CHAPTER 11

# FEUDALISM AND THE MIDDLE AGES

500 – 1453

**ESSENTIAL QUESTION** How did Europe change during the Middle Ages?

## SECTION 1 FEUDALISM DEVELOPS

| KEY VOCABULARY | NAMES & PLACES |
|---|---|
| chivalry | Charlemagne |
| convert | Franks |
| feudalism | Middle Ages |
| knight | |
| lord | |
| manor | |
| medieval | |
| serf | |
| vassal | |

## SECTION 2 POLITICAL AND SOCIAL CHANGE

| KEY VOCABULARY | NAMES & PLACES |
|---|---|
| bubonic plague | Crusades |
| burgher | Hundred Years' War |
| cathedral | Inquisition |
| clergy | Joan of Arc |
| common law | King John |
| guild | Magna Carta |
| longbow | Reconquista |
| monastery | |
| parliament | |

## READING STRATEGY

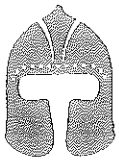
**DRAW CONCLUSIONS** Drawing conclusions means using the facts in a text to make educated guesses. Use a chart like this one to jot down your conclusions about how feudalism and Christianity affected people during the Middle Ages.

Middle Ages

| Feudalism | Christianity |
|---|---|
| | |
| | |

During the Middle Ages, kings and nobles built thick-walled castles to keep out invaders. Some castles, like this one in England, were also surrounded by a moat to discourage the enemy.

# 1.1 Medieval Europe



The Germanic tribes that caused the fall of the Western Roman Empire in A.D. 476 didn't just devastate towns and kill many of their inhabitants. They destroyed a way of life. For hundreds of years, the Roman Empire had united much of Europe. With the empire no longer in control, "Now what?" could well have been the question on almost everyone's mind.

**MAIN IDEA**

After Rome fell, Western Europe underwent many political and cultural changes.

## AFTER THE FALL OF ROME

What came next is a period historians call the **Middle Ages.** This era lasted from about 500 to 1450 in Western Europe and is also called the medieval period. **Medieval** comes from the Latin words *medium*, meaning "middle," and *aevum*, meaning "age."

During the early part of this period, Western Europe was very different from what it had been under Rome's strong central government and powerful army. After Rome fell, Germanic leaders seized power, and much of the region became divided into small kingdoms that were almost constantly at war. As a result of this widespread warfare, one of the greatest challenges facing leaders was to keep their people safe and secure. This challenge would help shape stronger governments over time.

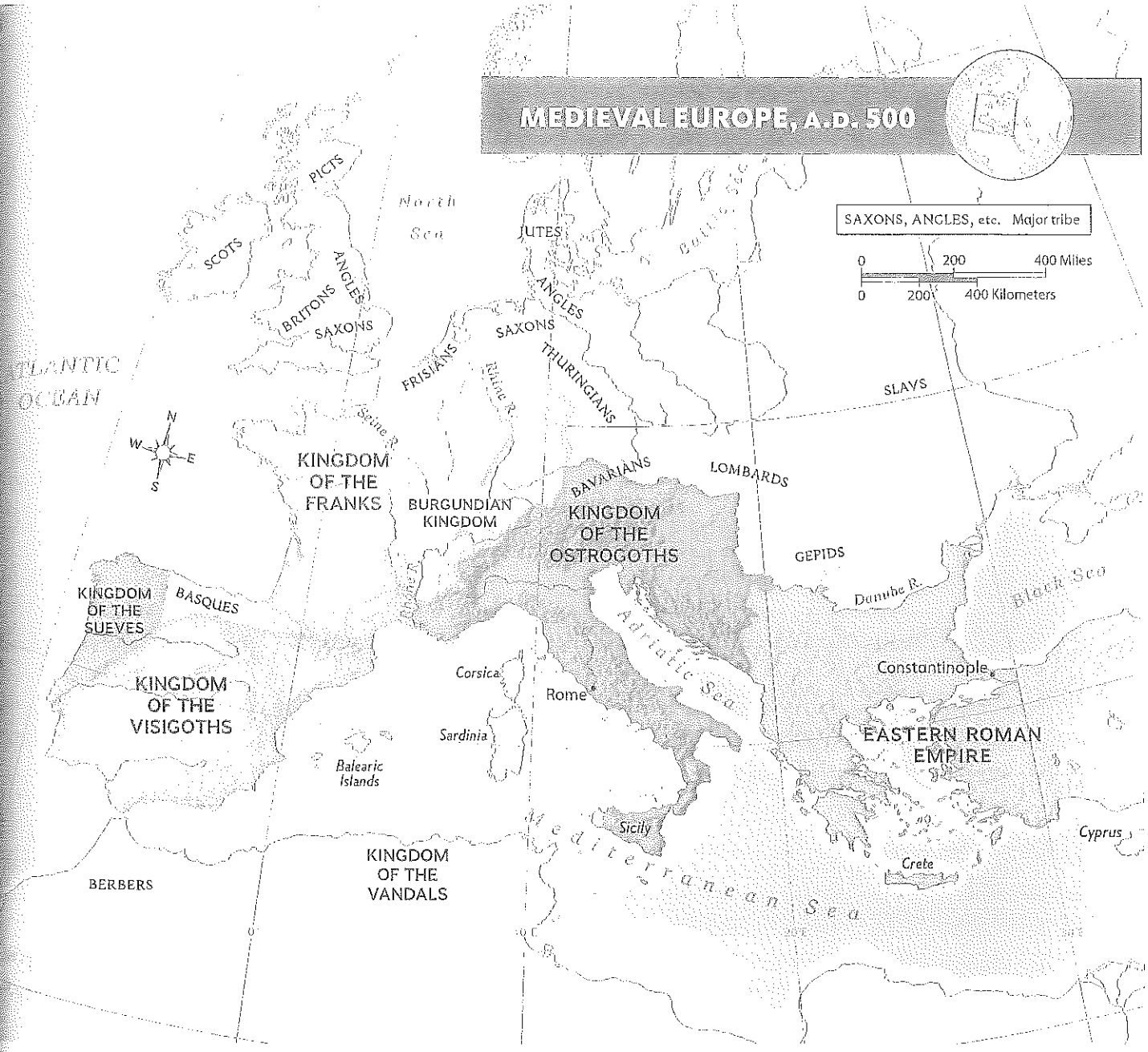
It was a violent time, yet many kingdoms thrived. Thanks to the region's mostly moderate climate and rich soil, farmers could grow crops and feed themselves and their livestock. Abundant forestland provided wood for building, and mountains containing a wealth of minerals—particularly iron—allowed the Germanic peoples to make all the weapons they needed to fight their foes. In addition, Western Europe's long coastline and major rivers gave people access to the sea and plentiful supplies of fish.

## POLITICAL AND CULTURAL CHANGES

The region's many waterways offered ideal routes and networks for trading. However, unlike the Romans, the Germanic peoples who migrated to Western Europe were not interested in trade. The tribes that settled in Roman lands in the early part of the Middle Ages preferred their own traditions to Roman ways.

For example, the new settlers had their own ideas about government. Tribes such as the **Franks** united to form powerful kingdoms but didn't create large centralized governments or write down their laws, as the Romans had. Instead, the people obeyed the unwritten rules and traditions of their king. They lived in small villages where they worked the land and tended their herds. As trade began to disappear in the region, so did many cities.

Just about the only force that helped unite Western Europe in the early Middle Ages was Christianity, which survived the fall of Rome. Before the 500s, most Germanic peoples, including the Angles, Jutes, and Saxons, practiced their traditional religions and worshipped many gods. After the Germanic leaders came to power, however, many of them **converted**, or changed their religion, to Christianity.




The first leader to convert was Clovis, who ruled the Franks. After Clovis defeated Roman Gaul (now France) in 486, he went on to conquer other weaker kingdoms. When he converted to Christianity, many of his subjects did, too. As a result of his conversion and that of other rulers, Christianity spread and increased in influence. Even though the Western Roman Empire had disappeared, the city of Rome itself retained a certain amount of power and strength. It remained the home of the pope as well as the center of Christianity.

## REVIEW & ASSESS

1. READING CHECK How did government change in Western Europe after the fall of Rome?
2. **INTERPRET MAPS** Which of the six kingdoms labeled on the map might have been most exposed to attack from other kingdoms? Explain why.
3. **COMPARE AND CONTRAST** How did Western European culture in the early Middle Ages differ from culture during the Roman Empire?

7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe; 7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire; CST 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

1.2 BIOGRAPHY

# CHARLEMAGNE

c. 742 – 814

He was a man of contrasts. He ruthlessly destroyed his enemies but loved learning. He was a tall, commanding figure but usually wore simple clothing. He received fabulous gifts from foreign kings but collected songs of ancient Germanic heroes. In spite of—or maybe because of—these contradictions, he became the first emperor in Western Europe since the fall of the Western Roman Empire. They didn't call this king of the Franks Charlemagne—or Charles the Great—for nothing.

**Job:** First emperor of the Holy Roman Empire

**Home:** Kingdom of the Franks

**FINEST HOUR**

After Charlemagne conquered and united the Germanic kingdoms of Western Europe, the pope placed a crown on Charlemagne's head, proclaiming him emperor of the Romans.

**HOBBIES**

He enjoyed hunting and swimming and often made his friends and nobles swim with him.

**TRIVIA**

He could get by on little sleep and sometimes woke his officials to hear the latest report or charge them with a new task.

**DEATH**

After swimming in one of his favorite springs, he came down with a fever and died a week later.

## A MIGHTY RULER

More than 200 years after Clovis died, **Charlemagne** (SHAHR-luh-mayn) became the Frankish king in 768 and proved to be a natural leader. He had a vision for his reign. Charlemagne wanted to unite under his rule all of the Germanic kingdoms shown on the map in the previous lesson. To achieve that goal, the Frankish king battled such tribes as the Slavs, the Lombards, and the Saxons, who reigned in what is now Germany. In the end, Charlemagne succeeded. He brought many of the Germanic tribes together as one people and became the strongest leader in Western Europe.

While Charlemagne was doing battle with the Saxons and other powerful Germanic tribes, he ably administered his kingdom. He established new laws to keep order and appointed officials to run faraway regions of his realm. Each year, Charlemagne called the officials to his court to keep tabs on them. He also took care of his subjects. He founded

In this painting, Pope Leo III crowns Charlemagne emperor of the Romans before an audience of Church officials.

schools and protected the weak against injustice. Above all, he wanted to strengthen Christianity throughout his kingdom.

## A CHRISTIAN EMPIRE

Like all Frankish kings since the 500s, Charlemagne was a Christian. In fact, his wars against the Germanic tribes had been fought not only to unite the tribes but also to spread his faith. After he conquered the Saxons, he declared that he would put to death anyone who refused to convert to Christianity. Since Charlemagne had already proved how ruthless he could be by slaughtering more than 4,000 Saxons who had fought against him, those who remained offered no further resistance.

Charlemagne was also a loyal defender of the pope at the time, Pope Leo III. After the pope passed laws that chipped away at the power of the nobles of Rome, they rebelled against him in 800. Leo asked for Charlemagne's help, and the king put the uprising down.

