



◀ This image of Peter was painted by the Greek artist El Greco around 1600. St. Peter's Basilica, or church, in the city of Rome, Italy, is named in his honor.

30 C.E. to 600 C.E.

The Byzantine Empire and the Spread of Christianity

CHAPTER 1

ASKING ESSENTIAL QUESTIONS

Why do civilizations rise and fall? • How does geography influence the way people live? • How do new ideas change the way people live?

What Will I Learn? In this chapter, I will learn about the fall of the Roman Empire, the development of the Byzantine Empire, and the spread of Christianity and the Latin language.

Why Does This Matter to Me? Roman civilization left many legacies that influence life today. You can see those legacies in our U.S. government, aspects of our language, and our buildings.

How Will I Know That I Learned It? I will be able to explain the events that led to the fall of the Roman Empire, describe key events and characteristics of the Byzantine Empire, and explain how Christianity spread.

LESSON 1

Rome's Decline

LESSON 2

The Byzantine Empire

LESSON 3

A Christian Europe



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Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

PLACE & TIME The Byzantine Empire and the Spread of Christianity

BYZANTINE EMPIRE AND CHRISTIANITY c. 400 C.E.

After the Roman Empire separated into eastern and western portions, the smaller Eastern Roman Empire thrived in the eastern Mediterranean. It became known as the Byzantine Empire, a civilization built on the Christian faith.

STEP INTO THE PLACE

GEOGRAPHIC REASONING

During the 400s C.E., Christianity had spread throughout the Mediterranean region.

- 1. EXPLORING PLACE** Look at the map. Is Constantinople east or west of Rome?
- 2. PATTERNS AND MOVEMENT** What do you think was the role of the Mediterranean Sea in the development of Christianity?
- 3. SPATIAL THINKING** Which regions might influence Christian beliefs in the Byzantine Empire?

STEP INTO THE TIME

UNDERSTANDING CHRONOLOGY Review the time line. Which world event happened 27 years before Justinian became Byzantine emperor?



BYZANTINE EMPIRE

c. 330 C.E.
Constantine creates "new" Roman capital

c. 395 C.E.
Roman Empire divides into Western and Eastern Empires

c. 408–450 C.E.
Theodosius II rules Eastern Empire

300 C.E.

350 C.E.

400 C.E.

THE WORLD

c. 376 C.E.
Huns defeat the Ostrogoth Empire

c. 400 C.E.
Yamato clan controls Japan



0 400 miles
0 400 km
Lambert Azimuthal Equal-Area projection

c. 476 C.E.
Last Western Roman emperor overthrown

c. 527 C.E.
Justinian begins rule as Byzantine emperor

c. 529–533 C.E.
Justinian organizes Roman law

c. 537 C.E.
Completion of Hagia Sophia

450 C.E.

c. 500 C.E.
Mexican city of Teotihuacán reaches its height

500 C.E.

c. 550 C.E.
Maya cities flourish in Mesoamerica

550 C.E.

c. 570 C.E.
Muhammad born in Makkah

c. 600 C.E.
China prints first books

600 C.E.

c. 604 C.E.
Prince Shōtoku introduces Confucianism to Japan

ESSENTIAL QUESTION

• *Why do civilizations rise and fall?*

THE STORY BEGINS...

Prices in the Roman Empire grew so high that many people could not afford to buy food. This illustration, created in the 1800s, represents the market in Pompeii c. 79 C.E.

LESSON 1

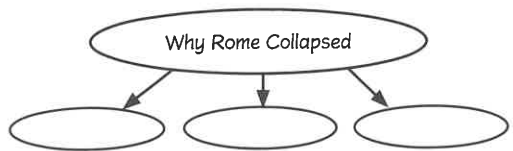
Rome's Decline

Emperor Diocletian was concerned. The price of food in Rome had risen so much that it was impossible for ordinary people to buy what they needed. But what could he do? Should he punish merchants who charged the highest prices? Should he let people sort things out for themselves? No, no. Those solutions were not right. How about price limits? Yes, that was the answer. Diocletian called a scribe and told him to record the following declaration:

“For who is . . . so alien to the feeling of humanity that he can be ignorant, nay rather has not actually observed that in commodities [goods] which are bought and sold in markets or handled in the daily trade of cities, the wantonness in prices [uncontrollably high prices] had progressed to such a point that the unbridled [uncontrollable] greed for plundering [robbing] might be moderated neither by abundant supplies nor by fruitful seasons?”

—from *Diocletian's Price Edict*, 301 C.E.





ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the reasons why the Roman Empire collapsed. Note the reasons on a diagram like this one. Cite evidence from the text that explains the details behind your entries.

ROME AT ITS HEIGHT

GUIDING QUESTION *What was life like during the Pax Romana?*

The reign of Roman Emperor Caesar Augustus, previously known as Octavian, marked the beginning of a two-century period of peace known as the *Pax Romana*. By the 100s C.E., the Roman Empire had reached its height. It extended from Britain to Egypt and from the Atlantic Ocean to the Mesopotamian region. Romans even referred to the Mediterranean Sea by the Latin term *mare nostrum*, which means “our lake.” This was the only time in history that the entire Mediterranean region was united as one civilization. Romans built an extensive road network to unite the territories and patrolled land and sea routes to ensure safe passage of people and trade goods throughout the empire.

ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS**
What is the central idea of the section “Growth Ends”?
- 2. CITING TEXT EVIDENCE**
What parts of the text support the idea that architecture and engineering helped the development of Roman cities?

SITE OF ENCOUNTER: ROME

The Romans ruled a multicultural empire that included Egyptians, Greeks, Syrians, Jews, Celts, and Gauls who spoke a variety of languages and practiced dozens of different religions. The center

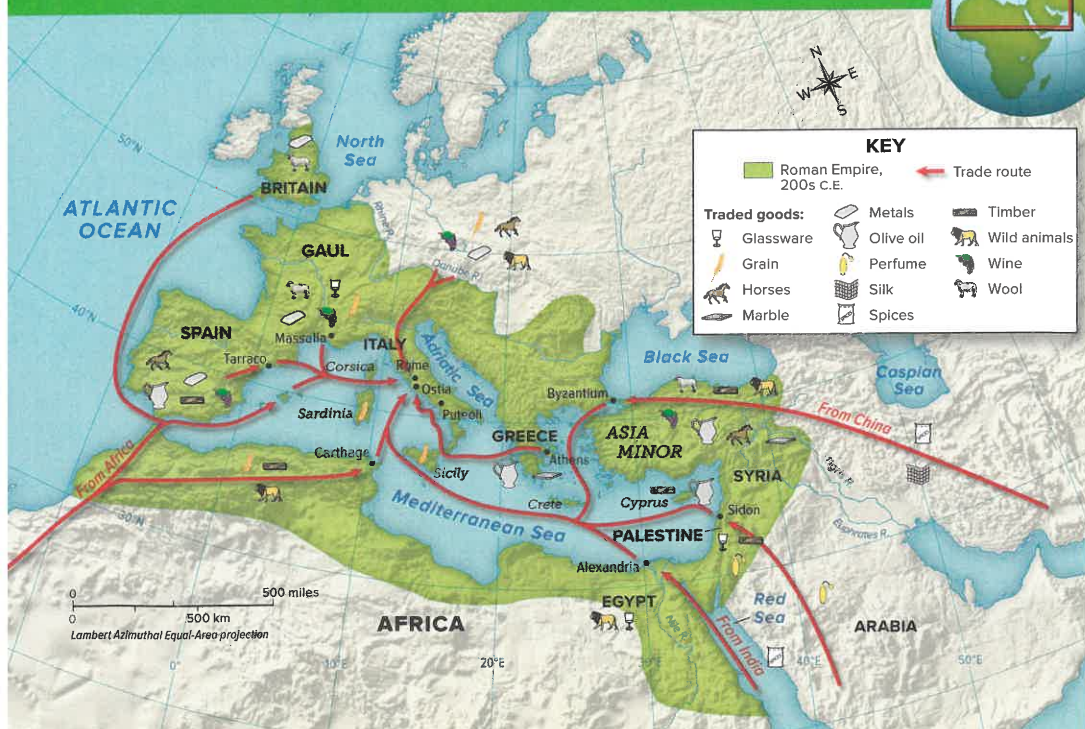
TRADE ROUTES OF THE ROMAN EMPIRE



GEOGRAPHIC REASONING

KEY			
	Roman Empire, 200s C.E.		Trade route
Traded goods:			
	Glassware		Metals
	Grain		Timber
	Horses		Wild animals
	Marble		Wine
	Olive oil		Wool
	Perfume		Silk
	Spices		Spices

- 1. GLOBAL INTERCONNECTIONS**
According to the trade route lines, which regions outside the Roman Empire traded with Rome?
- 2. PATTERNS AND MOVEMENT**
In addition to the Mediterranean Sea and the Adriatic Sea, which oceans and seas shown on the map were used by the Romans to conduct trade?





Roman aqueducts, like this one built halfway through the 1st century C.E., were channels built to carry water from great distances. Although the Romans were not the first to build them, their aqueducts were among the most elaborate of the ancient world.

EXPLAINING What was the primary purpose for building aqueducts?

ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** What evidence in this section supports the idea that the Roman Empire was politically unstable in the 200s C.E.?
2. **IDENTIFYING STEPS** What steps led to inflation in the Roman Empire?

of the vast empire was the city of Rome, which had as many as 2 million residents during the *Pax Romana*. Italy's central location in the Mediterranean Sea and Rome's status as the center of the government helped the city become a site of encounter. A site of encounter is a place where different cultures interact and exchange goods, technologies, and ideas.

Romans had access to a variety of foods and goods imported from across the empire, such as grains from Egypt and olive oil from Greece. Wealthier families could afford luxury goods, such as silk from China and medicines and jewels from India.

Christianity was introduced and influenced Rome after the first century C.E. Greek philosophy and literature were respected in Rome. Greek architecture was adapted by Romans to include domes and arches and to produce great structures such as the Colosseum used for games and events and aqueducts to transport water. Many Romans embraced the new ideas and innovations, but others, like the Roman poet Juvenal, worried about too many changes. In "Satire 3," Juvenal tells the story of a friend who leaves Rome for the countryside after deciding life in the city is unbearable.

