

# The High Middle Ages

## THE BIG PICTURE

During the High Middle Ages, many changes took place in Europe. The growth of trade brought about new business practices and bigger towns. As people's lives changed, one element remained constant: Religion continued to play a huge role in people's lives. Religion inspired the arts and, at times, caused conflict among different groups.

## Theme ARTS AND IDEAS

The High Middle Ages was a time of advances in arts and learning. New art forms, such as the stained glass windows like the one on the right, became more prominent. Also, medieval thinkers emerged to challenge former methods of teaching and learning.



Chartres Cathedral, Chartres, France, 1220-1230

## TIME LINE

### CHAPTER EVENTS

**1096**  
The first Crusaders leave Europe to battle for the Holy Land.

**1163**  
The building of Notre Dame begins.

**1347**  
The Black Death begins to spread through Europe.

### WORLD EVENTS

**1076**  
Ghana falls to Muslim invaders.

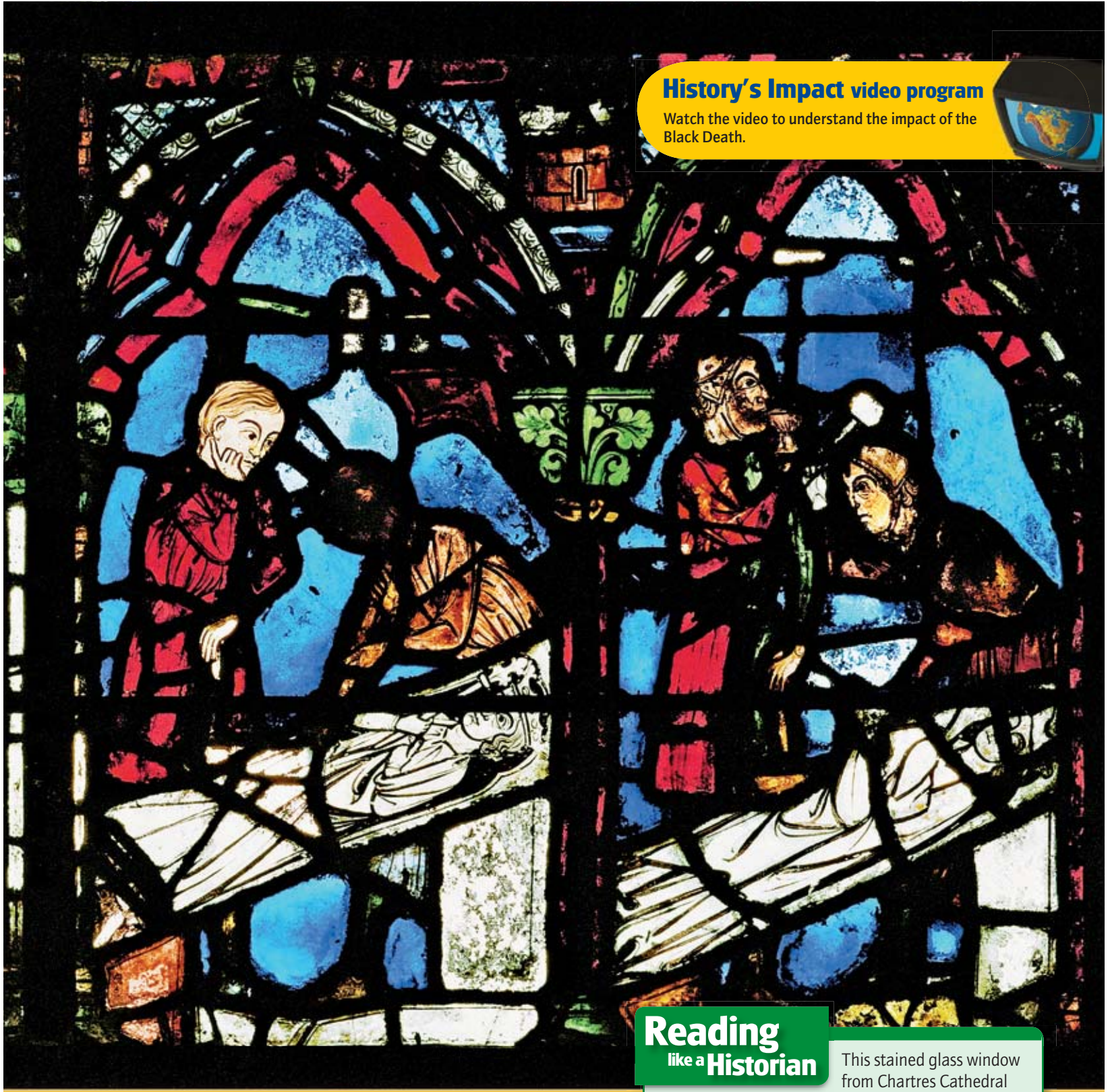
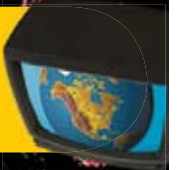
**1192**  
The first shogun rules Japan.

**1279**  
Mongols found the Yuan dynasty in China.

**c. 1325**  
The Aztec capital of Tenochtitlán is established.

## History's Impact video program

Watch the video to understand the impact of the Black Death.



**The Hundred Years' War**  
1337–1453

1500

**1492**  
Christopher Columbus lands  
in America.

## Reading like a Historian

This stained glass window from Chartres Cathedral in France shows sculptors and stonemasons making decorations for a cathedral. Religion and the development of professional groups of skilled craftspeople both influenced life in the High Middle Ages.

**Analyzing Visuals** Why do you think that stonemasons and sculptors were used to decorate a church window? What might a stained glass window like this tell you about the artist's intentions?

See **Skills Handbook**, p. H26

# GEOGRAPHY Starting Points



Interactive

## EUROPE, 1095



**Starting Points** In 1095, around the start of the High Middle Ages, three religions competed for territories and believers in Europe and the Middle East. Christianity had been the most common religion in Europe for hundreds of years, but Islam was slowly spreading to lands that bordered Christian territories.

- Analyze** To which religion did most Europeans belong?
- Predict** What consequences might result from the competing goals of these different religions?



### Listen to History

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL HMA

# The Crusades

## BEFORE YOU READ

### MAIN IDEA

The Crusades, a series of attempts to gain Christian control of the Holy Land, had a profound economic, political, and social impact on the societies involved.

### READING FOCUS

1. Why did Europeans launch the Crusades?
2. What happened during the Crusades?
3. What were the effects of the Crusades?

### KEY TERMS AND PEOPLE

Crusades  
Holy Land  
Pope Urban II  
Saladin  
Richard the Lion-Hearted

### TAKING NOTES

Take notes on the causes, the fighting, and the results of the Crusades.

↓

↓

## DISASTER AND TREACHERY



Richard the Lion-Hearted and the Emperor of Cyprus in Battle

► **Richard the Lion-Hearted fights in a Crusade battle.**

### THE INSIDE STORY

**Why did three powerful men fail to reach a common goal?**

In the late 1180s, three of the most powerful men in Europe set out on a mission to Jerusalem. They were King Richard the Lion-Hearted of England, King Philip Augustus of France, and Emperor Frederick Barbarossa of Germany. Their goal was to retake Jerusalem, a city sacred to Christians, Jews, and Muslims but at that time ruled by Muslims. The kings of Europe wanted to drive the Muslims out and make Jerusalem a Christian city.

Trouble began almost immediately. While crossing a river, Frederick drowned. The exact circumstances surrounding his death are unknown, but it is believed that he fell into the river and the weight of his armor pulled him down. Frederick's death broke the morale of the German army.

Arrogance also caused problems for the kings. Soon after they reached the vicinity of Jerusalem, Richard and Philip quarreled. Philip decided to return to France, and much of his army went with him. This departure left Richard, his army, and the few remaining French to fight the Muslims.

Although Richard's army won several victories against the Muslims, personality conflicts continued to trouble the war effort. Richard alienated several of the nobles who fought at his side, leading to the breakdown of the army's discipline. Eventually, the English were forced to abandon some of the lands they had captured and head home.

On his way home, Richard was taken prisoner by one of the nobles he had alienated. What had begun as a common goal shared by Europe's most powerful men had ended in disaster and treachery. ■

## Launching the Crusades

During the Middle Ages, European Christians launched a series of religious wars called the **Crusades**. The goal of each Crusade was the same: to take Jerusalem and the area around it, known as the **Holy Land**, away from the Muslims, who also considered it holy. Jerusalem was holy to Jews because of the Holy Temple, and for Christians, it was the place where Jesus was crucified and buried. Many Christians also believed that Christ would come again only once Christians held Jerusalem. Thus it was vital to Christians that they control the city.

**Muslims Control the Holy Land** By the late 1000s, the city of Jerusalem had fallen to North African Muslims called the Fatimids. Turkish Muslims also swept through southwest Asia, taking control of Persia and other lands. After the Turkish conquest, stories spread throughout Europe that the Turks were persecuting Christians visiting the region.

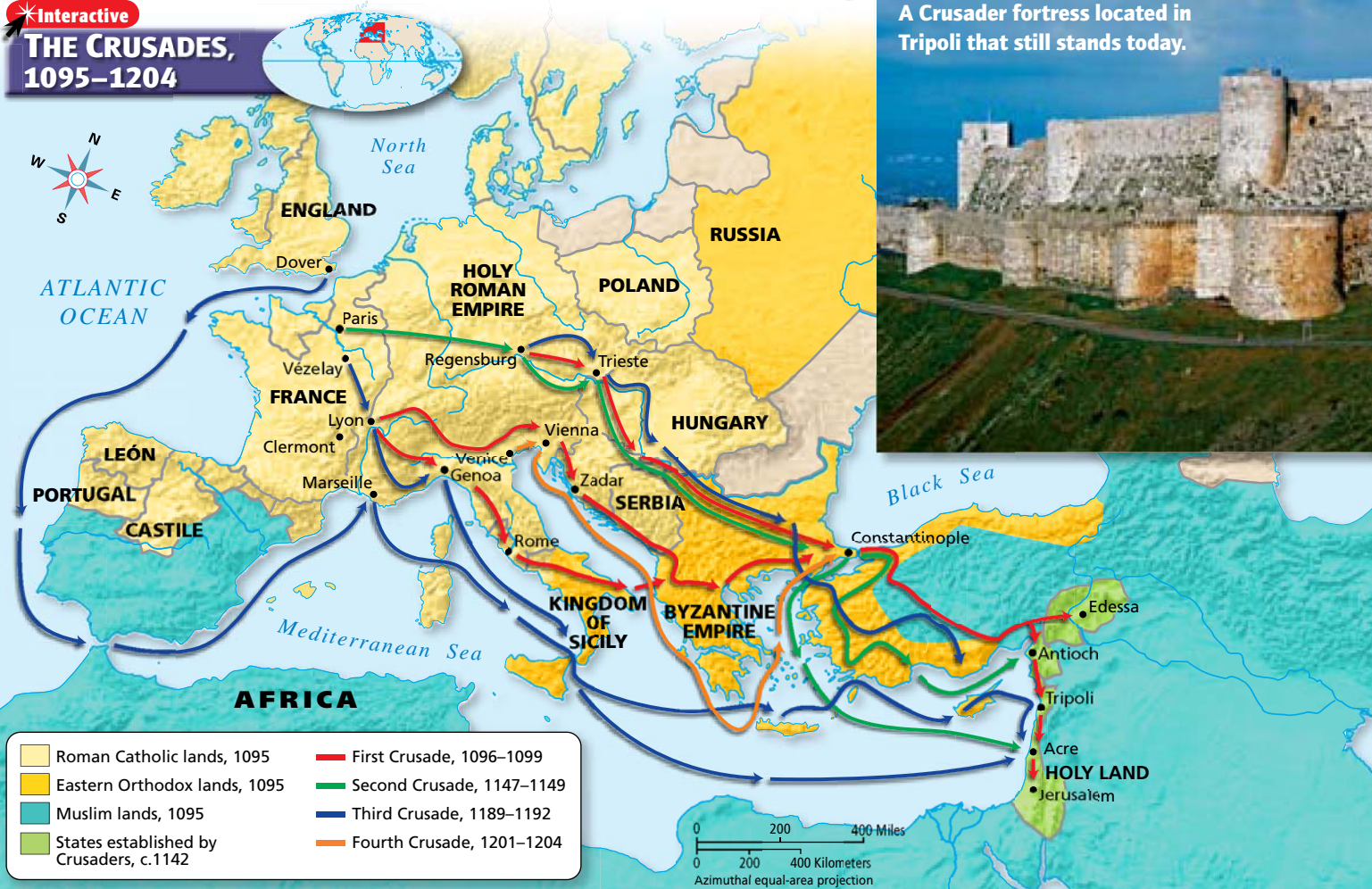
Once in control of Persia, the Turks attacked the Byzantine Empire. In 1071, they destroyed the Byzantine army in the Battle of Manzikert. With most of his army gone, the emperor feared that the Turks would soon destroy Constantinople. Desperate, he turned to Western Europe and **Pope Urban II** for help.

