



WORKBOOK 10TH GRADE

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МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

НАЦИОНАЛНА ПРОГРАМА

„Разработване на учебни помагала за обучение по общообразователни учебни предмети на чужд език, оценяване и одобряване на проекти на учебни помагала за подпомагане на обучението, организирано в чужбина, на проекти на учебници и на проекти на учебни комплекти“

МОДУЛ

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10.
КЛАС

История и цивилизации на английски език

Учебно помагало

Разработено от авторски екип
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The background of the page is a collage of prehistoric rock art. It features various dark, etched or painted figures on a light-colored, textured rock surface. The figures include animals like horses and deer, and human-like forms, some appearing to be in motion or engaged in activities. The overall tone is earthy and historical.

TODAY'S BULGARIAN LANDS DURING THE PREHISTORIC ERA

THE CONTEMPORARY BULGARIAN LANDS DURING THE PREHISTORIC ERA



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

The Bulgarian lands were a crossroad between Asia and Europe, occupying an important place in the earliest periods of the development of human civilization. Traces of life on the Balkans have been found across various stages of Prehistory: the Neolithic Age (Neolith), the Stone-Copper Age (Chalcolithic) and the Bronze Age. Around the 7th millennium BC (Neolith) the first farmers settled along the Struma and the Maritsa rivers. This was an important moment, as the farmers had a sedentary lifestyle, which allowed them to establish civilization, and archaeologists can clearly discern their settlements. They began building settlements and cultivating wheat and barley. They used the rivers for irrigation, and it is possible that they dug artificial irrigation canals as well. The settlement mound near the village of Karanovo (Novozagorsko) is particularly important because it contains artifacts from both the Neolithic and Chalcolithic periods. Archeological discoveries at this site allow us to learn more about the way of life of the first farmers. Ceramic vessels were discovered, which certainly show that at that time people mastered pottery as a craft. Regarding Neolith, the settlement in the Devetashka Cave near Lovech is also worth mentioning as this means that farmers settled along the Osam River as well. During the Chalcolithic the whole cave was used as a home of a settled society. Around the beginning of the 5th millennium BC the Bulgarian lands entered the Stone-Copper Age. Alongside the expanded use of copper, gold processing also began. The most significant example is Varna necropolis. 294 graves were found there, some of which were of quite poor people, others of rich people and of cult burials. Undoubtedly the most interesting is the so-called royal tomb number 43. A skeleton of a man was found in it, buried with a number of gold objects with a total weight of 1.5 kg. The stone axe with a gold-plated handle was defined by scientists as a sceptre, which leads to the assumption that the leader of civilization was buried there. The presence of gold objects shows that social stratification existed around this period. The treasure from the village of Hotnitsa near Veliko Tarnovo consisting of a lot of small gold objects (44 pieces) dates back to the 5th millennium BC. Obviously, gold processing was spread over a large part of the Bulgarian lands. The Bronze Age in our lands occurred around the end of the 5th and the beginning of the 4th millennium BC. At that time the tools were made of an alloy of copper and tin and people tamed horses on the farms. The frescoes in the Magura cave near Belogradchik are remarkable. Hunting scenes predominate, but there are also scenes that depict fertility. The images are evidence of the interest of those people to display their daily lives and the world around them. The beliefs of the prehistoric people were associated with various cults centered around the Mother Goddess, the sun, and the moon, which led to the creation of sculptures of idols. Very often the idols were female figures, representing Mother Goddess. The admiration the people of that time expressed towards the sun and the moon through worship shows that they largely depended on nature and tried to propitiate it through ritual ceremonies. The abovementioned proves that our lands were home to various civilizations and are extremely rich in cultural and historical heritage of world importance.

Skills

These tasks will help you to improve your skills for analyzing written texts and images while also challenging you to express your creativity.

	NEOLITH	CHALCOLITHIC	BRONZE AGE
Sites / finds on the Bulgarian lands			
Material of the tools			
BELIEFS OF THE PEOPLE DURING THE EPOCH			
EVERYDAY LIFE (USE TASK 2 FOR ADDITIONAL INFORMATION)			



2. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS BELOW:



Use the algorithm to describe an image, attached at the end of the workbook.

1. Define what scenes from people's everyday lives are depicted.
2. Reject or support the statement based on the information from the image:
 - Statement: The cult of the sun is strongly emphasized.
3. Try to portray a scene from your everyday life in the 21st century in the same way.



3. MAKE A BROCHURE TO ADVERTISE THE PREHISTORIC SITES IN BULGARIA TO FOREIGN TOURISTS. FOLLOW THE INSTRUCTIONS:

1. Select at least two sites on the territory of Bulgaria from the Prehistoric era.
 - Find information, synthesize it, and write your own text.
 - The text must be interesting and attractive (Copying is absolutely forbidden!)
2. Make the brochure by hand or with a computer program.
 - In addition to the text, you must also use images.
 - Search the Internet for ideas about the brochure.
 - Use www.canva.com for ideas.
 - If you have made the brochure electronically, be sure to print it on paper.
3. Distribute the brochure among relatives and friends.
 - Check how many of them have visited these places in their spare time.

The image is a collage of various ancient artifacts and artworks. In the top right, there is a close-up of a bronze lion's head with a thick, curly mane. To its left is a red horse sculpture with a rider, possibly a wooden or terracotta model. In the bottom left, a golden eagle sculpture is visible. The bottom right features a circular mural with a central greenish-blue medallion and surrounding scenes of figures and animals. A semi-transparent white banner with a red 'T' is overlaid across the center, containing the title text.

TODAY'S BULGARIAN LANDS
DURING THE ANTIQUITY

STATEHOOD



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

The Thracian tribes maintained their independence against any attempt at state unification. Only the Odrysians created a strong state in Southeastern Thrace. The creator of their state around 480 BC was King Teres (540-448). He managed to expand the Odrysian lands stretching south to the Aegean Sea and north to the Danube, by uniting the neighbouring Thracian tribes. King Teres concluded a peace treaty with the Scythians from the northern Black Sea coast.

His successor Sitalk (445-424 BC) continued the deed of his father. He settled the conflict with the Scythians through diplomacy. He took part in the Peloponnesian Wars as an ally of Athens. In 429 BC he started a campaign against Macedonia with an army of 150,000, setting for himself the task that his country would reach the western border of today's Struma River. In 424 BC he began a war with the Triballi, which probably ended with his death.

Under the rule of Seuthes I (424-405 BC) tax revenues increased, both from the Thracian population and from the Greek poleis on the shores of Thrace, which shows the growing importance of the Odrysian state on the Balkans. He directed foreign policy to the southeast, assessing its important role during the Hellenic poleis crisis during the first half of the 4th century BC.

The zenith of the Odrysian power was under the rule of King Kotis I (383-359 BC). He allied with the Macedonian King Philip II, which created problems for the so-called Second Athenian Union, and he fell a victim to a conspiracy. After King Kotis I's death, King Philip II subjugated the Odrysian Kingdom. After the death of Alexander the Great, the Odrysians gained their independence under the rule of King Seuthes III (330-311 BC), who was one of the strongest rulers in the region. The economic decline that occurred in the middle of the 3rd century BC led to the disintegration of the Odrysian kingdom. In the middle of the 1st century AD, Ancient Thrace was conquered by the Romans.

Skills

With the help of the following activities, you will improve your skills and you will be able to analyze a text, extract information from a historical map, and systematize and summarize information about the Odrysian kingdom.

Ruler	Time	What actions were taken?	Why?	Consequences



2. DESCRIBE THE HISTORICAL MAP USING THE INSTRUCTIONS BELOW.



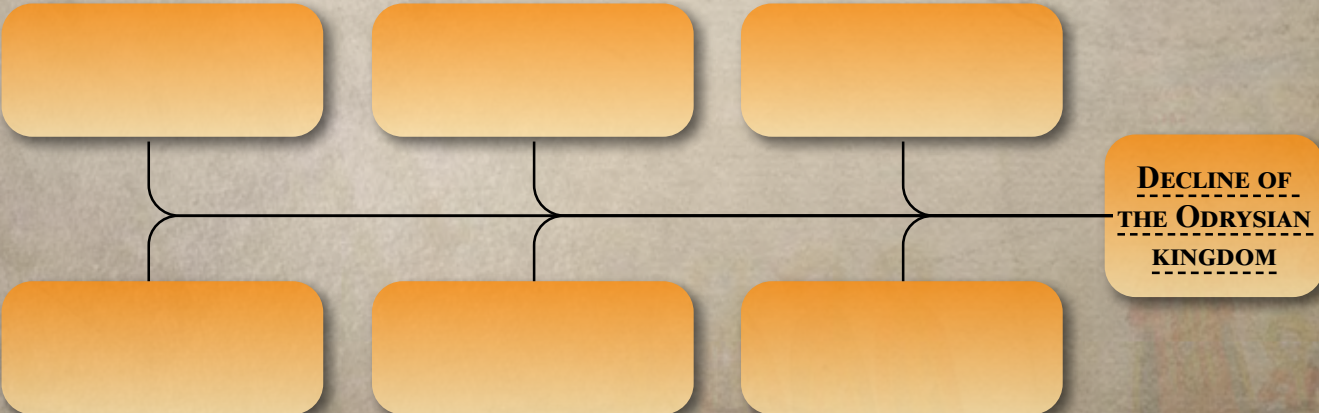
Use the algorithm to describe a historical map, attached at the end of the workbook.

1. Put an appropriate title.
2. Name 5 Thracian tribes.
3. Draw the boundaries of the territories inhabited by the Odrysians.



3. DIVIDE INTO GROUPS OF 5 STUDENTS. IN THE BLANK SPACES FILL IN THE REASONS (IF YOU FIND ANY SUPPLEMENTARY REASONS AS WELL) FOR THE DISINTEGRATION OF THE ODRYSIAN KINGDOM.

- Present your results to your classmates.
- Make a diagram according to the proposed model to summarize the work of each group.



SOCIETY AND EVERYDAY LIFE



1. READ THE TEXT AND FILL IN THE TABLE:

The life of the Thracians during the different epochs did not remain on the same level. The ancient Greek authors mentioned the Thracian cities and fortresses since the 5th century BC. The Thracian villages consisted of 10-15 houses, each of which was fenced. In the yards there were buildings for storing grain, for shelter of the livestock and for agricultural facilities. During enemy attacks, the Thracians hid behind the fortress walls.

The ancient Greek authors reported the existence of nobles among the Thracians. The first kings, whose power was hereditary, came from these circles. There were also princes who ruled part of the common territory and were usually members of the royal family. They were involved in resolving important state issues, in commanding troops and in diplomacy. But the ruler was at the head of the army and the state, and was the high priest as well.

The majority of the Thracians were free farmers. They lived in rural communities headed by elders. They had tax, labor and military obligations towards the local rulers. According to Herodotus (5th century BC), the Thracian family was dominated by the man and polygamy was common. A man could have as many women as his financial situation permitted.

The Thracians were engaged in agriculture. They grew wheat, rye, barley and flax. They exported part of their production not only to Greece, but to Rome as well. Cattle breeding was the main means of livelihood of the tribes around Hemus and the Rhodopes. They were also engaged in logging and metal processing. They made tools for agriculture, swords, chain armors and helmets, and beautiful vessels from gold and silver.

Skills

With the help of the following activities you will improve your skills and you will be able to develop skills for text analysis, extract information from an image and compose a text according to set criteria.

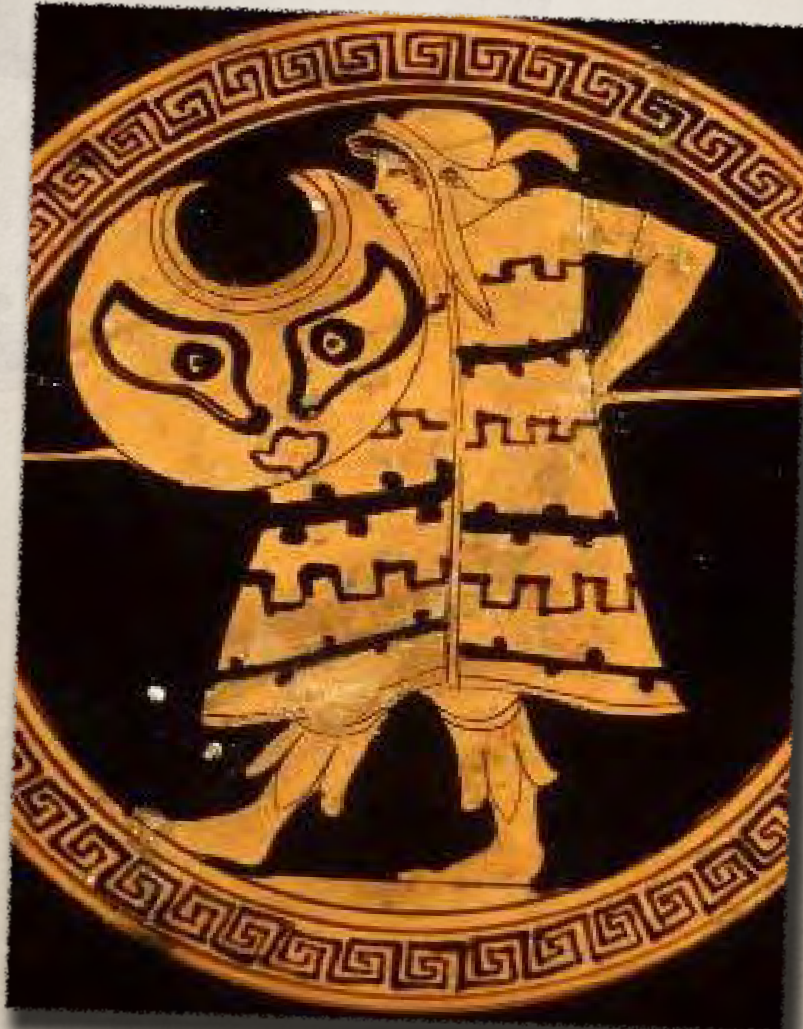
Author	Time	Information	Conclusions



2. DESCRIBE THE IMAGE IN WRITING ACCORDING TO THE INSTRUCTIONS:

Use the algorithm for describing images, attached at the end of the workbook.

1. Look for additional information about the fighting skills and the armament of the Thracians.
2. When answering, use the terms Peltast-lightly-armed warrior and Pelt-shield of a Thracian warrior as supports.
3. Pay attention to both – weapons and clothing!



3. AFTER WATCHING THE VIDEO ABOUT THE GOLD THRACIAN TREASURES, DESCRIBE THE DEVELOPMENT OF THE CRAFTS AND METAL MINING IN THEIR LANDS.

- Pay attention to the elegance and workmanship of the dishes. Do you think there was a social division in the society?
- Give reasons for your opinion.
- Write an article dedicated to the Thracian treasures to offer to the National Geographic.



**SCAN OR
CLICK ME!**

CULTURAL HERITAGE



1. READ THE TEXT AND FILL IN THE TABLE:

We get information about the culture and religion of the Thracians from the works of Roman and Greek authors, which is supplemented by archaeological finds. Their beliefs were largely influenced by the Greek religion, and the influence was mutual. According to them, the Thracian deities had a human appearance and names. According to Herodotus (5th century BC), the Great Mother Goddess (Bendida) was associated with the Earth and fertility, the birth of life and death. The god Dionysus also had an important role, and was perceived as master of the Heavens and the Sun. One of the most revered deities among the Thracians was God Heros, who was always represented on a horseback and with a spear in his hand. Many stone tables with the images of the Thracian Horseman have been found in our lands.

One of the most remarkable images in the Thracian mythological system is that of the musician and singer Orpheus, who was mentioned by the ancient authors as a hero, king and deity. Orphism, which combines the secrets of the afterlife and the earthly world, is related to his name.

The great number of tombs in our lands provides evidence of the Thracian belief in the afterlife. The Thracian kings and nobles were buried in stone tombs along with their horses, chariots, belongings and beloved wives. Some of the Thracian tribes saw in death salvation from the difficulties of life, sending their dead with joy while greeting newborns with weeping.

The Thracian cultural heritage, mentioned by ancient authors, including Homer, is impressive. The mastery of the ancient Thracians in the processing of metals of all kinds is unsurpassed. The most famous are the Panagyurishte gold treasure, the Rogozen silver treasure, the Valchitran treasure, the Letnitsa silver treasure and many others. The tombs of the Thracians themselves reveal their architectural skills, their aesthetic and religious conceptions. The Kazanlak tomb (4th – 3rd century BC) is richly decorated with magnificent murals – racing chariots and battle scenes. The tombs near the villages of Starosel and Sveshtari are remarkable.

Skills

With the help of the following activities, you will improve your skills and you will be able to extract information from a text, from an image and compose a text according to specified criteria.

Author	Time	Information	Conclusions



2. THE IMAGES BELOW ARE ON UNESCO LIST FOR PROTECTION OF CULTURAL HERITAGE.



Divide into two teams and describe the images using the instructions.



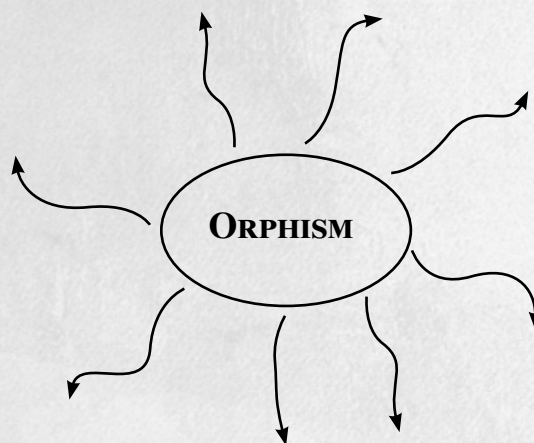
Use the algorithm to describe an image, attached at the end of the workbook.

1. Describe the figures presented on the images.
2. What do they symbolize?
3. What beliefs of the Thracians are they connected with?
4. Why do you think the tombs these fragments are part of are UNESCO cultural heritage?
5. Present your conclusions in an attractive way.

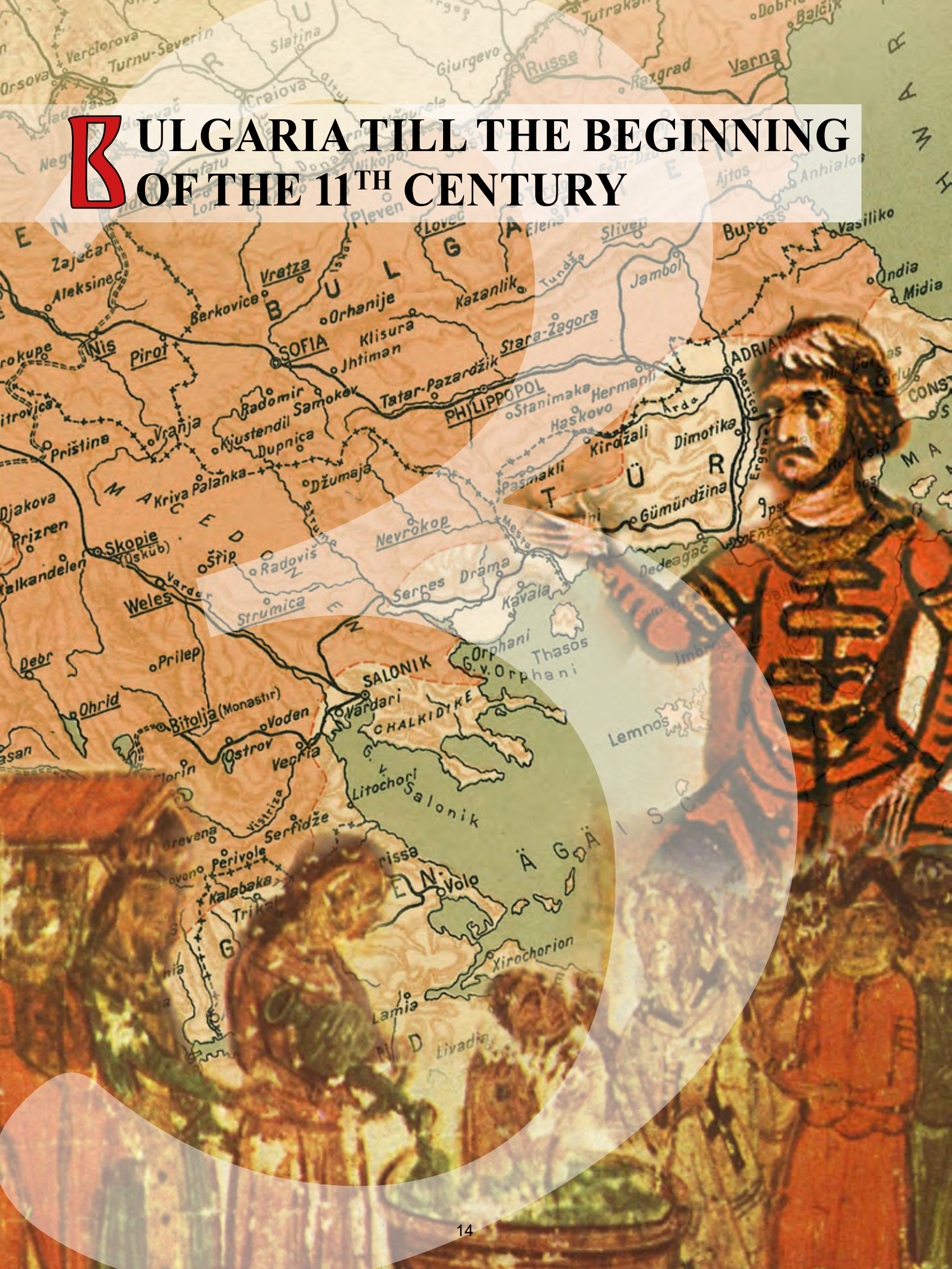


3. TAKE A BLANK WHITE A4 SHEET AND TURN IT HORIZONTALLY. FOLLOW THE INSTRUCTIONS BELOW:

1. Write the term Orphism in the center. What associations does it arise? Write them by linking them to the central concept.
2. Use different colors for visualization.
3. Connect all the secondary ideas that come to your mind with the associations they arise.
4. Make a corner with ready-made mind maps. Use them for easier understanding of the study material.



