

CHAPTER
8
SECTION 1

Note Taking Study Guide

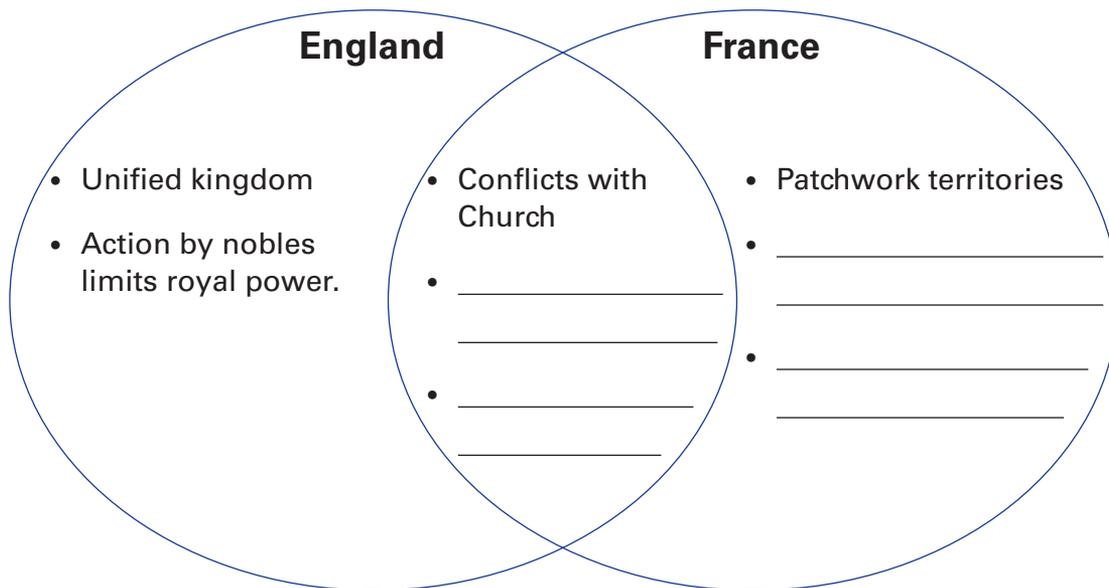
ROYAL POWER GROWS

Focus Question: How did monarchs in England and France expand royal authority and lay the foundations for united nation-states?

A. As you read this section in your textbook, use the cause-effect chart to identify the causes for changes in royal power. Some items have been completed for you.

Royal Power Changes		
<p>William the Conqueror</p> <ul style="list-style-type: none"> • Increased power • Kept land for himself • _____ • _____ • _____ 	<p>Henry II</p> <ul style="list-style-type: none"> • Increased power • Expanded custom into law • _____ • _____ • _____ 	<p>John</p> <ul style="list-style-type: none"> • Lost power • _____ • _____ • _____ • _____

B. As you read this section in your textbook, use the Venn diagram to compare and contrast the development of royal power in England and France. Some items have been completed for you.



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SECTION 1

Section Summary

ROYAL POWER GROWS

During the early Middle Ages, European rulers had limited power. By 1300, increases in royal power and control had gradually set the foundations of modern government.

In 1066, **William the Conqueror** took over England. In 1086, William's census, called the *Domesday Book*, was finished. The information in the *Domesday Book* helped William's government set up a tax system. In 1154, Henry II came to power, and he expanded the justice system. Court decisions became the basis of English **common law**, a legal system based on custom and earlier rulings. Henry also set up a **jury** system that led to the modern grand jury.

Henry's son, **King John**, abused his power and was forced to sign the **Magna Carta**, or Great Charter. It required the king to obey the laws. It also established two important principles: **due process of law**, or no arrest without proper legal procedures, and **habeas corpus**, or no imprisonment without a charge. John also agreed not to raise taxes without the consent of his Great Council. This group evolved into **Parliament**, England's legislature. Eventually Parliament controlled the "power of the purse," not approving new taxes unless the monarch met its demands.

