LIFEPAC®



HISTORY & GEOGRAPHY

STUDENT BOOK

10th Grade | Unit 10

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PUBLICATIONS

HISTORY & GEOGRAPHY 1010

Ancient Times to the Present

INTRODUCTION |3

1. ANCIENT CIVILIZATIONS AND MEDIEVAL TIMES 5

HEBREWS |6
EGYPTIANS |7
BABYLONIANS |8
CHINESE |9
GREEKS |10
ROMANS |11
ANCIENT CULTURES |14
MEDIEVAL TIMES: INVASIONS |15
MEDIEVAL TIMES: FEUDALISM |16
MEDIEVAL CULTURE |18
THE MEDIEVAL CHURCH |21
SELF TEST 1 |25

2. RENAISSANCE 28

POLITICS |29
ARTS AND SCIENCES |31
REFORMATION |34
ABSOLUTISM |41
SELF TEST 2 |49

3. THE MODERN WORLD 52

REVOLUTIONS |53
WARS |60
CURRENT EVENTS |66
SELF TEST 3 |70
GLOSSARY |73



LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

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Ancient Times To The Present

Introduction

In the previous nine LIFEPACs you have studied the history of the world from very ancient civilizations to modern times. You will now review what you have learned. You will look once more at those ancient civilizations. You will reacquaint yourself with the Middle Ages and the Renaissance. You will see how each of these periods contributed to the modern world in which you live.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC®. When you have finished this LIFEPAC, you should be able to:

1. List the most important ancient civilizations.
2. Explain how ancient societies governed themselves.
3. Identify the leaders of the ancient civilizations and their accomplishments.
4. Describe the cultures of the various societies.
5. Explain feudalism.
6. Show the importance of the church in the Middle Ages.
7. Point out the differences between the Middle Ages and the Renaissance.
8. Describe the politics in the major European countries during the Renaissance.
9. List the highlights of Renaissance arts and sciences.
10. Explain the Reformation.
11. Show how religious conflicts led to wars.
12. Define *absolutism*.
13. Show the development of the strongest nations in Europe.
14. Define mercantilism.
15. Trace the travels of European explorers and their claims in the New World.
16. Describe the great revolutions that helped to produce the modern world.
17. Describe the political and military career of Napoleon I.
18. List the important early inventions of the Industrial Revolution.
19. Describe the events leading to and during World War I.
20. Describe the events leading to and during World War II.
21. Outline the structure of the United Nations.
22. Discuss the important political areas in the modern world.
23. List the major international organizations today.

Survey the LIFEPAC. Ask yourself some questions about this study and write your questions here.

1. ANCIENT CIVILIZATIONS AND MEDIEVAL TIMES

The first section of the review will deal with the world prior to 1500. It will recall the ancient civilizations, remind you of their ending, and discuss their contributions to the world. By 1500 the nations of Western Europe were stable enough to begin searching for places to establish colonies. Spain led the way but did not handle her colonies wisely. England and France followed, and England gained the most. Out of these activities, the modern world finally began to develop.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. List the most important ancient civilizations.
2. Explain how ancient societies governed themselves.
3. Identify the leaders of the ancient civilizations and their accomplishments.
4. Describe the cultures of the various societies.
5. Explain feudalism.
6. Show the importance of the church in the Middle Ages.

Vocabulary

Study these words to enhance your learning success in this section.

assimilation	**diocese**	**Ides of March**	**Nicene Creed**
scriptorium	**see**	**triumvirate**	**vernacular**

Note: *All vocabulary words in this LIFEPAC appear in* **boldface** *print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.*

HEBREWS

The Old Testament of the Bible, the gift of God through the Hebrews to the people of the world, records the most ancient of ancient times. In the opening lines, it states (Genesis 1:1) "In the beginning God created the heaven and the earth." No time existed before the beginning.

The Hebrews were the descendants of Abraham, who settled in Canaan. From Canaan, Abraham's grandson Jacob moved his family to Egypt to be reunited with his son Joseph and to provide his family with sustenance during a famine. Generations later, Moses led them back to Canaan, the Promised Land. The area that was Canaan was approximately that of Israel today.

During this time many Hebrews did not remain true to God. They fought among themselves and were attacked by outsiders. They finally saw their Holy City, Jerusalem, destroyed by the Babylonians and many of their people carried off as captives to Babylon.

In Babylon they had to choose whether to spend their time in mourning or to make captivity meaningful. They chose the latter and spent much of the next seventy years creating the framework of the Old Testament and solidifying their beliefs.

Many Jews never returned to Jerusalem. The Diaspora, which is the name given to the scattering of the Hebrews all over the world, took place. When Jesus Christ the Savior was born in Bethlehem as promised, most Jews refused to accept Him. Their descendants are still waiting for a Messiah.

Christian belief accepts the Trinity and acknowledges Christ as (I John 2:1 and 2) "...an advocate with the Father...the propitiation for our sins..." With this knowledge of God and his acceptance of the Trinity, the Christian is prepared to carry on his struggle with Satan which is his heritage from Adam and Eve. Since he believes in this manner, he must accept God's presence in the making of history.



Complete the following sentences.

