CHAPTER 9

Emerging Europe and the Byzantine Empire

400–1300

Key Events

As you read, look for the key events in the history of early Europe and the Byzantine Empire.

- *The new European civilization was formed by the coming together of three major elements: the Germanic tribes, the Roman legacy, and the Christian church.*
- *The collapse of a central authority in the Carolingian Empire led to feudalism.*
- *In the 1100s, European monarchs began to build strong states.*
- *While a new civilization arose in Europe, the Byzantine Empire created its own unique civilization in the eastern Mediterranean.*

The Impact Today

The events that occurred during this time period still impact our lives today.

- *Ancient Roman literary works exist today because they were copied by monks.*
- *The influence of English common law is seen in our American legal system.*
- *Byzantine architecture inspired building styles in eastern Europe and Southwest Asia.*

World History Video *The Chapter 9 video, "Charlemagne and His World," chronicles the emergence of the European nations.*

Charlemagne

410
Visigoths sack Rome

c. 510
Clovis establishes Frankish kingdom

400 — 500 — 600 — 700 — 800

534
Justinian codifies Roman law in *The Body of Civil Law*

Emperor Justinian

768
Charlemagne becomes Frankish king
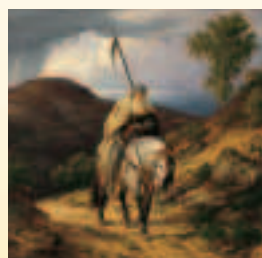
800
Charlemagne crowned Roman emperor

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Perched above the city, Edinburgh Castle was a residence for Scotland's kings and queens.

A returning crusader

962
Otto I crowned emperor of the Romans

1054
Schism begins between Eastern and Western Churches

900 1000 1100 1200 1300 1400

1066
Battle of Hastings fought

1096
Crusades begin

1215
Magna Carta is signed

1453
Byzantine Empire ends

William of Normandy

HISTORY
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Chapter Overview
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A Story That Matters

A medieval depiction of the crowning of Charlemagne

The Crowning of Charlemagne

*I*n the autumn of the year 800, Charles the Great—or Charlemagne—the king of the Franks, entered Rome. His goal was to help Pope Leo III, head of the Catholic Church. The pope was disliked by the Roman people and was barely clinging to power in the face of their hostility.

Charlemagne brought the pope and the Romans together and resolved their differences. To celebrate the newfound peace, Charlemagne, his family, and a host of citizens from the city crowded into Saint Peter's Basilica on Christmas Day to attend mass.

All were surprised, according to an observer, when, "as the king rose from praying before the tomb of the blessed apostle Peter, Pope Leo placed a golden crown on his head." In keeping with ancient tradition, the people in the church shouted, "Long life and victory to Charles Augustus, crowned by God the great and peace-loving Emperor of the Romans."

Charles was not entirely happy being crowned emperor by the pope. He said later that he would not have entered the church if he had known that Leo intended to crown him. To the onlookers, however, it appeared that the Roman Empire in the West had been reborn and Charles had become the first Roman emperor since 476.

Why It Matters

The coronation of Charlemagne did not signal a rebirth of the Roman Empire, but reflected the emergence of a new European civilization. The period during which European civilization developed is called the Middle Ages or the medieval period. It lasted from about 500 to 1500.

At the same time European civilization was emerging in the West, the Eastern Roman Empire continued to survive as the Byzantine Empire. A buffer between Europe and the East, the Byzantine Empire also preserved many of the accomplishments of the Greeks and Romans.

History and You Create a time line that shows events from 800 to 1215 that led to the signing of the Magna Carta. Identify the impact of the political and legal ideas contained in the Magna Carta.

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Transforming the Roman World

Main Ideas
- The new European civilization was formed by the Germanic peoples, the legacy of the Romans, and the Church.
- Charlemagne expanded the Frankish kingdom and created the Carolingian Empire.

Key Terms
wergild, ordeal, bishopric, pope, monk, monasticism, missionary, nun, abbess

People to Identify
Clovis, Gregory I, Saint Benedict, Pepin, Charlemagne
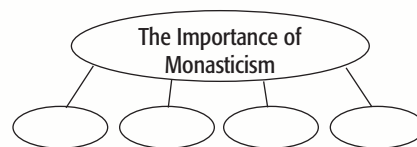
Places to Locate
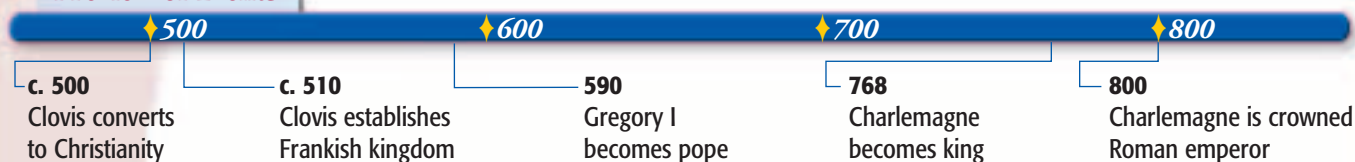Pyrenees, Carolingian Empire

Preview Questions
1. How did the Germanic peoples impact the new European civilization?
2. What was the role of the Church in the growth of European civilization?

Reading Strategy
Summarizing Information Create a diagram like the one below to list the reasons why monasticism was an important factor in the development of European civilization.

The Importance of Monasticism

Preview of Events

♦500	♦600	♦700	♦800

c. 500
Clovis converts to Christianity

c. 510
Clovis establishes Frankish kingdom

590
Gregory I becomes pope

768
Charlemagne becomes king

800
Charlemagne is crowned Roman emperor

Voices from the Past

Visigoths on the battlefield

In 416, a Byzantine historian named Procopius described the Visigoths:

❝When the barbarians [the Visigoths] met with no opposition they proved the most brutal of mankind. All the cities they took they so destroyed as to leave them unrecognizable, unless a tower or a single gate or some such relic happened to survive. All the people that came their way, young and old, they killed, sparing neither women nor children. That is why Italy is depopulated to this day. They plundered all the money out of all Europe and, most important, in Rome they left nothing of value, public or private, when they moved on to Gaul.❞

—*A History of Rome,* **Moses Hadas, ed., 1956**

The Visigoths were Germanic peoples. German tribes, like the Visigoths and Ostrogoths, would play an important part in the new European civilization.

The New Germanic Kingdoms

The Germanic peoples had begun to move into the lands of the Roman Empire by the third century. The **Visigoths** occupied Spain and Italy until the **Ostrogoths**, another Germanic tribe, took control of Italy in the fifth century. By 500, the Western Roman Empire had been replaced by a number of states ruled by German kings. The merging of Romans and Germans took different forms in the various Germanic kingdoms.

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New Germanic Kingdoms, 500

Geography Skills

Germanic kingdoms developed in areas that once belonged to the Western Roman Empire.

1. **Interpreting Maps** Which Germanic kingdoms were the largest in 500? Which Germanic group, west of the Pyrenees, survives today?

2. **Applying Geography Skills** What prevented the Germanic kingdoms from spreading south and east of the Danube?

Both the kingdom of the Ostrogoths in Italy and the kingdom of the Visigoths in Spain retained the Roman structure of government. However, a group of Germanic warriors came to dominate the considerably larger native populations and eventually excluded Romans from holding power.

Roman influence was even weaker in Britain. When the Roman armies abandoned Britain at the beginning of the fifth century, the Angles and Saxons, Germanic tribes from Denmark and northern Germany, moved in and settled there. Eventually, these peoples became the **Anglo-Saxons.**

The Kingdom of the Franks Only one of the German states on the European continent proved long lasting—the kingdom of the Franks. The Frankish kingdom was established by **Clovis,** a strong military leader who around 500 became the first Germanic ruler to convert to Christianity. At first, Clovis had refused the pleas of his Christian wife to adopt Christianity. According to Gregory of Tours, a sixth-century historian, Clovis had remarked to his wife, "Your God can do nothing."

During a battle with another Germanic tribe, however, when Clovis's army faced certain destruction, he cried out, "Jesus Christ, if you shall grant me victory over these enemies, I will believe in you and be baptized." After he uttered these words, the enemy began to flee, and Clovis soon became a Christian.

Clovis found that his conversion to Christianity gained him the support of the Roman Catholic Church, as the Christian church in Rome had become known. Not surprisingly, the Catholic Church was eager to obtain the friendship of a major ruler in the Germanic states.

By 510, Clovis had established a powerful new Frankish kingdom that stretched from the **Pyrenees** in the southwest to German lands in the east (modern-day France and western Germany). After Clovis's death, however, his sons followed Frankish custom and divided his newly created kingdom among themselves.

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Germanic Society Over time, Germans and Romans intermarried and began to create a new society. As they did, some of the social customs of the Germanic people came to play an important role.

The crucial social bond among the Germanic peoples was the family, especially the extended family of husbands, wives, children, brothers, sisters, cousins, and grandparents. This extended family worked the land together and passed it down to future generations. The family also provided protection, which was much needed in the violent atmosphere of the time.

The German concept of family affected the way Germanic law treated the problem of crime and punishment. In the Roman system, as in our own, a crime such as murder was considered an offense against society or the state. Thus, a court would hear evidence and arrive at a decision. Germanic law, on the other hand, was personal. An injury by one person against another could mean a blood feud, and the feud could lead to savage acts of revenge.

To avoid bloodshed, a new system developed, based on a fine called **wergild** (WUHR•GIHLD). Wergild was the amount paid by a wrongdoer to the family of the person he or she had injured or killed. Wergild, which means "money for a man," was the value of a person in money. The value varied according to social status. An offense against a member of the nobility, for example, cost considerably more than one against an ordinary person or a slave.

One means of determining guilt in Germanic law was the ordeal. The **ordeal** was based on the idea of divine intervention. All ordeals involved a physical trial of some sort, such as holding a red-hot iron. It was believed that divine forces would not allow an innocent person to be harmed. If the accused person was unharmed after a physical trial, or ordeal, he or she was presumed innocent.

✓ **Reading Check** **Analyzing** What was the significance of Clovis's conversion to Christianity?

The Role of the Church

By the end of the fourth century, Christianity had become the supreme religion of the Roman Empire. As the official Roman state fell apart, the Church played an increasingly important role in the growth of the new European civilization.

Organization of the Church By the fourth century, the Christian church had developed a system of organization. Local Christian communities called parishes were led by priests. A group of parishes was headed by a bishop, whose area of authority was known as a **bishopric,** or diocese. The bishoprics of the Roman provinces were joined together under the direction of an archbishop.

Over time, one bishop—the bishop of Rome—began to claim that he was the leader of what was now called the Roman Catholic Church. According to Catholic beliefs, Jesus had given the keys to the kingdom of Heaven to Peter, who was considered the chief apostle and the first bishop of Rome. Later bishops of Rome were viewed as Peter's successors. They came to be known as **popes** (from the Latin word *papa*, "father") of the Catholic Church.

Western Christians came to accept the bishop of Rome—the pope—as head of the Church, but they did not agree on how much power the pope should

Picturing **History**

Pope Gregory I promoted the use of chants in the Catholic service. In this painting, Gregory I is shown teaching a group of boys to sing what became known as a Gregorian chant. Why is Gregory I known as Gregory the Great?

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"Let all things be common to all, as it is written, lest anyone should say that anything is his own."
—*The Rule of St. Benedict*

have. In the sixth century, a strong pope, **Gregory I,** known as Gregory the Great, strengthened the power of the papacy (office of the pope) and the Roman Catholic Church.

Gregory I was pope from 590 to 604. He also served as leader of the city of Rome and its surrounding territories (later called the Papal States), thus giving the papacy a source of political power, and he increased his spiritual authority over the church in the West. He was especially active in converting non-Christian peoples of Germanic Europe to Christianity. He did this through the monastic movement.

The Monks and Their Missions A **monk** is a man who separates himself from ordinary human society in order to pursue a life of total dedication to God. The practice of living the life of a monk is known as **monasticism.** At first, Christian monasticism was based on the model of the hermit who pursues an isolated spiritual life. Later, in the sixth century, **Saint Benedict** founded a community of monks for which he wrote a set of rules. This community established the basic form of monasticism in the Catholic Church. The Benedictine rule came to be used by other monastic groups.

Benedict's rule divided each day into a series of activities, with primary emphasis on prayer and manual labor. Physical work of some kind was required of all monks for several hours a day, because idleness was "the enemy of the soul." At the very heart of community practice was prayer, the proper "Work of God." Although prayer included private meditation and reading, all monks gathered together seven times during the day for common prayer and the chanting of Psalms (sacred songs). A Benedictine life was a communal one. Monks ate, worked, slept, and worshiped together.

Each Benedictine monastery was strictly ruled by an abbot, or "father" of the monastery, who had complete authority over the monks. Obedience to the will of the abbot was expected of each monk. Each Benedictine monastery owned lands that enabled it to be a self-sustaining community, isolated from and independent of the world surrounding it. Within the monastery, however, monks were to fulfill their vow of poverty.

Monks became the new heroes of Christian civilization and were an important force in the new European civilization. The monastic community came to be seen as the ideal Christian society that could provide a moral example to the wider society around it. The monks' dedication to God became the highest ideal of Christian life. They were the social workers of their communities, providing schools for the young, hospitality for travelers, and hospitals for the sick. They taught peasants carpentry and weaving and made improvements in agriculture that they passed on to others.

Monasteries became centers of learning wherever they were located. The monks worked to spread Christianity to all of Europe. English and Irish monks were especially enthusiastic **missionaries**—people sent out to carry a religious message—who undertook the conversion of non-Christian peoples, especially in German lands. By 1050 most western Europeans had become Catholics.

Although the first monks were men, women, called **nuns,** also began to withdraw from the world to dedicate themselves to God. These women played an important role in the monastic movement. Nuns lived in convents headed by **abbesses.** Many of the abbesses belonged to royal houses, especially in Anglo-Saxon England. In the kingdom of Northumbria, for example, Hilda founded the monastery of Whitby in 657. As abbess, she was responsible for giving learning an important role in the life of the monastery. Five future bishops were educated under her direction.

✓ **Reading Check** **Describing** What was the role of the Catholic Church in the growth of the new European civilization?

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Charlemagne and the Carolingians

During the 600s and 700s, the kings of the Frankish kingdom gradually lost their power to the **mayors of the palace,** who were the chief officers of the king's household. One of these mayors, **Pepin,** finally took the logical step of assuming the kingship of the Frankish state for himself and his family. Pepin was the son of Charles Martel, the leader who defeated the Muslims at the Battle of Tours in 732. Upon Pepin's death in 768, his son came to the throne of the Frankish kingdom.

This new king was the dynamic and powerful ruler known to history as Charles the Great, or **Charlemagne.** Charlemagne was a determined and decisive man who was highly intelligent and curious. He was a fierce warrior, a strong statesman, and a pious Christian. Although possibly unable to write, he was a wise patron (supporter) of learning.

The Carolingian Empire

During his lengthy rule from 768 to 814, Charlemagne greatly expanded the territory of the Frankish kingdom and created what came to be known as the **Carolingian** (KAR•uh•LIN•jee•uhn) **Empire**. At its height, Charlemagne's empire covered much of western and central Europe. Not until the time of Napoleon Bonaparte in the nineteenth century would an empire its size be seen again in Europe.

The administration of the empire depended both on Charlemagne's household staff and on counts (German nobles) who acted as the king's chief representatives in local areas. As an important check on the power of the counts, Charlemagne established the *missi dominici* ("messengers of the lord king")—two men who were sent out to local districts to ensure that the counts were carrying out the king's wishes.

Charlemagne as Roman Emperor

As Charlemagne's power grew, so too did his prestige as the most powerful Christian ruler. One monk even described Charlemagne's empire as the "kingdom of Europe." In 800, Charlemagne acquired a new title—emperor of the Romans.

Charlemagne's coronation as Roman emperor demonstrated the strength of the idea of an enduring Roman Empire. After all, his coronation took place three hundred years after the collapse of the Western Roman Empire.

Charlemagne, King of the Franks

Charles the Man	Charles the Administrator	Charles the Conqueror	Charles the Patron of Learning
• Was athletic, well-spoken, and charismatic	• Delegated authority to loyal nobles	• Was an aggressive warrior	• Revived classical studies
• Married four times	• Retained local laws of conquered areas	• Strengthened the Frankish military	• Preserved Latin culture
• Understood Greek, spoke Latin, but possibly could not write	• Divided kingdom into districts	• Expanded and consolidated the Frankish kingdom	• Established monastic and palace schools
• Left empire to his sole surviving son	• Used *missi dominici* ("messengers of the lord king") to inspect and report on provinces		

Chart *Skills*

Charlemagne was a dynamic and powerful ruler.

1. **Examining** What activities helped Charlemagne strengthen his empire?
2. **Evaluating** What event(s) listed above continue(s) to impact civilization today?
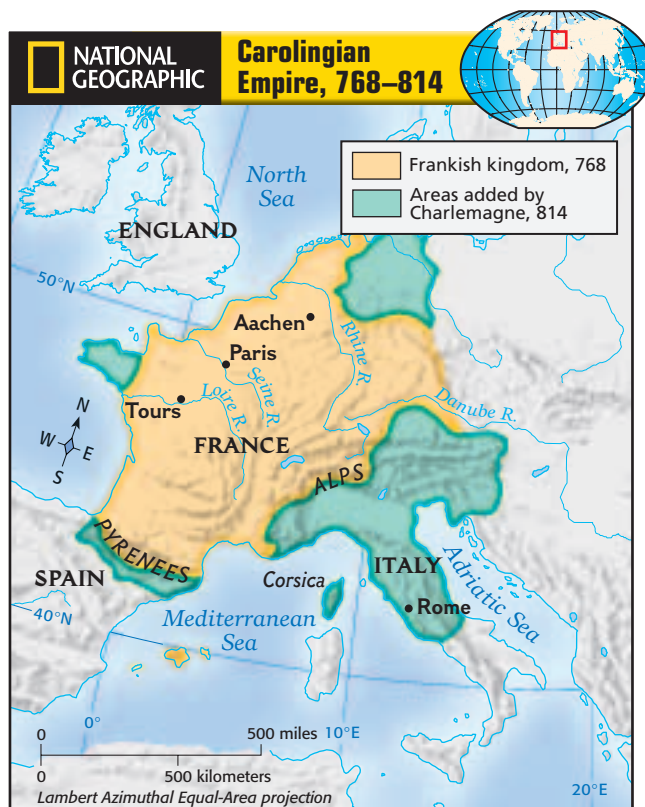
Charlemagne

The coronation also symbolized the coming together of Roman, Christian, and Germanic elements. A Germanic king had been crowned emperor of the Romans by the pope, the spiritual leader of western Christendom. A new civilization had emerged.

An Intellectual Renewal Charlemagne had a strong desire to promote learning in his kingdom. This desire stemmed from Charlemagne's own intellectual curiosity and from the need to provide educated clergy for the Church and literate officials for the government. His efforts led to a revival of learning and culture sometimes called the Carolingian Renaissance, or rebirth. This revival involved renewed interest in Latin culture and classical works—the works of the Greeks and Romans.

The monasteries, many of which had been founded by Irish and English missionaries during the seventh and eighth centuries, played a central role in the cultural renewal of this period. By the 800s, the work asked of Benedictine monks included copying manuscripts. Monasteries established **scriptoria,** or writing rooms, where monks copied not only the works of early Christianity, such as the Bible, but also the works of Latin classical authors. Their work was a crucial factor in the preservation of the ancient legacy. Most of the ancient Roman works we have today exist because they were copied by Carolingian monks.

✔ **Reading Check** **Explaining** What was the importance of the *missi dominici?*

NATIONAL GEOGRAPHIC

Carolingian Empire, 768–814

Frankish kingdom, 768
Areas added by Charlemagne, 814

North Sea
ENGLAND
50°N
Aachen
Paris
Tours
FRANCE
Rhine R.
Seine R.
Loire R.
Danube R.
ALPS
PYRENEES
SPAIN
Corsica
ITALY
40°N
Mediterranean Sea
Rome
Adriatic Sea
0 500 miles 10°E
0 500 kilometers
Lambert Azimuthal Equal-Area projection
20°E

Geography Skills

Charlemagne greatly expanded the Frankish kingdom.

1. **Interpreting Maps** What important city did Charlemagne gain by expanding east of longitude 10°E?
2. **Applying Geography Skills** What important event happened at Tours?

SECTION 1 ASSESSMENT

Checking for Understanding

1. **Define** wergild, ordeal, bishopric, pope, monk, monasticism, missionary, nun, abbess.

2. **Identify** Visigoths, Ostrogoths, Anglo-Saxons, Clovis, Gregory I, Saint Benedict, mayor of the palace, Pepin, Charlemagne, scriptoria.

3. **Locate** Pyrenees, Carolingian Empire.

4. **Summarize** the crucial social bond among the Germanic peoples and one area of its application.

5. **List** the daily activities of the Benedictine monks.

Critical Thinking

6. **Explain** What significance did Charlemagne's coronation as Roman emperor have to the development of European civilization?

7. **Summarizing Information** Identify the rulers discussed in the chapter and explain how they were significant both in religious and political realms.

Rulers	Religious Realm	Political Realm

Analyzing Visuals

8. **Examine** the painting of Charlemagne shown on page 289 of your text. How does this representation reflect Charlemagne's dual role as emperor and as Christian leader?

Writing About History

9. **Persuasive Writing** You have been asked to apply Germanic law to modern society. List at least five common crimes that occur today and argue what *wergild* you think should be established for each crime and why.

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Feudalism

Guide to Reading

Main Ideas
- Vikings, Magyars, and Muslims invaded Europe during the ninth and tenth centuries.
- The collapse of central authority in the European world led to a new political system known as feudalism.

Key Terms
feudalism, vassal, knight, fief, feudal contract, tournament, chivalry

People to Identify
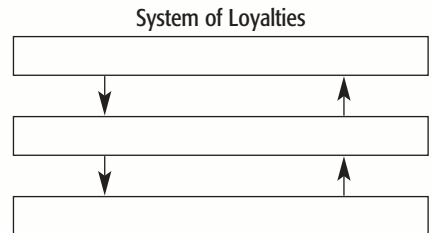Magyars, Vikings, Eleanor of Aquitaine

Places to Locate
Hungary, Normandy

Preview Questions
1. What led to the development of the system of feudalism?
2. What was the role of aristocratic women in the Middle Ages?

