

Unit 9.7 Political Powers and Achievements

Part 2 - The Crusades and The Black Plague



Name: _____

Period: _____

What were the Crusades?

Objective:

Describe what the Crusades were.

Predict what you will learn about the Crusades.



Predict

Introduction

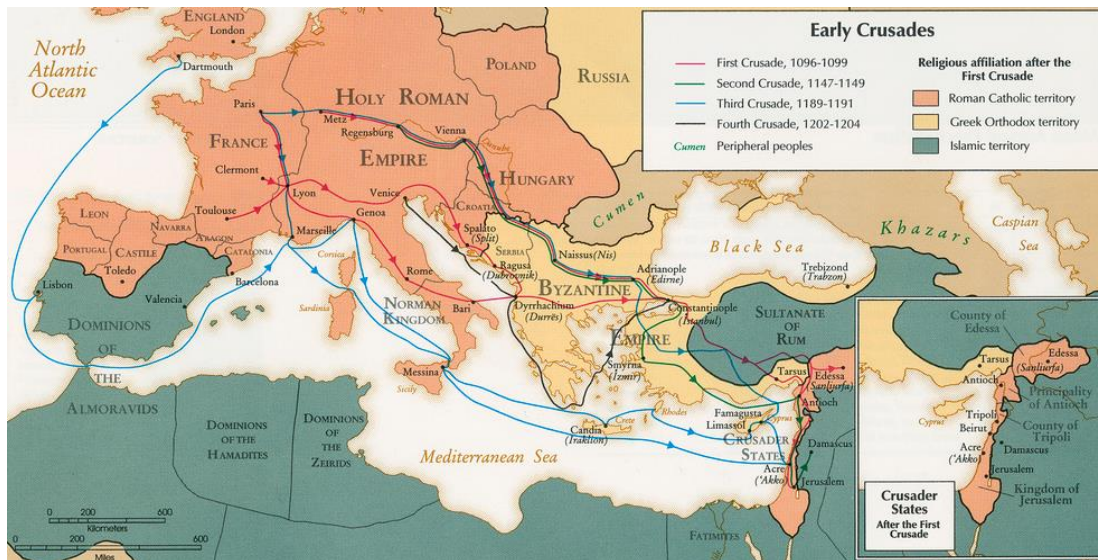
→ **Directions:** Examine the images below related to the Crusades, then complete the See-Think-Wonder protocol.



[Image](#) published on Wikimedia Commons under a CC BY-SA license.



[Image](#) published on Wikimedia Commons under a CC BY-SA license.



[Image](#) was created by Norman B. Leventhal Map Center and published on Flickr under a CC BY 2.0 license.

See

List three things you **see** in the images above.

Think

Based on your observations, what do you **think** the Crusades were?

Wonder

Write two questions you have about the picture above.

What were the Crusades?



Contextualize

Beginning in **1096 CE**, and lasting until the end of the 13th century (1200s), the **Crusades** were a series of **wars** between **Christians** and **Muslims** to win control of the **Holy Land**.



→ **Directions:** Watch [an excerpt from this documentary about the Crusades \(start-3:04\)](#), read the transcript, and the text above, then answer the accompanying questions.

Transcript for Video

0:00

On a late November morning in the year 1095, this man, Pope Urban II, delivered a sermon that would transform the history of Europe. His rousing words transfixed the crowd gathered here in the French town of Clermont and in the months that followed his message reverberating across the West. The Age of the Crusades had begun.

0:29

The Pope proclaimed a new holy war against Islam for control of the most hallowed site in the Christian cosmos, the sacred city of Jerusalem. Urban's call to arms initiated a struggle that would rage for two centuries one that fires the imagination and fuels debate even today.

1:11

The story of the Crusades is remembered as a tale of religious fanaticism and unspeakable violence of medieval knights and jihadi warriors, of castles and kings, heroism, betrayal, and sacrifice.

1:33

Now, fresh research, eyewitness testimony, and contemporary evidence from both the Christian and Islamic worlds sheds new light on how it was that these two great religions waged war in the name of God, why hundreds of thousands of Christians and Muslims answered the call to Crusade, and who ultimately won the war for the Holy Land.

2:24

From the summer of 1096, between 60,000 and 100,000 Christians- men, women, and children- set out to walk some two and a half thousand miles across the face of the known world. Their goal [was] Jerusalem. Not since the distant glories of Ancient Rome had a force of this size been assembled.

2:51

Rich and poor, peasants and knights, these were the first Crusaders. [They were] Christian soldiers who endured unimaginable suffering and privation during an armed pilgrimage that lasted for three years.

Questions:

1. Who made a speech that started the First Crusade?

2. What was the goal of the First Crusade?

3. About how many Crusaders took part in the Crusades?

4. How long did a Crusade usually take?

SQ 1: What were the Crusades?

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



Predict

Task 1: Describe the Crusades using the context expansion template below.

Example: *Fall of the Roman Empire*

Who?	Roman Empire
When?	476 CE
Where?	Europe and North Africa
How?/Why?	political turmoil, invasions, introduction of Christianity

Combined Context Expansion Sentence 1	<u>In 476 CE</u> , the Roman Empire which stretched across Europe and North Africa, collapsed <u>because</u> of political turmoil, invasions, <u>and</u> tensions caused by the introduction of Christianity.	Writing Strategies Used: Prepositional phrase (<i>In 476 CE</i>) Conjunctions (<i>because, and</i>)
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Combined Context Expansion Sentence 2	<u>The Roman Empire</u> , <i>an expansive state that stretched across Europe and North Africa</i> , collapsed in 476 CE <u>due to</u> political turmoil, invasions, <u>and</u> tensions caused by the introduction of Christianity.	Writing Strategies Used: Appositives (<i>...,an expansive state that stretched across Europe and North Africa,...</i>) Conjunctions (<i>due to, and</i>)
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Event: *The Crusades*

Who?	
When?	
Where?	
Why?	
Combined Context Expansion Sentence	

Write down questions you have about the Crusades that you hope to answer during this unit.

What is the Holy Land? Where is it? Why is it “holy?”

Objective:

Describe where the Holy Land is.

Explain why the Holy Land is holy.



Predict

Introduction

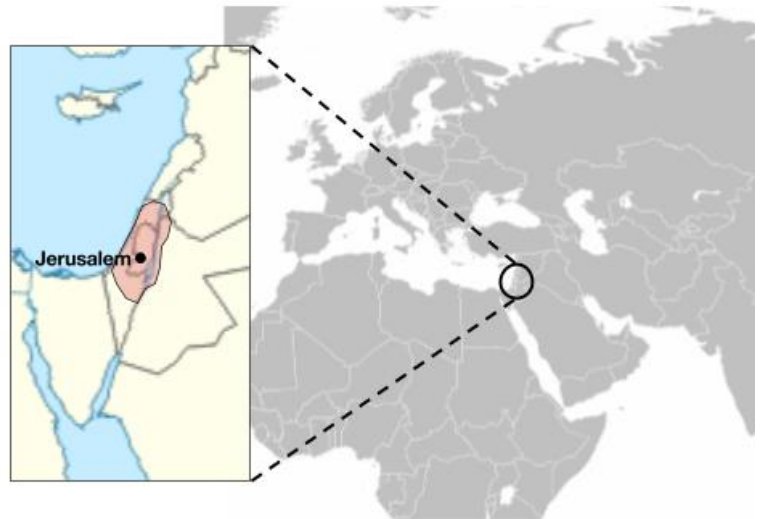
→ **Directions:** Examine the map and respond to the prompts below.

During the Crusades, Christians and Muslims fought over control of the **Holy Land** (depicted in the map to the right).

1. Based on the map to the right and your knowledge of Global History and Geography, describe the location of the Holy Land.

2. Why do you think this area of the world is called “Holy Land?”

3. Based on your knowledge of Global History and the map to the right, what do you know about the history of the region where the Holy Land is located?



Modern map of the Middle East with the Holy Land labeled in red and the city of Jerusalem labeled.

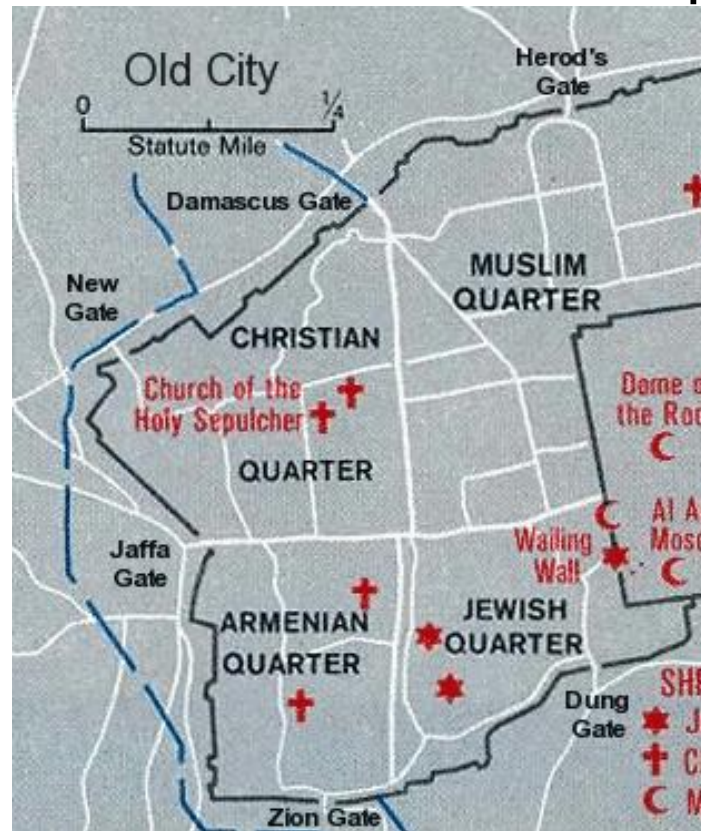
The world map section is a modified version of [this map](#), created by Nordfisk published on Wikimedia Commons under a CC BY-SA license. Highlighted section is a modified version of [this map](#), created by Nordfisk published on Wikimedia Commons under a CC BY-SA license.

What and where is the Holy Land?

