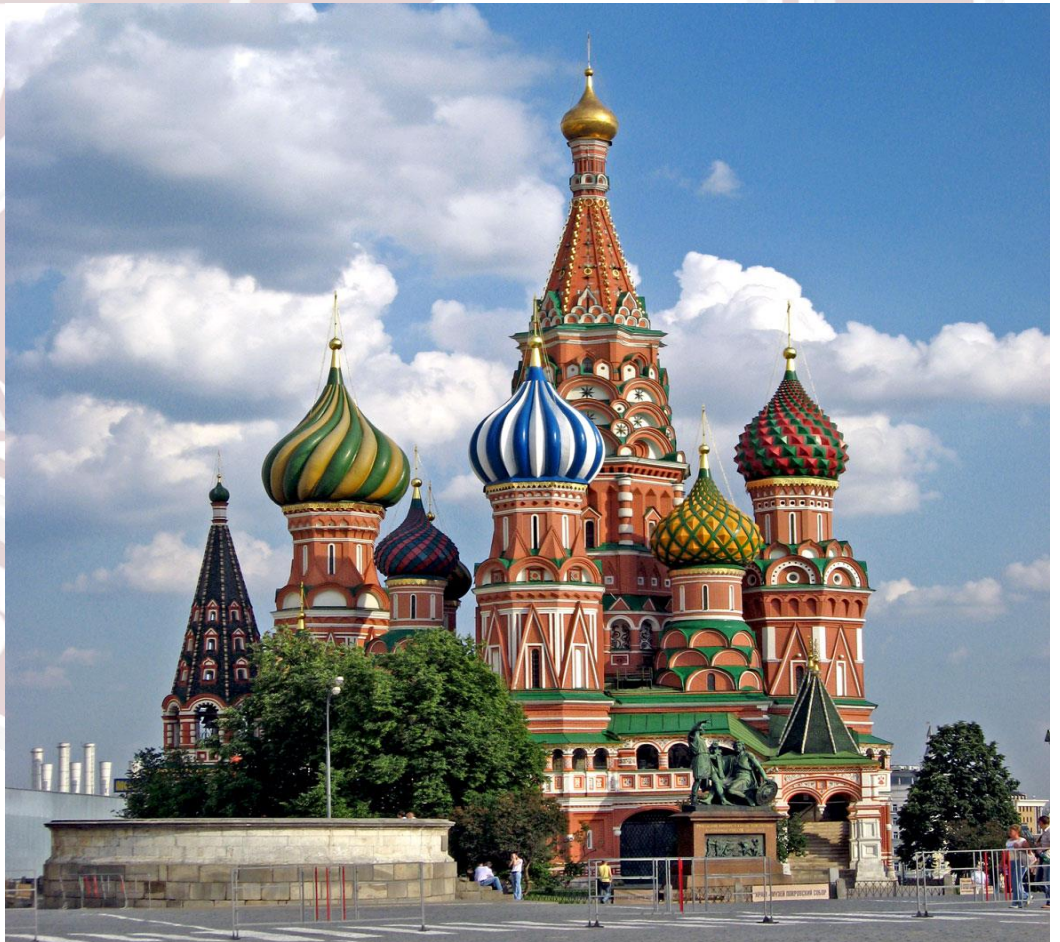
D. RUSSIA and EASTERN EUROPE

The first Russian state was established in the 800s. This early Russian state was centered in the city of Kiev, in present-day Ukraine. Kiev's location on the Dnieper River made the city easily accessible to Byzantine traders.

Around this time, states such as Poland, Hungary, and Serbia were established in Eastern Europe. Settlers arrived from Western Europe, Russia, and Asia, giving the region a wide variety of languages and cultural traditions. As in Russia, trade with the Byzantine empire helped bring Eastern Europe into the Byzantine sphere of influence.

- i. Written Language: The Cyrillic Alphabet (writing system still used in Russia today)
- ii. Orthodox Christianity: The Eastern Orthodox Religion (which is still practiced in Russia today); the Russian Orthodox Church became an important arm of state power.
- iii. Autocratic Government: Rulers in Russia were known as Czars (also, Tsars)
- iv. Art and Architecture: Russians adopted the religious art, music, and architecture of the Byzantine empire. Byzantine domes were transformed into the onion domes of Russian Architecture.


What was the significance of the Orthodox Christian Church in the Byzantine empire and Russia?



St. Basil's Cathedral: A Russian Orthodox Church in Moscow, Russian

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<p>CORNELL NOTES</p> 	<p>Topic/Objective:</p> <p>UNIT 2 Section 2</p> <p>The Byzantine Empire and Russia</p>	<p>Name:</p> <hr/> <p>Class/Period:</p> <hr/> <p>Date:</p> <hr/>
<p>Questions/Main Ideas/Annotations:</p>	<p>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</p>	
<p>1)</p>	<p>Byzantine emperor (527–565) who held the eastern frontier of his empire against the Persians and reconquered former Roman territories in Africa, Italy, and Spain. Also responsible for the body of Roman law that was codified and promulgated.</p>	
<p>2)</p>	<p>An absolute ruler, especially a monarch who holds and exercises the powers of government as by inherent right, not subject to restrictions.</p>	
<p>3)</p>	<p>A law code created by the Byzantine Emperor Justinian about 530 CE. It was a revision of the old Roman law system.</p>	
<p>4)</p>	<p>Eastern Church. a representation of some sacred personage, as Christ or a saint or angel, painted usually on a wood surface and venerated itself as sacred.</p>	
<p>5)</p>	<p>A picture or decoration made of small, usually colored pieces of inlaid stone, glass, etc; the process of producing such a picture or decoration.</p>	
<p>6)</p>	<p>The male head of a family or tribe.</p>	
<p>7)</p>	<p>A division between people, usually belonging to an organization, movement, or religious denomination. A break within a church, such as the division between the Eastern Orthodox Church and the Roman Catholic Church.</p>	
<p>8)</p>	<p>The capital city of Ukraine, bisected by the Dnieper River and known for its religious architecture, secular monuments and history museums. The 11th-century Pechersk Lavra is a monastery and pilgrimage site encompassing several gold-domed churches. It's known for its catacombs lined with the burial chambers of Orthodox monks, and a collection of gold objects from ancient Scythian times.</p>	
<p>9)</p>	<p>Title of the ruler of Russia. Taken from the word Caesar, which means emperor.</p>	

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 2 Section 2 The Byzantine Empire and Russia Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

- A study of the Byzantine civilization would show that this civilization**
 - collapsed as a result of Germanic invasions of the early Middle Ages.
 - preserved Greek and Roman learning and passed it on to western and eastern Europe.
 - based its economy on subsistence farming and slash-and-burn agriculture.
 - reduced the influence of the Eastern Orthodox Church.
- Which group had the greatest influence on early Russian culture?**
 - Franks
 - Ottoman Turks
 - Byzantine empire
 - Roman Catholic Church
- An influence that spread from the Byzantine Empire to Early Russia was the**
 - Orthodox Christian religion
 - use of the Latin alphabet
 - beginning of Democracy
 - factory system
- “Western Europe owed a debt of gratitude to the Empire that for almost a thousand years ensured the survival of Christianity during a time when Europe was too weak to accomplish the task.”**
Which Empire is referred to in this quotation?
 - Hellenistic
 - Mongol
 - Ottoman
 - Byzantine
- Hammurabi's Code, the Twelve Tables, and the Justinian Code are examples of early developments in the area of**
 - literature
 - law
 - engineering
 - medicine
- The rise and fall of dynasties in China was based on**
 - migrations of people from other lands.
 - trade with other civilizations.
 - the Mandate of Heaven.
 - the caste system.
- This Germanic leader ousted the emperor in Rome in A.D. 476, this date generally is considered to mark Rome’s fall. The Eastern Roman empire survived, however, and became known as the Byzantine empire.**
 - Augustus
 - Odoacer
 - Constantine
 - Diocletian
- This title was given to the ruler of Russia; it means emperor.**
 - Kaiser
 - Lord
 - Czar
 - Noble

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

How did Justinian go about reforming the law of the empire? What impact did Justinian’s Code have on later legal systems

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

The BIG IDEA

During Gupta rule, the people of India:

-
-
-

POLITICAL SYSTEMS

Gupta emperors established a stable central government but also shared power with local leaders. The resulting peace and prosperity contributed to a golden age in India.

SECTION3 U2: The Gupta Empire in India

Section overview

The Gupta dynasty came to power in India in AD 320 and ruled until 550. The strong Gupta government, which gave power to local leaders, united much of the Indian subcontinent and ensured peace and prosperity. Hinduism had a very strong impact on Gupta society and cultural life. Gupta scientists and mathematicians made important discoveries and advances.

A. Geographic Setting

About 500 years after the rule of the Maurya dynasty in India, the Gupta dynasty came to power. The Mauryas and the Guptas were the only early Indian civilizations to be able to unite the subcontinent under their rule. Both arose in the north and spread southward. Mountains helped protect these civilizations from foreign invaders. In addition, the Indus and Ganges Rivers flowed through the northern region, providing water and fertile soil. The Gupta period was one for peace and prosperity for India.

B. Gupta Government

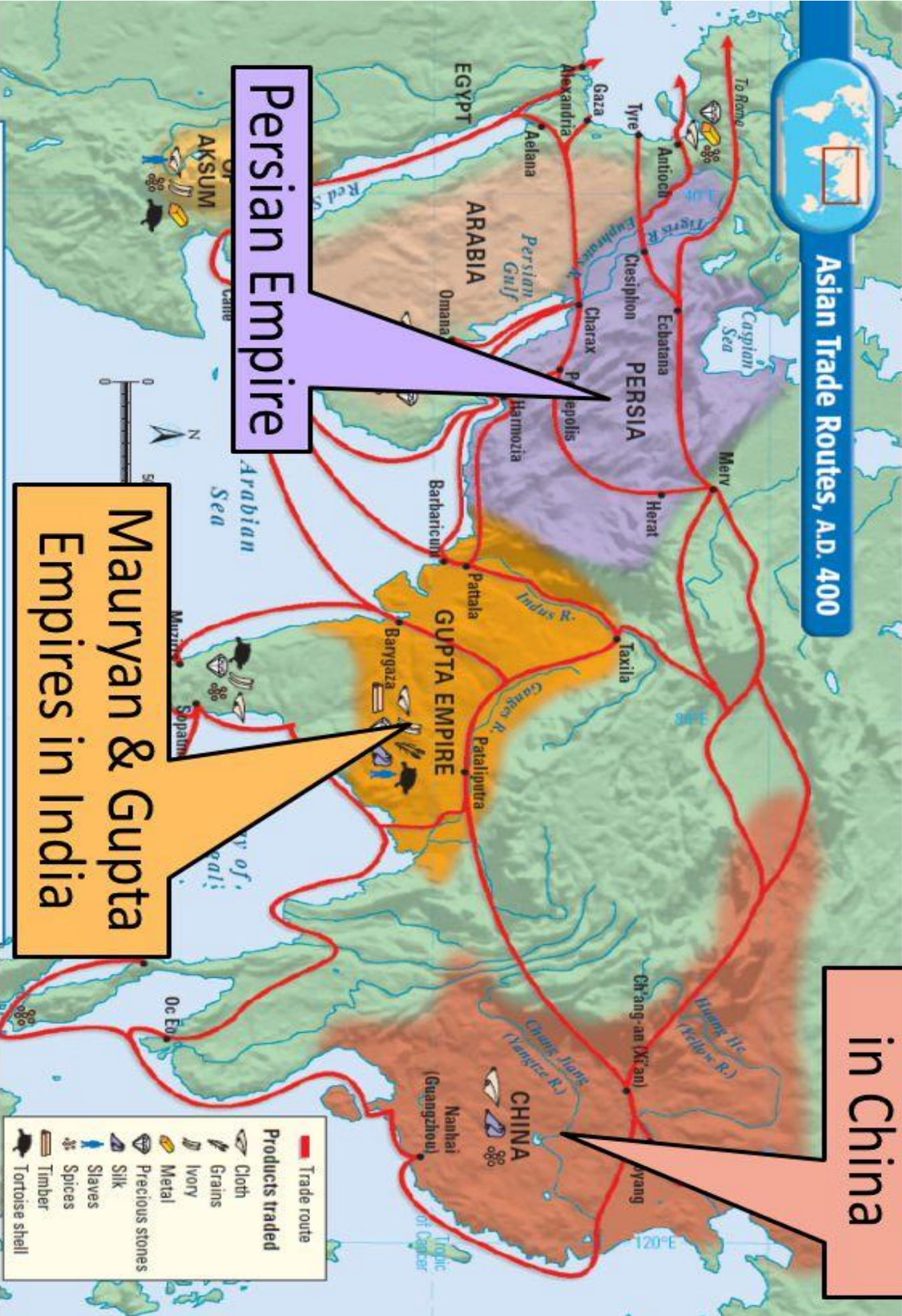
- Gupta emperors ruled over a spectacular court at Pataliputra, the former Mauryan capital on the Ganges River.
- An efficient central government allowed farming and trade to prosper and provided a stable background for advance in learning and the arts.
- Although the Gupta rulers maintained a strong central government, they also gave power to local leaders.
 - These leaders were elected into power by merchants and artisans.
- Women were allowed to serve on the councils. Over time, however, Hindu law placed greater restrictions on women, excluding them from participation.

