Europe in the Middle Ages

Unit 6
Unit Standards Part 1 –

Europe in the Middle Ages

• 7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain and the Mediterranean Sea and the influence of the North Atlantic Drift.

• 7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).

• 7.34 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII and Emperor Henry IV.

• 7.35 Examine the Norman Invasion, the Battle of Hastings and the impact of the reign of William the Conqueror on England and Northern France. (Extended Response)

• 7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, the Magna Carta, parliament, habeas corpus and an independent judiciary in England.

• 7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
• 7.38 Analyze the causes, course and consequences of the European Crusades and their effects on the Christian, Muslim and Jewish populations in Europe emphasizing the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

• 7.39 Explain the importance of the Catholic church as a political, intellectual and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law”.

• 7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East and Europe, and its impact on the global population.

• 7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns and a merchant class.

• 7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition and the rise of Spanish and Portuguese kingdoms.

• 7.49 Gather relevant information from multiple sources about Henry V, the Hundred Years War and Joan of Arc
Unit 6 – Europe in the Middle Ages
set up a new table of contents on INB 92

93. Unit 6 Cover Page

94. What do you know Middle Ages? – Reflection Closure

95. Newsela – The Dark Ages, Middle Ages, or Medieval Times (annotations and questions)

96.

97. I’ve given you today’s entries to get you started –

98. remember to NOT skip lines

99. and to update it everyday!
Cover Page Example – How to set it up

Unit 6 Cover Page on INB 93

• Title and dates in the middle (Europe in the Middle Ages 500 to 1475 AD)

• Chapter Number underneath your title (Chapter 10)

• Then look for 6 things about Medieval Europe from Chapter 10 (start on textbook page 242) to draw on your cover page....

• You MUST Include brief captions about what you drew...
World History Bellwork – INB 94

• When you think of the term “The Middle Ages” what do you think of?” (try to list as many things as you can)
Mastery Objective:
I can explain what is meant by the term “The Middle Ages” and describe major features of the time period.

What are today’s State Objectives?
Introduction to the Unit standards

Strategies/Tasks:
• What do you know about the “Middle Ages”?
• Newsela Article – annotations and questions
• Reflection Closure

END OF DAY PRODUCT:
By the end of today’s class you should have a completed bellwork and closure along with an annotated article and completed text dependent questions.
1. What does the phrase “Middle Ages” refer to and what are the dates that define the time period?
2. What group held the most power during this time period? Why?
3. What other group was growing during this time period? How did it compare to the European world?
4. What happened when these two worlds met?
5. What was the most common effect of this meeting of two cultures?
6. What was the basic system of government during this time?
7. What major event occurred that killed millions of people?
Closure – INB 94

• Respond to the following question:
• At what other time have you heard about the main topic in the article? How did the article change or add to what you know about the topic?
World History Bellwork – INB 96

• Complete the Mini-biography of Charlemagne using textbook pages 247 & 248 to help you.

Who was Charlemagne: ________________________________

When did he rule?: (begin & end)________________________________________

What was one of his accomplishments as ruler? : ________________________

________________________________________

What happened to his kingdom after his death?: ________________________

________________________________________
**Mastery Objective:**
I can **identify** the ruler Charlemagne and **describe** the various challenges and achievements on his rule.

**What are today’s State Standards?**
7.34 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs.

**Strategies/Tasks:**
- Mini Biography
- Background reading and Bias Study
- Closure – Short answer bias questions

**END OF DAY PRODUCTS:**
By the end of today’s class you should have
- Complete mini-bio
- Bias Graphic organizer
- Completed closure bias questions
Charlemagne – Good or Bad?  
How do we know? INB 97

• Create a 2 column chart with 4 boxes on each side –

• Your headings are...
  – Hero Words
  – Villain Words
  – More Hero/more Villain? Why?
  – Enough information to make a choice? Why or why not?
Charlemagne - Background

- After Pepin died in 768, his son Charles became king of the Franks. In the years that followed, Charles sent his armies into neighboring lands. He nearly doubled the size of his kingdom to include what is today Germany, France, northern Spain, and most of Italy.

