Ch 13 Medieval Europe Learning Packet and Critical Thinking Journal Assignment

Define the following words using your textbook.

Fjord:

Concordat:

Missionary:

Feudalism:

Knight:

Vassal:

Serf:

Fief:

Guild:

Chivalry:

Grand Jury:

Trial Jury:
Lesson 1 The Early Middle Ages Guided Reading

Geography of Europe
1. Determining Cause and Effect: What major world event caused Europe to enter a new era called the Middle Ages?

2. Identifying: As you read the lesson, fill in facts you learn about how Europe’s physical geography shaped the continent’s development during the Middle Ages.

<table>
<thead>
<tr>
<th>Physical Geography</th>
<th>Effect on Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seas</td>
<td></td>
</tr>
<tr>
<td>Rivers</td>
<td></td>
</tr>
<tr>
<td>Mountains</td>
<td></td>
</tr>
</tbody>
</table>
Kingdoms in Western Europe
3. Listing: As you read the lesson, write down important facts about each of the leaders in the chart below.

<table>
<thead>
<tr>
<th>King Clovis</th>
<th>Charles Martel</th>
<th>Charlemagne</th>
</tr>
</thead>
</table>

4. Explaining: Who were the Vikings and why were they important in the development of Europe in the Middle Ages?

5. Describing: What conflict erupted between the Holy Roman Emperor and the leaders of the Catholic Church?

The Church and Its Influence
1. Determining Effects: What were two effects of the spread of Christianity in Ireland?

2. Identifying: On the scrolls below, identify at least three contributions made by Catholic monks and nuns in Europe during the Middle Ages.

3. Explaining: What powers could a pope use to make kings obey his orders?
Lesson 2 Feudalism and the Rise of Towns Guided Reading

The Feudal Order
1. Defining: What is feudalism?

2. Differentiating: As you read the lesson, fill in the chart with facts you learn about lords, vassals, and knights.

<table>
<thead>
<tr>
<th>Lord</th>
<th>Vassal</th>
<th>Knight</th>
</tr>
</thead>
</table>

3. Listing: List five rules of chivalry

1.

2.

3.

4.

5.

4. Describing: Describe a medieval castle. What was its purpose? What did it look like?
The Medieval Manor

1. Comparing and Contrasting: As you read the lesson, fill in the Venn diagram with facts that show how serfs and freemen were similar and different.

![Venn Diagram](image)

2. Explaining: Below, tell why life was more difficult for serfs than it was for freemen.

3. Identifying: Below, identify three improvements that helped medieval farmers.
The Growth of Towns and Cities

1. Determining Causes and Effects: As you read the lesson, write the effects of Europe’s increase in trade after the 1100s.

2. Assessing: How did the growth of a new middle class affect feudalism?

3. Explaining: What is a guild? What did medieval guilds do?

4. Describing: Describe the living conditions in a medieval city.
1. Sequencing: As you read the section titled “Royal Power in England,” fill in the blanks on the timeline with events that match the dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>800s-</td>
<td></td>
</tr>
<tr>
<td>871-</td>
<td></td>
</tr>
<tr>
<td>1066-</td>
<td></td>
</tr>
<tr>
<td>1154-</td>
<td></td>
</tr>
<tr>
<td>1215-</td>
<td></td>
</tr>
<tr>
<td>Late 1200s-</td>
<td></td>
</tr>
</tbody>
</table>

2. Identifying: In the chart below, write at least one important contribution made by each ruler.

<table>
<thead>
<tr>
<th>English King</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>William</td>
<td></td>
</tr>
<tr>
<td>Henry II</td>
<td></td>
</tr>
<tr>
<td>John</td>
<td></td>
</tr>
<tr>
<td>Edward I</td>
<td></td>
</tr>
</tbody>
</table>
Monarchy in France
1. Explaining: What was the Estates-General?