The **Holy Land** is a region of the **Middle East** that includes modern-day Israel-Palestine, western Jordan, and parts of southern Lebanon and southwestern Syria. This area is called the Holy Land because events important to followers of Judaism, Christianity, and Islam took place here.

Jerusalem is the most important city in the Holy Land.

Today, because of its importance for each of the religions, the city is divided into four quarters: the Jewish Quarter, the Muslim Quarter, the Christian Quarter, and the Armenian Quarter. Armenians are a Christian group originally from Western Asia. The Jewish, Muslim, and Christian Quarters contain holy sites that are sacred to their faiths.



Map of the "old city" in Jerusalem.

[Image](#) was created by Jpatokal at English Wikivoyage and published on Wikimedia Commons under a CC BY-SA license.

Holy Sites in Jerusalem



Watch this excerpt from [Rick Steve's video Best of Israel \(5:21-10:11\)](#) and then read the information below about the holy sites in Jerusalem that Judaism, Islam, and Christianity value. Answer the questions that follow.

The Western Wall



The separate men's and women's prayer areas at the Western Wall, seen during heavy use of the wall during Passover.

[Image](#) was created by Daniel Case and published on Wikimedia Commons under a CC BY-SA license.

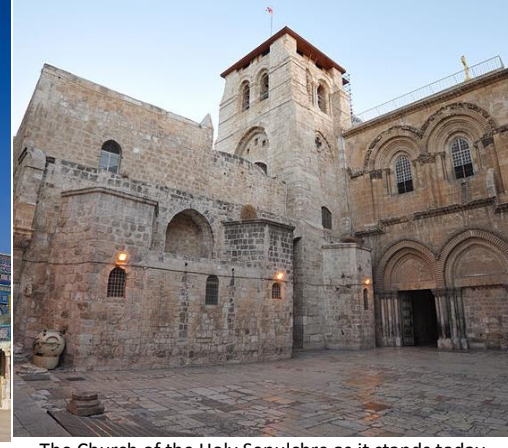
Dome of the Rock



The Dome of the Rock (Arabic: مسجد قبة الصخرة, Hebrew: כיפת הסל), on the Temple Mount in the Old City of Jerusalem.

[Image](#) was created by Andrew Shiva and published on Wikimedia Commons under a CC BY-SA license.

Church of the Holy Sepulchre



The Church of the Holy Sepulchre as it stands today. This [image](#) was created by Jorge Lascar and is published on Flickr under a CC BY license.

The Western Wall, also known as the Wailing Wall, is believed to be a part of the Second Jewish Temple in Jerusalem, which was destroyed by the Romans in 70 CE. Jewish people from all over the world come here to pray.

The Dome of the Rock is a shrine that was built over the Foundation Stone. The Foundation Stone is the holiest site in Judaism and is believed to be where Abraham prepared to sacrifice his son Isaac for God. Muslims believe that the Foundation Stone is the place where the Prophet Muhammad ascended into heaven.

Christians believe that the Church of the Holy Sepulchre is located where Jesus of Nazareth was crucified and where his body was laid to rest.

1. Why is Jerusalem an important city for each of the following belief systems?

1a. Judaism

1b. Islam

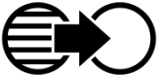
1c. Christianity

2. What might be some positive effects of living in a city which such diverse belief systems?

3. What might be some negative effects of living in a city which such diverse belief systems?



Think Like a Geographer



Connect Cause and Effect



Contextualize



Annotate

Historic and Geographic Context: Who controlled the Holy Land? When?

The histories of Judaism, Christianity, and Islam are all related to the Holy Land. Complete the next activity to see when each of those faiths controlled the area and how political control of the Holy Land changed leading up to the First Crusade in 1095 CE.

→ Directions: Examine each of the maps below depicting who controlled the Holy Land leading up to the First Crusade in 1095. Using the maps and your knowledge of Global History, respond to the accompanying questions.

The Kingdom of Judah

According to the Hebrew Bible, which is disputed by historians, the Kingdom of Judah ruled Jerusalem and the area around it in 830 BCE. According to the Hebrew Bible, the people in this kingdom were Jewish. They practiced monotheism and worshiped the god that modern followers of Judaism worship.



1. Annotate the Map

	Body of Water
Circle the Holy Land.	Write in the body of water to the West of the Holy Land.

Analyze the Map

2. Which states were in control of the Holy Land in 830 BCE?

3. Based on the text above and map to the left, what belief system was endorsed by the state that ruled Jerusalem in 830 BCE?

The Holy Land in 830 BCE.

[Image](#) was created by Briangotts and Slashme and published on Wikimedia Commons under a CC BY-SA license.

Roman Control of the Holy Land

→ Directions: Read the secondary source below and review the map. Then, respond to the questions.

The map below shows the **Roman Empire** at its greatest extent. The Roman empire’s land in the Middle East included the **Holy Land**, at the time known as the **Province of Judea**. For most of the Roman Empire’s existence, the emperors were **polytheistic** and enforced the worship of their gods throughout the areas they ruled. The Jewish people who lived in Judea refused to worship Roman gods because they were monotheistic. This tension and disagreements over taxation led to a series of wars that resulted in the destruction of the Second Jewish Temple in Jerusalem in 70 CE and forced Jewish people to leave the Holy Land and other parts of the Roman Empire for fear of persecution. Afterwards, the province was known as Palestine, not Judea.

After the death of Jesus of Nazareth, Christianity spread throughout the Roman Empire. Like Jewish people, Christians were persecuted by the Romans, but over the course of hundreds of years its popularity overcame the persecution and the empire adopted Christianity as the only authorized religion in 380 CE.

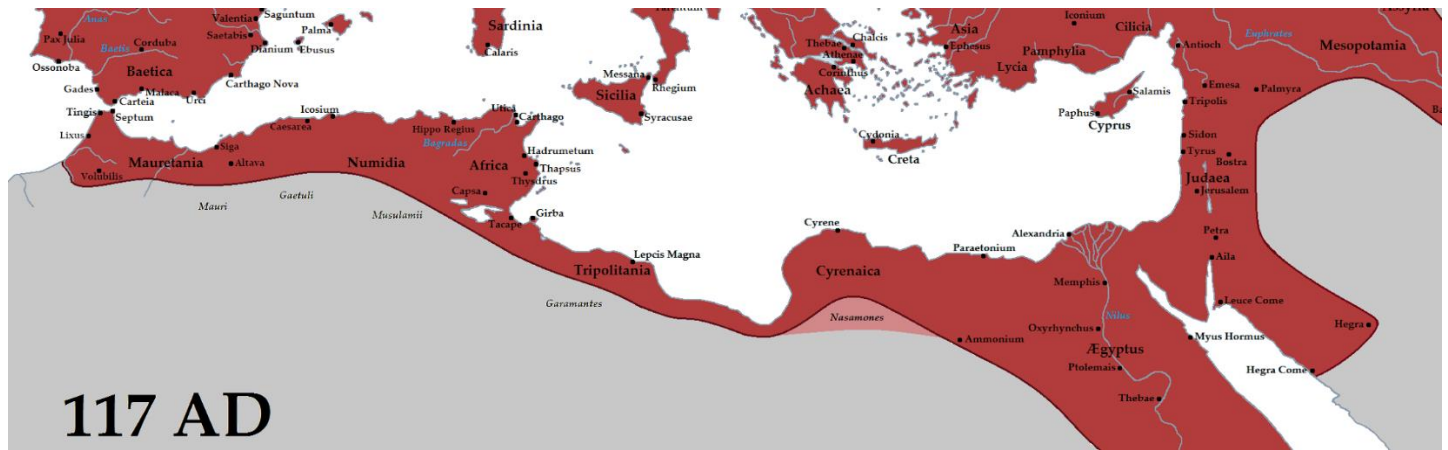


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4. Annotate the Map



Circle the Holy Land.

Continent Name

Label the Continents

Bodies of Water

Label the bodies of water

5. Which state was in control of the Holy Land in 117 CE?

6. Based on the text above and map to the left, what belief system was endorsed by the state that ruled the Holy Land after 380 CE? _____

7. What changed in the Holy Land between 830 BCE and 380 CE? How might this have affected relationships between Jewish people and Christians?

Byzantine Control of the Holy Land


→ Directions: Read the secondary source below and review the map. Then, respond to the questions.

After the Western and Eastern halves of the Roman Empire split in 285 CE, the eastern half became known as the **Byzantine Empire**. This map shows the Byzantine Empire at its height in 550 CE, after the fall of the Western Roman Empire. The Byzantines were Christian, but in 1054 they split from the Roman **Catholic Church** to create the **Eastern Orthodox Church** which does not recognize the Pope as the leader of the religion. Most Christians in Eastern Europe are still a part of the Eastern Orthodox Church today.



[Image](#) is courtesy of Wikimedia Commons and is public domain.

8. Annotate the Map

 Circle the Holy Land.	Continent Name	Bodies of Water
	Label the Continents	Label the bodies of water

9. Which state was in control of the Holy Land in 550 CE? _____

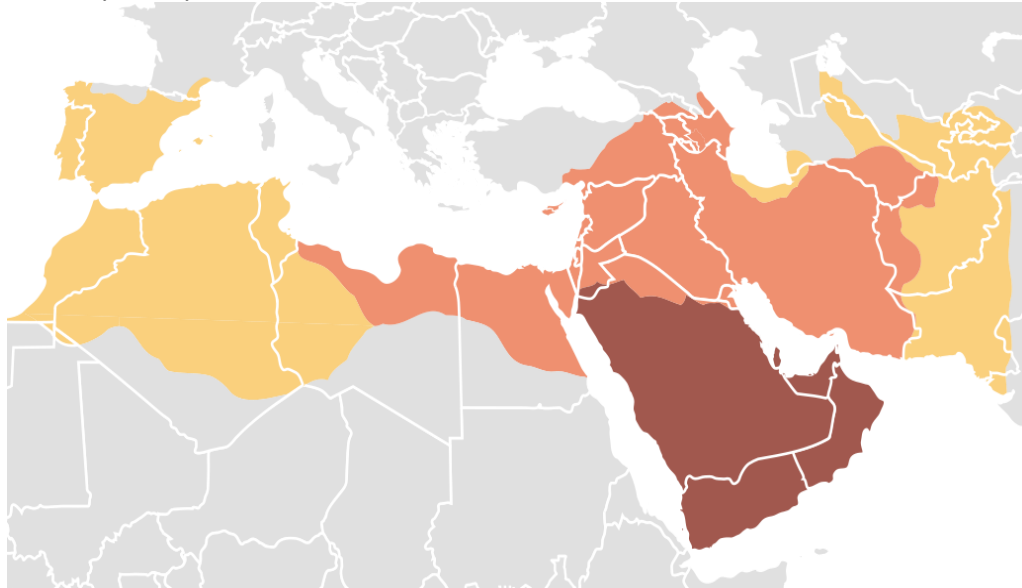
10. Based on the text above and map to the left, what belief system was endorsed by the state that ruled the Holy Land in 550 CE?