GROWTH ENDS

The growth of Rome had its costs. The empire relied on local elites in conquered areas to run provincial governments, and corruption was a problem. Roman expansion slowed as it reached the colder and drier climate of Northern Europe. The region's dense woodlands and marshes were unusable for agriculture. As growth stalled, Rome was no longer able to conquer new lands and people, which reduced the empire's income.

✓ CHECKING FOR UNDERSTANDING

1. **CITING TEXT EVIDENCE** What drew people from many different cultures to Rome?
2. **EXPLAINING ISSUES** How did Rome's status as a site of encounter change the lives of Roman citizens?

A TROUBLED EMPIRE

GUIDING QUESTION *What problems led to Rome's decline?*

Marcus Aurelius was the last of five emperors who reigned during the *Pax Romana*, a time of peace and progress. Nearly a century of confusion and violence followed.

POLITICAL CONFUSION

During this time, Rome's government grew weak, while the Roman legions became powerful. Emperors commanded the legions. To stay in office, an emperor had to pay increasingly

higher wages to the soldiers who supported him. When these payments could not be made, soldiers would turn against the emperor. Then civil wars broke out, as legion fought legion to put a new emperor on the throne. In a span of about 50 years, ending in 284 C.E., Rome had 22 different emperors. Most were murdered by the army or by their bodyguards.

Roman society also suffered during this period. Many Romans no longer honored the traditional values of duty, courage, and honesty. Dishonest government officials took bribes, and few talented citizens wanted to hold government office. Interest and support for education declined, and many wealthy Romans simply stopped paying taxes. Enslaved laborers now made up a large part of the empire's population.

ECONOMIC WEAKNESSES

Rome's weakened government led to a weakened economy during the 200s C.E. Roman soldiers and foreign invaders attacked farms and disrupted trade. These attacks led to food shortages, and food prices soared. People had less money to spend, so they bought fewer goods. The price of wheat from Egypt rose from 7 or 8 drachmae (DRAYK•muh) per unit to 120,000. Merchants saw their profits decline, forcing many out of business. Many workers lost their jobs.

To stop this economic decline, the government produced more coins. The government did not have a large supply of gold and silver though, so the new coins had less precious metals in them. This reduced the value of the coins. To get the same profit for their goods, farmers and merchants continued to raise their prices. This led to inflation, or a steep rise in prices with a matching decline in the value of money. As the value of Roman coins decreased, people began to barter, or to exchange goods instead of money.

INVASIONS

At the same time, Rome struggled to maintain defenses at the frontier of the empire. Germanic tribes raided the western empire, and Persian Sasanian armies invaded in the east. People living in cities built protective walls around them. With less money to use, the government started to hire Germanic soldiers. Germanic soldiers, however, had no loyalty to the empire.

WHO WAS DIOCLETIAN?

A general named Diocletian (DY•uh•KLEE•shuhn) became emperor in 284 C.E. He introduced **reforms**, or political changes to make things better. To defend the empire against invasions,



These Roman coins were made between 115 B.C.E. and c. 79 C.E. They were imprinted with the image of the ruling emperor at the time.

DETERMINING MEANING

What words in the text help you understand the meaning of **reforms**?



These well-preserved walls were built by the Romans in the late 200s C.E. to protect the town of Lugo, Spain.

INFERRING Why did Roman towns require protection in the 200s C.E.?

INTEGRATING KNOWLEDGE AND IDEAS

- 1. COMPARING AND CONTRASTING MEDIA** How does the painting's depiction of the battle at Adrianople differ from the text's description?
- 2. INTEGRATING VISUAL INFORMATION** How does the map of Germanic migrations help you better understand the text?

Diocletian built forts along its frontiers. To rule the large empire more efficiently, he divided it into four parts, each with its own ruler. He held ultimate authority over all of them.

Diocletian also tried to strengthen the economy. He set maximum prices for wages and goods in order to prevent prices from rising further. To improve productivity, he ordered workers to remain at the same jobs until they died. Diocletian also made local officials personally responsible for the taxes their

communities had to pay. Despite these efforts, Diocletian's reforms did not succeed. People ignored his rules, and Diocletian was not a strong enough emperor to enforce them.

✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING EFFECTS** What was the effect of attacks on farms and trade routes?
- 2. EXPLAINING ISSUES** Why did Diocletian's reforms fail?

THE FALL OF ROME

GUIDING QUESTION *What effect did Germanic invaders have on the Roman Empire?*

When Diocletian left office in 305 C.E., conflict again broke out in the empire. Fighting continued until another general named Constantine (KAHN•stuhn•TEEN) became emperor in 312 C.E.

CONSTANTINE'S RULE

To improve the economy, Constantine issued several orders to **reinforce** the rules of Diocletian. Constantine also wanted a stable workforce and military. For example, the sons of workers had to follow their fathers' trades. The sons of farmers had to work their fathers' lands. The sons of soldiers served in the army.

In spite of Constantine's reforms, the empire continued to decline. In 330 C.E., Constantine moved the capital from a failing Rome to a new city in the east—the Greek city of Byzantium (buh•ZAN•tee•uhm) in present-day Turkey. This city became known as Constantinople (kahn•stan•tuh•NOH•puhl). After Constantine died a few years later, Theodosius (THEE•uh•DOH•shuhs) took power in Constantinople.

After taking power, Theodosius found the empire difficult to govern. The empire covered a vast area and faced threats from inside and outside its borders. Theodosius realized the empire had become too large to control from one seat of government. Theodosius decided that—when he died—the eastern and western parts should become separate empires. This division took place in 395 C.E. One empire was the Western Roman Empire, with its capital remaining at Rome. The other was the Eastern Roman Empire, with its capital city at Constantinople.

GERMANIC INVADERS

During the late 300s and 400s C.E., many Germanic tribes migrated from Northern Europe and fought to **expand** their hold over Roman territory. Some were looking for better land for raising livestock and farming. Many, however, were fleeing the Huns, a fierce group of warriors from Central Asia.

In the late 300s C.E., the Huns entered Eastern Europe. Fearing a Hun attack, one Germanic tribe, the Visigoths (VIH•zuh•gahths), asked the Roman government for protection. The Romans let them settle just inside the empire’s border. Here they were under the protection of the Roman army. In return, the Visigoths promised to be loyal to the empire. They promised not to attack the empire from the inside.

The Romans, however, treated the Visigoths badly. They charged them high prices for food and enslaved some of their people. Tired of Roman demands, the Visigoths finally rebelled. In 378 C.E., they fought and defeated the Roman legions at Adrianople (AY•dree•uh•NOH•puhl).

The Visigoths’ victory brought more attacks on Roman territory. Soon, Germanic tribes invaded Gaul, which is today France. Then, in 410 C.E., the Visigoth leader Alaric (A•luh•rihk) led his people into Italy and captured Rome. The Visigoths looted the city’s government buildings and private homes. Rome’s conquest by Alaric made it clear that the empire would not, as many Romans believed, last forever.

The Vandals, another Germanic group, attacked Roman lands in Spain and northern Africa. Then they sailed to Italy and, in 455 C.E., entered Rome. They were able to overcome the Romans living there. The Vandals spent almost two weeks seizing valuables and burning buildings. The English word *vandalism*, meaning “the willful destruction of property,” comes from the actions of the Vandals.

The Germanic people had entered every part of Rome’s organization. By the mid-400s C.E., Germanic soldiers had been working for the Roman government for centuries.



A giant’s foot? No, it is a replica of a foot from a statue of the Roman Emperor Constantine. The original 30-foot (9.1-m) statue, created in the 300s C.E., once stood in a public building in the Roman Forum.

INTEGRATING VISUAL INFORMATION What conclusions can you draw about Constantine from this statue? How are they supported by the text?

MAKING CONNECTIONS TO TODAY

VANDALIZING PROPERTY

Vandalism is a word with Roman origins that is still in use today. Graffiti is a type of vandalism. It involves writing, drawing, or carving words or symbols on any surface without the permission of the owner. A person who destroys or damages property on purpose is called a *vandal*.

ROMAN EMPEROR FORCED OUT

As a result, several Germanic leaders held high posts in Rome's government and army. In 476 C.E., the Germanic general named Odoacer (OH•duh•WAY•suhr) had enough support from soldiers that he was able to take control. Odoacer overthrew the western emperor, a 14-year-old boy named Romulus Augustulus (RAHM•yuh•luhs aw•GUHS•chah•luhs).

After Odoacer seized control, no Roman emperor ever again ruled from Rome. From then on, foreign powers ruled what had been the Roman Empire. Historians often use this event to mark the end of the Western Roman Empire. It was a major turning point in history.

Odoacer controlled Rome for almost 15 years. The Germanic peoples, however, continued to fight among themselves. During Odoacer's rule, a group of Ostrogoths attacked the city of Rome. After much fighting, they seized the city and killed Odoacer. They set up their new kingdom in Italy under their leader, Theodoric (thee•AH•duh•rihk). Elsewhere in Europe, other Germanic kingdoms arose and came to power.

The Western Roman Empire ceased to exist. Pope Gregory I wrote about the fall of Rome and how it affected people who had lived within its borders.

ANALYZING PRIMARY SOURCES

1. **CITING TEXT EVIDENCE** What evidence is there in the text that the city of Rome can no longer feed itself?
2. **ASSESSING CREDIBILITY** How credible of a source is Pope Gregory about the end of the Roman Empire?

“We see on all sides sorrows; We hear on all sides groans. Cities are destroyed, fortifications razed [forts destroyed] to the ground, fields devastated [left in ruin], land reduced to solitude. No husbandman [farmer] is left in the fields, few inhabitants remain in the cities. . . . What Rome herself, once deemed [regarded as] the Mistress of the World, has now become, we see—wasted away with . . . the loss of citizens, the assaults of enemies, the frequent fall of ruined buildings.”

