

**Activity Page 1.1****Use with Chapter 1****Letter to Family**

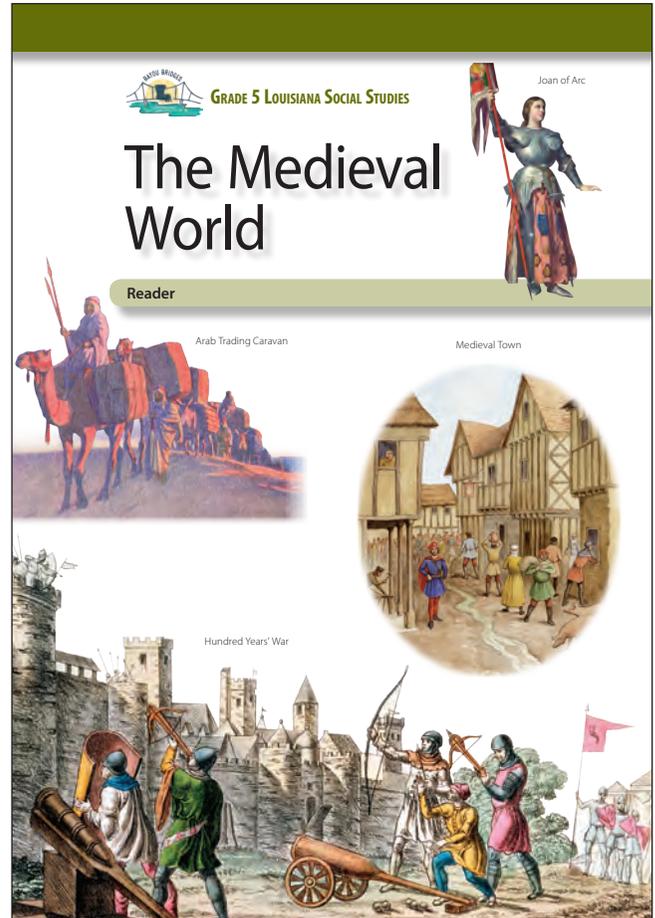
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the medieval world. They will learn about the events that shaped the Middle Ages in Europe and the Middle East.

In this unit, students will study the geography of Europe and the Middle East; explore historical events such as the rule of Charlemagne, the development of feudalism, the Crusades, the Black Death, and the Hundred Years' War; analyze primary sources; and evaluate claims and evidence.

As part of their exploration, students will also learn about the role of the Catholic Church and the origin and spread of Islam. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular faith, culture, or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapter 1**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it need to be made by a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapter 1**

**Think about context.**

**12.** What do you know about the time when and the place where the artifact was created?

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

**Describe the source.**

**Connect the source to what you know.**

**SOURCE:**

**Understand the source. Identify its purpose, message, and/or audience.**

**Draw a conclusion from or about the source.**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

|  |   |
|--|---|
| <p><b>Describe the source.</b></p>   | <p><b>Connect the source to what you know.</b></p>        |
| <p><b>Understand the source. Identify its purpose, message, and/or audience.</b></p> | <p><b>Draw a conclusion from or about the source.</b></p> |

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Name \_\_\_\_\_ Date \_\_\_\_\_

### Primary Source Analysis

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|--|---|
| <p><b>Describe the source.</b></p>   | <p><b>Connect the source to what you know.</b></p>        |
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Name \_\_\_\_\_ Date \_\_\_\_\_

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Name \_\_\_\_\_

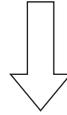
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**Activity Page 1.4**

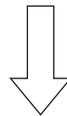
**Use with Chapters 1–2 and Performance Task Activity**

**Claims and Evidence**

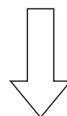
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

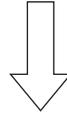
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**Activity Page 1.4**

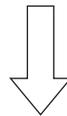
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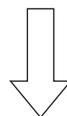
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What argument might be used against you?*

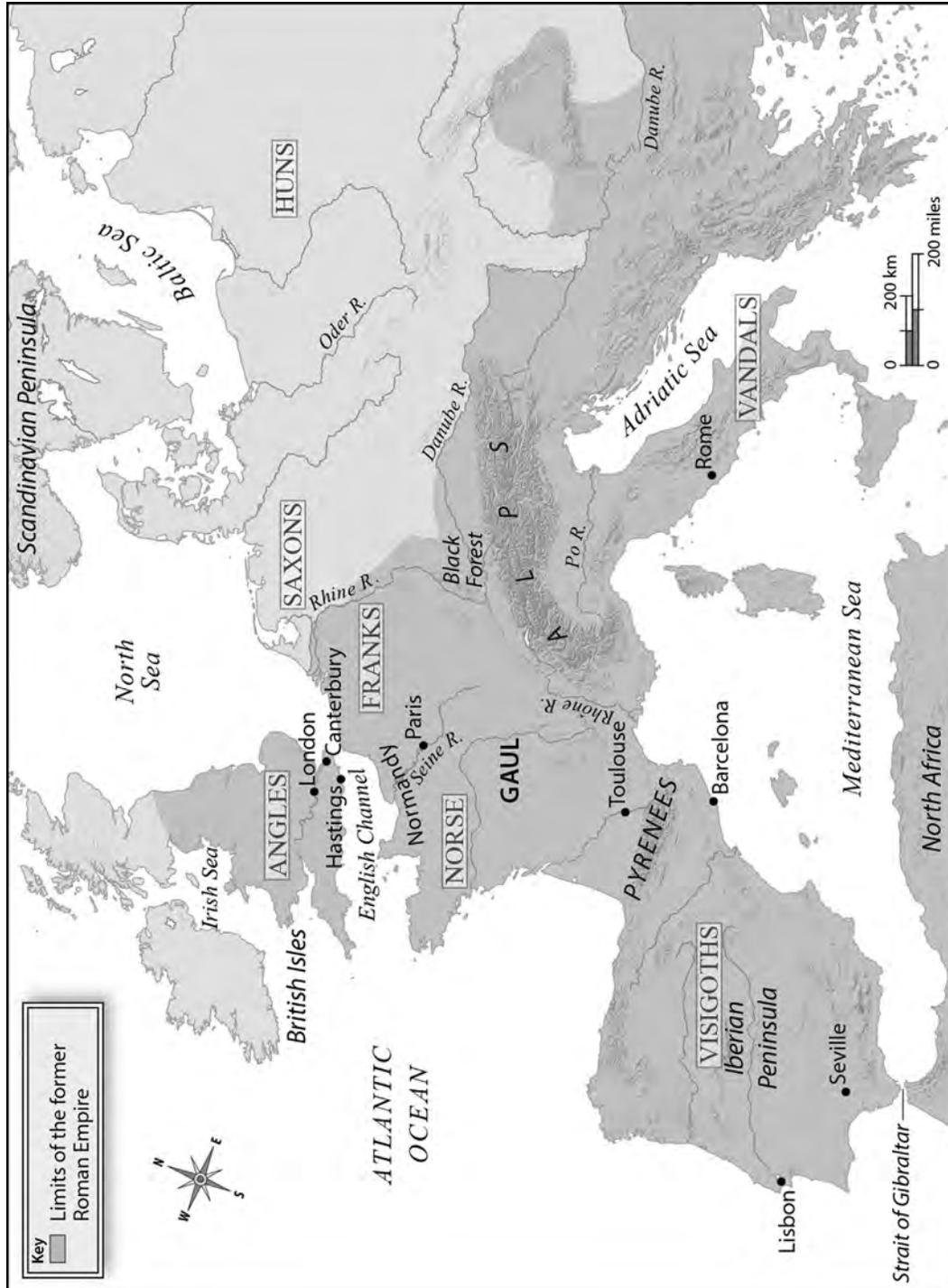
**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

