

## Chapter Summary

### **Section 1: Royal Power Grows**

Monarchs, nobles, and the Church all struggled for power. As monarchs amassed power, the foundations for modern law were laid.

### **Section 2: The Holy Roman Empire and the Church**

Monarchs and popes clashed repeatedly as each tried to assert control over the other. The Church reached the height of its power in the 1200s under Pope Innocent III, but the papacy declined after this.



## **Chapter Summary** (continued)

### **Section 3: The Crusades and the Wider World**

European Christians traveled to the Holy Land for several Crusades against Muslims. These journeys opened European eyes to the rest of the world and increased trade.

### **Section 4: Learning and Culture Flourish**

During the 1100s, classic texts from Greece and Rome spread through Europe. This led to growth in learning as universities opened across the continent. Arts flourished as the Gothic style arose.

## Chapter Summary (continued)

### Section 5: A Time of Crisis

The 1300s and 1400s were marked by outbreak of a terrible plague, economic instability, upheaval in the Church, and the Hundred Years' War between France and England. These crises brought the Middle Ages to a close and led to the dawn of the modern age.

## Objectives

- Learn how monarchs gained power over nobles and the Church.
- Describe how William the Conqueror and Henry II strengthened English royal power.
- Analyze the traditions of government that developed under King John and later English monarchs.
- Explain how strong monarchs unified France.



## Terms and People

- **William the Conqueror** – the Duke of Normandy, who raised an army and conquered the English throne in 1066
- **common law** – a legal system based on custom and court rulings
- **jury** – a group of people sworn to speak the truth; it decided which cases should be tried and was the ancestor of today's trial jury
- **King John** – king of England who lost struggles with the king of France, the pope, and English nobles



## Terms and People (continued)

- **Magna Carta** – a charter asserting the rights of nobles, and that the monarch must obey the law
- **due process of law** – requirement that the government act fairly and in accordance with rules
- **habeas corpus** – the principle that no person can be held in prison without first being charged with a specific crime
- **Parliament** – a council of lords and clergy that later evolved into England's legislature
- **Louis IX** – became king of France in 1226 and led French knights in two Crusades





**How did monarchs in England and France expand royal authority and lay the foundations for united nation-states?**

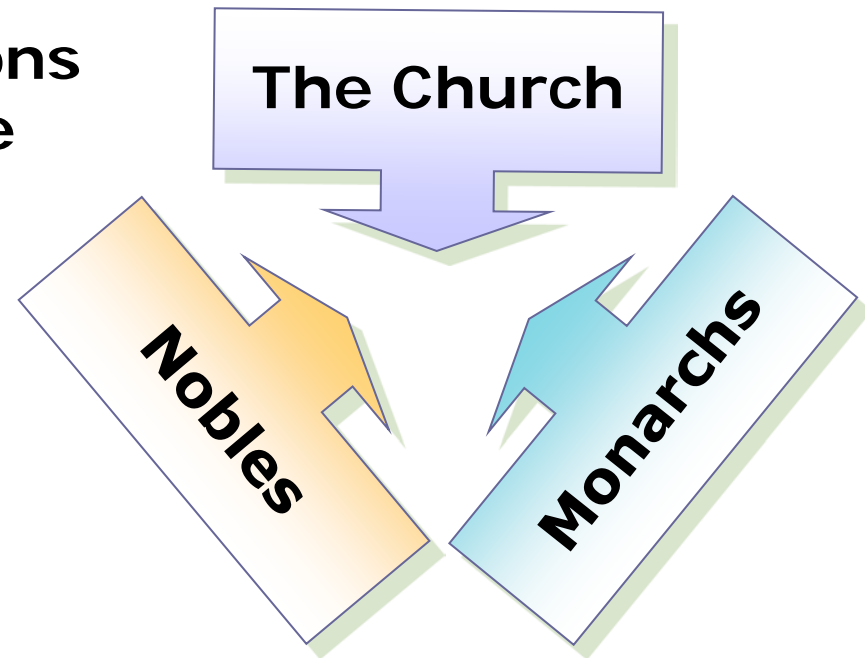
Medieval monarchs struggled to exert their authority over nobles and the Church.

As they did so, these kings laid the foundation for European nation-states.



**Three different factions had power during the early Middle Ages:**

They clashed repeatedly, trying to increase their power.



