

UNIT

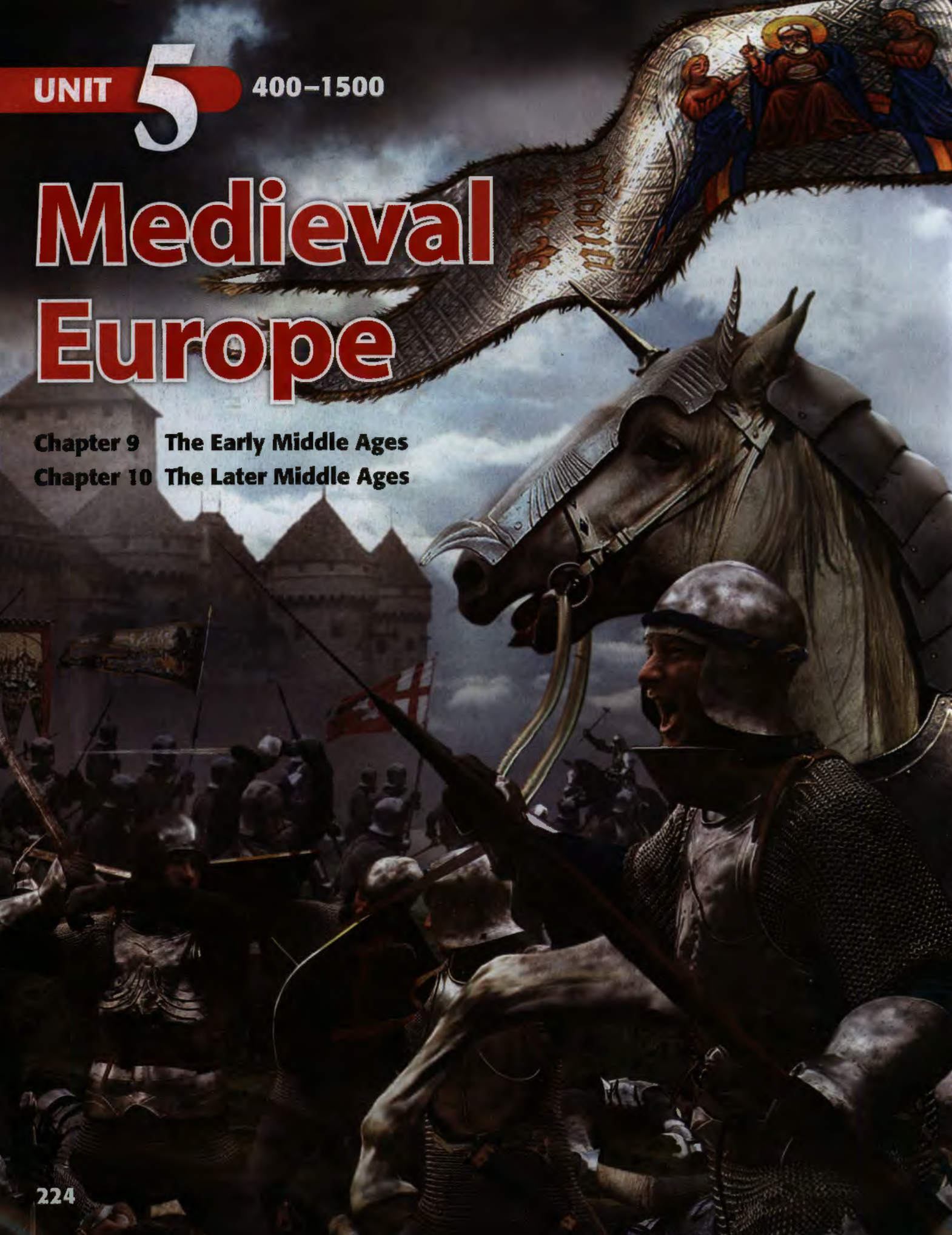
5

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?

The Early Middle Ages



California Standards

History–Social Science

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Analysis Skills

HR 4 Analyze primary and secondary sources.

English–Language Arts

Writing 7.2.4c Anticipate and address reader concerns and counter-arguments.

Reading 7.2.0 Students read and understand grade-level-appropriate material.

FOCUS ON WRITING



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



CHAPTER EVENTS



c. 430
Saint Patrick brings Christianity to Ireland.

400

WORLD EVENTS

476
Rome falls.

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.

