Rise of Monarchies
900 A.D.–1500 A.D.

- 1066 A.D. William the Conqueror invades England
- 1215 A.D. Magna Carta is signed
- 1272 A.D. Edward I sets up Parliament
- 1273 A.D. Hapsburg dynasty is founded
- 1337 A.D. Hundred Years’ War begins
- 1492 A.D. Ferdinand and Isabella unite Spain

▲ Coronation robe worn by King Roger II of Sicily

Joan of Arc ▶
###Terms to Learn
- monarchies
- circuit judges
- grand jury
- trial jury
- dauphin
- diet
- corregidores

###People to Know
- Hugh Capet
- William the Conqueror
- Joan of Arc
- Frederick II
- Ferdinand and Isabella

###Places to Locate
- Hastings
- Orleans
- Sicily
- Holy Roman Empire
- Granada

###Why It’s Important
The growth of trade and towns during the late Middle Ages led to many changes in western Europe. Some of these changes were political. The rise of **monarchies** (monˈər-kēz), or countries governed by one ruler, led to the decline of feudalism.

###SECTION 1  France

In 987, Hugh Capet (ka pā’), a French noble, was chosen as the new king of France. At the time, France consisted of many feudal territories. As king, Capet ruled only a small area between the Seine (sān) and Loire (loahr) rivers. Capet, who died in 996, was the first of a line of Capetian (kuh pē’ shuhn) kings who ruled France for some 300 years. For 100 years after his death, however, these kings were weak and did little to increase royal power.

In 1108, Louis VI, known as “Louis the Fat,” became king and increased the power of the monarchy. He got rid of disloyal nobles and put loyal persons of lower birth in their place. He stopped the raids of lawless vassals and granted charters to many towns, thus winning the loyalty of the townspeople.

The king’s power was further increased under Philip II, also known as Philip Augustus. Philip, who ruled from 1179 to 1223,
made Paris the center of government. He increased the size of his kingdom through marriage and by winning back French lands held by the English. To make sure the nobles did not become too powerful while he was fighting in the Crusades, Philip II appointed royal agents to keep a close watch on them.

In 1226, Philip’s grandson became King Louis IX. He brought peace to France and helped unite the French people. He ordered the nobles to stop feuding and forbade them to settle disputes by fighting duels. Most nobles minted their own money. Louis IX made it illegal to use coins made anywhere else but the royal mint. He set up a royal court to which anyone could bring disputes.

Philip IV, Louis’s grandson, ruled from 1285 to 1314. Known as “Philip the Fair,” Philip IV believed the interests of the state came first. So, he seized the English fortresses in France that he felt were necessary for his kingdom’s security. He also went to war with the Flemish when they refused to let France control their cloth trade. Philip believed a kingdom could not exist without taxes. So, he made sure that taxes were collected regularly. He also taxed the clergy, who had not been taxed before. To help him run the country, Philip IV formed the Estates-General, an assembly of nobles, clergy, and townspeople. This marked the beginning of a national government in France. By the time Philip IV died in 1314, France was united under one ruler.
SECTION 2  England

In 1042, the witenagemot made Edward the Confessor, an Anglo-Saxon prince, king of England. Edward gave money to the poor and sponsored the building in London of Westminster Abbey, the church in which later English kings and queens were crowned. He spent so much time in religious work, however, that he failed to carry out his royal duties. As a result, the nobles increased their hold on the country. The most powerful noble was Harold Godwinson. When Edward died in 1066 without an heir, Harold became the new king.

William the Conqueror  Harold Godwinson did not remain king for long. William, Duke of Normandy, a cousin of Edward the Confessor, claimed that before Edward died, he had promised him the English throne.

In 1066, William led an army of between 4,000 and 7,000 Norman knights across the channel to England. They met Harold’s army in battle near Hastings, a town just south of London. To stop the Norman charge, English foot soldiers armed with axes formed a wall of shields on the edge of a low hill. William knew he could not break through the wall. So, he had his soldiers pretend to retreat. When the English broke formation to follow them, the Normans turned on the English. By nightfall, King Harold was dead, and the English were defeated. William the Conqueror was crowned King William I of England.

