



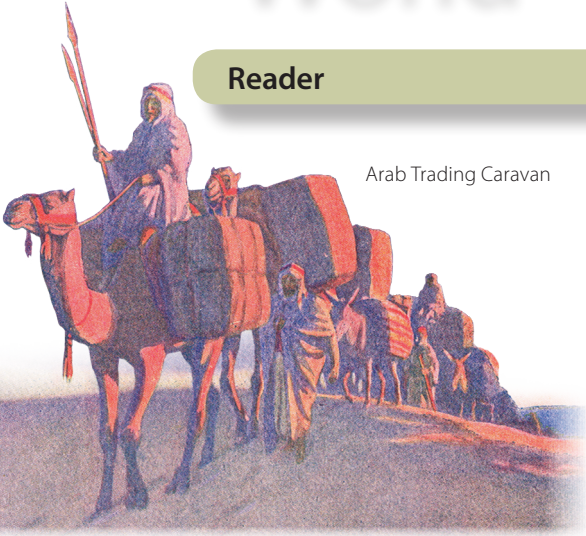
GRADE 5 LOUISIANA SOCIAL STUDIES

Joan of Arc



The Medieval World

Reader



Arab Trading Caravan



Medieval Town



Hundred Years' War

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The Medieval World

Reader



testamentum
primo et primo
nem fecit eum
ut ut illi sacer
doen dignitas

meternu ps O misericordias
dnu meternu cantabo **G**loria

Statuit ei dnu testamentu

Expreeleyson Kyneel Kyne

Xpreeleyson Kyneel Kyneel

Kyneleyson Kyneel Kyne



Gloria in excelsis deo

Et in terra pax hominibus



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ISBN: 979-8-88970-033-3

The Medieval World

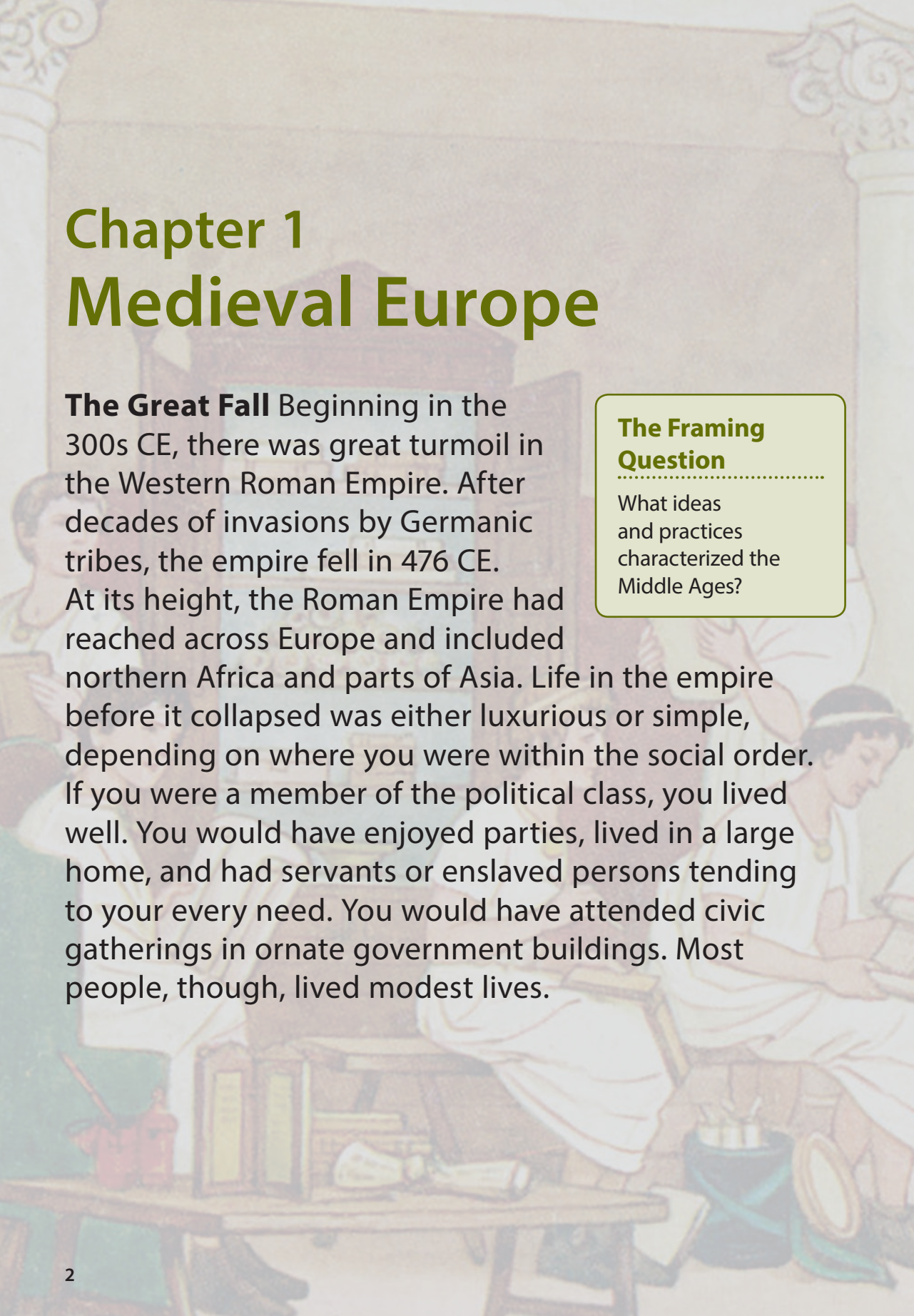
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C in terra pax hominibus

