Unit 9.7 Political Powers and Achievements
Part 1 - Medieval Europe and Byzantine Empire

Name:_____

Period:_____

OPENER:
Political Powers and Achievements (500-1500 CE)

Practice 1: *Getting Familiar*

Directions: From the list below (circle) any words that look familiar and B) **underline** any words that do not look familiar.

centralized	decentralized	feudalism
manoralism	social mobility	unify
codify	secular	reform
power vacuum	divergent	interdependence

Practice 1: *Visualize*

Directions: Write the definition of each vocabulary word. Create an image to represent this definition.

Word	Definition	Symbol/Image
Centralized (v.)		
Codify (v.)		
Decentralized (v.)		
Divergent (v.)		

Feudalism (n.)		
Interdependence (n.)		
Manoralism (n.)		
Power Vacuum (n.)		

Reform (v.)		
Secular (a.)		
Social Mobility (n.)		
Unify (v.)		

Practice 2: *True, False, Explain*

Directions: Read each statement and determine whether it is true of false. If it is false, rewrite the sentence correctly.

True or False, Explain.	T or F	If "false," *rewrite the sentence correctly*
1. To **unify** a society is to divide everyone into smaller groups.		
2. In a social structure with **social mobility,** I am required to stay in the social class I was born into.		
3. An example of a **secular** law code is the 10 commandments.		
4. When there is a **power vacuum,** someone has absolute control.		
5. When the Babylonians decide to **codify** the Code of Hammurabi, it was the first time in history that laws had been written down.		
6. An example of **interdependence** is when people and regions do not depend on one another to meet their needs.		
7. Even though Sparta and Athens were both Greek city-states, they developed **divergent** values.		
8. An example of a **centralized** government is when many people to hold power in different locations throughout a nation.		
9. A **decentralized** government usually has a single ruler who controls the entire nation.		

Objective: **How did the fall of Rome impact Western and Eastern Europe?**

- **Describe** how the fall of Rome affected Western and Eastern Europe during the post-classical era.

Introduction

➡ **Directions: In the space provided below, recall reasons why the Roman Empire "fell" and predict the effects of this turning point.**
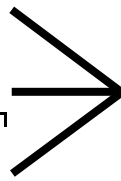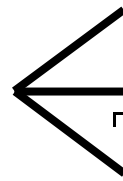
Connect Cause and Effect

Predict

Recall:
Causes for the Fall of Rome

Predict:
Effects of the Fall of Rome

Turning Point: The Fall of Rome

The **Middle Ages** are the time period from 476 CE to around 1450 CE in Western Europe. Sometimes the whole post-classical era is referred to as the Middle Ages, but it is referred to the "Middle" Ages because historians viewed it as an less important time period between Rome and the Early Modern Period, and since Rome and the birth of the Early Modern Period happened in Europe, we will only consider the Middle Ages to be an era specific to Europe.

Medieval Europe

=

Europe during the Middle Ages

=

5th century (400s) CE - 15th century (1400s) CE

MIDDLE AGES / MEDIEVAL EUROPE

Late 5th century - Late 15th century

476 CE
The Fall of Rome

~1450 CE
Invention of the printing press by Johannes Gutenberg in 1445

Fall of Constantinople in 1453

Voyages of Christopher Columbus and discovery of America in 1492

Protestant Reformation in 1517

After the fall of the western part of the Roman empire, there was chaos, violence and danger. People began to leave towns and cities to band together in the countryside for protection and survival. A new social, economic and political structure called **feudalism** developed to create order and stability.

A Quick Review: Why did the Roman Empire fall? How did this lead to the development of Medieval Europe and the Byzantine Empire?

➡ **Directions: Complete the They Say/I Say activity below to review the causes of the fall of the Roman Empire.**

They Say	I Say
● There were several reasons for the decline including: invasions, increased taxes, political instability	**1. Identify two causes for the decline of the Roman Empire.**
● The Roman Empire did not just fall one day. Instead, it slowly declined over several hundred years.	**2. Given your knowledge of the Roman Empire, why did it take several hundred years for the Roman Empire to fall?**
● During the years of decline, emperors attempted to make **reforms** or changes to make things better to prevent the Roman Empire from completely falling apart. ● In 284 CE, Emperor Diocletian decided that the empire was too large and should be split into an Eastern and Western province. Each province had its own emperor. Diocletian kept the wealthy Eastern province for himself and gave the weaker and poorer province to another emperor.	**3. Describe Diocletian's reform.** **4. Did this reform have a positive or negative effect on the Western province of the Roman Empire?**
● During the years of decline, emperors attempted to make **reforms** or changes to prevent the Roman Empire from completely falling apart. ● In 330 CE, Emperor Constantine established the new capital of the Roman Empire called Constantinople in the Eastern province. The Eastern province of the empire became the center of power.	**5. Describe Constantine's reform.** **6. Did this reform have a positive or negative effect on the Western province of the Roman Empire?**
● Despite all these reforms, by 476 CE, the Western province of the Roman Empire fell.	**7. The Eastern province of the Roman Empire did not decline as drastically. Based on what you've read, why do you think the Western province fell?**

Western Europe vs. Eastern Europe During the Middle Ages

➡ **Directions: Examine the information below summarizing the differences between the Byzantine Empire in Eastern Europe and Western Europe during the Middle Ages, then answer the questions that follow.**

> The **Middle Ages** are the time period from 476 CE to around 1450 CE in Western Europe. Sometimes the whole post-classical era is referred to as the Middle Ages, but it is referred to the "Middle" Ages because historians viewed it as a less important time period between Rome and the Early Modern Period, and since Rome and the birth of the Early Modern Period happened in Europe, we will only consider the Middle Ages to be an era specific to Europe.

Following the fall of the Western province of the Roman Empire, *divergent* societies emerged in Europe.
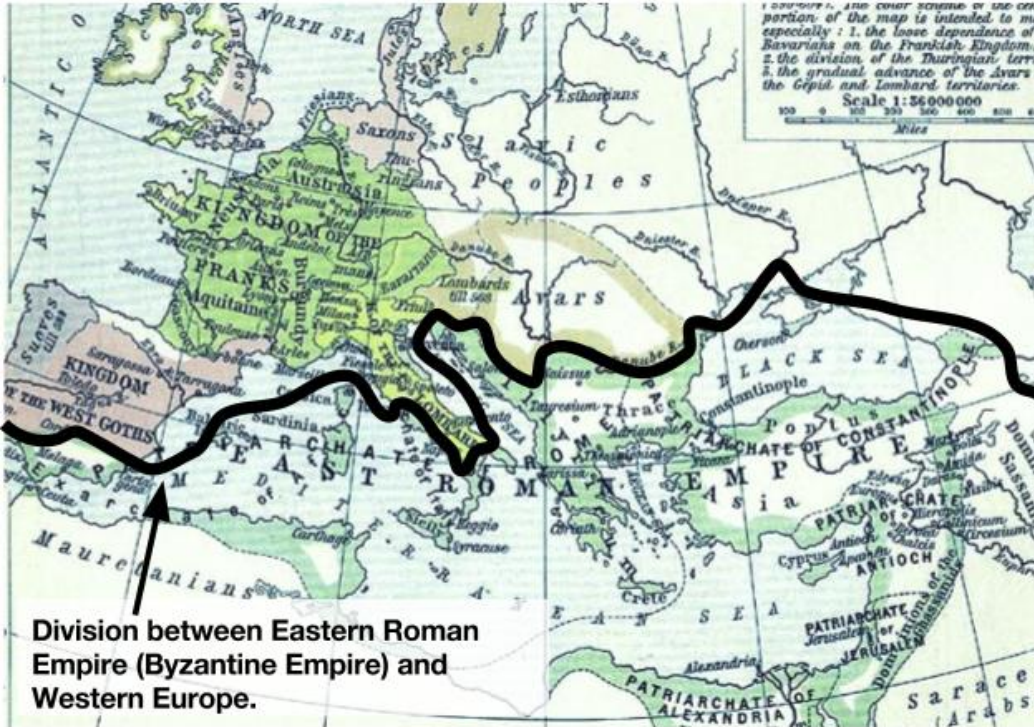

WESTERN EMPIRE
Medieval Europe

EASTERN EMPIRE
Byzantine Empire

Topic 1: Government

Europe and the Eastern Roman Empire, 533-600

Division between Eastern Roman Empire (Byzantine Empire) and Western Europe.