600

613
Muhammad
begins
teaching
people
about Islam.

800
Charlemagne
is crowned
emperor of
much of Europe.

800

794
Heian
becomes
the capital
of Japan.

**1000**

1000s
The Chinese
invent
gunpowder.



1066
Feudalism is
introduced
into Britain.

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

Interactive
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.

Key Terms and People

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?

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.

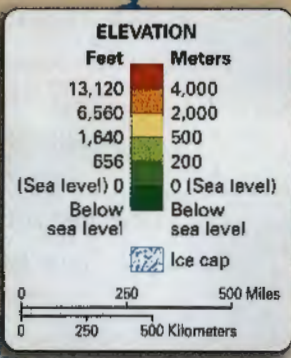
Europe: Physical



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.

Europe after the Fall of Rome

What You Will Learn...

Main Ideas

1. Christianity spread to northern Europe through the work of missionaries and monks.
2. The Franks, led by Charlemagne, created a huge Christian empire and brought together scholars from around Europe.
3. Invaders threatened much of Europe in the 700s and 800s.

The Big Idea

Despite the efforts of Christians to maintain order, Europe was a dangerous place after the fall of Rome.

Key Terms and People

Middle Ages, p. 234

medieval, p. 234

Patrick, p. 235

monks, p. 236

monasteries, p. 236

Benedict, p. 236

Charlemagne, p. 237



HSS 7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

If YOU were there...

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

What do you think has happened to your village?

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

Christianity Spreads to Northern Europe

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

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

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

The Spread of Christianity



BIOGRAPHY

Saint Patrick

AD 400s

Saint Patrick was a monk who helped convert the Irish to Christianity. As a teenager, Patrick was kidnapped in Britain and taken to Ireland, where he was forced to work as a shepherd. After six years, he escaped. But later he returned to Ireland to spread Christianity. According to legend, he won favor with the Irish by driving all of the snakes in Ireland into the sea.

ATLANTIC OCEAN

North Sea

IRELAND

BRITAIN

Whitby

Canterbury

Cologne

Aachen

Paris

GERMANY

Tours

GAUL (FRANCE)

Lyon

Milan

Marseille

SPAIN

Toledo

ITALY

Rome

Naples

Constantinople

Black Sea

Nicaea

ASIA MINOR

Ephesus

Corinth

Athens

Antioch

Caesarea

Carthage

Syracuse

Cyrene

Damascus

Jerusalem

Alexandria

EGYPT

Memphis

Red Sea

Caspian Sea

Danube River

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

Black Sea

GEOGRAPHY SKILLS

INTERPRETING MAPS

Place How far north had Christianity spread by AD 600?

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

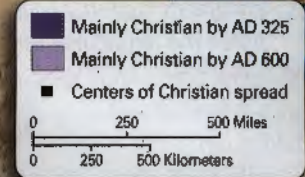
Missionaries

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

Saint is a religious title given to people famous for their holiness.

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

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



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

Monks

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

Communities of monks, or monasteries, were built all over Europe in the Middle Ages. Life in a monastery was strictly orga-

nized. The monks had to follow rules that were intended to help them live as good Christians. These rules outlined the day-to-day affairs of the monastery, including how monks should dress and what they should eat.

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

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

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

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

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

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

Primary Source

HISTORIC DOCUMENT

The Benedictine Rule

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

Monks were not allowed to own any property.

An abbot is the head of a monastery.

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

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

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

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

The Franks Build an Empire

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

As strong as the Franks were under Clovis, though, they had yet to reach their greatest power. That power would not come until the late 700s, when a leader named **Charlemagne** (SHAHR-luh-mayn) appeared. Charlemagne was a brilliant warrior and a strong king, and he led the Franks in building a huge empire.

To build this empire, Charlemagne spent much of his time at war. He led his armies into battle against many neighboring kingdoms and conquered them. By the time he was finished, Charlemagne's empire included all of what is now France. It also stretched into modern Germany, Austria, Italy, and northern Spain.

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

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

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

Charlemagne's Empire



GEOGRAPHY SKILLS INTERPRETING MAPS

Location In what directions did Charlemagne expand his empire?

Invaders Threaten Europe

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

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

Invasions of Europe, AD 800–1000

Settlements and Invasion Routes

- Vikings
- Muslims
- Magyars

0 250 500 Miles
0 250 500 Kilometers



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

GEOGRAPHY SKILLS INTERPRETING MAPS

Movement Which group invaded the most areas?