C. The Influence of Hinduism

Hinduism had a strong impact on all areas of Gupta life. The Gupta dynasty adopted and actively promoted Hinduism. This set of beliefs affected the social life of Gupta villages through the caste system. Hinduism also had a strong effect on the flowering of cultural and intellectual achievements during the Gupta era.

Major Empires

Asian Trade Routes, A.D. 400



Persian Empire

Mauryan & Gupta Empires in India

Han Dynasty in China

Identify Effects:

This is called a concept map. Fill in the impact of Hinduism on Gupta life. Add circles if necessary.

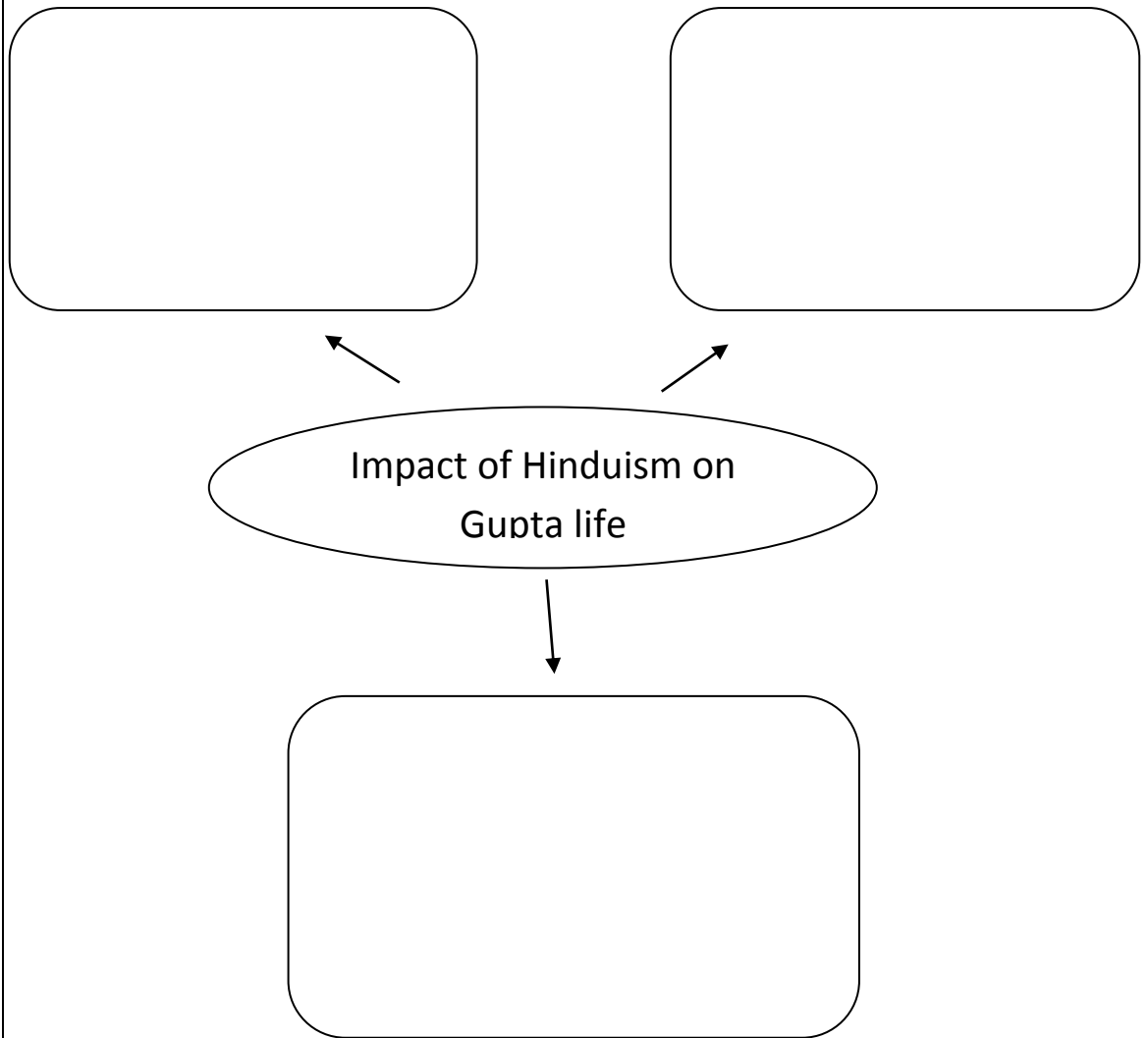
What geographic features of India were beneficial to both the Maurya and Gupta empires? Explain.

D. Hinduism and Gupta Society

Society came to be ordered by Hindi concepts during the Gupta period. Most Indian people lived in small villages, where Hindu ideas about caste and family regulated society.

1. The Caste System

Caste had originated in early Aryan times, and but by the time Gupta rule, the system had expanded from four basic castes to include many more groupings. People believed that their karma, all the good and bad things they had done in life, determined their caste. People could not change their caste in one lifetime, but hey could be born into a higher cast in the next life by fulfilling moral duties, or dharma.



What kind of impact did the Hindu caste system have on life in India?

2. **Organization of Village Life:** The village was the center of Indian life during Gupta times. A cluster of homes built of earth and stone was surrounded by fields, where farmers grew their crops. Villages ran their own affairs and faced little interference from central government as long as they paid their taxes.

Village life was governed by caste rules and traditions. These strong conditions created a stable society. People in higher castes had the strictest rules, which were designed to keep them from being contaminated by people from lower castes. The Untouchables were outcasts who lived harsh lives; they had to live apart from other members of Gupta society.

3. **Organization of Family Life:** In villages, wealthier persons often lived in joint families, where parents, children, grandparents, uncles, and their children shared a common.

i. **Patriarchal Structure**

- ii. **Children and Marriage:** Indian children learned the family trade or worked in the fields and were taught what would be expected of them as adults. An important duty for parents was to arrange the marriage of their children. Hindu law required that people only marry within their caste.

- iii. **Role of Women:** The role of women became more restricted over time because of the development of Hindu law. By the end of Gupta rule, upper-class women were largely restricted to their homes and had to cover themselves from head to foot when they went out. Lower-class women worked in fields or did spinning and weaving.

How does the role of women in India compare with those of other civilizations?

E. SCIENTIFIC and ARTISTIC CONTRIBUTIONS

An environment of peace and prosperity allowed scientific and artistic achievement to flourish during the Gupta dynasty. Educations took place at religious institutions. At Hindi and Buddhist centers, students learned subjects such as mathematics, medicine, physics, and languages.

What advances did people of the Gupta empire make in the arts and sciences?

- i. **Mathematics:** Indian mathematicians developed the concept of zero as well as the decimal systems. The decimal system is the system we use, based on the number 10. They also developed the system of writing numerals that we use today. They are known as Arabic numerals because Arabs brought them from India to the Middle East and Europe.
- ii. **Medicine:** Gupta physicians began to use herbs and other remedies to treat illnesses. Surgeons were able to set bones and repair facial injuries with plastic surgery. Furthermore, Gupta physician's vaccinated people against smallpox approximately 1,000 years before this practice began in Europe.

Recognize Causes

What were the causes of the decline of the Gupta empire?

- iii. **Architecture:** Buddhist architects constructed stupas, large dome-shaped shrines that contained the remains of holy people. These shrines were plain but included gateways with elaborate carvings that depicted the life of Buddha.
- iv. **Literature:** Fables and folk tales in the Sanskrit language were collected and recorded. These stories were carried west to Persia, Egypt, and Greece.

F. END OF GUPTA RULE:

After about 200 years, the Gupta empire declined because of weak rulers and foreign invasions. The invaders were the White Huns from central Asia, nomads who destroyed villages and disrupted trade in the Gupta empire.


OVERALL IDEA

The Gupta dynasty reigned successfully through a strong central government that also gave great power to local leaders. Gupta rule helped India to enjoy peace and prosperity for 200 years. The rules and rituals of Hinduism governed daily life. The Gupta era became known for its significant contributions to science, medicine, mathematics, architecture, art, and literature.

○

What were some key characteristics of Gupta rule?

How did Hinduism influence Gupta society and culture?

<p>CORNELL NOTES</p> 	<p>Topic/Objective:</p> <p style="text-align: center;">UNIT 2 Section 3</p> <p style="text-align: center;">The Gupta Empire in India</p>	<p>Name: _____</p> <hr/> <p>Class/Period: _____</p> <hr/> <p>Date: _____</p>
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<p>WORD BANK</p>	<p>Gupta Dynasty / Pataliputra / Stupas / Untouchables Decimal System / Arabic Numerals / Joint Families / Patriarchal</p>
<p>1.</p>	<p>This empire stretched across northern, central and parts of southern India between c. 320 and 550 CE. The period is noted for its achievements in the arts, architecture, sciences, religion, and philosophy. Chandragupta I (320 – 335 CE) started a rapid expansion of this empire and soon established himself as the first sovereign ruler of the empire. It marked the end of 500 hundred years of domination of the provincial powers and resulting disquiet that began with the fall of the Mauryas.</p>
<p>2.</p>	<p>Members of Hindu society thought to have been removed from the Caste System, with no hope of returning to it, due to their misdeeds in previous lives. Work that is deemed unclean for all other Hindus is reserved for these Outcasts. After winning its independence from Great Britain in 1947, India adopted a national constitution which stated that "Untouchability is abolished and its practice in any form is forbidden." Since that time many Caste reforms have been enacted to diminish discriminatory practices in India. Today, the Caste System still exists in practice, despite the many laws designed to legally abolish it.</p>
<p>3.</p>	<p>the male head of a family, tribe, community, church, order, etc.: <i>my father's conservative, patriarchal ways.</i></p>
<p>4.</p>	<p>A written number system created during the Gupta golden age in India, then adopted by the Islamic Empire before spreading further. Used throughout western civilization today.</p>