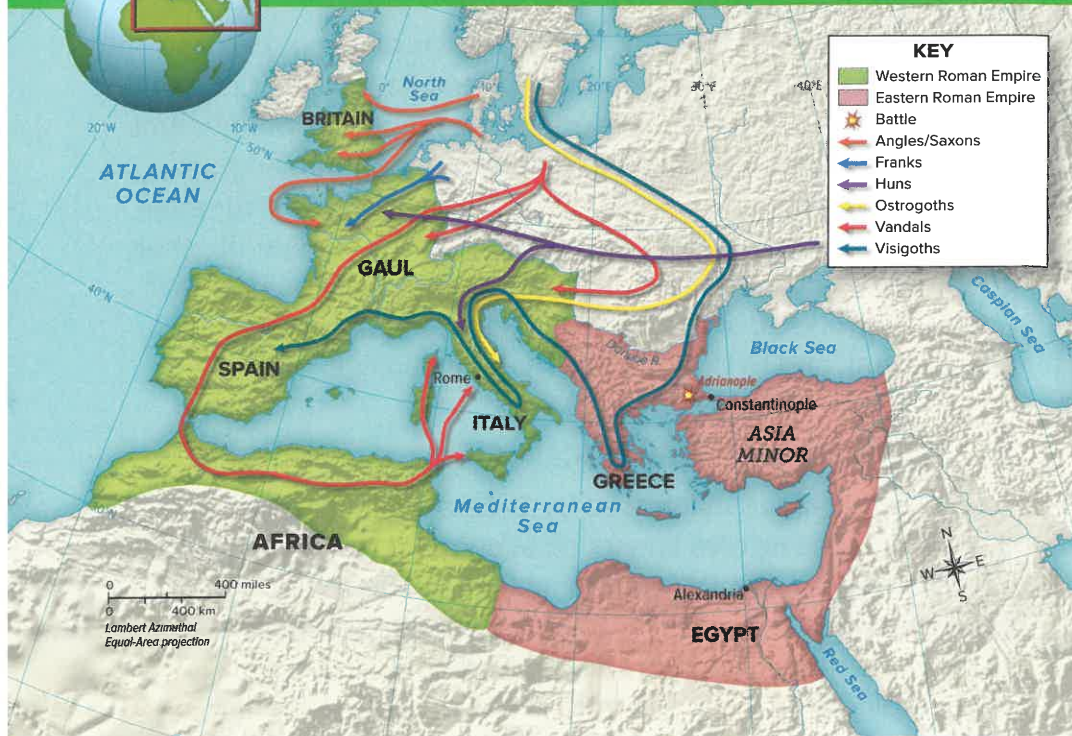
—from *Homiliarum in Ezechielem*, by Pope Gregory I, 593 C.E.



Following their rebellion and victory at Adrianople, the Visigoths invaded Rome in 410 C.E. [Modern illustration]



GERMANIC MIGRATIONS c. 200–500 C.E.



GEOGRAPHIC REASONING

Numerous invasions led to the fall of the Roman Empire.

- 1. PATTERNS AND MOVEMENT** Who attacked both Britain and northern Gaul?
- 2. EXPLORING REGIONS** Why do you think the Eastern Roman Empire experienced very few invasions?

By 550 C.E., a group of Germanic-ruled territories had replaced the Western Roman Empire, yet Roman culture did not completely disappear. Some of Western Europe's new Germanic rulers adopted the Latin language, Roman laws, and Christianity. In the eastern Mediterranean, the Eastern Roman Empire thrived. It became known as the Byzantine Empire and lasted nearly 1,000 years more.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING CAUSES** Why were the Germanic people migrating into the Roman Empire?
- 2. EXPLAINING** Why is 476 C.E. a significant date in Roman history?

ROME'S LEGACIES

GUIDING QUESTION *What are the key achievements and contributions of Roman civilization?*

The influence of the ancient Romans still surrounds us. Roman achievements live on in our system of laws and government today. The peace and order created by Roman rule helped with the rapid growth and spread of the Christian religion.

ROME'S INFLUENCE ON LAW AND GOVERNMENT

Many beliefs about law and justice in the American legal system come from Roman ideas. Building on Roman concepts, we believe that everyone is equal under the law. We also believe that a person

UNDERSTANDING CRAFT AND STRUCTURE

- 1. ANALYZING STRUCTURE** How is the information in the section "Rome's Legacies" organized?
- 2. ANALYZING POINTS OF VIEW** What parts of the text tell you the author's point of view on Roman writers?



The Roman arch can support large domes. The design of our U.S. Capitol building, constructed between 1793 and 1800, was influenced by the Romans.

is considered innocent until proven guilty. We, like the Romans, require our judges to decide cases fairly.

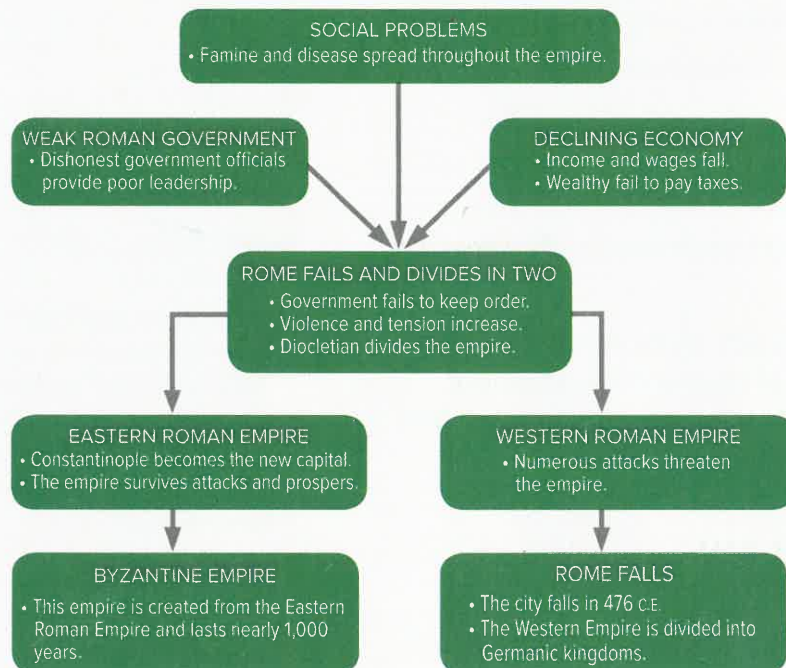
The republican form of government was developed in ancient Rome. Citizenship was an essential part of Roman life. Citizens in a republic elected their leaders. Some emperors thought that granting citizenship would help gain support for Roman rule. Emperors made many people in the provinces citizens for their service to the empire. The United States and a number of other countries today are democratic republics. We also believe that a republic works best if all adult citizens vote, **participate** in government, and help improve their communities.

ROME'S CULTURAL IMPACT

Although Rome was influenced by Greece, Roman culture was distinct and had its own impact on society. Roman art was known for being more realistic than Greek. Roman statues included wrinkles, warts, and other less attractive features. Romans borrowed and modified the Greek philosophy of Stoicism, encouraging Romans to live in a practical way. The Roman philosophers Epictetus and Seneca produced influential works on Stoicism and ethics.

The Latin language spread as Romans conquered areas of Italy and gained political power in Europe and Africa. It became the language of the Catholic Church. Most documents were

THE FALL OF ROME



Source: Statistical Abstract of the United States, 2005.

Several factors led to the decline of Rome.

- IDENTIFYING** What three factors led to the division of the Roman Empire?
- DETERMINING CONTEXT** Why did the Eastern Roman Empire survive and the Western Empire did not?

written in Latin during the Middle Ages. Many Western countries use the Latin alphabet, which has expanded from 22 to 26 letters. The Italian, French, Spanish, Portuguese, and Romanian languages are derived from Latin—the language of the Romans. Many English words have Latin roots. Latin phrases are part of the vocabulary of scientists, doctors, and lawyers.

The Romans continue to influence the literature we read and enjoy. The great Roman writers such as Pliny the Elder, Plutarch, Virgil, Horace, Livy, and Tacitus are still admired and studied. For example, Virgil's *Aeneid* endures as an influential work of literature and history.

Architecture and construction also owe much to the ancient Romans. Government buildings in Washington, D.C., and the capital cities of many states feature domes and arches inspired by Roman architecture. Concrete, a Roman development, remains a major building material today.

ANCIENT ROME AND CHRISTIANITY

Christianity is a major world religion. It began in the eastern part of the Roman Empire and was adopted by Rome's emperors in the 300s C.E. Those emperors helped the new religion grow and spread. The Roman road system allowed early Christians to travel throughout the empire safely and quickly. As a result, Christian ideas were easily shared with other groups of people. After the fall of the Western Roman Empire, Christianity continued to attract new believers.

✓ CHECKING FOR UNDERSTANDING

- 1. DISTINGUISHING FACT FROM OPINION** Reread the last paragraph under "Rome's Influence on Law and Government." Name one fact and one opinion from this paragraph.
- 2. INFERRING** Why are French, Italian, and Spanish called Romance languages?

BIOGRAPHY



PLUTARCH

(46 C.E.—after 119 C.E.)

Plutarch was a Greek writer who lived during the Roman Empire. He is well-known for his biographies of famous Greeks and Romans. Plutarch used many sources for his work and included details about each subject's birth, childhood, and death, as well as his or her key achievements. [Illustration c. 1920s C.E.]

DETERMINING CENTRAL IDEAS

What might a historian ask to assess the reliability of Plutarch's biographies?

LESSON 1 REVIEW AND ACTIVITIES

Building History-Social Science Analysis Skills

- 1. IDENTIFYING CAUSES** Discuss two problems that led to Rome's decline.
- 2. ASKING QUESTIONS** What questions would you ask if you wanted to learn more about the Germanic migration?
- 3. IDENTIFYING PATTERNS** What Roman contributions still influence our lives today?

Writing About History

- 4. ARGUMENTATIVE WRITING** What do you think was the greatest accomplishment of Roman civilization? Write a one-

page essay that describes the accomplishment and why you believe it was the civilization's greatest.

Collaborating

- 5. PRESENTING** The Roman Empire's fall can be seen as a cautionary tale for other civilizations. Take the viewpoint that you are a Roman citizen. In small groups, discuss which single piece of advice you would offer to the modern world so that its citizens could avoid Rome's fate. Why should they take your advice? Present your advice to your classmates.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

- How does geography influence the way people live?

