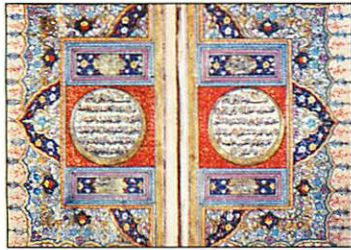


Chapter 11



The Muslim World (A.D. 622–A.D. 1629)

The religion of Islam emerged on the Arabian Peninsula in the 600s. Muslim civilization eventually created cultural ties among diverse peoples across three continents.

- Muhammad was the prophet of Islam, a monotheistic religion. Through the Quran, the Five Pillars, and the Sharia, Islam was both a religion and a way of life.
- The Arab empire was ruled by several powerful caliphates. After 850, they were replaced by independent dynasties ruling separate Muslim states.
- Learning, literature, science, medicine, and trade flourished during the golden age of Muslim civilization.
- By the 1500s, the Mughals, Ottomans, and Safavids dominated the Muslim world with powerful empires in India, Eastern Europe, the Middle East, and North Africa.

Chapter 12

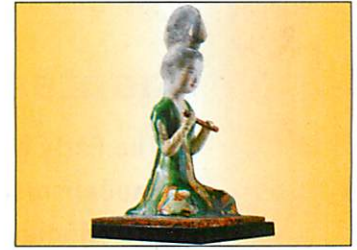


Kingdoms and Trading States of Africa (750 B.C.–A.D. 1586)

Despite geographic barriers, many civilizations rose and flourished in Africa. Kingdoms in the west and city-states in the east became important commercial and political centers.

- The Bantu migrations, contacts with Greece and Rome, the spread of Islam, and trade with Asia contributed to Africa's diversity.
- Between 800 and 1600, a succession of powerful West African kingdoms controlled the rich Sahara trade route.
- Indian Ocean trade routes led to the growth of prosperous city-states along the East African coast.
- Art and oral literature fostered common values and a sense of community among the peoples of Africa.

Chapter 13



Spread of Civilizations in East Asia (A.D. 500–A.D. 1650)

After 400 years of fragmentation, China reemerged as a united empire and the most powerful force in East Asia. Although Korea and Japan were heavily influenced by Chinese civilization, each maintained its own identity.

- China expanded and prospered under the powerful Tang and Song dynasties.
- During the 1200s and 1300s, the Mongols ruled much of Asia. After the fall of the Mongols, the Ming restored Chinese culture and later imposed a policy of isolation.
- While maintaining its own identity, Korea served as a cultural bridge linking China and Japan.
- The seas allowed Japan to preserve its unique culture while selectively borrowing religious, political, and artistic traditions from China.
- During the 1100s, Japan created a feudal society that was ruled by powerful military lords.

A.D.
1100

A.D. 1000
East African trading
cities prosper

A.D. 1000s
Anasazis build
pueblo towns

A.D. 960
Song dynasty in
China founded

A.D. 1066
Normans
conquer Britain

A.D.
1300

A.D. 1250
Empire of Mali
reaches height

A.D. 1206
Delhi sultanate
founded

A.D. 1215
English Magna
Carta signed

A.D.
1500

A.D. 1500
Kongo kingdom
flourishes

A.D. 1438 Incan empire founded

A.D. 1500 Aztec empire
reaches height

A.D. 1368
Ming dynasty ends
Mongol rule

A.D. 1389 Ottomans defeat Serbs at Kosovo

A.D. 1462 Reign of Ivan
the Great begins

A.D. 1520
Reign of Suleiman
begins

The Rise of Europe

500–1300

Chapter Preview

- 1 The Early Middle Ages
- 2 Feudalism and the Manor Economy
- 3 The Medieval Church
- 4 Economic Expansion and Change



500s

Germanic tribes such as the Franks dominate Western Europe. This bronze brooch depicts a Frankish warrior.

732

Frankish forces defeat Muslim armies at the battle of Tours.

800

Frankish King Charlemagne is crowned emperor by the pope. Under Charlemagne, much of Western Europe is briefly united.

CHAPTER
EVENTS

400

600

800

GLOBAL
EVENTS

527 Justinian rules Byzantine empire.

622 The Muslim prophet Muhammad leaves Mecca.

Geography and Resources of Europe



Europe is rich in natural resources. But in the early Middle Ages, many of these resources remained largely untapped.

ATLANTIC OCEAN

- Coal
- Fish
- Furs
- Iron
- Other metals
- Timber

AFRICA



900s

Sailing out of Scandinavia in long ships, Viking raiders plunge much of Europe into disorder. Such invasions contribute to the emergence of European feudalism.

1000s

The European economy begins to recover. The growth of bustling new towns is one sign of revival.

1200s

The Dominican and Franciscan orders of Christian friars are founded.

1000

1200

1400

1100s Feudalism develops in Japan.

1230s Sundiata founds the empire of Mali in West Africa.

The Early Middle Ages

Reading Focus

- Why was Western Europe a frontier land during the early Middle Ages?
- How did Germanic kingdoms gain power in the early Middle Ages?
- How did Charlemagne briefly reunite much of Western Europe?

Vocabulary

medieval
frontier
missi dominici
curriculum

Taking Notes

As you read, prepare an outline of this section. Use Roman numerals to indicate the major headings of the section, letters for the subheadings, and numbers for the supporting details. The sample at right will help you get started.

I. Geography of Western Europe

A. Location

- 1.
- 2.

B.

II. The Germanic kingdoms

A. The Franks

- 1.
- 2.

B.

Main Idea

After the fall of Rome, Germanic tribes divided Western Europe into many small kingdoms.

Setting the Scene Pope Gregory the Great sat at his desk, thinking about the perils facing Italy. The Lombards were attacking from the north. Once again, Rome might fall to plundering invaders. “Where is the senate?” Gregory wrote. “Where are the people? The bones are all dissolved, the flesh is consumed. . . . The whole mass is boiled away.”

Gregory was writing around A.D. 600, as waves of invaders swept across Europe. Trade slowed to a trickle, towns emptied, and learning virtually ceased. During the early Middle Ages,* from about 500 to 1000, Europe was a relatively backward region largely cut off from advanced civilizations in the Middle East, China, and India. Slowly, though, a new European civilization would emerge that blended Greco-Roman, Germanic, and Christian traditions. Much later, it would be called **medieval** civilization, from the Latin for “middle age.”

Geography of Western Europe

Rome had linked its distant European territories with miles of roads and had spread classical ideas, the Latin language, and Christianity to the tribal peoples of Western Europe. But Rome was a Mediterranean power. The Germanic peoples who ended Roman rule in the West shifted the focus of European history to the north.

Location Europe is relatively small—the second smallest in land area of the seven continents. It lies on the western end of Eurasia, the giant land-mass that stretches from present-day Portugal in the west all the way to China in the east. Despite Europe’s size, its impact on the modern world has been enormous.

Resources From about 500 to 1000, this region was a **frontier** land—a sparsely populated, undeveloped area on the outskirts of a civilization. Still, it had great untapped potential. Dense forests flourished in the north. The region’s rich earth was better suited to raising crops than were the dry soils of the Mediterranean. Underground lay mineral resources. Nearby seas provided fish for food and served as transportation routes. Europe’s large rivers were ideal for trade, and its mountain streams could turn water wheels.

* The period from about 500 to 1450 is known today as the Middle Ages because it came between the fall of Rome and the start of the modern era.

The Germanic Kingdoms

The Germanic tribes who migrated across Europe were farmers and herders. Their culture differed greatly from that of the Romans. They had no cities or written laws. Instead, they lived in small communities governed by unwritten customs. They elected kings to lead them in war. Warrior nobles swore loyalty to the king in exchange for weapons and loot.

The Franks Between 400 and 700, Germanic tribes carved Western Europe into small kingdoms. The strongest kingdom to emerge was that of the Franks. In 486, Clovis, king of the Franks, conquered the former Roman province of Gaul. He ruled his new lands according to Frankish custom but did preserve much of the Roman legacy in Gaul.

Clovis took an important step when he converted to Christianity, the religion of the people in Gaul. Not only did he earn their support, but he also gained a powerful ally in the Christian Church of Rome.

Europe and the Muslim World As the Franks and other Germanic peoples carved up Europe, a new power was emerging across the Mediterranean. The religion of Islam appeared in Arabia in 622. From there, Muslims, or believers in Islam, built a huge empire and created a new civilization, as you will read in Chapter 11.

European Christians were stunned when Muslim armies overran Christian lands from Palestine to North Africa to Spain. When a Muslim army crossed into France, Charles Martel rallied Frankish warriors. At the battle of Tours in 732, Christian warriors triumphed. To them, the victory was a sign that God was on their side. Muslims advanced no farther into Western Europe, although they continued to rule most of Spain.

To European Christians, the Muslim presence was a source of anxiety. Even when Islam was no longer a threat, Christians viewed the Muslim world with hostility. In time, though, medieval Europeans would learn much from Muslims, whose learning in many areas exceeded their own.

