

History Alive![®]

The Medieval World and Beyond

Student Edition

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Teachers' Curriculum Institute

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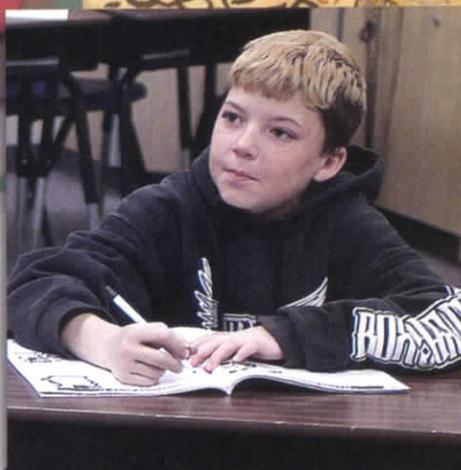
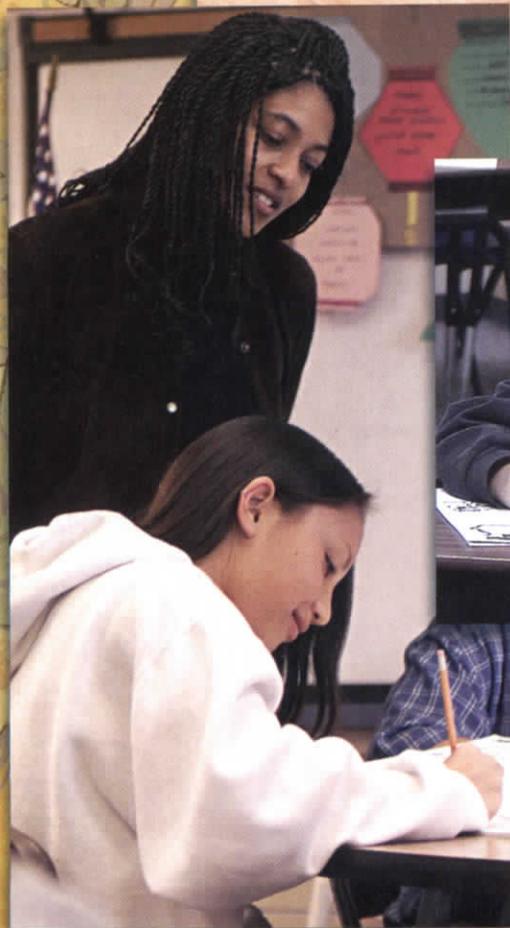
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Welcome to *History Alive!* *The Medieval World* *and Beyond*

History Alive! The Medieval World and Beyond was developed by middle school teachers at Teachers' Curriculum Institute (TCI). We, Bert Bower and Jim Lodbell, are two former high school teachers who started TCI. Our goal is to help students like you succeed in learning about history in a way that is fun and exciting. With the help of teachers from around the nation, we've created the TCI Approach to learning. This chapter explains how the TCI Approach will make medieval history come alive for you.

The TCI Approach has three main parts. First, during class you'll be involved in a lot of exciting activities. For example, you'll learn about medieval towns in Europe by bringing to life various places, like a legal court and a medieval fair. You'll participate in the gold and salt trade of West Africa to understand how Ghana became a powerful kingdom. You'll explore the world of Japanese samurai by visiting a "samurai school" of training. Every lesson is built around an activity like these.

Second, during and after these activities, you get to read this book. You'll discover that your reading connects closely to the activities that you experience. We've worked hard to make the book interesting and easy to follow.

Third, during each lesson you'll write about your learning in your Interactive Student Notebook. You'll end up with your very own personal account of medieval history.

With the TCI Approach, you'll not only learn more about history than ever before, but you'll have fun doing it. Let's take a closer look at how this approach will help you learn medieval history.



Two teachers, Bert Bower (above) and Jim Lodbell (below), started TCI. They work with teachers and students like you to develop new ways to learn history.



Researchers have found that students learn best when they are given the opportunity to use their multiple intelligences, work cooperatively with their peers, and build on what they already know.

Theory-Based, Active Instruction

History Alive! The Medieval World and Beyond is probably unlike any other history program you have ever encountered. Perhaps you have been in history classes where you listen to the teacher and then read a textbook and answer chapter questions. Does this approach make you excited about learning history? Most students would say no, and educational researchers would tend to agree. Researchers have discovered new ways of reaching all students in the diverse classroom. This program relies on three of their theories.

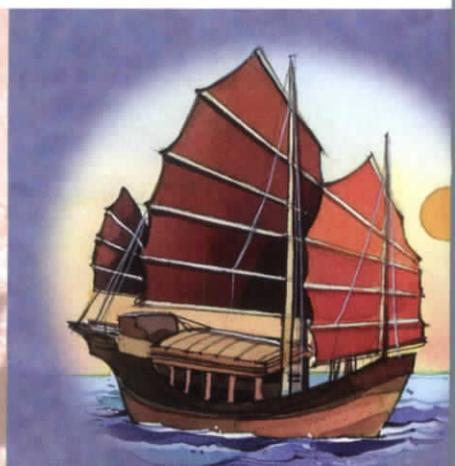
Students learn best through multiple intelligences.

Howard Gardner, an educational researcher, discovered that people use their brains in very different ways to learn the same fact or concept. From this discovery, he created a theory called *multiple intelligences*. There are seven intelligences. You can think of them as different ways of being smart—with words, with pictures, with numbers, with people, with your body, with music and rhythms, and with who you are. Everyone has multiple intelligences. Using one or more of these ways of being smart can help make learning easier.

