

UNIT 3 STUDY GUIDE: The Middle Ages Chapters 1, 2 & 5

LESSON 1: The Fall of Rome (notes taken from readers & pp. 9-12 in text)

Terms to Learn:

medieval	Middle Ages	The Mediterranean
Roman Empire	aqueducts	Roman roads
Roman Legions	Latin	Roman law
Pax Romana	Germanic people/tribes	The Goths
barbarians		

Study Questions:

1. What made the Roman Empire a successful civilization?
2. What factors contributed to the fall of Rome?
3. What affect did the collapse of the Roman Empire have on the rest of Europe?

LESSONS 2-3: The Importance of Christianity (notes & pp. 15-19, 54-56, 158-160 in text)

Terms to Learn:

Christianity	convert	persecution
Constantine	Edict of Milan	martyr
Roman Catholic Church	missionary	Byzantine Empire
Orthodox Christianity	cathedral	treadwheel
winch	vault	flying buttress/exterior buttress
pier	gargoyle	relic
monastery	monk	convent/nunnery
nun	excommunication	tithe
pilgrimage	John Wycliffe	John Hus
illumination	scriptorium	

Study Questions:

1. Why did Christians build such tall cathedrals? What architectural innovations allowed such large cathedrals to be built?
2. How did Christianity spread? Why did Christianity appeal to so many people?
3. Why were books so rare and hard to produce in the Middle Ages? Why were medieval books also considered works of art?
4. What were some of the basic beliefs of medieval Christians? How did their beliefs influence their daily lives?
5. What allowed the Church to have so much power and influence over everyone's lives?
6. Why did some people choose to live in monasteries or convents? What was life like for monks and nuns?
7. Why did people go on pilgrimage? What types of places did they visit?
8. Why did some people, like John Wycliffe and John Hus, begin to question the Catholic Church? What happened to them?

LESSON 4: Primary and Secondary Sources (notes, handouts & pp. 38-42 in text)*Terms to Learn:*

historical source	primary source	secondary source
Bayeux Tapestry	Norman Conquest	Battle of Hastings
William the Conqueror	Harold Godwinson	shield-wall
cavalry	lance	propaganda

Study Questions:

1. What are the main differences between primary and secondary sources? What kinds of information can they both give us?
2. Give some examples of primary and secondary sources.
3. Why is the Bayeux Tapestry a primary source?
4. What does the Bayeux Tapestry tell us about the Norman conquest of England?
5. What caused William to declare war on Harold?
6. What battle tactics did Harold's soldiers employ? How was William's army able to defeat them?
7. What are the advantages of cavalry on the battlefield?
8. Why was the Bayeux Tapestry made? How was it made?

LESSON 5: The Franks and Charlemagne (pp. 21-23, 25-26 in text)*Terms to Learn:*

Franks	Gaul/France	francisca
Clovis I	Merovingians	Salic Code
wergild	serf	Charlemagne
Carolingian Empire	missi dominici	Carolingian Renaissance

Study Questions:

Use your two-column notes as a study guide, but also consider the following questions:

1. How does a writer's bias affect the reliability of a primary source?
2. Compare modern Canadian society with Frankish society. Consider things like laws, life expectancy, age at marriage, etc.

LESSON 6: The Celts and Anglo-Saxons (pp. 27-30 in text)*Terms to Learn:*

Anglo-Saxons	Celts	epic
Beowulf	oral tradition	Alfred the Great
Druidism	St. Patrick	

Study Questions:

Use your two-column notes as a study guide, but also consider the following questions:

1. How did Anglo-Saxons preserve their culture even though they couldn't read and write?
2. Explain how the translation of a primary source might impact its reliability.

LESSON 7: The Vikings (pp. 31-35 in text)*Terms to Learn:*

Viking	long ship	Danegeld
thrall	skald	Law Speaker
runes	Danelaw	Normandy

Study Questions:

Use your two-column notes as a study guide, but also consider the following question:

1. How did Vikings use both the oral and written traditions to preserve their history, law and culture?

LESSON 8-9: Feudalism (handouts & pp. 44-46, 48, 50-53, 185-189 in text)*Terms to Learn:*

feudalism	lord	vassal
homage	fief	fealty
lord of the manor	manor	serf
shoen	shogun	bakufu
daimyo	samurai	social mobility
self-sufficient	demesne	freeholder
bailiff	three-field system	crop rotation
fallow	sustainable	

Study Questions:

1. Draw a diagram to explain the structure of medieval society.
2. Explain how the feudal relationship worked. What could each person expect from the other?
3. What was life like for women of different social classes during the Middle Ages?
4. What was life like on the manor?
5. What could a lord expect from his serfs? What could his serfs expect in return?
6. Compare feudal Europe with feudal Japan.
7. What functions did each manor need to perform in order to be self-sufficient?
8. In the Middle Ages, most people never travelled more than 10 km from their place of birth. Why was this so? Does this help explain why manors were so isolated and self-sufficient?
9. How were the fields of medieval manors fertilized?
10. Explain how the three-field system worked. Why was this method sustainable?

