

11 Lesson Plan Overview

Europe in the Middle Ages

PPT pres.: PowerPoint presentation

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
11.1 Rise of Feudalism (2 days)			
288–95	<p>11.1.1 Trace the development of Germanic kingdoms in Europe.</p> <p>11.1.2 Summarize the military and administrative activities of Charlemagne's empire.</p> <p>11.1.3 Describe achievements of the Carolingian Renaissance. BWS Religion (explain)</p> <p>11.1.4 Explain the transition to a feudal society in Europe.</p> <p>11.1.5 Describe fundamental elements of feudalism.</p> <p>11.1.6 Analyze the effects of feudalism on European society and government.</p> <p>HaS 11.1.1 Identify typical characteristics of a biography.</p> <p>HaS 11.1.2 Describe personal qualities of Charlemagne.</p> <p>HaS 11.1.3 Analyze the effect of Einhard's viewpoint on the portrayal of Charlemagne.</p> <p>HaS 11.1.4 Formulate a biblical view of forced conversion. BWS Religion (formulate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Activity 1: History at Its Source: <i>Life of Charlemagne</i> (pp. 131–34) Activity 2: Map Study: Treaty of Verdun, 843 (p. 135) <p>BJU PRESS TROVE*</p> <ul style="list-style-type: none"> Video: "Charlemagne" Video: "Feudalism" Link: Windsor Castle PPT pres.: Section 11.1 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Reading Check Questions Critical Thinking Question 11.1
11.2 European Religion and Culture (2 days)			
296–304	<p>11.2.1 Trace the expansion of church authority in the early Middle Ages.</p> <p>11.2.2 Assess the impact of the church on daily life in the Middle Ages. BWS Community (evaluate)</p> <p>11.2.3 Evaluate shifts of power between church and state during the High and later Middle Ages. BWS Power, Religion (evaluate)</p> <p>11.2.4 Describe key characteristics of medieval art, architecture, music, and literature. BWS Aesthetics, Religion (explain)</p> <p>11.2.5 Explain medieval contributions to European intellectual life.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Activity 3: Aesthetics Connection: Cathedrals (pp. 137–38) <p>BJU PRESS TROVE</p> <ul style="list-style-type: none"> Video: "Thomas Aquinas" Link: Gregorian Chant Link: Organum Link: <i>Beowulf</i> Link: <i>Canterbury Tales</i> PPT pres.: Section 11.2 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Reading Check Questions Critical Thinking Questions 11.2

*Digital resources for homeschool users are available on Homeschool Hub.

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
11.3 Decline of Feudalism and the Development of European States (2 days)			
305–13	<p>11.3.1 Identify forces that contributed to the decline of feudalism in Europe.</p> <p>11.3.2 Analyze the weaknesses of the Holy Roman Empire.</p> <p>11.3.3 Relate principles of limited government to the legal and constitutional contributions of medieval England. BWS Justice, Community (explain)</p> <p>11.3.4 Describe the transformation of France from a feudal society to a strong national monarchy.</p> <p>11.3.5 Analyze the significance of the Crusades. BWS Religion (evaluate)</p> <p>11.3.6 Apply principles of limited government in case studies. BWS Justice, Community (apply)</p>	<p>BJU PRESS TROVE</p> <ul style="list-style-type: none"> Video: "Transitions" Video: "Alfred the Great" Link: Anglo-Saxon Chronicle Link: Submission to the Pope PPT pres.: Section 11.3 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Reading Check Questions Critical Thinking Question 11.3
11.4 European Calamities			
314–17	<p>11.4.1 Explain the circumstances of the Great Famine. BWS Environment (explain)</p> <p>11.4.2 Trace the course of the Black Death in Europe.</p> <p>11.4.3 Describe major campaigns of the Hundred Years' War.</p> <p>11.4.4 Assess the impact of calamities on late medieval Europe.</p> <p>11.4.5 Formulate a biblical view of calamities. BWS Environment (formulate) BWS Community (formulate)</p> <p>HaIS 11.4.1 Describe the background of Henry Knighton.</p> <p>HaIS 11.4.2 Assess possible purposes for recording national history.</p> <p>HaIS 11.4.3 Analyze the effects of the Black Death on England's economy.</p> <p>HaIS 11.4.4 Evaluate responses to calamity. BWS Justice (evaluate)</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Activity 4: History at Its Source: <i>Chronicon</i> (pp. 139–41) Activity 5: Chapter Review (pp. 143–44) <p>BJU PRESS TROVE</p> <ul style="list-style-type: none"> Link: Battle of Crécy PPT pres.: Section 11.4 <p>MATERIALS</p> <ul style="list-style-type: none"> Cards for campaigns of the Hundred Years' War 	<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Reading Check Questions Critical Thinking Question 11.4
Review			
318–21			<p>STUDENT EDITION</p> <ul style="list-style-type: none"> Chapter Review
Test			
			<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Chapter 11 Test <p>BJU PRESS TROVE</p> <ul style="list-style-type: none"> Chapter 11 Test Bank

Read Section 2.2 pages 42–45 (top)

Reading Check Questions

Pages

The New Kingdom of Egypt spanned what two ages? Bronze and Iron ages	42
Why is Tutankhamun the most well-known pharaoh? His grave was untouched by robbers.	43
How might the Rosetta Stone help historians obtain knowledge of the entire Ancient Near East, not just Egypt? Egypt left so many written artifacts about their own land and others of that time. Researchers have more puzzle pieces they can fit together relating to the entire Ancient Near East.	36, 44
What two reasons did God give us for judging the Egyptians? worship of false gods and their pride	45

Objectives *The student will ...*

- Evaluate Egyptian culture. **BWS**
- Evaluate the Egyptian view of the afterlife. **BWS**

Biblical Worldview Shaping

- Community: The worship of Pharaoh placed undue emphasis on the ruler and his authority, often to the detriment of the people.
- Religion: The Egyptian view of the afterlife included salvation by works, not the biblical teaching of salvation by grace through faith.

