



# Chapter

# 15

# Medieval Europe

508-509 Greg Gawrowski/Lonley Planet Images

Caerphilly Castle in South Wales, United Kingdom ▼



## When & Where?



A.D. 500

A.D. 825

1150

1475

**A.D. 496**  
King Clovis becomes a Catholic

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

**1095**  
First Crusade begins

**1346**  
Black Death arrives in Europe



# Chapter Preview

Between A.D. 500 and 1500, Europe was ruled by warriors much like those in early Japan. Despite constant fighting, Europeans made advances in their culture. European ideas about government and religion still shape our lives today.



View the Chapter 15 video in the *World History: Journey Across Time* Video Program.

## Section

### 1

## The Early Middle Ages

During the Middle Ages, Western Europe built a new civilization based on Christian, Roman, and Germanic ways.

## Section

### 2

## Feudalism

Government weakness and the need for safety led to the rise of feudalism.

## Section

### 3

## Kingdoms and Crusades

As the kingdoms of England and France established parliaments, Russia's rulers laid the foundations for its government.

## Section

### 4

## The Church and Society

Religion in medieval Europe helped to shape European culture.

## Section

### 5

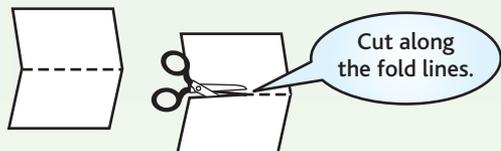
## The Late Middle Ages

Disease and war took the lives of millions of people in the late Middle Ages.

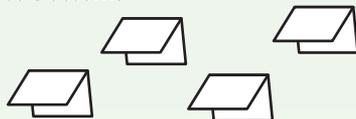
### FOLDABLES™ Study Organizer

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

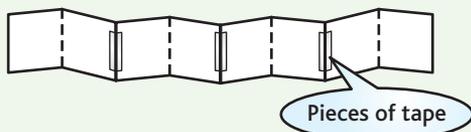
**Step 1** Fold two sheets of paper in half from top to bottom. Cut each in half.



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



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



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



# Reading Social Studies


 Reading Skill


 Questioning

## 1 Learn It!

### Just Ask

Answering questions about what you have read is one way to show what you know, but asking thoughtful questions about the topic can often show even greater understanding. How do you learn to ask great questions?

1. Use question starters such as *who*, *what*, *when*, *where*, *how*, and *why*.
2. Do more than just read the words on the page—think deeply about the concepts. For example, ask questions such as “What would have happened if . . .?”

Read the following passage from Section 5, and look at the questions that follow.

Charles, the prince who ruled southern France, wanted to take back the north. In 1429 a French peasant girl named Joan was brought to him. She told him that her favorite saints had urged her to free France. Joan’s honesty persuaded Charles to let her go with a French army to Orléans. Joan’s faith stirred the soldiers, and they took the city.

—from page 557



### Reading Tip

Make studying like a game. Create questions and then read to find answers to your own questions.

Here are some questions you might ask about the above paragraph:

- What did Joan say to persuade Charles to let her ride with the army?
- How did Joan’s faith stir the soldiers?
- Why did Joan believe saints wanted her to free France?
- What happened to Joan after the French took the city?



## 2 Practice It!

### Ask and Answer

Read this passage about the Black Death.

A terrible plague, known as the Black Death, swept across Europe and Asia. A plague is a disease that spreads quickly and kills many people. Most scientists think the Black Death was bubonic plague—a disease caused by a type of bacteria carried by fleas. These fleas infested black rats, and in the Middle Ages, these rats were everywhere.

—from page 554

### Read to Write

Write a *What If* paragraph based on your reading. For example, *what if* Joan had become Queen of France, or *what if* fleas carried the Black Death today? Add lots of details as if you were answering questions others might ask about your *What If* ideas.

Create three questions based on the above paragraph. Remember that not all questions have answers.



## 3 Apply It!

As you read the chapter, look for answers to section headings that are in the form of questions. For the other sections, turn the headings into questions that you can answer as you read.

# Section

# 1

# The Early Middle Ages

## Get Ready to Read!

### What's the Connection?

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

### Focusing on the **Main Ideas**

- Geography influenced where medieval Europeans settled and what they did. (page 513)
- The Franks, Angles, and Saxons of Western Europe built new societies and defended them against Muslims, Magyars, and Vikings. (page 514)
- The Catholic Church spread Christianity through Western Europe. (page 519)

### Locating Places

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

### Meeting People

**Clovis** (KLOH•vuhs)  
**Charles Martel** (mahr•TEHL)  
**Charlemagne** (SHahr•luh•MAYN)  
**Otto I** (AH•toh)  
**Gregory the Great**

### Building Your Vocabulary

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

### Reading Strategy

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

Leader	Major Accomplishments

NATIONAL GEOGRAPHIC

## When & Where?



A.D. 500

A.D. 496  
 King Clovis becomes Catholic

A.D. 800

A.D. 800  
 Charlemagne is crowned by pope

1100

c. 1050  
 Most people in Western Europe are Catholic



# The Geography of Europe

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

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

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

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

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

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

**NATIONAL GEOGRAPHIC**

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

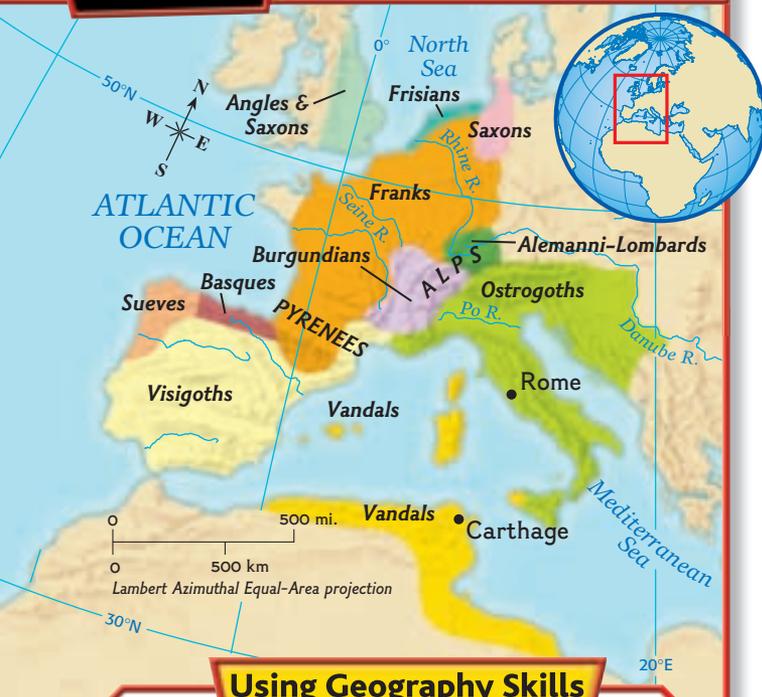
The map shows the distribution of various Germanic tribes across Europe around 500 A.D. Key features include the Atlantic Ocean to the west, the Mediterranean Sea to the south, and the Alps and Pyrenees mountain ranges. Major rivers like the Rhine, Danube, and Volga are shown. Tribes labeled include Celts, Britons, Saxons, Franks, Burgundians, Vandals, Sueves, Visigoths, Ostrogoths, Slavs, Huns, and Avars. The map also shows the North Sea, Baltic Sea, Black Sea, and Caspian Sea.

**Using Geography Skills**

Following the fall of the Western Roman Empire, many different peoples lived throughout Europe.

1. Which peoples lived in the British Isles?
2. Where, in general, did the Franks settle?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)



**Using Geography Skills**

Germanic kingdoms developed in Europe after the Western Roman Empire fell.

1. Which were the largest Germanic kingdoms?
2. What geographic features helped the Ostrogoths to hold Italy?

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

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

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

## The Germanic Kingdoms

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

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

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

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

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

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



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

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

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

Europe, and Christianity remained Western Europe’s major religion.

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

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

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

## The Crowning of Charlemagne



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



**KEY**

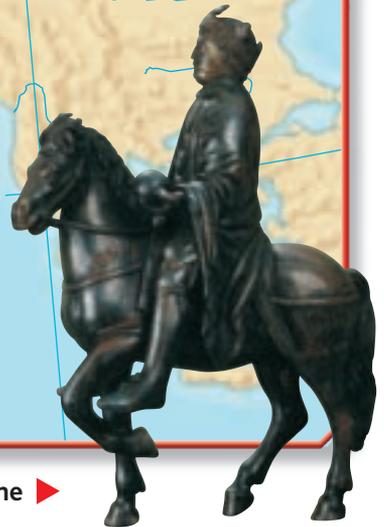
- Clovis's kingdom
- Added by Martel and Pepin
- Added by Charlemagne
- Battle

**Using Geography Skills**

The Frankish kingdom expanded greatly under Charlemagne's rule.

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

A bronze statue of Charlemagne ▶



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

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

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

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

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

# Biography

## CHARLEMAGNE

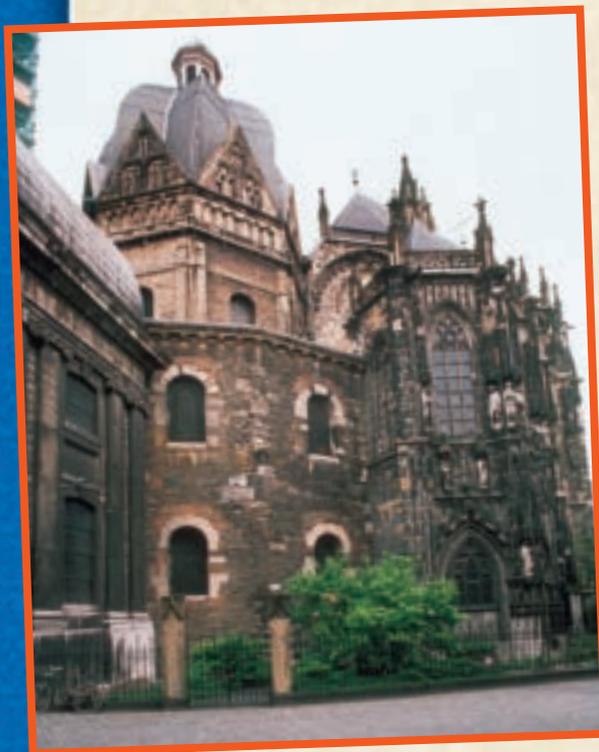
A.D. 742–814

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

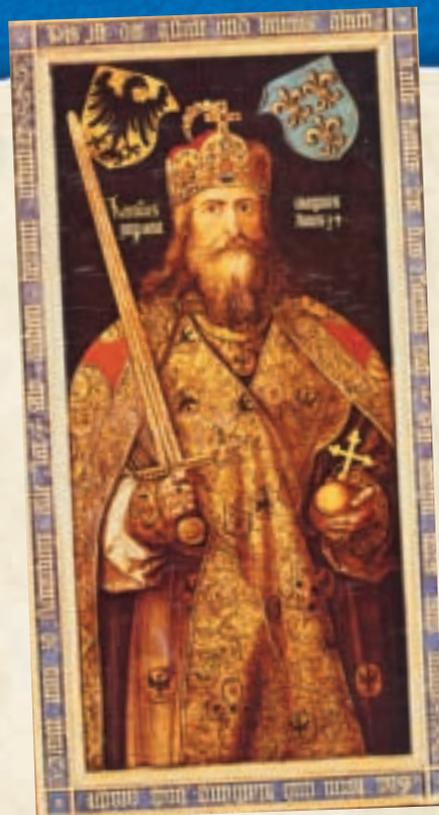
Charlemagne was an intelligent person. He studied many subjects and especially enjoyed astronomy. He could speak many languages, including German and Latin. He also could read but had trouble writing. Einhard, the king's historian and scribe, wrote that Charlemagne "used to keep tablets under his pillow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

Charlemagne was disappointed to learn that the Franks were not as educated as the people of Britain and Ireland. In

▼ The Palatine Chapel at Charlemagne's palace in Aachen



A.D. 782 he arranged for several famous scholars to come to his capital in Aachen and create a school in the royal palace. During his reign, schools opened throughout his empire, and many people were educated.