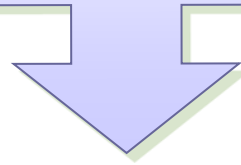


**Between 1000 and 1300, monarchs used several methods to increase their power.**

- They set up systems of royal justice.
- They developed tax systems.
- They built standing armies.
- They strengthened ties with the middle class.



When King Edward of England died in 1066 without an heir, his brother-in-law Harold and William, Duke of Normandy, both claimed the throne.



**William the Conqueror** raised an army and defeated Harold.

The result was a blending of Norman French and Anglo-Saxon culture.



Henry II  
inherited the  
throne in 1154  
and sent out  
royal justices  
to enforce  
**common law.**

England also  
developed a **jury**  
system during this  
period.



## A dispute arose between Henry and the Church.

Henry claimed the right to try clergy in royal courts.

Thomas Becket, the archbishop of Canterbury, opposed him.

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*“What cowards I have brought up in my court. Who will rid me of this meddlesome priest?”*

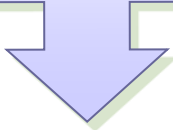
*—Henry II*

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Becket was killed by Henry’s knights.



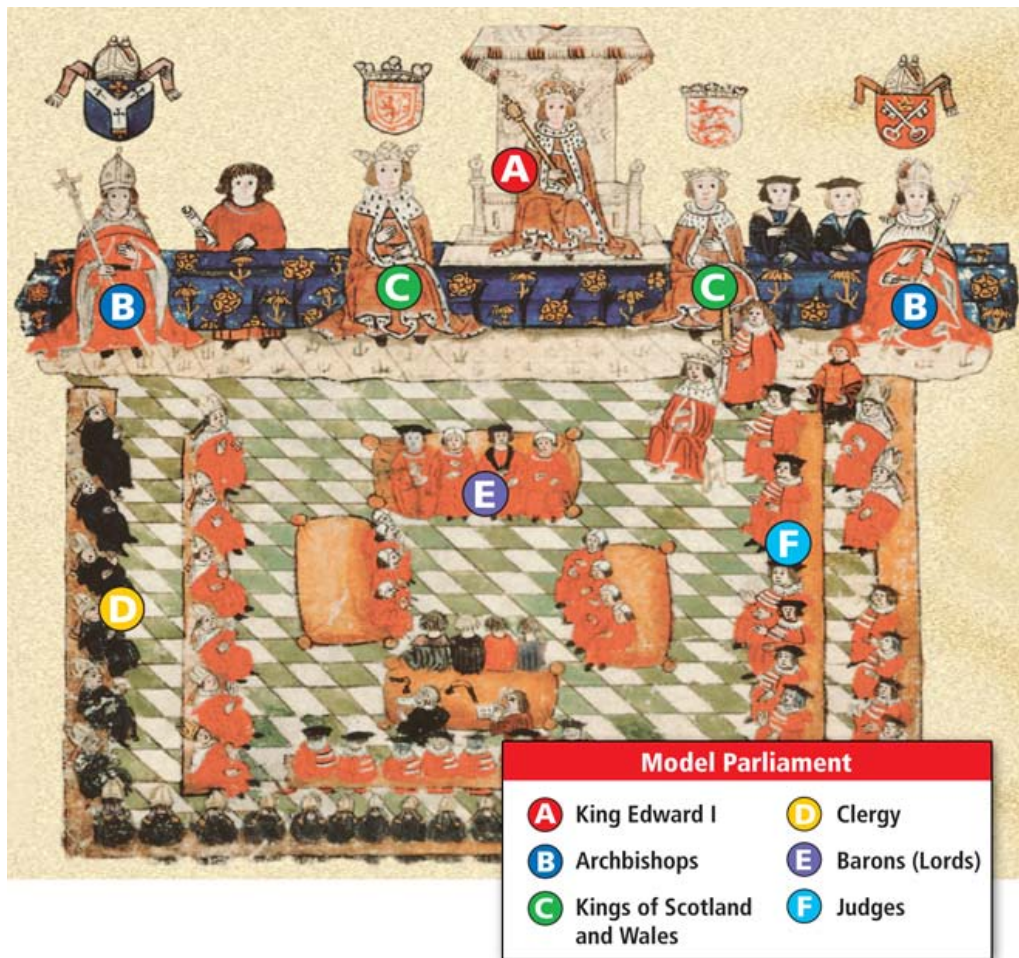
Later English kings continued to clash with nobles and the Church.