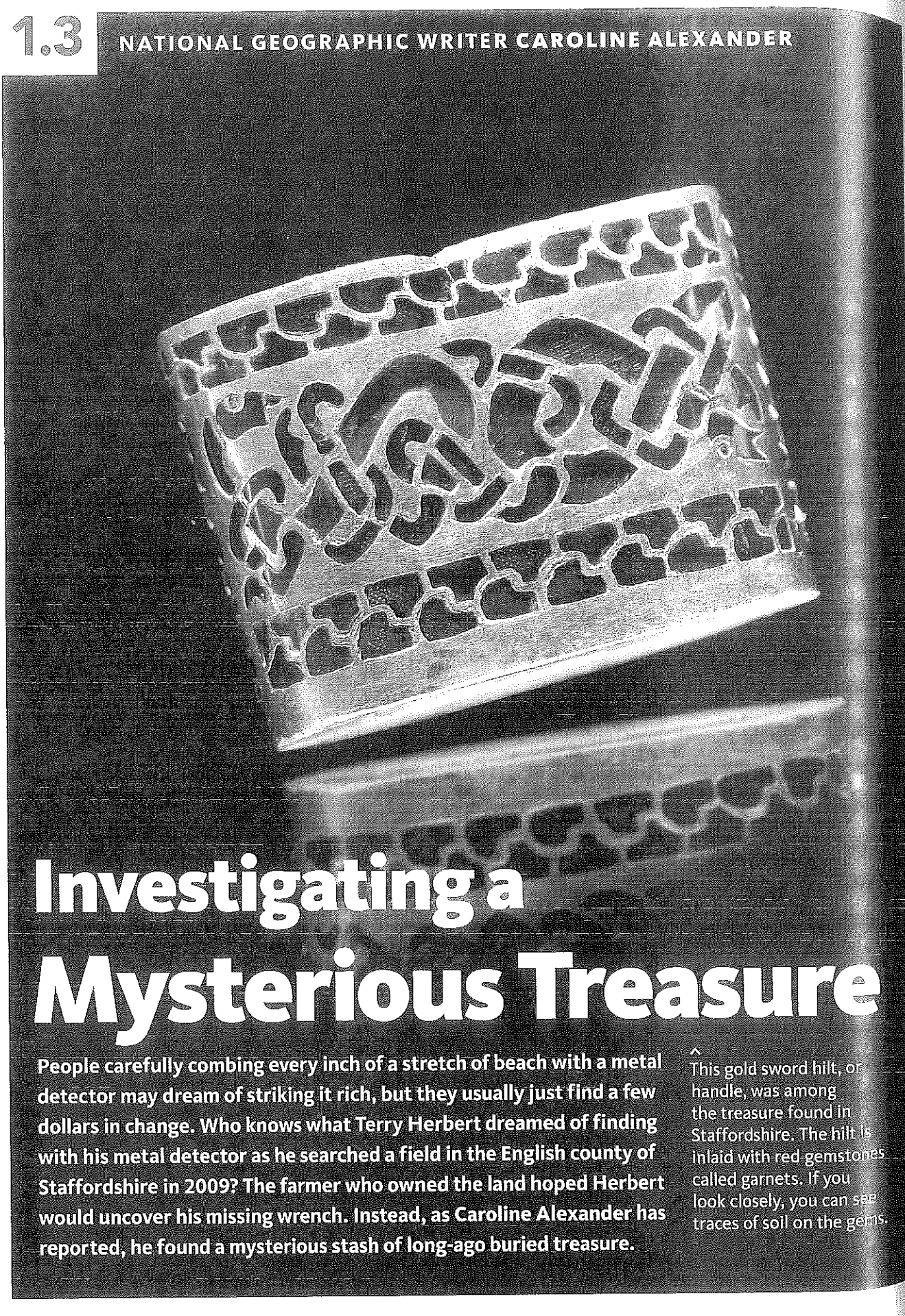
To express his gratitude, Leo crowned Charlemagne emperor of the Romans during a Christmas service in Rome. Charlemagne became the first German emperor of what would later be called the Holy Roman Empire. The title recognized Charlemagne as a guardian of Christianity. It also fueled his passion to strengthen the Church. By the time Charlemagne died in 814, he had created a strong Christian empire.

## REVIEW & ASSESS

1. **READING CHECK** What were Charlemagne's two main goals during his reign?
2. **SEQUENCE EVENTS** What happened after Charlemagne put down the uprising in Rome?
3. **MAKE INFERENCES** How was Charlemagne a stabilizing, or steadying, force in Western Europe?

7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire; 7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV); CST 1 Students explain how major events are related to one another in time.

1.3 NATIONAL GEOGRAPHIC WRITER CAROLINE ALEXANDER



# Investigating a Mysterious Treasure

**People carefully combing every inch of a stretch of beach with a metal detector may dream of striking it rich, but they usually just find a few dollars in change. Who knows what Terry Herbert dreamed of finding with his metal detector as he searched a field in the English county of Staffordshire in 2009? The farmer who owned the land hoped Herbert would uncover his missing wrench. Instead, as Caroline Alexander has reported, he found a mysterious stash of long-ago buried treasure.**

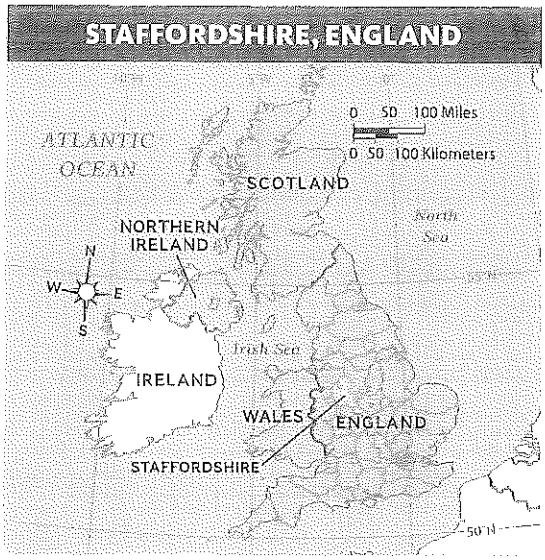
^ This gold sword hilt, or handle, was among the treasure found in Staffordshire. The hilt is inlaid with red gemstones called garnets. If you look closely, you can see traces of soil on the gems.

## MAIN IDEA

Archaeologists are trying to figure out who buried a great treasure in England in the late 600s and why.

## BURIED TREASURE

Remember reading about the Angles and Saxons in the first two lessons of this chapter? Not all members of these powerful tribes lived in Germany. The Anglo-Saxons—made up mostly of Angles, Saxons, and Jutes—settled in England in the 400s and ruled there for about 600 years. Archaeologists know that the treasure Herbert uncovered in Staffordshire was buried during the Anglo-Saxons' rule. They have also determined that most of the Staffordshire Hoard, as it came to be called, consists of military items. (*Hoard* is just another word for a mass or collection of something.) The only nonmilitary items are a quotation from the Bible, inscribed on a thin strip of gold, and two golden crosses.




What archaeologists don't know is who hid the hoard and why. Was the treasure buried by Anglo-Saxon soldiers or thieves? Did those who hid the treasure want to keep it safe from enemy hands? Did they plan to come back for it? Questions like these captured the imagination of National Geographic writer Caroline Alexander. As she points out in a 2011 issue of *National Geographic* magazine, "The Staffordshire Hoard was thrilling and historic—but above all it was enigmatic [mysterious]."

## MYSTERIES AND MAGIC

Alexander believes the key to understanding the mystery of the hoard lies in understanding the importance of magic at that time. The Anglo-Saxons deeply believed in magic and certain supernatural creatures. For example, as Alexander writes, "Misfortune was commonly attributed to tiny darts fired by elves." Gold was thought to have magical properties that could please these creatures. So the hoard might also have been meant to ward off misfortune—particularly in battle.

But what about the Christian items? You've learned that many Germanic peoples converted to Christianity after the fall of Rome. This may explain the quotation from the Bible on the strip of gold and the two crosses. However, many of the new converts blended Christianity with their traditional beliefs. Some early Germanic Christian kings called on God to help them in battle. They also believed that biblical quotations could give them magical power in battle.

So was the hoard buried as an offering for the gods, the Christian God, or supernatural creatures? Perhaps it was a combination of all three. Or maybe it was none of the above. As Alexander admits, "Odds are we will never know the story behind the Staffordshire Hoard, but in a world without magic spells or dragons, would we understand it if we did?"

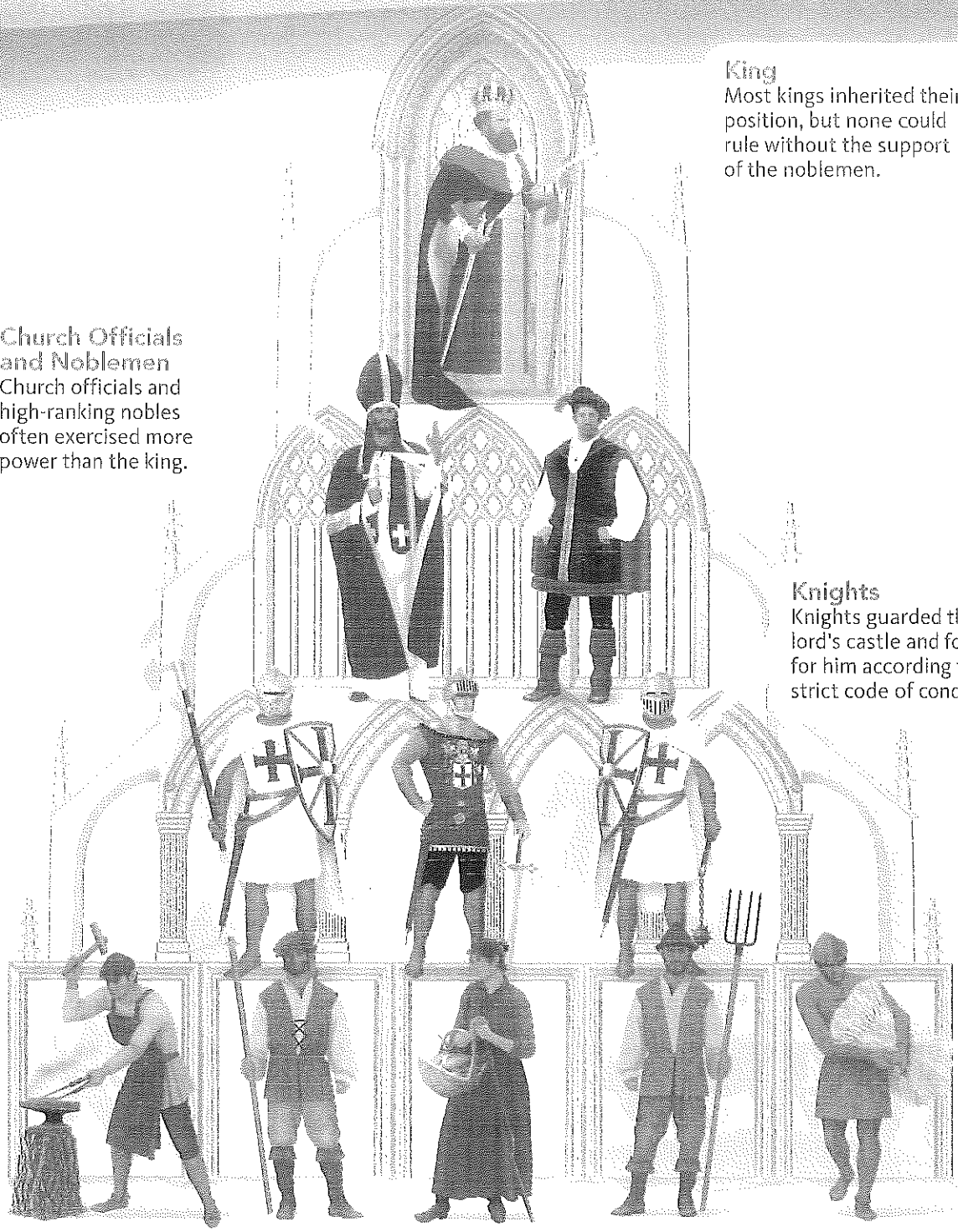
## REVIEW & ASSESS

1. **READING CHECK** What treasure was discovered in a field in Staffordshire?
2. **IDENTIFY MAIN IDEAS AND DETAILS** Who were the Anglo-Saxons?
3. **DRAW CONCLUSIONS** Why does Caroline Alexander think we may never understand the story behind the Staffordshire Hoard?

