

SECTION **3**



Crusader knights at the siege of Jerusalem

WITNESS HISTORY AUDIO

Crusaders Capture Jerusalem

“The Franks entered the city magnificently at the noonday hour. . . . With trumpets sounding and with everything in an uproar, exclaiming, ‘Help, God!’ they vigorously pushed into the city, and straightaway raised the banner on the top of the wall. All the heathen, completely terrified, changed their boldness to swift flight through the narrow streets of the quarters. . . . Nowhere was there a place where the Saracens could escape the swordsmen. . . . What more shall I tell? Not one of them was allowed to live.”

—Fulcher of Chartres

Focus Question How did the Crusades change life in Europe and beyond?

The Crusades and the Wider World

Objectives

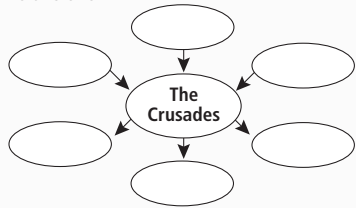
- Identify the advanced civilizations that were flourishing in 1050.
- Explain the causes and effects of the Crusades.
- Summarize how Christians in Spain carried out the Reconquista.

Terms, People, and Places

Crusades	Reconquista
Holy Land	Ferdinand and Isabella
Pope Urban II	Inquisition

Note Taking

Reading Skill: Identify Causes and Effects
Track causes of the Crusades in the top ovals and effects in the lower ones of a concept web like this one.



Fulcher of Chartres was just one of thousands of Europeans who took part in a series of wars known as the **Crusades**. In these wars, which began in 1096, Christians battled Muslims for control of lands in the Middle East. As they streamed eastward over the next 200 years, Western Europeans learned that the world was much larger than they had ever dreamed. Their encounters outside Europe would serve to accelerate the pace of change at home.

The World in 1050

In 1050, as Western Europe was just emerging from a period of isolation, many other civilizations were thriving elsewhere. The religion of Islam had given rise to a brilliant civilization that stretched from present-day Spain to India, and Muslim traders and scholars spread goods and ideas even farther.

India was a land of thriving cities where Hindu and Buddhist traditions flourished, and wealthy princes built stunning temples and palaces. In East Asia, under the Tang and Song dynasties, China’s culture flourished and influenced neighboring peoples. Meanwhile, the Soninke people of West Africa were building the great trading empire of Ghana.

Across the Atlantic, in Central America, the Maya had cleared rain forests and built cities with towering temples. In the Andes of South America, Native Americans were building a great empire.

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Identify the advanced civilizations that were flourishing in 1050.
- Explain the causes and effects of the Crusades.
- Summarize how Christians in Spain carried out the Reconquista.

Prepare to Read

Build Background Knowledge L3

Ask students to recall the growth of the Muslim empire and the battle of Tours. Tell students that battles between Christians and Muslims had continued in Spain, but in the 1000s the conflict grew and spread. Ask students to predict the effects of this escalating conflict.

Set a Purpose L3

- WITNESS HISTORY** Read the selection aloud or play the audio.

WITNESS HISTORY Audio CD, Crusaders Capture Jerusalem

Review the meaning of *heathen* (a non-believer) and point out that to medieval Christians, it meant any non-Christian. Ask **How did the Franks treat those they conquered? Why?** (*killed them, probably because they regarded them as heathens*)

- Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have them fill in the concept web with causes and effects of the Crusades.

Reading and Note Taking Study Guide, p. 76

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.
All in One Teaching Resources, Unit 2, p. 26; **Teaching Resources, Skills Handbook**, p. 3

High-Use Word diverse, p. 260	Definition and Sample Sentence <i>adj.</i> varied; different The camp offered a diverse group of activities so that every camper could find something different.
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Teach

The World in 1050

L3

Instruct

- **Introduce** Remind students that during the Middle Ages, most people in Western Europe were unaware of advanced civilizations in Asia, Africa, and the Americas. Have students turn to the map on the opening of Unit 2. Have them locate the following civilizations: Tang and Song dynasties of China, the Soninke people of West Africa, the Maya in the Americas, and the Seljuk Turks in the Near East.
- **Teach** Discuss the other cultures of 1050. Ask **How did Europe compare with these cultures?** (*It was less unified than many of them and in some ways less advanced.*) **Who were the Seljuk Turks?** (*a people who had migrated from Central Asia to the Middle East, where they had converted to Islam and created an empire that included the Holy Land and most of the former Byzantine lands*) **How did they change the situation in the Middle East?** (*Their conflicts with the Byzantines prevented Christian pilgrims from traveling to the Holy Land.*) Ask students to predict how this change might affect Christian Europe.
- **Quick Activity** Have students look again at the map on the opening of Unit 2. Have them trace the migration of the Seljuk Turks from central Asia into the Middle East and Jerusalem.