Question:

1. Based on the map and text provided, what was the difference between the political structures in Western and Eastern Europe after the fall of the Roman Empire? What evidence do you see from the map?

_____

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Western Europe- <u>Medieval Europe</u>

- Western Europe was divided up into small kingdoms ruled by kings who often fought against one another
- These kingdoms were often based on common cultures (ie- those who spoke French lived in the Kingdom of the Franks)
- There was no government that controlled all of western Europe as there was when the Roman Empire was in control

Eastern Europe- <u>Byzantine Empire</u>

- Ruled by the Eastern Roman Empire, later referred to as the Byzantine Empire, who had a ruling structure similar to the Roman Empire
- The Byzantine Empire brought stability to the region

Topic 2: Religion

Modern day leaders of the Roman Catholic Church (the Pope) and the Eastern Orthodox Church (the Ecumenical Patriarch of Constantinople) standing outside of the Church of the Holy Sepulchre in Jerusalem.

Western Europe- Medieval Europe

- The **Roman Catholic Church** was the sect of Christianity that most Christians in Western Europe followed during the Middle Ages. It started during the Roman Empire and grew in strength after the Fall of Rome.
- The Roman Catholic Church was and still is led by the Pope who lives in Vatican City in **Rome, Italy.**
- **Latin** was and is the official language of the Roman Catholic Church.
- The Roman Catholic Church was the only unifying organization in Western Europe during the Middle Ages and it had a great deal of power. For example, the Pope crowned all of the new kings and queens of kingdoms in the Middle Ages.

Eastern Europe- Byzantine Empire

- In 1054 CE, the **Eastern Orthodox Church** split from the Roman Catholic Church to become its own sect of Christianity.
- The Eastern Orthodox Church was and still is led by a person named the **Ecumenical Patriarch of Constantinople** who lived in the city of **Constantinople** which has been renamed Istanbul which is in modern-day Turkey.
- **Greek** is the official language of the Eastern Orthodox Church.
- During the Byzantine Empire, the emperor selected the Ecumenical Patriarch of Constantinople, giving the emperor power over the Eastern Orthodox Church.
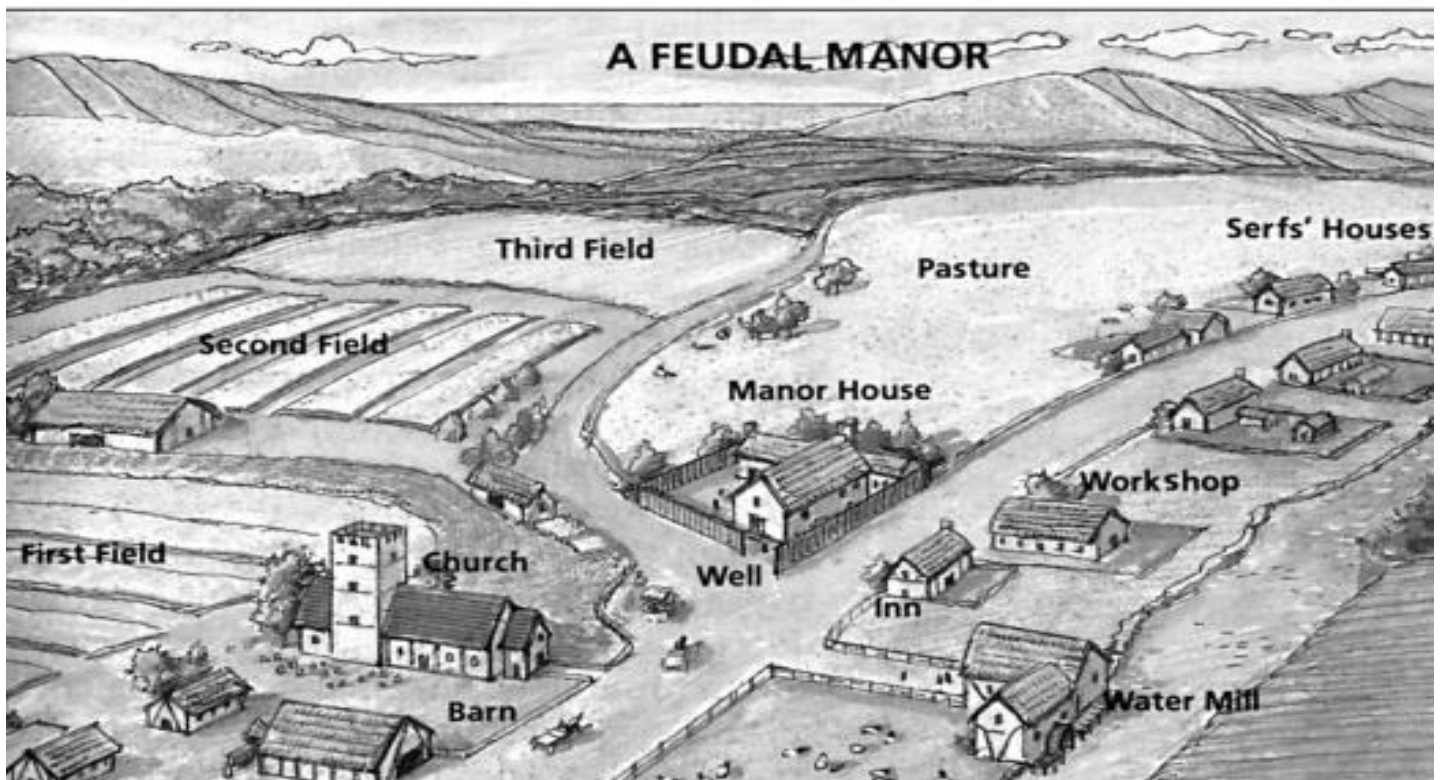
Questions:
2. Based on the image and text provided, identify _three_ differences between the religions in Western Europe and Eastern Europe During the Middle Ages.

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_____

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_____

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3. Based on the image and text provided, identify _one_ similarity between the religions in Western Europe and Eastern Europe During the Middle Ages.

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Topic 3: Economics

Source: Michael B. Petrovich et al., People in Time and Place: World Cultures, Silver, Burdett & Ginn, 1991 from the NYS Global History and Geography Regents Exam, January 2006.

- During the Middle Ages in Western Europe, the economic system in most places was called **manorialism**. A **manor** is a small area of land owned by a noble that included homes, farmland, artisans, water, and **serfs** (peasants that could not leave the land and who performed farm labor for the noble).
- Since each manor was mostly **self-sufficient** (provided for its own needs), trade decreased during the Middle Ages.