**Activity Page 1.5**

**Use with Chapter 1**

**The Geography of Early Medieval Europe**

Study the map. Use it to answer the questions that follow on the next page.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5 (continued)**

**Use with Chapter 1**

1. Which four rivers flow out of the Alps? (5.6, 5.9.a)

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2. Which mountain range separates the Iberian Peninsula from the area known as Gaul? (5.6, 5.9.a)

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3. Name five major cities located in the former Roman Empire. (5.6, 5.9.a)

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4. Which Germanic groups ruled in the area known as Gaul? (5.6)

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5. Using the map scale, estimate the distance from Seville to Toulouse. (5.6, 5.9.a)

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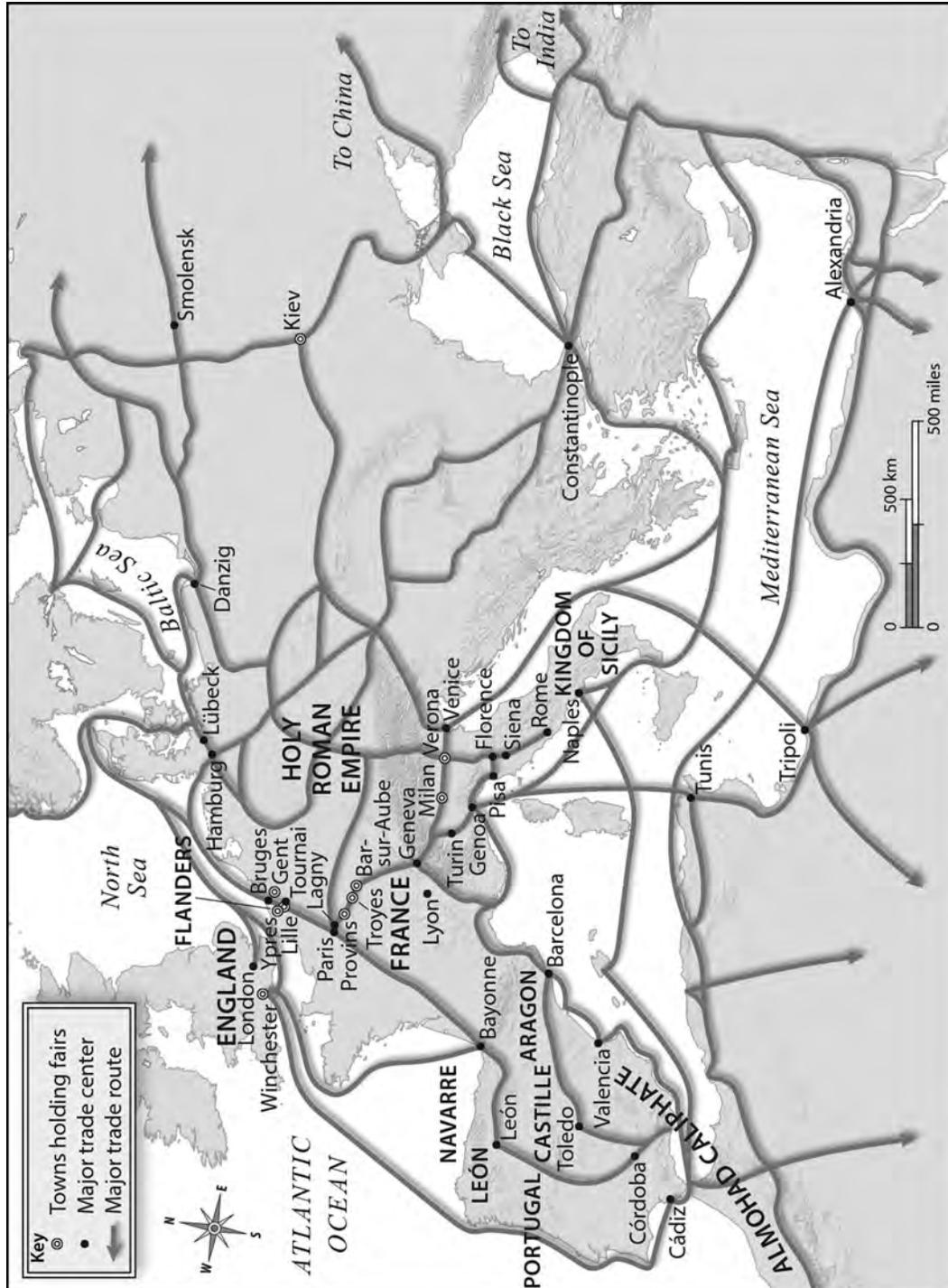
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**Activity Page 1.6**

**Use with Chapter 1**

**Trade Networks in the Middle Ages**

Study the map. Use it to answer the questions that follow on the next page.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6 (continued)**

**Use with Chapter 1**

1. In medieval Europe, how many trade routes went out from Constantinople? (5.6, 5.9)

\_\_\_\_\_

2. Which town in England held a trading fair? (5.6, 5.9)

\_\_\_\_\_

3. Why were so many major cities near the coast? (5.6, 5.7, 5.9)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Using the compass rose, where is Córdoba in relation to Turin? (5.6, 5.9)

\_\_\_\_\_

5. Using the map scale, measure the distance from Tripoli to Paris in a straight line. Then, following the major trade routes, use the scale to help you guess the distance from Tripoli to Paris along those routes. (5.6, 5.9)

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.7

## Use with Chapter 1

### Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- |       |                |  |
|-------|----------------|--|
| _____ | 1. patriarchy  | a) the upper or noble class whose members' status is usually inherited                   |
| _____ | 2. aristocracy | b) a person who receives land from a ruler and in return promises to fight for the ruler |
| _____ | 3. institution | c) a system of government in which land is exchanged for loyalty and services            |
| _____ | 4. literacy    | d) a group of craftspeople who control a certain craft                                   |
| _____ | 5. illuminated | e) the ability to read   |
| _____ | 6. clergy      | f) an area of land or property   |
| _____ | 7. lord        | g) a person with power and influence who controls land given to them by a king           |
| _____ | 8. knight      | h) relating to the Middle Ages in Europe   |
| _____ | 9. nobility    | i) having the power of self-government   |
| _____ | 10. feudalism  | j) an organization that has existed for a long time and promotes a particular cause      |
| _____ | 11. medieval   | k) a plot of land exchanged for loyalty to a ruler                                       |
| _____ | 12. vassal     | l) a social structure marked by the dominance of the father in the family                |
| _____ | 13. fief       | m) a soldier on horseback who serves a king or other ruler                               |
| _____ | 14. manor      | n) a person living on a feudal estate who was required to work for the lord of the manor |
| _____ | 15. estate     | o) in a Christian church, people, such as priests, who carry out religious duties        |
| _____ | 16. serf       | p) plowed but with nothing planted for a period in order to restore the land's fertility |
| _____ | 17. fallow     | q) powerful families that hold fiefs and titles  |
| _____ | 18. guild      | r) a large country house and its surrounding land  |
| _____ | 19. autonomous | s) decorated by hand with designs  |

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.1

## Use with Chapter 2

### The Five Pillars of Islam

Explore the Five Pillars of Islam by reading the information below and then answering the questions that follow.