THE STORY BEGINS...

Hagia Sophia, the Church of the Holy Wisdom, became a symbol of the city of Constantinople and the Byzantine Empire. It was built during 532–537 C.E.

LESSON 2

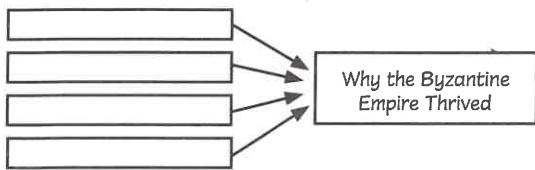
The Byzantine Empire

Procopius was amazed by the Hagia Sophia each time he entered it. It was an incredibly beautiful church—a true work of art and a glory to God. Everyone should know about this magnificent building. But how could he describe it to people who would never visit Constantinople, the capital of the Byzantine Empire? How could he make them truly see the glory of this place—the Church of the Holy Wisdom? He sat down to write:

“[The Church] is distinguished by indescribable beauty, excelling both in its size, and in the harmony of its measures, having no part excessive [too much] and none deficient [too little]; being more magnificent than ordinary buildings, and much more elegant than those which are not of so just a proportion. The church is singularly [noticeably] full of light and sunshine; you would declare that the place is not lighted by the sun from without, but that the rays are produced within itself, such an abundance [large amount] of light is poured into this church. . . .”

—from *De Aedificiis*, by Procopius, c. 558 C.E.





ANALYZING KEY IDEAS AND DETAILS

Read the lesson closely to identify the reasons why the Byzantine Empire thrived. Record your findings on a chart like this one. Then, cite evidence from the text that explains what factor severely affected the Byzantine Empire's ability to fight wars.

THE NEW ROME

GUIDING QUESTION *How did the Byzantine Empire become rich and powerful?*

After the Roman Empire was divided in 395 C.E., the eastern half eventually became known as the Byzantine Empire. At the height of its power in the 500s C.E., the Byzantine territory extended west to Italy, south to Egypt, and east to the Arabian border. A variety of peoples lived within the empire's borders. Greeks made up the largest population. Egyptians, Syrians, Arabs, Armenians, Jews, Persians, Slavs, and Turks also lived in the empire. Under Emperor Justinian, the laws improved, the arts flourished, and the empire grew dramatically.

CONSTANTINOPLE

Constantine moved the capital of the Roman Empire from Rome to the Greek city of Byzantium and renamed the city Constantinople. The new capital thrived. By the 500s C.E., multicultural Constantinople had become one of the world's most advanced cities.

Constantinople's location was a major factor in the city's success. It was located on a peninsula between the Black Sea and the Sea of Marmara, which connects to the Aegean Sea. The city's excellent harbors attracted fishing boats, trading ships, and warships. Because of its location at the crossroads of trade routes between Europe and Asia, Constantinople became the wealthiest part of the Roman Empire.

Constantinople was also easy to defend. Lying on a peninsula, the city was protected on three sides by the sea, and a large wall protected it on the fourth side. Later, a huge chain was strung across the city's harbor for greater protection. Surprise attacks were not easily carried out on Constantinople.

WHAT CULTURAL INFLUENCES SHAPED THE BYZANTINES?

Constantinople at first resembled other cities in the Roman Empire. The "New Rome," as it was called, had government

UNDERSTANDING CRAFT AND STRUCTURE

- 1. ANALYZING STRUCTURE** What is the purpose of the last two paragraphs of the section about Constantinople?
- 2. ANALYZING TEXT PRESENTATION** How does the author present the information in the section on cultural influences?



Sculptures of horses, such as the one above, greeted people who enjoyed chariot races at the Hippodrome. [Date of artifact unknown]

IDENTIFYING PATTERNS Why did Greek culture gradually influence the Byzantine Empire more than Roman culture?

ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** What evidence within the text supports the idea that Theodora was a strong ruler?
2. **SUMMARIZING** How did Justinian's new code of laws improve the empire's laws?

buildings and palaces built in the Roman style. The city also had an oval arena called the Hippodrome (HHP•uh•drohm), which could hold more than 60,000 spectators. In this stadium, chariot races, imperial ceremonies, political demonstrations, and other events were held.

Rome influenced the political and social life of the Byzantine Empire. Emperors spoke Latin and enforced Roman laws. Many wealthy Roman families traveled east to the Byzantine Empire and lived in towns or on large farming estates. Similarly to how things were done in Rome, the government gave the empire's poor people free bread and entertainment shows.

Over time, the Roman influence on the Byzantine Empire faded, while Greek influence in the area increased. Most Byzantines spoke Greek, and Byzantine emperors and officials also began to speak Greek instead of Latin.

The ideas of non-Greek peoples, like the Egyptians and the Slavs, also shaped Byzantine life. Still other customs came from Persia to the east. All of these cultures blended together to form the Byzantine civilization.

Between 500 C.E. and 1200 C.E., the Byzantines developed one of the world's most advanced civilizations. They preserved and passed on Greek culture and Roman law to other peoples. As you will learn, they also brought Christianity to people in Eastern Europe.

CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** Why was Constantinople important to the Byzantine Empire?
2. **EXPLAINING** Why was Constantinople a good location for a capital?

JUSTINIAN'S RULE

GUIDING QUESTION *How did Emperor Justinian and Empress Theodora strengthen the Byzantine Empire?*

Justinian (juh•STIH•nee•uhn) ruled the Byzantine Empire at the height of its power. A skilled general and a strong leader, Justinian ruled from 527 C.E. until 565 C.E. He governed with supreme power and controlled the military and all of the **legal** decisions made within the empire. Many historians view Justinian as the greatest Byzantine emperor.

EMPRESS THEODORA

(500 C.E.–548 C.E.)

Theodora was a member of a lower social class. Justinian could not marry her. It was illegal for people of lower classes to marry nobles. Justinian's uncle, Justin, who was the emperor, changed the law so that the couple could marry. [Mosaic c. 530 C.E.]

INFERRING Why do you think there were laws preventing people in the lower classes from marrying people in the noble classes?



WHO WAS THEODORA?

Justinian's wife, the empress Theodora (THEE·uh·DOHR·uh), was a beautiful, intelligent, and ambitious woman. She participated actively in government and helped Justinian choose government officials. Theodora helped Byzantine women win more legal rights. At her urging, Justinian changed Byzantine law so that a wife could own land. If a woman became a widow, her land would provide the income she needed to take care of her children.

Theodora showed her political wisdom during a crisis in 532 C.E. When angry taxpayers in Constantinople threatened the government, Justinian's advisers urged Justinian to flee the city. Theodora, however, told her husband to stay and fight. According to one Byzantine historian, Theodora told Justinian that she would rather die as an empress than escape and live as an outlaw:

“May I never be separated from this purple [royal color], and may I not live that day on which those who meet me shall not address me as mistress. If, now, it is your wish to save yourself, O Emperor, there is no difficulty. For we have much money, and there is the sea, here the boats. However consider whether it will not come about after you have been saved that you would gladly exchange that safety for death. For as for myself, I approve a certain ancient saying that royalty is a good burial-shroud.”

—from “The Nika Riot,” by Procopius, 551 C.E.

Taking Theodora's advice, Justinian stayed in the city and fought back. His army crushed the rebels. By doing this, Justinian was able to **restore** order and strengthen his power as emperor.

ANALYZING PRIMARY SOURCES

- 1. CONTRASTING** According to this account, how does Theodora's opinion of what to do differ from Justinian's opinion of what to do?
- 2. DETERMINING CONTEXT** What conclusions can you draw about Theodora as a ruler from this source?

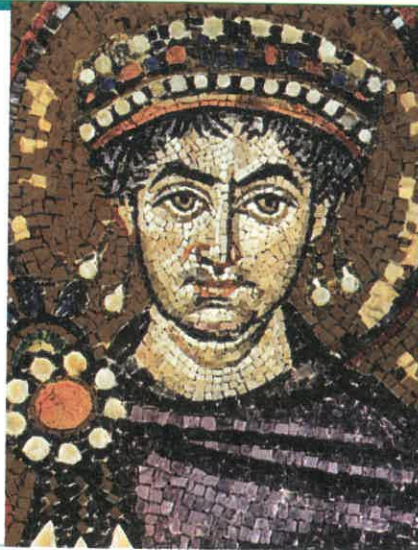
BIOGRAPHY

JUSTINIAN I

(483 C.E.–565 C.E.)

Justinian's uncle, Justin, provided Justinian with an excellent education at a school in Byzantium. When Justin became emperor, he adopted Justinian and made him his chief adviser and, later, co-ruler. In 527 C.E., Justin died, and Justinian became emperor. [Mosaic c. 500s C.E.]

INFERRING Why do you think Justin favored Justinian?