Eastern Europe- Byzantine Empire
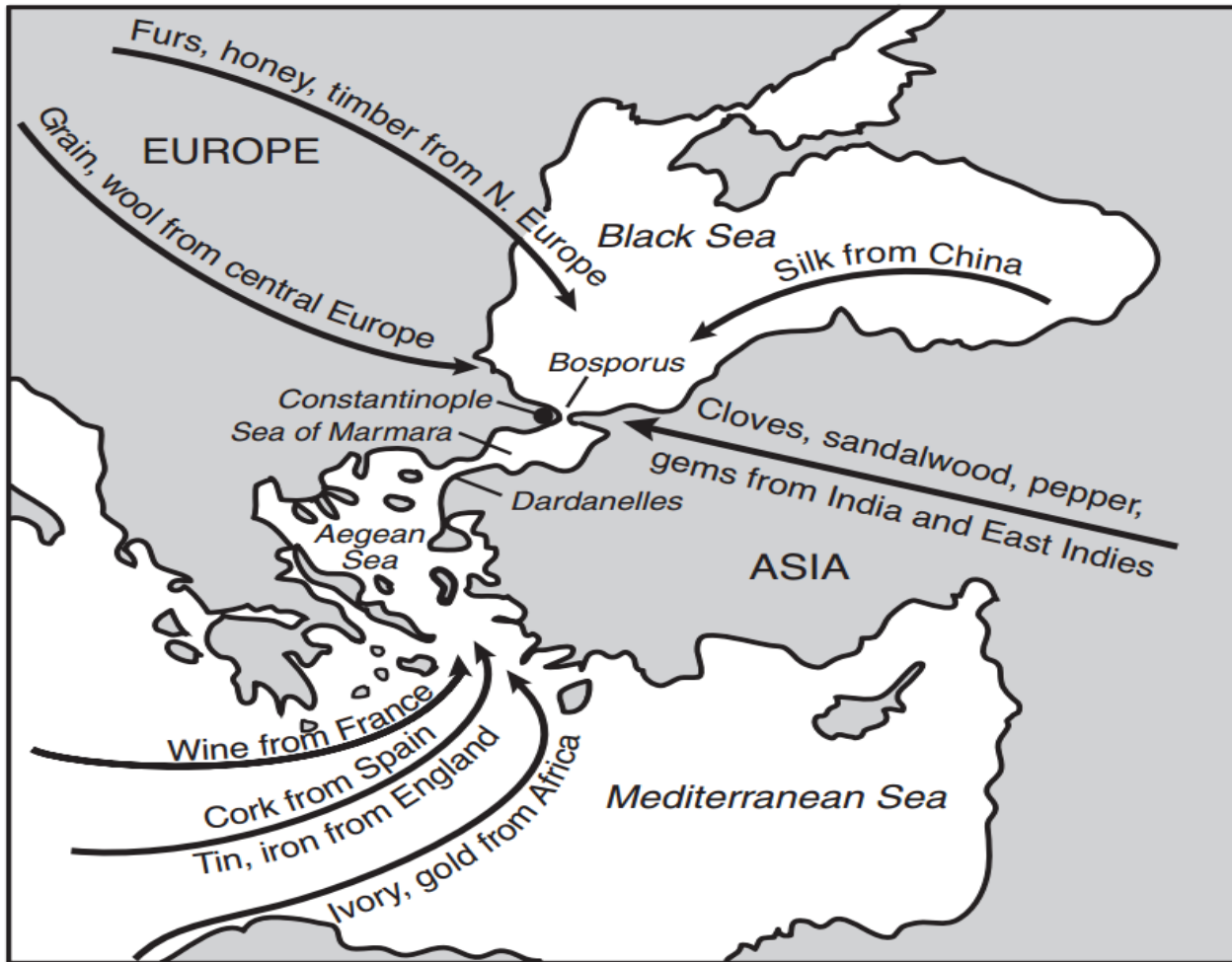
Source: Farah and Karls, World History, The Human Experience, Glencoe/McGraw-Hill (adapted)

- The Byzantine Empire was located between Europe, Asia, and Africa. As a result, it was a crossroads of trade. Trade from the Silk Roads, North Africa, the Indian Ocean, and the Mediterranean Sea came through the Byzantine Empire.
- Constantinople, the capital of the Byzantine Empire was especially busy with trade.
- Trade made the Byzantine Empire wealthy and prosperous.

Question:
4. Based on the images and text provided, how were Western and Eastern Europe different economically during the Middle Ages?

_____

_____

_____

_____

SQ 3: How did the fall of Rome impact Western and Eastern Europe?

Predict

Compare

➡ **Directions:** Using evidence from the documents above, respond to the task below in the space provided.
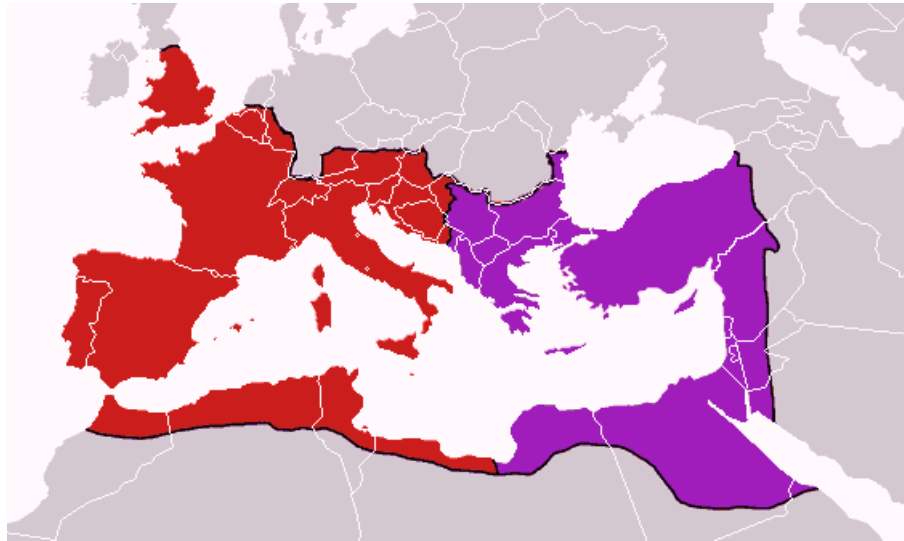
Using the conjunctions <u>but,</u> <u>because</u>, or <u>so</u>, describe a difference between the political, religious, or economic structures in the Western Europe and Eastern Europe during the Middle Ages.

_____

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Objective:	**What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?**
	● **Define** what feudalism and manorialism were and **describe** what effects they had on people living in Western Europe.

Introduction

➡**Directions: Read the vocabulary word and examine the image below, then complete the See-Think-Wonder task to the right.**

Social Hierarchy

Drawing criticizing the American class structure in 1911. Source.

See

List two things you *see* in the image to the left.

_____

_____

_____

_____

_____

Think

Based on your observations, what do you *think* about the image to the left?

_____

_____

_____

_____

_____

Vocabulary

Social Class: A group of people with similar levels of wealth, influence, and status.

Social Hierarchy: A system in society where people are ranked by their social class.

Social Mobility: The movement of people between different social classes.

Rigid Class Structure: A social class system where there is no mobility. A person remains in the same class their entire life.

Does the image above best represent a society with <u>social mobility</u> or a <u>rigid class structure</u>? Explain.

_____

_____

_____

_____

_____

Contextualize Medieval Europe, Feudalism, and Manorialism

Contextualize

➡ **Directions: Read the text and examine the images below, then answer the accompanying questions.**

**Connect Cause and Effect**

The Fall of Rome

When the Western Roman empire fell in 476 CE, kings and emperors were too weak to maintain order. T[...] power vacuum is a condition that exists when someone has lost control and no one has replaced them. W[...] western Roman empire, Europeans began fighting for **domination**. In addition to the fighting between Eu[...] **invasions** by the Vikings, Muslims, and other groups. This was a time period of danger, violence, and instabili[...]

Feudalism Brings Protection

To create a safer environment, a system of **feudalism** developed. Feudalism was a **decentralized**, or loosely organized system of rule based on land ownership. In Feudalism, kings divided up their land into **fiefs** and gave them to **lords**. Fiefs could range from a few acres to a hundred square miles. These **lords** gave fiefs to **vassals**. In exchange for the fief, the vassals pledged allegiance to their lord. This allegiance meant that they would raise armies to protect their own lands and fight for their lords. This exchange of pledges is called a **feudal contract**. This was an **interdependent** relationship with **mutual feudal obligations**.
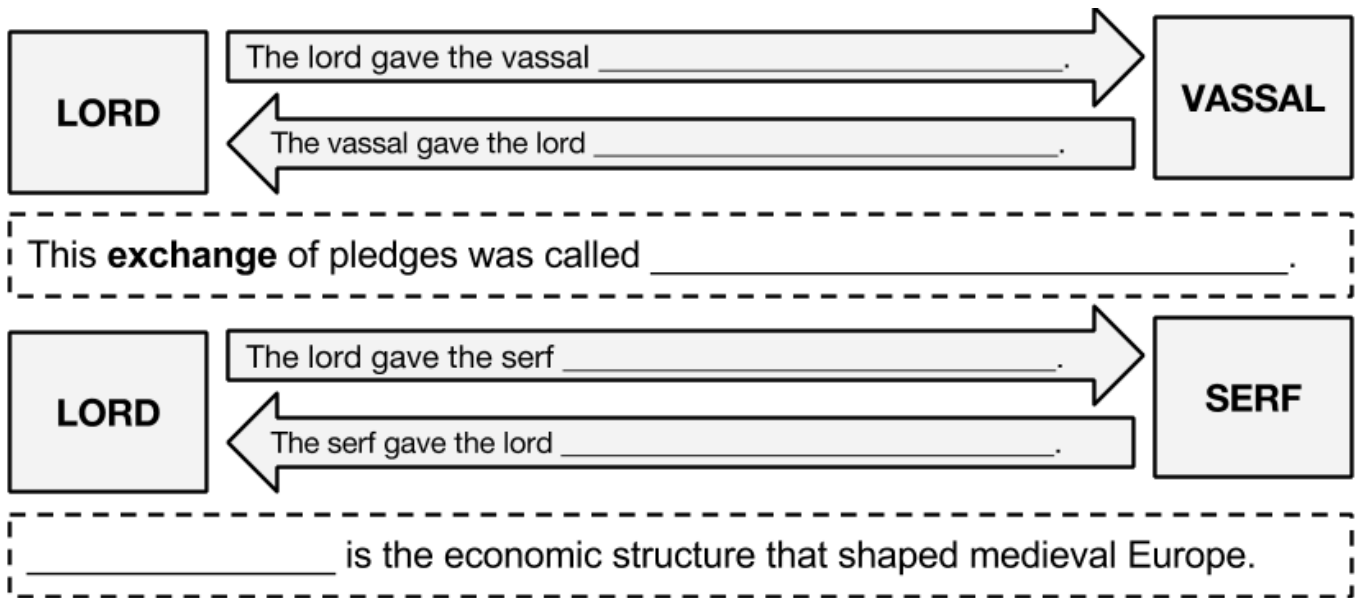
Feudalism Brings Stability

