

Chapter

6

Medieval Europe

508-509 Greg Gawrowski/Lonley Planet Images

Caerphilly Castle in South Wales, United Kingdom ▼



NATIONAL GEOGRAPHIC

Where & When?



A.D. 500

A.D. 496
King Clovis becomes a Catholic

A.D. 825

c. A.D. 800
Feudalism begins in Europe

1150

1095
First Crusade begins

1475

1346
Black Death arrives in Europe

CONTENTS

The Big Ideas

Section 1 The Early Middle Ages

The interaction of different societies brings about the development of new ideas, art, and technology. During the Middle Ages, Western Europe built a new civilization based on Christian, Roman, and Germanic ways.

Section 2 Feudalism

Different social, economic, and political classes can exist in a society. A new social and governmental structure called feudalism arose in Europe.

Section 3 Kingdoms and Crusades

Studying the past helps to understand the present. The kingdoms of Europe, especially England, established new systems of government that influence modern democratic thought.

Section 4 The Church and Society

Religion influences how civilization develops and how culture spreads. Religion in medieval Europe helped to shape European culture.

Section 5 The Late Middle Ages

Conflict often brings about great change. Disease and war took the lives of millions of people in the late Middle Ages.

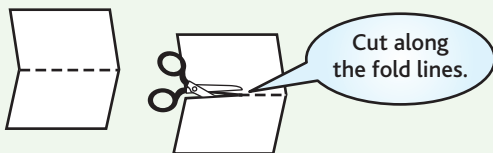


View the Chapter 6 video in the Glencoe Video Program.

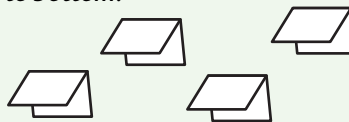
FOLDABLES™ Study Organizer

Sequencing Information Make this foldable to help you sequence important events that occurred in medieval Europe.

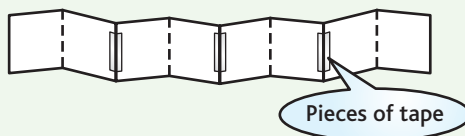
Step 1 Fold two sheets of paper in half from top to bottom. Cut each in half.



Step 2 Turn and fold the four pieces in half from top to bottom.



Step 3 Tape the ends of the pieces together (overlapping the edges slightly) to make an accordion time line.



Reading and Writing
As you read the chapter, write the important events and dates that occurred in medieval Europe on each section of your time line.

Get Ready to Read

Making Inferences



Reading Skill

1 Learn It!

You naturally make inferences about things you read, see, and hear every day. To make inferences means to “read between the lines” or to draw conclusions that are not directly stated. By drawing upon your prior knowledge and experience, you are able to interpret clues and details. Read this paragraph about Europe’s geography from Section 1.

Now that Rome no longer united people, Europe’s geography began to play a more significant role in shaping events. Europe is a continent, but it is also a very large peninsula made up of many smaller peninsulas.

— from page 325

Use this think-through chart to help you make inferences.

Text	Question	Inference
Rome no longer united people	What happened to the Roman Empire?	Had it declined? Who was now in control? Was there another major empire?
geography began to play a more important role in shaping events	What kind of role? What type of events?	How can geography affect events? How important has geography been at other times or places in history? What sort of events could have been affected and how? Trade? Wars? Movements of peoples?
peninsulas	What is special about peninsulas?	Is it because they are surrounded by water? Are they tough to access or easy to defend? Were only peninsulas important? How about mountains or rivers?

Reading Tip

Making inferences sometimes involves using other reading skills, such as questioning and predicting.

2 Practice It!

Read the paragraph below and pay attention to highlighted words. Create your own think-through chart to help you make further inferences about life in feudal times. You might want to use a chart similar to the one on the previous page, with the same labels: *Text*, *Questions*, and *Inference*. Read pages 338–340 to see if your inferences were correct.

Knights followed certain rules called the code of chivalry (SHIH • vuhl • ree). 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.

— from page 338

Read to Write

Read **Who Was Thomas Aquinas?** in Section 4. Write down the inferences you can make about the kind of person you think Thomas Aquinas was. Read the **Biography** of Thomas Aquinas on page 362 to see if your inferences were correct.



▲ Medieval knight on horseback

3 Apply It!

Inferring can help you understand an author's viewpoint. With a partner, read the excerpt from the Magna Carta on page 349. Discuss inferences you can make about the author.

Section

1

The Early Middle Ages

Guide to Reading



History Social Science Standards

WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Looking Back, Looking Ahead

After the fall of Rome came a period called the Middle Ages, or medieval times. It is a fitting name for the period that lies between ancient and modern times.

Focusing on the Main Ideas

- Geography influenced where medieval Europeans settled and what they did. (page 325)
- The Franks, Angles, and Saxons of Western Europe built new societies and defended them against Muslims, Magyars, and Vikings. (page 326)
- The Catholic Church spread Christianity through Western Europe. (page 331)

Meeting People

Clovis (KLOH•vuhs)
Charles Martel (mahr•TEHL)
Charlemagne (SHAHR•luh•MAYN)
Gregory VII
Henry IV

Locating Places

Aachen (AH•kuhn)
Scandinavia (SKAN•duh•NAY•vee•uh)
Holy Roman Empire

Content Vocabulary

fjord (fee•AWRD)
missionary (MIH•shuh•NEHR•ee)
excommunicate (EHK•skuh•MYOO•nuh•KAYT)
concordat (kuhn•KAWR•DAT)

Academic Vocabulary

significant (sihg•NIH•fih•kuhnt)
instance (IHN•stuhns)
enable (ih•NAY•buhl)
exclude (ihks•KLOOD)

Reading Strategy

Organizing Information Create a table to show the major accomplishments of medieval leaders.

Leader	Major Accomplishments



Where & When?



A.D. 500

A.D. 496
 King Clovis becomes Catholic

A.D. 800

A.D. 800
 Charlemagne is crowned by pope

1100

c. 1050
 Most people in Western Europe are Catholic





WH7.6.1 Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

The Geography of Europe

Main Idea Geography influenced where medieval Europeans settled and what they did.

Reading Connection If you wanted to go sledding or swimming, where would you go? Your answer will be based partly on geography. Read to learn how geography shaped life for people in Europe during the Middle Ages.

The Roman Empire had united all the land surrounding the Mediterranean Sea. When the last Roman emperor in the West fell from power in A.D. 476, that unity was lost. Western Europe was divided into many kingdoms as wave after wave of Germanic invaders swept south and west, conquering large areas of Europe.

Now that Rome no longer united people, Europe's geography began to play a more **significant** role in shaping events. Europe is a continent, but it is also a very large peninsula made up of many smaller peninsulas. As a result, most of Europe lies within 300 miles (483 km) of an ocean or a sea. This encouraged trade and fishing and helped Europe's economy to grow.

Rivers also played an important role in Europe. The Rhine, Danube, Vistula, Volga, Seine, and Po Rivers made it easy to travel into the interior of Europe and encouraged people to trade.

The seas and rivers provided safety as well as opportunities for trade. The English Channel, for **instance**, separated Britain and Ireland from the rest of Europe. As a result,

NATIONAL GEOGRAPHIC

Europe's Geography and People *c. A.D. 500*

Using Geography Skills

1. **Human/Environment Interaction** Which peoples lived in the British Isles?
2. **Location** Where, in general, did the Franks settle?

Find NGS online map resources @ www.nationalgeographic.com/maps



WH7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).



Using Geography Skills

- Place** Which were the largest Germanic kingdoms?
- Human/Environment Interaction** What geographic features helped the Ostrogoths to hold Italy?

people there were sheltered from the many wars fought on Europe's mainland. They were able to develop their own distinct ways of life. Within Europe, wide rivers like the Rhine also kept people separated and **enabled** different cultures to develop.

Europe also has many mountain ranges. In the east, the Carpathians cut off what is now Ukraine and Russia from southeast Europe. In the middle, the Alps separated Italy from central Europe. To the southwest, the Pyrenees isolated Spain and Portugal. The mountains, like the rivers, made it difficult for one group to rule all of Europe and encouraged the development of independent kingdoms.

Reading Check Identify What did Europe's seas and rivers provide for its people?

The Germanic Kingdoms

Main Idea The Franks, Angles, and Saxons of Western Europe built new societies and defended them against Muslims, Magyars, and Vikings.

Reading Connection Have you ever moved to a new place? What adjustments did you have to make? Read to learn how the Germanic peoples who invaded Europe had to adjust to the lands they occupied.

After Rome fell, Western Europe was divided into many kingdoms. These kingdoms developed different societies based on their locations. The Visigoths in Spain and the Ostrogoths in Italy were close to the center of the old Roman Empire. As a result, they adopted many Roman ways. People farther from Rome held on to more of their Germanic traditions.

In Britain as the empire began to weaken, Roman culture eroded quickly. In the A.D. 300s, the Roman legions in Britain began heading home to fight Germanic invaders. By the early A.D. 400s, the Romans had pulled out of England. Soon the Angles and Saxons invaded Britain from Denmark and Germany. In time, they became the Anglo-Saxons.

When the Angles and Saxons conquered southeastern Britain, they pushed aside the people living there. These people were called the Celts (KEHLTS). Some Celts fled north and west to the mountains. Others went to Ireland. Scottish, Welsh, and Irish people today are descendants of the Celts.

Who Were the Franks? During the A.D. 400s, a Germanic people called the Franks settled the area that is now France. In A.D. 496 King **Clovis** (KLOH•vuhs) of the Franks became a Catholic. This won him the support of the Romans living in his kingdom. Before long, nearly all of the Franks became Catholic.



After Clovis died, his sons divided the kingdom among themselves. Later, their sons divided these kingdoms even further. These kings often fought over land. While they fought, the nobles under them took over many royal duties. The most important of these nobles was called the “mayor of the palace.” By A.D. 700, the mayors were giving out land, settling disputes, and fighting their own wars.

Of all the mayors, the most powerful was **Charles Martel** (mahr•TEHL). He wanted to unite all the Frankish nobles under his rule. The Catholic Church wanted to restore order in the lands of the Western Roman Empire and was willing to support Germanic rulers who were Catholic. The pope—the head of the Catholic Church—offered his support to Charles Martel.

First, however, Martel had to defend Europe from invasion. In A.D. 711 a Muslim army from North Africa conquered Spain. Later, Muslim forces invaded southern France. In A.D. 732 Charles Martel led the Franks against the Muslims. He defeated them at the Battle of Tours. This stopped the

Muslim advance, and Christianity remained Europe’s major religion.

When Charles Martel died, his son Pepin (PEH•puhn) became mayor of the palace. With the help of the pope and most Frankish nobles, Pepin became the new king of the Franks. When a Germanic group called the Lombards threatened the pope, Pepin took his army into Italy and defeated them. He donated the land he had conquered to the pope. The pope ruled these lands as if he were a king, and they became known as the Papal States.

Who Was Charlemagne? After Pepin died, his son Charles became king. Like his father, Charles went to the aid of the pope when the Lombards tried to regain their territory. He also invaded eastern Germany and defeated the Saxons. He ordered them to convert to Christianity. He then invaded Spain and gained control of the northeastern corner from the Muslims.

By A.D. 800, Charles’s kingdom had grown into an empire. It covered much of western and central Europe. Charles’s

The Crowning of Charlemagne



◀ In A.D. 800 the pope crowned Charlemagne “Emperor of the Romans,” officially creating a new Roman Empire. *How large was Charlemagne’s empire in A.D. 800?*

The Frankish Kingdom c. A.D. 500–800



KEY

- Clovis's kingdom
- Added by Martel and Pepin
- Added by Charlemagne
- ★ Battle

Using Geography Skills

The Frankish kingdom expanded greatly under Charlemagne's rule.

1. **Movement** Under whose reign did the Franks conquer part of Italy?
2. **Movement** Who controlled Spain while the Franks ruled much of Western Europe?

A bronze statue of Charlemagne ▶



conquests earned him the name of **Charlemagne** (SHAHR•luh•MAYN), or Charles the Great.

The pope was impressed with Charlemagne. On Christmas day in A.D. 800, Charlemagne was worshiping at the church of St. Peter in Rome. After the service, the pope placed a crown on Charlemagne's head and declared him the new Roman emperor. Charlemagne was pleased but also concerned. He did not want people to think the pope had the power to choose who was emperor.

Charlemagne made **Aachen** (AH•kuhn) the capital of his empire. To uphold his

laws, he set up courts throughout the empire. Nobles called counts ran the courts. To keep the counts under control, Charlemagne sent out inspectors called "the lord's messengers" to make sure the counts conducted their duties properly.

Unlike other earlier Frankish rulers, Charlemagne was an advocate of education. He had tried late in life to learn to write and wanted his people to be educated too. He asked a scholar named Alcuin (AL•kwuhn) to start a school in one of the royal palaces. Alcuin trained the children of government officials. His students studied religion, Latin, music, literature, and arithmetic.

