

# The Formation of Western Europe, 800–1500

## Previewing Main Ideas

**RELIGIOUS AND ETHICAL SYSTEMS** In Western Europe the time period from 800 to 1500 is known as the Age of Faith. Christian beliefs inspired the Crusades and the building of great cathedrals, and guided the development of universities.

**Geography** *In which political unit was the capital of Christianity, Rome, located?*

**ECONOMICS** Medieval Europeans developed new methods of trade and new systems of finance and commerce. The changes are known as the Commercial Revolution.

**Geography** *Through which political units would a trader pass if he left from Venice and went to Calais using a land route?*

**CULTURAL INTERACTION** Although destructive in many ways, the Crusades resulted in a great deal of cultural exchange. Medieval Christian Europe learned and adopted much from the Muslim world.

**Geography** *A stopping place for Crusaders on their way to the Holy Land was the city of Constantinople. In what political unit is Constantinople located?*

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



**VIDEO** *Patterns of Interaction video series: Bubonic Plague and Smallpox*



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

800

987

Capetian dynasty begins in France.

1066

Norman invasion of England

1095

First Crusade begins. ▶

1000

980

◀ Toltec Empire at its peak. (a Toltec warrior figurine)

1041

Movable type invented in China.



WORLD



# Europe, 14th Century



**1215**  
King John approves Magna Carta.

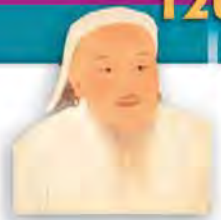
**1347**  
Bubonic plague strikes Europe.

**1429**  
Joan of Arc leads the French to victory over the English at Orleans.

**1453**  
Hundred Years' War ends with French victory.

**1200**

**1500**



**1206**  
Genghis Khan unites Mongols and is proclaimed the Great Khan.

**1325**  
The Aztec establish Tenochtitlán.

## What are the dangers and rewards of going on a Crusade?

You are a squire in England. The knight you serve has decided to join a Christian Crusade (a holy war) to capture the city of Jerusalem from the Muslims. He has given you the choice of joining or staying home to look after his family and manor. On an earlier Crusade, the knight and his friends looted towns and manors, taking jewels and precious objects. But some of the knights were also held for ransom, robbed, and murdered. You are torn between the desire for adventure and possible riches that you might find on the Crusade, and fear of the hazards that await you on such a dangerous journey.



**1** Richard the Lion-Hearted leads a group of Crusaders on the Third Crusade to regain Jerusalem from the Muslims.

**2** Servants and women sometimes accompanied the Crusaders as they made their way toward the Holy Land.

### EXAMINING *the* ISSUES

- What reasons might an individual have to join a Crusade?
- What might be the advantages and disadvantages of staying home to defend the knight's family and estate?

As a class, discuss these questions. In your discussion, remember what you've learned about the power of religious beliefs to move people to action. As you read about the Crusades in this chapter, see how events turned out for the Crusaders.



# Church Reform and the Crusades

## MAIN IDEA

**CULTURAL INTERACTION** The Catholic Church underwent reform and launched Crusades against Muslims.

## WHY IT MATTERS NOW

The Crusades left a legacy of distrust between Christians and Muslims that continues to the present.

## TERMS & NAMES

- simony
- Gothic
- Urban II
- Crusade
- Saladin
- Richard the Lion-Hearted
- Reconquista
- Inquisition

**SETTING THE STAGE** Some historians have called the period in Western Europe between 500 and 1000 a “dark age.” Magyars seeking plunder pushed up from the Danube River region. Vikings raided western European church monasteries. These groups destroyed many of these centers of learning. Around the 900s, however, a new spirit invaded the church and brought about a spiritual revival in the clergy. Filled with new energy, the church began restructuring itself and started massive building programs to create new places of worship.

## The Age of Faith

Monasteries led the spiritual revival. The monastery founded at Cluny in France in 910 was especially important. The reformers there wanted to return to the basic principles of the Christian religion. To do so, they established new religious orders. Influenced by the religious devotion and reverence for God shown by the new monasteries, the popes began to reform the Church. They restored and expanded its power and authority. A new age of religious feeling was born—the Age of Faith. Still, many problems troubled the Church.

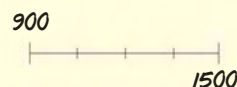
**Problems in the Church** Some priests were nearly illiterate and could barely read their prayers. Some of the popes were men of questionable morals. Many bishops and abbots cared more about their positions as feudal lords than about their duties as spiritual leaders. Reformers were most distressed by three main issues.

- Many village priests married and had families. Such marriages were against Church rulings.
- Bishops sold positions in the Church, a practice called **simony** (SY•muh•nee).
- Using the practice of lay investiture, kings appointed church bishops. Church reformers believed the Church alone should appoint bishops.

**Reform and Church Organization** Pope Leo IX and Pope Gregory VII enforced Church laws against simony and the marriage of priests. The popes who followed Leo and Gregory reorganized the Church to continue the policy of reform. In the 1100s and 1200s, the Church was restructured to resemble a kingdom, with the pope at its head. The pope’s group of advisers was called the papal Curia. The Curia also acted as a court. It developed canon law (the law of the Church) on matters such as marriage, divorce, and inheritance. The Curia also decided cases based

## TAKING NOTES

**Following Chronological Order** Use a time line to note important events in the Age of Faith.



on these laws. Diplomats for the pope traveled through Europe dealing with bishops and kings. In this way the popes established their authority throughout Europe.

The Church collected taxes in the form of tithes. These consumed one-tenth the yearly income from every Christian family. The Church used some of the money to perform social services such as caring for the sick and the poor. In fact, the Church operated most hospitals in medieval Europe. **A**

**New Religious Orders** In the early 1200s, wandering friars traveled from place to place preaching and spreading the Church's ideas. Like monks, friars took vows of chastity, poverty, and obedience. Unlike monks, friars did not live apart from the world in monasteries. Instead, they preached to the poor throughout Europe's towns and cities. Friars owned nothing and lived by begging.

Dominic, a Spanish priest, founded the Dominicans, one of the earliest orders of friars. Because Dominic emphasized the importance of study, many Dominicans were scholars. Francis of Assisi (uh•SEE•zee), an Italian, founded another order of friars, the Franciscans. Francis treated all creatures, including animals, as if they were his spiritual brothers and sisters.

Women played an important role in the spiritual revival. Women joined the Dominicans, Benedictines, and Franciscans. In 1212, a woman named Clare and her friend Francis of Assisi founded the Franciscan order for women. It was known as the Poor Clares. In Germany, Hildegard of Bingen, a mystic and musician, founded a Benedictine convent in 1147. Like friars, these women lived in poverty and worked to help the poor and sick. Unlike the friars, however, women were not allowed to travel from place to place as preachers.

## Cathedrals—Cities of God

During the medieval period most people worshiped in small churches near their homes. Larger churches called cathedrals were built in city areas. The cathedral was viewed as the representation of the City of God. As such, it was decorated with all the richness that Christians could offer. Between about 800 and 1100, churches were built in the Romanesque (ROH•muh•NEHSK) style. The churches had round arches and a heavy roof held up by thick walls and pillars. The thick walls had tiny windows that let in little light.

**A New Style of Church Architecture** A new spirit in the church and access to more money from the growing wealth of towns and from trade helped fuel the building of churches in several European countries. In the early 1100s, a new style of architecture, known as **Gothic**, evolved throughout medieval Europe. The term *Gothic* comes from a Germanic tribe named the Goths. Unlike the heavy, gloomy Romanesque buildings, Gothic cathedrals thrust upward as if reaching toward heaven. Light streamed in through huge stained glass windows. Other arts of the medieval world were evident around or in the Gothic cathedral—sculpture, wood-carvings, and stained glass windows. All of these elements were meant to inspire the worshiper with the magnificence of God. See the diagram on the next page to learn more about Gothic cathedrals.

Soon Gothic cathedrals were built in many towns of France. In Paris, the vaulted ceiling of the Cathedral of Notre Dame (NOH•truh DAHM) eventually rose to more than 100 feet. Then Chartres, Reims, Amiens, and Beauvais built even taller cathedrals. In all, nearly 500 Gothic churches were built between 1170 and 1270.

