Medieval Europe

Lesson 1 The Early Middle Ages

ESSENTIAL QUESTION
Why does conflict develop?

GUIDING QUESTIONS
1. *How did geography shape life in Europe after the fall of Rome?*
2. *How did Germanic groups build kingdoms in Western Europe?*
3. *How did the Catholic Church influence life in early medieval Europe?*

Terms to Know

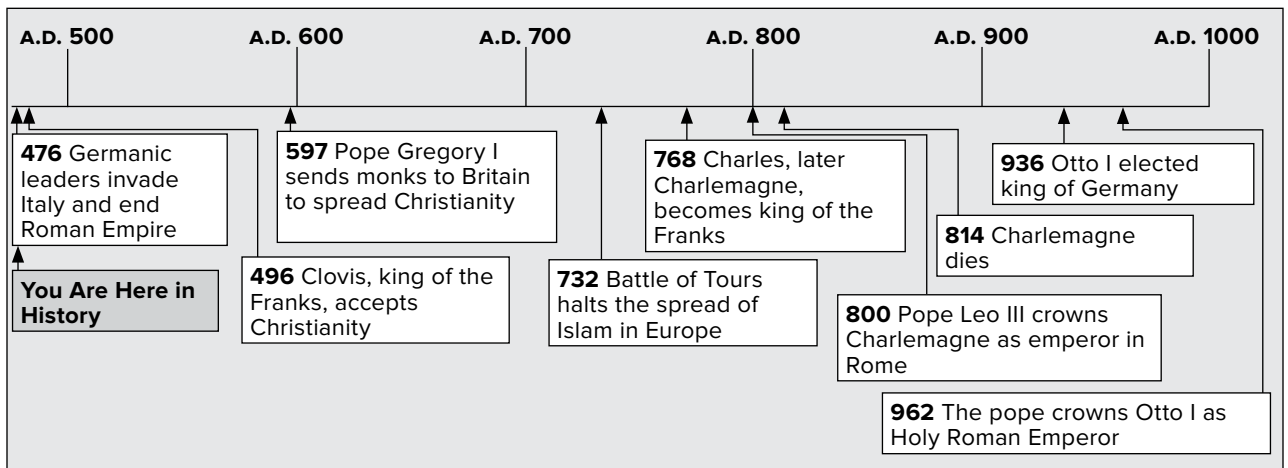**fjord** a narrow body of water between steep cliffs where the sea cuts into the land

missionary a person who is sent by a religious organization to teach the religion

concordat an agreement between the pope and the ruler of a country

Where in the world?

When did it happen?

A.D. 500	A.D. 600	A.D. 700	A.D. 800	A.D. 900	A.D. 1000

476 Germanic leaders invade Italy and end Roman Empire

You Are Here in History

496 Clovis, king of the Franks, accepts Christianity

597 Pope Gregory I sends monks to Britain to spread Christianity

732 Battle of Tours halts the spread of Islam in Europe

768 Charles, later Charlemagne, becomes king of the Franks

800 Pope Leo III crowns Charlemagne as emperor in Rome

814 Charlemagne dies

936 Otto I elected king of Germany

962 The pope crowns Otto I as Holy Roman Emperor
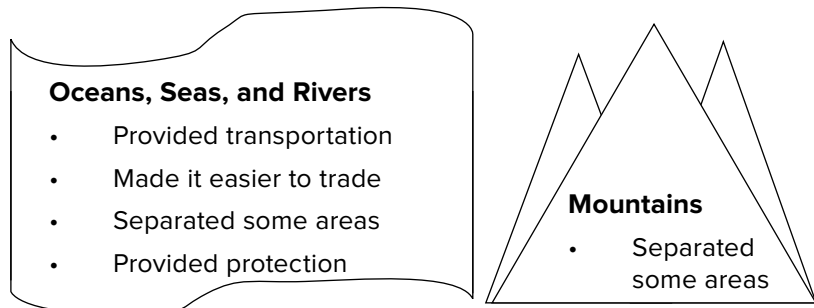
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Medieval Europe

Lesson 1 The Early Middle Ages, *Continued*

Geography of Europe

Europe's geography played an important role in shaping how Europeans lived. Europe is a continent. It is also a very large peninsula. A peninsula is land surrounded on three sides by water. As a result, most of Europe is within 300 miles (483 km) of an ocean or a sea. Europe also has many rivers, such as the Rhine, Danube, Seine, and Po. Access to rivers and seas often made it easy to travel and trade in other parts of the world. This helped Europe's economy grow.

Large bodies of water, such as the English Channel, also separated Europe into distinct regions. Mountains played a similar role. Regions cut off from each other developed independent kingdoms and cultures.

Oceans, Seas, and Rivers
- Provided transportation
- Made it easier to trade
- Separated some areas
- Provided protection

Mountains
- Separated some areas

Kingdoms in Western Europe

After Rome fell, Western Europe broke into many kingdoms. The Angles and Saxons invaded Britain from Denmark and Germany. They became known as the Anglo-Saxons, or the English.

The strongest Germanic people were called the Franks. They settled in what is now France and western Germany. In 496 King Clovis of the Franks accepted Catholic Christianity. Nearly all of the Franks became Catholic too.

After Clovis died, power passed from kings to government officials. A leader named Charles Martel defeated invading Muslims at the Battle of Tours in 732. This stopped the spread of Islam in Western Europe. Christianity remained the main religion in the region.

After Charles Martel died, his son Pepin eventually became the new king of the Franks. Pepin forced a Germanic group called the Lombards to leave Rome. He then gave the pope the land he had taken from the Lombards.

Defining

1. What is a *peninsula*?

_____

_____

_____

Reading Check

2. Why were rivers important to the peoples of Europe?

_____

_____

_____

Marking the Text

3. Underline the names of the Germanic groups that invaded and settled in Britain during the Middle Ages.

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Medieval Europe

Lesson 1 The Early Middle Ages, *Continued*

FOLDABLES®

📝 Listing

4. Place a two-tab Foldable along the dotted line. Title the anchor tab *Charlemagne.* Label the two tabs *Who* and *What.*

Use both sides of the Foldable to list words and short phrases that describe Charlemagne's life.

📝 Summarizing

5. How were the Catholic Church and Roman emperors connected to each other?

_____

_____

_____

☑ Reading Check

6. What impact did the Battle of Tours have on European history?

_____

_____

_____

, Glue Foldable here

After Pepin died, his son Charles became king. Charles won many battles against neighboring kingdoms. By 800, Charles's kingdom was an empire covering much of western and central Europe. He was called Charlemagne, which means "Charles the Great."