BULGARIA TILL THE BEGINNING OF THE 11TH CENTURY



STATEHOOD *PART I*



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

The Slavs and the ancient Bulgars were the basis of the Bulgarian state in the Middle Ages. As part of the Migration Period, for several centuries they travelled great distances in Europe and Asia to reach the Balkan Peninsula. The Slavs settled permanently in this part of Europe towards the 6th century. By this time the Bulgars were known in these lands as well because of the raids they perpetrated, but their main settlement was the Northern Black Sea coast, where Khan Kubrat created his Ancient Great Bulgaria in 632, uniting many tribes under his rule. This was the first Bulgarian state recorded in history. Ancient Great Bulgaria fell apart under the blows of the Khazars, which made the sons of the Khan migrate. Very important for us was Khan Asparouh, who reached the Lower Danube, transferred the state tradition there and created Danube Bulgaria, which

was accepted as the successor of Great Bulgaria. This happened after the victory over Emperor Constantine IV in 680 at Ongal and the signing of a peace treaty in 681. During his reign, Pliska became the capital of the khanate. The ruler died in 701 and his successor became Khan Tervel. He succeeded in obtaining the second most important title in Byzantium (Caesar) for his assistance to Emperor Justinian II in 705, as well as the region of Zagore, which expanded the territory of the country to the south. The treaty of 716 between the two countries was significant because it contained an important trade clause, the first in the history of Europe for this period, and also outlined the southern border between them. In 717-718, the ruler helped the empire to break a major Arab siege of Constantinople. As a result, he was known in history as one of Europe's rescuers from Islam and was proclaimed a saint. His reign ended in 721. In the middle of the 8th century the state coped with a severe crisis, which manifested itself in frequent changes of rulers and dynasties. The crisis was overcome by the Khans Telerig and Kardam, who waged wars and used very skillful diplomacy. Prosperity was observed during the rule of Khan Krum, who expanded the borders to the north and to the south by waging wars against the Avars and the Byzantines giving rise to the development of the Bulgarian imperial idea during that epoch. In 809, Serdika, today's capital of Bulgaria, was included in the borders of the country. The victory of Khan Krum over Emperor Nicephorus I in the Varbitsa Pass in 811, where the basileus died, was remarkable. Krum began the centralization of the vast territory of the state, appointing his subordinates as governors of parts of the new lands in Thrace. He first introduced common legislation in the country. The reign of the ruler ended in 814 on the eve of a march against Constantinople. Under the rule of his successor, Khan Omurtag, the centralization of the khanate was completed through the creation of internal districts, the so-called comitati, headed by district governors. In 815 a 30-year peace treaty was concluded with Byzantium, which ensured the stability of the state.

Large-scale stone construction developed. The vast boundaries were preserved. The ruler further developed the imperial idea, emphasizing in his inscriptions that his power was divine, and that this was a distinctive characteristic of an emperor.

The end of his reign came in 831. Khan Malamir (831-836) and Khan Presian (836-852) ruled under the guardianship of Kavhan Isbul. Kavhan was the second most important title in Bulgaria at that time. Their time started with maintaining peace with the empire, but later their policy became aggressive, and we assume that in this period Plovdiv (836), the Rhodopes (837) and Macedonia were added to Bulgaria.



The medallion of Khan Omurtag

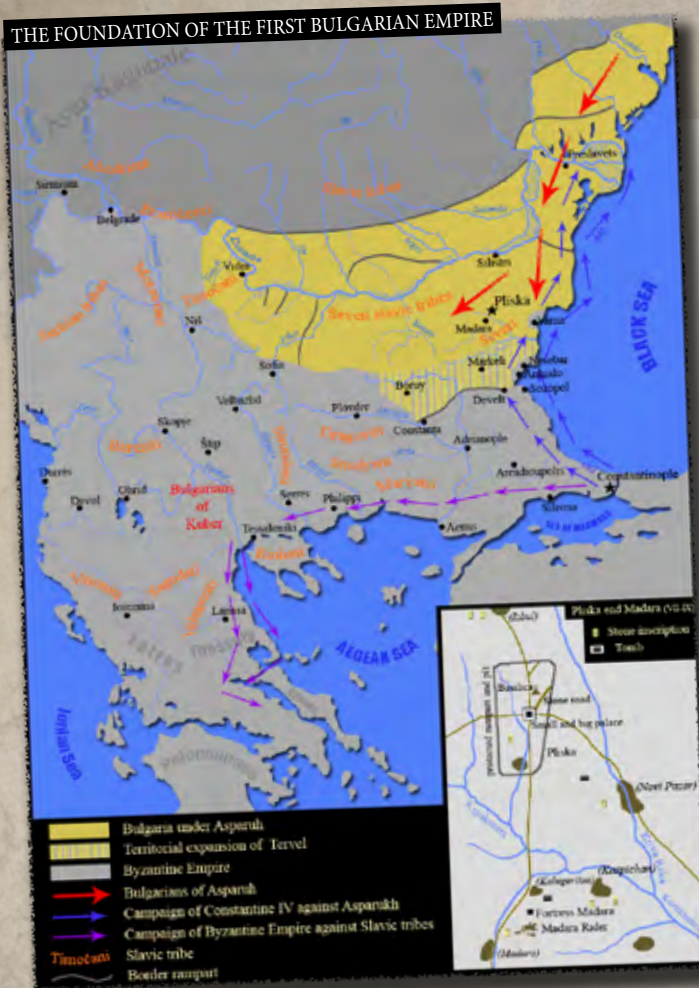
Skills

With the help of these activities, you will improve your image and text analysis skills, as well as develop other skills for communication in English. Last, but not least, you will train your creativity.

Who is the text about?	What did he do?	When did he do it?	How did he do it?



2. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS.



Use the algorithm to describe a historical map, attached at the end of the handbook.

- Determine the period of the Bulgarian history the map refers to.
 - Indicate the specific years.
- Indicate the military methods used by the Byzantines of Constantine IV.
- Write down the directions in which the attacks of Khan Asparoukh were orientated.
 - Explain the purpose of these attacks in several sentences.
- Write down the directions in which the Byzantines acted against the Slavic tribes.
- Write a short text to present the territories included by the country.



3. FOLLOWING THE INSTRUCTIONS, REPRODUCE A CONVERSATION IN ENGLISH USING THE IMAGE. WORK IN PAIRS.

Indy asks Ross about the symbols of power.

Ross has 2 minutes to think before answering.

Ross asks Indy a question asking for his opinion of what is happening in the image.

Indy has 2 minutes to think before answering.

Indy asks Ross if he knows what the event is.

Ross has 1 minute to think before answering.

Ross politely asks Indy to tell him why this event is important for the Bulgarian history.

Indy has 3 minutes to think before answering.



STATEHOOD *PART II*



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

An important moment in the history of Bulgaria during the Middle Ages was the conversion to Christianity. This happened during the reign of Prince Boris I after he lost a war against Byzantium in 863. Under the terms of the peace treaty, the prince was obliged to accept the Christian faith from Constantinople but not from Rome, the western center of religion. The date of the baptism itself is disputed, but we accept 864 (865) as the year when the prince himself accepted the new faith. Thus, Bulgaria became part of the great Christian family of Europe. Using skillful diplomacy, in 870 at the VIII Ecumenical Council, the Prince was granted an autonomous Bulgarian church with the rank of archbishopric. Prince Boris welcomed to Bulgaria the disciples of St. Cyril and St. Methodius in 886, who developed the Cyrillic alphabet here, and Bulgaria became the homeland of one of the main alphabets of Europe today. The First Bulgarian Empire reached its zenith during the reign of Tsar Simeon. He waged extremely successful wars against Byzantium, thus adding new territories on the Balkans. This made the state a hegemon with a clear advantage over the Byzantine Empire. Significant is the battle at the Acheloi river from August 917, when the Bulgarian army defeated the united eastern and western armies of the Byzantines. The successor of Prince Boris further developed his literary work, turning the new capital Veliki Preslav and the state into a literary center of European importance. The imperial idea reached its peak, as he aimed to turn the country into a successor of the Roman cultural and political heritage and called himself “King of Bulgarians and Romans”. Tsar Peter inherited his father, but unlike him, he did not carry on an aggressive policy line against the Romans. In 927, the two countries concluded a peace treaty. The treaty stated that Byzantium for the first time officially recognized the royal title of Peter, and the head of the Bulgarian Church received the title of patriarch. An important moment was the dynastic marriage between Tsar Peter and the emperor’s daughter Maria, who took the name Irina in honor of peace. This marriage guaranteed the peace treaty. During the long reign of Tsar Peter, Bulgaria had to overcome a series of invasions of Magyars, Pechenegs and Russians. Tsar Peter’s reign ended with the campaigns of the Kievan Prince Svetoslav in 968 and 969, who conquered northeastern Bulgaria. Emperor John Tzimisches conquered Veliki Preslav in 971, and thus the southwestern Bulgarian lands were established as a state center. A significant figure from this period was Tsar Samuil, who managed to preserve the state. For a while, he made it a dominant force again. The capital at that time was the city of Ohrid, and the tsar’s residence was located in Prespa. After the victory over Basil II at the Trayanovi Vrata Pass in 986, Northeastern Bulgaria was reconquered, as Byzantium was in the grip of internal struggles and could not defend its possessions on the Balkan Peninsula. The country prospered until the beginning of the 11th century. By then, Basil II had already stabilized his power and started a final offensive. The decisive battle for the fate of Bulgaria took place in 1014 near the village of Klyuch (Belasitsa mountain). The Bulgarian army lost this battle, and Tsar Samuil died tragically at the sight of thousands of his blinded soldiers. The government passed successively into the hands of his son Gavril Radomir (1014-1015) and his nephew Ivan Vladislav (1015-1018). The two of them vigorously tried to defend even the little preserved territory but failed due to internal problems and the apparent supremacy of the Empire. Thus, when in 1018 Ivan Vladislav died in front of the walls of the town of Drach, Basil II managed to subdue all Bulgarian lands. In some parts of the Western Balkans, the resistance was led heroically for some time more.

Skills

With the help of the proposed activities, you will improve your skills for map and text analysis, as well as develop those for communication in English. Last, but not least, you will train your creativity.

Who is the text about?	What did he do?	When did he do it?	How did he do it?



2. DESCRIBE AND ANALYZE THE IMAGE USING THE INSTRUCTIONS.



Use the algorithm to describe a historical map, attached at the end of the workbook.

1. Use a term to describe the action taken by the Byzantines of Leo Phokas.
 - In the answer, try to indicate which direction they headed to.
2. Use a term to describe the action taken by Tsar Simeon against the Byzantines.
 - In the answer, try to indicate for what purpose it was done.
3. Determine in which part of the modern territory of Bulgaria the battle took place.



3. FOLLOWING THE INSTRUCTIONS, REPRODUCE A CONVERSATION IN ENGLISH USING THE IMAGE. WORK IN PAIRS.

Indy asks Ross if he can recognize the rulers on the image.

Ross has 2 minutes to think before answering.

Ross asks Indy for his opinion about what is happening in the image.

Indy has 2 minutes to think before answering.

Indy asks Ross if he knows what the event is.

Ross has 1 minute to think before answering.

Ross politely asks Indy to tell him why this event was important for the history of Bulgaria.

Indy has 3 minutes to think before answering.



SOCIETY AND EVERYDAY LIFE



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

Skills

With the help of the following activities, you will improve your skills for image and text analysis, as well as develop those for communication in English. Last, but not least, you will train your creativity and argumentation skills.

The social structure of the Slavic society was based on the family community, which was headed by an elder. Several family communities created the tribe as a social unit, and its leader bore the title of prince. An interesting fact about the Slavic society is that the prince did not have unlimited power, but was limited by a tribal council. The council included all men who had the status of warriors. The daily life of the Slavs was dominated by agriculture, which was their main means of livelihood. Blacksmithing, pottery and carpentry were well represented among the crafts, as they satisfied the household and military needs of the society. The nomadic community also served as a social basis for Bulgarian society, and several communities formed the tribe with a leader bearing the title of khan. The khan had unlimited power and the tribal aristocracy had privileges. This was due to the social stratification that occurred in the 6th – 7th centuries. The possession of wealth determined aristocratic membership. The priestly class, responsible for the religious cults, had an important place in society as well. The everyday life of the Bulgars was dominated by cattle breeding, as they were nomads. Agriculture, as a means of livelihood, began to appear only when the Bulgars settled on the Northern Black Sea coast, where the semi-nomadic life became typical. At the beginning of the 9th century and more clearly after the conversion to Christianity, some of the differences between the two ethnic groups disappeared. Some of these differences concerned the social structure. We cannot say that feudalism of western type existed in Bulgaria, but the relations were based on this kind of dependence. Based on property differences, two groups – of free peasants and landowning aristocracy were clearly distinguished. In the course of time, aristocracy concentrated more and more land in their hands, and part of the rural population went bankrupt. Aristocrats, called boyars, had the right to impose taxes, to use free labor to their advantage, and punish according to the law. Krum's laws testified to the existence of the poor and the rich, and even the beggars. The church clergy also occupied an important place in the social system. Thus, by the 9th century, three main groups of the population stood out in the Bulgarian society – secular aristocracy, higher and lower clergy and dependent rural population. The secular aristocracy included the ruler, his family and the boyars. The high clergy also owned property and enjoyed privileges. The lives of the lower clergy did not differ much from those of the ordinary people. The dependent population was divided into several social groups according to the property they owned. The largest part of the population were free peasants who owned their land. There were also peasants who lost their land because of debts but who were paid for their labour for the aristocrats. The category of serfs never became numerous. The slaves were placed lowest. Their labor was used for construction, pasturing cattle and as servants. The main occupation and means of subsistence for the higher social groups was the collection of taxes. For the lower social groups, the main means of subsistence remained agriculture, trade and crafts.

	The society before the 9 th century	The society after the 9 th century
Social structure	Slavs:	
	Bulgars:	
Means of subsistence	Slavs:	
	Bulgars:	



2. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS.

Use the algorithm to describe an image, attached at the end of the workbook.

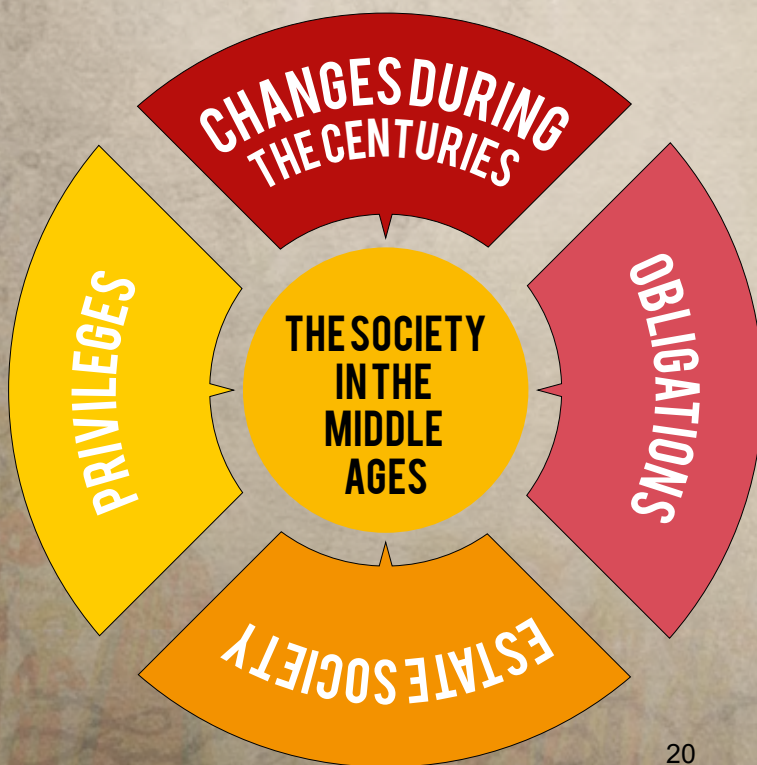
1. Define the craft that the workers practise.
 - In your answer make a guess what exactly they are doing.
2. Write down what materials (tools, aids) they use to practise it.
 - In your answer make a guess what skills and knowledge craftsmen had to possess.



3. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS. REPRODUCE A CONVERSATION IN ENGLISH USING THE DIAGRAM AND THE INSTRUCTIONS.



Work in pairs and talk to each other about the different subtopics.



Ask each other at least one question for each subtopic and set aside time to answer.

1

Each of you must answer and ask a question.



Determine which part of society each of you would like to belong to and prove it with arguments.

2

Each of you must use at least 2 arguments.



CULTURAL HERITAGE AND RELIGION



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

The Christianisation of the people was not the last step on the way to building their religious life. After this act, the Byzantine clergy began to perform church rites and spread the faith among the people. This created conditions for the penetration of Byzantine influence in the country through the Greek language and clergy. That is why Prince Boris I decided to fight for an autonomous Bulgarian church institution. He skillfully used the controversy between the Roman and Constantinople churches regarding which one of them had rights over the newly converted Bulgarians. The ruler made inquiries to Pope Nicholai I in Rome and to Patriarch Photius in Constantinople about how to establish a Bulgarian institution. He did not receive a satisfactory answer from either of them, so he raised the issue at the most important church forum, the VIII Ecumenical Council held

in Constantinople in 870. After intense debates between the representatives of the two churches, the Patriarchate of Constantinople allowed the establishment of an autonomous Bulgarian archbishopric. This guaranteed the Bulgarian character of the literary and spiritual aspects of church culture. In the hierarchy of the churches entering the Patriarchate of Constantinople, the Bulgarian Archbishopric stood high – even higher than the older Cypriot church.

The rule of Tsar Simeon, Prince Boris I's successor, is also known as the "Golden Age" of Bulgarian literature and culture. The disciples of St. Cyril and St. Methodius, who arrived during the reign of Prince Boris, trained other clergymen as well. As a result, several literary schools were established. The most prominent were those in Pliska, Preslav and Ohrid in which, scholars such as Chernorizets the Brave, Constantin of Preslav, John Ekzarh, Naoum and Kliment Ohridski created transcripts of books, but in the Slavic language. They also created their own original works. Their monumental work created the foundation on which the literary culture of the Slavic peoples of Eastern Europe stands.

An interesting phenomenon was noticed in the religious life of the Bulgarians. One of the most widespread heresies, that of the Bogomils, was started in Bulgaria. It is believed that this happened during the rule of saint Tsar Peter. The Bogomils were dangerous to both secular and ecclesiastical authorities because they completely denied the material world. The creator of this heresy was priest Bogomil, and its foundations were rooted in Paulicianism, which was an older heresy. This doctrine was widespread on the Bulgarian lands, especially in the southwestern parts, the so-called present-day Republic of North Macedonia. The Bogomils themselves had a very strict hierarchy, and their conceptions were related to the eternal struggle between good and evil. They also did not recognize the official church rites and icons. Whether this heresy had only negative characteristics in the historical context remains a very controversial question to this day, but it is a fact that from the 11th century it reached as far as Western Europe.

Skills

With the help of the following activities, you will improve your image and text analysis skills, as well as develop those for communication in English. Last, but not least, you will train your creativity and argumentation skills.