Resources

Homeschool Hub

- Links: Ramses III Describes Invasion of the Sea Peoples; King Tut; Rosetta Stone; The Tale of Wenamun

Materials

- Computer with internet access

Assignment

Option 1	Option 2
<input type="checkbox"/> Student Edition page 48 (Critical Thinking 2.2)	<input type="checkbox"/> Student Edition page 48 (Critical Thinking 2.2)
	<input type="checkbox"/> Differentiated Instruction (Teacher Edition 44)

Student Edition



Section 2.2 has been allotted two lesson days. You may choose to divide the lesson differently to accommodate the student's schedule.

CHAPTER OVERVIEW

Chapter 11 Objectives

- 11.1 Trace the rise of feudalism in the European continent.
- 11.2 Describe the religious and cultural life of medieval Europeans.
- 11.3 Compare and contrast the development of European states in the Middle Ages.
- 11.4 Analyze the role of calamities in medieval development.

SECTION 11.1

What events led to the rise of feudalism in the European continent?

Objectives

- 11.1.1 Trace the development of Germanic kingdoms in Europe.
- 11.1.2 Summarize the military and administrative activities of Charlemagne's empire.
- 11.1.3 Describe achievements of the Carolingian Renaissance. **BWS**
- 11.1.4 Explain the transition to a feudal society in Europe.
- 11.1.5 Describe fundamental elements of feudalism.
- 11.1.6 Analyze the effects of feudalism on European society and government.

Biblical Worldview Shaping

- **Religion** (explain): Because Christianity grounds its teaching in the biblical text, it is beneficial for its leaders to have sufficient education to read and explain the Scriptures, as demonstrated in Charlemagne's educational reforms among the clergy. (11.1.3)

How do biographies increase the understanding of history?

Objectives

- HalS** Identify typical characteristics of a biography.
11.1.1
- HalS** Describe personal qualities of Charlemagne.
11.1.2
- HalS** Analyze the effect of Einhard's viewpoint on the portrayal of Charlemagne.
11.1.3
- HalS** Formulate a biblical view of forced conversion. **BWS**
11.1.4

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- 11.1 Rise of Feudalism 289
- 11.2 European Religion and Culture 296
- 11.3 Decline of Feudalism and the Development of European States 305
- 11.4 European Calamities 314



The Bayeux Tapestry depicts the Norman conquest of England in 1066. According to legend, William the Conqueror's wife, Matilda, and her ladies-in-waiting created the tapestry.

Biblical Worldview Shaping

- **Religion** (formulate): By its nature, biblical conversion involves repentance and faith and cannot be a matter of expediency. Christians should therefore pursue others' conversion by prayer and gospel witness, not force. (HalS 11.1.4)

Printed Resources

- **Activity 1:** History at Its Source: *Life of Charlemagne*
- **Activity 2:** Map Study: Treaty of Verdun, 843

Digital Resources

- Video: "Charlemagne"
- Video: "Feudalism"
- Link: Windsor Castle

ENGAGE

CHIVALRY

Guide students in a **fill the gap** activity to engage interest in the rise of feudalism. Invite students to write a sentence about chivalry using the following sentence starter: "To be chivalrous is to..." Invite students to read their sentences aloud. Compare the students' sentences with the description of chivalry on page 294 of the text.

INSTRUCT

THE DARK AGES

Guide a **discussion** about the term *Dark Ages* to consider the biases that are inherent in certain historical terms.

Writers give various titles to the era in Europe lasting from approximately 500 to 1500. You are probably already familiar with names such as the "Dark Ages," the "Medieval Era," and the "Middle Ages." (The term *medieval* itself comes from Latin words meaning "middle ages.") The "darkness" of the ages lies more in our ignorance of the period than in its actual character. The era was, however, a "middle" age. The medieval world was a bridge between the ancient world of Greece and Rome and our modern world. Its character was shaped significantly by the Roman Catholic Church. The Catholic Church provided order and stability for the people of Europe, but its growing wealth and political power led to corruption and distracted from the biblical mission of the church.

11.1 Rise of Feudalism

What events led to the rise of feudalism in the European continent?

As you learned in Chapter 6, Germanic tribes moved into the territory of the Western Roman Empire, often fleeing hostile invaders such as the Huns. The tribes challenged the empire's control over the region and, in two historic instances, even attacked Rome itself. Political authority in the Western Roman Empire ultimately disintegrated. Though the leaders of the Germanic tribes established their own kingdoms, the kingdoms were often small and lacked strong central governments. As a result, western Europe entered a time of social unrest and political disorder. Gradually, the Franks emerged from this chaos to become the most powerful of the Germanic peoples.

Growth of the Frankish Kingdom

Clovis and the Franks

In 481 a man named Clovis became the head of a Frankish tribe in northern Gaul. Through treachery and exceptional military ability, he conquered other Frankish tribes, uniting them into one kingdom. He soon became known as "King of the Franks."

Like Constantine, Clovis cried out to God for help in a battle, vowing to believe in God and be baptized in His name if granted the victory. Emerging victorious, Clovis kept his vow. He even required three thousand of his soldiers to be baptized. As a result, Clovis gained the support of the Roman Catholic Church, which found him to be a powerful champion.

Mayors of the Palace

Clovis died in 511, and the kingdom was divided among his four sons. Though this royal line (known as the Merovingians for Clovis's ancestor Merovech) continued to rule over the Franks well into the eighth century, they had lost much of their prestige and effectiveness by the seventh century through drunkenness, immoral living, and family strife. The mayor of the palace, the principal palace official, became the real power behind the throne.

Near the end of the seventh century, Pepin II became the mayor of one of the stronger Frankish states. He defeated all rival mayors and reunited most of the Frankish territories. His son Charles Martel ("the Hammer") won fame in 732 by defeating the Muslims at the Battle of Tours in western France.