JUSTINIAN'S LEGAL REFORMS

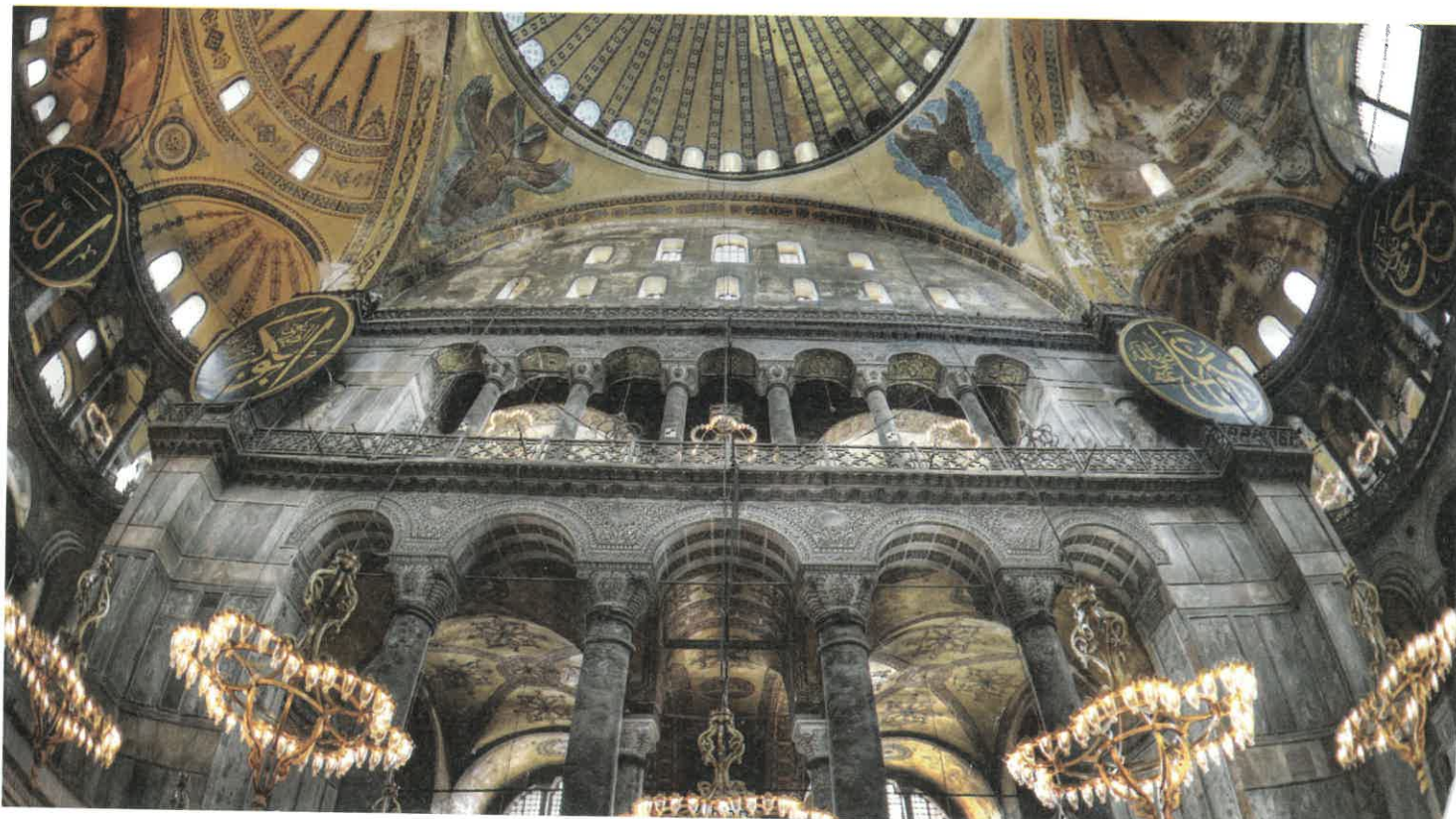
One of Justinian's lasting contributions to future civilizations was in the area of law. Shortly after he became emperor, Justinian realized that the empire's laws were disorganized and confusing. He ordered a group of legal scholars headed by Tribonian (truh•BOH•nee•uhn) to create a simpler and better code of laws.

The group's new legal code became known as the Justinian Code. The code helped officials and businesspeople better understand the empire's laws. Throughout the centuries, the Justinian Code has been the basis for the legal systems of almost every country in the Western world.

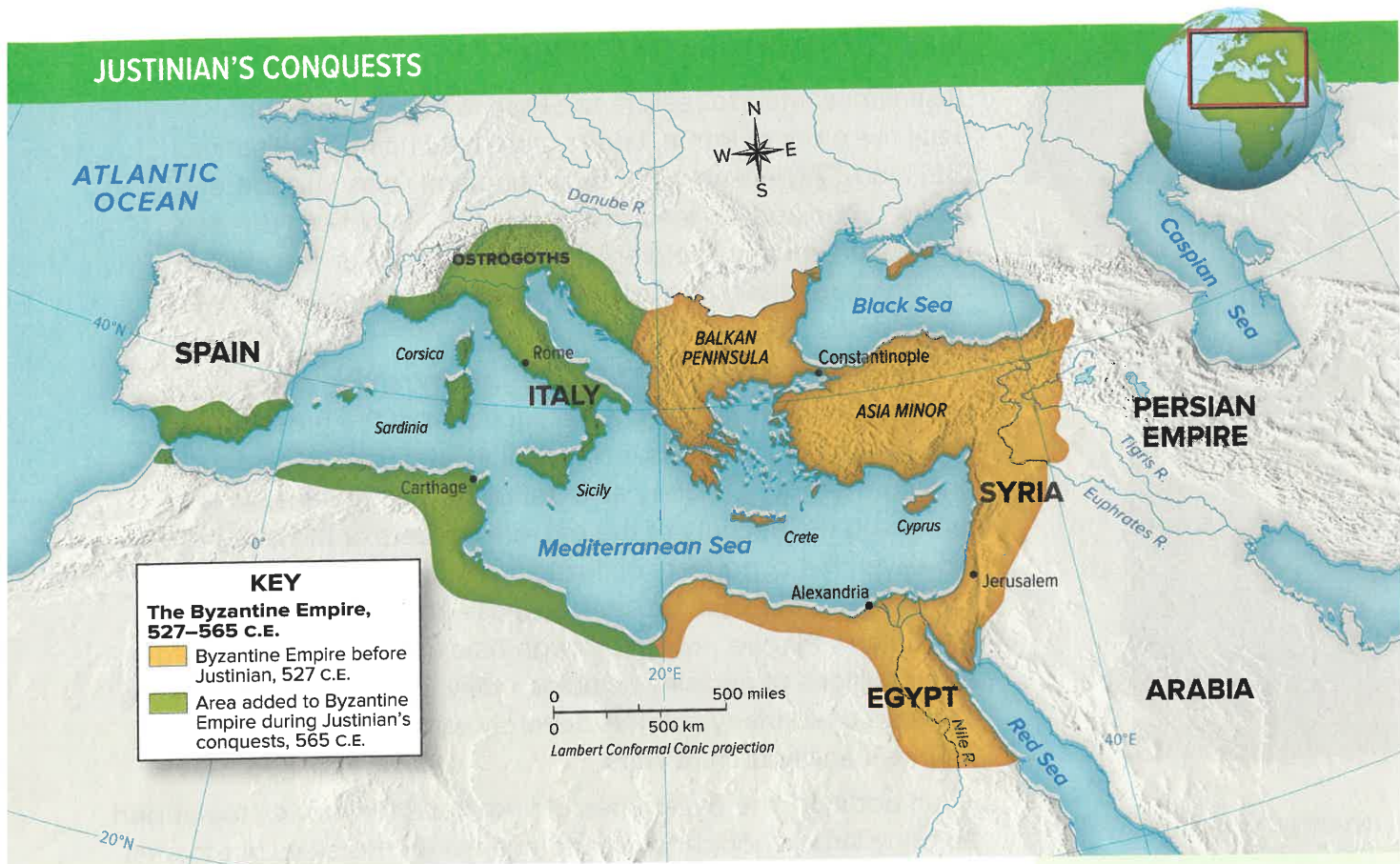
BYZANTINE ARTS

Justinian, along with other Byzantine emperors, was interested in arts and architecture. The emperors ordered the construction of churches, forts, and government buildings throughout the

The dome of the Hagia Sophia towers more than 180 feet above the ground. For more than 1,000 years, the Hagia Sophia was the largest cathedral in the world. When the Ottoman Turks conquered Constantinople in 1453 C.E., the cathedral was converted to a mosque. Today, Hagia Sophia is a museum.



JUSTINIAN'S CONQUESTS



Byzantine Empire. Among the hundreds of beautiful churches and palaces in Constantinople was the church called Hagia Sophia (HAH•jee•uh soh•FEE•uh), or “Holy Wisdom.”

Under Justinian’s orders, nearly 10,000 workers labored in shifts to build the church. It took the workers only about six years to finish. Upon its completion in 537 C.E., the domed church became the religious center of the Byzantine Empire. The interior of Hagia Sophia contains walls of polished marble and beautiful gold and silver ornaments. This unique building still stands in Istanbul today. It has been a museum since 1935.

Numerous mosaics also decorated the interior walls of Hagia Sophia. **Mosaics** (moh•ZAY•ihks) are patterns or pictures made from small pieces of colored glass or stone. Popular in the Byzantine Empire, most mosaics showed figures of **saints**, or Christian holy people. Other mosaics, such as the one at the beginning of the chapter, honored Byzantine emperors.

In addition to the arts and architecture, Emperor Justinian was concerned about education. Learning was highly respected in the Byzantine culture. In Byzantine schools, boys studied religion, medicine, law, arithmetic, grammar, and other subjects. Some were schooled by private tutors. Girls did not generally attend schools and received any teaching at home.



GEOGRAPHIC REASONING

Justinian extended the borders of the Byzantine Empire but was unable to maintain them.

- 1. EXPLORING PLACE** How far west did the empire extend after Justinian’s conquests?
- 2. PATTERNS AND MOVEMENT** Why might a cavalry be useful for defending this large empire?

DETERMINING MEANING

The word **saint** comes from the Latin word *sanctus*, which means “sacred.” What can you infer is the meaning of the word *sacred*?



In addition to body armor such as this, Byzantine cavalry soldiers also wore plumed helmets. Cavalry made the Byzantine army a formidable fighting force.

EXPLAINING How did Belisarius strengthen the army of the Byzantine Empire?

MILITARY CONQUESTS

Justinian wanted to restore the Roman Empire and bring back the glory of Rome. Led by a general named Belisarius (BEH•luh•SAR•ee•uhs), the Byzantine army was strengthened and reorganized. Instead of relying on foot soldiers, the new army used cavalry—soldiers mounted on horses. Byzantine cavalry wore armor and carried bows and lances, which were long spears.

Between 533 C.E. and 555 C.E., the Byzantine military conquered territories that were once part of the great Roman Empire. These territories included Italy and parts of Spain and northern Africa. They also defeated the Persians, which increased the security of the eastern borders of the empire. However, the conquests of Justinian's army were short-lived. During the mid-500s, a deadly disease known to historians as "Justinian's Plague" swept through Asia and Europe. The plague killed millions of people, including many men in Justinian's army. The loss of so many soldiers severely weakened the Byzantine Empire's ability to fight wars.

