Renewal in Europe

When the Roman Empire collapsed, Europe lost its center of power, and a new period called the Middle Ages began. During the Middle Ages, Europe was divided into small kingdoms. At the same time, though, the strong influence of the Christian church tied most Europeans together.

Later, during the Renaissance and Reformation, people changed the way they looked at the world. They developed new ideas about art, politics, and religion, ideas that changed Europe forever.

In the next three chapters, you will learn about life during the Middle Ages, the Renaissance, and the Reformation.

Explore the Art

In this scene, French teenager Joan of Arc carries a religious flag as she leads an army into battle during the Middle Ages. What does the scene suggest about the struggles of that period?

The Early Middle Ages

Essential Question How did life in Europe change after the fall of Rome?

? What You Will Learn...

In this chapter you will learn about the social and economic systems in Europe during a time called the Middle Ages.

FOCUS ON WRITING

A Job Advertisement In the 900s nobles needed knights, or warriors, to help protect their property. As you read this chapter, imagine what it would be like to be one of those nobles. Then you will write a job ad seeking knights to help you defend your land.

CHAPTER EVENTS

c. 430 Saint Patrick brings Christianity to Ireland.

400

WORLD EVENTS

476 Rome falls.

This photo shows Caernarfon Castle in Wales. Built in the late 1200s, the castle showed the king's power and provided defense from invasions.

700s–800s
The Vikings raid Europe.

800
Charlemagne is crowned emperor of much of Europe.

1066
Feudalism is introduced into Britain.

600

800

1000

1200

613
Muhammad begins teaching people about Islam.

794
Heian becomes the capital of Japan.

1000s
The Chinese invent gunpowder.

1076
Ghana falls to Muslim invaders.

Reading Social Studies

| Economics | Geography | Politics | Religion | Society and Culture | Science and Technology |

Focus on Themes In this chapter you will read about Europe during the early Middle Ages. You will learn how the geography of the land affected growth and trade and see how the Christian **religion** spread throughout northern Europe during this time. You will learn about the invaders who tried to conquer the land and see how the feudal system developed. As you read, you will understand how this feudal system shaped the entire **society and culture** of the people.

Evaluating Sources

Focus on Reading As you have already learned, historians study both primary and secondary sources to learn about the past. By studying both types, they can get a better picture of what life was like.

Assessing Primary and Secondary Sources However, not all sources are accurate or reliable. You need to be careful when you read historical sources. Checklists like the ones below can help you judge which sources are reliable and worth using in your research.

Checklist for Primary Sources

✔ Who is the author? Does he or she seem trustworthy?

✔ Was the author actually present for the event described in the source?

✔ How soon after the event occurred was the source written?

✔ Can the information in the source be verified in other primary or secondary sources?

> Historians in the past were not always careful about what they put in their books. Some included rumors, gossip, or hearsay.

> The more time that passed between the event and the writing, the greater the chance of errors or distortion in the description.

Checklist for Secondary Sources

✔ Who is the author? What are his or her credentials, or qualifications for writing?

✔ Where did the author get his or her information?

✔ Is the information in the source properly documented?

✔ Has the author drawn valid conclusions from his or her sources?

> Not everyone who writes about history is a good historian. Try to use sources by qualified writers.

> Good historians will always tell you where they got their information. If information isn't documented, you can't always trust that it is true or accurate.

You Try It!

The following passage of a primary source can be found in the chapter you are about to read. As you read this passage, ask yourself what you could learn from this source.

The Benedictine Rule

For bedding, a mattress, a blanket, a coverlet and a pillow are enough. The beds should be frequently inspected by the Abbot as a precaution against private possessions. If anyone is found to have anything which was not given him by the Abbot, he is to undergo the severest punishment; and that this vice of personal ownership may be totally eliminated, everything necessary should be given by the Abbot; namely a cowl, a tunic, stockings, shoes, a belt, a knife, a pen, a needle, a handkerchief and writing tablets, so that all excuses about necessity are removed.

From Chapter 17, page 502

After you read the passage, answer the following questions.

1. The passage you have just read is from a code of rules that monks lived by in the early 500s. If a historian wanted to study how monks lived at that time, would this be a good source to use? Why or why not?

2. Where else might a historian look to verify the information found in this source?

3. Would this be a good source to study to learn how monks live today? Why or why not?

As you read Chapter 17, look at the primary sources included in the chapter. Why do you think these sources were chosen to be included?

Geography of Europe

If YOU were there…

Your village is on the banks of a river. The river has created a flat plain where you can grow crops. The river also gives you a way to get to the sea and to trade with villages farther inland. You love your village and think it's the perfect place to live. But your favorite uncle, the one everyone looks up to, says he is very worried. Your village is in a very dangerous place.

Why do you think your uncle is worried?

BUILDING BACKGROUND Many villages in Europe were built on rivers. But rivers were only one of the physical features that affected where and how people lived in Europe. All of Europe's features—its landforms, its waterways, and its climates—played roles in shaping people's lives.

The Physical Features of Europe

Europe is a small continent, but it is very diverse. Many different landforms, water features, and climates can be found there.

Although we call Europe a continent, it is actually part of **Eurasia, the large landmass that includes both Europe and Asia.** Geographers consider the Ural Mountains to be the boundary between the two continents.

Landforms and Waterways

Look at the map of Europe. You can see that different parts of Europe have very different features. In other words, Europe's topography (tuh-PAH-gruh-fee) varies widely from place to place. **Topography** refers to the shape and elevation of land in a region.

Mountain ranges cover much of southern Europe. Some peaks in the Alps reach higher than 15,000 feet. The highest mountains have large snowfields and glaciers.

Europe: Physical

20°W

ARCTIC OCEAN

60°N

Iceland

20°E   30°E   40°E   70°N

ASIA

URAL MOUNTAINS

Norwegian Sea

N. Dvina River

SCANDINAVIAN PENINSULA

Gulf of Bothnia

NORTHERN   EUROPEAN   PLAIN

Kama River

N
W   E
S

British Isles

North Sea

Baltic Sea

PENNINES

50°N

ATLANTIC OCEAN

English Channel

Paris

Rhine River
Seine River

Elbe River

Oder River

Vistula River

Dnieper   River

Don River

Volga River

Ural River

Bay of Biscay

Mont Blanc
15,781 ft.
(4,810 m)

A L P S

Danube River

CARPATHIAN   MTS.

Dnestr   River

Mt. Elbrus
18,510 ft.
(5,642 m)

Caspian Sea

PYRENEES

Ebro River

Rhône River

Po River

ITALIAN PENINSULA

Adriatic Sea

CAUCASUS MTS

IBERIAN PENINSULA

Corsica

Sardinia

40°N

Balearic Islands

BALKAN PENINSULA

Black Sea

ASIA

Strait of Gibraltar

Tyrrhenian Sea

Aegean Sea

Sicily

Crete

Mediterranean   Sea

ELEVATION

Feet		Meters
13,120		4,000
6,560		2,000
1,640		500
656		200
(Sea level) 0		0 (Sea level)
Below sea level		Below sea level

Ice cap

0   250   500 Miles
0   250   500 Kilometers

GEOGRAPHY SKILLS   INTERPRETING MAPS

1. **Region** What four peninsulas do you see labeled?
2. **Movement** How might the Alps have affected the movement of peoples?

North of the Alps, the land is much flatter than in southern Europe. In fact, most of northern Europe is part of the vast Northern European Plain. As you can see on the map, this plain stretches all the way from the Atlantic Ocean in the west to the Ural Mountains in the east. In the past, this huge expanse of land was covered with thick forests. Many types of trees grew well in the plain's rich, fertile soils.

The Northern European Plain is also the location of most of Europe's major rivers. Many of these rivers begin with melting snow in the southern mountains and flow out across the plain on their way northward to the sea.
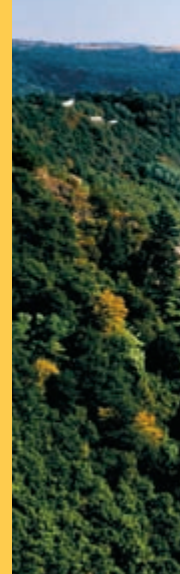
If you travel even farther north from the Northern European Plain, the land starts to rise again. Far northern Europe has many rugged hills and low mountains.
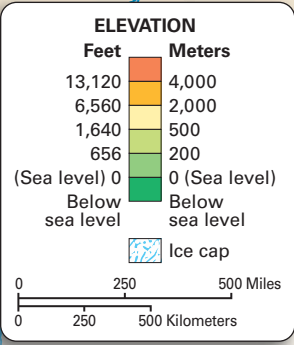
Europe's geography has influenced the development of different ways of life. It has influenced, for example, what crops people have grown and where cities have developed.

3 Norway

2 Germany

1 Italy

1 Farmers have long grown olives and other hardy crops in the drier, warmer areas along the Mediterranean in southern Europe.

You can see these hills and mountains in the northern part of the British Isles and in Scandinavia, Europe's largest peninsula. Scandinavia is only one of Europe's many peninsulas. Smaller peninsulas extend into the sea from many parts of Europe. These peninsulas give Europe a very long, jagged coastline.

Climate and Vegetation

Like its landforms, Europe's climates and vegetation vary widely from region to region. For example, southern Europe is largely warm and sunny. As a result, shrubs and trees that don't need a lot of water are common there.

Most of northwestern Europe, in contrast, has a mild and cooler, wetter climate. Cold winds from the north and northeast can bring freezing weather in winter.

Freezing weather is much more common in Scandinavia, though. That region is very cold throughout the year. Snow falls for much of the year, and few plants can survive the region's cold climates.

READING CHECK Summarizing How do Europe's landforms and climates vary by region?

Geography Shapes Life

As in other parts of the world, geography has affected history in Europe. It influenced where and how people lived.

Southern Europe

In southern Europe, most people lived on coastal plains or in river valleys where the land was flat enough to farm. People grew crops like grapes and olives that could survive the region's dry summers. In the mountains where the land was steep or rocky, people raised sheep and goats.

Because southern Europe has many peninsulas, people there don't live far from the sea. As a result, many became traders and seafarers.

Northern Europe

Most people in northern Europe lived farther from the sea. They still had access to the sea, however, through northern Europe's rivers. Because rivers were an easy method of transportation, towns grew up along them. Rivers also provided protection. The city of Paris, France, for example, was built on an island in a river to make the city hard for raiders to reach.

2 Cities have grown along rivers such as the Rhine in Germany. Rivers have been routes for moving people and goods.

3 Many people in cold, snowy Scandinavia have settled on the coasts, looking to the sea and lands beyond for the resources they need.

In the fields around cities, farmers grew all sorts of crops. These fields were excellent farmlands, but the flat land also made an easy route for invaders to follow. No mountains blocked people's access to northern Europe, and as a result, the region was frequently invaded.

READING CHECK **Contrasting** How did geography influence where people lived in Europe?

SUMMARY AND PREVIEW You have just read about the role Europe's geography played in its history. Because Europe has so many types of landforms and climates, many different ways of life developed there. Also, northern Europe had few natural barriers to prevent invasions. In the next section, you will learn how Europe changed when invasions did occur.

Section 1 Assessment

Reviewing Ideas, Terms, and People

1. **a. Define** What is **topography**?
   b. Compare and Contrast How is southern Europe's climate like or unlike your climate?
2. **a. Describe** Where do most people in southern Europe live?
   b. Draw Conclusions Do you think Europe's major farming regions are in the north or the south? Why?
   c. Elaborate How might the region's climate affect how people live in Scandinavia?

Critical Thinking

3. **Categorizing** Draw a chart like the one to the right. Using your notes, list the landforms, climates, and vegetation of northern Europe, southern Europe, and Scandinavia.

	Landforms	Climates	Vegetation
Northern Europe			
Southern Europe			
Scandinavia			

FOCUS ON WRITING

4. **Thinking about Geography** If you were a noble living in northern Europe, what might your life be like? How would the landforms and climate affect people in your area? Why might you need the protection of knights? Write some ideas down in your notebook.

Europe after the Fall of Rome

If YOU were there…

You're returning to your village in northern Europe after a hard day working in the fields. But as you reach the top of a hill, you smell smoke. Alarmed, you break into a run. Finally, your village comes into sight, and your fears are realized. Your village is on fire! In the distance, you can see sails moving away on the river.

What do you think has happened to your village?

BUILDING BACKGROUND Europe was a dangerous place after Rome fell. Without the Roman government, Europe had no central authority to keep order. As a result, outlaws and bandits became common. At the same time, new groups of people were moving into Europe. Violence was common. Distressed, people looked for ways to bring order and comfort into their lives.

Christianity Spreads to Northern Europe

As the Roman Empire fell, various groups from the north and east moved into former Roman lands. As they moved in, these groups created their own states. The rulers of these states, usually powerful warlords, began to call themselves kings. These kings often fought among themselves. As a result, by the early 500s Europe was divided into many small kingdoms.

The creation of these kingdoms marked the beginning of the **Middle Ages**, a period that lasted from about 500 to about 1500. We call this time the "middle" ages because it falls between ancient times and modern times. Another name for the Middle Ages is the **medieval** (mee-DEE-vuhl) period, from the Latin words for "middle age."

At the beginning of the Middle Ages, many of the kingdoms of northern Europe were not Christian. Christianity was only common in places that had been part of the Roman Empire, such as Italy and Spain. As time passed, however, Christianity

The Spread of Christianity

ATLANTIC OCEAN

North Sea

IRELAND

Whitby

BRITAIN

Canterbury
Cologne
Aachen
Paris
GERMANY
Tours
GAUL (FRANCE)
Lyon
Milan
Marseille

SPAIN

Toledo

ITALY
Rome
Naples

Danube River

Black Sea

Caspian Sea

Constantinople
Nicaea
ASIA MINOR
Ephesus
Antioch

Caesarea
Corinth
Athens
Carthage
Syracuse

Tigris River

Euphrates River

Mediterranean Sea

Cyrene

Jerusalem
Damascus
Alexandria

Memphis
EGYPT

Red Sea

Nile River

Legend:
- Mainly Christian by AD 325
- Mainly Christian by AD 600
- ■ Centers of Christian spread

0   250   500 Miles
0   250   500 Kilometers

GEOGRAPHY SKILLS | **INTERPRETING MAPS**

Place How far north had Christianity spread by AD 600?

---

slowly spread farther north. This spread was largely through the efforts of two groups of Christians—missionaries and monks.

Missionaries

Perhaps the most powerful force that helped spread Christianity into northern Europe was the pope. Over the years, many popes sent missionaries to teach people in northern kingdoms about Christianity. Missionaries are people who try to convert others to a particular religion. Some missionaries traveled great distances to spread Christianity to new lands.

One of the first places to which popes sent missionaries was Britain. These missionaries traveled all over the island, and eventually most people in Britain became Christian. From Britain, other missionaries carried Christianity into what are now France and Germany.

Not all missionaries, though, were sent by the pope. In fact, one of the first missionaries to travel to northern Europe was **Patrick**, who took it upon himself to teach people about Christianity. In the mid-400s Patrick traveled from Britain to Ireland to convert the people there.

Unlike most missionaries, Patrick traveled alone. Although he faced resistance to his teachings, he eventually converted the Irish people to Christianity.

Monks

While missionaries traveled to spread Christian teachings, men called monks were equally dedicated to their faith. **Monks were religious men who lived apart from society in isolated communities.** In these communities, monks spent their time in prayer, work, and meditation.

Communities of monks, or **monasteries**, were built all over Europe in the Middle Ages. Life in a monastery was strictly organized. The monks had to follow rules that were intended to help them live as good Christians. These rules outlined the day-to-day affairs of the monastery, including how monks should dress and what they should eat.

Most European monasteries followed a set of rules created in the early 500s by an Italian monk named **Benedict**. His code was called the Benedictine Rule, and those who followed it were called Benedictine monks. But not all monks in Europe were Benedictines. Different groups of monks created their own rules. For example, monks in Ireland were very different from monks in France or Germany.

Even though they lived apart from society, monks had a big influence on Europe. Monks performed many services, both inside and outside of monasteries. Monasteries sometimes provided basic services, such as health care, that were unavailable to many members of their communities. The poor and needy would arrive at a monastery and the monks would give them aid.

In addition to giving aid to people in their communities, monks

- ran schools and copied books for those who couldn't read or write,
- collected and saved ancient writings from Greece and Rome,
- served as scribes and advisors to local rulers.

Monks also helped spread Christian teachings into new areas. Many monasteries were built in remote locations where Christians had never traveled before. People living near the monasteries learned about Christianity from the monks.

READING CHECK **Summarizing** How did missionaries and monks help spread Christianity into new areas?

Primary Source

HISTORIC DOCUMENT
The Benedictine Rule

The Benedictine Order was the largest group of monks in Europe in the early Middle Ages. In his rule, Benedict listed the guidelines monks had to follow. Here he describes what each monk was allowed to own.

> Monks were not allowed to own any property.

> An abbot is the head of a monastery.

"For bedding, a mattress, a blanket, a coverlet and a pillow are enough. The beds should be frequently inspected by the Abbot as a precaution against private possessions. If anyone is found to have anything which was not given him by the Abbot, he is to undergo the severest punishment; and that this vice [wickedness] of personal ownership may be totally eliminated, everything necessary should be given by the Abbot; namely, a cowl [hood], a tunic [long shirt], stockings, shoes, a belt, a knife, a pen, a needle, a handkerchief and writing tablets, so that all excuses about necessity are removed."

−from *The Rule of Saint Benedict,* translated by Abbot Parry

ANALYSIS SKILL **ANALYZING PRIMARY SOURCES**

Why do you think Benedictine monks were only allowed a few simple possessions?

The Franks Build an Empire

As Christianity was spreading into northern Europe, political changes were also taking place. In the 480s a powerful group called the Franks conquered Gaul, the region we now call France. Under a ruler named Clovis, the Franks became Christian and created one of the strongest kingdoms in Europe.

As strong as the Franks were under Clovis, though, they had yet to reach their greatest power. That power would not come until the late 700s, when a leader named **Charlemagne** (SHAHR-luh-mayn) appeared. Charlemagne was a brilliant warrior and a strong king, and he led the Franks in building a huge empire.
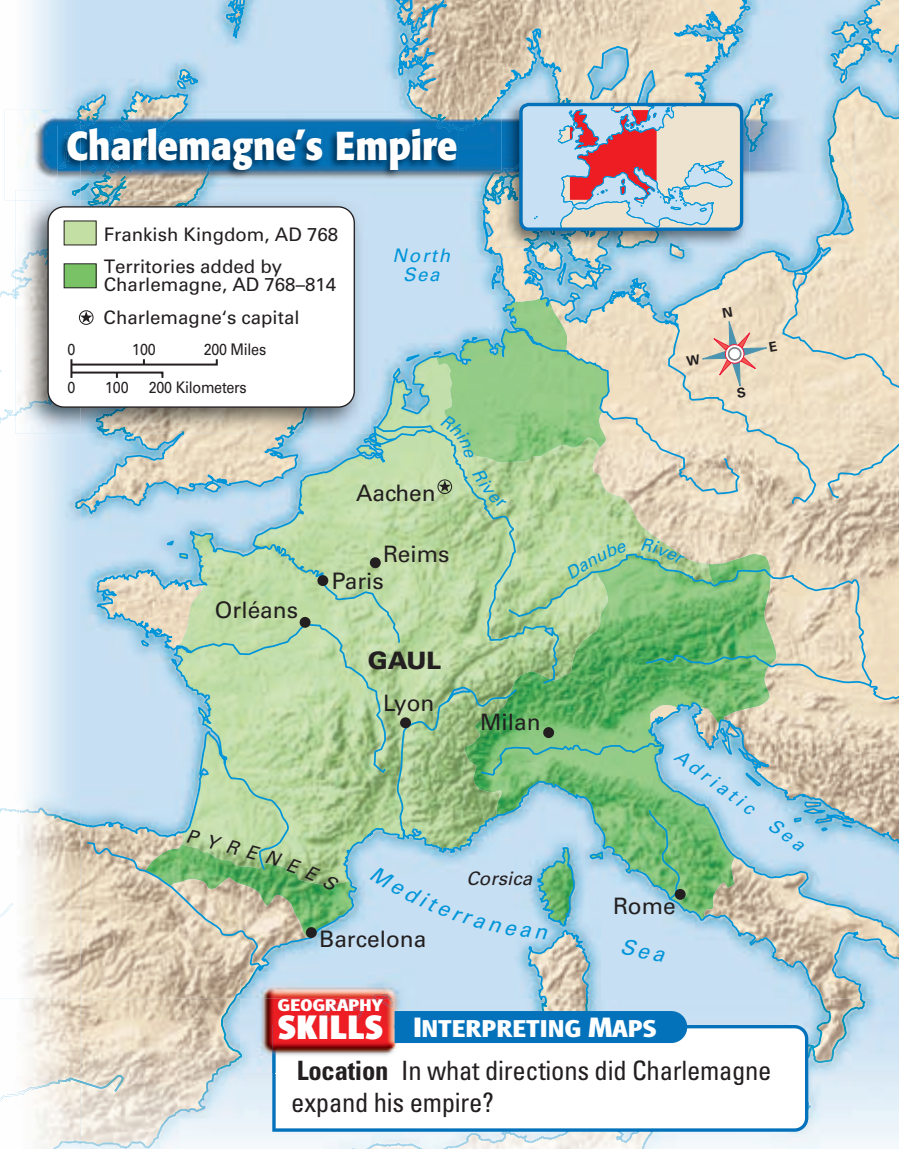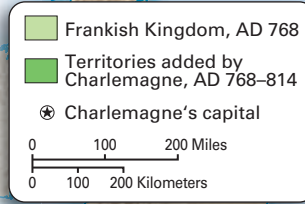
To build this empire, Charlemagne spent much of his time at war. He led his armies into battle against many neighboring kingdoms and conquered them. By the time he was finished, Charlemagne's empire included all of what is now France. It also stretched into modern Germany, Austria, Italy, and northern Spain.

Charlemagne, a Christian king, had conquered parts of the former Roman Empire. For that reason, on Christmas Day in 800, Pope Leo III crowned Charlemagne Emperor of the Romans. This title symbolized a return to the greatness of the Roman Empire.

Charlemagne didn't spend all of his energy on warfare, however. A great admirer of education, he built schools across Europe. He also brought scholars to teach in his capital at Aachen (AH-kuhn), now in western Germany. Among these scholars were some of the greatest religious scholars and teachers of the Middle Ages. Their teachings helped shape religious and social life in Europe for centuries.

READING CHECK Finding Main Ideas What were Charlemagne's major accomplishments?

Charlemagne's Empire

Frankish Kingdom, AD 768

Territories added by Charlemagne, AD 768–814

⊛ Charlemagne's capital

0   100   200 Miles

0   100   200 Kilometers

North Sea

Aachen ⊛

Rhine River

Danube River

Reims

Paris

Orléans

GAUL

Lyon

Milan

Adriatic Sea

PYRENEES

Mediterranean

Corsica

Rome

Barcelona

Sea

GEOGRAPHY SKILLS INTERPRETING MAPS

Location In what directions did Charlemagne expand his empire?

Invaders Threaten Europe

Even while Charlemagne was building his empire, though, new threats appeared in Europe. Invaders began to attack settlements all over the continent. Muslim armies poured into southern France and northern Italy. Fierce warriors called the Magyars swept into Europe from the east, attacking towns and destroying fields. From Scandinavia came perhaps the most frightening invaders of all, the Vikings.

The Vikings raided Britain, Ireland, and other parts of western Europe. They looted towns and monasteries and took prisoners to sell into slavery. The attacks were swift and savage, and Europeans lived in terror of Viking raids.

Invasions of Europe, AD 800–1000

ICELAND

ATLANTIC OCEAN

IRELAND

BRITAIN

GERMANY

EUROPE

FRANCE

HUNGARY

SPAIN

ITALY

Black Sea

Constantinople

TURKEY

Caspian Sea

AFRICA

Mediterranean Sea

Settlements and Invasion Routes
- Vikings
- Muslims
- Magyars

0   250   500 Miles
0 250 500 Kilometers

Vikings used their versatile ships to invade many areas of Europe.

GEOGRAPHY SKILLS

Movement Which group invaded the most areas?

Because Vikings could sail their ships up rivers, their raids weren't limited to coastal areas. The Vikings also reached inland cities and attacked cities in the Iberian and Italian peninsulas.

READING CHECK **Finding Main Ideas** What groups invaded Europe in the 700s and 800s?

SUMMARY AND PREVIEW After the fall of Rome, northern Europe gradually became Christian. But Europe could still be a dangerous place. Invaders threatened Europeans constantly. In the next section, you will learn about ways people tried to protect themselves from invaders.

Section 2 Assessment

Reviewing Ideas, Terms, and People

1. a. Describe How are **monks** and **monasteries** related?
**b. Explain** Why did missionaries travel to northern Europe?
c. Elaborate Why do you think monks followed such strict rules?

2. a. Recall What is **Charlemagne** famous for?
b. Evaluate What do you think Charlemagne's greatest accomplishment was? Why?

3. a. Identify What areas of Europe did the Vikings raid?
b. Make Generalizations Why were people in Europe so frightened of Viking raids?

Critical Thinking

4. Analyzing Using your notes, determine which events brought unity to Europe and which brought division or disruption. Write your answers in a diagram like this one.

Unity

Disruption
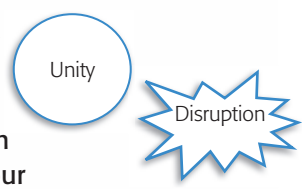
Focus on Writing

5. Considering Life Then Now you see why you might need the protection of knights. Look back at your list and add to it. What services might you hire knights to perform?

Charlemagne

What would you do if you ruled much of Europe?

When did he live? 742–814

Where did he live? Charlemagne, or Charles the Great, ruled most of what are now France and Germany. He lived mainly in his capital, Aachen, near the modern city of Cologne, Germany.

What did he do? Through his wars of conquest, Charlemagne united many of the tribes of central and western Europe into a single empire.

Why is he important? While Europe was still reeling from the collapse of Rome, Charlemagne brought people together. He helped Europeans realize that they shared common bonds, such as Christianity, that linked them. In other words, he helped people see themselves as Europeans, not members of tribes.

