

The Middle Ages Study Guide

Essential Questions

Apply these to the Crusades. These will be put together in one essay question.

- What lessons can be learned from conflict?
 - conflict is costly and unnecessary
 - as people look back on conflicts and notice how useless or unnecessary an old conflict was, they can try to prevent more of the same conflict; however, this usually doesn't work, as people don't learn from their mistakes, but when it does it could change some people
 - they could learn that all that unnecessary fighting is caused by propaganda, and they can learn the true nature of stereotyping and hate so as to be influenced less by it
 - Is conflict inevitable?
 - yes: conflict comes from wanting of power and control; as people get more powerful they will fight for domination over some people or land
 - people will do whatever they can to get rid of people who are "different" from them or are powerful to assert their own power and blame others for problems
 - they use propaganda and stereotypes to do this (see section on stereotypes), which just gets worse and worse— sometimes, it even is unnecessary and extremely immoral, but people listen to it and follow it because it is very convincing
 - Can civilization progress without conflict?
 - no: people learn valuable lessons from conflict, and some from conflict alone (see first question)
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Byzantium and Islam

1. **Why was the Eastern Roman Empire able to flourish after the fall of Rome in the West? (politics, trade, location)**
 - a. originally split by Diocletian as a type of experiment
 - b. reunited again by Constantinople, but capital of Constantinople was declared
 - c. still thought of themselves as romans, essentially Romans in the East
 - d. taken over by Ottoman Turks in 1400s, who named Constantinople Istanbul, made it their capital, and used the Hagia Sophia as a model for mosques
 - e. had both religion and law rule, similar to Western Europe, but law and rulers were much more powerful
 - i. leader was patriarch of Constantinople, and Pope of sorts— head of church
 - f. Constantinople:
 - i. central position in empire
 - ii. next to water (Bosporus Strait)
 1. good for trade, especially luxuries from Black Sea
 2. could protect trade routes from pirates
 3. good protection (on a peninsula, had a wall on last side)
 - g. their legal system was very advanced
 - i. Justinian compiled the Corpus Juris Civilis, the "Body of Civil Law"

1. it was a compilation of thousands of books of law from older civilizations, especially Roman and Greek laws
 - a. he chose from the best
 - b. he modified some so that they were simple and understandable, and did not contradict each other
2. three parts:
 - a. codex: the actual laws
 - b. digest: a series of jurisdictions
 - c. institutions: a student textbook of the law

2. What cultural contributions did they make to the world?

- a. architecture
 - i. Muslims used this to model their mosques after
- b. law
 - i. compilation of many different systems of law and makes sense
 1. many of the laws are still in use today (for example, the “Law of Nations” are our Declaration of Independence’s “Natural Laws,” and their basic ideas of ethics still exists to govern our modern lives)
- c. preserved Roman culture past the Dark Ages of Europe and away from the destructive barbarians, including their law and knowledge
- d. kept the idea of a modern, civilized life when most of Europe was not so (the feudal system of Western Europe)

3. What was the importance of the Byzantine Empire, especially under Justinian? (the Golden Age)

- a. architecture
 - i. great architectural projects, especially religious buildings like the Hagia Sophia, were constructed in Byzantium under the rule of Justinian
- b. expansion
 - i. Justinian conquered huge lands for Byzantium, almost doubling its size
 - ii. reconquered Italian peninsula from the barbarians and restored some of the old cities
- c. law (see above for legal system and Corpus Juris Civilis)

4. What is the Eastern Orthodox Church? Why was it formed?

- a. the branch of Christianity that was created in Byzantium
- b. created in the schism (split) between them and the Roman Catholic Church because their views on the ideas on the power of Church and state differed
 - i. Pope and Patriarch excommunicated each other
- c. head of church is the Patriarch— similar to a Pope
- d. emperor chooses the Patriarch, so state is still more powerful than religion— one of the things that Western Europe disagreed with
- e. here, clergy could marry (whereas Roman Catholic priests couldn’t marry)
- f. here, most people were Greek (while most Roman Catholics were Latin)

