



THE FALL OF ROME

Name _____

Teacher's Notes:

- This would be a good opportunity to discuss with students how different societies have different cultural expectations. For instance, the ancient Greeks considered anyone who was not Greek to be a "barbarian." The Romans considered anyone who was not Roman to be a "barbarian." The Germanic tribes did not speak Latin or live like the Romans, and that's what made them seem "uncouth" or "uncivilized" to the Romans. It's important to understand that different cultures have different cultural expectations, based on their own ways of life.
- As noted in the teacher guide for Volume 1 in this series, Constantine was a very complex person. On one hand, he did reduce the persecution that the Christians suffered. On the other hand, there are some reports that he continued practicing pagan religions after his conversion, and he also continued to persecute Jewish believers in Christ. Use your own discretion concerning your students in how much information you present about him.
- Use your own discretion regarding your student's sensitivities and maturities in deciding how much to discuss concepts like martyrdom and the religious icons used by the Orthodox church.

Materials needed for this chapter:

- ✓ Student Activity Pages
- ✓ Pencil
- ✓ Colored pencils or crayons
- ✓ Globe or atlas
- ✓ Optional: Books, encyclopedias, or websites for Dig Deeper prompts

Chapter Narration Prompts and Responses

Q. Discuss what you learned about the fall of Rome.

A. Students should be able to talk about the gradual decline in the Empire, such as its corrupt government and weakened infrastructure, as well as the recurring barbarian invasions. Students should also understand that Rome itself was sacked several times but is considered to have fallen in 476 since the Western Empire ceased to have a non-Germanic emperor at that time.

Q. Talk about what you read about the Byzantine Empire.

A. Students should be able to discuss the Byzantine Empire and how it continued to expand and exist after the fall of Rome. They should also be able to talk specifically about Justinian and his rule.

OBJECTIVES

- ✓ Learn about the causes of the fall of Rome
- ✓ Learn about the barbarian tribes of Europe
- ✓ Learn about the effects of the fall of Rome
- ✓ Learn about the Byzantine Empire
- ✓ Learn about Byzantine Emperor Justinian and his wife Theodora

Written Narration Prompt

Why do you think the Western Roman Empire fell and the Byzantine Empire did not?

VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?



WORLD QUEST

Name _____

Day 3

The Fall of Rome. Answer the questions.

