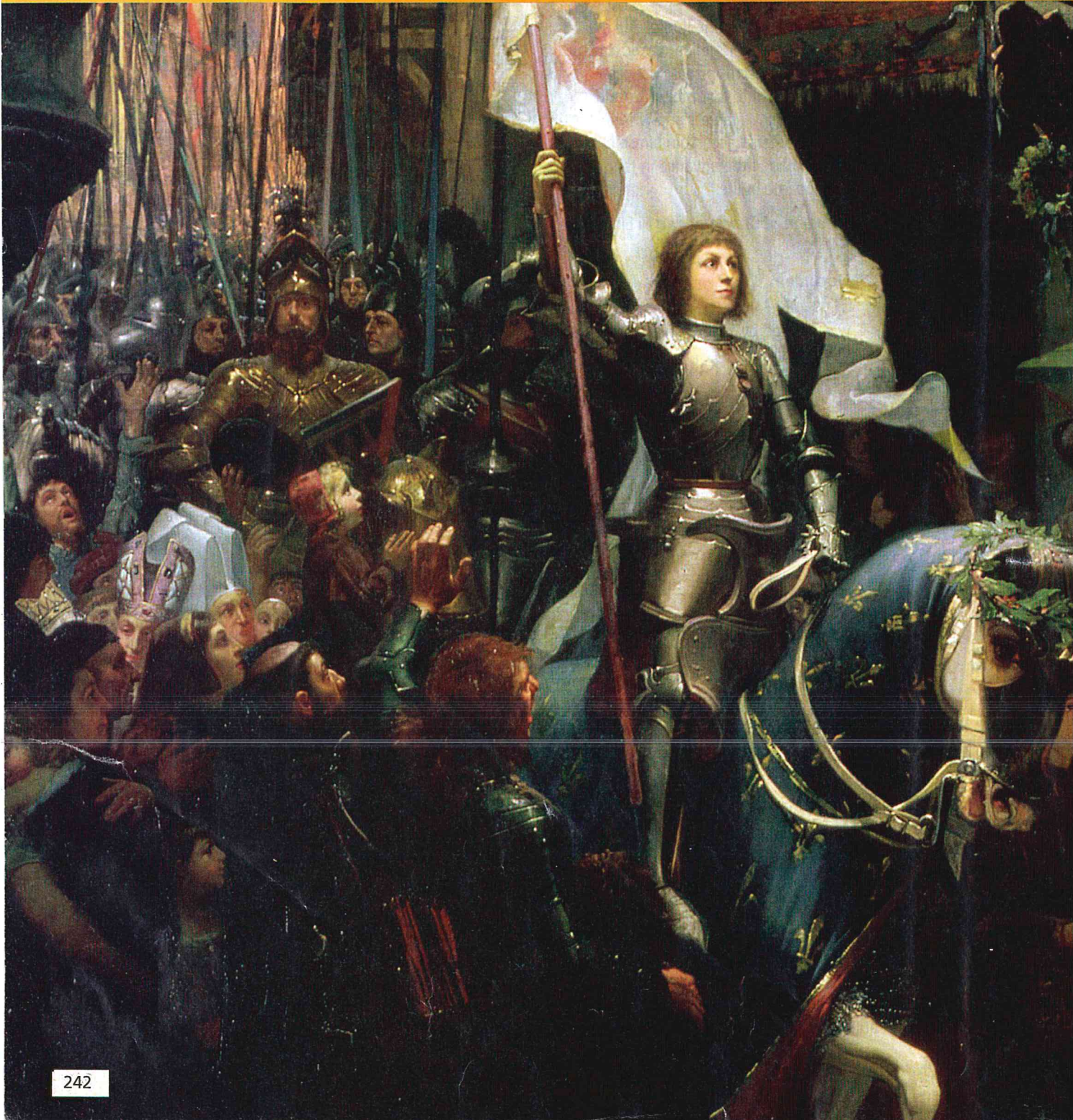


CHAPTER

# 8

## The High and Late Middle Ages

1050–1450



## Joan of Arc Fights for France

May 5, 1429—The French have been trying to drive the English out of France since 1337. Now a new leader, Joan of Arc, is turning the tide of the Hundred Years' War. She writes a letter to the enemy: "You, men of England, who have no right to be in this Kingdom of France, the King of Heaven entreats and orders you through me, Joan the Maiden, to abandon your fortresses and go back to your own country; or I will make a disturbance such as will be eternally remembered." Listen to the Witness History audio to hear more about the great disturbance she created.

◀ Joan of Arc enters Orleans



### Content Standards

**Chapter Focus Question** How did changing economic and social conditions, wars, and the growing power of monarchs begin to build the framework for the modern nation-state?

#### Section 1

**Royal Power Grows** II.1.HS.1, II.4.HS.4, II.5.HS.1, II.5.HS.2

#### Section 2

**The Holy Roman Empire and the Church** II.4.HS.4, II.5.HS.1, II.5.HS.2

#### Section 3

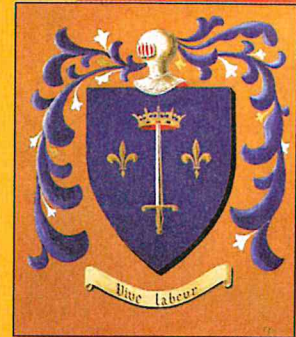
**The Crusades and the Wider World** II.3.HS.1, II.5.HS.1, IV.5.HS.2

#### Section 4

**Learning and Culture Flourish** I.1.HS.3, II.1.HS.1, II.1.HS.2

#### Section 5

**A Time of Crisis** II.1.HS.1, II.3.HS.1, II.3.HS.2, II.5.HS.1



Joan of Arc's coat of arms



German imperial crown



Medieval inkwell and pen

**Note Taking Study Guide Online**

For: Note Taking and Concept Connector worksheets  
Web Code: nad-0801

A lord pledges fealty to his king.



German imperial crown



## WITNESS HISTORY AUDIO

### A Struggle for Royal Authority

Medieval monarchs could not always count on the loyalty of their nobles and churchmen.

“A.D. 1137 King Stephen . . . seized Alexander, bishop of Lincoln, and the Chancellor Roger, his nephew, and threw [them] into prison till they gave up their castles. . . . They had done him homage, and sworn oaths, but they no truth maintained. They were all forsworn, and forgetful of their troth [loyalty]; for every rich man built his castles, which they held against [the king]; and they filled the land full of castles.”

—*The Anglo-Saxon Chronicle*

**Focus Question** How did monarchs in England and France expand royal authority and lay the foundations for united nation-states?

# Royal Power Grows



## Content Standards

- **II.1.HS.1** Describe effect of world issues/events
- **II.4.HS.4** Patterns of economic development, political systems
- **II.5.HS.1** Effect of geography and world processes on events
- **II.5.HS.2** Change in social institutions reflects other cultural change

## Terms, People, and Places

William the Conqueror	Magna Carta
common law	due process of law
jury	habeas corpus
King John	Parliament
	Louis IX

## Note Taking

**Reading Skill: Identify Causes** Keep track of how royal power increased and decreased by using a cause-effect chart like the one below.

Royal Power Changes		
William the Conqueror	Henry II	John
•	•	•
•	•	•
•	•	•

As medieval monarchs struggled to exert royal authority over nobles and churchmen, they slowly built the framework for the European nation-states of today. Nation-states are regions that share a government and that are independent of other states. Each of these nations developed differently, and a monarch's success in establishing power could have consequences for centuries.

## Monarchs, Nobles, and the Church

During the early Middle Ages, as you have read, monarchs in Europe stood at the head of society but had limited power. Nobles and the Church had as much power as monarchs. In some cases, they were more powerful than monarchs. Both nobles and the Church had their own courts, collected their own taxes, and fielded their own armies. They jealously guarded their rights and privileges against any effort by monarchs to increase royal authority.

During the High Middle Ages—about 1000 to 1300—the balance of power started to shift. Monarchs used various means to centralize power. They expanded the royal domain and set up systems of royal justice that undermined feudal and Church courts. They organized government bureaucracies, developed tax systems, and built standing armies. Monarchs also strengthened ties with the townspeople of the middle class. Townspeople, in turn, supported royal rulers, who could impose the peace and unity that were needed for successful trade.

 **Checkpoint** What groups gained and lost power?

## English Kings Strengthen Their Power

During the early Middle Ages, various groups—including Angles, Saxons, and Vikings—invaded and settled England. A feudal structure developed in this diverse society, but English rulers generally kept their kingdoms united. In 1066, however, the Anglo-Saxon king Edward died without an heir. A council of nobles chose Edward's brother-in-law Harold to rule. But William, Duke of Normandy, in France, a tough and ruthless descendant of the Vikings, also claimed the English throne. He was related to King Edward, who, according to William, had promised him the throne. The answer to the rival claims lay on the battlefield.

**William of Normandy Conquers England** William raised an army and won the backing of the pope. He then sailed across the English Channel to England. At the Battle of Hastings, William and his Norman knights triumphed over Harold. **William the Conqueror**, as he was now called, became king of England on Christmas Day 1066.

Although William's French-speaking nobles dominated England, the country's Anglo-Saxon population survived. Over the next 300 years, there was a gradual blending of Norman French and Anglo-Saxon customs, languages, and traditions.

**Expanding Royal Power** Now that William had conquered England, he set out to impose his control over the land. Like other feudal monarchs, he granted fiefs to the Church and to his Norman lords, or barons, but he also kept a large amount of land for himself. He monitored who built castles and where. He required every vassal to swear first allegiance to him rather than to any other feudal lord.

To learn about his kingdom, William had a complete census taken in 1086. The result was the *Domesday Book* (pronounced "doomsday"), which listed every castle, field, and pigpen in England. As the title suggests, the survey was as thorough and inevitable as doomsday, believed to be God's final day of judgment that no one could escape. Information in the *Domesday Book* helped William and later English monarchs build an efficient system of tax collection. William's successors also created the royal exchequer, or treasury, to collect taxes, fees, fines, and other dues.

**Developing a Unified Legal System** In 1154, an energetic, well-educated king, Henry II, inherited the throne. He broadened the system of royal justice by expanding accepted customs into law. He then sent out traveling justices to enforce these royal laws. The decisions of the royal courts became the foundation of English **common law**, a legal system based on custom and court rulings. Unlike local feudal laws, common law applied to all of England. In time, people brought their disputes to royal courts rather than to those of nobles or the Church. Because royal courts charged fees, the exchequer benefited from the growth of royal justice.

Under Henry II, England also developed an early jury system. When traveling justices visited an area, local officials collected a **jury**, or group of men sworn to speak the truth. These early juries determined which cases should be brought to trial and were the ancestors of today's grand jury. Later, another jury evolved that was composed of 12 neighbors of an accused person. It was the ancestor of today's trial jury.

**Conflict With the Church** Henry's efforts to extend royal power led to a bitter dispute with the Church over the issue of legal authority.

## BIOGRAPHY



### William the Conqueror

From the time he became Duke of Normandy at age seven, William the Conqueror's (1028–1087) life and position were in constant danger, mostly from jealous relatives. Four of his guardians were murdered—one in the very room in which William slept.

After William was knighted at the age of 15, he sought the help of his liege lord, Henry I of France, to put down rebellions by his barons. At 20, he led an army to defeat a rebellious cousin. His continuing efforts to gain power included putting pressure on Edward, the English king, to declare him heir to the English throne. **How did William's experience as duke prepare him to be a powerful king of England?**

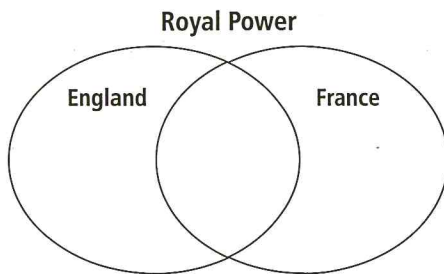
Henry claimed the right to try clergy in royal courts. Thomas Becket, the archbishop of Canterbury and once a close friend of Henry, fiercely opposed the king on this issue. The conflict simmered for years.

At last, Henry's fury exploded. "What cowards I have brought up in my court," he cried. "Who will rid me of this meddlesome priest?" Four hot-headed knights took Henry at his word. In 1170, they murdered the archbishop in his own cathedral. Henry denied any part in the attack. Still, to make peace with the Church, he eased his attempts to regulate the clergy. Meanwhile, Becket was honored as a martyr and declared a saint. Pilgrims flocked to his tomb at Canterbury, where miracles were said to occur.

 **Checkpoint** How did William and Henry II increase royal power?

## Note Taking

Use a Venn diagram like the one below to show the similar and different ways royal power developed in England and France.



## Evolving Traditions of Government

Later English rulers repeatedly clashed with nobles and the Church as they tried to raise taxes or to impose royal authority over traditional feudal rights. Out of those struggles evolved traditions of government that would have great influence on the modern world.

**King John Makes Powerful Enemies** A son of Henry II, **King John** was a clever, cruel, and untrustworthy ruler. During his reign, he faced three powerful enemies: King Philip II of France, Pope Innocent III, and his own English nobles. He lost his struggles with each.

Ever since William the Conqueror, Norman rulers of England had held vast lands in France. In 1205, John suffered a setback when he lost a war with Philip II and had to give up lands in Anjou and Normandy.

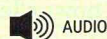
Next, John battled with Innocent III over selecting a new archbishop of Canterbury. When John rejected the pope's nominee, the pope excommunicated him. Innocent also placed England under the interdict—the papal order that forbade Church services in an entire kingdom. Even the strongest ruler was likely to give in to that pressure. To save himself and his crown, John had to accept England as a fief of the papacy and pay a yearly fee to Rome.

English nobles presented the Magna Carta to King John at Runnymede, a field along the Thames River. Why did King John agree to the Magna Carta?

### Primary Source

“King John, when he saw that he was deserted by almost all, so that out of his regal superabundance of followers he scarcely retained seven knights, was much alarmed lest the barons would attack his castles and reduce them without difficulty, as they would find no obstacle to their so doing. . . . Accordingly, at the time and place pre-agreed on [Runnymede], the king and nobles . . . began a long discussion about terms of peace and aforesaid liberties. . . . King John, seeing that he was inferior in strength to the barons, without raising any difficulty, granted the underwritten laws and liberties, and confirmed them by his charter.”

—Roger of Wendover



**The Magna Carta** Finally, John angered his own nobles with oppressive taxes and other abuses of power. In 1215, a group of rebellious barons cornered John and forced him to sign the **Magna Carta**, or great charter. This document contained two very important ideas that would shape English government in the future. First, it asserted that the nobles had certain rights. Over time, these rights were extended to all English citizens. Second, the Magna Carta made it clear that the monarch must obey the law.

Besides protecting their own privileges, the barons included provisions that recognized the legal rights of townspeople and the Church. Two of the most significant were in a clause protecting freemen from arbitrary arrest, imprisonment, and other legal actions, except “by legal judgment of his peers or by the law of the land.” This clause formed the basis of the right we know today as **due process of law**.

## Evolution of English Government

**1066 Norman Conquest** William, Duke of Normandy, defeats King Harold of the Anglo-Saxons at Hastings.

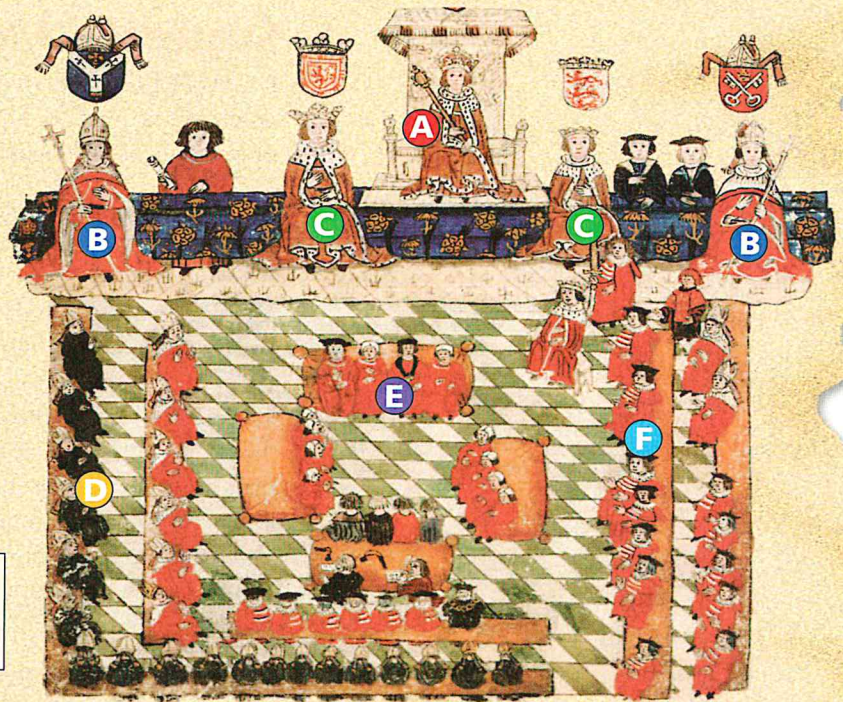
**1086 Domesday Book** King William uses this census, or survey of people and property, as a basis for taxation.