The three main subtopics in the text are:		
The important personalities for each subtopic are:		
These subtopics are important in history because:		

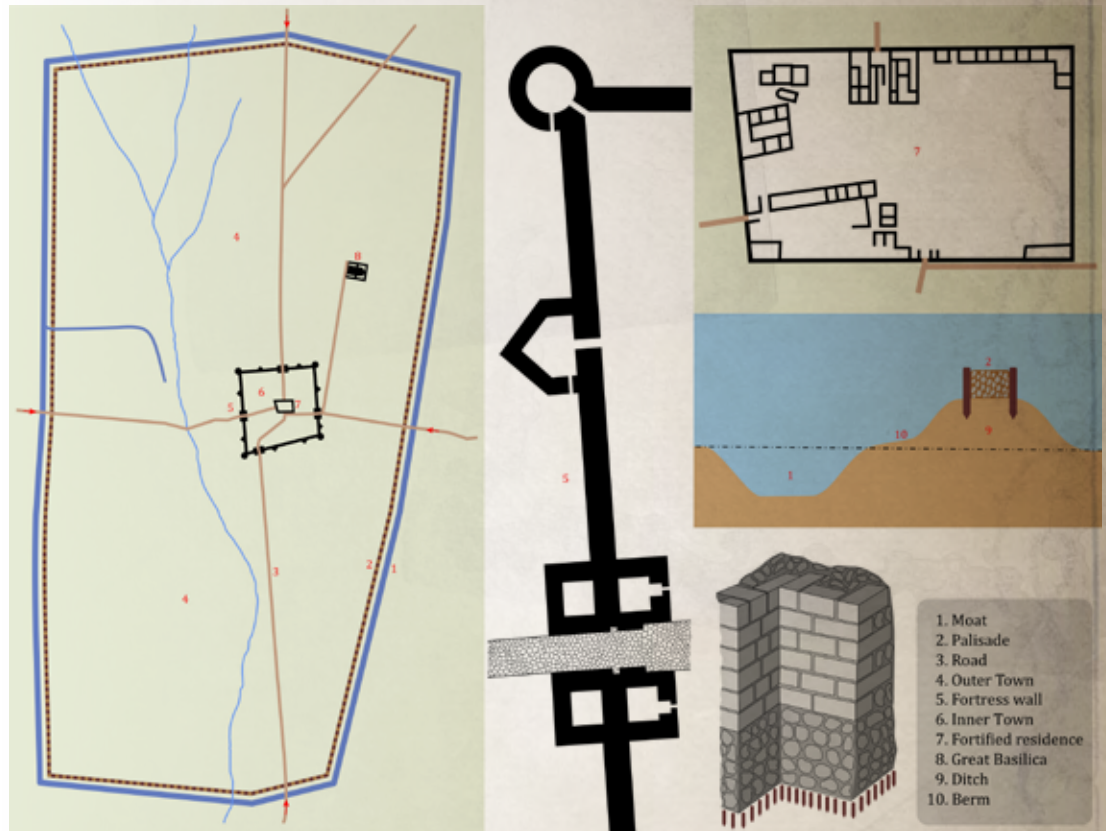


2. DESCRIBE AND ANALYZE THE IMAGE ACCORDING TO THE INSTRUCTIONS.

Use the algorithm to describe an image, attached at the end of the workbook.

1. Describe how the defense of the outer and the inner city is organized.
2. Determine which of the two cities is better protected.
 - Suggest why this is so.
3. Build tactics to defend both cities in the event of an enemy attack.

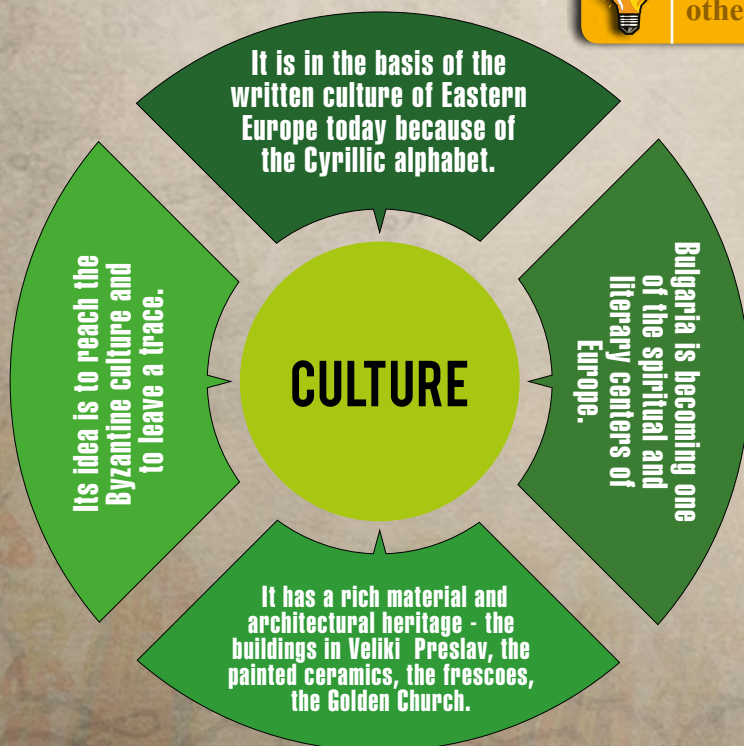
PLAN OF THE FIRST BUGARIAN CAPITAL CITY - PLISKA



3. CREATE A WELL-GROUNDED SPEECH IN ENGLISH USING THE INSTRUCTIONS:



Work in pairs and talk to each other about the different subtopics.



Use the scheme to form an opinion about the Bulgarian culture in the Early Middle Ages.

1

Use at least three arguments.



Use the algorithm to express an opinion, attached at the end of the workbook.

2

Present your opinion to the class.

3

The class can ask questions to the presenter to provoke him/her to continue with the argumentation.



THE BULGARIAN STATE (12TH – 14TH CENTURIES)



STATEHOOD PART I



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

The Bulgarian state declined at the beginning of the 11th century, but it revived towards the end of the 12th century. The brothers Peter and Asen were local notables in the Tarnovo region. Due to the heavy taxes, the controversial internal situation in Byzantium and the lack of strict control over Northern Bulgaria (Paristrion theme), the brothers launched an uprising. The date of the event is debatable. We use the longer chronology of it, which is now widely accepted. The revolt broke out in the autumn of 1185 with a center the town of Tarnovo, which was established as the capital of the new state. They managed to liberate vast territories in Northern Bulgaria. Emperor Isaac II Angelus tried to suppress the revolt but failed. With the signing of the Peace Treaty of Lovech in 1188, the Bulgarian state was practically restored, and the Second Bulgarian Empire was started, which was the successor of the state tradition of the First Empire. This was confirmed by the actions of the rulers, the language they used and the arguments they applied in their diplomacy. The two brothers recovered a lot of the old territories but died because of conspiracies. Their youngest brother Kaloyan came to the throne in 1197. He had two main purposes: to restore the entire territory of the country and to achieve international recognition. After a successful coalition with Balkan leaders, he managed to conclude a treaty with Byzantium in 1202 and to gain control of most of the old Bulgarian territories (Moesia, Thrace and Macedonia). Kaloyan achieved international recognition by signing a union with Pope Innocent III in 1204. The ruler received the title “rex”, and the head of the Church received the title “primate” (bishop). Tsar Kaloyan interpreted these titles as “emperor” and “patriarch”. The victory of the ruler against the crusading army of the Latin Empire near Edirne in April 1205 was also extremely important. It was so significant that the Latin army would never regain its former power. The fate of the energetic ruler was no different from that of his brothers. He died in 1207 during the siege of

Thessaloniki, also killed by the hands of a conspirator. After the controversial rule of Tsar Boril, Tsar Ivan Asen II came to the throne in 1218. At the beginning of his reign, in order to strengthen his power, he used diplomacy to secure peace with his neighbors. Dynastic marriages were concluded with Hungary and the Despotate of Epirus, and good relations were maintained with the Nicaean Empire. The marriage of Ivan Assen II with the Hungarian princess resulted in the return of the northwestern lands of Bulgaria. The tsar’s policy became more aggressive after the attempt of Theodoros Komnenos, who ruled Epirus, to break the treaty with the Bulgarians. Komnenos attacked suddenly but was defeated by the Bulgarian army at the Battle of Klokotnitsa in March 1230. This victory made Bulgaria the hegemon of the Balkans, as its territories grew significantly. As a result, the economic power of the state increased. Tsar Ivan Assen II was forced to sever the union with Rome, but he had to preserve the international prestige of the country. To do this, he entered into a treaty with the Nicaean Empire, confirmed by a new dynastic marriage. At a special council in Lampsak in 1235, the Bulgarian ruler received the title of “tsar”, and the Bulgarian church was officially recognized as a patriarchate. The last years of his rule were associated with attempts to preserve Bulgarian supremacy on the peninsula, which meant complex diplomatic actions and frequent wars. The life of this remarkable ruler ended in 1241, and his legacy proved difficult to preserve.



Ivan Assen II on a fresco in the Zograf monastery

Skills

Through the tasks, you will develop your skills for analysis of a historical map and a text. You will also master the ability to understand English by listening to a conversation on a historical topic.

Who is the text about?	What did he do?	When did he do it?	How did he do it?



2. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS:

Second Bulgarian Empire. Campaigns of tsar Ivan Assen II (1218-1241)



Use the algorithm to describe a historical map, attached at the end of the workbook.

I. Make a list of the territories of Bulgaria under the rule of Boril, Ivan Asen II and the vassal territories: a text including the names of cities, geographical areas, rivers, etc.



3. LISTEN TO THE RECORDING ON THE TOPIC “BULGARIA DURING THE TIME OF THE FIRST ASSENEVTSI” AND ANSWER THE QUESTIONS:



SCAN OR
CLICK ME!



- You have 3 minutes to read the questions before hearing the recording.
- Look for the answers to the questions in the recording and do not try to deduce them in a logical way.

1. What are the names of the speakers:

- A** Boris and Iliana **B** George and Mary
C Boris and Irina **D** Irina and Peter

2. What is the main topic of the conversation?

- A** The marriages of Ivan Assen II **B** Interesting moments from the rule of the first representatives of Assen Dynasty
C History classes at school **D** The character of Tsar Kaloyan

3. What did the brothers Peter and Assen aim at by the religious motive they used?

- A** To demonstrate that they believe in God. **B** To announce the beginning of the uprising.
C To consecrate the new temple. **D** To gain the support of the population through religion.

4. Why was Tsar Kaloyan called a Greek slayer?

- A** Because he did not like the Byzantines. **B** Because many Byzantines died in the wars.
C Because he took revenge for the actions of Basil II the Bulgar slayer. **D** Because he had a very cruel character.

5. Why can't we fully trust the Byzantine sources?

- A** Because they are not always objective. **B** Because they were written a long time ago.
C Not mentioned in the recording. **D** Because they were not written by Bulgarians.

6. What is the last subtopic they are talking about?

- A** Kaloyan's temperament. **B** The marriages of Ivan Assen II.
C The marriages of Kaloyan. **D** Irina's examination.

7. What were the names of the two wives of Ivan Assen II, mentioned in the recording?

- A** Ana-Maria and Maria **B** Irina and Maria
C Ana-Maria and Irina **D** Anisia and Irina

8. Why did Ivan Assen II and King Bella negotiate?

- A** Because the king had to pass through the Bulgarian lands to Hungary. **B** Because there was an unsettled conflict between them.
C Because Ivan Assen II returned from a crusade. **D** Because the king wanted to retrieve the most northwestern parts of the kingdom.

9. Whose love was the love between Tsar Ivan Assen II and Irina Komnenos compared to?

- A** The one between Caesar and Cleopatra. **B** The one between Tsar Peter and Maria (Irina).
C The one between Mark Antony and Cleopatra. **D** The one between Ivan Assen II and Anna-Maria.

10. What grade will Irina get if she tells these interesting things?

- A** 2 **B** 3
C 5 **D** 6

STATEHOOD PART II



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

After the death of Ivan Assen II the situation in the country was complicated. Circles fighting for power were formed around his successors, Koloman and Michael II Assen. This led to the destabilization of Bulgarian political life and the loss of hegemony on the peninsula. The culmination of this tense period was the war between various claimants for power, but it was eventually won by Konstantin Tih, who was supported by the boyars in Tarnovo. The end of the 13th century was also marked by a memorable event – the rebellion of Ivailo.

Although there are debates about his origin, Ivailo remains known as the peasants' tsar. It is a fact that he descended from the lower social classes, but he managed to become tsar of Bulgaria after leading a revolt in 1277. His success came after the defeat of a small Tatar military unit, which further increased his popularity, and a victory over the army of Tsar Constantine Tih, who perished in the battle. Faced with a double threat by the Tatars in the north and the Byzantines in the south, Tsar Ivailo was in a very complicated situation that required skillful diplomacy. He died in 1280, seeking support from Khan Nogai. A difficult period of Tatar interference in the internal affairs of the state followed during the rule of Georgi Terter. This so-called period of Tatar hegemony was overcome by Tsar Theodore Svetoslav, because after the year 1300 Bulgaria led an independent internal and foreign policy. The tsar launched an offensive against Byzantium. Lands along the southern Black Sea coast and in Thrace were regained, and as a result after several turbulent decades the country was partially stabilized. After the short reign of George II Terter (1321-1322), Michael Shishman came to the throne, giving rise to the Shishman dynasty. He tried to intervene in the internal strife in Byzantium, but the most important were his actions against Serbia with the goal of retrieving the southwestern Bulgarian lands. The decisive battle took place at Velbazhd in July 1330, when the Serbs defeated the Bulgarian army through deceit. The tsar was captured and later died. The Serbs did not launch an offensive in Bulgaria, but instead they put a figurehead, Ivan Stefan (1330-1331) on the throne in Tarnovo. In 1331 despot Ivan Alexander of Lovech became tsar, and he became one of the most remarkable personalities of the Bulgarian Middle Ages. His reign lasted until 1341. In July 1331 he defeated the Byzantines at Rusokastro and actively intervened in the internal problems of the empire. As a result, many lands in Thrace and the Rhodope region were returned to the territory of the state. Good relations were maintained with Venice, which led to a boom in trade. A negative feature of his rule was growing separatism; as a result of his second marriage he gave Vidin to his first son Ivan Sratsimir, and kept the capital Tarnovo for his second son Ivan Shishman. In Dobrudja, on the other hand, the despotate of the boyar Balik was established. The Ottoman invasion of the Balkans began during his rule, initially affecting only Byzantium and the Rhodopes. Bulgaria did not undertake active actions against the invaders. The second "Golden Age" of the Bulgarian literature and culture was also connected with the rule of Balik. A remarkable work from that time is the London Gospel, ordered personally by the tsar. The last years of the Second Bulgarian Empire came after this long reign. The Ottoman Turkish invasions were already aimed at the center of the Balkans. The Balkan rulers failed to quickly form a big coalition in time. Significant was the attempt of Vulkashin and Uglesha to neutralize the Ottoman offensive in the battle of Chernomen, which ended tragically with their deaths. Serdica fell soon after, in the 1380s, which opened the way to the center of Bulgaria for the conquerors. After a heavy siege of Tarnovo in July 1393, the town was conquered. Tsar Ivan Shishman died in 1395 in front of the walls of Nikopol, where he fought in a last attempt to find support. In 1396, Sigismund of Luxembourg organized a coalition against the Ottomans and began a march towards the Balkans. The Christian army was defeated at Nikopol, and after the battle the Ottomans conquered Vidin. The resistance of the Bulgarians continued during the 15th century as well, but in the end, the Bulgarian state disappeared from the map of Europe for five centuries.

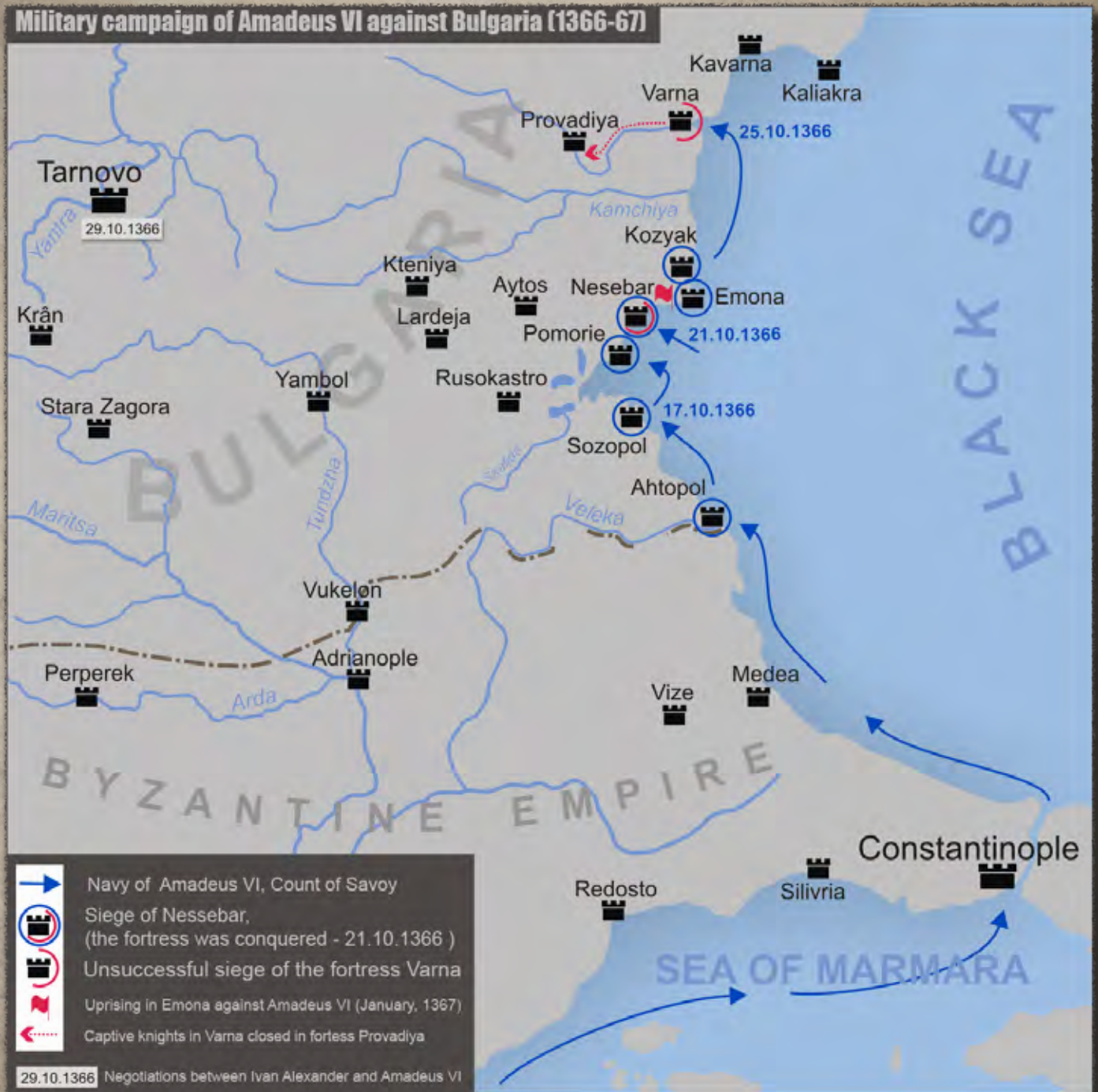
Skills

Through the tasks, you will develop your English skills by analyzing a historical map and a text. You will also improve your ability to understand English by listening to a conversation on a historical topic.

Who is the text about?	What did he do?	When did he do it?	How did he do it?



2. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS:



Use the algorithm to describe an image, attached at the end of the workbook.

1. Determine in which part of the Bulgarian lands the campaign of Amadeus of Savoy took place.
2. Determine in which period of the reign of Ivan Alexander the campaign was carried out.
 - Make an assumption about the situation of the country, given the event.
3. Make a list of the successful and unsuccessful military actions of Amadeus of Savoy.
4. Look for information about the cause of the event and its outcome.



3. LISTEN TO THE RECORDING ON THE TOPIC “INTERESTING FACTS ABOUT THE SECOND BULGARIAN EMPIRE” AND ANSWER THE QUESTIONS:



SCAN OR
CLICK ME!



- You have 3 minutes to read the questions before hearing the recording.
- Look for the answers to the questions in the recording and do not try to deduce them in a logical way.

1. Which is the first topic the two people are talking about?

- A** The Second Bulgarian Empire **B** The wives of Ivan Assen II
C The successors of Ivan Assen II **D** Irina’s history lessons

2. Who were the sons of Ivan Assen II?

- A** Koloman and Boris **B** Koloman and Mikhail II
C Ana-Maria and Irina **D** Boris and Irina

3. How did the life of the first son of Ivan Assen II end?

- A** He died in a battle with the Romans **B** He died of old age
C He died during hunting **D** He was poisoned

4. How did Tsar Ivailo die?

- A** In a battle against Tsar Constantine Tih Assen. **B** He was poisoned by his wife Maria.
C He was killed during a feast at Khan Nogai. **D** He died in a battle against the Tatars in the north.

5. What do the sources about Tsar Ivailo show?

- A** That he herded swine for payment, and he was called “vegetable”. **B** That he had a noble origin.
C That he came from a Tatar lower social class family. **D** That he came from a Tatar higher social class family.

6. Why did Patriarch Joachim have a tragic fate?

- A** Because he was too powerful. **B** Because he hindered the tsar from fighting against Byzantium.
C Because he was suspected of having close ties with the Tatars. **D** Because he refused to recognize the king’s third marriage.

7. Can we be sure that this was the reason for the tragic fate of the clergyman?

- A** Yes **B** No
C No information in the conversation **D** Definitely

8. Who led the march against the capital Tarnovo?

- A** Patriarch Euthymius **B** Ivan Shishman
C Bayezid I **D** Mircea the Elder

9. Who defended the capital during the three-month siege?

- A** Patriarch Euthymius **B** Ivan Shishman
C Bayezid I **D** Mircea the Elder

10. Can we say that Ivan Shishman surrendered easily to the Ottomans?

- A** Yes, because he withdrew to Nikopol and did not defend Tarnovo. **B** No information in the conversation.
C No, because he tried to gather his loyal warriors from Nikopol. **D** Yes, because he did not fight against Bayezid I at Nikopol in 1395.

