

WORLD HISTORY SHORTS 1

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Introduction

It is important for students to have a general understanding of how events of the past helped create the world that exists today. Every student should have the opportunity to understand how the countries of our world developed over time. This knowledge expands students' appreciation of the world in which they live.

The stories of world history are fascinating, exciting, and interesting. However, students sometimes get overwhelmed by the volume of information in their textbooks. Unfortunately, some students might “give up” and miss out on significant concepts that are being taught. This binder is not intended to replace students' world history texts. Rather, it is meant to complement existing materials.

This unique, reproducible binder was designed for students of any age who need help learning the basic concepts covered in world history classes. In order to help struggling readers understand complex historical events and issues, the lessons are written at a 3.0–4.5 reading level. These short, high-interest passages and activities are effective teaching tools for students with learning differences, attention or behavior problems, and limited reading skills. This binder is also helpful for at-risk and ESL students.

World History Shorts 1 features 30 one-page stories, or shorts, followed by activity sheets that reinforce the information. The shorts focus on key historical concepts and may be used in two different ways. You can use each one-page short as an introductory lesson and then use other resources to teach the topic in greater depth. The short can also serve as a brief overview for topics that you need to cover more quickly than others.

Following each short are four activity pages. These activities allow students to practice reading-comprehension skills while answering content-area recall questions; interpreting maps, charts, graphs, and time lines; researching significant historical people, places, and events; and expressing opinions through writing. The activities include multiple-choice questions, crossword puzzles, short-answer questions, and extension activities. Each short is also accompanied by a visual activity, which consists of a map, chart, graph, or time line.

A quiz follows the four activity pages. The one-page quiz tests students' comprehension and knowledge of the most important information in the short and includes questions that are written in standardized-test format.

Each standards-based short covers a significant person, place, or event in world history. Included in this binder are lessons on the beginnings of humans, Hammurabi's Code, the pyramids of ancient Egypt, India's caste system, the city-states of ancient Greece, Rome as a republic and an empire, the growth of Christianity and Islam, the growth of the Roman Catholic Church, the political system of feudalism, the Crusades, the Middle Ages and the Black Death, the Hundred Years' War, the Renaissance, Martin Luther and the Protestant Reformation, European exploration and colonization of Asia and the Americas, the Atlantic slave trade, the evolution of Britain's government, the modernization of Russia and Japan, the rise and fall of the Ottoman Empire, and more.

Objectives

The student will be able to:

- describe how archaeologists, anthropologists, and historians analyze evidence.
- explain the importance of the following dates: 1066, 1215, and 1492.
- identify turning points in world history, such as the development of farming, the development of cities, and the European age of exploration and colonization.
- describe the impact of political ideas contained in significant documents, including Hammurabi's Code, Justinian's Code of Laws, and Magna Carta.
- compare the historical origins, central ideas, and spread of major religions, such as Judaism, Christianity, and Islam.
- give examples of how religion influenced world events.
- analyze the influence of significant individuals, such as Alexander the Great, Genghis Khan, Charlemagne, Justinian, Joan of Arc, Martin Luther, and Peter the Great.
- describe the major political developments of civilizations in Africa, Egypt, India, and Japan.
- analyze examples of major world empires, such as the Aztec, British, Mongol, and Ottoman Empires.
- identify important changes in human life caused by the Neolithic agricultural revolution.
- explain the factors that led to the development of civilizations.
- list characteristics of the Greek city-states Athens and Sparta.
- list characteristics of the Roman Republic.
- describe the collapse of the Western Roman Empire and explain how the collapse led to political and economic changes which created a new civilization in Western Europe.
- describe the characteristics of the political system of feudalism.
- describe the characteristics of the economic system of manorialism.

Objectives (Continued)

- understand the political and social impact of the Crusades.
- explain the importance of the European Renaissance and Reformation eras.
- identify causes of European expansion beginning in the 1400s.
- explain the effects of European expansion on Europeans and on non-Europeans.
- describe the Atlantic slave trade.
- describe England's Civil War and Glorious Revolution.
- put historical events in chronological order.
- use maps, charts, and graphs to interpret data.
- locate important places in the world.
- explain the influence of geography on historical events.

How to Use

Each lesson includes the following components: a one-page short, four activity pages, and a quiz. The lessons are in chronological order and were designed so that the teacher can either use all the shorts or choose only certain lessons.

Shorts

Each of the 30 lessons begins with a one-page short. Give a copy of the short to each student. The short can be read aloud as a class or in small groups or can be read silently by individual students.

Activity Worksheets

Each short has a set of four corresponding activity worksheets. Students can refer to the short while answering the questions. The multiple-choice and crossword-puzzle activities are made up of reading-comprehension and recall questions. The visual activity provides students the opportunity to practice reading maps, charts, and graphs. The extension activity is intended to make history relevant to real life and asks students to do two tasks. One task that some questions require is conducting research. Other questions ask students to think critically. Students can work on the activity worksheets individually, in pairs, or in small groups.

Quizzes

Each short is accompanied by a one-page quiz. The quizzes include true/false, multiple-choice, and short-answer questions. As a modification for students with special needs and learning differences, you might wish to have students use the short as a reference while they complete the quiz.

Answer Key

For your convenience, an answer key is provided at the end of the binder for the multiple-choice, crossword-puzzle, visual, and quiz activities. The answer key shows the correct answers for each of these activities. An answer key for the extension activities is not included since responses to these questions are based on individual students' research or opinions and will vary.

Research and Standards

Research on teaching content to students with special needs and reading difficulties has shown that modified instructional strategies are critical to improving comprehension. Sousa notes that teachers should “consider modifying instructional strategies to meet the various learning styles and abilities of students with learning problems.” Among the strategies he suggests are to “break the assignment into smaller tasks, adjust the reading level of the classroom material, relate the new learning to students’ experiences, reduce the number of concepts presented at one time, ...and provide practice test questions for study” (2001). Waldron states “students with learning differences often have short attention spans and are so easily distracted that concentration is eroded. They simply cannot handle the same amount of information as students with longer attention spans. For these students, briefer assignments with frequent breaks work best to sustain their on-task behaviors” (1992).

Each of these research-based strategies has been integrated into *World History Shorts 1*. Students will find the short passages easy to understand due to the controlled 3.0–4.5 reading level. Extension questions for each section often include personal connection questions. Each six-page set of worksheets breaks the content into small chunks, so the information is easier to understand for students with learning differences.

World History Shorts 1 meets both state and national social studies standards (including the Expectations of Excellence: Curriculum Standards for Social Studies developed by the National Council for the Social Studies). As students read the short passages and complete the worksheets and quizzes, they will meet many of the requirements of the ten social studies strands identified by NCSS, particularly the following:

- Strand II: Time, Continuity, and Change
- Strand III: People, Places, and Environments
- Strand V: Individuals, Groups, and Institutions
- Strand VI: Power, Authority, and Governance
- Strand VII: Production, Distribution, and Consumption
- Strand IX: Global Connections

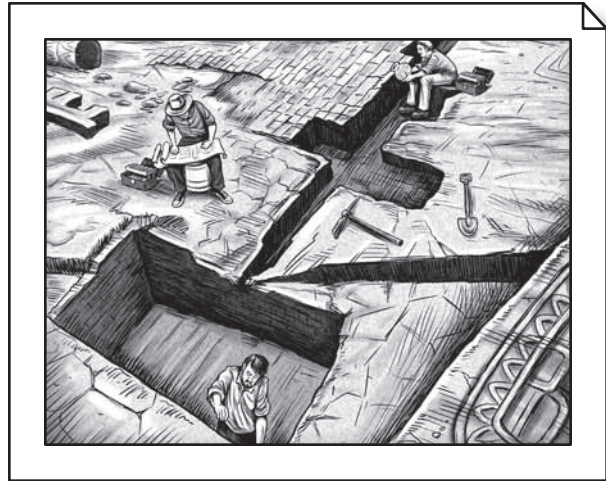
Sousa, D.A. (2001). *How the Special Needs Brain Learns*. Thousand Oaks, CA: Corwin Press, Inc.

Waldron, K.A. (1992). *Teaching Students With Learning Disabilities*. San Diego, CA: Singular Publishing Group, Inc.



The Beginning of Civilization

The first modern humans appeared in Africa and had migrated all over the world by 10,000 B.C. Because prehistoric people had no written records, historians must study them by looking at the things they left behind. Archaeologists dig up artifacts like tools, pottery, and other things made by humans. Anthropologists use artifacts and remains of ancient humans to learn about culture, or the way people lived. Historians divide early human history into major sections like the Paleolithic Age, the Neolithic Age, and the Bronze Age. Each era is defined by the progress humans made during those years.



The earliest period of human history, called the Paleolithic Age, lasted from about 2,500,000 B.C. until 8000 B.C. This era is sometimes called the Old Stone Age because early humans used simple stone tools. During the Paleolithic Age, people found shelter in caves and learned to make fire. Paleolithic people invented the spear and the bow and arrow. These early humans hunted wild animals and gathered nuts, berries, fruits, and green plants for food. Because they depended on animal migrations and vegetation cycles, almost all Paleolithic people were nomadic. This means the hunters and their families had no permanent home, but moved from place to place.

Around 8000 B.C., the Neolithic Age, or New Stone Age, started. In the Neolithic Age, humans stopped being nomadic and settled down in small farming villages. Instead of hunting and gathering, people farmed and raised animals for food. Early farmers in Africa raised wheat, barley, root crops, and bananas. People tamed cows, pigs, goats, sheep, and dogs. In Southeast Asia, farmers grew rice in addition to wheat and barley. In Central America and present-day Mexico, people raised beans, squash, and corn.

People made tools from metal in the Bronze Age. During the Bronze Age, which lasted from 3000 B.C. until about 1000 B.C., people began to form civilizations. Civilizations are complex cultures in which groups of many people share the same characteristics. The first civilizations started in the river valleys of Mesopotamia, Egypt, India, and China.

Historians know more about the Bronze Age civilizations than about earlier people. This is because people in the Bronze Age kept written records, like laws. Each civilization had cities, government, social classes, religion, writing, and art. Over time, cultures have changed, but the basic characteristics of civilization have stayed the same.



The Beginning of Civilization

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ dig up artifacts like tools and pottery.

- A. Archaeologists
- B. Anthropologists
- C. Historians
- D. Nomads

2. People made tools from _____ in the Bronze Age.

- A. stone
- B. metal
- C. wood
- D. vines

3. In the _____, humans settled in small farming villages.

- A. Ice Age
- B. Paleolithic Age
- C. Neolithic Age
- D. Bronze Age

4. _____ is a characteristic of civilization.

- A. Government
- B. Writing
- C. Religion
- D. all of the above

5. The earliest period of human history is called the _____.

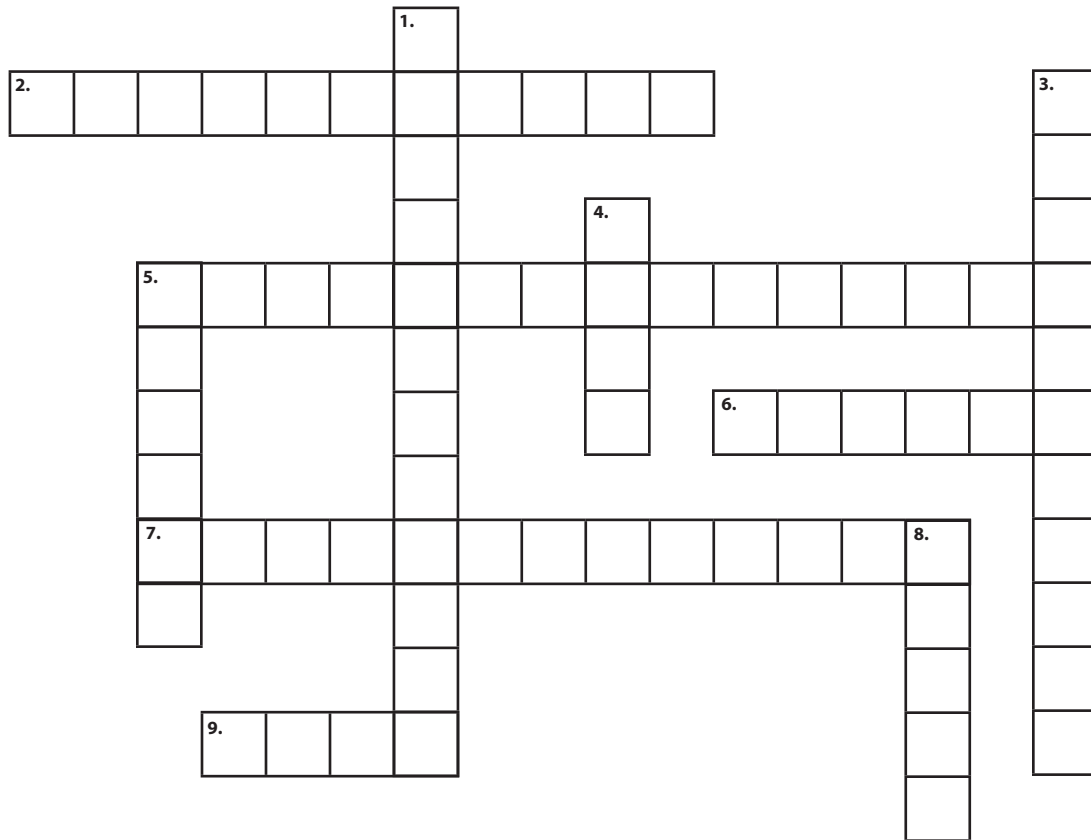
- A. Paleolithic Age
- B. Neolithic Age
- C. Bronze Age
- D. African Age



The Beginning of Civilization

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. Most _____ people were nomadic.
5. _____ use artifacts and remains of ancient humans to learn about culture.
6. In present-day _____, people raised beans, squash, and corn.
7. People began to form _____ during the Bronze Age.
9. People in the Bronze Age kept written records, like _____.

DOWN

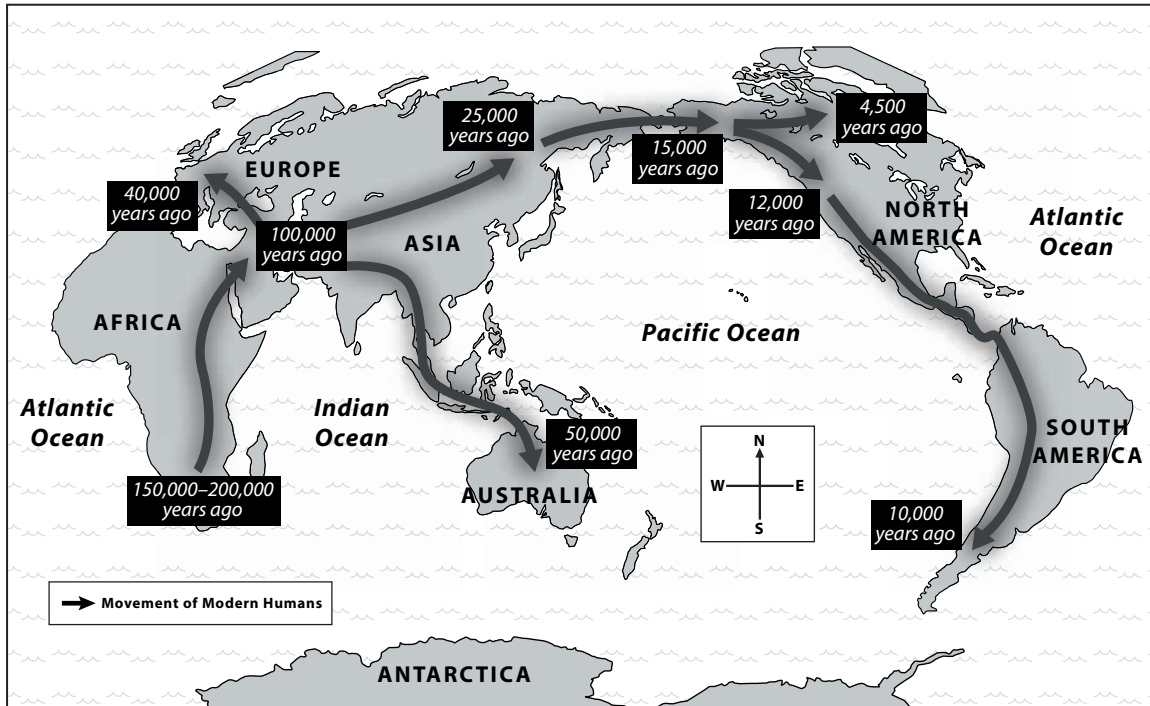
1. The first civilizations started in the _____ of Mesopotamia, Egypt, India, and China.
3. The Neolithic Age is also called the _____.
4. In the Neolithic Age, people farmed and raised animals for _____.
5. The first modern humans appeared in _____.
8. Paleolithic people invented the _____ and the bow and arrow.



The Beginning of Civilization

Map – Spread of Modern Humans

Use the map to answer the following questions. Write the answers in complete sentences.



1. On which continent did modern humans first appear?

2. About how long ago did modern humans migrate to Australia?

3. About how long ago did modern humans migrate from Asia to North America?



The Beginning of Civilization

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** Radiocarbon dating is one way to find out the age of artifacts and fossils. How does radiocarbon dating work? Look in your textbook, at the library, or on the Internet to find out.
- 2.** Why do you think the first civilizations developed in river valleys? Explain your answer.
- 3.** Would you rather have lived in the Paleolithic Age, the Neolithic Age, or the Bronze Age? Explain your answer.



Quiz: The Beginning of Civilization

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Humans made tools from metal in the Paleolithic Age.
- _____ 2. The first civilizations started in the mountains of Asia.
- _____ 3. Neolithic humans settled in large fishing villages.
- _____ 4. Government, writing, and religion are characteristics of civilization.
- _____ 5. Humans invented the bow and arrow in the Bronze Age.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Humans began keeping written records in the _____ Age.
- A. Paleolithic
 - B. Neolithic
 - C. Bronze
 - D. Anthropologic

7. Almost all humans in the Paleolithic Age _____.
- A. were hunters and gatherers
 - B. were nomadic
 - C. used simple stone tools
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

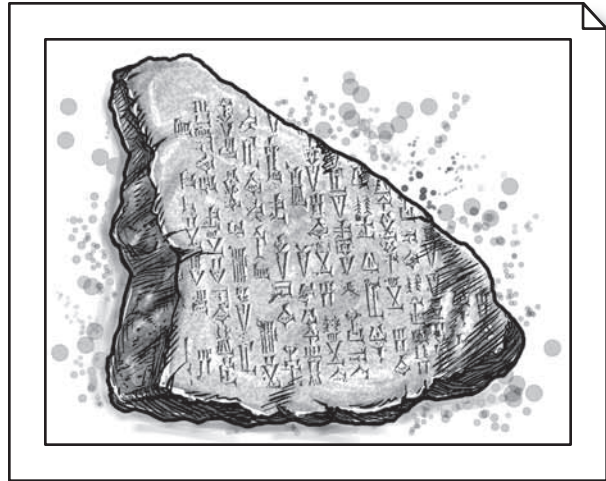
8. What do anthropologists study?



A New Set of Laws

From the mountains of present-day Turkey, two rivers flow through Syria and Iraq to the Persian Gulf. The land between the Tigris and Euphrates Rivers is part of an area called the Fertile Crescent. Although the region has a desert climate, the area between the rivers is fertile farmland. In Greek, the region was called Mesopotamia, or “land between the rivers.”

Settlers, known as the Sumerians, came to Mesopotamia to farm. By 3000 B.C., the Sumerians had built several city-states in Mesopotamia. A city-state is a city and the farmland that surrounds it. Each one was like its own country, and the city-states were often at war with each other. Because they fought each other, the city-states were too weak to survive attacks from outsiders.



Around 2000 B.C., nomadic warriors invaded Mesopotamia. They set up their capital at Babylon and started an empire. An empire brings several peoples, nations, or independent states under the control of one ruler.

Hammurabi, who ruled from 1792 B.C. to 1750 B.C., was the Babylonian Empire’s greatest ruler. He brought all the people in his empire together under one set of laws. It was one of the first sets of laws to be written down. This set of 282 laws is called Hammurabi’s Code. The laws covered family issues, business conduct, and crime. Copies were carved in stone and placed all over the empire for people to read.

Hammurabi’s Code followed the idea of retaliation: an eye for an eye and a tooth for a tooth. For example, one of the laws reads as follows: “If a man put out the eye of another man, his eye shall be put out.” Everyone had to follow the laws. However, punishments for breaking them were different for the rich and the poor, and for men and women.

By today’s standards, Hammurabi’s Code was very strict and punishments for breaking the law were severe. However, by giving specific penalties for specific crimes, Hammurabi’s Code established social order. If a person was wronged, the state punished the offender for breaking the law. This stopped people from getting revenge by taking the law into their own hands.

Historians have learned a lot about the Babylonian Empire by studying the laws of Hammurabi’s Code. For example, laws about marriage and family show that men were superior to women in Mesopotamian society. The Babylonian Empire reached its peak during Hammurabi’s rule. About 200 years after he died, the Babylonian Empire fell to new invaders.



A New Set of Laws

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Mesopotamia is between the _____ Rivers.
- A. Nile and Euphrates
 - B. Euphrates and Persian
 - C. Tigris and Euphrates
 - D. Tigris and Nile

2. A/An _____ brings several peoples, nations, or independent states under the control of one ruler.
- A. empire
 - B. city-state
 - C. country
 - D. code

3. Hammurabi was the _____ Empire's greatest ruler.
- A. Sumerian
 - B. Persian
 - C. Turkish
 - D. Babylonian

4. The laws of Hammurabi's Code covered _____.
- A. family issues
 - B. business conduct
 - C. crime
 - D. all of the above

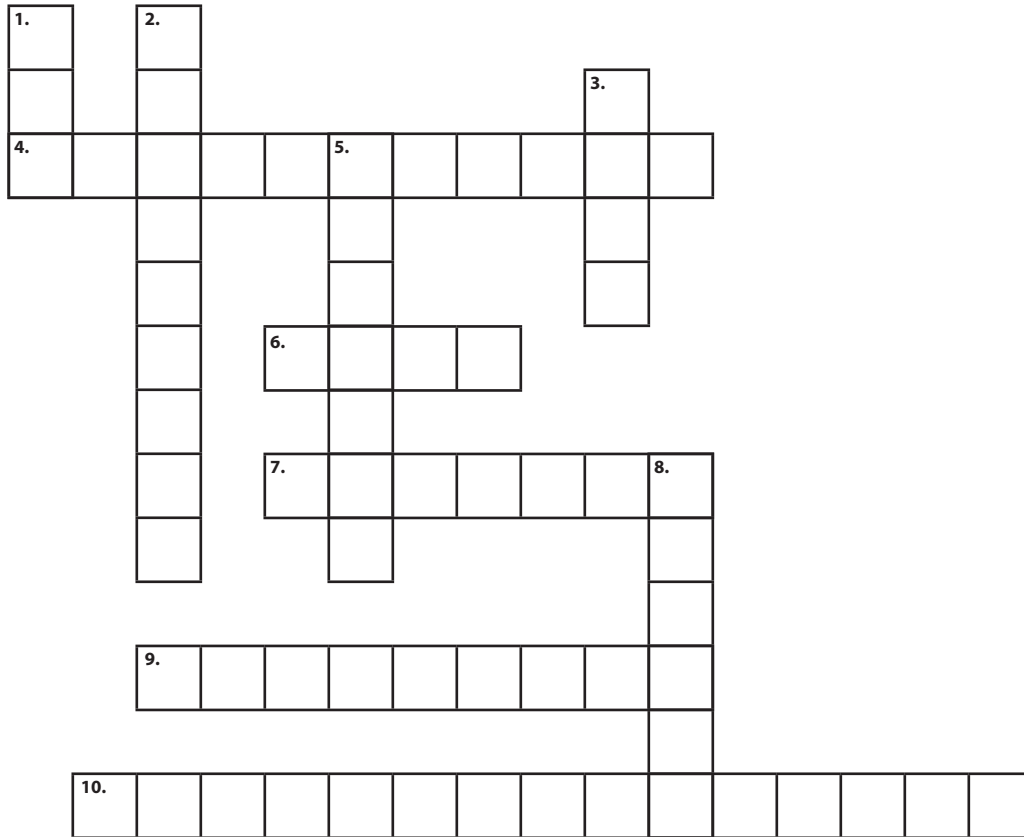
5. By today's standards, the punishments for breaking the laws of Hammurabi's Code were _____.
- A. severe
 - B. easygoing
 - C. fair
 - D. weak



A New Set of Laws

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. Hammurabi's Code followed the idea of _____.
6. Hammurabi's Code was one of the first sets of _____ to be written down for a state.
7. Under Hammurabi's Code, the state punished the offender for breaking the law instead of individuals getting _____.
9. Two hundred years after _____ died, the Babylonian Empire fell to new invaders.
10. The land between the Tigris and Euphrates Rivers is part of the _____.

DOWN

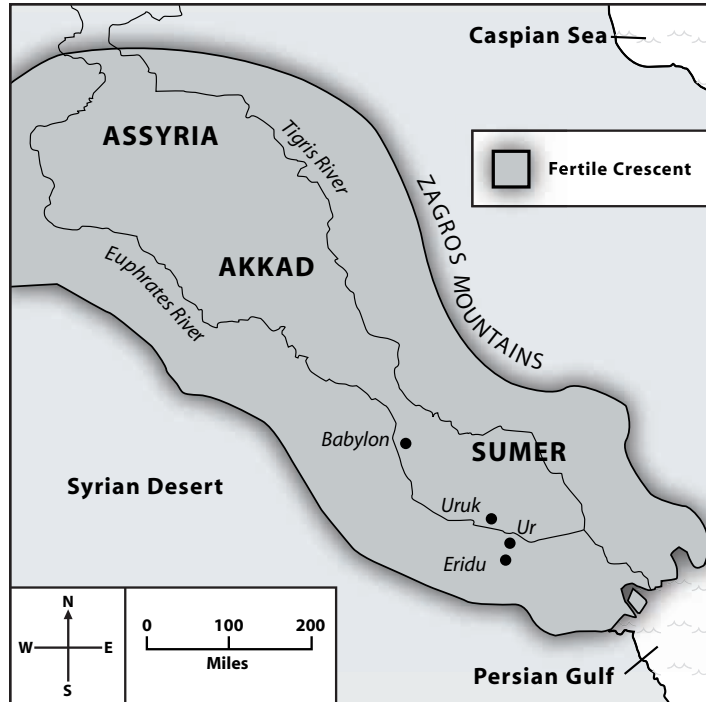
1. The Sumerian city-states were often at _____ with each other.
2. A/an _____ is a city and the farmland that surrounds it.
3. Punishments for breaking the law were different for the rich and the _____, and for men and women.
5. The Babylonian Empire started when nomadic warriors _____ Mesopotamia.
8. Copies of Hammurabi's Code were carved in stone and placed all over the _____.



A New Set of Laws

Map – Ancient Mesopotamia

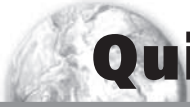
Use the map to answer the following questions. Write the answers in complete sentences.



1. What borders the Fertile Crescent to the northeast?

2. What borders the Fertile Crescent to the southwest?

3. What is the name of the river closest to Babylon?



Quiz: A New Set of Laws

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Invaders took over Mesopotamia and started the Babylonian City-State.
- _____ 2. The area between the Tigris and Euphrates Rivers is made up of fertile farmland.
- _____ 3. Hammurabi's Code followed the idea of retaliation.
- _____ 4. Hammurabi's Code was one of the first sets of laws to be written down.
- _____ 5. The Babylonian Empire had no laws about crime.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Hammurabi's Code was _____.
- A. memorized by the Babylonian people
 - B. carved in stone and placed where people could read it
 - C. a secret that only the emperor knew
 - D. none of the above

7. Under Hammurabi's Code, if a man put out the eye of another man, he would _____.
- A. be killed
 - B. be put in jail
 - C. be forced to pay a fine
 - D. have his own eye put out

Short Answer

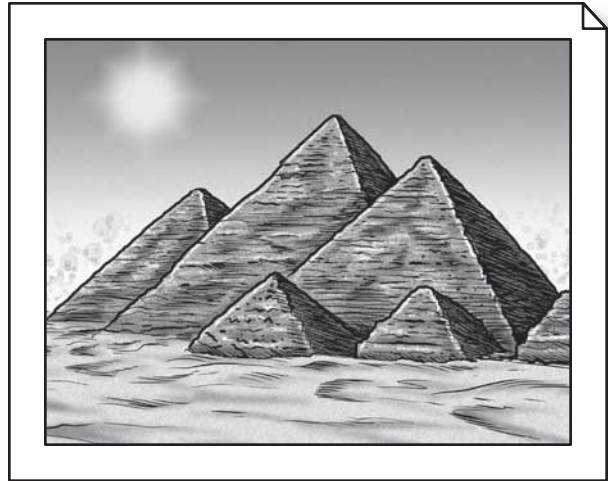
Answer the following question in complete sentences.

8. What is the name of the area located between the Tigris and Euphrates Rivers?



The Gift of the Nile

We have learned about the ancient Egyptians by the things they left behind. The most famous reminders of ancient Egypt are the pyramids built during Egypt's Old Kingdom. Three pyramids were built at Giza on a plateau on the west bank of the Nile River. Egypt was described by an ancient historian as "the gift of the Nile." Egypt got this nickname because the Nile's fertile banks were home to the first Egyptian farmers.



Ancient Egypt's history is divided into three time periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. The Old Kingdom lasted from about 2700 B.C. until 2200 B.C. During this time, Egyptian rulers created a strong central government. They brought all the small farming villages around the Nile under their absolute control. Egyptian leaders were called pharaohs, and they had total power over the kingdom of Egypt.

The Egyptians believed that their pharaohs were living gods. They also felt that pharaohs ruled even after the pharaohs died. Egyptian religion said that a person had a spiritual body, called the *ka*, and a physical body. When a person died, the physical body had to be properly preserved. Bodies were preserved after death by mummification, or drying the body to stop it from decaying. The person's tomb had to have the same things a living person needed. Then, the *ka* could continue its life, even though the physical body had died. For this reason, pharaohs' tombs were more important than their palaces. Tombs were filled with supplies for the dead, like chairs, weapons, foods, and even pets.

Historians and archaeologists do not know for sure how the pyramids were built. Egyptian workers moved millions of limestone blocks to build the pyramids. Somehow, the enormous stones for a pyramid were cut, moved to the site, and put together. The stones were very heavy, and the pyramids were built before the pulley or vehicles with wheels were invented. The largest of the three pyramids was built by King Khufu around 2540 B.C. Khufu's tomb, the Great Pyramid, covered 13 acres and stood 481 feet tall. The ancient Greek historian Herodotus reported that 100,000 Egyptians spent 20 years building the Great Pyramid.

A pyramid was not only the pharaoh's tomb. It was also an important symbol of power during the pharaoh's life. The pyramid could be seen for miles and reminded everyone how rich and powerful the pharaoh was. Although the Old Kingdom's government collapsed, the pyramids stand as a symbol of the pharaohs' power.



The Gift of the Nile

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The three pyramids at Giza were built during the _____.
- A. Old Kingdom
 - B. Middle Kingdom
 - C. New Kingdom
 - D. Late Kingdom

2. Pharaohs' tombs were _____ their palaces.
- A. not as important as
 - B. more important than
 - C. as important as
 - D. underneath

3. A person's _____ body was called the *ka*.
- A. physical
 - B. social
 - C. spiritual
 - D. earthly

4. Tombs were filled with supplies like _____ and even pets.
- A. chairs
 - B. weapons
 - C. foods
 - D. all of the above

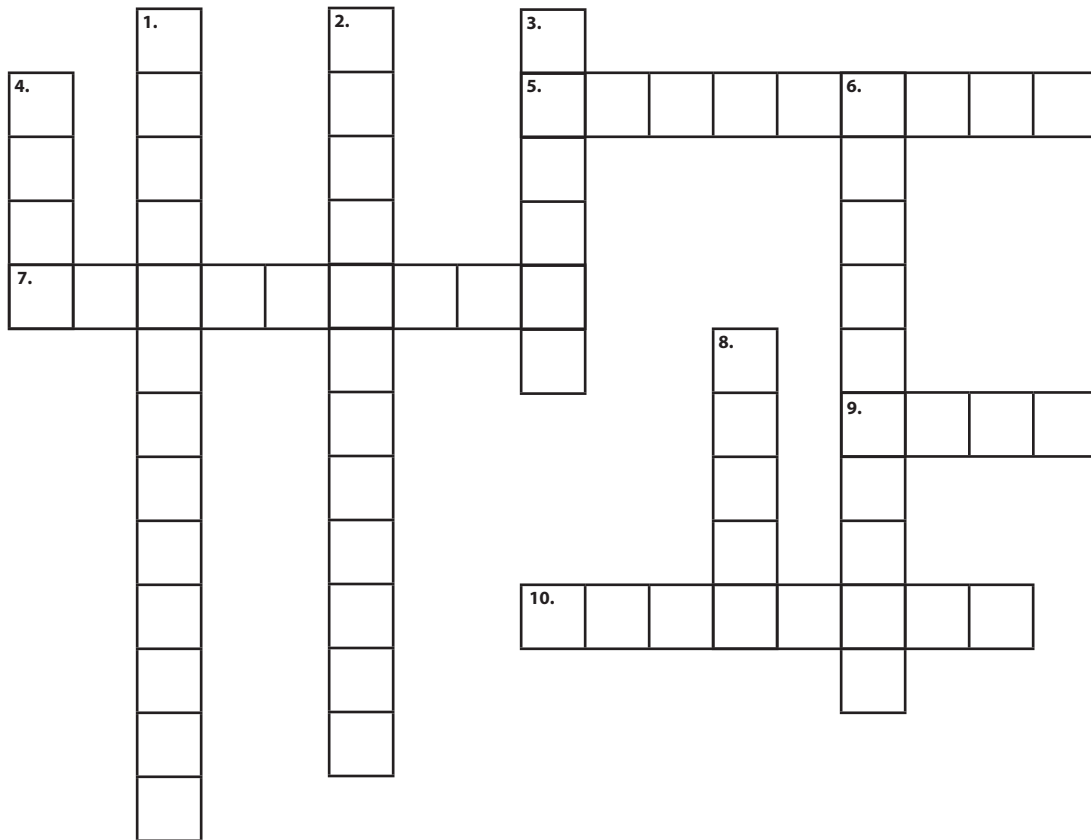
5. The largest of the three pyramids was built by _____.
- A. King Khufu
 - B. Herodotus
 - C. King Tutankhamen
 - D. Cleopatra



The Gift of the Nile

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

5. _____ reported that 100,000 Egyptians spent 20 years building the Great Pyramid.
7. Ancient Egyptians believed that everyone had a physical body and a/an _____ body.
9. Egypt was described as “the gift of the _____.”
10. The _____ had total power over the kingdom of Egypt.

