

Chapter 10 Review

VISUAL SUMMARY

Medieval Europe and the Ottoman Empire

Belief Systems (7.6.8)

- The Catholic Church was a political, educational, and religious institution.



Culture (7.6.6, Framework)

- The Crusades increased cultural interaction.
- Ottoman stability brought cultural exchange.



Science and Technology (7.6)

- Military technology advanced during the Hundred Years' War.



Government (7.6.5, 7.6.6, Framework)

- The Crusades and the Hundred Years' War weakened feudalism.
- Origins of representative government developed in England.
- Ottomans threatened Europe.



TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **religious order** and **Francis of Assisi**
2. **Reconquista** and **Inquisition**
3. **Hundred Years' War** and **Joan of Arc**
4. **King John** and **Magna Carta**
5. **Osman** and **Suleyman I**

MAIN IDEAS

The Role of the Catholic Church (pages 320–325)

6. Why did Church officials often have great political power? (7.6.4)
7. What role did monastic orders play in the Church? (7.6.8)

The Crusades (pages 326–331)

8. How did the Crusades begin? (7.6.6)
9. How were Jews affected by the Crusades? (7.6.6)

Plague and the Hundred Years' War (pages 332–339)

10. What effect did the bubonic plague have on Europeans? (7.6.7)

Changes in Government and Economics (pages 340–349)

11. How did the Magna Carta contribute to the growth of democracy? (7.6.5)
12. How did the English Parliament lay the foundation for future representative institutions? (7.6.5)

The Ottoman Empire (pages 350–355)

13. How did the Ottomans manage their empire? (Framework)

CRITICAL THINKING**Big Ideas : Belief Systems**

14. **ANALYZING POLITICAL ISSUES** How did the Catholic Church become so politically powerful? (7.6.8)
15. **COMPARING AND CONTRASTING** Were the religious motivations behind the Christian Crusades similar to or different from the motivations of the later Muslim Ottomans? Explain. (7.6.6)
16. **UNDERSTANDING EFFECTS** What effect did Islamic law have on Ottoman society? (Framework)

ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** Write a paragraph describing what you think life was like in the Ottoman Empire. (Framework)
2. **INTERDISCIPLINARY ACTIVITY—ART** Research weapons used during the Hundred Years' War. Create a series of trading cards detailing those weapons and their impact. (7.6)
3. **STARTING WITH A STORY**



Review your response to the question about the plague. Now that you've read the chapter, would you answer this question differently? If so, how? (7.6.7)

Technology Activity**4. CREATING A MULTIMEDIA PRESENTATION**

Use the Internet or the library to research the Spanish Inquisition. Work with a partner to make a multimedia presentation that answers these three questions:

- When did the Inquisition begin and end?
- What were its practices and techniques?
- What impact did it have?

Research Links
ClassZone.com

Interpreting Primary Sources The primary source below is an Ottoman description of the conquered Hungarians. Use the primary source to answer the questions.

Primary Source

Though [the Hungarians] have lost their power, they still have fine tables [serve good meals], are hospitable to guests, and are capable cultivators of their fertile land. Like the Tartars [Mongol horsemen], they ride wherever they go with a span [a pair] of horses, with from five to ten pistols, and with swords at their waists. Indeed, they look just like our frontier soldiers, wearing the same dress as they, and riding the same thoroughbred horses. They are clean in their ways and in their eating, and honor their guests.

From *The Muslim Discovery of Europe*
By Bernard Lewis, page 155

1. **How does the Ottoman author feel about the Hungarians?**
- A. He dislikes them.
B. He respects them.
C. He fears them.
D. He envies them.
2. **What seems to be the most important trait of the Hungarians to the Ottoman author?**
- A. that the Hungarians were farmers
B. that the Hungarians rode horses
C. that the Hungarians made good food
D. that the Hungarians respected guests

Test Practice
ClassZone.com

Additional Test Practice, pp. S1–S33