The pope made Charlemagne the new Roman emperor. Charlemagne used local officials to help him govern. He started a school for the children of government officials. Students studied religion, Latin, literature, and math.

When Charlemagne died, his empire broke into separate kingdoms. Muslims, Magyars, and Vikings attacked these kingdoms in the 800s and 900s.

The Vikings came from Scandinavia in northern Europe. Scandinavia's coast has many **fjords.** Fjords are strips of water between steep slopes, where the water cuts into the land. Vikings depended on the sea for food and trade.

In 911 a group of nobles tried to unite small territories in Germany by electing a king. Otto I was one of the strongest kings of Germany. He defeated the Magyars and freed the pope from the control of Roman nobles. To reward Otto, the pope named him Roman emperor in 962.

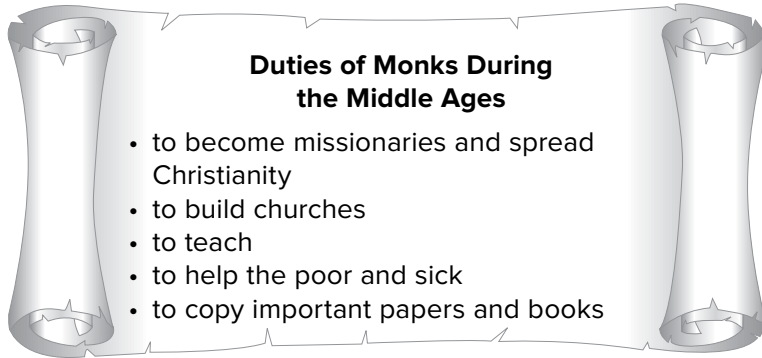| Germanic Ruler	Accomplishments
Clovis	Became a Christian in 496
Charles Martel	Stopped invasion of Muslims in 732
Charlemagne	United Europe in one empire; crowned Roman emperor by pope
Otto I	United Germans; became Roman emperor

The Church and Its Influence

The Roman Catholic Church became very important during the Middle Ages. Monks became **missionaries** and spread Christianity over the next several hundred years. By 1050 most people in Western Europe had become Catholic.

Monks and monasteries were important. They provided schools and hospitals. Monks taught carpentry and weaving. They invented better ways to farm. They also helped save knowledge. Monks copied ancient works of Romans and Greeks and Christian writings such as the Christian Bible.

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Medieval Europe

Lesson 1 The Early Middle Ages, *Continued*

Duties of Monks During the Middle Ages

- to become missionaries and spread Christianity
- to build churches
- to teach
- to help the poor and sick
- to copy important papers and books

Disagreements grew between popes and kings over who had greater authority. In 1073 Pope Gregory VII and Holy Roman Emperor Henry IV fought over this issue.

Henry wanted to keep his power to name high-ranking Church officials called bishops. Gregory declared that only the pope could choose bishops. He cast Henry out of the Catholic Church. German nobles chose a new king, but Henry took over Rome and replaced the pope. Still, the dispute was not settled.

In 1122 a new pope and king agreed that only the pope could choose bishops. However, they decided that only the emperor could give government jobs to bishops. This deal was called the *Concordat of Worms*. A **concordat** is an agreement between the pope and the ruler of a country.

When Innocent III became pope in 1198, he wanted to make sure that only the Church could appoint bishops. He was able to control kings. If a king did not obey, he would be punished.

Check for Understanding

List two ways monasteries were important in early medieval Europe.

1. _____

2. _____

European kings and popes disagreed over who had greater authority during the Middle Ages. What were the two positions?

3. _____

4. _____

✓ **Reading Check**

7. What major issue did kings and popes disagree on?

_____

_____

_____

FOLDABLES®

8. Place a three-tab Foldable along the dotted line to cover the Check for Understanding. Label the anchor tab *Christianity*. Label the three tabs *How it spread*, *Role of the monastery*, and *Who has ultimate authority*.

On the tabs, write what you remember about the spread of Christianity, its influence on life, and who had greater authority—European monarchs or the pope. Use the front and back of each tab as needed.

Medieval Europe

Lesson 2 Feudalism and the Rise of Towns

ESSENTIAL QUESTION

What are the characteristics that define a culture?

GUIDING QUESTIONS

1. ***How did Europeans try to bring order to their society after the fall of Charlemagne's empire?***
2. ***How did most Europeans live and work during the Middle Ages?***
3. ***How did increased trade change life in medieval Europe?***

Terms to Know

feudalism a political order where nobles governed and protected people in return for services

vassal a low-ranking noble under the protection of a feudal lord

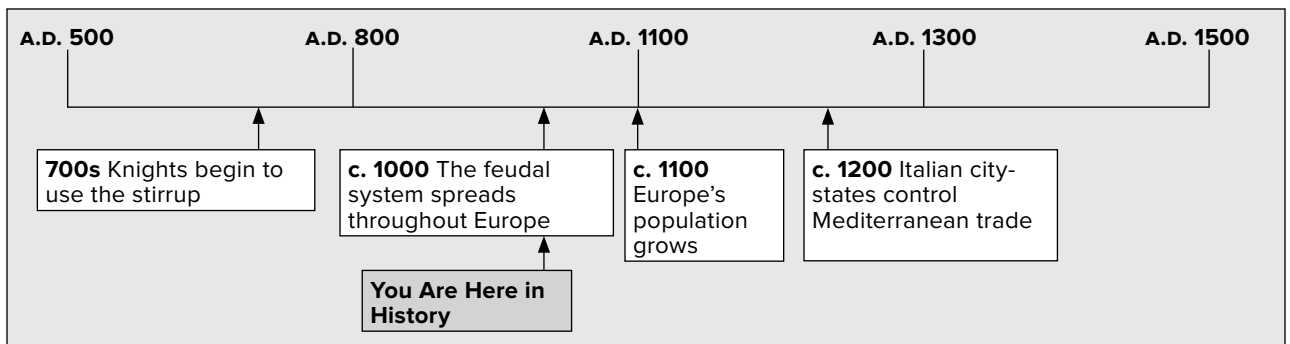**fief** the land granted to a vassal by a noble

knight a warrior on horseback who fought for a superior

chivalry the system of rules and customs of being a knight

serf a peasant who was tied to the land and its owner

guild a group of merchants or craftspeople

When did it happen?

A.D. 500	A.D. 800	A.D. 1100	A.D. 1300	A.D. 1500

700s Knights begin to use the stirrup

c. 1000 The feudal system spreads throughout Europe

c. 1100 Europe's population grows

c. 1200 Italian city-states control Mediterranean trade

You Are Here in History

What do you know?