DOWN

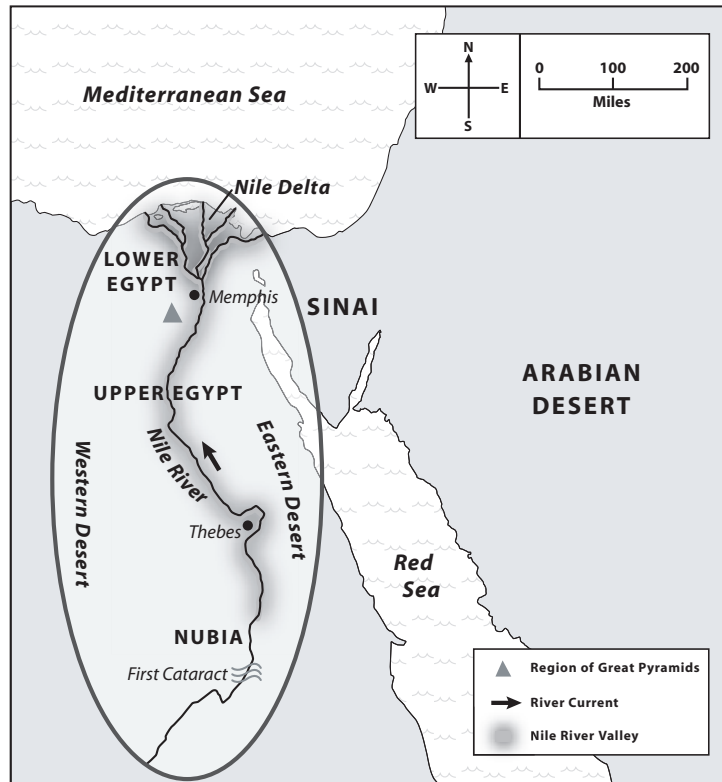
1. Bodies were preserved after death by _____.
2. The _____ covered 13 acres and stood 481 feet tall.
3. The pyramids were built before the pulley or vehicles with _____ were invented.
4. Egyptians believed that their pharaohs were living _____.
6. During Egypt’s _____, rulers created a strong central government.
8. The pyramid was a symbol of _____ during a pharaoh’s life.



The Gift of the Nile

Map – Ancient Egypt

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name the city closest to the pyramids.

2. What body of water does the Nile River flow into?

3. What borders the Nile River Valley on both sides?



Quiz: The Gift of the Nile

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Tombs were filled with supplies for the dead.
- _____ 2. Herodotus built the largest of the three pyramids.
- _____ 3. A person’s spiritual body was called the *ka*.
- _____ 4. The pyramid was a symbol of power during a pharaoh’s life.
- _____ 5. Syria was described as “the gift of the Nile.”

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Herodotus reported that it took _____ to build the Great Pyramid.

A. 20 days
B. 20 weeks
C. 20 months
D. 20 years

7. During the _____, pharaohs created a strong central government.

A. Old Kingdom
B. Middle Kingdom
C. New Kingdom
D. Modern Kingdom

Short Answer

Answer the following question in complete sentences.

8. Name one basic tool that had not been invented when the pyramids were built.



India's Caste System

Civilization in India began in the Indus River Valley. Settlements developed as farmers raised crops in rich soil left behind by the river's yearly floods. The small farming communities grew into large cities like Harappa and Mohenjo-Daro. The Indus River Valley civilization did well until invaders from central Asia took over around 1500 B.C. This group of nomadic warriors, called the Aryans, eventually took over all of India.



The Aryans looked down on the Indians, whom they ruled over. A set of four main class divisions, called the caste system, developed in India. The caste system was based in part upon skin color. Aryans had lighter skin than the Indians. A person's position in society depended on which class he or she belonged to. People were born into their caste for life. Caste membership determined what kind of job a person could have. It also decided whom a person could marry.

Brahmins, or priests, led religious ceremonies, and the Aryans thought religion was very important. Therefore, *Brahmins* made up the highest class in the caste system. Below the *Brahmins* were the *Kshatriyas*, or warriors, and below them were the *Vaisyas*, or peasants. A fourth group of non-Aryan workers, called the *Sudras*, eventually formed.

At the bottom of the caste system were the untouchables. Members of the four castes thought the untouchables were not even human. The untouchables were considered to be impure, or "dirty," by the other groups. It was important to be spiritually pure, so the untouchables did the jobs that were considered impure. For example, untouchables worked as butchers, gravediggers, and garbage collectors.

To touch or even talk to an untouchable was thought to hurt a person's spiritual purity. Purity was so important that untouchables were forced to warn others that they were coming near. They had to ring a bell, tap two sticks together, or make some other warning noise.

As time passed, the four castes became more complex. Hundreds of subdivisions developed. India's caste system lasted from 1500 B.C. until less than a hundred years ago. Discrimination based on the caste system was finally outlawed in India in the 1950s A.D.



India's Caste System

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The Indus River Valley cities were taken over by invaders from central _____.

- A. Africa
- B. Asia
- C. America
- D. Europe

2. _____ were at the top of the caste system.

- A. Priests
- B. Warriors
- C. Peasants
- D. Non-Aryan workers

3. The _____ were thought to be impure.

- A. *Kshatriyas*
- B. *Vaisyas*
- C. untouchables
- D. all of the above

4. Caste membership determined _____.

- A. a person's position in society
- B. what kind of job a person could have
- C. whom a person could marry
- D. all of the above

5. Discrimination based on the caste system in India was finally outlawed in the _____.

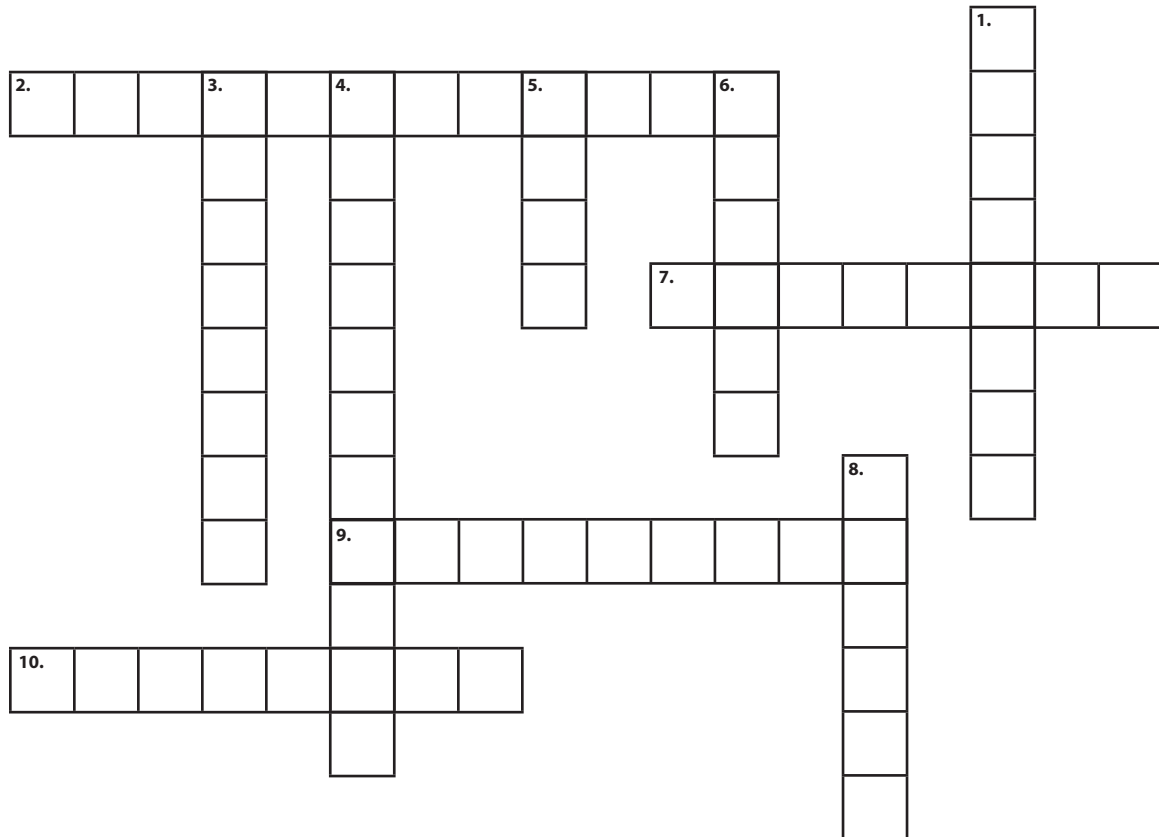
- A. 1500s B.C.
- B. 1500s A.D.
- C. 1750s A.D.
- D. 1950s A.D.



India's Caste System

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. _____ worked as butchers, gravediggers, and garbage collectors.
7. The _____ were priests.
9. In part, the caste system was based upon _____.
10. As time passed, the caste system included _____ of subdivisions.

DOWN

1. The *Kshatriyas* were _____.
3. Discrimination based on the caste system was finally _____ in the 1950s A.D.
4. The _____ was a set of class divisions.
5. Untouchables had to ring a/an _____ to warn others that they were coming near.
6. The _____ were non-Aryan workers.
8. The _____ invaded the Indus River Valley.



India's Caste System

Chart – The Caste System

Use the chart to answer the following questions. Write the answers in complete sentences.

Highest Caste ↓ Lowest Caste	Brahmins	Priests
	Kshatriyas	Warriors
	Vaisyas	Peasants
	Sudras	Non-Aryan Workers
	Untouchables	

1. What was the profession of the people at the top of the caste system?

2. Were *Kshatriyas* higher or lower than *Vaisyas*?

3. Where were the untouchables in India's caste system?



Quiz: India's Caste System

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The untouchables were at the top of the caste system.
- _____ 2. Discrimination based on the caste system in India was finally outlawed in the 1950s A.D.
- _____ 3. A person could choose which caste he or she belonged to.
- _____ 4. *Brahmins* had to ring a bell to warn others that they were coming near.
- _____ 5. The Aryans invaded the Indus River Valley.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Untouchables worked as _____.
- A. gravediggers
 - B. priests
 - C. soldiers
 - D. tax collectors

7. The caste system eventually included _____.
- A. thousands of subdivisions
 - B. four subdivisions
 - C. hundreds of subdivisions
 - D. dozens of subdivisions

Short Answer

Answer the following question in complete sentences.

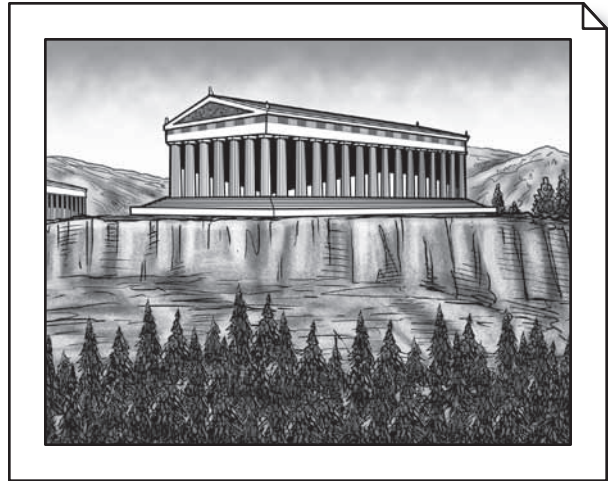
8. What was the caste system in India?



A Struggle for Power

Greece is made up of a small, mountainous peninsula on the Mediterranean Sea and many small islands. The mountains and sea kept early Greek communities separate from each other. For this reason, it was difficult to bring all the Greek people together under one government.

By 750 B.C., Greek communities had grown into city-states. The Greek word for city-state is *polis*. The *polis* was a town, city, or village and its surrounding countryside. Athens and Sparta were the two most famous Greek city-states, and they were very different.



Sparta was a strictly controlled military state. Every Spartan worked hard to make sure Sparta's military was the best. All Spartan males had to join the army at age 7. They moved into military barracks and lived there until they turned 30. At 30, men could live at home, but they had to serve in the army until age 60. Women were expected to exercise and stay fit so that they could have healthy male children. To keep citizens from learning new ideas, Spartans were not allowed to travel outside the city-state. New ideas were thought to be dangerous to the military state. Sparta had the most powerful army in Greece, but it had little art or freedom.

The government of Athens was different from Sparta's government. Early Athens had a democratic government. In a democracy, the citizens make government decisions by voting. Every male citizen in Athens voted on major issues. Male citizens had meetings every ten days. At these meetings, they passed laws, elected public officials, and made decisions about war for Athens. Athens became the center of Greek culture. Art, architecture, literature, drama, and philosophy grew in a place where new ideas were encouraged.

Athens and Sparta were both powerful, and they both wanted to control Greece. The Greek world became divided as other Greek city-states took sides with the two leading city-states. The Athenian alliance included most of the island and coastal city-states. Sparta led most of the major land powers of central Greece. Therefore, Athens had a stronger navy and the Spartans had a stronger army.

The Peloponnesian War started in 431 B.C. After a 27-year struggle, Athens was defeated. Sparta became the most powerful city-state in Greece.



A Struggle for Power

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Greece is made up of _____.
- A. a mountainous peninsula and many small islands
 - B. thousands of square miles of desert
 - C. a river valley
 - D. flat farmland

2. The Greek word for city-state is _____.
- A. Mesopotamia
 - B. marathon
 - C. polis
 - D. colony

3. _____ was a military state.
- A. Delos
 - B. Athens
 - C. Sparta
 - D. all of the above

4. _____ won the Peloponnesian War.
- A. Athens
 - B. Sparta
 - C. Corinth
 - D. Mycenae

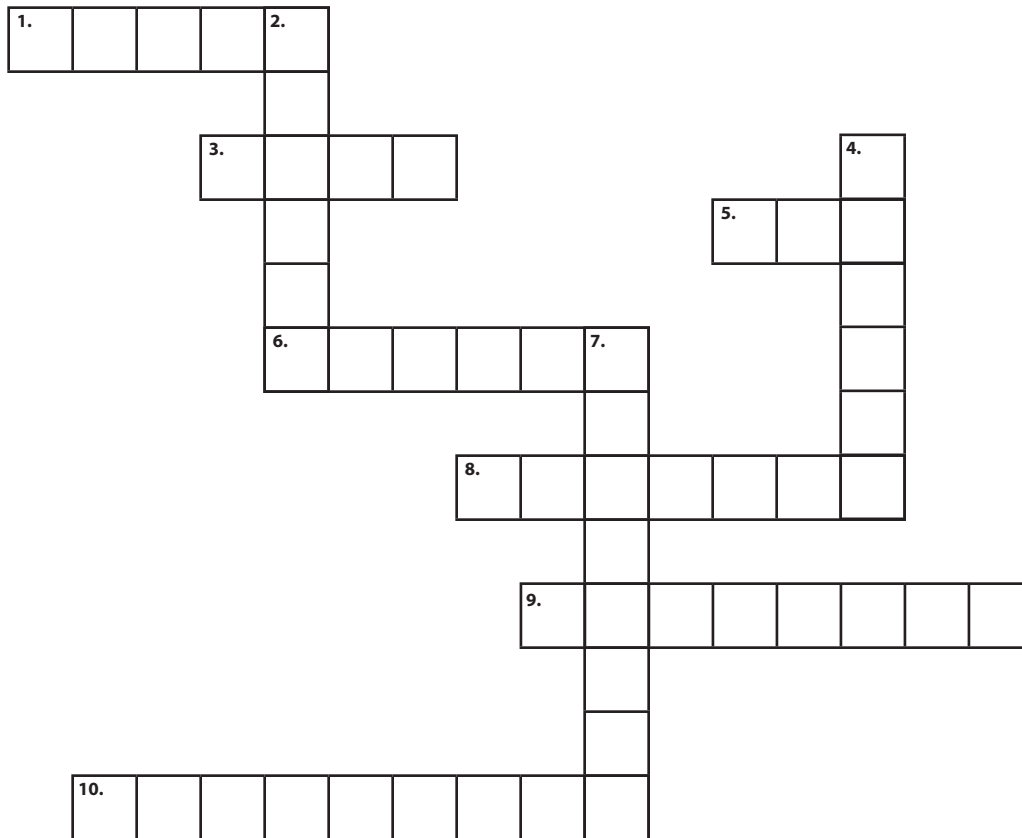
5. _____ grew in Athens.
- A. Art
 - B. Architecture
 - C. Philosophy
 - D. all of the above



A Struggle for Power

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. The Peloponnesian War lasted for 27 _____.
3. Athens had a stronger _____ than Sparta.
5. Sparta won the Peloponnesian _____.
6. _____ had a democratic government.
8. Athens was the center of Greek _____.
9. Male _____ made government decisions by voting in Athens.
10. Greek communities were separated by _____ and sea.

DOWN

2. _____ had the most powerful army in Greece.
4. After the Peloponnesian War, Sparta was the most powerful city-state in _____.
7. Spartan males became _____ at age 7.



A Struggle for Power

Venn Diagram – Athens vs. Sparta

Use the words in the word bank to fill in the Venn diagram. Use the completed Venn diagram to answer the following questions. Write the answers in complete sentences.

<ul style="list-style-type: none"> • strong navy • strong army • military state • democratic government • powerful Greek city-state • wanted control of Greece • had allies 	<div style="display: flex; justify-content: space-around; font-weight: bold; font-size: 1.2em;"> Athens Sparta </div>
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1. Which city-state was a military state?

2. Which city-state had a strong navy?

3. What did Athens and Sparta have in common?



A Struggle for Power

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. The Athenian democracy developed in the Age of Pericles. Who was Pericles? Look in your textbook, on the Internet, or at the library to find out.
2. Socrates was a great Greek philosopher. He developed the Socratic method of teaching. What is the Socratic method? Look on the Internet or at the library to find out.
3. Would you prefer to have lived in Sparta or Athens? Explain your answer.



Quiz: A Struggle for Power

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The Peloponnesian War lasted for 27 years.
- _____ 2. Athens and Sparta had similar governments.
- _____ 3. In Sparta, the military was the most important thing.
- _____ 4. Male citizens made government decisions by voting in Athens.
- _____ 5. Greece is made up of a mountainous peninsula and many small islands.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Sparta had the most powerful _____ in Greece.
- A. army
 - B. navy
 - C. senate
 - D. judges

7. The Greek word for _____ is *polis*.
- A. city
 - B. state
 - C. city-state
 - D. government

Short Answer

Answer the following question in complete sentences.

8. What type of government did Athens have?



Alexander the Great

Macedonia was a powerful kingdom north of Greece. During Phillip II's reign as king, Macedonia took over Greece. Phillip had always dreamed of uniting Greece under Macedonia because he admired Greek culture so much. After he took over Greece, Phillip and the Greek states planned a war to conquer the Persian Empire. But before Phillip could invade Asia, he was assassinated. His son, Alexander, took the throne.



Alexander was only 20 years old when he became the king of Macedonia. His father had taught him everything he needed to know about military strategy. Alexander hurried to carry out his father's plan of invading the Persian Empire. In 334 B.C., Alexander went into Asia Minor with a large army of Macedonians and Greeks. By 331 B.C., Alexander had taken over the Persian Empire, which included Syria, Palestine, Egypt, and Babylon.

The young king wanted to conquer more than just the Persian Empire. He decided to take over India, too. Alexander led his troops into India, where they fought many difficult battles in 326 B.C. The soldiers grew tired of fighting and refused to go any further. Alexander agreed to go home, and the troops returned to Babylon. After a long march home, Alexander died in Babylon at the age of 32 in 323 B.C. He suffered from battle wounds, fever, and exhaustion.

Alexander accomplished a lot in his short life. In addition to conquering many lands, he created a new age called the Hellenistic Era. "Hellenistic" means "to imitate Greeks." As the army conquered areas, the Greeks built new cities and military settlements. Thousands of Greek colonists moved to these cities and helped introduce Greek culture to Asia. Greek culture, including language, architecture, literature, and art, spread over a large area of the continent.

The Hellenistic Era was a time of great cultural accomplishment. Alexander built Alexandria, Egypt, as the Greek capital of Egypt. It became home to poets, writers, philosophers, and scientists. Holding more than 700,000 scrolls, the library in Alexandria was the largest of ancient times. Great steps were made in science. The most famous scientist of the era was Archimedes. He established the value of the mathematical constant π and mastered the use of the lever.

The united empire that Alexander created fell apart soon after he died. Macedonian generals struggled for power, and several Hellenistic kingdoms emerged. These kingdoms included Macedonia, Egypt, and the Persian Empire.



Alexander the Great

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Alexander was the king of _____.
- A. Macedonia
 - B. Palestine
 - C. Egypt
 - D. India

2. "Hellenistic" means "to imitate _____."
- A. Macedonians
 - B. Greeks
 - C. Persians
 - D. Asians

3. Alexander carried out his father's plan of conquering _____.
- A. India
 - B. Greece
 - C. the Persian Empire
 - D. all of the above

4. _____ became home to poets, writers, philosophers, and scientists.
- A. Babylon
 - B. Alexandria
 - C. Sparta
 - D. Baghdad

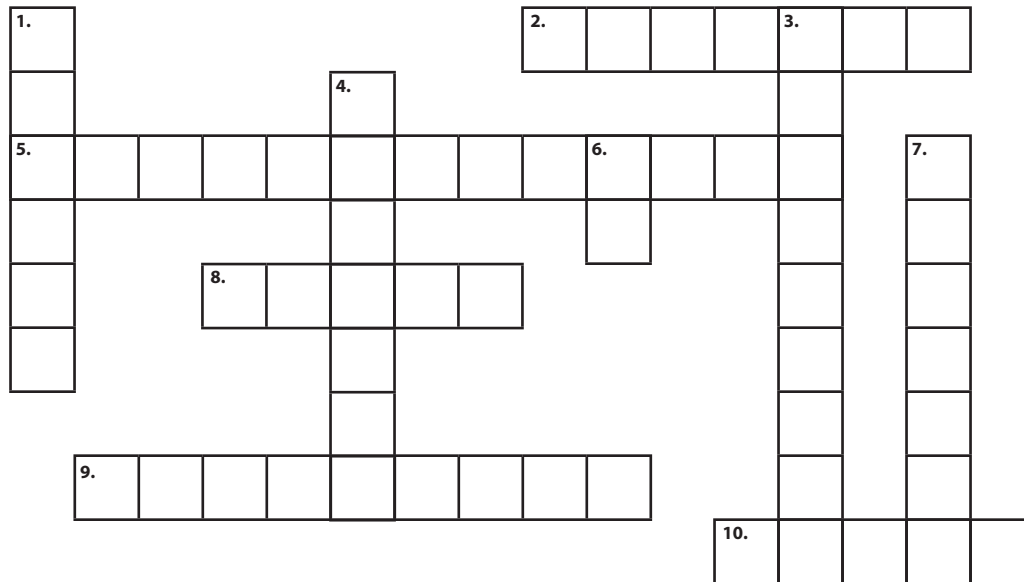
5. _____ was a scientist who mastered the use of the lever.
- A. Alexander
 - B. Phillip II
 - C. Archimedes
 - D. Socrates



Alexander the Great

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. The _____ at Alexandria was the largest of ancient times.
5. Alexander took over the _____, which included Syria, Palestine, Egypt, and Babylon.
8. Alexandria was the Greek capital of _____.
9. Greek _____ introduced their culture to Asia.
10. Phillip II admired _____ culture.

DOWN

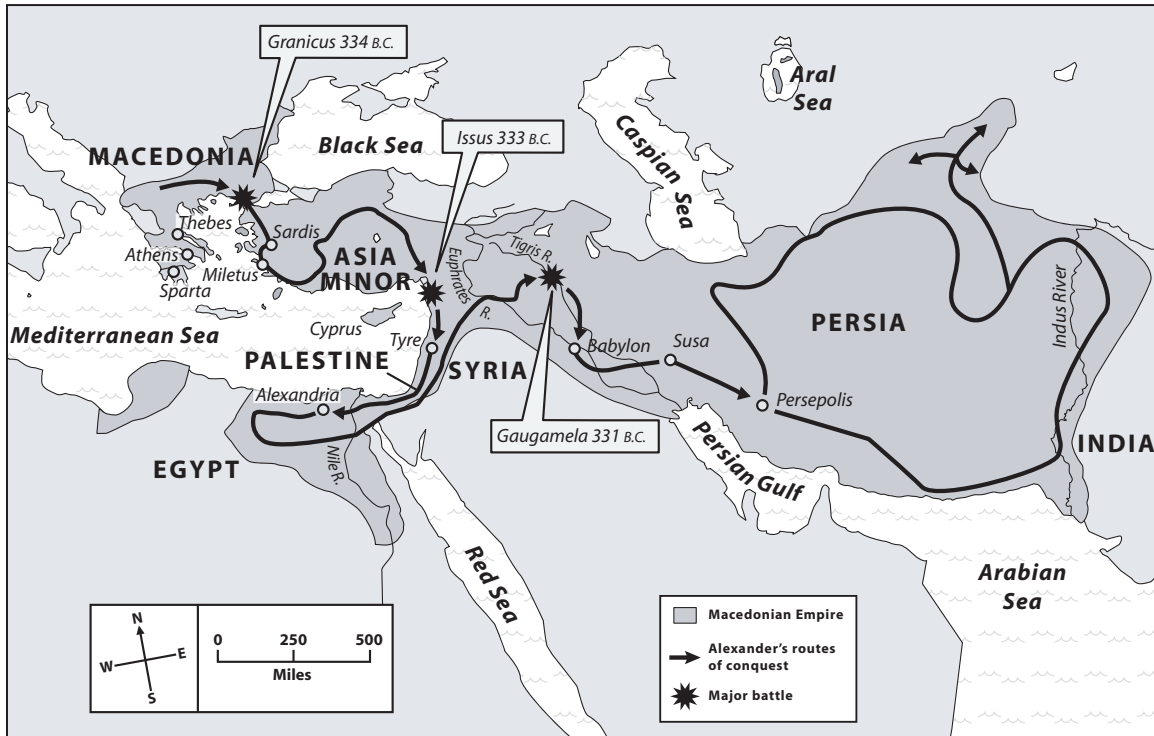
1. Alexander's _____ fell apart soon after he died.
3. _____ was only 20 years old when he became the king of Macedonia.
4. Alexander died in _____.
6. Archimedes established the value of the mathematical constant _____.
7. During the Hellenistic Era, great steps were made in _____.



Alexander the Great

Map – Alexander the Great’s Empire in 323 B.C.

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which river did Alexander’s troops cross in Persia?

2. Where did Alexander’s route of conquest begin?

3. About how far did Alexander travel altogether?



Quiz: Alexander the Great

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Archimedes conquered the Persian Empire and went on to try to conquer India.
- _____ 2. “Hellenistic” means “to imitate Greeks.”
- _____ 3. The library at Alexandria, Egypt, was the largest of ancient times.
- _____ 4. Phillip II admired Greek culture.
- _____ 5. Greek colonists introduced their culture to England.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Alexander was _____ years old when he became king of Macedonia.
- A. 12
 - B. 20
 - C. 32
 - D. 40

7. Alexander died in _____.
- A. Macedonia
 - B. Alexandria
 - C. Babylon
 - D. Sardis

Short Answer

Answer the following question in complete sentences.

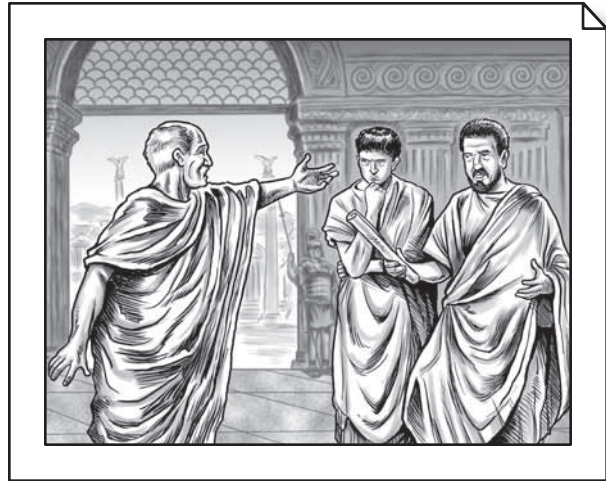
8. What happened to Alexander’s empire after he died?



The Roman Republic

In 509 B.C., the Romans overthrew the last Etruscan king who had ruled Rome for years. Because their last king was a tyrant, Romans said they would never have a king again. Instead, the Romans came up with a different kind of government. They started a republic, a form of government in which citizens choose their leaders by voting.

Early Rome was divided into two groups, the patricians and the plebeians. Made up of rich landowners, the patricians were Rome's ruling class. Craftspeople, merchants, and farmers formed a larger group called the plebeians. Males in both groups were citizens and could vote.



A group of 300 patricians made up early Rome's Senate, or group of representatives that helped run the government. Membership was for life, and the Senate had the power to pass laws. Rome also had a council made up of plebeians. This assembly eventually gained the power to pass laws for all of Rome as well.

Instead of a king, the chief executives of the Roman Republic were consuls. An assembly of citizens elected two consuls each year. These elected officials ran the government and the army. The two consuls had to agree on each decision they made. In times of war, the Senate could elect a dictator who had complete control over the government and the army. A Roman dictator could rule for six months. After that time, he had to give up his power.

One of Rome's greatest contributions to the world is its system of law. The Roman Republic's set of written laws was called the Twelve Tables. Laws were carved on twelve stone tablets, or tables. The Romans established the idea that all free citizens had the right to be protected by the law.

Under Roman law, a person was thought to be innocent until proven guilty. People accused of crimes could defend themselves in front of a judge. A judge was expected to think carefully about evidence before making a decision in a case. These ideas continued long after the end of the Roman Republic. Many of today's standards of justice were established in early Rome.

Roman law is not the only thing that was passed down through the centuries. The Roman Republic set an example for later governments in Europe and the Americas. For example, the United States and the Roman Republic share some characteristics. Both governments have elected officials, branches of government, and a basic law that governs the land.



The Roman Republic

Multiple Choice

Circle the best answer, and write the letter in the box.

1. A/An _____ is a form of government in which citizens choose their leaders by voting.

- A. empire
- B. dictatorship
- C. republic
- D. monarchy

2. The _____ made up the ruling class of Rome.

- A. consuls
- B. patricians
- C. plebeians
- D. judges

3. _____ made up the patrician class.

- A. Craftspeople
- B. Merchants
- C. Farmers
- D. Rich landowners

4. Under Roman law, _____.

- A. a person was thought to be innocent until proven guilty
- B. accused people could defend themselves in front of a judge
- C. a judge was expected to think carefully about evidence before making a decision in a case
- D. all of the above

5. The Roman Republic's set of laws was called the _____.

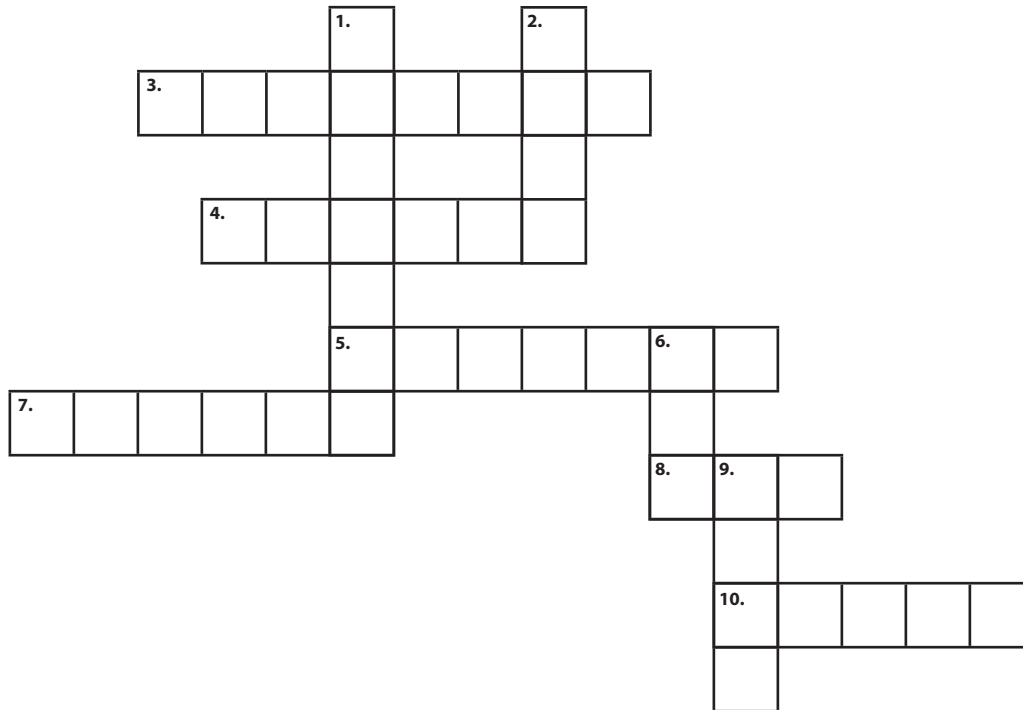
- A. Twelve Tables
- B. Twenty-Five Theses
- C. Ten Commandments
- D. Standards of Justice



The Roman Republic

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. The Roman _____ set an example for later governments in Europe and the Americas.
4. In a republic, citizens choose their leaders by _____.
5. The chief executives of the Roman Republic were _____.
7. Rome's _____ was made up of 300 patricians.
8. In times of _____, the Senate could elect a dictator.
10. Patrician and plebeian _____ were citizens and could vote.

DOWN

1. Many of today's standards of _____ were established in early Rome.
2. The Romans said they would never have a/an _____ again.
6. The Romans established the idea that all free citizens had the right to be protected by the _____.
9. The consuls ran the government and the _____.