The background of the page features a faint, stylized illustration of a medieval classroom. A teacher in a white robe is seated at a wooden desk, writing in a book. Several students are visible, some sitting at desks and others standing. The room has stone walls and a large window. The overall color palette is muted, with earthy tones and soft lighting.

Chapter 1

Medieval Europe

The Great Fall Beginning in the 300s CE, there was great turmoil in the Western Roman Empire. After decades of invasions by Germanic tribes, the empire fell in 476 CE.

At its height, the Roman Empire had reached across Europe and included northern Africa and parts of Asia. Life in the empire before it collapsed was either luxurious or simple, depending on where you were within the social order. If you were a member of the political class, you lived well. You would have enjoyed parties, lived in a large home, and had servants or enslaved persons tending to your every need. You would have attended civic gatherings in ornate government buildings. Most people, though, lived modest lives.

The Framing Question

What ideas and practices characterized the Middle Ages?



Typical school in the Roman Empire

If you were at the bottom of the social structure, you would have lived in a simple home and worked hard every day. When you were not working, you might have enjoyed watching chariot races or gladiator fights. What all Romans had in common, however, was the **patriarchy**. This was a system in which the oldest man in a family made all the public decisions. The women were responsible for taking care of the home and the children, and they had few rights. This rigid social structure was the backbone of Roman society for centuries.

Vocabulary

patriarchy, n. a social structure marked by the dominance of the father in the family

Even though the fall of the empire meant that Roman government no longer existed, day-to-day life went on as before for many people. Those living far from Rome probably did not even hear about the invasions or the fall of Rome. As a result, the language and the structure of society remained largely the same—at least for some time.

The ten centuries that followed the fall of the Western Roman Empire in Europe are called the Middle Ages, or the **medieval** period. Three important groups shaped life in medieval Europe. These were the Church, the **aristocracy**, and the commoners. The Church included bishops, monks, and priests, known as **clergy**. People were part of the aristocracy if their family were also members of this group. Aristocrats held most of the land throughout Europe and most of the

Vocabulary

medieval, adj. relating to the Middle Ages in Europe

aristocracy, n. the upper or noble class whose members' status is usually inherited

clergy, n. in a Christian church, people, such as priests, who carry out religious duties

military and political power. The commoners included everyone who was not aristocratic or part of the Church. Commoners ranged from wealthy merchants to poor people who owned nothing. Craftspeople, merchants, traders, and bankers were all part of the middle class of commoners.

