

Chapter Preview

This chapter will introduce you to life in Europe during the Middle Ages.

Section 1
Feudalism and the Manor System

Section 2
The Church and the Rise of Cities

Section 3
The Crusades

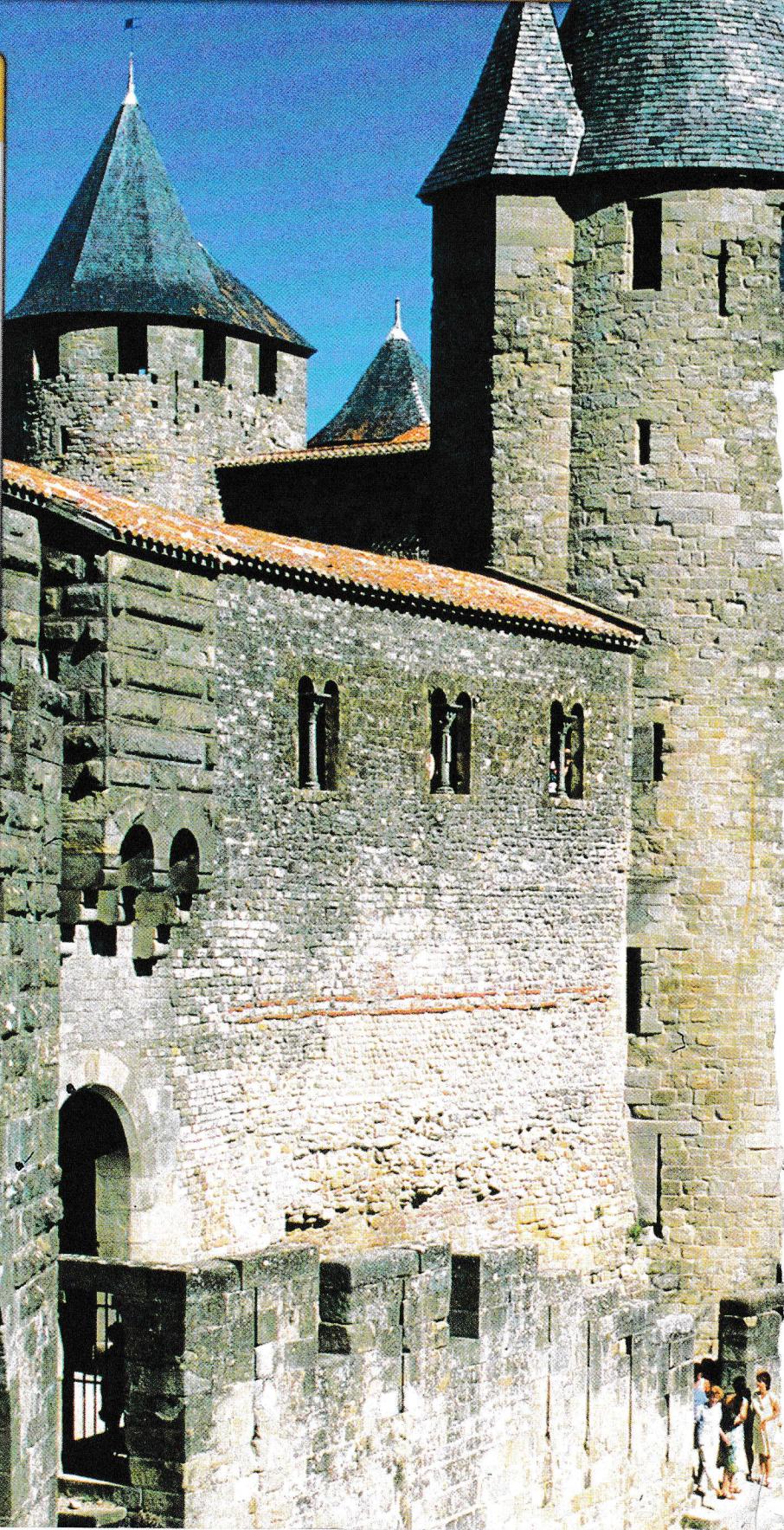
Section 4
The Power of Kings



Target Reading Skill

Sequence In this chapter you will focus on using sequence to note the order in which events take place. This skill will help you understand and remember those events.

► The medieval castle at Carcassonne, France



MAP MASTER™ Skills Activity



Europe in 1300



Regions In 1300, Europe was made up of many separate kingdoms and states. **Identify** Which names on the map are familiar to you? Which are not? **Apply Information** What route might merchants traveling from Constantinople to Venice take? Which states and bodies of water would they cross?

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 map skills practice.





Section

I

Feudalism and the Manor System

Prepare to Read

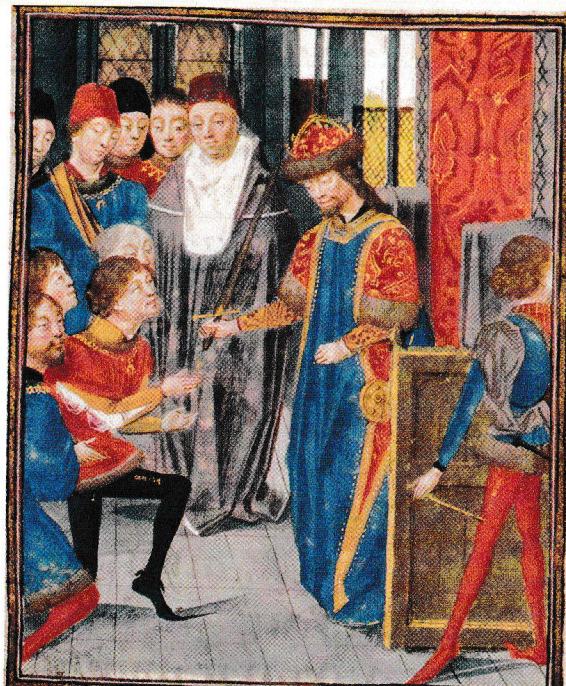
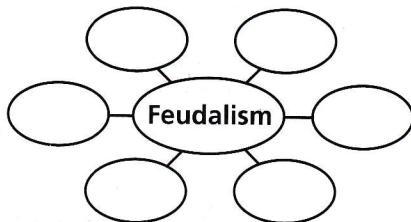
Objectives

In this section, you will

1. Learn when the Middle Ages were and what they were like.
2. Find out how land and power were divided under feudalism.
3. Learn how the manor system worked.
4. Discover what life was like for peasants and serfs.

Taking Notes

As you read this section, look for the major features of feudalism. Copy the web diagram below and record your findings in it.



A knighting ceremony

Target Reading Skill

Recognize Sequence Signal Words

Noting the order in which important events take place can help you understand how the events relate to one another. Sequence signal words, such as *first*, *then*, *began*, and *in [date]*, point out relationships in time. Look for such words in this section to help you understand the Middle Ages.

Key Terms

- **knight** (nyt) *n.* a man who received honor and land in exchange for serving a lord as a soldier

- **Middle Ages** (MID ul Ay juz) *n.* the years between ancient and modern times
- **medieval** (mee dee EE vul) *adj.* referring to the Middle Ages
- **feudalism** (FYOOD ul iz um) *n.* a system in which land was owned by kings or lords but held by vassals in return for their loyalty
- **manor** (MAN ur) *n.* a large estate, often including farms and a village, ruled by a lord
- **serf** (surf) *n.* a farm worker considered part of the manor on which he or she worked

As darkness fell, a young man put on a white tunic and red and black cloaks. Then he walked to the church, where he spent the long night alone, praying. Soon he would no longer be a mere squire, or knight-in-training. He would become a real **knight**, who would receive honor and land in exchange for serving his lord as a soldier.

The next morning, the squire entered the castle courtyard, where knights and ladies had gathered. His lord presented him with his sword, spurs, and shield. The squire knelt. Then he felt the lord's sword lightly tap him on each shoulder. "In the name of God, Saint Michael, and Saint George, I call you a knight," declared the lord. "Be loyal, brave, and true."

A knight was expected to be loyal to the lord who knighted him. His lord was loyal to a more powerful lord or king. Knights and lords protected the less powerful people loyal to them. This system held society together.

The Middle Ages

A thousand years ago, scenes like the one you just read about took place throughout Western Europe. These were the times of knights in shining armor, lords and ladies, and castles and cathedrals. These were the **Middle Ages, the years between ancient times and modern times.**

Historians usually say that ancient times lasted until about A.D. 500 and that modern times started about 1500. The period in the middle, **the Middle Ages, is also called the medieval period.** *Medieval* comes from Latin words that mean “middle ages.”

The Collapse of the Roman Empire The Middle Ages began with the collapse of the Roman Empire in Western Europe. For centuries, the Roman Empire had provided order and stability in the region. It had spread its culture, the Latin language, and Christianity across the continent. Over time, however, the Roman Empire grew weak. It suffered economic and social troubles. Worse, the Roman Empire also suffered from invasions by peoples from the north.

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on two feudal societies.

Bronze plaque of a Lombard warrior

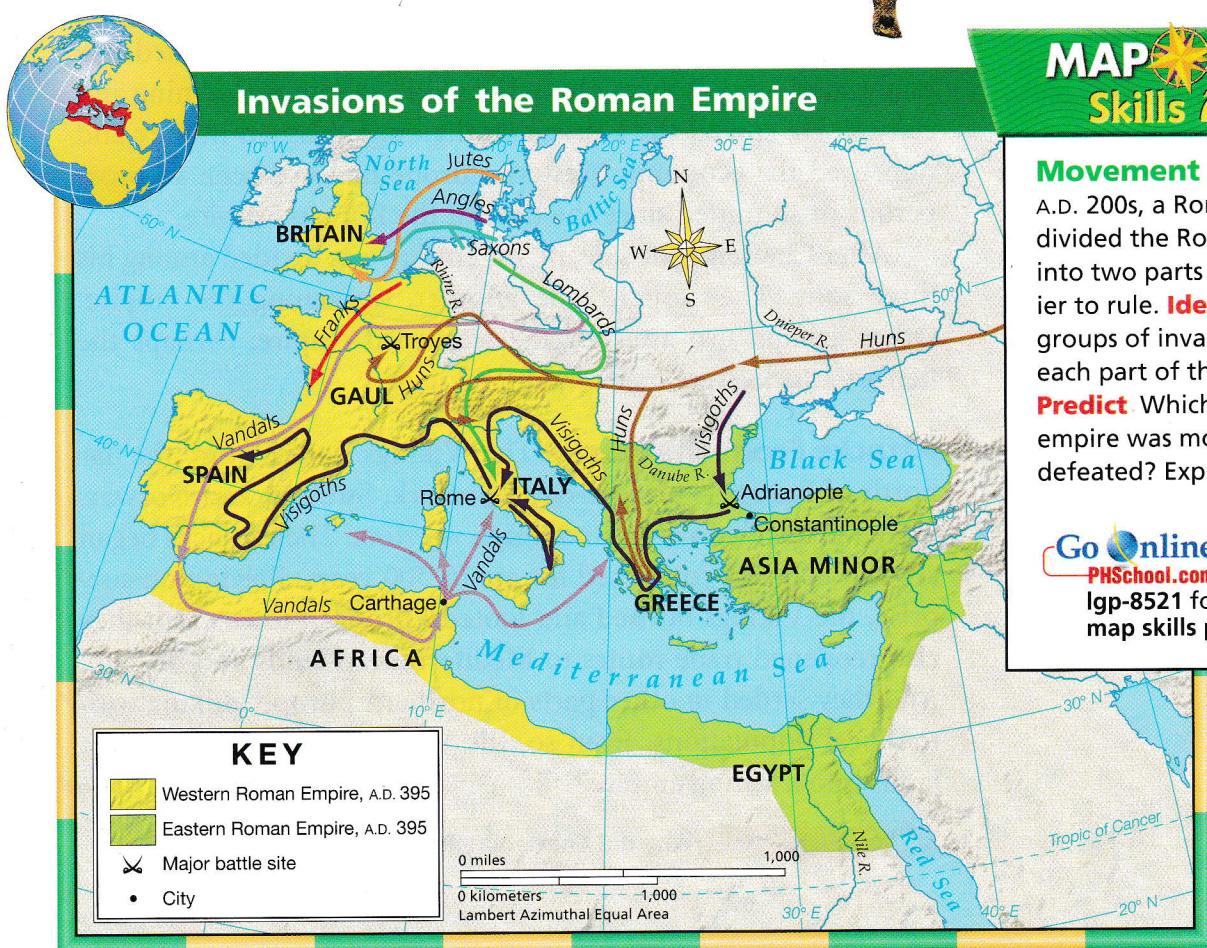


MAP MASTER Skills Activity

Movement In the late A.D. 200s, a Roman emperor divided the Roman Empire into two parts to make it easier to rule. **Identify** Which groups of invaders attacked each part of the empire?

Predict Which part of the empire was more likely to be defeated? Explain why.

