The Middle Ages

A bridge between Ancient and Modern history
Part 1: Introduction to the Middle Ages

I can…describe how life was different in Europe after the Fall of Rome.
I. The Middle Ages: Introduction

A. The Fall of the Roman Empire in 476 AD marks the beginning of the Middle Ages.

B. The Middle Ages are like a bridge that link the ancient world with the modern world.

C. The Middle Ages is divided into three periods.

   1. The Early Middle Ages from 476-1000 AD, some call this the Dark Ages

   2. The High Middle Ages from 1000-1300 AD

   3. The Late Middle Ages from 1300-1450 AD
A. The Middle Ages

1. The Roman Empire unified much of Europe for about 500 years.

2. When Rome falls, life is dangerous and difficult!

   a. There is no longer a central government. Invading barbarians set up many kingdoms and war with each other over territory → the most powerful rulers are the ones with the most land and best warriors.
b. There is no longer a unified Roman army for protection. People have to protect themselves from barbarian tribes and nearby kingdoms.

c. People focus on survival → Farming is once again the main economic activity because people have to eat!

d. This means that many of the advancements of the Greeks and Romans are forgotten. People don’t have time to build great aqueducts or create works of art when survival is at risk.
II. Picking Up the Pieces

A. The Franks

1. One powerful group was the Franks. The Franks were eventually able to unify much of Europe after the Fall of Rome.

2. They lived in France (Franks…France…get it?)
3. They were successful because of their abilities in **War**.
   a. They used heavily armored warriors on horseback called **Knights**.
   b. To hold power a ruler needed many **loyal** knights
   c. In return for their loyalty and service, the rulers rewarded the Knights with **land** and privileges. This is called **Feudalism** (more on this later.)
B. Clovis

1. Clovis was an early leader of the Franks. He became king at age 15.

2. At age 20, he defeated the last remaining Roman army in Gaul (France).

3. Clovis led his people to **Christianity**.

4. During his reign, Clovis expanded the borders of the kingdom.
1. The most important leader of the Franks was Charlemagne, or Charles the Great.

2. He ruled for over 40 years, from 768-814. He was 6’4” tall!

3. Even though he could not read, he encouraged education and culture.

4. He unified all the Christian lands in Europe into a single empire using the idea of Feudalism.
5. He had help from the leader of the Church in Rome— the *Pope*, Leo III.
   a. The *Roman Catholic Church* was a huge part of society.
   b. When you were given the blessing of the Pope or the church it sent a message that “God is on my side.”
   c. In 800 AD, Pope Leo *crows* Charlemagne Holy Roman Emperor.
6. After Charlemagne dies, the weak rulers that follow cannot hold on to his kingdom, however the tradition of *Feudalism* lives on.
III. INVADERS!

A. From the year 800-900, Europe is threatened by 3 main groups: Muslims, Magyars, and Vikings.

B. Muslims
   1. Followers of the religion of Islam
   2. Advanced from the Middle East and Africa into Spain

C. Magyars
   1. Central Asian people
   2. Advanced from the East

D. Vikings
   1. Fierce warriors who raided towns and villages
   2. Advanced south from Norway and Denmark
Question to Consider

How would survival be challenging in the Middle Ages?
Part 2: Feudalism - Life After the Fall of Rome

I can...describe who held the power in the Middle Ages.
I. Feudalism- Establishing Order

A. What was Feudalism?

1. By the year 1000 AD, Europeans had developed the system of **Feudalism**.

2. Feudalism was an economic, political, and social system that **organized** society.

3. It was based on **promises** and **loyalty** between kings, lords, knights, and peasants.

4. Feudalism provided people with protection and **safety** by establishing a **stable** society.
**Kings and Queens**
Kings and queens were the greatest lords of Europe, and all nobles and knights were their vassals.

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

**Knights**
Knights served their noble lords in exchange for land.

**Peasants**
Peasants owned no land, so they were not part of the feudal system. But many peasants worked on land owned by nobles or knights.
B. How did it Work?

1. The King, also known as a monarch, owned **all** of the land in the kingdom. The **Church** owned other large areas of land.