Independent Practice

Have students fill in the Outline Map *Christian and Muslim Lands, 1096* and label the religion of each country.

All in One Teaching Resources, Unit 2, p. 33

Monitor Progress

- To review, ask students to explain where the Seljuk Turks spread their influence and how their migrations set up a conflict with Christian Europe.
- Circulate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.

All in One Teaching Resources, Unit 2, p. 35

Answer

- ✓ Byzantine Empire, India, China, Maya and Native American cultures in South America, and the Muslim Seljuk Turk empire

The civilizations of the Americas, however, remained apart from the contacts that were taking place among Africans, Europeans, and Asians.

Closer to Western Europe, the Byzantine empire—the former eastern Roman empire—was generally prosperous and united. In the 1050s, the Seljuk Turks invaded the Byzantine empire. The Turks had migrated from Central Asia into the Middle East, where they converted to Islam. By 1071, the Seljuks had overrun most Byzantine lands in Asia Minor (present-day Turkey). The Seljuks also extended their power over the **Holy Land**, that is, Jerusalem and other places in Palestine where Christians believe Jesus lived and preached. Other Muslim groups had controlled this region in the past, but invasions by the Seljuk Turks threatened the Byzantine empire. The conflict prevented Christian pilgrims from traveling to the Holy Land.

✓ **Checkpoint** What civilizations were flourishing around 1050?

The Crusades

The Byzantine emperor Alexius I urgently asked **Pope Urban II** for Christian knights to help him fight the Muslim Turks. Although Roman popes and Byzantine emperors were longtime rivals, Urban agreed.

Called to War At the Council of Clermont in 1095, Urban incited bishops and nobles to action. “From Jerusalem and the city of Constantinople comes a grievous report,” he began. “An accursed race . . . has violently invaded the lands of those Christians and has depopulated them by pillage and fire.” Urban then called for a crusade to free the Holy Land:

Primary Source

“Both knights and footmen, both rich and poor . . . [must] strive to help expel [the Seljuks] from our Christian lands before it is too late. . . . Christ commands it. Remission of sins will be granted for those going thither.”
—Fulcher of Chartres, *Chronicle of the First Crusade*

“God wills it!” roared the assembly. By 1096, thousands of knights were on their way to the Holy Land. As the crusading spirit swept through Western Europe, armies of ordinary men and women inspired by fiery preachers left for the Holy Land, too. Few returned. Religious zeal was not the only factor that motivated the crusaders. Many knights hoped to win wealth and land. Some crusaders sought to escape troubles at home. Others yearned for adventure.

The pope, too, had mixed motives. Urban hoped to increase his power in Europe and perhaps heal the schism, or split, between the Roman and Byzantine churches. In 1054, the two branches of Christianity had divided after disputes over beliefs and authority. Urban also hoped that the Crusades would set Christian knights to fighting Muslims instead of one another.

Fighting a Losing Battle Only the First Crusade came close to achieving its goals. After a long and bloody campaign, Christian knights captured Jerusalem in 1099. They capped their victory with a massacre of Muslim and Jewish residents of the city.

The Crusades continued, off and on, for over 200 years. The crusaders divided their captured lands into four small states, called crusader states. The Muslims repeatedly sought to destroy these Christian states, prompting Europeans to launch new crusades. In 1187, Jerusalem fell to the Muslims.

Differentiated

Instruction

Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

The Church offered incentives to those who joined the Crusades. Have students research these incentives to create an advertisement convincing people to join the Crusades. Advertisements should mention incentives and combine persuasive writing with maps or illustrations.

