## Study Guide for Middle Ages Europe

<table>
<thead>
<tr>
<th>GOVERNMENT TARGETS</th>
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<tbody>
<tr>
<td>I can compare the source of power in this government to other governments.</td>
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</table>

### Feudalism:
In medieval Europe, there were many **feudal territories ruled by nobles/lords that united into kingdoms headed by kings.**
Under feudalism, **landowning nobles governed and protected the people in return for services**, such as fighting in a noble's army or farming the land. The kingdoms of Europe were divided into thousands of **feudal territories**. At the center of each was a **noble's castle**, or fortress. Feudalism was **based on ties of loyalty and duty among nobles**. Nobles were **both lords and vassals**. A vassal was a noble who served a lord of higher rank. In return, the lord protected the vassal. A vassal showed his loyalty by serving in his lord's army. In return for the vassal's military service, a **lord granted his vassal land**. The land granted to a vassal was known as a **fief**. Vassals governed the people who lived on their fiefs.

### The Franks:
The Franks were **Catholics** who lived in the area that is **France** today. **Charles Martel** was an important leader who led the Franks against the Muslims who had conquered Spain and were invading Europe. He **defeated them at the Battle of Tours** and stopped the Muslim advance into Europe. As a result, Christianity remained Western Europe's major religion. His grandson Charles became known as **Charlemagne, or Charles the Great**, after he conquered much of western and central Europe and **created an empire** for the Franks. The pope crowned him “the new Roman Emperor”. His capital was at **Aachen**. Charlemagne believed in **education**. During his reign, **schools** opened throughout his empire, and many people were educated. His empire did not last long after his death. Raids by Muslims, Magyars, and Vikings helped to destroy the Frankish kingdoms.

### The Papal States:
The pope ruled these lands in Italy as if he were a king. At the height of its power, the Catholic Church was able to control kings using **excommunication** or by issuing an **interdict**. An interdict forbids priests from providing Christian rituals to a group of people. Those people would then pressure their ruler to obey the pope.

### The Holy Roman Empire:
The eastern Frankish kingdom, which became known as **Germany, was divided** into many tiny states ruled by counts, dukes, and other nobles. In A.D. 911 a group of these nobles tried to unite Germany by electing a king. The king did not have much power, however, because the nobles wanted to remain independent. One of the **stronger kings of Germany was Otto I**. The pope declared him **Emperor of the Romans** and Otto's territory, which included most of **Germany and northern Italy**, became known as the **Holy Roman Empire**. Most of the emperors of the Holy Roman Empire were not very powerful. Two of the strongest ones, **Frederick I and Frederick II**, tried to **unite northern Italy and Germany under a single ruler with a strong central government**. The popes fought against these plans because they did not want the emperor to control them. They banded together with Italy's cities to resist the emperors' forces. As a result, both Germany and Italy remained divided into small kingdoms until the 1800s.

### England:
**King Alfred the Great** united the Anglo-Saxon kingdoms and drove away the Vikings. His kingdom became known as “**Angleland**, or England. **William the Conqueror** (a Norman from France) took England after the **Battle of Hastings** and brought **French influences** into the kingdom. England later developed a system in which the **king's power was shared with Parliament**.
I can describe how this government used democratic principles (justice, equality, responsibility, freedom).

**Law Courts:** Charlemagne set up law courts run by nobles called counts throughout the empire. To keep the counts under control, Charlemagne sent out inspectors called “the lord’s messengers” to make sure the counts were obeying orders.

**Henry II of England** used the law courts to increase his power. He set up a central court with trained lawyers and judges. Then he appointed circuit judges, who traveled across the country hearing cases. He also established a body of common law, or law that was the same throughout the whole kingdom. Henry set up juries to handle arguments over land. In time, two kinds of juries developed. The grand jury decided whether people should be accused of a crime. The trial jury decided whether an accused person was innocent or guilty.

**Limited Government:** Magna Carta - English nobles made Henry’s son King John sign a document of rights called the Magna Carta, or the Great Charter. The Magna Carta took away some of the king’s powers. He could no longer collect taxes unless a group called the Great Council agreed. Freemen accused of crimes had the right to fair trials by their peers, or equals. The Magna Carta also stated that the king and vassals both had certain rights and duties. The Magna Carta was important because it helped to establish the idea that people have rights and that the power of the government should be limited.

