

◀ As a teenage girl in battle armor, Joan of Arc inspired the French army to defeat the English and rescue the French city of Orleans. [Painting by Jean Auguste Dominique Ingres, 1854]

500 TO 1475 C.E.

# Medieval Europe

## CHAPTER 2

### ASKING ESSENTIAL QUESTIONS

*Why does conflict develop? • What do people do in order to create stability?*

**What Will I Learn?** I will learn about the struggles and conflicts of the Middle Ages and the ways in which political order was achieved, including the role of the Catholic Church.

**Why Does This Matter to Me?** Life during the Middle Ages was difficult for most people, but the Catholic Church provided structure and guidance. As time went on, kingdoms formed that became European countries. New ideas of the time about citizenship, law, and romance had a lasting effect on the modern world.

**How Will I Know That I Learned It?** I will be able to describe the conflicts that affected medieval Europe and the organizations and institutions that helped stabilize its societies and governments.

**Using Your Inquiry Journal** As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

### LESSON 1

The Early Middle Ages

### LESSON 2

Feudalism and the Rise of Towns

### LESSON 3

Kingdoms and Crusades

### LESSON 4

Culture and the Church

### LESSON 5

The Late Middle Ages

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# PLACE & TIME Medieval Europe 500 TO 1475 C.E.

## EUROPEAN KINGDOMS c. 1160 C.E.

During the Middle Ages, Europeans lived in an ordered society of monarchs, nobles, and peasants. As trade and cities grew, the number of merchants and laborers rose. The Catholic Church greatly influenced all of these groups.



### STEP INTO THE PLACE



#### GEOGRAPHIC REASONING

Rivers, seas, and mountains provided both natural barriers and trade opportunities for medieval Europeans.

- 1. SPATIAL THINKING** What major rivers flowed through the Holy Roman Empire?
- 2. EXPLORING PLACE** How does a location near a waterway contribute to the growth of trade?

### STEP INTO THE TIME

#### CHRONOLOGICAL THINKING

Review the time line. What took place in Cambodia about 40 years after the First Crusade began in medieval Europe?



## MEDIEVAL EUROPE

**496 C.E.**  
Frankish King Clovis becomes Catholic

**800 C.E.**  
Pope crowns Charlemagne emperor

**871 C.E.**  
Alfred the Great is king of England

**500 C.E.**

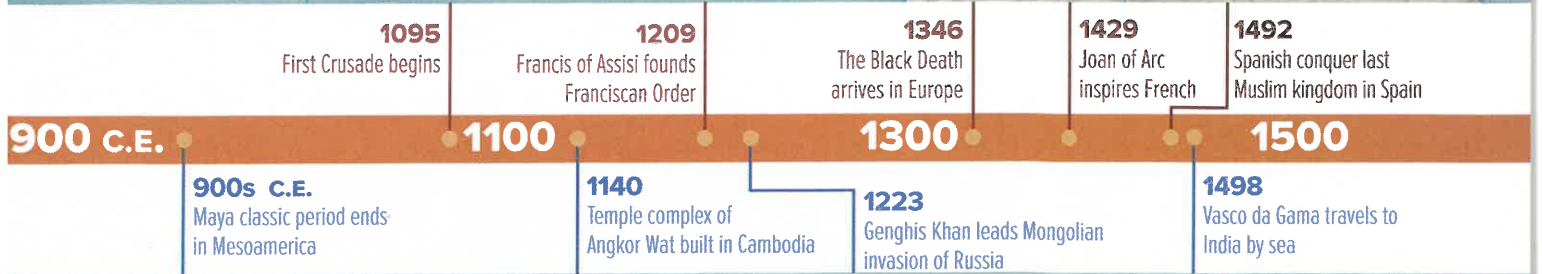
**700 C.E.**

## THE WORLD

**570 C.E.**  
Muhammad is born

**650 C.E.**  
Cahokia culture begins in North America







## ESSENTIAL QUESTION

• *Why does conflict develop?*

# THE STORY BEGINS...

*Vikings used longboats to raid communities along Europe's coast and also to settle and explore. This photograph shows a modern replica of a Viking boat.*

## LESSON 1

# The Early Middle Ages

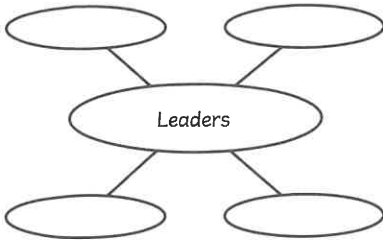
Alcuin buried his face in his hands. Lindisfarne, the church and monastery where St. Cuthbert was buried, had been raided by Vikings. The monks there were forced to move to areas away from the coast. Alcuin sadly thought about the important items that had been taken or destroyed. He needed to warn other churches along the coast and tell them to trust in prayer. Alcuin sat down and began to write:

“Consider whom you have as your defence [*sic*] against the pagans who have appeared in your maritime parts. Set not your hope on arms, but on God. Trust not to carnal flight, but in the prayer of your forefathers. Who does not fear the terrible fate which has befallen the church of the holy Cuthbert? You, also, dwell on the sea, from which this pest first comes.”

—from Alcuin of York, *Letter to the Monks of Wearmouth and Jarrow*, c. 793 C.E.







### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify four European leaders from this lesson. Record their names and accomplishments in a diagram like this one. Cite text evidence on how each accomplishment may have changed the course of events at that time.

## GEOGRAPHY OF EUROPE

**GUIDING QUESTION** *How did geography shape life in Europe after the fall of Rome?*

The Roman Empire was a unifying force throughout the Mediterranean region. It established laws that applied to all citizens. Latin was spoken throughout the region to conduct business and to govern. During the late 300s, Germanic groups invaded the Western Roman Empire. The Germanic groups consisted of Ostrogoths, Visigoths, Franks, Vandals, Angles, Saxons, and others.

The Germanic groups arrived from Northern Europe and were searching for warmer climates and better grazing land for their cattle. They were also attracted to Rome because of the great stories they had heard about its wealth and culture. In 476 C.E., these groups overthrew the last emperor in Rome and brought the empire to an end. Europe then entered a new era called the Middle Ages, or medieval times. This was a 1,000-year period between ancient and modern times. During the Middle Ages, Western Europe was divided into many kingdoms, and Catholic Christianity strongly influenced society.

Since Rome no longer unified people in Europe after its downfall, physical geography took on a more important role in shaping events. The continent of Europe is a huge peninsula, with many smaller peninsulas branching out from it. As a result, most land in Europe lies within 300 miles (483 km) of a seacoast. This encouraged trade and helped the European economy grow.

### RIVERS AND SEAS

Rivers also played an important **role** in Europe's growth. Major rivers, such as the Rhine, Danube, Seine, and Po, flow from inland mountains into the oceans and seas surrounding the continent. These rivers are navigable, or wide and deep enough for ships to use. People and goods can sail easily from inland areas to the open sea and, from there, to other parts of the world.

### ANALYZING KEY IDEAS AND DETAILS

#### 1. DETERMINING CENTRAL IDEAS

What evidence does the text provide that geography had an effect on Europe's development?

#### 2. DETERMINING CENTRAL IDEAS

How does the text describe the importance of the European peninsulas to Europe's economic growth?



## EUROPE'S GEOGRAPHY AND PEOPLE c. 500 C.E.



### GEOGRAPHIC REASONING

After the Western Roman Empire came to an end, many different peoples lived throughout Europe.

1. **SPATIAL THINKING** Where did the Celtic peoples live?
2. **EXPLORING REGION** How do you think the borders of kingdoms were defined?

Europe's seas and rivers provided protection as well as possibilities for trade. The English Channel, for example, separated the islands of Britain and Ireland from the rest of Europe. As a result, these people were far enough away to be largely safe from the many wars fought on Europe's mainland. They were able to develop their own governments and societies. In mainland Europe, wide rivers like the Rhine also kept groups of people separated. Because of this separation and isolation, many different cultures developed.

Europe also has many mountain ranges. In the southwest, the Pyrenees isolated what is now Spain and Portugal from the rest of Europe. In the middle of the continent, the Alps separated Italy from central Europe. The Carpathians cut off what is now Ukraine and Russia from southeast Europe. The mountains, like the rivers, made it difficult for one group to control all of Europe. The mountains isolated groups of people which encouraged the growth of independent territories.



## CLIMATES

The warm waters of the Gulf Stream feed into an ocean current known as the North Atlantic Drift around Newfoundland, Canada. They continue to the Norwegian Sea. The warm current provides good fishing areas around the northwestern European coast. It also influences temperatures along the west coast, creating a mild climate for Western Europeans. Winds from the Gulf Stream also deliver moisture throughout the year. Most places in southern and western Europe have a Mediterranean climate with warm, dry summers and mild winters. However, central and northern Europe are too far inland to be affected by the Gulf Stream. These areas have cold winters and hot summers. During most of the Medieval period, the growing season in each climate zone was usually long enough to grow the crops needed for survival. Still, during some years, crops failed and areas of Europe experienced famine.

### ✓ CHECKING FOR UNDERSTANDING

1. **USING MAPS** Examine the map “Europe’s Geography and People.” How did Europe’s geography as a single peninsula with many smaller peninsulas encourage trade?
2. **EXPLAINING** How did Europe’s rivers and mountains encourage the development of different cultures and independent territories?

## KINGDOMS IN WESTERN EUROPE

**GUIDING QUESTION** How did Germanic groups build kingdoms in Western Europe?

By 500 C.E., Western Europe had divided into many Germanic kingdoms. Germanic people in Italy and Spain adopted many Roman ways. People farther from Rome held on to more of their Germanic traditions.

*Hadrian’s Wall, named after the Roman Emperor Hadrian, was built in Roman Britain in the early 100s C.E., probably to protect the area from invaders. It stretches 73 miles from the east coast of England to the west coast.*

**INTEGRATING VISUAL INFORMATION** Based on the image, what geographical feature formed natural boundaries in Western Europe?





## INTEGRATION OF KNOWLEDGE AND IDEAS

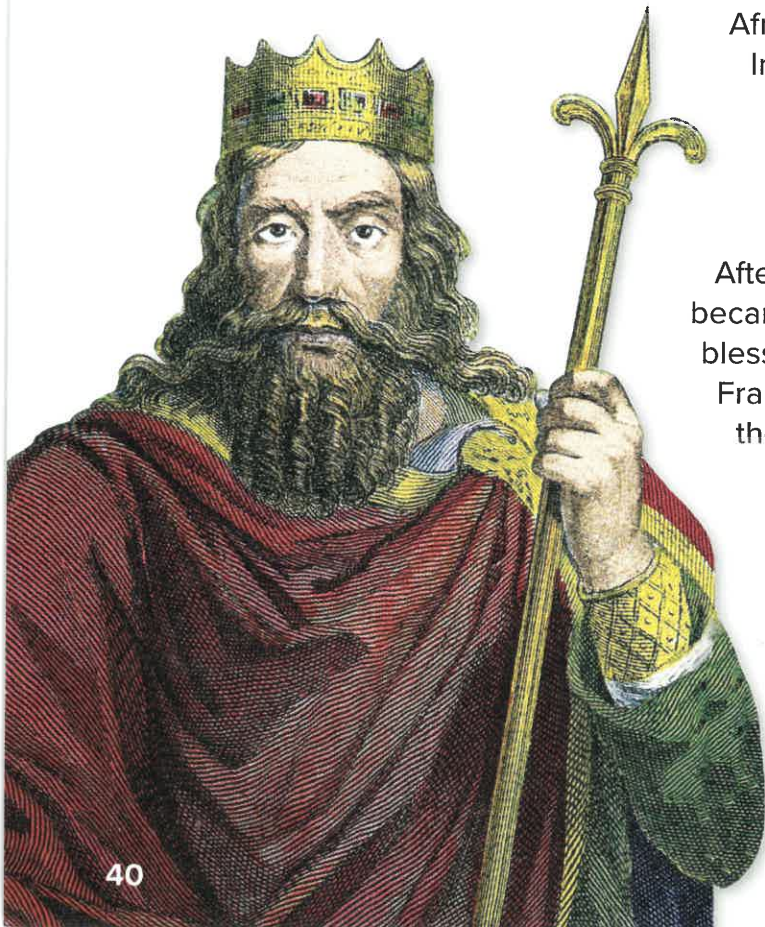
### 1. ANALYZING POINT OF VIEW

How does the author of the primary source in this section want the reader to view Charlemagne?

2. CITING TEXT EVIDENCE Based on the evidence in this section, is the primary source depiction of Charlemagne accurate?

*King Clovis won the support of Romans living in his kingdom when he accepted Christianity. [Engraving 1845]*

**EXPLAINING EFFECTS** Why might the Romans in the kingdom have accepted Clovis more after he became a Christian?



Roman influence was even weaker in Britain. After Roman armies abandoned the area that is today England, Germanic groups known as Angles and Saxons settled there. In time, they became the Anglo-Saxons.

The Anglo-Saxons pushed aside earlier settlers known as the Celts (KEHLTS). Some Celts fled north and west, while others crossed the sea to Ireland. The Scottish, Welsh, and Irish peoples today are largely descended from the Celts.

## THE FRANKS IN EUROPE

The Franks were the strongest Germanic group. They settled what is now France and western Germany. In 481, Clovis (KLOH•vuhs) became king of the Franks. Fifteen years later, he became the first Germanic ruler to accept Catholic Christianity. Before long, nearly all of the Franks became Catholic.

After Clovis died, Frankish kings lost much of their power. By 700, power had passed from kings to government officials known as mayors of the palace.

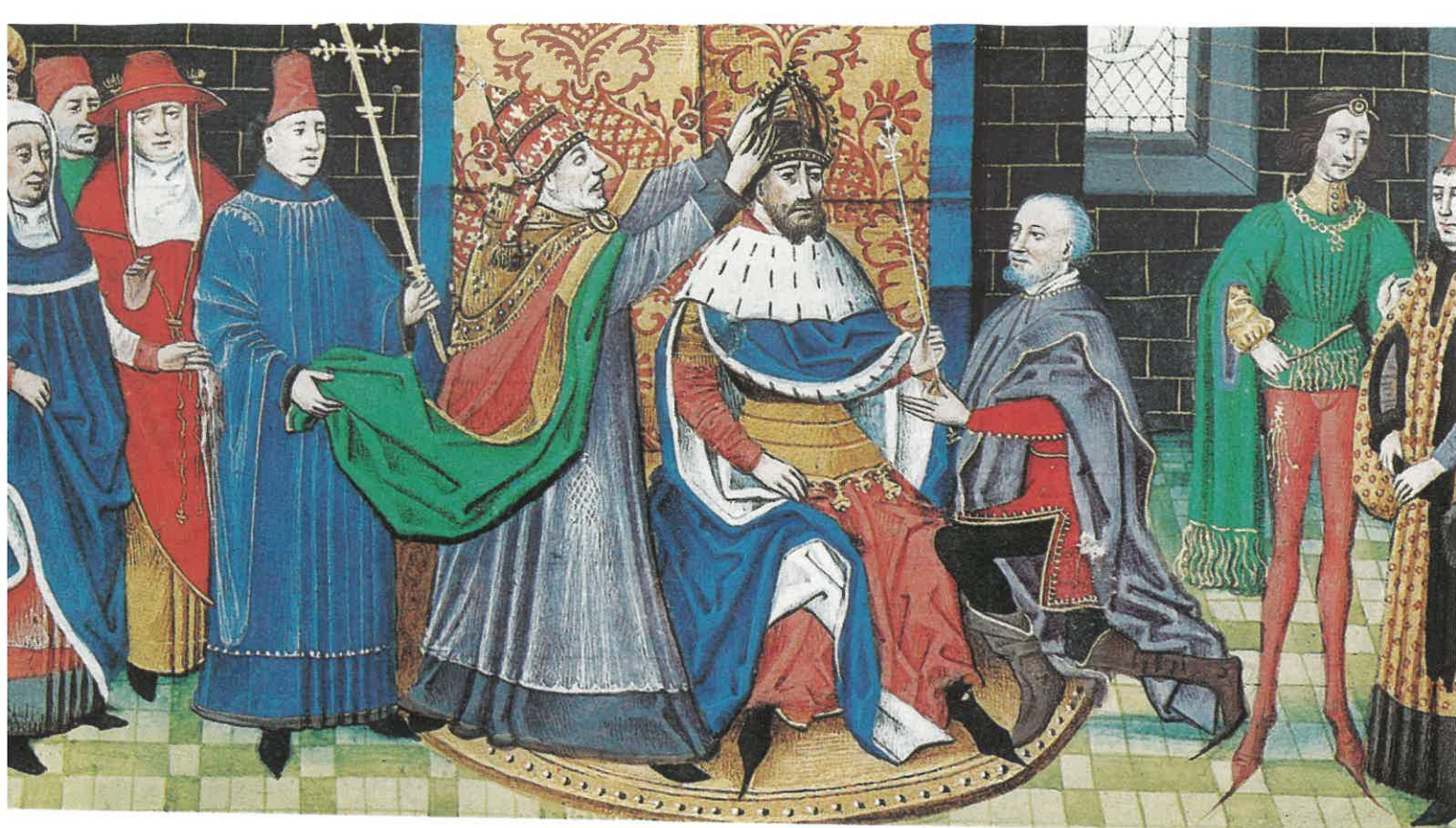
In 714, Charles Martel (mahr•TEHL), or “Charles the Hammer,” became mayor of the palace. The pope, who was the head of the Catholic Church, gave Martel his support. Martel and the pope wanted to restore order and strengthen Catholic Christianity in the lands of the old Western Roman Empire.

Martel wanted to stop the spread of Islam into Europe. By the early 700s, Muslims from North Africa had conquered Spain and entered France. In 732, Charles Martel defeated the Muslims at the Battle of Tours. This battle stopped the advance of Islam into Western Europe. It also ensured that Christianity would remain Western Europe’s major religion.

After Charles Martel died, his son Pepin (PEH•puhn) became mayor of the palace. With the support and blessing of the pope, Pepin became king of the Franks. In return, Pepin was expected to help the pope.

A Germanic group called the Lombards had invaded northern Italy and surrounded Rome. In 754, Pepin fought the Lombards in the Alps and forced them to leave. He then gave the pope a large strip of Lombard land in Italy. These lands became known as the Papal States. Pepin spent much of his rule ending rebellions against his rule in France and Germany.





*Pope Leo III crowned Charlemagne “Emperor of the Romans.” [Illustration from French manuscript c. 1150–1500]*

## THE EMPEROR CHARLEMAGNE

After Pepin died in 768, his son Charles became king of the Franks. In the years that followed, Charles sent his armies into neighboring lands, such as Germany. In an effort to establish Christianity as the religion of the kingdom, he forced the Saxons living there to convert to Christianity. Charles believed the king was responsible for the spiritual and physical well-being of his subjects. He gave money and land to the Church. He expanded religious reform, which included giving himself more control of the Church. He nearly doubled the size of his kingdom to include what is today Germany, France, northern Spain, and most of Italy.

By 800, Charles’s kingdom had grown into an empire. For the first time since the fall of Rome, many Western Europeans were ruled by one government. His conquests won Charles the name of Charlemagne (SHAHR•luh•MAYN), or Charles the Great. A monk named Einhard described Charlemagne this way:

“Charles was large and strong, and of lofty stature [height] . . . [his] nose a little long, hair fair, and face laughing and merry. . . . He used to wear the . . . Frankish dress—next [to] his skin a linen shirt and linen breeches [pants], and above these a tunic fringed with silk. . . . Over all he flung a blue cloak, and he always had a sword girt [fastened] about him.”

—from *The Life of Charlemagne*, by Einhard, c. 830–833 C.E.

**IDENTIFYING EFFECTS** Why was it important that the pope led the crowning ceremony?

### ANALYZING PRIMARY SOURCES

- 1. ANALYZING** How did Einhard describe Charles?
- 2. DRAWING CONCLUSIONS** What did Einhard try to convey with his description of Charles?



**CHARLEMAGNE (742–814 C.E.)**

Charles the Great (Charlemagne) became king of the Franks at age 29. He was married four times and had at least 18 children. He was an intelligent person who studied astronomy as well as other subjects. Charlemagne could speak many languages, including German and Latin. He could read but had trouble writing. He kept tablets under his pillow so he could practice writing during his leisure time. However, Einhard, the king's historian and scribe, said that Charlemagne was not very good at writing because he did not begin learning until he was older.

Charlemagne was disappointed that the Franks were not as educated as the people of Britain and Ireland. In 782 C.E., he arranged for several famous scholars to come to his capital in Aachen and create a school in the royal palace. Charlemagne, his wife, and his children studied there. He later established a general educational policy for all lands under his rule. During his reign, schools opened throughout his empire. [Illustration c. 1920]

**EXPLAINING** Why might a ruler like Charlemagne want his subjects to be educated?



In 800 C.E., Charlemagne came to Rome and defended the pope against unruly Roman nobles. On Christmas day, Charlemagne was worshipping 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 emperor of what would become the Holy Roman Empire. Charlemagne was pleased but also concerned. He did not want people to think the pope had the power to choose the emperor.