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

5.	<p>Patna has a glorious past like none other city in the Indian History. A city whose administrative power controlled vast region stretching from modern Afghanistan in the West to Bengal in the East, from Kashmir in the North to Deccan in the South, and which brought the golden period of Indian art, culture and power, has a recorded history of more than 2000 years. A city which saw the rise and fall of powerful dynasties like of Mauryan's and Gupta's, was once considered at par with the glorious Mesopotamian city of Susa and Ecbatana. A city which welcomed and amazed the great travelers like <i>Megasthenese</i> and <i>Fa-hein</i>, proudly witnessed the brilliance of <i>Chanakaya</i>, <i>Panini</i> and <i>Kalidas</i>, to name a few.</p> <p>The legendary kings like <i>Ajathshatru</i> , <i>Chadragupta</i>, <i>Ashoka</i> and <i>Vikramaditya</i> ruled from the ancient land of modern Patna. The city was associated with the two ancient religions of the world - Buddhism and Jainism.</p> <p>The city kept on changing its name as the time progressed. Ancient literature refers it by various names like Pataligrama, Patalipur, Pushpapur, Kusumpur, Kusumvati, Palibothra, Pataliputra, Azimabad etc...</p>
6.	<p>(Undivided family) is an extended family arrangement prevalent throughout the Indian subcontinent, particularly in India, consisting of many generations living in the same household, all bound by the common relationship.</p>
7.	<p>Numeric system based on ten. Created by mathematicians during the Gupta golden age in India.</p>
8.	<p>Buddhist commemorative monument usually housing sacred relics associated with the Buddha or other saintly persons. The hemispherical form of the stupa appears to have derived from pre-Buddhist burial mounds in India. As most characteristically seen at Sanchi in the Great Stupa (2nd–1st century BC), the monument consists of a circular base supporting a massive solid dome (the <i>anda</i>, "egg," or <i>garbha</i>, "womb") from which projects an umbrella. The whole of the Great Stupa is encircled by a railing and four gateways, which are richly decorated with relief sculpture depicting <i>Jataka</i> tales, events in the life of the Buddha, and popular mythological figures.</p>

Topic/Objective: Unit 2 Section 3 The Gupta Empire in India Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

- Which of the following geographical features were advantageous to the Gupta Empire?**
 - the Mediterranean Sea provided an outlet for trade with other civilizations
 - the Tigris and Euphrates rivers provided water and fertile soil along with a method of transportation
 - the Ganges and Indus rivers provided water and fertile soil while the Himalayan mountains provided protection
 - the mild summers and winters combined with consistent rainfall provided ideal conditions for growing crops
- In traditional India, the caste system and the Hindu beliefs in karma and dharma most directly resulted in**
 - the establishment of a set of rules for each individual in society.
 - the rapid industrialization of the economy.
 - a strong emphasis on the acquisition of wealth.
 - a strong belief in the importance of education.
- The political system of the Gupta Empire is most characterized by**
 - universal suffrage in national elections
 - a weak central government with power held locally
 - a combination of a strong, efficient central government and local power
 - dynasties who justified their power through the Mandate of Heaven
- This religion had a very strong impact on Gupta society and cultural life**
 - Islam
 - Buddhism
 - Christianity
 - Hinduism
- These geographic features helped protect the Maurya and Gupta empires from foreign invaders.**
 - Indus and Ganges Rivers
 - the Tigris and Euphrates Rivers
 - Himalaya Mountains
 - Sahara Dessert

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

What were the causes of the decline of the Gupta empire?

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

GOVERNMENT

The Tang dynasty revived and improved the civil service system. As a result, both Tang and Song China had a highly educated ruling class.

How did the Tang dynasty unite China and keep it strong?

Revive: to bring something back after it had not been used or has not existed for a period of time

SECTION 4 U2: Tang and Song Dynasties in China**Section overview**

The Tang dynasty came to power in China in 618 and ruled until 907. This dynasty unified China and expanded the empire. The Song dynasty ruled China from 960 to 1279. Under the Tang and Song dynasties, government was efficient and society was well structured and stable. Farming and trade flourished. China produced great advances in literature, art, and architecture. During this period, Chinese culture spread to Japan.

A. THE RISE AND FALL OF DYNASTIES

After the Han dynasty declined in the AD 200s, China was divided for nearly 400 years. Then, in the 600s, a young general came to power. He took the name Tang Taizong and established the Tang dynasty, a powerful dynasty that ruled China from 618 to 907. The Tang dynasty built a vast empire with its capital at Xian (Changan). Tang rulers forced Vietnam, Korea, and Tibet to become tributary states. These states remained independent, but their rulers had to acknowledge China's greater power and send tribute, or regular payment. Japan sent missions to China to conduct trade and study Chinese culture.

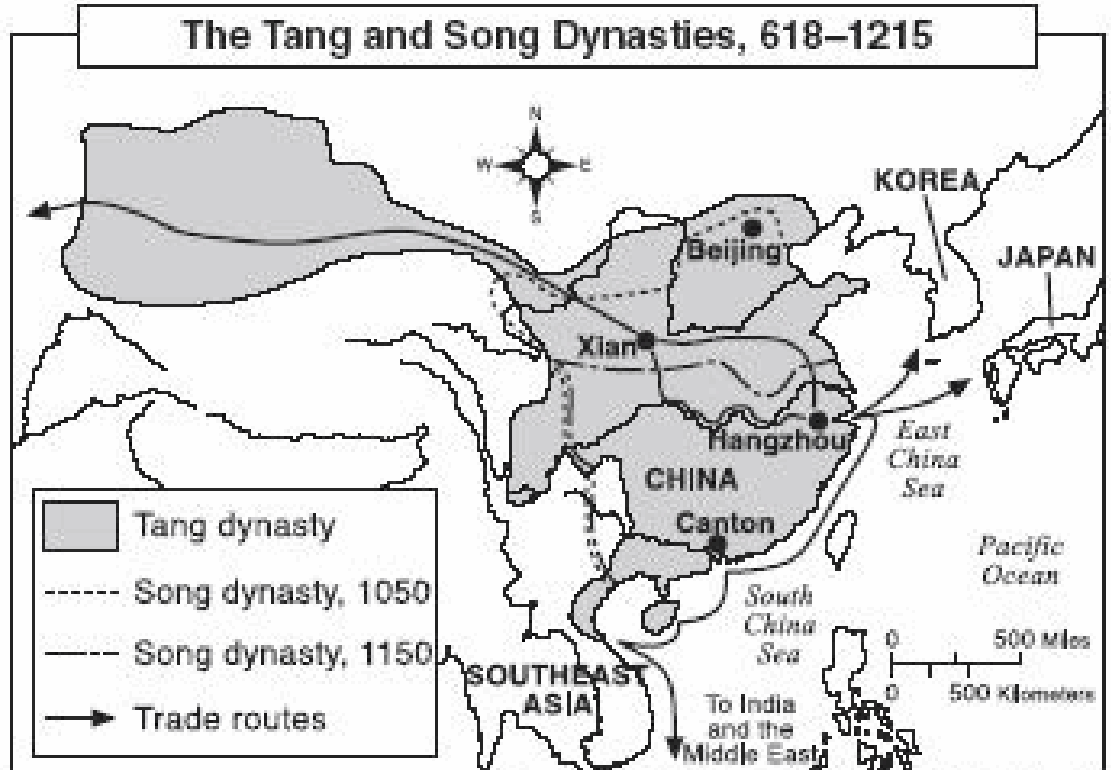
Government corruption, drought, and rebellions all contributed to the collapse of the Tang dynasty in 907. Then, in 960, a scholarly general named Zhao Kuangyin reunited China under the Song dynasty. China prospered under Song rule, but the dynasty was weakened by invaders. The Song dynasty was finally conquered by the Mongols in 1279.

B. GOVERNMENT AND SOCIETY

Confucianist beliefs guided both the nature of the government and the structure of the society. Confucian thought stressed social order based on duty, rank, and proper behavior.

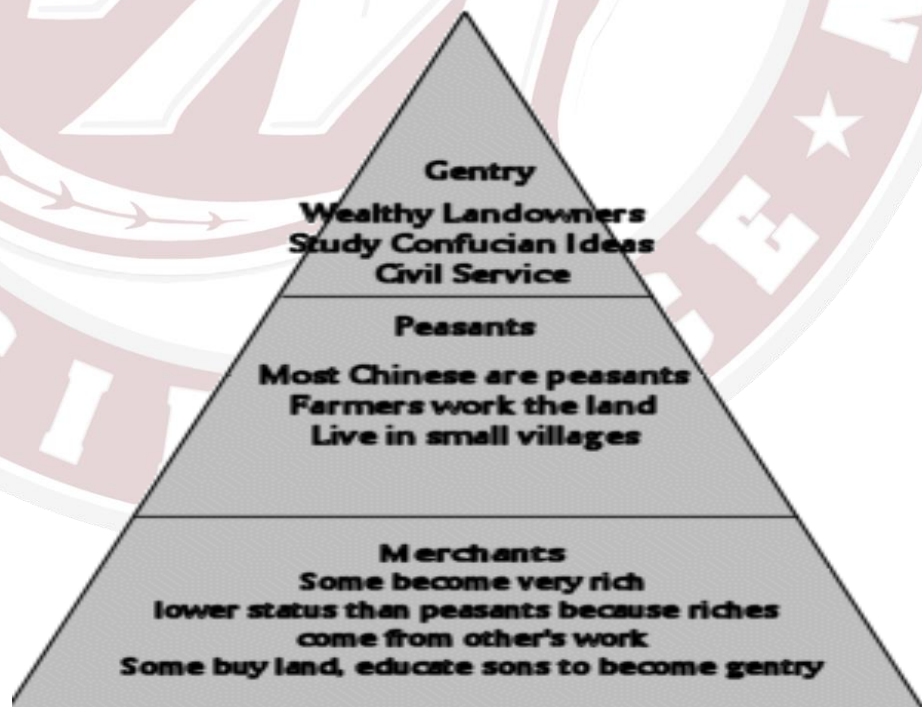
- i. **SKILLFUL GOVERNMENT:** Tang rulers revived the civil service system that had first been developed during the Han dynasty. People who wanted to hold office had to pass difficult examination that emphasized Confucian philosophy. Rulers set up schools that prepared male students to take these exams. This system gave Tang and Song China a highly educated ruling class.
- ii. **STRICT SOCIAL ORDER:** China had a strict social structure under the Tang and Song dynasties. Chinese social structure consisted of three main classes: the gentry, the peasantry, and the merchants.

How did Tang and Song rulers help the economy to flourish?



The Tang and Song Dynasties ruled China for most of its history until 1912. Under both dynasties, China experienced a prosperous economy and rich culture.

CHINESE SOCIETY



HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

ECONOMIC SYSTEMS

Many aspects of Tang and Song rule benefited the economy. Land reform created more tax revenue. Improvements in farming increased productivity. The expansion of trade brought money into the empire from outside China. Better transportation improved economic efficiency.

What were the Tang and Song dynasties' contributions to the arts and architecture?

- i. **Gentry:** wealthy landowners who preferred scholarship over physical labor. Confucian thought was valued, and members of the gentry sometimes spent years studying it. The gentry had to pass a civil service examination to obtain honored positions in government.
- ii. **Peasants:** most Chinese were peasants. They worked the land and lived on what they produced. To supplement their income, they sometimes sold or traded handicrafts. Peasants lived in small villages that managed their own affairs.
- iii. **Merchants:** Although some merchants acquired vast wealth, they held a lower social status than the peasants because their wealth came from the labor of others. As a result, some merchants brought land and educated their sons to enter the ranks of gentry.
- iv. **Status of Women:** Under the Tang and Song dynasties, many women held great authority. Within the home, women managed family finances, imposed discipline, and supervised servants. However, boys were still valued over girls. When a girl married, she was required to become a part of their husband's family and could never remarry.