#### Faith

The first pillar involves believing that Allah is the one and only God and that Muhammad is his messenger. The declaration of faith is called the *shahadah*. It is learned by Muslims as children and is recited throughout one's life in order to prove one's spiritual commitment to God.

#### Prayer

Muslims pray five times a day. In an area with many Muslims, an official caller (the muezzin) calls people to prayer from a minaret of the mosque. Inside the mosque, Muslims perform a ritual cleansing before they begin to pray. Although it is preferable to pray in a mosque, prayers can be said anywhere. However, the person must pray facing the direction of Mecca. There are specific times each day that Muslims pray:

|                |                      |
|----------------|----------------------|
| <i>fajr</i>    | the morning prayer   |
| <i>zuhr</i>    | the noon prayer      |
| <i>'asr</i>    | the afternoon prayer |
| <i>maghrib</i> | the sunset prayer    |
| <i>isha</i>    | the night prayer     |

#### Concern for the Poor

One of the most important ideas of Islam is that everything belongs to God. Each year, Muslims are supposed to give a percentage of their money as a donation to the poor. A person may also perform a voluntary act of charity or kindness, which has no set amount.

#### Fasting

Every year during Ramadan (the ninth month in the Muslim calendar), Muslims fast from sunrise to sunset. This means that they do not eat or drink during that time period. Fasting is seen as a way to purify oneself. Fasting allows Muslims to concentrate more on their religious practices during this time. Children do not begin to fast until they are teenagers. Soldiers during battle, pregnant women, and the sick are not required to fast. The last day of Ramadan is celebrated by feasting.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1 (continued)**

**Use with Chapter 2**

**Pilgrimage**

The annual pilgrimage to Mecca is called the *hajj*. It occurs in the twelfth month of the Muslim calendar. Muslims are expected to perform this pilgrimage at least once in their lives if they can afford it and are in good health. During the five-day-long *hajj*, certain rituals are performed. These include wearing special clothes that symbolize unity and walking together around the Kaaba. Pilgrims also go to the plain of Arafat, where they stand and are “alone with God.”

1. What is the first Pillar of Islam? (5.10)

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2. How many times do Muslims pray each day? Why do you think it is not necessary to perform these prayers in a mosque? (5.10)

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3. How can Muslims express their concern for the poor? (5.10)

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4. What do Muslims do during Ramadan? Why? (5.10)

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5. How many times are Muslims expected to make the pilgrimage to Mecca? What are some important things Muslims do during the *hajj*? (5.10)

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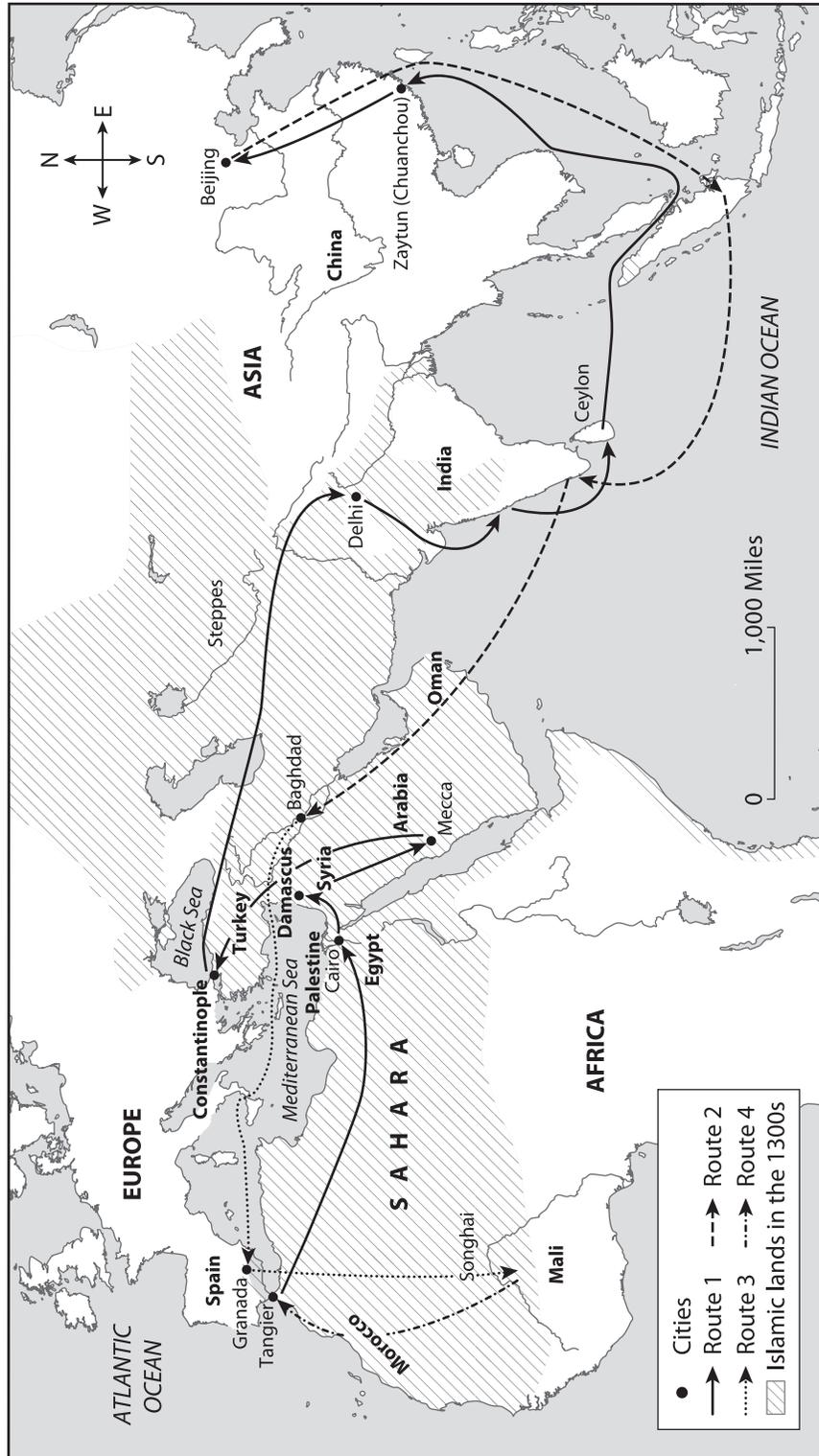
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**Activity Page 2.2**

**Use with Chapter 2**

**The Travels of Ibn Battuta**

The map shows the travels of explorer Ibn Battuta through the Islamic empire and beyond. Study the map. Use it to answer the questions that follow.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.2 (continued)**

**Use with Chapter 2**

1. Which three non-Islamic cities did Ibn Battuta travel through on Route 1? In which direction did this route take Ibn Battuta? **(5.6, 5.10)**