Reading Strategy
Identifying Information Use a diagram like the one below to show the system of loyalties created under feudalism.

System of Loyalties

Preview of Events

◆800	◆900	◆1000	◆1100

814
Charlemagne dies

c. 850
Vikings spread throughout Europe

c. 900
Feudalism takes hold in northern France

c. 1050
Feudalism spreads through western Europe

Homage being paid to a medieval lord

Voices from the Past

In 1020, Bishop Fulbert of Chartres wrote about the mutual obligations between lord and vassals:

66[The vassal] who swears loyalty to his lord ought always to have these six things in memory: what is harmless, safe, honorable, useful, easy, practicable. *Harmless*, that is to say, that he should not injure his lord in his body; *safe*, that he should not injure him by betraying his secrets; *honorable*, that he should not injure him in his justice; *useful*, that he should not injure him in his possessions; *easy* and *practicable*, that that good which his lord is able to do easily he make not difficult, nor that which is practicable he make not impossible to him.99

—*Readings in European History,* James Harvey Robinson, 1934

A system of lords and vassals spread over Europe after the collapse of the Carolingian Empire.
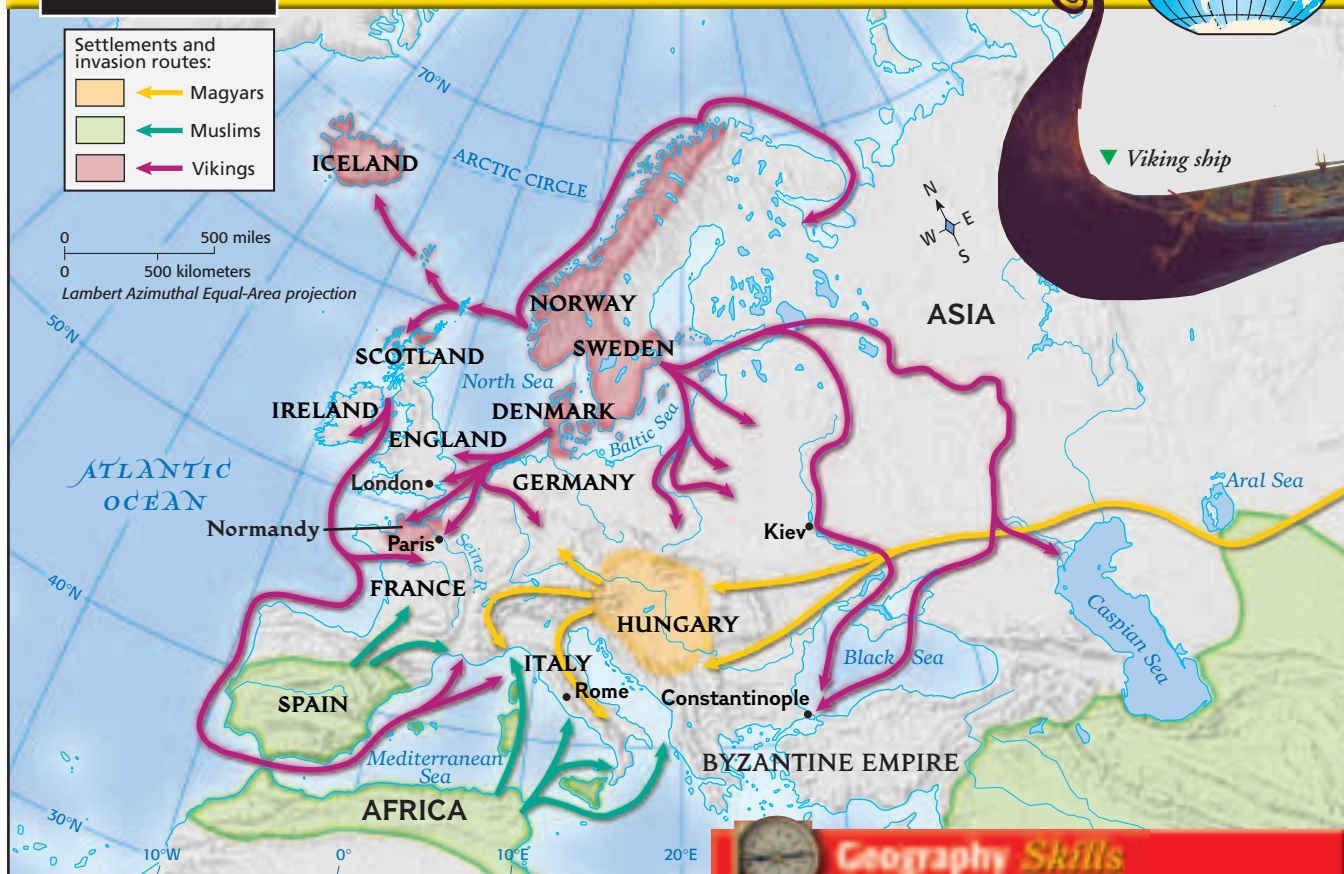
The Invaders

The Carolingian Empire began to fall apart soon after Charlemagne's death in 814. Less than 30 years later, it was divided among his grandsons into three major sections: the west Frankish lands, the eastern Frankish lands, and the Middle Kingdom. Local nobles gained power. Invasions in different parts of the old Carolingian world added to the process of disintegration.

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Settlements and invasion routes:

→ Magyars
→ Muslims
← Vikings

0 — 500 miles
0 — 500 kilometers
Lambert Azimuthal Equal-Area projection

▼ Viking ship

Geography Skills

Several different groups invaded and settled in early medieval Europe.

1. **Interpreting Maps** What areas remained free of invasion? What areas experienced multiple invasions?
2. **Applying Geography Skills** Describe how the invaders would have disrupted everyday life in Europe.

In the ninth and tenth centuries, western Europe was beset by a wave of invasions. The Muslims attacked the southern coasts of Europe and sent raiding parties into southern France. The **Magyars,** a people from western Asia, moved into central Europe at the end of the ninth century, settled on the plains of **Hungary,** and invaded western Europe.

The most far-reaching attacks of the time, however, came from the Northmen or Norsemen of Scandinavia, also called the **Vikings.** The Vikings were a Germanic people. Their great love of adventure and their search for spoils of war and new avenues of trade may have been what led them to invade other areas of Europe. In the ninth century, Vikings sacked villages and towns, destroyed churches, and easily defeated small local armies.

The Vikings were warriors, and they were superb shipbuilders and sailors. Their ships were the best of the period. Long and narrow with beautifully carved, arched prows, the Viking dragon ships carried about 50 men. The construction of the ships enabled them to sail up European rivers and attack places far inland. By the mid-ninth century, the Vikings had begun to build various European settlements.

Beginning in 911, the ruler of the west Frankish lands gave one band of Vikings land at the mouth of the Seine River, forming a section of France that came to be known as **Normandy.** The Frankish policy of settling the Vikings and converting them to Christianity was a deliberate one. By their conversion to Christianity, the Vikings were soon made a part of European civilization.

✓**Reading Check** **Evaluating** What factors helped the Vikings to successfully invade Europe?

The Development of Feudalism

The Vikings and other invaders posed a large threat to the safety of people throughout Europe. Rulers found it more and more difficult to defend

their subjects as centralized governments like the Carolingian Empire were torn apart.

Thus, people began to turn to local landed aristocrats, or nobles, to protect them. To survive, it became important to find a powerful lord who could offer protection in return for service. This led to a new political and social system called **feudalism**.

Knights and Vassals At the heart of feudalism was the idea of vassalage. In Germanic society, warriors swore an oath of loyalty to their leaders and fought for them. The leaders, in turn, took care of the warriors' needs. By the eighth century, a man who served a lord in a military capacity was known as a **vassal.**

The Frankish army had originally consisted of foot soldiers dressed in coats of mail (armor made of metal links or plates) and armed with swords. Horsemen had been throwers of spears. In the eighth century, however, larger horses and the stirrup were introduced. Now, horsemen were armored in coats of mail (the larger horses could carry the weight). They wielded long lances that enabled them to act as battering rams (the stirrups kept them on their horses). For almost five hundred years, warfare in Europe was dominated by heavily armored cavalry, or **knights,** as they came to be

called. The knights had great social prestige and formed the backbone of the European aristocracy.

It was expensive to have a horse, armor, and weapons. With the breakdown of royal governments, the more powerful nobles took control of large areas of land. When these lords wanted men to fight for them, they granted each vassal a piece of land that supported the vassal and his family. In the society of the early Middle Ages, where there was little trade and wealth was based primarily on land, land was the most important gift a lord could give to a vassal.

The Feudal Contract The relationship between lord and vassal was made official by a public ceremony. To become a vassal, a man performed an act of homage to his lord:

> 66The man should put his hands together as a sign of humility, and place them between the two hands of his lord as a token that he vows everything to him and promises faith to him; and the lord should receive him and promise to keep faith with him. Then the man should say: 'Sir, I enter your homage and faith and become your man by mouth and hands [that is, by taking the oath and placing his hands between those of the lord], and I swear and promise to keep faith and loyalty to you against all others.'99

# CONNECTIONS Around The World

Feudalism

The word *feudalism* usually makes us think of European knights on horseback armed with swords and lances. However, between 800 and 1500, feudal systems developed in various parts of the world.

In Europe, a feudal system based on lords and vassals arose between 800 and 900 and flourished for the next four hundred years.

In Japan, a feudal system much like that found in Europe developed between 800 and 1500. Powerful nobles in the countryside owed only a loose loyalty to the Japanese emperor. The nobles in turn depended on samurai, or warriors who owed loyalty to the nobles and provided military service for them. Like knights in Europe, the samurai fought on horseback, clad in iron.

In the Valley of Mexico, the Aztec developed a political system between 1300 and 1500 that bore some similarities to Japanese and European feudalism. Local rulers of lands outside the capital city were allowed

considerable freedom. However, the Aztec king was a powerful ruler and local rulers paid tribute to him and provided him with military forces. Unlike the knights and samurai of Europe and Japan, Aztec warriors were armed with sharp knives and spears of wood, both fitted with razor-sharp blades cut from stone.
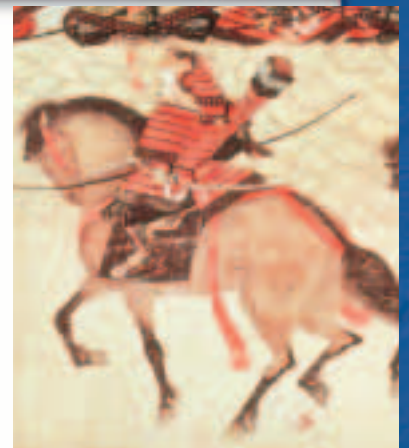
▲ *Samurai warrior*

Comparing Cultures

Research two of the three cultures discussed in this feature. What are the similarities and differences in their feudal systems?

In feudal society, loyalty to one's lord was the chief virtue.

By the ninth century, the grant of land made to a vassal had become known as a **fief** (FEEF). Vassals who held fiefs came to hold political authority within them. As the Carolingian world fell apart, the number of separate powerful lords and vassals increased. Instead of a single government, many different people were now responsible for keeping order.

Feudalism became increasingly complicated. The vassals of a king, who were themselves great lords, might also have vassals who would owe them military service in return for a grant of land taken from their estates. Those vassals, in turn, might likewise have vassals. At that level, the vassals would be simple knights with barely enough land to provide income for their equipment. The lord-vassal relationship, then, bound together both greater and lesser landowners.

The lord-vassal relationship was an honorable relationship between free men and implied no sense of servitude. Feudalism came to be characterized by a set of unwritten rules—known as the **feudal contract**—that determined the relationship between a lord and his vassal. The major obligation of a vassal to his lord was to perform military service, usually about 40 days a year.

When summoned, a vassal had to appear at his lord's court to give advice to the lord. Vassals were responsible for making financial payments to the lord on a number of occasions as well. These included the knighting of the lord's eldest son, the marriage of the lord's eldest daughter, and the ransom of the lord's person if the lord should be captured.

Under the feudal contract, the lord also had responsibilities toward his vassals. Of course, the lord supported a vassal by granting him land. The lord, however, was also required to protect his vassal, either by defending him militarily or by taking his side in a court of law.

✓**Reading Check** **Identifying** Why was land the most important gift a lord could give a vassal?

THE WAY IT WAS

FOCUS ON EVERYDAY LIFE

The Castles of the Aristocrats

The growth of the European nobility in the High Middle Ages (1000 to 1300) was made visible by a growing number of castles scattered across the landscape. Castles varied considerably but possessed two common features: they were permanent residences for the noble family, its retainers, and servants, and they were defensible fortifications.

The earliest castles were made of wood. However, by the eleventh century, castles of stone were being built. At first, the basic castle plan had two parts. The *motte* was a man-made or natural steep-sided hill. The *bailey* was an open space next to the motte. Both motte and bailey were encircled by large stone walls. The *keep*, the central building of the castle, was built on the motte.

The keep was a large building with a number of stories constructed of thick stone walls. On the ground floor were the kitchens and stables. The basement housed storerooms for equipment and foodstuffs. Above the ground floor was the great hall. This very large room served a number of purposes.

Bodiam Castle, England

CONTENTS

The Nobility of the Middle Ages

In the Middle Ages, European society, like Japanese society during the same period, was dominated by men whose chief concern was warfare. Like the Japanese samurai, many European nobles loved war. As one nobleman wrote in a poem:

> 66And well I like to hear the call of
> 'Help' and see the wounded fall,
> Loudly for mercy praying,
> And see the dead, both great and small,
> Pierced by sharp spearheads one and all.99

The nobles were the kings, dukes, counts, barons, and even bishops and archbishops who had large landed estates and considerable political power. They formed an aristocracy, or nobility, that consisted of people who held political, economic, and social power.

Great lords and ordinary knights came to form a common group within the aristocracy. They were all warriors, and the institution of knighthood united them all. However, there were also social divisions among them based on extremes of wealth and landholdings.

Trained to be warriors but with no adult responsibilities, young knights had little to do but fight. In the twelfth century, **tournaments**—contests where knights could show their fighting skills—began to appear. By the late twelfth century, the joust—individual combat between two knights—had become the main part of the tournament.
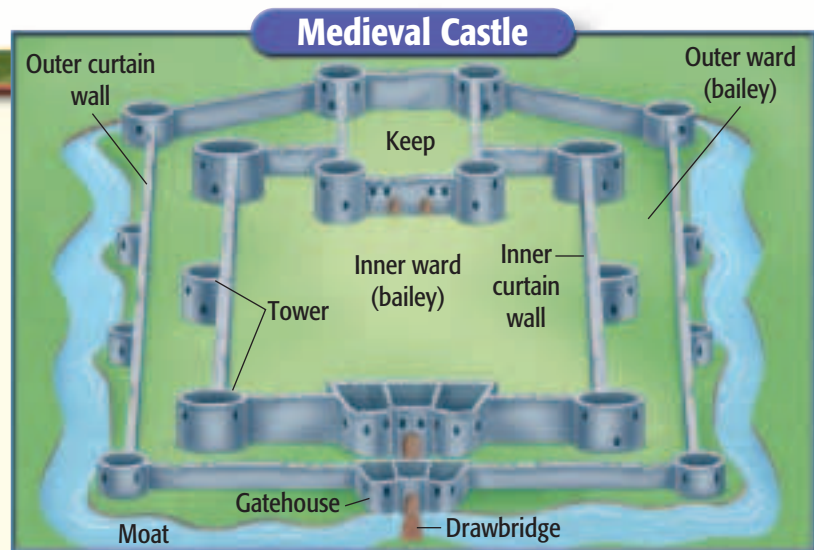
Knights saw tournaments as an excellent way to train for war. As one knight explained: "A knight cannot distinguish himself in war if he has not trained for it in tourneys."

In the eleventh and twelfth centuries, under the influence of the Catholic Church, there gradually evolved among the nobility an ideal of civilized behavior, called **chivalry.** Chivalry was a code of ethics that knights were supposed to uphold. In addition to their oath to defend the Church and defenseless people, knights were expected to treat captives as honored guests instead of putting them in dungeons. Chivalry also implied that knights should fight only for glory and not for material rewards, an ideal that was not always followed.

✔**Reading Check** **Summarizing** List three features of chivalry.

Here, the lord of the castle held court and received visitors. Here, too, the inhabitants of the castle ate and even slept. Smaller rooms might open off the great hall, including bedrooms with huge curtained beds with straw mattresses, latrines, and possibly a chapel.
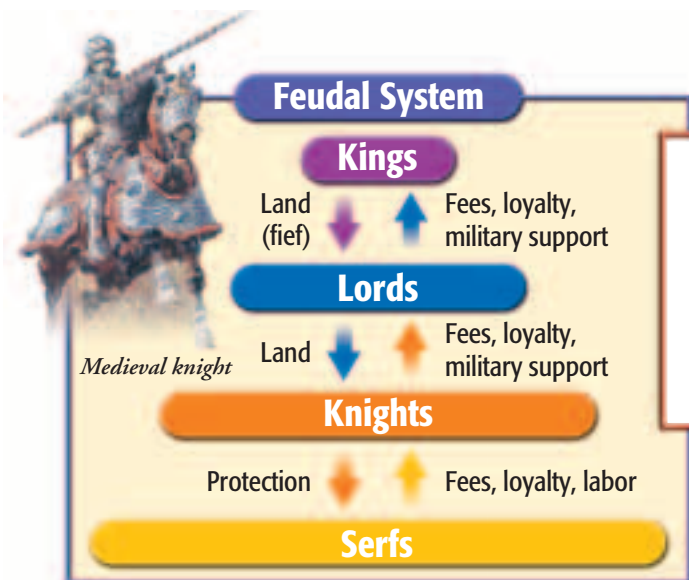
The growing wealth of the High Middle Ages made it possible for European nobles to improve their standard of living. Nobles sought to buy more luxury goods, such as jewelry, better clothes, and exotic spices. They also built more elaborate castles with thicker walls and more buildings and towers. Rooms became better furnished and more elaborately decorated.

Medieval Castle

Outer curtain wall

Outer ward (bailey)

Keep

Inner ward (bailey)

Inner curtain wall

Tower

Gatehouse

Moat

Drawbridge

The basic architecture of a medieval castle

CONNECTING TO THE PAST

1. **Explaining** What architectural and design features supported the two basic functions of castles?

2. **Describing** What was the lifestyle of the European nobility in the High Middle Ages?

3. **Writing about History** Does a nobility exist today? Where?

Feudal System

Kings

Land (fief) ⬇️ ⬆️ Fees, loyalty, military support

Lords

Land ⬇️ ⬆️ Fees, loyalty, military support

Knights

Protection ⬇️ ⬆️ Fees, loyalty, labor

Serfs

Medieval knight

Aristocratic Women

Although women could legally hold property, most remained under the control of men—of their fathers until they married and of their husbands after they married. Still, aristocratic women had many opportunities to play important roles.

Because the lord was often away at war or court, the lady of the castle had to manage the estate. Households could include large numbers of officials and servants, so this was no small responsibility. Care of the financial accounts alone took considerable knowledge. The lady of the castle was also responsible for overseeing the food supply and maintaining all the other supplies needed for the smooth operation of the household.

Women were expected to be subservient to their husbands, but there were many strong women who advised, and even dominated, their husbands. Perhaps the most famous was **Eleanor of Aquitaine.** Eleanor was one of the most remarkable personalities of twelfth-century Europe. Heiress to the duchy of Aquitaine in southwestern France, she was married at the age of 15 to King Louis VII of France. The marriage was not a happy one, and Louis had their marriage annulled. Eleanor married again, only eight weeks later, to Duke Henry of Normandy, who soon became King Henry II of England.

Henry II and Eleanor had a stormy relationship. She spent much time abroad in her native Aquitaine, where she created a brilliant court dedicated to cultural activities. She and Henry had eight children (five were sons). Two of her sons—Richard and John—became kings of England.

✓**Reading Check** **Summarizing** To whom were aristocratic women subject?

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define** feudalism, vassal, knight, fief, feudal contract, tournament, chivalry.

2. **Identify** Magyars, Vikings, Eleanor of Aquitaine.

3. **Locate** Hungary, Normandy.

4. **Describe** the benefits granted a vassal under feudalism. What was a vassal's primary obligation to his lord?

5. **List** the invasions that besieged the Carolingian Empire in the ninth and tenth centuries.

Critical Thinking

6. **Summarize** What factors helped feudalism develop in western Europe during the ninth and tenth centuries?

7. **Contrasting Information** Use a table like the one below to list the differences between the systems of feudalism and empires.

Feudalism	Empires

Analyzing Visuals

8. **Examine** the image shown on page 291 of your text. How does this image visually represent the medieval system of feudalism?

Writing About History

9. **Descriptive Writing** Write a description of a twelfth-century tournament, using details to create vivid images. Use your local library or the Internet to supplement the information in the text. What questions would you ask about tournaments, knights, and jousting?

The Growth of European Kingdoms

Guide to Reading

Main Ideas
- During the High Middle Ages, European monarchs began to extend their power and build strong states.
- The Slavic peoples formed three distinct groups, and they settled in different parts of eastern Europe.

Key Terms
common law, Magna Carta, estate

People to Identify
William of Normandy, Henry II, Thomas à Becket, Philip II Augustus, Otto I, Alexander Nevsky
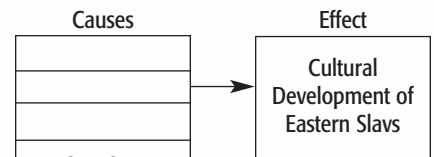
Places to Locate
Paris, Hungary, Kiev

Preview Questions
1. How did centralized monarchies develop in Europe?
2. What caused conflicts between popes and monarchs?

Reading Strategy
Cause and Effect Use a chart like the one below to show the main reasons why eastern Slavs developed separately from western Europe.