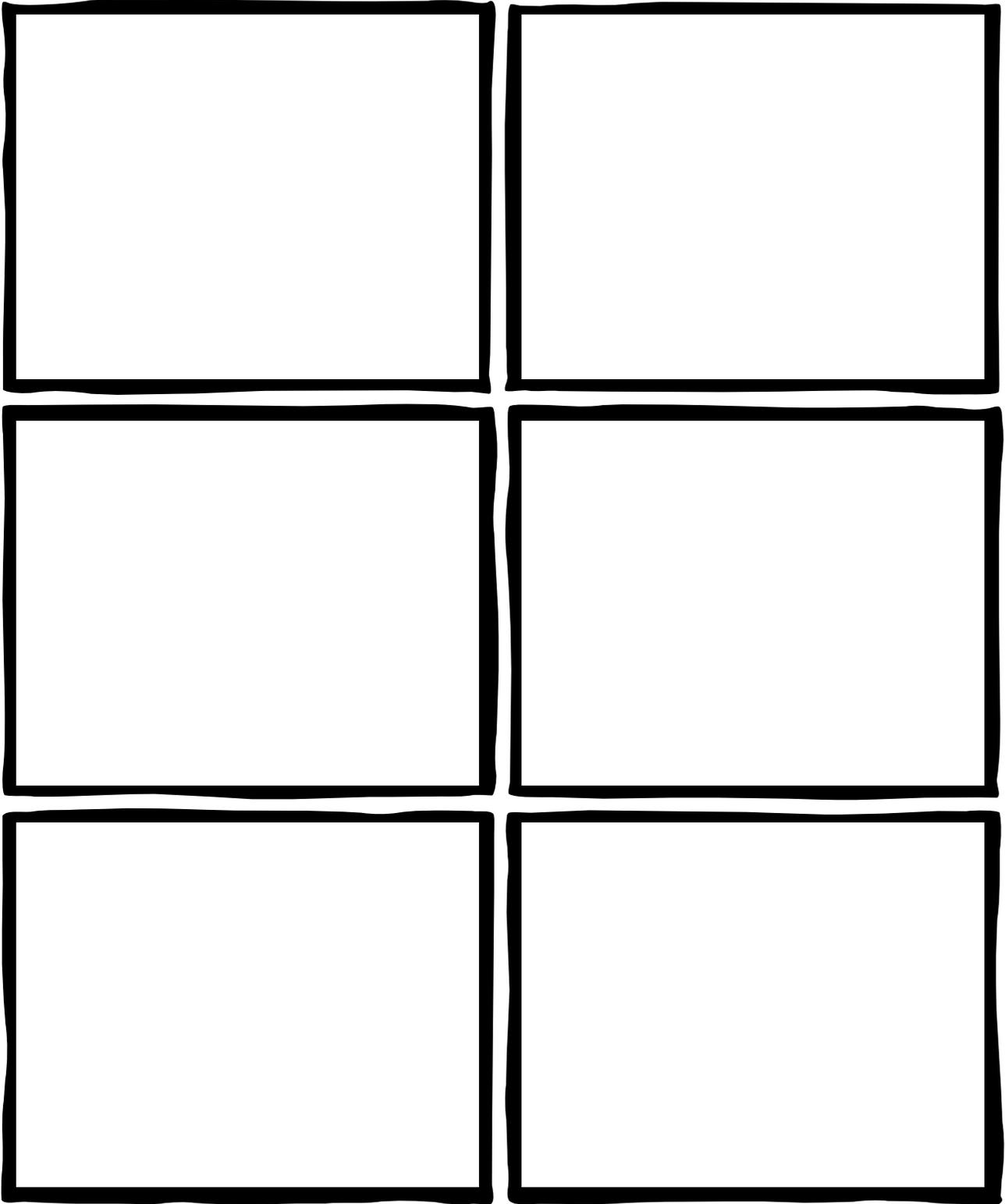
1. What are some of the reasons Rome weakened and fell?

2. What was life like after Rome fell and why was it so scary and uncertain?

3. What were Justinian's accomplishments?

In the space provided below, draw a comic strip about the lives of Justinian and Theodora.

The Lives of Justinian and Theodora





Day 4

MAP ADVENTURE

Name _____

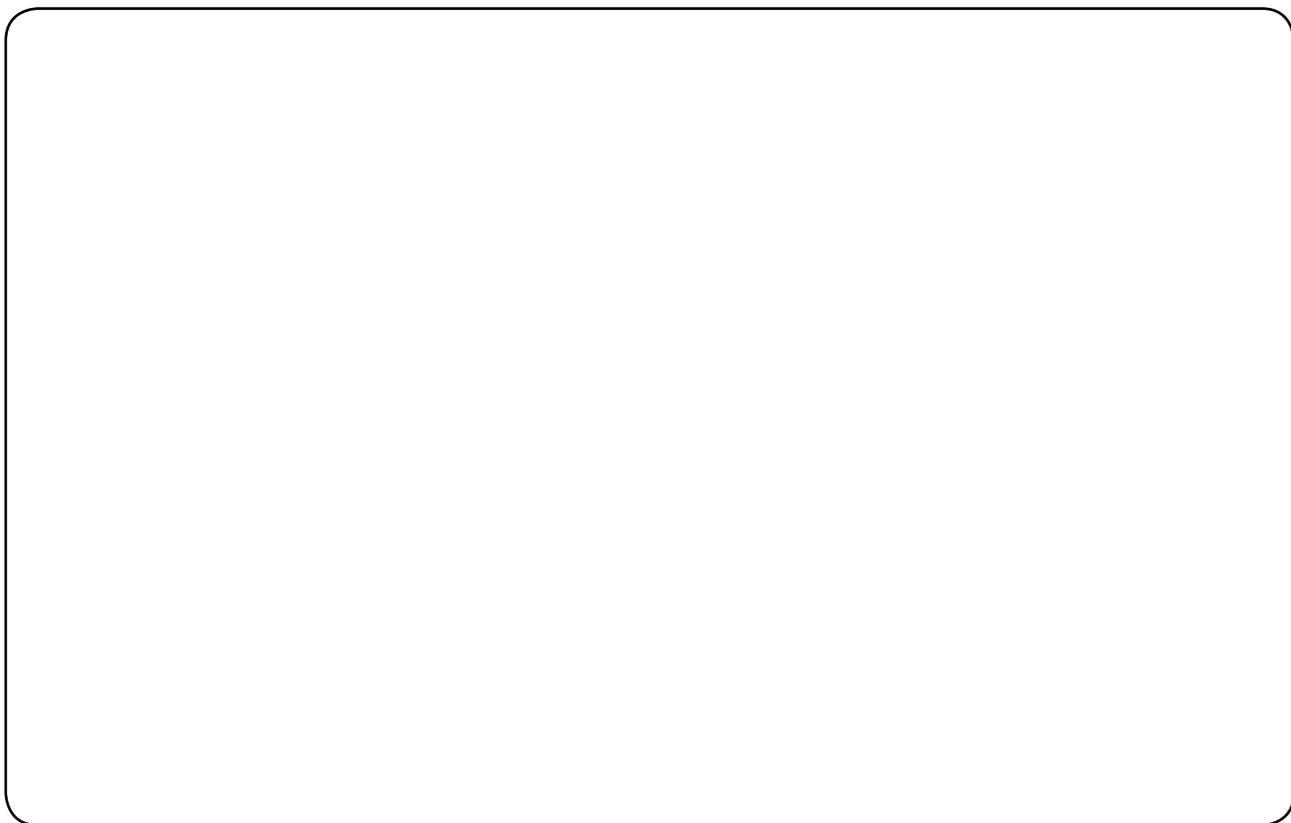
The Fall of Rome. Study the map on page 14 of your student book.

