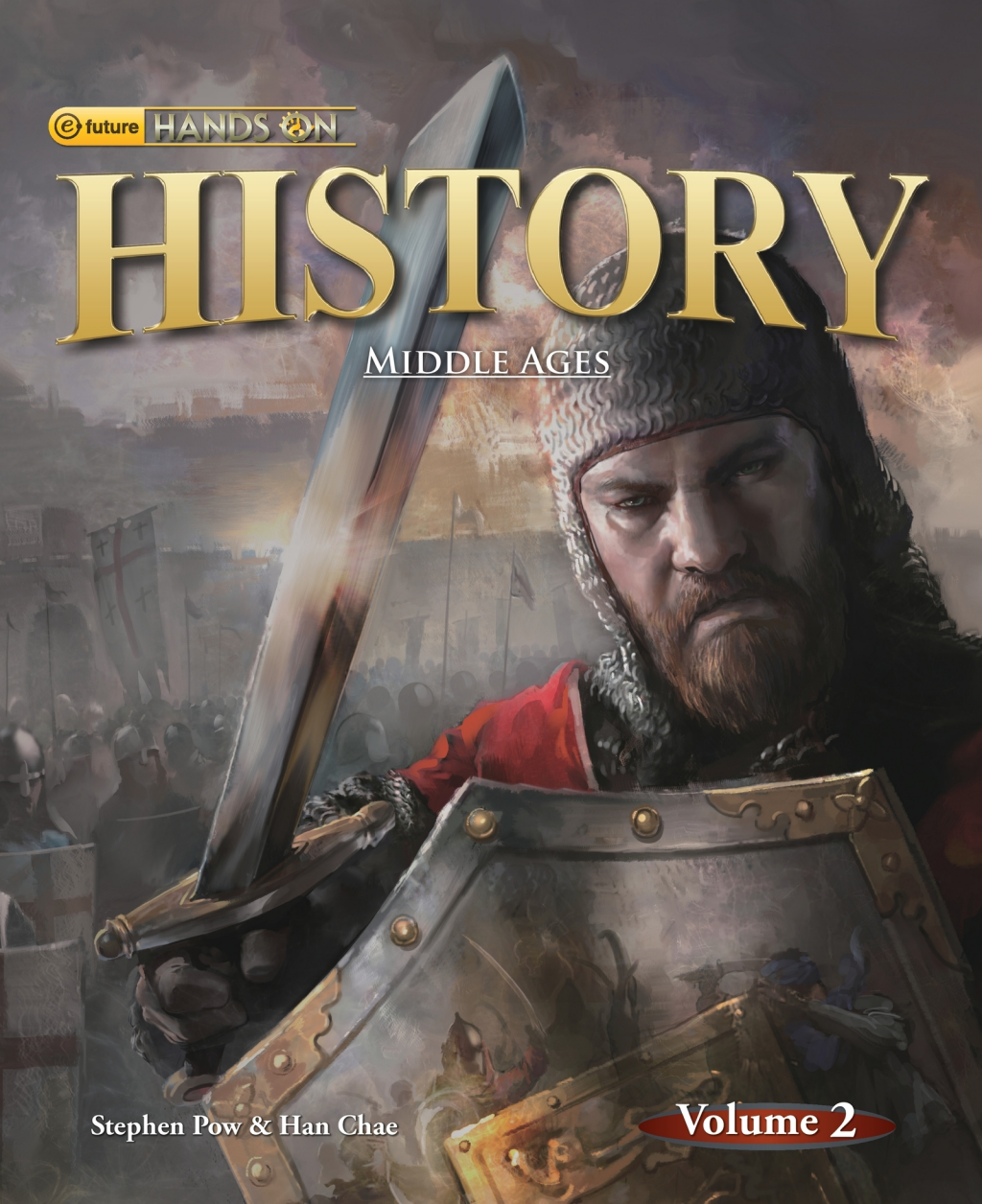




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HISTORY

MIDDLE AGES

Stephen Pow & Han Chae

Volume 2

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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.

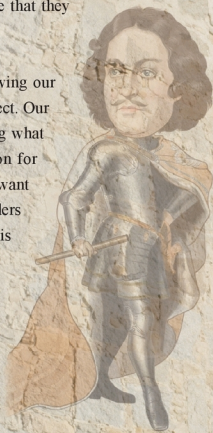
It is an unfortunate fact that sometimes history lectures can remove all the magic and wonder from the stories of the past. When we wrote *Hands on History*, we wanted history to be easily accessible and relevant to readers. We wanted them to see and feel how our history has shaped our present day. Moreover, 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.	Blank mause	conflict relates	enforced request	future respond	future sacred
1	to ask for something				
2	a serious disagreement; a war				
3	very tired				
4	to pay or do something in return; to answer				
5	the lack of success; a defeat				
6	extremely angry				
7	very big				
8	to fight; to battle				
9	to take something back; to retake				
10	holy				

Make Connections

What are some reasons that wars start?