Causes		Effect
	→	Cultural Development of Eastern Slavs

Preview of Events

♦900	♦1000	♦1100	♦1200	♦1300
c. 988 Kiev adopts Eastern Orthodoxy	**1066** William of Normandy invades England	**1180** Philip II Augustus becomes king of France	**1215** King John signs the Magna Carta	**1302** First French parliament assembled

Voices from the Past

The pope crowning Frederick II

A thirteenth-century writer recorded his impressions of Frederick II, king of Germany and Sicily:

> ❝[Frederick II was] a worthy man, and when he wished to show his good, courtly side, he could be witty, charming, urbane, and industrious. [But he was also strange.] Once he wanted to discover what language a child would use when he grew up if he had never heard anyone speak. Therefore, he placed some infants in the care of nurses, commanding them never to speak or fondle them. For he wanted to discover whether they would speak Hebrew, the first language, or Greek, Latin, Arabic, or the language of their parents. But he worked in vain, because all of the infants died.❞
>
> —*The Chronicle of Salimbene de Adam,* Joseph L. Baird, ed., 1986

Frederick II was one of a number of kings who sought to extend their power during the High Middle Ages—the period from about 1000 to 1300.

England in the High Middle Ages

TURNING POINT **In this section, you will learn how King John of England was forced to put his seal on the Magna Carta in 1215. By accepting the Magna Carta, John recognized the rights of his nobles, an act that kept the English monarch from ever becoming an absolute ruler.**

CONTENTS

Europe, 1160 (map)

KINGDOM OF NORWAY
KINGDOM OF SWEDEN
ATLANTIC OCEAN
KINGDOM OF SCOTLAND
North Sea
Baltic Sea
KIEVAN RUS
IRELAND
WALES
KINGDOM OF DENMARK
Saxony
PRUSSIA
Runnymede
London
Canterbury
HOLY ROMAN EMPIRE
KINGDOM OF POLAND
Kiev
Normandy
Brittany
Maine
Paris
Anjou
Rhine R.
KINGDOM OF NAVARRE
KINGDOM OF LEÓN
Aquitaine
Burgundy
VENETIAN TERRITORIES
KINGDOM OF HUNGARY
Venice
Genoa
Danube R.
Black Sea
PORTUGAL
KINGDOM OF CASTILE
KINGDOM OF ARAGON
Corsica
Córdoba
Sardinia
PAPAL STATES
Rome
KINGDOM OF SICILY
BYZANTINE EMPIRE
Constantinople
MUSLIM TERRITORY
Mediterranean Sea
Sicily
Crete
Cyprus

0   500 miles
0   500 kilometers
Lambert Azimuthal Equal-Area projection

Geography Skills

Strong monarchies developed in France and England, while Germany and Italy consisted of independent states.

1. **Interpreting Maps** Locate Runnymede. What event occurred there and why was it significant?
2. **Applying Geography Skills** Create a bar graph comparing the physical sizes of the kingdoms shown on this map.

Angles and Saxons, Germanic peoples from northern Europe, had invaded England early in the fifth century. King Alfred the Great had united various kingdoms in the late ninth century, and since then England had been ruled by Anglo-Saxon kings.

The Norman Conquest On October 14, 1066, an army of heavily armed knights under **William of Normandy** landed on the coast of England and soundly defeated King Harold and his foot soldiers at the **Battle of Hastings.** William was then crowned king of England. Norman knights received parcels of land, which they held as fiefs, from the new king. William made all nobles swear an oath of loyalty to him as sole ruler of England.

The Norman ruling class spoke French, but the marriage of the Normans with the Anglo-Saxon nobility gradually merged Anglo-Saxon and French into a new English culture. The Normans also took over existing Anglo-Saxon institutions, such as the office of sheriff. William took a census, known as the Domesday Book. It was the first census taken in Europe since Roman times and included people, manors, and farm animals. William also developed more fully the system of taxation and royal courts begun by earlier Anglo-Saxon kings.

Henry II The power of the English monarchy was enlarged during the reign of **Henry II,** from 1154 to 1189. Henry increased the number of criminal cases tried in the king's court and also devised means for taking property cases from local courts to the royal courts. By expanding the power of the royal courts, Henry expanded the king's power. In addition, because the royal courts were now found throughout England, a body of **common law**—law that was common to the whole kingdom—began to replace law codes that varied from place to place.

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Henry was less successful at imposing royal control over the Church. He claimed the right to punish clergymen in royal courts. However, **Thomas à Becket,** archbishop of Canterbury and the highest-ranking English cleric, claimed that only Roman Catholic Church courts could try clerics. An angry king publicly expressed the desire to be rid of Becket. "Who will free me of this priest?" he screamed. Four knights took the challenge, went to Canterbury, and murdered the archbishop in the cathedral. Faced with public outrage, Henry backed down in his struggle with the Church.

The Magna Carta and the First Parliament
Many English nobles resented the ongoing growth of the king's power and rose in rebellion during the reign of King John. At Runnymede in 1215, John was forced to put his seal on a document of rights called the Magna Carta, or the Great Charter.

The Magna Carta was, above all, a feudal document. Feudal custom had always recognized that the relationship between king and vassals was based on mutual rights and obligations. The Magna Carta gave written recognition to that fact and was used in later years to strengthen the idea that a monarch's power was limited, not absolute.

In the thirteenth century, during the reign of **Edward I,** an important institution in the development of representative government—the English Parliament—also emerged. The Parliament came to be composed of two knights from every county, two people from every town, and all of the nobles and bishops from throughout England. Eventually, nobles and church lords formed the House of Lords; knights and townspeople, the House of Commons. The Parliaments granted taxes and passed laws.

✓**Reading Check** **Analyzing** Why do historians consider 1066 a turning point in history?

The French Kingdom

In 843, the Carolingian Empire was divided into three major sections. One of the sections, the west Frankish lands, formed the core of the eventual kingdom of France. In 987, after the death of the last Carolingian king, the west Frankish nobles chose Hugh Capet as the new king, thus establishing the **Capetian** (kuh•PEE•shuhn) **dynasty** of French kings.

Although they carried the title of king, the Capetians had little real power. The royal domain, or lands that they controlled, only included the area around **Paris,** known as the Île-de-France. As kings,

the Capetians were formally the overlords of the great lords of France. In reality, however, many of the dukes were considerably more powerful than the Capetian kings.

The reign of King **Philip II Augustus,** who ruled from 1180 to 1223, was a turning point in the growth of the French monarchy. Philip waged war against the rulers of England, who also ruled the French territories of Normandy, Maine, Anjou, and Aquitaine. Philip gained control of most of these territories. In doing so, he expanded the income of the French monarchy and greatly increased its power.

Capetian rulers after Philip II continued to add lands to the royal domain. Much of the thirteenth century was dominated by the reign of the saintly Louis IX. Philip IV, called Philip the Fair, ruled from 1285 to 1314. He was especially effective in strengthening the French monarchy by expanding the royal bureaucracy. Indeed, by 1300, France was the largest and best-governed monarchical state in Europe.

Philip IV also brought a French parliament into being by meeting with representatives of the three **estates,** or classes—the clergy (first estate), the nobles (second estate), and the townspeople and peasants (third estate). The meeting, held in 1302, began the Estates-General, the first French parliament.

✓**Reading Check** **Evaluating** Why was the reign of King Philip II Augustus important to the growth of the French monarchy?

People In History

Louis IX
c. 1214–1270—French king

Louis IX is considered the greatest medieval French king. A deeply religious man, he was later made a saint by the Catholic Church. "This saintly man loved our lord with all his heart and in all his actions followed [Christ's] example," noted Jean de Joinville, who accompanied the king on a crusade in 1248.

Louis was known for his attempts to bring justice to his people. He heard complaints personally in a very informal fashion: "In summer, after hearing mass, the king often went to the wood of Vincennes, where he would sit down with his back against an oak. . . . Those who had any suit to present could come to speak to him without hindrance from an usher or any other person."

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The Holy Roman Empire

In the tenth century, the powerful dukes of the Saxons became kings of the eastern Frankish kingdom, which came to be known as Germany. The best-known Saxon king of Germany was **Otto I.** In return for protecting the pope, Otto I was crowned emperor of the Romans in 962. The title had not been used since the time of Charlemagne.

Struggles in Italy As leaders of a new Roman Empire, the German kings attempted to rule both German and Italian lands. Frederick I and Frederick II, instead of building a strong German kingdom, tried to create a new kind of empire. Frederick I planned to get his chief revenues from Italy. He considered Italy the center of a "holy empire," as he called it—hence the name Holy Roman Empire.

Frederick's attempt to conquer northern Italy led to severe problems. The pope opposed him, fearing that he wanted to include Rome and the Papal States as part of his empire. The cities of northern Italy, which had become used to their freedom, were also unwilling to become his subjects. An alliance of these northern Italian cities and the pope defeated the forces of Frederick I in 1176.

The main goal of Frederick II was to establish a strong, centralized state in Italy. However, he too became involved in a deadly struggle with the popes and the northern Italian cities. Frederick II waged a bitter struggle in northern Italy, winning many battles but ultimately losing the war.

Effect on the Empire The struggle between popes and emperors had dire consequences for the Holy Roman Empire. By spending their time fighting in Italy, the German emperors left Germany in the hands of powerful German lords. These nobles ignored the emperor and created their own independent kingdoms. This made the German monarchy weak and incapable of maintaining a strong monarchical state.

In the end, the German Holy Roman Emperor had no real power over either Germany or Italy. Unlike France and England, neither Germany nor Italy created a national monarchy in the Middle Ages. Both Germany and Italy consisted of many small, independent states. Not until the nineteenth century did these states become unified.

✔**Reading Check** **Explaining** What is the origin of the term *Holy Roman Empire?*

Central and Eastern Europe

The Slavic peoples were originally a single people in central Europe. Gradually, they divided into three major groups: the western, southern, and eastern **Slavs.**

The western Slavs eventually formed the Polish and Bohemian kingdoms. German monks had converted both the **Czechs** in Bohemia and the Slavs in Poland to Christianity by the tenth century. The non-Slavic kingdom of **Hungary** was also converted. The Poles, Czechs, and **Hungarians** all accepted western Christianity and became part of the Roman Catholic Church and its Latin culture.

The southern and eastern Slavic populations took a different path. The eastern Slavic peoples of Moravia were converted to Orthodox Christianity by two Byzantine missionary brothers, Cyril and

NATIONAL GEOGRAPHIC
Slavic Peoples of Central and Eastern Europe

Migration of the Slavic peoples:
— Western Slavs
— Southern Slavs
— Eastern Slavs
Note: Modern country names and borders are shown.

Chamberlin Trimetric projection

Geography Skills

Slavic groups influenced the development of central and eastern Europe.

1. **Interpreting Maps** Which Slavic groups settled closest to the Adriatic?

2. **Applying Geography Skills** What can you infer from the names of the different Slavic groups and the names of present-day countries?

Methodius, who began their activities in 863. (The Byzantine Empire and its Eastern Orthodox Church are discussed later in this chapter.)

The southern Slavic peoples included the Croats, the Serbs, and the Bulgarians. For the most part, they too embraced Eastern Orthodoxy, although the Croats came to accept the Roman Catholic Church. The acceptance of Eastern Orthodoxy by many southern and eastern Slavic peoples meant that their cultural life was linked to the Byzantine state.

✓ **Reading Check** **Identifying** From where did the Slavic peoples originate?

The Development of Russia

Eastern Slavic peoples had also settled in the territory of present-day Ukraine and Russia. There, beginning in the late eighth century, they began to encounter Swedish Vikings, who moved into their lands in search of plunder and new trade routes. The Vikings eventually came to dominate the native peoples. The native peoples called the Viking rulers the Rus, from which the name Russia is derived.

Kievan Rus One Viking leader, Oleg, settled in **Kiev** at the beginning of the tenth century and created the Rus state known as the principality of Kiev. His successors extended their control over the eastern Slavs and expanded Kiev until it included the territory between the Baltic and Black Seas and the Danube and Volga Rivers. By marrying Slavic wives, the Viking ruling class was gradually assimilated into the Slavic population.

The growth of the principality of Kiev attracted missionaries from the Byzantine Empire. One Rus ruler, Vladimir, married the Byzantine emperor's sister and officially accepted Eastern Orthodox Christianity for himself and his people in 988. Orthodox Christianity became the religion of the state.

KIEVAN EMPIRE
Baltic Sea
Kiev
Volga R.
Danube R.
Black Sea

Kievan Rus prospered and reached its high point in the first half of the eleventh century. However, civil wars and new invasions brought an end to the first Russian state in 1169.

Mongol Rule In the thirteenth century, the **Mongols** conquered Russia. They occupied Russian lands and required Russian princes to pay tribute to them.

One prince emerged as more powerful than the others. **Alexander Nevsky,** prince of Novgorod, defeated a German invading army in northwestern Russia in 1242. The khan, leader of the western Mongol Empire, rewarded Nevsky with the title of grand-prince. His descendants became princes of Moscow and eventually leaders of all Russia.

✓ **Reading Check** **Describing** How was the Viking ruling class gradually assimilated into the Slavic population?

SECTION 3 ASSESSMENT

Checking for Understanding

1. **Define** common law, Magna Carta, estate.

2. **Identify** William of Normandy, Battle of Hastings, Henry II, Thomas à Becket, Edward I, Capetian dynasty, Philip II Augustus, Otto I, Slavs, Czechs, Hungarians, Mongols, Alexander Nevsky.

3. **Locate** Paris, Hungary, Kiev.

4. **Explain** what Henry II accomplished when he expanded the power of the royal courts in England.

5. **List** the three estates in France.

Critical Thinking

6. **Explain** Unified national monarchies did not develop in Germany and Italy as they did in France and England in the High Middle Ages. Why not?

7. **Organizing Information** Use a chart to identify key achievements of monarchs in England and France.

Monarch/ Country	Achievements
1.	
2.	
3.	
4.	

Analyzing Visuals

8. **Examine** the photograph of the medieval castle shown on page 294 of your text. Identify the major architectural elements that helped inhabitants of the castle to defend themselves against attack.

Writing About History

9. **Informative Writing** Imagine that you are a journalist attending a meeting of the first English Parliament. What questions would you ask? Write a newsletter for people of your town explaining what happened.

A Muslim's Description of the Rus

DESPITE THE DIFFICULTIES THAT TRAVEL presented, early medieval civilization did witness some contact among various cultures. Ibn Fadlan, a Muslim diplomat sent from Baghdad in 921 to a settlement on the Volga River, gave a description of the Swedish Rus. His comments on the filthiness of the Rus reflect the Muslim concern with cleanliness.

Song of the Volga *by Russian artist Wassily Kandinsky*

❝I saw the Rus folk when they arrived on their trading-mission and settled at the river Atul (Volga). Never had I seen people of more perfect physique. They are tall as date-palms, and reddish in color. They wear neither coat or kaftan, but each man carried a cape which covers one half of his body, leaving one hand free. No one is ever parted from his axe, sword, and knife.

They [the Rus] are the filthiest of God's creatures. They do not wash after discharging their natural functions, neither do they wash their hands after meals. They are as lousy as donkeys. They arrive from their distant lands and lay their ships alongside the banks of the Atul, which is a great river, and there they build big houses on its shores. Ten or twenty of them may live together in one house, and each of them has a couch of his own. . . .

They wash their hands and faces every day in incredibly filthy water. Every morning the girl brings her master a large bowl of water in which he washes his hands and face and hair, then blows his nose into it and spits into it. When he has finished the girl takes the bowl to his neighbor—who repeats the performance. Thus the bowl goes the rounds of the entire household. . . .

If one of the Rus folk falls sick they put him in a tent by himself and leave bread and water for him.

They do not visit him, however, or speak to him, especially if he is a serf [peasant laborer]. Should he recover he rejoins the others; if he dies they burn him. But if he happens to be a serf they leave him for the dogs and vultures to devour. If they catch a robber they hang him to a tree until he is torn to shreds by wind and weather.**❞**

—Ibn Fadlan, on the Swedish Rus

Analyzing Primary Sources

1. How did Ibn Fadlan's impression of the physical attributes of the Swedish Rus differ from his impression of their hygiene?
2. What does the way in which the Rus handled sickness and death tell you about their culture?
3. Why would the Rus way of dealing with hygiene and death be especially repulsive to a Muslim?

The Byzantine Empire and the Crusades

Guide to Reading

Main Ideas
- The Byzantine Empire created its own unique civilization in the eastern Mediterranean.
- The Crusades impacted medieval society in both the East and the West.

Key Terms
patriarch, schism, Crusades, infidel

People to Identify
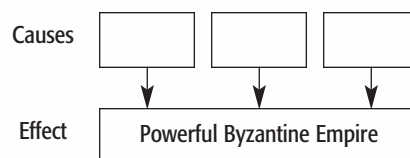Justinian, Saint Bernard of Clairvaux, Saladin, Pope Innocent III

Places to Locate
Constantinople, Syria, Palestine, Balkans

Preview Questions
1. What were the major characteristics of the Byzantine Empire?
2. What was the impact of the Crusades?

Reading Strategy
Cause and Effect Use a diagram like the one below to identify ways in which the Byzantine Empire rose to power.

Causes

Effect | Powerful Byzantine Empire

Preview of Events

| ♦500 | ♦725 | ♦950 | ♦1175 | ♦1400 |

527
Justinian's reign begins

537
Hagia Sophia completed

636
Eastern Roman Empire defeated at Yarmuk

867
Macedonian rule begins

1095
Council of Clermont meets

1453
Ottoman Turks conquer the Byzantine Empire

Voices from the Past

Emperor Justinian and his court

During the First Crusade, French knights captured Jerusalem. One commentator, who accompanied the crusaders, described the scene:

66Then the French entered the city [of Jerusalem] at the noonday hour of Friday, the day of the week when Christ redeemed the whole world on the cross. . . . All the heathen, completely terrified, changed their boldness to swift flight through the narrow streets of the city. . . . Some fled into the Tower of David; others shut themselves in the Temple of the Lord and of Solomon, where in the halls a very great attack was made on them. . . . Within this Temple, about ten thousand were beheaded. Not one of them was allowed to live. They did not spare the women and children.99

— *Chronicle of the First Crusade,* M.E. McGinty, trans., 1941

While a new civilization struggled to emerge in Europe, the Byzantine Empire created its own civilization in the eastern Mediterranean and continued to flourish. The Crusades, however, eventually weakened the Byzantine Empire.

The Reign of Justinian

During the fifth century, Germanic tribes moved into the western part of the Roman Empire and established their states. In contrast, the Roman Empire in the East, centered on Constantinople, continued to exist, although pressured by powerful Islamic forces.

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When **Justinian** became emperor of the Eastern Roman Empire in 527, he was determined to reestablish the Roman Empire in the entire Mediterranean world. By 552, he appeared to have achieved his goals. He had restored the Roman Empire in the Mediterranean. His empire included Italy, part of Spain, North Africa, Asia Minor, Palestine, and Syria. However, only three years after Justinian's death in 565, the Lombards had conquered much of Italy, and other areas were soon lost.

Justinian's most important contribution was his codification of Roman law. The Eastern Roman Empire had inherited a vast quantity of legal materials, which Justinian wished to simplify. The result was *The Body of Civil Law.* This code of Roman laws was the basis of imperial law in the Eastern Roman Empire until its end in 1453. Furthermore, it was also used in the West and became the basis for much of the legal system of Europe.

✓**Reading Check** **Evaluating** What is the significance of *The Body of Civil Law?*

From Eastern Roman Empire to Byzantine Empire

Justinian's accomplishments had been spectacular, but his conquests left the Eastern Roman Empire with serious problems: too much territory to protect far from **Constantinople,** an empty treasury, a decline in population after a plague, and renewed threats to its frontiers. The most serious challenge came from the rise of Islam, which unified Arab groups and created a powerful new force that swept through the Eastern Roman Empire.

Islamic forces defeated an army of the Eastern Roman Empire at Yarmuk in 636. As a result, the empire lost the provinces of **Syria** and **Palestine.** Problems arose along the northern frontier as well, especially in the Balkans. In 679, the Bulgars defeated the Eastern Roman Empire's forces and took possession of the lower Danube Valley, creating a strong Bulgarian kingdom.

By the beginning of the eighth century, the Eastern Roman Empire was much smaller, consisting only of the eastern **Balkans** and Asia Minor. Historians call this smaller Eastern Roman Empire the **Byzantine Empire,** a civilization with its own unique character that lasted until 1453.

The Byzantine Empire was both a Greek and a Christian state. Greek replaced Latin as the official language of the empire. At the same time, the Byzantine Empire was built on a Christian faith that was shared by many of its citizens. The Christian church of the Byzantine Empire came to be known as the Eastern Orthodox Church. An enormous amount of artistic effort and talent was poured into church building, church ceremonies, and church decoration to honor this faith.

The emperor occupied a crucial position in the Byzantine state. Portrayed as chosen by God, he was crowned in sacred ceremonies. His subjects were expected to prostrate themselves in his presence. His power was considered absolute.

NATIONAL GEOGRAPHIC

Justinian's Empire, 527–565

ATLANTIC OCEAN

Danube R.

LOMBARDS

OSTROGOTHS

SLAVS

PERSIAN EMPIRE

40°N

SPAIN

Corsica

ITALY
Rome

BALKAN PENINSULA

Black Sea

Constantinople

10°W

Sardinia

ASIA MINOR

Euphrates R.

Tigris R.

Carthage

Sicily

Mediterranean Sea

Crete

Cyprus

SYRIA

N
W   E
S

PALESTINE

Jerusalem

Alexandria

ARABIA

□ Before Justinian, 527
□ After Justinian's conquests, 565

EGYPT

Nile R.

Red Sea

0   500 miles
0   500 kilometers
Lambert Azimuthal Equal-Area projection

0°   10°E   20°E

Geography Skills

Emperor Justinian restored the Roman Empire in the Mediterranean.

1. **Interpreting Maps** Locate the city of Carthage. Using the maps in this chapter, list in chronological order the empires or groups that controlled Carthage.
2. **Applying Geography Skills** Using earlier chapters and maps, determine the areas of the original Roman Empire that Justinian did not regain.

CONTENTS

Because the emperor appointed the head of the Eastern Orthodox Church, known as the **patriarch,** he exercised control over church as well as state. The Byzantines believed that God had commanded their state to preserve the true Christian faith. Emperor, church officials, and state officials were all bound together in service to this spiritual ideal.

✓Reading Check **Evaluating** How did the rise of Islam affect the Eastern Roman Empire?

Life in Constantinople

Riots in Constantinople in 532 caused widespread destruction. Afterward, Emperor Justinian rebuilt the city and gave it the appearance it would keep for almost a thousand years. With a population estimated in the hundreds of thousands, Constantinople was the largest city in Europe during the Middle Ages.