- By 800, Charles's kingdom had grown into an empire. For the first time since the fall of Rome, most Western Europeans were ruled by one government. His conquests won Charles the name of Charlemagne, or Charles the Great. A monk named Einhard described Charlemagne this way:

  "Charles was large and strong, and of lofty stature [height] . . . [his] nose a little long, hair fair, and face laughing and merry. . . . He used to wear the . . . Frankish dress—next [to] his skin a linen shirt and linen breeches [pants], and above these a tunic fringed with silk. . . . Over all he flung a blue cloak, and he always had a sword girt [fastened] about him."

- From *The Life of Charlemagne*, by Einhard
Charlemagne - Background

• In 800, Charlemagne came to Rome and defended the pope against unruly Roman nobles. On Christmas day, Charlemagne was worshipping at the church of St. Peter in Rome. After the service, the pope placed a crown on Charlemagne's head and declared him the new Roman emperor. Charlemagne was pleased but also concerned. He did not want people to think the pope had the power to choose who was emperor.

• Despite this concern, Charlemagne accepted his duties as emperor and worked to strengthen the empire. The central government, located in the capital of Aachen, was small. As a result, Charlemagne relied on local officials called counts to help him govern. The counts ran local affairs and raised armies for Charlemagne. Royal messengers went on inspections and told the emperor how the counts were doing.

• Charlemagne wanted to advance learning in his kingdom. He had tried late in life to learn to write and wanted his people to be educated too. He established a school for the children of government officials. Students at the school studied religion, Latin, music, literature, and arithmetic.
Similarly, little is known about the future ruler's childhood and education. As an adult, he displayed a talent for diplomacy and administration, which allowed him to reunite the Frankish lands and establish a powerful empire. Charlemagne's Empire was vast and included territories that are now part of modern-day France, Germany, Italy, Belgium, and other countries. The empire's influence extended beyond its borders, and Charlemagne's policies and military campaigns had long-lasting effects on Western Europe.

This article is available at 5 reading levels at https://newsela.com.
Charlemagne – Good or Bad?
Paragraph 2 of BOTH sources

**Source 1**
- Charlemagne was a very religious man. He believed it was his duty as a Christian king to rebuild the Roman Empire. It was God’s empire once and it should be again. Many non-believing barbarians had taken power in Europe and Charlemagne wanted them gone. He built up his army and went after them one by one. He gave them an opportunity to convert to Christianity, stop fighting, and rejoin the empire. If they continued their rebellion against God and the empire then he had no choice but to remove them from power – forcefully if necessary. Charlemagne’s tactics were very effective and before long Europe was reunited with a new name – The Holy Roman Empire.

**Source 2**
- Charlemagne was a very religious man and wasn’t afraid to use violence to back it up. He believed it was his duty as a Christian king to rebuild the Roman Empire. He saw only one way to make that happen – murder. He ordered the arrest of anyone who would not become a Christian (and pay tribute to the church). At one point he gathered about 4,500 barbarian leaders. He told them they would convert on the spot or die. They refused to deny their beliefs. Charlemagne had each one executed. One by one they were led to the chopping block and their heads chopped off - the bodies left to rot there in the field.
Charlemagne – Good or Bad?
Paragraph 3 of BOTH sources

Source 1
• Charlemagne’s great legacy does not stop there. He realized that just reuniting his people was not enough. He had to rebuild the culture and technology lost with the fall of Rome. He had public schools built all over the empire which anyone – rich or poor – could attend. By educating his people Charlemagne believed they would rediscover the glory of Rome. Amazingly, was so interested in reading the Bible for himself that even learned to read.

