

# CONTENTS

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Introduction .....	iv
Overview of the Class.....	v
Essay Guide .....	ix
Recitation Rubric (Reproducible) .....	xiii
Overview of the Guides .....	xiv

## TEACHER HELPS

Chapter 1 .....	2
Chapter 2 .....	12
Chapter 3 .....	20
Chapter 4 .....	30
Chapter 5 .....	38
Chapter 6 .....	46
Chapter 7 .....	54
Chapter 8 .....	64
Chapter 9 .....	74
Chapter 10 .....	84
Chapter 11 .....	96
Chapter 12 .....	104
Chapter 13 .....	112
Chapter 14 .....	120
Chapter 15 .....	126
Chapter 16 .....	134
Chapter 17 .....	142
Chapter 18 .....	152
Chapter 19 .....	160
Chapter 20 .....	168
Chapter 21 .....	176
Chapter 22 .....	186
Chapter 23 .....	194
Chapter 24 .....	202
Chapter 25 .....	210

## APPENDIX

Summative Timeline Example .....	218
Chapter 1 Quiz Key .....	219
Chapter 2 Quiz Key .....	220
Chapter 1 & 2 Test Key .....	221
Chapter 3 Quiz Key .....	228
Chapter 4 Quiz Key .....	230
Chapter 3 & 4 Test Key .....	232
Chapter 5 Quiz Key .....	238
Chapter 6 Quiz Key .....	239
Chapter 5 & 6 Test Key .....	240
Chapter 7 Quiz Key .....	245
Chapter 8 Quiz Key .....	246
Chapter 7 & 8 Test Key .....	247
Chapter 9 Quiz Key .....	254
Chapter 10 Quiz Key .....	255
Chapter 9 & 10 Test Key .....	256
Chapter 11 Quiz Key .....	263
Chapter 12 Quiz Key .....	264
Chapter 11 & 12 Test Key .....	265
Chapter 13 Quiz Key .....	270
Chapter 14 Quiz Key .....	271
Chapter 13 & 14 Test Key .....	272
Chapter 15 Quiz Key .....	278
Chapter 16 Quiz Key .....	279
Chapter 15 & 16 Test Key .....	280
Chapter 17 Quiz Key .....	286
Chapter 18 Quiz Key .....	287
Chapter 17 & 18 Test Key .....	288
Chapter 19 Quiz Key .....	295
Chapter 20 Quiz Key .....	296
Chapter 19 & 20 Test Key .....	297
Chapter 21 Quiz Key .....	303
Chapter 22 Quiz Key .....	304
Chapter 21 & 22 Test Key .....	305
Chapter 23 Quiz Key .....	311
Chapter 24 Quiz Key .....	312
Chapter 25 Quiz Key .....	313
Chapter 23, 24, & 25 Test Key .....	314

# CHAPTER 1

## INTRODUCTION

### Hooks

1. The idea here is to push that the rights enshrined in the Declaration of Independence and U.S. Constitution hail from European philosophers, who themselves were influenced by the ancient philosophers of Greece and Rome.
2. Another effective tactic would be to ask the students to find on a map England, France, Spain, and Portugal. Then, point out these tiny four countries would eventually come to colonize and dominate over 75% of the world.

By 1914, the British Empire spread from the shores of Australia and South Africa to the sands of Egypt, and even into the tea fields of India. The sun always shined on the empire, no matter what time it was; that of itself is an amazing feat, but the British were not the only ones with such an empire. France, Spain, Portugal, and Germany all had overseas territories, having carved up their share of the globe as well. By 1914, and arguably even before, Europe had major political, military, and cultural control over the world. No other culture has exerted such influence on the world stage like Europe. Historians, who always have focused on causation, or the "whys," have written an abundance of texts on why Europe rose to the top of civilization. Trying to answer that question by starting in 1914, 1815, or 1521 would be ineffective, for the forces that drove Europe to rise are ancient. Hence, chapter 1 of *A History of Europe in the Modern World* begins with a crash course in ancient European history, focusing on the Greeks, Romans, and then the Middle Ages. You would not begin a story halfway through; you would start on the first page. Ancient history is that first page.

## CHAPTER 1

The Rise of Europe (4000 B.C.E.-1300 C.E.)



Coronation of Charlemagne by Friedrich Kaulbach, 1861

### INTRODUCTION

**Summative Statement:** Provide a 1-2 sentence summary/main idea of the entire chapter.  
Modern Europe would be influenced by the legacy of Greece and Rome, the impact of Christianity, and the monarchical kingdoms forged out of the barbarian kingdoms.