Use the following resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 76
- Adapted Section Summary, p. 77

The Crusades, 1096–1204

Geography Interactive
For: Interactive map
Web Code: nap-0831

Map Skills Urged on by Pope Urban II, thousands of Europeans joined the Crusades to expel Muslims from the Holy Land.

1. **Locate** On the large map, find (a) Holy Roman Empire (b) Rome (c) Jerusalem (d) Acre (e) Constantinople. On the inset map, find (a) Acre (b) Kingdom of Jerusalem.

2. **Movement** What route did English crusaders take to the Holy Land? Why do you think they took that route?
3. **Draw Conclusions** Why was it difficult for Europeans to defend the Crusader states?



▼ Crusaders load their ships in preparation for sailing to the Holy Land.

The Crusades


L3

Instruct

■ **Introduce** Read Pope Urban's call for a Crusade to the Holy Land under the black heading *Called to War* aloud. Discuss how this call from the pope helps explain the feelings of the crusaders. Then write *crusade* on the board. Using the Idea Wave strategy (TE, p. T22), ask students to brainstorm words and images they believe are related to crusading. Write their responses on the board. Revise these words as you work through this section.

■ **Teach** Trace the development of the Crusades. Ask **What motivated people to participate?** (for many: religious zeal, escaping troubles, adventure; for some knights, nobles, and monarchs: the hope of winning wealth, land, power, fame) Have students trace the routes of the first four Crusades on the map. Make sure they understand the significance of the Crusader States. **What was the outcome of the Crusades?** (The Crusaders were driven from the Holy Land.)

■ **Quick Activity** Read aloud the Primary Source on the next page or play the accompanying audio. Discuss the conflicting claims on Jerusalem. Compare Saladin's attitude with that of Pope Urban II. How could these conflicting claims have been resolved without bloodshed? Why weren't they?

 **AUDIO** Witness History Audio CD, Saladin

Independent Practice

- **Web Code nap-0831** will take students to an interactive map. Have students complete the interactivity and then answer the questions in the text.
- **Biography** To help students understand a monarch who led the Crusades, have them read *Richard I (1157–1199)* and complete the worksheet.

 Teaching Resources, Unit 2, p. 30

Monitor Progress

Check answers to map skills questions.

Answers

Map Skills

1. Review locations with students.
2. (a) They sailed. (b) It was probably easier to go by sea than on bad roads overland. They could avoid lands governed by hostile rulers.
3. Sample: They were surrounded by Muslim lands. They were far from supplies in Europe.

History Background

Chivalrous Behavior During the Third Crusade, the Muslim leader Saladin dealt with his European opponents in a most chivalrous manner. He was especially noble in his dealings with King Richard I of England, whom he respected greatly. In a battle at Jaffe in 1192, for example, Saladin learned that Richard's horse had been killed. He promptly sent the

English king another horse, declaring that so gallant a warrior should not have to fight on foot. On another occasion, Richard fell ill and in his fever called for fruit and drink. Saladin sent him pears, peaches, snow, and his personal physician. Saladin also reportedly remarked that if he must lose his land, he'd rather lose it to Richard than to any other man alive.

The Impact of the Crusades

L3

Instruct

- **Introduce** Ask students to read the introductory sentences and preview the black headings under The Impact of the Crusades. Ask them to predict what they will learn under each heading. Then have them read to find out if their predictions were accurate.
- **Teach** On the board, write *Economic Effects* and *Political Effects* and have students give examples of how the Crusades changed Europe. Ask **Why did the Crusades leave a legacy of religious hatred?** (*atrocities on both sides; unresolved claims over the holy city*) **How did the Crusades increase trade?** (*Crusaders brought luxury goods back from the Middle East and from trading centers that imported goods from even farther away. Ships that had been used for the Crusades could now be used for trade.*) **How did trade lead to a wider world view?** (*contact with goods and merchants from other lands; travel to other lands*)

- **Analyzing the Visuals** Refer students to the Infographic on Jerusalem on the next page. Ask students to find the sites sacred to Christians, to Muslims, and to Jews. Discuss why the city is holy to three religions and the effect this has had on its history. Use current events where appropriate. Review the reasons for the Crusades, and the fact that the crusaders could not keep control of Jerusalem.