Cooperative interaction increases learning gains. Through research, Elizabeth Cohen discovered that students learn more when they interact by working in groups with others. Interactive learning includes working with your classmates in many kinds of activities. You'll work in groups, do role plays, and create simulations. This kind of learning requires you and your classmates to share ideas and work together well.

All students can learn via the spiral curriculum. Researcher Jerome Bruner believed that learning isn't just up to students. Teachers need to make learning happen for all students. Bruner believed, as the TCI Approach does, that all students can learn through a process of step-by-step discovery. This process is known as a spiral curriculum.

These three theories are the foundation of the TCI Approach. Putting them into practice in *History Alive! The Medieval World and Beyond* gives you what you need to succeed.



Standards-Based Content

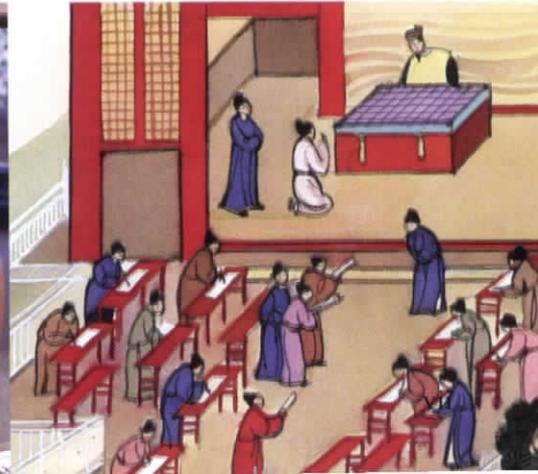
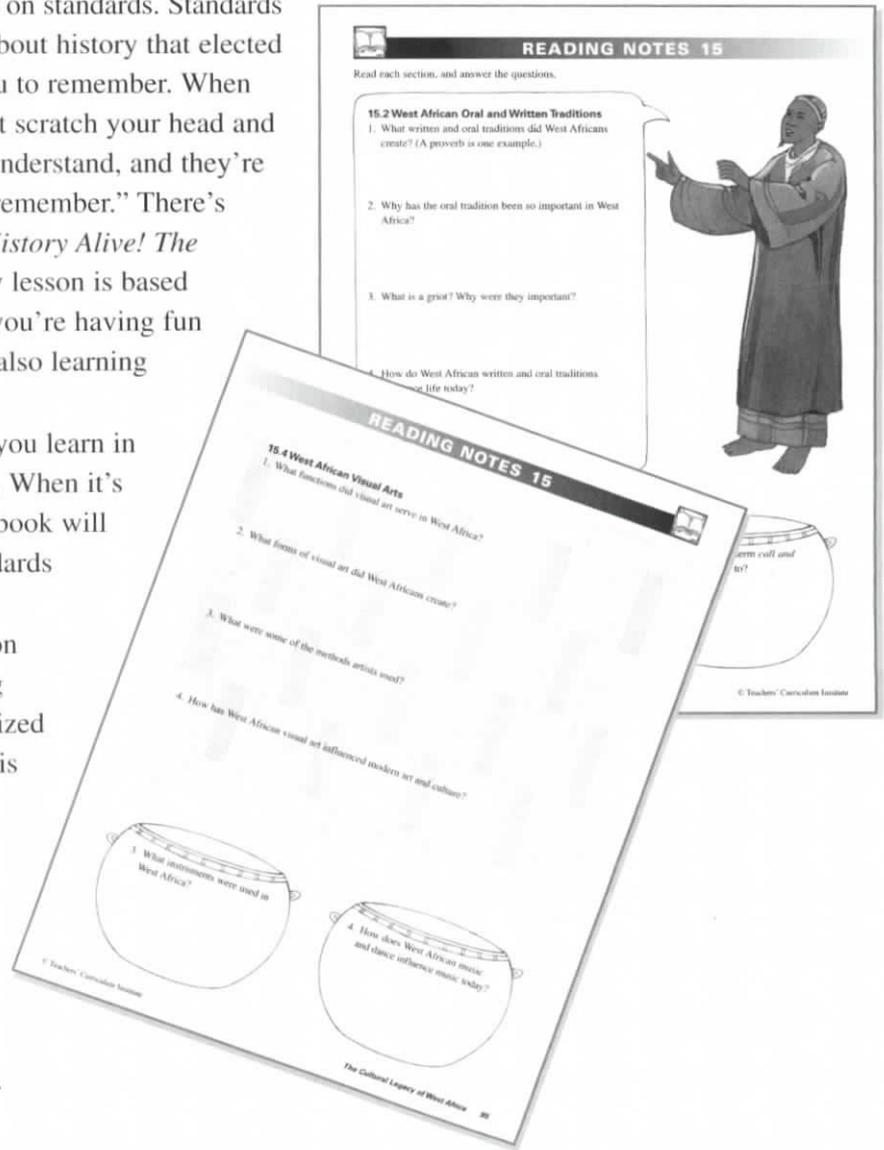
A lot of people care about what you are learning in history. These people include your parents, your school administrators, your teachers, and even your state and national elected officials. In fact, if you're like students in most states, you take tests at the end of the year to measure your progress.

