

**UNIT 3: EMPIRES OF FAITH**  
**Reading Guide 19: The Late Middle Ages**

**14.2: Changes in Medieval Society**

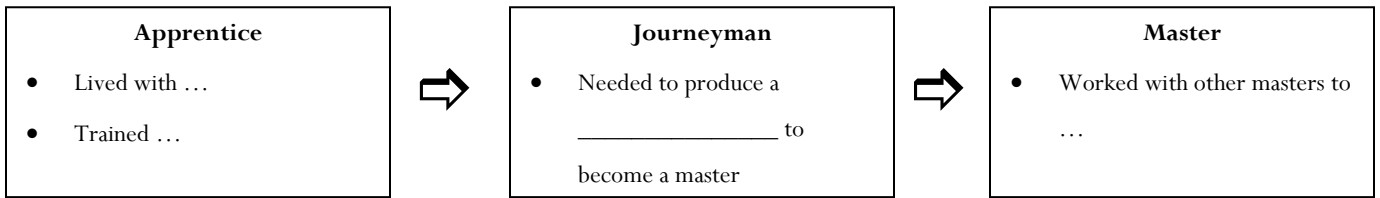
1. Between 1100 and 1300, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ made significant advances; \_\_\_\_\_ and \_\_\_\_\_ grew; and culture interaction with the \_\_\_\_\_ and \_\_\_\_\_ worlds sparked the growth of learning and the birth of the \_\_\_\_\_.

• **Objective A: Describe advances in agriculture.**

2. What technology allowed farmers to use horses rather than oxen to pull their plows?
3. What was advantage of the three-field system?

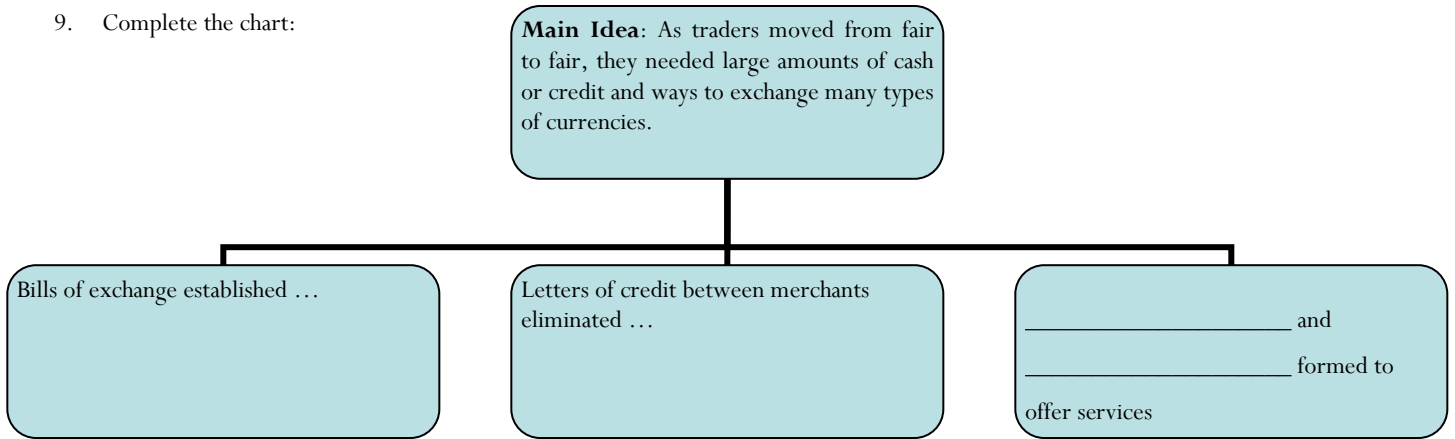
• **Objective B: Explain the importance of guilds.**

