

CHAPTER

5

1000–1500

# The High Middle Ages



*Crusaders at the gates of Jerusalem*

**c. 1000  
Politics**  
European feudalism begins.

**c. 1050  
The Arts**  
English monks excel at embroidery.

**1096–1291  
Global Events**  
The Crusades are fought.

**1174  
Daily Life**  
The earliest known horse races occur in England.

**1225  
The Arts**  
Guillaume de Lorris writes "Roman de la Rose," a story of courtly wooing.

**c. 1241  
Business and Finance**  
The Hanseatic League is formed.

1000

1100

1200

**c. 1000  
Science and Technology**  
Arabs and Jews become court physicians in Germany.

**c. 1054  
Daily Life**  
The Christian church splits.

**c. 1150  
The Arts**  
Gothic architecture begins to develop.

**c. 1202  
Daily Life**  
The first court jesters appear at European courts.

**1193  
Business and Finance**  
The first known merchant guild is formed in London.



*Figure of the head of a crusader*

*A medieval knight with a female admirer*



## Build on What You Know

**D**uring the early Middle Ages, the people of western Europe gradually developed new institutions based upon a combination of Roman and Germanic traditions, values, and lifestyles. Feudalism became the primary political system, while manorialism became the primary economic system. These structures helped shape the new civilization that grew across much of Europe. The Christian church, too, played a strong role in the political and economic growth of the time. In this chapter, you will learn how changes occurred in government, economics, culture, and religion during the later Middle Ages.



*The Black Death*



*Joan of Arc*

**1347**

**Global Events**

The Black Death sweeps through Europe.

**1375**

**Business and Finance**

The Hanseatic League establishes common weights, measures, and coinage.

**1309–1377**

**Politics**

The Babylonian Captivity takes place.

**1382**

**Daily Life**

The Bible is translated into English.

**1431**

**Politics**

Joan of Arc is burned at the stake.

**1469**

**Politics**

Ferdinand of Aragon and Isabella of Castile are married.

**1300**

**1400**

**1500**

**c. 1345**

**The Arts**

Notre Dame Cathedral in Paris is completed.

**1378–1417**

**Daily Life**

The Great Schism divides the church.

**1415**

**Science and Technology**

The English use the long-bow to defeat the French at the Battle of Agincourt.

**1485**

**Politics**

Henry VII founds the Tudor dynasty in England.

**1337–1453**

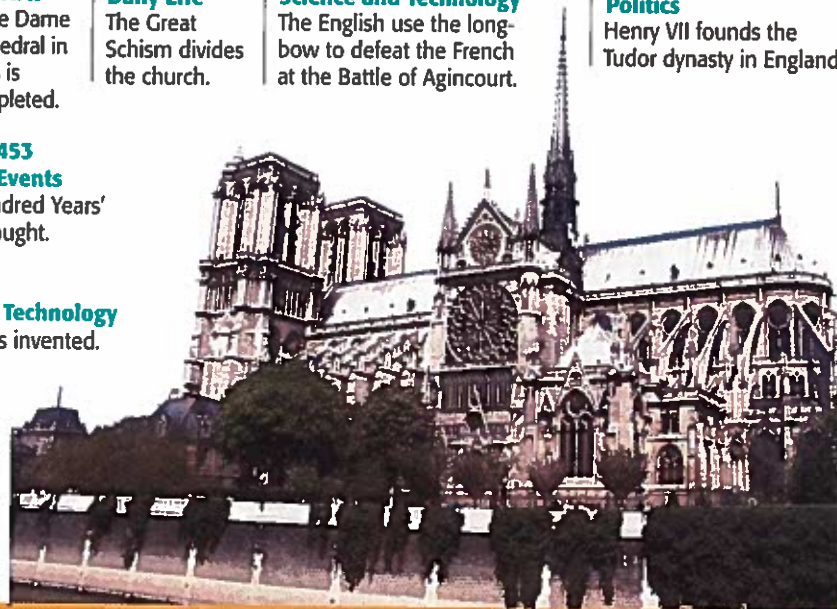
**Global Events**

The Hundred Years' War is fought.

**1328**

**Science and Technology**

The sawmill is invented.



*Notre Dame Cathedral*

**What's Your Opinion?**



Do you agree or disagree with the following statements? Support your point of view in your journal.

**Economics** The growth of trade and the growth of towns are related and dependent upon one another.

**Global Relations** Two groups of people cannot learn from each other when they are at war because of religion.

**Government** Shifts in the balance of political power almost always take place as new nations develop.

## SECTION

# 1

# The Crusades

### READ TO DISCOVER

- 1 What were the main causes of the Crusades?
- 2 What was the outcome of the First Crusade?
- 3 What were the outcomes of the other major crusades?
- 4 How did the Crusades affect Europe?

### IDENTIFY

Seljuq Turks  
Urban II  
Crusades  
Saladin  
Children's Crusade

### WHY IT MATTERS TODAY

Conflicts continue today in the Holy Land. Use [current event sources](#) to find information on recent conflicts between the Israelis and the Palestinians. Record your findings in your journal.

[civics.com](#)  
[news.com](#)

**The Main Idea**  
European Christians tried to end Islamic rule of Palestine in a series of wars called the Crusades.

**The Story Continues** *To Christians, as well as to Jews and Muslims, Palestine was a holy land. Jerusalem, said one pope, was “the land which the Redeemer of mankind illuminated by his coming,” the land where Jesus had lived, preached, and died. In the 600s Muslim Arabs took control of Palestine. They generally let Christians and Jews there practice their religions, travel freely, and trade. During the Middle Ages, however, this situation changed.*

## Causes of the Crusades

During the late 1000s, the **Seljuq Turks**, a Muslim people from Central Asia, gained control of Palestine—known among Christians as “the Holy Land.” The Turks went on to attack Asia Minor, part of the Byzantine Empire. When they threatened the capital city of Constantinople, the Byzantine emperor called on Pope **Urban II** in Rome for help. Because Christian pilgrims to Palestine reported that they had been persecuted by the Turks, the Byzantine emperor’s appeal met with a warm reception.

Urban was eager to regain the Holy Land from the Turks. In 1095 he called a meeting of church leaders and feudal lords. They met in Clermont, France. Urban asked the lords to stop fighting among themselves and join in a great war to win back the Holy Land. They would “wear the cross of Christ on their right shoulder or back, and with one voice . . . cry out: ‘God wills it, God wills it, God wills it!’”

Thus began the **Crusades**, a series of military expeditions to regain the Holy Land. At least 10,000 Europeans took up the cause. They sewed a cross of cloth on their clothes and were called crusaders. (The Latin word *cruciata* means “marked with a cross.”)

Crusaders joined the cause for different reasons. Some went to save their souls. They believed that if they died on crusade they would go straight to heaven. Some knights hoped to gain land and wealth in Palestine and southwest Asia. Some merchants saw a chance to make money. Thus the Crusades appealed to a love of adventure and the promise of rewards, both spiritual and material.

- ✓ **READING CHECK: Identifying Cause and Effect** Why did Pope Urban II call for a crusade?



*Pope Urban II called upon the nobles of western Europe to free the Holy Land from Seljuq rule.*

## The First Crusade

The First Crusade lasted from 1096 to 1099. French and Italian lords led several armies of crusaders from Europe to Constantinople. The Byzantine emperor, glad for help from the West against the Turks, was nonetheless suspicious of the crusaders. Seeing the crusader armies approach his city, the emperor feared they might capture and plunder the capital. After much discussion the emperor allowed the crusaders to pass through Constantinople.

Across Asia Minor the crusaders continued their long, hot march toward Palestine. In their wool and leather garments and heavy armor, the armies suffered severely from the heat. They lacked enough food and water because they had few pack animals to carry supplies. Despite such difficulties, the crusaders forged on to capture the city of Antioch.

The crusaders then marched down the coast toward Palestine and their main target—the holy city of Jerusalem. Fleets of ships from Italy brought supplies. The Turks, quarreling among themselves, were disunited and therefore unable to prevent the crusaders from surrounding the city. After a series of vicious battles, the crusaders captured Jerusalem. In a terrible massacre, they slaughtered its Muslim and Jewish inhabitants.

**What if?** The Byzantine emperor called for help from the pope in Rome to control the Turks in the Holy Land. **How might the history of European trade have been different if the Byzantine Christians had gained control of the Holy Land from the Turks and had not needed western Europeans' help?**



### The Major Crusades, 1096–1204

**Interpreting Maps** The crusaders set out from many European cities to free the Holy Land from the Turks.

**Skills Assessment: 1. Places and Regions** Near what city did the routes of the four crusades cross? **2. Comparing** Which crusade brought armies from the farthest distance to the Holy Land?

The Arab historians Ibn al-Athīr and Ibn al-Qalanisi described the crusaders' actions after their conquest of Jerusalem. According to them,

### Analyzing Primary Sources

**Identifying Bias** How might a crusader's description of the attack and capture of Jerusalem differ from those of the Muslim writers Ibn al-Athīr and Ibn al-Qalanisi?



“The population was put to the sword by the Franks [crusaders], who pillaged for a week. . . . the Franks slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars who had left their homelands to live in the pious seclusion of the Holy Place.”

Ibn al-Athīr, quoted in Michael Foss, *People of the First Crusade*

“The Jews [who lived in Jerusalem and who had been trapped by the crusaders' siege of the city] had gathered in their synagogue and the Franks burnt them alive. They also destroyed monuments of saints and the tomb of Abraham, may peace be upon him.”

Ibn al-Qalanisi, quoted in Michael Foss, *People of the First Crusade*

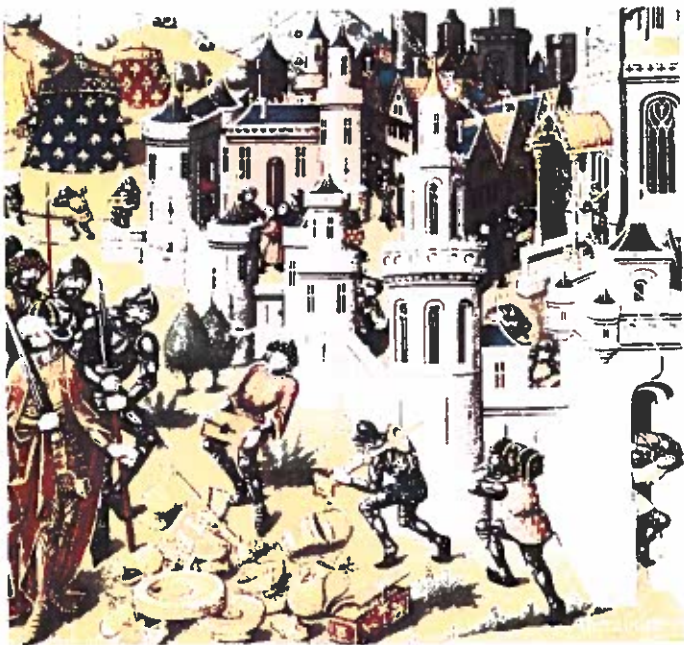
The crusaders' capture of Jerusalem brought much of the Holy Land under European control. As a result, European customs and institutions were put into place in parts of southwest Asia and the Holy Land. The crusaders set up four small states. They introduced the idea of European feudalism and subdivided the land into fiefs, with lords and vassals. Trade between Europe and the Holy Land sprang up. Italian ships carried most of the trade goods.

Changes happened to the European occupiers during this time as well. The Christians and Muslims lived alongside each other and grew to respect each other. Many Europeans adopted Eastern customs and began to wear Eastern clothes and eat Eastern foods.

✓ **READING CHECK: Analyzing Information** What did the crusaders achieve as a result of the First Crusade?

## Other Major Crusades

For almost 100 years, European Christians held onto Palestine. Little by little, however, the Turks won back their lost lands. Popes and European rulers tried to stop them during three more major crusades.



*The crusaders attack Jerusalem.*

**The Second Crusade.** By 1146 the Turks had united their forces. They started taking back cities that the crusaders had captured. In 1147 the Second Crusade began. King Louis VII of France and German king Conrad III led separate armies across Europe. At the city of Damascus, the two armies joined forces. The combined forces failed to recapture the city, however. The Turks held. In 1149 the crusaders returned to Europe in disgrace.

