CHAPTER 25

The Church
1000 A.D.–1300 A.D.

- Christian crusader and his wife
- Enameled cross

1071 A.D. Seljuq Turks conquer Jerusalem
1096 A.D. Start of the Crusades
1129 A.D. Inquisition begins
1212 A.D. Children's Crusade
1291 A.D. Muslims win the Crusades
Chapter Focus

Read to Discover

• How the Roman Catholic Church influenced life during the Middle Ages.
• What attempts were made to reform the Church during the Middle Ages.
• What learning was like during the Middle Ages.
• Why the Crusades took place during the Middle Ages.
• What the effects of the Crusades were.

Terms to Learn

mass  
tithes  
cathedrals  
unions  
chancellor  
crusades  
emirs

People to Know

Gregory VII  
Francis of Assisi  
Thomas Aquinas  
Urban II  
Saladin  
Richard the Lionheart

Places to Locate

Cluny  
Palestine  
Outremer  
Venice  
Acre

Why It’s Important

Leaders in the Roman Catholic Church wanted to develop a civilization in western Europe that was based on Christian ideals. By 1000, missionary monks had brought the Church’s teachings to most of Europe. They converted people and built new churches and monasteries. The Roman Catholic Church united western Europeans and took the lead in government, law, art, and learning for hundreds of years. The Church helped pass on the heritage of the Roman Empire. Latin became the official language of the Church.

SECTION 1 Catholic Influence

The Roman Catholic Church had great influence during the Middle Ages. It was the center of every village and town. It played an important part in the political life of the period. At times, it even had the power of life or death over people.

Daily Life

In every village and town, daily life revolved around the Church. To become a king, vassal, or knight, a man had to take part in a religious ceremony. Most holidays were in honor of saints or religious events. On Fridays, the people obeyed the Church’s rule not to eat meat. On Sundays, they went to
mass, or a worship service, held by the parish priest. Church leaders ran schools and hospitals. Monks and nuns provided food and shelter for travelers. Priests recorded births, performed marriages, and conducted burials.

Political Life The Church played an important role in the political life of the Middle Ages. Together with kings and nobles, Church officials helped govern western Europe. As large landowners, high Church leaders were both lords and vassals of other lords. They served as advisers to kings and other nobles, keeping records for the kings who could not read or write. Parish priests also played a part in government. They were chosen by local nobles and were expected to tell the people to respect the king, the nobles, and other government officials.

The Church told people to obey the king’s laws unless they went against canon laws, or laws set up by the Church. People who disobeyed the Pope or canon laws were excommunicated (ek skuh myū’ nuh kā ted), or lost their membership in the Church. They also lost their political rights.

The Inquisition Despite its power, the Church faced the problem of heresy. At first, it tried to stop the spread of heresy by preaching. Then, in 1129, a council of bishops set up the Inquisition (in kwuh zish’ uhn), or Church court, to end heresy by force.

The Church gave people it suspected of heresy one month to confess. Those who appeared in front of the Inquisition before the month ended were whipped or sent to prison for a short time. Those who did not appear were seized and brought to trial.
The reason for the trial was to get a confession. The court called only two witnesses. Based on what they said, the court decided whether or not a person was a heretic. Heretics who confessed were punished. Then, they were allowed to become Church members again. Heretics who refused to confess were often tortured. A number of people were burned at the stake.

**Section 1 Assessment**

1. **Define:** mass, canon laws, excommunicated.
2. What part did parish priests play in government?

**Critical Thinking**

3. **Making Inferences** How do you think a king might have felt about being excommunicated from the Church?

**Graphic Organizer Activity**

4. Draw this diagram, and use it to show examples of Church powers during the Middle Ages.

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**THE INQUISITION**

The Inquisition was established to strengthen the beliefs of the Church in France, Germany, Italy, and Spain. In this painting, a heretic under trial confesses. **What punishment came to those who confessed to heresy?**
The Church became rich during the Middle Ages. Church members supported it by giving tithes (tı¯thz), or offerings equal to 10 percent of their income. Rich nobles donated money to build large churches and gave land to monasteries. The wealthier the monasteries became, however, the more careless many monks grew about carrying out their religious duties.

