

Name _____

Study Guide: The Middle Ages

ESSENTIAL KNOWLEDGE: The European Middle Ages occur chronologically between the Roman Empire and the modern age that we live in. The Middle Ages are divided into three time periods- the **Early Middle Ages**, or the **dark ages**, the **High Middle Ages**, and the **Late Middle Ages**.



EARLY MIDDLE AGES: During the early Middle Ages Europe was coping with the effects of the **barbarian invasions** and the fall of the Roman Empire. Christianity was in decline, literacy was lost, cities were abandoned, and population declined. In general, life was pretty miserable and dangerous for most people. It was during this time that Feudalism emerged in Europe. **Feudalism** is both a social structure and a political system.

HIGH MIDDLE AGES: During the High Middle Ages life in Europe was much improved. The Invasions were over. Christian monks had converted the pagan peoples who had invaded Europe. Trade returned as the countryside became safer for travelers. The weather also changed and so farmers could grow enough food to feed everyone. During the **Crusades** Europeans fought Muslim Caliphates over the control of the Holy Land in the Middle East and the Iberian Peninsula. Europeans also connected to trades routes such as the Silk roads. As a result, Europeans had access to technologies and scientific knowledge from other regions in Eurasia. Banking emerged in Europe. The first **universities** were founded. The middle class merchants and artisans reemerged. They created craft **guilds** to manage their affairs and cooperated to govern cities. The **Gothic** style of architecture emerged in new Cathedrals, showing the wealth and power of the kings as well as the influence of the Church in society. It was during the High Middle ages that feudalism began to be challenged by Kings that wanted more power over their nobles and more political control over the church.

LATE MIDDLE AGES: In the late middle ages, the weather turned against Europeans again. Problems in the Church caused the **Great Schism**, multiple men claimed to be pope at the same time. Increased trade also brought Europeans the Disease called the **Black Death** in 1347. As a result, people began to question the authority of the Roman Church officials; Feudalism broke down when kings began to hire professional militaries to defend their interests. A war lasting 100 years between two emerging nation states- **France** and **England** finally helped to create a new political order based not on Feudalism but common culture and patriotism. Gunpowder, brought to Europe by the Mongols from China, made castles and siege warfare obsolete.

Vocabulary for this Unit:

Students need to know the definitions and be able to use the following terms in appropriate historical contexts.

100 years war	Crusades	Journey man	Reconquista
Apprentice	Estates General	Jury trial	Salah al- din (Saladin)
Arch	Feudalism	King Henry II	Scholasticism
Avignon	Fief	King John	Secular
Battle of Agincourt	Flying Buttress	Little Ice Age	St Augustine
Battle of Hastings	Gothic Cathedral	Long bow	St Benedict
Battle of Tours	Great Schism	Magna Carta	St Thomas Aquinas
Bishop	Guild	Manorial system	Stained glass window
Black Death	Gun powder	Master craftman	Three field system
Cannon	Homage	Mercenary	Transept
Cannon law	Hugh Capet	Missionary	University
Cardinal	Illuminated manuscript	Monastery	Vassal
Charlemagne	Isabella and Ferdinand	Nave	Vernacular
Chivalry	Jan Hus	Parliament	Vikings
Commercial revolution	Joan of Arc	Philip II	William the Conqueror
Common law	John Wycliffe	Pope	

The Crusades: Goal and Effects

The main goal of **Crusades** was to gain control of _____

EFFECT on women	EFFECT on merchants	EFFECT on power of popes and kings	EFFECT on relations between Muslims and Christians