Trade Until the twelfth century, Constantinople was medieval Europe's greatest center of commerce. The city was the chief center for the exchange of products between West and East.

Highly desired in Europe were the products of the East: silk from China, spices from Southeast Asia and India, jewelry and ivory from India (the latter used by Byzantine craftspeople for church items), wheat and furs from southern Russia, and flax and honey from the Balkans. Many of these goods arrived in Constantinople and were then shipped to the Mediterranean area and northern Europe.

Imported raw materials were also used in Constantinople for local industries. In Justinian's reign, silkworms were smuggled from China by two Christian monks to begin a Byzantine silk industry. European demand for silk cloth made it the city's most lucrative product.

Building Much of Constantinople's appearance in the early Middle Ages was due to Justinian's program of rebuilding in the sixth century. The city was dominated by an immense palace complex, hundreds of churches, and a huge arena known as the Hippodrome, where both gladiator fights and chariot races were held. Justinian's public works projects included roads, bridges, walls, public baths, law courts, schools, churches, and colossal underground reservoirs to hold the city's water supply.

His greatest achievement was the famous Hagia Sophia—the Church of the Holy Wisdom—completed in 537. The center of Hagia Sophia consists of four large piers crowned by an enormous dome, which seems to be floating in space. In part, the builders created this impression by ringing the base of the dome with 42 windows, which allows an incredible play of light within the cathedral.

✓Reading Check **Explaining** Why was Constantinople one of medieval Europe's greatest centers of commerce?

New Heights and New Problems

As we have seen, the size of the Byzantine Empire had been greatly reduced by the beginning of the eighth century. However, the empire recovered and even expanded through the efforts of a new dynasty of Byzantine emperors known as the **Macedonians,** who ruled from 867 to 1081.

The Macedonian emperors expanded the empire to include Bulgaria in the Balkans, the islands of Crete and Cyprus, and Syria. By 1025, the Byzantine Empire was the largest it had been since the beginning of the seventh century.

The Macedonians also fostered a burst of economic prosperity by expanding trade relations with western Europe, especially by selling silks and metalworks. Thanks to this prosperity, the city of Constantinople flourished. Foreign visitors continued to be astounded by its size and wealth.

The Macedonian dynasty of the tenth and eleventh centuries restored much of the power of the Byzantine Empire, but incompetent successors soon undid most of the gains. Struggles for power between ambitious military leaders and aristocratic families led to political and social disorder in the late eleventh century.

The Byzantine Empire was also troubled by a growing split between its church—the Eastern Orthodox Church—and the Catholic Church of the West. The Eastern Orthodox Church was unwilling to accept the pope's claim that he was the sole head of the Christian faith. In 1054, Pope Leo IX and the patriarch Michael Cerularius, head of the Byzantine Church, formally excommunicated each other—each took away the other's rights of church membership. This began a **schism,** or separation, between the two great branches of Christianity that has not been completely healed to this day.

The Byzantine Empire faced threats from abroad as well. The greatest challenge came from the advance of the **Seljuk Turks** who had moved into Asia Minor—the heartland of the empire and its main source of food and workers. In 1071, a Turkish army disastrously defeated Byzantine forces at

Legend:
- Christian lands, 1095
- Muslim lands, 1095
- First Crusade, 1096–1099
- Second Crusade, 1147–1149
- Third Crusade, 1189–192
- Fourth Crusade, 1202–1204

0 — 500 miles
0 — 500 kilometers
Lambert Azimuthal Equal-Area projection

◀ *Medieval illustration of a battle during the Crusades*

Manzikert. Lacking the resources to undertake new campaigns against the Turks, Emperor Alexius I turned to Europe for military aid.

✓ **Reading Check** **Summarizing** What threats, both internal and external, did the Byzantine Empire face in the eleventh century?

The Crusades

From the eleventh to the thirteenth centuries, European Christians carried out a series of military expeditions to regain the Holy Land from the Muslims. These expeditions are known as the **Crusades.**

The push for the Crusades came when the Byzantine emperor Alexius I asked the Europeans for help against the Seljuk Turks, who were 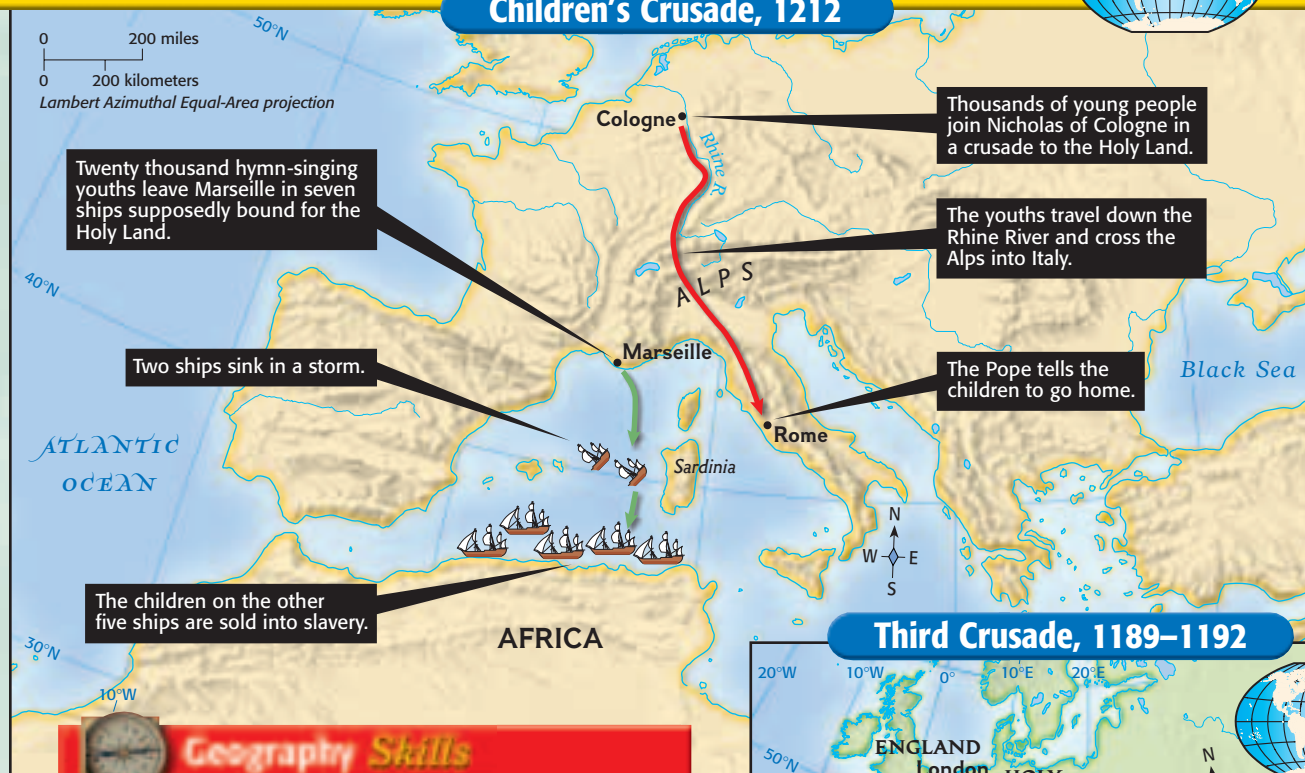Muslims. Pope Urban II, who responded to the request, saw a golden opportunity to provide papal leadership for a great cause. That cause was rallying the warriors of Europe for the liberation of Jerusalem and the Holy Land (Palestine) from the **infidels** or unbelievers—the Muslims.

At the Council of Clermont in southern France near the end of 1095, Urban II challenged Christians to take up their weapons and join in a holy war. The pope promised: "All who die . . . whether by land or by sea, or in battle against the pagans, shall have immediate remission [forgiveness] of sins." The enthusiastic crowd cried out: "It is the will of God, it is the will of God."

Warriors of western Europe, particularly France, formed the first crusading armies. The knights who made up this first crusading army were mostly motivated by religious fervor, but there were other

Children's Crusade, 1212

0 — 200 miles
0 — 200 kilometers
Lambert Azimuthal Equal-Area projection

Thousands of young people join Nicholas of Cologne in a crusade to the Holy Land.

Twenty thousand hymn-singing youths leave Marseille in seven ships supposedly bound for the Holy Land.

The youths travel down the Rhine River and cross the Alps into Italy.

Two ships sink in a storm.

The Pope tells the children to go home.

The children on the other five ships are sold into slavery.

Cologne
Rhine R.
A L P S
Marseille
Rome
Sardinia
Black Sea
ATLANTIC OCEAN
AFRICA

50°N
40°N
30°N
10°W

N W E S

Geography Skills

From the eleventh to the thirteenth centuries, many Europeans attempted to free the Holy Land from Muslim occupation.

1. **Interpreting Maps** Trace the routes of the four crusades shown on the map on page 306. Where did each route begin and end? Did the Children's Crusade (see map above) reach its destination?

2. **Applying Geography Skills** How did Italian port cities benefit from the Crusades?

Third Crusade, 1189–1192

20°W 10°W 0° 10°E 20°E
50°N
40°N
30°N

ENGLAND
London
HOLY ROMAN EMPIRE
ATLANTIC OCEAN
Paris
Richard I
Philip II
Frederick I
FRANCE
Black Sea
Constantinople
Antioch
Tyre
Richard I
Mediterranean Sea
Philip II
Acre
Jerusalem
AFRICA

N W E S

0 — 500 miles
0 — 500 kilometers
Lambert Azimuthal Equal-Area projection

---

attractions as well. Some sought adventure and welcomed the chance to pursue their favorite pastime—fighting. Others saw an opportunity to gain territory, riches, and possibly a title. Merchants in many Italian cities also sought new trading opportunities in Byzantine and Muslim lands.

The Early Crusades The First Crusade began as three organized bands of warriors, most of them French, made their way to the East. The crusading army probably numbered several thousand cavalry and as many as ten thousand infantry. The army captured Antioch in 1098. The crusaders proceeded down the Palestinian coast, avoiding the well-defended coastal cities, and reached Jerusalem in June 1099. The Holy City was taken amid a horrible massacre of the inhabitants.

After further conquests, the crusaders organized four Latin crusader states. Surrounded by Muslims, these crusader kingdoms depended on Italian cities for supplies from Europe. Some Italian port cities, such as Genoa, Pisa, and especially Venice, grew rich and powerful in the process.

It was not easy for the crusader kingdoms to maintain themselves in the East, however. By the 1140s, the Muslims had begun to strike back. The fall of one of the Latin kingdoms led to calls for another crusade, especially from the monastic leader **Saint Bernard of Clairvaux.** Bernard managed to enlist two powerful rulers, King Louis VII of France and Emperor Conrad III of Germany, in a Second Crusade. This campaign, however, was a total failure.

In 1187, the Holy City of Jerusalem fell to Muslim forces under **Saladin.** Three important rulers then

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agreed to lead a Third Crusade: Emperor Frederick Barbarossa of Germany; Richard I (Richard the Lion-hearted) of England; and Philip II Augustus, King of France.

When members of the Third Crusade arrived in the East in 1189, they encountered problems. Frederick drowned in a local river. The English and French arrived by sea and captured the coastal cities with the aid of their fleets but were unable to move inland against the Muslim forces. After Philip went home, Richard negotiated a settlement with Saladin that permitted Christian pilgrims free access to Jerusalem.

The Later Crusades About six years after the death of Saladin in 1193, **Pope Innocent III** initiated the Fourth Crusade. As it headed east, the crusading army became involved in a fight over the succession to the Byzantine throne. The Venetian leaders of the crusade used the situation to weaken their greatest commercial competitor, the Byzantine Empire. Diverted to Constantinople, the crusaders sacked the city in 1204. Not until 1261 did a Byzantine army recapture the city.

The Byzantine Empire had been reestablished, but it was no longer a great power. The empire now comprised the city of Constantinople and its surrounding lands, as well as some lands in Asia Minor. In this reduced size, the empire limped along for another 190 years, until the Ottoman Turks conquered it in 1453.

Despite failures, the crusading ideal continued. In Germany in 1212, a youth known as Nicholas of Cologne announced that God had inspired him to lead a "children's crusade." Thousands of young people joined Nicholas and made their way to Italy, where the pope told them to go home. At about the same time, some twenty thousand French children headed to Marseille, where two shipowners agreed to take them to the Holy Land. Two of the ships sent perished in a storm. The other five sailed to North Africa, where the children were sold into slavery. The next crusades of adult warriors were hardly more successful.

Did the Crusades have much effect on European civilization? Historians disagree. There is no doubt that the Crusades benefited the Italian port cities, especially Genoa, Pisa, and Venice. Even without the Crusades, however, Italian merchants would have increased trade with the Eastern world.

The Crusades had some unfortunate side effects on European society. The first widespread attacks on the Jews began in the context of the Crusades. Some Christians argued that to fight the Muslims while the "murderers of Christ," as they called the Jews, ran free at home was unthinkable. The massacre of Jews became a feature of medieval European life.

Perhaps the greatest impact of the Crusades was political. They eventually helped to break down feudalism. As kings levied taxes and raised armies, nobles joining the Crusades sold their lands and freed their serfs. As the nobles lost power, the kings were able to create stronger central governments. Taxing trade with the East also provided kings with new wealth. This paved the way for the development of true nation-states. By the mid-1400s, four strong states—Portugal, Spain, England, and France—would emerge in Europe.

✓**Reading Check** **Summarizing** What factors motivated Europeans to participate in a Crusade?

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define** patriarch, schism, Crusades, infidel.

2. **Identify** Justinian, *The Body of Civil Law,* Byzantine Empire, Macedonians, Seljuk Turks, Saint Bernard of Clairvaux, Saladin, Pope Innocent III.

3. **Locate** Constantinople, Syria, Palestine, Balkans.

4. **Explain** how church and state were linked in the Byzantine Empire.

5. **List** Justinian's accomplishments.

Critical Thinking

6. **Explain** Why did cities such as Venice flourish as a result of the Crusades?

7. **Organizing Information** Use a table like the one below to summarize the results of the First, Second, and Third Crusades.

	1st Crusade	2nd Crusade	3rd Crusade
People Involved			
Results			

Analyzing Visuals

8. **Examine** the medieval illustration of one of the battles of the Crusades shown on page 306. How does this visual portrayal of a battle compare to the idealistic goals of the Crusades themselves?

Writing About History

9. **Descriptive Writing** Write a travel brochure encouraging people to visit Constantinople. Identify the features of the city in the early Middle Ages. What sites would you use to illustrate your brochure?

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Distinguishing Between Fact and Opinion

Why Learn This Skill?

Imagine that you are watching two candidates for president debate the merits of the college loan program. One says, "In my view, the college loan program must be reformed. Sixty percent of students do not repay their loans on time."

The other replies, "College costs are skyrocketing, but only 30 percent of students default on their loans for more than one year. I believe we should spend more on this worthy program."

How can you tell who or what to believe? You must learn to distinguish fact from opinion in order to effectively evaluate and analyze information acquired from a variety of sources such as books, television, and the Internet.

Learning the Skill

A fact is a statement that can be proved to be true or false. In the example above, the statement "Sixty percent of students do not repay their loans on time" is a fact. By reviewing statistics on the number of student loan recipients who repay their loans, we can determine whether it is true or false. To identify facts, look for words and phrases indicating specific people, places, events, dates, and times.

An opinion, on the other hand, expresses a personal belief, viewpoint, or emotion. Because opinions are subjective, we cannot prove or disprove them. In the opening example, most statements by the candidates are opinions.

Opinions often include qualifying words and phrases such as *I think, I believe, probably, seems to be, may, might, could, ought, in my judgment,* or *in my view.* Also, look for expressions of approval or disapproval such as *good, bad, poor,* and *satisfactory.* Be aware of superlatives such as *greatest, worst, finest,* and *best.* Notice words with negative meanings and implications such as *squander, contemptible,* and *disgrace.* Also, identify generalizations such as *none, every, always,* and *never.*

Practicing the Skill

For each pair of statements below, determine which is fact and which is opinion. Give a reason for each choice.

1. a The Byzantine Empire came to a pitiful end at the hands of the savage Turks.

   b The Byzantine Empire ended when Constantine XI died while defending Constantinople in 1453.

2. a The alliance with the Byzantine Empire made Kiev a major trading link between Europe and Asia and between Scandinavia and Southwest Asia.

   b In the 900s, Kiev was the most isolated, uncivilized place, and it possessed little in the way of culture.

3. a The Byzantine culture was more advanced than any other of its day.

   b Vladimir's conversion to Eastern Orthodoxy brought Byzantine culture to Kievan Rus.
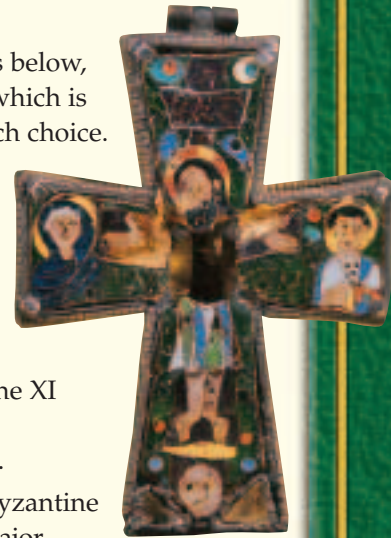
Byzantine cross

Applying the Skill

Find a news article and an editorial pertaining to the same subject in your local newspaper. Identify three facts and three opinions from these sources.

Glencoe's **Skillbuilder Interactive Workbook, Level 2,** provides instruction and practice in key social studies skills.

Using Key Terms

1. _____ refers to the practice of living the life of a monk.

2. The _____ determined the relationship between a lord and his vassals.

3. Under the influence of the Church, noblemen followed a code of behavior called _____.

4. _____ was the amount paid by a wrongdoer to the family of an injured person.

5. A Christian bishop headed an area called a _____.

6. A series of Christian military expeditions were called the _____.

7. A _____ developed between the Catholic Church and the Eastern Orthodox Church in 1054.

8. The _____ is the Byzantine counterpart to the pope in Rome.

9. Bishops of Rome became known as _____ of the Catholic Church.

10. A _____ was the grant of land from the lord to a vassal in return for military service.

Reviewing Key Facts

11. **Citizenship** How did the bond of extended family affect the way Germanic law treated the problem of crime and punishment?

12. **Government** How can feudalism be considered a political system?

13. **History** What important English political institution emerged during the reign of Edward I?

14. **History** What two important functions did monks perform?

15. **History** Why are scriptoria so important to the history of western Europe?

16. **Government** Name one basic difference between the Roman and Germanic legal systems.

17. **History** Approximately how long did the Byzantine Empire last?

18. **History** What steps did the Normans take to create a strong, centralized monarchy in England?

19. **Government** How did Henry II enlarge the power of the English monarchy?

20. **Culture** What was the historical context in which the code of chivalry emerged?

Critical Thinking

21. **Analyzing** What factors helped feudalism to develop in western Europe during the ninth and tenth centuries? Describe the major characteristics of the political system of feudalism.

22. **Cause and Effect** What caused the schism in Christianity in the eleventh century? Could the split have been prevented?

Writing About History

23. **Informative Writing** Research the Crusades. Using information you find in this text, your local library, or the Internet, describe the political, economic, and social impact of the Crusades. Which of these areas do you think the Crusades impacted the most? Explain your answers fully, and justify them with factual information.

Chapter Summary

Europe and the Byzantine Empire changed and developed in many ways during the Middle Ages.

Movement

- Angles and Saxons settle in England.
- Monks come to England to convert the Anglo-Saxons to Christianity.
- Vikings, Magyars, and Muslims invade areas of Europe.

Cooperation

- The Frankish ruler Clovis converts to Christianity and gains the support of the Roman Catholic Church.
- Benedictine rule emphasizes the need for monks to work together within the monastery.
- The system of feudalism, based on the granting of land to nobles in exchange for military service, spreads throughout Europe.

Conflict

- Charlemagne's death leads to the decline and division of the Carolingian Empire.
- Schism divides the Eastern Orthodox Church and the Roman Catholic Church.
- William the Conqueror defeats Harold Godwinson in the Battle of Hastings.

Uniformity

- The emperor Justinian restores the Roman Empire in the Mediterranean.
- Eastern Orthodox Christianity becomes the state religion of Kiev.
- The Magna Carta guarantees rights to all English freemen.

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HISTORY Online

Self-Check Quiz
Visit the *Glencoe World History* Web site at
wh.glencoe.com and click on **Chapter 9–Self-Check Quiz** to prepare for the Chapter Test.

Analyzing Sources

Read the following vow of loyalty:

❝The man should put his hands together as a sign of humility, and place them between the two hands of his lord as a token that he vows everything to him and promises faith to him; and the lord should receive him and promise to keep faith with him. Then the man should say: 'Sir, I enter your homage and faith and become your man by mouth and hands (that is, by taking the oath and placing his hands between those of the lord), and I swear and promise to keep faith and loyalty to you against all others.'❞

24. Why is it significant that the vow was given to a particular person rather than a nation, written constitution, or religion?

25. What is meant by the phrase "and the lord should receive him and promise to keep faith with him"?

Applying Technology Skills

26. **Using the Internet** Search the Internet for a Web site that provides information on social history during medieval times. Use a search engine to help focus your search by using words such as *medieval, feudalism, vassal*, and *chivalry*. Use the information you find to develop a diary that might have been written by an individual living in medieval society. In your diary, describe such things as your daily routine, your family, where you live, and your hopes and plans for the future.

Making Decisions

27. Pretend you are a knight returning from the First Crusade. Write a letter to your wife describing the Crusade and its result. Also, explain why you went on the Crusade, and whether or not the Crusade lived up to your expectations.

Analyzing Maps and Charts

28. Examine the map showing the expansion of Moscow from 1300 to 1462 at the top of this page. By what year had the Volga River been added to Russia's holdings?

29. What geographic features enabled the princes of Russia to expand their holdings?

30. By 1493 Moscow's ruler claimed to be "Sovereign of All Russia." About how far did Moscow's territory stretch from north to south in 1462?

