

## 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.

- Understand why Constantinople became known as the “New Rome.”
- Summarize the ways in which the Byzantine empire flourished under Justinian.
- Analyze how Christianity in the Byzantine empire differed from Christianity in the West.
- Explain why the Byzantine empire collapsed and examine the empire’s lasting heritage.

## Prepare to Read

Build Background Knowledge **L3**

Ask students to review the main accomplishments of Greek and Roman civilization. Encourage them to use their knowledge of this heritage to predict what they will learn about the Byzantine empire.

Set a Purpose **L3**

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

 **Witness History Audio CD,**  
*A Sovereign City*

Ask **Why did the crusaders of 1203 open their eyes wide with wonder when they first saw Constantinople?** (*They had never seen so rich and large a city with its magnificent palaces and churches and its impressive towers and walls.*)

- **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 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Categorize* worksheet.

**All in One** Teaching Resources, Unit 2, p. 46



Depiction of the church of the Holy Apostles in Constantinople

Cross and chain

**WITNESS HISTORY**  AUDIO**A Sovereign City**

In 1203, when the Crusaders arrived at Constantinople, they were amazed by its splendor:

“[T]hose who had never seen Constantinople opened wide eyes now; for they could not believe that so rich a city could be in the whole world, when they saw her lofty walls and her stately towers wherewith she was encompassed, and these stately palaces and lofty churches, so many in number as no man might believe who had not seen them, and the length and breadth of this town which was sovereign over all others.”

—Villehardouin, a French Crusader

**Focus Question** What made the Byzantine empire rich and successful for so long, and why did it finally crumble?

## The Byzantine Empire

## Objectives

- Understand why Constantinople became known as the “New Rome.”
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## Terms, People, and Places

Constantinople	Theodora
Justinian	patriarch
Justinian’s Code	icon
autocrat	Great Schism

## Note Taking

**Reading Skill: Recognize Sequence** Keep track of the sequence of events in the Byzantine empire in a table.

The Byzantine Empire	
330	Constantinople becomes the capital of the eastern Roman empire.

**Constantinople** sat at a crossroads of land and sea routes, and its great wealth came from trade. In addition to encouraging trade, its leaders constructed strong defenses for their city. As the cities of the western Roman empire crumbled, Constantinople remained secure and prospered. With its high walls and golden domes, it stood as the proud capital of the Byzantine empire.

## Constantine Creates a “New Rome”

You have read that as German invaders pounded the Roman empire in the west, the Roman emperor Constantine and his successors shifted their base to the eastern Mediterranean. Constantine rebuilt the Greek city of Byzantium and then renamed it after himself—Constantinople. In 330, he made Constantinople the new capital of the empire. From this “New Rome,” roads fanned out to the Balkans, to the Middle East, and to North Africa. In time, the eastern Roman empire became known as the Byzantine empire.

**Constantinople Grows** The vital center of the empire was Constantinople. The city was located on the shores of the Bosphorus, a strait that links the Mediterranean and Black seas. Constantinople had an excellent harbor and was guarded on three sides by water. Emperors after Constantine built an elaborate system of land and sea walls to bolster its defenses.

## Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

**All in One** Teaching Resources, Unit 2, p. 45; Teaching Resources, Skills Handbook, p. 3

## High-Use Words

temporary, p. 283

unify, p. 285

## Definitions and Sample Sentences

*adj.* lasting for or relating to a limited time

Substitute teachers are **temporary** replacements for absent instructors.

*v.* to bring people or things together to form a single unit or entity

A series of victories in battle **unified** the different kingdoms under one ruler.

Equally important, Constantinople commanded key trade routes linking Europe and Asia. For centuries, the city's favorable location made it Europe's busiest marketplace. There, merchants sold silks from China, wheat from Egypt, gems from India, spices from Southeast Asia, and furs from Viking lands in the north.

At the center of the city, Byzantine emperors and empresses lived in glittering splendor. Dressed in luxurious silk, they attended chariot races at the Hippodrome arena. Crowds cheered wildly as rival charioteers careened around and around in their vehicles. The spectacle was another reminder of the city's glorious Roman heritage.