Drawing Conclusions How did this change in view affect later European society?
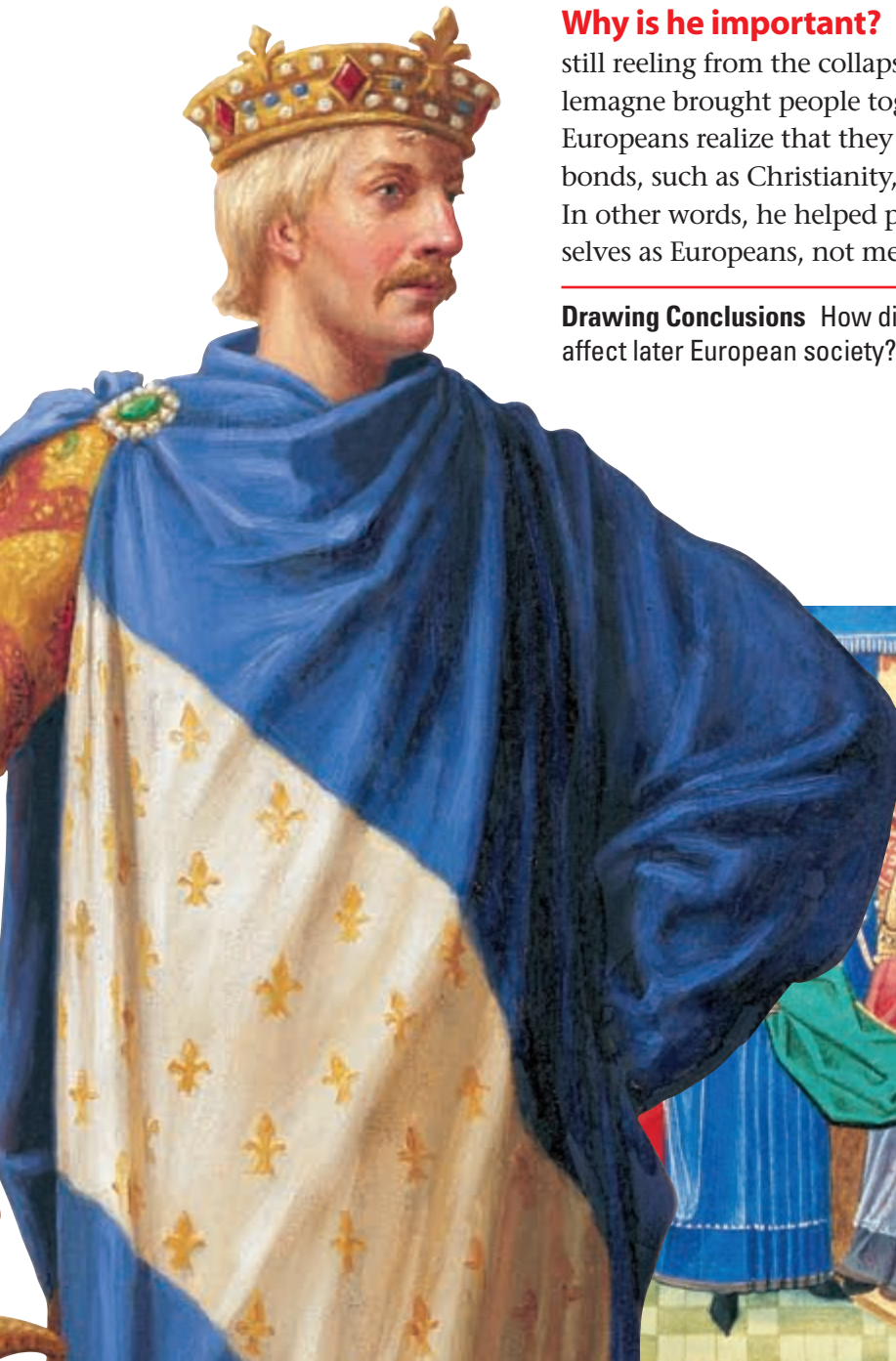
This painting shows Charlemagne being crowned by the pope in AD 800.

Feudalism and Manor Life

hmhsocialstudies.com
TAKING NOTES

Use the graphic organizer online to take notes on the duties and obligations of different people in the Middle Ages.

If YOU were there...

You are a peasant in the Middle Ages, living on the land of a noble. Although you and your family work very hard for many hours of the day, much of the food you grow goes to the noble and his family. Your house is very small, and it has a dirt floor. Your parents are tired and weak, and you wish you could do something to improve their lives.

Is there any way you could change your life?

BUILDING BACKGROUND Hard work was a constant theme in the lives of peasants in the Middle Ages. They worked long hours and had to obey the wishes of nobles. But most nobles weren't free to live as they chose either. They were sworn to obey more powerful nobles, who had to obey the wishes of the king. Life in the Middle Ages was one big web of duties and obligations.

Feudalism Governs Knights and Nobles

When the Vikings, Magyars, and Muslims began their raids in the 800s, the Frankish kings were unable to defend their empire. Their army was too slow to defend against the lightning-fast attacks of their enemies. Because they couldn't depend on protection from their kings, nobles had to defend their own lands. As a result, the power of nobles grew, and kings became less powerful. In fact, some nobles became as powerful as the kings themselves. Although these nobles remained loyal to the king, they ruled their lands as independent territories.

Knights and Land

To defend their lands, nobles needed soldiers. The best soldiers were **knights**, warriors who fought on horseback. However, knights needed weapons, armor, and horses. This equipment was expensive, and few people had money in the early Middle Ages.

As a result, nobles gave knights fiefs (FEEFS), or pieces of land, instead of money for their military service. A noble who gave land to a knight in this way was called a lord.

In return for the land, a knight promised to support the noble in battle or in other matters. A knight who promised to support a lord in exchange for land was called a **vassal**. The vassal swore that he would always remain loyal to his lord. Historians call this system of promises that governed the relationships between lords and vassals **feudalism** (FYOO-duh-lih-zuhm).

A Lord's Duties

The ties between lords and vassals were the heart of feudalism. Each group had certain responsibilities toward the other. A lord had to send help to his vassals if an enemy attacked. In addition, he had to be fair toward his vassals. He couldn't cheat them or punish them for no reason. If a lord failed to do what he was supposed to, his vassals could break all ties with him.

To defend their lands, many lords built castles. A castle is a large building with strong walls that can easily be defended against attacks. Early castles didn't look like the towering structures we see in movies and storybooks. Those great castles were built much later in the Middle Ages. Most early castles were made of wood, not stone. Nevertheless, these castles provided security in times of war.

A Vassal's Duties

When a lord went to war, he called on his vassals to fight with him. But fighting wasn't a vassal's only duty. For example, vassals had to give their lords money on special occasions, such as when a lord's son became a knight or when his daughter got married. A vassal also had to give his lord food and shelter if he came to visit. If a vassal gained enough land, he could

become a lord. In this way a person might be both a lord and a vassal. A knight could also accept fiefs from two different lords and become a vassal to both. Feudal obligations could become confusing.

READING CHECK **Sequencing** What led to the creation of feudalism?

Feudal Society
QUICK FACTS

Kings and Queens
Kings and queens were the greatest lords of Europe, and all nobles and knights were their vassals.

Nobles
Nobles were vassals of kings and queens. Many were also lords of lower-ranking nobles and knights.

Knights
Knights served their noble lords in exchange for land.

Peasants
Peasants owned no land, so they were not part of the feudal system. But many peasants worked on land owned by nobles or knights.

ANALYSIS SKILL **ANALYZING VISUALS**

How could a noble be both a lord and a vassal?

Feudalism Spreads

Feudalism was first created by the Franks. Before long the system began to spread into other kingdoms. In the 1000s, Frankish knights introduced feudalism into northern Italy, Spain, and Germany. Feudalism then spread into eastern Europe.

Feudalism also reached Britain in the 1000s. It was brought there by a French noble named William, who was the duke of Normandy in northern France. In 1066, he decided to conquer England.

William and his knights sailed into England and defeated the English king in a battle near the town of Hastings. After winning the battle, William declared himself the new king of England. He became known as **William the Conqueror**. To reward his knights for their part in the victory, William gave them large estates of land in his new country. This was the beginning of feudalism in England.

READING CHECK Sequencing How did feudalism spread to England?

History Close-up

Life on a Manor

Manors were large estates that developed in Europe during the Middle Ages. Many manors were largely self-sufficient, producing most of the food and goods they needed. This picture shows what a manor in Britain might have looked like.

The lord of the manor lived in a large stone house called the manor house.

Peasants grew vegetables in small gardens near their houses.

In the fall, peasants worked to harvest crops like wheat.

The Manor System

When a knight received a fief from his lord, he needed a way to farm it. Knights were fighters who didn't have time to work in the fields. At the same time, peasants, or small farmers, needed to grow food to live. Very few peasants, however, owned any land.

As a result, a new economic system developed. Under this system, knights allowed peasants to farm land on their large estates. In return, the peasants had to give the knights food or other payment.

The large estate owned by a knight or lord was called a **manor**. In general, each manor included a large house or castle, pastures, fields, and forests. It also had a village where the peasants who worked on the manor lived.

Peasants, Serfs, and Other Workers

Most medieval lords kept about one-fourth to one-third of their land for their own use. The rest of the land was divided among peasants and **serfs**—workers who were tied to the land on which they lived.
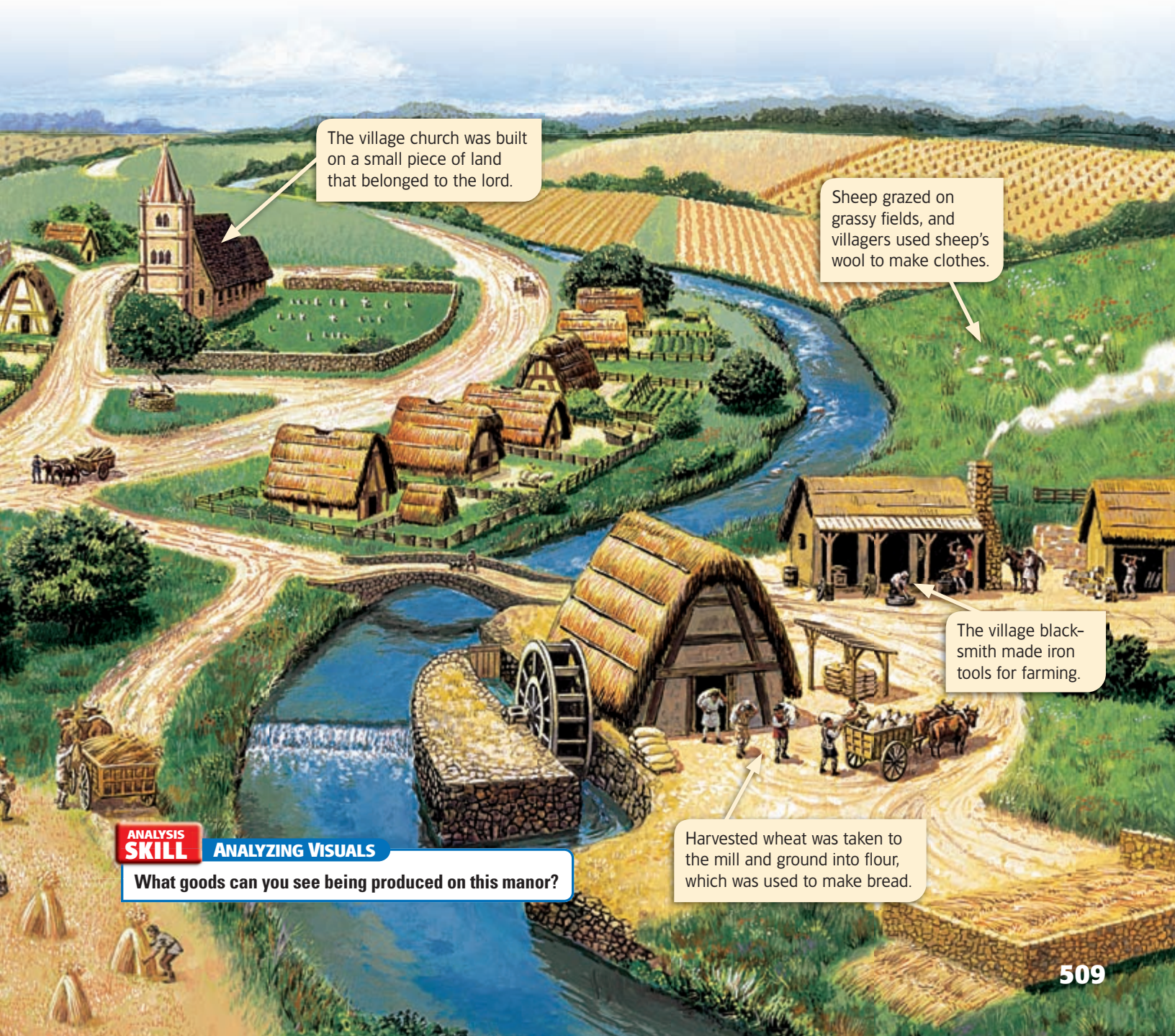
The village church was built on a small piece of land that belonged to the lord.

Sheep grazed on grassy fields, and villagers used sheep's wool to make clothes.

The village black–smith made iron tools for farming.

Harvested wheat was taken to the mill and ground into flour, which was used to make bread.

ANALYSIS SKILL **ANALYZING VISUALS**

What goods can you see being produced on this manor?

Although they weren't slaves, serfs weren't allowed to leave their land without the lord's permission. Serfs spent much of their time working in their lords' fields. In return for this work, they got a small piece of land to farm for themselves. They also received their lords' protection against outlaws and raiders.

The lives of serfs and peasants weren't easy. Farm labor was hard, and they often worked in the fields late into the night. Men did most of the farming. Women made clothing, cooked, grew vegetables, and gathered firewood. Even children worked, tending sheep and chickens.

In addition to peasants and serfs, most manors had several skilled workers. These workers traded their goods and services to the peasants in exchange for food. Lords wanted the people who lived on the manor to produce everything they needed, including food and clothing.

Manor Lords

The lord of a manor controlled everything that happened on his lands. His word was law. The lord resolved any disputes that arose on the manor and punished people who misbehaved. He also collected taxes from the people who lived on his manor.

As you would expect, manor lords and ladies lived more comfortably than other people on the manor. They had servants and large houses. Still, their lives weren't easy. Lords who survived diseases faced the possibility of being killed in war.

Women in the Middle Ages

Regardless of their social class, women in the Middle Ages had fewer rights than men. Women generally had to obey the wishes of their fathers or husbands. But women still had important **roles** in society. As you have read, peasant women worked to support their families. Noblewomen also had duties. They ran manor households and supervised servants. Women governed manors when their husbands went to war. Some noblewomen, like the French woman **Eleanor of Aquitaine**, had great political power. Other women who wanted power and influence joined the most powerful of institutions, the Christian Church.

READING CHECK **Contrasting** How were the lives of nobles and peasants different?

Towns and Trade Grow

In the Middle Ages, most people lived on manors or on small farms, not in towns. As a result, most towns were small. After about 1000, however, this situation began to change. Some towns became big cities. At the same time, new towns appeared.

What led to the growth of medieval towns? For one thing, Europe's population increased, partly because more food was

BIOGRAPHY

Eleanor of Aquitaine
c. 1122–1204

Eleanor of Aquitaine was one of the most powerful people of the Middle Ages. She ruled Aquitaine, a region in southwestern France, as the king's vassal. In 1137 Eleanor became queen of France when she married King Louis VII. Later, she divorced Louis and became queen of England by marrying King Henry II of England. Even while she was queen of England, she spent much of her time ruling her own territory. Eleanor had many children, and two of her sons later became kings of England.

Drawing Conclusions
Why do you think Eleanor had more power than other women in the Middle Ages?
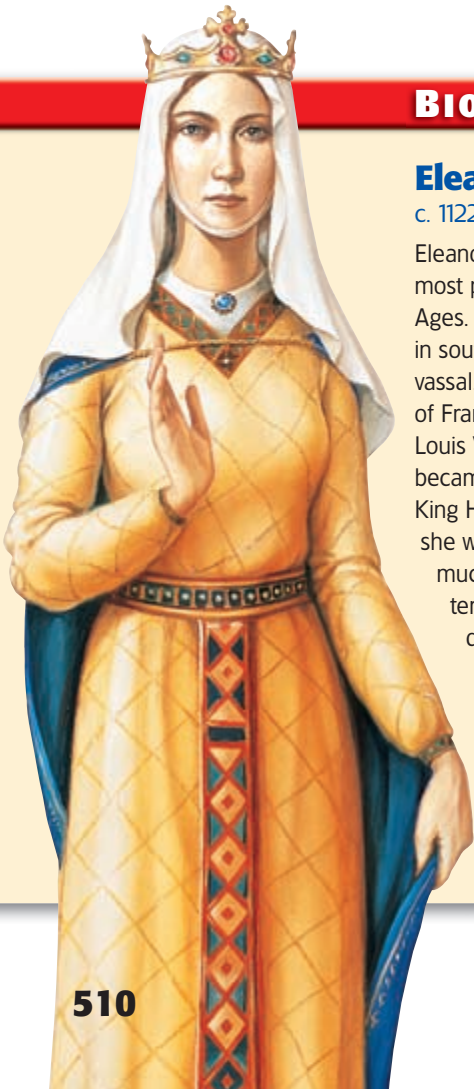
available. New technology helped farmers produce larger harvests than ever before. Among these improvements was a heavier plow. With this plow farmers could dig deeper into the soil, helping their plants grow better. Another new device, the horse collar, allowed farmers to plow fields using horses. In times past, farmers had used oxen, which were strong but slow. With horses, farmers could tend larger fields, grow more food, and feed more people.

Towns also grew because trade increased. As Europe's population grew, so did trade. Trade routes spread all across Europe. Merchants also brought goods from Asia and Africa to sell in markets in Europe. The chance to make money in trade led many people to leave their farms and move to cities, causing cities to grow even larger.

In time, the growth of trade led to the decline of feudalism. Knights began to demand money for their services instead of land. At the same time, serfs and peasants left their manors for towns, slowly weakening the manor system.
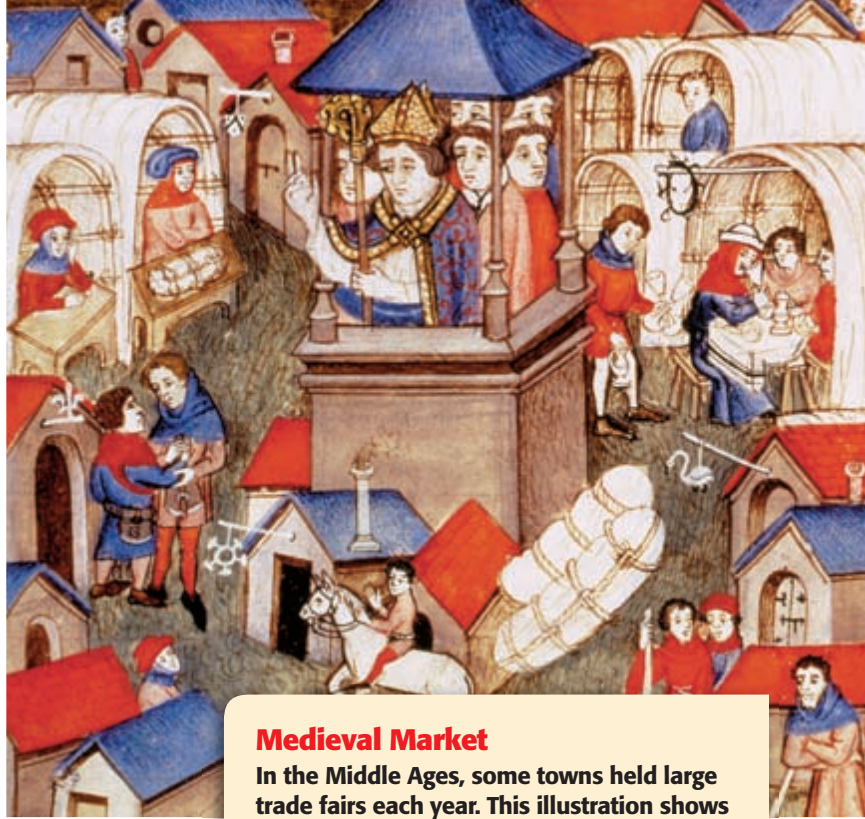
READING CHECK **Identifying Cause and Effect** Why did towns and trade grow in the Middle Ages?

Medieval Market
In the Middle Ages, some towns held large trade fairs each year. This illustration shows a bishop blessing a trade fair in France.

SUMMARY AND PREVIEW In this section, you learned about European feudalism and the social and economic relationships it created among people. In the next section, you'll read about how this system compares to one that developed halfway around the world in Japan.

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ANIMATED HISTORY
Europe, AD 1000

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. a. **Define** What was a **knight**?
   b. **Explain** Why did **vassals** have to serve lords?
   c. **Elaborate** Do you think knights or lords benefited more from **feudalism**? Why?
2. **Explain** How did **William the Conqueror** help spread feudalism?
3. a. **Describe** What was a typical **manor** like?
   b. **Elaborate** How do you think most **serfs** felt about the manor system?
4. a. **Recall** What led to the growth of Europe's population in the Middle Ages?
   b. **Draw Conclusions** Why do you think many peasants left their farms for cities?

Critical Thinking

5. **Analyzing** Draw a flow chart like the one below. Review your notes and then, in each box, list the duties and obligations that each group had toward the other.

| Lords | Knights | Serfs |
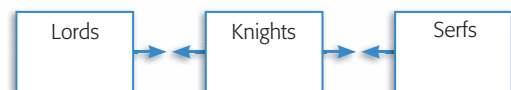
Focus on Writing

6. **Writing about Knights** Take notes on the knights described in this section and how what you've learned will affect your search for knights. What kinds of people will you hire? How will you pay them? Write your answers in your notebook.

Feudal Societies

If YOU were there...

You want to be a squire, a young person who trains to be a knight. Your best friend thinks you are foolish. He says that you'll have to swear a vow of loyalty to your lord, and you'll have to fight in battles for him. Your sister told you that you will have to follow a strict code of honor. But you still want to be a knight.

Why do you want to be a knight?

BUILDING BACKGROUND Knights were an important part of feudal society. People who wanted to be knights did have to swear vows of loyalty, fight in battles, and follow a code of honor. But European knights were not the only people who had to live by these rules. Half a world away, Japanese samurai lived under similar obligations. In fact, if you look at these two societies, you will see that many striking similarities existed between them.

Feudal Societies Share Common Elements

Feudalism was not unique to Europe. As you have already read, the Japanese developed a very similar system halfway around the world from Europe at about the same time. But how similar were the two societies?

Lords and Vassals

In Europe, the basis for the feudal system was land. Kings and lords gave land to knights. In return, the knights promised to serve their lords and fight for them when necessary. Many knights owned large manors. Peasants and serfs worked on the manors and paid the lords in food.

A very similar system existed in Japan. There, the emperor gave land to great lords who were later called daimyo. In turn, these lords employed warriors called samurai. Like European knights, the samurai promised to serve and fight for their lords. In exchange, the samurai received rice and grain. Lords got the grain from peasants who farmed their land. Peasants had to pay their lords in grain.

Samurai and Knights

Although Japanese samurai and European knights never actually met, they had much in common. Both were the elite warriors of their time and place.

How are the samurai and knight similar? How are they different?

Knights and Samurai

The lives of knights and samurai were, in many ways, very similar. Both had to swear vows of loyalty to their lords. These lords expected them to fight well and to be fearless in battle. The lords also expected their knights or samurai to live disciplined and honorable lives.

Both European knights and Japanese samurai had to follow strict codes of honor that governed how they behaved. You have already learned about Bushido, the Japanese code of the samurai. Europeans called their code of honorable behavior for knights **chivalry** (SHIV-uhl-ree). Like Bushido, chivalry required knights to be brave and loyal but humble and modest at the same time. It also required them to be kind and generous when dealing with people, especially women.

Because of their loyalty and dedication, both knights and samurai were greatly admired by other members of their societies. This admiration can often be seen in literary descriptions of the men, such as this description of the French knight Roland and his comrades who are greatly outnumbered by their enemies:

> "The battle is fearful and full of grief.
> Oliver and Roland strike like good men,
> the Archbishop, more than a thousand blows,
> and the Twelve Peers do not hang back, they strike!
> the French fight side by side, all as one man.
> The pagans die by hundreds, by thousands:
> whoever does not flee finds no refuge from death,
> like it or not, there he ends his days."
> –from *The Song of Roland,* translated by Frederick Goldin

FOCUS ON READING

Why do you think a primary source is included here?

Even though Roland and the others were almost certain that they would die, they continued to fight. They became heroes, admired for their courage and bravery.

The Japanese also admired their warriors for their courage. A passage from a Japanese text shows a similar admiration for warriors fighting impossible odds:

> "Where Naozane galloped, Sueshige followed; where Sueshige galloped, Naozane followed. Neither willing to be outdone, they dashed in by turns, whipping their horses and attacking until the sparks flew… Naozane pulled out the arrows that were lodged in his own armor, tossed them aside, faced the stronghold with a scowl, and shouted in a mighty voice, 'I am Naozane, the man who left Kamakura last winter determined to give his life for Lord Yoritomo… Confront me! Confront me!'"
>
> –from *The Tale of the Heike*, translated by Helen Craig McCullough

READING CHECK　**Comparing** How were European knights and Japanese samurai similar?

Europe and Japan Differ

Although European and Japanese societies were the same in some ways, in most ways they were not. Their two cultures were also very different.

Perhaps the main difference between medieval Europeans and Japanese was religion. Nearly all Europeans were Christian, while the Japanese blended **elements** of Buddhism, Shinto, and Confucianism. European and Japanese religions taught very different ways of looking at the world. People in those places, therefore, did not act the same way.

The differences between Europe and Japan can also be seen in the artistic forms popular in each place. European art in the Middle Ages dealt mostly with religious themes. Paintings showed scenes from the Bible, and writers tried to inspire people with stories about great Christians.

In Japan, on the other hand, most art dealt with natural themes. Paintings of nature were common, and people built many gardens. Buildings blended with nature, rather than standing out. Japanese literature also celebrated nature. For example, Japanese poets in the 1600s created **haiku** (HY-koo), short, three-line poems of 17 syllables that describe nature scenes.

Art in Europe and Japan

The medieval arts of Europe and Japan were very different. European art often emphasized religion, while Japanese art often emphasized nature.

In what ways are these two paintings different?

Comparing and Contrasting Europe and Japan

QUICK FACTS

Feudal Europe
- Christianity
- Religious themes in art and literature

- Feudal government
- Royalty (kings and queens, emperor)
- Nobles (lords, daimyo)
- Warriors (knights, samurai)
- Warrior codes of honor (chivalry, Bushido)
- Peasants worked land

Feudal Japan
- Buddhism, Shinto, Confucianism
- Nature themes in art and literature

Here is one example of haiku:

Very soon they die—
but of that there is no sign
in the locust-cry.

–Matsuo Basho, from *Anthology of Japanese Literature*, edited by Donald Keene

Although European and Japanese feudal systems seemed similar, the cultures that lay behind them were different. Still, it is remarkable to think that feudal systems so similar could exist so far apart.