2. Identifying: What did King Philip IV want the Estates-General to approve?

Eastern States of the Slavs
1. Listing: As you read, write facts about how the Kievan Rus was influenced or changed by the Byzantines and the Mongols.

<table>
<thead>
<tr>
<th>Byzantines</th>
<th>Influences on the Kievan Rus</th>
<th>Mongols</th>
</tr>
</thead>
</table>

2. Defining: What is a czar? What is the origin of the word?

European Crusaders
1. Explaining: What were the Crusades?

2. Determining: Causes and Effects As you read the lesson, fill in the graphic organizer below with at least three causes and three effects of the medieval Crusades.

Causes of the Crusades

Effects of the Crusades
European Culture in the Middle Ages
1. Comparing and Contrasting: Complete the Venn diagram below with details that identify similarities and differences between two styles of medieval architecture.

2. Stating: What was the purpose of medieval universities?

3. Explaining: What is scholasticism?

4. Defining: What is vernacular? Give two examples of literature from the Middle Ages that used it.

Religion Affected Society
1. Categorizing: As you read the lesson, write facts you learn about three different religious orders that were founded during the Middle Ages.

<table>
<thead>
<tr>
<th>Religious Orders</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cistercians</td>
<td></td>
</tr>
<tr>
<td>Franciscan Friars</td>
<td></td>
</tr>
<tr>
<td>Dominican Friars</td>
<td></td>
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</tbody>
</table>
2. Summarizing: How was the Church important in the everyday life of most Europeans?

3. Defining: What is heresy? How did the Catholic Church try to stop it?

4. Summarizing: Why did European Christians mistreat Jews?

Lesson 5 The Late Middle Ages

Famine and Plague

1. Explaining: How did famine affect Europe’s people?

Identifying As you read the lesson, answer the questions about the Black Death.

The Black Death

2. What is a plague?

3. Where did the plague begin?

4. How did the plague spread?

5. How many Europeans died between 1347 and 1351?

6. What effects did the plague have on the European economy?

7. Determining Effect: How did the plague weaken the system of feudalism?
Divisions in Religion and Politics

Describing As you read the lesson, write what you learn about the events or people listed in the left-hand column.

<table>
<thead>
<tr>
<th>Event or Person</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the Great Schism</td>
<td></td>
</tr>
<tr>
<td>2. Jan Wycliff and Jan Hus</td>
<td></td>
</tr>
<tr>
<td>3. the Battle of Crécy</td>
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<tr>
<td>4. Joan of Arc</td>
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<tr>
<td>5. the Reconquista</td>
<td></td>
</tr>
</tbody>
</table>

6. Finding the Main Idea: What caused the Hundred Years’ War between England and France?

7. Assessing: How did victory in the Hundred Years’ War affect the French?

8. Identifying Cause and Effect: How did the desire of King Ferdinand and Queen Isabella to unify Spain affect the Jews and Muslims who lived there?
Critical Thinking: You are going to write a first-hand account/journal entry from the point of view of a monarch, noble, knight, and peasant. You must describe your responsibilities that accompany your role in the feudal society and any restrictions that are part of your role. You also need to explain if you are a vassal, a lord, or perhaps both. You must also provide details of about what daily life might have been like for each person. Feel free to use internet resources to gather any additional information that you might need for these first-hand accounts. The following websites may be helpful:

Middle Ages and Feudal Life http://www.learner.org/exhibits/middleages/index.html
Life in a Medieval Castle http://www.castlewales.com/life.html
The Lifestyle of Medieval Peasants http://www.historylearningsite.co.uk/medieval_peasants.htm
The Middle Ages http://www.mnsu.edu/emuseum/history/middleages/contents.html

You can use the following spaces to brainstorm ideas for your first-hand accounts. Your first-hand accounts/journal entries must be written on separate paper or typed. Each first-hand account/journal entry must be a minimum of 6 sentences. You must include any websites or books you obtained information from.

Monarch (King/Queen)

Noble (Lord, Vassal, Baron)

Knight

Peasant (Serf, Villein)