

**CHAPTER**  
**8**  
**SECTION 1**

**Note Taking Study Guide**

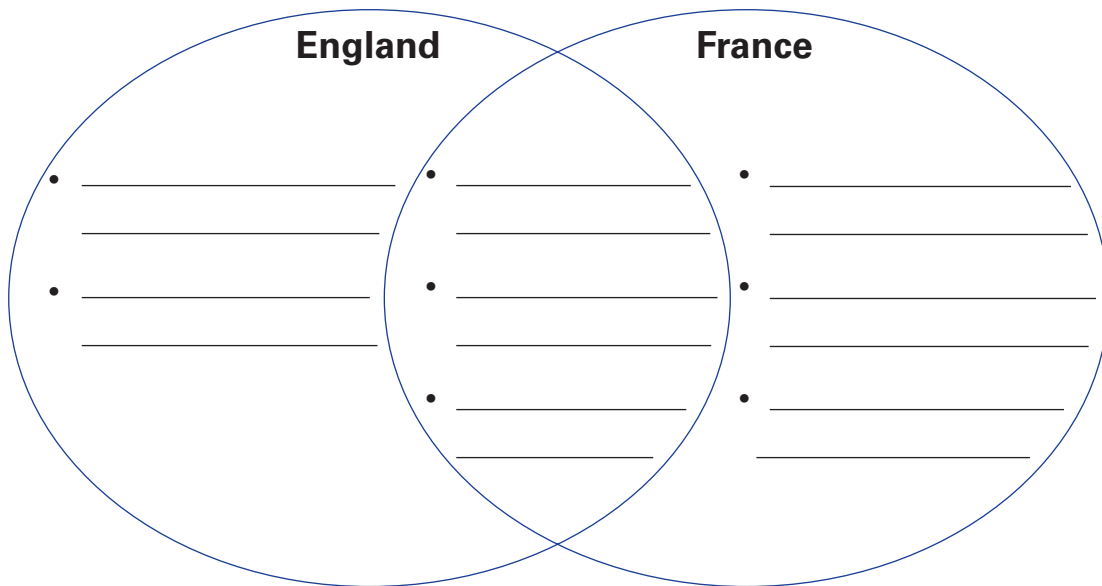
**ROYAL POWER GROWS**

**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.

<b>Royal Power Changes</b>		
<p style="text-align: center; margin: 0;"><b>William the Conqueror</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p style="text-align: center; margin: 0;"><b>Henry II</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p style="text-align: center; margin: 0;"><b>John</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

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.



CHAPTER

8

SECTION 1

Section Summary

ROYAL POWER GROWS

During the early Middle Ages, European monarchs had limited power. However, from 1000 to 1300, increases in royal power and control gradually established the foundations of modern government.

In 1066, **William the Conqueror** took over England. By 1086, he had completed a census and property survey called the *Domesday Book*. It helped establish an effective taxation system and treasury. In 1154, Henry II ascended the English throne. He expanded the justice system. Royal court decisions became the foundation of English **common law**, a system based on custom and prior rulings. Henry II also set up a **jury** system that was the forerunner of today’s 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 protection from arrest without proper legal procedures, and **habeas corpus**, or protection from imprisonment without being charged with a crime. John also agreed not to raise taxes before consulting his Great Council of lords and clergy. Under later rulers, this council evolved into **Parliament**, England’s legislature. Parliament eventually controlled the “power of the purse,” meaning it would not approve new taxes unless the monarch met certain demands.

Unlike the English, early French monarchs did not rule a united kingdom. Then in 987, Hugh Capet became king and began expanding royal power. The Capetians stabilized the kingdom over the next 300 years. In 1179, Philip II took the throne. He gained control of English lands in Normandy and expanded territories in southern France, adding vast areas to his domain, and becoming Europe’s most powerful ruler.