The Roman Republic

Chart – Comparing Governments

Use the chart to answer the following questions. Write the answers in complete sentences.

	Roman Republic	United States
Executive	Two consuls elected for a term of one year	A President elected for a term of four years
Legislative	Senate of 300 members, Centuriate Assembly, and Tribal Assembly	Senate of 100 members, House of Representatives
Judicial	Eight judges chosen for a term of one year	Nine Supreme Court justices appointed for life
Supreme Law	Twelve Tables	Constitution
Citizenship	Adult males	All native-born or naturalized people

1. What is the supreme law of the United States?

2. How long did Rome's judges serve?

3. How many more Senate members did the Roman Republic have than the United States?



The Roman Republic

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Why do you think it was important to write down the laws? Explain your answer.
2. Many of the Roman ideas of government, along with their religion and culture, were borrowed from the Greeks. Look on the Internet or at the library to find out more about what ideas the Romans copied.
3. The Roman Republic eventually fell, and the Roman Empire was formed. Julius Caesar was an important leader of the Roman Empire. Look in your textbook, on the Internet, or at the library to find out three facts about Julius Caesar.



Quiz: The Roman Republic

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. In a republic, citizens choose their leaders by voting.
- _____ 2. Patricians were craftspeople, merchants, and farmers.
- _____ 3. A person was thought to be guilty until proven innocent under Roman law.
- _____ 4. The Roman Republic's set of laws was called the Twelve Tables.
- _____ 5. Patricians were the ruling class of Rome.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Romans said they would never have another _____.

A. dictator
B. king
C. queen
D. all of the above

7. The Roman Republic set an example for governments in _____.

A. Europe
B. the Americas
C. the United States
D. all of the above

Short Answer

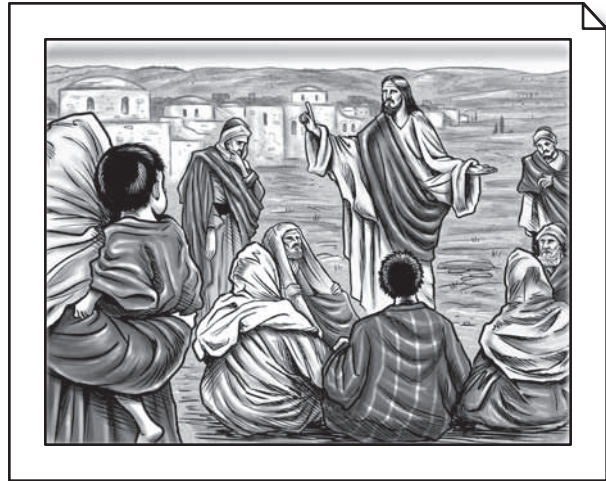
Answer the following question in complete sentences.

8. How many patricians made up Rome's Senate?



The Growth of Christianity

The Roman Empire had an official religion that focused on the worship of several gods and goddesses. As the Roman Empire conquered its neighbors, it took over the lands of people with different religions. At the time, most religions had more than one god. Many conquered peoples did not mind honoring Roman gods along with their own. However, in one of the conquered areas, Judea, Jewish people refused to follow Rome's religion. The Jewish people believed in one God. It was against their religion to worship many gods.



A Jewish man named Jesus traveled and preached about God in Judea and Galilee. Jesus said that believing in God would bring eternal life. He told people that they should show sympathy and mercy to the poor and helpless. His religious speeches made Roman leaders angry. They thought Jesus might lead a Jewish political revolt against Rome. The Roman government ordered Jesus to be put to death. After Jesus died, his followers said that Jesus had risen from the dead and appeared to them. They believed that Jesus was their savior. Christianity, a religion based on Jesus' teachings, began to spread.

After Jesus' death, Christian leaders took up where Jesus left off and continued to preach his message. They started Christian communities in Asia Minor and along the shores of the Aegean Sea. By 100 A.D., Christian churches had been set up in most major cities in the Roman Empire.

The Roman Empire let people practice other religions as long as they did not cause any trouble. However, Roman officials decided that Christianity was harmful because Christians refused to worship state gods. Government leaders saw this as treason, or political disloyalty. The punishment for treason was death.

The Roman government began to persecute Christians, or make them suffer. Many Christians were killed for their beliefs. The persecution in the first and second centuries did not stop the growth of Christianity. Christianity was appealing to many people, especially the poor and powerless, so the religion grew.

After years of persecution, Roman officials eventually understood that Christianity could not be destroyed by force. In the fourth century, Constantine became the first Christian emperor of Rome. In 313 A.D., he passed the Edict of Milan, which said Christianity should be allowed by the state. Less than 80 years later, under Theodosius the Great, Christianity became Rome's official religion.



The Growth of Christianity

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Jewish people in Judea believed in _____.
- A. one God
 - B. many gods
 - C. many gods and goddesses
 - D. no gods

2. _____ ordered Jesus to be put to death.
- A. Jewish people in Judea
 - B. Roman leaders
 - C. The Edict of Milan
 - D. Theodosius the Great

3. Christian communities were started _____.
- A. in Asia Minor
 - B. along the shores of the Aegean Sea
 - C. in most major cities in the Roman Empire
 - D. all of the above

4. Christianity was especially appealing to _____.
- A. the rich and powerful
 - B. Roman officials
 - C. the poor and powerless
 - D. gods and goddesses

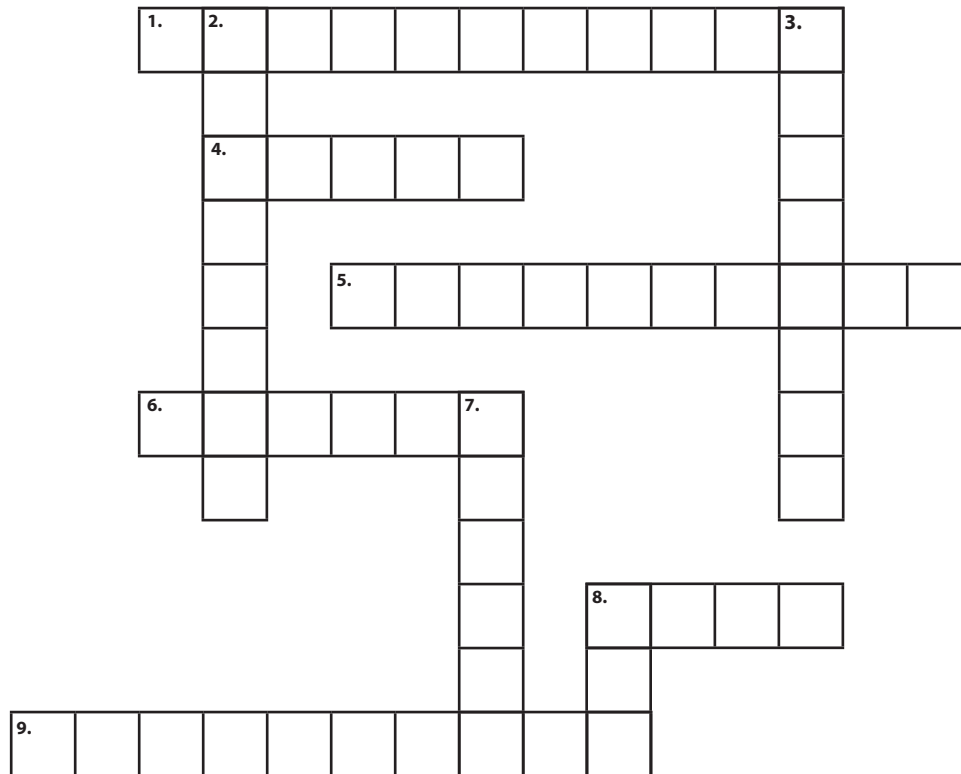
5. _____ was Rome's first Christian emperor.
- A. Jesus
 - B. Theodosius the Great
 - C. Alexander the Great
 - D. Constantine



The Growth of Christianity

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- Christian leaders started _____ in Asia Minor and along the shores of the Aegean Sea.
- Roman officials realized that Christianity could not be destroyed by _____.
- _____ refused to worship Rome's state gods.
- Jesus' followers believed that Jesus was their _____.
- Even though many Christians were killed, the religion continued to _____.
- The Roman government _____ Christians.

DOWN

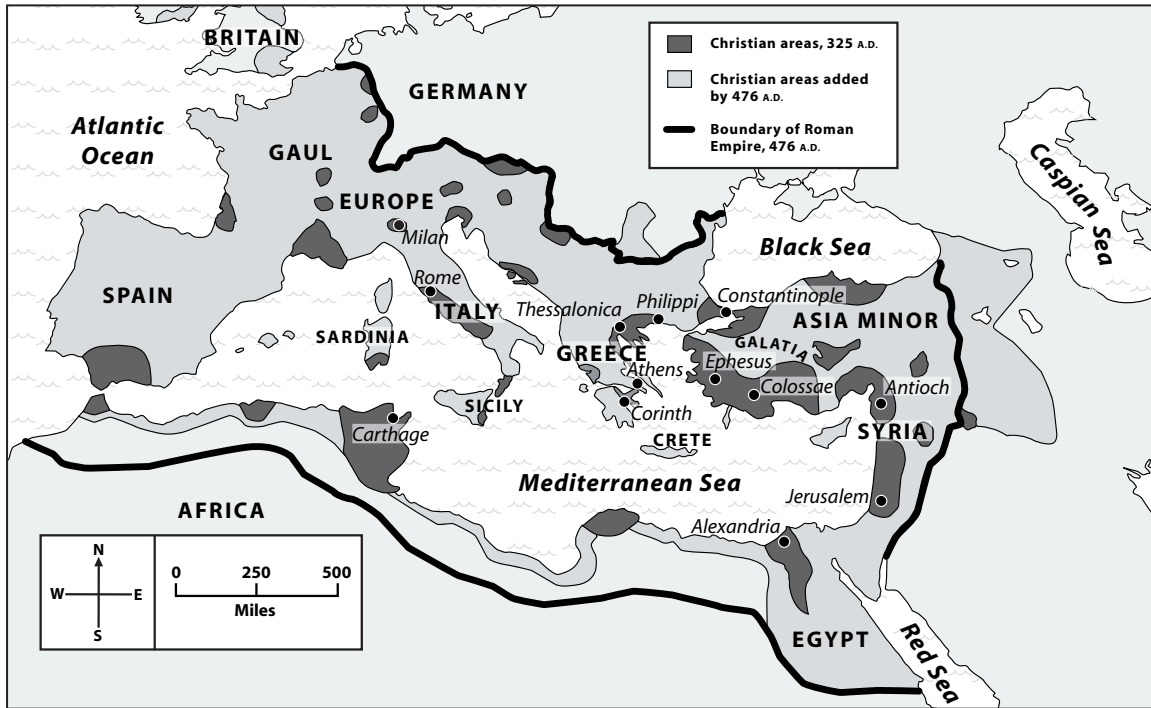
- Christianity eventually became Rome's _____ religion.
- Jesus preached that the poor and helpless should be shown _____ and mercy.
- Roman leaders thought Jesus might lead a Jewish political _____ against Rome.
- Most religions had more than one _____.



The Growth of Christianity

Map – Spread of Christianity to 476 A.D.

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which part of the Roman Empire did not have Christian areas by 476?

2. In 325, was Spain mostly a Christian area or a non-Christian area?

3. Why do you think all the areas surrounding the Mediterranean Sea were Christian areas by 476?



Quiz: The Growth of Christianity

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The Romans worshipped many gods and goddesses.
- _____ 2. Theodosius the Great was Rome's first Christian emperor.
- _____ 3. Jesus preached that the rich and powerful should be shown sympathy and mercy.
- _____ 4. The Romans were able to destroy Christianity.
- _____ 5. Most religions at the time had one god.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ eventually became Rome's official religion.

A. Judaism
B. Christianity
C. Islam
D. Buddhism

7. Christians believed that _____ was their savior.

A. Constantine
B. Julius Caesar
C. Theodosius the Great
D. Jesus

Short Answer

Answer the following question in complete sentences.

8. Why was Jesus put to death by the Romans?



The Fall of the Roman Empire

In 27 B.C., Octavian became the unchallenged ruler of Rome. Although the Senate continued to meet, Rome was no longer a republic. Octavian took the title of Augustus, or “exalted one,” and became Rome’s first emperor. The Roman Empire, which covered more than 3 million square miles, was now ruled by one man. For about 200 years, the Roman Empire enjoyed a time of peace. However, it was difficult to manage such a large area.



Constantine gained control of the Roman Empire in 324 A.D. He moved the capital of the Roman Empire from Rome to the Greek city of Byzantium. Constantine renamed the city Constantinople. The eastern part of the Roman Empire grew stronger because Constantinople and other eastern cities were on trade routes. The economic gains from the trade of spices and other items from the far east guaranteed wealth and stability. The western part of the Roman Empire became weaker because of constant invasions. In 395, Rome split into two sections: the Eastern Empire and the Western Empire. The East would survive, but the West would fall.

The fall of the Western Roman Empire happened over many years. Although there were many complicated reasons, the main problem was constant invasions by Germanic tribes. Germanic people had been living on the northern borders of the Roman Empire for years. From 376 until 476, many Germans moved into Roman territory. Some of these Germanic groups were the Visigoths, Ostrogoths, Franks, and Vandals.

Germanic tribes fought each other for control of the Western provinces of the Roman Empire. The city of Rome was captured and looted by the Visigoths in 410. This attack seriously weakened the Western Empire. In 476, Odoacer, a German warrior, removed the Roman emperor from power and sent him into exile. This completed the fall of Rome. After Romulus Augustulus was dethroned, Roman power in the western half of the empire disappeared. The Western Empire broke into separate states that were ruled by many different German tribes.

The richer and stronger Eastern Empire became known as the Byzantine Empire. The Byzantine emperors ruled from Constantinople. This empire lasted until 1453, when it was taken over by the Ottoman Turks. Even though the Western Empire’s political power ended, its ideas, customs, and institutions lived on. Its cultural influence continues in Western civilization today.



The Fall of the Roman Empire

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ was Rome's first emperor.

- A. Constantine
- B. Romulus Augustulus
- C. Odoacer
- D. Octavian

2. Constantine moved the capital of the Roman Empire to _____.

- A. Athens
- B. Rome
- C. Byzantium
- D. Amsterdam

3. In 395, the Roman Empire broke into _____ sections.

- A. two
- B. three
- C. four
- D. five

4. The city of Rome was captured and looted by the _____.

- A. Ostrogoths
- B. Visigoths
- C. Vandals
- D. Franks

5. The Eastern Empire became known as _____.

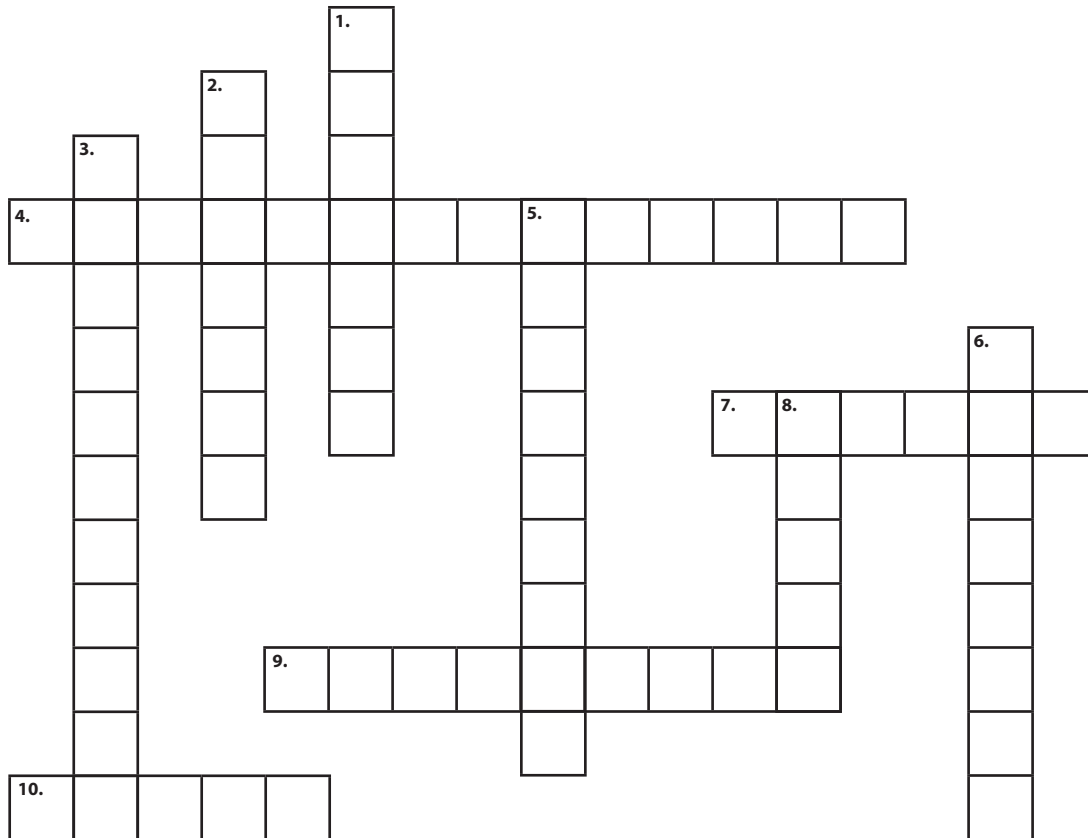
- A. the Byzantine Empire
- B. the Asian Empire
- C. the German Empire
- D. the Great Roman Empire



The Fall of the Roman Empire

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- The capital of the Roman Empire was moved to the Greek city of Byzantium, which was renamed _____.
- After Romulus Augustulus was dethroned, the Western Empire broke into separate _____ that were ruled by many different German tribes.
- The Eastern Empire became known as the _____ Empire.
- The Roman Empire enjoyed a time of _____ for about 200 years.

DOWN

- The German warrior _____ removed Romulus Augustulus from power.
- Even though the Western Empire's political power ended, its _____ lived on.
- The _____ covered more than 3 million square miles.
- The Western Empire grew weak because of constant _____.
- The Western Empire fell because of invasions by _____ tribes.
- The Eastern Empire was strong because of _____.



The Fall of the Roman Empire

Chart – Causes of the Fall of the Western Roman Empire

Use the chart to answer the following questions. Write the answers in complete sentences.

Contributing Factors			
Political	Social	Economic	Military
<ul style="list-style-type: none"> • military too involved in politics • civil war • moving the capital 	<ul style="list-style-type: none"> • lack of patriotism • big difference between rich and poor • citizens not happy with empire 	<ul style="list-style-type: none"> • bad harvests • inflation • gap between rich and poor • gap in wealth between poorer Western Empire and richer Eastern Empire 	<ul style="list-style-type: none"> • threats from invaders • low funds for defense • problems recruiting soldiers • lack of patriotism and loyalty in soldiers
Immediate Causes			
<ul style="list-style-type: none"> • invasions by Germanic tribes 		<ul style="list-style-type: none"> • capture and looting of Rome 	

1. What were the immediate causes of the fall of the Western Roman Empire?

2. What were the social contributing factors to the decline of the Western Roman Empire?

3. Do you think the fall of the Western Roman Empire could have been avoided? Explain your answer.



The Fall of the Roman Empire

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Constantine was not the only person to change the name of Constantinople. What is the name of the city today? Who changed the name? Look in your textbook, on the Internet, or at the library to find out.
2. Romans lost confidence in their empire. How do you think a lack of patriotism and loyalty from citizens might lead to the fall of an empire? Explain your answer.
3. One of the Germanic tribes that struggled to take over Roman lands was the Vandals. We got the English word “vandalize” from the name of this Germanic tribe. What does “vandalize” mean? What do you think the Vandals did to get this meaning attached to their name?



Quiz: The Fall of the Roman Empire

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The Roman Empire split into two sections.
- _____ 2. The capital was moved to Constantinople and renamed Byzantium.
- _____ 3. At one time, the Roman Empire covered more than 3 million square miles.
- _____ 4. The Eastern Roman Empire fell because of invasions by Germanic tribes.
- _____ 5. The Eastern Roman Empire became known as the Byzantine Empire.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ removed Romulus Augustulus from power.

A. Odoacer
B. Constantine
C. Octavian
D. Julius Caesar

7. The _____ Roman Empire grew weak because of constant invasions.

A. Northern
B. Southern
C. Eastern
D. Western

Short Answer

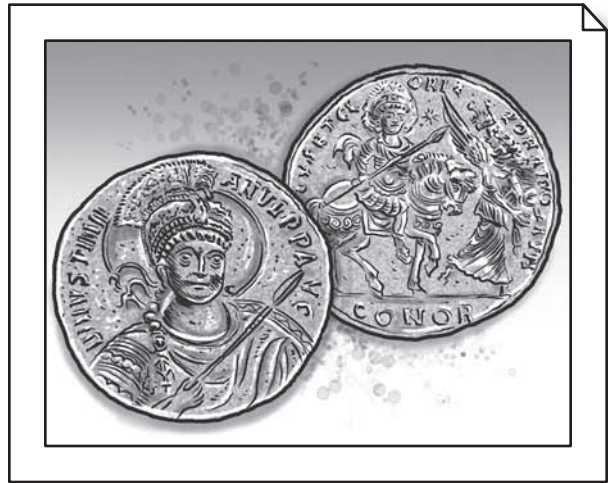
Answer the following question in complete sentences.

8. Why was the Eastern Roman Empire able to stay strong?

The Rise and Fall of the Byzantine Empire

After the Roman Empire split into two sections, the Eastern Roman Empire was renamed the Byzantine Empire. The Byzantine Empire reached its largest size under the emperor Justinian, who ruled from 527 to 565. Justinian dreamed of bringing back the glory of ancient Rome.

Historians remember Justinian best for the way he reformed the law. He had officials collect all the laws of ancient Rome. The laws were gathered together, edited, and organized into a collection called Justinian's Code. The collection included laws passed by Roman assemblies and Roman emperors. It also contained the legal writings of Roman judges. The Code covered subjects like marriage, property, inheritance, and crimes.



Justinian used the law to bring the Byzantine Empire together under his control. He had power over the politics of the empire and over the Church. After Justinian died, the Byzantine Empire stayed strong for many years. Its greatest strengths were a strong central government and a wealthy economy. Trade and industry grew in cities like Constantinople, the capital. The bezant, the Byzantine gold coin, was used in places from England to China.

By the 1000s, the Byzantine Empire was weakening. Constant warfare and struggles for the throne hurt the empire. Powerful local lords took control of some areas. As the empire weakened, its enemies attacked. The Normans conquered southern Italy, and the Seljuk Turks invaded from Asia Minor.

In the 1090s, the Byzantine emperor asked Europe for help against the Seljuk Turks, who were Muslims. Pope Urban II sent Christian knights to help fight the Turks in the first of four Crusades. The Crusades were military expeditions from Europe to take back lands that had been conquered by the Muslims. During the Fourth Crusade, Christian knights attacked Constantinople. They wanted its riches, so they burned the city and stole many valuables. A Byzantine emperor took back the capital in the 1260s, but the Byzantine Empire never recovered.

In 1453, the Ottomans conquered the city of Constantinople. They renamed it Istanbul, and it became the capital of the Ottoman Empire. The fall of Constantinople was the end of the Byzantine Empire. However, the culture of the Byzantine era lasted much longer. For example, the Ottomans borrowed features of Byzantine government, social life, and architecture. Byzantine culture continued to influence Europe throughout the Middle Ages.

The Rise and Fall of the Byzantine Empire

Multiple Choice

Circle the best answer, and write the letter in the box.

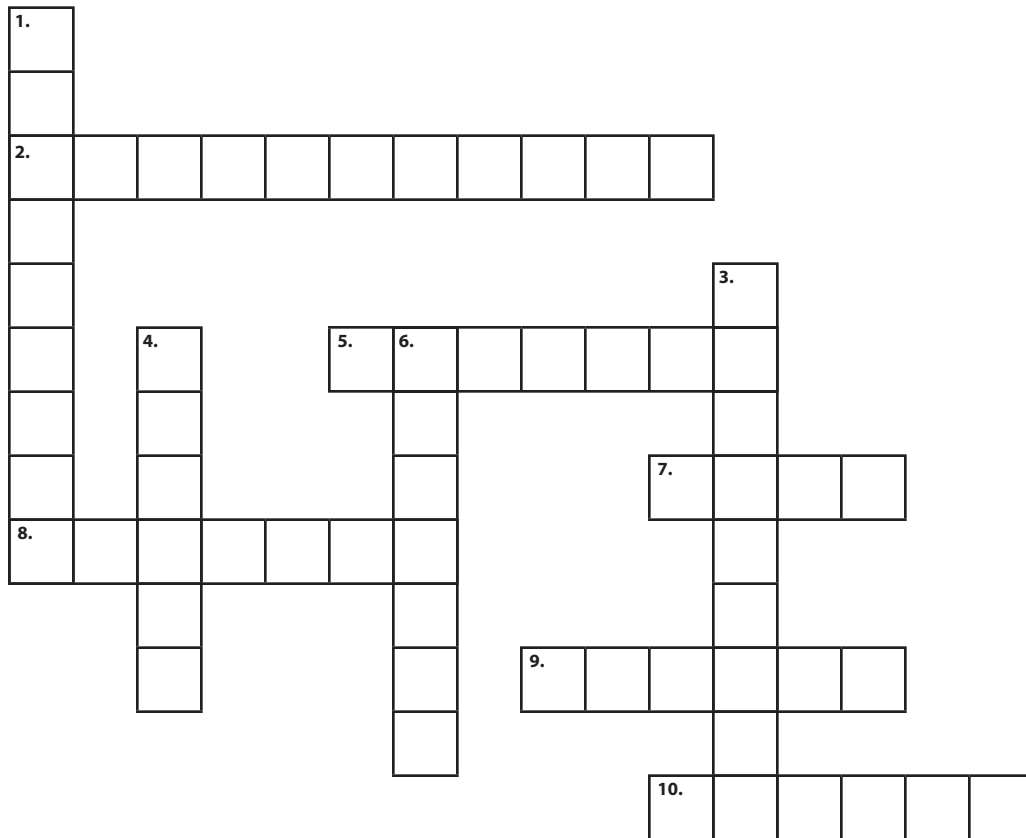
1. The _____ reached its largest size under the emperor Justinian.
- A. Roman Empire
 - B. Byzantine Empire
 - C. Ottoman Empire
 - D. Norman Empire
2. Justinian's Code was _____.
- A. a collection of laws
 - B. a way to read secret messages
 - C. a type of gold coin
 - D. a paper that limited the power of the emperor
3. Pope Urban II sent Christian knights to help fight the Muslims in the first of four _____.
- A. Muslim Wars
 - B. Byzantine Reformation
 - C. Battle of Hastings
 - D. Crusades
4. Constantinople was renamed _____ by the Ottomans.
- A. Byzantium
 - B. Ottoman City
 - C. Istanbul
 - D. Alexandria
5. The Justinian Code covered _____.
- A. marriage
 - B. property and inheritance
 - C. crimes
 - D. all of the above



The Rise and Fall of the Byzantine Empire

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. The _____ invaded the Byzantine Empire from Asia Minor.
5. The Byzantine Empire's greatest strengths were a strong central government and a wealthy _____.
7. Justinian got officials to gather, edit, and organize the _____ of ancient Rome.
8. The _____ conquered southern Italy.
9. By the 1000s, the Byzantine _____ was weakening because of constant warfare and struggles for the throne.
10. The _____ was the Byzantine gold coin that was used from England to China.

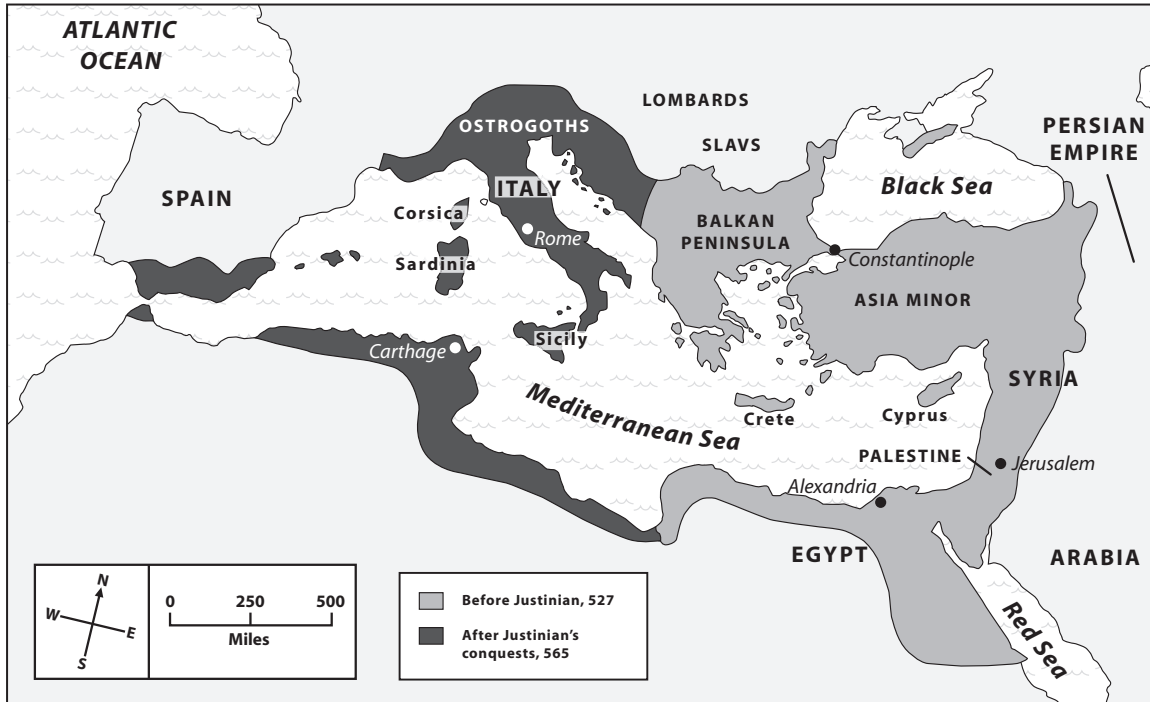
DOWN

1. _____ dreamed of bringing back the glory of ancient Rome.
3. _____ culture continued to influence Europe throughout the Middle Ages.
4. Justinian had power over the politics of the Byzantine Empire and over the _____.
6. During the Fourth _____, Christian knights attacked Constantinople.

The Rise and Fall of the Byzantine Empire

Map – Justinian’s Empire, 527–565

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which body of water did Justinian’s Empire surround?

2. Name two areas that became part of the Byzantine Empire after Justinian’s conquests.

3. Name two areas that were part of the Byzantine Empire before Justinian’s conquests.

Quiz: The Rise and Fall of the Byzantine Empire

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Istanbul was renamed Constantinople by the Ottomans.
- _____ 2. The Justinian Code governed the Byzantine Empire.
- _____ 3. Pope Urban II sent the Seljuk Turks to help fight the Muslims in the first of four Crusades.
- _____ 4. Justinian got officials to gather, edit, and organize the laws of ancient Rome.
- _____ 5. The Byzantine Empire had a weak central government and a poor economy.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Justinian dreamed of bringing back the glory of ancient _____.

A. Egypt
B. Greece
C. Rome
D. India

7. Byzantine culture continued to influence _____ throughout the Middle Ages.

A. Europe
B. Africa
C. Mexico
D. China

Short Answer

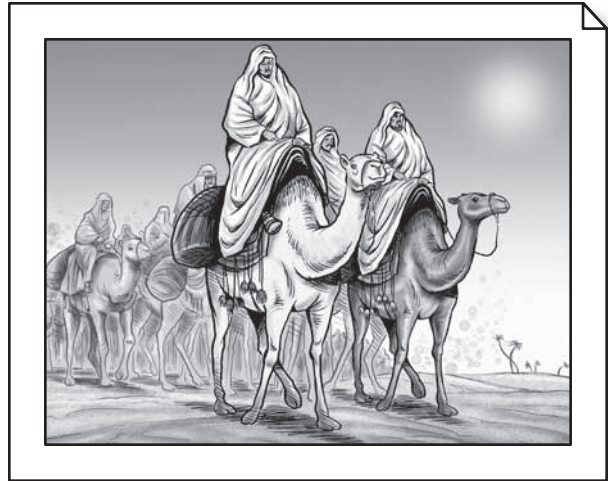
Answer the following question in complete sentences.

8. What is one reason the Byzantine Empire weakened?



Africa's Trading Empires

Africa has a variety of geographical features. The huge continent is made up of snowy mountains, deserts, tropical rain forests, grasslands, and coastal areas. Deserts cover almost half of Africa. On the northern coast and the southern tip, a mild climate zone provides fertile farming land. Ten percent of the continent has rain forests with heavy rains and hot temperatures. Savannahs, or grasslands that have small trees and shrubs, cover much of the rest of Africa.



The varied regions offer many valuable resources, like salt, gold, iron, copper, diamonds, and oil. These natural resources made Africa a perfect place for trading empires to develop. As early civilizations grew, trade became an important part of Africa's growth.

For example, Ghana emerged in about 500 A.D. and became one of the first great trading states. Located on the savannah of West Africa, Ghana's gold made it the center of an enormous trading empire. Ghana traded its gold for products brought from North Africa. Muslim merchants brought metal goods, cloth, horses, and salt to Ghana. Because salt was scarce in the savannah, it was worth its weight in gold. People needed salt to help prevent them from getting dehydrated. Ghana also traded ivory, ostrich feathers, animal skins, and slaves for items from other areas.

A great deal of trade was done across Africa's deserts. Muslim merchants bought goods from local traders. Then, they sold the items to the Berbers. The Berbers were nomadic traders who traveled in camel caravans. Camels were useful for desert travel because they could drink large amounts of water at one time. They could also travel for many days with little food. Camels became known as "ships of the desert."

On Africa's eastern coast, people traded up and down the coastline. Beginning in about the 600s, Muslims from the Arabian Peninsula began to settle at coastal ports. They formed a string of trading ports, including Mogadishu, Mombasa, and Kilwa. Merchants in those cities became very wealthy. They traded ivory, animal skins, iron, copper, and pearls for items from India, Southeast Asia, and China. These things included cotton cloth, silk, spices, porcelain, glassware, and swords.