**Blending of Cultures** After rising to spectacular heights, the Byzantine empire eventually declined to a small area around Constantinople itself. Yet it was still in existence nearly 1,000 years after the fall of the western Roman empire. As the heir to Rome, it promoted a brilliant civilization that blended ancient Greek, Roman, and Christian influences with other traditions of the Mediterranean world.

 **Checkpoint** Why did Constantinople become a rich and powerful city?

## Byzantium Flourishes Under Justinian

The Byzantine empire reached its peak under the emperor **Justinian**, who ruled from 527 to 565. Justinian was determined to revive ancient Rome by recovering lands that had been overrun by invaders. Led by the brilliant general Belisarius, Byzantine armies reconquered North Africa, Italy, and the southern Iberian peninsula. However, the fighting exhausted Justinian's treasury and weakened his defenses in the east. Moreover, the victories were only temporary. Justinian's successors would lose the bitterly contested lands, one after the other.

**The Great City Is Rebuilt** Justinian left a more lasting monument in the structures of his capital. In 532, riots and a devastating fire swept Constantinople. Many buildings were destroyed and many lives were lost. To restore Roman glory, Justinian launched a program to make Constantinople grander than ever. His great triumph was rebuilding the church of Hagia Sophia (AH yee uh suh FEE uh), which means "Holy Wisdom." Its immense, arching dome improved on earlier Roman buildings. The interior glowed with colored marble and embroidered silk curtains. Seeing this church, the emperor recalled King Solomon's temple in Jerusalem. "Glory to God who has judged me worthy of accomplishing such a work as this!" Justinian exclaimed. "O Solomon, I have surpassed you!"

**Justinian's Code Has Far-Reaching Effects** Even more important than expanding the empire and rebuilding its capital was Justinian's reform of the law. Early in his reign, he set up a commission to collect, revise, and organize all the laws of ancient Rome. The result was the *Corpus Juris Civilis*, or "Body of Civil Law," popularly known as **Justinian's Code**. This massive collection included laws passed by Roman assemblies or decreed by Roman emperors, as well as the legal writings of Roman judges and a handbook for students.

Constantine embarked on an ambitious building program to improve his new capital. Byzantium had been a walled city, but the new imperial buildings and growing population required a new set of walls outside the old, tripling the size of the city.

### Primary Source

“[Constantine] enlarged the city formerly called Byzantium, and surrounded it with high walls; likewise he built splendid dwelling houses . . . He erected all the needed edifices [for a great capital]—a hippodrome, fountains, porticoes [covered walkways] and other beautiful adornments.”

—Sozomen, Church historian, *circa* 450



AUDIO

### Vocabulary Builder

**temporary**—(TEM puh reh ee) *adj.*  
lasting for or relating to a limited time

### WITNESS HISTORY VIDEO

Watch *The Byzantine Empire* on the **Witness History Discovery School™** video program to explore how the Byzantine empire preserved the heritage of ancient Rome and mixed it with the cultures of Asia.



- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have them fill in the table of events that shaped the Byzantine empire.



Reading and Note Taking  
Study Guide, p. 82

## Teach

### Constantine Creates a "New Rome"

L3

#### Instruct

- **Introduce: Key Terms** Ask students to find the key term **Constantinople** (in blue) in the text. Explain that the name means "City of Constantine" and explain that Constantinople was the center of the Byzantine empire.
- **Teach** Discuss the growth of Constantinople and ask the class for the reasons behind Constantine's choice of location for the new capital. (*on shores of the Bosphorus, which links the Mediterranean and Black Seas; excellent harbor; protected by water on three sides; access to the Balkans, the Middle East, and North Africa*)
- **Quick Activity** Show students *The Byzantine Empire* from the **Witness History Discovery School™** video program. Ask them to describe how the Byzantine empire preserved Greek and Roman culture.

#### Independent Practice

Display **Color Transparency 52: Byzantine Mosaic**. Have students divide into pairs to discuss their reactions to the image. Then use the lesson suggested in the transparency book to guide a discussion of this unique period in the arts.