**Louis IX** came to power in 1226. Although he persecuted heretics and Jews and led crusades against Muslims, he also outlawed private wars, ended serfdom, and expanded royal courts. By the time of his death in 1270, France was a centralized monarchy ruling over a unified state. In 1302, the Estates General was set up, but this council of clergy, nobility, and townspeople never gained the “power of the purse” over French royalty.

Review Questions

1. What did the *Domesday Book* help establish in England?

---



---

2. What important English document limited the absolute power of the king?

---



---

READING CHECK

How did the Estates General differ from Parliament?

---



---



---

VOCABULARY STRATEGY

What does the word *domain* mean in the underlined sentence? What context clues can you find in the surrounding words or phrases? Circle any words or phrases in the sentence that help you figure out what *domain* means.

---



---



---

READING SKILL

**Identify Main Ideas** Find the sentence at the beginning of the Summary that states the main idea of the whole summary. Write the sentence on the lines below.

---



---



---

**CHAPTER**  
**8**  
**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, record the actions of emperors and popes and the effects of their actions.*

<b>Effects</b>	<ul style="list-style-type: none"> <li>• Pope crowned Otto emperor.</li> </ul>	•	•	•	•	•
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Cooperated with Church</li> </ul>	•	•	•	•	•
<b>Pope or Emperor</b>	Otto I					

**CHAPTER**  
**8**  
**SECTION 2**

**Section Summary**  
**THE HOLY ROMAN EMPIRE AND THE CHURCH**

During the Middle Ages, popes and the Church spread their influence across Europe. European rulers, too, grew more powerful. However, this increase in power often resulted in conflict.

Rulers of the Holy Roman Empire, which extended from Germany to Italy, often confronted the pope over the appointment of Church officials. **Pope Gregory VII** wanted the Church free from lay (non-church) control. To do this he banned **lay investiture**, in which the emperor rather than the pope named and installed bishops. However, Holy Roman Emperor **Henry IV** said that bishops held royal lands under his control, so he had the right to appoint them. In 1076 the pope excommunicated him and threatened to crown a new emperor. Henry was forced to humble himself to the pope as a sinner, and Gregory forgave him. Later, Henry led an army to Rome, sending Gregory into exile. Fifty years later, the Concordat of Worms was accepted, giving popes sole power to invest bishops with religious authority and emperors the right to invest them with lands.

Power struggles over land also occurred during the 1100s and 1200s. Holy Roman Emperor Frederick I, called **Frederick Barbarossa** or “Red Beard,” fought but failed to capture wealthy northern Italian cities. Instead, he arranged for his son to marry the heiress to Sicily and southern Italy, expanding his control there. His grandson, Frederick II, also sought but failed to control northern Italy. Ultimately, the Holy Roman Empire broke up into separate feudal 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 and claimed supremacy over all other rulers. He excommunicated the English and French kings, and placed their kingdoms under interdict, barring people from religious sacraments. He also launched a holy war against heretics in southern France, killing tens of thousands. After Innocent’s death, popes continued to claim supremacy, but they were challenged by the monarchs’ growing power. In the late 1200s, France’s Philip IV successfully challenged the pope on the issue of taxing the clergy. Philip then went on to engineer the election of a French pope.

**Review Questions**

1. What did Pope Gregory VII want?

---



---

2. What did Innocent III claim?

---



---

**READING CHECK**

What agreement ended power struggles between Holy Roman emperors and popes over lay investiture?

---



---



---

**VOCABULARY STRATEGY**

What does the word *confronted* mean 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** Was the Concordat of Worms a cause or effect of the power struggles between popes and rulers?