▲ Charlemagne

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

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

### Then and Now

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



**In Motion**

**NATIONAL GEOGRAPHIC**

## Invasions of Europe c. A.D. 800–1000



▲ Viking ships

**Using Geography Skills**

A number of different groups invaded and settled in early medieval Europe.

1. Which group invaded England?
2. Which group settled the area of Hungary?

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

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

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

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

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

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



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

**The Holy Roman Empire** The raids by Muslims, Magyars, and Vikings helped to destroy the Frankish kingdoms. In the A.D. 900s, the eastern Frankish kingdom, which became known as Germany, was divided into many tiny states ruled by counts, dukes, and other nobles. In A.D. 911 a group of these nobles tried to unite Germany by electing a king. The king did not have much power, however, because the nobles wanted to remain independent.

One of the stronger kings of Germany was **Otto I** (AH•toh). He fought the Magyars and sent troops into Italy to protect the pope. To reward Otto for his help, the pope declared him emperor of the Romans in A.D. 962. Otto's territory, which included most of Germany and northern Italy, became known as the **Holy Roman Empire**.

Most of the emperors of the Holy Roman Empire were not very powerful. Two of the strongest ones, Frederick I and Frederick II, tried to unite northern Italy and Germany under a single ruler with a strong central government in the 1100s and 1200s. The popes fought against these plans because they did not want the emperor to control them. They banded together with Italy's cities to resist the emperors' forces. As a result, both Germany and Italy remained divided into small kingdoms until the 1800s.

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

## The Rise of the Catholic Church

**Main Idea** The Catholic Church spread Christianity through Western Europe.

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

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

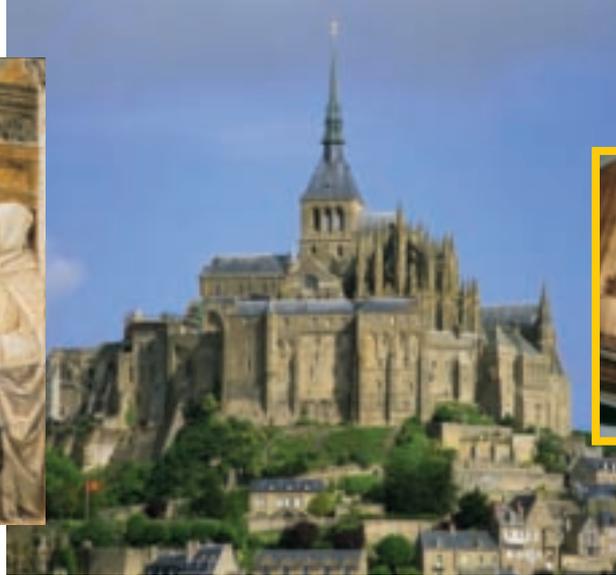
**Why Were Monks Important?** At the time Rome fell, much of northwest Europe was not yet Christian. One exception was Ireland. In the A.D. 400s, a priest named Patrick traveled to Ireland, where he spread the Christian message and set up churches and monasteries. For several hundred years,



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



▲ Monks eating together in a monastery



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



▲ Illustrated page created by monks

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

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

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

Monasteries played an important role in medieval Europe. Monks schooled people, provided food and rest to travelers, and offered hospital care for the sick. They taught carpentry and weaving and developed better methods of farming. They also helped to preserve knowledge.

Many monasteries had scriptoria, or writing rooms, where monks made copies of important works. The monks copied Christian writings, including the Bible, as

well as works of Roman and Greek writers. The literary efforts of these monks helped to preserve the Latin language.

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

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

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

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



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

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

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

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

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

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

## Section 1 Review

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### Reading Summary

#### Review the Main Ideas

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

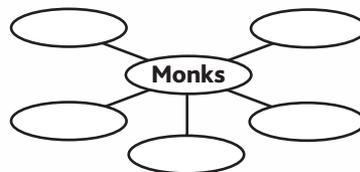
### What Did You Learn?

1. What happened at the Battle of Tours, and why is the battle significant?
2. Why were monasteries important to medieval Europe?
3. **Analyze** How did Charlemagne demonstrate his support for education?
4. **Analyze** How did Charlemagne demonstrate his support for education?
5. **Describe** Imagine you live in central Europe in medieval times. Prepare a poster that describes the Vikings and the dangers they pose to your town.

### Critical Thinking

#### 3. Summarizing Information

Draw a diagram like the one below. Use it to describe the role of monks in medieval Europe.



6. **Reading Asking Questions** Henry IV "stood barefoot in the snow" to gain the pope's forgiveness. If you were asked to interview Henry IV about this experience, what three questions would you ask?

# Feudalism

## Get Ready to Read!

### What's the Connection?

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

### Focusing on the Main Ideas

- Feudalism developed in Europe in the Middle Ages. It was based on landowning, loyalty, and the power of armored knights on horseback. (page 523)
- Knights followed a code of chivalry and lived in castles, while peasants lived in simple houses and worked hard all year long. (page 526)
- Increased trade led to the growth of towns and cities and the rise of guilds and city governments. (page 528)

### Locating Places

**Venice** (VEH•nuhs)

**Flanders** (FLAN•duhrz)

### Building Your Vocabulary

**feudalism** (FYOO•duhl•IH•zuhl)

**vassal** (VA•suhl)

**fief** (FEEF)

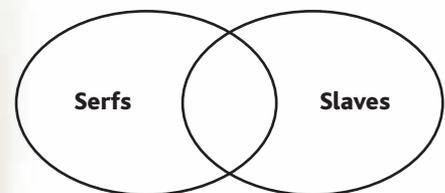
**knight** (NYT)

**serf** (SUHRF)

**guild** (GIHLD)

### Reading Strategy

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



NATIONAL GEOGRAPHIC

## When & Where?



A.D. 800

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

1000

c. 1100  
Flanders and Italy trade goods regularly

1200

c. 1200  
Guilds are widespread in Europe



# What Is Feudalism?

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

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

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

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

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

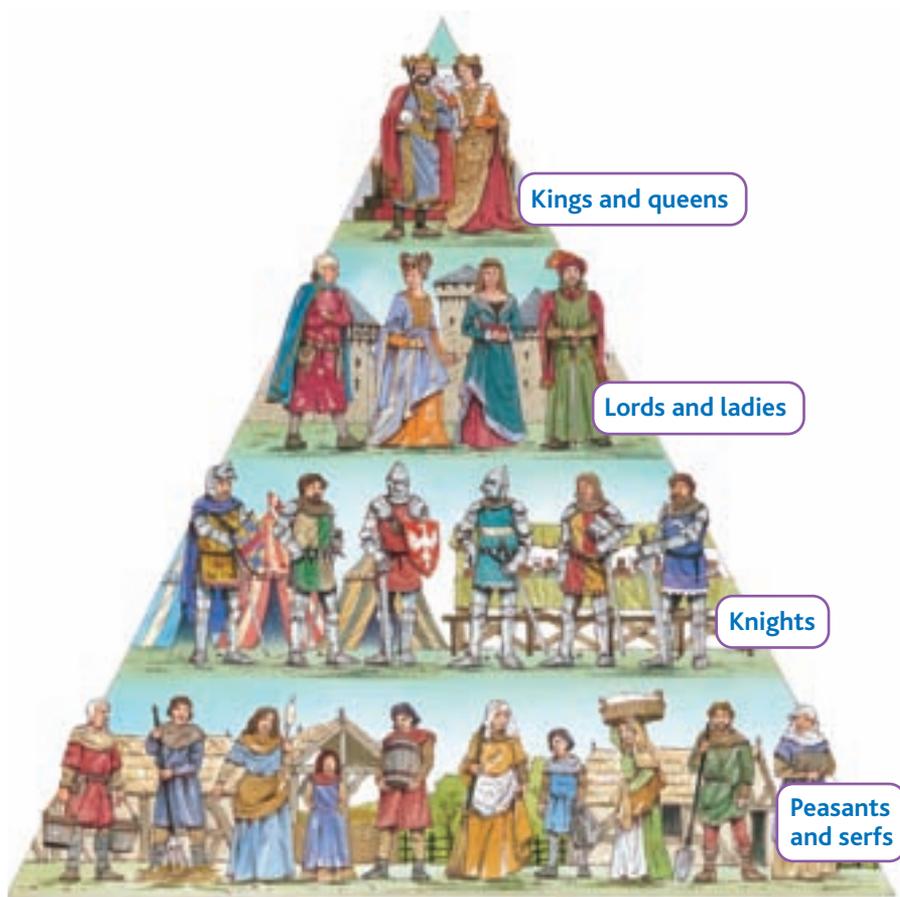
During the A.D. 800s, this shift of power from kings to nobles led to a new social order known as **feudalism** (FYOO•duhl•IH•zuhl). Under feudalism, landowning nobles governed and protected the people in return for services, such as fighting in a noble’s army or farming the land. By A.D.

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

## The Role of Vassals and Knights

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

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



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



A vassal showed his loyalty by serving in his lord's army. In return for the vassal's military service, a lord granted his vassal land and permission to rule the people who lived on it. This grant to a vassal was known as a **fief** (FEEF).

These vassals were **knights** (NYTS), or warriors in armor who fought on horseback. Up until the A.D. 700s, nobles in Western Europe mostly fought on foot. They wore coats of mail—armor made from metal links—and carried swords and shields. In the A.D. 700s, a new invention, the stirrup, made it possible for an armored man to sit on a horse and charge while holding a lance, a long heavy spear. Knights would charge enemies, spearing them with their lances. From the A.D. 700s to the 1200s, armored knights on horseback were the most powerful soldiers in Europe.

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

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

**What Was the Manorial System?** The lands of the fiefs of the Middle Ages were called manors. The lords ruled the manor, and peasants worked the land. Some peasants were freemen, who paid the noble for the right to farm the land. They had rights under the law and could move whenever and wherever they wished.