Feudalism created stability through the **manor system** which established a clear social and economic structure called **manorialism**. Manorialism was an economic system structured around the **feudal manor**, or the lord's estate. This estate included the lord's landholding, farming lands, and peasant villages. Most peasants were **serfs,** or people bound to the land. Serfs were not allowed to leave the manor without permission. Serfs made repairs and farmed the land. In exchange for farming and repairs, serfs were protected by their lord in the event of a war or raid. The manor was **self-sufficient** which meant that the peasants produced most of everything they needed including food, clothing, tools and furniture. They did not need to trade with others for their basic needs.
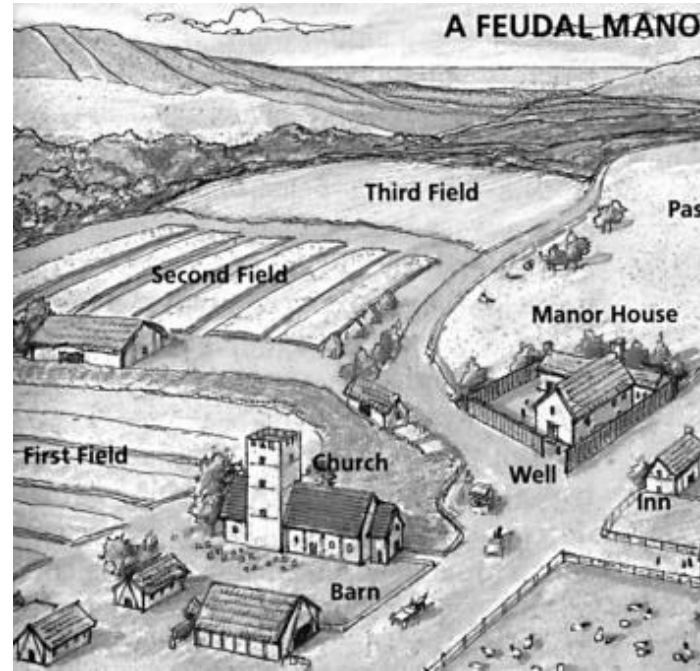
Source: Michael B. Petrovich et al., People in Time and Place: World Cultures, [...] Global History and [...]

1. Using the text above, complete the graphic organizer.

LORD

The lord gave the vassal _____.

The vassal gave the lord _____.

VASSAL

This **exchange** of pledges was called _____.

LORD

The lord gave the serf _____.

The serf gave the lord _____.

SERF

_____ is the economic structure that shaped medieval Europe.

2. Using the diagrams and text above, respond to the following question: *Why did feudalism develop in Western Europe in the 500s after the decline of the Roman Empire?* **Use at least one of the following conjunctions in your response: but, because, so, therefore.**

_____

_____

_____

_____

_____

_____

_____

The Effects of Feudalism

Everyone had a well-defined place in medieval society. People were born into their social positions, and there was little chance of moving beyond them.

Therefore, this was a society built around _____ (social mobility OR a rigid social structure).

➡️ **Directions: Using the text to your right, place the following social classes in the correct ranking on the social pyramid.**

Social Classes:
- Serfs and Peasants
- Kings (Monarchs)
- Roman Catholic Church/Pope
- Knights and Vassals
- Lords
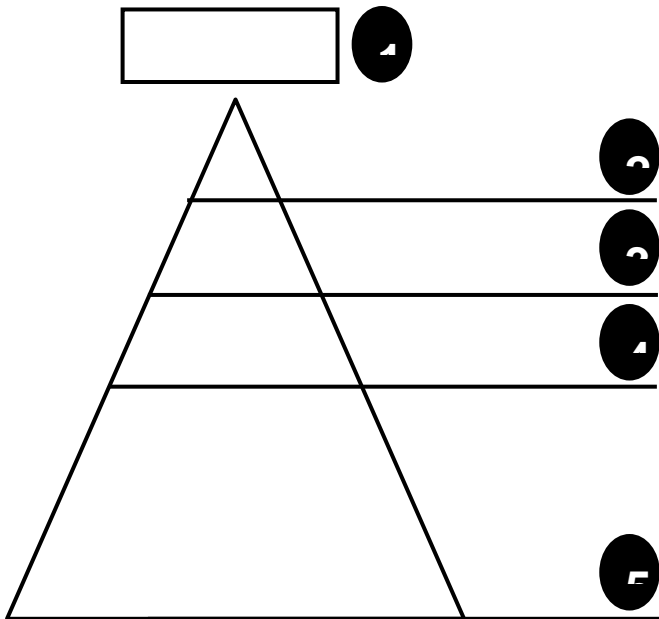
Serfs and Peasants: Most peasants on a manor were serfs, bound to the land. Serfs were not slaves who could be bought and sold. Still, they were not free. They could not leave the manor without the lord's permission. If the manor was granted to a new lord, the serfs went along with it.

Kings (Monarchs):
The king owned all the land and allowed the trusted nobles to govern a part of the land in return for other services.

Roman Catholic Church/Pope: In the centuries after the fall of the Roman Empire, the Roman Catholic Church carved out a unique position in Western Europe. It not only controlled the spiritual life of Christians but gradually became the most powerful **secular**, or non-religious, force in medieval Europe.

During the Middle Ages, the pope was the spiritual leader of the Western Christian Church, based in Rome. Declaring themselves representatives of God on Earth, medieval popes eventually claimed **papal supremacy**, or authority over all secular rulers, including kings and emperors.

The Church developed their own body of laws, known as **canon law**, as well as its own courts. [...] Anyone who disobeyed Church law faced a range of penalties. The most severe and terrifying was **excommunication**. Those who were excommunicated could not receive the sacraments or a Christian burial, which condemned them to hell for eternity.
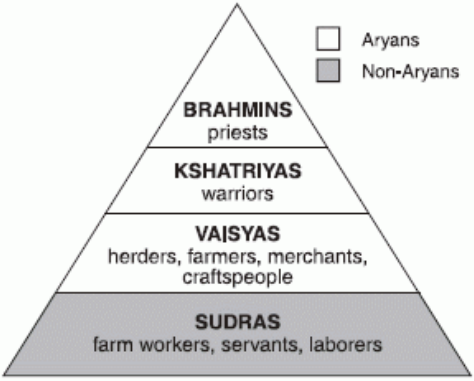
Knights and Vassals:
For medieval nobles, warfare was a way of life. Rival lords battled constantly for power. Many nobles began training in boyhood for a future occupation as a **knight**, or mounted warrior. In the later Middle Ages, knights adopted a code of conduct called **chivalry**.

Nobility (Lords): Below the monarchs were powerful lords such as dukes and counts who held the largest fiefs. Each of these lords had vassals.

19

Thinking Critically about Social Hierarchy

➡ **Directions: Based on what you learned in this lesson and previous units, respond to the questions below.**

Questions	Responses
1a. Which social class had the greatest amount of power in feudal Europe?	1a. _____ _____
1b. What specific powers did this class have?	1b. _____ _____
2a. Which class of people made up the bulk of the medieval population?	2a. _____ _____
2b. If you were a serf, what would be your opinion of the feudal system? Why?	2b. _____ _____
Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted) **3a. What are the similarities between the feudal social structure and the Hindu caste system?** **3b. What are the differences** between the feudal social structure and the Hindu caste system?	3a. _____ _____ _____ 3b. _____ _____ _____

FA

SQ 4. What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?