At first, the English resisted William’s rule. To crush English revolts—and to keep the Normans in line—William introduced feudalism. He seized the lands of English nobles and divided them among Norman nobles. In return, they became his vassals. They promised to be loyal and to provide him with soldiers.

Language  For years after the Norman conquest, the upper classes in England spoke Norman French, the lower classes Anglo-Saxon English. Modern English preserves this double heritage. Words for farm animals are mainly Anglo-Saxon: ox, cow, pig, sheep. Words for cooked meat, once served mainly to the upper classes, come from French: beef, pork, mutton (from boeuf, porc, mouton).
William kept many English laws and government practices. He received advice from the witenagemot, now called the Great Council. He depended on such local officials as the sheriff. William also made many changes. In 1086, he took a census and a survey of the land in order to tax the people properly. This information was recorded in two huge volumes called the Domesday Book. The title comes from the Anglo-Saxon word *doom*, meaning “judgment.”

William brought *continental*, or European mainland, ways to England. Under his rule, the English learned Norman customs and the French language. The wealthy built castles, cathedrals, and monasteries in the French style. The people learned new skills from Norman weavers and other artisans.

**Henry II** After William died in 1087, there was confusion in England until 1154 when William’s great-grandson became King Henry II. Henry ruled England, most of Ireland, Scotland, and Wales. He was also a feudal lord in France, where he owned more land than he did in England. Some of the French lands belonged to his wife, Eleanor of Aquitaine.

**BATTLE OF HASTINGS** William the Conqueror took the throne of England after his army defeated the English army at the Battle of Hastings in 1066. This painting shows Norman knights on horseback attacking the English soldiers. What title did William the Conqueror take after his victory at Hastings?
Henry II restored order and forced the nobles to give him their loyalty. He also used the law to gain more power, and he worked to reform English courts. A central royal court was set up in London with trained lawyers as judges. Circuit judges, or judges who traveled throughout the country, brought the king’s law to all parts of England. They made it the common law of the land, thus helping to unite the country.

Henry also set up juries to settle quarrels about land. After a while, two kinds of juries came into being. One was the grand jury, or a group of people who present to judges the names of people suspected of crimes. The other was the trial jury, or a group of people who decide whether a person accused of a crime is innocent or guilty. The trial jury took the place of the medieval trial by ordeal.

Henry II believed that everyone, even church officials, should be tried in the king’s courts. Thomas à Becket, Henry’s close friend and the Archbishop of Canterbury, did not agree. Becket wanted Church officials to be free of royal control. The quarrel between the king and the archbishop ultimately led to the murder of Becket by four of Henry’s knights. After the murder, Henry II made peace with the Church by allowing some of the clergy to be tried in Church courts.

**Magna Carta and Parliament**  When Henry II died in 1189, his oldest son Richard became king. Richard, however, was more interested in his French lands than in ruling England. He spent most of his time fighting in the Near East on the Crusades.

When Richard died in 1199, his brother John became king of England. John lost most of his lands in France to the French king. When he increased England’s taxes and began to ignore the law, the country’s nobles became angry. They refused to obey him unless he agreed to give them certain rights. In 1215, John met the nobles in the meadow of Runnymede (ruhn’ é mēd), where they forced him to sign the Magna Carta (mag’ nuh kar’ tuh), or Great Charter.

The Magna Carta took away some of the king’s power and increased that of the nobles. A king could no longer collect taxes unless the Great Council agreed. Freemen accused of crimes had the right to a trial by their peers, or equals. The Magna Carta was viewed as an important step toward democracy. It brought to government the new idea that even a king is not above the law.

