

**CHAPTER 13** Section 1 (pages 353–357)

# Charlemagne Unites Germanic Kingdoms

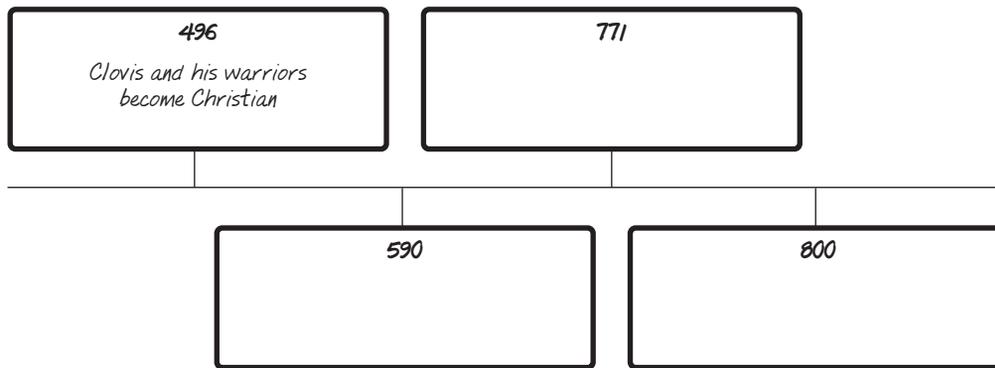
## BEFORE YOU READ

In the last section, you read about Southeast Asian kingdoms and Korean dynasties.

In this section, you will read about the rise and fall of Charlemagne’s empire.

## AS YOU READ

Take notes on the time line below. Fill it in with key events related to the rise of Germanic kingdoms and Charlemagne’s empire.



### TERMS AND NAMES

**Middle Ages** Period of European history from 500 to 1500

**Franks** Germanic people who held power in the Roman province called Gaul

**monastery** Religious community of people devoting their lives to worship and prayer

**secular** Concerned with worldly things

**Carolingian Dynasty** Dynasty of Frankish rulers, lasting from 751 to 987

**Charlemagne** Powerful Frankish ruler who built a huge empire

## Invasions of Western Europe

(page 353)

### *How did invasions by Germanic groups change Europe?*

The slow decline of the Roman Empire marked the beginning of a new era in European history. This period is called the **Middle Ages**. It lasted from around 500 to 1500.

By the end of the fifth century, various Germanic groups invaded the Roman Empire in the west. These invasions led to a series of changes. Trade was halted. Moving goods from place to

place became unsafe. Cities were no longer centers of trade and government. Many people then fled to the countryside. They returned to rural ways of life. People also became less educated.

As Germanic groups settled in different areas, they began to blend Latin with phrases of their own language. Many kinds of *dialects* developed. Europe no longer had a single language understood by all.

### 1. Name three effects of the Germanic invasions.

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## Germanic Kingdoms Emerge

(page 354)

### *Who were these Germanic peoples?*

As Rome's power faded, a new kind of government appeared. Warring Germanic groups carved out kingdoms. The borders of these kingdoms changed often because of warfare. There was no central rule. Family ties and loyalty to a local leader bound Germanic peoples together. Europe was in *chaos*. The Church provided a sense of order, though.

The **Franks**, a Germanic people, established a large kingdom. It was located in the Roman province of Gaul. In 496, Clovis, the king of the Franks, and his warriors became Christian. From then on, the pope in Rome supported Clovis.

#### **2. What new kind of government arose during Rome's decline?**

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## Germans Adopt Christianity

(pages 354–355)

### *How did Christianity spread?*

Other Frankish rulers helped spread Christianity. The Church also tried to convert people. It set up religious communities called **monasteries**. There Christian men called *monks* devoted their lives to God. *Nuns* were women who led this religious way of life. Monasteries became centers of learning. Their libraries preserved some writings of ancient Rome.

The Church grew in importance when Gregory I became pope in 590. He made the pope the *guardian* of the spiritual lives of all Christians. He also made the pope a worldly, or **secular**, power in governing part of Italy. Gregory used Church wealth to raise armies and fix roads. He took part in making peace treaties with invaders. His influence in politics grew.

#### **3. What role did monasteries play during this period?**

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## An Empire Evolves (pages 355–356)

### *How did the Carolingian Dynasty arise?*

The kingdom of the Franks covered much of modern France. By the 700s, the most powerful official was the mayor of the palace. He made laws and controlled the army.

In 719, Charles Martel became mayor of the palace. He expanded the lands controlled by the Franks. He also won a battle in 732. He defeated a Muslim force moving north from Spain. This victory ended the Muslim threat to Europe and made Charles Martel a Christian hero.