In addition, the Byzantines did not have the money to support an army large enough to defend against the Persians in the east and protect the lands in the west. Most of the western territories that Justinian conquered were lost after his death.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING EFFECTS** How did the plague of the mid-500s C.E. affect the Byzantine Empire?
- 2. ASKING QUESTIONS** What questions might you ask if you were researching education in the Byzantine Empire?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

- 1. DETERMINING CONTEXT** How did Constantinople's location help it become a wealthy city?
- 2. SUMMARIZING** Why was the Eastern Empire stronger than the Western Empire?

Building History-Social Science Analysis Skills

- 3. SUMMARIZING** How did the advancements made by Greek and Roman civilizations influence the Byzantine Empire?
- 4. IDENTIFYING EFFECTS** What effect did the Justinian Code have on the Byzantine Empire?

- 5. SEQUENCING** In what order did the following events of Justinian's rule occur: the completion of the Hagia Sophia, the creation of Justinian's code, the end of Justinian's conquests, the death of Empress Theodora?

Writing About History

- 6. NARRATIVE WRITING** Take the viewpoint that you are a visitor to Constantinople in the 500s C.E. Write a letter home describing what you see in the city.

Collaborating

- 7. ADAPTING SPEECH** Work with a partner to write and present a speech that Theodora might have given Justinian to convince him to stay in Constantinople during the rebellion in 532 C.E.



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ESSENTIAL QUESTION

- How do new ideas change the way people live?

THE STORY BEGINS...

LESSON 3

A Christian Europe

John of Damascus did not know what to do. For years, clergy in the church had been arguing about whether it was acceptable to paint and display icons. The fight had become bitter. John had not wanted to speak out, but he knew that it was time to take a stand.

“With the ever-present conviction [belief] of my own unworthiness, I ought to have kept silence and confessed my shortcomings [weaknesses] before God, but all things are good at the right time. I see the Church which God founded

on the Apostles and Prophets [people who speak a message from God], its corner-stone being Christ His Son, tossed on an angry sea, beaten by rushing waves, shaken and troubled by the assaults of evil spirits. . . . Therefore I have judged it unreasonable to keep silence . . .”

—from *APOLOGIA OF ST. JOHN DAMASCENE AGAINST THOSE WHO DECRY HOLY IMAGES*,
c. 726–730 c.e.



John of Damascus spoke out in favor of the use of icons, or images of holy figures such as Jesus. [Engraving used in book, 1500s c.e.]

Authority of the Pope	
Western Church	Eastern Church

ANALYZING KEY IDEAS AND DETAILS

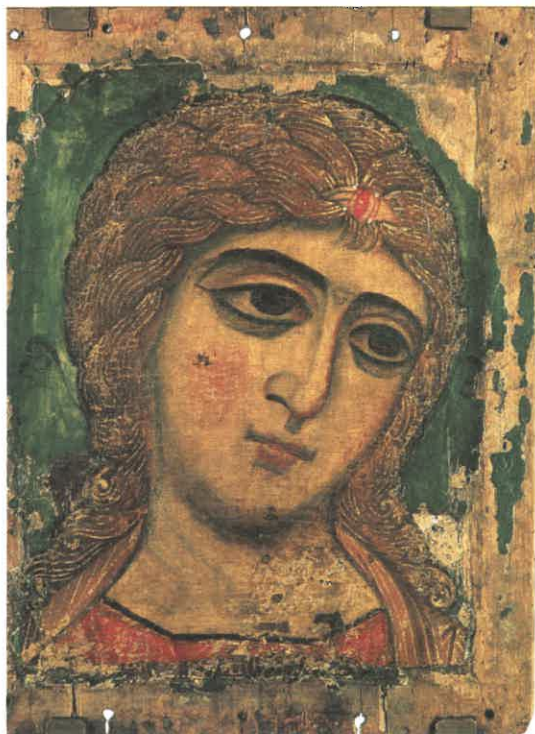
Read closely to discover how the western and eastern churches viewed the authority of the pope. Record their views on a chart like this one. Then, explain the disagreement among members of the Eastern Orthodox Church regarding the use of icons.

ANALYZING KEY IDEAS AND DETAILS

- CITING TEXT EVIDENCE** What evidence can you find in the text that the church and government in the Byzantine Empire worked closely together?
- ANALYZING** How does the author illustrate the conflict between the Eastern and Western churches?

This icon painted on wood, c. 1200s C.E., shows the angel Gabriel. According to the Christian Bible, Gabriel was a messenger sent from God.

EXPLAINING ISSUES Why do you think some Byzantine people were against the use of icons?



TWO CHRISTIAN CHURCHES

GUIDING QUESTION *What issues divided the western and eastern Christian churches?*

The Roman Catholic Church was based in Rome, the capital of the Western Roman Empire. The church was led by the very powerful pope. As the Western Roman Empire declined, the Christian church of Rome survived. At the same time, the Roman Empire in the east, which soon became known as the Byzantine Empire, thrived. The Byzantines developed their own Christian church. Their church reflected their Greek heritage. This church became known as the Eastern Orthodox Church.

BYZANTINE GOVERNMENT AND RELIGION

The emperor of the Byzantine Empire and the officials of the Eastern Orthodox Church worked closely together. The Byzantines believed their emperor was God’s representative on Earth. Beginning in the 400s C.E., emperors were crowned in a religious ceremony. They also took an oath to defend Eastern Orthodox Christianity. They believed it was their duty to unite the empire under one Christian faith. Thus, the emperors controlled the Eastern Orthodox Church. Emperors appointed church leaders and defined how people would worship. They also controlled the wealth of the church and helped settle disputes about church beliefs.

WHAT ARE ICONS?

Both Byzantine clergy and the Byzantine people discussed and often argued about religious matters. These arguments frequently became political issues and led to fights and riots.

In the 700s C.E., a heated dispute about **icons** (EYE•KAWNZ) divided the Eastern Orthodox Church. Icons are paintings of Jesus, Mary (the mother of Jesus), and the saints, or Christian holy people. Many Byzantines **displayed** icons in their homes. They also covered the walls of their churches with them.

People who displayed icons claimed that these images symbolized the presence of God in their lives. They also believed that the images helped people understand Christian teachings. The thinker John of Damascus was the leading defender of icons.

Some Byzantines, however, did not approve of the use of icons. They thought it was a form of idol worship forbidden by God. In 726 C.E., Emperor Leo III ordered that all icons be removed from the churches. Government officials who carried out his orders were called **iconoclasts** (eye•KAH•nuh•KLASTS), or image breakers. Today, this word refers to someone who criticizes traditional beliefs or practices.

Most Byzantines, many church leaders, and even the pope in Rome disapproved of Emperor Leo's actions. The dispute over icons severely damaged the relationship between the Roman Catholic Church and the Eastern Orthodox Church. Over the next century, the argument became less heated, and icons were used once again. They are still important today.

THE GREAT SPLIT

Icons were only one of the issues that divided the eastern and western Christian churches. The most serious disagreement was about church authority. The pope claimed to be head of all Christian churches. He believed he was a successor, or person who follows another person, to Peter, disciple of Jesus and first bishop of Rome. The Byzantines **rejected** the claim of the pope. They believed the patriarch of Constantinople and other bishops were equal to the pope.

Military events also damaged the relationship between the pope and the patriarch of Constantinople. In the late 700s C.E., Italy was invaded. The pope appealed to the Byzantine emperor for help, but the emperor refused. The pope then asked the Franks to help defend Rome. The Franks were a Germanic people that supported the pope as head of the Christian church.

The Franks successfully defended Italy against the invaders. To show his gratitude, the pope crowned the Frankish king, Charlemagne (SHAHR•luh•MAYN), emperor in 800 C.E. The pope's actions upset the Byzantines. They believed their ruler was the only Roman emperor.

The Eastern and Western churches also viewed their roles in government differently. In the Byzantine Empire, the emperor controlled both church and government. Byzantine church leaders supported the decisions of the emperor. In the West, the pope claimed he had religious and political authority over all of Europe. He often quarreled with kings about church and government affairs.

Charlemagne believed his authority to rule came from God. Inspired by the teachings of St. Augustine, he considered both the spiritual and material needs of his subjects. [Colored reproduction of 1800s C.E. illustration]

INFERRING Why do you think Charlemagne, a Frankish king, defended Rome?



DETERMINING MEANING

The prefix *ex-* usually means “out of” or “from.” How is the prefix *ex-* used in the definition of **excommunicate**?



GEOGRAPHIC REASONING

By 1100 C.E., Christianity had spread throughout Western and Eastern Europe and into far northern lands.

1. **SPATIAL THINKING** Which of these two areas became Christian first: Britain or Syria?
2. **HUMAN POPULATION** Why do you think some areas took longer to convert to Christianity than others?

Finally, in 1054 C.E., after centuries of bitterness, the patriarch of Constantinople and the pope **excommunicated** (EHK-skuh•MYOO-nuh•KAY-tuhd) each other. To excommunicate means to declare that a person or group no longer belongs to the church. This created a **schism** (SIH-zuhm), or separation, between the two major churches of Christianity. The split between the Eastern Orthodox Church and the Roman Catholic Church still exists today.