John died in 1216, and his son became King Henry III. Henry, however, was a weak ruler who allowed the feudal lords in the Great Council to rule England. In 1264, Simon de Montfort (mahnt’ fuhrt), Henry’s brother-in-law, came to power. He gave the people a voice in government by letting them have representatives in the Great Council.
Eight years later, the new king, Edward I, went even further. He called for a meeting of representatives to advise him and to help him make laws. This gathering, known as Parliament (par’ lu muhnt), gave the people a greater share in the ruling of England. Parliament later broke into two separate groups. Nobles and clergy met as the House of Lords, while knights and townspeople met as the House of Commons.

MAGNA CARTA The Archbishop of Canterbury and merchants joined the nobles at Runnymede to force King John to sign the Magna Carta. In this painting, as the Archbishop looks on, a noble shows King John where to sign the document. What new idea did the Magna Carta bring to government?

Eight years later, the new king, Edward I, went even further. He called for a meeting of representatives to advise him and to help him make laws. This gathering, known as Parliament (par’ lu muhnt), gave the people a greater share in the ruling of England. Parliament later broke into two separate groups. Nobles and clergy met as the House of Lords, while knights and townspeople met as the House of Commons.

Section 2 Assessment
1. Define: circuit judges, grand jury, trial jury.
2. How did the Normans win the Battle of Hastings?
3. Why was King John forced to sign the Magna Carta?

Critical Thinking
4. Predicting Consequences How might the history of English government have been different if nobles had not forced King John to sign the Magna Carta?

Graphic Organizer Activity
5. Draw this diagram, and use it to show some of the milestones in democracy that took place in medieval England.
SECTION 3 The Hundred Years’ War

In the early 1300s, the English still held a small part of southwest France. The kings of France, who were growing more powerful, wanted to drive the English out. In 1337, the English king, Edward III, declared himself king of France. This angered the French even more. In 1337, England and France fought the first in a long series of battles known as the Hundred Years’ War.

The Hundred Years’ War began when the English defeated the French fleet and won control of the sea. The English then invaded France. They defeated the French at the Battle of Crécy (krā sē’) in 1346 and again at the Battle of Agincourt (aj’ uhn kört) in 1415.

The English owed their success on land mostly to a new weapon called the longbow, which shot steel-tipped arrows. The French still used the shorter crossbow. The crossbow could not send arrows as far as the longbow, and the French arrows were not as sharp as the steel-tipped English arrows.

At Crécy the English forces also used the first portable firearm in European warfare—a very crude cannon. This early weapon was made of a long iron tube mounted on a pole. The weapon was difficult to carry and use, but led to the development of a more refined cannon that was a major weapon in many later wars.

Joan of Arc By 1429, much of France was in English hands. Charles, the French dauphin (do’ fuhn), or eldest son of the king, was fighting the English for the French throne. Then, a 17-year-old French peasant named Jeanne d’Arc (zhahn dark’), or Joan of Arc, appeared. She said that while praying, she had heard heavenly voices telling her she must save France. She went to see Charles and told him that God had sent her to help him. She said that if she had an army she would free Orleans (or lā ahn’), a city the English had been besieging for seven months. Charles gave Joan an army, a suit of armor, and a white linen banner.

Joan led an attack against the English army at Orleans. Within ten days, the city was free, and Joan became known as the “Maid of Orleans.” Shortly after, with Joan at his side, the dauphin was crowned King Charles VII of France. Joan wanted to return home, but Charles convinced her to stay with the army. A few months later, a French traitor captured her and sold her to the English. After spending a year in prison, she was tried as a witch and burned at the stake. Joan died at the age of 18, a girl who could neither read nor write but who had led an army. A trial twenty-four years later proclaimed her innocence.
The French continued to fight after Joan’s death. By 1453, they had driven the English from all of France except the seaport of Calais (ka lâ’), and the war came to an end.

**Results of the War** Both France and England were changed by the Hundred Years’ War. By 1500, the last French feudal territories were under the king’s rule, and France was unified. England, too, was unified by the war, but its monarchy was weakened. Not until 1485, when a Welshman named Henry Tudor (tû’ duhr) became king, did it become strong again.