His son, Pepin, was crowned king. Pepin began the reign of the Frankish rulers called the **Carolingian Dynasty**. One of Pepin's sons, **Charlemagne**, became king of the whole Frankish kingdom in 771.

#### **4. Who were Charles Martel and Pepin?**

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## Charlemagne Becomes Emperor

(pages 356–357)

### *What did Charlemagne achieve?*

Charlemagne had great military skill. He made his kingdom larger than any other known since ancient Rome. By 800, he held most of modern Italy, all of modern France, and parts of modern Spain and Germany. Pope Leo III crowned him emperor. This event marked the joining of Germanic power, the Church, and the *heritage* of the Roman Empire.

Charlemagne cut the power of the nobles in his empire and increased his own. He traveled throughout his lands, visiting the people and judging cases. He brought well-read men to his court and *revived* learning. However, Charlemagne's empire fell apart soon after his death.

#### **5. What was important about Charlemagne's being crowned as emperor?**

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**CHAPTER 13** Section 2 (pages 358–363)

# Feudalism in Europe

## BEFORE YOU READ

In the last section, you read about Charlemagne and his empire.

In this section, you will read about feudalism.

## AS YOU READ

Use the chart below to take notes on feudalism.

### TERMS AND NAMES

**lord** Landowner

**fief** Land granted by a lord to a vassal

**vassal** Person receiving a fief from a lord

**knight** Warrior on horseback who promised to defend his lord's land in exchange for a fief

**serf** Peasant who could not lawfully leave the place where he or she was born

**manor** Lord's estate

**tithe** Church tax; usually one-tenth of a peasant family's income

<b>BATTLE   POLITICAL ISSUE</b>	<b>EFFECT</b>
<i>Feudal relationships</i>	<ul style="list-style-type: none"> <li>• Lord promised land and protection to his vassal</li> <li>• Vassal helped his lord in battle</li> </ul>
<i>Social classes</i>	
<i>Manor system</i>	

## Invaders Attack Western Europe

(pages 358–360)

### *Who invaded Western Europe?*

Between 800 and 1000, new invasions threatened Europe. From the north came the most feared fighters of all. They were the Vikings, or Norsemen.

The Vikings raided villages and monasteries. By around the year 1000, though, the Vikings had settled down in many parts of Europe. They adopted Christianity and stopped raiding to become traders and farmers.

The Magyars were Turkish nomads. They attacked from the east and reached as far as Italy and western France. They sold local people as slaves. The Muslims struck from the south. They attacked areas along the Atlantic and Mediterranean coast.

The attacks by Vikings, Muslims, and Magyars made life in western Europe difficult. People suffered and feared for their futures. With no strong central government, they went to local leaders for protection.

### **1. Why did the people need to turn to local leaders for help?**

## A New Social Order: Feudalism

(page 360)

### *How did feudalism affect society?*

Europe's feudal system arose around the ninth and tenth centuries. Feudalism was based on an agreement between a **lord**, or landowner, and a **vassal**,

a person who received land from a lord. In exchange for land, or a fief, a vassal promised to help his lord in battle.

Under feudalism, society in western Europe was divided into three groups. Those who fought were the nobles and **knights**. Those who prayed were the officials of the Church. Those who worked were the peasants. Peasants were by far the largest group. Most peasants were **serfs**, who were not free to move about as they wished. They were tied to the land of their lord.

**2. What were the three main groups of feudal society?**

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peasants some land, a home, and protection from raiders. The lord controlled much of their lives. The peasants worked the land to grow food, giving part of each year's crop to the lord. They paid taxes on their grain. Peasants also paid a tax, called a **tithe**, to the Church.

Peasants lived in small villages of 15 to 30 families. They produced almost everything they needed. Peasants rarely traveled far from their homes.

Life on the manor was often harsh. Peasants' cottages had just one or two rooms with only straw mats for sleeping. They had poor diets. Peasants *endured* these conditions. They believed that God had set their place in society.