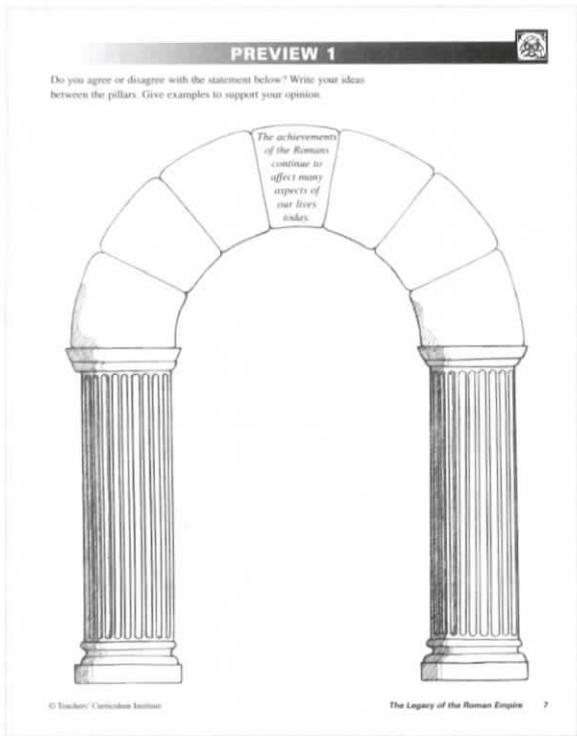
Most end-of-year tests are based on standards. Standards are the key pieces of information about history that elected officials think are important for you to remember. When you read most standards, you might scratch your head and think, "These seem really hard to understand, and they're probably even harder to learn and remember." There's no need to worry about that with *History Alive! The Medieval World and Beyond*. Every lesson is based on standards. So every day, while you're having fun learning medieval history, you are also learning key standards.

You'll be recording everything you learn in your Interactive Student Notebook. When it's time to prepare for tests, your notebook will make it easy to review all the standards you've learned.

In fact, students across the nation using the TCI Approach are getting better scores than ever on standardized tests. A big reason for this success is that the TCI Approach is based on interactive learning. That means you won't just read about history. You'll be actively involved in experiencing it and recording what you learn. Now let's look at what you'll do during each part of a lesson with the TCI Approach.

History Alive! The Medieval World and Beyond has been carefully developed to provide the information and learning you need to succeed on state tests.





Preview assignments like the one shown here help introduce you to new topics.

Preview Assignments

With the TCI Approach, learning starts even before you begin studying. Most of the lessons in *History Alive! The Medieval World and Beyond* begin with a Preview assignment. Previews are short assignments that you complete in your Interactive Student Notebook. They allow you to make a personal connection to what you will study.

After you complete a Preview assignment, your teacher will hold a brief class discussion. Several students will share their answers. Your teacher will then reveal how the assignment “previews” what is to come in the lesson.

Here are some examples of the kinds of Preview assignments you will complete:

- Before learning about the rise of the Byzantine Empire in Chapter 6, you will play a game exchanging colored tokens. You will compare your experience to the system of trade in the Byzantine city of Constantinople.
- Before learning about the influence of Islam on West Africa in Chapter 14, you will complete a spoke diagram. You will use the diagram to show ways your community has been influenced by cultures from other parts of the world.
- Before learning about China’s foreign policies in Chapter 19, you will complete a T-chart on policies toward your neighbors. You will hear and note arguments for both sides.
- Before learning about the rise of Japan’s warrior class in Chapter 22, you will examine a list of skills and knowledge for American soldiers. You will give your opinion about which are most important for their training.

Preview assignments like these will spark your interest and get you ready to tackle new concepts. Next come the exciting activities that make up the heart of each lesson. As you’re about to see, these activities draw on many ways of being smart—our multiple intelligences.



Multiple-Intelligence Teaching Strategies

The teaching strategies in the TCI Approach are based on hands-on learning. Every lesson in *History Alive! The Medieval World and Beyond* is built around a fun and exciting activity. We mentioned some examples earlier. Here are some other things you and your classmates will do to experience medieval history:

- For Chapter 3, you'll take a walking tour of medieval sites in Europe to see the influence of the Roman Catholic Church on daily life.
- For Chapter 16, you'll become Chinese government officials to debate how people are chosen to serve the emperor.
- For Chapter 27, you'll pretend to be museum curators designing exhibits on the achievements of the Maya, Aztecs, and Incas.

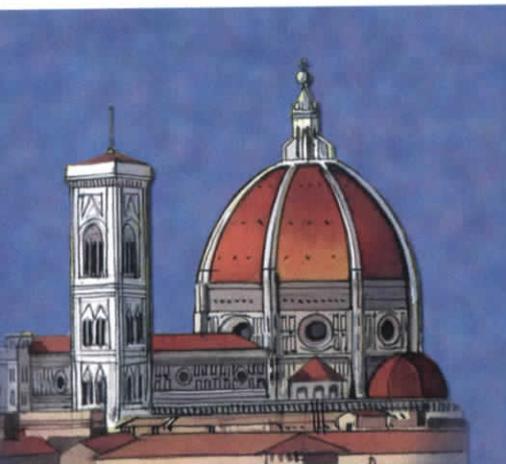
Activities like these will challenge you to use your multiple intelligences. Think about times when learning new things has been easier for you. Were you looking at pictures about the new ideas? Were you writing about them? Does acting out an event help you to better understand what happened? Studying history is a lot easier and more fun when you learn new ideas in ways that best suit your learning styles. Here is a list of the different intelligences:

- Linguistic (word smart)
- Logical-mathematical (number/reasoning smart)
- Spatial (picture smart)
- Body-kinesthetic (body smart)
- Musical (music smart)
- Interpersonal (people smart)
- Intrapersonal (self smart)

While you're engaged in fun and exciting activities, you'll also be reading this book to learn more about medieval history. The next page explains why this book is so easy to read.



