

3



Stained-glass illustration of pilgrims to Canterbury and a pilgrim badge (upper right) showing the saint Thomas Becket

WITNESS HISTORY AUDIO

On Pilgrimage

In the Middle Ages, most Western Europeans were devout Christians, and many of them went on pilgrimages to visit holy places. The medieval writer Geoffrey Chaucer noted that, when spring comes,

“Then people long to go on pilgrimages . . .
In England, down to Canterbury they wend
To seek the holy blissful martyr, quick
To give his help to them when they were sick.”
—Geoffrey Chaucer, *The Canterbury Tales*



Focus Question How did the Church play a vital role in medieval life?

The Medieval Church

Objectives

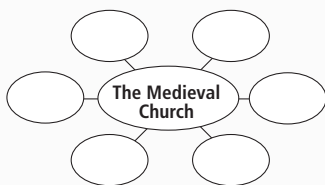
- Explain how the Church shaped medieval life.
- Understand monastic life and the influence of medieval monks and nuns.
- Analyze how the power of the Church grew during the Middle Ages and how reformers worked for change in the Church.
- Describe the situation of Jews in medieval Europe.

Terms, People, and Places

sacrament	excommunication
Benedictine Rule	interdict
secular	friar
papal supremacy	St. Francis of Assisi
canon law	

Note Taking

Reading Skill: Identify Main Ideas Copy this concept web. As you read, fill in the main idea of each red heading. Add circles to record main ideas for the boldfaced headings.



Pilgrimages were only one way that medieval Christians showed their devotion to their faith. The Church and its teachings were central to medieval life. It took centuries for Christian missionaries to spread their faith across Europe. But in time, the Roman Church emerged as the most powerful force in the region. Religion shaped the everyday lives of Christian Europeans, and the Church hierarchy came to exert considerable economic and political power.

The Church Dominates Medieval Life

During the early Middle Ages, the Church's most important achievement was converting the diverse peoples of Western Europe to Christianity. In 597, Pope Gregory I sent St. Augustine to convert the Anglo-Saxons in England. From Britain, later missionaries went back to the continent to spread their faith among Germanic tribes. By the late Middle Ages, Western Europe had become a Christian civilization. Anyone who did not belong to the church community was viewed with suspicion.

The Role of the Parish Priest Christian rituals and faith were part of the fabric of everyday life. In villages, the priest of the parish, or local region, was often the only contact people had with the Church. The priest celebrated the mass and administered the **sacraments**, the sacred rites of the Church. Christians believed that participation in the sacraments would lead them to salvation, or everlasting life with God. Priests also preached the teachings of the Church and explained the Bible, which was in Latin only. They guided people on moral issues and offered assistance to the sick and needy. In the later Middle Ages, some parish priests ran schools.

SECTION 3 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain how the Church shaped medieval life.
- Understand monastic life and the influence of medieval monks and nuns.
- Analyze how the power of the Church grew during the Middle Ages and how reformers worked for change in the Church.
- Describe the situation of Jews in medieval Europe.

Prepare to Read

Build Background Knowledge L3

Remind students that Charlemagne wanted to create a united Christian empire. Have them predict how the creation of European “Christendom” might affect the balance of power between secular rulers and the pope.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD, On Pilgrimage**


Help students with hard words: *sundry* means “various”; a *shire* is a “county”; *wend* means “go” or “proceed.” Ask **What do you learn about English pilgrims from this selection?** (*Many English believed that saints helped them; they wished to visit relics of religious figures.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the concept web showing characteristics of the medieval Church.

 **Reading and Note Taking Study Guide, p. 68**

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 2, p. 6; Teaching Resources, Skills Handbook, p. 3**

High-Use Word
doctrine, p. 226

Definition and Sample Sentence


n. something taught as the principle of a religion
According to Buddhist **doctrine**, to live means to suffer hardships.

Teach

The Church

L3


Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and its definition. Discuss what kinds of things were Church *doctrine* in the Middle Ages. Ask students how the Church might have taught its doctrine to an illiterate population.
- **Teach** List some important events in people's lives (birth, marriage, illness, social get-togethers, etc.). Ask **How was the Church involved in each event?** (*Priests performed sacraments, blessed the sick and gave comfort; churches and Sabbath services provided social get-togethers.*) **How do you think Church teachings about women influenced people's daily lives?** (*Men were head of family and controlled their wives. Women were held to a higher moral standard.*) **Why were even poor people willing to pay their tithes?** (*The Church was the center of their lives.*)
- **Quick Activity** Display **Color Transparency 42: Reims Cathedral**. Use the lesson suggested in the transparency book to guide a discussion on the effort it took to create a cathedral and why these buildings inspired faith and pride.
 **Color Transparencies, 42**

Independent Practice

Have students access **Web Code nap-0731** to take the **Geography Interactive Audio Guided Tour**, and then answer the map skills questions in the text.