Most peasants, however, were **serfs** (SUHRFS). Serfs could not leave the manor, own property, or marry without the lord's approval. Lords even had the right to try

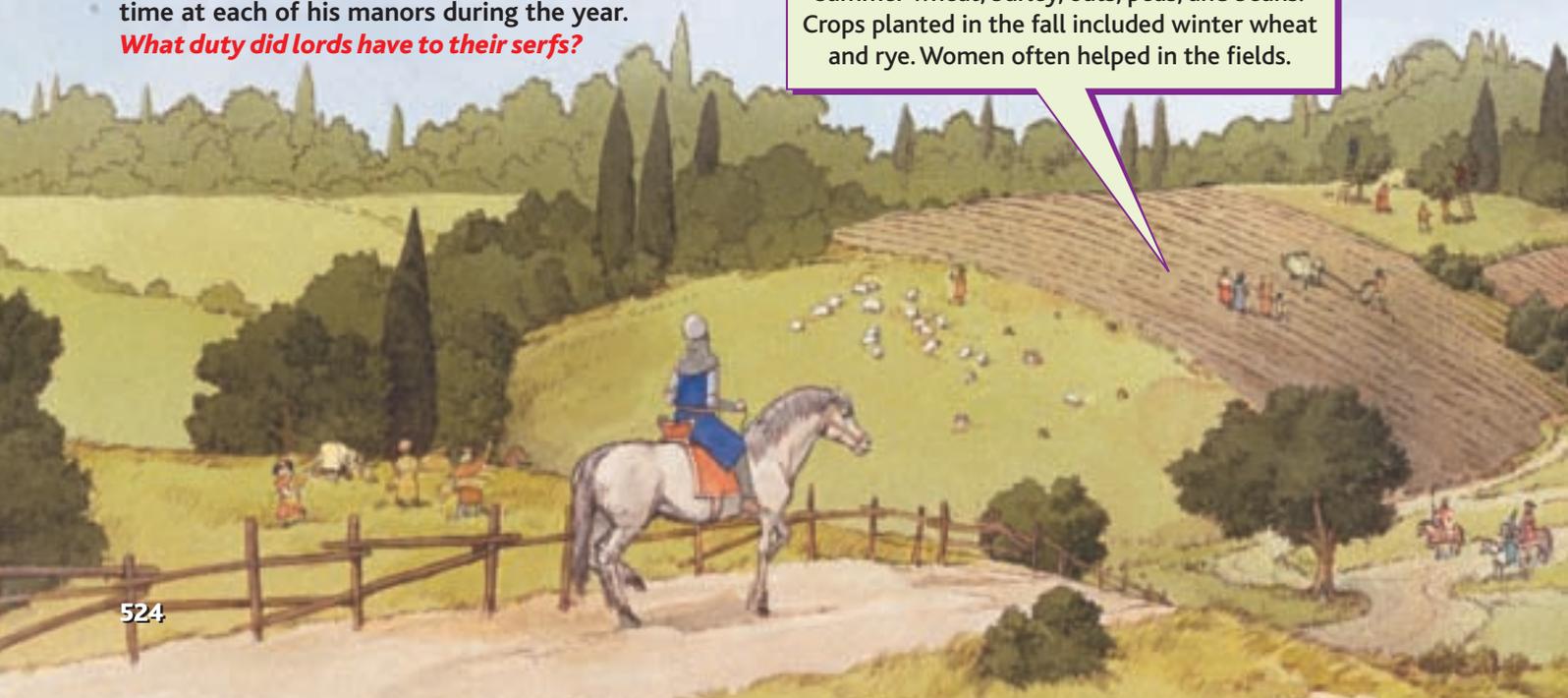
## A Medieval Manor

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

**What duty did lords have to their serfs?**

### Fields

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





serfs in their own court. Serfs were not enslaved, however. Lords could not sell the serfs or take away the land given to serfs to support themselves. Lords also had a duty to protect their serfs, providing them the safety they needed to grow crops.

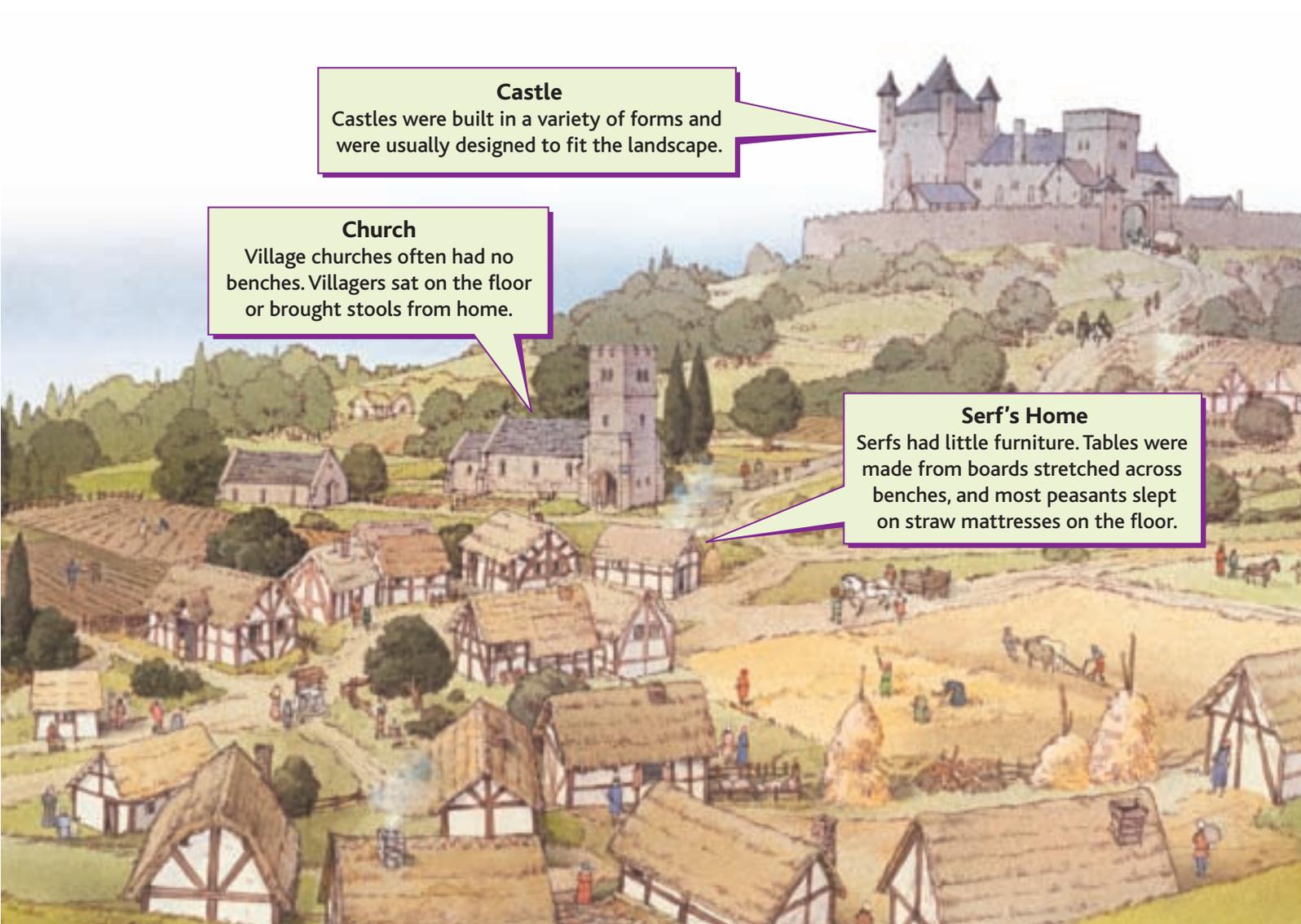
Serfs worked long hours on the lord's land and performed services for the lord. They spent three days working for the lord and the rest of the week growing food for themselves. They also had to give a portion of their own crops to the lord and pay him for the use of the village's mill, bread oven, and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

It was not easy for serfs to gain their freedom. One way was to run away to the towns. If a serf remained in a town for more

than a year, he or she was considered free. By the end of the Middle Ages, serfs in many kingdoms were also allowed to buy their freedom.

**How Did Farming Improve?** During the Middle Ages, Europeans invented new technology that helped increase the amount of crops they could grow. Perhaps the most important was a heavy wheeled plow with an iron blade. It easily turned over Western Europe's dense clay soils.

Another important invention was the horse collar. The horse collar made it possible for a horse to pull a plow. Horses could pull plows much faster than oxen, allowing peasants to plant more crops and produce more food.



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

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

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



Europeans also found new ways to harness water and wind power. Europe's many rivers powered water mills that ground grain into flour. Where rivers were not available, windmills were used for grinding grains, pumping water, and cutting wood.

Peasants also learned to grow more food by rotating crops on three fields instead of two. The rotation kept soil fertile. One field was planted in fall and another in spring. The third field was left unplanted. The three-field system meant that only one-third, rather than one-half, of the land was unused at any time. As a result, more crops could be grown. Greater food production allowed the population to expand.

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



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

## Life in Feudal Europe

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

**Reading Focus** Have you heard the phrase "knight in shining armor"? Read to learn why these words apply to how a knight acts as well as how he dresses.

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

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

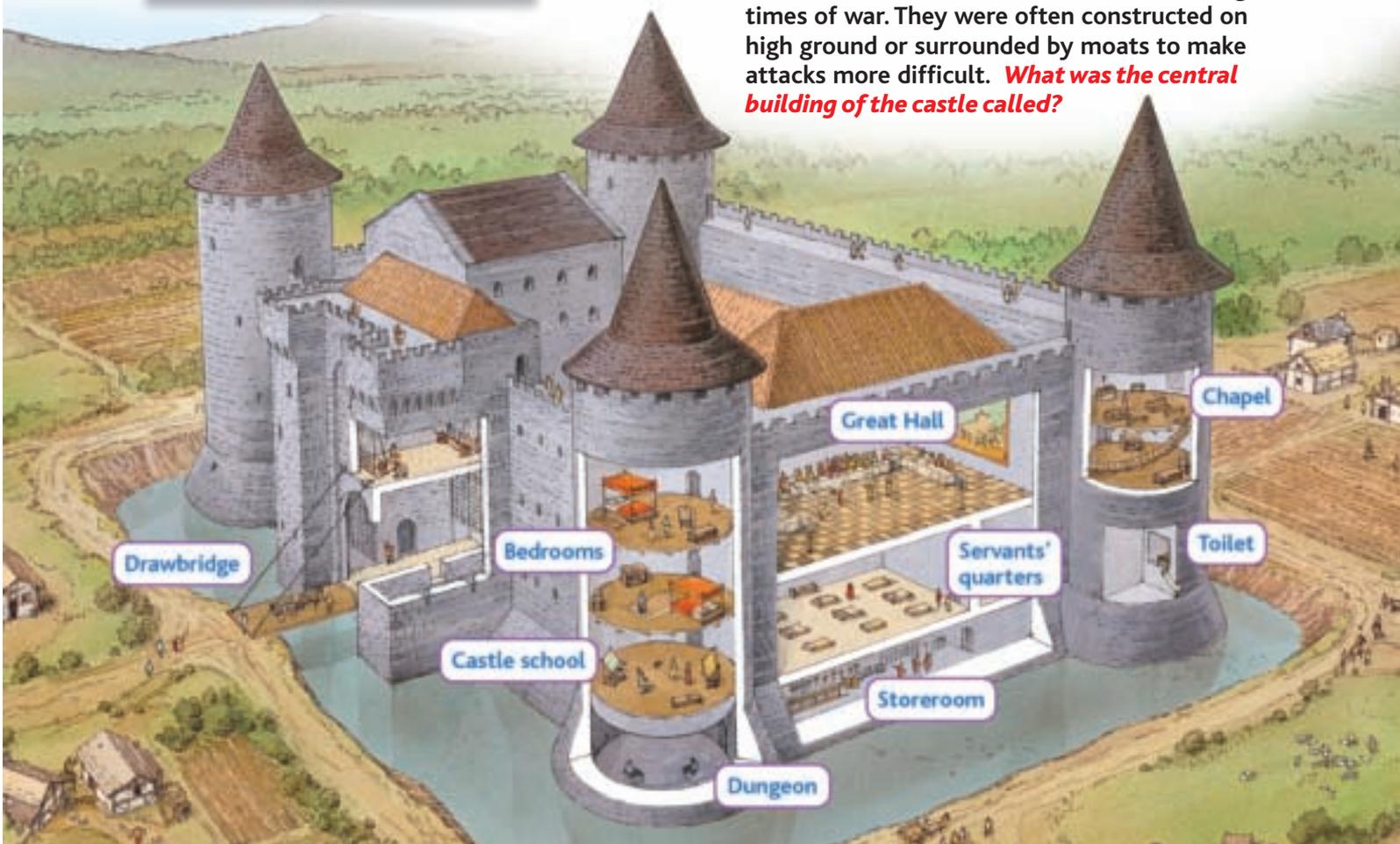
When noblemen went to war, their wives or daughters ran the manors. This was no small job because manors had many officials and servants. Keeping track of the household's accounts took considerable skill. The lady of a manor also had to oversee the storing of food and other supplies needed to run the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

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



## A Medieval Castle

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



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

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

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

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

**What Was Peasant Life Like?** The homes of peasants were much simpler. They lived in wood-frame cottages plastered with clay. Their roofs were thatched with straw. The houses of poorer peasants had a single room. Better cottages had a main room for cooking and eating and another room for sleeping.