**King John**, the son of Henry II, battled with Pope Innocent III, who placed all of England under the interdict.

Barons, angry about taxes, forced King John to sign the **Magna Carta**.



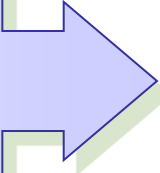


Provisions in the Magna Carta formed the basis for both **due process of law** and the right of **habeus corpus**.

The Great Council of lords and clergy evolved into **Parliament** in the 1200s.



**All of these changes meant that the power of English kings was slowly being limited.**



For example, King Edward I asked Parliament to approve money for war in 1295.

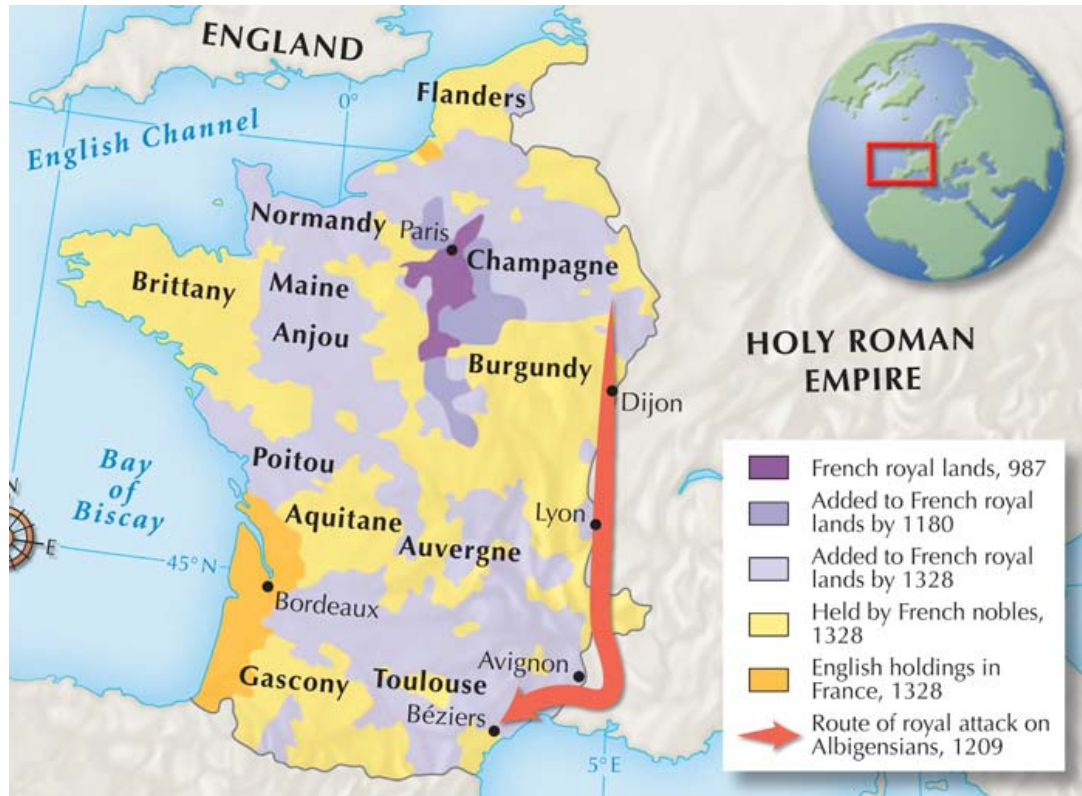
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**“What touches all should be approved by all.”**

**—King Edward I**

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The monarchs in France did not rule over a unified kingdom.

Nobles elected Hugh Capet to the throne in 987. The Capetian dynasty lasted 300 years.



## French power grew under Philip Augustus.

He became king in 1179 and, rather than appointing nobles, paid middle-class people to fill government positions.

He gained control of Normandy and began to take over southern France before he died in 1223.

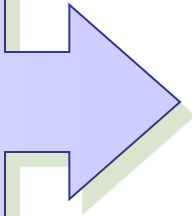


**Louis IX** became king of France in 1226.

- Very religious, he persecuted non-Christians and led two Crusades.
- He greatly improved royal government, expanding the courts and outlawing private wars.



**Louis' grandson Philip IV ruthlessly extended royal power and clashed with the pope.**



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“God has set popes over kings and kingdoms.”