Source 2
• Charlemagne’s villainous legacy does not stop there. Murdering thousands wasn’t enough for him – he really wanted to make a point. He ordered his army to invade the barbarian lands and destroy their most holy places. For example, when he found the location of what they called “The World Tree” he viciously chopped it down. This great tree had stood for hundreds of years and was central to the barbarian faith.
Charlemagne – Good or Bad?
Paragraph 4 of BOTH sources

Source 1
• The Dark Ages were an awful time. It took a great man to provide even the smallest spark of light. Charlemagne did just that. He provided hope to a people who had none for hundreds of years. He reestablished Christianity as the main unifying force in Europe. His grandfather would have been proud.

Source 2
• The Dark Ages were an awful time. It took a very violent man to provide even the smallest chance at unity. Charlemagne was that man. He let nothing stand in his way of rebuilding the Roman Empire. He wanted power to return and he would do anything he had to for that to happen. In a way then he certainly lived up to the legacy of his grandfather.
World History Closure – INB 96

underneath your Bellwork – Complete sentences

1. Which source do you feel is the LEAST biased? Why?
2. Do you believe the source you chose as least biased is 100% reliable? Why or why not?
3. Do you believe Charlemagne was an EFFECTIVE ruler? Why or why not?
4. Do you feel Charlemagne was a GOOD or BAD ruler?
5. What other information do you feel you would need to see to be able to form an accurate opinion of him?
Define *feudalism* and then Use Textbook page 253 to complete 
the chart of Feudal Society and answer the following two 
questions: (answer in complete sentences)

1. What group represents the vassals in the feudal order?
2. What does the triangle shape of the graph show about the different classes in the feudal system?
Mastery Objective:
I can explain what Feudalism was and describe how feudal society was organized.

What are today’s State Standards?
7.33 Describe the development of feudalism and manorialism.

Strategies/Tasks:
• The Feudal Pyramid
• The Feudal Order Guided Reading
• Closure - Primary Source Analysis & Questions

END OF DAY PRODUCTS:
By the end of today’s class you should have
• Completed Guided Reading
• Annotated primary Source & short answer questions
The Feudal Order— INB Page 99

*this page will be glued or stapled in...*

• Staple in your reading to **INB page 99** on the top left corner only when you are DONE.

  – HIGHLIGHT the information you find “**note-worthy**” another color _______.
  
  – **Paraphrase** your noteworthy information into bullet point style notes about your reading on the right.

Integrated Graphic Organizer Reading Strategy
Tenants on a manor owed services to their lord. Some of these services are listed below.

...To carry manure for two days, with a cart and two oxen, receiving food as before [3 meals each day];
To find a man to mow for two days receiving food as above; it is estimated that he can mow 1 1/2 acres in the two days;
To gather and lift the hay so mown, receiving 2 meals for one man;
To carry the lord's hay for one day with a cart and three of the tenant's own beasts, receiving 3 meals as before;
To carry beans or oats for two days in the autumn, and wood for two days in the summer, in the same manner and with the same food as before;...


Annotate the source with at least 3 annotation marks AND comments to explain your marks and then answer the following questions.

1. Based on the passage - state one *benefit the lord* received under the manor system.
2. Based on the passage - state one *benefit* that *tenants* received under

• system.

Don’t forget the extra credit opportunity on the bottom of today’s classwork!!
1. Define *manor*.

2. What are the major *parts* of the manor?
Mastery Objective:
I can explain the way a medieval manor was organized and describe how it worked. I can also explain how most people lived and worked during medieval times.

What are today’s State Standards?
7.33 Describe the development of feudalism and manorialism

Strategies/Tasks:
• The manor – locating textual information
• The Manor System – Integrated Note-taking Organizer
• Map of your Own Medieval Manor

END OF DAY PRODUCTS:
By the end of today’s class you should have
• Annotated reading & completed graphic organizers
• Original map of a medieval manor
The Manor System – INB Page 101

this page will be glued or stapled in...

• Staple in your reading to INB page 101 on the top left corner only when you are DONE.

  – HIGHLIGHT the information you find “note-worthy” another color _______.
  
  – Paraphrase your noteworthy information into bullet point style notes about your reading on the right.

