



e future **HANDS ON**

HISTORY

MIDDLE AGES

Stephen Pow & Han Chae



Volume 2

 **HANDS ON**

HISTORY

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Authors' Note

Thank you for joining us on this adventure through world history. We intend to take you on a wild ride from the dawn of civilization to the modern age. The ride is sometimes frightening, as we see empires fall, tyrants rise, and brutal wars of conquest. Yet we also see, in the story of civilization, how humans create masterpieces of art, how their dreams of freedom become reality, and breathtaking achievements in the world of science and technology.

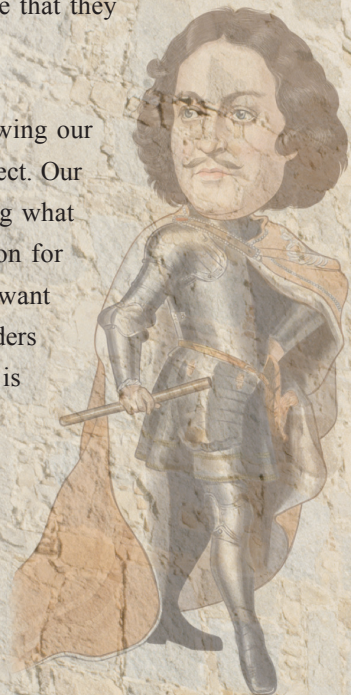
It is an unfortunate fact that sometimes history lectures can remove all the magic and wonder from the stories of the past. When we wrote *Hands on History*, we wanted history to be easily accessible and relevant to readers. We wanted them to see and feel how our history has shaped our present day. Moreover, we kept in mind that history consists of the stories of the past, and the explanation of history should really be the telling of stories. And, if a story is told well, who doesn't like to hear it?

With *Hands-on History*, we did our very best to avoid complications and generalizations. We show history flowing with each passing lesson closer to the present. We don't divide the series along geographical or thematic lines, instead we recognized and focused on where and when the world changed. We use simple language, and we explain not just which events are important, but also WHY they are important. Most of all, we remember that a good story needs good character development. We deal with the motivations and traits of historical figures, so that they come alive on the pages. Readers will get a sense that they actually know the people of the past.

We would like to express our gratitude to M. Mark Stolarik for reviewing our work, as well as to the many editors and illustrators involved in this project. Our goal is not that readers memorize every historical event. Understanding what went on is more important. We hope this series might kindle a passion for history in students. As well, for those who already enjoy history, we want to provide a basis so that it can be pondered even more. Hopefully readers use these books mostly for their own enjoyment. We are confident this is possible with *Hands on History*.

Stephen Pow & Han Chae

Authors



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Unit Breakdown

General overview

The textbook is divided into ten units. Each unit has two lessons. The first lesson gives the readers basic knowledge of a historical topic. The second lesson is a topic journal that will help the readers reflect and express opinions on the topic.

Make Connections

Each unit has a question that helps readers to form an opinion about a subject that is related to the unit's topic.

Unit 7 Religious Conflict

Lesson 1 The Crusades
Lesson 2 Holy War

Key Vocabulary
Choose and write the word next to its definition.

	clash	conflict	exhausted	failure	furious
	massive	reclaim	request	respond	sacred
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Make Connections
What are some reasons that wars start?

Timeline

Year	Event
1071	The Turks attack the Byzantine Empire.
1096	The First Crusade begins.
1099	The Crusaders conquer Jerusalem.
1206	Temüjin is elected as the ruler of the Mongols and becomes Genghis Khan.
1193	Saladin defeats Richard the Lionheart, ending the Third Crusade.

Exploring Events
Describe the pictures below and fill in the dates from the timeline.

Timeline

The timeline shows the period when the events in the unit took place. It also includes events of previous and subsequent units, helping the readers to better understand this unit's place in world history.

Key Vocabulary

Each unit introduces a new set of vocabulary terms. The newly introduced words will constantly appear in both later units and subsequent volumes of the *Hands on History* series.