—Pope Boniface VIII

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To gain support from the French, he set up the **Estates General**, a body of representatives from all three classes of society, in 1302.

This body never fully balanced royal power, however.



## Objectives

- Understand why Holy Roman emperors failed to build a unified nation-state in Germany.
- Describe the conflict between Pope Gregory VII and Emperor Henry IV and summarize the struggle to control Italy.
- Analyze how the Church reached the height of its power under Pope Innocent III.



## Terms and People

- **Holy Roman Empire** – from 962 to 1806 an empire comprising present-day Germany and neighboring lands
- **Henry IV** – crowned king of Germany in 1054, later became Holy Roman emperor
- **Pope Gregory VII** – the pope who wanted to make the Church independent of secular rulers
- **lay investiture** – the practice in which a bishop is appointed by someone who is not a member of the clergy



## Terms and People (continued)

- **Frederick Barbarossa** – the Holy Roman emperor who tied Germany to southern Italy through the marriage of his son
- **Pope Innocent III** – proclaimed pope in 1198; claimed supremacy over all other rulers and strengthened papal power within the Church





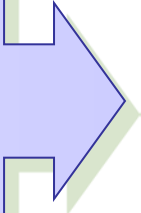
**How did explosive conflicts between monarchs and popes affect the balance of power in Europe?**

The Church was very powerful during the Middle Ages. Monarchs were also powerful, and the two factions were often in conflict.

The rulers of the **Holy Roman Empire** in particular struggled with the Church for many years.



**When Otto I became king of Germany he worked with the Church. The grateful pope crowned him emperor.**



His successors used the title Holy Roman emperor.

They saw themselves as heirs to the emperors of ancient Rome.





**Other emperors would clash with the Church  
for power and control.**

Control of the  
emperor's  
vassals was  
important.

The real rulers of  
the German lands  
were these nobles  
and Church officials.



## Who would get to appoint bishops? The pope or the emperor?

**Pope Gregory VII**

wanted to make the church independent of secular rulers.

Emperor **Henry IV**

wanted to appoint the vassals in his lands.


This issue erupted into a major power struggle.



It started when Pope Gregory banned  
**lay investiture.**



This made Henry IV angry, because he saw the position  
of bishop as a type of royal fief.



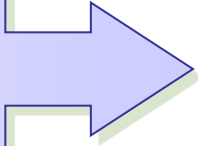
Next, the pope excommunicated the king.



In the end, Henry humbled himself and was restored  
to the Church.



Henry IV later led an army to Rome and forced the pope into exile.



The issue over investiture was finally settled 50 years later with a treaty called the Concordat of Worms.



The investiture struggle was over. As emperors looked to Italy in the 1100s, however, **new conflict with popes occurred.**



The Holy Roman emperor **Frederick Barbarossa** fought for many years **to bring Italy under his control.**



The Italy campaign was a failure.

Though Frederick did arrange a marriage that tied German emperors to southern Italy, he did not conquer the region.

Meanwhile, German nobles became more independent. Ultimately, the **Holy Roman Empire remained a patchwork of feudal states.**

### Holy Roman Empire

Otto is crowned Holy Roman emperor, but nobles and Church officials wield power.

Henry IV is excommunicated by Pope Gregory VII, and then forgiven.

Henry IV forces Pope Gregory VII into exile.

Frederick Barbarossa and Frederick II try to conquer Italy but fail.

Holy Roman Empire remains fragmented.



## The Church reached the height of its political power in the 1200s.

**Pope Innocent III** took office in 1198 and claimed supremacy over all other rulers.

He placed kingdoms under interdict and launched a brutal crusade in southern France. After his death, the papacy entered a period of decline.



## Objectives

- Identify the advanced civilizations that were flourishing in 1050.
- Explain the causes and effects of the Crusades.
- Summarize how Christians in Spain carried out the Reconquista.





## Terms and People

- **Crusades** – a series of wars in which Christians battled Muslims for control of lands in the Middle East
- **Holy Land** – Jerusalem and other places in Palestine where Christians believe Jesus had lived and preached
- **Pope Urban II** – the pope who urged Christian bishops and nobles to action in the Holy Land, which led to the first Crusade
- **Reconquista** – the campaign to drive Muslims from the Iberian peninsula



## Terms and People (continued)

- **Ferdinand and Isabella** – Spanish monarchs who made the final push against Muslims in Spain and completed the Reconquista
- **Inquisition** – a Church court set up to try people accused of heresy





## How did the Crusades change life in Europe and beyond?

Thousands of Europeans took part in the **Crusades**. In these wars Christians battled Muslims for control of lands in the Middle East.