1. How much of Western Europe was under the control of the barbarian kingdoms? (Hint: Only the Eastern Roman Empire on the map is not barbarian.)

2. Based on what you read in this chapter, why did the Eastern Roman Empire not collapse when the Western one did?

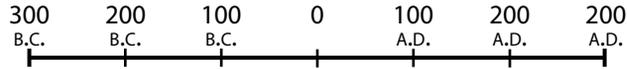
Imagine you are in charge of Rome after the collapse of the Western Roman Empire. People are scared and unsure of what to do next.

How are you going to help the people and restore order? Write and/or draw the steps you are going to take.

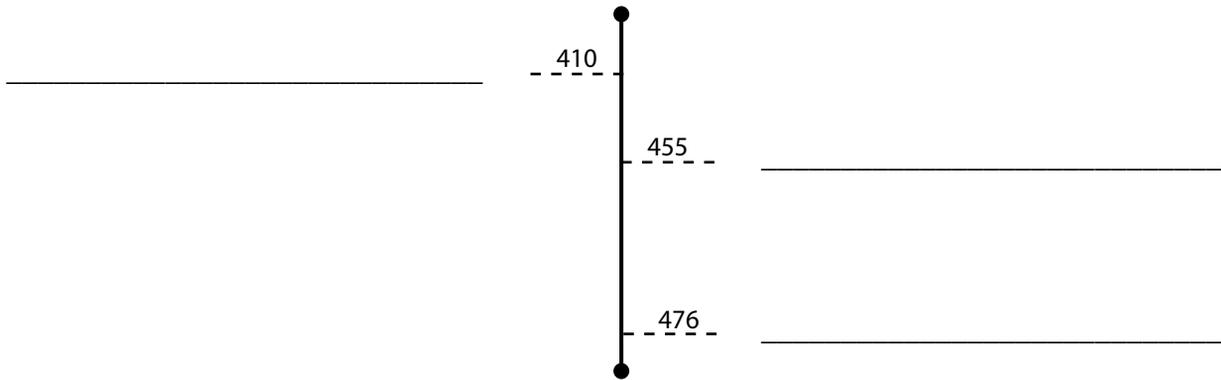




The Fall of Rome. Put the events listed below in the correct order on the timeline. **Note:** Remember that these dates (and almost all the dates in this book) are A.D. That means they take place after Jesus' birth. Unlike B.C. dates, which count down, A.D. dates count up. To learn the difference in time, just subtract the smaller date from the larger date:



1. a. Ostrogoths sack Rome
- b. Vandals sack Rome
- c. Visigoths sack Rome



2. How many years was it between the Visigoths sacking Rome and the Ostrogoths sacking Rome?

3. How many years was it between the Vandals sacking Rome and the Ostrogoths sacking the city?

4. Could someone have lived long enough to have witnessed all of these historical events?

5. What is the first thing you noticed about the timeline? What surprised you? Why?



Day 6

DIG DEEPER!