READING CHECK **Contrasting** How were feudal European and Japanese cultures different?

SUMMARY AND PREVIEW In this section you learned how to compare feudalism in Europe and Japan. Although both Europe and Japan had feudal societies, there were many differences in the two societies. Feudalism lasted much longer in Japan than it did in Europe, not disappearing until the 1800s. In the next chapter you will learn about how European society changed after feudalism disappeared in the later Middle Ages. One major change was the growing importance of religion.

Section 4 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Define** What was **chivalry**?
   b. Compare What were three characteristics knights and samurai shared?
   c. Develop Why do you think feudal systems developed in both Europe and Japan?
2. **a. Identify** What was the religion of most people in medieval Europe? What religions influenced most people in Japan?
   b. Contrast How were the subjects of **haiku** different from medieval European poems?
   c. Evaluate In your opinion, were European and Japanese societies more similar to or different from each other? Explain your answer.

Critical Thinking

3. **Comparing and Contrasting** Draw a chart like the one below. Using your notes, list two similarities and one key difference between knights and samurai.

Similarities	Difference
1.	1.
2.	

FOCUS ON WRITING

4. **Describing Chivalry** Think about what you've just learned about chivalry. What kinds of rules will you expect your knights to follow? How will you explain these rules to them?

Social Studies Skills

Interpreting Diagrams

Understand the Skill

Diagrams are drawings that use lines and labels to explain or illustrate something. Different types of diagrams have different purposes. *Pictorial diagrams* show an object in simple form, much like it would look if you were viewing it. *Cutaway diagrams* show the "insides" of an object. *Component diagrams* show how an object is organized by separating it into parts. Such diagrams are sometimes also called *schematic drawings*. The ability to interpret diagrams will help you to better understand a historical object, its function, and how it worked.

Learn the Skill

Use these basic steps to interpret a diagram:

❶ Determine what type of diagram it is.

❷ Read the diagram's title or caption to find out what it represents.

❸ Look for any labels and read them carefully. Most diagrams include text that identifies the object's parts or explains relationships between the parts.

❹ If a legend is present, study it to identify and understand any symbols and colors that are used in the diagram.

❺ Look for numbers or letters that might indicate a sequence of steps. Also look for any arrows that might show direction or movement.

An Early Castle

Pulley · Oven · Chapel · Fireplaces · Windows · Drawbridge · Moat · Well
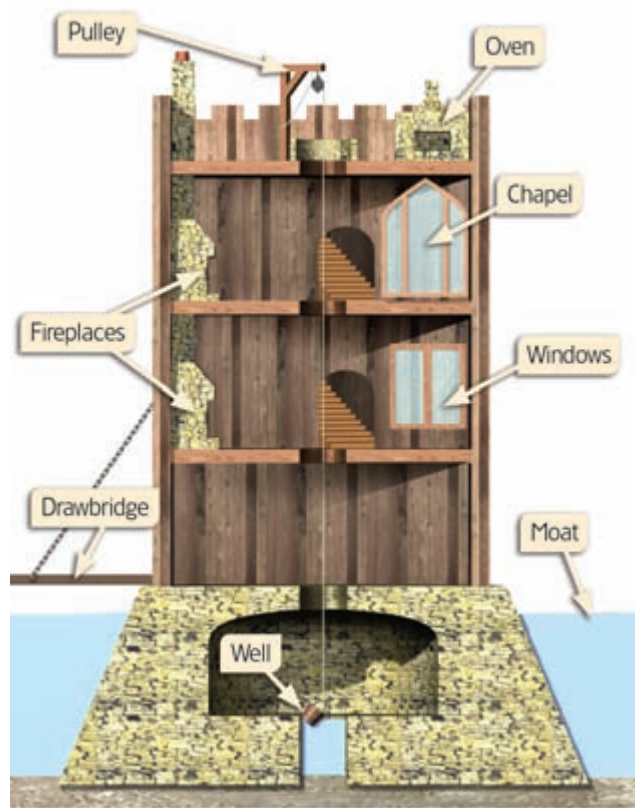
Practice and Apply the Skill

Interpret the diagram above, of an early castle, and answer the following questions.

1. What type of diagram is this?
2. What labels in diagram suggest how the castle was heated?
3. What was the purpose of the pulley?
4. Of what materials was the castle made?
5. What features of the castle helped make it secure against attack?

Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS

After Rome fell, Christianity spread into northern Europe.

Life in Europe was based on feudalism and manor life.

• Rome

Both Europe and Japan developed feudal societies.

JAPAN
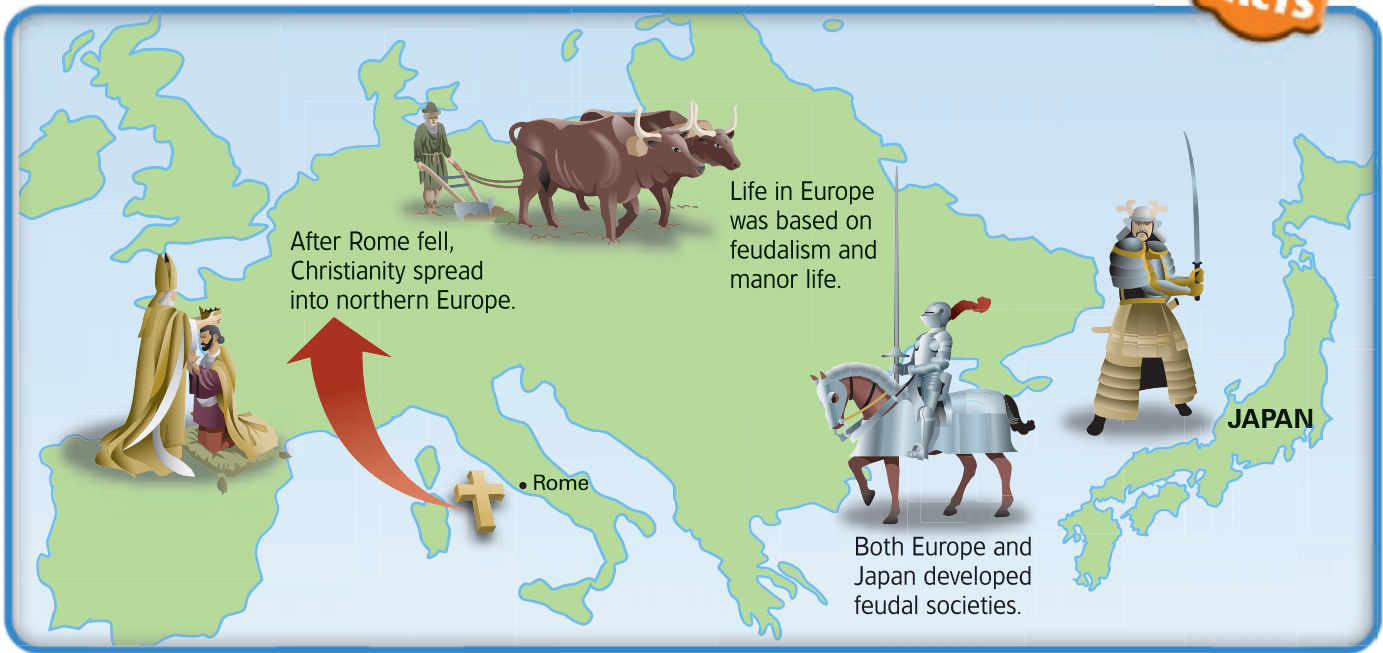
Reviewing Vocabulary, Terms, and People

Write each word defined below, circling each letter that is marked by a star. Then write the word these letters spell.

1. _*_ __ __ __ __—religious men who lived in isolated communities

2. _*_ __ __ __ __ __ __ of Aquitaine—one of the most powerful women of the Middle Ages

3. __ __ __ _*_ __ __ __ __ __—a political system in which land is given for military service

4. __ __ _*_ __ __ __ __ __—a code of behavior that knights had to follow

5. __ _*_ __ __ __—farm workers who were tied to the land they worked

6. _*_ __ __ __ __ __—someone who received land in exchange for military service

7. __ _*_ __ __ __—a large estate

8. __ __ __ __ _*_ __ __ __ __ __ __—Frankish king who created a huge empire

Comprehension and Critical Thinking

SECTION 1 *(Pages 496–499)*

9. a. **Identify** What region of Europe has the best land for farming?

   b. **Analyze** How have rivers and seas influenced life in Europe?

   c. **Evaluate** Based on its geography, in which part of Europe would you want to live? Why would you want to live there?

SECTION 2 *(Pages 500–504)*

10. a. **Identify** What two groups of people were largely responsible for the northern spread of Christianity?

   b. **Compare** In what way was the empire of the Franks under Charlemagne like the Roman Empire?

   c. **Elaborate** How do you think the building of new monasteries helped spread Christianity?

SECTION 3 *(Pages 506–511)*

11. a. Describe What were women's lives like during the Middle Ages?

b. Analyze How did knights and lords try to make their manors self-sufficient?

c. Elaborate How was feudalism related to medieval Europe's economic system?

SECTION 4 *(Pages 512–515)*

12. a. Identify Who were the Japanese counterparts of medieval knights?

b. Contrast How did art and literature differ between Europe and Japan?

c. Elaborate Why do you think people wrote about knights and samurai in literature?

Reading Skills 21ST CENTURY

Evaluating Sources *The following passages are both taken from historians writing in the 800s about the life of Charlemagne. Read both passages and then answer the questions that follow.*

> "I consider that it would be foolish for me to write about Charlemagne's birth and childhood . . . for nothing is set down in writing about this and nobody can be found still alive who claims to have any personal knowledge of these matters. I have therefore decided to leave out what is not really known . . ."
>
> –Einhard, from *Two Lives of Charlemagne*, translated by Lewis Thorpe

> "When I was a child, he was already a very old man. He brought me up and used to tell me about these events. I was a poor pupil, and I often ran away, but in the end he forced me to listen."
>
> –Notker, from *Two Lives of Charlemagne*, translated by Lewis Thorpe

13. Are these passages primary or secondary sources?

14. Which historian do you think would be the most credible, or believable?

Reviewing Themes

15. Religion Do you think religion helped to unify or divide Europeans in the Middle Ages? Why?

16. Society and Culture Do you think religion or government had more influence on medieval societies? Why?

Using the Internet 21ST CENTURY

17. Activity: Researching Daily Life Feudalism created a web of relationships and duties between different people in medieval Europe. Use your online book to research the lives of monks and peasants, rulers such as Charlemagne and William the Conqueror, and warriors like Vikings and knights. Pick the type of person you would have liked to have been in the Middle Ages. Draw a portrait of this person. Then write 5–6 sentences explaining their daily life. Include information on how they fit into the political order of society.

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Social Studies Skills

Interpreting Diagrams
You know there are many types of diagrams. Some diagrams show the parts of a whole. Study the diagram of the knight and use it to answer the questions that follow.
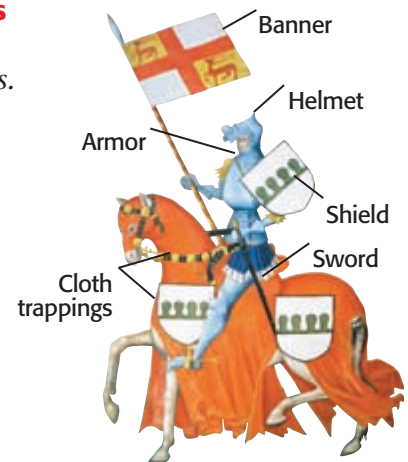
18. Which parts of a knight's outfit were used for protection? Which might help him be recognized in battle?

19. What did a knight use as a weapon?

20. Why might a knight carry a banner?

FOCUS ON WRITING

21. Writing a Job Ad "Wanted: Brave and Loyal Knights." Use your notes from this chapter to write a job ad. Start your ad by explaining why you need knights to help you. Then write a description of the type of people who will be suitable for the job and how they will be expected to behave. Be sure to mention in your ad what knights will receive in exchange for their service.

DIRECTIONS: Read each question, and write the letter of the best response.

1

PERSON A

Obligations to Person B
- Provide Protection
- Provide Land

PERSON B

Obligations to Person A
- Provide Loyalty
- Provide Military Service
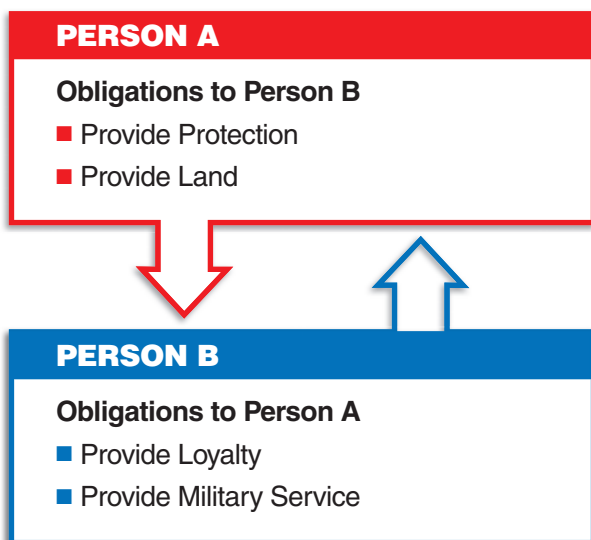
In this diagram, Person B is probably a

A lord.

B vassal.

C serf.

D peasant.

2 One thing that continued to grow and spread across Europe after the fall of the Roman Empire was

A Christianity.

B Roman culture.

C Bushido.

D republican government.

3 Why would feudalism have taken hold more strongly in northern Europe than in southern Europe?

A Fewer geographic barriers protected northern Europeans from invasion by enemies.

B Southern Europeans were more interested in fishing than in farming.

C A larger number of towns grew up along the rivers of northern Europe.

D Most people in southern Europe lived along the region's long coastlines.

4 Which of these descriptions does *not* apply to feudalism as it developed in Europe?

A growing power of kings

B powerful nobles

C clearly defined roles in society

D duties and obligations

5 One way in which society developed *differently* in Europe and Japan was in

A the relationship between lords and vassals.

B the duties and obligations in each system.

C the themes of their art and literature.

D the behavior of knights and samurai.

Connecting with Past Learnings

6 Charlemagne was a brilliant warrior and a strong king. The achievements of which ancient figure have the *least* in common with those of Charlemagne?

A Julius Caesar

B Alexander the Great

C Aristotle

D Shi Huangdi

7 Serfs were tied to the land on which they worked. A serf in medieval Europe held a place in society that was *most* like

A a Brahman in ancient India.

B a peasant in ancient China.

C a Christian in ancient Rome.

D a trader in ancient Egypt.

The Later Middle Ages

This photo shows the monastery at Mont St. Michel in France.

Essential Question How did religion affect Europe's political and social life during the later Middle Ages?

What You Will Learn...

In this chapter, you will learn about life in Europe during the later Middle Ages. Christianity was a major influence on people's lives during these years.

FOCUS ON WRITING

A Historical Article Your friend is the editor of a magazine for young children. He wants you to write an article on the most important people in Europe in the Middle Ages. As you read, collect information to help you write this article.

CHAPTER EVENTS

1066 Feudalism is introduced into Britain.

1000

WORLD EVENTS

1055 The Seljuk Turks take control of Baghdad.

1096–1291
Crusaders battle
for control of
the Holy Land.

1347–1351
The Black Death
kills about 25 million
people in Europe.

1492
The Spanish
drive the
Jews out
of Spain.

1100   1200   1300   1400   1500

1192 The first
shogun takes power
in Japan.

1405–1433
Admiral Zheng He
leads Chinese sea
expeditions of Asia
and Africa.

1492
Christopher
Columbus lands
in the Americas.

THE LATER MIDDLE AGES   **521**

Reading Social Studies

Focus on Themes In this chapter, you will learn about Europe in the late Middle Ages, a period of important change and new developments. You will see how the Christian **religion** was a major influence on people's lives. You will also read about the conflict between religious and political leaders and how this conflict shaped **society and culture**. Finally, you will learn about important events that changed medieval society and opened up the way towards the development of modern life.

Stereotypes and Bias in History

Focus on Reading Historians today try to be impartial in their writing. They don't let their personal feelings affect what they write. Writers in the past, however, didn't always feel the need to be impartial. Their writings were sometimes colored by their attitudes about other people, places, and ideas.

Identifying Stereotypes and Bias Two ways in which writing can be colored by the author's ideas are stereotypes and bias. A **stereotype** is a generalization about whole groups of people. **Bias** is an attitude that one group is superior to another. The examples below can help you identify stereotypes and bias in the things you read.

Examples of Stereotypes

Stereotypes suggest that all members of a group act, think, or feel the same.

- All of the Crusaders went to the Holy Land for noble reasons.
- Popes and kings in the Middle Ages were selfish, greedy rulers who didn't care about anyone but themselves.
- Medieval clergy cared only about getting rich, not about spiritual values.

Stereotypes can often hurt or offend members of a group.

Some stereotypes encourage the reader to think about a group in a certain way.

Examples of Bias

- The English culture is far superior to other cultures that developed in Europe.
- Personally, I think that the English created the best form of government in all of history.
- Compared to the English, the French were weak and culturally backward.

A biased statement obviously favors one person or group over another.

Bias is based on the author's opinions, not facts.

Bias is often the result of an author's dislike of a particular group.

You Try It!

The following passage was written by a French poet and knight named Rutebeuf. Rutebeuf, who lived from about 1245 to 1285, explains his reasons for not wanting to join the Crusades. As you read the passage, look for examples of stereotypes and bias in his writing.

A Knight Speaks

Am I to leave my wife and children, all my goods and inheritance, to go and conquer a foreign land which will give me nothing in return? I can worship God just as well in Paris as in Jerusalem . . . . Those rich lords and prelates [priests] who have grabbed for themselves all the treasure on earth may well need to go on Crusade. But I live at peace with my neighbors. I am not bored with them yet and so I have no desire to go looking for a war at the other end of the world. If you like heroic deeds, you can go along and cover yourself with glory: tell the Sultan from me that if he feels like attacking me I know very well how to defend myself. But so long as he leaves me alone, I shall not bother my head about him. All you people, great and small, who go on pilgrimage to the Promised Land, ought to become very holy there: so how does it happen that the ones who come back are mostly bandits?

–Rutebeuf, from *The Medieval World* by Freidrich Heer, translated by Janet Sondheimer

Review the graphic organizer on the previous page. Then answer the following questions about the passage you just read.

1. Does the author show a bias against any groups in medieval society?

2. What is the author's opinion about rich lords and prelates? Do you think his opinion is justified? Why or why not?

3. What stereotype about Crusaders does the writer include in the passage?

4. How do you think a Crusader would feel about this passage? Why?

As you read Chapter 18, notice how the authors of this book have avoided making stereotypes and expressing bias about European society and culture.

Key Terms and People

Academic Vocabulary

Success in school is related to knowing academic vocabulary— the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

authority *(p. 526)*
policy *(p. 548)*

Popes and Kings

If **YOU** were there…

You are 13 years old, the youngest child of the king of France. One day your father announces that he wants to make an alliance with a powerful noble family. To seal the alliance, he has arranged for you to marry one of his new ally's children. Your father wants you to be happy and asks what you think of the idea. You know the alliance will make your father's rule more secure, but it means leaving home to marry a stranger.

What will you say to your father?

BUILDING BACKGROUND In the Middle Ages, kings were some of the most powerful men in Europe. Many kings, like the one described above, looked for ways to increase their power. But in their search for power, these kings had to deal with other powerful leaders, including popes. These other leaders had their own plans and goals.

Popes and Kings Rule Europe

In the early Middle Ages, great nobles and their knights held a great deal of power. As time passed, though, this power began to shift. More and more, power came into the hands of two types of leaders, popes and kings. Popes had great spiritual power, and kings had political power. Together, popes and kings controlled most of European society.

The Power of the Popes

In the Middle Ages, the pope was the head of the Christian Church in Western Europe. Since nearly everyone in the Middle Ages belonged to this church, the pope had great power. People saw the pope as God's representative on Earth. They looked to him for guidance about how to live and pray.

Because the pope was seen as God's representative, it was his duty to decide what the church would teach. From time to time, a pope would write a letter called a bull to explain a religious teaching or outline a church policy. In addition, the pope decided when someone was acting against the church.

If the pope felt someone was working against the church, he could punish the person in many ways. For serious offenses, the pope or other bishops could choose to **excommunicate**, or cast out from the church, the offender. This punishment was deeply feared because Christians believed that a person who died while excommunicated would not get into heaven.

In addition to spiritual power, many popes had great political power. After the Roman Empire collapsed, many people in Italy looked to the pope as their leader. As a result, some popes began to live like royalty. They became rich and built huge palaces. At the same time, they came into conflict with Europe's other political leaders, kings.

The Power of Kings

As you can see on the map below, Europe in 1000 was divided into many small states. Most of these states were ruled by kings, some of whom had little real power. In a few places, though, kings had begun to take firm control of their countries. Look at the map to find England, France, and the Holy Roman Empire. At this time, Europe's most powerful kings ruled those three countries.

In England and France, kings inherited their thrones from their fathers. At times, nobles rebelled against the kings, but the kings usually reestablished order fairly quickly. They maintained this order through alliances as well as warfare.

THE IMPACT TODAY

Hundreds of millions of people around the world consider the pope their spiritual leader.

Europe, 1000

Smaller German states made up the Holy Roman Empire. The emperors were seen as protectors of the pope.

Christian monarchs ruled many European kingdoms, such as France and England.

The center of western Christianity was Rome, where popes lived.

NORWAY · SCOTLAND · SWEDEN · IRELAND · North Sea · DENMARK · ATLANTIC OCEAN · ENGLAND · WALES · POLAND · HOLY · RUSSIA · ROMAN · FRANCE · EMPIRE · HUNGARY · NAVARRE · BURGUNDY · LEÓN · CROATIA · SERBIA · BARCELONA · Rome · Constantinople · CALIPHATE OF CÓRDOBA · SICILY · BYZANTINE EMPIRE · AFRICA · Mediterranean Sea · BULGARS · MORDVINS · PECHENEGS · Black Sea · BULGARIA

Christian lands
Muslim lands

0   200   400 Miles
0   200   400 Kilometers

GEOGRAPHY SKILLS INTERPRETING MAPS

1. **Location** In what empire was Rome located at this time?
2. **Region** What kingdoms surrounded the Holy Roman Empire?

POINTS OF VIEW
Views of Power

Pope Gregory VII thought popes should have the power to choose bishops. He believed popes—not kings—got their power from God.

❝Who does not know that kings and princes derive their origin from men ignorant of God who raised themselves above their fellows by . . . every kind of crime? . . . Does anyone doubt that the priests of Christ are to be considered as fathers and masters of kings and princes and of all believers?❞

—Pope Gregory VII,
from a letter to the Bishop of Metz, 1081, in *Readings in Medieval History,* ed. by Patrick Geary

Emperor Henry IV thought popes had too much power. He argued that kings should choose bishops because God had chosen the king.

❝Our Lord, Jesus Christ, has called us to kingship, but has not called you to the priesthood . . . You who have not been called by God have taught that our bishops who have been called by God are to be [rejected] . . .❞
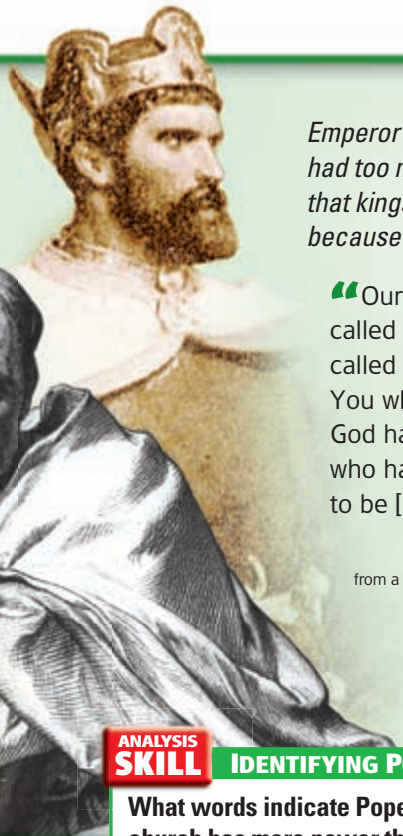
—Emperor Henry IV,
from a letter to Pope Gregory VII, 1076, in *Readings in Medieval History,* ed. by Patrick Geary

ANALYSIS SKILL IDENTIFYING POINTS OF VIEW

What words indicate Pope Gregory's view that the church has more power than monarchs do?

The Holy Roman Empire

In the Holy Roman Empire, however, the situation was different. This empire grew out of what had been Charlemagne's empire. As you read earlier, Charlemagne built his empire in the 700s with the pope's approval.

In the mid-900s, another emperor took the throne with the approval of the pope. Because the empire was approved by the pope and people saw it as a rebirth of the Roman Empire, it became known as the Holy Roman Empire.

Holy Roman emperors didn't inherit their crowns. Instead, they were elected by the empire's nobles. Sometimes, these elections led to fights between nobles and the emperor. In the worst of these squabbles, emperors had to call on the pope for help.

READING CHECK Contrasting How did the powers of popes and kings differ?

ACADEMIC VOCABULARY

authority power, right to rule

Popes Fight for Power

Although the people of western Europe considered the pope the head of the church, people in eastern Europe disagreed. There, bishops controlled religious matters with little or no guidance from the pope. Beginning in the mid-1000s, however, a series of clever and able popes sought to increase their **authority** over eastern bishops. They believed all religious officials should answer to the pope.

Among those who believed this was Pope Leo IX, who became pope in 1049. He argued that because the first pope, Saint Peter, had been the leader of the whole Christian Church, later popes should be as well. Despite Leo's arguments, many bishops in eastern Europe, most notably the bishop of Constantinople, wouldn't recognize his authority. In 1054, Leo decided to excommunicate that bishop.

Leo's decision created a permanent split within the church. Christians who agreed with the bishop of Constantinople formed the Orthodox Church. Those who supported Leo's authority became known as Roman Catholics. With their support, the pope became head of the Roman Catholic Church and one of the most powerful figures in western Europe.

READING CHECK **Generalizing** How did Leo IX try to increase popes' authority?

Kings and Popes Clash

As popes worked to increase their power, they often came into conflict with kings. For example, kings thought they should be able to select bishops in their countries. Popes, on the other hand, argued that only they could choose religious officials.

In 1073 a new pope came to power in Rome. His name was **Pope Gregory VII**. Trouble arose when Gregory disapproved of a bishop chosen by the Holy Roman **Emperor Henry IV**. Angry because the pope questioned his authority, Henry convinced Germany's bishops that they should remove Gregory as pope. In response, the pope excommunicated Henry. He called on the empire's nobles to overthrow Henry.

