

Chapter 14 Organizer

Name _____

Use with Student Text pages 362–88.

Complete the two-column organizer as you study the chapter.

Beginning <i>(pp. 362–63)</i>	The medieval period began ...	in the year <u>476</u> and ended in <u>1400</u> .
	Because the medieval period came between the fall of Rome and the Renaissance, ...	it is also known as the <u>Middle Ages</u> .
	Once the Germanic warriors had conquered Roman lands, their rulers adopted ...	the beliefs of the <u>Roman Church</u> .
The Roman Church <i>(pp. 363–67)</i>	Without an emperor to guide the people of the former Roman Empire, many turned ...	to local leaders and the <u>church</u> .
	The patriarch of the church of Rome was ...	called the <u>pope</u> .
	The religious leaders were called ...	the <u>clergy</u> .
	Over time the priests began to teach that people could not receive God's grace ...	without the help of a <u>priest</u> .
	Priests also taught that to be saved, a person had to participate in religious ceremonies ...	called <u>sacraments</u> .
	Monks lived together in large secluded ...	buildings called <u>monasteries</u> .
	Monks spent hours copying the Scriptures and ...	the writings of early <u>churchmen</u> .
	Friars were traveling preachers who lived among the people and ...	often begged for <u>food</u> .
	Women who took religious vows were ...	called <u>nuns</u> .
	Benedict founded ...	the <u>Monte Cassino</u> monastery.
The Franks <i>(pp. 369–72)</i>	The Benedictine Rule encouraged monks to vary their daily routine between ...	<u>prayer</u> , manual labor, and study of the <u>Scriptures</u> and other writings.
	Of all the Germanic tribes, the Franks ...	became the most <u>powerful</u> .
	The first Frankish king was ...	<u>Clovis</u> .
	The conquests of Clovis would eventually ...	become modern-day <u>France</u> .
	The Merovingian kings, Clovis's sons and descendants, plotted ...	against <u>one another</u> .
	Charles Martel became famous for ...	defeating <u>Muslim</u> invaders.
	Charles Martel and his descendants ruled ...	the <u>Carolingian Empire</u> .
	Pepin the Short is best known for making ...	an alliance with the <u>Roman Church</u> .
	Pepin defeated the ...	<u>Lombards</u> .
	The conquered lands Pepin gave the church ...	became known as the <u>Papal States</u> .
Charlemagne <i>(pp. 373–76)</i>	Charlemagne was the greatest ...	of the <u>Carolingian</u> kings.
	Charlemagne was crowned emperor of the Western Roman Empire by ...	the <u>pope</u> in the year <u>800</u> .
	Charlemagne divided his empire into small districts, and each district had several ...	large farming communities called <u>manors</u> .
	Alcuin's writing style used both ...	<u>small</u> and <u>capital</u> letters.
	After Charlemagne's death the empire went ...	to his son and then to Louis's three <u>sons</u> .

Complete the two-column organizer as you study the chapter.

(pp. 373–74)

Vikings	Conflicts led to the empire's being divided . . .	into <u>three</u> parts.
	The weakened remains of Charlemagne's empire were invaded by . . .	the Norsemen, Northmen, or <u>Vikings</u> .
	The Viking attacks were always . . .	sudden and merciless, and they were <u>fear</u> ed by all.
	The Vikings' boats and expert sailing skills allowed . . .	them to sail up inland rivers and attack small, defenseless <u>towns</u> .
	The Vikings were the first to discover . . .	<u>Iceland</u> , <u>Greenland</u> , and the North American <u>Atlantic coast</u> .
Feudalism (pp. 374–77)	Several days of the week echo the names of . . .	<u>Norse</u> gods.
	Under the system of feudalism, wealthy landowners promised . . .	<u>protection</u> to others in exchange for their <u>services</u> .
	The king granted estates called . . .	<u>fiefs</u> to nobles for their service.
	The nobles who were given an estate . . .	were called <u>lords</u> .
	A lord would choose nobles who did not own land, called . . .	<u>vassals</u> , to manage portions of his fief.
	In exchange for the vassal's service, the lord . . .	gave him a <u>piece of land</u> .
	A mounted soldier who defended the manor for the lord was . . .	called a <u>knight</u> .
	A young boy who wanted to become a knight could take the first step . . .	at age <u>seven</u> and become a <u>page</u> .
	The second step to become a knight was . . .	becoming a <u>squire</u> at age <u>fourteen</u> .
	When there were no battles, the knights might plan . . .	mock battles called <u>tournaments</u> .
	The emblem painted on a knight's shield was . . .	a <u>coat of arms</u> , which helped identify him.
	A knight's code of behavior, called chivalry, taught a knight to be . . .	generous, loyal to his lord, skillful and brave in battle, faithful to the <u>Roman Church</u> , and protective of <u>women</u> .
	The manor was the center of . . .	<u>daily life</u> during the Middle Ages.
	The peasants who paid rent to the lord and worked part-time for him were . . .	called <u>serfs</u> .
	Serfs were bound to the same land all their lives unless . . .	they paid the <u>lord</u> .
	More privileged peasants, or freemen, could move . . .	from <u>manor</u> to <u>manor</u> and paid less rent.

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Chapter 14 Organizer

Name _____

Use with Student Text pages 362–88.

Complete the two-column organizer as you study the chapter.

(pp. 384–85)	Castle	
	Castles were both . . .	a home and a military fortress .
	Some castles had a strong central tower called the . . .	keep , where the lord's family lived.
	To keep attackers from reaching the castle easily, builders . . .	dug a wide trench filled with water called a moat .
	A drawbridge crossed the moat . . .	to the castle gate and covered the gate during an attack.
	A large stronghold in the castle wall was . . .	called the gatehouse .
	Two weapons used to attack a castle were . . .	the battering ram and the siege tower .
(p. 387)	Decline of feudalism	
	The Crusades helped to weaken . . .	the system of feudalism .
	By the 1500s European central governments were run . . .	by kings .
	Scholars and thinkers started to question . . .	the teachings of the Roman Catholic Church .
	Scholars no longer were just in monasteries and church-sponsored schools but could also be . . .	found in universities that were formed in the cities.
	A revival of learning resulted in . . .	new discoveries and accomplishments .