Integrated Graphic Organizer Reading Strategy
Closure – Draw your own Manor INB 100

- Your Map of the Manor: (INB Page 100)
  - The Lord's Manor House
  - Church
  - Serf's huts (peasant’s homes)
  - Vegetable Field, Grain Field, and Fallow Field
  - Village Green or Commons
Closure – 7-2 Only INB 100

- Discuss manorialism as an economic system: (5-7 sentences)
  - What was its purpose?
  - How did EACH group benefit? (nobles and peasants)
  - If you had lived during the middle ages which group would YOU have wanted to belong to and WHY?
A Wheat Field
The Mill
The Village Church
The Lord’s Forest
The Lord’s Manor House
The Rectory
The Common
Black Smith’s Forge
A Fallow Field
A Fallow Field
Tithe Barn
A Vegetable Field
Questions:
1. What was the population of England and Wales before and after the Bubonic Plague?
2. According to this chart, which country had the greatest mortality (death) rate?
3. A 30% death rate for the US today would be about 90 million people. How do you think the US would be affected if 90 million people were to suddenly die?
Mastery Objective:
I can explain the way a medieval town was organized and describe how it worked. I can also explain how most people lived and worked during medieval times.

What are today’s State Standards?
7.33 Describe the development of feudalism and manorialism including the rise of towns.
7.40 Describe the economic and social effects of the spread of the Black and its impact on the global population.
7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns and a merchant class.

Strategies/Tasks:
• The Black Death – population impact.
• Medieval Towns – Venn Diagram
• Closure – which is better – the feudal manor or the medieval town?

END OF DAY PRODUCTS:
By the end of today’s class you should have
• Completed picture analysis questions
• Completed Venn diagram comparing modern and medieval towns
• A closure paragraph explaining which YOU would have preferred to live in AND WHY...
ACTIVITY!

Now I am going to give you a picture of my medieval town – called Dunstan. Answer the questions on the question sheet and see if you can spot all of the answers! Good luck!
Medieval Cities and Towns!

1) How is the town protected? ________________________________

2) Where do the townspeople go to pray? ________________________________

3) What are the roads made of? ________________________________________

4) How do the villagers get water? _______________________________________

5) What are most of the buildings made out of? ____________________________

6) How many chimneys are there? _______________________________________

7) How do the townspeople get around? _________________________________

8) How many shop signs are there? _____________________________________

9) How do people get rid of their dirty water? _____________________________

10) How are the women washing their clothes? _____________________________

11) Is there a farm to help feed the town? ________________________________

12) Why do you think the town has been built around a river? ________________
ACTIVITY!

Now I think it is important that you find out some information directly from some of my friends as to what living in the town was like. I have asked them to write down some of their thoughts. Read their sources of information and use the venn-diagram to fill in the information – is the medieval town like the modern town?
Medieval Town Sources!

Read the sources below and then compare their experiences to life in a modern town. If it is the same, then it goes into the middle of the two circles. Where you find differences place the information about Medieval Towns on the right circle and explain how Modern Towns are different on the left. Input the information into the venn-diagram.

ROBERT
“As I entered through the gates of the town, the guard asked me my family name and place of birth. These he made a note of and told me I could enter, but to be out by dark because the gates would be locked and he would come find me.”

MATILDA
“The foul stench which greeted my nostrils was more putrid than I can describe. The streets were crowded with all manner of beast; horses, dogs, pigs, goats and rats fought for the food which littered the ground”
EDGAR
“As I walked down the street I saw wooden houses piled on top of each other, at least 3 high! They towered into the sky. There were many streets and I at once became completely lost. People threw their waste from the windows onto the people below. The mess was unbearable to me!”

ISABELLA
“All of a sudden I stumbled upon a crowded market square where there was a noise and bustle like I have never seen before. There were so many shops, I have never in my life imagined such sights and smells. Goods from all over the world were here to buy.

JULIET
“Guards from the nearby castle wandered through the towns moving on vagrants and known criminals. They scared me when I wandered by with my bread to sell on the stalls, making sure that I had not stolen it.”

