

Grade 4 History & Geography

Unit 3: Medieval Europe

21 lessons and a unit quiz. Use this pack with the **Medieval Europe Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Changing Times	PDF pages 8-15	AP 1.2, AP 1.3, AP 1.1
☐	Chapter 2: The Not-So-Dark Ages	PDF pages 16-21	AP 1.2, AP 1.3
☐	Chapter 3: Two Churches	PDF pages 22-29	AP 3.1
☐	Chapter 4: Prayer and Work	PDF pages 30-39	AP 1.2, AP 1.3, AP 4.1
☐	Chapter 5: Charlemagne	PDF pages 40-47	AP 1.2, AP 1.3, AP 5.1
☐	Chapter 6: A Feudal Society	PDF pages 48-53	—
☐	Chapter 7: To the Manor Born	PDF pages 54-61	—
☐	Chapter 8: Life in a Castle	PDF pages 62-69	—
☐	Chapter 9: Days of a Knight	PDF pages 70-77	—
☐	Chapter 10: A Serf and His Turf	PDF pages 78-83	—
☐	Chapter 11: City Life	PDF pages 84-91	AP 11.1
☐	Chapter 12: Women in the Middle Ages	PDF pages 92-97	AP 12.1
☐	Chapter 13: William the Conqueror	PDF pages 98-107	AP 13.1
☐	Chapter 14: Henry II	PDF pages 108-113	—
☐	Chapter 15: Thomas Becket	PDF pages 114-121	—
☐	Chapter 16: Eleanor of Aquitaine	PDF pages 122-129	—
☐	Chapter 17: Magna Carta	PDF pages 130-135	—
☐	Chapter 18: A New Kind of Government	PDF pages 136-141	—
☐	Chapter 19: The Hundred Years' War	PDF pages 142-149	—
☐	Chapter 20: Joan of Arc	PDF pages 150-159	AP 20.1
☐	Chapter 21: The Black Death	PDF pages 160-165	AP 1.2, AP 1.3
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Changing Times

THE BIG QUESTION

What changes led to the decline of the Western Roman Empire?

Words to know

- **empire** — a group of countries controlled by a single authority *At its height, the Roman Empire covered parts of Europe, Africa, and Asia.*
- **decline** — gradual loss of importance and power *Enemy attacks weakened the Roman Empire and helped lead to its decline.*
- **invader** — a person or group that comes into a country by force *The Huns were invaders who attacked the Roman Empire.*
- **boundary** — the edge of a country or of an area; its outside limits *The boundaries of the Roman Empire extended all across Europe.*
- **uncultured** — showing poor manners and bad taste; crude *The poor peasant from the village appeared uncultured to the rich merchant in the city of Rome.*
- **uncivilized** — not advanced socially or culturally *The Romans tended to think that groups of people who were not Roman were uncivilized.*
- **sack** — to destroy and steal things in a city or building, usually with an army *The Germanic groups from northern Europe sacked Rome in the late 400s.*

Read

Read Chapter 1 in the Student Reader: PDF pages 8–15. Look at the pictures and maps together.

Talk it over

1. How did roads help keep the Roman Empire together? How did roads come to also hurt the Roman Empire?
2. What happened among Roman generals that caused problems for the Roman Empire?
3. Why did they do this?
4. Why do you think Roman generals acted that way instead of cooperating to help the Roman Empire stay strong?
5. Why did the fighting among generals make the Roman Empire weak?
6. Whom did the Romans call “barbarians”?
7. What did the Romans think of the barbarians?
8. Why would the Romans have a negative opinion of the barbarian groups, even though many barbarian groups were not uncivilized and had skilled metalworkers who created beautiful jewelry and coins?

9. Focus students' attention on the map on page 6. The caption notes that the map shows the Roman Empire at its "height." What does the "height" of the Roman Empire mean?
10. What barbarian group's name lives on in a word we use to mean acts of destruction? What is that word?
11. Where did the Vandals, the Goths, the Huns, and other groups come from?
12. Why would these groups want to invade the Western Roman Empire?
13. Who were the Huns? Who was their greatest leader?
14. What words (adjectives) would you use to describe Attila?
15. What stopped Attila's advance on Rome?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What changes led to the decline of the Western Roman Empire?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: The Geography of Modern Europe — Teacher Guide PDF page 208
- Activity Page 1.3: The Geography of Early Medieval Europe — Teacher Guide PDF pages 209–210
- Activity Page 1.1: World Map — Teacher Guide PDF page 207

Chapter 2: The Not-So-Dark Ages

THE BIG QUESTION

What problems arose as a result of not having a central government?

Words to know

- **aqueduct** — a raised canal that carries water from one place to another *During the Roman Empire, most towns had at least one aqueduct to bring in water.*
- **trade** — buying and selling goods among different peoples *Trade between nations is an important way that cultures interact.*
- **merchant** — a person who buys and sells goods to earn money *A merchant might sell tomatoes at a market.*
- **artisan** — a person with a certain skill in making things *Artisans spend many years studying under a master to learn their skill.*
- **scholar** — a person with special knowledge about a subject *In the Middle Ages, some scholars studied ancient texts.*

Read

Read Chapter 2 in the Student Reader: PDF pages 16–21. Look at the pictures and maps together.

Talk it over

1. Why did the disappearance of artisans make life worse for Europeans?
2. Why was the term Dark Ages first used?
3. In what ways is the term Dark Ages an accurate description of this time? In what ways is it inaccurate?
4. Why was this section included in the text? What additional information does it include?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What problems arose as a result of not having a central government?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: The Geography of Modern Europe — Teacher Guide PDF page 208
- Activity Page 1.3: The Geography of Early Medieval Europe — Teacher Guide PDF pages 209–210

Chapter 3: Two Churches

THE BIG QUESTION

Why did the collapse of the Western Roman Empire make it possible for the bishop of Rome to become more powerful?

Words to know

- **bishop** — a high-ranking member of the church in some Christian religions *In the Catholic Church, priests control a single church, and bishops oversee several churches and priests.*
- **victor** — a person who defeats an opponent or enemy; winner *The overwhelming power of the Roman army allowed Roman soldiers to emerge the victors in the battle with their Germanic opponents.*
- **Christian** — related to beliefs based on the teachings of Jesus of Nazareth *People of Christian religions believe in and follow the teachings of Jesus.*
- **Christianity** — a religion based on the teachings of Jesus of Nazareth *Christian, n. a person who believes that Jesus of Nazareth is God convert, v. to change religious beliefs; to switch from one religion to another The Germanic people abandoned their religious traditions and converted to Christianity.*
- **custom** — a tradition, or way of doing something, that belongs to a particular society, place, or time *Christian missionaries in northern Europe saw many different customs practiced by those they hoped to convert to Christianity.*
- **heir** — a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down *Catholic tradition holds that the pope is the modern heir of the Apostle Peter, considered by the Church to be the first bishop of Rome.*
- **holy ceremony** — a religious act or ritual performed according to tradition *Christians typically hold their weekly holy ceremonies on Sundays.*

Read

Read Chapter 3 in the Student Reader: PDF pages 22–29. Look at the pictures and maps together.

Talk it over

1. What was the impact of the conquest of Rome by Germanic groups from northern Europe?
2. When did the bishop of Rome gain more power?
3. Why do you think the Germanic people preserved and followed Roman laws, traditions, language, and religion following their conquest of Rome?
4. What are the four cities, besides Rome, whose bishops viewed themselves as leaders of the Christian Church?

5. How would you compare and contrast the Western Empire and the Eastern Empire during the last hundred years of the Western Empire?
6. What happened in 1054?
7. How did the bishops in the Eastern Empire react to the claim by the bishop of Rome that he was the supreme authority of the Christian Church?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did the collapse of the Western Roman Empire make it possible for the bishop of Rome to become more powerful?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Gothic Architectural Elements — Teacher Guide PDF page 211

Chapter 4: Prayer and Work

THE BIG QUESTION

How did Saint Benedict's ideas help people in Europe during the Middle Ages?

Words to know

- **monk** — a member of a religious community of men who promise to live very simply *Henry became a monk in order to spend all his time praying and working with people who had similar religious beliefs.*
- **monastery** — a place where a community of monks live *When Henry became a monk, he moved into the monastery with the other monks.*
- **scripture** — the sacred writings of a religion *The Bible is an example of Christian Scriptures, and other religions also have their own scriptures.*
- **abbot** — the leader of a monastery *When Henry moved into the monastery, the abbot welcomed him.*
- **convent** — a community of nuns, or women who live a simple, religious life *Anne believed strongly in the teachings of the Catholic religion, so she decided to join a convent to live with other women who believed the same things.*
- **missionary** — a person on a journey for the purpose of spreading a particular religious belief *In the 1800s, many Christian missionaries moved to Africa to spread their beliefs to people there.*
- **mission** — a task or duty in which one strongly believes *manuscript, n. a book or document written by hand The manuscript was beautiful and nicely illustrated, but it was harder to read than a typed document.*

Read

Read Chapter 4 in the Student Reader: PDF pages 30–39. Look at the pictures and maps together.