Despite this concern, Charlemagne accepted his duties as emperor and worked to strengthen the empire. The central government, located in the capital of Aachen (AH•kuhn), was small. As a result, Charlemagne relied on local officials called counts to help him govern. The counts ran local affairs and raised armies. Royal messengers went on inspections and told the emperor how the counts were doing.

Although he was possibly unable to read or write, Charlemagne wanted to advance learning in his kingdom. He had tried late in life to learn to write and wanted his people to be educated too. He **established** a school for the children of government officials. Students at the school studied religion, Latin, music, literature, and arithmetic. Charlemagne's efforts to educate his kingdom are sometimes called the Carolingian Renaissance, or rebirth.



## WAVES OF INVADERS

More than anything else, Charlemagne's forceful personality held the empire together. After Charlemagne died in 814, his empire did not last long. Charlemagne's son Louis was not a strong leader. After Louis died, his sons divided the empire into three kingdoms.

These Frankish kingdoms were weakened by outside attacks. In the 800s and 900s, waves of invaders swept across Europe. Muslims from North Africa raided France and Italy. Fierce nomads called Magyars from Hungary invaded eastern parts of France and Italy. Vikings launched raids from their homeland in Scandinavia (SKAN•duh•NAY•vee•uh).

Scandinavia is in northern Europe. Norway, Sweden, and Denmark are all part of modern Scandinavia. Much of Scandinavia has a long, jagged coastline. It has many **fjords** (fee•AWRDS), or narrow inlets of the sea. The fjords, surrounded by steep cliffs or slopes, were carved by glaciers long ago. The Viking people, known as Norsemen or "north men," lived in villages near the fjords.

Scandinavia has little farmland, so the Vikings had to depend on the sea for food and trade. They became skilled sailors and traveled in sturdy longboats. These boats could survive the rough Atlantic and also navigate shallow rivers.

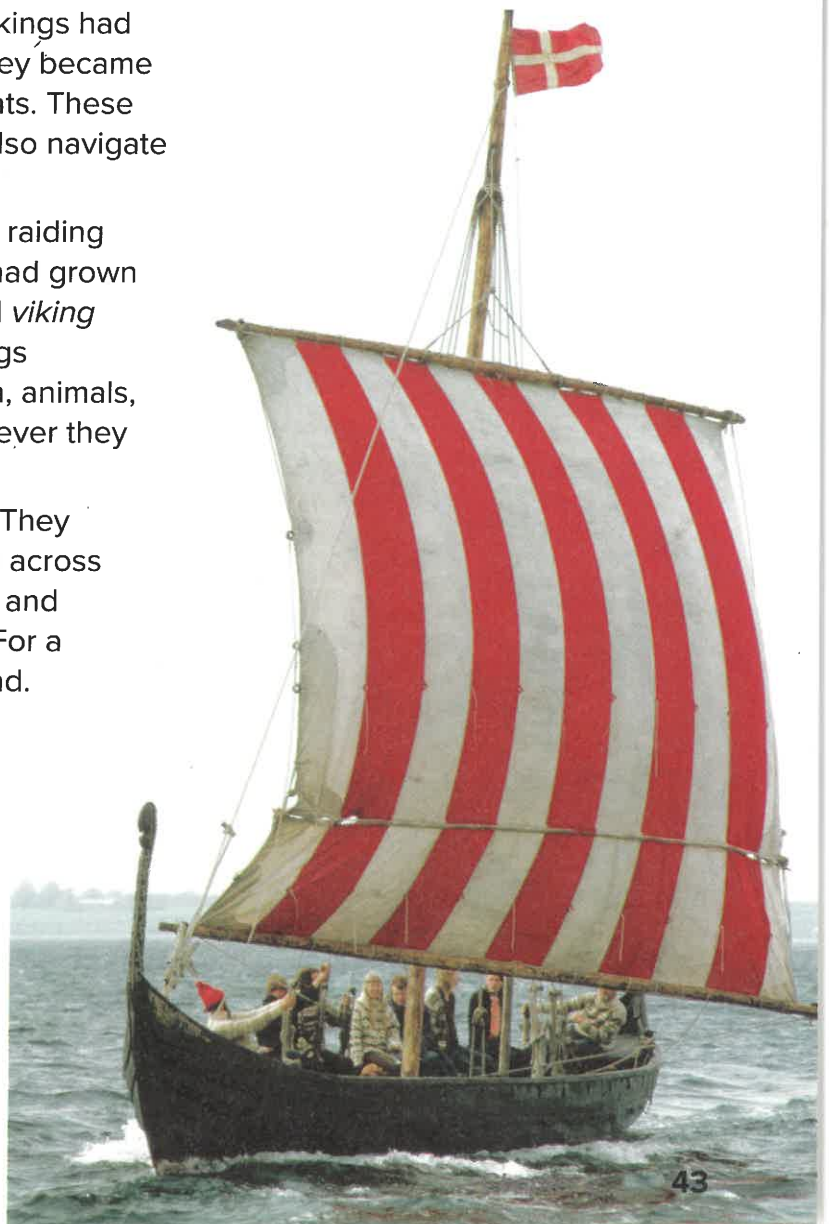
In the 700s and 800s, the Vikings began raiding Europe, probably because their population had grown too large to support itself at home. The word *viking* comes from their word for raiding. The Vikings attacked villages and churches, seizing grain, animals, and other valuable items. They burned whatever they could not steal.

The Vikings were more than just raiders. They were also explorers and settlers. They sailed across the Atlantic, settled the islands of Greenland and Iceland, and even landed in North America. For a short time, Viking groups also lived in England. They founded the territory of Normandy in northwestern France and settled in parts of what are now Russia and Ukraine.

*Vikings sailed the northern seas in boats powered by oars and the wind. This longship is a replica of a Viking ship that carried explorers.*

### DETERMINING MEANING

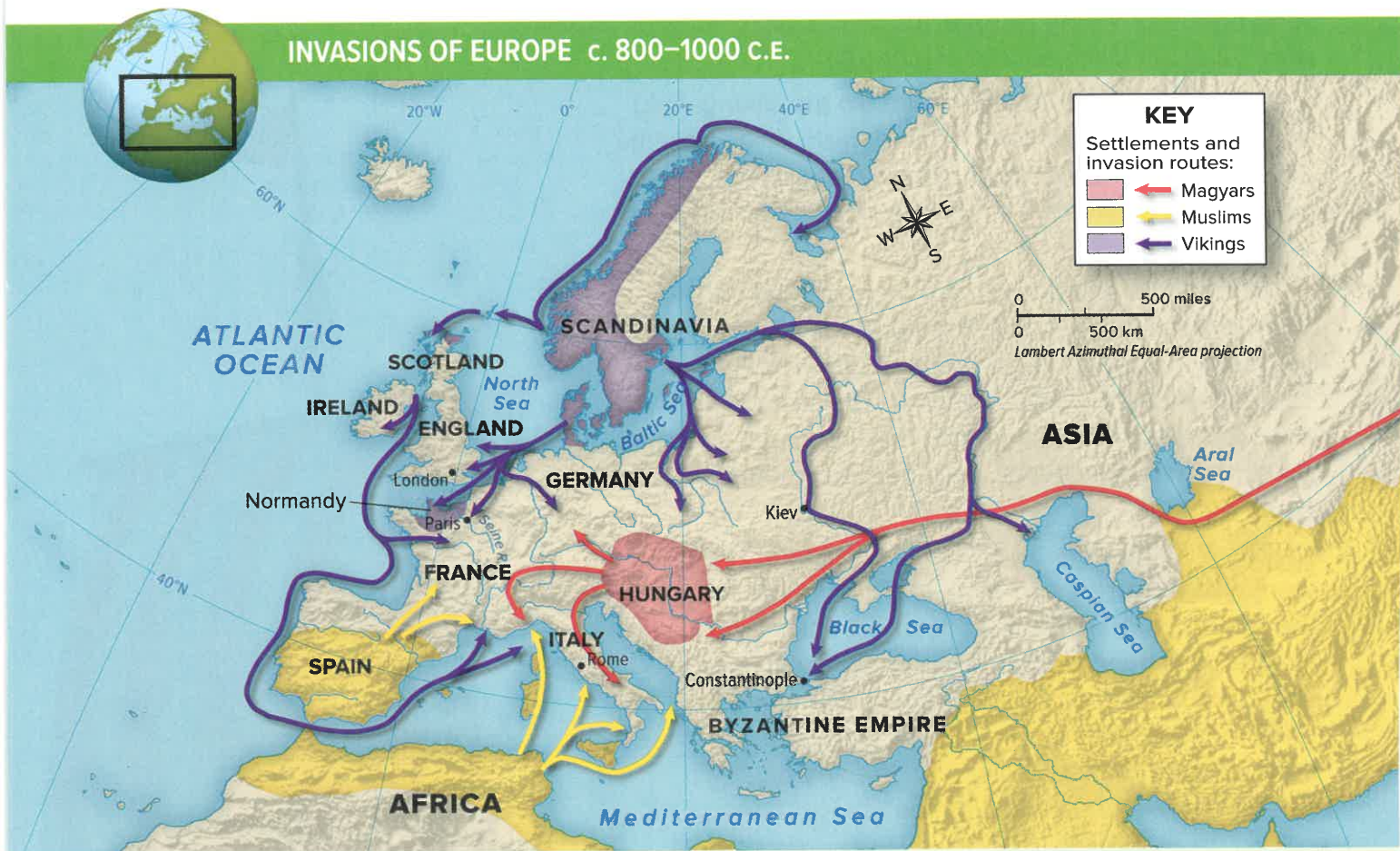
**Fjord** comes from an old Norse word meaning "passage." What does that tell you about how the Viking people used the fjords?



## FORMATION OF THE HOLY ROMAN EMPIRE

Muslim, Magyar, and Viking invaders brought much suffering to Europe's people. Their attacks also weakened the Frankish kingdoms. By the 900s, the eastern Frankish kingdom, known as Germany, became a collection of small territories ruled by nobles. In 911, a group of these nobles sought to unite Germany by electing a king.

In 936, Duke Otto of Saxony was elected king of Germany. Otto became a powerful ruler. Germanic forces defeated the Magyars and freed the pope from the control of Roman nobles. To reward Otto, the pope crowned him emperor of the Romans in 962. Otto's territory became known as the Holy Roman Empire. It included most of present-day Germany and northern Italy.



### GEOGRAPHIC REASONING

During the Early Middle Ages, several different groups invaded and settled in Europe.

- 1. PATTERNS AND MOVEMENT** Which groups of invaders traveled by sea?
- 2. HUMAN-ENVIRONMENT INTERACTION** Why might an army have found it more difficult to invade Italy than Hungary?



After Otto, two important emperors, Frederick I and Frederick II, tried to bring Germany and Italy under a strong central government during the 1100s and 1200s. The popes did not want the emperors to control them. They joined with some of Italy's cities to resist the emperors' forces. Ongoing conflict kept Germany and Italy from becoming united countries until the 1800s.

### ✓ CHECKING FOR UNDERSTANDING

1. **UNDERSTANDING CHRONOLOGY** Create a time line showing the history of the Franks, beginning with Clovis and ending with Charlemagne.
2. **IDENTIFYING CAUSES** What led to the formation of the Holy Roman Empire?

## THE CHURCH AND ITS INFLUENCE

**GUIDING QUESTION** *How did the Catholic Church influence life in early medieval Europe?*

The Roman Catholic Church played an important role in the growth of a new civilization in medieval Western Europe. The Christian areas of Europe were often referred to as “Christendom.” This reference shows the important role the Church played in Christians’ lives.

### CHRISTIANITY IN EUROPE

At the time of Rome’s fall, large areas of northwestern Europe practiced a variety of non-Christian religions. Ireland was different. In the 400s, a Christian priest named Patrick traveled to Ireland. There, Patrick spread Christianity and founded churches and monasteries, or religious houses. Over several hundred years, Irish monks played an important role in preserving Roman knowledge and passing it on to the people of Europe.

Patrick inspired Pope Gregory I, or Gregory the Great, to spread Christianity. Gregory asked monks to become **missionaries** (MIH•shuh•NEHR•eez)—people who are sent out to teach their religion. In 597, Gregory sent 40 monks to Britain to teach Christianity.

Other monks spread the religion elsewhere in Europe. The western Slavs of Poland were converted to Christianity when their ruler accepted the religion in 966. The Poles became closely tied to the Roman Catholic Church. By 1050, most Western Europeans had become Catholic Christians.

### ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE**  
Which sentence from the text demonstrates the meaning of the word *excommunicate*?
2. **DETERMINING CENTRAL IDEAS** What caused Henry IV to change his mind and agree with Pope Gregory?

### DETERMINING MEANING

What does the word **missionaries** imply about the way they viewed their task?

## THE CONTRIBUTIONS OF MONKS AND NUNS

Monks lived in monasteries. Monasteries served as schools and hospitals. Monks taught carpentry and weaving, and they developed improvements in farming. Many monks copied Christian writings, as well as Roman and Greek works. They also made illuminations, which are manuscripts decorated with beautiful lettering and miniature religious paintings. These monks helped preserve knowledge of the classical and early Christian worlds. Each monastery produced goods and owned land. Over time, many monasteries became wealthy.

Monks lived in communities headed by abbots (A•buhtz). Women called nuns lived in their own monasteries called convents. Convents were headed by abbesses (A•buh•ihs).

## CHURCH AUTHORITY

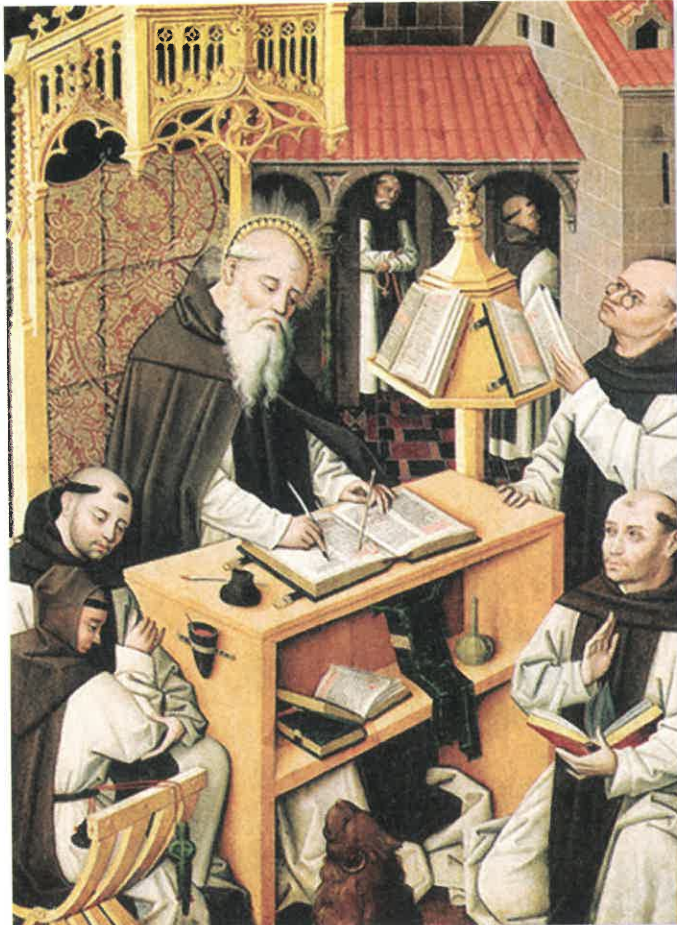
Many monasteries became wealthy. As their influence increased, abbots became active in political affairs. This caused disagreements. Kings wanted Church leaders to obey them. Popes, however, believed kings should obey the Church.

Elected pope in 1073, Gregory VII declared that only the pope had the power to appoint high-ranking Church officials. Pope Gregory's order angered Henry IV, the Holy Roman emperor.

For many years, the Holy Roman emperor had chosen bishops in Germany. Henry insisted on naming his own bishops. Gregory then declared that Henry was no longer emperor and excommunicated him. This meant that he no longer had the rights of church membership and could not go to heaven.

When the German nobles supported the pope, Henry changed his mind. He traveled to Italy and begged the pope for forgiveness. Gregory forgave Henry, but the German nobles chose a new emperor. When Gregory accepted the new emperor, Henry seized Rome and named a new pope, Clement III. Church cardinals continued electing their own popes during this time.

*In the days before printing presses, monks helped preserve knowledge by copying classical Greek and Roman writings as well as the Bible and other early Christian writings. [Painting c. 1500s]*

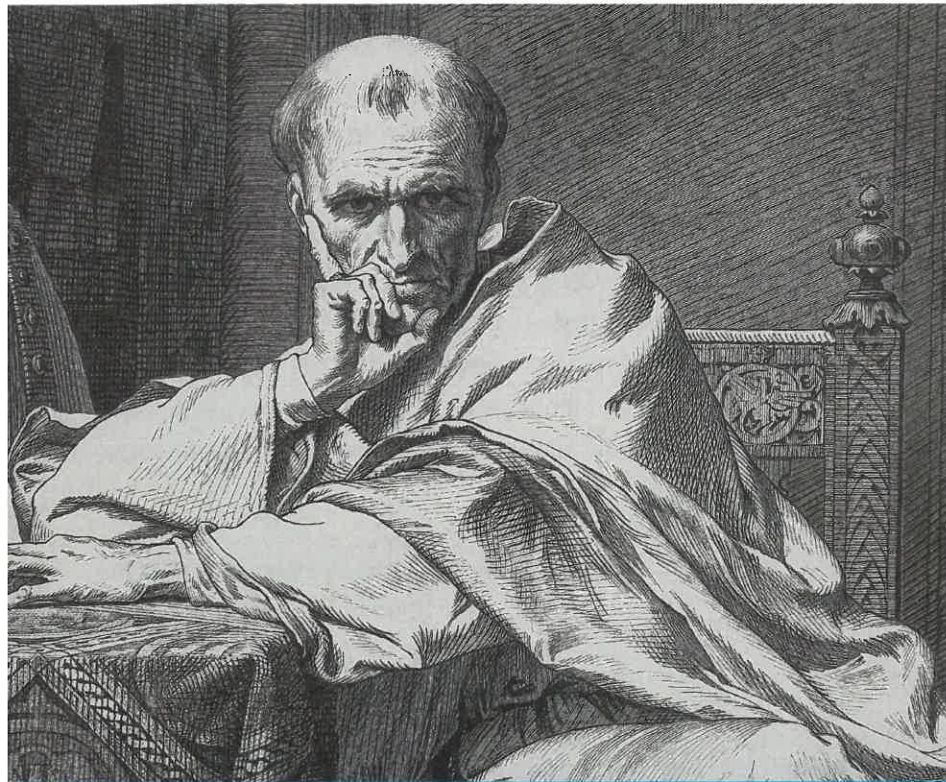




The struggle continued until 1122, when a new German king and a new pope agreed that only the pope could choose bishops, but only the king or emperor could give them government posts. This agreement, called the Concordat of Worms, was signed in the German city of Worms. A **concordat** (kuhn • KAWR • DAT) is an agreement between the pope and the ruler of a country.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING IDEAS** How did Christianity spread throughout Western Europe?
2. **EXPLAINING ISSUES** What major issue did kings and popes disagree on?



*Pope Gregory VII (c. 1025–1085) was the first pope to use his position to dethrone a crowned ruler. [Date of portrait unknown]*

**EXPLAINING ISSUES** Why do you think Pope Gregory VII wanted to stop kings from choosing Church officials?

## LESSON 1 REVIEW AND ACTIVITIES

### Time and Place

1. **EXPLAINING** Look back at the maps in this lesson. How did Europe's physical geography make it difficult for one group to control all of Europe? How did Europe's physical geography make it easy for the Vikings to invade so much of Europe?

### Building History-Social Science Analysis Skills

2. **EXPLAINING** What happened in Britain after Roman armies abandoned the area during the 400s?
3. **DETERMINING CONTEXT** What impact did the Battle of Tours have on European history?
4. **EXPLAINING** What role did monasteries play in medieval Europe? ✓

### Writing About History

5. **EXPLANATORY WRITING** Henry IV begged for the pope's forgiveness. If you were going to interview King Henry about this incident, what three questions would you ask him? Write three questions and then your answers in a paragraph.

### Collaborating

6. **ASKING QUESTIONS** Work with a partner to discuss the conflict between Pope Gregory VII and the Holy Roman Emperor Henry IV. Each of you should compile a list of questions that will help you understand the conflict. Exchange question lists, and then take turns sharing the answers.



Include this lesson's information in your Foldable®.



## ESSENTIAL QUESTION

- What are the characteristics that define a culture?