NATIONAL GEOGRAPHIC

Expansion of Moscow, 1300–1462

Moscow, 1300
Acquisitions:
To 1340
To 1389
To 1425
To 1462
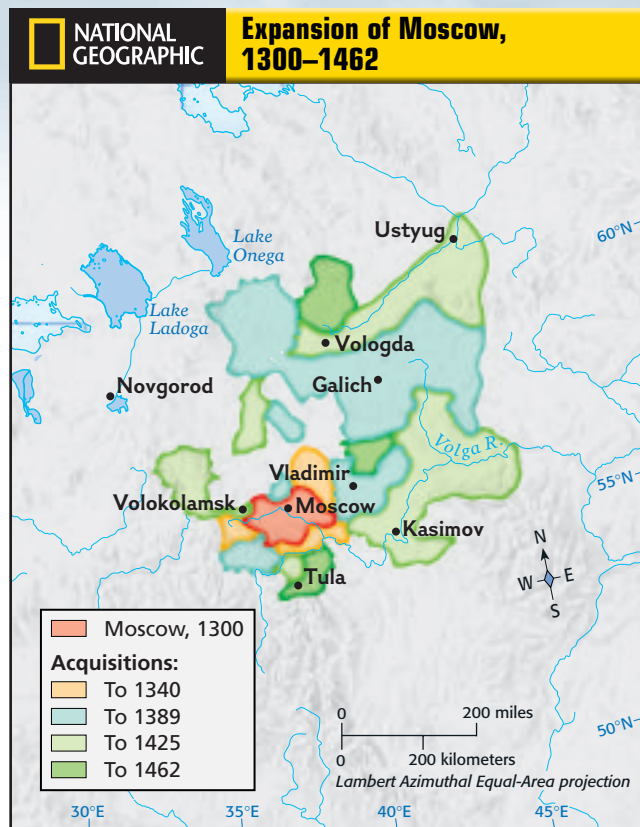
Standardized Test Practice

Directions: Choose the best answer to the following question.

Between the twelfth and fourteenth centuries, both England and France

A defeated Frankish rulers and established autonomous kingdoms.

B were rebuilt by Emperor Justinian.

C established parliaments to help royal authorities rule.

D were accomplished shipbuilders and sailors.

Test-Taking Tip: Questions that ask about a specific fact can be difficult if you do not know the answer. Increase your chances of choosing the correct answer by looking at each answer choice and thinking about the context in which it was discussed in class and in the textbook. Then, eliminate choices you know are wrong. Finally, ask yourself which remaining choice makes the most sense and select that as your answer.

10 Europe in the Middle Ages

1000–1500

Key Events

As you read, look for the key events in the history of medieval Europe.
- *The revival of trade led to the growth of cities and towns, which became important centers for manufacturing.*
- *The Catholic Church was an important part of people's lives during the Middle Ages.*
- *During the fourteenth and early fifteenth centuries, Europeans experienced many problems including the Black Death, the Hundred Years' War, and the decline of the Church.*

The Impact Today

The events that occurred during this time period still impact our lives today.
- *The revival of trade brought with it a money economy and the emergence of capitalism, which is widespread in the world today.*
- *Modern universities had their origins in medieval Europe.*
- *The medieval history of Europe can be seen today in Europe's great cathedrals.*

World History Video *The Chapter 10 video, "Chaucer's England," chronicles the development of civilization in medieval Europe.*

*Notre Dame Cathedral
Paris, France*

1163
Work begins
on Notre Dame
Cathedral

1233
The Inquisition
begins

1150   1200   1250   1300

c. 1158
First European
university appears

c. 1210
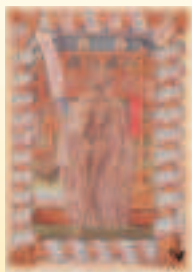Francis of Assisi
founds the
Franciscan order

Saint Francis of Assisi

CONTENTS
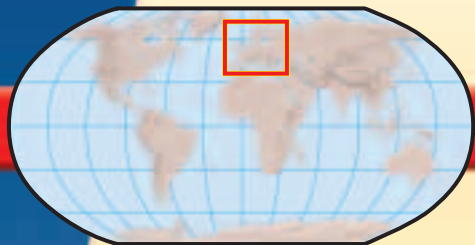
The cathedral at Chartres, about 50 miles (80 km) southwest of Paris, is but one of the many great Gothic cathedrals built in Europe during the Middle Ages.

Medieval depiction of Death

Louis XI

1431
Joan of Arc is burned at the stake

1461
King Louis XI rules France

1350　　　1400　　　1450　　　1500

1347
The Black Death begins to devastate Europe

1453
Hundred Years' War ends

1485
Tudor dynasty is established in England

HISTORY
Online

Chapter Overview
Visit the *Glencoe World History* Web site at **wh.glencoe.com** and click on **Chapter 10–Chapter Overview** to preview chapter information.

CLICK HERE

A Story That Matters

Somersaulting was done for entertainment and leisure in medieval London.

This medieval manuscript page shows a London scene.

Life in London

*I*n the twelfth century, William Fitz-Stephen spoke of London as one of the noblest cities of the world: "It is happy in the healthiness of its air, in the Christian religion, in the strength of its defences, the nature of its site, the honor of its citizens, the modesty of its women; pleasant in sports; fruitful of noble men."

To Fitz-Stephen, London offered a number of opportunities and pleasures: "Practically anything that man may need is brought daily not only into special places but even into the open squares, and all that can be sold is loudly advertised for sale." "Any man," according to Fitz-Stephen, "if he is not a good-for-nothing, may earn his living expenses and esteem according to his station."

Sporting events and leisure activities were available in every season of the year: "In Easter holidays they fight battles on water." In summer, "the youths are exercised in leaping, dancing, shooting, wrestling, casting the stone; the maidens dance as long as they can well see." In winter, "when the great fen, or moor, which waters the walls of the city on the north side, is frozen, many young men play upon the ice; some, striding as wide as they may, do slide swiftly."

To Fitz-Stephen, "every convenience for human pleasure is known to be at hand" in London.

Why It Matters

One would hardly know from Fitz-Stephen's cheerful description that medieval cities faced overcrowded conditions, terrible smells from rotting garbage, and the constant threat of epidemics and fires. The rise of cities was one aspect of the new burst of energy and growth that characterized European civilization in the High Middle Ages, the period from about 1000 to 1300. New farming practices, the growth of trade, and a growing population created a vigorous European society.

History and You Research current conditions in the city of London. Compare the city today with the way it was described by Fitz-Stephen. Write an essay in which you explain how London has changed and how it has remained the same. Why do certain problems persist? Document your argument with evidence and include a bibliography.

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Peasants, Trade, and Cities

Voices from the Past

Woodcut showing use of elementary watermill

One monk reported in the twelfth century how his monastery used a local stream to grind grain and make cloth:

❝Entering the Abbey under the boundary wall, the stream first hurls itself at the mill where in a flurry of movement it strains itself, first to crush the wheat beneath the weight of the millstones, then to shake the fine sieve which separates flour from bran. . . . The stream is not yet discharged. The fullers [people who finished the manufacture of woolen cloth] located near the mill beckon to it. One by one it lifts and drops the heavy pestles, the fullers' great wooden hammers. How many horses would be worn out, how many men would be weary if this graceful river, to whom we owe our clothes and food, did not labor for us.❞

—*The Medieval Machine,* **Jean Gimpel, 1976**

Gradually, the growth of trade and manufacturing and the rise of towns laid the foundations for the transformation of Europe from a rural, agricultural society to a more urban, industrial one.

The New Agriculture

In the early Middle Ages, Europe had a relatively small population. In the High Middle Ages, however, population increased dramatically. The number of people almost doubled between 1000 and 1300, from 38 million to 74 million people.

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What caused this huge increase in population? For one thing, conditions in Europe were more settled and peaceful after the invasions of the early Middle Ages had stopped. This increased peace and stability also led to a dramatic expansion in food production after 1000.

In part, food production increased because a change in climate during the High Middle Ages improved growing conditions. In addition, more land was cultivated as peasants of the eleventh and twelfth centuries cut down trees and drained swamps. By 1200, Europeans had more land for farming than they do today.

Changes in technology also aided the development of farming. The Middle Ages witnessed an explosion of labor-saving devices. For example, the people of the Middle Ages harnessed the power of water and wind to do jobs once done by human or animal power.

Many of these new devices were made from iron, which was mined in various areas of Europe. Iron was used to make scythes, axes, and hoes for use on farms, as well as saws, hammers, and nails for building. Iron was crucial in making the **carruca,** a heavy, wheeled plow with an iron plowshare. Unlike earlier plows, this plow could easily turn over heavy clay soils.

Because of the weight of the *carruca,* six or eight oxen were needed to pull it. However, oxen were slow. Two new inventions for the horse made it possible to plow faster. A new horse collar spread the weight around the shoulders and chest rather than

SCIENCE, TECHNOLOGY & SOCIETY

# Harnessing the Power of Water and Wind

Watermills use the power of running water to do work. The watermill was invented as early as the second century B.C. It was not used much in the Roman Empire because the Romans had many slaves and had no need to mechanize. In the High Middle Ages, watermills became easier to build as the use of metals became more common. In 1086, the survey of English land known as the Domesday Book listed about six thousand watermills in England.

Located along streams, mills powered by water were at first used to grind grains for flour. Gradually, mill operators were able to mechanize entire industries. Waterpower was used in mills for making cloth and in sawmills for cutting wood and stone, as well as in the working of metals.

Rivers, however, were not always available. Where this was the case, Europeans developed windmills to harness the power of the wind. Historians are unsure whether windmills were imported into Europe (they were invented in Persia) or designed independently by Europeans. Like the watermill, the windmill was first used for grinding grains. Later, however, windmills were used for pumping water and even cutting wood. However, they did not offer as great a range of possible uses as watermills.

The watermill and windmill were the most important devices for harnessing power before the invention of the steam engine in the eighteenth century. Their spread had revolutionary consequences, enabling Europeans to produce more food and to more easily manufacture a wide array of products.

Comparing *How are water and wind power used today?*
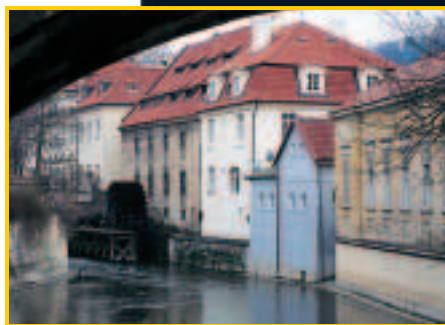
Watermill on Certovka River in Prague, Czech Republic

Sail
Break wheel
Wind shaft
Grindstone
Great spur wheel
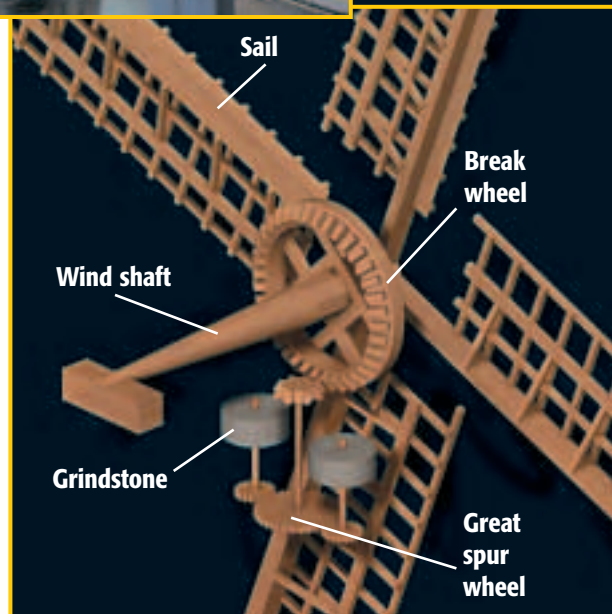
Workings of a basic windmill

the throat. Now a series of horses could be hitched up, enabling them to pull the new, heavy plow faster and turn over more land. The use of the horseshoe, an iron shoe nailed to the horses' hooves, made it easier for horses to pull the heavy plow through the rocky and heavy clay soil of northern Europe.

The use of the heavy-wheeled plow also led to the growth of farming villages, where people had to work together. Because iron was expensive, a heavy-wheeled plow had to be bought by the entire community. Likewise, one family could not afford a team of animals, so villagers shared their beasts. The size and weight of the plow made it necessary to plow the land in long strips to minimize the amount of turning that would have to be done.

The shift from a two-field to a three-field system of crop rotation added to the increase in food production. In the early Middle Ages, peasants divided their land into two fields of equal size. One field was planted, while the other was allowed to lie fallow, or remain unplanted, to regain its fertility. Now, however, lands were divided into three parts. One field was planted in the fall with grains (such as rye and wheat) that were harvested in summer. The second field was planted in the spring with grains (oats and barley) and vegetables (peas and beans) that were harvested in the fall. The third field was allowed to lie fallow.
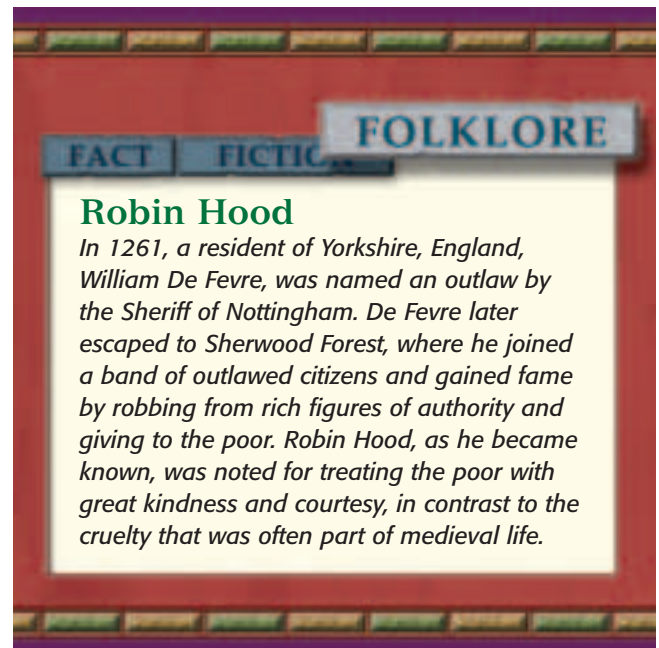
The three-field system meant that only one-third, rather than one-half, of the land lay fallow at any time. The rotation of crops also kept the soil from being exhausted so quickly, which allowed more crops to be grown.

✔️**Reading Check** **Analyzing** What were the most important factors leading to the dramatic increase in population during the High Middle Ages?

The Manorial System

You will remember from reading Chapter 9 that feudalism created alliances between nobles (lords and vassals). The landholding nobles were a military elite whose ability to be warriors depended on their having the leisure time to pursue the arts of war. Landed estates, located on the fiefs given to a vassal by his lord, and worked by peasants, provided the economic support that made this way of life possible.

A **manor** was an agricultural estate run by a lord and worked by peasants. Although free peasants continued to exist, increasing numbers of free peasants became **serfs,** or peasants legally bound to the land. Serfs had to provide labor services, pay rents,

FOLKLORE

FACT   FICTION

Robin Hood

In 1261, a resident of Yorkshire, England, William De Fevre, was named an outlaw by the Sheriff of Nottingham. De Fevre later escaped to Sherwood Forest, where he joined a band of outlawed citizens and gained fame by robbing from rich figures of authority and giving to the poor. Robin Hood, as he became known, was noted for treating the poor with great kindness and courtesy, in contrast to the cruelty that was often part of medieval life.

and be subject to the lord's control. By 800, probably 60 percent of the people of western Europe were serfs.

A serf's labor services included working the lord's land. The lord's land made up one-third to one-half of the cultivated land scattered throughout the manor. The rest of the estate's land was used by the peasants to grow food for themselves. Such tasks as building barns and digging ditches were also part of the labor services. Serfs usually worked about three days a week for their lords.

The serfs paid rents by giving the lords a share of every product they raised. Serfs also paid the lords for the use of the manor's common pasturelands, streams, ponds, and surrounding woodlands. If a serf fished in the pond or stream on a manor, he turned over part of the catch to his lord. Peasants were also obliged to pay a tithe (a tenth of their produce) to their local village churches.

In the feudal contract, lords and vassals were tied together through mutual obligations to each other. On individual estates, lords had a variety of legal rights over their serfs. Serfs could not leave the manor without the lord's permission and could not marry anyone outside the manor without the lord's approval. Lords often had political authority on their lands, which gave them the right to try peasants in their own courts. Peasants were required to pay lords for certain services, such as having their grain ground into flour in the lords' mills.

Even with these restrictions, however, serfs were not slaves. The land assigned to serfs to support themselves usually could not be taken away, and

their responsibilities to the lord remained fairly fixed. It was also the lord's duty to protect his serfs, giving them the safety they needed to grow crops.

✓ **Reading Check** **Summarizing** What legal rights did the lords have over the serfs?

Daily Life of the Peasantry

The life of peasants in Europe was simple. Their cottages had wood frames surrounded by sticks, with the spaces between sticks filled with straw and rubble and then plastered over with clay. Roofs were simply thatched.

The houses of poorer peasants consisted of a single room. Others, however, had at least two rooms—a main room for cooking, eating, and other activities and another room for sleeping. There was little privacy in a medieval household.

A hearth in the main room was used for heating and cooking. Because there were few or no windows and no chimney, the smoke created by fires in the hearth went out through cracks in the walls or, more likely, through the thatched roof.

Cycle of Labor The seasons of the year largely determined peasant activities. Each season brought a new round of tasks. Harvest time in August and September was especially hectic. A good harvest of grains for making bread was crucial to survival in the winter months.

A new cycle of labor began in October, when peasants worked the ground for the planting of winter crops. In November came the slaughter of excess livestock, because there was usually not enough food to keep the animals alive all winter. The meat would be salted to preserve it for winter use. In February and March, the land was plowed for the planting of spring crops—oats, barley, peas, and beans. Early summer was a fairly relaxed time, although there was still weeding and sheepshearing to be done.

In every season, of course, the serfs worked not only their own land but also the lords' lands. They also tended the small gardens next to their dwellings, where they grew the vegetables that made up part of their diet.

Peasants did not face a life of constant labor, thanks to the feast days, or holidays, of the Catholic Church. These feast days celebrated the great events of the Christian faith, or the lives of Christian saints or holy persons. The three great feasts of the Catholic Church were Christmas (celebrating the birth of Christ), Easter (celebrating the resurrection of Christ), and Pentecost (celebrating the descent of the Holy Spirit on Christ's disciples 50 days after his resurrection). Other feasts dedicated to saints or the Virgin Mary, the mother of Jesus, were also celebrated. A total of more than 50 days were essentially holidays.

Religious feast days, Sunday mass, baptisms, marriages, and funerals all brought peasants into contact with the village church, a crucial part of manorial life. The village priest taught the peasants the basic ideas of Christianity so that they would gain the Christians' final goal—salvation. However, village priests were often peasants themselves; most were not able to read. It is difficult to know how much church teaching the peasants actually understood. Very likely, they saw

Peasant's Wheel of Life

Chart Skills
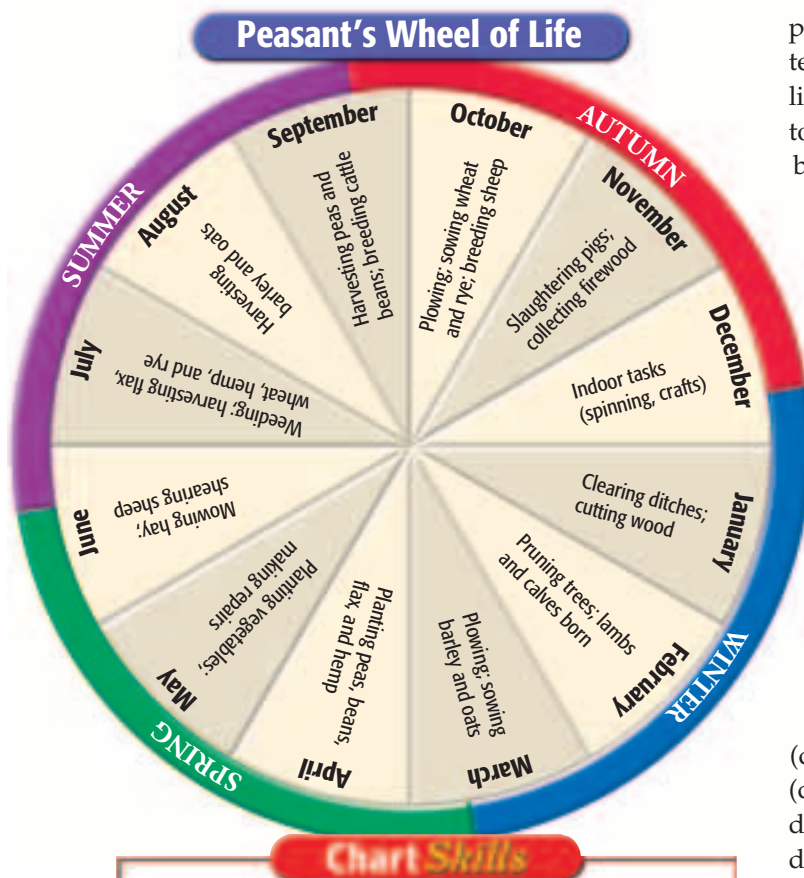
Peasants worked year-round for the lord of the manor. A few days each week were devoted to their own gardens.

1. **Understanding Cause and Effect** Explain how the peasants' activities in one month affected their activities in later months.

2. **Making Inferences** Based on your knowledge of current agricultural technology, how do you think a medieval peasant's yearly routine compares to that of a contemporary farmer?

God as an all-powerful force who needed to be appeased by prayer to bring good harvests.

The position of peasant women in manorial society was both important and difficult. They were expected to work in the fields and at the same time bear children. Their ability to manage the household might determine whether a peasant family would starve or survive in difficult times.

Food and Drink Though simple, a peasant's daily diet was adequate when food was available. The basic staple of the peasant diet, and of the medieval diet in general, was bread. Women made the dough for the bread. The loaves were usually baked in community ovens, which were owned by the lord of the manor. Peasant bread was highly nutritious because it contained not only wheat and rye but also barley, millet, and oats. These ingredients gave the bread a dark appearance and very heavy, hard texture.