**The Third Crusade.** In 1187 the Muslim leader Saladin gained control of Jerusalem. Three European rulers—Holy Roman Emperor Frederick Barbarossa, King Philip II of France, and King Richard I of England—then led separate armies in the Third Crusade. The crusade lasted from 1189 to 1192. It, too, failed. When Barbarossa drowned on the way to the Holy Land, his army turned back. Philip and Richard quarreled, and Philip

took his army back home to seize English lands in France. Richard and the forces under his command remained in the Holy Land, but they could not recapture Jerusalem. Richard settled for a truce with Saladin. Through the truce, the crusaders received control of some towns along the Palestinian coast. The truce also allowed Christians to enter Jerusalem freely.

**The Fourth Crusade.** Pope Innocent III gathered a group of French knights for the Fourth Crusade. In 1202 they left on ships provided by the Italian city-state of Venice. The Venetians persuaded the crusaders to attack Zadar—a trade rival to Venice—as they moved down the Adriatic coast. Because Zadar was a Christian city, however, the crusaders who attacked it were later excommunicated by Innocent III.

Then in 1204, the crusaders attacked and looted Constantinople, another Christian city. They stole many things that were holy to the Byzantine Christians. The Venetians gained control of Byzantine trade. Constantinople remained under western European control for about 60 years. The Byzantines eventually regained the city, but they never regained their strength. The once-mighty empire collapsed when the Turks seized Constantinople in 1453.

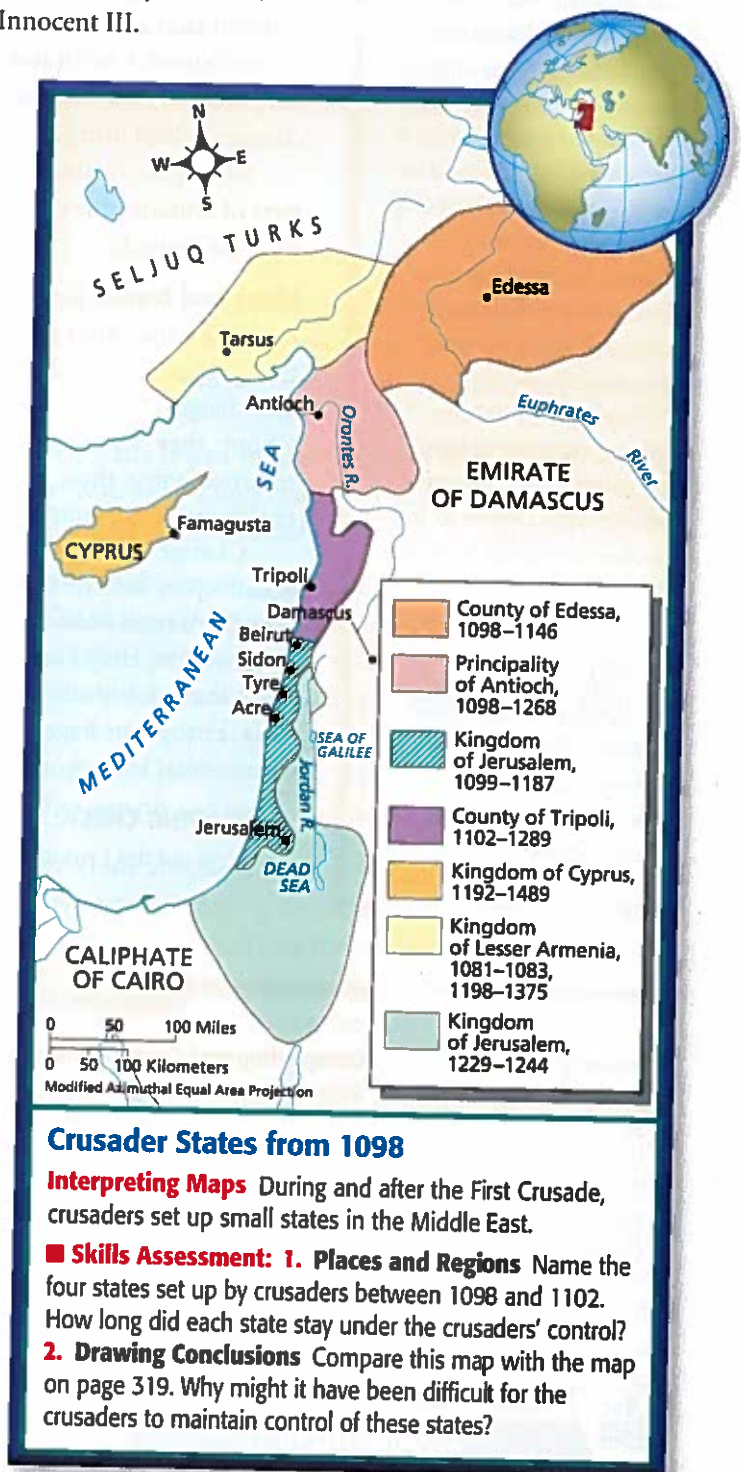
**Other crusades.** In 1212 the short-lived and unfortunate Children's Crusade took place. Young people from across Europe decided to march to the Holy Land and regain it for Christian Europe. The young crusaders lacked adequate training, equipment, and supplies. By the time they reached the Mediterranean coast, the army of children was little more than a hungry and disorganized mob. The pope sent some of them back home. Others reached southern France, where they were tricked into boarding ships that carried them off into slavery instead of to the Holy Land. Several thousand children, most from Germany and France, were lost in the course of this tragedy.

For many years, European crusaders tried to recapture the Holy Land. The Crusades continued until 1291, when the Muslims captured the city of Acre (ah-kruh). Acre was the last Christian stronghold in the Holy Land and, with its fall, the Crusades ended.

✓ **READING CHECK: Supporting a Point of View** What evidence would you give to show that from 1147 the Crusades were a failure?

## Results of the Crusades

The goal of the Crusades was to take the Holy Land from the Turks. All the Crusades except the first failed to reach that goal. By the end of the Crusades, the Muslims again controlled Palestine. In Europe, however, the Crusades helped bring about many changes.



### Crusader States from 1098

**Interpreting Maps** During and after the First Crusade, crusaders set up small states in the Middle East.

■ **Skills Assessment: 1. Places and Regions** Name the four states set up by crusaders between 1098 and 1102. How long did each state stay under the crusaders' control?

**2. Drawing Conclusions** Compare this map with the map on page 319. Why might it have been difficult for the crusaders to maintain control of these states?

## CONNECTING TO GEOGRAPHY

### The World of Arab Geographers

In Chapter 11 you read how Europeans learned about the geographical achievements of the Muslims. Arab geographers had published the world's first climatic atlas in the 900s. One Arab geographer, al-Muqaddasi, wrote a geographic encyclopedia in which he discussed not only physical systems such as climate and land but also human systems such as religion, society, commerce, and agriculture.

During the 1100s the great geographer al-Idrisi completed his *Amusement for Him Who Desires to Travel Around the World*. He is also credited with creating the world's first globe.

#### Understanding Geography

What effect might such new geographical knowledge have had on Europeans?

**Weapons and warfare.** During the Crusades, the weapon of choice for many European soldiers was the crossbow. This weapon was a powerful bow that was held horizontally. It fired a short, heavy arrow called a bolt with the pull of a trigger. The crossbow required far less skill to use than did the traditional bow. Yet it was a deadly weapon that was capable of penetrating chain mail and plate armor. From the Byzantines and Muslims, Europeans also discovered new ways to wage war. For example, they learned how to undermine walls and use catapults to throw rocks. From the Muslims, they may have learned about gunpowder.

**Political changes.** To raise money to go on crusade, some lords had sold their land. Without land, they had no power in the feudal system. Many nobles also died fighting in the Crusades. With fewer lords, the power of European kings grew stronger. The kings placed new taxes and led armies drawn from their entire country. All these changes helped bring an end to feudalism.

During the Crusades, the Christian church became more powerful also. As organizers of crusades, the popes took on more importance. This was particularly true after the First Crusade.

**Ideas and trade.** Between 1096 and 1291, thousands of crusaders traveled through the Holy Land. They exchanged ideas with crusaders from other parts of Europe. They also gained knowledge from the Byzantines and Muslims whom they met. When the crusaders returned home, these new ideas helped to enrich European culture.

Changes in trade also took place. Italian cities became major trading centers. Ships from Italian cities carried crusaders to the Holy Land. The ships came back loaded with foods from southwest Asia. Europeans began buying such goods as apricots, lemons, melons, rice, and sugar.



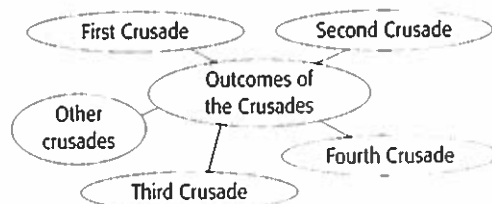
Map drawn by Arab geographer al-Idrisi

✓ **READING CHECK: Summarizing** In what ways did the Crusades change Europe?

## SECTION 1 REVIEW

1. **Identify** and explain the significance:  
Seljuq Turks  
Urban II  
Crusades  
Saladin  
Children's Crusade

2. **Comparing and Contrasting** Copy the web diagram below. Use it to compare and contrast the outcomes of the first four Crusades.



3. **Finding the Main Idea**

- What issues led to the Crusades?
- What long-term importance did the Crusades have for Europe?

4. **Writing and Critical Thinking**

**Identifying Cause and Effect** Imagine you are a soldier during the Crusades. Write a field report identifying how new technology is changing the way you fight.

**Consider:**

- new forms of technology used by Muslims and Europeans during the Crusades
- how this technology affected warfare

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## SECTION



### READ TO DISCOVER

- 1 What factors led to the revival of trade in Europe?
- 2 What kinds of goods were traded, and why did fairs begin?
- 3 What important business developments resulted from the growth of trade?

### DEFINE

barter economy  
domestic system  
usury  
capital  
market economy

### WHY IT MATTERS TODAY

Many nations have entered trade agreements with rules about prices and taxes, somewhat like the Hanseatic League. Use  or other **current event** sources to find examples of trade agreements among nations today. Record your findings in your journal.

 [www.cnn.com](http://www.cnn.com)

# The Revival of Trade

### The Main Idea

The Crusades spurred a revival of trade and led to economic growth throughout western Europe.

### The Story Continues

*It is fair day in a medieval town.*

*Merchants from throughout Europe and even Asia and Africa hoist colorful tents and stalls and display their wares: spices from the East, silk from China, woolens from Flanders, cheese, leather goods, jewelry. Entertainers arrive as well—jugglers, acrobats, and musicians. Such a fair would not have been found 200 years earlier. After the Crusades, however, a fair was held somewhere on almost any given day of the year.*

## Trade Routes

After the collapse of the Roman Empire in the 400s, trade almost died out in western Europe. With the rise of the Middle Ages, manors grew or made nearly everything they needed. Towns and cities, which depended on trade and manufacturing, shrank in population.

Because of the Crusades, trade began to grow again in Europe. Italy was the earliest site of this trade revival. Towns and trade had declined less there. Lying between northern Europe and southwest Asia, Italy's location also favored trade.

