Modern Chapter 4

Chapter Test Form A

The Rise of the Middle Ages

MATCHING (3 points each) In the space provided, write the letter of the name or term that matches each description. Some answers will not be used.

1. an effort to strengthen the church by stamping out practices and teachings that opposed church doctrines
   a. Thomas Becket
   b. Saint Benedict
   c. Charlemagne
   d. chivalry
   e. Eleanor of Aquitaine
   f. fief
   g. Inquisition
   h. Magna Carta
   i. serf
   j. simony
   k. vassal
   l. William the Conqueror

2. French noble who unified England under his rule

3. practice of buying high positions in the church

4. land granted by a lord in return for loyalty and service

5. king whose rule restored order, learning, and unity to western Europe during the 800s

6. person who received a grant of land from a lord

7. knights were expected to live by this code of conduct

8. protected nobles’ freedoms and outlined basic rights of all English people

9. created a set of rules that were adopted throughout Europe to govern monks’ lives

10. peasant who could not leave the land without the lord’s permission

UNDERSTANDING IDEAS (3 points each) For each of the following, write the letter of the best choice in the space provided.

1. The pilgrimage of Henry IV to Canossa symbolized the
   a. power of kings during the Middle Ages.
   b. power of the pope during the Middle Ages.
   c. cooperation that existed between popes and kings.
   d. weakness of the Holy Roman Empire.

2. Charlemagne’s empire broke up after his death because of
   a. feuds and internal wars among his successors.
   b. financial problems faced by the government.
   c. a series of corrupt mayors of the palace.
   d. quarrels between church and government leaders.
3. The church operated like a government during the Middle Ages, except that it did NOT
   a. collect taxes.
   b. have laws.
   c. rule land.
   d. regulate trade.

4. Most of the power in the feudal system was held by
   a. the king.
   b. knights.
   c. local lords.
   d. burghers.

5. The major reason for the development of feudalism was
   a. the need for an army to protect the church.
   b. the need for protection in the absence of central government.
   c. the need to protect trade routes across Europe.
   d. the need to preserve the farming system on which Europe depended for food.

6. Which was NOT a problem the church had to deal with during the Middle Ages?
   a. kings appointing people to positions in the church
   b. corrupt church officials who charged high fees to perform religious services
   c. insufficient wealth to carry out its religious functions
   d. kings trying to gain control over the church in their countries

7. Which type of people were LEAST likely to hold land in medieval society?
   a. nobles
   b. knights
   c. bishops
   d. peasants

8. Which system is characterized by estates containing villages in which peasants farmed the lord's lands and provided other services to the lord?
   a. manorialism
   b. monasticism
   c. feudalism
   d. the medieval system

9. The conflict between popes and kings that existed during much of the Middle Ages was mainly over
   a. ownership of land.
   b. the loyalty of nobles.
   c. differing religious beliefs.
   d. power and authority.

10. How did the practice of primogeniture affect feudalism?
    a. strengthened it by keeping nobles' landholdings intact after they died
    b. weakened it by keeping nobles' landholdings intact after they died
    c. strengthened it by dividing nobles' lands among their heirs when they died
    d. weakened it by dividing nobles' lands among their heirs when they died
Chapter 13, Chapter Test Form A, continued

TRUE/FALSE  (2 points each) Mark each statement T if it is true or F if it is false.

1. The Anglo-Saxons divided their kingdoms into districts called shires.  

2. In medieval society, a vassal had more loyalty to his lord than to his king.  

3. Otto the Great tried to establish a strong kingdom in Germany.  

4. A pope’s most important advisors were the archbishops.  

5. The Concordat of Worms ended the struggles between popes and emperors.

PRACTICING SKILLS  (5 points each) Study the map and answer the questions that follow.

1. Where did the Vikings who settled in England come from?

2. Which Vikings migrated farthest from their homeland?

COMPOSING AN ESSAY  (20 points) On a separate sheet of paper, write a brief essay in response to one of the following.


2. Describe how the Capetians expanded the power of French kings.
cient. The Sung found a practical use for gunpowder—in warfare—and printing technology improved during both dynasties. On the other hand, although each dynasty experienced external threats, those threats were much greater during Sung rule.

