

SECTION 3 Step-by-Step Instruction

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.

- Describe how geography influenced the development of Eastern Europe.
- Understand how migrations contributed to cultural diversity in Eastern Europe.
- Learn about three early Eastern European kingdoms.

Prepare to Read

Build Background Knowledge L3

Ask students to recall and discuss the influences that shaped the development of the Byzantine and Russian empires. Then encourage them to preview the headings and visuals in this section to predict the influences that shaped the development of Eastern Europe.

Set a Purpose L3

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

 **Witness History Audio CD,**
A Fragmented Region

Ask **How did Ibrahim-Ibn-Yaqub describe the Slavs?** (*They were very diverse, and if not for warring factions could be very strong.*)

- **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 3 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 Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the concept web tracking the conditions and events that led to the diversity of peoples and cultures of Eastern Europe.

 **Reading and Note Taking**
Study Guide, p. 86

SECTION

3



King Milutin of Serbia

Silver brooch



WITNESS HISTORY AUDIO

A Fragmented Region

In 965, Ibrahim-Ibn-Yaqub, a Jewish traveler from Moorish Spain, visited Eastern Europe:

“The lands of the Slavs stretch from the Syrian Sea to the Ocean in the north. . . . They comprise numerous tribes, each different from the other. . . . If not for the disharmony amongst them, caused by the multiplication of factions and by their fragmentation into clans, no people could match them for strength. . . . The Slavs wage war with the Byzantines, with the Franks and Langobards, and with other peoples . . . with varying success.”

Focus Question How did geography and ethnic diversity contribute to the turmoil of Eastern European history?

Shaping Eastern Europe

Objectives

- Describe how geography influenced the development of Eastern Europe.
- Understand how migrations contributed to cultural diversity in Eastern Europe.
- Learn about three early Eastern European kingdoms.

Terms, People, and Places

Balkan Peninsula	diet
ethnic group	Golden Bull of 1222

Note Taking

Reading Skill: Recognize Multiple Causes As you read, notice the conditions and events that led to the diversity of peoples and cultures in Eastern Europe. Keep track of these causes by filling in a concept web like the one below. Add ovals as needed.




The history of Eastern Europe has been marked by migration, foreign conquest, war, and revolution. Along with the Slavs described by Ibrahim-Ibn-Yaqub, the region is home to a diverse mix of peoples who have often battled with each other and with foreigners. At the same time, this diverse mix of peoples has greatly enriched the culture of the region.

Geography Shapes Eastern Europe


Eastern Europe has been both a buffer and a crossroads. It is a wide swath of territory lying between German-speaking Central Europe to the west and the largest Slavic nation, Russia, to the east. It reaches from the chilly waters of the Baltic Sea, down across the plains of Poland and Hungary, and then through the mountainous **Balkan Peninsula**. This roughly triangular arm of land, often called simply the Balkans, juts southward into the warm Mediterranean.

Much of the region lies on the great European Plain that links up with the steppes of southern Russia. Its main rivers, such as the Danube and the Vistula (VISH chuh luh), flow either south into the Black Sea or north into the Baltic Sea. Goods and cultural influences traveled along these river routes. As a result, the Balkans in the south felt the impact of the Byzantine empire and, later, the Muslim Ottoman empire. In contrast, northern regions bordering Germany and the Baltic Sea forged closer links to Western Europe. The eastern part of the region felt the strong influence of Russia.

 **Checkpoint** How did its rivers affect Eastern Europe?

Vocabulary Builder

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

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

High-Use Word

dominate, p. 295

Definition and Sample Sentence

v. to have control, power, or authority over somebody or something

The unequal number of votes in the election shows that one political party **dominates** the country.

Migrations Contribute to Diversity

Eastern Europe's geography has contributed to its cultural diversity. The ease of migration through the region encouraged many different peoples to seek new homes there. Some neighboring groups sought to influence or dominate the region. As a result, Eastern Europe now includes a wealth of languages and cultures.