Peasants worked year-round. They harvested grain in August and September. In October they prepared the ground for winter crops. In November they slaughtered livestock and salted the meat to keep it for winter. In February and March, they plowed the land for planting oats, barley, peas, and beans. In early summer they



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

Peasants took a break from work and went to church on Catholic feast days. They celebrated more than 50 feast days each year. The most important were Christmas and Easter. On feast days and at Sunday worship, the village priest taught them the basic elements of Christian belief.

Peasant women worked in the fields and raised children at the same time. They also gathered and prepared their family's food. Each day they mixed bread dough and baked it in community ovens. Bread was a basic staple of the medieval diet. Peasant bread was dark and heavy. Peasants ate it with vegetables, milk, nuts, and fruits. Sometimes they added eggs or meat, and they often had ale to drink.

**Reading Check Identify** What was the code of chivalry?

## Trade and Cities

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

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

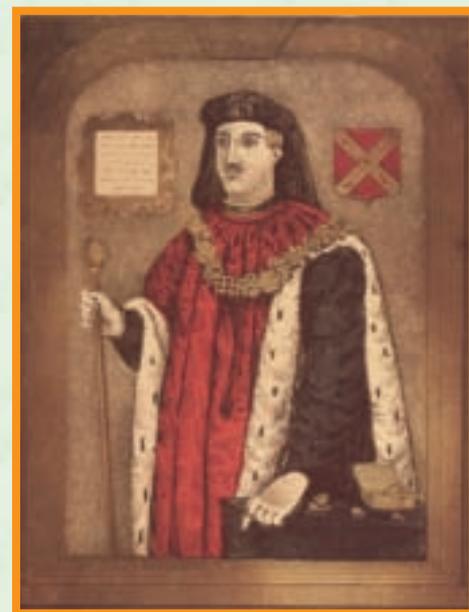
When the Roman Empire collapsed, almost all trade in Western Europe came to an end. Bridges and roads fell into disrepair. Law and order vanished. Money was no longer used. Most people spent their entire lives in the tiny villages where they were born and knew almost nothing about the rest of the world.

By 1100, feudalism had made Europe safer, and new technology enabled people to produce more food and goods. Nobles

## Medieval City Life



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



A mayor of London from the early 1200s ▶



(i)Archivio Iconografico, S.A./CORBIS, (r)Ancient Art & Architecture Collection

repaired bridges and roads, arrested bandits, and enforced the law. As a result, trade resumed.

As trade increased, towns grew larger, and several cities became wealthy from trade. For example, the city of **Venice** (VEH•nuhs) in Italy built a fleet of trading ships. It became a major trading center by A.D. 1000. Venice and other Italian cities began trading with the Byzantine Empire and soon became the center of trade in the Mediterranean.

Meanwhile, towns in **Flanders** (FLAN•duhrz)—which today is part of Belgium—became the center of trade for northern Europe. This area was known for its woolen cloth. Merchants from England, Scandinavia, France, and the Holy Roman Empire met there to trade their goods for wool. Flemish towns such as Bruges and Ghent became centers for making and trading cloth.

By 1100, Flanders and Italy were exchanging goods regularly. To encourage

**History online**

**Web Activity** Visit [jat.glencoe.com](http://jat.glencoe.com) and click on **Chapter 15—Student Web Activity** to learn more about the Middle Ages.

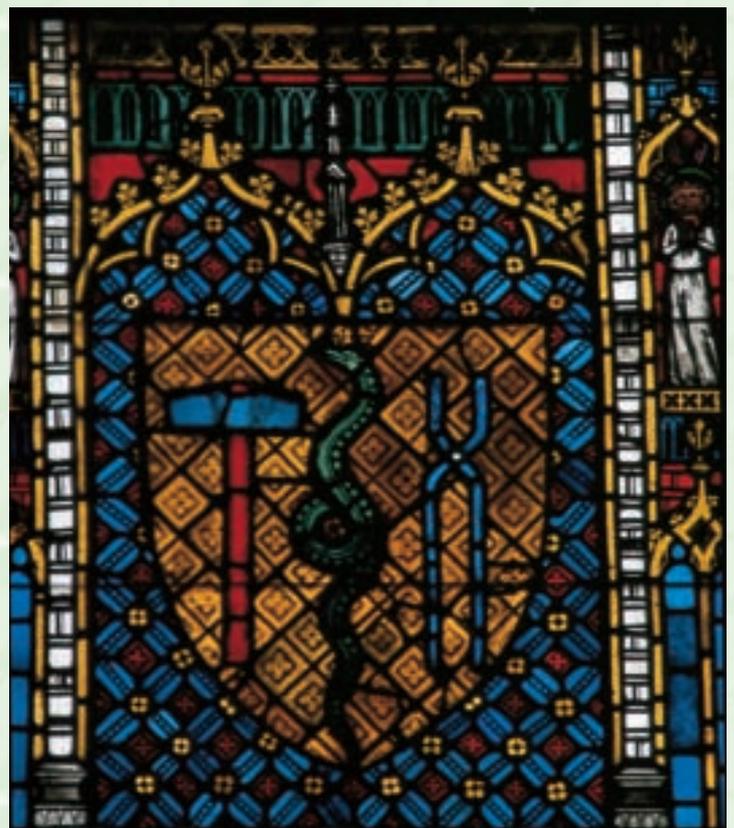
this trade, the counts of Champagne in northern France began holding trade fairs. Northern European merchants exchanged furs, tin, honey, and wool for cloth and swords from northern Italy and silks, sugar, and spices from Asia.

During the early Middle Ages, people bartered, or traded goods for other goods. As trade increased, demand for gold and silver coins rose. Slowly, people began using money again to pay for goods. Merchants set up trading companies and banks to manage the sale of goods and the use of money.



▲ This illustration from a medieval book shows glassblowers at work. **What were some of the items exchanged at trade fairs?**

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





**How Were Cities Governed?** Towns were often located on land owned by lords. This meant the towns were under their control. However, townspeople needed freedom to trade. They wanted to make their own laws and were willing to pay for the right to make them. In exchange for paying taxes, people in towns were granted certain basic rights by their lords. These included the right to buy and sell property and the freedom from having to serve in the army.

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

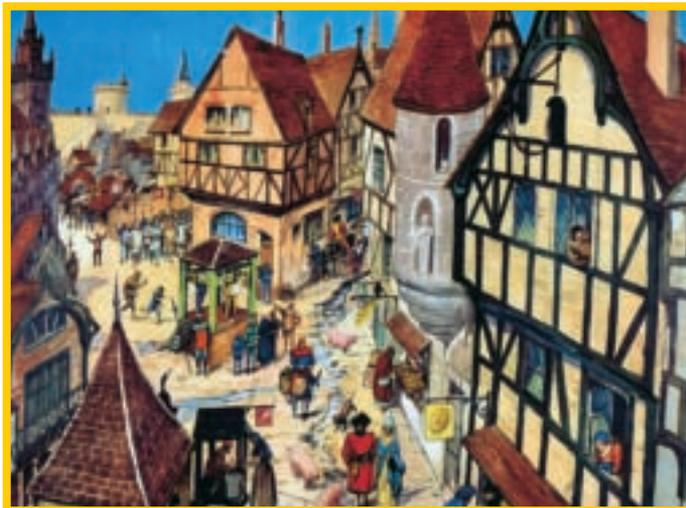
**Crafts and Guilds** Trade encouraged manufacturing. People produced cloth, metalwork, shoes, and other goods right in their houses. Over time, these craftspeople organ-

ized **guilds** (GIHLDZ), or business groups. By 1200, tanners, carpenters, bakers, and almost every other type of craftspeople had guilds. The rise of towns and guilds created a new middle class in medieval Europe. People in the middle class were not lords, vassals, or serfs. They did not own land, but they did have some wealth and freedom.

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

A person could become an apprentice around the age of 10. An apprentice learned a trade from a master craftsman who provided room and board but no wages. After five to seven years of service, the apprentice became a journeyman and worked for wages. To become a master, a journeyman had to produce a masterpiece—an outstanding example of the craft.

**What Was City Life Like?** Medieval cities had narrow, winding streets. Houses were crowded against one another, and the



▼ A street in France dating back to medieval times



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



second and third stories were built out over the streets. Candles and fireplaces were used for light and heat, and the houses were built mostly of wood. As a result, medieval cities could be destroyed rapidly once a fire started.

The cities were often dirty and smelly. Wood fires in people's homes and shops filled the air with ashes and smoke. Brewers, dyers, and poor people who could not afford wood burned cheap coal, polluting the air even more. Butchers and tanners dumped blood and other animal wastes into the rivers. Because of the pollution, cities did not use the rivers for drinking water but used wells instead.

City women ran their households, prepared meals, raised their children, and managed the family's money. Often they



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

helped their husbands in their trades. Some women developed their own trades to earn extra money. Sometimes when a master craftsman died, his widow carried on his trade. As a result, women in medieval towns could lead independent lives. In fact, many women became brewers, weavers, and hatmakers.

**Reading Check Analyze** In what ways do you think the shift from a barter system to a money system changed medieval Europe?

## Section 2 Review

**History Online**  
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### Reading Summary

#### Review the Main Ideas

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

### What Did You Learn?

1. What was a vassal?
2. Describe the system of crop rotation used in the later Middle Ages, and explain how it increased the amount of food being grown.
3. **Compare and Contrast** Draw a chart to compare the duties and obligations of lords, knights, and serfs.
4. **Summarize** Explain the shift of power from kings to nobles during the Middle Ages.
5. **Cause and Effect** How did an increase in trade lead to the growth of towns and cities?
6. **Conclude** What were guilds, and why were they important?
7. **Creative Writing** Write a For Sale advertisement for a medieval castle. Describe the castle's rooms and surroundings, including the manor and its residents.