**1160s–1180s Common Law** Henry II uses accepted customs to lay the foundation for the English legal system.

**1215 Magna Carta** King John approves this document limiting royal power and extending rights to nobles and freemen.

**1295 Model Parliament** King Edward I expands Parliament to include representatives of common people as well as lords and clergy.

**Chart Skills** Which of the milestones above increased the power of the monarchy? Which limited the monarch's power? Explain your answers.



### Model Parliament

The king presides over nobles and clergy, above. Representatives from towns and counties met separately.

- |                                      |                         |
|--------------------------------------|-------------------------|
| <b>A</b> King Edward I               | <b>D</b> Clergy         |
| <b>B</b> Archbishops                 | <b>E</b> Barons (Lords) |
| <b>C</b> Kings of Scotland and Wales | <b>F</b> Judges         |

It is also seen as the basis for the right of **habeas corpus**, the principle that no person can be held in prison without first being charged with a specific crime. Habeas corpus was later clarified and defined in the Petition of Right (1628) and the Habeas Corpus Act (1679).

The king also agreed not to raise new taxes without first consulting his Great Council of lords and clergy. Many centuries later, American colonists would claim that those words meant that any taxation without representation was unjust. In 1215, though, neither the king nor his lords could have imagined such an idea.

**The Development of Parliament** In keeping with the Magna Carta, English rulers often called on the Great Council for advice. During the 1200s, this council evolved into **Parliament**, which later became England's legislature. As Parliament acquired a larger role in government, it helped unify England.

In 1295, King Edward I summoned Parliament to approve money for his wars in France. "What touches all," he declared, "should be approved by all." He had representatives of the "common people" join with the lords and clergy. The "commons" included two knights from each county and representatives of the towns. Much later, this assembly became known as the Model Parliament because it set up the framework for England's legislature. In time, Parliament developed into a two-house body: the House of Lords with nobles and high clergy and the House of Commons with knights and middle-class citizens. Over the centuries, Parliament gained the crucial "power of the purse": the right to approve any new taxes. With that power, Parliament could insist that the monarch meet its demands before voting for taxes. In this way, it could limit the power of the monarch.

**✓ Checkpoint** How was the power of the English king limited?

## Successful Monarchs in France

Unlike William the Conqueror in England, monarchs in France did not rule over a unified kingdom. The successors to Charlemagne had little power over a patchwork of French territories ruled by powerful nobles.

**The Capetian Kings** In 987, these nobles elected Hugh Capet, the count of Paris, to fill the vacant French throne. They may have chosen him because they thought he was too weak to pose a threat to them. Hugh's own lands around Paris were smaller than those of many of his vassals.

Nevertheless, Hugh and his heirs slowly increased royal power. First, they made the throne hereditary, passing it from father to son. The Capetian dynasty lasted for 300 years, making the kingdom more stable. Next, they added to their lands by playing rival nobles against each other. They also won the support of the Church.

Perhaps most important, the Capetians built an effective bureaucracy. Government officials collected taxes and imposed royal law over the king's lands. By establishing order, they increased their prestige and gained the backing of the new middle class.

**Philip Augustus Extends French Power** In 1179, Philip II became king of France. Called Philip Augustus, he was a shrewd and able ruler. Instead of appointing nobles to fill government positions, Philip paid middle-class officials who would owe their loyalty to him. He granted charters to many new towns and introduced a new national tax.

Philip also quadrupled royal land holdings. Through trickery, diplomacy, and war, he gained control of English-ruled lands in Normandy, Anjou, and elsewhere. He then began to take over southern France. When he sent his knights to help the pope suppress a heretical group called the Albigensians (al buh JEN see unz) in the south, he was able to add this vast area to his domain. Before his death in 1223, Philip had become the most powerful ruler in Europe.

### Vocabulary Builder

domain—(doh MAYN) *n.* territory under one ruler

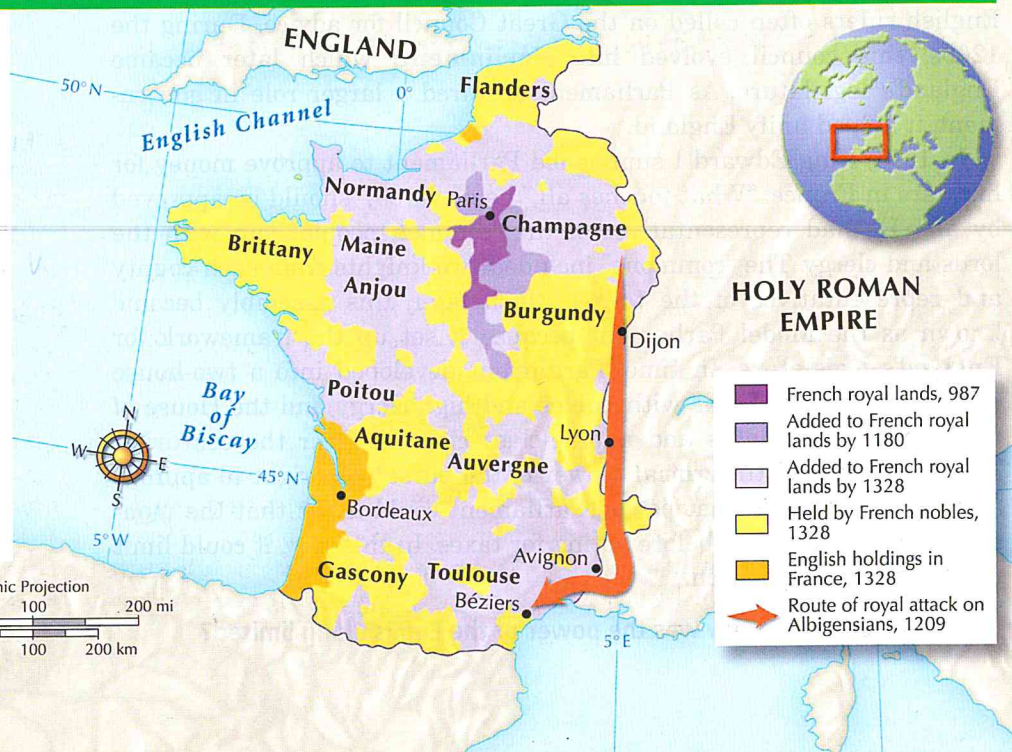
**Geography Interactive**

For: Audio guided tour  
Web Code: nap-0811

### Royal Lands in France, 987–1328

**Map Skills** From a small area around the city of Paris, Capetian monarchs gradually extended royal control over more than half of France.

1. **Locate** (a) Paris (b) Normandy (c) Avignon
2. **Region** What territories were held by the English in 1328?
3. **Synthesize Information** (a) What overall trend in French royal power does the map show? (b) Where and by whom might that power be challenged after 1328? Explain your answer.



**Louis IX, King and Saint** In 1226, **Louis IX** became King of France. A deeply religious man, Louis persecuted heretics, or those who held beliefs contrary to Church teachings. He also persecuted Jews and led French knights in two Crusades, or wars against Muslims. Within 30 years of his death, the Church declared him a saint.

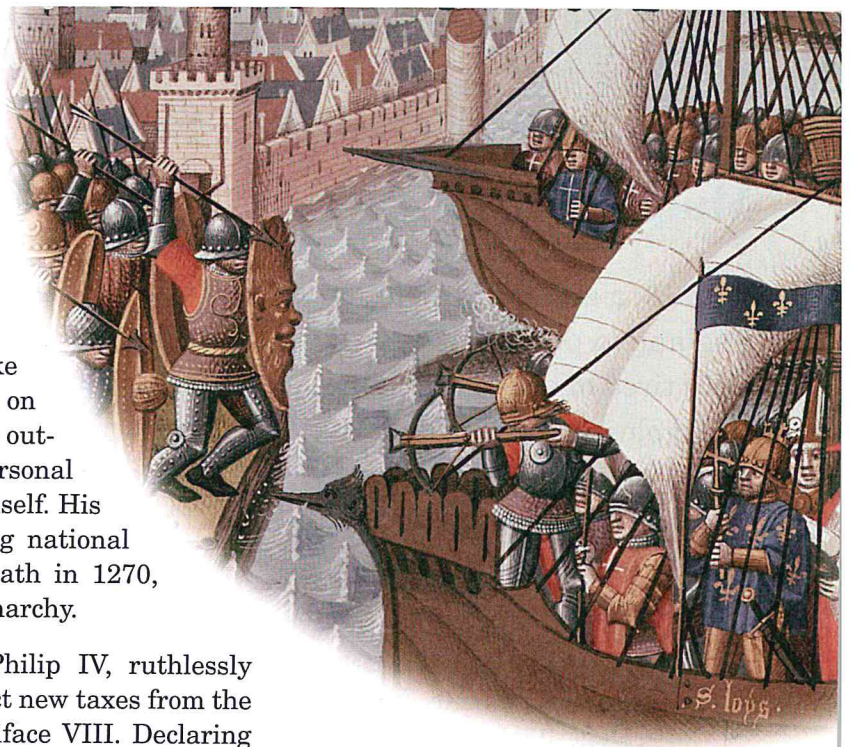
Louis did much to improve royal government. Like Charlemagne, he sent out roving officials to check on local administrators. He expanded the royal courts, outlawed private wars, and ended serfdom in his personal domain. To ensure justice, he even heard cases himself. His enormous personal prestige helped create a strong national feeling among his subjects. By the time of his death in 1270, France was emerging as an efficient centralized monarchy.

**Clashing With the Pope** Louis's grandson, Philip IV, ruthlessly extended royal power. To raise cash, he tried to collect new taxes from the clergy. These efforts led to a clash with Pope Boniface VIII. Declaring that "God has set popes over kings and kingdoms," the pope forbade Philip to tax the clergy without papal consent. Philip threatened to arrest any clergy who did not pay. As their quarrel escalated, Philip sent troops to seize Boniface. The pope escaped, but he died soon afterward.

Shortly after, in 1305, a Frenchman was elected pope. Four years later, he moved the papal court to Avignon (ah vee NYOHN), just outside the southern border of France, where French rulers could exercise more control over it. Eventually, this move led to a crisis in the Church when another pope was elected in Rome. The rival popes each claimed to be the true leader of the Church.

**Forming the Estates General** During this struggle with the pope, Philip rallied French support by setting up the Estates General in 1302. This body had representatives from all three estates, or classes of French society: clergy, nobles, and townspeople. Although later French kings consulted the Estates General, it never gained the power of the purse or otherwise served as a balance to royal power.

 **Checkpoint** Describe how two French kings increased royal power.



**Louis IX Leads a Crusade**

The forces of King Louis IX attack Damietta, a city in Egypt. *What can you tell about medieval weapons and warfare from this painting?*

SECTION 1 **Assessment**

**Progress Monitoring Online**  
For: Self-quiz with vocabulary practice  
Web Code: naa-0811

**Terms, People, and Places**

1. What do many of the key terms listed at the beginning of the section have in common? Explain.

**Note Taking**

2. **Reading Skill: Identify Causes** Use your completed graphic organizers to answer the Focus Question: How did monarchs in England and France expand royal authority and lay the foundations for united nation-states?

**Comprehension and Critical Thinking**

3. **Analyze Information** How were nobles and the Church obstacles for monarchs who wanted more power?
4. **Summarize** How did William increase royal power in England?
5. **Draw Conclusions** Explain the importance of (a) the Magna Carta and (b) the Model Parliament.
6. **Synthesize Information** Describe the power struggle between French kings and the pope.

 **Writing About History**

**Quick Write: Define a Topic** Choose a central event or trend from this section. Ask yourself: What happened? When did it begin? What led up to it? What followed? Brainstorm causes and effects. For the growth of royal power in England, you might ask:

- How did William the Conqueror increase royal power?
- How did the nobles react to King John's abuse of power?



## Magna Carta

In 1215, a group of barons, or lords, forced King John of England to put his royal seal on the Magna Carta. The barons were tired of the king's military campaigns and heavy taxes. Principles in the Magna Carta shape modern English law and government and influence governments around the world. Below are excerpts from 5 of the 63 articles of this important document.

1. We have also granted to all the freemen of our Kingdom, for us and our heirs, forever, all the underwritten Liberties, to be enjoyed and held by them and their heirs, from us and from our heirs.
12. No scutage [tax] nor aid shall be imposed in our kingdom, unless by the common council of our kingdom; excepting to redeem<sup>1</sup> our person, to make our eldest son a knight, and once to marry our eldest daughter, and not for these, unless a reasonable aid shall be demanded.
14. And also to have the common council of the kingdom, to assess and aid, otherwise than in the three cases aforesaid: and for the assessing of scutages, we will cause to be summoned the Archbishops, Bishops, Abbots, Earls, and great Barons, individually by our letters. And besides, we will cause to be summoned in general by our Sheriffs and Bailiffs<sup>2</sup>, all those who hold of us in chief, at a certain day, that is to say at the distance of forty days (before their meeting), at the least, and to a certain place; and in all the letters of summons, we will express the cause of the summons; and the summons being thus made, the business shall proceed on the day appointed, according to the counsel of those who shall be present, although all who have been summoned have not come.
39. No freeman shall be seized, or imprisoned . . . nor will we condemn him, nor will we commit him to prison, excepting by the legal judgment of his peers, or by the laws of the land.
40. To none will we sell, to none will we deny, to none will we delay right of justice.

1. **redeem** (ri DEEM) *v.* to recover ownership of by paying a certain amount of money

2. **bailiff** (BAY lif) *n.* an official in England who collected taxes and acted as magistrate

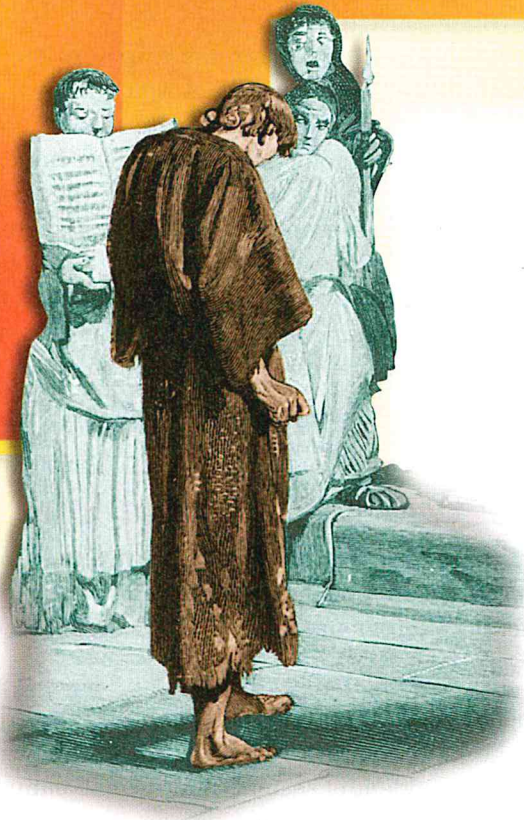
### Thinking Critically

1. **Draw Inferences** Who is not included in the membership of the general council, as described in Article 14? What can you infer from this omission?
2. **Make Generalizations** What do Articles 39 and 40 suggest about abuse of power at this time? Explain your reasoning.

- ▶ King John approving the Magna Carta at Runnymede, and the Magna Carta itself (above)



Henry IV  
humbling himself  
before Pope  
Gregory VII



Holy Roman emperor's jewel-encrusted orb and cross



### WITNESS HISTORY AUDIO

## An Emperor Begs Forgiveness

In 1076 Henry IV, emperor of the vast Holy Roman Empire, knelt in the snow outside an Italian castle. Inside was Pope Gregory VII, who had excommunicated Henry. Gregory described the event in a letter:

“Wretchedly with bare feet and clad in wool, [Henry] continued for three days to stand before the gate of the castle. Nor did he desist from imploring with many tears . . . until he had moved all . . . present . . . to such pity and depth of compassion. . . . Finally, won by the persistence of his suit . . . we . . . received him into the favor of communion and into the lap of the Holy Mother Church.”

**Focus Question** How did explosive conflicts between monarchs and popes affect the balance of power in Europe?

# The Holy Roman Empire and the Church



## Content Standards

- **II.4.HS.4** Patterns of economic development, political systems
- **II.5.HS.1** Effect of geography and world processes on events
- **II.5.HS.2** Causes of global issues and their impact

## Terms, People, and Places

Holy Roman Empire	lay investiture
Henry IV	Frederick Barbarossa
Pope Gregory VII	Pope Innocent III

## Note Taking

**Reading Skill: Understand Effects** Complete a table to record the actions of Holy Roman emperors and popes and the effects of their actions.