**Representative Government:** Parliament - English king Edward I called for a meeting of people from different parts of England. Their job was to advise him and help him make laws. This gathering, called the Parliament, was an important step toward representative government. Later, Parliament divided into two houses. High-ranking nobles and church officials met as the House of Lords. Knights and townspeople met as the House of Commons.

**Estates General** - King Philip IV of France met with representatives from the three estates, or classes, of French society. The first estate was the clergy. Nobles made up the second estate, and townspeople and peasants were the third estate. This meeting began the Estates-General, France’s first parliament. It was the first step in France toward representative government.

**Freedom:** Serfs - It was not easy for serfs on manors to gain their freedom. One way was to run away to the towns. If a serf remained in a town for more than a year, he or she was considered free. By the end of the Middle Ages, serfs in many kingdoms were also allowed to buy their freedom.

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I can compare the rights and responsibilities of individuals in this culture to the rights and responsibilities of US citizens today.

**Jury Trials** The right to a jury trial in England was granted in the Magna Carta, but jury trials began in Europe about 50 years earlier. For each case, 12 male jurors were chosen. The jury decided whether the accused was guilty or innocent. In the United States, male and female citizens are chosen at random for possible jury duty. Some states have reduced the number of jurors from 12 to 10, 8, or 6. Juries usually decide a verdict and sometimes decide a sentence.

**Nobles, Freemen, & Serfs:** The fiefs of the Middle Ages were called manors. The lords (nobles) ruled the manor, and peasants worked the land. Some peasants were freemen, who paid the noble for the right to farm the land. They had rights under the law and could move whenever and wherever they wished. Most peasants, however, were serfs. Serfs could not leave the manor, own property, or marry without the lord’s approval. Lords even had the right to try serfs in their own court. Serfs were not enslaved, however. Lords could not sell the serfs or take away the land given to serfs to support themselves. Lords also had a duty to protect their serfs, providing them the safety they needed to grow crops.

**Medieval towns** In exchange for paying taxes, people in towns were granted certain basic rights by their lords. These included the right to buy and sell property and the freedom from having to serve in the army.

In the US, according to our Constitution, all citizens have equal rights & responsibilities under the law.
CULTURE TARGETS

Elements of Culture

I can explain how cultural elements in this society helped define this group and give them unique perspectives.

Beliefs Daily life revolved around the Catholic Church. Medieval Christians often prayed to saints to ask favors from God on their behalf. Some people tried to make a connection to the saints by touching relics they believed had special powers, such as the ability to heal the sick. Relics were usually bones or personal belongings of saints. Medieval Christians also believed that God blessed pilgrims who journeyed to holy places. The holiest place was Jerusalem in the Middle East.

Later, a new way of thinking called scholasticism began to change the study of theology. Followers used reason to explore questions of faith. Thomas Aquinas was scholasticism's greatest champion. He is best known for combining Church teachings with the ideas of Aristotle. He wrote Summa Theologica, or a summary of knowledge on theology.

Customs/traditions Knights followed certain rules called the code of chivalry. A knight was expected to obey his lord, to be brave, to show respect to women of noble birth, to honor the church, and to help people. A knight was also expected to be honest and to fight fairly against his enemies.

Language Educated people generally spoke or wrote in Latin. The Church used Latin in its worship and daily affairs. University teachers taught in Latin, and serious authors wrote in that language. In addition to Latin, each region had its own local language that people used every day called the vernacular. The vernacular included early versions of Spanish, French, English, Italian, and German.

Literature During the 1100s, new literature was written in the vernacular. One type was troubadour poetry about love, often the love of a knight for a lady. Another type was the heroic epic where bold knights fight for kings and lords. Women seldom appear in this literature. An early example of an heroic epic is the Song of Roland.

Architecture The center of the manor was a castle. At first, castles were built of wood. Later, they were built of stone. In the later Middle Ages, nobles built more elaborate castles with thicker walls, more towers, finer furniture, and richer decoration.

Peasants lived in wood-frame cottages plastered with clay. Their roofs were thatched with straw. The houses of poorer peasants had a single room. Better cottages had a main room for cooking and eating and another room for sleeping.

Church leaders and wealthy merchants and nobles paid to build large new churches called cathedrals. The new cathedrals were built in either the Romanesque style or the Gothic style. Gothic cathedrals had ribbed vaults and pointed arches instead of rounded barrel vaults. This allowed Gothic churches to be taller than Romanesque churches. Gothic churches also used flying buttresses. These stone supports were built onto the cathedral's outside walls. They made it possible to build churches with thinner walls and large stained glass windows.