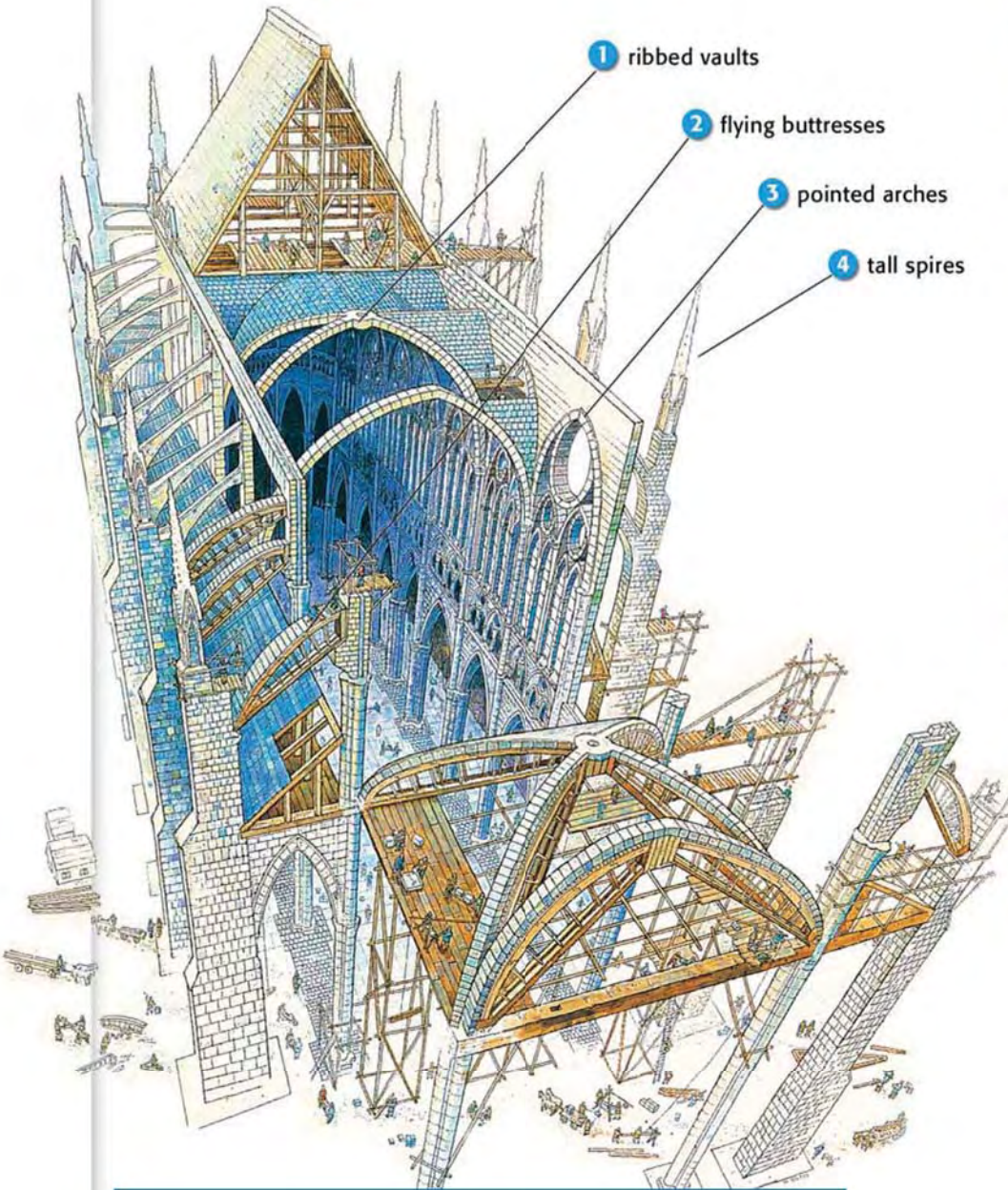
### MAIN IDEA

#### Evaluating Courses of Action

**A** How did the popes increase their power and authority?

# Gothic Architecture

The master builders in France, where the Gothic style originated, developed techniques of structural engineering that were key to Gothic architecture: **1** ribbed vaults that supported the roof's weight, **2** flying buttresses that transferred weight to thick, exterior walls, **3** pointed arches that framed huge stained glass windows, and **4** tall spires that seemed to be pointing to heaven.



## ▲ Chartres Cathedral

The cathedral of Chartres (shahrt) is a masterpiece of Gothic architecture. The cathedral has hundreds of sculptures. The stone carvings that frame every door illustrate Bible stories. In this photograph, you can see the cathedral has not one, but two bell towers.



## ▲ Stained Glass

In addition to its sculpture and soaring towers, Chartres Cathedral has some of the most beautiful stained glass windows of any Gothic cathedral in Europe. The windows illustrate stories from the Bible. As illiterate peasants walked past the 176 windows, they could view those stories. The window above depicts the parable of the Good Samaritan.

### SKILLBUILDER: Interpreting Visual Sources

- 1. Drawing Conclusions** Pose and answer three questions about elements in the style of Gothic architecture that might affect the sense of height and light inside.
- 2. Comparing and Contrasting** Think about stained glass windows you have seen. Do they tell a story? What figures or events do they illustrate?

## The Crusades

The Age of Faith also inspired wars of conquest. In 1093, the Byzantine emperor Alexius Comnenus sent an appeal to Robert, Count of Flanders. The emperor asked for help against the Muslim Turks. They were threatening to conquer his capital, Constantinople:

### PRIMARY SOURCE

Come then, with all your people and give battle with all your strength, so that all this treasure shall not fall into the hands of the Turks. . . . Therefore act while there is still time lest the kingdom of the Christians shall vanish from your sight and, what is more important, the Holy Sepulchre [the tomb where Jesus was buried] shall vanish. And in your coming you will find your reward in heaven, and if you do not come, God will condemn you.

**EMPEROR ALEXIUS COMNENUS**, quoted in *The Dream and the Tomb* by Robert Payne

Pope **Urban II** also read that letter. Shortly after this appeal, he issued a call for what he termed a “holy war,” a **Crusade**, to gain control of the Holy Land. Over the next 300 years, a number of such Crusades were launched.

**Goals of the Crusades** The Crusades had economic, social, and political goals as well as religious motives. Muslims controlled Palestine (the Holy Land) and threatened Constantinople. The Byzantine emperor in Constantinople appealed to Christians to stop Muslim attacks. In addition, the pope wanted to reclaim Palestine and reunite Christendom, which had split into Eastern and Western branches in 1054.

In addition, kings and the Church both saw the Crusades as an opportunity to get rid of quarrelsome knights who fought each other. These knights threatened the peace of the kingdoms, as well as Church property.

Others who participated in the Crusades were younger sons who, unlike eldest sons, did not stand to inherit their father’s property. They were looking for land and a position in society, or for adventure.

In the later Crusades, merchants profited by making cash loans to finance the journey. They also leased their ships for a hefty fee to transport armies over the Mediterranean Sea. In addition, the merchants of Pisa, Genoa, and Venice hoped to win control of key trade routes to India, Southeast Asia, and China from Muslim traders.

**The First and Second Crusades** Pope Urban’s call brought a tremendous outpouring of religious feeling and support for the Crusade. According to the pope, those who died on Crusade were assured of a place in heaven. With red crosses sewn on tunics worn over their armor and the battle cry of “God wills it!” on their lips, knights and commoners were fired by religious zeal and became Crusaders.

By early 1097, three armies of knights and people of all classes had gathered outside Constantinople. Most of the Crusaders were French, but Bohemians, Germans, Englishmen, Scots, Italians, and Spaniards came as well. The Crusaders were ill-prepared for war in this First Crusade. Many knew nothing of the geography, climate, or culture of the Holy Land. They had no grand strategy to capture Jerusalem. The nobles argued among themselves and couldn’t agree on a leader. Finally an army of 12,000 (less than one-fourth of the original army) approached Jerusalem. The Crusaders besieged the city for over a month. On July 15, 1099, they captured the city.

### Vocabulary

**Holy Land:** Palestine; the area where Jesus lived and preached

▼ The red cross on his tunic identifies this knight as a crusader.



## The Crusades, 1096–1204

INTERACTIVE



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Place** What Muslim power ruled lands close to the Christian city of Constantinople?
2. **Movement** Which Crusade did not make it to Jerusalem? Where did this Crusade end?

All in all, the Crusaders had won a narrow strip of land. It stretched about 650 miles from Edessa in the north to Jerusalem in the south. Four feudal Crusader states were carved out of this territory, each ruled by a European noble.

The Crusaders' states were extremely vulnerable to Muslim counterattack. In 1144, Edessa was reconquered by the Turks. The Second Crusade was organized to recapture the city. But its armies straggled home in defeat. In 1187, Europeans were shocked to learn that Jerusalem itself had fallen to a Kurdish warrior and Muslim leader **Saladin** (SAL•uh•dih). **B**

**The Third Crusade** The Third Crusade to recapture Jerusalem was led by three of Europe's most powerful monarchs. They were Philip II (Augustus) of France, German emperor Frederick I (Barbarossa), and the English king, **Richard the Lion-Hearted**. Philip argued with Richard and went home. Barbarossa drowned on the journey. So, Richard was left to lead the Crusaders in an attempt to regain the Holy Land from Saladin. Both Richard and Saladin were brilliant warriors. After many battles, the two agreed to a truce in 1192. Jerusalem remained under Muslim control. In return, Saladin promised that unarmed Christian pilgrims could freely visit the city's holy places.

## The Crusading Spirit Dwindles

In 1204, the Fourth Crusade to capture Jerusalem failed. The knights did not reach the Holy Land. Instead, they ended up looting the city of Constantinople. In the 1200s, four more Crusades to free the holy land were also unsuccessful. The religious spirit of the First Crusade faded, and the search for personal gain grew. In two later Crusades, armies marched not to the Holy Land but to Egypt. The Crusaders intended to weaken Muslim forces there before going to the Holy Land. But none of these attempts conquered much land.

### MAIN IDEA

#### Summarizing

**B** What, if anything, had the Crusaders gained by the end of the Second Crusade?



## History Makers



**Richard the Lion-Hearted**  
1157–1199

Richard was noted for his good looks, charm, courage, grace—and ruthlessness. When he heard that Jerusalem had fallen to the Muslims, he was filled with religious zeal. He joined the Third Crusade, leaving others to rule England in his place.

Richard mounted a siege on the city of Acre. Saladin's army was in the hills overlooking the city, but it was not strong enough to defeat the Crusaders. When finally the city fell, Richard had the Muslim survivors—some 3,000 men, women, and children—slaughtered. The Muslim army watched helplessly from the hills.




**Saladin**  
1138–1193

Saladin was the most famous Muslim leader of the 1100s. His own people considered him a most devout man. Even the Christians regarded him as honest and brave.

He wished to chase the Crusaders back into their own territories. He said:

*I think that when God grants me victory over the rest of Palestine, I shall divide my territories, make a will stating my wishes, then set sail on this sea for their far-off lands and pursue the Franks there, so as to free the earth from anyone who does not believe in Allah, or die in the attempt.*

**The Children's Crusade** The Children's Crusade took place in 1212. In two different movements, thousands of children set out to conquer Jerusalem. One group in France was led by 12-year-old Stephen of Cloyes. An estimated 30,000 children under 18 joined him. They were armed only with the belief that God would give them Jerusalem. On their march south to the Mediterranean, many died from cold and starvation. The rest drowned at sea or were sold into slavery.