Monks were not the only ones to grow careless about religious duties. When a bishop died, his office and lands were taken over by the local noble. The noble often chose a close relative as the new bishop or sold the office for money or favors.

**SECTION 2  Attempts at Reform**

**Reading Check**

What were tithes?

**Linking Across Time**

**Stained-Glass Windows**  During the time of Charlemagne, Europeans started designing windows made from individual pieces of colored glass and held together by lead. The art form reached its peak in the church windows of the late Middle Ages (below). In the late 1800s and early 1900s, artists such as Louis Comfort Tiffany revived this art form in stained-glass windows and lamps (right). **How did church leaders raise money to pay for works of art like stained-glass windows?**
Because of this, men who were not very religious often held important Church posts. They did not keep Church rules or bother with the needs of the poor.

Before long, some western Europeans became worried about the direction in which the Church was headed. During the late 900s and early 1000s, they worked to return the Church to Christian ideals.

**The Monks of Cluny**

To fight corruption in the Church, devout, or deeply religious, nobles founded new monasteries that strictly followed the Benedictine Rule. One of the most important of these was Cluny (klú’ nē) in eastern France. The monks there led simple lives, spending much time in prayer. They soon won the respect of the people. The monks of Cluny recognized only the authority of the Pope and said that the Church, not kings or nobles, should choose all Church leaders. Over time, a number of new monasteries connected with Cluny spread across Europe.

**Pope Gregory VII**

The reforms begun by the monks of Cluny were continued by Pope Gregory VII. By Gregory’s time, the Pope had become a powerful political as well as religious leader. He had his own courts of justice and government offices. He ruled from Rome with the help of a group of bishops known as the College of Cardinals.

Gregory had two goals as Pope. He wanted to rid the Church of control by kings and nobles. He also wanted to increase the Pope’s power over the Church officials. To reach these goals, Gregory made many changes in the Church. Church leaders who bought or sold Church offices were removed from their posts. Bishops and priests were forbidden to marry.

In a document issued in 1075, Gregory stated that the Pope was above all kings and nobles. Only the Pope had the power to choose bishops and other Church leaders. Government officials who did not obey the Pope could be removed from office. People did not have to obey officials who went against the Pope.

Some kings viewed Gregory’s reforms as attacks on their power. So, they resisted his changes. In the end, however, they lost some of their power to him.

**Friars**

During the early 1200s, Church reforms were carried out by preachers called friars. Since they sold all their belongings before becoming friars, they depended on gifts of food and money from the people.

Friars were different from other monks. They did not marry and followed many monastic rules. However, they did not shut themselves off from the rest of the world. Instead, they lived in towns and worked to bring Christianity directly to the people.
During the late Middle Ages, the rise of governments brought more security, and the economy grew stronger. There was more time for learning, and learning was in the hands of the Church.

**Cathedral Schools**  The parish clergy set up schools in **cathedrals**, or churches headed by bishops. The schools were to prepare the sons of nobles for service in the Church. Not every boy who went to school, however, wanted to be a priest or monk. So, the schools also trained students to be government workers, lawyers, and teachers. Seven subjects were taught at cathedral schools. They were grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music.

Students paid a fee to attend classes held in a cold, dark hall rented by the teacher. Books were few and costly. So, students memorized the teacher’s explanation.

Two well-known **orders**, or groups of friars, were the Franciscans (fran sis’ kuhns) and Dominicans (duh min’ uh kuhns). The Franciscan order was founded in 1200 by Francis of Assisi (uh se’ zee), the son of a rich Italian merchant. Franciscans were known for their cheerfulness and confidence that God would take care of them. They had a deep love of nature. They believed it was a gift of God and should be respected.

The Dominican order was started in 1216 by a Spanish monk named Dominic. Like the Franciscans, the Dominicans lived a life of poverty. They studied different languages so they could preach everywhere. Through their words and deeds, they kept many people loyal to Church teachings.

