

Middle Ages Study Guide

- Chapters 13 & 14

The gradual decline of the Roman Empire ushered in an era of European history called the **Middle Ages**, or the medieval period. It spanned the years from about 500-1500.

Approximate Dates:

- Early Middle Ages: 500-1000
- High Middle Ages: 1000-1300
- Late Middle Ages: 1300-1500

Term 3 DBQ: Which label for the Middle Ages best describes the era between 500-1500 in Europe: Age of Faith, Dark Ages, Age of Feudalism, or Golden Age?

Series of Events

- 5th century: Germanic invaders overrun western half of Roman Empire
- 400-600: Germanic Kingdoms replace Roman provinces
- Germanic Kingdoms and the Church become partners
- Feudalism in Europe
- 800-1000 invaders attack Western Europe
- 1093-1393: Holy wars or "Crusades" to gain control of the Holy Land
- 1000-1300: Agriculture, trade and finance made significant advances as towns and cities grew
- 1215: Magna Carta (guaranteed certain basic political rights)
- 1300s: Bubonic Plague kills 1/3 of Europe's population.
- 1417: New pope is chosen ending the Great Schism
- 1337-1453: Hundred Year's War (series of conflicts and wars between England & France)



STUDY GUIDE: MIDDLE AGES

KEY TERMS:

Be able to identify and *explain the significance of:*

Terms:

feudalism
manor
excommunication
tithe
canon law
guild
Magna Carta
Parliament
Crusades
Reconquista
vernacular
Great Schism
Inquisition
Crusade
Simony

KEY CONCEPTS:

You should be able to answer, *in your own words:*

- ◆ How did the division and fall of the Roman Empire affect the development of Europe?
- ◆ Why did feudalism develop and how did it impact medieval society?
- ◆ How did the Catholic Church play a role in all areas of medieval life?
- ◆ What were some major developments of the Agricultural and Commercial Revolutions?
- ◆ How did English monarchs try to increase their own power?
- ◆ What were the causes and effects of the Crusades?
- ◆ How did the various crises of the 1300s-1400s affect Europe?

Why did Rome Fall? Long-Term Reasons

In order to understand the Middle Ages, it is important to understand the foundations upon which Medieval Europe was built. We know that Rome was one of the largest and most advanced societies of its day – so what happened to it?

At the end of the *Pax Romana* (AD 161-180), Rome began to face a number of crises. Rome had reached its limit of expansion, so they had no new sources of natural resources. There were hostile tribes just outside the boundaries of the empire, disrupting trade. Desperate for more money, the government raised taxes and started minting coins with less and less silver. They were soon faced with inflation (a drastic drop in the value of money coupled with a rise in prices). Harvests became increasingly meager because the overworked soil had lost its fertility, and war had destroyed much of the empire's farmland.

Serious food shortages + disease = less population.

Over time, the Roman soldiers had become less disciplined and loyal (they gave allegiance not to Rome but to their commanders, who fought amongst themselves for the throne). The government recruited mercenaries to fight, but they weren't as loyal. Because things weren't good (economically and militarily) feelings of loyalty amongst the average Romans weakened – they weren't willing to sacrifice themselves for Rome anymore.

Diocletian became emperor in AD 284, and a lot of things changed.

- He severely limited personal freedoms
- He restored order
- Doubled the size of the army
- Tried to control inflation
- Claimed descent from Roman gods to gain support
- Divided the empire
 - This makes sense because the East is Greek-speaking, West is Latin-speaking - there are natural cultural differences between them
 - He controlled the East and appointed a co-ruler for the West, but he kept overall control
 - The East contained most of the empire's great cities and trade centers, and was far wealthier than the West

Constantine succeeded Diocletian and moved the capital to Constantinople. Constantinople was strategically located for trade and defense purposes – a crossroads between East and West. After Constantine's death, no emperor was able to control both the East and the West. The empire became increasingly divided, and eventually the Western Empire fell – but the Eastern Empire survived to become the Byzantine Empire.