Numerous other foods added to the peasant's diet: vegetables from the household gardens; cheese from cow's or goat's milk; nuts and berries from woodlands; and fruits, such as apples, pears, and cherries. Chickens provided eggs and sometimes meat. Peasants usually ate meat only on the great feast days, such as Christmas and Easter.

Grains were important not only for bread but also for making ale. In the Middle Ages, it was not easy to obtain pure sources of water to drink. Consequently, while wine became the choice of drink for members of the upper classes, ale was the most common drink of the poor. If records are accurate, enormous quantities of ale were consumed. A monastery in the twelfth century records a daily allotment to the monks of three gallons of ale a day. Peasants in the field probably consumed even more.

✔**Reading Check** **Explaining** What role did peasant women play in manorial society?

The Revival of Trade

Medieval Europe was basically an agricultural society in which most people lived in small villages. In the eleventh and twelfth centuries, however, new elements changed the economic foundation of European civilization. The new features included a revival of trade and an associated growth of towns and cities.

The revival of trade in Europe was gradual. During the chaotic times of the early Middle Ages, large-scale trade had declined. By the end of the tenth century, however, people were emerging with both the skills and products for trade.

Picturing **History**

This illustration is from the famous manuscript *Très Riches Heures,* an example of a medieval Book of Hours. Books of Hours were personal prayer books that often contained calendars noting important dates of the year. Using the Wheel of Life on the opposite page, can you tell which month and season are represented in this illustration?

Cities in Italy took the lead. **Venice,** for example, had emerged by the end of the eighth century as a town with close trading ties to the Byzantine Empire. Venice developed a mercantile fleet (a fleet of trading ships) and by the end of the tenth century had become a major trading center.

While Venice and other northern Italian cities were busy trading in the Mediterranean, the towns of **Flanders** were doing the same in northern Europe. Flanders, the area along the coast of present-day Belgium and northern France, was known for its much desired, high-quality woolen cloth.

The location of Flanders made it an ideal center for the traders of northern Europe. Merchants from England, Scandinavia, France, and Germany met there to trade their goods for woolen cloth. Flanders prospered

Medieval Trade Routes

← Trade route

Geography Skills

The revival of trade led to the revival of cities.

1. **Interpreting Maps** What was the most important European trading city for goods being shipped to Asia?

2. **Applying Geography Skills** Assume that you are a trader who has lived and worked in London, Constantinople, and Venice. While conducting trade in each of these cities, what other cities would you have been most likely to visit? Create a table showing your most frequent stops for each of the three base cities.

in the eleventh and twelfth centuries, and such Flemish towns as Bruges and Ghent became centers for the trade and manufacture of woolen cloth.

By the twelfth century, a regular exchange of goods had developed between Flanders and Italy. To encourage this trade, the counts of Champagne, in northern France, initiated a series of trade fairs. Six fairs were held every year in the chief towns of the territory. At these fairs, northern merchants brought the furs, woolen cloth, tin, hemp, and honey of northern Europe and exchanged them for the cloth and swords of northern Italy and the silks, sugar, and spices of the East.

As trade increased, demand for gold and silver coins arose at fairs and trading markets of all kinds.

Slowly, a **money economy**—an economic system based on money, rather than barter—began to emerge. New trading companies and banking firms were set up to manage the exchange and sale of goods. All of these new practices were part of the rise of **commercial capitalism,** an economic system in which people invested in trade and goods in order to make profits.

✓**Reading Check** **Evaluating** Why were the towns of Flanders busy trading centers?

The Growth of Cities

The revival of trade led to a revival of cities. Towns had greatly declined in the early Middle Ages, especially in Europe north of the Alps. Old Roman cities had continued to exist but had dwindled in size and population.

Cities Old and New With the revival of trade, merchants began to settle in the old Roman cities. They were followed by craftspeople or artisans—people who had developed skills and saw a chance to make goods that could be sold by the merchants. In the course of the eleventh and twelfth centuries, the old Roman cities came alive with new populations and growth.

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Many new cities or towns were also founded, especially in northern Europe. Usually, a group of merchants built a settlement near a castle because it was located along a trade route and because the lords of the castle would offer protection. If the settlement prospered and expanded, new walls were built to protect it. The merchants and artisans of these cities later came to be called *burghers* or **bourgeoisie,** from the German word *burg,* meaning "a walled enclosure."

Medieval cities were small in comparison with either ancient or modern cities. A large trading city would number about five thousand inhabitants. By the late 1200s, London—England's largest city—had more than 40,000 people. Italian cities tended to be larger. Venice, Florence, and Milan each had more than 80,000 inhabitants. Even the largest European city, however, seemed small alongside the Byzantine capital of Constantinople or the Arab cities of Damascus, Baghdad, and Cairo.

City Government Most towns were closely tied to the land around them because they depended on the food grown in the surrounding manors. In addition, the towns were often part of the territory belonging to a lord and were subject to his authority. Although lords wanted to treat townspeople as they would their vassals and serfs, the townspeople saw things differently.

Townspeople needed freedom to trade. They needed their own unique laws and were willing to pay for them. Lords and kings, in turn, saw that they could also make money and were willing to sell to the townspeople the liberties they wanted.

By 1100, townspeople were getting numerous rights from local lords. These included the right to buy and sell property, freedom from military service to the lord, a written law that guaranteed the freedom of the townspeople, and the right for an escaped serf to become a free person after living a year and a day in the town.

The people in almost every new town and city gained these basic liberties. Some new towns also received the right to govern themselves by choosing their own officials and having their own courts of law.

Over a period of time, medieval cities developed their own governments for running the affairs of the community. Only males who had been born in the city or who had lived there for some time were citizens. In many cities, these citizens elected the members of a city council, who served as judges and city officials and who passed laws. Elections were carefully rigged to make sure that only **patricians**—members of the wealthiest and most powerful families—were elected.

Daily Life in the Medieval City

Medieval towns were surrounded by stone walls. Because the walls were expensive to build, the space within was precious and tightly filled. Thus, medieval cities had narrow, winding streets. Houses were crowded against one another, and the second and third stories were built out over the streets.

The danger of fire was great. Dwellings were built mostly of wood before the fourteenth century, and candles and wood fires were used for light and heat. Medieval cities burned rapidly once a fire started.

The physical environment of medieval cities was not pleasant. The cities were often dirty and smelled from animal and human waste. Air pollution was also a fact of life. Wood fires, present everywhere, were the usual cause. Even worse pollution, however, came from the burning of cheap grades of coal by brewers, dyers, and people who could not afford to purchase wood.

Cities were also unable to stop water pollution, especially from the tanning and animal-slaughtering industries. Butchers dumped blood and all other waste products from their butchered animals into the rivers. Tanners, who converted animal hides to leather, unloaded tannic acids, dried blood, fat, hair,

Towns and cities grew and prospered during the High Middle Ages.

and the other waste products of their operations. Because of the pollution, cities did not use the rivers for drinking water but relied instead on wells.

Private and public baths also existed in medieval towns. Paris, for example, had 32 public baths for men and women. Since nudity was allowed in the baths, city authorities came under pressure to close them down. The great plague of the fourteenth century (discussed later in this chapter) sealed the fate of the baths.

There were considerably more men than women in medieval cities. Women were expected to supervise the household, prepare meals, raise the children, and manage the family's finances. Often, they were expected to help 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. It was thus possible for women in medieval towns to lead quite independent lives. In fact, many women became brewers, weavers, and hatmakers.

✓**Reading Check** **Identifying** List three physical characteristics of medieval cities.

Industry and Guilds

The revival of trade enabled cities and towns to become important centers for manufacturing a wide range of goods, such as cloth, metalwork, shoes, and leather goods. A host of craft activities were carried on in houses located in the narrow streets of the medieval cities.

From the eleventh century on, craftspeople began to organize themselves into **guilds,** or business associations. Guilds came to play a leading role in the economic life of the cities. By the thirteenth century, there were guilds for almost every craft, such as tanners, carpenters, and bakers. There were also separate guilds for specialized groups of merchants, such as dealers in silk, spices, wool, or money (banking).

Craft guilds directed almost every aspect of the production process. They set the standards for the quality of the articles produced, specified the methods of production to be used, and even fixed the price at which the finished goods could be sold. Guilds also determined the number of people who could enter a specific trade and the procedure they must follow to do so.

A person who wanted to learn a trade first became an **apprentice,** usually at around the age of 10, to a master craftsperson. Apprentices were not paid, but they did receive room and board from their masters. After five to seven years of service during which they learned their craft, apprentices became **journeymen** and worked for wages for other masters. Journeymen aspired to become masters as well. To do so, they were expected to produce a **masterpiece,** a finished piece in their craft. This piece allowed the master craftspeople of the guild to judge whether a journeyman was qualified to become a master and join the guild.

✓**Reading Check** **Evaluating** What role did guilds play in the economic life of the cities?

Checking for Understanding

1. **Define** manor, serf, money economy, commercial capitalism, guild, masterpiece.

2. **Identify** *carruca,* bourgeoisie, patricians, apprentice, journeymen.

3. **Locate** Venice, Flanders.

4. **Explain** the process of becoming a master in a guild. What do you think motivated people to participate in and endure this demanding process?

5. **List** the economic developments of the Middle Ages that allowed for the emergence of commercial capitalism.

Critical Thinking

6. **Explain** Why were the three-field system and heavy iron plows so important to increased food production?

7. **Compare and Contrast** Use a chart like the one below to compare and contrast living and working in a medieval city to living and working on a manor.

Medieval Cities	Manor

Analyzing Visuals

8. **Examine** the illustration of peasants working in a field shown on page 319 and the chart of the peasant's year shown on page 318. Use the illustration and chart to help you describe the major characteristics of the economic system of manorialism.

Writing About History

9. **Persuasive Writing** Imagine you are a trader doing business at the beginning of the money economy. Write a letter addressed to other traders convincing them to convert to a money system from bartering.

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Christianity and Medieval Civilization

Guide to Reading

Main Ideas
- The Catholic Church played a dominant role in the lives of people during the High Middle Ages.
- Strong leadership by the popes made the Catholic Church a forceful presence in medieval society.

Key Terms
lay investiture, interdict, sacrament, heresy, Inquisition, relic

People to Identify
Pope Gregory VII, Henry IV, Pope Innocent III, Hildegard of Bingen, Saint Francis of Assisi

Places to Locate
Papal States, Assisi

Preview Questions
1. Why were Church leaders often at odds with the European rulers?
2. What role did Christianity play during the Middle Ages?

Reading Strategy
Categorizing Information Use a table like the one below to list characteristics of the Cistercian and Dominican religious orders.

Cistercians	Dominicans

Preview of Events

♦1050	♦1100	♦1150	♦1200	♦1250
1073 Gregory VII is elected pope	**1098** Cistercian order is formed	**1122** Concordat of Worms resolves controversy	**1210** Franciscan order founded	**1216** Dominic de Guzmán founds the Dominicans	**1233** The Inquisition is created to battle heresy

Voices from the Past

In 1075, Pope Gregory VII issued the following decrees:

❝(1) That the Roman [Catholic] Church was founded by God alone. (2) That the pope alone can with right be called universal. (3) That he alone can depose or reinstate bishops. . . . (10) That [the pope's] name alone shall be spoken in the churches. (11) That his name is the only name in the world. (12) That it may be permitted to him to depose emperors. . . . (19) That he himself may be judged by no one. . . . (22) That the Roman Church has never erred; nor will it err to all eternity, the Scripture bearing witness.❞

—*Select Historical Documents of the Middle Ages,* **Ernest F. Henderson, ed., 1892**

Pope Gregory VII, who served as pope from 1073 to 1085

The popes of the Catholic Church exerted their power, as is evident from these decrees. Christianity was a crucial element in medieval European society.

The Papal Monarchy

Since the fifth century, the popes of the Catholic Church had claimed supremacy over the affairs of the Church. They had also gained control of territories in central Italy that came to be known as the **Papal States.** This control kept the popes involved in political matters, often at the expense of their spiritual duties.

At the same time, the Church became increasingly involved in the feudal system. Chief officials of the Church, such as bishops and abbots, came to hold their

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offices as grants from nobles. As vassals, they were obliged to carry out the usual feudal services, including military duties. Lords often chose their vassals from other noble families for political reasons. Thus, the bishops and abbots they chose were often worldly figures who cared little about their spiritual duties.

Reform of the Papacy By the eleventh century, church leaders realized the need to be free from the interference of lords in the appointment of church officials. When an individual became a church official in the Middle Ages, he was given a ring and a staff. These objects symbolized the spiritual authority that the official was granted, or invested with, by the Church. Secular, or lay, rulers usually both chose nominees to church offices and gave them the symbols of their office, a practice known as **lay investiture.** Realizing the need to be free from secular interference in the appointment of church officials, **Pope Gregory VII** decided to fight this practice.

Elected pope in 1073, Gregory was convinced that he had been chosen by God to reform the Church. To pursue this aim, Gregory claimed that he—the pope—was truly God's "vicar on earth" and that the pope's authority extended over all the Christian world, including its rulers. Only by eliminating lay investiture could the Church regain its freedom, by which Gregory meant the right of the Church to appoint clergy and run its own affairs. If rulers did not accept this, the pope would remove them.

Gregory VII soon found himself in conflict with **Henry IV,** the king of Germany, over these claims. For many years, German kings had appointed high-ranking clerics, especially bishops, as their vassals in order to use them as administrators. Without them, the king could not hope to maintain his own power in the face of the powerful German nobles.

In 1075, Pope Gregory issued a decree forbidding high-ranking clerics from receiving their investiture from lay leaders: "We decree that no one of the clergy shall receive the investiture with a bishopric or abbey or Church from the hand of an emperor or king or of any lay person." Henry, however, had no intention of obeying a decree that challenged the very heart of his administration.

The struggle between Henry IV and Gregory VII, which is known as the Investiture Controversy, dragged on until a new German king and a new pope reached an agreement in 1122 called the **Concordat of Worms.** Under this agreement, a bishop in Germany was first elected by Church officials. After election, the new bishop paid homage to the king as his lord. The king in turn invested him with the symbols of temporal (earthly) office. A representative of the pope, however, then invested the new bishop with the symbols of his spiritual office.

History *through Art*

***Meeting with the Pope* by Giovanni Francesco Romanelli** Find descriptions of Gregory VII in the text that seem to match the way in which the artist has portrayed him. Explain your choices.

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The Church Supreme Besides his concern over lay investiture, Pope Gregory VII also tried to improve the Church's ability to provide spiritual guidance to the faithful. The popes of the twelfth century did not give up the reform ideals of Pope Gregory VII, but they were even more inclined to strengthen papal power and build a strong administrative system. During the papacy of **Pope Innocent III** in the thirteenth century, the Catholic Church reached the height of its political power. At the beginning of his rule in 1198, in a letter to a priest, the pope made a clear statement of his views on papal supremacy:

> 66As God, the creator of the universe, set two great lights in the firmament of heaven, the greater light to rule the day, and the lesser light to rule the night so He set two great dignities in the firmament of the universal Church, . . . the greater to rule the day, that is, souls, and the lesser to rule the night, that is, bodies. These dignities are the papal authority and the royal power. And just as the moon gets her light from the sun, and is inferior to the sun . . . so the royal power gets the splendor of its dignity from the papal authority.99

Innocent III's actions were those of a man who believed that he, the pope, was the supreme judge of European affairs. He forced the king of France, Philip Augustus, to take back his wife and queen after Philip had tried to have his marriage annulled. The pope also compelled King John of England to accept the pope's choice for the position of archbishop of Canterbury.

To achieve his political ends, Innocent used the spiritual weapons at his command. His favorite was the **interdict.** An interdict forbids priests from giving the **sacraments** (Christian rites) of the Church to a particular group of people. The goal was to cause the people under interdiction, who were deprived of the comforts of religion, to exert pressure against their ruler. An interdict is what caused Philip to restore his wife to her rightful place as queen of France.

✓**Reading Check** **Explaining** What was the significance of the Concordat of Worms?

New Religious Orders

In the second half of the eleventh century and the first half of the twelfth century, a wave of religious enthusiasm seized Europe. This movement led to a rise in the number of monasteries and the emergence of new monastic orders. Both men and women joined religious orders in increasing numbers.

A New Activism

In the eleventh century, more new orders arose and became important. One of the most important new orders of the Middle Ages was the Cistercian (sis•TUHR•shuhn) order. It was founded in 1098 by a group of monks who were unhappy with the lack of discipline at their own Benedictine monastery. Cistercian monasticism spread rapidly from southern France into the rest of Europe.

The **Cistercians** were strict. They ate a simple diet, and each had only a single robe. All decorations were eliminated from their churches and monastic buildings. More time for prayer and manual labor was gained by spending fewer hours at religious services.

The Cistercians played a major role in developing a new, activistic spiritual model for twelfth-century Europe. While Benedictine monks spent hours inside the monastery in personal prayer, the Cistercians took their religion to the people outside the monastery. More than any other person, Saint Bernard of Clairvaux embodied the new spiritual ideal of Cistercian monasticism: "Arise, soldier of Christ, arise! Get up off the ground and return to the battle from which you have fled! Fight more boldly after your flight, and triumph in glory!"

Women in Religious Orders Women were also actively involved in the spiritual movements of the age. The number of women joining religious houses grew dramatically. In the High Middle Ages, most nuns were from the ranks of the landed aristocracy. Convents were convenient for families who were

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Hildegard of Bingen
1098–1179 — Medieval abbess

Hildegard entered a religious house for females at the age of eight, took her vows at fourteen, and twenty-four years later became abbess. After becoming abbess, she began to write an account of the mystical visions she had had for years. "A great flash of light from heaven pierced my brain and . . . in that instant my mind was imbued with the meaning of the sacred books," she wrote. Eventually she produced three books based on her visions. Hildegard gained fame as a mystic and prophetess. Popes, emperors, kings, dukes, bishops, abbots, and abbesses eagerly sought her advice. She wrote to them all as an equal and did not hesitate to be critical.

unable or unwilling to find husbands for their daughters, for aristocratic women who did not wish to marry, or for widows.

Female intellectuals found convents a haven for their activities. Most of the learned women of the Middle Ages, especially in Germany, were nuns. This was certainly true of **Hildegard of Bingen,** who became abbess of a religious house for females in western Germany. Hildegard was also one of the first important women composers. She was an important contributor to the body of music known as Gregorian chant. Her work is especially remarkable because she succeeded at a time when music, especially sacred music, was almost exclusively the domain of men.

The Franciscans and the Dominicans
In the thirteenth century, two new religious orders emerged that had a strong impact on the lives of ordinary people. They were the **Franciscans** and the **Dominicans.**

The Franciscans were founded by **Saint Francis of Assisi.** Francis was born to a wealthy Italian merchant family in **Assisi.** After having been captured and imprisoned during a local war, he had a series of dramatic spiritual experiences. These experiences led him to abandon all worldly goods and material pursuits and to live and preach in poverty, working and begging for his food. His simplicity, joyful nature, and love for

Assisi
Adriatic Sea
ITALY
Tyrrhenian Sea
Sicily
Mediterranean Sea

others soon attracted a band of followers, all of whom took vows of absolute poverty, agreeing to reject all property and live by working and begging for their food.

The Franciscans became very popular. The Franciscans lived among the people, preaching repentance and aiding the poor. Their calls for a return to the simplicity and poverty of the early Church, reinforced by their own example, were especially effective.

Unlike other religious orders, the Franciscans lived in the world. They undertook missionary work, first throughout Italy and then to all parts of Europe and even to the Muslim world.

The Dominican order was founded by a Spanish priest, Dominic de Guzmán. Dominic wanted to defend Church teachings from **heresy**—the denial of basic Church doctrines. The spiritual revival of the High Middle Ages had led to the emergence of heresies within the Church. Adherents of these movements were called heretics. Heretical movements became especially widespread in southern France.

Dominic believed that a new religious order of men who lived lives of poverty and were capable of preaching effectively would best be able to attack heresy.

The Inquisition
The Church's desire to have a method of discovering and dealing with heretics led to the creation of a court called the **Inquisition,** or

Saint Francis of Assisi, founder of the Franciscan order, rejected wealth for a life of simplicity and poverty.

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CONNECTIONS Past To Present

From Saint Nicholas to Santa Claus

Saint Nicholas was a bishop in Asia Minor (present-day Turkey) who lived during the 300s. He was known as a generous man who was fond of children. During the Middle Ages in Europe, Saint Nicholas became known as the patron saint of children. He brought them simple gifts of fruit, nuts, and candies on his feast day, which was December 6. Saint Nicholas was portrayed as being dressed in a red-and-white bishop's robe and sporting a flowing white beard.

The Dutch brought the tradition of Saint Nicholas with them to their colonies in the Americas. In America, however, changes occurred in the practices associated with Saint Nicholas. For example, in Holland children placed wooden shoes next to the fireplace to be filled with gifts from Saint Nicholas. In America, stockings were hung by the chimney.

The Dutch words for Saint Nicholas were *Sint Nikolass.* In America, they became *Sinte Klaas.* After the English took control of the Dutch colonies, *Sinte Klaas* became *Santa Claus.* Later in the nineteenth century, the physical appearance of Santa Claus also changed. Saint Nicholas had been portrayed as a tall, thin man. By the 1880s, Santa Claus had become the jolly fat man that we still know today.

Saint Nicholas ▶

Comparing Past and Present

Think about a special holiday or event that you celebrate every year. Has your celebration of that holiday changed over the years? If so, how? Can you predict any future changes that might take place?

Holy Office. The job of this court was to find and try heretics, and it developed a regular procedure to deal with them. The Dominicans became especially well known for their roles as examiners of people suspected of heresy.

If an accused heretic confessed, he or she was forced to perform public penance and was subjected to punishment, such as flogging. Beginning in 1252, those who did not confess voluntarily were tortured until they did confess. Many did not confess but were still considered guilty and turned over to the state for execution. Relapsed heretics—those who confessed, did penance, and then reverted to heresy again—were also subject to execution.

The Christians of the thirteenth century believed the only path to salvation was through the Church. To them, heresy was a crime against God and against humanity. In their minds, using force to save souls from damnation was the right thing to do.

✓**Reading Check** **Analyzing** What impact did the Franciscans and Dominicans have on the lives of people in the thirteenth century?

Popular Religion in the High Middle Ages

We have witnessed the actions of popes, bishops, monks, and friars. But what of ordinary people? What were their religious hopes and fears? What were their religious beliefs?