 **Color Transparencies, 52**

#### Monitor Progress

As students fill in their tables, circulate to make sure they understand the sequence of events that led to the success of the Byzantine empire. For a completed version of the table, see

 **Note Taking Transparencies, 84**

#### Answer

- ✓ Protected by walls and water, it commanded key trade routes linking Europe and Asia, making it Europe's busiest marketplace.

## Differentiated

### Instruction Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

Organize the class into small groups. Ask students to suppose that they are Constantine's "zoning board" and must create a simple diagram of the New Rome to present to the emperor. Diagrams should include significant features such as defensive walls, living areas, government buildings, marketplaces, and facilities for entertainment. Ask students to explain their choices to the class.

#### L2 English Language Learners

Use the following resources to help students acquire basic skills:



Adapted Reading and Note Taking  
Study Guide

- Adapted Note Taking Study Guide, p. 82
- Adapted Section Summary, p. 83

## Byzantium Flourishes Under Justinian

L3

### Instruct

- **Introduce: Key Terms** Have students skim the text to find the term *Justinian's Code* (in blue). Point out that today, each city and state has a similar set of laws and legal writings. Ask students to suggest reasons why this is necessary.
- **Teach** Discuss the expansion and contraction of the Byzantine empire. Ask **How did Justinian contribute to the expansion phase?** (*rebuilt Constantinople; formed a strong central government; reformed the laws of ancient Rome; built a powerful military; increased the fortunes of the empire*) Remind students that under Justinian's successors, the Byzantine empire was finally reduced to a relatively small geographic area around Constantinople. Ask **What were some of the causes of this contraction?** (*constant military campaigns; depleted treasury; struggles over power and succession; success of Muslim armies in the Mediterranean region*)

### Independent Practice

- **Viewpoints** To help students see the differing viewpoints on Justinian's rule, have them read the selection *Emperor Justinian* and complete the worksheet.

All in One Teaching Resources, Unit 2, p. 47

- **Primary Source** Have students study the Infographic on Hagia Sophia. To help students better understand this monument to two religions, have them read the selections from *On Buildings* by Procopius and complete the worksheet.

All in One Teaching Resources, Unit 2, p. 48

### Monitor Progress

Circulate to make sure that students understand the viewpoints on Justinian and the descriptions of Hagia Sophia.

### Answers

#### Thinking Critically

1. It was a rich and magnificent city that stood at a cultural and economic crossroads.
2. to preserve its rich history and religious diversity

### INFOGRAPHIC

# Hagia Sophia

Hagia Sophia, or "Holy Wisdom," stands at a cultural and geographic crossroads. Istanbul—once called Constantinople—is located where Europe meets Asia and Islam meets Christianity. Justinian ordered the construction of Hagia Sophia in 532, after the previous church was destroyed in riots. Since then, the dome has been rebuilt and the building repaired. Despite warfare and invasions, Hagia Sophia has remained intact, a prize for whoever controlled the city. It has served as a cathedral of Eastern Orthodox Christianity, a Roman Christian cathedral, and an Islamic mosque. Since 1935, it has been a museum. The modern interior reflects the Christian and Muslim heritage of the building. Islamic artists avoid using human or animal figures, while Byzantine artists were famous for their mosaics of religious figures, such as the one above.

Round plaques decorated with calligraphy were added between 1847 and 1849. This one shows Muhammad's name.

These towers, called minarets, were built after the building became a mosque. Mosque officials, called muezzins, call Muslims to prayer from the minarets.

pendentives

The dome rises 184 feet from the floor. The architects used a technique that was new in the 500s to support this huge dome. Triangular supports called pendentives were inserted in the corners of the square, which supported the weight of the dome on the square base.

#### Thinking Critically

1. **Synthesize Information** Explain the significance of Constantinople.
2. **Draw Inferences** Why was Hagia Sophia turned into a museum?


### Careers

**Architect** Designing buildings, whether commercial, industrial, or residential, is the work of the architect. When creating a plan for a new house, shopping center, church, stadium, or the like, the architect must consider function, safety, and economy. Architects are involved in all phases of development, from the idea stage through the finished product. Knowledge of

local, state, and federal building codes, zoning laws, and fire regulations is essential. Most architects today use computer-aided design and drafting (CADD), rather than pencil and paper, to do their work. Prospective architects must obtain a college degree, complete an internship, and pass a state examination in order to be licensed.