➡ **Directions:** Using evidence from the documents above, respond to the task below in the space provided.

Connect Cause and Effect

1. Define what feudalism was.

_____

_____

2. Define what manorialism was.

_____

_____

3. Write two sentences to describe the advantages and disadvantages of feudalism and the manoralism using one of the clauses below:

Even though	While	Despite that	However

_____

_____

_____

_____

_____

Objective:	**Was the Catholic Church powerful in Medieval Europe?**
	● **Argue** whether the Catholic Church was or was not powerful in Medieval Europe.

Introduction

➡ **Directions: Read the text below and complete the See-Think-Wonder activity that follows.**

The statements below come from a document called Dictatus Papae (1075), which stated the powers of the Pope in the Middle Ages. The Pope is the leader of the Catholic Church.

9. That of the pope alone all princes shall kiss the feet.

12. That it may be permitted to him [pope] to depose [remove from power] emperors.

14. That he has power to ordain [make someone a priest] a clerk of any church he may wish.

17. That no chapter and no book shall be considered canonical [included in a list of sacred books] without his authority.

18. That a sentence passed by him may be retracted by no one; and that he himself, alone of all, may retract it.

19. That he himself may be judged by no one.

Excerpt is from Select Historical Documents of the Middle Ages which is published on the Internet Medieval Sourcebook.

| See List two things you *see* in the text above that interest you.	Think Based on your observations, what do you think about the power the pope had in the Middle Ages?	Wonder Write two questions you have about the text from Dictatus Papae.

Contextualize the Catholic Church in Medieval Europe

➡ **Directions: Read text below and answer the accompanying question.**

After the fall of the Roman Empire in 476 CE, western Europe broke into small warring kingdoms. Since it was the official church of the Roman Empire, most people in Western Europe were Christians, and it owned a great deal of wealth and land, the Catholic Church became the most important unifying and stabilizing force in western Europe during the Middle Ages. The power vacuum left by the Roman Empire was filled by the Catholic Church.

Over the course of the early Middle Ages, the Catholic Church became more influential and powerful, to the point where the Church and the beliefs of its clergy [people who had high positions in the Church like priests and bishops] controlled secular [non-religious] life and secular government.

By the 11th century (1000s), the Pope, the leader of the Catholic Church, had the power to decide who would be king in some regions and was able to raise an army to go to war. For centuries afterwards, secular leaders and the Church competed for power in western Europe.
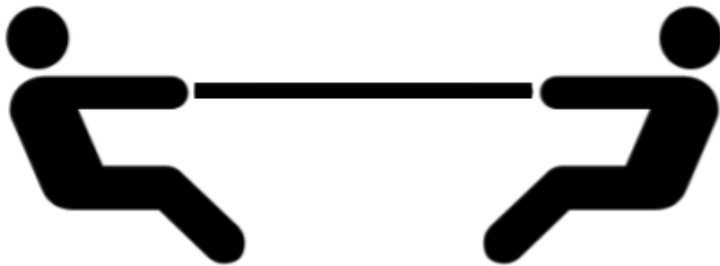
RELIGIOUS WORLD
THE CHURCH
(Pope, Bishops, etc.)
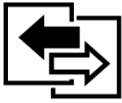
VS.

SECULAR WORLD
THE STATE
(Emperors, Kings, etc.)

POWER

Citations 1

1. Why did the Catholic Church become powerful in Western Europe?

_____

_____

_____

_____

2. What powers did the Catholic Church gain during the early Middle Ages?

_____

_____

_____

_____

Corroborate ➡ **Directions: Examine each of the following documents, then respond to the accompanying prompts to determine if the evidence supports that the Catholic Church was or was not powerful in Medieval Europe.**

Document 1

The Clergy
The **pope** and the **clergy**, people with positions in the Catholic Church like priests, nuns, monks, bishops, cardinals, and archbishops, are pictured here.

Monarchy and Nobility
Kings, queens, nobles, and knights are pictured here.

Peasants
Pictured here are the peasants, artisans, merchants, and serfs who lived in Medieval communities but were not ordained with positions in the Catholic Church.

A painting depicting the three "estates" or classes in Medieval France.

1a. Circle which claim this document supports.

Claim A: The Catholic Church was very powerful in Medieval Europe.

Claim B: The Catholic Church was not very powerful in Medieval Europe.

1b. Identify a piece of textual or visual evidence from this document that supports the claim this document makes.

_____

_____

_____

Document 2

During the European Middle Ages, the Catholic Church really dominated European civilization. It's almost impossible to imagine the scope of the Church's power in the Middle Ages, but let's try.

First off, the Catholic Church was the caretaker of the most important thing that Christians had, their souls, which, unlike our temporal [secular] bodies, were eternal. And then there was the parish priest, who played a pivotal role throughout every person's life, baptizing them, marrying them, hearing their confessions, [and] providing last rites.

The church also provided all of the social services: It distributed alms [money or food given as a donation] to the poor, and ran orphanages, and provided what education was available. Most Europeans would in their lives meet exactly one person who could read the Bible, which was only available in Latin - their parish priest.

And, the church owned over 1/3 of all the land in Europe, which helped make it the most powerful economic and political force on the continent.

And the Pope claimed authority over all the kings of Europe, as the successor to the Roman Emperor. So this was a very powerful institution...

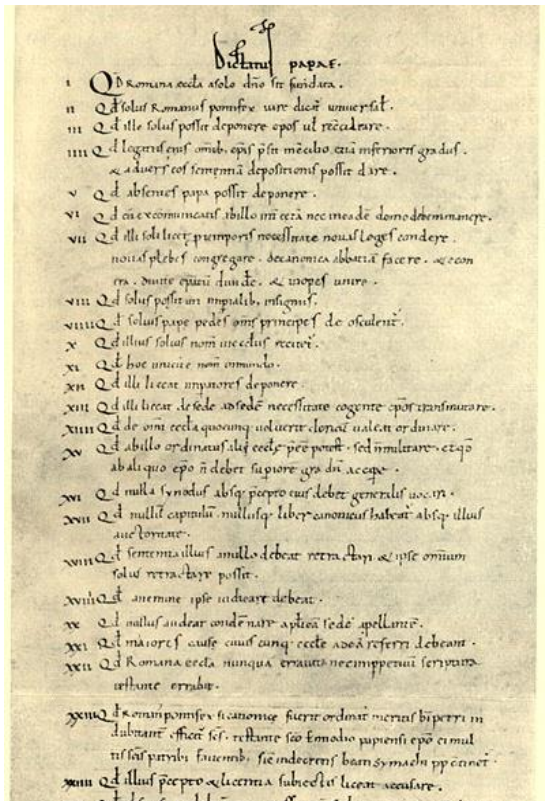**2a. Circle which claim this document supports.**

Claim A: The Catholic Church was very powerful in Medieval Europe.

Claim B: The Catholic Church was not very powerful in Medieval Europe.

2b. Identify a piece of textual or visual evidence from this document that supports the claim this document makes.

_____

_____

_____

_____

Document 3: *Dictatus papae*

Pope Gregory was elected pope in 1073 CE. He believed that as pope, he was God's "vicar [representative] on earth" and that his authority extended over religious life and secular political life. In 1075, he issued a decree forbidding a practice called lay investiture. Lay investiture was a practice whereby secular rulers like emperors or kings could select leaders of the church. Pope Gregory felt that this practice reduced his power so he ended it. This angered many kings and emperors. *Dictatus papae* is a compilation of 27 statements about the powers of the pope. It was included in Pope Gregory VII's register under the year 1075. *Dictatus papae* reflects the views of Pope Gregory about the power of popes.

Excerpts from Dictatus Papae:

9. That of the pope alone all princes shall kiss the feet.

12. That it may be permitted to him [pope] to depose [remove from power] emperors.

14. That he has power to ordain [make someone a priest] a clerk of any church he may wish.

17. That no chapter and no book shall be considered canonical [included in a list of sacred books] without his authority.

18. That a sentence passed by him may be retracted by no one; and that he himself, alone of all, may retract it.

19. That he himself may be judged by no one.

3a. Circle which claim this document supports.

Claim A: The Catholic Church was very powerful in Medieval Europe.

Claim B: The Catholic Church was not very powerful in Medieval Europe.