Pope or Emperor	Actions	Effects
Otto I	• Cooperated with Church	• Pope crowned Otto emperor
Gregory VII		

During the early Middle Ages, the Church spread its influence and increased its power across Europe. Meanwhile, monarchs also became more powerful. By 1077, explosive conflicts had arisen between secular rulers and Church officials. The longest and most destructive struggle pitted popes against the rulers of the **Holy Roman Empire**, who ruled vast lands from Germany to Italy.

## The Holy Roman Empire

In the early Middle Ages, Charlemagne brought much of present-day France and Germany under his rule. After his death, the empire dissolved into a number of separate states. In time, the dukes of Saxony extended their power over neighboring German lands. In 936, Duke Otto I of Saxony took the title King of Germany.

**Otto I Becomes Emperor** Like Charlemagne, Otto I worked closely with the Church. He appointed bishops to top government jobs. He also took an army into Italy to help the pope defeat rebellious Roman nobles. In 962, a grateful pope crowned Otto emperor. Later, Otto's successors took the title Holy Roman emperor—"holy" because they were crowned by the pope, and "Roman" because they saw themselves as heirs to the emperors of ancient Rome.

### Vocabulary Builder

**confronted**—(kun FRUNT id) *v.* came face to face with; opposed boldly

**Emperors Struggle for Control** German emperors claimed authority over much of central and eastern Europe as well as parts of France and Italy. In fact, the real rulers of these lands were the emperor's vassals—hundreds of nobles and Church officials. For German emperors, the challenge was to control their vassals. It was a challenge they never met.

Another challenge for the emperors involved the appointment of Church officials. Here, they **confronted** the power of the popes. Like other monarchs, the Holy Roman emperors often decided who would become bishops and abbots within their realm. At the same time, popes tried to end such interference in the Church from secular rulers.

✓ **Checkpoint** Describe the Holy Roman Empire.

## The Feud Between Pope and Emperor

In 1054 **Henry IV** was crowned king of Germany; later he also became Holy Roman emperor. At that time, **Gregory VII** was pope. During their reigns, the conflict between monarchs and the Church erupted.

**Gregory VII Causes Controversy** Many medieval Europeans admired Pope Gregory VII, who instituted many Church reforms. At the same time, his policies aroused hatred and contempt. Gregory wanted to make the Church independent of secular rulers, so he banned the practice of **lay investiture**. Under this practice, the emperor or another lay person (a person who is not a member of the clergy) “invested,” or presented, bishops with the ring and staff that symbolized their office. Only the pope, said Gregory, had the right to appoint and install bishops in office.

**Henry IV Responds** Pope Gregory's ban brought an angry response from the Holy Roman emperor, Henry IV. He argued that bishops held their lands as royal fiefs. Since he was their overlord, Henry felt entitled to give them the symbols of office. The feud heated up as the two men exchanged insulting letters. Meanwhile, rebellious German princes undermined Henry by supporting the pope.

**The Struggle Intensifies** In 1076, Gregory excommunicated Henry, freeing his subjects from their allegiance to the emperor. The pope then headed north to crown a new emperor. Faced with revolts, Henry was forced to make peace. In January 1077, he presented himself to the pope as a repentant sinner. Gregory knew that Henry was just trying to save his throne. Still, as a priest, the pope had no choice but to forgive a confessed sinner. He lifted the order of excommunication, and Henry quickly returned to Germany to subdue his rebellious nobles. He also took revenge on Gregory by leading an army to Rome and forcing the pope into exile.

**A Compromise: The Concordat of Worms** The struggle over investiture dragged on for almost 50 years. Finally, in 1122, both sides accepted a treaty known as the Concordat of Worms (vawrmz). This treaty declared that the Church had the sole power to elect and invest bishops with spiritual authority. The emperor, however, still invested them with fiefs.

✓ **Checkpoint** Describe the feud between the pope and the emperor.

### Scenes from the Life of Pope Gregory

A medieval drawing shows Henry driving Gregory from Rome (top). Other scenes include Gregory excommunicating Henry (bottom left) and Gregory on his deathbed (bottom right).





## The Struggle for Italy

Although the investiture struggle was over, new battles were soon raging between popes and emperors. During the 1100s and 1200s, ambitious German emperors sought to control Italy. As they did so, they came into conflict with popes and with the wealthy cities of northern Italy.

**German Emperors Try to Subdue Italy** The Holy Roman emperor Frederick I, called **Frederick Barbarossa**, or “Red Beard,” dreamed of building an empire from the Baltic to the Adriatic. For years, he fought to bring the wealthy cities of northern Italy under his control. With equal energy, they resisted. By joining forces with the pope in the Lombard League, they finally managed to defeat Barbarossa’s armies.

Barbarossa did succeed, however, in arranging a marriage between his son Henry and Constance, heiress to Sicily and southern Italy. That move entangled German emperors even more deeply in Italian affairs. Barbarossa’s grandson, Frederick II, was raised in southern Italy. An able and arrogant leader, he pursued his ambitions in Italy, clashing repeatedly and unsuccessfully with several popes. Like his grandfather, Frederick also tried but failed to subdue the cities of northern Italy.

**Effects on Germany and Italy** While Frederick II was involved in Italy, German nobles grew more independent. The Holy Roman Empire survived, but remained a patchwork of feudal states. Unlike France and England, Germany would not become a nation-state for another 600 years. Southern Italy and Sicily also faced centuries of upheaval. There, popes turned to the French to overthrow Frederick’s heirs. A local uprising against French rule in Sicily led to 200 years of chaos as French and Spanish rivals battled for power. The region that had once been a thriving center of culture was left in ruins.

 **Checkpoint** What obstacles did German emperors face in Italy?

**Frederick Barbarossa Goes to War**  
About to embark on a Crusade, Frederick Barbarossa (at left, with red cape over armor) carries an unsheathed sword and an orb with a cross. *How do these two objects symbolize his goals in the Crusade?*

## Church Power Reaches Its Height

In the 1200s, the Church reached the peak of its political power. Reforming popes like Gregory VII claimed the right to depose kings and emperors. Gregory's successors greatly expanded papal power.

**Papal Supremacy** In 1198, the powerful **Pope Innocent III** took office. As head of the Church, Innocent III claimed supremacy over all other rulers. The pope, he said, stands "between God and man, lower than God but higher than men, who judges all and is judged by no one." Innocent III clashed with all the powerful rulers of his day, and usually won. As you have read, when King John of England dared to appoint an archbishop of Canterbury without the pope's approval, Innocent excommunicated the king and placed his kingdom under interdict. Innocent ordered the same punishment for France when Philip II tried unlawfully to annul, or invalidate, his marriage.

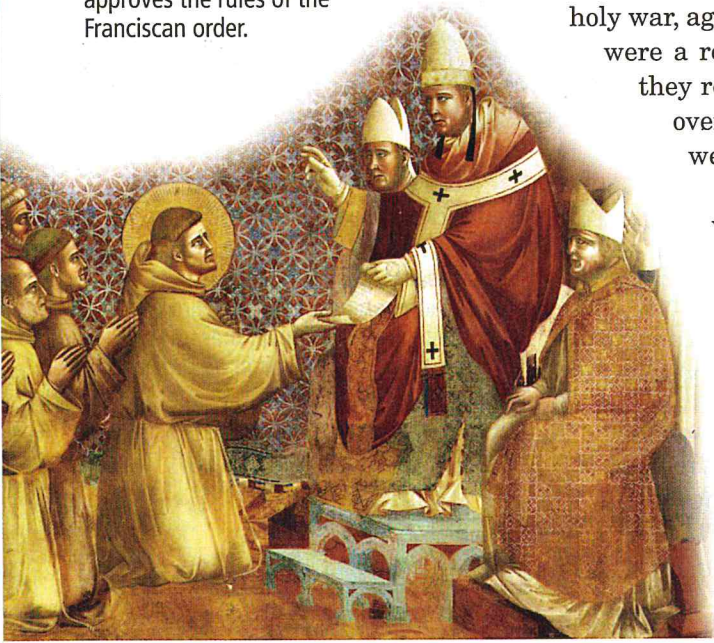
In 1209, Innocent, aided by Philip II, launched a brutal crusade, or holy war, against the Albigensians in southern France. The Albigensians were a religious group regarded as heretics by the Church because they rejected central Catholic beliefs and rituals. Knights from all over western Europe took part. Tens of thousands of people were slaughtered in the Albigensian Crusade.

Innocent strengthened papal power within the Church as well. He extended the Papal States, reformed the Church courts, and changed the way that Church officials were chosen. Finally, he called a council that issued decrees that justified the pope's new power.

**Looking Ahead** After Innocent's death, popes continued to claim supremacy. During this period, though, the French and English monarchies grew stronger. In 1296, Philip IV of France successfully challenged Pope Boniface VIII on the issue of taxing the clergy. After Philip engineered the election of a French pope, the papacy entered a period of decline.

**Checkpoint** How did Innocent III embody the Church's political power?

Saint Francis of Assisi kneels before Pope Innocent III, who approves the rules of the Franciscan order.



## SECTION 2 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0821

#### Terms, People, and Places

1. Place each of the key terms at the beginning of this section into one of the following categories: politics, culture, or geography. Write a sentence for each term explaining your choice.

#### Note Taking

##### 2. Reading Skill: Understand Effects

Use your completed table to answer the Focus Question: How did explosive conflicts between monarchs and popes affect the balance of power in Europe?

#### Comprehension and Critical Thinking

3. **Synthesize Information** Why was the power of German emperors limited?
4. **Determine Relevance** What was the significance of the conflict between Pope Gregory VII and Emperor Henry IV?
5. **Recognize Cause and Effect** How did conflicts between popes and emperors affect Italy?
6. **Analyze Information** How did Pope Innocent III assert the power of the Church?

#### Writing About History

**Quick Write: Narrow Your Topic** After exploring a topic, narrow your focus by deciding whether to concentrate on economic, social, political, or cultural elements, or a combination. If your topic is the excommunication of Henry IV, you could choose

- political events leading up to the event
- short-term political effects
- long-term political and social effects

Choose a topic from the section and list three ways in which you could narrow it for a cause-and-effect essay.

Crusader knights  
at the siege of  
Jerusalem



### WITNESS HISTORY AUDIO

## Crusaders Capture Jerusalem

“The Franks entered the city magnificently at the noonday hour. . . . With trumpets sounding and with everything in an uproar, exclaiming, ‘Help, God!’ they vigorously pushed into the city, and straightaway raised the banner on the top of the wall. All the heathen, completely terrified, changed their boldness to swift flight through the narrow streets of the quarters. . . . Nowhere was there a place where the Saracens could escape the swordsmen. . . . What more shall I tell? Not one of them was allowed to live.”

—Fulcher of Chartres

**Focus Question** How did the Crusades change life in Europe and beyond?

# The Crusades and the Wider World



## Content Standards

- **II.3.HS.1** Economic activity: world patterns
- **II.5.HS.1** Effect of geography and world processes on events
- **IV.5.HS.2** History of international trading

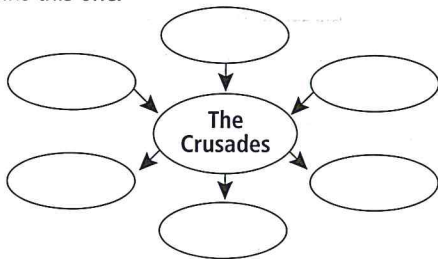
## Terms, People, and Places

Crusades	Reconquista
Holy Land	Ferdinand and Isabella
Pope Urban II	Inquisition

## Note Taking

### Reading Skill: Identify Causes and Effects

Track causes of the Crusades in the top ovals and effects in the lower ones of a concept web like this one.



Fulcher of Chartres was just one of thousands of Europeans who took part in a series of wars known as the **Crusades**. In these wars, which began in 1096, Christians battled Muslims for control of lands in the Middle East. As they streamed eastward over the next 200 years, Western Europeans learned that the world was much larger than they had ever dreamed. Their encounters outside Europe would serve to accelerate the pace of change at home.

## The World in 1050

In 1050, as Western Europe was just emerging from a period of isolation, many other civilizations were thriving elsewhere. The religion of Islam had given rise to a brilliant civilization that stretched from present-day Spain to India, and Muslim traders and scholars spread goods and ideas even farther.

India was a land of thriving cities where Hindu and Buddhist traditions flourished, and wealthy princes built stunning temples and palaces. In East Asia, under the Tang and Song dynasties, China’s culture flourished and influenced neighboring peoples. Meanwhile, the Soninke people of West Africa were building the great trading empire of Ghana.

Across the Atlantic, in Central America, the Maya had cleared rain forests and built cities with towering temples. In the Andes of South America, Native Americans were building a great empire.

The civilizations of the Americas, however, remained apart from the contacts that were taking place among Africans, Europeans, and Asians.

Closer to Western Europe, the Byzantine empire—the former eastern Roman empire—was generally prosperous and united. In the 1050s, the Seljuk Turks invaded the Byzantine empire. The Turks had migrated from Central Asia into the Middle East, where they converted to Islam. By 1071, the Seljuks had overrun most Byzantine lands in Asia Minor (present-day Turkey). The Seljuks also extended their power over the **Holy Land**, that is, Jerusalem and other places in Palestine where Christians believe Jesus lived and preached. Other Muslim groups had controlled this region in the past, but invasions by the Seljuk Turks threatened the Byzantine empire. The conflict prevented Christian pilgrims from traveling to the Holy Land.

 **Checkpoint** What civilizations were flourishing around 1050?

## The Crusades

The Byzantine emperor Alexius I urgently asked **Pope Urban II** for Christian knights to help him fight the Muslim Turks. Although Roman popes and Byzantine emperors were longtime rivals, Urban agreed.

**Called to War** At the Council of Clermont in 1095, Urban incited bishops and nobles to action. “From Jerusalem and the city of Constantinople comes a grievous report,” he began. “An accursed race . . . has violently invaded the lands of those Christians and has depopulated them by pillage and fire.” Urban then called for a crusade to free the Holy Land:

### Primary Source

“Both knights and footmen, both rich and poor . . . [must] strive to help expel [the Seljuks] from our Christian lands before it is too late. . . . Christ commands it. Remission of sins will be granted for those going thither.”

—Fulcher of Chartres, *Chronicle of the First Crusade*

“God wills it!” roared the assembly. By 1096, thousands of knights were on their way to the Holy Land. As the crusading spirit swept through Western Europe, armies of ordinary men and women inspired by fiery preachers left for the Holy Land, too. Few returned. Religious zeal was not the only factor that motivated the crusaders. Many knights hoped to win wealth and land. Some crusaders sought to escape troubles at home. Others yearned for adventure.

The pope, too, had mixed motives. Urban hoped to increase his power in Europe and perhaps heal the schism, or split, between the Roman and Byzantine churches. In 1054, the two branches of Christianity had divided after disputes over beliefs and authority. Urban also hoped that the Crusades would set Christian knights to fighting Muslims instead of one another.

**Fighting a Losing Battle** Only the First Crusade came close to achieving its goals. After a long and bloody campaign, Christian knights captured Jerusalem in 1099. They capped their victory with a massacre of Muslim and Jewish residents of the city.

