

CHAPTER
7
SECTION 1

Note Taking Study Guide

THE EARLY MIDDLE AGES

Focus Question: How did Germanic tribes divide Western Europe into small kingdoms?

A. As you read this section in your textbook, use the table below to identify main ideas for each red heading.

| Early Medieval Europe | |
|-----------------------------------|-----------|
| Heading | Main Idea |
| Western Europe in Decline | |
| The Rise of the Germanic Kingdoms | |
| The Age of Charlemagne | |
| Europe After Charlemagne | |

B. As you read "The Age of Charlemagne," use the table below to identify main ideas about Charlemagne's rule.

| The Age of Charlemagne | |
|-------------------------------------|-----------|
| Heading | Main Idea |
| A New Emperor of the Romans | |
| Creating a Unified Christian Empire | |
| A Revival of Learning | |

CHAPTER 7
SECTION 1

Section Summary
THE EARLY MIDDLE AGES

After the Roman empire fell, Western Europe was cut off from advanced cultures in Asia, overrun by invaders, and divided. The period from 500 to 1000 is sometimes called the Dark Ages. However, it was a time when Greco-Roman, Germanic, and Christian traditions slowly blended to create a new, **medieval** civilization called the Middle Ages.

In the early Middle Ages, Germanic tribes, such as the **Franks**, divided Western Europe. In 486, **Clovis**, king of the Franks, conquered Gaul, later to become France. Clovis followed his own customs but also kept Roman customs and converted to Christianity. In the 600s, Islam began in Arabia. Muslims, or believers in Islam, created a huge and expanding empire. When a Muslim army crossed into France, **Charles Martel** and his Frankish warriors fought them at the **battle of Tours** in 732. Muslims ruled in Spain, but did not advance farther into Western Europe.

In 768, Charles Martel's grandson, also named Charles, became king of the Franks. He built an empire covering what are now France, Germany, and part of Italy, and he was known as **Charlemagne**, or Charles the Great. Later, the pope crowned him the new emperor of the Romans. Charlemagne worked, in his 46-year rule, to unite his kingdom by fighting off invaders, conquering peoples, spreading Christianity, and further blending Germanic, Roman, and Christian traditions. He set up an orderly government, naming nobles to rule locally. Charlemagne regarded education as another way to unify his kingdom. He brought back Latin learning across his empire and encouraged the creation of local schools.

After Charlemagne's death in 814, his sons battled for power and his grandsons split up the empire. About 900, nomads called **Magyars** settled in what is present-day Hungary. They overran Eastern Europe and moved into Germany, France, and Italy, but they were eventually pushed back. Also, in the late 700s the **Vikings** from Scandinavia began to invade towns along coasts and rivers in Europe. The Vikings were skilled sailors and explorers. They settled and mixed with local peoples in England, Ireland, northern France, and parts of Russia, bringing their culture with them.

Review Questions

1. Name three things that Charlemagne did to unify his kingdom.

2. What happened to Charlemagne's empire after his death?

READING CHECK

What traditions blended to form the new, medieval culture?

VOCABULARY STRATEGY

What is the meaning of *unify* in the underlined sentence? The word *uni-* is Latin for "one." Use this information on the origins of *unify* to figure out its meaning.

READING SKILL

Identify Main Ideas Find the sentence at the beginning of the Summary that represents the main idea of the whole section on the early Middle Ages. Write the sentence on the lines below.