In Germany, Nicholas of Cologne gathered about 20,000 children and young adults. They began marching toward Rome. Thousands died in the cold and treacherous crossing of the Alps. Those who survived the trip to Italy finally did meet the pope. He told them to go home and wait until they were older. About 2,000 survived the return trip to Germany. A few boarded a ship for the Holy Land and were never heard of again. 

**A Spanish Crusade** In Spain, Muslims (called Moors) controlled most of the country until the 1100s. The **Reconquista** (reh•kawn•KEES•tah) was a long effort by the Spanish to drive the Muslims out of Spain. By the late 1400s, the Muslims held only the tiny kingdom of Granada. In 1492, Granada finally fell to the Christian army of Ferdinand and Isabella, the Spanish monarchs.

To unify their country under Christianity and to increase their power, Isabella and Ferdinand made use of the **Inquisition**. This was a court held by the Church to suppress heresy. Heretics were people whose religious beliefs differed from the teachings of the Church. Many Jews and Muslims in Spain converted to Christianity during the late 1400s. Even so, the inquisitors suspected these Jewish and Muslim converts of heresy. A person suspected of heresy might be questioned for weeks and even tortured. Once suspects confessed, they were often burned at the stake. In 1492,

### MAIN IDEA

#### Making Inferences

 How does the Children's Crusade illustrate the power of the Church?

the monarchs expelled all practicing Jews and Muslims from Spain.

## The Effects of the Crusades

The Crusades are a forceful example of the power of the Church during the medieval period. The call to go to the Holy Land encouraged thousands to leave their homes and travel to faraway lands. For those who stayed home, especially women, it meant a chance to manage affairs on the estates or to operate shops and inns.

European merchants who lived and traded in the Crusader states expanded trade between Europe and Southwest Asia. The goods imported from Southwest Asia included spices, fruits, and cloth. This trade with the West benefited both Christians and Muslims.

However, the failure of later Crusades also lessened the power of the pope. The Crusades weakened the feudal nobility and increased the power of kings. Thousands of knights and other participants lost their lives and fortunes. The fall of Constantinople weakened the Byzantine Empire.

For Muslims, the intolerance and prejudice displayed by Christians in the Holy Land left behind a legacy of bitterness and hatred. This legacy continues to the present. For Christians and Jews who remained in the Muslim controlled region after the fall of the Crusader states, relations with the Muslim leadership worsened. For Jews in Europe, the Crusades were a time of increased persecution.

The Crusades grew out of religious fervor, feudalism, and chivalry, which came together with explosive energy. This same energy led to the growth of trade, towns, and universities in medieval Europe.



▲ This scene reveals torture used in the Inquisition.

### SECTION

# 1

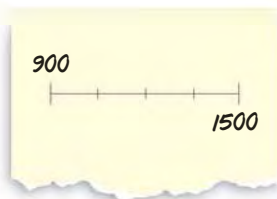
### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• simony • Gothic • Urban II • Crusade • Saladin • Richard the Lion-Hearted • Reconquista • Inquisition

#### USING YOUR NOTES

2. Which of the events of the Age of Faith do you think was most important to the Church? Explain.



#### MAIN IDEAS

3. What were three main causes of the need to reform the Church?
4. Which Crusade was the only successful one?
5. How did the goals of the Crusades change over the years?

#### CRITICAL THINKING & WRITING

6. **FORMING AND SUPPORTING OPINIONS** Which of the following do you think best represents the spirit of the Age of Faith—Church reform, the Crusades, or the Gothic cathedrals? Explain.
7. **MAKING INFERENCES** What evidence supports the idea that the Church functioned like a kingdom?
8. **RECOGNIZING EFFECTS** How did the Crusades change the history of Europe? Give reasons for your answer.
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **script** about an encounter between a Crusader and a Muslim defender of Jerusalem.

#### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Review the information on page 381. Use the Internet to research the Washington National Cathedral. Prepare a **multimedia presentation** showing the Gothic characteristics of the Washington National Cathedral.

#### INTERNET KEYWORD

*Washington National Cathedral*

## The Crusades

In the Crusades, both Christians and Muslims believed that God was on their side. They both felt justified in using violence to win or to keep the Holy Land. The following excerpts show their belief in the rightness of their deeds.

### A PRIMARY SOURCE

#### Pope Urban II

In 1095, Pope Urban II issued a plea that resulted in the First Crusade. The pope assured his listeners that God was on their side.

Let the holy sepulcher of our Lord and Saviour, which is possessed by the unclean nations, especially arouse you. . . . This royal city [Jerusalem], situated at the center of the earth, is now held captive by the enemies of Christ and is subjected, by those who do not know God, to the worship of the heathen. Accordingly, undertake this journey eagerly for the remission of your sins, with the assurance of the reward of imperishable glory in the kingdom of heaven.

### D PRIMARY SOURCE

#### Luttrell Psalter

The illustration below from a Latin text shows Richard the Lion-Hearted (left) unhorsing Saladin during the Third Crusade. However, the two men never actually met in personal combat.

### B PRIMARY SOURCE

#### William of Tyre

A Christian bishop, William of Tyre, drew upon eyewitness accounts of the capture of Jerusalem by Crusaders.

It was impossible to look upon the vast numbers of the slain without horror; everywhere lay fragments of human bodies, and the very ground was covered with the blood of the slain. It was not alone the spectacle of headless bodies and mutilated limbs strewn in all directions that roused horror in all who looked upon them. Still more dreadful was it to gaze upon the victors themselves, dripping with blood from head to foot, an ominous sight which brought terror to all who met them. It is reported that within the Temple enclosure alone about ten thousand infidels perished, in addition to those who lay slain everywhere throughout the city in the streets and squares, the number of whom was estimated as no less.

### C PRIMARY SOURCE

#### Saladin

This is an excerpt of Saladin's reply to a letter from Frederick I (Barbarossa) threatening Saladin. Saladin wrote the letter after he recaptured Jerusalem.

Whenever your armies are assembled . . . we will meet you in the power of God. We will not be satisfied with the land on the seacoast, but we will cross over with God's good pleasure and take from you all your lands in the strength of the Lord. . . . And when the Lord, by His power, shall have given us victory over you, nothing will remain for us to do but freely to take your lands by His power and with His good pleasure. . . . By the virtue and power of God we have taken possession of Jerusalem and its territories; and of the three cities that still remain in the hands of the Christians . . . we shall occupy them also.



### Document-Based QUESTIONS

1. Using specific phrases or passages from Source A and Source C, demonstrate how their attitudes were similar.
2. What directive in Source A might have been at the root of the action described in Source B?
3. What evidence in Source D reveals the artist's bias about the confrontation between Islam and Christianity?



# Changes in Medieval Society

## MAIN IDEA

**ECONOMICS** The feudal system declined as agriculture, trade, finance, towns, and universities developed.

## WHY IT MATTERS NOW

The changes in the Middle Ages laid the foundations for modern Europe.

## TERMS & NAMES

- three-field system
- guild
- Commercial Revolution
- burgher
- vernacular
- Thomas Aquinas
- scholastics

**SETTING THE STAGE** While Church reform, cathedral building, and the Crusades were taking place, other important changes were occurring in medieval society. Between 1000 and 1300, agriculture, trade, and finance made significant advances. Towns and cities grew. This was in part due to the growing population and to territorial expansion of western Europe. Cultural interaction with the Muslim and Byzantine worlds sparked the growth of learning and the birth of an institution new to Europe—the university.

## A Growing Food Supply

Europe’s great revival would have been impossible without better ways of farming. Expanding civilization required an increased food supply. A warmer climate, which lasted from about 800 to 1200, brought improved farm production. Farmers began to cultivate lands in regions once too cold to grow crops. They also developed new methods to take advantage of more available land.

**Switch to Horsepower** For hundreds of years, peasants had depended on oxen to pull their plows. Oxen lived on the poorest straw and stubble, so they were easy to keep. Horses needed better food, but a team of horses could plow three times as much land in a day as a team of oxen.

Before farmers could use horses, however, a better harness was needed. Sometime before 900, farmers in Europe began using a harness that fitted across the horse’s chest, enabling it to pull a plow. As a result, horses gradually replaced oxen for plowing and for pulling wagons. All over Europe, axes rang as the great forests were cleared for new fields.

**The Three-Field System** Around A.D. 800, some villages began to organize their lands into three fields instead of two. Two of the fields were planted and the other lay fallow (resting) for a year. Under this new **three-field system**, farmers could grow crops on two-thirds of their land each year, not just on half of it. As a result, food production increased. Villagers had more to eat. Well-fed people, especially children, could better resist disease and live longer, and as a result the European population grew dramatically.

## TAKING NOTES

### Determining Main Ideas

Use a diagram to identify changes in medieval society.



## Social History

### Surnames

Many people can trace their last names, or surnames, back to a medieval occupation in Europe. The name Smith, for example, refers to someone who “smites,” or works, metal. The surname Silversmith would belong to a person who works silver. In German-speaking areas, a smith was named Schmidt.

Someone who made goods out of wood was often surnamed Carpenter. In French-speaking areas, a carpenter was called Charpentier, while in German areas, the same person would be called Zimmerman.

The last name of Boulanger indicated a baker in France. A baker in Germany often had the surname Becker.

## The Guilds

A second change in the European economy was the development of the guild. A **guild** was an organization of individuals in the same business or occupation working to improve the economic and social conditions of its members. The first guilds were merchant guilds. Merchants banded together to control the number of goods being traded and to keep prices up. They also provided security in trading and reduced losses.

About the same time, skilled artisans, such as wheelwrights, glassmakers, winemakers, tailors, and druggists, began craft guilds. In most crafts, both husband and wife worked at the family trade. In a few crafts, especially for cloth making, women formed the majority. The guilds set standards for quality of work, wages, and working conditions. For example, bakers were required to sell loaves of bread of a standard size and weight. The guilds also created plans for supervised training of new workers.

