

CHAPTER 13 Guided Reading Strategies 13.1 (pp. 288–293)

Modern Chapter 4

The Rise of the Middle Ages

READING THE SECTION As you read the section, write the correct words on the lines provided to complete the graphic organizers about each of these aspects of Charlemagne’s rule. (An example has been completed for you.)

Aix-la-Chapelle	Avars	parts
Charlemagne	Moors	Western Europe

MILITARY ACCOMPLISHMENTS

United (joined together): much of _____

Defeated (beat): the Lombards, the Saxons, and the _____

Drove (forced) Back: the _____

GOVERNMENT

Capital (main government city): _____

Counts: officials (government people) who governed (controlled) _____ of the empire on the emperor’s behalf (for him)

Missi Dominici: means “the lord’s messengers”; appointed officials (government people) who helped **Charlemagne** _____ run his empire

READING THE SECTION As you read the section, write the correct words on the lines provided to complete the graphic organizers about each of these aspects of Charlemagne's rule.

astronomy	Bible	bishops
Roman	nobles	

EDUCATION

Schools: Charlemagne established (started) schools at his palace for his children and other young _____.

Curriculum (things taught): based on the _____ model; emphasized grammar, rhetoric (speech and debate), logic, mathematics, music, and _____

Literature (writing) and Libraries: helped to create a readable _____ and ordered (told) the _____, (religious leaders) of the empire to create libraries

POST-READING QUICK CHECK After you have finished reading the section, write a one or two sentence answer on the lines provided to explain why the Frankish Empire declined (decreased in power and wealth).

CHAPTER 13 Guided Reading Strategies 13.2 (pp. 294–299)

Modern Chapter 4

The Rise of the Middle Ages

READING THE SECTION As you read the section, write the correct words on the lines provided to show the power structure of the feudal and manor system. (An example has been completed for you.)

beneath	his lord	his lord
noble	taxes	vassal

Title: _____

Role (job): manage the people
_____ him

Loyal to: Himself

Title: _____

Role (job): allowed to live on, but not own fiefs

Loyal to: _____

Title: Peasant/Serf

Role: to farm the land of his lord; to pay _____ **taxes** _____ to his lord

Loyal to: _____

Chapter 13, Guided Reading Strategies, *continued*

POST-READING QUICK CHECK After you have finished reading the section, write a one or two sentence answer on the lines provided to describe chivalry and how it affected medieval society as a whole.

CHAPTER 13 Guided Reading Strategies 13.3 (pp. 300–303)

Modern Chapter 4

The Rise of the Middle Ages

READING THE SECTION As you read the section, write the correct words on the lines provided to complete the following outline. (An example has been completed for you.)

The Medieval Church

bishop	cardinals	church
diocese	matters	power

Main Idea: The medieval church had widespread (a lot of) political _____ **power** _____.

Topic I: The church had a highly (very) structured (organized) hierarchy.

Detail A: Parish priests (religious leaders) were lowest in rank, but could administer sacraments (holy religious ceremonies).

Detail B: The _____ managed a group of parishes called a _____.

Detail C: Archbishops had authority (power) over all the bishops of the archdiocese.

Detail D: The pope held (had) supreme authority (the most power) in the _____.

Detail E: The _____ advised (gave advice to) the pope on legal and spiritual _____.

READING THE SECTION As you read the section, write the correct words on the lines provided to complete the following outline.

Christian	sacraments	canon law
prayer	interdict	

Topic II: Monks (religious men who did not marry) and nuns (religious women who did not marry) believed that they had to withdraw (stay away) from the world and its temptations to live a _____ life.

Detail A: Monks and nuns lived in isolated (away from other places) communities.

Detail B: They chose to serve God through fasting (not eating for certain amounts of time), _____, and self-denial (not giving in to any of their desires).

Detail C: Monks and nuns spent most of their days in prayer.

Topic III: Church rules and laws affected both the clergy and the parish.

Detail A: The church had its own code of law, called _____, and its own courts.

Detail B: Church punishment might be excommunication, which is being thrown out of the church.

Detail C: The church could issue (give) an _____ against an entire region, which would close the region's churches and prohibit (not allow) the performance of marriages, burials, and other _____ there.

Detail D: Parishioners (people who lived in the parish) paid tithes, or one tenth (1/10) of their income (the money they made), to the church.

POST-READING QUICK CHECK After you have finished reading the section, write the correct words on the lines provided to describe a positive (good) effect of the church, and a negative (bad) effect.

corruption	governments	medieval
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Positive (Good) Effect: The _____ church provided the leadership that the _____ of the time could not.

Negative (Bad) Effect: The church's great wealth (large amounts of money) and influence led to internal _____, or bad and unfair behaviors.