GUIDING QUESTIONS

- How did Germanic kingdoms develop in Europe?
- How did Charlemagne's army and government operate?
- What did the Carolingian Renaissance achieve?
- Why did feudalism develop in Europe?
- What are distinguishing characteristics of feudalism?
- How were European society and government shaped by feudalism?

What was true of most of the early kingdoms established by Germanic tribes?

The baptism of Clovis



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CLOVIS

Clovis was only fifteen years old when he became the ruler of the Salian Franks. As ruler, he fought a series of military campaigns that enlarged his kingdom and prompted his adoption of Christianity. Looking for help in a battle, Clovis attempted to make a deal with God: he would convert to Christianity if he was granted victory in the battle. With this plan, Clovis showed that he misunderstood the true nature of Christianity. A person cannot become a Christian simply by making a vow. Salvation can be achieved only by repenting of sin and placing faith in Jesus Christ (Acts 2:38; Eph. 2:8-9). Clovis was looking for victory in battle instead of victory over sin and death.

What was true of most of the early kingdoms established by Germanic tribes? They were often small and lacked strong central governments.

BATTLE OF TOURS

Charles Martel defeated the Muslims at Tours mainly through the use of heavy cavalry. This victory impressed on the medieval mind the importance of mounted soldiers. Feudalism was established, in part, to provide enough mounted knights with which to conduct battle.

GERMANIC KINGDOMS IN EUROPE

Guide students in the construction of a flow chart to trace the development of Germanic kingdoms in Europe. Suggested material from pages 289 and 290 is provided.

- What impression is given by the use of the term *Dark Ages* for the era in which a form of Christianity dominated Europe and the use of the term *Enlightenment* for the era that marked the beginning of secularization (see Chapter 16)? The impression is that people's minds are open to truth when they rely on human reasoning instead of religion.
- How might this type of careless historical thinking contribute to the contemporary viewpoint that the claims of modern science are superior to the Bible's claims? People believe that the claims of modern science are superior to the claims of the Bible because modern science bases its conclusions on human reasoning.
- Why can human reasoning not be the final standard of truth according to Proverbs 14:12, Isaiah 40:28 and 55:8-9, and John 17:17? What seems right to a person can lead to a path of destruction. In addition, humans cannot fully understand God's workings because His thoughts are higher than human thoughts. Finally, human reasoning needs verification from an external point of reference that is known to be true (just as historical statements are deemed true when they correspond to the evidence). Only God's Word is known to be intrinsically true; therefore, only God's Word can be the final standard.
- Germanic tribes moved into the territory of the Western Roman Empire, prompting its disintegration.
- Germanic tribes established small, decentralized kingdoms.
- The Franks emerged as the most powerful Germanic people.
- Clovis united several Frankish tribes and adopted Christianity.
- The mayors of the palace became the real power behind the kings of the Merovingian line.
- Pepin the Short was anointed king by the pope, establishing the Carolingian line.

PEPIN'S APPEAL

Guide a discussion of Pepin's appeal to the pope to explore the development of the Frankish kingdom.

- **What decision did Pepin ask the pope to make?** He asked him to decide who should rightfully rule the Franks: Pepin or the Merovingian king.
- **What did the pope conclude?** The one who wielded the power should be king.
- **What was the implication of Pepin's asking the pope to make this decision?** The pope's authority was greater than the king's authority.
- **How could this event have contributed to later conflict between kings and popes?** Because popes looked at their authority as superior to that of kings, they felt justified in intervening in political affairs.

CHARLEMAGNE

Show the video "Charlemagne" to review highlights of his empire.

CHRISTENDOM

Pepin the Short was the first European ruler to be anointed with "holy oil" and crowned king "by the grace of God." Coronations such as this contributed to the understanding of "Christendom" as the territory ruled by "Christians" as opposed to other domains. Later, this process would also underlie the concept of the divine right of kings—that kings were appointed by God and were responsible only to God.

CHARLEMAGNE'S EMPIRE

Guide students in the completion of a concept map to summarize activities and achievements of Charlemagne's empire. Place "Charlemagne" at the center of the map and use the subheadings on pages 290–91 to organize ideas. Suggested content is provided.

DIFFERENTIATED INSTRUCTION

Charlemagne

Encourage interested students to research and create a digital avatar to represent Charlemagne using a tool such as Animaker. Information on Charlemagne could come from the descriptions in the textbook or from the primary source descriptions in the Student Activities book.

Pepin the Short (Charles Martel's son) became mayor of the palace in 741. He possessed all the powers of a king, but he wanted the title as well. Pepin asked the pope to decide who should be the rightful ruler of the Franks: Pepin or the Merovingian king. The pope concluded that the one who wielded the power should be king, whereupon Pepin seized the throne. This was the beginning of the Carolingian dynasty (named after its most illustrious member, Charlemagne). In 754 the pope sealed the change in ruling families by anointing Pepin king of the Franks. In return for the pope's support, Pepin defeated the Lombards, who had invaded central Italy, and gave their lands to the pope. These lands became known as the Papal States.

Charlemagne's Empire

When Pepin died in 768, his sons Carloman and Charles succeeded him as co-rulers. After a few years, Carloman died, and Charles became the sole ruler of the Frankish kingdom. Charles was not only the greatest Carolingian king but also one of the outstanding figures of the Middle Ages. His accomplishments won him the title **Charlemagne**, or "Charles the Great."

Military and Administrative Activities

As his father had done, Charlemagne rescued Rome, which had again been invaded by Lombards. With this foe subdued, he directed his military campaigns against the Saxons, a Germanic tribe in northern Europe. After thirty-three years, he conquered this people also. Near the Danube River in central Europe, he defeated the Avars, a nomadic people similar to the Huns. And in the south, he drove the Spanish Muslims back across the Pyrenees. By the time of his death, Charlemagne had created an empire that spanned most of western Europe. He laid the foundation for the modern European nations of France, Germany, and Italy.