\_\_\_\_\_

2. Which two Islamic cities did Ibn Battuta visit on Route 3? Which region did he cross on this route? **(5.6, 5.10)**

\_\_\_\_\_

3. On which route did Ibn Battuta travel the shortest distance? **(5.6, 5.10)**

\_\_\_\_\_

4. Using the map scale, estimate how far Ibn Battuta traveled from Grenada to Mali on Route 3. **(5.6)**

\_\_\_\_\_

5. Consider Route 2 shown on the map. Why do you think that the Islamic empire did not extend to these areas visited by Ibn Battuta? **(5.6)**

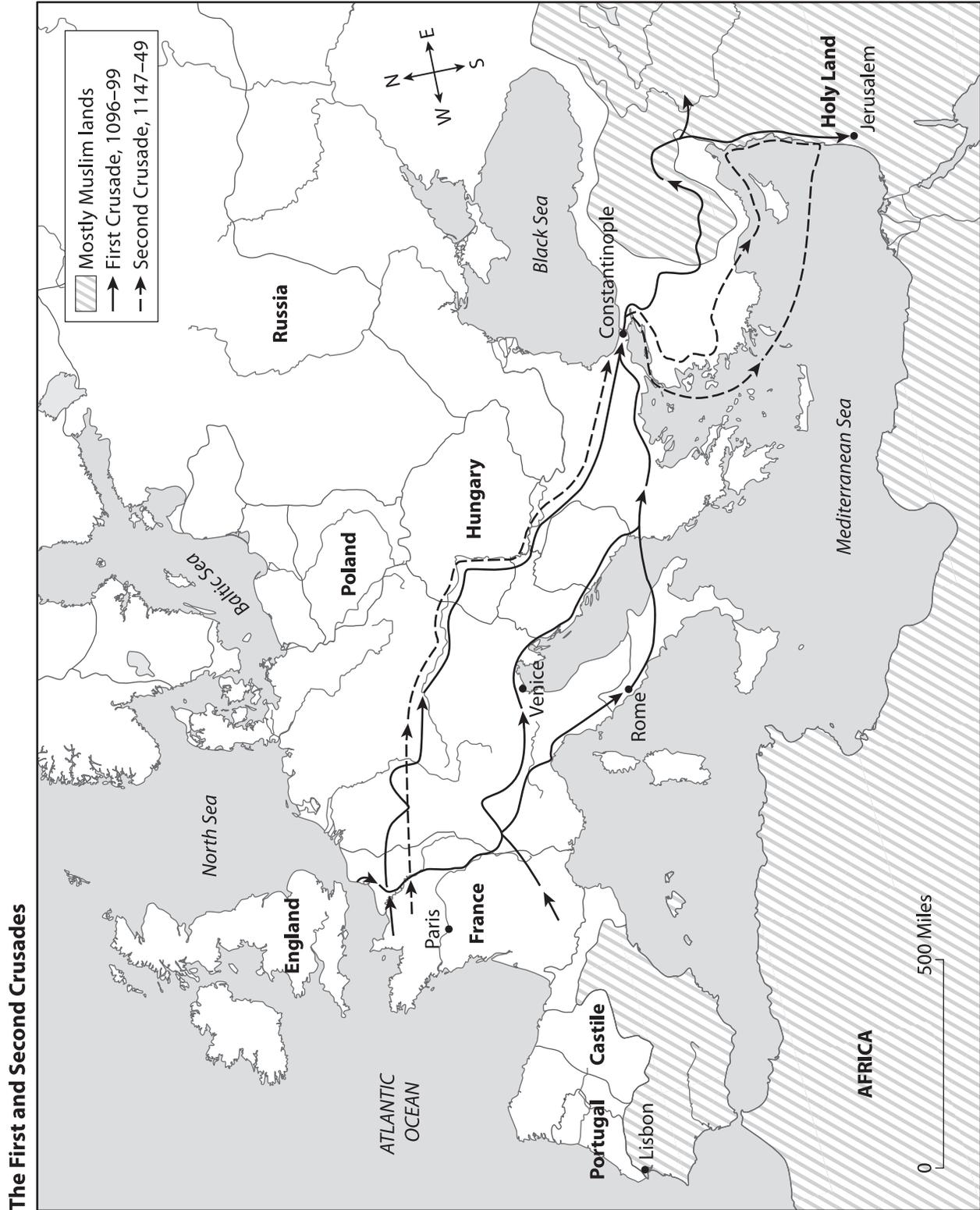
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**Activity Page 2.3**

**Use with Chapter 2**

**The Crusades**

Use the maps to answer the questions.



**Activity Page 2.3 (continued)**

**Use with Chapter 2**

**The Third and Fourth Crusades**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.3 (continued)**

**Use with Chapter 2**

**The First and Second Crusades**

1. On the first map, find the route of the First Crusade and color it blue. (5.6, 5.9, 5.10)
2. Find the route of the Second Crusade and color it red. (5.6, 5.9, 5.10)
3. Find the name *Jerusalem* and draw an orange line beneath it. (5.6, 5.10)
4. Use the scale of miles to answer this question: About how long was the westernmost route of the First Crusade that went from northern France south to Rome, then east to Constantinople, and then south to Jerusalem? Which physical features did the Crusaders have to journey through or across to reach their destination? (5.6, 5.9, 5.10)

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5. Why do you think one route of the First Crusade passed through Rome? (5.6, 5.9)

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**The Third and Fourth Crusades**

6. On the second map, find the route of the Third Crusade and color it green. (5.6, 5.9, 5.10)
7. Find the route of the Fourth Crusade and color it purple. (5.6, 5.9, 5.10)
8. Which of these two crusades began in England? (5.6, 5.9)

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9. Did the English crusaders travel to the Holy Land mostly by land or by sea? (5.6, 5.9, 5.10)

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.3** *(continued)*

**Use with Chapter 2**

- 10.** How did the Crusades shown on the maps impact populations in Europe and the Middle East?  
**(5.6, 5.9, 5.9.f, 5.10)**

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.4**

**Use with Chapter 2**

**Domain Vocabulary: Chapter 2**

Use the words in the word bank to complete each sentence.

|           |            |         |            |             |
|-----------|------------|---------|------------|-------------|
| prophet   | monotheism | oasis   | caravan    | pilgrimage  |
| successor | geometric  | secular | tyrannical | rule of law |

1. One similarity between Judaism, Christianity, and Islam is the belief in \_\_\_\_\_.
2. The last of the Five Pillars of Islam requires Muslims to make a(n) \_\_\_\_\_ to Mecca once in their life if they are able.
3. As a result of the Crusades, the pope was both a religious and a(n) \_\_\_\_\_ ruler in Europe.
4. The Magna Carta put safeguards in place that protected subjects from a(n) \_\_\_\_\_ ruler.
5. The exterior of the mosque featured both \_\_\_\_\_ designs and images of plants and nature.
6. After 1215 CE, the kings and queens of England were held accountable to the laws of the land through the \_\_\_\_\_.
7. The king's firstborn son was the \_\_\_\_\_ to the throne of England.
8. In the religion of Islam, Muhammad is considered a(n) \_\_\_\_\_ who shared the word of Allah.
9. The \_\_\_\_\_ traveled for many days across the hot desert before reaching the next trading post.
10. The thirsty travelers were relieved when a(n) \_\_\_\_\_ surrounded by trees came into view.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 3.1

### Use with Chapter 3

### Domain Vocabulary: Chapter 3

For each word, write the letter of the definition.