Talk it over

1. Why did Bennet decide to devote himself to religion?
2. What ideas did Benedict present in his book, the Rule of Saint Benedict?
3. Why might the other monks not have wanted to follow Benedict's suggestions?
4. How were Benedict's ideas about religion new and different?
5. What did it mean for monasteries to be self-sufficient?
6. How did a Benedictine monk spend his day?
7. What do you think was the most important thing that Benedictine monks did to help society in the Middle Ages?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did Saint Benedict's ideas help people in Europe during the Middle Ages?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: The Geography of Modern Europe — Teacher Guide PDF page 208
- Activity Page 1.3: The Geography of Early Medieval Europe — Teacher Guide PDF pages 209–210
- Activity Page 4.1: Medieval Christianity — Teacher Guide PDF page 213

Chapter 5: Charlemagne

THE BIG QUESTION

Why did King Charles earn the title Charles the Great, or Charlemagne?

Words to know

- **manage** — to lead and direct; to run something, such as a project or business *Nora's skill in managing our group project really helped everyone cooperate to create a great project.*
- **manager** — a person who leads and directs something, such as a project or business management, n. the act of leading and directing Mass, n. the name for the religious ceremony in which Catholics celebrate their relationship with God *We prayed during Mass on Sunday for our family to stay healthy.*
- **cathedral** — the bishop's church; any large and important church *The physical feature of a cathedral that makes it different from other churches is the presence of the bishop's throne.*
- **crown** — to put a crown on someone's head in a ceremony, making him or her king, queen, or emperor of a certain area *Charlemagne was crowned emperor of the Western Empire in 800.*
- **blessing** — a prayer of support, protection, and approval for someone *I wanted to know if I could go to the party alone, and my father gave me his blessing by telling me I could.*
- **alliance** — a partnership of different countries, organizations, or people who agree to work together *Our class formed an alliance with Miss Harper's class to work on the project together.*

Read

Read Chapter 5 in the Student Reader: PDF pages 40–47. Look at the pictures and maps together.

Talk it over

1. Who was Charlemagne, and where did he come from?
2. What was Charlemagne like?
3. Discuss how Charlemagne is represented in the illustration on page 36. What characteristics does this image suggest?
4. Why did many people fear the Frankish army at this time?
5. Why did Charlemagne visit Rome?
6. What happened at the Christmas Mass that Charlemagne attended with the pope?

7. How would you have felt if you had been a Roman at the Christmas Mass? Would your feelings have been different as a Frank?
8. According to the map on page 41, what modern countries are in the regions that Charlemagne ruled?
9. What did Charlemagne do once he was a ruler?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did King Charles earn the title Charles the Great, or Charlemagne?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: The Geography of Modern Europe — Teacher Guide PDF page 208
- Activity Page 1.3: The Geography of Early Medieval Europe — Teacher Guide PDF pages 209–210
- Activity Page 5.1: The Truth About Charlemagne — Teacher Guide PDF page 214

Chapter 6: A Feudal Society

THE BIG QUESTION

How did the feudal system hold people, communities, and kingdoms together?

Words to know

- **lord** — a person with power and influence who controls land given to him by a king *The lord of the manor made rules that others had to follow.*
- **knight** — a soldier on horseback who serves a king or other ruler *The knight wore armor and rode a powerful horse.*
- **nobility** — powerful families that held land (fiefs) and had titles *The nobility of Europe had special privileges that other people did not have. Note: The term nobility is a generic term that encompasses powerful families and individuals of different hierarchical ranks. Kings, barons, earls, and knights all were considered “nobles.” The term lord is also a generic term, used to refer to any individual who is a noble.*
- **feudalism** — a system of government in which land is exchanged for loyalty and services *Feudalism was the system of government in medieval Europe.*
- **medieval** — relating to the Middle Ages in Europe *People often picture knights and castles when they think about life in medieval times.*
- **vassal** — a person who receives land from a ruler and in return promises to fight for the ruler *The vassal was happy to receive the land from the king and promised to fight for him.*
- **fief** — a plot of land exchanged for loyalty to a ruler *The fief included farmland and forest.*

Read

Read Chapter 6 in the Student Reader: PDF pages 48–53. Look at the pictures and maps together.

Talk it over

1. How did a vassal show that he was loyal to a king?
2. How could someone be a vassal and a lord at the same time?
3. How big of a role did promises and loyalty play in feudalism?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the feudal system hold people, communities, and kingdoms together?
- Use one of today’s words in a sentence of your own.

Chapter 7: To the Manor Born

THE BIG QUESTION

What kinds of jobs were serfs required to do on the manor estate?

Words to know

- **self-sufficient** — needing no help from others to live or survive *The medieval manor estate was in many ways a self-sufficient village.*
- **manor** — a large country house and its surrounding land *During medieval times, the lord and his family lived comfortably in the manor house.*
- **estate** — an area of land or property *The medieval estate included the lord's manor house, fields for growing food, homes for the people who worked on the estate, a church, and even a graveyard to bury the dead.*
- **village** — a group of houses and buildings, smaller than a town, in a rural area *Medieval Europe had few large cities, but it had a great number of small villages.*
- **serf** — a person living on a feudal estate who was required to work for the lord of the manor; a serf could not choose to leave the estate, but was required to stay and work the land as the lord demanded; a peasant who is not free *A serf was required to give some of the food he planted on the estate to the lord.*
- **nutrient** — something that provides what is needed to grow and live *By rotating crops with the three-field system, farmers were able to regularly replenish the nutrients in the soil.*

Read

Read Chapter 7 in the Student Reader: PDF pages 54–61. Look at the pictures and maps together.

Talk it over

1. What aspects of a manor estate are shown in the illustration?
2. What responsibilities did the lord of the manor have toward his serfs?
3. What responsibilities did the serfs have toward the lord of the manor?
4. What was the three-field system?
5. What were the advantages of using the three-field system in the Middle Ages?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What kinds of jobs were serfs required to do on the manor estate?
- Use one of today's words in a sentence of your own.

Chapter 8: Life in a Castle

THE BIG QUESTION

Why were castles important in the Middle Ages?

Words to know

- **fortress** — a fort; a place that has been built to be strong enough to provide protection *Despite the enemy attack, the people were safe inside the fortress.*
- **well** — a hole dug deep into the ground to get water *The well supplied drinking water to everyone in the castle.*
- **siege** — a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade *After the thirty-day siege, the enemy was able to take control of the castle.*
- **tapestry** — a handwoven wall hanging that may depict people and/or a scene *The richly colored tapestry showed the lords and their vassals hunting in the forest for deer.*
- **warfare** — the activity of fighting a war *The soldiers engaged in warfare to defend the castle from attackers.*

Read

Read Chapter 8 in the Student Reader: PDF pages 62–69. Look at the pictures and maps together.

Talk it over

1. Why were castles built?
2. How did this influence decisions about where to build a castle?
3. How would the attackers gain entry into the castle?
4. What was the keep?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why were castles important in the Middle Ages?
- Use one of today's words in a sentence of your own.

Chapter 9: Days of a Knight

THE BIG QUESTION

What was the life of a knight like?

Words to know

- **armor** — metal outer covering worn to protect the body in battle *Knights wore armor in battle to protect themselves from the enemy's swords and other weapons.*
- **lance** — a long weapon with a pointed metal tip, used by horsemen when charging an opponent *When knights on horseback went into battle, they used long lances to try to throw one another from their horses.*
- **tournament** — a series of contests among more than two people competing for an overall prize *After defeating four different opponents, Joseph had to face and beat one more opponent to win the tournament.*
- **jousting** — a tournament in which two opponents on horseback fight with lances *The young knight turned out to be more skilled at jousting than the previous winner of the tournament.*
- **Code of Chivalry** — a set of rules of behavior for knights *The Code of Chivalry valued bravery, military skill, honesty, and politeness.*
- **troubadour** — a person who writes and performs poetry set to music *The troubadour sang songs to entertain the lord and lady at the feast.*

Read

Read Chapter 9 in the Student Reader: PDF pages 70–77. Look at the pictures and maps together.

Talk it over

1. What role did knights play in the Middle Ages?
2. How might one become a knight in the Middle Ages?
3. What did a squire do?
4. Why were squires important in the feudal system?
5. How did squires become knights?
6. Who might be able to become a knight in the Middle Ages?
7. What did knights wear in battle?
8. Why might knights have come primarily from the ranks of the nobles in the Middle Ages?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the life of a knight like?

- Use one of today's words in a sentence of your own.

Chapter 10: A Serf and His Turf

THE BIG QUESTION

Why does the author say that serfs lived close to the land?

Words to know

- **peasant** — a person of low social rank, usually a farmer or unskilled worker *Peasants usually lived their whole lives close to the place they were born.*
- **security** — safety, freedom from danger *Tall, strong castle walls provided security from attack.*
- **hearth** — the bottom of a fireplace *The heat around the hearth makes it a good place to sit on long winter nights.*
- **livestock** — the animals kept on a farm *The livestock on a farm often includes pigs, cows, sheep, goats, and chickens.*
- **healer** — a person who cures the sick *Mallory's parents knew she was a healer when they saw her care for a sick cat.*

Read

Read Chapter 10 in the Student Reader: PDF pages 78–83. Look at the pictures and maps together.

Talk it over

1. Why did slavery end in Europe?
2. How did a population of freedmen in Europe become a population of serfs?
3. Do you think it was a smart choice for freedmen to become serfs?
4. Serfs did little or no work for about a quarter of the year. Why?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why does the author say that serfs lived close to the land?
- Use one of today's words in a sentence of your own.