**The Council of Clermont** In response to the emperor, Urban called church leaders to a council in Clermont, France. There he described to them the dangers faced by the Byzantines. He called on all Christian warriors, including knights and nobles, to put aside their differences and fight against the Turks. Urban's call was effective. By the hundreds, people volunteered to take part in the Crusade. Calling out their slogan, "God wills it!" they set out to meet their foes.

**READING CHECK Sequence** What events led to the call for a Crusade?

**Interactive**

### THE CRUSADES, 1095–1204



A Crusader fortress located in Tripoli that still stands today.



## Fighting the Crusades

The Crusaders inspired by Urban left France in 1096 in what is known as the First Crusade. All in all, nine organized Crusades set out from Europe between 1096 and 1291. Though they had different leaders and met with varying degrees of success, each Crusade had the same goal—claiming or protecting the Holy Land.

**First Crusade** The Crusaders that set out in 1096 fell into two groups. The first group was made up of peasants who had answered the pope's call. Unskilled in war, these peasants did not fare well.

As they traveled through Germany, the peasant Crusaders passed several large Jewish communities. Eager to fight non-Christians in the Holy Land, some Crusaders decided to attack non-Christians in Europe as well. They slaughtered entire communities of Jews, in spite of protests by local officials and clergy.

Those peasants who did make it to Jerusalem fell quickly to the army of the Seljuk Turks.

The other group of Crusaders that set out from Clermont were trained knights. Somewhat better prepared than the peasants, the knights were still unprepared for the hardship of their journey. Food and water ran low, and many knights resorted to looting towns and farms to get needed supplies.

After almost three years of traveling, the Crusaders finally reached Jerusalem. Faced with a well-prepared Muslim army, the Crusaders nevertheless laid siege to several cities along the eastern Mediterranean. The siege of Jerusalem, while it was a victory for the Crusaders, involved terrible fighting and ended in disaster for the city's inhabitants.

### HISTORY'S VOICES

“It was necessary to pick one's way over the bodies of men and horses . . . In the Temple and porch of Solomon, men rode in blood up to their knees and bridle reins . . . The city was filled with corpses and blood.”

—Raymond d'Aguilers, *History of the Franks Who Captured Jerusalem*

After the conquest of Jerusalem, the Crusaders created four states in the Holy Land. Centered on the cities of Jerusalem, Edessa, Antioch, and Tripoli, these states were intended to be Christian strongholds against future Muslim conquests in the region.

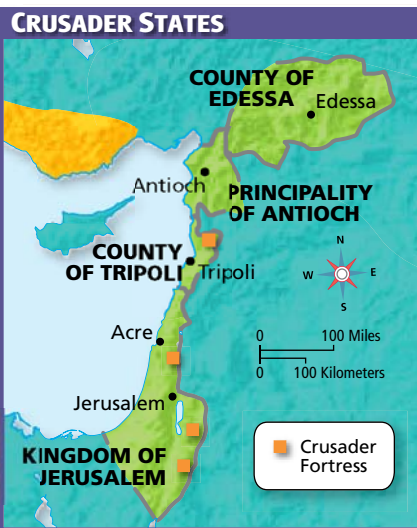
**Second Crusade** Within a few years the Muslims began to recapture lands that they had lost in the First Crusade. In 1144, they took the city of Edessa, the capital of one of the Crusader states. Upon learning that Edessa had been lost, European leaders called for a second Crusade. Among the Crusaders were King Louis VII of France and his wife, Eleanor of Aquitaine.

Launched in 1147, the Second Crusade was a failure. The Crusaders took no lands from the Muslims and were forced to return to Europe empty-handed.

**Third Crusade** About 30 years after the Second Crusade, a new leader arose in the Muslim world. His name was Salah ad-Din, but he was known to Europeans as **Saladin**. Saladin overthrew the Fatimids and took the title of sultan for himself.

### READING SKILLS

**Understanding Causes and Effects** What was the effect of the Muslims' retaking Edessa?



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

go.hrw.com  
Interactive Map  
Keyword: SHL HMA

- 1. Movement** Where did the Second Crusade begin? Where did it end?
- 2. Regions** Why do you think the Crusaders failed to hold on to the Crusader states?

## The Crusades

**Recognizing Bias in Primary Sources** Primary sources often contain bias. Biased primary sources may not give us a complete and balanced understanding of a historical event, but they can help us to understand opinions and attitudes of the time.

To recognize bias in this Crusader's description of the capture of Jerusalem, think about

- the source or occasion of the document
- the writer's point of view
- the writer's goal

### Skills FOCUS

#### READING LIKE A HISTORIAN

- 1. Point of View** What is the writer's point of view? How do you know?
- 2. Emotional Language** Why do you think the writer includes the details that he mentions? What does he hope to convey with these details?

See **Skills Handbook**, p. H29

But now that our men had possession of the walls and towers, wonderful sights were to be seen. Some of our men (and this was more merciful) cut off the heads of their enemies; others shot them with arrows, so that they fell from the towers; others tortured them longer by casting them into the flames . . . Indeed, it was a just and splendid judgment of God that this place should be filled with the blood of the unbelievers, since it had suffered so long from their blasphemies.

—Raymond d'Aguilers, quoted in *The First Crusade*, edited by Edward Peters

Raymond d'Aguilers was a chaplain who was present at the First Crusade.

In this case, "the unbelievers" are the Muslims.

Saladin set out to take back the Crusader states. He succeeded in his conquest and drove European Christians out of Jerusalem. Christians responded to this loss by launching the Third Crusade. As you read in the Inside Story, three kings set out from Europe on the Third Crusade, but only King **Richard the Lion-Hearted** of England fought in the Holy Land.

Richard and Saladin had great respect for each other even though they never met. Both were admired as military leaders and also for their knightly behavior. Stories spread about Saladin sending horses to Richard and offering the use of his doctor when Richard was ill. The two men also made proposals for peace—including a marriage alliance between Richard's sister and Saladin's brother, which never took place because of religious differences.

Despite their mutual admiration, Richard and Saladin fought fiercely for control of the Holy Land. Although Richard won several battles against the Muslims, he was not able to drive them out of the Holy Land or to take Jerusalem. In the end, he had to admit that the Crusade was a draw and return to England.

**Fourth and Later Crusades** With Jerusalem still in Muslim hands, Europeans set out on the Fourth Crusade in 1201. But the Crusaders found that they could not afford to pay the Venetians who had arranged to take them to the Holy Land. In lieu of payment, the Crusaders agreed to attack the city of Zara, a port that had once belonged to Venice but was now held by the Christian king of Hungary. Angry that the Crusaders had attacked a Christian city, the pope excommunicated them all.

Nevertheless, the Crusaders pushed on toward the Holy Land. When they reached the Christian city of Constantinople, though, they decided to attack it instead. The Crusaders ransacked the city and made one of their leaders the new emperor. Disorganization and a lack of strong leadership made the Fourth Crusade another failure.

Five other Crusades followed the sack of Constantinople, but none was successful. By 1291, the Muslims had once more driven the Christians completely out of the Holy Land.

**READING CHECK** Find the Main Idea What was the goal of the Crusades?

### ACADEMIC VOCABULARY

**despite** in spite of

## Effects of the Crusades

Although the Crusades did not accomplish their main goal, they had long-lasting effects. They changed both Europe and the Holy Land economically, politically, and socially.

**Economic Changes** Historians know that Muslims, Byzantines, and western Europeans traded with one another before the Crusades. The Crusades enhanced existing trade as returning Crusaders brought even more goods, such as spices and textiles, to Europe. The increase in trade following the Crusades added to the changing European economy of the Middle Ages.

**Political Changes** The Crusades led to the deaths of many knights and nobles. Those who did not return to their homes left their lands vulnerable. In some cases, kings took control of the lands left unoccupied. By controlling more land, the kings had more power in Europe.


**Social Changes** The Crusades brought knowledge of Muslim culture to Europe, which had a great impact on European society. Some European Christians who had participated in the Crusades grew to respect other cultures. Others, especially those who had not participated, became more intolerant. Many Europeans began to view all non-Christians as enemies. This led to an increase in the perse-

**QUICK FACTS**

**CAUSES AND EFFECTS OF THE CRUSADES**

**Causes**

- Muslims controlled the Holy Land.
- The Byzantine emperor feared Muslim Turks would destroy Constantinople.
- Pope Urban II called for Christians to join a Crusade at the Council of Clermont.

**Effects**

- Trade increased.
- Kings gained more power.
- Knowledge of Muslim culture spread throughout Europe.
- Relations between Christians and Jews became increasingly strained.

cution of Jews in Europe. Jews and Muslims in the Holy Land, in turn, saw the Crusaders as invaders. After the Crusades, many people held on to these views of one another.

**READING CHECK Draw Conclusions** Why did people's attitudes change after the Crusades?

### SECTION 1 ASSESSMENT

go.hrw.com

Online Quiz

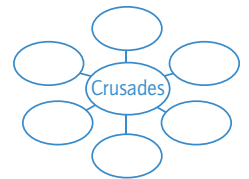
Keyword: SHL HMA HP

#### Reviewing Ideas, Terms, and People

1. **a. Define** What were the Crusades?  
**b. Identify Cause and Effect** What were two causes of the First Crusade?  
**c. Evaluate** Why do you think people were willing to join the Crusades and fight in the Holy Land?
2. **a. Identify** Who were Saladin and Richard the Lion-Hearted?  
**b. Analyze** In what ways did Saladin help Richard during the Crusades?  
**c. Evaluate** Why do you think the relationship between these two leaders is still talked about today?
3. **a. Identify** What kinds of changes did the Crusades bring to Europe?  
**b. Explain** How did the Crusades affect the economy?  
**c. Elaborate** Why might some Christians who participated in the Crusades have grown more respectful of other cultures?

#### Critical Thinking

4. **Analyze** Draw a concept map like the one to the right. Use your notes from the section and the circles drawn for you to outline the courses of the Crusades. From each of the circles draw more circles containing details about the effects of the Crusades.



#### FOCUS ON WRITING

5. **Narration** Write a journal entry from the perspective of Richard the Lion-Hearted during the Crusades. Describe what the fighting is like and what you feel are the strengths and weaknesses of your army. You may also wish to discuss some of the emotions that a king in battle might be feeling.



# Trade and Towns

## BEFORE YOU READ

### MAIN IDEA

Towns and cities grew during the high Middle Ages as the amount of trade increased between Europe and other continents.

### READING FOCUS

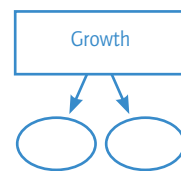
1. Which cities saw the initial growth of trade in the Middle Ages?
2. What led to the growth of towns and cities in the Middle Ages?
3. What was daily life like in medieval cities?

### KEY TERMS

Hanseatic League  
credit  
guilds  
apprentice  
journeyman

### TAKING NOTES

As you read, take notes on the growth of trade and cities or towns.



### THE INSIDE STORY

#### *What would it have been like to grow up in London in the 1100s?*

Most people of today would find the London of the 1100s to be dirty, smelly, and dangerous. However, a person who actually lived during that time might not share this opinion. According to at least one medieval writer, William fitz Stephen, London was the most magnificent city in the world. Writing in the late 1100s, he recalled his childhood in the city: "Among the noble and celebrated cities of the world, London, the capital of the kingdom of the English, extends its glory farther than all others and sends its wealth and merchandise more widely into far distant lands. It holds its head higher than all the rest."