The encounters of Europeans in the Middle East increased the pace of change at home.



**By 1050,  
Western Europe  
was emerging  
from a period  
of isolation.  
Civilizations  
elsewhere  
were thriving.**



- Among them were the **Muslims, who spread from Spain to India**, and the Buddhists in Asia.
- China, West Africa, and Central America had **advanced societies** as well.



**In the 1050s, Muslim Turks invaded the Byzantine empire. They extended their power to the **Holy Land** in Palestine.**



Hoping to gain power and heal the schism in the Church, **Pope Urban II** urged bishops and nobles to fight the Turks.

“God wills it!” roared the assembly, and the Crusades began.



## Crusaders set off for the **Holy Land**.



Some were **driven by religious zeal**, others by a thirst for adventure. Some **hoped to win land and wealth**.



**Christian knights captured Jerusalem in 1099, but in 1187, it fell again to the Muslims.**



## The Crusades were not very successful for Europeans.

During the Third Crusade, Europeans failed to retake Jerusalem.

During the Fourth, they fought other Christians.

By 1291, Muslim armies captured the last Christian outpost in the Holy Land.





## Effects of the Crusades

They left a bitter legacy of religious hatred.

European economies expanded as trade increased and the use of money became more common.

The power of monarchs increased.

A wider worldview developed, and some Europeans set off on a new age of exploration.



The crusading spirit continued in Spain. It was called the **Reconquista**.

- The goal was to drive Muslims off the Iberian peninsula.
- By 1300, Christians controlled the entire region except Granada.
- Muslim influence continued, however, and shaped the arts and literature in Christian Spain.



When **Ferdinand and Isabella** married in 1469, a unified Spain was formed.

- They made the final push against Muslims in Granada.
- **Granada fell in 1492.** The tradition of relative religious tolerance experienced under the Muslims was at an end.



## Isabella wanted to bring religious unity to Spain.

She ended tolerance of non-Christian religions. More than 150,000 people fled Spain.



She had the help of the **Inquisition**, which tried people accused of heresy. Many who refused to conform were burned at the stake.



## Objectives

- Explain the emergence of universities and their importance to medieval life.
- Understand how newly translated writings from the past and from other regions influenced medieval thought.
- Describe the literature, architecture, and art of the High and late Middle Ages.



## Terms and People

- **scholasticism** – in medieval Europe, the school of thought that used logic and reason to support Christian beliefs
- **Thomas Aquinas** – a famous scholastic who wrote the *Summa theologiae* and concluded that faith and reason exist in harmony
- **vernacular** – the everyday language of ordinary people
- **Dante Alighieri** – Italian poet who wrote the *Divine Comedy*



## Terms and People (continued)

- **Geoffrey Chaucer** – English writer of *The Canterbury Tales*
- **Gothic style** – a style of architecture that used flying buttresses to support higher, thinner walls and left space for stained-glass windows
- **flying buttresses** – stone supports that stood outside the church
- **illumination** – the artistic decoration of books





## What achievements in learning, literature, and the arts characterized the High and late Middle Ages?

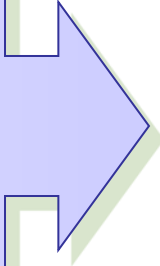
Universities began springing up in Europe in the 1100s. They brought prestige and profit to their cities.

As economic and political conditions improved, learning and culture began to flourish.





**By the 1100s,  
the European food  
supply had grown  
more reliable,  
and trade had  
increased.**



Royals needed literate, educated men to run their growing bureaucracies.

To supply them, **schools appeared**, and some became universities.



**The earliest universities were founded at Salerno and Bologna in Italy, in Paris, and at Oxford.**

Student's lives were far from comfortable. They **rose early and worked hard to memorize Latin texts.**

5:00 A.M.	Prayers, then five hours of class
10:00 A.M.	First meal, then seven hours of class
5:00 P.M.	Light supper, study until bed





A typical program of study included arithmetic, geometry, astronomy, music, grammar, rhetoric, and logic.