Trade made Africa a prosperous continent. It also allowed for a lot of mixing of cultures. Because the Muslim traders interacted with the Africans, a mixed African-Arabian culture grew in the coastal areas. The Muslim religion and Arabic architectural styles became a part of African culture.



Africa's Trading Empires

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Ghana's _____ made it the center of an enormous trading empire.

- A. grasslands
- B. gold
- C. iron ore
- D. all of the above

2. Muslim merchants bought goods from local traders and sold the items to the _____.

- A. Berbers
- B. people of Europe
- C. people of Ghana
- D. diamond miners

3. Berbers traveled _____.

- A. by horse
- B. on foot
- C. by ship
- D. in camel caravans

4. _____ was a coastal trading port.

- A. Mogadishu
- B. Mombasa
- C. Kilwa
- D. all of the above

5. Muslim _____ became a part of African culture.

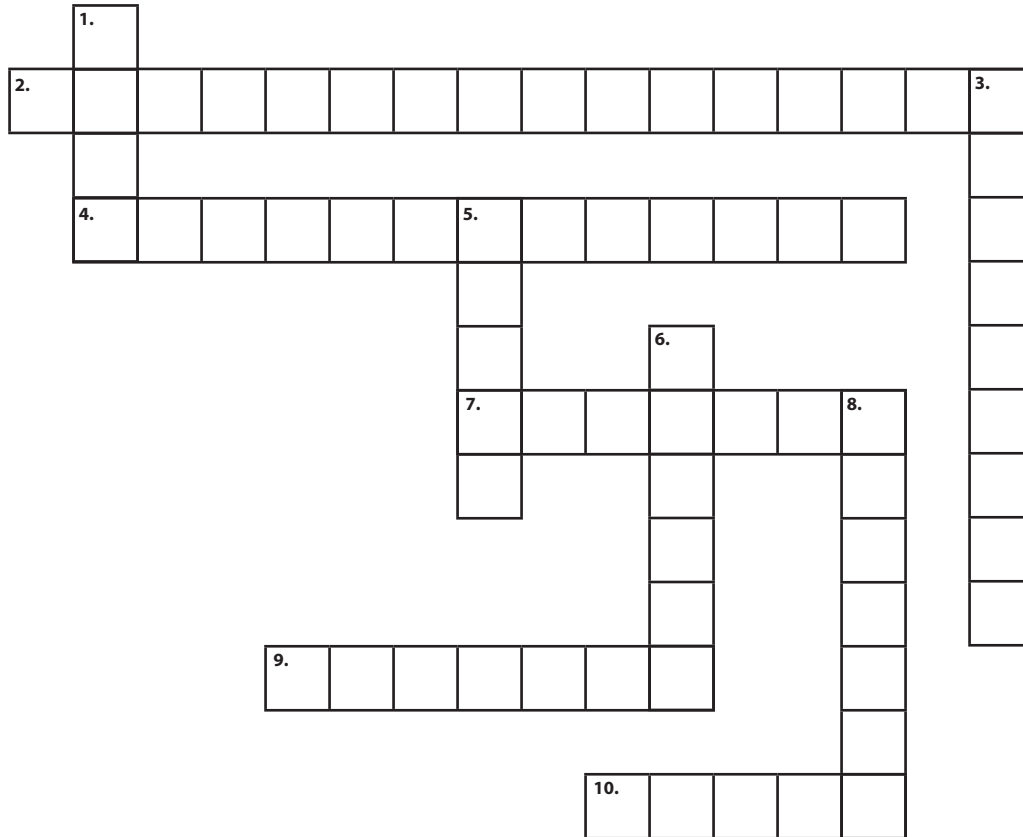
- A. architecture
- B. religion
- C. architecture and religion
- D. language



Africa's Trading Empires

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. Africa has many _____, like salt, gold, and diamonds.
4. A/an _____ developed in West Africa.
7. The Berbers were _____ traders.
9. _____ began to settle in Africa's coastal ports.
10. _____ made Africa a prosperous continent.

DOWN

1. People needed _____ to help prevent them from getting dehydrated.
3. _____ are grasslands that have small trees and shrubs.
5. _____ was the center of West Africa's trading empire.
6. _____ were called "ships of the desert."
8. Trade allowed Africa to have a mixed _____.



Africa's Trading Empires

Chart – African Trading Empires, 1000 B.C. – 1600 A.D.

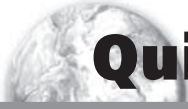
Use the chart to answer the following questions. Write the answers in complete sentences.

	Kush	Axum	Ghana	Mali	Songhai
Location	East Africa south of Egypt	East Africa	West Africa	West Africa	West Africa
Time Period	1000 B.C. – 150 A.D.	100 A.D. – 1400 A.D.	500 A.D. – 1200 A.D.	1250 A.D. – 1450 A.D.	1000 A.D. – 1600 A.D.
Goods Traded	iron ivory gold ebony slaves	ivory frankincense myrrh slaves	iron animal products gold ivory slaves	gold salt	gold salt

1. Where was the trading empire of Songhai located?

2. List the trading empires that traded gold.

3. What is the name of the first African trading empire?



Quiz: Africa's Trading Empires

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Muslim religion and Arabic architecture became a part of African culture.
- _____ 2. Camels were called "horses of the desert."
- _____ 3. Ghana was the center of West Africa's trading empire.
- _____ 4. Deserts are grasslands that have small trees and shrubs.
- _____ 5. Africa had no coastal trading ports.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The trade _____ was done by the Berbers.
- A. at coastal trading ports
 - B. in the rain forests
 - C. across the desert
 - D. in the savannahs

7. _____ settled in Africa's coastal towns.
- A. Berbers
 - B. Muslims
 - C. Travelers from Ghana
 - D. Gold prospectors

Short Answer

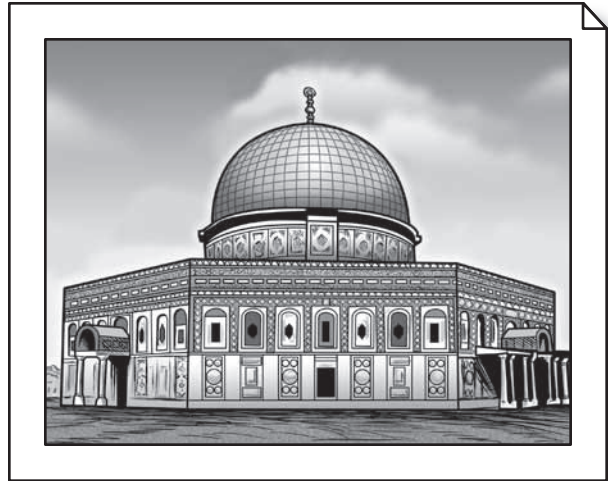
Answer the following question in complete sentences.

8. What is the name of one of the African trading empires?



The Islamic Empire

The Arabs were nomadic people who lived in the Arabian Peninsula. By the 600s A.D., communities began to grow as trade increased. The city of Mecca became an important stop on a trade route. A mix of people, including Christians and Jews, lived in Mecca. The idea of believing in one God, who was called *Allah* in Arabic, was not new to Arabia. Mecca was a mixed religious environment around 570, when Muhammad was born.



Born in Mecca to a merchant family, Muhammad had a great interest in religion. He often spent time alone praying or meditating. When Muhammad was about 40 years old, he went to the hills to meditate. Muhammad said that while he was meditating, Allah sent him a message. In this message, Allah told Muhammad that Allah was the one and only God. He said that people should abandon all other gods and worship only Allah.

Muhammad came back from the hills and said he was a prophet of Allah. He began to preach that everyone should follow him and convert to Islam. “Islam” means “submission to the will of Allah.” Followers of Islam are called Muslims.

As he gathered more followers, Muhammad became both a religious and a political leader. Some people did not like Muhammad’s beliefs and acted violently toward him and his followers. Muhammad built an army to defend his group. The Muslims took over Mecca in 630, and most of the people converted to Islam. Two years later, as Islam began to spread throughout the Arabian Peninsula, Muhammad died.

After Muhammad’s death, the Arabs were left with a problem. Muhammad had not said who should take over after him. His father-in-law, Abu Bakr, was chosen to be the new leader. Under Abu Bakr, the Muslims expanded throughout Arabia and beyond.

The Muslims defeated the Byzantine army and took control of Syria. They took Egypt and northern Africa. By 650, the Arabs had conquered the entire Persian Empire. The Islamic Empire continued to grow. Spain, northern Africa, and Mesopotamia were brought under Arab rule during the Umayyad Dynasty. Many people in all these places converted to Islam.

The Islamic Empire eventually split into separate kingdoms after being invaded by the Mongols from China. Although the Islamic Empire had come to an end, the religion of Islam continued. With over a billion followers, Islam is one of the world’s major religions.



The Islamic Empire

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The city of _____ became an important stop on a trade route in the Arabian Peninsula.

A. Medina
B. Mecca
C. Babylon
D. Córdoba

2. The word for “God” in Arabic is “_____.”

A. Allah
B. Umayyad
C. Muslim
D. Islam

3. Muhammad was _____.

A. a political leader
B. a religious leader
C. both a religious and a political leader
D. a scientist

4. _____ took over to lead the Muslims after Muhammad died.

A. The Mongols
B. The Umayyad Dynasty
C. The Turks
D. Abu Bakr

5. The Muslims conquered _____.

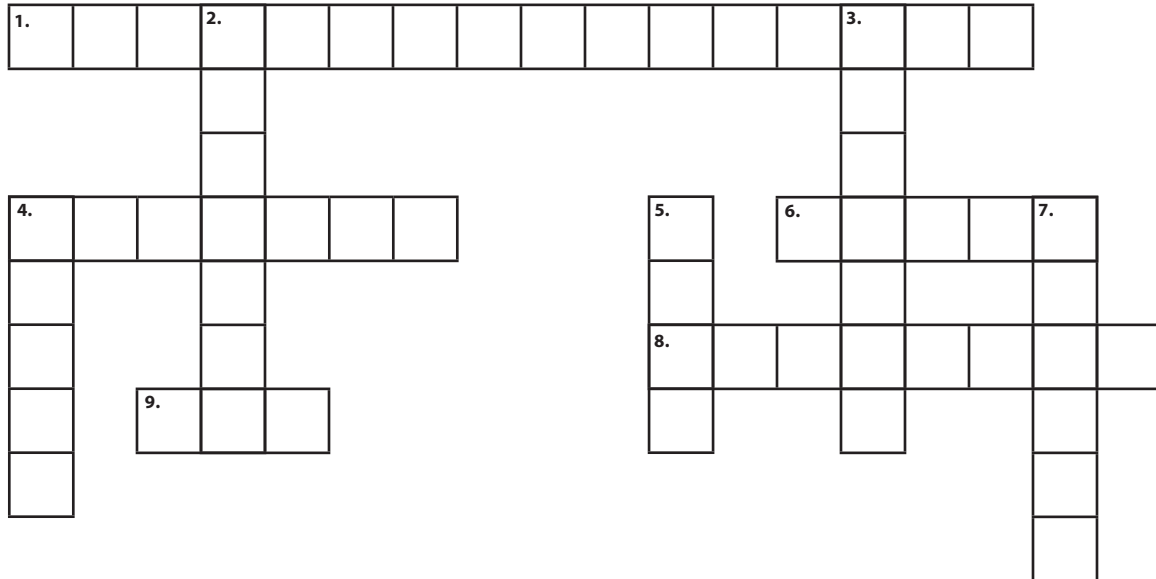
A. the Persian Empire
B. Spain
C. northern Africa
D. all of the above



The Islamic Empire

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Islam spread throughout the _____.
4. The _____ took over Mecca in 630.
6. The Muslims defeated the Byzantine army and took control of _____.
8. _____ said he was a prophet of Allah.
9. The idea of believing in _____ God was not a new idea.

DOWN

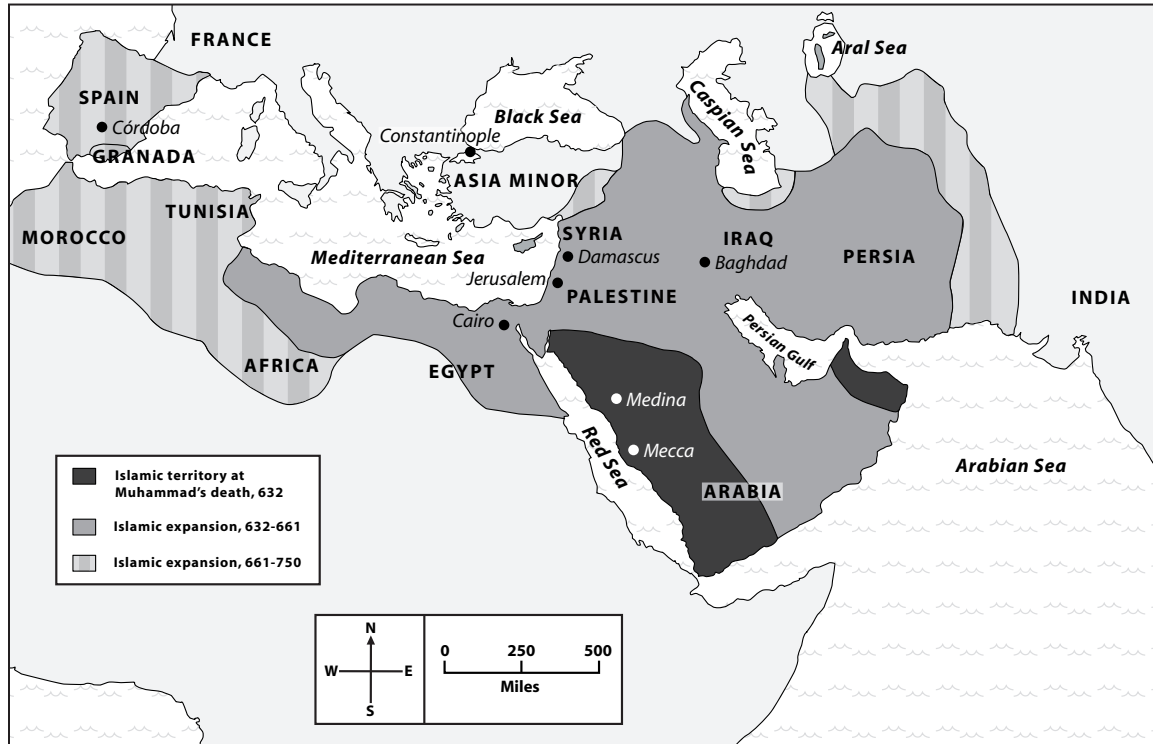
2. Islam has over a/an _____ followers.
3. Under the _____ Dynasty, Spain, northern Africa, and Mesopotamia were brought under Arab rule.
4. A mix of people, including Christians and Jews, lived in _____.
5. Muhammad built a/an _____ to defend the Muslims.
7. Under Abu Bakr, the Muslims expanded throughout _____ and beyond.



The Islamic Empire

Map – Spread of Islam

Use the map to answer the following questions. Write the answers in complete sentences.



1. During what span of years did Spain become part of the Islamic Empire?

2. Which city became part of the Islamic Empire first: Cairo or Medina?

3. Which three bodies of water border Arabia?



Quiz: The Islamic Empire

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Muhammad said he was a prophet of Allah.
- _____ 2. A mix of people lived in Mecca.
- _____ 3. Muhammad was chosen to lead the Muslims after Abu Bakr died.
- _____ 4. Muhammad was a political leader only.
- _____ 5. Mecca was an important stop on a trade route in the Arabian Peninsula.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Muslims believe in _____ god(s).
- A. one
 - B. two
 - C. three
 - D. four

7. Muhammad built a/an _____ to defend the Muslims.
- A. fort
 - B. army
 - C. navy
 - D. moat

Short Answer

Answer the following question in complete sentences.

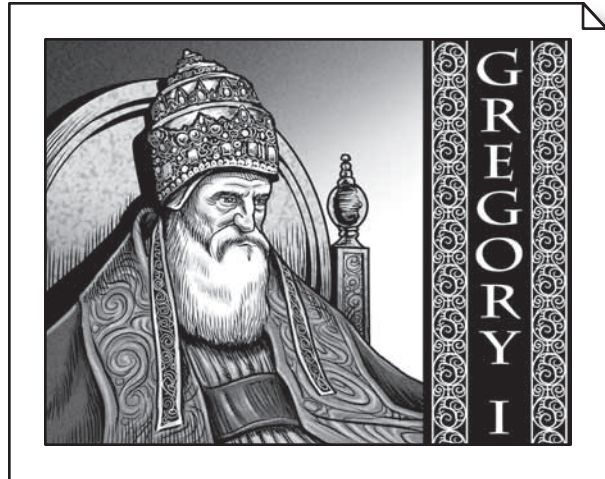
8. What are two places that were taken over by the Muslims?



The Church's Power Grows

In the centuries after the fall of the Roman Empire, the Roman Catholic Church became more organized and powerful. Throughout the Middle Ages, the Church played a huge role in the growth of European civilization.

By the fourth century, the Church had developed a system of organization. Local Christian communities were called parishes and were led by priests. A group of parishes was headed by a bishop. In early times, all bishops were thought to be equals. However, this changed over time. Gradually, the bishops from five of the most important cities gained power.



The bishops of Rome, Antioch, Alexandria, Jerusalem, and Constantinople became the most powerful men in the Roman Catholic Church. Eventually, the bishop of Rome said that he should have authority over all the other bishops. He argued that Peter, one of the earliest leaders of Christianity, was the father of the Church and the first bishop of Rome. Therefore, the Roman bishop should have more power than other bishops. Although the other cities disagreed, the bishop of Rome became known as the Pope. “Pope” means “father” in Latin and Greek.

Western Christians accepted the Pope as head of the Roman Catholic Church. The Pope started as a religious leader but later gained political power, too. Because of Gregory I, the Church claimed political power as well as spiritual power. Gregory I served as Pope from 590 to 604. He was the head of the Church and leader of the city of Rome.

The Roman Catholic Church had influence over everything in Europe, from political events to the daily lives of peasants. Kings started wars in the name of Christianity. Missionaries spread their faith across Europe. The Church's power grew.

As the power of the Church multiplied, discipline weakened. Clergymen, like bishops and archbishops, were often noblemen who were given their positions by family members. Some did not care about their spiritual duties. Because churchmen were often the only educated people, they were given high government positions. Some Church officials became corrupt and worldly.

Church leaders thought that all of Europe should be brought together under the Roman Catholic Church. Medieval Popes claimed papal supremacy, or authority over all nonreligious rulers. Popes had ways to reverse decisions made by rulers of countries, such as the kings of France and England. By the Middle Ages, the Church was the most powerful force in Europe.



The Church's Power Grows

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Local Christian communities were called _____.
- A. counties
 - B. parishes
 - C. dioceses
 - D. regions

2. The bishop of _____ became known as the Pope.
- A. Antioch
 - B. Jerusalem
 - C. Constantinople
 - D. Rome

3. The Pope had _____.
- A. political power
 - B. spiritual power
 - C. political and spiritual power
 - D. none of the above

4. As the power of the Church grew, some Church officials became _____.
- A. more spiritual
 - B. corrupt and worldly
 - C. more humble
 - D. less powerful

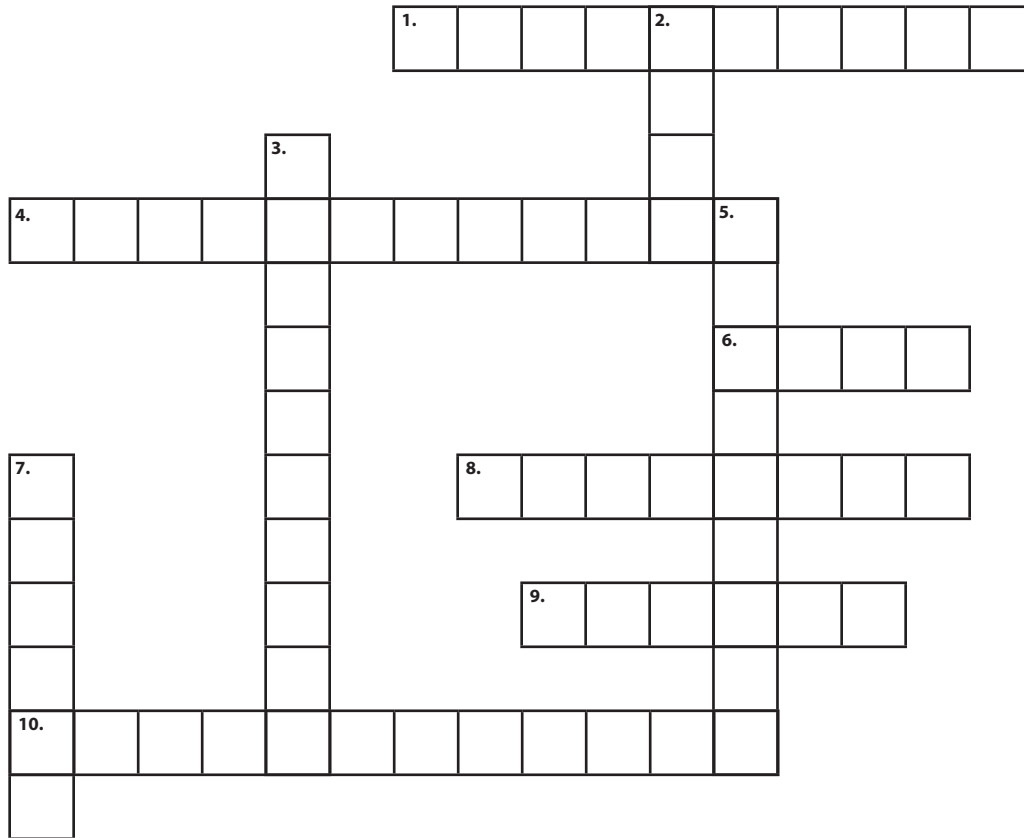
5. Authority over all nonreligious rulers was called _____.
- A. papal supremacy
 - B. papal superiority
 - C. papal power
 - D. Pope's right



The Church's Power Grows

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- Churchmen were often given high _____ positions.
- _____ spread the Christian faith across Europe.
- The bishop of Rome became known as the _____.
- Clergymen, like bishops and archbishops, were usually _____.
- In early times, all bishops were thought to be _____.
- Kings started wars in the name of _____.

DOWN

- Gregory I was the head of the Church and the leader of the city of _____.
- By the _____ _____, the Church was the most powerful force in Europe.
- Medieval Popes claimed papal _____, or authority over all nonreligious rulers.
- The Roman Catholic _____ had influence over everything in Europe.



The Church's Power Grows

Map – Spread of Christianity in Europe

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name two areas of Europe that stayed under Muslim control.

2. Name two areas of Europe that became Christian between 476 and 1050.

3. Name two areas of Europe that had been Christian before 476.



Quiz: The Church's Power Grows

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The bishop of Constantinople had more power than the other bishops.
- _____ 2. As the power of the Church grew, some Church officials became corrupt and worldly.
- _____ 3. Bishops and archbishops were usually noblemen.
- _____ 4. The Pope had no political power.
- _____ 5. Missionaries spread the Christian faith across Europe.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The bishop of Rome became known as the _____.
- A. priest
 - B. Pope
 - C. archbishop
 - D. cardinal

7. The Church had influence over everything in _____.
- A. Europe
 - B. Africa
 - C. Asia
 - D. North America

Short Answer

Answer the following question in complete sentences.

8. What is papal supremacy?



Charlemagne

As the Western Roman Empire weakened, Germanic tribes moved in, took over areas, and started new kingdoms. One of these Germanic states was the kingdom of the Franks. The Frankish kingdom stretched from the Pyrenees Mountains through present-day France and Germany. In 768, Charlemagne took the Frankish throne.

Also known as Charles the Great, Charlemagne was a powerful ruler. He led the Frankish kingdom from 768 to 814. During this time, Charlemagne expanded the territory of the Franks. He built an empire known as the Carolingian Empire. Covering much of western and central Europe, it was the largest empire of the time.



A fierce warrior and a strong statesman, Charlemagne knew how to delegate responsibility. This means he did not try to do everything himself but hired others to help him rule. He depended on counts, or German noblemen, to act as his chief representatives in the empire. Each count was in charge of a district, or local area of land. Charlemagne started the *missi dominici*, or “messengers of the lord king.” Under this system, two messengers went out to local districts to check on the counts. These men would report to the king and let him know if the counts were carrying out his orders. This system limited the power of the nobles and strengthened Charlemagne’s own power. Soon, he was the most powerful king in Western Europe.

Even though the Western Roman Empire had collapsed over 300 years earlier, Charlemagne became emperor of the Romans in 800. He was crowned emperor by Pope Leo III. The crowning of Charlemagne as leader of the Romans was symbolic. A German was crowned by the Pope to lead the Roman Empire. The coronation symbolized the coming together of Roman, Christian, and German ideas. A new Western civilization had begun.

Charlemagne thought it was important to promote learning in his kingdom. He wanted to make sure the government had literate officials and the church had educated clergy. His effort to promote learning is called the Carolingian Renaissance, or rebirth. People became interested again in Latin culture and the classic works of the Greeks and Romans.

The Carolingian Empire began to fall apart soon after Charlemagne died. Charlemagne is remembered as a great leader who expanded the Frankish kingdom and brought together Roman, Christian, and German ideas. Charles the Great set an example that later kings would follow.



Charlemagne

Multiple Choice

Circle the best answer, and write the letter in the box.

1. As the Western Roman Empire weakened, _____ moved in and started new kingdoms.

- A. the Mongols
- B. Germanic tribes
- C. the Macedonians
- D. the Muslims

2. _____ built the Carolingian Empire.

- A. Pope Leo III
- B. Alexander the Great
- C. Charles the Great
- D. Romulus Augustulus

3. Charlemagne sent out _____ messengers called *missi dominici* to check on the local counts.

- A. two
- B. three
- C. four
- D. five

4. The coronation of Charlemagne as emperor symbolized the coming together of _____ ideas.

- A. German, Roman, and Latin
- B. Spanish, French, and German
- C. Christian, Roman, and Carolingian
- D. Roman, Christian, and German

5. Charlemagne's effort to promote learning is called the _____.

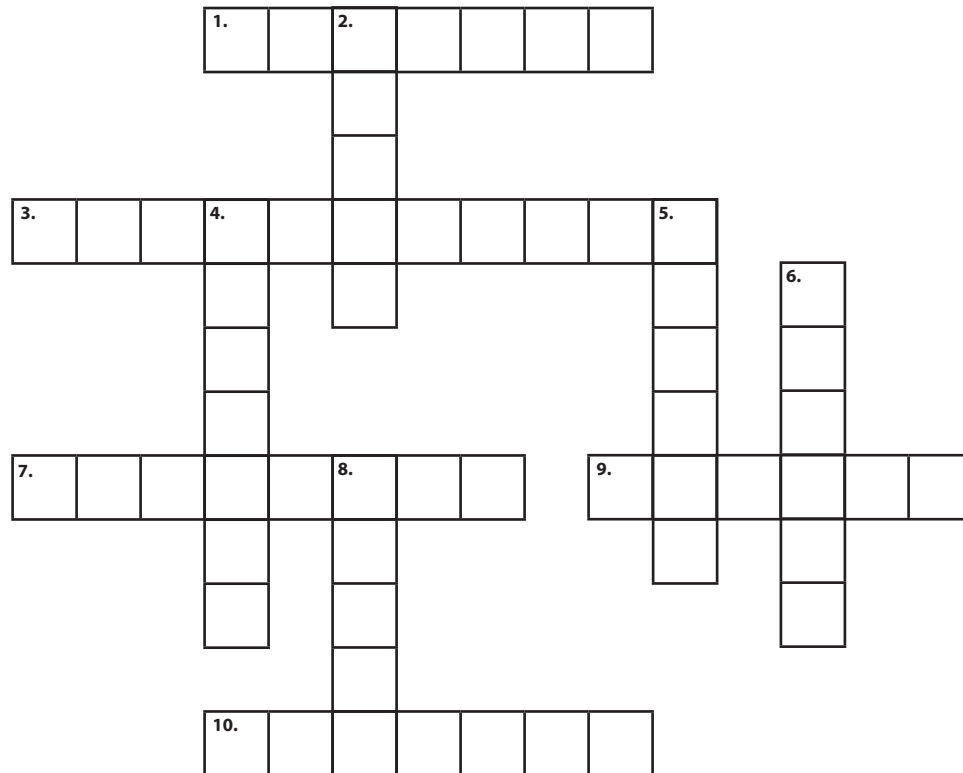
- A. Italian Renaissance
- B. Frankish Renaissance
- C. Carolingian Renaissance
- D. Roman Renaissance



Charlemagne

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Charlemagne became _____ of the Romans in 800.
3. _____ was a fierce warrior and a strong statesman.
7. Charlemagne thought it was important to promote _____.
9. Charlemagne led the _____.
10. The crowning of Charlemagne as emperor of the Romans marked the beginning of a new _____ civilization.

DOWN

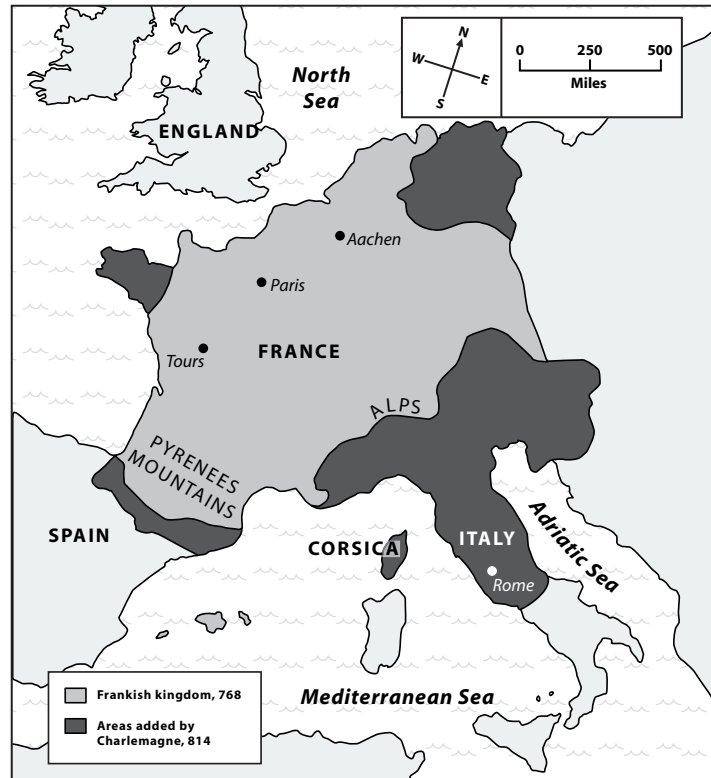
2. Charlemagne's system limited the _____ of the nobles.
4. Renaissance means _____.
5. Charlemagne built a/an _____ that covered much of western and central Europe.
6. Charlemagne depended on _____ to act as his chief representatives in the empire.
8. Charlemagne brought together Roman, Christian, and German _____.



Charlemagne

Map – Carolingian Empire, 768–814

Use the map to answer the following questions. Write the answers in complete sentences.



1. What area southeast of the Alps did Charlemagne add to the Carolingian Empire?

2. What mountain range forms a natural border between the Carolingian Empire and Spain?

3. What body of water borders the Carolingian Empire to the northwest?



Quiz: Charlemagne

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Charlemagne built the Carolingian Empire.
- _____ 2. Charlemagne's effort to promote learning is called the Frankish Renaissance.
- _____ 3. Spanish tribes moved in as the Byzantine Empire was weakening.
- _____ 4. Charlemagne sent messengers to check up on local counts.
- _____ 5. The Carolingian Empire covered much of western and central Europe.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Charlemagne was crowned emperor of the _____.
- A. Germans
 - B. Christians
 - C. Romans
 - D. Europeans

7. Charlemagne is remembered as _____.
- A. a fierce warrior
 - B. a strong statesman
 - C. a powerful leader
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

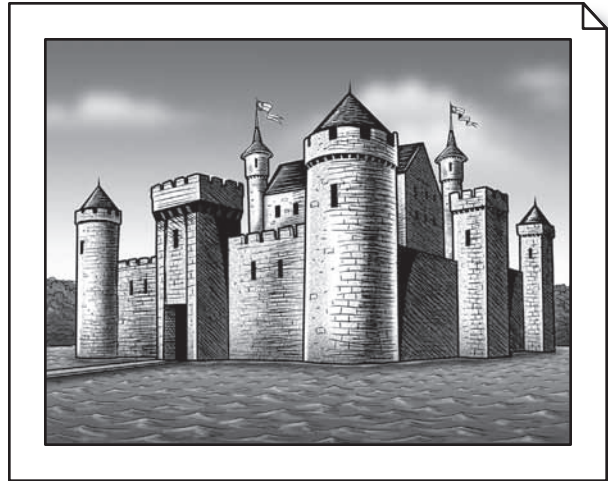
8. Charlemagne is credited for bringing together the ideas of three groups. What are the three groups?



The Feudal System

By the 900s, Vikings and other invaders made it hard for governments to protect their citizens. People turned to local noblemen to protect them in return for service. This began a new political and social system called feudalism. Feudalism was the way of life for centuries in Western Europe.

In the loosely organized system of feudalism, powerful lords divided their landholdings among lesser lords. In exchange, the lesser lords, or vassals, promised service and loyalty to the greater lord. The relationship between lord and vassal was set up by a pledge called a feudal contract. A lord gave his vassal a piece of land called a fief and promised to protect the vassal. The vassal gave the lord money payments, advice, and 40 days of military service per year.



The highest-ranking lord was a monarch, or king. Below the king were powerful lords. Each lord had vassals, and each vassal had vassals of his own. The people at the top of society had the most land, and the vassals below them had less. A man could be a vassal to a powerful lord and a lord to someone lower at the same time. Everyone had a place in feudal society.

Lords constantly battled each other for power. Warfare was dominated by knights. Men trained from an early age to become knights, or armored horsemen. Training was difficult. Knights-in-training learned to ride, fight, and keep their armor and weapons in good condition. To stay in shape for real battles, knights participated in tournaments. A lord would invite knights from surrounding areas to enter contests to show off their fighting skills.