Ethnic Groups Settle in Eastern Europe and the Balkans In the early Middle Ages, the Slavs spread out from a region centered on present-day Belarus. The West Slavs filtered into present-day Poland and the Czech and Slovak republics. The South Slavs occupied the Balkans. The Balkans were peopled by various other ethnic groups as well. (An **ethnic group** is a group of people who share the same language and cultural heritage.)

INFOGRAPHIC

Jewish Expulsions

The status of Jews varied greatly in Medieval Europe. Treatment of Jews in different regions and time periods could range from tolerant to oppressive. Restrictions included limits on the types of jobs Jews could hold, curfews, or mandatory special dress or markings. Beginning around the time of the Crusades, Christian Western Europeans began to increase restrictions on Jews. When the Black Death devastated the population in the 1300s, city dwellers often blamed the Jews for causing outbreaks. By 1400, Jews had been expelled from (thrown out of) England and France. By 1500, Spain and Portugal followed suit. The picture to the left shows Jews wearing yellow badges when leaving England. Many Jews settled in more tolerant Muslim regions or Eastern Europe. Those regions benefited from the skills and knowledge the Jews brought with them.

Migration and Expulsions, 500–1650



Thinking Critically

- 1. Draw Inferences** Why do you think some Jews migrated voluntarily?
- 2. Identify Central Issues** What did Western European leaders hope to achieve by expelling Jews from their lands?

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

To help students summarize how geography helped shape Eastern Europe, have them look for evidence of this in the text and create a bulleted list of their findings. Then have students use their bulleted list to write a one-sentence summary of their conclusions. Have them follow the same procedure for each of the red headings in the section.

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. 86
- Adapted Section Summary, p. 87

Teach

Geography Shapes Eastern Europe/Migrations Contribute to Diversity

Instruct

- Introduce** Display **Color Transparency 56: Eastern Europe, About 1300**. Ask students to locate the Danube and Vistula rivers. Then ask **Why were these rivers important?** (*trade, migration, spread of culture*)
 Color Transparencies, 56
- Teach** Point out that a lack of geographic barriers was one factor that led to the migration of a variety of people to Eastern Europe. Using the Think-Write-Pair-Share strategy (TE, p. T23), ask students to use the map to answer the following question: **Which people migrated into Eastern Europe during its early development?** (*Slavs from Belarus; several groups from Asia; Vikings, Germans, and Jews*) **How did the migration into Eastern Europe of many diverse peoples change it?** (*As different groups migrated into Eastern Europe, they brought their languages, cultures, and religions with them.*)

Independent Practice

Web Code nap-0931 will take students to an interactive map and timeline. Have students complete the interactivity on Jewish migrations and then answer the questions in the text.

Monitor Progress

As students fill in their concept webs, circulate to make sure they understand the conditions and events that led to the diversity of peoples and cultures of Eastern Europe. For a completed version of the concept web, see

Note Taking Transparencies, 86A

Answers

- Trade routes along the rivers brought goods and diverse ideas and cultures into Eastern Europe.

Thinking Critically

- They wanted to escape persecution and hoped for greater freedom and opportunity elsewhere.
- Sample: They hoped to shift blame.

Three Early Kingdoms Develop

L3

Instruct

- **Introduce: Key Terms** Have students find the key term *diet* (in blue) in the text. Explain that the names of governmental political bodies vary among countries. In the United States, we are familiar with the terms “House” and “Senate” but other countries may use different terms such as assembly, parliament, or legislature. Ask students if they know of a country whose legislature we refer to as a *diet* (*Japan*). Ask students to skim the text to predict the fate of early Eastern European kingdoms.
- **Teach** Point out that during the Middle Ages, Eastern Europe included many kingdoms and small states. Internal shifts in political power had an impact on a kingdom’s ability to survive. Ask **What are three noteworthy examples of these kingdoms? (Poland, Hungary, and Serbia) Why did the shift in power from monarchs to assemblies of nobles cause the kingdoms of Poland and Hungary to grow weaker? (Loss of a central power made it difficult to act decisively.)**

Independent Practice

Note Taking As they read, have students chart the important events in the history of Poland, Hungary, and Serbia.