Unlike the English, early French rulers did not govern a united kingdom. Then in 987, Hugh Capet became king. He began expanding royal power. The Capets ruled for 300 years. In 1179, Philip II took the throne. He gained control of English lands in Normandy and expanded territories in southern France, adding huge areas to his domain.

Louis IX came to power in France in 1226. Although he persecuted non-Christians, he also outlawed private wars and ended serfdom. By the time of his death in 1270, France had become a centralized monarchy. In 1302, a council, the Estates General, was set up. However, it never gained the "power of the purse" over French royalty.

Review Questions

1. What did the *Domesday Book* help set up?

2. What is the "power of the purse"?

READING CHECK

What important English document required the king to obey the laws?

VOCABULARY STRATEGY

Find the word *domain* in the underlined sentence. What does *domain* mean? What clues can you find in nearby words or phrases? Think about the fact that Philip was a king and that he added lands to something that was his. Circle any words that help you figure out what *domain* means.

READING SKILL

Identify Causes How did the Magna Carta help Parliament gain "the power of the purse"?

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SECTION 2

Note Taking Study Guide

THE HOLY ROMAN EMPIRE AND THE CHURCH

Focus Question: How did explosive conflicts between monarchs and popes affect the balance of power in Europe?

As you read this section in your textbook, complete the table below showing the actions of emperors and popes and the effects of their actions. Some items have been completed for you.

Pope or Emperor	Actions	Effects
Otto I	<ul style="list-style-type: none"> Cooperated with Church 	<ul style="list-style-type: none"> Pope crowned Otto emperor.
Gregory VII	<ul style="list-style-type: none"> Banned lay investiture, excommunicated Henry IV 	<ul style="list-style-type: none"> Forgave Henry, then was forced into exile
Henry IV	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Frederick I	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Innocent III	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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SECTION 2

Section Summary

THE HOLY ROMAN EMPIRE AND THE CHURCH

During the Middle Ages, popes and European rulers grew more powerful. However, they were often in conflict.

By the late 1000s, the rulers of the **Holy Roman Empire** were trying to hold together a vast and varied territory. As part of this, they regularly confronted the pope over naming Church officials. **Pope Gregory VII** wanted the Church to be free from any control by rulers. He banned **lay investiture**, or the process by which rulers rather than the pope appoints a bishop. Holy Roman Emperor **Henry IV** said he had the right to appoint bishops because bishops held lands that were under his control. In 1076, pope Gregory excommunicated Henry and threatened to crown a new emperor. Henry was forced to beg for forgiveness, and Gregory gave it. Later, Henry led an army to Rome, forcing Gregory into exile. Fifty years later a compromise was worked out in the Concordat of Worms. It gave the pope the power to appoint bishops, while rulers had the right to decide what lands the bishops would rule.

Power struggles over land also occurred during the 1100s and 1200s. Holy Roman Emperor Frederick I, called **Frederick Barbarossa**, or “Red Beard,” tried to add wealthy northern Italian cities to his empire. Instead, through his son’s marriage, he expanded German control in southern Italy. His grandson, Frederick II, also tried, but failed, to control northern Italy. Ultimately, the Holy Roman Empire broke into separate states, while southern Italy went through centuries of chaos.

By the 1200s, the Church reached its peak of power. In 1198, **Pope Innocent III** took office. He claimed that the pope had supremacy, or authority over all other rulers. He excommunicated the English and French kings, and placed their kingdoms under interdict, barring people from religious sacraments. After Innocent’s death, French and English rulers grew in power. In the late 1200s, France’s Philip IV challenged the pope on the issue of taxes, and then forced the election of a French pope.

Review Questions

1. Why did Henry IV think he had the right to appoint bishops?

2. What were two ways Innocent III controlled monarchs?

READING CHECK

What was the Concordat of Worms?

VOCABULARY STRATEGY

Find the word *confronted* in the underlined sentence. *Confronted* is made from three word parts: the prefix *con-* means “together”; *front* means “the part of something that is facing forward”; *-ed* is a suffix that indicates past tense. Use these word-part clues to help you figure out the meaning of *confronted*.