---



---



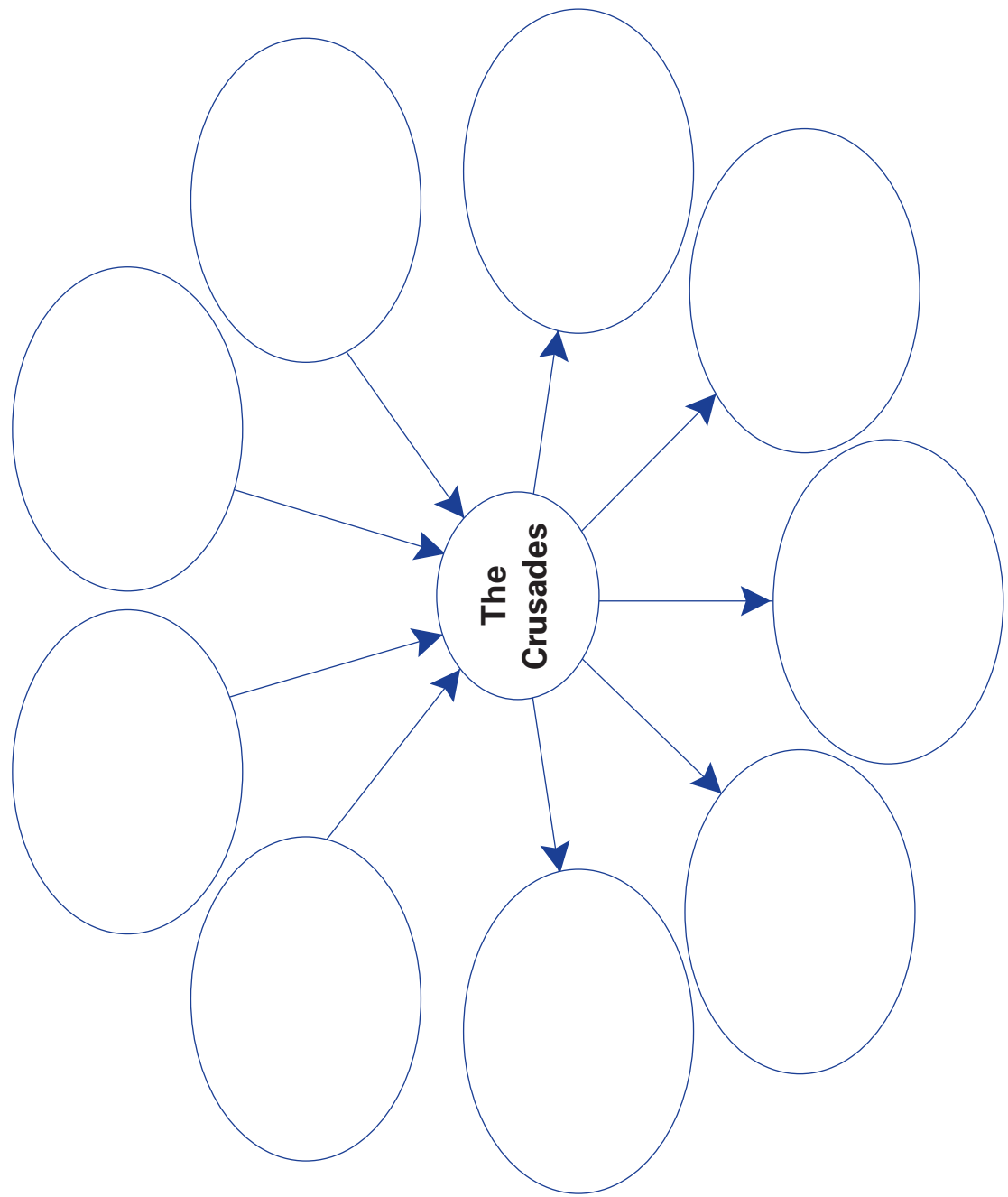
---

CHAPTER  
**8**  
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 showing the causes of the Crusades in the top ovals and the effects of the Crusades in the lower ovals.*



CHAPTER  
**8**  
SECTION 3

**Section Summary**  
**THE CRUSADES AND THE WIDER WORLD**

The **Crusades** were a series of wars in which Christians fought Muslims for control of Middle Eastern lands. The Crusades were destructive, but ultimately opened a wider world to Europeans and increased the pace of change.