✓ CHECKING FOR UNDERSTANDING

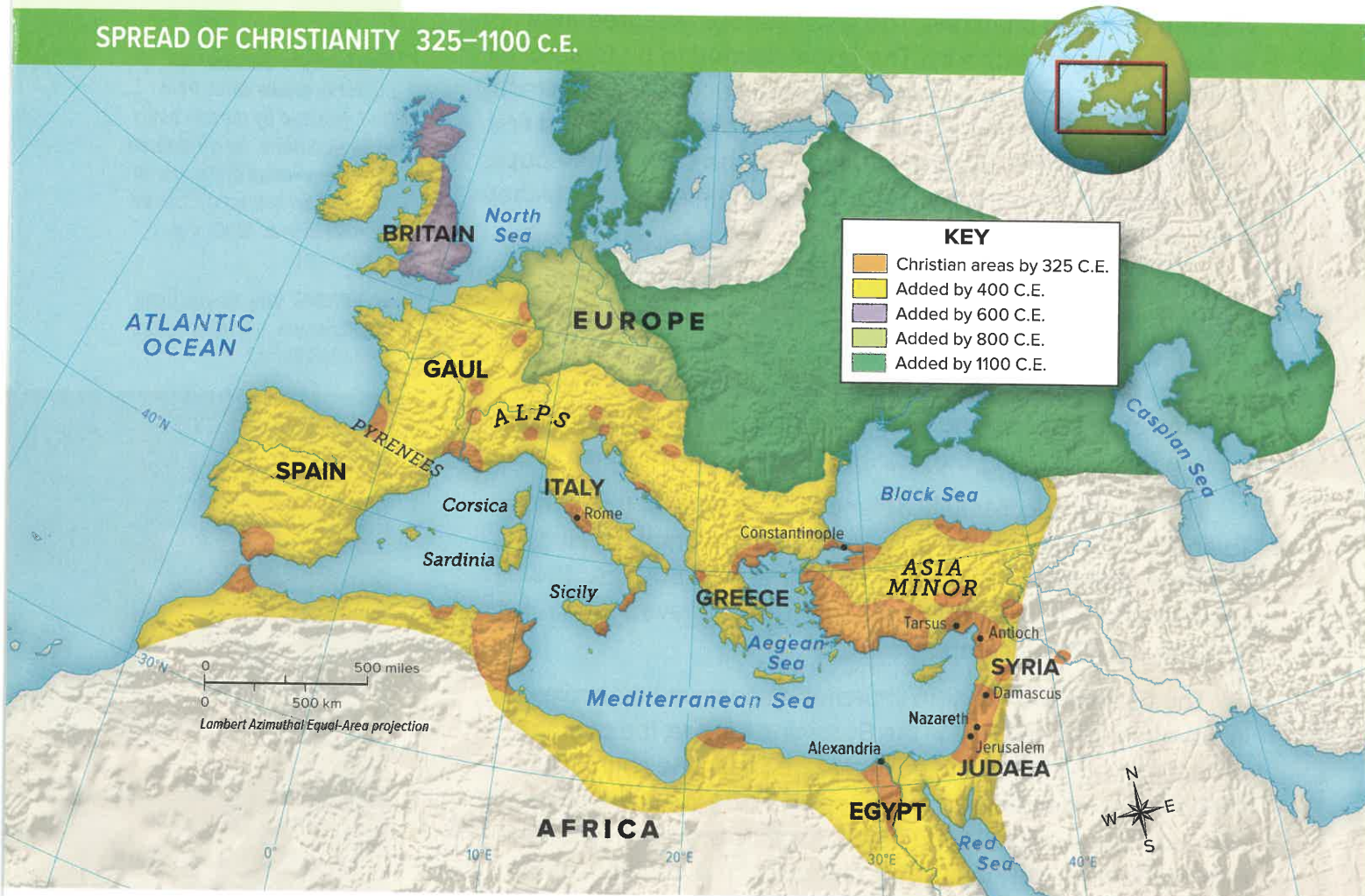
1. **EXPLAINING ISSUES** What issues divided the eastern and western Christian churches?
2. **ASKING QUESTIONS** What questions might you ask if you wanted to research the debate over icons in the Eastern Orthodox Church?

THE SPREAD OF CHRISTIANITY

GUIDING QUESTION *How did Christianity spread across Europe?*

After the fall of the Western Roman Empire, people in many parts of Europe faced disorder and violence. Many looked to the Christian church for help. They hoped that Christianity would bring peace, order, and unity.

SPREAD OF CHRISTIANITY 325–1100 C.E.



NEW CHRISTIAN COMMUNITIES

During the 300s C.E., devout Christians in the Eastern Roman Empire formed religious communities called **monasteries** (MAH•nuh•STEHR•eez). In the monasteries, men called monks lived apart from the world. At the same time, they performed good deeds and modeled how Christians should live.

Christian women established religious communities of their own. These women were called nuns, and they lived in convents. During this time, one of the best known nuns was a Roman widow named Paula. In the early 400s C.E., Paula helped a scholar named Jerome translate the Christian Bible into Latin.

The Greek bishop Basil (BAY•zuhl) created a list of rules for monks and nuns. Known as the Basilian (buh•ZIH•lee•uhn) Rule, this list told people how to live and pray in Eastern Orthodox monasteries and convents.

In the West, religious communities followed another set of regulations called the Benedictine Rule. An Italian monk named Benedict (BEH•nuh•DIHKT) wrote these rules about 529 C.E. Benedictines gave up material goods. They devoted their days to work and prayer. One of their major duties was to serve as missionaries. Missionaries teach their religion to those who are not followers.

In addition, the Rule stated that monks were to welcome outsiders who were in need of food and shelter:

“ Let all guests who arrive be received like Christ, for He is going to say, “I came as a guest, and you received Me.” And to all let due honor be shown, especially to the domestics of the faith [workers of the Church] and to pilgrims [people on religious journeys]. As soon as a guest is announced, therefore, let the Superior [head of the monastery] or the brethren meet him with all charitable service. And first of all let them pray together, and then exchange the kiss of peace. . . . In the salutation [greeting] of all guests, whether arriving or departing, let all humility [humbleness] be shown. Let the head be bowed or the whole body prostrated [lay face down] on the ground in adoration of Christ, who indeed is received in their persons In the reception of the poor and of pilgrims the greatest care and solicitude [kindness] should be shown, because it is especially in them that Christ is received. ”

—from *St. Benedict's Rule for Monasteries*, c. 530 C.E.

Monks and nuns had important roles in Christian Europe. They helped the poor and ran hospitals and schools. They also helped preserve ancient Greek and Roman writings.

UNDERSTANDING CRAFT AND STRUCTURE

- 1. ANALYZING STRUCTURE** How are the last two subsections, “Christianity and the Slavs” and “Christianity in Western Europe,” similar to each other?
- 2. ANALYZING POINT OF VIEW** What were the positive aspects of monasteries, according to the author?

ANALYZING PRIMARY SOURCES

- 1. DETERMINING CENTRAL IDEAS** Why should the monks be especially welcoming to the poor?
- 2. VERIFYING** Is it possible to use this text to verify conditions in Benedictine monasteries? Why or why not?

THE CYRILLIC ALPHABET

Cyrillic Letter	Written Name	English Sound
Б	beh	B
Г	gey	G
Ж	zheh	ZH
М	em	M
П	pey	P
С	ess	S
Ф	ef	F
Ч	cheh	CH



Cyril and Methodius quarreled with German church leaders who opposed the use of Slavic languages for preaching and worship. The Germans wanted only Latin to be used. Mural created c. 1848 C.E.

Cyril, a Byzantine missionary, developed the Cyrillic alphabet, part of which is shown here. The original alphabet, based on Greek, had 43 letters.

IDENTIFYING Which Cyrillic letters make the same sounds as the letters *p* and *f* in the English alphabet?

CHRISTIANITY AND THE SLAVS

The Byzantines wanted to bring their religion and culture to groups who lived north of their empire. Two brothers, Cyril (SIHR•uhl) and Methodius, were among the most dedicated Byzantine missionaries. Their mission was to deliver the Christian message to the Slavs, a people in Eastern Europe.

Cyril and Methodius believed that the Slavs would be more interested in Christianity if they heard about it in their own languages. About 863 C.E., Cyril invented an alphabet for the Slavic languages. It is known today as the Cyrillic (suh•RIH•lihk) alphabet in honor of its inventor. The Cyrillic alphabet was based on Greek letters. It is still used today by Russians, Ukrainians, Serbs, and Bulgarians.

CHRISTIANITY IN WESTERN EUROPE

In Western Europe, the Christian church remained an important institution. As the Western Roman Empire shrank, bishops began to oversee the government of Roman cities. At the same time, Christian missionaries sought to convert the peoples of Britain and Ireland to Christianity.

Beginning in the 400s C.E., Germanic tribes from present-day Germany and Denmark invaded much of Britain. Over time, these groups united to become known as the Anglo-Saxons. They built farming villages and founded several small kingdoms. Southern Britain soon became known as Angleland, or England. The people became known as the English.

In Britain, the Anglo-Saxons pushed aside the Celts (KEHLTS), the people already living there. Some Celts fled to remote,

GREGORIAN CHANT

As the Christian Church developed, it created its own forms of sacred music. One of them was the chant. Chants were sung in unison during church services. The texts of the chants were often based on words from the Bible or were prayers. The same chants were sung for mass each day. One type, known as the Gregorian chant, was named after Pope Gregory, who was pope when the chants were collected and standardized. Some churches, including the Roman Catholic and Episcopal churches, still use chants today.

mountainous areas of Britain and some of these had accepted the Christian faith. Others crossed the sea to Ireland. In the 400s C.E., a priest named Patrick brought Christianity to Ireland. He set up churches and monasteries where monks helped preserve Christian and Roman learning.

In 597 C.E., Pope Gregory I sent about 40 monks from Rome to bring Christianity to the Anglo-Saxons of Britain. They converted King Ethelbert of Kent to Christianity. Ethelbert allowed the missionaries to build a church in his capital city of Canterbury. In about 100 years, most of England had accepted the Christian faith. Monasteries were built throughout England. As in Ireland, they became centers of religion and culture.

✓ CHECKING FOR UNDERSTANDING

- SUMMARIZING** Why were monasteries and convents important in Christian Europe?
- UNDERSTANDING CHRONOLOGY** About how long after the introduction of Christianity to Ireland had most of England accepted Christianity?



Pope Gregory I is also known as Gregory the Great. A former monk, he was an excellent administrator. As pope, he continued to live as a monk and tried to bring about reforms in the church. [Painting c. 1150–1200 C.E.]

DETERMINING CONTEXT How might Pope Gregory's background have affected the spread of Christianity?

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

- CONTRASTING** How did the eastern and western churches view religious authority differently?

Building History-Social Science Analysis Skills

- PREDICTING** Why do you think the Byzantine emperor refused to help the pope defend Rome from invaders?
- DESCRIBING** What were monasteries and what purpose did they serve?
- IDENTIFYING EFFECTS** How did the Cyrillic alphabet help the spread of Christianity?