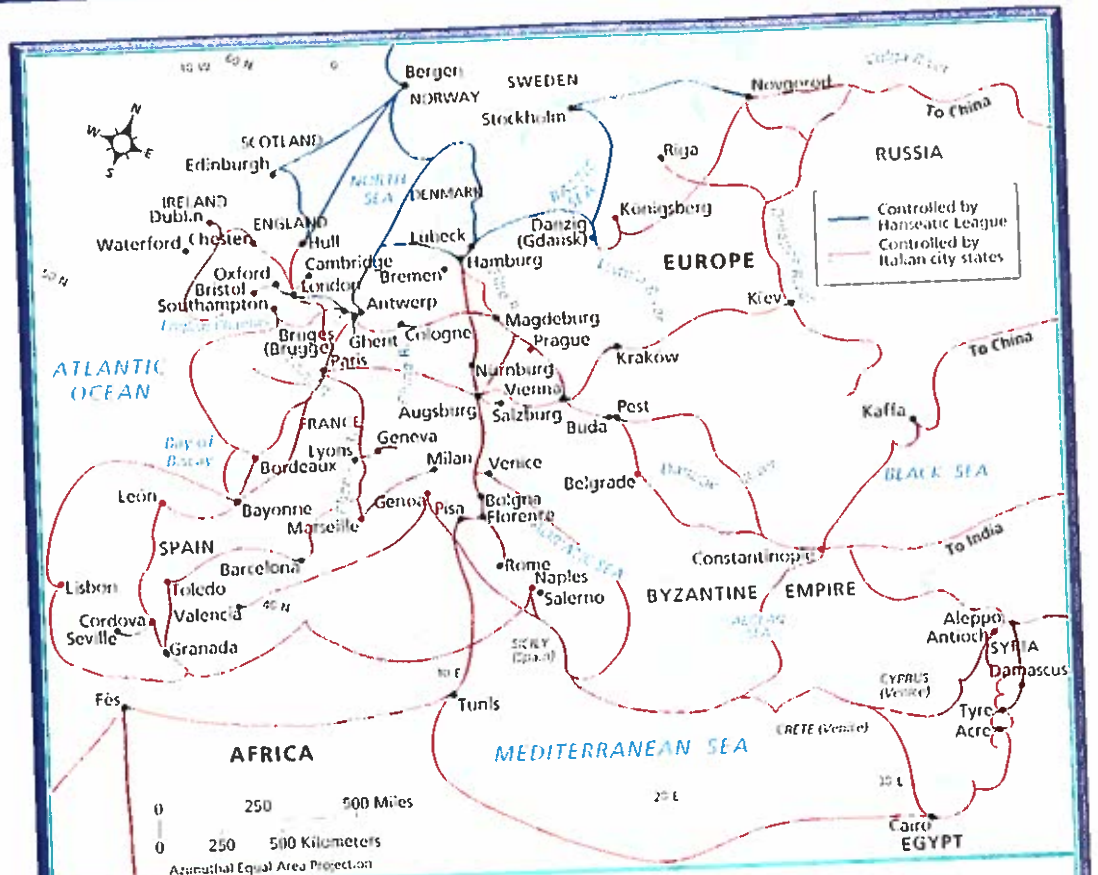
**Trade in Italy.** Northern Europeans wanted Asian goods, and those goods could be bought in southwest Asia. The Italian city-states of Genoa, Pisa, and Venice became important trading centers, acting as go-betweens for traders from Asia and northern Europe. The Crusades increased this trade. Ships from Italian city-states carried crusaders to Palestine. On their return trips, they brought back goods from Asia. These goods then traveled overland from Italy into central and northern Europe. This overland trade route led to the growth and increasing wealth of cities along its path.

**Trade in northern Europe.** Trade also began to grow again in northern Europe. Kiev, in what is now Ukraine, became a trading center. Before the year 1000, Viking traders from Kiev traveled to Constantinople. There they collected goods from Asia to bring back to cities in northern Europe.

Flanders became another important northern trading center. Now a part of Belgium, France, and the Netherlands, Flanders in the 1100s was the meeting point of several trade routes. Many traders came to Flanders from England, France, Germany, or countries along the Baltic Sea. They were eager to buy the fine woolen cloth made there. Flemish cities such as Bruges and Ghent grew in population and wealth.

**The Hanseatic League.** German cities on the Baltic and North Seas also became important trading centers. The most important were Bremen, Hamburg, and Lübeck. Germany's weak central government could not control trade. For that reason, the German trading cities joined together to form the Hanseatic League. In time, about 100 cities were members of the league. They set up trading posts in England, Flanders, Russia, and Scandinavia. During the 1300s and 1400s, the Hanseatic League increased trade in northwestern Europe.





### Trade Routes of the Middle Ages

**Interpreting Maps** Medieval overland trade routes linked eastern and western Europe.

- **Skills Assessment: 1. Human Systems** Who controlled most of the trade routes in Europe?
- 2. Evaluating** Why did they not control trade in the North Sea and Baltic Sea?

The rules of the Hanseatic League were strict. Any member city that did not follow the league's rules lost its trading rights. Sometimes a country's ruler took away the rights of a Hanseatic trader. When that happened, the league stopped shipping goods to that country. This placed great pressure on the ruler to restore the trader's rights. League members also waged wars to win back trading rights.

✓ **READING CHECK: Making Generalizations** How did the geographic locations of Italy, Kiev, and Flanders and the power of the Hanseatic League revive trade in Europe?

### Trade Goods and Markets

The Crusades had increased Europeans' demand for goods from Asia, especially those goods considered "exotic" or new. European merchants in the Middle Ages made their highest profits trading in luxury goods, including dyes, medicines, silks, and spices. Europeans also wanted manufactured goods such as cotton cloth, linen, and art objects. Moreover, Asia supplied Europe with fruit, grain, and rugs. In exchange Europe offered its own goods and products. Baltic countries traded fish, fur, and timber. Leather, oil, and soap came from Spain, and France produced wine. Venice exported glassware, and England and Flanders traded fine woolen cloth.

As trade grew, merchants needed places where they could exchange goods. Many villages held weekly market days. These local markets, however, did not attract large crowds. Then some merchants started selling goods during church festivals. Some local rulers also allowed fairs for the sale of imported goods. They placed a tax on each item that was sold. In return for the taxes, local rulers arranged special services for merchants. Armed guards protected merchants from robbery. They also kept the fairgrounds safe for everyone.

The most important and best-known fairs were held in Champagne. This section of northeastern France was on the trade route from Italy. At different times each year, four towns in Champagne held six fairs. Each fair lasted 49 days.

At first, business at fairs was done through a simple **barter economy**. Goods and services were exchanged for other goods and services without using money. As the fairs grew larger, a fixed value was placed on goods. This value could be in terms of goods, services, or money. However, local rulers each issued their own coins. Money changers placed a value on currencies from one region in relation to currencies from another region. Based on their value, money changers then exchanged coins from one region for coins of another. Little money ever changed hands at fairs. Buyers and sellers, however, started thinking of the value of a good in terms of money.

Although the major purpose of fairs was the buying and selling of goods, they became important social events as well. Fairs provided entertainment with clowns, jugglers, and musicians. People traveled from great distances to attend the large fairs. They met other travelers and shared news and ideas. In that way, fairs helped people broaden their outlook on the world.

✓ **READING CHECK: Finding the Main Idea** Why were fairs important during the Middle Ages?

## Manufacturing, Banking, and Investment

The revival of trade in Europe during the Middle Ages led to three important business developments, each of which greatly affected economic life and progress down to the present day. During these years a new system of manufacturing began, a banking system developed, and the practice of investing wealth started.

**Manufacturing.** The system of manufacturing that developed during the Middle Ages was called the **domestic system**. Manufacturing took place in workers' homes rather than in a shop or factory. A good example of the domestic system was the woolen industry. An individual would buy wool and then hand it out to several workers. Each worker completed a different task, such as spinning, weaving, or dyeing. Then the owner of the wool collected the spun wool or finished cloth and sold it at the highest possible price. The domestic system began in towns but gradually spread to the countryside.

*The annual fair at Lendit, France*



## CONNECTING TO Economics

### Trade Fairs of the Middle Ages

Fairs in the Middle Ages were colorful events. They were also the main method of carrying out trade. Because of the fairs, easier ways to trade developed.

For example, some goods were sold by length or weight. Because people came from all over Europe to trade fairs, a standard system of weights and measures was needed. The troy weight was set to weigh gold and silver. This weight, named for the town of Troyes, France, is still used today.

Trade fairs also helped develop the bill of exchange. This note was a written promise to pay a sum of money at a later time.

### Understanding Economics

**Why did new ways of carrying on trade develop from fairs?**

**Banking.** Another new business system of the later Middle Ages was banking. The word *bank* comes from the old Italian word *banca*, meaning “money changer’s bench.” Money changers were the first bankers. Besides exchanging currencies at fairs, money changers began to provide other services. Lending money was the most important service early bankers offered. Rulers, nobles, and merchants often borrowed money to pay for their activities. During the early Middle Ages, Jews, who were not allowed to own land or join most groups for skilled workers, became the main moneylenders. The Christian church did not allow **usury** (yoo-zhuh-ree), or charging interest on loans. By the late Middle Ages, however, some Christians had also become moneylenders. Most law codes by then allowed the collection of interest on loans for business matters.

Bankers also made it easier to move money from one place to another. They developed special notes called bills of exchange. These notes were used in place of money. For example, a merchant might deposit money with a banker in Ghent in return for a bill of exchange in the amount of the deposit. The merchant could then cash the bill of exchange with a banker in Venice. This system was somewhat like present-day checking accounts.

**Investing.** In the later Middle Ages, Europeans began investing capital. **Capital** is wealth that is earned, saved, and invested to make profits. Sometimes, several people called investors formed a partnership. They put together their capital to pay for a new business. In that way, each partner shared in the cost. If the business made money, each partner would receive part of the profits.

Manufacturing, banking, and investing capital were the first steps toward the creation of a **market economy**. In a market economy, land, labor, and capital are controlled by individual persons. The medieval market economy formed the basis for our modern capitalist system.

✓ **READING CHECK: Summarizing** What new business systems developed because of the revival of trade in Europe?

This medieval illustration portrays aspects of banking and finance.



## SECTION 2 REVIEW

- Define** and explain the significance: barter economy, domestic system, usury, capital, market economy
- Identifying Cause and Effect** Copy the chart below. Use it to show which cities in Italy, northern Europe, and the Hanseatic League became important trading centers and explain why each did.

Italy	Northern Europe	Hanseatic League

- Finding the Main Idea**
  - What economic and social changes did fairs bring about in the Middle Ages?
  - How did the revival of trade lead to the domestic system, a banking system, and the investing of capital?

- Writing and Critical Thinking**

**Analyzing Information** Choose a town in Europe during the Middle Ages, and write an advertisement to attract people to its fair.

**Consider:**

- the location of the town
- goods that will be for sale and where they are from
- entertainment that will be provided

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## READ TO DISCOVER

- 1 What rights did townspeople gain during the later Middle Ages?
- 2 How did merchant and craft guilds contribute to their communities?
- 3 How did the growth of cities help lead to the decline of serfdom?

## DEFINE

merchant guild  
craft guilds  
apprentice  
journeyman  
middle class

## IDENTIFY

Black Death

## WHY IT MATTERS TODAY

Today different groups of workers organize into unions for many of the same reasons that medieval workers formed craft guilds. Use **CW** or other **current event** sources to find information about current union activities. Record your findings in your journal.



# The Growth of Towns

**The Main Idea**

The growth of European towns accompanied the revival of trade during the Middle Ages.

**The Story Continues** As trade increased in the late 900s, European towns grew larger and new towns sprang up. In the 1300s, however, the populations of both town and countryside throughout Europe would be devastated by, as the Welsh called it, “death coming into our midst like black smoke.”

## The Rights of Townspeople

Trade and cities generally grow together. As towns grew in the Middle Ages, townspeople saw that they did not fit into the manorial system. They played little part in the farming economy of villages. Instead, townspeople made their living by making and trading goods.

Manor lords, however, still controlled the towns. They would give up control only if given something in return. In some towns the people won self-government by peaceful means. In others, they resorted to violence. Some lords granted their towns charters of liberties. A charter was a written statement of the town’s rights. In time, townspeople throughout Europe gained four basic rights.

1. **Freedom.** Anyone who lived in a town for a year and a day became free. This included serfs who escaped from a manor to a town.
2. **Exemption.** Townspeople won the right of being exempt, or free, from ever having to work on the manor.
3. **Town justice.** Towns had their own courts. Leading citizens tried cases that involved townspeople.
4. **Commercial privileges.** Townspeople could sell goods freely in the town market. They could also charge tolls to outsiders who wanted to trade there.