7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

## FEUDAL SOCIETY

In feudal society, everyone knew his or her place. Feudalism created an economy based on the possession of land. The upper three classes held all the power, and peasants and serfs had few rights.



**King**
Most kings inherited their position, but none could rule without the support of the noblemen.

**Church Officials and Noblemen**
Church officials and high-ranking nobles often exercised more power than the king.

**Knights**
Knights guarded their lord's castle and fought for him according to a strict code of conduct.

**Peasants and Serfs**
Peasants and serfs both worked the land, but serfs needed their lord's permission to travel, marry, or own property.

# 1.4 Feudal Society

The united Europe that Charlemagne had fought so hard to establish didn't last very long. About 30 years after his death in 814, his empire was divided into three kingdoms. Frankish rule grew weak, and Western Europe fell back into disorder. Once again, the Germanic kingdoms competed for power.

**MAIN IDEA**

In the Middle Ages, feudalism grew out of the need to provide security and defense.

## A NEW SYSTEM

Kings in Western Europe and England could not defend their vast kingdoms on their own. To help them hold on to their land and protect their subjects, a political and social system called **feudalism** developed by the 800s. In this system, kings gave pieces of their land to noblemen known as **lords**. A lord, in turn, granted parts of this land, called fiefs (feefs), to lesser noblemen called **vassals**. The vassals paid taxes on the land and pledged their military service to the lord. This meant that a vassal had to organize his own army of fighting men. Many vassals were themselves soldiers in the army and served as **knights**, who were warriors on horseback. The lord protected his vassals in exchange for their service.

Vassals were supposed to be loyal to the king, but many vassals switched their allegiance to their lord. This was the man who guarded their families, after all. As a result, lords were supreme rulers in their own territory.

## A NEW SOCIAL ORDER

The new system created a social order that was as tightly structured as a pyramid. At the very top sat the king. Next came the church officials and noblemen, who included lords and some vassals. Lords lived in fortified castles that were guarded by knights, the third class in feudal society.

Relatively few people belonged to the upper three classes. The great majority of people in the Middle Ages found themselves at the bottom of the social heap. This class included peasants and serfs. Although some peasants worked as artisans and merchants, most were farmers and laborers. **Serfs**, however, were tied to the land and gave their lord most of whatever they produced. In return, their lord gave them shelter and protection. Serfs weren't quite slaves. They were allowed to buy their freedom. Yet with no skills or education to help them earn money, they were basically powerless to change their condition.

## REVIEW & ASSESS

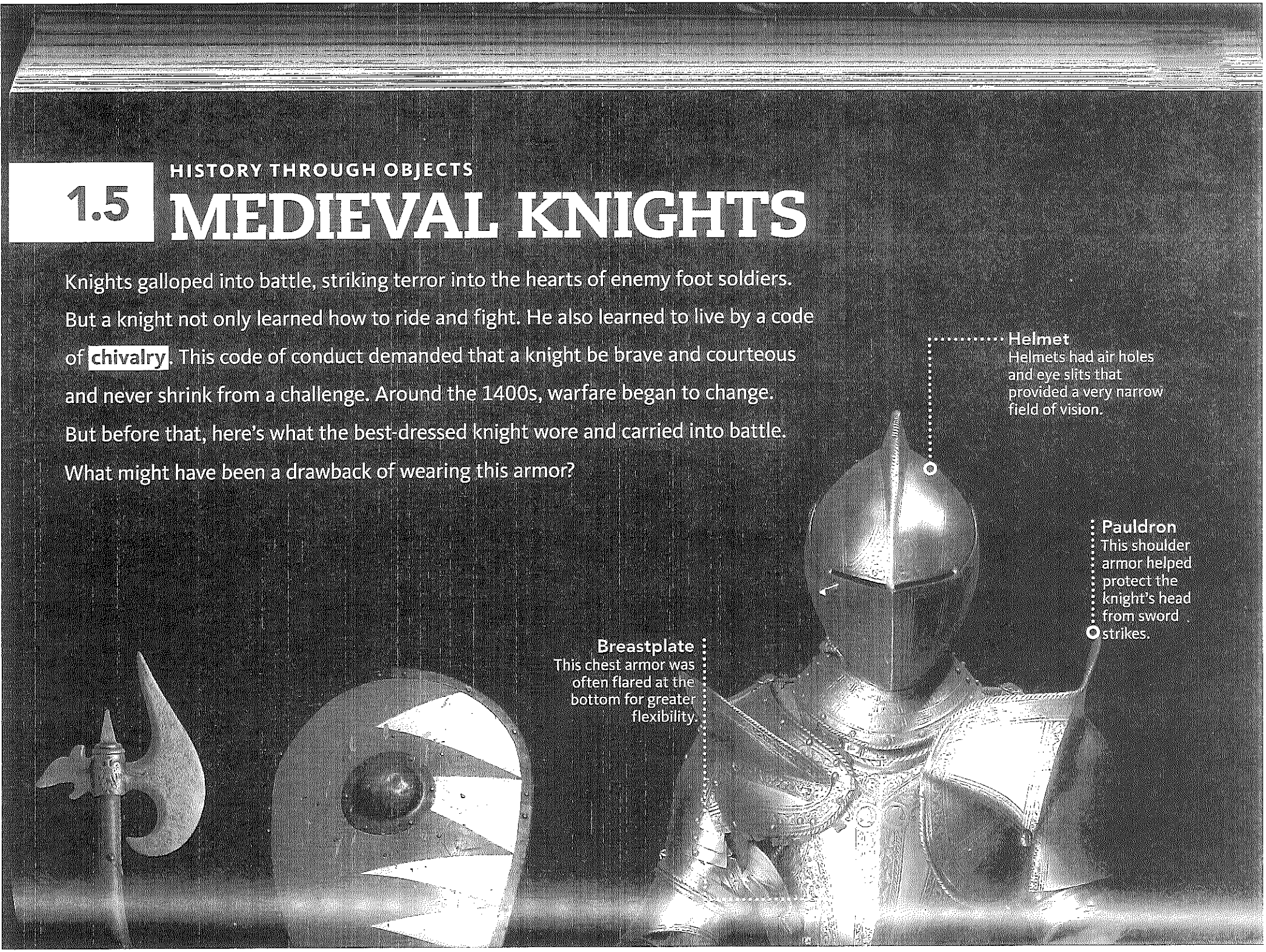
1. **READING CHECK** What role did vassals play in the feudal system?
2. **INTERPRET VISUALS** How does the illustration show that peasants and serfs made up the largest class in society and had little power?
3. **MAKE INFERENCES** How did the relationship between a lord and his vassals affect that between vassals and the king?

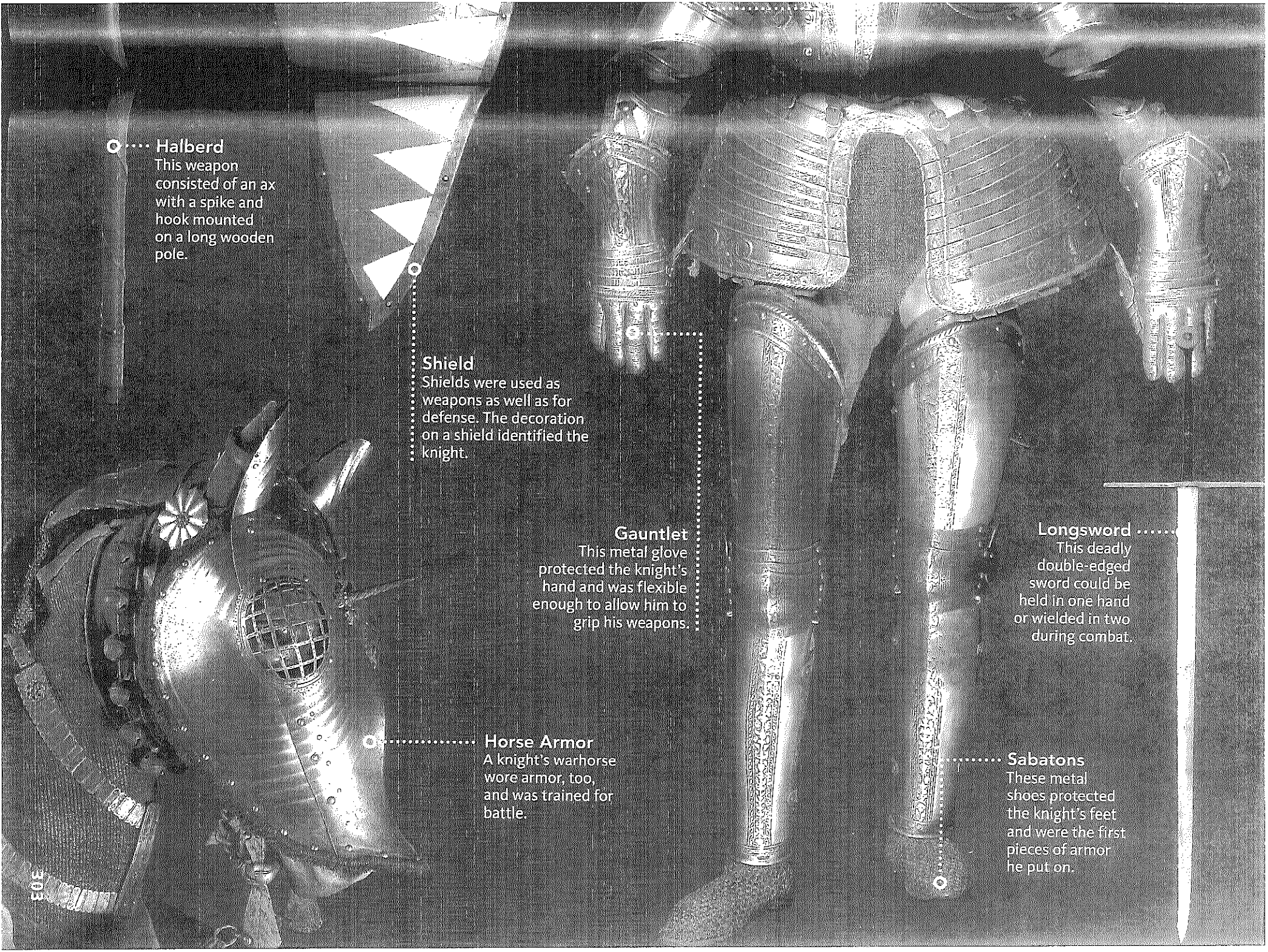
7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

HISTORY THROUGH OBJECTS

# 1.5 MEDIEVAL KNIGHTS

Knights galloped into battle, striking terror into the hearts of enemy foot soldiers. But a knight not only learned how to ride and fight. He also learned to live by a code of **chivalry**. This code of conduct demanded that a knight be brave and courteous and never shrink from a challenge. Around the 1400s, warfare began to change. But before that, here's what the best-dressed knight wore and carried into battle. What might have been a drawback of wearing this armor?




Halberd
This weapon consisted of an ax with a spike and hook mounted on a long wooden pole.
Shield
Shields were used as weapons as well as for defense. The decoration on a shield identified the knight.
Gauntlet
This metal glove protected the knight's hand and was flexible enough to allow him to grip his weapons.
Longsword
This deadly double-edged sword could be held in one hand or wielded in two during combat.
Horse Armor
A knight's warhorse wore armor, too, and was trained for battle.
Sabatons
These metal shoes protected the knight's feet and were the first pieces of armor he put on.