LESSON 10: Medieval Women (handouts & pp. 156-157 in text)*Terms to Learn:*

male-dominated

Study Questions:

1. What role did the Church play in determining the status of women during the Middle Ages?
2. What jobs/tasks did women perform in their communities and in their homes?
3. How were the lives of rich and poor women different?
4. How were the lives of men and women different?
5. How do women's lives in the Middle Ages compare to women's lives in Canada today?

LESSON 11: The Medieval Worldview (pp. 56-58, 60-61)*Terms to Learn:*

Silk Road	Marco Polo	Chinggis Khan
Khubilai Khan	trial by ordeal	trial by battle
manor courts	royal courts	church courts
common law		

Study Questions:

1. Why might a wealthy noble have a more accurate understanding of the outside world than a serf?
2. Why was travel so dangerous during the Middle Ages?
3. How were maps different in the Middle Ages compared to today?
4. Why might modern Canadians find medieval courts unusual? What would seem familiar?
5. What crimes could each of the courts try? What punishments could they give out?
6. How did the religious beliefs of the Middle Ages influence the justice system?

LESSONS 12: The Crusades (pp. 62-65)*Terms to Learn:*

Holy Land	holy war	Pope Urban II
People's Crusade	Children's Crusade	Saladin

Study Questions:

1. Why did Europeans launch the Crusades between 1096 and 1254?
2. Why did both Christians and Muslims consider the territory around Jerusalem to be a holy place?
3. What motivated many knights to go on Crusade?
4. What were the results of the First Crusade?
5. How did Saladin's leadership help end the Crusades?
6. What were the long-term consequences of the Crusades? What did the Europeans learn from the Muslims?

LESSON 13: Towards Democracy (pp. 65-67)*Terms to Learn:*

balance of power	barons	Eleanor of Aquitaine
Pope Innocent III	King John I	interdict
Magna Carta		

Study Questions:

1. What limitations were placed on the monarch's power before the Magna Carta?
2. What made Eleanor of Aquitaine such a remarkable person? Does she fit the description of a typical medieval woman? Why or why not?
3. What did King John do that angered the Pope? How was he punished?
4. What did King John do that lost him the support of his people?
5. How did King John anger his vassals?
6. What rights did the Magna Carta give to free people?
7. Why is the Magna Carta such a significant document? Why is it important to Canadians today?

LESSONS 14-16: The Black Death (notes, pp. 161, 164-166)*Terms to Learn:*

Black Death/Black Plague	bubonic plague	buboes
Flagellants	scapegoat	

Study Questions:

1. According to people in the Middle Ages, what caused the Black Death?
2. What was the real cause of the Black Death?
3. How did the Black Death spread?
4. What were the symptoms of the plague? What were your chances of survival?
5. What were the long-term effects of the plague on Europe? Consider the population, the Church, the economy, etc.
6. Explain how the plague contributed to the end of feudalism.

LESSON 17: Knights and Samurai (pp.141-144, 190-192)*Terms to Learn:*

page	squire	knight
jousting	Chivalry	heraldry
coat of arms	samurai	Code of Bushido

Study Questions:

1. Describe the stages of a knight's education and training.
2. What did knights and samurai have in common? What were the main differences between them?
3. What activities did knights and samurai engage in that helped prepare them for battle?

LESSON 18: The Hundred Years' War (handouts, pp. 146-148)*Terms to Learn:*

long bow archers	siege	castle
catapult	battering ram	Joan of Arc
dauphin		

Study Questions:

1. Which two countries fought the Hundred Years' War? Why were they fighting?
2. Why did the Hundred Years' War last so long?
3. How was medieval warfare different from modern warfare?
4. What techniques helped armies attack castles successfully? How were castles prepared to withstand sieges?
5. Why was the Battle of Crécy such an important turning point in the history of warfare?
6. Who was Joan of Arc and how did she help the French win the war?
7. What happened to Joan of Arc in the end?
8. How did the Hundred Years' War and Joan of Arc contribute to the end of feudalism?

LESSON 19: The Growth of Trade and Guilds (pp. 149-152)*Terms to Learn:*

guild	craftsperson/tradesperson	apprentice
journeyman	master	master piece

Study Questions:

1. What factors led to the growth of trade in medieval Europe?
2. How did trade contribute to the growth of towns?
3. Where were most medieval trade routes located? Why?
4. List the main purposes of a guild.
5. Describe the stages of a craftsperson's training.

LESSON 20: The Growth of Towns (pp. 154-155)*Terms to Learn:*

city walls	middle class	charter
merchant guild	Hanseatic League	

Study Questions:

1. Describe what it would be like to walk through the streets of a medieval town.
2. Compare life on a manor with life in town. What were the advantages and disadvantages of each lifestyle?
3. Explain the circumstances that led to the development of a middle class during the Middle Ages. How did the growth of the middle class contribute to the end of feudalism?
4. Who controlled most towns? What gave them this power?
5. Why was the Hanseatic League able to become more powerful than some rulers?

LESSON 21: The Peasants' Revolt (pp. 166-167)*Terms to Learn:*

Jacquerie	poll tax	Wat Tyler
John Ball		

Study Questions:

1. Where did the Peasants' Revolts occur?
2. What caused the Peasants' Revolts?
3. Describe what happened during the Peasants' Revolts.
4. Describe the outcome of the Peasants' Revolts.
5. How did the Peasants' Revolts contribute to the end of feudalism?