5. Who was Muhammad?

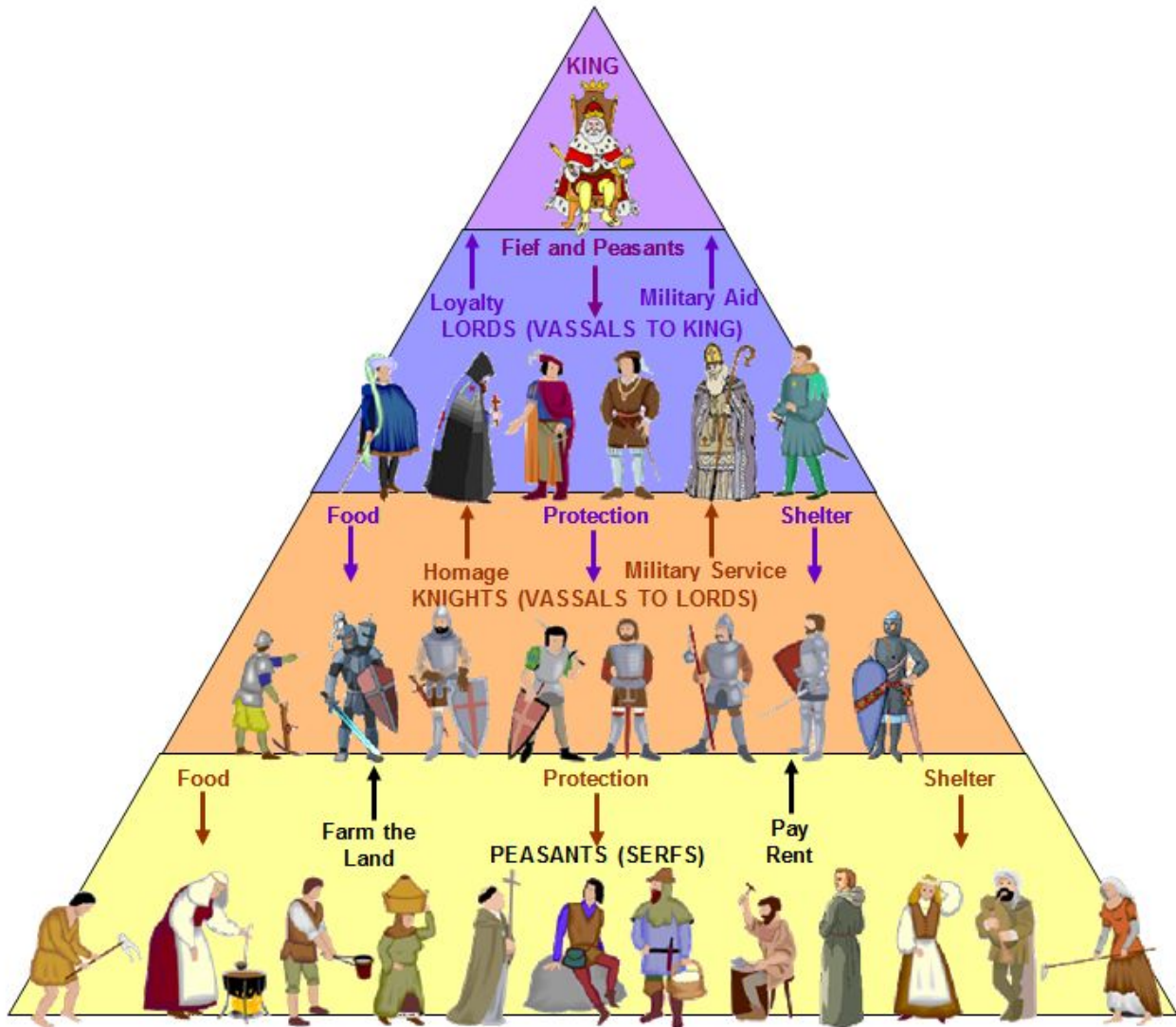
- a. prophet of Islam
- b. direct descendent of Abraham (through Ismael)
- c. 622 received prophecy through Angel Gabriel
- d. orphan in Mecca, got his prophecy there