Biography



WH7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

CHARLEMAGNE

A.D. 742–814

Charles the Great (Charlemagne) became king of the Franks at age 29. He married and divorced many different women and had at least 18 children.

Charlemagne was an intelligent person. He studied many subjects and especially enjoyed astronomy. He could speak many languages, including German and Latin. He also could read but had trouble writing. Einhard, the king's historian and scribe, wrote that Charlemagne "used to keep tablets under his pillow in order that at leisure hours he might accustom his hand to form the letters; but as he began these efforts so late in life, they met with ill success."

Charlemagne was disappointed to learn that the Franks were not as educated as the people of Britain and Ireland. In A.D. 782 he arranged for several famous scholars to come to his capital in Aachen and create a school in the royal palace. During his reign, schools opened throughout his empire, and many people were educated.

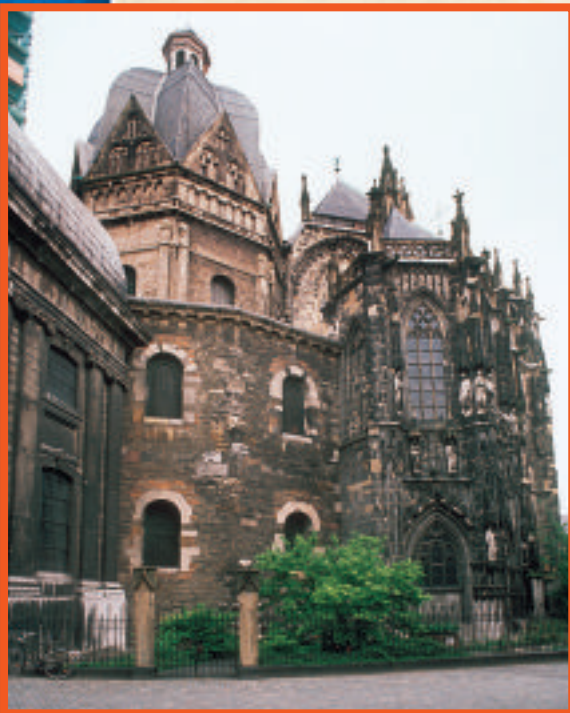


▲ Charlemagne

"No one shall . . . be kept back from the right path of justice by . . . fear of the powerful."

—Charlemagne, as quoted in "The World of Charlemagne"

◀ The Palatine Chapel at Charlemagne's palace in Aachen



Then and Now

Charlemagne realized the importance of education. He arranged reading and writing lessons for his people. What types of school programs does our government fund?



Europe Is Invaded After Charlemagne died in A.D. 814, his empire did not last long. His son Louis was not a strong leader, and after Louis died, Louis’s sons divided the empire into three kingdoms.

These three kingdoms were weakened further by a wave of invaders who swept across Europe in the A.D. 800s and A.D. 900s. From the south came Muslims, who raided France and Italy from Spain and North Africa. From the east came the Magyars, a nomadic people who had settled in Hungary. From **Scandinavia** (SKAN • duh • NAY • vee • uh) came the Vikings, whose raids terrified all of Europe.

Scandinavia is in northern Europe. Norway, Sweden, and Denmark are all part of Scandinavia today. Much of Scandinavia

has a long, jagged coastline. It has many **fjords** (fee • AWRDS), or steep-sided valleys that are inlets of the sea. The Viking people lived in villages in the fjords. They were known as the Norsemen, or “north men.”

Scandinavia has little farmland. This forced the Vikings to rely on the sea for food and trade. They became expert sailors and built sturdy boats called longboats. These boats could survive the rough Atlantic and also navigate shallow rivers.

In the A.D. 700s and A.D. 800s, the Vikings began raiding Europe, probably because their population had grown too big to support itself at home. The word *viking* comes from their word for raiding. They robbed villages and churches, carrying off



WH7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. **WH7.6.4** Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV). **WH7.6.8** Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

grain, animals, and anything else of value. They even conquered part of western France. This area was named Normandy, after the Norsemen who ruled it.

The Holy Roman Empire The raids by Muslims, Magyars, and Vikings helped to destroy the Frankish kingdoms. In the A.D. 900s, 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 sought 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 (AH•toh). He fought the Magyars and sent troops into Italy to protect the pope. To reward Otto for his help, the pope declared him emperor of the Romans in A.D. 962. 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 in the 1100s and 1200s. 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.

Reading Check Explain Who were the Vikings, and why did they raid Europe?

The Rise of the Catholic Church

Main Idea The Catholic Church spread Christianity through Western Europe.

Reading Connection Do you have a goal that you would devote your life to reaching? Read to learn the goals of the Catholic Church in the early Middle Ages.

Both religion and geography contributed to shaping life in Europe. By the time the Western Roman Empire collapsed, Christianity had become the official religion of Rome. After the Roman government fell apart, the Roman Catholic Church began to play an important role in the growth of a new civilization in Western Europe.

Why Were Monks Important? At the time Rome fell, much of northwest Europe was not yet Christian. One exception was Ireland. In the A.D. 400s, a priest named Patrick traveled to Ireland, where he spread the Christian message and set up churches and monasteries. For



▲ Pope Gregory I is shown teaching boys the songs that became known as Gregorian chants. **Which area of northwest Europe had accepted Christianity before the fall of the Western Roman Empire?**



▲ Monks eating together in a monastery



▲ The monastery at Mont St. Michel in France is a beautiful work of architecture that took several hundred years to complete. *How did monasteries help local people in Europe?*



▲ Illustrated book created by monks

several hundred years, Irish monks played an important role in preserving Roman learning and passing it on to the people of Europe.

Patrick's success inspired others, including Pope Gregory I, or Gregory the Great. Gregory I was pope from A.D. 590 to A.D. 604. He wanted all of Europe to become Christian, and he asked monks to become **missionaries** (MIH • shuh • NEHR • eez)—people who are sent out to teach their religion.

In A.D. 597 Gregory sent 40 monks to southern Britain to teach Christianity. The monks converted Ethelbert, ruler of the kingdom of Kent. Ethelbert allowed the missionaries to build a church in his capital city of Canterbury. Meanwhile, Irish monks brought Christianity to northern Britain. By A.D. 800, monks were spreading Christianity throughout Europe. Most people in Western Europe had become Catholics by 1050.

Monasteries played an important role in medieval Europe. Monks schooled people, provided food and rest to travelers, and offered medical 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. The literary efforts of these monks helped to preserve the Latin language.

Over time, monasteries began to play a role in Europe's politics. Monks took a vow of poverty, wore simple clothes, and ate simple food, but their monasteries could make money. Each monastery produced goods and owned land, and over time many of them became wealthy. The leader of a monastery is called an abbot (A • buht), and many abbots became involved in politics. They served as advisers to kings and acted as rulers of the lands near their monasteries.

Why Is Gregory VII Important? The growing role of Church leaders in Europe's politics caused many arguments over who was in charge. Kings wanted Church leaders to obey them, while the pope claimed he could crown kings.

In 1073 **Gregory VII** was elected pope. He wanted to stop nobles and kings from interfering in Church affairs. He issued a decree, or order, forbidding kings from appointing high-ranking Church officials.

The pope's decree angered **Henry IV**, the Holy Roman emperor. For many years, the Holy Roman emperor had appointed bishops in Germany. Without them, Henry IV risked losing power to the nobles.



Henry refused to obey Gregory. He declared that Gregory was no longer pope. Gregory then stated that Henry was no longer emperor. He **excommunicated** (EHK • skuh • MYOO • nuh • KAY • tuhd) Henry. This means to **exclude** a person from church membership. Catholics believed that if they were excommunicated, they could not go to heaven.

When the German nobles defended the pope, Henry backed down. He traveled to Italy and stood barefoot in the snow outside the pope's castle asking to be forgiven. Gregory forgave Henry, but the German nobles still chose a new king. When Gregory accepted the new king as emperor, Henry went to war. He captured Rome and named a new pope. Gregory's allies drove out Henry's forces, but the dispute was not resolved.

In 1122 a new pope and the German king finally agreed that only the pope could

choose bishops, but only the emperor could give them jobs in the government. This deal, called the Concordat of Worms, was signed in the city of Worms. A **concordat** (kuhn • KAWR • DAT) is an agreement between the pope and the ruler of a country.

By the time Innocent III became pope in 1198, the Catholic Church was at the height of its power. Innocent was able to control kings. If a ruler did not obey, Innocent would excommunicate him or issue an interdict (IHN • tuhr • DIHKT) against the ruler's people. An interdict forbids priests from providing Christian rituals to a group of people. The pope anticipated that by using an interdict, local people would pressure their ruler to obey.

Reading Check Contrast How did Gregory VII and Henry IV disagree?

Section 1 Review

History online

Study Central Need help understanding Europe in the early Middle Ages? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the **Main Ideas**

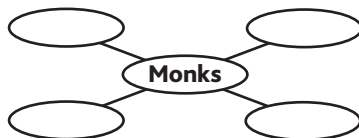
- During the Middle Ages, Europe's geography affected where people lived, their ways of life, and their relations with other people.
- The Angles and Saxons invaded Britain, the Franks created an empire in Western Europe, and the Saxons created a German kingdom that became the Holy Roman Empire.
- Monks helped spread Christianity throughout Europe, and the Catholic Church became strong in the early Middle Ages.

What Did You Learn?

1. Why is the Battle of Tours significant?
2. Why were monasteries important to medieval Europe?

Critical Thinking

3. **Summarizing Information** Draw a diagram like the one below. Use it to describe the role of monks in medieval Europe. **CA 7RC2.0**



4. **Analyze** How did Charlemagne support education? **CA 7RC2.0**

5. **The Big Ideas** What ideas did monks help spread across Europe? **CA HI2.**
6. **Asking Questions** If you were asked to interview Henry IV, what three questions would you ask him? **CA HRI.**
7. **Reading Making Inferences** Create a think-through chart that lists the important groups that invaded Europe and the possible effect that they had on the continent. What conclusions can you draw about the influences of these groups? **CA 7WA2.5**

Feudalism

Guide to Reading

 **History Social Science Standards**

WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Looking Back, Looking Ahead

In the last section, you read how the Vikings spread fear and destruction throughout Europe. During the Middle Ages, people looked to nobles to protect them.

Focusing on the Main Ideas

- Feudalism developed in Europe in the Middle Ages. It was based on landowning, loyalty, and the power of armored knights on horseback. (page 335)
- Knights followed a code of chivalry and lived in castles, while peasants lived in simple houses and worked hard all year long. (page 338)
- Increased trade led to the growth of towns and cities and the rise of guilds and city governments. (page 340)

Locating Places

Venice (VEH•nuhs)
Flanders (FLAN•duhrz)

Content Vocabulary

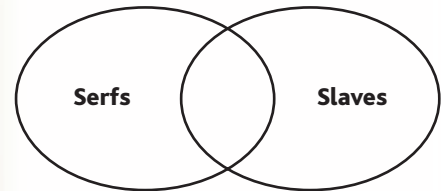
feudalism (FYOO•duhl•IH•zuhm)
vassal (VA•suhl)
fief (FEEF)
knight (NYT)
serf (SUHRF)
guild (GIHLD)

Academic Vocabulary

shift (SHIHFT)
process (PRAH•SEHS)

Reading Strategy

Compare and Contrast Complete a Venn diagram like the one below showing the similarities and differences between serfs and slaves.



NATIONAL GEOGRAPHIC

Where & When?



A.D. 800

1000

1200

c. A.D. 800s
Feudalism begins in Europe

c. 1100
Flanders and Italy trade goods regularly

c. 1200
Guilds are widespread in Europe



WH7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

What Is Feudalism?

Main Idea Feudalism developed in Europe in the Middle Ages. It was based on landowning, loyalty, and the power of armored knights on horseback.

Reading Connection What would it be like to live in a country where the government has fallen apart? Read to learn how the fall of Charlemagne’s government changed life for people in the Middle Ages.

When Charlemagne’s grandfather, Charles Martel, needed an army to fight the Muslims invading France, he began giving estates—large farms—to nobles willing to fight for him. The nobles used the resources generated by the estates to obtain horses and weapons. Although Martel did not realize it, he was using a

new way of organizing society that would eventually spread across most of Europe.

When Charlemagne’s empire collapsed, Western Europe lost its last strong central government. Landowning nobles became more and more powerful. They gained the right to collect taxes and to impose laws on the people on their estates. When invaders attacked Europe, the peasants, or farmers, could not rely on kings. Instead, they looked to nobles for protection.

