

Date:

Student Name:

Week 9 -Year 2 The Reshaping of Medieval Europe

General Information for All Grades

An odd combination of prosperity and calamity brought the Middle Ages to an end. Peaceful years under strong feudal lords and kings combined with the military might and knowledge garnered by Crusaders sent Europe into a new era of prosperity.

Because roads and sea routes were safer, the amount of international trade and the number of traders expanded rapidly during this time, a trend encouraged by Marco Polo and his family. One thing that traders needed in order to sell their goods, however, was a place to meet with those who were interested in buying them. Settlements that had previously existed in shadows of castle walls grew to become towns, and other independent towns were established. Increasingly, peasants left manors to move to these towns where, they believed, there would be a better life for their families. Money and banking also became more widespread as wandering merchants began to require payment other than livestock or heavy goods.

Along with newly discovered market items such as silks, rugs, sugar, spices, and vases, the Crusaders and Muslims also brought ancient manuscripts that told of the philosophies and scientific theories of ancient Greeks and Romans to Europe. (You will remember that Arabians had copied them in Byzantium earlier.) Europeans rediscovered ideas and philosophies that now seemed new and exciting - but not necessarily in agreement with the Bible or the Roman Church's teachings. These rediscovered manuscripts led to a rebirth of learning and a desire to study the things besides theology, and, as a result, a great cultural movement known as the Renaissance began. In two weeks, we will begin a new unit with the study of the Renaissance, but it is important for you to realize this week that these eras overlapped: the Renaissance began before the Middle Ages ended.

The prosperity of the towns caused a decline in the importance of manors and feudal lords. As townspeople gained wealth and the economy shifted from being land-based to being currency-based, they posed a threat to the local lords. The townspeople fought hard against feudal authorities in order to keep the fruits of their labors for themselves, and to this end they formed self-governing groups known as guilds. As peasants ran away from manors to become merchants in the towns, castle lords were left without cheap labor to tend their fields. Nobles who embarked on Crusades began to pay for knights' services with money, not land. Knights could come and go more freely since they were not being bound by land holdings, and so the feudal system of land, loyalty, and relationships was undermined.

As lesser lords became less powerful, national kings grew more powerful. They busily established central court systems and strong armies and won the permission of townsfolk to gather central taxes. All of these factors led to the gradual relaxation of the rigid system of relationships we call feudalism. These factors also contributed to the wealth of the period we call the High Middle Ages, which lasted from about the 1000's through the 1200's.

But all did not go well for very long. Starting in the 1300's, a series of calamities shook Europe, wiping away feudalism forever and establishing the outlines of modern Europe even more strongly. Wars, plagues, and natural disasters brought on serious and prolonged famines, once again halting Europe's progress. From 1337 to 1453, England and France fought the Hundred Years' War, which interrupted trade and exhausted the economies of both nations. In addition, the breakdown of feudalism and manorialism caused civil wars throughout most of Europe. Peasants rose up in bloody revolts, seeking to win freedom from lords. In the towns, workers struggled with rich merchants who tried to keep them poor and powerless.

To add to these miseries, an outbreak of the plague known as the Black Death, one of the worst epidemic diseases, spread from Asia and killed about a third of Europe's population between 1347 to 1352. Severe droughts and floods also brought death, disease, and famine to the Europeans. In the midst of all this tragedy, the corrupt leaders of the Roman Catholic Church did not guide or aid the miserable people. These popes seemed to be more interested in squabbling over which of them was the greatest than ministering to the flock, as Jesus had directed Peter to do. Thus did God bring to an end the feudal system, judge the corrupt church leaders, and prepare the hearts of men and women in Europe for new acts of His grace and power.

READING

ALL - ENRICHMENT or READ ALOUD

- Story of the World Vol II Chapters 23-27**
- Streams of Civilization Vol 1: 346-348 (stop at War of the Roses)**
- Famous Men of the Middle Ages, - Chapters on**
 - Robert Bruce, Edward the Black Prince, William Tell and Arnold Von Winkelreid, Joan of Arc**

LG Reading Assignments:

- The Squire and the Scroll by Jennie Bishop
- Anything about Joan of Arc

UG Reading Assignments

- The Door in the Wall, by Marguerite de Angeli (week 2 of 2)

- The Story of the Middle Ages, by Samuel B. Harding p 187-205
- Canterbury Tales, by Barbara Cohen - Out Loud
- Anything about Joan of Arc

DIALECTIC & RHET Reading

- Men of Iron (Week 2 of 2)
- Canterbury Tales, by Barbara Cohen - Out Loud
- Words of Delight by Leland Ryken 178, 329-331 (top)
- Church History in Plain Language by Bruce Shelley, Chapter 22
- The World of Columbus and Sons, by Genevieve Foster 56-59
- Personal Reflections of Joan of Arc by Mark Twain

• Lower Grammar Words

guild

character

Black Death

peddler

luxury

currency

apprentice

journeyman

master

piety

liberate

apostate

Upper Grammar Words (All Lower Grammar Words +)

schism

heresy

plague

heretic

cholera

humors

antiseptic

infected

pandemic

merchant

artisan

Lower & Upper Grammar People

Robert Bruce

Handwriting practice lines for the name "Robert Bruce".

Blank handwriting practice lines for the name "Robert Bruce".

Edward, the Black Prince

Handwriting practice lines for the name "Edward, the Black Prince".

Blank handwriting practice lines for the name "Edward, the Black Prince".

Joan of Arc

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Upper Grammar People

Pope Boniface VIII

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Philip VI of France

King John of France

Richard I of England

DIALECTIC & RHETORIC

Accountability Questions:

1. In 1302, King Philip IV of France called together the first full French parliament, called the Estates General. Which classes of people made up these three estates of France?
2. Outline the circumstances by which Edward III of England claimed the throne of France. (Hint: Sketch the family trees of English and French royal families that you read about this week.)
3. Summarize the Hundred Years' War. Include answers to these questions:
 - How many French and English monarchs ruled during the course of this conflict?
 - List the three major battles mentioned in your reading. Who won each one?
 - In which land were these major battles fought? How did this effect the countryside?
 - What effects did the war have on the populace of each of the combatant lands?
 - Which king did Joan of Arc serve? What was the result of her efforts?
4. When did the Black Death strike Europe? What were common symptoms? What percentage of the European population died as a result of this plague?

Thinking Questions:

1. How did trading interests play a key part in the Hundred Years' War, especially in Flanders?
2. What changes in methods of warfare were made during the course of the Hundred Years' War? What were the social implications of these changes?
3. Summarize conditions in Germany and Italy from 1250 to 1356. How did events there fracture, rather than unite, these two lands?
4. What kingdoms grew powerful in Spain during the 1300's and 1400's? Who did they need to defeat?