SOCIETY AND EVERYDAY LIFE



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT

Skills

Through the tasks here you will develop your skills for description, comparison, and analysis. With their help you will prove a thesis, based on selected arguments.

During the Second Bulgarian Empire, a hierarchical order of society was observed again. Like in the First Bulgarian Empire, there was no way to relate the social hierarchy one-to-one to that in Western Europe. The rulers had the highest rank, and the clergy was after them. The lowest was again the dependent part of the people, called by the common name “folk”. The sources distinguish two different levels among aristocracy. The Byzantine style was predominant for the upper class, which was confirmed by the titles used – Sevastocrator, Despot, Duke, etc. The clergy also owned land. There were many examples when the kings donated large estates to the monasteries together with the villages and the population. This happened through special deeds. The vast majority of the folk lived in the villages and were engaged in agriculture. There were different categories of dependent populations, including “the paritsi”, “the otrotsi” and “the technitari”. The paritsi were the most numerous category. They owned their land and movable property and could also inherit it. The otrotsi did not have such freedom. They worked as servants and did not possess their own land. If they cultivated a piece of land, it was most often owned by a superior and they did so under certain conditions. As their name suggests, the technitari were engaged in crafts. In the towns they could be free, but in the villages, they were most likely highly dependent on their masters and performed duties related to their craft. The degree of subordination of the paritsi, the otrotsi and the technitari to the more privileged groups and exactly to which of them they were subordinated, depends on the extent to which we accept the entry of feudalism on the Bulgarian lands.

Everyday life and lifestyle were different for each of the social groups. Perhaps this predetermined the average life expectancy, which was about 40 years for the epoch. Exceptions were rare among the aristocrats and the monks. Housing was one of the factors that most clearly embodied the difference between higher and lower classes. The villagers lived in pit houses or aboveground ones made of clay. Archaeologists rarely find stone construction in them. They consisted of one room only and the floor was leveled with clay. Residents of towns also lived in modest dwellings with stone foundations but were again far from comfortable housing. The roofs were made of straw. The houses of the boyars were built of stone and had two floors. They had decoration both on the facade and inside, which consisted of elaborate geometric shapes and metal plastics. The royal palaces were impressive in size and complexity. There were carpets, expensive dishes, and decorated pottery inside. The walls were often very well painted. There were also differences in the food. While meat was common with the aristocracy, bread was the main food of the subordinate population. The clothing of the superiors strived to copy the Byzantine – gold-woven fabrics often predominated. The colors also reflected hierarchy. Purple was always reserved for the royal family. The clothing of the clergy was simple, most often black in color and made of coarse woolen fabrics. Bright colors were inaccessible to the subordinates. They most often used wool, sheep and goat skins for their clothing. The daily activities of the strata were related to their common obligations. The aristocracy was engaged in diplomacy, land management, hunting and very often war. The routine of the clergy was dictated by the Christian holiday system and their liturgical commitments, which they performed regularly and strictly. They were also actively involved in literary activities. The farmers and the technitari were constantly engaged in cultivating the land or practising crafts so that they could make a living and pay taxes.

Social group	Occupation	Housing	Clothing
Common name		Village	
Categories			
		Town	



2. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS.

PLAN OF THE FORTRESS CHERVEN



Use the algorithm to describe an image, attached at the end of the workbook.

1. Make a table in which to compare Cherven and Tarnovo by similarities and differences.

Exemplary indicators for comparison: location, protection, planning, buildings.



2. DESCRIBE AND ANALYZE THE IMAGE FOLLOWING THE INSTRUCTIONS WRITE AN ESSAY USING ALL THE REFERENCE POINTS GIVEN IN THE INSTRUCTIONS

In our history classes we talk about everyday life and society in the Middle Ages. You are now **challenged to write an essay** in which to express your opinion on whether this aspect of history should be studied or whether political history is sufficient and most important.

1. Use all the knowledge you have gained from the tasks so far as arguments.
2. Structure it as follows
 - **Introduction** – a text that shows us why the topic is important and how our daily activities represent us as people and our place in the society.
 - **Thesis** – a text that represents your statement on the topic, but not categorically and definitively, because you have to defend it with arguments.
 - **Proof** – use arguments to prove the written thesis.
Do not hesitate to think beyond the strict facts, after all, this is an essay.
 - Use metaphors, references to the present, draw parallels.
 - Use counterarguments to show different points of view.
 - **Conclusion** – a text that summarizes what has been said so far and clearly shows whether your thesis is confirmed or rejected.

CULTURAL HERITAGE AND RELIGION



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

Skills

Through the tasks here you will continue to develop your skills for description, comparison and analysis. You will learn to write an article based on your own thesis and support it with evidence.

The Bulgarian church was restored in parallel with Bulgarian statehood. During the Middle Ages, political power and religion formed both halves of the state. That was why the attempts of the first Assenevtsi to achieve recognition of the institution were so active. One of the first figures of religious life in the Second Bulgarian Empire was Primate Basil, who headed the institution for about fifty years. After him, Patriarch Joachim took the lead. He was raised to the rank of patriarch at the Council of Lampsack in 1235. During this era, the Church was the main bearer and engine of cultural life. After the reign of Ivan Assen II, the country went through difficult times. Relative calmness came with Ivan Alexander, which was probably the reason for the flourishing of the culture known as the “Second Golden Age”. The tsar acted mainly as a patron. The number of the created works was great, although very few have survived into the modern day. The most unique are the London Gospel and the Tomić Psalter. From the miniatures in them we judge the flourishing of the artistic crafts. Due to the exceptional role of Tarnovo for the development of spirituality and culture in Eastern Europe, during this period the idea of the town as the “Third Rome” was born. This term defined the capital as the most important educational center and disseminator of culture for all peoples who used the Old Bulgarian language. This statement was proved by the great role played by the representatives of the Tarnovo Literary School and their disciples. Such representatives included Patriarch Euthymius, Gregory Tsamblak, Cyprian and many others. Besides the care he took for the laity, Patriarch Euthymius also wrote models of hagiologies and words of praise in which he emphasized the glorious recent past. His very close follower was Cyprian, who managed to rise to the post of Metropolitan of all Rus’. In this position he developed large-scale literary and enlightener’s activities, which contributed to the expansion of monastic life, schools and literary centers in part of the Russian lands. The example he used was that of the Tarnovo school. Gregory Tsamblak also left an imprint over the spiritual and cultural life in the lands east of Tarnovo, as he witnessed the fall of the kingdom and was forced to leave his father’s land. He was a disciple of Patriarch Euthymius. His works covered a wide area. Moldova, Russia, Serbia, Lithuania, Poland were some of the places where he worked. His work in Lithuania, where he used the manuscripts from the Tarnovo Literary School, deserves special attention. As a result, many hagiologies, words of praise and services appeared, which became popular in the Russian lands. All this clearly shows how great the heritage and the role of Tarnovo as the “Third Rome” was and how important the work of the graduates of the school was for the cultural development of Eastern Europe. There were also architectural masterpieces from the period. The rock monasteries along the Rusenski Lom River, known as Ivanovo rock monasteries, testify to the wide spread of monastic life. They were built for many years and they are remarkable for their exquisite frescoes, among which we can find a patron’s portrait of Ivan Alexander. The Boyana Church in Sofia is also spectacular. Built as a small temple, it was brilliantly painted by the Boyana master. The frescoes in it are unique in their realism, which preceded even the first such frescoes of the Italian Renaissance. The frescoes have world famous artistic value. Inside we find the exclusive portraits of the founder Sevastocrator Kaloyan and his wife Desislava, as well as those of Tsar Constantine Tih Asen and his wife Irina. Until the 14th century Bulgaria was a religious and cultural center of European importance.

Significance of the Bulgarian culture	
Representatives:	
Significance of their activities:	
Examples of literary and architectural heritage:	



2. DESCRIBE AND ANALYZE THE IMAGES ACCORDING TO THE INSTRUCTIONS.



Use the algorithm to describe an image, attached at the end of the workbook.

1. Make a table in which to compare the two frescoes by similarities and differences.
 - Exemplary indicators for comparison: location of figures, clothing, colors, attributes, place in the social hierarchy.
2. Write a conclusion on the topic: What distinguishes the royal fresco from the patron's one?
 - Use at least 3 arguments.



3. WRITE A TEXT ON THE GIVEN TOPIC FOLLOWING THE INSTRUCTIONS:

Bulgaria's place in the European culture during the Middle Ages

The prestigious edition for the history of Lovech Language High School "Historia est magistra vitae" aims to show how important the place of Bulgaria was in the cultural life of Europe during the epoch. For this purpose, a competition is held for writing an article on the topic, which will be published for the general public. Write an article and apply.

1. Give your own eye-catching title for an article on the topic.
2. Use the knowledge on the topic acquired from the tasks and the history lessons.
3. Follow the structure:
 - **Introduction** – explain why culture and cultural heritage are important.
 - **Thesis** – make a statement about the Bulgarian culture during the period, but not categorically! Still, you must prove it.
 - **Evidence** – present at least 3 strong and detailed arguments that prove your thesis.
 - **Conclusion** – Summarize everything said and show clearly whether your thesis is confirmed.



THE BULGARIAN LANDS
UNDER OTTOMAN RULE
(15TH – 17TH CENTURIES)

5 STATEHOOD



1. READ THE FOLLOWING TEXT AND FILL IN THE TABLE. LOOK FOR ADDITIONAL INFORMATION ABOUT SOME OF THE UPRISINGS.

The Ottoman conquest of the Balkans led to the destruction of various Bulgarian state institutions and their inclusion in a different model of government.

The Bulgarian population did not accept their fate and used every opportunity to rebel, taking advantage of the international involvement of the Ottomans in wars with the Austrian and Russian empires.

The 1408 uprising of Constantine (son of Ivan Sratsimir) and Fruzhin (son of Ivan Shishman) in the territories south of the Danube, assisted by the Wallachian ruler Mircea the Elder was among the most significant armed Bulgarian actions during the 15th century.

In 1443-1444 the Bulgarians supported the crusader army led by the Hungarian voivode Janos Hunyadi and the Polish-Hungarian King Wladyslaw III Jagiello. The uprising ended after an unsuccessful battle near Varna, where one of the leaders was killed.

Groups of armed men were formed who responded to violence with violence. They became known as haidouks among the Bulgarians. They were organized in detachments, led by the voivode. In 1689 the detachment of Strahil the voivode became famous in the Pazardzhik region.

In 1598 the Bulgarians raised a large-scale revolt in Tarnovo. Its leaders were Theodore Balina from Nikopol and the Tarnovo Metropolitan bishop Dionysius Rally. The organization of the uprising included merchants, priests and local leaders who also sought foreign support. After a series of heroic battles, the uprising was suppressed.

In 1686 the Bulgarians from Tarnovo revolted again. Preparation for the uprising was connected with the Moscow Patriarch Joachim and his nephew. A successor of King Ivan Sratsimir was proclaimed Prince of Tarnovo. The uprising covered large areas but was suppressed.

The Chiprovtsi uprising (1688) and the Karposh uprising (1689) were also part of the anti-Ottoman resistance from this period.

Skills

With the help of the following activities, you will improve your analysis skills, extract information from a reading, analyze a historical map, and compose a text according to set criteria.

When	Where	Organizers	International assistance	Conclusions



2. DESCRIBE THE HISTORICAL MAP USING THE INSTRUCTION TO IT.



Use the algorithm to describe a historical map, attached at the end of the workbook.

1. Give a title to the map.
2. Give 3 examples that support your choice of title.
3. Mark the centers of the presented uprisings and determine their scope.
4. Present the contents of the map in 4 sentences.



3. "WHO AM I?"

1. Divide into two teams.
2. On small pieces of paper write a brief description of 6 historical figures related to the topic (Constantine and Fruzhin, Karposh, Theodore Balina, etc.) – 10 min.
3. Use the following supports in the characterization: origin, social status, contribution to the anti-Ottoman struggle...
4. After the preparation time has elapsed, each of the teams should present their choice of a historical personality, and the participants from the other team must guess who that historical personality is.
5. The team with more correct answers is the winner.
6. The losing team must find, translate and present a work of the Bulgarian folklore related to the haidouk movement.

SOCIETY AND EVERYDAY LIFE



1. READ THE FOLLOWING TEXT AND FILL IN THE TABLE. USE THE INTERNET TO SEARCH FOR ADDITIONAL EXAMPLES OF ISLAMISATION AMONG THE BULGARIAN POPULATION.

Skills

With the help of the following activities, you will improve your English skills. You will be able to extract information from a text, analyze and compare images and compose a text according to set criteria.

The Ottoman conquest of the Bulgarian lands caused great changes within Bulgarian communities. Part of the population perished in the course of the conquest of the Bulgarian territories, another part was deported to Asia Minor. A big part of the plains was deserted and the population settled in the mountains in search of greater safety. Part of the policy of the Ottoman government was the resettlement of Turks from Asia Minor to the deserted territories of Northeastern Bulgaria, Thrace and Srednogorieto in order to create town centers that would spread Islam and the Turkish language.

In the 15th – 17th centuries the Bulgarian nation was subjected to religious and ethnic assimilation. There were two main forms of Islamisation - individual and mass, with the first being a gradual detachment from one's own ethnic environment, as well as of a native language and consciousness. Among the most severe forms of assimilation was the so-called blood tax – the separation of boys in their childhood and adolescence from their families, sending them to janissary schools and converting their Christian faith to Muslim. Mass Islamisation was carried out in strategically important areas, such as the Rhodopes, that were too close to Constantinople.

In the 15th – 17th centuries the Bulgarians were in a discriminated position. They could not participate in the government or serve in the army. The non-Muslims who managed to get rich were the ones making deliveries to the government, collecting taxes, and later developing trade. They were called chorbadjii (wealthy men) and were respected in the society.

The predominant part of the population were poor and average peasants, who had land to make a living and pay their taxes. The artisans who supplied goods to both the local population and the army remained in the towns.

Types of Islamisation	Reasons/Causes	Consequences	Examples of Islamisation	Conclusions



2. DIVIDE INTO TWO TEAMS AND LOOK AT THE PROPOSED IMAGES. DESCRIBE THEM IN WRITING ACCORDING TO THE INSTRUCTIONS:

Use the algorithm for describing images, attached at the end of the workbook.

- How are the characters dressed?
- What is their armament?
- What do their faces look like?

TASKS

1. If you were in the role of a direct witness, describe the emotions that the sight would evoke.
2. Present your results in an attractive way. After discussing the two images, give a definition of janissaries.



3. FOLLOW THE INSTRUCTIONS:

1. Read the information given by Stephan Gerlach in “Diary of a trip to the Ottoman gate in Constantinople” and divide into two teams.
2. Imagine that with a time machine you moved to the Bulgarian lands during the Ottoman rule.
3. Create dialogues that present the life of the Bulgarians through the eyes of the Christians and through the eyes of the Muslims.
4. Draw your own conclusions: was there discrimination in the Ottoman Empire?

“The Chaush (armed guards) have the power to take from everyone they meet, whatever they carry, their horse and ride it for miles. The poor man runs after him until he finds his horse. This rarely happens to the Turks, but too often to the Christians. This oppression is so unbearable that even the whole population of villages escape and move to deserts, because the Christians are forced to give every Turk their horses, as well as their children, food, wine, which they have earned during the year with labor and sweat, and besides to endure a lot of fighting”.

According to Gerlach, “No Christian or Jew in the Empire is allowed to wear silk clothes or silk kerchiefs. They are ordered to wear simple and ugly shoes without socks. The penalty is several blows to the feet and a fine”.

CULTURAL HERITAGE AND RELIGION



1. READ THE TEXT AND FILL IN THE TABLE. TO COMPLETE THE TASK, LOOK FOR ADDITIONAL INFORMATION ON THE INTERNET.

The conquest of Bulgaria led to the destruction of the basic structures and institutions the medieval Bulgarian culture was based on. The destruction of the Bulgarian church had a negative effect on the Bulgarian culture, which was largely based on Christianity.

After the Ottoman conquest, Bulgarian writers went to neighboring countries to look for better working conditions. Some of them settled in Wallachia and Moldova, where they transferred the traditions of the Tarnovo Literary School, while others headed west to the free Serbian lands. Gregory Tsamblak and Konstantin of Kostenets worked there, others among whom was Gregory Tsamblak, headed north to the lands of the princes of Kiev and Moscow. Some intellectuals took refuge in the largest Orthodox center – Mount Athos. Valuable manuscripts were transferred there, and active creative activities were developed in the Bulgarian monastery “Zograf”.

Literary activities were also carried out on the Bulgarian lands, as cultural life continued to develop mainly in the monasteries. The largest spiritual center became the Rila Monastery, which resumed its activities after 1460. Some of the most prominent writers of the epoch – Vladislav the Grammarian, Demetrius Kantakouzenos and others worked there.

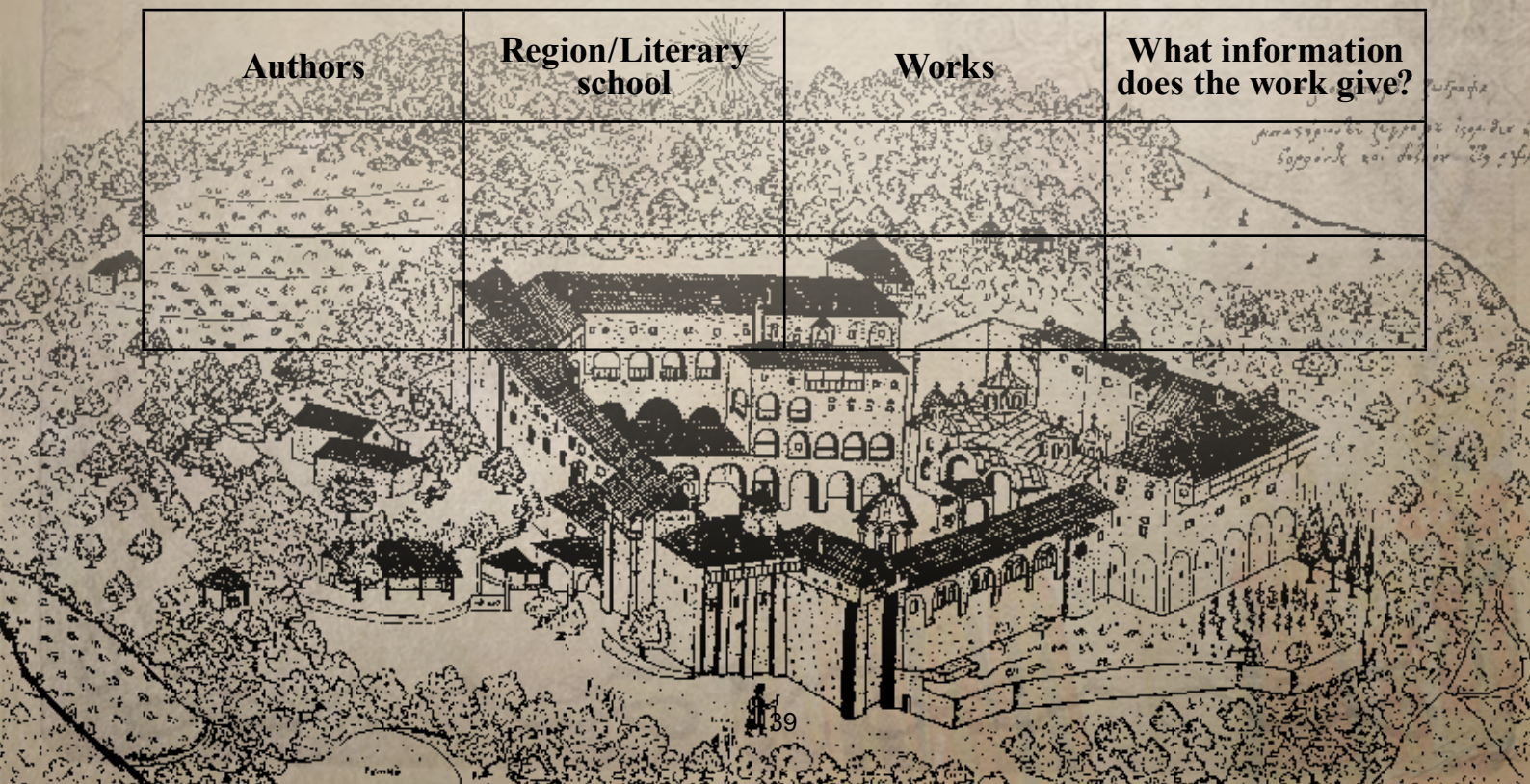
On the western Bulgarian lands literary activities took place in the Sofia Literary School and the monasteries around Sofia. The most prominent were Matei the Grammarian and priest Peyo – author of the hagiology of the goldsmith George from Sofia, burnt by the Turks, and called St. George the New of Sofia.

As early as the 15th century, churches and monasteries were decorated with icons, preserving the traditions of medieval painting, although some new trends were noticed. A favourite iconographic character was St. Ivan of Rila, who was presented as an ordinary man, bearing the moral strength of the people.