 **Reading and Note Taking**
Study Guide, p. 86

Monitor Progress

Ask students to compare their charts with those of their classmates to find likenesses and differences. Circulate to answer questions and make suggestions. For a completed version of the chart, see

 **Note Taking Transparencies, 86B**

Answer

- ✓ Christian missionaries spread the beliefs of the Orthodox and Roman Catholic Churches, Ottoman invaders contributed Islam, and refugees from persecution brought Judaism.

Waves of Asian peoples migrated into Eastern Europe, among them the Huns, Avars, Bulgars, Khazars, and Magyars. Vikings and other Germanic peoples added to the mix.

Christians and Muslims Influence the Region Powerful neighboring states exercised strong cultural and religious influences on Eastern Europe. Byzantine missionaries spread Eastern Orthodox Christianity and Byzantine culture throughout the Balkans. German knights and missionaries from the West brought Roman Catholic Christianity to Poland, Hungary, the Czech area, and the western Balkans. In the 1300s, the Ottomans invaded the Balkans, bringing Islam into pockets of that region.

Jewish Settlers Migrate to Poland In the early Middle Ages, there were thriving Jewish communities in Muslim Spain. Jews had also migrated to Western Europe. Although educated Jews sometimes held important government and scholarly posts, Christians often blamed Jews for hard times and natural disasters. Western European Christians launched brutal attacks on Jewish communities, particularly during the Crusades and the Black Death. Monarchs in England, France, and Spain even expelled Jews from their lands. Faced with persecution or expulsion, many Jews fled east in the late Middle Ages. Eastern Europe became a refuge for many Jewish settlers.

In 1264, Prince Boleslaw of Cracow issued a charter protecting the liberties of Jews, and Polish kings continued a policy of toleration toward Jews for the next 500 years. As a result, Jewish villages sprang up in Poland and other sparsely populated areas of Eastern Europe. Jewish merchants and scholars contributed to the economic and cultural development of Poland during this period.

✓ **Checkpoint** How did three major religions come to Eastern Europe?

Three Early Kingdoms Develop

During the Middle Ages, Eastern Europe included many kingdoms and small states. Sometimes empires absorbed national groups. Alliances or royal marriages might bind others together. A look at the kingdoms of Poland, Hungary, and Serbia will demonstrate these shifting fortunes.

Poland Enjoys Greatness Missionaries brought Roman Catholicism to the West Slavs of Poland in the 900s. Within a century, the first Polish king was crowned. To survive, Poland often had to battle Germans, Russians, and Mongols.

The marriage of Queen Jadwiga (yahd VEE gah) to Duke Wladyslaw Jagiello (vwah DIS wahf yahg YEH loh) of Lithuania in 1386 ushered in Poland’s greatest age. Poland-Lithuania was the largest state in Europe, stretching from the Baltic to the Black Sea. Unlike in Russia or most of Western Europe, however, political power in Poland gradually shifted from the monarch to the nobles. They met in a **diet**, or assembly, where



Note Taking

Reading Skill: Recognize Sequence As you read, fill in important events in the history of these countries in a chart like the one below.

Important Events		
Poland	Hungary	Serbia

Duke Jagiello (below) and Queen Jadwiga (right) of Poland



History Background

The Golden Bull A *bull* is an official document, or edict. The Golden Bull of 1222 was so called because it was closed with a golden seal. It was issued when nobles lost patience with the extravagant ways of King Andrew II. The bull included 31 articles. Some of the rights it proclaimed had already been granted in earlier days. New rights set out in the document included a requirement that the king convene the

diet, or assembly, on a regular basis; a restriction against imprisonment of a noble without a proper trial; and a denial of the right to tax nobles’ estates. The king was no longer permitted to force nobles to serve in his army abroad without pay, and his county officials could be dismissed for misconduct. Nobles reserved the right to resist any king who violated the Golden Bull, without fear of punishment.

the vote of a single noble could block the passage of a law. This *liberum veto*, or “free veto,” made it hard for the government to take decisive action.

Without a strong central government, Poland-Lithuania declined. It enjoyed a final moment of glory in 1683 when the Polish king Jan Sobieski (yahn soh BYEH skee) broke the Ottoman siege of Vienna. In the next century, however, Poland and Lithuania were gobbled up by ambitious neighbors and disappeared from the map.