Charlemagne divided his empire into hundreds of administrative districts, or counties. He appointed counts to supervise each district. They administered justice, maintained the peace, and raised an army in times of war. To ensure the enforcement of his policies on the local level, Charlemagne sent out pairs of royal messengers to investigate local conditions and to hear complaints leveled against any local officials.

What were the administrative districts in Charlemagne's empire called?



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Military and Administrative Activities:

- (1) rescued Rome from the Lombards, (2) conquered the Saxons and Avars, (3) drove the Spanish Muslims back across the Pyrenees, (4) divided the empire into hundreds of districts called counties, (5) appointed counts to supervise each district, (6) sent out royal messengers to investigate conditions and hear complaints

Crowning:

- (1) crowned by Pope Leo III on Christmas Day of the year 800, (2) proclaimed Roman emperor

Intellectual and Cultural Revival:

- (1) assembled the best scholars of western Europe at the royal court at Aachen, (2) promoted the establishment of schools for priests and monks, (3) oversaw cultural

achievements like the development of Carolingian minuscule

What were the administrative districts in Charlemagne's empire called?
counties

THE CROWNING OF CHARLEMAGNE

Being crowned by the pope did not make Charlemagne any more powerful, but it did affect how his power was viewed. Charlemagne was unhappy with the implication that, having offered the crown, the pope could also take it away. Charlemagne chose to interpret the crowning not as giving him power but as acknowledging the power he already had.

Crowning

Since the days of the Roman emperors, no one in the West had ruled as much territory as Charlemagne. On Christmas Day of 800, Pope Leo III placed a crown on Charlemagne's head and proclaimed him Roman emperor. Though the title did nothing to increase Charlemagne's actual power, it did have important effects upon later medieval history. It revived the idea of a restored Roman Empire that would again unite the territories of western Europe. It also raised a serious question: whose authority is supreme—the state's or the church's? Charlemagne's authority was unquestioned in his day, but later popes insisted that their authority superseded that of kings, noting that a pope had crowned Charlemagne.

Intellectual and Cultural Revival

In addition to his military and administrative accomplishments, Charlemagne was known for his efforts to advance education and culture. At his royal court at Aachen, he assembled the best scholars of western Europe, most notably Alcuin of York, England. Alcuin took charge of the palace school, training the king's children as well as the children of other noble families. He also taught the king. Perhaps it was under Alcuin's influence that Charlemagne developed a deep concern for a better-educated clergy. Believing that church leaders must have enough education to be able to read and explain the Scriptures, Charlemagne promoted the establishment of schools for priests and monks.

Because there had been little emphasis on intellectual life for several centuries in western Europe, many ancient manuscripts had been lost or damaged. Charlemagne's educational reforms renewed interest in the Bible and in the works of classical writers. Monasteries became key centers for the studying, copying, and preserving of ancient manuscripts.

Along with a revived intellectual life came a renewed interest in culture. Cultural achievements of Charlemagne's reign included a new and beautiful style of handwriting known as Carolingian minuscule. This style served as the model for much of today's lowercase writing. In addition, new forms of art and architecture appeared, highlighted in cathedrals, monasteries, and palaces.

The intellectual and cultural revival that Charlemagne prompted is often called the **Carolingian Renaissance**. Its name acknowledges its interest in the classical world (like the Renaissance of the late Middle Ages, see Chapter 12) and shows the importance of its educational reforms for future intellectual growth in Europe.

What name was given to the intellectual and cultural revival prompted by Charlemagne?

HISTORY AT ITS SOURCE

Activity 1

Life of Charlemagne

Life of Charlemagne is a biography written by Einhard, a monk whose academic and practical abilities gave him close contact with Charlemagne for more than twenty years. Einhard's biography of Charlemagne was based on his own observations as well as on information he obtained from the records of the royal court. In Activity 1 you will be reading excerpts from this biography, taking note of the tone of writing as well as the information included.



There were many regional writing styles in Charlemagne's day. Carolingian minuscule improved communication by providing a style that was more uniform and easier to read.

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SCIENCE IN THE EARLY MIDDLE AGES

Science in the late Roman Empire and early Middle Ages consisted largely of the popularization and dissemination of the learning of the ancient world. Without institutional support for scientific endeavors, few further advances were made. However, this preservation of ancient learning was valuable for the revival of learning that took place in the twelfth and thirteenth centuries.

What name was given to the intellectual and cultural revival prompted by Charlemagne? *the Carolingian Renaissance*

ACTIVITY 1: HISTORY AT ITS SOURCE: LIFE OF CHARLEMAGNE

Guide students in the completion of the **primary source** activity on pages 131–34 to learn about Charlemagne from a contemporary source.

CAROLINGIAN RENAISSANCE

During the Carolingian Renaissance, many works of antiquity were rediscovered and preserved. For example, Alcuin and others preserved copies of the writings of Julius Caesar, Tacitus, Juvenal, and others. Along with the copying of the classics, Alcuin directed the copying of texts of the Bible, resulting in the completion of an entire manuscript of the Bible in Latin.

CAROLINGIAN MINUSCULE

The earliest medieval documents were written on papyrus in large Roman letters; however, when the Muslims won control of the Mediterranean Sea, the supply of papyrus was cut off. This meant that the European scholars had to use parchment, which was more costly. To save money, these scholars began to write smaller and smaller. As a result, manuscripts became difficult to read. (Only in England and Ireland was cursive developed.) When Alcuin came to Frankland, he directed the monks to devise a compact, readable, and easy-to-write script. They developed the Carolingian minuscule, which in time influenced English and Irish cursive writing. English and Irish monks produced many manuscripts, some beautifully "illuminated" (decorated). These pages are some of the finest works of art to come out of the Middle Ages.

THE ORIGIN OF NAMES

People have not always had first and last names. During Bible times, for example, most people had only one name. However, to avoid confusion with another person who had the same name, people often added a second name: for example, Simon the Canaanite (Matt. 10:4) and Alexander the Coppersmith (2 Tim. 4:14).