A castle in Poland

Complete the section.

1. Name the European countries bordering the Baltic Sea. *Sweden, Finland, Estonia, Latvia, Lithuania, Poland, Denmark, Germany, and Russia*
2. Name the countries that border Greece on the north. *Albania, Macedonia, and Bulgaria*
3. Name the two countries Moldova is located between. *Ukraine and Romania*
4. Name the body of water to the west of France. *Bay of Biscay*
5. Name the body of water that is south of Ukraine and north of Turkey. *Black Sea*
6. Name the country that is bordered by France, Germany, Austria, and Italy. *Switzerland*
7. Name the direction you would travel to get from Greece to Estonia. *north*
8. Name the island country that is far northwest of the rest of Europe. *Iceland*
9. Name the two countries on the Iberian Peninsula. *Spain and Portugal*
10. Name the body of water that separates the United Kingdom from the mainland. *English Channel*



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Study Guide

Use with Student Text pages 362–68.

Name _____

A. Define the terms. You may use the glossary in your Student Text.

1. clergy *religious leaders during the Middle Ages*
2. medieval *middle age; of or relating to the Middle Ages*
3. monastery *a large secluded dwelling where monks live and work*
4. sacrament *a religious ceremony developed by the Roman Catholic Church and believed to provide grace for salvation*

B. Match the description to the correct church leader.

- | | |
|----------|--|
| <u>B</u> | 5. rarely had contact with the outside world |
| <u>A</u> | 6. had a title meaning “brother” |
| <u>E</u> | 7. led services and instructed the people |
| <u>B</u> | 8. lived in a monastery |
| <u>E</u> | 9. preserved and developed many of the doctrines of the church |
| <u>A</u> | 10. lived among the people and was a traveling preacher |
| <u>D</u> | 11. served as patriarch of the church |
| <u>E</u> | 12. taught that people could not receive God’s grace without his help |
| <u>B</u> | 13. spent hours copying the Scriptures and the writings of the early churchmen |
| <u>C</u> | 14. a woman who took religious vows |
| <u>D</u> | 15. directed the activities of the clergy |

- | |
|-----------|
| A. friar |
| B. monk |
| C. nun |
| D. pope |
| E. priest |

C. Complete the section.

16. The Middle Ages began with the fall of Rome in 476 and ended with the beginning of the Renaissance in 1400.
17. Explain why the citizens of the former Roman Empire turned to the church for leadership. They had no emperor and needed a leader to guide them.
18. Benedict founded the Monte Cassino monastery and produced a set of instructions for living as a monk that came to be known as the Benedictine Rule.

D. Complete the chart.

19–30. Contrast Roman Catholic beliefs with biblical truth.

Roman Catholic beliefs	Biblical truth
The Roman Catholic Church teaches that salvation comes at <u>baptism</u> .	The Bible teaches that salvation is a gift of <u>God</u> (Rom. 6:23).
The Roman Catholic Church teaches that salvation is maintained through <u>good works</u> and <u>penance</u> .	The Bible teaches that God's grace and salvation are received through <u>faith</u> alone and can never be earned (Eph. 2:8–9).
The Roman Catholic Church teaches that people cannot pray directly to God for forgiveness, but they must go to a <u>priest</u> , whom they believe is a mediator between God and man.	The Bible teaches that Christ is the <u>Mediator</u> between God and man (1 Tim. 2:5). Because of Christ's death for sin and His resurrection, Christians can go directly to God to ask for <u>forgiveness</u> (1 John 1:9).
The Roman Catholic Church teaches that Communion (the Eucharist) must be taken to maintain <u>salvation</u> .	The Bible teaches that observing Communion (the Lord's Supper) is a way for believers to <u>remember</u> Christ's sacrifice that made atonement for their sin (1 Cor. 11:23–26).
The Roman Catholic Church teaches that the bread and the wine are changed into Jesus' <u>body</u> and <u>blood</u> .	The Bible teaches that the bread and the wine (or grape juice) are symbols of Jesus' <u>body</u> and <u>blood</u> to remind Christians of the cost of His sacrifice. They should <u>examine</u> their hearts for any sin that needs to be confessed to Him (1 Cor. 11:28).
The Roman Catholic Church teaches that a person needs to perform special rituals and prayers to prepare for <u>death</u> .	The Bible teaches that anyone who has received salvation is already prepared for death because of Christ's <u>resurrection</u> from the dead (1 Cor. 15:53–57).

The Kings

Use with Student Text pages 369–72.

Name _____

A. Answer the questions.

1. Who were the three most important Frankish kings before Charlemagne? Clovis, Charles Martel, and Pepin the Short
2. Who conquered the last of the Romans? Clovis
3. Who made an alliance with the church of Rome? Pepin the Short
4. Who led an army that would keep the rest of Europe from Muslim rule? Charles Martel
5. Whom did the pope approve to take the Frankish crown from the Merovingians? Pepin the Short
6. Who was the first king of the Franks? Clovis
7. Who was known as the Hammer? Charles Martel
8. Who had a great interest in learning and encouraged scholarly pursuits? Charlemagne

B. Write T if the statement is true. If the statement is false, draw a line through the incorrect part and write the correction in the blank.

- Great 9. Charlemagne's name means "Charles the Hammer."
- T 10. The pope proclaimed Charlemagne emperor in 800 on Christmas Day.
- community 11. A manor was a large house where farming took place.
- Scandinavia 12. Vikings were raiders of Europe from France.
- T 13. France and Germany were two countries that were formed from the division of the Carolingian Empire.

C. Fill in the blanks.

14. Pepin the Short defended Rome against invaders called the Lombards.
15. The land that Pepin the Short gave to the Roman Church was called the Papal States.
16. During Charlemagne's reign, learning expanded and schools began for boys.
17. Viking invaders from Scandinavia were also called Northmen or Norsemen.
18. Charles Martel and his descendants ruled the Carolingian Empire.
19. Alcuin developed a style of handwriting that used both small and capital letters.
20. After Louis the Pious died, the Carolingian Empire divided into three parts.

Have you ever wondered about where your last name came from? Not just what country but how your name even came to be? Learning about the original meaning and spellings of names is called *onomastics*. Last names, or surnames, were first used in China before Christ was born. The trend lasted for a time, but soon most people were using just one name again.