Chapter 11: City Life

THE BIG QUESTION

How was life in a medieval city different from life on a manor estate?

Words to know

- **guild** — a group of businessmen who control a certain craft *Harvey learned to weave as an apprentice to a master weaver.*
- **journeyman** — a guild member who is considered qualified to work for wages in a particular trade *The promotion from apprentice to journeyman made a craftsman's life better.*
- **masterpiece** — a perfect example of a finished product of some craft *After decades mastering his trade, the cabinetmaker created his masterpiece, a perfectly finished chest of drawers.*
- **charter** — a document given by a ruler to a group of people that allows them to elect their own government officials *The first English colonies were run by people who got a charter from the king.*

Read

Read Chapter 11 in the Student Reader: PDF pages 84–91. Look at the pictures and maps together.

Talk it over

1. What is Peter's impression of the city?
2. Do you think Peter makes the right decision to run away to the city?
3. What were guilds, and what did they do?
4. How were master craftsmen similar to and different from lords?
5. Why would people want a city charter?
6. How did charters both increase and decrease the power of kings?
7. Why did the growth of cities help bring an end to feudalism?
8. The text says, "Many people preferred city life to life on a manor estate." Would you have preferred city life or life on a manor estate?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How was life in a medieval city different from life on a manor estate?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 11.1: Trade Networks in the Middle Ages — Teacher Guide PDF pages 215-216

Chapter 12: Women in the Middle Ages

THE BIG QUESTION

What was it like to be a woman in the Middle Ages?

Words to know

- **hygiene** — cleanliness *Brushing your teeth and keeping clean are parts of good hygiene.*
- **religious** — relating to beliefs about God or several gods to explain how the world started, why things happen, and how people should live in the world *In the Middle Ages, Christians led a strongly religious life that included going to church and praying.*
- **devotion** — strong loyalty to a cause or belief *Nuns are known for their intense devotion to God.*
- **abbess** — the leader of a convent *The abbess helped the new nuns get settled into convent life.*
- **composer** — a person who writes music *The composer wrote wonderful music to accompany the film.*
- **vision** — an image in one's mind or imagination that others cannot see *In the Middle Ages, some very religious people had visions that inspired and guided what they did during their life.*
- **university** — a school where advanced learning is taught *During the Middle Ages, women were not allowed to attend a university.*

Read

Read Chapter 12 in the Student Reader: PDF pages 92–97. Look at the pictures and maps together.

Talk it over

1. Why do you think Hildegard of Bingen is one of the best-known women of the Middle Ages?
2. Would it have been easier or harder for a man with talents similar to Hildegard to succeed in the Middle Ages?
3. Do you think Hildegard of Bingen would have been as famous as she was, more famous, or less famous if she had been a man?
4. How could a woman in the Middle Ages end up running her own business?
5. Why did the development of universities not benefit women?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was it like to be a woman in the Middle Ages?

- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 12.1: Women in the Middle Ages — Teacher Guide PDF page 217

Chapter 13: William the Conqueror

THE BIG QUESTION

How did William's successful invasion of England affect the English language?

Words to know

- **duke** — a male noble who rules a small territory *A duke rules a territory known as a duchy.*
- **duchess** — a female noble who is the wife or widow of a duke or who rules a small territory herself *duchy, n. a territory or region ruled by a duke or duchess politics, n. the activities of a leader or ruler running a government* *When a king dies, his oldest son usually has the strongest claim to the throne.*
- **conqueror** — a person who takes control of a territory after an invasion *After crossing the border, the conqueror and his soldiers marched into Rome.*
- **conquer** — to defeat or take control by force *conquest, n. a defeat (97) record, n. evidence of events from the past* *The government kept a record of every new business in the country.*
- **tax** — money collected from citizens by the government *The king used the tax money to build new roads for merchants.*

Read

Read Chapter 13 in the Student Reader: PDF pages 98–107. Look at the pictures and maps together.

Talk it over

1. What happened in 1066?
2. Why did William and Harold go to war with each other?
3. Why was William called “William the Conqueror”? Would Harold have been called “Harold the Conqueror” if he had won instead?
4. Based on the map on page 95, what advantages might each army have had in positioning?
5. Why does English include a mixture of French and Germanic words?
6. How has William's conquest of England had an impact on our lives even today?
7. What is the Bayeux Tapestry, and why is it important to history?
8. Why was the Domesday Book important to William? Why is the Domesday Book important to historians?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did William's successful invasion of England affect the English language?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 13.1: William the Conqueror — Teacher Guide PDF page 218

Chapter 14: Henry II

THE BIG QUESTION

How did the shield tax benefit King Henry II and future kings?

Words to know

- **successor** — a person who becomes king, queen, or leader after the recent leader's death *Because the successors of William the Conqueror were weak, nobles in England occasionally tried to take power from them.*
- **government** — a small group of people who have the authority to make rules for a much larger group, such as people living in a particular city, region, or country *In Medieval England, the king was the head of the government that made rules for the entire kingdom.*
- **court** — a place where legal matters are presented and decisions made about disputes or people who have broken the law *Before Henry II reformed the legal system, people who committed crimes were sent to many different types of courts.*
- **trial** — a legal process used to decide if a person is guilty or innocent *In medieval England, a man accused of a crime might have a trial where he would be forced to pick up a red-hot piece of iron in order to show he was innocent.*
- **administrator** — a person responsible for carrying out the day-to-day workings of an organization *Henry II transformed the legal system in England by appointing a group of administrators to run it efficiently and fairly.*
- **jury** — a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent *Juries in the United States can be made up of twelve people who listen to the evidence presented for and against a particular person and then determine whether that person is guilty.*
- **dynasty** — a series of rulers who are all from the same family *Henry and the kings who followed him from his family line make up the Plantagenet dynasty.*

Read

Read Chapter 14 in the Student Reader: PDF pages 108–113. Look at the pictures and maps together.

Talk it over

1. What was England like when Henry came to power?
2. Did Henry II immediately become king when his grandfather, Henry I, died? Why or why not?
3. Discuss how Henry II is represented in the illustration on page 104. Which of Henry's characteristics does this image emphasize?

4. What kind of leader do you think England needed to unite it when Henry II came to power?
5. Why was Henry considered “a man of pleasure”?
6. How did Henry want to improve life in England for his people?
7. What was the shield tax?
8. How do you think Henry’s changes to society changed the lives of everyday English people?
9. What is Henry still remembered for?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the shield tax benefit King Henry II and future kings?
- Use one of today’s words in a sentence of your own.

Chapter 15: Thomas Becket

THE BIG QUESTION

Why did Henry II regret the words he spoke about Thomas Becket?

Words to know

- **devout** — showing deep religious feelings *Thomas Becket was outwardly a man who loved great parties, but inwardly he remained a very serious and devout priest.*
- **loophole** — a way around a law or rule *Before King Henry's reforms, priests could use loopholes to avoid punishment for crimes.*
- **feud** — a long and bitter argument *Thomas Becket and King Henry II got into a long feud because they opposed each other on important issues.*
- **excommunication** — a punishment given by a high-ranking religious official saying that a person can no longer be part of the Church *During the Middle Ages, excommunication from the Church was considered a very serious punishment.*
- **pilgrimage** — a journey undertaken for a religious purpose *In Geoffrey Chaucer's famous Canterbury Tales, he tells the stories of different people making a pilgrimage to Canterbury.*
- **shrine** — a place considered holy because it is associated with a religious person or saint *After the murder of Thomas Becket in Canterbury, his tomb became a shrine for many devout Christians in England.*

Read

Read Chapter 15 in the Student Reader: PDF pages 114–121. Look at the pictures and maps together.

Talk it over

1. How did Becket's career progress?
2. How was Becket's private life different from his public life?
3. Which of Becket's qualities might have made him valuable to a ruler like Henry II?
4. Why didn't Becket want to become archbishop of Canterbury?
5. How did Becket surprise people after becoming archbishop of Canterbury?
6. Why did King Henry and Becket start to feud?
7. What would you have done if you were Becket and the king asked you to support something you did not believe in?
8. How did Becket make King Henry angry after he returned to England?
9. What does the image on page 114 tell us about Becket's death?
10. How did Henry react to hearing about Becket's death?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did Henry II regret the words he spoke about Thomas Becket?
- Use one of today's words in a sentence of your own.

Chapter 16: Eleanor of Aquitaine

THE BIG QUESTION

Why do you think the author describes Eleanor as extraordinary?

Words to know

- **duchess** — a female noble who is the wife or widow of a duke or who rules a small territory herself *Eleanor was the duchess of a region in France called Aquitaine.*
- **duke** — a male noble who rules a small territory duchy, n. a territory or region ruled by a duke or duchess annul, v. to cancel; to make no longer legal or true *After the marriage was annulled, the queen never saw the king again.*
- **annulment** — the act of making a marriage no longer legal or valid proposal, n. an offer of marriage *Singers sang romantic songs for the queen when she held court.*
- **crusade** — religious wars during the Middle Ages in which Christians from Europe attempted to recover territory from Muslims in the Middle East *King Richard the Lionhearted led a crusade in the late 1100s.*
- **ransom** — payment for the release of a prisoner *Eleanor paid a ransom to have her son Richard released from prison.*
- **reform** — an improvement *Eleanor made a reform to English coins that improved the economy.*

Read

Read Chapter 16 in the Student Reader: PDF pages 122–129. Look at the pictures and maps together.