Women were not allowed to attend university. Some received education in convents.



**One exception to this was Christine de Pisan, a woman writer who lived from about 1364 to 1403.**

- She received an excellent education from her family and supported herself through writing.
- She promoted women's rights and accomplishments.

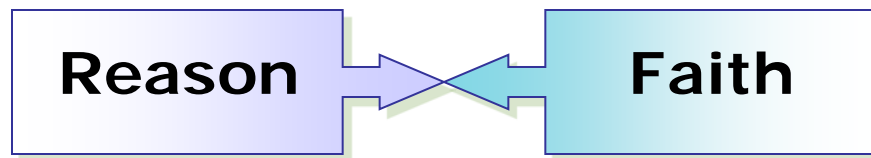


**Prior to the 1100s, Muslim scholars had translated and spread the work of Aristotle and other Greeks.**

- These were eventually translated into Latin and reached Western Europe.
- The ancient texts challenged Christian scholars, because **they championed reason.**



To resolve the conflict between reason and faith, Christian scholars developed a method called **scholasticism**, which used reason to support Christian beliefs.



The most famous scholastic was **Thomas Aquinas**, who wrote the *Summa theologiae*.

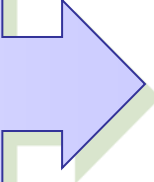


## Scientific works from ancient Greece and Rome also reached Europe at this time.

- Europeans adopted Hindu-Arabic numerals to replace Roman numerals.
- Science made little progress, however, because people believed knowledge had to fit with Christian teachings.



New writings began to appear in the **vernacular** language.



**Dante Alighieri's** *Divine Comedy* takes readers on a journey through hell, purgatory, and heaven.

**Geoffrey Chaucer's** *Canterbury Tales* describes a group of pilgrims traveling to St. Thomas's tomb.







Builders developed the **Gothic style** of architecture in the 1100s.

**Flying buttresses** allowed for thinner walls and large windows.

Gothic cathedrals, such as Notre Dame in Paris, contain beautiful stained-glass windows.



## Other arts flourished during this time.

- Gothic style applied to the decoration of books, known as **illumination**.
- Artists also created woven wall hangings called **tapestries to keep the cold out of castles**.
- Gothic religious paintings in churches and in wealthy homes were not realistic but **symbolized religious ideas**.



## Objectives

- Understand how the Black Death caused social and economic decline.
- Describe the problems facing the Church in the late Middle Ages and how the Church reacted.
- Summarize the causes, turning points, and effects of the Hundred Years' War.



## Terms and People

- **Black Death** – an epidemic of the bubonic plague that killed one in three people in Europe during the 1300s
- **epidemic** – outbreak of rapid-spreading disease
- **inflation** – rising prices
- **schism** – split in a church
- **longbow** – six-foot-long bow that could rapidly fire arrows with enough force to pierce most armor





**How did the combination of plague, upheaval in the Church, and war affect Europe in the 1300s and 1400s?**

In the mid-1300s, it seemed like the end of the world. **Plague and war reduced the population and forever changed Europe.**