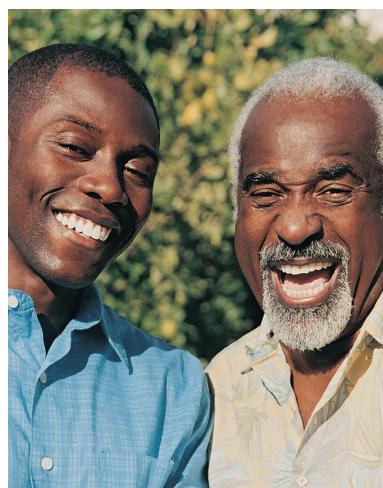
During the Middle Ages in Europe, a surname was not only popular but necessary. As the world became more crowded and people traveled more, it became important to be able to distinguish people with the same first name from one another. Surnames were a reflection of the lives of men. There were four main categories that surnames came from: familial, occupations, places, and nicknames.

Familial

The word *son* tagged on to the end of a name indicated that a person was the “son of” someone. A surname of Williamson would then say that a person was the son of William, and Robertson would be the son of Robert. Some other personal surnames are Johnson, Jackson, and Stevenson. Adding an *s* to the end of a name also meant “son of.” Thus, Andrews would be a son of Andrew.

Occupations

Many surnames came from the jobs that men worked. For example, if a man named James was a baker, he might be called James Baker. Sons usually worked with their fathers, so then they would have the surname Baker as well. If James worked as a cook, he might be called James Cook. Some



other occupational surnames include Smith, Potter, Cooper, Mason, Tailor, or Weaver.

Places

Sometimes a person was named based on where he lived. If someone lived near a wooded area, he might have the surname Woods. The name Green could be used for someone who lived by the village green. Someone with the last name of Stone probably lived near a large stone.

Nicknames

Sometimes a person was named because of the way he looked. Surnames such as Little and Small would describe someone who was short in stature. A person who had dark hair may have the surname of Black or Brown. Someone who had fair skin or hair might be called White. If a person had a handicap or a problem with a body part, he may be called by that part, such as Hand, Foot, or Head.

Your Name

Surnames were personal. They identified to everyone who the person was or where he may have come from. However, later on, it became a common practice that surnames were taken from the father. This practice helped eliminate a lot of confusion and helped to identify families better. This is the typical practice today, and it is probably how you got your last name. If you do not know the origin of your name, you may research it to find out more about where your ancestors came from, what they may have done for a living, or even if they had a peculiar physical quality.

Match the description with the best last-name choice.

- | | |
|---|---|
| F | 1. son of Thomas |
| A | 2. someone who has a beard |
| C | 3. someone with gray hair |
| E | 4. someone with really white hair |
| B | 5. someone living near a road or a gate |
| D | 6. a fast runner |
| 7. Do you know the origin of your last name? If so, explain it. | |

- A. Beard
B. Gates
C. Gray
D. Hare
E. Snow
F. Thompson

Answers will vary.

Study Guide

Use with Student Text pages 369–77.

Name _____

A. Match the description to the correct term. One term in A–J will be used twice, and terms K–N will be used more than once.

- E** 1. a mounted soldier
G 2. a large farming community
D 3. a peasant who was a skilled craftsman
H 4. a peasant who lived on the lord's land
F 5. a noble who had been granted a fief
J 6. a noble who did not own land but managed a portion of a fief
G 7. the center of daily life in the Middle Ages
I 8. a mock battle
C 9. an estate given by a king to a lord
B 10. an emblem that identified a knight in battle
A 11. a code of behavior

- A. chivalry
B. coat of arms
C. fief
D. freeman
E. knight
F. lord
G. manor
H. serf
I. tournament
J. vassal

- M** 12. defeated the Muslim invaders at Tours
L 13. crowned by the pope on Christmas Day
M 14. formed the Carolingian Empire with his descendants
K 15. first king of the Franks
N 16. made an alliance with the Roman Church
K 17. conquered the last of the Romans in Gaul
N 18. gave part of his conquered lands to the pope, who called them the Papal States
L 19. expanded learning and extended the Frankish empire

- K. Clovis
L. Charlemagne
M. Charles Martel
N. Pepin the Short

B. Complete the section.

20. Identify three important Frankish kings before Charlemagne. *Clovis, Charles Martel, and Pepin the Short*
21. Describe the agreement Pepin the Short made to become king. *The pope approved of Pepin's taking the Frankish crown from the Merovingians in exchange for helping defend Rome against the Lombards.*
22. Explain why the Vikings were feared by European villagers. *Their attacks were sudden and fearless. During their attacks they stole things, killed people, and destroyed buildings.*

23. Describe the relationship between a lord and a vassal. *The lord chose the vassal to manage the fief; the vassal took an oath of faithfulness and service.*

24. Describe the knight's code of chivalry. *The code of chivalry taught a knight to be generous, loyal to his lord, skillful and brave in battle, faithful to the Roman Church, and protective of women.*

C. First, plan the essays on your own paper. Then, write them in the space provided.

25. Describe the steps in becoming a knight. Include the terms *page* and *squire*.

The student's essay should include these points: A nobleman had to prove himself worthy, faithful, and skilled in warfare. At the age of seven, he could become a page. He went to live in the castle of another noble to learn horsemanship and fighting skills. He did chores for the lord and the lady of the castle. At fourteen he became a squire. His responsibilities then included helping his master dress, accompanying him on hunts or in battles, and caring for his master's warhorse. A squire continued his lessons in bow, sword, and lance fighting. When he was twenty-one, he could become a knight. Before an elaborate ceremony, the man spent the entire night in church, praying that he would be worthy of the honor. The next morning, other knights solemnly dressed him in his armor. The knight knelt before his lord, who touched him on the shoulder with a sword and said, "I dub you knight."