Talk it over

1. Who was Eleanor? Why was she called Eleanor of Aquitaine?
2. After she was duchess of Aquitaine, Eleanor became queen of France. How did this happen?
3. How did this marriage come to an end?
4. How much of a role do you think Henry played in the ending of the marriage between Eleanor and Louis?
5. How did Eleanor go from being queen of France to being queen of England?
6. What adjectives would you use to describe Eleanor's court at Aquitaine?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think the author describes Eleanor as extraordinary?

- Use one of today's words in a sentence of your own.

Chapter 17: Magna Carta

THE BIG QUESTION

Why is Magna Carta so important?

Words to know

- **hostage** — a person taken by force and held prisoner, often later exchanged for money or other demands *The king released his hostage after the barons agreed to pay higher taxes.*
- **baron** — a lord; a lower rank in the British nobility *The baron held a harvest celebration for the peasants who worked on his land.*
- **version** — a draft; a form of something, like a document, that is different from other forms of the same thing *The barons were not happy with the charter's language, so they wrote another version.*
- **democracy** — a form of government in which people choose their leaders; a country with this form of government *Medieval England was not a democracy because people could not vote to elect the king or other rulers.*
- **right** — a legal promise *The nobility in medieval Europe often fought hard to keep their rights safe from the kings who wanted to take them away.*

Read

Read Chapter 17 in the Student Reader: PDF pages 130–135. Look at the pictures and maps together.

Talk it over

1. Why was John called “Lackland”?
2. How did John become king?
3. How did the nobles and the merchants end up on the same side?
4. Why did historians at one time call John one of the worst kings in English history? Current historians no longer take that view. What might account for this change?
5. What was Magna Carta?
6. Why were copies of Magna Carta carried all over England?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why is Magna Carta so important?
- Use one of today's words in a sentence of your own.

Chapter 18: A New Kind of Government

THE BIG QUESTION

What is the difference between a system of government with representatives and one with a monarch?

Words to know

- **council** — a group of people organized to govern *England was ruled by a council of barons until Henry III was old enough to rule.*
- **circuit** — an area or district through which a judge travels to hold court sessions *Under Henry II, England was divided into six circuits.*
- **citizen** — in the Middle Ages, a skilled tradesman, artisan, or important merchant who was a resident of a city *In the Middle Ages, citizens had rights and responsibilities.*
- **representative** — a person in government who makes decisions and votes on behalf of a group of people *If you were a knight in the first Parliament, you would have been a representative for other knights.*
- **parliament** — a group made up of representatives and the monarch, who make the laws for a country; a term used especially in England to describe the lawmaking part of the government *Simon de Montfort organized England's first Parliament.*
- **house** — a building in which people meet for a particular activity; a chamber of Parliament *The U.S. Congress has two houses: the Senate and the House of Representatives.*
- **monarch** — a king or queen *King Henry III was a monarch of England.*

Read

Read Chapter 18 in the Student Reader: PDF pages 136–141. Look at the pictures and maps together.

Talk it over

1. What was a council? Why was England ruled by a council of barons after King John died?
2. How do you think the people felt about being ruled by the council? Why?
3. What brought the peaceful times under the council to an end?
4. How important do you think this meeting was in history?
5. Why did King Edward I want to have a parliament?
6. When and where did the Model Parliament meet?
7. What big idea about money and spending did the Model Parliament establish?
8. Your reading tells you that Parliament was divided into two “houses”: the House of Commons and the House of Lords. What might be another word that would work in place of houses?

9. What is the main idea of “Parliament Today”?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What is the difference between a system of government with representatives and one with a monarch?
- Use one of today’s words in a sentence of your own.

Chapter 19: The Hundred Years' War

THE BIG QUESTION

How did the decline of the feudal system change people's loyalties?

Words to know

- **generation** — all the people born and living at around the same time, equal to about twenty-five years *There is more technology available for our generation today than there was when our parents were young.*
- **ancestor** — a relative who lived a long time ago *Although I was born in the United States, my ancestors came from Mexico.*
- **truce** — an agreement to stop fighting *Because both armies needed more supplies, they declared a temporary truce to restock.*
- **economy** — the way a country manages its money and resources to produce, buy, and sell goods and services *The economy of the Middle Ages was based primarily on agricultural production.*
- **territory** — an area of land *For many years during the Hundred Years' War, the English king held territory in France.*
- **longbow** — a large bow pulled by hand and used to shoot a long, feathered arrow *English armies used longbows when fighting wars, beginning in the 1300s.*
- **cannon** — a very large gun that fires iron balls *Cannons are powerful and can cause damage from a great distance.*

Read

Read Chapter 19 in the Student Reader: PDF pages 142–149. Look at the pictures and maps together.

Talk it over

1. How would you describe the nobility of France and England during this era?
2. What was Edward III's basis for claiming the throne of France?
3. Why was the longbow important?
4. How did the longbow change warfare?
5. Why were the English capable of defeating the French in a major battle?
6. How did the Hundred Years' War change Europe?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the decline of the feudal system change people's loyalties?

- Use one of today's words in a sentence of your own.

Chapter 20: Joan of Arc

THE BIG QUESTION

Why do you think the story of Joan of Arc is still remembered today?

Words to know

- **restore** — to return to the way things used to be *The electricity went out during the thunderstorm, but work crews were able to restore power after the storm.*
- **dauphin** — the oldest son of the king of France; the male heir to the throne *The dauphin was often named after his father, so that when the older king died, his name would be carried on by the new king.*
- **courtier** — a noble who was part of the royal court and advised the ruler (king, queen, or dauphin) *The many courtiers in a medieval European court often feuded with each other for access to the king, queen, or heir to the throne.*
- **revive** — to return to strength; to “bring back to life” *The young Joan of Arc was accused of heresy and forced to stand trial and defend herself.*

Read

Read Chapter 20 in the Student Reader: PDF pages 150–159. Look at the pictures and maps together.

Talk it over

1. What changed about the voices that Joan of Arc heard?
2. What inspired Joan of Arc to finally leave home?
3. Why did the governor finally change his mind about seeing Joan?
4. How did Joan impress everyone at the court?
5. How did Joan prepare herself for battle?
6. Why was Joan’s journey to Reims a triumph?
7. Why was Joan captured?
8. How were the English finally able to convict and execute Joan of Arc?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think the story of Joan of Arc is still remembered today?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 20.1: The Hundred Years’ War — Teacher Guide PDF page 219

Chapter 21: The Black Death

THE BIG QUESTION

Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?

Words to know

- **plague** — a highly contagious, usually fatal, disease that affects large numbers of people *When news of the plague reached the mountain village, the villagers rushed to the countryside to avoid it.*
- **rodent** — a gnawing mammal, such as a rat, mouse, gerbil, or hamster *Rodents use their long front teeth to chew nuts, wood, and pinecones.*
- **labor-saving** — requiring a smaller amount of work or effort to get the same amount done *With a smaller population in Europe, the work could be done only by using labor-saving inventions like windmills and water mills.*
- **Renaissance** — a trend in reviving classical art and literature in Europe, beginning in the 1300s *The Renaissance renewed interest in old ideas from classical Greece and Rome. Note: You may also want to tell students that when the word renaissance is written with a lower case letter, it has a more general meaning of “rebirth.”*

Read

Read Chapter 21 in the Student Reader: PDF pages 160–165. Look at the pictures and maps together.

Talk it over

1. What was the Black Death, and when did it occur?
2. Using the map on page 158, can you describe how the Black Death got to and spread throughout Europe?
3. What portion of the European population died from the Black Death?
4. How did the Black Death affect feudalism?
5. How did the Black Death affect cities and kings?
6. What factors led to the end of feudalism?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.2: The Geography of Modern Europe — Teacher Guide PDF page 208
- Activity Page 1.3: The Geography of Early Medieval Europe — Teacher Guide PDF pages 209–210

UNIT QUIZ

Medieval Europe

Name: _____ Date: _____

Circle the letter of the best answer.

1. What changes occurred as a result of the fall of the Western Roman Empire? Circle all correct answers.

- a) Outside invaders crossed over the boundaries of what was the Western Roman Empire.
- b) A new central government ruled what was the Western Roman Empire.
- c) Roman roads and aqueducts began to fall apart.
- d) There was more trade.

2. The invasion of the former Western Roman Empire by Germanic people was caused by one main factor. What was it?

- a) Germanic people were interested in learning different skills from the artisans.
- b) The merchants in Europe could no longer control their trade routes.
- c) The destruction of Roman aqueducts and roads forced people to move.
- d) There was no central government after the fall of the Roman Empire.

3. What led to the split of the Eastern and Western Churches?

- a) Church leaders in the Western and Eastern Empires had different ideas about who should be in charge.
- b) The Western Church remained Christian, but the Eastern Church followed a new religion.
- c) The Germanic invaders refused to convert to Christianity.
- d) Pope Leo I and Emperor Constantine went to war.

4. What led to the increasing power of the bishop of Rome?

- a) The German invaders made the bishop the new emperor.
- b) The fall of the Roman emperor increased the authority of Rome's bishop.
- c) The Eastern Church elected Rome's bishop as the head of Christianity.
- d) The bishop of Rome also controlled Jerusalem.