The sacraments of the Catholic Church were central in importance to ordinary people. These rites, such as baptism, marriage, and the Eucharist (Communion), made the Church a crucial part of people's lives from birth to death. The sacraments were seen as means for receiving God's grace and were necessary for salvation. Only the clergy could administer the sacraments, so everyone who hoped to gain salvation depended on the clergy to help them achieve this goal.

Other church practices were also important to ordinary people. One practice involved veneration of saints. Saints were men and women who were considered especially holy and who had achieved a special position in Heaven. Their position enabled saints to ask for favors before the throne of God for people

who prayed to them. The saints' ability to help and protect people in this way made them very popular with all Christians.

Jesus Christ's apostles, of course, were recognized throughout Europe as saints. There were also numerous local saints who were of special significance to a single area. The Italians, for example, had Saint Nicholas, the patron saint of children, who is known today as Santa Claus. New saints emerged rapidly, especially in the intensely religious atmosphere of the eleventh and twelfth centuries.

Of all the saints, the Virgin Mary, mother of Jesus, was the most highly regarded in the High Middle Ages. Mary was seen as the most important mediator between mortals and her son, Jesus Christ, the judge of all sinners. From the eleventh century on, a fascination with Mary as Jesus' human mother became more evident. A sign of Mary's importance is the number of churches all over Europe that were dedicated to her in the twelfth and thirteenth centuries. (Such churches in France were named *Notre Dame,* or "Our Lady.")

Emphasis on the role of the saints was closely tied to the use of **relics.** Relics were usually bones of saints or objects connected with saints that were considered worthy of worship because they provided a

The Virgin Mary and child as depicted in a window of the Chartres cathedral

link between the earthly world and God. It was believed that relics could heal people or produce other miracles.

A twelfth-century English monk began his description of an abbey's relics by saying, "There is kept there a thing more precious than gold, . . . the right arm of St. Oswald. . . . This we have seen with our own eyes and have kissed, and have handled with our own hands. . . . There are kept here also part of his ribs and of the soil on which he fell." The monk went on to list additional relics possessed by the abbey, which included two pieces of Jesus' swaddling clothes, pieces of his manger, and part of the five loaves of bread with which he fed five thousand people.

Medieval Christians also believed that a pilgrimage to a holy shrine produced a spiritual benefit. The greatest shrine, but the most difficult to reach, was the Holy City of Jerusalem. On the continent two pilgrim centers were especially popular in the High Middle Ages: Rome, which contained the relics of Saints Peter and Paul, and the Spanish town of Santiago de Compostela, supposedly the site of the tomb of the Apostle James. Local attractions, such as shrines dedicated to the Blessed Virgin Mary, also became pilgrimage centers.

✓**Reading Check** **Examining** Why were saints important to Christians in the High Middle Ages?

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define** lay investiture, interdict, sacrament, heresy, Inquisition, relic.

2. **Identify** Pope Gregory VII, Henry IV, Concordat of Worms, Pope Innocent III, Cistercians, Hildegard of Bingen, Franciscans, Dominicans, Saint Francis of Assisi.

3. **Locate** Papal States, Assisi.

4. **Explain** the use of the interdict.

5. **List** the new religious orders created during the Middle Ages.

Critical Thinking

6. **Explain** Why was the Catholic Church such a powerful influence in lay people's lives during the Middle Ages?

7. **Evaluating Information** Use a diagram like the one below to show the reforms made by the Church that affected the development of medieval civilization.

Church Reforms

Analyzing Visuals

8. **Identify** the figures pictured in the cathedral window shown on this page. What central ideas of the Roman Catholic Church does the window from Chartres illustrate?

Writing About History

9. **Persuasive Writing** Take on the role of either Pope Gregory VII or King Henry IV of Germany. Argue the question of lay investiture from the viewpoint of either the pope or the king and justify the compromise that you reached.

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The Culture of the High Middle Ages

Guide to Reading

Main Ideas
- An intellectual revival led to the formation of universities.
- In the High Middle Ages, new technical innovations made it possible to build Gothic cathedrals, which are one of the great artistic triumphs of this age.

Key Terms
theology, scholasticism, vernacular

People to Identify
Aristotle, Saint Thomas Aquinas

Places to Locate
Bologna, Paris, Oxford

Preview Questions
1. What were the major cultural achievements of European civilization in the High Middle Ages?
2. What role did theology play in the European intellectual world?

Reading Strategy
Compare and Contrast Use a table to compare and contrast the Romanesque style of architecture to the Gothic style of architecture. How did the churches built in these two styles differ?

Romanesque	Gothic

Preview of Events

♦1100	♦1200	♦1300	♦1400	♦1500

1100
The Song of Roland is written

c. 1140
Classical works are rediscovered by European scholars

1150
Architects begin to build in the Gothic style

1158
Students in Bologna form a guild

1500
Eighty universities exist in Europe

Engraving showing University of Paris lecture

Voices from the Past

University students in the High Middle Ages were probably quite similar to those of today, as is evident in this letter from a medieval father to his son:

❝I have recently discovered that you live dissolutely and slothfully, preferring license to restraint and play to work and strumming a guitar while the others are at their studies, whence it happens that you have read but one volume of law while your more industrious companions have read several. Wherefore I have decided to exhort you to repent utterly of your dissolute and careless ways, that you may no longer be called a waster and your shame may be turned to good repute.❞
—*The Rise of Universities,* **Charles H. Haskins, 1957**

The High Middle Ages were a time of intellectual and artistic vitality—a time that witnessed the birth of universities.

The Rise of Universities

The university as we know it today, with faculty, students, and degrees, was a product of the High Middle Ages. The word *university* comes from the Latin word *universitas,* meaning "corporation" or "guild." Medieval universities were educational guilds, or corporations, that produced educated and trained individuals.

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The First Universities The first European university appeared in **Bologna** (buh•LOH•nyuh), Italy. A great teacher named Irnerius, who taught Roman law, attracted students to Bologna from all over Europe. Most were men who were administrators for kings and princes. (Women did not attend universities.) These men were eager to learn more about the law in order to apply it in their own jobs. To protect their own rights, students at Bologna formed a guild. In 1158, the guild was given a charter—a document giving it the right to govern its own affairs—by the ruling authorities.

The first university in northern Europe was the University of Paris. In the second half of the twelfth century, a number of students and masters (teachers) left **Paris** and started their own university at **Oxford,** England. Kings, popes, and princes thought it honorable to found new universities. By 1500, there were 80 universities in Europe.

University Curricula Students began their studies at a medieval university with the traditional liberal arts curriculum, or course of study. This curriculum consisted of grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy.

Teaching at a medieval university was done by a lecture method. The word *lecture* is derived from Latin and means "to read." Before the development of the printing press in the fifteenth century, books were expensive. Few students could afford them, so teachers read from a basic text and then added their explanations.

No exams were given after a series of lectures. When a student applied for a degree, however, he was given an oral examination by a committee of teachers. These examinations were taken after a four- or six-year period of study. The first degree a student could earn was a bachelor of arts. Later, he might receive a master of arts.

After completing the liberal arts curriculum, a student could go on to study law, medicine, or theology. **Theology**—the study of religion and God—was the most highly regarded subject of the medieval university. The study of law, medicine, or theology could take 10 years or more. A student who passed his final oral examinations in one of these areas was granted a doctor's degree.

Those who had earned doctor's degrees were officially able to teach, although they also pursued other careers. Universities provided the teachers, administrators, lawyers, and medical doctors for medieval society.

✓**Reading Check** **Explaining** Why were most early university courses taught as lecture classes?

The Development of Scholasticism

As we have seen, theology was the most highly regarded area of study at medieval universities. Beginning in about the twelfth century, the study of theology in the universities was strongly influenced by a philosophical and theological system known as **scholasticism.** Scholasticism tried to reconcile faith and reason—to show that what was accepted on faith was in harmony with what could be learned through reason and experience.

The chief task of scholasticism was to harmonize Christian teachings with the works of the Greek philosophers. In the twelfth century, largely because of the work of Muslim and Jewish scholars, western Europe was introduced to the works of **Aristotle.** However, Aristotle's works upset many Christian theologians. He had

A university classroom in fourteenth-century Germany

arrived at his conclusions by rational thought—not by faith—and some of his ideas contradicted the teachings of the Church. In the thirteenth century, **Saint Thomas Aquinas** (uh•KWY•nuhs) made the most famous attempt to reconcile Aristotle with the doctrines of Christianity.

Thomas Aquinas is best known for his *Summa Theologica,* or *A Summa of Theology* (*summa* was a summary of all the knowledge on a given subject). Aquinas's masterpiece was organized according to the logical method of intellectual investigation used by scholars. Aquinas first posed a question such as, "Does God exist?" He then cited sources that offered opposing opinions on the question before finally reconciling them and arriving at his own conclusions. Most scholastic thinkers used this logical process to investigate theological and philosophical questions.

Aquinas's fame is based on his attempt to reconcile the knowledge learned through the Bible and other Christian writings with the knowledge learned through reason and experience. He took it for granted that there were truths arrived at by reason and truths arrived at by faith. He was certain, however, that the two kinds of truths could not be in conflict with each other. The human mind, unaided by faith, could use reason and experience to arrive at truths concerning the physical universe. However, reason alone could not grasp spiritual truths.

✅**Reading Check** **Explaining** What was the main goal of scholasticism?

Vernacular Literature

Latin was the universal language of medieval civilization. Used in the Church and schools, Latin enabled learned people to communicate anywhere in Europe. However, in the twelfth century, much new literature was being written in the **vernacular**—the language of everyday speech in a particular region, such as Spanish, French, English, or German. A new market for vernacular literature appeared in the twelfth century when educated laypeople (religious people who were not clergy) at courts and in the cities took an interest in new sources of entertainment. 📖 *(See page 993 to read excerpts from Christine de Pizan's* A Woman May Need to Have the Heart of a Man *in the Primary Sources Library.)*

Perhaps the most popular vernacular literature of the twelfth century was troubadour poetry, which was chiefly the product of nobles and knights. This poetry told of the love of a knight for a lady, who inspires him to become a braver knight and a better

poet. For example, the noble Jaufré Rudel cherished a dream woman from afar:

> ❝Most sad, most joyous shall I go away,
> Let me have seen her for a single day,
>   My love afar,
> I shall not see her, for her land and mine
> Are sundered, and the ways are hard to find,
> So many ways, and I shall lose my way,
> So wills it God.
> Yet shall I know no other love but hers,
> And if not hers, no other love at all.❞

Another type of vernacular literature was the **chanson de geste,** or heroic epic. The earliest and finest example is the *Song of Roland,* which appeared around 1100 and was written in French. The chief events described in heroic epic poems are battles and political contests. The epic world is one of combat, in which knights fight courageously for their kings and lords. Women play only a small role or no role at all in this literature.

✅**Reading Check** **Identifying** What were two popular types of vernacular literature in the twelfth century?
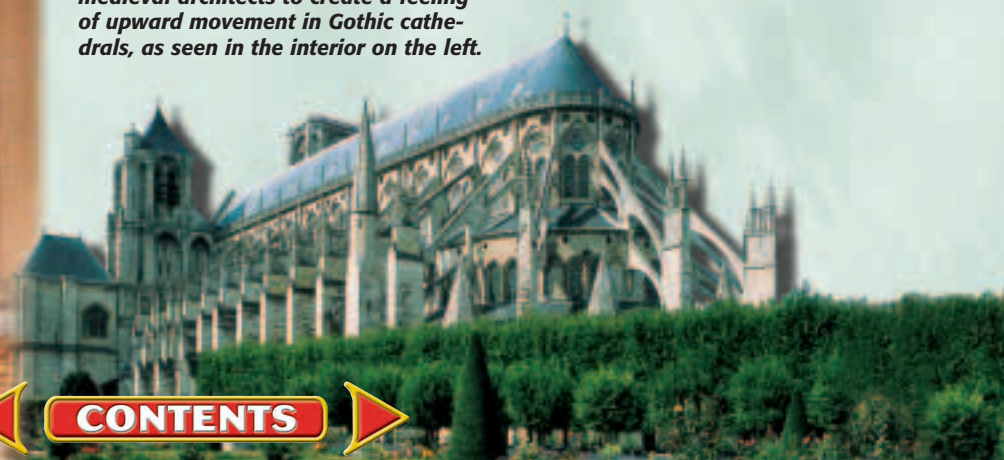
Early Christian *Early Christian churches adapted the flat roofs and long rectangular shapes used in Roman basilicas. The exterior of the church (inset above) reflects this Roman influence. An example of the flat roof in many early churches is seen above.*

Romanesque *Romanesque churches (see exterior at left) replaced flat wooden roofs with rounded barrel vault ceilings, as shown in the above interior.*

History *through Architecture*

The evolution of architecture during the Middle Ages provided individuals with different ways to express their Christian faith. What examples of architectural innovations can you find in the churches shown on this page?

Gothic *The use of flying buttresses, shown in the exterior below, allowed medieval architects to create a feeling of upward movement in Gothic cathedrals, as seen in the interior on the left.*

Architecture

The eleventh and twelfth centuries witnessed an explosion of building in medieval Europe, especially building of churches. The cathedrals of the eleventh and twelfth centuries were built in the Romanesque style. Romanesque churches were normally built in the basilica shape used in the construction of churches in the late Roman Empire.

Basilicas were rectangular buildings with flat wooden roofs. Romanesque builders used this basic plan but replaced the flat wooden roof with a long, round stone arched structure vault (called a barrel vault), or with a cross vault, in which two barrel vaults intersected. The cross vault was used when the builder wanted to create a church plan in the shape of a cross. Although difficult to create, barrel and cross vaults were considered more beautiful than flat roofs.

Because stone roofs were extremely heavy, Romanesque churches required massive pillars and walls to hold them up. This left little space for windows, so Romanesque churches were dark on the inside. Their massive walls and pillars made these churches almost resemble fortresses.

A new style, called Gothic, appeared in the twelfth century and was brought to perfection in the thirteenth. The Gothic cathedral remains one of the greatest artistic triumphs of the High Middle Ages. Two basic innovations of the twelfth century made Gothic cathedrals possible.

One innovation was the replacement of the round barrel vault of Romanesque churches with a combination of ribbed vaults and pointed arches. This change enabled builders to make Gothic churches higher than Romanesque churches. The use of pointed arches and ribbed vaults also creates an impression of upward movement, as if the building is reaching to God.

Another technical innovation was the flying buttress—a heavy, arched support of stone, built onto the outside of the walls. Flying buttresses made it possible to distribute the weight of the church's vaulted ceilings outward and down. This eliminated the heavy walls that were needed in Romanesque churches to hold the weight of the massive barrel vaults.

Gothic cathedrals were built, then, with relatively thin walls. Since they were not supporting great weight, these walls could be filled with magnificent stained glass windows. These windows depict both religious scenes and scenes from daily life. The colored glass windows create a play of light inside the cathedral that varies with the sun at different times of the day. Natural light was believed to be a symbol of the divine light of God. The Gothic cathedral, with its towers soaring toward Heaven, bears witness to an age when most people believed in a spiritual world.

✓ **Reading Check** **Identifying** In what shape were Romanesque churches usually built?

SECTION 3 ASSESSMENT

Checking for Understanding

1. **Define** theology, scholasticism, vernacular.

2. **Identify** Aristotle, Saint Thomas Aquinas, *Summa Theologica,* chanson de geste.

3. **Locate** Bologna, Paris, Oxford.

4. **Explain** the origin of universities in Europe.

5. **Describe** the possibilities open to a student who had completed the liberal arts curriculum at a medieval university in Europe.

Critical Thinking

6. **Explain** How did the architecture of the Gothic cathedral reflect medieval religious values?

7. **Compare and Contrast** Use a table like the one below to compare what you know of modern university courses of study with those of the first European universities. What are the similarities and differences?

Similarities	Differences

Analyzing Visuals

8. **Examine** the image on page 331. What does it convey about the role of the troubadour in European society during the Middle Ages?

Writing About History

9. **Persuasive Writing** Create an illustrated brochure to entice students to enroll in a new medieval university opening in Venice. Include information on the method of education and degree and course offerings. Provide a "frequently asked questions" section for students and for parents.

SOCIAL STUDIES
SKILLBUILDER

Analyzing Historical Maps

Why Learn This Skill?

What changes have you noticed in your town the past few years? Has the corner bank been replaced by an ethnic restaurant? Would a map of your town that was drawn today look different from one drawn 15 years ago?

Changes take place on a larger scale across nations and continents. Wars, economic troubles, and natural disasters change borders and landscapes; once-powerful nations crumble; displaced people move from one country to another, taking their language and their culture with them. These political, social, and cultural changes can be clearly traced and interpreted through the use of historical maps.

Learning the Skill

Follow the steps below to learn how to analyze a historical map.

- Read the title of the map to identify its theme.
- Read the map's key, labels, and captions to determine what time periods and changes appear on the map.
- Identify the chronology or order of events on the map. Many historical maps show changes over time. For example, a map may use colors to show land acquisitions of different rulers over a period of time. On the map of France above, however, the colors represent areas controlled by different rulers at the same time.
- To compare historical maps of the same region in different time periods, first identify the geographic location and time period of each map. Identify the features that have remained the same and those that have changed. For example, has the country's size changed over time?
- After analyzing a map, draw conclusions about the causes and effects of the changes it shows.

NATIONAL GEOGRAPHIC — France, 1400s

Key:
- Burgundian lands
- English possessions
- French lands
- Battle

Practicing the Skill

Analyze the map on this page and answer these questions:

1. What geographic region and time period are represented in the map?
2. What information is shown in the map's key and labels?
3. Find a present-day map of this region to compare with the map on this page. How has the region changed since the 1400s?

Applying the Skill

Compare a map of Europe today with a map of Europe in 1985 or earlier. Identify at least five changes that have occurred since the early 1980s.

Glencoe's **Skillbuilder Interactive Workbook, Level 2,** provides instruction and practice in key social studies skills.

The Late Middle Ages

Guide to Reading

Main Ideas
- Europe in the fourteenth century was challenged by an overwhelming number of disastrous forces.
- European rulers reestablished the centralized power of monarchical governments.

Key Terms
Black Death, anti-Semitism, Great Schism, new monarchies, *taille*

People to Identify
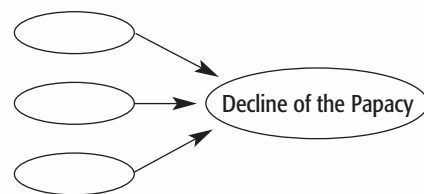Pope Boniface VIII, King Philip IV, John Hus, Henry V, Isabella, Ferdinand

Places to Locate
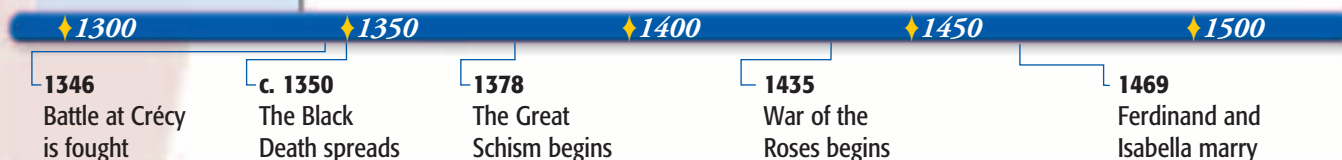Avignon, Crécy, Agincourt, Orléans

Preview Questions
1. How did the Black Death impact European society?
2. What were the "new monarchies"?

Reading Strategy
Cause and Effect Use a diagram like the one below to identify three reasons for the decline in the power of the papacy.

Decline of the Papacy

Preview of Events

◆1300	◆1350	◆1400	◆1450	◆1500
1346 Battle at Crécy is fought	**c. 1350** The Black Death spreads	**1378** The Great Schism begins	**1435** War of the Roses begins	**1469** Ferdinand and Isabella marry

Voices from the Past

Detail from the
Triumph of Death
by Jan Brueghel the Elder

Giovanni Boccaccio, a fourteenth-century Italian writer, described the impact of the Black Death on Florence:

❝In the year of our Lord 1348 the deadly plague broke out in the great city of Florence. . . . A great many breathed their last in the public streets, day and night; a large number perished in their homes, and it was only by the stench of their decaying bodies that they proclaimed their death to their neighbors. Everywhere the city was teeming with corpses. . . . Huge trenches were dug in the crowded churchyards and the new dead were piled in them, layer upon layer. A little earth covered the corpses of each row, and the procedure continued until the trench was filled to the top.❞
—*The Decameron,* **Giovanni Boccaccio, 1348–1351**

Florence was only one of many European cities struck by the Black Death.

The Black Death

TURNING POINT In this section, you will learn how fourteenth-century Europe was devastated by the terrible plague known as the Black Death. This plague greatly decreased the population of Europe and brought about significant economic and social changes in the late Middle Ages.

The Middle Ages in Europe had reached a high point in the thirteenth century. In the fourteenth century, however, some disastrous changes took place. Especially catastrophic was the **Black Death.**

The Black Death was the most devastating natural disaster in European history. One observer wrote that "father abandoned child, wife [abandoned] husband, one

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NATIONAL GEOGRAPHIC
Spread of the Black Death

Extent of spread:
- 1347
- Middle of 1348
- End of 1348
- 1349
- 1350
- 1351
- 1353
- ■ Partially or totally spared
- ▲ Seriously affected

ARCTIC CIRCLE
60°N
50°N
40°N
10°W
0°
North Sea
Baltic Sea
ATLANTIC OCEAN
Mediterranean Sea
Black Sea
Danube R.

Edinburgh · Stockholm · Novgorod
Hamburg ▲ Lübeck · Danzig
Winchester ▲ London · Bruges · Ghent · Frankfurt · Kraków · Kiev
Paris ▲ ■ Nuremberg
Augsburg · Vienna ▲ · Buda
Bordeaux · Lyons · Milan ■ · Venice
León · Genoa ▲ · Florence ▲ · Belgrade · Caffa
Marseilles ▲ · Corsica
Lisbon · Toledo · Barcelona ▲ · Rome ■ · Naples · Constantinople ▲
Valencia · Sardinia
Córdoba · Majorca
Tunis · Sicily · Crete · Cyprus

0 — 500 miles
0 — 500 kilometers
Azimuthal Equidistant projection
10°E   20°E   30°E

Geography Skills

By 1353, the Black Death epidemic (bubonic plague) had affected all of Europe.