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

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

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

Section 2 Assessment

go.hrw.com
Online Quiz
KEYWORD: SQ7 HP9

Reviewing Ideas, Terms, and People HSS 7.6.2

Critical Thinking

- a. Describe** How are monks and monasteries related?

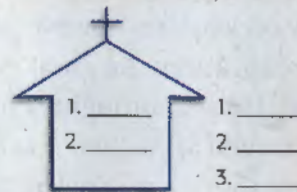
b. Explain Why did missionaries travel to northern Europe?

c. Elaborate Why do you think monks followed such strict rules?
- a. Recall** What is Charlemagne famous for?

b. Evaluate What do you think Charlemagne's greatest accomplishment was? Why?
- a. Identify** What areas of Europe did the Vikings raid?

b. Make Generalizations Why were people in Europe so frightened of Viking raids?

- Summarizing** Copy this outline of a monastery. Inside, list two rules that monks had to follow. Outside, list three contributions that monks made to society.



FOCUS ON WRITING

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

Charlemagne

What would you do if you ruled much of Europe?

When did he live? 742–814

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

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

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

Drawing Conclusions How did this change in view affect later European society?

KEY EVENTS

- **771** Charlemagne becomes king of the Franks.
- **773** Charlemagne becomes an ally of the pope after rescuing him from invaders.
- **794** Charlemagne makes Aachen his capital.
- **800** Pope Leo III names Charlemagne emperor.



This painting shows Charlemagne being crowned by the pope in AD 800.

from

Beowulf

translated by Burton Raffel

GUIDED READING

WORD HELP

bogs wet, spongy lands
bolted swallowed whole

About the Reading *The story of a mighty hero, Beowulf was composed in the 700s but probably not written down until much later. The hero of the story, Beowulf, is a Geat, a member of a group that lived in what is now Sweden. One day he hears of a terrible monster, Grendel, who has killed and eaten many Danish warriors in Britain. To help the Danish king—and to prove his own valor—Beowulf sails across the sea and promises to rid the Danes of their enemy. One night, he lies in wait for Grendel inside Herot, the hall of the Danish king, ready to kill the monster.*

AS YOU READ Look for details that reflect Beowulf's heroism.

1 Grendel creeps out of his den in the swamp and makes his way to Herot, where Beowulf is waiting.

What do you think was going through Beowulf's mind while he waited for Grendel?

2 Beowulf is only pretending to sleep, hoping to catch Grendel by surprise.

Out from the marsh, from the foot of misty
 Hills and bogs, bearing God's hatred,
 Grendel came, hoping to kill
 Anyone he could trap on this trip to high Herot . . . 1
 Eyes were watching his evil steps,
 Waiting to see his swift hard claws.
 Grendel snatched at the first Geat
 He came to, ripped him apart, cut
 His body to bits with powerful jaws,
 Drank the blood from his veins, and bolted
 Him down, hands and feet; death
 And Grendel's great teeth came together,
 Snapping life shut. Then he stepped to another
 Still body, clutched at Beowulf with his claws,
 Grasped at a strong-hearted wakeful sleeper 2
 —And was instantly seized himself . . .

That shepherd of evil, guardian of crime,
 Knew at once that nowhere on earth
 Had he met a man whose hands were harder. . . .

All of Beowulf's
 Band had jumped from their beds, ancestral
 Swords raised and ready, determined



Danish swords



ELA Reading 7.3.0 Students read and respond to historically and culturally significant works of literature that reflect and enhance their studies of history and social science.

To protect their prince if they could. ❸ Their courage
Was great but wasted: They could hack at Grendel
From every side, trying to open
A path for his evil soul, but their points
Could not hurt him, the sharpest and hardest iron
Could not scratch at his skin. . . .
Now he discovered—once the afflictor
Of men, tormentor of their days—what it meant
To feud with Almighty God: Grendel
Saw that his strength was deserting him, his claws
Bound fast, Higlac's brave follower ❹ tearing at
His hands. The monster's hatred rose higher,
But his power had gone. He twisted in pain,
And the bleeding sinews deep in his shoulder
Snapped, muscle and bone split
And broke. The battle was over, Beowulf
Had been granted new glory: Grendel escaped,
But wounded as he was could flee to his den,
His miserable hole at the bottom of the marsh,
Only to die, to wait for the end
Of all his days. And after that bloody
Combat the Danes laughed with delight.
He who had come to them from across the sea,
Bold and strong-minded, had driven affliction
Off, purged Herot clean. He was happy,
Now, with that night's fierce work; the Danes
Had been served as he'd boasted he'd serve them; Beowulf,
A prince of the Geats, had killed Grendel,
Ended the grief, the sorrow, the suffering
Forced on Hrothgar's helpless people
By a bloodthirsty fiend. No Dane doubted
The victory, for the proof, hanging high
From the rafters where Beowulf had hung it, was the monster's
Arm, claw and shoulder and all. ❺