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**Section 2 Assessment**

1. **Define:** tithes, friars, orders.
2. What reforms did Gregory VII introduce?
3. How did the Franciscans and Dominicans try to bring Christianity directly to the people?

**Critical Thinking**

4. **Drawing Conclusions** Why do you think the monks of Cluny gained the people’s respect?

**Graphic Organizer Activity**

5. Draw this diagram, and use it to show the causes and effects of the rise of Church reformers in the 900s and 1000s.

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**SECTION 3 Learning**

During the late Middle Ages, the rise of governments brought more security, and the economy grew stronger. There was more time for learning, and learning was in the hands of the Church.

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**Reading Check**

What were two well-known orders of friars in the Middle Ages?
Universities  After a while, students began to complain that teachers held few classes and did not cover enough subjects. Teachers began to complain that too many untrained people were teaching. So, students and teachers decided to make some changes by forming **unions**, or groups of people joined together for a common cause. These unions became **universities**, or groups of teachers and students devoted to learning. By the 1200s, universities had spread all through Europe.

Universities were alike in many ways. A Church official called a **chancellor** (chan’ suh luhr) headed each. No one could teach without his permission. All universities had well-organized classes held at set times each day. In class, students listened to lectures on a specific subject. All students had to pass special tests. Lecturers had to be at least 21 years old and had to have studied for at least 6 years.

Students from all over Europe came to the universities. At first, they lived in boarding houses. Later, rich sponsors built special buildings in which they could live. Those who missed daily mass, disturbed the peace, or took part in gambling or sword practice were punished.

**MEDIEVAL CLASSROOM**  Dissatisfied with earlier forms of schools, teachers and students joined together to create universities as places for serious study. In this painting a teacher at the University of Paris holds a discussion with students. **What did a scholar have to do in order to become a teacher?**

**Fun Facts**  **Universities**  In Medieval Latin, the word **universitas** meant “corporation.” The earliest universities were given charters to do business by popes or emperors. Because teachers depended on their students’ fees, they had to attract enough students to earn a living.
Thomas Aquinas  One noted scholar of the Middle Ages was Thomas Aquinas (uh kwı¯’ nuhs). Aquinas believed that both faith and reason were gifts of God. He saw no conflict between the two and tried to bring them together. He thought reason helped people know what the world was really like. It helped them lead a good life. He thought faith revealed religious truths to people. It helped them find life after death.

Aquinas wrote a book called *Summa Theologica* (sū’ muh tā ō lō’ ji kuh), or *A Summary of Religious Thought*. In it, he asked questions and presented different opinions. He then gave answers to the questions. Aquinas’s teachings were later accepted and promoted by the Church.

**Section 3 Assessment**

1. **Define:** cathedrals, unions, universities, chancellor.
2. Why were cathedral schools started?
3. In what ways were universities alike?

**Critical Thinking**

4. **Demonstrating Reasoned Judgment**
   Why do you think that only specific subjects were taught at cathedral schools?

**Graphic Organizer Activity**

5. Draw this diagram, and use it to compare universities in the Middle Ages with universities today.

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**SECTION 4 The Crusades**

For hundreds of years, Christians from western Europe had visited shrines in Jerusalem. Then, in 1071, a people called Seljuq (sel’ juk) Turks conquered Jerusalem and took control of the Christian shrines. Traveling in Palestine became difficult for the Christians because of the trouble there.

When news of what was happening in the Holy Land reached Christians in western Europe, they were shocked and angered. The result was a series of holy wars called **crusades** (krū sāds’), which went on for about 200 years.

**A Call to War**

Even after they had taken Palestine, Turkish armies continued to threaten the Byzantine Empire. The Byzantine emperor asked the Pope for military aid. Pope Urban II (er’ buhn) agreed to help the Byzantines. He hoped that in return, the Eastern Orthodox Church would again unite with the Roman Catholic Church and accept him as its religious leader.

In 1095, Urban spoke before a large crowd in the town of Clermont in eastern France. He told the people that Europe’s
lords should stop fighting among themselves. Instead, they should fight in a crusade against the Turks.