By the 1000s, artisans and craftspeople were manufacturing goods by hand for local and long-distance trade. More and better products were now available to buyers in small towns, in bigger cities, and at trade fairs. Guilds became powerful forces in the medieval economy. The wealth they accumulated helped them establish influence over the government and the economy of towns and cities. **A**

### MAIN IDEA

#### Summarizing

**A** How did guilds change the way business was conducted and products made?

## History *in* Depth

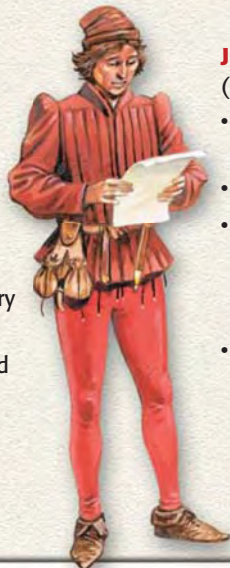
### Craft Guilds

Craft guilds formed an important part of town life during the medieval period. They trained young people in a skilled job, regulated the quality of goods sold, and were major forces in community life.



#### Apprentice

- Parents paid for training
- Lived with a master and his family
- Required to obey the master
- Trained 2–7 years
- Was not allowed to marry during training
- When trained progressed to journeyman



#### Journeyman

(Day Worker)

- Worked for a master to earn a salary
- Worked 6 days a week
- Needed to produce a masterpiece (his finest work) to become a master
- Had to be accepted by the guild to become a master



#### Master

- Owned his own shop
- Worked with other masters to protect their trade
- Sometimes served in civic government

### Guild Services

#### To members:

- Set working conditions
- Covered members with a type of health insurance
- Provided funeral expenses
- Provided dowries for poor girls

#### To the community:

- Built almshouses for victims of misfortune
- Guaranteed quality work
- Took turns policing the streets
- Donated windows to the Church

## Commercial Revolution

Just as agriculture was expanding and craftsmanship changing, so were trade and finance. Increased availability of trade goods and new ways of doing business changed life in Europe. Taken together, this expansion of trade and business is called the **Commercial Revolution**.

**Fairs and Trade** Most trade took place in towns. Peasants from nearby manors traveled to town on fair days, hauling items to trade. Great fairs were held several times a year, usually during religious festivals, when many people would be in town. People visited the stalls set up by merchants from all parts of Europe.

Cloth was the most common trade item. Other items included bacon, salt, honey, cheese, wine, leather, dyes, knives, and ropes. Such local markets met all the needs of daily life for a small community. No longer was everything produced on a self-sufficient manor.

More goods from foreign lands became available. Trade routes spread across Europe from Flanders to Italy. Italian merchant ships traveled the Mediterranean to ports in Byzantium such as Constantinople. They also traveled to Muslim ports along the North African coast. Trade routes were opened to Asia, in part by the Crusades.

Increased business at markets and fairs made merchants willing to take chances on buying merchandise that they could sell at a profit. Merchants then reinvested the profits in more goods.

**Business and Banking** As traders moved from fair to fair, they needed large amounts of cash or credit and ways to exchange many types of currencies. Enterprising merchants found ways to solve these problems. For example, bills of exchange established exchange rates between different coinage systems. Letters of credit between merchants eliminated the need to carry large amounts of cash and made trading easier. Trading firms and associations formed to offer these services to their groups.

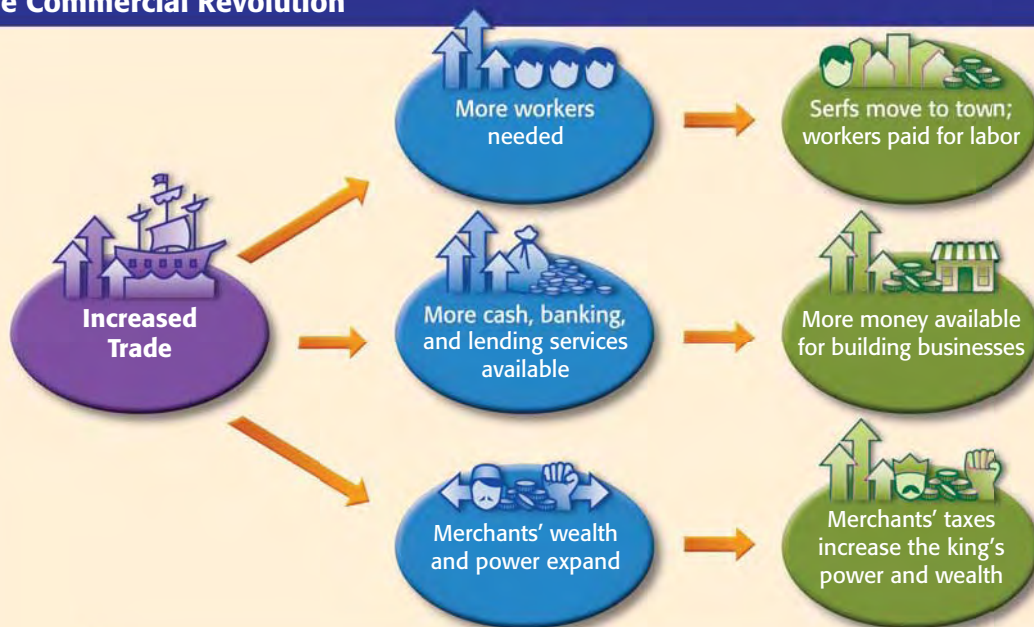
### Vocabulary

*Letters of credit:* A letter issued by a bank allowing the bearer to withdraw a specific amount of money from the bank or its branches.

▼ This fish market expanded the variety of food available in a medieval town.



## The Commercial Revolution



### SKILLBUILDER: Interpreting Graphics

1. **Drawing Conclusions** How did increased trade increase the power of the king?
2. **Making Inferences** Why would workers now have to be paid?

Merchants looked for new markets and opportunities to make a profit. Merchants first had to purchase goods from distant places. To do so they had to borrow money, but the Church forbade Christians from lending money at interest, a sin called usury. Over time, the Church relaxed its rule on usury and Christians entered the banking business. Banking became an important business, especially in Italy. **B**

**Society Changes** The changes brought about by the Commercial Revolution were slow, yet they had a major effect on the lives of Europeans. As you can see in the diagram shown above, increased trade brought many changes to aspects of society. Two of the most important changes involved what people did to earn a living and where they lived. As towns attracted workers, the towns grew into cities. Life in the cities was different from life in the sleepy villages or on manors.

### MAIN IDEA

#### Drawing Conclusions

**B** Why were changes in financial services necessary to expand trade?

## Urban Life Flourishes

Scholars estimate that between 1000 and 1150, the population of western Europe rose from around 30 million to about 42 million. Towns grew and flourished. Compared to great cities like Constantinople, European towns were unsophisticated and tiny. Europe's largest city, Paris, probably had no more than 60,000 people by the year 1200. A typical town in medieval Europe had only about 1,500 to 2,500 people. Even so, these small communities became a powerful force for change in Europe.


**Trade and Towns Grow Together** By the later Middle Ages, trade was the very lifeblood of the new towns, which sprung up at ports and crossroads, on hilltops, and along rivers. As trade grew, towns all over Europe swelled with people. The excitement and bustle of towns drew many people. But there were some drawbacks to living in a medieval town. Streets were narrow, filled with animals and their waste. With no sewers, most people dumped household and human waste into the

street in front of the house. Most people never bathed, and their houses lacked fresh air, light, and clean water. Because houses were built of wood with thatched roofs, they were a constant fire hazard. Nonetheless, many people chose to move to towns to pursue the economic and social opportunities they offered.

People were no longer content with their old feudal existence on manors or in tiny villages. Even though legally bound to their lord's manor, many serfs ran away. According to custom, a serf could now become free by living within a town for a year and a day. A saying of the time went, "Town air makes you free." Many of these runaway serfs, now free people, made better lives for themselves in towns.

**Merchant Class Shifts the Social Order** The merchants and craftspeople of medieval towns did not fit into the traditional medieval social order of noble, clergy, and peasant. At first, towns came under the authority of feudal lords, who used their authority to levy fees, taxes, and rents. As trade expanded, the **burghers**, or merchant-class town dwellers, resented this interference in their trade and commerce. They organized themselves and demanded privileges. These included freedom from certain kinds of tolls and the right to govern the town. At times they fought against their landlords and won these rights by force.

## The Revival of Learning

During the Crusades, European contact with Muslims and Byzantines greatly expanded. This contact brought a new interest in learning, especially in the works of Greek philosophers. The Muslim and Byzantine libraries housed copies of these writings. Most had disappeared during the centuries following the fall of Rome and the invasions of western Europe. 


**The Muslim Connection** In the 1100s, Christian scholars from Europe began visiting Muslim libraries in Spain. Few Western scholars knew Greek but most did know Latin. So Jewish scholars living in Spain translated the Arabic versions of works by Aristotle and other Greek writers into Latin. All at once, Europeans acquired a huge new body of knowledge. This included science, philosophy, law, mathematics, and other fields. In addition, the Crusaders brought back to Europe superior Muslim technology in ships, navigation, and weapons.

**Scholars and the University** At the center of the growth of learning stood a new European institution—the university. The word *university* originally referred to a group of scholars meeting wherever they could. People, not buildings, made up the medieval university. Universities arose at Paris and at Bologna, Italy, by the end of the 1100s. Others followed at the English town of Oxford and at Salerno, Italy. Most students were the sons of burghers or well-to-do artisans. For most students, the goal was a job in government or the Church. Earning a bachelor's degree in theology might take five to seven years in school; becoming a master of theology took at least 12 years of study.

New ideas and forms of expression began to flow out of the universities. At a time when serious scholars and writers were writing in Latin, a few remarkable poets began using a lively **vernacular**, or the everyday language of their homeland. Some of these writers wrote masterpieces that are still

### MAIN IDEA

#### Recognizing Effects

 How did the Crusades contribute to the expansion of trade and learning?