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The Emperor Charlemagne

In return for Charlemagne's support of the Church, Pope Leo III crowned him emperor in 800. **Analyze**

Images How does this statue show Charlemagne's greatness and power?



Recognize Sequence Signal Words

Which two words in the third sentence of the paragraph at the right signal sequence?

In wave after wave, the invaders destroyed Roman towns and cut off trade routes. They claimed parts of the empire for themselves. Because these peoples kept their own languages and laws, they broke the bonds that had held the Roman Empire together.

By about A.D. 500, the Roman Empire in Western Europe had completely collapsed. It was replaced by a patchwork of small kingdoms. Reading and writing were in danger of disappearing from Europe because many of the invading groups could not do either.

Charlemagne Reunites Western Europe One of the invading groups was the Franks. They claimed the area called Gaul, which is now France. In fact, the name *France* comes from the word "Franks." In 768, a skilled military leader named Charlemagne (SHAH-ruh-mayn) became king of the Franks.

At the time, the many small kingdoms of Western Europe were often at war with one another. Charlemagne expanded his kingdom by conquering these weaker kingdoms. Soon, he ruled an empire that stretched across most of Western Europe.

Charlemagne ruled his empire for nearly 50 years. During that time he worked hard to keep Western Europe united. He established schools throughout the land to promote learning and culture. He spread the Christian religion. He issued money and improved the economy. Western Europe had not been so prosperous or so united since the time of the Roman Empire.

After Charlemagne's death, his empire was divided among his three sons. They fought one another, weakening the empire. Other groups also attacked the weakened empire. Perhaps the fiercest attacks were made by the Vikings.

Attacks From the North The Vikings came from the far north of Europe—present-day Denmark, Sweden, and Norway. They were skilled sailors and tough warriors. Their attacks began around 800 and continued for about 300 years. Relying on surprise, the Vikings burned and looted European towns. But they also reopened trade routes to Mediterranean lands and beyond. And they settled in other parts of northern Europe, mixing with the local populations. Even so, the Vikings did not unite these lands into a lasting empire.

✓ **Reading Check** Why did Charlemagne's empire fall apart?

Feudalism

Charlemagne's empire was gone. Western Europe was again divided into many small kingdoms. Viking attacks were a constant threat. Life was dangerous. Slowly, the people of Europe worked out a new system for meeting their military, political, and economic needs.

The Feudal System The system that developed was called feudalism. Under feudalism, land was owned by kings or lords but held by vassals in return for their loyalty. By about 1000, feudalism was the way of life throughout Western Europe. It would last for hundreds of years.

In medieval Europe, power belonged to those who controlled the land. These landowners were nobles, such as barons and princes. They gave a share of land, called a fief (feef), to each of their vassals, or people who promised to follow the landowner's laws and to fight for him. A vassal could also be a lord.

Feudal Duties Lords promised to treat their vassals with honor. In addition, the chief duty of lords was to protect their vassals and their lands. If a vassal with young children died, for example, the lord became the children's protector. The lord also asked his vassals' advice before making laws or going to war.

Vassals were expected to raise and lead armies that would fight for their lord. Many of these vassals were knights—professional horse soldiers who led other men into battle. Vassals also appeared at the lord's court when commanded to do so. And they paid taxes, often in the form of crops, to their lords.

 **Reading Check** What did lords give vassals in exchange for the vassals' loyalty?

The Manor System

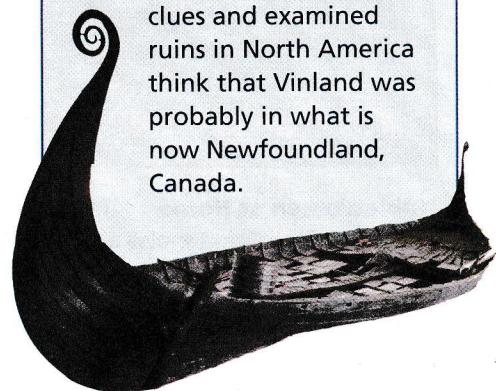
In medieval Europe, feudalism was a system of power and economic relations across regions. Manorialism was a system of economic and political life at the local level. This system was based on the manor, a large estate that included farm fields, pastures, and often an entire village. It also included a large house, called the manor house, where the lord, or ruler, of the manor lived.

Links Across

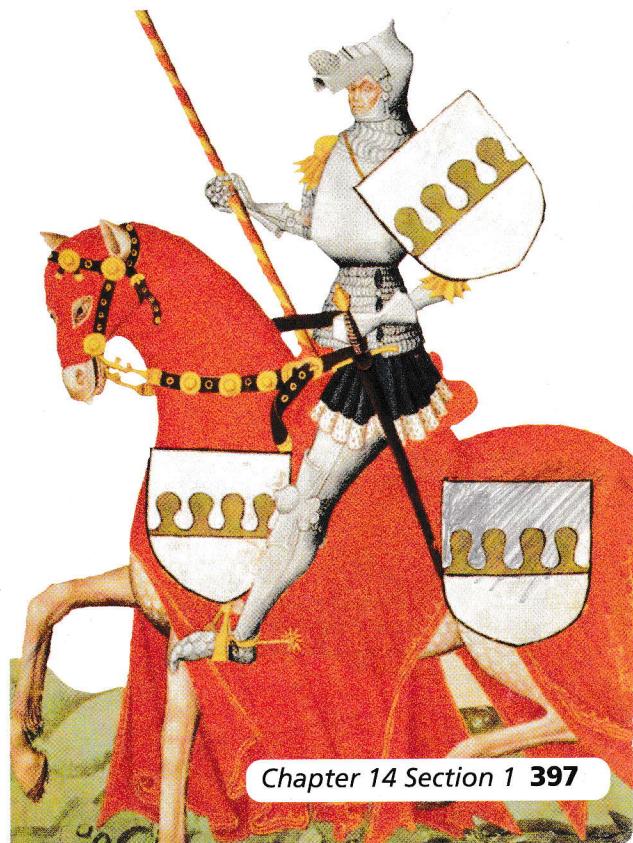
The World

Vikings in America

The Vikings did not limit their conquests to Europe. They went as far south as North Africa. Viking ships, such as the one shown below, also traveled westward to Greenland and beyond. An Icelandic saga, or story, gives clues about the location of Vinland, a Viking settlement in lands west of Greenland. Historians who have studied these clues and examined ruins in North America think that Vinland was probably in what is now Newfoundland, Canada.



A medieval knight in armor





Noblewomen at Home

The larger illustration shows a lady in charge of a dinner where her guests are seated according to rank. A noblewoman sits at her desk in the smaller illustration. **Generalize** What can you infer about the lives of noblewomen from these illustrations?

Lords and Manors The lord of the manor was typically a vassal of a king or of a more powerful lord. The manor was part of his fief. Most manors were far from towns, villages, and other manors. Therefore, they had to be self-sufficient, or able to supply their own needs. Food, clothing, and other things needed by the people who lived on the manor were made there.

A lord depended on the wealth his manor provided. He ruled over his manor—and the poor people who lived there. He made the rules and acted as judge. He decided who would oversee the farming and other daily work. And he collected taxes from the peasants who lived on the manor.

The Role of Noblewomen Women of the noble classes also played an important part in feudal society. Like the men in her family, a noblewoman went to other noble families for training. Then, she took her place as lady of the household. She managed the household, performed necessary medical tasks, and supervised servants. When her husband or father was away fighting, she often served as “lord of the manor,” making important decisions.

✓ **Reading Check** Why did manors have to be self-sufficient?

Peasants and Serfs

The majority of the people of medieval Europe were not lords, ladies, or knights. They were peasants, a group of people who made their living as farmers and laborers. Their lives were very different from the lives of the nobles.

Peasants were often very poor. They did all of the work on the manors of the Middle Ages. They farmed the lord’s fields to raise food for his household. They were only allowed to farm a small strip of land for themselves. Even so, they had to give part of their own harvest to their lord.



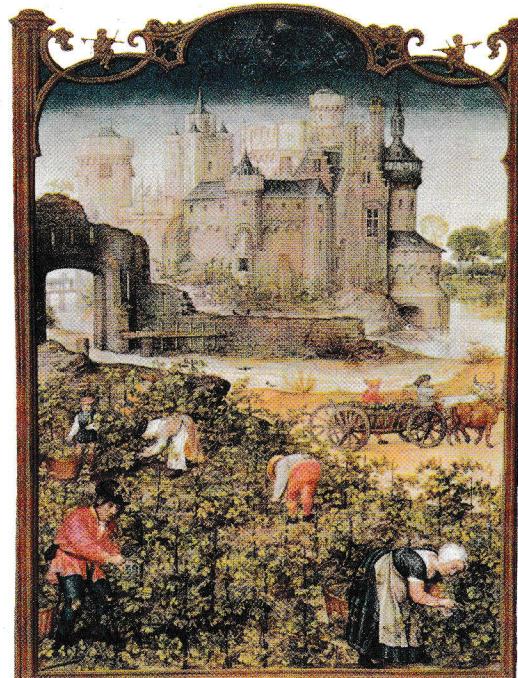
Tied to the Manor Most peasants were also serfs. **Serfs were peasants who were considered to be part of the manor.** When a noble was given a manor as part of his fief, its serfs became his. They could not leave the manor, or even get married, without his permission.

Although serfs were tied to manors, they were not quite slaves. Successful serfs could save money to buy freedom and a plot of land of their own. A serf who escaped to a city and lived there for a year and a day without being caught also became free. Most serfs, however, remained serfs their whole lives.

A Hard Life Medieval peasants worked hard for most of their lives. They farmed their own fields and those of their lord. Men, women, and children were all required to work.

Peasants lived in one-room huts that often had only a single opening for a window. For heating and cooking, they built a fire on the dirt floor. Smoke filled the dark, cramped interior before drifting out of a hole in the roof. Peasants ate mostly simple foods such as black bread, cabbage, and turnips. They rarely ate meat, since the animals of the manor and surrounding land were reserved for their lord. Peasants even suffered when they slept: their mattresses were cloth sacks stuffed with straw.

✓ **Reading Check** What was life like for medieval peasants?



Peasant Life

Peasant women worked in the fields along with the men. **Contrast** Use this illustration and those on page 398 to contrast the lives of peasant women and noblewomen.



Section 1 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

Review the text under the heading The Collapse of the Roman Empire. List the words that signal the order of events.

Comprehension and Critical Thinking

1. (a) **Recall** When were the Middle Ages?

(b) Identify Cause and Effect

Why did the collapse of the Roman Empire lead to a new age in Western Europe?

2. (a) **Define** What was feudalism?

(b) **Explain** How did the system of feudalism work?

3. (a) **Describe** How was a manor organized?

(b) **Conclude** Why did a manor produce a wide variety of goods?

4. (a) **Explain** What was the relationship of a serf to his or her manor?

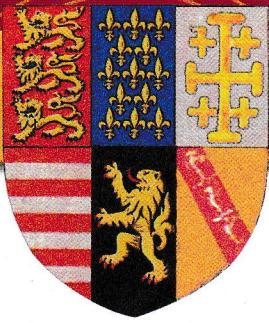
(b) **Infer** How and why might a serf become free?

Writing Activity

During the Middle Ages, most poor peasants remained poor their entire lives. Why do you think this was so? Write a paragraph explaining what you think the reason or reasons were.

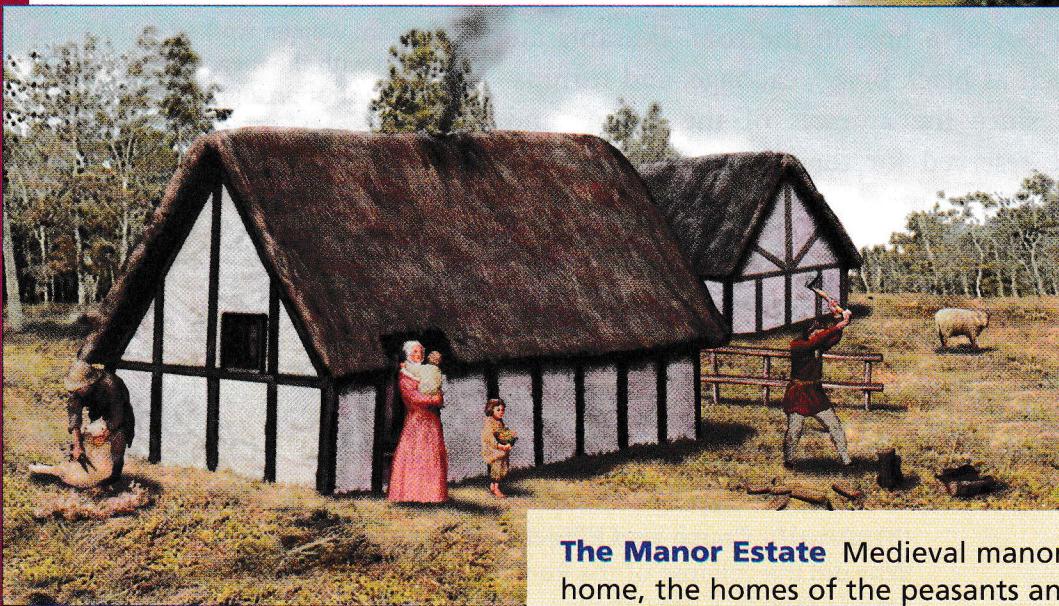
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Focus On A Medieval Manor

Although peasants and nobles led very different lives, their reliance on the lands of the manor estate bound them together. Peasants worked the land to pay what they owed to their lords. Nobles depended on what the peasants produced so that they could pay taxes to higher nobles and to the king. In addition to cash, taxes were paid in grain, bread, fence posts, shingles and planks, linen cloth, shirts, honey, chickens, eggs, cheese, and butter. All of these goods were produced on the manor estate.