Monitor Progress

- As students fill in their concept webs, circulate to make sure they understand that the Church dominated medieval life. For a completed version of the concept web, see
 **Note Taking Transparencies, 77**
- Check answers to map skills questions.

Answers

Map Skills

1. Review locations with students.
2. (a) Norway, Scotland, parts of England, Germany, Russia, Denmark (b) Spain
3. (a) Different colors show changes in religion. (b) Christianity spread east and north, while monasteries were mostly in France and Germany.

Map Skills Missionaries helped spread Christianity throughout medieval Europe.

1. **Locate** (a) Canterbury (b) Rome (c) Cluny (d) Assisi
2. **Region** (a) Name three areas of Europe that became Christian between 476 and 1050. (b) Which areas of Europe came under Muslim control?
3. **Apply Information** (a) How does this map indicate the sequence of events? (b) What can you conclude about the spread of Christianity from this map?



The Importance of the Village Church The church was a social center as well as a place of worship because it was often the largest public building in a village. Daily life revolved around the Christian calendar, which included many holidays, such as Easter, and local holy days dedicated to saints. The main events of each person's life took place at the church. Baptism marked entrance into the community, marriages were performed on the church steps, and the dead were buried in the churchyard.

Villages took pride in their church buildings and decorated them with care. In later medieval times, prosperous communities built stone churches rather than wooden ones. Some churches housed relics, which could be possessions or remains of saints. Many people made pilgrimages, or religious journeys, to pray before the relics. The Church required Christians to pay a tithe, or tax equal to a tenth of their income. In the early Middle Ages, the tithe supported the local parish. Later, increasing amounts of money were sent to Rome.

The Rise of Cathedrals Bishops, who supervised parish priests, managed larger churches called cathedrals. By the 1100s, communities used new technology to build huge cathedrals in the ornate, buttressed form known as the Gothic style. These magnificent buildings were a source of pride to the communities that built them. Cities all over Europe competed to build grander, taller cathedrals. Members of the Church contributed money, labor, and skills to help build these monuments glorifying their god.

Church Attitudes Toward Women Church *doctrine* taught that men and women were equal before God. But on Earth, women were

Vocabulary Builder

doctrine—(DAHK trin) *n.* something taught as the principle of a religion

History Background

Marking Time Beginning in 1582, the Julian calendar established by Julius Caesar in 45 B.C. was replaced by the Gregorian calendar. Pope Gregory XIII's new calendar adjusted for a miscalculation of the Julian calendar in the length of the solar year. The Gregorian calendar is in general use in non-Muslim countries around the world today. During medieval times, the calendar was interspersed with holy days (from which

comes our modern word *holiday*) and religious festivals. Some controversy exists as to whether the Church purposely overlaid these holy days on the old pagan feast days, so as to make conversion easier for new Christians. Christmas occurs at the time of the ancient feast of the winter solstice, and the word Easter may derive from the Old English word for the goddess of spring and fertility, *Eostre*.

Monasteries and Convents **B**

Instruct

- **Introduce: Key Terms** Check that students understand what monasteries and convents are. Have them find the key term ***Benedictine Rule*** (in blue) in the text and read its definition. Ask students to describe what life in a Benedictine monastery was like.
- **Teach** Ask **Even though monks and nuns had withdrawn from society, what contributions did they make to the general welfare?** (*improved farming and thus the economy; provided healthcare and education; gave opportunities to women*) **What role did monks and nuns play in preserving ancient culture?** (*protected ancient works, copied manuscripts, and added to ancient learning*) **What advantages did convents provide for women?** (*a chance for education and power*) Play the accompanying selection and discuss the opportunities for women in the Church.
 - **WITNESS HISTORY AUDIO** Witness History Audio CD, *An Educated Woman*
- **Analyzing the Visuals** Direct students to the Infographic. Ask **What clues do these images give that the monks have withdrawn from village life?** (*They are shown within the walls of a monastery, apart from the village.*) **People often think of living in a monastery as a lonely way to live. Based on the information given here, do you think it really is a lonely existence?** (*Sample: No, the images show monks doing things together.*)

Independent Practice

Have students work in groups to list the benefits and drawbacks of entering the monastic life. Have each group write a skit that represents a debate that might have taken place in a medieval family when a son or daughter wanted to enter a monastery or convent. Have groups present their debate to the class.