# 1.6 The Manor System

You're cold, tired, hungry, and dirty before you even start work. And no wonder. You get up before dawn to work the land, haul rocks, or do whatever your lord tells you to do. About 16 hours later, you retire to the comforts of your one-room home and huddle with your family around a smoky fire pit. Finally, you call it a night and fall asleep on the floor. At least you've got a sack for a blanket.

**MAIN IDEA**

**Life on the manor was hard for most people but provided nearly everything they needed, including security.**

## A SELF-CONTAINED WORLD

The rough accommodations of peasants and serfs were part of everyday life in Europe's feudal society. The homes were part of the manor system, which tied the lowest class of people to the land and their lord. The **manor** was the system's basic unit, a walled-in, self-contained world located on land belonging to a lord.

A typical manor included a manor house, a church, a village, and lands with meadows, forests, pastures, and farms. The village provided such necessary businesses as a a mill, bakery, and forge where metal was worked into tools. The manor's farmland was divided into strips: one for the lord, one for the church, and the rest for the peasants and serfs. These laborers farmed the lord's lands as well as their own. They paid the lord rent for their land and fees for almost everything they used on the manor, including the woods and meadows.

## LIFE ON THE MANOR

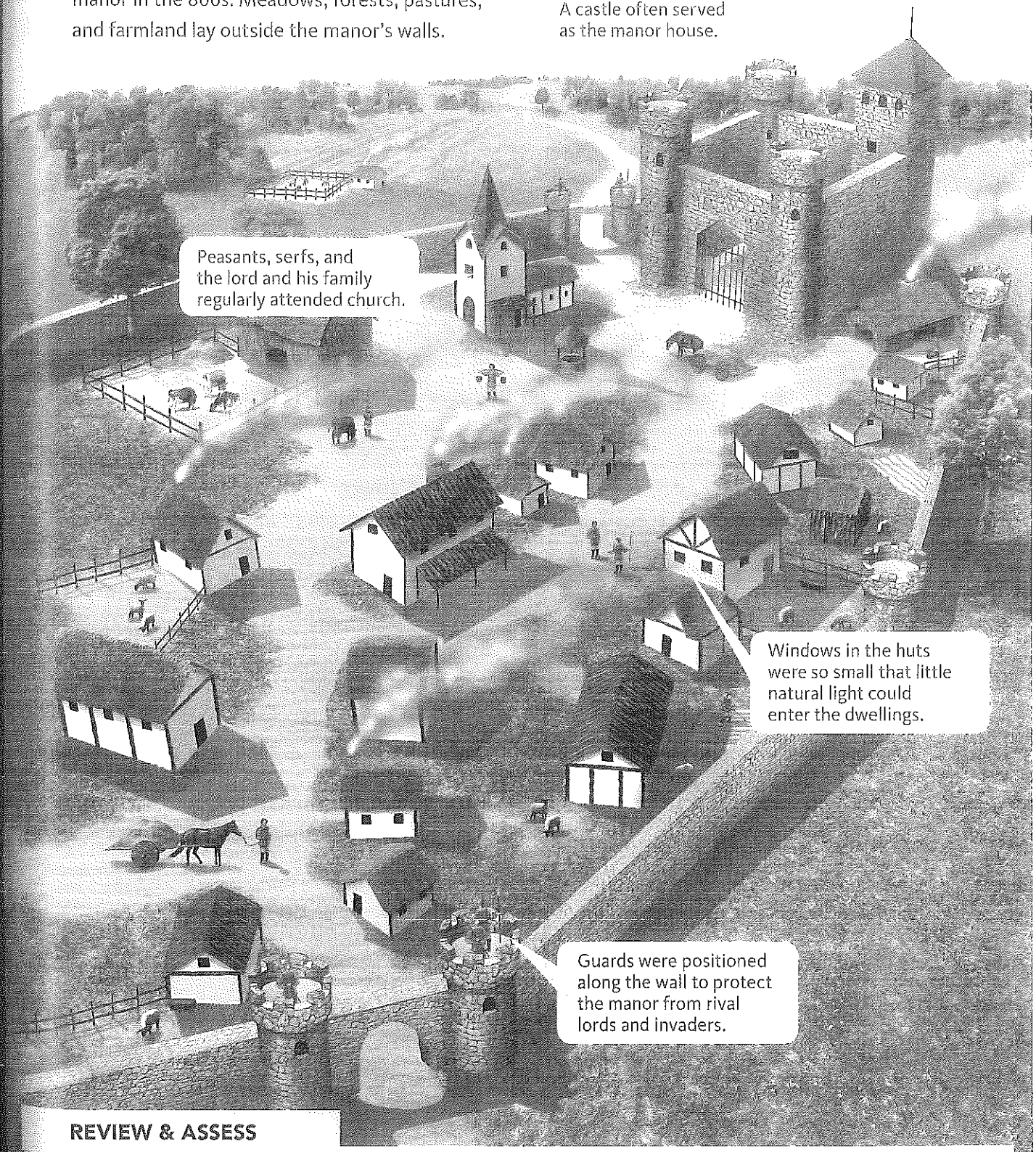
Life for peasants and serfs on the manor was hard. Their average lifespan was 30 years, and that was if they survived infancy. One out of six children did not. Those who grew into adulthood spent their lives performing hard physical labor and got by on a diet of bread, cheese, and vegetables. Peasants and serfs did get time off, though, on Sundays and religious holidays. With the lord's permission, they could even attend nearby fairs and markets.

While workers lived in one-room huts with dirt floors, the lord and his family lived much more comfortably in the manor house. The rooms in this fortified stone house had tiled floors, tapestries on the walls, and fine furnishings. After managing his lands, judging court cases, or hunting wild game, the lord would feast on meat, fish, bread, cheese, and fruit in his large dining room.

Peasants and serfs were sometimes admitted to the manor house on holidays or when the estate was under attack, but the church was the center of life on the manor. Church officials conducted religious services and also cared for the sick and needy. Some educated priests even instructed children in the Bible. The church required peasants and serfs to work its land for free and give one-tenth of their produce to the church, but workers did this willingly. They believed that doing these things was the key to escaping eternal punishment and attaining a better life after death.

## MANOR IN THE MIDDLE AGES

This illustration shows a simplified view of a feudal manor in the 800s. Meadows, forests, pastures, and farmland lay outside the manor's walls.

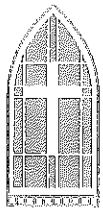



### REVIEW & ASSESS

1. **READING CHECK** What was the role of the manor in feudal society?
2. **INTERPRET VISUALS** Based on the illustration, what measures were taken to protect those who lived on the manor?
3. **MAKE INFERENCES** Why might peasants and serfs have been willing to do almost anything to attain "a better life after death"?

7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

# 2.1 Church and Crown



Light streams through stained-glass windows in the great church, inspiring worship. The ceiling seems to rise to heaven. It took decades and even centuries to construct cathedrals in the Middle Ages—some bigger than a king's castle. They were built for the greater glory of God. But they were also meant to inspire awe in the wealth and power of the Church.

**MAIN IDEA**

**In the Middle Ages, the Church controlled lives and challenged the authority of kings.**

## THE ROLE OF THE CHURCH

It is hard for people today to understand the extraordinary power Christianity had in the Middle Ages. The Roman Catholic Church dominated people's lives from the cradle to the grave. It was the strongest unifying force in medieval Europe. The Church baptized, married, pardoned, and buried everyone from serfs to kings. It promised that good people would go to heaven and the wicked would be punished after death.

The religious leaders who oversaw these ceremonies and delivered the teachings formed the **clergy**. The pope led this group, which included bishops and priests. While a priest was in charge of a single church, a bishop oversaw a group of churches. Bishops exercised their authority from towering churches called **cathedrals**, the skyscrapers of their day.

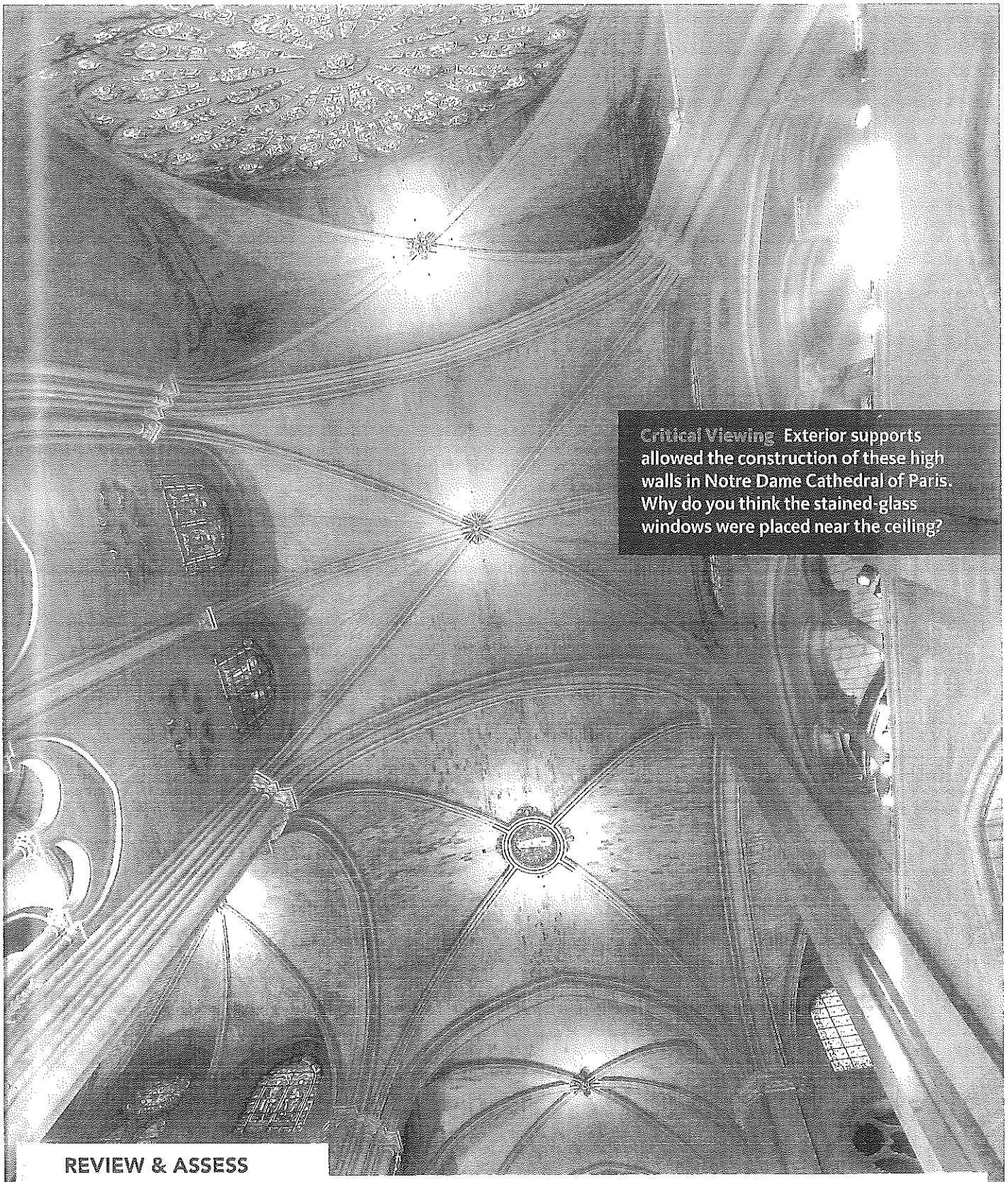
Some Christians withdrew from medieval society to live in religious communities called **monasteries**. Monks, the people who lived in a monastery, spent much of their day praying, reading the Bible, and meditating. In addition, rulers and high-ranking clergy sometimes had monks make copies of ancient Greek and Roman texts. As a result, monks helped keep knowledge alive, and monasteries became centers of learning.