Urban reminded the people that Europe was not producing enough food to feed its growing population. Palestine, on the other hand, had rich, fertile land on which any knight could live in comfort. The Pope promised that those who went on a crusade would be free of debts and taxes. He also promised that God would forgive the sins of those who died in battle. He encouraged soldiers to go to Palestine wearing a red cross on their tunics as a symbol of obedience to God.

**The Peasants’ Crusade**  
Urban II spent nine months journeying from one European city to another calling for a crusade. The people of Europe responded eagerly to his call. As a sign of their religious devotion, they adopted the war cry “Deus vult” (də’ uhs wült’), which means “It is the will of God.” The people felt it was their duty as Christians to win back the Holy Land. They had other reasons for being willing to fight, too. Nobles hoped to gain more land for themselves in Palestine. They also wanted the fame a crusade could bring. Peasants wanted to escape from their hard work on the land.

Urban II wanted the nobles to plan and lead the crusade. While they were drawing up their plans, however, the peasants

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**CALL FOR A CRUSADE**  
The conquest of Palestine and persecution of Christians by the Seljuq Turks angered western Europeans. A call went up to free the Holy Land from the Muslims. A church leader in this painting urges local knights to join the crusade. **What symbol did the crusaders wear?**
When using the Internet as a research tool, the user must evaluate each Web site’s information. This means that a person must decide if the information found on a Web site is accurate and correct.

**Learning the Skill**

When doing research, it is important to find Web sites that present information fairly. First, you should identify the source of the information or the author of the site. Sometimes a Web site may contain the views of the person or group who supports it. The site, then, might not have information that is balanced.

Next, check the Web site for accuracy. A reliable site should contain references to other sources that support the information. A quality Web site should also be free of spelling and language errors.

Identify the purpose of the Web site. Does the site support a belief or opinion? Is the Web site meant to provide information or is it an advertisement?

You should also check to see how current the Web site is. A Web site should include information about when it was placed on the Internet and when it was last updated. A Web site should also be designed so that the user can easily locate information. Information may be hard to find if the Web site’s design is cluttered and hard to read.

This chapter talks about the series of Crusades that took place in the late Middle Ages. Search for a Web site about the Crusades. Use the questions in the Skill Practice to help you evaluate the site.

### Skill Practice

1. Who is the author or sponsor of the site?
2. Briefly describe the information on the site.
3. Is the information easy to find? Does the site contain links to other useful sources? Are the links up-to-date and related to the topic?
4. Are the facts on the site supported by other sources? Is there more than one source used to support information within the site?
5. When was the information last updated?
6. Is the design of the site appealing? Why or why not?
7. Overall, how reliable do you think this Web site is?

Remains of a medieval fortress in Jerusalem
grew impatient and formed their own armies. Although they lacked training in warfare, they believed God would help them.

In the spring of 1096, about 12,000 French peasants began the long journey to Palestine. At the same time, two other groups of peasants set out from Germany. As the peasant armies marched through Europe, they attacked farmers, looted cottages, and burned wheat fields. They massacred, or killed, all the Jews they could find. The peasants thought that since Jews were not Christians, they were enemies. Frightened villagers tried to keep the armies away from their homes. At night, the villagers often poisoned wells and attacked crusader camps.

By the time the peasant armies reached Constantinople, they had lost about one third of their number. Their clothes were in rags, and they had no money. They wandered through the streets of the city attacking passersby and stealing from markets and homes.

The Byzantine emperor had expected the Pope to send trained soldiers, not unskilled peasants. The actions of the western Europeans worried him, and he wanted to get them out of his capital. So, he gave them supplies and ships and sent them to fight the Turks in Asia Minor. There, the peasant armies were almost completely wiped out by Turkish bowmen.

The Nobles’ Crusade

In 1097, the nobles set out on their crusade. Great lords led each army. They brought with them their vassals, wives, children, clerks, cooks, and blacksmiths. The crusade was very costly. Each lord had to provide his own battle gear, wagons, supplies, and horses. Nobles often had to borrow money or sell their land or jewelry to cover the costs.