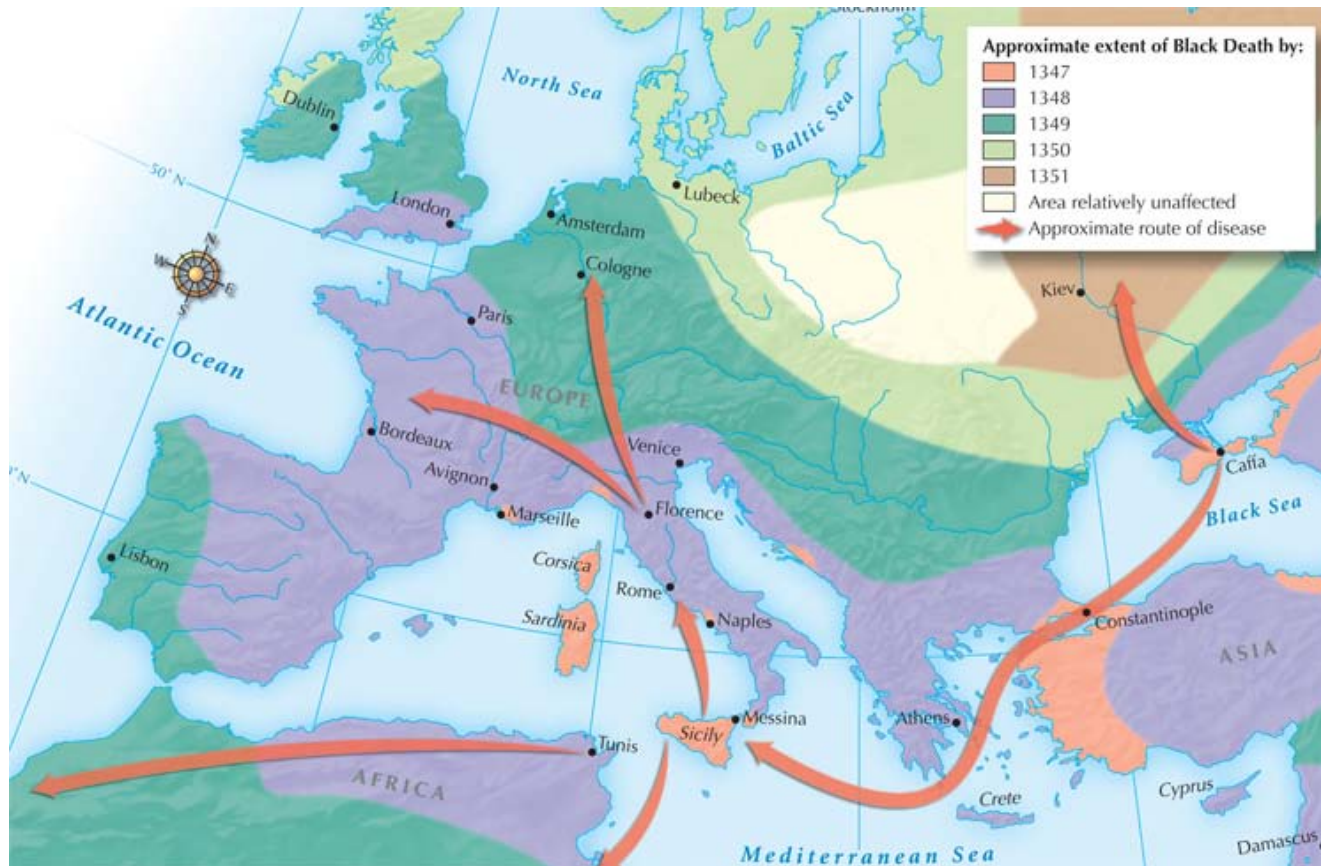
These upheavals marked the end of the Middle Ages.



The **Black Death** began to rage through Italy in 1347.

- This **epidemic** of bubonic plague was a terrible and fast-acting illness that **killed one in three people in Europe**.
- By 1348, it had reached Spain and France and **spread to the rest of Europe**.





The Black Death followed trade routes as it spread.

## The plague was spread by fleas carried by rats.

When plague struck, normal life broke down. People fled cities, hid in their homes, turned to witchcraft, and blamed Jews.

Economies failed as the cost of labor soared and **inflation** occurred.

People revolted and social unrest became the norm for 100 years.





## The plague created upheaval in the Church.

- Survivors asked, "Why did God spare some and kill others?"
- For decades, there was a **schism** in the Church, with two or even three popes.



**This schism  
ended in 1417.**



A Church council elected a compromise candidate and **returned the papacy to Rome.**

Despite this solution, some preachers were **unsatisfied with the Church.** They thought the morals of the Church were lacking.

John Wycliffe in England and Jan Hus in Bohemia **called for reforms.** Their ideas survived and resurfaced 100 years later.



## A long war broke out in 1337.



This **Hundred Years' War** would continue until 1453.

England and France had **battled for centuries over Norman lands**, and this war was a continuation of the struggle.





England and France battled for control of the English Channel and trade in the region.

At first, the English won battles due in large part to their use of the new **longbow**.



**Then, French fortunes reversed. Joan of Arc told Charles VII that God sent her to save France.**



- He authorized her to lead an army in 1429, and she led France to several victories.
- Though she was ultimately burned at the stake, Joan inspired the French to win the war.
- England lost most its territory in France.



## Impact of the 100 Years' War

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French kings expanded their power.

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The Parliament in England became more powerful.

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English rulers turned their attention to trading ventures overseas.

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Castles and armored knights began to disappear and monarchs hired soldiers to fight.