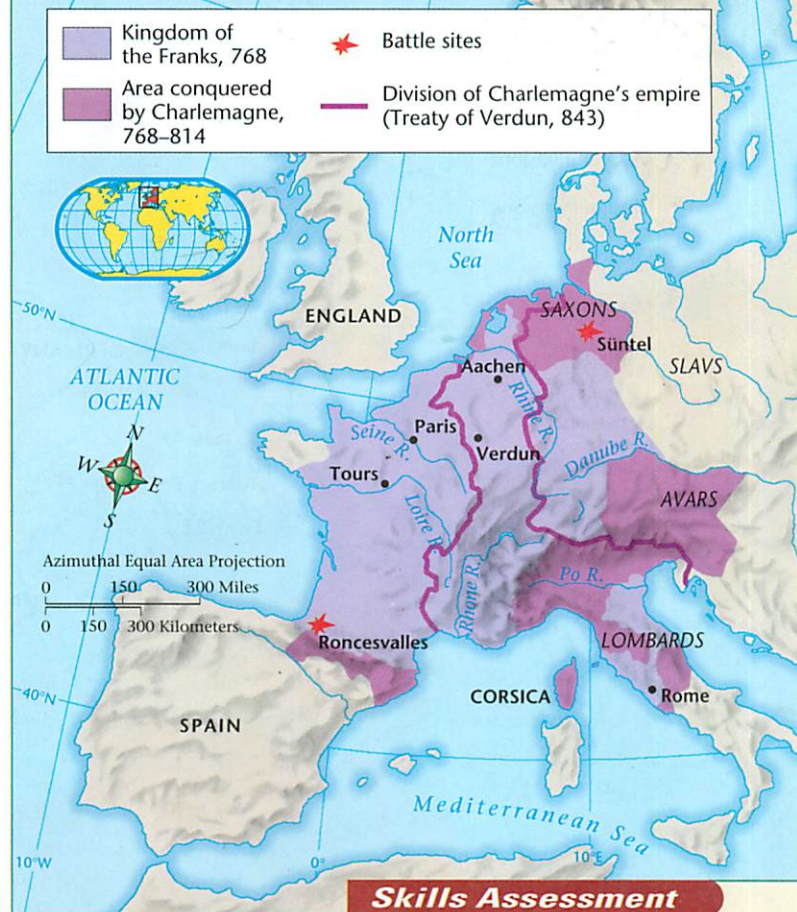
The Age of Charlemagne

Around 800, Western Europe had a moment of unity when the grandson of Charles Martel built an empire reaching across France, Germany, and part of Italy. This emperor is known to history as Charlemagne (SHAHR luh mayn), or Charles the Great. Charlemagne towered over most people of his time. He loved battle and spent much of his 46-year reign fighting Muslims in Spain, Saxons in the north, Avars and Slavs in the east, and Lombards in Italy. His conquests reunited much of the old Roman empire.

A Christian Emperor In 800, Pope Leo III called on Charlemagne for help against rebellious nobles in Rome. Frankish armies marched south and crushed the rebellion. On Christmas Day, the pope showed his gratitude by placing a crown on Charlemagne's head and proclaiming him Emperor of the Romans.

The ceremony would have enormous significance. A Christian pope had crowned a German king successor to the Roman emperors. In doing so,

Empire of Charlemagne, 768–843



Skills Assessment

Geography Charlemagne built an empire in Europe, but his descendants were unable to hold it together.

- 1. Location** On the map, locate (a) the Frankish kingdom in 768, (b) Charlemagne's empire in 814, (c) Tours, (d) Aachen.
- 2. Region** Look at a map of the Roman empire in Chapter 6. Compare the location and extent of Charlemagne's empire with that of Rome.
- 3. Critical Thinking**
Predicting Consequences What might be one result of the division of Charlemagne's empire?

Invasions of Europe, 700–1000



Skills Assessment

Geography Between 700 and 1000, Western Europe was battered by invaders.

- Location** On the map, locate (a) Byzantine empire, (b) Scandinavia, (c) Ireland, (d) England, (e) Cordoba.
- Place** (a) From where did the Magyars set out? (b) Where did the Vikings and Muslims build settlements?
- Critical Thinking** **Comparing** How did the Viking invasions differ from those of the Magyars and the Muslims?

he revived the ideal of a united Christian community. He also laid the ground for desperate power struggles between future Roman Catholic popes and German emperors.

The pope's action outraged the emperor of the eastern Roman empire in Constantinople. The eastern emperor saw himself, and not some backward Frankish king, as the sole Roman ruler. In the long run, the crowning of Charlemagne helped widen the split between the eastern and western Christian worlds.

Government Charlemagne tried to exercise control over his many lands and create a united Christian Europe. Working closely with the Church, he helped spread Christianity to the conquered peoples on the fringes of his empire. Missionaries converted many Saxons and Slavs.

Like other Germanic kings, Charlemagne appointed powerful nobles to rule local regions. He gave them land so that they could offer support and supply soldiers for his armies. To keep control of these provincial rulers, he sent out officials called *missi dominici* (MIH see dohm in NEE kee) to check on roads, listen to grievances, and see that justice was done. Charlemagne instructed the *missi* to "administer the law fully and justly in the case of the holy churches of God and of the poor, of wards and of widows, and of the whole people."

Revival of Learning Charlemagne wanted to make his court at Aachen (AH kuhn) a "second Rome." To do so, he set out to revive Latin learning in his empire. Education had declined so much that even supposedly educated clergy were often sadly ignorant. Charlemagne himself could read but not write. Still, as a ruler, he saw the need for officials to keep accurate records and write clear reports.

Charlemagne founded a school at Aachen under the direction of a respected scholar, Alcuin (AL kwihn) of York. Alcuin created a **curriculum**, or formal course of study, based on Latin learning. It included grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. Alcuin also hired scholars to copy ancient manuscripts, including the Bible and Latin works of history and science. Alcuin's system would become the educational model for medieval Europe.

After Charlemagne

After Charlemagne died in 814, his empire soon fell apart. His heirs battled for power for nearly 30 years. Finally, in 843, Charlemagne's grandsons drew up the Treaty of Verdun, which split the empire into three regions.

Legacy of Charlemagne Still, Charlemagne left a lasting legacy. He extended Christian civilization into northern Europe and furthered the blending of German, Roman, and Christian traditions. He also set up strong, efficient governments. Later medieval rulers looked to his example when they tried to strengthen their own kingdoms.

A New Wave of Invasions Charlemagne's heirs faced new waves of invasions. Despite the Christian victory at Tours, Muslim forces still posed a threat to Europe. In the late 800s, they conquered Sicily, which became a thriving center of Islamic culture. Not until the 900s, when power struggles erupted in the Middle East, did Muslim attacks finally subside.

About 896, a new wave of nomadic people, the Magyars, settled in what is today Hungary. From there, they overran eastern Europe and moved on to plunder Germany, parts of France, and Italy. Finally, after about 50 years, they were pushed back into Hungary.

The Vikings snapped the last threads of unity in Charlemagne's empire. These expert sailors burst out of Scandinavia, a northern region that now includes Norway, Sweden, and Denmark. Starting in the 900s, they looted and burned communities along the coasts and rivers of Europe.

The Vikings were not just destructive raiders. They were also traders and explorers who sailed around the Mediterranean Sea and across the Atlantic Ocean. Vikings opened trade routes that linked northern Europe to Mediterranean lands. Vikings also settled in England, Ireland, northern France, and parts of Russia. Around the year 1000, Leif Erikson set up a short-lived Viking colony on North America.



Did You Know?

The Voyage to Valhalla

According to Viking mythology, Valhalla was a great hall in the grandest palace of Odin, king of the gods. The walls of Valhalla were gold, and its roof was made of battle shields. Vikings believed that if they died heroically in battle, they would spend eternity fighting and then feasting in Valhalla with Odin.

To make the voyage to Valhalla, a Viking hero needed a proper funeral. This included being buried with his weapons, his clothing, and a ship. The servants of Viking warriors were buried with them to serve their masters on the journey and beyond. Sometimes, instead of being buried, the fully stocked ship was cast adrift and burned.

Theme: Religions and Value Systems How might a Viking's beliefs have affected his behavior in battle?

SECTION 1 Assessment

Recall

- Identify:** (a) Clovis, (b) Islam, (c) Charlemagne, (d) Alcuin, (e) Treaty of Verdun, (f) Vikings.
- Define:** (a) medieval, (b) frontier, (c) *missi dominici*, (d) curriculum.

Comprehension

- What untapped resources did Western Europe possess in the early Middle Ages?
- How did Clovis increase the power of the Frankish kingdoms?
- (a) What steps did Charlemagne take to improve government and

unify his empire? (b) What happened to his empire after he died?

Critical Thinking and Writing

- Recognizing Points of View** The term *Middle Ages* was coined by Europeans to describe the period from 500 to 1450. Do you think that other civilizations use the same term for that period? Why or why not?
- Ranking** List the accomplishments of Charlemagne. Which do you think had the most lasting importance? Why?

Go Online

PHSchool.com

The Vikings did not produce much art, but they did decorate many of their possessions with elaborate designs. Use the Internet to find out about Viking ornamentation. Then, draw an example to share with the class. Explain how or where the Vikings might have used the design. For help with this activity, use **Web Code mkd-0885**.

Reading Focus

- How did feudalism shape medieval society?
- What was feudal life like for nobles and peasants?
- What was the basis of the manor economy?

Vocabulary

feudalism
vassal
feudal contract
fief
knight
tournament
chivalry
troubadour
manor
serf

Taking Notes

Copy the table below. Then, fill it in as you read. Part of the table has been filled in to help you get started.