In the first column, answer the questions based on what you know before you study.
After this lesson, complete the last column.

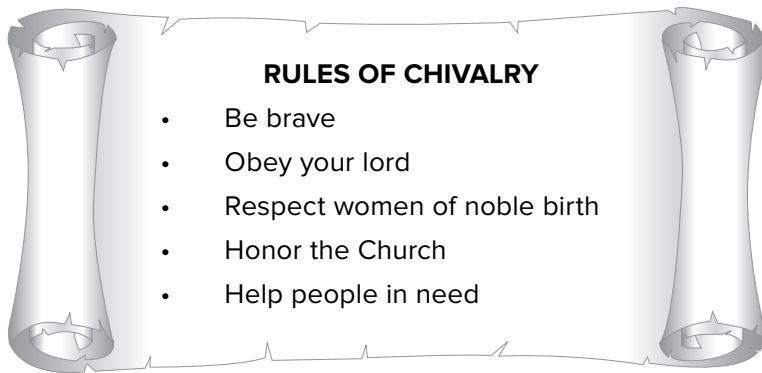| Now...		Later...
	What is feudalism?	
	What were the knights' responsibilities?	
	What was life like in a medieval city?	

Lesson 2 Feudalism and the Rise of Towns, *Continued*

The Feudal Order

When Charlemagne's empire fell, Europe no longer had a powerful central government. Nobles who owned land became more powerful than kings. This led to a new system called **feudalism.** Under feudalism, nobles ruled and protected the people. In return, the people worked for the nobles. They fought in the noble's army or farmed the noble's land. By 1000, the kingdoms of Europe were divided into thousands of areas ruled by nobles. Most of these feudal territories were very small.

Feudalism was based on loyalty and duty. A lord was a high-ranking noble who had power. A **vassal** was a low-ranking noble who served a lord. The lord rewarded him with land. The land given to a vassal was called a **fief.** Many vassals were **knights,** or warriors in armor who fought on horseback.

Knights lived according to a code called **chivalry.** They were expected to be honest and loyal. Knights trained for battle by holding competitions called tournaments. They were expected to fight fairly.

RULES OF CHIVALRY

- Be brave
- Obey your lord
- Respect women of noble birth
- Honor the Church
- Help people in need

Nobles lived in castles—tall, stone buildings that served as forts and as homes. High stone walls surrounded the castle. Its buildings contained a storage area, stables for the horses, a kitchen, a great hall for eating and receiving guests, bedrooms, and a chapel. When nobles were away at war, their wives or daughters ran the estates.

The Medieval Manor

The fiefs of the Middle Ages were divided into farming communities called manors. The lord ruled the manor. Peasants worked the land.

There were two groups of peasants—freemen and serfs. Freemen paid the nobles for the right to farm the land.

Defining

1. What is the difference between a *vassal* and a *knight*?

_____

_____

Marking the Text

2. Circle what people did in exchange for the protection of a noble.

Comparing

3. Which parts of a castle were like a fort? Which were more like a home?

_____

_____

_____

Reading Check

4. What were the rules of behavior that knights followed?

_____

_____

_____

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Medieval Europe

Lesson 2 Feudalism and the Rise of Towns, *Continued*

🔤 Defining

5. What is a *serf*?

_____

_____

❓ Analyzing

6. Why might a serf run away from a manor?

_____

_____

_____

📝 Marking the Text

7. Circle the inventions or changes that helped medieval peasants grow more food.

✅ Reading Check

8. How did the lives of freemen and serfs differ?

_____

_____

_____

They had legal rights and could move when and where they wished. Most peasants were **serfs.** *Serfs could not* leave the manor, *own property*, or marry without the lord's permission. However, lords could not sell the serfs.

Lords protected their serfs. In return, serfs worked long hours and gave their lord part of their own crops. It was not easy for serfs to gain freedom. They could run away to the towns. If a serf stayed in a town for more than a year without being captured, he or she was considered free. By the end of the Middle Ages, many serfs were allowed to buy their freedom.

Freemen	Serfs
• paid nobles for the right to farm land • had rights under the law • could move when and where they wished	• *could not own property* or go to court • could not leave or marry without permission • had to give part of their crops to their lord • at first could not buy freedom

New inventions made farming better. The most important was a heavy-wheeled plow with an iron blade. It easily cut through thick clay soil. The horse collar let a horse pull a plow. Horses could pull plows much faster than oxen, so peasants could plant more crops and grow more food. In addition, peasants learned to rotate their crops. They planted only two of their three fields at a time. This kept the soil healthy, and more food could be grown.
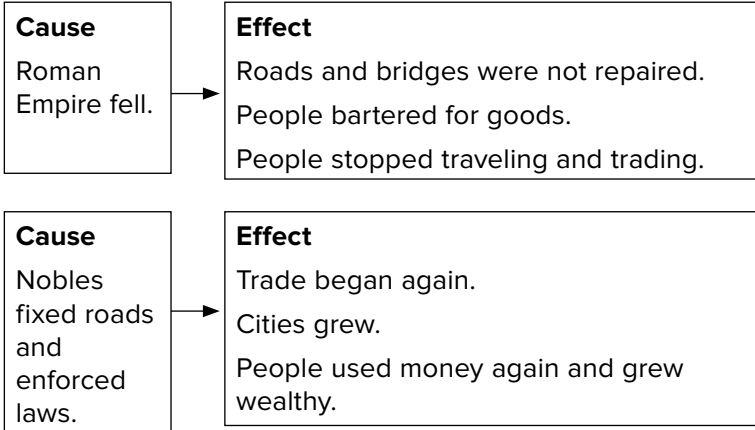
The Growth of Towns and Cities

When the Roman Empire fell, almost all trade in Western Europe stopped. By 1100, feudalism had made Europe safer. Trade began again. As trade increased, towns grew. Many cities became wealthy. Venice and other Italian cities began trading with the Byzantine Empire. Soon Italian cities became the centers of trade in the Mediterranean.

Towns in Flanders were the centers of trade for northern Europe. Flanders is a region in Belgium today. Merchants from all over western Europe met there to trade their goods for fine wool.

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Medieval Europe

Lesson 2 Feudalism and the Rise of Towns, *Continued*

Cause		Effect
Roman Empire fell.	→	Roads and bridges were not repaired. People bartered for goods. People stopped traveling and trading.

Cause		Effect
Nobles fixed roads and enforced laws.	→	Trade began again. Cities grew. People used money again and grew wealthy.

Towns were usually built on land owned by nobles. They tried to control town business. Townspeople wanted to make their own laws. As people grew wealthier, they forced nobles to give them basic rights. Over time, medieval towns set up their own governments.