1.1 The gift of God through the Hebrews to the whole world was the _____ .

1.2 Canaan was called the _____ .

1.3 The Hebrews solidified their beliefs while in _____ .

1.4 The Hebrews were the descendants of _____ .

1.5 The scattering of the Hebrew people all over the world was called the _____ .

EGYPTIANS

The land along the Nile River had the requirements for settlement: warm climate, water supply, protective mountains, and a long coastline.

Egypt, the oldest of the early civilizations, developed a calendar, a system of irrigation, written communication, and local government before it was classified as a civilization.

The first central government was formed by the uniting of Egypt's upper and lower kingdoms under King Menes in 3400 B.C. From his capital at Memphis, he ruled with a strong hand and was able to keep the two kingdoms together and start a dynasty. Later the Pharaohs, as they came to be known, were considered divine, and their words were never questioned.

Once cities were established and the government became stable, Egypt began to trade among cities up and down the Nile. Finally, it started to trade with other countries around the eastern end of the Mediterranean Sea.

The government was not always strong enough to keep out invaders. Over the centuries, Egypt was conquered several times. One group of invaders, the Hyksos in the sixteenth century B.C., brought horses and chariots with them. The horses and chariots proved very valuable to the Egyptians, who used them to attack and conquer others.

Egypt built an empire and proceeded to set up trade routes with other countries. Surplus wheat and other grains were traded for products in the Mediterranean area. Egypt was able to buy the lumber and tin it needed as well as many other products. The Phoenicians brought tin all the way from England to Egypt, and Egyptian artisans mixed copper and tin to make bronze for decoration and weapons. Scribes kept records of trade transactions as Egyptians learned the importance of records for government and trade.

Answer true or false.

1.6 _____ Egypt was settled on land along the Nile River.

1.7 _____ King Menes ruled Egypt from his capital at Hyksos.

1.8 _____ The Egyptians imported tin that came from England.

1.9 _____ Business records were kept by scribes.

1.10 _____ Egypt was such a powerful nation it was never invaded.

Complete the following sentences.

1.11 Bronze is made by mixing a. _____ and b. _____ .

1.12 The Hyksos brought the a. _____ and b. _____ to Egypt.

1.13 Four developments of the Egyptian civilization were these:

a. _____ , b. _____ ,

c. _____ , and d. _____ .

1.14 Egyptian leaders considered divine were called _____ .



| Babylon

BABYLONIANS

Between the Tigris and Euphrates rivers at the eastern end of the Fertile Crescent is located the land whose name, *Mesopotamia*, means *the land between two rivers*. Here on the plains of Shinar several groups settled. They never became true civilizations, although some of them did build empires, because they never developed beyond a city-state organization.

One of these groups was the Babylonians. Their capital city of Babylon was beautiful, and it lasted nearly two thousand years. It was in Babylon that one of the emperors, Hammurabi codified the laws of Babylonia. Hammurabi was able to unite the Babylonians, but after his death his empire disintegrated.

Most of the Babylonians remained agricultural, but they did trade with the existing civilizations. A few craftsmen made articles to sell, but most of their sales were of food grains. Babylonians used clay for building, since stone was not available. Brick remains have been located by archaeologists.

Answer true or false.

1.15 _____ No remains of the Babylonians have ever been found.

1.16 _____ Hammurabi, emperor of Babylonia, codified the laws of his country.

CHINESE

The earliest civilization in the Far East was that of China. The Yellow and Yangtze rivers provided water. The Yellow River often flooded causing disaster for the people. Crops could not be planted, and starvation followed. Mass migrations of Chinese took place because of this condition. Northern China was settled before southern China, but the people in the south began cultivation of the Chinese staple, rice.

China had a difficult time uniting. Its feudal stage was a period of war and invasion, as it would be much later in Europe. Finally, China became one nation in the fourth century before Christ.

China is protected by mountains and the sea, but to the north are plains from which invaders came. The Huns, a fierce and warlike tribe, inhabited the area. To protect themselves from the Huns, the Chinese built the Great Wall of China about five hundred B.C. Over the years the wall began to crumble, and in the thirteenth century Genghis Khan, who had united several of the nomadic tribes north of the wall, attacked and conquered the northern Chinese. These Mongols, as they were called, swept across Asia into Russia. Genghis Khan left his empire to his grandson, Kublai Khan, who was successful in reuniting northern and southern China. It was during this time that Marco Polo came from Italy to visit China.

Under the Sung rule China reached new heights of production and trade. After the crusades, demand from Europe for Chinese products became very great. At the same time, trade routes overland became costly and dangerous. Europeans began to look for a way to reach the Far East by sailing west.

Over its history, China was divided into two classes of people, the very rich and the very poor. The poor for the most part were peasants who lived off the land. They paid high taxes to support their rulers.



Answer true or false.

1.17 _____ The Great Wall of China was built after the birth of Christ.

1.18 _____ Mesopotamia means “land between two rivers.”

1.19 _____ Flooding on the Yangtze River caused great hardship for the early Chinese.

1.20 _____ Genghis Khan was the leader of the northern Chinese.

1.21 _____ After the crusades, Chinese demand for European products became very great.

Complete the following writing assignment.

1.22 Research Marco Polo’s visit to China and prepare a paper of approximately one hundred words telling about what he saw. Have your teacher check your paper.