	NOBLES	PEASANTS
OBLIGATIONS	<ul style="list-style-type: none"> • Military service to lord • 	
RIGHTS AND BENEFITS		<ul style="list-style-type: none"> • Protection from lord •
LIVES		

Main Idea

A new political and social system, called feudalism, shaped medieval life.



Setting the Scene

Count William had just inherited the rich lands of Flanders. The local nobles gathered to pledge loyalty to their new lord. One by one, they knelt before him and took a solemn oath. "I promise on my faith," pledged each lord, "that I will in future be faithful to Count William and will observe my [loyalty] to him completely against all persons in good faith and without deceit."

The count then touched the noble with a small rod. With that gesture, he granted the noble a parcel of land, which included any towns, castles, or people on it.

Although the words might vary, ceremonies like this one took place across Europe during the Middle Ages. In public, before witnesses, great nobles and lesser lords exchanged vows of loyalty and service. Those vows were part of a new political and social system that governed medieval life.

Connections to Today

The Middle Ages Are Alive and Well!

Peasants crowd the muddy street. Shopkeepers loudly peddle food and drink. Minstrels wander through the crowd, singing and playing instruments. Outside the town, knights in armor prepare to joust.

Scenes like this are common today all over this country at medieval festivals. Professional actors and others dress up in period costumes and portray people from medieval society. The results are not always accurate. Still, the fairs give thousands of visitors a small taste of medieval life.

Theme: Continuity and Change Do you think a medieval festival would be a good place to learn about the Middle Ages? Why or why not?

The Emergence of Feudalism

In the face of invasions by Vikings, Muslims, and Magyars, kings and emperors were too weak to maintain law and order. People needed protection for themselves, their homes, and their lands. In response to this basic need for protection, a new system evolved, known as feudalism. **Feudalism** was a loosely organized system of rule in which powerful local lords divided their landholdings among lesser lords. In exchange, these lesser lords, or **vassals**, pledged service and loyalty to the greater lord.

Mutual Obligations The relationship between lords and vassals was established by custom and tradition and by an exchange of pledges known as the **feudal contract**. A lord granted his vassal a **fief** (FEEF), or estate. Fiefs ranged from a few acres to hundreds of square miles. In addition to the land itself, the fief included peasants to work the land, as well as any towns or buildings on the land.

As part of the feudal contract, the lord promised to protect his vassal. In return, the vassal pledged loyalty to his lord. He also agreed to provide the lord with 40 days of military service each year, certain money payments, and advice.

A Structured Society Everyone had a place in feudal society. Below the monarch were powerful lords, such as dukes and counts, who held the largest fiefs. Each of these lords had vassals, and these vassals in turn had their own vassals. In many cases, the same man was both vassal and

lord—vassal to a more powerful lord above him and lord to a less powerful vassal below him.

Because vassals often held fiefs from more than one lord, feudal relationships grew very complex. A vassal who had pledged loyalty to several lords could have serious problems if his overlords quarreled with each other. What was he to do if both demanded his aid? To solve this problem, a vassal usually had a liege lord to whom he owed his first loyalty.

The World of Nobles

For feudal nobles, warfare was a way of life. Rival lords battled constantly for power. Many nobles trained from boyhood for a future occupation as a **knight**, or mounted warrior.

Achieving Knighthood At the age of seven, a boy slated to become a knight was sent away to the castle of his father's lord. There, he learned to ride and fight. He also learned to keep his armor and weapons in good condition. Training was difficult and discipline was strict. Any laziness was punished with an angry blow or even a severe beating.

With his training finished, the youth was ready to become a knight. Kneeling before an older knight, he bowed his head. The knight struck the young man with his hand or the flat side of his sword and declared something like the following: "In the name of God, Saint Michael, and Saint George, I dub thee knight. Be valiant." After this "dubbing," the young knight took his place beside other warriors.

As feudal warfare decreased in the 1100s, **tournaments**, or mock battles, came into fashion. A lord would invite knights from the surrounding area to enter contests of fighting skill. Early tournaments were as dangerous as real battles, and captured knights were held for ransom. In time, tournaments acquired more ceremony and ritual.

Castles During the early Middle Ages, powerful lords fortified their homes to withstand attack. Their strongholds included a keep, or wooden tower, ringed by a fence. The keep was separated from the surrounding area by a moat, or water-filled ditch.

The strongholds gradually became larger and grander. By the 1100s, monarchs and nobles owned sprawling stone castles with high walls, towers, and drawbridges over wide moats. Wars often centered on seizing

A Medieval Castle

By the late Middle Ages, some feudal castles had become vast fortresses. This castle at Carcassonne in France, which people still visit today, had a double outer wall to protect it from attack.

Theme: Economics and Technology What do you think was the function of the high turrets, or towers, that surround this castle?





Synthesizing Information

Feudalism

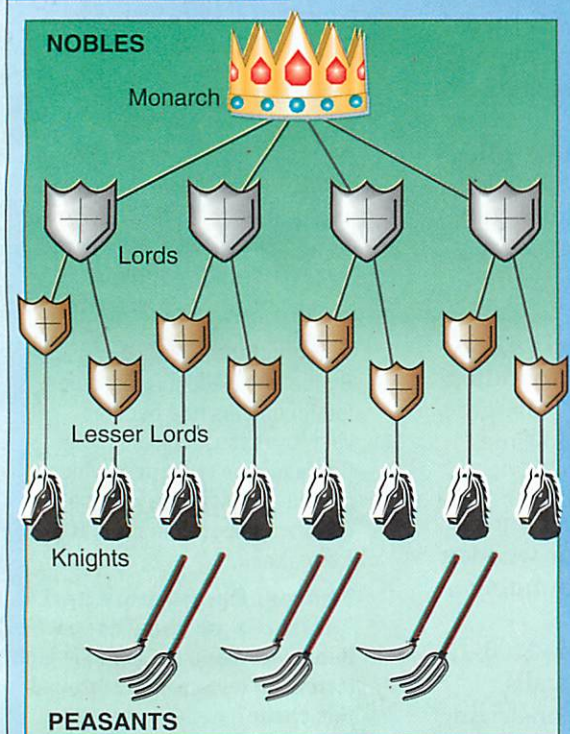
For centuries, feudalism was the way of life in Western Europe. Everyone, from the poorest peasant to the richest king, was touched in some way by feudal relationships. The painting, the chart, and the quotation on this page all provide information about these relationships.

A King Grants Land



In exchange for a pledge of loyalty, a king grants a fief of land.

Feudal Society



Under the feudal system, everyone had a well-defined place in society. At the head of society was the monarch. Peasants, who made up the bulk of the population, were at the bottom.

A Vassal Pledges Loyalty

"I John of Toul, make it known that I am the faithful man of the lady Beatrice, Countess of Troyes, and of my most dear lord, Theobald, Count of Champagne, her son, against all persons living or dead, except for my allegiance to lord Enjorand of Coucy, lord John of Arcis and the count of Grandpré. If it should happen that the count of Grandpré should be at war with the countess and count of Champagne on his own quarrel, I will aid the count of Grandpré in my own person and will send to the count and countess of Champagne the knights whose service I owe them for the fief which I hold of them."

—quoted in *Institutions in European History* (Esler)

Skills Tip

In a chart showing hierarchy, the lines show relationships between those of lesser and greater positions.

Skills Assessment

- According to the chart of feudal society, the person kneeling in the picture is a
 - lord.
 - lesser lord.
 - knight.
 - peasant.
- In a battle between the Count of Champagne and the Count of Grandpré, John of Toul would
 - remain neutral.
 - fight for Grandpré.
 - fight for Champagne.
 - send knights to each.
- Critical Thinking Drawing Conclusions** (a) Lords provided for their vassals. In return, what did a lord gain from his vassals? (b) Feudalism was based partly on the assumption that only the powerful could maintain peace and provide protection. What conclusions about life in medieval Europe can you draw from this?

castles that commanded strategic river crossings, harbors, or mountain passes. Castle dwellers stored up food and water so that they could withstand a long siege. If attackers failed to starve the defender into submission, they might try to tunnel under the castle walls.

Noblewomen Noblewomen played active roles in this warrior society. While her husband or father was off fighting, the “lady of the manor” took over his duties. She supervised vassals, managed the household, and performed necessary agricultural and medical tasks. Sometimes she might even have to go to war to defend her estate.

A few medieval noblewomen took a hand in politics. For example, Eleanor of Aquitaine inherited lands in southwestern France. Through two marriages, she became, first, queen of France and, later, queen of England. Eleanor was a leading force in European politics for more than 50 years.

Women’s rights to inheritance were severely restricted under the feudal system. Land usually passed to the eldest son in a family. A woman did, however, receive land as part of her dowry, and fierce negotiations swirled around an unmarried or widowed heiress. If her husband died before her, a woman regained rights to her land.

Like their brothers, the daughters of nobles were sent to friends or relatives for training. Before her parents arranged her marriage, a young woman was expected to know how to spin and weave and how to supervise servants. A few learned to read and write. As a wife, she was expected to bear many children and be dutiful to her husband.

Chivalry In the later Middle Ages, knights adopted a code of conduct called **chivalry**. Chivalry required knights to be brave, loyal, and true to their word. In warfare, they had to fight fairly. A knight, for example, agreed not to attack another knight before the opponent had a chance to put on his armor. Chivalry also dictated that warriors treat a captured knight well or even release him if he promised to pay his ransom. Chivalry had limits, though. It applied to nobles only, not to commoners.