Lords	Knights	Serfs

# You Decide . . .

Giraudon/Art Resource, NY

## Feudalism: Good or Bad?

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

### Good?

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

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

- Feudalism helped restore trade. Lords repaired bridges and roads. Their knights arrested bandits, enforced the law, and made it safe to travel on roads.
- Feudalism benefited lords, vassals, and peasants. Lords gained a dependable fighting force in their vassals. Vassals received land for their military service. Peasants were protected by their lords. The lord also built mills to grind grain and blacksmith shops and woodworking shops to make tools.
- Feudal ceremonies, oaths, and contracts required lords and vassals to be faithful and to carry out their duties to each other. These kinds of agreements and rituals later helped shape the development of Western governments.
- Feudalism did not allow one person or organization to become too powerful. Power was shared among



◀ Serfs working the land



◀ Landowning nobles often served as knights.

many people and groups. This was the first step to European ideas about limited government, constitutions, and civil rights.

## Bad?

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

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

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

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

### You Be the Historian

#### Checking for Understanding

1. Do you think feudalism helped or hurt Western Europe's development?
2. Is there any way feudal lords could have worked their lands without using serfs?
3. Imagine what your life would have been if you were born into a feudal society. Write at least three brief diary entries. Describe your daily life as a lord, vassal, or serf and your relationship with the other two groups. Your entries should show feudalism as either good or bad.

# Kingdoms and Crusades

## Get Ready to Read!

### What's the Connection?

In the last section, you read about how Western Europeans lived during the Middle Ages. This section describes the political changes that took place while people went about their daily lives.

### Focusing on the Main Ideas

- England developed a system in which the king's power was shared with Parliament. (page 535)
- French kings called the Capetians conquered lands held by the English in western France and set up France's first parliament. (page 538)
- After the Mongols destroyed the Kievan state, the rulers of Moscow built a new Russian state headed by a czar. (page 539)
- European crusaders captured Jerusalem but were later driven out by the Muslims. (page 541)

### Locating Places

**Normandy** (NAWR•muhn•dee)

**Kiev** (KEE•EHF)

**Moscow** (MAHS•koh)

### Meeting People

**William the Conqueror**

**King John**

**Philip II** (FIH•luhp)

**Saladin** (SA•luh•DEEN)

### Building Your Vocabulary

**grand jury**

**trial jury**

**clergy** (KLUHR•jee)

### Reading Strategy

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

Causes	Effects

NATIONAL GEOGRAPHIC

## When & Where?





## England in the Middle Ages

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

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

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

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

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

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

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

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





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

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

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

Under William's rule, officials and nobles spoke French. Ordinary Anglo-Saxons still spoke their own language, which later became English. They also learned new skills from Norman weavers and other artisans. The Normans, in turn, kept many of the Anglo-Saxons' government practices. For example, they depended on local officials, called sheriffs, to keep order. As more and more Normans and Anglo-Saxons married, their ways of doing things merged into a new English culture.

## Linking Past & Present

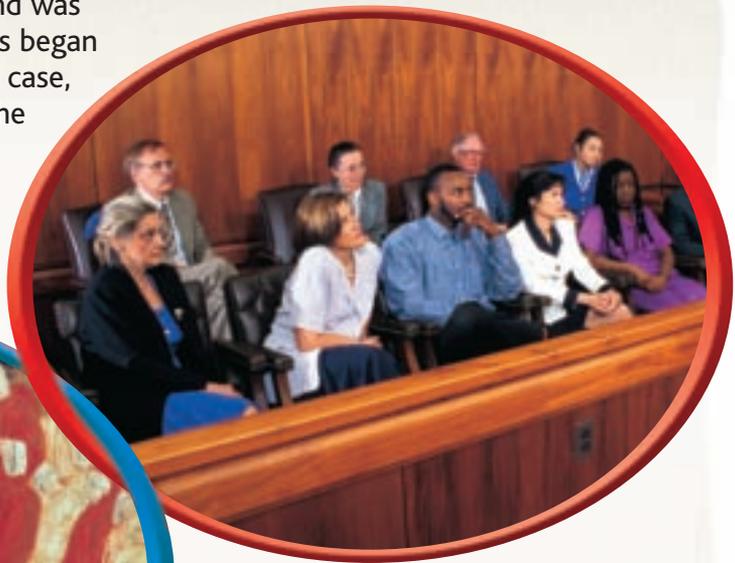
### The Jury System

**THEN** The right to a jury trial in England was granted in the Magna Carta, but jury trials began in Europe about 50 years earlier. For each case, 12 jurors were chosen. In some villages, the same jurors were chosen again and again because of their wisdom or status. Jurors were always men. The jury decided whether the accused was guilty or innocent.



▲ A medieval court

▼ A modern jury



**NOW** In the United States, citizens are chosen at random for possible jury duty. Some states have reduced the number of jurors from 12 to 10, 8, or 6. Juries usually decide a verdict and sometimes decide a sentence. *What is the disadvantage of choosing the same people to serve on juries again and again?*

**Henry II and the Common Law** The power of the English king increased under Henry II. Henry ruled England from 1154 to 1189. Henry used the law courts to increase his power. He set up a central court with trained lawyers and judges. Then he appointed circuit judges, who traveled across the country hearing cases. He also established common law, or law that was the same throughout the whole kingdom.

Henry set up juries to handle arguments over land. In time, two kinds of juries developed. The **grand jury** decided whether people should be accused of a crime. The **trial jury** decided whether an accused person was innocent or guilty.

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

The nobles met with King John at a meadow called Runnymede in 1215. There they forced John to sign a document of rights called the Magna Carta, or the Great Charter. The Magna Carta took away some of the king's powers. He could no longer collect taxes unless a group called the Great Council agreed. Freemen accused of crimes had the right to fair trials by their peers, or equals. Habeas corpus was introduced, which protects a person from being imprisoned indefinitely without a trial. The Magna Carta also stated that the king and vassals both had certain rights and duties. The Magna Carta was important because it helped to establish the idea that people have rights and that the power of the government should be limited.

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

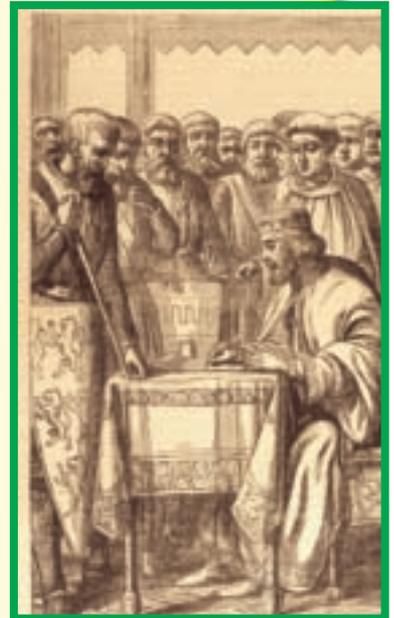
## Primary Source

### Magna Carta

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

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

—Magna Carta



King John signing the Magna Carta ▲

### DBQ Document-Based Question

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

from different parts of England. Their job was to advise him and help him make laws. This gathering, called the Parliament, was an important step toward representative government. At first, Parliaments were made up of two knights from every county, two people from every town, and all high-ranking nobles and church officials. Later, Parliament divided into two houses. High-ranking nobles and church officials met as the House of Lords. Knights and townspeople met as the House of Commons.

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



# The Kingdom of France

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

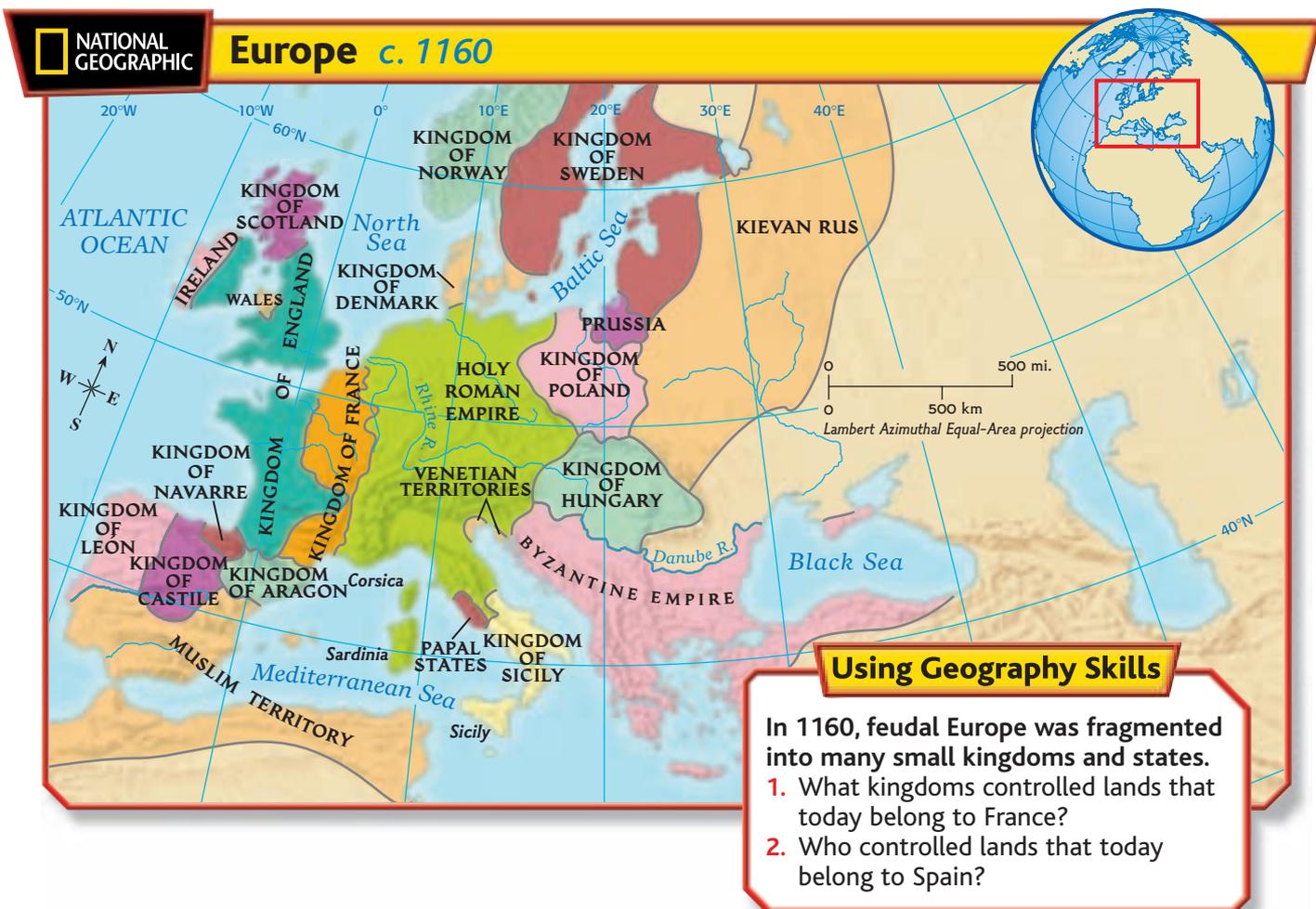
**Reading Focus** Has a poll ever been taken in your class? Read to find out how one French king found out what his people were thinking.