GUIDED READING

WORD HELP

afflictor one who causes suffering

tormentor one who causes pain

sinews tendons or connective tissues

purged rid

❸ The author of *Beowulf*—and his Germanic ancestors—belonged to a warrior society. This society was based on the loyalty of warriors to their leader.

What was a warrior's main responsibility?

❹ "Higlac's brave follower" is Beowulf. Higlac was the name of Beowulf's lord.

❺ Hrothgar is the king of the Danes. To show his people that they no longer have to fear—and as a trophy of his victory—Beowulf hangs Grendel's arm from the ceiling.

How do you think the Danes feel toward Beowulf after the battle?

CONNECTING LITERATURE TO HISTORY

1. **Analyzing** In 597 the pope sent a group of missionaries to Britain. They traveled throughout the island, spreading Christianity. What words or phrases in this passage tell you that its author was Christian?

2. **Generalizing** By the early 500s western Europe was divided into small kingdoms that were often at war. Based on the passage, what qualities do you think were most valued in warriors of the early Middle Ages?

Feudalism and Manor Life

If YOU were there...

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

Is there any way you could change your life?

Main Ideas

1. Feudalism governed how knights and nobles dealt with each other.
2. Feudalism spread through much of Europe.
3. The manor system dominated Europe's economy.
4. Towns and trade grew and helped end the feudal system.

The Big Idea

A complex web of duties and obligations governed relationships between people in the Middle Ages.

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

Feudalism Governs Knights and Nobles

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

Knights and Land

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

Key Terms and People

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



HSS 7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

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

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

A Lord's Duties

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

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

A Vassal's Duties

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

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

READING CHECK Sequencing What led to the creation of feudalism?

Feudal Society

QUICK FACTS



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



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



Knights
Knights served their noble lords in exchange for land.



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

ANALYSIS SKILL ANALYZING VISUALS

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

Feudalism Spreads

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

Feudalism also reached Britain in the 1000s. It was brought there by a French noble named William, who was the duke of Normandy in northern France, and who claimed a right to the English throne.

In 1066, William and his knights sailed into England and defeated the English king at the Battle of Hastings. After winning the battle, William declared himself the new king of England. He became known as **William the Conqueror**. To reward his knights for their part in the victory, William gave them large estates of land in his new country. This was the beginning of feudalism in England.

READING CHECK **Sequencing** How did feudalism spread to England?

History Close-up

Life on a Manor

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



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

Peasants grew vegetables in small gardens near their houses.

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

The Manor System

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

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

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

Peasants, Serfs, and Other Workers

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



The village church was built on a small piece of land that belonged to the lord.

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

The village blacksmith made iron tools for farming.

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

ANALYSIS
SKILL

ANALYZING VISUALS

What goods can you see being produced on this manor?

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

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

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

ACADEMIC VOCABULARY

role assigned behavior



BIOGRAPHY

Eleanor of Aquitaine

1122?–1204

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

Drawing Conclusions

Why do you think Eleanor had more power than other women in the Middle Ages?