Among fitz Stephen's most vivid memories of London were the busy merchants who made their fortune there. He recalled a particular neighborhood and restaurant he had often visited: "Each day, at this cook shop, you will find food according to the season—dishes of meat, roasted, fried, and boiled; large and small fish; coarser meats for the poor and more delicate for the rich, such as venison and large and small birds."

So, although we might not want to live in London as it was in the 1100s, some people who did live there saw it as a wondrous place with lots to see and do. And as trade increased and merchants became more common, European cities, like London, began to grow and expand as well. ■

## The Lure of LONDON

### ▼ London was a bustling city in the Middle Ages.

Royal Manuscript, from the *Poems of Charles Duke of Orleans*, 1394–1465



## MEDIEVAL TRADE



— Routes controlled by Hanseatic League  
— Routes controlled by Italian city-states  
**FURS** Trade goods

### GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Movement** Which group controlled most of the trading routes in medieval Europe?
- 2. Place** Which countries produced textiles? What sorts of goods were these countries likely to trade in exchange for the textiles that they produced?

## Growth of Trade

Large cities, like London, became more common in the High Middle Ages than ever before. After the Crusades, trade began to grow in Europe. Most of this trade was controlled by merchants from Italy and northern Europe.

**Italian Trade Cities** The Italians were among the first people in medieval Europe to build a thriving trade economy. Skilled sailors, they set out from their home on the Mediterranean and Adriatic seas to find valuable goods from distant lands.

The most important of the early trading cities in Italy was Venice. The city was protected by powerful warships from the Venetian fleet, one of the largest fleets in the area. Venetian traders traveled to ports in the Byzantine Empire and in Muslim lands. There, they picked up goods from those areas and places

farther east. Among these goods were silk and spices from China and India. Back in Venice, merchants loaded the goods onto wagons and headed north to sell them. Because they came to the Italian ports across lengthy Asian trade routes, these goods were very expensive, and thus, very profitable. Seeing Venice grow rich from trade, other Italian cities—Genoa, Florence, Pisa, and Milan—created trade routes of their own. Soon, Italians controlled almost all trade in southern Europe.

**Hanseatic League** While the Italians were dominating trade in the south, another group was actively trading in northern Europe. This group was the **Hanseatic League**, a group of northern German cities and towns that worked together to promote and protect trade. The league controlled most of the trade between Europe, Russia, and the Baltic region.

**READING SKILLS**  
**Understanding Causes and Effects** What was an effect of trade in the High Middle Ages?

**Trade Fairs and Markets** As goods poured into Europe through Italian and German cities, merchants needed ways to get the goods to customers. One place where buyers and sellers could meet was a trade fair.

Trade fairs were held in towns and drew huge crowds because merchants were willing to travel long distances to visit them. Trade fairs were generally places for sales between merchants who serviced different parts of the economy. The merchants offered a great variety of goods, ranging from rare fabrics to aromatic spices to trained animals.

Trade fairs were held once a year at specific locations. Some could last for months. The schedule of the fairs was staggered so that merchants could travel from one to the next. As a result, some merchants spent most of their time on the road, traveling from one trade fair to another in search of profits.

Trade fairs were not events attended by the average person. For everyday needs, people visited their weekly local markets. At these markets, people could buy locally-produced goods.

**Money and Credit** Trade encouraged people to use money once more, which had not been common in Europe for many years. Previously, workers had been paid with goods. As cities began minting their own coins, though, money became a more accepted method of exchange. Workers began to demand coins for payment and coins were also used to pay taxes to lords.

Some merchants even allowed their customers to buy goods on **credit**, or the promise of later payment. In return for goods, a customer signed a document that stated when and how payment would be made.

The increased use of money and credit eventually led to the creation of Europe's first banks. People could deposit money in a bank for safekeeping, or they could request loans. Because religious laws prevented Christians from charging interest on loans, most money-lenders were Jews. As non-Christians, Jews were barred from many other occupations.

**READING CHECK Summarize** How did trade grow and develop in the Middle Ages?

**THE IMPACT TODAY**

In today's world, people buy many of their goods using credit cards. Having good credit also allows people to purchase large items like cars and houses.

**Interactive**

**HISTORY CLOSE-UP**

## A Trade Fair

Merchants traveled from all over to sell their goods at trade fairs. Here, they bought and sold goods from other merchants to sell in their local markets.

Banking increased when goods were being purchased with coins and credit.

Traders from foreign countries brought their goods to the fair along sea and land routes.



## Growth of Towns and Cities

Thriving trade and the increase in the use of money in Europe helped lead to the expansion of towns and cities. Hoping to make money, many peasants left their farms and villages for cities where most of them worked as laborers.

**New Technologies** Advances in farm technology contributed to the move to cities. The heavy plow, for example, increased the amount of crops people could grow on their land. Other new technologies included the water mill and the windmill, which used the power of nature to grind wheat into flour. These improved technologies meant that fewer people were needed to work on farms. This, in turn, enabled more people to move to cities and try to build a life for themselves.

**Free Towns** Looking for places to conduct trade, merchants moved into medieval towns. Most of these towns were run by local lords who could charge any fees or taxes they wished. Merchants, however, did not want to pay high

fees or taxes on their goods. To avoid these fees, merchants appealed to kings for special charters for new towns. These charters allowed the merchants to run towns in any way they wanted. In return, they paid taxes to the king.

Towns grew quickly under the leadership of merchants. In the High Middle Ages, more people than ever before were migrating to European cities. By 1300, Paris and Rome each had about 100,000 residents while London and Florence each had about 75,000. In time, these towns began to be referred to as cities.

**Guilds** With so many people living in towns and cities, craftspeople began to see a need to organize themselves in order to protect their own interests. Eventually, they created trade organizations called **guilds**. All the members of a guild had the same occupation. One of the primary functions of a guild was to restrict competition. Working together, members of a guild set standards and prices for their products. In this way, guilds provided mutual protection and also insured quality control.



Merchants from nearby villages brought their animals and other goods to sell at the trade fairs.

Trade fairs were often held near churches.

Only members of a guild could run a business. Here an apprentice works with a tailor.

**Skills FOCUS**

**INTERPRETING VISUALS**

[go.hrw.com](http://go.hrw.com)

**Practice Online**

Keyword: SHL HMA

**Draw Conclusions** A trade fair was an excellent way to buy goods, but it only occurred once a year. What sort of competition might have arisen between the trade fair and everyday markets?

Guilds also trained children in their crafts. A child who wanted to learn a craft started out as an **apprentice**. As an apprentice, he spent several years working with a master craftsman, learning the basic skills of the craft. Most apprentices lived in their masters' homes.

Once an apprentice had learned the basics of his career, he became a **journeyman**. Some journeymen traveled from workshop to workshop, learning from many masters. It was difficult for journeymen to become masters themselves due to some of the guild restrictions.

Most medieval guilds were open only to men, but some accepted female members as well. In fact, a few industries, such as textiles, had a great number of women workers.

**READING CHECK Identify Cause and Effect**  
Why did towns grow in the Middle Ages?

## Daily Life in Cities

According to today's standards, the cities that grew up in Europe in the Middle Ages were small and crowded. At times, life in these cities could be very unpleasant.

Streets in many cities were narrow and winding. Shops and houses, often three to four stories high, lined both sides of the street. Because these tall buildings blocked sunlight,

these buildings were often dark inside. City streets were crowded, not only with people but with horses, pigs, and other animals. Most cities lacked public sanitation facilities, so trash and other waste piled up in the streets. Rats and insects lived in this waste, making disease a common threat.

In addition to the threat of disease, fire and crime made medieval cities dangerous. The air was hazy with smoke from cooking fires, forges, glass factories, and tanneries. Such fires were necessary, but they were also potential disasters—most buildings were made of wood that easily caught fire. Violence was also common, as criminals frequented city streets.

However, not all aspects of city life were so dismal. Cities provided benefits for the people who lived there. Churches, eating halls, and markets were common places for people to meet and socialize. Guilds provided public entertainment in the form of plays and festivals for religious holidays. Sports were also common, and teams of players from guilds competed in ball games.

The growth of cities helped bring about a greater familiarity with the wider world. Cities also allowed for the spread of arts and new ideas in medieval Europe.

**READING CHECK Describe** What was life like in a medieval town?

## SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SHL HMA HP

### Reviewing Ideas, Terms, and People

- a. Define** What was the Hanseatic League?

**b. Summarize** What took place at a trade fair?

**c. Evaluate** How might the use of money and credit have helped to increase trade in the Middle Ages?
- a. Describe** What are guilds?

**b. Contrast** What is the difference between an apprentice and a journeyman?

**c. Elaborate** How did merchants help influence the growth of towns?
- a. Identify** What major issues faced people living in medieval cities?

**b. Compare** What were the good aspects and bad aspects of city life in the Middle Ages?

**c. Evaluate** What do you think about daily life in a medieval city? Explain.

### Critical Thinking

- Analyze** Draw a causes-and-effects chart like the one below. Use your notes from the section to list causes and effects of the movement to towns and cities during the Middle Ages. Look at the ways in which the increase in trade and the growth of towns and cities were connected.

Causes	Effects

### FOCUS ON SPEAKING

- Persuasion** Write and deliver a short speech in which you try to convince farming peasants of the Middle Ages to move to a medieval city.

# Art and Culture of the Middle Ages

## BEFORE YOU READ

### MAIN IDEA

During the Middle Ages, great achievements were made in the visual arts, literature, and thinking and learning.

### READING FOCUS

1. What were the major achievements of the visual arts during the Middle Ages?
2. What were the great literary works of the Middle Ages?
3. What new developments were made in medieval thinking and learning?

### KEY TERMS AND PEOPLE

Gothic  
flying buttress  
illumination  
Hildegard of Bingen  
troubadours  
Geoffrey Chaucer  
Dante Alighieri  
Thomas Aquinas  
Scholasticism

### TAKING NOTES

As you read, take notes on the great achievements in visual arts, literature, and learning in the Middle Ages.

Visual Arts	
Literature	
Thinking and Learning	

### THE INSIDE STORY

*What inspired a man to create a new style of architecture?* When

Maurice de Sully became bishop of Paris in 1160, he was unimpressed with the church in which he was to hold services. He wanted to build a new church, one that would help make Paris one of Europe's greatest cities. But what should the new church look like?

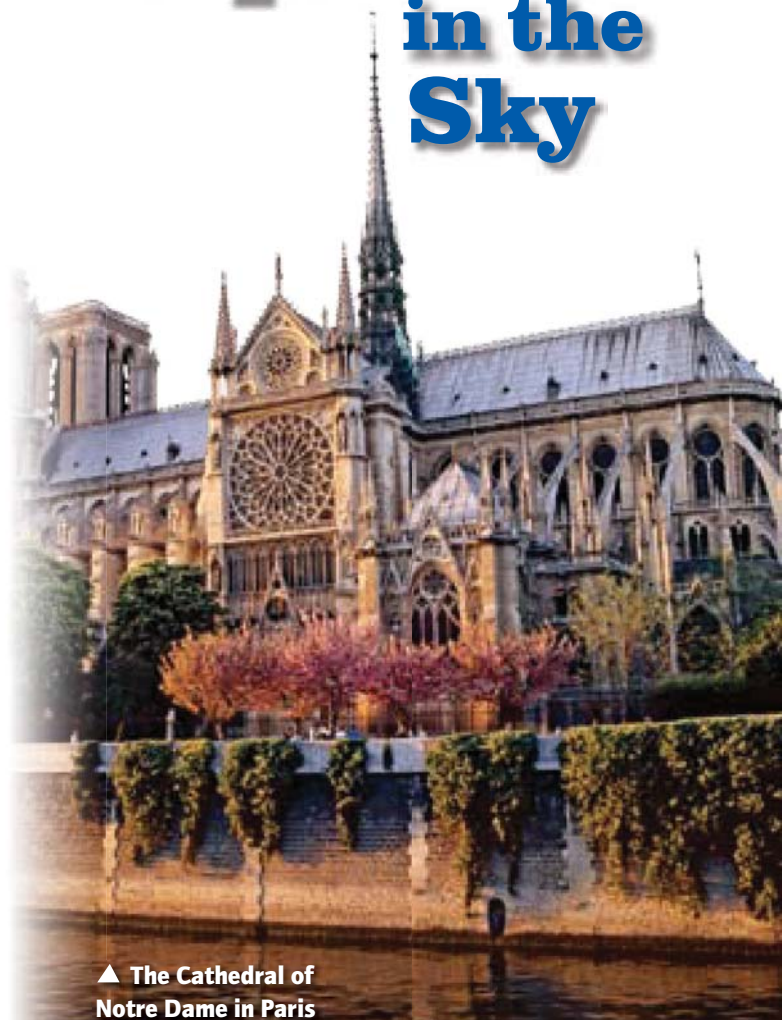
According to legend, the answer came to de Sully in a dream. When he awoke, he sketched out a plan for his new church in the dirt. He then ordered workers to begin the demolition of the old church as well as several nearby buildings. The new church was going to need lots of room.