## STRUGGLE FOR POWER

If anything, the power and wealth of the Church began increasing in the 1000s—in part because it received free land from nobles. At the same time, however, kings began to regain their former authority. The kings' return to power was largely because of the growth of towns and trade, which you will learn more about later. The kings' rise weakened the feudal structure, but it also led to a power struggle between kings and the Church.

The struggle came to a head in 1075. The German king Henry IV was next in line to become Holy Roman Emperor. Like Charlemagne, the first Holy Roman Emperor, Henry ruled over a multi-ethnic group of territories in central Europe, an empire that would continue until it dissolved in 1806. Henry had appointed his own priests to become bishops, but Pope Gregory VII claimed that these were religious appointments and should be his decision.

The conflict raged until Gregory shut Henry out of the Church, forcing the king to back down. Henry knew that if he did not, he would lose his throne. In those days, no one would have anything to do with a king who had been banished from the Church. Gregory got his way and lifted the ban. He then regained full control of religious appointments.



**Critical Viewing** Exterior supports allowed the construction of these high walls in Notre Dame Cathedral of Paris. Why do you think the stained-glass windows were placed near the ceiling?

## REVIEW & ASSESS

1. READING CHECK How did Christianity unify the people of medieval Europe?

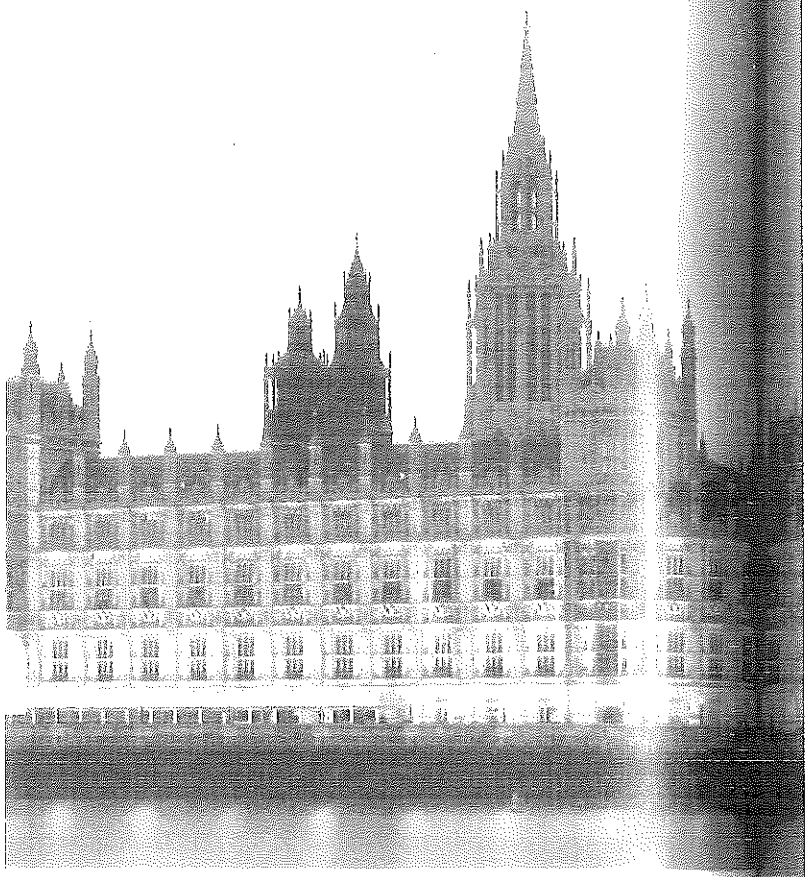
2. **ANALYZE LANGUAGE USE** What does the sentence "the Church dominated people's lives from the cradle to the grave" mean?

3. **DRAW CONCLUSIONS** Why was the conflict between King Henry IV and Pope Gregory VII important?

7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV); 7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

# 2.2 King John and the Magna Carta

Here's a joke told by English schoolchildren: Where did King John sign the Magna Carta? At the bottom. Actually, he was in a meadow called Runnymede, and he didn't sign it—he placed his seal on it. And it was called the Articles of the Barons then. The barons—a group of noblemen—were not amused by the growing authority of the king.



**MAIN IDEA**

The Magna Carta marked a major step toward democratic government in Western Europe.

## THE GREAT CHARTER

In the last lesson, you read that kings were regaining their power. **King John** was one in a long line of powerful English kings that began in 1066. In that year, William, Duke of Normandy—a region in France—invaded England and established a strong, centralized monarchy there. When John rose to the throne in 1199, he ruled England and half of present-day France. However, the king soon weakened his position by waging a series of failed, expensive wars.

A group of local barons took advantage of John's decreased power to stage a rebellion. The barons believed that by raising their taxes the king had violated **common law**. This was a system of law established in the 1100s that sought to ensure that people throughout England received equal treatment.

So, in 1215, the barons forced John to place his seal on their document, which came to be known as the **Magna Carta**, or "Great Charter." It was meant to be just a contract between the king and his nobles. However, the Magna Carta made the king subject to the law of the land and limited his authority.

## A STEP TOWARD DEMOCRACY

Although the Magna Carta didn't benefit ordinary English people at the time, its guarantee of certain individual rights would have a great impact on the development of democracy. The document is recognized as the foundation of English law.

A further step toward democracy—in the form of representative government—took place in 1258. Henry III, John's son, was king of England at the time. Like his father, he had angered a group of nobles. The nobles overruled Henry's authority and put together a council of 15 men to advise the king and limit his power. This group of representatives would come to be called a **parliament**.

After King Henry died in 1272, his son Edward I rose to the throne. In 1295, Edward assembled what is considered the first truly representative parliament. The group included two knights from every county and two residents from each town. They passed laws, imposed taxes, and discussed political and judicial matters. From that point on, English kings would have to share their power—whether they liked it or not.

## REVIEW & ASSESS

1. READING CHECK In what way did the Magna Carta limit the king's authority?
2. **ANALYZE CAUSE AND EFFECT** How did the establishment of a parliament change the government of England?
3. **MAKE INFERENCES** Do you think the Magna Carta affected the lives of ordinary people? Why or why not?

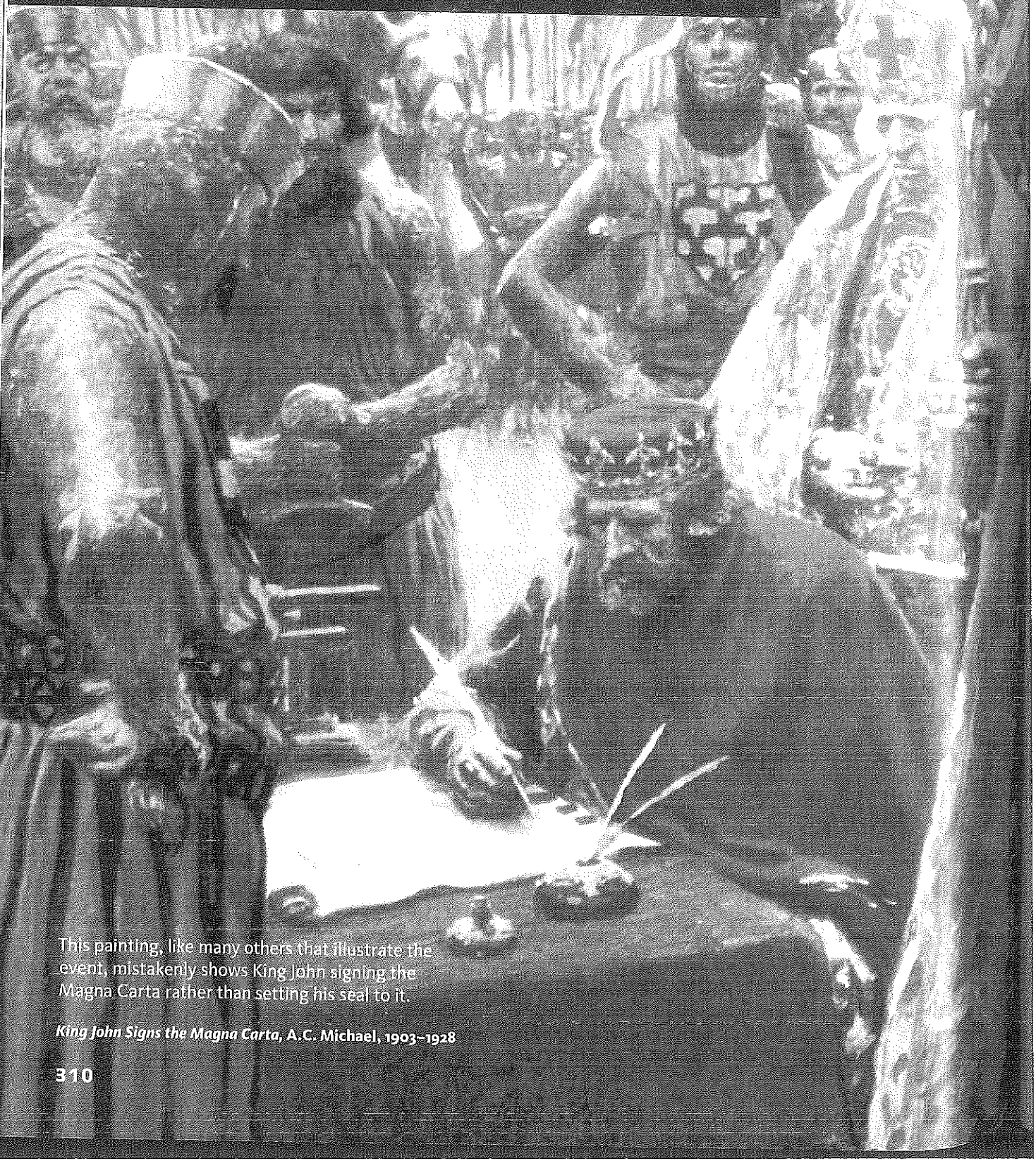
7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England); HI 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

2.3

DOCUMENT-BASED QUESTION

# Charters of Freedom

By setting down individual rights in the Magna Carta, the barons—unknowingly—laid the groundwork for the development of democracy. The Parliament members who penned the English Bill of Rights and the American Founders who wrote the U.S. Bill of Rights found inspiration in the Great Charter. So the next time you speak your mind or celebrate a religious holiday, you might remember the documents on the next page. They helped make such freedoms possible.



This painting, like many others that illustrate the event, mistakenly shows King John signing the Magna Carta rather than setting his seal to it.

*King John Signs the Magna Carta*, A.C. Michael, 1903–1928

## DOCUMENT ONE

Primary Source: Legal Document

### from the Magna Carta

Most of the Magna Carta's 63 articles deal with the relationships among the king, nobles, and clergy and largely ignore the rights of the lower classes. However, the principles expressed in the following article are significant today for all free men—and women.

CONSTRUCTED RESPONSE What individual rights are protected in this article from the Magna Carta?

*39. No freeman shall be taken, imprisoned, disseised [stripped of property], outlawed, banished, or in any way destroyed, nor will We proceed against or prosecute him [put him on trial], except by the lawful judgment of his peers [equals] or by the law of the land.*

## DOCUMENT TWO

Primary Source: Legal Document

### from the English Bill of Rights

Concern over the increasing power of monarchs led Parliament to pass the English Bill of Rights in 1689. However, instead of focusing on the rights of nobles, the English Bill of Rights focuses on the rights of Parliament.

CONSTRUCTED RESPONSE Why do you think Parliament insisted on the free election and free speech of its members?