During the Middle Ages, this practice of adopting a second name continued. Some names described a person's character or appearance, such as "the Pious" or "the Red." (The modern surnames Reid, Reed, and Read mean "Red.") Names such as Cook, Miller, Tailor, Taylor, Carpenter, Smith (from *blacksmith*), and Clark (from *clerk*) described a person's occupation. Other names described the place near which a person lived: Stone, Hill, Wood, and Ford. Finally, many people took their father's name as their second name. For example, the son of John became Johnson; the son of Henry became O'Henry; the son of Greg became MacGregor.

Later, when even this naming system became confusing, it became customary for a son to keep his father's last name, regardless of his own occupation or where he might live.

IMPORTANCE OF SCRIPTURE

Group students for a **think-pair-share** to consider the importance of Charlemagne's reforms for the clergy. Provide the following question for students to consider: What responsibilities of a Christian leader depend on knowing the Bible? Pairs may wish to look up verses such as Acts 20:28, Colossians 3:16, 1 Timothy 3:2 and 4:13, and 2 Timothy 4:2 to aid in their discussion. Responses may note that responsibilities such as preaching, teaching, discipleship, correction, and worship all depend on a proper knowledge of the Bible. Conclude the activity by asking the following questions to consider further biblical evidence for the importance of Scripture and its implications for education.

- **How did the Israelites benefit from the reading of Scripture according to Exodus 24:7 and Deuteronomy 31:11–13?** They were able to learn what God expected of them so that they could obey His commands.
- **What truth is revealed by Jesus' use of Scripture in Matthew 12:3–5; 19:4–6; 21:16 and 42; and 22:31–32?** Jesus considered Scripture to be authoritative. He used it to answer challenges and criticisms from the religious leaders of His day.
- **Based on the evidence considered regarding Scripture, why were Charlemagne's educational reforms so helpful for the church?** Christianity grounds its teaching in the biblical text. It is beneficial for Christian leaders to have sufficient education to be able to read and explain the Scriptures so that church members can grow in their spiritual walk.

What were the three kingdoms established by the Treaty of Verdun? West Frankland, East Frankland, and the land between the two

ACTIVITY 2: MAP STUDY: TREATY OF VERDUN

Guide the completion of the **map study** on page 135 to reinforce the content of the map on page 292 of the Student Edition.

DIFFERENTIATED INSTRUCTION

Carolingian Minuscule

Invite interested students to complete an **art project** to experiment with an achievement of the Carolingian Renaissance. The project is to write words or letters using Carolingian minuscule. Tutorial videos are available online to assist students in learning this skill.



Notice how closely the modern states of France, Germany, and Italy correspond to the territory divisions of Louis's three sons.

What did the king grant to nobles in return for their services?

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Decline into Feudalism

Division of the Empire

When Charlemagne died in 814, his empire passed to his only surviving son, Louis the Pious, who reigned until 840. Louis's three sons engaged in a bitter rivalry over the empire that led ultimately to war. After years of fighting, the brothers met at the city of Verdun to settle their differences. In the **Treaty of Verdun** (843), they agreed to split the empire into three separate kingdoms. Charles the Bald received West Frankland; Louis the German, East Frankland; and the eldest brother, Lothair, retained the title of emperor and ruled the land between his brothers' kingdoms. With the division of Charlemagne's empire (and the weakness of subsequent Carolingian kings), western Europe lost the order and protection it had experienced under Charlemagne.

What were the three kingdoms established by the Treaty of Verdun?

Foreign Invasions

During the ninth and tenth centuries, the divided Carolingian Empire was plagued with a series of foreign invasions. From North Africa came Muslim raiders who devastated the Mediterranean coast of Europe. From the east came a group of Asiatic nomads (later known as Hungarians) who swept into the Danube region of southeastern Europe, ravaging the eastern borders of the empire.

However, the most feared invaders were the Vikings, or Norsemen. These Germanic tribes came from the lands known today as Norway, Sweden, and Denmark. Some sailed down the rivers of Russia, while others sailed along the European coast and into the Mediterranean, plundering coastal villages and towns. The Vikings inspired terror; their swift raids left villages aflame, homes and crops destroyed, and churches and monasteries ransacked.

Feudal Society

As Charlemagne's empire gradually disintegrated, a new political system arose in which local rulers offered the people protection in return for their services. This system, known as **feudalism**, was the form of government prevalent in western Europe from the ninth to the thirteenth centuries. It provided relative order and security until more centralized governments again emerged.

Fiefs

Land was the basis of wealth and power under feudalism. Governing power gradually passed into the hands of landholding nobles called lords. In theory, the king was the supreme lord, owning all the land in the kingdom by right of conquest or inheritance. But when foreign raiders threatened his territory, the king had to rely on the help of powerful nobles. In return for their services, the king granted them the use of landed estates. The land grants became known as **fiefs**, or in Latin, **feudum**, from which our word *feudal* comes.

FEUDALISM

Guide students in the completion of a **concept map** to describe the fundamental elements of feudalism. Place the phrase "Feudal Society" at the center of the map. Suggested content is provided.

- **Fief:** (1) grant of land in exchange for services; (2) exchange between king and powerful nobles; (3) change from temporary to hereditary possession; (4) subdivision to gain services of lesser nobles
- **Lord-Vassal Relationship:** (1) lord's responsibilities—grant fief, guarantee protection and justice; (2) vassal's responsibilities—assist in battles, supply payments on special occasions, attend court to give counsel and assist with justice, pay ransom if required
- **Castle:** (1) lord's home; (2) location of local government—jail, treasury, armory, court, seat of government; (3) place of protection from invaders
- **Knights:** (1) responsibilities—defend the lord's lands, fight the lord's battles; (2) code of chivalry—brave in battle, skillful with weapons, honest, generous, loyal to lord
- **Manor:** (1) description: self-contained farming community; (2) inhabitants: (a) clergy—care for religious needs, (b) nobility—provide protection and justice, (c) peasantry—serfs (receive protection and use of small portions of land, provide services and make payments to use resources), freemen (serve as officials or skilled laborers, allowed to leave manor without lord's permission) (3) layout: (a) lord's residence—castle or simple wooden building, place of refuge

A fief could be extremely large or very small. The recipient of such an estate became the king's **vassal** (servant). A vassal did not own the fief but held it as payment for service rendered to the king. Originally, the king granted his vassal the use of a fief for as long as the vassal lived. When the vassal died, the fief reverted to the king. Later, however, many fiefs became hereditary, remaining in the hands of the vassal's eldest son upon payment of a fee. Often a vassal parceled out portions of his fief to gain the services of lesser nobles, who became his vassals, and he, in turn, their lord. Each new vassal could likewise partition his fief and become a lord. This process could continue until a fief was too small to subdivide any further.