Lesson 1

Each lesson passage is divided into three sections.

The first section provides background material. It also informs readers about previous events which acted as a catalyst to the major events of that time.

The second section introduces the major events or people of that time. This section provides an engaging storyline about events that profoundly influenced the course of world history.

The third section shows the effects and consequences of those events. It also hints at what is to come in the next unit.

Unit Map

Each unit map provides vital information about where the described events took place as well as improves the reader's geographical knowledge.

LESSON 1

The Crusades

Unit 7: Religious Conflict

The First Crusade

Jerusalem was **sacred** to Christians because it was the city where Jesus was crucified. It was sacred to Muslims too because it was the home of many prophets before Muhammad. A **conflict** started between Christians and Muslims over the control of Jerusalem. In 1095, Pope Urban II **requested** that the Christians of Europe conquer Jerusalem. The city was ruled by Muslims for hundreds of years. These wars were called the Crusades.

Christians who volunteered to fight were called crusaders. They came from all over Europe. Together, old men, women and children marched to the Holy Land, which is Palestine today. Many of them were killed by Muslim Turks on the roads through Anatolia. However, more crusaders came. In 1099, the crusaders conquered Jerusalem and killed almost all Muslims who lived there. The Europeans also conquered the surrounding cities and ruled Palestine for almost 100 years.

Saladin and Richard

Muslims were shocked that Christians had conquered all of Palestine. They wanted to **retake** it, but they could not because they were often fighting each other. Finally, Muslims were brought together by a skillful general named Saladin. He defeated the crusaders and **reclaimed** Jerusalem in 1187.

The strongest kings of Europe wanted to defeat Saladin and regain control of Jerusalem. Philip II of France, Frederick I of the Holy Roman Empire and Richard I of England gathered **massive** armies. They marched to the Holy Land in 1190. This was the Third

LESSON 1

The Crusades

Unit 7: Religious Conflict

Crusade. However, Frederick died on the way to Jerusalem, and his army went back home. Philip got very sick and left the Holy Land soon after he arrived. Only Richard and his English army continued to fight Saladin. Richard was known as the "Lionheart" because he was a courageous warrior. However, Saladin was **conqueror** too. For three years, the two kings **clashed** in many battles, but Saladin's army defended Jerusalem. The Third Crusade was a **failure** for Christians.

The End of the Crusades

Richard and Saladin were both **exhausted** from years of war. They made a peace treaty. Saladin allowed Christians to visit Jerusalem. Richard did not like the treaty because he felt defeated. He left for Europe without visiting the city.

The Crusades continued for another hundred years but Christian armies were always defeated. Muslims continued to hold Jerusalem. Saladin died in 1193, and Muslims fought each other again. They did not know that a more dangerous group of people was coming from the east. They were the Mongols, led by Genghis Khan.

Comprehension Check

A Read and choose the answer.

- How did the Crusade start?
 - a) The pope asked Christians to conquer Jerusalem.
 - b) Muslims attacked the holy city of Jerusalem.
 - c) The Turks allied with Christians and invaded Jerusalem.
2. What did Saladin NOT do?
 - a) He fought against the European kings, Philip, Frederick and Richard.
 - b) He united Muslims and reborn Jerusalem.
 - c) He gave Jerusalem to Christians.
3. How did Saladin and Richard finally make peace?
 - a) Saladin became a Christian.
 - b) Richard and Saladin became allies.
 - c) They made a peace treaty.
4. Which statement is NOT true about the Third Crusade?
 - a) The goal of the Third Crusade was to conquer Jerusalem.
 - b) Saladin stopped Richard from taking Jerusalem.
 - c) Richard the Lionheart visited Jerusalem after making peace with Saladin.

B Number the sentences from 1 to 5 to show the correct order of events.