# THE STORY BEGINS...


## LESSON 2

# Feudalism and the Rise of Towns

Cynulf could hardly hold back his excitement. It had taken him many years to save the sixty pieces of gold to buy this land and his freedom from the earl. He wondered what it would be like to no longer have to work a noble's land or pay him fees. As Cynulf anxiously looked on, Earl Aethelred wrote the purchase in his records (c. 880-910 C.E.):

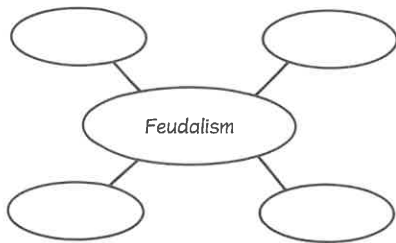
“And further, I now give this estate of twelve hides at Stoke, to Cynulf, son of Ceoluht, for three lives, in return for sixty mancuses of pure gold—to be free from every due both to king and earl and reeve, from every service small or great, except military service and the construction of fortresses and bridges and simple compensation to others, and nothing is to go out by way of wite [blame].”

—from *Select English Historical Documents of the Ninth and Tenth Centuries*, 1914



Castles were usually encircled by a moat, or water-filled ditch, that served as the first layer of defense against attacks. This photo shows Bodiam Castle, which was built in the late 1300s.





### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the important features of feudalism as a social system during the Middle Ages. Record the features in a web diagram like this one. Cite text evidence that shows why the feudal system was successful.

## THE FEUDAL ORDER

**GUIDING QUESTION** *How did Europeans try to bring order to their society after the fall of Charlemagne’s empire?*

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.

After the fall of Charlemagne’s empire, strong governments collapsed in Western Europe. Kings lost much of their power. Local land-owning nobles became increasingly important in political affairs. They raised armies. They also collected taxes and imposed laws on the people living on their lands.

When invaders swept through Europe, people turned to the nobles for protection. Nobles governed and protected the people in return for services, such as fighting in a noble’s army or farming the land. This led to a new political and social order known as **feudalism** (FYOO•duh•LIH•zuhm).

By 1000, Europe’s kingdoms were divided into hundreds of feudal territories. Most of these territories were small. A noble’s castle was the center of each territory.

### LORDS, VASSALS, AND KNIGHTS

Feudalism was based on ties of loyalty and duty among members of the nobility. Nobles were both lords and vassals. A lord was a high-ranking noble who had power over others. A **vassal** (VA•suhl) was a lower-ranking noble who served a lord. In return, the lord protected the vassal.

Castles were built to provide nobles a strong defense from their enemies. They were often built on high ground and had strong walls to protect their inhabitants. Castles were often built near places that were important to a noble and their people such as trade routes or fertile land.

### ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING THEMES** What evidence is in the text to demonstrate that feudal society was warlike?
- 2. ANALYZING STRUCTURE** Why would the concept of chivalry be important in a warlike society?

### MAKING CONNECTIONS

#### THE FEUDALISM OF CHARLEMAGNE

Building on the system of order started by his father, Pepin, and grandfather, Charles Martel, Charlemagne expanded the power of the medieval king through the feudal system. He was skilled at persuading others to remain loyal to him. He awarded land grants, privileges, honorary titles, and the promise of protection to gain the support of lords, vassals, and knights. These benefits made Charlemagne popular among his subjects. In return, lords, vassals, and knights supported Charlemagne through gifts, fines, fees, and on occasion, taxes.

The tie binding a lord and his vassal was declared in a public ceremony. The vassal took an oath, similar to this one recorded in 1479, and placed his hands between those of his lord. Then the vassal swore:

### ANALYZING PRIMARY SOURCES

1. **SUMMARIZING** What were vassals pledging with this type of oath?
2. **DRAWING CONCLUSIONS** What does this oath imply about political and social order under feudalism?

“ Sir, I enter your homage [service] and faith and become your man by mouth and hands [that is, by taking the oath and placing his hands between those of the lord], and I swear and promise to keep faith and loyalty to you against all others. ”

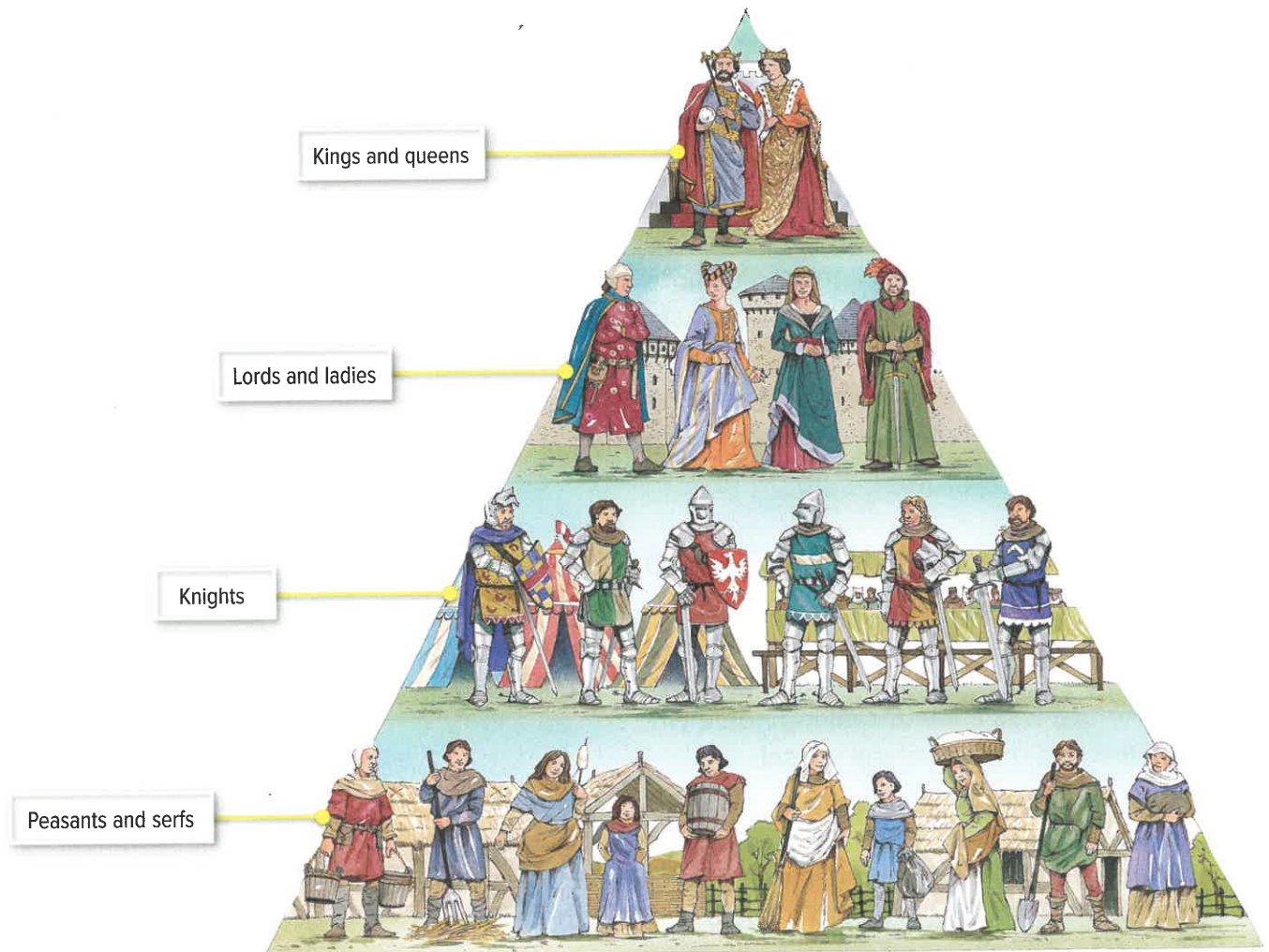
—from *A Source Book for Medieval History*, 1905

### DETERMINING MEANING

What context clue in the paragraph helps describe the meaning of **military**?

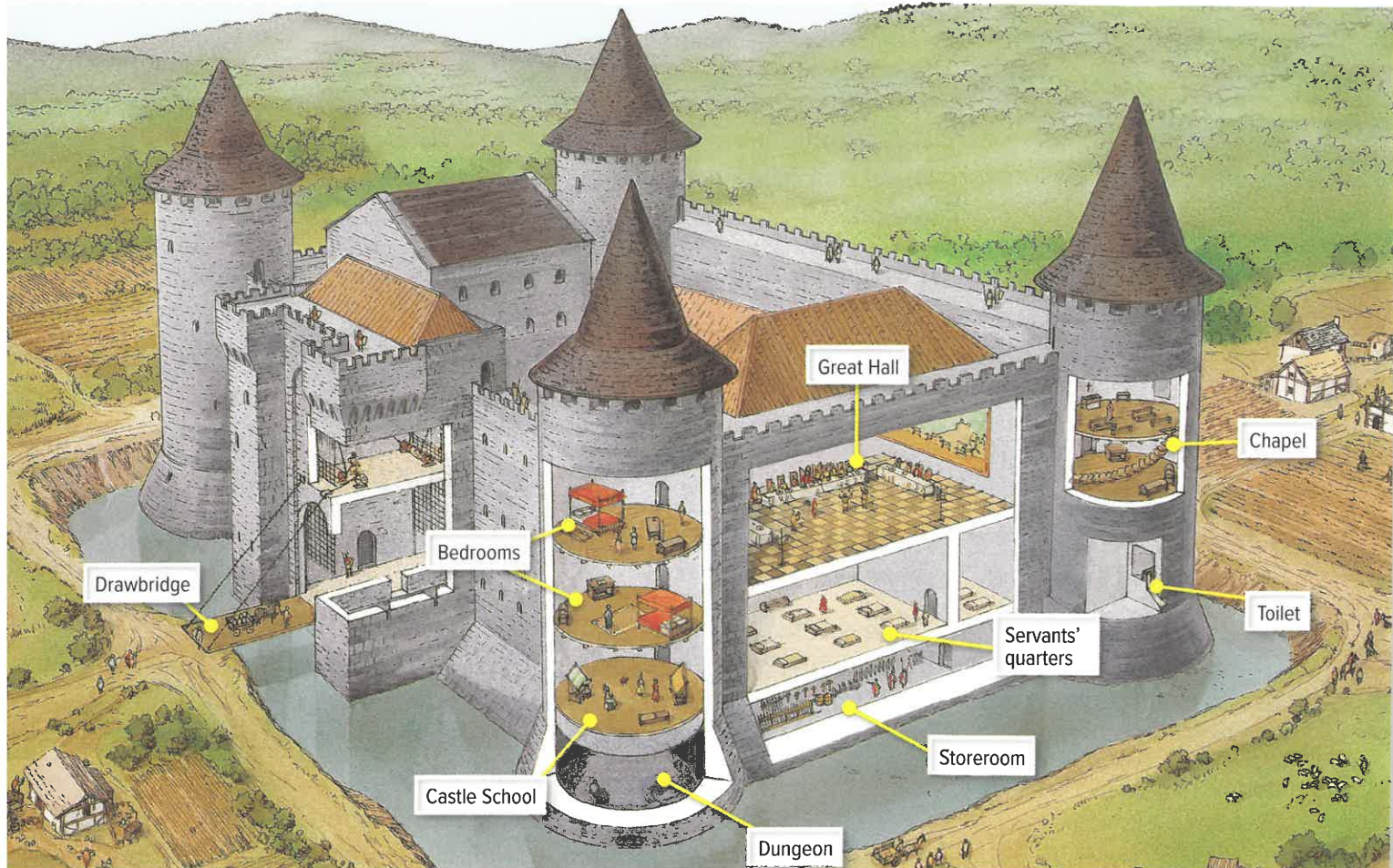
A vassal helped his lord in battle. In exchange for the vassal's **military** service, a lord gave his vassal land. The property granted to a vassal was known as a **fief** (FEEF).

Many lower-ranking vassals were known as **knights**. They were armed warriors who fought on horseback. In early medieval times, warriors in Western Europe mostly fought on foot. In the 700s, knights began to use a foot piece called a stirrup. Stirrups allowed a knight to sit on a horse and attack.



[Modern illustration]





*Castles in the Middle Ages were designed to provide good defenses for their owners. For example, castles often occupied high ground. High towers at each corner allowed soldiers to spot approaching attackers. [Modern illustration]*

## NOBLES AND KNIGHTS IN MEDIEVAL SOCIETY

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

Knights followed the code of **chivalry** (SHIH•vuhl•ree). These rules stated that a knight was to be brave and obey his lord. A knight was also required to respect women of noble birth, honor the Church, and help people. Many of today's ideas about manners come from the **code** of chivalry.

Knights trained for war by fighting one another in tournaments, or special contests. The most popular event was the joust. Two knights on horseback carrying lances, or spears, galloped toward each other and tried to knock each other off.

Nobles were often at war and away from their castles. In their absence, their wives or daughters ran the estates. The castle was at the center of the estate. Most castles had two parts. The first was a motte (MAHT), or steep-sided hill. The second part was the bailey, an open space next to the motte. Both parts were encircled by high walls. The castle keep, its central building, was constructed on the motte.



In the basement of the keep, tools and food were stored. On the ground floor were kitchens and stables. Above these was a great hall. The lord held court and met visitors here.

### ✓ CHECKING FOR UNDERSTANDING

1. **RELATING EVENTS** What events led to a new political and social order known as feudalism?
2. **ASKING QUESTIONS** Create a list of questions to help you understand the differences among lords, knights, and vassals in the feudal system.

### UNDERSTANDING CRAFT AND STRUCTURE

1. **ANALYZING TEXT** Based on the evidence in the text, what words best describe the life of those living on a manor?
2. **MAKING CONNECTIONS** What invention brings the most change to the lives of serfs? How does the text describe how these inventions changed the lives of serfs?

*Serfs had a busy life working in the fields growing the lord's crops and their own. This painting was made sometime in the 1400s to decorate a calendar page.*



## THE MEDIEVAL MANOR

**GUIDING QUESTION** *How did most Europeans live and work during the Middle Ages?*

Nobles, knights, and peasants (or farmers) depended on the land for everything they needed. The lands of a fief consisted of manors. A manor was a farming community that a noble lord or knight ran and peasants worked. It usually consisted of the noble's castle, the surrounding fields, and a peasant village.

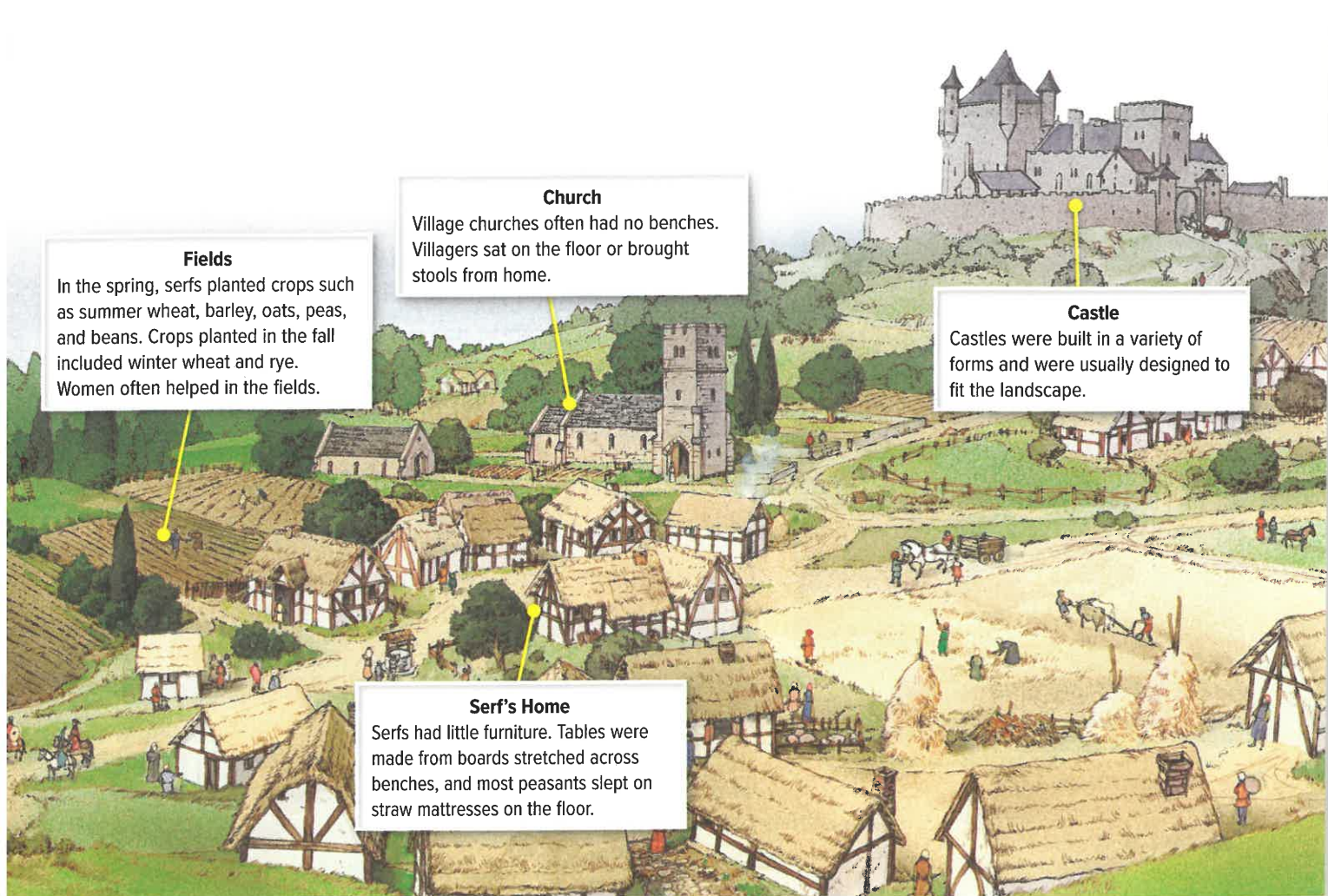
The most important official on the manor was the steward. He worked for the lord helping to manage the resources of the manor, including the forests, rivers, meadows, and pastures. He decided which crops to plant and which fields to use. He made sure there was no waste or destruction and that everyone did their jobs well.

### TWO GROUPS OF PEASANTS

During the Middle Ages, the vast number of Europeans were peasants living and working on manors. There were two groups of peasants—freemen and serfs. Freemen paid the noble for the right to farm the land. They worked only on their own land and had rights under the law. They moved wherever and whenever they wished.

Most peasants, however, were **serfs** (SUHRFS). Serfs and their descendants were tied to the manor. They could not own property, move to another area, or marry without the noble's permission. Serfs were not enslaved, however. Nobles could not sell them or take away the land they farmed to support themselves. Nobles were also expected to protect 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.

### Church

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

### Castle

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

### 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.

Serfs worked long hours in the fields and did many services for the nobles. They spent three days of the week working the noble's land and the rest of the week farming their own. However, they had to give part of their own crops to the noble. They also had to 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 escape to the towns. If a serf was not caught and 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 areas were allowed to buy their freedom.

*A medieval manor had several parts. At the center was the lord's castle or fortified manor house. Peasants usually lived in a small village nearby. The village contained cottages, huts, barns, gardens, and perhaps a small church. The peasants grew crops in the fields around the village. Manors were found not only in western Europe, but were also common in Russia and Japan. [Modern illustration]*

### INTEGRATING VISUAL INFORMATION

What were the four areas of a medieval manor?

## THE LIVES OF THE PEASANTS

Peasants—both freemen and serfs—lived in villages clustered around an open area called a village green. Their homes were just simple cottages. The poorest peasants lived in a single room.

Peasants worked year-round. In late winter and spring, they planted crops of beans, peas, barley, and oats. In early summer, they weeded fields and sheared sheep. In late summer, they harvested grain. They also slaughtered livestock.



*Holland is well-known for its windmills like the one pictured here. Used for grinding grain, and later to provide power, there are approximately 1,000 of these original windmills in Holland today.*

#### **INTEGRATING VISUAL**

**INFORMATION** How did geography play a role in the production of power during Medieval times?

During times of leisure, peasant life centered on the church and the village green. Peasants took a break from work and went to church on Sunday and Catholic feast days. Certain feast days were celebrated with singing and dancing on the green. Peasant men took part in sports such as wrestling and archery.

Besides working in the fields, peasant women raised children and prepared the family's food. They made dark, heavy bread, which peasants ate with vegetables, milk, nuts, and fruits. They also ate eggs and meat, washed down with ale.

### **IMPROVEMENTS IN FARMING**

Manors usually produced only enough food to support the peasants and the lord's household. However, over time, Europeans developed new ways to increase the number of crops they could grow, as well as how much the crops produced.

One major improvement was a heavy, wheeled plow with an iron blade. The new plow made deeper cuts in the dense clay soil. The heavier plow meant peasant farmers spent less time in the fields. The horse collar was another important invention. The collar enabled a horse to pull a plow. Horses could pull plows faster than oxen could. This invention made it possible for peasants to produce more food.

Water and wind power also became important during the Middle Ages. Europe's rivers provided power for water mills to grind grain into flour. In places without rivers, windmills could be used for grinding grain, pumping water, and sawing wood.