In theory, if not always in practice, chivalry placed women on a pedestal. The code of chivalry called for women to be protected and cherished. **Troubadours**, or wandering poets, adopted this view. Their love songs praised the perfection, beauty, and wit of women. Much later, ideas of chivalry would shape western ideas of romantic love.

Peasants and Manor Life

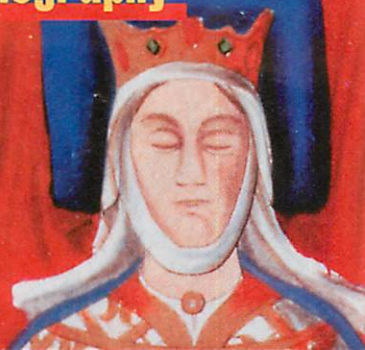
The heart of the medieval economy was the **manor**, or lord’s estate. Most manors included one or more villages and the surrounding lands. Peasants, who made up the majority of the population in medieval society, lived and worked on the manor.

Most peasants on a manor were **serfs**, bound to the land. Serfs were not slaves who could be bought and sold. Still, they were not free. They could not leave the manor without the lord’s permission. If the manor was granted to a new lord, the serfs went along with it.

Mutual Obligations Peasants and their lords were tied together by mutual rights and obligations. Peasants had to work several days a week farming the lord’s lands. They also repaired his roads, bridges, and fences. Peasants paid the lord a fee when they married, when they inherited their father’s acres, or when they used the local mill to grind grain. Other payments fell due at Christmas and Easter. Because money had largely disappeared from medieval Europe, they paid with products such as grain, honey, eggs, or chickens.

In return for a lifetime of labor, peasants had the right to farm several acres for themselves. They were also entitled to their lord’s protection from Viking raids or feudal warfare. Although they could not leave the manor

Biography



Eleanor of Aquitaine

1122–1204

Eleanor of Aquitaine married King Louis VII of France when she was 15. Not content just to enjoy her wealth and status, Eleanor joined in the Second Crusade, wearing armor and riding on horseback alongside male crusaders.

Soon afterward, she ended her marriage to Louis. She then wed another king, Henry II of England, with whom she had eight children. Later, Eleanor spurred several of her sons in an attempt to overthrow Henry. The revolt failed, and Eleanor landed in prison, where she spent 15 years. After Henry died, her son Richard (known as “the Lion-Hearted”) became king of England. Richard freed his mother, and she later ruled in his place while he went on a crusade to the Holy Land.

Theme: Impact of the Individual Eleanor has been called the “Grandmother of Europe.” Why do you think she was given this title?



freely, they also could not be forced off it. In theory, at least, they were guaranteed food, housing, and land.

A Self-Sufficient World The manor was generally self-sufficient. That is, peasants produced almost everything they needed, from food and clothing to simple furniture and tools. Most peasants never ventured more than a few miles from their village. They had no schooling and no knowledge of a larger world outside.

A typical manor included a few dozen one-room huts clustered close together in a village. Nearby stood a water mill to grind grain, a tiny church, and the manor house. The fields surrounding the village were divided into narrow strips. Each family had strips of land in different fields so that good land and bad land were shared evenly.

Peasant Life For most peasants, life was harsh. Men, women, and children worked long hours, from sunup to sundown. During planting season, a man might guide an ox-drawn plow through the fields while his wife walked alongside, goading the ox into motion with a pointed stick. Children helped plant

seeds, weeded, and took care of pigs or sheep.

The peasant family ate a simple diet of black bread with vegetables such as peas, cabbage, turnips, or onions. They seldom had meat unless they poached wild game on their lord's manor, at the risk of harsh punishment. If they lived near a river, a meal might include fish. At night, the family and any cows, chickens, pigs, or sheep slept together in their one-room hut.

Like farmers everywhere, European peasants worked according to the season. In spring and autumn, they plowed and harvested. In summer, they hayed. At other times, they weeded, repaired fences, and performed chores. In late winter, when the harvest was exhausted and new crops had not yet ripened, hunger was common. Disease took a heavy toll, and few peasants lived beyond the age of 35.

Still, peasants found occasions to celebrate, such as marriages and births. Welcome breaks came at Christmas and Easter, when peasants had a week off from work. Dozens of other festivals in the Christian calendar brought days off. At these times, people might butcher an animal so that they could feast on meat. There would also be dancing and rough sports, from wrestling to ball games.

A View of Peasant Life

This French painting from the late Middle Ages presents an idealized picture of farm life in winter. While a peasant takes cattle to market, his family members warm themselves by the fire in their hut.

Theme: Art and Literature

Illustrations like these were created for nobles. Why do you think they might have idealized peasant life?

SECTION 2 Assessment

Recall

- Define:** (a) feudalism, (b) vassal, (c) feudal contract, (d) fief, (e) knight, (f) tournament, (g) chivalry, (h) troubadour, (i) manor, (j) serf.

Comprehension

- Describe three features of feudal society.
- (a) What obligations did lords and vassals have under the feudal system? (b) How did the code of chivalry affect medieval ideas about women?

- (a) What responsibilities did the peasant have toward the lord of a manor? (b) What responsibilities did the lord of the manor have toward the peasants?

Critical Thinking and Writing

- Recognizing Causes and Effects** How did the breakdown of central authority in Europe lead to the development of feudalism?
- Linking Past and Present** Compare the code of chivalry to ideas about "good sportsmanship" today.

Go Online
PHSchool.com

Use the Internet to learn more about the way knights in the early Middle Ages dressed. Make a diagram showing the various items in a knight's armor and add labels to identify them. Display your diagram on a bulletin board. For help with this activity, use **Web Code mkd-0890**.

Reading Focus

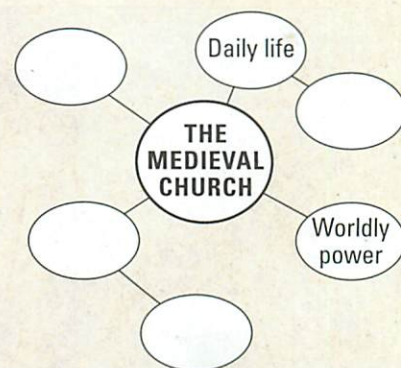
- How did the Church and its monks and nuns shape medieval life?
- How did the power of the Church grow?
- How did reformers work for change in the Church?
- What problems did Jewish communities face?

Vocabulary

sacrament
 tithe
 secular
 papal supremacy
 canon law
 excommunication
 interdict
 simony
 friar
 antisemitism

Taking Notes

Copy this concept web. As you read, add information about the role of the Church in medieval times. Add as many circles as you need to complete the web.



Main Idea

The Church played a vital role in medieval life and in time grew into a secular power as well.

Setting the Scene

Charlemagne waged battle in the name of Christianity. "It is our task," he said, "with the aid of divine goodness, to defend the holy church of Christ everywhere . . . and to strengthen it within through the knowledge of the Catholic faith."

It took centuries for Christian missionaries to spread their faith across Europe. But in time, the medieval Church emerged as the most powerful force in Europe. The Church's teachings and practices shaped the lives of Christian Europeans.

The Church and Medieval Life

During the early Middle Ages, the Church's most important achievement was to Christianize the diverse peoples of Western Europe. In 597, Pope Gregory I sent Augustine to convert the Anglo-Saxons in England. From Britain, later missionaries went back to the continent to spread their faith among Germanic tribes.

Women also spread the faith even at the risk of their own lives. Some women married pagan kings and brought their husbands into the Church. Clothilde, for example, persuaded her husband Clovis, who was king of the Franks, to accept Christianity.

The Parish Priest In manor villages, the priest of the parish, or local region, was usually the only contact people had with the Church. The priest cared for the souls of his parishioners by celebrating the mass and by administering the **sacraments**, the sacred rites of the Church. Christians believed that faith in Christ and participation in the sacraments would lead them to salvation, or everlasting life with God.

In addition to administering the sacraments, priests preached the Gospels and the teachings of the Church. They guided people on issues regarding values and morality. They offered assistance to the sick and needy.

Christian rituals and faith were part of the fabric of everyday life. Priests married peasants and nobles, baptized their children, and buried the dead in sacred ground.

The Village Church The church was a social center as well as a place of worship. After services, peasants gossiped or danced, although the priest might condemn their rowdy songs or behavior. In the later Middle Ages, some parish priests ran schools.

Primary Source

The Role of the Parish Priest

The English poet Geoffrey Chaucer describes an ideal parish priest:

"Wide was his parish, with houses far asunder,
 Yet he neglected not in rain or thunder,
 In sickness or in grief, to pay a call
 On the remotest, whether great or small.
 Upon his feet, and in his hand a stave.
 This noble example to his sheep he gave."

—Geoffrey Chaucer
The Canterbury Tales

Skills Assessment

Primary Source What were some of the duties of this fictional parish priest?

Spread of Christianity in Europe



Skills Assessment

Geography Missionaries helped spread Christianity throughout medieval Europe.

- Location** On the map, locate (a) Papal States, (b) Rome, (c) Cluny, (d) Bingen, (e) Assisi.
- Region** (a) Name three areas of Europe that became Christian between 476 and 1050. (b) Which areas of Europe remained under Muslim control?

3. Critical Thinking

Understanding Sequence

What device is used on this map to demonstrate a sequence of events? Explain.