✓ **READING CHECK: Summarizing** What rights did townspeople gain?

## Guilds

As trade increased, towns grew larger and richer. Merchants and workers began to unite in associations called guilds.

**Merchants.** In each town, a **merchant guild** had the sole right to trade there. Merchants from other towns or nations could trade there only if they paid a fee. Merchant guilds also helped their members and members’ families. For example, guilds looked after members who were in trouble and made loans to members. When guild members died, the guild aided the widow and children.



*This illustration from about 1480 depicts medieval craft workers at their trades: an apprentice grinding colors (bottom left), a fresco painter (top), and a chest painter (bottom right).*

**Workers.** In time, skilled workers came together in **craft guilds**. Each guild had members from a single craft, such as shoemaking or weaving. The craft guilds set rules for wages, hours, and working conditions. They also set standards for the quality of work. The guilds looked after ill members and those who could no longer work. Perhaps most important, the craft guilds controlled the training of skilled workers.

The master workers of each guild trained boys and men who wanted to join their guild. First, a boy served as an **apprentice**. His parents paid a master worker to house, feed, clothe, and train the boy. Apprentice training could take five to nine years. Next, the young man became a **journeyman**, a skilled worker who was paid wages by a master. After some time, a journeyman could become a master himself by making a **masterpiece**—a piece of work worthy of a master. If masters of the journeyman's

guild approved his masterpiece, the journeyman could open his own shop. He was then a guild member. Some girls also served as apprentices.

**The rise of the middle class.** In time, towns' guild members—merchants and master workers—became the **middle class**. They were between the class of nobles and that of peasants and unskilled workers. The middle class favored kings over nobles because kings could provide stable governments that would protect trade, business, and property. In turn, kings looked to the middle class for advice. They also gave members of the middle class jobs in government. In these ways, during the later Middle Ages the middle class started to gain power.

✓ **READING CHECK: Problem Solving** If you were a young person in the Middle Ages who wanted work, how might a guild help you?

## Medieval Towns

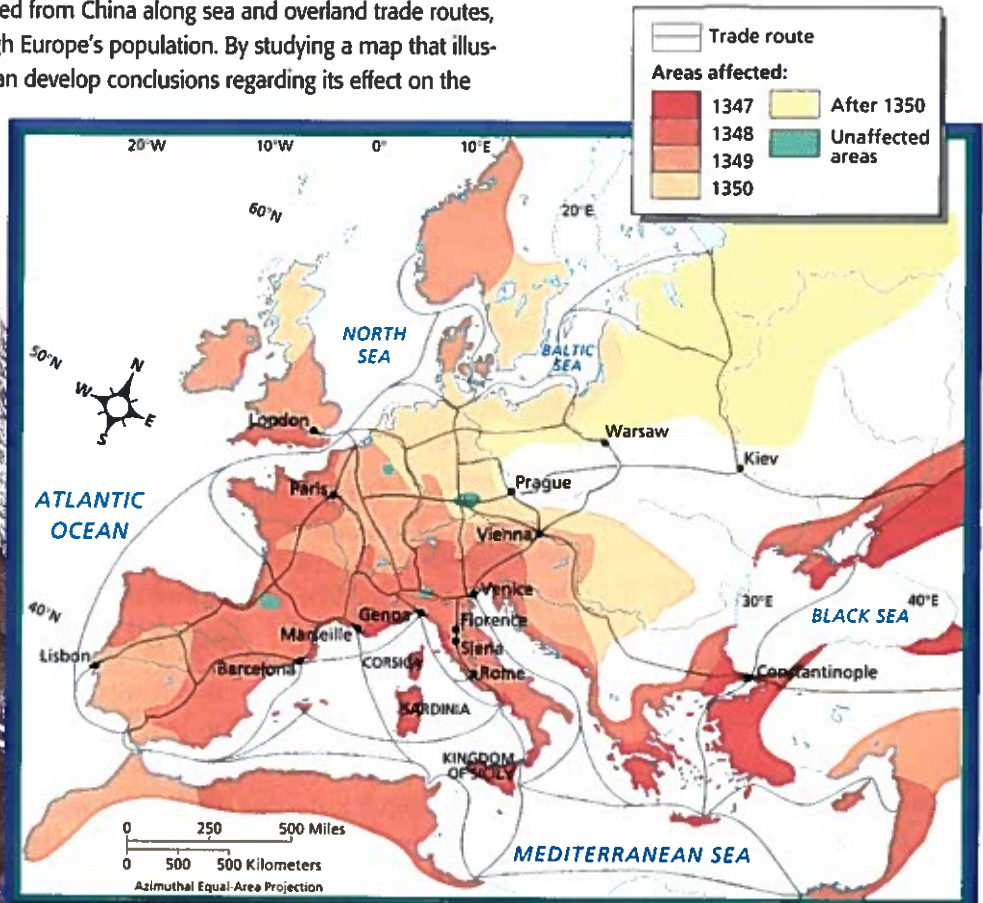
In the Middle Ages, most northern and western European cities had fewer than 2,000 people. A few cities were larger. By the 1200s, for example, about 150,000 people lived in Paris. Growing commercial cities like London, Ghent, and Bruges had about 40,000 residents each.

**Town life.** Towns offered serfs a chance to improve their lives. Some serfs escaped to towns to gain freedom. Others were pushed off the land as farming methods changed. They moved to cities to find jobs. Serfs who stayed on the manors sold their crops in town markets. They paid the manor lord with money rather than with their labor.

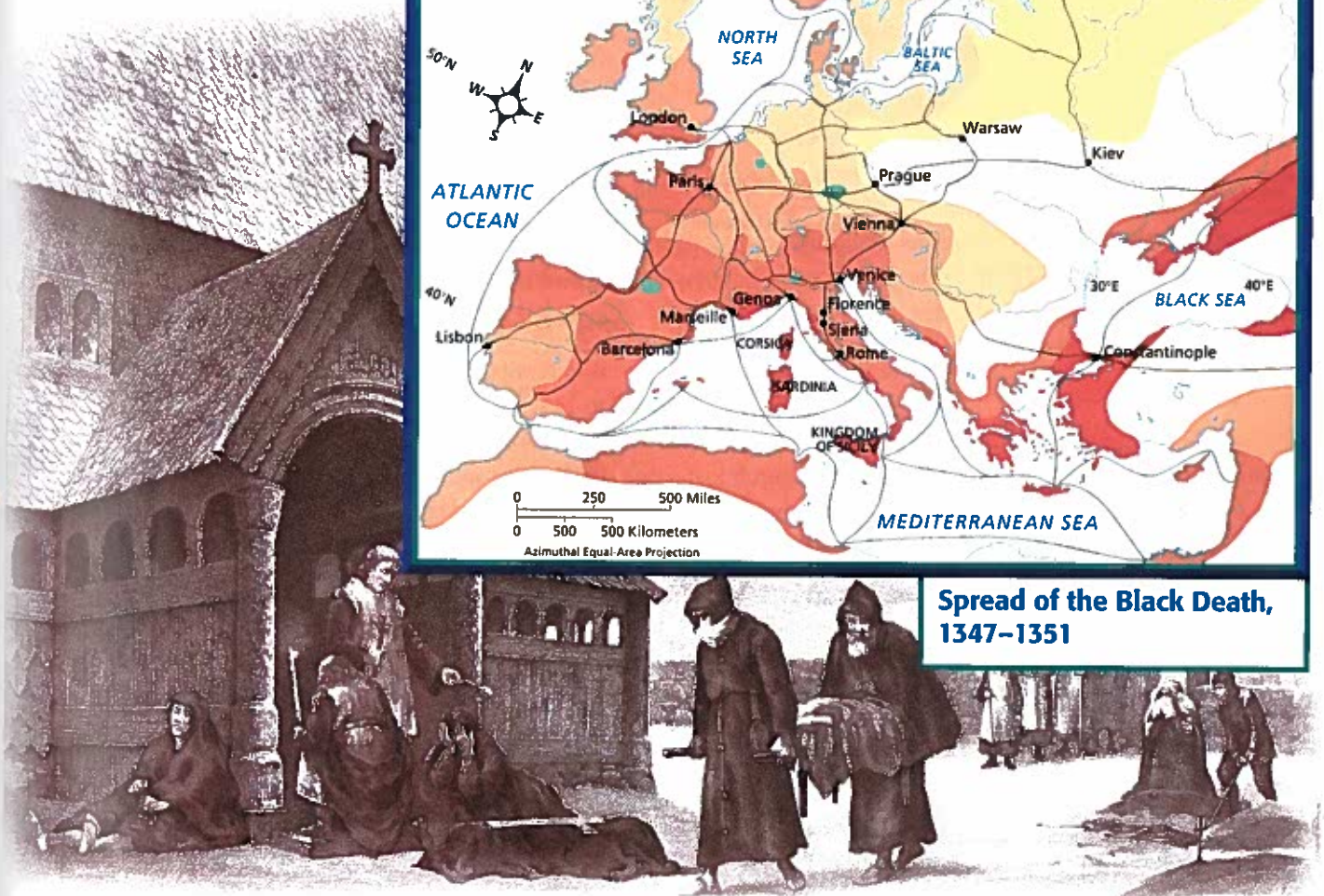
In the Middle Ages, cities often stood on hilltops or lay along river bends. Such locations made cities easier to defend. Most cities had little land, so houses were built several stories high. Each story extended a little beyond the one below it. At their tops, the houses almost touched over the middle of the street, darkening the narrow roadway below. Cities also had large public buildings, including churches or cathedrals, town halls, and guild halls.

# The Spread of the Black Death

Between 1347 and 1351, Europe and the Mediterranean world were devastated by the “Black Death”—a deadly plague. Carried from China along sea and overland trade routes, the Black Death quickly swept through Europe’s population. By studying a map that illustrates the spread of the plague, we can develop conclusions regarding its effect on the civilization of the late Middle Ages.



Spread of the Black Death, 1347–1351



### Skills Reminder

To use a map to analyze historical patterns, define the map’s overall topic. Then identify the historical context of the map and the events or changes it is designed to illustrate. Connect the information on the map to the historical context of the subject. Analyze the change, trend, or pattern that is illustrated by the map and build a hypothesis to explain why it took place. Finally, determine how the map helps to show the change, pattern, or trend that came to represent a new historical reality.

### Skills Practice

Study the map above and answer the following questions:

- 1 How was the plague carried from Marseille to North Africa? From Marseille to Paris?
- 2 Why might Paris have been stricken by the plague earlier than London but later than Constantinople?
- 3 Why might the plague have been slower to reach eastern Europe than it was to reach western and northern Europe?



**The devastating plague of 1347 through 1351 was carried by flea-infested rats.**

**The Black Death.** The growing cities of the Middle Ages could be exciting places. However, many were also dark, unsafe, dirty, and unhealthy. There were no streetlights or police. People did not go out alone at night for fear of robbers. Waste was dumped into open gutters. For that reason, diseases spread quickly through the crowded cities.

Beginning in 1347, one such disease, a terrible plague called the **Black Death**, swept through Europe. The plague began in Asia and spread along busy trade routes.

It entered ports by way of trading ships. Black rats on the ships carried the disease. The plague was spread to people by bites from fleas on the rats.

No one knows the exact number of plague deaths in Europe. They happened so rapidly and in such great numbers that often survivors could not keep up with burying the dead.

### Analyzing Primary Sources

**Drawing Conclusions** What effect would such circumstances have on people's beliefs and morale?

*History Makers Speak*

“They died by the hundreds, both day and night, and all were thrown in . . . ditches and covered with earth. And as soon as those ditches were filled, more were dug. And I buried my five children with my own hands.”

Angelo di Tura, quoted in *The Black Death*, by Robert S. Gottfried

Some entire villages and towns were wiped out. By some estimates, about 25 million people died in Europe from 1347 to 1351—about one-third of the entire population.

The Black Death caused many changes in Europe. People's faith in God was shaken. The church lost some of its power and importance. Relations between the upper classes and lower classes changed. Workers, now in short supply, demanded higher wages. In several European countries, peasants staged uprisings.