Social Institutions

I can investigate how social institutions in this society responded to human needs, structured society, and influenced behavior.

Family When noblemen went to war, their wives or daughters ran the manors. The noblewoman would oversee the officials and servants, keep track of the household's accounts, and oversee the storing of food and other supplies needed to run the household.

Peasant women worked in the fields, raised children, and gathered and prepared their family's food. Dark, heavy bread was a basic staple of the medieval diet. Peasants ate it with vegetables, milk, nuts, and fruits. Sometimes they added eggs or meat, and they often had ale to drink. City women ran their households, prepared meals, raised their children, and managed the family's money. Often they helped their husbands in their trades or developed their own trades to earn extra money. As a result, women in medieval towns could lead independent lives.

Religion Peasants took a break from work and went to mass on Sundays and on Catholic feast days. They celebrated more than 50 feast days each year. The most important were Christmas and Easter. On feast days and at Sunday worship, the village priest taught them the basic beliefs of Christianity. Priests ran schools and hospitals. They also recorded births, performed weddings, and conducted burials. During mass, medieval Christians took part in Church rituals called sacraments.

The most important sacrament was communion, in which people took bread and wine to remind them of Jesus' death on the cross for their sins. Only clergy could give people the sacraments. Monasteries played an important role in medieval Europe. Monks schooled people, provided food and rest to travelers, and offered hospital care for the sick. They taught carpentry and weaving and developed better methods of farming. They also helped to preserve knowledge. Many monasteries had scriptoria, or writing rooms, where monks made copies of important works. The monks copied Christian writings, including the Bible, as well as works of Roman and Greek writers.

Education In the Middle Ages, universities were created to educate and train scholars. They were like the guilds that trained craftspeople. In fact, university comes from the Latin word for "guild." In medieval universities, students studied grammar, logic, arithmetic, geometry, music, and astronomy. Students did not have books because books were rare before the European printing press was created in the 1400s.

Government Over time, medieval towns set up their own governments. Only males who had been born in the city or who had lived there for a certain length of time were citizens. In many cities, these citizens elected the members of a city council. The council served as judges, city officials, and lawmakers. Candidates from the wealthiest and most powerful families were usually able to control the elections so that only they were elected.
Impact of Cultural Differences

Communication

Conflict – Christians versus Muslims in The Crusades During the Middle Ages, Christians and Muslims repeatedly fought over control of Jerusalem the Holy Lands in Asia Minor. In the First Crusade, the Christian Crusaders captured Jerusalem, killing Muslims, Jews, and Christians alike. The Muslims fought back and regained some of the lost lands. The Second Crusade was fought to retake those lost lands and was a total failure for the Christians. The fall of Jerusalem to the Muslims under Saladin led to the Third Crusade. Emperor Frederick of the Holy Roman Empire, King Richard I of England, (known as Richard the Lion-Hearted), and King Philip II of France gathered their armies and headed east to fight Saladin. They did not defeat the Muslims. Merchants from Venice used the Fourth Crusade to weaken their trading rival, the Byzantine Empire. They convinced the crusaders to attack Constantinople, the Byzantine capital. For three days, the crusaders burned and looted the city. The attack shocked Western Europeans and weakened the Byzantines. Six more crusades were launched over the next 60 years, but they achieved very little. Gradually, the Muslims conquered all of the territory they had lost to the First Crusade. In 1291, a bit more than 200 years after the First Crusade had begun, the last Christian city fell to Muslim forces.

Conflict – The Catholic Church versus Everyone who disagreed with them Using its power, the Church tried to put an end to heresy, or religious beliefs that conflict with Church teachings. At first, it tried to stop the spread of heresy by sending friars like the Dominicans to preach the Church's message. Then, in 1233, the pope established a court called the Inquisition, or Church court. To Church leaders, heresy was a crime against God. The Inquisition’s job was to try heretics, or people suspected of heresy. People brought before the Inquisition were urged to confess their heresy and to ask forgiveness. When they confessed, the Inquisition punished them and then allowed them to return to the Church. People who refused to confess could be tortured until they admitted their heresy. Those who did not confess were considered guilty. The Inquisition turned them over to political leaders, who could execute them. King Ferdinand’s and Queen Isabella’s Spanish Inquisition tried and tortured thousands of people charged with heresy.