### Summative Quote

"The sun never sets on the British Empire." —Anonymous

### Hooks

1. Why is English the *lingua franca* of the world?
2. Why do we have civil rights? Did they originate with the Founders?

## QUESTIONS TO MARK FOR THE TEST

- **Key Terms:** 2, 3, 4
- **Key People:** 6, 8
- **Key Dates:** 4 B.C.E., 476 C.E., 1054 C.E.
- **Comprehension Questions:** 4, 10, 11, 13

## OVERVIEW

### Ancient Times: Greece, Rome, and Christianity

- Civilization was born in the Middle East around 4000 B.C.E.
- The Greeks, incorporating many of their neighbors' ideas, coalesced around 1150 B.C.E. Alexander the Great helped to spread Greek civilization through his conquests in the 330s/320s B.C.E.
- The Roman Republic was reorganized into the Roman Empire around 31 B.C.E.; all of the Mediterranean was under Roman control.

**KEY TERMS:** For each term, provide a 1-2 sentence definition.

1. Christianity: A system of belief that originated with the teachings of Jesus and His apostles. Rooted in ancient Judaism, its message of salvation for all who would come, regardless of socio-economic status, quickly found many adherents in the ancient world. (pp. 16-18)
2. Papal authority: The belief that Peter, who was appointed as head of the church by Christ in Matthew 16:18-19, passed on his spiritual authority to his bishopric successors in the church of Rome. As a result, the pope increasingly came to be seen as a powerful authority in spiritual matters. (p. 24)
3. The Great Schism: A division between the Western Roman Catholic and Eastern Greek Orthodox churches that occurred in Christianity in 1054 C.E. The former refused the political machinations of the East, while the latter rejected the claim of papal authority. (p. 28)
4. Feudalism: Feudalism was a hierarchal system of government formed on the basis of mutually agreed contracts. It originated with counts, governors of large territories, who sought out ways to strengthen themselves against other counts. The lesser lords, called vassals, swore allegiance to the count in return for his protection. Eventually, these counts began choosing kings, who became the lord of lords. However, they did not rule sovereignly, since the lords and vassals had rights. (pp. 30-31)
5. Serfs: Peasants who lived on the land of a lord. They could not leave the land, or manor, without their lord's consent, and in return for protection, they provided food for their lord. (pp. 31-32)
6. Guilds: Organizations of commerce that were run by masters, who oversaw a specific trade, like carpentry or smithing. They also provided vocational training for young men, who lived and trained with masters. (pp. 34-35)
7. Parliaments: Legislative assemblies made up of lords, clergy, and burghers, or town representatives. Though they did not have any power over the king, the king relied upon them for financial and popular support. (pp. 36-37)
8. Crusades: A series of religious military conquests launched by popes and nobles against Islamic and pagan people groups. (pp. 45-46)

Chapter 1 3

- Jesus Christ was born around 4 B.C.E.; Christianity quickly grew after His death and resurrection, eventually supplanting the pagan beliefs of Europe.

### The Early Middle Ages: The Formation of Europe

- The Western Roman Empire collapsed around 476 C.E., with the barbarian invaders founding new kingdoms. The Eastern Roman Empire, later called the Byzantine Empire, lasted until 1453 C.E.
- After Muhammad's death in 632 C.E., Islam quickly spread from Arabia into the rest of the Middle East and North Africa. In the process, many Byzantine lands were lost to Islamic invaders.
- Meanwhile, in the West, Latin Christendom flourished. The papacy's authority grew, established upon the belief of Petrine supremacy.

- Politically, Latin Christendom's greatest leader and unifier was Charlemagne, a Frankish king who was eventually crowned by Pope Leo III as the emperor of a new (Holy) Roman Empire in 800 C.E.
  - » **Note:** The text does not call Charlemagne's empire the Holy Roman Empire, dubbing it instead the empire of Charlemagne or Carolingian Empire. Historians debate over whether the Holy Roman Empire began in 800 C.E. or in 962 C.E. with the crowning of Otto.
- From 800-1000 C.E., Europe came under invasion by the Vikings from the north and Muslims from the south. Europe by this time had also heavily converted to Roman Catholicism, minus the lands of Russia and Greece, which adhered to Greek Orthodox Christianity.
- In 1054 C.E., Christianity divided into two factions: the Western Roman Catholic Church and the Eastern Greek Orthodox Church.

