

Study and Teaching Guide

FOR

THE HISTORY OF THE RENAISSANCE WORLD

By **Julia Kaziewicz**

A curriculum guide to accompany

Susan Wise Bauer's

The History of the Renaissance World:

From the Rediscovery of Aristotle to the Conquest of Constantinople



Charles City, VA

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This study and teaching guide is designed to be used in conjunction with Susan Wise Bauer's *The History of the Renaissance World*, ISBN 978-0-393-05976-2

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How To Use This Study Guide

This Study Guide for *The History of the Renaissance World: From the Rediscovery of Aristotle to the Conquest of Constantinople* is designed to be used by tutors, parents, or teachers working with both individual students and groups.

For each chapter of *The History of the Renaissance World*, three sets of exercises are given. Some chapters also include a fourth set—map work.

I. Who, What, Where

This section is designed to check the student's grasp of basic information presented in the chapter: prominent characters, important places, and foundational ideas. The student should explain the significance of each person, place or idea in **one or two complete sentences**.

II. Comprehension

This section requires the student to express, in his own words, the central concepts in each chapter. The student may use two to three complete sentences to answer each question.

III. Critical Thinking

This section requires the student to produce a brief written reflection on the ideas presented in the chapter. Some preliminary exercises are also provided.

IV. Map Work [maps found on pages 827 & following]

This section uses a traditional method to improve the student's geography. In his *Complete Course in Geography* (1875), the geographer William Swinton observed:

“That form is easiest remembered which the hand is taught to trace. The exercise of the mind, needed to teach the hand to trace a form, impresses that form upon the mind. As the study of maps is a study of form, the manner of studying them should be by map-drawing.”

Section IV asks the student to go through a carefully structured set of steps with maps (provided on perforated pages in the back of this book): tracing repeatedly, then copying while looking at the original, and finally, where appropriate, reproducing from memory. He will be asked

to use a black pencil (one that does not erase easily) as well as a regular pencil with an eraser, as well as colored pencils of various kinds. Large amounts of tracing paper are needed!

On Research and Citations

Many of the critical thinking questions in *The History of the Renaissance World: Study & Teaching Guide* require research. The student may be prompted to use a specific citation style in the question, or he may be given a choice. The most common citation styles for writing in the humanities are MLA (Modern Language Association), The Chicago Manual of Style, and APA (American Psychosocial Association). The most up-to-date versions of these style guides can be purchased through each association's website:

MLA (Modern Language Association) <https://www.mla.org/Publications/Bookstore/Nonseries/MLA-Handbook-Eighth-Edition>

The Chicago Manual of Style, and APA (American Psychosocial Association)

<http://www.chicagomanualofstyle.org/home.html>

APA (American Psychosocial Association)

<http://www.apastyle.org/manual/>

The most recent version of each style guide should be used, as citation guidelines and rules are constantly changing, especially when it comes to online and digital sources.

You may also consider purchasing a style and citation reference book, like Diana Hacker's *A Writer's Reference* (Bedford/St. Martin's), which includes guidelines for all three style guides listed above. Again, make sure to acquire the most recent edition. Also, Purdue University's Online Writing Lab (OWL) is an excellent, free, web-based resource: <https://owl.english.purdue.edu/owl/>

Students should be aware that all sources are not made equal. Here is a quick checklist that can be used to test the reliability of a source.

Credibility check:

- Is the source credible?
- Who is the author/publisher/source/sponsor?
- Can you find the author or publisher's credentials?
- What does the web address end in? Sites that end in .edu and .gov are generally credible, but beware of student and employee blog posts.
- Have you heard of the author/website/publishing house before? If not, can you find information about it easily?
- Is the information in the text supported by evidence? If you answered "no," the source you are working with is most likely not reliable.

STUDY AND TEACHING GUIDE: HOW TO USE THIS STUDY GUIDE

- Has the information been reviewed? If you are looking at a blog post, is it part of a reviewed publication (like a national newspaper or cable network)? If you answered “no,” the source you are working with is most likely not reliable.
- Are there any spelling or grammar mistakes? Are there typos in the writing? If you answered “yes,” the source you are working with is most likely not reliable.

Application check:

- Is this source appropriate for the topic you are writing about? Is it relevant to your topic?
- Is the text written for the appropriate audience (not too basic or too advanced for your work)?
- Is the text written to persuade or convince someone of a point? If so, is the text too biased to use as a source in your research? Can you pull objective information from it? If you answered “no,” the source you are working with is most likely not reliable.
- Is the source a stated piece of opinion or propaganda? If you answered “yes,” the source you are working with is most likely not reliable.
- Are personal biases made clear? Do these biases affect the objective transmission of information? If you answered “yes,” the source you are working with is most likely not reliable.
- Is the source trying to sell you something? If you answered “yes,” the source you are working with is most likely not reliable.
- Is this the only source you’ve found? Is limiting your research detrimental to your final writing product?

Timeliness check:

- When was the information posted or published?
- Has the information been updated or revised recently?
- Is the information outdated? Has the information been proven wrong or inaccurate? If you answered “yes,” the source you are working with is most likely not reliable.

***Please note that the checklist above is a guideline for considering the reliability of a source, not a hard and fast list of rules. If the student is working on a piece of writing about public relations, for example, and is using an advertisement (trying to sell the reader something) in her work, the article *would* be a good source because it is necessary for the student’s essay, even if it does not pass the test above.

Preface

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Age of Enslavement—Pg. xxv, ¶ 2 & 3—The Age of Enslavement began in the 1450s when Pope Nicholas V gave the king of Portugal permission to enslave and sell Africans. The Age of Enslavement was a time when all Europeans could profit from slavery without guilt because of the pope’s declaration.

Gerard of Cremona—Pg. xxiii, ¶ 1 & 3—Gerard of Cremona was an Italian scholar who traveled to the Spanish peninsula in 1140 looking for a rare copy of the thousand-year-old Greek astronomy text known as the *Almagest*. When Gerard of Cremona got to Toldeo he found the *Almagest* and more—classical and Arabic studies of dialectic, geometry, philosophy, and medicine; unknown monographs by Euclid, Galen, Ptolemy, and Aristotle; a whole treasury of knowledge.

Petrarch—Pg. xxiii, ¶ 6—Petrarch, a poet, was one of the first Italians to give a name to the reawakened interest in Greek and Roman learning when he announced early in the 1340s that poets and scholars were ready to lead the cities of Italy back to the glory days of Rome. Petrarch insisted classical learning had declined and it was time for that learning to be rediscovered; thus the world would have a rebirth or a *Renaissance*.

Pope Nicholas V—Pg. xxv, ¶ 2—Pope Nicholas V issued *Dum Diversas* the year before Constantinople fell to the Turks and became Istanbul. *Dum Diversas* was official recognition by the church of the expense and effort that the Portuguese had put into exploring the African coast and approval of enslavement and sale of Africans by the Portuguese crown.

Romanus Pontifex—Pg. xxv, ¶ 2—*Romanus Pontifex* confirmed what Pope Nicholas V wrote in the *Dum Diversas* three years prior to its issuance: the enslavement and sale of Africans by the Portuguese was sanctioned by the Holy Roman Empire.

Tursun Bey—Pg. xxv, ¶ 1—Tursun Bey, an Ottoman chronicler, was the only Turk to describe the final Ottoman battle in Constantinople. He called the fight a “veritable precipitation and downpouring of calamities from the heavens, as decreed by God Himself.”

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Why did Gerard of Cremona go to the Spanish peninsula in order to find a copy of the *Almagest*?

A1.—Pg. xxiii, ¶ 2—Gerard of Cremona went to the Spanish peninsula to find the *Almagest* because Toledo, a city in the center of the peninsula with many libraries, had been recaptured by one of the Christian kingdoms of the north after centuries of Arab rule and he could now travel there safely. The *Almagest* was likely to be in Toledo because the ruling dynasties of Muslim Spain had brought with them thousands of classical texts which had been long lost to the vernacular languages of the West but had been translated into Arabic. His chances of finding the *Almagest* in Spain were better than anywhere else in Europe.

2. What did Gerard of Cremona do once he found so many treasured texts in Toledo? How did he pick what texts to translate?

A2.—Pg. xxiii, ¶ 3—Gerard of Cremona learned Arabic once he found all the treasured texts in Toledo so that he could read the classic texts and then translate them into Latin. He translated the books he thought were finest.

3. What was Petrarch's personal interest in "a Renaissance"?

A3.—Pg. xxiv, ¶ 1—Petrarch, a poet, wanted to be recognized as an intellectual whose words should be heeded. Advocating for "a Renaissance" would validate and uplift his own work.

4. What is the "Twelfth-Century Renaissance"?

A4.—Pg. xxiv, ¶ 1—The "Twelfth-Century Renaissance" is a term coined by historians to define the intellectual groundwork done by Western scholars, many Italian, that worked through Arabic libraries reacquainting themselves with Greek and Roman thinkers even before Gerard of Cremona arrived in Toledo.

5. When will the history covered in your text end? Why does Susan Wise Bauer choose to end where she does?

A5.—Pg. xxiv, ¶ 4 & 5—The last chapter of *The History of the Renaissance World* will end with the Ottoman attack on Constantinople in May of 1453, when the triumph of the Turks brought a final end to the Roman dream. Though what we call "the Italian Renaissance" continued after 1453, Susan Wise Bauer chooses to end with the Ottoman attack on Constantinople because by the time the city fell the Renaissance had begun to branch out into new eras.

6. What commonly written-about historical periods followed the Renaissance? How did these periods start?

A6.—Pg. xxiv, ¶ 6—The commonly written-about historical periods that followed the Renaissance are the Reformation and the Age of Exploration. The Reformation sprouted out of the followers of the English scholar John Wycliffe and the Bohemian priest Jan Hus who organized against the authority of Rome. The Age of Exploration started when the Portuguese captain Gil Eannes pushed south past Cape Bojador and then a decade later

Prince Henry of Portugal sponsored the first slave market in Europe in the hopes of getting support for further exploration into Africa.

Section III: Critical Thinking

The student may not use her text to answer this question.

The History of the Renaissance World begins with a “Preface.” Why? Write a paragraph that defines what a preface is and also explains why Susan Wise Bauer starts her story of the Renaissance with a preface.

The student can look up the definition of “preface” and then write a standard definition of “preface” to begin her paragraph. For example, the Merriam-Webster online dictionary defines “preface” as “an introduction to a book or speech.”

On page xxiii, Susan Wise Bauer explains that her history of the world during the period often thought of as “the Renaissance” starts much earlier than the fourteenth century, the time period when historians generally say a rebirth in the interest in classical learning occurred. She continues to explain that by 1340, at the time of Petrarch’s declaration that there should be “a Renaissance,” the renaissance was already so far advanced that it was visible and able to be named. Further, on page xxiv, it is explained that “The twelfth century saw the real beginnings of the struggle between Church hierarchy and Aristotelian logic. . . . The twelfth century saw the death of the Crusades, the rise of the Plantagenets, the dominance of the Japanese shoguns, and the journey of Islam into central Africa.”

The History of the Renaissance World ends with the fall of Constantinople to the Ottomans. The book does not cover what is commonly known as the Italian Renaissance. This is something different from general histories of “the Renaissance,” too. Susan Wise Bauer explains that by the time of Constantinople’s transformation into Istanbul other historical eras had already begun, namely the Reformation, the Age of Exploration and the Age of Enslavement. She addresses these issues in the preface so that readers of her history understand why she has periodized her work the way that she did.

EXAMPLE ANSWER:

A preface, as defined by the Merriam-Webster online dictionary, is “an introduction to a book or speech.” Susan Wise Bauer’s *The History of the Renaissance World* starts with a preface in order to introduce readers to her periodization of what is commonly called “the Renaissance.” Bauer starts her history in the twelfth century rather than the fourteenth century because work had already begun on re-discovering classical learning. While it was in the fourteenth century that Petrarch declared the world should have a “Renaissance,” this was really an observation of work that was already being done. Also, Bauer chooses to end her history with the fall of Constantinople to the Turks in 1453. She explains that she does not dive into what is known as the Italian Renaissance, which continues well past 1453, because what was generally known as the Renaissance was already branching out into what would later be recognized as other historical eras, such as the Reformation, the Age of Exploration and the Age of Enslavement. The preface acts as a way for Bauer to let her

readers know what to expect in the text, and because her periodization differs from the common markers of the Renaissance, tells her readers exactly where she will begin and end her history and why.

Chapter One

Logic and Compromise

The student may use his text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Anselm of Canterbury—Pg. 5, ¶ 6, Pg. 7, ¶ 5 & 6 and Pg. 8, ¶ 5—Anselm of Canterbury, a believer in Aristotelian logic and fiercely loyal to the pope, disagreed with Henry I's claim of investiture and fought so sharply with Henry I over the issue that he fled to Rome fearing for his life. Anselm of Canterbury returned to England after the Concordat of London, but served only two more years before his death.

Boethius—Pg. 5, ¶ 7—Boethius, a sixth-century Roman philosopher, translated some of Aristotle's works into Latin. After getting through the texts on logic, Boethius's translation project was put to an end by Theodoric the Ostrogoth, who had the philosopher beheaded.

Calixtus II—Pg. 11, ¶ 2—Calixtus II, pope Paschal II's replacement, was able to get Henry V to renounce the right to investiture in the Concordat of Worms. In exchange newly appointed bishops in Germany only would do homage to Henry V as king before their consecration, assuring their loyalty to the Holy Roman Emperor.

Domesday Book—Pg. 4, ¶ 6—The Domesday Book, kept by William the Conqueror's scribes, attempted to record the condition and ownership of every piece of English land. Barely one percent of the names of the feudal lords in the book were Anglo-Saxon.

Feudalism—Pg. 4, ¶ 6—Feudalism, a system rooted in tenth-century Francia where the poor served their wealthier neighbors in exchange for protection, was an order in which service and payments (both money and crops) were exchanged for the right to live on, farm, and hold a particular piece of land. William the Conqueror instituted feudalism in England.

Henry I—Pg. 3, ¶ 5 & 6, Pg. 4, ¶ 2 and Pg. 8, ¶ 3—Henry I, William II's younger brother, was pronounced Henry king of England on August 5, 1100 even though he was not William II's heir. He then took Normandy from his brother Robert, making him king of England and

Duke of Normandy. After years of fighting, Henry I came to a truce with pope Paschal II over investiture rights called the Concordat of London.

Henry V—Pg. 8, ¶ 6, Pg. 10, ¶ 6 and Pg. 11, ¶ 2—Henry V, son of Henry IV, became the leader of the Holy Roman Empire after his father abdicated in 1105. After forcing Pope Paschal II to grant him the right to investiture and then dealing with ten years of revolts as a result, Henry came to a more firm agreement about investiture with the new pope, Calixtus II, called the Concordat of Worms.

Lanfranc—Pg. 5, ¶ 6 and Pg. 6, ¶ 3—Lanfranc, a teacher at the Bec Abbey in Normandy, studied logic in Italy before entering the abbey and brought the liberal arts with him. Lanfranc taught his students, including a man who would be later known as Anselm of Canterbury, to use dialectic as a tool for understanding revelation more clearly.

Matilda—Pg. 10, ¶ 1—Matilda, Henry I's daughter, was married off to Henry V of the Holy Roman Empire in 1110 as an assurance of the alliance her father's empire and England against Pope Paschal II.

Paschal II—Pg. 7, ¶ 7 to Pg. 8, ¶ 3 and Pg. 10, ¶ 2 & 6 to Pg. 11, ¶ 1—Paschal II, a believer in the papal right to investiture, threatened Henry I with excommunication if the king did not give up his right to investiture after which they came to an agreement called the Concordat of London. Paschal II also fought with Henry V over investiture and he was eventually forced into an agreement where the pope held on to the right to appoint bishops in exchange for the return of all the lands, political perks and privileges of the papal investiture to Henry V.

Robert—Pg. 3, ¶ 6 to Pg. 4, ¶ 1 & 2—Robert, duke of Normandy and rightful heir to William II's throne, did not have a chance to claim his throne because his brother Henry I was made king before Robert could make it back from the First Crusade. After Henry I invaded Normandy, Robert was taken prisoner in battle and then he lived out the rest of his long life—he died his eighties—under guard.

Trans-substantio—Pg. 6, ¶ 2—Trans-substantio is the assertion that the bread and wine of the Eucharist, while remaining the same in appearance, changes in substance into the body and blood of Christ.

Walter Tyrrell—Pg. 3, ¶ 5—Walter Tyrrell, an experienced hunter, shot King William II with an arrow when they were out hunting and immediately fled the scene. King William II died on the spot.

William II—Pg. 3, ¶ 5—William II, king of the English realm since 1087, was out hunting when he was hit by an arrow by Walter Tyrrell. William II collapsed onto the arrow and died on the spot.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What did the first article of Henry I's Charter of Liberties declare? What did the remaining thirteen articles of the Charter of Liberties deal with, and what in particular did the Charter assure English barons?

A1.—Pg. 4, ¶ 3 & 7 to Pg. 5, ¶ 1—The first article of Henry I's Charter of Liberties promised that the "holy church of God" would remain free from royal control and its lands could not be confiscated by the crown. The remaining thirteen articles were all directed towards Henry I's people—particularly towards the barons of England. In particular, the barons were assured that Henry I would not extort additional payments from them, or prevent them from disposing of their own possessions as they wished.

2. How were the *thegns*, or "thanes," of England treated under William the Conqueror?

A2.—Pg. 4, ¶ 4—The *thegns*, or "thanes," of England, Anglo-Saxon nobles, and had once been second only to the royal family in power and influence. However, when William the Conqueror took England, he rewarded his Norman knights by dividing up the newly conquered land into parcels and distributing those parcels to the knights in reward for their service. The number of English thanes grew smaller during the wars of the Conquest and then those that survived the wars lost most of their property to the king's redistribution of English land.

3. What was an English baron's relationship to his land? What was the *servitium debitum*?

A3.—Pg. 4, ¶ 5—An English baron understood that he was a landholder, not a landowner. William the Conqueror introduced a new type of monarchy to England, where the king claimed to own the entire kingdom: all English land, all Norman land, was in his possession. The barons were his "tenants in chief," and in return for their new estates, they owed the king a certain number of armed men for his use: the *servitium debitum*.

4. Though the Charter of Liberties seemed to benefit English barons, how did it really reinforce Henry I's power?

A4.—Pg. 5, ¶ 2—Though the Charter of Liberties seemed to grant English barons the power to dispose of their own goods and ensured that they would not be forced to pay additional payments to the king, it really shored up Henry I's power. Henry I was a usurper and he needed to stay in the barons' favor. By protecting the barons' interests, the Charter guarded Henry I's power by keeping them on his side.

5. What is investiture? Why was having power over investiture so important in the renaissance world?

A5.—Pg. 5, ¶ 4—Investiture is the power to appoint bishops throughout Christendom. Having the power over investiture in the renaissance world was important because the bishop of a city had authority over all of its ecclesiastical resources—land, money, and men—meaning he had as much power as any secular count or nobleman to build, collect revenue,

hire private soldiers, and generally empire-build within the monarch's own land. However, a bishop could not marry and pass his estate to his son; whoever held the right to investiture—the bishop or the king—could then put in place a loyalist which meant access to the new bishop's money and resources.

6. Why was Aristotelian logic frowned upon by most churchmen?

A6.—Pg. 6, ¶ 1—Aristotelian logic was frowned upon by most churchmen because it promised the careful thinker a way to arrive at true conclusions that would apply universally to the whole world, without making any reference to scripture. Aristotle offered the possibility of truth without God, of reason without faith.

7. How did ninth-century Irish theologian Johannes Scotus Erigena and eleventh-century teacher Berengar of Tours use Aristotelian logic in relation to theology? Why were these men excoriated for their use of Aristotle?

A7.—Pg. 6, ¶ 2—Both Johannes Scotus Erigena and Berengar of Tours used Aristotelian logic to argue against the doctrine of trans-substantio. The Bishop of Troyes said Johannes Scotus Erigena was a “master of error” who had dared to come to conclusions about “the truth of God . . . without the utterly faithful authority of the Holy Scripture.” Berengar of Tours's writings were condemned by a series of church councils even though he claimed over and over that he was an entirely orthodox son of the Church.

8. What is the pallium? When Anselm was nominated to be Archbishop of Canterbury, why did he refuse to take the pallium from William II's hand?

A8.—Pg. 7, ¶ 5—The pallium is the cloak that symbolized the office of the archbishop. When Anselm agreed to become Archbishop of Canterbury, he refused to take the pallium from William II's hand because he wanted to receive his new authority from the pope, not the king. Anselm insisted that the cloak be placed on the altar so that he could then pick it up; in Anselm's mind this meant that he had been appointed by the pope.

9. What could Henry I lose if he continued to fall out with Paschal II over the right of investiture?

A9.—Pg. 7, ¶ 7 to Pg. 8, ¶ 1—If Henry I continued to fight with Paschal II over the right of investiture the king could lose the possibility of his soul's salvation since Paschal II had the authority to excommunicate Henry, declaring him cut off from the Church, the sacraments, and their saving power. In addition, Paschal II could place the entire country of England under an interdict: churches would be closed, there would be no masses or weddings, crucifixes would be draped with black cloth and the dead would be buried in unconsecrated ground. If the country was placed under interdict, the people of England would surely turn against the king that caused the excommunication.

10. Explain the terms of the Concordat of London, the agreement made in 1107 that signaled a truce between Henry I and Paschal II.

A10.—Pg. 8, ¶ 2 & 3—According to the Concordat of London, only Paschal II could appoint English bishops but each bishop would have to go and pay homage to the king before he could take possession of the physical place in England where he would serve. The agreement

would stand, and bishops would have to carry out the homage part, only until the “rain of prayers” offered by the faithful softened Henry I’s heart and caused him to willingly abandon the practice.

11. How did Henry V convince Paschal II to come to a compromise about investiture? What were the terms of their agreement?

A11.—Pg. 10, ¶ 1-3—Henry V married Henry I of England’s daughter Matilda, which gave him an alliance and a large dowry which funded the army that Henry V used to march on the Papal States of Italy. With a hostile army waiting just outside his borders, Paschal agreed to a compromise where Henry V would yield his right to appoint bishops, giving the pope the right to decide who would hold spiritual authority, but in return Paschal would give back all of the lands, political perks, and privileges that had gotten entwined, over the centuries, with the bishoprics. The bishops of the empire might be under papal authority, but they would no longer control the vast tracts of land that had made them powerful.

12. What happened when the bishops of Rome heard the details of Paschal II’s compromise with Henry V on the morning of Henry V’s coronation ceremony? How did Paschal II end up in Henry V’s “protective custody”?

A12.—Pg. 10, ¶ 4 & 5—When Paschal II read out the details of his compromise with Henry V the bishops raised so much noise and protest that the reading stopped. Paschal II refused to hold the terms of the agreement when he realized how upset the bishops were, causing Henry to announce that he would not give up the right of investiture, which then made Paschal II declare that he wouldn’t crown Henry V emperor after all. After Paschal II refused to make Henry V Holy Roman Emperor, Henry V ordered his men to take the pope into “protective custody,” claiming they did this so that the pope wouldn’t be harmed by the angry bishops.

13. How did Paschal II get out of Henry V’s “protective custody”? What were the effects of the agreement made with Paschal II on Henry V’s rule?

A13.—Pg. 10, ¶ 6 to Pg. 11, ¶ 1—Paschal II was let out of “protective custody” only after he issued a new decree that said Henry V had the right to investiture and he was to be crowned Holy Roman Emperor. The deal was widely unpopular with both the churchmen and the German aristocrats in Henry V’s own kingdom who feared his growing power. As a result, Henry V spent the next decade putting down territorial revolts in Germany.

14. Explain the terms of the Concordat of Worms, the agreement made in 1112 between Henry V and Calixtus II.

A14.—Pg. 11, ¶ 2 & 3—The Concordat of Worms said that Henry V would renounce the right of investiture. In exchange, Calixtus II agreed that, in Germany only, newly appointed bishops would do homage to Henry V before their consecration. Paying homage to Henry V first assured that the bishops residing in the heartland of the emperor would put their loyalty to Henry V before their loyalty to the pope.