If your teacher would like you to do a Dig Deeper project this week, select from one of these options:

- ✓ Learn more about the various factors that caused Rome to fall. This has been a favorite subject of debate for historians for centuries. Present your findings in a paragraph or a brief oral presentation.
- ✓ Research more about the Germanic barbarian tribes of Europe. Who were the main groups? Where did they come from? Where did they settle? What was their culture like? Present your findings in a paragraph or a brief oral presentation.
- ✓ Discover more about the Byzantine Empire. In what ways were they different from the Romans? In what ways were they similar? What was their culture like? If you like, create a map showing the extent of the Byzantine Empire's boundaries to accompany your report. Present your findings in a paragraph or a brief oral presentation.
- ✓ Research more about the Justinian Code. What were some of its laws? How does the Justinian Code still influence laws today? Does it have any influence on the laws where you live? Present your findings in a paragraph or a brief oral presentation.
- ✓ Learn more about the Hagia Sophia, the most famous church in Constantinople. When was it built? What makes it so famous? What is its history? Find or draw pictures of your own of the Hagia Sophia to illustrate your report. Present your findings in a paragraph or a brief oral presentation.
- ✓ Another option for this week is to complete the Architecture Study on Byzantine Architecture, which is located in the back of this teacher guide.

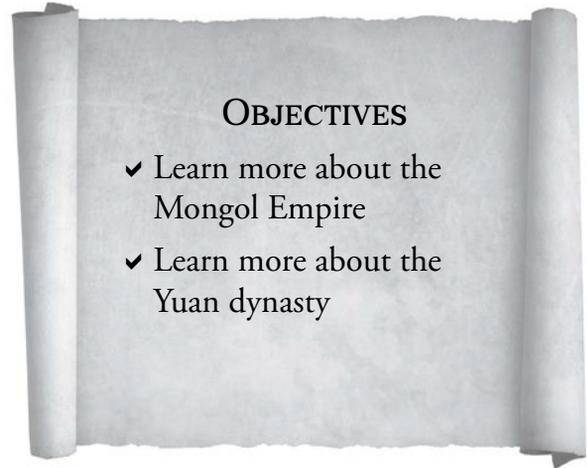


THE KHANS, GENGHIS AND KUBLAI

Name _____

Materials needed for this chapter:

- ✓ Student Activity Pages
- ✓ Pencil
- ✓ Colored pencils or crayons
- ✓ Globe or atlas
- ✓ Optional: Books, encyclopedias, or websites for Dig Deeper prompts



OBJECTIVES

- ✓ Learn more about the Mongol Empire
- ✓ Learn more about the Yuan dynasty

Chapter Narration Prompts and Responses

Q. Talk about Genghis Khan and the Mongols.

A. Student should be able to discuss Genghis Khan's rise to power and the immense size of the Mongol Empire, as well as how feared his army was.

Q. Discuss the Yuan dynasty.

A. Students should recognize the Yuan dynasty was China under Mongol rule and be able to talk about how the Yuan dynasty differed from previous Chinese dynasties.

Written Narration Prompt

Why do you think the Ming dynasty was so authoritarian, especially in light of which dynasty they succeeded?

VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?



WORLD QUEST

Name _____

Day 59

The Khans, Genghis and Kublai. Answer the questions.

1. How did Genghis Khan make other Mongols loyal to him?

2. What was the Pax Mongolica and why was it important?

3. What was the Yuan dynasty and how did it differ from previous Chinese dynasties?

What am I?

Note whether the statement is discussing the Mongols, the Yuan dynasty, or the Ming dynasty.

1. This time period is the first time China was ruled by a foreign power.

2. This is considered one of the most authoritarian times in Chinese history.

3. People were absolutely terrified of this army.

4. This empire tried to invade Japan but was unsuccessful.

5. Art returned to its traditionally honored position during this Chinese government's rule.

6. During this time, revolts in China eventually pushed out foreign control.

7. This empire's rulers included Genghis Khan and Kublai Khan.

8. In this period of Chinese history, art became much more individual and inward-looking.

9. Marco Polo interacted with the rulers of this empire.

10. This government was eventually overthrown after it invited its neighbors to the north to help them fight off a rebellion.