1. **Interpreting Maps** What questions would you pose to determine the pattern of the spread of the Black Death?
2. **Applying Geography Skills** Create a database of other epidemics in history. Are these diseases a threat today?

Usually, the path of the Black Death followed trade routes. In 1348 and 1349, the plague spread through France, the Low Countries (modern Belgium, Luxembourg, and the Netherlands), and Germany. It ravaged England in 1349 and expanded to northern Europe and Scandinavia. Eastern Europe and Russia were affected by 1351.

Out of a total European population of 75 million, possibly as many as 38 million people died of the plague between 1347 and 1351. Especially hard hit were Italy's crowded cities, where 50 to 60 percent of the people died. In England and Germany, entire villages disappeared.

Social and Economic Consequences

People at the time did not know what caused the plague. Many believed that it either had been sent by God as a punishment for their sins or had been caused by the devil. Some reactions became extreme, leading to an outbreak of **anti-Semitism**—hostility toward Jews. In some towns, Jews were accused of causing the plague by poisoning town wells. The worst attacks occurred in Germany. Many Jews fled eastward, especially to Poland, where the king provided protection.

The death of so many people in the fourteenth century also had severe economic consequences. Trade declined, and a shortage of workers caused a dramatic rise in the price of labor. At the same time, the decline in the number of people lowered the demand for food, resulting in falling prices.

Landlords were now paying more for labor while their incomes from rents were declining. Some peasants bargained with their lords to pay rent instead of owing services. In essence, this change freed them from serfdom, an institution that had been declining throughout the High Middle Ages.

✓**Reading Check** **Summarizing** What were the economic consequences of the Black Death?

brother [abandoned] another, for the plague seemed to strike through breath and sight. And so they died. And no one could be found to bury the dead, for money or friendship." People were horrified by the plague, an evil force they could not understand.

The Plague Spreads Bubonic plague was the most common form of the Black Death. It was spread by black rats infested with fleas carrying a deadly bacterium. Italian merchants brought the plague with them from Caffa, on the Black Sea, to the island of Sicily in October 1347. The plague had spread to parts of southern Italy and southern France by the end of 1347.

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The Decline of Church Power

The popes of the Roman Catholic Church reached the height of their power in the thirteenth century. Then, in the fourteenth century, a series of problems led to a decline in the Church's political position.

The Popes at Avignon The European kings had grown unwilling to accept papal claims of supremacy by the end of the thirteenth century. This is evident in a struggle between **Pope Boniface VIII** and **King Philip IV** of France. Their struggle would have serious consequences for the papacy.

To gain new revenues, Philip said that he had the right to tax the clergy of France. Boniface VIII claimed that the clergy could not pay taxes to their ruler without the pope's consent. He argued that popes were supreme over both the Church and the state.

Philip IV refused to accept the pope's position and sent French forces to Italy to bring Boniface back to France for trial. The pope escaped but died soon after from the shock of his experience. To ensure his position, Philip IV engineered the election of a Frenchman, Clement V, as pope in 1305. The new pope took up residence in **Avignon** (a•veen•YOHN), in southern France.

From 1305 to 1377, the popes lived in Avignon. Sentiments against the papacy grew during this time. The pope was the bishop of Rome, and it seemed improper that he should reside in Avignon instead of Rome. The splendor in which the pope and cardinals were living in Avignon also led to strong criticism of the papacy. The Italian poet Petrarch expressed this feeling when he wrote:

> ❝Here reign the successors of the poor fisherman of Galilee; they have strangely forgotten their origin. I am astounded . . . to see these men loaded with gold and clad in purple, boasting of the spoils of princes and nations.❞

At last, Pope Gregory XI, perceiving the disastrous decline in papal prestige, returned to Rome in 1377.

The Great Schism and Its Aftermath Gregory XI died soon after his return to Rome. When the college of cardinals met to elect a new pope, the citizens of Rome warned that the cardinals would not leave Rome alive unless an Italian was elected pope. The terrified cardinals wisely elected an Italian, who became Pope Urban VI.

Five months later, a group of French cardinals declared the election invalid and chose a Frenchman as pope. This pope promptly returned to Avignon. Because Urban remained in Rome, there were now two popes, beginning what has been called the **Great Schism** of the Church.

The Great Schism, which lasted from 1378 to 1417, divided Europe. France and its allies supported the pope in Avignon. France's enemy England and England's allies supported the pope in Rome.

In addition to creating political conflict, the Great Schism damaged the Church. The pope was widely believed to be the true leader of Christendom. When each line of popes denounced the other as the Antichrist (one who opposes Christ), people's faith in both the papacy and the Church were undermined.

A church council finally met at Constance, Switzerland, and ended the schism in 1417. The competing popes either resigned or were deposed. A new pope who was acceptable to all parties was then elected.

Meanwhile, the crises in the Catholic Church had led to cries for reform. A group of Czech reformers led by **John Hus** called for an end to the corruption of the clergy and the excessive power of the papacy within the Catholic Church. Hus was accused of heresy by the Council of Constance and burned at the stake in 1415. This angered the Czechs and led to a revolutionary upheaval in Bohemia that was not crushed until 1436.

By the early 1400s, then, the Church had lost much of its political power. The pope no longer had any hope of asserting supremacy over the state. Although Christianity remained a central feature of medieval life, the papacy and the Church had lost much of their spiritual authority.

✅**Reading Check** **Summarizing** List the problems that led to the decline of the Church's authority in medieval Europe.

The Hundred Years' War

Plague, economic crisis, and the decline of the Catholic Church were not the only problems of the late Middle Ages. War and political instability must also be added to the list. The Hundred Years' War was the most violent struggle during this period.

The War Begins In the thirteenth century, England still held one small possession in France, known as the duchy of Gascony. The English king, who was also the duke of Gascony, pledged his loyalty as a vassal to the French king. However, when King Philip VI of France seized Gascony in 1337 in an attempt to make the duchy part of the French kingdom, the duke of Gascony—King Edward III of England—declared war on Philip. Thus began the Hundred Years' War between England and France. It would go on until 1453.

The war began in a burst of knightly enthusiasm. Trained to be warriors, knights viewed battle as a chance to show their fighting abilities. The Hundred Years' War proved to be an important turning point in the nature of warfare, however. It was peasant foot soldiers, not knights, who won the chief battles of the Hundred Years' War.

The French army of 1337 still relied largely on its heavily armed noble cavalrymen. These knights looked with contempt on foot soldiers, people they viewed as social inferiors. The English, too, used heavily armed cavalry, but they relied more on large numbers of peasants, paid to be foot soldiers. English soldiers were armed not only with pikes, or heavy spears, but also with longbows. The longbow had greater striking power, longer range, and more rapid speed of fire than the crossbow (formerly the weapon of choice).

Crécy and Agincourt The first major battle of the Hundred Years' War occurred in 1346 at **Crécy.** The larger French army followed no battle plan but simply attacked the English lines in a disorderly fashion. The arrows of the English archers devastated the French cavalry.

As the chronicler Froissart described it, "[with their longbows] the English continued to shoot into the thickest part of the crowd, wasting none of their arrows. They impaled or wounded horses and riders, who fell to the ground in great distress, unable to get up again without the help of several men." It was a stunning victory for the English.

The Battle of Crécy was not decisive, however. The English simply did not have enough resources to conquer all France. Nevertheless, they continued to try. The English king, **Henry V,** was especially eager to achieve victory.

At the Battle of **Agincourt** in 1415, the heavy, armor-plated French knights tried to attack Henry's forces across a field turned to mud by heavy rain. They were disastrously defeated, and 1,500 French nobles died on the battlefield. The English were masters of northern France.

Joan of Arc The French cause, now seemingly hopeless, fell into the hands of Charles, the heir to the French throne, who governed the southern two-thirds of the lands of France. Quite unexpectedly, a French peasant woman saved the timid monarch.

Joan of Arc was born in 1412, the daughter of prosperous peasants. She was a deeply religious person who experienced visions and came to believe that her favorite saints had commanded her to free France.

In February 1429, Joan made her way to Charles's court, where her sincerity and simplicity persuaded him to allow her to accompany a French army to **Orléans.** Apparently inspired by Joan's faith, the

Hundred Years' War

ENGLAND

5°W
0°
5°E

0 ___ 200 miles
0 ___ 200 kilometers
Albers Equal-Area projection

London

50°N

English Channel

Bruges • Ghent
FLANDERS

Agincourt 1415
Crécy 1346

Formigny
1450 • Rouen
NORMANDY

Joan of Arc is burned at the stake for heresy in 1431.

BRITTANY

Paris • Reims

HOLY ROMAN EMPIRE

Orléans
1429

FRANCE

Joan of Arc's faith inspires the French armies to victory.

Bay of Biscay

45°N

BURGUNDY

Bordeaux
1453

AQUITAINE

GASCONY

40°N

N
W · E
S

Held by England, 1429
Loyal to France, 1429
Boundary of France, 1453
English victory
French victory

Geography Skills

The Hundred Years' War was a series of conflicts between England and France.

1. **Interpreting Maps** Research one of the battles on this map. Create a model illustrating at least two features of the battle (for example, topography and troop deployment).

2. **Applying Geography Skills** Using information from the map, create a chart that shows which nation appears to have the advantage. Take into account the chronology of battles, supply lines, and the amount of land held by each side.

French armies found new confidence in themselves and captured Orléans.

Joan had brought the war to a decisive turning point but did not live to see its end. She was captured in 1430 and turned over by the English to the Inquisition on charges of witchcraft. At that time, spiritual visions were thought to be inspired by either God or the devil. Joan was condemned to death as a heretic.

Joan of Arc's achievements, however, were decisive. Although the war dragged on for another two decades, defeats of English armies in Normandy and Aquitaine led to a French victory by 1453. Also important to the French success was the use of the cannon, a new weapon made possible by the invention of gunpowder.

✓**Reading Check** **Analyzing** Why was the Hundred Years' War a turning point in the ways of warfare?

Political Recovery

In the fourteenth century, European rulers faced serious problems. Many dynasties in Europe were unable to produce male heirs. The founders of new dynasties had to fight for their positions when groups of nobles supported opposing candidates for the kingship. Rulers found themselves with financial problems as well.

In the fifteenth century, however, recovery set in as a number of new rulers attempted to reestablish the centralized power of monarchies. Some historians have spoken of these reestablished states as the **new monarchies.** This term applies especially to the monarchies of France, England, and Spain at the end of the fifteenth century.

Western Europe The Hundred Years' War left France exhausted. However, the war had also developed a strong degree of French national feeling toward a common enemy. The kings used that spirit to reestablish royal power.

The development of a strong French state was greatly advanced by King Louis XI, who ruled from 1461 to 1483. Known as the Spider because of his devious ways, Louis strengthened the use of the *taille*—an annual direct tax, usually on land or property—as a permanent tax imposed by royal authority. This tax gave Louis a sound, regular source of income, which helped him to create the foundations of a strong French monarchy.

The Hundred Years' War had also strongly affected the English. The cost of the war and losses in manpower strained the economy. At the end of the war, England faced even greater turmoil when civil conflicts—known as the War of the Roses—erupted. Noble factions fought to control the monarchy until 1485, when Henry Tudor established a new dynasty.

As the first Tudor king, Henry VII worked to create a strong royal government. Henry ended the wars of the nobles by abolishing their private armies. He was also very thrifty. By not overburdening the

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nobles and the middle class with taxes, Henry won their favor. They thus provided much support for his monarchy.

Spain, too, experienced the growth of a strong national monarchy at the end of the fifteenth century. Muslims had conquered much of Spain by about 725. During the Middle Ages, Christian rulers in Spain had fought to regain their lands from the Muslims. Several independent Christian kingdoms had emerged in the course of the long reconquest of the Iberian Peninsula.

Two of the strongest kingdoms were Aragon and Castile. When **Isabella** of Castile married **Ferdinand** of Aragon in 1469, it was a major step toward unifying Spain. The two rulers worked to strengthen royal control of the government.

Ferdinand and Isabella also pursued a policy of strict conformity to Catholicism. In 1492, they took the drastic step of expelling all professed Jews from Spain. Muslims, too, after their final loss in 1492 to the armies of Ferdinand and Isabella, were "encouraged" to convert to Catholicism. In 1502, Isabella issued a decree expelling all professed Muslims from her kingdom. To a very large degree, Ferdinand and Isabella, the "most Catholic" monarchs, had achieved their goal of religious uniformity. To be Spanish was to be Catholic.

Central and Eastern Europe Unlike France, England, and Spain, the Holy Roman Empire did not develop a strong monarchical authority. The failures of German emperors in the thirteenth century had made Germany a land of hundreds of states. Almost all of these states acted independently of the German ruler.

After 1438, the position of Holy Roman emperor was held by the Hapsburg dynasty. As rulers of the Austrian lands along the Danube, the house of Hapsburg had become one of the wealthiest landholders in the empire. By the mid-fifteenth century, these rulers had begun to play an important role in European affairs.

In eastern Europe, rulers found it difficult to centralize their states. Religious differences troubled the area as Roman Catholics, Eastern Orthodox Christians, and other groups, including Mongols and Muslims, confronted one another. In Poland, the nobles gained the upper hand and established the right to elect their kings, a policy that drastically weakened royal authority. In Hungary, one king broke the power of the wealthy lords, and created a well-organized central administration. After his death, however, his work was largely undone.

Since the thirteenth century, Russia had been under the domination of the Mongols. Gradually, the princes of Moscow rose to prominence by using their close relationship to the Mongol khans to increase their wealth and expand their possessions. During the reign of the great prince Ivan III, a new Russian state was born. Ivan III annexed other Russian territories. By 1480, he had thrown off the yoke of the Mongols.

✓**Reading Check** **Explaining** How did European rulers begin to recover politically after the Hundred Years' War?

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define** Black Death, anti-Semitism, Great Schism, new monarchies, *taille.*

2. **Identify** Pope Boniface VIII, King Philip IV, John Hus, Henry V, Isabella, Ferdinand.

3. **Locate** Avignon, Crécy, Agincourt, Orléans.

4. **Describe** the origins of the Hundred Years' War.

5. **List** the religious groups in conflict in eastern Europe.

Critical Thinking

6. **Analyze** What were the economic and social results of the Black Death in Europe?

7. **Summarizing Information** Use a table like the one below to identify ways in which European monarchs increased their power in the fifteenth century.

France	England	Spain

Analyzing Visuals

8. **Identify** the two armies pictured in the illustration on page 338. How can you tell the two armies apart? What details did the artist include to describe the outcome or significance of the battle?

Writing About History

9. **Informative Writing** Write a newspaper-type obituary for Joan of Arc. Include information on her life and her achievements. Write a tribute or quote that you believe sums up Joan's life.

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A Medieval Holocaust—
The Cremation of the Strasbourg Jews

IN THEIR ATTEMPT TO EXPLAIN THE widespread horrors of the Black Death, medieval Christians looked for scapegoats. The Jews were blamed for spreading the plague by poisoning wells. This selection, written in 1349, gives an account of how Christians in the town of Strasbourg in the Holy Roman Empire dealt with the Jewish community.

In this picture, Christian townspeople watch in apparent approval as wood is added to the fire and Jews are burned alive.

" In the year 1349 there occurred the greatest epidemic that ever happened. Death went from one end of the earth to the other. . . . This epidemic also came to Strasbourg in the summer of the above-mentioned year, and it is estimated that about sixteen thousand people died.

In the matter of this plague the Jews throughout the world were accused in all lands as having caused it through the poison which they are said to have put into the water and the wells—that is what they were accused of—and for this reason the Jews were burned all the way from the Mediterranean into Germany. . . .
[The account then goes on to discuss the situation of the Jews in the city of Strasbourg.]

On Saturday . . . they burned the Jews on a wooden platform in their cemetery. There were about two thousand people of them. Those who wanted to baptize themselves were spared. [Some say that about a thousand accepted baptism.] Many small children were taken out of the fire and baptized against the will of their fathers and mothers. And everything that was owed to the Jews was canceled, and the Jews had to surrender all pledges and notes that they had taken for debts. The council, however, took the cash that the Jews possessed and divided it among the working-men. The money was indeed the thing that killed the Jews. If they had been poor and if the feudal lords had not been in debt to them, they would not have been burnt.

Thus were the Jews burned at Strasbourg, and in the same year in all the cities of the Rhine, whether Free Cities or Imperial Cities or cities belonging to the lords. **"**

—**Jacob von Königshofen,**
The Cremation of the Strasbourg Jews

Analyzing Primary Sources

1. Who was blamed for causing the Black Death? Were these charges economically motivated? Why or why not?
2. Can you provide examples of discrimination today that are similar to what the Jews experienced in medieval times?

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Using Key Terms

1. Governments that attempted to reestablish centralized power were called _____.
2. _____ is the study of religion.
3. Craftspeople began to organize themselves into business organizations called _____ in the twelfth century.
4. _____ were peasants tied to the land.
5. A _____ was an object that provided a link between the earthly world and God.
6. The _____ was an annual direct French tax on land or property.
7. The religious court whose job it was to find and try heretics was called the _____.
8. The school of thought that tried to reconcile faith and reason is called _____.
9. The language of a particular region is called the _____.
10. A Spanish priest founded the Dominicans to defend Church teachings from _____.

Reviewing Key Facts

11. **Culture** Give at least three reasons why medieval cities were not pleasant places to live.
12. **History** How did the Great Schism divide Europe?
13. **Culture** In what role in medieval society might women have had the most chance to be powerful?
14. **History** What new weapon, partly of Chinese origin, helped the French win the Hundred Years' War?

15. **Culture** What was the role of women in medieval cities?
16. **Citizenship** What rights were townspeople given in medieval cities? Who could become citizens?
17. **Science and Technology** Why was the longbow superior to the crossbow?
18. **History** Discuss the major result of the War of the Roses.
19. **Culture** Explain the organization of medieval guilds.
20. **Government** What steps helped Spain to become a strong centralized monarchy?
21. **History** Identify changes that resulted from the revival of trade in Europe during the Middle Ages. What are the origins of the modern economic system of capitalism?
22. **Culture** Identify some examples of religious influence in historic events of the Middle Ages. Why did religious authorities and political rulers clash?
23. **Government** How did the governments of central and eastern Europe evolve differently from those of western Europe after the Hundred Years' War?
24. **History** Explain the significance of the date 1492.
25. **Geography** What impact did geographic factors have on the population of the High Middle Ages?

Critical Thinking

26. **Analyzing** What forces led to Europe's economic growth during the Middle Ages?
27. **Evaluating** How did the continual conflict between England and France strengthen the monarchies of those two countries?

Chapter Summary

The Middle Ages was a period marked by cultural diffusion, innovation, and conflict.

Cultural Diffusion

The Crusades increase the exchange of goods and ideas between European and non-European cultures.

- European monarchs gain strength through new taxes and through the new armies required for the Crusades.
- Increased trade, especially of luxury goods, leads to new importance for Italian cities.
- Classical texts are translated and reintroduced into Europe, leading to a revival in learning.

Innovation

The rise of towns and the middle class leads to advances in all areas of society.

- As trade increases, the importance of towns and guilds grows.
- A money economy replaces bartering.
- Universities are founded.
- Literature and poetry flourish and are increasingly written in the vernacular rather than in Latin.
- The Romanesque style of architecture gives way to the Gothic style.

Conflict

The Hundred Years' War and the Great Schism strengthen the authority of some and weaken the authority of others.

- After the Hundred Years' War, the French monarchy gains power.
- Conflict within the English monarchy leads to the War of the Roses.
- Conflict, corruption, and challenges by reformers weaken the authority of the Catholic Church.

HISTORY Online

Writing About History

28. Expository Writing Identify one medieval innovation and describe its influence on medieval society. Compare this to the impact of a twentieth-century innovation on a modern society. Which innovation, medieval or modern, had the biggest impact on daily life?

Analyzing Sources

Read the following description of an abbey's relics by a twelfth-century English monk:

> ❝There is kept there a thing more precious than gold . . . the right arm of St. Oswald . . . This we have seen with our own eyes and have kissed, and have handled with our own hands. . . . There are kept here also part of his ribs and of the soil on which he fell.❞

29. Why was the arm of St. Oswald preserved as a relic?

30. Why would the relic be considered "a thing more precious than gold"?

Applying Technology Skills

31. Creating a Multimedia Presentation Locate an e-mail address for your local historical society or chamber of commerce. Write a letter requesting information about buildings in your area that reflect the influence of medieval architecture. Using the information you receive, create an illustrated tourist pamphlet filled with information about these buildings.

Making Decisions

32. Pretend you are living in a medieval town when suddenly your fellow townspeople start dying from the plague. You want to stay in the town, but your family wants to leave. Create a dialogue between you and your family giving reasons for why you should stay in the town or leave.

Analyzing Maps and Charts

33. Select an event or invention from each category on the chart at the top of the next column. What was the effect of that event or invention?

34. How did farming practices affect population?

Economic Changes in the Middle Ages

Better Farming Practices
• Climatic change favorable to growing conditions
• Clearing of trees and draining of swamps by peasants
• Use of iron to make labor-saving devices, including scythes, axes, hoes, and wheeled plows
• Harnessing of wind and water power
• Shift from a two-field to a three-field system of crop rotation

Population Increase
• Peaceful conditions following the invasions of the early Middle Ages
• Dramatic expansion in food production

Growth of Cities
• Gradual revival of trade, including the initiation of trade fairs
• Slow emergence of an economy based on money (rather than barter)
• Movement of merchants and artisans to cities; organization of craftspeople into guilds
• Granting of basic liberties to townspeople by local lords
• Rise of city self-government

Standardized Test Practice

Directions: Choose the best answer to the following question.

What effect did the Black Death have on Europe?

F The plague resulted in an increase in the number of universities and the rise of scholasticism.

G The plague led to an acute labor shortage that resulted in higher wages and the emancipation of many serfs.

H The plague inspired new ideas about faith that led to the formation of the Cistercian, Franciscan, and Dominican orders.

J The plague sparked the Hundred Years' War between France and England.

Test-Taking Tip: Although these questions mostly ask you about what you've learned in class, using common sense can help you arrive at the correct answers too. For example, to answer this question, think about what you know about the Black Death first and then read the answer choices.