The Church was the only major **institution** in Europe that survived the fall of the empire. Building on the influence of Emperor Constantine and the gathering of church leaders at Nicaea in 325 CE, Emperor Theodosius I had made Christianity the official religion of the Roman Empire in 380 CE. After that, the Church organized itself with a structure similar to the old Roman government, with each region having headquarters in a major city. The leader of the entire Church was the pope. The pope was, and still is, the leader of the Catholic religion throughout the world.

Vocabulary

institution, n. an organization that has existed for a long time and promotes a particular cause

After the Fall of Rome

The Roman Empire had laws, a thriving trade network, and a powerful military. When the Western Roman Empire fell, this all began to disappear. As you have read, there were few major differences right away, but over time, things did indeed begin to change. Roman roads and



Emperor Theodosius I

aqueducts that carried people, goods, and water began to fall apart. Although there were many local governments, there was no longer a central government with money to fix the roads. Trade declined, and cities shrank. The governors who had once carried out Roman laws were gone. Without a central government to pay for big public buildings or ships, artisans couldn't practice their skills on projects of that size. When these skills were no longer used and passed on, people often forgot them. The lack of a strong, centralized government resulted in a general instability. Without the Roman army, there was crime and lawlessness. Cities declined in size as people moved to the countryside.

Monasteries, 962–1154 CE



Many monasteries opened during the medieval period. They were havens for education and literature.

Culture and the economy suffered after the fall of Rome, too. **Literacy** declined throughout Europe from around 500 to 700 CE. People who could not read books took less care of them. As a result, many of the existing books were lost or destroyed. Long-distance trade, which had thrived under the Roman Empire, dwindled. There was not as much contact between European regions. Because they lacked the structure and order they had under the Roman Empire, people found new ways to provide stability.

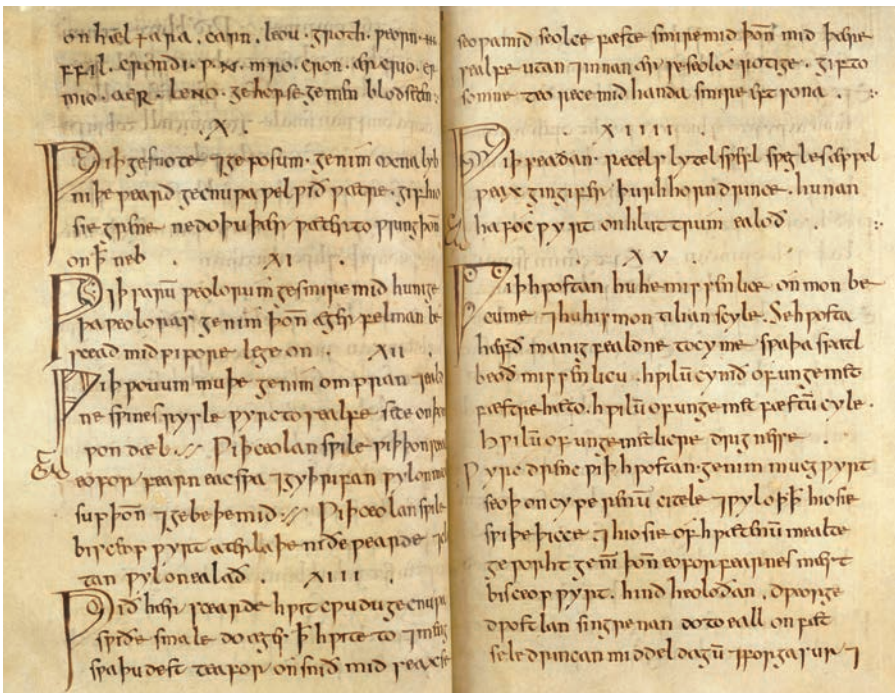
Vocabulary

literacy, n. the ability to read

The Rise of Monasticism

In the sixth and seventh centuries CE, Christianity was mostly practiced in European cities. Not as many people knew about it in the countryside. There, religious beliefs varied. These differences began to disappear with the rise of monasticism in the seventh and eighth centuries. Monasticism is a religious practice that involves a group of people living together according to spiritual beliefs. Those who practiced this life settled together in a community. They lived simple lives of prayer and avoided material goods and luxuries. The men who lived in monasteries were called monks. Separate groups of women formed later. Those women were called nuns.