Section III: Critical Thinking

The student may not use his text to answer this question.

In this first chapter of *The History of the Renaissance World* we see immediately how the reintroduction of classical thinking affects the players in our story. While Aristotelian logic was seen by some as threatening to the church, it was used by others to prove God is real. Write a paragraph explaining how Anselm of Canterbury used Aristotelian logic to affirm God's existence. In your answer, make sure to explain how the dialectic and use of ontological argument helped Anselm of Canterbury in his assertion.

In order to successfully answer this question, the student must first understand the terms "dialectic" and "ontological argument." "Dialectic" is defined on page 5, ¶ 7: "the rules of systematic thinking and inquiry laid out by Aristotle." "Ontological argument" is defined on page 7 in the footnote: Anselm defines God as "that of which nothing greater can be conceived" and uses this reasoning to prove that God necessarily exists because we are able to conceive of him.

Aristotelian logic was not seen as a friend to the church. As explained on page 6, ¶ 1, "It promised the careful thinker a way to arrive at true conclusions that would apply, universally, to the whole world, without making any reference to scripture. Aristotle offered the possibility of truth without God, of reason without faith." Anselm was able to turn this thinking around through his use of ontological argument. He asked why God should exist and used only reason to search for the answer. He came to this conclusion: If nothing greater than God can be conceived of, and we conceived of him, that means he must be real because nothing bigger than him can exist. Put in simpler terms, the reason we can think of God is because God made us and he gave us the ability to think. While the logic is circular it abides by the rules of the dialectic—the ontological argument needs no outside proof in order to be considered true. Any rebuttal to the argument can be answered within the argument itself. According to Anselm of Canterbury, the existence of God trumps all else; the reason we can inquire is because God exists and gave us the power of inquiry.

EXAMPLE ANSWER:

Anselm of Canterbury came up with the ontological argument for God's existence. He asked why God should exist and used only reason to search for the answer. He came to this conclusion: If nothing greater than God can be conceived of, and we conceived of him, that means he must be real because nothing bigger than him can exist. Put in simpler terms, the reason we can think of God is because God made us and thus we are able to think. The logic of Anselm's argument abides by the rules of the dialectic—the ontological argument needs no outside proof in order to be considered true. Any rebuttal to the argument can be answered within the argument itself. According to Anselm of Canterbury, the existence of God trumps all else; the reason we can inquire is because God exists and gave us the power of inquiry.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 1.1.
2. Using a blue pencil, trace the Mediterranean coastline around Italy, Francia, and Africa. Also trace the coastline around Britain/Ireland and up around Germany. You do not need to include small islands. Repeat until the contours are familiar.
3. Using your black pencil, trace the outlines of the Holy Roman Empire. Repeat this also until the contours are familiar.
4. Trace the rectangular outline of the frame in black. Remove your tracing paper from the original. Using a regular pencil with an eraser, draw the coastline around England, Germany, Western Francia, and Italy. Remember to use the distance from the map frame as a guide.
5. When you are pleased with your map, lay it over the original. Erase and redraw any lines which are more than $\frac{1}{4}$ " off of the original.
6. Study carefully the major regions of England, Normandy, Western Francia, Germany and the Holy Roman Empire, Italy, and the Papal States. Then close the book and mark them on your map. After you checked and corrected any misplaced labels, study the locations of London, Canterbury, Tinchebray, Bec Abbey, Worms, and Rome. When you are familiar with them, close the book. Mark each location with your regular pencil. Check your map against the original, and erase and re-draw any misplaced labels.

Chapter Two

The Crusader Enemy

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Alexius Comnenus—Pg. 13, ¶ 1, Pg. 14, ¶ 4 and Pg. 16, ¶ 3—Alexius Comnenus, the Christian emperor of Constantinople, was able to defeat Bohemund of Antioch in 1108 but he was unable to fight for the city after Bohemund’s death because he was too busy fighting the Turks. To make matters worse, he lost Tripoli to Jerusalem and lost the loyalty of the maritime republics to the Crusader Kingdoms.

Bohemund—Pg. 13, ¶ 4—Bohemund, a Norman soldier that named himself prince of Antioch after he captured it during the Crusades in 1098, started to plan an attack against Constantinople in 1103. After Bohemund’s attack on Constantinople in 1108 failed, he was forced to surrender and pledge to leave Antioch to the emperor after his death.

Bohemund II—Pg. 17, ¶ 3 & 7—Bohemund II inherited Antioch when he was an infant; after regents ruled in his name and Bohemund II finally came to power, he decided to extend his rule by taking over the Christian kingdom of Cilician Armenia. Bohemund II pledged his allegiance to John Comnenus after the Byzantine king successfully attacked Cilicia.

John Comnenus (II)—Pg. 16, ¶ 4 and Pg. 17, ¶ 5 & 7—John II, Alexius Comnenus’s oldest son and successor, started his reign by cancelling his father’s deal with Venice. John Comnenus turned away from conflict with the Turkish Sultan of Rum to overtake Cilicia; his shift in attention gained him the loyalty of Bohemund II of Antioch but it also allowed the Turks to grow in power.

Leo I—Pg. 17, ¶ 4-6—Leo I, ruler of Cilician Armenia, went to Antioch on the premise of a friendly meeting with Bohemund II, but found himself taken prisoner when he arrived in the foreigner’s land; he was released only after he agreed to hand over the south of his country to Antioch. When John Comnenus attacked Cilicia, Leo I allied himself with

Bohemund II against the Byzantine ruler, but when it became clear John Comnenus would win, Bohemund II abandoned Leo I, and the ruler of Cilicia and his family were taken to prison in Constantinople.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Why did Bohemund fake his own death? How did he get people to believe he was dead?

A1.—Pg. 13, ¶ 5 to Pg. 14, ¶ 2—Bohemund’s father, Robert Guiscard, conquered the Dukedom of Apulia and Calabria in the south of Italy, and after his father’s death Bohemund had technically inherited the dukedom’s crown. Bohemund couldn’t sail straight to Italy from Antioch because Byzantine ships were waiting in the Mediterranean, so he faked his own death in order to get past Alexius Comnenus. Bohemund spread rumors that he was dead and added believability to the story by hiding in a coffin that was aboard a ship headed for Italy; dead birds accompanied Bohemund in the coffin and the stench of their corpses had people believing it was really Bohemund that was rotting inside.

2. How was Bohemund able to recruit an army of Italians for his fight against Constantinople?

A2.—Pg. 14, ¶ 2—Bohemund’s conquest of Antioch in the east had given him hero stature in Italy. After he “came back to life,” people swarmed to see him “as if they were going to see Christ himself.” Bohemund was able to recruit an army of Italians for his fight against Constantinople by rousing great public enthusiasm via his supposed resurrection.

3. Explain how Crusader power in the east continued to grow after Bohemund’s defeat in 1108.

A3.—Pg. 14, ¶ 4—Though Bohemund was defeated in 1108, Crusader power continued to grow in opposition to Alexius Comnenus. In 1109, the king of Jerusalem conquered Tripoli, which gave the Crusaders control of the entire coastline. Two years later, Bohemund died, his heirs refused to hand Antioch over to Byzantine rule, and Alexius Comnenus could do nothing about it because he was busy defending Constantinople against the Turks.

4. Explain Jerusalem’s relationship to Tripoli after the city was conquered in 1109. Over what other powerful “lordships” did the king of Jerusalem have authority?

A4. Pg. 14, *—Though Tripoli was conquered by Jerusalem, the city remained its own separate entity, ruled by counts who paid homage to the king of Jerusalem. The king of Jerusalem also had authority over the powerful lordships of the Prince of Galilee, the Count of Jaffa and Ascalon, the Lord of Sidon, and the Lord of Oultrejordain.

5. Describe the division of power in twelfth-century Italy.

A5.—Pg. 16, ¶ 1—In twelfth-century Italy the north of the peninsula was ruled by the Holy Roman Emperor Henry V. The center of Italy was controlled by Pope Paschal II, head of the Christian Church in the west, and the south was controlled by Norman kings. The coast of Italy was ruled by “maritime republics,” self-governing Italian cities that controlled coasts

and harbors, and the three most powerful of these were Genoa and Pisa on the western coast, and Venice on the northern end of the Adriatic Sea.

6. What was the relationship between the maritime republics and the Crusader kingdoms?

A6.—Pg. 16, ¶ 2—The three most powerful maritime republics had sent soldiers on crusade and all three were allies of the Crusader kingdoms. Pisan and Venetian and Genoan ships aided the Crusader kings in their territorial struggles against the Turks, supplying naval power and an ongoing supply chain to sieges and battles. In exchange, the Crusader kingdoms allowed merchants from the Italian cities to establish trading posts in the east where they carried on a growing trade in pepper, cinnamon, nutmeg, and saffron, and lived free from interfering outside governments.

7. What deal did Alexius Comnenus make with the Venetians before the First Crusade? What happened after John Comnenus cancelled the deal?

A7.—Pg. 16, ¶ 3 & 4—Before the First Crusade, Alexius Comnenus had given the Venetians their own quarter in Constantinople, complete with churches and the right to carry on trade tax-free. When John Comnenus canceled his father's treaty with Venice he enraged the Venetians. The Venetians retaliated by pillaging and raiding the smaller islands of the Byzantine empire.

8. Why did John Comnenus back down and reinstate Venice's privileges in Constantinople?

A8.—Pg. 16, ¶ 4 & 5—In 1123, a Venetian fleet helped the king of Jerusalem besiege the city of Tyre, which was still in the hands of the Fatimid caliphate, and the next year, the combined forces of Venice and Jerusalem brought Tyre down. In gratitude, the king of Jerusalem gave the Venetians even more privilege in Jerusalem: a street of their own, a church, a bakery, and exemption from all taxes. Realizing the Crusader-Venetian alliance was not good for Constantinople, John Comnenus reaffirmed all of Venice's privileges in Constantinople in 1126.

9. Why did John Comnenus attack Cilicia? How did he come to be allied with Bohemund II of Antioch?

A9.—Pg. 17, ¶ 5 & 6—John Comnenus, seeing that Leo I of Cilicia was distracted by fighting Bohemund II in an effort to retake the south of his kingdom, attacked Cilicia for himself. Bohemund II and Leo I joined forces against John Comnenus, but when it became clear that the Byzantine armies would win, Bohemund II switched sides and allied himself with John Comnenus against Leo I.

Section III: Critical Thinking

The student may not use her text to answer this question.

The Crusades, military campaigns sanctioned by the pope, were meant to restore Christian power in the Holy Land. The land conquered during these Holy Wars was supposed to be handed over to the Christian emperor. However, we know that didn't happen. Write a paragraph explaining why

Alexius Comnenus had the Crusaders that came through Constantinople swear an oath before going off to war. In your answer, explain what was even more motivating to some Crusaders than fighting for God.

The answer to the first part of this Critical Thinking question is clearly spelled out in the first paragraphs on page 13. Alexius Comnenus made all Crusaders that arrived in Constantinople with their own armies swear that whatever “cities, countries or forces he might in future subdue . . . he would hand over to the officer appointed by the emperor.” Alexius Comnenus made the Crusaders take this sacred oath because he did not trust them. He feared that after the Crusaders conquered the lands in the name of Christendom that they would then take the lands for themselves rather than turning them over to him, the ruler of Christendom in the east.

The answer to the second part of the Critical Thinking question stems from the motivation behind Alexius Comnenus’s oath. What was more powerful to some Crusaders than fighting for God was gaining power for themselves. As stated on page 17, “The Crusaders had broken the unity of the cross for political power, the chance to build their own islands of political power in the east; the Venetians had broken it for the opportunity to build a commercial empire in the same lands.” The Crusades were supposed to give all of the power and wealth that came with ruling a kingdom back to the Christian emperor. Fear of crossing the emperor, and theoretically God, was outweighed by the reward of land, loyalty of citizens, personal wealth and political power. In the Crusades, God may have been the fire that lit the match of war, but faith had little power over man’s desire for personal glory.

EXAMPLE ANSWER:

Alexius Comnenus knew that the men going off to fight in the Crusades might be tempted to take the land they conquered for themselves. For this reason he had them swear an oath, agreeing to give back to the emperor whatever “cities, countries or forces he might in future subdue.” Alexius Comnenus made the Crusaders take this sacred oath because he did not trust them. He was right to question the motivations of the Crusaders; personal glory was worth more to some of the fighters than upholding God’s kingdom on earth. Fear of crossing the emperor, and theoretically God, was outweighed by the reward of land, loyalty of citizens, personal wealth and political power. In the Crusades, God may have been the fire that lit the match of war, but faith had little power over man’s desire for riches and reign.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 2.1.
2. Using a blue pencil, trace the coastal outline of the Mediterranean and the Black Sea. It is not necessary to trace any of the multiple small islands around Turkey and Greece, but be sure to include the passageway from the Aegean through to the Black Sea (the Hellespont (opening passage), Propontis (small sea in the middle), and Bosphorus; the Bosphorus Strait is noted on the map).

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3. Using contrasting colors, trace the outlines of the Dukedom of Apulia and Calabria, the Papal States, the Holy Roman Empire, the Republic of Venice, Byzantium, Asia Minor, Cilician Armenia, the County of Edessa, the Principality of Antioch, the Kingdom of Jerusalem, and the Fatimid Caliphate in Egypt. Mark the Sultanate of Rum. Repeat until familiar.

4. When you feel confident, trace the rectangular outline of the map onto a new sheet of paper, using your black pencil. Using your blue pencil, draw the outlines of the Mediterranean and the Black Sea (and passage into it). Remove your paper from the original, and draw the lines of the Dukedom of Apulia and Calabria, the Papal States, the Holy Roman Empire, the Republic of Venice, Byzantium, Asia Minor, Cilician Armenia, the County of Edessa, the Principality of Antioch, the Kingdom of Jerusalem, and the Fatimid Caliphate in Egypt. Mark the Sultanate of Rum.

5. When you are happy with your map, lay it over the original. Erase and redraw any lines which are more than $\frac{3}{4}$ " off of the original.

6. Carefully study the locations of the Countship of Sicily, Rome, Pisa, Genoa, Venice, Dyrrachium, the Bosphorus Strait, Constantinople, Antioch, Aleppo, Tyre, and Jerusalem. When you are familiar with them, close the book. Using your regular pencil, label all 12 on your map. Compare with the original, and erase and re-mark your labels as necessary.

Chapter Three

Anarchy

The student may use his text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

The Anarchy—Pg. 22, ¶ 2—The Anarchy was a fifteen-year civil war that destroyed English villages, killed thousands, wrecked the countryside and brought the English people to despair.

Baldwin II—Pg. 21, ¶ 2—Baldwin II, king of Jerusalem, befriended Fulk V and gave him the hand of his daughter Melisande. When Baldwin II died, Fulk V and Melisande were crowned king and queen of Jerusalem.

Fulk V—Pg. 20, ¶ 5 & 7 to Pg. 21, ¶ 2—Fulk V, the Count of Anjou, was powerful figure in Western Francia that wanted to marry his son Geoffrey the Handsome to Matilda in order to bring his grandchildren into royalty and to gain the protection of the English king. After the marriage between Geoffrey and Matilda was arranged, Fulk V renounced his title as Count of Anjou, married Melisande of Jerusalem and when Baldwin II died, he became king of Jerusalem.

Geoffrey the Handsome—Pg. 20, ¶ 3 and Pg. 21, ¶ 5—Geoffrey the Handsome, son of the Count of Anjou, was betrothed to Matilda when he was fifteen and she was twenty-five. Their marriage had a rough start, but by 1133 Matilda bore Geoffrey a son, and then two more followed in the next three years.

Lothair III—Pg. 20, ¶ 2—Lothair III was the title given to the Duke of Saxony after he was elected as emperor by the aristocrats of Germany following Henry's death.

Louis VI—Pg. 20, *—Louis VI was the ruling Capetian king at the time of Matilda's betrothal to Geoffrey the Handsome. Louis VI was nicknamed "Louis the Fat."

Melisande—Pg. 21, ¶ 2—Melisande, daughter of Baldwin II of Jerusalem, was married to Fulk V after he renounced his title of Count of Anjou. After her father's death in 1131, Melisande and her husband became queen and king of Jerusalem.

Stephen—Pg. 21, ¶ 7 to Pg. 22, ¶ 2—Stephen, Matilda's cousin and grandson of William the Conqueror, was proclaimed king by the noblemen of England after Henry I died. In 1139 Matilda invaded England and challenged Stephen for the throne; neither Stephen nor Matilda took the crown, but they did succeed in starting fifteen years of anarchy in England.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What were the circumstances of Matilda's younger brother William's death?

A1.—Pg. 19, ¶ 2 & 3—William got drunk with friends and ordered a ship put out to sea for all of them. William was not able to steer the ship properly while he was under the influence of alcohol and ran the ship into a rock not far from the shore. All of the young men on the ship but one drowned and most of the bodies were never recovered.

2. How did Matilda become first in line for the English throne? How did Henry V's status change because of his marriage to Matilda and the death of her brother?

A2.—Pg. 19, ¶ 4 to Pg. 20, ¶ 1—William was Henry's only legitimate son. Though Henry tried to sire another legitimate heir by marrying again after William's death, his efforts were futile. With William out of the picture, Matilda became first in line to the throne of England and Henry V was now in line to become king of England as well as king of Germany, king of Italy, and Holy Roman Emperor.

3. Why did Matilda return to England?

A3.—Pg. 20, ¶ 2—In 1125 Henry died, most likely from some form of cancer. Matilda and Henry produced no heirs and she had no other living children, which meant with Henry's death came the end of the Salian dynasty. With no reason to stay in Germany, Matilda went home to England.

4. Describe the makeup of Western Francia/France at the time of Matilda's betrothal to Geoffrey the Handsome.

A4.—Pg. 20, ¶ 5—Western Francia, a fragment of Charlemagne's eighth-century empire, remained without a national identity through the twelfth century. Only the ring of territories right around Paris was known as France. The rest of Western Francia was governed by local noblemen, held loosely together by personal oaths of loyalty to the king.

5. Who was Fulk the Black? What did he do to become famous, and feared?

A5.—Pg. 20, ¶ 6—Fulk the Black, the great-grandfather of Fulk V, was a psychotically warlike aristocrat who had burned his wife, in her wedding dress, at the stake for adultery, and

fought a vicious war against his own son, forcing the defeated youth to put on a bridle and saddle and crawl on the ground in humiliation. Fulk the Black also pillaged and robbed the surrounding lands at will. Fearing damnation in his old age, he made a pilgrimage to Jerusalem, where he was rumored to have bitten off a piece of stone from the Holy Sepulchre with his own teeth so that he would have a relic to bring home.

6. How was it that Matilda had children with Geoffrey the Handsome after she walked out on their marriage?

A6.—Pg. 21, ¶ 4 & 5—Though Matilda walked out on Geoffrey the Handsome after one year of marriage, she was convinced by her father to return to her king. After her return, Matilda bore her young husband a son in 1133, when she was thirty-one and he was twenty, and then gave him two more children in the next three years.

7. How did Henry I of England die?

A7.—Pg. 21, ¶ 6—In 1135, Henry I of England was visiting with his daughter and grandchildren in Anjou. One day he returned from hunting and indulged himself in a dinner of lamprey eels, which disagreed with him. After eating, the king sunk into “a sudden and extreme disturbance” and died.

8. Describe the first four years of Stephen’s rule of England.

A8.—Pg. 21, ¶ 8 to Pg. 22, ¶ 1—In the first four years of his reign, Stephen lost land to the Welsh and he struggled against the Scottish High King David I. David I had been an ally of Henry I, but he decided to march against Stephen; Stephen slaughtered eleven thousand Scottish troops and drove back the invasion. After defeating David I of Scotland, Stephen’s reign disintegrated into calamity: he arrested two powerful English bishops, confiscated their lands, and then fell out with the Archbishop of Canterbury.

9. What happened to England after Matilda invaded with troops from Anjou and Normandy in 1139?

A9.—Pg. 22, ¶ 2—Matilda’s army fought fiercely against Stephen’s troops, but neither ruler came out victorious. The barons of England took the lack of leadership as an opportunity to enrich themselves, seizing anyone they imagined had any wealth and put them in prison to get their gold and silver, and tortured them. The chaos that followed Matilda’s invasion led to the Anarchy, the fifteen year civil war that brought England to a state of despair.

Section III: Critical Thinking

The student may not use his text to answer this question.

When the noblemen of England heard that Henry I was dead, they panicked. He had no son to succeed him on the throne . . . but he did have a daughter. The noblemen were scared of both the French influence that would come with Matilda’s husband were she to take the throne, but perhaps they were even more resistant to her rule because she was a woman. Strong and influential women

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have often caused waves of fear to ripple through society. Write a paragraph or two about another powerful woman of your choosing that influenced English history.

The student may write about whatever English woman he chooses—the woman does not have to be from the Renaissance era. The student should provide a brief sketch of the period in which the woman lived, the impact she made on English society, and a bit about the opposition the woman faced.

If the student is stuck, here are some women he might want to explore writing about:

Boudicca (1st Century)

Queen Elizabeth I (16th Century)

Elizabeth Fry (18th Century)

Millicent Fawcett (19th Century)

Margaret Thatcher (20th Century)

EXAMPLE ANSWER:

The English suffragette movement—the movement to afford women voting rights equal to that of men—started in the late 18th century and gained momentum over the next 100 years. Regional groups formed all over England in support of the woman’s vote. From 1890 to 1919, Millicent Fawcett led the coalition that brought together those regional groups, the National Union of Women’s Suffrage Societies. Millicent Fawcett published several articles about women’s rights and often spoke out publicly on behalf of a woman’s right to vote. She also helped to found Newnham College in Cambridge, England in an effort to help make education accessible to women, and she campaigned for workers’ rights and for reforming English laws so that they treated men and women the same. Millicent Fawcett faced opposition from the Liberal government when they refused to grant women the right to vote. She also faced opposition within her own movement: Fawcett encouraged change through constitutional means, but militant suffragettes believed violence would lead to direct action, and thus Fawcett lost the support of a large faction of the movement.

Chapter Four

The Lost Homeland

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Akuta—Pg. 25, ¶ 3—Akuta, a Jurchen leader of the Wanyan clan, adopted a Chinese dynastic name for himself (the “Jin Emperor”), led the Jurchen towards a national identity, and set out to prove their coherence and power by attempting to conquer the Song empire.

Annam—Pg. 27, ¶ 4—Annam was the name given to the Yueh lands around the Gulf of Tonkin that had fallen under Chinese rule. The land was invaded by armies of the Han dynasty and was then controlled as a Chinese province under the control of a Han governor.

Dai Viet—Pg. 27, ¶ 5—Dai Viet was formed after the people of Annam broke away from their Chinese overlords and claimed the right to rule themselves. The people of Dai Viet declared themselves an independent kingdom ruled by the Ly dynasty of kings.

Do Anh Vu—Pg. 30, ¶ 2—Do Anh Vu, the Dai Viet general facing Khmer invasions under Suryavarman II, scorned the invading Khmer army. He said, “The soldiers of the Son of Heaven quell rebellion; they do not offer battle in contestation as equals,” before clobbering the Khmer once again.

Gaozong—Pg. 26, ¶ 1, 2 & 6 to Pg. 27, ¶ 2—Gaozong, Qinzong’s younger brother, escaped the Jurchen invasion of Kaifeng, reestablished the center of Song rule at Lin’an, and proclaimed himself the next Song ruler. Song Gaozong managed to fight back against the Jurchen by means of the powerful Song navy, but ultimately he had to give up reclaiming the north and agreed to the Shaoxing peace treaty that declared the Jurchen a “superior state,” made the Song emperor their vassal, and required a large annual tribute from the Song ruler.

Jaya Indravarman III—Pg. 29, ¶ 8 to Pg. 30, ¶ 3—Jaya Indravarman III, the Champa king during the rule of Suryavarman II, agreed to join with Suryavarman as an ally against the Dai Viet in 1132. After being defeated by the Dai Viet, Jaya Indravarman III decided to

switch sides and join with the Dai Viet against the Khmer army, but even this move didn't stop the Champa from being attacked by the Khmer: in 1145 Suryavarman II invaded Champa and added the north of Champa to his own kingdom.