### History *in* Depth



#### Muslim Scholars

A number of Islamic scholars had a great influence on European thought. The image above shows Ibn Sina, known in the West as Avicenna. He was a Persian philosopher, astronomer, poet, and physician. His book, *The Cure*, an interpretation of Aristotle's philosophy, greatly affected Western thought. This work, translated into Latin, influenced the scholastics.

#### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a documentary film script on Muslim scholars. Go to [classzone.com](http://classzone.com) for your research.





▲ Thomas Aquinas's writings focused on questions of faith versus reason and logic.

read today. Dante Alighieri wrote *The Divine Comedy* (1308–1314) in Italian. Geoffrey Chaucer wrote *The Canterbury Tales* (about 1386–1400) in English. Christine de Pisan wrote *The Book of The City of Ladies* (1405) in French. Since most people couldn't read or understand Latin, these works written in the vernacular brought literature to many people.

**Aquinas and Medieval Philosophy** Christian scholars were excited by the ideas of Greek philosophers. They wondered if a Christian scholar could use Aristotle's logical approach to truth and still keep faith with the Bible.

In the mid-1200s, the scholar **Thomas Aquinas** (uh•KWY•nuhs) argued that the most basic religious truths could be proved by logical argument. Between 1267 and 1273, Aquinas wrote the *Summa Theologicae*. Aquinas's great work, influenced by Aristotle, combined ancient Greek thought with the Christian thought of his time. Aquinas and his fellow scholars who met at the great universities were known as schoolmen, or **scholastics**. The scholastics used their knowledge of Aristotle to debate many issues of their time. Their teachings on law and government influenced the thinking of western Europeans, particularly the English and French. Accordingly, they began to develop democratic institutions and traditions.

SECTION **2** ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- three-field system
- guild
- Commercial Revolution
- burgher
- vernacular
- Thomas Aquinas
- scholastics

**USING YOUR NOTES**

2. How did medieval society change between 1000 and 1500?



**MAIN IDEAS**

3. How did guilds influence business practices in medieval towns?
4. How were Muslim scholars linked to the revival of learning in Europe?
5. In what ways did burghers expand their freedom from landlords?

**CRITICAL THINKING & WRITING**

6. **RECOGNIZING EFFECTS** What was the effect of the development of towns on the feudal system?
7. **ANALYZING MOTIVES** Why would writers choose to produce works in the vernacular instead of in Latin?
8. **RECOGNIZING EFFECTS** How did the Commercial Revolution lay the foundation for the economy of modern Europe?
9. **WRITING ACTIVITY** **ECONOMICS** Write a brief news article on the value of letters of credit and how they have changed commercial trade activities.

**CONNECT TO TODAY** WRITING AN INVESTIGATIVE REPORT

Contact a local bank and find out what services are available to its commercial clients. Write a brief **report** on the banking services. Identify which services seem to have had their beginnings in the late medieval period and which ones are modern.



3

# England and France Develop

### MAIN IDEA

**POWER AND AUTHORITY** As the kingdoms of England and France began to develop into nations, certain democratic traditions evolved.

### WHY IT MATTERS NOW

Modern concepts of jury trials, common law, and legal rights developed during this period.

### TERMS & NAMES

- William the Conqueror
- Henry II
- common law
- Magna Carta
- parliament
- Hugh Capet
- Philip II
- Estates-General

**SETTING THE STAGE** By the early 800s, small Anglo-Saxon kingdoms covered the former Roman province of Britain. In Europe, the decline of the Carolingian Empire in the 900s left a patchwork of feudal states controlled by local lords. Gradually, the growth of towns and villages, and the breakup of the feudal system were leading to more centralized government and the development of nations. The earliest nations in Europe to develop a strong unified government were England and France. Both would take similar paths.

## England Absorbs Waves of Invaders

For centuries, invaders from various regions in Europe landed on English shores. The Angles and the Saxons stayed, bringing their own ways and creating an Anglo-Saxon culture.

**Early Invasions** In the 800s, Britain was battered by fierce raids of Danish Vikings. These invaders were so feared that a special prayer was said in churches: “God, deliver us from the fury of the Northmen.” Only Alfred the Great, Anglo-Saxon king from 871 to 899, managed to turn back the Viking invaders. Gradually he and his successors united the kingdom under one rule, calling it England, “land of the Angles.” The Angles were one of the Germanic tribes that had invaded the island of Britain.

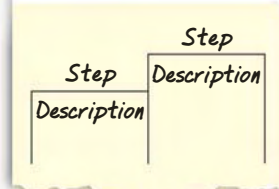
In 1016, the Danish king Canute (kuh•NOOT) conquered England, molding Anglo-Saxons and Vikings into one people. In 1042, King Edward the Confessor, a descendant of Alfred the Great, took the throne. Edward died in January 1066 without an heir. A great struggle for the throne erupted, leading to one last invasion.

**The Norman Conquest** The invader was William, duke of Normandy, who became known as **William the Conqueror**. Normandy is a region in the north of France that had been conquered by the Vikings. Its name comes from the French term for the Vikings—North men, or Norman. The Normans were descended from the Vikings, but they were French in language and in culture. As King Edward’s cousin, William claimed the English crown and invaded England with a Norman army.

William’s rival was Harold Godwinson, the Anglo-Saxon who claimed the throne. Harold was equally ambitious. On October 14, 1066, Normans and

### TAKING NOTES

**Clarifying** Identify major steps toward democratic government.



## History Makers



### Eleanor of Aquitaine 1122–1204

Eleanor of Aquitaine was one of the most remarkable women in history. She was wife to two kings and mother to two kings. She married Louis VII of France when the Second Crusade began. In 1147, she accompanied him to the Holy Land. Shortly afterward their marriage was annulled. Eleanor then married Henry Plantagenet, who was to become Henry II of England. Their marriage produced eight children. Two became English kings, Richard the Lion-Hearted and John.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Eleanor of Aquitaine, go to [classzone.com](http://classzone.com)

Anglo-Saxons fought the battle that changed the course of English history—the Battle of Hastings. After Harold was killed by an arrow that pierced his eye, the Normans won a decisive victory.

After his victory, William declared all England his personal property. William kept about one-fifth of England for himself. The English lords who supported Harold lost their lands. William then granted their lands to about 200 Norman lords who swore oaths of loyalty to him personally. By doing this, William unified control of the lands and laid the foundation for centralized government in England.

## England's Evolving Government

Over the next centuries, English kings tried to achieve two goals. First, they wanted to hold and add to their French lands. Second, they wanted to strengthen their own power over the nobles and the Church.

William the Conqueror's descendants owned land both in Normandy and in England. The English king **Henry II** added to these holdings by marrying Eleanor of Aquitaine from France.

The marriage brought Henry a large territory in France called Aquitaine. He added Aquitaine to the lands in Normandy he had already inherited from William the Conqueror. Because Henry held lands in France, he was a vassal to the French king. But he was also a king in his own right.

**Juries and Common Law** Henry ruled England from 1154 to 1189. He strengthened the royal courts of justice by sending royal judges to every part of England at least once a year. They collected taxes, settled lawsuits, and punished

crimes. Henry also introduced the use of the jury in English courts. A jury in medieval England was a group of loyal people—usually 12 neighbors of the accused—who answered a royal judge's questions about the facts of a case. Jury trials became a popular means of settling disputes. Only the king's courts were allowed to conduct them.

Over the centuries, case by case, the rulings of England's royal judges formed a unified body of law that became known as **common law**. Today the principles of English common law are the basis for law in many English-speaking countries, including the United States. **A**

**The Magna Carta** Henry was succeeded first by his son Richard the Lion-Hearted, hero of the Third Crusade. When Richard died, his younger brother John took the throne. John ruled from 1199 to 1216. He failed as a military leader, earning the nickname John Softsword. John lost Normandy and all his lands in northern France to the French under Philip Augustus. This loss forced a confrontation with his own nobles.

Some of John's problems stemmed from his own personality. He was cruel to his subjects and tried to squeeze money out of them. He alienated the Church and threatened to take away town charters guaranteeing self-government. John raised taxes to an all-time high to finance his wars. His nobles revolted. On June 15, 1215, they forced John to agree to the most celebrated document in English history, the **Magna Carta** (Great Charter). This document, drawn up by English nobles and

#### MAIN IDEA

#### Recognizing Effects

**A** What impact did the English common law have on the United States?

**MAIN IDEA**

**Summarizing**

**B** What is the significance of the Magna Carta?

**Vocabulary**

*borough*: a self-governing town

reluctantly approved by King John, guaranteed certain basic political rights. The nobles wanted to safeguard their own feudal rights and limit the king's powers. In later years, however, English people of all classes argued that certain clauses in the Magna Carta applied to every citizen. Guaranteed rights included no taxation without representation, a jury trial, and the protection of the law. The Magna Carta guaranteed what are now considered basic legal rights both in England and in the United States. **B**

**The Model Parliament** Another important step toward democratic government came during the rule of the next English king, Edward I. Edward needed to raise taxes for a war against the French, the Welsh, and the Scots. In 1295, Edward summoned two burgesses (citizens of wealth and property) from every borough and two knights from every county to serve as a **parliament**, or legislative group. In November 1295, knights, burgesses, bishops, and lords met together at Westminster in London. This is now called the Model Parliament because its new makeup (commoners, or non-nobles, as well as lords) served as a model for later kings.

Over the next century, from 1300 to 1400, the king called the knights and burgesses whenever a new tax was needed. In Parliament, these two groups gradually formed an assembly of their own called the House of Commons. Nobles and bishops met separately as the House of Lords. Under Edward I, Parliament was in part a royal tool that weakened the great lords. As time went by, Parliament became strong. Like the Magna Carta, it provided a check on royal power.

**> Analyzing Primary Sources**

**The Magna Carta**

The Magna Carta is considered one of the cornerstones of democratic government. The underlying principle of the document is the idea that all must obey the law, even the king. Its guaranteed rights are an important part of modern liberties and justice.