A peasant's house

The Manor Estate Medieval manors included the lord's home, the homes of the peasants and serfs, a mill for grinding grain, and often a chapel or a church. Attached to the manor house, or in a separate building, was a bakery that peasants and serfs would use for baking bread.

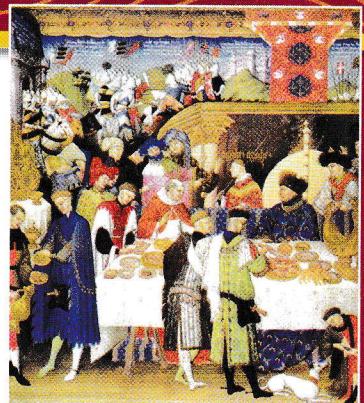
Most people in medieval Europe were agricultural workers. The lands and forests surrounding the manor and peasant houses provided grain, fruits, and vegetables. Peasants grazed cattle, sheep, and goats in the manor fields. Their pigs roamed the manor's woodlands in search of food. Woodlands also provided timber for building and fuel. Hunting in the forests was reserved for the nobles.

The illustration on the facing page shows a manor estate of the Middle Ages. At the top of this page is a shield painted with a noble's coat of arms.



A Manor Feast ▶

This illustration from the 1400s shows a duke feasting with his family and friends. In medieval times, guests brought their own knives to feasts, and many foods were eaten with the fingers. Diners often shared cups and dishes. Musicians, acrobats, and jugglers provided entertainment.



Manor House

A lord's house could be built of wood, stone, or clay bricks.

Village

These houses were usually made of wood and roofed with thatch—tightly bundled straw or reeds.

Mill

Peasants paid a fee to grind their grain.

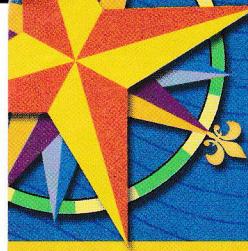
Fields

Crops were planted in strips in two fields. A third field lay fallow, or unplanted.

Assessment

Describe What are the characteristics of a medieval manor?

Draw Conclusions Describe the relationship between the nobles and peasants. How did they depend upon one another and on the manor's lands?



Section

2

The Church and the Rise of Cities

Prepare to Read

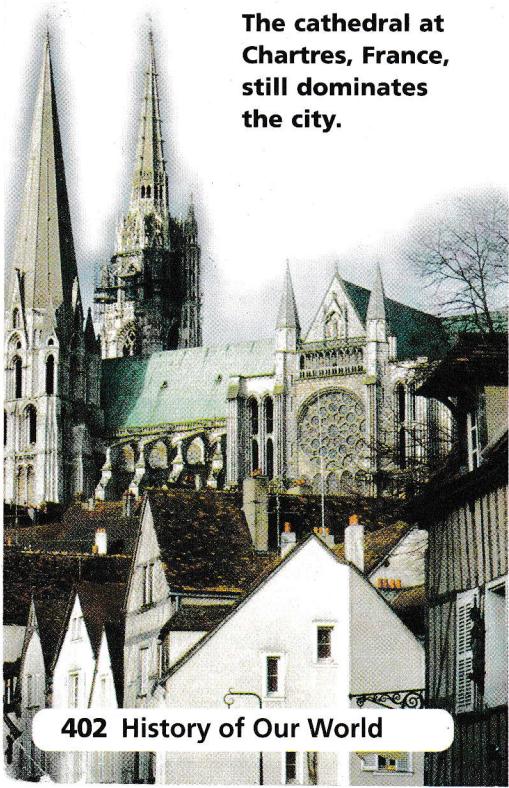
Objectives

In this section you will

1. Learn why the Roman Catholic Church was so important and powerful during the Middle Ages.
2. Discover the connection between an increase in trade and the growth of towns.
3. Find out what life was like in a medieval town.
4. Understand the role of culture and learning in the Middle Ages.

Taking Notes

As you read this section, think about what caused towns to grow in the Middle Ages and the effects of this growth. Copy the diagram below and record your findings in it.



The cathedral at Chartres, France, still dominates the city.

Target Reading Skill

Identify Sequence

Noting the order in which significant events occur can help you understand and remember them. You can track the order of events by making a list. Then use signal words and dates in the text to make sure your events are listed in the correct order.

Key Terms

- **clergy** (KLUR jee) *n.* persons with authority to perform religious services
- **excommunication** (eks kuh myoo nih KAY shun) *n.* expelling someone from the Church
- **guild** (gild) *n.* a medieval organization of crafts workers or tradespeople
- **apprentice** (uh PREN tis) *n.* an unpaid person training in a craft or trade
- **chivalry** (SHIV ul ree) *n.* the code of honorable conduct for knights
- **troubadour** (TROO buh dawr) *n.* a traveling poet and musician of the Middle Ages

Tall spires reach toward the heavens. Gorgeous stained-glass windows feature rich colors. Sculptures and carvings of people, plants, and animals seem to be everywhere. Amazing flying buttresses—masses of stonework or brickwork attached to the walls—help hold the building up. What is this building? It is a Gothic cathedral.

Even today, these huge medieval churches dominate towns in many parts of Europe. During the Middle Ages, cathedrals were built not only to glorify God but also to be a credit to their city. Entire communities worked for decades to build the biggest, tallest, most beautiful cathedral.

Once completed, a cathedral served as a house of worship, a gathering place, and even as a religious school. Its beautiful glass windows and sculptures told Bible stories and presented the lives of the saints to a population that could not read or write.

The Church in the Middle Ages

Most Gothic cathedrals were built in Western Europe between 1100 and 1400. *Gothic* refers to the style of architecture, as you can see in the Eyewitness Technology feature on page 404. A cathedral was the church of a bishop, an important leader of the Roman Catholic Church. During the Middle Ages, nearly all people in Western Europe were Roman Catholic. The Roman Catholic Church had so much influence that it was known simply as “the Church.” Why was the Church so powerful? There were many reasons.

Religious and Economic Power During the Middle Ages, life was short and hard for most people. They were comforted by the Christian belief that they would enjoy the rewards of heaven after death if they lived according to Church teachings. The Church also held that if people *didn't* obey those rules, they would be punished after death. The promise of reward combined with the threat of punishment made most people follow the teachings of the Church.

The Church also had great economic power. It gained great wealth by collecting taxes. It also took fiefs from lords in exchange for services performed by **clergy, or persons with authority to perform religious services**. In fact, the Church was the single largest owner of land in Europe during the Middle Ages.

Political Power of the Church The combination of religious and economic power enabled the Church to take on many of the roles that government performs today. It even made laws and set up courts to enforce them. People who did not obey the Church were threatened with being excommunicated. **Excommunication means being expelled from membership in the Church and participation in Church life.** This was a very serious threat. Few people would associate with someone who had been excommunicated.

High Church officials were advisors to kings and lords. The ever-present threat of excommunication gave Church officials great influence in political matters. The Church used its authority to limit feudal warfare. It declared periods of truce, or temporary peace. That was one reason warfare began to decline during the 1100s.



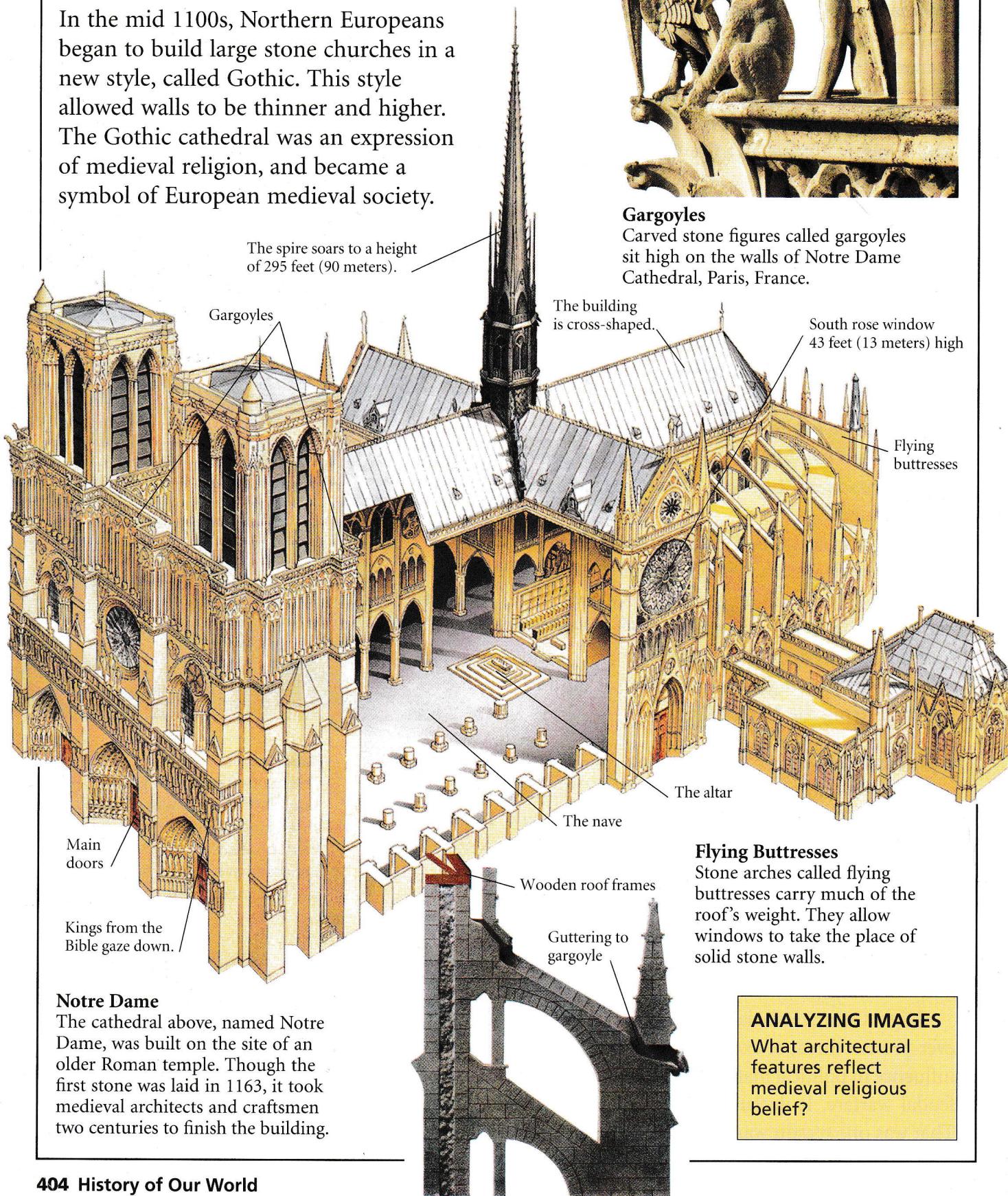
Teaching Tool

This stained glass window in Canterbury Cathedral, England, shows the three kings following a star to the birth of Jesus. **Infer** How might this window have helped medieval people understand Church teachings?



Gothic Cathedral

In the mid 1100s, Northern Europeans began to build large stone churches in a new style, called Gothic. This style allowed walls to be thinner and higher. The Gothic cathedral was an expression of medieval religion, and became a symbol of European medieval society.



Church Organization The Church was highly organized. Almost every village had a priest. A bishop supervised several priests and an archbishop supervised several bishops. Finally, the archbishops were under the authority of the pope. The papacy, or government of the Church, was based in Rome. These areas of Church authority overlapped and crossed the boundaries of kingdoms. Thus, the Church had power in every kingdom, every fief, and every village.

The Church in Everyday Life The medieval Church touched nearly all aspects of life. Think of any major event—the birth of a child, a serious illness, a marriage, or a death. During the Middle Ages, the clergy were almost always in attendance to offer a blessing or to perform a service.

The clergy helped people follow Church rules about how to live. They also listened when people came to church to confess their sins. In the name of God, the clergy then forgave them for the wrongs to which they had confessed.

Monasteries and Convents Some religious men felt that they should dedicate their lives to God by living together in religious communities called monasteries. Religious women, called nuns, lived in similar communities called convents. This form of religious life is called monasticism.