- e. not everyone believed him (others were polytheistic)
 - f. captured Mecca after fleeing to Medina
 - g. left no heir
 - h. first of caliphate
- 6. What are the main beliefs of Islam and the Five Pillars of Islam?**
- a. Islam literally means peace and submission
 - b. over 1 billion followers
 - c. Muslims are Islam followers, mosque is house of worship
 - d. have teachings similar to Christianity (based on Christianity)
 - e. believe in human rights, and not terrorism (as some people think)
 - f. Sunni and Shi'a Muslims
 - g. Allah is Islam God
 - h. believe in other prophets of God, but final prophet was Muhammad
 - i. five pillars:
 - i. pilgrimage (make a journey to Mecca)
 - ii. prayer (pray five times a day towards Mecca)
 - iii. faith (acknowledge Allah as monotheistic god)
 - iv. tax (charity)
 - v. fast (during Ramadan)
- 7. What role did Islam play in the Crusades?**
- a. Arab Muslims took possession of the Holy Land of Jerusalem in 600s from Byzantium as part of their expansion, taxing Christians but staying mostly friendly towards them— still allowing pilgrimages
 - b. later, Seljuk Turks took over, and started to stop Christians from completing pilgrimages; also started attacking Byzantium as part of expansion
 - c. after emperor Alexius of Byzantium called on Pope Urban for help, the Crusades were called against the Muslims for control of the Holy Land
 - d. the Muslims defended their land in the People's Crusades, but lost the second, more organized part of the First Crusade
 - e. the Muslims easily defeated the Christians in all the other Crusades, eventually taking over all what the Christians had taken in the First Crusade
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Middle Ages

- 1. What is feudalism and why was this system established after the fall of Rome?**
- a. government system of western Europe
 - b. relationship between lord and vassals
 - c. the vassal:
 - i. pays for him (ransom and ceremonies)
 - ii. serves in court and battle
 - iii. give knights
 - d. the lord
 - i. gives land and home
 - ii. gives protection

- e. manorialism is the economic system that works with feudalism, between the lesser lords and the peasants / serfs
 - i. manor was self-sufficient
 - ii. serfs provide service, tax
 - iii. lords offer protection, land
- f. feudalism established because there were:
 - i. lots of poor people
 - ii. power vacuum after fall of central government and all-powerful emperors
 - 1. small, decentralized governments formed
 - iii. people needed food and protection
 - iv. provided order, stability, and people knew their place
- g. knight
 - i. be chivalrous
 - 1. kind (especially to women)
 - 2. be honest (fighters)
 - 3. release knights when ransom is paid
 - ii. capture people for ransom
 - iii. given to a lord by their vassals
 - iv. defend their lord
 - v. fight during the Crusades
 - vi. fight in tournaments before the Crusades to get out their energy and find the best



2. What are the key vocabulary words for this unit?

- a. fief: land given to a vassal along as part of a contract
- b. manor: the house and land of the lord, which was self-sufficient and managed with the manorial system (serfs served their lords)
- c. fallow: the state of a field left devoid of crops to allow the land to become fertile again after growing crops on it; fields were rotated to be fallow and grown on (usually $\frac{2}{3}$ of the land was grown on at any given time)
- d. chivalry: a system of courtesy that knights have to follow
 - i. be nice to ladies
 - ii. be honest
 - iii. be loyal
- e. vassal: a lesser lord
 - i. has a feudal contract with a higher lord
 - ii. owns part of the higher lord's land
 - iii. can have his own vassals and serfs to work for him on his manor

- f. subinfeudation: the division of a feudal estate by a vassal who in turn becomes a feudal lord over his tenants
- g. Pope: the head of the Church, who was meant to ensure that the faith of Christianity did not waiver
- h. Patriarch: the head of the Eastern Orthodox Catholic Church and Byzantium, the head of their faith

3. Who was Charlemagne?

- a. large and grand, but not disproportional
- b. wore normal clothes when he was with the public, but wore fancy when he was with other important officials
- c. was temperate in drinking and eating
- d. was educated and he educated his children (including daughters) well
- e. funded the Church greatly
- f. conquered a lot of land for Byzantium, especially in the Italian peninsula
- g. first emperor (of Byzantium) to be crowned by Pope and had huge influence and support by the people

4. Describe the daily life of a medieval serf. (Bodo, manor life)

- a. work all day
- b. one-room home
- c. animals inside when it's cold
- d. women worked too by weaving and taking care of the house and children
- e. pay taxes to lord and Church
- f. works at farm
- g. gave bribes of small foods
- h. pay rent (of chickens)
- i. workshops at manor house
- j. hated their work
- k. women work at their own quarter of the manor house (and gossip)
- l. very superstitious
- m. had to listen to Church
- n. were given Sundays off by the Church
- o. had traveling Charles the Great and traveling judges
- p. great fair every year in Paris