The Straw that Broke the Camel's Back: Short-Term Reasons

Germanic peoples had gathered on the northern borders of the empire and co-existed in relative peace since the times of Julius Caesar. Around AD 370, a fierce group of Mongol nomads called the Huns moved into the region and started causing trouble. In an effort to flee the Huns, Germanic people such as the Visigoths pushed into Roman lands. At first, they settled down as Roman allies, but the Visigoths soon revolted, and increasing numbers of Germanic peoples poured into Rome. In 410, the Visigoths overran Rome itself and plundered it for three days. The Vandals poured into southern Spain and Africa and from there they crossed into Rome, which they sacked in 455. Twenty-one years later, the last Roman emperor was ousted in 476. After this point, no emperor even pretended to rule Rome and its western provinces. By the year 500, the Western Roman Empire had been replaced by a number of states ruled by German kings.

The Eastern half, however, survived and flourished, and it came to be known as the **Byzantine Empire**.

The gradual decline of the Roman Empire ushered in the **Middle Ages (or the Medieval Period)**. This period is usually dated from **500 to 1500 AD**.

The new century that emerges at this time has its roots in:

- 1) the classical heritage of Rome
- 2) the beliefs of the Roman Catholic Church
- 3) the customs of various Germanic tribes

How did things change?

- 1) As cities collapsed, people retreated to rural areas. Western Europe became mostly rural.
- 2) Trade was disrupted and people began to grow their own food again instead of relying on trade.
- 3) Germanic invaders couldn't read or write, and as people left for rural areas, levels of learning among the population decreased. Knowledge of Greek was almost lost, only priests and clergy were literate (generally) - people couldn't read Greek works of literature, science, and philosophy - in short, they were cut off from their past.
- 4) Loss of common language - different dialects began to develop from Latin, so by the 800s French, Spanish, and other Roman-based languages had evolved. The people of Europe were no longer unified by a common language.

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Middle Ages Individual Presentation (Ch 13 & 14)

Name: _____ /220 PTS

Assignment: You will be assigned a topic (person, place, event or theme) related to the Middle Ages. You will verbally explain your topic, why it is important and what we can learn from studying it. You will use Presentation software (PowerPoint, Google Presentation, Prezi) as your visual aid. Your presentation will be at least 90 seconds. Please incorporate images into your presentation. You will not read – but will add value as a presenter (which means you must be an expert on your subject).

Due Date: You should be prepared to present on Tuesday, 3/11.

What will be submitted?: Your presentation (9 slides to a page) as a handout.

	Unacceptable-0	Needs Improvement-42	Proficient-51	Exemplary-60
Write effectively	Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread.	Writing could be more clear and organized. Many grammar, spelling, punctuation or capitalization errors. Needs to improve editing skills. Word selection, word choice and sentence structure could be improved. 14 pts	Clear and organized writing. Few grammar, spelling, punctuation or capitalization errors. Demonstrates acceptable editing. Demonstrates good word selection, varied word choice and varied sentence structure. 17 pts	Clear and organized writing. No grammar, spelling, punctuation or capitalization errors. Demonstrates extremely careful editing. Demonstrates excellent word selection, varied word choice and varied sentence structure. 20 pts
Communicate effectively	Student did not communicate effectively in writing or orally. Final product demonstrates an unacceptable ability to communicate effectively. 0-69 pts	The communication of ideas and information within the topic are not very clear and misunderstood by the audience. Communicates an unclear message to a specific audience. Visuals could have been more appealing and descriptive. Read majority & didn't demonstrate knowledge of topic 70 pts	The communication of ideas and information within the topic are somewhat clear and understood by the audience. Communicates a somewhat clear message to a specific audience. Visuals were acceptable but could've provided a better visual to the audience. Comfortable with topic 85 pts	The communication of ideas and information are clear and easily understood by the audience. Communicates a clear message to a specific audience. Topic was easy for audience to understand with excellent visuals that further explained the topic. Expert on topic 100 pts
Works independently and Demonstrates Respect	Unable or unwillingly to work independently or cooperatively with others. Unable to stay on task. . Inattentive and not involved during a majority of the project. Comments show a lack of respect and courtesy.	Needs improvement in the area of working independently or cooperatively with others. Able to accomplish few assigned tasks. Has a difficult time staying on task. Often inattentive. Needs to act in a more respectful way in the classroom. 70 pts	Works independently or cooperatively with others most of the time. Able to accomplish most assigned tasks. Stays on task most of the time. Attentive on most occasions. Acts respectful in the classroom on most occasions. 85 pts	Works independently or cooperatively with others all of the time. Stays on task all of the time. Engaged and a productive member of class. Always involved and attentive. Demonstrates self-respect and respect for others at all times. 100 pts