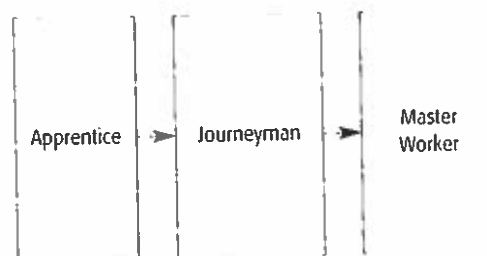
✓ **READING CHECK: Analyzing Information** What role did towns and cities begin to play in the lives of serfs?

## SECTION 3 REVIEW

1. **Define** and explain the significance:  
 merchant guild  
 craft guilds  
 apprentice  
 journeyman  
 middle class

2. **Identify** and explain the significance:  
 Black Death

3. **Sequencing** Copy the flowchart below. Use it to show the sequence of steps required to become a guild member.



4. **Finding the Main Idea**

- How would the rights won by townspeople help break down manorialism?
- How did merchant and craft guilds help their members?
- How did the growth of towns and the Black Death lead to the decline of serfdom?

5. **Writing and Critical Thinking**

**Categorizing** Write a short report that gives the advantages and disadvantages of living in a medieval city.

**Consider:**

- the rights of townspeople
- health and safety factors
- opportunities for work

**go. com** **Homework Practice Online**  
 keyword: SH3 HP5

## SECTION

## 4

## READ TO DISCOVER

- 1 How did languages and literature change during the Middle Ages?
- 2 In what ways did education change?
- 3 What developments were made in philosophy and science?
- 4 What kind of architecture characterized the later Middle Ages?

## DEFINE

vernacular languages  
troubadours  
scholasticism

## IDENTIFY

Dante Alighieri  
Geoffrey Chaucer  
Peter Abelard  
Thomas Aquinas  
Gothic

## WHY IT MATTERS TODAY

Styles of architecture continue to change today, just as they did during the Middle Ages. Use [CNN](#) or other **current event** sources to find examples of recent buildings designed in new styles. Record your findings in your journal.

[CNN](#) student  
NEWS.com

# Life and Culture in the Middle Ages

**The Main Idea**  
Much of medieval European life and culture centered on the Christian church and faith.

**The Story Continues** *"There was a knight, a most distinguished man, / Who from the day on which he first began / To ride abroad had followed chivalry, / Truth, honour, generousness, and courtesy." Early civilizations arose only after humans had settled in towns and cities. In much the same way, medieval culture—as shown in the lines of poetry above—could flourish once city life regained importance.*

## Language and Literature

Throughout the Middle Ages, European culture underwent many changes. Some of these changes took place in language and literature. Since the collapse of the Roman Empire, Latin had remained the written and spoken language of educated people in western Europe. However, people with little education spoke **vernacular languages**. These languages were everyday speech that varied from place to place. Present-day French, Italian, and Spanish came from early vernacular languages that were related to Latin. Present-day English and German came from other vernacular languages.

*This manuscript from the 1200s shows a traveling singer performing.*







After reading more about Geoffrey Chaucer on the Holt Researcher, identify some of the universal themes in his works that still make them relevant today.

Analyzing Primary Sources

Identifying a Point of View How does the author of the epic poem portray Roland?

Dante's *The Divine Comedy* masterpiece describes an imaginary journey in which he is guided through heaven by Beatrice, a woman he loves in a spiritual way.



**Early vernacular literature.** During the Middle Ages writers began to use vernacular languages in their works. Troubadours' songs were one of the first forms of vernacular literature. Troubadours were traveling singers who wrote poems about love and chivalry. They sang their love poems in castles and in towns.

Romances, or fictional stories, written in vernacular were popular with medieval audiences. The best-known English romances were the adventures of King Arthur and his Knights of the Round Table.

Also popular were the French *fabliaux* (fab-lee-oh). These were short comic stories written in rhymed verse. The *fabliaux* laughed at the high ideals of chivalry, human foolishness, and the clergy. Animal stories, or fables, such as "Reynard the Fox," delighted medieval audiences too.

Another kind of vernacular literature was the national epic— a long poem about a hero. France's national epic was *The Song of Roland*, written in about 1100. The poem is set during the period of Charlemagne's wars with the Moors. It describes the death of Roland, one of Charlemagne's brave, loyal knights.



“Roland with pain and anguish winds  
His Olifant [horn], and blows with all his might.  
Blood from his mouth comes spurting scarlet-bright.  
He's burst the veins of his temples outright.  
From hand and horn the call goes shrilling high:  
King Carlon [Charlemagne] hears it who through  
the passes rides . . .  
Quoth Charles: 'I hear the horn of Roland cry!  
He'd never sound it but in the thick of fight.'”

From *The Song of Roland*

Drama written in vernacular languages also developed during the Middle Ages. Miracle plays, morality plays, and mystery plays were short dramas with religious or biblical themes. At Christmas and Easter, the plays were sometimes part of church services. Later, as towns grew, they were also presented in town marketplaces. A favorite play was *Noye's Huddle*, "Noah's Flood."

**The flowering of vernacular literature.** During the Middle Ages vernacular literature reached its height in the works of two great medieval writers, Dante Alighieri and Geoffrey Chaucer. Dante Alighieri, commonly known simply as Dante, was born in the region of Tuscany, Italy, in 1265. He wrote his poems using the Tuscan form of Italian. People throughout Italy read Dante's works. In that way, the Tuscan dialect became Italy's written language. Today Dante is thought of by many historians and other scholars as the father of the Italian language.

Many readers consider *The Divine Comedy* to be Dante's greatest work of literature. In the course of this remarkable creative piece, Dante takes an imaginary journey through the three realms where a Christian soul might go after death. The three scenes of Dante's narrative include hell, purgatory, and heaven. The author placed his friends and supporters in heaven and his political enemies in hell. Dante used his descriptive narrative to point out the faults that he saw in Italian society.

Geoffrey Chaucer's writing and imagination had a great influence on literary styles and approaches. Chaucer was born in England about 1340 and spent much of his life in service to the English crown. He fought in France and, for about 10 years, served as a diplomat throughout western Europe. He was elected to the English Parliament in 1386.

Chaucer's most famous work is *The Canterbury Tales*, a group of stories told from the point of view of about 30 pilgrims traveling to the shrine of Saint Thomas à Becket at Canterbury. Chaucer's pilgrims poke fun at English society, especially at the clergy. Many church people, Chaucer believed, had made service to the church a profitable occupation rather than a spiritual calling.

Chaucer wrote numerous works in addition to *The Canterbury Tales*. Like Dante before him, Chaucer wrote in the vernacular, in the dialect known as Middle English, a forerunner to the modern English of today. Chaucer's use of the dialect and the popularity of his works gave Middle English great literary prestige. Later writers and poets followed his example by crafting their works in the vernacular.



*Pilgrims in a scene from The Canterbury Tales*

✓ **READING CHECK: Summarizing** What important changes took place in language and literature in the Middle Ages? Why?

## Education

During the early Middle Ages, few people received an education. Those who did were mainly nobles and the clergy. Schooling was carried out at monasteries and in churches. As towns grew larger, however, other schools opened. These schools were somewhat like the schools in Athens under Plato and Aristotle. A teacher would set up a school and try to attract students. He admitted any males who wanted to study and could pay a fee.

In time, teachers and students united to form guilds to protect and gain rights for themselves. Such a guild was called a *universitas*, Latin for “association of people.” Later, the word *university* came into use.

Between the late 1000s and the late 1200s, four great universities developed. The universities in Paris and at Oxford in England were best known for teaching theology, the study of religious beliefs, as well as the liberal arts—Latin, logic, rhetoric, mathematics, astronomy, and music. Students at the University of Bologna in Italy studied civil law and church law. The University at Salerno taught medicine.

By the end of the 1400s, many more universities had opened throughout Europe. By that time, all universities had the same programs. Students had to pass certain stages of study before receiving their degrees. The first degree was the bachelor of arts, which was similar to finishing an apprenticeship in a craft guild. After more studying and tests, students could receive the master of arts degree. At that point, students were admitted to the guild of teaching. Some students then went on to study law, medicine, or theology.

✓ **READING CHECK: Comparing** How were medieval universities like guilds?



*A lecturer teaches at a medieval university.*



## HISTORY MAKER

**Thomas Aquinas**  
(c. 1224–1274)

Thomas Aquinas was one of the greatest scholars of the Middle Ages. His *Summa Theologiae* is among the most important works of the medieval religious philosophy known as scholasticism.

Aquinas, a Dominican friar, became the official philosopher of the medieval church. He argued that science and reason were not in conflict with faith. One of his most famous arguments was his rational proof of the existence of God. Aquinas's approach to logic was based in part upon the ideas of Aristotle and of several Arab thinkers.

**How did Thomas Aquinas's faith affect his scholarly work?**

## Philosophy and Science

Muslim scholars had kept the works of Greek and Roman philosophers and scientists alive. During the Middle Ages, this knowledge was passed on to Europeans.

**Philosophy.** Medieval European philosophers tried to make Aristotle's ideas work with those of early church writers. Aristotle placed the most importance on human reason. For the church writers, however, faith was most important. This attempt to bring together faith and reason is called **scholasticism**.

**Peter Abelard**, an important philosopher of scholasticism, taught in Paris in the 1100s. Abelard wrote a book called *Sic et Non* ("Yes and No"), which raised many questions about the church's teachings. In it he included quotations from the Bible, statements from popes, and writings of church philosophers. Abelard showed that many of them conflicted with one another.

Probably the greatest medieval philosopher was **Thomas Aquinas**, a monk of the Dominican order. His principal work, *Summa Theologiae*, summarized medieval Christian thought.

**Science.** Few advances were made in science during the Middle Ages. The Bible and the church were the main sources for information about the world. Only two subjects received serious attention: mathematics and optics, the study of light. Europeans did make some technical advances that helped with everyday life, however. They designed better winches and pulleys to make lifting and pulling heavy objects easier. They made iron plows and better oxen yokes to make farming easier. Europeans also began to use windmills and waterwheels, inventions for drawing water that had been invented in Asia.

✓ **READING CHECK: Making Generalizations** How did religion affect philosophy and science during the Middle Ages?

## Architecture

During the Middle Ages, church architecture was the main art form. Between about 1000 and about 1150, most architects followed the Romanesque style of architecture. They used arches, domes, vaults, and low horizontal lines in their churches. This style was like that used in the Roman Empire. A Romanesque church had a heavy domed stone roof. To support the roof, the walls were low with few windows. As a result, these churches were very dark inside.

During the mid-1100s, master builders developed a different style of church architecture. Many people did not like the new style and called it **Gothic** after the barbarian Goths. Gothic churches had tall spires. On the outside walls, builders placed rows of supporting structures called flying buttresses. The flying buttresses were connected to the church's walls with arches and carried part of the roof's weight. The church's walls could therefore be high and thin. Everything in Gothic churches—pointed arches, tall spires, and high walls—reached toward heaven.

Large stained-glass windows were set in the high walls. They filled the inside of the churches with light. Statues of the holy family, saints, and rulers lined the inside of Gothic churches, and relief sculptures adorned the walls.

The Gothic church was an example of how life had changed in the later Middle Ages. This tall building towered above the growing town around it. Traders did business in the marketplace near its walls. Religious plays were presented within and



#### INTERPRETING THE VISUAL RECORD

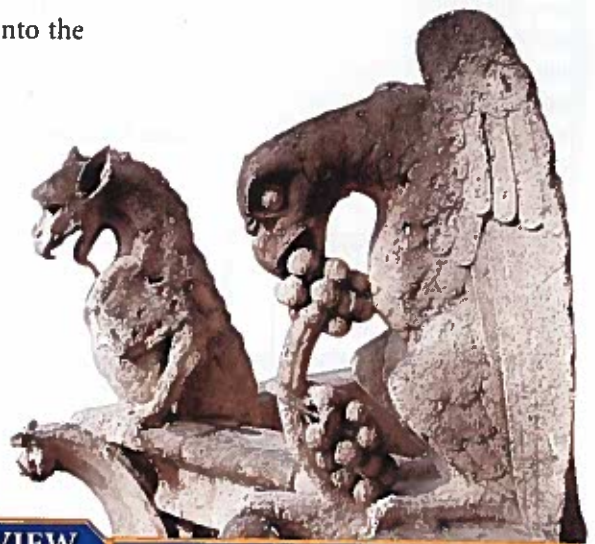
**Cathedral of Notre Dame in Paris** The Cathedral of Notre Dame is a good example of Gothic architecture. Its high walls hold large stained-glass windows. Flying buttresses support the walls. *When looking at this cathedral, in what direction are the viewer's eyes pulled—up, down, or sideways? Why is this so?*

outside it. The highest artistic skills of the medieval world went into the building of this monument to God.