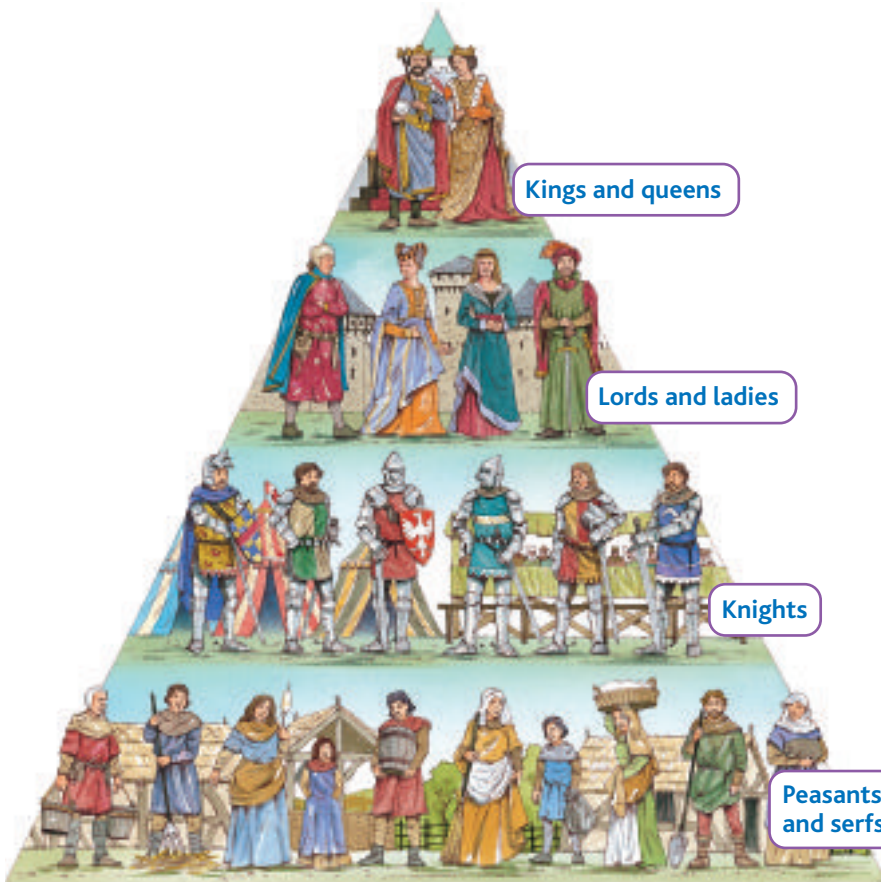
During the A.D. 800s, this **shift** of power from kings to nobles led to a new order known as **feudalism** (FYOO•duhl•IH•zuhl). Under feudalism, landowning nobles governed and protected the people in return for services, such as fighting in a noble’s army or farming the land.

By A.D. 1000, the kingdoms of Europe were divided into thousands of feudal territories. Some of these territories were large, but most were smaller than the city-states of ancient Greece. At the center of each, however, was not a city but a noble’s castle, or fortress.

The Role of Vassals and Knights

Feudalism was based on bonds of loyalty and duty among nobles. Nobles were both lords and vassals. A **vassal** (VA•suhl) was a noble who served a lord of higher rank. In return, the lord protected the vassal.

The tie between a lord and his vassal was made known in a public ceremony. The vassal put his hands together and placed them between the hands of his lord. Then the vassal swore “to keep faith and loyalty to you against all others.”



▲ Under feudalism each level of society had duties to the groups above and below it. **Which group in the diagram served as vassals to the lords and ladies?**



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** (FEEF). Vassals governed the people who lived on their fiefs.

These vassals were **knights** (NYTS), or warriors in armor who fought on horseback. 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 innovation, 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. From the A.D. 700s to the 1200s, armored knights on horseback were the most powerful soldiers in Europe.

Europe was not the only place with a feudal society. As you remember from

Chapter 5, Japan had a similar system between A.D. 800 and 1500. Powerful nobles owed only a loose loyalty to the Japanese emperor. The nobles primarily relied on samurai. Like knights, the samurai owed loyalty to their lords, the daimyo, and provided military service for them. Also like knights in Europe, the samurai wore armor and fought on horseback.

What Was the Manorial System? The lands on the fiefs of the Middle Ages were called manors. The lords ruled the manor, and peasants worked the land. Some peasants were freemen, who paid fees to 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** (SUHRFS). Serfs could not leave the manor, own property, or marry without the lord's approval. Lords even had the right to try

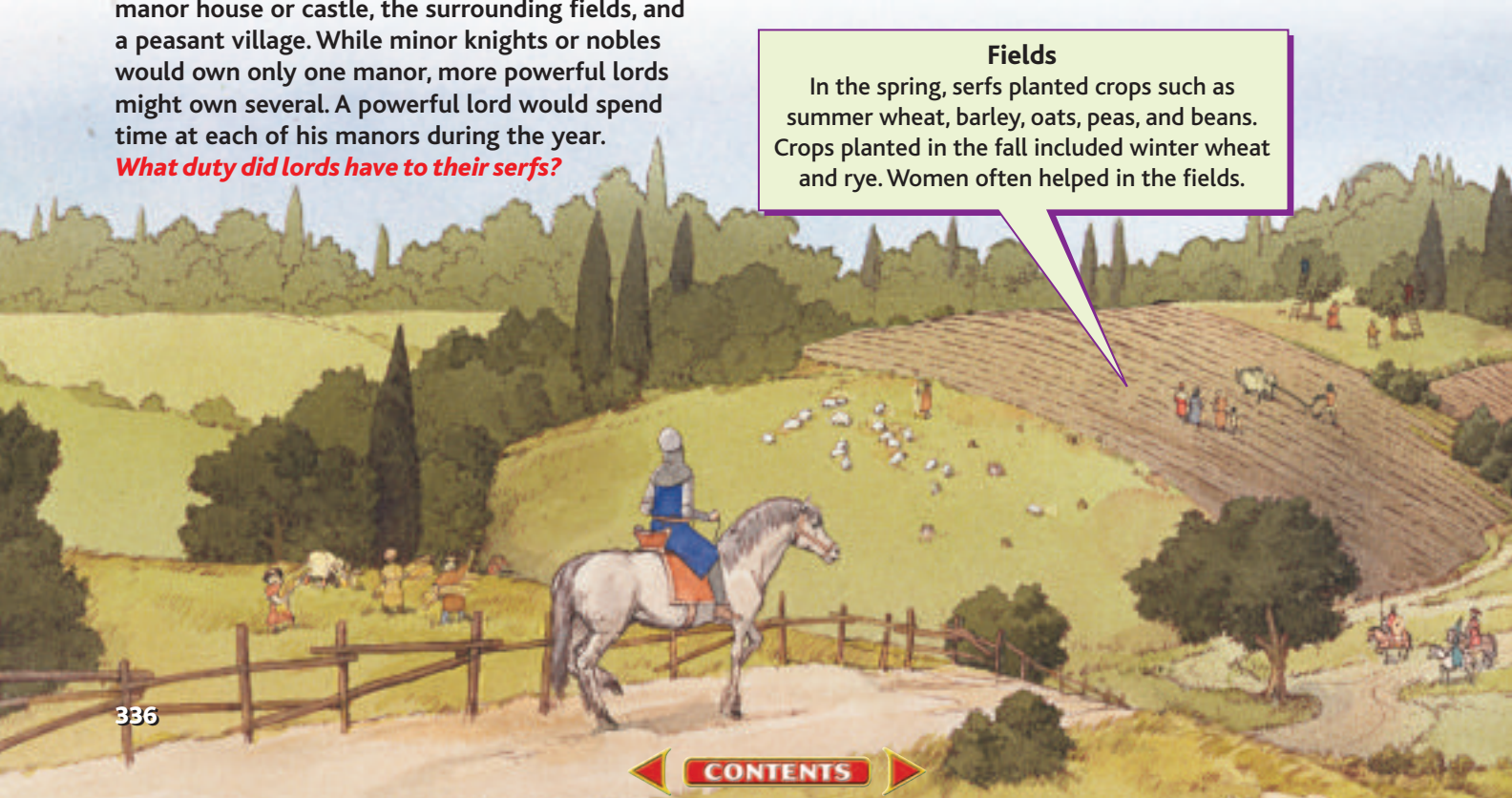
A Medieval Manor

A medieval manor usually consisted of the lord's manor house or castle, the surrounding fields, and a peasant village. While minor knights or nobles would own only one manor, more powerful lords might own several. A powerful lord would spend time at each of his manors during the year.

What duty did lords have to their serfs?

Fields

In the spring, serfs planted crops such as summer wheat, barley, oats, peas, and beans. Crops planted in the fall included winter wheat and rye. Women often helped in the fields.



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.

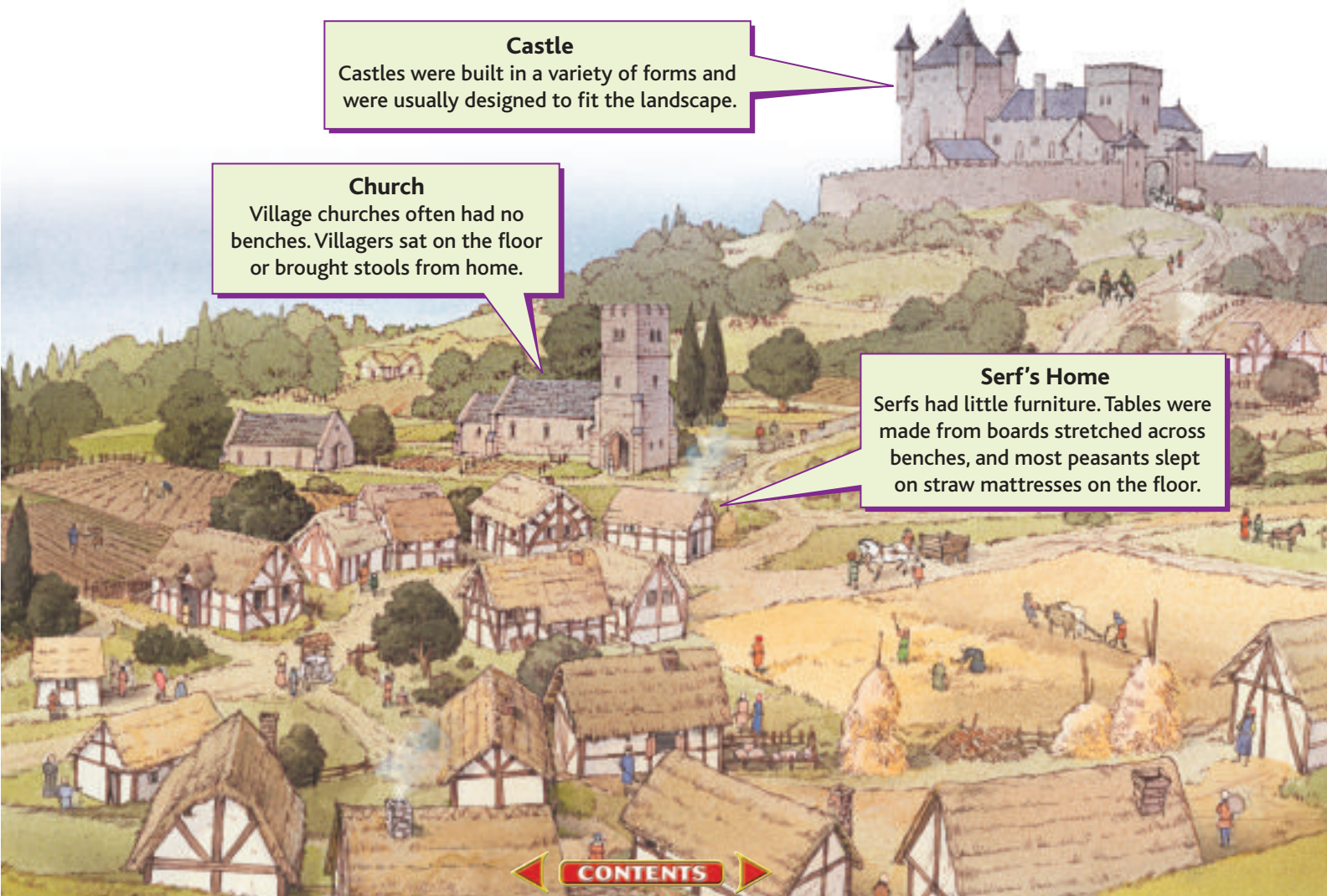
Serfs worked long hours on the lord's land and performed services for the lord. They spent three days working for the lord and the rest of the week growing food for themselves. They also had to give a portion of their own crops to the lord and pay him for the use of the village's mill, bread oven, and winepress.

It was not easy for serfs 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 release.

How Did Farming Improve? 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.



Castle
Castles were built in a variety of forms and were usually designed to fit the landscape.

Church
Village churches often had no benches. Villagers sat on the floor or brought stools from home.

Serf's Home
Serfs had little furniture. Tables were made from boards stretched across benches, and most peasants slept on straw mattresses on the floor.



WH7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

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. Greater food production allowed the population to expand.

Reading Check Explain How could a noble be both a lord and a vassal?



▲ Nobles celebrated special occasions with large feasts, which included many courses of meats, fruits, and vegetables. **What were the wife's duties when a nobleman went off to war?**

Life in Feudal Europe

Main Idea Knights followed a code of chivalry and lived in castles, while peasants lived in simple houses and worked hard all year long.

Reading Connection Have you heard the phrase "knight in shining armor"? Read to learn why these words apply to how a knight acted as well as how he dressed.