These religious communities developed better ways of growing crops and tending livestock. In this way, the Church helped improve the economy of the Middle Ages, which was based mostly on farming. Monks and nuns also looked after the sick and set up schools. Monks were more educated than most people. Because they copied books from ancient times, they preserved knowledge that otherwise would have been lost. Convents gave women a rare opportunity to become educated.

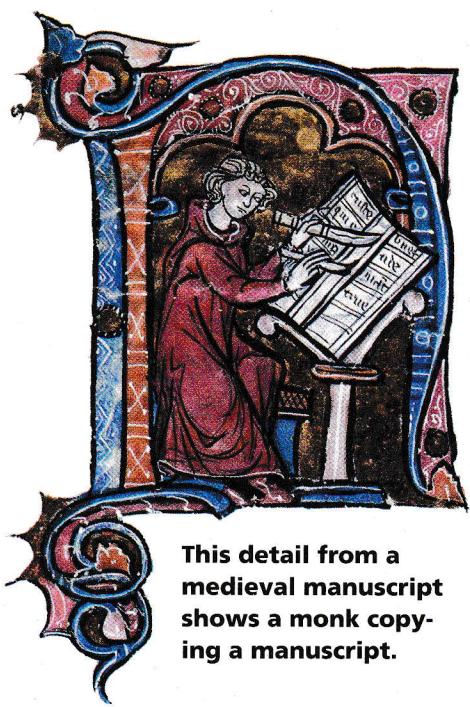
Scholasticism Some Christian scholars studied ancient Greek texts that said people should use reason to discover truth. However, the Church taught that many ideas must be accepted on faith. These medieval scholars worked out a system that tried to resolve the two philosophies. Called scholasticism, it used reason to support Christian beliefs.

 **Reading Check** What were monasteries and convents?



Medieval Wedding

In the Middle Ages, ceremonies such as weddings had to be performed by a priest. **Conclude** How did this requirement increase Church power?



This detail from a medieval manuscript shows a monk copying a manuscript.



This beautiful bottle from Syria, made in the 1300s, would have been a valued trade item.

Trade Revives and Towns Grow

By about A.D. 1000—the middle of the Middle Ages—feudalism was well established in Europe and the Church was a stabilizing force. Europe was becoming a safer place, and the population was growing.

The Revival of Trade As people felt safer, they began to travel more and learn more about distant places. As you will read in Section 3, the crusaders brought many desirable goods back from Asia. Europeans began to demand such things as spices and cloth that they could get only from Africa and Asia. Ancient trade routes came into use again. European merchants traveled abroad to buy and sell valued goods.

The Growth of Towns At first, local goods were traded in the markets of small villages. As trade grew, so did these markets. Some developed into major trade fairs. You can find these market towns on the map below.

MAP MASTER Skills Activity

Movement As trade increased, towns along major trade routes held trade fairs and became important business centers. **Identify** Name the major trade centers of Castile. Name French towns with trade fairs. **Infer** Why do you think places such as Valencia, Naples, and Rome became important trade centers?

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Trade Centers in Europe



Traders also gathered at convenient places for travelers, such as river crossings and along highways. They chose important monasteries and fortified places built by nobles. Before long, towns developed in these locations, too.

As trade grew, so did Europe's medieval towns and cities. The possibility of a better life and freedom from serfdom drew many people to the new, growing towns. The growth of these towns' population further increased their prosperity and trade.

 **Reading Check** Why did towns begin to grow?

Life in Towns and Cities

By about 1300, many towns in Western Europe were growing into cities. Paris, with a population approaching 100,000, was one of the largest cities in the world.

The Rise of a Middle Class Town life was not at all like farm or manor life. Towns and cities were not self-sufficient. Instead, their economies were based on the exchange of money for goods and services. A new class of people developed, made up of merchants, traders, and crafts workers. In status, it was between nobles and peasants, and so it was called the middle class.



The Role of Guilds In many towns and cities, the merchants, traders, and crafts workers began to form associations called guilds. **A guild included all the people who practiced a certain trade or craft.** Thus there was a guild of weavers, a guild of grocers, a guild of shoemakers, and so on.

Guilds set prices and prevented outsiders from selling goods in town. They set standards for the quality of their goods. Guild members paid dues. This money was used to help needy members or to support the families of members who had died.

It took a long time to become a member of a guild. Between the ages of about 8 and 14, a boy who wanted to learn a certain trade became an **apprentice, or unpaid worker being trained in a craft.** He lived and worked in the home of a master of that trade for as long as seven years. Then he could become a journeyman, or salaried worker. In time, if guild officials judged that the journeyman's work met their standards, he could join the guild.



Shops in a Paris Street

Notice the many kinds of shops in Paris in the early 1500s. Merchants were becoming an important part of society at this time. **Generalize** What types of goods were available in European cities in the 1500s?

◀ A shield representing the **Guild of Notaries, who prepared and verified documents**



Identify Sequence

What were the steps that an apprentice followed in order to become a member of a guild?

Troubadours provided entertainment and preserved traditional tales.



Overcrowding and Disease Medieval towns and cities were extremely crowded. Their lack of sanitation, or procedures for keeping the town clean, bred disease, and the overcrowded conditions meant that disease spread quickly. One disease, the bubonic plague, wiped out one third of Europe's population between 1347 and 1351. Called the Black Death, it was spread by fleas living on the rats that thrived in the unsanitary towns.

✓ **Reading Check** What was the Black Death?

Medieval Culture

Despite its hardships, medieval life was not all a struggle for survival. The growing cities attracted traveling scholars, and young men flocked to cathedral schools. Many of these schools became great centers of learning. Much of the beautiful artwork of the Middle Ages was displayed in churches where many could enjoy it.

Stories, poems, and songs about chivalry were also very popular. **Chivalry** is the code of honorable conduct by which knights were supposed to live. Throughout Western Europe, traveling poets and musicians called **troubadours** or minstrels went from place to place singing about the brave deeds performed by knights to win the love of a beautiful and worthy woman.

✓ **Reading Check** Describe some advantages of living in a medieval city.



Section 2 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.



Target Reading Skill

Identify and list in sequence three events or conditions that led to the growth of towns.

Comprehension and Critical Thinking

1. (a) **Recall** How was the Church important in everyday life?

(b) **Identify Effects** How did this importance contribute to the Church's power?

2. (a) **List** What factors led to the increase in trade in Western Europe?

(b) **Infer** How might the growth of trade have affected the life of an ordinary person?

3. (a) **Define** What were guilds?

(b) **Draw Conclusions** Why would someone join a guild?

4. (a) **Explain** What was chivalry?

(b) **Infer** Why was chivalry a popular topic for troubadours?

Writing Activity

During the Middle Ages, children began apprenticeships as early as the age of eight. Do you think that it is good to begin working at that age? Write a paragraph that answers this question.

Writing Tip Begin your paragraph with a topic sentence that tells whether or not you think eight years old is too young. Use supporting sentences to give reasons for your position.



Section

3

The Crusades

Prepare to Read

Objectives

In this section you will

1. Learn about the causes of the Crusades.
2. Find out about the different Crusades and what they accomplished.
3. Discover the effects the Crusades had on life in Europe.

Taking Notes

As you read this section, look for the ways various people or groups contributed to the Crusades. Copy the table below and record your findings in it.

Person or Group	Contribution



Target Reading Skill

Recognize Sequence Signal Words

Signal words point out relationships between ideas or events. This section discusses the Crusades, which took place over many years. To help keep the order of events clear, look for words such as *first*, *then*, *finally*, and *in [date]* that signal the order in which the events took place.

Key Terms

- **Holy Land** (HOH lee land) *n.* Jerusalem and parts of the surrounding area where Jesus lived and taught
- **Crusades** (kroo SAYdz) *n.* a series of military expeditions launched by Christian Europeans to win the Holy Land back from Muslim control
- **Jerusalem** (juh ROOZ uh lum) *n.* a city in the Holy Land, regarded as sacred by Christians, Muslims, and Jews
- **pilgrim** (PIL grum) *n.* a person who journeys to a sacred place

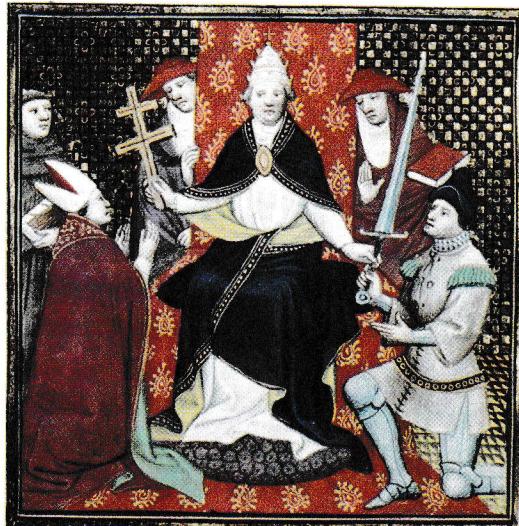
On November 27, 1095, a crowd gathered in the town of Clermont, located in present-day France. They came to hear an urgent message from the pope:

“You common people who have been miserable sinners, become soldiers of Christ! You nobles, do not [quarrel] with one another. Use your arms in a just war! Labor for everlasting reward.”

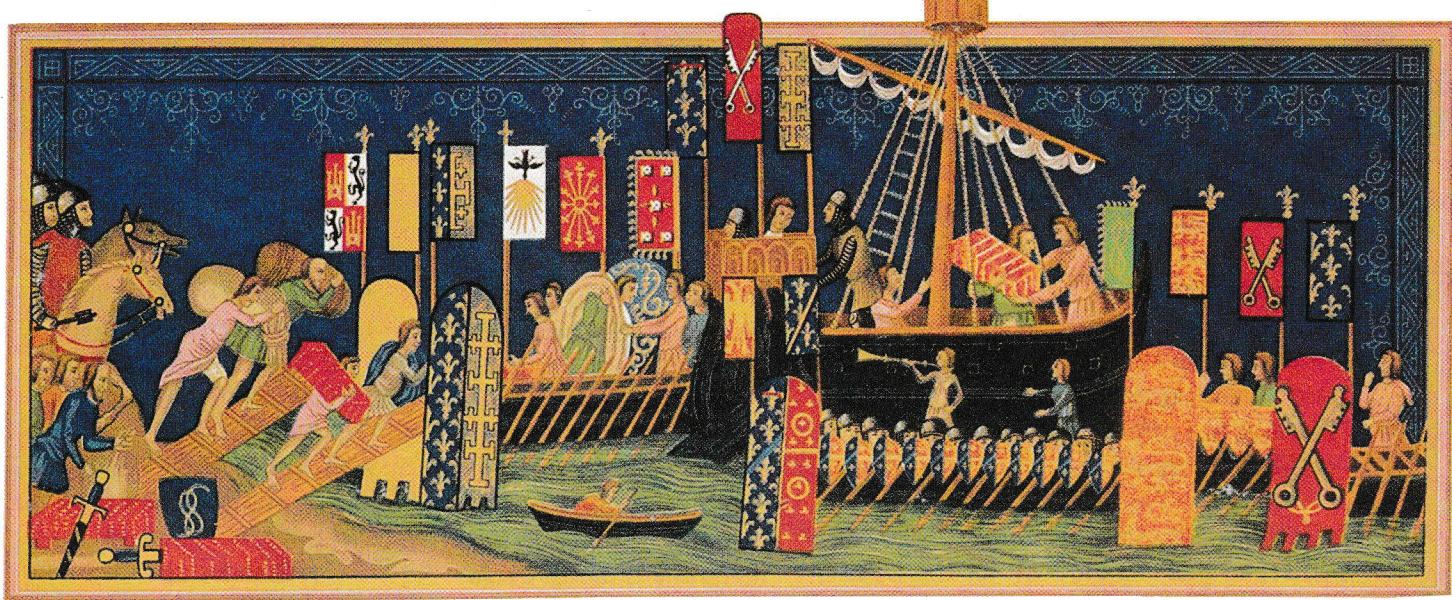
—Pope Urban II

The crowd roared its approval. They shouted, “God wills it!”

Pope Urban II was calling the people of Europe to war. The purpose of this war was to capture the **Holy Land, a region sacred to Christians because Jesus had lived and taught there**. It was a small region on the eastern shore of the Mediterranean Sea known in ancient times as Judaea, today part of Israel and the West Bank. Now, said the pope, the Holy Land has fallen to the Muslims. Christians must win it back.



Pope Urban II calling for a war to win back the Holy Land



Embarking on a Crusade

Huge armies of crusader knights sailed to the Holy Land.

Conclude What was involved in transporting these large armies?

Causes of the Crusades

Over the next 200 years, the Church launched eight military expeditions, called the Crusades, to capture the Holy Land. The word comes from *crux*, the Latin word for “cross.” People who carried the Christian cross into battle against the non-Christian enemy were called crusaders.