Gothic cathedrals were constructed in many parts of Europe, including France, England, and Germany. One of the earliest of these magnificent structures, begun in about 1140, was the abbey of Saint-Denis in Paris. Construction of the towering cathedral of Notre Dame, also in Paris, began in the early 1160s and continued in stages for about a century thereafter.

✓ **READING CHECK: Contrasting** How did the Romanesque and Gothic styles of church architecture differ from each other?

*These gargoyles are found on the exterior of the Cathedral of Notre Dame.*

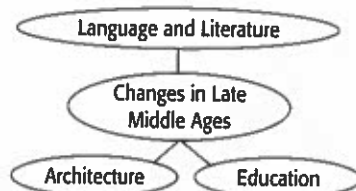


### SECTION 4 REVIEW

**1. Define** and explain the significance: vernacular languages  
troubadours  
scholasticism

**2. Identify** and explain the significance: Dante Alighieri  
Geoffrey Chaucer  
Peter Abelard  
Thomas Aquinas  
Gothic

**3. Summarizing** Copy the web diagram below. Use it to list ways in which language and literature, education, and architecture changed during the Middle Ages.



**4. Finding the Main Idea**

- How did the writings of Dante and Chaucer reflect the history of the cultures in which they were produced?
- How did the church and religion influence medieval philosophy, science, and architecture?

**5. Writing and Critical Thinking**

**Making Generalizations** Write an outline for a drama that might have been performed during the Middle Ages.

**Consider:**

- how medieval dramas reflected the culture of the times
- how vernacular language influenced them



**Homework Practice Online**

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## SECTION

## 5

# Wars and the Growth of Nations

## READ TO DISCOVER

- 1 How did the Hundred Years' War affect England and France?
- 2 How did Spain's rulers both strengthen and weaken their nation?
- 3 Why did the Holy Roman Empire remain weak throughout the later Middle Ages?

## IDENTIFY

Hundred Years' War  
War of the Roses  
Henry Tudor  
Joan of Arc  
Louis XI  
Ferdinand  
Isabella  
Habsburg

## WHY IT MATTERS TODAY

England and France have continued to be rivals at certain times but allies at others. Use [CNN.com](http://www.cnn.com) or other **current event** sources to find out how these two nations, along with other western European countries, have attempted to work together economically in recent years. Record your findings in your journal.

[CNN.com](http://www.cnn.com)  
[WS.com](http://www.ws.com)

### The Main Idea

The late Middle Ages saw the development of individual nations united under strong monarchs.

**The Story Continues** *Americans today fly the American flag and sing the national anthem to show their patriotism, or feeling of loyalty to their country. Under feudalism in the early Middle Ages, people of a country did not feel any such loyalty. This would change during the later Middle Ages, however, as states began to form and kings began to build their kingdoms as organized nations.*

## England

By the late Middle Ages, England's feudal lords had lost much of their power to its king. The new class of townspeople supported a strong king. A single system of law and courts and a larger army of soldiers helped strengthen the king. In addition, as the country prospered, more taxes were paid to the king.

In the early 1300s the English king Edward III also held land in France. This made him a vassal of the French king. This fact helped lead to a series of conflicts between England and France called the **Hundred Years' War** (1337–1453).

**The Hundred Years' War.** In 1328 the last male member of France's Capetian dynasty died. Edward III claimed the French throne. The French assembly chose Philip VI, the Count of Flanders, as king instead. In 1337 Edward brought an army to Flanders, hoping to gain control of this rich trading area.

Thus the Hundred Years' War began. It continued for 116 years as a series of raids and battles. Sometimes there were long periods of uneasy peace. England won many battles but lost the war. By 1453 France controlled all of England's French lands except Calais.

The Hundred Years' War saw the use of new weapons in Europe. At the Battle of Agincourt (AJ-uhn-kohrt) in 1415, English foot soldiers used longbows. With these bows they could fire arrows quickly, hitting targets up to 200 yards away. French knights on horseback were no match for the English and their



## INTERPRETING THE VISUAL RECORD

**The longbow** The six-foot longbow and its three-foot arrows, accurate over a range of 200 yards, helped the English defeat the French at Agincourt. *How does this illustration suggest that longbows were important in battle?*

longbows. Both the English and the French used gunpowder and cannons in battle. Castles no longer provided protection for a feudal lord because one powerful cannon blast could break through a castle's wall. Longbows, gunpowder, and cannons further weakened knightly warfare.

Besides loss of life and land, the Hundred Years' War had another important effect on England. Parliament, particularly the House of Commons, gained more power over the king. Members of the House of Commons were angry about the way the war was going. They won the right of a special council to advise the king and the right to consider new taxes before they were discussed by the House of Lords. By the late 1300s, the king needed Parliament's consent on all special taxes.

**The War of the Roses.** Shortly after the Hundred Years' War ended, a war for England's throne began. In 1455 the York and Lancaster families started the War of the Roses. The white rose was the badge of the House of York. The red rose was used by the House of Lancaster. In 1485 Henry Tudor of the House of Lancaster won the war. He defeated King Richard III of York. However, Henry married a daughter from the House of York. As King Henry VII, he set up a strong monarchy in England once again.

✓ **READING CHECK: Identifying Cause and Effect** Why did the Hundred Years' War begin and what were its results?

## France

During the Hundred Years' War, France suffered more than England because the war took place on French soil. Bands of English soldiers robbed the people and destroyed their property. Even during times of peace, the French people starved.



“And in truth when good weather came, in April, those who in the winter had made their beverages from apples and sloe plums emptied the residue of their apples and their plums into the street with the intention that the pigs of St. Antoine would eat them. But the pigs did not get to them in time, for as soon as they were thrown out, they were seized by poor folk, women and children, who ate them with great relish, . . . for they ate what the pigs scorned to eat, they ate the cores of cabbages without bread or without cooking, grasses of the fields without bread or salt.”

Quoted in J.B. Ross and M.M. McLaughlin, eds., *The Portable Medieval Reader*

**A fight for the throne.** During the Hundred Years' War, a fight for power broke out within the royal family. The House of Burgundy sided with the English against the House of Orléans, preventing France from uniting against the English. Finally in 1429, with the help of a young girl named Joan of Arc, Charles VII of Orléans was crowned king of France. The French backed their king and drove the English out.



### France and the Hundred Years' War, 1337–1453

**Interpreting Maps** Until 1429 the English had won the major battles of the Hundred Years' War.

■ **Skills Assessment:**

- 1. Places and Regions**  
Which of the three powers represented by the map held the least amount of physical territory?
- 2. Finding the Main Idea**  
What battle marked the end of the Hundred Years' War, and who was the victor?

## HISTORY MAKER



Joan of Arc  
(c. 1412–1431)

Joan of Arc, the “Maid of Orléans,” is a revered figure in French history. Believing that God spoke to her through visions, Joan left home to aid the French king, Charles VII, in his struggle against the English. Her strong faith persuaded thousands to follow her into battle. Her most crucial test came when the teenage Joan led French troops to victory against the English at Orléans.

A short time later, Joan was captured by English troops. She was accused of heresy, tortured, and burned at the stake. Today Joan of Arc is a Catholic saint and a symbol of French patriotism. **What was Joan of Arc’s role in building the nation of France?**

**Holt**  
**Researcher**

go.hrw.com

**KEYWORD:** Holt Researcher

**FreeFind:** Joan of Arc

After reading more about Joan of Arc on the Holt Researcher, create a cause-and-effect chart showing how her religious faith influenced her actions, which ultimately affected political events in France.

**A return of strong kings.** During the Hundred Years’ War, the French Estates General controlled finances and passed laws. This representative assembly was similar to the English Parliament. It took its name from the groups that assembled for its meetings: clergy (First Estate), nobles (Second Estate), and common people (Third Estate). After the war, however, the Estates General lost some of its power.

In 1461 **Louis XI** followed Charles VII as king of France. Louis made the French monarchy even stronger. He set up a harsh but efficient government with high taxes. Through diplomacy and scheming, he seized the lands of the House of Burgundy. Under Louis, France became a united country. As in England, French feudal lords lost much power to their king. They kept many rights, however, and remained wealthy and important until the mid 1700s. French peasants, unlike those in England, gained little freedom. They still owed services to the manor and its lord.

✓ **READING CHECK: Supporting a Point of View** How would you support the view that France grew as a nation after the Hundred Years’ War?

## Spain

Spain became a united nation in 1479 under **Ferdinand** of Aragon and **Isabella** of Castile. In 1492 the Spanish army captured Granada, the last stronghold of the Moors, or Muslims, in Spain. In 1515 Ferdinand and Isabella added the kingdom of Navarre to their territory. Ferdinand and Isabella took powers away from church courts and from the nobles. Fervent Catholics, they did not look kindly on non-Christians in Spain. In 1492 they ordered all Jews to become Christians or leave Spain. Later, they gave the Moors the same choice. Most Jews and Moors did leave the country. As a result, Spain was robbed of many of its leaders in industry and trade.

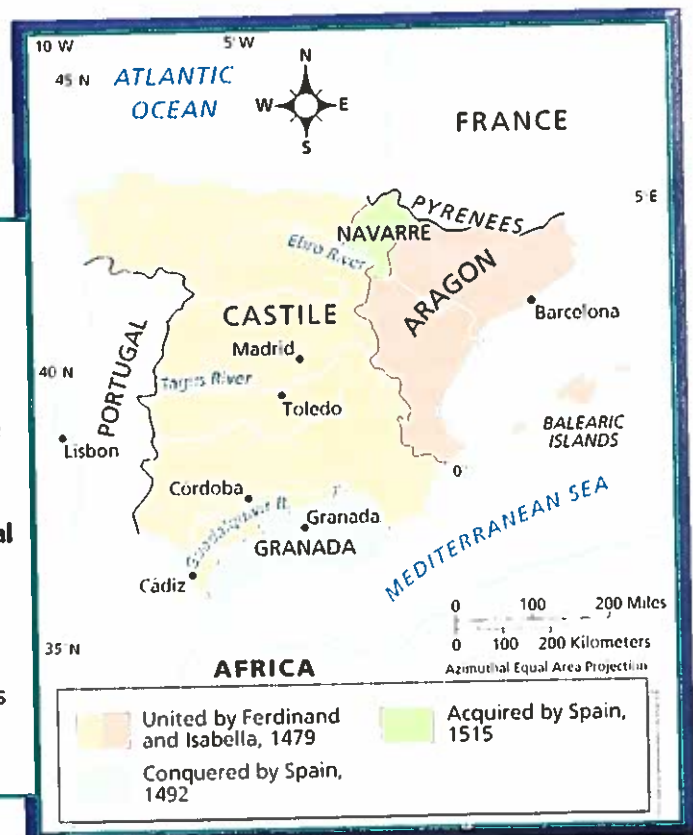
### The Unification of Spain, 1479–1515

#### Interpreting Maps

Four kingdoms on the Iberian Peninsula were united to form Spain.

#### Skills Assessment:

- 1. The World in Spatial Terms** Which kingdom was largest? Which was second largest?
- 2. Sequencing** By 1515, what two nations were on the Iberian Peninsula?





### Map of Europe, c. 1500

**Interpreting Maps** In 1500 the Holy Roman Empire reached from the North and Baltic Seas to the Mediterranean Sea.

■ **Skills Assessment: 1. Places and Regions** What countries bordered the Holy Roman Empire? **2. Analyzing Information** Which area was made up of small independent states?