During the Middle Ages, nobles were the most powerful people in Europe. Great lords had much more wealth and land than ordinary knights. However, their belief in the feudal system united lords and knights in defending their society.

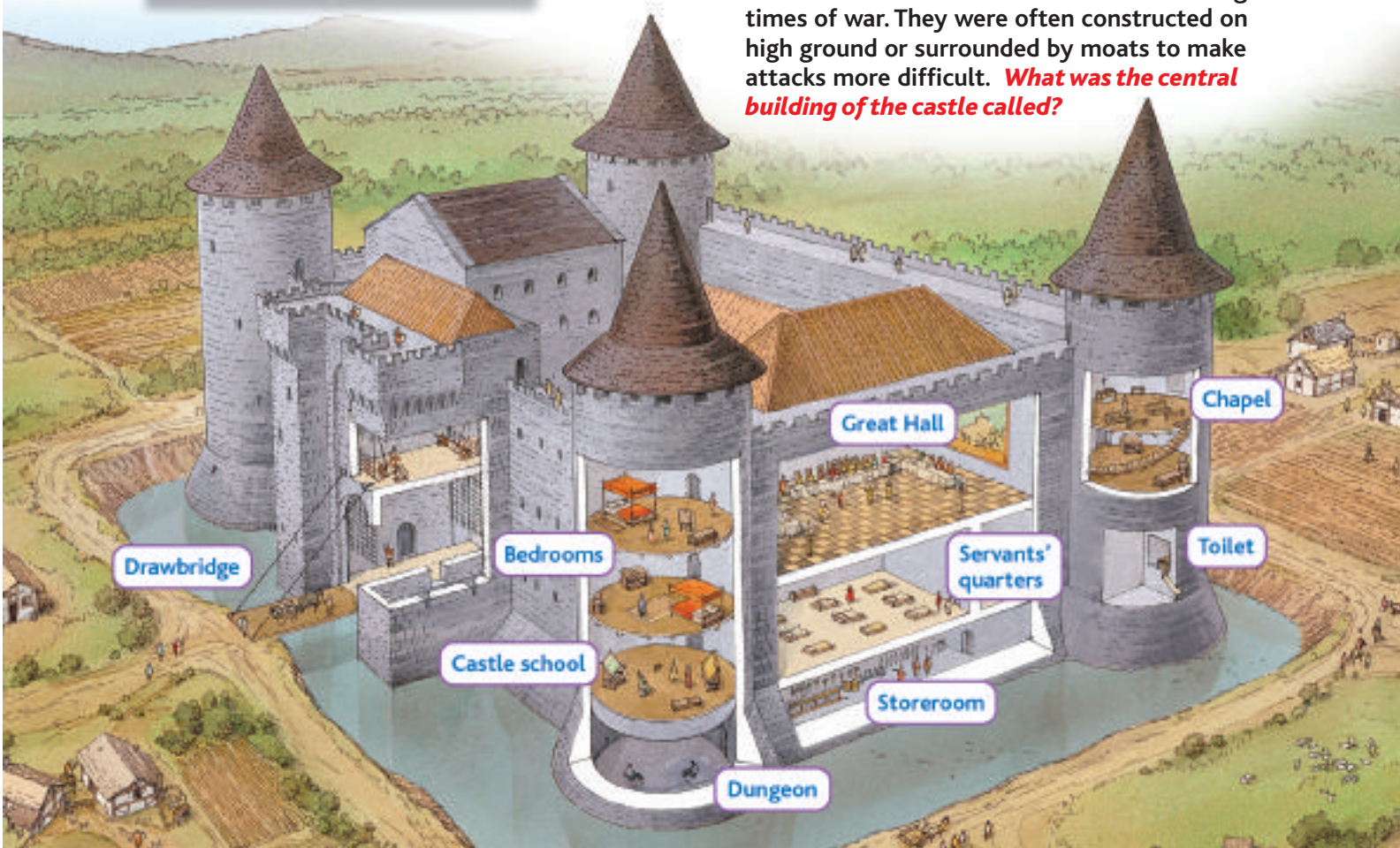
How Did Nobles Live? Knights followed certain rules called the code of chivalry (SHIH•vuhl•ree). A knight was expected to obey his lord, to be brave, to show respect to women of noble birth, to honor the church, and to help people. A knight was also expected to be honest and to fight fairly against his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

When noblemen went to war, their wives or daughters ran the manors. This was no small job because manors had many officials and servants. Keeping track of the household's accounts took considerable skill. The lady of a manor also had to oversee the storing of food and other supplies needed to run the household.

The center of the manor was a castle. At first, castles were built of wood. Later, they were built of stone. A castle had two basic parts. One was a human-made or

A Medieval Castle

Castles were built to withstand attack during times of war. They were often constructed on high ground or surrounded by moats to make attacks more difficult. **What was the central building of the castle called?**



naturally steep-sided hill called a motte (MAHT). The bailey was an open space next to the motte. High stone walls encircled the motte and bailey. The keep, or central building of the castle, was built on the motte.

The keep had a number of stories. The basement housed storerooms for tools and food. On the ground floor were kitchens and stables, and above the ground floor was a great hall. Here the people of the household ate and sometimes slept, and the lord of the castle held court and received visitors. Smaller rooms opened off the great hall. They included chapels, toilets, and bedrooms with huge curtained beds.

In the later Middle Ages, nobles owned more jewelry, better clothes, and exotic spices. They also built more elaborate

castles with thicker walls, more towers, finer furniture, and richer decoration.

What Was Peasant Life Like? The homes of peasants were much simpler. They 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.

The climate of Europe required peasants to work year-round. They harvested grain in August and September. In October they prepared the ground for winter crops. In November they slaughtered livestock and salted the meat to keep it for winter. In February and March, they plowed the land for planting oats, barley, peas, and beans. In





WH7.6.1 Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe. **WH7.6.3** Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

early summer they weeded the fields, sheared the sheep, and tended small vegetable gardens.

Peasants took a break from work and went to church 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 elements of Christian belief.

Peasant women worked in the fields and raised children at the same time. They also gathered and prepared their family's food. Each day they mixed bread dough and baked it in community ovens. 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.

Reading Check Identify What was the code of chivalry?

Trade and Cities

Main Idea Increased trade led to the growth of towns and cities and the rise of guilds and city governments.

Reading Connection What effect would a new shopping mall have on your community? Read to learn how the growth of trade and the rise of cities changed the way people lived and worked in medieval Europe.

When the Roman Empire collapsed, almost all trade in Western Europe came to an end. Bridges and roads fell into disrepair. Law and order vanished. Money was no longer used. Most people spent their lives in the villages where they were born.

By 1100, feudalism had made Europe safer, and new technology enabled people to produce more food and goods. Nobles repaired roads, arrested bandits, and enforced the law. As a result, trade resumed.

Medieval City Life



◀ This scene shows a market in a medieval town. **Which area became the center of trade for northern Europe?**



A mayor of London from the early 1200s ▶

As trade increased, towns grew larger, and several cities became wealthy from trade. For example, the city of **Venice** (VEH•nuhs) and other Italian cities began trading with the Byzantine Empire and soon became the center of trade in the Mediterranean. Meanwhile, towns in **Flanders** (FLAN•duhrz)—which today is part of Belgium—became the center of trade for northern Europe. This area was known for its woolen cloth. Merchants from England, Scandinavia, France, and the Holy Roman Empire met there to trade their goods for wool.

By 1100, Flanders and Italy were exchanging goods regularly. To encourage this trade, the counts of Champagne in northern France began holding trade fairs. Northern European merchants exchanged furs, tin, honey, and wool for cloth and swords from northern Italy and silks, sugar, and spices 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 purchase goods. Merchants set up banks to manage the use of money.

How Were Cities Governed? Towns were often located on land owned by lords. This meant the towns were under their control. However, townspeople needed freedom to trade and wanted to make their own laws. 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.

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



▲ Medieval streets were narrow and often contained wastewater and garbage. **Why was fire a major threat in medieval cities?**

▼ A stained glass window showing the arms, or symbol, of a blacksmiths' group



many cities, these citizens elected a city council. The council served as judges, city officials, and lawmakers. Candidates from the wealthiest and most powerful families usually won the elections.

Crafts and Guilds Trade encouraged manufacturing. People produced cloth, metalwork, shoes, and other goods right in their houses. Over time, these craftspeople organized **guilds** (GIHLDZ), or business groups. By 1200, tanners, carpenters, bakers, and almost every other type of craftspeople had guilds. 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.

Craft guilds set standards for quality in products. They decided how goods were to be made and set prices. Guilds also decided who could join a trade and the **process** they had to follow to do so.

A person could become an apprentice around the age of 10. An apprentice learned a trade from a master craftsman who provided room and board but no wages. After five to seven years of service, the apprentice

Linking Past & Present

Organizing Workers

▼ César Chávez helped organize farmworkers.

PAST Medieval guilds were one of the first organizations that working people created to improve their standard of living. Guilds set prices for the products their members produced and specified people's work hours and the standards they had to meet in their work.



▲ Medieval glass blowers were one of many craft guilds.

PRESENT Today some workers belong to unions as a way to keep wages high and improve their working conditions. For example, in the 1960s and 1970s, César Chávez organized the United Farm Workers union. Chávez used strikes, boycotts, and marches to get higher wages and safer working conditions.

In what other ways might people be able to improve their working conditions?

became a journeyman and worked for wages. To become a master, a journeyman had to produce a masterpiece—an outstanding example of the craft.



What Was City Life Like? Medieval cities had narrow, winding streets. Wooden houses were crowded against one another, and the upper stories were built out over the streets. Candles and fireplaces were used for light and heat. As a result, medieval cities could be destroyed rapidly once a fire started.

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, polluting the air even more. Butchers and tanners dumped animal wastes into the rivers.

▲ This painting shows a medieval woman spinning wool as her husband warms himself by the fire. **What were some responsibilities of women in medieval cities?**

City women ran their households, prepared meals, raised their children, and managed the family’s money. Often they helped their husbands in their trades. Sometimes when a master craftsman died, his widow carried on his trade. Some women developed their own trades to earn extra money. Many women became brewers, weavers, and hatmakers.

Reading Check Analyze How did guilds change the way goods were made and sold?

Section 2 Review

History online
Study Central Need help understanding feudalism? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- Under feudalism, Europe was divided into thousands of territories held by nobles with the lands worked by serfs.
- During the Middle Ages, nobles lived in large castles, while serfs lived in small wood cottages.
- As medieval trade increased, towns grew and craftspeople organized guilds.

What Did You Learn?

1. What was a vassal?
2. Describe the system of crop rotation used in the later Middle Ages, and explain how it increased the amount of food being grown.
3. **The Big Ideas** Draw a chart to compare the duties and obligations of lords, knights, and serfs. **CA 7RC2.3**
4. **Summarize** Explain the shift of power from kings to nobles during the Middle Ages. **CA 7RC2.0**
5. **Cause and Effect** How did an increase in trade lead to the growth of towns and cities? **CA H12.**
6. **Conclude** What were guilds, and why were they important? **CA 7RC2.2**
7. **Analysis Economics Connection** How did the shift from a barter system to a money system change medieval Europe’s economy? **CA H16.**

Lords	Knights	Serfs

You Decide . . .



WH7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

Giraudon/Art Resource, NY

Feudalism: Good or Bad?

Feudalism was the major social and political order in medieval Europe. It developed as power passed from kings to local lords.

Good?

Feudalism brought together two powerful groups: lords and vassals. The lords gave vassals land in return for military and other services. Feudalism was a help to Western Europeans for the following reasons:

- Feudalism helped protect communities from the violence and warfare that broke out after the fall of Rome and the collapse of strong central government in Western Europe. Feudalism secured Western Europe's society and kept out powerful invaders.

- Feudalism helped restore trade. Lords repaired bridges and roads. Knights arrested bandits, enforced laws, and made it safe to travel.
- Feudalism benefited lords, vassals, and peasants. Lords gained a dependable fighting force in their vassals. Vassals received land for their military service. Peasants were protected by their lords. The lord built mills, blacksmith shops, and wood-working shops.
- Feudal ceremonies, oaths, and contracts required lords and vassals to be faithful and to carry out their duties. These agreements later helped shape the development of European governments.
- Feudalism did not allow one person or organization to become too powerful. Power was shared. This led to European ideas about limited government, constitutions, and civil rights.



◀ Serfs working the land



◀ Landowning nobles often served as knights.

Bad?

Feudalism did not always work as well in real life as it did in theory, and it caused many problems for society.

- Feudalism provided some unity and security in local areas, but it often did not have the strength to unite larger regions or countries. Small feudal governments could not afford big projects, such as building aqueducts, sewers, or fleets of ships, that might benefit society.
- Because there was no strong central government to enforce laws fairly, it was easy to use force, violence, and lies to get one's way. This led

to many wars among lords. Feudalism protected Western Europe from outside invaders, but it did not bring peace to a region.