Jayavarman II—Pg. 30, ¶ 5—Jayavarman II, Suryavarman's great predecessor, began construction of the Khmer capital city of Angkor shortly after 800.

Li Qingzhao—Pg. 25, ¶ 1 & 2—Li Qingzhao, a Chinese poet, was driven from her home in the Song dynasty capital of Kaifeng by the Jurchen in 1127 and was made to settle in Nanjing with her husband as a refugee. Though Li Qingzhao wrote about returning to her home—“The long night passes slowly, with few happy thoughts / Then I dream of the capital and see the road back to it”—she was not able to return because Kaifeng was lost to the Song forever.

Ly Than Tong—Pg. 29, ¶ 6—Ly Than Tong was elected ruler of Dai Viet when he was just twelve years old. However, he was gifted with strong generals and was able to keep the invading Khmer at bay.

Ly Thuong Kiet—Pg. 27, ¶ 6—Ly Thuong Kiet was a Dai Viet general that earned his fame in 1076 when he repelled invading Song forces from the Dai Viet border. His victory was celebrated with the song *Nam Quoc Son Ho*, meaning “Land of the Southern Kingdom;” the song is remembered as Vietnam's first declaration of independence, though it was written in Chinese.

Qinzong—Pg. 25, ¶ 1—Qinzong, the Song emperor in power at the time of the Jurchen invasion in the 12th century, was captured by the aggressors and imprisoned until his death. Qinzong's capture and the fall of Kaifeng marked the end of Song dominance over China.

Shaoxing Treaty—Pg. 27, ¶ 2—Shaoxing Treaty, made between the Song and the Jurchen in 1141, stopped the fighting between the two enemies, but it was a humiliation for the Song. It referred to the Jurchen as the “superior state” and the Song as an “insignificant fiefdom,” and Gaozong was forced to accept the status of Jurchen vassal, complete with a large annual tribute.

Suryavarman II—Pg. 29, ¶ 3-5 and Pg. 30, ¶ 3 & 4—Suryavarman II, king of Khmer, came to the throne in 1113 and immediately used war to increase his power: he put down all internal rebellions and then focused outward on attacks against Champa and Dai Viet. Suryavarman II managed to take the north of Champa for Khmer, but after years and years of attack, he was never able to take any of Dai Viet, and after a final raid in 1150, Suryavarman II disappeared from historical records, his fate unknown.

The Imperial Commissioner's Office for the Control and Organization of the Coastal Areas—Pg. 26, ¶ 5—The Imperial Commissioner's Office for the Control and Organization of the Coastal Areas was a new government agency created by Song Gaozong to take charge of the Song warships that were defending the Yangtze against the Jurchen. With the creation of the agency, the Song warships became the world's first permanent, standing, government-run navy.

Yueh—Pg. 27, ¶ 4—Yueh was the name given by the Chinese to all non-Chinese people living in small kingdoms far south of the Yellow River.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Describe the Jurchen invasion of the Song empire between 1127 and 1130.

A1.—Pg. 25, ¶ 1 and Pg. 26, ¶ 1—The Jurchen first invaded the Song empire in 1127; they successfully captured the Song emperor and took control of the Song capital Kaifeng. The Jurchen horsemen continued further south into the central plains of Song territory, looting and burning the towns they passed. In 1130, the Jurchen crossed the Yangtze and sacked Ningbo, on the southern coast.

2. What factors slowed the invading Jurchen down? How did the Song save themselves from complete destruction by the Jurchen?

A2.—Pg. 26, ¶ 4-6—The northern Jurchen were unfamiliar with southern heat and also with water warfare, but they had to deal with both as they moved further south and faced the Yangtze. The Song were adjusting to their exile and found a way to fight back using their sea power, which had always been in existence to supplement land armies. More and more warcraft were built to patrol the Yangtze and in 1132 the emperor authorized the creation of a new government agency, the Imperial Commissioner’s Office for the Control and Organization of the Coastal Areas, to take charge of the fleet.

3. Why did Song Gaozong agree to a peace treaty with the Jurchen in 1141?

A3.—Pg. 26, ¶ 6 to Pg. 27, ¶ 1—By 1141, the war between the Jurchen and the Song had been going on for thirteen years. While the Song were able to fend off the Jurchen from the south, Song Gaozong realized the north was lost. The emperor could no longer afford to mount endless expeditions into the north; the cropland in the south was untilled, the farmers drafted into the army; the only other road for the Song ended in poverty and famine, so he agreed to peace with the barbarians.

4. Though a firm border north of the Dai Viet capital Thang Long was drawn after the defeat of the Song by Ly Thuong Kiet in 1076, how did Chinese culture still manage to infiltrate Dai Viet?

A4.—Pg. 27, ¶ 7 to Pg. 29, ¶ 1—The border between the Chinese and the Dai Viet did not stop the Ly kings, like their Chinese counterparts, from building Buddhist pagodas and funding Buddhist monasteries. Chinese was still used in all court business; would-be officials still had to pass the Chinese civil service examination, based on the teachings of Confucius. The Ly dynasty also adopted the Chinese “Mandate of Heaven”: their kings were “Southern Emperors,” ruling the “Southern Kingdoms” by virtue of their own, southern, celestial mandate.

5. Why did Suryavarman II believe it was his duty to subjugate the earth? In your answer, define *Devaraja* and *Chakravartin*.

A5.—Pg. 29, ¶ 4—Suryavarman II followed the Hindu *Devaraja*, which meant the god-king cult. As king of Khmer, he was an incarnation of the divine and was believed to be one with the god. He was *Chakravartin*, which meant he was the earthly ruler of the universe and thus he should subjugate the world to show his divine power.

6. For what reason did Suryavarman II invade Dai Viet?

A6.—Pg. 29, ¶ 5 & 6—After Suryavarman II began to raid Champa, many of the Cham fled north into Dai Viet, which gave them refuge. In 1128, Suryavarman used this as the pretext for an invasion of Dai Viet. Though he marched twenty thousand men into Dai Viet and was driven back, Suryavarman II continued to send regular armies by land and fleets of warships around by water to attack his northern neighbor.

7. Describe the city of Angkor and its water supply during the time of Suryavarman II's rule.

A7.—Pg. 30, ¶ 5—Angkor was a vast, sophisticated metropolis that had no walls and sprawled across swampy ground. It covered perhaps 125 square miles, 320 square kilometers: larger than any other twelfth-century city, and a million people lived within its boundaries, depending on a vast network of canals and reservoirs for drinking water. The largest reservoir, the Western Baray, had been completed in the eleventh century; it was eight kilometers long and two kilometers wide and it held 70 million cubic meters of water, (over 18 billion gallons).

8. Describe the place Suryavarman II had built for himself in which he would live forever.

A8.—Pg. 30, ¶ 6 to Pg. 31, ¶ 2—Suryavarman II built for himself a temple called Angkor Wat, dedicated to Vishnu, the god who dwelt within it, in the great city of Angkor. The temple was the size of a small city, surrounded by its own moat and defensive wall, with carved bas-reliefs showing thousands of scenes of war, court life, religious ritual; scenes from Hindu epics, depictions of the afterlife with the righteous in bliss, the rebellious crushed; and a massive portrait of Suryavarman II himself. Angkor Wat, modeled after the mythical Mount Meru, center of the world of the Hindu gods, was laid out so that at the beginning of the year the sun would fall on the bas-relief scenes of the earth's creation, while closer to the year's end, it would light up scenes of apocalypse, and observation points for future eclipses of the sun and moon were calculated and built into the temple.

9. What happened to Khmer's hold on Champa when Suryavarman II was no longer in power?

A9.—Pg. 31, ¶ 3—Khmer boasted the most glorious temple complex in the world but building that complex drained the kingdom's treasury, as did the constant demands of war. Suryavarman's successors gave up his hard-conquered lands in Champa and retreated, drawing back within Khmer's old borders, unable to continue to afford the extravagant ways of Suryavarman II.

Section III: Critical Thinking

The student may not use her text to answer this question.

It is clear that Jaya Indravarman III was not a great ruler. Sources remember him as “mild and resourceless,” and during his reign the north of Champa was conquered by Suryavarman II. But though Suryavarman II was an ambitious leader, that does not mean he did much better than Jaya Indravarman III for the kingdom of Khmer. Write a paragraph describing how Suryavarman II’s determination did just as much harm as it did good for Khmer.

It is very clear in the chapter that Suryavarman II was an ambitious ruler. He came to the throne in 1113 after fighting off his relatives and then he secured his rule by putting down all rebellions within Khmer. But Suryavarman II’s desire to “subjugate the earth” meant he put all of his kingdom’s resources into war. Suryavarman II felt it necessary to “subjugate the earth” because he was Chakravartin, ruler on earth of the universe. For the people of Khmer, that meant that any resources left over from war went into the building of Angkor Wat, the massive and magnificent temple Suryavarman II was building for himself for his eternal afterlife.

Suryavarman II’s strength and self-importance was thus his kingdom’s downfall. He kept fighting against the Dai Viet and didn’t win—the last of his men were wiped out by fever as they crossed the mountains into Thang Long in 1150—and Suryavarman II disappeared from historical record. Suryavarman II’s fighting did give him control of the north of Champa in 1145, but after he was no longer in power, his successors were forced to give up their holdings in Champa because they did not have the resources to continue fighting. While Suryavarman II believed he was a great leader when he was alive, his reign caused his people great suffering through constant war and the draining of the kingdom’s funds and labor force on the king’s grand temple.

EXAMPLE ANSWER:

Suryavarman II came to the Khmer throne in 1113 after fighting off his relatives and then he secured his rule by putting down all rebellions within Khmer. He was a powerful man, but he did not have his people’s interests in mind. Suryavarman II’s desire to “subjugate the earth” meant he put all of his kingdom’s resources into war. Suryavarman II felt it necessary to “subjugate the earth” because he was Chakravartin, ruler on earth of the universe. For the people of Khmer, that meant that any resources left over from war went into the building of Angkor Wat, the massive and magnificent temple Suryavarman II was building for himself for his eternal afterlife. Suryavarman II’s strength and self-importance was thus his kingdom’s downfall. He kept fighting against the Dai Viet and didn’t win—the last of his men were wiped out by fever as they crossed the mountains into Thang Long in 1150—and Suryavarman II disappeared from historical record. Suryavarman II’s fighting did give him control of the north of Champa in 1145, but after he was no longer in rule his successors were forced to give up their holdings in Champa because they did not have the resources to continue fighting. While Suryavarman II believed he was a great leader when he was alive, his reign caused his people great suffering through constant war and the draining of the kingdom’s funds and labor force on the king’s grand temple.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 4.1: The Kingdoms of China and Southeast Asia.
2. Using a blue pencil, trace the coastline down from the top of the map around the regions of Jin, Southern Song, Dai Viet, Champa, and Khmer to the bottom of the map, around the Bay of Bengal. You do not need to trace the islands to the right of the mainland, though do take note of them. **Do** trace the outline of the island to the right of the Gulf of Tonkin. With your blue pencil, trace the lines of the Yellow, Huai and Yangtze Rivers and also the Bach Dang. Repeat until the contours are familiar.
3. Using pencils in contrasting colors, trace the outlines of the Jin region, the Southern Song region, the Dai Viet region, the Champa region, and the Khmer regions. Repeat until the contours are familiar.
4. Using a new sheet of paper, trace the rectangular frame of the map with your black pencil. Remove your tracing paper from the original. Using your regular pencil with an eraser, draw the coastline down from the top of the map around the regions of Jin, Southern Song, Dai Viet, Champa, and Khmer to the bottom of the map, around the Bay of Bengal. Draw the lines of the Yellow, Huai, and Yangtze Rivers and the Bach Dang. Also draw the outlines of the Jin region, the Southern Song region, the Dai Viet region, the Champa region, and the Khmer regions.
5. When you are pleased with your map, lay it over the original. Erase and redraw any lines which are more than $\frac{1}{2}$ " off of the original. Looking at the map, draw the cluster of islands to the right of the mainland.
6. Now carefully study the locations of Zhongdu, Kaifeng, Yangzhou, Nanjing, Lin'an, Ningbo, Quanzhou, Thang Long, My Son, Vijaya, and Ankora. When you are familiar with them, close the book. Using your regular pencil, mark each location on the map. Check your map against the original, and correct any locations that were misplaced or mislabeled.

Chapter Five

Crusade Resurrected

The student may use his text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Bernard of Clairvaux—Pg. 36, ¶ 5 and Pg. 40, ¶ 7—Bernard, a Frankish abbot living in the monastery at Clairvaux, was put in charge of the Second Crusade by Pope Eugenius III. When the Second Crusade failed, Bernard of Clairvaux blamed the Crusaders' losses on their lack of holiness and resolve.

Conrad III—Pg. 39, ¶ 3 and Pg. 40, ¶ 4—Conrad III, the German king that succeeded Lothair III, led his army to be slaughtered by the Turkish forces at Dorylaeum during the Second Crusade. Conrad III tried another front against the Muslims by attacking Damascus in 1148, but this attempt failed, too, and the only thing Conrad III could do to save face was to stop in Constantinople on his way home to firm up his friendship with the Byzantine emperor.

Eleanor—Pg. 37, ¶ 2 and Pg. 40, ¶ 2—Eleanor, wife of Louis VII, had conceived just twice during her seven years of marriage to the king, and her sole living child was a daughter. After Louis VII refused to follow Eleanor's uncle's advice and attack Aleppo, Eleanor announced that she would ask Pope Eugenius III for an annulment; this was less likely to do with Aleppo and more likely to do with Louis VII's chaste attitude.

Great Seljuk—Pg. 34, ¶ 4—Great Seljuk was the title of the senior member of the most prominent Turkish clan, direct descendants of Malik Shah himself. The Great Seljuk claimed authority over all the rest but after the Crusades this power was an illusion; the other Turkish rulers and the Muslim soldiers of Damascus and Aleppo were as likely to be loyal to the Crusader kingdoms, against the other sultans, as they were to join together against the Christians.

Jihad—Pg. 35, ¶ 6 to Pg. 36, ¶ 1—Jihad is a term in the Muslim faith that means the right and just struggle against an unrighteous enemy.

Louis VII—Pg. 36, ¶ 6 and Pg. 40, ¶ 5—Louis VII, French king of the Capetian dynasty, joined Bernard on the Crusade for Edessa. After Louis VII's campaign against Edessa failed, he made a pilgrimage to Jerusalem before reluctantly returning to France with his unhappy wife Eleanor.

Manuel—Pg. 35, ¶ 4—Manuel was son and heir to the Byzantine emperor John Comnenus. Manuel was unable to help Edessa fight against Zengi because he was occupied with putting down the usual plots and revolts that accompanied the passing of the Byzantine crown.

Nur ad-Din—Pg. 39, ¶ 2 and Pg. 40, ¶ 6—Nur ad-Din, Zengi's son, followed his father as the Muslim leader of Edessa. After the Second Crusaders left the Muslim world in 1149, Nur ad-Din invaded Antioch where Raymond was killed, his head cut off to be sent to Baghdad as a trophy.

Pope Eugenius III—Pg. 36, ¶ 3—Pope Eugenius III made the papal decree, the *Quantum praedecessores*, which started the Second Crusade, in order to save Edessa.

Quantum praedecessores—Pg. 36, ¶ 3—*Quantum praedecessores* was the papal decree made by Pope Eugenius III that called for a second crusade in order to save Edessa. The decree declared that those who went east to get Edessa back from the Muslims would receive remission of sins, forgiveness of earthly debts, and eternal glory.

Raymond—Pg. 35, ¶ 4, Pg. 39, ¶ 5 to Pg. 40, ¶ 1—Raymond, uncle of Eleanor and a Frankish nobleman who had claimed the title “Prince of Antioch” when he was twenty-two by marrying the ten-year-old daughter of Bohemund II, refused to send help to Edessa when Zengi attacked because he and Edessa's king were on terms of “insatiable hatred.” After Louis VII failed to capture Edessa, Raymond tried to convince Louis VII to attack Aleppo, and was rumored to have seduced his niece in an effort to get her to persuade Louis VII to take his advice.

Zengi—Pg. 34, ¶ 2 and Pg. 36, ¶ 1—Zengi, ruler of Aleppo starting in 1128, launched a failed attack against Damascus in 1137 and then, in the name of holy war sparked by the earthquake of 1138, a successful attack against Edessa in 1144. With the fall of Edessa, Zengi took for the first time a royal title and became known by a whole series of honorifics like the ornament of Islam, the help of the believer, and God-helped king.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Describe the state of the Turkish empire after the death of its establishment by the great conqueror Malik Shah.

A1.—Pg. 34, ¶ 3—The Turkish empire broke apart almost immediately after the death of Malik Shah. By the middle of the twelfth century, Turkish sultans ruled from Baghdad, Kirman, Syria, Khorasan, and Rum, and a sixth Turkish kingdom, the Danishmends, had

broken away from Rum. Independent governors called atabegs controlled Damascus and Aleppo.

2. How did the earthquake that occurred in October of 1138 physically affect the Turkish empire?

A2.—Pg. 34, ¶ 6 to Pg. 35, ¶ 1—In October of 1138 an earthquake centered near Aleppo struck, causing the walls of the Crusader castle of Harim to crack, the Muslim fortress of Athareb to collapse killing everyone inside, and the ramparts and walls of Aleppo to buckle. As many as eighty aftershocks went on for two weeks following the big earthquake. Houses fell, stones rained down on panicked crowds in the streets, the ground opened resulting in the deaths of an estimated 230,000 people.

3. Why do earthquakes hold such a sacred place in the Muslim culture? How are they viewed by the Muslim people?

A3.—Pg. 35, ¶ 2—Aleppo sat on a fault, which made earthquakes common, and Muhammad’s birth itself was said to have been accompanied by an earthquake that shook the entire world. Earthquakes are commemorated in Sura 99 of the Qur’an: “When the earth convulses in its shock/and the earth unloads its burdens/. . . that day, humanity will go out/separately, to be shown their works. . . .” The Muslim people viewed earthquakes as a divine signal, a judgment, or a promise.

4. Why didn’t any Christian armies come to Edessa’s aid when Zengi and his Muslim soldiers attacked in 1144?

A4.—Pg. 35, ¶ 4— The king of Jerusalem didn’t help Zengi because he was a powerless child. The Byzantine emperor John Comnenus had just died of a lingering hunting wound, and his son and heir, Manuel, was occupied with putting down the usual plots and revolts that accompanied the passing of the Byzantine crown so he was unable to help Edessa. And Raymond, the Prince of Antioch, refused to send help because he and Edessa’s king were on terms of “insatiable hatred.”

5. Why were Christian soldiers so eager to fight in the Second Crusade?

A5.—Pg. 36, ¶ 4—The First Crusade was legendary and soldiers were eager to participate in that same kind of glory. As the historian Thomas Madden put it, “an entire generation of Europeans had been born and raised on the epic stories of the First Crusade. . . . There was scarcely a Christian knight who did not . . . long for the opportunity to imitate them.” The Second Crusade offered knights who had grown up on tales of Christian heroism the opportunity to join their heroes.

6. What happened at the beginning of Louis VII’s reign that made him want to join the Second Crusade?

A6.—Pg. 36, ¶ 6 to Pg. 37, ¶ 1—When Louis VII was twenty-one, he attacked the town of Vitry in order to put down the rebellious Count of Champagne. The townspeople— hundreds of unarmed men, women, and children—fled into Vitry’s wooden church, and without waiting for the king’s orders, Louis VII’s officers set it on fire. Louis VII, who had stood helplessly

by and listened to the screams from inside while the church burned, had been eager to make up for the horror he caused at Vitry ever since.

7. How might have Louis VII's religious background affected his ability to produce an heir with his wife, Eleanor?

A7.—Pg. 37, ¶ 3 to Pg. 39, ¶ 1— Louis VII had been educated for the priesthood, but the death of his older brother had unexpectedly put him on the throne. Louis VII learned a life without women in his training, and he was taught that sex, even with a lawful spouse, had the potential to deprive man of judgment and distort his view of God. In the twelfth-century French church, virgins stood at the top of the moral hierarchy, so it was most likely difficult for Louis VII, thrown back into a world where he was expected to father children, to attend to his marital duties.

8. What happened to the German, and then the French and German, armies as they attempted to attack Edessa in 1147 and 1148?

A8.—Pg. 39, ¶ 3 & 4—In 1147, Conrad III's German army decided to march on Edessa without waiting for Louis VII, but it was a grave mistake that led to the slaughter of German men by the Turkish force at Dorylaeum. The Germans retreated to wait for the French at Nicaea, and Conrad III returned to Constantinople to get treatment for a wound he suffered during battle. In 1148, Louis VII led French and German troops up the coast but two months into their campaign they were fatally attacked near Laodicea; Louis VII escaped but the men of the combined armies were not so lucky.

9. What advice did Raymond of Poitiers give to Louis VII regarding his next military move after defeat near Laodicea in the Second Crusade? What did Louis VII want to do instead?

A9.—Pg. 39, ¶ 5—Raymond of Poitiers suggested an assault on Aleppo after Louis VII was defeated near Laodicea. Aleppo was smaller, less fortified, and also happened to be the headquarters of Muslim leader Nur ad-Din. Louis VII did not think the attack was a good idea and instead wanted to finish his pilgrimage to Jerusalem before returning home.

10. How did the Second Crusade end?

A10.—Pg. 40, ¶ 4 & 5—The Crusaders, led by Conrad III, decided to attack Damascus, which was under the control of Nur ad-Din's father-in-law. The siege began on July 24, 1148, and was over in just five days because Nur ad-Din sent troops to relieve the city. The Crusaders were so clearly outarmed that they hastily withdrew.

Section III: Critical Thinking

The student may not use his text to answer this question.

The actual causes of war, while perhaps clear in historical accounts, are often murky. In this chapter we see two very different cases that show us indirect causes (or excuses) for war. Explain the first and second catalysts for Zengi's attack on Edessa and Louis VII's engagement in the Second

CHAPTER FIVE: CRUSADE RESURRECTED

Crusade. In your writing, explain how important the secondary cause was in giving legitimacy to each man's first impetus for war.

The first leader we read about in the chapter was Zengi. Zengi, Great Seljuk, claimed authority over the Turks, but his power was an illusion. In order to prove his might, he needed to expand the reach of his power. He started to attack outlying lands near Damascus in 1130, but when he tried to take the city itself in 1137, he failed. In 1138 a giant earthquake hit Aleppo. Zengi was able to use this earthquake as his secondary cause for war. In the Muslim world, earthquakes were seen as signs, and Zengi took the earthquake of 1138 to be a divine sign that he should engage in holy war. As stated on page 35, ¶ 3, holy war transformed “his personal ambitions into an advance for the faith.” Fighting in the name of God (the secondary cause) rather than for his own will for power (his first reason to go to war), gave Zengi the strength to attack and conquer Edessa. After the fall of Edessa, Zengi's battles took on the language of jihad, and he was known as “the ornament of Islam, the help of the believer, [and] God-helped king.”

The second leader we read about in the chapter was Louis VII. Louis VII was trained for the priesthood and was suddenly made king when his brother died. Fighting in a crusade would be natural for a faithful Christian king. However, Louis VII had another reason to go forward as a leader in the Second Crusade: Vitry. When Louis VII was twenty-one, he attacked the town of Vitry in order to put down the rebellious Count of Champagne. The townspeople—hundreds of unarmed men, women, and children—fled into Vitry's wooden church as Louis VII's troops approached. Instead of waiting for Louis VII to command them, his soldiers set the church on fire. Louis VII was forced to stand outside of the church and listen to the screams of those being burned alive inside. The Second Crusade gave Louis VII an opportunity to do penance for the deaths of those in the church at Vitry. The desire to make up for his sins was made very clear by Louis VII's actions during the Second Crusade. After failing to take Edessa in 1148, Louis VII made a pilgrimage to Jerusalem rather than attacking Aleppo. Louis VII may have been a faithful king, but it seems from his actions that his desire to make up for the horrors at Vitry heavily influenced his decision to join the Second Crusade.