5. Which of the following is an example of how Saint Benedict's changes helped people during the Middle Ages?

- a) Benedict's changes helped make monasteries important centers for spreading Christianity and helping the poor.
- b) Benedict's changes asked people to go without food and water.
- c) Benedict's changes made it possible for more people, including families, to live in monasteries.
- d) Benedict's changes encouraged some rich monks to make him leader of a monastery.

- 6.** Which action by Charlemagne showed his concern for the Catholic Church?
- a) The army conquered land from Islamic Spain.
 - b) He built a beautiful capital city in Germany.
 - c) He sent his army to Rome to protect the pope.
 - d) He started a school for the sons of the poor and the nobles.
- 7.** What is the name of the system of government in which land is exchanged for loyalty and services?
- a) fiefdom
 - b) feudalism
 - c) medieval
 - d) vassalage
- 8.** Which is the correct order, from highest to lowest?
- a) lord, knight, peasant
 - b) knight, serf, lord
 - c) serf, peasant, knight
 - d) peasant, serf, lord
- 9.** Why were serfs an important part of the manor system?
- a) Serfs built cottages for the lords and ladies of the estate.
 - b) Serfs sold food and things they made to the lord of the manor.
 - c) Serfs protected the manor in times of war.
 - d) Serfs were necessary in order to farm the manor land to produce food.
- 10.** What was the primary purpose of a castle?
- a) farming
 - b) defense
 - c) religion
 - d) trade
- 11.** What was the Code of Chivalry?
- a) the rules that knights used during tournaments
 - b) the rules that forced nobles to respect knights
 - c) the rules of behavior that knights had to live by
 - d) the rules that kept serfs working in the fields and producing
- 12.** What important function did a guild fulfill in the medieval world?
- a) The guild helped serfs find work in the towns.
 - b) The guild trained young craftsmen so that the best products were provided.
 - c) The guilds trained young men to do farm work on the manor estate.
 - d) The guilds helped with day-to-day governing in small villages.
- 13.** What would a person in medieval Europe see in a city but not on a manor estate?
- a) children playing
 - b) large crowds of people
 - c) herds of sheep
 - d) churches

14. Which of the following actions would have been most unlikely for a woman in medieval Europe?

- a) becoming a nun in a convent
- b) leading a convent as an abbess
- c) attending a university as a student
- d) selling food at a market

15. Why was the invasion by William the Conqueror in 1066 important?

- a) It led to the creation of the Bayeux Tapestry.
- b) It changed French laws and customs.
- c) It forced the signing of Magna Carta.
- d) It changed who became the next king of England and the English language.

16. What was the Domesday Book?

- a) a warning of the end of the world
- b) a list of English property owners and their possessions
- c) Saint Benedict's book of rules for the end of the world
- d) instructions on how to build churches

17. How did the introduction of trial by jury by Henry II help create a fairer legal system?

- a) With a jury trial, a king could no longer force lords to go to court.
- b) With a jury trial, a king could not use the shield tax.
- c) With a jury trial, the king decided whether someone was innocent or guilty.
- d) With a jury trial, a group of people considered the evidence and decided whether someone was innocent or guilty.

18. How did introducing the shield tax make English kings more powerful?

- a) It gave them all the money in the kingdom.
- b) They no longer had to rely on nobles for soldiers as they could now raise and pay for their own armies.
- c) They could now print their own money.
- d) It ended the need to fight wars in Europe.

19. What led to the murder of Thomas Becket?

- a) Henry went after Becket because Becket wanted to become the next king.
- b) Henry's friends sent soldiers to stop Becket from becoming pope.
- c) Henry's angry words were probably misunderstood, and this led to the death of Becket.
- d) Becket angered the powerful king of England by excommunicating him.

TEACHER RESOURCES

20. Why was Eleanor's court in Aquitaine called the most civilized place in Europe?

- a) Eleanor controlled Europe's most powerful army.
- b) Eleanor hired poets and encouraged interesting conversation.
- c) Eleanor was the most beautiful woman in Europe.
- d) Eleanor ruled land stretching from Scotland to Spain.

- 21.** In what way did Magna Carta change the monarchy in England?
- a) It made everyone equal to the king.
 - b) It freed the English king from loyalty to France.
 - c) It forced the king to respect the laws concerning certain rights of the nobles.
 - d) It turned England into a democracy.
- 22.** How was the Model Parliament different from just a ruling monarch?
- a) The Model Parliament could start wars.
 - b) The Model Parliament included representatives.
 - c) The Model Parliament gave the king full power.
 - d) The Model Parliament gave serfs power to rule.
- 23.** Why did King Edward I decide to reintroduce another Parliament after his father had dismissed the first one?
- a) Edward was close friends with Simon de Montfort.
 - b) Edward wanted to involve serfs in helping to run the government.
 - c) Edward wanted to earn the goodwill of the nobles to pay for his wars.
 - d) Edward was held prisoner by a rebellious baron and was forced to reintroduce it.
- 24.** Given what we know about Joan of Arc, we can say that she
- a) was a very religious person.
 - b) was very impressed with the future king of France.
 - c) had trained for battle from a very young age.
 - d) gave up easily.
- 25.** How did the Black Death help improve working conditions for serfs?
- a) The death of so many people meant that serf labor was now more valuable, so serfs could demand better treatment.
 - b) Many lords gave their manors to serfs because they were afraid of getting sick.
 - c) The manor lords became more religious and kinder to their serfs.
 - d) The monks who helped the poor became the most powerful people.

Answers

Chapter 1: Changing Times

1. **How did roads help keep the Roman Empire together? How did roads come to also hurt the Roman Empire?**

Roads carried ideas, instructions, goods, and taxes. They also enabled Roman soldiers to travel to put down revolts. However, outside invaders could use the roads just as easily as Roman armies could.

2. **What happened among Roman generals that caused problems for the Roman Empire?**

They began fighting with each other.

3. **Why did they do this?**

They each wanted to become emperor.

4. **Why do you think Roman generals acted that way instead of cooperating to help the Roman Empire stay strong?**

They were being selfish. They cared more about their own personal power than about what was best for the people of Rome. Or, maybe each one thought that he was the only one who could be a good emperor.

5. **Why did the fighting among generals make the Roman Empire weak?**

They spent money and energy fighting each other instead of taking care of the empire.

6. **Whom did the Romans call “barbarians”?**

Barbarians were groups of people who lived outside the boundaries of Rome.

7. **What did the Romans think of the barbarians?**

They thought of them as uncivilized and uncultured.

8. **Why would the Romans have a negative opinion of the barbarian groups, even though many barbarian groups were not uncivilized and had skilled metalworkers who created beautiful jewelry and coins?**

Perhaps they did not know about the metalworkers. Or maybe they thought that since Rome had conquered so much of the world, Romans must be superior.

9. **Focus students’ attention on the map on page 6. The caption notes that the map shows the Roman Empire at its “height.” What does the “height” of the Roman Empire mean?**

Height here means the extreme or greatest extent. The map shows all the territory the Roman Empire included when it was at its strongest. After more and more invaders conquered parts of the Roman Empire, the empire included less territory.

10. **What barbarian group’s name lives on in a word we use to mean acts of destruction? What is that word?**

The group called the Vandals is where our word vandalism comes from. Page 9

11. **Where did the Vandals, the Goths, the Huns, and other groups come from?**
They came from northern Europe and the Asian steppes.
12. **Why would these groups want to invade the Western Roman Empire?**
They may have been angry at Rome for taking over the land. They may have wanted the riches of Rome. They may have wanted to expand and become more powerful just as Rome had wanted to expand and become more powerful. Different groups might have had different reasons, or different combinations of reasons.
13. **Who were the Huns? Who was their greatest leader?**
The Huns were a nomadic people from the steppes of central Asia. Their greatest leader was Attila.
14. **What words (adjectives) would you use to describe Attila?**
Strong, cruel, ambitious, intelligent, brave. He killed his own brother and led his warriors successfully against many other barbarian groups.
15. **What stopped Attila's advance on Rome?**
According to the Church, it was Attila's meeting with Pope Leo, in which legend says Attila was overwhelmed by seeing a halo above the pope's head. Modern interpretations credit other things, like Attila's weakened army and the threat posed by a Roman army advancing from the east.

Chapter 2: The Not-So-Dark Ages

1. **Why did the disappearance of artisans make life worse for Europeans?**
The loss of skilled people meant that the standard of living declined: there were fewer high-quality goods available.
2. **Why was the term Dark Ages first used?**
Scholars of the Renaissance looked down on the previous era because it was a time of little learning.
3. **In what ways is the term Dark Ages an accurate description of this time? In what ways is it inaccurate?**
Accurate: There was a loss of learning and writing, so some "light" in European civilization did go out. Also there was less travel and trade, so the standard of living got worse. »» Inaccurate: it makes it seem as though everyday life was much worse during that period, when in fact it was not much more violent than other periods, before and after.
4. **Why was this section included in the text? What additional information does it include?**
This section connects the past to the future. It shows how the various groups on the move during the Middle Ages eventually led to the creation of modern-day countries in Europe, such as France, Spain, Portugal, the Czech Republic, Hungary, and England.

Chapter 3: Two Churches

1. **What was the impact of the conquest of Rome by Germanic groups from northern Europe?**
They adopted the religion and customs of Rome. Many also adopted the language of

Rome: Latin.