Monitor Progress

To review this section, have students list ways convents and monasteries contributed to medieval life.

Answers

- ✓ It played a large role; sacraments marked important life events, and the Church provided moral guidance and help for the sick and needy.

Thinking Critically

1. Answers will vary.
2. They were self-sufficient.

viewed as weak and easily led into sin. Thus, they needed the guidance of men. At the same time, the Church offered a view of the ideal woman in Mary, whom the Church believed to be the modest and pure mother of Jesus. Many churches were dedicated to the “mother of God” and “queen of heaven.” Men and women asked Mary to pray to God on their behalf.

On the one hand, the Church tried to protect women. It set a minimum age for marriage. Church courts could fine men who seriously injured their wives. Yet they often punished women more harshly than men for similar offenses.

- ✓ **Checkpoint** What role did the Church play in the daily lives of medieval Christians?

Monasteries and Convents

During the early Middle Ages, some men and women withdrew from worldly life to the monastic life. They became monks and nuns. Behind the walls of monasteries and convents, they devoted their entire lives to spiritual goals.

Monastic Life: The Benedictine Rule About 530, a monk named Benedict organized the monastery of Monte Cassino in central Italy. He created rules to regulate monastic life. In time, the **Benedictine Rule** was used by monasteries and convents across Europe.



▲ The ivory carving above shows monks at work in the scriptorium.

INFOGRAPHIC

Life in a Monastery

Monasteries were not only places where monks lived and prayed, they were also places of work and study. Many monasteries, or abbeys, housed self-contained communities that grew their own food and made many of the objects they used. Monks worked in the fields, in workshops, and in scriptoria, or writing rooms, where they copied and decorated manuscripts. Music was important to monastic life; and chants marked the canonical hours, or religious divisions, of the day.



▲ This picture of monks singing is in the center of the letter “C” in an illuminated manuscript.



◀ This church altar painting shows monks harvesting crops.

Thinking Critically

1. **Make a Reasoned Judgment** Which of these activities do you think was most useful to medieval society as a whole? Explain.
2. **Make Comparisons** How were monasteries like manors?

Link to Art

Illuminated Manuscripts The art of decorated books originated in ancient cultures and reached new heights with medieval illuminated manuscripts. Monasteries produced elaborate Bibles to spread the teachings of Christ, the beauty of these books designed to match the importance of their contents. At first, some were hesitant to render images of Christ and other holy persons, but in the sixth century, Pope Gregory the Great proclaimed that “painting can do for the illiterate what writing does for those who can read.”

Inspired by the pope’s commission, copyists labored day after day in special workshops called *scriptoria*. They became specialists at their work, with *antiquarii* creating flowing calligraphy, *rubricatores* illuminating the initial letters, and *miniatures* illustrating the margins. They endured the pains of bent backs, aching muscles, and fingers numbed by winter cold. But religious devotion drove them on. In their own words, the work was a way of “fighting the Devil by ink and pen.”

Church Power Grows/ Corruption and Reform L3

Instruct

- **Introduce: Key Terms** Ask students to find the term *papal supremacy* (in blue) in the text and define its meaning. Ask **Who is more powerful, the pope or the king?** (*the pope*) Then ask them to predict how the claim of papal supremacy will affect Europe in the future.
- **Teach** Discuss the growing power of the Church. Ask **What gave the Church political and economic power?** (*landholdings, its own armies, educated officials who served in monarch's courts*). **What gave the Church spiritual authority and how did that lead to political power?** (*Breaking the Church's moral law, or canon law, could lead to excommunication and interdict. Rulers feared going to hell if they were excommunicated, and people would not give allegiance to such a ruler for fear of their own souls.*) **What problem stemmed from the Church's success?** (*corruption*) Using the Think-Write-Pair-Share strategy (TE, p. T23) ask students **In what ways did the Church act like a government?** (*Sample: it was a hierarchy, held land, had laws*)
- **Quick Activity** Have pairs of students draw a table comparing and contrasting reform initiated by the Church hierarchy (pope and abbots) to that started by the humble friars. Ask them to include how the reforms affected Church power, who would be attracted to these new reforms, and what the focus of each of these reforms would be.

Independent Practice

Have students create a graphic organizer showing where the Church derived its power from and how the Church used its power. For instance, they could draw a concept web with sources of power above the main circle and uses of power below.