3b. Identify a piece of textual or visual evidence from this document that supports the claim this document makes.

_____

_____

_____

_____

Document 4

Painting of Pope Innocent III, 1219.
Image is courtesy of Wikimedia and is in the public domain

During the Middle Ages, the Catholic Church developed its own set of laws called **canon law.** Medieval canon law was based on the Bible and decision made by the clergy as well as local laws and Roman law also influenced canon law.

Canon law set out the rules that Catholics needed to follow and included topics like religious teachings accepted by the church, crimes, the role of the clergy, and marriage.

Depending on the situation, breaking canon law could result in **excommunication**, the limiting or ending of a person's membership in the Catholic Church. Those who were excommunicated could not receive the sacraments [sacred ceremonies of the church] or a Christian burial, which many believed could condemned them to hell for eternity.

Popes and other clergy members in the Church used excommunication to punish those who opposed them. If the Church wanted to send a message to a noble or king who disagreed with them or spoke out against them he could impose an interdict, an order that excluded a whole region from receiving holy sacraments in the Catholic Church. In some cases, this led to revolts from the people who feared their souls were in danger which might lead to the Church getting what they wanted. A powerful noble who opposed the Church might face an interdict, but even the strongest ruler usually gave in rather than have to deal with revolts by the common people.

Adapted by New Visions from Excommunication on New World Encyclopedia which is published under the CC BY-SA 3.0 Unported license

4a. Circle which claim this document supports.

Claim A: The Catholic Church was very powerful in Medieval Europe.

Claim B: The Catholic Church was not very powerful in Medieval Europe.

4b. Identify a piece of textual or visual evidence from this document that supports the claim this document makes.

_____

_____

_____

_____

_____

FA

SQ 5. Was the Catholic Church powerful in Medieval Europe?

Corroborate

Construct Arguments

➡ **Directions:** Using evidence from the documents above, respond to the task below in the space provided.

Based on the evidence from these documents, write a thesis statement in response to the questions, "Was the Catholic Church powerful in Medieval Europe?"

Remember, CLAIM + REASONS = THESIS

CLAIM
The Catholic Church **was/was not** very powerful in Medieval Europe …

REASONS
List your reasons that support the claim.

+

Final Thesis:

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Where was the Byzantine Empire? How did geography and its location affect the development of the Byzantine Empire?

- **Describe** the location of the Byzantine Empire and its capital, Constantinople.
- **Explain** how its geography and location impacted the development of the Byzantine Empire

Introduction

➡ **Directions:** Examine the maps below, then answer the question that follows.
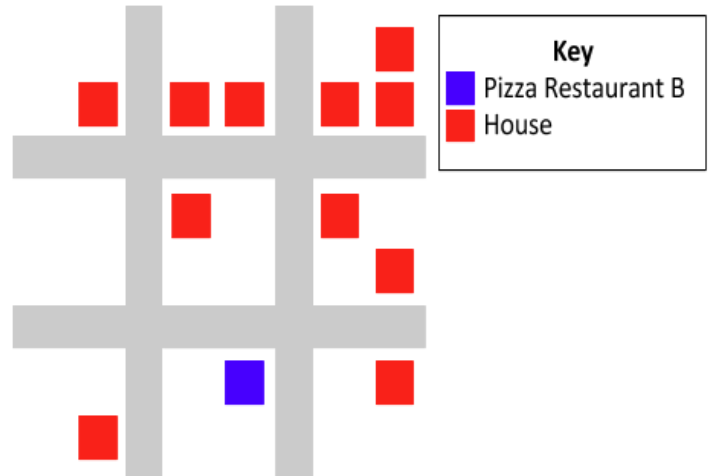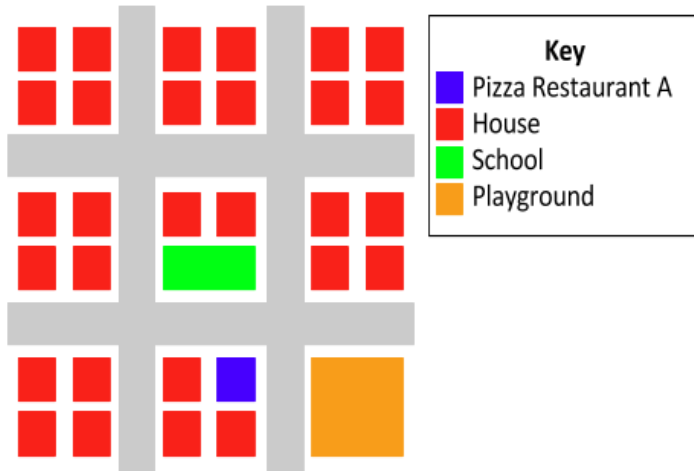
Which of the pizza restaurants pictured above will make more money? Why?

_____

_____

_____

_____

_____

Where was the Byzantine Empire (330-1453)?

➡ **Directions:** Examine the map of the Byzantine Empire below, then answer the questions that follow.

Think Like a Geographer

Relative location is a description of where a place is in relation to how a place is related to other places. For example, Canada is *north of* the state of New York.

North	East	West	South	West	South	Northeast	Northwest

Using the map and directional words above, complete the tasks below.

1. Identify **three continents** on which the Byzantine Empire controlled land.

_____

2. Describe the location of the Byzantine Empire relative to **two regions**.

_____

_____

3. Describe the location of the Byzantine Empire relative to **two bodies of water**.

_____

4. In 1-3 sentences, describe the location of the **Byzantine Empire** relative to **four** different locations or geographic features.

_____

_____

How interconnected was the Byzantine Empire in the post-classical era?

Think Like a Geographer

Contextualize

Predict

➡ **Directions: Examine the map below and answer the questions that follow.**
The map below shows trade routes in existence before the 16th Century, most of which existed during the post-classical era. The Byzantine Empire, at its height, is highlighted in yellow.
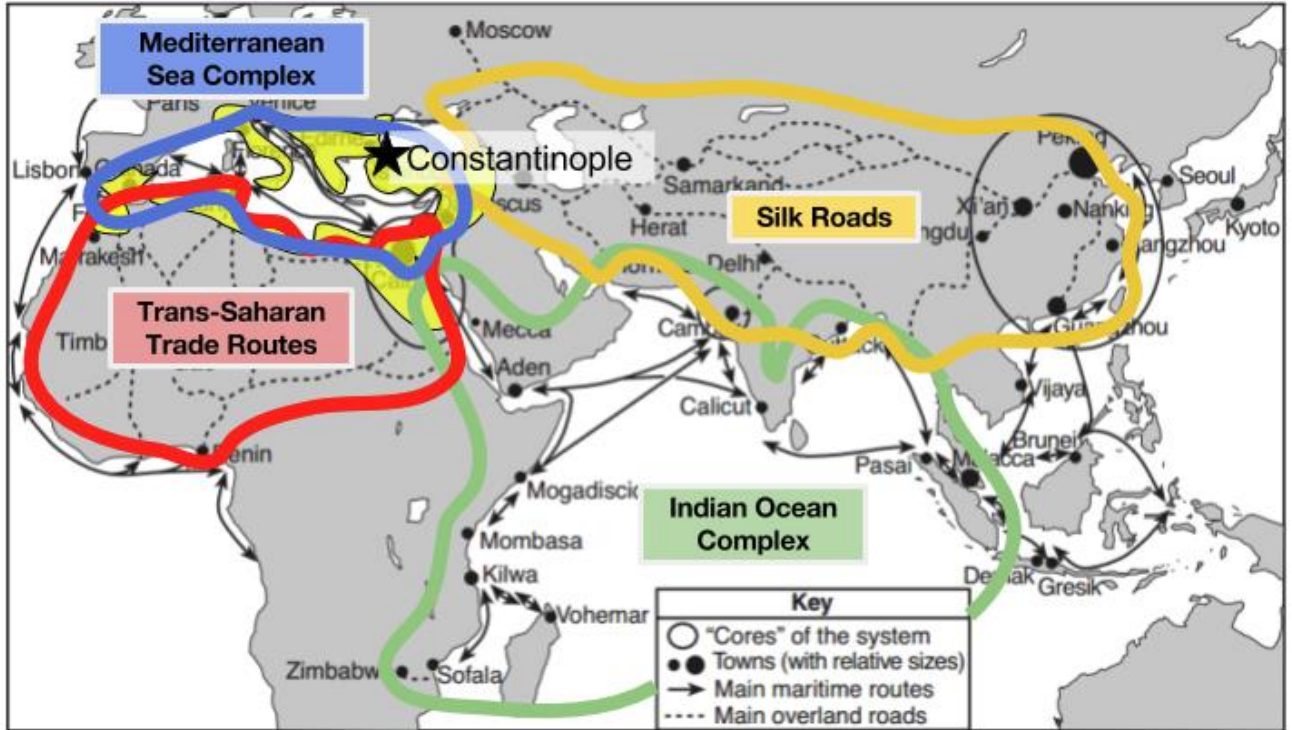
1. Which trade networks connected to the Byzantine Empire?	2. Identify four cities that the people living in Constantinople could have traded with.