Clovis	Charlemagne	Siege tower	Trebuchet	First Crusade	Commercial Revolution
Benedict	Viking Invasions	Mantlet	Otto I (Otto the Great)	Second Crusade	William the Conqueror
Gregory I (Gregory the Great)	Feudalism	Battering Ram	Frederick I (Barbarossa)	Third Crusade	Magna Carta
Charles Martel (Charles the Hammer)	Code of Chivalry	Tortoise	Gothic architecture	Richard the Lion-Hearted	Bubonic Plague
Pepin the Short		Mangonel		Reconquista & Inquisition	Hundred Years' War

* MUST use at least 1 primary source.
 * Cite sources on LAST slide.
 * Less than 15 words per slide (excluding primary source info).

WORLD HISTORY I

WHAT WERE THE EMPEROR _____ ACHIEVEMENTS?

- _____ ruled 527-565
- briefly regained _____ holdings in Italy & N. Africa
- built church of _____ ("Holy Wisdom")
 - _____ & _____ recalled great Roman architecture
- " _____ " ⇒ collection of old Roman law
 - guided writing of today's international laws

WHY WAS THE BYZANTINE EMPIRE ABLE TO SURVIVE FOR SO LONG?

- Justinian controlled _____, seen as Christ's co-ruler on Earth
 - rulers combined political & spiritual authority
- _____
- _____
- geographic location encouraged trade with _____, flourished while Western Europe in "darkness" of Middle Ages

HOW DID THE BYZANTINE EMPIRE INFLUENCE LATER CIVILIZATIONS?

- protected Western Europe, served as buffer to _____ invasions
- Byzantine Christians rejected _____'s authority
 - Byzantine emperor appointed patriarch, highest church official in Constantinople
 - Christian Church divides in _____ ⇒ _____ Church permanently split from Roman Catholic Church
- Byzantine emperor calls for help vs. Islamic Turks, beginning _____ in 1090s
- Byzantine Empire falls to Ottoman Turks in _____
 - Constantinople renamed _____
 - Ottoman Empire lasts until end of _____

Hagia Sophia becomes _____

(6)

~~(3)~~



monarch

provided land
to lords

promised to support
monarch with knights



lords

provided knights
with food and land

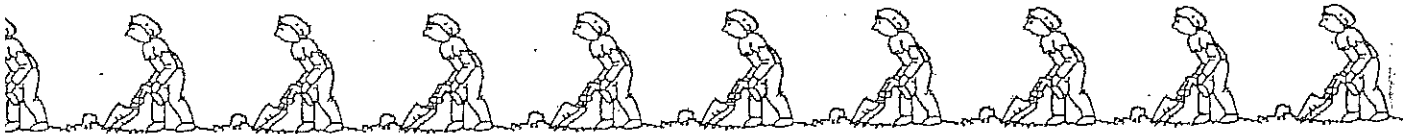
promised to
fight for lord



knights

Produced food for the kingdom

provided serfs with land and protection



serfs



Barbarians: The Vikings

1. Where are the Vikings from? How can we characterize this place? What was their life like there?
2. How did the Vikings bury their dead? Why?
3. Why did some Vikings choose to seek their fortunes elsewhere?
4. How did the Vikings vary the construction of their boats? Why does this make them more powerful?
5. Why did monasteries make good targets for the Vikings?
6. What geographical feature sets Europe apart from other continents?
7. What does Charles the Bald try to do? Does it work?
8. What leader does the movie claim is responsible for colonizing Iceland and Greenland?
9. Why does Lief Erikson sail to the west?
10. Why do Viking leaders turn to Christianity? What effect does it have on the Vikings?
11. How does Harold finally ascend the throne?
12. Why does Harold create a major trading port at Oslo? What kinds of things are sold there?
13. Where is Harold's army finally defeated? How? When?
14. What happened to the Vikings?