Desperate to stay in power, Henry went to Italy to ask the pope for forgiveness. Gregory refused to see him. For three days Henry stood barefoot in the snow outside the castle where Pope Gregory was staying. Eventually, Gregory accepted Henry's apology and allowed the emperor back into the church. Gregory had proven himself more powerful than the emperor, at least for that moment.

The fight over the right to choose bishops continued even after Henry and Gregory died. In 1122 a new pope and emperor reached a compromise. They decided that church officials would choose all bishops and abbots. The bishops and abbots, however, would still have to obey the emperor.

This compromise did not end all conflict. Kings and popes continued to fight for power throughout the Middle Ages, changing lives all over Europe.

READING CHECK **Identifying Causes and Effects** What caused Gregory and Henry's power struggle?

SUMMARY AND PREVIEW In this section you read about the powers of popes and kings. In many cases, these powers led to conflict between the two. In the next section, though, you will read about popes and kings working together against a common enemy.

Section 1 Assessment

Reviewing Ideas, Terms, and People

1. **a. Describe** What was the pope's role in the Roman Catholic Church?
   b. Draw Conclusions How did cooperation with the pope help kings like Charlemagne and the early Holy Roman Emperors?
2. **Explain** Why did Pope Leo IX **excommunicate** the bishop of Constantinople?
3. **a. Identify** With whom did **Pope Gregory VII** clash?
   b. Elaborate Why do you think the pope made **Emperor Henry IV** wait for three days before forgiving him?

Critical Thinking

4. **Comparing** Draw a diagram like the one shown here. Use it and your notes to compare the power of popes to the power of kings.

Popes   Both   Kings
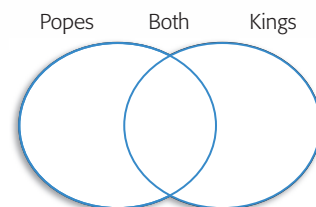
Focus on Writing

5. **Taking Notes on the Popes and Kings** Who were the popes and kings you read about in this section? Why were they important? Start a list of important people.

The Crusades

If YOU were there...

You belong to a noble family that has produced many great knights. One day your uncle, the head of the family, tells you that the pope has called on warriors to defend holy places in a faraway land. Your uncle is too old to fight, so it falls on you to answer the pope's call to war. The journey will be long and dangerous. Still, you will see new places and possibly win glory for your family.

How do you feel about joining this war?

BUILDING BACKGROUND In the early Middle Ages few people traveled far from home. They spent most of their lives in a single village or farm. As time passed, however, Europeans learned of other people and places. Their contacts with some of these people were peaceful. With others, though, the contact was not peaceful. Wars broke out. The most famous of these wars were the Crusades.

Crusaders Invade the Holy Land

The **Crusades** were a long series of wars between Christians and Muslims in Southwest Asia. They were fought over control of Palestine, a region of Southwest Asia. Europeans called Palestine the **Holy Land** because it was the region where Jesus had lived, preached, and died.

Causes of the Crusades

For many years, Palestine had been in the hands of Muslims. In general, the Muslims did not bother Christians who visited the region. In the late 1000s, though, a group of Turkish Muslims entered the area and captured the city of Jerusalem. Pilgrims returning to Europe said that these Turks had attacked them in the Holy Land, which was no longer safe for Christians.

Before long, the Turks began to raid the Byzantine Empire. The Byzantine emperor, fearing an attack on Constantinople, asked **Pope Urban II** of the Roman Catholic Church for help. Although the Byzantines were Orthodox Christians and not Catholic, the pope agreed to the request.

Crusader Battlefield

The Holy Land was the scene of many bloody battles during the Crusades, like the one near the city of Antioch shown in this medieval painting. The men at right show what Crusaders may have worn.

What was the goal of the Crusaders?

The Call to Arms

Pope Urban called on Christians from all over Europe to retake the Holy Land from the Muslim Turks. He challenged Europe's kings and nobles to quit fighting among themselves and fight together against the Turks. In response, people joined the pope's army by the thousands.

Crusaders from all over Europe flocked to France to prepare for their long journey. They sewed crosses onto their clothing to show that they were fighting for God. In fact, the word *crusade* comes from the Latin for "marked with a cross." As they marched off to war, the Crusaders yelled their rallying cry, "God wills it!"

Why would people leave home to fight in a distant land? Some just hoped to save their souls or to do what they thought God wanted. They thought that God would look favorably on them for fighting his enemies, as one French abbot noted:

"What a glory to return in victory from such a battle! . . . if they are blessed who die in the Lord, how much more are they who die for the Lord!"

—Saint Bernard of Clairvaux, from *In Praise of the New Knighthood*

Other Crusaders wanted land and treasure. Still others were looking for something to do. Adventure called to them.

The First Crusade

About 5,000 Crusaders left Europe for the Holy Land in 1096. Some of the first ones to set out were peasants, not soldiers. On their way to the Holy Land, these peasant Crusaders attacked Jews in Germany. They blamed the Jews for Jesus's death.

Before they even reached the Holy Land, Turkish troops killed most of these un-trained, poorly equipped peasants.

The nobles and knights fared better. When they reached Jerusalem in 1099, they found the Muslim army disorganized and unready to fight. After about a month of fighting, the Crusaders took Jerusalem.

After the Europeans took Jerusalem, they set up four small kingdoms in the Holy Land. The rulers of these kingdoms created lord and vassal systems like they had known at home. They also began to trade with people back in Europe.

READING CHECK **Summarizing** What did the First Crusade accomplish?

Later Crusades Fail

The kingdoms the Christians created in the Holy Land didn't last, though. Within 50 years the Muslims had started taking land back from the Christians. In response, the Europeans launched more Crusades.

The Second and Third Crusades

French and German kings set off in 1147 to retake land from the Muslims. This Second Crusade was a terrible failure. Poor planning and heavy losses on the journey to the Holy Land led to the Christians' total defeat. Ashamed, the Crusaders returned to Europe in less than a year.

The Third Crusade began after the Muslims retook Jerusalem in 1189. The rulers of England, France, and the Holy Roman Empire led their armies to the Holy Land to fight for Jerusalem, but problems soon arose. The German king died, and the French king left. Only **King Richard I** of England stayed in the Holy Land.

King Richard's main opponent in the Third Crusade was **Saladin**, the leader of the Muslim forces. Saladin was a brilliant

BIOGRAPHY

Richard I
1157–1199

Called "Lion Heart" for his courage, Richard I was a skilled soldier and a great general. He did not succeed in taking Jerusalem during the Third Crusade, but he earned the respect of Muslims and Christians alike. Since his death, he has become the hero of countless stories and legends.

ATLANTIC OCEAN

leader. Even Crusaders respected his kindness toward fallen enemies. In turn, the Muslims admired Richard's bravery.

For months, Richard and Saladin fought and nego-tiated. Richard captured a few towns and won protection for Christian pilgrims. In the end, however, he returned home with Jerusalem still in Muslim hands.

The Fourth Crusade

In 1201 French knights arrived in Venice ready to sail to the Holy Land to begin a Fourth Crusade. However, the knights didn't have money to pay for the voyage. For payment the Venetians asked the knights to conquer Zara, a rival trade city. The knights agreed. Later they also attacked Constantinople and carried off many trea-sures. The city that had been threatened by Muslims before the Crusades had been sacked by Christians!

The End of the Crusades

Other Crusades followed, but none was successful. By 1291 the Muslim armies had taken back all of the Holy Land, and the

The Major Crusades, 1096–1204

N
W E
S

North Sea

ENGLAND

Dover

HOLY ROMAN EMPIRE

Paris

Vézelay

Regensburg

Vienna

Lyon

Clermont

Trieste

Venice

Genoa

Marseille

Corsica

Zadar

Rome

Sardinia

Mediterranean Sea

Sicily

Black Sea

Constantinople

SELJUK TURKS

BYZANTINE EMPIRE

Crete

Edessa

Antioch

Tripoli

HOLY LAND

Acre

Jerusalem

Legend

	Western Christian lands, 1095
	Eastern Christian lands, 1095
	Islamic lands, 1095
	First Crusade, 1096–1099
	Second Crusade, 1147–1149
	Third Crusade, 1189–1192
	Fourth Crusade, 1201–1204

0   100   200 Miles
0   100   200 Kilometers

GEOGRAPHY SKILLS | **INTERPRETING MAPS**

1. **Place** From which countries did the first three Crusades start out?
2. **Movement** About how far was the journey from Paris to Jerusalem?

Crusades had ended. Why did the Crusades fail? There were many reasons.

- The Crusaders had to travel huge distances just to reach the war. Many died along the way.
- Crusaders weren't prepared to fight in Palestine's desert climate.
- The Christians were outnumbered by their well-led and organized Muslim foes.

- Christian leaders fought among themselves and planned poorly.

Whatever the reasons for their failure, the Crusades ended just as they had begun so many years before, with the Holy Land under Muslim control.

READING CHECK **Analyzing** How did geography limit the success of the Crusades?

Crusades Change Europe

Although the Crusades failed, they changed Europe forever. Trade between Europe and Asia grew. Europeans who went to the Holy Land learned about products such as apricots, rice, and cotton cloth. Crusaders also brought ideas of Muslim thinkers to Europe.

Politics in Europe also changed. Some kings increased their power because many nobles and knights had died in the Holy Land. These kings seized lands that were left without clear owners. During the later Crusades, kings also gained influence at the popes' expense. The popes had wanted the church to be in charge of all the Crusades. Instead, rulers and nobles took control.

The Crusades had lasting effects on relations among peoples as well. Because some Crusaders had attacked Jews, many Jews distrusted Christians. In addition, tension between the Byzantines and western Christians increased, especially after Crusaders attacked Constantinople.

The greatest changes occurred with Christian and Muslim relationships. Each group learned about the other's religion and culture. Sometimes this led to mutual respect. In general, though, the Crusaders saw Muslims as unbelievers who threatened innocent Christians. Most Muslims viewed the Crusaders as vicious invaders. Some historians think that the distrust that began during the Crusades still affects Christian and Muslim relationships today.

READING CHECK **Finding Main Ideas** What were some results of the Crusades?

SUMMARY AND PREVIEW In this section you learned how religious beliefs led to a series of wars. In the next section you will learn about the role of religion in most people's daily lives in the Middle Ages.

The Crusades

QUICK FACTS

Causes	Effects
■ Turks take control of the Holy Land in 1071.	■ Trade between Europe and Asia increases.
■ Turks threaten Constantinople in the 1090s.	■ Kings become more powerful.
■ Byzantine emperor asks pope for help.	■ Tension between Christians, Jews, and Muslims grows.

Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. a. **Recall** What did **Pope Urban II** ask Christians to do?
   b. **Elaborate** Why do you think so many people were willing to go on a Crusade?
2. a. **Identify** In which Crusade did **Saladin** and **King Richard I** fight?
   b. **Rank** Which Crusade do you think was the least successful? Why?
3. a. **Identify** What new products were introduced to Europe after the Crusades?
   b. **Draw Conclusions** Why did the Crusades change relationships between Christians and other groups?

Critical Thinking

4. **Comparing and Contrasting** Draw a diagram like the one here. Use it and your notes to compare and contrast Europe before and after the Crusades.

Europe Before		Europe After
1. 2. 3.	The Crusades	1. 2. 3.
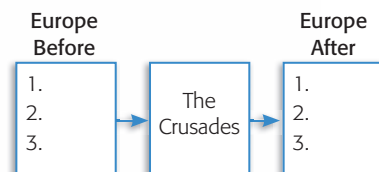
FOCUS ON WRITING

5. **Thinking about the Crusades** Look back through what you've just read and make a list of people who were important in the Crusades. What made them important?

Christianity and Medieval Society

If YOU were there...

You are a stone carver, apprenticed to a master builder. The bishop has hired your master to design a huge new church. He wants the church to inspire and impress worshippers with the glory of God. Your master has entrusted you with the decoration of the outside of the church. You are excited by the challenge.

What kind of art will you create for the church?

BUILDING BACKGROUND Thousands of churches were built across Europe in the Middle Ages. People took great pride in their churches because religion was very important to them. In fact, Christianity was a key factor in shaping medieval society.

The Church Shapes Society and Politics

Nearly everyone who lived in Europe during the Middle Ages was Christian. In fact, Christianity was central to every part of life. Church officials, called **clergy**, and their teachings were very influential in European culture and politics.

The towers of old Christian churches still rise above many European towns and cities. Christianity became a strong influence on European life in the Middle Ages.

What You Will Learn...

Main Ideas

1. The Christian Church shaped both society and politics in medieval Europe.
2. Orders of monks and friars did not like the church's political nature.
3. Church leaders helped build the first universities in Europe.
4. The church influenced the arts in medieval Europe.

The Big Idea

The Christian Church was central to life in the Middle Ages.

Key Terms and People

clergy, *p. 533*
religious order, *p. 536*
Francis of Assisi, *p. 536*
friars, *p. 536*
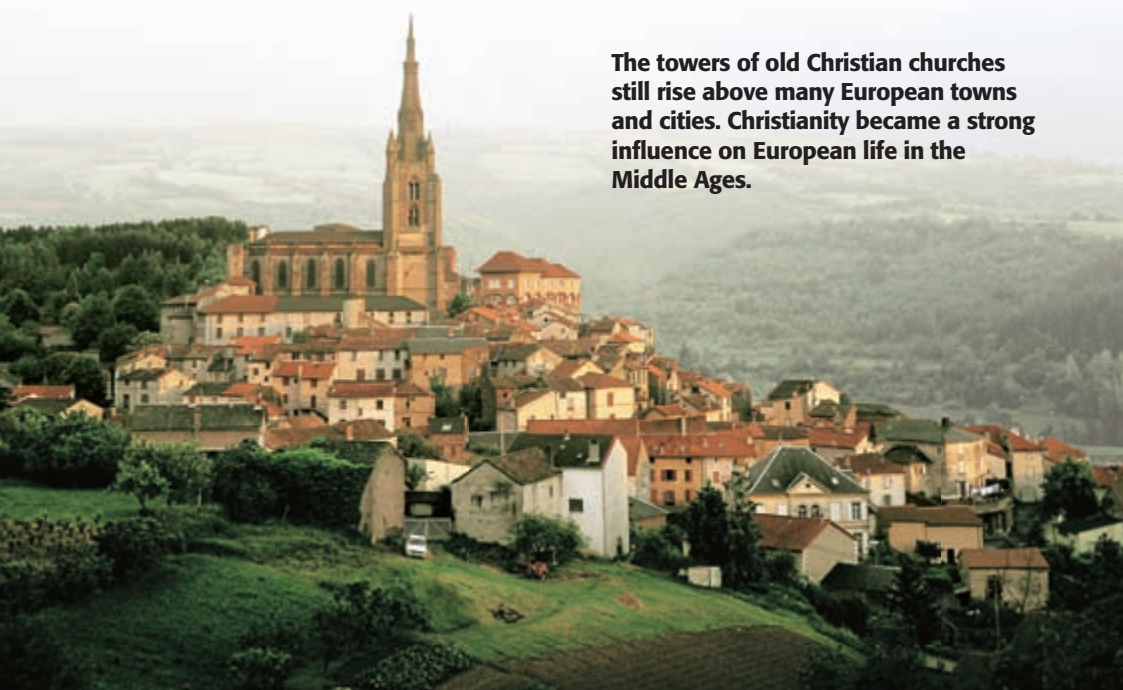Thomas Aquinas, *p. 537*
natural law, *p. 538*

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TAKING NOTES

Use the graphic organizer online to take notes on the many roles the Catholic Church played in Europe in the Middle Ages.

The Cluny Monastery

The great monastery at Cluny, France, is shown here as it appeared in the 1100s. Together the buildings made up something like a small town. At one point, more than 300 monks lived there.

Servants lived in rooms above the stables, where the monks kept horses.

Meals were served in the dining hall, called a refectory.

Monks could read by the light from windows above each bed in the dormitory, where they slept.

When monks were ill or old, they were treated in the infirmary.

ANALYSIS SKILL | **ANALYZING VISUALS**

How does this illustration show the wealth of the church?

The Church and Society

In the Middle Ages, life revolved around the local church. Markets, festivals, and religious ceremonies all took place there.

For some people, however, the local church was not enough. They wanted to see important religious sites—the places where Jesus lived, where holy men and women died, and where miracles happened. The church encouraged these people to go on pilgrimages, journeys to religious locations. Among the most popular destinations were Jerusalem, Rome, and Compostela, in northwestern Spain. Each of these cities had churches that Christians wanted to visit.

Another popular pilgrimage destination was Canterbury, near London in England. Hundreds of visitors went to the cathedral in Canterbury each year. One such visit is the basis for one of the greatest books of the Middle Ages, *The Canterbury Tales* by Geoffrey Chaucer (CHAW-suhr). Chaucer's book tells of a group of pilgrims who feel drawn, like many people, to Canterbury:

“When in April the sweet showers fall
And pierce the drought of March to the root . . .
Then people long to go on pilgrimages
And palmers long to seek the stranger strands
Of far-off saints, hallowed in sundry lands
And specially, from every shire's end
Of England, down to Canterbury they wend.”

—Geoffrey Chaucer, from *The Canterbury Tales*
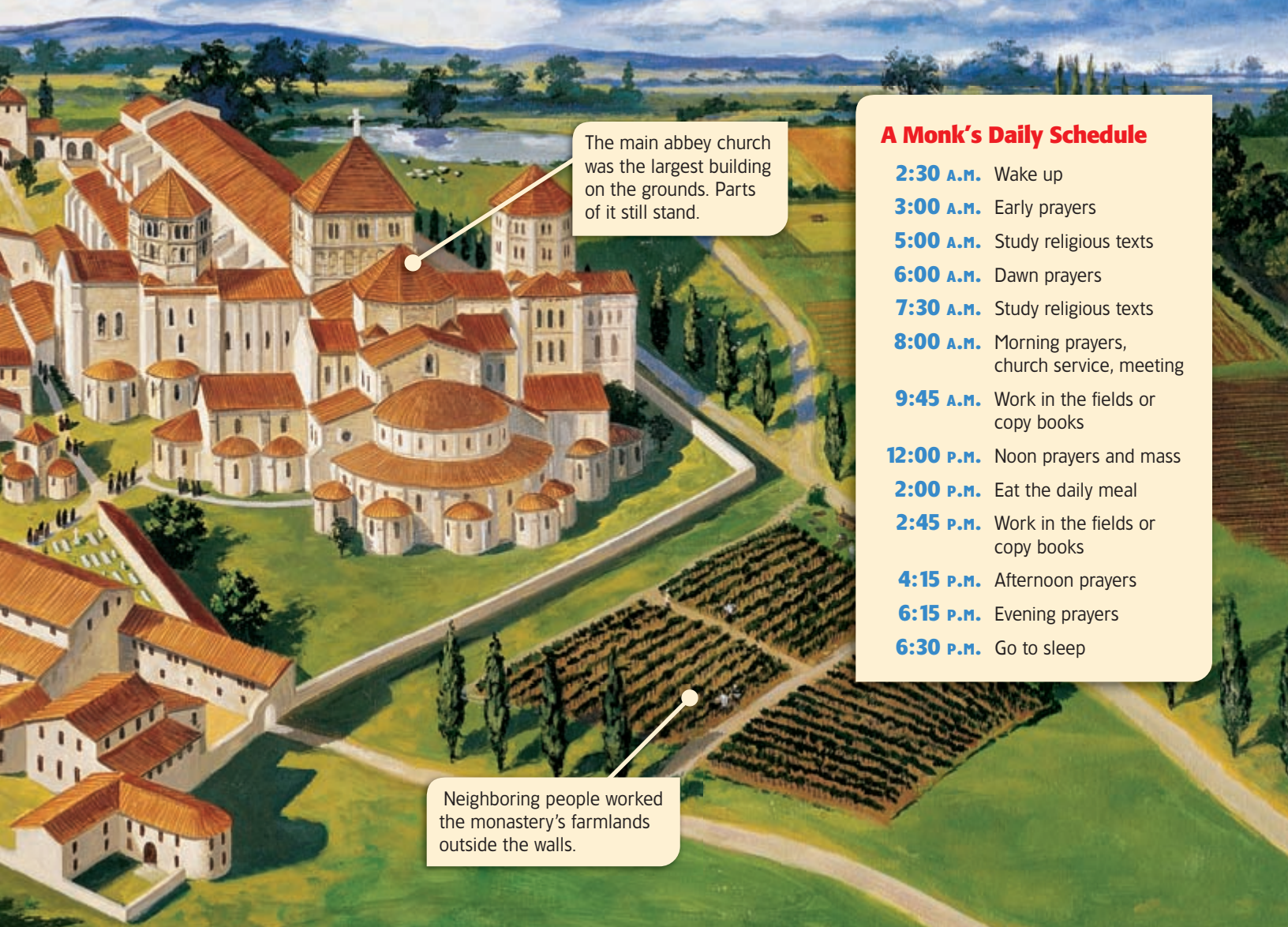
The main abbey church was the largest building on the grounds. Parts of it still stand.

Neighboring people worked the monastery's farmlands outside the walls.

A Monk's Daily Schedule

Time	Activity
2:30 A.M.	Wake up
3:00 A.M.	Early prayers
5:00 A.M.	Study religious texts
6:00 A.M.	Dawn prayers
7:30 A.M.	Study religious texts
8:00 A.M.	Morning prayers, church service, meeting
9:45 A.M.	Work in the fields or copy books
12:00 P.M.	Noon prayers and mass
2:00 P.M.	Eat the daily meal
2:45 P.M.	Work in the fields or copy books
4:15 P.M.	Afternoon prayers
6:15 P.M.	Evening prayers
6:30 P.M.	Go to sleep

The Church and Politics

The church also gained political power during the Middle Ages. Many people left land to the church when they died. In fact, the church was one of the largest landholders in Europe. Eventually, the church divided this land into fiefs. In this way, it became a feudal lord.

Of all the clergy, bishops and abbots were most involved in political matters. They often advised local rulers. Some clergy got so involved with politics that they spent little time dealing with religious affairs.

READING CHECK **Analyzing** In what ways were clergy members important political figures?

Monks and Friars

Some people were unhappy with the political nature of the church. They thought the clergy should focus only on spiritual matters. These people feared that the church had become obsessed with wealth and power.

The Monks of Cluny

Among those unhappy with the church were a group of French monks. In the early 900s they started a monastery in the town of Cluny (KLOO-nee). The monks of Cluny followed a strict schedule of prayers and religious services. They paid little attention to the world, concerning themselves only with religious matters.

The changes at Cluny led to the creation of a religious order, the Cluniac monks. A **religious order** is a group of people who dedicate their lives to religion and follow common rules. Across Europe, people saw Cluny as an example of how monks should live. They built new monasteries and tried to live like the Cluniacs.

Other New Orders

By the 1100s, though, some monks thought that even Cluny's rules weren't strict enough. They created new orders with even stricter rules. Some took vows of silence and stopped speaking to each other. Others lived in tiny rooms and left them only to go to church services.

Men were not the only ones to create and join religious orders. Women were allowed to join these kinds of orders as well. Communities of nuns called convents appeared across Europe. Like monks, these nuns lived according to a strict set of rules. The nuns of each convent prayed and worked together under the watchful eyes of an abbess, the convent's leader.

Although monks and nuns lived apart from other people, they did a great deal for society. For example, they collected and stored texts that explained Christian teachings. Monks spent hours copying these documents, and they sent copies to monasteries across Europe.

The Friars

Not everyone who joined a religious order wanted to live apart from society. Some wanted to live in cities and spread Christian teachings. As a result, two new religious orders were begun in the early 1200s.

These orders were the Dominicans and the Franciscans, named for their founders, Dominic de Guzmán and **Francis of Assisi**. Because they didn't live in monasteries, members of these orders were not monks. They were **friars**, people who belonged to religious orders but lived and worked among the general public.

Friars lived simply, wearing plain robes and no shoes. Like monks, they owned no property. They roamed about, preaching and begging for food. For that reason, friars were also called mendicants, from a Latin word for beggars.

The main goal of the friars was to teach people how to live good Christian lives. They taught people about generosity and kindness. A prayer credited to Francis illustrates what the friars hoped to do:

> "Lord, make me an instrument of your peace. Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; and where there is sadness, joy."
> –Francis of Assisi, from *The Prayer of Saint Francis*

READING CHECK **Summarizing** Why did people create new religious orders?

BIOGRAPHY

Saint Francis of Assisi
c. 1182–1226

Born in Assisi, Italy, Francis was the son of a wealthy merchant. As a young man, however, Francis gave all his money and possessions away and left his father's house. He lived a simple life, preaching and tending to people who were poor or ill. Francis considered everyone his brother or sister, including animals. He encouraged people to take care of animals just as they would take care of other people. Within a few years other people had begun to copy his lifestyle. In 1210 they became the first members of the Franciscan Order.

Making Generalizations How do you think Francis's generosity and compassion might inspire Christians to follow the church's teachings?

School Days

Did you know that many customs that schools and universities follow today began in the Middle Ages? For example, medieval teachers taught groups of students instead of individuals. Classes ran according to a fixed schedule, and students had to take tests. At night, students went to their rooms to study and complete assignments. Many students participated in sports such as races and ball games after classes. At graduation, students dressed up in caps and gowns. All of these customs are still common today.

Medieval universities were not exactly the same as universities are now, however. Medieval students entered the university at age 14, and only boys could attend.

ANALYSIS SKILL **ANALYZING INFORMATION**

Why do you think some customs followed by universities in the Middle Ages have lasted until today?

Universities Are Built

While some people were drawing away from the world in monasteries and convents, others were looking for ways to learn more about it. In time, their search for knowledge led to the creation of Europe's first universities.

Some of the earliest universities were created by the church. The church's goal was to teach people about religion. Other universities were created by groups of students who went searching for teachers who could tell them about the world.

Most teachers in these universities were members of the clergy. Besides religion, schools taught law, medicine, astronomy, and other courses. All classes were taught in Latin. Although relatively few people in Europe spoke Latin, it was the language of scholars and the church.

As people began to study new subjects, some of them developed new ideas about the world. In particular, they wondered how human reason and Christian faith were related. In the past, people had believed that some things could be proven with reason, but other things had to be taken on faith. Some people in universities, though, began to wonder if the two ideas could work together.

One such person was the Dominican philosopher **Thomas Aquinas** (uh-KWY-nuhs). Thomas was a teacher at the University of Paris. He argued that rational thought could be used to support Christian beliefs. For example, he wrote an argument to prove the existence of God.

Thomas also believed that God had created a law that governed how the world operated. He called it **natural law**. If people could study and learn more about this law, he argued, they could learn to live the way God wanted.

READING CHECK **Generalizing** How did universities help create new ideas?

The Church and the Arts

In addition to politics and education, the church was also a strong influence on art and architecture. Throughout the Middle Ages, religious feeling inspired artists and architects to create beautiful works of art.