Villages took pride in their church buildings and decorated them with care. In later medieval times, prosperous communities built stone churches rather than wooden ones. Some churches housed relics, or remains of martyrs or other holy figures. Local people, as well as visitors, might make pilgrimages, or journeys, to pray before the relics.

To support itself and its parishes, the Church required Christians to pay a **tithe**, or tax equal to a tenth of their income. The tithe had its origins in the Bible. Tithing is still common in many Christian churches today.

Daily life revolved around the Christian calendar, which marked "holy days" such as Easter in addition to changes in the seasons. In medieval times, many holidays were added to the calendar to honor saints.

Views of Women The Church taught that men and women were equal before God. But on Earth, women were viewed as "daughters of Eve," weak and easily led into sin. Thus, they needed the guidance of men. At the same time, the Church offered a view of the ideal woman, as modest and pure as Mary, the mother of Jesus. Many churches were dedicated to the "mother of God" and "queen of heaven." Men and women asked Mary to pray to God on their behalf.

The Church tried to protect women. It set a minimum age for marriage. Church courts could fine men who seriously injured their wives. Yet they often punished women more harshly than men for the same offense.

Monks and Nuns

During the early Middle Ages, both women and men withdrew from worldly life to become nuns and monks. Behind the walls of monasteries and convents, they devoted their lives to spiritual goals.

The Benedictine Rule About 530, a monk named Benedict organized the monastery of Monte Cassino in southern Italy. He drew up a set of rules to regulate monastic life. In time, the Benedictine Rule was used by monasteries and convents across Europe.

Under the Benedictine Rule, monks and nuns took three vows. The first was obedience to the abbot or abbess, who headed the monastery or convent. The second was poverty, and the third was chastity, or purity. Each day was divided into periods for worship, work, and study. Benedict believed in the spiritual value of manual labor, so he required monks to work in the fields or at other physical tasks. As part of their labor, monks and nuns cleared and drained land and experimented with crops.

A Life of Service In a world without hospitals or schools, monasteries and convents often provided basic services. Monks and nuns looked after the poor and sick and sometimes set up schools for children. They gave food and lodging to travelers, especially to Christian pilgrims traveling to holy shrines. Some monks and nuns became missionaries. St. Patrick, for example, was a monk who set up the Irish Church. Later, the Church honored many missionaries by declaring them saints.

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The Book of Kells

As monks and nuns copied books, they illuminated, or illustrated, each page. They decorated the letters and framed the text with intricate designs or scenes. This page is from the *Book of Kells*, illuminated by Irish monks on the island of Iona in the 800s.

Theme: Religions and Value Systems Why do you think copiers wanted to make this book so beautiful?

Centers of Learning Monasteries and convents also performed a vital role in preserving the writings of the ancient world. Often, monks and nuns copied ancient works as a form of labor. Once copied, the work might remain unread for centuries. Still, it would be there when later scholars took an interest in ancient learning.

Educated monks and nuns kept learning alive. In Italy, Abbot Cassiodorus wrote useful summaries of Greek and Latin works and taught the classics to other monks. In Britain, the Venerable Bede wrote the earliest known history of England. Bede introduced the use of B.C. and A.D. to date historical events.

Convents Although women could not become priests, many did enter convents. There, capable, strong-minded women could escape the limits of society. In the 1100s, Abbess Hildegard of Bingen composed religious music and wrote books on many subjects. Because of her mystical visions, popes and rulers sought her advice. She spoke her mind freely. "Take care that the Highest King does not strike you down because of the blindness that prevents you from governing justly," she warned one ruler.

In the later Middle Ages, the Church put more restrictions on nuns. It withdrew rights that nuns had once enjoyed, such as preaching the Gospel, and placed most independent convents under the control of Church officials. It frowned on too much learning for women, preferring them to accept Church authority. Although women's role within the Church was limited, they made valuable contributions to their faith.

The Power of the Church Grows

In the centuries after the fall of Rome, the Church carved out a unique position in Western Europe. It not only controlled the spiritual life of Christians but gradually became the most powerful **secular**, or worldly, force in medieval Europe.

The Church and Feudal Society During the Middle Ages, the pope was the spiritual leader of the Roman Catholic Church. As representatives of Christ on Earth, medieval popes eventually claimed **papal supremacy**, or authority over all secular rulers.

Seeking Shelter in a Medieval Monastery

You've been walking since dawn, and the sun is now setting. You and another knight are on a long journey. After many days of travel, you look forward to a day of rest at a Benedictine monastery along the way. A monk welcomes you at the gate. You are curious about what life is like in the monastery.

After a simple meal of oatmeal, you spend the night on a straw mattress. A bell wakes you before dawn. The monks begin the day with prayers and household chores. They pray together seven times a day, including once in the middle of the night.



The bell rings again—it is time for study. Many of the monks are copying books. You see one monk spend hours illuminating, or illustrating, just one page.



In the evening, you share a light supper with the monks. The day ends with the monks praying and singing hymns. The next day's routine will be the same.



Another bell sounds, and the monks head for the fields. You watch them hard at work farming. According to St. Benedict, "Idleness is the enemy of the soul!"

Portfolio Assessment

When you get home, you decide to create an illuminated manuscript similar to the ones you saw at the monastery. In it, you include pictures and text detailing the lives and accomplishments of the monks you met.

The pope headed an army of churchmen who supervised Church activities. High clergy, such as bishops and archbishops, were usually nobles. Like other feudal lords, some had their own territories. The pope himself held vast lands in central Italy, later called the Papal States.

Church officials were closely linked to secular rulers. Because churchmen were often the only educated people, feudal rulers appointed them to high government positions.

Religious Authority The medieval Christian Church was dedicated to the worship of God. At the same time, Christians believed that all people were sinners and that many were doomed to eternal suffering. The only way to avoid the tortures of hell was to believe in Christ and participate in the sacraments. Because the medieval Church administered the sacraments, it had absolute power in religious matters.

The medieval Church developed its own body of laws, known as **canon law**, as well as its own courts. Canon law applied to religious teachings, the clergy, marriages, and morals. Anyone who disobeyed Church law faced a range of penalties. The most severe and terrifying was **excommunication**. If excommunicated, people could not receive the sacraments or a Christian burial. A powerful noble who opposed the Church could face the **interdict**, an order excluding an entire town, region, or kingdom from receiving most sacraments and Christian burial. Even the strongest ruler gave in rather than face the interdict.

A Force for Peace The Church tried to use its great authority to end feudal warfare. It declared periods of truce, or temporary peace, known as the Peace of God. It demanded that fighting stop between Friday and Sunday each week and on religious holidays. Such efforts may have contributed to the decline of feudal warfare in the 1100s.

Reform Movements

The very success of the medieval Church brought problems. As its wealth and power grew, discipline weakened. Pious Christians left their wealth and lands to monasteries and convents, leading some monks and nuns to ignore their vows of poverty. Some clergy lived in luxury. Priests could marry, but some spent more time on family matters than on Church duties, and some even treated the priesthood as a family inheritance. Throughout the Middle Ages, voices called for reform in the Church.

Cluniac Reforms One reform movement swept across Western Europe in the early 900s. Abbot Berno of Cluny, a monastery in eastern France, set out to end abuses. First, he revived the Benedictine Rule, which had been allowed to lapse. Then, he declared that he would no longer allow nobles to interfere in monastery affairs. Finally, he filled the monastery at Cluny with men devoted to religious pursuits. In time, many monasteries and convents copied the Cluniac reforms.

In 1073, Pope Gregory VII, a former monk, extended the Cluniac reforms to the entire Church. He outlawed marriage for priests and prohibited **simony**, the selling of Church offices. He then called on Christians to renew their faith. To end secular influence, Gregory insisted that the Church, not kings or nobles, choose Church officials. That policy, as you will read, would spark a bitter battle of wills with the German emperor.

Preaching Orders Over the centuries, other reform movements battled corruption and worldliness. In the early 1200s, Francis of Assisi and Dominic took a new approach. They set up orders of **friars**, monks who did not live in isolated monasteries but traveled around Europe's growing towns preaching to the poor.

Francis left a comfortable home in the Italian town of Assisi to preach the Gospel and teach by example. The Franciscan order he set up preached

Biography



Francis of Assisi
c. 1181–1226

Today, Francis of Assisi is often portrayed talking with birds and animals. But as a young man, he loved going to parties, wearing fine clothes, and writing lively poems and songs. Then, in his mid-20s, he heard a voice speak to him while he was praying. He decided to give up all of his wealth and accept a life of poverty and charity. He was soon joined by a small group of followers—the first Franciscan friars—and together they served the poor and the sick.

Francis continued to write poetry. In his new poems, he expressed love for nature and the joy he felt in being part of God's family. One of his famous poems begins, "Praise to thee, my Lord, for all thy creatures/Above all Brother Sun/Who brings us the day and lends us his light."

Theme: Impact of the Individual How did Francis set an example for his followers?



Preserving a Jewish Tradition

Jewish communities in medieval Europe observed their unique customs. This plate belonged to a Jewish family in Spain. On Passover, it was filled with the traditional foods of the Seder, or Passover meal.

Theme: Diversity In what way is this Seder plate similar to the illuminated manuscript on page 193?

poverty, humility, and love of God. Soon after, Dominic, a Spanish priest, set up the Dominican order. Its chief goal was to combat heresy by teaching official Roman Catholic beliefs.