2. **When did the bishop of Rome gain more power?**

The bishop became more powerful when there was no longer a Western emperor.

3. **Why do you think the Germanic people preserved and followed Roman laws, traditions, language, and religion following their conquest of Rome?**

The Germanic groups recognized that the long history of Rome and the Roman culture were valuable. Rather than destroy the culture, it was more useful to embrace it and declare themselves the rightful inheritors of those traditions.

4. **What are the four cities, besides Rome, whose bishops viewed themselves as leaders of the Christian Church?**

Constantinople, Alexandria, Antioch, and Jerusalem.

5. **How would you compare and contrast the Western Empire and the Eastern Empire during the last hundred years of the Western Empire?**

The Western Empire was weak and had been invaded by Germanic groups, whereas the Eastern Empire remained strong; the Western Empire was more Roman and the Eastern Empire more Greek; the official language in the West was Latin and in the East it was Greek; the Churches of the Western and Eastern Empires differed culturally and in their religious practices.

6. **What happened in 1054?**

After many years of disagreements between the bishops of Rome and Constantinople, the Church officially split in 1054 into the Roman Catholic Church in the West and the Eastern Orthodox Church in the East.

7. **How did the bishops in the Eastern Empire react to the claim by the bishop of Rome that he was the supreme authority of the Christian Church?**

The Eastern Empire bishops did not want to acknowledge the bishop of Rome's supremacy because they were used to working together in a more cooperative fashion, in which each bishop was given one vote.

Chapter 4: Prayer and Work

1. **Why did Bennet decide to devote himself to religion?**

After Bennet moved to Rome, a big city, he was upset by the corruption he found there. (This is explained in the students' text as "lying, cheating, and dishonesty.") He found a more satisfying life in religion.

2. **What ideas did Benedict present in his book, the Rule of Saint Benedict?**

The Rule of Saint Benedict suggested that monks serve their religion through everyday work and life, balanced with prayer, reading, sleeping, and eating. The book also emphasized creating a community, where everybody got along and worked together.

3. **Why might the other monks not have wanted to follow Benedict's suggestions?**

The monks were probably used to their own way of doing things and beliefs, and Benedict's ideas were very new and different at the time.

4. **How were Benedict's ideas about religion new and different?**

Saint Benedict's ideas about religion involved less painful acts than the monks had been used to performing. They did not involve leaving the world and living in caves. Instead, they were more service-oriented, working to help the world.

5. **What did it mean for monasteries to be self-sufficient?**

The monks made everything they needed for themselves. This included producing a variety of food (keeping gardens, raising chickens and goats, making bread) and sewing their own clothing.

6. **How did a Benedictine monk spend his day?**

A Benedictine monk's day was divided into three different work periods. Six hours were spent praying, six spent doing manual work, and four spent studying and writing. That left enough time to sleep for seven or eight hours a night, a healthy amount.

7. **What do you think was the most important thing that Benedictine monks did to help society in the Middle Ages?**

Answers may vary, but accept only text-dependent responses with supporting examples. An acceptable response might be that establishing libraries was most important, because this allowed knowledge to be preserved and spread; or that the Benedictines helped society most by working with the poor, who had very few options during this time.

Chapter 5: Charlemagne

1. **Who was Charlemagne, and where did he come from?**

He was king of the Franks, a group of people who lived near the Rhine River. Point out the illustration and caption on page 35. Page 35

2. **What was Charlemagne like?**

Charlemagne was a tall and powerful man. He liked to take good care of himself with healthy habits, such as exercising and getting lots of sleep. He worked very hard, scheduling lots of meetings throughout the day. As a leader, he was inspirational to his soldiers and liked to see projects through to the end.

3. **Discuss how Charlemagne is represented in the illustration on page 36. What characteristics does this image suggest?**

In the picture, Charlemagne is bigger than the other people. He is also wearing lots of gold and a crown, which shows his wealth and importance, and carrying a staff, which makes him look powerful.

4. **Why did many people fear the Frankish army at this time?**

The Frankish army was very strong and looked impressive in light armor. More importantly, Frankish soldiers had an impressive record of conquest that their opponents understood and respected.

5. **Why did Charlemagne visit Rome?**

Charlemagne went to Rome to make sure that the pope was safe. He also went there to celebrate Christmas with the pope.

6. **What happened at the Christmas Mass that Charlemagne attended with the pope?**

The pope surprised Charlemagne by crowning him the emperor of the Romans. The pope had gathered many people in the cathedral from all over the kingdom.

7. **How would you have felt if you had been a Roman at the Christmas Mass? Would your feelings have been different as a Frank?**

Answers may vary, but accept only text-dependent responses with supporting examples. The Franks had previously ruled a large amount of the land that Charlemagne was now emperor of, so it is likely that they were not as accepting as the Romans of Charlemagne as a leader. Charlemagne had also protected the pope from them, creating an alliance against the Franks.

8. **According to the map on page 41, what modern countries are in the regions that Charlemagne ruled?**

The map shows that Charlemagne ruled large parts of Europe. Some of the modern countries in the regions that he ruled are France and Germany. Charlemagne ruled areas that would become part of modern Europe.

9. **What did Charlemagne do once he was a ruler?**

At first, Charlemagne worked on making his empire bigger and converting people to Christianity. After that, he built a capital city in Aachen, where he ruled. He educated his people, including women and the poor. He also built roads and bridges. In general, he tried to make people's lives better.

Chapter 6: A Feudal Society

1. **How did a vassal show that he was loyal to a king?**

The vassal went through the ceremony of homage, swearing an oath to the king and receiving the "kiss of peace."

2. **How could someone be a vassal and a lord at the same time?**

A lord would be a vassal of a king. In turn, he would divvy up his land among lesser lords. These lords would be his vassals. In this way, large areas of Europe were governed.

3. **How big of a role did promises and loyalty play in feudalism?**

Loyalty played a very big role: feudalism was based on the king and his vassals making promises to each other. The vassals would promise to fight for the king, and the king would promise to protect his vassals. They promised to be loyal to each other.

Chapter 7: To the Manor Born

1. **What aspects of a manor estate are shown in the illustration?**

The illustration shows several aspects of the estate, including the manor house, a church, a mill, serfs' houses, and fields.

2. **What responsibilities did the lord of the manor have toward his serfs?**

The lord of the manor gave serfs access to the land. He also provided a mill and equipment to the serfs. In addition, he carried out law and order, made important

decisions, and protected them from attack.

3. **What responsibilities did the serfs have toward the lord of the manor?**

The serfs worked in the fields and did other necessary chores for the lord of the manor. They were responsible for providing the lord and his family with some of the food they grew and raised. In addition, they had to provide him with portions of their firewood and flour.

4. **What was the three-field system?**

The three-field system involved dividing an area of land into three fields. One of the fields was planted in the fall, another was planted in the spring, and the third was left unplanted. Different crops were grown during different years on the same piece of land. This process allowed the soil to recover its nutrients.

5. **What were the advantages of using the three-field system in the Middle Ages?**

The three-field system allowed the soil's nutrients to be replenished, making it useful for much longer than it would otherwise have been.

Chapter 8: Life in a Castle

1. **Why were castles built?**

Lords built castles to protect themselves, their people, and the property associated with their manors.

2. **How did this influence decisions about where to build a castle?**

Castles were often built on top of a hill so that the people protecting the castle could easily see anyone approaching the castle.

3. **How would the attackers gain entry into the castle?**

They rolled tall, moveable siege towers holding their own soldiers up to the outer castle walls, so they could climb over the walls; they might also break down the castle doors with a battering ram, shoot flaming arrows into the keep, and dig tunnels under the walls to weaken them to the point of collapse.

4. **What was the keep?**

The keep was a central tower within the castle walls. Some of the area near a castle's keep was open courtyard; other areas were covered.

Chapter 9: Days of a Knight

1. **What role did knights play in the Middle Ages?**

Knights were, first and foremost, soldiers. They were mounted on horses and fought for their lords or king. Because of their important role in warfare, they became the focus of songs and stories that celebrated their heroism. Page 65

2. **How might one become a knight in the Middle Ages?**

Knights began their training as pageboys. At the age of seven or eight, pageboys waited on noblemen, learning manners, horseback riding skills, and sword work.

3. **What did a squire do?**

A squire was a personal servant to a knight. He accompanied the knight, cleaned his armor and weapons, helped the knight get into his armor, and looked after the

knight's horse.

4. **Why were squires important in the feudal system?**

Squires were important for two reasons. First, they allowed knights to fight in battles more efficiently. Second, they provided a kind of apprenticeship for young men, training the next generation of knights.

5. **How did squires become knights?**

Squires became knights in their late teens, perhaps earlier if they came from a higher noble family. They became knights through ceremonies, where they were presented with armor and weapons. A squire's sponsor would then name him ("dub" him) a knight. During wartime, this process could be much quicker.

6. **Who might be able to become a knight in the Middle Ages?**

In the Middle Ages, knights were typically from noble families. But occasionally a commoner might also become a knight if he was an exceptionally skilled soldier.

7. **What did knights wear in battle?**

Early knights wore chain-mail (metal rings) armor with steel plates. Underneath, the knight would wear a thick leather undergarment. Later, chain mail was replaced entirely by steel plates covering a knight from head to toe.