4. Define *guild*:
5. See p. 388 to complete the flow chart:



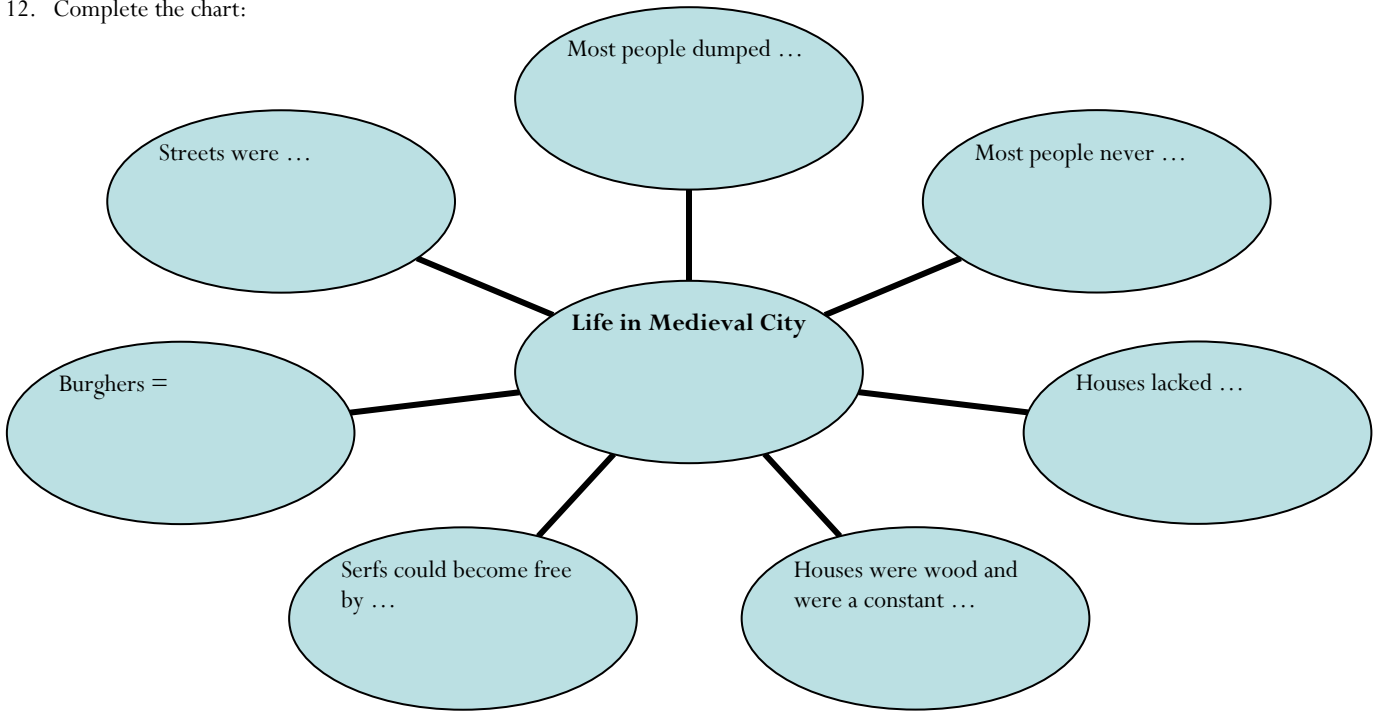
• **Objective C: Trace the growth of trade and finance and the development of medieval towns.**

6. Expansion of trade and business is called the \_\_\_\_\_.
7. \_\_\_\_\_ was the most common trade item.
8. Trade routes were opened to \_\_\_\_\_, in part by the \_\_\_\_\_.
9. Complete the chart:



10. Over time, the Church relaxed its rule on usury and Christians enter the \_\_\_\_\_ business.
11. Europe's largest city, \_\_\_\_\_, probably had no more than \_\_\_\_\_ people by the year 1200. A typical town in medieval Europe had only about \_\_\_\_\_ to \_\_\_\_\_ people.

12. Complete the chart:



• **Objective D: Explain the new interest in learning.**

13. During the \_\_\_\_\_, European contact with \_\_\_\_\_ and \_\_\_\_\_ brought a new interest in learning, especially in the works of \_\_\_\_\_ philosophers.
14. Europeans acquired a new body of knowledge which included \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and other fields.
15. Crusaders also brought back to Europe superior \_\_\_\_\_ in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
16. What developed in Paris, Bologna, and Oxford?
17. Define *vernacular*:
18. Vernacular works include *The Divine Comedy* by \_\_\_\_\_, *The Canterbury Tales* by \_\_\_\_\_, and *The Book of the City of Ladies* by \_\_\_\_\_.
19. Scholastics' teachings on law and government influenced western Europeans, particularly the \_\_\_\_\_ and \_\_\_\_\_ who began to develop \_\_\_\_\_ and traditions.