Men often joined monasteries for spiritual reasons and to become educated. Communal life also provided safety. Members of monastic communities thrived by working together and sharing possessions. Monasteries also became centers of learning, as schools were rare and universities did not yet exist in Europe. Most monasteries followed a set of rules that addressed how



This medical text from the Middle Ages includes remedies and diagnoses. It is an example of the type of book that would have been preserved by a monastery.

the monastery should operate and how monks should live their daily lives. These rules often specified what clothing should be worn and what food should be eaten. The rules helped make monasteries centers of stability in medieval Europe after the fall of the Roman Empire.

The Reign of Charlemagne

After the fall of the Western Roman Empire, groups such as the Franks, Angles, and Saxons began to migrate into the empire's former territory. They often settled along the coastline. They established their own cultures where the Roman Empire had once ruled. The Franks built settlements near the Rhine River in Cologne, Germany. By the eighth century CE, the kingdom of the Franks was one of the strongest in Europe. One of its kings became known as Charles the Great, or Charlemagne.

Charlemagne's greatest talent was organizing and managing people. He knew how to inspire armies to fight, and he also knew how to move them quickly from one place to another. This was an important skill for a leader during a time when there were no reliable maps. Charlemagne was a different sort of ruler because he did not want to gain power only for himself. He also tried to



Illuminated manuscript

spread Christianity and encouraged learning. Charlemagne never learned to read, but he recognized that books were important. He brought scholars from all over Europe to his kingdom and ordered them to find and make copies of books. This helped small monastic libraries grow. Charlemagne also encouraged a new form of script writing that was clear and easy to read. This led to the production of beautifully decorated books called **illuminated** manuscripts. Artists would add pictures or decorations in an array of colors, including silver and gold.

Charlemagne became influential because of his successful military campaigns. He always ensured that his army was

Vocabulary

illuminated, adj.
decorated by hand
with designs

larger than the enemy's and that they were better equipped and supplied. Charlemagne's kingdom eventually covered much of western Europe.

Pope Leo III crowned Charlemagne emperor of the new Holy Roman Empire in the year 800 CE. This helped restore some stability to what had been the Western Roman Empire. The pope most likely chose Charlemagne because Charlemagne had always been protective of Christianity. After becoming emperor, Charlemagne established Christianity as the religion of his empire. The Church would reach its greatest influence hundreds of years later, but it became an important part of life during Charlemagne's reign. Some people went to pray at their local church several times a day, and most attended a service at least once a week, on Sunday. Clergy were the main providers of education and held great social and political power.

During his reign, Charlemagne strengthened the intellectual, political, and military institutions of western Europe. Although he did not restore the level of organization that had existed

Charlemagne's Empire



under the Roman Empire, he brought Europe into a new period of unity and strength. Charlemagne's son Louis assumed power after his father's death in 814 CE. Later, the empire was divided between Charlemagne's grandsons, Lothair and Charles. Their territories eventually became the lands of France and Germany.

Feudalism

Around 1000 CE, Europe was changing. Warmer weather increased crop yields. Many regions in Europe doubled in population. Life expectancy increased. New towns were established, and existing ones grew. All these changes sparked the need for a new social and political structure.

The people who controlled the land shaped this new structure. These were the kings. There were also **lords** and **knights**, who fought for the kings. The people close to the king, especially the **nobility**, were the ones who had the most important jobs. The system that developed between the most powerful people is called **feudalism**. It gradually spread across medieval Europe.

Feudalism arose because kings often needed warriors to fight for them. These kings made deals with powerful leaders, or lords. A lord would become a king's

Vocabulary

lord, n. a person with power and influence who controls land given to them by a king

knight, n. a soldier on horseback who serves a king or other ruler

nobility, n. powerful families that hold fiefs and titles

feudalism, n. a system of government in which land is exchanged for loyalty and services