Lord-Vassal Relationship

The lord-vassal relationship was based on mutual obligations. The lord granted the vassal the use of a fief and guaranteed him protection and justice. The vassal, in turn, assisted the lord in his battles, providing knights for a specified number of days each year. Other possible duties of vassals could include supplying financial payments on special occasions (for example, when the lord's eldest son became a knight), attending the lord's court to give counsel and to assist in the administration of justice, and paying a ransom if the lord was captured in war.

Homage was the ceremony by which a man became a vassal and thus eligible for a fief.



in an attack, location on a high hill or other defensible site, (b) village church—place for worship, location of village meetings, court sessions, and social gatherings

LAND, POWER, AND JUSTICE

Guide a discussion of the importance of land under feudalism to analyze the effects of feudalism on European society and government.

- **What was the basis of wealth and power under feudalism?** *land*
- **Why did kings grant landed estates to nobles?** *to get their help in defending against foreign raiders*
- **How did control of landed estates increase both the wealth and the power of the nobility?** *Their wealth increased because they received profits from the*

goods that were produced on their land and the trade that passed through it. Their power increased because they had a significant amount of control over the peasants who lived on their land.

- **Do you think the people of Europe would have experienced more or less justice with power being held locally by nobles rather than centrally by a king?** *If a noble was careful to promote justice, the people on his land might experience more justice because he would be able to give more personal attention to their concerns. If he was corrupt or harsh, the people would experience less justice because there would be no higher authority to appeal to.*
- **It was not uncommon for rival nobles to engage in warfare with each other. How would such warfare have affected justice for the common people?** *Justice*

would likely have been generally disregarded as nobles struggled to seize territory or rectify personal offenses.

What did the king grant to nobles in return for their services? *the use of landed estates*

DEVELOPMENT OF FEUDALISM

Feudalism developed haphazardly in Europe. It was the offspring of two distinct traditions. First, as the Roman Empire died and the Roman armies no longer protected the people, two free-men sometimes established a dependent relationship for mutual protection. Second, many small farmers worked the lands of the wealthy, who allowed them to remain on the land with the understanding that the farmers would perform certain obligatory services. Later, as cavalry became more important, men were often granted land with the understanding that they would supply horses and soldiers for the lord in wartime.

DIFFERENTIATED INSTRUCTION

Differing Relationships

Guide a **semantic relationship sort** to consider the effect of differing relationships on the people of a state. Provide each student with six cards. Each should have one of the following words written on it: *citizens, countries, lords, monarchs, subjects, and vassals*. Students should sort the cards into piles based on groups of people that have a mutual relationship with each other. Then they should create sentences that explain each relationship and indicate how it would affect the loyalty of the people who are part of it. Sample sentences are provided. (Students should think of absolute monarchs when writing the sentence concerning monarchs.)

Vassals receive fiefs from their lords and provide services in exchange. They are more loyal to their lords than to the rulers of their states.

Subjects obey the laws issued by their monarchs. They are loyal to their states as represented by their individual rulers.

Citizens have rights and responsibilities within their countries. They are loyal to their countries and have a stake in ensuring their success.

SUBINFEUDATION

Technically, the king owned the land of his country, but he could not manage the resources of the kingdom without assistance. So the king would appoint vassals to control sections of the country. The vassals would, in turn, divide their portion to others who would farm the ground and develop any resources it contained. The country was thus subdivided until the land was farmed or developed in sections that a single family or clan could manage. Vassals also granted fiefs to knights on the condition that when there was war they would equip themselves for battle.

HOMAGE AND INVESTITURE

In an homage ceremony, the would-be vassal knelt before the lord and professed himself to be the "lord's man." With a ceremonial kiss, the lord recognized him as his vassal. After performing homage, the vassal took an oath of faithfulness and loyalty to his lord. In turn, the lord handed the vassal a small stick, lance, or clod of earth. By this symbolic act, known as investiture, the lord granted the vassal the use of a fief.

WINDSOR CASTLE

Conduct a virtual guided tour, using the Windsor Castle link, to highlight an example of one of the fundamental elements of feudal society.

- **What is unique about Windsor Castle?** It is the "oldest and largest inhabited castle in the world."
- **Who is honored with portraits in the Waterloo chamber?** the monarchs and commanders who were responsible for the final defeat of Napoleon
- **What official events are hosted in St. George's Hall?** state banquets

DIFFERENTIATED INSTRUCTION

Story of a Knight

Invite interested students to read *Men of Iron* by Howard Pyle to better imagine life as a knight. *Men of Iron* is the story of a knight-in-training who faces difficult choices as he seeks to protect his family. *Men of Iron* is available from Journey-Forth, an imprint of BJU Press.



When not actively engaged in war, mounted knights sometimes participated in tournaments. The joust and the melee were common tournament competitions.

In the joust, two knights carrying lances charged at each other and tried to unseat each other. In the melee, groups of knights fought what amounted to a full-scale battle, often fighting within a fenced area so the battle would be more exciting to watch.

By about the tenth century, castles had come to reflect their distinctive features: massive stone walls, towering battlements, wide moats, and wooden drawbridges.