The new church—the cathedral of Notre Dame—was an architectural marvel. The church was huge, its ceiling soaring much higher than any other building in Paris. Enormous windows allowed light, tinted by stained glass, to flood the interior. Accustomed to small, dark, crowded churches, the people of Paris were amazed at this new style of building. They viewed their new church as a symbol of God's glory. ■

## Visual Arts

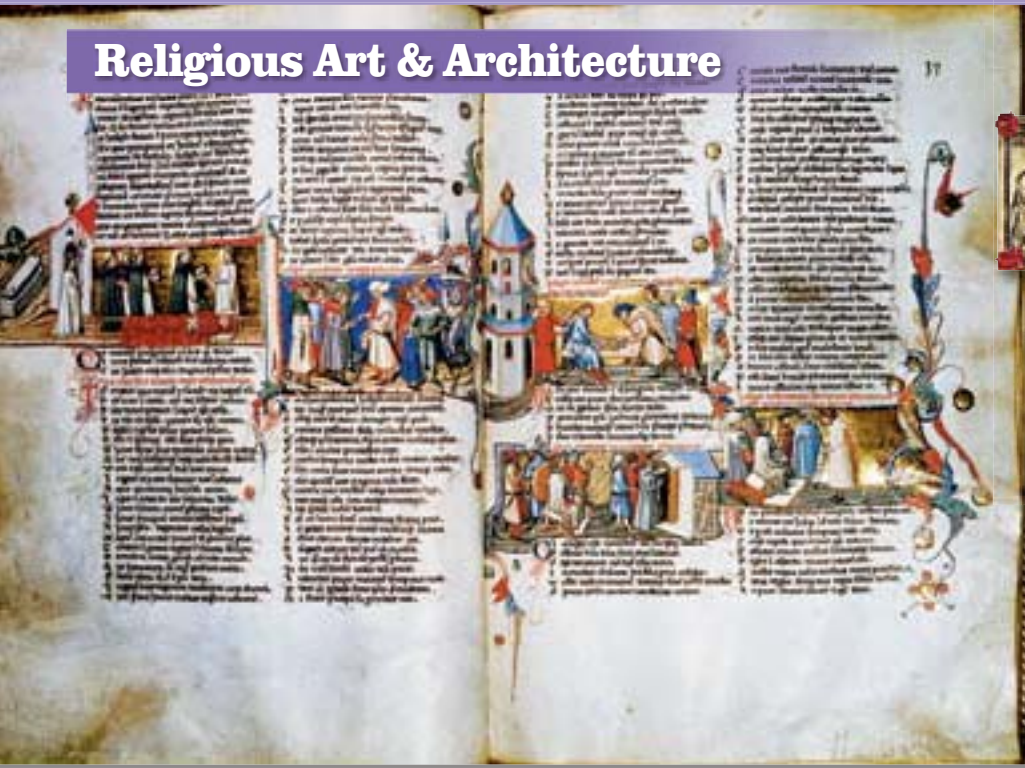
Soaring cathedrals, such as the Cathedral of Notre Dame in Paris, are the most striking legacy of the importance of Christianity in the Middle Ages. In the deeply religious period of the Middle Ages, many artists created glorious works of art. These works were most commonly displayed in churches and cathedrals.

## Spires in the Sky



▲ The Cathedral of Notre Dame in Paris

## Religious Art & Architecture



▲ Many Gothic cathedrals included elaborate crosses, such as this one, as symbols of the Christian faith.

◀ Monks created very detailed illuminated manuscripts, most of which were illustrated religious texts or stories.

### THE IMPACT TODAY

Medieval architecture continued to be a favored style for church buildings for centuries. In the United States, notable examples include St. Patrick's Cathedral in New York City, Grace Cathedral in San Francisco, and the National Cathedral in Washington, D.C.

**Gothic Architecture** In the Middle Ages, some of the greatest examples of the religious feelings were found in churches like Notre Dame. These churches were built in the new **Gothic** style. Gothic churches were both taller and brighter than earlier churches had been.

The design of Gothic churches was made possible by advances in engineering. The most important of these advances was a new type of support called the **flying buttress**. Earlier churches had used interior columns and braces to support the roof, which meant that ceilings were low. Flying buttresses supported a church's walls from the outside, allowing much higher ceilings and largely eliminating the need for columns. This gave churches a much more airy feeling.

Flying buttresses relieved some of the stress that would otherwise have been placed on the walls of earlier churches. As a result, church builders were able to include much larger windows than ever before. In order to take advantage of this light, church officials hired artists to create panels of stained glass for the windows. Many of these stained glass windows showed scenes from the Bible or depicted the lives of saints.

Another advantage of the light and the windows was that windows were larger. These

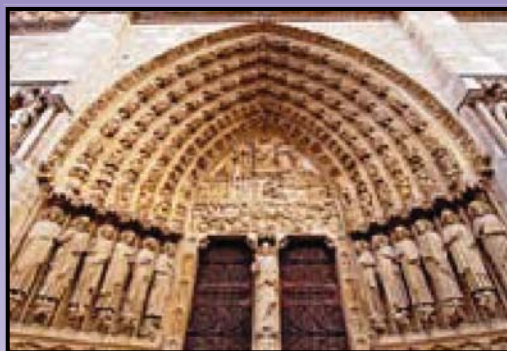
larger windows made it possible to use stained glass for a greater effect inside the church.

Cathedrals were lavishly decorated, inside and out. On the exterior of many cathedrals stood statues of saints, kings, and figures from the Old Testament. There were also fanciful gargoyles, or spouts to drain rainwater off the roof. In the Middle Ages, many gargoyles were carved into the likenesses of hideous beasts.

The interiors of cathedrals included a number of decorative elements. Walls were sometimes painted with elaborate murals of religious scenes. In addition, candleholders, crosses, and statues were often intricate works of art decorated with gold and precious stones. Even the clothes worn by priests were works of art, often heavily embroidered and woven with threads made of gold.

**Illumination** Like churches, religious texts were often richly decorated in the Middle Ages. The process of decorating a written manuscript with pictures or designs is called **illumination**.

Illuminators used their art to bring pages to life. These artists painted scenes from the manuscript they were decorating or added purely decorative designs. One common technique was to decorate the first letter that occurred on a page. These letters were painted in a very large script and often colorful and



◀ Cathedrals often featured carvings of religious subjects. The west entrance to the Cathedral of Notre Dame depicts the Last Judgment.

◀ Although built with heavy stone, the interiors of Gothic cathedrals seemed light and airy. New building techniques such as the exterior flying buttresses supported the walls, allowing windows to let light stream in.

**Skills  
FOCUS**

### INTERPRETING VISUALS

**Making Generalizations** Most of the visual arts during the Middle Ages had religious themes. Why do you think religion was the main focus of the visual artwork of the time?

flowing. Inside the books, illuminators would paint plants, animals, or people. For some special texts, they might apply thin sheets of gold leaf to the painted surface.

**Tapestry** Although most medieval art was religious in nature, some artists created works dealing with daily life, history, or fantasy. Among these works are tapestries, or large woven wall hangings. Tapestries were hung in castles to prevent drafts. Many medieval tapestries that still survive show scenes from daily life or fantastic creatures such as unicorns and dragons. One famous tapestry is the Bayeux Tapestry, which tells the story of William the Conqueror and his conquest of England in 1066.

**READING CHECK Find the Main Idea** What were three forms of medieval art?

## Literature

Just as the art forms practiced in the Middle Ages introduced new ideas and practices, so too did the types of literature created. Writers from the period produced works of varying styles on topics that covered the entire spectrum of human life, including religion, romance, and epic adventures.

**Religious Texts** As you might expect, many of the writings created in the Middle Ages dealt with religion. This was especially true in the Early Middle Ages, when few people other than monks and priests could read or write. After 1200, more people were literate, especially in cities.

Religious writers of the Middle Ages created all sorts of works, from sermons about how people should live to interpretations of passages from the Bible. Another popular topic was the lives of saints. These tales were compiled into collections during this period and widely read by the literate nobility, merchants, and clergy.

Medieval writers also created religious songs and poems. One of the most famous medieval poets was a nun, **Hildegard of Bingen**. An artist, poet, and a composer, she wrote dozens of poems and music to accompany them. Like other Christian writers in Europe at the time, Hildegard wrote in Latin, the language of the Roman Catholic Church.

**Epics and Romances** In addition to writings on religious topics, literature of the Middle Ages included epics and romances. Epics and romances are both long poems that tell stories of heroes and villains, but these works differ in their subject matter.



The epic poems of the Middle Ages tell exciting tales related to war and its heroes. *The Song of Roland*, for example, is an epic that tells the story of Charlemagne's fight against the Muslims in Spain. Romances, on the other hand, tell exciting tales of true love and chivalry. Chivalry was a code of honor that knights were supposed to live by; it required knights to be generous and courteous to women and other knights. The subjects of some medieval romances remain familiar to us even today. Many of them, for example, tell stories of King Arthur and his knights of the Round Table.

Epics and romances were often performed by wandering singers called **troubadours**. These troubadours wandered from court to court, performing and spreading news. Because epics and romances were intended to be entertainment,

they were not written in Latin. These poems were in the vernacular, the language that people spoke every day. English and French were vernacular languages, as opposed to Latin, which was the language of the church.

**Major Works** Two noteworthy works of the High Middle Ages are *The Canterbury Tales*, by **Geoffrey Chaucer** and the *The Divine Comedy*, by **Dante Alighieri** (DAH-N-tay ahl-eeg-YEH-ree). *The Canterbury Tales* is a collection of stories that tells the tale of a group of pilgrims traveling to the town of Canterbury, England. Along the way, each pilgrim agrees to tell a story to entertain the other travelers.

*The Canterbury Tales* is significant as more than just a collection of stories. Chaucer's characters come from a wide range of social backgrounds, from a wealthy knight to a humble farmer. His descriptions of these characters help historians picture what life was like for people in the Middle Ages. Also, the fact that Chaucer wrote in English helped increase the use of this written language in England. Since the Norman Conquest, many people in England, especially nobles, had been speaking French.

The other major work, Dante's *The Divine Comedy* is composed of three parts, or *cantos*: *Inferno* (Hell), *Purgatorio* (Purgatory), and *Paradiso* (Paradise). Together they tell the story of an imaginary trip that Dante took through the afterlife. During the course of his trip, Dante meets people from his own life, as well as great figures from history. For example, the ancient Roman poet Virgil acts as his guide for part of the way.

Dante served much the same function for Italian as Chaucer did for English. Dante's writing led to the increased use of written Italian and helped shape the development of the Italian language for centuries after his death.

**READING CHECK Summarize** What subjects did medieval authors write about?

## Thinking and Learning

The many religious writers of the Middle Ages helped spread new ideas throughout Europe. These new ideas helped give rise to new ways of thinking and learning. Science and universities shaped these new systems of thought.

### PRIMARY SOURCES

## The Divine Comedy

In the *Inferno*, the first part of Dante's *The Divine Comedy*, Dante describes his imaginary journey through Hell. The passage below describes how his journey begins and the fear that he is experiencing.

“When I had journeyed half of our life's way,  
I found myself within a shadowed forest,  
for I had lost the path that does not stray.  
Ah, it is hard to speak of what it was,  
that savage forest, dense and difficult,  
which even in recall renews my fear:  
so bitter—death is hardly more severe!  
But to retell the good discovered there,  
I'll also tell the other things I saw.  
I cannot clearly say how I had entered  
the wood; I was so full of sleep just at  
the point where I abandoned the true path.  
But when I'd reached the bottom of the hill—  
it rose along the boundary of the valley  
that had harassed my heart with so much fear.”