EXAMPLE ANSWER:

In this chapter we read about two great leaders that went to war for reasons other than those that seem most obvious. Zengi, Great Seljuk, wanted to prove his power as leader of the Turks, so he attacked outlying lands near Damascus in 1130. However, when he tried to take the city itself in 1137, he failed. In 1138 a giant earthquake hit Aleppo. Zengi was able to use this earthquake as his secondary cause for war. In the Muslim world, earthquakes were seen as signs, and Zengi took the earthquake of 1138 to be a divine sign that he should engage in holy war. Fighting in the name of God gave Zengi the strength to attack and conquer Edessa. After the fall of Edessa, Zengi's battles took on the language of jihad, and he was known as “the ornament of Islam, the help of the believer, [and] God-helped king.” Zengi's primary reason to go to war, to expand his own power, took on new meaning and purpose via his secondary reason to go to war, to fight in the name of God.

For Louis VII, religion was also a strong motivator for his military ambitions. Louis VII was trained for the priesthood and was suddenly made king when his brother died. Fighting in a crusade would be natural for a faithful Christian king. However, Louis VII had another reason to go forward as a leader in the Second Crusade: Vitry. When Louis VII was twenty-one, he attacked the town of Vitry in order to put down the rebellious Count of

Champagne. The townspeople—hundreds of unarmed men, women, and children—fled into Vitry’s wooden church as Louis VII’s troops approached. Instead of waiting for Louis VII to command them, his soldiers set the church on fire. Louis VII was forced to stand outside of the church and listen to the screams of those being burned alive inside. The desire to make up for his sins was made very clear by Louis VII’s actions during the Second Crusade. After failing to take Edessa in 1148, Louis VII made a pilgrimage to Jerusalem rather than attacking Aleppo. Louis VII may have been a faithful king, but it seems from his actions that his desire to make up for the horrors at Vitry heavily influenced his decision to join the Second Crusade.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 5.3.
2. Using a blue pencil, trace the coastal outlines of the Mediterranean and the Black Seas including the passage into the Black Sea. Also trace the visible portions of the Caspian Sea (toward the top of the map), the Persian Gulf (into which the Tigris and Euphrates Rivers flow), and the Red Sea. Trace the lines of the Tigris, Euphrates, and Nile. Repeat until the contours are familiar.
3. Now select three contrasting colors to show the territories of Byzantium, the conquests of Zengi, and the conquests of Nur ad-Din. Trace the outlines of each section with the color you choose, as shown by the key on the map. Repeat until the contours are familiar.
4. When you feel confident about the outlines, remove your paper from the original, and close the book. Draw the coastal outlines of the Mediterranean and the Black Seas, including the passage into the Black Sea. Also draw the visible portions of the Caspian Sea, the Persian Gulf, and the Red Sea and the lines of the Tigris, Euphrates, and Nile. Then draw the territories of Byzantium, the conquests of Zengi, and the conquests of Nur ad-Din.
5. When you are pleased with your map, lay it over the original. Erase and redraw any lines which are more than ½" off of the original.
6. Now carefully study the locations of Constantinople, Nicaea, Dorylaeum, Laodicea, Mount Cadmus, Aleppo, Baghdad, Damascus, Acre, Jerusalem, Damietta, Alexandria, Tanis, Cairo, and Fustat. When you are familiar with them, close the book. Using your regular pencil, mark their locations. Check and correct any locations that were misplaced or mislabeled.
7. Looking at the book, mark the various Sultans: the Sultanate of Rum, the Sultan of Baghdad, and the Sultan of Syria. Mark the region of Jerusalem (as opposed to the city), the Principality of Antioch, Fatimid Egypt, Edessa, Cilician Armenia, and the Danishmends.

Chapter Six

Reconquista and Rediscovery

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Afonso Henriques—Pg. 45, ¶ 3-5—Afonso Henriques, Alfonso VII's cousin and governor of the Leonese province known as Portugal, won the Battle of Ourique against the Almoravids. After winning the Battle of Ourique, Afonso Henriques declared himself King of Portugal; Alfonso VII did not recognize the title, but he did not attack Afonso Henriques immediately either.

Alfonso VII—Pg. 44, ¶ 2 & *, Pg. 45, ¶ 3 and Pg. 46, ¶ 1—Alfonso VII, son of Urraca and her first husband Raymond of Burgundy, took Urraca's place as leader of León and Castile after her death in 1126 and kept hold of the territory after Alfonso the Battler's death in 1134. Alfonso VII led the Christian forces south of Toledo; he captured the Almoravids' base of operations, Oreja, and then in 1144 destroyed Córdoba and Seville, placing Spain even more firmly in Christian hands.

Alfonso the Battler—Pg. 43, ¶ 2, 3 & 5 to Pg. 44, ¶ 1—Alfonso the Battler was the Spanish king that drew together the four Christian kingdoms of Spain—Aragon, Navarre, León and Castile—and fought against the Almoravids until the day he died. He believed Spain was a sacred space where Christianity carried on its undying fight against evil and so he left his kingdom to the Knights Templar, the Hospitallers, and the Knights of the Holy Sepulchre: three of the military orders established to nurture holy warriors.

Ali ibn Yusuf—Pg. 43, ¶ 5—Ali ibn Yusuf, the Almoravid ruler, dealt with weakening Almoravid power in Spain in 1134. He was more concerned with Almoravid holdings in North Africa, so he let his grasp on his Spanish territories slip.

Almohads—Pg. 44, ¶ 4 & 5—Almohads, the al-muwahhidun, or the Unified Ones, were a group of people that followed the teachings of Ibn Tumart. When al-Mu'min took over, the

Almohads became a military group that viewed the Almoravids as unpurified Muslims and put them in the same category as the Christians to the north—enemies.

Al-Mu'min—Pg. 44, ¶ 5—Al-Mu'min, a follower of Ibn Tumart, built on the prophet's theological groundwork and transformed the religious movement into one of conquest. Al-Mu'min believed the unpurified Muslims in North Africa to be as dangerous as the Christians farther north; they all threatened the beliefs of the Almohads.

Garcia Ramirez—Pg. 44, ¶ 2—Garcia Ramirez, a grandson of the legendary Christian warrior El Cid, took control of Navarre after Alfonso the Battler's death and ruled an independent Navarre for sixteen years. Navarre was under the control of Aragon, so Garcia Ramirez earned the title “the Restorer” when he took control of the territory.

Ibn Tumart—Pg. 44, ¶ 3 & 4—Ibn Tumart, a devout North African Muslim, preached unceasingly that the end of time was near, that he had been called to purify the practice of Islam and he was called to unite his followers in dedication to Islamic law. Ibn Tumart died prematurely in 1130, but he still managed to gain an enormous following called the al-muwahhidun, or Almohads, the Unified Ones.

Ramiro II—Pg. 44, ¶ 2—Ramiro II, Alfonso the Battler's brother, took hold of Aragon after his brother's death. Ramiro II was a monk and gave up his vows in order to be a king because he found the two occupations incompatible.

Reconquista—Pg. 43, ¶ 3 & 4—Reconquista was the name for the crusade in Spain between the Christian noblemen and military orders, and the Almoravids. The Reconquista started in 1118 and lasted for centuries.

Urraca—Pg. 43, ¶ 2 and Pg. 44, *—Urraca, wife of Alfonso the Battler, was part ruler of the four Christian kingdoms of Spain. Urraca, estranged from Alfonso the Battler, ruled over León-Castile until her death in 1126, when the area was taken over by her son Alfonso VII.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Who are the Almoravids, and how did they start a crusade in Spain that lasted for centuries?

A1.—Pg. 43, ¶ 3 & 4—The Almoravids were a North African sect of Muslims that crossed the Strait of Gibraltar into the Spanish peninsula and took over the south of Spain within three years of their arrival. The Christian kingdoms of the north fought back against the Almoravids; the Christian resistance gained energy when a church council at Toulouse in 1118 gave the fight the status of crusade. The battlefield of southern Spain was large and the Almoravids were determined to hold on to the land—thus started a conflict that would be fought for centuries.

2. Why didn't the Almoravids take advantage of the break up of Spain after Alfonso the Battler's death?

A2.—Pg. 44, ¶ 3-5—The Almoravids did not take advantage of the disunion that followed Alfonso the Battler's death because they were busy fighting the Almohads. Though they were of the same religion, the Almohads saw what they believed to be unpurified Muslims, the Almoravids, as enemies.

3. Describe the challenges Alfonso VII faced as he attempted to take Almoravid Oreja. What was the outcome of Alfonso VII's siege on Oreja?

A3.—Pg. 45, ¶ 1-3—Alfonso VII laid siege to the Almoravid castle of Oreja in the spring of 1139, but he quickly found that the castle was strong and well protected. Alfonso VII ordered siege towers built, he made sentries guard the riverbank so he could destroy the Almoravids with thirst, and he built war engines with which to attack the castle. Though an Almoravid army from Marrakesh arrived to help beat Alfonso VII back he persisted, and when no more reinforcements were available, the Almoravids surrendered Oreja to Alfonso VII.

4. Name the Western thinkers described in this chapter that travelled to Toledo before Gerard of Cremona and list their discoveries.

A4.—Pg. 46, ¶ 3—Pope Sylvester II traveled to a monastery near the Muslim-Christian border before he was pope and learned to use the numbering system of the Arabs, generally now known as Hindu-Arabic numerals, in which the place of a number related its value. Robert of Ketton followed, as did Hermann of Carinthia, who first translated the entire Qur'an into Latin. Plato of Tivoli, who also preceded Gerard of Cremona, also translated Arabic texts on astronomy and mathematics into Latin.

5. What did Gerard of Cremona discover in Toledo? How was he able to translate the texts he found?

A5.—Pg. 46, ¶ 4 to Pg. 47, ¶ 1—When Gerard of Cremona arrived in Toledo he discovered a treasure trove of books he had never known existed, including the *Physics* of Aristotle, the *Elements* of Euclid and the *Secrets* of the great Greek physician Galen. While the books had been translated from Greek to Arabic, they had never been translated into Latin, so the books were unknown to the Latin-speaking West. Gerard of Cremona then set himself to learning the Arabic language so that he could spend the rest of his life translating major works on dialectic, astronomy, philosophy, mathematics, and medicine (he translated at least seventy-one books before his death).

Section III: Critical Thinking

The student may not use her text to answer this question.

We may not know what happened at the Battle of Ourique, but we do know that Afonso Henriques was victorious, and that his victory prompted him to declare himself the independent King of Portugal. Write a paragraph explaining how the lost details of the Battle of Ourique turned into an

epic Portuguese myth by the sixteenth century. In your paragraph, offer an explanation as to how national pride helped turn the Battle of Ourique into such a grandiose story.

The Battle of Ourique gave Afonso Henriques the opportunity to declare himself King of Portugal, and gave his people the opportunity to understand themselves as an independent nation. The result was that the commonplace Battle of Ourique, probably little more than a large-scale raid into Almoravid-held territory, turned into mythic battle that supposedly involved several kings and a vision of Christ. As described on page 45 in the footnote, “In the years afterward, Ourique loomed larger and larger in Portuguese eyes: the number of Almoravid troops killed increased, the Portuguese valor expanded, and the victory swelled, until by the sixteenth century Afonso Henriques had defeated five Muslim kings after seeing, Constantine-like, a vision of Christ promising victory over the pagans.” The belief in the chosenness of a people to rule over themselves translates into national pride. National pride can turn a small event into something larger-than-life, just as the Battle of Ourique transformed from a regular battle into an epic event. As for the inclusion of a vision of Christ, if he appeared to Afonso Henriques, then it was clear that God meant for the Portuguese to be a sovereign people. The Portuguese people believed so much in their leader, their faith, and in their existence as a sovereign nation that they needed a story of their fight for independence to match their national pride.

EXAMPLE ANSWER:

The Battle of Ourique turned Portugal into an independent nation and made Afonso Henriques King of Portugal. The result was that, over time, the commonplace Battle of Ourique turned into mythic battle that supposedly involved several kings and a vision of Christ. As time passed, the number of Almoravid troops killed increased, as did the number of Muslim kings taken down by Afonso Henriques. By the sixteenth century a vision of Christ was even said to have appeared before the future Portuguese king. Portuguese national pride turned the Battle of Ourique from a regular battle into something larger-than-life. As for the inclusion of a vision of Christ, if he appeared to Afonso Henriques, then it was clear that God meant for the Portuguese to be a sovereign people. The Portuguese people believed so much in their leader, their faith, and in their existence as a sovereign nation that they needed a story of their fight for independence to match their national pride.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 6.1.
2. Using a blue pencil, trace the coastline of the Mediterranean around France and Africa through the Straits of Gibraltar and then the Atlantic up around the coastlines of Portugal, Spain, and France. Then trace the line of the Loire River. Repeat until the contours are familiar.
3. Using pencils with contrasting colors, trace the outlines of Western Francia, Navarre, Aragon, Leon-Castile, and Portugal. Use small peaks to show the mountains around Aragon and Navarre. Repeat until the contours are familiar.
4. Using a new sheet of paper, trace the rectangular outline of the map with your black pencil. Remove your tracing paper from the original. Using a regular pencil with an eraser, draw the coastal outlines around the Mediterranean and Atlantic and the Loire River. Then trace the

CHAPTER SIX: RECONQUISTA AND REDISCOVERY

outlines of Western Francia, Navarre, Aragon, Leon-Castile, and Portugal. Use small peaks to show the mountains around Aragon and Navarre.

5. When you are pleased with your map, lay it over the original. Erase and redraw any lines that are more than $\frac{1}{4}$ " off of the original.

6. Now study the locations of Toulouse, Barcelona, Valencia, the Castle of Oreja, Toledo, Cordoba, Seville, the Battle of Ourique, and the Straits of Gibraltar. Also study the mark showing the Almohad Advance. When they are familiar for you, close the book. Using your regular pencil, mark each location. Check your map against the original, and correct any locations that were misplaced or mislabeled.

Chapter Seven

Questions of Authority

The student may use his text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Bernard of Chartres—Pg. 52, ¶ 9 to Pg. 53, ¶ 1—Bernard of Chartres, a master at the cathedral school of Chartres, made his students become thoroughly familiar with the works of Plato and Aristotle as foundations for their ongoing education in Christian doctrine. He had some unconventional teaching methods—exhortation and flogging—but most importantly he told his students they were dwarves perched on the shoulders of giants, able to see more and farther than their predecessors because they were lifted up by their previous work.

Collationes—Pg. 51, ¶ 1—Collationes, written by Peter Abelard, was a series of dialogues about ethics between a Christian, a Jew, and a character called the Ancient Philosopher. In the Collationes the Ancient Philosopher shows a clear understanding of the Highest Good—despite having only natural law to guide him.

Concordance of Discordant Canons—Pg. 53, ¶ 2—Concordance of Discordant Canons, written by Gratian, was a vast collection of ecclesiastical pronouncements that contradicted each other with resolutions to the inconsistencies found via the dialectic. The Concordance of Discordant Canons, a core text of the Catholic church tradition until 1918, was a triumph for ancient philosophy because it was a rationalization of spiritual decisions and it brought order by treating Church authority as a simple human system.

Fulbert—Pg. 50, 1-3—Fulbert, uncle of Heloise, flew into a rage when he found out his niece was pregnant by Peter Abelard, but made an agreement to let Peter Abelard marry Heloise in secret and continue to let her live at his home in Paris. Fulbert made Heloise's life a misery which resulted in her move to a convent and Fulbert's attack on Peter Abelard, where he sent hired thugs to castrate the theologian.

Gratian—Pg. 53, ¶ 2—Gratian was an Italian legal scholar who applied logic to the Church's own proceedings. Gratian created a vast collection of church law where he tried to resolve

inconsistencies in the law through the dialectic; the collection was known as Concordance of Discordant Canons.

Heloise—Pg. 49, ¶ 5 & 6 and Pg. 50, ¶ 4—Heloise, niece of the Parisian priest Fulbert, was the object of Peter Abelard’s love and the mother of his child. Heloise was sent to a convent after marrying Peter Abelard in secret, and while she did not see her husband, the two wrote to each other constantly over the next two decades, keeping their marriage alive through their words.

Peter Abelard—Pg. 50, ¶ 4 and Pg. 51, ¶ 1—Peter Abelard, a theologian that believed in applying logic and reason to the scripture, spend most of his adult life in the abbey of St. Denis after impregnating and secretly marrying a woman named Heloise. In 1121, a church council at Soissons ordered Abelard to throw his major work *Theologia Scholarium* into the fire, which he did, but he did not revise his views and he continued to work on the text through its completion in 1135.

Peter Lombard—Pg. 53, ¶ 3 & 4—Peter Lombard, a cleric and teacher at the school of Notre Dame in Paris, wrote the *Sentences*. The *Sentences* provided not just a scheme for organizing theology but also a methodology: discussion, debate, and systemization.

***Sentences*—Pg. 53, ¶ 3 & 4—*Sentences*, written by Peter Lombard, was the first major attempt by a Western theologian to link every Christian doctrine together into a coherent, logical whole. Using scripture and the Church fathers side by side, applying logic and dialectic to resolve contrary opinions, Peter Lombard created theological categories: Christology, soteriology, ecclesiology, and eschatology.**

***Sic et Non*—Pg. 51, ¶ 1—*Sic et Non*, meaning Yes and No, was the title of one of Peter Abelard’s books. *Sic and Non* was a whole collection of quotations from the church fathers that contradicted each other.**

***Theologia Scholarium*—Pg. 49, ¶ 1 and Pg. 51, ¶ 1—*Theologia Scholarium*, finished around 1135, was Peter Abelard’s treatise on the nature of God. Peter Abelard had been polishing and revising the *Theologia* for fourteen years, ever since the first version of the book had been condemned by the church council at Soissons.**

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. How did Peter Abelard end up teaching at the cathedral school of Notre Dame, the most prestigious cathedral school in Western Francia?

A1.—Pg. 49, ¶ 4—Peter Abelard spent his teens studying the works of Aristotle in Paris and sharpening his skill with words. In 1102 he set up his own school in the French town of Melun and over time his fame as a master of logic grew. In 1114, his reputation earned him the title of master of the cathedral school at Notre Dame.

2. Why couldn't Peter Abelard publicly marry Heloise?

A2.—Pg. 50, ¶ 1—Peter Abelard could not publicly marry Heloise because the master of a cathedral school was a churchman. Celibacy was increasingly the rule for churchmen and marriage would ruin Abelard's career.

3. What agreement was made between Peter Abelard and Fulbert regarding Heloise and the couple's love child? What did Fulbert do that went against the agreement?

A3.—Pg. 50, ¶ 2—Fulbert agreed to let Peter Abelard have a secret marriage to Heloise, Heloise would come back to her home in Paris, and Abelard would find lodging elsewhere. Heloise left her baby son in the care of Abelard's family and returned to live in her uncle's house, but he made her life a misery, which was not part of the agreement.

4. Why did Peter Abelard send Heloise to live in a convent, and what were the consequences of his decision?

A4.—Pg. 2 & 3—Peter Abelard sent Heloise to live in a convent so that she would no longer have to suffer the abuses of her uncle Fulbert. However, convents were the traditional refuge of wives whose husbands had repudiated them, and Fulbert used the move as an excuse to take revenge on Peter Abelard. He sent hired thugs to Abelard's lodgings in the middle of the night where they pinned him down and castrated him.

5. How did Peter Abelard apply some of Plato's philosophies to the doctrines of the church?

A5.—Pg. 50, ¶ 5—In the first version of *Theologia Scholarium*, Peter Abelard argued that Plato's philosophy of a "world soul" was actually a reference to the Holy Spirit. He wrote that through logic, any man could grasp the essence of the Trinity, and that scripture was *involutrum*, inherently difficult and figurative. In essence, in order to really understand scripture, readers had to use reason and dialectic in order to find its true meaning.

6. Why was Bernard of Clairvaux so against the work of Peter Abelard?

A6.—Pg. 52, ¶ 2 and Pg. 53, ¶ 5—Bernard of Clairvaux held the authority of the church above all, so he found the work of Abelard, which brought logic together with faith, to be offensive. Bernard of Clairvaux had an "abhorrence" for teachers that put their trust in "worldly wisdom" and were invested in "human argument." Unlike Abelard, who questioned everything, Bernard of Clairvaux wrote in his condemnation of Abelard that "The faith of the pious believes. . . . It does not discuss."

7. Why didn't Peter Abelard have to fulfill his sentence of silence? What happened to him after his death?

A7.—Pg. 52, ¶ 6 & 7—Peter Abelard's sentence of silence was never fulfilled because he was already dying from the illness that would kill him. He took shelter at the monastery of Cluny and was in the middle of writing a lengthy self-defense in response to Bernard of Clairvaux when he died. The abbot of Cluny, Peter the Venerable, declared Abelard absolved of all his sins; he then sent Abelard's coffin to Heloise, abbess of the Paraclete convent, and she buried him there.

Section III: Critical Thinking

The student may not use his text to answer this question.

When Peter Abelard started working on the *Theologia Scholarium*, one traditional minded churchman told him, “we recognize only the words of authority.” Though couched in terms of religious propriety, the desire for blind faith had more to do with power than it had to do with God. Write a paragraph explaining why traditional churchmen wanted to do away with reason and support only orthodox, accepted understandings of Christianity. In your answer, explain why Peter Abelard’s appeal to the Bishop of Sens and to the pope in response to Bernard of Clairvaux’s investigation hurt his case rather than helped it.

To believe in God unconditionally was also to take without question the word of His earthly representatives. Traditional churchmen were afraid that rational thinking, though it still came to the same conclusions about God, would disrupt their earthly power—which had nothing to do with God. They didn’t want to lose their authority, and the surest way to hold on to it was to say that true faithfulness was unquestioning. If this was true, then no one would challenge the churchmen’s authority.

Peter Abelard suggested that practitioners engage with religious texts in a way that put them in charge of their own reasoning. If readers could take their own meaning from a text, they no longer had to agree with all of the churchmen’s interpretations, rules and doctrines. Peter Abelard thought Bernard of Clairvaux’s problem with him was that he was not faithful enough, where the true problem was that Peter Abelard was not able to be blindly ruled by authority. When Peter Abelard petitioned to the Bishop of Sens and the pope, his skill in argumentation frightened his audience. As written on page 52, “To give Abelard a pass was to accept the categories of Aristotle; and accepting Aristotelian thought might well throw into doubt the entire authority structure of the Christian church. In 1141, the papal court agreed with Bernard. Abelard was to be imprisoned and condemned to perpetual silence.” Peter Abelard’s voice, which he used to show how logic and faith could work together, was taken away from him completely by the power of the court in an effort to keep that power stable and unquestioned.

EXAMPLE ANSWER:

To believe in God unconditionally was also to take without question the word of His earthly representatives. Traditional churchmen were afraid that rational thinking, though it still came to the same conclusions about God, would disrupt their earthly power—which had nothing to do with God. They supported only orthodox, accepted understandings of Christianity because that traditional view did not question their authority and power. Though Peter Abelard believed he could use logical reasoning to show the Bishop of Sens and the pope that his approach to faith was not hurtful to Christianity, his skills in argumentation confirmed that questioning Christian doctrine could undermine the authority of the church itself. Instead of agreeing with Abelard, the churchmen decided to punish him with silence so he could ask no more questions, and their power would remain intact.

Chapter Eight

The New Song

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Agricultural Treatise—Pg. 56, ¶ 1—Agricultural Treatise was the name of Chen Fu’s manual on farming. The 1149 text laid out effective rules for land utilization, crop rotation, and systematic fertilization, which helped the Southern Song become more productive farmers.

Hangzhou—Pg. 55, ¶ 1 & *—Hangzhou was the name given to Lin’an in 1276 after the Mongol invasion. Some later accounts use the name Hangzhou for Lin’an when referring to the city in the years prior to the 1276 invasion.