READING SKILL

Understand Effects Reread the first paragraph of this Summary. What was the effect of the increase in power?

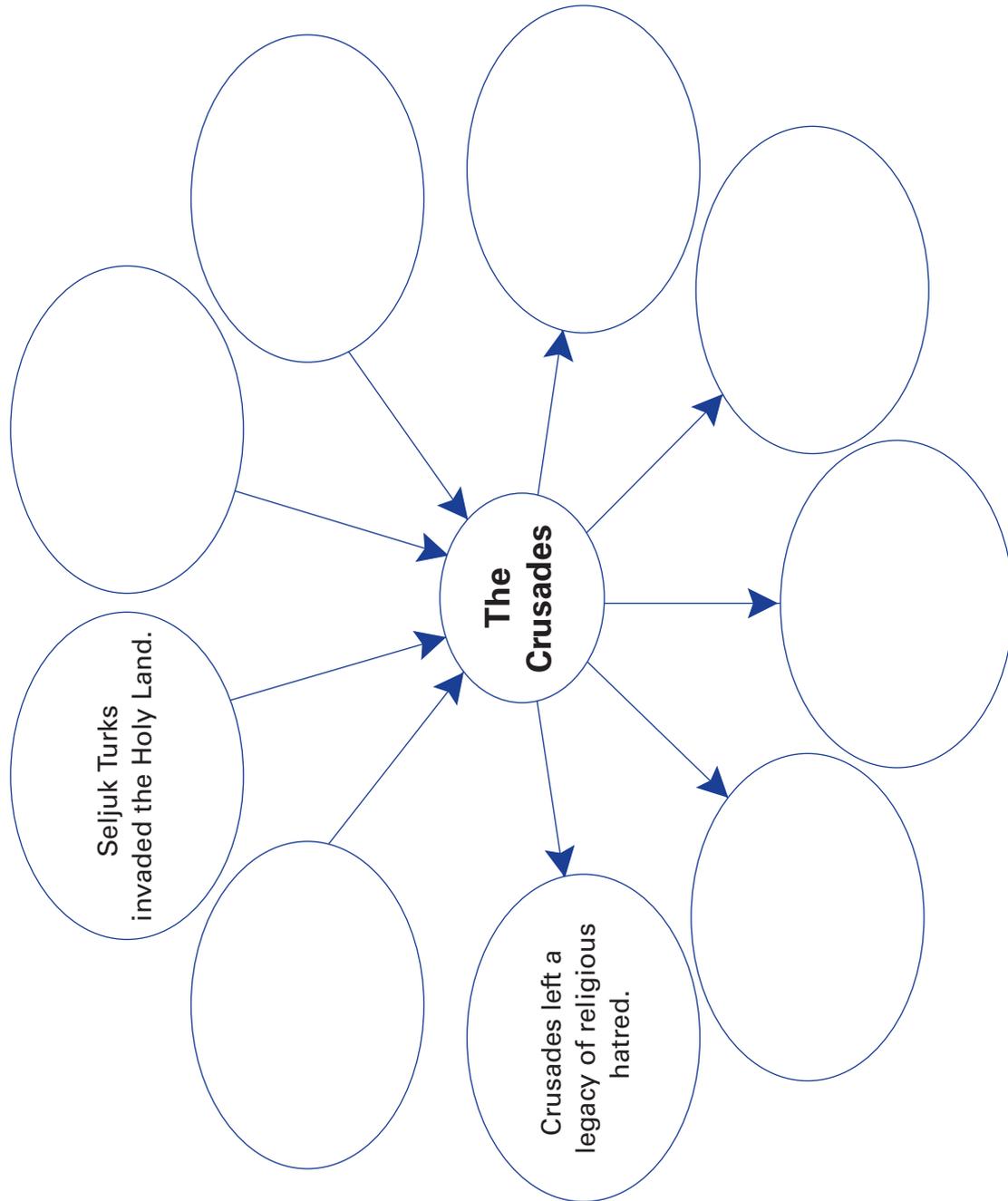
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SECTION 3

Note Taking Study Guide

THE CRUSADES AND THE WIDER WORLD

Focus Question: How did the Crusades change life in Europe and beyond?