11. What changed in the Holy Land between 380 CE and 550 CE? How might this have affected relationships between Jewish people, Roman Catholic Christians, and Eastern Orthodox Christians?

Rise of Islam and the Islamic Caliphates

→ Directions: Read the secondary source below and review the map. Then, respond to the questions.

First under the leadership of Muhammad, the founder of Islam and later by other Caliphs that led the Islamic community, the region under Muslim rule grew from modern-day Saudi Arabia to include all of North Africa, the Iberian Peninsula (modern day Portugal and Spain), and southwestern Asia. The Byzantine Empire lost control of much of the Middle East including the Holy Land which was surrendered to the Rashidun Caliphate in 637 CE after a six month siege of Jerusalem. Though ruled by different groups of Muslims, the Holy Land was under Islamic control until the First Crusade in 1095. The Muslims allowed Jewish people to live in and practice their religion in Jerusalem after being persecuted by the Byzantines.



Expansion of Islamic Caliphates

- Expansion under the Prophet Muhammad, 622-632
- Expansion during the Patriarchal Caliphate, 632-661
- Expansion during the Umayyad Caliphate, 661-750

[Image](#) is courtesy of Wikimedia Commons and is public domain.

12. Annotate the Map

	Continent Name
Circle the Holy Land.	Label the Continents

13. Which state was in control of the Holy Land in 750 CE? _____

14. Based on the text above and map to the left, what belief system was endorsed by the state that ruled the Holy Land in 750 CE? _____

15. What changed in the Holy Land between 550 CE and 750 CE? How might this have affected relationships between Jewish people, Roman Catholic Christians, Eastern Orthodox Christians, and Muslims?

Invasion and Dominance of the Seljuk Turks and Conflict in the Muslim World

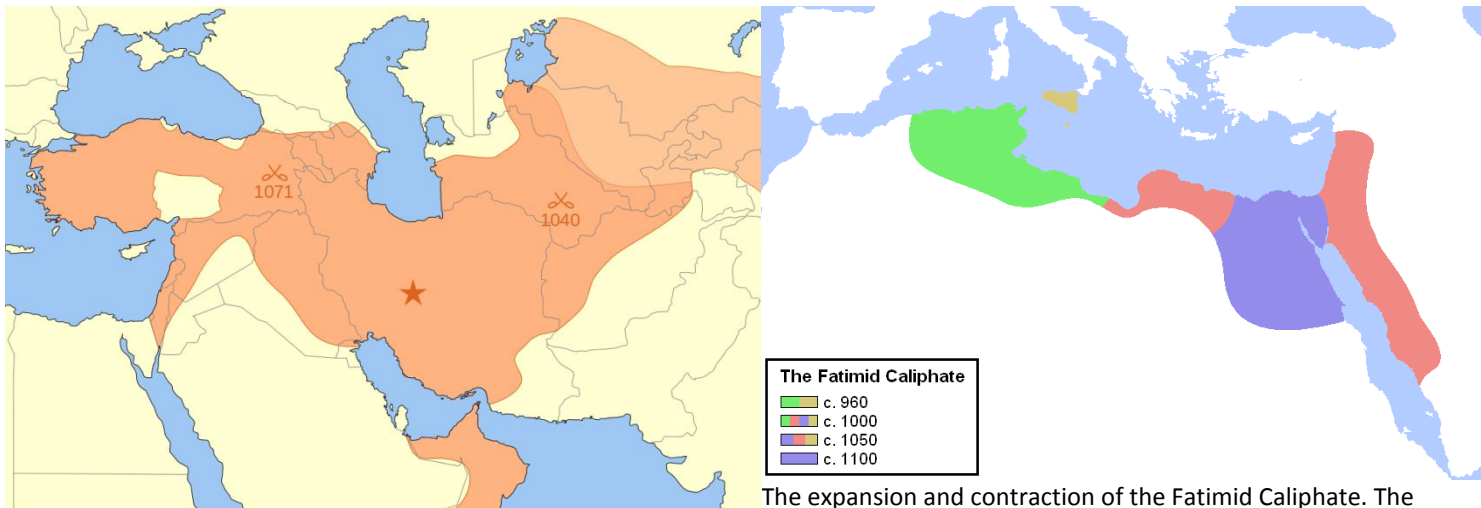
→ Directions: Read the secondary source below and review the map. Then, respond to the questions.

The Seljuk Turks were a group of **nomadic warriors** from western Asia who converted to Islam. They were part of the **Sunni** sect. They conquered Persia (modern-day Iran) and expanded their empire to include most of modern-day Turkey, and the Holy Land by 1071 CE.

By the start of the First Crusade in 1095, the Seljuk Empire was no longer unified. The empire was divided and the rulers of each section were concerned with consolidating their own power. In addition, another Islamic caliphate called the **Fatimid Caliphate** that was based in Egypt had taken control of Jerusalem by 1092.

The Fatimid Caliphate rose to power in Egypt in the early 900s. They gained power and territory by defeating the weakening Abbasid Caliphate whose capital was in Baghdad. The Abbasids, who ruled Egypt before the Fatimids were Sunni Muslims like the Turks, while the Fatimids were from the Shi'a sect. Though the Fatimids took the Holy Land in 1092, their power was weakening in the region.

This passage was adapted by New Visions from the [Fatimids Caliphate](#) and [Seljuk Empire](#) on Wikipedia which is published under the CC-BY-SA 3.0 license.



The Seljuk Empire at its height in 1092. The Seljuk Turks were a group of nomadic people who converted to Islam.

[Image](#) was created by MapMaster and published on Wikimedia Commons under a CC BY-SA license.

The expansion and contraction of the Fatimid Caliphate. The purple section represents the size of the area they controlled at the start of the First Crusade in 1095.

[Image](#) was created by Omar-toons and published on Wikimedia Commons under a CC BY-SA license.

16. Annotate the Maps



Circle the Holy Land.

17. Which state was in control of the Holy Land in 1092? _____

18. Based on the text above and map to the left, what belief system was endorsed by the state that ruled the Holy Land in 1092 CE?

19. What changed in the Holy Land between 750 CE and 1092 CE? How might this have affected relationships between Jewish people, Roman Catholic Christians, Eastern Orthodox Christians, and Muslims?

SQ 2. What is the Holy Land? Where is it? Why is it “holy?”



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

Task 1:

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

Think Like a Geographer

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



Contextualize

North	South	East	West
Northeast	Southeast	Northwest	Southwest

Task 2: Explain why the holy land is “holy” to the Jews, Christians and Muslims using the clauses below.

Even though	While	Despite that	However
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Task 3: Even though the Holy Land has always been in the same place, different religious groups have had control of this land over time. Complete the timeline below by circling which groups controlled the Holy Land at different periods of time.

830 BCE	330 BCE	550 CE	750 CE	1092 CE
Roman Polytheists	Roman Polytheists	Roman Polytheists	Roman Polytheists	Roman Polytheists
Jews	Jews	Jews	Jews	Jews
Christians	Christians	Christians	Christians	Christians
Muslims	Muslims	Muslims	Muslims	Muslims

Objective:

What was the relationship within and between Muslim and Christian states in the 11th century? How did this conflict lead to the Crusades?

Explain the relationship within and between Muslim and Christian states in the 11th century.

Explain how this conflict led to the Crusades.

Introduction



[Image](#) is courtesy of Wikimedia Commons and is public domain.

→ **Directions:** Read the prompt below and respond to the questions.

See List three things you <i>see</i> in the image above.	Think Based on your observations, what do you <i>think</i> the relationship was like between Christian and Muslims states in the 11th century.	Wonder Write two questions you have about the picture above.
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

→ **Directions:** As you read, annotate the timeline using the annotation guide below. Then, respond to the questions that follow.



Annotate



Identify Patterns

Conflict Between Muslims and Christians	Conflict Between Different Groups of Christians	Conflict Between Different Groups of Muslims
<p>Circle events on the timeline that represent conflict between Muslims and Christians.</p>	<p>Circle events on the timeline that represent conflict between different groups of Christians.</p>	<p>Circle events on the timeline that represent conflict between different groups of Muslims.</p>

Highlight examples of peace or limited conflict.

Late 300s- Late 700s CE



Your teacher will model this excerpt of the timeline. You will complete this section as a class!

380	Theodosius declared Christianity the official religion of the Roman Empire
395	Fall of the western Roman Empire and beginning of the Middle Ages in western Europe
570 - 632	Muhammad is born and spreads Islam
632	Muhammad Dies and Muslims Disagree About Leadership A disagreement over who should lead the Muslim community after the death of Muhammad led to a schism [split caused by differing beliefs] between Shia [or Shiite] Muslims and Sunni Muslims . Shiite Muslims believe a relative of Muhammad should rule the Muslims community. Sunni Muslims believed the community to vote for the new leader regardless of their relationship to Muhammad.
638	Muslim armies defeat Byzantine armies and take over Syria, Palestine, Lebanon, Iraq, and Jerusalem
641	Muslims defeat the Byzantines and take over Egypt
655	Muslim armies take control of North Africa
661	The Umayyad family takes control of the Islamic Empire, founding the Umayyad Dynasty and ruling from Damascus, in present day Syria.
674-678	Islamic armies attack Constantinople, but are defeated by the Byzantines
711	Muslim armies enter Spain
718	Second Muslim attack on Constantinople is defeated
732	Muslims are defeated at the Battle of Tours in France by Charles Martel, stopping their advance into western Europe.
750	The Abbasid Caliphate takes over rule in the Middle East from the Umayyads, shifting the capital to Baghdad.