3. How might living at the intersection of several trade networks have affected the lives of people in the Byzantine Empire during the post-classical era?

How did the location of Constantinople affect its development and that of the Byzantine Empire?

Think Like a Geographer

Contextualize

➡ **Directions: Examine the map and text below, then complete the tasks that follow.**

Trade about A.D. 1000

1. Describe the location of Constantinople, the capital of the Byzantine Empire, relative to **two continents**.

_____   _____

_____   _____

2. Describe the location of Constantinople, the capital of the Byzantine Empire, relative to **two bodies of water**.

_____   _____

_____   _____

3. Based on the map above, describe how geography and its location affected the development of Constantinople.

_____

FA

SQ 6. Where was the Byzantine Empire? How did geography and its location affect the development of the Byzantine Empire?

Think Like a Geographer

Contextualize

Predict

Task 1:
Relative location is a description of where a place is in relation to how a place is related to other places.

Using the maps above, write one sentence to describe the *relative location* of the Byzantine Empire and Constantinople using the bank of cardinal directions below. For example, Canada is *north of* the state of New York.

North	South	East	West
Northeast	Southeast	Northwest	Southwest

Byzantine Empire	Constantinople
_____	_____
_____	_____
_____	_____

Task 2
Explain how the location of Constantinople and the Byzantine Empire affected their development

_____

_____

_____

_____

_____

Objective:

How did Justinian and Theodora gain, consolidate, and maintain power in the Byzantine Empire?

- **Describe** how Justinian and Theodora gained, consolidated, and maintained power.
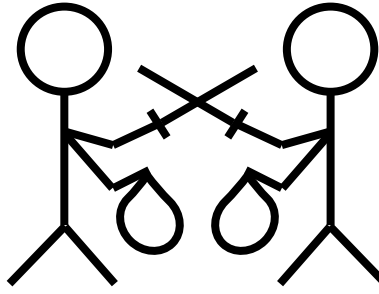
Introduction

➡ **Directions: In the spaces below, write out at least _two_ methods that empires you have already learned about used to gain, consolidate, and maintain their power.**
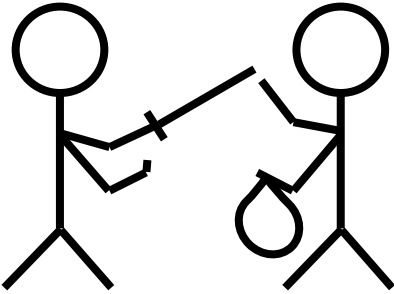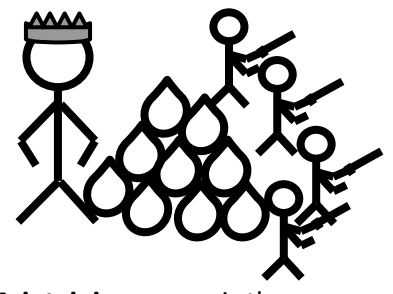
GAIN	CONSOLIDATE	MAINTAIN
Gaining power is the process of getting it and expanding it.	**Consolidating power** is the process of taking control from other people who also have power.	**Maintaining power** is the process of keeping one's power.

_____

_____

_____

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_____

What was the Byzantine Empire? Who were Justinian and Theodora?

Contextualize

The western and eastern provinces of the Roman Empire drifted apart in the fourth century when Diocletian and Constantine began making **reforms**. As invasions increased, the western Roman Empire finally fell to Germanic invaders in 476 CE. Even though the western province collapsed, the eastern province survived and grew into the great Byzantine Empire.

There were many leaders of the Byzantine Empire, but the empire reached its height under **Emperor Justinian and his co-ruler and wife Theodora** in the sixth century. Unlike the fallen Western province of the Roman empire, Justinian and Theodora developed a **centralized government** where all power and decision-making was concentrated in one unit instead of having power in the hands of many different people in different locations. Justinian and Theodora were **autocrats**, sole leaders with complete authority. They had political and religious power. Justinian appointed leaders of the **Eastern Orthodox Church**. Also, as emperor, he was considered Jesus' co-ruler on earth.
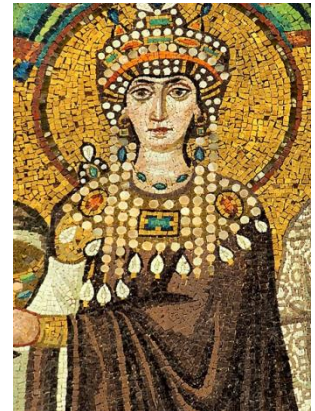
The goal that drove Justinian and Theodora's actions was to reconquer Rome and restore its glory under their rule.

Following the fall of the Western province of the Roman Empire, *divergent* societies emerged in Europe.

WESTERN EMPIRE
Medieval Europe

EASTERN EMPIRE
Byzantine Empire
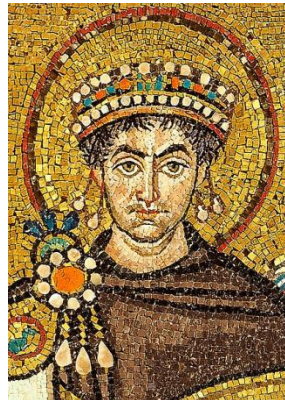
A mosaic of Justinian I in the Basilica of San Vitale in Italy.

A mosaic of Theodora in the Basilica of San Vitale in Italy.

1. How was Justinian and Theodora's Byzantine Empire different from Western Europe during the same time period?

_____

_____

2. What title did Justinian give Theodora when he became the ruler of the Byzantine Empire? Based on this, what can you infer about their relationship and her power?

_____

_____

How did Justinian and Theodora gain, consolidate, and maintain power in the Byzantine Empire?

Annotate

➡ **Directions: Use the annotation key below while reading the documents that follow to gather evidence to answer the questions: How did Justinian and Theodora gain, consolidate, and maintain power in the Byzantine Empire?**

Annotation Key

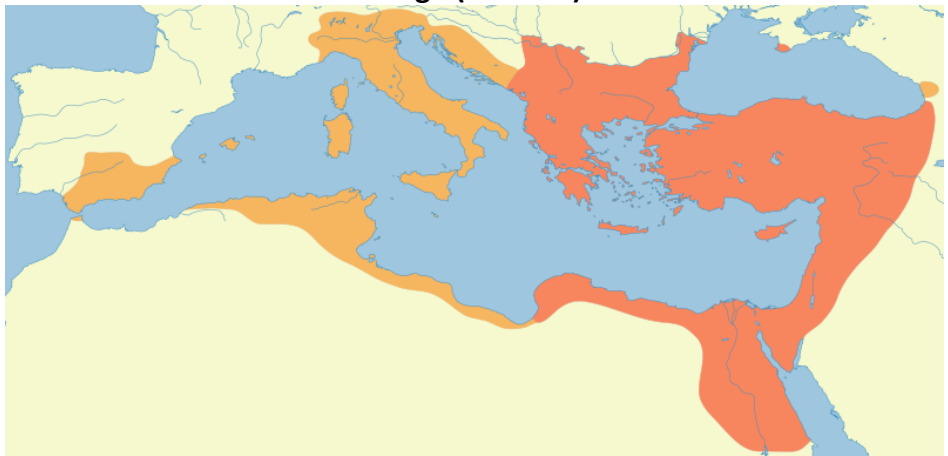| G	C	M		
Place a "**G**" next to evidence of how the Byzantine Empire **GAINED** power	Place a "**C**" next to evidence of how the Byzantine Empire **CONSOLIDATED** power	Place an "**M**" next to evidence of how the Byzantine Empire **MAINTAINED** power	Circle words that are unclear and identify possible meanings.	Write questions in the margins to clarify misunderstandings.