As you read this section in your textbook, complete the concept web below to identify the causes of the Crusades in the top ovals and the effects of the Crusades in the lower ovals. Some items have been completed for you.



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SECTION 3

Section Summary

THE CRUSADES AND THE WIDER WORLD

In 1071, the Seljuk Turks invaded the Byzantine empire, then moved into the **Holy Land**. The Byzantine emperor asked **Pope Urban II** for help. The pope then called for a crusade to free the Holy Land. The **Crusades** were a series of wars Christians fought against Muslims over lands in the Middle East. Only the First Crusade was a success. Christian forces captured Jerusalem in 1099. They then lost the city to Muslims in the Second Crusade and failed to retake it in the Third. By the Fourth Crusade in 1202, Christian knights were fighting other Christians to help Venice against its Byzantine trade rivals.

The Crusades created a great deal of religious hatred. On the other hand, they helped to unify various powers under one leader. The Crusades also produced important changes in the Europe. Trade increased, as Europeans brought back spices and fabrics from the Middle East. Monarchs gained the right to collect taxes to support the Crusades. This made them more powerful. Europeans found out about many new places and people. A few curious Europeans set off for far-off places. In 1271, Marco Polo left Venice for China and wrote about his journey when he returned. Trade and travel brought new knowledge to Europe.

Around 1100, Christian kingdoms in Spain began a struggle called the **Reconquista**, or reconquest. The purpose was to force Muslims from Spain. In 1469, the marriage of **Ferdinand and Isabella** unified Spain. Later in 1492, the Christian monarchs captured the last Muslim center, Granada. Under Muslim rule, Christians, Jews, and Muslims had lived together fairly well. However, Ferdinand and Isabella wanted all their diverse peoples to be Christians. They started a violent campaign against Muslims and Jews. They were helped by the **Inquisition**, a Church court. Those found guilty of non-Christian beliefs were burned at the stake. Thousands of Muslims and Jews fled Spain to escape persecution.

Review Questions

1. Why was the First Crusade a success for Christians?

2. How did the Crusades make monarchs more powerful?

READING CHECK

What were the Crusades?

VOCABULARY STRATEGY

Find the word *diverse* in the underlined sentence. Two antonyms, or words that mean the opposite of *diverse*, are *same* and *alike*. Use your knowledge of these antonyms to help you figure out the meaning of *diverse*.

READING SKILL

Identify Causes and Effects List one cause and one effect of the Inquisition. Think about what Ferdinand and Isabella wanted to achieve.