Conflict – Christians versus Jews Church leaders persecuted Jews as actively as they punished heretics. Many Europeans hated Jews for refusing to become Christians. Others hated them because many Jews were moneylenders who charged interest. At that time, Christians believed charging interest was a sin. When disease or economic problems hurt society, people blamed the Jews. Jews became scapegoats—people who are blamed for other people’s troubles. Hatred of Jews is known as anti-Semitism. Anti-Semitism in the Middle Ages took horrible forms. Christian mobs attacked and killed thousands of Jews. Governments made Jews wear special badges or clothing. In some places, Jews had to live in separate communities known as ghettos. Jews also lost the right to own land and to practice certain trades. This was why many of them had to become peddlers and moneylenders, jobs that Christians despised. Beginning in the 1100s, European rulers began driving out their Jewish subjects. England expelled Jews in 1290. France expelled groups of Jews several times. Some German cities also forced Jews to leave. Spain made Jews convert to Christianity or leave the country. Many of these Jews settled in Poland and other Eastern European countries. Over the years, the Jews of Eastern Europe established thriving communities based on their religious traditions.

Conflict - Hundred Year's War between France & England: The French finally defeated the English in 1453. The king had spent almost all of his money, but the war strengthened French feelings for their country. French kings used that spirit of nationalism to develop a strong government. The Hundred Years’ War also took a toll on the English and their economy. In addition, a civil war known as the Wars of the Roses, broke out among the nobles over who should be king. The winner, Henry Tudor, became King Henry VII.

Conflict – Christians versus Muslims in SW Europe (Iberian Peninsula): The Muslims developed a rich culture with beautiful mosques, palaces, and schools in Spain and Portugal. Most Christians, however, opposed Muslim rule. Their struggle to take back the Iberian Peninsula was called the Reconquista or "reconquest. By the 1200s, the Christians had set up three kingdoms: Portugal in the west, Castile in the center, and Aragon on the Mediterranean coast. Over the next 200 years, the Muslims slowly lost ground, until all that remained was Granada in the south. In 1469 Princess Isabella of Castile married Prince Ferdinand of Aragon. Within 10 years, they became king and queen and joined their lands into one country called Spain.
### Scarcity: decisions about use of natural resources, human resources, & capital goods