Using your multiple intelligences helps you learn and remember what you study.



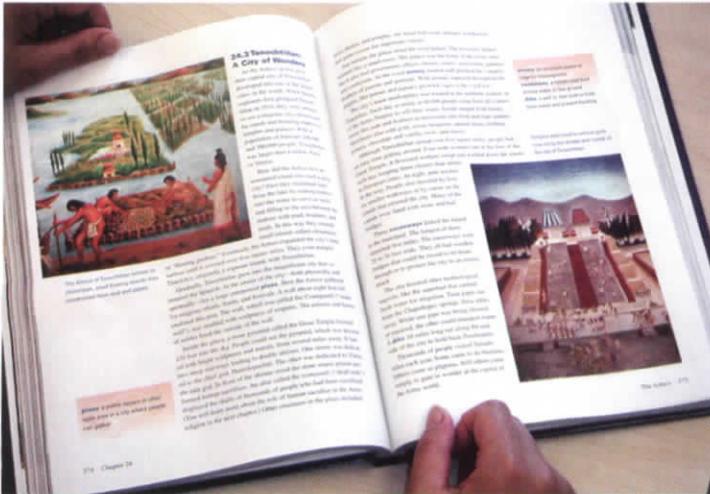
Considerate Text

The TCI Approach is all about being successful and having fun while you learn. You're about to discover that *History Alive! The Medieval World and Beyond* is interesting to read and easy to understand. That's because this book is "reader friendly," which is another of saying that it makes readers want to read it. Some people call this *considerate text*. The writers of this book considered your needs as a reader and made sure you would have fun reading.

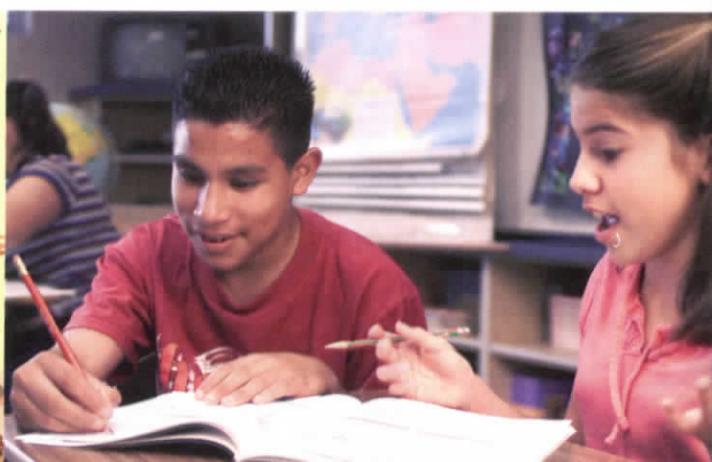
Here are some of the ways this book is considerate of all levels of readers:

- Each chapter is organized around key concepts. Introduction and summary sections point out the big ideas in the chapter.
- Each chapter begins with a graphic organizer—a picture that represents the main ideas of the chapter. The graphic organizer also appears in the Reading Notes in your Interactive Student Notebook. It will help you remember key ideas long after you've read the chapter.
- Short chapters make it easier for you to understand and remember what each one is about.
- Each section has a clear focus and a subtitle that provides an outline for your reading. Research shows that presenting new information in easy-to-manage chunks makes it easier to understand.
- Important new words are in bold type. These words are defined in the margins and in the Glossary at the back of the book.
- Photos and illustrations provide additional information about the topic on the page. A great way to check your understanding is to ask yourself, "How does this picture show what I just read?"

Most importantly, *History Alive! The Medieval World and Beyond* is as exciting to read as a good story. The next section explains a special way of taking notes that will help you remember what you read.



You'll use *History Alive! The Medieval World and Beyond* during classroom activities. You'll be turning to it over and over again to find the information you need to know.



Graphically Organized Reading Notes

Note taking is very important in the TCI Approach. As you read this book, you'll complete Reading Notes in your Interactive Student Notebook. You'll answer important questions, find main ideas, and connect new ideas to what you already know.

Your Reading Notes will leave you with a picture in your mind of each chapter's key ideas. The graphic organizers at the start of each chapter will be a visual reminder of what you read. In your Reading Notes, you'll use those same graphic organizers to help you record key ideas. For example, in Chapter 24, you'll be taking notes on a diagram of a Mexican flag. You will use the colors, sections, and symbols to show how the Aztecs created an empire. For Chapter 28, you will take notes around a flowering plant. The plant represents the roots and growth of the Renaissance. For Chapter 35, you'll use a picture of Enlightenment thinkers in an 18th-century French salon. You'll take notes about each thinker's ideas on sunrays that "shine" from their heads.

Completing your Reading Notes will help you study in two ways. First, it will encourage you to think carefully about what you read. Second, recording key ideas will help you remember them for a long time.

There's one more part of the TCI Approach that will help you remember the important ideas you are learning. Read the next page to find out.

You'll record key ideas on the Reading Notes pages in your Interactive Student Notebook. This will help you remember what you learned long after the lesson is over.