C. ECONOMIC ACHIEVEMENTS

1. **LAND REFORM:** During the Tang dynasty, a system of land reform redistributed land to peasants. Large landowners had less power, and peasants could contribute to government revenue by paying taxes.
2. **EXPANDED TRADE:** Foreign trade expanded under both the Tang and Song dynasties. Chinese merchants traded with India, Persia, and the Middle East. The Chinese became expert shipbuilders and emerged as a naval power. To improve trade, the government issued paper money- the world's first.
3. **CANALS:** Canals were built to encourage trade and improve transportation. The Grand Canal was the largest, linking the Huang He and the Yangzi. This canal allowed food from farms in southern China to be sent north.

D. LITERATURE and ARTS

The arts were important during the Tang and Song dynasties. Chinese writers wrote short stories and poetry. Chinese landscape painting became popular during the Song period, and calligraphy (fine handwriting) flourished. Chinese architects created the pagoda, a temple with a roof that curved up at the corners. The Chinese became experts at making porcelain, a hard shiny pottery.

E. CHINESE INFLUENCE ON JAPAN

The Japanese first learned about Chinese culture through Korea. During the Tang dynasty, a Japanese prince sent nobles to China to study. Japanese nobles continued to bring Chinese ideas and technology back to Japan. By the 800s, as the Tang dynasty began to decline, the Japanese had begun to blend Chinese ideas with their own to create a unique culture.

Draw Conclusion

The Chinese influence over Japan changed from the 600s to the 1200s. WHY?

Japan Adapts Chinese Ideas

600s – 700s	800s	900s – 1200s
<ul style="list-style-type: none"> • Japanese study Chinese civilization • Emperor builds capital city modeled on Chinese capital • Japanese nobles adopt Chinese language, food, and style of dress • Japanese nobles adopt Chinese tea ceremony, music, dance, and gardens. 	<ul style="list-style-type: none"> • Japanese stop traveling to China 	<ul style="list-style-type: none"> • Japanese keep some Chinese ways but build their own civilization • Japanese artists develop their own styles • Japanese change the Chinese system of writing

OVERALL MAIN IDEAS

Chinese civilization flourished under the Tang and Song. Efficient government was fueled by an educated ruling class, thanks to the revival of the civil service system. A fixed social structure added stability. Land reform, advances in farming, canals, and increased trade helped the empire economically. China made contributions in art, literature, and architecture. Chinese culture influences other lands, including Japan.

CORNELL NOTES



Topic/Objective:
UNIT 2 Section 4
Tang and Song Dynasties in China

Name:

Class/Period:

Date:

WORD BANK

**Tang Dynasty / Gentry / Porcelain / Song Dynasty
 Pagoda / Calligraphy / Tributary states**

1)	The most glistening historic period in China's history. Founded in 618 and ending in 907, the state, under the ruling of the Emperors, became the most powerful and prosperous country in the world. Particularly, in this glorious period, the economy, politics, culture and military strength reached an unparalleled advanced level.
2)	A state that is subordinate to a more powerful neighbour. It was a form of subordination in pre-modern times. The tributary sent a regular token of submission to the superior power.
3)	Chinese dynasty that ruled the country during one of its most brilliant cultural epochs. It is commonly divided into Bei (Northern) and Nan (Southern) Song periods, as the dynasty ruled only in South <u>China</u> after 1127. During the Song period, commerce developed to an unprecedented extent; trade guilds were organized, paper currency came into increasing use, and several cities with populations of more than 1,000,000 flourished along the principal waterways and the southeast coast. Widespread <u>printing</u> of the Confucian Classics and the use of movable type, beginning in the 11th century, brought literature and learning to the people. Flourishing private academies and state schools graduated increasing numbers of competitors for the civil service examinations. The administration developed a comprehensive welfare policy that made this one of the most humane periods in Chinese history. In the works of the 12th-century philosophers <u>Zhu Xi</u> and <u>Lu Jiuyuan</u> , <u>Neo-Confucianism</u> was systematized into a coherent doctrine.
4)	Members of the upper class in some social class systems.
5)	A form of fine handwriting.
6)	A multistoried building with the corners of the roof curved up that were used as a temple.
7)	A hard, fine ceramic material used to make a variety of products.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

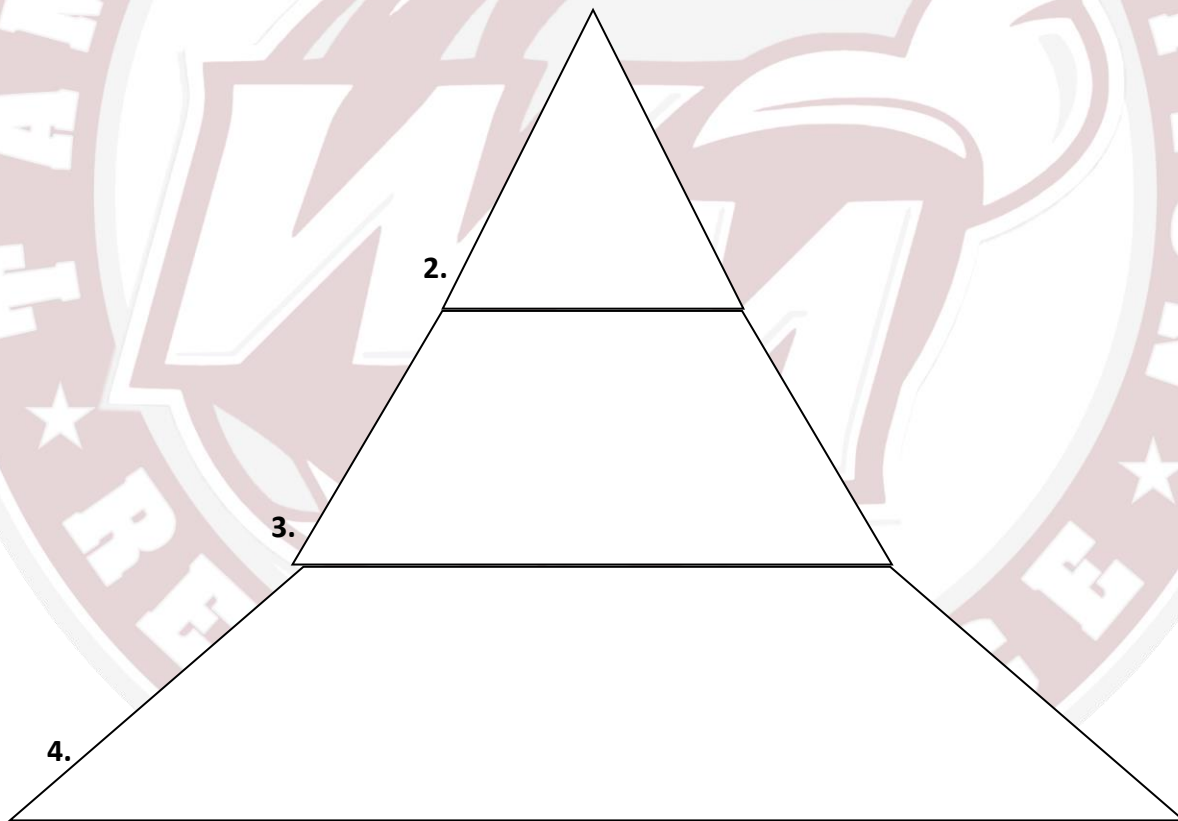
Topic/Objective: Unit 2 Section 4 Tang and Song Dynasties Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

1. The golden ages of the Tang Dynasty in China, the Gupta Empire in India, and the city-state of Athens in Greece were known as eras of
- a. major industrial development.
 - b. intense nationalism.
 - c. economic poverty and intellectual upheaval.
 - d. artistic and intellectual achievement.

DIRECTIONS: For Questions #2-4 Complete the following Chinese Society Chart. Be Specific.



CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

Explain why the Chinese influence over Japan changed from the 600s to the 1200s.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CONVERT-

Someone who has been persuaded to change their beliefs and accept a particular religion or opinion

JUSTICE

Islamic law was an important unifying element in the Muslim empires. Justinian had also unified his empire through a uniform code of law.

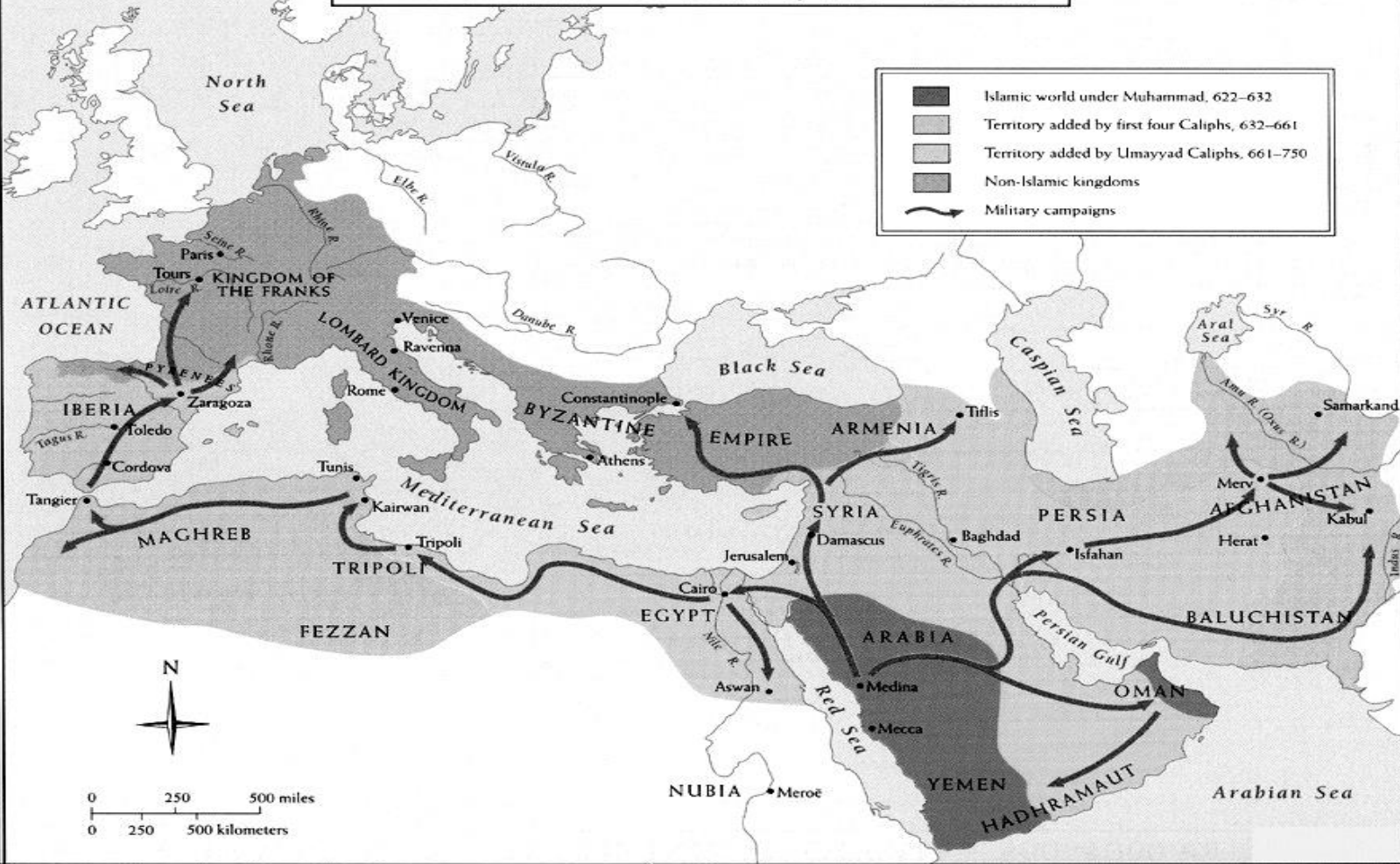
SECTION 5 U2: Islamic Civilization

SECTION OVERVIEW: In the years after the death of Muhammad, Islam spread across parts of three continents. Muslim empires ruled over vast areas of land that included parts of Europe, Africa, and Asia. The Muslim world was influenced by many cultures, including those of ancient Greece, Rome, and India. During the 700s and 800s, Islam experienced a golden age. A diverse society, an economy based on flourishing trade, and achievements in the arts and sciences characterized this era. The achievements of Islam’s golden age reached Europe through Muslim Spain and Italy as well as through the Crusades.