Trade encouraged people to make things. Soon these craftspeople organized **guilds,** or business groups. Each craft had its own guild. Guilds set standards of quality for products, and they set prices. They also decided who could join a trade and what training was involved.

Medieval cities could be unpleasant and even dangerous places to live. The streets were narrow and often dirty and smelly. If a fire started, a medieval city easily could be destroyed. Yet a city was also a place where people could earn a living. In addition to running their households, city women often helped their husbands. Sometimes when a master craftsperson died, his wife continued his trade.

Glue Foldable here

Check for Understanding

List two characteristics of serfs.

1. _____

2. _____

List two ways that increased trade changed life in medieval Europe.

3. _____

4. _____

Explaining

9. Why did trade resume after feudalism began?

_____

_____

_____

✓ Reading Check

10. How did guilds affect the way medieval townspeople made a living?

_____

_____

_____

FOLDABLES®

11. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Write the title *Medieval* on the anchor tab. Label the top tab *Manors* and the bottom tab *Trade*.

On both sides of the tabs, list words and short phrases that describe each aspect of medieval life.

Medieval Europe

Lesson 3 Kingdoms and Crusades

ESSENTIAL QUESTION

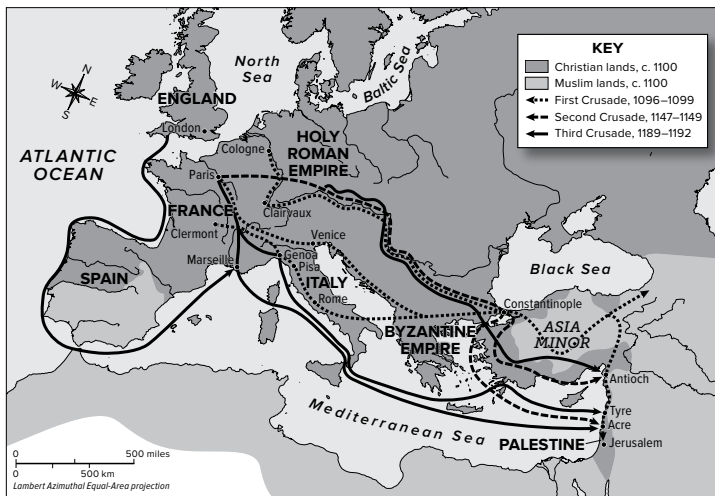*How do governments change?*

GUIDING QUESTIONS

1. *How was the king's power strengthened and then limited in medieval England?*
2. *How did the kings of France increase their power?*
3. *How did the cities of Kiev and Moscow become centers of powerful Slavic states?*
4. *Why did Western Europeans go on crusades?*

Terms to Know

grand jury a group of citizens that decides if a person should be accused of a crime
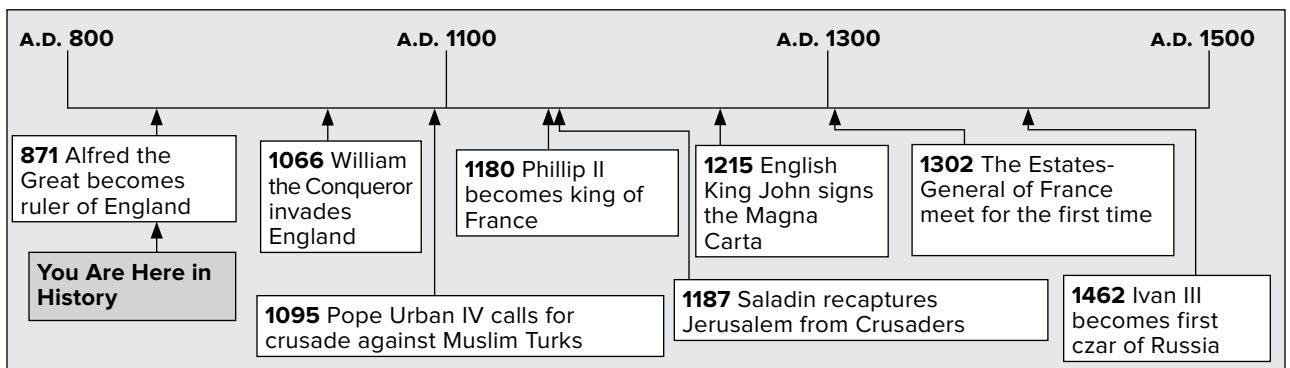
trial jury a group of citizens that decides whether an accused person is innocent or guilty

Where in the world?

When did it happen?

A.D. 800   **A.D. 1100**   **A.D. 1300**   **A.D. 1500**

871 Alfred the Great becomes ruler of England

You Are Here in History

1066 William the Conqueror invades England

1095 Pope Urban IV calls for crusade against Muslim Turks

1180 Phillip II becomes king of France

1215 English King John signs the Magna Carta

1187 Saladin recaptures Jerusalem from Crusaders

1302 The Estates-General of France meet for the first time

1462 Ivan III becomes first czar of Russia

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Medieval Europe

Lesson 3 Kingdoms and Crusades, *Continued*

Royal Power in England

When Vikings attacked Britain, King Alfred of Wessex united the Anglo-Saxons to drive away the Vikings. Alfred's kingdom became known as "Angleland," or England.

William was the ruler of Normandy and a cousin of the king of England. In 1066 William and his army invaded England and won the Battle of Hastings. William then became king of England. He was known as William the Conqueror and became a powerful ruler.

William brought many customs from Normandy, but he also kept many of the Anglo-Saxon ways of running the government. He allowed Anglo-Saxons to keep their language, which later became English. As Normans and Anglo-Saxons married, they created a new English culture.

Henry II ruled England from 1154 to 1189. He set up a court system with lawyers and judges. This helped create a body of common law, or law that was the same throughout the whole kingdom. The courts were fair because they applied the same laws to everyone.

Henry also set up juries of citizens to settle arguments about land. A **grand jury** decided whether a person should be accused of a crime. A **trial jury** decided whether an accused person was innocent or guilty.

Contributions to Law and Government by Early Kings of England		
Henry II	**John**	**Edward I**
• Established a court system and common law	• Signed the Magna Carta—limited the power of the king and established certain rights for nobles and freemen	• Established Parliament—the first step toward representative government in England

Henry's son John became king of England in 1199. King John raised taxes. He also punished enemies without trials. A group of angry nobles forced King John to sign the Magna Carta in 1215. Magna Carta means "Great Charter."

This document limited the king's powers. It said the king and vassals had certain rights and duties. Over time, the Magna Carta strengthened the idea that all people have rights and that the powers of government should be limited.