Supply & Demand

<table>
<thead>
<tr>
<th>I can explain how scarcity required this civilization to make decisions about how to use productive resources.</th>
<th>Medieval Europe was divided into many feudal territories ruled by nobles. Often, these nobles received their territories or estates from kings who needed nobles to fight for them. The nobles used the income from the estates to pay for their horses and weapons. These nobles were both vassals of the kings and lords over the people on their estates or territories. The medieval relationship between lords and vassals is called feudalism. Under feudalism, landowning nobles became more and more powerful. They gained the right to collect taxes and to enforce laws on their estates. The peasants, or farmers, agreed to this relationship because medieval Europe was a violent and dangerous place. They were willing to surrender freedoms and give service to the nobles in exchange for protection. The landowning nobles governed and protected the peasants in return for services, such as fighting in a noble's army or farming the land. The nobles could not run their large farming estates called manors without the work of their serfs. Serfs worked long hours on the lord's land and performed services for the lord. They spent three days working for the lord and the rest of the week growing food for themselves. They also had to give a portion of their own crops to the lord and pay him for the use of the village's mill, bread oven, and winepress. Often a lord’s manor was economically self-sufficient. Nearly everything that was needed for survival in the castle and nearby village could be made there with local resources. The Plague: The death of so many people in the 1300s turned Europe’s economy upside down. Trade declined and wages rose sharply because workers were scarce and in demand. At the same time, fewer people meant less demand for food, and food prices fell. Lords found they had to pay workers more and charge lower rents. Some peasants bargained with their lords to pay rent instead of owing services. This meant that they were no longer serfs. In this way, the plague, like the Crusades, helped to weaken the feudal system and change European society.</th>
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<tr>
<td>I can explain how supply and demand functioned in this civilization.</td>
<td>Some European cities became wealthy from trade. For example, the city of Venice in Italy built a fleet of trading ships. Venice and other Italian cities began trading with the Byzantine Empire and soon became the center of trade in the Mediterranean. Meanwhile, towns in Flanders which today is part of Belgium became the center of trade for northern Europe. This area was known for making and trading woolen cloth. Merchants from England, Scandinavia, France, and the Holy Roman Empire met there to trade their goods for wool. Trade encouraged manufacturing. People produced cloth, metalwork, shoes, and other goods right in their houses. Over time, these craftspeople organized guilds, or business groups. By 1200, tanners, carpenters, bakers, and almost every other type of craftspeople had guilds. Craft guilds set standards for quality in products. They decided how goods were to be made and set the prices at which the finished goods were sold. Guilds also decided who could join a trade and the steps they had to follow to do so. The rise of towns and guilds created a new middle class in medieval Europe. People in the middle class were not lords, vassals, or serfs. They did not own land, but they did have some wealth and freedom.</td>
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<td>I can describe how goods and services were exchanged by this civilization.</td>
<td>By 1100, Flanders and Italy were exchanging goods regularly. To encourage this trade, northern France began holding trade fairs. Northern European merchants exchanged furs, tin, honey, and wool. Northern Italian merchants brought cloth and swords. Silks, sugar, and spices came there from Asia. During the early Middle Ages, people bartered, or traded goods for other goods. As trade increased, demand for gold and silver coins rose. Slowly, people began using money again to pay for goods. Merchants set up trading companies and banks to manage the sale of goods and the use of money.</td>
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<td>I can give examples of ways this civilization was able to increase productivity through inventions and innovations.</td>
<td>Knights were warriors in armor who fought on horseback. Up until the A.D. 700s, nobles in Western Europe mostly fought on foot. They wore coats of mail—armor made from metal links—and carried swords and shields. In the A.D. 700s, a new invention, the stirrup, made it possible for an armored man to sit on a horse and charge while holding a lance, a long heavy spear. Knights would charge enemies, spearing them with their lances. For hundreds of years, armored knights on horseback were the most powerful soldiers in Europe. During the Middle Ages, Europeans invented new technology that helped increase the amount of crops they could grow. Perhaps the most important was a heavy wheeled plow with an iron blade. It easily turned over Western Europe’s dense clay soils. Another important invention was the horse collar. The horse collar made it possible for a horse to pull a plow. Horses could pull plows much faster than oxen, allowing peasants to plant more crops and produce more food. Europeans also found new ways to harness water and wind power. Europe’s many rivers powered water mills that ground grain into flour. Where rivers were not available, windmills were used for grinding grains, pumping water, and cutting wood. Peasants also learned to grow more food by rotating crops on three fields instead of two. The rotation kept soil fertile. One field was planted in fall and another in spring. The third field was left unplanted. The three-field system meant that only one-third, rather than one-half, of the land was unused at any time. As a result, more crops could be grown.</td>
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<td>GEOGRAPHY TARGETS</td>
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<td><strong>Relative Location</strong></td>
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<td>I can recognize where on the Earth this civilization was located. Northwestern Europe and Mediterranean area</td>
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<td><strong>Physical Region Type</strong></td>
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<td>I can describe characteristics of this region. Europe is a continent, but it is also a very large <em>peninsula made up of many smaller peninsulas</em>. As a result, most of Europe lies within 300 miles of an ocean or sea. This <em>encouraged trade and fishing</em> and helped Europe's economy to grow. Europe also has many <em>mountain ranges</em>. In the east, the <em>Carpathians</em> cut off what is now Ukraine and Russia from southeast Europe. In the middle, the <em>Alps</em> separated Italy from central Europe. To the southwest, the <em>Pyrenees</em> isolated Spain and Portugal. The mountains, like the rivers, made it <em>difficult for one group to rule</em> all of Europe and <em>encouraged the development of independent kingdoms</em>.</td>
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<td><strong>Human/Environment Interactions</strong></td>
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<tr>
<td>I can describe how this society’s human/environment interactions impacted human activities and the environment.</td>
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<td><em>Settlement</em> Scandinavia is in northern Europe. <em>Norway, Sweden, and Denmark</em> are all part of Scandinavia today. Much of Scandinavia has a long, jagged coastline. It has many <em>fjords</em>, or steep-sided valleys that are inlets of the sea. The <em>Viking</em> people lived in villages in the fjords. They were known as the <em>Norsemen</em>, or &quot;north men. Scandinavia has little farmland. This forced the Vikings to <em>rely on the sea</em> for food and trade. They became <em>skilled sailors</em> and built sturdy boats called <em>longboats</em>. These boats could survive the rough Atlantic and also navigate shallow rivers.</td>
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<td><em>Trade</em> Rivers also played an important role in Europe. The <em>Rhine, Danube, Vistula, Volga, Seine, and Po</em> Rivers made it easy to travel into the interior of Europe and encouraged people to trade.</td>
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<td><em>Development</em> The <em>seas and rivers</em> provided <em>safety</em> as well as opportunities for <em>trade</em>. The <em>English Channel</em>, for instance, <em>separated Britain and Ireland</em> from the rest of Europe. As a result, people there were sheltered from the many wars fought on Europe's mainland. They were able to <em>develop their own distinct</em> ways of life. Within Europe, <em>wide rivers</em> like the Rhine also kept people separated and enabled <em>different cultures</em> to develop.</td>
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<td><em>Activities limited or promoted by environment</em> The <em>Middle Ages</em> in Europe reached a high point during the 1200s. In the 1300s, however, disaster struck. A terrible <em>plague</em>, known as the <em>Black Death</em>, swept across Europe and Asia. A plague is a disease that spreads quickly and kills many people. Most scientists think the Black Death was <em>bubonic plague</em>—a disease caused by a type of bacteria carried by fleas. These <em>fleas infested black rats</em>, and in the Middle Ages, these rats were everywhere. As many as 38 million Europeans—nearly <em>one out of every two people</em>—died of the Black Death between 1347 and 1351.</td>
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<td><em>Human modifications of environment</em> The cities were often dirty and smelly. Wood fires in people's homes and shops filled the air with ashes and smoke. Brewers, dyers, and poor people who could not afford wood burned cheap coal, <em>polluting the air</em> even more. Butchers and tanners dumped blood and other animal wastes into the rivers. Because of the <em>pollution</em>, cities did not use the <em>rivers</em> for drinking water but used wells instead.</td>
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I can analyze how this civilization influenced or had lasting impacts on modern societies.