Timeline

1095: Pope Urban II calls for the First Crusade.
1099: Jerusalem is captured by the Crusaders.
1187: Saladin recaptures Jerusalem.
1271: Marco Polo returns to Europe.
1492: Christopher Columbus discovers America.

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 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

Readers Note: It is the student's charge to do this!

Lesson 2: Holy War

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

☐ checked
 ☐ taken
 ☐ suggested
 ☐ saved

Today in class, we learned about the Crusades. My teacher told us that they were a series of wars that were fought between Christians and Muslims in the Middle East. For centuries, Christians passed through the area.

They called Jerusalem. This city was _____ place for Christians because it was where Jesus was crucified. The Turks were Muslims and they considered Jerusalem their own.

The Turks _____ with the Byzantine Empire. They captured Byzantine territory, and the city of Constantinople. The emperor was very worried, and he _____ help from Pope Urban II. The pope _____ by asking of Christian knights 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 800 years, there were eight large Crusades fought in the Holy Land. The Crusades were the longest religious wars that ever happened. Most scholars of Christianity and Muslims were in that. Many other people died too. My teacher said that the pope had full authority by the end of the Crusades. European kings for instance in the west, and they tried to reform the structure of the state. Therefore, the kingdom of Europe became more independent.

Lesson 2 Holy War

Comprehension Check

Circle the correct answer.

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

- They _____
- He _____
- They _____

Critical Thinking

Answer the following questions.

- Why was Jerusalem important to European Christians?
- What happened to the kingdom of Europe after the Crusades?
- Do you think that religious wars will happen today?
- Do you think the Crusades had to happen?

Draw your answers with the lines.

Journal Writing

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

- What did you learn about the Crusades?
- What are some reasons that wars start?

75 words here

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 2: The Crusades

Vocabulary Review

Complete the crossword puzzle with the correct words.

☐ checked
 ☐ taken
 ☐ suggested
 ☐ saved

Across

- Don't _____ you know, it will get hurt.
- The three will _____ where from coming into my garden.
- The president went today to improve the health of _____.
- Last week, my _____ was born. It was an uncle now.

Down

- During the _____ of the king, people were not happy.
- My parents _____ me to go to the school.
- _____ won't make you happy. Forget your enemy.
- _____ told me that someone was in the _____ president.
- We have to _____ at the school present.
- The great soccer team was _____ for ten years.

Unit 2: The Crusades

Vocabulary Review

Fill in the blanks with the correct word.

- My dad was _____ where he found out I had to be.
- The police _____ the man I saw.
- It is possible to _____ a new book? This one is broken.
- The army was _____ it had thousands of soldiers.
- We have been talking sometimes _____ about their favorite team.
- After three days of food exams, I had to _____.
- The teacher asked the _____ because the two students by talking to them.
- The teacher is a _____ class for me.
- Please _____ to my email as soon as possible.
- We have been _____ we must win this game.

Write 5 words of 5 letters.

- If students had a test, they are _____ from school because.
- Having _____ power is not common knowledge.
- Big cities are better _____ to live in than small ones.
- If you want to be a school president you need to be _____ first.
- Parents _____ their children.
- You need to be _____ to become a citizen of a country.
- The invention of television brought _____ changes to people's lives.
- Having a lot of enemies will help a country to _____.
- A general has the _____ to command his or her army.
- Some diseases have no cure and are _____.

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



Unit 1

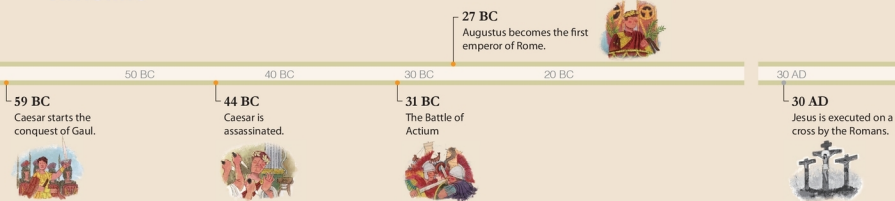
The Roman Empire

Lesson 1 From Republic to Empire  Track 1Lesson 2 Julius Caesar  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