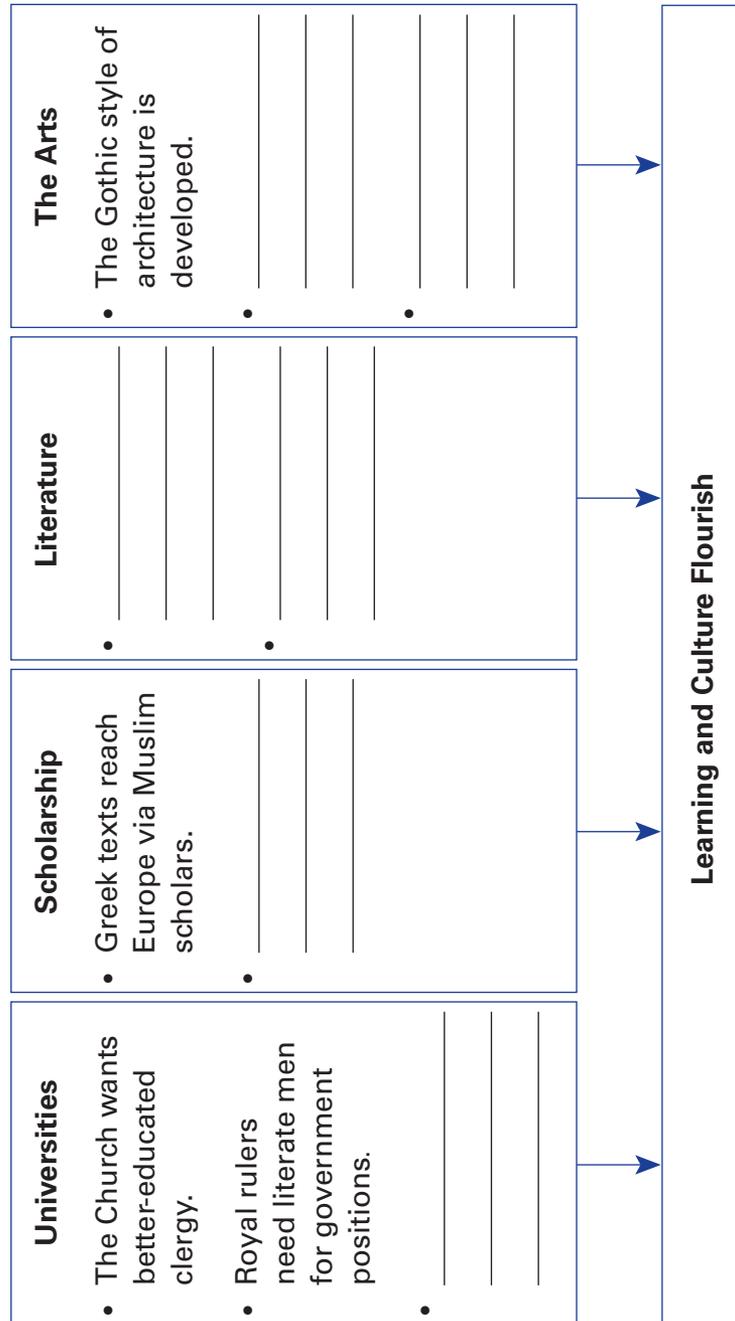
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SECTION 4

Note Taking Study Guide

LEARNING AND CULTURE FLOURISH

Focus Question: What achievements in learning, literature, and the arts characterized the High Middle Ages?

As you read this section in your textbook, fill in the flowchart below to record the multiple causes of the cultural and intellectual flowering of the Middle Ages. Some items have been completed for you.



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SECTION 4

Section Summary

LEARNING AND CULTURE FLOURISH

Europe in the High Middle Ages saw huge growth in education, literature, and the arts. This was caused by wealth from trade, contact with other cultures, and the rediscovery of ancient learning.

By the 1100s, schools were built near cathedrals to train clergy. Some of them became the first universities. Ancient learning had an impact on education, too. Greek texts, which had been translated into Arabic by Muslim scholars, spread to Muslim Spain. There they were translated into Latin. In the 1100s, these new translations initiated a revolution in learning. Greek thinkers, such as Aristotle, had used reason to discover truth. Medieval Europeans had believed that Church teachings and faith were the authority on all questions. Now Christian scholars began to use reason to support their religious faith and beliefs. This method is known as **scholasticism**. The most famous scholastic was **Thomas Aquinas**. He wrote *Summa theologica* to show that faith and reason can work together.

New scientific learning reached Europe at this time, too, including writings on medicine and geometry. Europeans also began using simpler Hindu-Arabic numerals, instead of the harder-to-use Roman numerals.

Latin was the language of Europe's scholars and churchmen. However, new literature appeared in the **vernacular**, or everyday languages of ordinary people. **Dante Alighieri** wrote *Divine Comedy*, an Italian poem about heaven and hell. **Geoffrey Chaucer** wrote the *Canterbury Tales*. That book has been an important source of modern knowledge of English medieval life.