Because of the Hundred Years’ War, the common people in both England and France became more important. Many peasants had died during the war from disease or fighting. Those who remained were greatly needed as workers. The peasants knew this and began to make demands. They forced the nobles to pay them wages and allow them to move outside the manors. When the nobles tried to force them back to the old ways, they revolted. Most became farmers who rented land from the nobles.

**JOAN OF ARC** Claiming that heavenly voices had instructed her to do so, Joan of Arc led a French army against the invading English and helped return the French king to the throne. She became a national heroine and a saint of the Roman Catholic Church. **How did Joan earn her nickname “Maid of Orleans”?**
During the 900s, Germany was the most important country in western Europe. Over time, though, German kings lost much of their authority to powerful nobles who wanted to rule their own territories. The king, however, still had the right to remove lords who would not obey him.

**Otto I**  
In 936, Otto I became king of Germany. He wanted to unite the country and rule without nobles. He removed lords who would not obey him and gave their estates to his family. Then, he turned to the Roman Catholic Church for help. Its leaders wanted him to set up a Christian Roman Empire in western Europe. So, Otto made many of his loyal followers bishops and abbots and gave them government posts. In return, they supplied him with money and soldiers.

Otto began expanding Germany. In 951, he marched south into Italy, where he took over the northern Italian trading cities. In 962, he led an army to Rome to free the Pope from the control of Roman nobles. In return, the Pope crowned Otto I emperor of the Holy Roman Empire, a large new state made up of Germany and northern Italy. Otto saw himself as the heir of the Roman emperors. For the next 90 years, Otto and the emperors who followed him controlled the office of Pope.

**Frederick I**  
In 1152, Frederick I became emperor. Because of his full red beard, he was called Barbarossa, or “red beard.” Frederick forced the powerful lords to promise him loyalty and to work for his government.

Frederick’s attempts to control the nobles and unify the empire worked against him. The nobles grew rich from their government posts. At the same time, the Italian city-states, aided...
by the Pope, banded together and defeated Frederick’s armies. Frederick had to accept a peace that recognized the independence of the city-states.

While leading the Third Crusade in 1190, Frederick drowned in a river in Asia Minor. Later, a legend about him spread among the Germans. It stated that he was not dead but under a magic spell that had put him to sleep somewhere high in the mountains. The people believed that one day he would awake and restore the glory of Germany.

**Frederick II**

In 1220, Frederick II, Frederick I’s grandson, became emperor. Frederick II was raised in Palermo (puh luhr’ mō), Sicily, which his father had made part of the Holy Roman Empire. He ignored Germany and concentrated on ruling the people of Sicily.

Frederick was known as the best-educated monarch of his time. He spoke several languages and enjoyed doing scientific experiments. He supported many artists and scholars. He

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**FREDERICK II**

Frederick II was greatly interested in the sciences and medicine and encouraged their study during his reign. He had a special interest in the study of birds and wrote a book on the subject. This painting of Frederick shows him with his falcon handler. **How did Frederick II aid medieval learning?**
Universities Scholarship was important to the Hapsburg family, which included Maximilian I. The Hapsburgs encouraged the growth of universities throughout the Holy Roman Empire (left). Universities spread throughout Europe and the rest of the world (below). Why are universities important today?

founded a university in Palermo so young men could study at home rather than in other countries. Although the Church was against it, Frederick even adopted many Muslim customs.

When Frederick began conquering land in Italy, the Pope became afraid that he would take over Church lands around Rome. To stop Frederick, the Pope excommunicated him in 1227. He also called for a crusade against Frederick. This gave the German princes the chance for which they had been waiting. They broke away from Frederick’s rule and made Germany a loose grouping of states under their control.

**The Hapsburgs** Whenever an emperor of the Holy Roman Empire died, the German princes met in a **diet**, or assembly. There, they elected a new emperor. In 1273, the princes elected as emperor a member of the Hapsburg (haps’ berg) family named Rudolf. He and members of his family served as Holy Roman emperors for about the next 650 years.