Defining

1. What is the difference between a *grand jury* and a *trial jury*?

_____

_____

_____

_____

Drawing Conclusions

2. Which ruler of England had the most impact on English law or government? Why?

_____

_____

_____

_____

Reading Check

3. How did the common law help unite England?

_____

_____

_____

Medieval Europe

Lesson 3 Kingdoms and Crusades, *Continued*

FOLDABLES®

4. Place a two-tab Foldable along the dotted line. Write *France* on the anchor tab. Write *Divided* on the top tab and *Unified* on the bottom tab.

Write key phrases to describe how France was divided and how it became unified.

✓ **Reading Check**

5. How was the Estates-General of France different from England's Parliament?

_____

_____

_____

✓ **Reading Check**

6. Why did the rulers of Moscow work with the Mongols?

_____

_____

_____

Glue Foldable here

In the late 1200s, Edward I gathered people from different parts of England to help him make laws. This group was called Parliament.

Monarchy in France

In 843 Charlemagne's empire was split into three parts. The western part became the kingdom of France. In 987 Hugh Capet became king, but he controlled little land.

Philip II became king of France in 1180. At that time, England ruled part of western France. Philip regained these lands. Having more land gave French kings more power.

Philip IV was called Philip the Fair. He met with people from three classes, or estates, of French society. This meeting of the estates was France's first parliament. It was called the Estates-General. The Estates-General never became as strong as the English Parliament.

Eastern States of the Slavs

A people called the Slavs organized villages in Eastern Europe. In time, Slavs divided into three major groups: the southern, western, and eastern Slavs.

In the 800s, the eastern Slavs began to expand the city of Kiev. The state of Kievan Rus grew around the city. About 1240, Mongols from Central Asia conquered Kievan Rus. Many Slavs left and founded the city of Moscow in present-day Russia.

Why Moscow Was Important	• Had power to tax and conquer new land • Wealthy trade center • Headquarters of Eastern Orthodox Church in Russia • Became the center of a new Russian empire

The rulers of Moscow learned to work with the Mongols. They let Moscow collect taxes from nearby Slav areas. If the Slavs could not pay the tax, Moscow could take over their territory. Moscow used this method to expand its power.

In 1462 Ivan III became the ruler of Moscow. Ivan called himself a czar, Russian for "emperor." By 1480 he had driven the Mongols out of Russia. By then, the people of Moscow, now known as Russians began to build a great empire.

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Lesson 3 Kingdoms and Crusades, *Continued*

European Crusaders

In 1095 Pope Urban II asked Europe's lords to launch a crusade, or holy war, to take Jerusalem from the Muslim Turks. Thousands of soldiers left western Europe to join the First Crusade. After many more crusades, Muslims won back all of the territory they had lost.

The Crusade	Success or Failure?	Why?
First	Success	Crusaders captured Jerusalem and formed four Christian states.
Second	Failure	Muslims recaptured Jerusalem.
Third	Failure	Muslims kept Jerusalem.
Fourth	Failure	Crusaders attacked Byzantine capital.
Fifth—Tenth	Failure	Muslims recaptured all lands held by Crusaders.

The Crusades changed Europe. Western Europeans gained new knowledge from Byzantines and Muslims, such as how to build better ships. Feudalism broke down because nobles who joined the Crusades sold their lands and freed their serfs. This meant the nobles had less power. As a result, kings were able to build stronger governments. The Crusades also caused bitter feelings between Christian western Europe and the Muslims.

Check for Understanding

List two reasons why you think Pope Urban II might have launched the Crusades.

1. _____

2. _____

Name two regions set up by Crusaders in the eastern Mediterranean area.

3. _____

4. _____

Glue Foldable here

Identifying

7. What was the goal of the First Crusade?

_____

_____

_____

Reading Check

8. What was one way the Crusades changed Christian Europe?

_____

_____

_____

FOLDABLES®

9. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Cut the tabs in half to form four tabs. Title the anchor tab *European Crusades*.

Label the four tabs *What*, *When*, *Where*, and *Why*. Use both sides of the tabs to explain each.

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Medieval Europe

Lesson 4 Culture and the Church

ESSENTIAL QUESTION

What is the role of religion in government?

GUIDING QUESTIONS

1. *What types of learning and art developed during the Middle Ages?*
2. *How did the Catholic Church affect the lives of medieval Europeans?*

Terms to Know

theology the study of religious faith, practice, experience

scholasticism a way of thinking that combined faith and reasoning
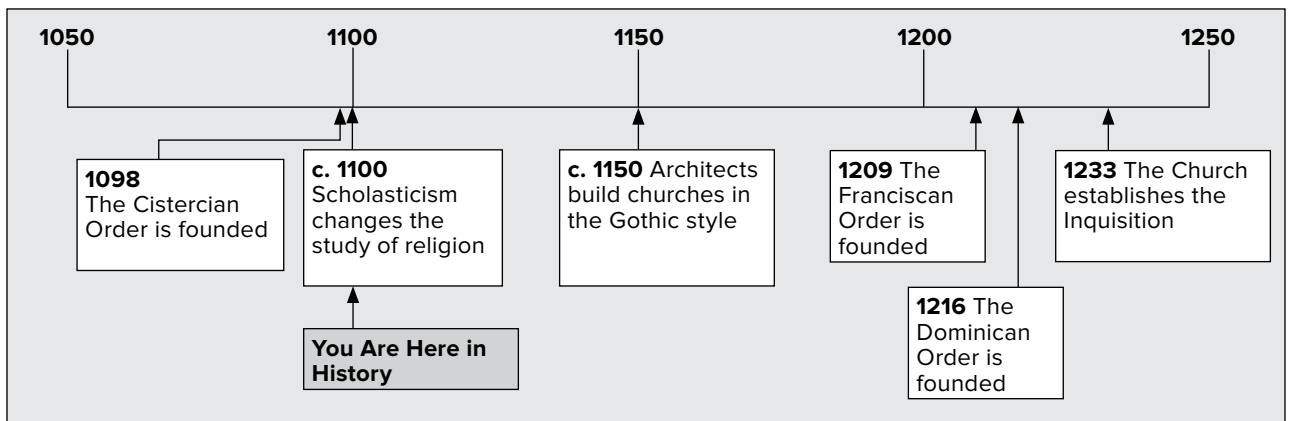
vernacular the everyday spoken language of a region

mass Catholic religious worship service

heresy ideas that go against Church teachings

anti-Semitism hatred and mistreatment of Jews

When did it happen?