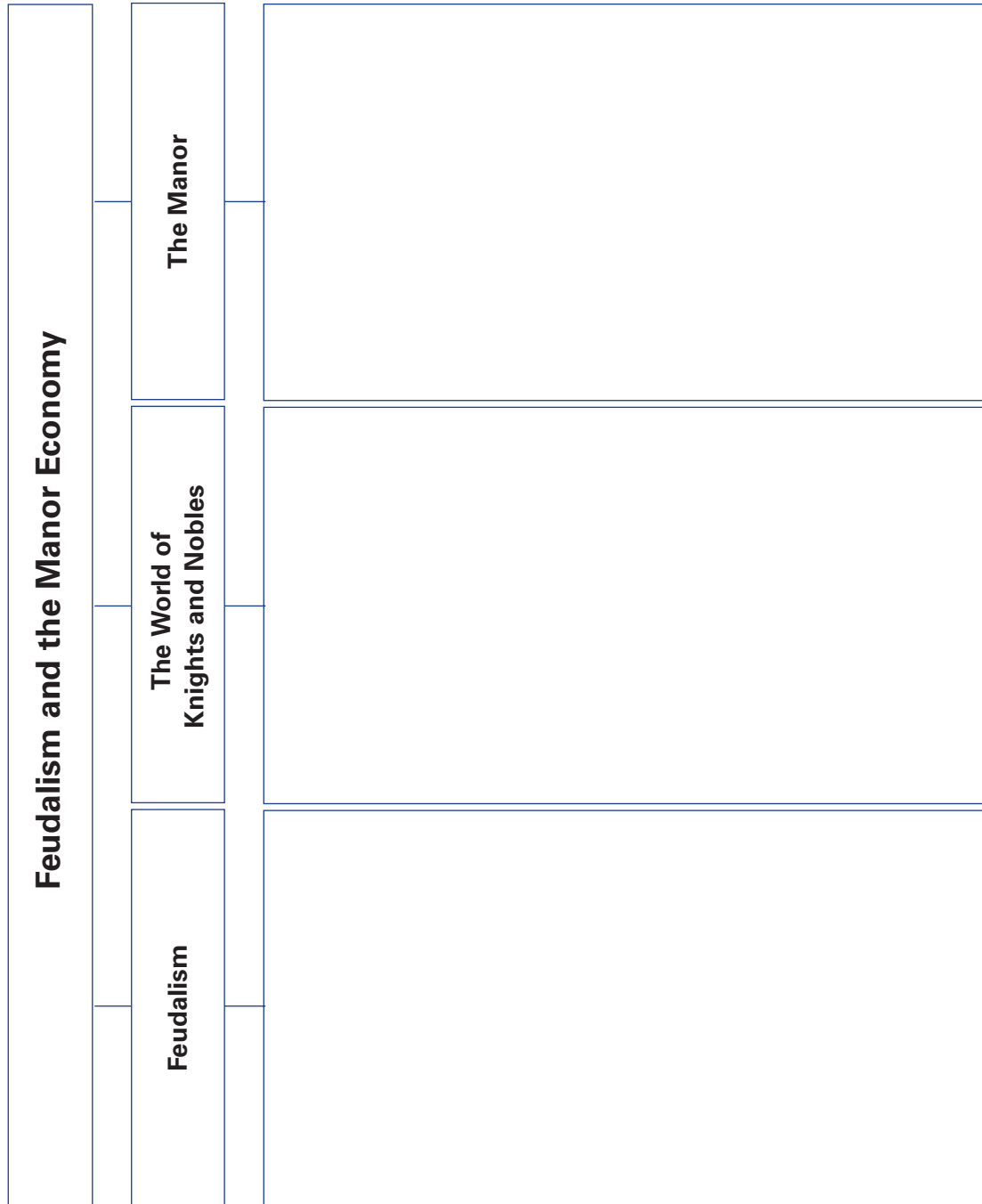
CHAPTER
7
SECTION 2

Note Taking Study Guide

FEUDALISM AND THE MANOR ECONOMY

Focus Question: How did feudalism and the manor economy emerge and shape medieval life?

As you read this section in your textbook, use the flowchart below to identify the main ideas for each red heading in the section.



CHAPTER

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SECTION 2

Section Summary

FEUDALISM AND THE MANOR ECONOMY

Medieval society was a network of mutual duties. Even kings and nobles exchanged vows of service and loyalty. These vows were part of a new political and legal system called **feudalism**, which was the basis of European life during the Middle Ages.

Feudalism was a structure of lords and lesser lords, called **vassals**. Lords and their vassals exchanged pledges, which was called the **feudal contract**. In this contract, lords expected military service, payments, and loyalty from vassals. In return, they granted vassals protection and parcels of land, called **fiefs**, or estates. By the 1100s, many nobles lived in castles, which served as fortresses.

All aristocrats had a place in this structured society. For nobles, war was a way of life. Many trained from boyhood to become **knights**. They learned to ride horseback, fight, and care for weapons. They competed in mock battles called **tournaments**. Noblewomen, too, participated in the warrior society. They took over estates while their husbands were at war, and might even fight to defend their lands. A few learned to read or write. All were expected to learn spinning, weaving, and the supervising of servants.

Knights were expected to follow a code of ideal conduct, called **chivalry**. It required them to be brave, loyal, and honest, to fight fairly, to treat captured knights well, and to protect the weak. **Troubadours**, or wandering musicians, often sang about knights and ladies. Their songs formed the basis for medieval romances, or epic stories and poems.

The **manor**, or lord's estate, was central to the medieval economy. Manors were self-sufficient, producing all that their people needed. Most peasants on manors were **serfs**, who were bound to the land. Although they were not slaves, serfs could not leave the manor without permission. They had to work the lord's lands several days a week, pay fees, and get permission to marry. In return, they were allowed to farm several acres for themselves and received protection during war. Their work was harsh, and hunger and disease were common. Yet they found times to celebrate, such as Christmas, Easter, and dozens of Christian festivals each year.

Review Questions

1. Describe the feudal contract.

2. What were serfs required to do?

READING CHECK

What was chivalry?