HAROLD
“Me and my family moved to the town three years ago and ever since then I have lost one of my sisters and my brother. I still have three left of each but my parents are convinced it is because of all the disease coming through from the neighbouring towns.”
Closure – INB 102

Under your bellwork

• Based on what you have learned about Medieval towns and life on a Feudal manor WHICH would YOU have preferred living on and why?
Complete a Frayer Model (what you see below) on the term “Guild” – use textbook page 259 to help you.
Mastery Objective:
I can define what a guild was and explain how they influenced the medieval economy.
I can also describe the process by which a person trained for a craft or trade.

What are today’s State Standards?
7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns and a merchant class.

Strategies/Tasks:
• Guild – frayer model
• Medieval Hatters Guild Rules – primary source study
• Closure – which is better – modern system of learning a trade or the medieval guild and apprenticeship program?

END OF DAY PRODUCTS:
By the end of today’s class you should have
• Completed set of TDQs and an annotated primary source
• Completely addressed closure question explaining your opinion on which system is better...
What did Guilds Do?

Trade encouraged townspeople to produce many different kinds of products. Craftspeople organized guilds, or business groups. Each craft had its own guild.

Guilds controlled business and trade in a town. The guild set the price for a product or service. Guilds also set and enforced standards of quality for products.

In addition, guilds decided who could join a trade. An apprentice, or trainee, learned a trade from a master artisan who provided room and board but no wages. After completing this training, the apprentice became a journeyman who worked under a master for a daily wage until he could become a “master” himself.
Sample Apprenticeship Contract

• “I, Peter Borre, in good faith, place with you Peter Feissac, weaver, my son Stephen, for the purpose of learning the trade or craft of weaving. He is to live at your house, and to work for you from the next feast of Easter [medieval calendars often made a lot of reference to religious holidays or saints’ days] for four continuous years. I promise that he will neither steal nor take anything away from you, nor flee nor depart from you for any reason, until he has completed his apprenticeship. And I promise you by this agreement that I will reimburse you for all damages or losses that you suffer on account of my son.

• “And I, Peter Feissac, promise you, Peter Borre, that I will teach your son faithfully and will provide food and clothing for him. Done at Marseilles, near the tables of the money-changers and witnessed.”
• Based on how people learn a trade or profession NOW versus the apprentice model of training from the Middle Ages which system do you believe is better and why? (4-6 sentences)
World History Bellwork – INB 106

• Write down the following questions and your answers at the top of INB 114:
  – Would you say that Church is important in your life?
  – What areas of YOUR life are affected by Church?
Mastery Objective:
I can describe the structure of the Medieval Church and explain how it influenced the daily lives of all people.

What are today’s State Standards? (both extended response standards)
7.34 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs.
7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries.
7.39 Explain the importance of the Catholic church as a political, intellectual and aesthetic institution.

Strategies/Tasks:
• Brainstorming Questions
• Integrated Reading & Graphic Organizer – The Medieval Church
• Closure - Informational Text Annotation and Short Answer writing practice.

END OF DAY PRODUCTS:
By the end of today’s class you should have
• Annotated reading
• Completed graphic organizers
• Well written short answer response
Strategy: Using Graphic Organizers within Text

1. Decide what information is important to include on your graphic organizer and highlight that information.

2. **Paraphrase** that information on the graphic organizer that appears with each section of text.
Christianity Spreads in Europe

• At the time of Rome's fall, large areas of northwestern Europe practiced a variety of non-Christian religions. Ireland was different. In the 400s, a Christian priest named Patrick traveled to Ireland. There, Patrick spread Christianity and founded churches and monasteries, or religious houses.

• Patrick inspired Pope Gregory I, or Gregory the Great, to spread Christianity. Gregory asked monks to become missionaries—people who are sent out to teach their religion. In 597, Gregory sent 40 monks to Britain to teach Christianity. Other monks spread Christianity, so that by 1050, most Western Europeans had become Catholic Christians.
**How** did Christianity Spread after the Fall of Rome?