## Instruct

- **Introduce** Display **Color Transparency 53: Byzantine Icon**. Explain that one of the controversies that led to the Great Schism was over the purpose of icons such as this one.

 **Color Transparencies, 53**

- **Teach** Point out that Christianity was practiced differently in the Byzantine empire than in Western Europe. Ask **What were the key differences between the Greek Orthodox and Roman Catholic churches?** (*Byzantine rejection of pope's authority and Roman rejection of the Byzantine patriarch's authority; Orthodox use of Greek rather than Latin; Roman view of icons as "graven" rather than "holy" images*) Then display **Color Transparency 51: Major Religions, About 1300**. Point out the areas on the map that were mainly Roman Catholic and those areas that were mainly Orthodox Christian.

 **Color Transparencies, 51**

Justinian's Code had an impact far beyond the Byzantine empire. By the 1100s, it had reached Western Europe. There, monarchs modeled their laws on its principles, which helped them to strengthen and centralize their power. Centuries later, the code also guided legal thinkers who began to put together the international law in use today.

**Justinian Rules With Absolute Power** Justinian used the law to **unify** the empire under his control. He ruled as an **autocrat**, or sole ruler with complete authority. The Byzantine emperor also had power over the Church. He was deemed Christ's co-ruler on Earth. As a Byzantine official wrote, "The emperor is equal to all men in the nature of his body, but in the authority of his rank he is similar to God, who rules all." Unlike feudal monarchs in Western Europe, he combined both political power and spiritual authority. His control was aided by his wife, **Theodora**. A shrewd politician, she served as advisor and co-ruler to Justinian and even pursued her own policies.

**Economic and Military Strength Is Second to None** The Byzantine empire flourished under a strong central government, which exercised strict control over a prosperous economy. Peasants formed the backbone of the empire, working the land, paying taxes, and providing soldiers for the military. In the cities of the empire, trade and industry flourished. While the economy of Western Europe struggled and use of money declined, the Byzantine empire preserved a healthy money economy. The bezant, the Byzantine gold coin stamped with the emperor's image, circulated from England to China.

At the same time, the Byzantines built one of the strongest military forces in the world. Soldiers, ships, and sailors protected the empire, and fortifications protected its capital. The Byzantines also relied on a secret weapon called Greek fire, a liquid that probably contained petroleum. Thrown toward an enemy, it would ignite on contact, and its fire could not be put out with water. For centuries, Greek fire was an effective and terrifying weapon of the Byzantine navy.

**The Empire's Fortunes Change** In the centuries after Justinian, the empire faced successive attacks by Persians, Slavs, Vikings, Huns, and Turks. These attacks were largely unsuccessful. The empire thus served as a buffer for Western Europe, especially in preventing the spread of Muslim conquest. Beginning in the 600s and 700s, however, Arab armies gradually gained control of much of the Mediterranean world. Still, Constantinople itself withstood their attack, and the Byzantines held on to their heartland in the Balkans and Asia Minor.

 **Checkpoint** Describe Justinian's accomplishments.

## Byzantine Christianity

Christianity was as influential in the Byzantine empire as it was in Western Europe. But the way Christianity was practiced differed in the two regions. Over time, these differences became more distinct and caused increasing friction.

## BIOGRAPHY



### Empress Theodora

From humble beginnings as the daughter of a bear keeper at Constantinople's Hippodrome, Theodora (497–548) rose to become Justinian's wife, advisor, and co-ruler. A shrewd, tough, and sometimes ruthless politician, Theodora did not hesitate to challenge the emperor and pursue her own policies.