**Skills  
FOCUS**

### READING LIKE A HISTORIAN

- 1. Define** The word *path* shows up twice in this passage. What does Dante mean by “path”?
- 2. Interpret Literature as a Source** How does Dante's work reflect the thoughts and feelings of people during the Middle Ages?

See **Skills Handbook**, p. H25

**Alchemy** Curious about how the world worked, people in the Middle Ages began to conduct scientific experiments. In doing so, they practiced an early form of chemistry called alchemy.

Some alchemists, people who practiced alchemy, thought that they could find a way to turn base metals, like lead, into gold. As they sought to solve this problem, they heated materials to dissolve or vaporize them. In this way they gained practical experience in chemical reactions that aided later scientists.

**Universities** The growth of European universities increased the flow of Greek learning into Europe. Scientific, philosophical, mathematical, astronomical, as well as medical texts were translated into Latin. Lecturers taught Latin grammar, rhetoric, logic, geometry, arithmetic, astronomy, and music. Together, this course of study was called the liberal arts. Universities also taught theology, medicine, and law. Universities helped create a new educated class, who spoke and wrote in Latin and shared a common culture.

**The Teachings of Thomas Aquinas** The teachers in medieval universities included some of the greatest scholars of the age. Perhaps the most influential of all these scholars was **Thomas Aquinas** (uh-KWY-nuhs), a teacher at the University of Paris.

Aquinas was keenly interested in the works of ancient philosophers, especially Aristotle. The revival of interest in the Greek philosophers sparked a major controversy in the church over how humans could learn about the world. Aristotle believed that truth could be discovered only through human reason. Christians, on the other hand, believed that truth was revealed by God and depended on faith. Aquinas tried to reconcile the two approaches. He argued that both reason and faith were necessary for an understanding of truth. His approach, known as **Scholasticism**, tried to show that Christian teachings were also knowable and provable through the use of logic and reason. Thus Aquinas ensured that in western Europe human reason would remain a primary element in determining truth.

**READING CHECK Analyze** How did thinking and learning change in the Middle Ages?

## FACES OF HISTORY

### Thomas AQUINAS

1225–1274



Thomas Aquinas was born to a noble Italian family. As a young man, he chose a life of poverty and joined the Dominican order. He

spent much of his life in France—studying, teaching, and writing.

In one of his most important works, the *Summa Theologica*, Aquinas explored many questions of philosophy and theology. For each subject he studied, he tried to consider every possible argument—both for and against it. In doing so, he wished to show how opposing views were related. Although some people of his time did not approve of his ideas, many now consider him the one of the greatest thinkers of the Middle Ages.

**Infer** Why might some people have objected to Aquinas's ideas?

## SECTION 3 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SHL HMA HP

### Reviewing Ideas, Terms, and People

- a. Define** What is a flying buttress?

**b. Explain** How did illumination help bring religious texts to life?

**c. Evaluate** Why do you think religious art was so important to people in the Middle Ages?
- a. Identify** Who was Hildegard of Bingen? What is she known for?

**b. Contrast** What are the differences between epics and romances?

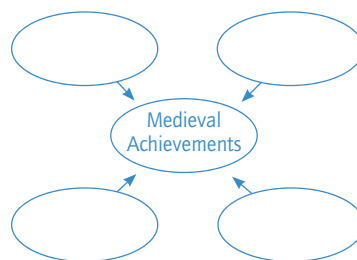
**c. Evaluate** What effect did writers like Geoffrey Chaucer and Dante Alighieri have on literature in the Middle Ages?
- a. Define** What is alchemy?

**b. Make Generalizations** What are some characteristics of the first universities?

**c. Elaborate** How were the ideas and teachings of Thomas Aquinas new and different to people in the Middle Ages?

### Critical Thinking

- Summarize** Copy the graphic organizer below and fill in the achievements of the Middle Ages in art, literature, thinking, and learning.



### FOCUS ON SPEAKING

- Description** Write and deliver a speech that describes the new artistic and cultural achievements of the Middle Ages. Choose one achievement that you feel has had the largest impact and discuss why you think so.

# Focus on Themes

## Arts and Ideas

During the High Middle Ages, universities became more and more commonplace as use of the written word increased and the ability to reason, read, and compute became of greater importance to Europeans. As knowledge came to be of greater value, people went to universities to learn more about the world around them. Universities, both then and now, offer people the chance to expand their minds through lectures and discussion amongst their peers.

**UNIVERSITIES THEN** Universities in the Middle Ages were products of the growing cities. The term *university* broadly meant “a group of persons associated for any purpose.” The medieval university had neither a campus nor a set of buildings. Rather, students met with their teachers at designated places throughout the city.

The medieval university was one of the first ways in which Europeans were exposed to a liberal arts education. Students were expected to take seven liberal arts courses. A master of arts program took six years to complete; it took an additional eight years to earn a degree in theology. University students of the time were all men, and most came to study at about the age of 17. The students were mostly Christian, and they did not come from the nobility. Instead, the majority of students were recently migrated peasants who had come to live in cities.



▲ **NOW** Students participate in a seminar on the lawn of a modern-day university.

**UNIVERSITIES NOW** In many respects, universities today are similar to those of the Middle Ages. Students at a liberal arts college are expected to take a wide range of courses, and the age at which students usually begin their studying is about the same as it was in the Middle Ages.

However, there are some important differences in the way modern universities operate. Today’s universities are open to women and people from any religious background. Most universities have their own campuses, and the large number of private and public universities allow students to choose the programs and the schools that are right for them. People around the world place a great value on higher education, and that value has only grown since the Middle Ages.

### Skills Focus

#### UNDERSTANDING THEMES

1. **Summarize** What were some characteristics of the medieval university?
2. **Compare and Contrast** What are some of the similarities and differences between universities of the Middle Ages and universities today?

◀ **THEN** A teacher from the Middle Ages lectures his students on the liberal arts.

# Challenges of the Late Middle Ages

## BEFORE YOU READ

### MAIN IDEA

In the late Middle Ages, Europeans faced many challenges, including religious crises, wars, and a deadly plague.

### READING FOCUS

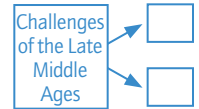
1. What sorts of religious crises did Europe face during the late Middle Ages?
2. What were the causes of war and conflict in the late Middle Ages?
3. What was the Black Death, and how did it affect people?

### KEY TERMS AND PEOPLE

heresy  
Inquisitions  
friars  
Hundred Years' War  
Joan of Arc  
Wars of the Roses  
Henry VII  
Black Death

### TAKING NOTES

As you read, take notes on the various challenges faced by people in the late Middle Ages.



### THE INSIDE STORY

**When is a nosebleed a good thing?** In 1346 a huge fleet set out from England for France. The fleet was led by King Edward III of England, who was hoping to defeat the French king and claim the throne for himself. When Edward's ship reached land, the king hopped out. Unfortunately for his dignity, the land was uneven and the king fell, striking his head on the ground.

Blood gushed out of the king's nose. His knights saw the king's fall as a bad omen and begged him to get back on board the ship, but the king disagreed. He thought the nosebleed was a good sign. He believed that his blood on the French soil meant that the land was truly his. ■

## Religious Crises

When King Edward III of England, invaded France in 1346, Europe was in turmoil. Europe faced challenges to its religious, political, and social order. Because Christianity was the one element that tied most Europeans together, religious crises were a grave threat to all of society.

**Heresy** One issue facing the church in the High Middle Ages was increasing **heresy**, beliefs that opposed the official teachings of the church. Heretical beliefs had begun appearing in Europe around the first millennium. Even though most people remained faithful, by the 1100s cases of heresy were increasing rapidly enough to cause church officials alarm.

# SIGN OF BLOOD

◀ A battle scene between the English and the French during the Hundred Years' War

Battle of Crécy, from a medieval manuscript, 1346



## ACADEMIC VOCABULARY

### sacraments

solemn Christian rites believed to have been instituted by Jesus

In many instances, people accused of heresy were de-emphasizing the role of the clergy and the sacraments. These beliefs frightened religious officials as it threatened social order in the church. Determined to stop the spread of heresy, the clergy tried several ways to stamp it out.

The primary method used to fight heresy was **Inquisitions**. The Inquisitions were legal procedures supervised by special judges who tried suspected heretics. Accused people came before the court and anyone found guilty of heresy was punished by local authorities.

The church also tried fighting heresy through Christian education. In the early 1200s two men, Francis of Assisi and Dominic of Osma, created new religious orders to spread Christian teachings. Members of these orders, called **friars**, took vows of poverty and obedience, like monks did. Unlike monks, though, friars lived in cities among the people to whom they preached. The teachings of the friars was believed to be a great weapon against heresy.

## Inquisition and Heresy



The Supplication of the Heretics in 1210, by Jean Fouquet, c. 1420–1480, courtesy of Bibliotheque Nationale, Paris, France

Skills FOCUS

### READING LIKE A HISTORIAN

Church officials put to death people convicted of heresy.

**Analyzing Visuals** What does this painting suggest about the nature of executions during the Inquisition?

See **Skills Handbook**, p. H26

Another method used in the fight against heresy was war. In 1208, Pope Innocent III called for a crusade against a group of heretics who believed in dualism, in southern France. Christian soldiers from northern France joined in the war, a war that spent 21 years trying to eliminate heretics in the region.

**The Papacy in Dispute** Adding to the turmoil in the medieval church was a dispute over the papacy. In 1309, after political fighting in Rome forced the pope to flee the city, he moved to Avignon (ah-vee-NYAWN) in southern France. Consequently, the next several popes lived at Avignon in a huge palace they had built.

Seventy years later, Pope Gregory XI decided to return to Rome. When Gregory died later that same year, though, there was disagreement over who should become the new pope. As a result, two men, one in Rome and one in Avignon, claimed papal power. The conflict went unresolved for nearly 40 years. The resulting confusion weakened the church's influence.

### READING CHECK

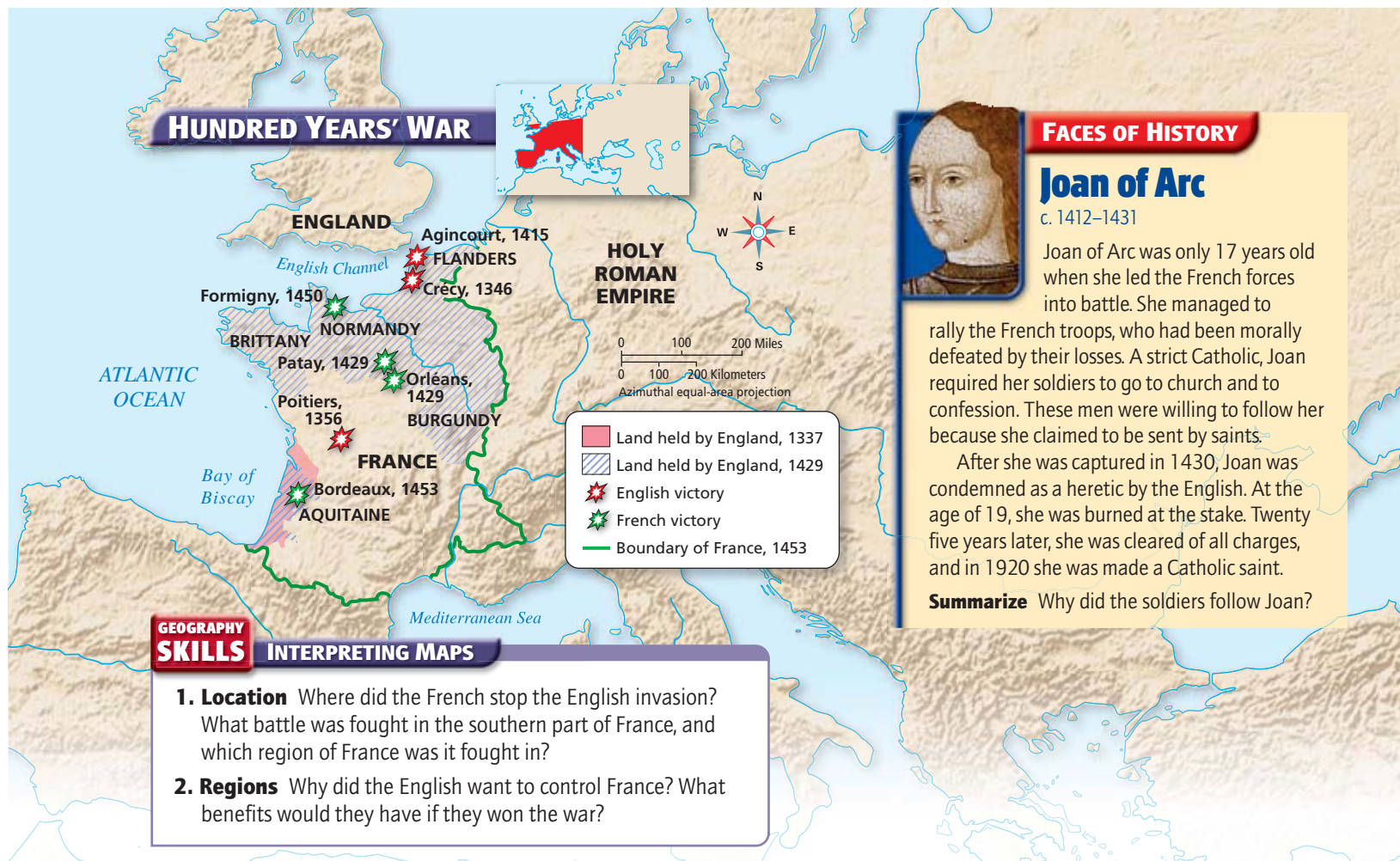
**Find the Main Idea** What religious challenges did Europeans face in the later Middle Ages?