About 30,000 crusaders arrived in Asia Minor and defeated the Turks. From there, they moved south through the desert to Syria. However, they were not prepared for the heat and did not have enough food or water. Many died of starvation or thirst. Those who survived pushed on to Palestine, capturing Syrian cities along the way.

In 1099, the 12,000 surviving crusaders reached Jerusalem. They captured the Holy City, killing Turks, Jews, and Christians alike. Then, they looted it, taking gold, silver, horses, mules, and all kinds of goods.

The Kingdom Beyond the Sea

After the crusaders captured Jerusalem, they lost much of their religious enthusiasm. Many returned to their homes in western Europe. Those who remained set up four feudal kingdoms called Outremer (u-truh mahr’), or “the kingdom beyond the sea,” in the areas they won.

The crusaders took over the estates of rich Turkish and Arab Muslims and divided them among themselves and their best knights. Arab peasants worked the land for them and cared for

Women in the Crusades

Women responded to the call to recapture Jerusalem. A Greek historian wrote of “women dressed as men, mounted on horses and armed with lance and battle-axe.” The Pope banned women from fighting in the Third Crusade (1189–1192), a decision that the kings of Europe approved. Women continued to join the crusades, however, both as soldiers and as nurses.
Eleanor of Aquitaine c. 1122-1204

French Queen

At age 15, Eleanor inherited Aquitaine, a region in southern France. As one of the largest land owners in Europe, she married a French king, Louis VII, and accompanied him on a crusade. She later married King Henry II of England and had nine children. One of them included Richard the Lionheart. While Richard headed off on a crusade, Eleanor ruled England in his absence. When Richard died, she helped put her son John on the throne. Few doubted Eleanor’s power when she died at age 82.

The Crusaders’ Attack on Jerusalem

After weeks of siege warfare, the crusaders were finally able to mount a successful attack on Jerusalem. The Christians, using towers and catapults, broke through the city’s walls and defeated the Muslim defenders. What hardships did the crusaders face on their way to Jerusalem?

The orchards and vineyards. Other Arabs served as advisers and helped them manage their estates. Friendships developed between the crusaders and the Muslims. The Muslims admired the crusaders’ bravery. The crusaders discovered that many Arab scholars knew more than Europeans did about medicine, science, and mathematics.

When the crusaders were not fighting Turks, they ran their estates, went hunting, and attended the local court. Each noble built a castle in Outremer more magnificent than the one he had in Europe. This castle was more than a fortress. It was a comfortable place in which to live, with a large dining hall, living room, and bedchambers. All the rooms had marble walls and painted ceilings and were decorated with silk hangings, carpets, silver and gold objects, and beautiful furnishings.

The crusaders found that their old way of living did not suit their new surroundings. It was too hot in Palestine to wear fur and woolen clothes. Men began to wear turbans and loose, flowing silk or linen robes. However, they continued to fight in armor. Women wore jeweled tunics and gowns made with gold thread. They adopted the Muslim custom of wearing veils when they were outdoors and learned to use makeup and perfume. The heat also led the westerners to develop the habit of bathing.
The crusaders changed their eating habits, too. It was too hot to eat the heavy, solid foods they were used to. They learned to have light meals with less meat and more fruits and vegetables. They also ate new foods such as rice, oranges, figs, and melons.

The crusaders led an easier life in Palestine than they had at home. Still, they had trouble adjusting. Many died in battle against the Turks or in fights among themselves over rights and lands. Others could not survive the hot climate.

### Saladin and the Crusade of Kings

In 1174, a Muslim military leader named Saladin (sal’ uhd uhn) became the ruler of Egypt. He united the Muslims throughout the Near East and started a war against the Christian occupation of Palestine by western Crusaders. Saladin’s armies were well organized and devoted to Islam. Groups of soldiers headed by leaders called emirs (i muihrs’) made up the armies. Many emirs were known for their honesty and for the consideration they showed their captives. The emirs often were shocked by the cruelty and greed of the Christian soldiers.