PROCESSING 2

Think about which individuals or groups in our society are most similar to the various social classes in European feudal society. List those modern groups or individuals next to each level of feudal society, and draw symbols to represent them. Then list some of their similarities and differences.

Social Classes in Feudal Europe	Individuals or Groups in Our Society	Similarities and Differences Between These Two Groups
 Monarch		Similarities: Differences:
 Lords		Similarities: Differences:
 Knights		Similarities: Differences:
 Peasants		Similarities: Differences:

Processing Assignments

At the end of each lesson, you'll complete a Processing assignment in your Interactive Student Notebook. Here you'll show that you understand the key concepts of the lesson.

These pages encourage you to relate ideas to one another. You'll make connections between the past and present. You'll show your understanding of concepts by creating illustrations, diagrams, flowcharts, poetry, and cartoons. As one student said, "It's really cool to have a place in our notebooks where we can record our own ideas. It makes learning history a lot more fun."

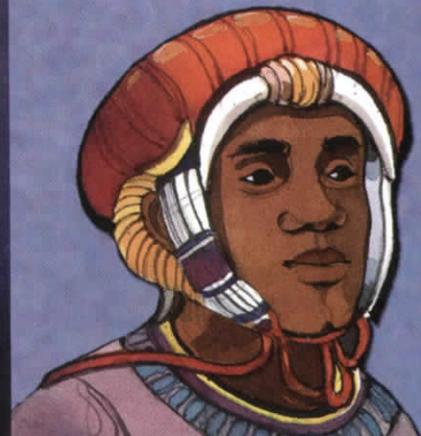
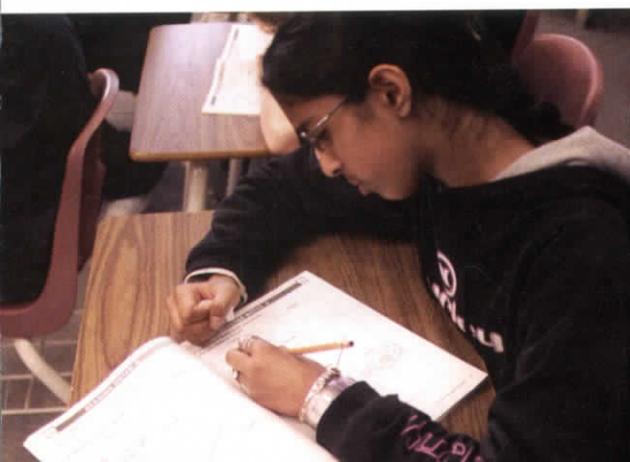
Here are some examples of the kinds of Processing assignments you'll complete:

- In Chapter 6, you will study important events, people, and places in the Byzantine Empire. In the Processing assignment, you will create a real estate advertisement to encourage people to move to Constantinople, the capital city of the empire.
- In Chapter 9, you will learn about the

main beliefs and practices of Islam. In the Processing assignment, you'll write a newspaper story about a day in the life of a Muslim teenager.

- In Chapter 30, you will create a gallery of sculptures for key figures of the Renaissance. In the Processing assignment, you'll decide where to best seat each individual for a lively dinner party.

Students across the country report that their Processing assignments have helped them understand and remember what they have learned. As a result, they are earning higher test scores.



Multiple Intelligence Assessments

Do you dread taking chapter and unit tests? If so, maybe you feel that most tests don't let you show what you've learned. The tests for *History Alive! The Medieval World and Beyond* are different. They let you show how well you understand each lesson's key ideas.

These tests also allow you to use your multiple intelligences. Each test has some of the usual multiple-choice questions. These will help prepare you for taking more formal tests. But other parts of the assessments will challenge you to use more than just your "word smart" intelligence. They'll give you a chance to shine if you are good in other areas, such as reading maps, using charts and graphs, drawing, understanding music, or analyzing historical paintings. You may also be asked to show how well you read. You'll be invited to express your ideas and your understanding of historical events in writing, too.

The secret to doing well on tests is preparation. You have the perfect tool for this purpose: your Interactive Student Notebook. Right there on those pages are your notes about all the key ideas in each chapter. Students who study their Reading Notes and Processing assignments before a test usually earn good scores.

Success on tests is important, but the most important thing of all is learning. We've designed our tests to assess not just your understanding but to help you remember key ideas. That's because the lessons you learn from medieval history can help you make sense of your world and guide your future decisions. We hope that what you learn in *History Alive! The Medieval World and Beyond* will remain with you for years to come.

Assessment 15

Follow the directions to complete the item below.

10. Call-and-response music has its roots in African cultures. Write lyrics to a call-and-response song that identifies and celebrates the cultural legacies of West Africa. Include at least three calls and three responses.

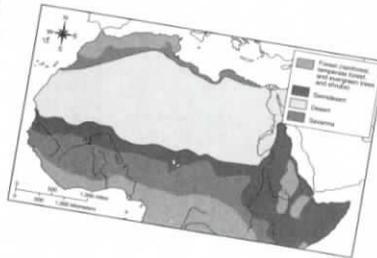
Assessment 12

Fill in the bubble beside the best answer to each question.

1. What was one economic effect of the four vegetation zones in West Africa?
 A Most of the people lived in one zone.
 B People from different zones traded with each other.
 C Most of the people lived as nomads.
 D People from different zones spoke different languages.
2. What is one way that geography affected the lives of people in West Africa?
 A They used iron tools.
 B They used improved seeds.
 C They used terraced hills.
 D They used irrigation systems.
3. Which of the following made West African farming more efficient?
 A iron tools
 B improved seeds
 C terraced hills
 D irrigation systems
6. The diagram shows a sequence of changes that started when farming became more productive. What belongs in the empty box?
efficient farming → [] → people work in specialized trades → trade

Use your knowledge of social studies to complete the item below.