Independent Practice

Primary Source To help students better understand what the Crusades were like, have them read *A Crusader's Account* by Sir Guy and complete the worksheet.

All in One Teaching Resources, Unit 2, p. 29

Monitor Progress

To review, ask students to summarize the lasting effects of the Crusades.

Answers

PRIMARY SOURCE He is devoted to his religion and its holy place but is also fair-minded and generous.

- ✓ The Crusades succeeded briefly in capturing Jerusalem and controlling the Holy Land, but ultimately were not successful.



By 1187, the Muslim leader Saladin had retaken Jerusalem from the Christian crusaders. King Richard I tried to persuade Saladin to return the city to the Christians. Saladin refused, saying:

Primary Source

“To us Jerusalem is as precious . . . as it is to you, because it is the place from where our Prophet [Muhammad] made his journey by night to heaven. . . . Do not dream that we will give it up to you.”



However, because he recognized how important it was to Christians to be able to visit the sacred sites of their religion, Saladin did reopen Jerusalem to Christian pilgrims. **What does Saladin's response to King Richard's demands show about him?**

The victor was the able Muslim leader Salah al-Din, known to Europeans as Saladin. On the Third Crusade, Europeans failed to retake Jerusalem. After negotiations, though, Saladin did reopen the holy city to Christian pilgrims.

Europeans also mounted crusades against other Muslim lands, especially in North Africa. All ended in defeat. During the Fourth Crusade, the crusaders were diverted from fighting Muslims to fighting other Christians. After helping merchants from the northern Italian city of Venice defeat their Byzantine trade rivals in 1204, crusaders captured and looted Constantinople, the Byzantine capital.

Meanwhile, Muslim armies overran the crusader states. By 1291, they had captured the last Christian outpost, the port city of Acre. As in Jerusalem 200 years earlier, the victors massacred their enemies. This time, the victims were Christians.

✓ **Checkpoint** How successful were the Crusades?

The Impact of the Crusades

The Crusades left a bitter legacy of religious hatred. In the Middle East, both Christians and Muslims committed appalling atrocities in the name of religion. In Europe, crusaders sometimes turned their religious fury against Jews, massacring entire communities.

The crusaders arrived in the Middle East at a time when various Muslim regimes were struggling among themselves for control of the region. These groups rallied together to fight the invaders, and, under Saladin, began to reunify the region from Egypt to Syria.

Though the crusaders failed to keep control of the Holy Land, the Crusades did have significant effects on life in Europe. These wars helped to quicken the pace of changes that were already underway.

European Economies Expand Even before the Crusades, Europeans had developed a taste for luxuries from the Byzantine empire. Returning crusaders brought even more fabrics, spices, and perfumes from the Middle East back to Europe. Trade increased and expanded.

Merchants in Venice and other northern Italian cities had built large fleets to carry crusaders to the Holy Land. Now they used those fleets to carry on trade in such goods as sugar, cotton, and rice with the Middle East.

The Crusades further encouraged the growth of a money economy. To finance a journey to the Holy Land, nobles needed money. They therefore allowed peasants to pay rents in money rather than in grain or labor. Peasants began to sell their goods in towns to earn money, a practice that helped to undermine serfdom.

Effects on Monarchs and the Church The Crusades helped to increase the power of monarchs. These rulers won new rights to collect taxes in order to support the Crusades. Some rulers, such as the French king Louis IX and the English king Richard I, called the Lion-Heart, led Crusades, which added greatly to their prestige.

Enthusiasm for the Crusades brought papal power to its greatest height. This period of enhanced prestige was short-lived, however. As you have read, popes were soon involved in bitter power struggles with monarchs. Also, the Crusades did not end the split between the Roman and Byzantine churches as Pope Urban had hoped. Instead, Byzantine

Differentiated

Instruction

Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

As depicted in the Infographic, Jerusalem has remained both a holy place and a source of conflict among Muslims, Jews, and Christians in the modern world. The Old City, a section of Jerusalem, is divided into Christian, Muslim, Armenian, and Jewish quarters. Many of the sites here are sacred to multiple faiths. For instance,


the Dome of the Rock, sacred to Muslims, is built on the site of King Solomon's Temple, an important site to the Jewish faith. As a class, discuss why it is so difficult for this holy city to be shared by citizens and visitors of different faiths, and why control of this city has long been a goal of various groups.

resentment against the West hardened as a result of the Fourth Crusade, during which crusaders had conquered and looted Constantinople.