Manor Lords

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

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

Women in the Middle Ages

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

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

Towns and Trade Grow

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

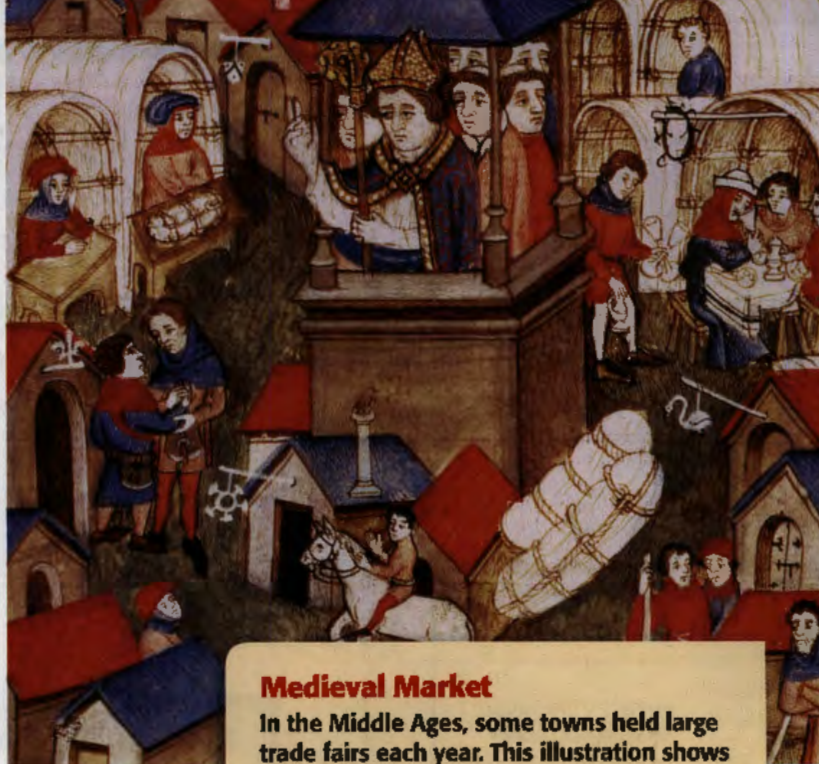
What led to the growth of medieval towns? For one thing, Europe's population increased, partly because more food was

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

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

In time, the growth of trade led to the decline of feudalism. Knights began to demand money for their services instead of land. At the same time, serfs and peasants left their manors for towns, slowly weakening the manor system.

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



Medieval Market

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

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

Section 3 Assessment

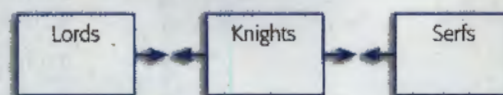
go.hrw.com
Online Quiz
KEYWORD: SQ7 HP9

Reviewing Ideas, Terms, and People **HSS** 7.6.3

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

Critical Thinking

5. **Analyzing** Draw a flow chart like the one below. In each box, list the responsibilities that each group had toward the other.



FOCUS ON WRITING

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

Feudal Societies

If YOU were there...

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

Why do you want to be a knight?

What You Will Learn...

Main Ideas

1. Feudal societies shared common elements in Europe and Japan.
2. Europe and Japan differed in their cultural elements such as religion and art.

The Big Idea

Although the feudal systems of Europe and Japan were similar, their cultures were very different.

Key Terms

chivalry, p. 249

haiku, p. 250

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

Feudal Societies Share Common Elements

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

Lords and Vassals

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

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

Samurai and Knights

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



ANALYSIS
SKILL

ANALYZING VISUALS

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

Knights and Samurai

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

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

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

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

—from *The Song of Roland*, translated by Frederick Goldin

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

FOCUS ON READING

Why is a primary source included here?

ACADEMIC VOCABULARY

elements parts

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

“Where Naozane galloped, Sueshige followed; where Sueshige galloped, Naozane followed. Neither willing to be outdone, they dashed in by turns, whipping their horses and attacking until the sparks flew... Naozane pulled out the arrows that were lodged in his own armor, tossed them aside, faced the stronghold with a scowl, and shouted in a mighty voice, ‘I am Naozane, the man who left Kamakura last winter determined to give his life for Lord Yoritomo... Confront me! Confront me!’”