**PRIMARY SOURCE**

**38.** No bailiff [officer of the court] for the future shall, upon his own unsupported complaint, put anyone to his "law," without credible witnesses brought for this purposes.

**39.** No freeman shall be taken or imprisoned . . . or exiled or in any way destroyed, nor will we [the king] go upon him nor send upon him, except by the lawful judgement of his peers or by the law of the land.

**40.** To no one will we sell, to no one will we refuse or delay, right or justice.

**45.** We will appoint as justices, constables, sheriffs, or bailiffs only such as know the law of the realm and mean to observe it well.



**DOCUMENT-BASED QUESTIONS**

- 1. Analyzing Motives** Why might the English nobles have insisted on the right listed in number 45?
- 2. Making Inferences** Which of the statements is a forerunner to the right to a speedy public trial guaranteed in the Sixth Amendment of the U.S. Constitution?



▲ The coronation of Philip II in Reims Cathedral

## Capetian Dynasty Rules France

The kings of France, like those of England, looked for ways to increase their power. After the breakup of Charlemagne's empire, French counts and dukes ruled their lands independently under the feudal system. By the year 1000, France was divided into about 47 feudal territories. In 987, the last member of the Carolingian family—Louis the Sluggard—died. **Hugh Capet** (kuh•PAY), an undistinguished duke from the middle of France, succeeded him. The Capet family ruled only a small territory, but at its heart stood Paris. Hugh Capet began the Capetian dynasty of French kings that ruled France from 987 to 1328.

**France Becomes a Separate Kingdom** Hugh Capet, his son, and his grandson all were weak rulers, but time and geography favored the Capetians. Their territory, though small, sat astride important trade routes in northern France. For 300 years, Capetian kings

tightened their grip on this strategic area. The power of the king gradually spread outward from Paris. Eventually, the growth of royal power would unite France.

**Philip II Expands His Power** One of the most powerful Capetians was **Philip II**, called Philip Augustus, who ruled from 1180 to 1223. As a child, Philip had watched his father lose land to King Henry II of England. When Philip became king at the age of 15, he set out to weaken the power of the English kings in France. Philip was crafty, unprincipled, and willing to do whatever was necessary to achieve his goals.

Philip had little success against Henry II or Henry's son, Richard the Lion-Hearted. However, when King John, Richard's brother, gained the English throne, it was another matter. Philip earned the name Augustus (from the Latin word meaning "majestic"), probably because he greatly increased the territory of France. He seized Normandy from King John in 1204 and within two years had gained other territory. By the end of Philip's reign, he had tripled the lands under his direct control. For the first time, a French king had become more powerful than any of his vassals.

Philip II not only wanted more land, he also wanted a stronger central government. He established royal officials called bailiffs. They were sent from Paris to every district in the kingdom to preside over the king's courts and to collect the king's taxes.

**Philip II's Heirs** France's central government became even stronger during the reign of Philip's grandson, Louis IX, who ruled from 1226 to 1270. Unlike his grandfather, Louis was pious and saintly. He was known as the ideal king. After his death, he was made a saint by the Catholic Church. Louis created a French appeals court, which could overturn the decisions of local courts. These royal courts of France strengthened the monarchy while weakening feudal ties.

In 1302, Philip IV, who ruled France from 1285 to 1314, was involved in a quarrel with the pope. The pope refused to allow priests to pay taxes to the king. Philip disputed the right of the pope to control Church affairs in his kingdom. As in England, the French king usually called a meeting of his lords and bishops when he needed support for his policies. To win wider support against the pope, Philip IV decided to include commoners in the meeting.

## The Development of England and France

### England



- William the Conqueror invades England in 1066.
- Henry II (1154–1189) introduces use of the jury in English courts.
- John (1199–1216) agrees to the Magna Carta in 1215.
- Edward I (1272–1307) calls the Model Parliament in 1295.

### France



- Hugh Capet increases the territory of France.
- Philip II (1180–1223) established bailiffs to preside over courts and collect taxes.
- Louis IX (1226–1270) creates a French appeals court.
- Philip IV (1285–1314) adds Third Estate to the Estates-General.

### SKILLBUILDER: Interpreting Charts

1. **Clarifying** *What aspects of courts were developed during the rule of Henry II and Philip II?*
2. **Developing Historical Perspective** *Which aspect of centralized government developed about the same time in both England and France?*

#### MAIN IDEA

#### Summarizing

What three estates made up the Estates-General?

**Estates-General** In France, the Church leaders were known as the First Estate, and the great lords as the Second Estate. The commoners, wealthy landholders or merchants, that Philip invited to participate in the council became known as the Third Estate. The whole meeting was called the **Estates-General**.

Like the English Parliament in its early years, the Estates-General helped to increase royal power against the nobility. Unlike Parliament, however, the Estates-General never became an independent force that limited the king's power. However, centuries later, the Third Estate would play a key role in overthrowing the French monarchy during the French Revolution.

**Beginnings of Democracy** England and France were just beginning to establish a democratic tradition. This tradition rested on setting up a centralized government that would be able to govern widespread lands. The creation of common law and court systems was a first step toward increased central government power. Including commoners in the decision-making process of government was also an important step in the direction of democratic rule. Before England and France could move forward in this direction, however, they had to contend with a century of turmoil that included religious disputes, plague, and war.

### SECTION

## 3

### ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- William the Conqueror • Henry II • common law • Magna Carta • parliament • Hugh Capet • Philip II • Estates-General

#### USING YOUR NOTES

2. Which of the steps toward democratic government are similar to U.S. practices? Explain.



#### MAIN IDEAS

3. What two legal practices date back to Henry II?
4. What are some basic rights guaranteed by the Magna Carta?
5. Why did Philip II call the Estates-General together?

#### CRITICAL THINKING & WRITING

6. **COMPARING** Compare the way in which England and France began developing as nations.
7. **RECOGNIZING EFFECTS** Which of the changes in English government is reflected in the government of the United States today?
8. **EVALUATING COURSES OF ACTION** What steps were necessary to centralize governments in England and France?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine that you are an adviser to the English or French king. Write him a **letter** to argue for or against including commoners in the Parliament or Estates-General.

#### CONNECT TO TODAY COMPARING HISTORICAL DOCUMENTS

Find a copy of the Magna Carta and a copy of the Bill of Rights of the United States Constitution. Study both documents and create a **table** showing where the Constitution reflects the ideas of the Magna Carta.



# The Hundred Years' War and the Plague

### MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** In the 1300s, Europe was torn apart by religious strife, the bubonic plague, and the Hundred Years' War.

### WHY IT MATTERS NOW

Events of the 1300s led to a change in attitudes toward religion and the state, a change reflected in modern attitudes.

### TERMS & NAMES

- Avignon
- Great Schism
- John Wycliffe
- Jan Hus
- bubonic plague
- Hundred Years' War
- Joan of Arc

**SETTING THE STAGE** The 1300s were filled with disasters, both natural and human-made. The Church seemed to be thriving but soon would face a huge division. A deadly epidemic claimed millions of lives. So many people died in the epidemic that the structure of the economy changed. Claims to thrones in France and England led to wars in those lands. The wars would result in changes in the governments of both France and England. By the end of the century, the medieval way of life was beginning to disappear.

### TAKING NOTES

**Analyzing Causes and Recognizing Effects** Use the chart to identify causes and effects of major events at the end of the Middle Ages.

	Cause & Effect
Split in Church	.....
Plague	.....
100 Years' War	.....

## A Church Divided

At the beginning of the 1300s, the Age of Faith still seemed strong. Soon, however, both the pope and the Church were in desperate trouble.

**Pope and King Collide** In 1300, Pope Boniface VIII attempted to enforce papal authority on kings as previous popes had. When King Philip IV of France asserted his authority over French bishops, Boniface responded with an official document. It stated that kings must always obey popes.

Philip merely sneered at this statement. In fact, one of Philip's ministers is said to have remarked that "my master's sword is made of steel, the pope's is made of [words]." Instead of obeying the pope, Philip had him held prisoner in September 1303. The king planned to bring him to France for trial. The pope was rescued, but the elderly Boniface died a month later. Never again would a pope be able to force monarchs to obey him.

**Avignon and the Great Schism** In 1305, Philip IV persuaded the College of Cardinals to choose a French archbishop as the new pope. Clement V, the newly selected pope, moved from Rome to the city of **Avignon** (av•vee•NYAWN) in France. Popes would live there for the next 69 years.

The move to Avignon badly weakened the Church. When reformers finally tried to move the papacy back to Rome, however, the result was even worse. In 1378, Pope Gregory XI died while visiting Rome. The College of Cardinals then met in Rome to choose a successor. As they deliberated, they could hear a mob outside screaming, "A Roman, a Roman, we want a Roman for pope, or at least an Italian!" Finally, the cardinals announced to the crowd that an Italian had been chosen: Pope Urban VI. Many cardinals regretted their choice almost immediately. Urban VI's passion for reform and his arrogant personality caused

the cardinals to elect a second pope a few months later. They chose Robert of Geneva, who spoke French. He took the name Clement VII.

Now there were two popes. Each declared the other to be a false pope, excommunicating his rival. The French pope lived in Avignon, while the Italian pope lived in Rome. This began the split in the Church known as the **Great Schism** (SIHZ•uhm), or division.

In 1414, the Council of Constance attempted to end the Great Schism by choosing a single pope. By now, there were a total of three popes: the Avignon pope, the Roman pope, and a third pope elected by an earlier council at Pisa. With the help of the Holy Roman Emperor, the council forced all three popes to resign. In 1417, the Council chose a new pope, Martin V, ending the Great Schism but leaving the papacy greatly weakened.

**Scholars Challenge Church Authority** The papacy was further challenged by an Englishman named **John Wycliffe** (WIHK•lihf). He preached that Jesus Christ, not the pope, was the true head of the Church. He was much offended by the worldliness and wealth many clergy displayed. Wycliffe believed that the clergy should own no land or wealth. Wycliffe also taught that the Bible alone—not the pope—was the final authority for Christian life. He helped spread this idea by inspiring an English translation of the New Testament of the Bible.