5. What was monasticism and what role did the monasteries play in the Middle Ages? Who joined the monastery and why? (wealthy)

- a. monks lived in monasteries
- b. isolated from outside world
- c. much safer than outside world
- d. under strict Benedictine Rule that promotes obedience and humility
- e. very highly respected, one of the fundamental institutions
- f. very specific and tough rules and requirements to get in and stay
- g. for the wealthy, who could afford to send their children away to get a good education
- h. provided as institutions for the poor: inns, hospitals, refuge from war
- i. had libraries to copy books
- j. monks were missionaries to barbarians

- k. bishops, abbots played huge part in feudal system
- l. had to pay some of assets to church
- m. took vow of poverty, chastity, and obedience
- n. monks filled education roles
- o. convents were monasteries for women

6. Stereotypes

- a. created and fueled by hate, misunderstanding, fear, and the wanting to get rid of “outsiders” — people that are different
 - i. in some ways just a way to establish power and have any possible threats
- b. comes from our normal influences and places of learning
- c. usually based on fact, but twisted with opinion
 - i. makes it powerful and plausible
- d. becomes part of peoples’ lives, and some people do not know it is wrong nor know how much they can hurt people
- e. media has a large role
- f. bandwagon prejudice
- g. not enough questioning
- h. hate is mostly fear
- i. the offending-ness depends on the amount of truth in the stereotype
- j. usually targeted statements used to antagonize a certain group

7. Crusades (overview)

- a. began in 1096
- b. Muslims conquered Holy Land during expansion in 7th century
- c. in 1071 Seljuk Turks blocked access of Christians to the Holy Land
- d. Byzantine empire felt threatened by the Turks and asked for help from the western Christian nations
- e. Pope Urban created the idea of a Holy War and backing it up with many reasons, but his actual ones included:
 - i. extra fighting for land in Europe
 - ii. devastating wars between nobles
 - iii. bringing power and prestige to the Church (if it was successful)
- f. three first Crusades (out of eight) were the most important, most deadly
- g. First Crusade was People’s Crusade and more organized second part— the only Crusade that the Christians won

8. Who was Pope Urban II? What impact did he have on this era?

- a. man who called Western Europe to arms after Byzantium’s (Alexios’) cry for help
- b. created a holy motivation for the Crusades, made it seem positive to fight
 - i. people will have their souls saved
 - ii. a chance to go on a pilgrimage
 - iii. a way to take back their land, the Holy Land
 - iv. a way to get glory and loot
 - v. Muslims are barbarians

9. Who joined the Crusades and what were their motivations for doing so?

- a. Byzantium

- i. emperor Alexios I: protection against the Muslims, who have raided their territory and taken more absolute control of the Holy Land; economic distress; severe religious devotion; repentance for sins; political and economic gain; glory
- b. Western Europe
 - i. Pope Urban II: it is God's will; people will have their souls saved
 - ii. knights: it is God's will
 - 1. Godfrey of Bouillon
 - 2. Robert II of Flanders
 - 3. Tancred of Taranto
 - 4. Raymond, Count of Toulouse
 - iii. Count Emicho: hates Jews
 - iv. Peter the Hermit: it is God's will
 - v. peasants and commoners: adventure, loot, battle, plunder, land, defeat the barbaric Muslims, it is the will of God
- c. Muslims
 - i. Kilij Arslan: defense of their land

10. Who won the Crusades? What were the results and impact? What was the legacy left behind by the Crusades?

- a. Muslims won, successfully keeping the Holy Land and many other territories and easily defending against the unruly and unorganized Christians
- b. increased military technology
- c. some money drained to the East
- d. Crusades stimulated trade in sugar, spices, and other Eastern products through the silk road
- e. brought luxury goods (e.g. silk) to Europe
- f. pope ordered direct taxes to help fund the wars (the Saladin tithe)
- g. Crusades encouraged a curiosity about exotic cultures
- h. by 13th century European merchants reached China (e.g. Marco Polo)
- i. expeditions stimulated trade
- j. encouraged growth of towns
- k. contributed to the establishment of a stable political order in the West
- l. costly failures (lives and money)
- m. drained resources
- n. worsened relations with the Muslims, Eastern Christians, and Jews (rioting against them and murdering them)