8. **Why might knights have come primarily from the ranks of the nobles in the Middle Ages?**

A knight had to keep and maintain not only his armor, weapons, and swords, but also a horse. This equipment was expensive. Few commoners would have been able to afford such things.

Chapter 10: A Serf and His Turf

1. **Why did slavery end in Europe?**

The Church was against enslaving Christians, so as Christianity spread, slavery declined.

2. **How did a population of freedmen in Europe become a population of serfs?**

Although slavery no longer existed, and there were freedmen, life for peasants during the Middle Ages was very difficult. Many freedmen chose to seek the security a lord could provide. Over many generations, these freedmen became serfs.

3. **Do you think it was a smart choice for freedmen to become serfs?**

Answers will vary. This is a good opportunity to talk about pros and cons and to discuss why different people might weigh certain pros or cons more heavily.

4. **Serfs did little or no work for about a quarter of the year. Why?**

Life in the Middle Ages was dominated by the Church, and holy days were a common part of the calendar. With the year's fifty-two Sundays, along with saints' days and other holidays, days with little or no work made up about 100 of the 365 days of the year.

Chapter 11: City Life

1. **What is Peter's impression of the city?**

He is astonished by the number of people and by the variety of activities. He is

disgusted by the smell and by some of the sights, but he is excited by what he sees.

2. **Do you think Peter makes the right decision to run away to the city?**

Answers will vary but should be based on the knowledge students have acquired in reading previous chapters in this unit. Discuss the risk Peter is taking. Ask students to consider what Peter might be giving up by running away to the city and what benefits he might get from this decision. Discuss family versus independence, security versus opportunity, and so on.

3. **What were guilds, and what did they do?**

Guilds were trade or professional organizations that set rules and practices to benefit their members and, in some cases, the public.

4. **How were master craftsmen similar to and different from lords?**

Like lords, master craftsmen occupied the top of a social structure. They had more power and a better life than the people below them. Unlike lords, who were born into their position, master craftsmen

5. **Why would people want a city charter?**

A charter made the city independent and gave powerful merchants the right to elect their own leaders and form their own government.

6. **How did charters both increase and decrease the power of kings?**

The charters brought money to the king, which increased his power. But charters also gave some control over local government to people beyond the king's control, so that was a decrease in power. Page 85

7. **Why did the growth of cities help bring an end to feudalism?**

The cities generated wealth, and some of that wealth went to the kings. Kings could use that wealth to hire soldiers and build buildings, which eroded the power of local lords. The cities also provided opportunities for social mobility that disrupted the strict social structure of feudal society.

8. **The text says, "Many people preferred city life to life on a manor estate." Would you have preferred city life or life on a manor estate?**

Answers will vary. This is a good opportunity to review the main features of manor life for serfs. Continue the discussion of pros and cons from the previous section.

Chapter 12: Women in the Middle Ages

1. **Why do you think Hildegard of Bingen is one of the best-known women of the Middle Ages?**

She wrote music, poems, and books. Her music has been performed for hundreds of years, keeping her fame alive.

2. **Would it have been easier or harder for a man with talents similar to Hildegard to succeed in the Middle Ages?**

It would likely have been easier for a man with Hildegard's talents to succeed. Men who did the kind of work she did were often widely known and even more influential.

3. **Do you think Hildegard of Bingen would have been as famous as she was, more famous, or less famous if she had been a man?**

Answers may vary. Note that there were fewer women engaged in the activities that Hildegard was engaged in, making it easier to stand out. On the other hand, men were generally more widely known and influential than women were.

4. **How could a woman in the Middle Ages end up running her own business?**

It was not uncommon for women to go into business with their husbands. If their husbands died, they were allowed to continue to work. There were some women who managed to start up their own businesses, though this was not typical.

5. **Why did the development of universities not benefit women?**

Women were not allowed to attend universities, so they could not get the professional training that men got at universities. They could not become lawyers or doctors and had more limited career choices.

Chapter 13: William the Conqueror

1. **What happened in 1066?**

William of Normandy and King Harold fought at the Battle of Hastings.

2. **Why did William and Harold go to war with each other?**

Each claimed that he had the right to be the king of England, and they had to fight to see who would win.

3. **Why was William called “William the Conqueror”? Would Harold have been called “Harold the Conqueror” if he had won instead?**

William came from a foreign place, the duchy of Normandy across the English Channel. Because he was not from England but took control of it, he conquered England. Harold probably wouldn't have been called a conqueror since he was from England, not a foreign place.

4. **Based on the map on page 95, what advantages might each army have had in positioning?**

Answers may vary. Students may note that Harold's army had an advantage in that William's soldiers had the English Channel at their backs, which would make retreat difficult. On the other hand, William's soldiers had an advantage in that if they did choose to retreat, Harold's soldiers would have a difficult time pursuing them across the channel back to Normandy.

5. **Why does English include a mixture of French and Germanic words?**

Before William became king, people in England spoke Anglo-Saxon (also called “Old English”), the language of the Germanic tribes who had arrived hundreds of years earlier. Because the new nobles brought by William spoke French, the two languages began to mix, creating the newer form of English that is spoken today.

6. **How has William's conquest of England had an impact on our lives even today?**

The English language as it is spoken today is heavily influenced by French as a result of William's conquest. After the English colonized America, English became the primary language spoken in America. The language spoken in America today would be

very different if not for William's conquest.

7. **What is the Bayeux Tapestry, and why is it important to history?**

The Bayeux Tapestry is an embroidered cloth that depicts the Battle of Hastings. It is important to history because it helps us picture a battle that happened long ago.

8. **Why was the Domesday Book important to William? Why is the Domesday Book important to historians?**

The Domesday Book was important to William because it let him keep track of all the rent and taxes that were owed to him. The details in the Domesday Book give historians an accurate picture of what a feudal kingdom of the Middle Ages looked like.

Chapter 14: Henry II

1. **What was England like when Henry came to power?**

The country hadn't had a strong king since William the Conqueror, and that created problems. People were at war all the time, and there wasn't a good system of law. People were heavily taxed, while armies robbed them and lords fought each other. It was also a hard time for businesses.

2. **Did Henry II immediately become king when his grandfather, Henry I, died? Why or why not?**

No. Henry II was too young to rule when his grandfather died. One of his cousins ruled until Henry was twenty-one.

3. **Discuss how Henry II is represented in the illustration on page 104. Which of Henry's characteristics does this image emphasize?**

Henry looks powerful and authoritative. He is shown in a position of power on the back of a horse with his supporters behind him.

4. **What kind of leader do you think England needed to unite it when Henry II came to power?**

Answers may vary, but accept only text-dependent responses with supporting examples. For example, students may state that the country needed a king who had strong support from the nobility to prevent more fighting. Other students might argue that the country needed a leader who cared more about his people than he did about just being king.

5. **Why was Henry considered "a man of pleasure"?**

He enjoyed royal pastimes. These included hunting and hawking. He also traveled around with his favorite bird and fed the birds from his dinner table.

6. **How did Henry want to improve life in England for his people?**

He wanted to end the wars that the country had gone through, and to make the position of the king more powerful. He did this by waging battles against certain lords.

7. **What was the shield tax?**

The shield tax replaced the previous system in which lords sent men to help fight the king's wars. This way, the king could use the money to hire soldiers who he knew would remain loyal to him, rather than to the lords.

8. **How do you think Henry's changes to society changed the lives of everyday English people?**

Answers may vary, but accept only text-dependent responses with supporting examples. For example, people might worry less about being falsely accused of a crime without proof, because they were guaranteed a trial by jury.

9. **What is Henry still remembered for?**

Henry is remembered as the first Plantagenet king. He is also remembered for his accomplishments, including the institution of a uniform legal system.

Chapter 15: Thomas Becket

1. **How did Becket's career progress?**

Becket was the son of a merchant, and he began his career as a priest. He then rose through the Church's ranks and began to take an interest in politics. After Henry II was crowned, he chose Becket as his chancellor, a position of great honor.

2. **How was Becket's private life different from his public life?**

In public, Becket hosted many banquets and feasts that featured rich and luxurious food. Privately, however, he was still very devout and religious.

3. **Which of Becket's qualities might have made him valuable to a ruler like Henry II?**

Answers may vary, but accept only text-dependent responses with supporting examples. Sample responses might include the fact that the intelligence and hard work Becket showed as a priest might have appealed to Henry. On the other hand, he also took part in the kind of entertaining that the king enjoyed, and hosted many feasts, which also might have been valuable to Henry.

4. **Why didn't Becket want to become archbishop of Canterbury?**

Becket did not want to become archbishop of Canterbury because there were often problems between the government and the Church, and he did not want to be in a position where he was representing the Church in opposition to his friend Henry II. Becket still took the position because the king asked him.

5. **How did Becket surprise people after becoming archbishop of Canterbury?**

People were surprised by how serious Becket became after he took office as the archbishop of Canterbury. He no longer wore fancy clothing, and he spent a lot of time praying. In addition, he no longer held the kind of banquets that he previously had.

6. **Why did King Henry and Becket start to feud?**

The first major disagreement between Henry and Becket had to do with the Church's role in the legal system. Henry had proposed a new law that would reduce the power of the Church to escape legal penalties. Becket opposed this, even though the king expected him to support it.