- Lords or vassals often placed their personal interests over the interests of the areas they ruled. Feudal lords had complete power in their local areas and could make harsh demands on their vassals and peasants.
- Feudalism did not treat people equally or let them move up in society. A person born a serf was supposed to remain a serf, just as a person born a lord received special treatment without earning it.
- Most peasants were serfs. They were not allowed to leave their lord's lands. Serfs had to work three days each week as a payment to the lords or vassals for allowing them to farm for themselves on other days. The serfs were restricted in movement and even daily activities because they could not leave the land without permission.

You Be the Historian

Checking for Understanding

1. Do you think feudalism helped or hurt Western Europe's development? **CA HR.5**
2. Is there any way feudal lords could have worked their lands without using serfs? **CA 7RC2.0**
3. Imagine you live in a feudal society. Write an autobiographical story about your life as a lord, vassal, or serf and your relationship with the other two groups. Your entries should show feudalism as either a good or bad order.

CA 7WA2.1

Kingdoms and Crusades

Guide to Reading



History Social Science Standards

WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Looking Back, Looking Ahead

In the last section, you read about how Western Europeans lived during the Middle Ages. This section describes the political changes.

Focusing on the Main Ideas

- England developed a system in which the king's power was shared with Parliament. (page 347)
- French kings called the Capetians conquered lands held by the English in western France and set up France's first parliament. (page 350)
- After the Mongols destroyed the Kievan state, the rulers of Moscow built a new Russian state. (page 351)
- Crusaders from Europe captured Jerusalem but were later driven out by the Muslims. (page 352)

Locating Places

Normandy (NAWR•muhn•dee)
Kiev (KEE•EHF)
Moscow (MAHS•koh)

Meeting People

William the Conqueror
King John
Philip II (FIH•luhp)
Saladin (SA•luh•DEEN)

Content Vocabulary

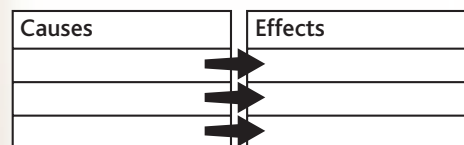
grand jury
trial jury
clergy (KLUHR•jee)

Academic Vocabulary

guarantee (GAR•uhn•TEE)
document (DAH•kyuh•muhnt)
nonetheless (NUHN•thuh•LEHS)

Reading Strategy

Cause and Effect Complete a diagram to show the causes and effects of the Crusades.



Where & When?



A.D. 900

c. A.D. 871
 Alfred becomes England's king

1150

1095
 Pope Urban II calls the First Crusade

1400

1480
 Ivan the Great ends Mongol rule



WH7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

Tom Lovell/National Geographic Society Image Collection

England in the Middle Ages

Main Idea England developed a system in which the king's power was shared with Parliament.

Reading Connection Do you know anyone who has had to go to court or has served on a jury? Read to learn how these institutions began in medieval England.

In section one, you learned that Germanic peoples called the Angles and Saxons invaded Britain in the early A.D. 400s. They took over much of the country from the Celts and set up many small kingdoms. In the late A.D. 800s, Vikings attacked Britain. King Alfred of Wessex, later known as Alfred the Great, united the Anglo-Saxon kingdoms and drove away the Vikings. Alfred's united kingdom became known as "Angleland," or England.

Alfred ruled England from A.D. 871 to A.D. 899. He founded schools and hired scholars to rewrite Latin books in the Anglo-Saxon language. However, the

Anglo-Saxon kings who came after him were weak rulers.

Who Was William the Conqueror? In the A.D. 900s, the Vikings conquered part of western France across the English Channel from England. This region came to be called **Normandy** (NAWR•muhn•dee), after the Vikings, or Norsemen, who ruled it. By the middle of the A.D. 1000s, Normandy was ruled by William, a descendant of the Viking ruler who had conquered Normandy. William was also a cousin of King Edward of England.

When Edward died, a noble named Harold Godwinson claimed England's throne. However, William believed that he, not Harold, should be king of England. Accompanied by his army of knights, William landed in England in 1066. They defeated Harold and his foot soldiers at the Battle of Hastings. William was then crowned king of England and became known as **William the Conqueror**.

- ▼ This painting of the Battle of Hastings shows Norman knights on horseback led by William the Conqueror attacking the English foot soldiers. **What area did William rule before he attacked England?**



At first the Anglo-Saxons resisted William's rule. He had to find a way to stop Anglo-Saxon revolts and to control his own soldiers. He did so by giving land to his Norman knights. Then he made them swear loyalty to him as ruler of England.

William wanted to know all about his new kingdom. So he took the first census in Europe since Roman times. This census was known as the Domesday Book. It counted people, manors, and farm animals.

The Normans who ruled England brought Europe's customs to England.

Under William's rule, officials and nobles spoke French. Ordinary Anglo-Saxons still spoke their own language, which later became English. As more and more Normans and Anglo-Saxons married, their ways of doing things merged into a new English culture.

Henry II and the Common Law The power of the English king increased under Henry II. Henry ruled England from 1154 to 1189. Henry utilized the law courts to increase his power. He set up a central court

Linking Past & Present

The Jury System

PAST 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 jurors were chosen. In some villages, the same jurors were chosen again and again because of their wisdom or status. Jurors were always men. The jury decided whether the accused was guilty or innocent.



▲ A medieval court

▼ A modern jury



PRESENT In the United States, 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.

What is the disadvantage of choosing the same people to serve on juries again and again?

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.

What Was the Magna Carta? Henry's son John became king of England in 1199. **King John** raised taxes in England and punished his enemies without trials. Many English nobles resented the king's power. They refused to obey him unless he agreed to **guarantee** certain rights.

The nobles met with King John at a meadow called Runnymede in 1215. There they forced John to 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. Freeman accused of crimes had the right to fair trials by their peers, or equals.

Based on these ideas, England went on to develop the concept of habeas corpus that is still important in modern democratic countries. Habeas corpus protects a person from being imprisoned indefinitely without a trial.

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.

In the 1200s, another English king, Edward I, called for a meeting of people

Primary Source

Magna Carta

This excerpt from the Magna Carta describes the right to a trial by jury:

"No free man shall be taken, imprisoned, disseised [seized], outlawed, banished, or in any way destroyed, nor will We proceed against or prosecute him, except by the lawful judgment of his peers and by the law of the land."

—Magna Carta



King John signing the Magna Carta ▲

DBQ Document-Based Question

Why do you think this part of the Magna Carta is important?

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. At first, Parliaments were made up of two knights from every county, two people from every town, and all high-ranking nobles and church officials. 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.

Reading Check Explain How did the Magna Carta affect the king's power?



The Kingdom of France

Main Idea French kings called the Capetians conquered lands held by the English in western France and set up France's first parliament.

Reading Connection Has a poll ever been taken in your class? Read to find out how one French king found out what his people were thinking.

In A.D. 843 Charlemagne's empire was divided into three parts. The western part eventually became the kingdom of France. In A.D. 987 Frankish nobles chose Hugh Capet to be their king. Hugh was the first of the Capetian (kuh•PEE•shuhn) kings of France. The Capetians controlled the area around Paris (PAR•uhs), the capital. Many French nobles had more power than the kings did. This began to change when **Philip II** (FIH•luhp) became king of France.

Philip ruled from 1180 to 1223. When he took the throne, England's king ruled parts of western France. Philip went to war against England and conquered most of these territories. As a result, French kings gained more land and became more powerful.

Philip IV, called Philip the Fair, ruled from 1285 to 1314. In 1302 he met with representatives from the three estates, or classes, of French society. The first estate was the **clergy** (KLUHR•jee), or people who had been ordained as priests. 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.

Reading Check Describe How did King Philip II bring power back to French kings?

NATIONAL GEOGRAPHIC Europe c. 1160

Using Geography Skills

In 1160, feudal Europe was fragmented into many small kingdoms and states.

- Location** What kingdoms controlled lands that today belong to France?
- Location** Who controlled lands that today belong to Spain?



Eastern Europe and Russia

Main Idea After the Mongols destroyed the Kievan state, the rulers of Moscow built a new Russian state.

Reading Connection Why do you think some of the cities in your state grew large while others stayed small? Read to learn how the cities of Kiev and Moscow grew to become the centers of large Slavic states.

About A.D. 500, a people called the Slavs organized villages in Eastern Europe. In time, the Slavs divided into three major groups: the southern, western, and eastern Slavs. The southern Slavs became the Croats, Serbs, and Bulgarians. The western Slavs became the Poles, Czechs, and Slovaks. The eastern Slavs became the Ukrainians (yoo•KRAY•nee•uhnz) and Russians (RUH•shuhnz).

What Was the Kievan Rus? In the late A.D. 700s, Vikings began moving into the Slavs' territory from the north. Over time, the Vikings became rulers of the Slavs. The Slavs called their Viking rulers the Rus. The Vikings and Slavs intermarried and blended into one people.

Around A.D. 900, a Viking leader named Oleg created a Rus state around the city of **Kiev** (KEE•EHF). Called the Kievan Rus, this state was really a group of small territories.

The growth of the Kievan Rus attracted missionaries from the Byzantine Empire. One Rus ruler, Vladimir, married the Byzantine emperor's sister. He became an Eastern Orthodox Christian and declared his people Eastern Orthodox.

Kiev Falls to the Mongols About 1240, the Mongols swept into the Kievan Rus. The Slavs called the Mongols "Tatars" because one of the Mongol tribes was the Tata people. The Mongols destroyed nearly all the major cities and killed many people.

The only major city to survive the Mongol attack was Novgorod. The city's rulers paid tribute to the Mongols, and accepted the Mongols as their rulers. Although the Mongols spared Novgorod, the city faced attacks from Germans and Swedes. Led by Alexander Nevsky, the Slavs of Novgorod defeated the Swedes and Germans. The Mongol khan rewarded Nevsky with the title of grand duke.

The Rise of Moscow Although the Mongols had caused great damage, the Slavs **nonetheless** recovered, and the city of **Moscow** (MAHS•koh) began to grow. Moscow was located at the crossroads of several important trade routes. Alexander Nevsky's son Daniel and his descendants became Moscow's rulers.

The rulers of Moscow married women from the ruling families in other Slavic towns. They also fought wars to expand Moscow's territory. Moscow became even more important when it became the headquarters for the Russian branch of the Eastern Orthodox Church.

In 1462 Ivan III became the ruler of Moscow. He married Sophia, the niece of the last Byzantine emperor. Afterward, Ivan began living in the style of an emperor. He had architects build fine palaces and large cathedrals in the Kremlin—the fortress at the center of Moscow. He even began calling himself czar. Czar was a shortened version of Caesar. In Russian, *czar* means "emperor."

Ivan III lived up to his title. In 1480 he finally drove the Mongols out of Russia. Then he expanded his territory to the north and west. When Ivan III died in 1505, the Russians were well on the way toward building a vast empire.

Reading Check Cause and Effect Why was Alexander Nevsky important?





WH7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

The Crusades

Main Idea Crusaders from Europe captured Jerusalem but were later driven out by the Muslims.

Reading Connection Have you ever put all your energy into making something important happen? Read to learn why Europeans thought capturing the city of Jerusalem was important.

During the Middle Ages, the Byzantine Empire in the East came under attack. In 1071 an army of Muslim Turks defeated the Byzantines and seized control of most of the Byzantine lands in Asia Minor.

The Byzantine emperor did not have enough money or troops to drive out the Turks. In desperation, he asked the pope to help him defend his Christian empire against the Muslim invaders.

In 1095 Pope Urban II spoke before a large crowd in eastern France. He asked Europe's lords to launch a crusade, or holy war, against the Muslim Turks. He urged them to capture Jerusalem and free the Holy Land where Jesus had lived from

the Muslims. The pope explained why the crusade was needed:

“Jerusalem is the navel [center] of the world. . . . This is the land which the Redeemer [Jesus] of mankind illuminated by his coming. . . . This royal city, situated in the middle of the world, is now held captive by his enemies. . . . It looks and hopes for freedom; it begs unceasingly that you will come to its aid.”

—Pope Urban II,
as quoted in *The Discoverers*

As the pope spoke, the excited crowd cried out, “It is the will of God, it is the will of God.” The Crusades had begun.

Early Victories Several thousand soldiers on horseback and as many as ten thousand on foot headed east. Many of them wore a red cross on their clothes as a sign of their obedience to the pope's call.

In 1098 the First Crusade captured Antioch in Syria. From there, the crusaders entered Palestine, reaching Jerusalem in 1099. After a bloody fight, they stormed the city, killing Muslims, Jews, and Christians alike.



In the painting above, Pope Urban II calls for a crusade against the Muslims. At right, the crusaders attack Jerusalem with siege towers and catapults. **What was the pope's goal for the crusade?**



The Crusades 1096–1204



KEY

- Christian lands, c. 1100
- Muslim lands, c. 1100
- First Crusade, 1096–1099
- Second Crusade, 1147–1149
- Third Crusade, 1189–1192

Using Geography Skills

1. **Location** From what port cities did warriors on the First Crusade leave to travel to the Holy Land?
2. **Movement** Describe the route of the Third Crusade.