- |       |               |   |
|-------|---------------|---|
| _____ | 1. famine     | a) the system of keeping a place clean and free of disease              |
| _____ | 2. infest     | b) in accordance with the law or established standards                  |
| _____ | 3. casualty   | c) an extreme shortage of food that results in widespread hunger        |
| _____ | 4. aroma      | d) the confidence or enthusiasm of a group at a particular time         |
| _____ | 5. sanitation | e) a person killed or injured due to war or disease                     |
| _____ | 6. per capita | f) for each person  |
| _____ | 7. legitimate | g) a large bow pulled by hand and used to shoot a long, feathered arrow |
| _____ | 8. longbow    | h) to be present in large numbers, typically causing disease            |
| _____ | 9. morale     | i) the oldest son of the king of France; the male heir to the throne    |
| _____ | 10. dauphin   | j) a distinctive smell  |

## Assessment: Chapter 1—“Medieval Europe”

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.

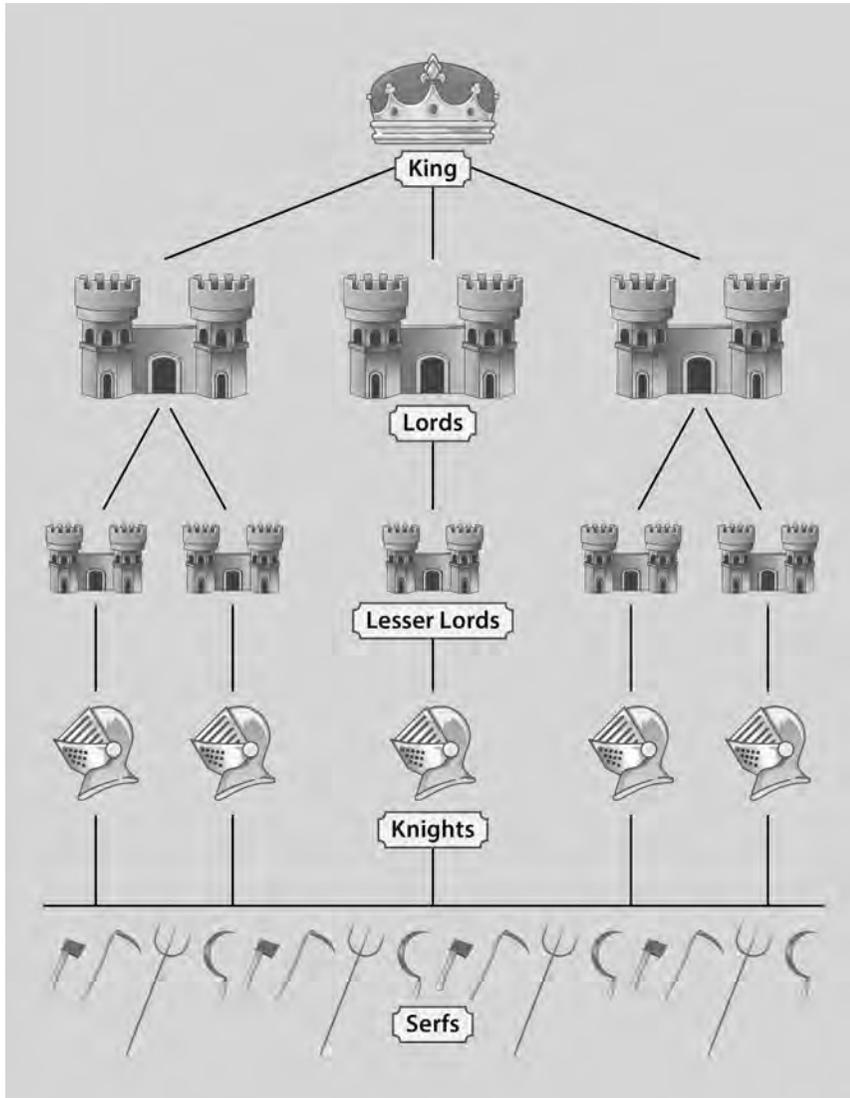
### Monasteries, 962–1154 CE



Which event most likely led to the creation of monasteries shown in the center of the map?  
(5.3, 5.7, 5.9, 5.9.b)

- a) the fall of the Roman Empire
- b) the start of the feudal system
- c) the spread of Christianity by Charlemagne
- d) Pope Leo III's founding of the Holy Roman Empire

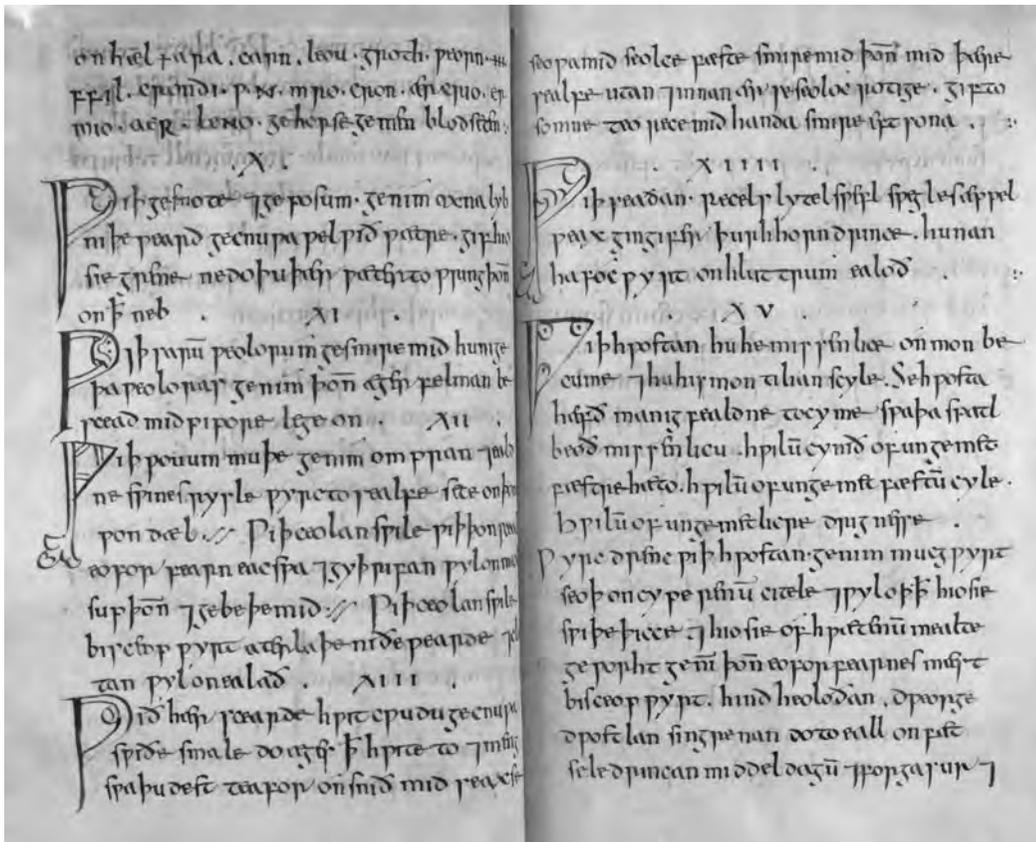
2. Use the diagram to answer the question.