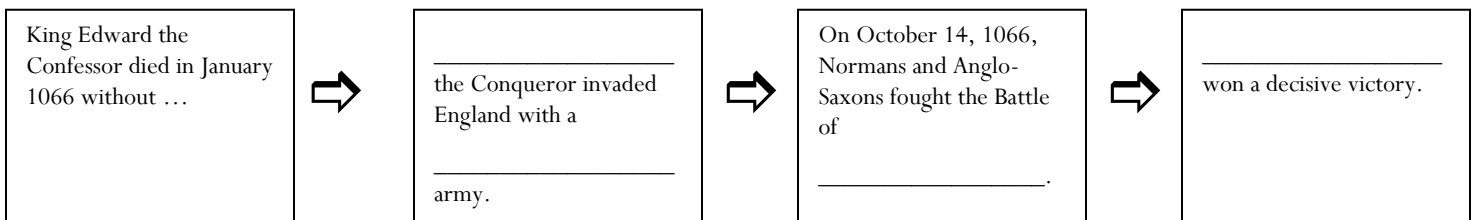
**14.3: England and France Develop**

20. The earliest nations in Europe to develop a strong unified government were \_\_\_\_\_ and \_\_\_\_\_.

• **Objective A: Describe the various invaders who contributed to English culture.**

21. \_\_\_\_\_ the Great and his successors united Anglo-Saxon kingdom and called it \_\_\_\_\_.

22. Complete the flow chart:



• **Objective B: Explain how England's government took the first steps towards democracy.**

23. English kings tried to achieve two goals:

- a) wanted to ...
- b) wanted to ...

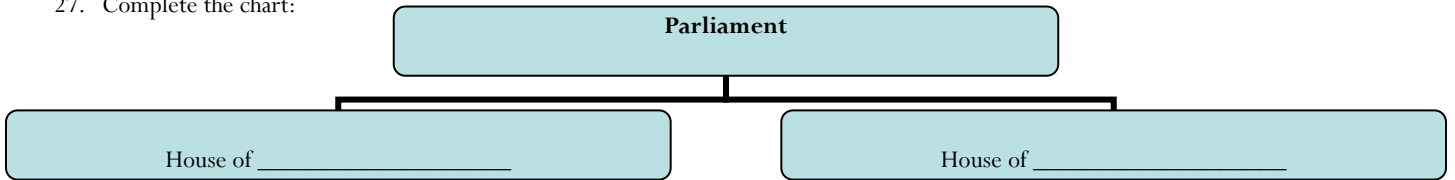
24. Henry II strengthened English royal courts by sending royal judges to collect \_\_\_\_\_, settle \_\_\_\_\_, and punish \_\_\_\_\_ and by introducing the use of \_\_\_\_\_.

25. Define **common law**:

26. Magna Carta:

- a. Drawn up between \_\_\_\_\_ and approved by \_\_\_\_\_
- b. Guaranteed rights included:
  - 
  - 
  -

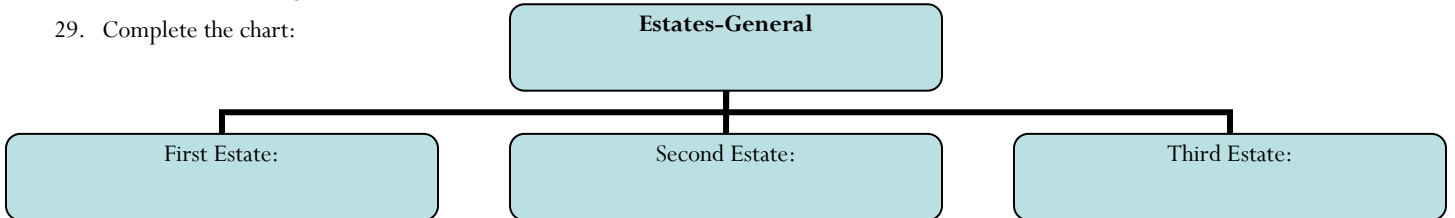
27. Complete the chart:



• **Objective C: Describe the Capetian dynasty in France.**

28. The first French king to be more powerful than his vassals was \_\_\_\_\_.

29. Complete the chart:



30. The creation of common law and court systems ⇔⇔⇔ increased ...

31. Including commoners in the decision-making process of government ⇔⇔⇔ step in to direction of ...

**14.4: The Hundred Years' War and the Plague**

• **Objective A: Identify the problems faced by the Church during the 1300s and early 1400s.**

32. In 1305, Clement V moved the papacy from Rome to \_\_\_\_\_, France.

33. Define **Great Schism**:

34. How many popes were there at one point?

35. English reformer \_\_\_\_\_ and Czech reformer \_\_\_\_\_ emphasized the authority of the Bible over the pope.

• **Objective B: Describe the bubonic plague and its effects on Europe.**

36. During the 1300s, \_\_\_\_\_ of the population of Europe died of \_\_\_\_\_, also known as the \_\_\_\_\_.

37. The economic and social effects of the plague:

- a. Town populations \_\_\_\_\_.
- b. Trade \_\_\_\_\_. Prices \_\_\_\_\_.
- c. Serfs left the manor in search of \_\_\_\_\_.
- d. Nobles resisted peasant demands for \_\_\_\_\_ causing \_\_\_\_\_.
- e. \_\_\_\_\_ were blamed for bringing on the plague; all over Europe \_\_\_\_\_ were driven from their homes or \_\_\_\_\_.
- f. The Church suffered a \_\_\_\_\_.

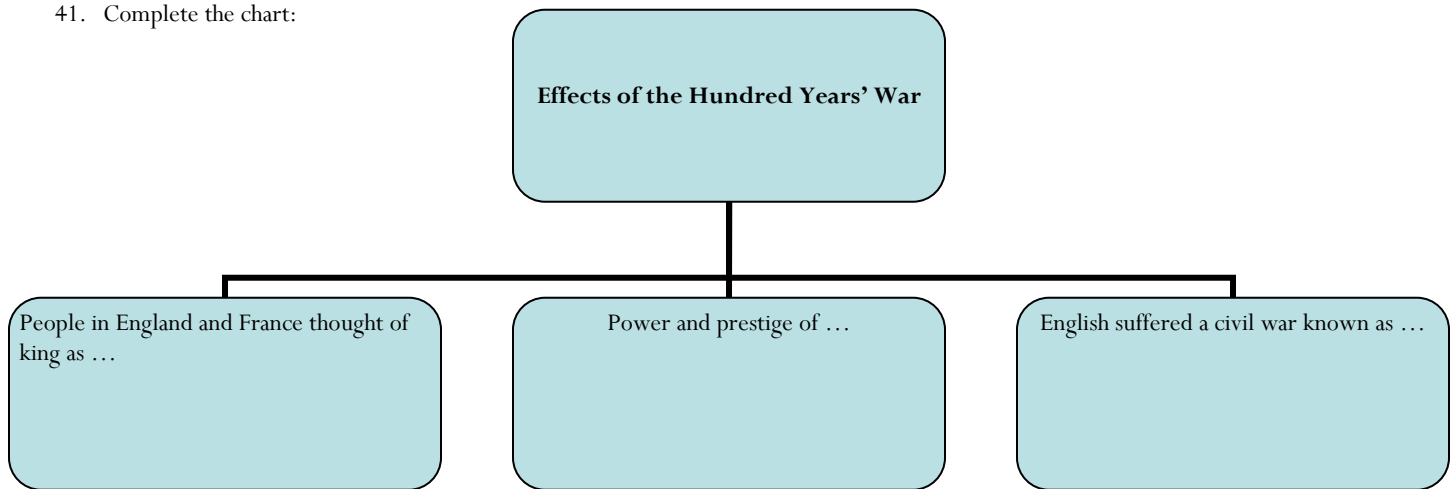
• **Objective C: Explain the Hundred Years' War and its impact.**

38. Hundred Years' War: \_\_\_\_\_ versus \_\_\_\_\_ from \_\_\_\_\_ AD to \_\_\_\_\_ AD

39. What military technology helped England win crucial battles and bring an end to the age of knights?

40. A teenage peasant girl named \_\_\_\_\_ rallied the French.

41. Complete the chart:



42. Some historians consider the end of the Hundred Years' War in \_\_\_\_\_ as the end of \_\_\_\_\_.