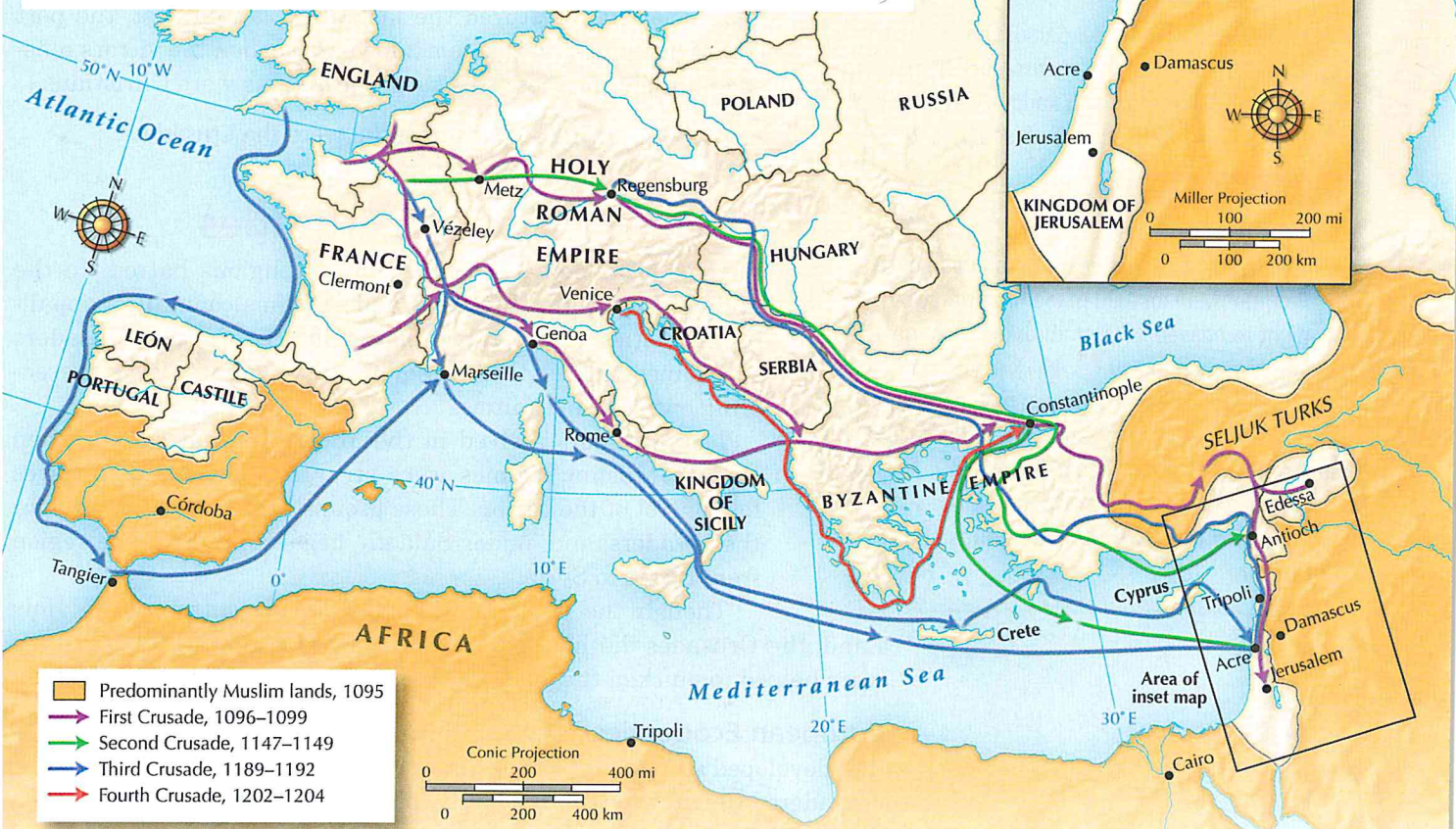
The Crusades continued, off and on, for over 200 years. The crusaders divided their captured lands into four small states, called crusader states. The Muslims repeatedly sought to destroy these Christian states, prompting Europeans to launch new crusades. In 1187, Jerusalem fell to the Muslims.

# The Crusades, 1096–1204

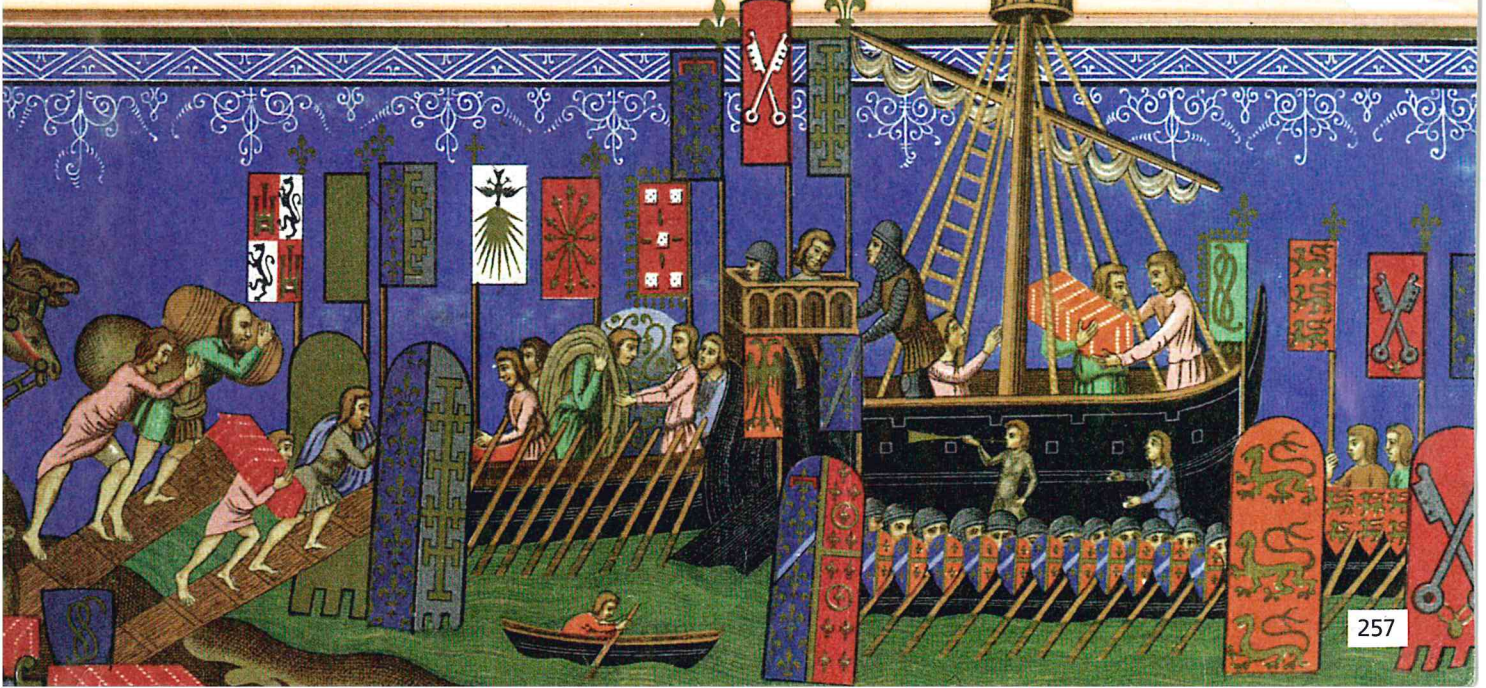
**Map Skills** Urged on by Pope Urban II, thousands of Europeans joined the Crusades to expel Muslims from the Holy Land.

- 1. Locate** On the large map, find (a) Holy Roman Empire (b) Rome (c) Jerusalem (d) Acre (e) Constantinople. On the inset map, find (a) Acre (b) Kingdom of Jerusalem.

- 2. Movement** What route did English crusaders take to the Holy Land? Why do you think they took that route?
- 3. Draw Conclusions** Why was it difficult for Europeans to defend the Crusader states?



▼ Crusaders load their ships in preparation for sailing to the Holy Land.







By 1187, the Muslim leader Saladin had retaken Jerusalem from the Christian crusaders. King Richard I tried to persuade Saladin to return the city to the Christians. Saladin refused, saying:

#### Primary Source

“To us Jerusalem is as precious . . . as it is to you, because it is the place from where our Prophet [Muhammad] made his journey by night to heaven. . . . Do not dream that we will give it up to you.”



However, because he recognized how important it was to Christians to be able to visit the sacred sites of their religion, Saladin did reopen Jerusalem to Christian pilgrims. **What does Saladin's response to King Richard's demands show about him?**

The victor was the able Muslim leader Salah al-Din, known to Europeans as Saladin. On the Third Crusade, Europeans failed to retake Jerusalem. After negotiations, though, Saladin did reopen the holy city to Christian pilgrims.

Europeans also mounted crusades against other Muslim lands, especially in North Africa. All ended in defeat. During the Fourth Crusade, the crusaders were diverted from fighting Muslims to fighting other Christians. After helping merchants from the northern Italian city of Venice defeat their Byzantine trade rivals in 1204, crusaders captured and looted Constantinople, the Byzantine capital.

Meanwhile, Muslim armies overran the crusader states. By 1291, they had captured the last Christian outpost, the port city of Acre. As in Jerusalem 200 years earlier, the victors massacred their enemies. This time, the victims were Christians.

**Checkpoint** How successful were the Crusades?

## The Impact of the Crusades

The Crusades left a bitter legacy of religious hatred. In the Middle East, both Christians and Muslims committed appalling atrocities in the name of religion. In Europe, crusaders sometimes turned their religious fury against Jews, massacring entire communities.

The crusaders arrived in the Middle East at a time when various Muslim regimes were struggling among themselves for control of the region. These groups rallied together to fight the invaders, and, under Saladin, began to reunify the region from Egypt to Syria.

Though the crusaders failed to keep control of the Holy Land, the Crusades did have significant effects on life in Europe. These wars helped to quicken the pace of changes that were already underway.

**European Economies Expand** Even before the Crusades, Europeans had developed a taste for luxuries from the Byzantine empire. Returning crusaders brought even more fabrics, spices, and perfumes from the Middle East back to Europe. Trade increased and expanded.

Merchants in Venice and other northern Italian cities had built large fleets to carry crusaders to the Holy Land. Now they used those fleets to carry on trade in such goods as sugar, cotton, and rice with the Middle East.

The Crusades further encouraged the growth of a money economy. To finance a journey to the Holy Land, nobles needed money. They therefore allowed peasants to pay rents in money rather than in grain or labor. Peasants began to sell their goods in towns to earn money, a practice that helped to undermine serfdom.

**Effects on Monarchs and the Church** The Crusades helped to increase the power of monarchs. These rulers won new rights to collect taxes in order to support the Crusades. Some rulers, such as the French king Louis IX and the English king Richard I, called the Lion-Heart, led Crusades, which added greatly to their prestige.

Enthusiasm for the Crusades brought papal power to its greatest height. This period of enhanced prestige was short-lived, however. As you have read, popes were soon involved in bitter power struggles with monarchs. Also, the Crusades did not end the split between the Roman and Byzantine churches as Pope Urban had hoped. Instead, Byzantine

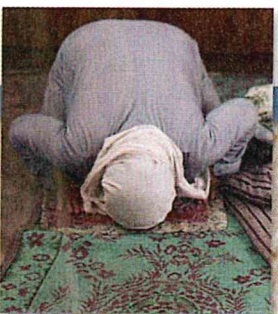
resentment against the West hardened as a result of the Fourth Crusade, during which crusaders had conquered and looted Constantinople.

**A Wider Worldview Evolves** Contacts with the Muslim world led Christians to realize that millions of people lived in regions they had never even known existed. Soon, a few curious Europeans had left to explore far-off places such as India and China.

In 1271, a young Venetian, Marco Polo, set out for China with his merchant father and uncle. After many years in China, he returned to Venice and wrote a book about the wonders of Chinese civilization. Doubting Europeans wondered if he had really gone to China. To them, his tales of a government-run mail service and black stones (coal) that were burned to heat homes were unbelievable.

The experiences of crusaders and of travelers like Marco Polo expanded European horizons. They brought Europe into a wider world from which it had been cut off since the fall of Rome. In the 1400s, a desire to trade directly with India and China would lead Europeans to a new age of exploration.

 **Checkpoint** Summarize the effects of the Crusades.



▲ A Muslim woman kneels in prayer (above left); Christian pilgrims carry a cross through the streets (above right).

◀ A Jewish pilgrim prays at the Western Wall.

 **INFOGRAPHIC**

# JERUSALEM

Today Jews, Christians, and Muslims still consider Jerusalem sacred. Despite continued disputes—and violence—over control of the city, pilgrims still visit holy places. Christians come to the Church of the Holy Sepulcher, believed to be the site of Jesus' resurrection. Equally sacred to Muslims is the Dome of the Rock, from which the Prophet Muhammad is believed to have ascended to heaven. And Jewish pilgrims still pray at the Old City's Western Wall, all that remains of the city's ancient temple.

Medieval map of Jerusalem ▶



Prayer beads like these are used by people of many faiths. ▶



### Thinking Critically

1. **Analyze Visuals** What do the people in the three photos have in common?
2. **Make Comparisons** How is Jerusalem's situation today similar to its situation at the time of the Crusades?

## The Reconquista

The crusading spirit continued after the European defeat at Acre, especially in the Iberian peninsula. North African Muslims, called Moors, had conquered most of present-day Spain in the 700s. However, several tiny Christian kingdoms in the north slowly expanded their borders and sought to take over Muslim lands. Their campaign to drive Muslims from the peninsula became known as the **Reconquista**, or “reconquest.”

**Christians Conquer Spain** The first real success of these Christian warriors came in 1085, when they captured the city of Toledo. During the next 200 years, Christian forces pushed slowly and steadily southward. By 1140, the Christian kingdom of Portugal had been established, and by 1300, Christians controlled the entire Iberian Peninsula except for Granada. Muslim influences remained strong, though, and helped shape the arts and literature of Christian Spain. In 1469, the marriage of Ferdinand of Aragon and Isabella of Castile created the unified state called Spain. Using their combined forces, **Ferdinand and Isabella** made a final push against the Muslim stronghold of Granada. In 1492, Granada fell. The Reconquista was complete.

**Spain Expels Non-Christians** Ferdinand and Isabella wanted to impose unity on their diverse peoples. Isabella was determined to bring religious as well as political unity to Spain. Under Muslim rule, Spanish Christians, Jews, and Muslims lived in relative peace, allowed to worship as they chose. Isabella ended that tolerance. With the support of the **Inquisition**, a Church court set up to try people accused of heresy, Isabella launched a brutal crusade. Jews and Muslims who had been forced to convert to Christianity could be tried by the Inquisition. If found guilty of practicing their religions, they could be turned over to the secular authorities for punishment. Many who refused to conform to Church teachings were burned at the stake.

The queen achieved religious unity, but at a high price. More than 150,000 people—mostly Muslims and Jews—fled Spain. Many of these exiles were skilled, educated people who had contributed much to Spain’s economy and culture.

 **Checkpoint** What was the Reconquista?

### Vocabulary Builder

diverse—(dih VURS) *adj.* varied; different

## SECTION 3 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0831

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed concept web to answer the Focus Question: How did the Crusades change life in Europe and beyond?

#### Comprehension and Critical Thinking

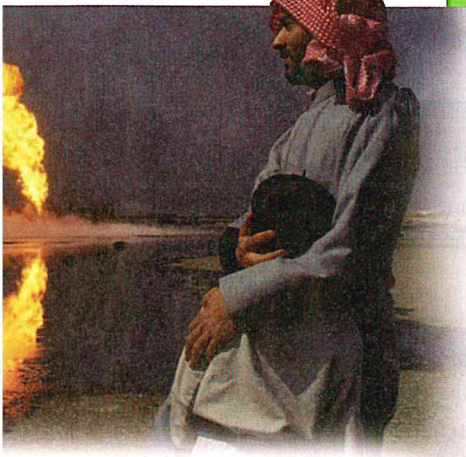
3. **Draw Conclusions** Why was the invasion of the Byzantine empire by the Turks significant?
4. **Recognize Cause and Effect** Explain three reasons why Europeans joined the Crusades.
5. **Determine Relevance** How did the Crusades accelerate change in Europe?
6. **Demonstrate Reasoned Judgment** Do you think unity in Spain was worth the costs of the Reconquista? Explain.

#### Writing About History

**Quick Write: Organize Your Essay** After defining your topic, use a graphic organizer to organize your information. For example, for the Crusades you might:

- use a flowchart to show events leading up to the First Crusade.
- use a cause-effect chart to show social, economic, and political effects.

Fill in your main ideas for each category in your graphic organizer and use it as a framework for your essay.



▲ A father and son watch oil fields burning after the Iraqi occupation of Kuwait.

## What issues cause groups of people or countries to come into conflict?

Conflict has existed throughout history, and has often led to violence. It is so common and widespread that historians have used wars as a framework for telling the story of a civilization. For example, the Crusades and the Hundred Years' War are seen as turning points for medieval Europe. Families, religious and ethnic groups, city-states, and nations have all found reason to take up arms against each other. They have fought over power, territory, natural resources, ideas, beliefs, and a host of other issues. Compare the opponents in and the causes of the following major conflicts.

### Conflict and Power: The Wars of the Roses

Rival branches of the royal family, the House of Lancaster and the House of York, fought over the English crown starting in 1455. The trouble began when Richard, Duke of York, tried to seize the throne from Henry VI, head of the House of Lancaster. This led to a series of bloody civil wars lasting 30 years, in what became known as the Wars of the Roses. Both leaders and many of their followers died. Power shifted back and forth between the families until Henry Tudor defeated King Richard III, became King Henry VII, and married Elizabeth of York.