Another improvement in agriculture was crop rotation. Peasants used three fields rather than two to keep the soil fertile. One field was planted in the fall, a second one in springtime, and

#### **MAKING CONNECTIONS TO TODAY**

### **MANAGING THE ENVIRONMENT**

The people of Medieval Europe actively managed their environment to increase their food supply. Today, state and federal governmental agencies also manage the environment. One way is by selling hunting and fishing permits. Limits are set on when, where, and how many animals a hunter or fisher can take. By setting these limits, it prevents overhunting and overfishing and maintains a healthy environment. These agencies also conduct environmental studies to help make decisions about how best to manage the environment, such as stocking fish or wildlife or controlling nuisance wildlife and plants.



the third field was left unplanted. With this system, only one-third of the land was left unused at a time, rather than one-half. More crops could be grown as a result. These innovations created an agricultural revolution in Europe, causing the population to increase, trade to expand, and cities to grow again.

### ✓ CHECKING FOR UNDERSTANDING

1. **COMPARING AND CONTRASTING** Compare and contrast the two groups of peasants living and working on manors.
2. **EXPLAINING CAUSE AND EFFECT** How did improvements in farming create an agricultural revolution in Europe?

## THE GROWTH OF TOWNS AND CITIES

**GUIDING QUESTION** *How did increased trade change life in medieval Europe?*

When the Roman Empire collapsed, trade throughout Europe sharply declined. Bridges and roads fell into ruin. Law and order largely disappeared. Most people spent their entire lives in the farming villages where they were born. They knew very little about the rest of the world.

By 1100, feudalism had made Europe safer. Nobles repaired roads, arrested bandits, and enforced the law. Men who had been accused of a crime and fled were declared outlaws and lost all property and legal rights. Meanwhile, new technology enabled people to produce more food and goods. Europe's population grew for the first time since the fall of Rome.

Peasants began to make cloth and metal products. Nobles also sought luxury items, such as sugar, spices, silks, and dyes. These goods came from the East.

### WEALTHY TRADING CENTERS

As Europe's trade increased, towns grew larger. Several cities became wealthy from trade. The cities of Venice (VEH•nuhs), Pisa, and Genoa in Italy built fleets of trading ships. They became major trading centers. By 1200, the Italian cities of Genoa and Venice controlled the profitable Mediterranean trade with the Byzantine Empire.

Florence, in the Tuscany region of Italy, also began to grow at this time. The city became well-known for making high-quality woolen cloth. Florence was able to use its location on the Arno River to move goods to seaports for trade. Many merchant families in the city grew wealthy and powerful. As Florence grew, it was able to influence nearby cities and make agreements with other large cities in Italy, such as Pisa. In time, Florence began to control trade throughout Europe and became one of its wealthiest cities.

### UNDERSTANDING CRAFT AND STRUCTURE

1. **DETERMINING CENTRAL IDEAS** Using the section headings as clues, what adjectives could describe the cities during the Middle Ages?
2. **CITING TEXT EVIDENCE** What evidence does the text cite that describes the medieval cities as wealthy?

*As feudalism spread throughout Europe, towns and cities grew. Tall stone buildings lining narrow streets were similar in England and France. This street is still in use in Blesle, France.*





Trade was lively in medieval marketplaces with a variety of products for sale. This scene was painted in the late 1400s in Italy.

#### INTEGRATING VISUAL

**INFORMATION** What types of goods appear to be available at this market?

Meanwhile, Flanders—a region that is today part of Belgium—became a center of trade on Europe’s northern coast. Towns in Flanders, such as Bruges and Ghent, were known for wool. Merchants from all over Western Europe traveled to these towns to trade their goods for woolen cloth.

Trade fairs were established in northern France. At these fairs, northern European merchants bartered their products. They traded furs, tin, honey, and wool for swords and cloth from northern Italy and silks, sugar, and spices from Asia.

As trade increased, merchants demanded payment in gold and silver coins. People again began using money to buy goods. Some merchants set up banks.

## GOVERNMENT IN CITIES

The rise of trade and cities created a new middle class in medieval Europe. People in the middle class had some wealth as a result of their roles as merchants, bankers, or artisans. They became important leaders in the cities.

Eventually, medieval towns began to set up their own governments. Only males were considered citizens. In many cities, the citizens elected the members of a city council. These elected officials served as lawmakers and judges.

Under the feudal system, towns were often part of the territory belonging to a noble. As a result, nobles tried to control town affairs. Townspeople, however, disliked owing taxes and services to nobles. They wanted freedom to make their own laws. As their wealth increased, townspeople forced nobles to grant them basic rights. These included the right to buy and sell property and the freedom from having to serve in the army.



## WHAT DID GUILDS DO?

Trade encouraged townspeople to produce many different kinds of products. Craftspeople organized **guilds**, or business groups. Each craft had its own guild.

Guilds controlled business and trade in a town. The guild set the price for a product or service. Guilds also set and enforced standards of quality for products. In addition, guilds decided who could join a trade. An apprentice, or trainee, learned a trade from a master artisan who provided room and board but no wages. After completing this training, the apprentice became a journeyman who worked under a master for a daily wage.

## LIFE IN A MEDIEVAL CITY

Medieval cities were surrounded by stone walls. Inside the walls, stone public buildings and wooden houses were jammed close together. Candles and fireplaces were used for light and heat.

Towns could be unhealthy places. Wood and coal fires in people's homes and shops filled the air with ashes and smoke. Sewers were open, and there was little concern for cleanliness.

City women kept house, cared for children, and managed the family's money. Wives often helped their husbands in their trade, sometimes carrying on the trade after their husbands' deaths.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING IDEAS** Describe how wealthy trading centers and banks developed in medieval Europe.
2. **IDENTIFYING EFFECTS** How did guilds affect the way medieval townspeople made a living?

## LESSON 2 REVIEW AND ACTIVITIES

### Time and Place

1. **IDENTIFYING** Draw a chart to show the major parts of a medieval manor, describing the importance of each part.

### Building History-Social Science Analysis Skills

2. **EXPLAINING EFFECTS** What impact did the code of chivalry have on knights in the Middle Ages?
3. **EXPLAINING** What explains the development of cities and towns during the Middle Ages?
4. **ANALYZING POINTS OF VIEW** If you were a person in business in medieval Europe, why would membership in a guild be important to you?

### Writing About History

5. **INFORMATIVE WRITING** What new inventions allowed people in Western Europe to grow more food during the Middle Ages? What was the result of this increase in food production?

### Collaborating

6. **IDENTIFYING PATTERNS** Work with a partner to conduct research and find photos of European cities, towns, and villages that still have a medieval character today. You may begin your research by looking at the Cotswold region and the city of York in England. Use the images you found to create a slide show presentation. Write a short description of the subject of each photo to share aloud with the class.



Include this lesson's information in your Foldable®.

## ESSENTIAL QUESTION

• *Why do governments change?*

# THE STORY BEGINS...

*Christians and Muslims fought for control of Jerusalem, Antioch, and Tripoli during the Crusades. [Colored engraving based on painting by Sir John Gilbert 1862]*

## LESSON 3

# Kingdoms and Crusades

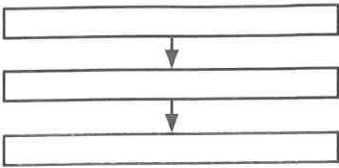
Around 1098, Anselme proudly looked at his men as he strolled through the camp. These men had fought and won many bloody battles over the last few months. They had travelled hundreds of miles. They were tired and hungry, and many were sick. But like him, these men were honored to be fighting for the Church. When he reached his tent he decided to write a letter to the bishop:

“Again and again I beseech you, readers of this letter, to pray for us, and you, my lord bishop to order this to be done by your bishops. And know for certain that we have captured for the Lord 200 cities and fortresses. May our mother, the western church, rejoice that she has begotten such men, who are acquiring for her so glorious a name and who are so wonderfully aiding the eastern church.”

—from *Original Sources of European History Volume I*, 1914







### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the causes and effects of the Crusades. Record each cause and effect in a sequence diagram like this one. Explain how the Crusades helped weaken feudalism. Cite text evidence to support your answer.

## ROYAL POWER IN ENGLAND

**GUIDING QUESTION** *How was the king's power strengthened and then limited in medieval England?*

In the late 800s, Vikings from Scandinavia attacked Britain, where the Anglo-Saxons had founded many small kingdoms. King Alfred of Wessex, later known as Alfred the Great, united the Anglo-Saxons and halted the Viking advance. The kingdom that Alfred united became known as "Angleland," or England.

Alfred ruled England from 871 to 899 C.E. Unfortunately for England, the Anglo-Saxon kings who followed Alfred were generally weak rulers.

### WILLIAM THE CONQUEROR

In 1066, the last Anglo-Saxon king of England died without an heir. A noble named Harold Godwinson claimed the English throne. In France, a relative of the Anglo-Saxon kings, William, Duke of Normandy (NAWR•muhn•dee), said that he, not Harold, was the rightful king of England. William recruited thousands of troops from neighboring provinces. He also asked the pope to support his claim to England. The pope gave his support to William and excommunicated Harold.

In the fall of 1066, William and his army of Norman knights landed in England. They secured their position at Hastings and were warned that Harold and his army of many untrained peasants were approaching. William sent his army to attack. Harold and his foot soldiers were surprised on a slope that was difficult to defend. Harold was killed and the last of his soldiers withdrew, leaving William the winner of the Battle of Hastings.

On Christmas Day, William was crowned the first Norman king of England and became known as William the Conqueror. He used the feudal system to govern. He gave parcels of land to noblemen, which they held as fiefs. In exchange, they swore an oath of loyalty to William as sole ruler of England and provided knights for military service when needed. The Norman ruling class spoke French, but marriages between Normans and Anglo-Saxon nobles gradually combined the Anglo-Saxon and French languages into a new English language.

### UNDERSTANDING CRAFT AND STRUCTURE

#### 1. ANALYZING TEXT

**PRESENTATION** How does the text describe the development of the monarchy in England?

#### 2. ANALYZING TEXT

**PRESENTATION** How does the idea that no one will be prosecuted except by peers and the law represent a limitation of royal power?

At first, the Anglo-Saxons resisted William's rule. To stop the Anglo-Saxon revolts, William seized the land of Anglo-Saxon nobles and divided it among his Norman knights.

William wanted to learn as much as possible about his new kingdom. To decide taxes, he carried out the first census since Roman times. Every person and farm animal in England was counted and recorded in the *Domesday Book*.

The Normans who ruled England kept many Anglo-Saxon laws and practices. However, they also brought many customs from mainland Europe. Under William's rule, officials and nobles in England spoke French, the language of Normandy. They built castles, cathedrals, and monasteries in the Norman style. Anglo-Saxons learned new skills from Norman weavers and artisans. Yet, they still spoke their own Anglo-Saxon language, which later became English. As more and more Normans and Anglo-Saxons married, their customs merged into a new English culture.

## HENRY II

After the death of William, English kings further strengthened their power. From 1154 to 1189, King Henry II ruled England as well as most of Wales, and Ireland. He was also a feudal lord in France and Scotland. Some of the French lands belonged to his wife, Queen Eleanor of Aquitaine.

Henry set up a central royal court with lawyers and judges. Circuit judges, who traveled across the country to hear cases, brought the king's law to all parts of England.

*At the Battle of Hastings, William the Conqueror led Norman knights on horseback as well as infantry to attack the English foot soldiers. [Illustration 1966]*

### IDENTIFYING PERSPECTIVES

Why did William believe that he was the rightful king of England?





The courts created a body of common law, or law that was the same throughout the whole kingdom. Common law helped unite England by replacing laws that differed from place to place. **Habeas corpus** appears to have been common law by the 1200s. Habeas corpus is an order to bring a jailed person before a judge to find out whether that person should actually be in jail. During the Middle Ages, it was used to bring a prisoner into court to testify in a trial and to move cases from lower courts into the king's courts.

Henry also set up juries of citizens to settle disputes. Traveling circuit judges met with a **grand jury**. It decided if people should be accused of a crime. Next came a **trial jury** to decide whether a person was innocent or guilty.

Henry was not successful at controlling the Catholic Church. Henry claimed that he had the right to punish clergymen in royal courts. Thomas Becket, Archbishop of Canterbury and the highest ranking English clergyman, disagreed. Becket argued that only the Roman Catholic Church courts could try clergymen. Henry was furious with Becket. Four of Henry's knights killed Becket in his Canterbury cathedral. Afterwards, the public was so outraged by Becket's murder that Henry backed down in his struggle with the Church.



King John signed the Magna Carta, a document that brought significant change to England. [Engraving c. 1870s]

#### DETERMINING MEANING

What does the word *trial* in “**trial jury**” imply about the duty of this group?

## THE MAGNA CARTA AND PARLIAMENT

Henry's son John became king of England in 1199. King John increased taxes in England and punished his enemies without trials. English nobles began to rebel.

In 1215, the nobles met with King John at Runnymede, a meadow near London. There they forced John to put his seal on a **document** called the Magna Carta, or the Great Charter. The Magna Carta placed limits on the king's power. The king could collect taxes only if a group of nobles called the Great Council agreed.

The Magna Carta also forced the king to uphold the rights of freemen, including the right to fair trials by jury:

“No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.”

—from the Magna Carta, 1215

#### ANALYZING PRIMARY SOURCES

1. **SUMMARIZING** What types of complaints did this section of the Magna Carta address?
2. **ANALYZING SOURCES** Why is this document important to the way we understand the role of government, beginning in the thirteenth century?

The Magna Carta relied on the feudal idea that the king and his noble vassals both had certain rights and duties. Over time, the Magna Carta helped strengthen the idea that all people have rights, and that the power of government should be limited.

Edward I, king of England in the late 1200s, increased the authority of his council. This group of lords, church leaders, knights, and townspeople became known as Parliament (PAHR•luh•muhnt). Parliament came to be divided into two groups—an upper house and lower house. This growth of Parliament marked an important step toward representative government.

### ✓ CHECKING FOR UNDERSTANDING

1. **RELATING EVENTS** Explain why the Battle of Hastings was important to the history of England.
2. **IDENTIFYING EFFECTS** How did the common law help unite England?

## CITIZENSHIP

### PROCESS, RULES, AND LAWS

In the United States, the Magna Carta is viewed as a foundation of the U.S. Constitution and the Bill of Rights. Nine of America's 27 amendments to the U.S. Constitution can be traced to the Magna Carta, in particular the concept of due process. It says that all citizens are subject to the same laws and court procedures, commonly referred to as the rule of law.



[Photo of original Magna Carta from 1297]

After the September 11, 2001, terrorist attacks, suspicious persons were held without being charged and denied their right of habeas corpus. A 2008 Supreme Court decision affirmed that the right to know why one is being confined is essential to the rule of law even during times of war. The justices cited the Magna Carta in its decision.

### ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS** What evidence does the text provide that the French Monarchy was centralizing its power during the Medieval period?
2. **DETERMINING MEANING** What phrases in this section imply an increase in strength for the French monarchy?

## MONARCHY IN FRANCE

**GUIDING QUESTION** *How did the kings of France increase their power?*

In 843, Charlemagne's empire was split into three parts. The western part became the kingdom of France. In 987, the west Frankish nobles made Hugh Capet their king. Hugh began the Capetian (kuh•PEE•shuhn) dynasty of French kings. Capetian kings controlled only the area around Paris, the capital. Many French nobles had more power than the kings did. This began to change when Philip II became the king of France in 1180.



Philip worked to expand the French monarchy's wealth and power. At the beginning of Philip's reign, the king of England ruled feudal lands in western France. Philip fought wars against the English and gained some of these territories.

Philip IV wanted to raise taxes to pay for his wars. In 1302, he gained approval for this plan from representatives of the three estates, or classes, of French society. The first estate was the clergy, or priests. Nobles made up the second estate, and townspeople and peasants were the third estate. This meeting began the Estates-General, France's first representative assembly. The Estates-General never became as powerful as Parliament in England.

### ✓ CHECKING FOR UNDERSTANDING

- ANALYZING** How did Philip II expand the power of the French monarchy?
- EXPLAINING IDEAS** How was the Estates General of France different from England's Parliament?



### GEOGRAPHIC REASONING

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

- SPATIAL THINKING** Which empire bordered Hungary to the south?
- EXPLORING REGION** What was the effect of having many small states ruled by French nobles?

## EUROPEAN KINGDOMS c. 1160



## ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS** How did the rulers of Moscow come to dominate surrounding territories? What gave them an advantage over their neighbors?
2. **DETERMINING MEANING** What Russian title mentioned in the text demonstrates a connection with the past? How does it make this connection?

*Mongol warriors attacked towns and cities on horseback and had a reputation for being more hostile than previous invaders. The image below is from a film that re-created the Mongol invasions.*

# EASTERN STATES OF THE SLAVS

**GUIDING QUESTION** *How did the cities of Kiev and Moscow become centers of powerful Slavic states?*

In Eastern Europe, people called the Slavs established villages and towns along the rivers of that region. The Slavs consisted of three important groups: the southern Slavs, the western Slavs, and the eastern Slavs.

## THE RISE OF KIEV

In the 800s, the eastern Slavs began to expand the city of Kiev (KEE-EHF). The medieval state of Kievan Rus grew wealthy from its river trade with Scandinavia and the Byzantine Empire.

In 988, the Rus ruler, Vladimir, married the sister of the Byzantine emperor. Vladimir became an Eastern Orthodox Christian. Soon, priests from Constantinople came to teach the people of Kievan Rus religious rituals and the art of painting icons.

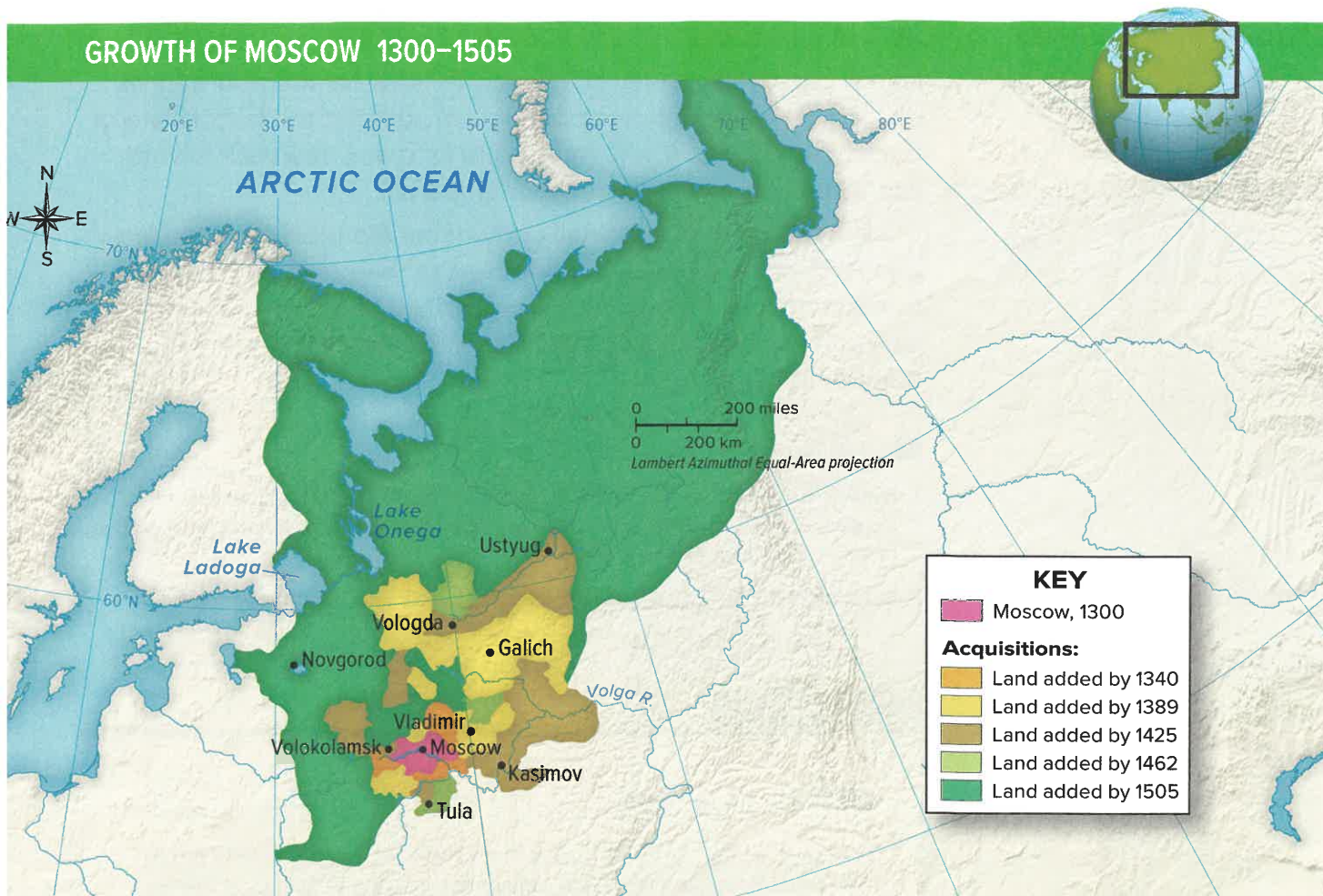
## MONGOL INVADERS

About 1240, Mongol warriors from Central Asia conquered Kievan Rus. The Slavic city of Novgorod was the only major city to be spared attack by the Mongols. However, Novgorod's rulers had to pay tribute to the khan, the Mongol leader, and accept the Mongols as their rulers.