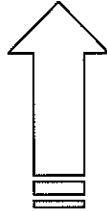
Church Reform

1000 A.D. to 1300 A.D. – RESPONSE

“THE AGE OF FAITH”

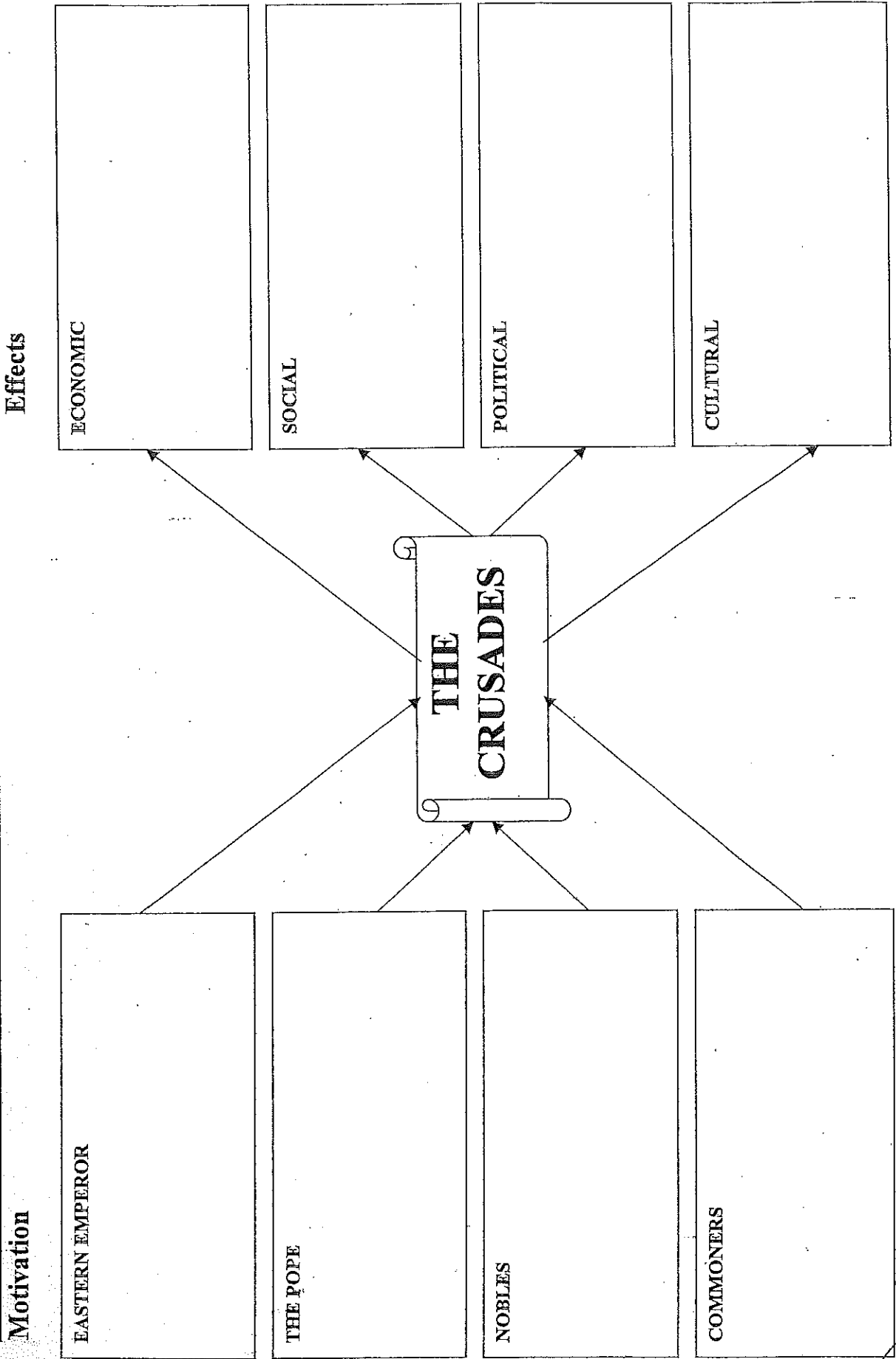
Before 1000 A.D. – PROBLEMS

Problems in the Church



Actions of Popes
New Monastic Movements
The Church Restructured
Popular Religion

THE CRUSADES: CAUSE AND EFFECT



Name _____ Block _____

Date _____

POEM FOR TWO VOICES: THE CRUSADES

Directions: A "Poem for Two Voices" is a creative writing assignment which juxtaposes two opposite perspectives in relation to a similar theme. There are 3 columns. The two different points of view are written in the left and right columns. These are read individually by two different people. The center column contains shared lines read simultaneously by the two readers. See the example on the reverse side of this sheet.

In this Poem for Two Voices, you will create and present a poetic story of the Crusades as told from the perspective of a Muslim and a Christian crusader.

Use the information in your textbook, the handout of primary sources, and your own imagination.

An "A" Poem for Two Voices will:

- ❖ be historically accurate
- ❖ show two different perspectives on the Crusades
- ❖ be creative and imaginative
- ❖ be well-written and well-presented

11

~~10~~

The Crusades

In the Crusades, both Christians and Muslims believed that God was on their side. They both felt justified in using violence to win or to keep the Holy Land. The following excerpts show their belief in the rightness of their deeds.

A PRIMARY SOURCE

Pope Urban II

In 1095, Pope Urban II issued a plea that resulted in the First Crusade. The pope assured his listeners that God was on their side.