Knights followed certain rules called the code of chivalry. A knight was expected to obey his lord, to be brave, to show respect to women of noble birth, to honor the church, and to help people. A knight was also expected to be honest and to fight fairly against his enemies. The code of chivalry became the guide to good behavior. Many of today's ideas about manners come from the code of chivalry.

The Crusades affected Europe in two ways. They increased trade between Europe and the Middle East, and they helped break down feudalism. Nobles who joined the Crusades sold their lands and freed their serfs. This reduced their power and helped kings build stronger central governments. Kings also began taxing the new trade with the Middle East. These taxes helped them build stronger kingdoms in Western Europe.

Thomas Aquinas claimed that natural law gave people certain rights that the government should not take away. These included the right to live, to learn, to worship, and to reproduce. Aquinas's writings on natural law have influenced governments to the present day. Our belief that people have rights can partly be traced to the ideas of Thomas Aquinas.

Modern universities that teach a variety of topics developed after the universities in the middle ages began to offer programs of study that were not strictly based on religious teachings in Latin.

The modern “middle class” common in today’s societies has its roots in the middle ages. Merchants and tradesmen were able to prosper financially in the towns and raise their standards of living.

A number of modern institutions have their roots in the Middle Ages. The concept of nation-states with strong central governmental power stems from the consolidation of powers by some kings of the Middle Ages. These kings formed royal courts, appointed sheriffs, formed royal armies, and began to collect taxes - all concepts central to modern government.

The idea of limited government also arose, challenging the traditional notion at the time that rulers were all-powerful (such as a Roman emperor or an Egyptian pharaoh). The Magna Carta limited the power of the English king and guaranteed certain rights to individuals. It is the source of many of the basic concepts of law in the United States. Due process of law, trial by jury of one's peers, the importance of a speedy and unbiased trial, and protection against excessive bail or fines or cruel and unusual punishment all trace to this document. The concept of a written constitution stems from the Magna Carta.

During the Middle Ages, Kings originally called Parliaments to explain their policies and ask for money. Parliaments at this time represented groups of people - the clergy, nobles, and merchants - not individuals. The separation of powers written into the US Constitution created Congress – the American version of Parliament.

Today’s governmental bureaucracies can be traced back to the Middle Ages. The royal councils of medieval kings and town councils in the growing cities evolved into modern government departments.

Medieval guilds regulated many aspects of certain trades. Today governments, trade associations, and various consumer groups regulate goods and services to protect the consumer from poor products. Professional associations (such as the American Bar Association for lawyers) regulate who can be in the association and the steps required to get licensed. Labor unions protect workers rights and create a “voice” for those workers in the government.