MAP ADVENTURE

Name _____

Day 60

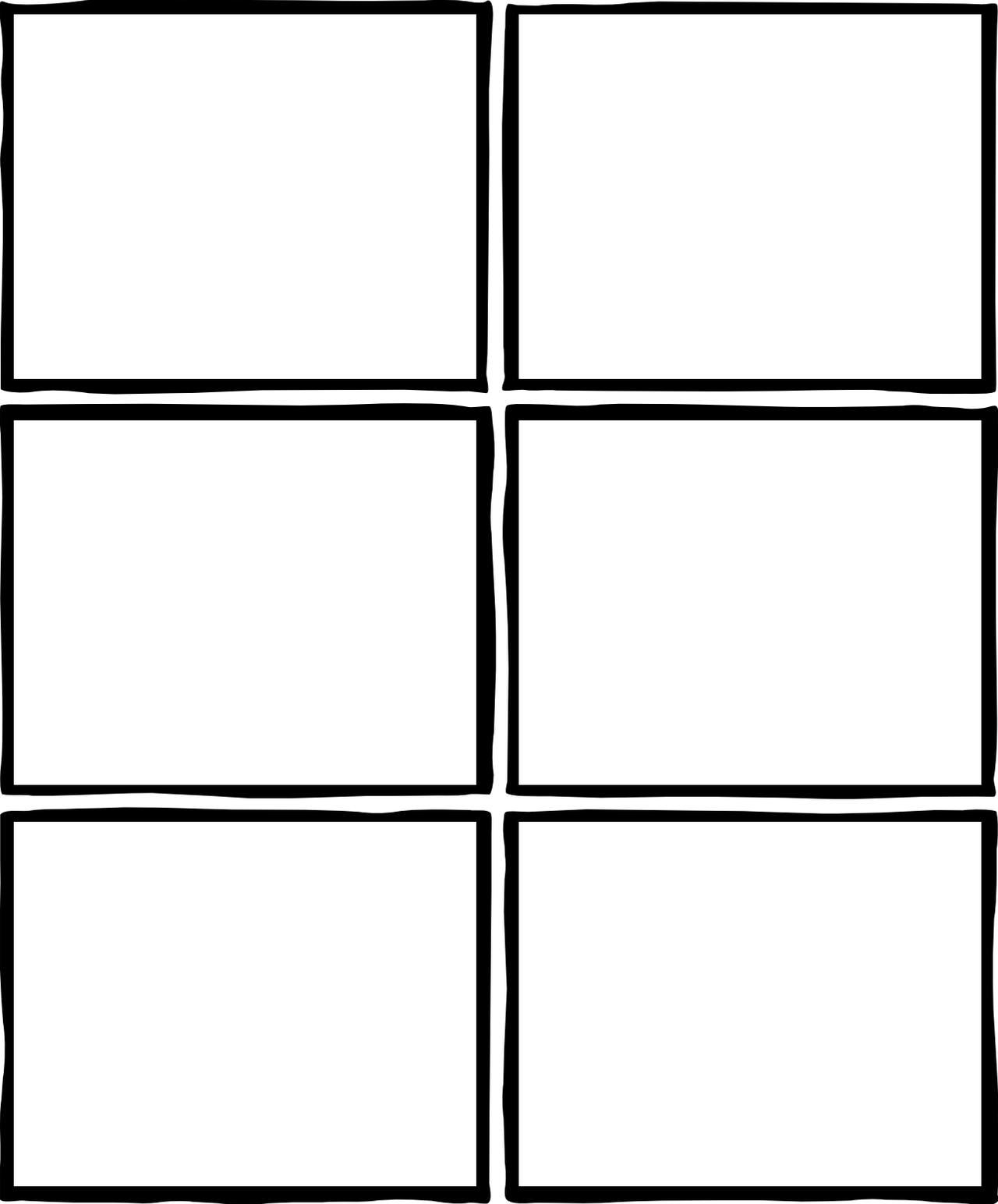
The Khans, Genghis and Kublai. Study the map on page 116 of your student book.