TEACHER CHECK _____ initials _____ date

GREEKS

Much of Greek civilization had its origins in the culture of Crete. The Cretans had developed a high degree of civilization before they were forced to leave their island because a fire destroyed all that they had built. The Cretans resettled in Mycenae and began trading with the Aegean city-states and Egypt. Later they attacked and destroyed the ancient city of Troy in Asia Minor. Homer, the blind Greek poet, wrote about this war and its aftermath in the *Iliad* and the *Odyssey*. The Mycenaeans were attacked and conquered in the twelfth century before Christ and with their conquerors were the forerunners of the Greek people.

Because of poor soil, early Greek city-states had to buy food from outside their borders. In exchange they sold bronze weapons and other items. This trade led to the founding of Greek colonies around the shores of the Mediterranean. Athens, almost from its beginning, was chief among the Greek city-states. The first democratic practices in government appeared in Athens. A council of 500 was made up of representatives of the people. Debates were held openly before any law was enacted.

Before its democracy was thoroughly established, Athens was attacked by Persia, which was attempting to build a Mediterranean empire. Athens sought the aid of another city-state, and together they drove the Persians from Greek territory permanently. The Athenian civilization reached its peak under Pericles after the Persians were routed. Athenian culture flourished. Trade was good, and Athens became wealthy. Democracy developed further but was never complete because only male, native born citizens could participate.

After the Age of Pericles, Greece declined. Athens and Sparta engaged in the Peloponnesian War in which Athens was defeated. Unable to defend themselves, the Greeks fell victim to Philip of Macedonia whose kingdom was to the north. His son, Alexander the Great, spread the Greek Empire and culture over the Middle East. As Greek culture mingled with the cultures of the conquered peoples, the so-called Hellenistic culture developed.

Alexander swept as far east as India. He attempted to unite the area, but was not successful. Probably his worst mistake was his failure to provide for a successor to rule after his death. The empire went into a period of decline, and the Greeks began to give way to the next civilization, Rome.



Answer the following questions.

1.23 Why were the ancient Greek city-states forced to trade outside their borders? _____

_____

_____

1.24 Who was Homer? _____

_____

1.25 Where did much of Greek civilization have its origins? _____

_____

1.26 What was one of Alexander the Great's most serious mistakes? _____

_____

1.27 Who fought in the Peloponnesian War? a. _____

and b. _____ .

ROMANS

The story of Rome began with the defeat of the Etruscans for control of the city-states that had grown up around the mouth of the Tiber River. Rome was not located on the seacoast since no natural harbor indented the Italian coastline there.

During the early years, Rome followed the practice of the Etruscans and ruled with a king who took advice from a senate made up of the people from the upper classes. When dissatisfaction arose among the lower classes, the plebeians, Rome became a republic and allowed tribunes or representatives of the people to be elected and to advise. Rome was on its way to becoming a democracy. Rome took possession of the Italian peninsula either by driving out the people who already lived there or by taking them over. This takeover included the Greeks. As it established supremacy over the peninsula, Rome made the conquered people feel as if they were part of Rome by granting them Roman citizenship. At the same time, Rome assured itself of a large army when it was needed.

Rome became involved in the Punic Wars with Phoenicia over the city of Carthage in North Africa. Carthage was a Phoenician colony, and Phoenicia interfered with Roman trade in the Mediterranean. Three wars were fought over a period of more than a hundred years until Rome devastated Carthage and sold its people into slavery. Shortly afterward, the city of Corinth in Greece met almost the same fate.

Rome began to hire mercenaries to fight battles of expansion, but ensuing chaos destroyed the political gains the plebeians had made. Two men came to their support, the Gracchi brothers who were members of the senate and of the upper class. They failed to help the poor, and the result was civil war. The senators fled for their lives; and Caesar, Pompey, and Crassus tried to form a **triumvirate** to rule Rome. Crassus and Pompey, for different reasons, left the triumvirate and Caesar was left to rule alone. Fearing that he would start a line of dictators, the senators decided to get rid of Caesar, and accordingly on the **Ides of March,** 44 B.C., they stabbed him to death in the senate chambers. No one wanted to succeed Caesar although Octavian, Caesar's nephew, was his heir. Trouble over who should rule ended when Mark Antony and Octavian decided to rule together. This arrangement lasted for about ten years when Octavian was told that Antony together with Cleopatra, queen of Egypt, would try to seize control. A battle followed at Actium where Antony and Cleopatra were defeated in 31 B.C. Antony and Cleopatra committed suicide, and Egypt became a Roman province. Octavian was granted the title Augustus by the senate and went on to rule alone.

During his short term in office, Caesar had begun reforms. Octavian, later called Augustus, continued these reforms. He gave food to the poor and provided entertainment for them. Caesar had decided that all conquered people should be given Roman citizenship with all the privileges that went with it. He also made reforms in the tax system, which Augustus continued.



| The Roman Empire

Augustus was now ruler over a large empire, and his reign began with what would later be called the Roman Peace or as the Romans called it, *Pax Romano*. Peace allowed time and money for other activities. New trade was established with the provinces, and the empire became almost self-sufficient. North Africa furnished grain for most of the empire's bread. Roads, bridges, public buildings, and aqueducts were built. Travel became easier within the empire, and roads were filled with carts and people. Christ was born during the reign of Augustus in the town of Bethlehem in one of the Roman provinces.