Prince Hailing—Pg. 57, ¶ 4 to Pg. 58, ¶ 2 and ¶ 5—Prince Hailing, one of Akuta’s grandsons, led a palace revolt in 1149 and seized the Jin throne for himself. Prince Hailing, a lover of Song culture, abolished Jurchen clan titles, moved the Jin capital to the old Chinese city of Yanjing, and invaded the Song with the intention to possess it; his invasion failed and he was ultimately murdered by his own generals.

Shizong—Pg. 58, ¶ 5 and Pg. 59, ¶ 1—Shizong, Prince Hailing’s cousin, took control of the Jin after Prince Hailing’s murder and immediately started peace talks with the Song to mend the damage done by his cousin’s invasion. Shizong was forced to fight against the Song before finally getting the peace he wanted via the Longxing Peace Accord.

Xiaozong—Pg. 58, ¶ 6 to Pg. 59, ¶ 1—Xiaozong, adopted son of Song Gaozong, became emperor after his adopted father stepped down following the Jin invasion. Though Xiaozong came to power with the intention of warring with the Jin, he was forced to sign the Longxing Peace Accord in 1165 after it became clear that neither empire would make headway against the other.

Zhu Xi—Pg. 57, ¶ 1 & 2—Zhu Xi, a Southern Song philosopher, transformed Confucianism from a tool of the state into a philosophy for every man based on private contemplation and

individual education. Zhu Xi turned Confucianism into Neo-Confucianism, the dominant way in which the Song understood the world.

Zhongdu—Pg. 58, ¶ 2—Zhongdu, the “Central Capital,” was the name given to the new Jin capital city that sat on the old Chinese city of Yanjing. Prince Hailing moved the capital city to Zhongdu so that Jin culture would be even closer to the Song culture.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Why did the Jin keep Song Qinzong alive?

A1.—Pg. 55, ¶ 2—The Jin kept Song Qinzong alive so that Song Gaozong could never feel fully comfortable with his own authority. Song Qinzong’s existence meant that Song Gaozong could easily lose his power. By keeping Song Qinzong alive, the Jin could always send him back home and fatally disrupt the Song chain of command.

2. What did Song Gaozong’s court want him to do regarding the Jin? What did Song Gaozong actually do to help the Song during his reign?

A2.—Pg. 55, ¶ 3-5—Some of the advisors in the Song court wanted Song Gaozong to authorize an all-out assault on the Jin while others recommended peace and prudence. Song Gaozong refused to provoke the Jin and instead chose to prioritize the security and stability of the imperial court. The Southern Song flourished without victory: they philosophized, painted, wrote poetry, and cultivated trade that strengthened the Song from within.

3. Where did the French word “satin” come from?

A3.—Pg. 56, ¶ 1—The French word “satin” came from the word “zaituni.” “Zaituni” was a word used by merchants from Bagdad for the city Quanzhou, the Southern Song city where satin manufacturing was centered.

4. Describe the tenets of traditional Confucianism.

A4.—Pg. 56, ¶ 5—Traditional Confucianism directed its followers towards the orderly performance of duties and rituals as the path to virtue; following rules established character. Confucian academies taught the rules of order, the duties of each man in his place and station, and the importance of ceremony. Confucianism had long been used to train and prepare state officials, and as a tool for conducting government affairs.

5. How did Zhu Xi transform Confucianism? In your answer, make sure to define *li* and *qi*.

A5.—Pg. 57, ¶ 1—Rather than teaching Confucianism as a tool of the state, Zhu Xi taught and spoke of the relationship between the essence of material things, the *li*, and their physical existence, the *qi*. *Li* in itself does not have form that can be touched; *qi* gives shape to *li*, but at the same time obscures it. The essence, the *li*, of every human being is essentially good; that goodness shines through when the *qi* is refined, polished, brought to the place where

it is transparent through private contemplation, “quiet sitting,” and individual education, “pursuing inquiry and study.”

6. In what way is Neo-Confucianism like dialectical inquiry? In what way is the origin of Neo-Confucianism unlike the origin of dialectical inquiry?

A6.—Pg. 57, ¶ 2—Both Neo-Confucianism and dialectical inquiry ask students to read several theories, for example, on truth, and then read them again against one another. Something can be learned from all theories, and by reading theories against one another, what is ultimately true will be revealed and what is useless will fall away. However, Neo-Confucianism’s origin is different from the origin of dialectical inquiry: Neo-Confucianism was an adaptation of the state religion to a time when the state was frozen in place while Aristotle’s dialectical inquiry was born of an intellectual preoccupation.

7. How did Prince Hailing show his love of Song culture?

A7.—Pg. 58, ¶ 2—Prince Hailing showed his love of Song culture through his studies of the Song lyric poems known as *ci*; he was an aspiring poet himself, an enthusiastic tea drinker and chess player. He wanted the Jin to be like the Song, so he abolished the old honorary titles still held by the heads of the Jurchen clans and moved the capital of the Jin out of the far northern city of Shang-ching to the ancient Chinese city of Yanjing, which he renamed Zhongdu, the “Central Capital.” He wrapped up the move and transformation by leveling the old Jurchen tribal headquarters in Shang-ching.

8. How did Prince Hailing prepare for his invasion into Song territory? What did the Song forces do to beat the Jin troops back?

A8.—Pg. 58, ¶ 3 & 4—In preparation for his invasion into Song territory, Prince Hailing lined up half a million horses, drafted both Jurchen and Chinese into new regiments, assembled a fleet of barges to use as warships on the Yangtze and murdered anyone who criticized or questioned his plans. Despite their preparation, the Jin were outmanned and out-fought by the Song navy, with its fleet of small fast attack ships and massive, iron-hulled, paddle-wheel war galleys, propelled by the leg power of scores of Song seamen. The Song terrified the opposition by hurling “thunderclap bombs,” gunpowder and metal pellets encased in a paper and bamboo envelope, onto the Jin boats, where they exploded in a shower of projectiles and flame.

9. How did the Song and Jin come to sign the Longxing Peace Accord?

A9.—Pg. 58, ¶ 5 to Pg. 59, ¶ 1—Shizong, Jin leader following Prince Hailing, wanted to make peace with the Song after his cousin’s attacks, but the prowar faction of the Song court had strengthened and Song Gaozong purposefully stepped down so his adopted son, Xiaozong, could lead the empire in battle against the northern enemy. The Song counterattack began in 1163, but as the Song divisions began to cross over into Jin territory, Shizong sent a hundred thousand men in response, and the Song were immediately driven back. It became clear that neither empire would make headway against the other so in 1165, the two emperors signed the Longxing Peace Accord, setting the border between the nations at the Huai river.

Section III: Critical Thinking

The student may not use her text to answer this question.

No matter what a ruler might do to silence his critics, voices of dissent always manage to be heard. Write a paragraph explaining how Song Gaozong planned to cut off criticism over the way his dynasty handled the Jin invasion and how that criticism was expressed regardless of the emperor's desires. Use some of the poetry found on page 56 of your text as a way to illustrate your explanation; make sure to explain what you think Lu Yu's words mean.

Song Gaozong banned the writing of any private, non-state-sponsored histories in 1144. He created this ban so that he could silence criticism over the way his dynasty had handled the Jin invasion. While the rule stopped criticism written in prose, it did not stop voices of dissent from expressing their opinions in painting and poetry. For example, because landscapes were safe to paint, traditional natural symbols took on new meaning. On page 56 we read that "blossoming plums, once the symbol of spring and new hopes, came to symbolize the southern willingness to go into exile, the misfortune and melancholy of the displaced." Critics of Song Gaozong were able to transform accepted symbols into ways of expressing their dissatisfaction with their leader.

Poetry was also a way for artists to express dissent. The poet Lu Yu was able to write about his frustration with the Song decision to maintain peace with the Jin through his poetry. He writes: "The good sword under the recluse's pillow / Clangs faintly all night long." The sword is hidden under a pillow, useless, but the recluse can hear it clanging faintly, meaning that he can feel the desire to use the sword in a fight against the Jin. The poem continues:

*It longs to serve in distant expeditions,
I fetch wine and pour a libation to the sword:
A great treasure should remain obscure;
There are those who know your worth,
When the time comes they will use you.
You have ample scope in your scabbard,
Why voice your complaints?*

"It" refers to the sword. The sword, and the desire of the poet, is to fight far away, in Jin land, but in the mean time the treasure, or worth, of the sword is obscured. The sword rests, but the criticism of the poet is vibrant: he believes Song Gaozong should have invaded the Jin. Poetry acts as a loophole in Song Gaozong's law against private histories and as a result the poet Lu Yu is able to make his frustrations known.

EXAMPLE ANSWER:

Song Gaozong banned the writing of any private, non-state-sponsored histories in 1144. He created this ban so that he could silence criticism over the way his dynasty handled the Jin invasion. While the rule stopped criticism written in prose, it did not stop voices of dissent from expressing their opinions in painting and poetry. For example, blossoming plums used to symbolize spring and new hopes. After Song Gaozong made his rule against private histories, Song artists were able to transform their meaning into the southern willingness to go into exile and the resultant melancholy of a people unable to fight against their attackers. Also, though histories written in prose were banned, private poetry was still permitted. Lu Yu provides us with a good example of how poetry could be used to criticize the emperor. Lu

Yu writes, “The good sword under the recluse’s pillow / Clangs faintly all night long.” The sword is hidden under a pillow, useless, but the recluse can hear it clanging faintly, meaning that he can feel the desire to use the sword in a fight against the Jin. As the poem continues, the sword “longs to serve in distant expeditions” but “remains obscure.” However, there are “those who know your worth,” meaning there are people just like the poet who were ready and able to fight against the Jin, no matter what Song Gaozong decided for his people.

Chapter Nine

The Heiji Disturbance

The student may use his text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Go-Sanjo—Pg. 61, ¶ 4 & 5 and Pg. 62, ¶ 5 to Pg. 63, ¶ 1—Go-Sanjo was a Japanese emperor that did not have a Fujiwara mother and as a result he broke the cycle of Fujiwara power in the Japanese court. Go-Sanjo started the tradition of abdicating early so that the emperor could choose his successors and, in an attempt to thwart Fujiwara power, remain an influential advisor behind the scenes.

Go-Shirakawa—Pg. 65, ¶ 1 & 4, Pg. 66, ¶ 3 and Pg. 67, ¶ 1—Go-Shirakawa, Toba’s son after Konoe, was made emperor following Konoe’s death. Go-Shirakawa stayed in power through the Hogen Incident and then abdicated in favor of his son Nijo, and though there was another plot against his family, Go-Shirakawa managed to survive and escape from that rebellion, the Heiji Disturbance, too.

Horikawa—Pg. 63, ¶ 2—Horikawa, son of Shirakawa, followed his father as emperor of Japan. Though he was emperor, Horikawa’s father continued to rule actively from the monastery during his son’s reign.

Kiyomori—Pg. 66, ¶ 1 and Pg. 67, ¶ 1 & 3—Kiyomori, a Taira clan member, gained a high position in Go-Shirakawa’s court after the Hogen Incident. Kiyomori saved the Emperor Nijo and Cloistered Emperor Go-Shirakawa from the devious Yoshimoto and Nobuyori during the Heiji Disturbance and as a result strengthened the power of the Taira clan in the capital.

Konoe—Pg. 64, ¶ 3, 6 & 7—Konoe, son of Toba and Tokuko, became emperor in 1142 at the age of three when Toba forced Sutoku to abdicate in Konoe’s favor. Konoe was poisoned thirteen years into his reign.

Masakiyo—Pg. 67, ¶ 2—Masakiyo, a faithful friend to Yoshimoto, fled the capital with the Minamoto clan leader after the Heiji Disturbance. After realizing that capture and

execution by the Taira clan leader Kiyomori were inevitable, Masakiyo beheaded Yoshimoto upon his request and then killed himself.

Minamoto—Pg. 62, ¶ 2—Minamoto was the clan name of a noble family in the northeast of Japan. The Minamoto had accumulated large and powerful personal armies and were a threat to the Fujiwara clan.

Nijo—Pg. 66, ¶ 3 and Pg. 67, ¶ 1—Nijo, son of Go-Shirakawa, became emperor after his father abdicated in 1159. Almost immediately after being crowned he was taken off the throne and kidnapped during the Heiji disturbance, though he was rescued by Kiyomori.

Nobuyori—Pg. 66, ¶ 1 and Pg. 67, ¶ 2—Nobuyori, a Fujiwara clansman that felt unappreciated by Go-Shirakawa after the Hogen Incident, aligned himself with Yoshitomo and together they started a rebellion against Nijo. Nobuyori's plan to overthrow the emperor failed and as a result he was beheaded.

Samurai—Pg. 62, ¶ 2 & *—Samurai were local soldiers that were granted land by privately powerful families in exchange for their military service. Samurai were high-ranking warriors in service to their masters and acted as private knights for their landlords.

Shirakawa—Pg. 62, ¶ 5 and Pg. 63, ¶ 2—Shirakawa, Go-Sanjo's oldest son, was married to a Minamoto bride and made emperor by his father at the age of twenty-one. When Shirakawa became emperor, he favored Minamoto and Taira courtiers over the Fujiwara, and at the age of thirty-three he abdicated in favor of his son Horikawa, took monastic vows, and continued to rule actively from his monastery.

Shoshi—Pg. 64, ¶ 4—Shoshi, a ward of Shirakawa, was arranged to be married to Toba by his grandfather. People questioned the relationship between Shoshi and Shirakawa and when she gave birth to a son and heir named Sutoku in 1119, the baby was generally assumed to be Shirakawa's, even though Toba claimed the child as his own.

Sohei—Pg. 62, ¶ 3—Sohei was the name for Japanese warrior monks that protected the wealthy Buddhist monasteries. Sohei were chosen for the monastic life solely because they were good with their weapons.

Sutoku—Pg. 64, ¶ 5-6 and Pg. 65, ¶ 3-5—Sutoku, son of Toba and Shoshi (though probably son of Shirakawa and Shoshi), was made emperor in 1123 at the age of four when his alleged father abdicated in his favor but then in 1139 he was forced by Toba to abdicate in favor of Konoe. When Toba died, Sutoku challenged Go-Shirakawa for the throne in the Hogen Incident and failed.

Taira—Pg. 62, ¶ 2 and Pg. 67, ¶ 3—Taira was the clan name of a noble family in the southwest of Japan. The Taira had accumulated large and powerful personal armies that threatened the Fujiwara and helped them to gain more influence in the Japanese government after the Heiji Disturbance.

Tametomo—Pg. 65, ¶ 3—Tametomo, son of Tameyoshi, is written about as a superhero in the fourteenth century account of the Japanese civil struggle called *The Tale of Hogen*. *The Tale of*

Hogen claimed that “Tametomo had a bow arm that was some six inches longer than the arm with which he held his horse’s reins . . . [and he used] a bow that was more than eight and a half feet in length.”

Tameyoshi—Pg. 65, ¶ 3 & 5—Tameyoshi was the Minamoto clan leader and Sutoku’s right-hand commander during the civil war against Go-Shirakawa. Tameyoshi was put to death by his son Yoshimoto after Go-Shirakawa beat Sutoku.

Toba—Pg. 63, ¶ 2 & * and Pg. 64, ¶ 5—Toba, son of Horikawa, followed his father as emperor of Japan after his father’s premature death. Toba was forced by his grandfather to abdicate the throne in favor of his four-year-old son, relegating Toba to a powerless position—junior Cloistered Emperor.

Tokuko—Pg. 64, ¶ 6—Tokuko was the favorite wife of Toba and the mother of his son Konoe.

Yoshitomo—Pg. 65, ¶ 3-5 and Pg. 67, ¶ 1—Yoshitomo, son of Tameyoshi, was, unlike his father and brother Tametomo, a supporter of Go-Shirakawa; when Go-Shirakawa defeated Sutoku’s challenge to the throne Yoshimoto had his father put to death and the sinews of his brother’s arms cut so that he could no longer use a bow. Then, after failing to overthrow Nijo in what was known as the Heiji Disturbance, Yoshimoto had his friend Masakiyo behead him rather than being killed by Kiyomori.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. How does the thirteenth-century Japanese history, the *Gukansho*, describe the general feeling towards Fujiwara power during the reign of Go-Sanjo?

A1.—Pg. 61, ¶ 5 to Pg. 62, ¶ 1—The *Gukansho* says that the people of Japan resented Fujiwara power. The Fujiwara clan ruled over Japan as if it was a private estate intended for their pleasure. According to the *Gukansho*, Go-Sanjo believed that the people would not be at peace if Fujiwara Regents and Chancellors continued to dominate the state while the Emperors “concerned themselves only with that which was elegant.”

2. What reforms did Go-Sanjo make in Japanese government in an attempt to tamp down Fujiwara power?

A2.—Pg. 62, ¶ 4—Go-Sanjo established a new government department, called the Records Office, that required all landholders to register proof that they owned their land so that the Fujiwara could no longer use public land for the recruitment of private soldiers. Go-Sanjo also promoted a score of Minamoto officials into higher positions at court. Finally, he did his best to organize a line of succession that would place sons of non-Fujiwara mothers on the throne, starting with his own successors: his oldest son was Fujiwara, but from a much less notable branch of the family and his second son was the child of one of his lesser wives, a Minamoto daughter.

3. Explain the Japanese tradition of Cloistered Emperors.

A3.—Pg. 63, ¶ 3—Starting with Go-Sanjo, and continuing on for two hundred years, Japan was ruled by Cloistered Emperors. Cloistered Emperors abdicated at the height of their powers, leaving the throne to child heirs, and then went on ruling from behind the scenes. Though there may have been a new emperor on the throne, everyone knew the retired emperor was in charge.

4. What were the benefits of the Cloistered Emperor tradition?

A4.—Pg. 63, ¶ 4 to Pg. 64, ¶ 1—The Cloistered Emperor tradition was beneficial because it neatly divided time-consuming ritual duties, like ceremonially important but politically pointless duties, from the equally time-consuming duties of actual governance. The sovereign on the throne took care of the first; the ruler in the monastery, the second. It also preserved an appearance of cooperation between the emperor-in-name and his Fujiwara advisor, while the actual power struggle between king and Fujiwara clan went on, more or less, in private.

5. What was the cause for civil war in Japan in 1156? What happened at the Hogen Incident on July 29, 1156?

A5.—Pg. 65, ¶ 2-4—The death of Toba, and the divided support for his son, Go-Shirakawa, or his supposed son Sutoku, for emperor, was the cause of civil war in Japan in 1156. When the two sides finally met Tametomo picked off a number of warriors on the opposing side, but his brother Yoshitomo had the brilliant idea of sending an arsonist in to set Sutoku's headquarters on fire and as the Cloistered Emperor's men scrambled away from the flames, Go-Shirakawa's archers took them down, one at a time. The result, called the Hogen Incident, led to Sutoku's men being shot, burned to death, or crushed by fellow soldiers that were jumping into wells to avoid the flames and Sutoku himself was arrested and exiled.

6. Describe the events of the Heiji Disturbance.

A6.—Pg. 66, ¶ 3 to Pg. 67, ¶ 1—Just after Go-Shirakawa abdicated in favor of his teenaged son, Nijo, Yoshitomo and Nobuyori surrounded the palace of the Cloistered Emperor with five hundred Minamoto samurai, took Go-Shirakawa prisoner, and set his palace on fire while other samurai kidnapped the young emperor. Taira Kiyomori, who was away on a pilgrimage of devotion to Kumano, heard of the attack and came thundering back into Kyoto at the head of a thousand samurai, all loyal to the Taira cause. Young Emperor Nijo was rescued; the Cloistered Emperor escaped; and the troops of Minamoto Yoshitomo and Fujiwara Nobuyori finally scattered in the face of the Taira attack.

7. What happened to power in the capital after the Heiji Disturbance?

A7.—Pg. 67, ¶ 3—After the Heiji Disturbance, Taira Kiyomori executed or exiled almost every important member of both the Yoshimoto and Fujiwara clans. In the span of twenty years, the power of the Fujiwara had collapsed and after the Heiji Disturbance the Taira clan was rising in power. Ultimately, however, the Cloistered Emperor still controlled the palace, and the other clans waited their chance for revenge.

Section III: Critical Thinking

The student may not use his text to answer this question.

Eleventh-century Japan was stifled by the power of the Fujiwara clan. As written on the first page of Chapter Nine, “Generation after generation, imperial princes had married Fujiwara brides. Fujiwara ministers of state, usually close male relations of the reigning empress, dominated weak or young rulers. Emperor after emperor was crowned and then retreated behind the scenes to pursue poetry and luxurious living, political ceremony and religious ritual.” Emperors were rendered powerless by the Fujiwara and Emperor Go-Sanjo was sick of it. Write a paragraph explaining how Go-Sanjo got out from under the grasp of the Fujiwara and then explain whether or not you think Japan was better off with Go-Sanjo’s new system.

Go-Sanjo was able to get around continuing Fujiwara power by abdicating early and placing his first son as emperor and his second son as Imperial Prince. The student has already explained the Cloistered Emperor tradition in short answer question three. He can paraphrase here. The Cloistered Emperor system worked like this: the current emperor abdicated in favor of his son and then continued to rule behind the scenes. Abdicating early guaranteed the emperor continued power and control over the Fujiwara nobleman in the capital.

The student may say he is for, or against, the Cloistered Emperor system. Again, the student explained the benefits of the system in short answer question four. The Cloistered Emperor system was beneficial because it divided time-consuming ritual duties from the equally time-consuming duties of actual governance. The ruling emperor presided over rituals and the Cloistered Emperor managed the actual running of the government. The system also preserved an appearance of cooperation between the Fujiwara advisor and the emperor while the power struggle continued in private.

However, these power struggles point to the negative aspects of the Cloistered Emperor system. Like the strong grip of the Fujiwara advisors, the Cloistered Emperor was the one that was truly in charge, and that left the emperor basically powerless and in no better position than he was in during the height of Fujiwara power. Another problem occurred when there were two Cloistered Emperors, as in the case of Toba, Sutoku and Konoe. Cloistered Emperor Toba forced Emperor Sutoku to abdicate in favor of Konoe, leaving Sutoku as a powerless Cloistered Emperor. Sutoku simmered with resentment. When Konoe died, Toba appointed his next son Go-Shirakawa as emperor. As soon as Toba died, Sutoku started a rebellion against Go-Shirakawa. The point here is clear: the Cloistered Emperor system created new power struggles in the Japanese capital that resulted in rivalries, rebellions and battles that did not benefit the country. The system did not fix what was wrong, it merely created new ways for frustration to boil over.

EXAMPLE ANSWER (FOR):

Go-Sanjo was able to get around continuing Fujiwara power by abdicating early and placing his first son as emperor and his second son as Imperial Prince. Go-Sanjo created the tradition of the Cloistered Emperor. The Cloistered Emperor system worked like this: the current emperor abdicated in favor of his son and then continued to rule behind the scenes. Abdicating early guaranteed the emperor continued power and control over the Fujiwara nobleman in the capital.

The Cloistered Emperor system was better than the previous system where the Fujiwara clan ruled because it created a united front for the Japanese people to see: it looked like the

Fujiwara advisor and the emperor cooperated with one another while the power struggle continued in private. More importantly, the system allowed the emperor to deal with ritual duties, which were time consuming and took away from the running of the government, while the Cloistered Emperor, who had all the time in the world, actually dealt with the management of the empire. The system created a more efficient running of the Japanese government than under the old Fujiwara power structure.

EXAMPLE ANSWER (AGAINST):

Go-Sanjo was able to get around continuing Fujiwara power by abdicating early and placing his first son as emperor and his second son as Imperial Prince. Go-Sanjo created the tradition of the Cloistered Emperor. The Cloistered Emperor system worked like this: the current emperor abdicated in favor of his son and then continued to rule behind the scenes. Abdicating early guaranteed the emperor continued power and control over the Fujiwara nobleman in the capital.