1050	1100	1150	1200	1250

1098 The Cistercian Order is founded

c. 1100 Scholasticism changes the study of religion

c. 1150 Architects build churches in the Gothic style

1209 The Franciscan Order is founded

1233 The Church establishes the Inquisition

1216 The Dominican Order is founded

You Are Here in History

What do you know?

Put a check mark (✓) next to each true statement.

_____ 1. Romanesque churches are tall and have large stained glass windows.

_____ 2. Universities of today trace their origins back to the Middle Ages.

_____ 3. One popular form of vernacular literature is troubadour poetry.

_____ 4. Friars were monks who preached and served as missionaries.

_____ 5. In the 1100s, rulers in western Europe drove out their Jewish subjects.

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Medieval Europe

Lesson 4 Culture and the Church, *Continued*

European Culture in the Middle Ages

By the 1100s, people in medieval Europe felt safer because of stronger governments. Trade, banking, and business grew. People valued religion. Church leaders, merchants, and nobles had cathedrals, or large churches, built.

Cathedrals were built in two styles. Romanesque was a mix of Roman and Byzantine styles. These rectangular buildings had long, rounded ceilings and small windows. Gothic cathedrals, on the other hand, were tall. Large stained glass windows showed scenes from the Bible.

Universities were first created during the Middle Ages. Universities educated and trained scholars. University students studied for four to six years before taking an oral, or spoken, exam. Those who passed received a degree. A student could continue school to earn a doctor's degree. This degree could be in law, medicine, or **theology**—the study of religion and God.

Basic Degree	Doctor's Degree
Study grammar, logic, math, music, and public speaking	Study law, medicine, or theology

A new way of thinking called **scholasticism** changed the study of theology. Aristotle, the ancient Greek philosopher or thinker, had used reason, instead of faith, to understand the meaning of life. This bothered some Christian thinkers. They wanted to show that ideas accepted by faith did not have to oppose ideas developed by reason.

An Italian priest named Thomas Aquinas helped spread the ideas of scholasticism. Aquinas wrote *Summa Theologica,* a summary of what was known about theology. He also wrote about government and the concept of natural law, or laws that come from human nature. Aquinas claimed that natural law gave people certain rights that the government should not take away.

Latin was the language of the Church and of educated people throughout Europe. Each region of Europe also had its own language. This everyday language is called **vernacular.** Over time, vernacular languages became the languages of Spanish, French, English, Italian, and German.

During the 1100s, new literature was written using vernacular language. Educated people enjoyed vernacular writings, especially poetry told by troubadours.

Identifying

1. What type of degree could a student in a medieval university earn for studying music?

_____

_____

_____

Marking the Text

2. Underline the two styles of cathedrals built in medieval Europe.

Explaining

3. What is vernacular? Give three examples of vernacular languages.

_____

_____

_____

Reading Check

4. Why was it important that literature was written in everyday language?

_____

_____

_____

Lesson 4 Culture and the Church, *Continued*

📖 Explaining

5. Why were many new religious orders founded beginning in the 1000s?

_____

_____

_____

🔤 Defining

6. Explain what a *mass* is.

_____

_____

_____

📖 Marking the Text

7. Underline the definition of *heresy*.

📖 Identifying

8. What happened to people who were found guilty of heresy?

_____

_____

_____

Troubadours were poets who sang love stories, especially about the love of a knight for a lady. Another type of vernacular writing was the heroic epic. In epics, brave knights fight for kings and lords. *The Song of Roland* is an example of a heroic epic.

Religion Affected Society

Beginning in the 1000s, a wave of religious feeling swept through Europe. As a result, new groups of priests, monks, and nuns were formed. These were called religious orders.

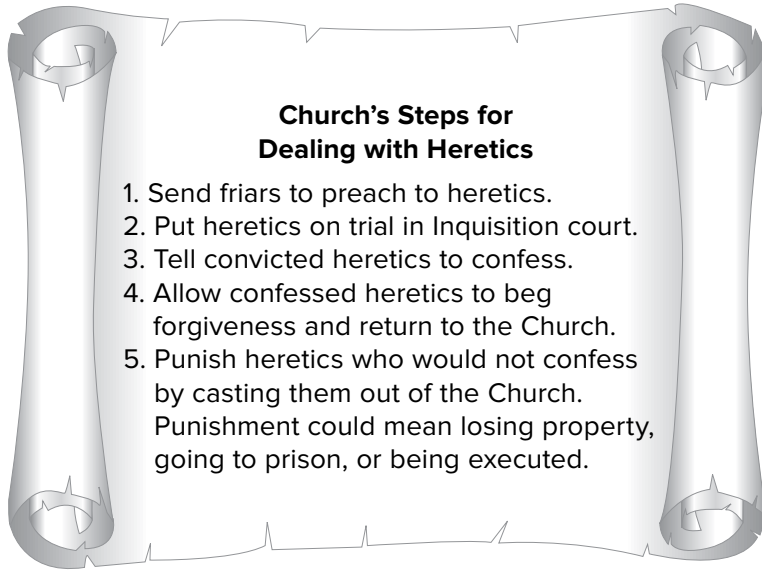| New Religious Orders		
Cistercians	**Franciscan Friars**	**Dominicans**
• founded in 1098 • farmed land, worshiped, and prayed • invented new ways of farming that helped grow more crops • helped the poor	• founded in 1209 • went out into the world to preach • lived by begging • could not own anything • loved nature	• founded in 1216 • went out into the world to preach • lived by begging • defended Church teachings • studied for years

The Cistercian order was based in rural monasteries. Its members invented new ways of farming that helped grow more crops. They also helped the poor. Francis of Assisi started a new order called Franciscans. They preached Christianity in the towns. They also were known for their cheerfulness and love of nature. A Spanish monk named Dominic de Guzmán started the Dominicans. Its main goal was to defend Church teachings.

The Catholic Church affected almost every part of people's lives. On Sundays and holy days, people went to **mass**, which is the Catholic worship service. People prayed to the saints to ask for help from God. Mary, the mother of Jesus, was the most honored saint.

The Catholic Church used its power to try to stop **heresy**, or religious beliefs that did not agree with Church teachings. In 1233 the pope created a special court to deal with heretics. It was called the Inquisition. Its job was to question heretics, or people who were accused of heresy. People who were found guilty could confess and ask for forgiveness. Those who refused to confess were punished.

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Medieval Europe

Lesson 4 Culture and the Church, *Continued*

Church's Steps for Dealing with Heretics

1. Send friars to preach to heretics.
2. Put heretics on trial in Inquisition court.
3. Tell convicted heretics to confess.
4. Allow confessed heretics to beg forgiveness and return to the Church.
5. Punish heretics who would not confess by casting them out of the Church. Punishment could mean losing property, going to prison, or being executed.