- Saladin conquered Jerusalem in 1187.
- Richard left Palestine without visiting Jerusalem.
- Richard the Lionheart and Saladin fought for three years.
- The Europeans controlled Jerusalem for almost 100 years.
- Pope Urban II asked European Christians to conquer Jerusalem.

C Read the sentence and write true (T) or false (F).

- Rome was an empire before it became a republic.
- Julius Caesar was the first emperor of Rome.
- A group of senators assassinated Caesar.
- The Pax Romana lasted for 100 years.
- The senators gave Octavian a new name, Augustus.

Facts to Remember

Write the letters (a–c) in the correct place in the chart.

Julius Caesar	Octavian (Augustus)	Mark Antony

- a) He became ruler of the West of Rome after Caesar died.
- b) He defeated Antony and Cleopatra in the Battle of Actium.
- c) He married Cleopatra, the queen of Egypt.
- a) He became a dictator of Rome.
- b) He became ruler of the East of Rome after Caesar died.
- c) He made many reforms to help the people in Rome.
- a) He became the first emperor of the Roman Empire in 27 BC.
- b) He began a peaceful period called the Pax Romana.
- c) He was assassinated by a group of senators in 44 BC.

Comprehension Check

The comprehension check provides the reader with activities to review the unit topic. This section moves from simple comprehension questions to organizing statements in order to show the correct sequence of events covered in the lesson.

Facts to Remember


The first lesson ends with a graphic organizer in which readers must organize their newly acquired knowledge into different types of charts.

Lesson 2

The second lesson is presented as a student's journal which is designed to help the readers personally connect with the previous lesson. It also provides additional vital information which will expand the reader's understanding of the unit.

LESSON 2 Holy War

"Have no fear. It is not the custom of kings to kill kings!"
—Saladin (1138–1193)



Fill in the blanks with the correct words as you read.

clashed furious requested responded sacred

Today in class, we learned about the Crusades. My teacher told us that **they** started when a group of Turks moved into a place called Anatolia to the east of the Byzantine Empire. For centuries, Christians passed through the area when they visited Jerusalem. The city was a _____ place for Christians because it was where Jesus was crucified. The Turks were Muslims, and they sometimes attacked Christians who were passing through Anatolia. Christians became _____.

The Turks also _____ with the Byzantine Empire. They conquered Byzantine territory, and they were getting close to the capital city of Constantinople. The emperor was very worried, and **he** _____ help from Pope Urban II. The pope _____ by asking all Christian kingdoms to join together in a holy war called a Crusade. Soon, Christians from all around Europe got ready for war.

The First Crusade was successful for Christians. They captured the city of Jerusalem. Over the next 200 years, there were eight large Crusades fought in the Holy Land. The Crusades were the longest religious wars that ever happened. Great numbers of Christians and Muslims were killed. Many other people died too. My teacher said that the pope had less authority by the end of the Crusades. European kings lost interest in the wars, and **they** started to refuse the requests of the pope. Therefore, the kingdoms of Europe became more independent.

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LESSON 2 Holy War

Comprehension Check

Context Clue

What do the three numbered words in the passage refer to?

1. they → _____
2. he → _____
3. they → _____

Critical Thinking

A Answer the following questions.

1. Why was Jerusalem important to European Christians?
2. What happened to the countries of Europe after the Crusades?
3. Do you think that religious wars still happen today?
4. Do you think the Crusades had to happen?

B Share your answers with the class.

Journal Writing

Write a paragraph in your journal about one of the topics below.

1. What did you learn about the Crusades?
2. What are some reasons that wars start?

74 Middle Ages

Comprehension Check

The comprehension check for the second lesson focuses on developing the reader's composition skills and critical thinking.

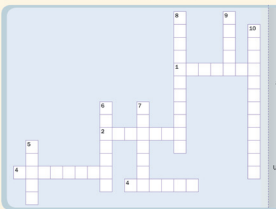
Vocabulary Review

Vocabulary Review provides exciting activities to help readers retain the unit vocabulary, and it also provides an activity to reinforce the previous units' vocabulary.