2. Throughout the entire feudal period, the emperor was the titular head of Japan. At first, he was under the control of powerful families, such as the Fujiwara clan, that came to control the central government. In 1185, when the Minamoto clan gained power over the emperor, he appointed one of them as his chief general, or shogun. The shoguns gained control of the military, finances, and laws, so the emperor became more of a figurehead. Away from the capital, in the countryside, local lords called daimyo were in control. Their power depended on the loyalty of warriors called samurai. At the bottom of society were the peasants, who also served in the army of their local daimyo. This power structure shifted during the 250-year Ashikaga shogunate, which began around 1330, as the daimyo and their samurai gradually became the most powerful people in Japan.

Chapter 13
(Modern Chapter 4)

TEST FORM A
Matching
1. g 6. k
2. l 7. d
3. j 8. h
4. f 9. b
5. c 10. i

Understanding Ideas
1. b 6. c
2. a 7. d
3. d 8. a
4. c 9. d
5. b 10. a

True/False
1. T 4. F
2. T 5. F
3. T

Practicing Skills
1. Norway and Denmark
2. Swedish Vikings, who reached the Black and Caspian Seas

Composing an Essay
1. William I increased the power of the king by making all feudal nobles swear loyalty directly to him. In addition, he scattered their fiefs across England to prevent them from uniting against him. He also created a central tax system. William's son, Henry I, built on this by creating a department to handle the king's finances and thereby make the government more efficient. He also set up royal courts that took power from the courts of the feudal lords. His son, Henry II, allowed nobles to pay a fee in lieu of the military service required under feudalism. This allowed the king to hire an army independent of the nobles and more loyal to him. Henry II also increased the royal courts' appeal by establishing trial by jury to replace the harsh methods used by feudal lords' courts to determine guilt or innocence.

2. The Capetian kings increased their power in several ways. One was to increase the territory they controlled through marriage, by taking the lands of noble families that had died out, and by taking lands held by England's Norman kings. They also strengthened their governments by appointing well-trained officials to run things and by extending the jurisdiction of royal courts. To gain control over the church's power in France, they began to tax the clergy. Philip IV made himself stronger by increasing his popularity among the French people. He did this by
convening the Estates General, a representative body of commoners, nobles, and church officials and making it a part of his government.

TEST FORM B
Short Answer
1. He brought unity to western Europe for the first time since the fall of Rome. In doing so, he also spread effective government, education, and Christianity in Europe during this “barbarian” period.
2. It arose with the collapse of Charlemagne’s empire. With no central authority in place, powerful nobles granted land to lesser nobles in return for their loyalty and military assistance. Grantees established estates on their land that were farmed by peasants, who also provided loyalty (serfs were bound to the land forever) and labor in return for protection.
3. The pope was at the top and was advised by cardinals. Under the cardinals were the archbishops, who controlled several geographical diocese, each headed by a bishop. The bishop of each diocese was in charge of its local priests. The church controlled almost every aspect of everyday life, from birth to death—including education and salvation and such integral components of spiritual life as baptism, holy communion, and marriage.
4. The basic conflict was over who was the ultimate power and authority in a kingdom. The pope, as head of God’s church, thought that he was above temporal rulers and that his authority had no political boundaries. Kings, on the other hand, wished to be sovereign within their realms.
5. This was the land ruled by the Germanic kings, starting with Charlemagne, whom the pope had designated “emperor of Rome.” Its borders varied with the emperors’ power, but it generally included parts of what is now Germany and Italy.

Primary Sources
1. to provide on demand a specific number of knights, at the noble’s expense, to the king for 40 days and 40 nights; only for the defense of the kingdom, and the king pays their expenses
2. only during their 40 days of compulsory service

Composing an Essay
1. Answers will vary but should demonstrate reasoned judgment and an understanding of the power dynamics of the era. Most students will likely accept the stated view. These should note that the feudal system made kings weak, while at the same time, the church was fundamentally involved in the everyday lives of people in every country and at every level of society. This degree of involvement gave the pope, as head of the church, tremendous power and influence. In addition, it made the papal practices of excommunication and interdiction especially potent weapons in struggles with kings over issues of authority within their realms. The powers of popes were demonstrated by the capitulation of Henry II in England and Holy Roman Emperor Henry IV in conflicts over church versus state power.

Students who reject the stated view may note that popes often had to rely on the armies of kings to protect them, as was the case with Pope John XII and Otto I of Germany. In times of poorer relations, German emperors were able to threaten the popes’ rule of the Papal States. They may also note the common practice of lay investiture and that French king Philip IV was even able to influence the selection of a pope, as well as having another pope arrested. Finally, these students may note that, in the end, kings were able to establish states where royal power was sovereign.