Pilgrims to the Holy Land

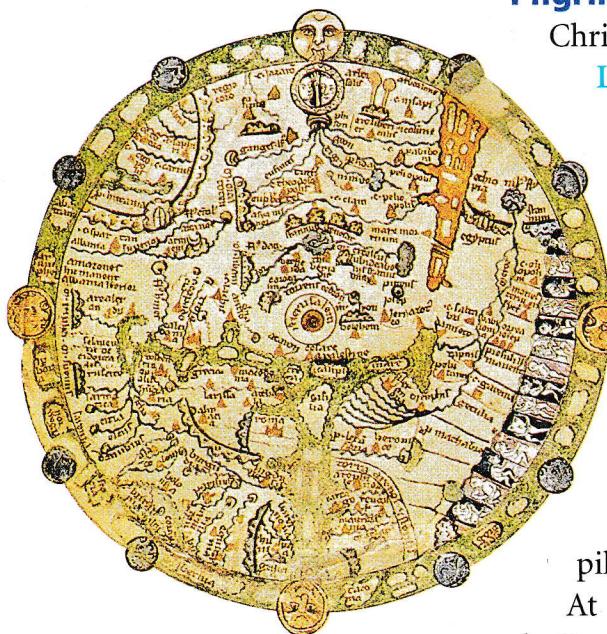
Since about A.D. 200, European Christians had been traveling to Jerusalem, a city in the Holy

Land regarded as sacred by Christians, Muslims, and Jews. These people were pilgrims—people who journey to a sacred place. Nobles and peasants alike made the long and difficult journey. They wanted to visit the places written about in the Bible.

The Rise of the Turks

For centuries, Jerusalem had been controlled by Arab Muslims who generally welcomed Christian pilgrims. Then, in the 1000s, the Seljuk Turks (SEL jook turks) took control of the Holy Land. This Muslim group sometimes attacked the Christian pilgrims from Europe. Then they closed the pilgrimage routes to Jerusalem.

At the same time, the Turks were also conquering much of the Byzantine Empire. The Byzantine emperor in Constantinople asked Pope Urban II to send knights to defend his Christian empire. The pope agreed and called on the people of Europe to fight the Muslim Turks.



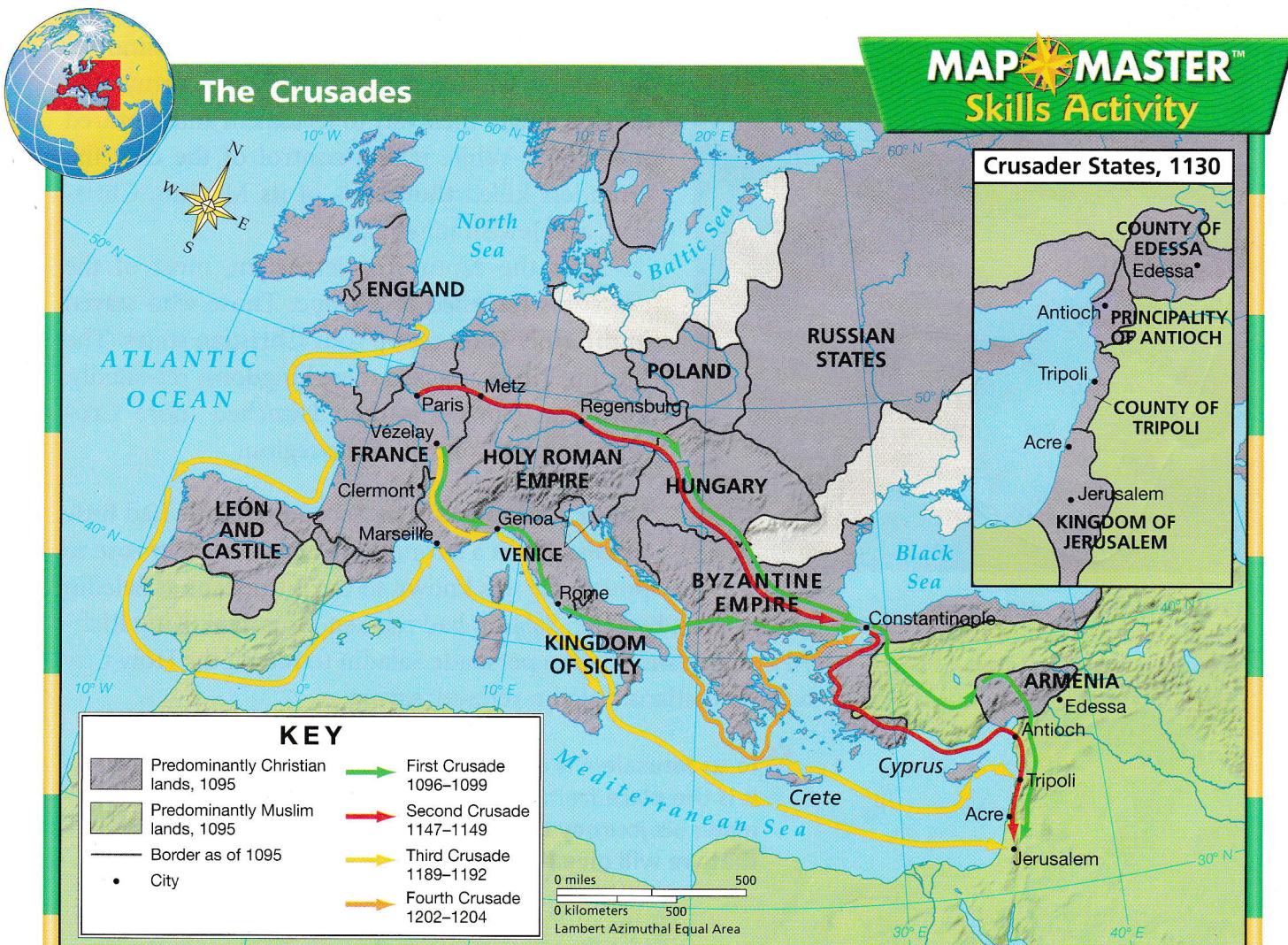
Many medieval Christians believed that Jerusalem was the center of the world, as this map from the 1200s shows.

Why Go to War? Why did Pope Urban II agree to organize a war against the Muslim Turks? Mainly, he wanted the Holy Land to be under the control of Christians. He wanted Christian pilgrims to be able to visit Jerusalem and other religious sites.

But he also had other reasons. The pope thought a crusade would unite Europeans against a common enemy—the Muslim Turks—and they would stop fighting among themselves. He also hoped to gain power and prestige for himself and the Church.

Some Europeans had other reasons for encouraging the Crusades. They wanted to control not only the Holy Land but also key trade routes between Africa, Asia, and Europe.

✓ **Reading Check** Why did the pope want to conquer the Holy Land?



Movement After the First Crusade, the crusaders set up four new states in the Holy Land, as shown on the inset map.

Identify In which Crusade did the crusaders travel mostly by sea? **Compare** Which do you think was a better choice: traveling by land or traveling by sea? Explain your answer.

Go Online
PHSchool.com Use Web Code
lpg-8543 for step-by-step
map skills practice.



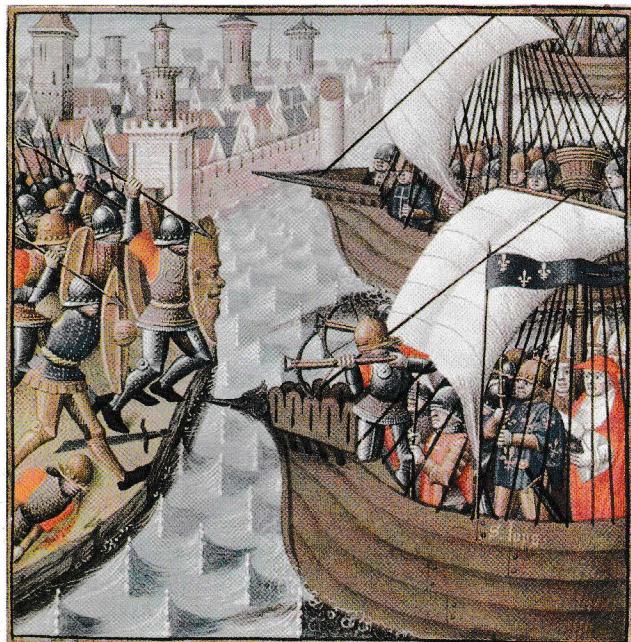
Recognize Sequence Signal Words

What word in the paragraph at the right signals sequence? How does this clue help you understand the next few paragraphs?

A Series of Crusades

The pope's best hope for capturing the Holy Land rested with European lords and their knights. But before these armies could assemble, a band of common people set out for Jerusalem.

Peter the Hermit and the People's Crusade Peter, a small man who wore monk's robes, gathered an "army" of common people. They set out in 1096. When they got to Constantinople, the Byzantine emperor advised them to wait for help from an army of knights from Europe. Peter agreed, but his followers rebelled. His soldiers attacked the Turks, who easily defeated them. Only a small part of his army survived.



Crusaders led by Louis IX of France take the city of Damietta, near the Holy Land.

The First Crusade At last, the European armies sent by Pope Urban II reached Constantinople. Joined by what remained of Peter's army, the knights fought their way to Jerusalem and captured it in 1099. While taking control of the city, the crusaders killed thousands of its Muslim, Christian, and Jewish inhabitants.

After the capture of Jerusalem, most of the crusaders returned to Europe. Those who stayed in the Holy Land set up four Christian states. The Muslim Turks attacked these kingdoms repeatedly. European Christians then launched more Crusades to keep control of the region.

Later Crusades The Second Crusade had little success. Then a strong Arab Muslim leader rose to power. He was known to the Europeans as Saladin (SAL uh din). By 1187, Saladin had retaken Jerusalem. King Richard I of England tried to persuade Saladin to return the Holy City to the Christians. Saladin refused, saying,

“To us Jerusalem is as precious . . . as it is to you, because it is the place from where our Prophet [Muhammad] made his journey by night to heaven. . . . Do not dream that we will give it up to you.”

—Saladin

Even so, Saladin negotiated a treaty with King Richard. He agreed to reopen Jerusalem to Christian pilgrims.

✓ Reading Check Why did Saladin refuse to give up Jerusalem?

The Results of the Crusades

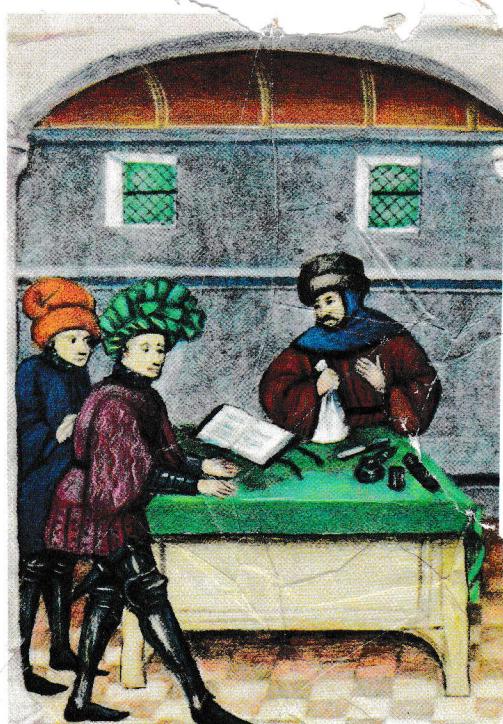
Although crusaders did capture the Holy Land for a while, they were never able to gain firm control of it. Still, the Crusades brought important and lasting changes to Europe.

Increased Trade The European ships that carried crusaders and their supplies to the Holy Land returned with rugs, jewelry, glass, and spices. Soon, these goods were in great demand in Europe. Thus, the Crusades helped revive trade, which in turn led to the growth of towns and cities.

The Crusades also encouraged the use of money in Europe. For much of the Middle Ages, most people bartered, or traded goods for other goods or for land or protection. But the crusaders went far from home, where they needed to *buy* supplies. In that case, it was easier to use money than it was to barter.

New Ideas Returning crusaders also brought new ideas and technology back to Europe. You have read about the advances made by Arabs in medicine, mathematics, and technology. The crusaders helped increase European knowledge of these techniques. Europeans learned how to make better ships and maps—skills that would help them become worldwide explorers.

✓ **Reading Check** Describe two effects of the Crusades.



Medieval Banking

A man deposits gold in a bank.

Synthesize Why did banking increase after the Crusades?



Section 3 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

Reread the text on page 410 under the heading The Rise of the Turks. What signal words helped you understand the sequence of these events?

Comprehension and Critical Thinking

1. (a) **Find Main Ideas** What was the chief goal of the crusaders?

(b) **Infer** Why do you think Pope Urban II called the First Crusade a "just," or honorable, war?

2. (a) **Sequence** List the events of the First Crusade in order.

(b) **Identify Frame of Reference** How do you think European Christians viewed the Muslim Turks? How do you think Muslims living in the Holy Land viewed the crusaders?

3. (a) **Identify Effects** What were the main effects of the Crusades on life in Europe?
(b) **Predict** What might have happened in Europe if the Crusades had never taken place?