*8. That election of members of Parliament ought to be free.*

*9. That the freedom of speech, and debates or proceedings in Parliament, ought not to be impeached [charged as a crime] or questioned in any court or place out of Parliament.*

## DOCUMENT THREE

Primary Source: Legal Document

### from the U.S. Bill of Rights

The U.S. Bill of Rights took the documents above a step or two further. Adopted in 1791, the Bill of Rights—the first ten amendments to the Constitution—guarantees personal freedoms, like these, that had previously not been clearly stated.

CONSTRUCTED RESPONSE Why do you think the American Founders insisted on having these freedoms clearly stated in the Bill of Rights?

*4. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated . . .*

*6. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial [fair to both sides] jury . . .*

## SYNTHESIZE & WRITE

1. **REVIEW** Review what you have learned about the Magna Carta and the development of democratic ideas in England.
2. **RECALL** On your own paper, write down the main idea expressed in each document.
3. **CONSTRUCT** Write a topic sentence that answers this question: How do the Magna Carta, English Bill of Rights, and U.S. Bill of Rights promote democratic ideas?
4. **WRITE** Using evidence from the documents, write a short essay to support your answer to the question in Step 3.

7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England); 7.11.6 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence; REP 4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

# 2.4 The Crusades

In 1095, Pope Urban II condemned a group of people who had "invaded the lands of the Christians." The people Urban referred to were Muslims, and he called on Christians to wage war against them. Kings had regained a good bit of their authority, but the Church and the pope still had plenty of power—certainly enough for the pope to gather armies to fight the spread of Islam.

**MAIN IDEA**

**Christians in Europe fought non-Christians to conquer Palestine and retake Spain.**

## BATTLE FOR PALESTINE

Specifically, the people Urban had condemned were Seljuk Turks, Muslim rulers who had seized control of Jerusalem in 1071. Their takeover had made Christian pilgrimages to the Holy Land—also called Palestine—almost impossible. The Holy Land included Jerusalem and the area around the city, sites that were sacred to Christians, Jews, and Muslims.

The Seljuks had also begun to attack the Christian Byzantine Empire, once the eastern half of the Roman Empire. When the Byzantine emperor asked for help, Pope Urban seized his chance to rally Christians against the growing power of Islam. His words had the desired effect. In 1096, Christian armies set off to fight a series of wars called the Crusades to reclaim the Holy Land. Christian leaders and soldiers were motivated by a desire to protect Christians and to slow the spread of Islam.

Peasants, knights, and foot soldiers joined the fight, and they achieved victory. In 1099, the army retook Jerusalem and divided the Holy Land into four Crusader states. But the triumph was short-lived. In 1144, the Muslims fought back and conquered Edessa, one of the Crusader states. Soon after, a new pope launched the Second Crusade, but this ended in disaster for the Europeans. A Third and Fourth Crusade were fought, but these also failed to defeat the enemy. By 1291, the Muslims had defeated the Crusaders and taken control of Palestine. The Crusades were over.

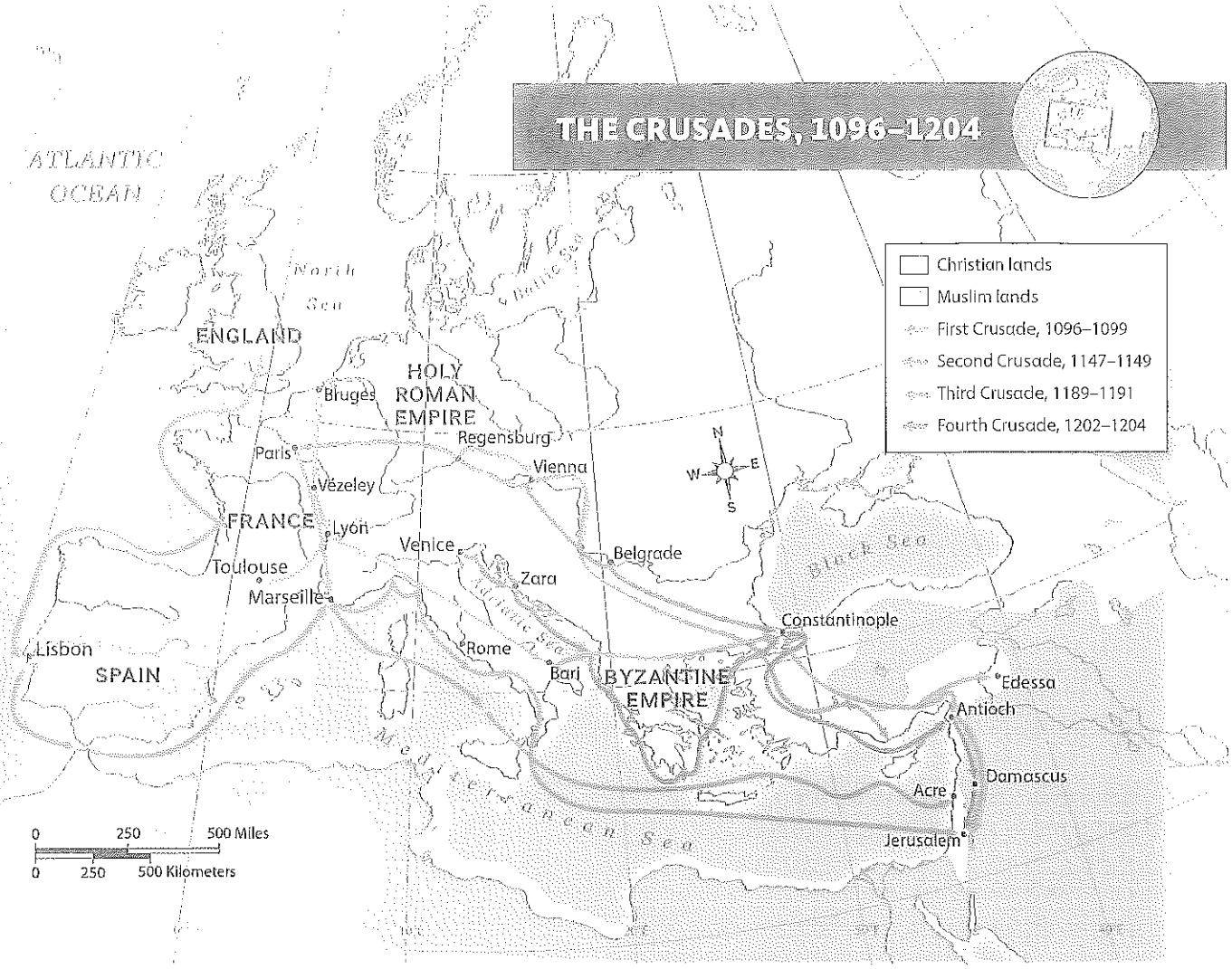
## A SPANISH CRUSADE

The Crusades had an unexpected impact on Europe. During the wars, trade between Europe and the eastern Mediterranean region greatly increased because of greater contact between the two regions. After the wars, ideas as well as goods were exchanged. The trade led to the rise of a merchant class in Europe and the further decline of feudalism.

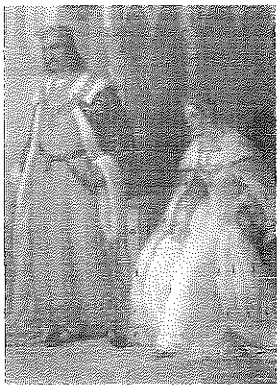
Still, crusading fever didn't die, and hostility toward any non-Christians increased. As soldiers galloped toward the Holy Land, they killed Jews in Europe as well as those in Palestine. After the Crusades, many Jews were expelled from England and France. The greatest expulsion effort, however, took place on the Iberian Peninsula, which includes present-day Spain and Portugal. In the 700s, Muslims had conquered almost the entire peninsula. When Islamic rule weakened in the 1000s, Christian kings began a long war, called the **Reconquista** (ray-cone-KEY-stah), to drive the Muslims off the peninsula.



7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world; 7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in




King Ferdinand and Queen Isabella of Spain stepped up the war. They used a powerful court known as the **Inquisition** to punish non-Christians. The court ordered the torture and execution of many Muslims and Jews who would not convert or who had converted but secretly practiced their former religion. In 1492, Ferdinand and Isabella finally defeated and expelled the last of the Muslim rulers and their followers from Spain and Portugal. They also drove out about 200,000 Jews. Unlike the Crusades, the Reconquista had achieved its goal—but at the cost of many human lives.



**FERDINAND AND ISABELLA**

The Reconquista ended when the Spanish army conquered Granada, a city in Spain. When the Muslim ruler handed over the keys to his palace, the Alhambra, Ferdinand and Isabella swore that Muslims would always be able to follow their faith in Spain. They broke that promise a few years later when they ordered Muslims to convert to Christianity or leave the country.

## REVIEW & ASSESS

1. **READING CHECK** Why did Pope Urban II encourage Christians to begin a series of wars against Muslims?
2. **INTERPRET MAPS** Which Crusade involved much of Western Europe?
3. **SEQUENCE EVENTS** What efforts to drive Muslims from Europe were undertaken after the Crusades ended?

the Reconquista and the rise of Spanish and Portuguese kingdoms; 7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492); CST 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

# 2.5 War and Plague

Shattered buildings and churches, deserted villages, and abandoned fields—these formed the landscape of Europe after war and disease swept through the continent in the 1300s. Both catastrophes brought suffering and death to millions and, like the Crusades, greatly weakened the feudal way of life.

**MAIN IDEA**

**War and disease devastated Europe in the 1300s and brought about fundamental changes to society.**

## WAR BETWEEN ENGLAND AND FRANCE

The roots of the war were established long before the 1300s. As you may remember, William, Duke of Normandy, conquered England in 1066 and became its king. William and the Norman kings who came after him were vassals to the French kings. However, they also ruled over England in their own right. This created a tense relationship between England and France. Kings from both countries were very powerful and competed for territory in France. In time, they also competed over who would be king of France.

The situation came to a head in 1328 when the king of France died. Edward III of England believed he should succeed him, but French nobles crowned a Frenchman instead. In 1337, Edward invaded France to claim the throne. His actions began the **Hundred Years' War** between England and France. This was not a continuous conflict but rather a series of wars that dragged on for 116 years.