The system did not solve Japan's problems. Like the strong grip of the Fujiwara advisors, the Cloistered Emperor was the one that was truly in charge, and that left the emperor basically powerless and in no better position than he was in during the height of Fujiwara power. Another problem occurred when there were two Cloistered Emperors, as in the case of Toba, Sutoku and Konoe. Cloistered Emperor Toba forced Emperor Sutoku to abdicate in favor of Konoe, leaving Sutoku as a powerless Cloistered Emperor. Sutoku simmered with resentment. When Konoe died, Toba appointed his next son Go-Shirakawa as emperor. As soon as Toba died, Sutoku started a rebellion against Go-Shirakawa. Sutoku's rebellion exemplifies how the Cloistered Emperor system created new power struggles in the Japanese capital that resulted in conflicts that did not benefit the empire. The system did not fix what was wrong, it merely created new ways for frustration to boil over.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 9.1: Japan under the Cloistered Emperors.
2. Trace the coastline around Japan. You need not include the very small unmarked islands around the coastline. Repeat until the contours are familiar.
3. Using a new sheet of paper, trace the rectangular outline of the map in black. Then using a regular pencil with an eraser, draw the Japanese coastline. Erase and redraw as necessary.
4. When you are pleased with your map, lay your paper over the original, and erase and redraw any lines which are more than 1/2" off of the original.
5. Mark Honshu. Then study carefully the locations of Minamoto, Mt. Hiei, Kamo, Nara, Kumano, and Taira. When you are familiar with them, close the book. Using your regular pencil with an eraser, label each location. Check your map against the original, and correct any misplaced or mismarked labels.

Chapter Ten

Death of an Army

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Chung-heon—Pg. 73, ¶ 3 and Pg. 74, 1-3—Chung-heon, a member of the Choe clan, claimed control of the Council of Generals with his brother Chung-su after they had murdered their most powerful rival in 1196. Chung-heon, after becoming sole controller of the throne, transferred most of the power of the government into his own private control and he ruled Goryeo, through his puppet-king, as a private citizen.

Chung-su—Pg. 73, ¶ 3 & 7 to Pg. 74, ¶ 1—Chung-su, a member of the Choe clan, claimed control of the Council of Generals with his brother Chung-heon after they had murdered their most powerful rival in 1196. Chung-su quarreled with his brother because Chung-su wanted to marry his daughter off to the crown prince; the quarrel between the brothers escalated into a street fight between their supporters in which Chung-su was killed.

Chungbang—pg. 72, ¶ 5—Chungbang was the name of the Council of Generals formed by Jeong Jung-bu, Yi Ko and Yi Uibang after Uijong was taken off of the throne. The Chungbang, made up of a group of officers, took over the job of governing that had once been held by the civilian State Council.

Han Roe—Pg. 71, ¶ 8 to Pg. 72, ¶ 2—Han Roe was a civilian official that mocked a losing officer during a staged boxing competition put on by the king. Han Roe's taunting, which included pushing down the officer to demonstrate his weakness, ignited a coup against the king and the civilian officials in which Han Roe himself was killed.

Heaven-Sent Force of Loyalty and Righteousness—Pg. 70, ¶ 2—Heaven-Sent Force of Loyalty and Righteousness was the name of an army raised by a rebellious Buddhist monk that revolted against King Injong.

Injong—Pg. 70, ¶ 2-5—Injong, king of Goryeo, put down two major rebellions during his reign but did nothing to address the discontent that caused those rebellions. During Injong’s reign, old noble families kept their estates apart and filled civil offices, military officers were relegated to the lowest possible appointments, and the great private estates displaced many peasants who then had to turn to banditry to survive.

Jeong Jung-bu—Pg. 71, ¶ 3, Pg. 72, ¶ 2 & 5 and Pg. 73, ¶ 2—Jeong Jung-bu, Chief of General Staff to Uijong, was made a mockery of when Kim Ton-jung set his beard on fire for the king’s amusement. After Jeong Jung-bu led a rebellion in the palace and killed an entire layer of Goryeo’s government, he formed the Chungbang with Yi Ko and Yi Uibang which he ruled until 1179 when he was murdered by a young officer.

Kim Bo-dang—Pg. 72, ¶ 7 & 8—Kim Bo-dang, an officer that had been demoted after General Jung-bu’s government came to power, rounded up a substantial counterforce of soldiers and civilians who were still loyal to Uijong in 1173. Kim Bo-dang died during his failed attack on the new military government.

Kim Ton-jung—Pg. 71, ¶ 4 and Pg. 72, ¶ 2—King Ton-Jung played a practical joke on King Uijong’s Chief of Staff, General Jeong Jung-bu, by setting the general’s long beard on fire for the king’s entertainment. Kim Tom-jung died as a result of Jeong Jung-bu storming the palace and killing civilian officials in protest.

Kyong—Pg. 70, ¶ 6 to Pg. 71, ¶ 1—Kyong, the second son of Injong, was preferred by his mother and father to lead Goryeo; his older brother Uijong knew Kyong was the favorite so he stripped Kyong of his titles six years into his reign and then, another six years later, had Kyong banished from the capital city of Kaesong completely.

Myeongjong—Pg. 72, ¶ 3 and Pg. 73, ¶ 6—Myeongjong, younger brother of Uijong, was placed on the throne after his brother was put in exile. Myeongjong, already forty when he was crowned, was weak and accommodating, wielded no power, and managed to stay alive and on the throne for twenty-seven years before abdicating to his younger brother Sinjong.

Sinjong—Pg. 73, ¶ 6—Sinjong, younger brother of Myeongjong, followed his brother as puppet-king of Goryeo, under the command of Chung-heon.

Uijong—Pg. 70, ¶ 6, Pg. 72, ¶ 3 and Pg. 73, ¶ 2—Uijong, oldest son of Injong, took the throne of Goryeo in 1146; he was the eighteenth king of his line but he was not liked for the position by his mother or father, nor the historians of his time. Uijong survived Jeong Jung-bu’s rebellion by handing all his power over to the general and going into exile on Koje Island, though ultimately he was killed in his island prison by one of Yi Uibang’s men.

Yi Ko—Pg. 71, ¶ 5, Pg. 72, ¶ 5 and Pg. 73, ¶ 2 —Yi Ko, a Senior Captain under Jeong Jung-bu’s command and member of the same clan as the exiled friends of Prince Kyong, helped Jeong Jung-bu oust Uijong and then form the Chungbang. Power struggles within the Council of Generals led to Yi Ko’s assassination by Yi Uibang in 1174.

Yi Uibang—Pg. 71, ¶ 5, Pg. 72, ¶ 5 and Pg. 73, ¶ 2—Yi Uibang, a Senior Captain under Jeong Jung-bu’s command and member of the same clan as the exiled friends of Prince Kyong, helped Jeong Jung-bu oust Uijong and then form the Chungbang. In a bid for power, Yi Uibang assassinated Yi Ko in 1174 and then arranged for the marriage of his daughter to King Myeongjong’s son, a display of ambitions so bald that Jeong Jung-bu had Yi Uibang murdered.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What are the two major systems for rendering Korean names into the Roman alphabet? What system is used in present day South Korea, and in your textbook? What system is used in present day North Korea?

A1.—Pg. 69, *—There are two major systems for rendering Korean names into the Roman alphabet. The older system, McCune-Reischauer Romanization, uses phonetic symbols and the newer system, Revised Romanization, tries to represent Korean sounds with combinations of vowels and consonants. The current official system of South Korea is Revised Romanization, which is also used in this textbook. Present day North Korea continues to use a slightly altered version of McCune-Reischauer Romanization.

2. What internal divisions did Goryeo face during the Injong’s reign?

A2.—Pg. 70, ¶ 3-5—During Injong’s reign, the old aristocratic families grew in power, married among themselves, filled civil government positions, and expanded their private estates which resulted in the displacement of Goryeo’s peasants and their subsequent turn to banditry. Military officers lost their ability to move up in rank when Injong’s officials decided to do away with the exams that allowed them to qualify for important civil posts and thus were relegated to the lowest possible appointments. The army had served the throne loyally in putting down rebellions, and a standing force was needed to protect the northern border against wandering nomadic invaders; but the aristocracy was unwilling to allow soldiers to gain any more power.

3. Explain the relationship between Uijong and Kyong, and how Kyong ended up in exile in 1156.

A3.—Pg. 70, ¶ 6 to Pg. 71, ¶ 1—Uijong and Kyong’s parents had a low opinion of Uijong—they thought he was a trifler with no skill for governing—and they preferred Kyong to be king; however, Uijong was still crowned in Injong’s place in 1156. Uijong knew Kyong was his family’s favorite, so in 1151, after six years on the throne, he seized on a court rumor that Kyong was planning treason and used it as an excuse to strip Prince Kyong of his titles and remove his closest friends from their official positions. Kyong had remained popular, especially with his mother’s family, and Uijong was afraid of a coup so after another six years, Uijong banished Kyong and his cronies from the capital city of Kaesong completely.

4. How did Jeong Jung-bu, Yi Ko and Yi Uibang come together in resentment against Uijong? What was the last straw before they decided to go forward with their rebellion?

A4.—Pg. 71, ¶ 7—The setting on fire of Jeong Jung-bu’s beard brought together the Chief of General Staff and the two Senior Captains in resentment against Uijong. Three years after the came together, they attended a memorial service where both civilian and military officials had gathered. The civilian officials were drunk and well-fed and the military officials were hungry and upset; with the gap between the ranks made clear, Jeong Jung-bu, Yi Ko and Yi Uibang began to plot a coup.

5. Why did Jeong Jung-bu institute a second purge of civilians after he had already gotten Uijong off the throne? What was the result of the second purge?

A5.—Pg. 72 ¶ 8 to Pg. 73, ¶ 1—Kim Bo-dang, a military man, rounded up a counterforce against Jeong Jung-bu in the name of Uijong, but his attack was a failure and he died, shouting as he slipped away, “The civil bureaucrats all joined in plotting with me!” The accusation set off another purge of civil officials who had not been killed in 1170. As a result of the second purge, civilians who had once been sympathetic to the military’s plight now began to turn against the new regime and another army raised in P’yongyang tried to drive the General and his captains out of power.

6. Why didn’t Chung-heon want to rule over the Goryeo army? Why didn’t he want to put his own sons on the Goryeo throne after he took power?

A6.—Pg. 73, ¶ 4-6—Chung-heon did not want to rule over the Goryeo army because it was unruly and too many men had died trying to wrangle the military. Another strategy Chung-heon used to avoid conflict was not putting his own sons on the Goryeo throne; he did not want to shatter the mystique of the long-lasting Goryeo dynasty. Chung-heon knew that upsetting the image of the Goryeo throne might energize a whole new civilian resistance to the military dictatorship.

7. How did Chung-heon take the rule of Goryeo into his private control?

A7.—Pg. 74, ¶ 2 & 3—Chung-heon made sure that his own personal guards, supplemented by troops who owed loyalty directly to him, became a separate and independent army within the capital, answering only to him. At first, they simply guarded his house but as time went on, they were augmented by mercenaries, deserters from the regular army, and new allies, until Chung-heon controlled thirty-six armed units of well-trained fighters. Then, over time, Chung-heon transferred more and more of the government’s powers—including tax collection and the prosecution of lawbreakers—over to his own private control.

8. What was left of the Goryeo government after Chung-heon privatized most the running of the country?

A8.—Pg. 74, ¶ 3—Chung-heon allowed the Goryeo throne, the traditional government offices, and the shell of the army to survive. The Council of Generals was given a handful of ceremonial tasks, the task of carrying out important Buddhist rituals, and the responsibility for making maps. Neither the king, nor the Council of Generals, took any part in actually running the country.

Section III: Critical Thinking

The student may not use her text to answer this question.

Plato's Phaedrus said, "Things are not always what they seem." Write a paragraph explaining one of the following accounts of deceptive appearances that occurred in this chapter. You can write about the appearance of peace Uijong cultivated and why some continued to support him after he was overthrown, or you can write about the true meaning of the king being entertained by Jeong Jung-bu's burning beard. In your answer, explain what the world saw and then explain the truth found beneath.

Uijong's Peaceful Goryeo

Uijong was very clever. Though he fed the power of the aristocrats by allowing them to grow their estates and take up most civil service positions, he made himself look good for the people by posing as a man of culture and peace. He built Buddhist temples and gave them names like "Tranquility" and "Joyful Pleasure." He dug lily ponds, traveled from one beauty spot to another, and gave alms to the poor. Even when Uijong was overthrown by Jeong Jung-bu he still had supporters because he made the people of Goryeo believe he was a faithful observer of Buddhist practices and he tried to lower taxes. The truth is that Uijong, by mistreating the army and by favoring the aristocrats, was not good to his people. The appearance he gave of being a wise and peaceful leader was just that—appearance only.

Jeong Jung-bu's Burning Beard

In 1167, at a royal feast, Kim Ton-jung played a practical joke on the king's Chief of General Staff, Jeong Jung-bu. Kim Ton-jung set the general's long grey beard on fire with a candle. King Uijong found the scene very entertaining. For Jeong Jung-bu, however, the incident was infuriating. In truth, all of the military under Uijong were treated terribly. As written on page 71, Uijong "ordered soldiers to dig ditches and build walls for public projects and forced officers to act as ceremonial bodyguards to civil officials. Enlisted men found their salaries unexpectedly docked, or promised land tracts suddenly reassigned. On royal expeditions, military men were allowed to wait, cold and hungry, until civilians were well fed." On the surface it may have appeared that the fire in Jeong Jung-bu's beard was an accident, or a harmless joke, but underneath it was the symbol of the long smoldering fire of resentment held by the Goryeo military.

EXAMPLE ANSWER (UIJONG'S PEACEFUL GORYEO):

Uijong made himself look good for the people by posing as a man of culture and peace. He built Buddhist temples and gave them names like "Tranquility" and "Joyful Pleasure." He dug lily ponds, traveled from one beauty spot to another, and gave alms to the poor. Even when Uijong was overthrown by Jeong Jung-bu he still had supporters because he made the people of Goryeo believe he was a faithful observer of Buddhist practices and he tried to lower taxes. The truth is the Uijong, by mistreating the army and by favoring the aristocrats, was not good to his people. The appearance he gave of being a wise and peaceful leader was just that—appearance only.

EXAMPLE ANSWER (JEONG JUNG-BU'S BURNING BEARD):

In 1167, at a royal feast, Kim Ton-jung played a practical joke on the king's Chief of General Staff, Jeong Jung-bu. Kim Ton-jung set the general's long grey beard on fire with a candle. King Uijong found the scene very entertaining. For Jeong Jung-bu, however, the incident was infuriating. In truth, all of the military under Uijong were treated terribly. Soldiers were forced to dig ditches, build walls for public projects and act as ceremonial bodyguards to civil officials, but they were not given any respect or proper pay. Military men often found their salaries unexpectedly docked, or tracts of land that were promised to them suddenly reassigned. On royal expeditions civilians were always fed first while military men were allowed to wait, cold and hungry. On the surface it may have appeared that the fire in Jeong Jung-bu's beard was an accident, or a harmless joke, but underneath it was the symbol of the long smoldering fire of resentment held by the Goryeo military.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 10.1: Goryeo.
2. Using a blue pencil, trace the visible coastline around China and Japan. Include Koje Island and the other few distinct islands between the coastlines. Repeat until the contours are familiar.
3. Using a black pencil, trace the Goryeo region, and repeat until the contours are familiar.
4. Using a new sheet of paper, trace the rectangular outline of the frame in black. Using your regular pencil, draw the coastlines of China and Japan, the islands, and then also the specific region of Goryeo.
5. When you are pleased with your map, lay it over the original, and erase and redraw any lines which are more than $\frac{1}{4}$ " off.
6. Now study carefully the locations of P'yongyang, Kaesong, and Koje Island. When they are familiar, close the book, and label each location. Then check them against book, and make any needed corrections.

Chapter Eleven

The First Plantagenet

The student may use his text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Eustace—Pg. 78, ¶ 4—Eustace, Stephen’s son and heir, died of a sudden onset of seizures. Stephen lost the heart to continue fighting against Henry after Eustace died.

Henry—Pg. 76, ¶ 5, Pg. 77, ¶ 3 & 4 and Pg. 78, ¶ 7—Henry, Matilda’s son, became both Count of Anjou and Duke of Normandy when his father died and gained even more power and land when he married Eleanor of Aquitaine on May 18, 1152. Henry became king of England, too, on December 19, 1154, due to the terms of the Treaty of Wallingford, which both Henry and Stephen signed in January of 1154.

William of Conches—Pg. 76, ¶ 3—William of Conches was a well-regarded philosopher and author of a masterwork intended to reconcile Greek natural philosophy with Christian orthodoxy. He was also Henry’s tutor in Western Francia.

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What areas of England did Stephen control during the civil war? What areas did Matilda control? What did the land look like in between?

A1.—Pg. 76, ¶ 2—Stephen’s armies controlled the southeast of England and the capital city of London. Matilda’s soldiers dominated the southwest. The land in between the two strongholds was a wasteland where one could go on a day’s journey and not find one person in a village or one piece of farm land that was tilled.

2. Describe Henry's first war adventure in England.

A2.—Pg. 76, ¶ 3 & 4—In 1147 fourteen-year-old Henry left his studies in Western Francia with a small band of soldiers but rumors circulated in England that said Henry had come with an entire army, or perhaps two, possibly with the king of France behind him, and was ready to devastate the opposition. Of course, this wasn't true, and Henry's little group of adventurers lost several initial skirmishes against detachments of Stephen's soldiers. Realizing there was nothing in it for them, Henry's soldiers ditched him, Henry found himself broke and stranded in enemy territory, and King Stephen of England had to provide Henry with the money to get back home.

3. What happened when Capetian king Louis VII asked the pope for an annulment from Eleanor of Aquitaine?

A3.—Pg. 76, ¶ 7 to Pg. 77, ¶ 1 & 2—When Louis VII asked the pope about annulling his marriage to Eleanor of Aquitaine, the pope refused to discuss it. Instead, he shut the estranged couple into a bedroom furnished with a single bed to encourage their relationship. The result was a disaster: Eleanor gave birth to another girl which made Louis VII resign himself to ending the marriage.

4. What happened the second time Capetian king Louis VII asked the pope for an annulment from Eleanor of Aquitaine?

A4.—Pg. 77, ¶ 2— The second time Louis VII asked the pope for an annulment from Eleanor of Aquitaine he did so with the help of Bernard of Clairvaux and the proof of dissatisfaction with the marriage that came with Eleanor's inability to produce a male heir. The pope now granted the annulment and the decree that their marriage ceased to exist was dated March 11, 1152.

5. Why did Louis VII attack Henry after his marriage to Eleanor? What were the terms of the truce made between the two men?

A5.—Pg. 77, ¶ 5 to Pg. 78, ¶ 1—Louis VII was incensed by Henry's marriage to Eleanor—not only was Eleanor Louis VII's ex-wife but also Louis VII lost half his domain to Eleanor's new husband. Louis mounted a war against Henry, but not only did Henry's troops easily fight off Louis's attacks, they also made their way into royal land, forcing Louis VII to suggest a truce. Peace would be made if Louis VII would recognize Henry's claim to Aquitaine and Henry swore an oath of loyal submission to the French throne.

6. Why did Henry agree to a truce with Louis VII that included being submissive to the French throne?

A6.—Pg. 78, ¶ 2—Henry agreed to a truce with Louis VII that included his submission to the French throne because his power in Western Francia was secure—his lands were more than seven times larger than Louis's royal estates. More importantly, Henry was preparing to fight for England. His mother Matilda had retreated to Normandy and Henry was going to pick up her cause.

7. How did Stephen and Henry come to sign the Treaty of Wallingford? What were the conditions of the treaty?

A7.—Pg. 78, ¶ 3-5—In January of 1153, Henry landed on English shores at the head of three thousand men, immediately took the castle of Malmesbury away from Stephen’s forces and reached the Thames by first week of August. When Stephen’s son and heir Eustace died, Stephen lost the will to fight and suggested a truce. In January of 1154 the men signed the Treaty of Wallingford which said that Henry would become heir to the crown as long as Stephen continued to rule as king of England until his death and Henry swore loyalty to Stephen as his lord.

8. What did Henry order on Christmas Day of 1154? Why did he make such an order?

A8.—Pg. 79, ¶ 3—On Christmas Day of 1154, Henry ordered the foreign mercenaries who had flocked into England during the Anarchy expelled. He also ordered all castles built without royal permission to be demolished. He made these orders because he needed to quell the power of the noblemen in England. By demolishing their castles and purging their private armies—made up of mercenaries—Henry took power away from the noblemen and put it back with the throne.

Section III: Critical Thinking

The student may not use his text to answer this question.

At the age of fourteen Matilda’s son Henry sailed to England with a small band of soldiers. After losing several small fights, Henry’s men deserted him and he was left stranded in England. His mother’s treasury was empty, so the King of England himself had to supply the funds to send Henry back to Western Francia and his teenage studies. This was not an auspicious start for young Henry. However, at twenty-one, Henry was Count of Anjou, Duke of Normandy, Ruler of Aquitaine and King of England. Write a paragraph explaining what made Henry a strong ruler. In your answer, explain both political and military decisions Henry made that helped to secure his power.

In this chapter we see two major character traits that helped to propel Henry to such great power: first, he knew when to make a truce and second, he had enormous amounts of energy that kept him on top of the governing of his lands. When Henry’s father died he became Count of Anjou and Duke of Normandy at the age of eighteen. When Henry met Eleanor of Aquitaine, he was taken with her, and just months after their meeting (and Eleanor’s divorce from Louis VII), they were married. Louis VII attacked Henry soon after his marriage to Eleanor in order to win back some of the land that Henry had inherited in his marriage. But Henry’s men were powerful and they not only drove back Louis VII’s troops but also started to invade royal land. Henry’s military decision to invade Louis VII’s land showed his power. When Louis VII suggested a truce, Henry could have said no and kept fighting, but he agreed. The truce firmed up Henry’s grip on Aquitaine and ensured no more fighting with Western Francia; it was a politically shrewd move. Similarly, when Henry attacked England, Stephen suggested a truce not even a year into Henry’s invasion. Again, Henry could have continued to fight and have Stephen forcibly removed from the throne, but he agreed to a truce. Stephen died ten months after the Treaty of Wallingford was signed and Henry was made King of England rather peacefully. Not only did Henry know when

to make a truce, he knew not to rest on his laurels. He used his enormous stores of energy to keep his kingdom in check. For example, only six days after his coronation, Henry ordered the foreign mercenaries living in England during the Anarchy expelled, and he also ordered all castles built without royal permission to be demolished. Those noblemen that resisted were met with force: Henry used his military to lay siege to the rebellious castles and confiscate them for the crown. Henry's quick and fierce military response stopped any more noblemen from defying the king. Getting rid of the personal armies and castles of the noblemen that challenged the English throne secured Henry's power and showed his strength as ruler.

EXAMPLE ANSWER:

Henry was a strong ruler because he made wise political and military decisions. He had a lot of energy that kept him on top of ruling his kingdom. After Henry married Eleanor of Aquitaine, Louis VII attacked. Henry's men were powerful and they not only drove back Louis VII's troops but also started to invade royal land. Henry's military decision to invade Louis VII's land showed his power. When Louis VII suggested a truce, Henry could have said no and kept fighting, but he agreed. The truce firmed up Henry's grip on Aquitaine and ensured no more fighting with Western Francia; it was a politically shrewd move. Similarly, when Henry attacked England, Stephen suggested a truce not even a year into Henry's invasion. Again, Henry could have continued to fight and have Stephen forcibly removed from the throne, but he agreed to a truce. Stephen died ten months after the Treaty of Wallingford was signed and Henry was made King of England rather peacefully. Not only did Henry know when to make a truce, he knew not to rest on his laurels. Only six days after his coronation as King of England, Henry ordered the foreign mercenaries expelled and he also ordered all castles built without royal permission to be demolished. Those noblemen that resisted were met with force: Henry used his military to lay siege to the rebellious castles and confiscate them for the crown. Henry's quick and fierce military response stopped any more noblemen from defying the king. Getting rid of the personal armies and castles of the noblemen that challenged the English throne secured Henry's power and showed his strength as ruler.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 11.1, Anjou, Normandy, and England.
2. Using a blue pencil, trace the coastline around England and around the continent. Also trace the line of the Thames. Repeat until the contours are familiar.
3. Now using a black pencil, trace the outlines of the Domains of the King of France. Repeat until the contours are familiar.
4. Using a new sheet of paper, trace the outline of the map's frame in black. Then remove your paper from the original. Using your regular pencil with an eraser, draw the outline of the coast around England and the continent, the line of the Thames, and the Domains of King of France. When you

CHAPTER ELEVEN: THE FIRST PLANTAGENET

are done with this, check your map against the original, and erase and redraw any lines which are more than $\frac{1}{2}$ " off of the original.