Skills

With the help of the proposed activities, you will continue to develop your skills for extracting information from a written text, for comparing and analyzing images, and for composing a text according to set criteria. You will also improve your ability to formulate and defend a thesis and antithesis.

Authors	Region/Literary school	Works	What information does the work give?





2. EXAMINE THE IMAGES AND DESCRIBE THEM ACCORDING TO THE INSTRUCTIONS.



Use the algorithm to describe an image, attached at the end of the workbook.

1. Divide into groups of two.
2. Discuss with your classmate how the saint was represented in the two images – body posture, gestures, direction of gaze, clothing.
3. What symbols are present and what is their meaning?
4. Think about the artistic means used by the author – colours, light, material, etc.
5. Describe the first impression these images evoke in you.
6. Find out the similarities and the differences.
7. Look for additional information about the presence of images of the saint from the period 15th – 17th centuries in your homeland.



3. READ THE HAGIOLOGY OF ST. GEORGE THE NEW OF SOFIA.



Divide into groups of two and reproduce the dialogue between the kadi and the young George. Present the dialogue to your classmates in an attractive way. If you were him, what would you do?

Formulate a thesis by following the instructions, attached at the end of the workbook.

Hagiology of St. George the New of Sofia

St. martyr George the New of Sofia was born ... in the town of Kratovo, Macedonia. After he was taught to read and write, he mastered the craft of goldsmithing. Having lost his father, the handsome and smart young man was forced to flee to the big city of Sofia. But here, too, the envious eye of the Turks soon discovered the rare qualities of his external and internal beauty, so they sent a wise man to visit him, ostensibly to order something, but in fact to have a conversation with him on matters of faith. George, even though he was only 18 years old, with his clever questions and answers made his visitor shut up ashamed. Then the Turk returned to those who sent him, and said that this man was dangerous for Islam and should be forcibly converted to Islam...

When George was summoned to court for the second and last time, the martyr defended himself with evidence from both faiths in such a way that the kadi did not find him guilty of anything, but he was unable to protect him from his enraged fellow believers, so he left him in their hands. Then they led George to the town square, where they lit a large fire, and threw the martyr in the fire with his hands tied. When the ties burnt and his hands became free, he began to cross himself and pray, finally saying, "Lord Jesus Christ, I entrust my spirit into Your hands!" Then an enraged Turk hit him on the head with a piece of wood and he fell dead. This happened on February 11, 1515.



THE BULGARIAN REVIVAL (18TH – 19TH CENTURIES)

ORIGIN OF THE NATIONAL IDEA AMONG THE BULGARIANS



1. READ THE TEXT AND FILL IN THE TABLE.

The Revival was a period of transition from the traditional way of life to the modern epoch with new economic trends, cultural changes, struggle for national recognition and political independence. It encompassed the beginning of the 18th century until the Liberation in 1878.

Paisii Hilendarski (1722-1773), born in Bansko, became the voice of the ideas generated by the socio-political development of the Bulgarian society and the influences of the European and Balkan countries. In 1745 he went to the Hilandar Monastery in Mount Athos, where lively spiritual activities were developed, and the national idea was already making its way. In this situation, Paisii decided to write a history of his people that would support the national autonomy of the Bulgarians.

For two years Paisii collected materials from the libraries of Mount Athos and by 1762 he had finished writing "Istoriya Slavyanobulgarskaya". In the following years he devoted himself to the difficult task of distributing his book. Through passionate praise of the Bulgarian past, Paisii strived to encourage the Bulgarians to feel pride in their heritage and to awaken patriotic national feelings. Thus, his history turned into a defense of the united Bulgarian nation with a common historical past, cultural traditions, and language. Comparing present with the past, Paisii defended the idea of emancipation of the Bulgarians from the other Balkan peoples. Realizing that for his message to be effective, it needed to reach as many Bulgarians as possible, Paisii himself travelled around and spread it. The first transcript was made in 1765 in Kotel by Sofroniy Vrachanski, who had become an orphan at an early age and by coincidence was the ordained bishop of the Vratsa diocese. His life in the northwestern Bulgarian lands was full of difficulties and ordeals and he decided to resign from the episcopal post. He was engaged in literary activities and in 1806 he published the collection "Nedelnik", which was the first printed book in modern Bulgarian, written to be understood by "ordinary and ignorant people". He wrote his autobiographical work "Life and suffering of the sinner Sofroniy", where he described the hardships of his life. He also developed active political work.

Skills

With the help of the following activities, you will improve your English comprehension and analysis skills. You will be able to find information from a text, compare and analyze images, and compose a short essay according to set criteria.

Person	Biographical reference	Work	Year of creation	Ideas

КЪТО СЪЩЕ БЪЛГАРИЯ СЪМОТО СЪЩЕ ДЪЛГОУМНО
 КЪТО БЪЛГАРИЯТО - ДЪЛГОУМНО СЪЩЕ ДЪЛГОУМНО
 ПОЛЪЗЪ РЪДЪ БЪЛГАРИЯТО
 ПЪРВОСЛОВИЕ НА БЪЛГАРИЯТО
 НА ПЪРВО СЪЩЕ ДЪЛГОУМНО СЪЩЕ ДЪЛГОУМНО



2. DESCRIBE AND ANALYZE THE IMAGES FOLLOWING THE INSTRUCTIONS:



Use the algorithm to describe an image, attached at the end of the workbook.

1. Divide into teams of two. Discuss the situation in which the two figures were presented, their clothing and symbols.
2. What is the first impression the paintings evoke in you?
3. Specify four criteria according to which to compare the two paintings. Discuss them with your classmates.



3. COMPOSE A FIVE-LINE-VERSE



Use the name of Paisii

1. First line: one word – a proper noun (Paisii).
2. Second line: two words – a description regarding the topic (two adjectives).
3. Third line: three words expressing action.
4. Fourth line: personal attitude.
5. Fifth line: a word describing the person.

MOVEMENT FOR MODERN BULGARIAN EDUCATION AND THE BULGARIAN NATIONAL CHURCH



1. READ THE FOLLOWING TEXT AND FILL IN THE TABLE.

During the period of Ottoman rule, the place where the Bulgarians could obtain education was the schools maintained by churches and monasteries (church/monastery schools). These schools trained priests and provided knowledge about religious life. Students learnt to read and write and memorize liturgical texts. The knowledge that children received was modest, but it contributed to the preservation of the Bulgarian language.

The economic and cultural development in the 18th century and the danger of studying at Greek schools, due to the dominance of the Greek tradition and literature, contributed to the emergence of the Hellenic-Bulgarian schools. The first such school was opened in Svishtov in 1815 by Emanuil Vaskidovich.

In 1835, Vasil Aprilov and followers opened a school in Gabrovo in which secular instruction replaced religious teaching, and the mutual instruction teaching method was introduced (the Monitorial system).

The first “class school” was opened in 1846 in Koprivshitsa by Naiden Gerov, and after the Crimean War high schools appeared, the first of which opened in Bolgrad (Bessarabia) in 1859.

The movement for modern Bulgarian education during the Revival ran in parallel with the struggle for an independent Bulgarian church. Tension between the Bulgarians and the Patriarchate existed since the end of the 18th century. In 1844, the Bulgarian priests Neofit Bozveli and Ilarion Makariopolski developed a program in which they presented the demands of the Bulgarian people. They insisted that Bulgarian bishops with fixed salaries be appointed on the Bulgarian lands, who could be replaced by the people; that a Bulgarian church be built in Constantinople, that a Bulgarian newspaper and Bulgarian books be published, and that Bulgarian schools be opened.

After the Crimean War, the Bulgarians developed a new program with two demands: the right to elect one supreme head of the church and to elect one supreme civilian head, both Bulgarians by origin.

On February 28, 1870, a decree was issued for the establishment of an independent Bulgarian church headed by an exarch. Thus, the existence of the Bulgarian nation within the Ottoman Empire was recognized.

Skills

With the help of the following activities, you will improve your skills for working with a written text, for analysis of a historical map, and for comparison and composition of a text according to set criteria.

What was the role of education for the spiritual awakening of the Bulgarians?



Year	Person	Event/Type of school	Description



2. DESCRIBE AND ANALYZE THE MAP ACCORDING TO THE INSTRUCTIONS:



Use the algorithm to describe a historical map, attached at the end of the workbook.

1. Outline the borders of the Bulgarian Exarchy.
2. Which geographical areas did it include?
3. What was its significance for the development of the national idea among the Bulgarians?



3. DIVIDE INTO TWO TEAMS. FOLLOW THE INSTRUCTIONS:

1. Compare the program of the Bulgarians before the Crimean War with the program after the war.
2. What differences do you find in their demands?
3. Look for additional information and indicate which of the demands of the Bulgarians were fulfilled and which were not. What was the fate of their leaders?
4. Make your own version of the church program of the Bulgarians from the period of the Bulgarian Revival.
5. Pay attention to the important elements that would support the national idea.
6. Present the program to your classmates.

THE BULGARIAN NATIONAL LIBERATION MOVEMENT



1. READ THE FOLLOWING TEXT AND FILL IN THE TABLE.



To do the task, you need to seek and make inquiries for additional information!

After the Crimean War, a new stage of the organized national Bulgarian liberation movement began. Its beginning related to Georgi Rakovski, who wrote his First Plan for the Liberation of Bulgaria in 1858 in Odessa. At the end of 1861 he wrote his Second (Belgrade) Plan, in which he spoke about a rebellion that would be prepared by secret committees on the Bulgarian lands and would rely on coordination with the Serbian authorities. An armed detachment of 1,000 people would enter from the Serbian territory and would move along the ridge of the Balkan Mountain recruiting support. The Provisional Bulgarian Command would serve as the governing body for this group and would guide the military operations. Wealthy Bulgarians financed the sending of detachments (cheti) from Romania, whose aim was to make inquiries about the revolutionary mood among the Bulgarians. The detachments (cheti) of Philip Totyu, Panayot Hitov, Hadji Dimitar and Stefan Karadja entered a battle against the Ottoman troops but were defeated. Their feat inspired courage and self-confidence in the Bulgarians in the upcoming struggle.

The Bulgarian revolutionary movement achieved its greatest development through the ideas of Karavelov, Levski, and Botev. Lyuben Karavelov related to the establishment of the Bulgarian Revolutionary Central Committee (BRCC), which adopted a policy of armed uprising. On August 1, 1870 Karavelov published the first program of the committee. In the brochure “Bulgarian Voice” he further developed the ideas of the program and concluded that the Bulgarians had to rely on their own strength, and that the organization had to be prepared in the interior of the country.

Vasil Levski was the voice of the idea that decisive actions were needed. By setting up a network of committees, he built the Internal Revolutionary Organization (IRO) to prepare a general uprising with Lovech as its center. “Through a nationwide revolution to transform radically the current despotic-tyrannical system and to replace it with a democratic republic.” Levski rejected political partnerships with foreign forces and insisted on the independence of the Bulgarian revolution.

As a result of Hristo Botev’s radical views, the problem of decisive action and a nationwide uprising came to the fore – an inevitable step towards achieving liberation. Under the influence of anarchism, he denied the state and spoke about the pursuit of universal equality. He criticized wealthy people (chorbadjii) and the high clergy and defined them as enemies of the people.

The ideological growth of the Bulgarians, intertwined with the complexity of the Eastern question, shows that the Bulgarian nation was ready for independent political life in its own country.

Skills

With the help of the following activities, you will continue to improve your skills to work with different sources of information. You will find specific information in a written text, deal with works of art and compose your own text according to set criteria.

Personalities	Revolutionary ideas	Revolutionary activities	Literary work
Georgi Rakovski			
Luben Karavelov			
Vasil Levski			
Hristo Botev			



2. DESCRIBE THE IMAGE ACCORDING TO THE INSTRUCTIONS:



Use the algorithm to describe an image, attached at the end of the workbook.

1. Look for additional information about the different versions of the capture of Vasil Levski.
2. How reliable are they?
3. Defend one of them following the instructions to defend a thesis, attached at the end of the workbook.
4. Present it to your classmates!



3. FOLLOW THE INSTRUCTIONS:

1. Using the painting by Kalina Taseva, reproduce the interrogatory of Levski in front of the court.
2. Distribute the roles of the different participants and stick to the historical situation.
3. Present it to your classmates in an attractive way.



THE BIRTH OF FREE BULGARIA



1. READ THE TEXT AND FILL IN THE TABLE.

The failure of the uprising in September 1875 did not end the revolutionary mood among the Bulgarians. After months of intensive preparation, a new uprising broke out on April 20, 1876. Its untimely outbreak and uneven preparation in all revolutionary districts enabled the Ottoman authorities to react quickly and to suppress it with great cruelty. The brutality with which the uprising was suppressed caused outrage among the European public, and newspaper correspondents arrived in Bulgaria to describe the situation. The attempts of the Great Powers to maintain the status quo in Europe came into contradiction with public attitudes. The Bulgarian national question came to the fore.

After unsuccessful attempts to resolve the crisis diplomatically, Russia started preparation for military actions. On April 12, 1877 Emperor Alexander II declared war on the Ottoman Empire. As a result of the good tactics, a number of towns north of the Balkan Mountain were liberated, but Osman Pasha managed to fortify himself in Plevna. To foil the Turkish plan and help the besieged in Plevna, the Shipka Pass had to be under Bulgarian control. The most decisive battles were in the period August 9-11, and the Bulgarian army of volunteers supported the defense of the pass. On November 28, 1877 Osman Pasha surrendered, and soon the Russian army liberated Sofia.

On February 19 (March 3), 1878 the Ottoman Empire signed a preliminary treaty for capitulation in San Stefano, as a result of which Serbia, Romania, and Montenegro (Russia's allies in the war) gained state independence. Bulgaria became an autonomous principality, paying an annual tax to the sultan, with borders coinciding with those of the Bulgarian Exarchy. The San Stefano peace treaty satisfied the Bulgarians, but the territorial scope of the state and its access to the Aegean Sea caused dissatisfaction among both the Great Powers and the other Balkan countries.

According to the decisions of the Berlin Congress (June 1 – July 1, 1878), a principality dependent on the Sublime Porte was created, which included Northern Bulgaria and the Sofia region. Thrace, under the name of Eastern Rumelia became an autonomous province in the territory of the Ottoman Empire. Edirne and Aegean Thrace were returned to the Empire, Northern Dobruja was given to Romania, and Nis – to Serbia. The decisions of the Treaty of Berlin did not satisfy the Bulgarian nation, formed in the districts of Moesia, Dobruja, Thrace and Macedonia, but represented the international recognition of the restored Bulgarian statehood.

Skills

With the help of the following activities, you will improve your skills for working with written texts and images. You will practise compiling and defending a thesis according to set criteria.

Event	Year	Purpose	Results
April Uprising			
Russian-Turkish war			
Treaty of San Stefano			
Treaty of Berlin			



2. DESCRIBE THE IMAGE USING THE INFORMATION FROM THE PHOTO AND THE INSTRUCTIONS TO IT:



Use the algorithm to describe an image, attached at the end of the workbook.

1. Who is the historical figure?
2. What is the name associated with?
3. Investigate the revolutionary activities during the April Uprising in your homeland.
4. Are there any successors of the participants in the uprising?
5. Make a family tree to preserve the family memory.
6. Make an exhibition with the finished materials.



3. DIVIDE INTO TWO TEAMS AND DEFEND:

The famous lithography "Bulgaria, Thrace and Macedonia, separated by the Berlin Congress in 1878" by Nikolai Pavlovich will help you to understand the mood among the Bulgarians after the signing of the Treaty of Berlin.



Follow the instructions to formulate a thesis, attached at the end of the manual. Discuss the arguments of each team.

1. The right of the Bulgarian people to live within the borders of San Stefano Bulgaria
2. The decisions of the Great Powers to separate the Balkan territories



SOCIETY AND EVERYDAY LIFE



1. READ THE TEXT AND FILL IN THE TABLE. TO COMPLETE THE TASK, YOU NEED TO SEARCH FOR AND COMPILE ADDITIONAL INFORMATION.

The changes that took place in the Ottoman Empire in the 18th century supported the economic initiative of the Bulgarians. The expanded contacts of the Bulgarians with the European countries contributed to this. The classical model of Ottoman landowning disintegrated, and extensive market-oriented land estates (chiflik) appeared. Valko Chalakov from Plovdiv and the Robevi brothers in the Bitola region owned large estates (chiflik).

Visible changes took place in the urban economy. The traditional crafts developed, new ones appeared, and the specialization of crafts depending on the geographical features of each region was observed. The first manufactories started functioning. The first textile factory was opened in 1834 in Sliven by Dobri Zhelyazkov.

The economic revival created conditions for changes in the social structure of the Bulgarian society. Gradually, a property stratum appeared, from which the Bulgarian bourgeoisie originated. The emerging intelligentsia was a small group, but played an important role in public life. Initially it was composed of teachers and clergy, then it gradually included doctors and journalists.

The cultural renewal during the Revival also affected the everyday life of the Bulgarians. Housing, the way of life and clothes changed. These changes were more noticeable in the cities, but they affected the villages as well.

Skills

These activities will help you to develop skills for working with a variety of historical sources. You will search and find specific information from written texts, and you will use photo and video materials as resources.

Modernization	When did it emerge?	Why did it emerge?	Description



2. DESCRIBE AND ANALYZE THE IMAGES USING THE EXPLANATORY TEXT AND THE INSTRUCTIONS:



Use the algorithm to describe an image, attached at the end of the workbook.

1. Compare the two images, paying attention to the clothing, the location of the figures, and their appearance.
2. What shows their place in the society?



3. DIVIDE INTO TWO TEAMS AND WATCH THE VIDEO (0:10-3:50).

TEAM 1:

What crafts were practised in Etara? What was their development connected with? What other crafts were typical for Gabrovo region? Make inquiries about the traditional crafts in your homeland.

TEAM 2:

Discover the signs of modernization. What innovations appeared in Etara during the Revival? What other innovations was Gabrovo region connected with? Make inquiries about the innovations that appeared in your homeland.

Present your results in an attractive way!



SCAN OR CLICK ME!

CULTURE AND CULTURAL HERITAGE



1. READ THE TEXT AND FILL IN THE TABLE.



If necessary, use the Internet to search for additional information.

The economic revival had a favorable effect on Bulgarian culture in the 18th – 19th centuries. A process of cultural renewal began, which preserved the tradition and enriched it with European achievements. Changes took place in building and architecture, fine arts, literature, and journalism. During the Revival, attempts were made to improve the towns - widening and paving the streets, installing lighting, building hospitals, inns, and clock towers. Among the renowned masters was Nikola Fichev, whose name was associated with many construction projects.

Fiction and art emerged. For the first time, the experiences of a person became the center of a work (“Life and Suffering of Sinful Sofroniy”). In the 1840s, Naiden Gerov and Dobri Chintulov wrote the first poems in which the hero’s feelings dominated. Patriotic motives existed in the works of Petko Slaveykov, Hristo Botev and Ivan Vazov. The icon painter Zachary Zograf gave individuality to his images and developed old plots in a new way (“The Wheel of Life” in the Preobrajenie Monastery) and even left his self-portrait.

The cultural centers (Chitalishta) had an important role in Bulgarian life during the Revival. The first ones appeared in 1856 in Svishtov, Lom, and Shumen and provided an opportunity to organize theatrical performances and facilitated the access of the Bulgarians to education. The appearance of the periodical press, and the newspaper as the first modern media, gave Bulgarians the possibility to get informed about events in Europe. The first Bulgarian periodical was “Luboslovie” magazine, published in 1844 by Konstantin Fotinov in Smyrna (Izmir, Turkey). Two years later, in 1846 Ivan Bogorov published the first Bulgarian newspaper “Bulgarian eagle” in Leipzig (Germany).

Skills

With the help of these activities, you will improve your skills for working with written historical texts and using photographic material as specific sources of information.

Person	Sphere of activities	Works	Innovation



2. LOOK AT THE PICTURE.



1. When was the first issue of the “Danube Swan” newspaper published?
2. Which famous person was associated with the publication of the newspaper?
3. Which spheres of life were reflected in the pages of the newspaper?
4. Choose a topic and write an article appropriate for publishing in the next issue of the newspaper.
5. Make an electronic newspaper and publish the best articles.



3. GET ACQUAINTED WITH THE PRESENTED CONSTRUCTION OBJECTS BUILT BY NIKOLA FICHEV (KOLYU FICHETO).



1. What types of architectural buildings did he make?
2. Think about the qualities the author of such buildings should possess.
3. How did his personality fit into the epoch of the Bulgarian Revival?
4. Discuss it with your partner while considering the questions!