Document 1: Map of the Expansion of the Byzantine Empire During the Reign of Justinian and Theodora

Timeline of Military Campaigns	Map of Byzantine Territory at the end of Justinian and Theodora's Reign (527-565)
527-532 War with the Sassanid **533-534** Conquest of North Africa **535-540** War in Italy, first phase **540-562** War with Sassanid Empire **541-554** War in Italy, second phase	 The red represents the land controlled by the Byzantine Empire in 527 when Justinian and Theodora started their rule. The orange represents land they conquered. Image created by Neuceu is licensed under the Creative Commons Attribution-Share Alike 2.5 Generic license.

Document 2: Nika Riots

▶ Watch this excerpt of the History Channel's *Engineering an Empire* (23:42- 25:23, 26:00-29:40) about the Nika Riots and read the text below.

As a result of increased taxes and harsh laws, the people of Constantinople came together against Justinian and Theodora in 532 CE in an event known as the Nika Riots. The riots started in a stadium called the Hippodrome, where up to 100,000 people gathered regularly to see chariot races and to root on their favorite chariot teams like the Blues, Greens, Reds, and Yellows.

Often where people lived, their political beliefs, and their favorite chariot teams were similar. For example, Emperor Justinian supported the Blues and most of his political supporters and trusted friends rooted for the Blues too. People in Constantinople were usually divided among these lines, but came together in opposition to Justinian and Theodora in 532 CE. They violently protested, burned the city, and tried to crown someone else emperor.

The excerpt below was written by *Procopius*, a Byzantine historian who traveled with Justinian's general Belisarius as his legal adviser and was present during the Nika Riots. In the excerpt below, Procopius describes what happened after Theodora convinced Justinian to stay and fight rather than flee the city. Justinian sent his general Belisarius to the Hippodrome to stop the rioting.

> . . . . Belisarius, with difficulty and not without danger and great exertion, made his way over ground covered by ruins and half-burned buildings, and ascended to the stadium. . . . Concluding that he must go against the populace who had taken their stand in the hippodrome-a vast multitude crowding each other in great disorder-he drew his sword from its sheath and, commanding the others to do likewise, with a shout he advanced upon them at a run. But the populace, who were standing in a mass and not in order, at the sight of armored soldiers who had a great reputation for bravery and experience in war, and seeing that they struck out with their swords

unsparingly, beat a hasty retreat. . . . [Mundus, another of Justinian's generals] straightway made a sally [sudden charge] into the Hippodrome through the entrance which they call the Gate of Death. Then indeed from both sides the partisans of Hypatius were assailed with might and main and destroyed. . . . There perished among the populace on that day more than thirty thousand. . . . The soldiers killed both [of the leaders of the riots] on the following day and threw bodies into the sea. . . . This was the end of the insurrection in Byzantium.

Document 3a: Justinian's Code, excerpt 1

At the core of Justinian and Theodora's goals as leaders was reestablishing the greatness of the Roman Empire. One of their methods was to draft a new law code called *Corpus Juris Civilis, or* **Justinian's Code**. Justinian set up a commission to collect and revise all of the Roman laws. In 529 CE, Justinian published his first set of laws known as the "Body of Civil Law." The work of compiling and editing Justinian's Code was directed by Tribonian, an official in Justinian's court. The code included laws on marriage, slavery, property ownership, women's rights, and criminal justice. Justinian used the law to unify his empire under his control and provide a sense of stability for his people. Justinian's Code did not only have an effect of the Byzantine Empire. Over the centuries, it became the basis of legal systems in Europe.

Justinian's Code: *Book I, Of Persons*

Book I, Of Persons
I. Justice and Law

> 3. The **maxims** of law are these: to live honestly, to hurt no one, to give everyone his due.

> 4. The study of law is divided into two branches; that of public and that of private law. **Public law** regards the government of the Roman Empire [the Byzantines and most other groups of people at the time referred to themselves as "Romans." Historians started using the term Byzantines to separate this empire from the western Roman Empire]; **private law**, the interest of the individuals.

VIII. Slaves
We now come to another division relative to the rights of persons; for some persons are independent, some are subject to the power of others. Of those, again, who are subject to others, some are in the power of parents, others in that of masters. Let us first treat of those who are subject to others; for, when we have ascertained who these are, we shall at the same time discover who are independent. And first let us consider those who are in the power of masters.

> 1. Slaves are in the power of masters, a power derived from the law of nations: for among all nations it may be remarked that masters have the power of life and death over their slaves, and that everything acquired by the slave is acquired for the master.

Document 3b: Justinian's Code, excerpt 2

At the core of Justinian and Theodora's goals as leaders was reestablishing the greatness of the Roman Empire. One of their methods was to draft a new law code called *Corpus Juris Civilis, or* **Justinian's Code**. Justinian set up a commission to collect and revise all of the Roman laws. In 529 CE, Justinian published his first set of laws known as the "Body of Civil Law." The work of compiling and editing Justinian's Code was directed by Tribonian, an official in Justinian's court. The code included laws on marriage, slavery, property ownership, women's rights, and criminal justice. Justinian used the law to unify his empire under his control and provide a sense of stability for his people. Justinian's Code did not only have an effect of the Byzantine Empire. Over the centuries, it became the basis of legal systems in Europe.

IX. The Power of Parents
Our children, **begotten** in lawful marriage, are in our power.

> 1. Marriage, or matrimony, is a binding together of a man and woman to live in an indivisible union.

> 2. The power which we have over our children is peculiar to the citizens of Rome; for no other people have a power over their children, such as we have over ours.

> 3. The child born to you and your wife is in your power. And so is the child born to your son of his wife, that is, your grandson or granddaughter; so are your great-grandchildren, and all her descendants. But a child born of your daughter is not in your power, but in the power of its own father.

Book II, Of Things
X. The Making of Wills

> 6. [...] But women, persons under the age of puberty, slaves, madmen, dumb persons, deaf persons, prodigals [people who waste their money] restrained from having their property in their power, and persons declared by law to be worthless and incompetent to witness, cannot be witnesses.

> 14. Thus much may suffice [enough] concerning written testaments [wills]. But if anyone wishes to make a testament, valid by the civil law, without writing, he may do so, in the presence of seven witnesses, verbally declaring his wishes, and this will be a testament perfectly valid according to the civil law, and confirmed by imperial constitutiones [laws of the empire].

Source: Excerpt is from The Institutes, 535 CE which is published on the Internet Medieval Sourcebook.

Document 4: Religious Order and Persecution

Justinian, as the emperor of the Byzantine Empire, appointed leaders of the Eastern Orthodox Church and he was considered Jesus' co-ruler on Earth. He persecuted and oppressed other Christian sects and other religions. Paganism was outlawed in Justinian's Code and his government took actions to destroy it. He closed a school that taught Plato's philosophy in Greece, abolished the worship of the god Amun at an oasis in the Libyan desert and the worship of Isis in Egypt.

In addition, the civil rights of Jewish people were restricted in Justinian's Code.

As a result, people from many different religious and ethnic groups converted to Eastern Orthodox Christianity to avoid persecution.

Justinian was one of the first emperors pictured holding the cross, a symbol of Christianity, as he is in the coin pictured above.

Image was created by Panairjdde and is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

FA

SQ 7. How did Justinian and Theodora gain, consolidate, and maintain power in the Byzantine Empire?

➡ **Directions: Use the information you learned in the documents above to then write a claim that addresses the prompt below and supply three pieces of evidence that supports it.**

Task: Read through the Enduring Issues Essay introduction below, then write a topic sentence for the first body paragraph and identify the evidence from the documents you read about the Byzantine Empire that you would use to support that topic sentence.

Construct Arguments

Introduction

One enduring issue throughout history is that people and governments have tried to gain, consolidate, and maintain power. This desire to get and keep power is a significant enduring issue because individuals and states since the beginning of human history to today have sought power and people all over the world have been impacted by the short and long term effects of the methods used to gain, consolidate, and maintain power. Evidence of the people's thirst for power and the strategies they have used to keep it can be seen in ***the Byzantine Empire under the reign of Justinian and Theodora***, the British Empire, and the Russian Revolution.

Body Paragraph 1:

Topic Sentence:	
Evidence 1:	
Evidence 2:	
Evidence 3:	