   - **Spencer County** is the kingdom. The King owned all of **Spencer County**.
   - The Church also owns part of the land. The lake is the church’s “land”.
   - Lords are given some land by the King. **Taylorsville** is this land.
2. The king kept some land for himself and gave *fiefs*, or grants of land, to his most important lords who became known as *vassals*.

3. In return for a fief, lords promised to supply a king with *knights* in times of war.
1. A lord, then granted smaller fiefs from his land to lesser lords and knights and made them his vassals.

2. At the bottom of the social system were peasants. They worked the lord’s land in exchange for protection.

3. Some peasants, called serfs, were “tied” to the land they worked. They could not leave the lord’s land, and had to farm in exchange for a small plot of land.
C. Feudalism comes to England

1. Monarchs became very powerful during the Middle Ages.
2. After Rome fell, several groups invaded and settled England.
3. By the Mid 1000’s a Germanic tribe called the Saxons ruled it.

1. Drama…Drama…Drama

a. The king at that time, Edward, was descended from both Saxon and Norman (French) families.

b. He died without an adult heir to take over the thrown.

c. There was conflict about who should become king!
d. **William** Duke of Normandy (France) believed he had the right to rule England because he had been King Edward’s cousin.

e. But…the English crowned his other cousin **Harold**!


g. William defeats Harold at the **Battle of Hastings**. Harold gets shot in the eye with an arrow. 😞
IT’S TIME TO PLAY....... I’m your host, Steve Harvey!

Harold VS William
5. William becomes known as William the Conqueror.
   a. He becomes King of England and begins a line of Norman kings.
   b. Supported by feudalism, William and later kings brought order to England.
Part 3: The Crusades

I can…explain the development and consequences of the Crusades during the Middle Ages.
What is a Crusade?!?
(Not in Notes)

◦ When people feel very passionate about a certain cause (political, religious, or social), sometimes they take part in a Crusade to raise awareness or get what they want.

◦ Examples of American Crusades:
  ◦ 1954 Brown VS Board of Education
  ◦ Martin Luther King Jr. The Civil Rights Movement
  ◦ WHAS 11: Crusade for Kids
I. Events Leading Up to the Crusades

A. The **Crusades** were a series of religious wars between Muslims and European Christians.

B. The **Seljuk Turks** establish a new Muslim dynasty in the **Middle East**.

1. The Turks were people from central Asia who migrated into Muslim lands.

2. They were eager to **expand** their territory and conquered Syria, Palestine, and parts of the **Byzantine Empire**.

3. This expansion made Christians in Europe very **worried** for Christians in the east, the Byzantine Empire, and for the Holy Land.
IT’S THE GREAT TURKISH MIGRATION!!!
4. The **Holy Land** is the area between Egypt and Syria which was the ancient home of the Jews and the place where Jesus Christ had lived.

   a. The heart of the Holy Land was the city of **Jerusalem**.

   b. Jerusalem is **sacred** to Jews, Christians, and Muslims.

      i. Jews - spiritual capital of the Jews, where parts of their great **temple** still stand
      
      ii. Christians - city where **Jesus** was crucified and raised from the dead

      iii. Muslims - the place where **Muhammad** rose to heaven
5. For many years, under Arab Muslim rule, all three groups lived together **peacefully** most of the time.

6. After the Seljuk Turks took over political uncertainty made travel **unsafe** for a while.

7. Rumors were spread to Europe that it was no longer safe for Christians to travel to the Holy Land, which cause people to be **afraid** they would no longer be able to visit Jerusalem.
II. The Crusades Begin

A. Action and Reaction

1. By 1095, the Seljuk were within 100 miles of Constantinople.
2. The Emperor of the Byzantine Empire calls on Pope Urban II for help.
3. The pope called a meeting of nobles and church leaders in Clermont, France.
   a. Pope Urban calls for a Crusade to drive the Muslims back and reclaim Jerusalem.
   b. He promises entry to heaven to all who join the fight. (note-this is not in the holy book of the Christians, this is his idea)
5. Reasons Why
   a. Many Christians **believed** in the importance of listening to the Pope and saving Christians in the east.
   b. Some people joined the Crusades for other reasons -
      i. “Free pass to heaven” promised by the Pope regardless of the **sins** committed
      ii. Merchants saw the chance to **earn** money through trade.
      iii. Younger sons of nobles hoped to gain estates in the Holy Land
B. The Crusades

1. The **First** Crusade 1096-1099: Horrible **violence** is committed. Crusaders take Jerusalem, massacre Muslims and Jews, and sell survivors into slavery. Most Crusaders go home.

