

- Prior to Charlemagne, Christianity was introduced to the “barbarians” of Europe by Clovis, the first Christian king of the Franks. Ask students to construct a map of the lands Clovis conquered and develop a biographical sketch of him, describing his conversion to Christianity and its effects on Europe. Students may also conduct research on and discuss the roles his wife, Clothilde, and other royal women of this time period played in the introduction of Christianity to Frankish and Saxon peoples. How do these roles compare to that of the conquest in the spread of Christianity?
- The Holy Roman Empire began to fragment and disintegrate, partly as a result of the Protestant Reformation. Due to the impact of Martin Luther's protest against the sale of indulgencies, countries in Europe were plagued in the late 16th and early 17th centuries by religious wars. Battles in France between Catholics and Protestants — known as Huguenots — were particularly fierce. Ask groups of students to research religious conflicts such as the St. Bartholomew Massacre, the English Civil War and the Thirty Years' War, list their leaders and summarize their causes and effects. Read with students the Edict of Nantes and the Treaty of Westphalia to determine how these wars were resolved. As an extension, ask representative students to role-play peace negotiations between the warring sides.
- In 1231, Pope Gregory IX instituted the papal inquisition in an attempt to identify heretics who were deemed to be enemies of society. One of several types of inquisitions in history, this medieval inquisition functioned in a limited way in Northern Europe, but by the end of the thirteenth century most areas of continental Europe had been assigned inquisitors, one of whom was a man named Bernard Gui. Read with students Gui's *Inquisitor's Manual* and ask students to discuss how inquisitors identified heretics and to describe the penalties for the crime of heresy. Students may also investigate the Spanish Inquisition, which began in the 15th century and the Roman Inquisition, which Pope Paul III started in 1542.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.hfac.uh.edu/gbrown/philosophers/leibniz/BritannicaPages/EmperorFriedrich-II/EmperorFriedrich-II.html
The University of Houston offers an extensive biography of one of the more compelling Holy Roman emperors, Friedrich II.
- home.bawue.de/~wmwerner/english/heritage/aachen.html
The United Nations Educational, Scientific and Cultural Organization provides information on Aachen Cathedral, one of the properties designated by the organization as a World Heritage site.
- www.hapsburg.com/home.htm
Canada's McGill University “Imperial House of Hapsburg” site is a detailed study of this famous dynasty associated with the Holy Roman Empire.

Suggested Print Resources

- Konstam, Angus, and Roger Kean. *Atlas of Medieval Europe*. Checkmark Books, New York, NY; 2000.
- Stalcup, Brenda. *1000s*. Greenhaven Press, San Diego, CA; 2001.
- Thanyi, Catherine (translator). *Charlemagne and France: A Thousand Years of Mythology*. University of Notre Dame Press, Notre Dame, IN; 2003.

TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.
Curriculum Specialist, Schlessinger Media

TITLES IN THIS SERIES

- THE BYZANTINE EMPIRE
 - THE EGYPTIAN EMPIRE
 - THE HOLY ROMAN EMPIRE
 - THE ROMAN EMPIRE
-

Teacher's Guides Included
and Available Online at:



800-843-3620



Program Copyright 2002 ZDF Enterprises / ZDF
Teacher's Guide Copyright 2004 by Schlessinger Media,
a division of Library Video Company
P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620
All rights reserved.

D6893



THE HOLY ROMAN EMPIRE

Grades 9–12

In the coastal areas along the Mediterranean Sea emerged the cultures and great powers of the ancient world. Understanding the rise and fall of these early civilizations and empires provides us with unique and valuable historical insight, and is the basis for an understanding of civilization today. In *The Fall of Great Empires*, students will learn about the clash of ideas, the legendary struggles for imperial power and the insatiable drive for great wealth that characterized the ancient world. Students will discover how these vast and influential societies declined and left a deep and lasting imprint on the history of Western civilization.



Program Summary

After the Roman Empire fell in 476, a mix of western and central European lands and diverse cultures came to be known as the Holy Roman Empire. Starting with the coronation of Charlemagne, King of the Franks, by Pope Leo III in 800, the Holy Roman Empire attempted to restore the Roman Empire in the West, while the Byzantine Empire controlled the Roman Empire in the East. After the Frankish Carolingian line ended, the title of Holy Roman Emperor was used by almost continuous dynasties of German kings from the mid-10th century.

The lands of the empire included such areas as modern Austria, Switzerland and Germany. The German territories were the main part of the Holy Roman Empire and they became known as the Holy Roman Empire of the German Nation.

While it was originally linked with the Roman Catholic Church, the empire was greatly weakened by its struggles with the papacy for control over Christian Europe in the West. The Protestant Reformation and a series of religious wars caused further disintegration of the empire. Meanwhile, members of the Austrian House of Hapsburg had taken the title of emperor, which lasted for centuries until the rise of Napoleon, whose army defeated the German princes, thus ending the Holy Roman Empire.