1. Which of the events above demonstrates the greatest conflict amongst different groups of Muslims? Explain.

2. Which of the events above demonstrates the greatest conflict between Muslim states and Christian states? Explain.

800s - Late 1000s CE



You will complete this independently!

800 **Charlemagne, king of the Franks, is crowned Holy Roman Emperor** in western Europe by the Pope. He unites most of western Europe. He considered himself the protector of the Roman Catholic Church, expanding the church's power with his empire.

989 **Peace and Truce of God**
An agreement between Christian kings and lords in western Europe and supported by the Catholic Church that prohibited fighting on Sundays and church holidays and protected churches, church land, women, children, peasants, and farmers from violence.

937 **The Seljuk Turks, a Sunni Muslim nomadic tribe from Central Asia, establish their empire**

1054 **The East-West Schism in Christianity**
Because of language differences (Latin in the west, and Greek in the east), disagreements over religious matters, and the refusal of church officials in the east to recognize the Pope as the leader of the faith, the Christian church split into two: the **Roman Catholic Church** that was centered in Rome, and the **Eastern Orthodox Church** centered in Constantinople.

1058 **Seljuk Turks take over modern day Iraq and Iran including Baghdad**

1071 **The Seljuk Turks take over most of Asia Minor and Jerusalem from the Byzantines [Christians]**

1073-1085 **Pope Gregory VII argues for a new role for the Catholic Church in the world with rule over secular leaders and over clergy. He urged Christian princes to reclaim lands from Muslims in Spain.**

1095 **Alexius I, ruler of the Byzantine Empire, sends ambassadors to Pope Urban II requesting soldiers to help him combat the Seljuk Turks**

1095 **Pope Urban II announces the First Crusade at the Council of Clermont, a holy war to assist Byzantine Christians from attack by Seljuk Turks and to return Jerusalem to Christian control.**

3. Which of the events above demonstrates the greatest conflict amongst different groups of Christians? Explain.

4. Which of the events above demonstrates the greatest conflict between Muslim states and Christian states? Explain.



SQ 4: What was the relationship within and between Muslim and Christian states in the 11th century?

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



Contextualize

Task 1: Describe the *Tension Between Christians and Muslims in the 11th Century* using the context expansion template below.

Example: *Fall of the Roman Empire*

Who?	Roman Empire
When?	476 CE
Where?	Europe and North Africa
How?/Why?	political turmoil, invasions, introduction of Christianity



Connect Cause and Effect

Combined Context Expansion Sentence 1	<u>In 476 CE</u> , the Roman Empire which stretched across Europe and North Africa, collapsed <u>because</u> of political turmoil, invasions, <u>and</u> tensions caused by the introduction of Christianity.	Writing Strategies Used: Prepositional phrase (<i>In 476 CE</i>) Conjunctions (<i>because, and</i>)
Combined Context Expansion Sentence 2	<u>The Roman Empire</u> , <i>an expansive state that stretched across Europe and North Africa</i> , collapsed in 476 CE <u>due to</u> political turmoil, invasions, <u>and</u> tensions caused by the introduction of Christianity.	Writing Strategies Used: Appositives (<i>...,an expansive state that stretched across Europe and North Africa,...</i>) Conjunctions (<i>due to, and</i>)

Event: *Tension Between Christians and Muslims in the 11th Century*

Who?	
When?	
Where?	
Why?	
How did this tension lead to the Crusades?	
Combined Context Expansion Sentence	

What were the effects of the Crusades?

Objective: Describe the effects of the Crusades

Introduction

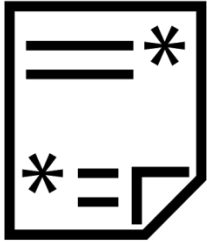


Predict

Make a Prediction: What effect do you think the Crusades had on Christian and Muslim states? What effect do you think the Crusades had on the world?

What were the effects of the Crusades?

→ **Directions:** As you read, annotate the text excerpt using the annotation guide below. Then, respond to the questions that follow.



Annotate



Connect Cause and Effect

Positive Effects +	Negative Effects -
<u>Underline</u> positive effects of the Crusades	<u>Underline</u> negative effects of the Crusades

Document 1

The initial success of the Crusade established the first four Crusader states in the Eastern Mediterranean: the County of Edessa, the Principality of Antioch, the Kingdom of Jerusalem and the County of Tripoli, but the success for the Europeans did not last. The two-century attempt to recover the Holy Land ended in failure. Following the First Crusade there were six major Crusades and numerous less significant ones. After the last Catholic outposts fell in 1291 there were no more Crusades but the gains were longer lasting in Northern and Western Europe. The power and influence of the Catholic Church grew stronger and into areas of Europe that it had not previously controlled as a result of the Crusades because of the church's ability to unite people through religion.

This passage was adapted by New Visions from [The Crusades](#) in Wikipedia which is published under the CC-BY-SA 3.0 license.

Document 2

The actions of the Crusaders created divisions between the Roman Catholic world in Western Europe and both the Eastern Orthodox world in Eastern Europe and the Muslim world.

During the Fourth Crusade, for example, Crusaders turned on their fellow Christians in the Byzantine Empire and attacked the city of Constantinople in 1204. The Crusaders destroyed parts of the city and held control over the Byzantine Empire's lands around Constantinople until 1261 when the Byzantines took the city back. Reports of Crusader looting and brutality horrified the Eastern Orthodox world and as a result relations between the Catholic and Orthodox churches were damaged for centuries.

The Byzantine Empire was left much poorer, smaller, and ultimately less able to defend itself because of the Crusader's attack. The empire never regained its strength and was defeated by the Ottoman Turks, a Muslim group, less than two hundred years later.

Similarly, the Islamic world viewed the Crusades as barbaric invasions and the Crusader states as unwanted rule from foreign powers. Leaders of Islamic countries even into the 20th and 21st centuries use the Crusades as an example of European aggression that cannot be trusted and should be defended against.

This passage was adapted by New Visions from [Sack of Constantinople \(1204\)](#) and [The Crusades](#) in Wikipedia which is published under the CC-BY-SA 3.0 license.

Document 3

Though trade had existed between Europe and the Middle East for centuries, the Crusades renewed European interest in goods from the east. Crusaders returning to Europe from the holy land brought goods like fabrics, spices, and perfumes from the Middle East. They also brought ideas like advances in medicine and technology, and translations of Greek and Roman works that had been largely forgotten in medieval western Europe. Europe's need to raise, transport, and supply large armies also led to a flourishing of trade throughout Europe. Roads largely unused since the days of Rome saw significant increases in traffic as local merchants began to expand their horizons. The increase in trade led to the development of wealthy cities like Venice in Italy. In port cities a new middle class emerged made up of merchants who became wealthy through trade.

Millions of people, Christian and non-Christian, soldiers and noncombatants lost their lives during the Crusades. The wars also resulted in the destruction of cities and towns. In his *Decline and Fall of the Roman Empire*, Edward Gibbon refers to the Crusades as an event in which "the lives and labours of millions, which were buried in the East, would have been more profitably employed in the improvement of their native country."

Adapted from Rachel Rooney and Andrew Miller. *The Crusades: Motivations, Administration, and Cultural Influence*. Newberry Digital Collections for the Classroom.

This passage was adapted by New Visions from [The Crusades](#) in Wikipedia which is published under the CC-BY-SA 3.0 license.

SQ 8: What were the effects of the Crusades?

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

Task 1: Describe the effects of **the Crusades** by completing the chart below.



Connect Cause and Effect

	Components	Sentence(s)	Sentence Starters and Examples
	describe how people were and/or have been affected		This event had positive/negative effects such as...
	describe how many people's lives have been affected		This event impacted the entire region of... Over half the population was affected because...
	describe how long lasting the changes were and/or have been		The golden ages of Islamic caliphates led to the establishment of Islam in regions throughout the world such as South Asia far into the 16th and 17th century.

Task 2: Construct an Enduring Issues Argument

Document(s): Effects of the Crusades Documents

Task 1

Identify at least **three** issues related to the document(s) identified above.

1.

2.

3.

An **Issue** is an important topic or problem.

Task 2

From the list of issues you identified, choose **one** that is an **enduring issue**.

An **enduring issue** is an issue that **exists over time** (endures), even in the **present** has had a **significant impact on people** or been **impacted by people** throughout history

Task 3

Make a **claim** about the **enduring issue** you chose.

Examples of Claims:

Claim that IDENTIFIES AN ENDURING ISSUE	Claim that identifies WHO is involved	Claim that identifies HOW something is done or used	Claim that identifies CAUSES	Claim that identifies EFFECTS	Claim that identifies CAUSES and EFFECTS
Conflict is an enduring issue throughout history.	Conflict between nations is an enduring issue throughout history.	Conflict through war is an enduring issue throughout history.	Throughout history, one enduring issue has been the use of conflict to secure a nation's borders.	Throughout history, the use of conflict has led to long-term violence between the groups of people involved.	Throughout history, one enduring issue has been the use of conflict to secure a nation's borders which has led to long-term violence between the groups of people involved.

Task 4

To **support your claim**, Identify **at least three examples** from your study of Global History and your observations of the world that show the issue you identified in your claim **exists over time** (endures), even in the **present**, by choosing examples from **multiple time periods** that has had a **significant impact on people** or been **impacted by people** throughout history

<p style="text-align: center;">Example</p> <p>Identify the event, what happened, where it happened, when it happened, and who was involved.</p>	<p style="text-align: center;">Time Period</p> <p>(ie- 1492, ancient history, classical era, early modern period, during the Renaissance, after WWII, modern era)</p>
<p><i>Example: In 1947, after the British government gave up their power in India, the land was divided between India and Pakistan, but the separation led to violence. To this day there have been conflicts between the two nations.</i></p>	<p><i>Modern day, 1947-present</i></p>
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	

What was the Black Death?