**3. What was the job of peasants on the manor?**

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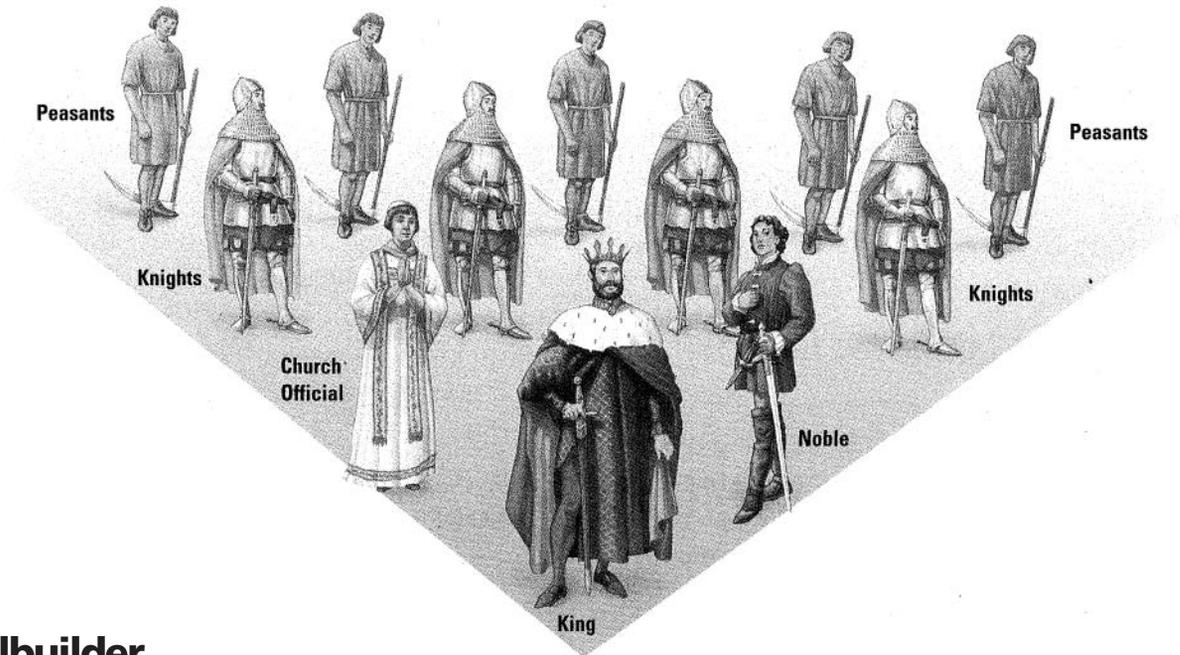


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## Manors: The Economic Side of Feudalism (pages 360–363)

*What was life like on a manor?*

The lord's land was called the **manor**. Manors became the centers of economic life. The lord gave



### Skillbuilder

Use the diagram to answer the questions.

**1. How are rank and position organized on this pyramid?**

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**2. What members of feudal society are not represented on this chart?**

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**CHAPTER 13** Section 3 (pages 364–369)

# The Age of Chivalry

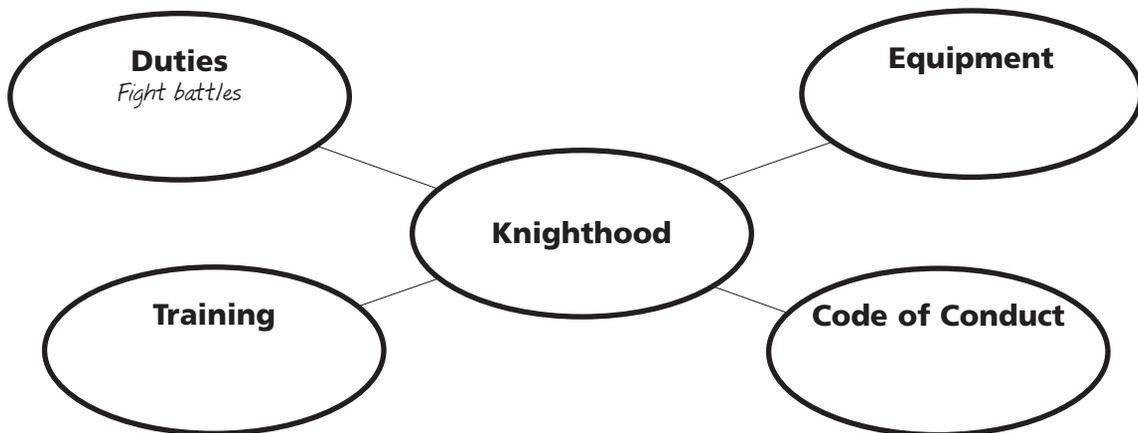
## BEFORE YOU READ

In the last section, you read how feudalism shaped society.

In this section, you will read about the code of chivalry for knights and its influence.

## AS YOU READ

Use the web below to take notes on knighthood during the Middle Ages.



### TERMS AND NAMES

**chivalry** Code of behavior for knights, stressing ideals such as courage, loyalty, and devotion

**tournaments** Staged battles for entertaining audiences and training knights

**troubadours** Poet-musicians at the castles and courts of Europe

## Knights: Warriors on Horseback

(pages 364–365)

### *What was the role of knights?*

Nobles were constantly at war with one another. They raised private armies. The armies included knights, soldiers who fought on horseback. These knights became the most important warriors during the Middle Ages.