Unit 1: The Roman Empire

Vocabulary Review

Complete the crossword puzzle with the correct words.



elect
prevent
dictator
assassinate
revenge
nephew
stretch
reign
unchallenged
support

Across

1. Don't _____ you t-shirt. It will get ripped.
2. The fence will _____ anyone from coming into my garden.
3. The president won't listen to anybody. He is like a _____.
4. Last week, my _____ was born. I'm an uncle now.

Down

5. During the _____ of the evil king, people were not happy.
6. My parents _____ me completely.
7. _____ won't make you happy. Forgive your enemy.
8. I can't believe that someone wanted to _____ the president.
9. We have to _____ a new school president.
10. The great soccer team was _____ for ten years.

15

Unit 7: Religious Conflict

Vocabulary Review

A Fill in the blank with the correct word.

request
sacred
conflict
reclaimed
massive
failure
clash
exhausted
furious
respond

1. My dad was _____ when he found out I lied to him.
2. The police _____ the stolen TV.
3. Is it possible to _____ a new desk? This one is broken.
4. The army was _____ It had thousands of soldiers.
5. My two little brothers sometimes _____ over their favorite toys.
6. After three days of final exams, I felt so _____.
7. My teacher solved the _____ between the two students by talking to them.
8. This temple is a _____ place for monks.
9. Please _____ to my email as soon as possible.
10. We can't accept _____. We must win this game.

B Write T (true) or F (false).

Words from Units 4 to 6

1. If students fail one test, they are **banished** from school forever.
2. Having **absolute** power is not common nowadays.
3. Big cars give better **protection** to drivers than small cars.
4. If you want to be a school president you need to be **crowned** first.
5. Parents **submit** to their children.
6. You need to be **appointed** to become a citizen of a country.
7. The invention of television brought **significant** changes to people's lives.
8. Having a lot of resources will help a country to **develop**.
9. A general has the **authority** to command his or her army.
10. Some diseases have no cure and are **unstoppable**.

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Professor's Review

The *Hands on History* series is a very good, chronological, summary of the rise of civilizations, whether in the Middle East, Europe, India or Asia. The first volume covers the earliest civilizations of the Sumerians, Egyptians, Assyrians, Babylonians, Persians, Greeks, Indians and Chinese and ends with the Punic Wars between Carthage and Rome (approximately the 3,000 years before Christ). Volume two covers the Roman Empire, the rise of Christianity, the barbarian invasions of Europe, and the rise of Islam. It continues with the development of feudalism in Europe, with the European Crusades against Islam, with the Mongol conquests, including a section on Korea, and then returns to Joan of Arc and the Hundred Years War in Europe (approximately 1,300 years after Christ). Volume three details the rise of the Ottoman Empire in the fifteenth century, the European Renaissance, the European discovery of North America, the division of European Christianity with the Reformation of the 17th century, the rise of Spain based upon wealth obtained from the New World, the challenge of England to Spanish hegemony, the rise of Russia, and feudalism in Japan. It ends with the European Scientific Revolution of the 16th and 17th centuries. Volume four continues the story with the theory of the “divine right” of Kings and illustrates it with Louis XVI of France. It then deals with the American Revolution, the French Revolution, Napoleon Bonaparte, American slavery, the war against the North American natives, the British Empire in India, the European colonization of Africa, the “opening up of Japan” by the United States and, the rise and decline of China in the 19th century.

The *Hands on History* series contains very useful texts for students of English who are learning world history for the first time. In forty concise units of the series, the authors tell the story of human beings from the very first civilization to the early 19th century while taking the readers on a lively and exciting journey across the centuries. The passages are written in clear, understandable English and are very well illustrated with colorful pictures and maps to help the student comprehend and remember certain events.