VOCABULARY STRATEGY

What does the word *aristocrats* mean in the underlined sentence? Reread the paragraph and ask yourself which group in society is being discussed. Use that context clue to help you figure out the meaning of *aristocrats*.

READING SKILL

Identify Main Ideas On the lines below, write a sentence that states the main idea of the Summary.

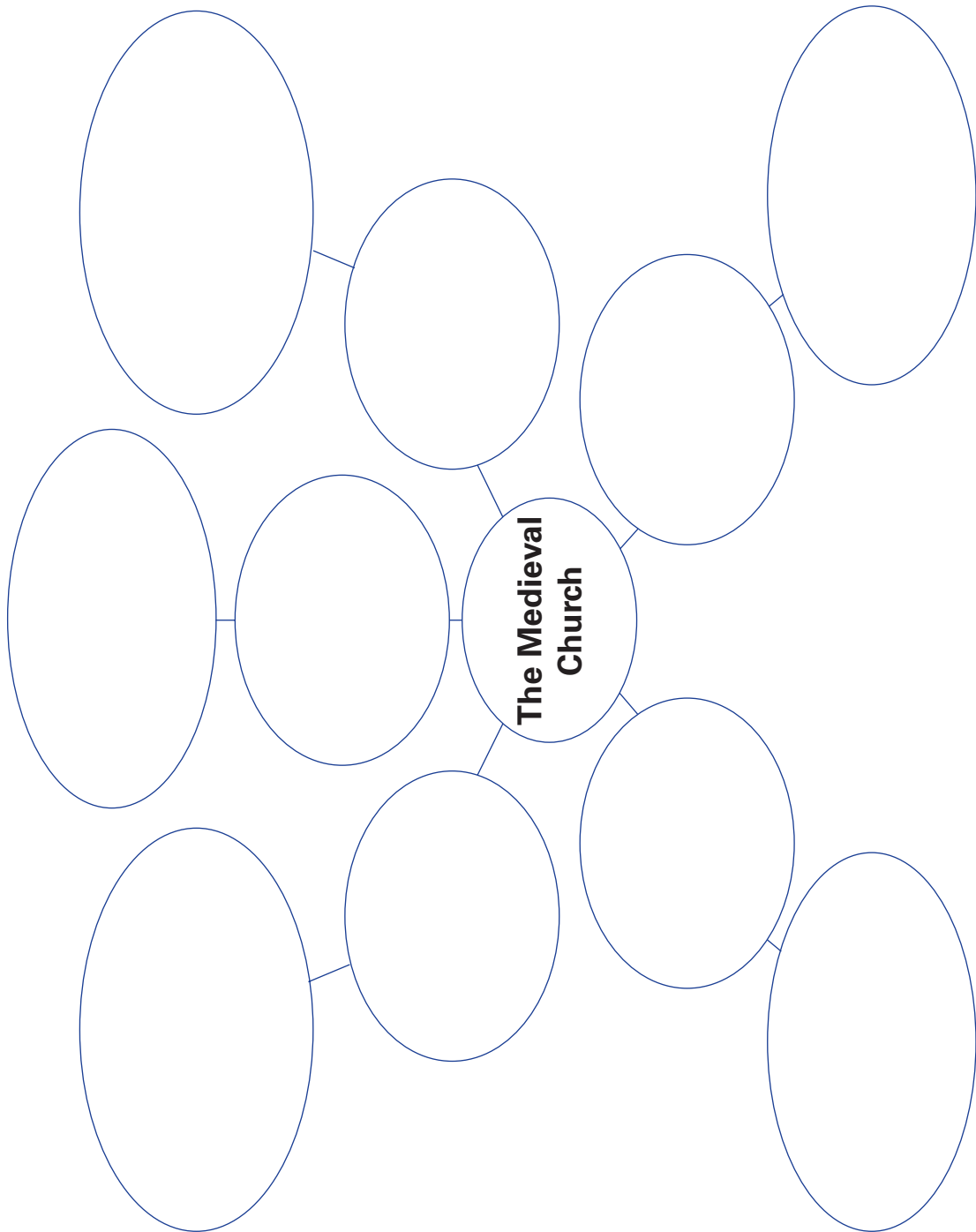
CHAPTER
7
SECTION 3

Note Taking Study Guide

THE MEDIEVAL CHURCH

Focus Question: How did the Church play a vital role in medieval life?

As you read this section in your textbook, use the concept web below to identify main ideas for all the headings in the section.



CHAPTER

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SECTION 3

Section Summary

THE MEDIEVAL CHURCH

During the Middle Ages, the Roman Catholic Church controlled the spiritual life of Christians in Western Europe but was also the strongest worldly or **secular** force. Church officials were closely linked to secular rulers. Clergy might even be nobles with lands and armies.

For most people, village churches were the center of community life. Their parish priest celebrated mass and administered **sacraments**, or sacred rites. Church doctrine also taught that men and women were equal before God.