The Magyars Rule Hungary The Magyars, who had raided Europe from the Asian steppes, eventually settled in Hungary. Like the West Slavs of Poland, they adopted Roman Catholicism. During the Middle Ages, Magyar rulers also controlled present-day Slovakia, Croatia, and parts of Romania. Like King John of England, the Hungarian king was forced to sign a charter recognizing nobles’ rights. Known as the **Golden Bull of 1222**, it strictly limited royal power.

The Mongols overran Hungary in 1241, killing as much as half its population. These invaders soon withdrew, so the Mongol invasion did not have the lasting impact on Hungary that it had on Russia. The expansion of the Ottoman Turks, though, ended Hungarian independence in 1526.

The Serbs Establish a Balkan Kingdom Some of the South Slavs who settled the Balkans became the ancestors of the Serbs. Early Serb leaders recognized Byzantine authority, and by the late 800s, most Serbs had accepted Orthodox Christianity. In the late 1100s, they set up their own state, which reached its height in the 1300s under Stefan Dusan (STEH vahn DOO shahn). Dusan also encouraged Byzantine culture, even modeling his law code on that of Justinian.

Dusan’s successors lacked his political gifts, however, and Serbia could not withstand the advance of Ottoman Turks. At the battle of Kosovo in 1389, Serbs fought to the death, a memory still honored by their descendants more than 600 years later.

✓ **Checkpoint** How did each kingdom lose its independence?



Stefan Dusan (1308–1355)

As king, Dusan based his law code on the Byzantine example, but he also attacked the empire he admired. He took Albania, Macedonia, and other lands from the Byzantines.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0931

Assess and Reteach

Assess Progress

L3

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

All in One Teaching Resources, Unit 2, p. 44

- To further assess student understanding, use **Progress Monitoring Transparencies**, 38

Reteach

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

- Reading and Note Taking Study Guide**, p. 87 L3
- Adapted Reading and Note Taking Study Guide**, p. 87 L1 L2
- Spanish Reading and Note Taking Study Guide**, p. 87 L2

Extend

L4

See this chapter’s Professional Development pages for the Extend Online activity on the Diaspora.

Answer

- ✓ In Poland, a single noble’s power of the “free veto” made it difficult for the government to take decisive action; in Hungary, the Golden Bull strictly limited royal power; in Serbia, less talented political successors to Stefan were not able to ward off the Turks.

Section 3 Assessment

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 Multiple Causes** Use your completed concept web to answer the Focus Question: How did geography and ethnic diversity contribute to the turmoil of Eastern European history?

Comprehension and Critical Thinking

3. **Determine Relevance** How did geography affect the development of Eastern Europe?
4. **Identify Central Issues** How did Eastern Europe become home to so many ethnic groups?
5. **Make Comparisons** How were the histories of Poland and Hungary similar? How were they different?

Writing About History

Quick Write: Write an Introduction Research someone you read about in this section, and write a thesis statement expressing an idea about that person’s life. Group information that supports your thesis statement into categories, such as actions that show bravery, actions that show religious devotion, or actions that show power. Include specific facts to support these points. Write a paragraph supporting your thesis statement and major points.

Section 3 Assessment

1. Sentences should reflect an understanding of the term, person, or place listed at the beginning of the section.
2. A broad fertile plain, network of rivers, and lack of geographic obstacles facilitated migration. Trade, military conquests, missionaries, and dynastic marriages brought different cultures into direct contact. This contact often led to conflict.

3. The lack of geographic obstacles, rich natural resources, and wide network of navigable rivers encouraged migration and trade.
4. Its geography and location facilitated migration and made it a cultural crossroads.
5. Both had been powerful Roman Catholic kingdoms that were eventually conquered by different ethnic groups. Neighboring Germans and Russians absorbed Poland; Mongols and, later, Ottoman Turks overran Hungary.

Writing About History

Paragraphs should present the thesis statement and specific facts that support all statements made about the subject’s life.

For additional assessment, have students access **Progress Monitoring Online** at Web Code **naa-0931**.