One important Hapsburg was Maximilian I (mak suh mil’ yuhn), who became emperor in 1493. He worked to extend the empire’s power all through Europe. When he married Mary of Burgundy, he gained control of Flanders and other areas of what are now the Low Countries, or Belgium, the Netherlands, and Luxembourg. By marrying his children into other European
royal families, he brought still more countries under Hapsburg control. He could not gain complete control, however, in Germany where the princes continued to have authority over their own lands.

Section 4 Assessment

1. Define: diet.
2. How were the German emperors able to control the office of Pope in the late 900s and early 1000s?
3. How did the Hapsburgs come to power?

Critical Thinking

4. Drawing Conclusions Why do you think a strong rule by a king or queen did not develop in Germany?

Graphic Organizer Activity

5. Draw this diagram, and use it to show the achievements of German rulers in the Middle Ages.

MAP STUDY

PLACES AND REGIONS Strong kings and queens appeared in England, France, Spain, and Portugal in the late Middle Ages. How did the size of the Holy Roman Empire compare to other regions of western Europe during the late Middle Ages?
SECTION 5  Spain

While the western European monarchies were increasing their power, Spain was under the control of the Moors. When the Moors conquered Spain in 711, they brought with them learning and luxury. Most Spaniards, however, were Christians and opposed Muslim rule. They banded together to drive the Moors out of the country. By the 1200s, the Moors controlled only the small southern kingdom of Granada (gruh nahd’ uh).

The rest of Spain was made up of several kingdoms, the most powerful of which were Castile (kas tēl’) and Aragon (ar’ uh gahn). In 1469, Prince Ferdinand of Aragon married Princess Isabella of Castile. Within ten years, they became king and queen and united their kingdoms into one country.

Ferdinand and Isabella accomplished this in different ways. To control the nobles, the king and queen took away some of their privileges. To keep order in the land, they sent royal officials called corregidores (kō rē gō’ rē’ ās) to govern the towns. They also set up special courts in the countryside.

The most important way in which they unified Spain, however, was through religion. Ferdinand and Isabella were known as the “Catholic Monarchs.” They believed that to be truly united, all Spaniards should be Catholic. They turned their attention first to the Jews. The Jews had lived freely under the Moors. However, as Christians took over more of Spain, they killed thousands of Jews. To save themselves, many Jews converted.

Ferdinand and Isabella believed these new Christians were practicing their old religion in secret. So, they set up the Spanish Inquisition. The Spanish Inquisition tried and tortured thousands of people charged with heresy. More than 2,000 people were burned to death. Still, most Jews refused to change their faith. So, in 1492, Ferdinand and Isabella told the remaining Jews to convert or leave the country. Most left Spain.

Next, the king and queen turned their attention to the Moors. In 1492, the last of the Moors had surrendered Granada to armies of Ferdinand and Isabella. The treaty signed at the time promised the Moors freedom of religion. Nevertheless, in 1502 the Catholic Monarchs ordered the remaining Moors to convert or leave. Most left Spain for northern Africa.

Although now a united Catholic monarchy, Spain was weaker than it had been before. This was because most of its artisans, merchants, bankers, doctors, and educators had been either Jews or Moors. After these people left, there were few trained Spaniards to take their place.

Painting of Spanish Hero El Cid and his father

Reading Check

What was the role of the corregidores?

Equal Footing

In 1990, Spain finally overturned the 1492 order calling for the expulsion or conversion of the Jews. Now both Judaism and Protestantism are on an equal basis with Roman Catholicism, giving all three religions the same tax breaks and privileges.
Section 5 Assessment

1. Define: corregidores.
2. How did Ferdinand and Isabella control the nobles and keep order in Spain?
3. How did Ferdinand and Isabella use religion to unite Spain?

Critical Thinking

4. Predicting Consequences How might Spain have been different if the Spanish king and queen had allowed freedom of religion?