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

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

Philip IV, called Philip the Fair, ruled from 1285 to 1314. In 1302 he met with representatives from the three estates, or classes, of French society. The first estate was the **clergy** (KLUHR•jee), or people who had been ordained as priests. Nobles made up the second estate, and townspeople and peasants were the third estate. This meeting began the Estates-General, France's first parliament. It was the first step in France toward representative government.

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



### Using Geography Skills

- In 1160, feudal Europe was fragmented into many small kingdoms and states.
1. What kingdoms controlled lands that today belong to France?
  2. Who controlled lands that today belong to Spain?



## Eastern Europe and Russia

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

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

About A.D. 500, a people called the Slavs organized villages in Eastern Europe. Each village was made up of families related to each other. The villagers shared their land, animals, tools, and seeds. Each family built its house partly underground. This kept the family warm during the cold winters.

In time, the Slavs divided into three major groups: the southern, western, and eastern Slavs. The southern Slavs became the Croats, Serbs, and Bulgarians. The western Slavs became the Poles, Czechs, and Slovaks. The eastern Slavs became the Ukrainians (yoo•KRAY•nee•uhnz), Belorussians (BEH•loh•RUH•shuhnz), and Russians (RUH•shuhnz).

By A.D. 600, the eastern Slavs controlled the land between the Carpathian Mountains and the Volga River. In the early Middle Ages, the eastern Slavs created farmland by chopping down the forests and then burning the trees to fertilize the soil. They planted barley, rye, and flax.

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

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

### Primary Source

#### Ibn Fadlan Describes the Rus

In A.D. 921, the Muslim official Ibn Fadlan encountered the Rus while visiting a settlement on the Volga River.

"I have seen the Rūs as they came on their merchant journeys and encamped by the [Volga River]. I have never seen more perfect physical specimens, tall as date palms, blonde and ruddy; they wear neither [coats] nor caftans [long shirts], but the men wear a garment which covers one side of the body and leaves a hand free. . . . They build big houses of wood on the [Volga] shore, each holding ten to twenty persons more or less."



▲ Statue of a Rus leader

—Ibn Fadlān, *Risāla*

#### DBQ Document-Based Question

Of what occupation are the Rus that Ibn Fadlan describes?

The main ruler was the Grand Duke of Kiev. Local princes, rich merchants, and landowning nobles called boyars (boh•YAHZR) helped him govern.

The rulers who came after Oleg increased the size of the Kievan Rus. In time, it reached from the Baltic Sea in the north to the Black Sea in the south. It stretched from the Danube River in the west to the Volga River in the east.

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



**KEY**

- Moscow, 1300

**Acquisitions:**

- Land added by 1340
- Land added by 1389
- Land added by 1425
- Land added by 1462
- Land added by 1505

Alexander Nevsky, the Slavs of Novgorod defeated the Swedes and Germans. For his help in defending lands controlled by the Mongols, the Mongol khan rewarded Nevsky with the title of grand duke.

### Using Geography Skills

- Located along trade routes, the city of Moscow grew in power and in area.
1. Describe the territory acquired by Moscow by 1462.
  2. By what year had Moscow acquired territory bordering on the Arctic Ocean?

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

The only major city of the Kievan Rus that was spared was the northern city of Novgorod. Nonetheless, Novgorod’s rulers as well as other Russian rulers, had to pay tribute to the khan, the Mongol leader, and accept the Mongols as their rulers.

Although Novgorod had been spared by the Mongols, it faced attacks from the west by Germans and Swedes. Led by

**The Rise of Moscow** As the Slavs recovered from the damage caused by the Mongols, the city of **Moscow** (MAHS•koh) began to grow. Moscow was located at the crossroads of several important trade routes. Alexander Nevsky’s son Daniel and his descendants became grand dukes of Moscow.

The dukes of Moscow married women from the ruling families in other Slavic towns. They also fought wars to expand Moscow’s territory. Moscow became even more important when it became the headquarters for the Russian branch of the Eastern Orthodox Church. When Ivan I, the Grand Duke of Moscow from 1328 to 1341, was given permission to collect taxes for the Mongols, Moscow grew even greater.

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

Ivan III lived up to his title. In 1480 he finally ended Mongol rule over Moscow’s territory. Then he expanded his territory to the north and west. When Ivan III died in 1505, the Russians were well on the way toward building a vast empire.

**Reading Check Cause and Effect** Why was Alexander Nevsky important?



# The Crusades

**Main Idea** European crusaders captured Jerusalem but were later driven out by the Muslims.

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

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

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

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

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

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

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

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

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

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



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





Using Geography Skills

- Crusaders from all across Europe traveled overland and by sea to fight in the Holy Land.
1. From what port cities did warriors on the First Crusade leave to travel to the Holy Land?
  2. Describe the route of the Third Crusade.

◀ Medieval painting of a battle during the Crusades

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

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

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

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

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



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

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

Around 1200, Pope Innocent III called for a Fourth Crusade. Merchants from Venice used the crusade to weaken their trading rival, the Byzantine Empire. They convinced the crusaders to attack Constantinople, the Byzantine capital. For three days, the crusaders burned and looted the city. The attack shocked Western Europeans and weakened the Byzantines.

Six more crusades were launched over the next 60 years, but they achieved very little. Gradually, the Muslims conquered all of the territory they had lost to the First Crusade. In 1291, a bit more than 200 years after the First Crusade had set out, the last Christian city fell to Muslim forces.

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

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

## Section 3 Review

**History Online**

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### Reading Summary

#### Review the **Main Ideas**

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

### What Did You Learn?

1. What is the significance of the Battle of Hastings?
2. What groups developed from the three major divisions of Slavs in Eastern Europe?

#### Critical Thinking

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

King/Country	Achievements

4. **Evaluate** What was the importance of the Magna Carta?
5. **Summarize** Describe the development of England's Parliament, and discuss its role in changing government.
6. **Explain** Why did cities such as Venice flourish as a result of the Crusades?
7. **Expository Writing** Write an essay describing how the Crusades affected feudalism.

# Section

# 4

# The Church and Society

## Get Ready to Read!

### What's the Connection?

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

### Focusing on the Main Ideas

- The Catholic Church played an important role in medieval Europe and used its power to uphold its teachings. (page 545)
- Church and government leaders supported learning and the arts in medieval Europe. (page 549)

### Locating Places

**Bologna** (buh•LOH•nyuh)

### Meeting People

**Francis of Assisi**

(FRAN•suhs uhv uh•SIHS•ee)

**Thomas Aquinas**

(TAH•muhs uh•KWY•nuhs)

### Building Your Vocabulary

**mass**

**heresy** (HEHR•uh•see)

**anti-Semitism**

(AN•tih•SEH•muh•TIH•zuhm)

**theology** (thee•AH•luh•jee)

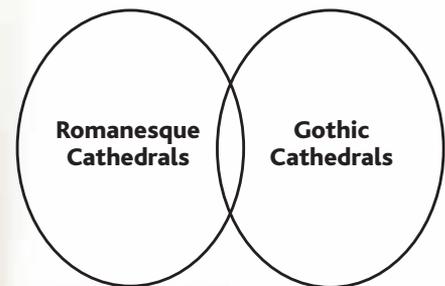
**scholasticism**

(skuh•LAS•tuh•SIH•zuhm)

**vernacular** (vuhr•NA•kyuh•luhr)

### Reading Strategy

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



NATIONAL GEOGRAPHIC

## When & Where?



1200

1209

Francis of Assisi founds Franciscan order

1250

1233

Catholic Church sets up the Inquisition

1300

c. 1267

Thomas Aquinas begins writing *Summa Theologica*



## Religion and Society

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

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

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

**New Religious Orders** The Cistercian (sihs•TUHR•shuhn) order was founded in 1098. Cistercian monks farmed the land as well as worshiped and prayed. They developed

many new farming techniques that helped Europeans grow more crops.

The most famous Cistercian monk was Bernard of Clairvaux (klar•VOH). Bernard helped promote the Second Crusade. He also advised the pope and defended the poor against the rich.

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

Most educated women in medieval Europe were nuns. One famous woman was Hildegard of Bingen (HIHL•duh•GAHRD uhv BIHNG•uhn). She headed a convent in Germany and composed music for the Church. Her work is remarkable because at that time, men wrote most church music.



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

## Primary Source

### The Franciscan Way of Life

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

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

—Francis of Assisi, as quoted in "Admonitions"

Francis of Assisi ►



### DBQ Document-Based Question

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

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

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

The first order of friars was founded by **Francis of Assisi** (FRAN•suhs uhv uh•SIHS•ee) in 1209. These friars became known as Franciscans. They lived in towns and taught

Christianity to the people. In addition, the Franciscans helped the poor and served as missionaries.

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

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

During mass, medieval Christians took part in Church rituals called sacraments. The most important sacrament was communion, in which people took bread and wine to remind them of Jesus' death on the cross for their sins. Only clergy could give people the sacraments.

Many Christians also prayed to saints. Saints were holy men and women who had died and were believed to be in heaven. Their presence before God enabled the saints to ask favors for people who prayed to them.

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

Some people tried to make a connection to the saints by touching relics. Relics were usually bones or personal belongings of saints. People believed that relics had special powers, such as the ability to heal the sick.



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

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

Using its power, the Church tried to put an end to **heresy** (HEHR•uh•see), or religious beliefs that conflict with Church teachings. At first, it tried to stop the spread of heresy by sending friars like the Dominicans to preach the Church's message. Then, in 1233, the pope established a court called the Inquisition (IHN•kwuh•ZIH•shuhn), or Church court. To Church leaders,

heresy was a crime against God. The Inquisition's job was to try heretics, or people suspected of heresy.

People brought before the Inquisition were urged to confess their heresy and to ask forgiveness. When they confessed, the Inquisition punished them and then allowed them to return to the Church. People who refused to confess could be tortured until they admitted their heresy. Those who did not confess were considered guilty. The Inquisition turned them over to political leaders, who could execute them.

**How Were the Jews Treated?** Church leaders persecuted Jews as actively as they punished heretics. Many Europeans hated Jews for refusing to become Christians. Others hated them because many Jews were moneylenders who charged interest. At that time, Christians believed charging interest was a sin.



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



**KEY**

- Some of the areas from which the Jews were expelled between 1050 and 1650
- Some of the towns in which Jews found refuge from persecution

### Using Geography Skills

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

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

When disease or economic problems hurt society, people blamed the Jews. Jews became scapegoats—people who are blamed for other people’s troubles. Hatred of Jews is known as **anti-Semitism** (AN • tih • SEH • muh • TIH • zuhm).

Anti-Semitism in the Middle Ages took horrible forms. Christian mobs attacked and killed thousands of Jews. Governments made Jews wear special badges or clothing. In some places, Jews had to live in separate

communities known as ghettos. Jews also lost the right to own land and to practice certain trades. This was why many of them had to become peddlers and moneylenders, jobs that Christians despised.

Beginning in the 1100s, European rulers began driving out their Jewish subjects. England expelled Jews in 1290. France expelled groups of Jews several times. Some German cities also forced Jews to leave. Many of these Jews settled in Poland and other Eastern European countries. Over the years, the Jews of Eastern Europe established thriving communities based on their religious traditions.