A Wider Worldview Evolves Contacts with the Muslim world led Christians to realize that millions of people lived in regions they had never even known existed. Soon, a few curious Europeans had left to explore far-off places such as India and China.

In 1271, a young Venetian, Marco Polo, set out for China with his merchant father and uncle. After many years in China, he returned to Venice and wrote a book about the wonders of Chinese civilization. Doubting Europeans wondered if he had really gone to China. To them, his tales of a government-run mail service and black stones (coal) that were burned to heat homes were unbelievable.

The experiences of crusaders and of travelers like Marco Polo expanded European horizons. They brought Europe into a wider world from which it had been cut off since the fall of Rome. In the 1400s, a desire to trade directly with India and China would lead Europeans to a new age of exploration.

 **Checkpoint** Summarize the effects of the Crusades.



▲ A Muslim woman kneels in prayer (above left); Christian pilgrims carry a cross through the streets (above right).

◀ A Jewish pilgrim prays at the Western Wall.

Prayer beads like these are used by people of many faiths. ▶

INFOGRAPHIC

JERUSALEM

Today Jews, Christians, and Muslims still consider Jerusalem sacred. Despite continued disputes—and violence—over control of the city, pilgrims still visit holy places. Christians come to the Church of the Holy Sepulcher, believed to be the site of Jesus' resurrection. Equally sacred to Muslims is the Dome of the Rock, from which the Prophet Muhammad is believed to have ascended to heaven. And Jewish pilgrims still pray at the Old City's Western Wall, all that remains of the city's ancient temple.

Medieval map of Jerusalem ▶



Thinking Critically

1. **Analyze Visuals** What do the people in the three photos have in common?
2. **Make Comparisons** How is Jerusalem's situation today similar to its situation at the time of the Crusades?

Connect to Our World

Connections to Today Jerusalem was part of the Ottoman empire until 1917, when British troops entered the city. Until 1948, it was administered as a territory under the jurisdiction of the British. In 1947, violence broke out between Arabs and Jews, prompting the United Nations to draft a plan under which the city and surrounding area would be a separate entity governed by a UN-appointed official. However, the

plan was never implemented, as the state of Israel was declared upon the withdrawal of British troops. Israel held only west Jerusalem until 1967, when they captured the rest of the city during the course of the Six-Day War. The city of Jerusalem is currently the capital of Israel, a position contested by Palestinian Arabs who hope that the city may also one day be the capital of a Palestinian state.

The Reconquista

L3


Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Note that under Muslim rule, Christians and Jews lived alongside Muslims in Spain, thus Moorish Spain had a more *diverse* population than the rest of Europe and was more tolerant of diversity.

■ **Teach** Have students find the key term **Reconquista** (in blue) in the text and read its definition. Review with students the attempts of Christian Europeans to prevent Muslims from extending their empire into Europe. Ask **Given the emotions aroused by the Crusades, how do you think European Christians regarded Muslim control of a part of Europe?** (*They hated the idea and tried to drive the Muslims out.*) **How was the unified state of Spain formed?** (*by the marriage of Ferdinand of Aragon and Isabella of Castile*) **Why was the unified state important?** (*Their combined forces were finally successful in driving the Muslims from Spain and in bringing religious unity to Spain by persecuting and driving out non-Christians.*) Compare the religious toleration of Spain's Muslim rulers with that of Queen Isabella, who encouraged the Inquisition.

■ **Quick Activity** Display **Color Transparency 47: The Alhambra**. Use the lesson suggested in the transparency book to guide a discussion of the influence of Muslim culture on Spain.

 **Color Transparencies, 47**

Independent Practice

Have students create a timeline of the Reconquista.

Monitor Progress

- As students create their timelines, circulate to ensure they have chosen the key events of the Reconquista and that they understand the sequence of events.
- Check Reading and Note Taking Study Guide entries for student understanding.

Answer

- ✓ The Reconquista was the Christian campaign to drive the Muslims from the Iberian peninsula, which was accomplished in 1492.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 2, p. 23

- To further assess student understanding, use

 Progress Monitoring Transparencies, 33

Reteach

If students need more instruction, have them read the section summary.