Saladin’s soldiers rode into battle on swift ponies. Their weapons were short bows. The crusaders found it hard to fight them. The crusaders’ armor was heavy, their swords were too long to handle easily, and their horses were not protected. They had to learn to depend on a new weapon called the crossbow, which fired an arrow with great force and speed. In 1187, Saladin’s armies took Jerusalem. When he refused to massacre the city’s Christians, he won the respect of many of the crusaders.

After Saladin’s victory, the Church urged another crusade. This time the western armies were led by King Richard I of England, Emperor Frederick Barbarossa (bahr buh ros’ uh) of Germany, and King Philip II Augustus of France. They were the three most powerful rulers in Europe.

This Crusade of Kings, as it was called, was a failure. Frederick died in Asia Minor, and many of his troops returned home without ever having fought a battle. Richard and Philip were enemies and were always quarreling. They did take a few coastal cities in Palestine together. Then, Philip returned home. Richard and his armies had to continue the crusade alone.

Richard was a brave warrior. Because of this, he was called “the Lionheart.” Nevertheless, he could not defeat Saladin. After three years, he gave up and signed a truce with the Muslim leader. Although the crusaders still controlled large areas of Palestine, Jerusalem remained in Muslim hands.

### The Loss of an Ideal

In 1202, Pope Innocent III called for yet another crusade. Knights from all over Europe answered the call. They decided not to take a land route to Palestine but to go by ship from the Italian port of Venice. Rich merchants there wanted
Most maps have grids, or patterns of horizontal and vertical lines that cross each other. Generally, the horizontal lines are lines of latitude, and the vertical ones are lines of longitude. Grids make it easier to determine the exact location of a place on Earth.

To find a place exactly, it is necessary to find what lines of latitude and longitude cross at that place. The point at which they cross is the exact location. Exact location may be shown by a set of numbers that lists latitude first and then longitude (30°N, 60°E). Such sets are called coordinates (kō’ ər’din ənts).

Look at the map of "The Crusades" below. Locate the city of Marseilles on the southern coast of France. The line of latitude that passes through the city is 43°N. The line of longitude that passes through it is 5°E. This means that the exact location of Marseilles is 43°N, 5°E.

Map Practice

1. What city is located at 32°N, 35°E?
2. What are the coordinates of Venice’s location?
Venice to replace Constantinople as the trading center of the eastern Mediterranean. The crusaders agreed to pay these merchants a large sum of money and to share one half of all their conquests with the Venetians. In return, the Venetians agreed to supply the crusaders with ships and equipment.

When the soldiers found they could not pay all they owed, they agreed to conquer the city of Zara for the Venetians. Then, the Venetians convinced them to capture Constantinople. For three days, the crusaders and the Venetians burned and looted Constantinople. Many priceless manuscripts and works of art were either taken to Venice, lost, or destroyed.

The crusaders finally decided not to go to Palestine. Instead, they stayed in Constantinople and divided the city with the Venetians. Their conduct shocked many western Europeans, who lost respect for the crusader ideal.

Several other crusades were fought during the 1200s, but the Europeans did not win any of them. The saddest of all was the Children’s Crusade. A group of French children, led by a peasant boy named Stephen of Cloyes, set sail from Marseilles (mahr sa’), France, in 1212. Most of the children never reached Palestine. Along the way they were sold into slavery by captains of the ships on which they sailed. At the same time, another group of children set forth on foot from Germany, intending to march toward Italy. Most of them, however, starved to death or died from disease.

In 1291, the Muslims took over the city of Acre (ah’ kuhr), the last Christian stronghold. The Muslims had won the Crusades. They also gained back all the land in Palestine that the crusaders had taken earlier.

**Effects of the Crusades** The Crusades affected both the Near East and western Europe. The Byzantines were so angry at the actions of western Europeans that the split between eastern and western Christianity became permanent. At the same time, the Byzantine Empire was so weakened by the Crusades that it could no longer defend itself. This left Europe open to Turkish attack.