Writing About History

- INFORMATIVE WRITING** Write a paragraph describing what happened to Ireland after Patrick introduced Christianity there.

Collaborating

- ANALYZING INFORMATION** Work with a small group to develop a list of criteria for reliable online sources. Then, use your criteria to find five reliable online resources about the spread of Christianity from 300 C.E. to 800 C.E. Create a list of your five sources and exchange it with another group's list. Examine the other group's list and assess the reliability of its sources. Offer feedback to the group.



Include this lesson's information in your Foldable®.

THE ROLES OF WOMEN

Women played important roles in the development of the early Christian Church. They also played important roles in the Byzantine Empire and even earlier, in the Roman Empire. How did those roles compare to each other? What opportunities did women have in the early Christian Church and in the Byzantine Empire? Did they have more freedom or involvement in daily life in the early Christian Church? Or did the Byzantine Empire offer them greater roles in society?

VOCABULARY

margins: edges

institutionalization: the act of creating an institution or organization

antiquity: early times

excluded: shut out

literate: able to read

imperial: related to an emperor or empire

leniency: tolerance

monophysite: someone who believes that Jesus had one nature, which was divine

regent: someone who rules a kingdom in the absence of a ruler

SECONDARY SOURCE: ARTICLE

WOMEN, MINISTRY, AND CHURCH ORDER IN EARLY CHRISTIANITY

Francine Cardman, 1999

Scholars generally agree that women played a more important public role in the early Christian Church than they did in later centuries. In her article below, Francine Cardman explains that the role of women changed over time, from 1 C.E. to the 400s C.E. She argues that their loss of leadership in the Church was due to the Church changing its organization to reflect the roles of men and women in society.

“Recognized by Paul as ‘coworkers,’ women were apostles, missionaries, and leaders of house-churches in the early decades after the death and resurrection of Jesus. But as Christianity made its way through the Greco-Roman world, women’s leadership and ministry were increasingly pushed to the **margins** of evolving church structures. The process of **institutionalization** of the churches was already under way by the end of the first century CE; by the end of the fourth, it was essentially complete. As Christian churches assumed their

place among the social, political, and religious institutions of late **antiquity**, they began to take on the values of their culture, particularly in regard to gender roles and the ordering of family and society. Although **excluded** from the established structures of ministry by the beginnings of the fifth century, women continued to exercise some forms of leadership in the churches and to engage from time to time in ministries forbidden to them.”

ANALYZE THE TEXT

1. **SUMMARY** What is the main idea of this source?
2. **CITING TEXT EVIDENCE** In what roles did women serve during the first decades of the Catholic Church?

SECONDARY SOURCE: BOOK

WOMEN IN CHRISTIAN TRADITIONS

Rebecca Moore, 2015

During Byzantine times, the monastery grew in popularity for both men and women. During the first 11 centuries of Constantinople’s history, according to the author, more than 20 percent of monasteries were female. The supreme goal of a Byzantine nun was not to be seen as a woman.

“Most convents were located in Constantinople....Generally fifty nuns lived in each convent, with twenty responsible for basic housekeeping and thirty responsible for observing the *Horologion*, or Daily Office, which is the reading of scripture and the recitation of prayers and psalms scheduled eight times throughout the day and night. Like their sisters in the West, they performed acts of charity, working in hospitals and hospices, running old age homes, and caring for the dead.... Nevertheless, **literate** nuns were encouraged to teach their sisters to read in order to sing the chants, maintain accounts, and work in the library.”

ANALYZE THE TEXT

1. **DETERMINING CENTRAL IDEAS** What is the purpose of this excerpt?
2. **CITING TEXT EVIDENCE** What evidence shows that the nuns valued education?

SECONDARY SOURCE: BOOK

THE BYZANTINE WORLD

The Roman Empire was the greatest political force in the ancient Mediterranean world. At its height, the empire, centered on the city of Rome in Italy, stretched from northern England all the way to the Persian Gulf in Asia. It ruled tens of millions of people, from several different cultures and from all levels of society.

The city of Rome fell to barbarians in the late 400s C.E. The fall of the great city and capital of the Roman Empire signaled the fall of the empire in Western Europe. In Eastern Europe, however, the Roman Empire survived as the Byzantine Empire. This predominantly Greek empire would survive for another thousand years. Joan Mervyn Hussey was an important scholar of Byzantine history. In the excerpt below from her 1961 work *The Byzantine World*, she describes the role of women in the Byzantine Empire.

“[T]he ladies of the **imperial** family had prominent positions in court ceremonial, as well as opportunities for determining policy. Justinian the Great’s wife urged **leniency** towards the **monophysites**; the orthodox use of icons was restored first by the Empress Irene, and then in 843 by the Empress Theodora; and Anna Comnene tells how her grandmother acted as **regent** during the Emperor’s absence from the capital and how he was accompanied on campaigns by his wife Irene.”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** What evidence does this excerpt give that the political and religious intersected in the Byzantine Empire?
2. **EVALUATING ARGUMENTS** What claim does the author make about women in the Byzantine world? How does she support that claim?



MULTIPLE PERSPECTIVES

How do these three sources come together to tell a story about the roles of women in the church over time?

CHAPTER 1 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **DISTINGUISHING FACT FROM OPINION** Review the primary source in Lesson 1, *Homiliarum in Ezechielem*, by Pope Gregory I. Decide which statements in the source are facts and which statements are opinions. List both types of statements from the source in a chart.

Understanding Time

2. **SEQUENCING** Create a time line. Fill in at least 5 significant dates and events in the development of Christianity.

Building Citizenship

3. **EXPLAINING IDEAS** In the Byzantine Empire, the government and the church were closely tied together. In the United States, the government and the church are separate. Which model do you believe works better and why?

Geographic Reasoning

Use the map to answer the following question.

4. **EXPLORING PLACE** Match the letters on the map with the numbered places listed below.
 1. North Africa
 2. Judaea
 3. Asia Minor
 4. Italy
 5. Egypt
 6. Greece



CHAPTER 1 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Use each of the following terms in its own sentence.
- A. inflation
 - B. reforms
 - C. reinforce
 - D. expand
 - E. mosaic
 - F. saint
 - G. icon
 - H. excommunicate
 - I. schism
 - J. monastery

Short Answer

- 2 **DESCRIBING** What was the *Pax Romana*?
- 3 **EXPLAINING** Why was Rome a site of encounter?
- 4 **IDENTIFYING** What problems challenged Rome in the 200s C.E.?
- 5 **EXPLAINING EFFECTS** How did Romans respond to rising inflation?
- 6 **DESCRIBING** How did Diocletian reform the government to make it more efficient?
- 7 **EXPLAINING CAUSES** Defend or disprove the following statement: Foreign invasion was the main reason for the fall of the Roman Empire.
- 8 **IDENTIFYING PATTERNS** What principles from ancient Rome are reflected in the modern legal and political systems of the United States?
- 9 **EXPLAINING** How did Constantinople benefit from its geographic location?

- 10 **IDENTIFYING** In addition to Rome, what other cultures influenced the Byzantines?
- 11 **DESCRIBING** How did Justinian reform the empire's legal system?
- 12 **SUMMARIZING** What does Byzantine art tell us about the role of religion in the Byzantine Empire?
- 13 **PREDICTING** Why might it be more effective to use a cavalry rather than foot soldiers to defend an empire's borders?
- 14 **IDENTIFYING EFFECTS** How did Justinian's Plague weaken the Byzantine Empire's ability to defend itself?
- 15 **IDENTIFYING** What were the names of the churches in the Western Roman Empire and Eastern Roman Empire?
- 16 **DESCRIBING** How did the Byzantine emperor control the Eastern Orthodox Church?
- 17 **EXPLAINING IDEAS** How did the dispute over the use of icons reflect a larger issue in the early Christian church?
- 18 **SUMMARIZING** How did the western church and the eastern church view the authority of the pope?
- 19 **IDENTIFYING** What was the role of people such as Cyril and Methodius in the Byzantine Empire and Patrick of Ireland in the Western Roman Empire?
- 20 **DESCRIBING** What contributions did monks and nuns make to medieval Europe?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1-3	1	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3

CHAPTER 1 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

Justinian distinguished between civil law and the law of nations:

“Civil law is thus distinguished from the law of nations. Every community governed by laws and customs, uses partly its own laws, partly laws common to all mankind. The law which a people makes for its own government belongs exclusively to that state and is called civil law . . . But the law which natural reason appoints for all mankind obtains equally from all nations, because all nations make use of it.”

—Justinian, *Institutes*, c. 533 C.E.

- 21 DETERMINING MEANING** Read the phrase from the excerpt:

“Civil law is thus distinguished from the law of nations.”

Which of the following words could replace the underlined words in the sentence?

- A. religious, different
 - B. national, combined
 - C. military, compared
 - D. governmental, separated
- 22 SUMMARIZING** Which statement best summarizes the central idea of the excerpt?
- A. Civil law is far more complicated and specific than the law of nations.
 - B. Civil law is created by specific communities while the law of nations is common to everyone.
 - C. Civil law should be determined only by the church while anyone can determine the law of nations.
 - D. Civil law should not be forced upon a kingdom's subjects unless the law of nations is as well.

- 23 DETERMINING MEANING** Which of the following terms could be substituted for Justinian's term *law of nations*?
- A. natural law
 - B. secular law
 - C. spiritual law
 - D. military law
- 24 IDENTIFYING PERSPECTIVES** Which of the following might explain why Justinian wanted to explain the difference between civil law and the law of nations?
- A. He wanted to explain why he created a code of laws for his empire.
 - B. He wanted to explain why his code dealt with civil law instead of the law of nations.
 - C. He wanted to keep critics from questioning his right to determine the laws.
 - D. He wanted to keep the church from imposing its law of nations on the empire.
- 25 IDENTIFYING PATTERNS** Identify an example of civil law and an example of the law of nations in today's world.

Extended Response Essay

- 26 NARRATIVE WRITING** You are a merchant in Constantinople at the time of Justinian. Write a letter to your friend in Rome describing the rule of Justinian in the Byzantine Empire.

Need Extra Help?

If You've Missed Question	21	22	23	24	25	26
Review Lesson	2	2	2	2	2	3