Below lords and knights were peasants. Peasants worked on the lord's land, or manor. A manor often included a village and the surrounding area. Most peasants on a manor were serfs. Serfs were not slaves who could be bought and sold, but they were not free, either. Serfs could not leave the manor without the lord's permission. Peasants farmed, repaired roads and bridges, and did other work for the lord. In return, peasants had the right to farm several acres for themselves. They also got protection from Viking raids and other warfare.

Although the peasants had the harshest lives, feudal times were not pleasant for anyone. People lived in a state of constant warfare. If the lords were not fighting foreign invaders, they were fighting each other for power.



The Feudal System

Multiple Choice

Circle the best answer, and write the letter in the box.

1. People turned to _____ to protect them in return for service.

- A. serfs
- B. vassals
- C. local noblemen
- D. the king

2. The relationship between lord and vassal was set up by _____.

- A. the king
- B. a feudal contract
- C. a knight
- D. the church

3. Feudal society was set up in the following order: _____.

- A. king, lord, knight, serf
- B. lord, king, serf, knight
- C. knight, lord, serf, king
- D. serf, knight, king, lord

4. Knights-in-training _____.

- A. learned to ride horses and fight
- B. trained from an early age
- C. learned to keep their armor and weapons in good condition
- D. all of the above

5. Serfs could not leave the manor without the _____'s permission.

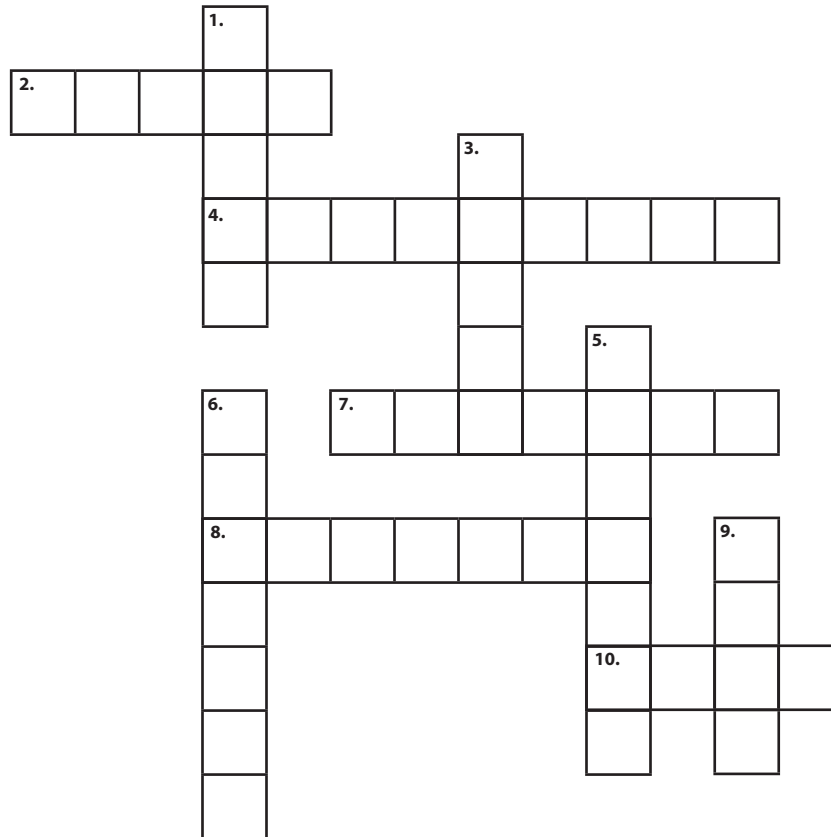
- A. monarch
- B. lord
- C. vassal
- D. knight



The Feudal System

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. If the lords were not fighting foreign invaders, they were fighting each other for _____.
4. _____ was a political and social system in which local lords protected people in return for service.
7. In feudal times, people lived in a state of constant _____.
8. _____ participated in tournaments to stay in shape for real battles.
10. The people at the top of society had the most _____.

DOWN

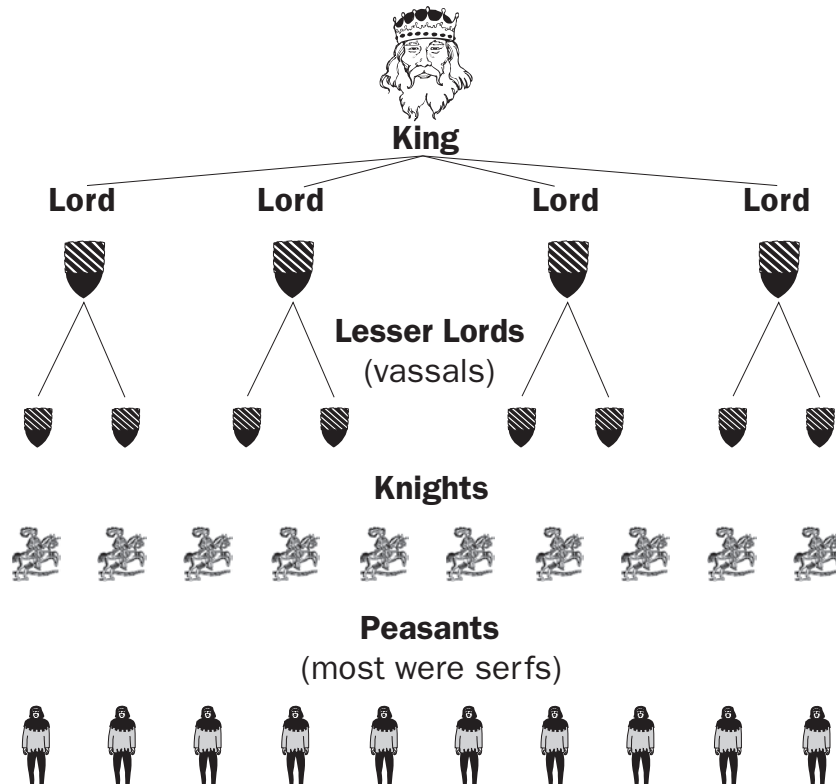
1. Most peasants on a manor were _____.
3. A/an _____ often included a village and the surrounding area.
5. Lesser lords were called _____.
6. By the 900s, _____ and other invaders made it hard for governments to protect their citizens.
9. The highest-ranking lord was a/an _____.



The Feudal System

Chart – Feudal Society

Use the chart to answer the following questions. Write the answers in complete sentences.



1. Who was at the top of feudal society?

2. Who was at the bottom of feudal society?

3. Were knights higher or lower in feudal society than lords?



Quiz: The Feudal System

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The relationship between lord and vassal was set up by a feudal contract.
- _____ 2. Serfs could not leave the manor without the peasant's permission.
- _____ 3. Knights stayed in shape by participating in tournaments.
- _____ 4. Knights were the highest ranking people in feudal society.
- _____ 5. Lords worked together and never fought each other for power.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. A/An _____ often included a village and the surrounding area.

A. empire
B. city-state
C. kingdom
D. manor

7. Feudal times were _____.

A. peaceful times
B. times of constant warfare
C. wealthy times for everyone
D. times of invention and learning

Short Answer

Answer the following question in complete sentences.

8. Put the following in order of social ranking from highest to lowest:
lord, king, serf, knight.



A Nation Is Born

Once a Roman province, Britain had been ruled by small feudal states for years. As towns and villages grew and invasions slowed down, a nation developed. Gradually, Alfred the Great and his successors brought the kingdom under one rule. They called it England, or “land of the Angles.” It was named after the Angles, a Germanic tribe that had invaded Britain.

In 1066, the British king died without naming an heir. A struggle for the throne began. On October 14, 1066, two groups fought the Battle of Hastings. William the Conqueror of Normandy defeated the Anglo Saxons and was crowned king of England. He said England was now his personal property. William gave land to 200 lords who pledged oaths of loyalty to him. This was the start of England’s centralized government.



William the Conqueror’s descendents took steps to strengthen their power over English noblemen and the Church. King Henry II expanded the power of the royal courts by sending judges throughout the kingdom. Each year, they collected taxes and punished people for committing crimes. Because royal courts were now all over the country, the English common law developed. It was called common law because the laws were the same throughout the kingdom.

English noblemen were not happy with the growing power of the king. In 1215, a group of nobles forced King John to sign a paper called Magna Carta, or Great Charter. This paper guaranteed people certain rights. These rights included a jury trial and protection under the law. Magna Carta limited the king’s powers. This important paper guaranteed what are now thought to be basic rights in England and the United States.

The British Parliament was created in 1295. King Edward needed to raise taxes to pay for a war against the French. Edward asked certain people to meet to help make a new tax law. He invited two knights from every county and two people from every town. He also summoned all the noblemen and bishops from all over England. Between 1300 and 1400, every time a king needed to make a new tax law, he called Parliament to meet. In Parliament, two groups eventually formed. The noblemen and bishops met in the House of Lords. The knights and townspeople gathered in the House of Commons.

As time passed, Parliament became more powerful. Like Magna Carta, Parliament limited royal power. England was still ruled by royalty. But Magna Carta and the creation of Parliament were the first steps toward a democratic government in England.



A Nation Is Born

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ won the Battle of Hastings.

- A. Alfred the Great
- B. King Edward
- C. William the Conqueror
- D. King John

2. Because royal courts were all over the country, the _____ developed.

- A. Napoleonic Code
- B. English common law
- C. Great Law of Britain
- D. English Bill of Rights

3. In 1215, _____ forced King John to sign Magna Carta.

- A. William the Conqueror
- B. Parliament
- C. a group of nobles
- D. all of the above

4. King Edward summoned _____ to the first meeting of Parliament.

- A. all the noblemen and bishops in England
- B. two knights from every county
- C. two people from every town
- D. all of the above

5. Magna Carta and Parliament _____ royal power.

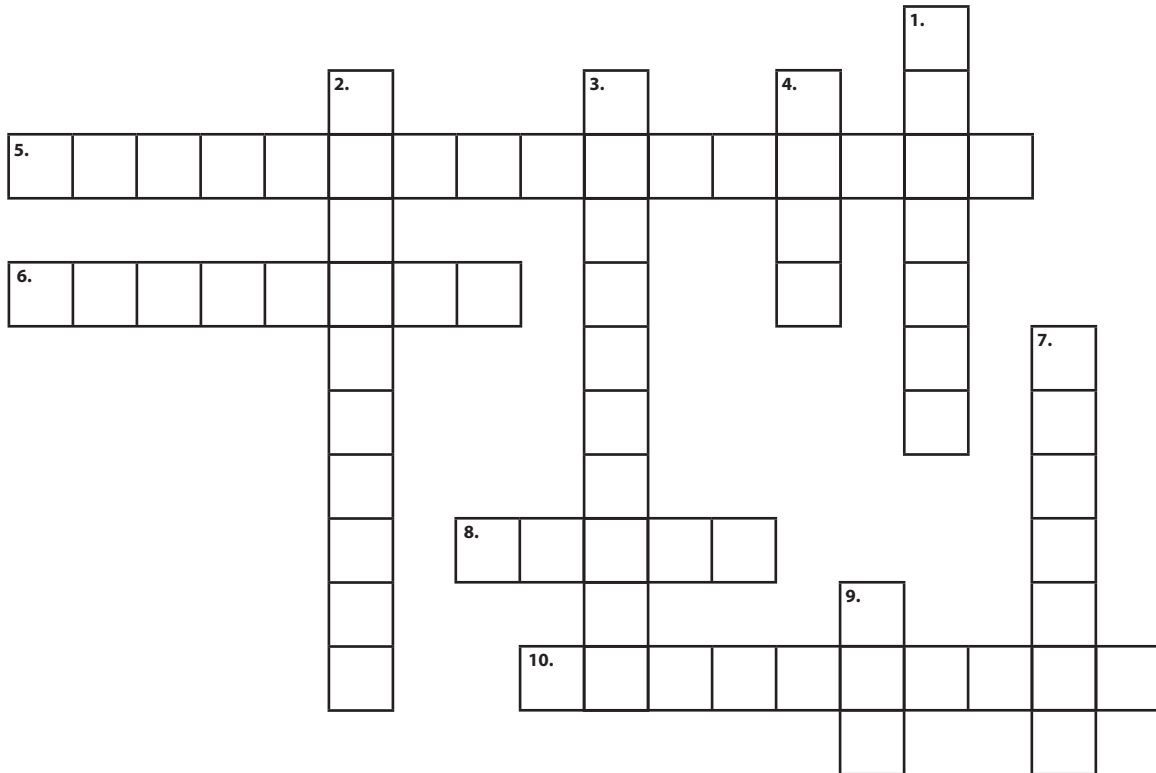
- A. limited
- B. strengthened
- C. did not affect
- D. replaced



A Nation Is Born

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

5. In 1066, the _____ was fought.
6. In 1215, _____ was forced to sign Magna Carta.
8. The noblemen and bishops met in the House of _____.
10. The British _____ was created in 1295.

DOWN

1. _____ was named after a Germanic tribe.
2. Magna Carta and Parliament were the first steps toward a/an _____ government in England.
3. _____ was a paper that guaranteed basic rights.
4. English noblemen were not happy with the growing power of the _____.
7. The knights and townspeople met in the House of _____.
9. Every time a king needed to make a new _____ law, he called Parliament to meet.



A Nation Is Born

Time Line – Development of England’s Government

Use the time line to answer the following questions. Write the answers in complete sentences.

1066	<ul style="list-style-type: none">• William the Conqueror of Normandy defeats the Anglo Saxons at the Battle of Hastings and becomes king of England.
1160s–1180s	<ul style="list-style-type: none">• King Henry II starts the new English legal system, which includes the English common law and the jury system.
1215	<ul style="list-style-type: none">• British noblemen force King John to sign Magna Carta.
1295	<ul style="list-style-type: none">• King Edward calls the first meeting of Parliament.

1. In what year did King John sign Magna Carta?

2. Who called the first meeting of Parliament?

3. What did King Henry II do?



Quiz: A Nation Is Born

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. William the Conqueror won the Battle of Hastings.
- _____ 2. Because royal courts were all over the country, the French common law developed.
- _____ 3. Magna Carta strengthened the power of kings.
- _____ 4. King John signed Magna Carta in 1215.
- _____ 5. Magna Carta and Parliament were the first steps toward a democratic government in England.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Battle of Hastings was fought in _____.
- A. 1066
 - B. 1215
 - C. 1295
 - D. 1300

7. The _____ met in the House of Commons.
- A. noblemen and bishops
 - B. knights and townspeople
 - C. noblemen and knights
 - D. knights and bishops

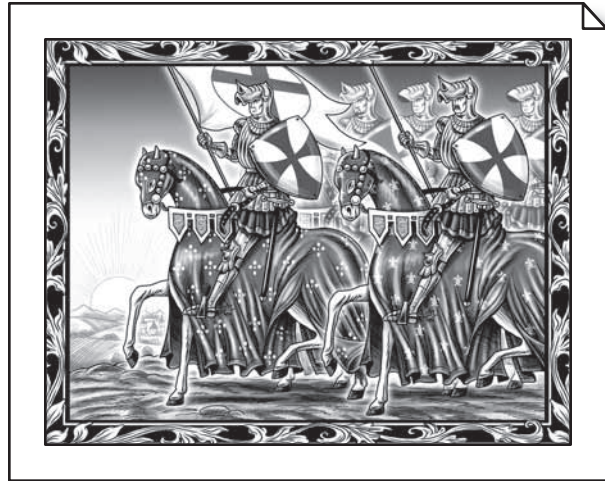
Short Answer

Answer the following question in complete sentences.

8. List two things that limited royal power in England.

The Crusades

In the 1060s, the Seljuk Turks, who were Muslims, invaded the Byzantine Empire. The Byzantine army needed help defending the empire, so the emperor asked for help from Pope Urban II. Although Byzantine emperors and Roman Popes were rivals, the Pope said he would send help. He agreed to send help because the Seljuk Turks had also taken over the Holy Land. The Holy Land included Jerusalem and other places in Palestine where Jesus had lived and taught.



Pope Urban II met with a group of bishops and noblemen in 1095. He said, “From Jerusalem and the city of Constantinople comes a grievous report ... An accursed race ... has violently invaded the lands of those Christians.” The Pope called for a Crusade to free the Holy Land from the invading Muslims. He said people who joined the Crusades would have all their sins forgiven.

By 1096, thousands of European knights were on their way to the Holy Land. Some knights joined the Crusades because they believed strongly in their religion. Many went because they hoped to win wealth and land. Others traveled to the Middle East because they wanted adventure.

Christian knights captured Jerusalem in 1099. They massacred the Muslim and Jewish people who lived in the city. The Muslim leader Saladin took Jerusalem back in 1187. The Third Crusade tried and failed to take the city back. Crusaders decided to attack other Muslim lands, but these attacks all ended in defeat. During the Fourth Crusade, the crusaders fought against Christians instead of Muslims! The crusaders captured and looted Constantinople, the Byzantine capital.

The Crusades continued off and on for 200 years. Each time the crusaders won, they turned the captured lands into Christian kingdoms. The Muslims took back the lands, which resulted in more knights being sent from Europe. Christians and Muslims committed terrible acts against each other in the Middle East in the name of religion. The Crusades left behind religious hatred that would last for centuries.

In Europe, the Crusades had a major political effect. During the Crusades, European noblemen sold their lands to join the fight. This caused them to lose power in their communities. As the nobles lost power, kings created stronger central governments. By the mid-1400s, there were four strong nation-states in Europe: Portugal, Spain, England, and France.



The Crusades

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The Byzantine emperor asked for help defending his empire against the _____.

- A. Ottomans
- B. Seljuk Turks
- C. Christians
- D. all of the above

2. Europeans fought against the _____ in the Crusades.

- A. Roman Catholics
- B. Buddhists
- C. Muslims
- D. Hindus

3. The Holy Land included _____.

- A. Jerusalem
- B. parts of Palestine
- C. areas where Jesus had lived and taught
- D. all of the above

4. During the _____ Crusade, the crusaders captured and looted Constantinople.

- A. First
- B. Second
- C. Third
- D. Fourth

5. Four strong nation-states that developed in Europe by the mid-1400s were _____.

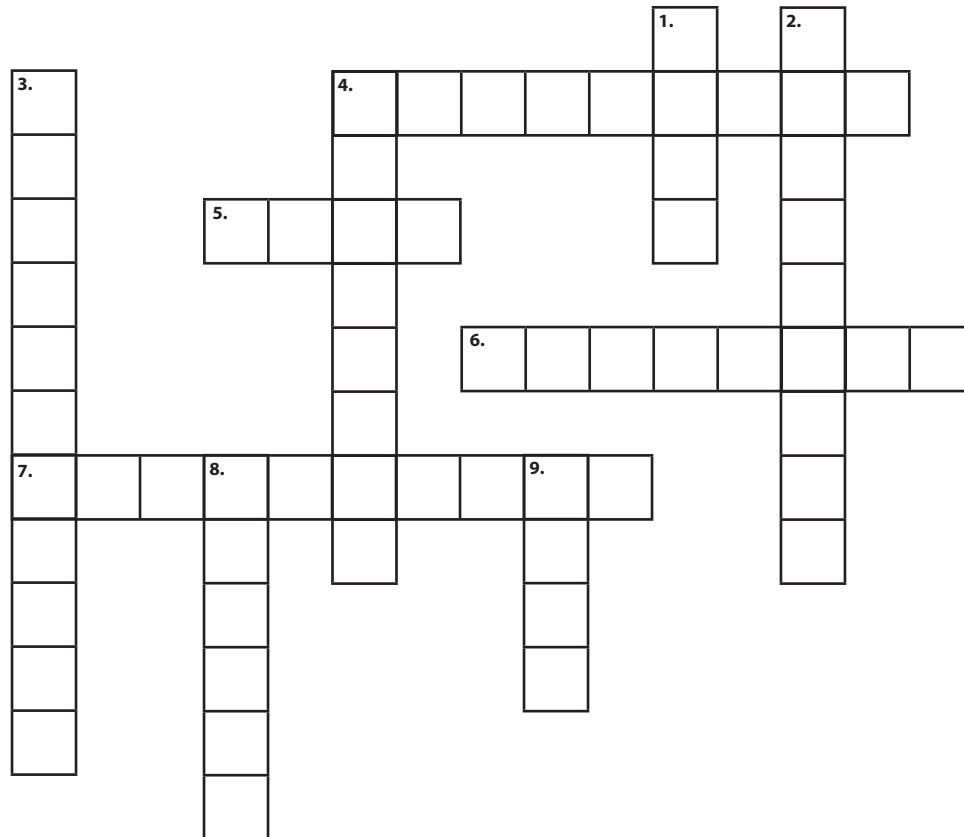
- A. Portugal, Spain, England, and France
- B. Spain, Germany, England, and Norway
- C. Scotland, England, Wales, and Ireland
- D. France, Gibraltar, Portugal, and Spain



The Crusades

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. The religious hatred that was left behind by the Crusades lasted for _____.
5. _____ strong nation-states developed in Europe by the mid-1400s.
6. Pope Urban II wanted to free the _____ from Muslim invaders.
7. During the Crusades, Christians and Muslims committed terrible acts against each other in the _____.

DOWN

1. The Byzantine _____ needed help defending the empire against the Seljuk Turks.
2. One city that was captured several times during the Crusades was _____.
3. As European nobles lost power, kings created stronger central _____.
4. The _____ continued off and on for 200 years.
8. Crusaders' attacks on other Muslim lands ended in _____.
9. The Pope said that anyone who joined the Crusades would have all his or her _____ forgiven.



The Crusades

Map – The Crusades

Use the map to answer the following questions. Write the answers in complete sentences.



1. When did the Second Crusade take place?

2. Where was the starting point of the Third Crusade?

3. List two areas that were predominantly Muslim areas in 1095.



Quiz: The Crusades

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Pope Urban II called for a Crusade against Muslim invaders of the Holy Land.
- _____ 2. During the Fourth Crusade, the crusaders captured and looted London.
- _____ 3. The Pope said people who joined the Crusades would have all their sins forgiven.
- _____ 4. The Crusades took place in the 1700s.
- _____ 5. Jerusalem was captured several times during the Crusades.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The _____ included Jerusalem and other places in Palestine where Jesus lived and taught.
- A. Gaza Strip
 - B. West Bank
 - C. Holy Land
 - D. Byzantine Empire

7. Portugal, Spain, England, and _____ became powerful European nation-states by the mid-1400s.
- A. France
 - B. Normandy
 - C. Germany
 - D. Sweden

Short Answer

Answer the following question in complete sentences.

8. The Crusades continued off and on for about how many years?



Advances in the Middle Ages

Between 1000 and 1300, farming and trade in Europe made a lot of progress. Towns and cities grew as the population of western Europe expanded.

The climate grew warmer, so farmers could plant crops in areas that were once too cold for farming. Farmers also came up with new methods of farming. They used horses to plow fields instead of oxen. Horses were faster, and farmers could plow twice as much in a day. They developed a three-field system of farming, which allowed them to grow more crops in a season.



Because of the advances in farming, more food was available to people. Villagers had more food to eat, so people could raise larger families. Well-fed people lived longer and resisted disease better. The population grew.

Trade and finance increased with the population. By the 1000s, people were making goods by hand for local and long-distance trade. Trade routes spread across Europe. They went from Flanders, the area along the coast of present-day Belgium and France, to Italy. Italian merchant ships traveled to the Byzantine Empire and to Muslim ports in North Africa.

Most trade happened in towns. Peasants from nearby manors came to town on fair days, the days when trade took place. Local fairs met the needs of daily life for a small community. Cloth was the most commonly traded item. Other items people traded included bacon, salt, cheese, wine, leather, dyes, knives, and rope.

Towns grew quickly. They offered many opportunities that were attractive to serfs who came to town on fair days. The custom was that if a serf lived in a town for a year and a day, he or she was free. So, many serfs who were bound by contract to lords left their manors and never returned.

Most towns grew too quickly to be carefully planned out. Towns were dirty, smelly, noisy, and crowded. They had no garbage collection or sewer system. So, people would dump their household waste into the streets in front of their houses. Narrow and crowded streets were filled with horses, pigs, and other animals. Houses were built of wood and had roofs made of straw, so they were a constant fire hazard. Most people rarely bathed, and their houses often had no fresh air, clean water, or light.

Although there were drawbacks to living in a medieval town, economic and social opportunities attracted people. Towns and cities like London, England, grew and did well in the Middle Ages.



Advances in the Middle Ages

Multiple Choice

Circle the best answer, and write the letter in the box.

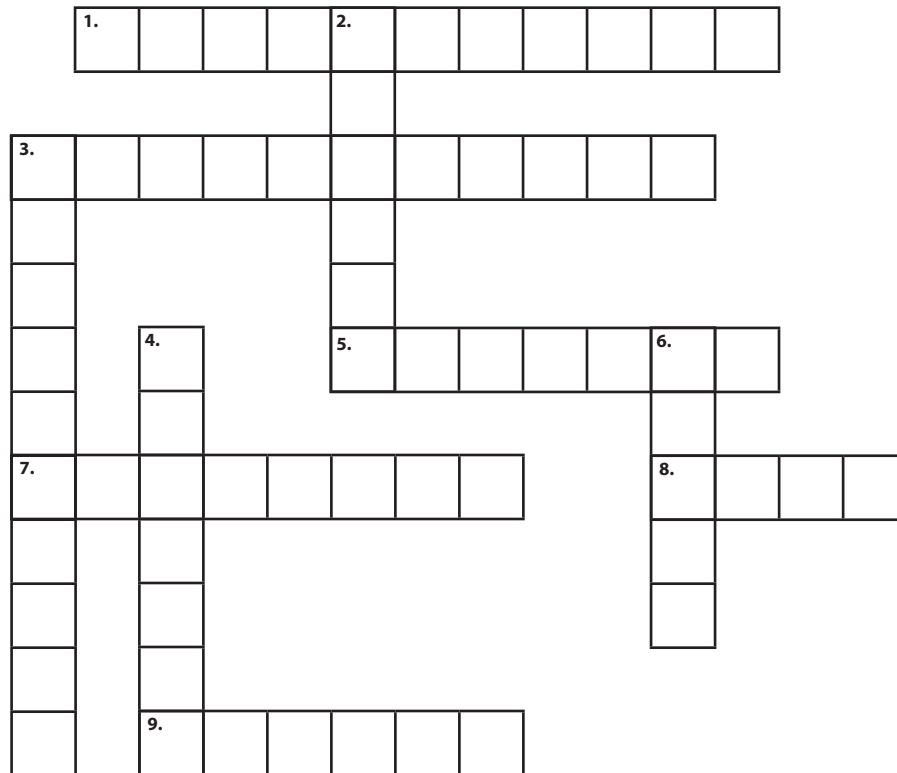
1. Advances in farming made more food available to people, so people _____.
- A. raised larger families
 - B. lived longer
 - C. resisted disease better
 - D. all of the above
2. Most trade happened _____.
- A. on farms
 - B. in towns
 - C. on manors
 - D. on ships
3. The most commonly traded item was _____.
- A. wine
 - B. leather
 - C. cloth
 - D. bacon
4. If a serf lived in a town for _____, he or she was free.
- A. 30 days
 - B. 6 months
 - C. a year
 - D. a year and a day
5. Towns were _____.
- A. dirty, noisy, and crowded
 - B. clean, quiet, and spacious
 - C. carefully planned out
 - D. all of the above



Advances in the Middle Ages

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- Italian merchant ships traveled to the Byzantine Empire and to Muslim ports in _____.
- _____ spread across Europe from Flanders to Italy.
- People dumped their household waste into the _____.
- Peasants came to town on _____ to trade items.
- Houses in towns were built of _____ and had straw roofs, so they were a constant fire hazard.
- The population of western _____ expanded in the Middle Ages.

DOWN

- Farmers used _____ instead of oxen to plow fields.
- Farmers developed a/an _____ system of farming, which allowed them to grow more crops in a season.
- A warmer _____ let farmers grow crops in areas that were once too cold for farming.
- Most _____ grew too quickly to be carefully planned out.



Advances in the Middle Ages

Chart – Medieval Society

Use the chart to answer the following questions. Write the answers in complete sentences.

Political System: Feudalism <ul style="list-style-type: none">• alliances between lords and vassals• loyalty in exchange for military service and land	Economic System: Manors <ul style="list-style-type: none">• self-sufficient: everything needed is made, produced, or grown on manor• serfs work for lords
Belief System: The Church <ul style="list-style-type: none">• power over everyday lives of people• involved in politics	Code of Behavior: Chivalry <ul style="list-style-type: none">• knights show courage in war• loyalty to feudal lord

1. Where did medieval people get the things they needed?

2. Who had alliances in the political system of feudalism?

3. What was the Church involved in?



Quiz: Advances in the Middle Ages

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Most trade happened in towns on fair days.
- _____ 2. The most commonly traded item was salt.
- _____ 3. Towns were dirty, smelly, noisy, and crowded.
- _____ 4. Advances in farming allowed farmers to grow more food.
- _____ 5. Most of the houses in towns were built of stone so that they would be safe from fires.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Farmers were able to grow crops in areas that were once too cold for farming because of _____.
- A. three-field farming
 - B. a warmer climate
 - C. the use of oxen
 - D. new trade routes

7. There were trade routes that went _____.
- A. from Flanders to Italy
 - B. to the Byzantine Empire
 - C. to North Africa
 - D. all of the above

Short Answer

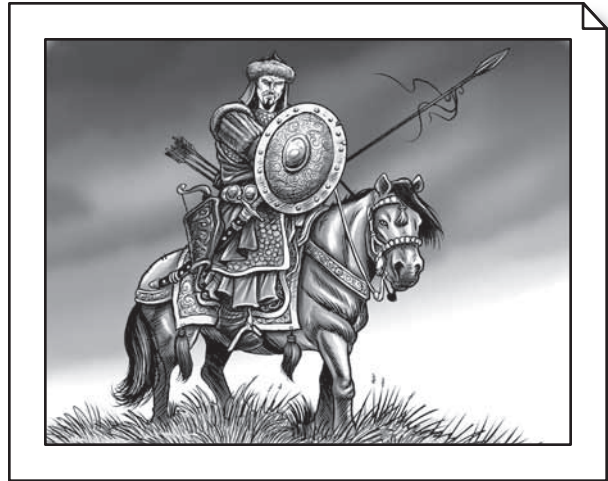
Answer the following question in complete sentences.

8. Describe a medieval town.



Genghis Khan and the Mongols

A belt of dry grassland called the steppe stretches 5,000 miles across Europe and Asia. The Mongols were nomadic people who lived on the eastern steppe. They lived in small groups called clans. Around 1200 A.D., one of the Mongol clan leaders decided to bring all the Mongols under his leadership. He conquered the other groups, one by one. This man became known as Genghis Khan, or “universal ruler” of all the Mongol clans. Once he took leadership of the Mongols, Genghis Khan wanted more. With an enormous army, he successfully took over many lands beyond the Mongolian borders.



Under Genghis Khan, the Mongols were extremely organized. An effective military planner, he grouped troops in armies of 10,000. Each army was like a moving city. Soldiers brought family members, horses, and livestock with them. Mongol women were responsible for the needs of the camp. They also took care of the wounded.

Mongol soldiers were excellent horsemen. When traveling, each soldier had three extra horses. By changing horses, they could keep riding for many days and nights at a time. Sometimes, Mongol messengers traveled as far as 120 miles in a day. Each cavalry warrior had leather armor, a lance, and a dagger, as well as a bow and arrows.

The Mongols used tricks to confuse their enemies. The soldiers made their foes believe they had more men than they actually had. The Mongols did this by dressing prisoners or lifelike dummies as Mongol warriors. They also used spies. Sometimes a small Mongol unit would attack and then pretend to run away. The small unit led enemy soldiers to the rest of the Mongol army. Then, the larger Mongol army surprised and slaughtered the enemy forces.

Genghis Khan used fear as a tool to conquer Asia. The Mongols destroyed one city after another, killing many of the people who lived in them. The populations of some cities were wiped out completely. Sometimes, conquered peoples were forced to serve as troops for the Mongols against their own allies. People heard about the terrible things the Mongols did to those who stood up to them. The rumors about the Mongols’ cruelty frightened people. After hearing such terrible stories, many towns surrendered to the Mongols without a fight.

The Mongols conquered much of Asia. By 1221, Central Asia was under Mongol control. Genghis Khan died from an illness in 1227. Those who ruled after him kept expanding the Mongol Empire, conquering territory from China to Poland.



Genghis Khan and the Mongols

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Genghis Khan means “_____.”
- A. clan leader
 - B. cavalry sharpshooter
 - C. universal ruler
 - D. great conqueror

2. Mongol soldiers brought _____ with them.
- A. family members
 - B. horses
 - C. livestock
 - D. all of the above

3. The Mongols made their enemies believe they had more soldiers than they actually had by _____.
- A. dressing prisoners or lifelike dummies as Mongol warriors
 - B. using spies
 - C. changing horses while traveling
 - D. sending a small Mongol unit to attack and then run away

4. Many towns surrendered to the Mongols without a fight because _____.
- A. the Mongols promised to treat them kindly if they surrendered
 - B. they heard rumors about how the Mongols treated those who stood up to them
 - C. the Mongols said they would pay the townspeople to surrender
 - D. all of the above

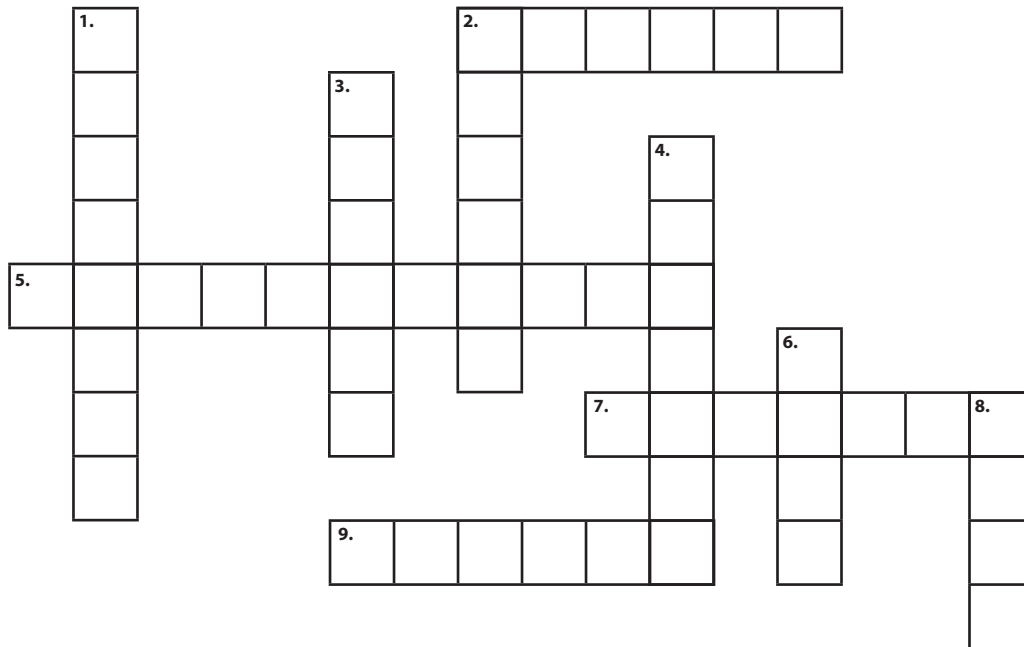
5. After Genghis Khan died, the Mongols _____.
- A. conquered territory from China to Poland
 - B. were defeated by the Muslims
 - C. decided to attack England
 - D. became a peaceful group



Genghis Khan and the Mongols

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. Mongol _____ were grouped in armies of 10,000 soldiers each.
5. _____ was the leader of the Mongols.
7. The Mongols were _____ people who lived on the eastern steppe.
9. _____ about the Mongols frightened many towns into surrendering to the Mongols without a fight.