Theodora's most dramatic act came during a revolt in 532. "Emperor, if you wish to flee, well and good; you have the money, the ships are ready, the sea is clear," said Theodora calmly. "But I shall stay," she concluded. "I accept the ancient proverb: Royal purple is the best burial sheet." Theodora's courageous words inspired Justinian to remain in Constantinople and crush the revolt that threatened his power. **How did Theodora contribute to the greatness of the empire?**

### Vocabulary Builder

**unify**—(YOO nuh fy) *v.* to bring people or things together to form a single unit or entity

## History Background

**The Nika Revolt** The fire that devastated Constantinople in 532 was not accidental. It was set purposefully by rioters during the Nika revolt. *Nika* was the word for "conquer" or "win," and was shouted by the crowds at the Hippodrome chariot races. Rival fans, known as the Blues and Greens, united in protest against the emperor and his government. They set fire to several important public buildings, including part of

the palace and the Church of the Holy Wisdom that adjoined it. The rioters demanded the dismissal of two of Justinian's ministers. Although he acquiesced to their demands, the Blues and Greens were not appeased and proclaimed a new emperor, Hypatius. The empress Theodora convinced Justinian to fight back, and the general Belisarius crushed the revolt, killing thousands.

## Answers

**BIOGRAPHY** She was a courageous politician who challenged Justinian to stand his ground and crush the rebellion.

- ✓ rebuilt Constantinople; with autocratic rule unified and enlarged the empire to reach its greatest size; built the strongest military force in the world; restored Roman glory by rebuilding the Church of Hagia Sophia; reformed the laws of ancient Rome and created a "body of civil law" known as Justinian's code

- **Quick Activity** Have students access **Web Code nap-0912** to take the **Geography Interactive Audio Guided Tour** and answer the map skills questions in the text. Have students predict how location contributed to the collapse of the Byzantine empire.