7. **What would you have done if you were Becket and the king asked you to support something you did not believe in?**

Answers may vary, but accept only text-dependent responses with supporting examples. Some students may argue that they would act like Becket and not support

a law they did not agree with, even if it meant having to leave the country. Others might argue that they would support the king to protect their families, their jobs, or even their lives.

8. **How did Becket make King Henry angry after he returned to England?**

After Becket returned to England, he made Henry angry by excommunicating powerful nobles who were friends of the king.

9. **What does the image on page 114 tell us about Becket's death?**

The image depicts Becket as peaceful and even devout, overpowered by angry knights. It emphasizes his role as a religious man, showing him on his knees, as though praying.

10. **How did Henry react to hearing about Becket's death?**

Indications are that Henry was extremely upset about Becket's death. He did not eat or sleep, and he punished himself by wearing uncomfortable clothes and performing other religious acts. He walked to Canterbury Cathedral barefoot for the last three miles.

Chapter 16: Eleanor of Aquitaine

1. **Who was Eleanor? Why was she called Eleanor of Aquitaine?**

Eleanor was the duchess of a region in France called Aquitaine.

2. **After she was duchess of Aquitaine, Eleanor became queen of France. How did this happen?**

Eleanor was a vassal of the King of France. He required her to marry his son, Louis. When the older king died, Louis became the new king of France, and Eleanor became queen of France.

3. **How did this marriage come to an end?**

Eleanor did not give birth to a son, and she did not enjoy life in Paris. She missed Aquitaine. She found Louis dull. Louis was more interested in religion and thought the lack of a son might be a sign of disapproval from God. Their marriage was annulled, or canceled.

4. **How much of a role do you think Henry played in the ending of the marriage between Eleanor and Louis?**

Her attraction to Henry might have played a role: the text describes Eleanor as finding Louis "dull" and Henry as "handsome, energetic, and charming." Also, Eleanor asked for an annulment "shortly after she met Henry."

5. **How did Eleanor go from being queen of France to being queen of England?**

The annulment of her marriage to Louis ended her period as queen of France. Her marriage to Henry led her to become queen of England when Henry claimed the English throne.

6. **What adjectives would you use to describe Eleanor's court at Aquitaine?**

Possible words include intelligent, sophisticated, fancy, and advanced. 123

Chapter 17: Magna Carta

1. **Why was John called “Lackland”?**

John did not have any land of his own. He was the youngest son of Eleanor of Aquitaine and Henry II. Henry II had already given his most valuable land to his older sons. John was not expected to become king.

2. **How did John become king?**

All of John’s older brothers died, including King Richard II.

3. **How did the nobles and the merchants end up on the same side?**

John subjected both the nobles and the city merchants to taxes that both groups felt were unfair.

4. **Why did historians at one time call John one of the worst kings in English history? Current historians no longer take that view. What might account for this change?**

Previously, historians focused on John’s mistakes. Today, historians look at what he did well and balance that against those mistakes.

5. **What was Magna Carta?**

Magna Carta was a document written by the English barons, which forced the English kings to recognize the rights and privileges of nobles, freemen, and the Church. It limited the power of kings and said they were also subject to laws.

6. **Why were copies of Magna Carta carried all over England?**

Magna Carta was written long before the age of quick mass communication. There was no radio, television, email, or Internet, so the English people would not know about the new laws concerning the rights of the nobles governing them unless a copy of Magna Carta was brought and read to them.

Chapter 18: A New Kind of Government

1. **What was a council? Why was England ruled by a council of barons after King John died?**

A council is a group of nobles who rule. The council was in charge after King John died because Henry III was not old enough to rule.

2. **How do you think the people felt about being ruled by the council? Why?**

The people probably liked it. The book points out that, “instead of hard times, England enjoyed a period of peace” because the nobles often settled differences by discussion instead of by going to war. (Allow for other possible answers that are supported by the text.)

3. **What brought the peaceful times under the council to an end?**

Henry III grew up and took control. The barons rebelled against him.

4. **How important do you think this meeting was in history?**

It was very important. It was the first time that representatives from all classes (except serfs) met together to make decisions. This was the beginning of England’s parliamentary system.

5. **Why did King Edward I want to have a parliament?**

He needed money to fight a war, build castles in Wales, and conquer Scotland. He

thought he could raise the money he needed by calling representatives together.

6. **When and where did the Model Parliament meet?**

It met in 1295 in Westminster, which is now a part of London.

7. **What big idea about money and spending did the Model Parliament establish?**

It established that the king had to ask Parliament for money.

8. **Your reading tells you that Parliament was divided into two “houses”: the House of Commons and the House of Lords. What might be another word that would work in place of houses?**

Suggested answers: chambers, departments, parts, sections, or groups.

9. **What is the main idea of “Parliament Today”?**

Parliament still exists and rules the United Kingdom, or Britain.

Chapter 19: The Hundred Years’ War

1. **How would you describe the nobility of France and England during this era?**

Many nobles of England were descended from French nobility. In addition, nobles and monarchs from both countries often married into each other’s families. This meant that European nobility and royalty were often related to one another, making succession sometimes unclear.

2. **What was Edward III’s basis for claiming the throne of France?**

Edward’s claim to the throne was based on the fact that he was the former king’s nephew.

3. **Why was the longbow important?**

The longbow was important because it was powerful, but also because it allowed soldiers to shoot from longer distances. It gave the English a distinct advantage because it could send arrows through armor! This is one reason why the war lasted so long.

4. **How did the longbow change warfare?**

The longbow made armored knights less important. The longbow could defeat knights from a distance, so that the archers were not in immediate danger.

5. **Why were the English capable of defeating the French in a major battle?**

The longbow, combined with good strategy (which can be explained to students as the way in which the English planned out the battle from their side) helped the English defeat the French, even though the French had more armored soldiers.

6. **How did the Hundred Years’ War change Europe?**

A lot of territory that had been English now went to France. However, France was weakened by the English soldiers who had invaded it for so long. England had also lost a lot of money and a lot of soldiers, making it poorer overall.

Chapter 20: Joan of Arc

1. **What changed about the voices that Joan of Arc heard?**

The voices that Joan heard at first only told her to be good and to live a good life.

However, as she got older, she began to believe she was hearing that God had chosen her to rescue France.

2. **What inspired Joan of Arc to finally leave home?**

The voices that Joan heard gave her instructions that were increasingly urgent and specific. They told her to go find the governor and ask to see the dauphin. They also told her about her specific mission to free the city of Orléans.

3. **Why did the governor finally change his mind about seeing Joan?**

Joan stayed outside of his castle, talking to people about why she had come. In this way she gained supporters who helped her. We still don't know why the governor agreed to help Joan, after having first laughed at her.

4. **How did Joan impress everyone at the court?**

According to legend, Joan recognized and was able to pick the dauphin out of a crowd without ever having met him. This was especially surprising since she was a peasant who had likely never seen him before.

5. **How did Joan prepare herself for battle?**

Joan practiced her fighting skills. She also inspired many knights to fight with her while she was staying at the dauphin's castle, probably through her faith and her leadership.

6. **Why was Joan's journey to Reims a triumph?**

Joan not only convinced the dauphin to travel with her to Reims, but once they arrived there, the two of them changed the attitude of the town from one that was pro-English to one that was pro-French. The Burgundian army left, and the dauphin was crowned king.

7. **Why was Joan captured?**

After the dauphin was crowned king, he made deals with people who were against Joan. She wanted to keep fighting the English and the Burgundians. However, he wanted to make peace with them, so he made deals with the pro-English forces. They eventually captured Joan.

8. **How were the English finally able to convict and execute Joan of Arc?**

The English charged Joan with heresy, or going against the teachings of the Church. To prove these charges, they had to find their own witnesses, who were probably not telling the truth; the text states that the churchmen who testified did not really know Joan. Also, they were able to prosecute her for wearing men's clothes. Page 153

Chapter 21: The Black Death

1. **What was the Black Death, and when did it occur?**

It was a disease that spread very quickly across Europe in the mid-1300s. It was transmitted by fleas nesting in the fur of rodents.

2. **Using the map on page 158, can you describe how the Black Death got to and spread throughout Europe?**

The Black Death came from Central Asia. It was carried by fleas nesting in the fur of rodents. These animals crawled onto ships and brought the infected fleas with them to

cities in southern Europe. Then it spread inland, around the Mediterranean, and to the north.

3. **What portion of the European population died from the Black Death?**

About one-third of the population of Europe died, which was about twenty-five million people.

4. **How did the Black Death affect feudalism?**

Many people died from the plague, so the overall population was much smaller. This created a shortage of workers, so conditions for the serfs who survived actually improved, and some were able to buy their own land. This led to a decline in serfdom.

5. **How did the Black Death affect cities and kings?**

Cities developed more organized ways of dealing with disease outbreaks, and kings got stronger.

6. **What factors led to the end of feudalism?**

Because the Black Death killed so many people, there was a labor shortage, which allowed serfs to buy their own land and their freedom. Instead of feudal lords, kings and their administrators helped keep law and order. City and town governments gained more influence. Universities allowed more people to get an education.

Unit quiz key

1. a 2. d 3. a 4. b 5. a 6. c 7. b 8. a 9. d 10. b 11. c 12. b 13. b 14. c 15. d 16. b 17. d 18. b 19. c 20. b 21. c 22. b 23. c 24. a 25. a