By the 11th century, nobles used their armies of *mounted* knights to fight for control of land. When nobles won battles, they gave some of the new land to their knights. The knights could use the wealth from this land to pay for weapons, armor, and horses. Knights devoted much of their time to improving their skill at fighting.

### 1. What was the main duty of knights?

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## Knighthood and the Code of Chivalry

(pages 365–367)

### *What was required of a knight?*

By the 1100s, a new code of *conduct* for knights arose. This code of **chivalry** required that knights fight bravely for three masters: their lord, God, and their chosen lady. Knights were also required to protect the weak and poor. While the code set high standards, most knights failed to meet all of the standards.

The son of a noble began training to become a knight at an early age. At around age 7, his parents sent him off to the castle of another lord. There he would learn good manners. The boy would also practice fighting skills. At around age 14, he would become the servant of a knight. Then at age 21, he would finally become a knight himself.

Knights gained experience by fighting in staged combats called **tournaments**. These fights were fierce, but real battles, especially those fought at castles, were far more violent. To protect their lands and homes, nobles built stone castles.

**2. Give two examples of training for knighthood.**

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## The Literature of Chivalry

(pages 367–368)

*What was the literature of chivalry about?*

The literature about knights did not reflect real life. Many stories glorified castle life. Others centered on the code of chivalry. Songs and poems were often about a knight's loyalty to the woman he loved. Some long poems, called epics, told the story of legendary kings, such as King Arthur and Charlemagne.

**Troubadours** were poet-musicians at the castles and courts of Europe. They wrote and sang about the joys and sorrows of romantic love. Many

troubadours traveled to the court of Eleanor of Aquitaine. She was the rich, powerful ruler of a land in southern France.

**3. Who were the troubadour's songs about?**

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## Women's Role in Feudal Society

(pages 368–369)

*What were the roles of women?*

Most women in feudal society had little power. The Church taught that they were inferior. But they played important roles in the lives of both noble and peasant families.

Noblewomen could sometimes rule the land when their husbands were away from home. But they could not inherit land. It usually passed from father to son. In reality, most noblewomen, young and old, were limited to activities in the home or in convents.

The vast majority of women during the Middle Ages were poor peasants. They held no power. They worked in the fields and took care of their families. Poor women struggled to survive—just as they had for centuries.

**4. How were noble and poor women alike?**

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**CHAPTER 13** Section 4 (pages 370–373)

# The Power of the Church

## BEFORE YOU READ

In the last section, you read about knighthood and the literature of chivalry.

In this section, you will learn about power struggles between church leaders and political leaders.

## AS YOU READ

Use the chart below to take notes on the authority of the Church.

### TERMS AND NAMES

**clergy** Religious officials

**sacrament** Important religious ceremony

**canon law** Law of the church

**Holy Roman Empire** Kingdom originally made up of what is now Germany and Italy

**lay investiture** Appointment of religious officials by kings or nobles

CHURCH STRUCTURE	CHURCH LAWS
<i>Different ranks of clergy—priest, bishops, pope</i>	

## The Far-Reaching Authority of the Church

(pages 370–371)

### *How did the Church control most aspects of life?*

With the central governments of Europe weak, the Church became the most important force in *unifying* European society. An early pope believed that God had made two areas of influence in the world—religious and political. The pope was in charge of spiritual matters. The emperor and other rulers were in charge of political affairs. Over the years, though, the difference was not so clear. Popes often tried to influence the actions of rulers, who *clashed* with them in struggles for power.

The Church established its own organization. It consisted of different ranks of **clergy**, or church officials. At the bottom were the priests who led services at local churches. Above them were bishops, who oversaw all the priests in a large area. At the top was the pope. He was the head of the Church.

The Middle Ages was an Age of Faith. People were bound together by their belief in God and the teachings of the Church. Though their lives were hard, Christians during this time hoped for *salvation*—eternal life in heaven. One path for achieving this goal was through the **sacraments**. These were important religious ceremonies.

The law of the Church, called **canon law**, was a set of standards that applied to all Christians during

the Middle Ages. These standards guided such matters as marriage and religious practices. The Church also set up courts. People who broke canon law were put on trial.

Two punishments were especially harsh. If the Church *excommunicated* a person, he or she was out of the Church forever. The person was denied the chance for eternal life in heaven. Popes often used this power to threaten rulers. The other punishment was interdiction. When a ruler disobeyed the pope, the Church leader could place the land under *interdiction*. That meant that no sacred actions of the Church could officially take place there. The people of the area deeply feared this. They might then be doomed to eternal suffering in hell.