After the death of Augustus peace continued: but inferior rulers outnumbered good ones. Rome went into decline. No longer able to keep invaders out, Rome found its borders under constant attack by Germanic tribes. The army was increased in size, but the cost was high. As more soldiers were needed, the cost to the people impoverished them; and inflation eroded the value of the money. Government was not only inefficient but corrupt. Civil disorder was almost constant. Emperors Diocletian and Constantine tried to solve these problems. Diocletian thought the empire was too large for one man to rule; therefore, he divided it into the Eastern and Western empires. Constantine reunited them and moved the capital to Constantinople, but even this plan to strengthen the empire failed. It was divided again after Constantine died, and from that point on the Western half declined. It was overrun by the Ostrogoths in A.D. 476, and a Germanic emperor named Odoacer took the throne. The Eastern half lived on for a thousand years and finally succumbed to the Ottoman Turks when they came into power in southwest Asia.

Complete the following sentences.

1.28 The plebeians were the _____ classes of Rome.

1.29 After defeating Antony and Cleopatra, Octavian was granted the title of _____ by the Roman senate.

1.30 To make conquered peoples feel like Romans, Rome gave them Roman _____ .

1.31 The Roman leader stabbed to death on the Ides of March, 44 B.C., was _____ _____ .

1.32 The Roman Empire was divided into Eastern and Western empires by the emperor _____ .

1.33 *Pax Romano* means _____ .

1.34 When Christ was born during the reign of Augustus, Bethlehem was a town in one of the Roman _____ .

1.35 The story of Rome began with the defeat of the _____ .

Answer this question.

1.36 Why did the Roman Empire in the west go into decline? _____

_____

_____

_____

_____

ANCIENT CULTURES

All of the ancient civilizations, with the exception of the Hebrews, were polytheistic; that is, they worshiped many gods. Their gods were similar in nature, and the presence of one overruling god was evident. Most civilizations developed a religion for the home that was based on nature. Several also added mysterious religious practices. The Far Eastern cultures adopted religions based on the thoughts of great men of the time, such as Confucius and Buddha. The Chinese added ancestor worship, which does not appear to have developed anywhere in the West. Among the ancient civilizations, Egypt was the only one to have a ruler who was considered to be divine.

Most ancient cultures believed in education for boys, but only Babylon made an effort to educate their daughters. The fact that all ancient cultures were interested in education indicates that they must have made a connection between success and learning. That China encouraged education more than other ancient societies was shown by the fact that government jobs were based on civil service examinations, for which a strong educational background was required.

Each society had a small, rich upper class and a large mass of lower-class poor. Middle classes were significantly smaller, but the middle class was making its beginning among people engaged in trade, business, and industry. In no case did the middle class become large enough to be a political force.

All of the civilizations traded with the other parts of the known world, and the upper classes enjoyed the products brought in. The lower class had little money or opportunity to advance. Trading nations also developed a system of bookkeeping and keeping records.

Most societies remained agricultural, with few large centers of trade. The cities had opportunities that the countryside did not: the theaters of Greece, for example, or the Circus Maximus in Rome. The lower classes in the cities apparently did get the chance to attend these public entertainments.

Most civilizations developed a written language, but Eastern languages were far different from those in the West where Rome was so long in control. Latin was the source of many languages that are still spoken today. Some written languages, like Chinese, were very complicated.



Answer true or false.

1.37 _____ The ancient Chinese were very primitive and had no organized way to teach formal education.

1.38 _____ The religion of most ancient civilizations was polytheistic, which meant they worshiped many gods.

1.39 _____ The middle class in ancient cultures was the largest group in most countries.

1.40 _____ Confucius and Buddha both contributed to religious thought in the FarEast.

1.41 _____ Most ancient societies believed in education for boys, but only Egypt made an attempt to educate girls.

1.42 _____ Latin, the language of the Roman Empire, was the source of many languages that are still spoken today.

MEDIEVAL TIMES: INVASIONS

The Middle Ages, as they are called, began with the fall of Rome and lasted approximately five hundred years. Not the Dark Ages historians once thought them to be, they still were far from the best of times. The Late Middle Ages were a time of consolidation and beginnings.

From the fall of the Roman Empire until the Middle Ages, waves of invaders swept into Western Europe. Germanic tribes moved across the continent by land, while Vikings arrived in England by sea. A major cause of these invasions was the breakup of the Roman Empire and the withdrawal of Roman soldiers from the outlying territories. Mass migrations of people seeking new lands followed. A great deal of **assimilation** between previous cultures and their invaders followed, and new cultures emerged.

Huns. Only once did the Romans and the Germanic tribes unite to stop an invasion. The Huns, cruel and destructive, were a common enemy. Combined armies halted the Huns and drove them back into Asia.

Vikings and Normans. England was attacked time and again by Vikings from what is now Scandinavia. Finally in the tenth century, Alfred, the Saxon king of Wessex, united Southern England against the Danes. After his death, the Danes invaded again and put a Danish king, Canute, on the throne. Before the end of the eleventh century, England was conquered by William of Normandy, a kingdom in Northern France. He seized the English throne in 1066 and unified the country.

Franks. The Franks settled in the area that today is roughly equivalent to France. King Charlemagne (Charles the Great) built an empire that stretched from the Atlantic to the Balkans and included Italy. It contained a large part of the area that once belonged to Rome. Before Charlemagne came to the throne, his grandfather stopped the invasion of the Moors at Tours in 732. If it had not been for the defeat of the Moors, it is likely all of Europe today would be Muslim rather than Christian. By donating lands to the pope, Charlemagne's father made the church a landowner with political power as well as religious power.