Let the holy sepulcher of our Lord and Saviour, which is possessed by the unclean nations, especially arouse you. . . . This royal city [Jerusalem], situated at the center of the earth, is now held captive by the enemies of Christ and is subjected, by those who do not know God, to the worship of the heathen. Accordingly, undertake this journey eagerly for the remission of your sins, with the assurance of the reward of imperishable glory in the kingdom of heaven.

D PRIMARY SOURCE

Luttrell Psalter

The illustration below from a Latin text shows Richard the Lion-Hearted (left) unhorsing Saladin during the Third Crusade. However, the two men never actually met in personal combat.

B PRIMARY SOURCE

William of Tyre

A Christian bishop, William of Tyre, drew upon eyewitness accounts of the capture of Jerusalem by Crusaders.

It was impossible to look upon the vast numbers of the slain without horror; everywhere lay fragments of human bodies, and the very ground was covered with the blood of the slain. It was not alone the spectacle of headless bodies and mutilated limbs strewn in all directions that roused horror in all who looked upon them. Still more dreadful was it to gaze upon the victors themselves, dripping with blood from head to foot, an ominous sight which brought terror to all who met them. It is reported that within the Temple enclosure alone about ten thousand infidels perished, in addition to those who lay slain everywhere throughout the city in the streets and squares, the number of whom was estimated as no less.

C PRIMARY SOURCE

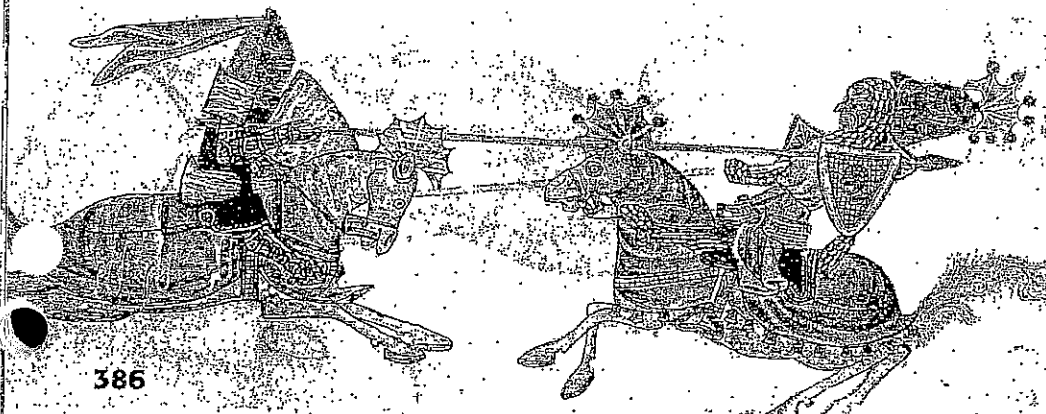
Saladin

This is an excerpt of Saladin's reply to a letter from Frederick I (Barbarossa) threatening Saladin. Saladin wrote the letter after he recaptured Jerusalem.