- **400 a.d.** – most of Europe practiced a variety of religions – They were NOT Christian.
- **After 400 a.d.** – Patrick travels to Ireland and opens new Churches and monasteries to spread Christianity
- **597 a.d.** – Pope Gregory sent monks to Britain to spread the ideas of Christianity
- **1050 a.d.** – Most of Europe was now Christian
Nuns & Monks
The Contributions of Monks and Nuns

• Monks and monasteries provided schools and hospitals. They taught carpentry and weaving, and they developed improvements in farming. Many monks copied Christian writings as well as Roman and Greek works. They also made illuminations, which are manuscripts decorated with beautiful lettering and miniature religious paintings. These monks helped preserve knowledge of the classical and early Christian worlds.

• Monks lived in communities headed by abbots. Women called nuns lived in their own monasteries called convents. Convents were headed by abbesses.
Many monasteries became wealthy. As their influence increased, abbots became active in political affairs. This caused disagreements. Kings wanted Church leaders to obey them. Popes, however, believed kings should obey the Church.

Elected pope in 1073, Gregory VII declared that only the pope had the power to appoint high-ranking Church officials. Pope Gregory's order angered Henry IV, the Holy Roman emperor. For many years, the Holy Roman emperor had chosen bishops in Germany. Henry insisted on naming his own bishops. Gregory then declared that Henry was no longer emperor and excommunicated him. This meant that he no longer had the rights of church membership and could not go to heaven.

When the German nobles supported the pope, Henry changed his mind. He traveled to Italy and begged the pope for forgiveness. Gregory forgave Henry, but the German nobles chose a new emperor. When Gregory accepted the new emperor, Henry seized Rome and named a new pope.

The struggle continued until 1122, when a new German king and a new pope agreed that only the pope could choose bishops, but only the king or emperor could give them government posts. This agreement, called the Concordat of Worms, was signed in the German city of Worms. A concordat is an agreement between the pope and the ruler of a country.
World History Closure – INB 106

underneath your bellwork

In a time of great political chaos, the Roman Catholic Church was the single, largest unifying structure in medieval Europe. It touched everyone's life, no matter what their rank or class or where they lived. With the exception of a small number of Jews, everyone in Europe was a Christian during the Middle Ages from the richest king down to the lowest serf.

From the moment of its baptism a few days after birth, a child entered into a life of service to God and God's Church. As a child grew, it would be taught basic prayers, would go to church every week barring illness, and would learn of its responsibilities to the Church. Every person was required to live by the Church's laws and to pay heavy taxes to support the Church. In return for this, they were shown the way to everlasting life and happiness after lives that were often short and hard.

In addition to collecting taxes, the Church also accepted gifts of all kinds from individuals who wanted special favors or wanted to be certain of a place in heaven. These gifts included land, flocks, crops, and even serfs. This allowed the Church to become very powerful, and it often used this power to influence kings to do as it wanted.

- Based on the information contained in today's lesson and the secondary source you have been given how important do you think the Church was in the Middle Ages? (5-7 sentences using the APE strategy)
• *Papal Authority: Letter to the prefect Acerbius and the nobles of Tuscany, 1198*

• Just as the founder of the universe established two great lights in the heavens, the greater light to rule the day, and the lesser light to rule the night, so too He set two great dignities in the firmament of the universal church..., the greater one to rule the day, that is, souls of the people, and the lesser to rule the night, that is, heir earthly bodies. These dignities are the papal authority and the royal power. Now just as the moon derives its light from the sun and is indeed lower than it in quantity and quality, in position and in power, so too the royal power derives the splendor of its dignity from the pontifical authority....

1. What does the Pope compare papal authority to?
2. What does he compare ROYAL power to?
3. Which does he claim is MORE powerful?

ALWAYS respond in complete sentences
Important Messages & Reminders

- 10 School days until Christmas break
- 7 school days until journals may no longer leave the room
- Please have your assessment writing homework out and ready to be collected if you didn’t turn it in yesterday...
- Any items from the class wish list are worth BONUS points on your grade... Help out if you can!
**Mastery Objective:**
I can describe how the Medieval Church affected society and culture.