## Wars and Conflict

While Europeans were facing uncertainty in their religious leadership, political leaders were also fighting numerous wars to gain more power for themselves. The two most violent and destructive of these wars, the Hundred Years' War and the Wars of the Roses, both involved the kings of England.

**Hundred Years' War** In 1328 the French king died without a son. His nearest living male relative was a nephew, King Edward III of England. But, the late king also had a cousin who had served as his regent. The English wanted to rule both countries, and the French, not wanting to be ruled by an English monarch, favored the regent. The French decided that the regent was the rightful heir, and he was thus crowned King Philip VI of France.

This decision did not please the English king. At the head of a huge army, Edward invaded France in 1337. This invasion marked the beginning of the **Hundred Years' War**.



## HUNDRED YEARS' WAR

## FACES OF HISTORY

### Joan of Arc

c. 1412–1431

Joan of Arc was only 17 years old when she led the French forces into battle. She managed to rally the French troops, who had been morally defeated by their losses. A strict Catholic, Joan required her soldiers to go to church and to confession. These men were willing to follow her because she claimed to be sent by saints.

After she was captured in 1430, Joan was condemned as a heretic by the English. At the age of 19, she was burned at the stake. Twenty five years later, she was cleared of all charges, and in 1920 she was made a Catholic saint.

**Summarize** Why did the soldiers follow Joan?

## GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Location** Where did the French stop the English invasion? What battle was fought in the southern part of France, and which region of France was it fought in?
- 2. Regions** Why did the English want to control France? What benefits would they have if they won the war?

Edward and his troops won victory after victory, largely because they used better weapons, like the longbow and cannon. In the Battle of Crécy, the English weapons devastated both the French fighters and their Genoese allies.

### HISTORY'S VOICES

“The English archers took one pace forward and poured out their arrows on the Genoese so thickly and evenly that they fell like snow . . . The English continued to shoot into the thickest part of the crowd, wasting none of their arrows. They impaled or wounded horses and riders, who fell to the ground in great distress.”

—Jean Froissart, *Chronicles*

As the war progressed, new leaders took over the fight. Heartened by victories like Crécy, the English marched deeper into France, and under a new king, Henry V, the English army advanced all the way to the gates of Paris.

In 1429 a young peasant girl, **Joan of Arc**, helped change the course of the war. Joan claimed that the saints had told her to lead the French into battle. Even though the French prince was skeptical of Joan's story, he allowed her to take command of an army. Joan and

her army marched to the town of Orléans and defeated a huge English army. She led the French in several more victories before being captured, tried, and executed by the English.

After Joan's death, King Charles VII of France rallied his army. The French steadily took back the land they had lost to the English, and by 1453 had driven the English almost completely out of their country. After more than 100 years, the war was finally over.

**Wars of the Roses** The end of the Hundred Years' War did not mean the end of political fighting in England. Shortly after peace was made with France, two families began a war over the English throne: the Lancasters, who used a red rose as their emblem, and the Yorks, who used a white rose. Because both families had rose symbols, the conflict became known as the **Wars of the Roses**.

At first the Yorkists were successful. Edward IV, a member of the York family, took the throne in 1461 and won victories over the Lancastrians. Trouble began again, though, after Edward's death. The king's sons disappeared, and Edward's brother became king.

## READING SKILLS

**Understanding Causes and Effects** What was a cause of the Wars of the Roses?

Almost as soon as he was crowned, however, the new king, Richard III, faced a number of uprisings. One of them was a rebellion led by the Duke of Buckingham, who had originally helped Richard gain the throne. Richard was eventually killed in the battle of Bosworth Field in 1485, while trying to fight off another uprising.

With Richard's death, a nobleman from one of the most important families in England, the Tudors, claimed the throne. Furthermore, Henry Tudor, who became **Henry VII**, was related to both warring factions. He was married to Edward IV's daughter, Elizabeth of York, and related to the Lancasters by blood. His rise to power marked the end of the Wars of the Roses and began a new era in English history.

**READING CHECK Summarize** How did fights over the thrones of England and France lead to conflict in medieval Europe?

## Black Death

While the Hundred Years' War was taking its toll on the armies of England and France, another crisis struck the people of Europe. That crisis was the **Black Death**, a devastating plague that swept across the continent between 1347 and 1351.

Historians are still not sure what disease the Black Death was, or even if it was a single disease. One theory is that the disease took two different forms. One, called bubonic plague, was spread by fleas that lived on rats and other animals. The other, pneumonic plague, could be spread through the air from person to person.

**Origins** In 1346 plague struck Mongol armies laying siege to a Black Sea port. From there infected rats and fleas made their way onto ships. Infected fleas bit humans transferring the disease to them. As merchants traveled,

## FORENSICS in History



### What Happened to the Princes?

One of history's fascinating mysteries is what happened to Edward V and his brother Richard. Can forensic science help find the answer?

**What facts do we have?** Edward V, a boy of 12, became king upon the death of his father, Edward IV, in April 1483. His uncle Richard, duke of Gloucester, was appointed as the boy's protector to rule in his place until he matured. Not satisfied with temporary rule, though, the duke took possession of Edward and his younger brother, Richard, and had them imprisoned in the Tower of London. In June, the boys' uncle had their births declared illegitimate. Richard, duke of Gloucester, was then crowned Richard III. By August, the two princes were missing, never seen again.

This drama led many to believe that Richard III had the young princes killed. Unfortunately, the existing physical evidence offers only limited clues. In 1674, workmen digging in the Tower of London found two small skeletons. Presumed to be the two princes, the bones were deposited in an urn in Westminster Abbey. In 1933 they were examined

► The Tower of London



by a dental surgeon, who concluded that they were indeed the bones of the young princes.

Since that time, though, forensic anthropologists have found that the conclusions from the 1933 examination were not valid given the science that was available at the time. It is believed that modern DNA tests could determine if the bones in the urn belong to members of the royal family, and other examinations might shed some light onto how the pair died. However, Queen Elizabeth II will not allow the remains to be tested.

**Draw Conclusions** What do you think happened to the princes in the tower?

so did the plague. It spread quickly throughout Europe, first striking coastal regions and then moving inland. By 1351, almost no part of Europe remained untouched by the Black Death.

**Course of the Disease** The Black Death was almost always fatal. Usually, a sign that a person was infected was the development of large dark splotches on the skin. Accompanying the splotches were other symptoms, including high fever, vomiting, and severe headaches. Most people who caught the plague died within a few days. Because it spread so easily, priests and doctors who tended the sick usually caught the plague and died themselves.

Historians estimate that as many as 25 million Europeans—one-third of the population—died during the Black Death. The plague not only devastated the European population but also ravaged Central Asia, North Africa, and the Byzantine Empire. In China, the population dropped from about 125 million in the late 1200s to about 90 million in the late 1300s.

**Effects** People had varying responses to the plague. People's most common reaction was to think God was punishing them for their sins. Some of these people took to beating or otherwise harming themselves. Some people turned to witchcraft in the hope of using magic to cure themselves. In some areas people blamed the Jews, saying that they poisoned wells. Some frightened mobs massacred entire Jewish communities. These reactions led to an increase in anticlericalism and also added to the already increasing anti-Semitic feelings in Europe.

Because of the loss of population, plague also helped bring an end to the manorial system. Because so many workers had died, those who survived were able to demand higher wages. Some peasants moved to cities where they became manufacturing workers. In rural areas, lords tried to fix wages at pre-plague levels, but these efforts failed.

Vacant land was bought up by people with money. These people were then able to create more efficiently organized estates that used less labor. This reorganization of estates also helped to end to the manorial system..

**READING CHECK Analyze** How did the Black Death help end the manorial system?

## EFFECTS OF THE PLAGUE



- Europe and China both lost one-third of their populations.
- People blamed God for the plague; anti-clericalism began to rise.
- Anti-Semitic beliefs increased in Europe.
- The manor system collapsed as people left their manors.



*Danse Macabre*, Eglise Saint-Germain La Ferté-Loupière, late 15th to early 16th century

### SECTION 4 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SHL HMA HP

#### Reviewing Ideas, Terms, and People

- a. Define** What is heresy?

**b. Identify Cause and Effect** What were some of the methods used to combat heresy in the late Middle Ages?

**c. Evaluate** How did the papal dispute weaken the Catholic Church?
- a. Identify** Who was Joan of Arc, and what did she do for France?

**b. Compare** What are the similarities between the Hundred Years' War and the Wars of the Roses?

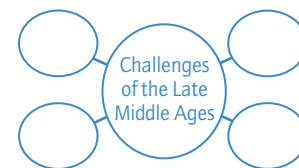
**c. Make Judgments** What do you think about the reasons for war in the late Middle Ages? Explain.
- a. Describe** What was the Black Death, and how did it spread?

**b. Summarize** How did the Black Death spread so quickly through the European population?

**c. Evaluate** What were the ways in which the Black Death brought about the end of the manorial system?

#### Critical Thinking

- 4. Categorize** Copy the chart to the right and, using your notes, fill in the chart with the challenges faced by people during the late Middle Ages.



#### FOCUS ON WRITING

- 5. Exposition** Imagine that you are a person living during the late Middle Ages. Write a letter in which you describe some of the difficulties that you face in your everyday life. You may write to someone in your family who lives in a different country or to a friend who lives in the same town or city as you do.



# The Black Death

**Historical Context** The four documents below reveal how the Black Death affected people in Europe and how they reacted to the spread of the disease.

**Task** Study the selections and answer the questions that follow. After you have studied the documents, you will be asked to write an essay describing how the Black Death affected people in the Middle Ages. You should use evidence from these selections and from the chapter to support your essay.

## DOCUMENT 1

### A Politician's Account

Some three decades after the plague, Italian politician Marchionne wrote the following account of Florence, Italy, during the Black Death.