11. Black Death

- a. bubonic plague, very contagious and very deadly
- b. started from China, spread through Silk Road
- c. short-term effects included many deaths, huge panic, rapid loss of manpower and jobs
- d. long-term effects included decline in economy and standard of living
- e. doctors had no idea what caused it or how it spread, so they did not know how to cure it— instead, they blamed the stars, Jews, and a punishment from God

12. Post-Crusades (1300s and on...: the beginning of the “modern era”)

- a. overview:
 - i. began with one of the most devastating diseases: the Black Plague

- ii. hundred years of sharp contrasts between pope and secular rulers led to hundred years war between France and England
- iii. from it emerged strong ruthless monarchies who trumpeted papal authority and took over church lands, which led to the rise of monarchies, and strong, stable kingdoms
- iv. hundred years war was devastating— saw introduction to gunpowder and heavy artillery
- v. the presence of death led to an appetite for goods only skilled urban industries could produce, so industry was born as people wanted to live life to the fullest
- vi. faced the life at its worst. as people insisted on having the best (and not living only for the afterlife)
- b. dates to remember:
 - i. in the 11th century, towns sprung up all over Europe
 - ii. 1315-1317 was the greatest famine of the Middle Ages
 - iii. 1347-1351 were the worst years of the Black Death
- c. people moved to towns because of:
 - i. population growth
 - ii. reinvigoration of trade (local fairs and crusades)
 - iii. increased agriculture and production (new inventions and improved climate)
 - iv. the **middle class emerged**: artisans and merchants who were driven from manors because of land shortage
 - v. people became more adventurous and wanted to break from their feudal obligations
- d. negative views of townsmen by nobility:
 - i. merchants (trade and nobility) condemned by clergy as immoral (like they thought Jews were immoral)
 - ii. merchants departed from traditional ways of making money (by agriculture) and seemed to pose a threat to political and social order (which they did change, but for the better)
- e. commoners admired new merchant class:
 - i. there was new economic opportunity
 - ii. ambitious and skilled peasants as towns to gain freedom
 - iii. newfound social mobility emerged
 - iv. new element of medieval society was emerging— one of diversity and change
- f. fighting for rights:
 - i. most important privilege was personal freedom (people have choice)
 - ii. towns next fought for legal and political rights (wanted to control policy)
 - iii. guilds and protective associations sprang up in 11th century (similar to fraternities)
- g. guilds:
 - i. aims of such groups were to protect members from the competition of foreign merchants and maintain commercial standards
 - ii. similar to a union
 - iii. safety net for you and family
 - iv. maintained system of education, whereby apprentices served a master for 5-7 years before becoming a journeyman at age 19 and then a fully-fledged apprentice
- h. commercial revolution:
 - i. commercialism: excessive emphasis on profit-making
 - ii. between late 11th through 13th centuries international trade expanded
 - iii. trading and transportation firms opened branch offices
 - iv. credit widely extended
 - v. a new capitalistic spirit developed (medieval merchants fiercely competitive)

- vi. across regular trade routes, Eastern ships carried furs, copper, fish, grain, timber, and wine
 - vii. goods were exchanged for furnished products, mainly cloths and salts, from western cities
 - i. sanitation was a constant concern:
 - i. people threw dirty water out windows to the street
 - ii. children were potty trained in streets
 - iii. refuse everywhere led to rats, rodents, and bacteria everywhere
 - iv. at 9:00 curfew bell rang so wards would patrol streets to better preserve order and cleanliness
 - j. black plague symptoms:
 - i. nut or apple-sized growth in armpit, groin, or neck (boil, or buba)
 - ii. if buba lanced and drained, victim could recover
 - iii. black spots under skin because of bleeding under skin
 - iv. if coughing up blood, patient died within 2-7 days for sure
 - k. explanations for the black plague:
 - i. punishments from god (according to flagellants)
 - ii. Jews poisoned the wells of Christian communities
 - 1. 16,000 Jews were killed at Strasbourg in 1349
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Miscellaneous

- torture was the method of interrogation
- mosaic was most common Byzantine art
- government and church cared for the poor in Byzantium