M. Mark Stolarik
Full Professor, Department of History
University of Ottawa



The Roman Empire

Lesson 1 From Republic to Empire CD Track 1

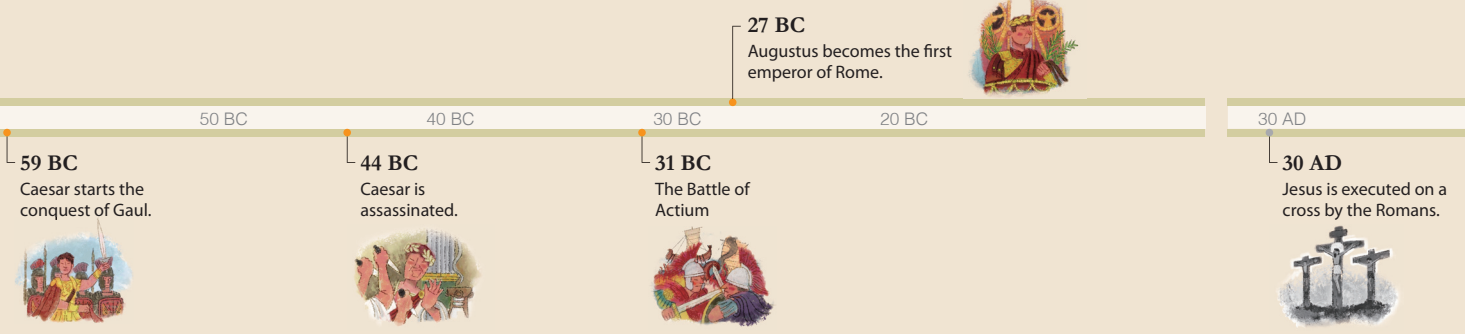
Lesson 2 Julius Caesar CD Track 2



Make Connections

What is a dictator? Do you think a dictator could be a good ruler?

Timeline



Key Vocabulary

Choose and write the word next to its definition.

assassinate dictator elect nephew prevent
reign revenge stretch support unchallenged

- 1 _____ to extend very far
- 2 _____ to choose by voting
- 3 _____ the time when a king or queen rules
- 4 _____ to kill an important person
- 5 _____ to stop something from happening
- 6 _____ a very powerful leader who completely controls a country
- 7 _____ being the strongest; the most powerful
- 8 _____ the act of harming someone who has harmed you
- 9 _____ the son of one's brother or sister
- 10 _____ to help; to agree with someone's ideas

Exploring Events

Describe the pictures below and fill in the dates from the timeline.



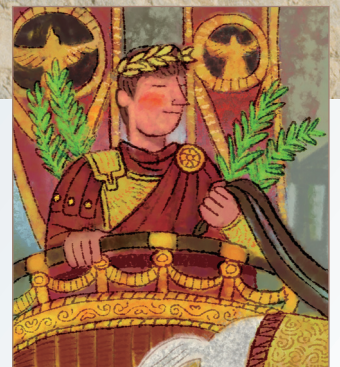
BC



BC



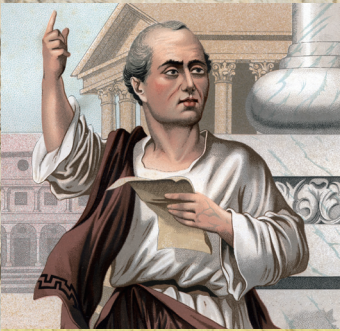
BC



BC

LESSON 1

From Republic to Empire



In the Roman Republic, senators tried to influence the citizens by giving speeches. Some senators were good at leading people only because they were skillful at speaking to crowds.



Caesar finished conquering Gaul in 52 BC. The last Gallic leader to surrender to Julius Caesar was named Vercingetorix. Today, he is considered a hero to the people of France.



In 49 BC, Julius Caesar crossed the Rubicon River in northern Italy, and took his soldiers to Rome. Before Caesar, Roman armies did not enter the city.