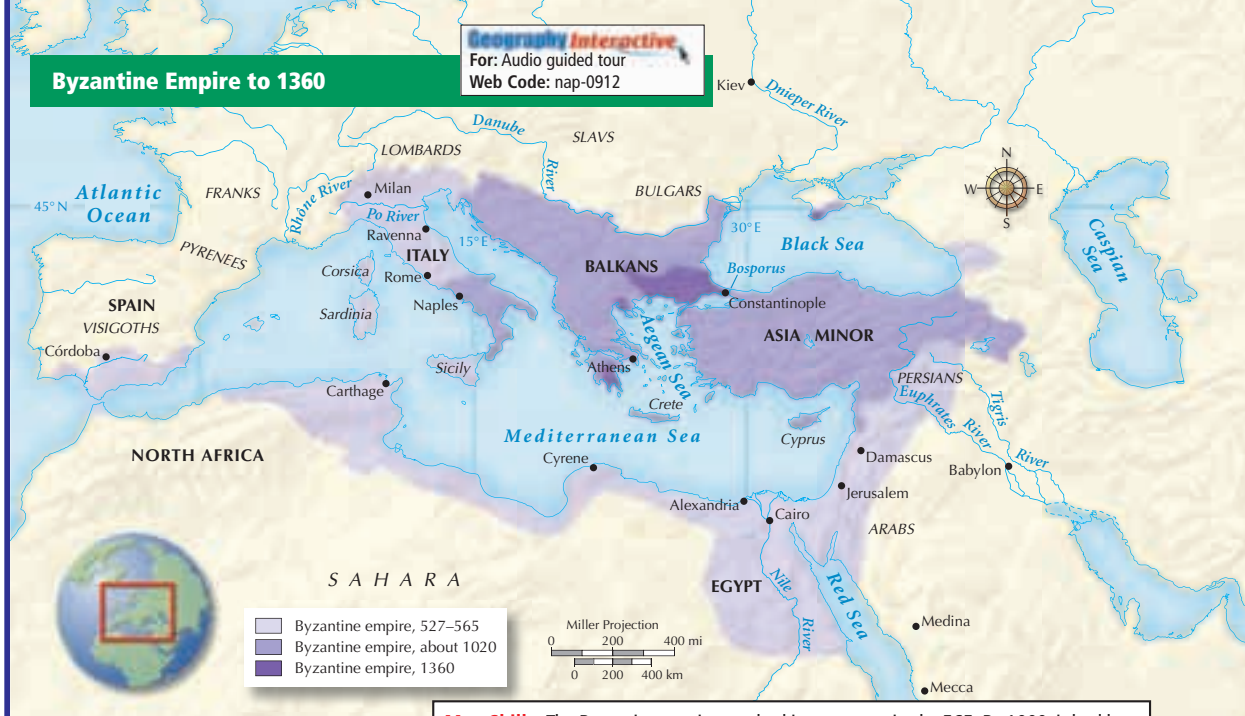
## Independent Practice

Distribute the Outline Map *The Byzantine Empire*. Have students label and color the Bosphorus Strait, the Black Sea, the Mediterranean Sea, Constantinople, Jerusalem, Athens, Rome, Alexandria, and Asia Minor.

**All in One** Teaching Resources, Unit 2, p. 52

## Monitor Progress

Circulate to make sure that students are labeling their Outline Maps accurately.



**Map Skills** The Byzantine empire reached its greatest size by 565. By 1000, it had lost much of its territory to invading armies.

1. **Locate** (a) Constantinople (b) Rome (c) Jerusalem
2. **Describe** Describe the extent of the Byzantine empire in 1020.
3. **Draw Inferences** What does the extent of the empire in 565 suggest about the rule of Justinian?

**East and West Differ** Since early Christian times, differences had emerged over Church leadership. Although the Byzantine emperor was not a priest, he controlled Church affairs and appointed the **patriarch**, or highest Church official, in Constantinople. Byzantine Christians rejected the pope's claim to authority over all Christians.

Unlike priests in Western Europe, the Byzantine clergy kept their right to marry. Greek, not Latin, was the language of the Byzantine Church. As in the Roman Church, the chief Byzantine holy day was Easter, celebrated as the day Jesus rose from the dead. However, Byzantine Christians placed somewhat less emphasis on Christmas—the celebration of the birth of Jesus—compared to Christians in the West.

**The Church Divides** During the Middle Ages, the two branches of Christianity drew farther apart. A dispute over the use of **icons**, or holy images, contributed to the split. Many Byzantine Christians used images of Jesus, the Virgin Mary, and the saints in their worship. In the 700s, however, a Byzantine emperor outlawed the veneration of icons, saying it violated God's commandment against worshiping “graven images.”

The ban set off violent battles within the empire. From the west, the pope joined in the dispute by condemning the Byzantine emperor. Although a later empress eventually restored the use of icons, the conflict left great resentment against the pope in the Byzantine empire.

In 1054, other controversies provoked a schism, or split, between eastern and western Christianity, known as the **Great Schism**. The Byzantine church became known as the Eastern, or Greek, Orthodox

## Answers

### Map Skills

1. Review locations with students.
2. It had shrunk to include southern Italy, the Balkans, Asia Minor, Crete, and Cyprus.
3. that he was very successful and interested in acquiring territory

## Link to Religion

**A Growing Rift in the Church** Justinian was at the center of a devastating estrangement between the churches of the East and the West. In spite of his desire for unity within the empire, Justinian was a religious tyrant who called himself “priest and king” and ruled as master of both church and empire. His uncompromising approach deepened the rift between the Eastern church with its roots in Greek philosophy and the church of Rome with its basis in Roman law.

Influenced by his wife Theodora, the emperor attempted to appease the Monophysites, a sect considered contrary to church teachings due to its beliefs in the nature of Jesus. Justinian's troubled relationship with the church contributed to what would eventually erupt as the Great Schism of 1054.

Church. The western branch became known as the Roman Catholic Church. The pope and the patriarch excommunicated each other. Thereafter, contacts between the two churches were guarded and distant. They treated each other as rivals rather than as branches of the same faith.

**✓ Checkpoint** Why did the Eastern and Western churches differ?

## The Empire Suffers Crisis and Collapse

By the time of the schism, the Byzantine empire was in decline. Struggles over succession, court intrigues, and constant wars undermined its strength. As in Western Europe, powerful local lords gained control of large areas. As the empire faltered, its enemies advanced. The Normans conquered southern Italy. Even more serious, the Seljuk Turks advanced across Asia Minor. The Seljuks had been a nomadic people in central Asia. They converted to Islam in their migrations westward.