BULGARIA FROM THE LIBERTION TO THE END OF THE SECOND WORLD WAR



STATEHOOD AND POLICIES PART I



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

Fundamental for the future of Bulgaria was the Berlin Congress. At the Congress the Great Powers divided the territory given to the Principality under the San Stefano Peace Treaty. This led to the emergence of the Bulgarian National Question. In order to resolve this problem, Bulgaria had to regain all its seized territories, and this was done through the Unification and participation in several consecutive wars. The existence of a state without a basic law was impossible. That is why on April 16, 1879 the Tarnovo Constitution was signed. It gave numerous rights and freedoms to the people, but at the same time the prince received great power. As a result, there were contradictions between the ruling parties and the head of the state. The culmination of this process was the suspension of the constitution in 1881 and the imposition of a model of government through plenary powers given to Prince Alexander I. The end of this regime came in 1883, but it led to cool relations with Russia. The Unification of September 6, 1885 was organized, conducted and defended by the Bulgarian people. As a result, the Principality of Bulgaria and Eastern Rumelia unified, but Russia and Serbia did not approve of it. The Serbo-Bulgarian War began, in which Bulgaria won. Russia set a difficult condition: Unification – yes, but without Alexander I on the throne. The prince remained at the head of the state, which further deepened the contradictions with the Liberator. In August 1886 Alexander I was overthrown by a coup d'état. A political crisis broke out, which ended with the severance of the diplomatic relations between Bulgaria and Russia. In July 1887 Ferdinand I Saxe-Coburg-Gotha was elected prince, but he was not recognized by any of the Great Powers. At the beginning, his government was heavily dependent on Stefan Stambolov, who became prime minister in 1887. He created an economic vision for the development of the country, which was followed by the next cabinets. Stefan Stambolov maintained close relations with Western Europe, modernized infrastructure, agriculture, and light industry. His foreign policy towards the Ottoman Empire was excellent and as a result, the powers of the Bulgarian Exarchy were expanded in Macedonia, which led to the preservation of the Bulgarian self-consciousness there. His internal policy actions were extreme, so he had many enemies. His government ended in 1894, when the prince had already consolidated his power and did not need Stambolov's authority as a guarantee. His successor Konstantin Stoilov continued the course of protectionism toward the internal economy and achieved great success in foreign policy. Relations between Bulgaria and Russia were restored. The Liberator officially recognized Ferdinand as Prince of Bulgaria, and after that the other Great Powers did the same. To move towards its unification, Bulgaria had to become independent. Until 1908 it was autonomous as described in the Treaty of Berlin. The international situation allowed the government of Alexander Malinov to take decisive actions, as Austria-Hungary was preparing to break the treaty. On September 22, 1908 in Tarnovo, Prince Ferdinand proclaimed Bulgaria an independent state. One day later, Austria-Hungary annexed Bosnia and Herzegovina. This made the case difficult to resolve by the Great Powers, because in addition to small Bulgaria, one of the Great Powers destroyed the status quo as well. However, independence was recognized. The prince became tsar, and the state became a tsardom. Independent diplomacy was conducted, and the revenues in the treasury increased due to the elimination of a number of financial obligations to the Ottoman Empire. A road to the international unions was open. Bulgaria could take decisive actions to resolve the National Question by military means.

Skills

With these tasks you will continue to develop your reading and listening skills for comprehension, analysis, and synthesis. The goal is to challenge your creativity and digital competencies.

Important moments	Consequences



2. DESCRIBE AND ANALYZE THE IMAGES:



Use the algorithm to describe an image, attached at the end of the workbook.

1. Determine which historical events the images refer to.
2. Create a comic based on the specified images.
 - The storyline of the comic should reflect the course of the events from the images.
 - Write down lines for each character.
 - Create a serious version and a comic version.
 - Possible variants for the comic:
 - Write the lines in your notebooks and present them later.
 - Download the images to your computer and apply the lines using a program (photoshop, power point, etc.)





3. LISTEN TO THE RECORDING ON THE TOPIC “BULGARIA IN THE WARS FOR NATIONAL UNIFICATION” AND ANSWER THE QUESTIONS:



SCAN OR
CLICK ME!



- You have 3 minutes to read the questions before hearing the recording.
- Look for the answers to the questions in the recording and do not try to deduce them in a logical way.

1. How does Irina define the topic:

- | | |
|--|--|
| A Very pleasant and understandable. | B Impressive with its heroism. |
| C Rich in facts and complex. | D Boring and devoid of emotion. |

2. Why was it unthinkable for the Balkan states to fight alone against the Empire?

- | | |
|--|--|
| A Because of the territories of the Empire. | B Because of the Empire's larger population and army. |
| C Because of its climate. | D Because of a possible alliance between Serbia and the Empire. |

3. What were the agreements with Romania before the war?

- | | |
|--|---|
| A Bulgaria and Romania would divide Macedonia into a Disputed and an Undisputed Zone. | B Romania would participate with the largest army. |
| C The division of Macedonia was not discussed with Romania. | D No information in the recording. |

4. Why does Irina define the contemporary point of view on the topic as incorrect?

- | | |
|--|--|
| A Because historians try to understand the spirit of the time they are writing about. | B Because she does not know all the facts on the subject. |
| C Because she knows how the war ended. | D Because she does not agree with Boris's story. |

5. Which territories did the Ottoman Empire cede after the First Balkan War?

- | | |
|---|---|
| A All the territories east of the Midia-Enos line. | B The European coast of the Bosphorus. |
| C Almost all its Balkan possessions. | D The islands in the Aegean Sea. |

6. What was the issue about the Second Balkan War according to Irina?

- | | |
|------------------------|----------------------|
| A Unpleasant | B Interesting |
| C Contradictory | D Complex |

7. Which of the following facts is NOT a consequence of the Bucharest Peace Treaty?

- | | |
|---|--|
| A Bulgaria lost South Dobruja. | B Bulgaria lost access to the Aegean Sea. |
| C Macedonia was divided between Greece and Serbia. | D The First National Crisis was about to start. |

8. What mistake does Irina make related to Bulgaria and the First World War?

- | | |
|--|---|
| A The year when Bulgaria entered the war | B The purpose of Bulgaria's participation in the war |
| C The commander in chief of the Bulgarian army. | D The military block in which Bulgaria entered. |

9. What was the defense of the Dojran positions an example of?

- | | |
|---|---|
| A Strategy, heroism and endurance. | B Strategy, retreat and heroism. |
| C Strategy, heroism and sacrifice. | D No information about the Dojran positions. |

10. What is the last clause of the Neuilly Treaty about, mentioned by Irina?

- | | |
|----------------------|------------------------|
| A Territories | B Reparations |
| C Army | D Contributions |

STATEHOOD AND POLICIES *PART II*



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

Many important moments in Bulgarian history, with both positive and negative consequences, took place after the First World War as well. The left, authoritarian and totalitarian characteristics in the government, typical of Europe during the interwar period, were becoming clearer. In 1919 the Bulgarian Agrarian National Union came to power. The party's leader, Alexander Stamboliiski, was a bold reformer and had a leading role in the government of the country. Ambitious reforms were held in agriculture. Property ownership was limited to 300 decares per family. Compulsory seven-year education was introduced in education. Bulgarian foreign policy was moving towards rapprochement with France and Yugoslavia to break the isolation in which the country fell after the war. This contradicted the ambitions for the liberation of Macedonia and the preservation of the Bulgarian self-consciousness there. Thus, Stamboliiski made the Internal Macedonian Revolutionary Organization (IMRO) an enemy. The use of force in the internal policy worried the opposition, and it united against him. As a result, a coup d'état was organized in 1923 and Stamboliiski was captured and brutally killed. The Government passed into the hands of the Democratic Alliance. Alexander Tsankov became the first Prime Minister of the Alliance. The authorities suppressed a farmers' uprising that broke out in September, in which communists also took part. In response, the government issued a law for state protection which banned the Communist Party. This led to illegal actions by its most extreme members and the outbreak of a civil war. The culmination of this process was the assault on the church of St. Nedelya, on April 16, 1925. Though, the Communists failed to assassinate the tsar and the government, there were hundreds of victims. The situation became critical, and the West started losing its trust in Bulgaria. In this situation Tsankov resigned in 1926 and was succeeded by Andrey Lyapchev. The situation somehow normalized and Bulgaria was granted several foreign stabilization loans. Lyapchev ruled the country until 1931, when he resigned. One of the most interesting governments for the period between the wars was that of the political circle "Zveno" which seized the power on May 19, 1934 with Kimon Georgiev as a leader. Political parties were banned, the constitution was suspended, and the National Assembly was adjourned. The ideas of "Zveno" were very similar to the modern totalitarian regimes of the period. This stage of Bulgarian history ended quickly, as by 1935 Tsar Boris III had concentrated power in his hands. He ruled the country by appointing ministers convenient to him. His government remained in history as an authoritarian monarchical regime. In 1938, parliamentary power was restored, but the National Assembly could not cancel decisions of the government. The opposition could participate in the Parliament as a non-party. Bulgaria's economy grew rapidly during this period, and economic and cultural relations with Germany strengthened. At the same time, Bulgaria also maintained good relationships with the USSR. The time of the authoritarian regime included a crucial moment in the history of the state. After 1939, Bulgaria had to choose a side in the Second World War. In 1941, the Wehrmacht was on the Danube River, and the prospects were not good. In order to avoid the occupation of the state, on March 1, 1941 the government of Bogdan Filov involved Bulgaria in the war on the side of the Third Reich. The opposition did not approve of the government's decision. The political formations demonstrated their dissatisfaction in both legal and illegal ways. This fact led to destabilization of political life in the country.

Skills

These tasks will again provoke you to develop your analysis, synthesis, and evaluation skills through work with various historical sources.

Important moments	Consequences



2. DESCRIBE AND ANALYZE THE IMAGES FOLLOWING THE INSTRUCTIONS:



Possible sources:
Македония - История и политическа съдба.

Том III. Колектив, Издателство „Знание“ ООД, София, 1998 г.

Илюстрация Илинден. 1943 г. Бр. 142, 143, 145.

Казасов. Д. Бурни години (1918 - 1944). София, 1949 г.

Internet sources:
-Keywords: Българска администрация в Македония.



Use the algorithm to describe an image, attached at the end of the workbook.

1. Which territories were taken from Bulgaria under the Neuilly Treaty?
2. Which territories were given for civil administration of Bulgaria during the Second World War?
3. Write a one-page report in English on the topic “*Status and development of the administered lands of Bulgaria during the Second World War.*”
 - Possible status – annexed, occupied, joined, conquered, etc. Research this question using available resources.
 - Investigate what the Bulgarian administration was doing in these lands.



3. LISTEN TO THE RECORDING “BULGARIA IN THE SECOND WORLD WAR” AND ANSWER THE QUESTIONS:



SCAN OR
CLICK ME!



- You have 3 minutes to read the questions before hearing the recording.
- Look for the answers to the questions in the recording and do not try to deduce them in a logical way.

1. What is the first question Irina asks related to?

- A** No information **B** The enemies of Germany
- C** The Soviet Union **D** Tsar Boris III

2. What was the reason for the bombing of Sofia?

- A** The declared symbolic war.
- B** The military operations of Bulgaria against the United States.
- C** The military operations of Bulgaria against Great Britain.
- D** The declaration of war in December.

3. What were the agreements with Romania before the war?

- A** South Dobruja, September 1941
- B** Vardar Macedonia, December 1941
- C** Aegean Macedonia, December 1941
- D** South Dobruja, September 1941

4. What was the real cause of death of Tsar Boris III according to the doctors?

- A** He was poisoned
- B** He got edema of the lungs
- C** A clogged aorta
- D** A stroke

5. What are the mistakes that Irina makes during the conversation connected with?

- A** The death of Tsar Boris III and the military activities of Bulgaria on the fronts until 1944.
- B** The diplomacy in 1943 and the Fatherland Front.
- C** The successor to the throne, the regency, and the military activities of Bulgaria on the fronts until 1944.
- D** The territories that Bulgaria received and the coup d'état of September 9, 1944.

6. Who were the people who formed the regency?

- A** Prince Cyril, Ivan Bozhilov; Bogdan Filov.
- B** Prince Cyril, general Nikola Mikhov, Bogdan Filov.
- C** Kimon Georgiev, Georgi Zhivkov; Petko Slaveykov.
- D** Prince Cyril, Stefan Stambolov, general Nikola Mikhov.

7. When was the Fatherland Front formed?

- A** In 1941
- B** In 1942
- C** In 1943
- D** In 1944

8. With which partisan movement (in which country) could not the Bulgarian one be compared to?

- A** Romania
- B** Russia
- C** Yugoslavia
- D** Turkey

9. What guaranteed the success of the coup d'état of September 9, 1944?

- A** The Red Army.
- B** The fact that it was actually a people's revolution.
- C** The fact that Kimon Georgiev would become Prime Minister.
- D** The fact that Konstantin Muraviev was in power.

10. Where was one of the biggest battles in which the Bulgarian army participated?

- A** In Berlin
- B** Near Stalingrad
- C** At the Drava River
- D** On the Third Ukrainian Front.

SOCIETY AND IDEAS



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

From the Liberation until the end of the 19th century, slow but confident steps were taken towards the modernization of agriculture and industry in Bulgaria. Ever since the rule of Stefan Stambolov (1887-1894), protectionism was imposed as a policy that the rulers followed in economic development. In agriculture, the main means of cultivating the land remained animal power and wooden plows. Agricultural machinery and iron plows were imported, but their number was small, and they were not used widely. On the other hand, the state took great care to modernize other agricultural methods, including by organizing courses in vine-growing, fruit-growing, gardening, and more. In 1892 an exhibition was held in Plovdiv, in which the modernization and the success of the Bulgarian economy was demonstrated. The most serious step in this modernization was the law for agricultural training, passed in 1897. This trend was followed in the 20th century by providing grants for training abroad of specialists in vine-growing, fruit-growing and veterinary medicine. Growth of tillage machines was observed after 1905. A decline in the traditional crafts started and factories began to appear. At the end of the 19th century, the government tried to accelerate the process of industrialization. In 1889 an industrial commission was set up at the Ministry of Public Enlightenment, and in 1894 a law was passed to stimulate local industry. According to that law entrepreneurs received benefits such as duty-free import of raw materials, fuels, construction sites, low prices for transportation of goods and more. In an example of the purposeful efforts to support local industry and direct it to meet the needs of the home market, a law was passed stating that it was compulsory to the officials and the army to wear locally produced clothes and shoes. As it was typical for any country beginning the process of industrialization, at the end of the 19th century and the beginning of the 20th century, mostly textile factories were set up. In 1905 the number of all types of factories was 266. The food industry enterprises also grew in number. In 1909 there were 14 enterprises established with foreign capital. Economic development was directly connected with the expansion of transportation. Railways were the fastest growing method of transport. After the Liberation, there were two railway lines in Bulgaria: Ruse – Varna and from the Turkish border to Belovo, with a connection to Nova Zagora and Yambol. To accelerate economic development, the government concentrated resources on expanding the railway network. In 1890 the line from Yambol to Burgas was built. In 1888 a connecting line through Sofia to Belovo started to be used, which connected Bulgaria with the European line that went from Vienna to Constantinople. In 1893 the line between Sofia and Pernik was launched, and at the very beginning of the 20th century the connection between Tarnovo and Ruse was also built. The total length of the railway network at the dawn of the 20th century was 1261 km. The business owners were allowed to build railway branches at their own expense and to connect them to the nearest junction. They received a series of discounts from the state. The development of the transport network also affected the roads. By 1903 their total length was 6319 km. Nor did the government ignore the need to modernize the sea transport system. The port of Burgas was opened in 1903, and the port of Varna in 1904. Efforts were also made to modernize the Danube ports. Until the change of the economic model after 1944, the economy grew alongside. Exceptions were the years after the wars for national unification and those after the Great Depression of 1929. Ultimately, the country remained economically behind the European economic powers and with poorly developed heavy industry. The population remained mostly rural until the middle of the 20th century.

Skills

The suggested activities will again provoke your critical thinking through text and image analysis. With their help you will train your digital competencies as well.

Sectors of economy	Positive changes	Problems



2. DESCRIBE AND ANALYZE THE IMAGES FOLLOWING THE INSTRUCTIONS:

IMPORTANT

Scan the QR code to see the images you need to work with.



SCAN OR CLICK ME!

Use the algorithm to describe an image, attached at the end of the workbook.

1. Compare the images according to the proposed indicators and try to emphasize the differences:
 - **Indicators:** *View to the cities before and after the Liberation; novelties in the cities; activities and amenities for people; clothing.*
2. Create a short text (up to two pages) on the topic “*The changed Bulgarian town in the 20th century*”.
 - Don’t hesitate to find more information and to include it in the text.



3. CREATE A VIDEO WITH ADOBE SPARK ON THE TOPIC “MODERNIZATION OF THE BULGARIAN SOCIETY” AND PROMOTE IT ON THE SOCIAL NETWORKS. FOLLOW THE INSTRUCTIONS:

1. Use the QR code to go to the website of the Archives State Agency, where you will find photos on which to make the video:
 - Use the “Topics” section to choose what you will include (everyday life, sports, healthcare, technology, etc.)
 - Use the filter on the right to select a period of photos to choose from.
2. Your video should be no longer than 3 minutes:
 - You must include images.
 - You must include a text, produced by you explaining how the photo shows us an aspect of modernization.
3. Use the QR code “Tutorial” to recollect how to make a video with the program.
4. Share the video with your teacher and your friends on social media in order to promote it.
 - Make an attractive description to motivate people to watch it.

PastBook



ARCHIVES

SCAN OR CLICK ME!



TUTORIAL

SCAN OR CLICK ME!

CULTURE AND SCIENCE



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

The restored Bulgarian state soon started thinking about the development of spirituality. This happened through two aspects – education and culture. In the politically united countries, these were the main ways to develop a sense of belonging. The trend that was followed was to improve the educational system and access to general education. This was achieved by increasing the number of the vocational schools, providing a higher level of education in the pedagogical schools and increasing the number of school buildings. Grants for education abroad were also provided. At the beginning of the 20th century, a prominent name in the reform of the educational system was that of Ivan Shishmanov, who did not bother to comment on the necessary changes with the teachers. An interesting change from the 1903/1904 school year was the abolition of corporal punishment and of the ban on married women teaching. Fees in high schools were reduced and were completely cancelled for pedagogical schools. An interesting introduction from 1904 was the appointment of a school doctor. Teachers' salaries were also increased so that teachers were more financially stable. In 1906 amendments were made, and a three-year free course of primary education was introduced. Disabled children were not neglected either. The private school for deaf-and-dumb children was supported and a state institute for blind children was established.

The most prominent scientists in the late 19th century and early 20th century were Ivan Shishmanov, Vasil Zlatarski, Benyo Tsonev, Alexander Teodorov-Balan and others. The most prominent names in the cultural life were people like Ivan Vazov, Konstantin Velichkov, Aleko Konstantinov, the artists Ivan Markvichka, Yaroslav Veshin, Anton Mitov, the theatre critics Radul Kaneli, Ana Popova, Adriana Budevskaa, Krastyo Sarafov. The center of the emerging Bulgarian science was the Bulgarian Literary Society and the Higher School, which later changed into university. At the beginning it had three faculties: historical-philological, physical-mathematical and a law faculty. The artists got the opportunity to exhibit their works at the collective exhibitions organized by the government. A pure example of the development of this sphere of cultural life was the opening of the School of Arts in 1895. The most honoured writers such as Ivan Vazov and Konstantin Velichkov were granted annual pensions, and other artists were helped with work to provide them with constant incomes. The most prominent theatrical troupe of the period was “Salza i smiah”, which performed in the club “Slavianska beseda”. Construction of a theatre building started at the beginning of the new century. The name of the troupe was changed to the “Bulgarian National Theatre”. Efforts were made to enrich the repertoire and to increase the skills of the actors. Museums and libraries were also opened. Old editions were collected, and publishers were obliged to send copies to the largest libraries. The National Museum, which included archeological, ethnographic, and numismatic expositions, was opened in 1905.

These facts show the existence of ideas and the desire of the state to quickly reach Europe in the field of spirituality. For this purpose, no effort and resources were spared for sending scientists and cultural figures to specializations and forums abroad.

Skills

These tasks will continue to improve your skills for analysis, comparison, and evaluation. You will also need to show some creativity to make a game to consolidate your knowledge on the topic.

Aspects of spirituality	Changes	Important names
	Theatre:	
	Literature:	
	Science and museums:	



2. DESCRIBE AND ANALYZE THE IMAGES FOLLOWING THE INSTRUCTIONS:



I. Milev – *The legend of Mount Athos* (1926)



I. Milev – *Anihora* (1922)



Ivan Markvichka – *Macedonian Bulgarian woman* (1931)



Ivan Markvichka – *Shopsko horo* (1890)

Use the algorithm, attached at the end of the workbook.

1. Compare the works of Ivan Milev and Ivan Markvichka by similarities and differences using the following criteria:
 - Style (genre), presented scenes, colors, time of creation, actuality, etc.
2. Answer the question: *Did the Bulgarian fine arts correspond to the European trends in the 20th century? Use at least three arguments.*



3. WORK IN TEAMS AND MAKE A QUIZ GAME IN KAHOOT ABOUT EDUCATION, ART, AND SCIENCE IN BULGARIA AFTER THE LIBERATION. FOLLOW THE INSTRUCTIONS:

1. Divide into 4 teams.
 - Be sure to assign roles to each other. Don't do everything together.
 - Exemplary roles: writing questions, synthesizing information about the questions, selecting images, etc.
 - Play all four games to go through more questions and see which group will score the most.
2. Use all the knowledge you have gained in the history classes and from the tasks offered here. Use your knowledge about education, art, and science during the Revival time to make the tasks more interesting.
3. Your quiz game should contain the following types of questions: multiple choice, true or false, an image-related question.
 - Form at least 10 questions.