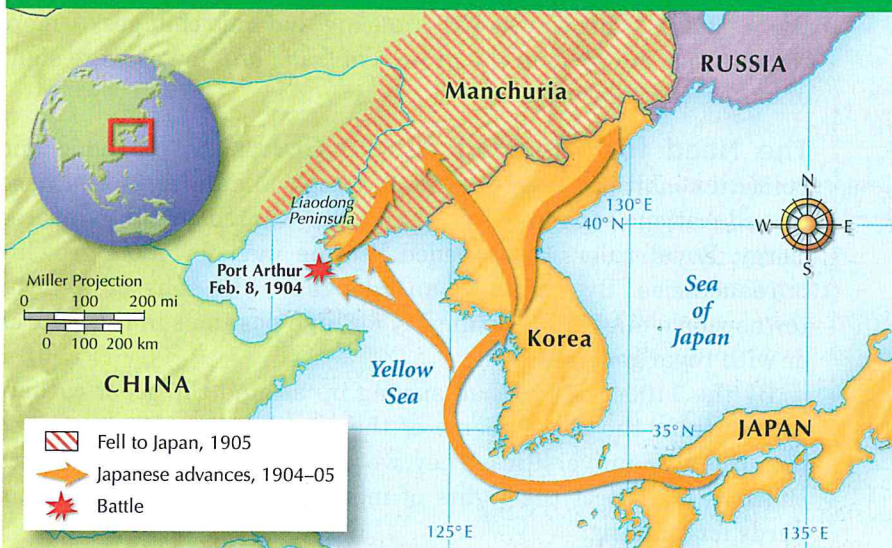
### Conflict and Territory: The Russo-Japanese War

A clash between two expansion-minded neighbors, Japan and Russia, led to war in the early 1900s. The prize was China's Liaodong Peninsula and its main city, Port Arthur. Japan, an island nation, saw the peninsula as an entryway to the Asian mainland. Russia saw the port as the perfect home for its Pacific fleet. Russia seized the peninsula in 1898. For six years Japan built up its military. In 1904, it attacked the Russian fleet at Port Arthur and then launched a successful invasion. The Russo-Japanese War ended in 1905, with Japan winning the peninsula.

### Conflict and Resources: The Persian Gulf War

In August 1990, Iraqi leader Saddam Hussein ordered his army to cross its southwestern border and invade Kuwait. This small Persian Gulf nation has one important resource: oil. Iraq also has oil reserves, but taking over its neighbor and acquiring Kuwait's large petroleum reserves would greatly increase Iraq's power in the Gulf region and the world. That outcome did not materialize. A coalition of anti-Iraq forces, led by the United States, gathered in nearby Saudi Arabia. In early 1991, they began an offensive that shattered Saddam's army and cleared the Iraqis out of Kuwait.

### The Russo-Japanese War



### Thinking Critically

1. **Connect** (a) What caused each of the conflicts described above? (b) Even though the issues were different, what did the goals and methods of the opponents have in common?
2. Do research to find out more about these and other examples of conflict. Create a chart showing opponents, causes, key events, and results.

Medieval scholars at the University of Paris



Medieval inkwell and pen



### WITNESS HISTORY AUDIO

## Life in a Medieval University

Although some university students were scolded for fooling around rather than studying, this father had the opposite worry:

“They tell me that, unlike everyone else, you get out of bed before the first bell sounds in order to study, that you are the first into the classroom and the last to leave it. And that when you get back home you spend the whole day going over what you were taught in your lessons. . . . Many people make themselves permanently ill through excessive study; some of them die, and others . . . waste away day after day.”

—Boncompagno da Signa

**Focus Question** What achievements in learning, literature, and the arts characterized the High and late Middle Ages?

# Learning and Culture Flourish



## Content Standards

- **I.1.HS.3** Identify and describe major eras in world history
- **II.1.HS.1** Describe effect of world issues/events
- **II.1.HS.2** Possible cultural effects on men’s and women’s perceptions

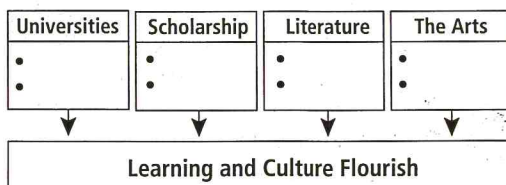
## Terms, People, and Places

scholasticism	Geoffrey Chaucer
Thomas Aquinas	Gothic style
vernacular	flying buttresses
Dante Alighieri	illumination

## Note Taking

### Reading Skill: Recognize Multiple Causes

Keep track of the many causes of the cultural and intellectual flowering of the Middle Ages by completing a flowchart like the one below.



In spite of the problems of students studying too much—or sometimes too little—medieval universities brought prestige and profit to the cities in which they were located. Local merchants provided students with housing, food, clothing, and entertainment. But students could also create problems for university communities. The priest Jacques de Vitry complained, “They were always fighting and engaging in scuffles.” Who were these students, and why did universities begin to spring up in the 1100s?

## Medieval Universities Emerge

By the 1100s, Europe was experiencing dynamic changes. A more reliable food supply and the growth of trade and towns were signs of increased prosperity.

**The Need for Educated People Grows** As economic and political conditions improved in the High Middle Ages, the need for education expanded. The Church wanted better-educated clergy. Royal rulers also needed literate men for their growing bureaucracies. By acquiring an education, the sons of wealthy townspeople might hope to qualify for high positions in the Church or with royal governments.

By the 1100s, schools had sprung up around the great cathedrals to train the clergy. Some of these cathedral schools evolved into the first universities. They were organized like guilds, with charters to protect the rights of members and established standards for training.

As early as the 900s, the Italian city of Salerno had a respected medical school. Later, Bologna's university—founded in 1158—became famous for legal studies. Paris and Oxford founded their universities in the later 1100s. Soon, other cities rushed to organize universities. Students often traveled from one university to another to study different subjects, seeking food and lodging from whatever patrons they could find to support them.

**Student Life** University life offered few comforts. A bell wakened students at about 5 A.M. for prayers. Students then attended classes until 10 A.M., when they had their first meal of the day. Afternoon classes continued until 5 P.M. Students usually ate a light supper and then studied until bedtime. Because at first medieval universities did not have permanent buildings, classes were held in rented rooms or in the choir loft of a church. Students sat for hours on hard benches as the teacher dictated and then explained Latin texts. Students were expected to memorize what they heard.

A program of study covered the seven liberal arts: arithmetic, geometry, astronomy, music, grammar, rhetoric, and logic. There were separate programs for the further study of law, medicine, and theology. To show mastery of a subject, students took an oral exam. Earning a degree as a bachelor of arts took between three and six years. Only after several more years of study could a man qualify to become a master of arts and a teacher. Theology was the longest course of study.

**Women and Education** Women were not allowed to attend universities. And so, for the most part, they were also deprived of the mental stimulation that was an important part of university life. Without a university education, women could not become doctors, lawyers, or church officials.

There were educated women, however. Some girls received good educations in convents, and girls from noble families attended classes at Notre Dame de Paris, located in the French capital. Some nuns became scholars and writers. The writer Christine de Pisan (duh pee ZAHN) examined the issue of women's education. In *The City of Ladies*, she asks Lady Reason whether women are less capable of learning and understanding, as men insist. Lady Reason replies:

#### Primary Source

“If it were customary to send daughters to school like sons, and if they were then taught the same subjects, they would learn as thoroughly and understand the subtleties of all arts and sciences as well as sons.”

—Christine de Pisan

Still, men continued to look on educated women as oddities. Most medieval men felt that women should pursue their “natural” gifts at home—raising children, managing the household, doing needlework—and leave books and writing to men.

 **Checkpoint** What was university life like in medieval Europe?

## Europeans Acquire “New” Learning

Universities received a further boost from an explosion of knowledge that reached Europe in the High Middle Ages. Many of the “new” ideas had originated in ancient Greece but had been lost to Western Europeans after the fall of Rome.

## BIOGRAPHY



### Christine de Pisan

Christine de Pisan (1364?–1430?) was more educated than most men of her time. Her father, a physician and astronomer in the French court, saw that she received an excellent education. She spoke French, Italian, and possibly Latin as well.

Christine married at 15. When her husband died 10 years later, she supported herself and her three children by writing. Her first works were poems of lost love dedicated to her husband. Her writing was supported by lords and monarchs.

Because of her desire to comment on social issues, Christine gradually switched her focus from poetry to prose. She described women's place in medieval society and promoted women's rights and accomplishments.

**Why do you think Christine began to write about women's issues?**

## Medieval Innovation in Europe

Many technological innovations that still affect our daily lives were either invented or adapted by Europeans during the Middle Ages.

The invention of the escapement mechanism allowed a clock to measure hours of equal length regardless of the times of sunrise and sunset. These clocks regulated when church bells rang to mark the divisions of the day. ▼

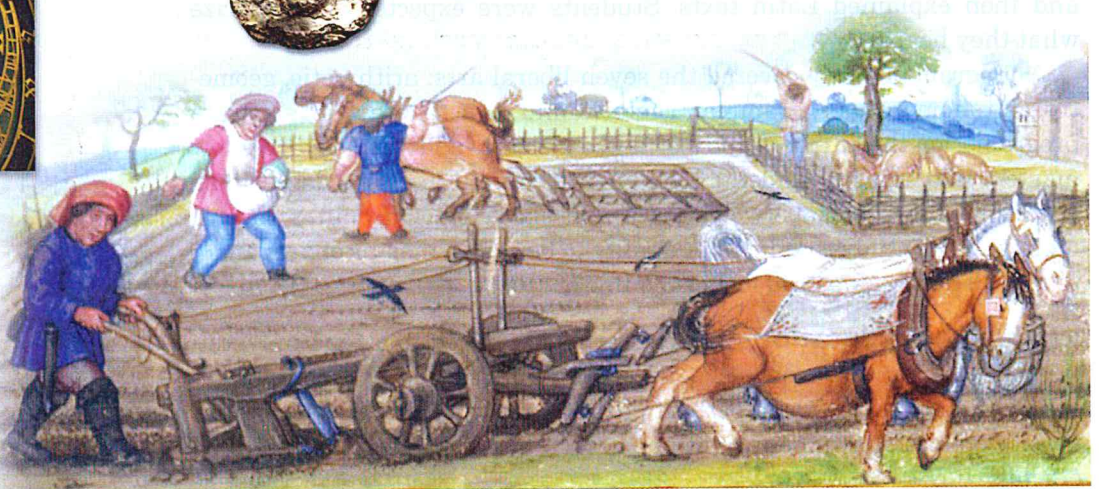


A series of innovations ► improved medieval farming—and the food supply. The iron plow was more efficient. A new harness allowed a change from oxen to faster horsepower.

In the 1200s, the first buttons were used as ornaments and sold by jewelers. Once their practical use was discovered, less expensive buttons allowed garments to have adjustable necklines and detachable sleeves. ▼



The invention of eyeglasses was particularly welcome to medieval monks who copied manuscripts. In fact, a 1313 document attributes this innovation to a Dominican friar from Italy. ►



### Vocabulary Builder

**initiated**—(ih NISH ee ayt ed) *vt.* started; introduced

**Muslim Scholarship Advances Knowledge** Muslim scholars had translated the works of Aristotle and other Greek thinkers into Arabic. Their translations and knowledgeable commentaries on these ancient texts spread across the Muslim world. In Muslim Spain, Jewish and Christian scholars translated these works into Latin, the language of Christian European scholars. In the 1100s, when these new translations reached Western Europe, they initiated a revolution in the world of learning.

**Christian Scholars Struggle With New Ideas** The writings of the ancient Greeks posed a challenge to Christian scholars. Aristotle taught that people should use reason to discover basic truths. Christians, however, accepted many ideas on faith. They believed that the Church was the final authority on all questions. How could they use the logic of Aristotle without undermining their Christian faith?

Some Christian scholars tried to resolve the conflict between faith and reason. Their method, known as scholasticism, used reason to support Christian beliefs. Scholastics studied the works of the Muslim philosopher Averroës (uh VEER uh weez) and the Jewish rabbi Maimonides (my MAHN uh deez). These thinkers, too, used logic to resolve the conflict between faith and reason.

The writings of these philosophers influenced the famous scholastic Thomas Aquinas (uh KWY nus). In a monumental work, *Summa theologiae*, Aquinas concluded that faith and reason exist in harmony. Both lead to the same truth, that God rules over an orderly universe. Aquinas thus brought together Christian faith and classical Greek philosophy.

**New Approaches to Science and Mathematics** Scientific works, translated from Arabic and Greek, also reached Europe from Spain and the Byzantine empire. Christian scholars studied Hippocrates on medicine and Euclid on geometry, along with works by Arab scientists. They saw, too, how Aristotle had used observation and experimentation to study the physical world. Yet science made little real progress in Europe in the Middle Ages because most scholars still believed that all true knowledge must fit with Church teachings. It would take many centuries before Christian thinkers changed the way they viewed the physical world.

During this period, Europeans adopted Hindu-Arabic numerals, which were much easier to use than the cumbersome system of Roman numerals that had been traditional throughout Europe for centuries. In time, the use of Arabic numerals (as they are commonly called) allowed both scientists and mathematicians to make extraordinary advances in their fields.

 **Checkpoint** Describe the new learning of medieval Europe.

## Medieval Literature

While Latin remained the written language of scholars and churchmen, new writings began to appear in the **vernacular**, or the everyday languages of ordinary people, such as French, German, and Italian. These writings captured the spirit of the High and late Middle Ages. Medieval literature included epics, or long narrative poems, about knights and chivalry as well as tales of the common people.

**Heroic Epics Captivate** Across Europe, people began writing down oral traditions in the vernacular. French pilgrims traveling to holy sites loved to hear the *chansons de geste*, or “songs of heroic deeds.” The most popular was the *Song of Roland*, written around 1100, which praises the courage of one of Charlemagne’s knights. A true chivalric hero, Roland loyally sacrifices his life out of a sense of honor. Spain’s great epic, *Poem of the Cid*, tells the story of Rodrigo Díaz de Vivar, a bold and fiery Christian lord who fought both with and against Muslim forces. His nickname, *El Cid*, comes from the Arabic word for “lord.”

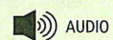
**Dante’s *Divine Comedy*** “In the middle of the journey of life, I found myself in a dark wood, where the straight way was lost.” So begins the *Divine Comedy* written in the early 1300s by the Italian poet **Dante Alighieri** (DAHN tay ah leeg YEH ree). The poem takes the reader on an imaginary journey into hell and purgatory, where souls await forgiveness. Finally, in the third section, Dante describes a vision of heaven.

“Abandon all hope, ye that enter here” is the warning Dante receives as he approaches hell. There, he talks with people from history who tell how they earned a place in hell. Humor, tragedy, and the endless medieval quest for religious understanding are all ingredients in Dante’s poem. His journey summarizes Christian ethics, showing how people’s actions in life determine their fate in the afterlife.

Near the end of the French epic poem the *Song of Roland*, the great hero, Count Roland, has been wounded in battle. Now he “feels death coming over him.” Why does the author include the angels bearing Roland’s soul to heaven?

### Primary Source

“Count Roland lay stretched out beneath a pine;  
He turned his face toward the land of Spain,  
Began to remember many things now:  
How many lands, brave man, he had conquered;  
And he remembered: sweet France, the men of his line,  
Remembered Charles, his lord, who fostered him:  
Cannot keep, remembering, from weeping, sighing;  
But would not be unmindful of himself:  
He confesses his sins, prays God for mercy.  
Then he held out his right glove to his Lord:  
Saint Gabriel took the glove from his hand.  
He held his head bowed down upon his arm,  
He is gone, his two hands joined, to his end.  
Then God sent him his angel Cherubin  
And Saint Michael, angel of the sea’s Peril;  
And with these two there came Saint Gabriel:  
They bear Count Roland’s soul to Paradise.”







**Chaucer's *Canterbury Tales*** In the *Canterbury Tales*, the English writer **Geoffrey Chaucer** describes a band of pilgrims traveling to Saint Thomas Becket's tomb. In brilliant word portraits, he sketches a range of characters, including a knight, a plowman, a merchant, a miller, a monk, and a nun. Each character tells a story to entertain the group. Whether funny, romantic, or bawdy, each tale adds to our picture of medieval life.

✓ **Checkpoint** Describe three works of medieval literature.

## Architecture and Art

"In the Middle Ages," wrote French author Victor Hugo, "men had no great thought that they did not write down in stone." Those "writings" were the great buildings of the Middle Ages. With riches from trade and commerce, townspeople, nobles, and monarchs indulged in a flurry of building. Their greatest achievements were the towering stone cathedrals that served as symbols of their wealth and religious devotion.

