Managing Editor: Laura Akavosus  
Developmental Editor: John Bergez  
Production Editor: Mali Apple  
Editorial Assistant: Anna Embree  
Art Director: Tim Stephenson  
Production Manager: Lynn Sanchez  
Senior Graphic Designer: Christy Uyeno  
Graphic Designers: Katy Haun, Paul Rebello, Don Taka  
Photo Editor: Lindsay Keauver  
Audio Director: Katy Haun  
Operations Manager: Ellen Mapstone

Teachers' Curriculum Institute  
P.O. Box 50996  
Palo Alto, CA 94303

Copyright 2005 by Teachers' Curriculum Institute  
Printed in the United States of America.

ISBN 1-58371-376-X  
3 4 5 6 7 8 9 10 - VH- 09 08 07 06 05
Program Directors
Bert Bower
Jim Lobdell

Author
Wendy Frey

Contributing Writers
Lillian Duggan
Ren a Korb
Joan Kane Nichols
Joy Nolan

Curriculum Developers
Joyce Bartky
Terry Cobiirn
Anne Maloney
Steve Seely
Kelly Shafsky

Reading Specialist
Kate Kinsella, Ed.D.
Reading and TESOL Specialist
Department of Secondary Education
College of Education
San Francisco State University
San Francisco, California

Teacher Consultants
Randi Gibson
Stanford Middle School
Long Beach Unified School District
Long Beach, California

Jana Kreger
Hanover Middle School
Hanover School District
Hanover, Massachusetts

Dawn Lavond
SC Rogers Middle School
Moreland School District
San Jose, California

Michal Lim
Borel Middle School
San Mateo Foster City Elementary School District
San Mateo, California

Alana D. Murray
Parkland Middle School
Montgomery County Public Schools
Rockville, Maryland

Stevie Wheeler
Rincon Middle School
Escondido Union School District
San Diego, California

Scholars
Dr. Ayad Al-Qazzaz
Professor of Sociology
California State University Sacramento,
California

Dr. William H. Brennan
Associate Professor of History
University of the Pacific
Stockton, California

Dr. Philippe Buc
Professor of Medieval History
Stanford University
Palo Alto, California

Dr. Eun Mi Cho
Department of Special Education
California State University Sacramento,
California

Dr. Tom Conlan
Assistant Professor of History
Bowdoin College
Brunswick, Maine

Dr. Thomas Dandelet
Department of History
University of California
Berkeley, California

Dr. James A. Fox
Department of Anthropological Sciences
Director of the Center for Latin American Studies Stanford University
Palo Alto, California

Gloria Frey
Ethical Culture Schools
New York, New York

Christopher Gardner
Western Civilization Post-Doctoral Fellow
George Mason University
Arlington, Virginia

Dr. Bruce Greffe
Department of Religious Studies
Director, Religion and Public Education Resource Center
California State University
Chico, California

Dr. Kan Liang
Director, Asian Studies
Associate Professor of History
Seattle University
Seattle, Washington

Dr. Merrick Posnansky
Professor Emeritus
Departments of History and Anthropology
University of California
Los Angeles, California

Dr. John Rick
Department of Anthropological Sciences
Stanford University
Palo Alto, California

Dr. Melinda Takeuchi
Professor of Japanese Art and Culture
Stanford University
Palo Alto, California

Dr. Allen Wittenborn
Professor of Asian Studies
San Diego State University
San Diego, California

Assessment Consultant
Julie Weiss
Curriculum and Assessment Specialist
Elliot, Maine

Music Consultant
Melanie T. Pinkert, Ethnomusicologist
Bethesda, Maryland

Geography Specialist
Mapping Specialists
Madison, Wisconsin

Internet Consultant
Amy George
Weston, Massachusetts

Special Needs Consultants
Erin Fry
Glendora, California

Colleen Guccione
Naperville, Illinois
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 Lobdell, 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 Lobdell (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

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.
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.
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.
In Processing assignments, you'll show that you understand the new ideas of the lesson.

<table>
<thead>
<tr>
<th>Social Classes in Feudal Europe</th>
<th>Individuals or Groups in Our Society</th>
<th>Similarities and Differences Between These Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarch</td>
<td></td>
<td>Similarities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences:</td>
</tr>
<tr>
<td>Lords</td>
<td></td>
<td>Similarities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences:</td>
</tr>
<tr>
<td>Knights</td>
<td></td>
<td>Similarities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences:</td>
</tr>
<tr>
<td>Peasants</td>
<td></td>
<td>Similarities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences:</td>
</tr>
</tbody>
</table>

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.

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
UNIT 2

The Rise of Islam

Setting the Stage

Chapter 7
The Geography of the Arabian Peninsula
Study the Arabian Peninsula's environments and discover the ways of life of its people in the sixth century.