Objective:

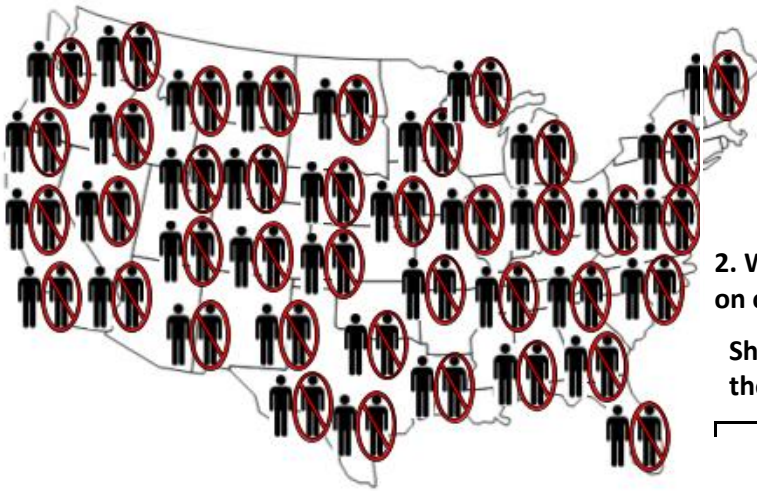
Explain what the Black Death was and what caused it.



Introduction

→ Directions: Examine the image and description below, then respond the prompts.

Predict



1. How would people react this disease?

2. Write down what effects a disease like this might have on our country and the people in it in the chart below.

Short Term Effects on the United States

Long Term Effects on the United States

Imagine that over the course of the last four years a strange disease killed half of the people in the United States. The mysterious illness caused those inflicted to cough up blood and pus, and blood-filled growths to develop on their bodies. The disease spread easily from person to person and though doctors gave a lot of advice, nothing worked to stop it.

What was the Black Plague?

Black Death Vocabulary

Epidemic- (n.) a widespread occurrence of a disease

Pandemic- (adj.) widespread over a whole country or the world

Plague- (n.) a contagious bacterial disease characterized by fever, insanity, and formation of buboes, and sometimes an infection of the lungs

Yersinia Pestis- (n.) the bacteria that causes plague

Buboes- (n.) swollen lymph nodes in the armpit or groin

The **Black Death**, also known as the **Black Plague**, was a devastating epidemic that struck large portions of Asia, the Middle East, and Europe in the 14th century (1300s). In Europe, it killed between $\frac{1}{3}$ and $\frac{2}{3}$ of the population, depending on the region. In total around the world, at least 75 million people were killed by the disease in the mid 1300s.

Most scientists now believe that the Black Death was an outbreak of **bubonic plague**, which is a disease caused by the bacterium *Yersinia pestis* which lives in rodents like rats. Rats, which were common in Medieval cities, often had fleas on them. The fleas bit the rats, then jumped onto humans and bit them, which spread the disease to humans. Once the disease was in a person it was spread from person to person through body fluid and coughing.

This passage was adapted by New Visions from the [Black Death](#) on New World Encyclopedia which is published under the CC-BY-SA 3.0 license.



Created in 1493, this image was inspired by the Black Death and depicts the *Dance of Death*, which was a common theme in Medieval art because of the fear of the plague.

[Image](#) is courtesy of Wikimedia Commons and is public domain.

Rat contracts the bacterium *Yersinia Pestis*



Flea jumps on rat and bites it and has rat blood in its mouth.



Flea jumps on human and bites, mixing rat and human blood and giving human *Yersinia Pestis*.





Connect
Cause and
Effect



[“What was the Black Death? What were the Symptoms” from ClickView \(transcript\)](#), [Bubonic Plague from the BBC’s “Filthy Cities” \(43:38-51:00\)](#), [Coroner’s Report: Plague](#)

→ Directions: Watch the clips on the Black Death linked above, then answer the questions below.

1. According to the video(s) and above, what was the Black Death?

2. What caused the Black Death?

3. Why did the Black Death spread so far and kill so many people?



SQ 9: What was the Black Death?

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



Connect Cause and Effect

Task 1: Describe the Black Death using the context expansion template below.

Example: *Fall of the Roman Empire*

Who?	Roman Empire	
When?	476 CE	
Where?	Europe and North Africa	
How?/Why?	political turmoil, invasions, introduction of Christianity	
Combined Context Expansion Sentence 1	<u>In 476 CE</u> , the Roman Empire which stretched across Europe and North Africa, collapsed <u>because</u> of political turmoil, invasions, <u>and</u> tensions caused by the introduction of Christianity.	Writing Strategies Used: Prepositional phrase (<i>In 476 CE</i>) Conjunctions (<i>because, and</i>)
Combined Context Expansion Sentence 2	<u>The Roman Empire, an expansive state that stretched across Europe and North Africa</u> , collapsed in 476 CE <u>due to</u> political turmoil, invasions, <u>and</u> tensions caused by the introduction of Christianity.	Writing Strategies Used: Appositives (<i>...,an expansive state that stretched across Europe and North Africa,...</i>) Conjunctions (<i>due to, and</i>)

Event: *The Black Death*

What was the Black Death?

Who was affected?

When?

Where?

Why?

Combined Context Expansion Sentence

Objective:

Where did the Black Death originate? How did it spread?

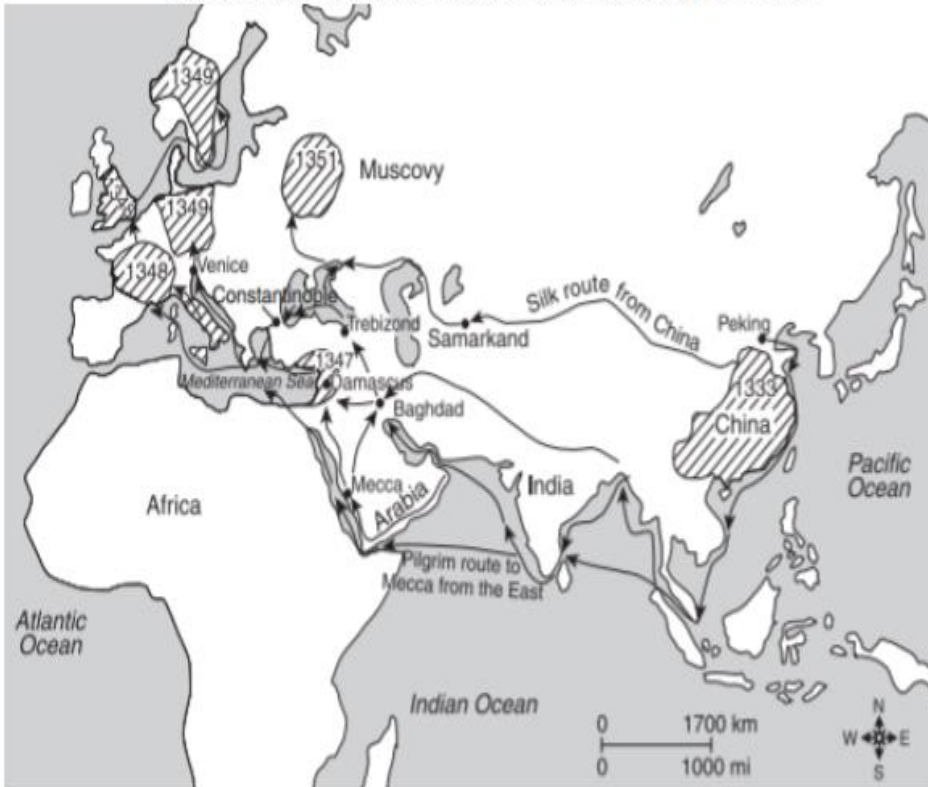
Describe where the Black Death spread from and to.

Describe how the Black Death spread.

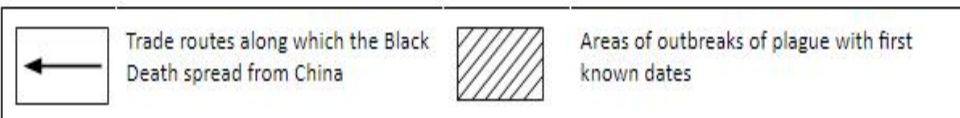
Introduction

→ **Directions:** Examine the map below and respond to the See-Think-Wonder activity.

First Incidence of Black Death in Europe and Asia, 1333-1351



Adapted from the New York State Education Department . Global History Exam. January 2011 . Internet. Available [here](#): accessed July 16, 2017.



See

Identify two observations about the map to the left.

Think

Based on your observations, how do you think the Black Death spread?

Wonder

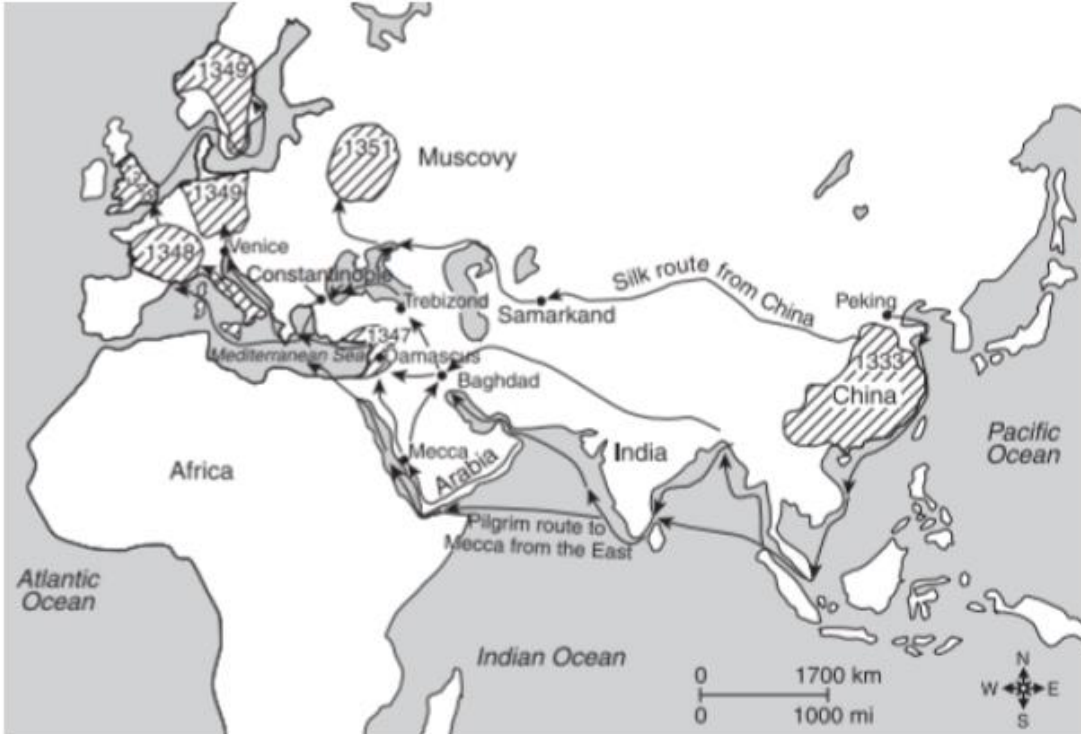
Write two questions you have about the information presented in the map.