**The Crusades Lead to Plunder** In the 1090s, the Byzantine emperor called for Western help to fight the Seljuks, whose attacks blocked the pilgrimage routes to Jerusalem. The result was the First Crusade. During later crusades, however, trade rivalry sparked violence between the Byzantine empire and Venice, a city-state in northern Italy. In 1204, Venetian merchants persuaded knights on the Fourth Crusade to attack Constantinople. For three days, crusaders burned and plundered the city, sending much treasure westward. Western Christians ruled Constantinople for 57 years. Although a Byzantine emperor reclaimed the capital in the 1260s, the empire never recovered. Venetian merchants had gained control of Byzantine trade, draining the wealth of the empire. But there was an even more threatening foe—the increasingly powerful Ottoman Turks, who soon controlled most of Asia Minor and the Balkans.

**Constantinople Falls to the Turks** In 1453, Ottoman forces surrounded the city of Constantinople. They brought cannons to attack the city's walls. The Byzantine defenders had stretched a huge chain across the harbor to protect against invasion by sea, but the Turks hauled their ships overland and then launched them into the harbor. After a siege lasting two months, the Turks stormed Constantinople's broken walls. It is said that when the last Byzantine emperor was offered safe passage, he replied, "God forbid that I should live an emperor without an empire." He chose instead to die fighting.

Forces led by Ottoman ruler Mehmet II entered the city in triumph. The ancient city was renamed Istanbul and became the capital of the Ottoman empire. Hagia Sophia was turned into an Islamic house of worship, and Istanbul soon emerged as a great center of Muslim culture.

**✓ Checkpoint** How was the Byzantine empire destroyed?

## The Byzantine Heritage

Although Byzantine power had faded long before, the fall of Constantinople marked the end of an age. To Europeans, the empire had stood for centuries as the enduring symbol of Roman civilization. Throughout the Middle Ages, Byzantine influence radiated

### Turks Take Constantinople


The nineteenth-century painting below shows the Turks entering Constantinople after defeating Byzantine forces.



## The Empire Suffers Crisis and Collapse/The Byzantine Heritage

L3

### Instruct

- **Introduce** Display **Color Transparency 54: Rise and Decline of the Byzantine Empire**. Discuss how the rise and fall of the Byzantine empire was both similar to and different from that of other empires, such as Rome, that students have studied.  
 **Color Transparencies, 54**
- **Teach** Ask **How did the crusades, which initially had benefited Constantinople, come to harm the city?** (*Venetian merchants gained control of Byzantine trade and drained the empire's wealth; crusaders plundered Constantinople*) **How did the city change after the Ottoman attack?** (*It was renamed Istanbul; Hagia Sophia became a mosque; it emerged as a great center of Muslim culture.*)
- **Quick Activity** Point out that Byzantine scholars and historians not only chronicled their own times but also preserved earlier Greek writings. Ask **Why do museums and libraries protect and share the art and literature of prior civilizations?** (*access, assistance to students and scholars, basis for cultural development*)

### Independent Practice

Ask students to work in groups to use their reading and the visuals in this section to make a list of the lasting effects of the Byzantine empire. Ask them to share their lists with the class.

### Monitor Progress

Check Reading and Note Taking Study Guide entries to make sure that students understand the sequence of events of the Byzantine empire.

### Differentiated

#### Instruction Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

Remind students that the Byzantine empire preserved Greek and Roman culture, influenced later governments in Western Europe, and made contributions in art, engineering, and architecture. Ask students to choose one of these areas and conduct outside research on the Byzantine empire's contribution to or influence on this area.

Then have them write a three-paragraph essay explaining how the modern world might be different if the Byzantine empire had fallen not in the 1400s, but rather in the 400s, before Justinian's rule. Ensure that students' essays explain the significance of the Byzantine contributions in their chosen area.