Whenever your armies are assembled . . . we will meet you in the power of God. We will not be satisfied with the land on the seacoast, but we will cross over with God's good pleasure and take from you all your lands in the strength of the Lord. . . . And when the Lord, by His power, shall have given us victory over you, nothing will remain for us to do but freely to take your lands by His power and with His good pleasure. . . . By the virtue and power of God we have taken possession of Jerusalem and its territories; and of the three cities that still remain in the hands of the Christians . . . we shall occupy them also.

Document-Based QUESTIONS

- Using specific phrases or passages from Source A and Source C, demonstrate how their attitudes were similar.
- What directive in Source A might have been at the root of the action described in Source B?
- What evidence in Source D reveals the artist's bias about the confrontation between Islam and Christianity?



12

39

10

(1215)

Primary Source: from the Magna Carta

1. What rights does the Magna Carta secure for the people of England? In your own words, summarize the rights this excerpt explains.
2. Why is the Magna Carta, in essence, a feudal document?
3. What is the relationship between Church and state in England at this time? How do you know? Provide specific examples.
4. The Magna Carta was written in response to a specific chain of events. What happened to prompt the writing of this document?
5. Why do you think the authors of the Magna Carta were so concerned with the rights of the Church?
6. Why is the Magna Carta considered to be such a milestone in civil rights?

13

CHAPTER
14

Section 3

PRIMARY SOURCE *from the Magna Carta*

On June 15, 1215, English nobles forced King John to agree to a Magna Carta (Great Charter). The 63-clause document guaranteed certain political rights such as no taxation without representation and trial by jury. The nobles wanted to protect their feudal rights and also to limit the powers of the king. As you read the following clauses, consider which of these political rights you currently enjoy.

John, by the grace of God, king of England, lord of Ireland, duke of Normandy and Aquitaine, and count of Anjou, to the archbishops, bishops, abbots, earls, barons, justiciars, foresters, sheriffs, stewards, servants, and to all his bailiffs and faithful subjects, greeting. Know that we, out of reverence for God and for the salvation of our soul and those of all our ancestors and heirs, for the honour of God and the exaltation of holy church, and for the reform of our realm, on the advice of our venerable fathers. . . .

[1] In the first place have granted to God, and by this our present charter confirmed for us and our heirs for ever that the English church shall be free, and shall have its rights undiminished and its liberties unimpaired; and it is our will that it be thus observed. . . . We have also granted to all free men of our kingdom, for ourselves and our heirs for ever, all the liberties written below, to be had and held by them and their heirs of us and our heirs. . . .

[12] No scutage [special tax] or aid shall be imposed in our kingdom unless by common counsel of our kingdom, except for ransoming our person, for making our eldest son a knight, and for once marrying our eldest daughter, and for these only a reasonable aid shall be levied. Be it done in like manner concerning aids from the city of London.

[13] And the city of London shall have all its ancient liberties and free customs as well by land as by water. Furthermore, we will and grant that all other cities, boroughs, towns, and ports shall have all their liberties and free customs. . . .

[38] No bailiff shall in future put anyone to trial upon his own bare word, without reliable witnesses produced for this purpose.

[39] No free man shall be arrested or imprisoned . . . , except by the lawful judgment of his peers or by the law of the land.

[40] To no one will we sell, to no one will we refuse or delay right or justice.

[41] All merchants shall be able to go out of and come into England safely and securely and stay and travel throughout England . . . for buying and selling by the ancient and right customs free from all evil tolls. . . .

[42] It shall be lawful in future for anyone, without prejudicing the allegiance due to us, to leave our kingdom and return safely and securely by land and water, save, in the public interest, for a short period in time of war—except for those imprisoned or outlawed in accordance with the law of the kingdom and natives of a land that is at war with us. . . .