Graphic Organizer Activity

5. Draw this diagram, and use it to show the causes and effects of Ferdinand and Isabella’s united Catholic monarchy.

Chapter Summary & Study Guide

1. The rise of trade and towns in western Europe led to the rise of strong monarchies.
2. The Capetian dynasty strengthened the French monarchy by granting town charters and by setting up a national court, a national currency, a tax system, and the Estates-General.
3. William the Conqueror defeated the English at the Battle of Hastings in 1066 and brought the system of feudalism to England.
5. In 1215, English nobles forced King John to sign the Magna Carta, which established the idea that a king was not above the law.
7. During the Hundred Years’ War, fought between 1337 and 1453, Joan of Arc led armies to force the English from France.
8. Because of the Hundred Years’ War, both France and England were unified and the common people became more important.
9. The Pope crowned Otto I emperor of the Holy Roman Empire in 962. However, future German emperors had a hard time uniting unruly German princes.
10. The Hapsburg family ruled the Holy Roman Empire from 1273 until the early 1900s.
11. By 1492, Ferdinand and Isabella had conquered the Moors and made Spain a united Catholic country.

Self-Check Quiz

Visit the Human Heritage Web site at humanheritage.glencoe.com and click on Chapter 27—Self-Check Quiz to assess your understanding of this chapter.
Using Key Terms

Imagine that you are a news reporter who has a chance to interview one of the kings or queens you have read about in this chapter. Identify whom you will interview, and write five questions you would like to ask that person. Use the following words in your questions.

monarchies circuit judges grand jury trial jury dauphin diet corregidores

Understanding Main Ideas

1. How did the Estates-General help strengthen the French monarchy?
2. What changes did the Magna Carta bring about in English government?
3. Why did the position of the common people in England and France improve as a result of the Hundred Years’ War?
4. How did Otto I set up a Christian Roman Empire in western Europe?
5. What did the Moors bring to Spain?
6. What was the purpose of the Spanish Inquisition?

Critical Thinking

1. If you had been King John, how would you have reacted to the demand that you sign the Magna Carta? Explain your answer.
2. If you had been Joan of Arc, what decision would you have made about attacking the English at Orleans? Explain your answer.
3. How did the Hundred Years’ War both help and hurt England and France?
4. Would you have agreed or disagreed with Ferdinand and Isabella that all people in a country should follow the same religion? Explain.

Graphic Organizer Activity

Citizenship Create a diagram like the one below, and use it to compare English government in 1275 with government in the United States today.

Geography in History

Places and Regions Refer to the map on page 422. There were several places outside the control of either the English or the Holy Roman Empire. What geographic features do these places have in common?

Using Your Journal

Review any details you may have noted about life during the late Middle Ages. Imagine you have gone back in time to England during that era. Write a letter to a friend there explaining what you think of King John and the new Magna Carta.
FEUDAL JAPAN

From about 1000 A.D.–1600 A.D., Japan went through its own feudal age. Like the feudal age in Europe, this was a time when power belonged to military leaders, known as samurai, and the soldiers who served them. The most powerful samurai became daimyo, or local lords. The samurai, like medieval knights, pledged their loyalty and military service to the daimyo. Individual states controlled by the daimyo battled for control of Japan and the right to claim the title of shogun—the head of Japan’s military government. The principle of bushido, which means “the way of the warrior,” shaped life in much of feudal Japan.

The Japanese considered a samurai’s armor a work of art. The armor was made of horizontal rows of lacquered iron or leather held together by braided silk cords. The artisans who fashioned the armor—and the swords that went with it—were held in high regard.

Japan’s island location helped isolate it from unwanted intruders. Its rugged terrain limited the amount of available land and increased the power of the land-owning daimyo and the samurai who served them.
The Japanese imported Zen Buddhism from China. Zen holds that enlightenment can be achieved by anyone who experiences a revelation, or vision, following meditation. To encourage meditation, the Japanese built Zen gardens where monks, samurai, and others came to meditate.