DOWN

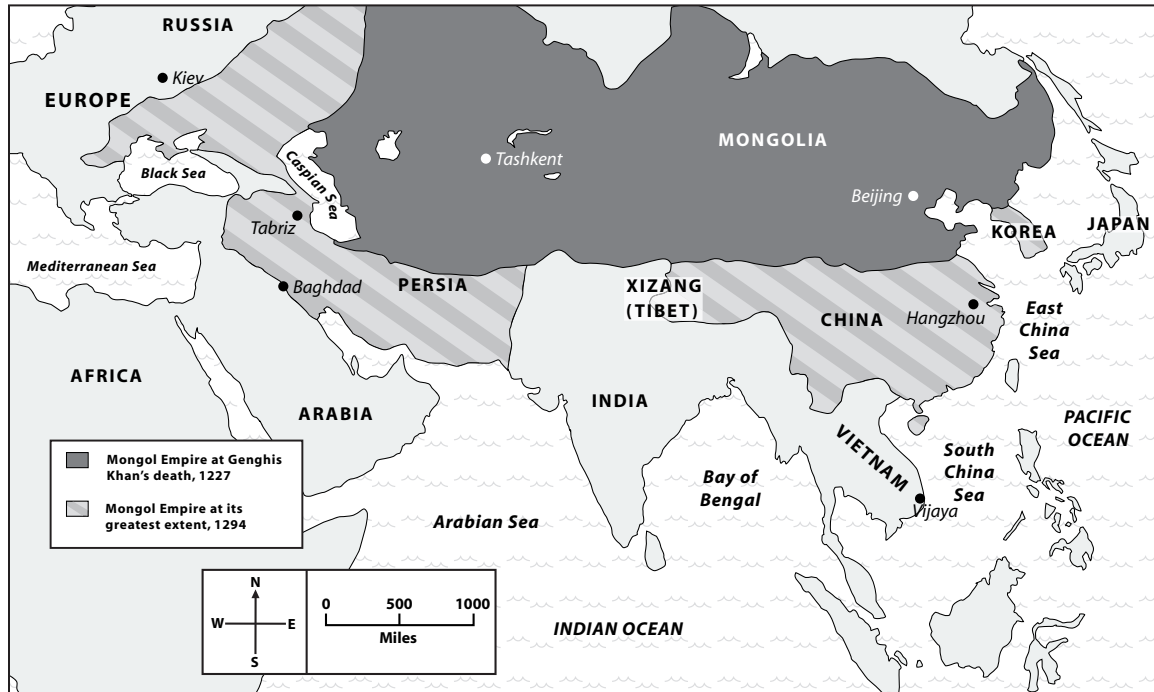
1. Mongol soldiers were excellent _____.
2. The Mongols used _____ to confuse their enemies.
3. Sometimes, conquered peoples were forced to serve as troops for the Mongols against their own _____.
4. The _____ conquered much of Asia.
6. Mongol women were responsible for the needs of the _____.
8. Each Mongol army was like a moving _____.



Genghis Khan and the Mongols

Map – The Mongol Empire

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name two cities that were part of the Mongol Empire in 1294.

2. Was Japan ever a part of the Mongol Empire?

3. Name two cities that were part of the Mongol Empire in 1227.



Quiz: Genghis Khan and the Mongols

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. The Mongols used tricks to confuse their soldiers.
- _____ 2. Mongol soldiers were excellent horsemen.
- _____ 3. Rumors about the Mongols’ cruelty frightened people.
- _____ 4. Genghis Khan means “universal ruler.”
- _____ 5. After Genghis Khan died, the Mongols conquered territory from China to Poland.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Mongol troops were grouped in armies of _____.
- A. 1,000
 - B. 10,000
 - C. 100,000
 - D. 1,000,000

7. The Mongols conquered much of _____.
- A. Asia
 - B. Africa
 - C. North America
 - D. Europe

Short Answer

Answer the following question in complete sentences.

8. List one strategy the Mongols used to win battles.

Mexico's Great Empire

The Aztecs settled in Mexico in the 1200s A.D. Their capital, Tenochtitlán, was located on the site of present-day Mexico City. The Aztecs built temples, public buildings, and houses on an island in the center of Lake Texcoco. They connected the city to the mainland using causeways, or large bridges. The Aztecs developed a huge empire that lasted for 300 years.

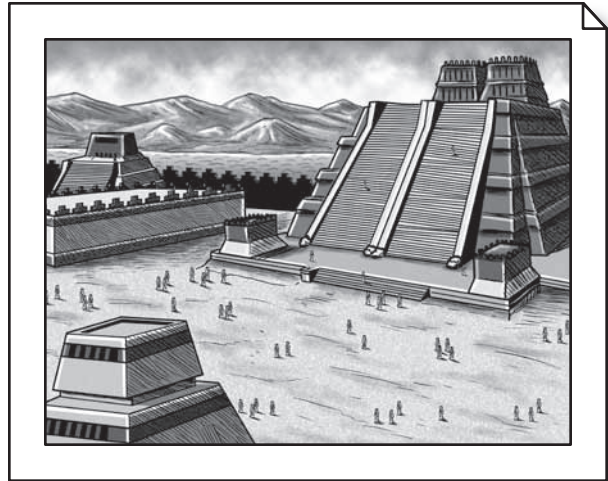
Much of present-day central Mexico was ruled by the Aztecs. They were great warriors and easily took over the communities around them. Each conquered community had to pay tribute, or give goods and money, to the Aztec emperor. In return, the communities received protection from the Aztec ruler. By 1500, more than 5 million Aztecs lived in Mexico. With a population of 200,000 people, Tenochtitlán was larger than any European capital.

The Aztec emperor had absolute, or complete, power. He lived in a beautiful palace, and visitors had to treat him like a god. Soldiers, government officials, and priests stood at the top of the Aztec society. Indentured servants and slaves made up the lower classes. Although the Aztecs had class divisions, a person could improve his or her status in society. Showing courage in battle was the best way to better one's social position.

Because they controlled a large trade network, the Aztecs enjoyed a strong economy. Merchants brought products from faraway places to the market at Tenochtitlán. Many products could be bought at the market, including food, clothes, gold, silver, precious stones, and leather.

Religion was very important to the Aztecs, and they believed in many gods. Thousands of human sacrifices were made to the sun god. The Aztecs believed that these sacrifices would delay the end of the world. Quetzalcoatl was another Aztec god. The Aztecs thought that Quetzalcoatl had left Mexico. They believed that one day he would come back to bring a time of peace.

In 1519, Spanish *conquistadors*, or conquerors, arrived in Tenochtitlán. The Aztec emperor, Montezuma II, believed the Spanish were representatives of Quetzalcoatl and welcomed them. The Spaniards saw the wealth of the Aztecs and wanted it for themselves. They took Montezuma hostage and looted the city. By 1521, the Spanish had destroyed Tenochtitlán and ended the Aztec Empire.





Mexico's Great Empire

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The Aztecs lived in present-day _____.
- A. Spain
 - B. Texas
 - C. Mexico
 - D. Europe

2. _____ were at the top of Aztec society.
- A. Soldiers, government officials, and priests
 - B. Merchants, soldiers, and priests
 - C. Government officials, merchants, and soldiers
 - D. Indentured servants and slaves

3. Tenochtitlán was built in the middle of a/an _____.
- A. desert
 - B. lake
 - C. forest
 - D. ocean

4. Human sacrifices were made to _____.
- A. Quetzalcoatl
 - B. the sun god
 - C. the Spanish
 - D. the emperor

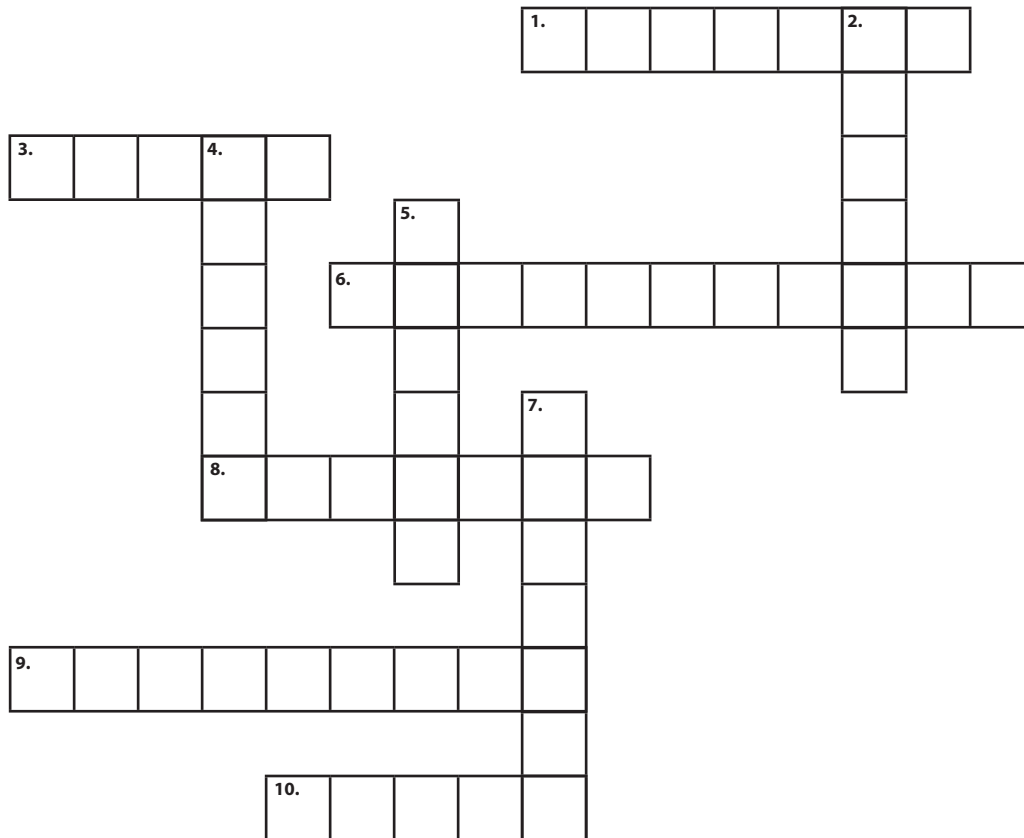
5. The Aztecs were conquered by _____.
- A. nomadic warriors
 - B. Mexican soldiers
 - C. Portuguese explorers
 - D. Spanish *conquistadors*



Mexico's Great Empire

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. The Aztecs believed the _____ were representatives of Quetzalcoatl.
3. By 1521, the Spanish had destroyed Tenochtitlán and ended the _____ Empire.
6. The Aztecs built their capital on an island in the center of _____.
8. The Aztec _____ lived in a beautiful palace, and visitors had to treat him like a god.
9. The Spanish took _____ hostage and looted the city of Tenochtitlán.
10. The Aztecs controlled a large _____ network.

DOWN

2. Thousands of human sacrifices were made to the _____.
4. The Aztec _____ lasted for 300 years.
5. The Aztecs had a/an _____ where many products could be bought.
7. Showing _____ in battle was the best way to better one's social position in Aztec society.

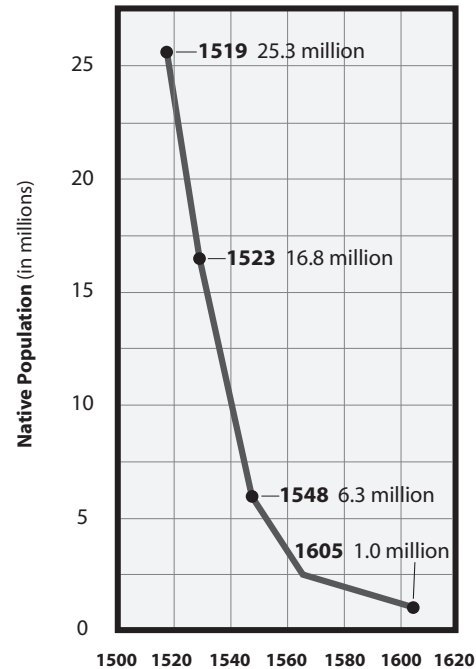


Mexico's Great Empire

Chart – Native Population of Central Mexico

Use the chart to answer the following questions. Write the answers in complete sentences.

When the Spanish arrived in Mexico, they brought European diseases like smallpox, measles, mumps, and typhus with them. Because the native population had never been exposed to these diseases, people had no natural immunity to them. Huge numbers of people died from disease.



Source: *The Population of Latin America*

- How much did the native population shrink between 1519 and 1523?

- How many more people were there in 1519 than in 1605?

- How long did it take for the population to drop from 25.3 million to 1.0 million?



Quiz: Mexico's Great Empire

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Tenochtitlán was built in the middle of a lake.
- _____ 2. The Spaniards were conquered by the Aztecs.
- _____ 3. The Aztecs made human sacrifices to the sun god.
- _____ 4. The Spaniards took Quetzalcoatl hostage and looted the city.
- _____ 5. The Aztec Empire lasted for 30 years.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Aztecs believed the Spaniards were _____.
- A. representatives of Quetzalcoatl
 - B. merchants who wanted to sell goods in their market
 - C. slave traders
 - D. leaders of surrounding communities coming to pay tribute

7. _____ was the best way to get ahead in Aztec society.
- A. Paying the emperor
 - B. Volunteering to be a human sacrifice
 - C. Showing courage in battle
 - D. Claiming to be a god

Short Answer

Answer the following question in complete sentences.

8. Why did the Aztec Empire end?



The Black Death Hits Europe

In the fall of 1347, Italian trading ships left the Black Sea port of Caffa. They headed for the island of Sicily. During the trip, sailors started getting sick and dying. Soon after the ships arrived in Messina, Sicily, townspeople became sick and died. The Black Death, another name for the bubonic plague, had arrived in Italy. The disease had already killed millions in Asia and the Middle East.

The bubonic plague is a disease that is spread by fleas on rats. It had broken out before in Europe, Asia, and North

Africa. A new epidemic, or outbreak, of the disease started in China in the 1200s.



It was normal for rats to be on ships and city streets during the Middle Ages. Flea-covered rats were common in crowded cities. Most people did not bathe, and almost all people had fleas and lice. Fleas carrying the disease jumped from rats onto people. Then, fleas jumped from person to person, spreading the disease quickly. The Black Death followed trade routes. Infected fleas from rats in Chinese cities leaped onto the clothes and packs of traders who were traveling west. In this way, the disease spread from Asia to the Middle East. In 1348 and 1349, the plague spread through France and Germany. The next year, it moved to England and Scandinavia.

After being bitten by an infected flea, black spots appeared on a victim's skin. Then the infected person started spitting up blood. After a few days of painful sickness, the victim of the Black Death died.

As many as 25 million Europeans died of the plague. Entire villages disappeared. People did not understand what caused the plague, and they were terrified. Many believed God was punishing them for their sins. The Church suffered a loss of power because prayers did not help. Some people thought the Jews caused the plague by poisoning town wells. A new outbreak of anger toward Jewish people started, and thousands of Jews were killed.

The plague affected Europe's economy. As workers and employers died, survivors demanded higher pay. Their labor was more valuable now because there were fewer people to do the work. Many noblemen ignored the peasants' requests for higher wages. So, angry peasants revolted, or fought against the nobles, in places like England and France.

One person out of every three was killed by the epidemic in Europe. The bubonic plague spread death and caused many social problems. Western Europe would not fully recover from the effects of the Black Death for over 100 years.



The Black Death Hits Europe

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The bubonic plague is spread by _____.
- A. fleas on rats
 - B. ticks on dogs
 - C. flies on horses
 - D. breathing infected air

2. As many as _____ Europeans died of the Black Death.
- A. 2,500
 - B. 250,000
 - C. 2 million
 - D. 25 million

3. A new epidemic of bubonic plague started in _____ in the 1200s.
- A. England
 - B. Scandinavia
 - C. China
 - D. Italy

4. One out of every _____ people in Europe was killed by the bubonic plague.
- A. two
 - B. three
 - C. four
 - D. five

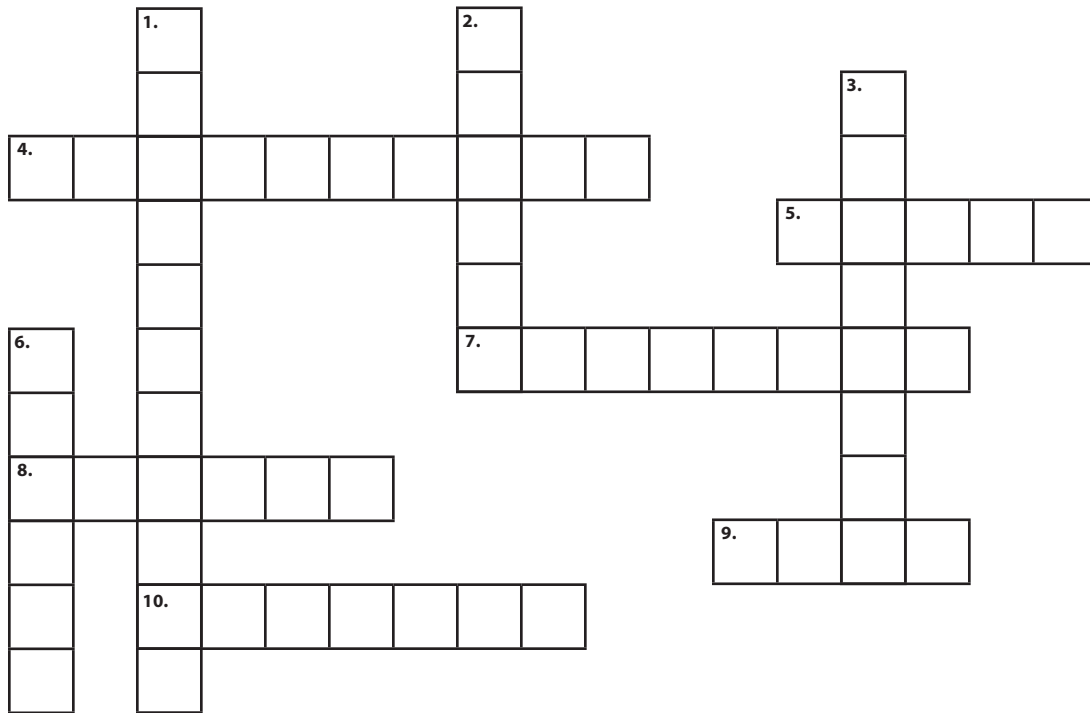
5. Some people thought the _____ caused the bubonic plague by poisoning town wells.
- A. nobles
 - B. Jews
 - C. Christians
 - D. merchants



The Black Death Hits Europe

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- Western Europe would not fully recover from the effects of the _____ for over 100 years.
- _____ spread the disease quickly.
- A new _____ of the Black Death spread through Italy to Europe.
- The _____ suffered a loss of power because prayers did not help.
- Infected fleas jumped onto the clothes and packs of traders who were traveling _____ from China.
- The plague affected Europe's society and _____.

DOWN

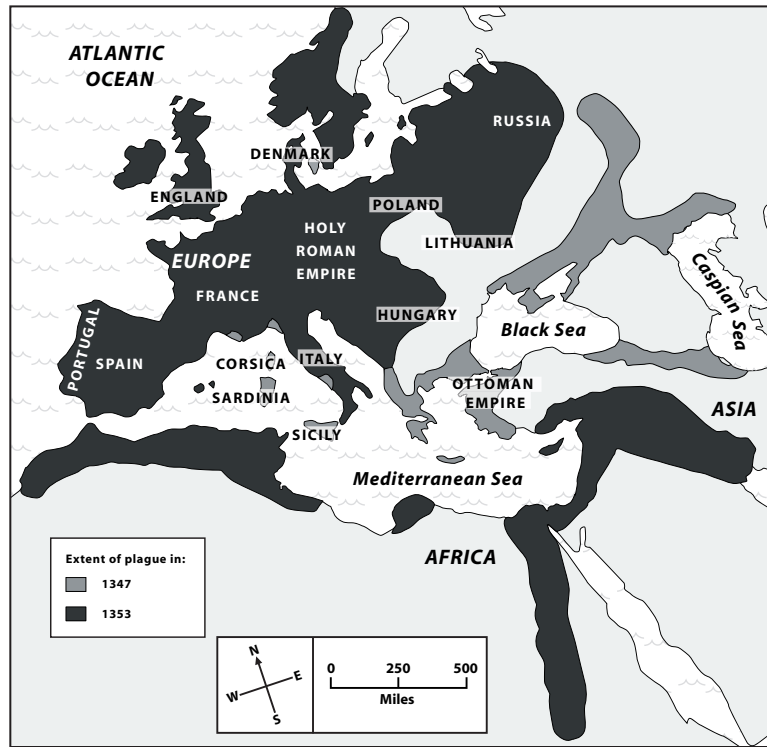
- The Black Death followed _____.
- Many people believed God was punishing them for their sins by sending the _____.
- The Black Death killed _____ of people worldwide.
- After trade ships arrived in Messina, _____, townspeople became sick and died.



The Black Death Hits Europe

Map – Spread of the Black Death

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name two areas that were affected by the Black Death by 1347.

2. Name two areas that were affected by the Black Death by 1353.

3. Which continents were affected by the Black Death?



Quiz: The Black Death Hits Europe

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The bubonic plague is spread by fleas on rats.
- _____ 2. The epidemic began in the 1600s in Italy.
- _____ 3. Many believed the Black Death was God punishing people for their sins.
- _____ 4. Europe recovered quickly from the epidemic.
- _____ 5. The Black Death killed millions of people worldwide.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. After trade ships arrived in Messina, _____, townspeople became sick and died.

A. Germany
B. Sicily
C. China
D. Russia

7. Because of the Black Death, _____.

A. the Church suffered a loss of power
B. some people thought the Jews had poisoned town wells
C. Europe's economy suffered
D. all of the above

Short Answer

Answer the following question in complete sentences.

8. What fraction of people were killed by the Black Death in Europe?

Joan of Arc

In 1328, the French king died without leaving an heir to the throne. England's King Edward III said he had the right to the French throne. So, England went to war to take control of France. The French fought back. Once the fighting started, both sides refused to give up the struggle. The Hundred Years' War lasted from 1337 until 1453. The entire war was fought in France.

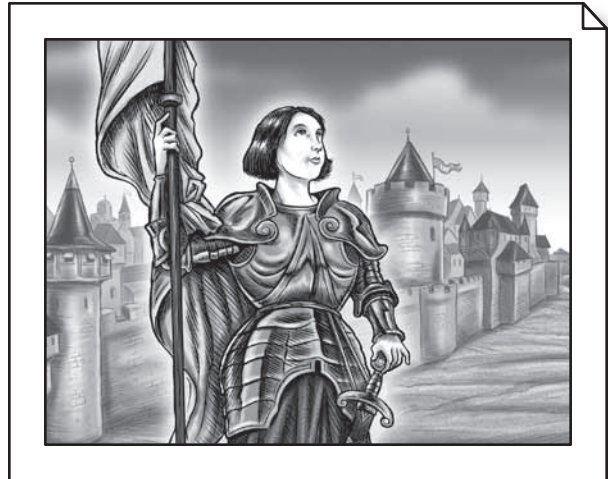
At first, the English won several victories. The English army had a powerful new weapon called the longbow. It was six feet long and could shoot three arrows at a time. The longbow arrows could pierce strong armor and could be shot farther than arrows from a French soldier's crossbow. The English victories hurt French morale. The French thought England was probably going to bring France under its control. They started to give up hope.

In 1429, a 17-year-old peasant named Joan of Arc came to see Charles VII, the uncrowned king of France. She told Charles that God had sent her to save France. Joan said that heavenly voices told her to help Charles drive the English out of France. She talked him into letting her lead the French army against the English.

Joan of Arc inspired the French troops and gave them new confidence. On May 7, 1429, Joan led the French into battle against an English fort that blocked the road to Orléans. The city had been under siege, or held captive, for over six months. The city's defenders could not hold out much longer. Joan and the French army won the battle, and the siege of Orléans was broken. While helping to lift the siege, Joan wrote a letter to the king of England. It said, "You, men of England, who have no right to the kingdom of France, the King of Heaven sends the order through me, Joan the Maid, to return to your own country."

Allies of the English took Joan of Arc prisoner. In 1430, she was turned over to the English. The Church put Joan on trial for witchcraft because she had claimed to hear voices. Joan of Arc was found guilty and burned at the stake. Later, the Church changed its mind and declared her a saint.

After Joan of Arc was killed, the French saw her as a martyr, someone who had died for their cause. They gathered new strength. The French attacked British castles with a new weapon, the cannon. By the time the war finally ended in 1453, the English held only one small piece of French land.





Joan of Arc

Multiple Choice

Circle the best answer, and write the letter in the box.

1. France fought against _____ in the Hundred Years' War.

- A. Spain
- B. Belgium
- C. England
- D. Portugal

2. The English _____ could shoot three arrows in the time it took a French soldier to shoot one.

- A. crossbow
- B. cannon
- C. catapult
- D. longbow

3. The French used a new weapon, the _____, to attack British castles.

- A. crossbow
- B. cannon
- C. catapult
- D. longbow

4. The Church put Joan of Arc on trial for _____.

- A. treason
- B. murder
- C. witchcraft
- D. fortune telling

5. _____ won the Hundred Years' War.

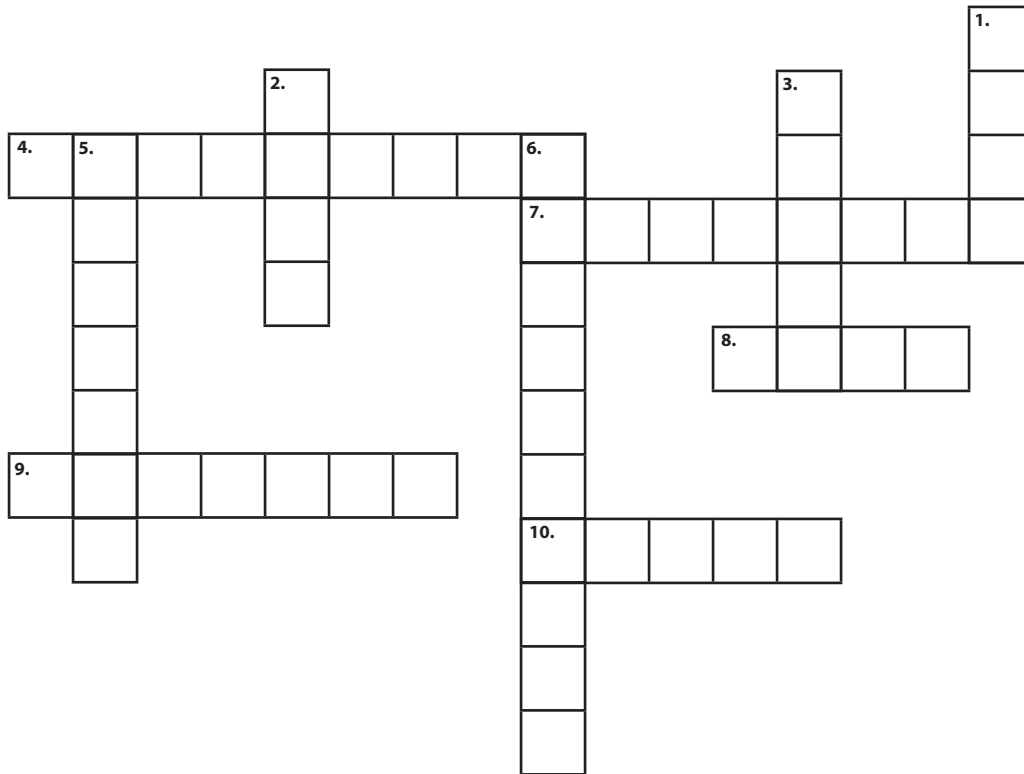
- A. France
- B. England
- C. Germany
- D. Spain



Joan of Arc

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. _____ was burned at the stake.
7. Joan of Arc said that _____ voices told her to help Charles VII drive the English out of France.
8. In 1328, the French king died without leaving a/an _____ to the throne.
9. _____ went to war to take control of France.
10. Later, the Church changed its mind and declared Joan of Arc a/an _____.

DOWN

1. Joan of Arc talked Charles VII into letting her lead the French _____.
2. The French started to give up _____ after the English won several victories.
3. Joan of Arc and the French army broke the _____ at Orléans.
5. Joan of Arc led the French into battle at _____.
6. _____ was the uncrowned king of France in 1429.



Joan of Arc

Map – The Hundred Years' War

Use the map to answer the following questions. Write the answers in complete sentences.



1. Was Paris held by France or England in 1429?

2. Name two regions that were held by England in 1429.

3. What bordered France to the east?



Quiz: Joan of Arc

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. France won the Hundred Years' War.
- _____ 2. Joan of Arc was found guilty of witchcraft and hanged.
- _____ 3. Joan of Arc said heavenly voices told her to help Charles VII drive the French out of England.
- _____ 4. Edward III was the uncrowned king of France.
- _____ 5. The French started to give up hope after the English won several victories.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The English longbow could fire _____ arrow(s) in the time it took a French crossbow to shoot one arrow.
- A. one
 - B. two
 - C. three
 - D. four

7. Joan of Arc led the French army into battle and broke the siege at _____.
- A. Avignon
 - B. Crécy
 - C. Bordeaux
 - D. Orléans

Short Answer

Answer the following question in complete sentences.

8. Name two new weapons that were used during the Hundred Years' War.



The Renaissance

In the 1300s, a new age began in Western Europe. Europeans called it the Renaissance, which means “rebirth.” After years of war and plague, the Renaissance began in Italy. Then, it spread through the rest of Europe. Lasting until the 1600s, it was a time of creativity, invention, and education. The new ideas of the Renaissance had an effect on art, literature, and politics.

During the Renaissance, people took a new interest in ancient Rome and Greece. Scholars paid attention to classical culture and worldly subjects instead of religious issues. These scholars, called humanists, studied subjects taught in ancient Greek and Roman schools. They learned about grammar, poetry, literature, drama, philosophy, and history.

Individual ability became important. People looked up to those who were well-rounded and could do well in many areas. For example, the famous painter Leonardo da Vinci was also a sculptor, architect, inventor, and mathematician. He is best known for his paintings the *Mona Lisa* and *The Last Supper*. But he also made sketches for inventions like submarines and flying machines and studied the human body. In addition to da Vinci, the Renaissance produced famous painters and sculptors like Michelangelo and Raphael.

Famous works of literature were written during the Renaissance. Geoffrey Chaucer wrote *The Canterbury Tales*, and the Spanish writer Miguel de Cervantes wrote *Don Quixote*. One of the most important writers of the Renaissance was William Shakespeare, the English poet and playwright. He wrote 37 plays between 1590 and 1613, including *Othello*, *Romeo and Juliet*, and *Hamlet*.

In politics, Niccolò Machiavelli wrote one of the most influential works on political power, *The Prince*. Unlike the political writers before him, Machiavelli talked about reality instead of the ideal. Machiavelli’s ideas influenced political leaders for many years.

The development of the printing press in Europe made producing books much easier. Before the printing press, books were difficult to make. Because they were expensive, most people could not afford to buy them. Now, books were more available. Printed books allowed Europeans to be exposed to the new ideas of the Renaissance. As the Renaissance spread through Europe, the Western world enjoyed a golden age.