[63] Wherefore we wish and firmly enjoin that the English church shall be free, and that the men in our kingdom shall have and hold all the aforesaid liberties, rights and concessions well and peacefully, freely and quietly, fully and completely, for themselves and their heirs from us and our heirs, in all matters and in all places for ever, as is aforesaid. An oath, moreover, has been taken, as well on our part as on the part of the barons, that all these things aforesaid shall be observed in good faith and without evil disposition.

from Magna Carta. Reprinted in Mort Gerberg and Jerome Agel, eds., Twelve Documents That Shaped the World (New York: Putnam, 1992), 6–10.

Research Option

Perceiving Relationships Read the Bill of Rights in the United States Constitution. Then make a Venn diagram in which you compare the Magna Carta with the Bill of Rights. Share your chart with classmates.



The Great Schism, the Hundred Years' War, and the Plague

1. The 1300s were full of _____, both natural and human-made.
2. Some people referred to the Middle Ages as the Age of _____. However, by the 1300s, the Church was in trouble. Pope Boniface VIII issued a statement saying that _____ must always obey _____. King Philip IV of France disagreed and instead of obeying, held the Pope _____. Boniface died a month later – never again would a Pope be able to force kings to obey him.
3. Philip IV then convinced the Cardinals to choose a _____ archbishop as the new Pope. This new Pope, Clement V, moved from Rome to _____ (in France), where Popes would live for the next 69 years.
4. This move greatly _____ the Church. When Pope Gregory XI died visiting _____, people wanted a Roman Pope. The Cardinals chose one, but quickly regretted their choice. Then, they elected a new Pope a few months later – so now there were _____ Popes. This began the split in the Church known as the Great _____.
5. In 1414, the Cardinals tried to end the Great Schism by choosing a single Pope. However, now there were _____ Popes. The council eventually forced them all to resign. They chose a new Pope, but the power of the Pope was greatly weakened because people saw that the selection of a Pope was largely _____ and not _____.
6. During the 1300s Europe was also struck by a terrible _____. It spread from Asia to Europe on _____ ships.
7. Approximately _____ of all who caught the plague died.
8. As a result of the plague, people moved from _____ into the countryside. _____ declined.
9. _____ were blamed for bringing the plague. Also, the Church suffered because their _____ failed to stop the plague.

“This scourge had implanted so great a terror in the hearts of men and women that brothers abandoned brothers, uncles their nephews, sisters their brothers, and in many cases wives deserted their husbands. But even worse... fathers and mothers refused to nurse and assist their own children.”

--- Giovanni Boccaccio, *The Decameron*

10. The 1300s were also a time of _____. The _____ Years' War, between _____ and _____, brought the end of the Middle Ages.
11. When the French king died without a son, the king of _____ claimed that he should be king of France.
12. The _____ and the _____ were two inventions that changed warfare during the Hundred Years' War. The longbow made it possible to kill _____ from far away. Cannons made it possible to destroy the defenses of _____. As a result of this new way of fighting, _____ declined.
13. A teenaged French peasant girl named _____ heard the voices of _____. They urged her to drive the English from France, so she led the French army to _____.
14. She was eventually turned over to the _____ and burned at the stake because they believed she was a _____.
15. As a result of the Hundred Years' War, _____ emerged in France and England. People were proud of where they came from.
16. The _____, who lost the war, spent many years afterwards engaged in a civil war called the War of the Roses.
17. By the end of the 1300s, the two most important aspects of the Middle Ages, _____ and _____, were both crumbling. The Middle Ages would give way to a period of rebirth known as the Renaissance.

The Black Death

1. How do historians explain the plague's quick spread across Europe?
2. What symptoms did plague victims exhibit?
3. Did people know the plague was coming? How did they know?
4. What is the significance of a priest refusing to give the last rites? Why was this more frightening than death itself?
5. What sorts of things were outlawed in an attempt to avert the plague?
6. What did Christians say the Jews had done to cause the plague?

Discuss: What would you do if you knew the plague was coming?