Women joined this reform movement by creating new religious groups. One such group was the Beguines (BEHG eenz). Most convents accepted only well-born women whose families gave a dowry, or gift, to the Church. The Beguines welcomed women without the wealth to enter a regular convent. Using funds from selling their weavings and embroidery, they helped the poor and set up hospitals and shelters.

Jews in Europe

Jewish communities existed across Europe. In their homes, Jews preserved the oral and written laws that were central to their faith.

Jews flourished in Spain, where they became known as Sephardim, from the Hebrew word for Spain. The Muslims who conquered Spain in 711 were tolerant of both Jews and Christians. Muslim Spain became a center of Jewish culture and scholarship. There, Sephardic Jews served as officials in Muslim royal courts.

During the Middle Ages, Jewish farmers migrated to other parts of Western Europe. Later, they became known as Ashkenazim, or "German" Jews. For centuries, Christians and Jews lived side by side in relative peace. Early German kings gave educated Jews positions at court. Many rulers in northern Europe valued and protected Jewish communities, although they taxed them heavily.

In the late 1000s, Christian persecution of Jews increased. Many Church leaders charged that Jews were responsible for the death of Jesus. As the Church grew in power, it issued orders forbidding Jews to own land or practice most occupations. Yet popes and rulers still turned to educated Jews as financial advisers and physicians.

In bad times, **antisemitism**, or prejudice against Jews, worsened. Faced with disasters they could not understand, such as illness or famine, many Christians blamed Jews. People also blamed their economic woes on Jews, as many Jews barred from other professions had become moneylenders. In response to growing persecution, thousands of Jews migrated to Eastern Europe. There, rulers welcomed the newcomers' skills and knowledge. Jewish communities thrived in Eastern Europe until modern times.

SECTION 3 Assessment

Recall

- Identify:** (a) Benedictine Rule, (b) Cluny, (c) Francis of Assisi, (d) Dominicans, (e) Beguines.
- Define:** (a) sacrament, (b) tithe, (c) secular, (d) papal supremacy, (e) canon law, (f) excommunication, (g) interdict, (h) simony, (i) friar, (j) antisemitism.

Comprehension

- (a) Describe three ways in which the Church shaped medieval life. (b) How did monks and nuns help build Christian civilization in Europe?
- How did the Church increase its secular power?

- What reforms did Francis and Dominic promote?
- Why were Jewish communities able to flourish in Spain?

Critical Thinking and Writing

- Analyzing Information** (a) What views did the Church put forth about women? (b) Why do you think important leaders were willing to accept the advice of Hildegard of Bingen?
- Identifying Main Ideas** Choose one of the main headings from this section. Write a sentence describing the main idea of the material in that subsection.

Activity

Writing a Letter

Write a letter that Benedict might have sent to a neighboring monastery in the 500s. Explain why you have drawn up a set of rules for the monks at Monte Cassino and why you think it would be worthwhile for other monasteries to follow the Benedictine Rule.

Reading Focus

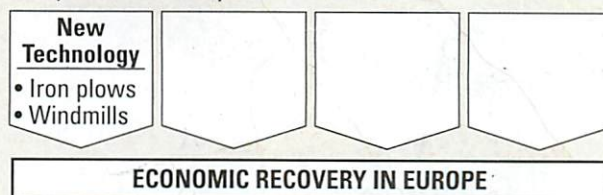
- How did new technologies spark an agricultural revolution?
- How did the revival of trade revolutionize commerce?
- How were guilds linked to the rise of towns and cities?

Vocabulary

charter
capital
partnership
bill of exchange
tenant farmer
middle class
usury
guild
apprentice
journeyman

Taking Notes

Create a diagram like the one shown below. As you read the section, fill in the main causes for the economic recovery in Europe. The first one has been partially filled in for you.



Main Idea

During the High Middle Ages, Europe's economy grew, cities and towns expanded, and a middle class arose.

Setting the Scene

The castle of Count William of Flanders was a bustling place. Hundreds of people lived and worked there, from nobles to servants. Such a large castle had many needs, and people came from near and far to supply them. "There began to throng before the gate near the castle bridge, traders and merchants selling costly goods," wrote one medieval chronicler. After that, other merchants came and built inns where visitors could eat and sleep, "and the houses so increased that there grew up a town."

The appearance of new towns was a symbol of Europe's economic recovery. This revival, which lasted from about 1000 to 1300, is called the High Middle Ages.

An Agricultural Revolution

By 1000, Europe's economic recovery was well underway. It had begun in the countryside, where peasants adapted new farming technologies that made their fields more productive. The result was an agricultural revolution that transformed Europe.

New Technologies By the 800s, peasants were using new iron plows that carved deep into the heavy soil of northern Europe. These plows were a big improvement over the old wooden plows, which had been designed for the light soils of the Mediterranean region. Also, a new kind of harness allowed peasants to use horses rather than oxen to pull the plows. Because faster-moving horses could plow more land in a day than could oxen, peasants were able to enlarge their fields and plant more crops.

A peasant might look up and see another new device, a windmill, turning slowly against the sky. Where there were no fast-moving streams to turn a water mill, the power of the wind had been harnessed to grind the peasants' grain into flour.

Expanding Production Other changes brought still more land into use. Feudal lords who wanted to boost their incomes pushed peasants to clear forests, drain swamps, and reclaim wasteland for farming and grazing.

Peasants also adopted the three-field system. They planted one field with grain, a second with legumes, such as peas and beans, and they left the third fallow, or unplanted. The legumes restored soil fertility while adding variety to the peasant diet. Unlike the old two-field system, the new method left only a third of the land unplanted.

Geography and History

Roadblock

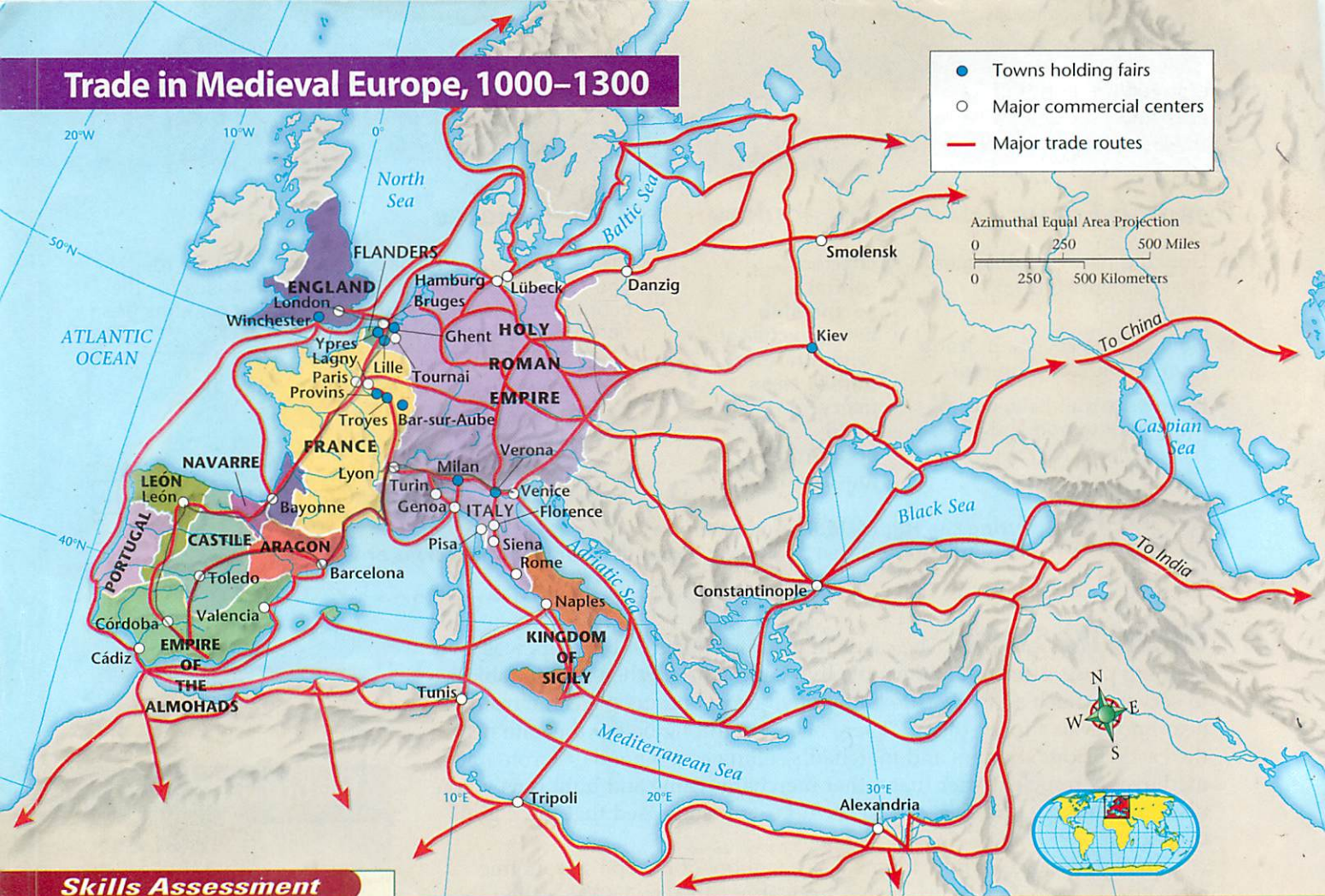
The roads to places like Count William's castle in Flanders bustled with travelers. Among them were peasants, carrying farm products to the marketplace.