1. What do you notice about the expanse of the Mongol Empire during the time of Genghis Khan versus under later rulers? (Genghis Khan's invasions are marked with yellow arrows while the others are shown with blue arrows.)

2. Why do you think the Mongol Empire was divided up the way it was?

Draw a cartoon of Marco Polo's adventures.

The Adventures of Marco Polo





Name _____

The Khans, Genghis and Kublai.

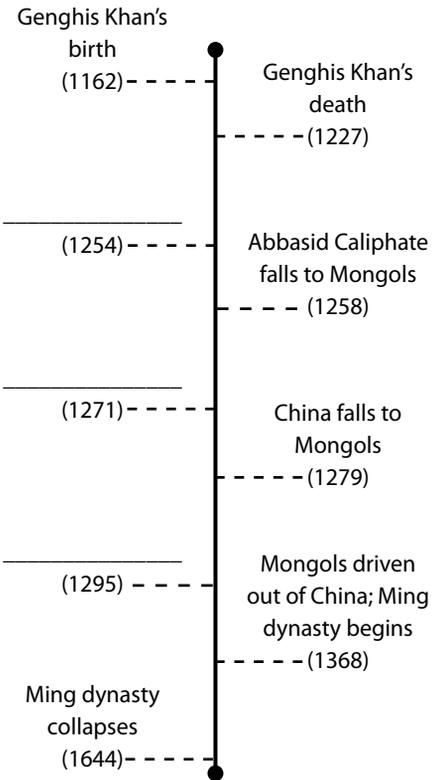
1. Add the following events to the timeline:
 - a. Marco Polo returns to Italy
 - b. Marco Polo is born
 - c. Marco Polo begins his journey east

2. What was happening in Asia at approximately the same time Marco Polo was born in Italy?

3. Based on the timeline, how can you tell Marco Polo was in Asia during the Pax Mongolica?

4. How would the Pax Mongolica affect his experiences as a traveler? Do you think Marco Polo could have made his journey earlier before the Pax Mongolica?

5. What do you notice about the timeline? Does anything surprise you? Why?





Day 62

DIG DEEPER!

If your teacher would like you to do a Dig Deeper project this week, select from one of these options:

- ✓ Select one of the dynasties we studied in this chapter to learn more about. Present your findings in a paragraph or brief oral presentation.
- ✓ Many Mongolians today are still nomads. Research what their lives are like. What do they eat? What do they wear? How do they spend their time? Present your findings in a paragraph or brief oral presentation. Consider finding photographs or drawing images to accompany your report.
- ✓ The Mongolians are not the only nomads in the world. There are other people groups that follow a nomadic lifestyle. Discover more about nomadic people. Where do they live? How do they make a living? How do they adapt their culture for a life on the move? Present your findings in a paragraph or brief oral presentation. Consider finding photographs or drawing images to accompany your report.
- ✓ Research more about the Silk Road. Draw a map of it to accompany your report. Present your findings in a paragraph or brief oral presentation.
- ✓ The Mongol Empire was eventually divided into several smaller areas. Research more about what happened to the Mongol Empire after it was divided. Present your findings in a paragraph or brief oral presentation. Draw a map of the divisions to illustrate your report.



Guo Xi. Most study of the art of this period concentrates on what was happening in Europe. However, Asia was the scene of much innovation in the field of art. One of the most famous Chinese painters of this time is a man named Guo Xi. He lived during the Northern Song dynasty and was one of the court painters. This position gave him a lot of influence.

Guo Xi was more than just a painter, though. He was also a writer who recorded his thoughts on art, especially on landscape paintings, his specialty. Landscapes have long been a favorite artform around the world throughout history, and they were especially popular at this time in China. Guo Xi believed that seeing a landscape painting let the viewer wander along in his or her mind, just like walking on a landscape.

Guo Xi also developed a technique for painting from multiple perspectives. For him, you didn't have to view a painting from only one location, and his paintings reflected this "floating perspective" technique. This was much more advanced than the painting styles that were being practiced in Europe at the time. (You might remember from the student book that perspective was not a big part of European art until the Renaissance.)

Guo Xi also used unique brushwork to help form three-dimensional-looking figures in his work. Though his focus was landscapes, he especially liked painting seasons. His most famous works are landscapes during different times of the year. He tried to convey the atmosphere of the different seasons just as he did the physical environment of his landscapes.