A. THE SPREAD OF ISLAM

Islam arose in the Arabian peninsula in the early 600s. In 632, Muhammad, the founder of Islam, dies. Abu Bakr was elected the first caliph, or successor to Muhammad. The period when Muslims were ruled by caliphs, from Muhammad’s death until the 900s, was called the caliphate. The Muslim world expanded during the caliphate.

THE SPREAD OF ISLAM, 622 – 750 CE



HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

SECLUDE:

To remove or separate from social contact and activity

DIVERSITY

The diversity of the Umayyad empire was one cause of its decline. The rich and the poor, Sunnis and Shiites, and Arabs and non-Arabs disagreed about important issues.

What lands and peoples came under Muslim rule?

- DIVERSE LANDS AND PEOPLES:** In the years after Muhammad’s death, Islam spread rapidly. Abu Bakr was successful in uniting Arabs in the Islam faith. His forces began an extraordinary military campaign that conquered parts of the Byzantine empire, the Persian empire, Egypt, and Spain. Their push into Europe was stopped only at Tours in 732. Over the following centuries, more and more people embraced Islam.

 - Middle East:** Arab armies took control of the Middle East in the early 600s. Syria and Palestine were quickly defeated by Arab forces. Persia and Egypt were conquered soon after.
 - North Africa-** Muslim armies carried Islam into North Africa in the mid- to late 600s. Muslim invaders initially fought African forces. Eventually, however, Muslims and North Africans joined forces to conquer Spain. Islam continued to spread to other parts of North and West Africa.
 - Spain and Sicily-** Muslim conquests included parts of southern and western Europe, especially Spain and the island of Sicily. Muslim Arabs and their North African allies attacked Spain in the early 700’s. When Europe was weak, during the Middle Ages, the Muslims seized control of Sicily.
 - India:** In the early 700s, Muslims armies conquered the Indus Valley. For several hundred years, Islam did not spread beyond western India. In the 1000s and 1100s, however, Turkish converts to Islam conquered most of northern India. By the 1200s, the Turks had created a great Muslim empire on the subcontinent, with its capital at Delhi.
 - Southeast Asia:** After Muslims took control of northern India in the 1200s, Islam was carried into Southeast Asia. Islamic beliefs and civilization were spread mainly though trade. As Islam gradually spread to lands surrounding the Indian Ocean, thriving trade networks were established.
- REASONS FOR MUSLIM SUCCESS:** One reason for the spread of Islam was that the Arabs were strong fighters. Their cavalry, mounted on camel and horses, overwhelmed their opponents. The Muslims were also successful partly because the Byzantine and Persian empires were weak from fighting wars against each other. .Another important factor was that the Muslims were united by their belief in Islam. In addition, Muslim rulers often treated conquered peoples fairly. People in defeated empires welcomed Muslim rule after years of living under harsh rulers. Many converted to Islam.

BELIEF SYSTEMS

Muslim religious art rarely depicted God or human figures because the Qur'an prohibited the worship of idols.

CULTURE & INTELLECTUAL LIFE

Modern mathematics and science can trace many of their roots to the achievements of Islamic civilization.

D. SOCIAL PATTERNS

-Social Mobility: In some ways, Muslim society allowed more social mobility than did medieval European society. Under earlier dynasties, Arabs had considered themselves superior to non-Arabs, but this belief declined with later dynasties. It became possible to move up in the social order, especially through religious, scholarly, or military achievements.

Treatment of Conquered Peoples: Islamic leaders imposed a special tax on non-Muslims, but they allowed people to practice their own faiths. Christians and Jews often served as doctors, officials, and translators in Muslim communities.

Slavery: As in Greece and Rome, slavery was common in the Muslim world. Enslaved people from Spain, Greece, Africa, India and central Asia were brought to Muslim cities. Most enslaved people worked as house servants and some were skilled craftspeople. It was possible for enslaved people to buy their freedom. Also, if a slave converted to Islam, his or her children would be free.

Status of Women: Islam teaches the spiritual equality of men and women. The Qur'an protected women of the time in ways that some societies did not. For example, it prohibited the killing of daughters and protected the rights of widows. Women had inheritance rights, could be educated, and had to consent to marriage freely. Nevertheless, in Muslim society, the roles and rights of women differed from those of men. For example, a daughter's inheritance was less than a son's.

As Islam spread, Muslims adopted some beliefs of non-Arab people. In Byzantium and Persia, for example, Arabs veiled women and secluded them in separate parts of their homes. Restrictions on women varied by region and class in Muslim civilization. Upper-class women were more likely to be restricted. In rural areas, women continued to participate in the economy.

E. MUSLIM EMPIRES

After the death of the fourth caliph in 661, many changes took place in the Muslim world. The Umayyad dynasty spread Islam to the Atlantic in the west and to the Indus Valley in the east. It was based in Damascus rather than Mecca. The expansion of Islam led to increased tensions between rich and poor, Sunnis and Shiites, and Arabs and non-Arabs. In 750, the Abbassid dynasty captured Damascus and moved the court to Baghdad, thus ending Arab domination of Damascus and moved the court to Baghdad, thus ending Arab domination of Islam. The Abbassid rulers enjoyed great wealth and power. Baghdad exceeded the size and wealth of Constantinople and ushered in a golden age for the Muslim world.

Political Divisions: Around 850, Abbassid rule of Islamic civilization began to decline. Independent dynasties began to rule separate Muslim states. In the 900s, the Seljuk Turks adopted Islam and built their own empire. They took control of the Arab capital, Baghdad. Then, in the 1200s, the Mongols destroyed Baghdad. Even so, the Muslim religion continued to link people over three continents.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

GUILD:

An organization of people who do the same job or have the same interests

INTERDEPENDENCE

It was through Muslim Spain and Sicily, as well as through the Crusades and the Muslim trading network, that the achievements of Islam’s golden age reached European society.

CULTURE & INTELLECTUAL LIFE

By adapting ideas from other cultures, Muslims were able to expand their knowledge and develop new ideas.

F. ISLAM’S GOLDEN AGE

At its height under the Abbassids, the Muslim world was composed of people from many cultures, including Arabs, Persians, Egyptians, and Europeans. Muslims absorbed and blended customs and traditions from many of the peoples they ruled. The glory of the empires was reflected in their emphasis on learning, achievements in the arts and sciences, and flourishing economics based on trade.

Muslim Civilizations

Art

- Used beautiful writing and patterns to decorate buildings and art
- Adapted byzantine domes and arches
- Painted people and animals in nonreligious art

Literature

- Considered Qur’an most important piece of Arabic literature
- Chanted oral poetry
- Collected stories from other people

Learning

- Translated writing of Greek philosophers
- Developed algebra
- Observed earth turning and measured its circumference

Medicine

- Required doctors to pass difficult test
- Set up hospitals with emergency rooms
- Studied diseases and wrote medical books

- 1. Preservations of Greco-Roman culture:** Muslim scholars translated the world of many of the Greek scholars. Muslim advances in mathematics, astronomy, and medicine were also based partly on their study of Greek and Indian knowledge.
- 2. Education:** The prophet Muhammad taught a respect for learning that continued to characterize Muslim culture throughout the ages, The Muslim empires included dazzling centers of learning such as Baghdad, Cairo, and Cordoba. The cast libraries and universities of these cities attracted a large and diverse number of well-paid and highly respected scholars.
- 3. Art and Architecture:** Mosques and Palaces. Muslim architects were influenced by byzantine domes and arches. The walls and ceiling of mosques and palaces were decorated with elaborate abstract and geometric patterns. Muslim religious leaders forbade artist to portray God or human figures in religious art.



Mevlana Mosque, Turkey

4. **Calligraphy:** Muslim artists were highly skilled in calligraphy, or artistic writing. Calligraphy decorated buildings and piece of art. Often, Muslim calligraphers used verses from the Qur'an. Drawing and paintings. In nonreligious art, some Muslim artists portrayed animal or human figures, although this was usually discouraged. Persian and Turkish artist adorned books with beautiful miniature paintings.

F1. LITERATURE AND PHILOSOPHY

Poetry: A wide variety of themes dominated written Muslim poetry, from praise of important leaders to contemplation of the joys and sorrows of love. In addition because the Qur'an was the most important piece of Muslim literature, many writers wrote poems based on this hold book.

Tales: Muslim storytellers adapted stories from Greek, Indian, Jewish , and Egyptian culture, as well as others.

Philosophy: Muslim scholars translated the philosophical works of Greek, Indian and Chinese writers.

F2. MATHEMATICS AND SCIENCE

Algebra: Muslims studied Indian and Greek mathematics before making their own contributions. Muslims pioneered the study of algebra. Eventually, the works of some Muslim mathematicians were translated into Latin and studied in Europe.

Astronomy: Greek and Indian astronomical discoveries resulted in Muslim development of astronomical tables. Muslim astronomers also observed the Earth's rotation and calculated the circumference of the Earth within a few thousand feet.

Medicine: Muslim medicine was remarkably advanced. Doctors were required to pass difficult tests before they could practice. Hospitals were set up. Physicians studied various diseases and write books that became standard text in Europe.

What as the importance of trade in the Muslim empires?

How did Islamic civilization interact with Christian Europe

What achievements did Muslim society produce in the arts and science?

F3. ECONOMIC ACHIEVEMENTS

The Muslim world developed a prosperous economy. Muslims had an extensive trade network and encouraged manufacturing. Agriculture also flourished.

Trade: Merchants were honored in Muslim society. From 750 to 1350, Muslims established a large trade network across their empire. Traders not only exchanged good but spread religious belief, culture, and technology as well. Trading and a money economy allowed Muslims to take the lead in new business practices. They established partnerships, sold goods on credit, and formed bands to exchange different kinds of currency.

Manufacturing: Guilds organized manufacturing in the Muslim world. Heads of guilds regulated prices, weights, and measurements, and they monitored product quality. Muslim craft workers produced steel swords in Damascus, leather goods in Cordoba, and carpets in Persia.

Agriculture: Muslim farmers grew crops such as sugarcane, cotton, medicinal herbs, fruits and vegetables. These products were purchased and sold in many world markets.

G. CHRISTIAN EUROPE ENRICHED BY ISLAMIC CIILIZATION


The advances of the Muslim world gradually reached Christian Europe through Spain and Sicily. The Crusades also encouraged cultural diffusion.

MUSLIM SPAIN: Spain became a magnificent Muslim cultural center. Muslim princes encouraged poetry, the arts, and learning. In Spain, the Muslims, who were called Moors, continued their policy of toleration, hiring Jewish officials and encouraging Christian students to study Greek thought.

MUSLIM SICILY: During the early Middle Ages, Arabs gained control of Sicily and other Mediterranean islands. The island of Sicily was soon regained by Europeans, but a Muslim presence remained. Muslim officials provided effective government, and Arab merchants and farmers helped the economy to grow. Muslim culture graced the courts of the Christian kings.

THE CRUSADES: Crusaders came into contact with various Muslim peoples and cultures. Europeans were impressed with Muslim advancements in the arts and sciences as well as with their preservation of Greco-Roman culture. As a result, the advances of the Muslim world gradually influenced Christian Europe.