5. Mark England, the Domains of the King of France, and Western Francia. Now carefully study the areas of Kent, Normandy, Anjou, and Aquitaine. When you are familiar with them, mark and label their locations. Then study the locations of London, Malmsbury, Paris, and Poitiers. When you are familiar with them, mark them on your map. Check your map against the original, and erase and redraw any marks more than $\frac{1}{2}$ " off of the original.

Student Study Guide

FOR

THE HISTORY OF THE RENAISSANCE WORLD

How To Use This Study Guide

On Research and Citations

Many of the critical thinking questions in *The History of the Renaissance World: Study & Teaching Guide* require research. The student may be prompted to use a specific citation style in the question, or he may be given a choice. The most common citation styles for writing in the humanities are MLA (Modern Language Association), The Chicago Manual of Style, and APA (American Psychosocial Association). The most up-to-date versions of these style guides can be purchased through each association's website:

MLA (Modern Language Association) <https://www.mla.org/Publications/Bookstore/Nonseries/MLA-Handbook-Eighth-Edition>

The Chicago Manual of Style, and APA (American Psychosocial Association)
<http://www.chicagomanualofstyle.org/home.html>

APA (American Psychosocial Association)
<http://www.apastyle.org/manual/>

The most recent version of each style guide should be used, as citation guidelines and rules are constantly changing, especially when it comes to online and digital sources.

You may also consider purchasing a style and citation reference book, like Diana Hacker's *A Writer's Reference* (Bedford/St. Martin's), which includes guidelines for all three style guides listed above. Again, make sure to acquire the most recent edition. Also, Purdue University's Online Writing Lab (OWL) is an excellent, free, web-based resource: <https://owl.english.purdue.edu/owl/>

Students should be aware that all sources are not made equal. Here is a quick checklist that can be used to test the reliability of a source.

Credibility check:

- Is the source credible?
- Who is the author/publisher/source/sponsor?
- Can you find the author or publisher's credentials?
- What does the web address end in? Sites that end in .edu and .gov are generally credible, but beware of student and employee blog posts.
- Have you heard of the author/website/publishing house before? If not, can you find information about it easily?
- Is the information in the text supported by evidence? If you answered "no," the source you are working with is most likely not reliable.
- Has the information been reviewed? If you are looking at a blog post, is it part of a reviewed publication (like a national newspaper or cable network)? If you answered "no," the source you are working with is most likely not reliable.
- Are there any spelling or grammar mistakes? Are there typos in the writing? If you answered "yes," the source you are working with is most likely not reliable.

Application check:

- Is this source appropriate for the topic you are writing about? Is it relevant to your topic?
- Is the text written for the appropriate audience (not too basic or too advanced for your work)?
- Is the text written to persuade or convince someone of a point? If so, is the text too biased to use as a source in your research? Can you pull objective information from it? If you answered "no," the source you are working with is most likely not reliable.
- Is the source a stated piece of opinion or propaganda? If you answered "yes," the source you are working with is most likely not reliable.
- Are personal biases made clear? Do these biases affect the objective transmission of information? If you answered "yes," the source you are working with is most likely not reliable.
- Is the source trying to sell you something? If you answered "yes," the source you are working with is most likely not reliable.
- Is this the only source you've found? Is limiting your research detrimental to your final writing product?

Timeliness check:

- When was the information posted or published?
- Has the information been updated or revised recently?
- Is the information outdated? Has the information been proven wrong or inaccurate? If you answered “yes,” the source you are working with is most likely not reliable.

***Please note that the checklist above is a guideline for considering the reliability of a source, not a hard and fast list of rules. If the student is working on a piece of writing about public relations, for example, and is using an advertisement (trying to sell the reader something) in her work, the article *would* be a good source because it is necessary for the student’s essay, even if it does not pass the test above.

Preface

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Age of Enslavement

Gerard of Cremona

Petrarch

Pope Nicholas V

Romanus Pontifex

Tursun Bey

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Why did Gerard of Cremona go to the Spanish peninsula in order to find a copy of the *Almagest*?
2. What did Gerard of Cremona do once he found so many treasured texts in Toldeo? How did he pick what texts to translate?
3. What was Petrarch's personal interest in "a Renaissance"?
4. What is the "Twelfth-Century Renaissance"?
5. When will the history covered in your text end? Why does Susan Wise Bauer choose to end where she does?
6. What commonly written about historical periods followed the Renaissance? How did these periods start?

Section III: Critical Thinking

The student may not use her text to answer this question.

The History of the Renaissance World begins with a “Preface.” Why? Write a paragraph that first defines what a preface is and second explains why Susan Wise Bauer starts her story of the Renaissance with a preface.

Chapter One

Logic and Compromise

You may use your text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Anselm of Canterbury

Boethius

Calixtus II

Domesday Book

Feudalism

Henry I

Henry V

Lanfranc

Matilda

Paschal II

Robert

Trans-substantio

Walter Tyrrell

William II

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What did the first article of Henry I's Charter of Liberties declare? What did the remaining thirteen articles of the Charter of Liberties deal with, and what in particular did the Charter assure English barons?
2. How were the *thegns*, or "thanes," of England treated under William the Conqueror?
3. What was an English baron's relationship to his land? What was the *servitium debitum*?
4. Though the Charter of Liberties seemed to benefit English barons, how did it really reinforce Henry I's power?
5. What is investiture? Why was having power over investiture so important in the renaissance world?
6. Why was Aristotelian logic frowned upon by most churchmen?
7. How did ninth-century Irish theologian Johannes Scotus Erigena and eleventh-century teacher Berengar of Tours use Aristotelian logic in relation to theology? Why were they men excoriated for their use of Aristotle?
8. What is the pallium? When Anselm was nominated to be Archbishop of Canterbury, why did he refuse to take the pallium from William II's hand?
9. What could Henry I lose if he continued to fall out with Paschal II over the right of investiture?
10. Explain the terms of the Concordat of London, the agreement made in 1107 that signaled a truce between Henry I and Paschal II.
11. How did Henry V convince Paschal II to come to a compromise about investiture? What were the terms of their agreement?
12. What happened when the bishops of Rome heard the details of Paschal II's compromise with Henry V on the morning of Henry V's coronation ceremony? How did Paschal II end up in Henry V's "protective custody"?
13. How did Paschal II get out of Henry V's "protective custody"? What were the effects of the agreement made with Paschal II on Henry V's rule?
14. Explain the terms of the Concordat of Worms, the agreement made in 1122 between Henry V and Calixtus II.

Section III: Critical Thinking

You may not use your text to answer this question.

In this first chapter of *The History of the Renaissance World* we see immediately how the reintroduction of classical thinking affects the players in our story. While Aristotelian logic was seen by some as threatening to the church, it was used by others to prove God is real. Write a paragraph explaining how Anselm of Canterbury used Aristotelian logic to affirm God's existence. In your answer, make sure to explain how the dialectic and use of ontological argument helped Anselm of Canterbury in his assertion.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 1.1.
2. Using a blue pencil, trace the Mediterranean coastline around Italy, Francia, and Africa. Also trace the coastline around Britain/Ireland and up around Germany. You do not need to include small islands. Repeat until the contours are familiar.
3. Using your black pencil, trace the outlines of the Holy Roman Empire. Repeat this also until the contours are familiar.
4. Trace the rectangular outline of the frame in black. Remove your tracing paper from the original. Using a regular pencil with an eraser, draw the coastline around England, Germany, Western Francia, and Italy. Remember to use the distance from the map frame as a guide.
5. When you are pleased with your map, lay it over the original. Erase and redraw any lines which are more than $\frac{1}{4}$ " off of the original.
6. Study carefully the major regions of England, Normandy, Western Francia, Germany and the Holy Roman Empire, Italy, and the Papal States. Then close the book and mark them on your map. After you checked and corrected any misplaced labels, study the locations of London, Canterbury, Tinchebray, Bec Abbey, Worms, and Rome. When you are familiar with them, close the book. Mark each location with your regular pencil. Check your map against the original, and erase and re-draw any misplaced labels.

Chapter Two

The Crusader Enemy

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Alexius Comnenus

Bohemund

Bohemund II

John Comnenus (II)

Leo I

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Why did Bohemund fake his own death? How did he get people to believe he was dead?
2. How was Bohemund able to recruit an army of Italians for his fight against Constantinople?
3. Explain how Crusader power in the east continued to grow after Bohemund's defeat in 1108.
4. Explain Jerusalem's relationship to Tripoli after the city was conquered in 1109. Over what other powerful "lordships" did the king of Jerusalem have authority?
5. Describe the division of power in twelfth-century Italy.
6. What was the relationship between the maritime republics and the Crusader kingdoms?
7. What deal did Alexius Comnenus make with the Venetians before the First Crusade? What happened after John Comnenus cancelled the deal?

8. Why did John Comnenus back down and reinstate Venice's privileges in Constantinople?
9. Why did John Comnenus attack Cilicia? How did he come to be allied with Bohemund II of Antioch?

Section III: Critical Thinking

The student may not use her text to answer this question.

The Crusades, military campaigns sanctioned by the pope, were meant to restore Christian power in the Holy Land. The land conquered during these Holy Wars was supposed to be handed over to the Christian emperor. However, we know that didn't happen. Write a paragraph explaining why Alexius Comnenus had the Crusaders that came through Constantinople swear an oath before going off to war. In your answer, explain what was even more motivating to some Crusaders than fighting for God.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 2.1.
2. Using a blue pencil, trace the coastal outline of the Mediterranean and the Black Sea. It is not necessary to trace any of the multiple small islands around Turkey and Greece, but be sure to include the passageway from the Aegean through to the Black Sea (the Hellespont (opening passage), Propontis (small sea in the middle), and Bosphorus; the Bosphorus Strait is noted on the map).
3. Using contrasting colors, trace the outlines of the Dukedom of Apulia and Calabria, the Papal States, the Holy Roman Empire, the Republic of Venice, Byzantium, Asia Minor, Cilician Armenia, the County of Edessa, the Principality of Antioch, the Kingdom of Jerusalem, and the Fatimid Caliphate in Egypt. Mark the Sultanate of Rum. Repeat until familiar.
4. When you feel confident, trace the rectangular outline of the map onto a new sheet of paper, using your black pencil. Using your blue pencil, draw the outlines of the Mediterranean and the Black Sea (and passage into it). Remove your paper from the original, and draw the lines of the Dukedom of Apulia and Calabria, the Papal States, the Holy Roman Empire, the Republic of Venice, Byzantium, Asia Minor, Cilician Armenia, the County of Edessa, the Principality of Antioch, the Kingdom of Jerusalem, and the Fatimid Caliphate in Egypt. Mark the Sultanate of Rum.
5. When you are happy with your map, lay it over the original. Erase and redraw any lines which are more than $\frac{3}{4}$ " off of the original.
6. Carefully study the locations of the Countship of Sicily, Rome, Pisa, Genoa, Venice, Dyrrachium, the Bosphorus Strait, Constantinople, Antioch, Aleppo, Tyre, and Jerusalem. When you are familiar with them, close the book. Using your regular pencil, label all 12 on your map. Compare with the original, and erase and re-mark your labels as necessary.

Chapter Three

Anarchy

You may use your text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

The Anarchy

Baldwin II

Fulk V

Geoffrey the Handsome

Lothair III

Louis VI

Melisande

Stephen

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What were the circumstances of Matilda's younger brother William's death?
2. How did Matilda become first in line for the English throne? How did Henry V's status change because of his marriage to Matilda and the death of her brother?
3. Why did Matilda return to England?
4. Describe the make up of Western Francia/France at the time of Matilda's betrothal to Geoffrey the Handsome.

5. Who was Fulk the Black? What did he do to become famous, and feared?
6. How was it that Matilda had children with Geoffrey the Handsome after she walked out on their marriage?
7. How did Henry I of England die?
8. Describe the first four years of Stephen's rule of England.
9. What happened to England after Matilda invaded with troops from Anjou and Normandy in 1139?

Section III: Critical Thinking

You may not use your text to answer this question.

When the noblemen of England heard that Henry I was dead, they panicked. He had no son to succeed him on the throne . . . but he did have a daughter. The noblemen were scared of both the French influence that would come with Matilda's husband were she to take the throne, but perhaps they were even more resistant to her rule because she was a woman. Strong and influential women have often caused waves of fear to ripple through society. Write a paragraph or two about another powerful woman of your choosing that influenced English history.

Chapter Four

The Lost Homeland

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Akuta

Annam

Dai Viet

Do Anh Vu

Gaozong

Jaya Indravarman III

Jayavarman II

Li Qingzhao

Ly Than Tong

Ly Thuong Kiet

Qinzong

Shaoxing Treaty

Suryavarman II

The Imperial Commissioner's Office for the Control and Organization of the Coastal Areas

Yueh

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Describe the Jurchen invasion of the Song empire between 1127 and 1130.
2. What factors slowed the invading Jurchen down? How did the Song save themselves from complete destruction by the Jurchen?
3. Why did Song Gaozong agree to a peace treaty with the Jurchen in 1141?
4. Though a firm border north of the Dai Viet capital Thang Long was drawn after the defeat of the Song by Ly Thuong Kiet in 1076, how did Chinese culture still manage to infiltrate Dai Viet?
5. Why did Suryavarman II believe it was his duty to subjugate the earth? In your answer, define *Devaraja* and *Chakravartin*.
6. For what reason did Suryavarman II invade Dai Viet?
7. Describe the city of Angkor and its water supply during the time of Suryavarman II's rule.
8. Describe the place Suryavarman II had built for himself in which he would live forever.
9. What happened to Khmer's hold on Champa when Suryavarman II was no longer in power?

Section III: Critical Thinking

The student may not use her text to answer this question.

It is clear that Jaya Indravarman III was not a great ruler. Sources remember him as “mild and resourceless,” and during his reign the north of Champa was conquered by Suryavarman II. But though Suryavarman II was an ambitious leader, that does not mean he did much better than Jaya Indravarman III for the kingdom of Khmer. Write a paragraph describing how Suryavarman II's determination did just as much harm as it did good for Khmer.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 4.1: The Kingdoms of China and Southeast Asia.
2. Using a blue pencil, trace the coastline down from the top of the map around the regions of Jin, Southern Song, Dai Viet, Champa, and Khmer to the bottom of the map, around the Bay of Bengal. You do not need to trace the islands to the right of the mainland, though do take note of them. **Do** trace the outline of the island to the right of the Gulf of Tonkin. With your blue pencil, trace the lines of the Yellow, Huai and Yangtze Rivers and also the Bach Dang. Repeat until the contours are familiar.

CHAPTER FOUR: THE LOST HOMELAND

3. Using pencils in contrasting colors, trace the outlines of the Jin region, the Southern Song region, the Dai Viet region, the Champa region, and the Khmer regions. Repeat until the contours are familiar.
4. Using a new sheet of paper, trace the rectangular frame of the map with your black pencil. Remove your tracing paper from the original. Using your regular pencil with an eraser, draw the coastline down from the top of the map around the regions of Jin, Southern Song, Dai Viet, Champa, and Khmer to the bottom of the map, around the Bay of Bengal. Draw the lines of the Yellow, Huai, and Yangtze Rivers and the Bach Dang. Also draw the outlines of the Jin region, the Southern Song region, the Dai Viet region, the Champa region, and the Khmer regions.
5. When you are pleased with your map, lay it over the original. Erase and redraw any lines which are more than $\frac{1}{2}$ " off of the original. Looking at the map, draw the cluster of islands to the right of the mainland.
6. Now carefully study the locations of Zhongdu, Kaifeng, Yangzhou, Nanjing, Lin'an, Ningbo, Quanzhou, Thang Long, My Son, Vijaya, and Ankor. When you are familiar with them, close the book. Using your regular pencil, mark each location on the map. Check your map against the original, and correct any locations that were misplaced or mislabeled.

Chapter Five

Crusade Resurrected

You may use your text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Bernard of Clairvaux

Conrad III

Eleanor

Great Seljuk

Jihad

Louis VII

Manuel

Nur ad-Din

Pope Eugenius III

Quantum praedecessores

Raymond

Zengi

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Describe the state of the Turkish empire after the death of its establishment by the great conqueror Malik Shah.
2. How did the earthquake that occurred in October of 1138 physically affect the Turkish empire?
3. Why do earthquakes hold such a sacred place in the Muslim culture? How are they viewed by the Muslim people?
4. Why didn't any Christian armies come to Edessa's aid when Zengi and his Muslim soldiers attacked in 1144?
5. Why were Christian soldiers so eager to fight in the Second Crusade?
6. What happened at the beginning of Louis VII's reign that made him want to join the Second Crusade?
7. How might have Louis VII's religious background affected his ability to produce an heir with his wife, Eleanor?
8. What happened to the German, and then the French and German, armies as they attempted to attack Edessa in 1147 and 1148?
9. What advice did Raymond of Poitiers give to Louis VII regarding his next military move after defeat near Laodicea in the Second Crusade? What did Louis VII want to do instead?
10. How did the Second Crusade end?

Section III: Critical Thinking

You may not use your text to answer this question.

The actual causes of war, while perhaps clear in historical accounts, are often murky. In this chapter we see two very different cases that show us indirect causes (or excuses) for war. Explain the first and second catalysts for Zengi's attack on Edessa and Louis VII's engagement in the Second Crusade. In your writing, explain how important the secondary cause was in giving legitimacy to each man's first impetus for war.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 5.3.
2. Using a blue pencil, trace the coastal outlines of the Mediterranean and the Black Seas including the passage into the Black Sea. Also trace the visible portions of the Caspian Sea (toward the top of the map), the Persian Gulf (into which the Tigris and Euphrates Rivers flow), and the Red Sea. Trace the lines of the Tigris, Euphrates, and Nile. Repeat until the contours are familiar.
3. Now select three contrasting colors to show the territories of Byzantium, the conquests of Zengi, and the conquests of Nur ad-Din. Trace the outlines of each section with the color you choose, as shown by the key on the map. Repeat until the contours are familiar.
4. When you feel confident about the outlines, remove your paper from the original, and close the book. Draw the coastal outlines of the Mediterranean and the Black Seas, including the passage into the Black Sea. Also draw the visible portions of the Caspian Sea, the Persian Gulf, and the Red Sea and the lines of the Tigris, Euphrates, and Nile. Then draw the territories of Byzantium, the conquests of Zengi, and the conquests of Nur ad-Din.
5. When you are pleased with your map, lay it over the original. Erase and redraw any lines which are more than $\frac{1}{2}$ " off of the original.
6. Now carefully study the locations of Constantinople, Nicaea, Dorylaeum, Laodicea, Mount Cadmus, Aleppo, Baghdad, Damascus, Acre, Jerusalem, Damietta, Alexandria, Tanis, Cairo, and Fustat. When you are familiar with them, close the book. Using your regular pencil, mark their locations. Check and correct any locations that were misplaced or mislabeled.
7. Looking at the book, mark the various Sultans: the Sultanate of Rum, the Sultan of Baghdad, and the Sultan of Syria. Mark the region of Jerusalem (as opposed to the city), the Principality of Antioch, Fatimid Egypt, Edessa, Cilician Armenia, and the Danishmends.

Chapter Six

Reconquista and Rediscovery

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Afonso Henriques

Alfonso VII

Alfonso the Battler

Ali ibn Yusuf

Almohads

Al-Mu'min

Garcia Ramirez

Ibn Tumart

Ramiro II

Reconquista

Urraca

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Who are the Almoravids, and how did they start a crusade in Spain that lasted for centuries?
2. Why didn't the Almoravids take advantage of the break up of Spain after Alfonso the Battler's death?

3. Describe the challenges Alfonso VII faced as he attempted to take Almoravid Oreja. What was the outcome of Alfonso VII's siege on Oreja?
4. Name the Western thinkers described in this chapter that travelled to Toledo before Gerard of Cremona and list their discoveries.
5. What did Gerard of Cremona discover in Toledo? How was he able to translate the texts he found?

Section III: Critical Thinking

The student may not use her text to answer this question.

We may not know what happened at the Battle of Ourique, but we do know that Afonso Henriques was victorious, and that his victory prompted him to declare himself the independent King of Portugal. Write a paragraph explaining how the lost details of the Battle of Ourique turned into an epic Portuguese myth by the sixteenth century. In your paragraph, offer an explanation as to how national pride helped turn the Battle of Ourique into such a grandiose story.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 6.1.
2. Using a blue pencil, trace the coastline of the Mediterranean around France and Africa through the Straits of Gibraltar and then the Atlantic up around the coastlines of Portugal, Spain, and France. Then trace the line of the Loire River. Repeat until the contours are familiar.
3. Using pencils with contrasting colors, trace the outlines of Western Francia, Navarre, Aragon, Leon-Castile, and Portugal. Use small peaks to show the mountains around Aragon and Navarre. Repeat until the contours are familiar.
4. Using a new sheet of paper, trace the rectangular outline of the map with your black pencil. Remove your tracing paper from the original. Using a regular pencil with an eraser, draw the coastal outlines around the Mediterranean and Atlantic and the Loire River. Then trace the outlines of Western Francia, Navarre, Aragon, Leon-Castile, and Portugal. Use small peaks to show the mountains around Aragon and Navarre.
5. When you are pleased with your map, lay it over the original. Erase and redraw any lines that are more than ¼" off of the original.
6. Now study the locations of Toulouse, Barcelona, Valencia, the Castle of Oreja, Toledo, Cordoba, Seville, the Battle of Ourique, and the Straits of Gibraltar. Also study the mark showing the Almohad Advance. When they are familiar for you, close the book. Using your regular pencil, mark each location. Check your map against the original, and correct any locations that were misplaced or mislabeled.

Chapter Seven

Questions of Authority

You may use your text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Bernard of Chartres

Collationes

Concordance of Discordant Canons

Fulbert

Gratian

Heloise

Peter Abelard

Peter Lombard

Sentences

Sic et Non

Theologia Scholarium

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. How did Peter Abelard end up teaching at the cathedral school of Notre Dame, the most prestigious cathedral school in Western Francia?

2. Why couldn't Peter Abelard publicly marry Heloise?
3. What agreement was made between Peter Abelard and Fulbert regarding Heloise and the couple's love child? What did Fulbert do that went against the agreement?
4. Why did Peter Abelard send Heloise to live in a convent, and what were the consequences of his decision?
5. How did Peter Abelard apply some of Plato's philosophies to the doctrines of the church?
6. Why was Bernard of Clairvaux so against the work of Peter Abelard?
7. Why didn't Peter Abelard have to fulfill his sentence of silence? What happened to him after his death?

Section III: Critical Thinking

You may not use your text to answer this question.

When Peter Abelard started working on the *Theologia Scholarium*, one traditional-minded churchman told him, "we recognize only the words of authority." Though couched in terms of religious propriety, the desire for blind faith had more to do with power than it had to do with God. Write a paragraph explaining why traditional churchmen wanted to do away with reason and support only orthodox, accepted understandings of Christianity. In your answer, explain why Peter Abelard's appeal to the Bishop of Sens and to the pope in response to Bernard of Clairvaux's investigation hurt his case rather than helped it.

Chapter Eight

The New Song

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Agricultural Treatise

Hangzhou

Prince Hailing

Shizong

Xiaozong

Zhu Xi

Zhongdu

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. Why did the Jin keep Song Qinzong alive?
2. What did Song Gaozong's court want him to do regarding the Jin? What did Song Gaozong actually do to help the Song during his reign?
3. Where did the French word "satin" come from?
4. Described the tenets of traditional Confucianism.
5. How did Zhu Xi transform Confucianism? In your answer, make sure to define *li* and *qi*.