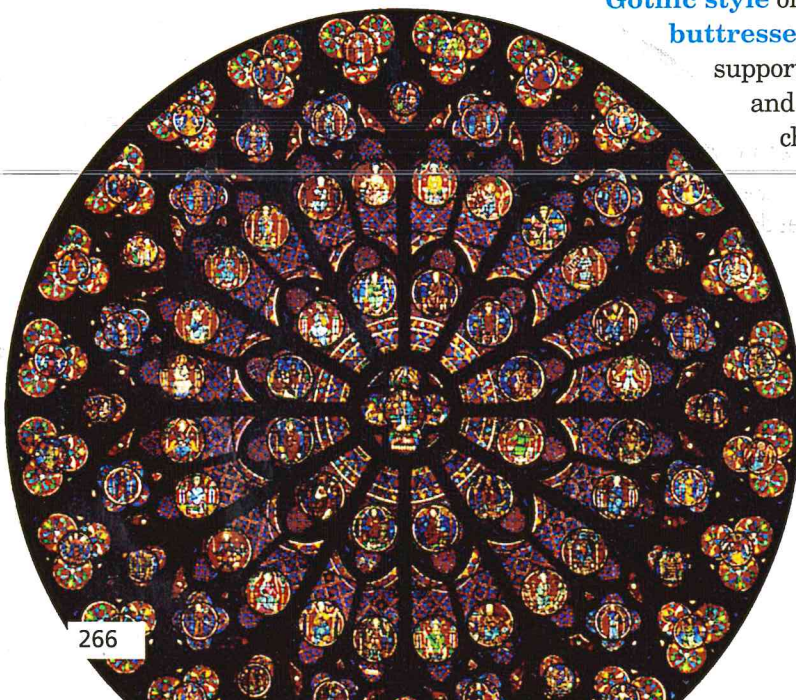
**From Romanesque to Gothic** In the year 1000, monasteries and towns were building solid stone churches that reflected Roman influences. These Romanesque churches looked like fortresses with thick walls and towers. Typically, the roof of a Romanesque church was a barrel vault, a long tunnel of stone that covered the main part of the structure. It was heavy, supported by massive walls with no windows or only tiny slits of windows for fear of weakening the support for the roof. As a result, the interior of a Romanesque church was dark and gloomy.

About 1140, Abbot Suger wanted to build a new abbey church at St. Denis near Paris. He hoped that it "would shine with wonderful and uninterrupted light." There, builders developed what became known as the

**Gothic style** of architecture. Its most important feature was the **flying buttresses**, or stone supports that stood outside the church. These supports allowed builders to construct higher, thinner walls and leave space for large stained-glass windows. Gothic churches soared to incredible heights. Their graceful spires and tall windows carried the eye upward to the heavens. "Since their brilliance lets the splendor of the True Light pass into the church," declared a medieval visitor, "they enlighten those inside."

**Making Art in Stone and Glass** As churches rose, stonemasons carved sculptures to decorate them both inside and out. In addition to scenes from the Bible and the lives of the saints, sculptors included lifelike forms of plants and animals. They also carved whimsical or frightening images of mythical creatures such as dragons and unicorns.

Stained glass rose window in Notre Dame Cathedral, Paris





At the same time, other skilled craft workers created stained-glass windows that added to the splendor of Gothic churches. These artisans stained small pieces of glass in glowing colors. They then set the pieces in thin lead frames to create pictures depicting the life of Jesus, a biblical event, or other religious themes. These religious pictures helped educate the many people who were unable to read.

**Paintings, Manuscripts, and Tapestries** Churches also contained religious paintings called altarpieces. The purpose of these paintings, and similar ones that wealthy people had in their homes, was to symbolize religious ideas. In this Gothic style, religious figures were not meant to look like real people in real settings but rather to inspire devotion.

In the 1300s and 1400s, the Gothic style was also applied to the artistic decoration of books, known as **illumination**. Since the early Middle Ages, monks, nuns, and other skilled artisans had illuminated books with intricate designs and miniature paintings of biblical scenes and daily life. They often featured brilliant colors and decorative detail. Artists decorated prayer books known as Books of Hours with depictions of towns and castles, knights and ladies, and peasants in the fields.

Medieval artists also created “paintings” in thread. Stone castles were drafty and cold. Tapestries, or woven wall hangings, were hung in castle rooms and halls to add color and warmth. One of the most famous, the Bayeux Tapestry, is really a huge embroidery 231 feet long. Its 70 scenes depict the Norman Conquest of England, and historians have used it to learn about that event.

**Checkpoint** Describe the artistic works found in medieval churches.

### The Bayeux Tapestry

This section of the famous Bayeux Tapestry shows Harold, who became the last Anglo-Saxon king of England, with his fleet. Harold was killed in the Battle of Hastings in 1066.

## SECTION 4 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice

Web Code: naa-0841

#### Terms, People, and Places

1. What do the key terms and people listed at the beginning of the section have in common? Explain.

#### Note Taking

2. **Reading Skill: Recognize Multiple Causes** Use your completed flowchart to answer the Focus Question: What achievements in learning, literature, and the arts characterized the High and late Middle Ages?

#### Comprehension and Critical Thinking

3. **Predict Consequences** How might universities that drew students from many lands affect European life in the future? Explain your answer.
4. **Analyze Information** How did new knowledge pose a challenge to Christian scholars?
5. **Synthesize Information** Why were heroic epics in the vernacular popular with medieval Europeans?
6. **Identify Central Issues** How was religion central to the art and architecture of the Middle Ages?

#### Writing About History

##### Quick Write: Write a Thesis Statement

Your thesis statement expresses your idea about your topic. It might state the most important cause of an event or that multiple causes were at work, or it might emphasize effects. Refer to your graphic organizer to formulate statements such as:

- Changing economic, political, and social conditions led to the emergence of universities.
- Muslim scholarship had far-reaching effects on European philosophy, science, and mathematics.

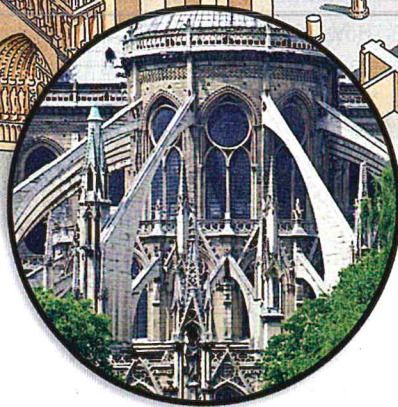
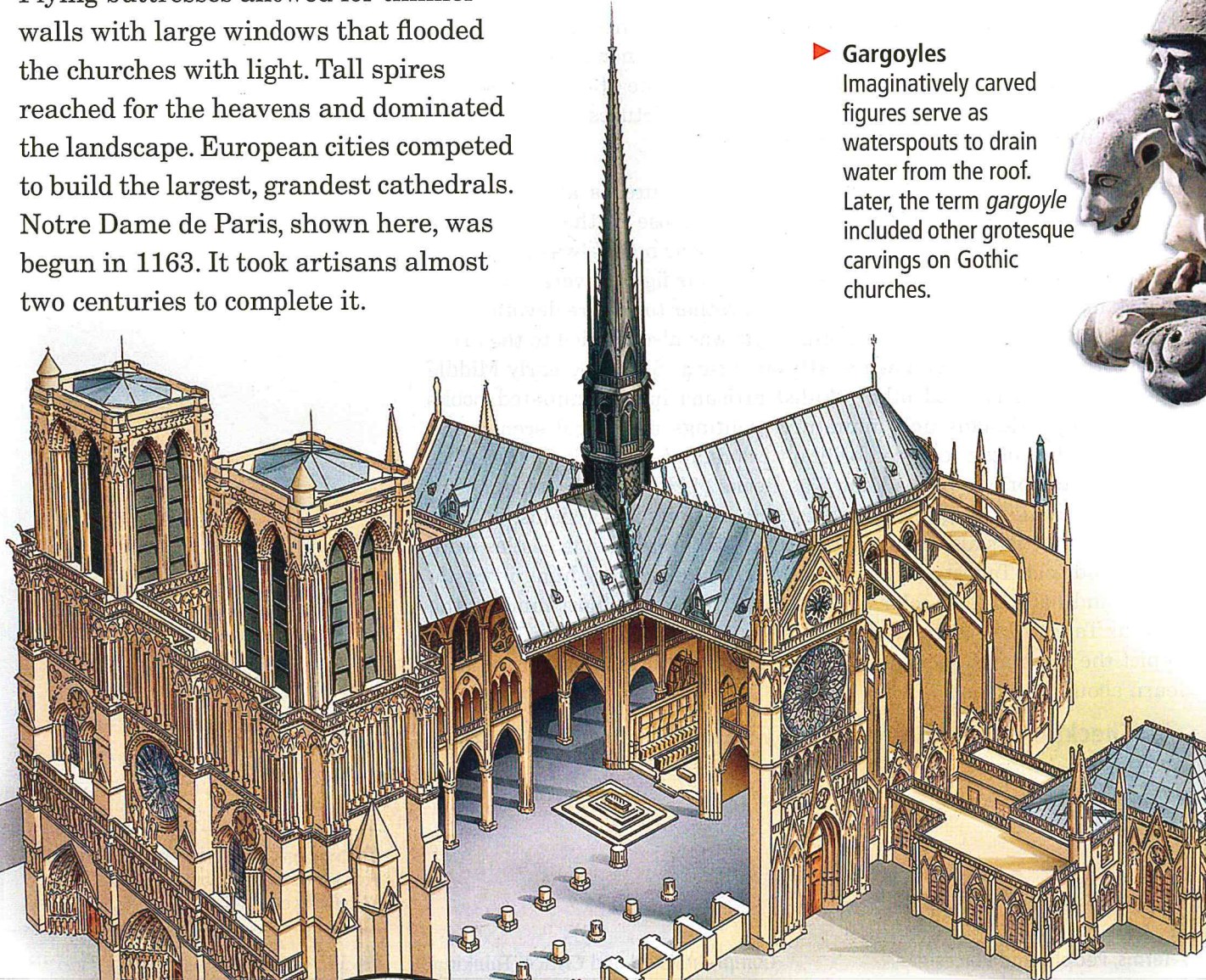
# The Gothic Cathedral

The Gothic cathedral was the crowning achievement of medieval architecture. Flying buttresses allowed for thinner walls with large windows that flooded the churches with light. Tall spires reached for the heavens and dominated the landscape. European cities competed to build the largest, grandest cathedrals. Notre Dame de Paris, shown here, was begun in 1163. It took artisans almost two centuries to complete it.

▶ **Vaulted Ceilings**  
Pointed arches called vaults form a strong skeleton on which the roof material is laid. This view looks up at Notre Dame's vaulted ceiling.



▶ **Gargoyles**  
Imaginatively carved figures serve as waterspouts to drain water from the roof. Later, the term *gargoyle* included other grotesque carvings on Gothic churches.



◀ **Flying Buttresses**  
These stone arches carry much of the weight of the roof, so thick stone walls are no longer needed.

### Thinking Critically

- 1. Synthesize Information**  
How did new technology allow Gothic cathedrals to "soar to the heavens" and be flooded with light?
- 2. Draw Conclusions**  
What does the time and effort required to build Gothic cathedrals reveal about medieval culture?



◀ Lead crosses used in mass graves of plague victims

Stained-glass window depicting fear of the plague, Canterbury Cathedral, England ▼

## WITNESS HISTORY AUDIO

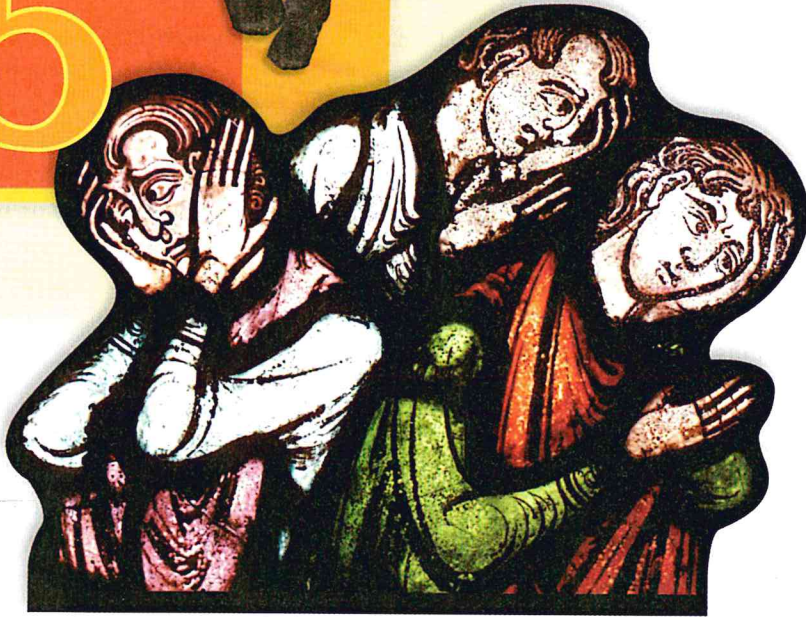
### The Black Death Approaches

“We see death coming into our midst like black smoke, a plague which cuts off the young, a rootless phantom which has no mercy or fair countenance. Woe is me. . . . It is an ugly eruption that comes with unseemly haste. It is a grievous ornament that breaks out in a rash. The early ornaments of black death.”

—Jevan Gethin

The disease called the plague, or the Black Death, reached the British Isles from mainland Europe in 1348, spreading fear and then sickness and death. The Welsh poet who wrote these words died of the plague in 1349.

**Focus Question** How did the combination of plague, upheaval in the Church, and war affect Europe in the 1300s and 1400s?



# A Time of Crisis



## Content Standards

- **II.1.HS.1** Describe effect of world issues/events
- **II.3.HS.1** Economic activity: world patterns
- **II.3.HS.2** Global effects from single events
- **II.5.HS.1** Effect of geography and world processes on events

## Terms, People, and Places

Black Death                      schism  
epidemic                         longbow  
inflation

## Note Taking

### Reading Skill: Recognize Causes and Effects

Keep track of the spread of the Black Death and its effects in a flowchart like this one. Use the middle box to describe what life was like during the plague.



To Europeans in the mid-1300s, the end of the world seemed to have come. First, widespread crop failures brought famine and starvation. Then, plague and war ravaged populations. Europe eventually recovered from these disasters. Still, the upheavals of the 1300s and 1400s marked the end of the Middle Ages and the beginning of the early modern age.

## The Black Death: A Global Epidemic

In the autumn of 1347, a fleet of Genoese trading ships loaded with grain left the Black Sea port of Caffa and set sail for Messina, Sicily. By midvoyage, sailors were falling sick and dying. Soon after the ships tied up at Messina, townspeople, too, began to fall sick and die. Within months, the disease that Europeans called the **Black Death** was raging through Italy. By 1348, it had reached Spain and France. From there, it ravaged the rest of Europe. One in three people died—a death rate worse than in any war in history.

**The Plague Spreads from Asia** The sickness was bubonic plague, a disease spread by fleas carried by rats. Bubonic plague had broken out before in Europe, Asia, and North Africa but had subsided. One strain, though, had survived in Mongolia. In the 1200s, Mongol armies conquered much of Asia, probably setting off the new **epidemic**, or outbreak of rapid-spreading disease.

## WITNESS HISTORY VIDEO

Watch *The Black Death* on the Discovery School™ Witness History video program to learn about the conditions that helped spread the plague and the effects the disease had on Europe.



In the pre-modern world, rats infested ships, towns, and even the homes of the rich and powerful, so no one took any notice of them. In the early 1300s, rats spread the plague in crowded Chinese cities, which killed about 35 million people there. Fleas jumped from those rats to infest the clothes and packs of traders traveling west. As a result, the disease quickly spread from Asia to the Middle East and then to Europe.

**Normal Life Breaks Down** In Europe, the plague brought terror and bewilderment, as people had no way to stop the disease. Some people turned to magic and witchcraft for cures. Others plunged into wild pleasures, believing they would soon die anyway. Still others saw the plague as God's punishment. They beat themselves with whips to show that they repented their sins. Normal life broke down as people fled cities or hid in their homes to avoid contracting the plague from neighbors and relatives.

Some Christians blamed Jews for the plague, charging unjustly that they had poisoned the wells to cause the disease. In the resulting hysteria, thousands of Jews were slaughtered.

**The Economy Suffers** As the plague kept recurring in the late 1300s, the European economy plunged to a low ebb. When workers and employers died, production declined. Survivors demanded higher wages. As the cost of labor soared, **inflation**, or rising prices, broke out too. Landowners and merchants pushed for laws to limit wages. To limit rising costs, landowners converted croplands to land for sheep raising, which required less labor. Villagers forced off the land looked for work in towns. There, guilds limited opportunities for advancement.

Coupled with the fear of the plague, these restrictions sparked explosive revolts. Bitter, angry peasants rampaged in England, France, Germany, and elsewhere. In the cities, artisans fought for more power, usually without success. Revolts erupted on and off through the 1300s and 1400s. The plague had spread both death and social unrest. Western Europe would not fully recover from its effects for more than 100 years.

✓ **Checkpoint** How did the Black Death affect Europe?