In 800, the pope crowned Charlemagne emperor. Many people questioned the wisdom of this move because it seemed to suggest that the pope had power over secular rulers. Rulers and nobles believed strongly that he did not.

After Charlemagne's death, quarreling and poor leadership brought an end to the empire that he had so carefully put together. Norman invaders moved against the Franks and took from them a large area in Northwestern France. They named this area Normandy, and it was from there that William the Conqueror invaded England and took over the English throne. Thus England became a landowner in France for the next six hundred years. This arrangement led to many wars.

Others. The Vandals took over the Iberian peninsula (Spain) but were driven out by the Visigoths. The Visigoths then moved into North Africa. The Moors overran them both and forced the Muslim religion upon them.

The Muslim faith spread through the Middle East in the seventh century. One of its beliefs was that it should spread the faith by the sword. Consequently, in the eighth century, the Muslims set out to conquer the world. They swept across northern Africa and entered Europe through what is today Southern Spain. Several times during the next six hundred years, they were defeated in Spain until they remained only in Granada. King Ferdinand and Queen Isabella expelled the last of them in 1492.

Complete the following sentences.

1.43 In the year A.D. 800 the pope crowned Charlemagne emperor of the land we now call _____ .

1.44 England was attacked time and again by invaders from Scandinavia called _____ _____ .

1.45 A major cause of the invasions that swept Western Europe before the Middle Ages was the _____ .

1.46 Spain is located on the _____ peninsula.

1.47 The Romans and the Germanic tribes combined to defeat the _____ .

Match the following items.

1.48 _____ Canute

1.49 _____ Charlemagne

1.50 _____ Ferdinand and Isabella

1.51 _____ Alfred

1.52 _____ William the Conqueror

a. conquered England in 1066

b. destroyed the Vandals

c. emperor in France

d. Danish king of England

e. united Southern England

f. drove the Moors from Spain

MEDIEVAL TIMES: FEUDALISM

In the Middle Ages the dominant social, economic, and political force was the feudal system. This system determined the course of men's lives for hundreds of years.

Causes. Lack of strong government and leadership of kings in the Middle Ages led to strong local governments under powerful nobles. These conditions led to the rise of feudalism, which was basically the same wherever it appeared in Europe. It was based on the holding of land.

Structure. In the feudal system the king, who owned all land, granted portions to nobles, church leaders, and others in positions of authority. In return, he received their promise of support with troops, money, and equipment in time of war. Those who received land had only the right to use it. They did not own it; it belonged to the king. Thus they became *vassals* of the king.

The relationship between the king and the nobles who received land from him was only the beginning of the feudal structure. Nobles granted smaller parcels of land, called *fiefs*, to lesser nobles in exchange for a loyalty oath similar to the one they had given the king. This granting of lands to lesser nobles was known as *subinfeudation*.

Lesser nobles could, in turn, grant very small parcels of land to *knights* in exchange for yet another oath of loyalty. Thus, the noble was the vassal of the king, the lesser noble was the



| Chateau de Montpoupon, France

vassal of the noble, and the knight was the vassal of the lesser noble. At every step in the feudal structure, the vassals expected to be protected in those dangerous times by those on the step above them.

The feudal system dealt only with the upper classes. Feudalism was the main system of government in medieval Europe from the tenth century on, but it was not equally strong in all parts of Europe. France was the center of early feudal society. England did not accept feudalism until it was imposed by William the Conqueror after 1066. The Germanic and Italian kingdoms used feudalism and the feudal system to a lesser degree.

Manorialism. As feudalism was the structure of the upper classes, manorialism imposed a system on the lower classes, the peasants. It defined their relationship to the nobility in the person of the Lord of the manor. The peasants for a price could live and work on a manor.

The medieval manor consisted of a manor house, a main dwelling where the lord of the manor lived; houses for peasants; a priest's house; and a church. There were mills, barns, and stables as well. Manors were well fortified against attack, and they were self-sufficient. There were few cities and towns where goods could be bought; consequently, manors had to supply their own needs.

Peasants made up most of the medieval citizenry. They had no place in the feudal system. Their function in the manorial system was to work the land, from which most of them could never escape.

Answer these questions.

1.53 What was the dominant social, economic, and political system in the Middle Ages? _____

_____

1.54 Under the feudal system, who owned all of the land? _____

1.55 What was a fief? _____

1.56 Who made up the large majority of medieval citizenry? _____

1.57 What would a noble who received land from the king be expected to give in return?

_____

1.58 Who imposed feudalism on England after 1066? _____

MEDIEVAL CULTURE

Although the Middle Ages have been referred to by scholars as the "Dark Ages," the times continued to produce fine examples of man's creativity. Education, too, had a place, although it was not as readily available to all segments of society as it is today.

Education. The social conditions of the twelfth and thirteenth centuries opened the way for learning. Towns were growing, the wealthy merchant class was expanding, the power of the church was enormous, and contacts were being made through trade with other cultures. Educated people were needed to fill important positions.