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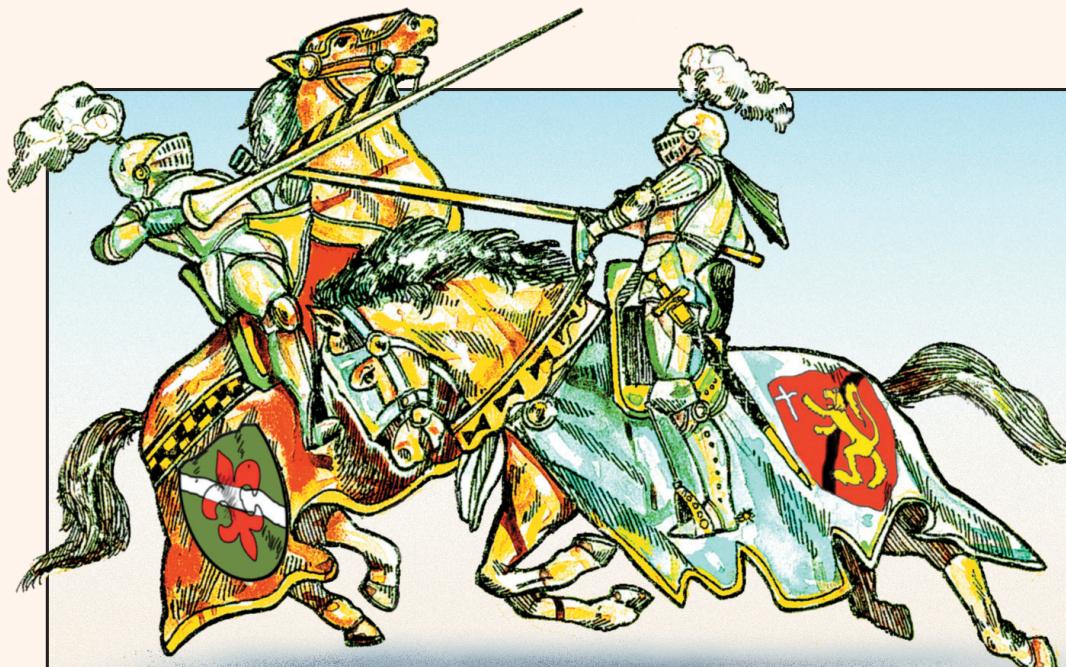
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Name _____

26. Describe the work of the peasants on the manor.

The student's essay should include these points: The serfs paid rent to the lord and worked part-time for him. They farmed his land, cleared new lands, built and repaired buildings, dug ditches, and fixed roads. The serfs did not have many possessions of their own. They had to use the lord's mill to grind their grain into flour and had to bake their bread in the lord's oven. Often the lord made them pay to use these items. Serfs were bound to the same land all their lives. They could leave only if they paid the lord. The freemen, such as blacksmiths and carpenters, paid less rent and worked fewer hours for the lord. They were allowed to move from the manor if they wanted.



England

Use with Student Text pages 379–82.

Name _____

A. Define the terms. You may use your glossary.

1. shield wall a wall formed when soldiers stood close together and held their shields tightly together
2. trial by jury a practice in which a group of local people help decide the outcome of a trial
3. trial by ordeal a practice in which a person had to undergo difficult physical circumstances to determine his guilt or innocence
4. writ a royal order

B. Complete the section.

5. Explain the conflict known as the Battle of Hastings.

Harold Godwinson and Duke William of Normandy both claimed the throne of England and went to battle. Godwinson was killed in battle, and William became king of England.

6. Henry II's family was the Plantagenets.

7. Why was King John not popular with the people?

He imposed heavy taxes on the people and used his power to gain money and land for himself.

8. The Magna Carta was signed in 1215

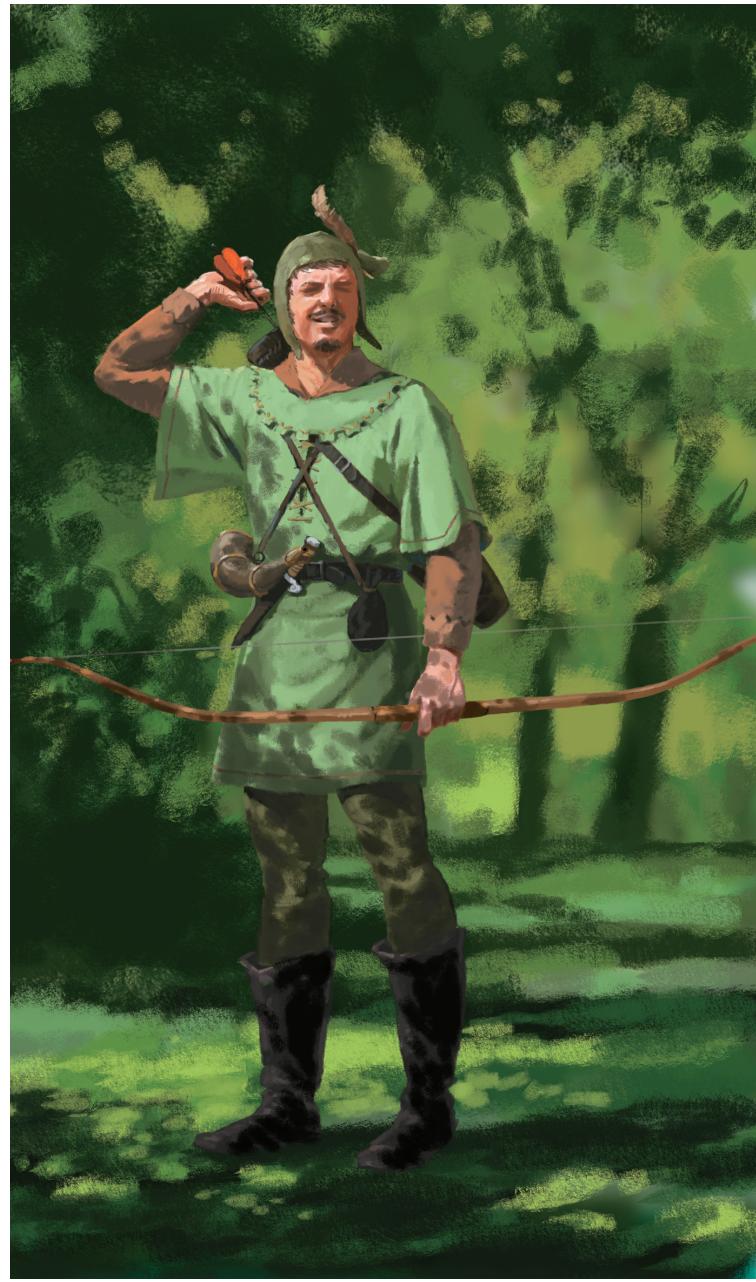
by King John.