## GROWTH OF MOSCOW 1300–1505



Although the Mongols spared Novgorod, the city faced attacks from the west by Germans and Swedes. In 1240, Novgorod forces led by a prince named Alexander Nevsky (NEHV•skee) defeated these invaders.

### THE IMPORTANCE OF MOSCOW

During the period of Mongol rule, many Slavs moved north from Kiev and built settlements in the area that is now Russia. One new settlement was Moscow (MAHS•KOH). Moscow became a large city that prospered because it was at the crossroads of several major trade routes. Trade from the city went along the Volga River or along roads out of the city. These routes helped connect Europe to goods from Asia.

The rulers of Moscow learned to **cooperate** with the Mongols. In return, the Mongols gave them the right to collect taxes from other Slav territories. If a territory could not provide soldiers or tax money, Moscow's rulers took control of it. In this way, Moscow was able to gradually expand its territory.

### GEOGRAPHIC REASONING

Like Kievan Rus, Moscow grew in power and wealth because of its location along trade routes.

- 1. SPATIAL THINKING** Use the scale on the map. About how much land did Moscow cover when it was founded?
- 2. PATTERNS AND MOVEMENT** During which period did Moscow add the greatest amount of land to its territory?

## IVAN III BECOMES CZAR

Ivan III became the ruler of Moscow in 1462. He married Sophia, a niece of the Byzantine emperor. Ivan adopted the lavish style of Byzantine rulers and was referred to as czar. The Russian word *czar* like *Caesar* in Latin, means “emperor.”

By 1480, Ivan III had finally driven the Mongols from Moscow and Russian territory. He turned next to the north and west to add territory. By then, the people of Moscow, now known as Russians, had made great strides toward establishing a huge empire.

### ✓ CHECKING FOR UNDERSTANDING

1. **ASKING QUESTIONS** Novgorod was the only major city to be spared attack by the Mongols. Create a list of questions that will help you understand how Novgorod managed to successfully survive Mongol rule.
2. **DETERMINING CONTEXT** Why did the rulers of Moscow work with the Mongols?

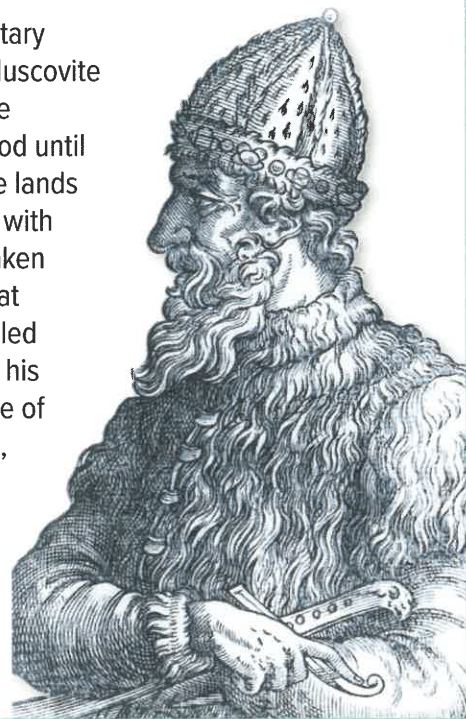
### BIOGRAPHY

#### IVAN III (1440–1505)

He was born Ivan Vasilyevich, but as an adult, he became known as Ivan the Great. He gained first-hand experience in war and politics at the age of 12. A civil war erupted between supporters of his father, Grand Prince Vasily II of Muscovy, and those of Ivan’s uncle and cousins. Ivan led a military expedition that defeated his father’s enemies in far northern Muscovy. Ivan was 22 years old when his father died. Ivan then became the Grand Prince of Muscovy.

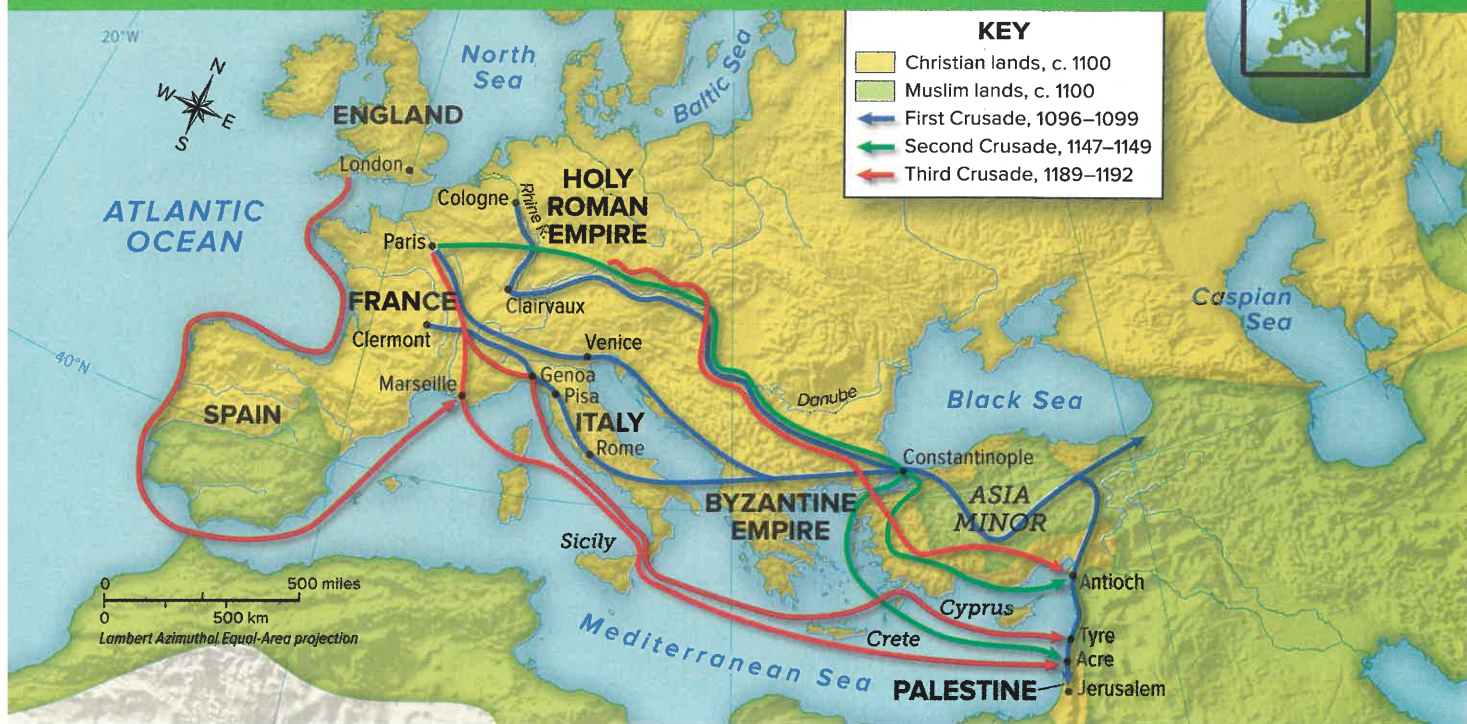
Ivan led a series of successful military campaigns to bring lands under Muscovite control. He repeatedly invaded the prosperous trading city of Novgorod until its people accepted his rule. Some lands were acquired by making treaties with leaders, while other lands were taken by force. By the time of his death at the age of 65, Ivan had nearly tripled the size of Muscovy. As a result of his leadership, Ivan III is known as one of the greatest descendants of Rurik, who is believed to have founded Russia. [Engraving c. late 1500s]

**EXPLAIN** Why would a political leader like Ivan the Great be willing to go to war to control so many lands?





## THE CRUSADES 1096–1204



## EUROPEAN CRUSADERS

**GUIDING QUESTION** *Why did Western Europeans go on crusades?*

During the 1000s, 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 asked Pope Urban II for military aid to save his Christian empire from Muslim forces. The pope agreed to help the Byzantines. He hoped that, in return, the Eastern Orthodox Church would again unite with the Roman Catholic Church and accept him as its religious leader.

In 1095, the pope asked Europe's nobles to begin 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 CRUSADES BEGIN

Thousands of European soldiers on horseback and on foot headed east on the First Crusade. They reached Jerusalem in 1099. In a fierce battle with Muslims, they stormed the city.

The crusaders conquered several regions. They set up four states controlled by Europe: the Kingdom of Jerusalem in the Holy Land, Edessa and Antioch in Asia Minor, and Tripoli in what is now Lebanon. These states were surrounded by Muslim territory. They depended on supplies from the Italian cities of Genoa, Pisa, and Venice.

### GEOGRAPHIC REASONING

This map shows the land and sea routes that European crusaders took to reach the Holy Land.

- 1. SPATIAL THINKING** On the First Crusade, how did the crusaders from Cologne reach the Holy Land? In what direction did they travel?
- 2. PATTERNS AND MOVEMENT** Which crusade involved the most travel: the First, the Second, or the Third?

### UNDERSTANDING CRAFT AND STRUCTURE

- 1. ANALYZING TEXT PRESENTATION** What led to the beginning of the Crusades?
- 2. IDENTIFYING STEPS** Create a graphic organizer that shows the cause-and-effect relationship of the First, Second, and Third Crusades.



## KING RICHARD I

(1157-1199)

Richard I became the king of England in 1189 after taking part in a revolt against his father, King Henry II. King Richard's goal was to join the Third Crusade, defeat the Muslim general Saladin, and regain control of Jerusalem. The Europeans were unable to achieve this goal. They signed a truce with Saladin that allowed Christians access to places they considered to be holy.

## CONTINUED CONFLICTS

After Muslim forces retook Edessa, the Second Crusade began. This time, the Muslims easily defeated the Europeans. In 1174, led by a brilliant general named Saladin (SA•luh•DEEN), Muslims recaptured Jerusalem.

This action triggered the Third Crusade, which was also a failure. Throughout the 1200s, Europeans

continued to organize crusades. They made few gains. By the end of the century, the Muslims had regained all the land conquered by the crusaders.

## THE EFFECTS OF THE CRUSADES

The Crusades brought Western Europeans into contact with Byzantines and Muslims. As a result, Western Europeans gained new knowledge. In architecture, they learned how to build domes and create mosaics. They discovered how to build better ships and make more **accurate** maps. They also learned how to use the compass to tell direction. Wealthy people in Western Europe began to demand Eastern goods such as spices, sugar, lemons, and silk.

The Crusades, however, weakened feudalism. Nobles who joined the Crusades sold their lands and freed their serfs. This reduced their power. Kings were able to build stronger central governments.

Christian crusaders struggled for more than 200 years to regain control of the Holy Land from non-Christians. During this time, Christians also attempted to spread Christianity throughout all of Europe. As a result, European Jews and Muslims suffered persecution during the Crusades. In some parts of Europe, Christians publicly burned Jewish books and ordered Jews to wear clothing that identified them as Jews. In addition, crusaders helped Christian kings fight to regain much of the Muslim-controlled Iberian Peninsula, which is present-day Spain and Portugal.



*Many crusaders wore red crosses on their tunics to show they were risking their lives in support of Christianity and the pope. [Painting 1909]*

### ✓ CHECKING FOR UNDERSTANDING

- 1. SEQUENCING** Create a time line showing the events of the Crusades, including the First, Second, and Third Crusades.
- 2. EXPLAINING ISSUES** What was one way the Crusades changed Christian Europe?



## MEDIEVAL MEDITERRANEAN TRADE ROUTES, c. 1200



### GEOGRAPHIC REASONING

Mediterranean Sea trade routes linked Africa, Asia, and Europe in the medieval period.

- 1. SPATIAL THINKING** How would the location of Italy and Sicily be an advantage for trade in the medieval period?
- 2. PATTERNS AND MOVEMENT** European merchants offered wool, grains, and other food products in return for what types of products from northern Africa and southwest Asia?

## SITE OF ENCOUNTER: NORMAN SICILY

**GUIDING QUESTION** *What were the results of cultural interaction in Norman Sicily?*

Normans were descendants of the northwestern European Vikings. The Normans settled in northern France during the early 900s in a region now known as Normandy. Over time, the Normans expanded their influence to southern Europe. Between 1072 and 1091, Norman Roger I won control of Sicily, an island off the southwest coast of Italy, from the Muslims. Geoffrey Malaterra was a monk who wrote about Roger before he conquered Sicily.

“Seeing it from close at hand with only a short stretch of sea lying in between, he was seized by the desire to capture it, for he was always eager for conquest. He saw two ways by which he would profit, one for his soul and the other for his material benefit....”

—Geoffrey Malaterra, *The Deeds of Count Roger of Calabria and Sicily and of His Brother Duke Robert Guisc.*, c. 1088

## REASONS FOR GROWTH

Beginning around 1100, Sicily grew as a major trading center. The island was located near trade routes that linked the eastern and western Mediterranean regions. Traders from Europe, Asia, and Africa came together on Sicily to trade and ship their goods to other parts of the world. The Normans ruled Sicily, but they also

### SITE OF ENCOUNTER

#### MAJORCA

In addition to Sicily, Majorca was another site of encounter. Located off the coast of Spain, Majorca flourished as a major trade center from the 1300s until the 1500s. Despite the ongoing Crusades, Europeans, Muslims, and Jews traded goods including wool, gold, spices, porcelain, and cotton. To improve how goods were traded, these different groups also worked together to develop accurate maps and sailing technologies.

### ANALYZING PRIMARY SOURCES

**SUMMARIZING** How does Geoffrey Malaterra explain Roger's motivations for capturing Sicily?



*Al-Idrisi created this world map in 1154 using information from other mapmakers and traders who had traveled throughout the region.*

### ANALYZING KEY IDEAS AND DETAILS

#### 1. ANALYZING TEXT

**PRESENTATION** Where did Muhammad al-Idrisi obtain information for his map?

**2. IDENTIFYING STEPS** Create a graphic organizer that shows the cause-and-effect relationship for factors that led to the growth of Sicily as a site of encounter.

understood that the groups already living there could help trade grow. Under the leadership of Roger I and then his son, Roger II, the government of Sicily enforced laws that were tolerant of the numerous groups of people who lived and worked on the island. For example, the Arabic language spoken by Muslims was permitted for business and government documents. Roger II also hired people from each group as administrators in his government. When Christians and Muslims fought each other in the Crusades, Roger II, a Christian, provided fair legal treatment to all Christians, Muslims, and Jews living on Sicily.

## NEW DEVELOPMENTS

As different cultures interacted on Sicily, people shared their ideas and knowledge with each other. The exchange of ideas led to new developments, such as the creation of more accurate regional maps. Muslim mapmaker Muhammad al-Idrisi gathered information from Greek, Arab, Persian, Jewish, and Norman mapmakers and traders to create *The Book of Roger*. *The Book of Roger* contained 70 maps of the known world. It was considered the most accurate and complete map book of its time.

By the 1100s, Sicily had grown into a thriving multicultural trading center in the Mediterranean region. Silk and porcelain from China, spices from India, linen cloth and grain from the western Mediterranean region, as well as sugar and gold from North Africa, all passed through the island's port cities.

### ✓ CHECKING FOR UNDERSTANDING

- 1. ANALYZING** How did the Norman rulers of Sicily treat the cultural groups living on Sicily?
- 2. EXPLAINING EFFECTS** What resulted from the exchange of ideas between cultures?

## LESSON 3 REVIEW AND ACTIVITIES

### Time and Place

**1. EXPLAINING ISSUES** In addition to being located near trade routes linking the eastern and western Mediterranean, what other factors helped fuel the growth of Sicily as a major trading center?

### Building History-Social Science Analysis Skills

**2. DRAWING CONCLUSIONS** How did the Magna Carta limit the power of the king of England?

**3. EXPLAINING** How did royal power in England progress from William to Henry II to John to Edward I?

**4. DETERMINING CONTEXT** How did the cities of Kiev and Moscow become centers of powerful Slavic states?

### Writing About History

**5. INFORMATIVE WRITING** Write a paragraph discussing how the Crusades affected non-Christians.



Include this lesson's information in your Foldable®.



## ESSENTIAL QUESTION

- What do people do in order to create stability?

# THE STORY BEGINS...

## LESSON 4

# Culture and the Church

Bernard looked up from his writing and blew out the candle. The sun was beginning to rise. He and the other monks at Citeaux had begun their day hours earlier with “prayer, song, and meditation.” He knew this life would be too difficult for most people to bear. After working in the gardens, they would have their one meal for the day “usually about noon, without meat, fish, or eggs, commonly without milk.” If they had supper at all, it would be “fruit or herbs.” Bernard smiled. For him and the other monks, this was not a hardship. “The less they ate and the more they absorbed of what to them was Divine doctrine, the more nearly they felt themselves fulfilling their purpose, and approaching the heavens.”

—adapted from *Bernard of Clairvaux - The Times, The Man, and His Work*, c. 1901



*Bernard of Clairvaux founded the Cistercian order, an order of monks that believed it was better to live a life of poverty. [Painting by Miguel Cabrera c. 1700s]*

Cathedrals	
Universities	
Theology	
Literature	
Religious Orders	

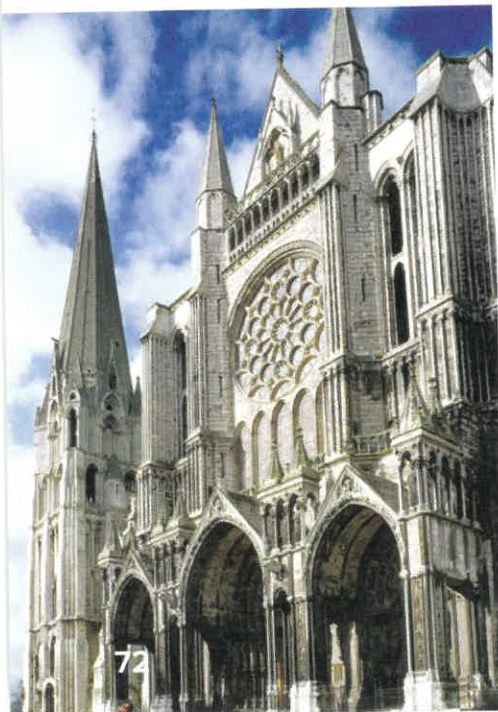
## ANALYZING KEY IDEAS AND DETAILS

Read closely to identify information about medieval life. Use a table like this one to list details about each of the topics shown on the left side. Describe the role of religion in medieval life. Cite specific text evidence.

### UNDERSTANDING CRAFT AND STRUCTURE

- 1. DETERMINING MEANING** What word in this section describes the study of religion and God?
- 2. DETERMINING MEANING** How does the suffix of this word help you remember its definition? What other words can you think of that contain this suffix?

*Advances in architecture enabled the French to build the great Gothic cathedral at Chartres in the 1200s. The Gothic style was revived in the 1700s.*



## EUROPEAN CULTURE IN THE MIDDLE AGES

**GUIDING QUESTION** *What types of learning and art developed during the Middle Ages?*

By the 1100s, the Crusades and the rise of strong governments made medieval Europeans more confident and **secure**. As a result, trade, banking, and businesses thrived. A better economy meant more money to spend on building and learning.

### STYLES IN ARCHITECTURE

In the 1000s and 1100s, Europeans began to construct many buildings. Because medieval society valued religion, many of the new buildings were churches and monasteries. Church leaders, wealthy merchants, and nobles supported the building of large churches called cathedrals. Soaring above the rooftops of medieval towns, cathedrals were built in either the Romanesque (ROH•muh•NEHSK) or Gothic style.

Early medieval churches were Romanesque, a style that combined the features of Roman and Byzantine buildings. Romanesque churches were rectangular buildings with long, rounded ceilings called barrel vaults. These ceilings were extremely heavy.

To support the ceilings, thick walls and large pillars were set closely together. This left little space for windows. The churches' small windows let in little light.

About 1150, builders began to construct churches in the Gothic style. They replaced Romanesque heavy walls with flying buttresses. These stone arches extended off the outside walls of the church and supported the weight of the building. They made it possible to build churches with thinner walls and large stained-glass windows. Gothic churches could be built taller than Romanesque churches and gave a sense of upward movement.

Colorful stained-glass windows often presented scenes from the life and teachings of Jesus. They also let in sunlight, which symbolized the divine light of God.



**BUILDING IN THE  
GOTHIC STYLE**

Today, architects still use this distinctive style of architecture. An example is this 1920s building in Hamburg, Germany.

**DETERMINING MEANING**

To better understand the word **scholasticism**, break it down into parts. What might the definition of this word be, based on its components?

**DEVELOPMENT OF UNIVERSITIES**

The universities of today trace their origins to the Middle Ages. Two of the first medieval universities were in Bologna (buh•LOH•nyuh), Italy, and Paris, France. Universities also were founded in England at Oxford and Cambridge. The growth of universities was helped by kings, popes, and princes who considered it honorable to establish universities in their lands. By 1500, Europe had 80 universities.