Writing Activity

Suppose that there were European newspapers that published editorials at the time of the Crusades. Write an editorial either in support of or against the First Crusade.

Writing Tip Remember that editorials are persuasive writing. State your position. Then use reasons and facts to convince readers that your opinion is the right one.

Distinguishing Fact and Opinion

Richard I was born on September 8, 1157. He became king of England in 1189 but spent most of his reign fighting in the Crusades. He led his armies to free the Holy Land. Richard loved to be in the midst of battle and always fought bravely. He spent only six months of his reign in England, but his people loved him anyway. They admired his great courage and called him Richard the Lion-Hearted.

Richard won many battles, but he failed to free the Holy Land. He did make peace with the Muslim leader Saladin, who allowed Christians to visit the holy city of Jerusalem. That was a great accomplishment. Richard died in 1199. He was a good and kind king.

Facts are statements that can be proved true.

Opinions are personal beliefs or value judgments.

You will often need to make your own judgments or decisions based on facts, so you must be able to recognize them.



King Richard I of England

Learn the Skill

To distinguish fact from opinion, use the following steps:

- 1 Look for facts by asking what can be proved true or false.** A fact usually tells who, what, when, where, or how much. A fact can be proved true.
- 2 Ask how you could check whether each fact is true.** Could you do your own test by measuring or counting? Could you find information in an encyclopedia or in another reliable reference book?
- 3 Look for opinions by identifying personal beliefs or value judgments.** Look for words that signal personal feelings, such as *I think* or *I believe*. Look for words that judge, such as *great* or *brave*, or *should* or *ought to*. An opinion cannot be proved true or false.
- 4 Decide whether facts or good reasons support each opinion.** A well-supported opinion can help you make up your own mind—as long as you recognize it as an opinion and not a fact.

The Results of the Crusades

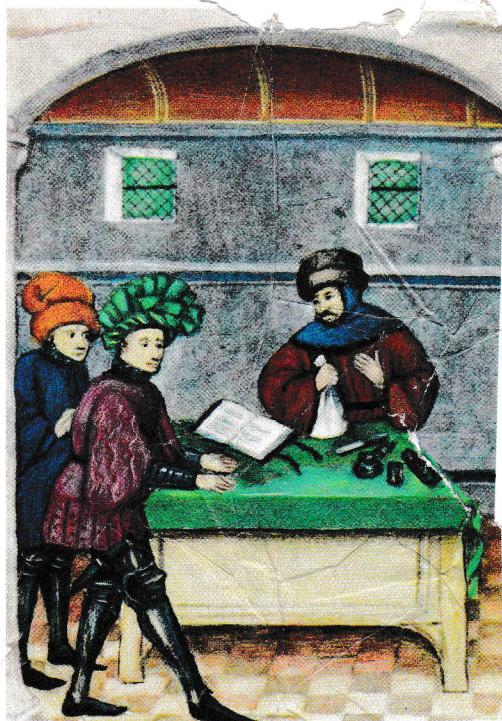
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Learn the Skill

King Richard I of England

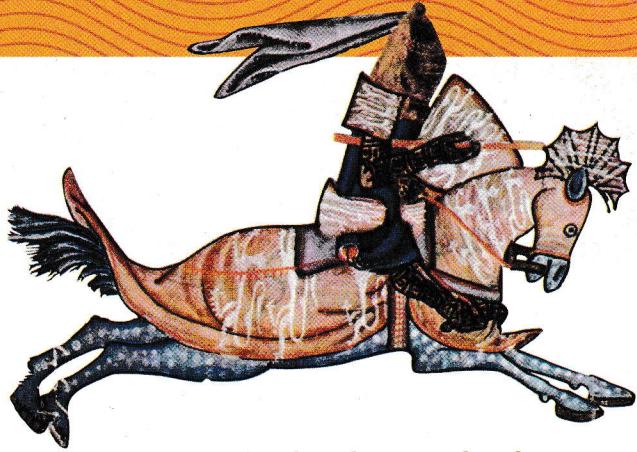
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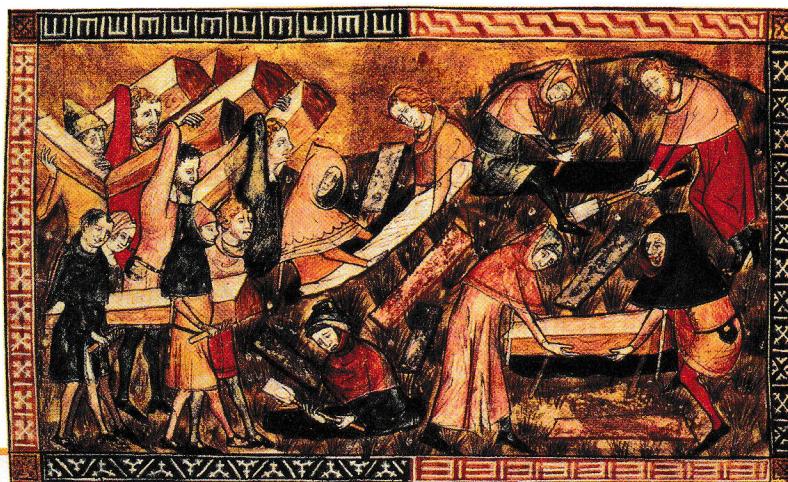
Practice the Skill

Read the passage about Richard the Lion-Hearted until you are sure that you understand it. Then reread it for facts and opinions.

- 1 Identify facts in the paragraph that tell who, what, when, where, and how much.
- 2 Explain how each fact could be proved true or false.
- 3 (a) Identify two examples of words that show personal feelings. Can these statements be proved true or false? (b) Now identify one word that signals judgment. Can the statement containing this word be proved true or false?
- 4 The last sentence in the passage expresses an opinion. Is the opinion well supported with facts and reasons? Explain your answer.



Richard I riding into battle

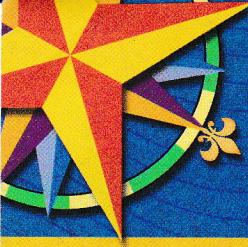


Burying victims of the Black Death, 1349

Apply the Skill

Read the passage at the right. List two facts and two opinions from the passage. If you found this passage in a book, how useful would it be as a source for a research paper? Explain your answer.

The Black Death was the worst thing that happened in medieval Europe. The disease struck quickly. It caused horrible spots and almost certain death. The Black Death eventually killed so many people—more than 25 million—that normal life broke down. There was a labor shortage, and those workers who survived the disease unfairly demanded higher wages. Farmers turned from growing crops to grazing sheep, which required fewer workers. Fear of the disease and economic disruption caused riots all over Europe. That kind of reaction would never happen today.



Section

4

The Power of Kings

Prepare to Read

Objectives

In this section you will

1. Learn about the forces that led to nation building in Europe.
2. Find out about nation building in England.
3. Discover how the Hundred Years' War affected England and France.

Taking Notes

As you read this section, think about what factors led to nation building in England and France. Copy the table below and record your findings in it.

Nation Building	
England	France
:	:
:	:

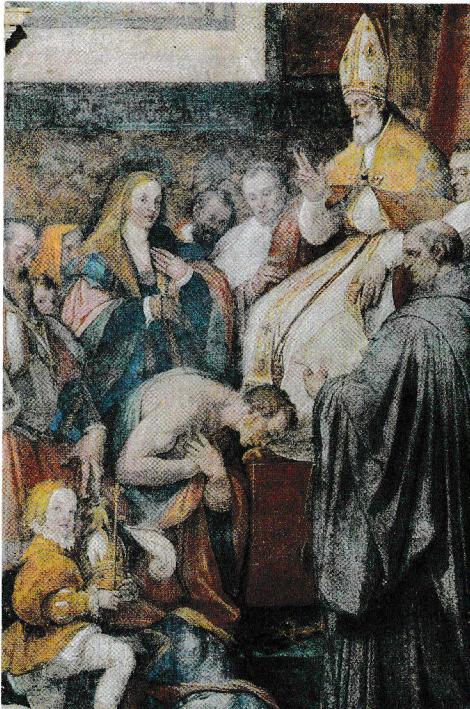
Target
Reading Skill

Identify Sequence Noting the order of events can help you understand and remember them. Make a sequence chart of events that led to nation building in England. Write the first event in the first box. Then write each additional event in a box. Use arrows to show how one event led to the next.

Key Terms

- **nation** (NAY shun) *n.* a community of people that shares territory and a government

- **Magna Carta** (MAG nuh KAHR tuh) *n.* the "Great Charter," in which the king's power over his nobles was limited, agreed to by King John of England in 1215
- **Model Parliament** (MAHD ul PAHR luuh munt) *n.* a council of lords, clergy, and common people that advised the English king on government matters
- **Hundred Years' War** (HUN drud yeerz wawr) *n.* a series of conflicts between England and France, 1337–1453



Pope Gregory VII forgiving King Henry IV

For three days, the king waited outside the castle where Pope Gregory VII was staying. Barefoot in the winter cold, the king begged forgiveness. Would the pope forgive King Henry IV?

During the Middle Ages, kings and popes quarreled over who should select bishops. Because bishops were Church officials, popes claimed the right to choose them. Kings wanted this right because bishops often controlled large areas of their kingdoms. They also wanted to play a role in the Church.

In 1077, Henry IV of Germany ruled much of Europe. He had been choosing bishops even though Pope Gregory had ordered him not to. In response, the pope had excommunicated the king and declared that his people no longer had to obey him. However, after putting Henry off for three long, cold days, the pope gave in. He allowed Henry to rejoin the Church.

Pope Gregory had made a serious mistake. In 1081, King Henry invaded Italy, where the pope lived. By 1084, Henry had replaced Pope Gregory with a new pope, who crowned Henry emperor of the Holy Roman Empire. Gregory was sent into exile.

Nation Building

Henry's success in overthrowing the pope was a hint of things to come. As later kings gained power, they often dared to put their own wishes before those of the Church. They would soon increase their power in other ways as well.



The Power of Nobles When the 1200s began, Europe was still a feudal society. While kings reigned over kingdoms, the wealthiest lords also had great power. Many saw themselves as nearly the king's equal. In fact, it was not unusual for a noble to have more land, vassals, and knights than his king. But the nobles' power was based on the feudal system. If the feudal system began to decline, so would the nobles' power.

The Decline of Feudalism One reason for the decline of the feudal system was the growth of trade and towns. Kings began to support the new towns in exchange for money. They agreed to protect towns and made laws to help towns grow rich. Then, with the money paid by townspeople, kings hired armies and used them to attack troublesome nobles.

The Crusades also weakened the nobles. Many gave up land to raise money so they could join the Crusades. Other nobles were killed in the Crusades, and kings claimed their land.

The Birth of Nations Over time, kings became more and more powerful. Instead of a patchwork of fiefs ruled by many nobles, large areas of Europe became united under a single king. The kings became strong enough to challenge the Church.

Gradually, these larger kingdoms began to turn into nations. **A nation is a community of people that shares territory and a government.** A common language and culture also often unite the people of a nation. The process of combining smaller communities into a single nation with a national identity and a national government is called nation building.

In the late Middle Ages, the idea of nationhood was taking hold in Europe. A royal marriage united the two largest kingdoms in Spain. In Russia, rulers called tsars were expanding their territory and their power over other nobles. In France, a long line of kings slowly but surely increased royal power. Louis IX, who ruled from 1226 to 1270, was a deeply religious king. He strengthened both Christianity and the central government in his kingdom.

✓ **Reading Check** What is nation building?

Castle Stronghold

This English castle is protected by walls and water. **Infer** What would be involved in defending this castle from attack?



Identify Sequence

Target Skill What events described in the paragraph at the right led to increased power of the king? Write these events in a sequence chart.

Go Online

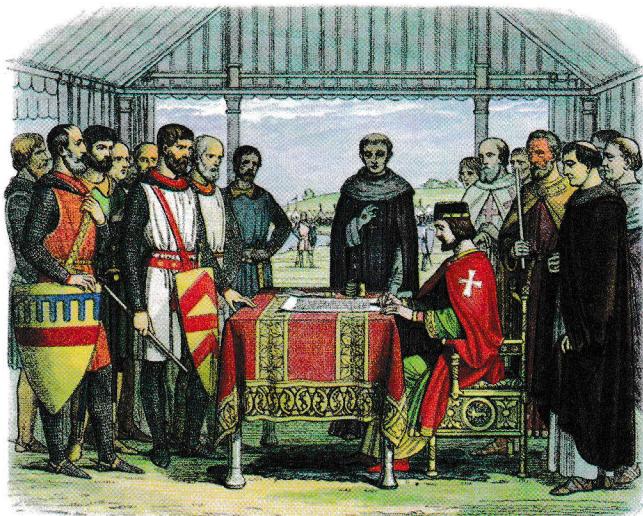
PHSchool.com Use Web Code
mup-0882 for an interactivity
on the Magna Carta.