Where did the Black Death originate? Where did it spread? How did it spread?



→ **Directions:** Watch [“The Black Death Begins” from the History Channel](#), then use the map below and the maps on the following pages to answer the accompanying questions.

First Incidence of Black Death in Europe and Asia, 1333-1351



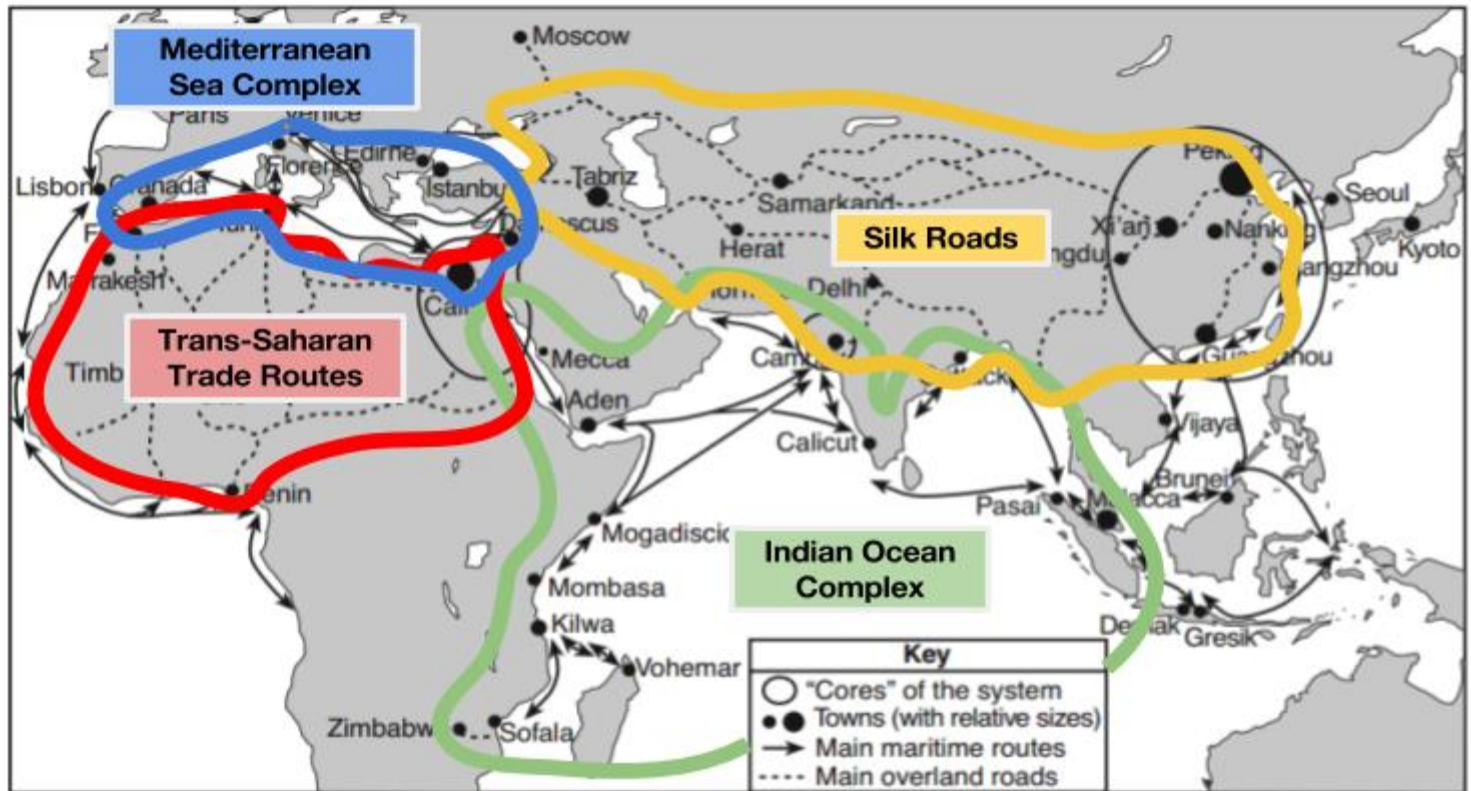
Adapted from the New York State Education Department . Global History Exam. January 2011. Internet. Available [here](#); accessed July 16, 2017.

	Trade routes along which the Black Death spread from China		Areas of outbreaks of plague with first known dates
--	--	--	---

1. Based on the map to the left, where did the Black Death originate? What is your evidence?

2. What types of routes did the Black Death travel on?

Major World Trade Routes in the 15th Century



3. Based on the map above, which trade networks did the Black Death travel through in the mid-1300s?

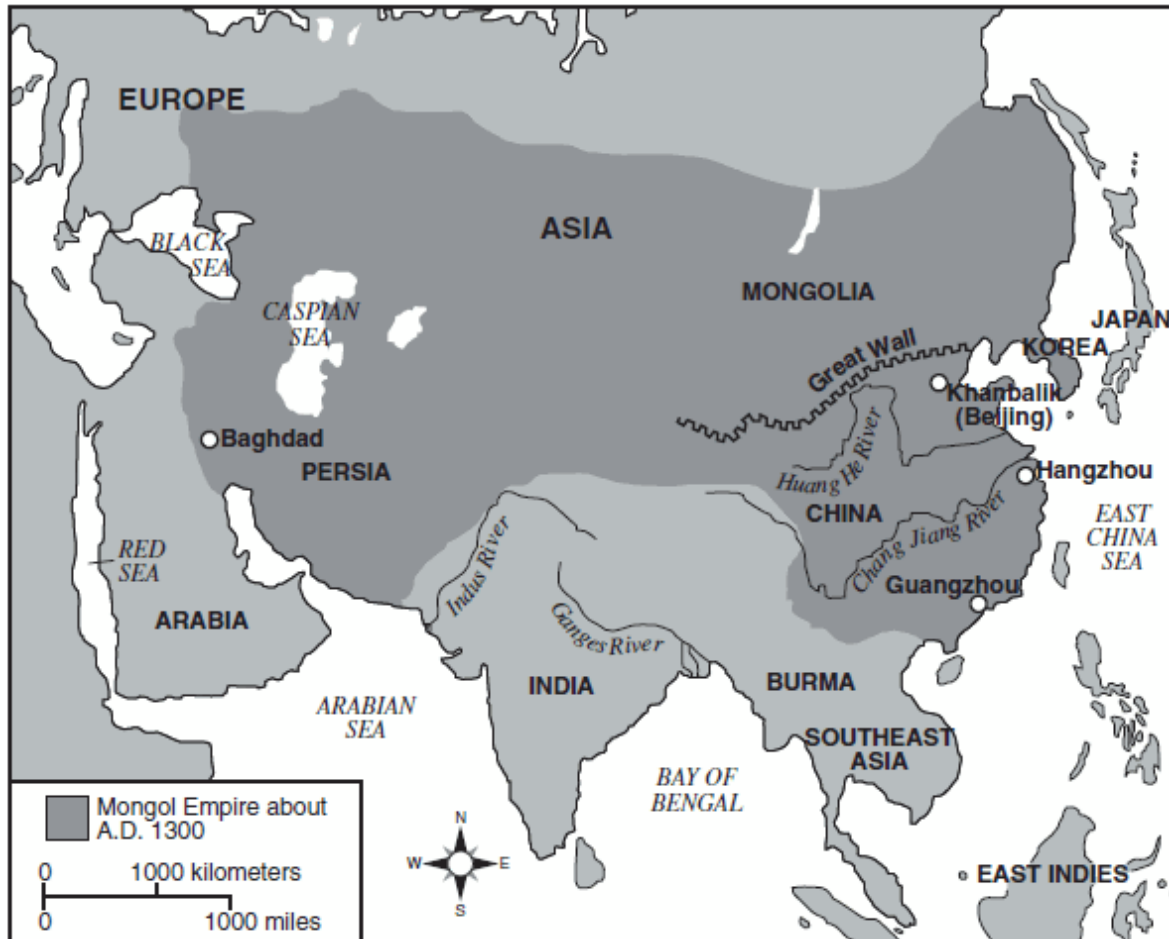
From the beginnings of the Mongol Empire, the Mongol Khans fostered trade and sponsored numerous caravans. The very size of the Mongol Empire encouraged the wider dissemination of goods and ideas throughout Eurasia, as merchants and others could now travel from one end of the empire to another with greater security, guaranteed by the *Pax Mongolica*.