Religious Architecture

Many of Europe's churches were incredible works of art. The grandest of these churches were cathedrals, large churches in which bishops led religious services. Beginning in the 1100s Europeans built their cathedrals using a dramatic new style called Gothic architecture.

Gothic cathedrals were not only places to pray, but also symbols of people's faith.

Gothic Architecture

One of the most beautiful of all Gothic cathedrals is in Chartres (SHAHRT), near Paris, France. At 112 feet high it is about as tall as a 10-story building.

As a result, they were towering works of great majesty and glory.

What made these Gothic churches so unusual? For one thing, they were much taller than older churches. The walls often rose up hundreds of feet, and the ceilings seemed to reach to heaven. Huge windows of stained glass let sunlight pour in, filling the churches with dazzling colors. Many of these amazing churches still exist. People continue to worship in them and admire their beauty.

Religious Art

Medieval churches were also filled with beautiful objects created to show respect for God. Ornate paintings and tapestries covered the walls and ceilings. Even the clothing priests wore during religious services was attractive. Their robes were often highly decorated, sometimes with threads made out of gold.

Many of the books used during religious ceremonies were beautiful objects. Monks had copied these books carefully.

BIOGRAPHY

Saint Thomas Aquinas
1225–1274

Though he was born in Italy, Thomas Aquinas lived most of his life in France. As a student and then a teacher at the University of Paris, Thomas spent most of his time in study. He wrote a book called the *Summa Theologica,* in which he argued that science and religion were related.

Although some people did not like Thomas's ideas, most considered him the greatest thinker of the Middle Ages. Later teachers modeled their lessons after his ideas.

Making Generalizations Why might people believe someone is a great thinker even if they disagree with his or her ideas?
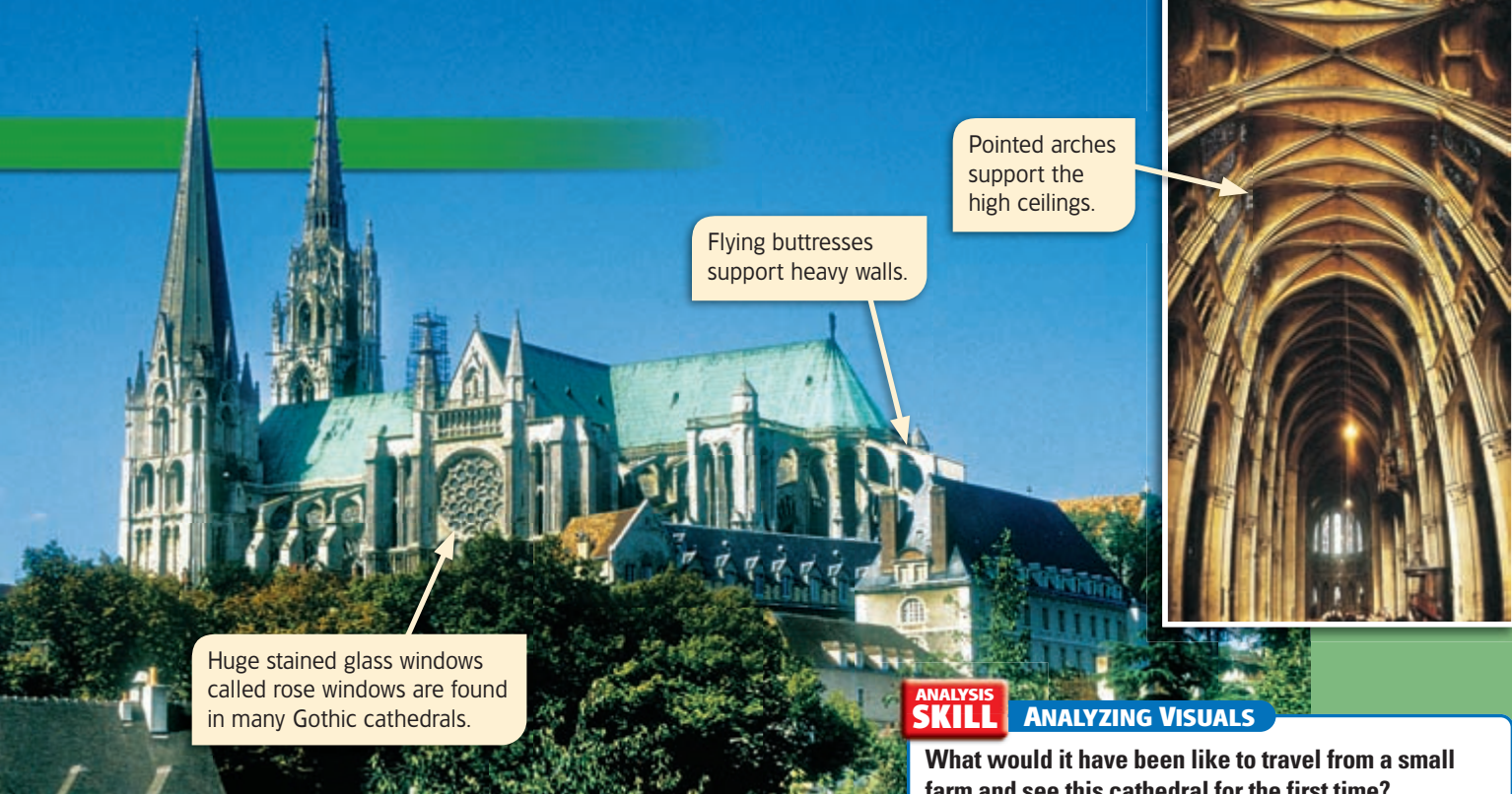
Pointed arches
support the
high ceilings.

Flying buttresses
support heavy walls.

Huge stained glass windows
called rose windows are found
in many Gothic cathedrals.

They also decorated them using bright colors to adorn the first letters and the borders of each page. Some monks added thin sheets of silver and gold to the pages. Because the pages seem to glow, we use the word *illuminated* to describe them.

READING CHECK **Generalizing** How were medieval art and religion related?

SUMMARY AND PREVIEW Besides its religious role, the church played important roles in politics, education, and the arts. The church changed as time passed. In the next section, you will learn about other changes that took place in Europe at the same time. These changes created new political systems around the continent.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Recall** What are church officials called?
   b. Explain Why did people go on pilgrimages?
2. **a. Identify** What new monastery founded in France in the 900s served as an example to people around Europe?
   b. Contrast How were **friars** different from monks?
3. **Analyze** How did **Thomas Aquinas** think reason and faith could work together?
4. **a. Identify** What new style of religious architecture developed in Europe in the 1100s?
   b. Elaborate Why do you think so much of the art created in the Middle Ages was religious?

Critical Thinking

5. **Categorizing** Draw a chart like the one below. Using your notes, decide which of the church's roles were political, which were intellectual, and which were artistic. List each role in the appropriate column of your chart.

The Church in the Middle Ages		
Political	Intellectual	Artistic

FOCUS ON WRITING

6. **Taking Notes on Church Leaders** In this section, you've read about at least two people who became saints. Add them to your list and note why they're important.

Political and Social Change

What You Will Learn...

Main Ideas

1. Magna Carta caused changes in England's government and legal system.
2. The Hundred Years' War led to political changes in England and France.
3. The Black Death, which swept through Europe in the Middle Ages, led to social changes.

The Big Idea

Europe's political and social systems underwent great changes in the late Middle Ages.

Key Terms and People

Magna Carta, *p. 540*
Parliament, *p. 541*
Hundred Years' War, *p. 542*
Joan of Arc, *p. 542*
Black Death, *p. 543*

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TAKING NOTES

Use the graphic organizer online to take notes on the major events of the later Middle Ages and the political and social changes surrounding them.

If YOU were there...

You are a baron, one of England's great nobles, living in northern Britain. Winter is approaching, and it looks like it will be very cold soon. To prepare for the winter, you send some of your servants to a forest on your land to gather firewood. When they return, though, they don't have much wood. The king has chopped down many of the trees in your forest to build a new castle. Dismayed, you send a messenger to ask the king to pay a fair price for the wood, but he refuses.

How can you get the king to respect your rights?

BUILDING BACKGROUND Beginning with William the Conqueror, the kings of England fought to increase their power. By the 1200s, the kings felt that they could do as they pleased, whether their nobles agreed with them or not. The kings' attitudes upset many nobles, especially when kings began to create new taxes or take the nobles' property. Some nobles began to look for ways to limit kings' powers and protect their own rights.

Magna Carta Causes Change in England

In 1215 a group of nobles decided to force the king to respect their rights. In the middle of a field called Runnymede near London, they made King John approve a document they had written. This document listing rights that the king could not ignore was called **Magna Carta**. Its name is a Latin phrase meaning "Great Charter."

William the Conqueror

HISTORIC DOCUMENT
Magna Carta

Magna Carta was one of the first documents to protect the rights of the people. Magna Carta was so influential that the British still consider it part of their constitution. Some of its ideas are also in the U.S. Constitution. Included in Magna Carta were 63 demands that English nobles made King John agree to follow. A few of these demands are listed here.

Demand 31 defended people's right to own any property, not just wood.

Magna Carta guaranteed that everyone had the right to a fair trial.

To all free men of our kingdom we have also granted, for us and our heirs for ever, all the liberties written out below, to have and to keep for them and their heirs, of us and our heirs.

(16) No man shall be forced to perform more service for a knight's 'fee', or other free holding of land, than is due from it.

(31) Neither we nor any royal official will take wood for our castle, or for any other purpose, without the consent [permission] of the owner.

(38) In future no official shall place a man on trial upon his own unsupported statement, without producing credible [believable] witnesses to the truth of it.

—Magna Carta, from a translation by the British Library

ANALYSIS
SKILL ANALYZING PRIMARY SOURCES
In what ways do you think the ideas listed above influenced modern democracy?

The Effects of Magna Carta

Magna Carta required the king to honor certain rights. Among these rights was habeas corpus (HAY-bee-uhs KOHR-puhs), a Latin phrase meaning "you have the body." The right of habeas corpus meant that people could not be kept in jail without a reason. They had to be charged with a crime and convicted at a jury trial before they could be sent to prison. Before, kings could arrest people for no reason at all.

More importantly, Magna Carta required that everyone—even the king—had to obey the law. The idea that everyone must follow the law became one of the basic principles of English government.

Changes after Magna Carta

Magna Carta inspired the English to find more ways to limit the king's power. A council of nobles was created to advise the king. In time, the council developed into **Parliament** (PAHR-luh-muhnt), the law-making body that governs England today. Over the years, membership in Parliament was opened to knights and town leaders. By the late Middle Ages, kings could do little without Parliament's support.

The English continued to work to secure and protect their rights. To ensure that everyone was treated fairly, people demanded that judges be free of royal control. Many people believed judges chosen by the king would always side with him. Eventually, in the late 1600s, the king agreed to free the courts of his control. This creation of an independent judicial system was a key step in bringing democracy to England.

READING CHECK **Summarizing** How did Magna Carta and Parliament limit the king's power?
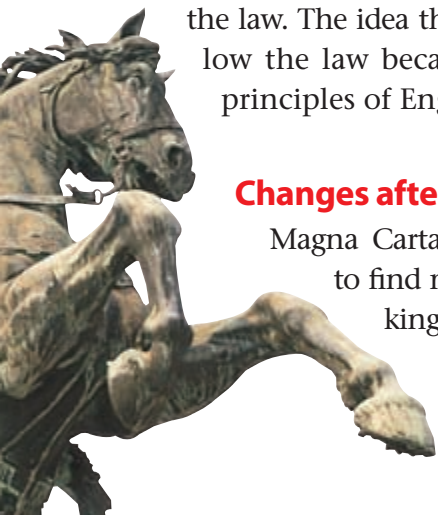
Beginnings of Democracy in England

1230s The first Parliament meets.

1295 Knights, townspeople, and priests are invited to join Parliament.

1688 English judges win independence from royal control.

1200   **1450**   **1700**

1215 King John signs Magna Carta.

1330s Parliament is divided into the House of Lords and the House of Commons.

1679 The Habeas Corpus Act reinforces the ideas set up in Magna Carta.

ANALYSIS SKILL **READING TIME LINES**

How long after Magna Carta was signed was habeas corpus made into law?

THE IMPACT TODAY

Joan of Arc is still a national hero in France.

The Hundred Years' War

Although Magna Carta changed England's government, it had no effect outside of that country. Kings in other parts of Europe continued to rule as they always had. Eventually, however, these kings also had to face great political changes.

The Course of the War

One of the countries in which political change occurred was France. In 1328 the king of France died with no sons, and two men claimed his throne. One was French. The other was the king of England. In the end, the French man became king.

This did not sit well with the English king, and a few years later he invaded France. This invasion began a long conflict between England and France that came to be called the **Hundred Years' War**.

At first the English armies did well, winning most of the battles. After nearly 100 years of fighting, however, a teenage peasant girl, **Joan of Arc**, rallied the French troops. Although the English eventually captured and killed Joan, it was too late. The French drove the English from their country in 1453.

Results of the War

The Hundred Years' War changed the governments of both England and France. In England, Parliament's power grew because the king needed Parliament's approval to raise money to pay for the costly war. As Parliament gained more influence, the king lost power.

In France, on the other hand, the king's power grew. During the war, the king had become popular with his nobles. Fighting the English had created a bond between them. As a result, the nobles supported the king after the war as well.

READING CHECK **Contrasting** How did the governments of England and France change after the war?

The Black Death

While the English and French fought the Hundred Years' War, an even greater crisis arose. This crisis was the **Black Death, a deadly plague that swept through Europe between 1347 and 1351.**

The plague originally came from central and eastern Asia. Unknowingly, traders brought rats carrying the disease to Mediterranean ports in 1347. From there it quickly swept throughout much of Europe. Fleas that feasted on the blood of infected rats passed on the plague to people.

The Black Death was not caused by one disease but by several different forms of plague. One form called bubonic plague (byoo-BAH-nik PLAYG) could be identified by swellings called buboes that appeared on victims' bodies. Another even deadlier form could spread through the air and kill people in less than a day.

The Black Death killed so many people that many were buried quickly without priests or ceremonies. In some villages nearly everyone died or fled as neighbors fell ill. In England alone, about 1,000 villages were abandoned.

The plague killed millions of people in Europe and millions more around the world. Some historians think Europe lost about a third of its population—perhaps 25 million people. This huge drop in population caused sweeping changes in Europe.

In most places, the manor system fell apart completely. There weren't enough people left to work in the fields. Those peasants and serfs who had survived the plague found their skills in high demand. Suddenly, they could demand wages for their labor. Once they had money, many fled their manors completely, moving instead to Europe's growing cities.

READING CHECK **Identifying Cause and Effect** What effects did bubonic plague have in Europe?

SUMMARY AND PREVIEW Magna Carta, the Hundred Years' War, and the Black Death changed European society. In the next section, you will learn about other changes in society, changes brought about by religious differences.

Section 4 Assessment

Reviewing Ideas, Terms, and People

1. **a. Identify** What document did English nobles hope would limit the king's power?
   b. Explain How was the creation of **Parliament** a step toward the creation of democracy in England?
2. **a. Identify** Who rallied the French troops during the **Hundred Years' War**?
   b. Elaborate The Hundred Years' War caused much more damage in France than in England. Why do you think this was the case?
3. **a. Describe** What was the **Black Death**?
   b. Explain How did the Black Death contribute to the decline of the manor system?
   c. Elaborate Why do you think the Black Death was able to spread so quickly through Europe?

Critical Thinking

4. **Evaluating** Copy the diagram below. Use it to rank the significance of the effects of Magna Carta, the Hundred Years' War, and the Black Death. Next to the diagram, write a sentence to explain your choices.
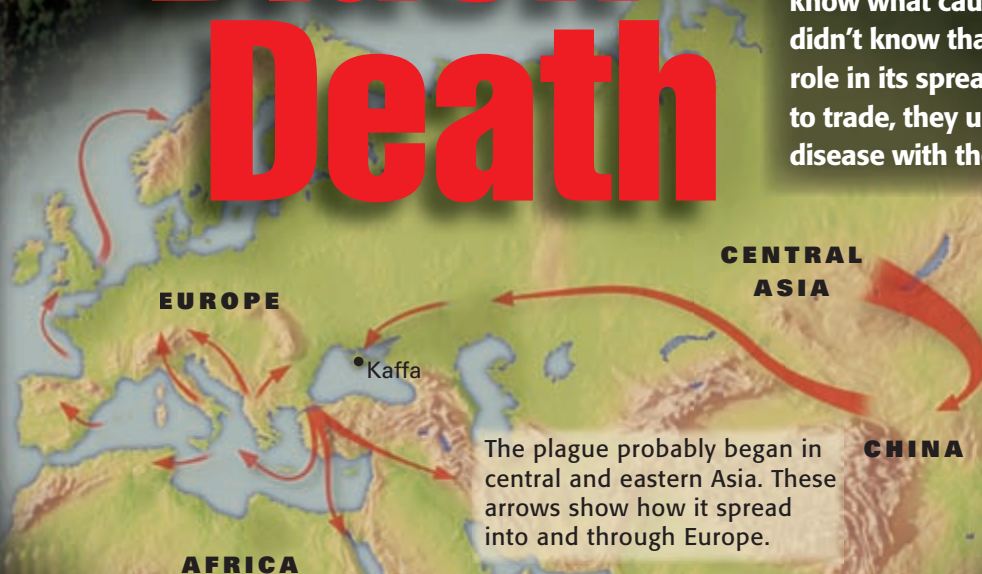
Most Significant
1.
2.
3.
Least Significant

FOCUS ON WRITING

5. **Rating Importance** After reading this section, you'll probably want to add King John to your list. You should also start to think about which people were the most important. Rank the people on your list from most to least important.

The Black Death

"And they died by the hundreds," wrote one man who saw the horror, "both day and night." The Black Death had arrived. The Black Death was a series of deadly plagues that hit Europe between 1347 and 1351, killing millions. People didn't know what caused the plague. They also didn't know that geography played a key role in its spread—as people traveled to trade, they unwittingly carried the disease with them to new places.

EUROPE

Kaffa

CENTRAL ASIA

CHINA

AFRICA

The plague probably began in central and eastern Asia. These arrows show how it spread into and through Europe.

This ship has just arrived in Europe from the east with trade goods—and rats with fleas.

The fleas carry the plague and jump onto a man unloading the ship. Soon, he will get sick and die.

The plague is so terrifying that many people think it's the end of the world. They leave town for the country, spreading the Black Death even farther.

People dig mass graves to bury the dead. But often, so many victims are infected that there is no one left to bury them.

The garbage and dirty conditions in the town provide food and a home for the rats, allowing the disease to spread even more.

So many people die so quickly that special carts are sent through the streets to gather the bodies.

GEOGRAPHY SKILLS   **INTERPRETING MAPS**

1. How did the Black Death reach Europe from Asia?
2. What helped spread the plague within Europe?

Challenges to Church Authority

If YOU were there…

You are a student at a university in Córdoba, Spain. Your fellow students include Christians, Muslims, and Jews. But a new king and queen want all Muslims and Jews to leave Spain.

How will the rulers' decision affect your friends?

BUILDING BACKGROUND As you have read, most Europeans in the Middle Ages belonged to the Catholic Church. As Christianity spread in Europe, many Jews and Muslims were pressured to become Christian or leave their homes. At the same time, others openly challenged the church's authority.

The Church Reacts to Challengers

By around 1100, some Christians had begun to question church teachings. They felt that the clergy focused more on money and land than on God. Others didn't agree with the church's ideas. They began to preach their own ideas about religion.

Religious ideas that oppose accepted church teachings are called **heresy** (HER-uh-see). People who hold such ideas are called heretics. Church officials sent priests and friars throughout Europe to find possible heretics. Most of these priests and friars tried to be fair. A few tortured people until they confessed to heresy, even if they were innocent. Most people found guilty in these trials were fined or put in prison. Others were killed.

In the early 1200s, Pope Innocent III decided that heresy was too great a threat to ignore. He called a crusade against heretics in southern France. With this call, the pope encouraged the king of France and his knights to rid their country of heretics. The result was a bloody war that lasted about 20 years. The war destroyed towns and cost thousands of people their lives.

READING CHECK Finding Main Ideas How did church leaders try to fight heresy?

The Reconquista, 1000–1300

ATLANTIC OCEAN

FRANCE

NAVARRE

LEÓN

PORTUGAL

SPAIN

CALIPHATE OF CÓRDOBA

HOLY ROMAN EMPIRE

BURGUNDY

BARCELONA

CROATIA

CORSICA

Rome

SARDINIA

SICILY

M e d i t e r r a n e a n   S e a

AFRICA

Christian lands

Muslim lands

0   200   400 Miles
0   200   400 Kilometers

1100

LEÓN AND CASTILE

ARAGON

Toledo (1085)

Granada

1212

LEÓN

ARAGON

CASTILE

Toledo

Lisbon (1147)

Granada

1300

LEÓN AND CASTILE

PORTUGAL

Toledo

Valencia (1238)

Lisbon

Córdoba (1236)

Seville (1248)

Granada

GEOGRAPHY **SKILLS** | **INTERPRETING MAPS**

Place In what year did the Christians capture Córdoba?

Christians Fight the Moors

France was not the only place where Christians fought people they saw as the church's enemies. In Spain and Portugal, armed Christian warriors fought to drive the Muslim Moors out of their lands.

The Weakening of Muslim Control

By the late 900s the once powerful Muslim government of Spain had begun to weaken. Political and religious leaders fought each other for power. Various ethnic groups also fought each other.

In 1002 the Muslim government fell apart completely. Caught up in fighting among themselves, Muslim leaders were too busy to guard against the Christian kingdoms of northern Spain.

The Fight against the Moors

For centuries, the kingdoms of northern Spain had been small and weak. But as the Moors' power declined, these little Christian kingdoms seized the opportunity to attack. Slowly, they took land away from the Moors. They called their efforts to retake Spain from the Moors the **Reconquista** (reh-kahn-KEES-tuh), or reconquest.

In 1085 Castile (ka-STEEL), the largest of the Spanish kingdoms, won a great victory against the Moors. The Castilian victory inspired other Christian kingdoms to fight the Moors. The kingdoms of Aragon and Portugal soon joined the fight.

The Christian armies won victory after victory. By the 1250s, the victorious Christian armies had nearly pushed the Moors completely out of Europe.

THE IMPACT TODAY

Although the Moors were driven out, many places in Spain and Portugal still bear names that came from Arabic, the language the Moors spoke.

The only territory still under Muslim control was a small kingdom called Granada (grah-NAH-dah).

The Rise of Portugal and Spain

As a result of their victories, both Portugal and Spain grew more powerful than before. Portugal, once a part of Castile, broke free and declared its independence. Meanwhile, Castile and Aragon decided to unite.

In 1469 Ferdinand, the prince of Aragon, married Isabella, a Castilian princess. Ten years later, they became king and queen of their countries. Together, they ruled all of Spain as **King Ferdinand** and **Queen Isabella**.

Ferdinand and Isabella finally brought an end to the Reconquista. In 1492 their army conquered Granada, the last Muslim stronghold in Spain. That same year, they required all Spanish Jews to convert to Christianity or leave the country. A few

years later, they banned the practice of Islam as well. Through this **policy**, all of Spain became Christian.

The Spanish Inquisition

Ferdinand and Isabella wanted only Christians in their kingdom. To ensure that Christianity alone was practiced, they created the **Spanish Inquisition**, an organization of priests that looked for and punished anyone in Spain suspected of secretly practicing their old religion. Later, the Inquisition spread to Portugal as well.

The Spanish and Portuguese Inquisitions were ruthless in seeking heretics, Muslims, and Jews. People found guilty of heresy were sentenced in public ceremonies. Many of those found guilty were killed. They were often burned to death. In total, the Spanish sentenced about 2,000 people to die. Almost 1,400 more were put to death by the Portuguese Inquisition.

READING CHECK **Summarizing** What was the purpose of the Spanish Inquisition?

BIOGRAPHY

Queen Isabella
1451–1504

Although she is considered one of the greatest monarchs in Spanish history, Isabella was never actually the queen of Spain. She was the queen of Castile, but she had no official power in her husband's kingdom, Aragon. In practice, however, the two ruled both kingdoms together.

In addition to her role in the Reconquista, Isabella made great contributions to Spanish society. She encouraged religion and education and supported many artists. She also helped pay for the transatlantic voyages of Christopher Columbus, during which he discovered America.

Analyzing How did Isabella help promote Spanish culture?

Jews Face Discrimination

Heretics and Muslims were not the only groups punished for their beliefs in the Middle Ages. European Jews also suffered. This suffering was caused by Christians who believed that the Jews had been responsible for the death of Jesus. These Christians thought Jews should be punished.

You have already read about how Jews were killed during the Crusades. You have also read that Jews were forced to leave their homes in Spain. Similar things happened all over Europe. Rulers, supported by the church, forced Jews to leave their countries. For example, in 1290, the king of England arrested all English Jews and forced them to leave the country. The same thing happened in France in 1306 and again in 1394.

The Spanish Inquisition
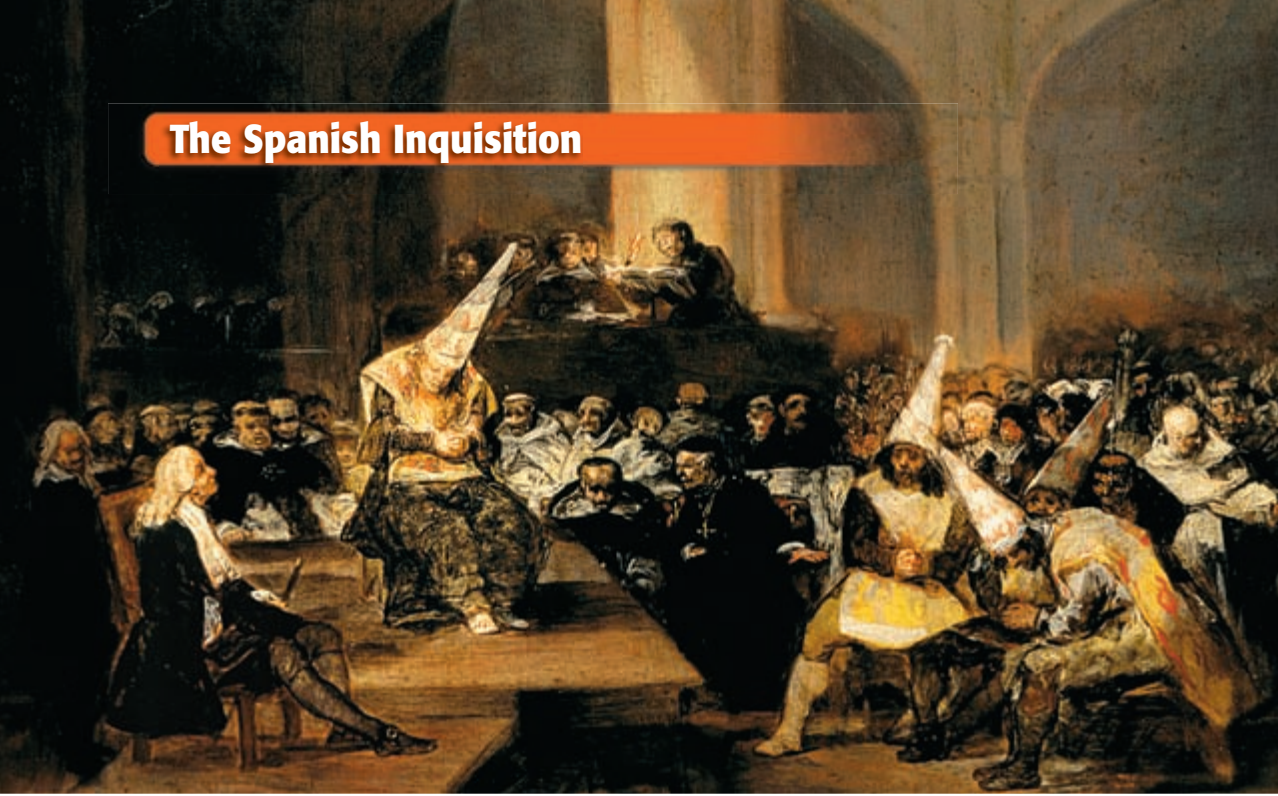
The painting shows accused heretics, in the pointed hats, before the Spanish Inquisition. The Spanish artist Francisco Goya painted it in the early 1800s.

