When the Roman Empire collapsed, Europe lost its center of power, and a new period called the Middle Ages began. During the Middle Ages, Europe was divided into small kingdoms. At the same time, though, the strong influence of the Christian church tied most Europeans together.

Later, during the Renaissance and Reformation, people changed the way they looked at the world. They developed new ideas about art, politics, and religion, ideas that changed Europe forever.

In the next three chapters, you will learn about life during the Middle Ages, the Renaissance, and the Reformation.

Explore the Art
In this scene, French teenager Joan of Arc carries a religious flag as she leads an army into battle during the Middle Ages. What does the scene suggest about the struggles of that period?
Essential Question  How did life in Europe change after the fall of Rome?

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.

SECTION 1: Geography of Europe .................. 496
The Big Idea  Because Europe has many types of landforms and climates, different ways of life have developed there.

SECTION 2: Europe after the Fall of Rome ........ 500
The Big Idea  Despite the efforts of Christians to maintain order, Europe was a dangerous place after the fall of Rome.

SECTION 3: Feudalism and Manor Life .............. 506
The Big Idea  A complex web of duties and obligations governed relationships between people in the Middle Ages.

SECTION 4: Feudal Societies ......................... 512
The Big Idea  Although the feudal systems of Europe and Japan were similar, their cultures were very different.

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.
613 Muhammad begins teaching people about Islam.

700s–800s The Vikings raid Europe.

794 Heian becomes the capital of Japan.

800 Charlemagne is crowned emperor of much of Europe.

1000s The Chinese invent gunpowder.

1066 Feudalism is introduced into Britain.

1076 Ghana falls to Muslim invaders.

This photo shows Caernarfon Castle in Wales. Built in the late 1200s, the castle showed the king’s power and provided defense from invasions.
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.

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?

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?

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

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

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.
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 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.

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?
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?

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.
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.
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.
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.

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

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

**Section 1 Assessment**

**Reviewing Ideas, Terms, and People**

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. Using your notes, list the landforms, climates, and vegetation of northern Europe, southern Europe, and Scandinavia.

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Climates</th>
<th>Vegetation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Europe</td>
<td></td>
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<tr>
<td>Southern Europe</td>
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<td></td>
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<tr>
<td>Scandinavia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

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. Alarméd, 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
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.

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 organized. 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.

**HISTORIC DOCUMENT**

**The Benedictine Rule**

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

> 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 [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

**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-ruh-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.

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.
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 Main Ideas What groups invaded Europe in the 700s and 800s?

**Section 2 Assessment**

**Reviewing Ideas, Terms, and People**

1. **Describe** How are monks and monasteries related?
   - a. Describe
   - b. Explain Why did missionaries travel to northern Europe?
   - c. Elaborate Why do you think monks followed such strict rules?

2. **Recall** What is Charlemagne famous for?
   - a. Recall
   - b. Evaluate What do you think Charlemagne’s greatest accomplishment was? Why?

3. **Identify** What areas of Europe did the Vikings raid?
   - a. Identify
   - b. Make Generalizations Why were people in Europe so frightened of Viking raids?

**Critical Thinking**

4. **Analyzing** Using your notes, determine which events brought unity to Europe and which brought division or disruption. Write your answers in a diagram like this one.

**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.

**FOCUS ON WRITING**

5. **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?

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

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.
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?

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.
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-lij-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?
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. In 1066, he decided to conquer England.

William and his knights sailed into England and defeated the English king in a battle near the town 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.

- Peasants grew vegetables in small gardens near their houses.
- In the fall, peasants worked to harvest crops like wheat.
- The lord of the manor lived in a large stone house called the manor house.

Though many people have tried to invade England since, William's invasion in 1066 was the last time England was conquered.
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.
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.

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?

**Biography**

**Eleanor of Aquitaine**
c. 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?

**Town 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?

**Section 3 Assessment**

**Reviewing Ideas, Terms, and People**

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. Review your notes and then, in each box, list the duties and obligations that each group had toward the other.

```
Lords  Knights  Serfs
```

**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.

**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.
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 told 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?

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.
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.
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.
Comparing and Contrasting Europe and Japan

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

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 was the religion of 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. Using your notes, list two similarities and one key difference between knights and samurai.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

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.

**Practice and Apply the Skill**

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

1. What type of diagram is this?
2. What labels in 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?
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.

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

Comprehension and Critical Thinking

SECTION 1 (Pages 496–499)

9. a. **Identify** What region of Europe has the best land for farming?
   b. **Analyze** How have rivers and seas influenced life in Europe?
   c. **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 500–504)

10. a. **Identify** What two groups of people were largely responsible for the northern spread of Christianity?
    b. **Compare** In what way was the empire of the Franks under Charlemagne like the Roman Empire?
    c. **Elaborate** How do you think the building of new monasteries helped spread Christianity?
SECTION 3 (Pages 506–511)

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 512–515)

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 Skills

Evaluating 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

17. Activity: Researching Daily Life Feudalism created a web of relationships and duties between different people in medieval Europe. Use your online book to 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.
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.