What was the system shown in the diagram based on? (5.2, 5.2.a, 5.9, 5.9.d)

- a) loyalty
  - b) religion
  - c) science
  - d) trade
3. How did three-field rotation benefit medieval society? (5.3, 5.9, 5.9.d)
- a) It made towns safer.
  - b) It helped serfs turn the soil.
  - c) It limited the power of lords.
  - d) It increased food production.

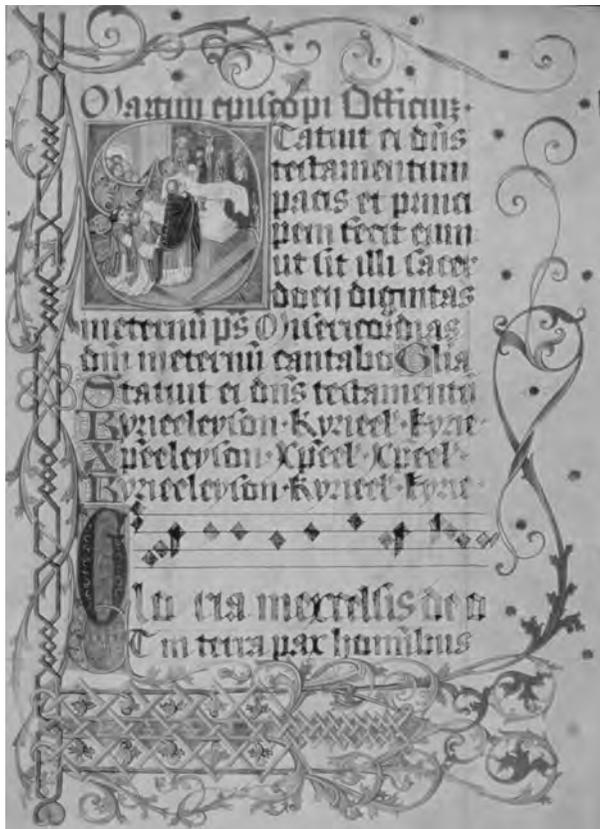
4. What was one job of guilds? (5.9, 5.9.d)
- They made guidelines for their craft.
  - They collected taxes for the manor.
  - They freed serfs from their lords.
  - They charged fees for fairs.
5. Use the image to answer the question.



Which group was responsible for preserving books like this one? (5.2, 5.2.a, 5.9, 5.9.b)

- lords
  - monks
  - peasants
  - apprentices
6. Why was the Church important during the early Middle Ages? (5.9, 5.9.b)
- It was the only major institution in Europe that had the ability to pay for roads and building projects.
  - It was the only major institution in Europe that survived the fall of the Roman Empire.
  - Most people in Europe viewed the pope as a sort of king.
  - Most people in Europe practiced Christianity at this time.

7. Use the image to answer the question.



What was a benefit of this style of book popularized by Charlemagne?  
(5.2, 5.2.a, 5.3, 5.9, 5.9.b, 5.9.c)

- a) They were made for common people.
  - b) They helped public libraries grow.
  - c) They could be read more easily.
  - d) They spread the Christian faith.
8. Use the following passage from "Duties of the Coloni" to answer the question.

"As to the coloni, they serve either as serfs or as tenant farmers who make a fixed payment. This is the agrarian tax. The landlord's representative sees to it that each tenant gives according to what he has. Out of thirty bushels, the tenant gives three bushels.

"Each pays fees for using the pastures according to local customs. He is to plow, sow (plant), enclose (fence), harvest and put away the crops from the lord's fields. He is to enclose, reap, gather, and put away one field of his own."

Based on this passage, what was one job of the landlord's representative? (5.2, 5.2.a, 5.9, 5.9.d)

- a) He worked for the Church.
- b) He set taxes for peasants.
- c) He ploughed and planted the fields.
- d) He determined the size of pastures.

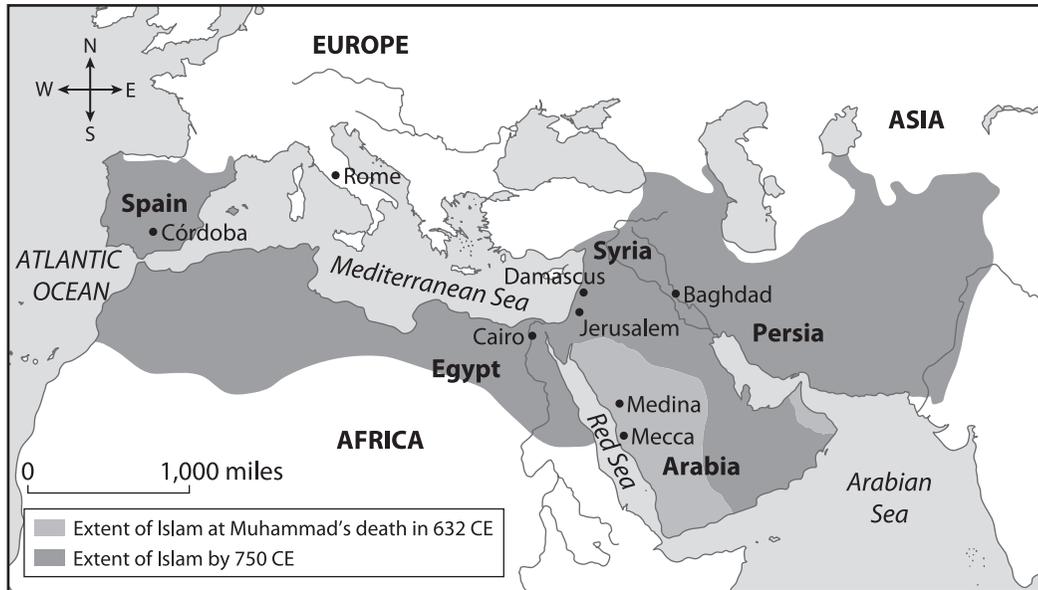
9. Why were fairs important in the Middle Ages? (5.2, 5.2.a, 5.5.c, 5.9, 5.9.d)
- a) They honored religious holidays.
  - b) They reduced the need for trade.
  - c) They made the king more powerful.
  - d) They helped revive local economies.
10. What was the lord of the manor required to provide to his serfs? Select the **two** correct answers. (5.9, 5.9.d)
- a) food
  - b) money
  - c) clothing
  - d) protection
  - e) equipment
- B. On your own paper, write a well-organized paragraph in response to the following prompt.**
- What evidence from Chapter 1 supports the claim that Charlemagne brought stability to western Europe? (5.5, 5.5.a, 5.5.c, 5.9, 5.9.c)

## Assessment: Chapter 2—“Expansion of Empires, War, and Reform”

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.