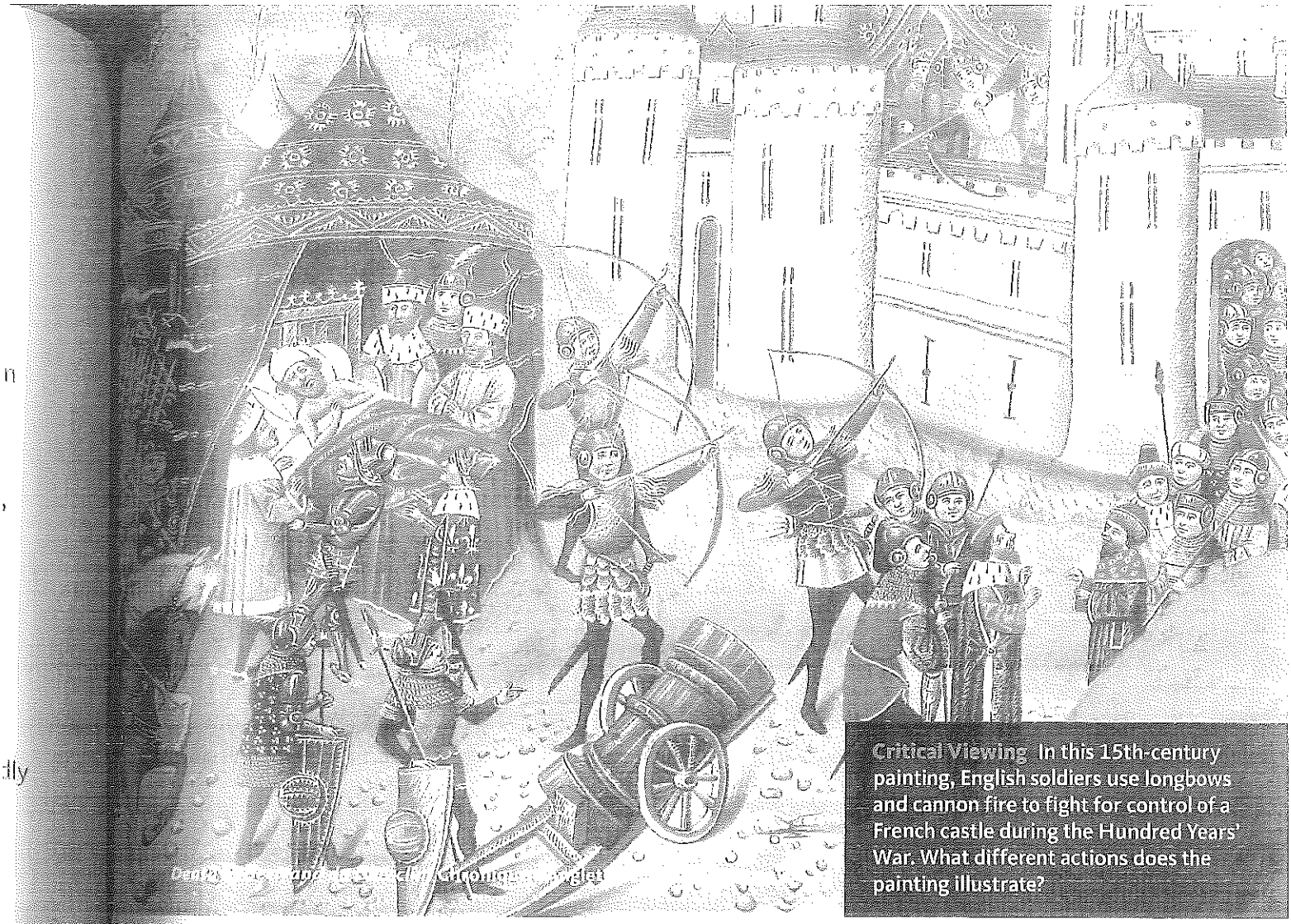
Between the beginning of the war in 1337 and its end in 1453, the English won many important victories. The French cause seemed hopeless until rescue came from an unexpected source. A French peasant girl called **Joan of Arc** claimed that Christian saints had told her to save her country. She impressed Charles, the ruler of France, and was given command of his army in 1429. Her religious and patriotic passion inspired her soldiers to win a battle that turned the tide of the war. The English captured and executed Joan, but they had lost the war. By 1453, the French had driven the English out of their lands.

Both sides were aided in their fight by deadly new weapons. The powerful **longbow** allowed archers to fire arrows with enough force to pierce a knight's armor. Cannons, made possible by the invention of gunpowder, could blast through castle walls. These weapons changed the nature of European warfare and made knights and castles, the symbols of feudalism, almost powerless.

## DISEASE SPREADS OVER THE WORLD

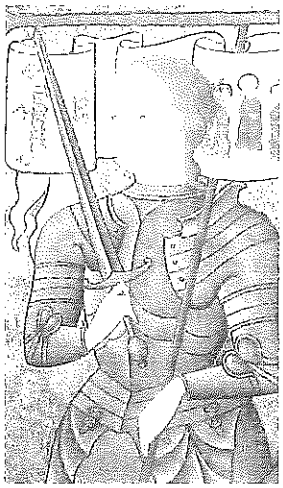
As if war and its new weapons weren't enough, medieval Europeans suffered from widespread disease. Poor diet, filthy living conditions, and a lack of medicine made sickness common.

In 1347, however, a devastating disease known as the **bubonic plague** swept through Europe. Infected rats carried fleas that spread the disease to humans along land and sea trade routes from Asia to Europe and Africa. Unfortunately, no one at the time understood that the plague was caused by bites from these fleas.



**Critical Viewing** In this 15th-century painting, English soldiers use longbows and cannon fire to fight for control of a French castle during the Hundred Years' War. What different actions does the painting illustrate?

Instead, many people believed the plague was a punishment from God. Some Christians believed the Jews had caused the plague by poisoning town wells. As a result, they destroyed entire Jewish communities. By the early 1350s, the worst of the plague was over in Europe, but by then it had killed about one-third of the continent's population. The deaths of so many people—from disease and war—led to major social and economic changes that would finally bring an end to feudalism.



**JOAN OF ARC**

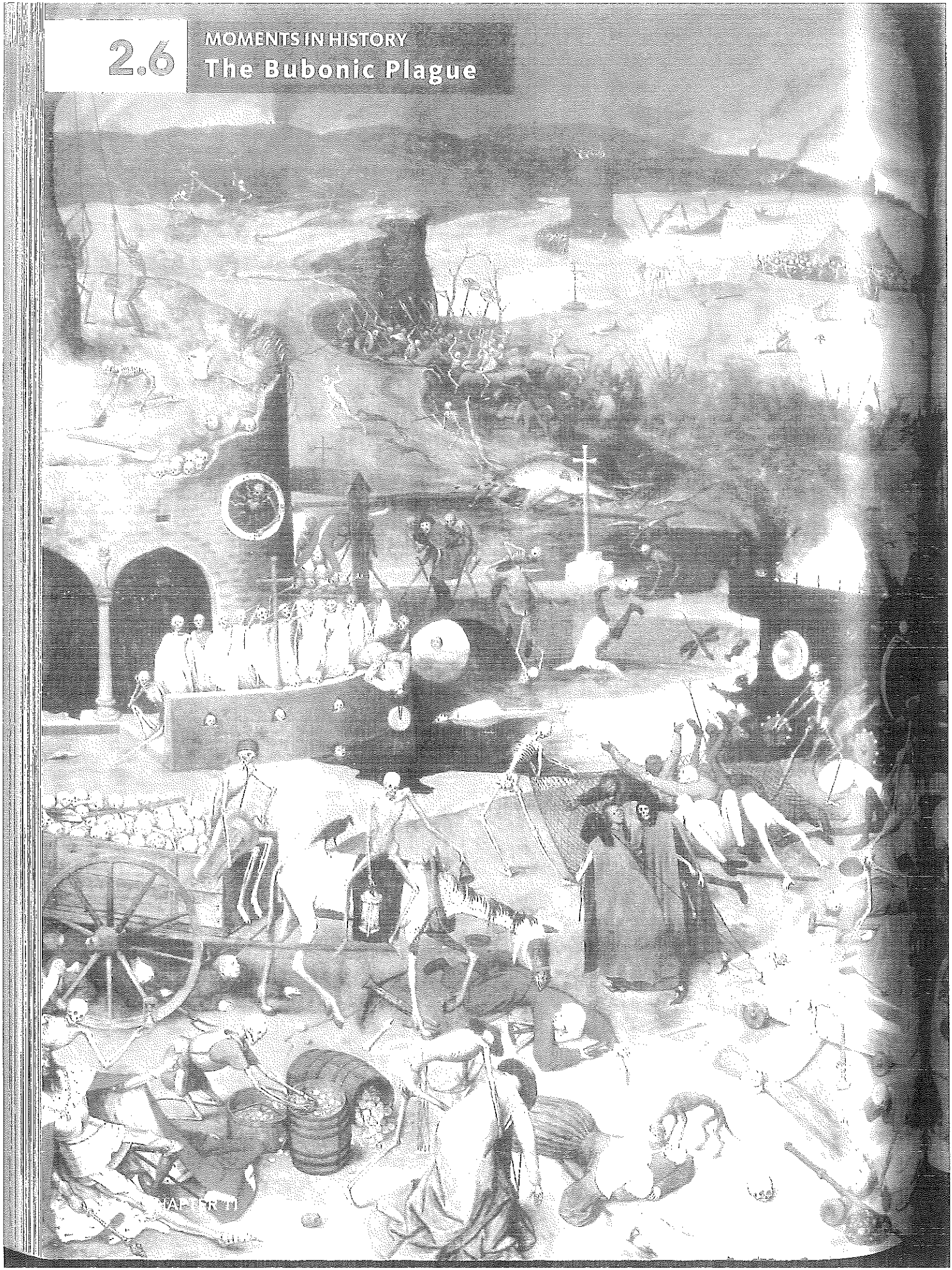
After the [illegible] captured Joan of Arc, she was tried by the Inquisition and found guilty of being a witch. The court [illegible] shot the voices she [illegible] hear were those of the devil. In 1431, Joan was burned at the [illegible]. She was about 19 years old. Twenty-five [illegible] later, [illegible] court pardoned her. In 1920, the Catholic Church declared her a saint.

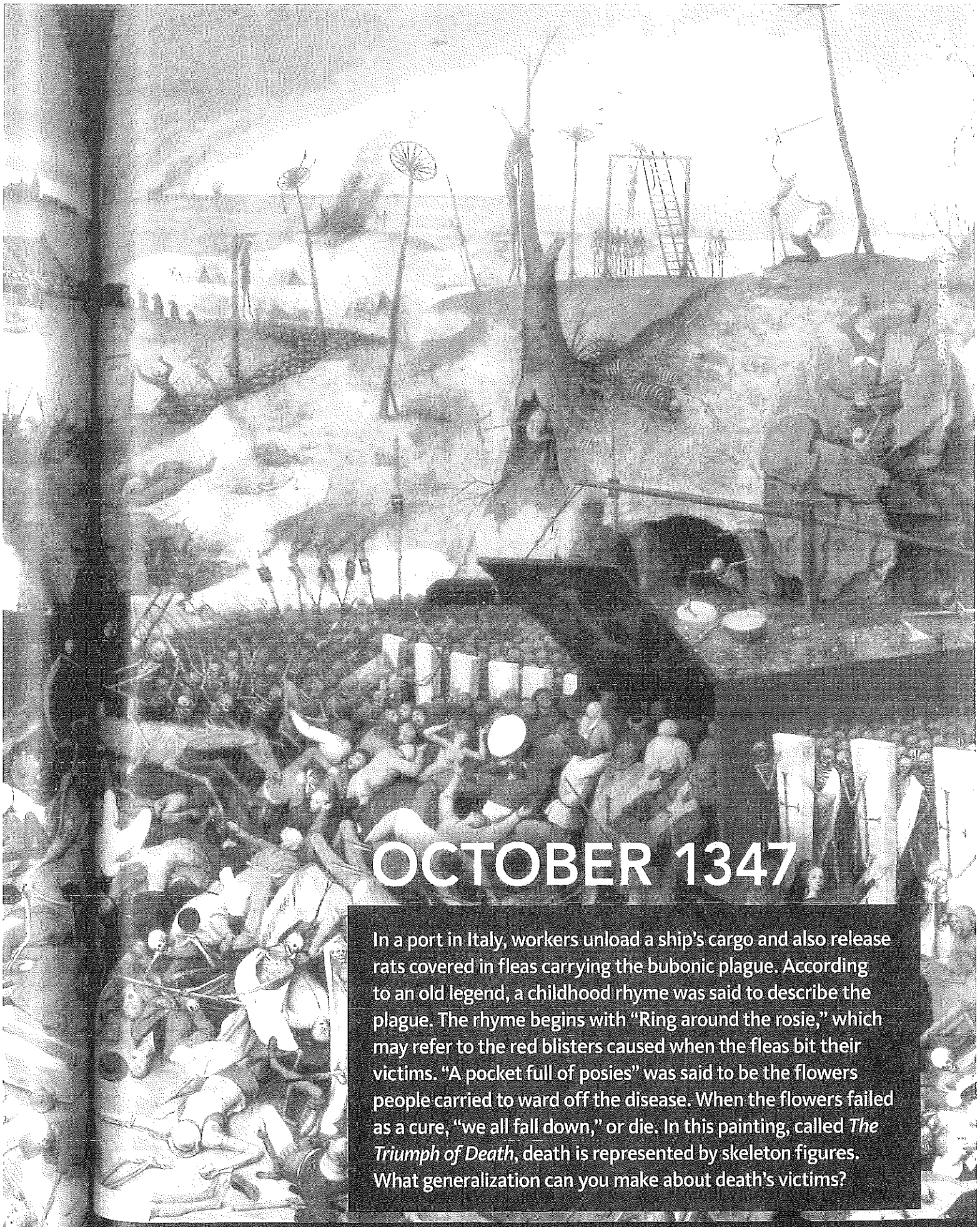
## REVIEW & ASSESS

1. **READING CHECK** What impact did the Hundred Years' War and the bubonic plague have on medieval Europe?
2. **ANALYZE CAUSE AND EFFECT** How did events in 1066 lead to the Hundred Years' War?
3. **MAKE INFERENCES** How did the rats that carried plague-infected fleas probably travel along the trade routes?