◀ Medieval painting of a battle during the Crusades

Having driven the Muslims from the region, the crusaders created four states: the Kingdom of Jerusalem in Palestine, the county of Edessa and the principality of Antioch in Asia Minor, and the county of Tripoli where Lebanon is located today. These four states were surrounded by Muslims and depended on the Italian cities of Genoa, Pisa, and Venice for supplies.

The Muslims fought back, however, and in 1144 they captured Edessa. In response, European rulers sent another crusade to

regain the lost lands. This Second Crusade, however, was a total failure.

In 1174 a Muslim named **Saladin** (SA•luh•DEEN) became ruler of Egypt. He united Muslims and declared war against the Christian states the crusaders had built. Saladin proved to be a brilliant commander. He defeated the Christians and captured Jerusalem in 1187.

The fall of Jerusalem led to the Third Crusade. Emperor Frederick of the Holy Roman Empire, King Richard I of England,

(l) Archivio Iconografico, S.A./CORBIS, (r) Robert W. Nicholson/National Geographic Society Image Collection



(known as Richard the Lion-Hearted), and King Philip II of France gathered their armies and headed east to fight Saladin.

The Third Crusade had many problems. Frederick drowned crossing a river. The English and French arrived by sea and captured a coastal city but were unable to push inland. After Philip went home, Richard secured a small territory along the coast. He then agreed to a truce after Saladin promised that Christian pilgrims could travel to Jerusalem in safety.

Around 1200, Pope Innocent III called for a Fourth Crusade. Merchants from Venice used the 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 set out, the last Christian city fell to Muslim forces.

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 enabled kings to 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.

Reading Check Compare and Contrast What did the First Crusade accomplish? What did the Third Crusade accomplish?

Section 3 Review

History online
Study Central Need help with the impact of the Crusades? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- The English king granted rights to his people in the Magna Carta and established a parliament.
- French kings regained French territories from the English and, like the English, created a parliament.
- Russia had its beginnings in the territories of the Kievan Rus and Moscow.
- West Europeans launched crusades to capture Jerusalem and Palestine from the Muslims.

What Did You Learn?

1. What is the significance of the Battle of Hastings?
2. What groups developed from the three major divisions of Slavs in Eastern Europe?
3. **Organizing Information** Draw a chart to list the kings of England and France and their achievements. **CA 7RC2.0**
4. **The Big Ideas** How has the Magna Carta influenced modern government? **CA HI.2**
5. **Summarize** Describe the development of England's Parliament, and discuss its role in changing government. **CA HI.3**
6. **Explain** Why did cities such as Venice flourish as a result of the Crusades? **CA 7RC2.2**
7. **Writing Reports** Use your local library to research how the Crusades changed feudalism. Write a research report describing this effect. **CA 7WA2.3**

Critical Thinking

3. **Organizing Information** Draw a chart to list the kings of England and France and their achievements.

CA 7RC2.0

King/Country	Achievements

Section

4

The Church and Society

Guide to Reading

Looking Back, Looking Ahead

Kings and popes had a powerful effect on the lives of medieval people, as did religion. In this section, you will learn how religion in medieval Europe shaped its culture.

Focusing on the **Main Ideas**

- The Catholic Church played an important role in medieval Europe and used its power to uphold its teachings. (page 356)
- Church and government leaders supported learning and the arts in medieval Europe. (page 360)

Locating Places

Bologna (buh•LOH•nyuh)

Meeting People

Francis of Assisi (uh•SIHS•ee)

Thomas Aquinas

(TAH•muhs uh•KWY•nuhs)

Content Vocabulary

mass

heresy (HEHR•uh•see)

anti-Semitism

(AN•tih•SEH•muh•TIH•zuhm)

theology (thee•AH•luh•jee)

scholasticism

(skuh•LAS•tuh•SIH•zuhm)

vernacular (vuhr•NA•kyuh•luhr)

Academic Vocabulary

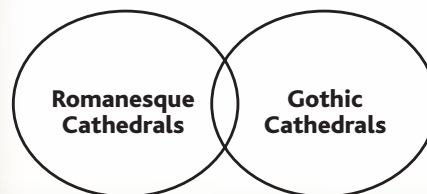
job

demonstrate (DEH•muhn•STRAYT)

obtain (uhb•TAYN)

Reading Strategy

Organizing Information Complete a Venn diagram to show the similarities and differences between Romanesque and Gothic cathedrals.



History Social Science Standards

WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.



Where & When?



1200

1250

1300

1209

Francis of Assisi founds Franciscan order

1233

Catholic Church sets up the Inquisition

c. 1267

Thomas Aquinas begins writing *Summa Theologica*



WH7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

WH7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

Religion and Society

Main Idea The Catholic Church played an important role in medieval Europe and used its power to uphold its teachings.

Reading Connection Have you ever noticed how many things in society have been influenced by religion? What examples can you give? Read to learn about the important role religion played in the lives of people living in the Middle Ages.

Between 1050 and 1150, a strong wave of religious feeling swept across Western Europe. As a result, more monasteries were built, and new religious orders, or groups of priests, monks, and nuns, were started.

New Religious Orders The Cistercian (sihs • TUHR • shuhn) order was founded in 1098. Cistercian monks farmed the land as well as

worshiped and prayed. They developed many new farming techniques that helped Europeans grow more crops. The most famous Cistercian monk was Bernard of Clairvaux (klar • VOH). Bernard helped promote the Second Crusade. He also advised the pope and defended the poor.

Many women entered convents between A.D. 1000 and 1200. Most of them were from noble families. They included widows and women unable or unwilling to marry. Women who were scholars found convents ideal places for study and writing.

Most educated women in medieval Europe were nuns. One famous woman was Hildegard of Bingen (HIHL • duh • GAHRD uhv BIHNG • uhn). She headed a convent in Germany and was one of the very few women who wrote music for the Church.



▲ This religious painting from the wall of a church in Italy depicts the pope and other Christian leaders, a number of saints, and Jesus ruling over all. **How did Cistercian monks aid European society?**



Until the 1200s, most people in religious orders stayed in their monasteries separate from the world. They lived a simple life of prayer and hard work. In the 1200s, several new religious orders were created. The men in these religious orders were called friars. The word *friar* comes from a Latin word for “brother.”

Friars were different from monks. They did not stay in their monasteries. Instead, they went out into the world to preach. Friars lived by begging. They could not own property or keep any personal wealth.

The first order of friars was founded by **Francis of Assisi** (uh•SIHS•ee) in 1209. These friars became known as Franciscans. They lived in towns and taught Christianity to the people. In addition, the Franciscans helped the poor and served as missionaries.

A Spanish priest named Dominic de Guzmán founded another group of friars called the Dominicans. The Dominicans’ goal was to defend Church teachings. Dominican friars spent years in study so they could defend their faith when preaching to well-educated people.

The Role of Religion Throughout medieval Western Europe, daily life revolved around the Catholic Church. Priests ran schools and hospitals. They also recorded births, performed weddings, and conducted burials. On Sundays and holy days, people went to **mass**—or the Catholic worship service.

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.

Many Christians also prayed to saints. Saints were holy men and women who had died and were believed to be in heaven.

Primary Source

The Franciscan Way of Life

Francis of Assisi recorded instructions for living in the Franciscan order. This passage is about the nature of love.

“Blessed that friar who loves his brother as much when he is sick and can be of no use to him as when he is well and can be of use to him. Blessed that friar who loves and respects his brother as much when he is absent as when he is present and who would not say anything behind his back that he could not say charitably [nicely] to his face.”

—Francis of Assisi, as quoted in “Admonitions”

Francis of Assisi ▶



DBQ Document-Based Question

Does Francis of Assisi think that love for another person should be constant or changing? How do you know?

Their presence before God enabled the saints to ask favors for people who prayed to them.

Of all the saints, Mary, the mother of Jesus, was the most honored. Many churches were named for her. Several French churches carried the name *Notre Dame*, or “Our Lady,” in honor of Mary.

History online

Web Activity Visit ca.hss.glencoe.com and click on *Chapter 6—Student Web Activity* to learn more about the Middle Ages.

Medieval Christians also believed that God blessed pilgrims, or religious travelers who journeyed to holy places. The holiest place was Jerusalem in the Middle East.

What Was the Inquisition? The Catholic Church was very powerful in medieval society, and most of its leaders wanted everyone to accept the Church's teachings. Church leaders feared that if people stopped believing Church teachings, it would weaken the Church and endanger people's chances of getting into heaven.

Using its power, the Church tried to put an end to **heresy** (HEHR•uh•see), or a religious belief that conflicts 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 (IHN•kwuh•ZH•shuhn), 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.

How Were the Jews Treated? 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.



▲ This painting shows an accused heretic being questioned by the Inquisition. **What happened to people who refused to confess to the Inquisition?**



Using Geography Skills

During the Middle Ages, many Jews were driven from their homes in Western Europe, sometimes from areas where their families had lived for generations.

- 1. Movement** From where did many of the Jews who moved to Eastern Europe come?
- 2. Movement** Where did many of the Jews expelled from Spain settle?

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** (AN • tih • SEH • muh • TIH • zuhm).

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 in 1306 and 1394. By 1350, some German cities also forced Jews to leave. Many of these Jews settled in Eastern European countries. Over the years, the Jews of Eastern Europe established thriving communities based on their religious traditions.

Reading Check Contrast How did the main goal of the Franciscans differ from the main goal of the Dominicans?





WH7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

Medieval Culture

Main Idea Church and government leaders supported learning and the arts in medieval Europe.

Reading Connection What are the most important parts of American culture today? Read to learn about the kinds of things that made up the culture of medieval Europe.

As strong governments arose, people in medieval Europe felt safer. As a result, trade, banking, and businesses prospered. A good economy meant more money to support learning and the arts and to pay for new churches and other buildings.

Medieval Art and Architecture Europe experienced a building boom in the A.D. 1000s and 1100s. Architecture is one way a society **demonstrates** what is important to its culture. In the Middle Ages, religion was an important part of life. As a

result, Church leaders and wealthy merchants and nobles paid to build large new churches called cathedrals. Cathedrals were built in the Romanesque (ROH • muh • NEHSK) style or Gothic style.

Romanesque churches were rectangular buildings with long, rounded ceilings called barrel vaults. These ceilings needed huge pillars and thick walls to hold them up. Windows let in little light because they were small and set back in the thick walls.

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.

Medieval Church Architecture



Early Christian churches (above) were often rectangular with flat roofs, like some Roman buildings. Romanesque churches (top right) had rounded barrel vault ceilings, eliminating the flat roof. Gothic cathedrals, such as St. Etienne in Bourges (right), used flying buttresses on the exterior to hold up the tall ceiling inside. **Who paid for cathedrals to be built?**



Stained glass windows were picture Bibles for Christians who could not read. The pieces of stained glass often formed scenes from Jesus' life and teachings. They also let in sunlight, which came to symbolize the divine light of God.

The First Universities Two of the first European universities were in **Bologna** (buh•LOH•nyuh), Italy, and Paris, France. Masters, or teachers, were also teaching at Oxford, England by 1096. Oxford University was founded in 1231.

Universities were created to educate and train scholars. They were like the guilds that trained craftspeople. In fact, *university* comes from a 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.

University students studied their subjects for four to six years. Then a committee of teachers gave them an oral exam. If the students passed, they were given their degree.

After **obtaining** a basic degree, a student could go on to earn a doctor's degree in law, medicine, or **theology** (thee•AH•luh•jee)—the study of religion and God. Earning a doctor's degree could take 10 years or more.

Who Was Thomas Aquinas? Beginning in the 1100s, a new way of thinking called **scholasticism** (skuh•LAS•tuh•SIH•zuhm) began to change the study of theology. Followers used reason to explore questions of faith. A Dominican friar and priest named **Thomas Aquinas** (TAH•muhs uh•KWY•nuhs) was scholasticism's greatest champion. He is best known for combining Church teachings with the ideas of Aristotle.

Europeans had forgotten about Aristotle after Rome fell and his works had been lost.



▲ This medieval art shows students in a university classroom. **What were some of the subjects studied in medieval universities?**

In the 1100s, however, Muslim and Jewish scholars reintroduced Aristotle to Europe using copies of his books that had been preserved in Muslim libraries. Aristotle's ideas upset many Christian thinkers because he used reason, not faith, to arrive at his conclusions about the meaning of life.

In the 1200s, Thomas Aquinas wrote several works explaining that Aristotle would have agreed with many Christian teachings. About 1267, Aquinas began writing *Summa Theologica*, or a summary of knowledge on theology. In this book, Aquinas asked hard questions such as "Does God exist?"

Aquinas wrote about government as well as theology, with an emphasis on the idea of natural law. People who believe in natural law think that some laws are part of human nature. These laws do not have to be made by governments.

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. His ideas have contributed in part to our belief that people have rights that government cannot take away.