In those days, wealthy travelers might ride horses, but the farmers walked. Neither riders nor walkers were comfortable on the road, however, because of the ruts, cracks, and potholes. The roads built by the Romans were still in use but had been poorly maintained. Other minor roads had been added since Roman times, but these were little more than narrow tracks. Worse, peasants would dig up the roads for clay to repair their houses. The story goes that one miller dug a deep hole in the middle of a nearby road. When it rained, the hole filled with water and a traveling glovemaker fell in, drowning both himself and his horse!



Theme: Economics and Technology What conditions or developments might lead to the improvement of medieval roads?

Trade in Medieval Europe, 1000–1300



Skills Assessment

Geography As trade revived in medieval Europe, trade routes multiplied and many towns hosted trade fairs.

- Location** On the map, locate (a) Constantinople, (b) Adriatic Sea, (c) Venice, (d) Flanders, (e) London, (f) Baltic Sea.
- Region** In which two areas were most of the principal commercial centers located?
- Critical Thinking**
Linking Past and Present
(a) Identify two medieval towns that held trade fairs.
(b) What might be today's equivalent of a medieval trade fair? Explain.

All these improvements let farmers produce more food. With more food available, the population grew. Between about 1000 and 1300, the population of Europe doubled.

Trade Revives

Europe's growing population needed goods that were not available on the manor. Peasants needed iron for farm tools. Wealthy nobles wanted fine wool, furs, and spices from Asia. As foreign invasions and feudal warfare declined, traders crisscrossed Europe to meet the growing demand for goods.

New Trade Routes Enterprising traders formed merchant companies that traveled in armed caravans for safety. They followed regular trade routes. Along these routes, merchants exchanged local goods for those from remote markets in the Middle East and further east into Asia.

In Constantinople, merchants bought Chinese silks, Byzantine gold jewelry, and Asian spices. They shipped these goods to Venice on the Adriatic Sea. In Venice, traders loaded their wares onto pack mules and headed north over the Alps and up the Rhine River to Flanders. In Flanders, other traders bought the goods to send on to England and the lands along the Baltic Sea. Northern Europeans paid for the goods with products such as honey, furs, cloth, tin, and lead.

Trade Fairs At first, traders and their customers did business at local trade fairs. These fairs took place each year near navigable rivers or where busy trade routes met.

People from the surrounding villages, towns, and castles flocked to the fairs. Peasants traded farm goods and animals. As they ate and drank, they

enjoyed the antics of jugglers, acrobats, or even dancing bears. Still, peasants had no money to buy fine swords, sugar, and silks. The customers for these luxuries were the feudal rulers, nobles, and wealthy churchmen.

New Towns Trade fairs closed in the autumn when the weather made roads impassable. Merchants might wait out the winter months near a castle or in a town with a bishop's palace. These settlements attracted artisans who made goods that the merchants could sell.

Slowly, these small centers of trade and handicraft developed into the first real medieval cities. Some boasted populations of 10,000, and a few topped 100,000. Europe had not seen towns of this size since Roman times. The richest cities grew up in northern Italy and Flanders—the two ends of the profitable north-south trade route. Both areas were centers of the wool trade and had prosperous textile industries.

To protect their interests, the merchants who set up a new town would ask the local lord, or if possible the king himself, for a **charter**. This written document set out the rights and privileges of the town. In return, merchants paid the lord or the king a large sum of money, a yearly fee, or both.

Although charters varied from place to place, they almost always granted townspeople the right to choose their own leaders and control their own affairs. Most charters also had a clause, popular with runaway serfs, that declared that anyone who lived in the town for a year and a day was free. "Town air makes free," was a common medieval saying.

A Commercial Revolution

As trade revived, money reappeared, which in turn led to more changes. Merchants, for example, needed money to buy goods so they borrowed from moneylenders. In time, their need for **capital**, or money for investment, spurred the growth of banking houses.

New Business Practices To meet the needs of the changing economy, Europeans developed new ways of doing business. For example, many merchants joined together in an organization known as a **partnership**. Under this setup, a group of merchants pooled their funds to finance a large-scale venture that would have been too costly for any individual trader. This practice made capital available more easily. It also reduced the risk for any one partner in the venture because no one had to invest all his or her capital in the company.

Merchants also developed a system of insurance to help reduce business risks. For a small fee, an underwriter would insure the merchant's shipment. If the shipment was lost or destroyed, the underwriter paid the merchant most of its value. If the goods arrived safely, the merchant lost only the insurance payment.

Europeans adopted other practices from Middle Eastern merchants. Among the most important was the **bill of exchange**. A merchant deposited money with a banker in his home city. The banker issued a bill of exchange, which the merchant exchanged for cash in a distant city. A merchant could thus travel without carrying gold coins, which were easily stolen.

Social Changes These new ways of doing business were part of a commercial revolution that transformed the medieval economy. Slowly, they also reshaped medieval society.

For example, the use of money undermined serfdom. Feudal lords needed money to buy fine goods. As a result, many peasants began selling farm products to townspeople and fulfilling their obligations to their lords by paying their rent in cash rather than in labor. By 1300, most peasants in Western Europe were either **tenant farmers**, who paid rent for their land, or hired farm laborers.

Connections to Today

Taking Care of Business

A medieval merchant visiting the United States today might understand many modern business practices. Like medieval merchants, today's mutual fund investors pool their money to make possible much larger-scale investments than they could make as individuals. The medieval idea of insurance is also alive and well. Today's insurance possibilities are endless—life, business, car, home, jewelry. A famous dancer was even able to insure her legs!

The bill of exchange has echoes in today's automated teller machines, or ATMs. With hundreds of thousands of them in operation internationally, anyone with a bank account can access the money in it instantly, around the corner or halfway across the world.

Theme: Continuity and Change How is an ATM like a bill of exchange?



Guild Members at Work

All over Europe, artisans in many fields organized craft guilds. These Italian pictures show medieval artisans weaving tapestries (top) and building cabinets (bottom).

Theme: Economics and Technology How do modern factories differ from these medieval workshops?

In towns, the old social order of nobles, clergy, and peasants gradually changed. By 1000, a new class appeared that included merchants, traders, and artisans. They formed a **middle class**, standing between nobles and peasants.

Nobles and the clergy despised the new middle class. To nobles, towns were a disruptive influence beyond their control. To the clergy, the profits that merchants and bankers made from **usury** (yoo zhuh ree), or lending money at interest, were immoral.*

During the Middle Ages, the Church forbade Christians to lend money at interest. As a result, many Jews who were barred from other professions became moneylenders. Although moneylenders played an essential role in the growing medieval economy, the need to pay them back led to much resentment and a rise in antisemitism, as you have read.

Role of Guilds

In medieval towns, merchants and artisans formed associations known as **guilds**. Merchant guilds appeared first. They dominated town life, passing laws and levying taxes. They also decided whether to spend funds to pave the streets with cobblestones, build protective walls, or raise a new town hall.

In time, artisans came to resent the powerful merchants. They organized craft guilds. Each guild represented workers in one occupation, such as weavers, bakers, brewers, or goldsmiths. In some towns, struggles between craft guilds and the wealthier merchant guilds led to riots.

Guild members cooperated to protect their own economic interests. To prevent competition, they limited membership in the guild. No one except guild members could work in any trade. Guilds made rules to protect the quality of their goods, regulate hours of labor, and set prices. Guilds also provided social services. Besides operating schools and hospitals, they looked after the needs of their members. For example, the regulations of a craft guild in the leather-making trade stated:

"If by chance any of the said trade shall fall into poverty, whether through old age or because he cannot labor or work, and have nothing with which to keep himself, he shall have every week from the said box 7d for his support, if he be a man of good repute."

—*Ordinances of the White-Tawyers*

Guilds also pledged to provide support for the widows and orphans of their members.

Becoming a Guild Member To become a guild member meant many years of hard work. At the age of seven or eight, a child might become an **apprentice**, or trainee, to a guild master. The apprentice usually spent seven years learning the trade. The guild master paid no wages, but was required to give the apprentice bed and board.

Few apprentices ever became guild masters unless they were related to one. Most worked for guild members as **journeymen**, or salaried workers. Journeymen often accused masters of keeping their wages low so that they could not save enough to open a competing shop.

Women and the Guilds Women worked in dozens of crafts. A woman often engaged in the same trade as her father or husband and might inherit his workshop if he died. Because she knew the craft well, she kept the shop

*Today, the term *usury* refers to charging excessive interest.

going and sometimes might become a guild master herself. Young girls became apprentices in trades ranging from ribbonmaking to papermaking to surgery.

Women dominated some trades and even had their own guilds. In Paris, they far outnumbered men in the profitable silk and woolen guilds. A third of the guilds in Frankfurt were composed entirely of women.

Town and City Life

Medieval towns and cities were surrounded by high, protective walls. As the city grew, space within the walls filled to overflowing, and newcomers had to settle in the fields outside the walls. To keep up with this constant growth, every few years the city might rebuild its walls farther and farther out.

A typical medieval city was a jumble of narrow streets lined with tall houses. Upper floors hung out over the streets, making those below dim even in daytime. In the largest cities, a great cathedral, where a bishop presided, or a splendid guild hall might tower above humbler residences.