—from *The Tale of the Heike*, translated by Helen Craig McCullough

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

Europe and Japan Differ

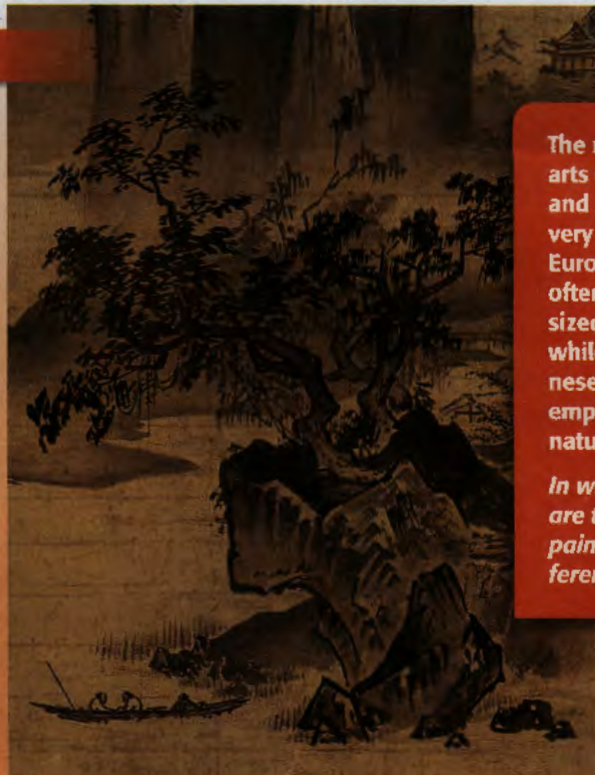
Although European and Japanese societies were the same in some ways, in most ways they were not. Their two cultures were also very different.

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

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

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

Art in _____ and Japan



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

In what ways are these two paintings different?

Feudal Europe

- Christianity
- Religious themes in art and literature

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

Feudal Japan

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

Here is one example of haiku:

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

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

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

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

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

Section 4 Assessment

go.hrw.com
Online Quiz

KEYWORD: SQ7 HP9

Reviewing Ideas, Terms, and People

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

Critical Thinking

3. **Comparing and Contrasting** Draw a chart like the one below. List two similarities and one key difference between knights and samurai.

Similarities	Difference
1.	1.
2.	

FOCUS ON WRITING

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

Interpreting Diagrams

Understand the Skill

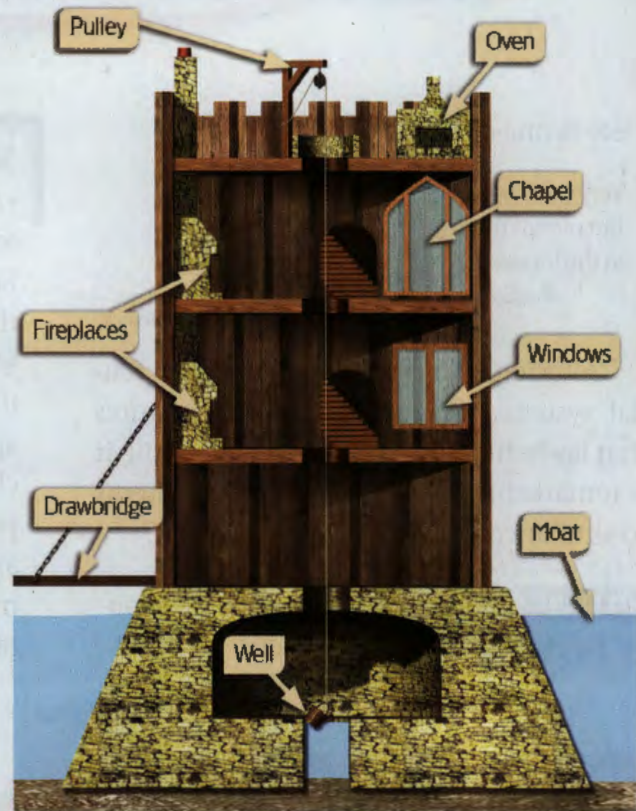
Diagrams are drawings that use lines and labels to explain or illustrate something. Different types of diagrams have different purposes. *Pictorial diagrams* show an object in simple form, much like it would look if you were viewing it. *Cutaway diagrams* show the “insides” of an object. *Component diagrams*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

Learn the Skill

Use these basic steps to interpret a diagram:

- 1 Determine what type of diagram it is.
- 2 Read the diagram’s title or caption to find out what it represents.
- 3 Look for any labels and read them carefully. Most diagrams include text that identifies the object’s parts or explains relationships between the parts.
- 4 If a legend is present, study it to identify and understand any symbols and colors that are used in the diagram.
- 5 Look for numbers or letters that might indicate a sequence of steps. Also look for any arrows that might show direction or movement.