No industry was busy in Florence; all the workshops were locked up, all the inns were closed, only chemists and churches were open. Wherever you went, you could find almost nobody; many rich good men were borne from their house to church in their coffin with just four undertakers and a lowly cleric carrying the cross, and even then they demanded a florin apiece. Those who especially profited from the plague were the chemists, the doctors, the poulterers, the undertakers, and the women who sold mallow, nettles, mercury plant and other poultice herbs for drawing

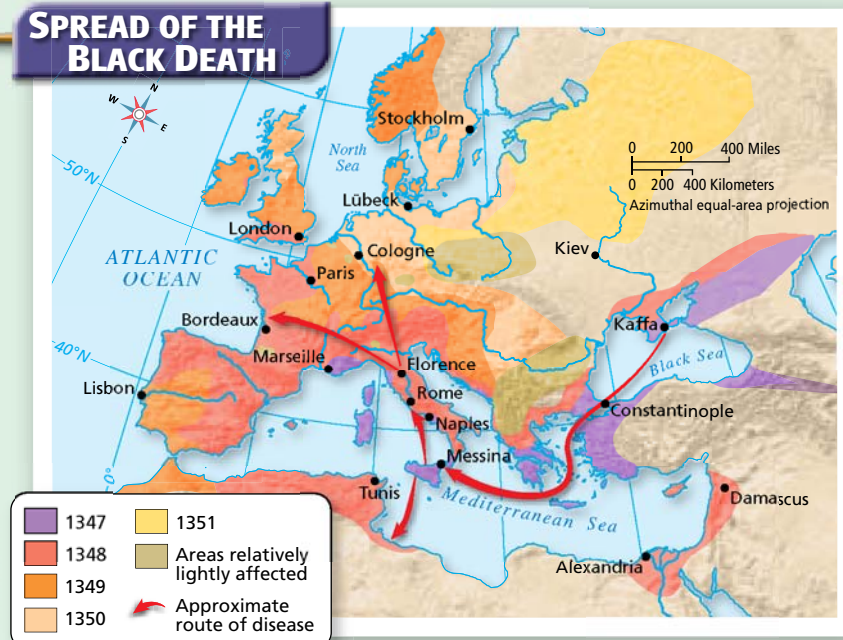
abscesses. And those who made the most were these herb sellers. Woollen merchants and retailers when they came across cloth could sell it for whatever price they asked. Once the plague had finished, anybody who could get hold of whatsoever kind of cloth, or found the raw materials to make it, became rich; but many ended up moth-eaten, spoilt, and useless for the looms, and thread and raw wool lost in the city . . . This plague began in March as has been said, and finished in September 1348. And people began to return to their homes and belongings. And such was the number of houses full of goods that had no owner, that it was amazing. Then the heirs to this wealth began to turn up. And someone who had previously had nothing suddenly found himself rich and couldn't believe it was all his, and even felt himself it wasn't quite right.

## DOCUMENT 2

### Map of Affected Areas

The map shows the spread of the Black Death through Europe over a period of time. Plague made its way from Central Asia to the Black Sea ports. From there it spread along European shipping routes to almost all of Europe.

### SPREAD OF THE BLACK DEATH



## DOCUMENT 3

### A Writer's Description

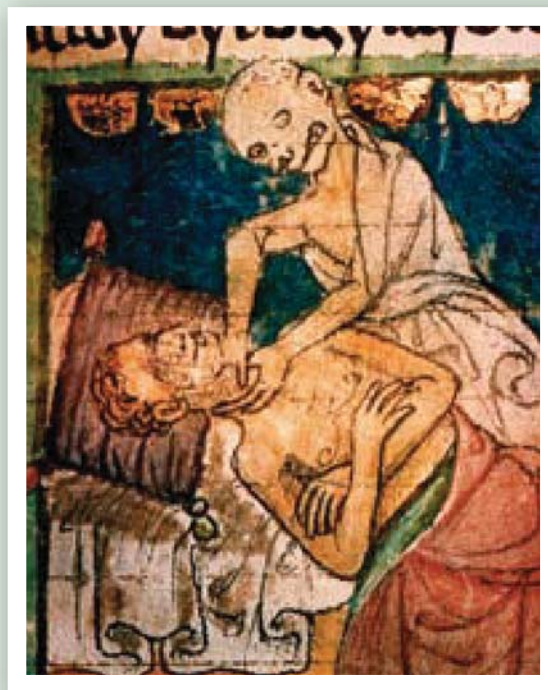
The following description of the Black Death appears in a major literary work called *The Decameron*. It was written by Giovanni Boccaccio between 1350 and 1353, just a few years after the plague hit Florence.

Tedious were it to recount, how citizen avoided citizen, how among neighbors was scarce found any that shewed [showed] fellow-feeling for another, how kinsfolk held aloof, and never met, or but rarely; enough that this sore affliction entered so deep into the minds of men and women, that in the horror thereof brother was forsaken by brother, nephew by uncle, brother by sister . . . Mothers were found to abandon their own children, untended, unvisited, to their fate, as if they had been strangers. Wherefore the sick of both sexes, whose number could not be estimated, were left without resource but in the charity of friends (and few such there were), or the interest of servants, who were hardly to be had at high rates and on unseemly terms, and being, moreover, one and all, men and women of gross understanding, and for the most part unused to such offices, concerned themselves no further than to supply the immediate and expressed wants of the sick, and to watch them die; in which service they themselves not seldom perished with their gains.

## DOCUMENT 4

### An Artist's View

This painting was created by Thomas of Stitny around 1376. It depicts death in a grotesque human form strangling a victim of the plague.



## Skills FOCUS

### READING LIKE A HISTORIAN

#### DOCUMENT 1

- Identify Main Ideas** What effect did the Black Death have on the economy in Italy?
- Analyze** Why do you think a politician would focus on the economic effects of the Black Death?

#### DOCUMENT 2

- Identify** Where did the Black Death come from?
- Make Generalizations** What areas were among the first to experience the Black Death? Why?

#### DOCUMENT 3

- Describe** How did the Black Death affect relationships among people in Florence?
- Analyze** Consider the source for this selection. What does the type of source tell you about the lasting influence of the Black Death?

#### DOCUMENT 4

- Describe** What is happening in the painting?
- Interpret** What do you think the artist was trying to convey by showing the plague as a human killing another human?

### DOCUMENT-BASED ESSAY QUESTION

The Black Death had profound effects on most of Europe during the Middle Ages. Who did the Black Death affect, and in what ways did people's lives change? Using the documents above and information from the chapter, form a thesis that describes the effects of the Black Death. Then write a short essay with details to support your thesis.

See **Skills Handbook**, pp. H25, H26

## VISUAL STUDY GUIDE

## Key Events of the Crusades

- 1071** ■ Turks attack the Byzantine Empire.

---

- 1095** ■ Pope Urban II calls for the Council of Clermont.

---

- 1096** ■ The First Crusade is launched.

---

- 1144** ■ Muslims retake Edessa.

---

- 1147** ■ The Second Crusade begins.

---

- 1169** ■ Saladin comes to power in the Muslim world.

---

- 1189** ■ The Third Crusade sets out to retake Jerusalem from Saladin.

---

- 1201** ■ The Fourth Crusade is launched from Venice.

---

- 1291** ■ The Crusades come to an end.

## Challenges of the High Middle Ages

- Heresy threatens the Christian church; the Inquisition and new religious orders, such as the friars, are introduced to society in order to help eliminate heretics in Europe.
- A dispute over the rightful claim to the papacy leads to confusion and disorganization in the Roman Catholic Church.
- The Hundred Years' War is fought between England and France over the heir to the French throne. Joan of Arc emerges as a leader among the French troops.
- The Wars of the Roses are fought to determine which family would rule England. Henry VII of the Tudor family takes the throne.
- The Black Death wipes out one-third of the populations of Europe and China and brings about the end of the manorial system in Europe.

## Growth of Towns and Cities

Trade increases between Europe and Asia. Trade fairs become a part of the economic system of medieval towns.

Guilds are established, which allow for greater organization of merchants and craftspeople in the ever-expanding towns.

Cultural achievements are made. Great works of art and literature as well as new types of learning become a part of people's lives.

## Review Key Terms and People

Identify the term or person from the chapter that best fits each of the following descriptions.

1. A trade organization
2. Author of *The Divine Comedy*
3. Beliefs that opposed the church's official teachings
4. A group of cities and towns in northern Germany that worked together to promote and protect trade
5. A peasant girl who led French troops during the Hundred Years' War
6. A series of religious wars fought to take Jerusalem and the Holy Land
7. The process of decorating a written manuscript with pictures or designs
8. Solemn Christian rites believed to have been instituted by Jesus Christ
9. English king who fought in the Third Crusade

## History's Impact video program

Review the video to answer the closing question:  
How did the Black Death impact Europe?



## Comprehension and Critical Thinking

### SECTION 1 (pp. 403–407)

- 10. a. Identify** Who was Saladin? What role did he play in the Third Crusade?
- b. Sequence** What happened during the first four Crusades?
- c. Make Judgments** Why do you think the Crusades were unsuccessful for the Christian armies?

### SECTION 2 (pp. 408–412)

- 11. a. Define** What is a trade fair? How did it differ from an everyday market in the Middle Ages?
- b. Compare** How do medieval cities compare with cities of today?
- c. Elaborate** How did guilds help to bring about a more organized way of doing business?

### SECTION 3 (pp. 413–417)

- 12. a. Recall** What three new forms of visual art were first introduced in the Middle Ages? What was a common theme of these artworks?
- b. Contrast** What was distinctive about Thomas Aquinas' way of viewing Christian doctrine?
- c. Evaluate** Why do you think *The Canterbury Tales* was such an important work to people of the Middle Ages? Explain.

### SECTION 4 (pp. 419–423)

- 13. a. Describe** Why did the French and English fight the Hundred Years' War?
- b. Analyze** In what ways did the Black Death affect people in the late Middle Ages?
- c. Rate** Do you think the church's reaction to heresy was a legitimate one? Why or why not?

## Reading Skills

**Understanding Causes and Effects** Use what you know about causes and effects to answer the questions below.

- 14.** Why did European Christians launch the Crusades? What social effects did the Crusades have on Europe and the Holy Land?
- 15.** Why did Europe experience an increase in trade during the High Middle Ages? What were some of the effects of this increased trade?
- 16.** List the causes of the Black Death and its effects on Europeans during the late Middle Ages.

## Analyzing Bias in Secondary Sources

**Reading Like a Historian** The selection below was written by William fitz Stephen, a man who lived in London during the High Middle Ages. He describes the grandness of the city and the buildings that made London superior to other cities. Read the passage below and then answer the questions that follow.

“On the east the Tower of London, very great and strong. . . On the west there are two powerful castles, and from there runs a high and massive wall with seven double gates and with towers along the north at regular intervals.”

—William fitz Stephen, quoted in *Medieval Europe: A Short History*, by C. Warren Hollister

- 17. Identify** What words does the author use to express his feelings about how London is constructed?
- 18. Explain** Does the author feel as though London is a strong or a weak city? How can you tell?
- 19. Evaluate** How might someone else describe the city of London during the High Middle Ages?

## Using the Internet

go.hrw.com

Practice Online

Keyword: SHL HMA

- 20.** As a young teenager, Joan of Arc was visited by saints urging her to help liberate France from England's control. She was a woman of amazing faith and vision. Using the keyword above, research the life of Joan of Arc, her accomplishments, and significance in history. Use an interactive template to write a biography on Joan of Arc. Be sure to use proper grammar, punctuation, and sentence structure.

## WRITING ABOUT HISTORY

**Exposition: Writing an Explanation** During the High Middle Ages, people experienced many different social, political, and economic changes. New technologies, new art forms, new ways of thinking, and changes in the church and in government all contributed to the movement of Europe into the modern world.

- 21. Assignment:** In an essay, explain how the varying social, political, and economic changes of the High Middle Ages contributed to the emergence of the modern era. To provide support for your explanation, use information from the chapter and other research as needed. Use specific reasons and examples to illustrate the points you are making.

# Standardized Test Practice

**Directions** Write your answer for each statement or question on a separate answer sheet. Choose the letter of the word or expression that best completes the statement or answers the question.

**1 This map shows Europe**



- A after Charlemagne.
- B before Charlemagne.
- C during Charlemagne's reign.
- D during Charles Martel's reign.

**2 During the Middle Ages, popes were able to exercise power over nobles because of**

- A the fealty oath.
- B the Benedictine Code.
- C the threat of excommunication.
- D the ability to choose bishops.

**3 A major accomplishment of Justinian I was**

- A founding the city of Constantinople.
- B leading the Nika Revolt.
- C defeating his enemies in battle at the Milvian Bridge.
- D having Roman law codified.

**4 The early monasteries of Europe were**

- A instrumental in spreading Christianity.
- B clustered in major cities.
- C ruled directly by the pope.
- D closed by barbarian raids in the AD 300s.

**5 The person who first unified most of the Christian lands in western Europe after the fall of Rome was**

- A Henry II.
- B Charlemagne.
- C Charles Martel.
- D William the Conqueror.

**6 Charlemagne changed Frankish society by**

- A destroying Roman texts.
- B encouraging learning and codifying laws.
- C encouraging the Crusades.
- D developing separate laws to suit each conquered tribe.