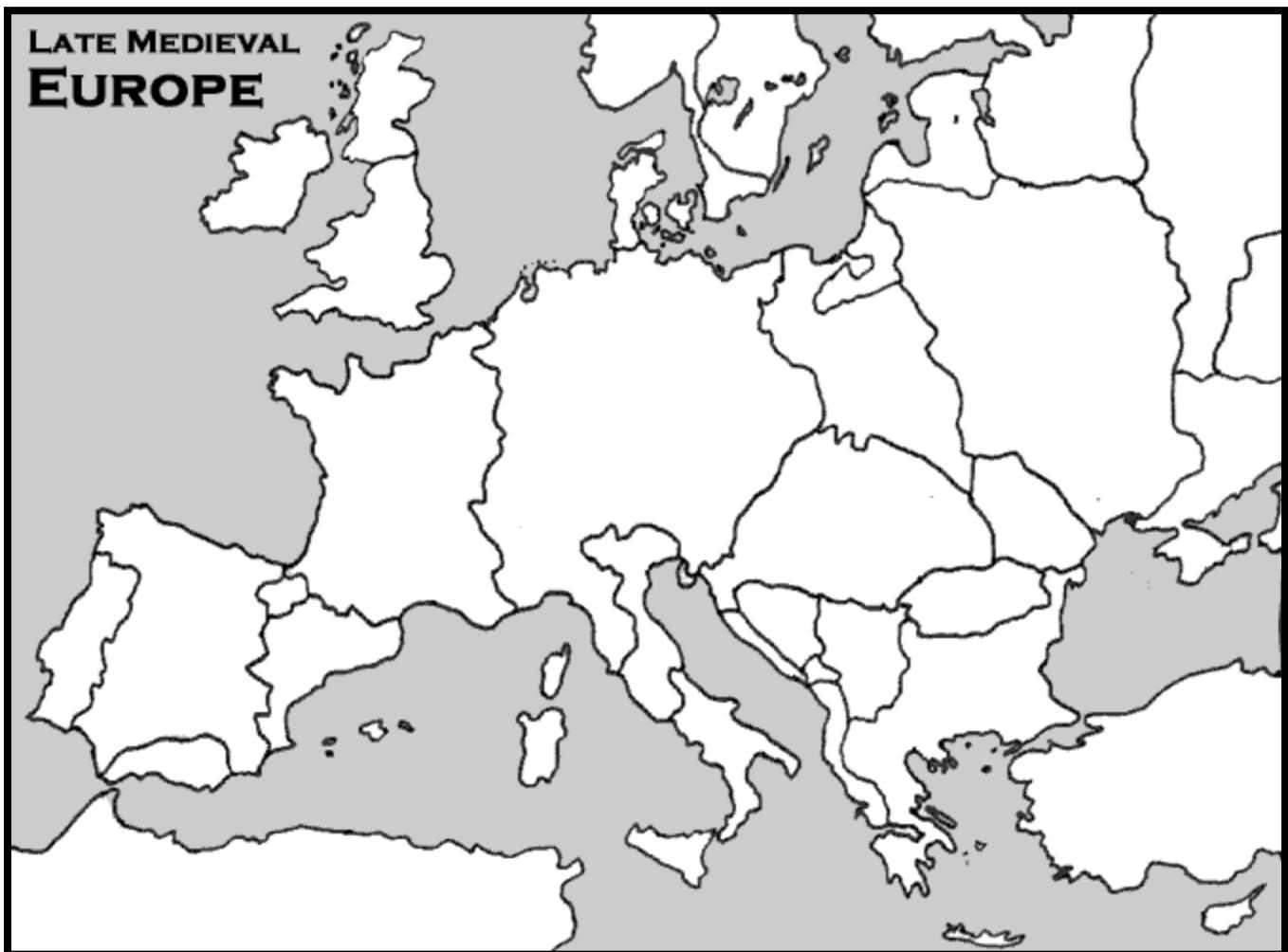
Vocabulary Practice

- | | | | |
|--------------------------------------|---|--|---|
| <input type="checkbox"/> Saladin | <input type="checkbox"/> First Crusade | <input type="checkbox"/> Fourth Crusade | <input type="checkbox"/> Richard the Lion-hearted |
| <input type="checkbox"/> Urban II | <input type="checkbox"/> Second Crusade | <input type="checkbox"/> lay investiture | <input type="checkbox"/> Reconquista |
| <input type="checkbox"/> Inquisition | <input type="checkbox"/> Third Crusade | <input type="checkbox"/> Gothic | |

- A. _____ the English king who led the Third Crusade
- B. _____ the practice of selling positions in the Church
- C. _____ the pope who issued the call for the First Crusade
- D. _____ the organized effort to drive the Muslims out of Spain
- E. _____ the most famous and respected Muslim leader of his age
- F. _____ the Church court used in Spain to persecute Jews and Muslims
- G. _____ the style of architecture intended to achieve greater light and height
- H. _____ the Crusade that resulted in the **looting of Constantinople** by Western Christians
- I. _____ the Crusade that resulted in the **capture of Jerusalem** by the Christians.
- J. _____ the Crusade that resulted in the signing of a **truce** and an agreement to allow Christian pilgrims to visit Jerusalem

Geography:

- LABEL** the following Empires and Kingdoms:
- France
 - England
 - Holy Roman Empire
 - Aragon
 - Castile
 - Papal States
 - Ireland
 - Scotland
 - Byzantine Empire
- This period of time is often called the **Age of Faith**.
- LABEL** the capital of Christianity, Rome.
 - In which political unit was Rome located? _____
- LABEL the following major cities:
- Avignon
 - London
 - Kiev
 - Constantinople
 - Venice
 - Barcelona
- Through which political units would a trader pass if he left Venice and went to Cordoba using a land route? _____
- A stopping place for Crusaders on their way to the Holy Land was the city of Constantinople. In what political unit is Constantinople located? _____



Vocabulary C



← Spread by rats carrying fleas, the deadly **d**_____ known as the **B**_____ **P**_____ (or Black Death) killed one-third the population of **E**_____.

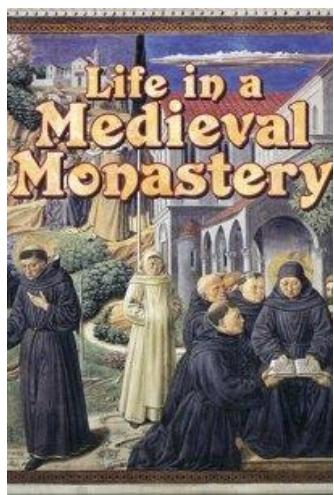
→ Although just a teenager, **J**_____ guided the **F**_____ to victory over the **E**_____. Her actions helped unify France. (p. 402)



AGRICULTURE Innovations: Medieval European peasants are working a field with a new **p**_____ that dug deep into the soil. Special horse **c**_____ were invented to protect the **n**_____ of horses so that they could pull more **w**_____.



MILITARY Innovations: The **L**_____ changed warfare. It was a cheap, easy to **c**_____, and **d**_____ weapon. It was the "m_____ g_____ of the Middle

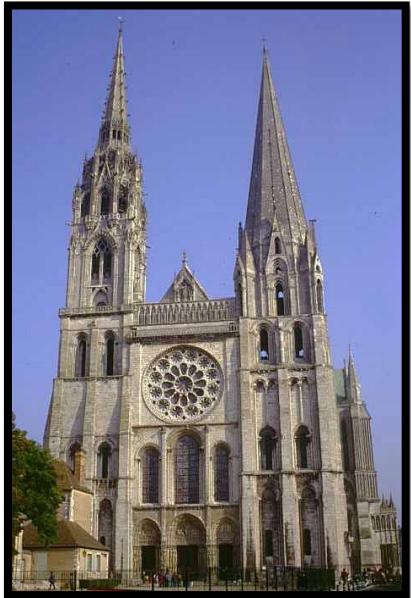


RELIGION: ← The Church built religious communities called **m**_____ where **m**_____ gave up their private possessions and devoted their lives to serving **G**_____. Women were called **n**_____ and lived in **c**_____. (p. 354). → Monks were well educated, opened **s**_____, **l**_____ and copied **b**_____. They created beautiful **I**_____. **M**_____ decorated with ornate letters and brilliant **p**_____.



THE CHURCH

→ Between 800 and 1100 churches were built in the dark R style with round a, a heavy r and thick walls.

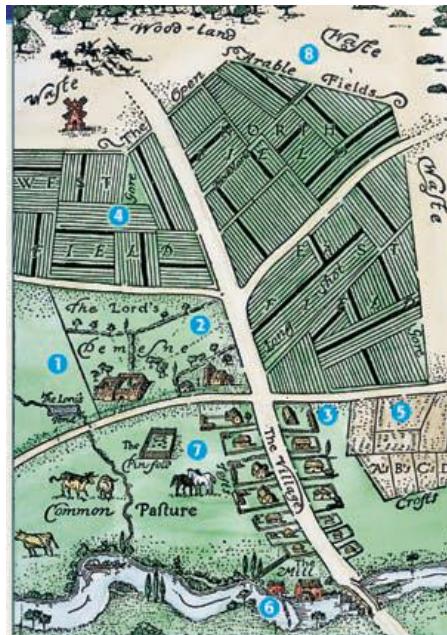


The new center of learning developed called the u. Most scholars wrote in Latin, but some began using the v, or their home language.

SCHOLASTICISM: → Christian scholars used the philosophy of the Greek, A, to prove and argue religious truths in the B to prove



MANOR



The manor was the L's estate (home and surrounding land). The manor system was the basic e arrangement. The system relied on a rigid class structure including lords and his s. The manor was largely a s-s community. The serf r or p almost everything they needed.