9. The English people viewed the Magna Carta as a statement of rights for all citizens.

10. American colonists used the rights granted in the Magna Carta as the basis for their resisting unfair taxation by the king of England.

11. The Magna Carta's legacy can be seen in the United States Constitution and the Bill of Rights.

12. The legendary character of Robin Hood was regarded in England as a national hero because he stood up for the rights of the poor during a time of tyranny.



John Wycliffe

Name _____

Medieval Oxford, a city in England, had close ties to the king and to the political pulse of the whole country. Oxford's university was the center of intellectual activity and influenced the thinking of men across England. It was to Oxford's university that John Wycliffe went—a youth from Yorkshire in northern England—to be a student. After getting a bachelor's degree in theology, he became interested in biblical studies. Because of the interruptions of the Black Death, he was not able to earn his doctorate until 1372. By then he was already considered Oxford's leading philosopher and theologian. In 1374 Wycliffe became a rector, or member of the clergy over a church, in Lutterworth.

The pope demanded that the people of England pay Rome financial support. England was struggling to raise money to resist a possible French attack. Wycliffe advised his local lord to tell Parliament not to send any money. He argued that the church was already too wealthy. Wycliffe said that Christ had called His disciples to poverty and not wealth. He felt that the local authorities should keep the taxes. These opinions got Wycliffe into trouble with the church. The pope issued five bulls, or church edicts, against him. The church in England brought him to trial three times, and two more popes summoned him to Rome. Wycliffe was never put in prison, nor did he ever go to Rome.

Wycliffe wrote about the conflicts with the church. He believed the pope and the church were second in authority to the Word of God. He disagreed with the Roman Church that the bread and the wine taken at Communion were changed into

the body and blood of Christ. Wycliffe believed that "The bread while becoming by virtue of Christ's words the body of Christ does not cease to be bread." From his studying, he disagreed with the church about confessions. "Private confession and the whole system of medieval confession was not ordered by Christ and was not used by the Apostles, for of the three thousand who were turned to Christ's Law on the Day of Pentecost, not one of them was confessed to a priest. . . . It is God who is the forgiver."

Wycliffe felt the common person should read about God's faith in his own language. He said that "Christ and His Apostles taught the people in the language best known to them. It is certain that the truth of the Christian faith becomes more evident the more faith itself is known. Therefore, the doctrine should not only be in Latin but in the vulgar tongue." So Wycliffe and some of his fellow scholars translated the Bible from the Latin Vulgate into English without the church's approval. Although Wycliffe was not alive when the translation was completed, he is credited with the first English translation of the Bible.

Wycliffe died in 1384 after his second stroke. In 1415 the Council of Constance condemned Wycliffe on 260 different counts and ordered that his writings be burned. His bones were to be dug up and cast out of consecrated ground. In 1428 the pope commanded that his remains be dug up again, burned, and scattered into the River Swift. Wycliffe is considered by many to be the forerunner of the Protestant Reformation, so he is sometimes referred to as the Morning Star of the Reformation.

Answer the questions.

1. What kept John Wycliffe from earning his doctorate until 1372? the Black Death
2. Why did Wycliffe first get into trouble with the Roman Catholic Church? He thought that the church had enough money and did not need any more from the people.
3. What are two beliefs that Wycliffe disagreed with the church on? He disagreed with the church's thoughts on Communion and private confession to a priest.
4. What is Wycliffe credited with writing? the first English translation of the Bible
5. What is Wycliffe sometimes called? the Morning Star of the Reformation

Study Guide

Use with Student Text pages 379–87.

Name _____

A. Match the description to the correct term or person.

- B** 1. a large stronghold in the castle wall
- H** 2. a practice in which a group of local people help decide the outcome of a trial
- J** 3. a royal order
- G** 4. a barrier formed when soldiers stood close and held their shields tightly together
- C** 5. king who developed England's legal system
- A** 6. a feature of a castle that can be raised or lowered to prevent or allow passage
- I** 7. a practice in which a person had to go through difficult physical circumstances to prove his guilt or innocence
- D** 8. king who imposed heavy taxes to cover his military losses and used his power to gain money and land
- E** 9. a castle tower where the lord and his family lived
- F** 10. a wide water-filled trench surrounding the castle

- A. drawbridge
B. gatehouse
C. Henry II
D. John
E. keep
F. moat
G. shield wall
H. trial by jury
I. trial by ordeal
J. writ

B. Write T if the statement is true. If the statement is false, draw a line through the incorrect part and write the correction in the blank.

1215

11. King John signed the Magna Carta in 1400.

king's

12. The Magna Carta limited the nobles' powers and guaranteed certain rights to the people.

T

13. Harold Godwinson and Duke William of Normandy were both nobles who claimed the throne of England.

T

14. Henry II extended the English king's powers into new areas.

Bill of Rights

15. The Magna Carta echoes in the United States Constitution and the Declaration of Independence.

T

16. At the Battle of Hastings, Harold Godwinson was killed and Duke William became the king of England.

T

17. At a medieval banquet the lord and his guests were entertained by the court jesters who provided music, juggling, and acrobatics.

his fingers

18. A guest at a medieval banquet ate with a wooden fork off a large, flat piece of bread.

Plantagenet

19. In the late Middle Ages the Norman kings ruled England, while the Capets ruled France.

Study Guide

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Name _____

C. Complete the section.

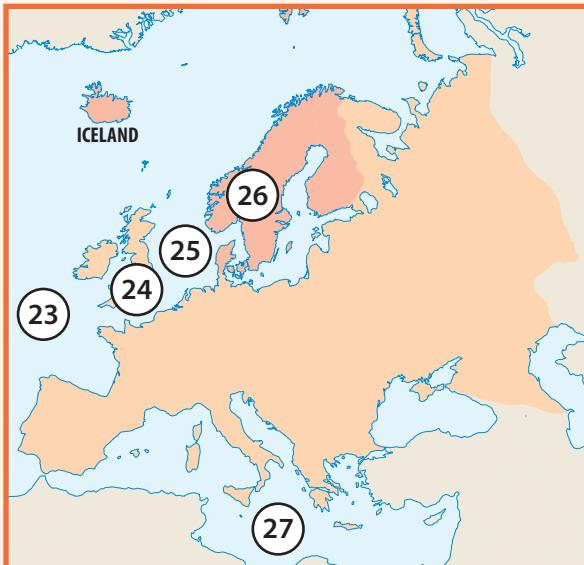
20. Explain why Robin Hood was considered a national hero in England. *The English people viewed him as a champion who stood up for the rights of the poor during a time of tyranny.*