In 1071, Seljuk Turks conquered Byzantine lands in Asia Minor and then moved into the **Holy Land**. The Byzantine emperor asked **Pope Urban II** for help, and Urban launched the **Crusades** to free the Holy Land. Only the First Crusade was a success for Christians, who captured Jerusalem in 1099. In the Second Crusade, Jerusalem fell to the great Muslim leader Saladin. He agreed to reopen the city to Christian pilgrims after crusaders failed to take Jerusalem in the Third Crusade. By the Fourth Crusade in 1202, knights were fighting other Christians to help Venice against its Byzantine trade rivals. Crusaders captured and looted the Byzantine capital, Constantinople.

The Crusades left a legacy of hatred in the Middle East and Europe. They also produced vast changes in society. In the Middle East, Muslims began to reunify. In Europe, trade increased. The Crusades encouraged the growth of a money economy. Monarchs gained the right to collect taxes to support the Crusades. The experiences of crusaders in the Muslim world introduced Europeans to new places. In 1271, Venetian **Marco Polo** headed for China and returned home to write a book. His and the crusaders' experiences brought new knowledge to Europe.

Religious zeal continued in Europe, however. Around 1100, Christian kingdoms in Spain began a struggle called the **Reconquista**, or reconquest. The purpose was to expel Muslims, who had lived there since the 700s. In 1469, **Ferdinand and Isabella** married, unifying Spain. They captured the last Muslim stronghold, Granada, in 1492. Under Muslim rule, Christians, Jews, and Muslims had been able to live together. However, Ferdinand and Isabella wanted to impose religious, as well as political, uniformity on their diverse peoples. So, with the help of the **Inquisition**, they launched a brutal campaign against Muslims and Jews. Those found guilty of heresy were burned at the stake. More than 150,000 people, mostly Muslims and Jews, fled Spain, taking their skills and learning with them.

**Review Questions**

1. How did the Crusades change Europe?

---



---

2. What was the Reconquista?

---



---

**READING CHECK**

Which Crusade was the only one to achieve real success?

---



---



---

**VOCABULARY STRATEGY**

What does *diverse* mean in the underlined sentence? An antonym for *diverse* is *similar*. Use the antonym to help you figure out the meaning of *diverse*.