Chapter 8
The Prophet Muhammad
Explore Muhammad's life and learn about the spread of Islam throughout Arabia and beyond.

Chapter 9
The Teachings of Islam
Take a closer look at the basic beliefs and practices of the Islamic faith. Discover how Islam is practiced as a complete way of life.

Chapter 10
Contributions of Muslims to World Civilization
Discover the many achievements of Muslims in architecture, education, science, geography, mathematics, medicine, literature, art, and music.

Chapter 11
From the Crusades to New Muslim Empires
Explore the impact of the crusades on Christians, Muslims, and Jews. Learn how new Muslim empires arose and how Islam continued to spread to new parts of the world.

Islam Timeline
UNIT 3

The Culture and Kingdoms of West Africa

Setting the Stage 134

Chapter 12
Early Societies in West Africa 137
Discover how the kingdoms of Ghana, Songhai, and Mali developed out of early societies in West Africa.

Chapter 13
Ghana: A West African Trading Empire 145
Learn about Ghana’s government and military as well as how Ghana’s people acquired wealth through the trans-Saharan trade.

Chapter 14
The Influence of Islam on West Africa 155
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.

West Africa Timeline 172
Chapter 16
The Political Development of Imperial China
Explore China's political development under several dynasties and their different approaches to government.

Chapter 17
China Develops a New Economy
Discover how changes in agriculture, trade and commerce, and urbanization helped China’s economy grow during the Song dynasty.

Chapter 18
Chinese Discoveries and Inventions
Explore Chinese advances in exploration and travel, industry, military technology, everyday objects, and disease prevention during the Tang and Song dynasties.

Chapter 19
China's Contacts with the Outside World
Learn how the Chinese both welcomed and rejected foreign contact and how cultural exchange affected China during the Tang, Yuan, and Ming dynasties.

Imperial China Timeline
UNIT 5
Japan During Medieval Times

Setting the Stage 216

Chapter 20
The Influence of Neighboring Cultures on Japan 219
Discover how Japan blended ideas from other cultures into its own unique civilization.

Chapter 21
Heian-kyo: The Heart of Japan’s Golden Age 229
Explore how Heian aristocrats lived and how they created new kinds of art and literature in Japan’s Golden Age.

Chapter 22
The Rise of the Warrior Class in Japan 241
Meet Japan’s samurai and learn about their code of conduct and the lasting mark they left on Japanese culture.

Japan Timeline 252
Civilizations of the Americas

Setting the Stage 256

Chapter 23
The Maya 259
Trace the development of Mayan civilization and study Mayan class structure, family life, religious beliefs and practices, and agricultural techniques.

Chapter 24
The Aztecs 271
Learn about the Aztec people and how they built a great empire in central Mexico.

Chapter 25
Daily Life in Tenochtitlan 279
Discover what life was like in the Aztecs' capital city of Tenochtitlan. Explore Aztec class structure, marriage, family life, food, markets, religious practices, and recreation.

Chapter 26
The Incas 289
Explore how the Inca Empire was built and maintained. Learn about the Incas' class structure, family life, religion, and relations with other people.

Chapter 27
Achievements of the Maya, Aztecs, and Incas 301
Study the accomplishments of these three great peoples of the Americas, with a focus on science and technology, arts and architecture, and language and writing.

Civilizations of the Americas Timeline 308
Setting the Stage

Chapter 28
The Renaissance Begins
Explore how the Renaissance differed from the Middle Ages and classical times. Examine changes in European life that led to the Renaissance.

Chapter 29
Florence: The Cradle of the Renaissance
Visit the Italian city of Florence to learn about the advances in architecture and engineering, painting, sculpture, literature, science, and mathematics that were made during the Renaissance.

Chapter 30
Leading Figures of the Renaissance
Learn how Renaissance ideas spread from Italy across Europe, and study the lives and work of ten leading figures of the Renaissance.

Chapter 31
The Reformation Begins
Learn about the problems that weakened the Roman Catholic Church, meet the early reformers who tried to change the church, and discover how the Reformation ended the religious unity of Christian Europe.

Chapter 32
The Spread and Impact of the Reformation
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.

Renaissance and Reformation Timeline
Setting the Stage 372

Chapter 33
The Age of Exploration 375
Learn how the voyages of discovery by explorers from Portugal, Spain, and other European countries changed how Europeans saw the world.

Chapter 34
The Scientific Revolution 389
Meet some of the key scientists of this period, and learn about their major discoveries and inventions.

Chapter 35
The Enlightenment 399
Meet philosophers whose ideas influenced the Enlightenment, and discover how their work led to new thinking about government and individual rights.

Modern Europe Timeline 410

Resources 413
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!