**What are today’s State Standards?**

7.39 Explain the importance of the Catholic church as a political, intellectual and aesthetic institution.

7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.

**Strategies/Tasks:**
- Bellwork: Primary Source – Power of the Church
- Classwork: Integrated Graphic Organizer and reading on the Influence of the Church
- Closure: Short Answer question – The Influence of the Medieval Church

**END OF DAY PRODUCTS:**
By the end of today’s class you should have:
- An annotated primary source and text dependent questions
- A completed and accurate reading on the influence of the Church on Medieval culture.
- A completed short answer question on the influence of the Medieval Church
1. Decide what information is important to include on your graphic organizer and highlight that information. ______

2. **Paraphrase** that information on the graphic organizer that appears with each section of text.
In the 1000s and 1100s, Europeans began to construct many buildings. Because medieval society valued religion, many of the new buildings were churches and monasteries. Church leaders, wealthy merchants, and nobles supported the building of large churches called cathedrals. Soaring above the rooftops of medieval towns, cathedrals were built in either Romanesque or Gothic styles.

Early medieval churches were Romanesque, a style that combined the features of Roman and Byzantine buildings. Romanesque churches were rectangular buildings with long, rounded ceilings called barrel vaults. These ceilings were supported by heavy walls and thick pillars set close together. The churches' small windows let in little light.

About 1150, builders began to construct churches in the Gothic style. They replaced Romanesque heavy walls with flying buttresses. These stone arches extended off the outside walls of the church and supported the weight of the building. They made it possible to build churches with thinner walls and large stained glass windows. Gothic churches were taller and had more space than Romanesque churches.

Colorful stained glass windows often presented scenes from the life and teachings of Jesus. They also let in sunlight, which symbolized the divine light of God.
**Romanesque**
- Rectangular
- Long/round ceilings (barrel vaults)
- Heavy walls
- Thick pillars
- Small windows = dark

**Gothic**
- Flying buttresses to support weight
- Thinner walls
- Large windows = Full of light
  - Taller
  - More space
Flying Buttresses

Vaulted Ceilings
Development of Universities

• The universities of today trace their origins to the Middle Ages. Two of the first medieval universities were in Bologna, Italy, and Paris, France. Universities also were founded in England at Oxford and Cambridge. By 1500, Europe had 80 universities.

• Groups of students and teachers created the first universities to educate scholars. Medieval university students studied grammar, public speaking, logic, arithmetic, geometry, music, and astronomy. Teachers read from a text and discussed it, while students took notes on small, portable chalkboards called slates. Students did not have books because books were rare before the European printing press was created in the 1400s.

• To get a degree, students took oral exams after four to six years. They could earn a bachelor of arts and later a master of arts. In about ten more years, a student could earn a doctor's degree in law, medicine, or theology—the study of religion and God. People with doctor's degrees were officially able to teach but could also pursue other careers. For example, the monk Roger Bacon turned from teaching theology to studying the natural world. His interest in using experiments to test ideas helped pave the way for the rise of modern science.
Closure – Show what you know...

INB 108 under your bellwork...

• Based on yesterday’s lesson we know the Medieval Church was a huge part of people’s daily lives. **Today** we want to know how the church shaped **SOCIETY** – respond to the following question in 5-7 sentences:

  – *What kind of changes did the Medieval Church bring to the physical landscape and the culture of the Middle Ages?*
1. In contrast to Romanesque architecture, churches built in the Gothic style had _____.
   A. rounded ceilings
   B. thick pillars
   C. small windows
   D. flying buttresses

2. Stained-glass windows in Gothic cathedrals presented scenes _____.
   A. of everyday life
   B. of the ruler's coronation ceremony
   C. from the Bible
   D. from famous artworks

3. Which of the following medieval university subjects is the study of religion and God?
   A. astronomy
   B. philosophy
   C. theology
   D. logic
### Mastery Objective:
I can define scholasticism and explain how Thomas Aquinas tried to combine both reason and faith.