Changes in England

By the 1200s, England was already well on its way to becoming a unified nation. In 1066, William of Normandy, a duke from France, had conquered England in what is called the Norman Conquest. As king of England, William the Conqueror was a strong ruler who dominated his nobles. The kings who followed William—especially Henry I and Henry II—further increased the power of the king. Of course, the nobles began to resent this power. King John, a son of Henry II, would soon face their anger.

King John Angers the Nobles When John became king of England in 1199, he quickly moved to increase his wealth and power. He taxed people heavily. He jailed his enemies unjustly and without trial. Even the most powerful nobles were hurt by John's unfair actions.

John also angered Church leaders and clergymen. He seized Church property and tried to block the pope's choice for the chief bishop of England. When the pope's choice for bishop did take office, he backed the nobles who opposed the king's actions.



King John at Runnymede

The Magna Carta marked the beginning of limitations on the power of the king. This engraving shows King John surrounded by English nobles and clergymen. **Synthesize** How did these groups benefit from the Magna Carta?

The Magna Carta John was not strong enough to defy the nobles and clergy whom he had angered. With the backing of the bishops, English nobles demanded a meeting with the king. On June 15, 1215, about 2,000 English nobles gathered at Runnymede, a meadow along the Thames River. They presented John with a list of their demands.

John was forced to place the royal seal on the document, and it became law. Called the **Magna Carta** (MAG nuh KAHR tuh), or the “Great Charter,” it limited the king’s power. The king could no longer jail any freeman without just cause, and he could not raise taxes without consulting his Great Council of lords and clergy.

This council later became the **Model Parliament**, which included common people as well as lords and clergy. Eventually, Parliament evolved into a powerful legislature, or law-making assembly. As it gained power, Parliament also helped unify England. However, the Magna Carta also strengthened the power of the king. Because nobles now had a say in government, they were more likely to support what the king did.

✓ **Reading Check** How did the Magna Carta help unite England?

The Hundred Years' War

Despite the growth of nations, Western Europe was not at peace. Now, instead of nobles fighting each other, the emerging nations went to war. **One long series of clashes between England and France was called the Hundred Years' War. It lasted from 1337 to 1453.**

Causes of the War In the 1300s, the borders of England and France were not the ones we know today. As a result of marriage and inheritance, the English king had come to be the lord of many counties in present-day France.

You have read that William the Conqueror, who became king of England in 1066, was also Duke of Normandy in France. The 1152 marriage of King Henry II of England and the French noblewoman Eleanor of Aquitaine brought more French land under English control.

Then, in 1328, the French king died. King Edward III of England, whose mother had been a French princess, claimed to be king of France under feudal law. The French nobles did not agree. Determined to get his way, Edward III invaded France—and began the Hundred Years' War.

There were other causes of the war. Both England and France wanted to control the English Channel, the waterway that separates their countries. Each nation also wanted to control trade in the region and the wealth it brought.

Joan of Arc's Victory The Hundred Years' War dragged on, fought by one king after another. England won most of the battles, but the French continued to fight. However, the tide turned in 1429 when a peasant girl called Joan of Arc took charge of the French forces at the battle of Orléans (awr lay AHN). French troops at Orléans greeted her with hope and curiosity.

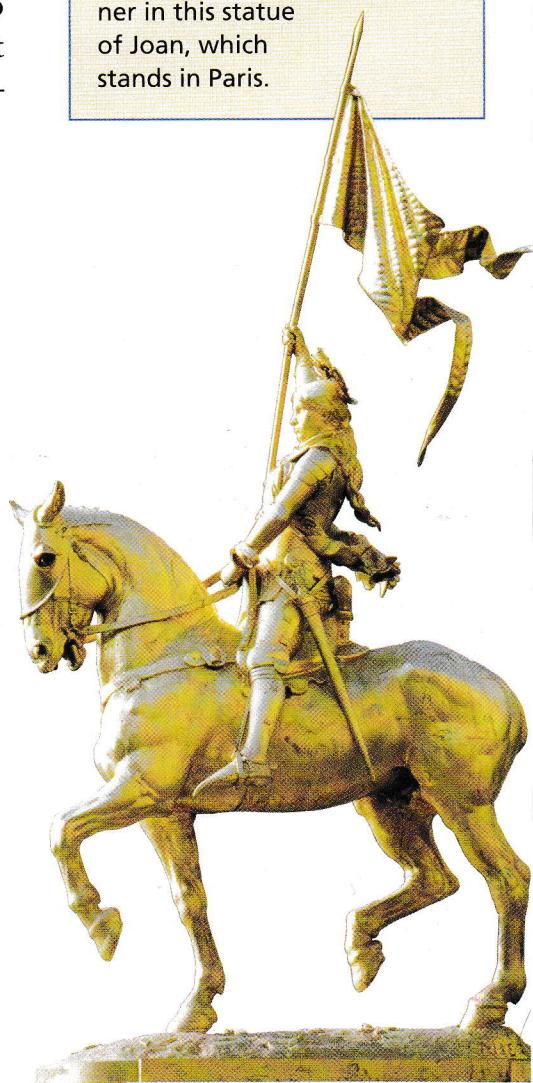
Under Joan's command, the French defeated the English at Orléans. She then led her forces to victory in other battles. In 1430, Joan was taken prisoner by allies of the English. England tried Joan for witchcraft. She was convicted and burned at the stake.

The French saw Joan of Arc as a martyr, and her death inspired them to many victories. By 1453, the English had been driven from most of France. With the English troops in retreat, France was on its way to becoming a strong and united nation.

Citizen Heroes

Joan of Arc

The young girl who would become one of France's greatest heroes was the daughter of a tenant farmer. Joan was very religious and believed that she saw heavenly visions. In 1429, when she was only 17, she journeyed to the court of Charles, the heir to the French throne. She convinced him that God had called her to lead the French forces at the battle of Orléans. Charles finally agreed. He gave Joan armor, attendants, horses, and a special banner to carry into battle. You can see that banner in this statue of Joan, which stands in Paris.





CHARLES VII ROY DE FRANCE

King Charles VII

The victory of Charles VII of France over the English in the Hundred Years' War increased his power in France. **Infer** How might war with a foreign nation increase a ruler's power?

The Growing Power of Kings The Hundred Years' War affected the balance of power in England and France. On the battlefield, new weapons such as the longbow and cannon increased the importance of footsoldiers. Armored knights, on the other hand, became less valuable in battle. Feudal castles could not stand up to the firepower of the new cannons. Kings now needed large armies, not small bands of knights, to fight for them.

The Hundred Years' War also led to national feeling. People began to think of themselves as citizens of England or of France, not simply as loyal to their local lords. Kings who had led their nations in battle became more powerful as the influence of nobles declined. On the other hand, the English king had been forced to ask Parliament for more and more money to fund the war. This helped Parliament win "the power of the purse" and increased its power in relation to the king. These two developments helped unify England.

The Hundred Years' War helped set the modern boundaries of England and France. Forced to give up their dream of an empire in Europe, the English later looked to more distant lands for trade and conquest. Leaving feudalism behind, Europe was becoming a continent of nations. And some of these nations, as you will read in Chapter 15, would soon rule much of the world.

✓ Reading Check Explain two effects of the Hundred Years' War.



Section 4 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

Reread page 419. Write the events of Joan of Arc's life in a sequence chart.

Comprehension and Critical Thinking

1. (a) **Recall** How much power did kings have under feudalism?

(b) Identify Cause and Effect

Why did feudalism decline, and how did this affect the power of kings?

2. (a) **Identify** What are two limits on the king's power established by the Magna Carta?

(b) **Identify Effects** How did the Magna Carta help unify England as a nation?

3. (a) **Name** Who fought the Hundred Years' War?

(b) **Identify Effects** How did this war help unify each of the two nations involved?

Writing Activity

Suppose that you are a French soldier preparing for the battle of Orléans. Describe your reaction to the news that a young peasant girl is your new commander.

Go Online
PHSchool.com

For: An activity on the Hundred Years' War
Visit: PHSchool.com
Web Code: lgd-8504

◆ Chapter Summary

Section 1: Feudalism and the Manor System

- The Middle Ages was the period from about A.D. 500 to 1500.
- Medieval Europe's economic and political system was feudalism, in which nobles granted vassals land in return for loyalty.
- Local economic and political life was based on the manor system, in which people lived and worked on large estates owned by lords.
- Most people of the Middle Ages were peasants. Serfs were peasants who were considered part of the manors on which they worked.

Section 2: The Church and the Rise of Cities

- During the Middle Ages, the Roman Catholic Church was a powerful force that touched nearly every aspect of people's lives.
- An increase in trade led to the growth of towns and cities.
- The new middle class organized craft and trade guilds. Medieval towns and cities were crowded and unsanitary.
- Culture and learning were limited to only small groups of people. Troubadours brought stories of chivalry from place to place.



Lombard warrior

Section 3: The Crusades

- The Crusades were a series of wars launched by European Christians to capture the Holy Land from Muslim Turks.
- The First Crusade succeeded in capturing the holy city of Jerusalem.
- Later Crusades were launched to defend the Christian kingdoms in the Holy Land from Muslim Turk attacks.
- The Crusades changed life in Europe: trade increased, towns grew, the use of money increased, and the learning of the Arab world came to Europe.

Section 4: The Power of Kings

- Nation building in Europe began as feudalism declined and kings increased their power.
- The Magna Carta limited the power of the English king but also helped unify England into a nation.
- The Hundred Years' War helped unify both England and France into nations.

◆ Key Terms

Write one or two paragraphs about life in the Middle Ages. Use all of the following terms correctly in your paragraphs.

1. Middle Ages
2. feudalism
3. pilgrim
4. guild
5. manor

6. serf
7. clergy
8. apprentice
9. troubadour
10. Crusades

◆ Comprehension and Critical Thinking

11. (a) **Recall** In the feudal system, what was the role of a lord? Of a vassal?
 (b) **Synthesize** How could one person be both a lord and a vassal at the same time?
12. (a) **Describe** What was a manor, and how did it meet people's needs?
 (b) **Explain** What was the relationship of serfs to the manor?
 (c) **Draw Conclusions** How did manorialism help support feudalism?
13. (a) **Identify** What was "the Church" in the Middle Ages?
 (b) **Draw Conclusions** Why was the Church so powerful in the Middle Ages?
14. (a) **Recall** Where did towns spring up during the Middle Ages?
 (b) **Synthesize Information** How was the growth of medieval towns related to the growth of guilds?
15. (a) **Define** What were the Crusades?
 (b) **Draw Conclusions** Do you think the Crusades helped or hurt Europe? Explain.

16. (a) **Define** What is nation building?
 (b) **Identify Causes** What factors led to nation building in Europe in the later Middle Ages?

17. (a) **Recall** Who was Joan of Arc?
 (b) **Identify Effects** How did she influence the outcome of the Hundred Years' War?

◆ Skills Practice

Distinguishing Fact and Opinion In the Skills for Life activity in this chapter, you learned how to distinguish fact from opinion. Review the steps you followed to learn the skill. Then reread the opening paragraphs of Section 2 of this chapter on page 402. List the facts and opinions in this text. For each opinion, note whether or not you think the opinion is well supported and reliable.

◆ Writing Activity: Science

The bubonic plague—the Black Death that killed so many Europeans during the Middle Ages—still exists today. However, it is not nearly so common or deadly as it once was. Use an encyclopedia and other reliable sources to learn how modern medicine and sanitation prevent and control the disease. Write a brief report titled "The Bubonic Plague in Modern Times."

MAP MASTER Skills Activity

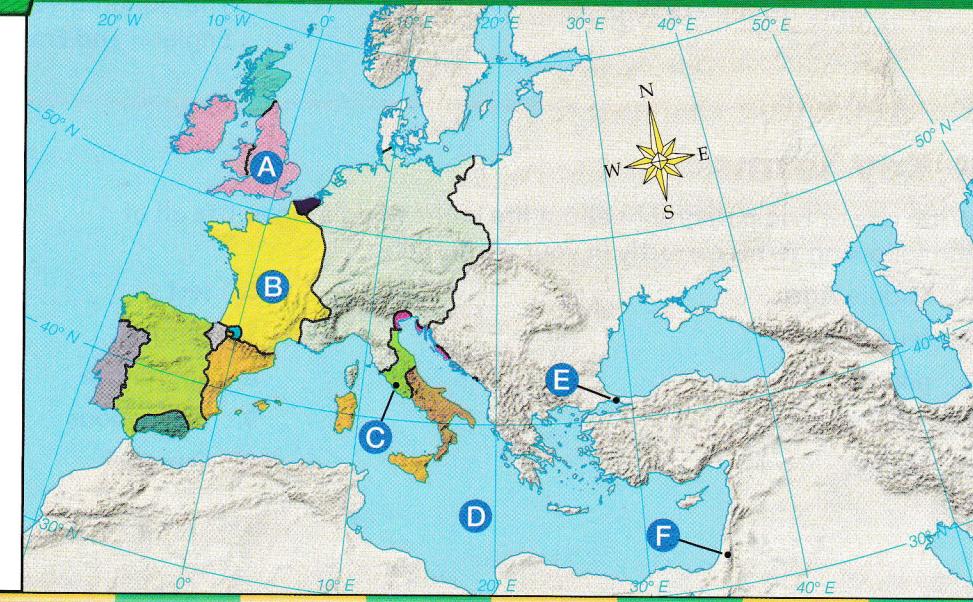
Place Location For each place listed below, write the letter from the map that shows its location.