Groups of students and teachers created the first universities to educate scholars. Medieval university students studied grammar, public speaking, logic, arithmetic, geometry, music, and astronomy. Teachers read from a text and discussed it, while students took notes on small, portable chalkboards called slates. Students did not have books because books were rare before the European printing press was created in the 1400s.

To get a degree, students took oral exams after four to six years. They could earn a bachelor of arts and later a master of arts. In about ten more years, a student could earn a doctor's degree in law, medicine, or **theology** (thee•AH•luh•jee)—the study of religion and God. People with doctor's degrees were officially able to teach but could also pursue other careers. For example, the monk Roger Bacon turned from teaching theology to studying the natural world. His interest in using experiments to test ideas helped pave the way for the rise of modern science.

**WHAT IS SCHOLASTICISM?**

By 1100, a new way of thinking called **scholasticism** (skuh•LAS•tuh•SIH•zuhm) was changing the study of theology. Its followers wanted to show that ideas accepted on faith did not have to contradict ideas developed by reason. The first scholastic thinker was Anselm, who served as archbishop of Canterbury in England from 1093 to 1109. Anselm became known for his reasoning about the existence of God.

During the 1100s, the ideas of the ancient Greek philosopher Aristotle had a major influence on Europe. After the fall of Rome in the late 400s, Aristotle had been almost forgotten in Europe. Muslim libraries, however, had preserved copies of his books. In the 1100s, Muslim and Jewish scholars reintroduced Aristotle to Europe. The ancient philosopher's ideas disturbed some Christian thinkers. Aristotle used reason, rather than faith, to reach his conclusions.

In the 1200s, an Italian Dominican friar named Thomas Aquinas (uh•KWY•nuhs) became scholasticism's greatest thinker. His **goal** was to find agreement between Aristotle's

teachings and Christian teachings. Aquinas taught that truths arrived at through reason could not conflict with truths arrived at through faith. Reason, unaided by faith, could discover truths about the physical universe but not spiritual truths.

Aquinas's major work was *Summa Theologica*, or a summary of knowledge on theology. In this book, Aquinas followed a logical order of scholarly investigation. First, he asked a question such as, "Does God exist?" Next, he quoted sources that offered opposing opinions and presented ways of reconciling these views. Finally, he drew his own conclusions.

In his writings about government, Thomas Aquinas stressed the concept of natural law. According to this idea, some laws have authority from human nature. Such laws do not have to be made by governments. Aquinas taught that natural law gives people certain basic rights. These include the right to live, to learn, to worship, and to marry. The ideas of Aquinas continue to influence human societies to the present day.

## BIOGRAPHY

### THOMAS AQUINAS (1225–1274)

When he was just five, Thomas Aquinas began school at Monte Cassino, a Benedictine monastery where his uncle was the abbot. His parents were from noble families and planned for Thomas to become a Benedictine monk. When he chose to join the Dominican friars instead, his parents had him abducted and held in captivity for a year. He did not change his mind. After he was released, Thomas began studying the works of Aristotle at the University of Paris with Albertus Magnus (Albert the Great).

Aquinas 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. His work, *Summa Theologica*, best explains how Aquinas combines Aristotle's ideas with those of the Church. In January 1274 the pope asked Aquinas to travel to France to the Council of Lyons to help repair the schism between the Latin and Greek churches. He became sick on the journey and asked to be taken to a Cistercian abbey in the town of Fossanova, where he died on March 7, 1274. His ideas and his writings became more important over time, influencing governments and the Roman Catholic Church. He was made a saint in 1323. [Painting 1476]

**IDENTIFYING EFFECTS** Why do the works of some writers influence people for centuries?





## LANGUAGE AND LITERATURE

In medieval times, Latin was the language of educated people, both for speaking and writing. Latin was also the language of the Church and of university teachers and scholars.

Besides Latin, each region in Europe had its own local language. People used this language, called the **vernacular** (vuhr•NA•kyuh•luhr), in everyday life. Early English, Italian, Spanish, French, and German were vernacular languages.

Starting in the 1100s, writers created much new literature in the vernacular. Educated people became interested in this literature. One popular type of vernacular literature was troubadour (TROO•buh•DAWR) poetry. Troubadour poets often sang love poems, especially about the love of a knight for a lady.

A second important type of vernacular literature was the heroic epic. Epics often tell the story of bold knights fighting in the service of kings and lords. *The Song of Roland* is an epic that was written in France about 1100. In this tale, a brave knight named Roland fights in the service of Charlemagne against the Muslims.

At a moment of crisis in the battle, Roland sounds his horn for Charlemagne to help him. For many the battle was over:

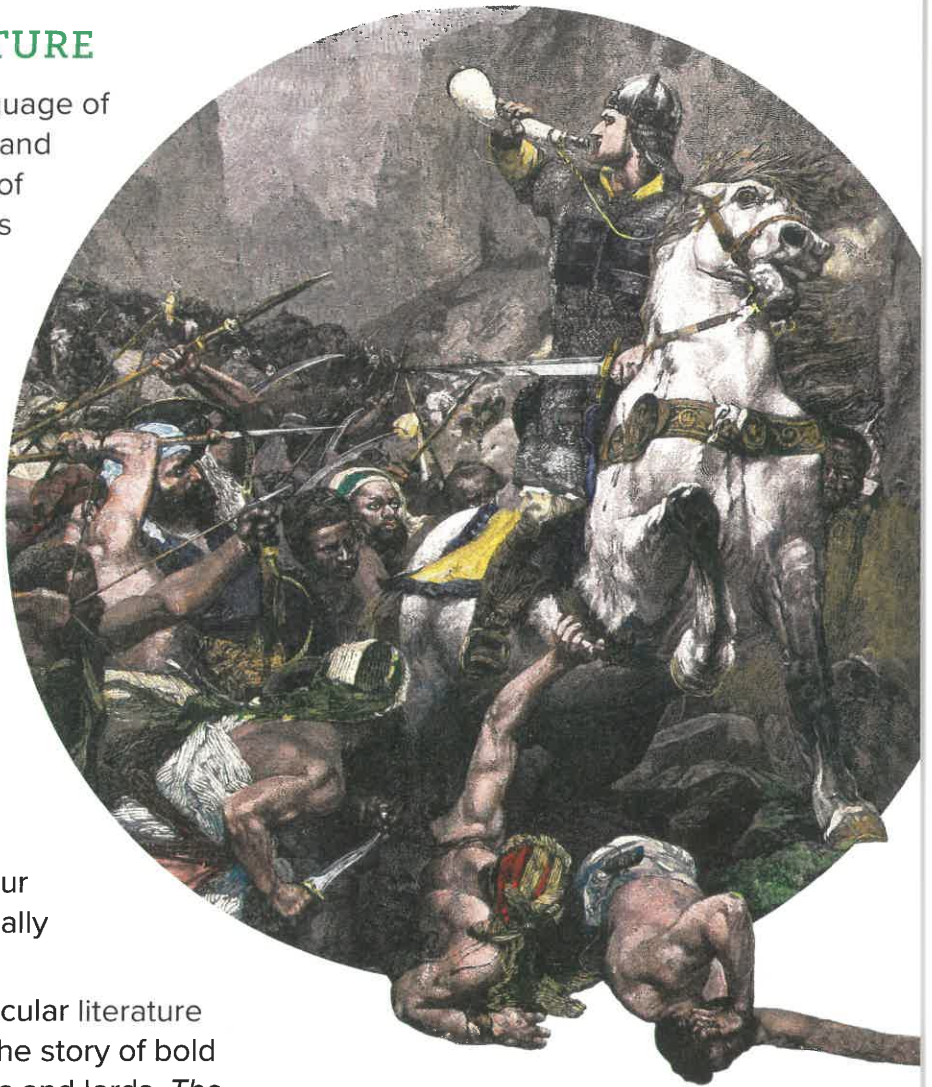
“Roland looks up on the mountains and slopes, sees the French dead, so many good men fallen, and weeps for them, as a great warrior weeps:

Barons, my lords, may God give you his grace, may he grant Paradise [heaven] to all your souls, make them lie down among the holy flowers. I never saw better vassals than you. All the years you’ve served me, and all the times, the mighty lands you conquered for Charles our King!”

—from *The Song of Roland*, c. 1100

### ✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING PATTERNS** What was the purpose of the first universities? What was life like for medieval university students?
2. **ANALYZING POINTS OF VIEW** How did scholasticism change the study of theology?



In this illustration from *The Song of Roland*, Roland is sounding his horn for Charlemagne to help him. [Illustration c. 1800s]

### ANALYZING PRIMARY SOURCES

#### 1. CITING TEXT EVIDENCE

What phrases in this excerpt are evidence of Roland’s importance and role?

#### 2. DETERMINING CENTRAL IDEAS

How does Roland demonstrate the characteristics of a model vassal in the Middle Ages?

# RELIGION AFFECTED SOCIETY

## ANALYZING KEY IDEAS AND DETAILS

### 1. DETERMINING CENTRAL IDEAS

What evidence does the text provide that describes the role religion played in everyday life during the Middle Ages?

### 2. DETERMINING MEANING

Based on the section discussing heresy, how would you define the word *inquisition*?

*Hildegard of Bingen composed music for the Catholic Church at a time when most church music was written by men. [Painting c. 1900s]*

**ANALYZING** What advantages would medieval nuns have had over other women that would have enabled them to create music, literature, or art?

**GUIDING QUESTION** *How did the Catholic Church affect the lives of medieval Europeans?*

During the Middle Ages, the Catholic Church became rich and powerful. Beginning in the 1000s, many Western Europeans became worried about the direction in which the Church was headed. They set out to return the Church to Christian ideals. They built more monasteries and formed new religious orders, or groups of priests, monks, and nuns.

## NEW RELIGIOUS ORDERS

One of the most important new monastic orders was the Cistercian (sihs•TUHR•shuhn) order. It was founded in 1098 by monks who were unhappy with wealthy monasteries and wanted a simpler, more spiritual way of life. Cistercian monks worshipped, prayed, and farmed the land. They developed new farming methods. Bernard of Clairvaux (klehr•VOH) was a famous Cistercian monk. Some new religious orders were known as mendicant, or begging, orders because their members chose to live in poverty. They considered the growing wealth of the period harmful to a Christian's soul. Bernard supported the Second Crusade, advised the pope, and took the side of the poor against the rich.

Between 1000 and 1200 C.E., many women joined female religious orders. Most of these women, called nuns, came from wealthy noble families. One famous nun of this period was Hildegard of Bingen. She was the abbess, or leader, of a convent in Germany and wrote music for the church. Most composers of church music at that time were men.

## THE MISSION OF FRIARS

Until the 1200s, most people in religious orders spent their time inside their monasteries in prayer or at work. They lived a simple life separate from the world. In the 1200s, several new religious orders were created. The men in these religious orders were called friars.

Friars were different from other monks. They left their monasteries and took Christianity to people in the towns. Friars preached, served as missionaries, and aided the poor. Friars could not own property or keep any personal wealth.

Two well-known orders of friars were the Franciscans (fran•SIHS•kuhns) and the Dominicans





(duh•MIH•nih•kuhns). The Franciscan order was founded in 1209 by Francis of Assisi (uh•SIH•see). Franciscans were known for their cheerfulness and deep love of nature.

A Spanish monk named Dominic de Guzmán (DAH•muh•NIHK deh gooz•MAHN) started the Dominican order in 1216. Like the Franciscans, the Dominicans lived a life of poverty. Their chief goal was to defend the teachings of the Church.

The Franciscan and Dominican Orders are still thriving today. The orders are composed of friars and nuns who take vows of poverty and uphold the traditions of Francis of Assisi and Dominic de Guzmán. The orders also have lay members, who do not take the vows but are also committed to upholding the values of their order.

## THE ROLE OF RELIGION IN EVERYDAY LIFE

In medieval times, the Catholic Church affected almost every part of people's lives. On Sundays and holy days, most medieval Europeans gathered to attend **mass**, the Catholic worship service.

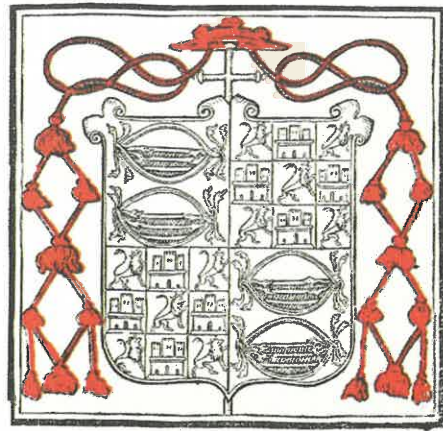
Medieval Christians also took part in church rituals called sacraments. The most important sacrament was Holy Communion during mass. Only clergy could give people the sacraments.

Saints also played an important role in the lives of medieval Christians. People prayed to the saints to ask for God's favor. Mary, the mother of Jesus, was the most honored of all the saints.

## THE CHALLENGE OF HERESY

Despite its power, the Church had to deal with **heresy** (HEHR•uh•see), or ideas that conflicted with Church teaching. In the Middle Ages, heresy was regarded as a serious crime against the Church. In 1233, the pope set up a Church court called the Inquisition (IHN•kwuh•ZIH•shuhn). The Inquisition's task was to question and deal with people accused of heresy.

People who were found guilty by the Inquisition were allowed to confess their heresy and ask for forgiveness. Those who refused were excommunicated and punished. Punishment could mean going to prison, losing property, or being executed.



**COPILACION**  
delas Instruciones del Officio dela sancta Inquisici  
on hechas por el muy Reuerendo señor fray Tho  
mas de Torquemada Prior del monasterio de sancta  
cruz de Segouia primero Inquisidor general delos  
reynos y señorios de España : E por los otros Reue  
rendissimos señores Inquisidores genarales q̄ despues  
succedieron / cerca dela orden que se ha de tener enel  
exercicio del sancto officio / donde van puestas succes  
uamēte por su parte todas las instrucciones q̄ tocan a  
los Inquisidores. E a otra parte las q̄ tocã a cada vno  
delos officiales y ministros del sancto Officio: las qua  
les se copilarõ enla manera q̄ dicha es por mãdado del  
Illustrissimo y Reuerēdissimo señor dō Alõso manri  
que Cardenal delos doze apostoles Arçobispo de Se  
uilla Inquisidor general de España.

*Tomas de Torquemada, a Dominican monk, asked the pope to reinstitute the Spanish Inquisition in 1479 under Spanish monarchs, Isabelle and Ferdinand. He wrote the *Compilacion de las Instruciones del Officio de la Sancta Inquisition, or Instructions for the Inquisition.* [Photo of 1537 edition]*

**RELATING EVENTS** What authority governed the establishment of the Inquisition?

## ANTI-SEMITISM IN THE MIDDLE AGES

In medieval Europe, Jews became scapegoats, or people blamed for other people's problems. Jews were often accused in times of trouble, such as famine, plague, or economic decline. Hostility toward Jews is called **anti-Semitism** (AN•tee•SEH•muh•TIH•zuhm).

In troubled times during the Middle Ages, anti-Semitism flared up. In towns and villages, Christians often discriminated against and even killed Jews. As a minority, Jews were often forced to live in separate neighborhoods called ghettos. Often, Jews were forbidden to own land and to practice certain trades.

Beginning in the 1100s, rulers in England, France, and central Europe even drove out their Jewish subjects. Many of these Jews settled in Eastern Europe, especially Poland. Jews often settled in Poland. Poland was more tolerant and welcoming to Jews than other countries in Europe. They allowed Jews to settle throughout Poland without restriction. Over the centuries, the Jews of Eastern Europe developed thriving communities.

### CHECKING FOR UNDERSTANDING

- 1. EXPLAINING ISSUES** What was the Inquisition? Why did Church officials set up the Inquisition?
- 2. EXPLAINING EFFECTS** How did anti-Semitism affect Jews in the Middle Ages?

## LESSON 4 REVIEW AND ACTIVITIES

### Time and Place

- 1. EXPLAINING EFFECTS** How did religion affect European society during the Middle Ages? Consider new religious orders as well as daily life.

### Building History-Social Science Analysis Skills

- 2. IDENTIFYING PATTERNS** Contrast the chief characteristics of Romanesque and Gothic architecture.
- 3. DIFFERENTIATING** During the Middle Ages, what were two popular types of vernacular literature? Briefly describe each type.
- 4. ANALYZING INTERACTIONS** How were monks and friars similar? How did they differ from each other?

### Writing About History

- 5. INFORMATIVE WRITING** Write a brief announcement to attract students to a medieval university. In your announcement, include the location of the university, the subjects that students may study, and the degrees they can earn.

### Collaborating

- 6. ADAPTING SPEECH** Working with a partner, write a speech on natural law from the point of view of Thomas Aquinas. Your speech should define *natural law* and explain the basic rights it gives to people. Partners should decide which person will give the speech to the class. Take notes during other class members' speeches to identify similarities and differences.



Include this lesson's information in your Foldable®.



## ESSENTIAL QUESTION

*Why do governments change?*

# THE STORY BEGINS...

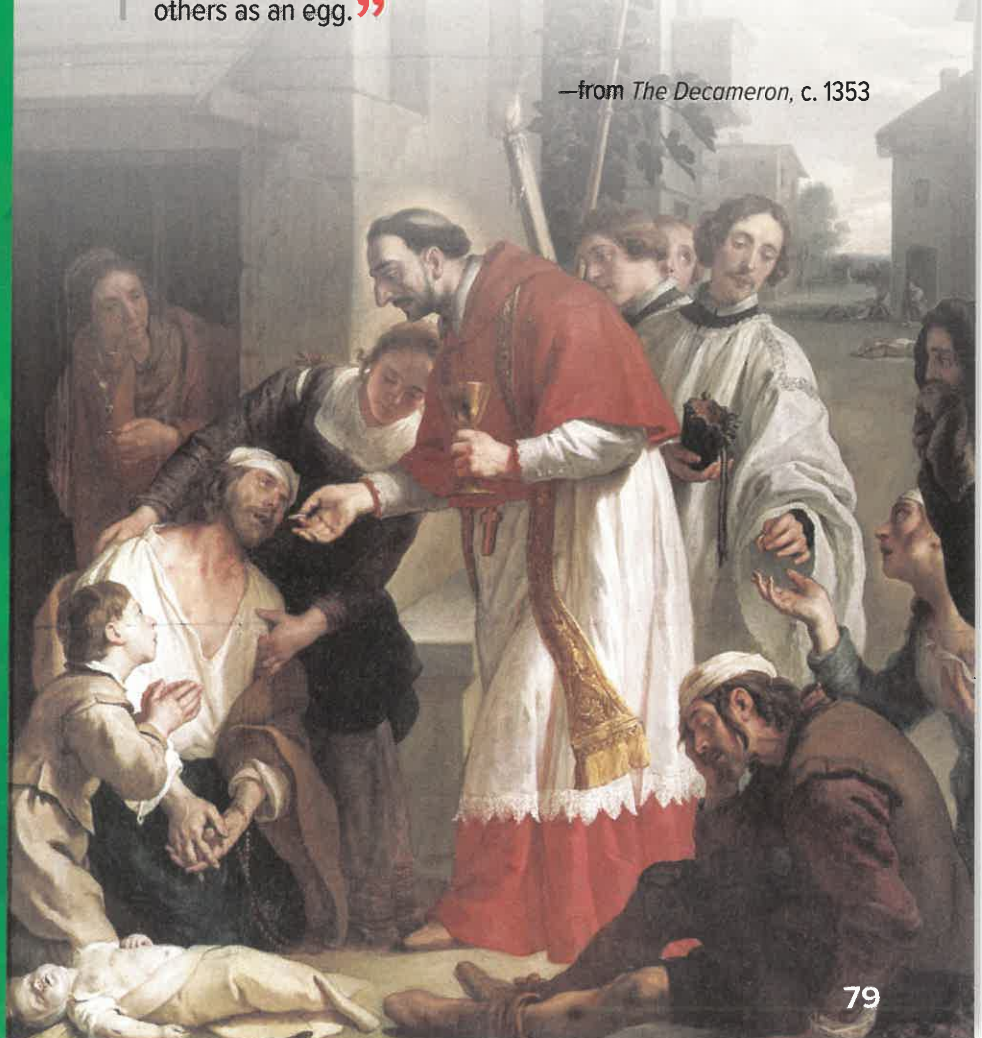
## LESSON 5

# The Late Middle Ages

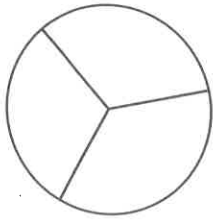
The sound of crying and wailing from the street awakened Giovanni. He sadly watched from his window as the bodies were carried away. The sickness was sweeping through Florence. He was scared that he might become sick too. With shaking hands he carefully checked himself for any signs of the illness. What a relief! He seemed fine again this morning. However, the symptoms were a little different everywhere the illness spread. He noted:

“Not such were they as in the East, where an issue of blood from the nose was a manifest [clear] sign of inevitable [certain] death; but in men and women alike it first betrayed itself by the emergence [appearance] of certain tumours [*sic*] in the groin or the armpits, some of which grew as large as a common apple, others as an egg.”