Reading and Note Taking Study Guide, p. 77

L3



Adapted Reading and Note Taking Study Guide, p. 77

L1

L2



Spanish Reading and Note Taking Study Guide, p. 77

L2

Extend

L4

To help students explore the causes and effects of the Crusades, have pairs of students write a dialogue in which one argues that the Crusades were a positive step in world history, while the other argues that they were ultimately negative. Remind students that the outcome was different for different groups.

The Reconquista

The crusading spirit continued after the European defeat at Acre, especially in the Iberian peninsula. North African Muslims, called Moors, had conquered most of present-day Spain in the 700s. However, several tiny Christian kingdoms in the north slowly expanded their borders and sought to take over Muslim lands. Their campaign to drive Muslims from the peninsula became known as the **Reconquista**, or “reconquest.”

Christians Conquer Spain The first real success of these Christian warriors came in 1085, when they captured the city of Toledo. During the next 200 years, Christian forces pushed slowly and steadily southward. By 1140, the Christian kingdom of Portugal had been established, and by 1300, Christians controlled the entire Iberian Peninsula except for Granada. Muslim influences remained strong, though, and helped shape the arts and literature of Christian Spain. In 1469, the marriage of Ferdinand of Aragon and Isabella of Castile created the unified state called Spain. Using their combined forces, **Ferdinand and Isabella** made a final push against the Muslim stronghold of Granada. In 1492, Granada fell. The Reconquista was complete.

Spain Expels Non-Christians Ferdinand and Isabella wanted to impose unity on their **diverse** peoples. Isabella was determined to bring religious as well as political unity to Spain. Under Muslim rule, Spanish Christians, Jews, and Muslims lived in relative peace, allowed to worship as they chose. Isabella ended that tolerance. With the support of the **Inquisition**, a Church court set up to try people accused of heresy, Isabella launched a brutal crusade. Jews and Muslims who had been forced to convert to Christianity could be tried by the Inquisition. If found guilty of practicing their religions, they could be turned over to the secular authorities for punishment. Many who refused to conform to Church teachings were burned at the stake.

The queen achieved religious unity, but at a high price. More than 150,000 people—mostly Muslims and Jews—fled Spain. Many of these exiles were skilled, educated people who had contributed much to Spain’s economy and culture.

 **Checkpoint** What was the Reconquista?

Vocabulary Builder

diverse—(dih VURS) *adj.* varied; different

3 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0831

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed concept web to answer the Focus Question: How did the Crusades change life in Europe and beyond?

Comprehension and Critical Thinking

3. **Draw Conclusions** Why was the invasion of the Byzantine empire by the Turks significant?
4. **Recognize Cause and Effect** Explain three reasons why Europeans joined the Crusades.
5. **Determine Relevance** How did the Crusades accelerate change in Europe?
6. **Demonstrate Reasoned Judgment** Do you think unity in Spain was worth the costs of the Reconquista? Explain.

Writing About History

Quick Write: Organize Your Essay After defining your topic, use a graphic organizer to organize your information. For example, for the Crusades you might:

- use a flowchart to show events leading up to the First Crusade.
- use a cause-effect chart to show social, economic, and political effects.

Fill in your main ideas for each category in your graphic organizer and use it as a framework for your essay.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. In Europe, the Crusades led to economic expansion: increased trade and use of money, which undermined serfdom and led to prosperity of northern Italian cities. They led to increased power of monarchs and, briefly, to increased power of the papacy. In the Middle East, Muslim regimes united to

fight the invaders and, under Saladin, began to reunify the region.

3. It led to the call for help from the Byzantine emperor and thus to the Crusades.
4. Sample: religious zeal, hope of winning wealth and land, escaping troubles at home, adventure, power, fame
5. Crusaders brought goods and ideas back with them, trade increased a money economy, began to undermine serfdom, and ships that had carried crusaders were available for trade and exploration.

6. Answers should reflect an understanding of the issues.

Writing About History

Responses should show the use of graphic organizers and an understanding of essay organization.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0831**.



▲ A father and son watch oil fields burning after the Iraqi occupation of Kuwait.

What issues cause groups of people or countries to come into conflict?