✓ **READING CHECK: Comparing and Contrasting** How did Ferdinand and Isabella's policies both help and hurt Spain?

## The Holy Roman Empire

By the 1500s England, France, and Spain had each formed powerful nations. Germany and Italy, which made up the Holy Roman Empire, remained divided into states and regions ruled by princes and knights. Over time, the Holy Roman emperors had given up much of their power to these nobles in return for military support. Therefore the emperors lacked the power needed to exercise complete control.

In the early days the rulers of many German states, along with the pope, elected the Holy Roman emperor. Gradually the number who could vote for emperor decreased. Finally, by a decree issued in 1356, Emperor Charles IV ruled that only





*This portrait by an unknown artist depicts the Habsburg ruler Maximilian I, who became Holy Roman emperor in 1493.*

seven electors—three archbishops and four German princes—would choose the emperor. By thus removing the pope from the process of electing emperors, Charles IV hoped to rebuild his own authority. However, the new system had the effect of making the seven electors almost completely independent rulers in their own territories. The emperor still had little real power, but the title did carry prestige. For this reason, the election became an occasion for bribery and political favors.

In 1273 a member of the Habsburg family became emperor. The Habsburgs ruled a small state in what is now Switzerland. They were weak, with little land. The Habsburgs did, however, use the title of emperor to arrange marriages with powerful families. They also followed careful strategies of armed conquest to gradually win land and power. In this way, the Habsburgs gained control of the duchy of Austria and surrounding lands in central Europe. By the 1400s the Habsburg family was clearly one of Europe's rising stars.

The Habsburg emperor Maximilian I followed his family's strategy of marriage and conquest to add to its power and wealth. Maximilian's marriage brought The Netherlands, Luxembourg, and Burgundy under Habsburg control. His son, Philip, followed by marrying into the Spanish royal family, thus gaining large Spanish and Italian holdings for the Habsburgs.

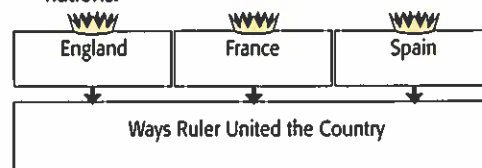
Over time, the Habsburgs became the most powerful family in Europe. They strengthened their position by ensuring that the imperial throne was held almost continuously by Habsburgs. They could not, however, unite the Holy Roman Empire or even regions within it. For example, the German states were still ruled by independent princes. These princes refused to surrender power to the emperor. Nor could Italy be united. The Papal States, ruled by the pope, stretched across the middle of the Italian Peninsula. The geographic location of the Papal States effectively blocked efforts to bring all of Italy under centralized imperial control.

✓ **READING CHECK: Drawing Inferences** Why were emperors unable to unite the Holy Roman Empire?

## SECTION 5 REVIEW

- 1. Identify** and explain the significance:
- Hundred Years' War
  - War of the Roses
  - Henry Tudor
  - Joan of Arc
  - Louis XI
  - Ferdinand
  - Isabella
  - Habsburg

- 2. Summarizing** Copy the chart below. Use it to name important rulers in England, France, and Spain and to show how they united their nations.



- 3. Finding the Main Idea**

- a. In what ways did the Hundred Years' War affect England and France differently?
- b. What happened in Spain in 1492 that changed the country's population?

- 4. Writing and Critical Thinking**

**Analyzing Information** Write a script for a newscast that describes the Battle of Agincourt and analyzes its importance.

**Consider:**

- the English use of the longbow
- the French use of horses
- the outcome of the battle

 **Homework Practice Online**  
keyword: SH3 HP5

## SECTION

## 6


## READ TO DISCOVER

- 1 What factors led to the decline of Catholic Church power during the late Middle Ages?
- 2 How did the Babylonian Captivity and the Great Schism affect the church?
- 3 Why did growing numbers of teachers and priests challenge the church during the later Middle Ages?

## IDENTIFY

Babylonian Captivity  
Great Schism  
John Wycliffe  
Jan Hus

## WHY IT MATTERS TODAY

Today the pope often tries to work with government leaders to improve the lives of their people. Use  or other **current event** sources to find information about recent visits of the pope with world leaders. Record your findings in your journal.

 [students.cnn.com](http://students.cnn.com)

This portrait shows Philip IV, sometimes called "Philip the Fair," and his family.

# Challenges to Church Power

**The Main Idea**  
During the late Middle Ages the Catholic Church lost some of its political power in many parts of Europe.

**The Story Continues** *A papal palace in France? Three men claiming to be pope? Europe was indeed changing. Kings were developing strong national governments with rich treasuries. Townspeople were increasing in number and importance. Such changes had to affect the one power that had unified medieval Europe—the church.*

## Church Power Weakens

Innocent III was pope from 1198 to 1216. Under him the medieval papacy reached the height of its power. After Innocent, however, the worldly power of the church began to weaken. This happened for several reasons.

First, power was shifting. The kings of England, France, and Spain were forming strong governments. The increased number of townspeople gave them added importance too. Many felt that church laws limited their trade and industry. Also, people began to question some church practices. For example, they found fault with its great wealth, its method of raising money, and the worldly lives of some clergy members.

In 1294 a conflict arose between the pope and a monarch. After this conflict, King Philip IV of France ordered the clergy in France to pay taxes. This angered Pope Boniface VIII. In 1302 Boniface decreed that popes had power over worldly rulers.

Philip responded by calling the first-ever meeting of the Estates General. He wanted support against Boniface. Philip charged the pope with heresy and of selling jobs in the church. He also wanted a church council to put Boniface on trial. Philip then had his envoys in Rome take the pope prisoner. Although Boniface was quickly let go, he died soon after. For the next 100 years, the church continued to lose power.

✓ **READING CHECK: Analyzing Information** How did changes that were taking place in Europe help lead to the struggle between Philip IV and Boniface VIII?



## The Babylonian Captivity and the Great Schism

After Boniface died, Philip had a French bishop elected pope. The new pope took the name Clement V. In 1309 Clement moved the headquarters of the church to Avignon, France. Until then, Rome had been the center of the church for 1,000 years. After Clement, the next six popes were French and lived in Avignon also.

The years that the popes lived in Avignon are called the **Babylonian Captivity** (1309–1377). The period was named for the time the ancient Hebrews were forced to live in Babylon, more than 1,800 years earlier. During the Babylonian Captivity, people in other countries lost respect for the church. They felt that the popes were being controlled by French kings.

In 1377 the French pope Gregory XI returned to Rome. A year later he died. Meeting in Rome, the cardinals elected an Italian pope to please local mobs, but later elected a French pope, who took up residence at Avignon. Until 1417 the church had two and sometimes three popes. This period of church history is called the **Great Schism** (si·zuhm). The church was divided into opposing groups. For political reasons, each pope had the support of certain national rulers and their people and clergy.

Finally a church council met in Constance in 1414. Three years later, the Council of Constance ended the Great Schism. It removed the Italian and French popes; a third pope resigned. The council then elected a new Italian pope. It also suggested that other councils be held to correct church problems.

✓ **READING CHECK: Drawing Conclusions** How did the church become weaker during the Babylonian Captivity and the Great Schism?

### INTERPRETING THE VISUAL RECORD

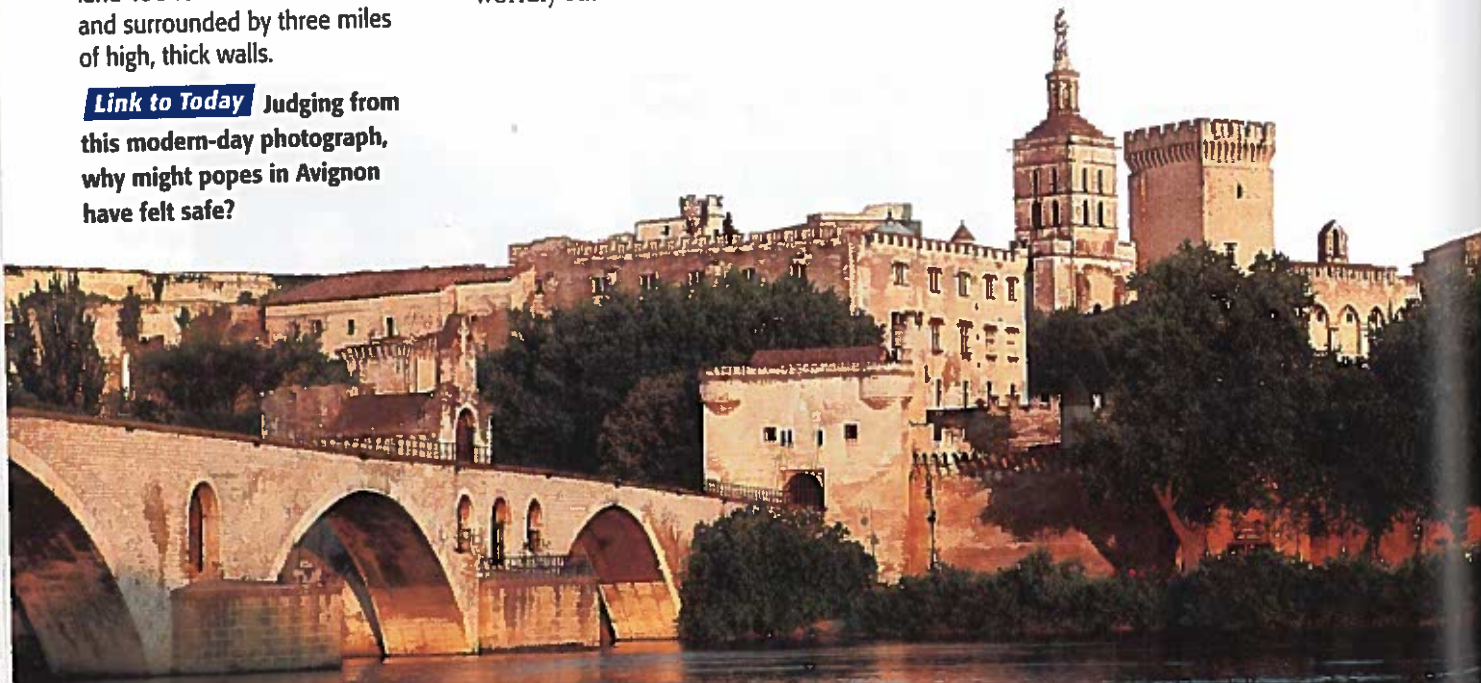
**The Babylonian Captivity** The popes had many enemies during the era known as the “Babylonian Captivity.” The papal palace in Avignon was, in reality, a highly defensible fortress. It was built on land 190 feet above the town and surrounded by three miles of high, thick walls.

**Link to Today** Judging from this modern-day photograph, why might popes in Avignon have felt safe?

## More Problems for the Church

The Babylonian Captivity and Great Schism not only weakened the authority of the pope but they also increased criticism of the church. Some of this criticism came from within the church itself.

In 1324 two teachers at the University of Paris wrote *Defender of the Faith*. It claimed that the pope was the elected head of the church alone. He had no power over worldly rulers. It also stated that the church’s power belonged with a council of clergy



and lay people. *Defender of the Faith* directly opposed the ideas in Pope Boniface's *Unam Sanctum*.

In the late 1300s **John Wycliffe** was a priest and teacher at Oxford University. Wycliffe attacked the wealth of the church and the immorality of some of its clergy. He also did not believe in the absolute power of the pope. Wycliffe wanted to replace the authority of the church, which he believed had been undermined, with that of the Bible. He held that individuals should be allowed to read and interpret scripture for themselves, without church intervention. This idea had great appeal among many Europeans who felt that the church and its clergy had surrendered spiritual authority. Wycliffe promoted the first translation of the Bible into English from Latin. English people could then read the Bible and decide for themselves what it meant. The church accused Wycliffe of being a heretic. The English royal court defended him. Because of this political support, unlike some other prominent heretics, Wycliffe was not executed. Instead he was banned from teaching and forced to retire. Wycliffe wrote to one duke: "I believe that in the end the truth will conquer."