Learning guilds were formed. Loosely formed guilds were called *universities*, although they had no formal courses and no buildings. Later, the first formal universities were established in Bologna (1158), Paris (around 1200), and in Oxford and Cambridge in England in the late twelfth and early thirteenth centuries. Courses taught at these universities were divided into two areas: (1) the *trivium*—Latin grammar, logic, and rhetoric—and (2) the *quadrivium*—arithmetic, music, geometry, and astronomy. Science and mathematics were advanced primarily by Greek and Arab works brought into Europe at various times.

Literature and art. Advances in education and the growth of towns led to new interest in literature and the arts. Much of the literature, drama, music, art, and architecture centered around the Catholic Church.

Literature was often sung. *Minstrels* and *troubadours* traveled from town to town and manor to manor to sing their songs of fair ladies, deeds of knightly valor, and love. Social comment in written literature grew with the rise of towns. Long poems, such as *The Parliament of Three Ages* and *The Vision of Piers Plowman*, pointed out the corruption and dishonesty in government and the clergy, and the oppression of the poor. The Robin Hood legend developed at this time because it pictured the poor being championed in their cause against the rich and powerful.

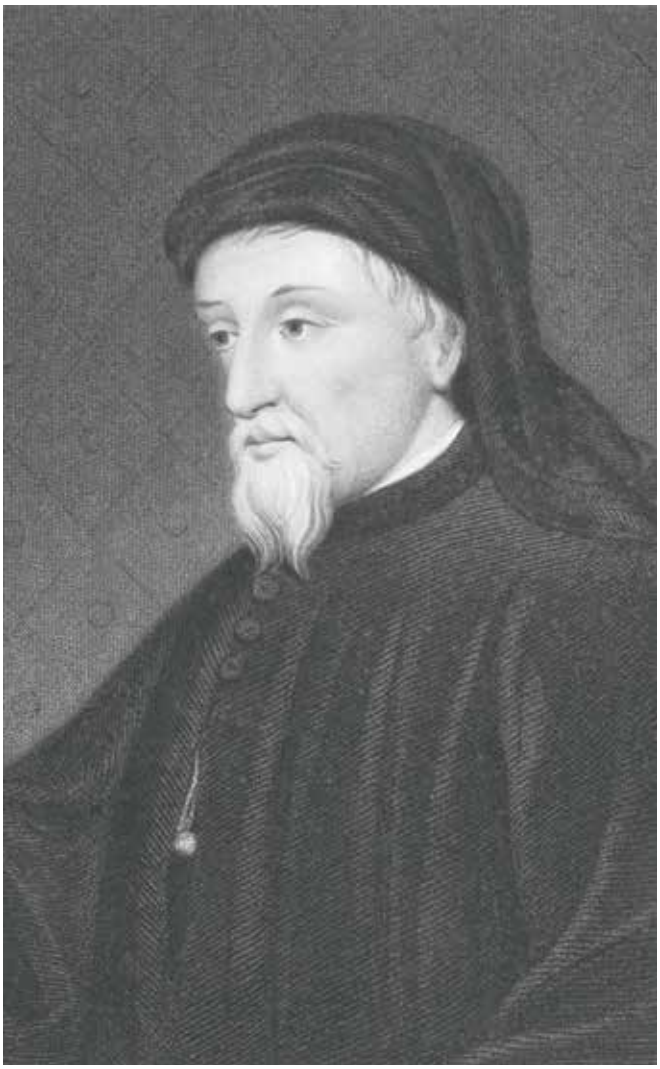
Two of the most important literary men of the Middle Ages were Dante (1265-1321) and Chaucer. Alighieri Dante was an Italian poet and philosopher. His most famous work, *The Divine Comedy*, an epic journey through hell, reflects man's struggle for salvation. Dante is often hailed as the father of Italian literature because he chose to write in his native dialect rather than in Latin.

Geoffrey Chaucer (1340-1400) wrote the famous *Canterbury Tales*, a collection of medieval tales told by pilgrims on their way to Canterbury Cathedral, an English shrine. The tales represent most types of literature being written or sung in the fourteenth century.

Early medieval drama began in the church and gradually moved outside to the courtyard. Most plays dealt with Biblical or religious themes. Plays were performed in groups called *cycles*. These cycles covered the history of salvation from the Creation to Christ's Resurrection and the Last Judgment. On religious festival days these plays were performed on wagons, which stopped at designated places in the town, presented their plays, and then moved on.

Most medieval music was composed for the church and was sung in Latin. Plain song or chant was written with simple notation above each syllable. Later a more complicated music called *polyphony*, which wove several melodies together, was introduced. Popular music was sung in the **vernacular** and included the songs of troubadours and ancient ballads.

Medieval architecture was also centered in the church, which was the hub of community activity. Early medieval architecture was *Romanesque*. The late twelfth century saw the rise of the *Gothic* style of architecture. The Gothic style used high, pointed arches, walls filled with windows, and soaring effects. Carvings and statues filled the cathedrals inside and out.



| Geoffrey Chaucer



Write the letter of the correct answer on each line.