The Crusades helped to break down feudalism in western Europe. While feudal lords were fighting in Palestine, kings at home increased their authority. The desire for wealth, power, and land grew and began to cloud the religious ideals of many western Europeans.

The crusaders’ contact with the cultured Byzantines and Muslims led western Europeans to again become interested in learning. At the same time, Europeans began to demand such luxuries as spices, sugar, lemons, rugs, tapestries, and richly woven cloth. To meet these demands, European merchants opened up new trade routes. As trade grew, so did the towns of western Europe.
Section 4 Assessment

1. **Define:** crusades, crusaders, emirs.
2. Why were western Europeans of all classes of society eager to go on a crusade?
3. What effect did the Crusades have on trade?

**Critical Thinking**

4. **Understanding Cause and Effect**
   What do you think was the most important effect of the Crusades on the entire civilized world (not just on western Europe)? Explain.

**Graphic Organizer Activity**

5. Draw this diagram, and use it to support a generalization about the effect of the Crusades on feudalism.

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**Chapter Summary & Study Guide**

1. The Roman Catholic Church was the center of life in Europe during the Middle Ages.
2. Increased wealth led many members of the clergy to grow careless about their religious duties, sparking a spirit of reform.
3. During the Middle Ages, monks and friars worked to win the respect of the people.
4. In 1075, Pope Gregory VII issued a document placing the power of the Pope above all kings and feudal lords.
5. By the 1200s, students and teachers at cathedral schools had helped form universities, which soon spread throughout Europe.
6. Scholars such as Thomas Aquinas tried to bring faith and reason together.
7. In 1071, the Seljuq Turks conquered the Holy Land and took control of the Christian shrines there.
8. In 1095, Pope Urban II agreed to help the Byzantines against the Turks and called on the people of western Europe to join in a crusade.
9. The Nobles’ Crusade of 1097 succeeded in capturing Jerusalem, but the Christians could not hold on to the city.
10. Richard the Lionheart, who set out on a crusade with two other kings, could not defeat Saladin and signed a truce with him.
11. In 1202, crusaders, with the help of the Venetians, burned and looted Constantinople. This event badly damaged the crusading ideal.
12. Even though the Muslims regained all of Palestine in 1291, the Crusades brought lasting changes to Europe, including the end of feudalism.

**Self-Check Quiz**

Visit the Human Heritage Web site at humanheritage.glencoe.com and click on Chapter 25—Self-Check Quiz to assess your understanding of this chapter.
Using Key Terms

Imagine that you are a traveler in Europe during the Middle Ages. Write an article for a travel magazine describing the influence of the Roman Catholic Church. Use the following words.

mass canon laws excommunicated

tithes friars orders

cathedrals unions universities

chancellor crusades crusaders

Understand Main Ideas

1. What role did Church officials play in the political life of the Middle Ages?
2. Why did many monks grow careless about carrying out their religious duties?
3. Why were universities started?
4. Why did Urban II encourage people to go on a crusade?
5. What effect did the climate in Palestine have on the crusaders?
6. What happened during the Children’s Crusade?
7. Why did the split in the Roman Catholic Church become permanent?
8. How did the Crusades affect the power of western Europe’s kings?

Critical Thinking

1. What were the advantages and disadvantages of having Church leaders run the government during the Middle Ages?
2. What would have been enjoyable about being a student in a medieval university?

3. How would you have responded to Urban II’s call for a crusade?
4. How do you think crusaders felt about settling in Palestine?

Graphic Organizer Activity

Economics Create a diagram like the one below, and use it to show how the Crusades affected western Europe’s economy.

Geography in History

The World in Spatial Terms Refer to the map on page 394. Soldiers in the Fourth Crusade sailed from Venice to Constantinople. About how many miles long was their voyage? Was their voyage longer or shorter than it would have been if they had sailed to Jerusalem as planned?

Using Your Journal

Review any details you may have noted about how the Church influenced daily life, government, and education during the late Middle Ages. Write a paragraph comparing the role of the Church then with the role of churches in the lives of people today.