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



# Medieval Culture

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

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

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

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

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

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

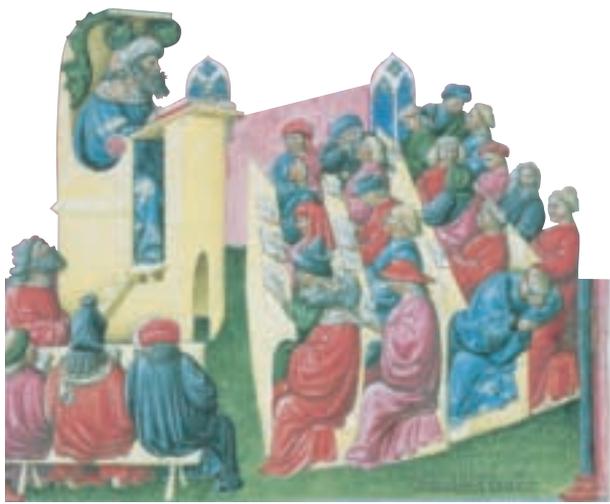
Gothic cathedrals had ribbed vaults and pointed arches instead of rounded barrel vaults. This allowed Gothic churches to be taller than Romanesque churches. Gothic churches also used flying buttresses. These stone supports were built onto the cathedral’s outside walls. They made it possible to build churches with thinner walls and large stained glass windows.

## Medieval Church Architecture



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





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

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

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

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

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

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

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

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

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

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

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

# Biography

## THOMAS AQUINAS 1225–1274

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

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

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

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

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



▲ Thomas Aquinas

**“The happy man in this life needs friends.”**

—St. Thomas Aquinas,  
*Summa Theologiae*



▲ Monte Cassino  
monastery

### Then and Now

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



**Medieval Literature** During the Middle Ages, educated people throughout Europe generally spoke or wrote in Latin. The Church used Latin in its worship and daily affairs. University teachers taught in Latin, and serious authors wrote in that language.

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

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

Another type of vernacular literature was the heroic epic. In heroic epics, bold knights fight for kings and lords. Women seldom appear in this literature. An early

example of a heroic epic is the *Song of Roland*, written in French about 1100.

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

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

—*Song of Roland*

**Reading Check Explain** What is natural law?

## Section 4 Review

**History** **online**

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### Reading Summary

#### Review the **Main Ideas**

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

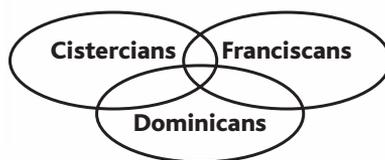
### What Did You Learn?

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

#### Critical Thinking

##### 3. Compare and Contrast

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



4. **Summarize** How did the Inquisition treat the people brought before it?
5. **Analyze** How did Christian beliefs result in a resettlement of Jews? Where did many Jews settle in the Middle Ages?
6. **Explain** What were Thomas Aquinas's beliefs related to government?
7. **Persuasive Writing** Write a letter to a medieval university telling them why you would like to become a student there. Be sure to discuss the subjects you would like to study.

# Section

# 5

# The Late Middle Ages

## Get Ready to Read!

### What's the Connection?

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

### Focusing on the **Main Ideas**

- A terrible plague, known as the Black Death, swept through Europe in the 1300s, killing millions. (page 554)
- Western Europe was devastated by war in the 1300s and 1400s as England and France fought each other, and Spain and Portugal fought against the Muslims. (page 557)

### Locating Places

Crécy (kray•SEE)

Orléans (AWR•lay•AHN)

### Meeting People

Joan of Arc

Isabella of Castile

Ferdinand of Aragon

### Building Your Vocabulary

plague (PLAYG)

Reconquista (RAY•kohn•KEES•tuh)

### Reading Strategy

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

Time Period	Affected Areas
1330s	
1340s	
1350s	

NATIONAL GEOGRAPHIC

## When & Where?



1300

1346

The Black Death arrives in Europe

1400

1429

Joan of Arc inspires the French

1500

1492

The Spanish defeat the Muslims and expel the Jews

# The Black Death

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

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

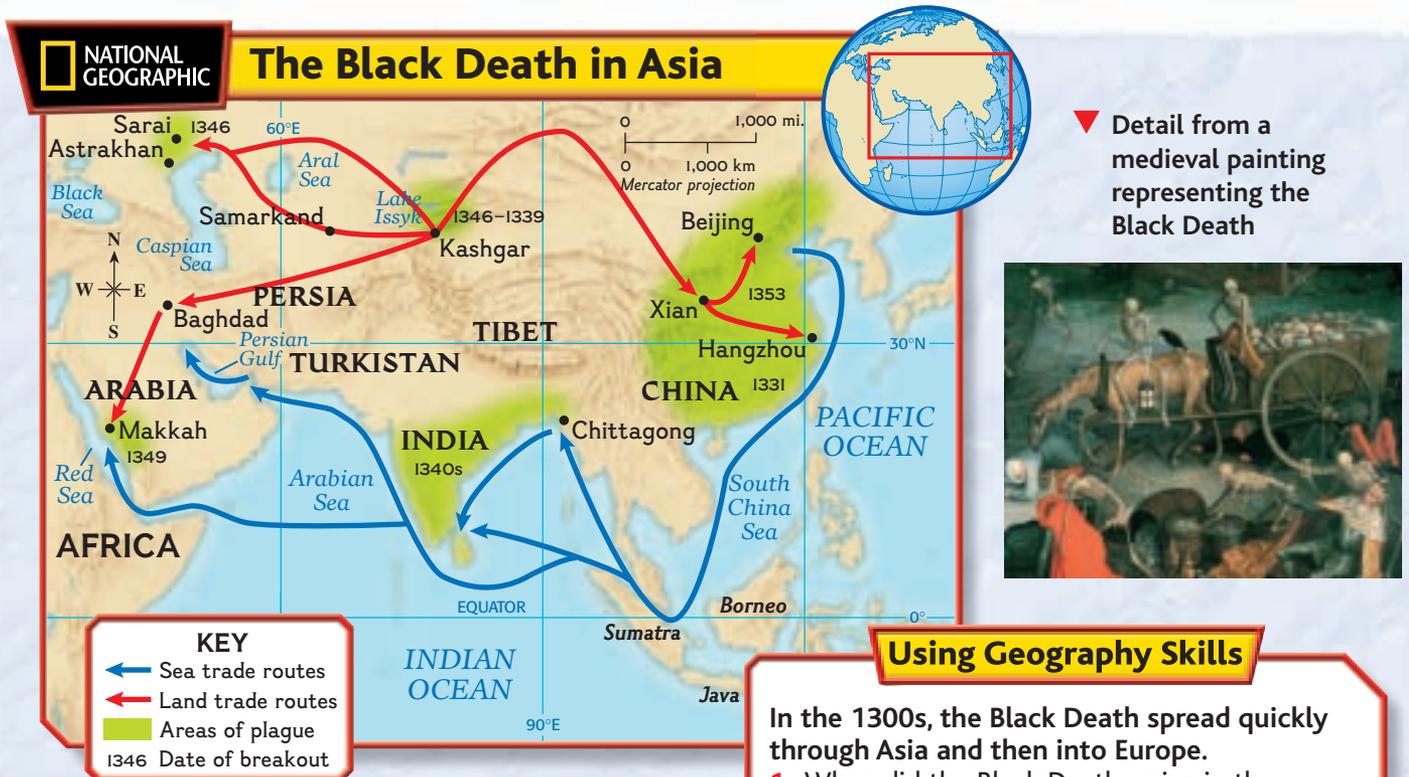
The Middle Ages in Europe reached a high point during the 1200s. In the 1300s, however, disaster struck. A terrible **plague** (PLAYG), known as the Black Death, swept across Europe and Asia. A plague is a disease that spreads quickly and kills many people. Most scientists think the Black Death was bubonic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

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

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

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

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





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

The Black Death appeared in Europe in 1346 at the city of Caffa on the Black Sea. The city had been under attack by Mongols when the plague erupted. The Mongols, with their troops dying, called off the attack. In anger they also threw bodies of infected soldiers into the city.

Caffa was a trade colony controlled by Italian merchants from the city of Genoa. Their ships carried the plague to Sicily in October 1347. From there it spread into Europe. By the end of 1349, it had spread through France and Germany and had arrived in England. By 1351, it had reached Scandinavia, Eastern Europe, and Russia.

As many as 19–38 million Europeans—nearly one out of every two people—died of the Black Death between 1347 and 1351.

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

Landlords found they had to pay workers more and charge lower rents. Some peasants bargained with their lords to pay rent instead of owing services. This meant that they were no longer serfs. In this way, the plague, like the Crusades, helped to weaken the feudal system and change European society.

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

**NATIONAL GEOGRAPHIC**

## The Black Death in Europe

In Motion

### European Population A.D. 1300–1500

Year	Population (in millions)
1300	~70
1350	~48
1400	~40
1450	~62
1500	~72

KEY

Spread of disease:

<span style="display: inline-block; width: 15px; height: 10px; background-color: orange; border: 1px solid black;"></span> by 1347	<span style="display: inline-block; width: 15px; height: 10px; background-color: #90ee90; border: 1px solid black;"></span> by 1351
<span style="display: inline-block; width: 15px; height: 10px; background-color: yellow; border: 1px solid black;"></span> by 1349	<span style="display: inline-block; width: 15px; height: 10px; background-color: purple; border: 1px solid black;"></span> by 1353
<span style="display: inline-block; width: 15px; height: 10px; background-color: blue; border: 1px solid black;"></span> Partially or totally spared	
<span style="display: inline-block; width: 15px; height: 10px; background-color: red; border: 1px solid black;"></span> Seriously affected	

### Using Geography Skills

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

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

# Biography

## JOAN OF ARC 1412–1431

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

Joan was sent with the French army to the city of Orléans, which was surrounded by the English. Everywhere she went, Joan carried a banner with religious pictures on it. Even though she did not have a weapon, she rode at the front of the troops, giving them directions and encouragement. The troops came to believe God was on their side. Inspired by Joan, they fought harder and better than ever before. They defeated the English at Orléans and began driving them out of France.

**“Courage! Do not fall back.”**  
—Joan of Arc



◀ Joan of Arc on horseback

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

### Then and Now

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



## A Troubled Continent

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

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

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

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

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

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

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



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

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

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

The Hundred Years' War also took a toll on the English and their economy. In addition, a civil war known as the Wars of the Roses, broke out among the nobles over who should be king. The winner, Henry Tudor, became King Henry VII.



## Spain and Portugal Fight the Muslims

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

The Muslims developed a rich culture in Spain and Portugal. They built beautiful mosques and palaces, such as the Alhambra in the southern kingdom of Granada. They also founded schools where Muslims, Jews, and Christians studied together. Most Christians, however, opposed Muslim rule. Their struggle to take back the Iberian Peninsula was called the **Reconquista** (RAY • kohn • KEES • tuh), or "reconquest."

By the 1200s, the Christians had set up three kingdoms: Portugal in the west, Castile in the center, and Aragon on the Mediterranean coast. Over the next 200 years, the Muslims slowly lost ground, until all that remained was Granada in the south.

In 1469 Princess **Isabella of Castile** married Prince **Ferdinand of Aragon**. Within 10 years, they became king and queen and joined their lands into one country called Spain. Ferdinand and Isabella wanted all of Spain to be Catholic. They turned first to the Jews. To escape persecution, some Jews became Christians. Ferdinand and Isabella, however, believed many still secretly practiced Judaism. So they set up the Spanish Inquisition.