**READING SKILL**

**Identify Causes and Effects** List one cause and one effect of the Inquisition.

---



---



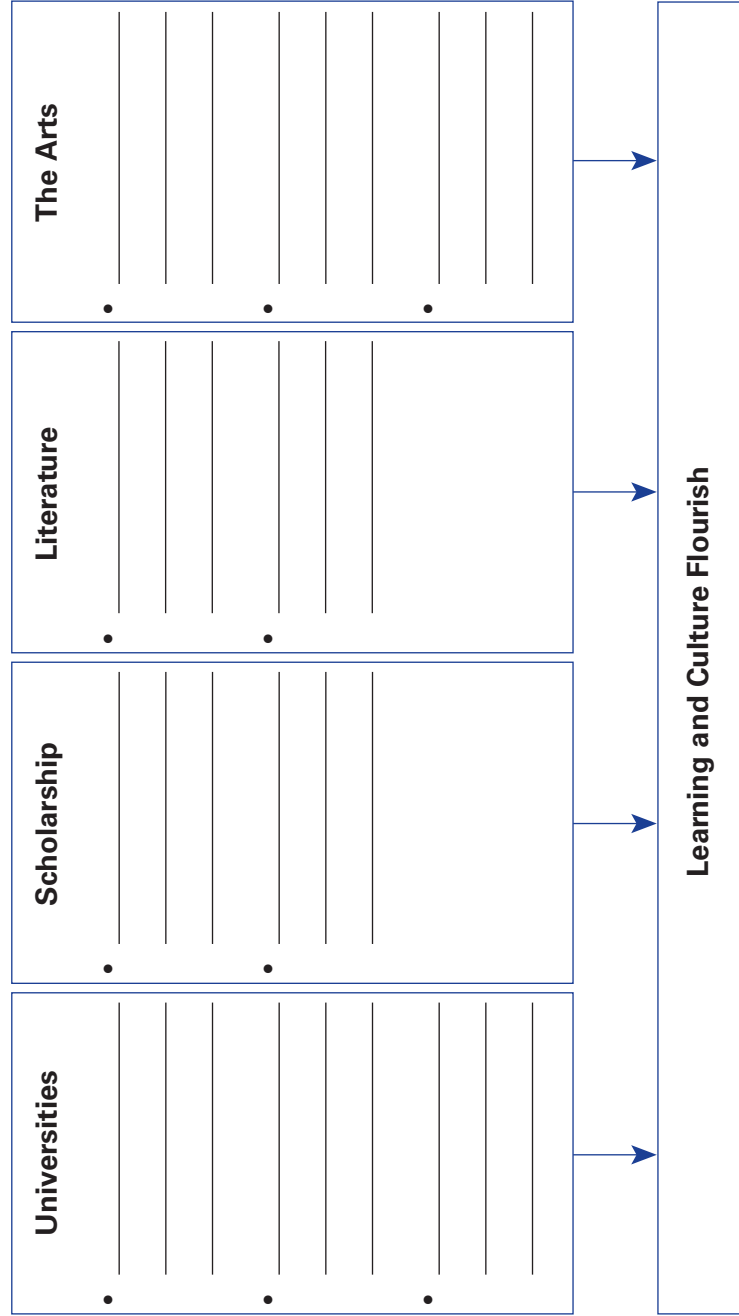
---

CHAPTER  
**8**  
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 to recognize the multiple causes of the cultural and intellectual flowering of the Middle Ages.*



**CHAPTER**  
**8**  
**SECTION 4**

**Section Summary**

**LEARNING AND CULTURE FLOURISH**

Europe in the High Middle Ages experienced a blossoming of education, literature, and the arts. This was influenced by increased prosperity, contact with other cultures, and the rediscovery of ancient learning.

Education gained importance. By the 1100s, schools sprang up near cathedrals, some evolving into the first universities. Muslim scholars had translated the works of Aristotle and other Greeks into Arabic. In Muslim Spain, they were translated into Latin, the language of European scholars. In the 1100s, the new translations initiated a revolution in learning. The Greek philosophers had used reason to discover truth; Christians believed that the Church was the final authority. Christian scholars struggled with this reason-based, rather than faith-based, approach. To resolve the conflict, they began to use reason to support Christian beliefs. This method is known as **scholasticism**. The most famous scholastic was **Thomas Aquinas**. He wrote *Summa theologica* to prove that faith and reason exist in harmony.

Scientific learning also reached Europe, including translations of Hippocrates on medicine and Euclid on geometry. Europeans adopted the more streamlined Hindu-Arabic numerals over cumbersome Roman numerals, allowing later scientists and mathematicians to make great strides.

Latin remained the language of Europe’s scholars and churchmen. However, new literature emerged in the **vernacular**, or everyday languages of ordinary people. This change brought a flowering of literary works, including the *Song of Roland*, a French epic poem of chivalry; *Divine Comedy*, the Italian classic poem of heaven, hell, and purgatory by **Dante Alighieri**; and a portrait of English medieval life, the *Canterbury Tales*, by **Geoffrey Chaucer**.

Architecture and the arts also flourished. Fortress-like Romanesque churches gave way to the **Gothic style**. Its key feature was **flying buttresses**—exterior stone supports that permitted thinner, higher walls and massive windows, bringing light and height to cathedrals. Other arts during the period include stained glass, religious paintings, and woven wall hangings. A famous example is the Bayeux Tapestry, an embroidered illustration of the Norman Conquest of England. The Gothic style was also applied to the decoration of books, known as **illumination**.