Influenced by Wycliffe's writings, **Jan Hus**, a professor in Bohemia (now part of the Czech Republic), taught that the authority of the Bible was higher than that of the pope. Hus was excommunicated in 1412. In 1414, he was seized by Church leaders, tried as a heretic, and then burned at the stake in 1415. **A**

▼ This painting, titled *The Triumph of Death*, depicts the effect of the plague.

#### MAIN IDEA

#### Contrasting

**A** According to the different beliefs of the time, what was the true source of religious authority?

## The Bubonic Plague Strikes

During the 1300s an epidemic struck parts of Asia, North Africa, and Europe.

Approximately one-third of the population of Europe died of the deadly disease known as the **bubonic plague**. Unlike catastrophes that pull communities together, this epidemic was so terrifying that it ripped apart the very fabric of society. Giovanni Boccaccio, an Italian writer of the time, described its effect:

#### PRIMARY SOURCE

This scourge had implanted so great a terror in the hearts of men and women that brothers abandoned brothers, uncles their nephews, sisters their brothers, and in many cases wives deserted their husbands. But even worse, . . . fathers and mothers refused to nurse and assist their own children.

GIOVANNI BOCCACCIO, *The Decameron*

**Origins and Impact of the Plague** The plague began in Asia. Traveling trade routes, it infected parts of Asia, the Muslim world, and Europe. In 1347, a fleet of Genoese merchant ships arrived in Sicily carrying bubonic plague, also known as the Black Death. It got the name because of the purplish or blackish spots it produced on the skin. The disease swept through Italy. From there it followed trade routes to Spain, France, Germany, England, and other parts of Europe and North Africa.





## The Bubonic Plague

The bubonic plague, or Black Death, was a killer disease that swept repeatedly through many areas of the world. It wiped out two-thirds of the population in some areas of China, destroyed populations of Muslim towns in Southwest Asia, and then decimated one-third of the European population.

### Route of the Plague



- 1 The horse-riding Mongols likely carried infected fleas and rats in their food supplies as they swooped into China.
- 2 The disease came with merchants along the trade routes of Asia to southern Asia, southwest Asia, and Africa.
- 3 In 1345–1346, a Mongol army besieged Kaffa. A year later, Italian merchants returned to Italy, unknowingly bringing the plague with them.

### Disease Spreads

Black rats carried fleas that were infested with a bacillus called *Yersinia pestis*. Because people did not bathe, almost all had fleas and lice. In addition, medieval people threw their garbage and sewage into the streets. These unsanitary streets became breeding grounds for more rats. The fleas carried by rats leapt from person to person, thus spreading the bubonic plague with incredible speed.



### Patterns of Interaction video series

*The Spread of Epidemic Disease: Bubonic Plague and Smallpox*

The spread of disease has been a very tragic result of cultures interacting with one another across place and time. Such diseases as smallpox and influenza have killed millions of people, sometimes—as with the Aztecs—virtually destroying civilizations.

### Symptoms of the Bubonic Plague


- Painful swellings called buboes (BOO-bohz) in the lymph nodes, particularly those in the armpits and groin
- Sometimes purplish or blackish spots on the skin
- Extremely high fever, chills, delirium, and in most cases, death

### Death Tolls, 1300s

Western Europe		20–25 million
China, India, other Asians		25 million
	 = 4 million	



### Connect to Today

1. **Hypothesizing** Had people known the cause of the bubonic plague, what might they have done to slow its spread?  
 See Skillbuilder Handbook, page R15.
2. **Comparing** What diseases of today might be compared to the bubonic plague? Why?

The bubonic plague took about four years to reach almost every corner of Europe. Some communities escaped unharmed, but in others, approximately two-thirds to three-quarters of those who caught the disease died. Before the bubonic plague ran its course, it killed almost 25 million Europeans and many more millions in Asia and North Africa.

The plague returned every few years, though it never struck as severely as in the first outbreak. However, the periodic attacks further reduced the population.

**Effects of the Plague** The economic and social effects of the plague were enormous. The old manorial system began to crumble. Some of the changes that occurred included these:

- Town populations fell.
- Trade declined. Prices rose.
- The serfs left the manor in search of better wages.
- Nobles fiercely resisted peasant demands for higher wages, causing peasant revolts in England, France, Italy, and Belgium.
- Jews were blamed for bringing on the plague. All over Europe, Jews were driven from their homes or, worse, massacred.
- The Church suffered a loss of prestige when its prayers failed to stop the onslaught of the bubonic plague and priests abandoned their duties. **B**

The bubonic plague and its aftermath disrupted medieval society, hastening changes that were already in the making. The society of the Middle Ages was collapsing. The century of war between England and France was that society's final death struggle.

## The Hundred Years' War

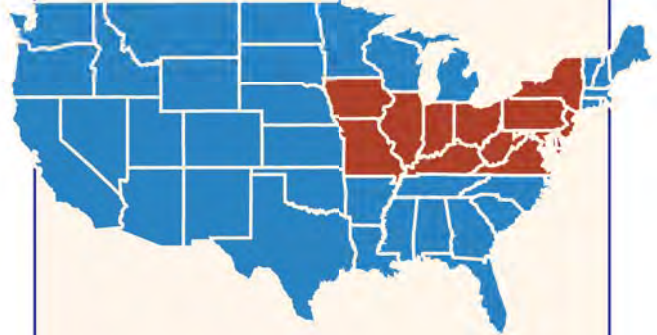
Not only did the people in Europe during the 1300s have to deal with epidemic disease, but they also had to deal with war. England and France battled with each other on French soil for just over a century. The century of war between England and France marked the end of medieval Europe's society.

When the last Capetian king died without a successor, England's Edward III, as grandson of Philip IV, claimed the right to the French throne. The war that Edward III launched for that throne continued on and off from 1337 to 1453. It became known as the **Hundred Years' War**. Victory passed back and forth between the two countries. Finally, between 1421 and 1453, the French rallied and drove the English out of France entirely, except for the port city of Calais.

The Hundred Years' War brought a change in the style of warfare in Europe. At this time some combatants were still operating under medieval ideals of chivalry. They looked with contempt on the common foot soldiers and archers who fought alongside them. This contempt would change as the longbow changed warfare.

### If the Plague Struck America Today

The bubonic plague reportedly wiped out about one-third of Europe's population in the 1300s. In the United States today, a one-third death toll would equal over 96 million people, or the number living in the states represented by the color ■.



Source: U.S. Bureau of the Census

#### SKILLBUILDER: Interpreting Charts

1. **Clarifying** How many states on the chart would have lost their entire population to the plague?
2. **Drawing Conclusions** How might the chart help explain why many Europeans thought the world was ending?

#### MAIN IDEA

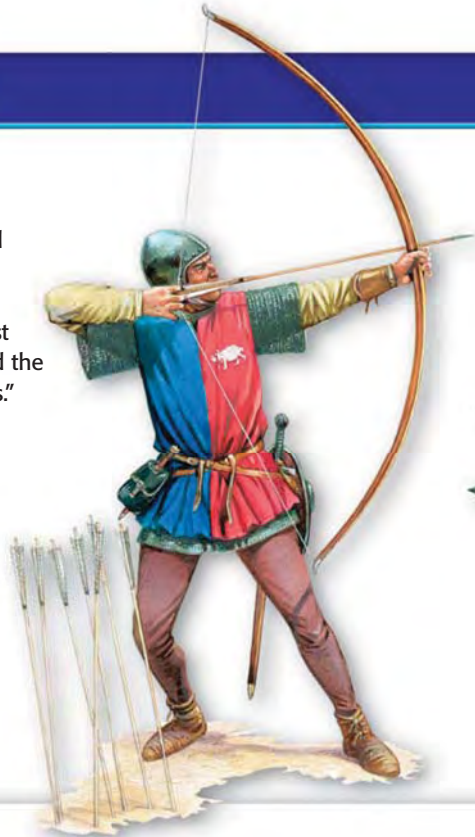
#### Recognizing Effects

**B** Which of the effects of the plague do you think most changed life in the medieval period?

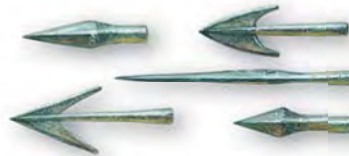
### The Longbow

The longbow was cheap, easy to carry, and deadly. It was powerful enough to penetrate armor, thus reducing the impact of mounted cavalry. Bowmen could fire so fast that the longbow has been called the “machine gun of the Middle Ages.”

► The longbow was as tall as a man, or taller. A six-foot-tall man might have a bow up to six and a half feet tall.



► English archers usually carried a case with extra bowstrings and a sheaf of 24 arrows. The arrows were about 27 inches long and balanced in flight by feathers.



▲ The arrows were absolutely fatal when shot within 100 yards. The average archer could fire 12 to 15 arrows per minute and hit a man at 200 yards away.



**The Longbow Changes Warfare** The English introduced the longbow and demonstrated its power in three significant battles: Crécy, Poitiers, and Agincourt. The first and most spectacular battle was the Battle of Crécy (KREHS•ee) on August 26, 1346. The English army, including longbowmen, was outnumbered by a French army three times its size. The French army included knights and archers with crossbows. French knights believed themselves invincible and attacked.

English longbowmen let fly thousands of arrows at the oncoming French. The crossbowmen, peppered with English arrows, retreated in panic. The knights trampled their own archers in an effort to cut a path through them. English longbowmen sent volley after volley of deadly arrows. They unhorsed knights who then lay helplessly on the ground in their heavy armor. Then, using long knives, the English foot soldiers attacked, slaughtering the French. At the end of the day, more than a third of the French force lay dead. Among them were some of the most honored in chivalry. The longbow, not chivalry, had won the day. The mounted, heavily armored medieval knight was soon to become extinct.