Monitor Progress


As students create their graphic organizers, circulate to make sure they understand the Church's power.

Answer

- ✓ It is a life of poverty, chastity, and obedience to the abbot or abbess. Time is spent in worship, work, and study.



An Educated Woman

Hildegard of Bingen was from a noble family. She founded an abbey, wrote plays, and composed music.  AUDIO

Under the Benedictine Rule, monks and nuns took three vows. The first was obedience to the abbot or abbess who headed the monastery or convent. The second was poverty, and the third was chastity, or purity. Each day was divided into periods for worship, work, and study. Benedict required monks to work in the fields or at other physical tasks. As part of their labor, monks and nuns cleared and drained land and experimented with crops. Because they developed better agricultural methods, they helped improve the economy of the Middle Ages, which was based on farming.

Service and Scholarship In a world without hospitals or schools, monasteries and convents often provided basic health and educational services. Monks and nuns looked after the poor and sick and set up schools for children. They gave food and lodging to travelers, especially to Christian pilgrims traveling to holy shrines. Some monks and nuns became missionaries. These missionaries spread Christianity throughout western and central Europe during the early Middle Ages.

Monasteries and convents also performed a vital role in keeping learning alive. Their libraries contained Greek and Roman works, which monks and nuns copied as a form of labor. Educated monks and nuns also wrote and taught Latin, which was the language of the church and educated people. In Britain, the Venerable Bede wrote the earliest known history of England.

Opportunities for Women Although women could not become priests, many did enter convents. There, capable women could escape the limits of society. In the 1100s, Abbess Hildegard of Bingen composed religious music and wrote books on many subjects. Because of her mystical visions, popes and rulers sought her advice.

In the later Middle Ages, the Church withdrew rights that nuns had once enjoyed, such as preaching the Gospels, and placed most independent convents under the control of Church officials. It frowned on too much learning for women, preferring them to accept Church authority.

✓ **Checkpoint** Describe monastic life according to Benedictine Rule.

Church Power Grows

In the centuries after the fall of Rome, the Church hierarchy carved out a unique position in Western Europe. It not only controlled the spiritual life of Christians but gradually became the most powerful **secular**, or worldly, force in medieval Europe.

The Church's Role in Society During the Middle Ages, the pope was the spiritual leader of the Western Christian Church, based in Rome. Declaring themselves representatives of God on Earth, medieval popes eventually claimed **papal supremacy**, or authority over all secular rulers, including kings and emperors. The pope headed an army of churchmen who supervised church activities. High clergy, such as bishops and archbishops, were usually nobles. Like other feudal lords, they had their own territories and armies. The pope himself held vast lands in central Italy, later called the Papal States. Some monasteries also held large tracts of land, which gave them considerable economic and political power.

Church officials were closely linked to secular rulers. Churchmen were often highly educated, so feudal rulers appointed them to government positions. In addition, Church officials were often relatives of secular rulers.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Have students read the first paragraph under Corruption and Reform aloud. Ask them to explain why it was problematic for priests to live lives of luxury and pay more attention to personal and family issues than to religious duties. Ask students what reforms could be put in place to end this corruption.

Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 68
- Adapted Section Summary, p. 69

Jews in Medieval Europe **L3**

Instruct

- **Introduce** Ask what students know about anti-Semitism. Tell them that anti-Semitism is prejudice against Jewish people. Medieval Europeans set a precedent by discriminating against Jews because of their religion. Discuss other kinds of religious and racial prejudice and why all prejudice is unfair. Discuss the term *scapegoat* (a person, group, or thing upon whom the blame for the mistakes or crimes of others is thrust).
- **Teach** Note the change in attitudes towards Jews in medieval Europe. Ask **How were Jews treated in Muslim Spain?** (*Muslim rulers were tolerant of other religions, and Jews flourished there.*) **Why did persecution of Jews increase in the late 1000s?** (*Europeans defined themselves as Christian; Jews were a minority outside the norm and were treated as scapegoats for disasters.*) **Where did Jews migrate in response to this persecution?** (*Eastern Europe and Muslim lands*)
- **Quick Activity** Working in pairs, have students find the areas mentioned in Jews in Medieval Europe on the map Spread of Christianity in Europe. Ask them to discuss which regions showed the most tolerance to people of other faiths.

Independent Practice

Have students write a paragraph about a recent example of people migrating because of their beliefs or ethnicity. Paragraphs should compare this situation to that of Jews in the Middle Ages.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answers

- ✓ The Church gained economic and political power from owning land and from churchmen serving in government positions. Popes also used the threat of excommunication and interdict to force rulers to obey them.