OVERALL: The Muslim world was richly diverse. It spread across an extensive area in Europe, Africa, and Asia. Muslim empires had flourishing economies supported by a vast trade network. At its height, the Muslim world made great advances in fields such as literature, mathematics, astronomy and medicine. In these areas, Muslims were greatly influenced by other cultures, including those of classical Greece and India. In time, Islamic civilization had a great impact on Christian Europe.

CORNELL NOTES 	Topic/Objective: <h2 style="text-align: center;">UNIT 2 Section 5</h2> <h3 style="text-align: center;">Islamic Civilizations</h3>	Name: _____ Class/Period: _____ Date: _____
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WORD BANK	Shiite / Averroes / Caliph / Sharia Abbassid Dynasty / Sunni / Umayyad Dynasty
1.	In Islam, the successor to the Prophet Mohammed.
2.	The Islamic book of laws which regulates all aspects of life including, moral behavior, family life, business dealings, and government.
3.	A denomination of Islam which holds that the Islamic prophet Muhammad's first Caliph was his father-in-law Abu Bakr.
4.	The second largest branch of Islam, originated as a political movement supporting Ali (cousin and son-in-law of Muhammad, the Prophet of Islam) as the rightful leader of the Islamic state.
5.	The first great Muslim dynasty to rule the empire of the Caliphate (661–750 CE), sometimes referred to as the Arab kingdom. They had initially resisted Islam, not converting until 627, but subsequently became prominent administrators under Muhammad and his immediate successors.
6.	Second of the two great dynasties of the Muslim Empire of the Caliphate. It overthrew the Umayyad caliphate in AD 750 and reigned until destroyed by the Mongol invasion in 1258.
7.	Also known as Abu'l-Walid Ibn Rushd (1126-1198), stands out as a towering figure in the history of Arab-Islamic thought, as well as that of West-European philosophy and theology. In the Islamic world, he played a decisive role in the defense of Greek philosophy against the onslaughts of the Ash'arite theologians (Mutakallimun), led by al-Ghazali (d. 1111), and the rehabilitation of Aristotle. A common theme throughout his writings is that there is no incompatibility between religion and philosophy when both are properly understood.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<p>Topic/Objective: Unit 2 Section 5</p> <p>Islamic Civilizations</p> <p>Quiz</p>	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

1. **The Middle East has been a crossroads for trade from Asia, Africa, and Europe. Which is a major result of this fact?**
 - a. Most of the Middle East's natural resources have been exhausted.
 - b. The Middle East has become a wealthy area with a high standard of living.
 - c. Many different cultures can be found in the Middle East.
 - d. The Middle East has experienced a strong sense of national unity

2. **Which factor helps explain the scientific and literary achievements of the Muslims during their Golden Age?**
 - a. expansion of transatlantic trade
 - b. innovations introduced by the Europeans during the Renaissance
 - c. cultural diversity accepted by many Islamic governments
 - d. legal equality of all people in the Islamic empire

3. **The following description of the visit to Cairo in 1324 by the King of Mali, Mansa Musa, was written by Al-Umari, who visited Cairo several years after Mansa Musa's visit.**

“The man said, ‘When I went out to meet him, he did me honor and treated me with the greatest courtesy. He addressed me, however, only through an interpreter despite his perfect ability to speak in the Arabic tongue. Then he gave away gold and other valuables. I tried to persuade him to go up to meet the Sultan (the ruler of Cairo) but Mansa Musa said, “I came for the Pilgrimage and nothing else. I do not wish to mix anything else with my Pilgrimage.””

This excerpt provides evidence that:

 - a. the Crusades had a great influence on western Africa
 - b. most African leaders were uneducated and illiterate in the Middle East
 - c. European culture was superior to the cultures of western Africa
 - d. Islam had a major influence on the Mali Empire

4. **The Islamic book of laws which regulates all aspects of life including, moral behavior, family life, business dealings, and government.**
 - a. Torah
 - b. Old Testament
 - c. Shiite
 - d. Sharia

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

List and Explain “3” achievements from Islamic Civilizations.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

The BIG Idea**SECTION6 U2: Medieval Europe (Middle Ages)****Section overview**

The Middle Ages, or medieval period, lasted from about 500 to the middle of the 1400s. The collapse of the Roman empire had left Western Europe with no unifying government. In response, political and social systems emerged, such as feudalism and manorialism That were based on powerful local lords and their landholdings. A strict social hierarchy existed during the Middle Ages. The Christian Church emerged as a unifying force in Western Europe and had great influence over economic and social, as well as religious life. Conditions gradually improved, allowing Europeans to build a new civilization based on Greco-Roman and Christian traditions.

A. GEOGRAPHIC SETTING

The geography of Europe had a powerful effect on the development of the area. Europe's location and resources helped determine the groups of people who settled there and the people who would try to control it.

i. LOCATION

Europe lay at the western end of the Eurasian landmass, which extends from present-day Portugal to China. Parts of Great Britain, Spain, France, Italy, Greece, and other areas of Eastern Europe had been within the Roman empire. Roman roads had allowed Roman and Christian customs to spread. As you have learned, Germanic tribes overran Europe from about 400 to 700, ending Roman rule.

ii. RESOURCES

FORESTS AND FERTILE SOIL: Europe had many natural resources. Dense forests, with valuable timber, covered much of northern Europe, and the area's fertile soil was well suited for raising crops. In addition, minerals such as iron and coal lay untapped beneath the Earth's surface.

SEAS AND RIVERS: The oceans and seas that surrounded much of Europe were also important resources. People on the coasts fished the waters and used them as a means of trade and transportation.

B. THE FRANKISH EMPIRE

The Germanic people who overran the Roman empire were warriors, farmers, and herders. Their culture differed greatly from that of the Romans they had conquered. Germanic Tribes were governed by unwritten laws and customs and ruled by elected kings.

- i. The Rise of the Franks: 400-700, warrior tribes divided Europe and fought for control of various territories. The Franks emerged as the most powerful and successful of the tribes of Gaul, or present-day France. In the late 400s, Clovis, a brilliant and ruthless leader, became king of the Franks. Clovis is probably best known for his conversion to Christianity, which gained him a powerful ally in the Christian Church.

How did Europeans use natural resources to provide for basic economic needs?

- ii. Battle of Tours: Muslims had moved into Spain. They tried to advance into France. In 732, the Franks defeated a Muslim army.
- iii. Charlemagne: During the 800s, this Frankish king built an empire that stretched across modern-day France, Germany, and part of Italy.

Cooperation with the Church: In 800, Pope Leo II called for help against rebellious nobles in Rome. Charlemagne answered the pope’s call and defeated the Roman nobles. To show his gratitude, Pope Leo III, on Christmas Day 800, crowned Charlemagne “Holy Roman Emperor.” The crowning helped revive the ideal of a united Christian Church and empire.

Government: Charlemagne appointed nobles to rule local areas. As a way to control these rulers, Charlemagne regularly sent out officials called *missi dominici* to check on conditions throughout the empire.

Learning: Charlemagne also encouraged learning. He set up a school to ensure the education of gov’t officials. He also established libraries where scholars copied ancient texts, including the Bible and science and history texts written in Latin.

End of Charlemagne’s Reign: When Charlemagne died in 814, his empire quickly fell apart as his heirs battled for control. In 843, Charlemagne’s grandsons signed the Treaty of Verdun, which divided the empire into three separate kingdoms.





Charlemagne's Empire, 768–843

- Frankish Kingdom before Charlemagne, 768
- Areas conquered by Charlemagne, 814
- Papal States
- Division by Treaty of Verdun, 843



C. FEUDALISM & MANORIALISM

During the early part of the Middle Ages, kings were too weak to keep invaders out of their kingdoms. People began to leave towns and cities, banding together in the countryside for protection and survival.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

What was the most important economic resource in medieval Europe? Who controlled this resource? How did control of economic resources affect the power structure in medieval society?

MEDIEVAL SOCIETY

Everyone had a well-defined place in medieval society. People were born into their social positions, and there was little chance of moving beyond them. The nobility consisted of the kings and queens, greater lords, lesser lords, and knights. The elite class of nobles controlled the land and power. The lower class of peasants, who made up the bulk of the population, worked the land and served the nobles. The clergy was highly respected, due to the fact that the Christian Church dominated life during the Middle Ages.

FEUDALISM

- i. **Feudal Responsibilities:** Feudalism was a loosely structured political system in which powerful lords (nobles) owned large sections of land. They divided their land into estates called fiefs, which were given to lesser lords called vassals. Vassals pledged their loyalty and military support to their lords in return for this land.
- ii. **Knighthood:** Because people in medieval Europe were often at war, many nobles trained to become knights, or mounted warriors. They practiced strict discipline and learned how to ride well and handle weapons skillfully. In addition, knights were bound by a code of conduct known as chivalry. This code charged them to be brave, loyal, and true to their word. The code also required knights to protect women.
- iii. **Role of Noblewomen:** Women played an active role in feudal society. A 'lady' was in charge of her husband's estate while he was away serving his lord in battle. She was responsible for all household affairs including the raising of children. In preparation for their adult role, girls received training in household arts such as spinning, weaving, and the management of servants. Women had limited inheritance rights, however, since most possessions went to the eldest son.

What roles did individual citizens play in the medieval feudal systems?

MANORIALISM

The basis for the medieval economy was manorialism, an economic system structured around a lord's manor, or estate. Manors often included one or more villages and the land surrounding them. Under the manorial system, each group in society had a place; each also had certain rights and responsibilities.

- i. **Peasants and Lords:** Most of the peasants who lived on the estate were serfs. Serfs were not enslaved, but they were bound to the land. They could not leave the estate without the lord's permission.
- ii. **Mutual Responsibilities:** Serfs farmed the lord's land and did other work such as repairing roads and fences. In return for the service provided by peasants, the lord provided them with the use of several acres of land to farm. The lord was also supposed to protect them during times of war.

How did manorialism provide for people's basic economic systems?

- iii. **Harsh Life for Peasants:** For peasants, life on the manor was difficult and often harsh. Peasant men, women, and children worked long hours, and few peasants lived past the age of 35. In spite of such hardship, the lives of peasants were held together by the common thread of Christianity. Their celebrations- marriages, births, and holidays such as Christmas and Easter- were centered in the Christian Church.

D. The Church in Medieval Life

During the Middle Ages, two distinct Christian churches emerged: the Orthodox Christian Church in the east and the Roman Catholic Church in the west. (The two branches split permanently in 1054.) The Roman Catholic Church became the main stabilizing force in Western Europe. The Church provided religious leadership as well as secular, or worldly, leadership. It also played a key role in reviving and preserving learning.

CHURCH HIERARCHY

At the head of the Roman Catholic Church was the pope, whom followers believed to be the spiritual representative of Jesus on earth. Below the pope came archbishops, bishops, and local priests. For peasants and town dwellers, everyday life was closely tied to local priests and the village church.

SPIRITUAL ROLE OF THE CHURCH

The main responsibility of the Church was to serve the spiritual needs of medieval society. Local priests instructed peasants and townspeople in the faith and provided comfort to them in troubled times. The Church taught that all men and women were sinners but that Christians could achieve salvation, or eternal life in heaven, through faith in Jesus, good works, and participation in sacraments, or sacred spiritual rituals. To escape the punishment of hell, they needed to take part in the sacraments of the Church.

SECULAR ROLE OF THE CHURCH

- i. **ECONOMIC POWER:** The Church filled many secular, or worldly, roles during the Middle Ages. As the largest landholder in Europe, the Church had significant economic power. The Church also gained wealth through the tithe, a tax Christians were required to pay that equaled ten percent of their income.
- ii. **POLITICAL POWER:** The church had its own set of laws, called canon law, and its own courts of justice. The Church claimed authority over secular rulers, but monarchs did not always recognize this authority. As a result, there were frequent power struggles between the pope in Rome and various king and emperors.