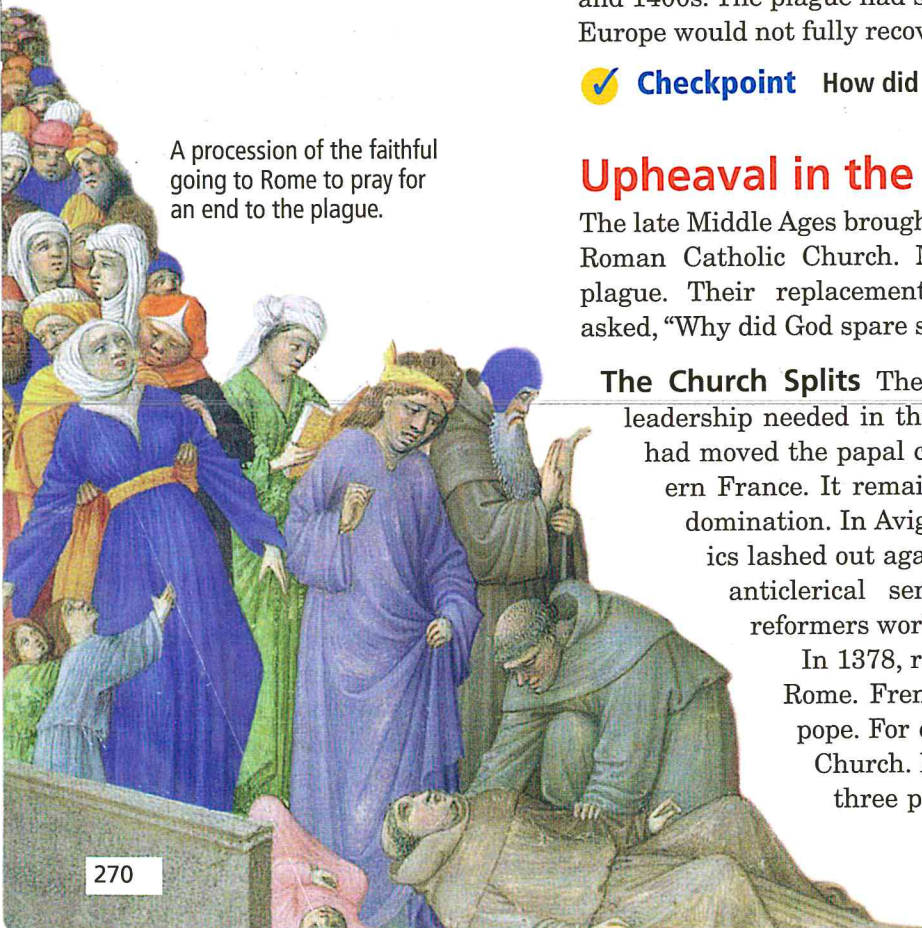
## Upheaval in the Church

The late Middle Ages brought spiritual crisis, scandal, and division to the Roman Catholic Church. Many priests and monks died during the plague. Their replacements faced challenging questions. Survivors asked, "Why did God spare some and kill others?"

**The Church Splits** The Church was unable to provide the strong leadership needed in this desperate time. In 1309, Pope Clement V had moved the papal court to Avignon outside the border of southern France. It remained there for about 70 years under French domination. In Avignon, popes reigned over a lavish court. Critics lashed out against the worldly, pleasure-loving papacy, and anticlerical sentiment grew. Within the Church itself, reformers worked for change.

In 1378, reformers elected their own pope to rule from Rome. French cardinals responded by choosing a rival pope. For decades, there was a **schism**, or split, in the Church. During this schism, two and sometimes even three popes claimed to be the true "vicar of Christ."

A procession of the faithful going to Rome to pray for an end to the plague.



A Church council at Constance, Germany, finally ended the crisis in 1417 by removing authority from all three popes and electing a compromise candidate. Pope Martin V returned the papacy to Rome.

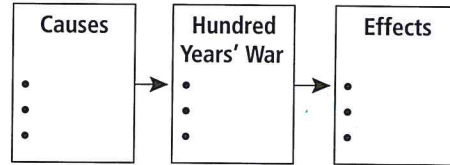
**Responding to New Heresies** As the moral authority of the Church weakened, popular preachers began to call for change. In England, John Wycliffe, an Oxford professor, attacked corruption in Church. Wycliffe insisted that the Bible, not the Church, was the source of Christian truth. His followers began translating the Bible into English so that people could read it themselves rather than rely on the clergy to interpret it. Czech students at Oxford carried Wycliffe's ideas to Bohemia—today's Czech Republic. There, Jan Hus led the call for reforms, supported by his followers, known as Hussites.

The Church responded by persecuting Wycliffe and his followers and suppressing the Hussites. Hus was tried for preaching heresy—ideas contrary to Church teachings. Found guilty, he was burned at the stake in 1415. The ideas of Wycliffe and Hus survived, however. A century later, other reformers took up the same demands.

**Checkpoint** Describe the threats to Church power.

## Note Taking

**Reading Skill: Recognize Causes and Effects** Keep track of the Hundred Years' War by completing a flowchart. List causes of the war in the first box, and put effects in the last box. Use the middle box to record major events that occurred during the war.



## The Hundred Years' War

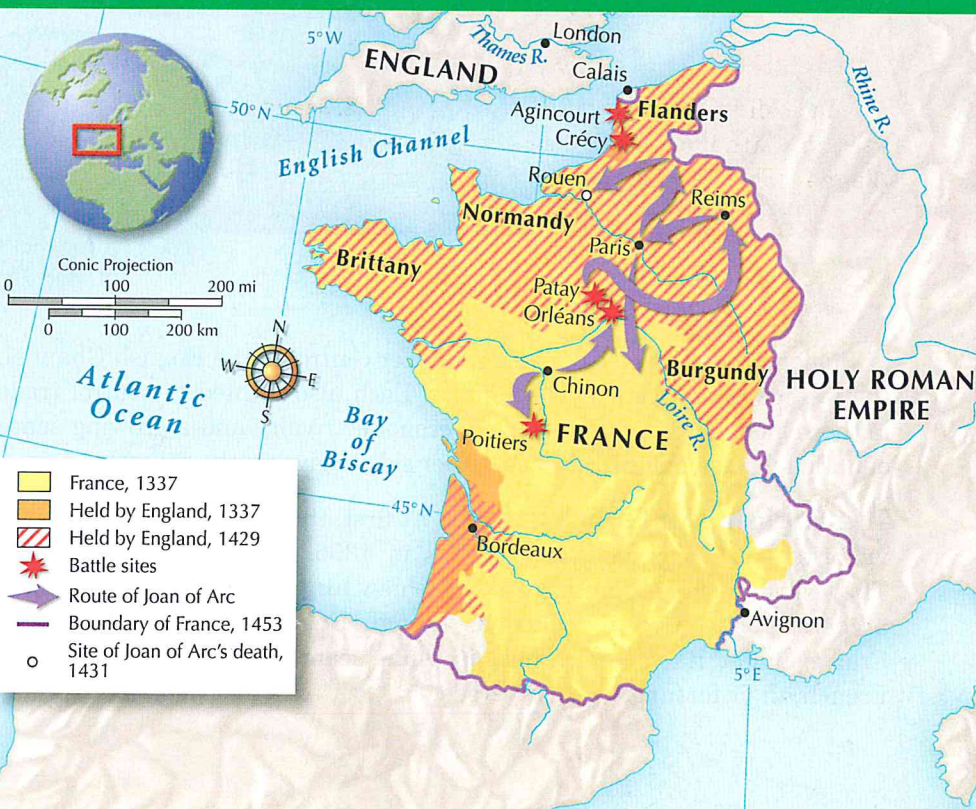
On top of the disasters of famine, plague, and economic decline came a long, destructive war. Between 1337 and 1453, England and France engaged in a series of conflicts, known as the Hundred Years' War.

**French and English Rivalry Grows** English rulers had battled for centuries to hold onto the French lands of their Norman ancestors. But French kings were intent on extending their own power in France. When Edward III of England, whose mother had been a French princess, claimed the French crown in 1337, war erupted anew between these rival powers.

### Geography Interactive

For: Audio guided tour  
Web Code: nap-0851

### The Hundred Years' War, 1337–1453



**Map Skills** The English and French fought for control of France in the Hundred Years' War.

- Locate** (a) Normandy (b) Crécy (c) Poitiers (d) Agincourt (e) Calais
- Place** (a) What regions of France did England gain between 1337 and 1429? (b) What city in France was still under English control in 1453?
- Make Comparisons** (a) How were the boundaries of France different in 1453 than in 1337? (b) How did the Hundred Years' War change Europe?

● INFOGRAPHIC

# NEW WEAPONS TURN THE TIDE

New military technology not only turned the tide of the Hundred Years' War but also changed warfare itself. Early in the war, English soldiers equipped with a powerful new weapon overpowered their French counterparts. An English archer with a longbow could shoot three arrows in the time it took a French archer with his crossbow to fire just one. Arrows from the powerful six-foot longbow could pierce all but the heaviest armor. The French responded by using cannons, which could smash castle walls. Cannons helped the French capture English-held castles and drive the English from Normandy.



## Weapons

Weapons in the medieval painting correspond to those in the photos.

- A** Crossbow
- B** Longbow
- C** Cannon

### Thinking Critically

1. **Analyze Visuals** Find the longbows and crossbows in the medieval painting above. Which side seems to be winning? Explain.
2. **Draw Inferences** How might cannons be used in this battle?

England and France were also rivals for control of the English Channel, the waterway between their countries. Each also wanted to control trade in the region. Once fighting started, economic rivalry and a growing sense of national pride made it hard for either side to give up the struggle.

**The English Win Early Victories** At first, the English won a string of victories—at Crécy in 1346, Poitiers in 1356, and Agincourt in 1415. They owed much of their success to the new **longbow** wielded by English archers. For a time, it looked as though England would bring all of France under its control. Then, in what seemed like a miracle to the French, their fortunes were reversed.

**Joan of Arc Fights for France** In 1429, a 17-year-old peasant woman, Joan of Arc, appeared at the court of Charles VII, the uncrowned king of France. She told him that God had sent her to save France. Desperate, Charles authorized her to lead an army against the English.

To Charles's amazement, Joan inspired the battered and despairing French troops to fight anew. In one astonishing year, she led the French to several victories and planted the seeds for future triumphs.

Joan paid for success with her life. She was taken captive by allies of the English and turned over to her enemies for trial. To discredit her, the English had Joan tried for witchcraft. She was convicted and burned at the stake. Much later, however, the Church declared her a saint.

The execution of Joan rallied the French, who saw her as a martyr. After Joan's death, the French took the offensive. With a powerful new weapon, the cannon, they attacked English-held castles. By 1453, the English held only the port of Calais in northwestern France.

**Impact of the Hundred Years' War** The Hundred Years' War set France and England on different paths. The war created a growing sense of national feeling in France and allowed French kings to expand their power. On the other hand, during the war, English rulers turned repeatedly to Parliament for funds, which helped that body win the "power of the purse." Power in English government began to swing towards Parliament. While the loss of French lands shattered English dreams of a continental empire, English rulers turned to new trading ventures overseas.

The Hundred Years' War brought many changes to the late medieval world. Castles and armored knights were doomed to disappear because their defenses could not stand up to the more deadly firepower of the longbow and the cannon. Society was changing. Monarchs needed large armies, not feudal vassals, to fight their wars. More and more, they turned to hired soldiers to do their fighting.

As Europe recovered from the Black Death, the population expanded, and manufacturing grew. These changes led to increased trade. Italian cities flourished as centers of trade and shipping. Europeans borrowed and developed new technologies. This recovery set the stage for further changes during the Renaissance, the Reformation, and the Age of Exploration.

 **Checkpoint** Summarize the events of the Hundred Years' War.

### Vocabulary Builder

authorized—(AW thur ezd) *vt.* gave official power to

## SECTION 5 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0851

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Recognize Causes and Effects** Use your completed flowcharts to answer the Focus Question: How did the combination of plague, upheaval in the Church, and war affect Europe in the 1300s and 1400s?

#### Comprehension and Critical Thinking

3. **Recognize Cause and Effect** What were three effects of the Black Death on late medieval Europe?
4. **Draw Inferences** How did the pope's move to Avignon and the establishment of a rival pope in Rome affect Church authority and power?
5. **Make Comparisons** Compare the effects of the Hundred Years' War on France and on England.

#### Writing About History

**Quick Write: Gather Evidence** Gather examples and details to support your thesis. For example, you can support the thesis "Joan of Arc was a cause of French success in the Hundred Years' War" with general facts such as "she led the French to victories and her martyrdom inspired the French soldiers," and so on. Use specific details such as particular battles she led and quotations from soldiers to support your general statements.



MI II.3.HS.2, II.5.HS.1

## THE BLACK DEATH

“Wretched, terrible, destructive year, the remnants of the people alone remain.” That description of 1349 was found on a hand-carved sign only months after the bubonic plague reached England. Between 1347 and 1353, the plague, or the Black Death, killed one third of the population of Europe—more than 25 million people.

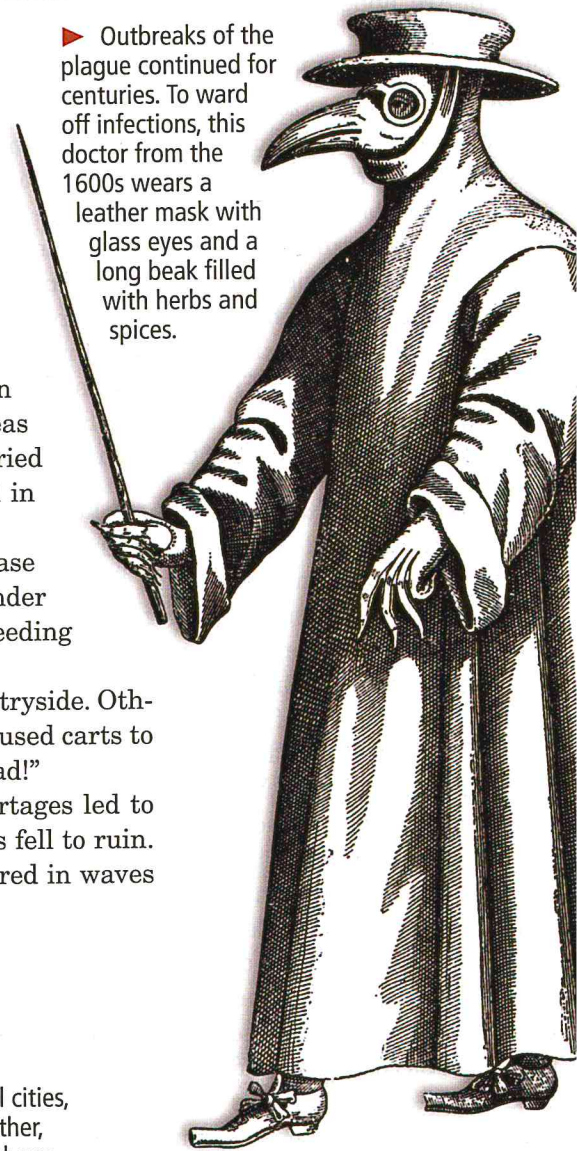
The plague was caused by bacteria carried by fleas that lived on rats. The epidemic probably originated in China, where infected fleas got into the packs of merchants traveling west. Merchant ships carried the plague from busy Black Sea ports to Sicily. Spreading outward in waves of terror, the Black Death soon ravaged most of Europe.

Flea-covered rats thrived in filthy medieval cities, and the disease spread quickly. Within hours, victims developed egg-sized lumps under their arms. Fever, vomiting, and black spots caused by internal bleeding followed. Once victims started spitting blood, death was certain.

As the disease raced through towns, many people fled to the countryside. Others hid in their homes. The death toll was so high that gravediggers used carts to collect corpses as they walked the streets calling “Bring out your dead!”

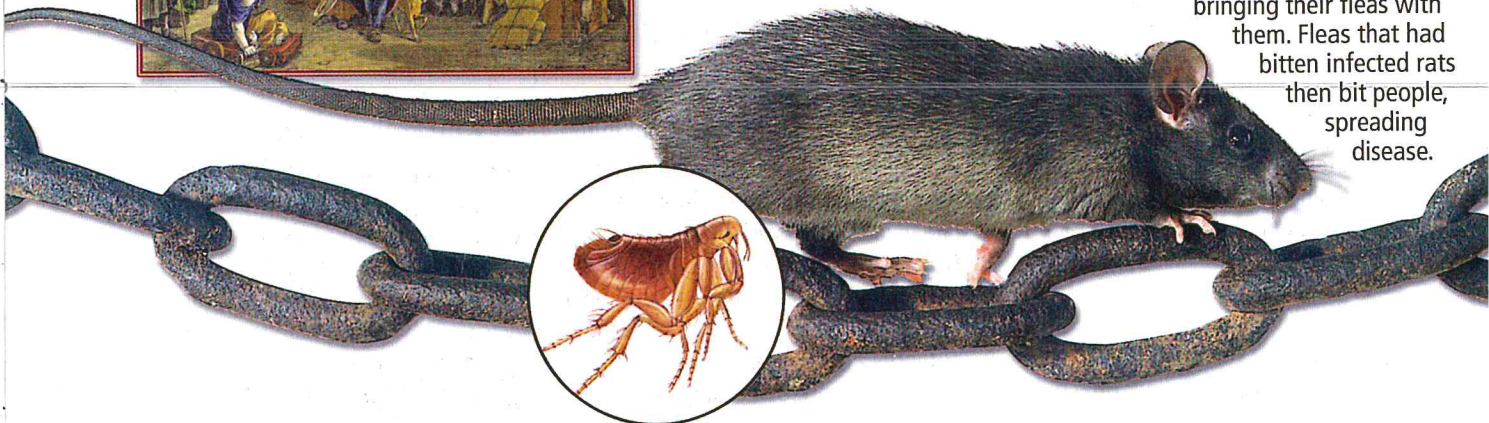
So many farm workers died that crops rotted in the fields. Shortages led to demands for higher wages and peasant revolts. Buildings and roads fell to ruin. And survivors lived in fear of the return of the plague, which recurred in waves through the 1600s.