Time Line

771–814 — Charlemagne is King of the Franks.

800 — The Holy Roman Empire is founded.

936 — Otto the Great rules the Holy Roman Empire.

961 — The Holy Roman Empire experiences a revival in the West.

1231 — Pope Gregory IX initiates the papal inquisition to identify heretics.

1338 — The Hundred Years War begins.

1478 — Pope Sixtus IV begins the Spanish Inquisition.

1492 — Christopher Columbus discovers the West Indies.

1519 — Charles V of Spain becomes Holy Roman Emperor.

1521 — Hernan Cortes conquers Tenochtitlan (present-day Mexico City).

1562 — Religious wars take place in France.

1588 — The English defeat the Spanish Armada.

Vocabulary

Holy Roman Empire — A realm in Europe from 800 to 1806, ruled originally by Frankish kings and later by Germans. The empire was brought to an end by Napoleon.

Charlemagne — King of the Franks who was crowned the first emperor of the Holy Roman Empire in 800; he sparked a cultural revival in Europe.

(Continued)

National Socialists — A totalitarian movement led by Adolph Hitler in Germany from 1920 to 1945.

Weimar Republic — A government in Germany from 1919 to 1933, characterized by great political tension and economic problems.

French Revolution — A revolutionary movement in France between 1787 and 1789 that ended the reign of King Louis XVI and attempted to destroy the class system.

Napoleon — One of the most influential figures in world history, a French general who later became emperor of France and ruled from 1804 to 1815.

Protestant — One who protests the actions of another individual, group or institution. In this case, it applies to the movement against the Roman Catholic Church in Europe during the Reformation.

Longobards — Also known as Lombards, a Germanic tribe that filtered down into Italy by the 6th century. The name Longobards refers to their long beards.

Gaul — An ancient region in Europe that fought in numerous battles against, and was eventually conquered by, Rome.

Ottoman Empire — A former Turkish Empire located in Asia Minor, with its capital in Istanbul, that was dissolved by treaty after World War I.

Friedrich II — A ruler of the Holy Roman Empire from 1220-1250, who was a patron of the arts and sciences, greatly expanded commerce and struggled against the Pope's authority.

Conquistador — A Spanish explorer, such as Hernan Cortes, who conquered the Americas in the 16th century.

Hapsburg — One of the most powerful families in the history of Europe, the Hapsburgs ruled the Holy Roman Empire from 1432 to 1806.

Reformation — The Protestant break from Roman Catholicism, usually dated from 1517 when Martin Luther posted his 95 Theses.

Martin Luther — A German priest who sparked the Protestant Reformation by urging church reform.

Johannes Gutenberg — An inventor who developed a type of printing using movable type in the 15th century.

Inquisition — A Roman Catholic judicial system set up to fight heresy and witchcraft. Many people were executed during the Spanish Inquisition beginning in 1478.

Enlightenment — A European intellectual movement of the 17th and 18th centuries that inspired revolutionary movements in art, philosophy and politics by people such as Locke, Rousseau and Montesquieu.

Pre-viewing Discussion

- Johannes Gutenberg designed a method of printing using movable type, which was developed by 1440. Ask students to speculate how this invention may have contributed to the spread of ideas in the 15th century.
- What was the Protestant Reformation? What effects did it have on the history of Europe?
- Who was Charlemagne? Why is he considered one of the most important figures in world history?

Follow-up Discussion

- Why did Charlemagne travel to Rome in 800? Do students think he knew what was going to happen? Discuss why he was later called the “Father of Europe.”
- How did the discovery of the New World and the Protestant Reformation contribute to the decline of the Holy Roman Empire?
- What is the significance of the reign of Otto the Great in the history of the Holy Roman Empire?

Follow-up Activities

- Much of what we know about Charlemagne comes from his personal biographer, a Frankish historian named Einhard. Assign each student a section of Einhard's *The Life of Charlemagne* for research and review. Students may analyze Einhard's style and tone and provide summaries of their portion of the book for the class. What can students infer about Charlemagne's values, goals and successes? As a follow-up, ask students to evaluate whether Charlemagne's personal biographer had any possible biases in writing his account, and to debate whether *The Life of Charlemagne* is a work of public history or propaganda.
- Read and discuss accounts of the effects of the Black Death by Boccaccio or other 14th-century European writers and compare these accounts with Ibn Battuta's description of the Plague's effects on Syria and Egypt. Describe which aspects of the disease and its effects these writers concentrated on. As a follow-up, students may write a survivor's account of the Black Death from the perspective of someone in Central Asia, Egypt, France or England, which describes the social and economic consequences of this deadly outbreak that killed millions.
- Students may conduct research and map the empire of Charlemagne and determine why it expanded and what its greatest holdings were, and discuss the reasons why it did not last after Charlemagne's death. For further insight, students may compare Charlemagne's empire with the Byzantine and the Abbasid empires. Students may discuss which empires were larger, wealthier and carried more influence.

(Continued)