Castles and Knights

The castle was the center of life for the nobility. It was not only the lord's home but also the local jail, the treasury, the armory, the court, and the seat of government. It was the lord's responsibility to protect the inhabitants of the surrounding countryside. When invaders threatened the land, the local villagers fled to the safety of their lord's castle.

Also important to the protection of life and property were the knights, the professional soldiers of the Middle Ages. Lords needed knights to defend their land and fight their battles. Knights promised to live by a strict code of behavior called chivalry, which required them to be brave in battle, skillful with their weapons, honest, generous, and loyal to their lords.

Manors

Most people in medieval Europe lived on manors. A manor was a self-contained farming community. Its population, like that of medieval Europe as a whole, consisted of clergy (a priest who cared for religious needs), nobility (a local lord who provided protection and justice), and peasantry (either farm laborers or craftsmen).

What three groups made up the population of a manor?

PEOPLE

Peasants were the vast majority of a manor's inhabitants. Most peasants were serfs. Serfs received protection from the local lord and the use of small portions of land to grow food for their families. In return, they provided services, such as working in the lord's fields. They also made payments, often in the form of goods, when they used resources such as the lord's mill.

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- **Who had a private chapel in the lantern lobby?** Queen Victoria

PERCHERON HORSES

At first almost any sturdy horse would do as a mount for knights, but as armor became heavier, stronger horses were needed. (Armor became thicker with the development of the crossbow; its arrows could pierce thin armor.) The best known of these horses is the mighty Percheron, which was specially bred to carry knights. This breed was used in early American history as a draft horse.

STIRRUPS

It is interesting to note that the stirrup was unknown in the West before the eighth century. Had it not been introduced from the East, there could have been no knights. Without stirrups, knights would have been unable to remain on their mounts and would have bounced out of the saddles.

What three groups made up the population of a manor? clergy, nobility, and peasantry

A small percentage of peasants were freemen. They served as officials or skilled laborers (for example, blacksmiths, millers, and carpenters). Some freemen owned their own land, while others rented land from the lord of the manor. The freemen's living conditions differed little from those of serfs; however, there was one important distinction. Freemen were free to leave the manor, whereas serfs needed their lord's permission.

LAYOUT

The center of a typical manor was the village. Here peasants lived in clusters of one- or two-room cottages with thatched roofs and walls. Near the cottages were small plots for vegetable gardens or for stables to house livestock. (It was also common for some of the livestock to be housed inside the cottages.)

Two buildings dominated the manor: the lord's residence and the village church. Villagers took refuge in the lord's residence when enemies attacked. The residence might be either a castle or a simple wooden building known as a manor house. It was often situated on a high hill or some other defensible site. Not far from the lord's residence stood the village church. The church was the place not only for worship but also for village meetings, court sessions, and social gatherings.

Critical Thinking 11.1

What aspect of Christianity makes a good education important for Christian leaders (consider Charlemagne's reforms)?

The lord and the villagers shared the manor's fields, which were divided into long, narrow strips.



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THE HISTORIAN'S CRAFT

Feudalism: Harmful or Helpful?

As you have learned, feudalism arose in Europe in response to the weakening of the Carolingian Empire. In the absence of strong kings, feudal lords protected the people of Europe from invaders and ensured justice and provision for their physical needs. During this period, society was locally centered, and economic efforts focused mainly on survival. On the other hand, as you will learn later in this chapter, the opposite circumstances occurred in the late Middle Ages. The power of great lords diminished, and, as it did, strong, centralized monarchies again became established in many places. Also, contact with the outside world was renewed, and trade expanded European economic opportunities.

Because these circumstances seem to place the feudal age in contrast with both the Carolingian Empire that preceded it and the European nation-states that followed it, many have thought of the feudal age as a dark period of European history and the enemy of monarchy and culture. However, some historians disagree with this analysis. They believe that feudalism, rather than being an opponent of progress, actually helped to shape and develop modern Europe. Consider two of their arguments.

- 1 The feudal system set kings up to be more powerful by giving them (at least technically) ownership of all the land in their kingdoms and making the great lords their vassals.
- 2 The obligations between a lord and his vassals helped to promote principles of limited government and individual liberty. For example, two of the vassal's duties were to give his lord advice and to assist in the administration of justice. Nobles used these feudal customs to insist that kings should consult them on government policy. This principle was influential in the founding of representative bodies such as Parliament. It also prompted the idea of "no taxation without representation," which contributed to the outbreak of both the English Civil War and the American War for Independence.
- 3 Do you think feudalism was more harmful or helpful to European society and government? Use information from this feature or from the rest of the chapter to support your answer.

THE HISTORIAN'S CRAFT: FEUDALISM: HARMFUL OR HELPFUL?

Guide a discussion of the Historian's Craft feature to analyze the effects of feudalism on European society and government. After asking the following questions, allow students to share their answers to the question in the text of whether feudalism was more harmful or helpful.

- 1 Why have many people thought of the feudal age as a dark period of European history? It came between two periods when there were stronger, centralized governments and more contact with the outside world.

- 2 How did the feudal system set kings up to be more powerful? by giving them ownership of all the land in their kingdoms and making the great lords their vassals
- 3 How did feudalism promote limited government and individual liberty? Vassals had duties to give their lords advice and to assist in the administration of justice. Citing these traditional duties, nobles insisted that they be consulted on government policy. The creation of representative bodies and the principle of "no taxation without representation" came out of this insistence.

FEUDALISM

Show the video "Feudalism" to further consider the drawbacks and benefits of the system.

ASSESS

CRITICAL THINKING

Direct students to complete the Critical Thinking 11.1 question and be ready to discuss the answer.

Christianity grounds its teaching in the biblical text (2 Tim. 3:16), so it is important that Christian leaders have the ability to read and interpret the Scriptures.

DIFFERENTIATED INSTRUCTION

Medieval Life

Invite students to participate in one of the following group research projects according to their interests.