**1. What powerful punishments could the Church hand down?**

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**The Church and the Holy Roman Empire; The Emperor Clashes with the Pope** (pages 371–372)

*How did conflict develop between the pope and the Holy Roman emperor?*

Otto I was the strongest ruler of medieval Germany. He set up an alliance with the Church. In 962, the pope crowned him emperor of what became the Holy Roman Empire.

The **Holy Roman Empire** was the strongest kingdom that arose from Charlemagne’s fallen empire. It was mainly made up of what is now Germany and Italy. One of Otto’s successors was Henry IV. He and Pope Gregory VII became caught in a conflict.

For a long time, rulers had the power to name the bishops who led the Church in their lands. This power was known as **lay investiture**. In 1075, Pope Gregory VII *banned* this practice. Henry IV was angry. He persuaded his bishops to say that this pope had no real authority. Gregory then excommunicated Henry. Henry’s nobles supported Gregory. So Henry begged the pope for forgiveness. The pope forgave him.

The larger issue of lay investiture was left open until 1122. Then an agreement stated that only the pope could name bishops. However, the emperor had the right to turn down any appointment he did not like.

**2. Why did Henry IV beg Pope Gregory VII for forgiveness?**

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**Disorder in the Empire** (page 373)

*Who was Frederick I?*

In the late 1100s, a strong German king came to power. His name was Frederick I. He repeatedly invaded the cities of Italy but lost an important battle in 1176. He then made peace with the pope.

When Frederick died in 1190, his empire fell apart. It was broken up into feudal states. These German states did not unify during the Middle Ages.

**3. What happened to the Holy Roman Empire after Frederick I’s death?**

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<b>Glossary</b>		<b>CHAPTER 13</b>	<b>European Middle Ages</b>
<b>chaos</b> Complete disorder	<b>conduct</b> Behavior	<b>heritage</b> Traditions passed down or received from the past	<b>nuns</b> Christian women devoted to a religious life
<b>convert</b> Change to another religion	<b>dialects</b> Varieties of a language	<b>interdiction</b> Church ruling prohibiting sacred actions of the Church from taking place in a certain area	<b>province</b> Part of a country with its own government
<b>endured</b> Lived through; managed against odds	<b>excommunicated</b> Banished from the Church	<b>banned</b> Officially forbidden	<b>revived</b> Brought back
<b>guardian</b> One who watches over the welfare of another	<b>monks</b> Christian men devoted to a religious life	<b>mounted</b> On horseback	<b>rural</b> Having to do with the country
			<b>salvation</b> Eternal life in heaven after death
			<b>unifying</b> Bringing together

## AFTER YOU READ

### Names and Terms

**A. Write the name or term in each blank that best completes the meaning of the paragraph.**

- vassal
- serf
- fief
- knight
- lord

The feudal system was based on an exchange. The **1** \_\_\_\_\_, or landowner, granted land to a person called a **2** \_\_\_\_\_. The land granted to him was his **3** \_\_\_\_\_. In return, that person gave the landowner military protection. This meant he might go into battle, performing the duties of a **4** \_\_\_\_\_. People who worked the land were mostly peasants. Among the peasants were many people who were not free to leave the land. The term used to describe one of these peasants is **5** \_\_\_\_\_.

**B. Write the letter of the name or term next to the description that explains it best.**

- a. Franks**
- b. Holy Roman Empire**
- c. Carolingian Dynasty**
- d. Middle Ages**
- e. Charlemagne**

- \_\_\_\_\_ 1. Period of European history from 500 to 1500
- \_\_\_\_\_ 2. A Frankish ruler who built a huge empire and unified Europe for the first time since the Roman Empire
- \_\_\_\_\_ 3. Dynasty of Frankish rulers, lasting from 751 to 987
- \_\_\_\_\_ 4. Germanic people who held power in the Roman province called Gaul
- \_\_\_\_\_ 5. Empire established in the 10th century mainly consisting of what is now Germany and Italy

**AFTER YOU READ** (continued) **CHAPTER 13** *European Middle Ages*

**Main Ideas**

**1. Who was Clovis?**

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**2. Give three examples describing how Charlemagne ruled his empire.**

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**3. Why was life on the manor often harsh for peasants?**

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**4. What did the code of chivalry require?**

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**5. How did Pope Gregory show his power in political affairs?**

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**Thinking Critically**

Answer the following questions on a separate sheet of paper.

**1. How did invasions contribute to the beginning of the feudal system?**

**2. Why was the Church so important during in the Middle Ages?**