Kahoot!



BULGARIA AFTER THE SECOND WORLD WAR



STATEHOOD AND POLICIES



1. READ THE DOCUMENTS AND ANSWER THE QUESTIONS.

After the Second World War, serious political changes took place in Eastern Europe. With the coup d'état of September 9, 1944, the government of Konstantin Muraviev was overthrown, and a government of the Fatherland Front was formed, headed by Kimon Georgiev. Initially, the multiparty system and the monarchy were preserved, and new regents were appointed.

The Communist Party gradually strengthened its position as a leading force in the government of the Fatherland Front and began to eliminate its political opponents. To achieve its goals, the leaders used all means like persecution, imprisonment in camps, etc. The Communist Party formed a People's Court, through which it removed the supporters of the old regime. After the referendum held in 1946, Bulgaria was declared a people's republic.

The Tarnovo constitution was replaced by a new one, called Dimitrovska constitution, named after Georgi Dimitrov, the leader of the Bulgarian Communist Party and prime minister. The Soviet model of government was imposed in Bulgaria and the separation of powers, the freedom of speech and associations were abolished. The opposition was eliminated, and its leader Nikola Petkov was sentenced to death. The state imposed control over all spheres of public life, and was controlled by the Communist Party.

Stalin's death led to changes in the Communist Party of the USSR, which also affected Bulgaria. In April 1956, Todor Zhivkov was elected head of the Bulgarian Communist Party, he became head of the state in 1962, and a totalitarian regime was established.

A new constitution was adopted in 1971, declaring that the Bulgarian Communist Party had the leading role in the society and the state, and the religious freedoms of the population were severely restricted.

Skills

With the help of the proposed activities, you will improve your skills for working with written historical texts and use photographic material as a specific source of information.



If necessary, look for additional information.

Year	Event	Person	Results



2. LOOK AT THE SUGGESTED IMAGES. WITH THEIR HELP TRY TO DEFINE THE CONCEPT OF CULT OF PERSONALITY.



Georgi Dimitrov



The mausoleum in 1968



A monument to Todor Zhivkov

- What other Bulgarian names is this term associated with?
- Look for images to support your choice.



3. READ THE MEMORIES OF PEOPLE, WHO WERE IN LABOUR CAMPS AND ANSWER THE QUESTIONS.

“I was 18 years old and was unaware of politics when I was thrown here. My father ... did not want to join the co-operative. I trained wrestling. When I was asked by the secretary of the Party why we did not work, I answered in a witty way and that was the reason why they sent me here.

Down there were the silos where we filled the wagons with stones. There were no shovels, all was done by hand”.

Kolyo Vutov, Naroden Glas newspaper, March 23, 2015

“They took us to a long shed with plank bunk beds. Yet the very first night we were beaten by the militia. The next day they took us to the place of the future quarry to peck down stones and to take them running at 150-160 metres, where we piled them. While running, we were passing along a corridor of militiamen who were beating us on both sides with sticks“.

Todor Minkov

“While I was droving the animals, I heard the horrible cries of the suffering people from the camp. The screams were terrible, and I thought the people were beaten, as they did not want to enter the co-operative. In fact, that was not far from the truth”.

Gencho Angelov, farmhand, witness to the event, Naroden Glas newspaper, April 4, 2016.

1. What kind of people were sent to the camp in Lovech?
2. What were the conditions in which they lived and worked?
3. Why was it necessary for the communist regime for such camps to exist?
4. Look for information about the existence of other similar camps in Bulgaria.

SOCIETY AND ECONOMIC PROCESSES



1. READ THE TEXT AND FILL IN THE TABLE.

The main economic task of the government after the Second World War was the restoration of the economy. Co-operation of the land – transformation of agriculture according to the Soviet model began. Until 1948 it was voluntary and subsequently it became compulsory (collectivization). The introduction of the collective form of ownership of land, means of production and animals led to the liquidation of the private ownership of the land. This was a severe blow for the Bulgarians, as the majority of the population was engaged in agriculture. The villagers were forced to enter the co-operative farms (Labor co-operative agricultural farms) by threats, violence, and sending to camps.

With the bill for nationalization of the private industrial and mining enterprises adopted by the Council of Ministers on December 23, 1947, the Bulgarian society was placed under the economic dependence of the Communist Party. The Communist Party followed the Soviet economic model of development through collectivization of agriculture and nationalization of banking and industrial capital.

The realization of the economic goals of the state was carried out in the form of five-year plans. Speeded industrialization began, giving priority to the heavy industry, for the development of which raw materials were imported from the USSR. As a member of the Council for Mutual Economic Assistance, Bulgaria specialized in agricultural production and in some industries for which raw materials were available (machine building, fertilizers, etc.).

Large-scale construction activities started developing. Young brigade members were sent to work on important sites, some of whom joined voluntarily, and others were forced to. Roads, railways, dams, entire cities (Dimitrovgrad) were built. The large costs of the state were covered by loans from the USSR and western banks, which led to the accumulation of foreign debt.

Skills

With the help of the proposed activities, you will upgrade your skills to work with different sources of information. You will find specific information in written texts, work with images and compose your own text according to set criteria.



To do the task, you need to seek and research additional information.

	Description	Expected results
Collectivization		
Nationalization		
Planned economy		
Industrialization		



2. LOOK AT THE IMAGES AND ANSWER THE QUESTIONS:



Order "People's Republic of Bulgaria"
I rank



Order "Hero of the socialist labour"



Order "Georgi Dimitrov"



Order "13 centuries of Bulgaria"

- What honors (merits) were these orders given for?
- Which symbols do you associate with the totalitarian society?
- What did the state aim at by awarding them?
- In your opinion, did the state manage to achieve its goals?



3. CONDUCT AN INTERVIEW WITH PEOPLE WHO LIVED IN SOCIALIST BULGARIA.

1. Use the following questions for support:
 - What do you think about the change that happened on September 9, 1944?
 - Have you ever heard about the "cult of the leader" in socialist Bulgaria?
 - What is your opinion and assessment of the nationalization of industry and the collectivization in agriculture?
 - Was the People's Republic of Bulgaria an independent state? Why do you think so?
 - Do you think that during socialism the Bulgarian people lived under dictatorship or vice versa?
 - Was there repression against the Bulgarians during socialism? Can you give examples?
 - How do you assess the management of Todor Zhivkov? Why do you think so?
 - Do you think that the Bulgarians lived well during socialism? Why do you think so? Give specific examples.
2. Compare the collected information. Pay attention to the social status and lifestyle of the individuals involved in the survey.

CULTURE, SCIENCE AND TECHNOLOGY



1. READ THE TEXT AND FILL IN THE TABLE.

After the Second World War, considerable changes took place in the field of science and culture. The Communist Party invested significant resources in the development of education, science, and culture, but imposed control and ideologized them. Pedagogical and scientific specialists in the schools and the universities were dismissed and replaced by people loyal to the Bulgarian Communist Party. Compulsory study of the Russian language was introduced. The changes in the curricula and the textbooks were associated with the ideas of the Communist Party. Primary education became compulsory and thus illiteracy was strongly reduced.

Soviet cultural models were imposed in the spiritual life, and socialist realism was declared to be the main artistic method. Mandatory requirements were put on media, theatrical productions, exhibitions, and musical works, which had to glorify the Communist Party and its leader. Despite the enforced control, great works were created, such as the novel "Tobacco" by Dimitar Dimov. Authors such as Stefan Tsanev, Nikolay Haitov, Georgi Markov, the satirist Radoi Ralin started working.

Valuable films directed by Rangel Valchanov, Metodi Andonov, Binka Zhelyazkova were created in the field of cinema.

Some free-thinking artists were repressed, and their works were banned by censorship. Despite the great influence of ideology, the penetration of western art intensified after the 1960s. Rock music came into vogue, the first rock bands "The Crickets", "FSB", "Signal" appeared. During this period the Bulgarian popular music emerged, whose brightest representatives were Emil Dimitrov and Lili Ivanova.

In spite of the ideological pressure, the Bulgarian culture and science left long-lasting traces in the cultural development of Bulgaria in the second half of the 20th century.

Skills

With the help of the proposed activities, you will develop your skills for extracting information from written texts, for comparing and analyzing different historical sources, and for composing your own text according to set criteria.



To complete the task, use the Internet to look for additional information.

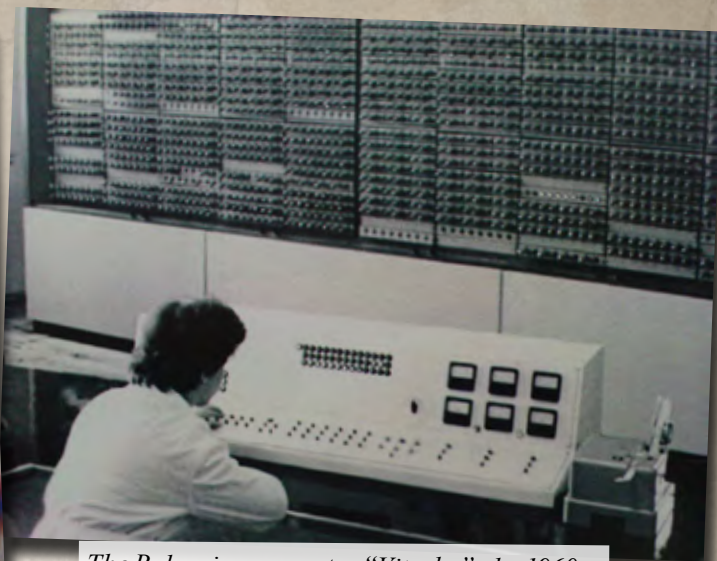
Artists/Art tendency	Description	Works



2. USE THE SUGGESTED RESOURCES TO ANSWER THE QUESTIONS.



The "Sokol" space suit, developed by the Space Research Institute at the Bulgarian Academy of Sciences and used by the cosmonauts Georgi Ivanov and Alexander Alexandrov



The Bulgarian computer "Vitosha", the 1960s

- In which sphere did the Bulgarian art and science achieve international recognition?
- How did the state support them?
- Name other world-famous Bulgarians. In what sphere did they express themselves/work?



SCAN OR CLICK ME!



SCAN OR CLICK ME!



3. FIND IN THE TEXT MARKS OF THE IDEOLOGICAL PROPAGANDA OF THE COMMUNIST PARTY.

1. How would you comment on the motto "everything for man, everything for the welfare of man"?
2. What were the real goals of the propaganda? Pay attention to the connection between culture and propaganda.

Try to adapt the text to avoid the phrases of propaganda.

"The achievements of today's socialist culture are fruits of the socialist revolution, which freed the spiritual strength of the people from the lower strata of the society and gave them wide opportunities to express themselves and to create. This success is the result of the correct policy of the Bulgarian Communist Party, for which the material prosperity and cultural advancement of the people stay above all. The winged motto "everything for man, everything for the welfare of man" is a basic principle in its program and the supreme goal of its policy. Finally, the success of our socialist culture is the fruit of the strong Bulgarian-Soviet friendship, as well as of the friendship of our people with the peoples of the other socialist countries."

Petar Avramov, collection "Bulgaria 681-1981", Publishing House of the Fatherland Front, Sofia 1981

BULGARIA AFTER 1989



STATEHOOD AND POLICIES



1. READ THE TEXT AND FILL IN THE TABLE BELOW IT:

The fall of Todor Zhivkov on November 10, 1989 led to the development of democratic processes in the country, the first of which was the emergence of political pluralism – establishment and participation of more than one party in the political life. The strongest new party was the Union of the Democratic Forces. The party of the Bulgarian Turks, Movement for Rights and Freedoms, was also established. The Bulgarian communist party was renamed to Bulgarian Socialist Party. A second important process was the change of the basic law. In 1990 elections were held for Grand National Assembly which adopted the new constitution on July 12, 1991, and according to it, the country was constituted as a “Republic with parliamentary government”. Separation of powers, equality in front of the law, protection of human rights and inviolable private property were introduced. The legislative power (the parliament) has a four-year term of office, and the president of the republic has a five-year term. Free elections are another major process of democracy. The first elections were won by the Bulgarian Socialist Party and the new elections after the end of the Grand National Assembly in October 1991 were won by the United Democratic Forces. Filip Dimitrov was elected Prime Minister. The first presidential elections were held in 1992 when the victory was again for the democratic forces, and Zhelyu Zhelev became head of the state. After many years of economic and political orientation towards Eastern Europe, Bulgaria had to look to integration with the Western world. This was done with the membership in NATO and the European Union. The path to membership in these unions was not short, as certain conditions had to be fulfilled. The first success was related to the military orientation. On February 29, 2004 the country was accepted as a member of NATO. In 1995 Bulgaria applied for full membership in the EU. Part of the conditions for membership were market economy, independent judicial system, elimination of corruption. The efforts were successful and on January 1, 2007 Bulgaria was accepted as a full member of the European Union.

The political reforms of the 1990s were controversial. Restitution and privatization began. The government was unable to cope with the decline of the living standards, there were mass bankruptcies, strikes and hyperinflation. To stabilize the financial sphere, a currency board was introduced to guarantee the value of the currency. The issue of privatization provoked public disagreement, as some companies closed, which led to more unemployment.

The first years of democratization of Bulgaria were filled with bold steps towards the Western world: ambitious, successful, and contradictory reforms, hope, expectations, but also disappointment among the population. All these are facts that still divide our society. An objective view of these events will only be possible when carried out by impartial observers in the future.

Skills

Through the tasks you should use your skills to describe and analyze texts and images. The last task will challenge your creativity and at the same time you will have to develop your skills for evaluation and argumentation.

Processes	Events connected with the processes
TRENDS IN THE POLITICAL LIFE IN THE 1990's:	



2. DESCRIBE AND ANALYZE THE IMAGES FOLLOWING THE INSTRUCTIONS:



Coats of arms of Konstantin and Fruzhin 14th – 15th century



The coat of arms of Bulgaria in „Stemmatographia“ by Hristofor Zhefarovich



The coat of arms of the tsardom of Bulgaria from 1878 to 1946



The coat of arms of the People's Republic of Bulgaria from 1971 till 1990

Use the algorithm to describe an image, attached at the end of the workbook.

Task:

1. Trace the historical development of the coat of arms of the state through the epochs: changes, similarities, messages.
2. Interpret the meaning of the symbols and the captions.

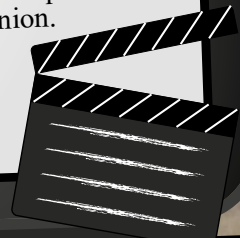


The coat of arms of the Republic of Bulgaria since 1997



3. MAKE A DOCUMENTARY ABOUT THE PERIOD OF TRANSITION TO MARKET ECONOMY AND DEMOCRACY IN BULGARIA AFTER 1989. FOLLOW THE INSTRUCTIONS:

1. Make a team of three people:
 - A director (a person who will shoot the documentary and compose the plot of the scenes)
 - A presenter (a person who will interview people and guide the film)
 - An editor (a person who will edit the videos with a computer software)
2. Interview three contemporaries of the period of transition to market economy and democracy:
 - Make a list of interesting questions about the period and ask them.
 - It is recommended to choose people from different age groups: who lived before and after 1989 (70-75 years of age); who grew up during the period of transition to market economy and democracy (30-35 years of age), who were adults during the said period (45-55 years of age).
3. Based on the information from the interviews, form an opinion about the period of transition and share it:
 - Make a list with criteria in advance, according to which you will assess the period. The questions you will ask should be related to the criteria so that you will be able to form an opinion.
 - When you express your opinion, you must support it with 3 arguments at least.
4. Share the video with your class and discuss the topic.



ECONOMY AND SOCIETY AFTER 1989



1. READ THE TEXT AND FILL IN THE TABLE.

From the 1990s, along with the political changes, transition from centralized and planned economy to market economy began.

After the dissolution of the Council for Mutual Economic Assistance in 1991, the restoration of the private property began. A law was passed to return the agricultural land within its real boundaries, which was a complex and long process and was intended to lead to the liquidation of the co-operative farms in the villages. Laws were passed for privatization of state and municipal enterprises, for restoration of ownership over shops, pharmacies, and buildings.

The establishment of a large number of banks with public funds, the increase of the non-guaranteed loans, the co-financing of unprofitable state enterprises and the export of capital led to bankruptcy of banks in 1996. Inflation rose and the living standards of the population went down. On July 1, 1997 the government introduced a currency board, which fixed the Bulgarian lev exchange rate to the German mark. This stabilized the country's economy and helped the state to borrow loans from international institutions.

Bulgaria took a step to joining the European Economic Area in order to benefit from the privileges of the European Union – drawing foreign investments, free move of goods and capital, regional cooperation.

After Bulgaria joined the European union in 2007, the country has access to its structural funds and investments. Farmers receive subsidies from the European Union, which helps the recovery of agriculture, that experienced a serious decline after the changes.

At the end of the 20th and the beginning of the 21st centuries, Bulgaria experienced a serious demographic crisis due to negative natural increase, aging population, and a large number of people leaving the country because of the socio-economic and political situation. To change this trend, stable economic development and bringing the incomes of the population closer to those of the European countries is required.

Skills

Through the tasks you should use your skills to describe and analyze texts and images. The last task will challenge your creativity and at the same time you will have to develop your skills for evaluation and argumentation.

	Changes	Goal
Agriculture		
Economy		
Society		



2. DID BULGARIA MAKE A MISTAKE BY JOINING THE EUROPEAN UNION?



- Discuss the topic. Divide into two teams – defenders and opponents to Bulgaria’s membership in the European union.
- Pay attention to the pros and cons of the membership.
- Defend the position of your team in an attractive and indisputable way.



3. IMAGINE YOU LIVED IN 2121 AND YOU HAD THE TASK TO DESCRIBE THE LIFE OF THE BULGARIANS AT THE BEGINNING OF THE 21ST CENTURY. PAY ATTENTION TO:

- their way of life
- their living standard
- their cultural values

Present your results to your classmates.



4. THINK AND ANSWER THE QUESTION IN WRITING (UP TO 2 PAGES): “WHAT DID BULGARIA GAIN AND LOSE FROM DEMOCRACY?”

CULTURAL DEVELOPMENT AFTER 1989



**1. READ THE TEXT AND FILL IN THE TABLE.
LOOK FOR ADDITIONAL INFORMATION.**

The political changes after 1989 had a positive impact on the development of culture, education, science, and sport. Opportunities for free creative expression and cultural pluralism were provided. The abolition of censorship and the possibilities for the Bulgarian artists to work not only in the country were prerequisites for a rise in the development of the Bulgarian culture, but the state did not have sufficient funds. Adaptation was necessary to the new economic situation in which the market determined the demands and the supplies. Many artists lost opportunities to perform, some were retired, and others tried to adapt. The culture that was created did not always have high artistic values.

After 1989 changes took place in the field of education as well – new curricula were developed, the textbooks written during the totalitarian period were updated, private kindergartens and private schools were established. The demographic problems after 1989 led to the closure of a number of schools, mostly in the villages, due to their depopulation. Changes also took place in higher education, where the ideological restrictions were removed. New universities and subjects emerged, and students could do specializations in European universities through programs such as “Erasmus”.

Gradually, the crisis of the transition period was overcome. Theatrical productions and Bulgarian films enjoy great spectators’ interest. In the 21st century we have the incredible opportunity to enjoy countless diverse music genres. A new generation of singers, including Alexandrina Pendachanska and Ina Kancheva and instrumentalists such as Vasko Vassilev and Teodosii Spasov contribute to Bulgaria’s popularity. Sport is becoming the most common form of mass culture. After the unforgettable “American Summer” in 1994, more and more Bulgarian sportsmen have received international awards – Stanka Zlateva (wrestling), Ekaterina Dafovska (biathlon), Yordan Yovchev (gymnastics) and many others.

After overcoming the problems of the totalitarian society, the 21st century Bulgarian culture manages to fit successfully in the European culture and to create preconditions for mentioning the name of Bulgaria with dignity.

Skills

With the help of the proposed activities, you will improve your skills to work with written historical texts, use information from different sources and develop your creativity by writing materials according to set criteria.

	Famous people	Achievements
Education		
Cinema		
Theatre		
Music		
Sport		



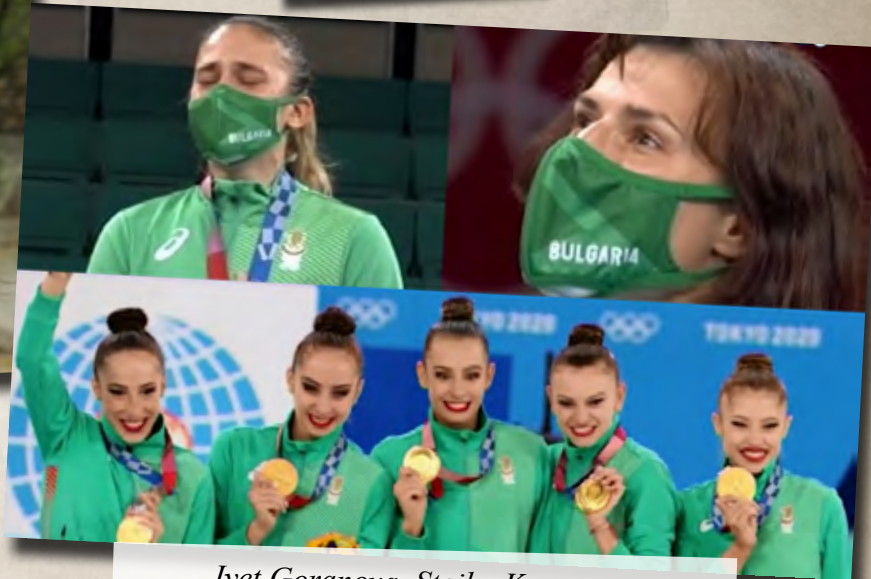
2. WITH THE HELP OF THE PROPOSED SOURCES AND INTERNET RESOURCES, WRITE THE TOP 5 WORLD-FAMOUS BULGARIANS AND THEIR ACHIEVEMENTS.