The English repeated their victory ten years later at the Battle of Poitiers (pwah•TYAY). The third English victory, the Battle of Agincourt (AJ•ihn•KAWRT), took place in 1415. The success of the longbow in these battles spelled doom for chivalric warfare.

**Joan of Arc** In 1420, the French and English signed a treaty stating that Henry V would inherit the French crown upon the death of the French king Charles VI. Then, in 1429, a teenage French peasant girl named **Joan of Arc** felt moved by God to rescue France from its English conquerors. When Joan was just 13 she began to have visions and hear what she believed were voices of the saints. They urged her to drive the English from France and give the French crown to France’s true king, Charles VII, son of Charles VI.

On May 7, 1429, Joan led the French army into battle at a fort city near Orléans. The fort blocked the road to Orléans. It was a hard-fought battle for both sides. The French finally retreated in despair. Suddenly, Joan and a few soldiers charged back toward the fort. The entire French army stormed after her. The siege of Orléans was

broken. Joan of Arc guided the French onto the path of victory.

After that victory, Joan persuaded Charles to go with her to Reims. There he was crowned king on July 17, 1429. In 1430, the Burgundians, England's allies, captured Joan in battle. They turned her over to the English. The English, in turn, handed her over to Church authorities to stand trial. Although the French king Charles VII owed his crown to Joan, he did nothing to rescue her. Condemned as a witch and a heretic because of her claim to hear voices, Joan was burned at the stake on May 30, 1431.

**The Impact of the Hundred Years' War** The long, exhausting war finally ended in 1453. Each side experienced major changes.

- A feeling of nationalism emerged in England and France. Now people thought of the king as a national leader, fighting for the glory of the country, not simply a feudal lord.
- The power and prestige of the French monarch increased.
- The English suffered a period of internal turmoil known as the War of the Roses, in which two noble houses fought for the throne. **C**

Some historians consider the end of the Hundred Years' War in 1453 as the end of the Middle Ages. The twin pillars of the medieval world, religious devotion and the code of chivalry, both crumbled. The Age of Faith died a slow death. This death was caused by the Great Schism, the scandalous display of wealth by the Church, and the discrediting of the Church during the bubonic plague. The Age of Chivalry died on the battlefields of Crécy, Poitiers, and Agincourt.

**MAIN IDEA**

**Drawing Conclusions**

**C** How did the Hundred Years' War change the perception of people toward their king?

**History Makers**



**Joan of Arc  
1412?–1431**

In the 1420s, rumors circulated among the French that a young woman would save France from the English. So when Joan arrived on the scene she was considered the fulfillment of that prophecy. Joan cut her hair short and wore a suit of armor and carried a sword.

Her unusual appearance and extraordinary confidence inspired French troops. Eventually she was given command of troops that broke the siege of Orléans. In 1430, she was turned over to a Church court for trial. In truth, her trial was more political than religious. The English were determined to prove her a fake and to weaken her image.

**INTEGRATED TECHNOLOGY**

**RESEARCH LINKS** For more on Joan of Arc, go to [classzone.com](http://classzone.com)

**SECTION**

**4**

**ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Avignon • Great Schism • John Wycliffe • Jan Hus • bubonic plague • Hundred Years' War • Joan of Arc

**USING YOUR NOTES**

2. Which event had some economic effects? Explain.

	Cause & Effect
Split in Church	_____
Plague	_____
100 Years' War	_____

**MAIN IDEAS**

3. What was the Great Schism?
4. What were three effects of the bubonic plague?
5. What impact did Joan of Arc have on the Hundred Years' War?

**CRITICAL THINKING & WRITING**

6. **RECOGNIZING EFFECTS** Which event do you think diminished the power of the Church more—the Great Schism or the bubonic plague?
7. **IDENTIFYING PROBLEMS** What problems did survivors face after the bubonic plague swept through their town?
8. **RECOGNIZING EFFECTS** How did the Hundred Years' War encourage a feeling of nationalism in both France and England?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a **persuasive essay** supporting the right of the pope to appoint French bishops.

**CONNECT TO TODAY** **MAPPING AN EPIDEMIC**

Research the number of AIDS victims in countries throughout the world. Then, create an annotated **world map** showing the numbers in each country. Be sure to list your sources.

# Chapter 14 Assessment

## TERMS & NAMES

Briefly explain the importance of each of the following to western Europe during the medieval period.

1. Crusade
2. Reconquista
3. Commercial Revolution
4. Magna Carta
5. parliament
6. Great Schism
7. bubonic plague
8. Hundred Years' War

## MAIN IDEAS

### Church Reform and the Crusades Section 1 (pages 379–386)

9. Explain the three main abuses that most distressed Church reformers.
10. What were the effects of the Crusades?

### Changes in Medieval Society Section 2 (pages 387–392)

11. How did trade and finance change in the period from 1000 to 1500?
12. How did the growth of towns hurt the feudal system?
13. What role did Muslims play in Europe's revival of learning?

### England and France Develop Section 3 (pages 393–397)

14. How did English kings increase their power and reduce the power of the nobles?
15. Why was Philip II called Augustus?

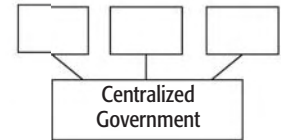
### The Hundred Years' War and the Plague Section 4 (pages 398–403)

16. Summarize the main ideas of John Wycliffe.
17. Why did the bubonic plague cause people to turn away from the Church?
18. How did the Hundred Years' War change warfare in Europe?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a diagram, show how governments became more centralized in France and in England.



### 2. SUMMARIZING

**CULTURAL INTERACTION** What role did Jews and Muslims play in Christian Europe's financial revolution?

### 3. ANALYZING CAUSES

**RELIGIOUS AND ETHICAL SYSTEMS** Identify and discuss the events that led to the decline of the power of the Church in the period from 1000 to 1500.

### 4. CLARIFYING





**ECONOMICS** In what ways did the guilds change business and employment practices?

### 5. HYPOTHESIZING

Using the visual summary and your notes, suggest how the history of Western Europe would have been different if one of the events shown on the visual summary had not occurred.

## VISUAL SUMMARY

### Europe in the Middle Ages

 Economics	 Politics/Government	 Religion	 Society
<ul style="list-style-type: none"> <li>• Better farming methods increased food production.</li> <li>• Trade expanded.</li> <li>• Guilds formed for both merchants and artisans.</li> </ul>	<ul style="list-style-type: none"> <li>• England and France developed strong central governments.</li> <li>• Parliament and the Estates-General bring representation to commoners.</li> <li>• The Hundred Years' War further weakened feudal power.</li> </ul>	<ul style="list-style-type: none"> <li>• Kings and popes engaged in power struggles.</li> <li>• The Great Schism weakened the Church.</li> <li>• The First Crusade captured Jerusalem.</li> <li>• Later Crusades accomplished little.</li> </ul>	<ul style="list-style-type: none"> <li>• Population increased in the Middle Ages.</li> <li>• The bubonic plague killed millions and weakened the manorial economy.</li> <li>• Europe's first universities developed.</li> </ul>

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

## PRIMARY SOURCE

The king to the sheriff of Northampton, greeting. Whereas we wish to have a conference and discussion with the earls, barons, and other nobles of our realm concerning the provision of remedies for the dangers that in these days threaten the same kingdom . . . we command and firmly enjoin you that without delay you cause two knights, of the more discreet and more capable of labor, to be elected from the aforesaid county, and two citizens from each city of the aforesaid county, and two burgesses from each borough, and that you have them come to us . . . to do whatever in the aforesaid matters may be ordained by common counsel.

KING EDWARD I in a letter to sheriffs in England

- Why is the king calling a meeting of Parliament?
  - He wants to raise taxes.
  - He wants to select new knights.
  - He wants to discuss threats to the kingdom.
  - He wants to give advice to the leaders.
- How will the representatives be chosen?
  - They will be selected by the sheriff.
  - They will be elected by the people.
  - They will be selected by the lords.
  - They will be elected by the knights.

Use the chart and your knowledge of world history to answer question 3.

## Population in Europe, 1000–1340

Area	Population Estimates in Millions, 1000	Population Estimates in Millions, 1340
Mediterranean	17	25
Western and Central Europe	12	35.5
Eastern Europe	9.5	13
<b>Total</b>	<b>38.5</b>	<b>73.5</b>

Source: J.C. Russell, *The Control of Late Ancient and Medieval Population*

- What reason can be suggested for the dramatic increase in Western and Central Europe's population?
  - Invading peoples settled in the area.
  - Technical developments allowed people to live longer.
  - Agricultural production increased.
  - Trade expanded in Europe.

## INTEGRATED TECHNOLOGY

TEST PRACTICE Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Tutorials
- Strategies
- Additional practice

## ALTERNATIVE ASSESSMENT

1. Interact *with History*

On page 378, you thought about whether or not you would join a Crusade before completely understanding what the Crusades were and what sort of rewards and dangers they entailed. Now that you've read the chapter, reexamine whether or not you would join a Crusade. What might a Crusader bring home from his travels? What problems might a Crusader encounter on his adventures? Discuss your opinions with a small group.

2.  WRITING ABOUT HISTORY

Study the information on Joan of Arc in the chapter. Write a brief **biography** about her. Be sure to include information on her influence on Charles and on the nation of France.

Consider the following:

- What are the major events in her life?
- Why did Charles value her advice?
- How is she viewed in France today?

## INTEGRATED TECHNOLOGY

## Writing an Internet-Based Research Paper

Go to the *Web Research Guide* at [classzone.com](http://classzone.com) to learn about conducting research on the Internet. Then, working with a partner, use the Internet to find examples of the impact of the bubonic plague and the Hundred Years' War on the economy of medieval Europe. Consider changes in population, working conditions, and the volume of trade. Present the results of your research in a well-organized paper. Be sure to

- apply a search strategy when using directories and search engines to locate Web resources
- judge the usefulness and reliability of each Web site
- correctly cite your Web sources
- peer-edit for organization and correct use of language