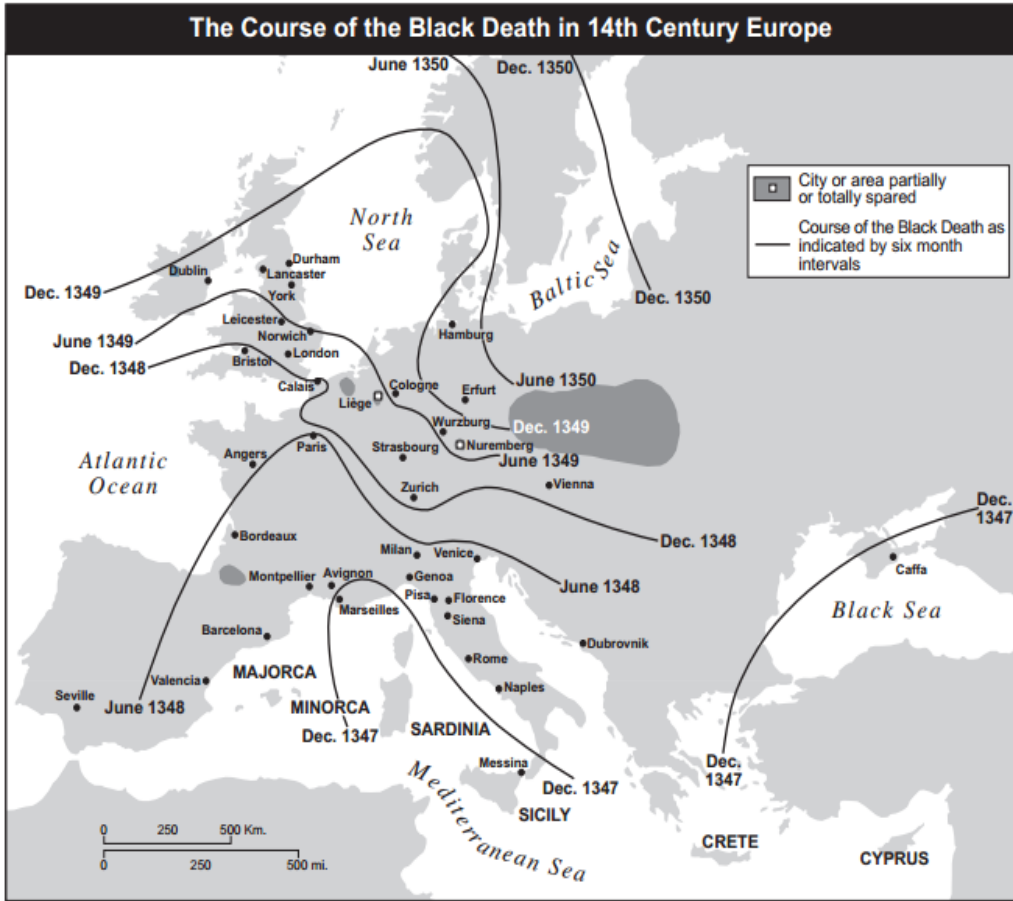
Source: "The Mongol Empire in World History" by Timothy May from North Georgia College and State University on World History Connected. <http://worldhistoryconnected.press.illinois.edu/5.2/may.html>.

4. Based on the quote and map to the left, what role did the Mongols play in the spread of the Black Death?

The Mongol Empire, 1300

Adapted from the New York State Education Department . January 2011. Global History Exam. Internet. Available [here](#); accessed July 16, 2017..





5. According to the map to the left, in what year and month did the first incidence of the Black Death occur?

6. How long did it take for the Black Plague to reach London after it first hit Europe? Why do you think it took this long?

7. If another disease as contagious and untreatable as the bubonic plague was in the 14th century came to Europe, do you think it would spread faster or slower? Why?

Source: Robin W. Winks et al., *A History of Civilization: Prehistory to the Present*, Prentice Hall, 1992 (adapted) from the NYS Global History and Geography Regents Exam.



Close Read

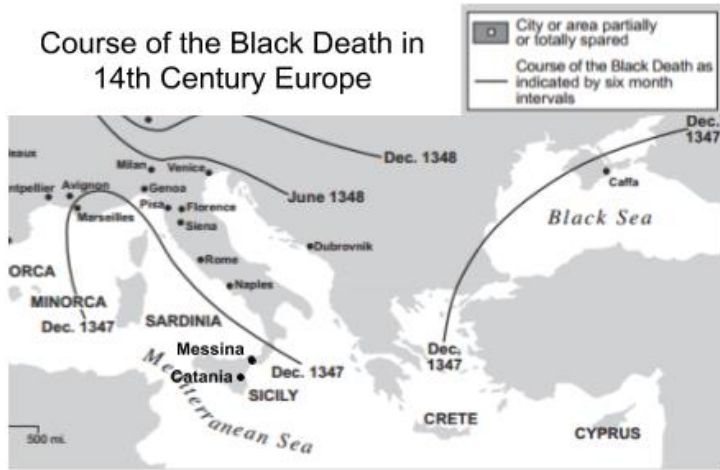


Connect Cause and Effect

A First-Hand Description of the Plague and Its Spread

→ Directions: Read through the passage below and answer the questions in the right hand column.

Michael Platiensis lived in Messina, the first port city in Europe to feel the effects of the plague. The following document is his description of the arrival and progress of the disease in 1347 though the account was written in 1357.



At the beginning of October, in the year of the incarnation of the Son of God 1347, twelve Genoese galleys [trading ships] . . . entered the harbor of Messina. In their bones they bore so virulent a disease that anyone who only spoke to them was seized by a mortal illness and in no manner could evade death. The infection spread to everyone who had any contact with the diseased. Those infected felt themselves penetrated by a pain throughout their whole bodies and, so to say, undermined. Then there developed on the thighs or upper arms a boil about the size of a lentil which the people called "burn boil". This infected the whole body, and penetrated it so that the patient violently vomited blood. This vomiting of blood continued without intermission for three days, there being no means of healing it, and then the patient expired.

Not only all those who had speech with them died, but also those who had touched or used any of their things. When

1. Who wrote this text? When was it written?

2. Is this a primary or secondary source? How do you know?

3. According to the author, what brought the plague to Messina?

4. What symptoms did the author observe in victims of the plague?

the inhabitants of Messina discovered that this sudden death emanated from the Genoese ships they hurriedly ordered them out of the harbor and town. But the evil remained and caused a fearful outbreak of death. Soon men hated each other so much that if a son was attacked by the disease his father would not tend him. If, in spite of all, he dared to approach him, he was immediately infected and was bound to die within three days. Nor was this all; all those dwelling in the same house with him, even the cats and other domestic animals, followed him in death. As the number of deaths increased in Messina many desired to confess their sins to the priests and to draw up their last will and testament. But ecclesiastics [clergy who work for the Catholic Church], lawyers and notaries refused to enter the houses of the diseased.

Soon the corpses were lying forsaken in the houses. No ecclesiastic, no son, no father and no relation dared to enter, but they hired servants with high wages to bury the dead. The houses of the deceased remained open with all their valuables, gold and jewels. . . . When the catastrophe had reached its climax the Messinians resolved to emigrate. One portion of them settled in the vineyards and fields, but a larger portion sought refuge in the town of Catania. The disease clung to the fugitives and accompanied them everywhere where they turned in search of help. Many of the fleeing fell down by the roadside and dragged themselves into the fields and bushes to expire. Those who reached Catania breathed their last in the hospitals there. The terrified citizens would not permit the burying of fugitives from Messina within the town, and so they were all thrown into deep trenches outside the walls.

Thus the people of Messina dispersed over the whole island of Sicily and with them the disease, so that innumerable

5. According to the author, what brought the plague to Catania?

6. What methods did people use to stop the spread of the plague?

people died. The town of Catania lost all its inhabitants, and ultimately sank into complete oblivion. Here not only the "burn blisters" appeared, but there developed gland boils on the groin, the thighs, the arms, or on the neck. At first these were of the size of a hazel nut, and developed accompanied by violent shivering fits, which soon rendered those attacked so weak that they could not stand up, but were forced to lie in their beds consumed by violent fever. Soon the boils grew to the size of a walnut, then to that of a hen's egg or a goose's egg, and they were exceedingly painful, and irritated the body, causing the sufferer to vomit blood. The sickness lasted three days, and on the fourth, at the latest, the patient succumbed [gave in; died]. As soon as anyone in Catania was seized with a headache and shivering, he knew that he was bound to pass away within the specified time. . . . When the plague had attained its height in Catania, the patriarch endowed all ecclesiastics, even the youngest, with all priestly powers for the absolution [forgiveness] of sin which he himself possessed as bishop and patriarch. But the pestilence [disease] raged from October 1347 to April 1348. The patriarch himself was one of the last to be carried off. He died fulfilling his duty. At the same time, Duke Giovanni, who had carefully avoided every infected house and every patient, died.

This account is from Michael Platiensis (1357), quoted in Johannes Nohl, *The Black Death*, trans. C.H. Clarke (London: George Allen & Unwin Ltd., 1926), pp. 18-20.
<http://web.archive.org/web/20091001151555/http://www.boisestate.edu/courses/westciv/plague/07.shtml>

7. Historian and author, Leonard W. Courie wrote that "Faith in religion decreased after the plague." What evidence from this account might support Courie's claim?

8. Explain the extent to which Michael Platiensis’s account is a reliable source of evidence about *the spread of the Black Death*.

Questions to consider when describing a source’s reliability.

Your response to task #8

Does the source include evidence about the given topic?

Is the source primary or secondary?

Is the author biased?

What are the limitations of the source to give evidence about the topic?

9. Identify and explain a cause and effect relationship between what is depicted in the map entitled “Course of the Black Death in 14th Century Europe” and Michael Platiensis’s account.

SQ 9: Where did the Black Death originate? How did it spread?

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

Task 1: Identify where the Black Death originated.

Task 2: Describe how the Black Death spread from its origin to Europe.

Include the direction it traveled using the word bank below and the methods through which it spread to and between humans.

North	South	East	West
Northeast	Southeast	Northwest	Southwest

What were the effects of the Black Death?

Objective:

Explain what the effects of the Black Death were.



Categorize

Introduction

→ Directions: Read the situation below and categorize the effects as social, political, and/or economic.

Event: A New High School Was Built

Effects

Categorize the Effects of the Event as
Social, Political, and/or Economic



Image was created by WestPortWiki and is published on Wikimedia Commons under the Creative Commons Attribution-Share Alike 3.0 Unported license.

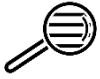
1. Students who went to different schools before are now attending the same school.
2. The school district paid \$30 million for the school.
3. The mayor of the town and the area's representative to Congress came to the opening ceremony.
4. The school district's Friday night football games will be played on a new field in back of the building.

Social

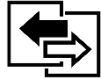
Political

Economic

Document Analysis Activity: Effects of the Black Death



Close Read



Corroborate



Categorize



Connect Cause and Effect

→ Directions: Use the documents on the following pages to fill in the graphic organizer below.

	Short Term Effects	Long Term Effects
Social		
Political		
Economic		

Annotation Protocol

→ **Directions:** As you read, annotate the short excerpt using the annotation guide below. Then, respond to the questions below.