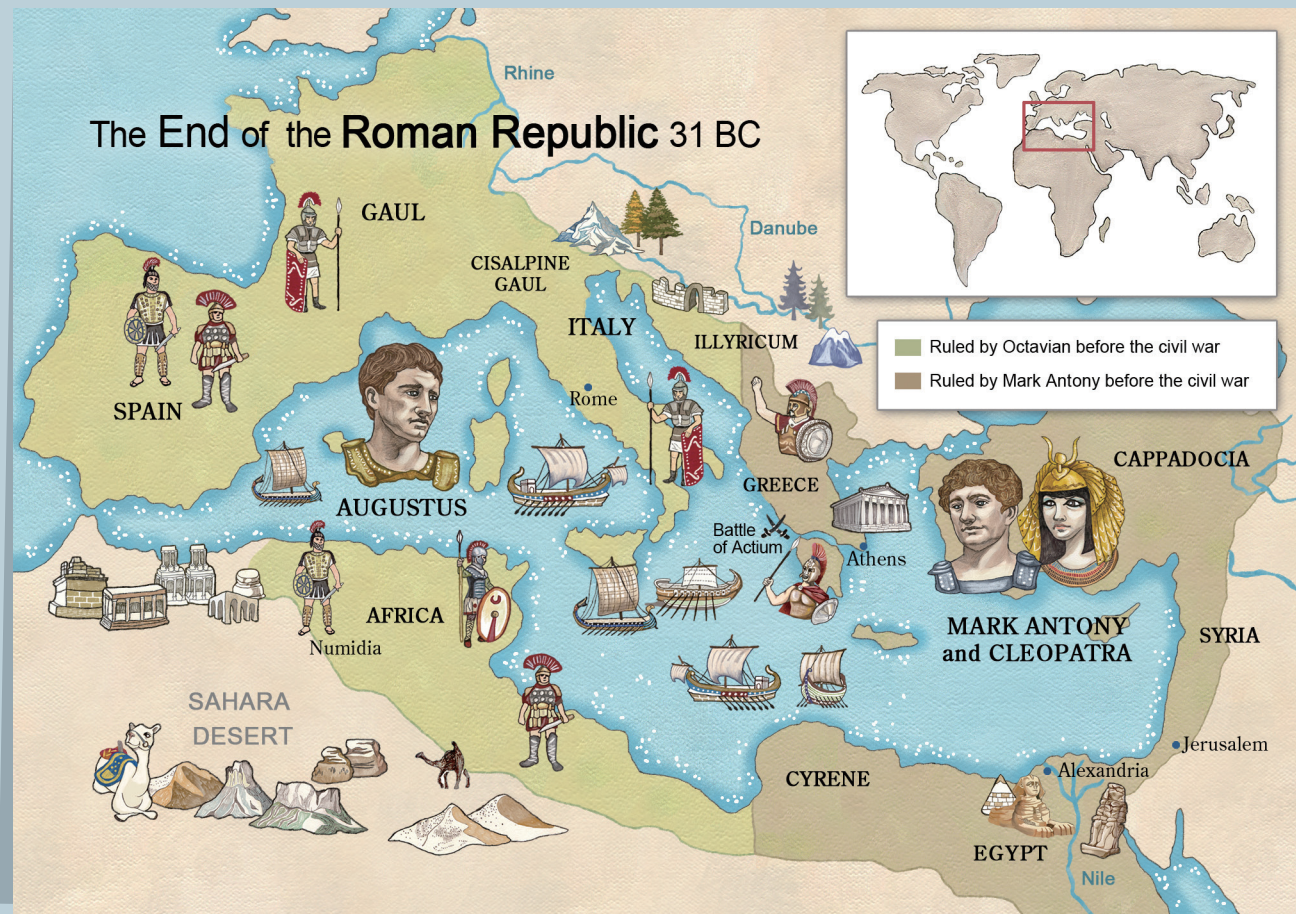
Julius Caesar

In the 140s BC, Rome ruled over the Mediterranean Sea. The Romans had a type of government called a republic, and the citizens chose their leaders by vote. These leaders were called senators, and every year, two consuls were **elected** from them. The consuls were the highest leaders, and they could cancel each other's plans. Having two consuls **prevented** anyone from becoming a **dictator**.