6. In what way is Neo-Confucianism like dialectical inquiry? In what way is the origin of Neo-Confucianism unlike the origin of dialectical inquiry?
7. How did Prince Hailing show his love of Song culture?
8. How did Prince Hailing prepare for his invasion into Song territory? What did the Song forces do to beat the Jin troops back?
9. How did the Song and Jin come to sign the Longxing Peace Accord?

Section III: Critical Thinking

The student may not use her text to answer this question.

No matter what a ruler might do to silence his critics, voices of dissent always manage to be heard. Write a paragraph explaining how Song Gaozong planned to cut off criticism over the way his dynasty handled the Jin invasion and how that criticism was expressed regardless of the emperor's desires. Use some of the poetry found on page 56 of your text as a way to illustrate your explanation; make sure to explain what you think Lu Yu's words mean.

Chapter Nine

The Heiji Disturbance

You may use your text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Go-Sanjo

Go-Shirakawa

Horikawa

Kiyomori

Konoe

Masakiyo

Minamoto

Nijo

Nobuyori

Samurai

Shirakawa

Shoshi

Sohei

Sutoku

Taira

Tametomo

Tameyoshi

Toba

Tokuko

Yoshitomo

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. How does the thirteenth-century Japanese history, the *Gukansho*, describe the general feeling towards Fujiwara power during the reign of Go-Sanjo?
2. What reforms did Go-Sanjo make in Japanese government in an attempt to tamp down Fujiwara power?
3. Explain the Japanese tradition of Cloistered Emperors.
4. What were the benefits of the Cloistered Emperor tradition?
5. What was the cause for civil war in Japan in 1156? What happened at the Hogen Incident on July 29, 1156?
6. Describe the events of the Heiji Disturbance.
7. What happened to power in the capital after the Heiji Disturbance?

Section III: Critical Thinking

You may not use your text to answer this question.

Eleventh-century Japan was stifled by the power of the Fujiwara clan. As written on the first page of Chapter Nine, “Generation after generation, imperial princes had married Fujiwara brides. Fujiwara ministers of state, usually close male relations of the reigning empress, dominated weak or young rulers. Emperor after emperor was crowned and then retreated behind the scenes to pursue poetry and luxurious living, political ceremony and religious ritual.” Emperors were rendered powerless by the Fujiwara and Emperor Go-Sanjo was sick of it. Write a paragraph explaining how Go-Sanjo got out from under the grasp of the Fujiwara and then explain whether or not you think Japan was better off with Go-Sanjo’s new system.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 9.1: Japan under the Cloistered Emperors.

CHAPTER NINE: THE HEIJI DISTURBANCE

2. Trace the coastline around Japan. You need not include the very small unmarked islands around the coastline. Repeat until the contours are familiar.
3. Using a new sheet of paper, trace the rectangular outline of the map in black. Then using a regular pencil with an eraser, draw the Japanese coastline. Erase and redraw as necessary.
4. When you are pleased with your map, lay your paper over the original, and erase and redraw any lines which are more than $\frac{1}{2}$ " off of the original.
5. Mark Honshu. Then study carefully the locations of Minamoto, Mt. Hiei, Kamo, Nara, Kumano, and Taira. When you are familiar with them, close the book. Using your regular pencil with an eraser, label each location. Check your map against the original, and correct any misplaced or mismarked labels.

Chapter Ten

Death of an Army

The student may use her text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Chung-heon

Chung-su

Chungbang

Han Roe

Heaven-Sent Force of Loyalty and Righteousness

Injong

Jeong Jung-bu

Kim Bo-dang

Kim Ton-jung

Kyong

Myeongjong

Sinjong

Uijong

Yi Ko

Yi Uibang

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What are the two major systems for rendering Korean names into the Roman alphabet? What system is used in present day South Korea, and in your textbook? What system is used in present day North Korea?
2. What internal divisions did Goryeo face during the Injong's reign?
3. Explain the relationship between Uijong and Kyong, and how Kyong ended up in exile in 1156.
4. How did Jeong Jung-bu, Yi Ko and Yi Uibang come together in resentment against Uijong? What was the last straw before they decided to go forward with their rebellion?
5. Why did Jeong Jung-bu institute a second purge of civilians after he had already gotten Uijong off the throne? What was the result of the second purge?
6. Why didn't Chung-heon want to rule over the Goryeo army? Why didn't he want to put his own sons on the Goryeo throne after he took power?
7. How did Chung-heon take the rule of Goryeo into his private control?
8. What was left of the Goryeo government after Chung-heon privatized most the running of the country?

Section III: Critical Thinking

The student may not use her text to answer this question.

Plato's Phaedrus said, "Things are not always what they seem." Write a paragraph explaining one of the following accounts of deceptive appearances that occurred in this chapter. You can write about the appearance of peace Uijong cultivated and why some continued to support him after he was overthrown, or you can write about the true meaning of the king being entertained by Jeong Jung-bu's burning beard. In your answer, explain what the world saw and then explain the truth found beneath.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 10. 1: Goryeo.
2. Using a blue pencil, trace the visible coastline around China and Japan. Include Koje Island and the other few distinct islands between the coastlines. Repeat until the contours are familiar.
3. Using a black pencil, trace the Goryeo region, and repeat until the contours are familiar.

CHAPTER TEN: DEATH OF AN ARMY

4. Using a new sheet of paper, trace the rectangular outline of the frame in black. Using your regular pencil, draw the coastlines of China and Japan, the islands, and then also the specific region of Goryeo.
5. When you are pleased with your map, lay it over the original, and erase and redraw any lines which are more than $\frac{1}{4}$ " off.
6. Now study carefully the locations of P'yongyang, Kaesong, and Koje Island. When they are familiar, close the book, and label each location. Then check them against book, and make any needed corrections.

Chapter Eleven

The First Plantagenet

You may use your text when answering the questions in sections I and II.

Section I: Who, What, Where

Write a one or two-sentence answer explaining the significance of each item listed below.

Eustace

Henry

William of Conches

Section II: Comprehension

Write a two or three-sentence answer to each of the following questions.

1. What areas of England did Stephen control during the civil war? What areas did Matilda control? What did the land look like in between?
2. Describe Henry's first war adventure in England.
3. What happened when Capetian king Louis VII asked the pope for an annulment from Eleanor of Aquitaine?
4. What happened the second time Capetian king Louis VII asked the pope for an annulment from Eleanor of Aquitaine?
5. Why did Louis VII attack Henry after his marriage to Eleanor? What were the terms of the truce made between the two men?
6. Why did Henry agree to a truce with Louis VII that included being submissive to the French throne?

7. How did Stephen and Henry come to sign the Treaty of Wallingford? What were the conditions of the treaty?
8. What did Henry order on Christmas Day of 1154? Why did he make such an order?

Section III: Critical Thinking

You may not use your text to answer this question.

At the age of fourteen Matilda's son Henry sailed to England with a small band of soldiers. After losing several small fights, Henry's men deserted him and he was left stranded in England. His mother's treasury was empty, so the King of England himself had to supply the funds to send Henry back to Western Francia and his teenage studies. This was not an auspicious start for young Henry. However, at twenty-one, Henry was Count of Anjou, Duke of Normandy, Ruler of Aquitaine and King of England. Write a paragraph explaining what made Henry a strong ruler. In your answer, explain both political and military decisions Henry made that helped to secure his power.

Section IV: Map Exercise

1. Using a black pencil, trace the rectangular outline of the frame for Map 11.1, Anjou, Normandy, and England.
2. Using a blue pencil, trace the coastline around England and around the continent. Also trace the line of the Thames. Repeat until the contours are familiar.
3. Now using a black pencil, trace the outlines of the Domains of the King of France. Repeat until the contours are familiar.
4. Using a new sheet of paper, trace the outline of the map's frame in black. Then remove your paper from the original. Using your regular pencil with an eraser, draw the outline of the coast around England and the continent, the line of the Thames, and the Domains of King of France. When you are done with this, check your map against the original, and erase and redraw any lines which are more than ½" off of the original.
5. Mark England, the Domains of the King of France, and Western Francia. Now carefully study the areas of Kent, Normandy, Anjou, and Aquitaine. When you are familiar with them, mark and label their locations. Then study the locations of London, Malmsbury, Paris, and Poitiers. When you are familiar with them, mark them on your map. Check your map against the original, and erase and redraw any marks more than ½" off of the original.

**Maps to Accompany
The Study and Teaching Guide
for
the History of the Renaissance World**

ALL MAPS DESIGNED BY SUSAN WISE BAUER AND SARAH PARK

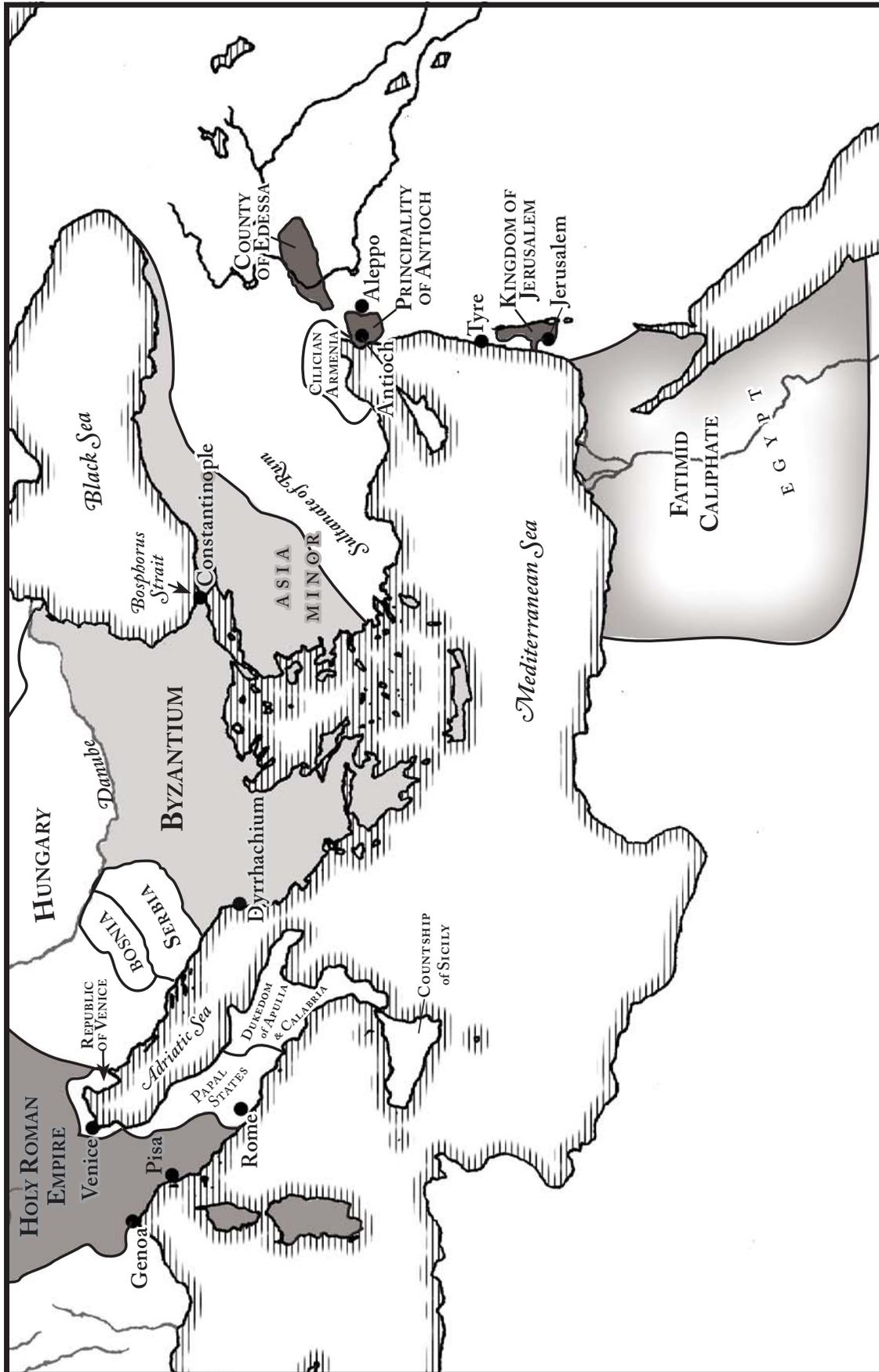
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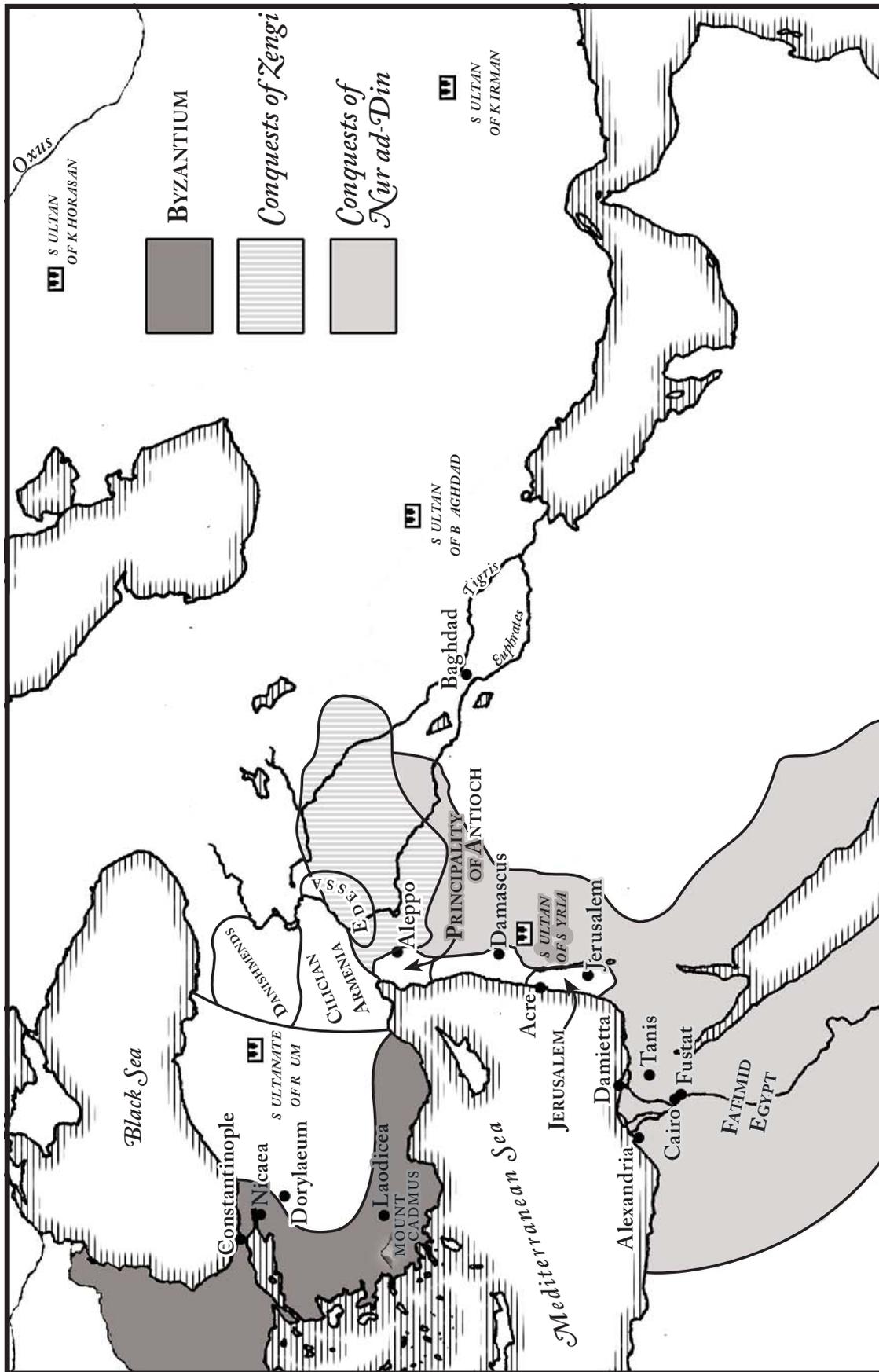
Map 1.1: England and the Holy Roman Empire



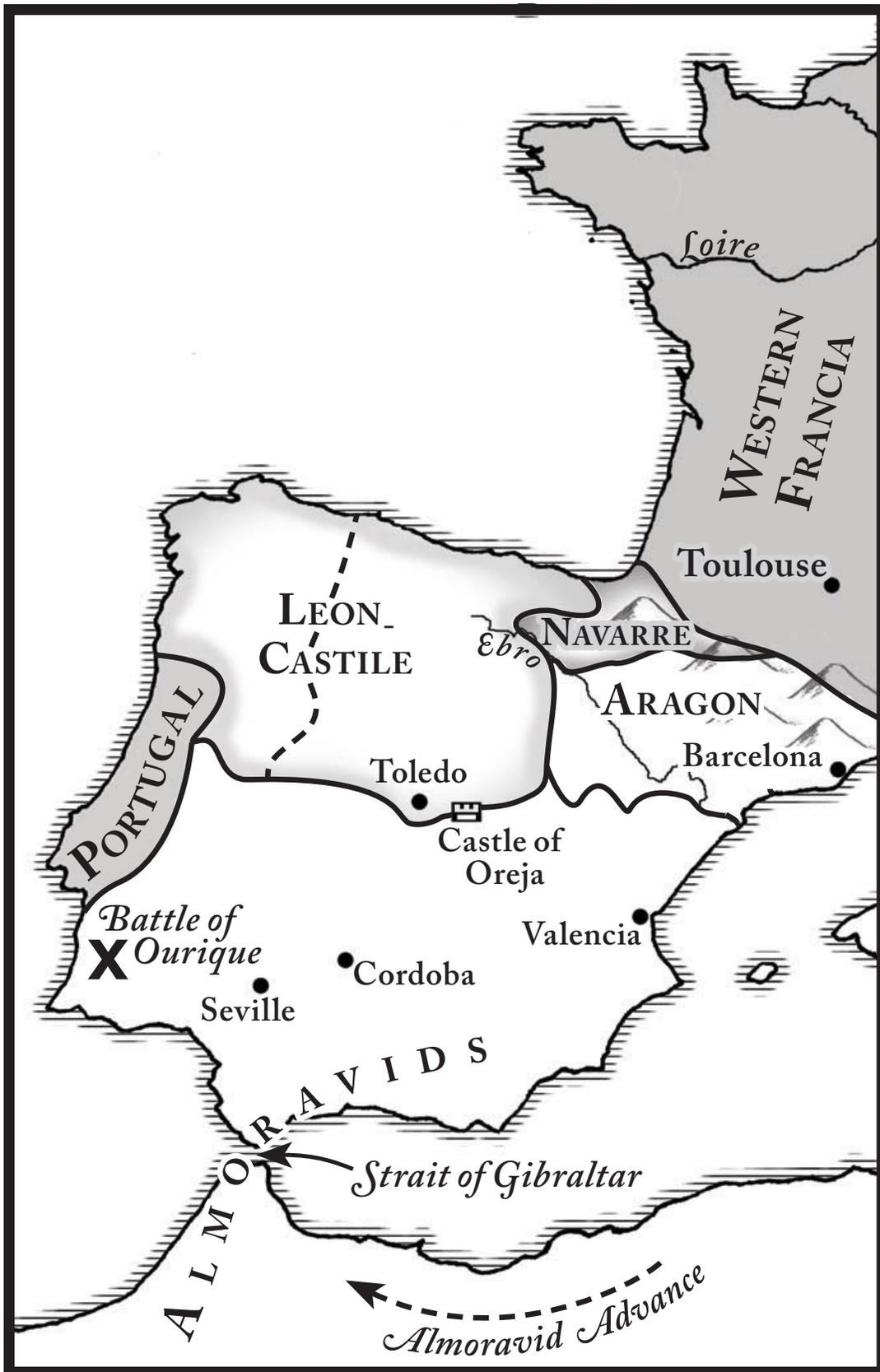
Map 2.1: The Lands of the Crusades



Map 4.1: The Kingdoms of China and Southeast Asia



Map 5.3: The Conquests of Zengi and Nur ad-din



Map 6.1: The Spanish Peninsula, 1144

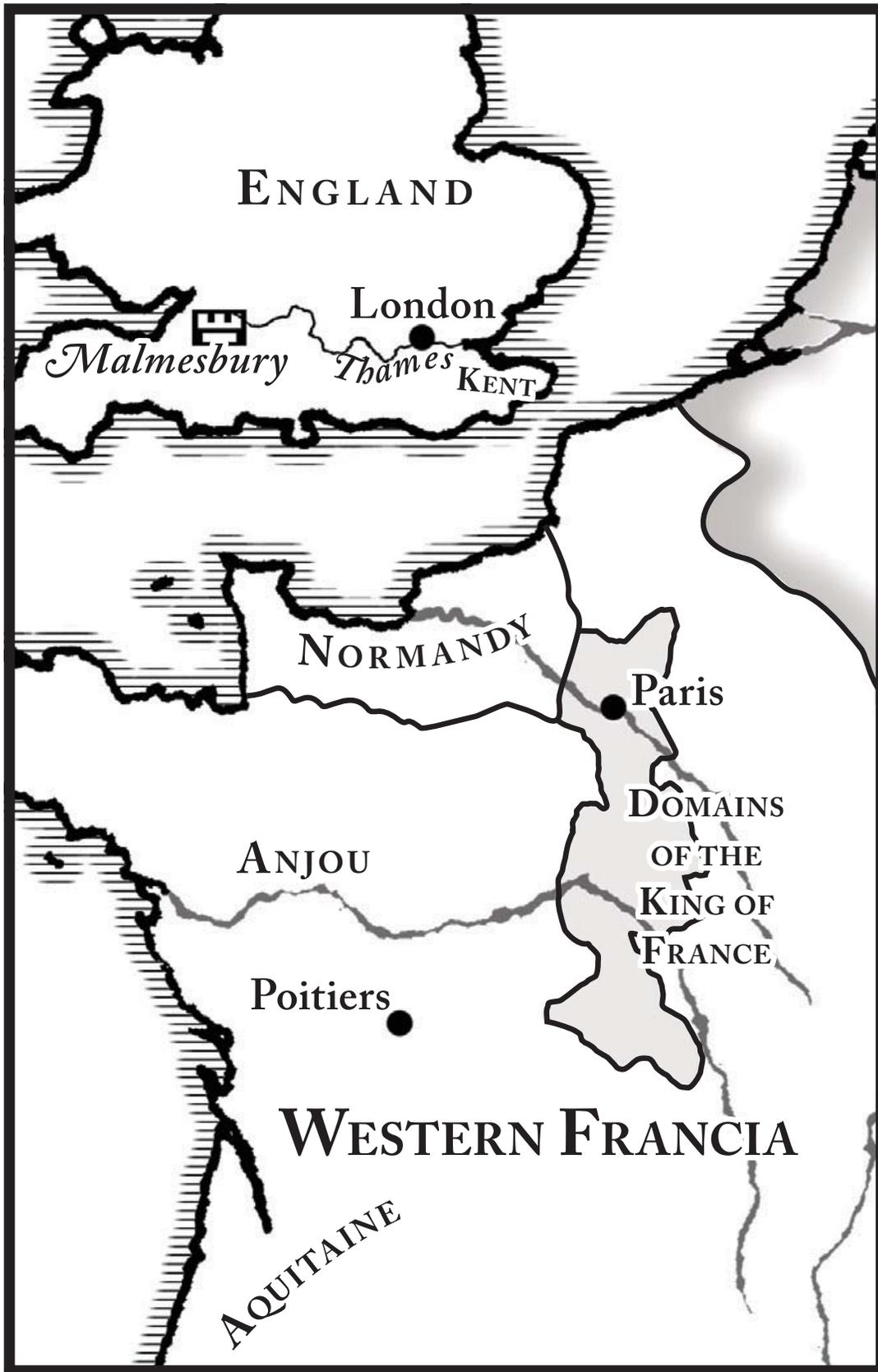


Map 9.1: Japan Under the Cloistered Emperors

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Map 10.1: Goryeo



Map 11.1: Anjou, Normandy, and England