The Renaissance

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The new ideas of the Renaissance influenced _____.
- A. politics
 - B. art
 - C. literature
 - D. all of the above

2. The Renaissance began in _____.
- A. England
 - B. Germany
 - C. Italy
 - D. France

3. One of the most important writers of the Renaissance was _____.
- A. Michelangelo
 - B. Shakespeare
 - C. da Vinci
 - D. Gutenberg

4. During the Renaissance, people looked up to those who could do well in _____ area(s).
- A. one
 - B. two
 - C. many
 - D. few

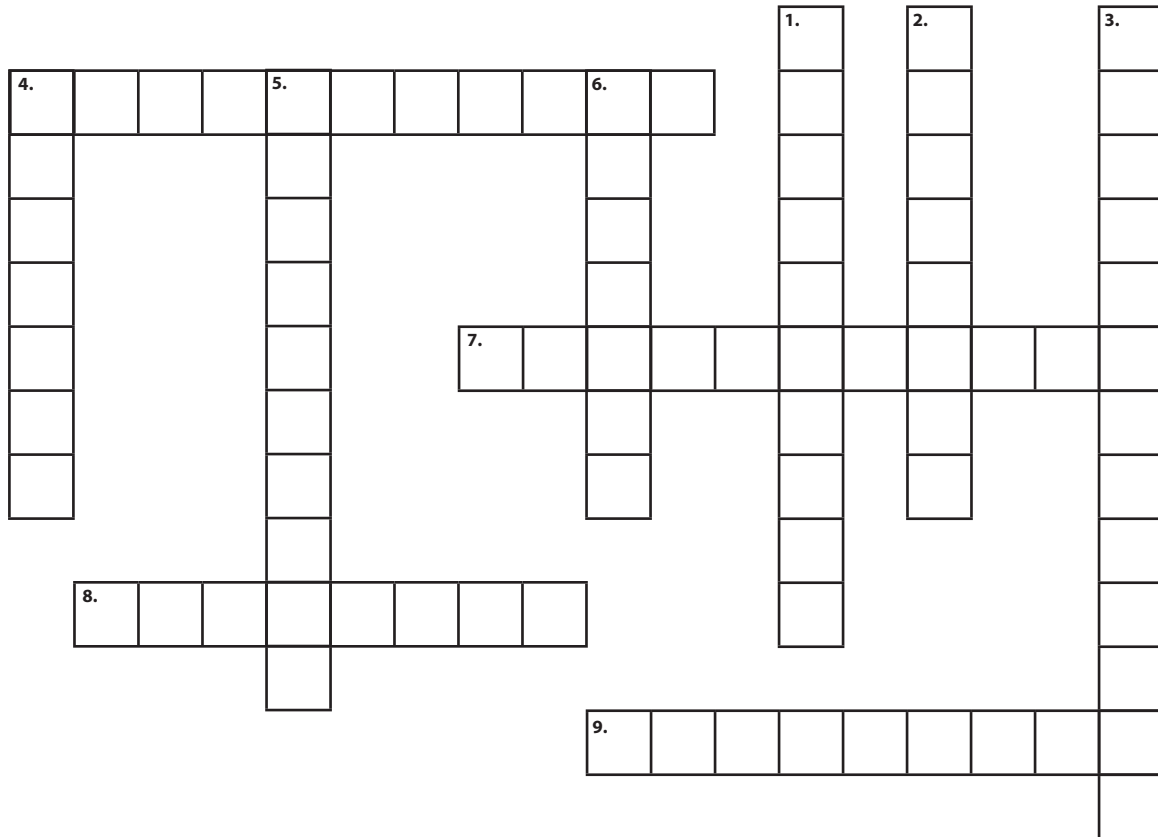
5. Before the development of the printing press in Europe, books were _____.
- A. inexpensive
 - B. difficult to make
 - C. available to everyone
 - D. easy to make



The Renaissance

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. The _____ lasted from the 1300s until the 1600s.
7. _____ wrote about reality in politics instead of the ideal.
8. Leonardo da Vinci is best known for his paintings, such as the _____.
9. _____ studied grammar, poetry, literature, drama, philosophy, and history.

DOWN

1. Many famous works of _____ were written during the Renaissance.
2. Michelangelo and Raphael were famous _____ and sculptors.
3. The development of the _____ made producing books much easier.
4. The word "renaissance" means "_____."
5. _____ ability became important during the Renaissance.
6. _____ wrote *The Canterbury Tales*.



The Renaissance

Time Line – Publishing During the Renaissance

Use the time line to answer the following questions. Write the answers in complete sentences.

1300	.....	• The Renaissance begins in Italian city-states.
1456	.....	• Johann Gutenberg prints the first complete edition of the Bible using a printing press.
1513	.....	• Niccolò Machiavelli publishes <i>The Prince</i> .
1590–1613	.....	• William Shakespeare writes 37 plays.
1605	.....	• <i>Don Quixote</i> , Part I, written by Miguel de Cervantes, is published.
1615	.....	• <i>Don Quixote</i> , Part II is published.

1. How many plays did William Shakespeare write?

2. How many years passed between the publication of Part I and Part II of *Don Quixote*?

3. What book did Gutenberg publish on his printing press in 1456?



Quiz: The Renaissance

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. The Renaissance began in Italy.
- _____ 2. During the Renaissance, people looked up to those who could do well in many areas.
- _____ 3. Before the development of the printing press in Europe, books were inexpensive and easy to make.
- _____ 4. Geoffrey Chaucer painted the *Mona Lisa* during the Renaissance.
- _____ 5. Many famous works of literature were written during the Renaissance.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Renaissance lasted from the 1300s until the _____.
- A. 1350s
 - B. 1500s
 - C. 1600s
 - D. 1700s

7. Humanists studied _____.
- A. poetry
 - B. philosophy
 - C. history
 - D. all of the above

Short Answer

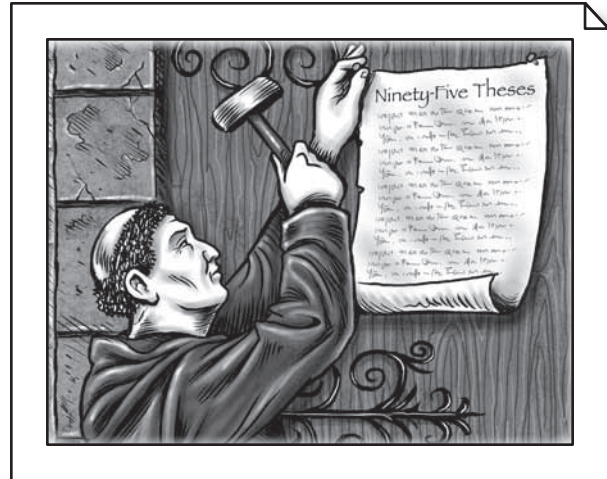
Answer the following question in complete sentences.

8. What does the word “renaissance” mean?



The Protestant Reformation

The Protestant Reformation is the name of the religious reform movement that divided the Roman Catholic Church. Corruption was the main reason that people wanted reform of the Church. Often, Popes were more concerned with politics than with spiritual matters. Many church officials used their church offices to gain wealth. Some clergy sold indulgences. An indulgence was a reduction of all or part of the punishment of a sin. In the Middle Ages, indulgences were earned by doing good deeds, such as joining the Crusades. But by the late 1400s, the Church gave indulgences in exchange for money.



Many Christians thought paying for indulgences was wrong. Martin Luther was one of these people. He was a German monk and professor who prayed, fasted, and tried to lead a holy life. The Church's corruption and worldliness disappointed Luther.

An event in 1517 was the last straw for Martin Luther. A priest named Johann Tetzel set up a pulpit near Wittenberg, Germany. He offered indulgences to any Christian who gave money to rebuild the Cathedral in Rome. Tetzel made it sound like buying these indulgences would guarantee entry into Heaven.

Martin Luther was outraged. He wrote a list of 95 arguments against indulgences. The list, called the "Ninety-Five Theses," said the Church was wrong to sell indulgences. Luther wrote that Christians could be saved only by faith in God. He posted his list on the door of the Wittenberg Church, and copies were distributed all over Europe. Later, Luther told Christians to reject the authority of Rome. He said that because the Church would not reform itself, it must be reformed by others.

The Church told Luther to take back what he had said, but he refused. The Pope excommunicated Luther in 1521, which means he was thrown out of the Church. The Holy Roman emperor declared Luther an outlaw. It became a crime for anyone to give him food or shelter.

But Luther had many powerful supporters, and thousands of Germans said he was a hero. Many people liked Luther's ideas. By 1530, Luther's followers called themselves Protestants because they protested the Pope's authority. They set up Lutheran churches. The Western Church had split. The Roman Catholic Church was beginning to lose much of the political power it had held for centuries.



The Protestant Reformation

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The religious reform movement that divided the Western Church is called the _____.

- A. Catholic Change
- B. Roman Reformation
- C. Protestant Reformation
- D. Lutheran Shift

2. People wanted reform in the Church because _____.

- A. Popes were more concerned with politics than spiritual matters
- B. many church officials used their offices to gain wealth
- C. some clergy sold indulgences
- D. all of the above

3. By the late 1400s, the Church gave indulgences in exchange for _____.

- A. good deeds
- B. money
- C. food
- D. prayers

4. _____ wrote the “Ninety-Five Theses.”

- A. John Calvin
- B. The Pope
- C. Martin Luther
- D. Johann Tetzel

5. Luther’s followers called themselves _____.

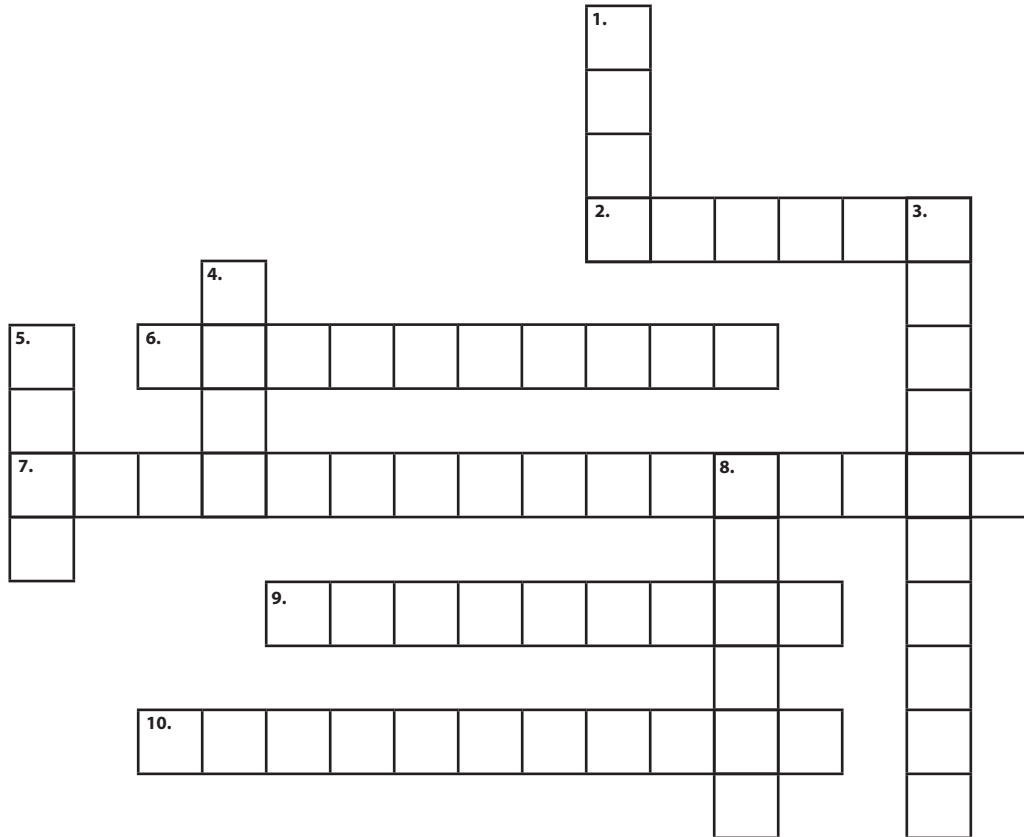
- A. Protestants
- B. Protestors
- C. Reformers
- D. Transformers



The Protestant Reformation

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. The Holy Roman emperor declared Martin Luther a/an _____.
6. _____ was the main reason that people wanted reform of the Church.
7. The _____ _____ said it was wrong for the Church to sell indulgences.
9. Because of Martin Luther, the Roman Catholic Church began to lose much of its _____ power.
10. Many Christians thought paying for _____ was wrong.

DOWN

1. Martin Luther's supporters said he was a/an _____.
3. Luther posted the "Ninety-Five Theses" on the door of the _____ Church.
4. Luther told Christians to reject the authority of _____.
5. Martin Luther was a German _____ and professor.
8. A priest named Johann Tetzel made it sound like buying indulgences would guarantee entry into _____.



The Protestant Reformation

Time Line – Henry VIII

England's King Henry VIII wanted a male heir. His first wife gave birth to a daughter, but after that she had no more children. Henry wanted to marry another woman who could give him a son. Church law did not allow divorce, and the Pope refused to end Henry's marriage. So Henry ended the Pope's power in England and began the Anglican Church. Use the time line to answer the following questions. Write the answers in complete sentences.

1509	• Henry VIII becomes king of England.
1516	• Henry's first wife, Catherine, gives birth to a baby girl, Mary. Catherine has no more children. Henry wants a son.
1527	• Henry asks the Pope to end his marriage, and the Pope refuses.
1529	• Henry ends the Pope's power in England and begins the Anglican Church.
1533	• Henry marries Anne Boleyn, who gives birth to a baby girl, Elizabeth.
1536	• Henry has Anne Boleyn beheaded.
1537	• Henry's third wife has a son, Edward. His wife dies.
1540–1544	• Henry divorces his fourth wife and beheads his fifth wife.
1547	• Henry dies. His sixth wife outlives him.

1. Why did Henry VIII want a divorce from Catherine?

2. In what year was Henry's son, Edward, born?

3. How many wives did Henry VIII have?



The Protestant Reformation

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. What was the Edict of Worms? What did it do? Look on the Internet or at the library to find out.
2. Who is John Calvin? What did he do? Look on the Internet or at the library to find out.
3. Martin Luther had strong beliefs. Is there something you believe in strongly enough to argue with others about? Explain your answer.



Quiz: The Protestant Reformation

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. People wanted to reform the Roman Catholic Church because of corruption.
- _____ 2. By the 1400s, the Church refused to give or sell indulgences to anyone.
- _____ 3. Johann Tetzel wrote the "Ninety-Five Theses."
- _____ 4. Martin Luther was a German monk.
- _____ 5. Luther told Christians to reject the authority of England.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Holy Roman emperor declared Luther a/an _____.
- A. outlaw
 - B. hero
 - C. monk
 - D. saint

7. Johann Tetzel made it sound like buying indulgences would guarantee entry into _____.
- A. the Cathedral in Rome
 - B. the Wittenberg Church
 - C. Heaven
 - D. Purgatory

Short Answer

Answer the following question in complete sentences.

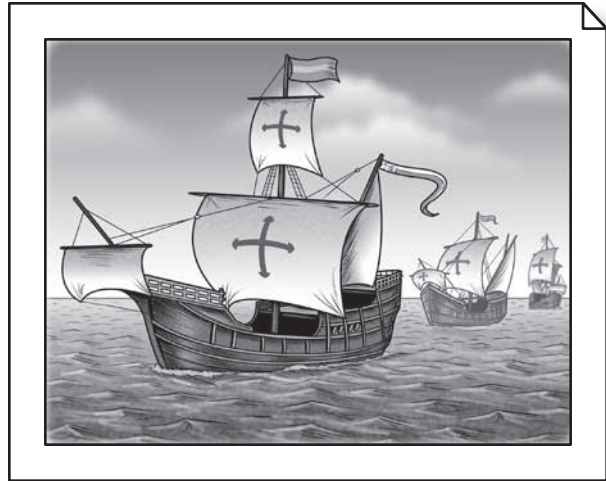
8. What did Martin Luther's followers call themselves?



The Race for Riches

Inspired during the Renaissance, European inventors built ships that could travel long distances. The desire to grow rich and spread Christianity started an age of European exploration in the 1400s.

Europeans loved the spices and other luxury goods that came from Asia. The goods were brought along trade routes through the Middle East and Italy. Arab and Italian merchants charged high prices for the imported goods. European merchants and the monarchs of England, Spain, Portugal, and France wanted a share of these profits. They desired a sea route to Asia so that they could buy goods directly and save money.



Portugal's Vasco da Gama made a successful 27,000-mile voyage around the tip of Africa to India in 1497. It took ten months, and many sailors died on the trip. But the survivors sold their cargo of spices at a 3,000-percent profit! Portugal built a trading empire throughout the Indian Ocean and took control of the spice trade. Portuguese merchants brought goods from Asia at lower prices than Arab and Italian traders had charged.

Other nations wanted to build their own trading empires in Asia. The Dutch established trading headquarters on the island of Java. By 1700, they controlled much of Indonesia. The English and French started trading posts in India. Spain claimed the Philippines.

In the competitive time of exploration, Christopher Columbus decided to find an alternate trade route to Asia. Like most educated people, he knew the Earth was round. In 1492, Columbus sailed west across the Atlantic. He thought he could sail around the world and get to Asia in a new way. Columbus was unaware of the size of the Earth. He did not know entire continents stood between him and Asia.

When Columbus landed on an island in the Caribbean Sea, he thought he was in Asia. He claimed the islands for Spain. The Spanish sent Columbus back to the Caribbean to turn the islands into colonies, or lands controlled by another nation.

Europe's leaders eventually realized that Columbus had traveled to continents Europeans had never been to before. Spain and Columbus started a process of colonization that would reach nearly every part of the Americas. Over the next 200 years, European explorers traveled to the Americas. The French, English, Dutch, and Portuguese also sailed across the Atlantic in search of unclaimed lands.



The Race for Riches

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Europeans loved the spices and other luxury goods that were imported from _____.

- A. Asia
- B. Africa
- C. the Americas
- D. Antarctica

2. Vasco da Gama sailed around the tip of _____ in 1497.

- A. Argentina
- B. Australia
- C. Africa
- D. Chile

3. _____ built trading empires in Asia.

- A. Portugal and Spain
- B. England and France
- C. The Dutch
- D. all of the above

4. _____ wanted to find an alternate sea trade route to Asia.

- A. Vasco da Gama
- B. Christopher Columbus
- C. Prince Henry the Navigator
- D. Ferdinand Magellan

5. Columbus claimed islands in the Caribbean Sea for _____.

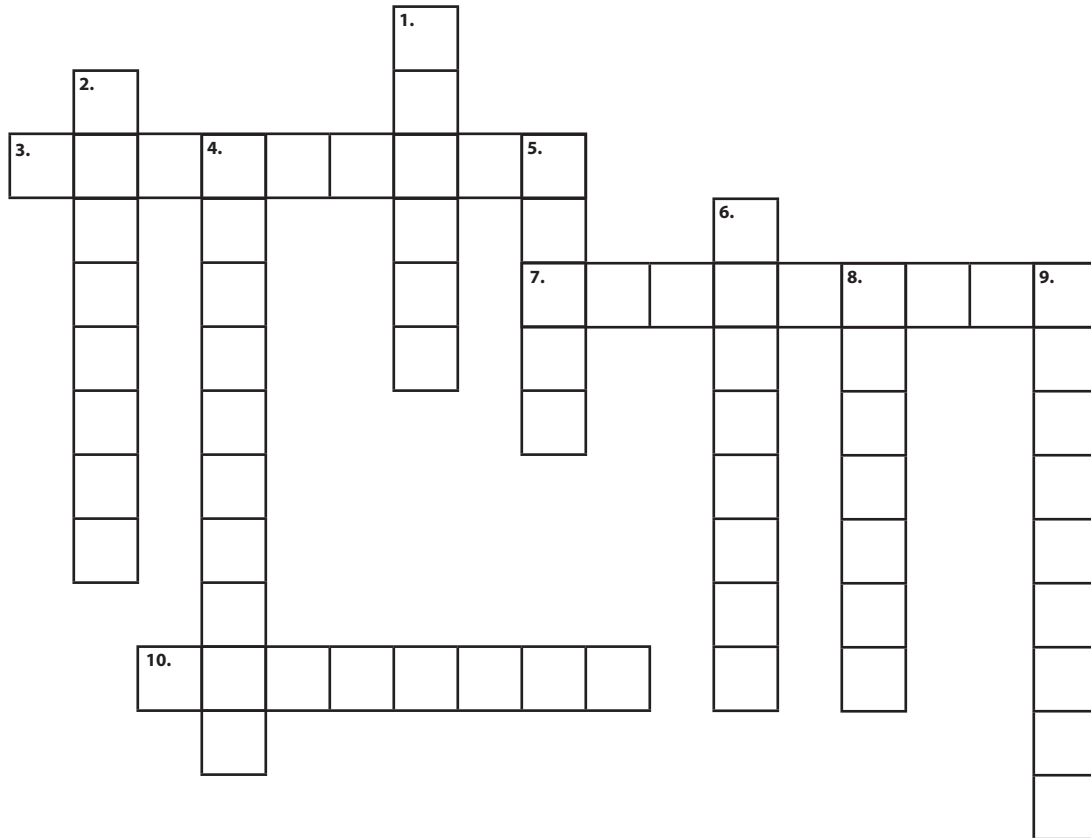
- A. France
- B. Portugal
- C. England
- D. Spain



The Race for Riches

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. Arab and Italian _____ charged Europeans high prices for imported goods from Asia.
7. The Dutch controlled much of the trade in _____.
10. European explorers sailed across the _____ in search of unclaimed lands.

DOWN

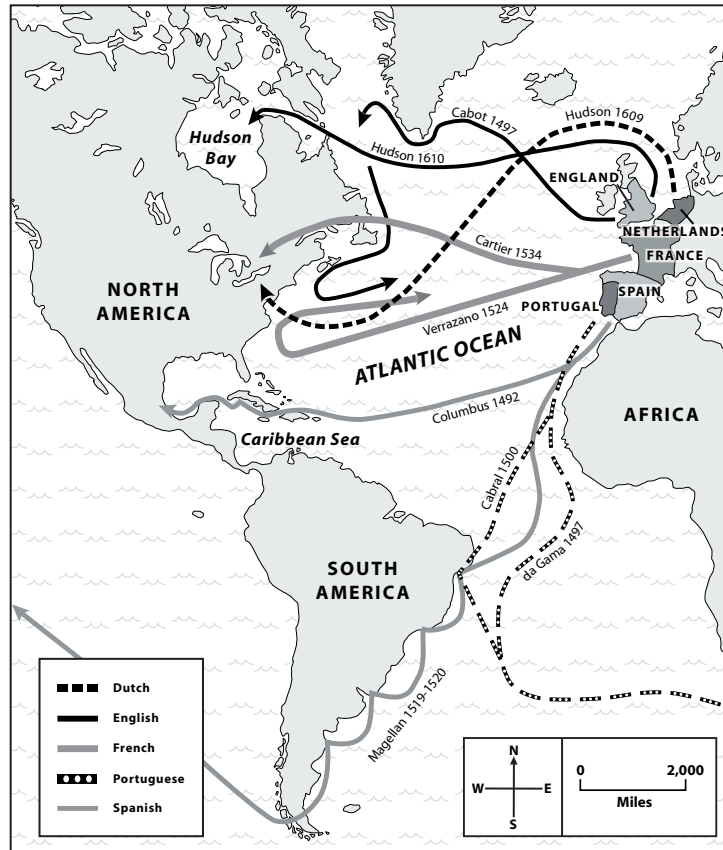
1. Vasco da Gama's 27,000-mile voyage to India took ten _____.
2. Europeans wanted to find a/an _____ to Asia.
4. Columbus did not know that entire _____ stood between Europe and Asia.
5. European inventors built _____ that could travel long distances.
6. Spain sent _____ to turn the Caribbean islands into colonies for Spain.
8. European nations wanted to build trading _____ in Asia.
9. Christopher Columbus wanted to find a/an _____ sea trade route to Asia.



The Race for Riches

Map – European Expeditions to the Americas

Use the map to answer the following questions. Write the answers in complete sentences.



1. Where did Cartier sail from?

2. Where did Magellan sail to?

3. How many trips did Hudson make?



Quiz: The Race for Riches

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Vasco da Gama sailed around the tip of Africa.
- _____ 2. Columbus claimed islands in the Mediterranean for Spain.
- _____ 3. Spices and luxury goods were imported to Europe from Asia.
- _____ 4. Asian nations wanted to build trading empires in Europe.
- _____ 5. Columbus knew he was sailing to the Caribbean.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Arab and Italian merchants charged _____ prices for imported goods.
- A. high
 - B. low
 - C. sale
 - D. discount

7. Columbus did not know that entire continents stood between him and _____.
- A. Spain
 - B. Asia
 - C. Portugal
 - D. France

Short Answer

Answer the following question in complete sentences.

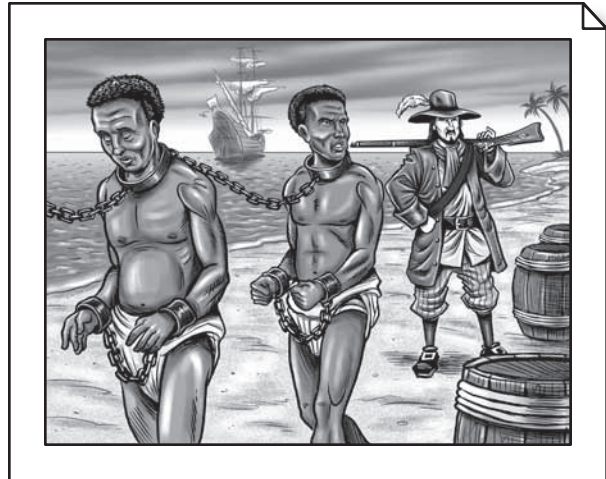
8. Name two European countries that started trading posts in Asia.



The Atlantic Slave Trade

In the 1400s, the Portuguese explored and set up trading posts along the coast of Africa. Soon after, the Dutch, English, and French set up their own ports along the African coast. European merchants traded guns, tools, and cloth for gold, ivory, and slaves. Quickly, the Europeans found slaves to be the most important item of African trade.

Slavery had existed since ancient times. The ancient Egyptians, Greeks, Romans, Persians, Indians, Arabs, and Aztecs enslaved defeated enemies. The word “slave” comes from the large number of Slavs taken from southern Russia in Roman times. When African kingdoms fought each other, the winner took the defeated enemies as slaves. By the 1500s, African kingdoms were selling the slaves to European traders.



Growing quickly into a profitable business, the Atlantic slave trade began in the 1500s. Sugar, coffee, and tobacco plantations in French, Dutch, and English colonies needed laborers. Workers were needed for Spanish mines and Portuguese sugar plantations. Many slaves were taken to these colonies. About 400,000 slaves were sent to Britain’s North American colonies. African traders took captives from the interior of the continent and brought them to coastal trading posts. There, the captives were exchanged for other goods, like cloth, rum, weapons, and gunpowder.

The Atlantic slave trade was one part of a trade network known as the triangular trade. On the first part of the trip, merchant ships brought manufactured goods to Africa. They traded the items, like guns and cloth, for slaves. On the second leg, called the Middle Passage, slaves were taken by ship to the West Indies in the Caribbean Sea. Merchants traded slaves for tobacco, sugar, and molasses. On the last section of the trip, the products were taken to places like Nantes, France; Bristol, England; and Salem, Massachusetts.

During the trip from Africa to the West Indies, slaves were chained below the decks of ships. The Middle Passage was a horrible time for the slaves. Hundreds were stuffed into a small vessel. Sometimes, up to half of the Africans on board died during the voyage because of harsh conditions.

In the 1500s, about 2,000 slaves were sent to the Americas each year. The peak of the Atlantic slave trade was in the 1780s. During this time, more than 80,000 Africans were sold into slavery in the Americas each year. The Atlantic slave trade was finally stopped in the 1800s. By that time, about 10 million Africans had been sold into slavery in the Americas.



The Atlantic Slave Trade

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The most important item of African trade to Europeans was _____.

- A. gold
- B. ivory
- C. guns
- D. slaves

2. The Atlantic slave trade began in the _____.

- A. 1400s
- B. 1500s
- C. 1780s
- D. 1800s

3. On the _____ leg of the triangular trade voyage, merchants brought manufactured goods to Africa.

- A. first
- B. second
- C. third
- D. all of the above

4. The second leg of the triangular trade voyage was called the _____.

- A. Middle Passage
- B. African Voyage
- C. Center Channel
- D. Slave Corridor

5. Sometimes, up to half of the Africans on board a slave ship _____ during the voyage.

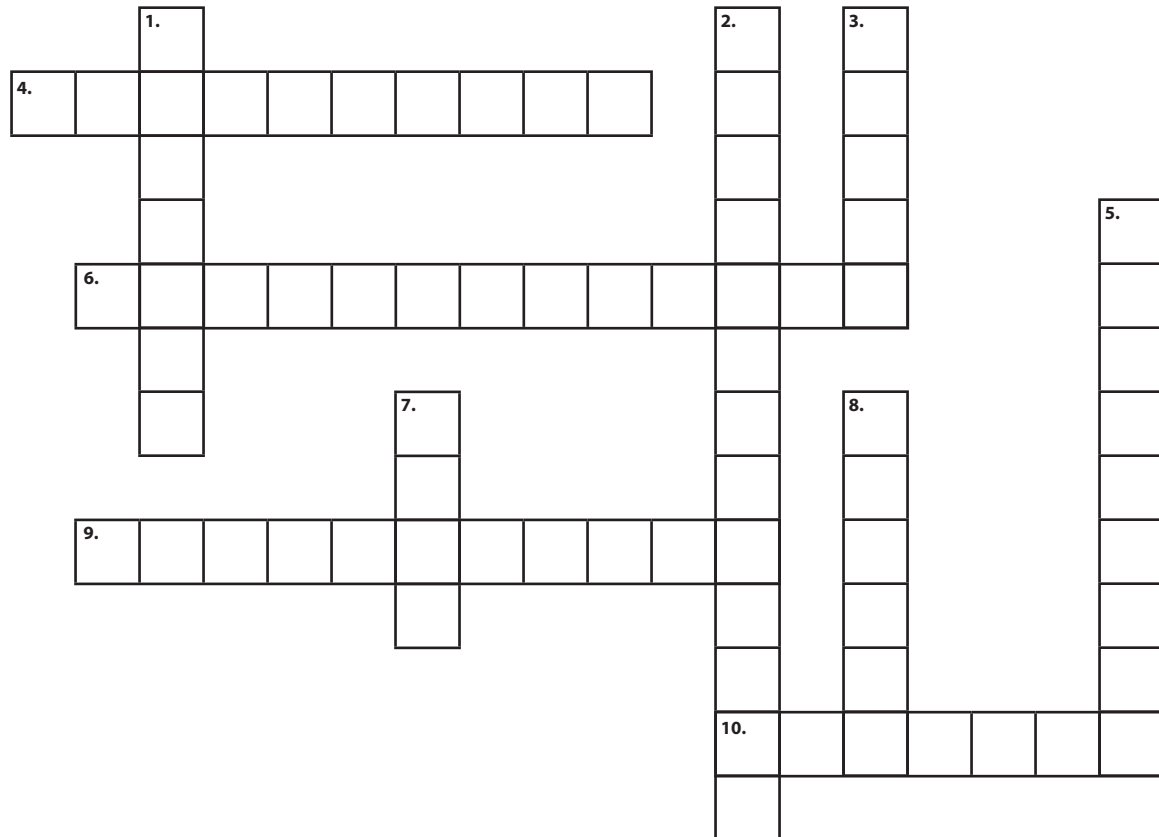
- A. got the bubonic plague
- B. tried to escape
- C. died from harsh conditions
- D. got seasick



The Atlantic Slave Trade

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- The Atlantic slave trade was one part of the _____ trade network.
- Slaves were chained below the decks of ships during the _____ or second leg of the triangular trade voyage.
- Sugar, coffee, and tobacco _____ in French, Dutch, and English colonies needed laborers.
- African _____ took captives from the interior of the continent and exchanged them for other goods.

DOWN

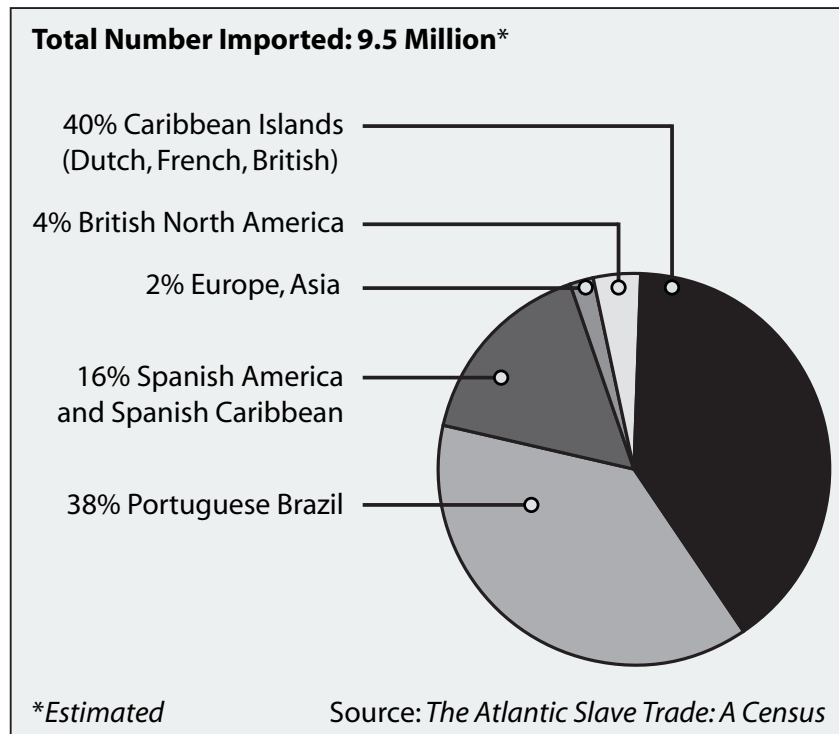
- By the 1800s, 10 _____ Africans had been sold into slavery in the Americas.
- On the last leg of the triangular trade voyage, products like tobacco, sugar, and molasses were taken to France, England, and _____.
- The word “_____” comes from the large number of Slavs taken from southern Russia in Roman times.
- European _____ traded guns, tools, and cloth for gold, ivory, and slaves.
- The _____ of the Atlantic slave trade was in the 1780s.
- Europeans set up trading posts along the coast of _____.



The Atlantic Slave Trade

Graph – African Slaves in the Americas, 1451–1870

Use the graph to answer the following questions. Write the answers in complete sentences.



1. What percentage of African slaves went to British North America?

2. What percentage of slaves went to Portuguese Brazil?

3. What percentage of slaves did not go to the Americas?



Quiz: The Atlantic Slave Trade

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. During this time period, the most important item of African trade to Europeans was gold.
- _____ 2. On the third leg of the triangular trade voyage, slaves were brought to the West Indies.
- _____ 3. The Atlantic slave trade began in the 1500s.
- _____ 4. The peak of the Atlantic slave trade was in the 1780s.
- _____ 5. The Pacific slave trade was one part of the circular trade network.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. By the 1800s, about _____ Africans had been sold into slavery in the Americas.
- A. 10,000
 - B. 100,000
 - C. 10 million
 - D. 100 million

7. Slaves were traded for _____ in the West Indies.
- A. sugar
 - B. tobacco
 - C. molasses
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

8. What was the Middle Passage?



Revolution in England

During the 1600s, England had a civil war, a military dictatorship, and a bloodless takeover by a new monarchy. In one century, the government changed drastically.

James I became king of England in 1603. Like all the other monarchs in Europe, he believed in the divine right of kings. This means that monarchs get their power to rule from God. During James's rule, religion became an issue. The Puritans were a Protestant group that wanted the Church of England to become more Protestant. They wanted to take all the Catholic rituals out of the Church of England.