BIOGRAPHY St. Francis became very spiritual and gave up his wealth to serve the sick and poor.

Religious Authority and Political Power The medieval Christian Church was dedicated to the worship of God. At the same time, Christians believed that all people were sinners and that many were doomed to eternal suffering. To avoid the tortures of hell, one had to do good works, believe in Christ, and participate in the sacraments. Because the Church administered the sacraments and could deny them as a punishment, it had absolute power in religious matters.

The Church developed its own body of laws, known as **canon law**, as well as its own courts. Canon law, based on religious teachings, governed many aspects of life, including wills, marriages, and morals. Anyone who disobeyed Church law faced a range of penalties. The most severe and terrifying was **excommunication**. Those who were excommunicated could not receive the sacraments or a Christian burial, which condemned them to hell for eternity. A powerful noble who opposed the Church could face the **interdict**, an order excluding an entire town, region, or kingdom from receiving most sacraments and Christian burial. Even the strongest ruler gave in rather than face the interdict, which usually caused revolts by the common people.

A Force for Peace The Church tried to use its great authority to end warfare among nobles. It declared periods of temporary peace known as the Truce of God. It demanded that fighting stop between Friday and Sunday each week and on religious holidays. Such efforts may have contributed to the decline of warfare in Europe during the 1100s.

✓ **Checkpoint** How did the Church gain secular power?

Corruption and Reform

The very success of the Church brought problems. As its wealth and power grew, discipline weakened. Pious Christians left their wealth and lands to monasteries and convents, leading some monks and nuns to ignore their vows of poverty. Some clergy lived in luxury. Priests could marry, but some spent more time on family matters than on religious duties, and some even treated the priesthood as a family inheritance. Throughout the Middle Ages, there were calls for reform in the Church.

Two Movements for Reform In the early 900s, Abbot Berno set out to reform his monastery of Cluny in eastern France. First, he revived the Benedictine Rule of obedience, poverty, and chastity. Then, he refused to allow nobles or bishops to interfere in monastery affairs. Instead, Cluny was placed under the direct protection of the pope. Over the next 200 years, many monasteries and convents copied these reforms.

In 1073, Gregory VII, a former monk, became pope and began another push for reform. He wanted to limit secular influence on the Church. Gregory insisted that the Church alone choose Church officials such as bishops. That policy eventually sparked a bitter battle of wills with the German emperor. Gregory also outlawed marriage for priests and prohibited simony (SY muh nee), the selling of Church offices.

New Preaching Orders **Friars**, monks who did not live in isolated monasteries, took a different approach to reform. They traveled around Europe's growing towns, preaching to the poor. The first order of friars, the Franciscans, was founded by a wealthy Italian now known as **St. Francis of Assisi**. Giving up his comfortable life, he devoted himself to preaching

BIOGRAPHY



St. Francis of Assisi

Famous stories about St. Francis of Assisi (1181?–1226) tell of him preaching to the birds and convincing a wolf to stop attacking townspeople if they, in turn, would feed the wolf. St. Francis regarded all nature as the mirror of God, and he called animals his brothers and sisters.

St. Francis came from a wealthy family and had been a fun-loving and worldly young man. Then, in his mid-20s, he heard a voice speak to him while he was praying. He gave up his wealth to “walk in the footsteps,” or example, of Jesus. He was soon joined by a small group of followers—the first Franciscan friars—and together they lived a life of service to the poor and the sick. The Church made him a saint in 1228. **What great changes did St. Francis make in his life?**

Differentiated

Instruction Solutions for All Learners

L4 Advanced Readers **L4** Gifted and Talented

Instruct students to read Jews in Medieval Europe. Ask them to share opinions on why the Catholic Church often took steps to limit Jews' rights and influence. Have students research the status of European Jewry during the Middle Ages. Tell students to focus on specific topics such as the establishment of Jewish com-

munities in Eastern Europe (particularly Poland and Russia), the persecution of Jews during the time of the Black Plague, the occupations typically held by Jews, or the incorporation of Jews into society in medieval Spain. Students should present their research in a presentation, poster, or essay.


Assess and Reteach

Assess Progress

L3


- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 2, p. 4


- To further assess student understanding, use
 Progress Monitoring Transparencies, 29

Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 69 L3

 Adapted Reading and Note Taking Study Guide, p. 69 L1 L2

 Spanish Reading and Note Taking Study Guide, p. 69 L2

Extend

L4

Have students write an editorial article as if they were living in medieval Europe. They should argue that the Church was either a positive or negative force in their lives.