Conflict has existed throughout history, and has often led to violence. It is so common and widespread that historians have used wars as a framework for telling the story of a civilization. For example, the Crusades and the Hundred Years' War are seen as turning points for medieval Europe. Families, religious and ethnic groups, city-states, and nations have all found reason to take up arms against each other. They have fought over power, territory, natural resources, ideas, beliefs, and a host of other issues. Compare the opponents in and the causes of the following major conflicts.

Conflict and Power: The Wars of the Roses

Rival branches of the royal family, the House of Lancaster and the House of York, fought over the English crown starting in 1455. The trouble began when Richard, Duke of York, tried to seize the throne from Henry VI, head of the House of Lancaster. This led to a series of bloody civil wars lasting 30 years, in what became known as the Wars of the Roses. Both leaders and many of their followers died. Power shifted back and forth between the families until Henry Tudor defeated King Richard III, became King Henry VII, and married Elizabeth of York.

Conflict and Territory: The Russo-Japanese War

A clash between two expansion-minded neighbors, Japan and Russia, led to war in the early 1900s. The prize was China's Liaodong Peninsula and its main city, Port Arthur. Japan, an island nation, saw the peninsula as an entryway to the Asian mainland. Russia saw the port as the perfect home for its Pacific fleet. Russia seized the peninsula in 1898. For six years Japan built up its military. In 1904, it attacked the Russian fleet at Port Arthur and then launched a successful invasion. The Russo-Japanese War ended in 1905, with Japan winning the peninsula.

Conflict and Resources: The Persian Gulf War

In August 1990, Iraqi leader Saddam Hussein ordered his army to cross its southwestern border and invade Kuwait. This small Persian Gulf nation has one important resource: oil. Iraq also has oil reserves, but taking over its neighbor and acquiring Kuwait's large petroleum reserves would greatly increase Iraq's power in the Gulf region and the world. That outcome did not materialize. A coalition of anti-Iraq forces, led by the United States, gathered in nearby Saudi Arabia. In early 1991, they began an offensive that shattered Saddam's army and cleared the Iraqis out of Kuwait.

The Russo-Japanese War



Thinking Critically

1. **Connect** (a) What caused each of the conflicts described above? (b) Even though the issues were different, what did the goals and methods of the opponents have in common?
2. Do research to find out more about these and other examples of conflict. Create a chart showing opponents, causes, key events, and results.

Conflict

Objectives

- Describe the main causes of conflict.
- Understand the goals and methods of different conflicts.

Build Background Knowledge L3

Ask students to describe major conflicts they know of, or read them the names of conflicts on this page. Have students tell what they know about these conflicts. *(should recognize that conflicts often follow patterns in which opponents fight for control of important resources)*

Instruct L3

- Direct students' attention to the question at the top of the text page, **What issues cause conflict?** Have volunteers identify situations that lead to conflict. Students should recognize that power is often at the root of conflict. Have students list conflicts that began to gain political, economic, and military power. Use the information generated to help students answer the question.

Independent Practice

Concept Connector Have students fill in the Concept Connector worksheet on Conflict, which includes additional examples and critical thinking questions.

Reading and Note Taking
Study Guide, p. 320

Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

Link to Literature

Shakespeare's Source The Wars of the Roses have spawned many works of fiction and non-fiction alike. Some of the best-known works are plays by William Shakespeare based on the lives of kings Henry VI and Richard III. Shakespeare's depiction of Richard as a hunchbacked murderer of his two young nephews became part of historical memory. There is little evidence that he was a hunchback, although he may

have been responsible for the disappearance of his young nephews, the heirs to the throne. However, Shakespeare's depiction of an evil tyrant became popularly accepted and set up Richard's adversary, Henry Tudor, as a hero. Henry was the grandfather of Queen Elizabeth, monarch at the time Shakespeare's play was first performed.

Thinking Critically

1. (a) The Wars of the Roses were fought to control the British throne. The Russo-Japanese War was fought to control an important seaport. The Persian Gulf War was fought over control of oil reserves. (b) The goal of each conflict was to control an important asset. Each conflict began when one opponent tried to seize the asset.
2. Students' charts should identify opponents, important causes of conflict, key events, and important results. Individual charts will vary.