21. What does the Bible teach about Robin Hood's methods? *The Bible teaches that stealing is wrong.*

22. Explain why the Crusades weakened feudalism and helped bring about its decline. *Fighting the Crusades was expensive, and most of the money was provided by the lords. Some lords had to sell or mortgage their properties to pay for Crusade expenses. Many serfs left their manors to fight. Since they enjoyed their freedom, they never returned to the manor.*

D. Identify the places numbered on the map.

23. Atlantic Ocean
24. England
25. North Sea
26. Scandinavia
27. Mediterranean Sea



E. First, plan the essay on your own paper. Then, write your essay in the space below.

28. Explain the defense system of a medieval castle. Include the terms *moat*, *drawbridge*, and *gatehouse*.

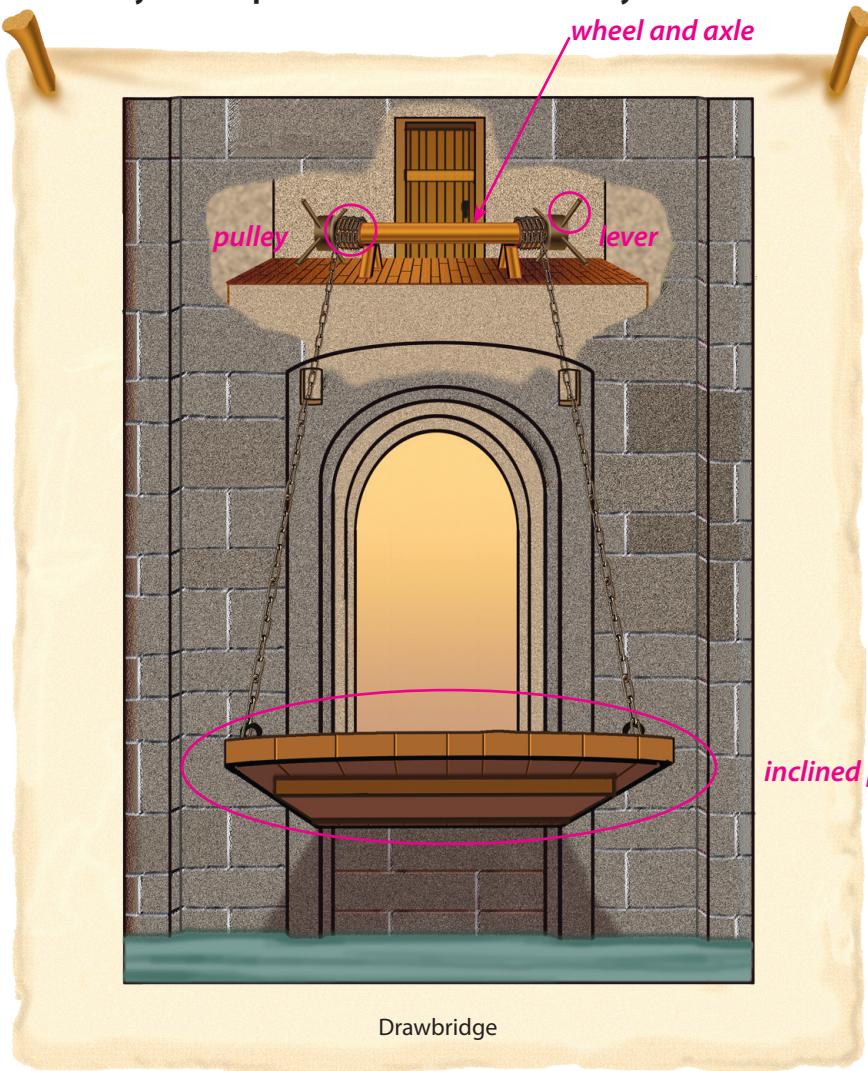
The student's essay should include these points: The castle was surrounded by strong, thick stone walls. A moat surrounded the castle to keep attackers from reaching it easily. During an attack, the guards raised the drawbridge to cover the gate, cutting off the entrance to the castle. If attackers got safely across the moat, they had to face the gatehouse. If the attackers entered the gatehouse, castle defenders could lower a large screen to trap them inside.

Identify Simple Machines

Use with Student Text page 388.