**Review Questions**

- How did Europeans become aware of Greek thinking?  
\_\_\_\_\_  
\_\_\_\_\_
- How were Gothic cathedrals different from Romanesque churches?  
\_\_\_\_\_  
\_\_\_\_\_

**READING CHECK**

Who was Thomas Aquinas?  
\_\_\_\_\_  
\_\_\_\_\_

**VOCABULARY STRATEGY**

What does the word *initiated* mean in the underlined sentence? It comes from a Latin word that means “to begin.” Use this word-origins clue to help you figure out the meaning of *initiated*.

**READING SKILL**

**Recognize Multiple Causes**  
Why did Europe in the High Middle Ages experience a blossoming in education, literature, and the arts?  
\_\_\_\_\_  
\_\_\_\_\_



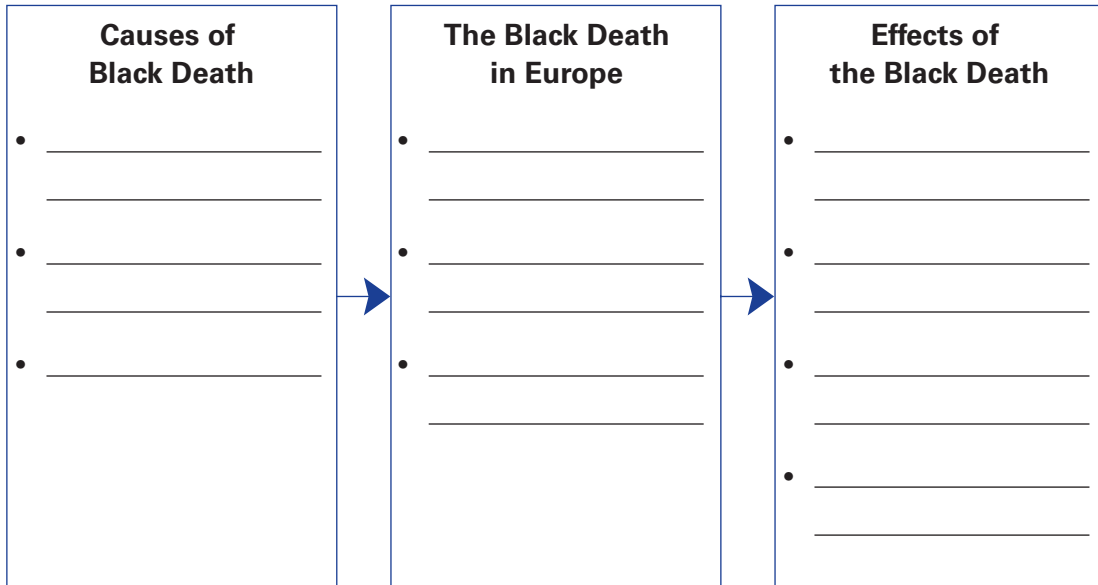
**CHAPTER**  
**8**  
**SECTION 5**

**Note Taking Study Guide**

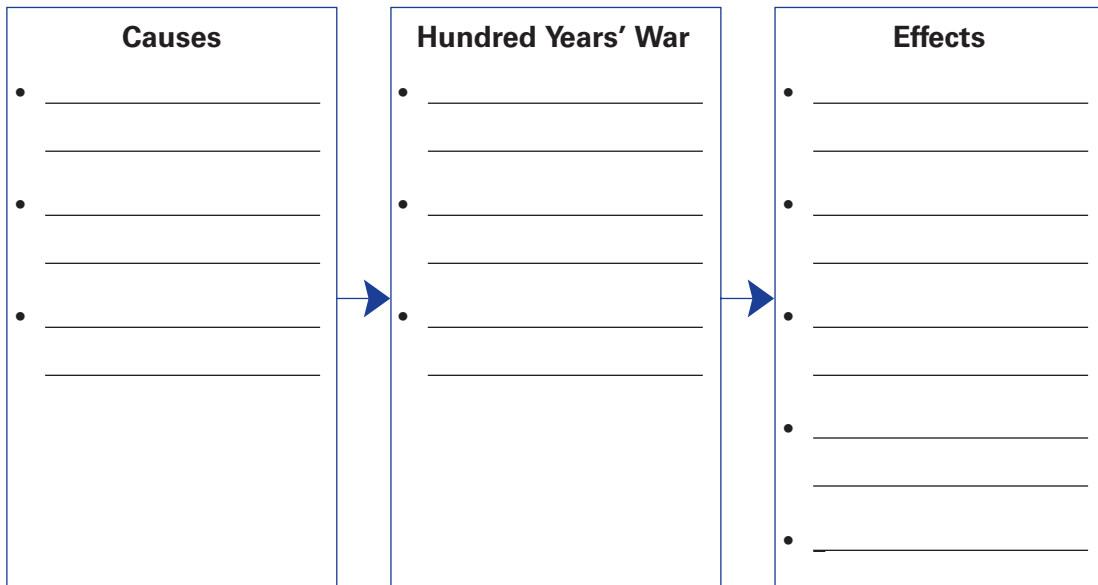
**A TIME OF CRISIS**

**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 recognize causes and effects of the Black Death.



B. As you read *“The Hundred Years’ War,”* complete the flowchart to record causes and effects of the war.



## CHAPTER

## 8

## SECTION 5

## Section Summary

## A TIME OF CRISIS

In the mid-1300s a deadly disease called bubonic plague, or the **Black Death**, reached Europe. It was spread by fleas carried by rats. Eventually, the **epidemic**, or outbreak, killed one-third of all Europeans. People were terrified and normal life broke down. People fled cities or hid in their homes. Without workers, production declined. Survivors demanded higher wages, leading to **inflation**, or rising prices. Landlords tried to limit wages and forced villagers off the land. The plague not only spread death but also social unrest, as bitter, angry peasants revolted.