The Spanish Inquisition tried and tortured thousands of people charged with heresy. In 1492 Ferdinand and Isabella told Jews to convert or leave Spain. Most left the country.

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

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

## Section 5 Review

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### Reading Summary

#### Review the Main Ideas

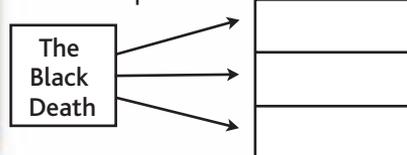
- A plague, known as the Black Death, killed millions of people in Europe and Asia and greatly changed Europe's economy and society.
- Wars between England and France weakened those countries' economies, and Spain became a united Catholic country.

### What Did You Learn?

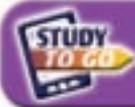
1. How was the Black Death spread?
2. Who was Joan of Arc, and what role did she play in the Hundred Years' War?

#### Critical Thinking

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



4. **Analyze** How did the Hundred Years' War affect the countries involved?
5. **Summarize** Describe the history of Spain and Portugal during the Middle Ages.
6. **Conclude** Do you think the removal of the Jews and Muslims from Spain was a wise policy? Explain your answer.
7. **Reading Asking Questions** Write three questions that Charles might have asked Joan of Arc to determine if he would support her efforts.



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## Section 1 The Early Middle Ages

### Vocabulary

fjord  
missionary  
excommunicate  
concordat

### Focusing on the Main Ideas

- Geography influenced where medieval Europeans settled and what they did. (page 513)
- The Franks, Angles, and Saxons of Western Europe built new societies and defended them against Muslims, Magyars, and Vikings. (page 514)
- The Catholic Church spread Christianity through Western Europe. (page 519)

## Section 2 Feudalism

### Vocabulary

feudalism  
vassal  
fief  
knight  
serf  
guild

### Focusing on the Main Ideas

- Feudalism developed in Europe in the Middle Ages. It was based on landowning, loyalty, and the power of armored knights on horseback. (page 523)
- Knights followed a code of chivalry and lived in castles, while peasants lived in simple houses and worked hard all year long. (page 526)
- Increased trade led to the growth of towns and cities and the rise of guilds and city governments. (page 528)

## Section 3 Kingdoms and Crusades

### Vocabulary

grand jury  
trial jury  
clergy

### Focusing on the Main Ideas

- England developed a system in which the king's power was shared with Parliament. (page 535)
- French kings called the Capetians conquered lands held by the English in western France and set up France's first parliament. (page 538)
- After the Mongols destroyed the Kievan state, the rulers of Moscow built a new Russian state headed by a czar. (page 539)
- European crusaders captured Jerusalem but were later driven out by the Muslims. (page 541)

## Section 4 The Church and Society

### Vocabulary

mass  
heresy  
anti-Semitism  
theology  
scholasticism  
vernacular

### Focusing on the Main Ideas

- The Catholic Church played an important role in medieval Europe and used its power to uphold its teachings. (page 545)
- Church and government leaders supported learning and the arts in medieval Europe. (page 549)

## Section 5 The Late Middle Ages

### Vocabulary

plague  
Reconquista

### Focusing on the Main Ideas

- A terrible plague, known as the Black Death, swept through Europe in the 1300s, killing millions. (page 554)
- Western Europe was devastated by war in the 1300s and 1400s as England and France fought each other, and Spain and Portugal fought against the Muslims. (page 557)

# Assessment and Activities

## Review Vocabulary

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

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

## Review Main Ideas

### Section 1 • The Early Middle Ages

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

### Section 2 • Feudalism

- What was the basis for wealth and power in medieval Europe?

- What was the result of increased trade?

### Section 3 • Kingdoms and Crusades

- What changes in England and France were steps toward representative government?
- Which groups were at war with each other in the Crusades? For what were they fighting?

### Section 4 • The Church and Society

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

### Section 5 • The Late Middle Ages

- What was the Black Death, and how did it change Europe?
- Which European nations were at war during the 1300s and 1400s?

## Critical Thinking

- Cause and Effect** What improvements in farming led to an increase in the production of food?
- Compare** What did Alfred the Great and William the Conqueror succeed in doing?

Review

Reading Skill

Questioning

Just Ask

- Read the passage from page 525. Write six questions that you might ask about it. Use a different question starter for each question: *who*, *what*, *when*, *where*, *how*, and *why*.

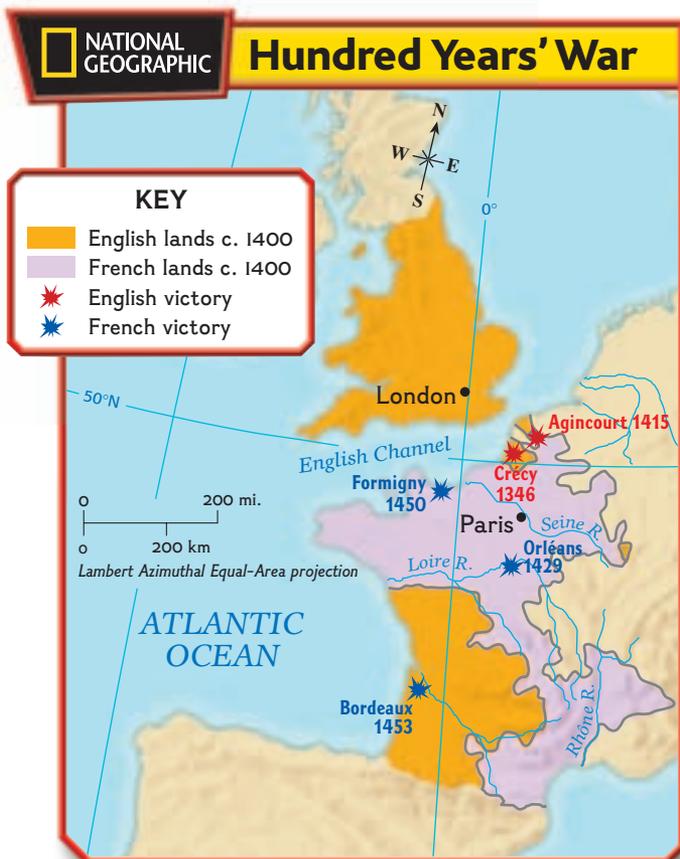
During the Middle Ages, Europeans invented new technology that helped increase the amount of crops they could grow. Perhaps the most important was a heavy wheeled plow with an iron blade. It easily turned over Western Europe's dense clay soils.

To review this skill, see pages 510–511.

## Geography Skills

Study the map below and answer the following questions.

20. **Place** On which river was the battle of Orléans fought?
21. **Interaction** Which rival do you think had an advantage at the point shown on the map? Consider the battles, amount of land held, natural advantages, and so on.
22. **Location** Why were most battle sites near the English Channel?



## Read to Write

23. **Script Writing** Suppose you are living in a small medieval town. Suddenly, the people of your town begin dying from the plague. You and your family have to decide whether to stay in the town or leave. Write a dialogue between you, family members, and perhaps some neighbors. The dialogue should give the advantages and disadvantages of both actions and should show the family reaching a decision about what to do.

24. **Using Your FOLDABLES** Discuss as a class why the events of medieval Europe occurred. Then choose one major event from your foldable, and write a paragraph that predicts how history would have been different if that event had not occurred.

## Using Technology

25. **Modeling** Do research to find out more about the parts of a manor and its general layout. (For example, you know that the castle of the lord and lady was at the center of the manor.) Then work with your classmates to create a computer drawing or model of a manor.

## Linking Past and Present

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

## Primary Source Analyze

King Louis IX asked the following of his vassals.

"All vassals of the king are bound to appear before him when he shall summon them, and to serve him at their own expense for forty days and forty nights, with as many knights as each one owes."

—King Louis IX, "Legal Rules for Military Service"

### DBQ Document-Based Questions

27. Did knights directly serve the king and appear when he called them?
28. What do you think happened if the king needed the vassals and knights for more than 40 days and nights?

## Comparing Medieval Civilizations

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



	China in the Middle Ages Chapter 12	Medieval Africa Chapter 13	Medieval Japan Chapter 14	Medieval Europe Chapter 15
<b>Where did these civilizations develop?</b>	<ul style="list-style-type: none"> <li>Mainland of East Asia</li> </ul> 	<ul style="list-style-type: none"> <li>West Africa; Southern Africa; East Africa</li> </ul>	<ul style="list-style-type: none"> <li>Islands off coast of East Asia</li> </ul>	<ul style="list-style-type: none"> <li>Northwestern Europe and Mediterranean area</li> </ul>
<b>Who were some important people in these civilizations?</b>	<ul style="list-style-type: none"> <li>Taizong, ruled A.D. 627–649</li> <li>Empress Wu, ruled A.D. 684–705</li> <li>Kublai Khan, ruled A.D. 1271–1294</li> <li>Zheng He, A.D. 1371–1433</li> </ul>	<ul style="list-style-type: none"> <li>Ibn Battuta, A.D. 1307–1377</li> <li>Mansa Musa, ruled A.D. 1312–1337</li> <li>Sunni Ali, ruled A.D. 1464–1492</li> <li>Queen Nzinga, ruled c. A.D. 1623–1663</li> </ul>	<ul style="list-style-type: none"> <li>Prince Shotoku, A.D. 573–621</li> <li>Murasaki Shikibu, c. A.D. 973–1025</li> <li>Minamoto Yoritomo, A.D. 1147–1199</li> <li>Ashikaga Takauji, A.D. 1305–1358</li> </ul>	<ul style="list-style-type: none"> <li>Charlemagne, ruled A.D. 768–814</li> <li>William the Conqueror, ruled A.D. 1066–1087</li> <li>Thomas Aquinas, A.D. 1225–1274</li> <li>Joan of Arc, A.D. 1412–1431</li> </ul>
<b>Where did most of the people live?</b>	<ul style="list-style-type: none"> <li>Farming villages and towns along major rivers</li> </ul>	<ul style="list-style-type: none"> <li>Farming villages; trading centers, such as Timbuktu and Kilwa</li> </ul> 	<ul style="list-style-type: none"> <li>Fishing and farming villages in coastal plains area</li> </ul>	<ul style="list-style-type: none"> <li>Farming villages on estates located on plains; trading centers in Italy and Flanders</li> </ul>

## China in the Middle Ages

### Chapter 12

What were these people's beliefs?

- Confucianism, Daoism, Buddhism



What was their government like?

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

What was their language and writing like?

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



What contributions did they make?

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

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

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

## Medieval Africa

### Chapter 13

- Traditional African religions, Christianity, Islam

- Ruled by kings, close advisers, and local officials



- Many languages and different writing systems, but much knowledge passed on by oral history

- Produced tradition of storytelling, dance, music, and sculpture

- Early Africans passed on musical traditions that led to jazz, rap, gospel, reggae

## Medieval Japan

### Chapter 14

- Shintoism, Buddhism



- Emperors ruled in name but power held by military leaders

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

- Developed ideas based on harmony with nature; produced martial arts

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

## Medieval Europe

### Chapter 15

- Roman Catholic with small numbers of Jews and Muslims

- Feudal territories united into kingdoms



- Many languages derived from Latin and Germanic



- Developed universities and representative government

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