Name _____

A. Identify the simple machines in each military defense.

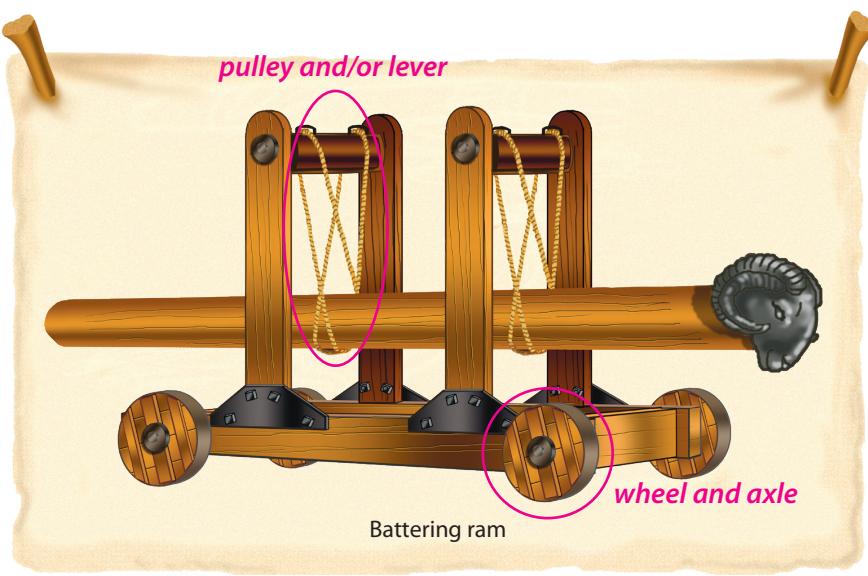


Simple Machines

inclined plane
lever
pulley
screw
wedge
wheel and axle

1. *inclined plane*
lever
wheel and axle

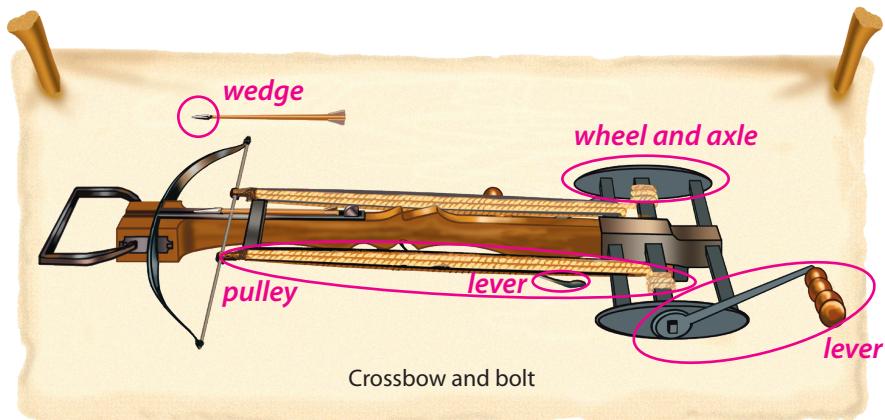
2. *lever*
pulley
wheel and axle



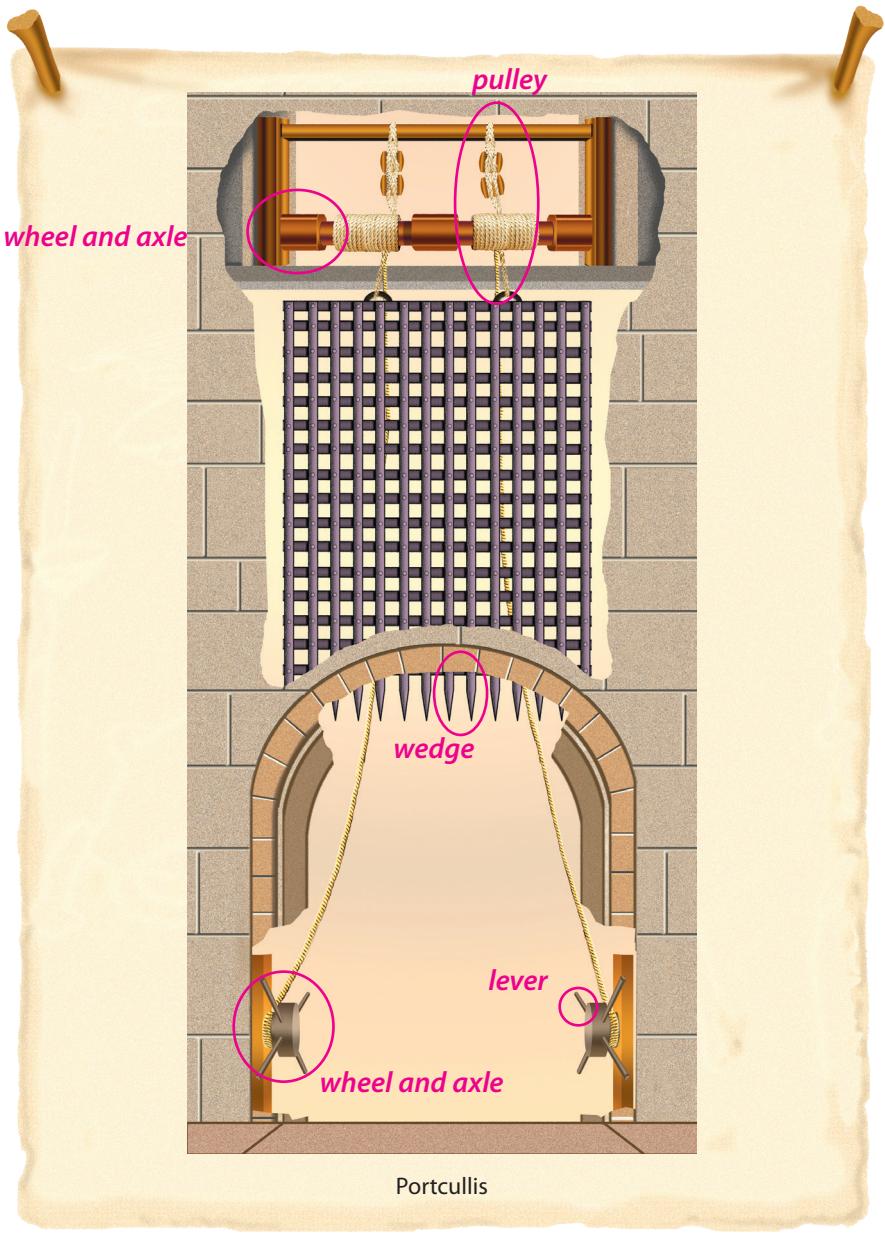
Identify Simple Machines

Use with Student Text page 388.