- England
- France
- Jerusalem
- Mediterranean Sea
- Rome
- Constantinople

Go Online

PHSchool.com Use Web Code
lgd-8554 for an interactive map.

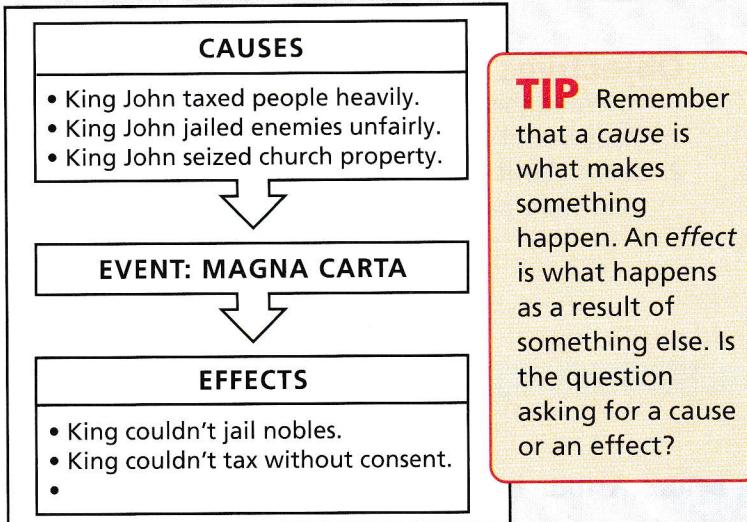
Europe and the Holy Land



Standardized Test Prep

Test-Taking Tips

Some questions on standardized tests ask you to identify cause and effect. Study the graphic organizer below. Then use the tip to help you answer the sample question.



Pick the letter that best answers the question.

What information belongs with the last bullet (•) in the graphic organizer?

- A King John clashed with the pope.
- B It became law with King John's seal.
- C It helped unite England.
- D King John seized Church property.

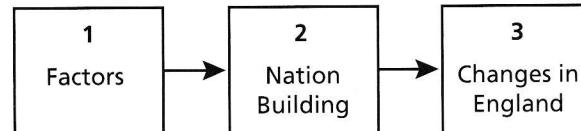
Think It Through The question is asking for an effect: What else happened as a result of the Magna Carta? You can eliminate A and D because both were causes, or events leading up to the Magna Carta. That leaves B and C. The Magna Carta did become law with King John's seal, but that was not an effect of the law. The answer is C: the Magna Carta had the effect of helping to unite England.

Practice Questions

Choose the letter of the best answer.

1. Which of the following was a major cause of the growth of towns during the Middle Ages?
 - A a decrease in the power of the Church
 - B an increase in trade
 - C a decrease in Europe's population
 - D an increase in the number of manors
2. Which of the following was NOT an effect of the Crusades?
 - A The demand for foreign goods increased.
 - B Europeans learned new shipbuilding techniques.
 - C The use of money became more common.
 - D The Holy Land came under permanent European control.
3. The decline of ____ helped the growth of ____.
 - A trade, towns
 - B feudalism, manorialism
 - C Charlemagne's empire, feudalism
 - D the Roman Empire, trade

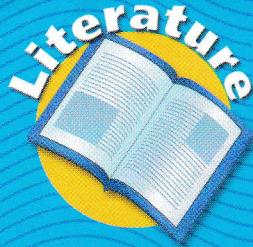
Study the diagram. Then use it to answer the question that follows.



4. In the diagram,
 - A 1 represents a single effect of nation building, and 2 and 3 represent several causes.
 - B 1 represents a single cause of 2, and 2 is a cause of 3.
 - C 2 is a cause of both 1 and 3.
 - D 1 represents several causes of 2, and 3 represents how nation building affected England.

Go Online
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Use Web Code Iga-8504
for a Chapter 14 self-test.



Of Swords and Sorcerers: The Adventures of King Arthur and His Knights

By Margaret Hodges and Margery Evernden

Prepare to Read

Background Information

How should a good and just ruler behave? What traits should a king or queen have? What do you admire in people who lead others?

People have read and enjoyed the stories of King Arthur for hundreds of years. To many, he symbolizes the virtue and justice of a good ruler. According to legend, he was loved and respected by all of his people.

Legends about King Arthur exist in many forms, and stories about him have been written and rewritten in several languages. The following

selection is one tale of how Arthur met his friend Pellinore and found his sword, which was named Excalibur.

Objectives

As you read this selection, you will

1. Understand why King Arthur's subjects loved him.
2. Learn about some of the rules of honor in battle that were part of the code of chivalry.

petty (PET ee) *adj.* unimportant; of low rank

fealty (FEE ul tee) *n.* loyalty to a feudal lord

No king before Arthur had been able to unite the realm and rule it. This Arthur did. Lightnings and thunders surrounded him as he fought. In twelve great battles he defeated petty kings who had been constantly at war, laying waste all the land. The last to surrender was Arthur's own brother-in-law, King Lot of Orkney. When Lot laid down his arms and swore fealty to Arthur, he sent his sons to become knights at Camelot.



King Arthur standing with the crowns of 30 kingdoms, in an illustration from 1325



One son was Gawain, handsome and strong, whom Arthur called Gawain the Courteous. Another was Mordred, whose foxy smile and gimlet eyes concealed malice and a thirst for power. Gawain took the vows of knighthood in good faith, but Mordred's vows were insincere, and he soon began listening at the castle doors in hope of ferreting out secrets that might damage the court and someday play into his own hands. He saw that the time to strike had not yet come. The powers of heaven and earth all seemed to be on Arthur's side. The people loved him, and Camelot was in its glory.

Now there came a day when Arthur rode with Merlin seeking adventure, and in a forest they found a knight named Pellinore, seated in a chair, blocking their path.

"Sir, will you let us pass?" said Arthur.

"Not without a fight," replied Pellinore. "Such is my custom."

"I will change your custom," said Arthur.

"I will defend it," said Pellinore. He mounted his horse and took his shield on his arm. Then the two knights rode against each other, and each splintered his spear on the other's shield.

"I have no more spears," said Arthur. "Let us fight with swords."

"Not so," said Pellinore. "I have enough spears. I will lend you one."

Then a squire brought two good spears, and the two knights rode against each other again until those spears were broken.

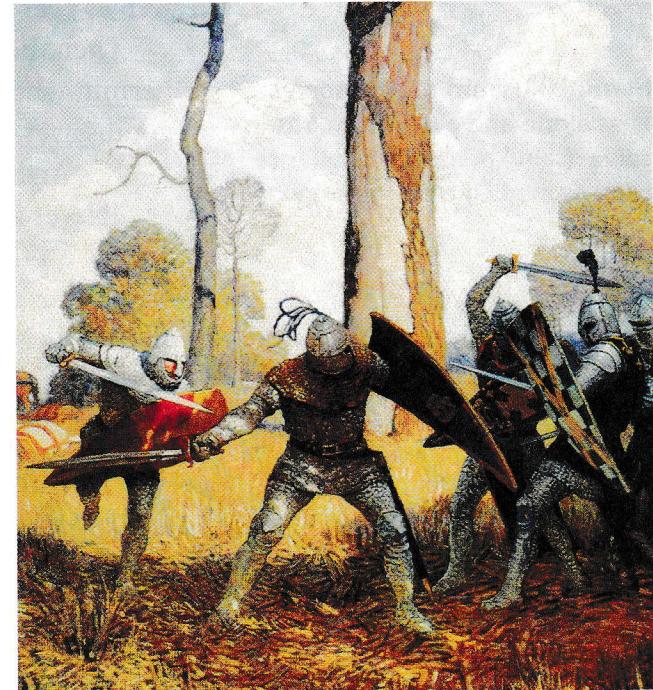
"You are as good a fighter as ever I met," said Pellinore. "Let us try again."

Two great spears were brought, and this time Pellinore struck Arthur's shield so hard that the king and his horse fell to the earth.

Then Arthur pulled out his sword and said, "I have lost the battle on horseback. Let me try you on foot."

Pellinore thought it unfair to attack from his horse, so he dismounted and came toward Arthur with his sword drawn. Then began such a battle that both were covered with blood. After a while they sat down to rest and fought again until both fell to the ground. Again they fought, and the fight was even. But at last Pellinore struck such a blow that Arthur's sword broke into two pieces. Thereupon the king leaped at Pellinore. He threw him down and pulled off his helmet. But Pellinore was a very big man and strong enough to wrestle Arthur under him and pull off the

gimlet eyes (GIM lit eyez) *n.*
eyes having a piercing quality
malice (MAL is) *n.* spite; a desire to damage or hurt someone



Knights in battle, in an illustration by N. C. Wyeth

✓ **Reading Check**

Why did Arthur and Pellinore fight?

wrath (rath) *n.* great anger or rage

hermit (HUR mit) *n.* a person who lives alone and away from others
salve (sahv) *n.* an oily substance used as medicine on the skin

king's helmet. All this time Merlin had watched, silent, but when he saw that Pellinore was about to cut off Arthur's head, he interfered.

"Do not kill this man," he said to Pellinore. "You do not know who he is."

"Why, who is he?" said the knight.

"It is King Arthur," said Merlin.

When he heard this, Pellinore trembled with fear of the royal wrath, for he would not knowingly have fought against the king. Then Merlin cast a spell of sleep on Pellinore so that he fell to the earth as if dead.

"Alas," said Arthur, "you have killed the best knight I ever fought."

"Have no fear," said Merlin. "He will awake in three hours as well as ever he was."

Then he mounted Pellinore's horse and led Arthur to a hermit, who bound up the king's wounds and healed them with good salves, so that he might ride again and go on his way.

But Arthur said, "I have no sword."

"Never fear," said Merlin. "Not far away is a sword that can be yours." So they rode on until they came to a broad lake of clear water. Far out in the middle of the lake Arthur saw an arm clothed in shining white and holding a noble sword, its golden hilt richly set with jewels.

"Lo," said Merlin, "yonder is the sword Excalibur."

King Arthur claiming Excalibur, in an illustration by N. C. Wyeth



Then they saw a lady floating toward them as if she walked on the water. Her garments were like a mist around her.

"That is the Lady of the Lake," said Merlin. "Within the lake is a rock, and within the rock is a palace, and within the palace lives this lady with many other ladies who serve her. She is called Vivien. Speak to her as a friend, and she will give you that sword."

So, when she had come close, Arthur said to her, "Lady, I wish that sword were mine, for I have no sword."

"It shall be yours," said the lady, and she showed Arthur a little boat lying at the edge of the lake. "Row out to the sword," she said. "Take it with its scabbard." Then she disappeared. Arthur and Merlin rowed out into the lake, and Arthur took the sword from the hand that held it. And the arm and the hand vanished under the water.

Arthur and Merlin rowed to shore and went on their way, and whenever Arthur looked on the sword, he liked it well.

"Which do you like better? asked Merlin. "The sword or the scabbard?"

"I like the sword better," said Arthur.

"The scabbard is worth ten such swords," said Merlin, "for while you wear the scabbard, you will never lose blood, no matter how sorely you are wounded."

So they rode back to Arthur's court, and all his knights marveled when they heard that the king risked his life in single combat as his poor knights did. They said it was merry to be under such a chieftain.

Review and Assessment

Thinking About the Selection

1. (a) **Describe** How did Arthur and Pellinore fight?
(b) **Predict** How do you think the fight would have ended if Merlin had not interfered? Why do you think so?
2. (a) **Note** What did Arthur's knights think when they heard about his fight with Pellinore?
(b) **Draw Conclusions** What qualities does Arthur demonstrate in this episode that would make him a good ruler?

(c) **Predict** What kind of a ruler do you think Arthur would be in today's world? Explain your answer.

Writing Activity

Write a Poem or a Story Many characters in myths and legends have objects that protect them or give them special powers, as Arthur's sword and scabbard did for him. Write a poem or a story about a character who receives one such tool. What are its powers? How does it help the character?

About the Selection

Of Swords and Sorcerers: The Adventures of King Arthur and His Knights was published in 1993. It includes nine episodes in the life of King Arthur.

scabbard (SKAB urd) *n.* a case or cover for a sword or dagger

chieftain (CHEEF tun) *n.* the head of a clan; leader of many people

✓ Reading Check

Which did Arthur like better, the sword or the scabbard?

About the Authors



Margaret Hodges, above, was a children's librarian and a storyteller for a children's radio program. She believed in the lasting value of myths.

Margery Evernden has written children's books, biographies, and plays..