How did the artist show what the accused heretics are feeling?

In the Holy Roman Empire, frightened people blamed Jews for the arrival of the Black Death. Many Jews had to flee their homes to escape angry mobs. Because the Jews were not Christian, many Europeans didn't want them in their towns.

READING CHECK **Summarizing** How were Jews discriminated against in the Middle Ages?

SUMMARY AND PREVIEW During the Middle Ages, religion shaped how people thought, what they did, and where they lived. In some places religion led to wars and punishment for those who didn't agree with the Catholic Church. In the next chapter, you will learn about the era that followed the Middle Ages.

Section 5 Assessment

Reviewing Ideas, Terms, and People

1. a. **Define** What is **heresy**?
   b. **Explain** Why did the church send priests and friars to find heretics?
2. a. **Identify** Who did Spanish Christians try to drive out of their lands?
   b. **Explain** What was the purpose of the **Spanish Inquisition**?
   c. **Predict** How might Spanish history have been different if the Spanish had not defeated the Moors?
3. **Summarize** How did kings and other rulers punish Jews in the Middle Ages?

Critical Thinking

4. **Categorizing** Draw a chart like the one here. Use your notes to help you fill in each box with a description of Christians' reactions to that group.

Heretics	Moors	Jews

FOCUS ON WRITING

5. **Choosing Important People** There are two more people in this section to add to your list. How do you rank them on the list of most-to-least important? Who do you feel is most important?

Social Studies Skills

Understanding Transportation Maps

Define the Skill

Transportation maps show routes of travel and trade. These maps help you understand about the movement of people, products, and ideas between places in the world.
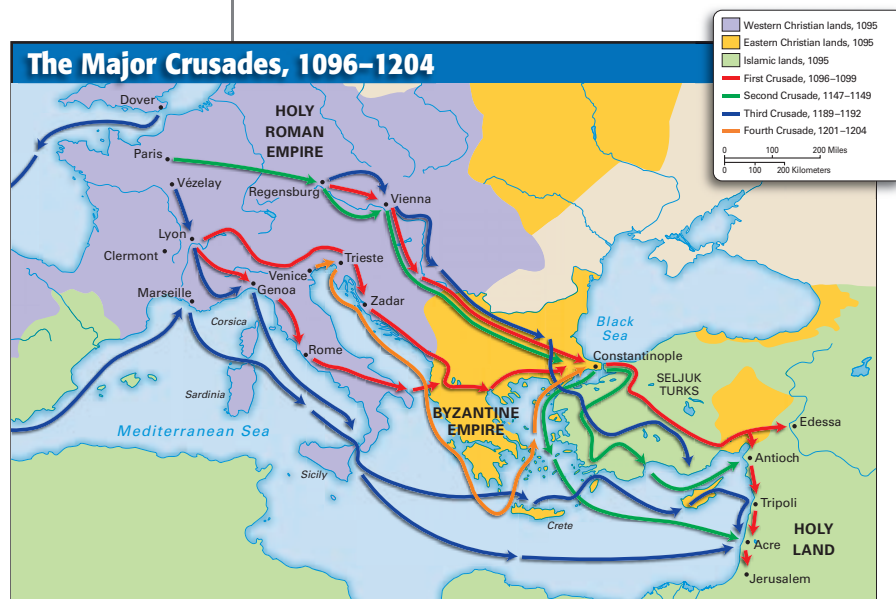
Learn the Skill

Follow these steps to interpret a transportation map.

1 Read the map's title. This will tell you what general information is shown on the map. Study the legend. Look for any symbols that relate to routes or methods of transportation.

2 Note any lines or arrows on the map. These lines and arrows often indicate routes of movement. Study these carefully. Note their starting and ending points and where they pass in between.

3 Study the whole map. Read all the labels. Transportation maps can tell you about the history of an area. For example, they can show how geography influenced the area's development.

Practice the Skill

Use the map below to answer the questions.

1. Which Crusade passed through Rome?

2. Which city did three Crusades travel through?

3. How did the later Crusades differ from the earlier ones in type of transportation used?

4. Why do you think all four Crusades passed through territory of the Byzantine Empire?

The Major Crusades, 1096–1204

Legend:
- Western Christian lands, 1095
- Eastern Christian lands, 1095
- Islamic lands, 1095
- First Crusade, 1096–1099
- Second Crusade, 1147–1149
- Third Crusade, 1189–1192
- Fourth Crusade, 1201–1204

0   100   200 Miles
0   100   200 Kilometers

Dover, Paris, Vézelay, Lyon, Clermont, Marseille, Corsica, Sardinia, Mediterranean Sea, Sicily, HOLY ROMAN EMPIRE, Regensburg, Vienna, Trieste, Venice, Genoa, Zadar, Rome, Crete, BYZANTINE EMPIRE, Black Sea, Constantinople, SELJUK TURKS, Edessa, Antioch, Tripoli, HOLY LAND, Acre, Jerusalem

Chapter Review

History's Impact

▶ **video series**
Review the video to answer the focus question:
What is plague, and how did it spread through medieval Europe?

Visual Summary

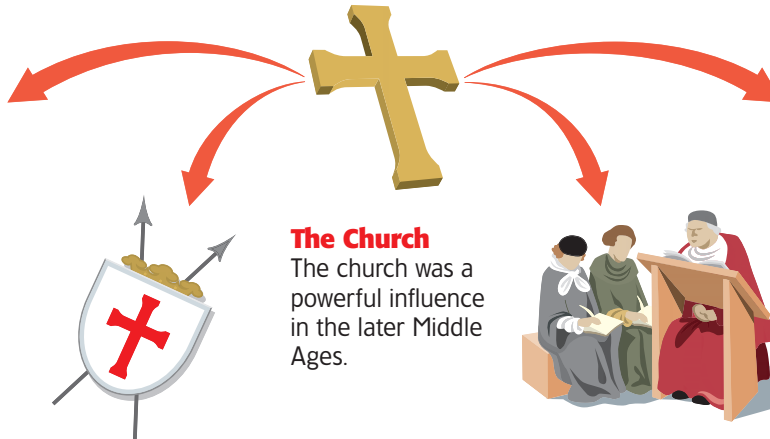*Use the visual summary below to help you review the main ideas of the chapter.*

QUICK FACTS

Government
The church and monarchy often worked together but sometimes were rivals.

Crusades
The pope called for Christians to retake the Holy Land.

The Church
The church was a powerful influence in the later Middle Ages.

Education and Society
The church helped guide learning and reacted to challenges to its authority.

Art and Architecture
Christianity inspired great forms of art and architecture.

Reviewing Vocabulary, Terms, and People

Match the words with their definitions.

1. excommunicate
2. religious order
3. Crusades
4. clergy
5. heresy
6. Thomas Aquinas
7. Magna Carta
8. Spanish Inquisition

a. church officials
b. punished non-Christians in Spain
c. religious ideas that oppose church teachings
d. an English document limiting the king's powers
e. cast out from the church
f. thought faith and reason could be used together
g. a group of people who dedicate their lives to religion, live together, and follow the same rules
h. wars fought to regain the Holy Land

Comprehension and Critical Thinking

SECTION 1 *(Pages 524–527)*

9. a. **Describe** What was the relationship between Charlemagne and the pope like?

   b. **Contrast** How did the opinions of popes like Gregory VII about power differ from those of kings like Henry IV?

   c. **Evaluate** Do you think conflict with kings strengthened or weakened medieval popes? Why?

SECTION 2 *(Pages 528–532)*

10. a. **Identify** What was the main goal of the Crusades?

    b. **Draw Conclusions** Why do you think the Crusades changed the relationships between Christians and other groups?

    c. **Evaluate** Which Crusade do you think was most successful? Which was least successful? Why?

SECTION 3 *(Pages 533–539)*

11. a. Describe How did Christianity shape art and education in the Middle Ages?

b. Analyze Why was Christianity so influential in so many areas of medieval life?

c. Elaborate How were the changes that took place in the medieval church related to its growing power and wealth?

SECTION 4 *(Pages 540–543)*

12. a. Describe What was the Black Death, and how did it affect Europe?

b. Make Inferences Why do some people consider Magna Carta to represent the beginning of democracy in England?

c. Predict How might Europe's history have been different if England had won the Hundred Years' War?

SECTION 5 *(Pages 546–549)*

13. a. Identify What were the results of the Reconquista?

b. Draw Conclusions Why were the Spanish and Portuguese Inquisitions so feared?

c. Elaborate Why do you think some Christians considered heresy such a threat?

Reviewing Themes

14. Religion In what ways did the Crusades demonstrate the power of the church in Europe?

15. Society and Culture How did the church affect the lives of ordinary people?

Using the Internet 21ST CENTURY

16. Activity: Evaluating Sources A challenge for anyone trying to understand the Middle Ages is evaluating the primary and secondary sources. Use your online book to rate the listed sources. Explain whether the source is a primary or secondary source, whether you think it is believable, and your reasoning.

↗ hmhsocialstudies.com

Reading Skills 21ST CENTURY

Stereotypes and Bias in History *The passage below is taken from a collection of stories called the* Decameron *by the Italian writer Boccaccio. In it, he describes the arrival of the Black Death in his home city of Florence. Read the passage and then answer the questions that follow.*

> "I say, then, that it was the year of the bountiful Incarnation of the Son of God, 1348. The mortal pestilence then arrived in the excellent city of Florence, which surpasses every other Italian city in nobility. Whether through the operations of the heavenly bodies, or sent upon us mortals through our wicked deeds by the just wrath of God for our correction, the plague had begun some years before in Eastern countries. It carried off uncounted numbers of inhabitants, and kept moving without cease from place to place. It spread in piteous fashion towards the West."

17. Do you think Boccaccio expresses any bias about the city of Florence in this passage?

18. Do any words or phrases in the passage indicate stereotypes or bias about the people of Florence?

Social Studies Skills

19. Understanding Transportation Maps Look at the map on page 550. Then describe the route taken by members of the First Crusade. Include information on directions traveled and method of transportation.

FOCUS ON WRITING

20. Writing Your Article Review your notes. Be sure you've identified the three people you think are the most important and why they're important. Now write an article explaining why these people were so important to Europe in the Middle Ages. Keep your article short: one or two sentences to introduce your topic, a sentence or two about each important person, and a one- or two-sentence conclusion.

DIRECTIONS: Read each question, and write the letter of the best response.

1

Population Change in Europe
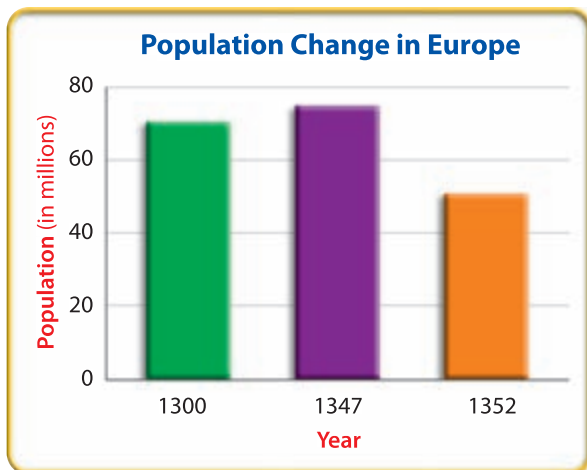
What historical event was responsible for the population trend shown in the graph?

A the Crusades

B the Black Death

C the Hundred Years' War

D the Spanish Inquisition

2 Which of the following had the *greatest* influence on the lives of most Europeans during the Middle Ages?

A towns and trade

B the king

C religion and the church

D universities

3 One reason the Crusades failed to conquer the Holy Land permanently was because

A the fighting was a long distance from Europe.

B Crusader armies had better weapons than the Muslims did.

C religion was not important to most Europeans.

D the power of the popes declined.

4 Which statement *best* describes the relationship between popes and kings during Europe's Middle Ages?

A Popes became more powerful than kings.

B Many popes became kings, and many kings became popes.

C Popes and kings often disagreed with each other.

D Kings had more power than popes did.

5 Before the Reconquista, most of the Iberian Peninsula was controlled by

A Spaniards.

B Portuguese.

C Crusaders.

D Muslims.

Connecting with Past Learnings

6 Muslim culture spread all the way to Spain through conquest and trade. Which culture spread across much of the ancient world in the same way?

A Japanese

B Harappan

C Roman

D Sumerian

7 Magna Carta helped introduce democratic ideas to England. The first democracy in the ancient world arose in

A Greece.

B China.

C India.

D Rome.

THE CRUSADES

CRESCENT & THE CROSS

Fought over nearly two centuries, the Crusades were a violent struggle between soldiers of two religions. In a series of nine wars, European Christians battled Turkish and Arabic Muslims for control of the city of Jerusalem and the surrounding areas, considered sacred by both religions. Thousands died in the fighting—both soldiers and civilians—and whole cities were destroyed. The brutality of the Crusades created strong feelings of resentment between Christians and Muslims. This resentment lingered for centuries after the wars themselves had ended.

Explore the causes, events, and results of the Crusades online. You can find a wealth of information, video clips, primary sources, activities, and more at ⬈ hmhsocialstudies.com.

Siege of Jerusalem

Watch the video to learn how the Christian army captured Jerusalem from the Turks in 1099.

The First Four Crusades

Explore the map to see the different routes followed by Crusaders from Europe to the Holy Land.

Defeat of the Crusaders

Watch the video to understand how Muslim leaders rallied after the Second Crusade to drive Christians out of the Holy Land.

The Renaissance and Reformation

Essential Question What political and economic changes led to the Renaissance?

What You Will Learn...

In this chapter, you will learn how the Renaissance changed thinking in Europe and led to the Reformation. The Renaissance began in Italy's great trading cities, like Venice and Florence.

FOCUS ON WRITING

A Book Jacket You work at a publishing company, and you've been asked to design a book jacket for a book about the Renaissance and Reformation. As you read this chapter, consider which main ideas and important details you should include in the description on the back page, which image you might pick for the front, and what you should call the book.

CHAPTER EVENTS

1200

WORLD EVENTS

1271 Marco Polo travels to China.

1201 The Fourth Crusade begins.

Venice, shown above, is an island
city crisscrossed with canals, so its
"streets" are actually waterways.

c. 1450
Gutenberg
develops
his printing
press.

1517
Martin Luther
announces
his 95 Theses
criticizing the
Catholic Church.

1648
The Thirty
Years' War
ends.

1350

1500

1650

1368
The Ming dynasty
begins in China.

1453
The Ottomans
conquer
Constantinople.

1537
Spanish conquis-
tadors conquer
the Inca Empire.

1603
The Tokugawa
shoguns come to
power in Japan.

Reading Social Studies

Focus on Themes This chapter takes you into Italy in the 1300s to 1600s. At that time scholars, artists, and scientists built on classical Greek and Roman roots to make new advances in **society and culture** and the arts. You will read how Italy's **geographical** location, along with the invention of the printing press and the reopening of routes between China and Europe made the Renaissance a worldwide event with effects far beyond Italy.

Greek and Latin Word Roots

Focus on Reading During the Renaissance, scientists and scholars became interested in the history and languages of ancient Greece and Rome. Many of the words we use every day are based on words spoken by people in these ancient civilizations.

Common roots The charts below list some Greek and Latin roots found in many English words. As you read the charts, try to think of words that include each root. Then think about how the words' meanings are related to their roots.

Common Latin Roots		
Root	**Meaning**	**Sample words**
-aud-	hear	audience, audible
liter-	writing	literature, literary
re-	again	repeat, redo
-script-	write	script, manuscript
sub-	below	submarine, substandard
trans-	across	transport, translate

Common Greek Roots		
Root	**Meaning**	**Sample words**
anti-	against	antifreeze, antiwar
astr-	star	asteroid, astronaut
-chron-	time	chronicle, chronology
dia-	across, between	diagonal, diameter
micr-	small	microfilm, microscope
-phono-	sound	telephone, symphony

You Try It!

Each of the following sentences is taken from the chapter you are about to read. After you've read the sentences, answer the questions at the bottom of the page.

Getting to the Root of the Word

1. Many Italian writers contributed great works of <u>literature</u> to the Renaissance. (*p. 562*)
2. As Protestantism spread in the later 1500s and 1600s, Catholic leaders <u>responded</u>. (*p. 572*)
3. They studied <u>astronomy</u> to learn about the sun, stars, and planets. (*p. 566*)
4. In 1456 Gutenberg printed the Bible in Latin. It was later <u>translated</u> and printed in other languages. (*p. 566*)
5. Also, parallel lines, such as on floor tiles, are drawn <u>diagonally</u>. (*p. 563*)

Answer the following questions about the underlined words. Use the Common Roots charts on the opposite page for help.

1. Which of the underlined words has a root word that means "writing?" How does knowing the root word help you figure out what the word means?

2. What does the root word *astr-* mean? How does that help you figure out the meaning of *astronomy?*

3. In the second sentence, what do you think *responded* means? How could this be related to the root *re-?*

4. What's the root word in *translated?* What does *translated* mean? How is that definition related to the meaning of the root word?

5. What does the word *diagonally* mean? How is that meaning related to the meaning of *dia-?*

6. How many more words can you think of that use the roots in the charts on the opposite page? Make a list and share it with your classmates.

Key Terms and People

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

classical (*p. 562*)
affect (*p. 566*)
agreement (*p. 575*)

As you read Chapter 19, be on the lookout for words with Greek and Latin root words like those listed in the chart on the opposite page. Use the chart to help you figure out what the words mean.

The Italian Renaissance

If YOU were there...

You are a historian living in Florence, Italy, in the late 1300s. In your writing you describe the wonders of your city today. But the place was very different only about 50 years ago. At that time, the Black Death was sweeping through the city. In fact, your own grandfather was killed by the terrible disease. Some 50,000 of the city's other citizens also died from the plague. Now, though, Florence is known for its beauty, art, and learning.

How did your city change so quickly?

BUILDING BACKGROUND By the late 1300s the Black Death's horrors had passed. Europeans could worry less about dying and concentrate more on living. They wanted to enjoy some of life's pleasures—art, literature, and learning. Increased trade with faraway lands would help spark new interest in these activities.

Trade with Asia

It seems strange that the Black Death had any positive results, but that is what happened. Though the death toll was terrible, the disease didn't damage farmland, buildings, ships, machines, or gold. People who survived used these things to raise more food and make new products. Wages rose as workers, now in short supply, demanded higher pay. Europe's economy began to grow again.

As more goods became available, prices went down. Trade increased, and new products appeared in the markets. Some of these goods came from thousands of miles away. To learn how these items ended up in Europe, we need to go back in time.

The Silk Road Reopens

The Chinese and Romans did business together from about AD 1 to 200. Products moved between East and West along the Silk Road. This was a caravan route that started in China and ended at the
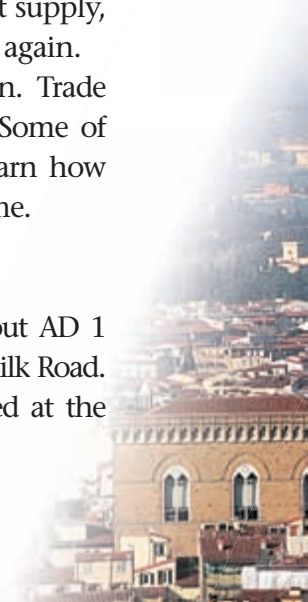
Mediterranean Sea. When the Roman Empire and the Han dynasty fell, soldiers no longer protected travelers. As a result, use of the Silk Road declined. Then in the 1200s the Mongols took over China. They once again made the roads safer for travelers and traders. Among these traders were a remarkable man from Venice named **Marco Polo** and his family.

The Polos traveled from Europe to China, where they saw many amazing things, such as paper money, and coal used for fuel. In China they also met with the Mongol emperor Kublai Khan. He invited them to stay in his court and made Marco Polo a government official. The Polos spent 20 years in Asia before returning to Venice. There, a writer helped Polo record his journey. Polo's descriptions made many Europeans curious about Asia. People began to desire Asian goods, and trade between Asia and Europe grew. Italian merchants organized much of this trade.

Trade Cities in Italy

By the 1300s four northern Italian cities had become trading centers—Florence, Genoa (JEN-uh-wuh), Milan (muh-LAHN), and Venice. These cities bustled with activ-

ity. Shoppers there could buy beautiful things from Asia. Residents could meet strangers from faraway places and hear many languages on the streets.

Italian cities played two important roles in trade. One role was as ports on the Mediterranean Sea. Venice and Genoa were the main port cities. Merchant ships brought spices and other luxuries from Asia into the cities' harbors. Merchants then shipped the goods all across Europe.

Florence was a banking and trade center. The city's wealthy leaders used their money to beautify the city with impressive buildings and art.

Major Trading Cities

Legend:
- Florence
- Genoa
- Milan
- Naples
- Papal States
- Venice

0   50   100 Miles
0   50   100 Kilometers

Milan, Po River, Venice, Genoa, Pisa, Florence, Adriatic Sea, Tiber River, Corsica, Rome, Naples, Sardinia, Tyrrhenian Sea, Mediterranean Sea, Sicily, Ionian Sea

GEOGRAPHY SKILLS | **INTERPRETING MAPS**

1. **Location** In what part of Italy are all four major trading cities located?
2. **Place** Geographically, how do Genoa and Venice differ from the other two major trading cities?

Florence

A market in Florence buzzes with activity in this scene showing what Florence may have looked like in the 1400s.

Merchants traded goods from Europe and Asia in the city's markets.

Cloth was a major trade good in Florence.

Bankers kept detailed records of their investments.

The other role was as manufacturing centers. Each city specialized in certain crafts. Venice produced glass. In Milan workers made weapons and silk. Florence was a center for weaving wool into cloth. All of this economic activity put more money in merchants' pockets. Some Italian merchant families became incredibly wealthy. Eventually, this wealth would help make Italy the focus of European culture. How did this happen?

Florence

THE IMPACT TODAY

Bankers in Florence during this time developed a bookkeeping system that is still used today.

One city—Florence—stands out as an example of the great trade and wealth coming into Italy during the 1300s. Florence's wealth began with the wool trade, but banking increased that wealth. Bankers in Florence kept money for merchants from all over Europe. The bankers also earned money by making loans and charging interest. Interest is a fee that lenders charge people who borrow money from them. This fee is usually a certain percentage of the loan.

The greatest of the Florence bankers were the Medici (MED-i-chee) family. In the early 1400s they were the richest family in the city. Their fortune gave the Medicis political power too. You see, in most big Italian cities, a single rich family controlled the government. The head of the family ruled the city. By 1434 Cosimo de' Medici (KOH-zee-moh day MED-i-chee) ruled Florence.

Cosimo de' Medici wanted Florence to be the most beautiful city in the world. He hired artists to decorate his palace. He also paid architects to redesign many of Florence's buildings.

Cosimo de' Medici also valued education. After all, his banks needed workers who could read, write, and understand math.

City leaders hired architects and artists to create beautiful buildings like this famous church called the Duomo.

Visitors to Florence helped spread Renaissance ideas throughout Europe.

To improve education, he built libraries and collected books. Under the Medicis, Florence became the center of Italian art, literature, and culture. In other Italian cities, rich families tried to outdo each other in their support of the arts and learning.

Beginning of the Renaissance

This love of art and education was a key feature of a time we call the Renaissance (re-nuh-SAHNS). The word ***Renaissance*** means "rebirth" and refers to the period that followed Europe's Middle Ages.

What was being "reborn"? Interest in art and literature revived, especially in ancient Greek and Roman works. Appreciation also developed for the importance of people as individuals. These ideas were very different from those of the Middle Ages.

READING CHECK **Summarizing** How did trade lead to the Renaissance in Italy?

Italian Writers and Artists

New ways of thinking emerged during the Renaissance. At the same time, the period brought a renewed emphasis on the past. These trends inspired Italian writers and artists to produce many brilliant works.

Sources of Inspiration

During the Middle Ages, most thinkers in Europe had devoted themselves to religious study. By the 1300s, however, scholars had begun to broaden their interests. They studied poetry, history, art, and the Greek and Latin languages. Together, these subjects are known as the humanities because they explore human activities rather than the physical world or the nature of God. The study of the humanities led to a movement called **humanism**, a way of thinking and learning that stresses the importance of human abilities and actions.

FOCUS ON READING

What word in this paragraph, besides *Renaissance*, uses a Latin root that means "again"? How does the meaning of the word reflect the meaning of the Latin root?

BOOK
The Prince

In The Prince, *Machiavelli offers advice for rulers on how to stay in power. In this famous passage, he explains why in his view it is better for rulers to be feared than to be loved.*

❝A controversy has arisen about this: whether it is better to be loved than feared, or vice versa. My view is that it is desirable to be both loved and feared; but it is difficult to achieve both and, if one of them has to be lacking, it is much safer to be feared than loved . . . For love is sustained by a bond of gratitude which, because men are excessively self–interested, is broken whenever they see a chance to benefit themselves. But fear is sustained by a dread of punishment that is always effective.❞

ANALYSIS SKILL **ANALYZING PRIMARY SOURCES**

Do you think that Machiavelli gave good advice in this passage? Why or why not?