In 59 BC, a young Roman general, named Julius Caesar, started to conquer all of Gaul, which is France today. This greatly expanded Roman land, and made Caesar very popular with the Romans. Afterwards, he wanted to become the only leader of Rome. In 49 BC, he marched his soldiers back to Rome and started a civil war. A civil war is a war between people within one country. He took the city of Rome by force and became a dictator.

More Civil Wars

Julius Caesar was a fair ruler, and he changed many things to help the ordinary people of Rome. However, there were other powerful



senators who thought that he was becoming too strong. They were not happy with the dictator. In 44 BC, a group of senators **assassinated** Caesar. Though they said that the Republic was saved from a dictator, most Romans were angry and wanted **revenge**. Two men promised to get revenge for Caesar. One was a very brave, strong general, named Mark Antony. The other was Caesar's shy, young **nephew**, Octavian.

Octavian and Antony defeated the senators who were responsible for Caesar's death. They became rulers and decided to share the lands of Rome. Octavian took the West, and Antony took the East. For years, Octavian and Mark Antony were good friends. Then, problems started when Antony married Cleopatra, the beautiful queen of Egypt. Octavian believed that Cleopatra and Antony wanted Rome for themselves. Another civil war began.



LESSON 1 From Republic to Empire



Julius Caesar was assassinated by senators in 44 BC. They didn't want Caesar to be the dictator of Rome any longer. This started wars that ended the Roman Republic.



Cleopatra was the queen of Egypt, famous for her beauty. Mark Antony was married to her. A story says that she killed herself with the bite of a poisonous snake after the Battle of Actium.



Augustus became the first emperor of Rome. For the next 500 years, the Roman Empire ruled the Mediterranean Sea.

The End of the Republic

In 31 BC, Octavian defeated Antony and Cleopatra in the sea battle of Actium. The two lovers went back to Egypt and killed themselves. After that, Octavian was the only ruler of Rome. That was the end of the Roman Republic. Octavian became the first emperor of the Roman Empire in 27 BC. He ruled all lands of Rome, which **stretched** from Spain to Egypt.

The senators gave Octavian a new name—Augustus. It means “respected one.” During the **reign** of Augustus, Rome became a much greater city. He started a peaceful period called the *Pax Romana*, or Roman Peace. For the next 200 years, Rome was a wealthy and powerful state. However, a new religion was coming to change the ancient world forever.

**Comprehension Check****A Read and choose the answer.**

1. Which statement is NOT true about Julius Caesar?

- a) He was a Roman general.
- b) He became the first emperor of Rome.
- c) He wanted to become the only leader of Rome.

2. Why was Julius Caesar assassinated?

- a) Some senators thought that he was becoming too powerful.
- b) He changed many things to help the ordinary people of Rome.
- c) All Romans hated him.

3. Why did Augustus and Mark Antony fight each other at the Battle of Actium?

- a) Octavian wanted to marry Cleopatra, but Antony was married to her.
- b) Antony said that Octavian assassinated Julius Caesar.
- c) Octavian thought that Cleopatra and Antony wanted Rome for themselves.

4. During the *Pax Romana*, Rome _____.

- a) had many civil wars
- b) was peaceful and strong
- c) tried to conquer the whole world

B Number the sentences from 1 to 5 to show the correct order of events.

- Julius Caesar conquered the land of Gaul.
- Julius Caesar was assassinated.
- Antony and Octavian ruled Rome together.
- Octavian became Augustus – the first emperor of Rome.
- Octavian defeated Antony and Cleopatra in the Battle of Actium.



C Read the sentence and write true (T) or false (F).

- Rome was an empire before it became a republic.
- Julius Caesar was the first emperor of Rome.
- A group of senators assassinated Caesar.
- The *Pax Romana* lasted for 100 years.
- The senators gave Octavian a new name, Augustus.