WH7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

THOMAS AQUINAS

1225–1274

Thomas Aquinas was born in 1225 in his family's castle between Rome and Naples, Italy. His parents, Countess Theodora and Count Landulf of Aquino, were from noble families. At age five, Aquinas began school at Monte Cassino, a Benedictine monastery where his uncle was the abbot. Monastic schools required students to learn many subjects, including grammar, speech, mathematics, science, and music. When he was older, Aquinas studied at the University of Naples.

Aquinas joined the Dominican friars around 1244, against the wishes of his family. As a new Dominican, he studied in Paris under Albertus Magnus (Albert the Great). Both Aquinas and Albertus greatly admired the ideas of Aristotle.

Aquinas spent the next few decades studying, teaching, and writing. He lived in Paris, Rome, and other cities in France and Italy and taught theology. He wrote about the Bible, groups within the Church, and the ideas of philosophers. *Summa Theologica* best explains how Aquinas combines Aristotle's ideas with those of the Church. He began writing his *Summa Theologica* around 1267 and worked on it until his death.

In 1274 the pope asked Aquinas to travel to France to attend the Council of Lyons. Even though he was not in good health, he set out for the French city. He became very sick along the way. Aquinas wanted to live out his last days in a monastery, so he was taken to a Cistercian abbey in the town of Fossanova, where he died on March 7, 1274.



▲ Thomas Aquinas

"The happy man in this life needs friends."

—St. Thomas Aquinas,
Summa Theologiae

Aquinas's ideas were respected during his lifetime, and as time passed they became even more important. His writings influenced governments and the Roman Catholic Church. He was made a saint in 1323.



◀ Monte Cassino monastery

Then and Now

The writings of Thomas Aquinas influenced governments and religions for a long time after his death. Which present-day writers or leaders do you think have ideas that will influence people for centuries to come?

Medieval Literature During the Middle Ages, educated people throughout Europe generally spoke or wrote in Latin. The Church used Latin in its worship, and university teachers taught in Latin.

In addition to Latin, each region had its own local language that people used every day. This everyday language is called the **vernacular** (vuh•NA•kyuh•luhr). The vernacular included early versions of Spanish, French, English, Italian, and German.

During the 1100s, new literature was written in the vernacular. Educated people enjoyed vernacular literature, especially troubadour (TROO•buh•DOHR) poetry. These poems were about love.

Another type of vernacular literature was the heroic epic. In heroic epics, bold knights fight for kings and lords. An early example of a heroic epic is *The Song of Roland*, written in French about 1100.

In *The Song of Roland*, a brave knight named Roland fights for Charlemagne against the Muslims. Roland sounds his horn for Charlemagne to help him, but it is too late for him to be saved:

“ The Count Rollanz [Roland],
with sorrow and with pangs,
And with great pain sounded his
olifant [horn]:
Out of his mouth the clear blood
leaped and ran,
About his brain the very temples
cracked.
Loud is its voice, that horn he
holds in hand;
Charlès [Charlemagne] hath heard,
where in the pass he stands,
And Neimès [a commander] hears,
and listen all the Franks. ”

—*The Song of Roland*

Reading Check Explain What is natural law?

Section 4 Review

History Online

Study Central Need help with the roles of the church and society? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- In the Middle Ages, new religious orders developed to spread Christianity. Nonbelievers and people of other faiths were mistreated.
- In medieval Europe, a number of universities opened, large Christian churches known as cathedrals were built, and European languages developed.

What Did You Learn?

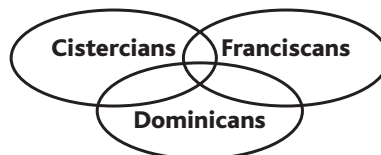
1. What is theology?
2. What is vernacular language, and what were common vernacular languages in medieval times?

Critical Thinking

3. Compare and Contrast

Draw a Venn diagram like the one below. Use it to describe the similarities and differences between Cistercians, Franciscans, and Dominicans.

CA 7RC2.0



4. **Summarize** How did the Inquisition treat the people brought before it? CA 7RC2.2
5. **The Big Ideas** How did Christian beliefs result in a resettlement of Jews? Where did many Jews settle in the Middle Ages? CA H12.
6. **Explain** What were Thomas Aquinas's beliefs about the government? CA 7RC2.0
7. **Persuasive Writing** Write a letter to a medieval university telling why you would like to become a student there. Include the subjects you would like to study. CA 7WA2.4

Section

5

The Late Middle Ages

Guide to Reading



History Social Science Standards

WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Looking Back, Looking Ahead

In previous sections, you learned about the politics, religion, and culture of much of medieval Europe. In this section, you will find out about the disasters and conflicts of the late Middle Ages.

Focusing on the Main Ideas

- A terrible plague, known as the Black Death, swept through Europe in the 1300s, killing millions. (page 365)
- Western Europe was devastated by war in the 1300s and 1400s, as England and France fought each other and Spain and Portugal fought against the Muslims. (page 367)

Meeting People

Joan of Arc

Isabella of Castile (ka•STEEL)

Ferdinand of Aragon (AR•uh•GAHN)

Locating Places

Crécy (kray•SEE)

Orléans (AWR•lay•AHN)

Content Vocabulary

plague (PLAYG)

Reconquista (RAY•kohn•KEES•tuh)

Academic Vocabulary

approximate (uh•PRAHK•suh•muht)

abandon (uh•BAN•duhn)

Reading Strategy

Summarizing Information Complete a table like the one below showing the path of the Black Death in Europe and Asia.

Time Period	Affected Areas
1330s	
1340s	
1350s	

NATIONAL GEOGRAPHIC

Where & When?



1300

1400

1500

1346
The Black Death arrives in Europe

1429
Joan of Arc inspires the French

1492
The Spanish defeat the Muslims and expel the Jews



WH7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

The Black Death

Main Idea A terrible plague, known as the Black Death, swept through Europe in the 1300s, killing millions.

Reading Connection Have you ever been given a shot to prevent the flu or to protect you from another disease? Read to learn what happened in Europe before modern medicine could control contagious diseases.

The Middle Ages in Europe reached a high point during the 1200s. In the 1300s, however, disaster struck. A terrible **plague** (PLAYG), known as the Black Death, swept across Europe and Asia. A plague is a disease that spreads quickly and kills many people. Most scientists think the Black Death was bubonic plague—a disease caused by a type of bacteria carried by fleas. These fleas infested black rats, and in the Middle Ages, these rats were everywhere.

The Black Death probably began somewhere in the Gobi, a desert in central Asia. It had been around for centuries, but in the 1300s, it began to spread farther and more quickly than ever before. Scientists are still not sure why this occurred.

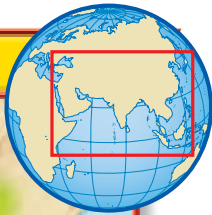
Historians believe the Mongol Empire was partly responsible for the plague spreading so fast. The empire covered all the land from Eastern Europe through central Asia to China. The Mongols opened up trade between China, India, the Middle East, and Europe. They encouraged the use of the Silk Road and other trade routes.


By the early 1300s, more goods were being shipped across central Asia than ever before. This made it possible for the Black Death to spread rapidly, as caravans infested with rats carried it from city to city.

The first outbreak took place in China in 1331. It erupted there again in 1353. The

NATIONAL GEOGRAPHIC

The Black Death in Asia





KEY

← Sea trade routes

← Land trade routes


■ Areas of plague

1346 Date of breakout

Using Geography Skills

1. **Movement** When did the Black Death arrive in the Arabian Peninsula?
2. **Human/Environment Interaction** Based on this map, how do you think the Black Death was spread through Asia?

▼ Detail from a medieval painting representing the Black Death



disease killed between 40 and 60 million people, cutting China's population nearly in half. The disease appeared in India in the 1340s and reached Makkah, deep inside Muslim lands, in 1349. In the meantime, it also spread to Europe.

The Black Death appeared in Europe in 1346 at the city of Caffa on the Black Sea. Caffa was a trade colony controlled by Italian merchants from the city of Genoa. Their ships carried the plague to Sicily in October 1347. From there it spread into Europe. By the end of 1349, it had spread through France and Germany and had arrived in England. By 1351, it had reached Scandinavia, Eastern Europe, and Russia. **Approximately 19–38 million Europeans—nearly one out of every two people—died of the Black Death between 1347 and 1351.**

People at the time did not know why the plague happened. Some people thought God

was punishing them. Others blamed the Jews. For this reason, the Germans expelled many Jews from some of their cities.

The death of so many people in the 1300s turned Europe's economy upside down. Trade declined, and wages rose sharply because workers were few and in demand. At the same time, fewer people meant less demand for food, and food prices fell.

Landlords 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.

Reading Check Identify How many Europeans died of the plague between 1347 and 1351?

N NATIONAL GEOGRAPHIC

The Black Death in Europe

European Population A.D. 1300–1500

Year	Population (in millions)
1300	~70
1350	~45
1400	~38
1450	~60
1500	~70

KEY

Spread of disease:

- by 1347
- by 1349
- by 1351
- by 1353
- Partially or totally spared
- Seriously affected

Using Geography Skills

By 1353, the Black Death had affected most of Europe.

1. **Location** Where in Europe had the Black Death spread by 1347?
2. **Movement** By what year had the Black Death reached areas on the Baltic Sea?

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Museo del Prado, Madrid, Spain/Giraudon, Paris/SuperStock

CHAPTER 6 • Medieval Europe

◀ CONTENTS ▶



WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
WH7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

A Troubled Continent

Main Idea Western Europe was devastated by war in the 1300s and 1400s, as England and France fought each other and Spain and Portugal fought against the Muslims.

Reading Connection Have you ever had a hero you looked up to? Read to learn what happened when a young peasant girl became a hero to the French people.

The bubonic plague was not Europe's only problem in the late Middle Ages. The English and French went to war with each other, while the Spanish and Portuguese fought to drive out the Muslims who had conquered them centuries before.

The Hundred Years' War In Section 3, you learned that William of Normandy became king of England in 1066, although he still ruled Normandy. French kings wanted to drive the English out of Normandy. English kings claimed a right to the land, and in 1337 the English king Edward III declared himself king of France. This angered the French even more. War began, and it lasted for over 100 years.

The first major battle of the Hundred Years' War took place at **Crécy** (kray • SEE) after Edward invaded France. English archers defeated the French army and forced the French king to give up some of his kingdom.

Under a new king, however, the French slowly won back their land. Then in 1415 Henry V of England went on the attack. England's archers again won the battle and restored English control of northern France.

Who Was Joan of Arc? Charles, the prince who ruled southern France, wanted to take back the north. In 1429 a French peasant girl named Joan was brought to him. She told him that her favorite saints had urged her to free France. Joan's honesty persuaded Charles to let her go with a French army to



Orléans (AWR • lay • AHN). Joan's faith stirred the soldiers, and they took the city.

Shortly after, with Joan at his side, Charles was declared king. A few months later, however, the English captured Joan. They handed her over to the Inquisition, which had her burned at the stake. She later became known as **Joan of Arc**.

The French finally defeated the English in 1453. The king had spent almost all of his money, but the war strengthened French devotion to their country. French kings used that spirit 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.





JOAN OF ARC

1412–1431

Jeanne d’Arc—better known as Joan of Arc—was born January 6, 1412, in the village of Domremy in eastern France. Joan was the youngest of five children. When she was 13, she began having visions of saints telling her to attend church and to be a good person. As time passed, the voices began telling her to speak with Charles VII about her ability to help France. After three attempts, she was finally allowed to see the leader. Charles spoke with Joan and had her questioned by doctors and priests. All of them believed Joan was a good person and was telling the truth.

Joan was sent with the French army to the city of Orléans, which was surrounded by the English. Everywhere she went, Joan carried a banner with religious pictures on it. She rode at the front of the troops, giving them directions and encouragement. The troops came to believe God was on their side. Inspired by Joan, they fought harder and better than ever before. They defeated the English at Orléans and began driving them out of France.

“Courage! Do not fall back.”

—Joan of Arc



In 1430 Joan said the saints revealed to her that she would soon be captured. In late May, she was seized by the English and charged with heresy and improper dress—for the soldier’s uniform she wore as army commander. Joan was found guilty and told that if she admitted her crimes, she would not be executed. She insisted she had done nothing wrong and was executed on May 30, 1431. Almost two decades later, an investigation into the matter found Joan innocent of all charges. In 1920 she was made a saint by the Roman Catholic Church.

◀ Joan of Arc on horseback

Then and Now

Joan was tried and found guilty, even though many people felt she was innocent. She was also denied many rights during her trial. What prevents this from happening today in the United States?

Spain and Portugal Fight the Muslims

During the Middle Ages, Muslims ruled most of Spain and Portugal. These two lands make up the Iberian Peninsula. Most of the peninsula's people, however, were Christians. Some were also Jews.

The Muslims developed a rich culture in Spain and Portugal. They built beautiful mosques and palaces, such as the Alhambra in the southern kingdom of Granada. They also founded schools where Muslims, Jews, and Christians studied together. Most Christians, however, opposed Muslim rule. Their struggle to take back the Iberian Peninsula was called the **Reconquista** (RAY•kohn•KEES•tuh), 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** (ka•STEEL) married Prince **Ferdinand of Aragon** (AR•uh•GAHN). Within 10 years, they became king and queen and joined their lands into one country called Spain. Ferdinand and Isabella wanted all of Spain to be Catholic, and they began to pressure the Jews to convert.