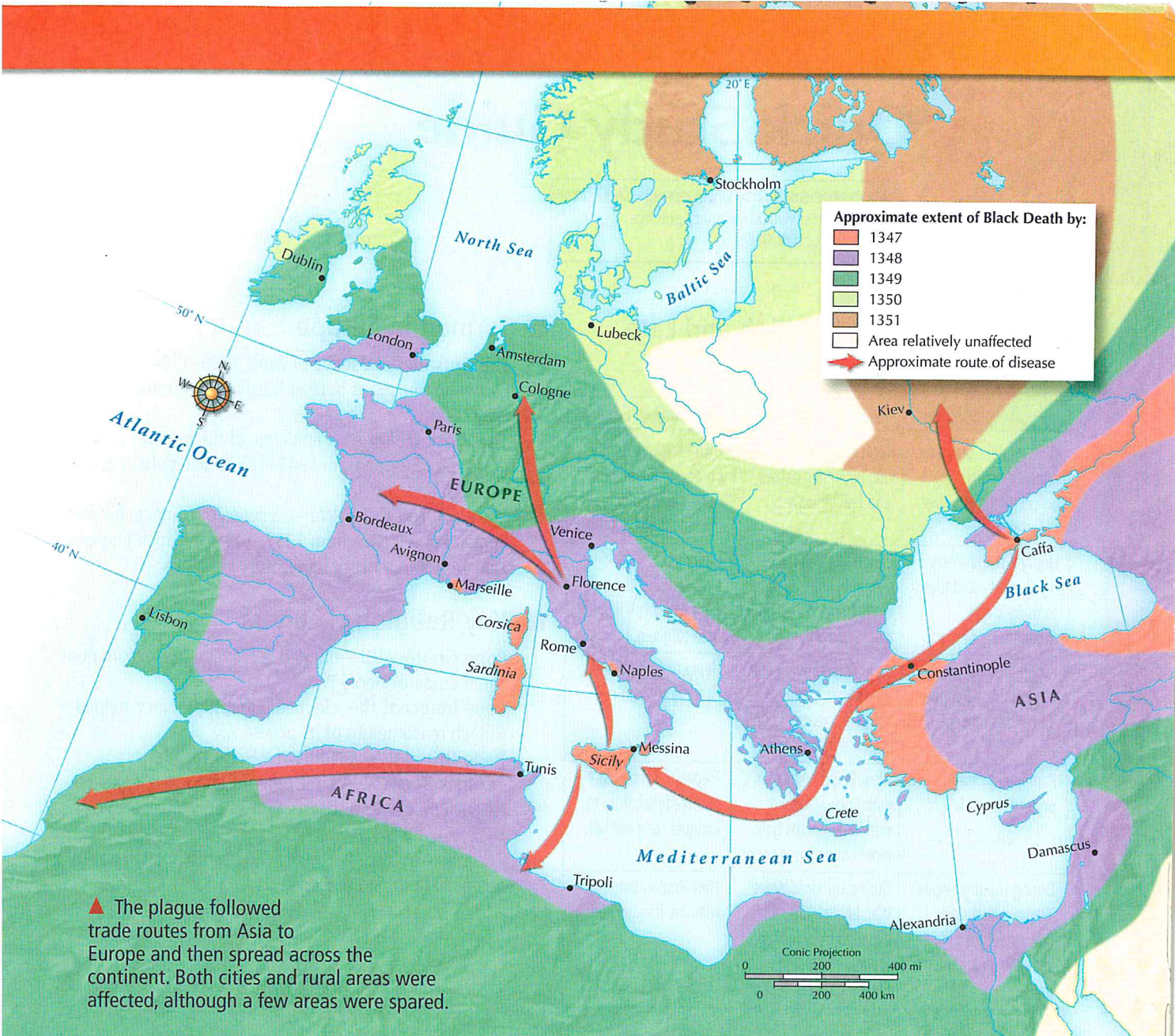
▶ Outbreaks of the plague continued for centuries. To ward off infections, this doctor from the 1600s wears a leather mask with glass eyes and a long beak filled with herbs and spices.



◀ In crowded medieval cities, houses were close together, and residents threw garbage and human waste into the streets. Rats and fleas were commonplace in the homes of both the rich and the poor.

▼ In the Middle Ages, rats were great travelers. They thrived on ships and moved from port to port—bringing their fleas with them. Fleas that had bitten infected rats then bit people, spreading disease.





▲ The plague followed trade routes from Asia to Europe and then spread across the continent. Both cities and rural areas were affected, although a few areas were spared.

▼ As the Black Death took its toll, towns ran out of coffins like the ones shown here. Instead, piles of bodies were buried in huge pits.



▲ Medieval medicine could do little against the plague. This doctor attempts to drain a sore on a woman's neck.



**Thinking Critically**

- Map Skills** (a) Where did the plague first strike in Europe? (b) How long did it take to reach England?
- Draw Inferences** Why did the Black Death inspire such fear?
- Recognize Cause and Effect** How did the Black Death lead to social disorder?

**History Interactive**

For: Interactive map, audio, and more  
 Visit: PHSchool.com  
 Web Code: nap-0852

# Quick Study Guide



I.3.HS.3, II.3.HS.2,  
II.4.HS.1, V.1.HS.1

## Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: naa-0861

### ■ Power Shifts in the High and Late Middle Ages

England	France	Holy Roman Empire
William the Conqueror consolidates royal power, limiting power of lords.	Hugh Capet is elected king by French nobles who feel he is weak.	Otto is crowned Holy Roman emperor, but nobles and Church officials wield power.
Henry II strengthens royal courts, and tries to make clergy accountable to them.	Capetian kings make throne hereditary, take lands from nobles, build a bureaucracy.	Henry IV is excommunicated by Pope Gregory VII, and then forgiven.
King John approves Magna Carta, limiting monarch's power.	Louis IX improves royal government, ends serfdom, creates strong national feeling.	Henry IV forces Pope Gregory VII into exile.
Parliament develops under Edward I.	After Philip IV clashes with Pope Boniface, French monarchs gain more control over popes.	Frederick Barbarossa and Frederick II try to conquer Italy but fail.
During Hundred Years' War, monarchs ask Parliament for funds, increasing Parliament's power.	During Hundred Years' War, English are expelled from most of France, increasing French national feeling.	Holy Roman Empire remains fragmented.

### ■ Turmoil in Europe

**The Crusades**—a series of wars, 1096–1204, in which European Christians battled Muslims for control of the Holy Land

**The Black Death**—an epidemic of the bubonic plague that swept Europe from 1347–1353, killing about one third of the population

**The Hundred Years' War**—a series of conflicts between England and France from 1337–1453, in which England lost control of most of its territory in France

### ■ Key Religious Leaders

**Pope Gregory VII**—banned lay investiture, excommunicated Emperor Henry IV

**Pope Innocent III**—claimed papal supremacy, helped Church reach height of its power

**Pope Urban II**—called for the First Crusade

**Thomas Becket**—Archbishop of Canterbury, opposed Henry II on power of courts to try clergy, murdered by Henry's knights

**Thomas Aquinas**—scholar who used scholasticism to reconcile faith and reason

### ■ Key Events of the High and Late Middle Ages

European Events  
Global Events

1000

1000s  
The Anasazi build pueblo towns in North America.

1066

William the Conqueror completes the Norman Conquest of England.

1096

Christians launch the First Crusade.

1100



1215

King John approves the Magna Carta limiting royal power in England.

1200

1192

Minamoto Yoritomo establishes the Kamakura shogunate in Japan.

# Concept Connector

## Cumulative Review

Record the answers to the questions below on your Concept Connector worksheets.

- Conflict** The Crusades were not the first wars between Christians and Muslims. In the 700s, the advance of Muslim armies into Europe was halted at the Battle of Tours. Compare that war with the Crusades. Think about
  - the location
  - the opponents
  - the leaders
  - their goals
  - the results
  - the long-term effects
- Democracy** The Magna Carta and the Model Parliament are landmarks in the development of democracy in England. Compare "government by the people" in ancient Greece, ancient Rome, and in England in the 1200s. Think about
  - the role of a monarch, if any
  - the role of a legislature
  - the rights of citizens
- Empire** The name of the Holy Roman Empire was supposed to make people think of the greatness and power of the ancient Roman empire. Compare the two. Consider the following:
  - size and location
  - duration
  - how they were governed
  - how well they controlled their people and territory

## Connections to Today

- Conflict: The Holy City of Jerusalem** A battleground since ancient times, the city of Jerusalem is still fought over today. It is a holy city to Jews, Christians, and Muslims, and all three groups have claimed it. Today it is the capital of Israel, the Jewish state, but it is also claimed by the Muslim Palestinians as the capital of the state they hope to establish. Research disputes over Jerusalem since 1948, when the state of Israel was established. Then compare today's disputes to those of the Middle Ages.



- Advances in Science: Epidemics** At the time of the Black Death, science provided little insight into the cause, spread, or treatment of disease. Today, in spite of advances in science, the world still suffers from epidemics. In 1918, troop ships carried influenza back and forth between the European battlefields of World War I and the United States. The flu eventually spread worldwide, killing as many as 25 million people. More recently, SARS (severe acute respiratory syndrome) has spread quickly and been carried internationally by airplane travelers. The Chinese officials pictured above are wearing masks to protect themselves from SARS. Research an epidemic that occurred after 1900. Write a brief report comparing its cause, spread, and treatment to those of the Black Death.

### History Interactive

For: Interactive timeline  
Web Code: nap-0861



1337

The Hundred Years' War between England and France begins.

1347

The Black Death breaks out in Italy.

1431

After leading French troops to victory, Joan of Arc is executed by the English.

1492

King Ferdinand and Queen Isabella complete the Reconquista in Spain.

1300

1300s

The kingdom of Benin is established in West Africa.

1400

1368

The Ming dynasty is established in China.

1500

1453

Ottoman Turks capture Constantinople.

The reign of Ivan the Great begins in Russia.

# Chapter Assessment

## Terms, People, and Places

Complete each sentence by choosing the correct answer from the list of terms below. You will not use all of the terms.

Frederick Barbarossa  
common law  
epidemic  
habeas corpus  
illumination

Inquisition  
lay investiture  
schism  
scholasticism  
vernacular

1. \_\_\_\_\_ is based on custom and court rulings.
2. Pope Gregory banned \_\_\_\_\_ in order to strengthen the power of the Church.
3. The \_\_\_\_\_ was part of Queen Isabella's effort to rid Spain of Jews, Muslims, and heretics.
4. \_\_\_\_\_ used reason to support Christian beliefs.
5. Dante wrote *The Divine Comedy* in the \_\_\_\_\_ rather than in Latin.
6. The \_\_\_\_\_ of manuscripts was often done by monks.
7. \_\_\_\_\_ tried unsuccessfully to conquer Italy.
8. Rival popes caused a \_\_\_\_\_ in the Church.

## Main Ideas

### Section 1 (pp. 244–250)

9. How did the monarchs of England and France consolidate their power?

### Section 2 (pp. 251–254)

10. Why were the Holy Roman emperors unsuccessful in unifying their empire?

### Section 3 (pp. 255–261)

11. How did the Crusades affect the economy and outlook of Europeans?

### Section 4 (pp. 262–268)

12. How did changing economic and social conditions lead to the emergence of universities and to new kinds of philosophy and literature?

### Section 5 (pp. 269–275)

13. How did war and plague cause major changes in medieval Europe?

### Chapter Focus Question

14. How did changing economic and social conditions, wars, and the growing power of monarchs begin to build the framework for the modern nation-state?

## Critical Thinking

15. **Predict Consequences** How do you think the lack of a document like the Magna Carta will affect the development of French government?
16. **Demonstrate Reasoned Judgment** Who do you think had a better "case": Gregory VII or Henry IV? Explain and support your position.
17. **Draw Inferences** How did the rise of vernacular literature reflect a change in education and literacy in medieval Europe?
18. **Make Comparisons** How were the Crusades and the Reconquista similar? How were they different?
19. **Analyzing Visuals** Use the medieval illustration of the Model Parliament in Section 1 to explain the relative importance and power of the different groups in English society.
20. **Geography and History** Review the map "Trade in Medieval Europe" in Chapter 7 and the map "Spread of the Black Death" in this chapter. How might trade routes and the spread of the epidemic be linked?



## ● Writing About History

### Writing an Expository Essay: Cause and Effect

The High and Late Middle Ages include many important trends and turning points. Write an expository essay analyzing the causes or effects of one of these major events or trends: the Norman Conquest, the Magna Carta, the Reconquista, the preaching of John Wycliffe, the invention of the longbow. Consult page SH10 of the Writing Handbook for additional help.

### Prewriting

- Do online or library research to find accounts of each of the topics listed above.
- Choose an event that interests you and brainstorm its causes and effects.

- Define and focus your topic on particular causes or effects. Use a graphic organizer.

### Drafting

- Write a thesis statement and choose supporting information.
- Decide how to organize your writing: chronologically, by order of importance, or by categories of causes and effects.
- Write an introduction to present your thesis, a body to support your evidence, and a conclusion.

### Revising

- Revise to strengthen your thesis and its supporting evidence. Be sure to use cause-effect transitions.
- Use the guidelines for revising your essay on page SH12 of the Writing Handbook.



# Test Preparation

II.3.HS.2, II.4.HS.1,  
IV.5.HS.2, V.1.HS.1

## Richard the Lion-heart, King and Crusader

Richard I, king of England from 1189 to 1199, spent only six months in England during his reign. The rest of the time he was at war abroad, most famously as one of the leaders of the Third Crusade. His daring as a warrior gained him the nickname "Lion-heart," by which he is still referred to today. On his way home from the Holy Land, Richard was held for ransom by Emperor Henry IV of the Holy Roman Empire. It took his mother, Eleanor of Aquitaine, a year to raise the money to free him.

### Document A

"Some . . . advised the king against engaging such a large army, as he then only had around fifty knights with him. Yet their trepidation [fear] only made him more courageous. Putting spur to horse, he charged into the enemy, broke through and scattered their battleline, destroying them. . . . When this was over the king put out an edict by public crier. All the locals who wanted peace could freely come and go, unhindered by his people, and enjoy guaranteed liberty."

—From *Itinerarium Peregrinorum et Gesta Regis Ricardi*, eyewitness account of the Third Crusade

### Document B

"Yet to the sad 'tis comfort to complain  
Friends I have many, and promises abound;  
Shame will be theirs; if, for winters twain,  
Unransom'd, I still bear a tyrant's chain.  
Full well they know, my lords and nobles all . . .  
Ne'er did I slight my poorest vassal's call . . .  
They know this well who now are rich and strong . . .  
That far from them, in hostile bonds I strain."

—poem by King Richard I, written while imprisoned  
by Holy Roman Emperor Henry IV

### Document C

"[King Richard I of England] is one of the most romantic figures of all English history. . . . Richard has become the very epitome [symbol] of chivalry, the knight fighting bravely for his kingdom, his church, and his lady with ax, shield, and horse. . . . That in actual history, [he] does not quite measure up to the standards of his own legend does not dull his allure [appeal]. He was a brilliant military mind and a fearsome general . . . in single combat he was unrivaled in bravery and recklessness. . . . Richard is remembered for his bravado [daring] and cunning—and his extravagance. He is not remembered for his compassion, his tact, or his restraint."

—From *Warriors of God*, by James Reston, Jr., 2001

### Document D



Richard the Lionheart

## Analyzing Documents

Directions: Read the documents above and use them with what you already know to answer the following questions.

- According to Document A, Richard I
  - bravely but foolishly rushed at the enemy when he was outnumbered.
  - was a good commander who stayed in the background.
  - was a brave conqueror and town crier.
  - was an impressive warrior and compassionate conqueror.
- Which of the following statements BEST summarizes Reston's view of Richard the Lion-heart?
  - Although he was a brave warrior, he does not measure up to his own legend.
  - He was compassionate and tactful.
  - He is a truly heroic figure worthy of his reputation.
  - His legend leaves out his good qualities.
- What do the creators of Documents A and D want to convey about Richard I?
  - his bravery and compassion
  - his bravery and skill as a poet
  - his bravery and skill as a warrior
  - his greatness as a Christian ruler
- Writing Task** Which of the documents above are most reliable, and why? How does each one help you understand Richard's character? Write your own description of Richard's character, using at least three of the documents to support your thesis.