Examples of Paintings by Guo Xi



Early Spring



Clearing Autumn Skies over Mountains and Valleys



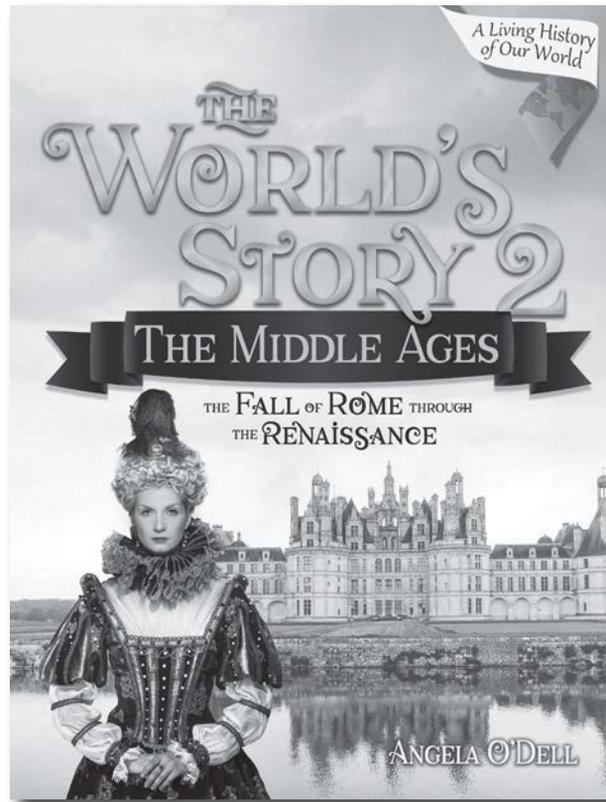
Autumn River

Choose one of the following activities to understand more about Guo Xi's work:

1. You can either journal about or orally answer one or more of the following questions:
 - ✓ Why do you think landscapes are appealing to people?
 - ✓ Do you like landscapes? Why or why not?
 - ✓ Why do you think Guo Xi wrote philosophy about art?

2. Do an art assessment.
 - ✓ What is the first thing you notice when you look at Guo Xi's work?
 - ✓ Which of these works is your favorite? Why?
 - ✓ Guo Xi talked about landscapes allowing people to wander in their minds. Can you wander in your mind through any of these landscapes?
 - ✓ How does Guo Xi's work look different compared to the Western art of the Middle Ages that you have studied? Why do you think that is?

3. Try it!
 - ✓ Use colored pencils, crayons, paints, etc. to create your own landscape. Be sure to use perspective in your work. You can use natural objects like mountains, rivers, trees, etc., to show perspective. Some good general rules to remember about perspective are that objects that are farther away will look smaller and have less detail and will often be lighter in color. Things that are placed higher in the painting will also look farther away. It might take a little to time to get used to using perspective, so don't hesitate to sketch your design first to work out the perspective.



Review Sheets

for Use with

World's Story 2



Day 44

REVIEW SHEET I

Part I

Name _____

Matching Exercise (4 points each)

Please match the places to the correct description!

- | | |
|---------------------------|---|
| 1. Rome | a. the area ruled by Clovis and Charles Martel |
| 2. Constantinople | b. the region that Islam originally developed in |
| 3. Denmark and Germany | c. the original home of the Angles, the Saxons, and the Jutes |
| 4. England | d. the European country conquered by Muslim forces in the 700s |
| 5. Canterbury | e. the area that was derived from Charlemagne's former empire |
| 6. Ireland | f. the city that Augustine used as his base as a missionary to England |
| 7. The Middle East | g. the city that was the capital of the Byzantine Empire |
| 8. Spain | h. the island that St. Patrick served as a missionary in |
| 9. The Frankish Kingdom | i. the island the Angles, Saxons, and Jutes invaded |
| 10. The Holy Roman Empire | j. the city that was sacked several times by barbarian tribes and fell in 476 |