7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population; HI 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

# 2.6 MOMENTS IN HISTORY
## The Bubonic Plague



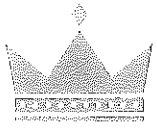


# OCTOBER 1347

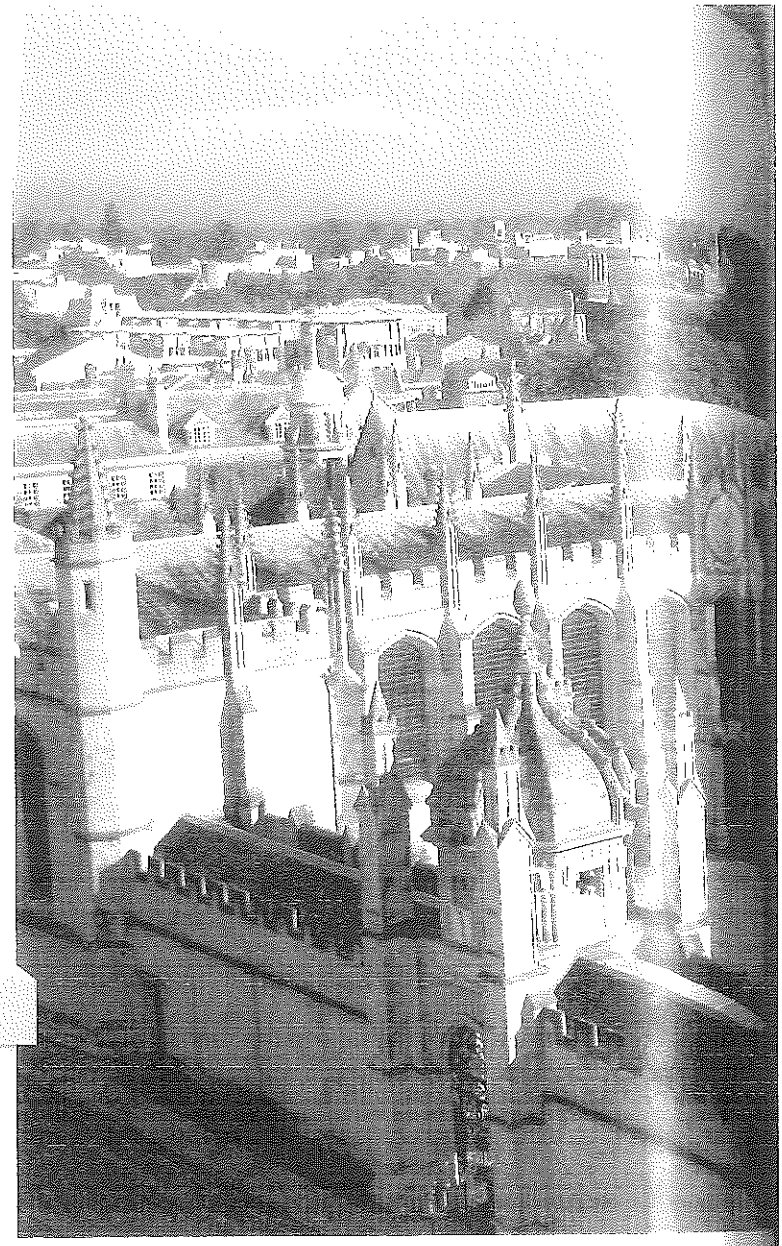
In a port in Italy, workers unload a ship's cargo and also release rats covered in fleas carrying the bubonic plague. According to an old legend, a childhood rhyme was said to describe the plague. The rhyme begins with "Ring around the rosie," which may refer to the red blisters caused when the fleas bit their victims. "A pocket full of posies" was said to be the flowers people carried to ward off the disease. When the flowers failed as a cure, "we all fall down," or die. In this painting, called *The Triumph of Death*, death is represented by skeleton figures. What generalization can you make about death's victims?

7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

# 2.7 Growth of Towns



In the late Middle Ages, a saying started making the rounds: Town air makes you free. In the towns, you could work at a job and keep all your wages. You could go where you wanted without having to ask anyone's permission because you were no longer bound to a landowning lord or vassal. In fact, you answered to no one but the king.



**MAIN IDEA**

The growth of towns and trade led to economic, political, and cultural changes that brought the Middle Ages to an end.

## ECONOMIC OPPORTUNITIES ARISE

People had been moving to towns since about 1000, but the bubonic plague greatly accelerated this movement. With about a third of the workforce wiped out by the disease, employers desperate for help increased wages to attract workers. Many peasants, and many serfs as well, left the manor to apply for jobs in the towns. As a result, the manor system began to fall apart.

After life on the manor, the bustling, exciting towns might have made a welcome change. Towns held weekly markets where local produce was sold, while town fairs brought in trade goods from other places.

In time, a merchant class composed of traders and craftspeople arose. Wealthy town-dwelling merchants, known as **burghers**, could be elected to sit on governing councils. Groups of craftspeople, such as shoemakers or silversmiths, joined together to form **guilds**, which helped protect and improve the working conditions of their members.

## THE MIDDLE AGES END

The growth of towns and their prosperous trade further helped kings regain their authority. By taxing the towns within his realm, a king earned money to pay for his army. A strong army brought peace

All Souls College, at England's University of Oxford, was founded in the 1400s during Europe's revival of learning.

and stability to his land. Increasingly, power and people's loyalty shifted from local lords to their king.

Europe experienced cultural changes as well as economic and political ones. You may remember that the Crusades brought European traders into contact with the civilizations of Islam and Byzantium. These civilizations had preserved the writings of ancient Greek and Roman philosophers in their libraries. As the Middle Ages came to a close, people became eager to gain knowledge. Universities were founded to satisfy this desire for learning. Monasteries were no longer the only centers of education. After centuries of war, instability, and fear, Europe was more than ready to embark on a new age of creativity.

## REVIEW & ASSESS

1. **READING CHECK** What economic opportunities did towns offer ordinary people?
2. **ANALYZE CAUSE AND EFFECT** How did the growth of towns affect monarchs?
3. **MAKE INFERENCES** Why do you think learning was revived at the end of the Middle Ages?

7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order; HI 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

# CHAPTER 11 Review

## VOCABULARY

Use each of the following vocabulary words in a sentence that shows an understanding of the word's meaning.

1. **medieval** (HSS 7.6)
   *The Middle Ages is also known as the medieval period, which was a time of many political, economic, and cultural changes in Western Europe.*
2. **monastery** (HSS 7.6.2)
3. **feudalism** (HSS 7.6.3)
4. **manor** (HSS 7.6.3)
5. **serf** (HSS 7.6.3)
6. **parliament** (HSS 7.6.5)
7. **cathedral** (HSS 7.6.8)
8. **longbow** (HSS 7.6.3)
9. **bubonic plague** (HSS 7.6.7)
10. **guild** (HSS 7.6.3)

## READING STRATEGY

11. DRAW CONCLUSIONS If you haven't already, complete your chart to draw conclusions about how feudalism and Christianity affected people during the Middle Ages. Then answer the question.

Middle Ages

| Feudalism | Christianity |
|---|---|
| *People's loyalties were divided between their king and their lord.* | *The Church dominated people's lives.* |

What impact did the power struggles between kings and lords and between kings and the Church have on people during the Middle Ages? (HSS HI 2)

## MAIN IDEAS

Answer the following questions. Support your answers with evidence from the chapter.

12. What helped many small kingdoms thrive after the fall of Rome? LESSON 1.1 (HSS 7.6.1)
13. Why did the pope crown Charlemagne emperor of the Romans? LESSON 1.2 (HSS 7.6.4)
14. What led to the emergence of feudalism in Europe? LESSON 1.4 (HSS 7.6.3)
15. What did a typical manor include? LESSON 1.6 (HSS 7.6.3)
16. How did the Church become more powerful and wealthy in the 1000s? LESSON 2.1 (HSS 7.6.8)
17. How did the Magna Carta affect the development of democracy in Western Europe? LESSON 2.2 (HSS 7.6.5)
18. In what way did the Crusades help weaken feudalism? LESSON 2.4 (HSS 7.6.6)
19. How did the bubonic plague contribute to the growth of towns? LESSON 2.7 (HSS 7.6.7)

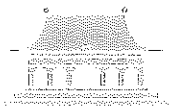
## CRITICAL THINKING

Answer the following questions. Support your answers with evidence from the chapter.

20. ESSENTIAL QUESTION How did Europe change over the course of the Middle Ages? (HSS HI 1)
21. EVALUATE How did a code of conduct help the knights do their job? (HSS 7.6.3)
22. COMPARE AND CONTRAST How did manor life differ for workers and the lord of the manor? (HSS 7.6.3)
23. ANALYZE CAUSE AND EFFECT What happened as a result of King John's weakened power? (HSS 7.6.5)
24. YOU DECIDE Do you think feudalism benefited the lives of ordinary people or made them worse? Support your opinion with evidence from the chapter. (HSS REP 1)

## INTERPRET CHARTS

Study this chart, which compares the feudal structure in medieval Europe with that in medieval Japan. Then answer the questions that follow.

| Feudal Structure in Europe and Japan | Europe |  Japan |
|---|---|---|
| Ruler | King | Emperor |
| Landowners | Nobles and Church | Daimyo |
| Warriors | Knights | Samurai |
| Lower Classes | Peasants and serfs | Peasants, artisans, and merchants |

25. How was the feudal structure in Europe similar to that in Japan? (HSS HI 2)

26. How did the makeup of the lower classes in the two regions differ? (HSS HI 2)

## ANALYZE SOURCES

A Frankish scholar named Einhard was a trusted friend and adviser of Charlemagne and wrote a biography about his king. Read this excerpt from Einhard's biography of Charlemagne. Then answer the question that follows.

> He cherished the Church of St. Peter the Apostle at Rome above all other holy and sacred places, and heaped its treasury with a vast wealth of gold, silver, and precious stones . . . [T]hroughout his whole reign the wish that he had nearest at heart was to re-establish the ancient authority of the city of Rome . . . and protect the Church of St. Peter.

27. What does the excerpt suggest about Charlemagne's feelings toward the Church? (HSS REP 4)

## WRITE ABOUT HISTORY

28. INFORMATIVE What events brought about the downfall of feudalism and ended the Middle Ages? Write a paragraph for a children's encyclopedia, summarizing these events and explaining how they brought about the end of feudalism and the Middle Ages. You might create a chart or web diagram to organize your ideas and details. (HSS HI 2)

### TIPS

- Take notes from the lessons on the Crusades, the increasing power of the Church, the Hundred Years' War, and the growth of towns.
- State your main idea clearly at the beginning of the paragraph.
- Support your main idea with relevant facts, details, and examples.
- Use vocabulary from the chapter.
- Provide a concluding statement about the end of feudalism and the Middle Ages.