### The Spread of Islam



Which statement explains the changes after Muhammad's death shown in the map?  
(5.4, 5.10, 5.10.b)

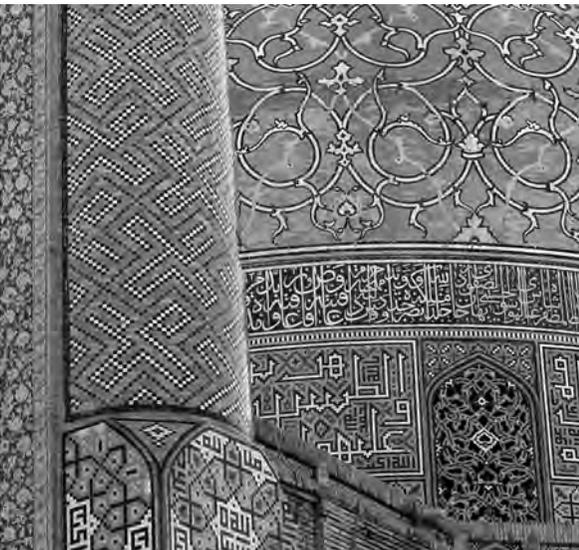
- a) A civil war led to a split in Islam.
  - b) A period of peace increased trade.
  - c) The first four caliphs spread Islam through conquest.
  - d) The first four caliphs developed a policy of religious tolerance.
2. Why are Muslims required to make a pilgrimage during their lifetime? (5.8, 5.10)
- a) to show their devotion to Allah
  - b) to commemorate Muhammad's conquests
  - c) to show their respect for Islamic communities
  - d) to commemorate Muhammad's last trip to Mecca
3. How did Muslim scholars contribute to the field of mathematics? (5.10, 5.10.c)
- a) They developed algebra.
  - b) They developed geometry.
  - c) They invented the abacus.
  - d) They invented written numbers.

4. Use the image to answer the question.



Why was the method of transportation shown in the image challenging for traders? (5.2, 5.2.a, 5.7, 5.10, 5.10.b)

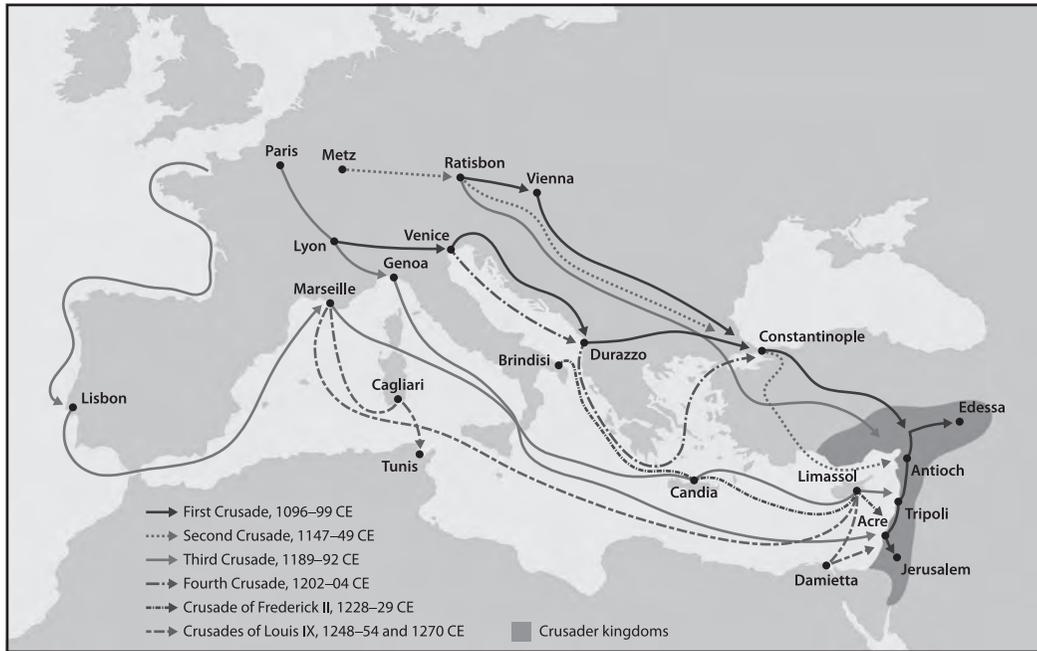
- a) It required them to travel across the desert.
  - b) It opened them up to attacks and warfare.
  - c) It cost large amounts of time and money.
  - d) It resulted in the spread of disease.
5. Use the image to answer the question.



Which feature of Islamic art is shown in the picture? (5.2, 5.2.a, 5.10, 5.10.c)

- a) tall ceilings
- b) use of one color
- c) images of animals
- d) geometric patterns

6. Use the map to answer the question.



Based on the map, which is a difference between the First and Third Crusades? (5.4, 5.7, 5.9, 5.9.f)

- a) Unlike the First Crusade, crusaders on the Third Crusade mostly traveled by water to the Holy Land.
- b) Unlike the First Crusade, crusaders on the Third Crusade built a kingdom in Jerusalem.
- c) Unlike the First Crusade, crusaders on the Third Crusade passed through Rome.
- d) Unlike the First Crusade, crusaders on the Third Crusade fought in Edessa.

7. Why did Alexius I ask Pope Urban II for help? (5.8, 5.9, 5.9.f)

- a) Peace in Palestine and Jerusalem depended on the presence of knights.
- b) Trade controlled by the Muslim Turks raised prices for the Byzantines.
- c) Conquests by the Muslim Turks made travel to the Holy Land difficult.
- d) War in the Holy Land threatened to spread into the Byzantine Empire.

8. What were some effects of the Crusades? Select the **three** correct answers. (5.9, 5.9.f)

- a) The pope became a religious and secular leader.
- b) Trade between Europe and the Muslim world grew.
- c) Trust between Christians and Muslims improved.
- d) Christians regained control of the Holy Land.
- e) Jewish people were killed for their beliefs.
- f) The Islamic empire came to an end.

9. Why did barons and merchants force King John to sign the Magna Carta? (5.9, 5.9.e)

- a) He released many prisoners.
- b) He raised taxes to pay for a war.
- c) He lost lands to the Spanish king.
- d) He prevented towns from having fairs.

**10.** Use the following passage from the Magna Carta, written in 1215 CE, to answer the question.

“(9) Officials will not take land or rent as payment for a debt, as long as the debtor, or person who owes the debt, has enough belongings to cover the debt. The people who take legal responsibility for the debtor will not be confronted for debt payment as long as the debtor is able to pay the debt. If the debtor cannot pay the debt, the people who take legal responsibility for the debtor will be confronted for payment. If the person taking legal responsibility for the debtor wishes, he or she may take over the lands of the debtor until the debt is paid, unless the debtor can show that the debt has been paid.”

Why is this document considered important? (5.2, 5.2.a, 5.9, 5.9.e)

- a) It freed serfs from their lords.
- b) It increased the power of guilds.
- c) It ended conflict between European countries.
- d) It made the king accountable to the laws of England.