Popes believed that they had authority over kings. Popes sometimes excommunicated, or excluded from the Catholic Church, secular rulers who challenged or threatened papal power. For example, Pope Innocent III excommunicated King John of England in the 1200s during a dispute about appointing an archbishop.

Identify four ways in which the Roman Catholic Church affected economic or political affairs during the middle Ages.

What role did monks and nuns play in preserving Greco-Roman culture?

THE MEDIEVAL CHURCH

Everyday life:

- Christians attended village churches
- Some priests ran schools in village churches
- All Christians paid taxes to Church

Power of Church:

- Pope led Roman Catholic Church
- Church had its own laws and courts
- Church excommunicated those who did not obey rules

Nuns and Monks:

- Some set up housing, hospitals, and schools for the sick and poor.
- Some became missionaries
- Some preserved learning

Reform:

- Church became rich and powerful
- Some clergy became corrupt
- Reformers tried to make changes

Monastic Orders: Some men and women became monks or nuns, leaving worldly society and devoting their lives to God. They entered monasteries, communities where Christian men and women focused on spiritual goals.

- i. Centers of Learning: Monks and nuns preserved ancient writings by copying ancient texts. Some monks and nuns taught Latin and Greek classics.
- ii. Missionary Work: Some monks and nuns risked their lives by spreading Christianity. The Church sometimes honored its missionaries by declaring them saints. St. Patrick was a missionary who set up the Church in Ireland. St. Augustine was sent as a missionary to the Angles and Saxons in England.

Women and the Church: The Church taught that women and men were equal in the sight of God; *HOWEVER:*

1. On one hand, the Church considered women weak, easily tempted into sin, and dependent on the guidance of men.
2. On the other hand, women were seen as modest and pure in spirit, similar to Mary, the mother of Jesus.

E. JEWS in MEDIEVAL EUROPE Numerous Jewish communities existed throughout Europe during the Middle Ages. While Jews in Muslim Spain and northern areas of Europe were generally tolerated, most Christians persecuted Jews. Not only did the Church bar Jews from owning land or practicing many occupations; many Christians blamed Jews for the death of Jesus. As a result, the foundations for anti-Semitism, or prejudice against Jews were laid. Gradually, Jews were blamed for all kinds of misfortunes, from famines to disease. In time, Jews migrated to Eastern Europe, where they set up communities that survived until modern times.

What duties and responsibilities guided people's lives in medieval Europe?

F. MEDIEVAL CULTURAL ACHIEVEMENTS

In early medieval times, life was very chaotic. People concentrated on protecting themselves from invasions and taking care of their own physical needs. Toward the end of the Middle Ages, however, European society became more stable and made cultural gains in the fields of literature, art, and architecture.

Literature

Although the language of scholars was Latin, new stories and writing began to appear in the everyday languages of the people. Medieval literature included stories of knights and feudal lords as well as tales about the common people. Authors such as Dante and Chaucer wrote stories about warrior heroes and ordinary people who showed courage, humor, and morality.

Architecture and Art

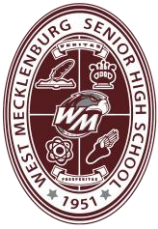
The architecture and art of the Middle Ages focused on glorifying God. Almost all of the artistic achievements of the time were a reflection of the power of the Church. With money from increased trade in the late Middle Ages, nobles and townspeople alike began contributing to great works of architecture and art.

- i. Roman Influences: Around the year 1000, towns began to build stone churches that reflected the influence of Rome. With thick supporting walls and towers and only small slits in the stone for windows, these structures were fortress like and dimly lighted.
- ii. The Gothic Tradition: The Gothic style of architecture first appeared in Europe in the early 1100s. These new building, unlike those in the Roman style, seemed to soar upward. The Gothic style was characterized by pointed arched and by flying buttresses, stone supports that stood outside the building. With this outside support, walls could be built higher, leaving space for huge stained-glass windows. These windows, along with sculptures and carvings inside the churches, often told biblical stories, serving to educate the illiterate people of medieval Europe.

OVERALL: The Middle Ages was a troubled period in European history. After the Germanic invasions, society began to come together under the strict political organization supplied by feudalism and the economic system of manorialism. The Christian Church helped to unify Western Europe and touched every aspect of medieval life. Monasteries and convents became centers of learning; monks and nuns preserved ancient writings by copying ancient texts. As conditions improved and life became more stable, medieval Europe began to develop its own unique culture.



CORNELL NOTES



Topic/Objective:

UNIT 2 Section 6

Medieval Europe

Name:

Class/Period:

Date:

WORD BANK

Excommunicated / Chivalry / Gothic / Charlemagne / Secular Medieval / Pope Innocent III / Serfs / Manorialism / Anti-Semitism / Monasteries

- | | |
|----|---|
| 1. | Lasted from the 5th to the 15th century. It began with the fall of the Western Roman Empire and merged into the Renaissance and the Age of Discovery. |
| 2. | Also known as Charles the Great or Charles I, was King of the Franks. He united a big part of Europe during the early Middle Ages and laid the foundations for modern France, Germany and the Low Countries. |
| 3. | Code of conduct for knight and nobles during European feudalism. |
| 4. | Economic portion of feudalism where all aspects of life were centered on the lord's manor including peasant villages, a church, farm land, a mill, and the lord's castle or manor house. |
| 5. | Farmers who were tied to the land during European feudalism. They were not slaves because they could not be bought or sold, but they could not readily leave the manor either. Serfs were given land to farm in exchange for service to their lord. This service usually involved working the lord's fields, maintaining roads and the manor, and providing military service in times of war. Serfs paid taxes to their lord in the form of crops. This is also how the paid the fee to use the manor's mill or other services. |

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

6.	Not subject to or bound by religious rule; not belonging to or living in a monastic or other order. Denoting attitudes, activities, or other things that have no religious or spiritual basis.
7.	To exclude a Christian from receiving the Sacraments.
8.	A building or buildings occupied by a community of monks living under religious vows.
9.	Original name Lothar of Segni, Italian Lotario di Segni, the most significant pope of the Middle Ages. Elected pope on January 8, 1198, Innocent III reformed the Roman Curia, reestablished and expanded the pope's authority over the Papal States, worked tirelessly to launch Crusades to recover the Holy Land, combated heresy in Italy and southern France, shaped a powerful and original doctrine of papal power within the church and in secular affairs, and in 1215 presided over the fourth Lateran Council, which reformed many clerical and lay practices within the church.
10.	The hatred of people of Jewish descent.
11.	<p>of or in the style of architecture prevalent in western Europe in the 12th–16th centuries, characterized by pointed arches, rib vaults, and flying buttresses, together with large windows and elaborate tracery.</p> <p>of or relating to the Goths or their extinct East Germanic language, which provides the earliest manuscript evidence of any Germanic language (4th–6th centuries AD).</p>

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 2 Section 6 Medieval Europe Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

1. **The Middle Ages in Western Europe was characterized by**
 - a. the manor system and the importance of land ownership.
 - b. absolute monarchies and strong central governments.
 - c. decreased emphasis on religion in daily life.
 - d. extensive trade with Asia and the Middle East.

2. **The growth of feudalism in Europe during the Middle Ages was primarily caused by the**
 - a. rivalry between colonial empires.
 - b. suppression of internationalism.
 - c. decline of the Roman Catholic Church.
 - d. collapse of a strong central government.

3. **Which statement best describes society under the influence of medieval Christianity and traditional Islam?**
 - a. Religion was a way of life that governed people from birth to death.
 - b. Religion permitted freedom to choose how people would worship.
 - c. Religion played a major role only in the lives of the clergy.
 - d. Both religions influenced society by stressing the equality of all religions.

4. **Which was a characteristic of feudalism?**
 - a. Government was provided by a bureaucracy of civil servants.
 - b. Land was exchanged for military service and obligations.
 - c. Power rested in the hands of a strong central government.
 - d. Unified national court systems were developed.

5. **The art, music, and philosophy of the medieval period in Europe generally dealt with**
 - a. human scientific achievements
 - b. religious themes
 - c. materialism
 - d. classical Greek and Roman subjects

6. **Which economic system existed in Europe during the early Middle Ages?**
 - a. Free market
 - b. Socialism
 - c. Manorialism
 - d. Command

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

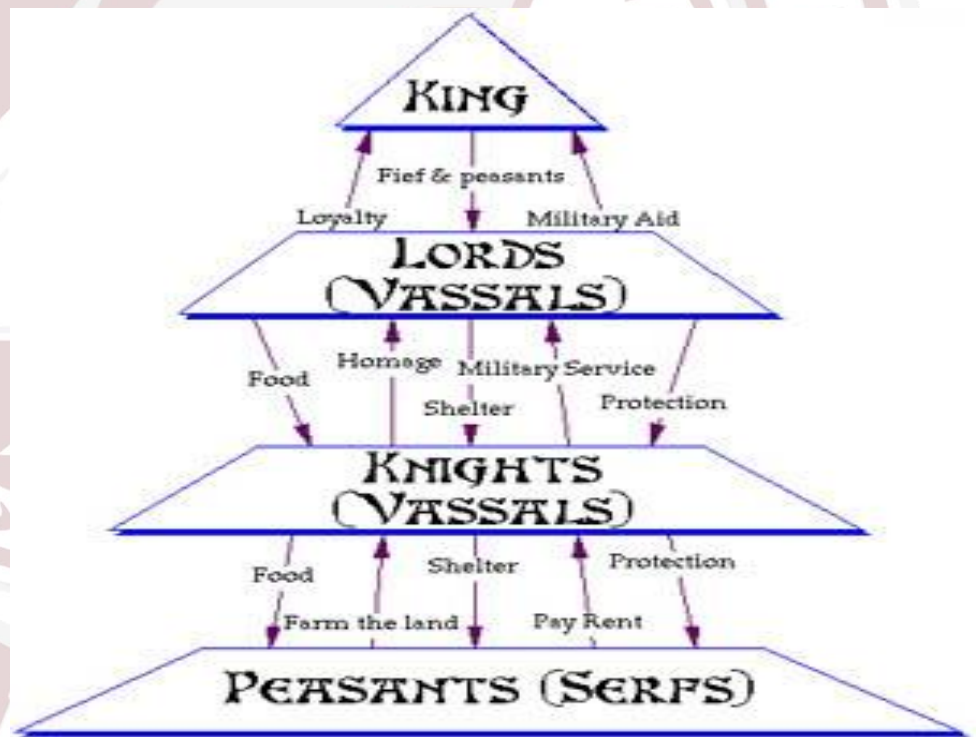
7. In Western Europe, which development caused the other three?
- a. decline of trade
 - b. fall of Roman Empire
 - c. breakdown of central government
 - d. rise in the power of the Roman Catholic Church
8. “All things were under its domain...its power was such that no one could hope to escape its scrutiny.”

Which European institution during the Middle Ages is best described by this statement?

- a. the Guild
 - b. knighthood
 - c. the Church
 - d. the nation-state
9. In European feudal society, an individual’s social status was generally determined by
- a. birth
 - b. education and training
 - c. individual abilities
 - d. marriage

10. Using the chart below, what is the most important form of currency in Medieval Europe?

- a. Money
- b. Protection
- c. Land
- d. Gold



CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

Describe “4” ways in which Charlemagne sought to restore order to medieval Europe.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

The BIG Idea

SECTION 7 U2: The Crusades

Section overview

1. In the 1050s, Seljuk Turks, who were Muslims, invaded the Byzantine empire and conquered Palestine. The Christian Church called for a movement to drive the Muslims out of Palestine. For nearly 200 years, Christians fought a series of religious wars known as the Crusades. The wars failed to regain Palestine, and they left a legacy of ill will and distrust between Christians and Muslims. However, the Crusades had other effects as well.
2. Trade increased. And the European economy expanded. Feudal monarchs gained more power, and Europeans learned of the existence of lands beyond their borders. Europeans also benefited from the learning and cultural achievements of Islam.