This interest in the humanities was linked to the rediscovery of ancient writings. In the 1300s Turks conquered much of the Byzantine Empire. Scholars seeking to escape the Turks fled to Italy. With them they carried rare works of literature.

Many of the works they brought to Italy were ancient **classical** writings, such as works by Greek thinkers. Scholars were excited by the return of these writings and went looking for ancient Latin texts too. They found many in monasteries, where monks had preserved works by Roman writers. As scholars rediscovered the glories of Greece and Rome, they longed for a renewal of classical culture.

Renaissance artists and architects were also drawn to the past. Classical statues and ruins of Roman buildings still stood in Italy. These ancient ruins and statues inspired painters and sculptors.

ACADEMIC VOCABULARY

classical referring to the cultures of ancient Greece or Rome

Italian Writers

Many Italian writers contributed great works of literature to the Renaissance. The earliest was the politician and poet **Dante Alighieri** (DAHN-tay ahl-eeg-YEH-ree). Before Dante, most medieval authors had written in Latin, the language of the church. Dante wrote in Italian, which was the common language of the people. This showed that he considered Italian, the people's language, to be as good as Latin.

A later Italian writer, **Niccolo Machiavelli** (neek-koh-LOH mahk-yah-VEL-lee), was also a politician. In 1513 he wrote a short book called *The Prince*. It gave leaders advice on how they should rule.

Machiavelli didn't care about theories or what *should* work. He was only interested in what really happened in war and peace. He argued that to be successful, rulers had to focus on the "here and now," not on theories. Machiavelli thought that rulers sometimes had to be ruthless to keep order. In this way, Machiavelli serves as a good example of Renaissance interest in human behavior and society.

Two Masters

Michelangelo
1475–1564

Michelangelo produced some the most famous works of art in world history. Like many of his masterpieces, his powerful statue of the Hebrew king David and his remarkable painting for the Sistine Chapel (both at right) were created for the Roman Catholic Church.

Italian Art and Artists

During the Renaissance, Italian artists created some of the most beautiful paintings and sculptures in the world. Ideas about the value of human life affected the art of the time. Artists showed people in a more realistic way than medieval artists had done. Renaissance artists studied the human body and drew what they saw. However, because artists often used classical statues as their guides, many of the human beings they drew were as perfect as Greek gods.

Artists also used a new technique called perspective—a way of showing depth and distance on a flat surface. Perspective is created by various means. For example, people in the background of a painting are shown smaller than people in the front. Sharper colors are used for objects seen up close, while distant images are made to look hazier. Also, parallel lines, such as on floor tiles, are drawn diagonally. This is another way to give the illusion of distance between the people or objects shown.

Two Masters

There were several great Italian Renaissance artists. But two stand out above the rest. Each is an example of what we call a Renaissance person—someone who can do practically anything well.

One of these great Italian masters was **Michelangelo** (mee-kay-LAHN-jay-loh). He had many talents. Michelangelo designed buildings, wrote poetry, carved sculptures, and painted magnificent pictures. Perhaps his most famous work is a painting that covers the ceiling of the Sistine Chapel in the Vatican. The muscular human figures in this immense painting remind the viewer of Greek or Roman statues.

The true genius of the Renaissance was **Leonardo da Vinci**. In addition to being an expert painter, Leonardo was a sculptor, architect, inventor, engineer, town planner, and mapmaker. Both nature and technology fascinated Leonardo. Detailed drawings of plants, animals, and machines fill the sketchbooks that he left behind.
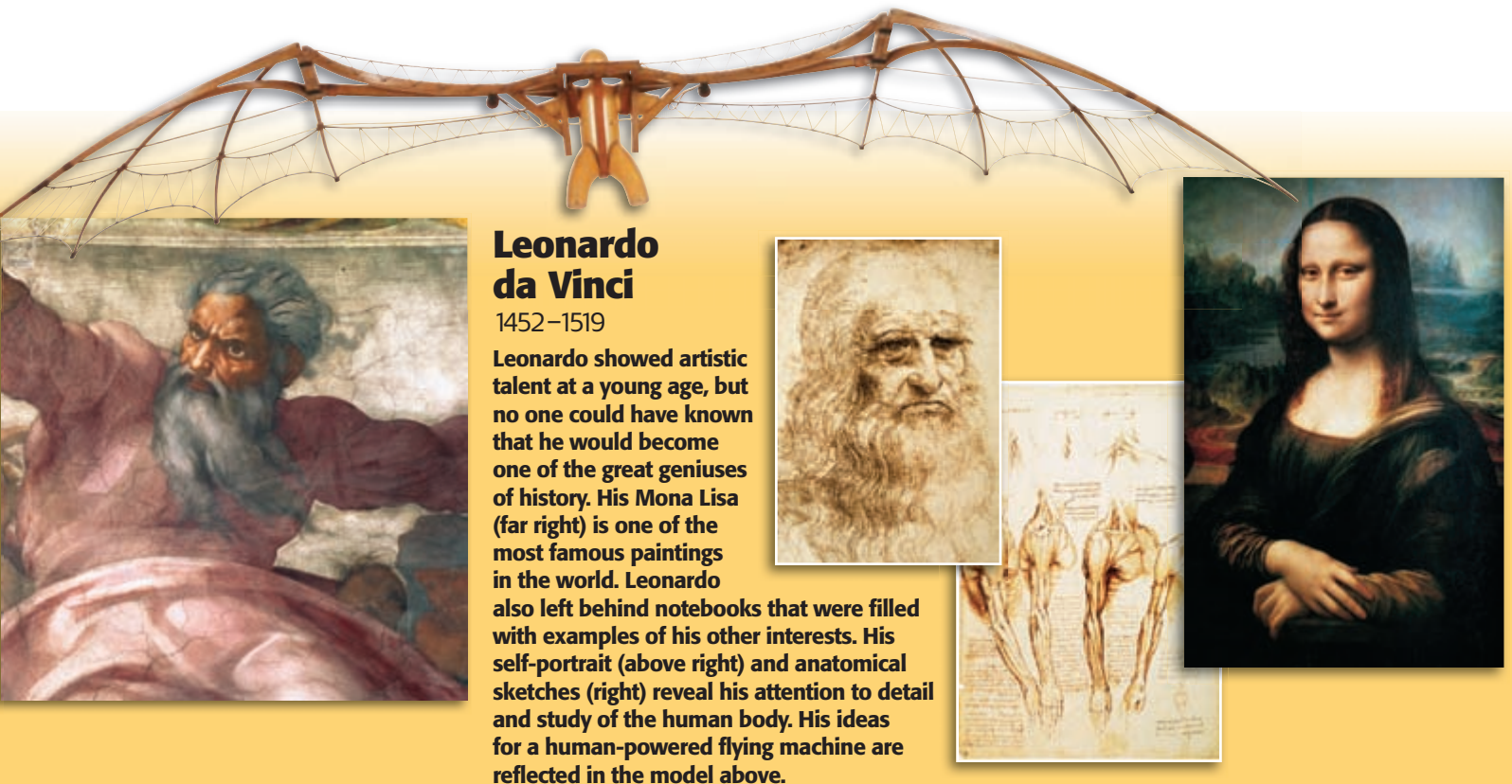
Leonardo da Vinci
1452–1519

Leonardo showed artistic talent at a young age, but no one could have known that he would become one of the great geniuses of history. His Mona Lisa (far right) is one of the most famous paintings in the world. Leonardo also left behind notebooks that were filled with examples of his other interests. His self-portrait (above right) and anatomical sketches (right) reveal his attention to detail and study of the human body. His ideas for a human-powered flying machine are reflected in the model above.

Renaissance Art

Renaissance art was very different from medieval art. Renaissance artists used new techniques to make their paintings more realistic.

How are these two paintings similar and different?

The people in this painting appear larger and have more detail than the mountains in the distance, creating a sense of depth.

Artists in the Middle Ages didn't use perspective, so their art looked flat.

To make his art more real, Leonardo studied anatomy, the structure of human bodies. He also showed human emotions in his work. His famous portrait of Mona Lisa, for example, shows the lady smiling.

READING CHECK **Summarizing** Who were some of the great Renaissance writers and artists?

SUMMARY AND PREVIEW Changes in Italy led to the beginning of an era called the Renaissance. During the late 1300s, a great rebirth of art, literature, and learning occurred in Italy. In the next section, you will learn how Renaissance ideas changed as they spread across Europe.

Section 1 Assessment

Reviewing Ideas, Terms, and People

1. **a. Identify** Who was **Marco Polo** and how was he influential?
   b. Analyze Why were the four major trade cities of Italy important economically?
   c. Elaborate How did the city of Florence rise to its position of fame?
2. **a. Describe** What sources inspired Renaissance artists and scholars?
   b. Compare Which artist would you rather have met in real life—**Michelangelo** or **Leonardo da Vinci**? What is the reason for your choice?
   c. Evaluate Why do you think **Dante Alighieri** chose to write in Italian, rather than Latin, the language used by most scholars?

Critical Thinking

3. **Sequencing** Draw a diagram like the one below. Using your notes, put the events in the correct order.

| The Renaissance begins. | → | Rich merchants support cultural activities. | → | Trade between Europe and Asia increases. |

FOCUS ON WRITING

4. **Finding Key Details** The main idea of this section might be stated, "Due to contact with Asia and the wealth that resulted from trade, the Renaissance began in Italy." Write this main idea in your notebook. What key details in this section support this idea? Write them in your notebook as well.

The Renaissance beyond Italy

If YOU were there...

You are a student from Holland, studying law at the university in Bologna, Italy. Life in Renaissance Italy is so exciting! You've met artists and writers and learned so much about art and literature. You can hardly wait to tell people at home about everything you've learned. But now a lawyer in Bologna has offered you a chance to stay and work in Italy.

Will you stay in Italy or return to Holland?

BUILDING BACKGROUND By the late 1400s the Renaissance spirit was spreading from Italy to other parts of Europe. Artists, writers, and scholars came to Italy to study. Then they taught others what they had learned and brought paintings and sculptures from Italy back home. They also picked up new ideas. Soon, printing and books made these new ideas available to even more people.

Advances in Science and Education

Many of the texts rediscovered in the 1300s dealt with science. Europeans could once again read works by ancient scientists in the original Greek. After learning from these works, Renaissance scholars went on to make their own scientific advances.

Mathematics and the Sciences

Some Renaissance scientists thought mathematics could help them understand the universe. They studied ancient math texts and built on the ideas in them. In the process, they created many of the symbols we use in math today. These include the symbols for the square root ($\sqrt{}$) and for positive (+) and negative (-) numbers.

Advances in mathematics led to advances in other fields of science. Engineers and architects, for example, used new mathematical formulas to design ways to strengthen buildings.

What You Will Learn...

Main Ideas

1. During the Renaissance, advances in science and education were made.
2. New ideas from the Renaissance spread across Europe through the development of paper, printing, and new universities.

The Big Idea

The Renaissance spread far beyond Italy, and as it spread, it changed.

Key Terms and People

Petrarch, *p. 566*
Johann Gutenberg, *p. 566*
Christian humanism, *p. 567*
Desiderius Erasmus, *p. 567*
Albrecht Dürer, *p. 568*
Miguel de Cervantes, *p. 568*
William Shakespeare, *p. 568*

hmhsocialstudies.com
TAKING NOTES

Use the graphic organizer online to describe the ideas, art, and literature of the Renaissance outside of Italy.

Other Renaissance scientists wanted to know more about the sky and what was in it. They studied astronomy to learn about the sun, stars, and planets. Through their efforts, Renaissance scientists learned that the earth moves around the sun.

Changes in Education

During the Renaissance, students continued to study religious subjects, but they learned about the humanities as well. History became especially important. The Renaissance scholar **Petrarch** (PE-trahrk) warned against ignoring history:

> "O inglorious age! that scorns antiquity, its mother, to whom it owes every noble art … What can be said in defense of men of education who ought not to be ignorant of antiquity [ancient times] and yet are plunged in … darkness and delusion?"
> —Francesco Petrarch, from a 1366 letter to Boccaccio

Petrarch's ideas would **affect** education for many years. Education and new ways of spreading information would take the Renaissance far beyond Italy.

READING CHECK **Summarizing** What fields of study advanced during the Renaissance?

The Spread of New Ideas

Travelers and artists helped spread Renaissance ideas throughout Europe. But the development of printing played a giant role. It allowed thousands of people to read books for the first time ever.

Paper and Printing

Papermaking spread from China to the Middle East, and then to Europe. Several European factories were making paper by the 1300s. Cheaper and easier to prepare, paper soon replaced the processed animal skins on which people had written before.

In the mid-1400s a German named **Johann Gutenberg** (GOOT-uhn-berk) developed a printing press that used movable type. That is, each letter was on a separate piece of metal. A worker fitted letters into a frame, spread ink on the letters, and then pressed a sheet of paper against the letters. An entire page was printed at once. The worker could then rearrange the letters in the frame to create a new page.

In 1456 Gutenberg printed the Bible in Latin. It was later translated and printed

Time Line

## Printing in Europe

1000 Printing has not developed in Europe yet. Books are copied by hand, usually by monks.

c. 1455 Johann Gutenberg develops the printing press. It uses movable type, which makes the mass production of books possible and allows ideas to spread more quickly.

1000

1300

1300s Factories in Europe begin making paper using techniques introduced from Asia.
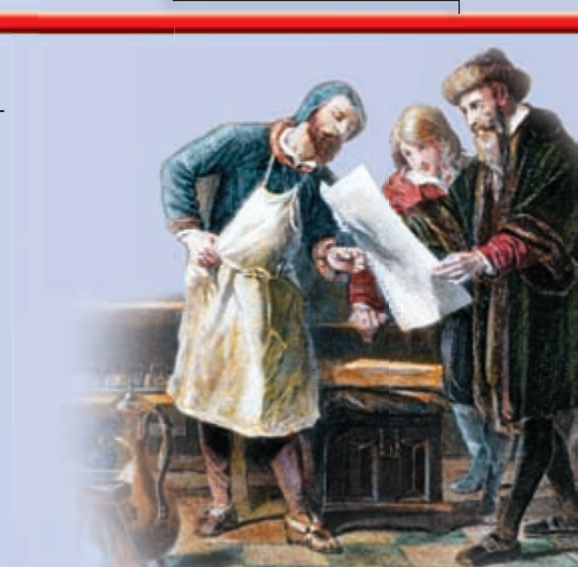
in other languages. As the Bible became increasingly available, more people learned to read. They then wanted more education.

New Universities

Students from around Europe traveled to Italy to study. At Italian universities, they picked up humanist ideas, which they took back to their own countries.

Over time, new universities opened in France, Germany, and the Netherlands. Because they were set up by humanists, Renaissance ideas about the value of individuals spread throughout Europe.

Although only men could attend universities, many noble families in Italy educated their daughters at home. Some of these women married nobles from other parts of Europe and became influential. They used their positions to encourage the spread of Renaissance ideas in the lands that their husbands ruled.

The Northern Renaissance

As humanism spread into northern Europe, it took on a more religious form. Scholars there focused on the history of Christianity, not Greece or Rome. This **Christian humanism** was a blend of humanist and religious ideas.

Many northern scholars came to feel that the church was corrupt and did not follow Jesus's teachings. A Dutch priest named **Desiderius Erasmus** (des-i-DEER-ee-uhs i-RAZ-mus) was the most important voice for reform. Erasmus criticized corrupt clergy and wanted to get rid of some church rituals that he considered meaningless. Instead of rituals, he emphasized devotion to God and the teachings of Jesus.

Northern Europeans also brought key changes to Renaissance art. For example, they used a more realistic style than Italian artists did. People in northern paintings don't look like Greek gods. Instead, they are more lifelike, with physical flaws. Northern artists also worked on a broader range of subjects. Many painted scenes of daily life, rather than the biblical scenes and classical myths favored by Italian artists.

One of the most famous artists of the northern Renaissance was a gifted German.

The letters used in movable type are arranged in a frame to make a page. The letters can later be reused for different pages.

1500

1700

1900

1500s and 1600s
Gutenberg's printing press helps spread new political, artistic, and religious ideas throughout Europe.

1800s Steam engines are added to presses, making printing faster and cheaper.

ANALYSIS SKILL READING TIME LINES

From where was paper making introduced into Europe?

567

William Shakespeare
1564–1616

Many people consider William Shakespeare the greatest playwright of all time. His plays are still hugely popular around the world. Shakespeare was such an important writer that he even influenced the English language. He invented common phrases such as *fair play* and common words such as *lonely*. In fact, Shakespeare is probably responsible for more than 2,000 English words.

Drawing Inferences How do you think Shakespeare invented new words and phrases?

His name was **Albrecht Dürer** (AWL-brekt DYUR-uhr). Dürer studied anatomy so that he could paint people more realistically. He showed objects in great detail. Dürer is most famous for his prints. A print is a work of art that is reproduced from an original.

Literature beyond Italy

Writers in other countries besides Italy also included Renaissance ideas in their works. Like Dante, they wrote in the languages of their home countries. In Spain **Miguel de**

Cervantes (mee-GEL day ser-VAHN-tays) wrote *Don Quixote* (kee-HOH-tay). In this book Cervantes poked fun at the romantic tales of the Middle Ages. Like many writers of his day, Cervantes thought that his own time was much better than the Middle Ages.

Many readers consider **William Shakespeare** the greatest writer in the English language. Although he also wrote poems, Shakespeare is most famous for his plays. He wrote more than 30 comedies, tragedies, and histories. London audiences of the late 1500s and early 1600s packed the theatre to see his works performed. Ever since then, people have enjoyed Shakespeare's language and his understanding of humanity.

READING CHECK **Analyzing** How did travel and marriage spread Renaissance ideas?

SUMMARY AND PREVIEW The development of paper, the printing press, and new universities helped spread the Renaissance beyond Italy. Northern artists and writers altered Renaissance ideas. Next, you will learn about new religious ideas that swept through Europe at about the same time.

Section 2 Assessment

Reviewing Ideas, Terms, and People

1. **a. Identify** Name and explain the importance of one Renaissance achievement in mathematics and one achievement in astronomy.
   **b. Evaluate** Why do you think **Petrarch** placed so much emphasis on the study of history during the Renaissance?
2. **a. Describe** Which two inventions helped spread the Renaissance beyond Italy?
   b. Analyze What position did **Desiderius Erasmus** take on the subject of church rituals?
   c. Evaluate Why have the works of **William Shakespeare** remained so popular around the world for centuries?

Critical Thinking

3. **Comparing and Contrasting** Using your notes from this section and the previous one, compare and contrast the Italian Renaissance and the Northern Renaissance. Use a diagram like this one.

   Italian Renaissance — Similarities — Northern Renaissance
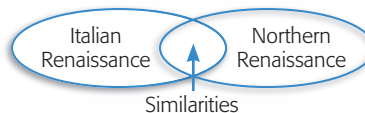
FOCUS ON WRITING

4. **Finding the Main Idea** You already wrote a list of details to support a main idea. Now find the main idea of this section. Write a sentence that states that main idea. Then write the details that support it.

The Reformation of Christianity

If YOU were there...

You live in a small town in Germany in the 1500s. The Catholic Church has a lot of influence here. Often, church officials clash with local nobles over who has the final say in certain political issues. The church also demands that the nobles pay high taxes. Lately, however, a local priest has been openly criticizing church leaders. He wants to make some changes.

How do you think the nobles will respond to him?

BUILDING BACKGROUND By the early 1500s Renaissance ideas had caused many Europeans to view their lives with a more critical eye. They thought their lives could be changed for the better. One area that some people thought needed improvement was religion.

Reformers Call for Change

By the late Renaissance some people had begun to complain about problems in the Catholic Church. They called on its leaders to end corruption and focus on religion. Their calls led to the **Reformation**, a reform movement against the Roman Catholic Church.

Unpopular Church Practices

Those who wanted to reform the church had many complaints. Some thought that priests and bishops weren't religious anymore. Others felt that the pope was too involved in politics, neglecting his religious duties. Many thought the church had grown too rich. The Roman Catholic Church had become one of the richest institutions in Europe because it didn't have to pay taxes.

Many people objected to the ways the church earned its money. One common method was the sale of indulgences. An indulgence was a document given by the pope that excused a person from penalties for the sins that he or she had committed.

What You Will Learn...

Main Ideas

1. Reformers called for change in the Catholic Church, but some broke away to form new churches.
2. The Catholic Reformation was an attempt to reform the church from within.
3. The political impact of the Reformation included religious wars and social change.

The Big Idea

Efforts to reform the Roman Catholic Church led to changes in society and the creation of new churches.

Key Terms and People

Reformation, *p. 569*
Martin Luther, *p. 570*
Protestants, *p. 570*
John Calvin, *p. 571*
Catholic Reformation, *p. 572*
Jesuits, *p. 572*
federalism, *p. 575*

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TAKING NOTES

Use the graphic organizer online to take notes on efforts to reform the Catholic Church, both by Protestants—people who broke away from the church—and by Catholics.

According to the church, an indulgence reduced the time that a person would serve in purgatory. In Catholic teachings, purgatory was a place where souls went to make up for their sins before they went to heaven. Many Christians thought that by selling indulgences, the church was letting people buy their way into heaven.

Martin Luther

By the early 1500s scholars in northern Europe were calling for church reforms. On October 31, 1517, a priest named **Martin Luther** added his voice to the call for reform. He nailed a list of complaints about the church to the door of a church in Wittenberg (VIT-uhn-berk) in the German state of Saxony. Luther's list is called the Ninety-Five Theses (THEE-seez). Thanks to the newly invented printing press, copies of this list spread to neighboring states.

Luther's complaints angered many Catholics. Pope Leo X called Luther a heretic and excommunicated him. Germany's ruler, the Holy Roman Emperor, ordered Luther to appear before a diet, or council of nobles and church officials, in the German city of Worms (VOHRMS). The emperor called Luther an outlaw and ordered him to leave the empire. But one noble secretly supported Luther and helped him to hide from the emperor.

Luther's ideas eventually led to a split in the church. Those who protested against the Roman Catholic church became known as **Protestants** (PRAH-tuhs-tuhnts). Those Protestants who followed Luther's teachings were specifically known as Lutherans.

Luther taught that anyone could have a direct relationship with God. They didn't need priests to talk to God for them. This idea is called the priesthood of all believers.

Martin Luther's Message

When Martin Luther nailed his Ninety-Five Theses to a church door in Wittenberg, Germany, the Reformation began. Soon, others unhappy with church practices also began to criticize the church.

BIOGRAPHY

Martin Luther
1483–1546

Martin Luther is credited with starting the Reformation, but he never wanted to leave the Catholic Church. He just wanted to correct what he saw as the church's mistakes. After he was excommunicated, Luther began to depart more and more from church teachings. For example, although the Roman Catholic Church didn't let priests get married, Luther married a former nun in 1525. Still, as an old man Luther regretted that his actions had caused a split in the church.

Drawing Inferences Why do you think Luther regretted causing a split in the church?

It challenged the traditional structure and power of the church. But Luther encouraged people to live as the Bible, not priests or the pope, said.

To help people understand how God wanted them to live, Luther translated the Bible's New Testament into German, his native language. For the first time many Europeans who didn't know Greek or Latin could read the Bible for themselves. In addition to translating the Bible, Luther wrote pamphlets, essays, and songs about his ideas, many of them in German.

Many German nobles liked Luther's ideas. They particularly supported Luther's position that the clergy should not interfere with politics. Because these nobles allowed the people who lived on their lands to become Lutheran, the Lutheran Church soon became the dominant church in most of northern Germany.

Other Reformers

Even before Luther died in 1546, other reformers across Europe had begun to follow his example. William Tyndale (TIN-duhl), an English professor, thought that everyone should be able to read and interpret the Bible. This belief went against the teachings of the Catholic Church, which held that only the clergy could interpret the Bible. When Tyndale translated the Bible into English, Catholic authorities had him executed.

A more influential reformer than Tyndale was **John Calvin**. One of Calvin's main teachings was predestination, the idea that God knew who would be saved even before they were born. Nothing people did during their lives would change God's plan. However, Calvin also thought that it was important to live a good life and obey God's laws.

THE IMPACT TODAY

Many of the songs Luther wrote are still sung in Protestant churches around the world.

Primary Source

HISTORIC DOCUMENT
Luther's Ninety-Five Theses

In Wittenberg, nailing documents to the church door was a common way of sharing ideas with the community. The Ninety-Five Theses Martin Luther posted, however, created far more debate than other such documents. The items listed here, selected from Luther's list, argued against the sale of indulgences.

Luther thought that only God—not the pope—could grant forgiveness.

Luther thought buying indulgences was useless.

(5) The pope will not, and cannot, remit [forgive] other punishments than those which he has imposed by his own decree [ruling] or according to the canons [laws].

(21) Therefore, those preachers of indulgences err [make a mistake] who say that, by the pope's indulgence, a man may be exempt from all punishments, and be saved.

(30) Nobody is sure of having repented [been sorry] sincerely enough; much less can he be sure of having received perfect remission of sins.

(43) Christians should be taught that he who gives to the poor, or lends to a needy man, does better than buying indulgences.

(52) It is a vain and false thing to hope to be saved through indulgences, though the commissary [seller]—nay, the pope himself—was to pledge his own soul therefore.

—Martin Luther, *Ninety-Five Theses*

ANALYSIS SKILL **ANALYZING PRIMARY SOURCES**

Why did Martin Luther argue against the sale of indulgences?

John Calvin
1509–1564

Calvin was probably the most influential figure of the Reformation after Luther. Through his writings and preaching, Calvin spread basic Reformation ideas such as the right of the common people to make church policy. Unlike many other religious leaders, Calvin didn't think that the pursuit of profits would keep businesspeople from being saved. This idea would eventually help lead to the growth of capitalism.

Making Inferences Why might Calvin's economic ideas have been popular with the people of Geneva?

In 1541 the people of Geneva, Switzerland, made Calvin their religious and political leader. He and his followers, called Calvinists, passed laws to make people live according to Calvin's teachings. Calvin hoped to make Geneva an example of a good Christian city.

In England the major figure of the Reformation was King Henry VIII. Henry asked the pope to officially end his marriage, but the pope refused. Furious, Henry decided that he was not going to obey the pope anymore. In 1534 he declared himself the head of a new church, called the Church of England, or Anglican Church.

Henry broke from the Catholic Church for personal reasons, not religious ones. As a result, he didn't change many church practices. The rituals and beliefs of the Anglican Church stayed very much like those of the Catholic Church. But Henry's actions opened the door for other Protestant beliefs to take hold in England.

THE IMPACT TODAY

The Jesuit Order runs Catholic schools and universities all around the world.

READING CHECK **Summarizing** What were Martin Luther's main religious teachings?

The Catholic Reformation

As Protestantism spread in the later 1500s and 1600s, Catholic leaders responded. Their effort to stop the spread of Protestantism and to reform the Catholic Church from within was known as the **Catholic Reformation**, or the Counter-Reformation.