Charles I, who ruled after James, tried to get the Church of England to have more rituals. This caused problems with the Puritans. They thought that Charles was trying to bring back Catholic practices. Parliament's House of Commons had many Puritan members. Parliament revolted against the king.

From 1642 to 1649, parliamentary forces, called Roundheads, fought the king's supporters, called Royalists, in the English Civil War. Oliver Cromwell led the Roundheads and defeated the Royalists. Cromwell took control and the king was put to death. Cromwell set up a military dictatorship, which means the army ruled. England did not have a monarch for almost ten years, until Cromwell died in 1658.

A year later, the British people were tired of military rule. In 1660, Parliament brought back the monarchy. They invited Charles II to come back to England from exile. Charles II was a popular ruler. His brother, James II, inherited the throne in 1685 upon Charles' death. Unlike Charles, James was unpopular. He appointed Catholics to high government offices. Again, many Protestants were afraid that James would bring the Roman Catholic Church back into power.

Parliament decided to solve the situation with the unpopular king. In 1688, leaders in Parliament invited James's Protestant daughter, Mary, and her husband, William, to rule England. When William and Mary arrived with their army, James fled, or ran away to France. No battles had to be fought. The bloodless takeover became known as the Glorious Revolution.

In 1689, William and Mary accepted several acts passed by Parliament, which are now called the English Bill of Rights. The Bill of Rights gave England a government based on a system of laws and a freely elected Parliament. A monarch could not interfere in parliamentary debates or suspend laws. English monarchs now had to obey the law and govern together with Parliament.



Revolution in England

Multiple Choice

Circle the best answer, and write the letter in the box.

1. During the 1600s, England _____.
- A. had a civil war
 - B. gave more power to Parliament
 - C. passed the English Bill of Rights
 - D. all of the above

2. The _____ were a Protestant group that wanted the Church of England to get rid of all Catholic rituals.
- A. Roundheads
 - B. Cavaliers
 - C. Royalists
 - D. Puritans

3. _____ was the leader of the Roundheads and set up a military dictatorship in England.
- A. James I
 - B. Charles I
 - C. Cromwell
 - D. William

4. The bloodless takeover by William and Mary was called the _____.
- A. Glorious Revolution
 - B. Puritan Revolt
 - C. Protestant Crusade
 - D. Divine Right

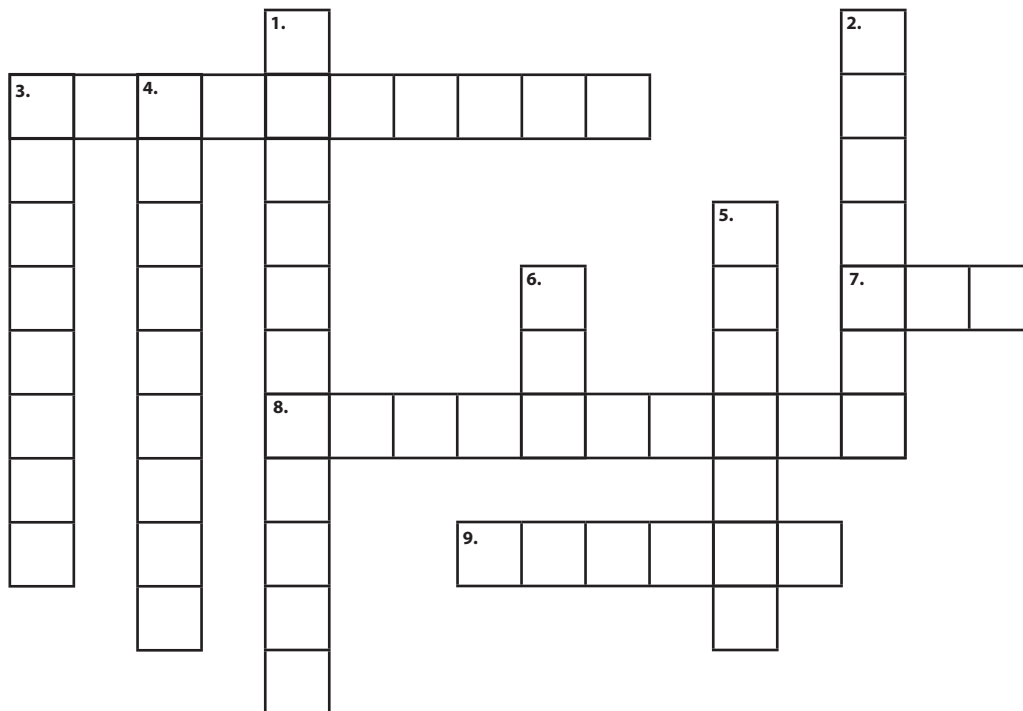
5. The _____ gave England a government based on a system of laws.
- A. Magna Carta
 - B. King James Bible
 - C. English Bill of Rights
 - D. Constitution



Revolution in England

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. After Oliver Cromwell died, _____ brought back the monarchy.
7. By the late 1600s, English monarchs had to obey the _____ and govern together with Parliament.
8. Parliament's supporters in the English Civil War were called _____.
9. When William and Mary arrived with their army, James fled, or ran away, to _____.

DOWN

1. James I believed in the _____ of kings.
2. No _____ had to be fought in the Glorious Revolution.
3. Many of the members of Parliament's House of Commons were _____.
4. The king's supporters in the English Civil War were called _____.
5. While Cromwell ruled, England did not have a/an _____ for almost ten years.
6. European monarchs believed they got their power to rule from _____.



Revolution in England

Time Line – The Struggle Between King and Parliament

Use the time line to answer the following questions. Write the answers in complete sentences.

1603	.....	• James I takes the throne of England.
1629	.....	• Charles I dissolves Parliament.
1642	.....	• English Civil War begins.
1649	.....	• Charles I is executed at the end of the English Civil War; Cromwell sets up military dictatorship and rules England.
1660	.....	• Parliament brings back the monarchy; Charles II is crowned king.
1688	.....	• Glorious Revolution takes place.
1689	.....	• Parliament passes the English Bill of Rights.

1. In what year did the English Civil War begin?

2. Who was the ruler of England in 1655?

3. In what year was the Glorious Revolution?



Quiz: Revolution in England

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. James I set up a military dictatorship in England.
- _____ 2. The English Bill of Rights gave England a government based on a system of laws.
- _____ 3. Charles I was given the throne after the Glorious Revolution.
- _____ 4. The king’s supporters in the English Civil War were called Royalists.
- _____ 5. Many members of Parliament’s House of Commons were Puritans.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. European monarchs believed they got their power to rule from _____.

A. the people
B. God
C. the Pope
D. Parliament

7. While Oliver Cromwell ruled, England did not have a _____ for ten years.

A. monarch
B. military
C. religion
D. government

Short Answer

Answer the following question in complete sentences.

8. What is the divine right of kings?



Peter the Great

In the 1600s, Russia was still a medieval state. Separate from Western Europe, it had not gone through the Renaissance and Reformation. The country had experienced years of disorder and foreign invaders. In 1682, a new czar took the throne. By 1689, he had absolute power over Russia. Peter the Great brought Russia into modern times.



A few years after Peter became czar, he went on a trip to Western Europe. Upon arriving home, he decided to make Russia more like the West. Peter wanted to use Western European technology to make his army and navy strong. Then, Russia could become a great military power. Peter thought that Westernizing Russia would help Russia become a great European state. He introduced Western customs and manners to Russia. The czar even had a book of etiquette written to teach Western manners.

Because Westerners did not wear beards or long coats, beards of Russian men were shaved and coats were shortened. At the royal court, Peter shaved off the nobles' beards himself. Outside the court, barbers and tailors were placed at city gates. They cut the beards and coats of those who entered. Before Peter's rule, Russian women had to wear veils and hide themselves from society. To become more like the West, Peter said that Russian women should take off their veils. He held parties where men and women were forced to dance together.

Russian nobles, or *boyars*, did not like the changes Peter made. Peter had no mercy for those who stood up against his rules. He gave vicious punishments, like beating, impaling, and roasting. When palace guards revolted, Peter had over 1,000 of the rebels tortured and executed. To show his power, he left their rotting corpses outside the palace walls for months.

Peter's goals were to strengthen the military, expand Russia's borders, and centralize royal powers. He brought everything in Russia under his control, including the Russian Orthodox Church. The czar forced *boyars* to serve the state in civilian and military jobs. Peter used terror to enforce his power.

Under Peter, Russia fought a war with Sweden to get control of the Baltic Sea. Then he moved the capital of Russia from Moscow to a new capital he built in St. Petersburg. Russia became a great military power. By the time Peter died in 1725, Russia was an important European state. It was no longer isolated from the Western world.



Peter the Great

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Peter the Great brought Russia into _____ times.

- A. medieval
- B. modern
- C. foreign
- D. ancient

2. Peter the Great wanted Russia to be more like _____.

- A. North Africa
- B. Eastern India
- C. Western Europe
- D. Southeast Asia

3. Westerners wore _____.

- A. long beards and long coats
- B. long beards and short coats
- C. short beards and long coats
- D. short beards and short coats

4. Peter's goal was to _____.

- A. strengthen the military
- B. expand Russia's borders
- C. centralize royal powers
- D. all of the above

5. Peter used _____ to enforce his power.

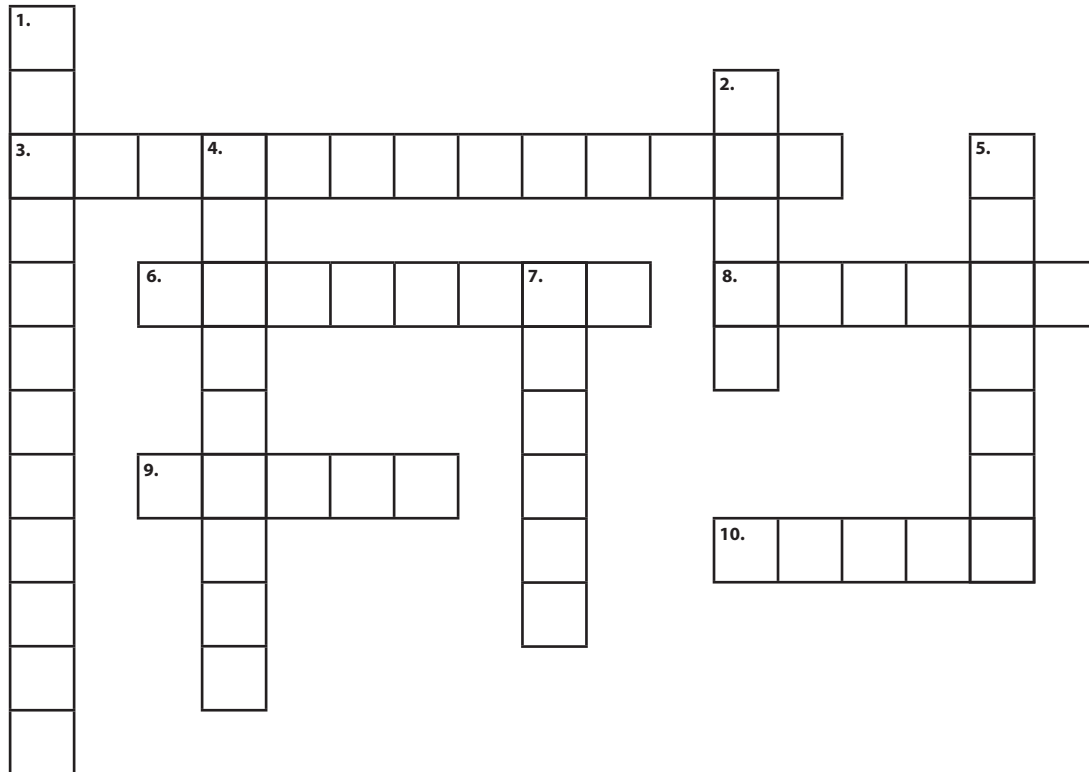
- A. terror
- B. jury trials
- C. fairness
- D. all of the above



Peter the Great

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. By the time _____ died in 1725, Russia was an important European state.
6. Peter the Great wanted Russia to become a great _____ power.
8. Peter brought everything in Russia under his control, including the _____.
9. Peter the Great had no _____ for people who stood up against his rules.
10. Before Peter the Great took power, women had to wear _____.

DOWN

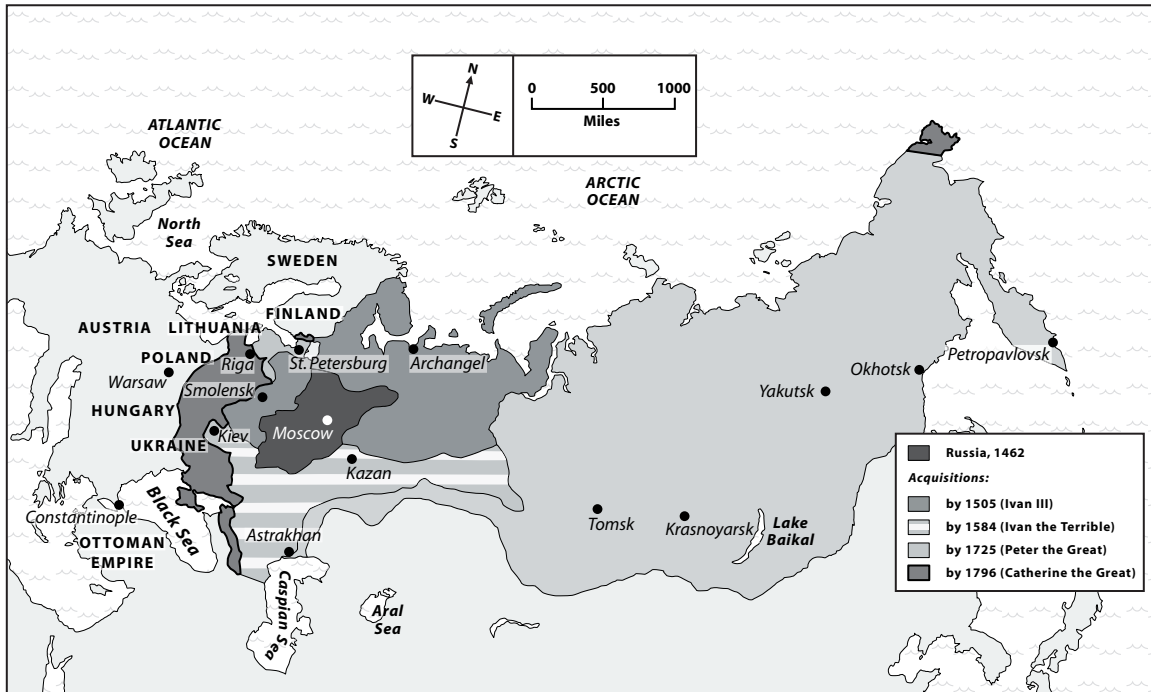
1. The new capital of Russia was _____.
2. Men and women were forced to _____ together at Peter the Great's parties.
4. Peter the Great had a book of _____ written to teach Western manners.
5. Peter liked giving _____ punishments, like beating, impaling, and roasting.
7. _____ was separate from Western Europe and had not gone through the Renaissance and Reformation.



Peter the Great

Map – Expansion of Russia, 1462–1796

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which czar gained the largest amount of land?

2. What geographical reason might Peter the Great have had to move the capital from Moscow to St. Petersburg?

3. What body of water borders Russia to the north?



Quiz: Peter the Great

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

_____ 1. Peter the Great brought Austria into modern times.

_____ 2. Westerners wore short beards and short coats.

_____ 3. Peter the Great used terror to enforce his power.

_____ 4. Peter the Great forced women to wear veils and stay separate from men at parties.

_____ 5. Peter the Great was a fair and caring ruler.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The new capital of Russia was _____.
- A. Istanbul
 - B. Moscow
 - C. Leningrad
 - D. St. Petersburg

7. By the time Peter the Great died, Russia was _____.
- A. an important European state
 - B. a medieval country
 - C. separate from Europe
 - D. invaded by foreigners

Short Answer

Answer the following question in complete sentences.

8. Name one thing in Russia that Peter the Great brought under his control.

The Ottoman Empire

A group of Turkish-speaking, nomadic peoples called the Ottomans migrated across Asia into southeastern Europe. In 1453, the Ottomans captured the Byzantine Empire's capital of Constantinople. They later renamed it Istanbul. The Ottomans ruled the largest, most powerful empire in Europe and the Middle East for centuries. At its height, the Ottoman Empire stretched from Hungary to Arabia and Mesopotamia and across North Africa.



The Ottoman Empire had its golden age under the sultan Süleyman, who ruled from 1520 to 1566. Known to his people as the Lawgiver, he was called Süleyman the Magnificent by Westerners. A great general, Süleyman modernized the Ottoman army and conquered many lands. He was a wise and capable ruler. The sultan strengthened the government of the expanding empire and improved its justice system. Süleyman was the most powerful monarch in the world.

Süleyman had absolute power, but he ruled with the help of a grand vizier and a council. The powerful military kept the peace. As in other Muslim states, Ottoman law was based on the Sharia, or Islamic law. Government officials worked together with religious scholars who interpreted the law.

Although the Ottoman Empire was a Muslim state, people could practice any religion they chose. The Ottomans ruled over many people with many religions. Non-Muslims paid a special tax. They were divided into millets, or religious communities. These communities included Greek Christians, Armenian Christians, and Jews. Each millet had its own religious leaders who were responsible for education and some legal matters.

The Ottomans divided their subjects into four social classes. At the top of the Ottoman society were “men of the pen,” including scientists, lawyers, judges, and poets. Then came “men of the sword,” or soldiers. Below them were “men of negotiation,” such as merchants and tax collectors. At the bottom were “men of husbandry,” who were farmers and herders.

After two centuries of greatness, the Ottoman Empire was in decline by the 1700s. It was left behind by European commerce and technology. Russia and other European powers chipped away at Ottoman lands. The Ottoman Empire finally collapsed after World War I, and the country of Turkey was created. The Ottoman Empire's remaining lands were divided between Britain and France.



The Ottoman Empire

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The Ottomans were _____.
- A. Turkish-speaking people
 - B. nomadic people
 - C. Muslims
 - D. all of the above

2. At the height of the Ottoman Empire, Süleyman was the most powerful monarch in _____.
- A. the Middle East
 - B. the world
 - C. Europe
 - D. Asia

3. In the Ottoman Empire, non-Muslims had to _____.
- A. pay a special tax
 - B. keep their religion a secret
 - C. leave because non-Muslims were not allowed
 - D. change their religion

4. There were _____ social classes in the Ottoman Empire.
- A. two
 - B. three
 - C. four
 - D. five

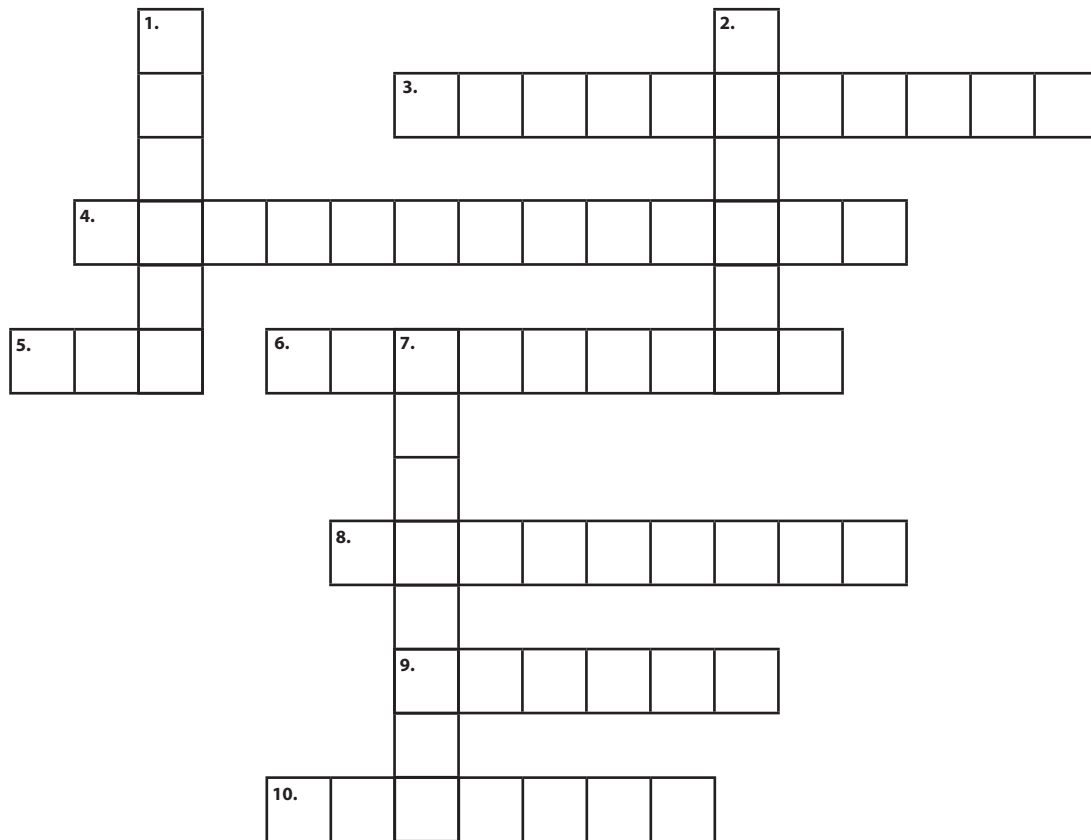
5. The Ottoman Empire collapsed after _____.
- A. the war of 1812
 - B. the 1948 Arab-Israeli War
 - C. World War I
 - D. World War II



The Ottoman Empire

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. Merchants and tax collectors were called “men of _____.”
4. After World War I, the _____’s lands were divided between Turkey, Britain, and France.
5. “Men of the _____” were at the top of Ottoman society.
6. Farmers and herders were called “men of _____.”
8. The Ottomans ruled over many people with many _____.
9. The Ottoman Empire was a/an _____ state.
10. Süleyman was a great _____ who modernized the Ottoman army and conquered many lands.

DOWN

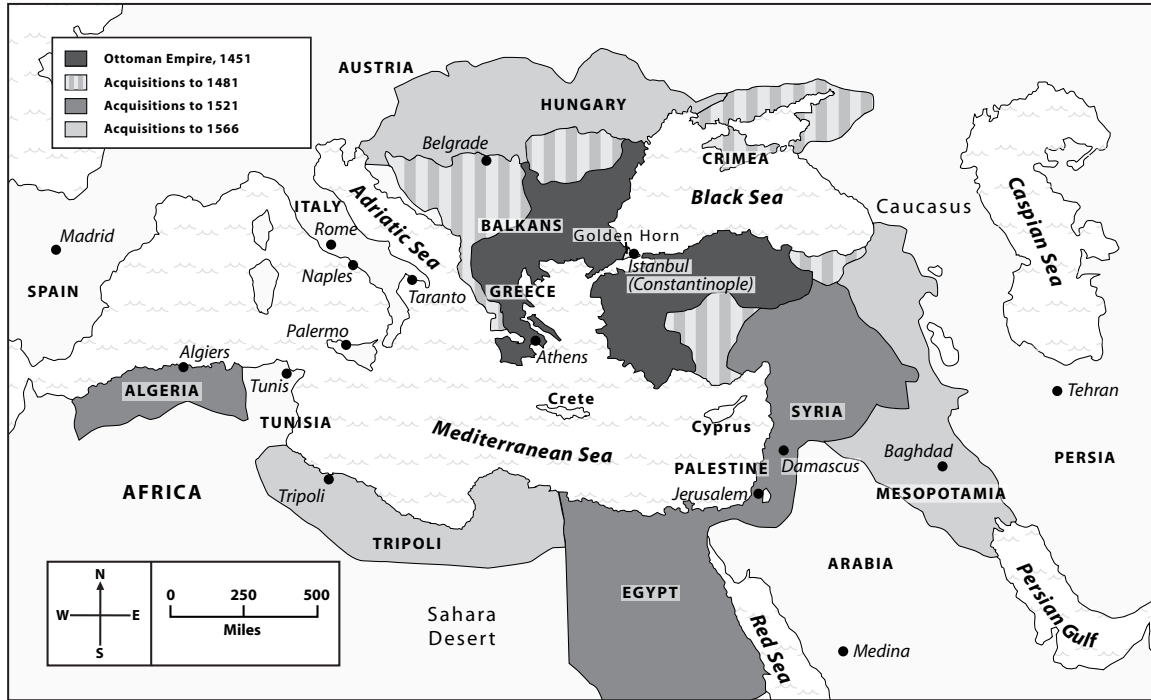
1. Süleyman was the _____ of the Ottoman Empire.
2. Süleyman ruled with the help of a grand _____ and a council.
7. The Ottoman Empire had its golden age under _____.



The Ottoman Empire

Map – Ottoman Empire, 1451–1566

Use the map to answer the following questions. Write the answers in complete sentences.



1. By what year did the Ottomans acquire Egypt?

2. Did the Ottomans take over Italy?

3. Which two bodies of water were almost completely surrounded by the Ottoman Empire?



Quiz: The Ottoman Empire

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. There were four social classes in the Ottoman Empire.
- _____ 2. The Ottomans were nomadic, Turkish-speaking Muslims.
- _____ 3. Non-Muslims were not allowed in the Ottoman Empire.
- _____ 4. After the French and Indian War, the Ottoman Empire was divided between Britain and France.
- _____ 5. Süleyman modernized the Ottoman army and conquered many lands.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Ottoman Empire was ruled by _____.
- A. a sultan
 - B. a council
 - C. a grand vizier
 - D. all of the above

7. Soldiers were called “men of _____.”
- A. the sword
 - B. negotiation
 - C. the pen
 - D. husbandry

Short Answer

Answer the following question in complete sentences.

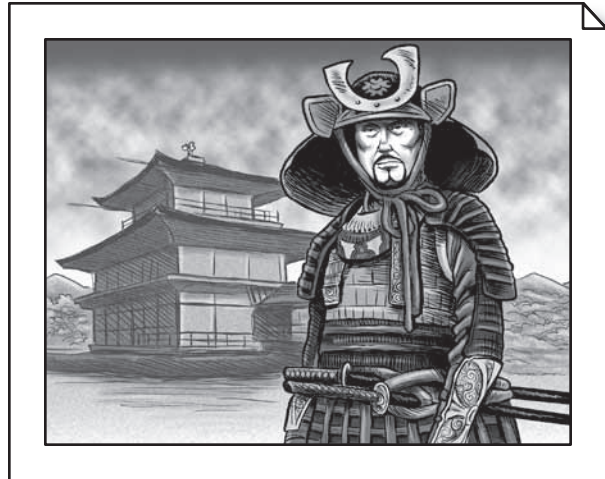
8. Under which sultan did the Ottoman Empire have its golden age?



Japan Moves Into Modern Times

Officially, in feudal Japan, the emperor held the top position in the government. In reality, he was just for show and had no real power. The person who was really in charge of Japan was the shogun, or supreme military commander. In 1603, Tokugawa Ieyasu was named shogun. He and his family, called the Tokugawa shogunate, ruled Japan until 1868.

Before the Tokugawa shogunate, the shogun only controlled part of the country. He gave lands to great warrior lords called daimyo. In this feudal system, the daimyo depended on lesser warriors called samurai. Samurai were like the medieval knights of Europe. A samurai fought for his daimyo. The daimyo often fought each other for control of lands. The Tokugawa shoguns wanted to stop feudal warfare in Japan.



Over many years, the Tokugawa shoguns brought Japan together as a nation and built a unified, orderly society. The shoguns liked some parts of feudal society, like the daimyo, so they kept those. However, they also created a strong central government that controlled Japan. For this reason, the government of the Tokugawa shogunate is called centralized feudalism.

The daimyo still governed at the local level. These leaders spent much of their time at their castles and in their communities. To control the daimyo, the Tokugawa shoguns made daimyo live in the capital at Edo, present-day Tokyo, every other year. The daimyo's wife and children lived in the capital full-time. This gave the shogun more control over each family. Daimyo were watched carefully and had to get permission to marry or repair their castles.

Although the shoguns were very conservative and controlling, the Tokugawa shogunate brought peace to Japan. This long period of stability was known as the Great Peace. By the mid-1700s, Japan changed from a rural, or farming, society to a more urban, or city-based, society. Edo grew from a small town into one of the largest cities in the world. By the early 1800s, it had a population of over 1 million people. Trade increased, merchants grew rich, and a good economy helped Japanese culture to advance.

As more European merchants and missionaries traveled to Japan, the country's leaders changed their foreign policy. They wanted to keep Japan separate from outside influence. By the 1630s, Japan closed its doors to the rest of the world. Only one port at Nagasaki was left open to foreign traders. For more than 200 years, Japan developed as a self-sufficient country. Unlike in other parts of Asia, Europeans did not start colonies in Japan.



Japan Moves Into Modern Times

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The person in charge of Japan was the _____.
- A. daimyo
 - B. samurai
 - C. emperor
 - D. shogun

2. The Tokugawa shoguns created a government called _____.
- A. centralized feudalism
 - B. feudal centralization
 - C. conservative feudalism
 - D. supreme military command

3. Daimyo governed at the _____ level.
- A. national
 - B. state
 - C. local
 - D. all of the above

4. During the Tokugawa shogunate, Japan's capital was called _____.
- A. Nagasaki
 - B. Edo
 - C. Tokyo
 - D. Iyasu

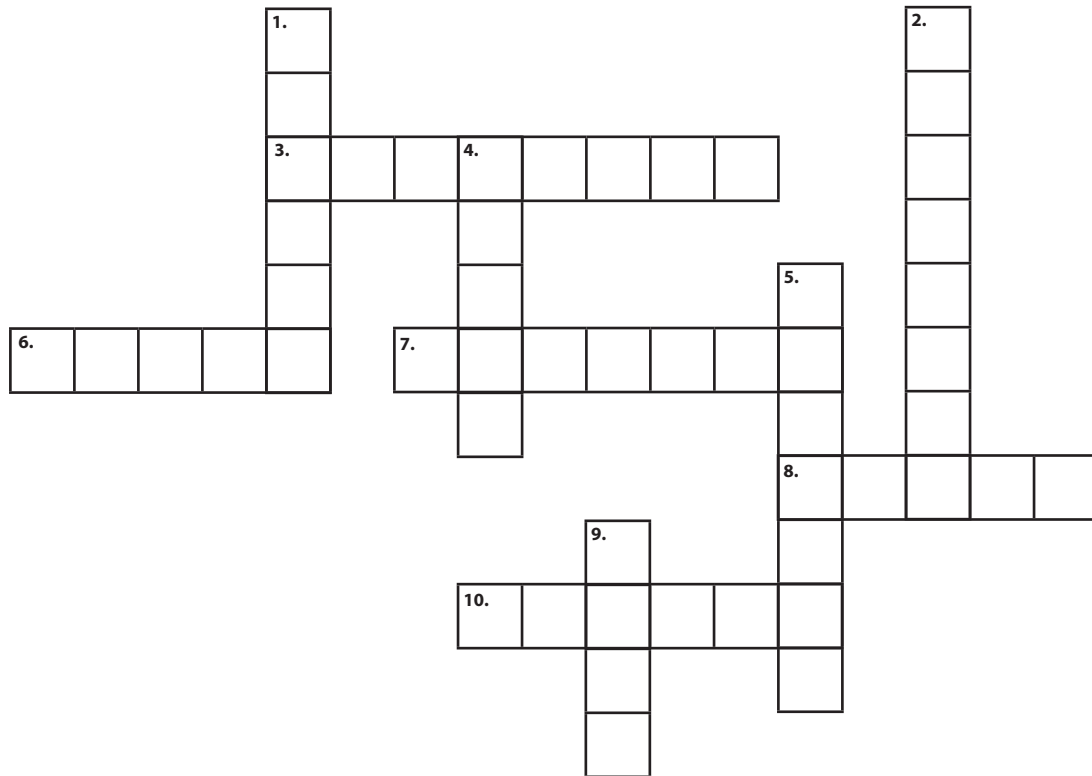
5. During the Tokugawa shogunate, _____.
- A. Japan's society changed from rural to more urban
 - B. Japanese culture advanced
 - C. trade increased
 - D. all of the above



Japan Moves Into Modern Times

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. The _____ shogunate ruled Japan until 1868.
6. The Tokugawa shogunate brought peace and stability to _____.
7. Japanese warriors were called _____.
8. The daimyo often fought each other for control of _____.
10. _____ were watched carefully by the shoguns.

DOWN

1. The Tokugawa shoguns brought Japan together as a/an _____.
2. By the 1630s, Japan decided not to let in any more _____ merchants and missionaries.
4. By the mid-1700s, Japan's society became a more _____ society.
5. By the early 1800s, Edo had grown from a small town to a city with a population of over 1 _____.
9. The daimyo's _____ and children lived in the capital full-time.



Japan Moves Into Modern Times

Haiku – Japanese Poetry

Haiku is a type of Japanese poetry. A haiku is made up of three unrhymed lines. The first line has five syllables, the second has seven, and the third has five. Haikus are usually about nature. Read the haiku below by Iio Sogi, a leading Japanese writer in the 1400s. Use the poem to complete the activities below. Write the answers in complete sentences.

Snow yet remaining
The mountain slopes are misty
An evening in spring.

- Iio Sogi (1421–1502)

1. Rewrite Sogi's poem in your own words.

2. List five adjectives you would use to describe the scene Sogi wrote about.

3. Write your own haiku. Remember the pattern of syllables on each line: 5, 7, 5.



Quiz: Japan Moves Into Modern Times

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The Tokugawa shoguns created centralized feudalism.
- _____ 2. Edo was the capital of Japan.
- _____ 3. By the mid-1700s, Japan's society had changed from urban to rural.
- _____ 4. The Tokugawa shogunate divided Japan into several independent states.
- _____ 5. The daimyo were warriors.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. By the 1630s, _____ decided not to let in any more Europeans.

A. Japan
B. Russia
C. Germany
D. China

7. The daimyo's wife and children _____.

A. spent every other year living in Edo
B. lived in the daimyo's castle
C. lived in rural areas
D. lived in Edo full-time

Short Answer

Answer the following question in complete sentences.

8. List two good things that happened in Japan during the Tokugawa shogunate.