Many church leaders and church members also practiced **anti-Semitism**, or the hatred of Jews. Many European Christians unfairly blamed Jews for problems in society, such as famine or economic decline. Christian mobs attacked and killed thousands of Jews. Many Jews had to wear special badges or clothing. In some places, they had to live in separate neighborhoods known as ghettos. Jews also could not own land or work at certain jobs.

In the 1100s, Western European rulers began driving out their Jewish subjects. Many of these Jews went to countries in eastern Europe. There they formed thriving communities that were based on their religious traditions.

Check for Understanding

Name two reasons large cathedrals and churches were built during this time.

1. _____

2. _____

List two ways the Catholic Church influenced the lives of medieval Europeans.

3. _____

4. _____

Listing

9. List three examples of how European Christians mistreated Jews.

_____

_____

_____

Reading Check

10. Why did Church officials set up the Inquisition?

_____

_____

_____

FOLDABLES

11. Place a three-tab Foldable along the dotted line to cover the Check for Understanding. Title the anchor tab *Catholic Church.* Label the three tabs *Daily Life*, *Saints*, and *Power*.

Use words and short phrases to record what you remember about the effects of the Catholic Church on each.

Glue Foldable here

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Medieval Europe

Lesson 5 The Late Middle Ages

ESSENTIAL QUESTION

How do governments change?
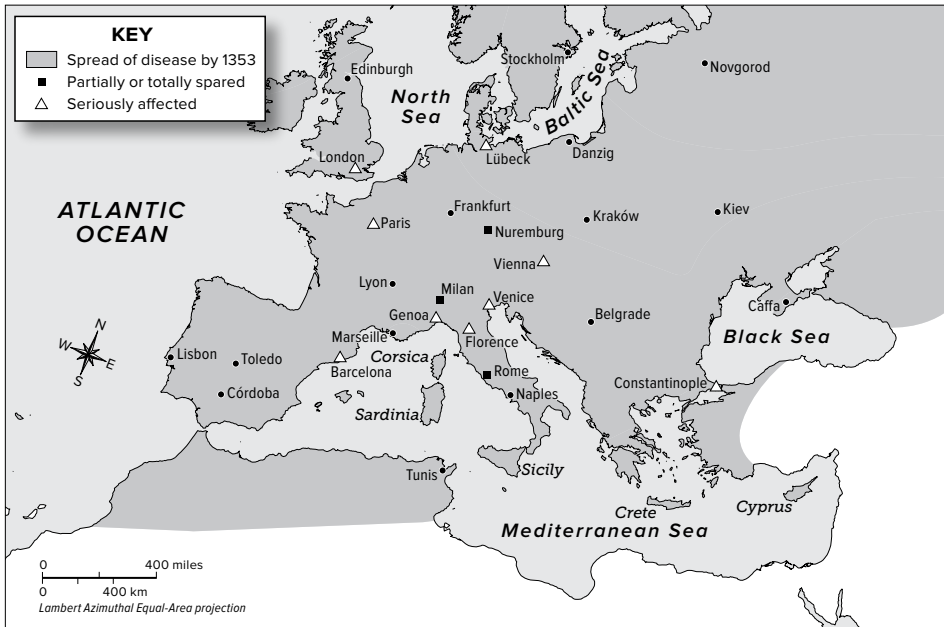
GUIDING QUESTIONS

1. *How did the Black Death affect Europe during the Late Middle Ages?*

2. *How did disputes and wars change societies in Europe during the Late Middle Ages?*

Terms to Know
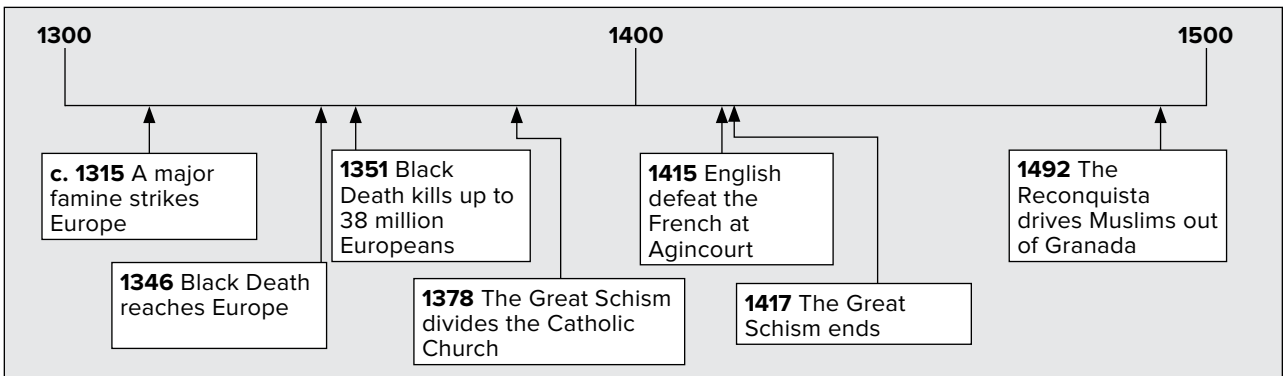
plague a disease that spreads quickly and kills many people

Reconquista the Christian "reconquest" of the Iberian peninsula from the Muslims

Where in the world?

KEY

Spread of disease by 1353
■ Partially or totally spared
△ Seriously affected

Edinburgh
North Sea
Stockholm
Novgorod
Baltic Sea
London
Lübeck
Danzig
ATLANTIC OCEAN
Frankfurt
Nuremburg
Kraków
Kiev
Paris
Vienna
Lyon
Milan
Venice
Genoa
Florence
Belgrade
Caffa
Marseille
Corsica
Rome
Black Sea
Lisbon
Toledo
Barcelona
Naples
Constantinople
Córdoba
Sardinia
Tunis
Sicily
Crete
Cyprus
Mediterranean Sea

0   400 miles
0   400 km
Lambert Azimuthal Equal-Area projection

When did it happen?