1.59 Geoffrey Chaucer wrote _____ .

a. *The Divine Comedy*
b. *The Vision of Piers Plowman*
c. *The Canterbury Tales*
d. *The Parliament of Three Ages*

1.60 Loosely formed learning guilds in the Middle Ages were called _____ .

a. quadriviums b. manors c. troubadours d. universities

1.61 Most of medieval music was composed for the church and sung in _____ .

a. Latin b. unison c. vernacular d. prose

1.62 Medieval plays performed in groups were called _____ .

a. pageants b. cycles c. festivals d. wagon plays

1.63 The center of medieval life was the _____ .

a. lord of the manor b. architecture c. church d. vernacular

1.64 The medieval legend that pictured the poor being championed by a hero who fought for them against the rich was that of _____ .

a. Robin Hood b. Piers Plowman c. Saint Nicholas d. Geoffrey Chaucer

THE MEDIEVAL CHURCH

The story of the Middle Ages is not complete unless the activities of its most powerful unifying institution, the Roman Catholic Church, are described. The church made its power felt among monarchs, nobles, and peasants alike. They all feared it and followed its laws and rituals. Nevertheless, trouble sometimes erupted.

Influence. By the beginning of the Middle Ages, the doctrines of the church were clearly defined by the **Nicene Creed**. The church was organized into **dioceses** and **sees** headed by clergy and bishops. In the major population centers archbishops were in charge. Rome was already the acknowledged leader, and the title of pope had been bestowed upon its bishop. Persecution of Christians was a thing of the past, and monasteries had been established.

No question was ever raised about how to worship or what to believe during the Middle Ages. The Catholic Church was God's representative and dictated to people on almost every matter. People lived out their lives without questioning what was told them.

The church was the center of people's lives. They attended mass, received the sacraments, paid their church taxes, and lived in the shadow of the church all their lives. If they did not, they would be punished. If they became heretics, they knew that the Inquisition was ready to seek them out and to punish them.

The church handed down directives and laws of society to obey. *The Peace of God* and the *Truce of God* forbade fighting on certain days, made looting churches and monasteries a crime, made the monasteries havens of safety where no attack was permitted, and provided for punishment if the rules were broken. The church grew wealthy through gifts, inheritances, rents, taxes, and fees.

Struggles. At times the church created and destroyed kings. Its position was that a monarch or emperor stayed on the throne only so long as the church wanted him there. Royalty, of course, thought differently. Most of these arguments were settled by war or threat of war. If the monarch was stronger, he won. If the pope was stronger, he prevailed.

Most of the struggles over the appointment of emperors and kings took place in the Holy Roman Empire. One notable argument with King John of England, however, ended with John handing over England as a fief to the pope. Another incident in France over the appointment of a French king led to the

Nicene Creed

I believe in one God, the Father Almighty, maker of heaven and earth, and of all things visible and invisible;

And in one Lord Jesus Christ, the only begotten Son of God, begotten of his Father before all worlds, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father; by whom all things were made; who for us men and for our salvation came down from heaven, and was incarnate by the Holy Ghost of the Virgin Mary, and was made man; and was crucified also for us under Pontius Pilate; he suffered and was buried; and the third day he rose again according to the Scriptures, and ascended into heaven, and sitteth on the right hand of the Father; and he shall come again, with glory, to judge both the quick and the dead; whose kingdom shall have no end.

And I believe in the Holy Ghost the Lord, and Giver of Live, who proceedeth from the Father [and the Son]; who with the Father and the Son together is worshipped and glorified; who spake by the Prophets. And I believe one holy Catholic and Apostolic Church; I acknowledge one baptism for the remission of sins; and I look for the resurrection of the dead, and thelife of the world to come. AMEN.

Avignon Captivity when the papacy was moved to France and French popes were chosen for nearly one hundred years.

Other disputes arose, such as who was to get a bishop's land when he died. Both church and monarch claimed it. Bishops were appointed to their sees by the pope, but often a monarch in need of aid with the running of his government would grant a fief to a bishop in return for his help. This struggle went on for years. Finally a compromise was arranged in which the pope appointed the bishop and took care of all matters concerning the church, and the government dealt with land and all things concerning the bishop's relationship with the king.

The church was a unifying force in Western Europe, but in Germany and Italy unification was delayed because of its presence. After Otto I, a few strong emperors became leaders of the Holy Roman Empire. Germany eventually broke up into many small states, however, with each governing itself. These states backed the emperor in his fights with the popes, and they were desirous that the Holy Roman Empire hold Italian land. Italy was divided because the Holy Roman Empire held part of its northern land and the papal lands split the rest of the country in two. Germany and Italy were not unified until the nineteenth century, and both became a source of trouble to the world because they did not unite when the rest of Europe did.



Answer true or false.

1.65 _____ The church was the most powerful unifying institution in the Middle Ages.

1.66 _____ The Peace of God and the Truce of God forbade all warfare in the Middle Ages.

1.67 _____ During the period of the Avignon Captivity, the papacy was moved from Rome to France.

1.68 _____ Until the nineteenth century, Germany and Italy were the only fully unified nations in Western Europe.

1.69 _____ The Inquisition sought out heretics for punishment.

1.70 _____ Although the church was a powerful force, the kings of Europe were always more powerful than it was.

Monasteries. Monasteries appeared very early and developed slowly, but they were probably the most helpful institutions during the Middle Ages. They cared for the people and tried to make their lives easier.

Through the work of monks in the monasteries the church preserved ancient literature. Monks painstakingly copied old manuscripts, spending endless hours in the monastic **scriptorium** creating beautiful, illuminated manuscripts, many of which were artistic masterpieces. Thus ancient knowledge was preserved and available to students when universities came into being.

Besides preserving manuscripts, the monks taught better methods of agriculture, cared for the poor and the sick, and conducted church activities. A traveler was always sure of a safe place to spend the night if he came upon a monastery.