2. The **Second** Crusade 1146-1148: Muslims begin to **unify**. Crusaders come back and fail epically. Muslim leader Saladin creates a Muslim empire and leads a renewed fight against the Crusaders. Saladin takes back much of the Holy Land and **recaptures** Jerusalem. He does not kill his prisoners, but frees them, ransoms them, or sells them into slavery.

3. The **Third** Crusade 1189-1192: Losing Jerusalem shocks the Europeans and sparked the Third Crusade led by King Richard I of England. Eventually, Saladin and King Richard sign a **peace treaty** allowing Crusaders to keep a few cities and have safe passage for Christian pilgrims to Jerusalem.
4. Later Crusades: Crusades continue for 100 more years—most are epic failures for Europeans. In 1212, tens of thousands of French and German peasant children marched in a “Children’s Crusade.” Few reach the Holy Land, while many die along the way, or are sold into slavery by merchants. Most disappear without a trace.

5. Reconquista and Spanish Inquisition: Wars launched by Christians against Muslims in Spain begin years of persecution of Jews and Muslims living in Spain. Anyone suspected of crimes against the Catholic Church are arrested and sometimes tortured. Non-Catholics are “expelled” from Spain permanently in 1609 by Queen Isabella and King Ferdinand.
III. The Mongol Invasion

A. Changes in Asia

1. While the Crusades are going on in the Middle East, Muslims faced the great threat of the Mongols!

2. The Mongols were a nomadic people originally from the north of China (today Mongolia).

3. Led by Genghis Khan, they began wars of conquest.

4. The Mongols swept across Asia, destroying cities and farmland, and slaughtering or enslaving thousands of Muslims and other Asians, to create an empire that stretched across Asia.

5. The Mongol Empire was one of the largest the world had even seen and lasted into the 1300s.
Part 4: The Decline of Feudalism

I can... explain the development and consequences of the Crusades during the Middle Ages.
I. The Decline of Feudalism - Political Developments in England

A. **Political** changes in England helped to weaken Feudalism.

B. Henry II’s Legal Reforms

1. Insisted a **jury** formally accuse a person of a serious crime

2. Cases were tried before a royal **judge**

3. Henry’s reforms strengthened the royal courts and **weakened** the feudal lords.

4. Many of his reforms are part of **U.S.** law today!
C. King John and the Magna Carta

1. King John was very **Unpopular**!
   a. Made powerful enemies

   b. Lost most of the **lands** the English had controlled in France.

   c. **Taxed** the barons heavily and ignored their traditional rights.

   d. Arrested his opponents whenever he wanted to.

   e. Quarreled with the **church** over who could appoint certain positions and collected taxes from them—this led to the Church refusing to perform **marriages** or Christenings!
2. In 1215, angry barons forced King John to attend a meeting at Runnymede.
   a. They demanded King John put his seal on the **Magna Carta**, or Great Charter
   b. The Magna Carta was an agreement between the King and the barons.
      1. The King had to observe **common law** and the traditional rights of the barons and the church
      2. He could not impose “special taxes” without **permission**
      3. He could not **jail** people without a trial or lawful reason: Habeas Corpus
   c. The Magna Carta **limited the power of the king** and is considered one of the foundations of our rights and liberties!!!
D. The Impact of Political Developments in England

1. Some of the changes strengthened the **power** of the king and limited the power of the **lords**.

2. Other changes weakened feudalism by **shifting** power to the common people.

3. The Magna Carta established the idea of rights and liberties that even the King cannot **violate**!
II. The Decline of Feudalism- The Black Death

A. The Bubonic Plague, or **Black Death**, first struck Europe from 1347-1351 and returned about every decade into the 1400s leaving major changes in its wake!