REVIEW SHEET I

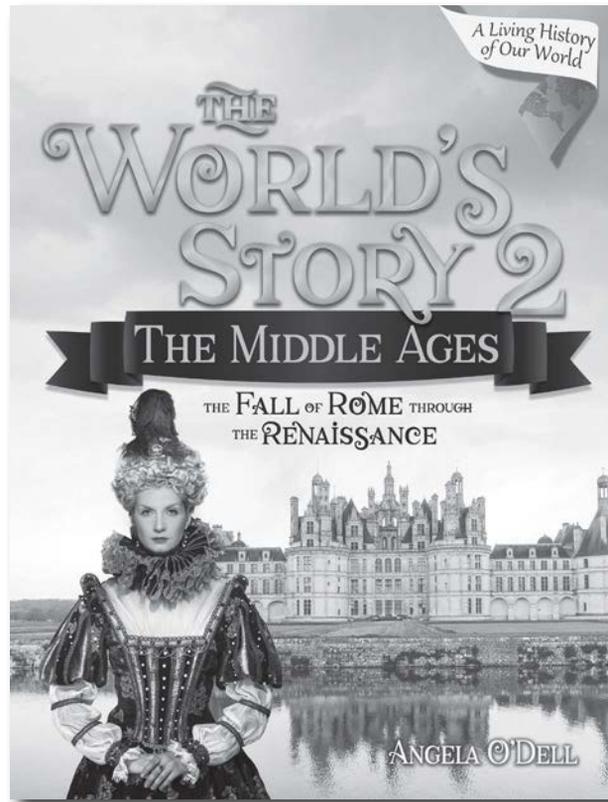
Part II

Name _____

1. What are some of the consequences of the Fall of Rome for Western Europe? **(20 points)**

2. What role did the Church play in medieval society? **(20 points)**

3. What was the impact of the spread of Islam throughout the Middle East and into Europe? (20 points)



Answer Keys
for Use with
World's Story 2

Review Sheet Answers

Review Sheet I

Part I

1. j
2. g
3. c
4. i
5. f
6. h
7. b
8. d
9. a
10. e

Review Sheet I

Part II

1. Students should be able to point to specific details about the extent of the chaos that ensued and the social changes that occurred as a result, including the rise of the feudal system and the emergence of the church as a leader.
2. Students should be able to point to specific details about the central role the Church played in medieval society, as a political leader, as a source for education and knowledge preservation and charity, and as a major commissioner of artwork, among other things.
3. Students should be able to point to the development of the Caliphates and the invasion of Spain and how Muslim rule shaped the cultures of these areas.

Review Sheet II

Part I

1. c
2. a
3. c
4. b
5. c
6. a
7. a

8. c
9. b
10. a

Review Sheet II

Part II

1. Students should be able to discuss how Japan's island location made it remote and cut off from most outside influences. References to the Kirishitans of Japan would also be appropriate.
2. Answers will vary, but students should be able to provide specific details to support their responses.
3. Students should be able to explain chivalry's emphasis on honor and courtesy, as well as its limits in medieval times to apply only to nobles and other knights. Other exact answers will vary, but students should be aware that Crusaders did not always behave well.

Review Sheet III

Part I

1. Richard the Lionheart (Richard I)
2. John Lackland (John I)
3. The Black Death/bubonic plague
4. Henry VI
5. Joan of Arc
6. Ferdinand and Isabella
7. Mehmed II
8. Vlad Tepes (Vlad III)
9. Ivan the Terrible
10. The Medici family

Review Sheet III

Part II

1. Students should be able to explain what the Magna Carta was, the circumstances surrounding its signing, and its significance to both English and American history, namely its affirmation that even a king is subject to the law.
2. Students should be able to discuss the societal

changes that the pandemic caused, including how it helped undermine the feudal system and open up opportunities for peasants.

3. Students should be able to explain what the Renaissance is and how it changed European society, specifically how it caused people to become more interested and engaged in topics like art and philosophy.

Review Sheet IV

Part I

1. a
2. a
3. c
4. c
5. c;
6. b
7. c
8. a
9. b
10. b

Review Sheet IV

Part II

1. Students should be able to discuss how the Reformation was the Protestant breakaway from the Catholic Church. They should also be able to identify factors that led to it, including the sale of indulgences, the corruption of the Church, the rise of Renaissance humanism, etc.
2. Exact answers will vary, but students should realize that rather than being instituted by sincere Reformers, the Reformation in England was largely brought about by the selfish actions of Henry VIII, who himself was not really interested in what the Reformers were teaching and preaching.
3. Answers will vary, but students should be able to provide specific details concerning who the person they select is and their importance in history.