**7 A European king who fought in the Crusades was**

- A Philip Augustus.
- B Saladin.
- C Richard the Lion-Hearted.
- D Frederick Barbarossa.

**8 The religious crises during the Middle Ages were the result of**

- A The Hundred Years' War.
- B an increase in the amount of heresy against the church.
- C the creation of friars.
- D the growth of trade and towns.

**9 Byzantine art is characterized by**

- A secular themes.
- B Christian themes.
- C Muslim themes.
- D classical Greek themes.

**10 Constantinople's location was important because it was**

- A a rich prize for invading peoples.
- B near the Bosphorus.
- C well fortified and had a good water source.
- D on the land route from Europe to Asia.

**11 Yaroslav the Wise was known for**

- A codifying Byzantine law.
- B developing the Cyrillic alphabet.
- C codifying Russian law.
- D defeating Constantinople.

**12 Gregory the Great worked to**

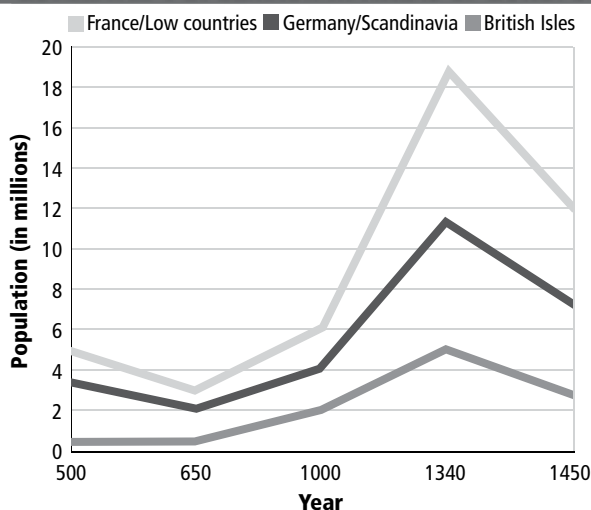
- A expand the power of the pope.
- B expand the power of the kings over the church.
- C convert the Roman emperor to Christianity.
- D complete an important work of philosophy.

**13 Viking raiders from Scandinavia**

- A defeated the Magyars.
- B eventually settled in France.
- C defeated the Normans in England.
- D eventually settled the coast of northern Italy.

**14 Which of the following best explains the change in European population shown on the graph?**

**ESTIMATED POPULATION IN AREAS OF EUROPE**



Source: Josiah C. Russell, "Population in Europe," in Carlo M. Cipolla ed., *The Fontana Economic History of Europe, Vol. 1: The Middle Ages*, (Glasgow: Collins/Fontana, 1972), 25–71

- A the Crusades
- B a smallpox epidemic
- C the plague
- D drought and poor harvests

**15 The growth of trade in Europe was**

- A controlled by merchants from northern Europe and Italy.
- B set back by the Crusades.
- C controlled by the Hanseatic League.
- D hindered by guilds that prohibited the use of credit.

**16 Feudalism was a response to**

- A unemployed knights pillaging the countryside.
- B the need for vassals to provide fealty to lords.
- C attempts to improve the manorial system.
- D the inability of kings to defend their lands from attack.

**17 What does the following excerpt from the will of Francis of Assisi indicate about him?**

*"When the Lord gave me the care of some brothers, no one showed me what I ought to do, but the Most High himself revealed to me that I ought to live according to the model of the holy gospel . . . Those who presented themselves to follow this kind of life distributed all they might have to the poor."*

- A He would be concerned with the needs of the poor.
- B He would be concerned with the needs of the rich.
- C He would want to build magnificent churches.
- D He wanted to increase the church's wealth.

**REVIEWING THE UNIT**

**Constructed Response** After the fall of Rome and during the Middle Ages, the church, feudalism, and manorialism played important roles in Europe. Recall what you learned about each topic. Then write a brief essay in which you summarize how the church, feudalism, and manorialism affected life in Europe.

**CONNECTING TO THE PREVIOUS UNIT**

**Constructed Response** Muslim traders and the Mongols were important in moving goods and ideas from Asia into Europe. Recall what you have learned about the diffusion of goods and ideas between Asia and Europe. Write a brief essay on how these contacts affected Europe during the Middle Ages.

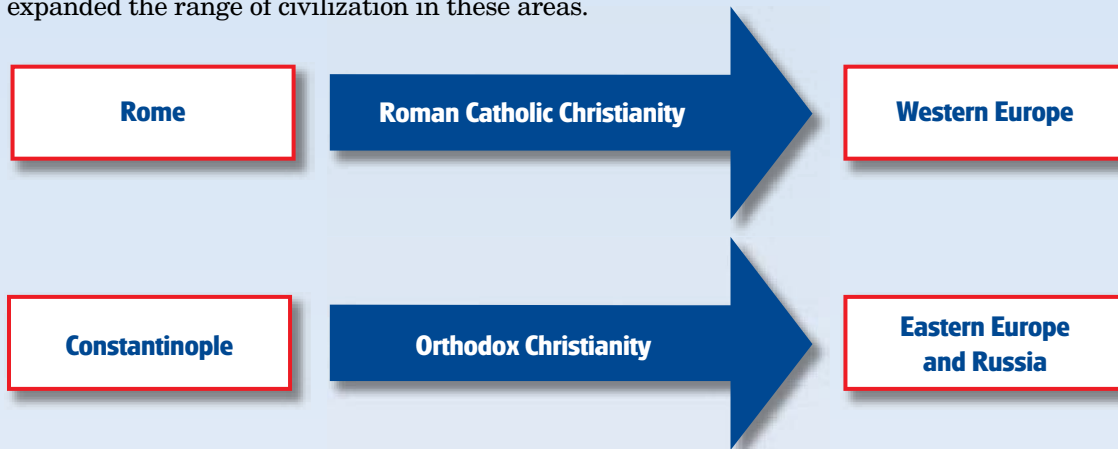
# Themes & Global Connections

THEME

**BELIEF SYSTEMS**

### How did the expansion of Christianity affect Europe?

Papal missionaries took Roman Catholic Christianity beyond the bounds of the old Roman Empire into Germany, northern Britain, and Scandinavia. The church promoted the building of monasteries, and the spread of Benedictine monasteries helped unify Christian practice. The Byzantine Empire was the spiritual center of Orthodox Christianity, which dominated Eastern Europe and Russia and expanded the range of civilization in these areas.

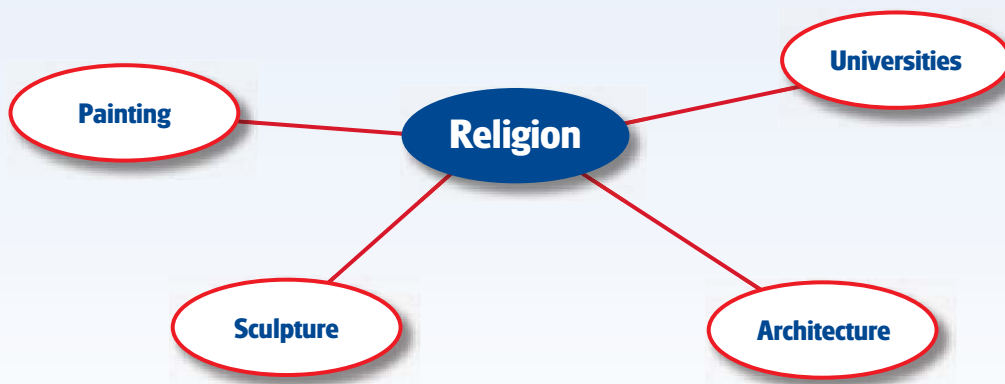


THEME

**ARTS AND IDEAS**

### How did the arts and ideas of the Middle Ages reflect people's beliefs?

European art of the period was primarily religious. Religious themes dominated painting, sculpture, and illuminated manuscripts. Gothic architecture, with its tall spires and high arched windows with beautiful stained glass, seemed to reach for the heavens. Religious subjects were common in universities, but toward the end of the period the curriculum expanded to include the works of ancient philosophers such as Aristotle.



**THEME**

**GOVERNMENT AND CITIZENSHIP**

**What tensions existed in medieval government?**

Tensions existed between European monarchs' efforts to centralize power in their hands and the nobility's efforts to limit the kings' power. When Charlemagne's empire fell apart under the onslaught of Viking, Magyar, and Muslim attackers, feudal lords had the opportunity to seize more power for themselves. In England, William the Conqueror reversed this trend by conquering England and consolidating power in his hands. However, some 150 years later English nobles rebelled and forced the king to sign Magna Carta, which limited the king's power, and again reversed the trend.



**Skills FOCUS**

**UNDERSTANDING THEMES**

Western Europe had been touched but not fundamentally changed by the Roman Empire, and northern Europe had remained beyond Rome's influence. After the fall of Rome, any unifying political control that had existed was gone. The Roman Catholic Church, however, did provide a sense of unity in Europe. Throughout Christendom, the arts and architecture of the time reflected similar religious themes. Monasteries promoted better agricultural techniques learned through contact with Eastern Europe and from Asian invaders. Create a chart like the one below to show how religion provided a sense of unity.

Unifying Factors	
Art	
Monasteries	
Language	
Architecture	
Church government	

**Global Connections**

The Byzantine Empire lasted almost a thousand years after the fall of Rome, and Constantinople's location made it a crossroads between Europe and Asia. The empire controlled territory in eastern Europe, the eastern Mediterranean, and the northern Middle East. It also spread civilization northward to new areas and played a role in the preservation of Greek and Roman culture and learning.

**Making Connections** Create a chart that details the contributions the Byzantine Empire made to the spread of civilization.

**THE BYZANTINE EMPIRE**





## CHAPTER

## 12

## Kingdoms and Christianity

300–1250

**MAIN IDEA** With its capital at Constantinople, the Byzantine Empire kept Christianity alive after the Western Roman Empire's fall. Byzantine traditions affected the development of Russia. Missionaries and monks helped spread Christianity throughout Europe.

**SECTION 1** Constantine established the Christian Byzantine Empire in the 330s. After over 1,000 years, the empire ended in 1453.

**SECTION 2** Slavs and Vikings created the first Russian state, which eventually became Christian. Mongols took over Russia for a while but did not interfere much with Russian culture.

**SECTION 3** After the fall of the Western Roman Empire, new kingdoms arose in Europe. Missionaries spread Christianity throughout Europe and established monasteries.

## CHAPTER

## 13

## The Early Middle Ages

800–1215

**MAIN IDEA** The early Middle Ages brought sweeping change throughout Europe. Most Europeans adopted Christianity, and Charlemagne forged an empire.

**SECTION 1** Charlemagne unified much of western Europe under a great empire that laid a foundation for European politics and culture.

**SECTION 2** Invasions and migrations changed the cultural and political landscape of Europe.

**SECTION 3** Two distinct systems, feudalism and manorialism, shaped the political, social, and economic order of the Middle Ages.

**SECTION 4** Following Charlemagne's death, the break-up of his lands resulted in a number of small kingdoms, which grew in power and faced many changes.

**SECTION 5** The power of the Roman Catholic Church grew, making it central to daily life and an influential political institution.

## CHAPTER

## 14

## The High Middle Ages

1000–1500

**MAIN IDEA** During the high Middle Ages the pace of change began to quicken. The Crusades exposed more people to the wider world as well as to the benefits of trade. Religion continued to play a important role in people's lives.

**SECTION 1** Europeans fought in the Crusades from 1096 to 1291 but ultimately failed to take Jerusalem and the Holy Land from Muslim control.

**SECTION 2** During the Middle Ages an increase in trade from Europe to other lands led to the growth of towns and cities.

**SECTION 3** The late Middle Ages saw a surge in art and thinking that ranged from masterful religious art to great works of literature to the dawn of liberal arts universities.

**SECTION 4** Religious crises, war, and disease threatened and challenged the people living in Europe during the high Middle Ages.

Thinking  
like a HistorianSummary and  
Extension Activity

From the fall of the Roman Empire until the end of the Middle Ages, Europe saw enormous change. Select one time period and create a chart or graphic organizer that summarizes the developments in:

- A. Government
- B. Intellectual life and the arts
- C. Religious institutions