Name _____

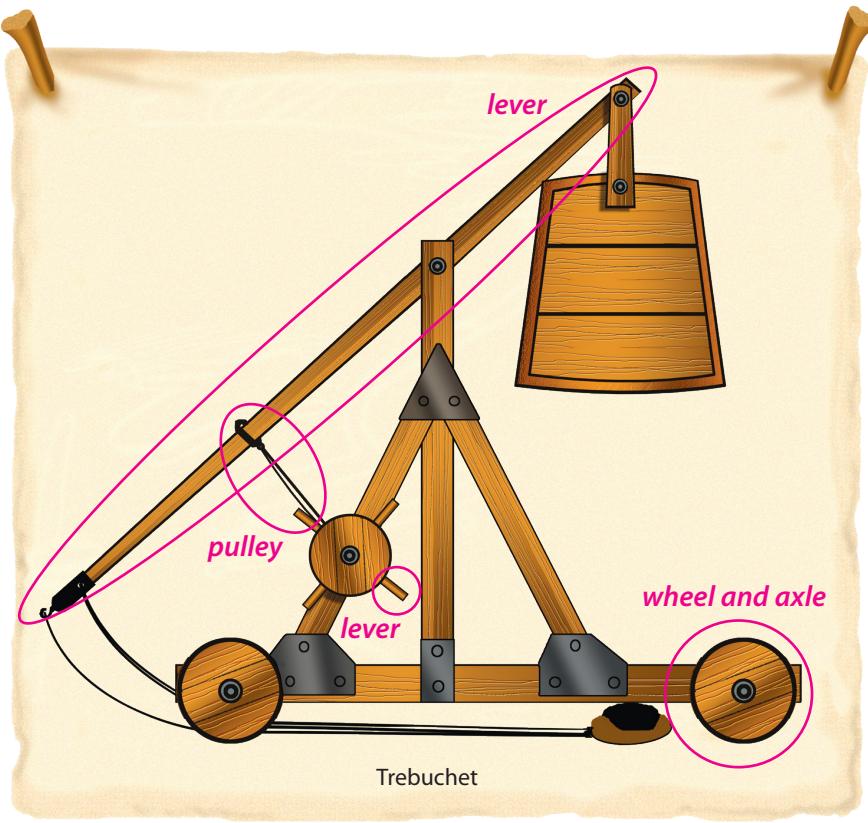


3. lever
pulley
wedge
wheel and axle



Simple Machines
inclined plane
lever
pulley
screw
wedge
wheel and axle

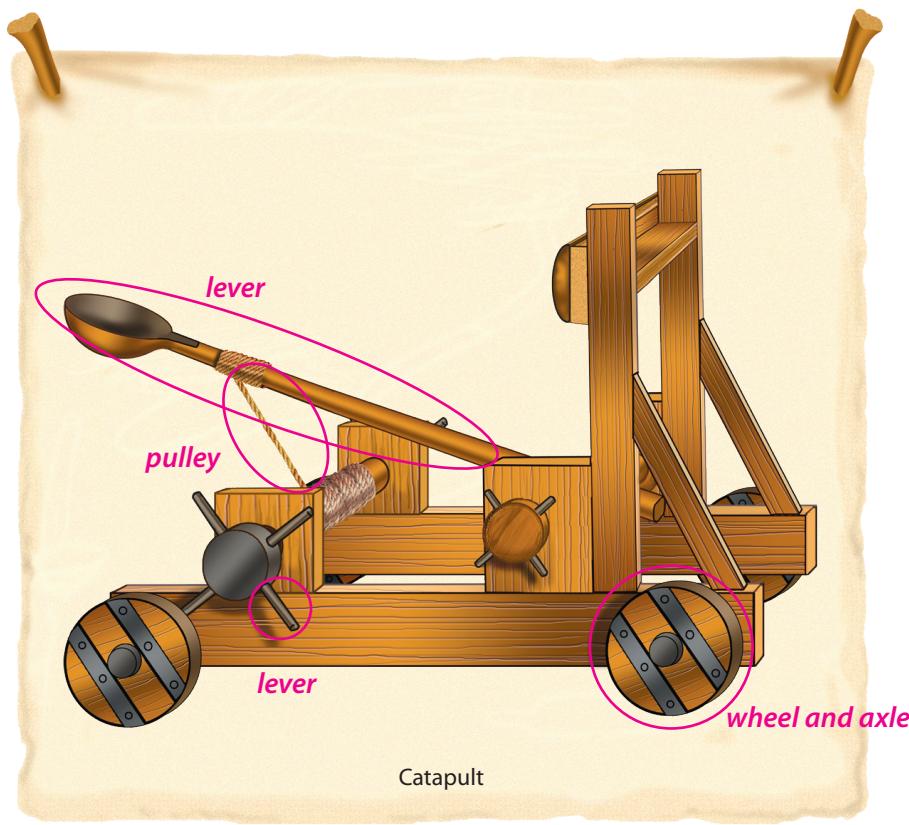
4. lever
pulley
wedge
wheel and axle



Simple Machines

inclined plane
lever
pulley
screw
wedge
wheel and axle

5. lever _____
pulley _____
wheel and axle _____



6. lever _____
pulley _____
wheel and axle _____

Identify Simple Machines

Name _____

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B. Choose a castle defense or weapon to write about. Plan your essay on the lines below. Then write your essay in the space provided.

7. Describe how the simple machines give the castle defense or weapon a military advantage.

Castle defense or weapon: _____ *Answers will vary*

Simple machines: _____

Military advantages: _____



Chapter 14 Summary

Name _____

Define these terms

chivalry	knight	sacrament
clergy	lord	serf
coat of arms	manor	shield wall
drawbridge	medieval	squire
fief	moat	tournament
freeman	monastery	trial by jury
friar	monk	trial by ordeal
gatehouse	nun	vassal
keep	page	writ

Locate these places

Atlantic Ocean	North Sea
England	Scandinavia
Mediterranean Sea	

Tell about these people

Benedict	Henry II
Charlemagne	King John
Charles Martel	Pepin the Short
Clovis	

Explain what happened

- 476–1400—Middle Ages
800—crowning of Charlemagne by the pope
the Battle of Hastings
1215—signing of the Magna Carta



Be able to . . .

- Identify the events that mark the beginning and end of the Middle Ages
Explain why the citizens of the former Roman Empire turned to the church for leadership
Identify the three types of clergymen in the Roman Church and their roles
Compare Roman Catholic beliefs with biblical truth
Identify the empire that Charles Martel and his descendants ruled
Identify the three important Frankish kings before Charlemagne and their accomplishments
Describe the agreement Pepin the Short made to become king
Identify the accomplishments that made Charlemagne the most memorable Frankish king
Explain why European villagers feared the Vikings
Describe the relationship between a lord and a vassal
Identify the steps to become a knight
Describe the knight's code of chivalry
Describe the work of the peasants on the manor
Describe the important development Henry II made in England's legal system
Explain why the legendary character of Robin Hood was regarded in England as a national hero
Explain the defense system of a medieval castle
Name some things that took place at medieval banquets
Name the family who ruled France during the later Middle Ages
Explain why the Crusades weakened feudalism and helped bring about its decline