—from *The Decameron*, c. 1353



*In this painting from the 1600s, a priest blesses individuals who have been infected with the Black Death.*



### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the effects of the Black Death in Europe in the mid-1300s. Record the effects in a circle graph like this one.

Describe the path of the Black Death and the speed in which it spread. Cite specific text evidence in your description.

### UNDERSTANDING CRAFT AND STRUCTURE

#### 1. ANALYZING TEXT

**PRESENTATION** How is the information structured in the text about famine and plague in Europe?

#### 2. IDENTIFYING STEPS

Create a graphic organizer that shows how the plague spread throughout Europe and how it affected Europe's economy.

### MAKING CONNECTIONS TO TODAY

#### TRACKING THE SPREAD OF DISEASE

Hundreds of years after the Black Plague ravaged Europe, infectious diseases still cross national borders and oceans. For example, the Zika virus was first detected in humans in Africa in 1952. It reached the Pacific island region by 2007 and Central America by 2015. Today, the World Health Organization tracks the spread of these global diseases, alerts countries around the world, and creates plans to stop the diseases' spread.

## FAMINE AND PLAGUE

**GUIDING QUESTION** *How did the Black Death affect Europe during the Late Middle Ages?*

Medieval Europe enjoyed prosperity and growth during the 1200s. Then, early in the next century, disaster struck. Extremely cold winters and rainy summers created miserable conditions. Crops rotted in the fields, and herds of livestock died from diseases.

Soon, there was not enough food for Europe's growing population. The result was a great famine in Northern Europe that lasted from about 1315 to 1322. During this time, many people died from starvation and epidemics. Those who survived were weakened because they were not receiving enough of the nutrients needed to survive. This left the survivors of the famine less able to resist new infections and diseases.

### THE PLAGUE COMES TO EUROPE

The great famine was only the beginning of troubles. During the 1300s, a **plague** (PLAYG) spread from Asia across Europe. A plague is a disease that spreads quickly and kills large numbers of people. The Black Death, as the disease was known, was probably bubonic plague. This illness is caused by a type of bacteria spread by fleas. Rats carry the fleas. The Black Death probably began in central Asia and spread to other places through trade. It first broke out in China in the 1330s. Between 40 and 60 million people eventually died, nearly half of the Chinese population.

Trade among China, India, the Middle East, and Europe was greatly encouraged by the Mongols. Merchants used the Silk Road and other trade routes. Expanded trade also made it possible for the Black Death to spread quickly. More and more traders used the Silk Road and other routes linking Asia and Europe. As a result, rat-infested caravans and ships carried the disease from region to region. The plague then traveled to India and spread to Muslim territories.



## THE BLACK DEATH IN EUROPE 1350



In 1346, the Black Death reached the trading city of Caffa on the Black Sea. Italian ships carried the plague to the island of Sicily. From there, it spread to the Italian mainland and onto the continent of Europe. By the end of the 1340s, it had surfaced in France, Germany, and England. By 1351, the plague had reached Scandinavia, Eastern Europe, and Russia. Estimates of the dead in Europe between 1347 and 1351 range from 19 to 38 million people—nearly one out of every two Europeans. On the three continents of Europe, Asia, and Africa, it is estimated that at least 75 million people died due to the Black Death.

### THE EFFECTS OF THE PLAGUE

People at the time did not know why the plague had happened. Some people thought God was punishing them for their sins. Others blamed the Jews. For this reason, the Germans expelled many Jews from some of their cities.

The plague had an enormous effect on the **economy** of Europe. With so many deaths, trade declined. Wages rose steeply because of a high demand for workers. Fewer people, though, meant less demand for food, so food prices fell sharply. Farmers stopped using some of their land, which led to more people moving to towns.

### GEOGRAPHIC REASONING

Use the key to this map to understand how quickly the Black Death spread throughout Europe.

- 1. SPATIAL THINKING** By what year did the Black Death reach Danzig in Northern Europe?
- 2. PATTERNS AND MOVEMENT** Why would the deaths from the plague affect trade in Europe?



*The Black Death inspired art and literature. This painting from c. 1562 shows carts picking up those who had died to bury them quickly in mass graves.*

**INTEGRATING VISUAL INFORMATION** Why do you think the artist portrayed skeletons collecting the bodies of the dead?

### MAKING CONNECTIONS

#### PLAGUE EFFECTS

The shortage of workers following the Black Death led to new technologies, such as improvements to the heavy plow. Some farmers turned to raising animals, a less labor-intensive option. The existing resources and money were spread among fewer people, meaning greater wealth per person. People could buy items that previously had not been available, leading to an expanding merchant class. This wealth led to a growth in banking. These elements together contributed to the emergence of a modern economy.

Landlords now had to pay scarce workers more. Some peasants began to pay rent instead of providing services. Serfs gained more rights. Like the Crusades, the Black Death weakened feudalism.

#### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** What was the Black Death? How was it spread?
2. **EXPLAINING EFFECTS** What were the economic effects of the Black Death?

## DIVISIONS IN RELIGION AND POLITICS

**GUIDING QUESTION** *How did disputes and wars change societies in Europe during the Late Middle Ages?*

In addition to the bubonic plague, conflict swept through Europe during the Late Middle Ages. Disputes in the Church reduced its **authority**. English and French kings battled over territory in the Hundred Years' War. Christians in the Iberian Peninsula fought to drive out the Muslims who had conquered land there.

### CONFLICT IN THE CHURCH

From 1378 to 1417, a dispute called the Great Schism (SIH-zuhm) deeply divided the Church. During this time, two and even three church leaders claimed to be the rightful pope. This caused great confusion and doubt throughout Western Europe. In 1417, a council of bishops met at the German city of Constance. It finally ended the Great Schism with the election of a pope that all church members could accept.



The Great Schism was only one challenge the Church faced during the Late Middle Ages. Powerful European kings questioned the authority of popes. The kings of England and France would soon go to war. Many people criticized the growing wealth and corruption of the clergy. Reform leaders emerged who called on church leaders to return to a more spiritual form of Christianity. These reformers included John Wycliffe in England and Jan Hus in the Holy Roman Empire.

## THE HUNDRED YEARS' WAR

Western Europe at this time was torn apart by political as well as religious disputes. For centuries, England's monarchs had ruled areas of France. France's kings, however, wanted to unite these lands with their kingdom. Trouble began when King Philip VI of France seized Gascony in 1337. Gascony was a duchy located in France that was ruled over by the King of England. Then King Edward III of England declared himself king of France and invaded that country. The conflict that followed lasted more than 100 years.



### GEOGRAPHIC REASONING

Examine the map. Notice that the battles were all fought in France, rather than in England. The Hundred Years' War was a landmark in the growth of national feeling, both in England and in France.

1. **SPATIAL THINKING** When was the Battle of Bordeaux fought?
2. **EXPLORING REGIONS** Why do you think the French and English would remain at war for 100 years?

## THE HUNDRED YEARS' WAR 1346–1453



## JOAN OF ARC (1412–1431)

Joan of Arc was born in the village of Domrémy in eastern France. In her teens, Joan felt herself guided by the voices of three saints. Joan traveled from her native village in France to ask to fight for Charles, the crown prince. She faced examination by church authorities about her faith and the voices she heard.

Convinced, they allowed Joan to take part in a battle against the English at the town of Orléans. The French victory there unified France and led to the coronation of Charles as king. Joan's patriotism and spiritual beliefs motivated and unified the French. As a result, the war between France and England ended within 20 years. However, Joan was captured later by the English, tried for heresy, and executed. Later, she was pronounced innocent and was eventually made a saint in the Catholic Church. [Painting c. early 1900s]

**EXPLAIN** Why do you think a teenage girl like Joan of Arc was able to inspire the French troops and lead them into battle?



### ANALYZING PRIMARY SOURCES

- ANALYZING** How does this excerpt explain the advantages of the longbow used by the English archers?
- DETERMINING CONTEXT** How might the English use of the longbow have influenced the Hundred Years' War?

At first, the English were victorious—at Crécy (kray·SEE) in 1346 and Agincourt in 1415. The English had superior weapons: a longbow and an early form of the cannon. The longbow shot arrows that were able to pierce heavy armor at 300 yards (274 km). A French medieval writer described the effects of the longbow at Crécy:

“Then the English archers stepped forth one pace and let fly their arrows so wholly [together] and so thick, that it seemed snow. When the [French soldiers] felt the arrows piercing through heads, arms, and breasts, many of them cast down their cross-bows and did cut their strings and [retreated].”

—from *The Chronicles of Froissart*, by Jean Froissart, 1369–1410

## JOAN OF ARC AIDS THE FRENCH

The French prince Charles wanted to take back French lands held by the English. In 1429, a 17-year-old French peasant girl named Joan came to his palace. Joan persuaded Charles to let her command an army and go into battle against the English. She



wrote a letter to the king of England, who was surrounding the city of Orléans in France. She referred to herself as “the Maid”:

“King of England, if you do not do these things, I am the commander of the military; and in whatever place I shall find your men in France, I will make them flee the country, whether they wish to or not; and if they will not obey, the Maid will have them all killed. She comes sent by the King of Heaven, body for body, to take you out of France, and the Maid promises and certifies to you that if you do not leave France she and her troops will raise a mighty outcry as has not been heard in France in a thousand years. And believe that the King of Heaven has sent her so much power that you will not be able to harm her or her brave army.”

—Joan of Arc, 1429

Joan’s faith stirred the French soldiers. They defeated the English and freed the city.

Shortly after, with Joan at his side, Charles was crowned king. A few months later, however, the English army captured Joan. The English accused her of being a witch. Joan was burned at the stake for heresy. Later known as Joan of Arc, she became a Catholic saint and a French national hero for her role in bringing about an end to the war and restoring peace in France.

Joan’s courage led the French to rally around their king. By 1453, French armies had driven the English out of most of France. Victory gave the French a new sense of loyalty to their country. French kings used that loyalty to strengthen their power.

The Hundred Years’ War also affected the English. England’s nobles were bitter about the loss of French lands. For the rest of the 1400s, they fought over who should be king in a civil war known as the Wars of Roses. The winner, Henry Tudor, became King Henry VII of England.

## JEWES AND MUSLIMS IN SPAIN

During the Middle Ages, Muslims ruled much of the Iberian Peninsula. Today, the Iberian Peninsula is made up of Spain and Portugal. Medieval Muslims in this area developed a rich culture. They set up schools and built beautiful mosques and palaces, such as the Alhambra in Granada.

Non-Muslim groups in the Caliphate, which included Christians and Jews, were allowed to continue practicing their religions. They had their own courts of law and were able to hold minor positions in government. However, non-Muslims had to pay a special tax. They also faced additional regulations that were meant to remind them that they lived under Muslim rule. Many people converted to Islam as a result.

### ANALYZING PRIMARY SOURCES

- 1. ANALYZING POINTS OF VIEW** What is the main message that Joan wants to convey to the English troops?
- 2. DETERMINING CONTEXT** What phrases are central to Joan’s rallying message to her troops? How might the English use these phrases to condemn Joan for heresy?

### BIOGRAPHY

#### HENRY V (1387–1422)

Henry V became king of England in 1413. He made England one of the strongest kingdoms in Europe. He battled France in the ongoing Hundred Years’ War, winning victories at Agincourt and Normandy. The war created a sense of national identity and culture among the English. William Shakespeare even wrote a play, *Henry V*, in which he portrays King Henry as a model for leaders to imitate. Before Henry’s reign, Latin and French were the only languages used in official business. Henry, however, could also read and write in English. As a result, an increasing number of legal documents were written in English. English eventually became the official language of the country. In 1422 Henry died suddenly, and his nine-month-old son, Henry VI, became king.

## DETERMINING MEANING

What is the prefix in “Reconquista”? What is the meaning of this prefix? What other words have the same prefix, and what are their definitions?

Areas of fierce Christian resistance to Muslim rule, however, remained in the Iberian Peninsula. The Christians drove out the Muslims in a struggle called the **Reconquista** (ray•kohn•KEES•tuh), or “reconquest.” An outcome of the Reconquista was that by 1250, Muslim rule in the Iberian Peninsula had been replaced with three powerful Christian kingdoms: Portugal, Castile, and Aragon. The only remaining Muslim kingdom was Granada. In 1469, Prince Ferdinand of Aragon married Princess Isabella of Castile. They united their kingdoms into one Catholic country called Spain.

Under Muslim rule, Iberian Jews had lived freely for the most part. As Christians gained control, they sometimes mistreated the Jews. In order to avoid persecution by Christians, many Jews became Christian. Ferdinand and Isabella, however, believed that some of the Jews secretly practiced Judaism. To force obedience to the Catholic Church, the rulers put the Spanish Inquisition into place.

The Spanish Inquisition tried and tortured thousands of people who were accused of being disloyal to the Catholic Church in Spain. A significant result of the Inquisition was the removal of Jewish and Muslim people from Spain. In 1492, Ferdinand and Isabella ordered Jews to convert or leave Spain. Most Jews left to avoid the charge of heresy. After Spain conquered Granada in 1492, Muslims were given the same choice. Rather than convert to Catholicism, most Muslims left for North Africa. As a result of the Inquisition, Spain became a wholly Catholic country, but the economic and cultural contributions Jews and Muslims made to Spanish life were lost.

## ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** What was the Great Schism? How was it resolved?
2. **UNDERSTANDING CHRONOLOGY** Create a time line showing the events of the Hundred Years’ War.

## LESSON 5 REVIEW AND ACTIVITIES

### Time and Place

1. **USING MAPS** Look at the map “The Black Death in Europe.” Describe the movement of the plague across Europe from 1347 to 1353. Be sure to include general areas of Europe as well as specific city names.

### Building History-Social Science Analysis Skills

2. **IDENTIFYING CAUSES** What was the major cause of the Hundred Years’ War?
3. **EXPLAINING** After the Battle of Orléans, what happened to Joan of Arc?
4. **IDENTIFYING PATTERNS** In what ways did the Muslims develop a rich culture in Spain and Portugal before they were forced out of those lands?

### Writing About History

5. **NARRATIVE WRITING** You are King Charles of France. A young girl, Joan of Arc, has told you she believes the saints want her to help save France. Write three questions that you might ask Joan of Arc to determine if she is fit for battle.

### Collaborating

6. **COLLABORATING** Work with a partner to evaluate the strengths and weaknesses of feudalism. Take turns speaking and listening. Discuss whether you think feudalism would work in modern society. Give reasons to support your argument.



Include this lesson’s information in your Foldable®.



## *The Tragedy of Hamlet*

by William Shakespeare

**PURPOSE:** To explore the events of a Shakespearean play set in medieval Denmark.

**BACKGROUND INFORMATION** The author, William Shakespeare, was born about 1564 in Stratford-upon-Avon, England. Shakespeare began earning a living as both a playwright and an actor by his late 20s. Historical evidence suggests that Shakespeare enjoyed early success as a playwright, and by the early 1590s, he became a managing partner in a London acting company.

He continued to write tragedies and comedies for many years, and eventually opened The Globe, his own theatre in London. Written between 1599 and 1603, *Hamlet* tells the story of a Danish prince, Hamlet, who seeks revenge on his uncle Claudius. Claudius has murdered Hamlet's father so he can marry Hamlet's mother and claim the throne. While reading this excerpt, think about how the play *Hamlet* is an example of a tragic sequence of events.

### Explore the Text

**The Scene:** Hamlet and Ophelia meet in a room in a castle, where Ophelia confronts Hamlet about his supposed affections for her.

**The Characters:** Hamlet, a prince of Denmark and heir to the throne, speaks with Ophelia, the daughter of a noble and a potential marriage partner.

**The Plot:** Polonius, Ophelia's father, suspects Hamlet is in love with Ophelia. He asks Ophelia to confront Hamlet in King Claudius's castle, while Polonius and Claudius hide and spy on them. Hamlet becomes resentful during his conversation with Ophelia, questioning his life and the ideas of love and honesty.

*William Shakespeare in a painting from 1847*



## DETERMINING WORD MEANING

In this context, what does the phrase the “slings and arrows of outrageous fortune” mean?

## DETERMINING WORD MEANING

What does Hamlet mean when he says, “conscience does make cowards of us all”?

<sup>1</sup>*consummation*: finality

<sup>2</sup>*perchance*: maybe

<sup>3</sup>*ourn*: destination

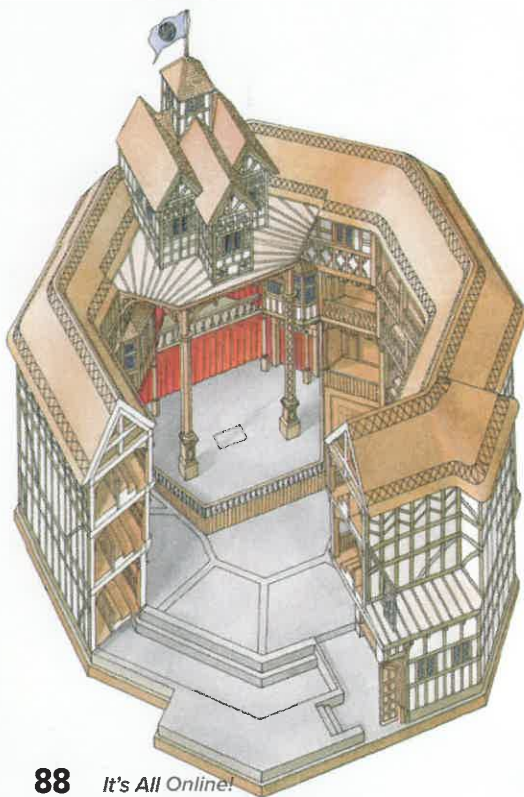
<sup>4</sup>*hue*: color

<sup>5</sup>*resolution*: courage

<sup>6</sup>*orisons*: prayers

<sup>7</sup>*commerce*: relations

<sup>8</sup>*paradox*: puzzle



## Hamlet

To be, or not to be,—that is the question:—  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune  
Or to take arms against a sea of troubles,  
And by opposing end them?—To die,—to sleep,—  
No more; and by a sleep to say we end  
The heartache, and the thousand natural shocks  
That flesh is heir to,—'tis a consummation<sup>1</sup>  
Devoutly to be wish'd. To die,—to sleep;—  
To sleep! Perchance<sup>2</sup> to dream:—ay, there's the rub; . . .

But that the dread of something after death,—  
The undiscover'd country, from whose bourn<sup>3</sup>  
No traveller returns,—puzzles the will,  
And makes us rather bear those ills we have  
Than fly to others that we know not of?  
Thus conscience does make cowards of us all;  
And thus the native hue<sup>4</sup> of resolution<sup>5</sup>  
Is sicklied o'er with the pale cast of thought;  
And enterprises of great pith and moment,  
With this regard, their currents turn awry,  
And lose the name of action.—Soft you now!  
The fair Ophelia!—Nymph, in thy orisons<sup>6</sup>  
Be all my sins remember'd. . . .

## Ophelia

Could beauty, my lord, have better commerce<sup>7</sup>  
than with honesty?

## Hamlet

Ay, truly; for the power of beauty will sooner  
transform honesty from what it is . . . than the  
force of honesty can translate beauty into his  
likeness: this was sometime a paradox<sup>8</sup>, but now  
the time gives it proof. I did love you once.

*This modern illustration shows the  
Globe Theatre.*



## Ophelia

Indeed, my lord, you made me believe so.

## Hamlet

You should not have believ'd me; . . . I loved you not.

## Ophelia

I was the more deceived.

## Hamlet

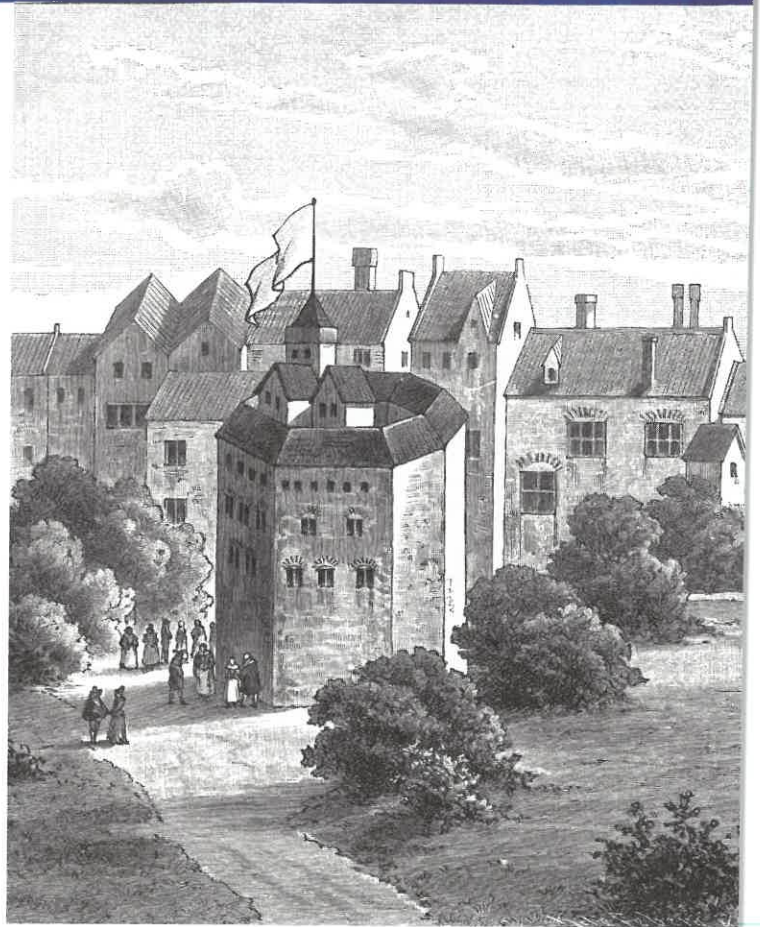
Get thee to a nunnery<sup>9</sup>: why wouldst thou be a breeder of sinners? I am myself indifferent honest; but yet I could accuse me of such things that it were better my mother had not borne me: . . . What should such fellows as I do crawling between earth and heaven? We are arrant knaves<sup>10</sup>, all; believe none of us. Go thy ways to a nunnery. Where's your father?