**B. On your own paper, write a well-organized paragraph in response to the following prompt.**

Make a claim about the effects of the Crusades, and support it with evidence from the chapter.  
(5.2, 5.2.a, 5.2.b, 5.3, 5.5, 5.5.a, 5.5.c)

## Assessment: Chapter 3—“The Hundred Years’ War and the Black Death”

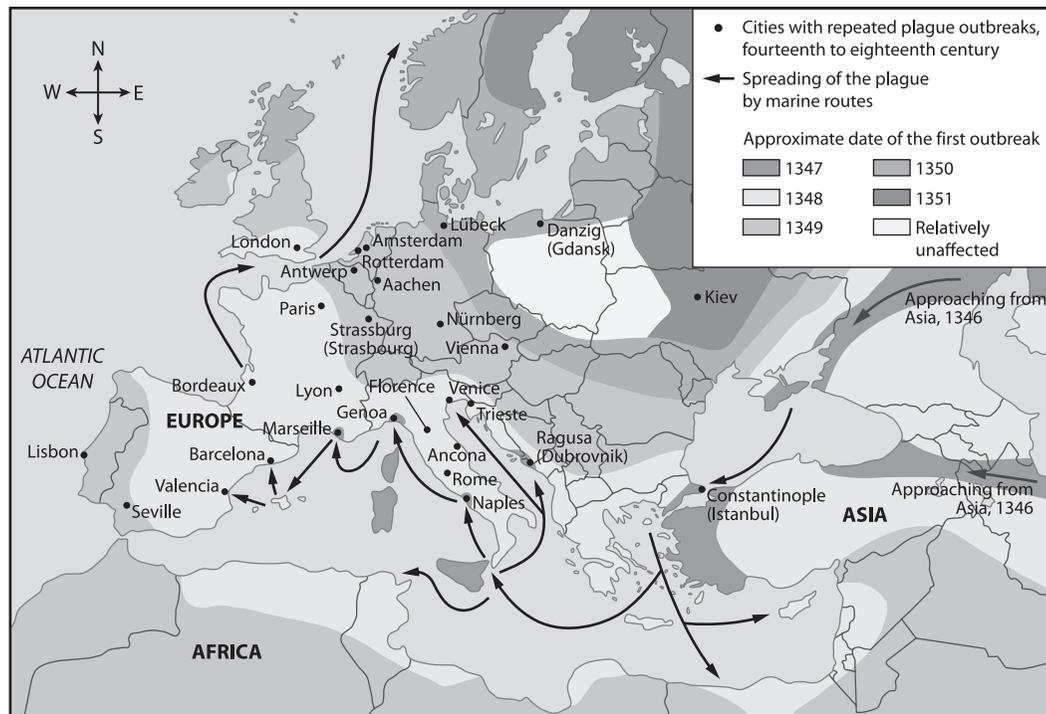
A. On your own paper, write the letter that provides the best answer.

1. Which event made the arrival of the plague more severe? (5.3, 5.9, 5.9.g)

- a) a famine
- b) a hurricane
- c) a long war
- d) a new tax

2. Use the map to answer the question.

### Second Pandemic of the Black Death in Europe (1347–51 CE)



Based on the map, where did the plague begin? (5.6, 5.7, 5.9, 5.9.g)

- a) northern Europe
- b) western Europe
- c) Africa
- d) Asia

3. Use the image to answer the question.



What is one reason plague doctors dressed in this way? (5.2, 5.2.a, 5.9, 5.9.g)

- a) They believed the disease was carried by bad smells.
  - b) They thought germs entered through the skin.
  - c) They had few methods of sanitation.
  - d) They wanted to avoid touching rats.
4. How did the Black Death lead to the end of feudalism? (5.9, 5.9.g)
- a) The size of most towns and cities decreased.
  - b) Lords increased the size and value of their estates.
  - c) Kings released their vassals from their pledges of loyalty.
  - d) Serfs who survived the plague demanded payment for their work.
5. What was one cause of the Hundred Years' War? (5.9, 5.9.h)
- a) Demand for Arabic texts increased competition between universities.
  - b) There were questions about the legitimate heir to the English throne.
  - c) Feudal ties caused English nobles to owe loyalty to the French king.
  - d) France and England competed for control over the Holy Land.

6. Use the image to answer the question.



What was one effect of this weapon technology on the Hundred Years' War? (5.2, 5.2.a, 5.9, 5.9.h)

- a) The English were able to defeat a much larger French force at Agincourt.
  - b) The French were able to surround King Henry V's forces at Calais.
  - c) The French were able to reinstate the dauphin on the throne.
  - d) The English were able to capture the city of Orléans.
7. Use the image to answer the question.



What does this image reveal about Joan of Arc? (5.2, 5.2.a, 5.9, 5.9.h)

- a) She became the leader of Orléans.
- b) She was an important military leader.
- c) She came from a poor peasant family.
- d) She followed the guidance of the pope.

8. What is one way Henry V shaped the culture of the Middle Ages? (5.9, 5.9.h)
- a) He encouraged the use of English in official documents and literature.
  - b) He encouraged trade between England and the Muslim Turks.
  - c) He became the leader of a movement to end vassalage.
  - d) He became the king of both England and France.
9. What were the effects of the Hundred Years' War? Select the **two** correct answers. (5.9, 5.9.h)
- a) It led to lower taxes for peasants.
  - b) It improved trade between nations.
  - c) It reduced the size of the middle class in Europe.
  - d) It left the French king in control of almost all of France.
  - e) It resulted in increased nationalism in France and England.
10. Use the following passage from *The Chronicles of Jean Froissart* to answer the question.

"There fell a great rain and a clipse [lightning] with a terrible thunder, and before the rain there came flying over both battles a great number of crows for fear of the tempest [storm] coming. Then anon [soon] the air began to wax clear, and the sun to shine fair and bright, the which was right in the Frenchmen's eyes and on the Englishmen's backs. When the Genoways [Italian crossbowmen working for France] were assembled together and began to approach, they made a great leap and cry to abash [destroy] the Englishmen, but they stood still and stirred not for all that: then the Genoways again the second time made another leap and a fell cry, and stepped forward a little, and the Englishmen removed not one foot: thirdly, again they leapt and cried, and went forth till they came within shot; then they shot fiercely with their cross-bows. Then the English archers stepped forth one pace and let fly their arrows so wholly (together) and so thick, that it seemed snow. When the Genoways felt the arrows . . . , many of them cast down their cross-bows and did cut their strings and returned discomfited [embarrassed]."

Which line from the passage supports the conclusion that the English won the battle? (5.2, 5.2.a, 5.5, 5.5.a, 5.5.c, 5.9, 5.9.h)

- a) "There fell a great rain and a clipse [lightning] with a terrible thunder, and before the rain there came flying over both battles a great number of crows for fear of the tempest [storm] coming."
  - b) "When the Genoways [Italian crossbowmen working for France] were assembled together and began to approach, they made a great leap and cry to abash [destroy] the Englishmen. . . ."
  - c) ". . . but they stood still and stirred not for all that: then the Genoways again the second time made another leap and a fell cry, and stepped forward a little, and the Englishmen removed not one foot. . . ."
  - d) "When the Genoways felt the arrows . . . , many of them cast down their cross-bows and did cut their strings and returned discomfited [embarrassed]."
- B. On your own paper, write a well-organized paragraph in response to the following prompt.**

What evidence from Chapter 3 supports the claim that the Black Death contributed to the end of feudalism in Europe? (5.2, 5.2.a, 5.2.b, 5.3, 5.9, 5.9.g)