1. Architectural modeling group—Students may assemble and explain the medieval-era cutout models available from *Usborne: Make This Medieval Village and Make This Medieval Castle*.
2. Fashion modeling group—Students may make costumes representing the clothing styles of the various social classes during medieval times. (A good source of information for this activity is *Medieval Life* by Eyewitness Books.)
3. Church life group—Students may research and describe a typical medieval church service and explain common doctrines and worship practices of the era.
4. Medicine and hygiene group—Students may research and report on health and medical practices of medieval society.
5. Drama group—Students may present dramatic monologues (perhaps in costume) from the book *Good Masters! Sweet Ladies!* by Laura Amy Schlitz. The book contains nineteen monologues and two dialogues presented from the perspective of young people living on a medieval manor. The book also includes helpful background information on the medieval period and an extensive bibliography.

SECTION 11.2

What was the religious and cultural life of medieval Europeans like?

Objectives

- 11.2.1 Trace the expansion of church authority in the early Middle Ages.
- 11.2.2 Assess the impact of the church on daily life in the Middle Ages. **BWS**
- 11.2.3 Evaluate shifts of power between church and state during the High and later Middle Ages. **BWS**
- 11.2.4 Describe key characteristics of medieval art, architecture, music, and literature. **BWS**
- 11.2.5 Explain medieval contributions to European intellectual life.

Biblical Worldview Shaping

- **Community** (evaluate): The church's pervasive influence provided medieval European society with order, stability, and authority, but its accumulation of power, prestige, and wealth proved detrimental. (11.2.2)
- **Power, Religion** (evaluate): The Roman Catholic Church went beyond biblical teaching in its assertion of political authority. (11.2.3)
- **Aesthetics, Religion** (explain): In medieval European society, artistic endeavors were primarily in the service of religion, reflecting its central role in society. Artistic works can be effective in communicating religious teaching, whether such teaching is right or wrong. (11.2.4)

Printed Resource

- **Activity 3:** Aesthetics Connection: Cathedrals

Digital Resources

- Video: "Thomas Aquinas"
- Link: Gregorian Chant
- Link: Organum
- Link: *Beowulf*
- Link: *Canterbury Tales*

GUIDING QUESTIONS

- How did church authority expand in the early Middle Ages?
- To what extent did the Catholic Church impact daily life in the Middle Ages?
- How did shifts of power between church and state during the High and later Middle Ages correspond to a biblical view of power?
- What qualities distinguished medieval art, architecture, music, and literature?
- What contributions did the medieval world make to the intellectual life of Europe?

11.2 European Religion and Culture

What was the religious and cultural life of medieval Europeans like?

Expansion of Church Authority

Amid the confusion and change that followed the initial fall of the Western Roman Empire, one stable institution remained, representing order and authority. This institution became known as the Roman Catholic Church. Eventually, the Catholic Church absorbed almost all the people in western Europe. As it did, it amassed great power, prestige, and wealth.

Leadership of Rome

To fully understand the Catholic Church, one must examine the development of Christianity in the days of the Roman Empire. At that time (and still today) the word *church* had two meanings. It referred specifically to a local assembly of believers. It also referred universally to the spiritual body composed of all true believers who are united by faith in Christ (Eph. 1:22–23). Recognizing the unity of their faith, early Christians described their church as *catholic*, a word meaning "universal." Over time, however, the universal church came to be seen not only as a spiritual body but also as an outward, visible institution. This change came through the increasing influence of the church and the bishop of Rome.

Office of Pope

The church of Rome administered one of the church's five patriarchates (see Chapter 7), the only one located in the West. With the collapse of the Western Empire in the fifth century, the Roman bishop became one of the few remaining sources of stability in the West. The prestige of the Roman bishop was also enhanced in 452 when Bishop Leo I persuaded Attila the Hun, who was engaged in a series of destructive conquests down the Italian coast, to spare Rome. Leo was hailed as *papa*, or pope ("Father-Protector"). This title had been applied to other bishops in both the East and the West. By the sixth century, however, it referred almost exclusively to the bishop of Rome.

During the fifth and sixth centuries, the bishops of Rome worked to translate their prestige into authority over all the churches. To support their claim of primacy ("first in rank"), the bishops of Rome advanced the **Petrine theory**. This theory, based on Matthew 16:18–19, holds that Christ gave Peter supreme authority over the church on earth, resulting in Peter's becoming the vicar, or representative, of Christ on earth. Peter, traditionally considered by the Catholic Church to be the first bishop of Rome, then transferred his office with all its authority to those who succeeded him. The Petrine theory would be challenged in later centuries by the Reformation emphasis on the priesthood of the believer.

Perhaps the best representative of the early medieval popes was Gregory I (r. 590–604). He was a man of deep devotion and fervent piety who oversaw the churches of Gaul, Spain, Britain, Northern Africa, and Italy. Yet Gregory also promoted many ideas that Protestants would later identify as unscriptural: the mass, the equal authority of tradition and Scripture, the sacrament of penance, and the existence of purgatory (a place of temporary punishment where souls bound for heaven must go after death to pay for minor unconfessed sins).

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ENGAGE

LIFE IN THE MIDDLE AGES

Share the following **trivia facts** to engage interest in life in the Middle Ages. The following activities occurred either regularly throughout the Middle Ages or at some point and at some location during the period.

- Animals were put on trial.
- Archery practice was required by law.
- Soccer was banned for causing unrest.
- Criminals were required to wear masks to alert people to their crimes. (Gossip was one crime that was punished this way.)
- Sickness was treated with herbs and plants. Surgeries were performed by barbers.
- Inventors came up with innovations such as the mechanical clock.

- Traveling minstrels played instruments and sang songs.
- Books were expensive and beautiful (when illuminated).

INSTRUCT

EXPANSION OF CHURCH AUTHORITY

Guide students in a **cloze exercise** to trace the expansion of church authority in the early Middle Ages. Read aloud the following paragraphs, inviting students to fill in the blanks with oral or written responses.

Early Christians described their church as 1, or "universal." Over time, the universal church came to be seen as an 2, visible institution through the increasing influence of the church and bishop of 3.