An Early Castle



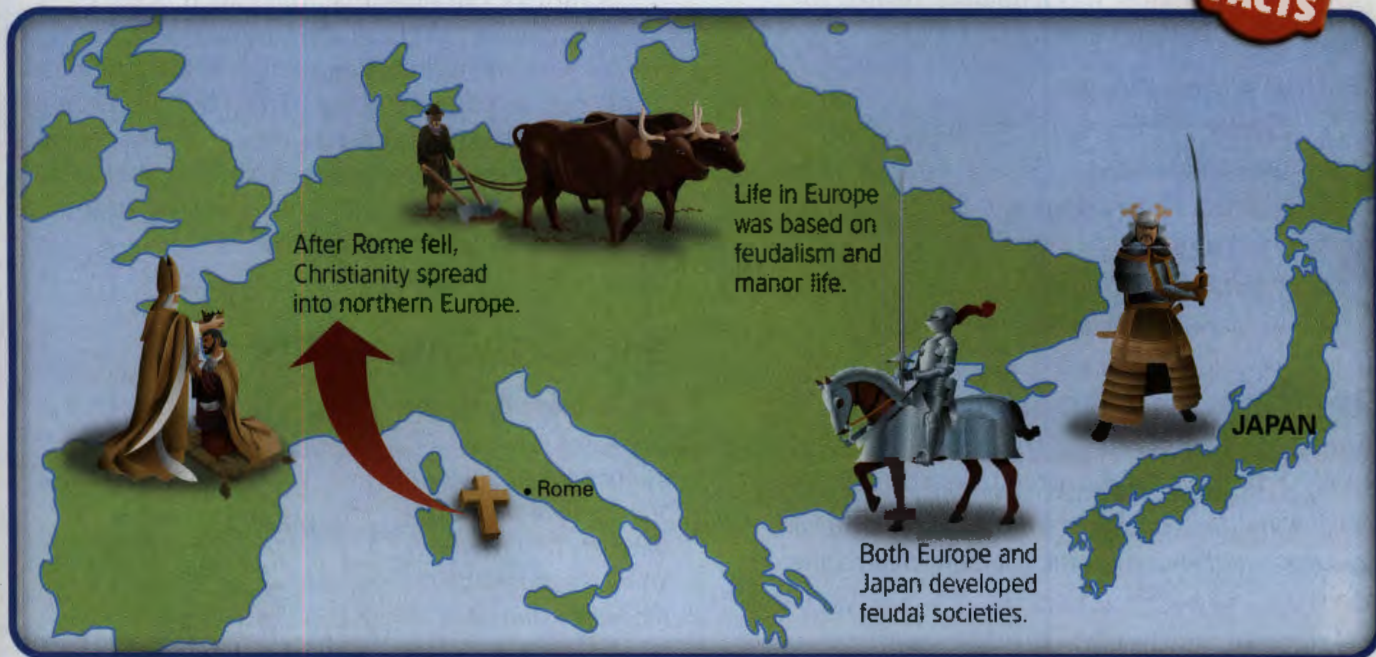
Practice and Apply the Skill

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

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

Visual Summary

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

QUICK FACTS


Reviewing Vocabulary, Terms, and People

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

- * _ _ _ _ _ —religious men who lived in isolated communities
- * _ _ _ _ _ of Aquitaine—one of the most powerful women of the Middle Ages
- _ _ _ * _ _ _ —a political system in which land is given for military service
- _ _ * _ _ _ _ —a code of behavior that knights had to follow
- _ * _ _ _ —farm workers who were tied to the land they worked
- * _ _ _ _ _ —someone who received land in exchange for military service
- _ * _ _ _ —a large estate
- _ _ _ _ * _ _ _ _ —Frankish king who created a huge empire

Comprehension and Critical Thinking

SECTION 1 (Pages 230–233) HSS 7.6.1

- Identify** What region of Europe has the best land for farming?
- Analyze** How have rivers and seas influenced life in Europe?
- Evaluate** Based on its geography, in which part of Europe would you want to live? Why would you want to live there?

SECTION 2 (Pages 234–238) HSS 7.6.2

- Identify** What two groups of people were largely responsible for the northern spread of Christianity?
- Compare** In what way was the empire of the Franks under Charlemagne like the Roman Empire?
- Elaborate** How do you think the building of new monasteries helped spread Christianity?

SECTION 3 (Pages 242–247) HSS 7.6.3

11. **a. Describe** What were women's lives like during the Middle Ages?
- b. Analyze** How did knights and lords try to make their manors self-sufficient?
- c. Elaborate** How was feudalism related to medieval Europe's economic system?