Japanese nobles tried to include beauty and poetry in every aspect of their lives. Even everyday objects such as this tea pot were crafted with an artist’s care.

Swordsmiths produced beautiful—and sharp—swords.

The tales of ancient warriors and the bravery and suffering of women were told in the Noh theaters of medieval Japan. Noh theater combined music, dance, poetry, and elaborate customs. The Noh actors—all male—often wore wooden masks such as this one.

The samurai received land for their loyal service. They built castles to protect themselves against attacks from rival states. This castle is called the White Heron for its white plaster walls and its location high on a hill that resembles a bird protecting its nest. The castle originally belonged to samurai Toyotomi Hideyoshi.

Taking Another Look

1. How did Japan’s geography help shape life in feudal Japan?
2. What was Noh theater?

Hands-On Activity

Designing a Garden Design a plan for a Zen garden. It should be simple, with wandering paths and private spots for meditation.
Standardized Test Practice

Directions: Choose the best answer to each of the following multiple choice questions. If you have trouble answering a question, use the process of elimination to narrow your choices. Write your answers on a separate piece of paper.

1. One reason for the growth of feudalism in western Europe was
   A an increase in the population of lords and nobles
   B the failure of kings to develop a centralized government
   C the need for many more people to work farmland
   D the desire of peasants to have a more secure future

Test-Taking Tip: The key to being able to answer this question correctly is knowing what feudalism is. Always consult the glossary in the back of your book when you come across a word you are unsure of. In this case, feudalism was a medieval system of government by landowning nobles. Which answer choice best fits with this information?

2. During the Middle Ages, the Church attempted to institute reforms aimed at
   F reuniting the Roman Catholic and the Eastern Orthodox churches
   G obtaining more land and wealth for the Church
   H expanding the role of women in the Church
   J reducing the influence of kings, lords, and nobles in the Church

Test-Taking Tip: Think about the meaning of the word reform. It means “change that leads to improvement.” Usually, reforms are needed when an institution strays from its original purpose. In the Middle Ages, Church officials were often wealthy nobles who were more concerned with money than with religious ideals. Which answer choice do you think would best help the Church improve, so that it could fulfill its original religious purposes?

3. During the Middle Ages, universities arose
   A because there was no more classroom space in the cathedrals
   B to teach subjects not covered in cathedral schools
   C to prepare future rulers and noblemen
   D to provide the underprivileged with educational opportunity

Test-Taking Tip: This question is looking for a cause and effect relationship. During the Middle Ages, governments were more secure, and the economy was stronger. Therefore, people had more time for—and more interest in—learning new things. Therefore, which of the answer choices would most likely have been the cause of the rise of universities?
4. What was one important result of the Crusades?

F  Muslim and Byzantine culture was introduced to western Europe.
G  The Eastern Orthodox Church accepted the Pope as its leader.
H  Jerusalem came under control of the Roman Catholic Church.
J  The Byzantine Empire was at last safe from the Turks.

**Test-Taking Tip:** Always read carefully. Although the Crusades began as an attempt to help the Byzantine Empire, they were ultimately unsuccessful. Therefore, answer J is incorrect.

5. Why were craft guilds created?

A  To help royalty regain control over the price of goods
B  To protect the rights of people who bought goods and services
C  To protect the rights of people working in these trades
D  To make it easier for apprentices to become masters

**Test-Taking Tip:** This question requires you to remember the meaning of the word guild. Craft guilds, like present-day unions, were business associations of artisans, such as carpenters, shoemakers, and weavers. What is the purpose of unions today?

6. The main idea of the Magna Carta was

F  to help the king further centralize his power
G  to secure certain rights and liberties for noblemen
H  to entitle people accused of crimes to a trial by jury
J  for the Church to take on a greater role in England’s government

**Test-Taking Tip:** This question asks for the main idea. Remember, the main idea is a generalization about the entire passage, not just one detail. For example, the second paragraph does mention the lawful judgement of peers (a reference to trial by jury), but this is not the main idea of the entire passage.