### The High Middle Ages: Secular Civilization

- Around 1000 C.E., after the decline of Charlemagne's empire, feudalism began to form, best expressed by the reigns of the French King Hugh Capet and the English King William the Conqueror.
- Venice and its merchants led an economic revival through long-distance trading with the East. By 1100 C.E., these merchant cities called "towns" existed all over and often became city-states, desiring to be independent from the feudal system.
- Serfdom, though originally quite restrictive, began to morph into a looser form of servitude.
- As kings expanded their powers through taxation, disgruntled subjects formed parliaments to air their grievances.

### The High Middle Ages: The Church

- By 1000 C.E., the church in the West was in disarray. Nobles had usurped clerical

**COMPREHENSION QUESTIONS:** Answer each question as prompted; typical answers should range from 3-8 sentences, depending on the detail of the question.

1. From 1500 to 1900 C.E., what did Europe create, and how did it influence the world?

Europe created a dominant civilization made possible by its political, military, economic, technological, and scientific might. It controlled large swaths of America, Africa, and Asia, leaving few people groups untouched by its culture, with many adapting European systems of thought, government, or philosophy. (p. 9)

2. What were the classical Greek virtues? How did they affect the way the Greeks viewed themselves and their culture?

For the Greeks, life was summed up in the idea of moderation, expressed by the five virtues of order, balance, symmetry, clarity, and control. Man was to be noble, calm, collected, and in control of his thoughts and emotions. Greek architecture, famous for its precision, reflected this. Further, Greek plays, speeches, and poems were all organized around a standard of form, rather than being left to personal interpretation. (pp. 12-13)

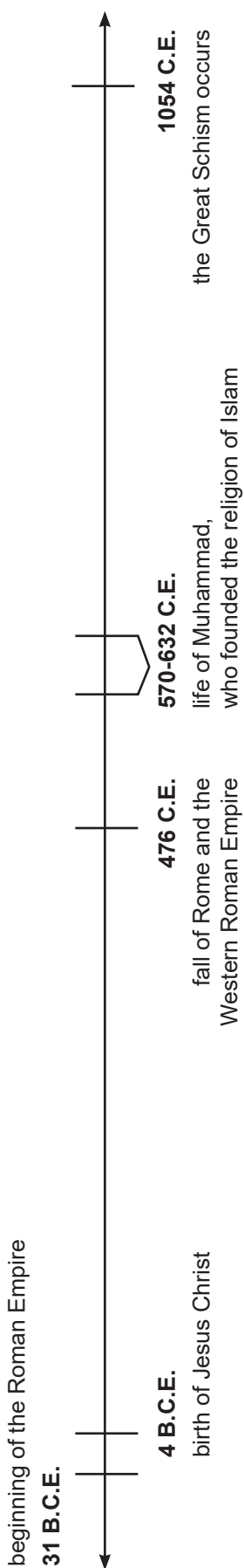
3. Explain the three factors in detail that enabled Rome to rule so successfully.

The Romans were able to engineer an empire because of their organization, administrative government, and law. Their armies were professional and maneuverable. Their system of government was ably ran, with imperial officials and governors overseeing territories and subjugated city-states. Lastly, their belief that law arose from universal nature, or reason, and not from relativistic local customs enabled them to settle disputes from all the diverse people groups they governed. (pp. 15-16)

4. Contrast the views of Greek culture and Christianity.

The Greeks emphasized the glory of human accomplishment and physical beauty, while Christianity lauded humility before God, the equality of all classes of people, and spiritual beauty in selfless love and sacrifice. (p. 17)

# CHAPTER TIMELINE



**SHORT ANSWER ESSAY QUESTIONS:** Provide a short response in the range of 5-8 sentences.

Compare and contrast feudalism to modern republican and democratic governments.

Feudalism, at first glance, seems to be quite alien to modern views of government. The common people had no real participation in the appointment of king or counts. Voting did not exist. However, feudalism, much like the American Republic, had a system of checks and balances. The king could not act freely and nor could the vassals. They both had the right to impose restrictions or take action against one another, if they felt someone had stepped beyond their bounds of political authority. (pp. 30-31)

**CHAPTER TIMELINE:** On a separate sheet of paper, reproduce a timeline with the "Key Dates" section as a source. The teacher will provide more specific instructions.

## MAP ACTIVITY

*There is no key for the map activities as you simply need to look in the textbook at the page referenced to check the student's work.*

## MAP ACTIVITY

1. Using p. 45, accomplish the following: Identify the cities of Rome, London, Paris, Venice, Jerusalem, and Constantinople on a map.
2. Using p. 25, specifically the map displaying Europe in 1250 C.E., accomplish the following: Shade in the regions converted to Latin Christianity, Greek Christianity, and Islam with different colors/style.