CHAPTER 13 Guided Reading Strategies 13.4 (pp. 304–309)

Modern Chapter 4

The Rise of the Middle Ages

READING THE SECTION As you read the section, write the correct words on the lines provided to explain the significance of each of the topics identified. (An example has been completed for you.)

authority	document	England
murder	Battle of Hastings	people

1. William the Conqueror

- defeated (beat) Harold of Wessex's troops (soldiers) at the _____ and became King of England

2. Henry II

- made decisions that increased royal _____
- believed to have been (people think that he was) involved with Thomas Becket's _____

3. Magna Carta

- a _____ that protected the liberties (freedoms) of the nobles (powerful landowners) and outlined (listed) some of the rights of the common **people** _____
- made the law the supreme (highest) power in _____

READING THE SECTION As you read the section, write the correct words on the lines provided to explain the significance of each of the topics identified.

burgesses**classes****Simon de Montfort****Philip IV****verdicts**

4. Common Law

- a collection of decisions made by royal courts which were used as the basis for future court _____, or decisions

5. Parliament

- a representative body consisting of (with) two houses (groups): the House of Lords, made up of nobles (powerful landowners) and clergy (religious leaders), and the House of Commons, made up of knights and

- _____ helped with its establishment (its creation)

6. Estates-General

- representative body in France consisting of (with) the three major social

- established (made) by _____ and helped to gain (get) him widespread (a lot of) support

Chapter 13, Guided Reading Strategies, *continued*

POST-READING QUICK CHECK After you have finished reading the section, match the names or terms on the left with the phrases on the right. Write the letter of the correct phrase on the line.

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|-------------------------------|-------------------------------------------------------------------------------------------------|
| _____ 1. Alfred the Great | a. Archbishop of Canterbury |
| _____ 2. Edward the Confessor | c. had a stormy (with a lot of problems) marriage with Henry II |
| _____ 3. Thomas Becket | e. was forced to accept the Magna Carta |
| _____ 4. Eleanor of Aquitaine | h. became king when the Danish line (group of people from the royal family in Denmark) died out |
| _____ 5. King John | j. king of Wessex who defeated (beat) the Danes (the people from Denmark) |
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- | | |
|----------------------|----------------------------------------------------------------------------------------|
| _____ 6. Magna Carta | b. Latin for “Great Charter” |
| _____ 7. Capetians | d. last of the Capetian rulers (leaders) |
| _____ 8. Philip IV | f. new line (group of people from the same family) of French kings after the Capetians |
| _____ 9. Charles IV | g. influenced (affected) the election of (vote for) Pope Clement V |
| _____ 10. Valois | i. a line (group of people from the same family) of French kings |

CHAPTER 13 Guided Reading Strategies 13.5 (pp. 310–313)

Modern Chapter 4

The Rise of the Middle Ages

READING THE SECTION As you read the section, examine (look at) each of the pairs of statements below. Circle the letter of the statement in each pair that is **true**.

1.
 - a. Otto I gained (got) control over northern Italy by helping the **pope fight Roman nobles** (powerful landowners).
 - b. Otto I gained (got) control over northern Italy by helping the **Roman nobles** (wealthy landowners) **overthrow** (take power away from) **the pope** (leader in charge of the Catholic Church).
2.
 - a. Henry III was a **weak** emperor who **lost control to the pope** (the leader in charge of the Catholic Church).
 - b. Henry III was a **strong** emperor who **believed the church should support the emperor**.
3.
 - a. During Henry IV's youth, the empire **reverted back to strong papal rule** (control by the leader of the Catholic Church).
 - b. During Henry IV's youth, the empire **became stronger due to powerful nobles** (wealthy landowners).
4.
 - a. Pope (the leader in charge of the Catholic Church) Gregory VII and Henry IV fought over the **emperor's right to appoint (choose) bishops** (religious leaders).
 - b. Pope (the leader in charge of the Catholic Church) Gregory VII and Henry IV fought over the **way popes (leaders in charge of the Catholic Church) were selected (chosen)**.

READING THE SECTION As you read the section, examine (look at) each of the pairs of statements below. Circle the letter of the statement in each pair that is **true**.

5. a. The Meeting at Canossa resulted in (led to) Henry IV's **excommunication** (being kicked out of the church).
b. The Meeting at Canossa resulted in (led to) **the revocation (taking back) of Henry IV's excommunication** (being kicked out of the church).
6. a. The Concordat of Worms **limited** imperial power over the German church.
b. The Concordat of Worms **increased** imperial power over the German church.
7. a. Frederick Barbarossa attempted (tried) to **separate Germany from** Italy.
b. Frederick Barbarossa attempted (tried) to **gain control of** Italy.
8. a. **Italian** city-states formed (made) the Lombard League to fight Frederick I.
b. **German** city-states formed (made) the Lombard League to fight Frederick I.
9. a. Innocent III **dominated (controlled) Europe through the use of excommunication (kicking people out of the church) and interdiction (closing the churches in certain areas)**.
b. Innocent III **allowed European countries to resolve religious conflicts (disagreements) on their own**.
10. a. The empire ultimately **succeeded (did well) by creating unified (joined together) countries**.
b. The empire ultimately **failed (did not do well)** because it **never united (joined together) Germany and Italy**.

Chapter 13, Guided Reading Strategies, *continued*

POST-READING QUICK CHECK After you have finished reading the section, write a one or two sentence answer on the lines provided to explain how Emperor Henry IV and Pope Innocent III were alike (the same) and different.