1300 — 1400 — 1500

c. 1315 A major famine strikes Europe

1346 Black Death reaches Europe

1351 Black Death kills up to 38 million Europeans

1378 The Great Schism divides the Catholic Church

1415 English defeat the French at Agincourt

1417 The Great Schism ends

1492 The Reconquista drives Muslims out of Granada

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Medieval Europe

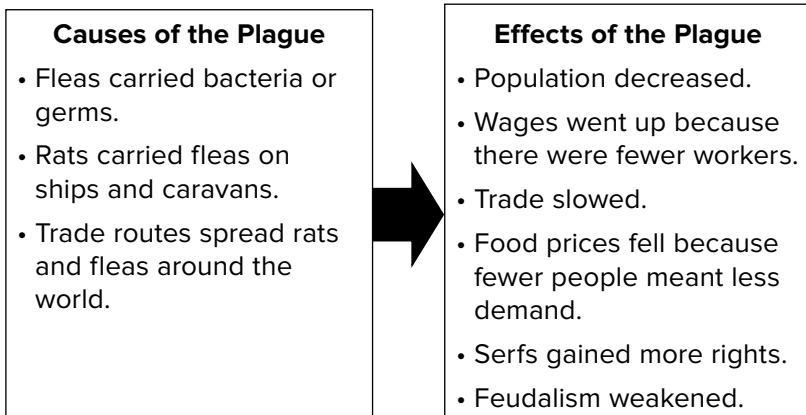**Lesson 5** The Late Middle Ages, *Continued*

Famine and Plague

In the 1300s, disaster struck western Europe. Bad weather and disease killed the crops. Livestock died from diseases. The result was a seven-year famine, or lack of food.

Then, a terrible **plague** swept across Europe and Asia. A plague is a disease that spreads quickly and kills many people. The plague was called the Black Death. Most scientists think that a type of bacteria carried by fleas was the source of the plague. Rats from boats and trading caravans carried the fleas to places all over the world.

The Black Death probably began in China and spread along the trade routes between China and Europe. In 1346 the Black Death reached Europe. Between 19 and 38 million Europeans died of the Black Death in just four years. That is nearly one out of every two people.

The deaths of so many people hurt Europe's economy. As a result, the plague helped weaken the feudal system and change European society.

Causes of the Plague	Effects of the Plague
• Fleas carried bacteria or germs.	• Population decreased.
• Rats carried fleas on ships and caravans.	• Wages went up because there were fewer workers.
• Trade routes spread rats and fleas around the world.	• Trade slowed.
	• Food prices fell because fewer people meant less demand.
	• Serfs gained more rights.
	• Feudalism weakened.

Divisions in Religion and Politics

The plague was not Europe's only problem. The English and French were at war. Christians in the Iberian Peninsula fought to drive out Muslims who had conquered them centuries before. In addition, the Catholic Church became divided over its leadership.

From 1378 to 1417, the Church was divided by disputes over its leadership. This argument was called the Great Schism. A schism is a break or a split. During this time, several men claimed to be the rightful pope. Each wanted church members to support him.

Defining

1. What is a *plague*?

_____

_____

Marking the Text

2. Circle the number of western Europeans who died of the Black Death.

Analyzing

3. What do you think was the most important effect of plague?

_____

_____

_____

Reading Check

4. How did the Black Death spread?

_____

_____

_____

Explaining

5. What was the Great Schism?

_____

_____

_____

_____

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Medieval Europe

Lesson 5 The Late Middle Ages, *Continued*

📝 Cause and Effect

6. Why did the Hundred Years' War happen?

_____

_____

_____

_____

📝 Identifying

7. Who was Joan of Arc?

_____

_____

_____

📝 Explaining

8. What was the *Reconquista*?

_____

_____

_____

_____

In 1417 a council of church officials chose a pope that everyone agreed on. Many educated people, however, wanted to change the Church. They wanted the Church to be less worldly and more spiritual.

Europe also experienced political divisions. For centuries, the English ruled areas of France. In 1337 English king Edward III claimed to be king of all of France. He invaded France, beginning a war between England and France that lasted more than 100 years.

The English won two important battles, at Crécy in 1346 and at Agincourt in 1415. They had better weapons than the French: longbows and an early form of the cannon.

In 1429 a French peasant girl named Joan visited Prince Charles of France. She told him that saints had spoken to her and wanted her to free France. He let her lead a French army. Joan's faith inspired the French soldiers, and they took back the city of Orléans from the English.

Shortly after, Charles was named king. A few months later, the English captured Joan. They handed her over to the Inquisition. She was burned at the stake. She later became known as Joan of Arc, a French national hero.

Joan of Arc

- peasant girl
- saints told her to free France
- led the army to victory at Orléans
- captured by the English
- tried by the Inquisition
- burned at the stake

The French finally defeated the English in the Hundred Years' War. England's loss in the war was hard on the English nobles. Soon, they were fighting a civil war. It was known as the War of the Roses and fought over who should be king. The winner, Henry Tudor, became King Henry VII.

During the early Middle Ages, Muslims ruled much of the Iberian Peninsula, the area that is now Spain and Portugal. They developed a rich culture. However, over time, Christians drove out most of the Muslims. The struggle was known as the **Reconquista,** or "reconquest." By the 1200s, Christians ruled most of the peninsula.

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Medieval Europe

Lesson 5 The Late Middle Ages, *Continued*

In 1469 Princess Isabella of Castile married Prince Ferdinand of Aragon. They became king and queen and joined their lands into one country called Spain. Ferdinand and Isabella wanted all of Spain to be Catholic.

Jews in Spain

- Lived freely under the Muslims
- Mistreated under Christian rule
- Some Jews converted to Christianity
- Spanish Inquisition sought Jews who were believed to be practicing Judaism in secret
- Told to convert or leave Spain in 1492

When Muslims ruled, Iberian Jews mostly lived freely. As Christians took over Spain, they mistreated the Jews. To avoid persecution, some Jews became Christians. Ferdinand and Isabella, however, believed many of these people practiced Judaism in secret. So the king and queen set up the Spanish Inquisition. Its purpose was to punish heretics. The Spanish Inquisition tried and tortured thousands of people accused of heresy.

In 1492 Ferdinand and Isabella gave Jews the choice to convert to Christianity or leave Spain. Most Jews decided to leave. The king and queen then turned to the Muslims. In 1492 Spain's army conquered Granada, the last Muslim area of Spain.

Muslims were given the same choice as the Jews: become Christians or leave Spain. Most left for North Africa.

Glue Foldable here

Check for Understanding

List four ways that disputes and wars changed societies in Europe during this time.

1. _____

2. _____

3. _____

4. _____

Identifying

9. What was the Spanish Inquisition?

_____

_____

_____

Reading Check

10. How did Ferdinand and Isabella treat those of Muslim and Jewish faiths?

_____

_____

_____

FOLDABLES®

11. Place a two-tab Foldable along the dotted line to cover the text titled Check for Understanding. Title the anchor tab *Europe*. Label the two tabs *Religious Division* and *Political Division*.

Use both sides of the tabs to write words and short phrases that you remember to explain the divisions in Europe.