A. Beginning of the Crusades

3. In the 1050s, the Seljuk Turks invaded the Byzantine empire. Over the next four decades, they overran most Byzantine lands in Asia Minor as well as Palestine. In 1095, the Byzantine emperor asked the pope, Urban II, for help. Pope Urban agreed. At the Council of Clermont, Urban encourages French and German bishops to recover Palestine, or the Holy Land, as it was called by Christians. Christians referred to this area as the Holy Land because it was where Jesus had lived and taught. Muslims and Jews also considered the land holy. Christians who answered the pope's call were known as crusaders. Men and women from all over Western Europe left their homes to reclaim the Holy Land. Many never returned.

Why did Christians and Muslims engage in the Crusades?**B. Reasons for the Crusades**

There were several other motives for the Crusades, some religious and some secular. Those reasons included the following:

- Pope Urban believed that the Crusades would increase his power in Europe and possibly reunite Eastern and Western churches
- Christians believed that their sins would be forgiven if they participated in the Crusades
- Nobles hoped to gain wealth and land by participating in the Crusades
- Adventurers saw the Crusades as a chance for travel and excitement
- Serfs hoped to escape feudal oppression by fighting in the Crusades

C. An Initial Christian Victory

For 200 years, the fighting went on. Only the first of four Crusades, however, came close to achieving its goals. In 1099, Christians captured the city of Jerusalem. They followed the victory with a massacre of Muslim and Jewish inhabitants.

Crusaders divided their conquered lands into four small states called the crusader states. They divided these lands into feudal domains. Muslim leaders tried to regain these kingdoms, and this effort resulted in additional Crusades.

What effect did the Crusades have on the economy of Europe?

D. Saladin and Muslim Victory

- i. A Respected Muslim Leader: During the late 1100s, Saladin united the Muslim world. Both Muslims and Christians admired and respected Saladin. However, when Saladin marched toward Jerusalem, the Christians were determined to stop him.
- ii. The Taking of Jerusalem: Saladin forbade his soldiers to kill, harm, or steal from the defeated crusaders.

Richard the Lion-Hearted: became king of England in 1189. He was determined to retake Jerusalem from Saladin. During the third Crusade, Richard won several victories. Richard's forces advanced to within a few miles of Jerusalem, but were unable to capture the city.

E. THE END OF THE CRUSADERS

Later Crusades also resulted in failure for the Christians. The Fourth Crusade was supposed to regain Jerusalem, but the knights were diverted. After helping Venetian merchants defeat their Byzantine trade rivals, the knights looted Constantinople itself. What had started as a war of Christians against Muslims ended in a battle between rival Christian factions.

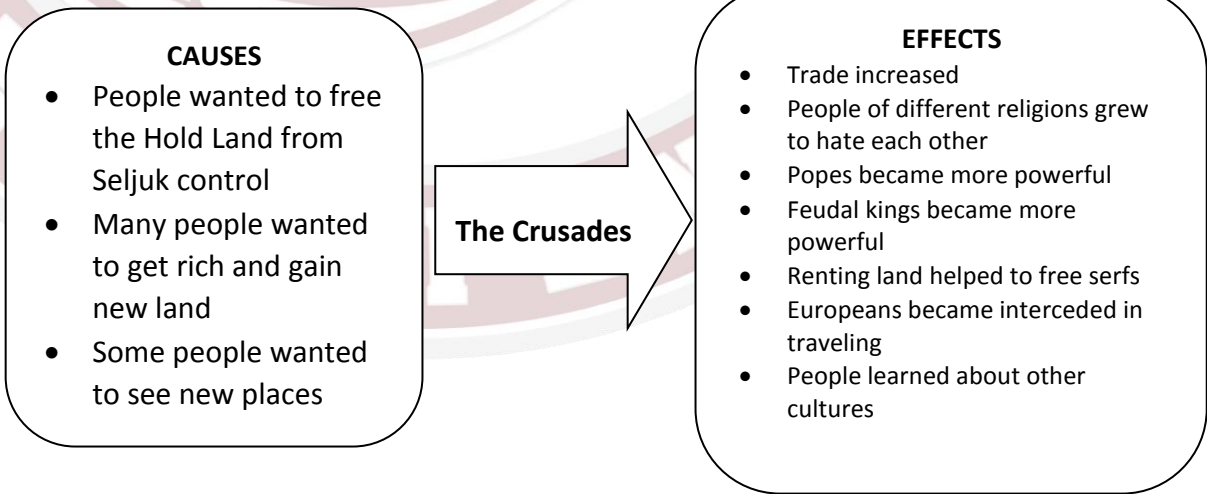
In Palestine, Muslims overran the crusader states. They captured Acre, the last city to fall, in 1291. This time the Muslims massacred Christian inhabitants after their victory.

F. Impact of the Crusades

The crusades failed to attain their main goal of retaking the Holy Land. Unfortunately, the Crusades left behind a legacy of religious hatred between Christians and Muslims, since each group had committed terrible acts of violence against the other. Crusaders sometimes turned their hatred on Jews in Europe as they traveled to or from Palestine. At times crusaders destroyed entire Jewish communities.

The Crusades did, however, have some positive effects. Contact between Western Europeans and the Muslim world resulted in cultural diffusion. The Europeans economy began to grow, and Europeans gained an expanded view of the world.

How did the Crusades have affect the power of the Church and feudal lords?



How did the Crusades expand Europeans' view of the world?

Increased Trade: Trade with the Byzantine Empire before the time of the Crusades has sparked the interest of Europeans in goods from the east. The amount of trade increased during the time of the crusades. Crusaders returning to Europe brought with them interesting new fabrics, spices, and perfumes.

Merchants from the Italian city of Venice had built ships to transport crusaders. After the conflicts, these ships were available to carry products to and from Palestine, After the fall of the Christian states, Italian traders helped keep the trade routes to Palestine open. Sugar, cotton, and rice were just a few for the goods traded. The economics of both the East and the West benefited from this commerce.

Changes in the Church: The Crusaders temporarily increased the power of the pope. Papal conflicts with feudal monarchs in Europe eventually lessened this power, however. In addition, the rift between the eastern and western churches was not healed. IN fact, it was widened after the crusaders' attack on Constantinople.

Changes in the Feudal System: The Crusades increased the power of monarchs, who had gained the right to increase taxes in order to support the fighting. Some feudal monarchs led crusaders into battle and thereby heightened their prestige.

At the same time, the institution of feudalism was weakening. Traditionally, lords had required grain or labor from their serfs. Now, needing money to finance the Crusades, they began to ask for payment of rent in money. Feudalism was weakened, and an economy based on money, not land, took hold.

OVERVIEW: The Crusaders began in the 1000s for a variety of reasons. For 200 years, Christians and Muslims fought one another and committed terrible massacres, However, both sides also had admirable leaders. The Crusades had several effects on Europe. Trade began to increase, and a money economy emerged. The Church temporarily gained power. Although feudal monarchs were strengthened, feudalism itself was weakened. Christian Europe was influenced by various aspects of Byzantine and Muslim civilization as a result of the Crusades.



King Richard

Saladin

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CORNELL NOTES



Topic/Objective:

UNIT 2 Section 7

The Crusades

Name:

Class/Period:

Date:

WORD BANK

Holy Land / Council of Clermont / Crusades Urban II / Saladin / Richard the Lion-Hearted

- | | |
|----|--|
| 1) | European Christian military expeditions made between the 11th and 13th centuries to retake the Middle Eastern Holy Lands occupied by the Muslims. |
| 2) | Original name Odo of Châtillon-sur-Marne , or Odo of Lagery , or of Lagny , French Odon , or Eudes, de Châtillon-sur-Marne, or de Lagery, or de Lagny (born c. 1035, Châtillon-sur-Marne, or Lagery, or Lagny, Champagne, France—died July 29, 1099, Rome[Italy]) head of the Roman Catholic church (1088–99) who developed ecclesiastical reforms begun by Pope Gregory VII, launched the Crusade movement, and strengthened the papacy as a political entity. |
| 3) | An assembly for church reform called by Pope Urban II in 1095, which, as a result of a request by envoys from the Byzantine emperor Alexius I Comnenus to aid the Greeks against the Muslim Turks, became the occasion for initiating the First Crusade. Urban II exhorted the French knights at Clermont to rescue the Holy Land from the Turks, closing his speech with the words “God wills it,” which became a battlecry of the crusaders; the event inaugurated the medieval religious wars against the Muslims. |
| 4) | Term given to lands in present day Israel that is significant to Judaism, Christianity, and Islam. |
| 5) | Arabic in full Ṣalāḥ al-Dīn Yūsuf ibn Ayyūb (“ Righteousness of the Faith, Joseph, Son of Job ”), also called al-Malik al-Nāṣir Ṣalāḥ al-Dīn Yūsuf I (born 1137/38, Tikrīt, Mesopotamia [now in Iraq]—died March 4, 1193, Damascus [now in Syria]) Muslim sultan of Egypt, Syria, Yemen, and Palestine, founder of the Ayyūbid dynasty, and the most famous of Muslim heroes. In wars against the Christian Crusaders, he achieved great success with the capture of Jerusalem (October 2, 1187), ending its nearly nine decades of occupation by the Franks. |
| 6) | King (born September 8, 1157, Oxford, England—died April 6, 1199, Châlus, duchy of Aquitaine) duke of Aquitaine (from 1168) and of Poitiers (from 1172) and king of England, duke of Normandy, and count of Anjou (1189–99). His knightly manner and his prowess in the Third Crusade (1189–92) made him a popular king in his own time as well as the hero of countless romantic legends. |

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<p>Topic/Objective:</p> <p>Unit 2 Section 7</p> <p>The Crusades Quiz</p>	<p>Name:</p>
	<p>Class/Period:</p>
	<p>Date:</p>

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

- 1. A major goal of the Christian Church during the Crusades (1096–1291) was to**

 - a. establish Christianity in western Europe
 - b. unite warring Arab peoples
 - c. capture the Holy Land from Islamic rulers
 - d. strengthen English dominance in the Arab world

- 2. The Crusades have been called “history’s most successful failures.” Which statement best explains this expression?**

 - a. The Crusades did not achieve their original goals, but they brought about many desirable changes in Europe.
 - b. Although the Crusaders captured the Holy Land, they were unable to bring about democratic reforms.
 - c. The Crusades helped bring about the fall of the Roman Empire
 - d. The Crusaders prevented the Turks from capturing Constantinople for many centuries

- 3. What were two indirect results of the Crusades?**

 - a. trade and commerce increased and the feudal system was strengthened
 - b. trade and commerce declined and the feudal system was strengthened
 - c. trade and commerce increased and the feudal system was weakened
 - d. trade and commerce declined and the feudal system was weakened

- 4. The following excerpt is expressing which European ideal?**

“Most Holy Lord, Almighty Father ... thou who hast permitted on earth the use of the sword to repress the malice [evil] of the wicked and defend justice ... cause thy servant here before thee, by disposing [turning] his heart to goodness, never to use this sword or another to injure anyone unjustly; but let him use it always to defend the just and right.”

 - a. the basic teachings of Christianity
 - b. Chivalry
 - c. Bushido
 - d. the right of Europeans to take back the Holy Land

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

List two ways that the Crusades were a turning point for (1) The Economy, (2) Learning, and (3) Political Power in Europe.