### What are today’s State Standards?
7.39 Explain the importance of the Catholic church as a political, intellectual and aesthetic institution.

### Strategies/Tasks:
- Bellwork: quick quiz
- Classwork: Reading on Aquinas and Scholasticism with t-chart
- Closure: Scholasticism ACE Writing practice

### END OF DAY PRODUCTS:
By the end of today’s class you should have:
- Quick quiz questions.
- A completed and accurate T-chart noting the differences between Aristotle and Thomas Aquinas
- A completed short answer question on Scholasticism
By 1100, a new way of thinking called **scholasticism** was changing the study of theology. Its followers wanted to show that ideas accepted on faith did not have to contradict ideas developed by reason. The first scholastic thinker was Anselm, who served as archbishop of Canterbury in England from 1093 to 1109. Anselm became known for his reasoning about the existence of God.

During the 1100s, the ideas of the ancient Greek philosopher Aristotle had a major influence on Europe. After the fall of Rome in the late 400s, Aristotle had been almost forgotten in Europe. Muslim libraries, however, had preserved copies of his books. In the 1100s, Muslim and Jewish scholars reintroduced Aristotle to Europe. The ancient philosopher's ideas disturbed some Christian thinkers. Aristotle used reason, rather than faith, to reach his conclusions.

In the 1200s, an Italian Dominican friar named Thomas Aquinas became scholasticism's greatest thinker. His **goal** was to find agreement between Aristotle's teachings and Christian teachings. Aquinas taught that truths arrived at through reason could not conflict with truths arrived at through faith. Reason, unaided by faith, could discover truths about the physical universe but not spiritual truths.

Aquinas's major work was **Summa Theologica**, or a summary of knowledge on theology. In this book, Aquinas followed a logical order of scholarly investigation. First, he asked a question such as, “Does God exist?” Next, he quoted sources that offered opposing opinions and presented ways of reconciling these views. Finally, he drew his own conclusions.

In his writings about government, Thomas Aquinas stressed the concept of natural law. According to this idea, some laws have authority from human nature. Such laws do not have to be made by governments. Aquinas taught that natural law gives people certain basic rights. These include the right to live, to learn, to worship, and to marry. The ideas of Aquinas continue to influence human societies to the present day.
# New Ways of Thinking

**Aristotle**
- Greek philosopher
- Had a major influence
- Forgotten in Europe after fall of Rome
- Used reason over faith to learn about the world
- Muslim/Jewish scholars brought his ideas back to Europe
- His ideas made Christian thinkers uncomfortable

**St. Thomas Aquinas**
- Italian Dominican friar (like a monk)
- Scholasticism’s greatest thinker
- Tried to combine reason and faith said you needed BOTH
- Wrote Summa Theologica
- Taught that reason does not go against faith and you need both
- First he asks questions, then quotes sources that don’t agree, and then he makes his own argument
- Stressed the idea of natural law
- Still influences thinking today
The teachers in medieval universities included some of the greatest scholars of the age. Perhaps the most influential of all these scholars was Thomas Aquinas, a teacher at the University of Paris. Aquinas was keenly interested in the works of ancient philosophers, especially Aristotle. The revival of interest in the Greek philosophers sparked a major controversy in the church over how humans could learn about the world. Aristotle believed that truth could be discovered only through human reason. Many Christians, on the other hand, believed that truth was only revealed by God and depended on faith. Aquinas tried to reconcile (bring together) the two approaches. He argued that both reason and faith were necessary for an understanding of truth. His approach, known as Scholasticism, tried to show that Christian teachings were also knowable and provable through the use of logic and reason. Thus Aquinas ensured that in Western Europe human reason would remain a primary element in determining truth.

Prompt: What is scholasticism and why do you think some Christians disagreed with the philosophy?
If you need to... Create a Chart to make sure you complete ALL parts of the ACE strategy

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<thead>
<tr>
<th>Answer</th>
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<tr>
<td>Cite</td>
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<td>Extend or Explain</td>
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