Architecture and the arts also flourished. Dark, low, and heavy Romanesque churches gave way around 1140 to the **Gothic style**. Its key feature was **flying buttresses**, outside stone supports that let walls rise higher with bigger windows, bringing light and height to cathedrals. Other arts of the period include stained glass, religious paintings, and woven wall hangings called tapestries. Artists of the 1300s and 1400s used **illumination**, to decorate prayer books and other texts.

Review Questions

1. What was the goal of scholasticism?

2. How did Gothic style differ from Romanesque?

READING CHECK

Who wrote *Divine Comedy*?

VOCABULARY STRATEGY

Find the word *initiated* in the underlined sentence. What does it mean? The word *initiated* is a verb and so describes an action. It comes from a Latin word that means "to begin." Use this information about word origins to figure out the meaning of *initiated*.

READING SKILL

Recognize Multiple Causes

Circle the causes below that contributed to the growth of education, literature, and the arts during the High Middle Ages.

- Greater wealth from trade
- Contact with other cultures
- The right of habeas corpus
- Rediscovery of ancient learning

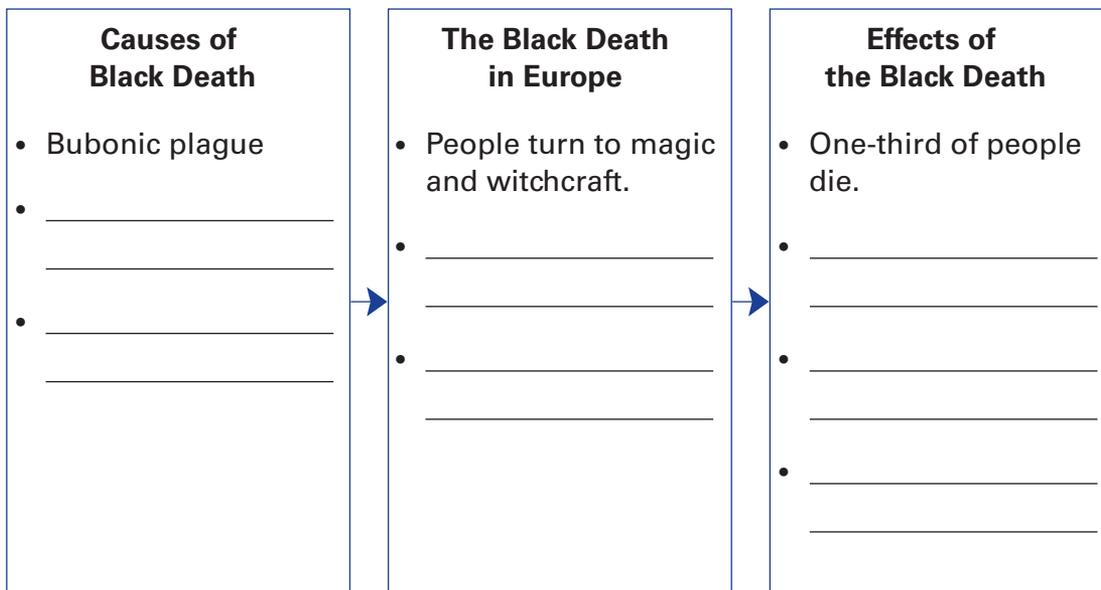
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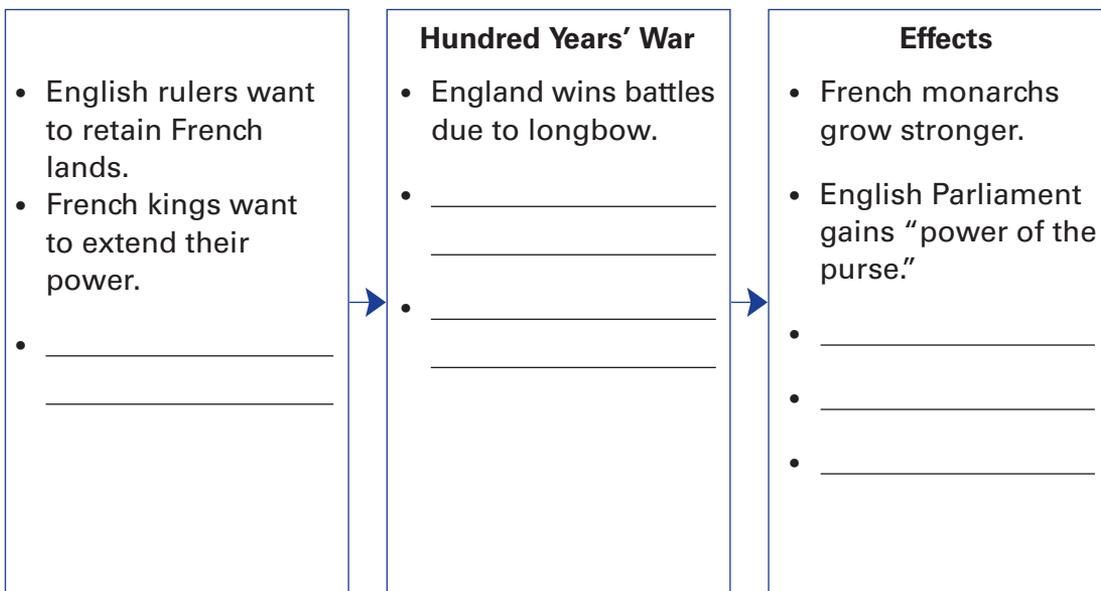
A TIME OF CRISIS