SECTION 4 (Pages 248–251)

12. **a. Identify** Who were the Japanese counterparts of medieval knights?
- b. Contrast** How did art and literature differ between Europe and Japan?
- c. Elaborate** Why do you think people wrote about knights and samurai in literature?

Reading and Analysis Skills

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

“I consider that it would be foolish for me to write about Charlemagne's birth and childhood ... for nothing is set down in writing about this and nobody can be found still alive who claims to have any personal knowledge of these matters. I have therefore decided to leave out what is not really known ...”

—Einhard, from *Two Lives of Charlemagne*, translated by Lewis Thorpe

“When I was a child, he was already a very old man. He brought me up and used to tell me about these events. I was a poor pupil, and I often ran away, but in the end he forced me to listen.”

—Notker, from *Two Lives of Charlemagne*, translated by Lewis Thorpe

13. Are these passages primary or secondary sources?
14. Which historian do you think would be the most credible, or believable?

Reviewing Themes

15. **Religion** Do you think religion helped to unify or divide Europeans in the Middle Ages? Why?
16. **Society and Culture** Do you think religion or government had more influence on medieval societies? Why?

Using the Internet

go.hrw.com
KEYWORD: SQ7 WH9

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

Social Studies Skills

Interpreting Diagrams

You know there are many types of diagrams. Some diagrams show the parts of a whole. Study the diagram of the knight and use it to answer the questions that follow.



18. Which parts of a knight's outfit were used for protection? Which might help him be recognized in battle?
19. What did a knight use as a weapon?
20. Why might a knight carry a banner?

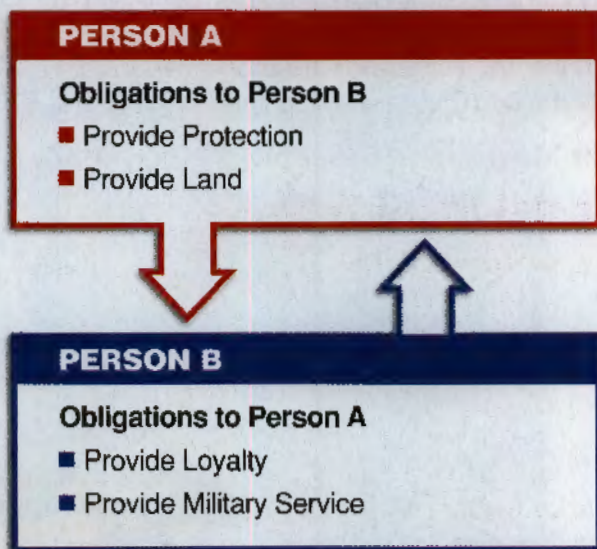
FOCUS ON WRITING

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

Standards Assessment

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

1



In this diagram, Person B is probably a

- A lord.
- B vassal.
- C serf.
- D peasant.

- 2 One thing that continued to grow and spread across Europe after the fall of the Roman Empire was
- A Christianity.
 - B Roman culture.
 - C Bushido.
 - D republican government.
- 3 Why would feudalism have taken hold more strongly in northern Europe than in southern Europe?
- A Fewer geographic barriers protected northern Europeans from invasion by enemies.
 - B Southern Europeans were more interested in fishing than in farming.

- C A larger number of towns grew up along the rivers of northern Europe.
- D Most people in southern Europe lived along the region's long coastlines.

- 4 Which of these descriptions does *not* apply to feudalism as it developed in Europe?
- A growing power of kings
 - B powerful nobles
 - C clearly defined roles in society
 - D duties and obligations
- 5 One way in which society developed *differently* in Europe and Japan was in
- A the relationship between lords and vassals.
 - B the duties and obligations in each system.
 - C the themes of their art and literature.
 - D the behavior of knights and samurai.

Connecting with Past Learnings

- 6 Charlemagne was a brilliant warrior and a strong king. The achievements of which ancient figure have the *least* in common with those of Charlemagne?
- A Julius Caesar
 - B Alexander the Great
 - C Aristotle
 - D Shi Huangdi
- 7 Serfs were tied to the land on which they worked. A serf in medieval Europe held a place in society that was *most* like
- A a Brahman in ancient India.
 - B a peasant in ancient China.
 - C a Christian in ancient Rome.
 - D a trader in ancient Egypt.