## Ophelia

At home, my lord.

## Hamlet

Let the doors be shut upon him, that he may play the fool nowhere but in's own house. Farewell.



This image of the Globe Theatre is based on an engraving from 1616.

<sup>9</sup> *nunnery*: convent

<sup>10</sup> *arrant knaves*: completely untrustworthy people

### Text-Based Discussion

- 1. CITING TEXT EVIDENCE** What evidence is there to support the claim that Hamlet is unsure how he feels about Ophelia in this scene?
- 2. SUMMARIZING** Summarize the theme of this scene. Cite details to support your answer.
- 3. ANALYZING POINTS OF VIEW** What is Ophelia's attitude toward Hamlet in the scene? Cite details to support your answer.
- 4. ANALYZING STRUCTURE** How does Hamlet's last statement to Ophelia contribute to the development of the plot in this scene?

## Did the Bubonic Plague End Feudalism?

During the Middle Ages, feudalism dominated society. It provided a system whereby land was given to the nobility in return for military or other types of service. The nobility owned the land, while peasants lived on the land and provided labor to the nobility. There were several factors that played a role in the decline of feudalism in Medieval society. The growth of cities, a gradual increase in trade, and a transition to a monetary economy were all factors in the decline. But was there an event so impactful that it brought about an absolute end to feudalism? Some historians claim that the bubonic plague was just such an event.

### VOCABULARY

*artisans*: skilled workers

*bondage*: the state of being subjected to some external control

*impoverishing*: making poor

*villeinage*: status of being a feudal tenant

*retainers*: servants

*bailiffs*: superintendents of lords in charge of the lord's land and buildings

“Following the plague we find a clear sense of society turned upside down in England. The rulers of the kingdom reacted strongly. Some elements of legislation indicate a measure of panic. Within a year of the onset of plague, during 1349, an Ordinance of Labourers was issued and this became the Statute of Labourers in 1351. This law sought to prevent labourers from obtaining higher wages. Despite the shortage in the workforce caused by the plague, workers were ordered to take wages at the levels achieved pre-plague. . . . It has been argued that the Black Death brought about the end of feudalism. This was the system of service in return for a grant of land, burdening the peasant with many obligations to his lord. For example, payments were due on entering a land holding, upon marriage and death and on many other occasions. The Black Death did not start the process of the commutation (substitution) of a money payment for labour and other services. However, there is no doubt that the plague speeded up the process by reducing dramatically the numbers of peasants and **artisans**.”

—Professor Tom James, *University of Winchester*, 2014

### DETERMINING CENTRAL IDEAS

What is the central idea of this excerpt?





“During the time that the Wars of the Roses were completing the downfall of feudalism, **bondage** also was passing away. This was not due to the Black Death, the Peasants’ Revolt, or the Wars of the Roses. The last-named conflict, except as it led to the ravaging and **impoverishing** of the country, probably had but little influence upon the condition of the peasantry. The decay of **villeinage** was due to the fact that the old methods of agriculture were too wasteful to exist under the new condition of industry and commerce. Even before the Wars of the Roses the old manorial system had almost completely broken down. Some of the villeins [feudal tenants] had been freed by their lords; others had deserted the manors and had taken service in the army or navy, had attached themselves as **retainers** to the great barons, or had gone to the towns to become apprentices, to join the crews of merchant ships, or to become beggars and tramps.

Still more important were the changes which had taken place upon the manors themselves. The lords, finding the old forms of cultivation [farming] unprofitable, had been giving up the direct control of their lands. They had been letting them out to their **bailiffs** or others, who paid the lord—now become a landlord—a fixed sum as rent. . . .”

—Charles M. Andrews, *A Short History of England*, 1912

#### CITING TEXT EVIDENCE

What evidence is there that the author believes armed conflict was a contributing factor in the decline of feudalism?



## What Do YOU Think?

- 1. CITING TEXT EVIDENCE** In what way do the excerpts agree that there were multiple causes of the decline of feudalism? What evidence from the texts supports your answer?
- 2. ANALYZING RELATIONSHIPS** How do the excerpts differ in the way they describe the changing relationship between laborers and lords during the Middle Ages?
- 3. ANALYZING POINTS OF VIEW** How do the two authors’ points of view differ on the impact of the bubonic plague? What evidence from the texts supports your answers?
- 4. EVALUATING ARGUMENTS** Which author provides the strongest support for his argument? Why?

*Most people died within three days of the appearance of tumors on their bodies. The sick spread the plague to healthy people who came near them.*

## MEDIEVAL EUROPE

In the fourteenth century, the Black Death spread along trade routes from China into the Middle East and Europe, leaving a trail of destruction in its wake. How did religious people respond to the plague? What did the arrival of the plague mean to the cities in its path? What did it mean to individual families struck by the plague?

### VOCABULARY

*ceased*: ended

*distress*: misfortune

*numerous*: consisting of great numbers

*assailed*: attacked

### PRIMARY SOURCE: PETITION

#### IBN BATTUTA, 1354

Ibn Battuta was an Islamic scholar who traveled throughout the Islamic world and beyond. In 1354 Ibn Battuta told Ibn Juzayy what happened on his travels. His accounts were written into the book *The Journey of Ibn Battuta*. In this excerpt he describes how the plague spread throughout the city of Damascus in what is now Syria.

“...[outside] Damascus on the way of the pilgrimage, is the ‘mosque of the foot,’...In this mosque they offer up their prayers in times of **distress**. I myself was present at this mosque in the year 746 (1345 C.E.), when the people were assembled for the purpose of prayer against the plague: which ceased on that very day. The number that died daily in Damascus had been two thousand: but the whole daily number at the time I was present, amounted to twenty-four thousand. After prayers, however, the plague entirely **ceased**.”

#### ANALYZE THE TEXT

- CITING TEXT EVIDENCE** According to Ibn Battuta, what stopped the plague in Damascus?
- ANALYZING POINTS OF VIEW** How might Ibn Battuta’s background influence his point of view in this passage?

### PRIMARY SOURCE: PAMPHLET

#### AL-MAQRIZI, FIFTEENTH CENTURY

Al-Maqrizi was an Egyptian historian who wrote more than 200 books on Egypt. In this passage, he wrote about the impact of the Black Death on the city of Cairo in Egypt.

“Streets were full of dead bodies, the mosques . . . were full of dead bodies, without anyone to bury them. The markets became deserts. . . . Cairo became an empty desert, and there was no one to be seen in the streets. A man could go from the Zuwayla Gate to the Bab al-Nasr without encountering another soul. The dead were so **numerous** that people thought only of them. . . . Wailing could be heard on all sides, and you did not pass a house without being **assailed** by shrieks.”

#### ANALYZE THE TEXT

- DETERMINING MEANING** What does Al-Maqrizi mean when he says “the markets became deserts”?
- ANALYZING STRUCTURE** Al-Maqrizi writes about empty streets while also noting that wailing could be heard on all sides. What does this tell you about life in Cairo?



## PRIMARY SOURCE: NOVEL

### GIOVANNI BOCCACCIO, 1353

Giovanni Boccaccio was an Italian writer during the time of the Black Death. After the Black Death struck in 1348, he wrote *The Decameron*, a collection of tales told by young men and women who fled Florence to escape the Black Death.

“Some again, the most sound [reasonable], perhaps, in judgment, as they we also the most harsh in temper [nature], of all, affirmed that there was no medicine for the disease superior or equal in efficacy [effectiveness] to flight; following which prescription a multitude [many] of men and women, negligent of all but themselves, deserted their city, their houses, their estate, their kinsfolk [family], their goods, and went into voluntary exile. . .

. . . Tedious were it to recount, how citizen avoided citizen, how among neighbours was scarce found any that shewed [showed] fellow-feeling for another, how kinsfolk held aloof [distant], and never met, or but rarely; enough that this sore affliction [disease] entered so deep into the minds of men and women, that in the horror thereof brother was forsaken by brother, nephew by uncle, brother by sister, and oftentimes husband by wife; nay, what is more, and scarcely to be believed, fathers and mothers were found to abandon their own children, untended, unvisited, to their fate, as if they had been strangers.”

#### ANALYZE THE TEXT

- SUMMARIZING** How does Boccaccio characterize the ways the people of Florence treated others during the outbreak of the plague?
- ANALYZING POINTS OF VIEW** Based on the passage, how does Boccaccio view those who abandoned their neighbors and family?

## PRIMARY SOURCE: PAMPHLET

### AGNOLO DI TURA, FOURTEENTH CENTURY

Agnolo di Tura was a shoemaker and tax collector who lived in the city of Siena in Italy. He married a woman named Nicoluccia and had five children. When the Black Death swept through the city, he wrote about how it affected the families in Siena.

“Father abandoned child, wife [abandoned] husband, one brother [abandoned] another. . . . And no one could be found to bury the dead for money or friendship. . . . And I, Agnolo di Tura, called the Fat, buried my five children with my own hands. . . .”

#### ANALYZE THE TEXT

- CITING TEXT EVIDENCE** What does this passage suggest about what happened to the bodies of the people who died from the plague?
- ANALYZING POINTS OF VIEW** How did the plague personally affect di Tura?



## MULTIPLE PERSPECTIVES

Compare these accounts of the plague in the four cities. What do the passages have in common? What details do the authors want you to know about the plague? Do the authors all have the same purpose in writing about the plague? Explain.

# CHAPTER 2 Analysis Skills Activities

Write your answers on a separate piece of paper.

## Thinking Like a Historian

1. **ASKING QUESTIONS** Describe the equipment that students in present-day universities might use and compare it to the equipment available to students in medieval universities. In particular, compare the role of books in university education then and now.

## Understanding Time

2. **SEQUENCING** Create a time line to arrange the events in the order they occurred.
  - A. Charles Martel defeats the Muslims at the Battle of Tours.
  - B. Duke Otto of Saxony is elected the king of Germany.
  - C. The *Concordat of Worms* is signed in the German city of Worms.
  - D. The pope declares Charlemagne the new Roman emperor.
  - E. Clovis becomes the king of the Franks.
  - F. The Papal States are created after Pepin gives the pope land in Italy.

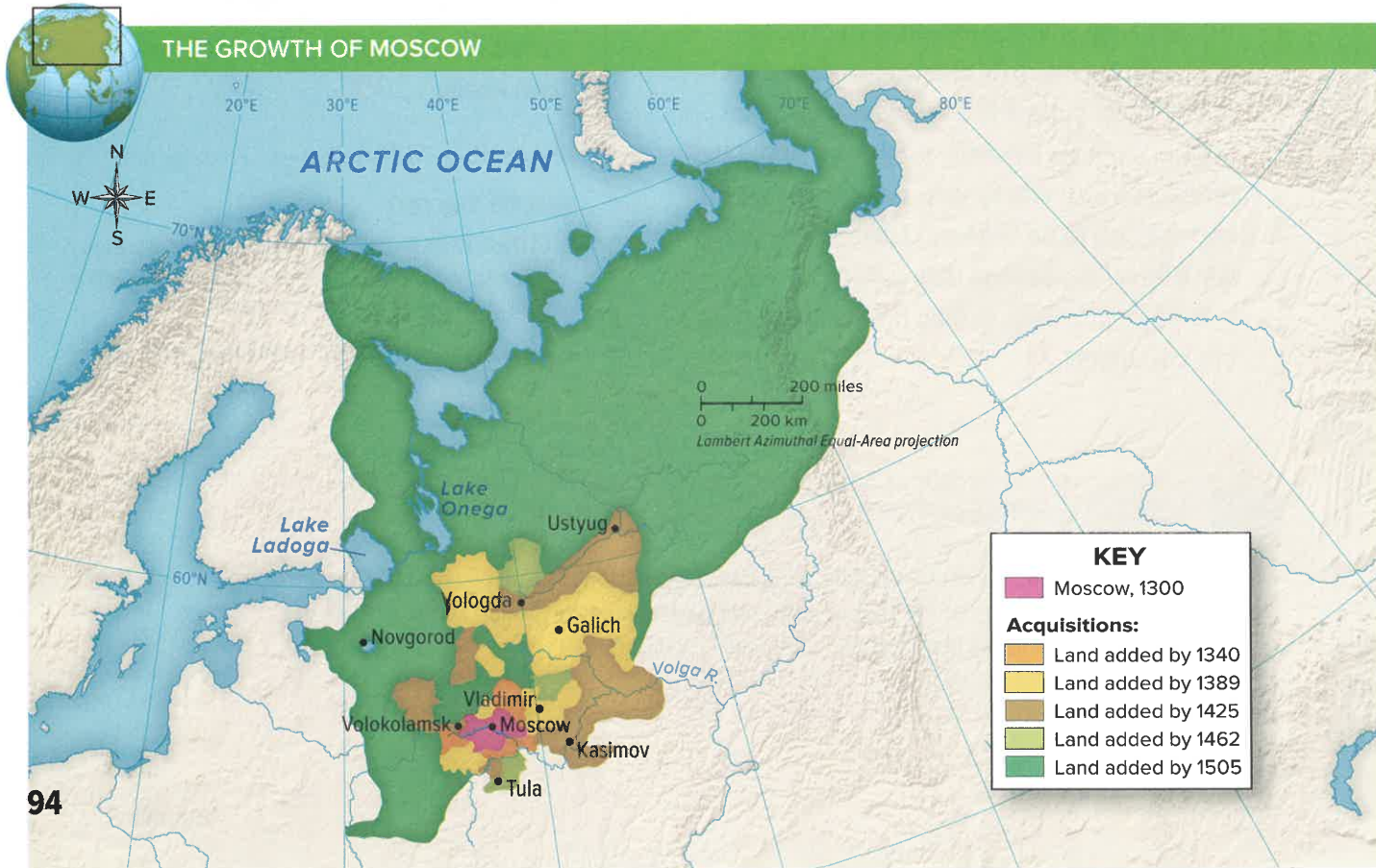
## Building Citizenship

3. **PROCESS, RULES, AND LAWS** Common law originated during the Middle Ages. Read about it in Lesson 3. Then write a paragraph explaining how it is reflected in life today in the United States.

## Geographic Reasoning

Use the map to answer the following questions.

4.
  - A. **SPATIAL THINKING** What physical feature may have influenced the way Moscow grew in the early stages of its expansion? Why do you think this is so?
  - B. **SPATIAL THINKING** When did Moscow experience the most growth? Why do you think this is so?





# CHAPTER 2 Assessment

Write your answers on a separate piece of paper.

## Vocabulary Practice

- 1 Identify the vocabulary words with their descriptions.
  - A. ideas that go against church teachings
  - B. religious worship service for Catholic Christians
  - C. a way of thinking that combined faith and reason
  - D. the everyday spoken language of a region
  - E. hostility toward or discrimination against Jews
  - F. a narrow inlet of the sea between cliffs or steep slopes
  - G. a feudal estate belonging to a vassal
  - H. a member of the peasant class tied to the land and subject to the will of the landowner
  - I. a group of citizens that decides whether an accused person is innocent or guilty
  - J. the study of religious faith, practice, and experience
  - K. the system, spirit, or customs of medieval knighthood
  - L. a low-ranking noble under the protection of a feudal lord
  - M. people who are sent by a religious organization to spread the faith
  - N. a mounted man-at-arms serving a lord
  - O. an order to bring a jailed person before a judge to find out whether he or she should be in jail

## Short Answer

- 2 **EXPLAINING EFFECTS** How did the English Channel impact the development of culture in Britain and Ireland?
- 3 **IDENTIFYING CAUSES** What environmental conditions led Viking raids on other countries?
- 4 **EXPLAINING ISSUES** What two leadership roles did the pope play in medieval Europe?
- 5 **ANALYZING INTERACTIONS** What were a lord's duties to his vassals? What were a vassal's duties to his lord?

- 6 **ANALYZING** How did peasants and lords benefit from the manorial system?
- 7 **RELATING EVENTS** How did trade slowly help win some political freedoms for medieval townspeople?
- 8 **DRAWING CONCLUSIONS** What document limited the power of the English monarch?
- 9 **EXPLAINING ISSUES** How did Philip II increase the power of the French monarchy? How did Ivan III achieve the same in Russia?
- 10 **EXPLAINING ISSUES** What is heresy and how did the medieval church deal with it?
- 11 **IDENTIFYING EFFECTS** About what percentage of Europe's population died as a result of the Black Death?
- 12 **EXPLAINING EFFECTS** How did the Reconquista change the political landscape of Europe?
- 13 **ANALYZING** Why was it significant that the pope crowned Charlemagne emperor?
- 14 **EXPLAINING ISSUES** Why did both kings and popes want the right to select bishops?
- 15 **ANALYZING** How can feudalism be considered a political system?
- 16 **DIFFERENTIATING** How was a medieval manor much like a medieval town? How was it different?
- 17 **EXPLAINING CAUSE AND EFFECT** Explain the causes and effects of the Crusades.
- 18 **RELATING EVENTS** How did the Black Death cause the collapse of the manorial system in medieval Europe?
- 19 **ANALYZING INTERACTIONS** How did Muhammad al-Idrisi take advantage of the interaction of different cultures and the sharing of ideas on Sicily?

## Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Review Lesson	1-5	1	1	1	2	2	2	3	3	4	5	5	1	1	2	2	3	5	3

## CHAPTER 2 Assessment, continued

Write your answers on a separate piece of paper.

### Analyzing Primary Sources

English translation of a Magna Carta (excerpt):

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

(28) No constable or other royal official shall take...movable goods from any man without immediate payment...

(38) ...no official shall place a man on trial...without producing credible [believable] witnesses...

(39) No free man shall be seized or imprisoned...except by the lawful judgement of his equals or by the law of the land.

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

(45) We will appoint as justices, constables, sheriffs, or other officials, only men that know the law...and are minded to keep it well.”

—Magna Carta [1215]

**20 DETERMINING CENTRAL IDEAS** Which statement best summarizes the central idea of the Magna Carta excerpt?

- A. Every person should have the right to vote for government officials.
- B. Government officials must follow the laws and apply the laws fairly when dealing with the people.
- C. People cannot be placed on trial for crimes by the government.
- D. The government may never remove the property, the rights, or the freedom of a person.

**21 CITING TEXT EVIDENCE** Which of these inferences about the writer’s purpose is supported by the text?

- A. The government cannot apply the law differently for different people.
- B. The government does not have the right to apply laws to certain people.
- C. A person should not expect to receive punishment when he or she breaks a law.
- D. The king should not have to obey the laws.

**22 CITING TEXT EVIDENCE** Which of the following phrases from the excerpt indicates the writer believes that a person cannot be put in jail without a trial?

- A. “No free man shall be seized or imprisoned... except by the lawful judgement of his equals or by the law of the land.”
- B. “...no official shall place a man on trial...without producing credible [believable] witnesses...”
- C. “To no one will we sell, to no one deny or delay right or justice.”
- D. “For a trivial offence, a free man shall be fined only in proportion to the degree of his offence...”

**23 DETERMINING MEANING** Read the phrase from the excerpt.

“For a trivial offence, a free man shall be fined only in proportion to the degree of his offence...”

Which of the following words could replace the underlined words in the phrase?

- A. offering
- B. matter
- C. wealth
- D. crime

**24 DETERMINING CENTRAL IDEAS** Read the following sentence from the excerpt.

“We will appoint as justices, constables, sheriffs, or other officials, only men that know the law...and are minded to keep it well.”

Write a brief explanation of why you think the authors of the Magna Carta included this specific item along with the other items.

### Extended Response Essay

**25 NARRATIVE WRITING** It is 1215 and you are a noble who just witnessed the signing of the Magna Carta. How would you summarize the items that King John agreed to when he signed the document? Write a letter to a fellow noble explaining how the key provisions of the Magna Carta could affect his life.

#### Need Extra Help?

If You've Missed Question	20	21	22	23	24	25
Review Lesson	3	3	3	3	3	3