Toward the end of the Middle Ages, Franciscan and Dominican monks appeared. They had no monastery, for they took an oath of poverty. They traveled from place to place teaching and helping wherever they could and trusting in God to provide food, clothing, and shelter.

Crusades. The Church ordered the crusades at the request of the emperor of the Byzantine Empire in the eleventh century. Their mission was to recapture the Holy Land and particularly their Holy City, Jerusalem, from the Seljuk Turks. The Seljuk Turks were Muslims who had overrun southwest Asia and were beginning to move toward Europe. The Byzantine Empire was too weak to stop them.



| Monk working on script in scriptorium

The crusaders were unable to defeat the Turks, although for a short while they did regain Jerusalem. More important than the crusades themselves was the fact that products found in the Middle East and brought back to Europe were most desirable. Demand for these products stimulated trade, which in turn touched off the growth of towns and cities.

The church grew and prospered after the decline of the Roman Empire. By 1500 it was the leading power in Europe. Change, however, was near. The start of the Reformation was less than twenty years away.

Answer the following questions.

1.71 What was the purpose of the crusades? _____

_____

1.72 What was one important result of the crusades on life in medieval Europe? _____

_____

1.73 How did the Franciscan and Dominican monks differ from other monks of the Middle Ages?

_____

_____

1.74 What were three activities that took place in the medieval monastery?

a. _____

b. _____

c. _____

1.75 What was the name of the Holy City captured by the Seljuk Turks?

_____

Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Match the following items (each answer, 2 points).

1.01 _____ Hammurabi

1.02 _____ pharaohs

1.03 _____ Genghis Khan

1.04 _____ Mesopotamia

1.05 _____ Ferdinand and Isabella

1.06 _____ Homer

1.07 _____ Alexander the Great

1.08 _____ Peloponnesian War

1.09 _____ Crete

1.010 _____ Abraham

a. settled in Canaan

b. Greek poet, author of the *Iliad*

c. drove the Moors from Spain

d. put down a Hebrew rebellion

e. Egyptian rulers who where considered divine

f. "land between two rivers"

g. codified the laws of Babylon

h. conflict between Athens and Sparta

i. origin of Greek civilization

j. Mongol warrior who invaded China

k. spread Greek culture through the Middle East

Complete the following sentences (each answer, 3 points).

1.011 England was attacked many times in the early Middle Ages by warriors from Scandinavia called _____ .

1.012 Charlemagne was emperor of a land that was roughly the same as the modern country of _____ .

1.013 The king who united Southern England was named _____.

1.014 The French ruler who invaded and ruled over England after 1066 was _____ .

1.015 Under the feudal system someone who received land in return for his support was called a _____ .

1.016 A parcel of land given by a noble to a lesser noble in exchange for loyalty and money in the Middle Ages was called a _____ .

1.017 Most people in the Middle Ages worked hard in the fields and were called _____ .

1.018 Minstrels and troubadours were known in the Middle Ages for their _____ .

1.019 The two most important literary men of the Middle Ages were a. _____ and b. _____ .

1.020 Late medieval architecture was called _____ .

Answer true or false (each answer, 1 point).

1.021 _____ Marco Polo was the first Chinese to visit Europe during the Middle Ages.

1.022 _____ Bronze is a mixture of iron and zinc.

1.023 _____ The empire of Alexander the Great began to crumble in part because Alexander did not pick a leader to follow him after he died.

1.024 _____ Plebeians were the common people of Rome.

1.025 _____ Antony and Cleopatra were defeated at the Battle of Actium in 31 B.C.

1.026 _____ Pax Romano was a Roman emperor who followed Diocletian to the throne.

1.027 _____ Jesus was born in Bethlehem during the reign of the emperor Augustus.

1.028 _____ The ancient Chinese had a highly developed system of government, which required formal education.

1.029 _____ Latin was the language of Egypt.

1.030 _____ The religion of most ancient civilizations was polytheistic.

Write the letter of the correct answer on each line (each answer, 2 points).

1.031 The feudal system dealt primarily with people at the _____ of the medieval social structure.

a. top b. middle c. bottom d. outside

1.032 Under the feudal system all of the land was owned by the _____ .

a. manor b. nobles c. church d. king

1.033 The *Canterbury Tales* were written by _____ .

a. Dante b. Chaucer c. minstrels d. Trivium

1.034 The papacy was moved from Rome to France during the _____ .

a. Hundred Years War b. Avignon Captivity
c. Quadrivium d. Holy Roman Empire

1.035 Campaigns to recapture the Holy Land during the Middle Ages were called _____ .
a. Crusades b. Inquisitions c. Parliaments d. Restorations

1.036 A nation which did not become unified until the nineteenth century was _____ .
a. Turkey b. Germany c. Ireland d. France

1.037 Cycles were groups of medieval _____ .
a. songs b. poems c. plays d. dances

1.038 Most medieval music was composed for _____ .
a. monasteries b. dramas c. churches d. wagon plays

1.039 The Old Testament of the Bible was God's gift through the _____ .
a. Babylonians b. Nicenes c. popes d. Hebrews

1.040 The Hebrews were the descendants of _____ .
a. Canaan b. Abraham c. Jacob d. Diaspora

66/83 **SCORE** _____ **TEACHER** _____ _____
initials date



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