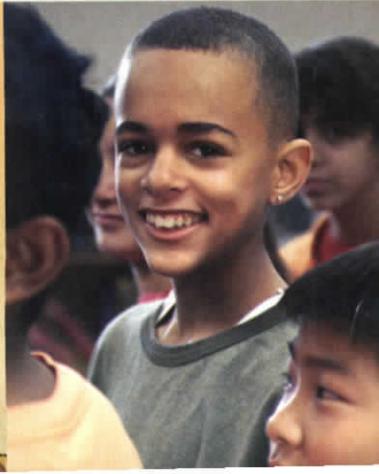
9. Below is a map of West Africa.
- a. Write the name of the place represented by the letter A. Explain one reason why it developed there.
 - b. Put a B in the climate zone where the fewest people lived.
 - c. Write a one-sentence summary that answers the question, "How did geography affect settlement patterns in West Africa?"
 - d. Write a one-sentence summary that answers the question, "How did geography affect ways of life in West Africa?"



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Your teacher may give you test pages to complete at the end of a lesson.

These tests include questions with multiple-choice answers as well as questions that let you draw or write your answers.



UNIT 1



Europe During Medieval Times

Introduction 1

Setting the Stage 4

Chapter 1

The Legacy of the Roman Empire 7

Discover the reasons for the fall of the Roman Empire and how aspects of ancient Roman culture, such as art, architecture, engineering, and language, continue to influence and affect modern life today.

Chapter 2

**The Development of Feudalism
in Western Europe** 19

Learn about the feudal system and the differences between the social classes of monarchs, lords and ladies, knights, and peasants.

Chapter 3

The Role of the Church in Medieval Europe 31

Explore the influence of the Roman Catholic Church as the center of medieval life during the High Middle Ages.

Chapter 4

Life in Medieval Towns 43

Learn about the growth of medieval towns and explore aspects of daily life during the later Middle Ages.

Chapter 5

The Decline of Feudalism 53

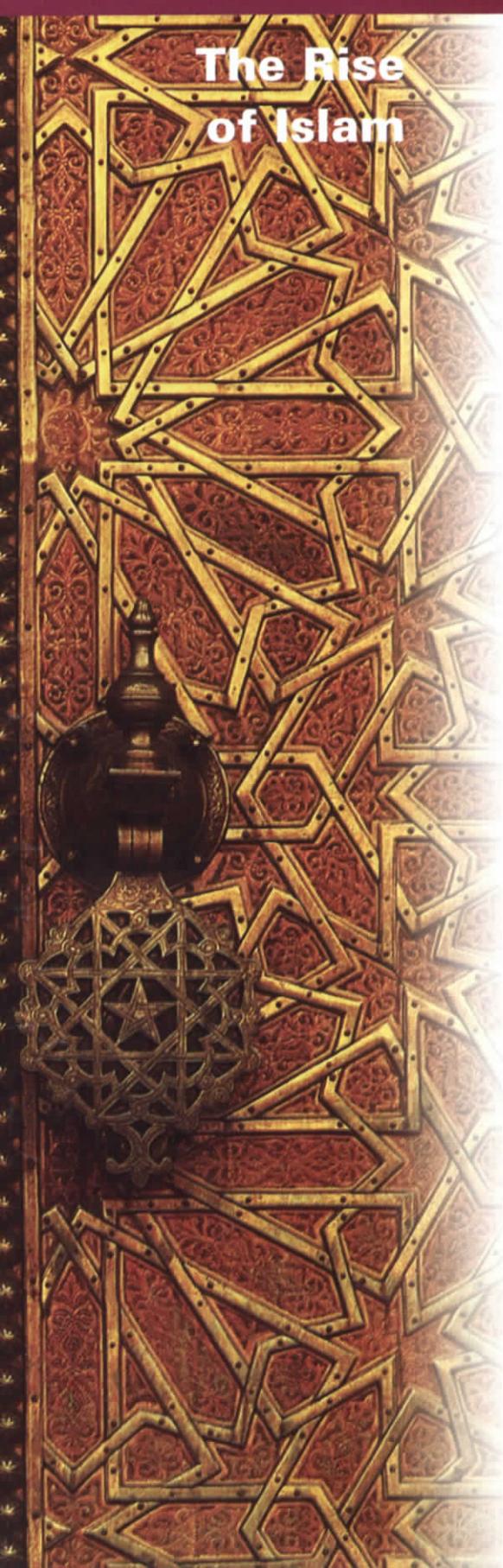
Explore how three key events in England and Europe—the signing of the Magna Carta, the bubonic plague, and the Hundred Years' War—contributed to the decline of feudalism.

Chapter 6

The Byzantine Empire 61

Learn about the Byzantine Empire's beginnings in eastern Europe, its greatest emperor and distinctive church, and its relationship with the Roman Empire.