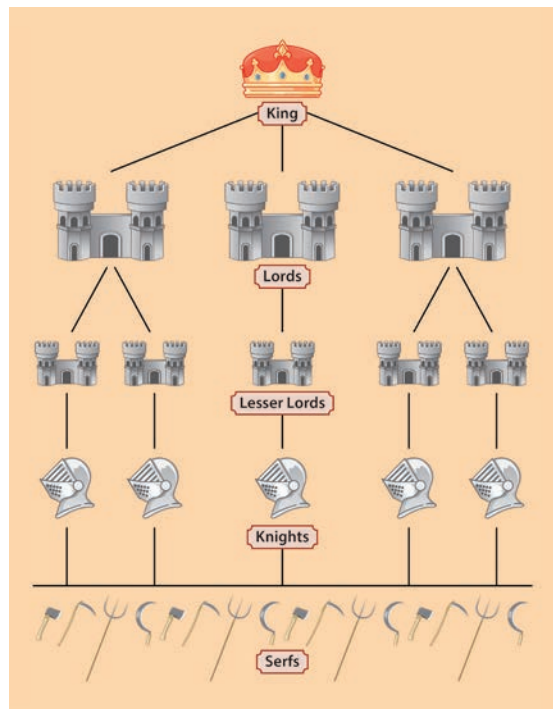
vassal. The king would give the lord a large amount of land, called a **fief**, and each would make certain promises to the other. The vassal would swear to fight loyally for the king. In return, the king promised to protect and support the vassal.

During the Middle Ages, there were no nations or central governments in the modern sense. Instead, there were networks of lords and vassals under the rule of kings. And the promises, or oaths, that vassals swore were what held these networks together. The links between vassals and lords encouraged people to think of themselves as part of a larger whole.

Vocabulary

vassal, n. a person who receives land from a ruler and in return promises to fight for the ruler

fief, n. a plot of land exchanged for loyalty to a ruler



Feudal society was based on a system of loyalty among all in the kingdom.

Manorialism

In much of northern Europe, each lord lived in a castle or **manor** house. The manor house was usually surrounded by the land where food was grown and where the people who worked in the fields lived. The manor **estate**, as it was called, was a

Vocabulary

manor, n. a large country house and its surrounding land

estate, n. an area of land or property

lot like a village. Nearly everything that people needed was grown or made there.

The lord of the manor allowed **serfs**, farmers who were bound to the lord's land, to use the land. The serfs grew food on the land, kept animals that grazed on the land, and used the wood from the forests. The lord provided a mill to grind the grain grown on the manor and large community ovens for baking the grain into bread. The lord also provided farming equipment, such as plows and wagons, and teams of oxen to pull the equipment.

Vocabulary

serf, n. a person living on a feudal estate who was required to work for the lord of the manor

The lord also protected the people who lived on the manor estate. If an enemy were to attack, the lord's army would protect the people. The lord did not provide these important services without getting a lot from the serfs in return. The serfs had to spend most of their time working in the fields, producing food for the lord of the manor and the lord's household.

Serfs had to give part of everything they grew or produced to the lord of the manor. They had to give the lord a portion of the milk they got from their goats and cows, and some of the eggs they got from their chickens.



A manor house, a church, a mill, serfs' houses, and fields were all part of a typical manor estate in the Middle Ages.

Under their contract, serfs could not leave the estate they lived on or marry without the lord's approval. Only the king and the law of the Church could limit the lord's powers.

Medieval Innovations

As time went on, the growing population required more food. This meant that more land was needed to grow crops. As a result, forests were cleared. Lakes and marshes were also drained to create new farmland. Planting methods improved, too. In the early Middle Ages, most of the land was in a two-field rotation. Half of a manor's land would be planted while the other half was unplanted. This allowed the soil to regain nutrients from weeds that were plowed back into the dirt. As the population increased, many regions shifted to a three-field rotation. One-third of the land was left **fallow**, and another third was planted in the autumn. The final third was planted in the spring. Three-field rotation nearly doubled the yield of crops. In addition, a new type of plow, the heavy plow, was developed to break up the moist and heavy soil common in northern Europe. The heavy plow made it possible to grow crops in fertile clay soil.