By the late Middle Ages, the Church, too, was in crisis. Many monks and priests had died during the plague. Survivors asked tough spiritual questions. The Church could not provide the strong leadership that was needed. For 70 years, a luxury-loving papal court ruled in Avignon. Reformers arose within the Church, calling for change. In 1378, they elected their own pope in Rome. French cardinals elected a rival pope. This Church **schism**, or split, finally ended in 1417 when a Church council removed authority from all three popes and elected a compromise candidate.

For most of this time, a destructive war raged. Between 1337 and 1453 England and France fought a series of conflicts known as the Hundred Years' War. Both sides wanted control of lands in France that had once been England's, the English Channel, and regional trade. England won early victories with new technology, the **longbow**. However, led by 17-year-old Joan of Arc, France began to win battles. Joan had told the uncrowned king, Charles VII, that God sent her to save France, so he authorized her to lead an army against the English. In one year, her troops won several victories, but she was captured, tried, and burned at the stake. Her martyrdom rallied French forces, and with their powerful new weapon, the cannon, they drove the English out of most of France. Ultimately, the war helped French kings expand their power. In England, it strengthened Parliament.

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

## Review Questions

1. What caused a schism in the Church in the late 1300s?

---



---

2. Why did France and England fight the Hundred Years' War?

---



---

### READING CHECK

What powerful new weapon did the French develop?

---



---



---

### VOCABULARY STRATEGY

What is the meaning of *authorized* in the underlined sentence? The word *authorized* comes from a Latin word that means "power." Use this word-origins clue to help you figure out the meaning of *authorized*.

### READING SKILL

#### Recognize Causes and Effects

What caused the Black Death?  
What was the effect of the Black Death?

---



---



---