Focus Question: How did the combination of plague, upheaval in the Church, and war affect Europe in the 1300s and 1400s?

A. As you read *“The Black Death: A Global Epidemic,”* complete the flowchart to record the causes and effects of Black Death. Some items have been entered for you.



B. As you read *“The Hundred Years’ War,”* complete the flowchart to recognize the causes and the effects of the war. Some items have been entered for you.



CHAPTER

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SECTION 5

Section Summary

A TIME OF CRISIS

Events in Europe during the 1300s and 1400s led to changes that caused the end of the Middle Ages. In the mid-1300s a deadly disease called bubonic plague, or **Black Death**, reached Europe. The **epidemic**, or outbreak, killed one-third of all Europeans. People left cities to avoid close contact with victims. By the late 1300s, fewer workers meant that fewer goods were produced. Survivors wanted higher wages. This led to **inflation**, or rising prices. Villagers were forced off lands as landlords grew crops instead of raising sheep. This led to social unrest, such as peasant revolts.

The Church, too, was in crisis by the late Middle Ages. Death everywhere led to spiritual questions. Many monks and priests had died during the plague. The Church was not able to help people. A pleasure-loving papal court reigned in Avignon in France. Soon, reformers arose within the Church and, in 1378, elected their own pope in Rome. French cardinals elected a rival pope. This Church **schism**, or split, finally ended in 1417.

Another crisis, the Hundred Years' War, began in 1337. England and France fought for control of French lands, the English Channel, and regional trade. England won early victories with their new **longbows**, which were more effective weapons than French crossbows. Yet France made a comeback in 1429, led by 17-year-old Joan of Arc. Joan told Charles VII, the uncrowned French king, that God had sent her to save France. He authorized her to lead an army against the English. Her troops won several battles in just one year, but she was captured and burned at the stake. Yet, her death rallied French forces. Using cannons, powerful new weapons, they drove the English out of most of France. Cannons and longbows led to changes in society as feudal knights gave way to standing armies.

In the end, Europe recovered from the plague, its population grew, and manufacturing and trade increased. This set the stage for the Renaissance, Reformation, and Age of Exploration.

Review Questions

1. How deadly was the bubonic plague?

2. What was the Hundred Years' War fought over?

READING CHECK

Who was Joan of Arc?

VOCABULARY STRATEGY

Find the word *authorized* in the underlined sentence. What does *authorized* mean? The word *authorized* comes from a Latin word that means "power." Think about who normally would be *authorized* to lead armies. Use these clues to figure out what *authorized* means.

READING SKILL

Recognize Causes and Effects

What caused fewer goods to be produced in the 1300s? What was the effect?