Answers

- ✓ First, they reformed their own monasteries. Then, a former monk, Gregory VII, became pope and made church-wide reforms. Finally, new orders reached beyond the monasteries.
- ✓ At first Jews were treated well in Muslim Spain and in Western Europe. They were taxed heavily but were also respected and given positions at court. Persecution of Jews became severe in the late 1000s.

Caption Christians were increasingly prejudiced against Jews, who did not want to draw attention to themselves.



Preserving Jewish Culture

In spite of living in predominantly Christian areas, Jews celebrated their own religious holidays during the Middle Ages. This 1300s menorah, or Hanukkah lamp, is from France. *Why do you think it might have been difficult for Jews to continue these celebrations?*

the Gospels and teaching by his own examples of good works. The Franciscan order preached poverty, humility, and love of God. St. Dominic, a Spanish priest, founded the Dominican order of friars. Dominicans dedicated themselves to teaching official Christian beliefs in order to combat heresies, religious doctrines that differed from church teachings.

Women also supported the reform movement. Some became Dominican nuns and others joined the Poor Clares, linked to the Franciscans. Often these orders welcomed only well-born women whose families gave a dowry, or gift, to the church. Another group, the Beguines, welcomed poor women who could not be accepted by other religious orders.

✓ **Checkpoint** How did monks contribute to the reform of the Church?

Jews in Medieval Europe

In the Middle Ages, Jewish communities existed all across Europe. Jews flourished in present-day Spain, where Muslim rulers were tolerant of both Jews and Christians. Spain became a center of Jewish culture and scholarship, and Jews served as officials in Muslim royal courts. In other parts of Western Europe, Christians and Jews lived side by side in relative peace for centuries. Early German kings gave educated Jews positions at court. Many rulers in northern Europe valued and protected Jewish communities, although they taxed them heavily.

By the late 1000s, Western Europe had become more Christianized, and prejudice against Jews increased. When faced with disasters they could not understand, such as illness or famine, Christians often blamed Jews. Jews were not part of the parish structure that regulated Christian lives. Therefore, they had little interaction with the Christians who were suspicious of a culture they did not understand. As the Church grew in power, it issued orders forbidding Jews to own land or practice most occupations. Yet popes and rulers still turned to educated Jews as financial advisers and physicians. In response to growing persecution, thousands of Jews migrated to Eastern Europe. There, rulers welcomed the newcomers' skills and knowledge. Jewish communities thrived in Eastern Europe until modern times.

✓ **Checkpoint** How were Jews treated in medieval Europe?

3 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0731

Terms, People, and Places

1. What do the key terms listed at the beginning of this section have in common? Explain.

Note Taking

2. **Reading Skill: Identify Main Ideas**
Use your completed concept web to answer the Focus Question: How did the Church play a vital role in medieval life?

Comprehension and Critical Thinking

3. **Synthesize Information** How did monks and nuns contribute to medieval life?
4. **Recognize Cause and Effect** (a) How did the Church increase its secular power? (b) How did riches and power lead to Church abuses and then to reforms?
5. **Draw Conclusions** Why did attitudes toward Jews change in medieval Europe?

Writing About History

Quick Write: Write an Introduction

Write a working thesis statement about a person or group discussed in this section. Then use a quotation or dramatic event to grab your audience's attention and introduce your thesis. For example, a paper on Abbess Hildegard might begin with her words to a ruler:

"Take care the Highest King does not strike you down because of the blindness that prevents you from governing justly."

Section 3 Assessment

1. All the key terms relate to how the Church shaped medieval life.
2. Through sacraments and rituals, moral guidance, and service to the sick and needy, the Church dominated daily life. Churchmen gave moral guidance to rulers, served in governments, and forced rulers to do their bidding.
3. They provided health and educational services, made advances in agriculture,

copied ancient manuscripts, and provided opportunities for women.

4. (a) It used the threat of excommunication and interdict. It amassed land, wealth, and military forces. (b) As wealth increased, discipline and piety weakened. Abuses led popes to outlaw abuses and to limit the power of secular rulers in Church affairs. Friars started new orders based on poverty and service.
5. Europeans had come to define themselves as a Christian society. Jews were outside

the Church and therefore outside the social and economic structure of the parish community.

Writing About History

Responses should show an understanding of the function of an introduction and a good choice of "hook."

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0731**.