Facts to Remember

Write the letters (a~i) in the correct place in the chart.

Julius Caesar	Octavian (Augustus)	Mark Antony

- a He became ruler of the West of Rome after Caesar died.
- b He defeated Antony and Cleopatra in the Battle of Actium.
- c He married Cleopatra, the queen of Egypt.
- d He became a dictator of Rome.
- e He became ruler of the East of Rome after Caesar died.
- f He made many reforms to help the people in Rome.
- g He became the first emperor of the Roman Empire in 27 BC.
- h He began a peaceful period called the *Pax Romana*.
- i He was assassinated by a group of senators in 44 BC.

LESSON 2 Julius Caesar



"I came, I saw, I conquered."

- Julius Caesar (100 BC ~ 44 BC)

Fill in the blanks with the correct words as you read.

assassinated dictator prevent supported unchallenged

Today our teacher said, "Rome was not built in a day." He explained that it means it takes a long time to create something special. Before becoming a great empire, Rome had many serious problems. Because **it** conquered many new lands and became wealthy, Rome was _____. However, it was only few politicians who became powerful and rich. These men always fought each other and started civil wars, and poor people suffered because of them.

When Julius Caesar saw this, he thought that the republic government was damaging his country. He also thought that having two leaders in the government was not a good system. Caesar believed that if he ruled Rome alone, he could make it a better place. So, he became a _____, and he made many reforms. He gave land to his soldiers, and food to poor people in the city. He also let people from conquered countries like Greece and Spain become citizens of Rome. The people of Rome _____ him, and he became very popular. However, many senators were afraid that **he** was becoming like a king.

To _____ Caesar from ruling for a long time, some senators made a plan to kill him. This group of senators, led by a man named Brutus, _____ Caesar. The dictator was gone, but he changed Rome forever. Because he was a very successful "king," Rome couldn't go back to being a republic again. During Caesar's life, Rome was already becoming an empire. About 15 years after his death, **his** nephew, Augustus became the first emperor of the Roman Empire and finished the work that Caesar started.



Comprehension Check

Context Clue

What do the three words in bold in the passage refer to?

1. **it** → _____
2. **he** → _____
3. **his** → _____

Critical Thinking

A Think about the following questions and write the answers.

1. What reforms did Caesar make after he became a dictator?

2. Why do you think Caesar was popular with many people?

3. Why did the senators assassinate Caesar?

4. How did Rome change after Caesar died?

B Share your answers with the class.

Journal Writing

Write a paragraph in your journal about one of the topics below.

1. What did you learn about Julius Caesar and the Roman Empire?
2. What is a dictator? Do you think a dictator could be a good ruler?



Vocabulary Review

Complete the crossword puzzle with the correct words.

The crossword puzzle grid consists of white squares for letters and light blue squares for empty space. The numbered starting points are: 1 (Across, 5 squares), 2 (Across, 5 squares), 3 (Across, 8 squares), 4 (Across, 5 squares), 5 (Down, 3 squares), 6 (Down, 4 squares), 7 (Down, 4 squares), 8 (Down, 5 squares), 9 (Down, 5 squares), and 10 (Down, 5 squares).

elect
prevent
dictator
assassinate
revenge
nephew
stretch
reign
unchallenged
support

- Across**
- ① Don't _____ you t-shirt, It will get ripped.
 - ② The fence will _____ anyone from coming into my garden.
 - ③ The president won't listen to anybody. He is like a _____.
 - ④ Last week, my _____ was born. I'm an uncle now.

- Down**
- ⑤ During the _____ of the evil king, people were not happy.
 - ⑥ My parents _____ me completely.
 - ⑦ _____ won't make you happy. Forgive your enemy.
 - ⑧ I can't believe that someone wanted to _____ the president.
 - ⑨ We have to _____ a new school president.
 - ⑩ The great soccer team was _____ for ten years.