Some chose to live a religious life in monasteries or convents. About 530, a monk named Benedict created rules governing monastery life. They required vows of obedience, poverty, and chastity, or purity. In time, this **Benedictine Rule** was used by monasteries and convents across Europe.

As God's representatives on Earth, medieval popes eventually claimed **papal supremacy**, or authority over kings and emperors. The Church had its own courts and body of laws, known as **canon law**, and issued punishments. One was **excommunication**, or the withholding of sacraments and Christian burial. This condemned a sinner to hell. In addition, rulers could be punished by the pope with an **interdict**. This barred entire towns, regions, or kingdoms from receiving sacraments and Christian burial. The Church also used its authority to end warfare among nobles by declaring times of peace known as the Truce of God.

However, as Church wealth and power grew, so did corruption. Monks and nuns ignored their vows. Throughout the Middle Ages, there were calls for reform. In the early 900s, Abbot Berno of Cluny brought back the Benedictine Rule. Over the next 200 years, monasteries and convents copied these reforms. Other reforms came from **friars**, or monks who traveled and preached to the poor, and did not live in monasteries. The first order of friars, the Franciscans, was founded by **St. Francis of Assisi**. The Franciscans preached poverty, humility, and love of God.

In the Middle Ages, Jewish communities also existed all across Europe. Yet by the late 1000s, prejudice against Jewish people had increased. The Church eventually issued orders forbidding Jews from owning land or having certain jobs.

Review Questions

1. What vows did the Benedictine Rule require?

2. What two actions could the Church take to punish Christians?

READING CHECK

Medieval popes claimed authority over kings and emperors. What was this called?

VOCABULARY STRATEGY

What does *doctrine* mean in the underlined sentence? What clue in the sentence lets you know that it has something to do with teaching? Use context clues to help you figure out the meaning of *doctrine*.

READING

Identify Main Ideas Find and underline the sentences that give the main idea of the Summary.

Note Taking Study Guide

ECONOMIC RECOVERY SPARKS CHANGE

Focus Question: How did changes in agriculture and trade lead to the growth of towns and commerce?

As you read this section in your textbook, identify the main ideas of each heading using the outline below.

Economic Recovery Sparks Change

I. 1000s—agricultural revolution changed Europe.

A. New technologies allowed farmers to grow more crops.

B. _____

II. _____

A. _____

B. _____

III. _____

A. _____

B. _____

IV. _____

A. _____

B. _____

C. _____

V. _____

A. _____

CHAPTER
7
SECTION 4

Section Summary
ECONOMIC RECOVERY SPARKS CHANGE

New farming methods started a series of changes in medieval Europe. By the 800s, farmers were using iron plows instead of wooden ones, and horses rather than slower oxen. Also, a new crop rotation system improved soil fertility. These changes helped farmers produce more food, and Europe’s population nearly tripled between 1000 and 1300.

In the 1100s, trade improved, too, as warfare declined. Demand for goods increased and trade routes expanded. Trade centers arose along the routes and slowly grew into the first medieval cities. Merchants in such towns would ask the local lord or king for a **charter**. This was a document establishing rights and privileges for the town in exchange for a large sum of money, a yearly fee, or both.

As trade expanded, new business practices arose. The need for capital, or money for investment, stimulated the growth of banks. In addition, merchants sometimes joined together in **partnerships**, pooling their money to finance large-scale ventures. Other business changes included development of insurance and use of credit rather than cash, allowing merchants to travel without having to carry gold. Overall, however, the use of money increased. Peasants began selling their goods to townspeople for cash. Also, by 1300, most peasants were hired laborers or **tenant farmers**, paying rent for their land.

By 1000, merchants, traders, and artisans had become a powerful social class between nobles and peasants, called the **middle class**. Members of this class formed **guilds**, associations which controlled and protected specific trades or businesses. To become a guild member, people often began in early childhood as **apprentices**. After seven years, an apprentice became a **journeyman**, or salaried worker. Few became guild masters. Unlike in other areas of medieval life, women dominated some trades and even had their own guilds.

Towns and cities expanded rapidly during medieval times. Typical cities were overcrowded, with narrow streets, multistory houses, and no garbage or sewage systems. They were a fire hazard and breeding ground for disease.

Review Questions

1. What advances in agriculture led to greater food production and increased population?

2. What new business practices arose as trade expanded?

READING CHECK

What ranks did a guild member have to pass through to become a master?

VOCABULARY STRATEGY

What does *stimulated* mean in the underlined sentence? Some synonyms for *stimulated* include *awakened*, *excited*, and *inspired*. Use these synonyms to help you figure out the meaning of *stimulated*.

READING SKILL

Identify Main Ideas Write another title for this Summary that gives the main idea.
