

UNIT

5

400–1500

Medieval Europe

Chapter 9 The Early Middle Ages

Chapter 10 The Later Middle Ages



What You Will Learn...

When the Roman Empire collapsed, Europe lost its center of power and a new period of history began. That period, called the Middle Ages or medieval times, is the period between ancient and modern times.

During the Middle Ages, Europe saw the growth of empires and the development of new ways of governing. It saw a new economic system and the spread of Christianity. It also saw long, difficult religious wars and early stirrings of democratic thought.

In the next two chapters, you will learn about this period of dramatic struggle and great change.

Explore the Art

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

History's Impact

▶ video series

Watch the video to understand the legacy of the feudal system in Europe.

**What You Will Learn...**

In this chapter you will learn about the social and economic systems in Europe during a time called the Middle Ages. This photo shows Caernarfon Castle in Wales. Built in the late 1200s, the castle showed the king's power and provided defense from invasions.

**700s–800s**

The Vikings raid Europe.

800

Charlemagne is crowned emperor of much of Europe.

**1066**

Feudalism is introduced into Britain.

600**613**

Muhammad begins teaching people about Islam.

800**794**

Heian becomes the capital of Japan.

**1000****1000s**

The Chinese invent gunpowder.

1200**1076**

Ghana falls to Muslim invaders.

Economics

Geography

Politics

Religion

Society and
Culture

Science and
Technology

Focus on Themes In this chapter you will read about Europe during the early Middle Ages. You will learn how the geography of the land affected growth and trade and see how the Christian **religion** spread throughout northern Europe during this time. You


will learn about the invaders who tried to conquer the land and see how the feudal system developed. As you read, you will understand how this feudal system shaped the entire **society and culture** of the people.

Evaluating Sources

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

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

Additional
reading support
can be found in the

Inter active

**Reader and
Study Guide**

Checklist for Primary Sources

- ✓ Who is the author? Does he or she seem trustworthy?
- ✓ Was the author actually present for the event described in the source?
- ✓ How soon after the event occurred was the source written?
- ✓ Can the information in the source be verified in other primary or secondary sources?

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

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

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

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

Checklist for Secondary Sources

- ✓ Who is the author? What are his or her credentials, or qualifications for writing?
- ✓ Where did the author get his or her information?
- ✓ Is the information in the source properly documented?
- ✓ Has the author drawn valid conclusions from his or her sources?



HSS Analysis HR 4 Assess primary and secondary sources.

ELA Reading 7.2.0 Read and understand grade-level-appropriate material.

You Try It!

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

The Benedictine Rule

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

*From
Chapter 9,
page 236*

After you read the passage, answer the following questions.

1. The passage you have just read is from a code of rules that monks lived by in the early 500s. If a historian wanted to study how monks lived at that time, would this be a good source to use? Why or why not?
2. Where else might a historian look to verify the information found in this source?
3. Would this be a good source to study to learn how monks live today? Why or why not?

Key Terms and People

Chapter 9

Section 1

Eurasia (p. 230)

topography (p. 230)

Section 2

Middle Ages (p. 234)

medieval (p. 234)

Patrick (p. 235)

monks (p. 236)

monasteries (p. 236)

Benedict (p. 236)

Charlemagne (p. 237)

Section 3

knights (p. 242)

vassal (p. 243)

feudalism (p. 243)

William the Conqueror (p. 244)

manor (p. 245)

serfs (p. 245)

Eleanor of Aquitaine (p. 246)

Section 4

chivalry (p. 249)

haiku (p. 250)

Academic Vocabulary

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

role (p. 246)

elements (p. 250)

As you read Chapter 9, look at the primary sources included in the chapter. Why do you think these sources were chosen to be included?

Geography of Europe

What You Will Learn...

Main Ideas

1. The physical features of Europe vary widely from region to region.
2. Geography has shaped life in Europe, including where and how people live.

The Big Idea

Because Europe has many types of landforms and climates, different ways of life have developed there.

Key Terms

Eurasia, p. 230

topography, p. 230

If YOU were there...

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

Why do you think your uncle is worried?

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

The Physical Features of Europe

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

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

Landforms and Waterways

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

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



HSS 7.6.1 Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

Europe: Physical



GEOGRAPHY SKILLS

INTERPRETING MAPS

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

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

The Northern European Plain is also the location of most of Europe's major rivers. Many of these rivers begin with melting snow in the southern mountains and flow out across the plain on their way northward to the sea.

If you travel even farther north from the Northern European Plain, the land starts to rise again. Far northern Europe has many rugged hills and low mountains.

Geography and Living

Europe's geography has influenced the development of different ways of life. It has influenced, for example, what crops people have grown and where cities have developed.



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

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

Climate and Vegetation

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

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

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

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

Geography Shapes Life

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

Southern Europe

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

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

Northern Europe

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



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

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

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

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

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

Section 1 Assessment

go.hrw.com
Online Quiz

KEYWORD: SQ7 HP9

Reviewing Ideas, Terms, and People **HSS** 7.6.1

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

Critical Thinking

3. **Categorizing** Draw a chart like the one to the right. Use it to list the landforms, climates, and

vegetation of northern Europe, southern Europe, and Scandinavia.

	Landforms	Climates	Vegetation
Northern Europe			
Southern Europe			
Scandinavia			

FOCUS ON WRITING

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