### Answers

- ✓ disagreements over claims of authority, use of icons, marriage of clergy, use of Greek versus Latin language
- ✓ struggles over power and succession, loss of control over large areas, Norman conquests, conflict with Venice over trade, crusaders, the Ottoman siege

## Assess and Reteach

### Assess Progress

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

All in One Teaching Resources, Unit 2, p. 42

- To further assess student understanding, use  
Progress Monitoring Transparencies, 36

### Reteach

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

Reading and Note Taking Study Guide p. 83

Adapted Reading and Note Taking Study Guide p. 83

Spanish Reading and Note Taking Study Guide p. 83

### Extend

**Primary Source** Have students read the selection from Anna Comnena's *Alexiad* and complete the worksheet.

All in One Teaching Resources, Unit 2, p. 49

### Answer

- ✓ contributed religious art and architecture; preserved the ancient Greek, Roman, and Christian heritage blended with other traditions of the Mediterranean world; produced important literature; contributed to the European Renaissance



#### Byzantine Art

The religious icon above is typical of Byzantine art. Notice that both eyes of each person are shown. An evil person was depicted in profile, with only one eye showing.

across Europe. Even the Ottoman conquerors adapted features of Byzantine government, social life, and architecture.

What was the Byzantine heritage? For 1,000 years, the Byzantines built on the culture of the Hellenistic world. Byzantine civilization blended Christian religious beliefs with Greek science, philosophy, arts, and literature. The Byzantines also extended Roman achievements in engineering and law.

**Unique Contributions in the Arts** Byzantine artists made unique contributions, especially in religious art and architecture, that influenced Western styles from the Middle Ages to the present. Icons, designed to evoke the presence of God, gave viewers a sense of personal contact with the sacred. Mosaics brought scenes from the Bible to life. In architecture, Byzantine palaces and churches blended Greek, Roman, Persian, and other Middle Eastern styles.

**The World of Learning** Byzantine scholars preserved the classic works of ancient Greece and Rome. In addition, they produced their own great books, especially in the field of history.

Like the Greek historians Herodotus and Thucydides, Byzantine historians were mostly concerned with writing about their own times. Procopius, an advisor to the general Belisarius, chronicled the Byzantine campaign against Persia. In his *Secret History*, Procopius savagely criticized Justinian and Theodora. He called the emperor “both an evil-doer and easily led into evil . . . never of his own accord speaking the truth.” Anna Comnena is considered by many scholars to be the Western world’s first important female historian. In the *Alexiad*, she analyzed the reign of her father, Emperor Alexius I. Comnena’s book portrayed Latin crusaders as greedy barbarians.

As the empire tottered in the 1400s, many Greek scholars left Constantinople to teach at Italian universities. They took valuable Greek manuscripts to the West, along with their knowledge of Greek and Byzantine culture. The work of these scholars contributed to the European cultural flowering that became known as the Renaissance.

✓ **Checkpoint** Describe Byzantine contributions to art and learning.

## 1 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0911

#### 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: Recognize Sequence**  
Use your completed table to answer the Focus Question: What made the Byzantine empire rich and successful for so long, and why did it finally crumble?

#### Comprehension and Critical Thinking

3. **Categorize** Which of Justinian’s achievements do you think had the most impact on his empire’s greatness? Explain your answer.
4. **Make Comparisons** Compare Byzantine Christianity and Western Christianity at the time of the schism.
5. **Demonstrate Reasoned Judgment** Why was the Byzantine empire so important to Western Europe? Explain.

#### Writing About History

##### Quick Write: Gather Information

Choose a person you read about in this section, and use at least two reliable library or Internet sources to find out information about him or her. Create a timeline showing the most important events in that person’s life. Choose several of those events and ask questions about them, such as the following:

- What led to this event?
- What was the result of this event?

## Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, and place listed at the beginning of the section.
2. Answers should demonstrate students’ understanding of the events that contributed to the success and subsequent crumbling of the Byzantine empire.
3. Sample: Justinian’s Code because laws today are based upon it

4. Answers should consider the disputes over the power of the pope and patriarch, the use of icons, and the use of Greek versus Latin.
5. Greek scholars took their knowledge of Greek and Byzantine culture, as well as valuable Greek manuscripts, to the West. This was an important contribution to the European Renaissance.

#### Writing About History

Timelines should show reliable and focused research and an understanding of the sequence of events in the life of the person selected.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0911**.