To escape persecution, some Jews became Christians. Ferdinand and Isabella, however, believed many still secretly practiced Judaism. So they set up the Spanish Inquisition. The Spanish Inquisition tried and tortured thousands of people charged with heresy. In 1492 Ferdinand and Isabella forced Jews to convert or leave Spain.

Next the king and queen turned to the Muslims. In 1492 Spain's armies conquered Granada. Ten years later, Muslims had to convert or leave. Most abandoned Spain for North Africa.

 **Reading Check Cause and Effect** What caused the Hundred Years' War?

Section 5 Review

History online
Study Central Need help with the late Middle Ages? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

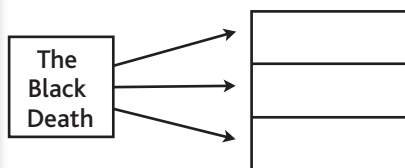
- A plague, known as the Black Death, killed millions of people in Europe and Asia and greatly changed Europe's economy and society.
- Wars between England and France weakened those countries' economies, and Spain became a united Catholic country.

What Did You Learn?

1. How was the Black Death spread?
2. Who was Joan of Arc, and why is she important?

Critical Thinking

3. **Understanding Cause and Effect** Draw a diagram like the one below. Fill in some of the effects of the Black Death on Europe. **CA H12.**



4. **The Big Ideas** How did the Hundred Years' War affect the countries involved? **CA 7RC2.3**
5. **Summarize** Describe the history of Spain and Portugal during the Middle Ages. **CA 7RC2.0**
6. **Writing Research Reports** Do you think the removal of the Jews and Muslims from Spain was a wise policy? Use your local library to research information about these events. Write an essay explaining your answer. **CA 7WA2.3**

Analyzing Primary Sources



WH7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England). **WH7.6.7** Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

Medieval Life

During the Middle Ages, religion played a key role in how people looked at the world. Whether discussing a battle, creating governmental policy, or planning the final moments of a person's life, Europeans based many of their views on their religions.

Read the passages on pages 370 and 371, and answer the questions that follow.

King John signing
the Magna Carta



Reader's Dictionary

exploits: deeds; adventures

audaciously (aw•DAY•shuhs•lee):
boldly

perpetuity (PUHR•puh•TOO•uh•tee):
time without end

unimpaired: left alone

contagious (kuhn•TAY•juhs): some-
thing that spreads quickly

pestilence (PEHS•tuh•luhns): plague

parson: a church leader

sacrament of penance: holy rite in
which a person confesses his or her
sins and is forgiven

The Epic of Beowulf

Beowulf is one of the earliest poems written in Old English, written some time in the A.D. 700s. It tells the story of a conflict between good and evil. In the following passage, Hrothgar, leader of the Danes, thanks Beowulf for killing the monster Grendel.

“Now Beowulf, best of men, I will cherish you in my heart as a son. . . . It is often enough that I have given a reward for less, and honoured with my gifts a meaner soldier and a lesser fighter. But by your **exploits** you have established your fame

for ever. May God reward you with good fortune, as He has done up to now.”

Beowulf replied: “When we **audaciously** took on the might of the unknown we fought and discharged our task with the greatest goodwill. . . . The evildoer is burdened with sins and will live none the longer. . . . The guilty wretch must now wait for the last judgement, and the sentence of almighty God.”

—*Beowulf*, David Wright, trans.



The Magna Carta

The Magna Carta gave common people some freedoms and increased the power of the nobles by limiting the powers of the king. Through this document, it is clear that religion played an important role in shaping English politics.

(1) FIRST, THAT WE HAVE GRANTED TO GOD, and by this present charter have confirmed for us and our heirs in **perpetuity**, that the English Church shall be free, and shall have its rights undiminished, and its liberties **unimpaired**. . . .

TO ALL FREE MEN OF OUR KINGDOM we have also granted, for us and our heirs for ever, all the liberties written out below. . . .

(8) No widow shall be compelled to marry, so long as she wishes to remain without a husband. . . .

(20) For a trivial offence, a free man shall be fined only in proportion to the degree of his offence. . . .

(30) No sheriff, royal official, or other person shall take horses or carts for transport from any free man, without his consent. . . .

(40) To no one will we sell, to no one deny or delay right or justice.

(41) All merchants may enter or leave England unharmed and without fear, and may stay or travel within it, by land or water, for purposes of trade. . . .

—Magna Carta

DBQ Document-Based Questions

The Epic of Beowulf

1. According to the passage, how are the good rewarded and the guilty punished?
2. What does Beowulf believe will happen to Grendel at the last judgement?

The Magna Carta

3. By using the phrase "free man," who does the Magna Carta not cover?
4. What complaints might the people have had that the Magna Carta attempted to fix?

The Black Death

The Black Death was a terrible plague that swept through Europe and Asia in the mid-1300s. It killed nearly 50 percent of Europe's population. The following is a letter that the bishop of Bath and Wells wrote to parish priests in 1349.

The **contagious pestilence** of the present day, which is spreading far and wide, has left many parish churches without **parson** or priest to care for the parishioners. Since no priests can be found who are willing, . . . to take . . . care of these aforesaid places, nor to visit the sick and administer to them the sacraments of the church, we understand that many people are dying without the **sacrament of penance**. [Therefore] . . . persuade all men, in particular, those who are now sick or should feel sick in the future, that, if they are on the point of death and cannot secure the services of a priest, then they should make confession to each other . . . or if no man is present, then even to a woman.

—Robert S. Gottfried, *The Black Death*

The Black Death

5. Why did people die without receiving the sacrament of penance?
6. What did the bishop recommend to correct the situation?
7. What do the bishop's words tell you about the status of women in England at this time?

Read to Write

8. Using examples from each of the sources, describe how religion influenced different aspects of life in medieval Europe. **CA CS1**

Chapter 6 Assessment

Standard WH7.6

Review Content Vocabulary

Match the word in the first column with its definition in the second column.

- | | |
|------------------|--|
| ___ 1. fief | a. worked their own land and a lord's land |
| ___ 2. serf | b. the study of religion |
| ___ 3. concordat | c. people ordained as priests |
| ___ 4. clergy | d. land granted to a vassal |
| ___ 5. heresy | e. agreement between the pope and the ruler of a country |
| ___ 6. theology | f. a belief different from Church teachings |

Review the **Main Ideas**

Section 1 • The Early Middle Ages

- Which peoples invaded Europe in the Middle Ages?
- How did the Catholic Church affect medieval Europe?

Section 2 • Feudalism

- What was the basis for wealth and power in medieval Europe?
- What was the result of increased trade?

Section 3 • Kingdoms and Crusades

- What changes in England were steps toward representative government?
- Which groups fought with each other in the Crusades? Why were they fighting?

Section 4 • The Church and Society

- How did the Catholic Church use its power to uphold its teachings?
- Why did learning and the arts flourish in medieval Europe?

Section 5 • The Late Middle Ages

- Describe the Black Death and its effects.
- Which European nations were at war during the 1300s and 1400s?

Critical Thinking

- Cause and Effect** What improvements in farming led to an increase in the production of food? **CA HI.2**
- Compare** What did Alfred the Great and William the Conqueror succeed in doing? **CA 7RC2.0**
- Analyze** According to Thomas Aquinas, how does natural law limit the power of government? **CA 7RC2.2**

Geography Skills

Study the map below and answer the following questions.

- Location** On which river was the battle of Orléans fought? **CA CS3.**
- Interaction** Which side do you think had an advantage, based on the map? Consider the land held and geography. **CA CS3.**
- Place** Why were most battle sites near the English Channel? **CA CS3.**



Read to Write

23. **The Big Ideas Writing Summaries** The feudal system divided medieval society into different classes. Look over Section 2. Write a summary of the important people, events, and ideas that helped to create these different classes. Use the summary to explain why feudalism was important to medieval Europe. **CA 7WA2.5**
24. **Using Your FOLDABLES™** Choose one major medieval European event from your foldable and write a paragraph that predicts how history would have been different if that event had not occurred. **CA HI.2.**

Using Academic Vocabulary

25. Complete the chart below to fill in the missing tense of each word.

Past Tense	Present Tense
	enable
excluded	
	shift
	process
guaranteed	
	document
obtained	
demonstrated	
	approximate
	abandon

Linking Past and Present

26. **Comparing** Describe how present-day universities compare to medieval ones, such as those in Bologna, Paris, and Oxford. In your description, explain what it would be like to have to learn without the use of books. **CA HI.2.**

Reviewing Skills

27. **Analysis Skill Comparing Cultures** Write an essay comparing feudalism in Europe and Japan. Use the text in Chapters 5 and 6 as well as sources from the library and Internet to research the similarities and differences. **CA HI.3.**

28. **Reading Skill Making Inferences** Reread page 349 describing the importance of the Magna Carta. What inferences can you make about the future English government from the text? What are the possible benefits to England's people? Imagine that you are living in the 1200s. Write a newspaper article describing the Magna Carta's effect on your life and the lives of people you know. Use your local library to find more information about the Magna Carta and its significance. **CA 7WA2.3**



Standards Practice

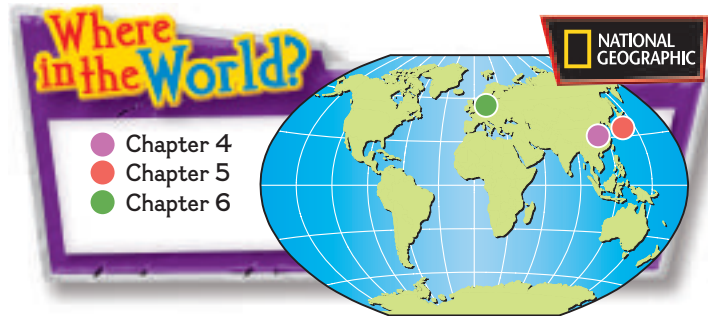
Read the passage below and answer the following questions.


No free man shall be taken, imprisoned, disseised [seized], outlawed, banished, or in any way destroyed, nor will We proceed against or prosecute him, except by the lawful judgment of his peers and by the law of the land.

29. The above passage comes from which influential document?
- A the Constitution
 - B the Concordat of Worms
 - C the Song of Roland
 - D the Magna Carta
30. What act of justice is this passage describing?
- A illegal searches
 - B Miranda rights
 - C trial by jury
 - D freedom of speech

Making Comparisons

Compare civilizations of the Middle Ages by reviewing the information below. Can you see how the peoples of these civilizations had lives that were very much like yours?



	China in the Middle Ages Chapter 4	Medieval Japan Chapter 5	Medieval Europe Chapter 6
Where did these civilizations develop?	<ul style="list-style-type: none"> Mainland of East Asia 	<ul style="list-style-type: none"> Islands off coast of East Asia 	<ul style="list-style-type: none"> Northwestern Europe and Mediterranean area
Who were some important people in these civilizations?	<ul style="list-style-type: none"> Taizong, ruled A.D. 627–649 Empress Wu, ruled A.D. 684–705 Kublai Khan, ruled A.D. 1271–1294 Zheng He, A.D. 1371–1433 	<ul style="list-style-type: none"> Prince Shotoku, A.D. 573–621 Murasaki Shikibu, c. A.D. 973–1025 Minamoto Yoritomo, A.D. 1147–1199 Ashikaga Takauji, A.D. 1305–1358 	<ul style="list-style-type: none"> Charlemagne, ruled A.D. 768–814 William the Conqueror, ruled A.D. 1066–1087 Thomas Aquinas, A.D. 1225–1274 Joan of Arc, A.D. 1412–1431
Where did most of the people live?	<ul style="list-style-type: none"> Farming villages and towns along major rivers 	<ul style="list-style-type: none"> Fishing and farming villages in coastal plains area 	<ul style="list-style-type: none"> Farming villages on estates located on plains; trading centers in Italy and Flanders

China in the Middle Ages

Chapter 4

Medieval Japan

Chapter 5

Medieval Europe

Chapter 6

What were these people's beliefs?

- Confucianism, Daoism, Buddhism

- Shintoism, Buddhism

- Roman Catholic with small numbers of Jews and Muslims



What was their government like?

- Emperors ruled with the help of scholar-officials selected by exams

- Emperors ruled in name but power held by military leaders

- Feudal territories united into kingdoms



What was their language and writing like?

- Chinese: symbols standing for objects are combined to represent ideas

- Japanese: characters standing for ideas as well as symbols representing sounds

- Many languages derived from Latin and Germanic



What contributions did they make?

- Civil service based on merit; invented movable type, gunpowder, and the compass

- Developed ideas based on harmony with nature

- Developed universities and representative government



How do these changes affect me? *Can you add any?*

- The Chinese invented fireworks, the compass, and printed books

- Japanese warriors developed martial arts, such as jujitsu and karate

- Medieval Europeans passed on Christian ideas and a system of banking