B. What Happened?

1. The Black Death was a contagious **disease** that began in Central Asia and spread along the **Silk Road** before entering Italy, probably from a merchant ship before spreading throughout Europe.

2. Symptoms: Fever, vomiting, fierce coughing and sneezing fits, egg-sized bumps called **buboes** which turned black and blue.
First outbreak, 1333 a.d. Beijing

- Red: 1333 - 1347 Plague carried by traders
- Green: 1348 Plague reaches England, France and Russia (Germany not affected)
- Blue: 1349 Scandinavia, Scotland and Ireland
- Yellow: 1350 Greenland and Ireland
- Blue circles: Areas not infected

3. Dirty conditions contributed to the spread of the disease as the bacteria that cause it was carried by **fleas** that fed on the blood of infected **rats** and eventually spread to people.

4. At the time, no one knew where the disease came from or how it spread. People were **terrified** and would even blame **Jews** for the disease leading to persecution, murder, and exile.
A. The Impact of the Plague

1. China’s population was reduced by nearly \( \frac{1}{2} \).

2. Estimates indicate that 24 million people died in Europe - \( \frac{1}{3} \) of the population.

3. Changes

   1. Trade and commerce slowed almost to a halt.

   2. When the plague ended the economy had to be rebuilt, but it would be very different than feudalism.
3. With so many dead, the **demand** for workers increased, so those who were left could demand **higher** pay and more rights.

4. **Serfs** abandoned manors and moved to the towns and cities seeking opportunities.

5. These changes weakened the power of the lords and shifted power to the common people.

6. Peasant rebellions also broke out as people wanted more rights and power.
III. The Decline of Feudalism - The Hundred Years’ War

A. The Hundred Years’ War was a series of wars fought between France and England from 1337-1453 over control of land in France.

B. Early English Successes
   1. The English often won early on even though they were outnumbered.
   2. Battle of Crecy 1346
      a. The French had a feudal army that relied on Knights.
         i. On horseback, so heavily armored they could barely move, used swords and lances.
         ii. Foot soldiers used the crossbow, which was only effective at short ranges.
b. The English fought with knights, foot soldiers, and archers.
   
i. Lightly armored, so more flexible.
   
ii. Used the Longbow, which had many advantages including: larger arrows, fired more quickly, arrows flew farther, faster, and with greater accuracy.

c. The English who are outnumbered are able to win the Battle of Crecy because of the longbow! This changes how wars are fought in Europe!
C. The French Fight Back

1. French armies begin using modern tactics.

2. The French king recruited his army from the common people and paid them with tax money, as the English did.

3. The French develop a sense of national identity and unity.
   a. Joan of Arc - 17 year old peasant girl who claimed to hear voices of the saints urging her to save France. She put on armor and went to fight.
   b. In 1429, Joan leads a French army to victory at the Battle of Orleans.
   c. In 1430, the English capture Joan. They accuse her of being a witch and a heretic (a person who hold beliefs that are against the church), and she is burned at the stake.
   d. 22 years after Joan’s death, still inspired by her bravery and their belief in their country the French finally drive England out of France.
   e. 500 years later, the Roman Catholic Church made Joan a saint.
D. The Impact of the Hundred Years’ War

1. **Power** shifted from feudal lords to kings and common people.

2. During the war, kings collected taxes to support large professional armies. This meant they no longer needed **nobles** to supply their army.

3. Changes in Military Technology made **knights** and **castles** less useful.
   a. **Longbow** was effective against mounted Knights.
   b. Castles became less important as armies learned to use **gunpowder** to shoot cannonballs into castles.

4. **Nationalism** (great pride in your country) shifts power away from lords and creates a new sense of national unity and patriotism.

5. Common people fought in the war and paid heavy taxes, however those who survived were needed as soldiers and workers so they gained greater influence and **power**.
Siege of Constantinople = End of Middle Ages