Catholic Culture in Spain

Even before the Catholic Reformation, Spain's rulers had been battling to drive non-Catholics from their lands. In 1492 the king and queen defeated the last Muslim forces in Spain. They then forced all Muslims and Jews remaining in the country to convert to Catholicism.

The Spanish monarchs also ordered the Spanish Inquisition to find and punish any Muslims or Jews who had converted to Catholicism but still secretly kept their old beliefs.

The Inquisition was ruthless in carrying out this duty. It later sought out Protestants. Once the Inquisition had punished all Muslim, Jewish, and Protestant believers, Spain's Catholic Church had no opposition.

Catholic Reforms

In other parts of Europe, Catholic leaders were responding to the criticisms of Protestants. Catholic reformers created new religious orders, or communities, in southern Europe. These orders wanted to win people back to the Catholic Church.

The first of the new orders was founded in 1534 by a Spanish noble, Saint Ignatius (ig-NAY-shuhs) of Loyola. This new order was the Society of Jesus, or the Jesuits. The **Jesuits** were a religious order created to serve the pope and the church. Ignatius had fought as a knight, and the Jesuits were trained to be as disciplined as soldiers in their religious duties. By teaching people about Catholic ideas, Jesuits hoped to turn people against Protestantism.

The Council of Trent

Many Catholic leaders felt more change was needed. They called together the Council of Trent, a meeting of church leaders in Trent, Italy. Clergy from across Europe came to discuss, debate, and eventually reform Catholic teachings.

The council restated the importance of the clergy in interpreting the Bible, but it created new rules that clergy had to follow. One rule ordered bishops to live in the areas they oversaw. The council also officially rejected the ideas of the Protestant leaders.

Some Catholic Reformation leaders wanted to punish Protestants as heretics. To lead this campaign, the pope created religious courts to punish any Protestants found in Italy. He also issued a list of books considered dangerous for people to read, including many by Protestant leaders. People reading books on this list could be excommunicated from the Catholic Church.

Catholic Missionaries

Many Catholics dedicated their lives to helping the church grow. They became missionaries, traveling to foreign countries to spread their faith. As this missionary activity greatly increased during the Catholic Reformation, Catholic teachings spread around the world.

Many of the new missionaries were Jesuits. Jesuit priests went to Africa, Asia, and America. Probably the most important missionary of the period was the Jesuit priest Saint Francis Xavier (ZAYV-yuhr). He brought Catholicism to parts of India and Japan in the mid-1500s.

Around the world Catholic missionaries baptized millions of people. Through their efforts the Catholic Reformation reached far beyond Europe.

READING CHECK **Finding Main Ideas** What were the goals of Catholic Reformation leaders?

The Council of Trent
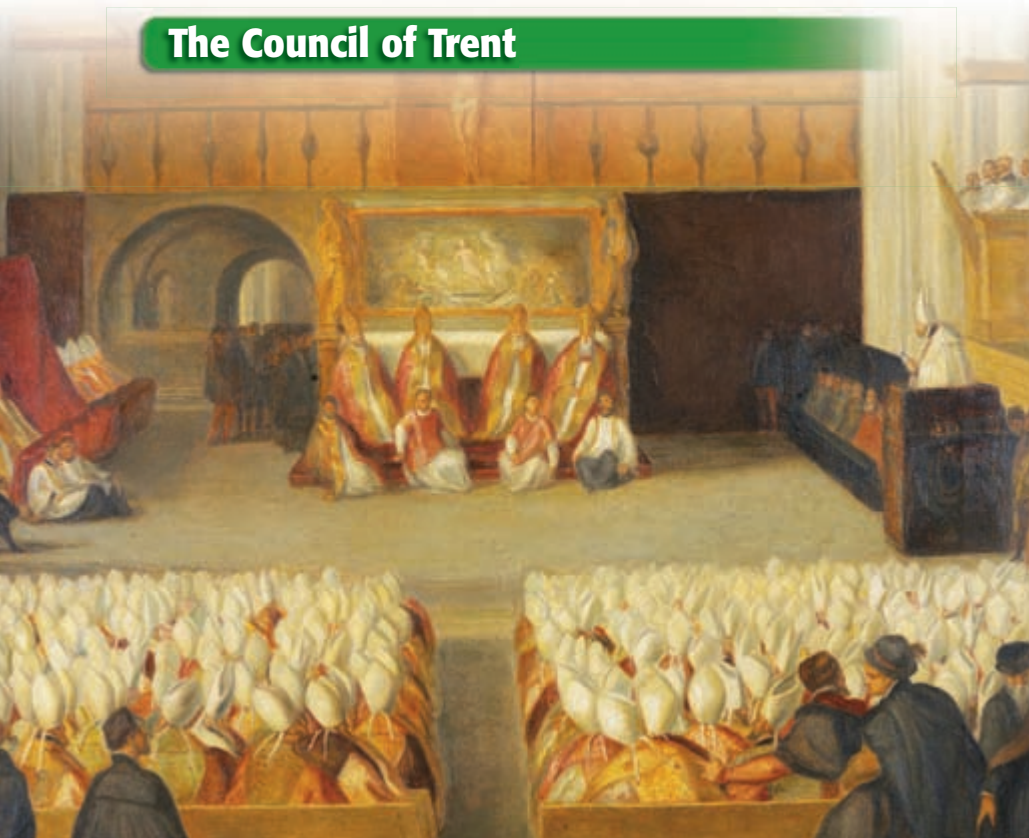
Results of the Council of Trent — QUICK FACTS

- The selling of indulgences is banned

- Bishops must live in the areas they oversee

- The ideas of Luther, Calvin, and other Reformation leaders are rejected

The Council of Trent met between 1545 and 1563 to clarify church teachings that had been criticized by Protestants. The council played a key role in revitalizing the Catholic Church in Europe.

This painting from the 1600s shows a Protestant church in France. Members of a congregation like this one would elect leaders and make their own rules. The rise of self-government was one result of the Reformation.

Some Results of the Reformation

QUICK FACTS

- Religious conflicts spread across Europe

- Church leaders reform the Catholic Church

- Missionaries spread Catholicism around the world

- Northern Europe becomes largely Protestant

- Local Protestant churches practice self-government

The Political Impact

The Reformation created division within Europe. In Spain most people were Catholic. In the northern countries most people were Protestant. The Holy Roman Empire was a patchwork of small kingdoms, some Catholic and some Protestant. These divisions often led to political conflicts.

Religious Wars

Although most people in France were Catholic, some became Protestants. French Protestants were called Huguenots (HYOO-guh-nahts). Tensions increased between the two religious groups after the French king, who was Catholic, banned all Protestant religions. In 1562 violence broke out.

The war between French Catholics and Huguenots continued off and on for decades. The conflict finally ended in 1598. In that year King Henry IV issued the Edict of Nantes (NAHNT), a law granting religious freedom in most of France. Protestants could worship anywhere except in Paris and a few other cities.

Religious wars caused even more destruction in the Holy Roman Empire. There, the king of Bohemia sparked a conflict when he forced everyone in his kingdom to become Catholic. In 1618 Protestants rose up in revolt. The rebellion spread through the Holy Roman Empire, starting what is known as the Thirty Years' War.

The Holy Roman Emperor sought help from other Catholic countries. The Protestants also sought allies. The Catholic king of France agreed to help them because he didn't like the Holy Roman Emperor.

After 30 years of fighting, Europe's rulers worked out a peace agreement in 1648. This **agreement**, the Treaty of Westphalia, allowed rulers to determine whether their countries would be Catholic or Protestant. The treaty also made the states of Germany independent of the Holy Roman Empire.

Social Changes

The Reformation led not only to political changes but to social changes too. Before the Reformation, most Europeans had no voice in governing the Catholic Church. They simply followed the teachings of their priests and bishops. However, many Protestant churches didn't have priests, bishops, or other clergy. Instead each congregation, or community of worshippers, made its own rules and elected its own leaders. People began to think that their own ideas, not just the clergy's, were important.

Once people began to govern their own churches, they also wanted political power. In some places congregations ruled their towns, not just their churches. In the American colonies of New England, for instance, congregations met to decide how their towns would be run. These town meetings were an early form of self-government, in which people rule themselves.

As time passed, some congregations gained even more power. Their decisions came to affect more aspects of people's lives or to control events in larger areas. The power of these congregations didn't replace national governments, but national rulers began to share some power with local governments. The sharing of power between local governments and a strong central government is called **federalism**.

Once people began to think that their ideas were important, they began to raise questions. They wanted to know more about the world around them. In addition, many people refused to accept information based on someone else's authority. They didn't care if the person was an ancient writer or a religious leader. The desire to investigate led people to turn to science.

READING CHECK **Analyzing** How did Europe change after the Thirty Years' War?

SUMMARY AND PREVIEW In the 1500s Protestants challenged the Catholic Church. Catholic leaders adopted religious reforms to preserve the church's influence. The religious changes of the Reformation led to conflict and social changes. In the next chapter, you'll learn about the growth of science and the Scientific Revolution.

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ANIMATED HISTORY
Spread of Protestantism, 1500s

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. a. **Recall** What were three complaints people had about the Catholic Church in the early 1500s?
   b. **Contrast** How did **Martin Luther's** ideas about interpreting the Bible differ from Catholics' ideas?
2. a. **Define** What was the **Catholic Reformation**?
   b. **Analyze** What was the goal of the Spanish Inquisition?
3. a. **Identify** Where did the Thirty Years' War begin?
   b. **Sequence** How did the **Reformation** lead to the growth of **federalism**?

Critical Thinking

4. **Analyzing** Using your notes on the reformers and a diagram like the one below, explain how tensions between Protestants and Catholics led to conflict and violence in Europe.

Tensions → Conflict and Violence
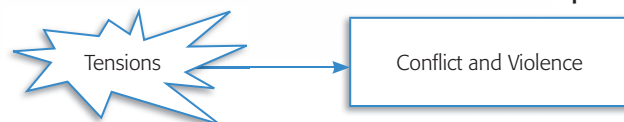
FOCUS ON WRITING

5. **Choosing Important Details** Write the main idea and supporting details of the section in your notebook. Then go over your notes to choose the most important or intriguing details to include on your book jacket. Put a check mark next to the details you think you'll include.

from Romeo and Juliet

by William Shakespeare

About the Reading *Shakespeare's plays spotlight an enormous range of human experiences—including love, loss, and everything in between. Even though* Romeo and Juliet *ends in disaster, its message is a hopeful one. Its main characters, two teenaged members of warring families, meet at a party and fall instantly in love. In this scene, which takes place later that evening, a troubled Romeo sees Juliet on her balcony.*

AS YOU READ **Notice the words Romeo uses to describe Juliet's beauty.**

Rom. But soft, what light through yonder window breaks?
It is the east, and Juliet is the sun. ❶
Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief
That thou, her maid, art far more fair than she . . .
Two of the fairest stars in all the heaven,
Having some business, do entreat her eyes
To twinkle in their spheres till they return.
What if her eyes were there, they in her head?
The brightness of her cheek would shame those stars,
As daylight doth a lamp; her eyes in heaven
Would through the airy region stream so bright
That birds would sing and think it were not night.
See how she leans her cheek upon her hand!
O that I were a glove upon that hand,
That I might touch that cheek!
Jul. Ay me!
Rom. She speaks!
O, speak again, bright angel, for thou art
As glorious to this night, being o'er my head,
As is a winged messenger of heaven
Unto the white-upturned wond'ring eyes
Of mortals that fall back to gaze on him,

❶ Romeo compares Juliet to the sun and claims that even the moon will be jealous of her beauty.

To what else does he compare her in this speech?

When he bestrides the lazy puffing clouds,
And sails upon the bosom of the air.
Jul. O Romeo, Romeo, wherefore art thou Romeo? **❷**
Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.
Rom. [Aside.] Shall I hear more, or shall I speak at this?
Jul. 'Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? It is nor hand nor foot,
Nor arm nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? That which we call a rose
By any other word would smell as sweet;
So Romeo would, were he not Romeo call'd,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for thy name, which is no part of thee,
Take all myself. **❸**
Rom. I take thee at thy word.
Call me but love, and I'll be new baptized;
Henceforth I never will be Romeo.
Jul. What man art thou that thus bescreen'd in night
So stumblest on my counsel?
Rom. By a name
I know not how to tell thee who I am.
My name, dear saint, is hateful to myself,
Because it is an enemy to thee;
Had I it written, I would tear the word.
Jul. My ears have not yet drunk a hundred words
Of thy tongue's uttering, yet I know the sound.
Art thou not Romeo, and a Montague?
Rom. Neither, fair maid, if either thee dislike.

A painting of
Romeo and Juliet
from the 1800s
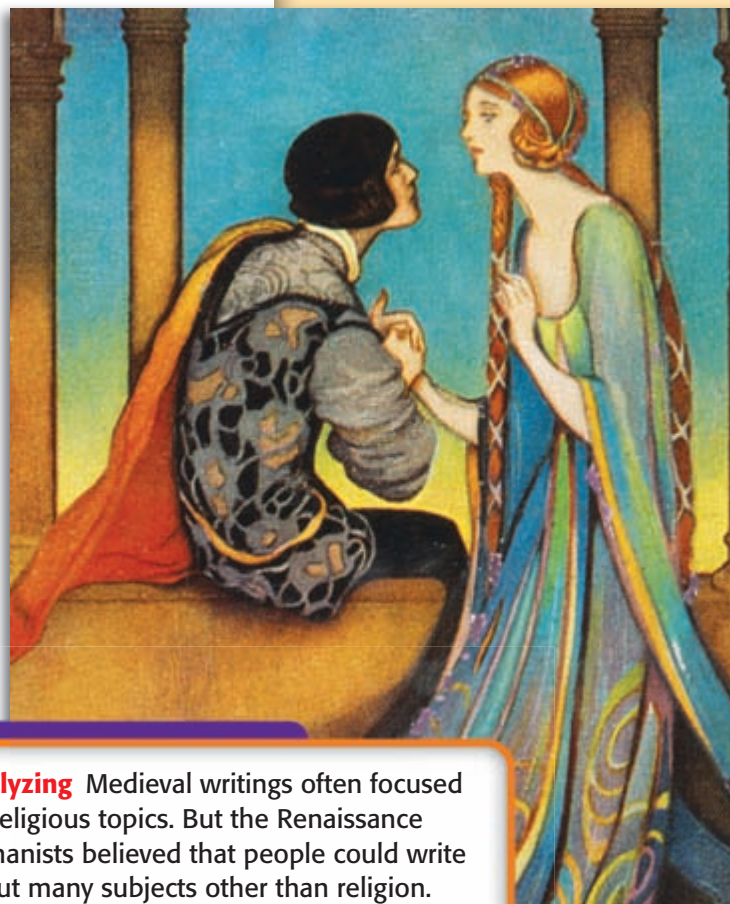
CONNECTING LITERATURE TO HISTORY

1. **Evaluating** Renaissance humanists explored human activities and focused on human actions. Why do you think the actions of Romeo and Juliet are still important to audiences today?

2. **Analyzing** Medieval writings often focused on religious topics. But the Renaissance humanists believed that people could write about many subjects other than religion. Based on this passage, what new topic did some humanist writers explore?

Social Studies Skills

Analysis   **Critical Thinking**   **Economics**   **Study**

Understanding Graphs

Understand the Skill

Graphs are drawings that display information in a clear, visual form. There are three main types of graphs. *Line graphs* show changes in something over time. *Bar graphs* compare quantities within a category. Some bar graphs may illustrate changes over time as well. *Circle graphs*, also called *pie graphs*, represent the parts that make up a whole of something. Each piece of the circle, or "pie," shows what proportion that part is of the whole.
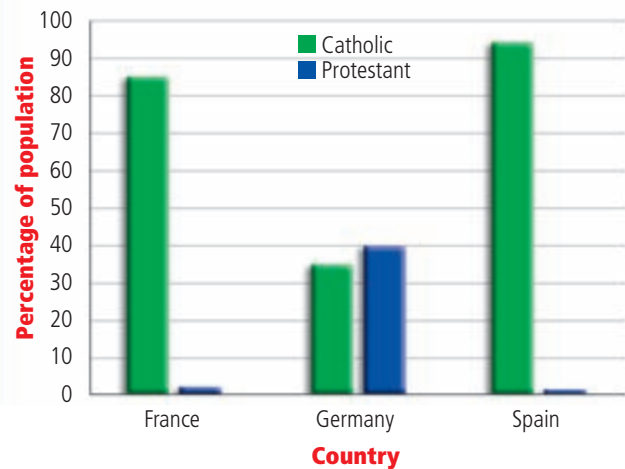
Graphs let you see relationships more quickly and easily than tables or written explanations do. The ability to read and interpret graphs will help you to better understand and use statistical information in history.

Learn the Skill

Use the following guidelines to understand and interpret data presented in a graph.

1 Read the graph's title to identify the subject. Note the type of graph. This will give you clues about its purpose.

2 Study the graph's parts and read its labels. Note the subjects or categories that are graphed. Also note the units of measure. If the graph uses different colors, determine what each means.

3 Analyze the data. Note any increases or decreases in quantities. Look for trends or changes over time. Determine any other relationships in the data that is graphed.

Percentage of Catholics and Protestants, 2004

Percentage of population (y-axis): 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

■ Catholic
■ Protestant

Country (x-axis): France, Germany, Spain

Practice and Apply the Skill

The Reformation brought changes to Christianity in Europe. The effects of these changes can still be seen there today. Use the graph to answer the following questions.

1. What kind of graph is this?

2. What is the purpose of the graph?

3. What percentage of the population in France is Catholic?

4. In what country are there more Protestants than Catholics?

Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS

Italian trade wealth supported a rebirth of the arts and learning, inspiring great works of Renaissance genius.

The printing press played a key role in spreading the ideas of the Renaissance beyond Italy.

Reformers criticized practices of the Catholic Church and eventually broke away to form Protestant churches.

Reviewing Vocabulary, Terms, and People

Copy each sentence onto your own paper and fill in the blank with the word or name in the word pair that best completes the sentence.

1. The trader from Venice who traveled to China and met with Kublai Khan was _____ _____ (Cosimo de Medici/Marco Polo).

2. A way of thinking and learning that stresses the importance of human abilities and actions is called _____ (humanism/the Renaissance).

3. _____ (Leonardo da Vinci/ Michelangelo) was a painter, sculptor, inventor, engineer, and mapmaker.

4. _____ (Albrecht Dürer/Johann Gutenberg) developed a printing press that used movable type.

5. Poet _____ (Miguel de Cervantes/ William Shakespeare) also wrote more than 30 plays.

6. The _____ (Spanish Inquisition/ Reformation) was a movement to reform the Catholic Church during the late Renaissance.

7. The priest who posted a list of 95 complaints about the church was _____ (Pope Leo X/Martin Luther).

8. _____ (John Calvin/Dante Alighieri) believed in predestination, as well as in the importance of living a good life and obeying God's laws.

9. The _____ (congregation/Council of Trent) was a meeting held to discuss and reform practices of the Catholic Church.

10. Sharing power between local governments and a strong central government is called _____ (federalism/indulgences).

Comprehension and Critical Thinking

SECTION 1 *(Pages 558–564)*

11. a. Identify What were the four main trade cities of Italy during the 1300s?

b. Analyze In what sense was the Renaissance a rebirth?

SECTION 2 *(Pages 565–568)*

12. a. Recall How did new ideas about education spread beyond Italy?

b. Contrast How was Northern European art different from Italian art?

c. Elaborate The printing press significantly changed the history of the world. In your opinion, what other inventions have had a major impact on world history?

SECTION 3 *(Pages 569–575)*

13. a. Recall Where did more Protestants live, in northern or southern Europe?

b. Draw Conclusions How did Protestant religions come into being?

Reviewing Themes

14. Geography How did their location help Italy's major port cities develop trade networks?

15. Society and Culture Give three non-religious effects of the Renaissance and Reformation.

Using the Internet 21ST CENTURY

16. Activity: Supporting a Point of View The Renaissance was a time of great advances in literature, the arts, science, and math. Individuals such as Marco Polo, William Shakespeare, Leonardo da Vinci, and Johann Gutenberg helped change people's view of the world. Through your online book, learn about the important people and events of the Renaissance. Then create a political cartoon about an event or person in the chapter. Pick the point of view of a supporter or critic and use your cartoon to explain how he or she would have viewed your topic.

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Reading Skills 21ST CENTURY

Greek and Latin Word Roots *Answer the following questions about the Greek and Latin roots of words from this chapter.*

17. Based on the definition of *perspective,* what do you think the Latin root *spec-* means. *Hint*: Think about other words that use this root, such as *spectator* and *spectacles.*

a. to feel

b. to see

c. to hear

d. to understand

18. The prefix *per-* in perspective means "through." Based on this meaning, what do you think the word *permeate* means?

a. to spread through

b. to dissolve in

c. to disappear from

d. to climb over

Social Studies Skills

19. Understanding Graphs What kind of graph (line, bar, or circle) would you create to show how the number of Protestants in the Netherlands rose and fell during the 1600s? Explain your answer.

FOCUS ON WRITING

20. A Book Jacket Now that you have all the main ideas and supporting details, it is time to create your book jacket. Remember to put the title on the front cover. Illustrate the front page with a picture that you feel best illustrates the Renaissance and Reformation. On the back cover, list the main ideas and supporting details that you have already identified. What do you think will attract people to your book?

DIRECTIONS: Read each question, and write the letter of the best response. Use the primary source below to answer question 1.

> "I realize that women have accomplished many good things and that even if evil women have done evil, … the benefits accrued [gained] … because of good women—particularly the wise and literary ones … outweigh the evil. Therefore, I am amazed by the opinion of some men who claim they do not want their daughters, wives, or kinswomen [female relatives] to be educated because their mores [morals] will be ruined as a result."
>
> —Christine de Pizan, from the *Book of the City of Ladies*, 1405

1 **The content of this passage suggests that the person who wrote it was**

- A a rich Italian merchant.
- B Niccolo Machiavelli.
- C a supporter of humanism.
- D Marco Polo.

2 **Which person's contribution was *most* important in spreading the ideas of the Renaissance beyond Italy?**

- A Cosimo de' Medici
- B Johann Gutenberg
- C Leonardo da Vinci
- D Dante Alighieri

3 **In general, the artists and architects of the Renaissance were financially supported by**

- A rich families and church leaders.
- B large European universities.
- C the most powerful nations in Europe.
- D the printing industry.

4 **Reformers found fault with all the following practices of the Catholic Church *except***

- A its sale of indulgences.
- B its support of monotheism.
- C the clergy's involvement in corruption.
- D the church owning vast wealth.

5 **Which person is generally credited with starting the Reformation?**

- A Desiderius Erasmus
- B Martin Luther
- C John Calvin
- D King Henry VIII

Connecting with Past Learning

6 **Italy in the Renaissance was not a unified country, but several small independent states. Which of the following cultures had a similar structure?**

- A ancient Greece during the Golden Age
- B the Fertile Crescent during the Stone Age
- C the New Kingdom of ancient Egypt
- D Rome during the Pax Romana

7 **In many places in Europe in the 1500s, Protestants were persecuted for their beliefs. Other people that you have studied who were persecuted for what they believed were**

- A Egyptians under Alexander the Great.
- B Hindus in India.
- C Christians in the early Roman Empire.
- D Buddhists in China.

A Historical Narrative

What was life like in Europe in the Middle Ages? Where did people live? How did they spend their days? You can learn more about history by researching and writing a narrative that is set in a different time and place.

Assignment

A narrative is a story that may be true or fictional. Write a fictional historical narrative set in Europe during the Middle Ages.

1. Prewrite

Planning Character and Setting

You should write your narrative from the point of view of someone who lived during that time.

- **The Narrator** Is the person telling your story a knight, a peasant, or a priest? A lady or a lady's maid?
- **The Event** What event or incident will your narrator experience? A jousting tournament? A Viking invasion? A religious pilgrimage? A famine or fire in the village?
- **The Setting** How will the time, between 800 and 1200 AD, and place, somewhere in Europe, affect this person? What will he or she want out of life or would fear or admire?

TIP **Adding Details** Help your audience get a feel for the setting by using sensory details. As you think about everyday life in the Middle Ages, make note of details that describe how things might have looked, felt, sounded, smelled, or tasted.

Developing a Plot

Select an event or incident, and then ask yourself these questions.

- How would the event have unfolded? In other words, what would have happened first, second, third, and so on?
- What problem might face your narrator during this event? How could your narrator solve this problem?

2. Write

Have your narrator tell what happened in the first person, using *I, me, we, us,* etc. For example, *I woke up early. We stopped by a stream.* Then use the framework below to help you write your first draft.

A Writer's Framework

Introduction	Body	Conclusion
■ Grab the reader's attention. ■ Offer needed background information about the place and the people involved in the event.	■ Start with the beginning of the incident or event, and present the actions in the order they happen. ■ Build to a suspenseful moment when the outcome is uncertain.	■ Show how the narrator solves his or her problem. ■ Explain how the narrator changes or how his or her life changes.

3. Evaluate and Revise

Evaluating

Read through the first draft of your narrative. Then use the guidelines below to consider its content and organization.

Evaluation Questions for a Fictional Historical Narrative

- Do you grab the reader's attention at the very beginning?
- Do you include background information to explain the time, place, and people involved in the event?
- Do you use first-person pronouns to show that your narrator is the central person in the event?

- Do you tell the actions in the order they happen or happened?
- Do you show how the narrator solves the problem or how it is solved for him or her?
- Do you explain how the narrator changes as a result of the event?

> **TIP** **Describing Actions** We communicate not only with our words but also with our actions. By describing specific actions—movements, gestures, and facial expressions—you can make people in your narrative live and breathe.

Revising

Before you share your narrative with others, have a classmate read it and retell the narrative to you. Add details at any point where his or her retelling seems uncertain or dull. Add transitions to show how events are connected in time.

> **TIP** **Connecting Events** To improve your narrative, use transitions such as *next, later*, and *finally* to show the order in which the events and actions happen or happened.

4. Proofread and Publish

Proofreading

Weak word choice can drain the life from your narrative. Vague nouns and adjectives do little to spark the interest and imagination of readers. In contrast, precise words make your story come alive. They tell readers exactly what the characters and setting are like.

- **Vague Nouns or Pronouns** Words like *man* and *it* tell your readers little. Replace them with precise words, like *peasant* or *cottage*.
- **Vague adjectives** Would you prefer an experience that is *nice* or *fun*, or one that is *thrilling, exhilarating, or stirring*?

Publishing

You can publish your historical narrative by reading it aloud in class or by posting it on a class authors' wall. You may also publish all the narratives in your class as an Internet page or in a photocopied literary magazine.

Practice and Apply

Use the steps and strategies outlined in this workshop to write your historical narrative.