Medieval Europe Timeline 68

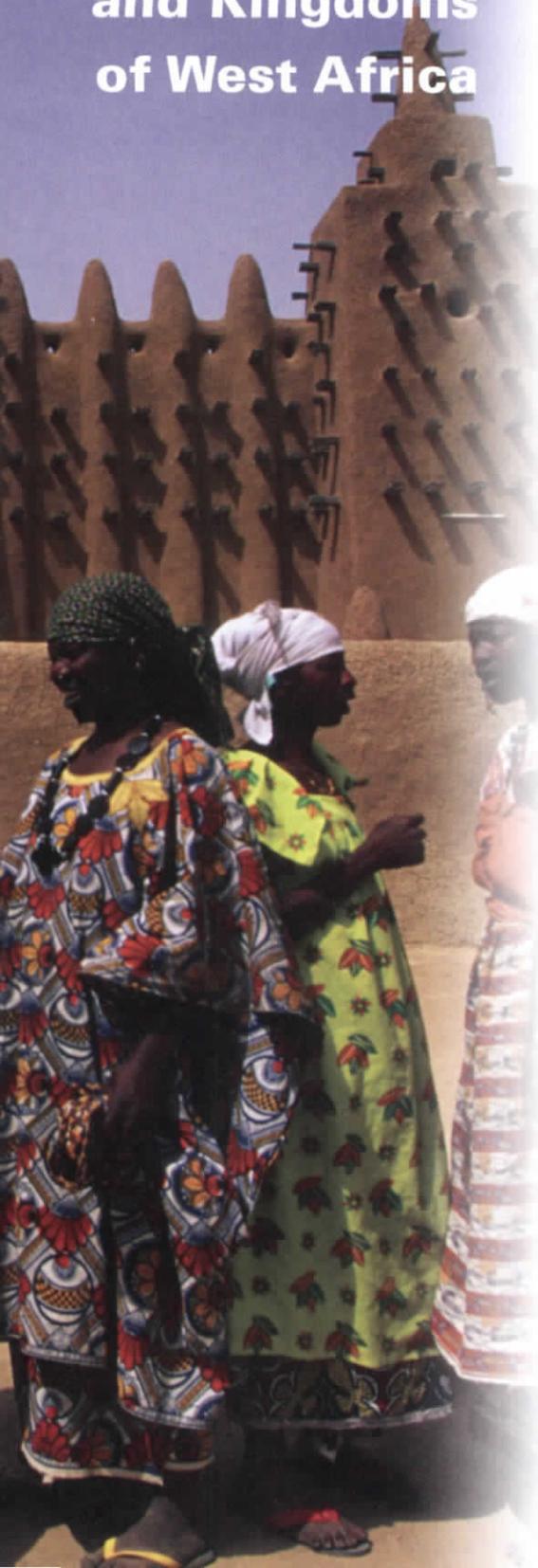


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The Prophet Muhammad	83
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Explore Islam's influence on West African religious practices, government and law, education, language, architecture, and decorative arts.

Chapter 15

The Cultural Legacy of West Africa 165

Learn about West African oral and written traditions, music, and visual arts and how they continue to influence the world today.

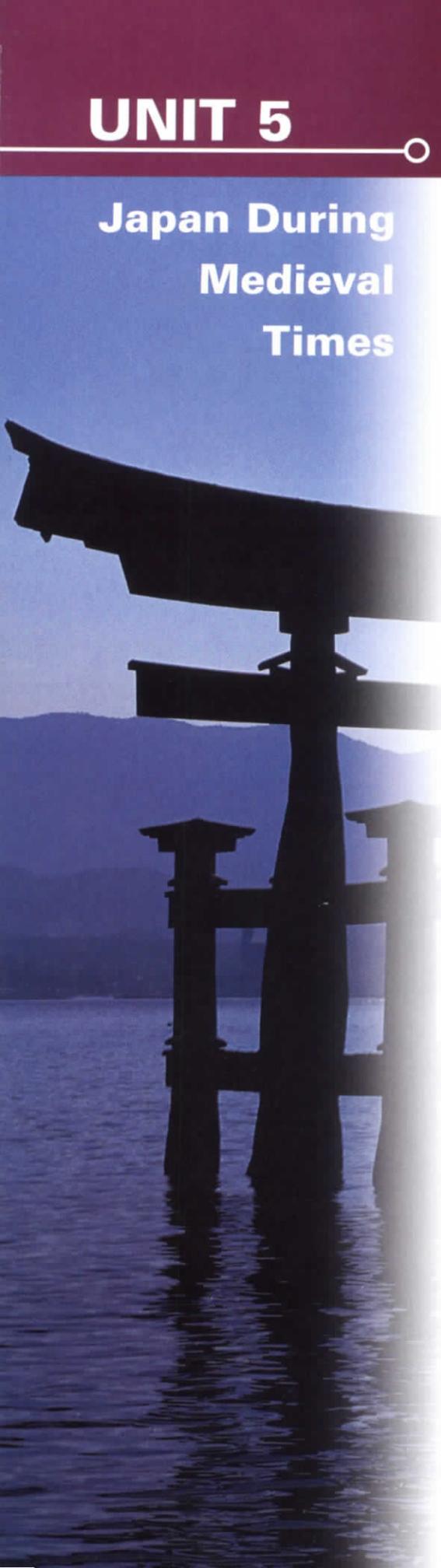
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Chapter 32