On July 6, 1415, Jan Hus was led to his death. He was burned alive at the stake for heresy.

Like many others in England and the rest of Europe, **Jan Hus** read Wycliffe's works. Hus was a religious reformer and teacher at the University of Prague. He also criticized abuses in the church. His attacks angered the clergy. Hus was excommunicated. In 1414 the Council of Constance declared him a heretic and ordered his death. He was burned at the stake the following year.

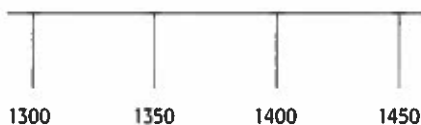
Despite the church's reaction to their ideas, Wycliffe and Hus would have a profound impact on many people. Their questioning of church authority set the stage for later reformers who would radically alter the history of the Christian church.

✓ **READING CHECK: Summarizing** Who was finding fault with the church in the 1300s and 1400s, and what changes did they suggest?

## SECTION 6 REVIEW

1. **Identify** and explain the significance:  
 Babylonian Captivity  
 Great Schism  
 John Wycliffe  
 Jan Hus

2. **Sequencing** Copy the time line below. Use it to organize the events that weakened the power of the church from 1294 to 1417.



3. **Finding the Main Idea**

- Why was the conflict between Philip IV and Boniface VIII the beginning of the weakening of church power in the late Middle Ages?
- According to the church's critics, where did the real power of the church come from?

4. **Writing and Critical Thinking**

**Analyzing Information** Write the minutes of the meetings at the Council of Constance, which will be read at all Christian churches in Europe.

**Consider:**

- how the council ended the Great Schism
- suggestions it made for the future of the church
- how it dealt with Jan Hus



**Homework Practice Online**

keyword: SH3 HP5



# Review

## Creating a Time Line

Copy the time line below onto a sheet of paper. Complete the time line by filling in the events, individuals, and dates from the chapter that you think were significant. Pick three events and explain why you think they were significant.



## Writing a Summary

Using standard grammar, spelling, sentence structure, and punctuation, write an overview of the events in the chapter.

## Identifying People and Ideas

Identify the following terms or individuals and explain their significance:

- |                         |                    |
|-------------------------|--------------------|
| 1. Urban II             | 6. Dante Alighieri |
| 2. Crusades             | 7. scholasticism   |
| 3. domestic system      | 8. Joan of Arc     |
| 4. craft guilds         | 9. Great Schism    |
| 5. vernacular languages | 10. John Wycliffe  |

## Understanding Main Ideas

### SECTION 1 (pp. 126–130)

#### The Crusades

- Why did Europeans fight in the Crusades?
- How did the Crusades affect the government, economy, and culture of Europe?

### SECTION 2 (pp. 131–134)

#### The Revival of Trade

- Why did trade begin again in Europe during the late Middle Ages?
- How did the revival of trade help in the development of manufacturing, banking, and investing?

### SECTION 3 (pp. 135–138)

#### The Growth of Towns

- How did life for people in towns change in the late Middle Ages?

### SECTION 4 (pp. 139–143)

#### Life and Culture in the Middle Ages

- How did education, philosophy, and architecture change in the later Middle Ages?

### SECTION 5 (pp. 144–148)

#### Wars and the Growth of Nations

- How did the Hundred Years' War affect the governments of England and France?
- Why did Spain become a strong nation and the Holy Roman Empire become weaker?

### SECTION 6 (pp. 149–151)

#### Challenges to Church Power

- What events led to the weakening of the church during the later Middle Ages?

## Reviewing Themes

- Global Relations** How did the Crusades promote an exchange of ideas and goods?
- Economics** How did the growth of trade and towns bring changes to the feudal and manorial systems?
- Government** What groups lost power as Europe's kings established strong nations?

## Thinking Critically

- Making Generalizations** How did the church influence life during the Middle Ages?
- Analyzing Information** How did trade, universities, and large churches help medieval towns grow?
- Comparing and Contrasting** In what ways were the development of strong central governments in England, France, and Spain alike and different?
- Summarizing** What were the main advances in literature during the later Middle Ages?

## Writing About History

**Comparing and Contrasting** Medieval Europe evolved over centuries from the ruins of the Roman Empire. Compare and contrast the institutions of medieval Europe with the Roman Empire at its height. Use the compare-contrast diagram below to organize your thoughts before writing.

Roman Empire		Medieval Europe
	<b>Government</b>	
	<b>Economy</b>	
	<b>Religion</b>	
	<b>Culture</b>	
	<b>Thought</b>	

## Building Social Studies Skills

### Reading a Chart

Study the chart below. Then answer the questions that follow.

#### The Hundred Years' War in France

Date	Battle Site	What Happened
1346	Crécy	English king claimed French throne. English army invaded France and defeated French army.
1356	Poitiers	English won great victory over French. French king captured.
1415	Agincourt	After intervals of peace, English renewed claim to French throne. English army defeated French army.
1429	Orléans	Joan of Arc led French army. French defeated English.
1453	Castillon	French defeated English. Only Calais on English Channel remained in English hands.

- Which statement correctly describes what you can infer from the chart?
  - The year 1429 was a turning point in the Hundred Years' War.
  - The Battle of Poitiers lasted for many days.
  - In 1346 the French army was massed along the English Channel.
  - The city of Calais is an English colony.
- What effect did Joan of Arc have on the Hundred Years' War? Give specific examples.

### Understanding Frames of Reference

Read this quote from *Sir Gawain and the Green Knight*, a romance from the 1300s about King Arthur's court. Then answer the questions.

"'Good sir,' said Gawain, 'Will you give my message to the high lord of this house, that I ask for lodging?' . . . 'Yes, by Saint Peter,' replied the porter, 'and I think you may lodge here as long as you like, sir knight.' . . . Then the prince . . . appeared from his chamber to meet in mannerly style the man in his hall. 'You are welcome to dwell here as you wish,' he said, 'treat everything as your own, and have what you please in this place.'"

- Which of the statements below best describes how the author of *Sir Gawain and the Green Knight* might react to a short story that displayed a mocking attitude toward the manners of chivalry?
  - He would not understand it.
  - He would probably find it amusing.
  - He would probably be offended by it.
  - He would think that the story was similar to what he wrote.
- How did the Crusades contribute to the decline of the lifestyle of chivalry portrayed in the quote? Give specific examples.

## Alternative Assessment

### Building Your Portfolio

#### Economics

Before and since the Middle Ages and even today, the shift of people from the country to towns affects not only the economy but also the government and culture of a region. Using your textbook and other sources, compile a list of previous and modern-day areas of the world where such a population shift has occurred or is occurring. Use the list to create a cause-effect chart of this shift from country to town.



### Internet connect

**Internet Activity:** [go.hrw.com](http://go.hrw.com)  
**KEYWORD:** SH3 WH5

Choose a topic on the High Middle Ages to:

- create a propaganda poster about the Crusades.
- learn more about the monarchies of Henry VII, Louis XI, and Ferdinand and Isabella of Spain.
- explore the effects of the Black Death on Europe in the 1300s.

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hrw  
.com



## CROSS-CULTURAL CONNECTIONS

# Literature

### Epic Poetry

Epics are dramatic poems that often glorify a nation's history and its heroes. Literary epics can express and even define a nation's sense of its history and destiny. The German national epic, the *Nibelungenlied* (nee-buh-LOONG-uh-LEET), was first written down in the 1100s. It was one of the first European epics to be written in the language that ordinary people spoke. In the following excerpt from the *Nibelungenlied*, the hero Siegfried (ZEEG-freed) is killed by his brother-in-law King Gunther (GOON-tuhr). Geoffrey Chaucer wrote *The Canterbury Tales* during the 1300s, when an English national identity was first forming. Chaucer's tales are told by a group of pilgrims on their way to a holy shrine at Canterbury. The following passage from the *Knight's tale* in *The Canterbury Tales* reflects the English ideal of chivalry. Arcita has been fatally wounded in a battle with Palamon over Emily, whom they both love. Here he bids both his foe and his lover goodbye.

#### The Nibelungenlied

When lord Siegfried felt the great wound, maddened with rage he bounded back from the stream with the long shaft jutting from his heart.

The hero's face had lost its color and he was no longer able to stand. His strength had ebbed away, for in the field of his bright countenance he now displayed Death's token. Soon many fair ladies would be weeping for him. . . . "You vile cowards," he said as he lay dying. ". . . I was always loyal to you, but now I have paid for it. Alas, you have wronged your kinsmen so that all who are born in days to come will be dishonored by your deed. . . . You will be held in contempt and stand apart from all good warriors." The knights all ran to where he lay wounded to death. It was a sad day for many of them. Those who were at all loyal-hearted mourned for him, and this, as a gay and valiant knight, he had well deserved.



#### The Canterbury Tales by Geoffrey Chaucer

Farewell my sweet foe! O my Emily!  
Oh take me in your gentle arms I pray,  
For love of God, and hear what I will say.  
"I have here with my cousin Palamon,  
Had strife [conflict] and rancour [ill will] many a day that's gone,  
For love of you and for my jealousy.  
May Jove [the Roman god Jupiter] so surely guide my soul for me,  
To speak about a lover properly,  
With all the circumstances, faithfully—  
That is to say, truth, honour, and knighthood,  
Wisdom, humility and kinship good,  
And generous soul and all the lover's art—  
So now may Jove have in my soul his part  
As in this world, right now, I  
know of none  
So worthy to be loved as  
Palamon,  
Who serves you and will  
do so all his life.  
And if you ever should  
become a wife,  
Forget not Palamon, the  
noble man."



### Understanding Literature

What similarities exist in these German and English epics? How do they differ?  
What attitudes are expressed in the dying words of the two soldiers?



*Bronze and enamel dish crafted by an Islamic artist in the 1100s*

## Culture

Architecture is an important expression of culture in all societies. Imagine you are an art historian preparing a lecture on church architecture during the Middle Ages in Europe. Write an outline for a lecture describing the importance of church architecture during this period and the building techniques and materials used. Explain what the churches and cathedrals of the Middle Ages reveal about religious life in medieval society. Use the bibliography below to help you in your research. When your outline is done, prepare a bibliography of the sources you used.

## Further Reading

- Browning, Robert.** *The Byzantine Empire*. Washington, D.C.: Catholic University of America, 1992. A general overview of the Byzantine Empire.
- Cantor, Norman F., ed.** *The Encyclopedia of the Middle Ages*. New York: Viking, 1999. A reference work covering politics, culture, daily life, religion, and important figures of the Middle Ages.
- Dersin, Denise, ed.** *What Life Was Like: In the Lands of the Prophet, Islamic World A.D. 570–1405*. Alexandria, Virginia: Time-Life Books, 1999. An overview of the history and culture of the Islamic world.
- Hanawalt, Barbara.** *The Middle Ages: An Illustrated History*. New York: Oxford University Press, 1999. A sweeping survey of the Middle Ages from 400–1500.
- Ross, Frank and Michael Goodman.** *Oracle Bones, Stars, and Wheelbarrows: Ancient Chinese Science and Technology*. New York: Houghton-Mifflin, 1990. An overview of early Chinese contributions to science and technology.

## Geography

Geography significantly influences historical development. Imagine you are an Arab trader living in Morocco during the mid-1100s. You have just returned from a profitable trip to Constantinople. Your task is to create a map showing your journey and a chart of the types of goods you took with you and the types of goods you brought back. Be specific about the geographic obstacles you encountered, the places you stopped, and how the items you bought and sold reflected people's needs during this time.

*Examples of medieval architecture: Chartres Cathedral in France (right) and the Monastery of St. Mary the Victorious in Portugal (below).*



### Internet connect

## Internet Activity

**KEYWORD: SH3 U1**

In assigned groups, develop a multimedia presentation about early East Asia, the Byzantine Empire, the Islamic Empire, or medieval Europe. Choose information from the chapter Internet Connect activities and the Holt Researcher that best reflects the major topics of the period. Write an outline and a script for your presentation, which may be shown to the class.