**SCAN OR
CLICK ME!**



*Maria Bakalova,
Bulgarian actress,
nominated for "The
Oscar" award*



*Ivet Goranova, Stoika Krasteva,
The Bulgarian rhythmic gymnastics ensemble*



3. MAKE A VIDEO WITH ADOBE SPARK TO PRESENT THE ACHIEVEMENTS OF WORLD-FAMOUS BULGARIANS TO PROMOTE THE NAME OF BULGARIA.



If you want, you can make an advertising brochure to be used in international exchanges with other schools



ALGORITHMS

• ALGORITHM TO DESCRIBE A MAP

1. Define what kind of map it is (a world map, a map of a certain region).
2. Describe your first impression of this map.
3. Write down what impresses you.
4. Point out the details you recognize on the map.

• ALGORITHM TO DESCRIBE AN IMAGE

1. In the foreground I see...
2. In the background I see...
3. In the center of the image I see...
4. Some of the objects have a symbolic meaning. For example...
5. The captions show us / mean...
6. In the top right / left corner I see...
7. In the bottom right / left corner I see...

• PHRASES FOR EXPRESSING, BUILDING, AND DEFENDING AN OPINION

1. From my point of view
2. I think
3. In my opinion
4. As far as I know
5. Based on the information
6. As examples I could / would point
7. In conclusion
8. On the one hand... but on the other hand
9. Another important fact is
10. From everything said so far
11. We need to mention
12. I want to add
13. Finally/Last but not least



CONCEPTS

Assault – secretly prepared act of violence against a person or a group of people

Autonomous – independent, self-governing

Amphora – an antique vessel with two handles, narrow neck and pointed bottom

Bogomilism – a Christian heretical teaching that originated in Bulgaria in the 10th century against the Church and the secular authority

Breastplate – an object for decoration or protection, placed on the chest

Council for Mutual Economic Assistance – an economic organization of socialist countries, which existed from 1949 to 1991

Collectivization – forcible association of rural owners in co-operative farms

Chiflik – a large agricultural farm that manufactured products for the market

Class school – students were divided into classes and gained more knowledge

Eastern question – a term related to the contradictions between the Great Powers, resulting from the collapse of the Ottoman Empire and their rivalry over the division of its territories, combined with the national liberation struggles of the Balkan peoples.

Hagiology – a story praising the life and heroism of a saint, which does not always reflect real events

Hellenic-Bulgarian schools – schools in which Greek was taught, and the Bulgarian language was used for explanation

Insignia – objects that represent the characteristic features of the royal power (a crown, a sceptre, a throne, etc.)

Islamisation – the process of spreading Islam among the population professing another religion

Janissaries – soldiers from the army of the Ottoman Empire, composed of Christian boys who were trained to fight and forcibly change their Christian faith

Monitorial system – in order to overcome the shortage of teachers, more advanced students trained the younger ones

Manufacture – mass production with specialized operations and division of labor

Nationalization – transfer of private property to state property

Orphism – a term for spiritual teaching related to the Thracian belief in immortality

Odrisians – an ancient Thracian tribe, living along the middle and lower course of the Maritsa River, who created the first Thracian state at the end of the 6th century BC

CONCEPTS

Protectionism – an economic policy of a country that encourages local production and protects it through high duties on imported goods

Privatization – transfer of enterprises, businesses, or public services from state to private ownership after 1989

Polis – a “city-state” in the sense of an independent community of free citizens. Most Greek poleis were united around a city center

Peltast – lightly-armed warrior

Pelt-shield – shield of a Thracian warrior

Pluralism – existence of multiple opinions, views, or points of view on an issue

Regency – provisional government during the long absence, minor age, or abdication of a monarch

Regent – a person temporarily performing monarchical functions due to the nonage of the successor of the throne or until the election of a new ruler

Restitution – restoration of property, individual organizations or means of production seized through nationalization by the Bulgarian socialist party

Rhyton – an antique vessel used for drinking wine. It has a specific horn-like shape, ending with the head or the front part of an animal, richly decorated with images. There is a small opening at the bottom, through which a thin stream of wine flows when the drinker withdrew his finger.

Socialist realism – an artistic style of literary realism, which appeared in the 20th century; its main task was to promote and deepen the ideas of socialism and communism.

Separatism – striving for separation from the central power, separation, autonomy

Status quo – a term that means the current state of relations

Thracians – ancient people who inhabited the Balkan Peninsula

The Sublime Porte – a term used to denote the executive power of the Ottoman Empire

The Fatherland Front – the name of a socio-political organization of communists and non-party members in Bulgaria during socialism

Totalitarian regime – dictatorial regime, which suppresses the democratic rights and freedoms of the individual.

Union – a union or alliance between the Eastern and Western churches

SOURCES

1. TODAY'S BULGARIAN LANDS DURING THE PREHISTORIC ERA

1.1 THE CONTEMPORARY BULGARIAN LANDS DURING THE PREHISTORIC ERA

Image: Magura cave 023.jpg

Source: https://bg.wikipedia.org/wiki/Магура#/media/Файл:Magura_cave_023.jpg

Author: Vislupus

License: CC BY-SA 4.0

Image: Magura cave 019.jpg

Source: https://bg.wikipedia.org/wiki/Магура#/media/Файл:Magura_cave_019.jpg

Author: Vislupus

License: CC BY-SA 4.0

2. TODAY'S BULGARIAN LANDS DURING THE ANTIQUITY

2.1 STATEHOOD

Texts: *Task 1* – Мутафчиев, П. История на българския народ. София, БАН, 1992.

Image: Tracian state.png

Source: https://bg.wikipedia.org/wiki/Одриско_царство#/media/Файл:Tracian_state.png

Author: Kandi

License: CC BY-SA 4.0

2.2 SOCIETY AND EVERYDAY LIFE

Texts: *Task 1* – Фол, А. История на България. София, БАН, 1979.

Мутафчиев, П. История на българския народ. София, БАН, 1992.

Image: Peltaste.JPG

Source: <https://bg.wikipedia.org/wiki/Пелта#/media/Файл:Peltaste.JPG>

License: Public Domain

2.3 CULTURAL HERITAGE

Bibliography: *Task 1* – Попов, Д. Траки. Изток – Запад, София, 2012 г.

Image: Kazanluk 1.jpg

Source: https://bg.wikipedia.org/wiki/Казанлъшка_гробница#/media/Файл:Kazanluk_1.jpg

Author: Kmrakmra

License: CC BY-SA 3.0

Image: Thomb-Sveshtari-2.jpg

Source: https://bg.wikipedia.org/wiki/Свещарска_гробница#/media/Файл:Thomb-Sveshtari-2.jpg

Author: Interact-Bulgaria

License: CC BY-SA 4.0

3. BULGARIA TILL THE BEGINNING OF THE 11TH CENTURY

3.1.1 – STATEHOOD

Bibliography: *Task 1* – Божилов, И. Гюзелев, В. История на средновековна България VII – XIV в. София, Анобис, 1999 г.

История на България. Колектив. БАН, София, 1981 г.

Бележити българи. Том II. Първо българско царство. Колектив. Световна библиотека, София, 2012.

Павлов, П. Династията на Крум. Българска история, София, 2020 г.

Image: Balkans about 680 A.D., foundation of the First Bulgarian Empire.png

Source: https://upload.wikimedia.org/wikipedia/commons/archive/e/e4/20161011125844%21Balkans_about_680_A.D.%2C_foundation_of_the_First_Bulgarian_Empire.png

Author: Kandi

License: Public Domain

Image: Krum1.jpg

Source: https://bg.wikipedia.org/wiki/Манасиева_летопис#/media/Файл:Krum1.jpg

License: Public Domain

3.1.2 – STATEHOOD

Bibliography: *Task 1* – Божилов, И. Гюзелев, В. История на средновековна България VII – XIV в. София, Анубис, 1999 г.

История на България. Колектив. БАН, София, 1981 г.

Бележити българи. Том II. Първо българско царство. Колектив. Световна библиотека, София, 2012.

Павлов, П. Династията на Крум. Българска история, София, 2020 г.

Image: Battle of Anchialos (917).svg

Source: [https://bg.wikipedia.org/wiki/Битка_при_Ахелой#/media/Файл:Battle_of_Anchialos_\(917\).svg](https://bg.wikipedia.org/wiki/Битка_при_Ахелой#/media/Файл:Battle_of_Anchialos_(917).svg)

Author: Todor Bozhinov

License: CC BY-SA 3.0

Image: 57-manasses-chronicle.jpg

Source: https://bg.wikipedia.org/wiki/Манасиева_летопис#/media/Файл:57-manasses-chronicle.jpg

License: Public Domain

3.2 – SOCIETY AND EVERYDAY LIFE

Bibliography: История на България. Колектив. Булвест 200, София, 1993 г.

Image: Builders

Source: Chronicles of John Sklitzes (Madrid Skylitzes)

3.3 – CULTURAL HERITAGE AND RELIGION

Bibliography: *Task 1* – Божилов, И. Гюзелев, В. История на средновековна България VII – XIV в. София, Анубис, 1999 г.

История на България. Колектив. БАН, София, 1981 г.

Бележити българи. Том II. Първо българско царство. Колектив. Световна библиотека, София, 2012.

Мавродинов, Н. Старобългарско изкуство – Първо българско царство. Изток – Запад, София, 2013 г.

Image: Pliska fortress plan.png

Source: https://en.wikipedia.org/wiki/Pliska#/media/File:Pliska_fortress_plan.png

Author: Kandi

License: CC BY-SA 4.0

4. THE BULGARIAN STATE (12TH – 14TH CENTURIES)

4.1.1 – STATEHOOD part I

Bibliography: *Task 1* – Божилов, И. Гюзелев, В. История на средновековна България VII – XIV в. София, Анубис, 1999 г.

Бележити българи. Том III. Византийско владичество и Второ българско царство. Колектив. Световна библиотека, София, 2012.

Image: Campaigns of Ivan Assen II.png

Source: https://bg.wikipedia.org/wiki/Иван_Асен_II#/media/Файл:Campaigns_of_Ivan_Assen_II.png

Author: Kandi

License: Public Domain

4.1.2 – STATEHOOD part II

Bibliography: *Task 1* – Божилов, И. Гюзелев, В. История на средновековна България VII – XIV в. София, Анубис, 1999 г.

Бележити българи. Том III. Византийско владичество и Второ българско царство. Колектив. Световна библиотека, София, 2012.

Image: Military campaign of Amadeus VI against Bulgaria (1366-67).png

Source: [https://bg.wikipedia.org/wiki/Иван_Александър#/media/Файл:Military_campaign_of_Amadeus_VI_against_Bulgaria_\(1366-67\).png](https://bg.wikipedia.org/wiki/Иван_Александър#/media/Файл:Military_campaign_of_Amadeus_VI_against_Bulgaria_(1366-67).png)

Author: Kandi

License: Public Domain

4.2 – SOCIETY AND EVERYDAY LIFE

Bibliography: *Task 1* – История на България. Колектив. Булвест 2000, София, 1993 г.

Image: Medieval Tarnovo map BG.svg

Source: https://bg.wikipedia.org/wiki/Царевец#/media/Файл:Medieval_Tarnovo_map_BG.svg

Author: Martyr

License: CC BY-SA 4.0

Changes: Translated in English

Image: Plan of the fortress Cherven.png

Source: [https://en.wikipedia.org/wiki/Cherven_\(fortress\)#/media/File:Plan_of_the_fortress_Cherven.png](https://en.wikipedia.org/wiki/Cherven_(fortress)#/media/File:Plan_of_the_fortress_Cherven.png)

Author: Kandi

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4.3 – CULTURAL HERITAGE AND RELIGION

Bibliography: *Task 1* – Бележити българи. Том III. Византийско владичество и Второ българско царство. Колектив. Световна библиотека, София, 2012.

Мавродинов, Н. Старобългарско изкуство – Второто българско царство. Изток – Запад, София, 2016 г.

Image: Kalojan desislava.jpg

Source: [https://bg.wikipedia.org/wiki/Калоян_\(севастократор\)#/media/Файл:Kalojan_desislava.jpg](https://bg.wikipedia.org/wiki/Калоян_(севастократор)#/media/Файл:Kalojan_desislava.jpg)

Author: Kandi

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Image: Konstantin i Irina.jpg

Source: https://bg.wikipedia.org/wiki/Константин_Асен#/media/Файл:Konstantin_i_Irina.jpg

Author: Architecture of the Tarnovo Artistic School

License: Public Domain

5. THE BULGARIAN LANDS UNDER OTTOMAN RULE (15TH – 17TH CENTURIES)

5.1 – STATEHOOD

Bibliography: *Task 1* – Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

Image: Bulgarian uprisings 17th century.png

Source: https://bg.wikipedia.org/wiki/Второ_търновско_въстание#/media/Файл:Bulgarian_uprisings_17th_century.png

Author: Kandi

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Image: Warnencyk grob CP.jpg

Source: https://bg.wikipedia.org/wiki/Владислав_III#/media/Файл:Warnencyk_grob_CP.jpg

Author: Cezary Piwowarski

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5.2 – THE BULGARIAN SOCIETY AND EVERYDAY LIFE

Texts: *Task 1* – Тютюнджиев, И. Кратка история на българския народ. София, Просвета, 1993.

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Image: Janissary Recruitment in the Balkans-Suleymanname.jpg

Source: https://en.wikipedia.org/wiki/Devshirme#/media/File:Janissary_Recruitment_in_the_Balkans-Suleymanname.jpg

Author: Ali Amir Beg (fl. 1558)

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Image: Battle of Vienna.SultanMurads with janissaries.jpg

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Author: G. Jansoone

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Image: Yenieri-aturkishjanissary-gentilebellini.jpg

Source: <https://en.wikipedia.org/wiki/Janissary#/media/File:Yenieri-aturkishjanissary-gentilebellini.jpg>

Author: Gentile Bellini

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5.3 – CULTURE, CULTURAL HERITAGE AND RELIGION 15TH – 17TH CENTURIES

Bibliography: *Task 1* – Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

Image: Ivan rilskil.jpg

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Image: Ivan Rilski – fresco from church in rila monastery-bulgaria.JPG

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Author: Biso

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Image: Zograf monastery

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Author: Василий Григорович-Барски

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6. THE BULGARIAN REVIVAL (18TH – 19TH CENTURIES)

6.1.1 – ORIGIN OF THE NATIONAL IDEA AMONG THE BULGARIANS

Bibliography: *Task 1* – Стоянов, И. История на Българското възраждане. Ивис, Велико Търново, 2010 г. Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

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Author: I. Stankov

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6.1.2 – MOVEMENT FOR MODERN BULGARIAN EDUCATION AND THE BULGARIAN NATIONAL CHURCH

Bibliography: *Task 1* – Стоянов, И. История на Българското възраждане. Ивис, Велико Търново, 2010 г. Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

Image: Bulgarian-Exarchate-1870-1913.jpg

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Author: D. Rizoff

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6.1.3 – THE BULGARIAN NATIONAL LIBERATION MOVEMENT

Bibliography: *Task 1* – Стоянов, И. История на Българското възраждане. Ивис, Велико Търново, 2010 г. Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

Image: Zalava sad.jpg

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Author: Калина Тасева

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Image: The Capture of Vasil Levski

Author: Nikola Kozhuharov, 1952

6.1.4 – THE BIRTH OF FREE BULGARIA

Bibliography: *Task 1* – Стоянов, И. История на Българското възраждане. Ивис, Велико Търново, 2010 г. Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

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Image: Litografia.jpg

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Author: Nikolay Pavlovich (1835-1894)

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Author: Unknown

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Bibliography: *Task 1* – Стоянов, И. История на Българското възраждане. Ивис, Велико Търново, 2010 г. Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

Image: Nikola Robev.jpg

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Author: Georgios Liondas

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Image: Rose-picking in Bulgaria 1870ies.jpg

Source: https://pt.m.wikipedia.org/wiki/Ficheiro:Rose-picking_in_Bulgaria_1870ies.jpg

Author: Felix Philipp Kanitz

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Image: Fabrika-Kanitz.jpg

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Author: Felix Kanitz

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6.3 – CULTURE AND CULTURAL HERITAGE

Bibliography: *Task 1* – Стоянов, И. История на Българското възраждане. Ивис, Велико Търново, 2010 г. Георгиева, Цв. Генчев, Н. България XV – XX в. Анубис, София, 1999 г.

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Author: Georgi Rakovski

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Author: Kosigrim

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Image: Veliko Tarnovo TodorBozhinov (1).JPG

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Author: Todor Bozhinov

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Author: FlaviusNITA

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Author: Vassia Atanassova

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7. BULGARIA FROM THE LIBERATION TO THE END OF THE SECOND WORLD WAR

7.1.1 – STATEHOOD AND POLICIES

Bibliography: *Task 1* – Стателова, Е. Грънчаров, С. История на Нова България. Анубис, София, 1999 г. История на България. Колектив. БАН, София, 1991 г.

Images: Syedinena Bylgaria – Litografia na N.Pavlovich.JPG

Source: https://bg.wikipedia.org/wiki/Съединение_на_Източна_Румелия_с_Княжество_България#/media/Файл:Syedinena_Bylgaria_-_Litografia_na_N.Pavlovich.JPG

Author: Николай Павлович (художник)

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Image: Litografia.jpg

Source: https://bg.wikipedia.org/wiki/Берлински_договор#/media/Файл:Litografia.jpg

Author: Nikolay Pavlovich (1835-1894)

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7.1.2 – STATEHOOD AND POLICIES

Bibliography: *Task 1* – Стателова, Е. Грънчаров, С. История на Нова България. Анубис, София, 1999 г.

Images: Map of Bulgaria after Treaty of Neuilly-sur-Seine-bg.svg

Source: https://bg.wikipedia.org/wiki/Ньойски_договор#/media/Файл:Map_of_Bulgaria_after_Treaty_of_Neuilly-sur-Seine-bg.svg

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Image: Map of Bulgaria during WWII-BG.png

Source: https://bg.wikipedia.org/wiki/България_във_Втората_световна_война#/media/Файл:Map_of_Bulgaria_during_WWII-BG.png

Author: Пакко

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Bibliography: *Task 1* – Стателова, Е. Грънчаров, С. История на Нова България. Анубис, София, 1999 г. История на България. Колектив. БАН, София, 1991 г.

7.3 – CULTURE AND SCIENCE

Bibliography: *Task 1* – Стателова, Е. Грънчаров, С. История на Нова България. Анубис, София, 1999 г. История на България. Колектив. БАН, София, 1991 г.

Image: Svetogorska legenda 1926.jpg

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Author: Иван Милев

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Author: Иван Милев

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Image: Bulgarian Macedonian Woman Mrkvicka.jpg

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Author: Иван Мърквичка

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Image: Jan Mrkvicka-Shopsko horo.jpg

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Author: Иван Мърквичка

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8. BULGARIA AFTER THE SECOND WORLD WAR

8.1 – STATEHOOD AND POLICIES

Texts: *Task 3* – Христов, Х. Секретното дело на лагерите. София, CIELA, 2012 г.

Image: Georgi Dimitrov mauzoleuma. Fortepan 69811.jpg

Source: https://bg.wikipedia.org/wiki/Мавзолей_на_Георги_Димитров#/media/Файл:Georgi_Dimitrov_mauzoleuma_Fortepan_69811.jpg

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Image: Joseph Stalin and Georgi Dimitrov, 1936.jpg

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8.2 – SOCIETY AND ECONOMIC PROCESSES

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Author: Unknown

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Image: Герой на социалистическия труд (аверс).jpg

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8.3 – CULTURE, SCIENCE AND TECHNOLOGY

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Image: Nikolai Haitov.jpg

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Author: Emil Iliev

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9. BULGARIA AFTER 1989

9.1 – STATEHOOD AND POLICIES

Bibliography: *Task 1* – Калинова, Е. Баева, И. Българските преходи 1939 – 2010. Парадигма, София, 2011 г.

Image: Fruzin Konstantin II coats.jpg

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Image: Coat of arms of Bulgaria (1971-1990).svg

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Author: Scroch

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Author: Scroch

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9.2 – ECONOMY AND SOCIETY AFTER 1989

Bibliography: *Task 1* – Калинова, Е. Баева, И. Българските преходи 1939 – 2010. Парадигма, София, 2011 г.

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Bibliography: *Task 1* – Калинова, Е. Баева, И. Българските преходи 1939 – 2010. Парадигма, София, 2011 г.