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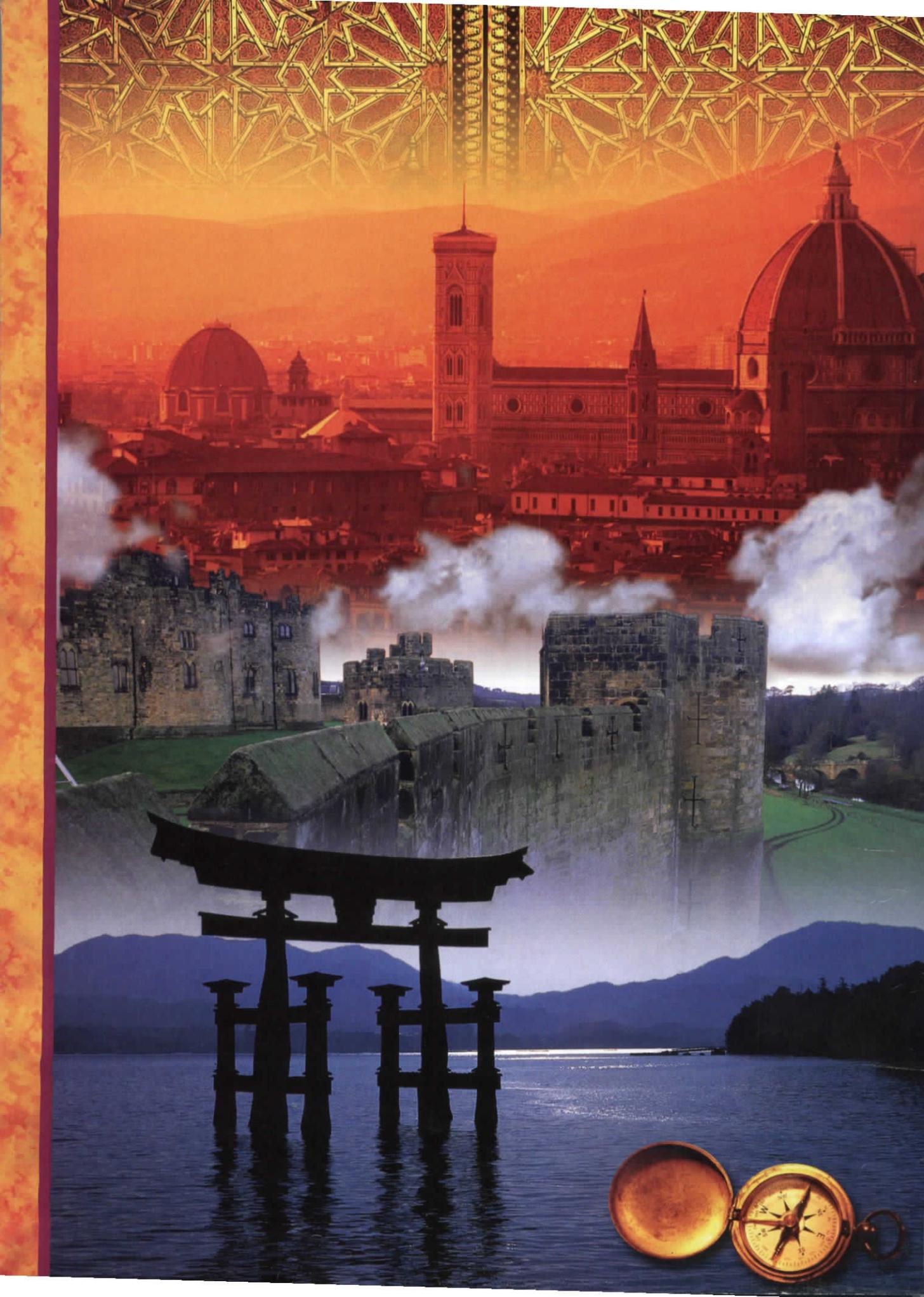
Explore the growth of Protestantism and the Counter-Reformation of the Catholic Church. Learn about the beliefs and practices of three Protestant sects: Lutheranism, Calvinism, and Anglicanism.

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Introduction

Welcome to *History Alive! The Medieval World and Beyond*. The word *medieval* refers to the period between ancient and modern times. In this book, you'll explore this period in Europe, Asia, Africa, and the Americas. You'll sometimes go beyond the medieval period to look at what happened before and after it.

Studying history involves figuring out what happened in the past, and why. People who study history are a lot like detectives. They ask questions and study clues. They form hypotheses, or educated guesses. Then they test their ideas against the evidence.

Many scholars study the past. Among these "history detectives" are archeologists and historians. Scholars like these are interested in much more than names and dates. They try to understand people's cultures and ways of life. They study values, beliefs, customs, political systems, and much more.

Archeologists study the distant past by examining objects that people left behind. These objects are called *artifacts*. They can include anything that people made or used. Some examples are clothing, tools, buildings, weapons, and coins. Clues like these can tell us a great deal about what cultures were like before they had written records.

Historians both record and interpret the past. They try to understand how events are connected by tracing their causes and effects. Historians are most interested in the last few thousand years, when people began leaving written records.

Historians use two types of sources to study the past. Primary sources come from the period being studied. Often they are written documents such as diaries, letters, and official records. Artifacts and works of art are also primary sources.

Secondary sources are materials that interpret primary sources. For instance, a historian might write someone's biography, or life story. To do so, the historian might use primary sources such as letters and diaries. The biography itself is a secondary source. Other people can learn useful things from the historian's work.

History is like a mystery that never ends. That's because scholars' ideas about the past change as they learn more. In this book, you'll join the history detectives in exploring the past. You'll study clues and weigh the evidence. You'll make and defend your own educated guesses. You'll see for yourself that history is very much alive!