During the day, streets echoed with the cries of hawkers selling their wares and porters grumbling under heavy loads. A wealthy merchant might pass, followed by a procession of servants. At night, the unlit streets were deserted.

Even a rich town had no garbage collection or sewer system. Residents simply flung their wastes into the street. Larger cities might pass laws, such as one requiring butchers to dump their garbage on the edge of town. But towns remained filthy, smelly, noisy, and crowded.

Looking Ahead

By 1300, Western Europe was a different place from what it had been in the early Middle Ages. Although most people had no way of knowing it, slow but momentous changes were sending shock waves through medieval life. Trade, for example, put ideas as well as money into circulation. New riches revised the social structure. In politics, too, new forces were at work.

In the global sphere, the economic revival of the High Middle Ages was bringing Europeans into contact with civilizations much more advanced than their own. From these lands to the east came products, ideas, and technologies that would spark an even greater transformation in how Europeans thought and lived.

Primary Source

City Fun and Games

A Londoner describes some of the sports and pastimes enjoyed by young city dwellers in the 1100s:

"In the holidays, all the summer the youths are exercised in leaping, dancing, shooting, wrestling, casting the stone, and practicing their shields. The maidens . . . dance as long as they can well see. . . .

When the great [swamp] which watereth the walls of the city on the north side, is frozen, many young men play upon the ice . . . some tie bones to their feet and under their heels; and shoving themselves by a little picked staff, do slide as swift as a bird flieth in the air."

—William Fitz-Stephen, quoted in
Source-Book of English History
(Kendall)

Skills Assessment

Primary Source How are the sports described above similar to those enjoyed by young people today? How are they different?

SECTION 4 Assessment

Recall

1. **Identify:** High Middle Ages.
2. **Define:** (a) charter, (b) capital, (c) partnership, (d) bill of exchange, (e) tenant farmer, (f) middle class, (g) usury, (h) guild, (i) apprentice, (j) journeyman.

Comprehension

3. What were two effects of the agricultural revolution that took place during the Middle Ages?
4. What new ways of doing business evolved in the Middle Ages?

5. (a) How did a merchant guild differ from a craft guild?
(b) How did guilds improve life for townspeople?

Critical Thinking and Writing

6. **Synthesizing Information** Give three pieces of evidence to support the idea that the High Middle Ages were a time of economic growth.
7. **Comparing** Compare economic life in the early Middle Ages to economic life in the High Middle Ages.

Activity

Creating an Advertisement

Imagine that a growing medieval city has hired you to attract people to move there. Create an ad that describes opportunities the city provides for merchants, artisans, and peasants.

Creating a Chapter Summary

On a sheet of paper start a table like the one shown here. Add important facts under each heading to help you review the events you have learned about in this chapter. Part of the table has been filled in to help you get started.

EARLY MIDDLE AGES	HIGH MIDDLE AGES
Feudal society	Rise of middle class
Life centered on manors	Cities develop



For additional review and enrichment activities, see the interactive version of *World History* available on the Web and on CD-ROM.



For practice test questions for Chapter 8, use Web Code mka-0802.

Building Vocabulary


Write sentences using the chapter vocabulary words listed below, leaving blanks where the vocabulary words would go. Exchange your sentences with another student and fill in the blanks in each other's sentences.

- | | |
|--------------|----------------|
| 1. medieval | 6. secular |
| 2. feudalism | 7. interdict |
| 3. vassal | 8. charter |
| 4. fief | 9. guild |
| 5. tithe | 10. journeyman |

Recalling Key Facts

- How did the culture of the Germanic tribes differ from that of the Romans?
- What happened to Charlemagne's empire after his death?
- Why was the pope a powerful figure in medieval Europe?
- What role did monasteries and convents play in the preservation of ancient culture?
- What social changes were caused by the commercial revolution of the Middle Ages?
- Describe the typical medieval city.

Critical Thinking and Writing

- 
Connecting to Geography Compare life on a medieval manor with life on an American farm today. Which do you think would be more self-sufficient? Why?
- Predicting Consequences** How do you think the weakening of the feudal system affected the Church? Explain your answer.
- Recognizing Causes and Effects** As you have read, antisemitism increased during economic bad times. Why do you think this was so?
- Understanding Sequences** Arrange the following developments in the order in which they occurred: new technologies, growth of towns, agricultural revolution, population growth, revival of trade. Then, explain why they occurred in that order.
- Making Decisions** If you had been a European peasant during the High Middle Ages, do you think you would have chosen to stay in the countryside or move to a town? Give reasons to support your decision.

Skills Assessment

Analyzing Primary Sources

Einhard, a medieval monk at the court of Charlemagne, wrote a life of the king. In this letter, quoted by Einhard, Charlemagne instructs one of his lords, Abbot Fulrad, about what to bring to a meeting of nobles. Read the passage and answer the questions that follow.

"[Arrive] so prepared with your men that you may be able to go thence well equipped in any direction which our command shall order, that is with arms and accoutrements [equipment] and other provisions for war in the way of food and clothing. Each horseman is expected to have a shield, lance, sword, dagger, bow, quiver with arrows, and in your cart shall be . . . axes, planes, augers, boards, spades, iron shovels and other utensils which are necessary in any army. In the wagons shall be supplies for three months, together with arms and clothing for six months."

—Einhard, *Life of Charlemagne*

22. What is each horseman expected to bring to the meeting?
23. Why do you think Charlemagne wants the men prepared in the way that he describes?
24. How long might these men be engaged in the king's service?
25. (a) Based on what you have learned about feudalism, what does the lord abbot owe Charlemagne? (b) What do the lord's men owe the lord?
26. Fulrad was both an abbot and a lord. What does this fact suggest about the role of the Church at this time?

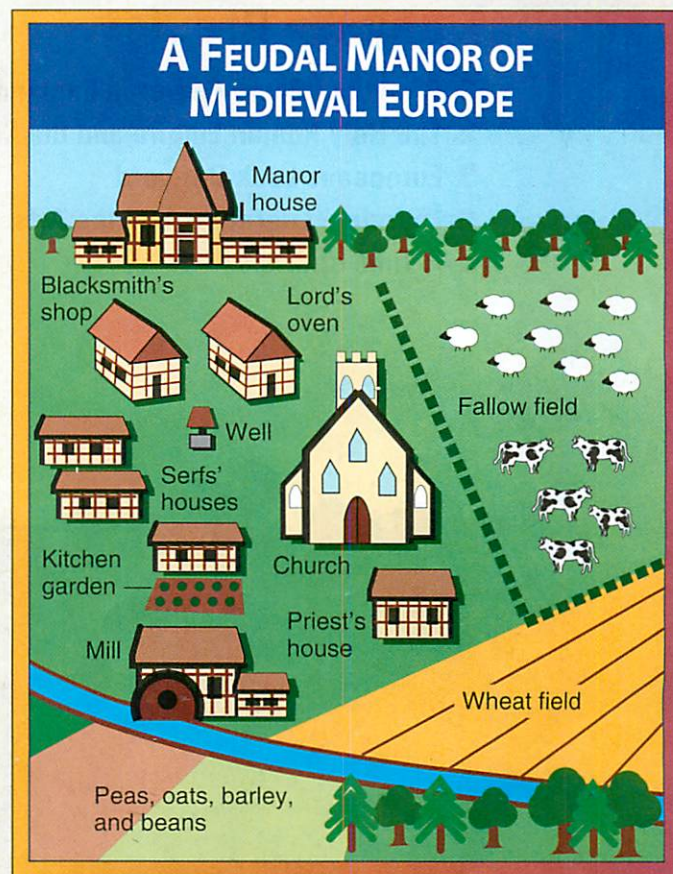
Go Online

PHSchool.com

Use the Internet to research daily life in early medieval Europe. Then, write a diary entry from the point of view of a medieval European. You might choose to take the role of a lord, noblewoman, knight, monk, nun, serf, or town merchant. Include information about how your status in medieval society affects your tasks, beliefs, and expectations of life. For help with this activity, use **Web Code mkd-0803**.

Skills Assessment

Analyzing Diagrams



The diagram above represents a medieval manor. Study the diagram and answer the following questions:

27. (a) What kinds of buildings does the diagram show? (b) How many fields are shown?
28. Describe the purpose of: (a) the kitchen garden, (b) the blacksmith's shop, (c) the lord's oven, (d) the mill.
29. How does the diagram show that religion played an important role in manor life?
30. Does this diagram represent a manor before or after the agricultural revolution of the High Middle Ages? How can you tell?
31. How does the diagram support the statement that the medieval manor was self-sufficient?
32. Do you think this diagram represents an actual manor? Give reasons for your answer.

Skills Tip

Some diagrams represent an actual place or object, such as the blueprint of a house. Others give a more general picture of a typical place or object.

The High Middle Ages

1050–1450

Chapter Preview

- 1** Growth of Royal Power in England and France
- 2** The Holy Roman Empire and the Church
- 3** Europeans Look Outward
- 4** Learning, Literature, and the Arts
- 5** A Time of Crisis



1096

Christians launch the First Crusade. The siege of Antioch is shown above.

1215

King John, shown above, signs the Magna Carta limiting royal power in England.

CHAPTER EVENTS

1000

GLOBAL EVENTS

1000s Kilwa, Sofala, and other East African port cities thrive on trade.

1100

1200

1192 Minamoto Yoritomo establishes the Kamakura shogunate in Japan.