Corroborate	Categorize
<p>Underline a section of the speech that connects to something else you've read, seen, or heard about the Black Death</p> <p><u>the sword, pillage and fire;</u> <u>its own country, and a part</u> either entirely destroyed the <u>the rites of its own religion.</u> <u>defiled</u> them with their</p> <p><i>This reminds me of presidential speeches because →</i></p> <p><i>This is similar to Doc 4 b/c it shows how →</i></p>	<p>Label effects with a "S" for social, "P" for political, "E" for economic, "LT" for long term, and "ST" for short term. Effects may require more than one label.</p> <p>the sword, pillage and fire; its own country, and a part either entirely destroyed the the rites of its own religion. defiled them with their</p> <p>S ST</p>
Vocabulary	Questions
<p>Circle words that are unclear and identify possible meanings.</p> <p>the sword, pillage and fire; its own country, and a part either entirely destroyed the the rites of its own religion. defiled them with their</p> <p><i>To rob</i></p>	<p>Place a ? next to ideas that are unclear and write a question</p> <p>the sword, pillage and fire; its own country, and a part either entirely destroyed the the rites of its own religion. defiled them with their</p> <p><i>which country is he talking about?</i></p>

Document 1

The plague had large scale social and economic effects...People abandoned their friends and family, fled cities, and shut themselves off from the world. Funeral rites became perfunctory [superficial] or stopped altogether, and work ceased being done. Some felt that the wrath of God was descending upon man, and so fought the plague with prayer. Some felt that they should obey the maxim [saying], "Eat, drink, and be merry, for tomorrow you may die." The society experienced an upheaval to an extent usually only seen in controlled circumstances such as carnival [festival]. Faith in religion decreased after the plague, both because of the death of so many of the clergy and because of the failure of prayer to prevent sickness and death....

Taken from the New York State Education Department. June 2014. Global History Exam. Internet. Available [here](#); accessed July 13, 2017.

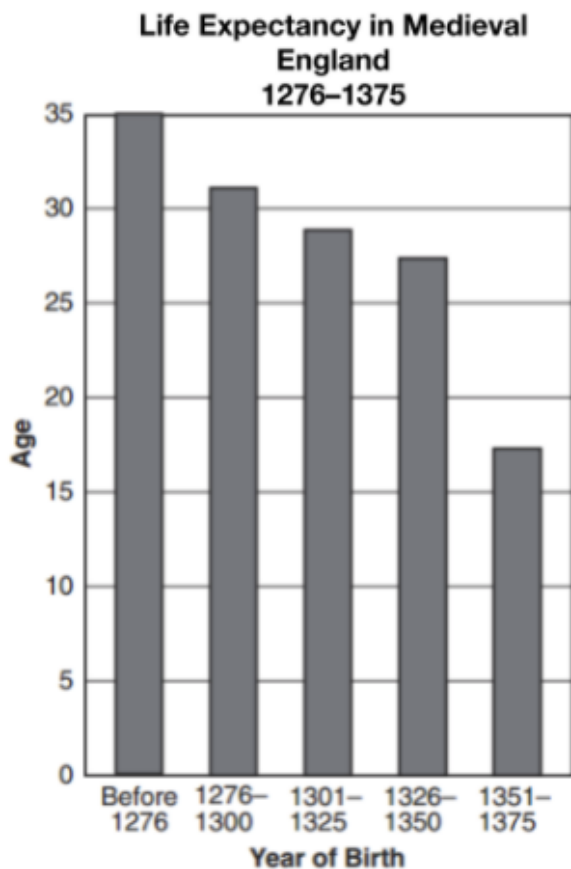
Document 2

Cities were hit hard by the plague. Financial business was disrupted as debtors died and their creditors found themselves without recourse. Not only had the debtor died, his whole family had died with him and many of his kinsmen. There was simply no one to collect from.

Construction projects stopped for a time or were abandoned altogether. Guilds [associations of professionals] lost their craftsmen and could not replace them. Mills and other special machinery might break and the one man in town who had the skill to repair it had died in the plague. We see towns advertising for specialists, offering high wages.

Source: History of Western Civilization E.L. Skip Knox. Boise State University.
<http://web.archive.org/web/20110625203607/http://www.boisestate.edu/courses/westciv/plague/16.shtml>

Document 3



Document 4

The plague came to Europe in the fall of 1347. By 1350 it had largely passed out of western Europe. In the space of two years, one out of every three people was dead. Nothing like that has happened before or since. These general numbers disguise the uneven nature of the epidemic. Some areas suffered little, others suffered far more. Here are some examples.

Between 45% and 75% of Florence died in a single year. One-third died in the first six months. Its entire economic system collapsed for a time. In Venice, which kept excellent records, 60% died over the course of 18 months: five hundred to six hundred a day at the height. Certain professions suffered higher mortality, especially those whose duties brought them into contact with the sick—doctors and clergy. In Montpellier, only seven of 140 Dominican friars survived. In Perpignan, only one of nine physicians survived, and two of eighteen barber-surgeons. The death rate at Avignon was fifty percent and was even higher among the clergy. One-third of the cardinals died.

Long-term population loss is also instructive. Urban populations recovered quickly, in some cases within a couple of years, through immigration from the countryside because of increased opportunities in the cities. Rural population though, recovered itself slowly, for peasants left their farms for the cities.

Source: [History of Western Civilization by E.L. Skip Knox, Boise State University.](#)

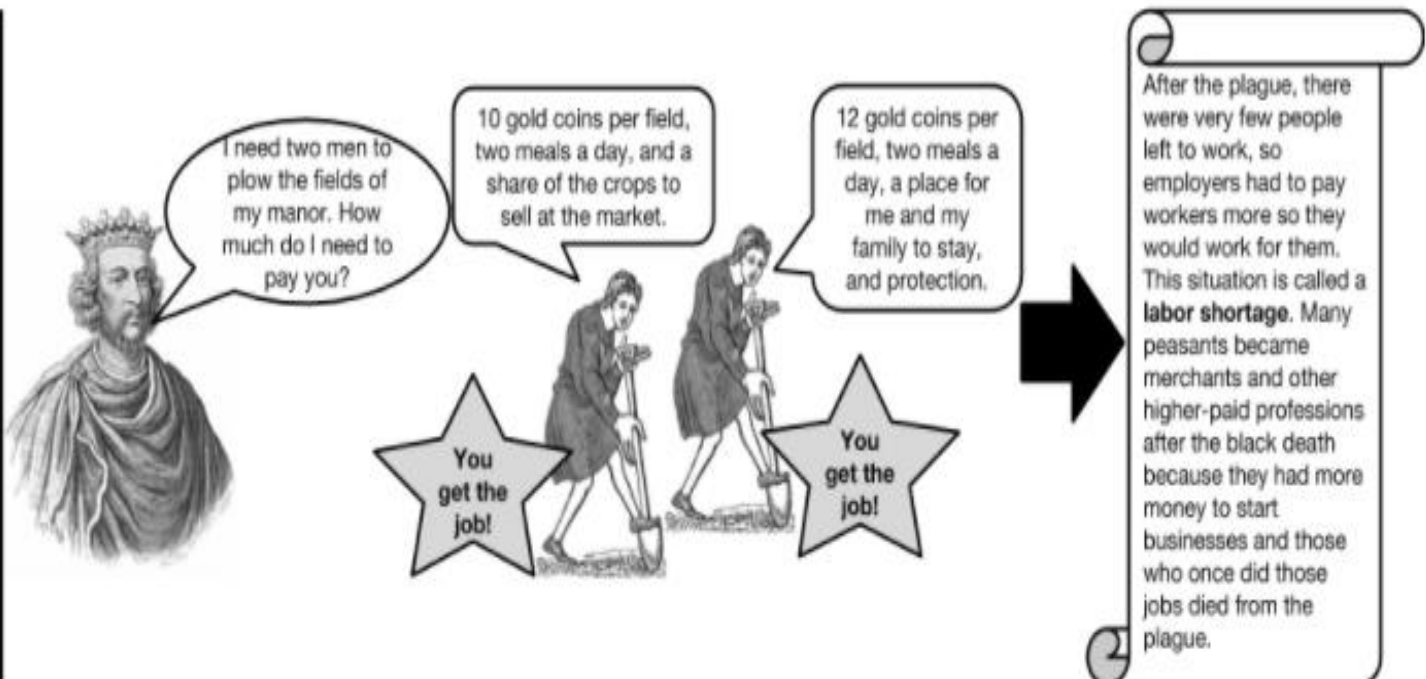
Document 5: How did the loss of population affect wages for European survivors of the plague?

Modified [image](#) of King Henry is courtesy of Wikimedia Commons and is public domain.

BEFORE THE PLAGUE



AFTER THE PLAGUE



Document 8: How feudal Lords dealt with the effects of the Black Plague



Problems Caused by the Plague	Solutions for Feudal Lords
<ul style="list-style-type: none">• Many of the peasants who once farmed the land have died• Peasants want more money to work on the land because of the labor shortage	<ul style="list-style-type: none">• Farm less land• Grow crops like apples, olives, grapes, or vegetables (instead of wheat) or raise livestock like sheep or cows that require less labor• Pay peasants wages, instead of offering the protection and food• Lease (rent) land to peasants who can now afford it because of their higher wages

Long Term Effects
<ul style="list-style-type: none">• Peasants gained more purchasing power because of their higher wages. They became richer.• To make more money from their land, lords gave renters longer and longer leases and eventually sold acres of their manor to peasants.• Lords could no longer control the lives of peasants who owned their own land and who made money from the crops and livestock their raised on it. Over the next two hundred years, this process contributed to the end of feudalism

Modified [image](#) of King Henry is courtesy of Wikimedia Commons and is public domain.

SQ 11: What were the effects of the Black Death?

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

Connect Cause and Effect

Task: Describe the effects of **the Black Death** by completing the chart below.

	Components	Sentence(s)	Sentence Starters and Examples
	describe how people were and/or have been affected		This event had positive/negative effects such as...
	describe how many people's lives have been affected		This event impacted the entire region of... Over half the population was affected because...
	describe how long lasting the changes were and/or have been		The golden ages of Islamic caliphates led to the establishment of Islam in regions throughout the world such as South Asia far into the 16th and 17th century.