Vocabulary

fallow, adj. plowed but with nothing planted for a period in order to restore the land's fertility

The Economy of Medieval Towns

Towns began to grow steadily during the Middle Ages, especially between the years 1000 and 1300 CE. These medieval towns were different from manor villages, where almost everyone was a serf. Medieval towns were full of tradespeople. This group included

blacksmiths, bakers, brewers, weavers, and carpenters. Very large towns such as London and Paris had even more specialized tradespeople. In these towns, people worked as goldsmiths, cloth dyers, and tailors. Many of these trades people were grouped together in larger towns because they needed to be near other practitioners of their craft. Location was also chosen based on the layout of the town and its natural resources. For example, brewers had to be near a good source of water to make ale or beer.

By the twelfth century CE, many trades had formed **guilds**. These guilds developed rules and guidelines. This ensured that anyone claiming to be a master practitioner knew how to perform the

Vocabulary

guild, n. a group of craftspeople who control a certain craft

necessary tasks well. Typically, a young person would become an apprentice. During their apprenticeship, the person would slowly learn all of the skills of the trade over a required number of years. At the completion of the apprenticeship, the apprentice would have to produce a product that was as good as one made by a master of the guild. Women could also be members of a guild and own businesses. The most common route to business ownership for women, however, was inheritance from a husband or father.

Some lords owned entire towns, though they generally did not become involved with governing them. The actual running of a town was up to the guild masters. In some towns, only masters could elect officials or be a mayor or councillor. This meant that even though a town was somewhat free from the aristocracy, its government was still run by wealthy townspeople or masters. Some towns became wealthy enough that they were able to buy

their freedom from the lord. Thus, they became **autonomous**, or free towns. Serfs who ran away from a manor to a free town were considered permanently free if they managed to live in the town for a year and a day without being caught.

Vocabulary

autonomous, adj.
having the power of self-government

Trade in the Middle Ages

During the Middle Ages, churches and aristocrats recognized the opportunity to make money by holding fairs on their land. Fairs were usually held on religious holidays. Merchants from near and far would come to sell their goods. Each merchant would be charged a fee or tax. These fees made the landowners money. Other merchants and local residents would



Medieval towns were packed with people working in many trades. Foul odors often rose up from a center gutter in the town.

come to shop and enjoy the entertainment. Although a variety of things were sold at the fairs, each fair had a different focus. The focus of a fair might be cattle, cloth, or spices. These fairs helped revive local economies that had suffered after the fall of the Western Roman Empire.

PRIMARY SOURCE: DUTIES OF THE COLONI

The term coloni refers to people who were legally free but still completely dependent on a lord for their livelihood. Here, the duties of the coloni are described by Louis the Pious, who succeeded his father, Charlemagne, as emperor of the Holy Roman Empire:

As to the coloni, they serve either as serfs or as tenant farmers who make a fixed payment. This is the agrarian tax. The landlord's representative sees to it that each tenant gives according to what he has. Out of thirty bushels, the tenant gives three bushels.

Each pays fees for using the pastures according to local customs. He is to plow, sow [plant], enclose [fence], harvest, and put away the crops from the lord's fields. He is to enclose, reap, gather, and put away one field of his own. Every tenant ought to collect and put away seed for next year's crop. He is to plant, enclose, dig up, extend, prune, and collect the harvest of the orchards. He is to pay ten bundles of flax. He must also pay four hens.

He is to provide horses to do carriage service up to 150 miles. He has a reasonable amount of land for earning the tax. When necessary, he pays it in a lump sum.

Chapter 2

Expansion of Empires, War, and Reform

A Prophet Emerges While people in Europe were struggling with the effects of the fallen Western Roman Empire, a new religion emerged on the Arabian Peninsula. Muhammad ibn Abdullah lived in the sixth and seventh centuries CE. His followers believe he was a **prophet** and a messenger of God. A man of humble beginnings, Muhammad first taught Islam to a small group of followers. His teachings would later spread across the Middle East, Africa, Europe, and Asia. Today, Islam is one of the world's largest religions.

The Framing Question

What were the hallmarks of early Islamic civilization?

Vocabulary

prophet, n. someone chosen by God to bring a message to people



Islamic rulers supported the development of great libraries and the work of many scholars.

Islam teaches complete surrender to *Allah*, the word for God in the Arabic language.

Followers of Islam are called Muslims.

Allah's wishes are made known to them

in their holy book called the Quran.

Monotheism is a central principle of Islam. This is an idea shared with other major religions such as Christianity and Judaism. The Islamic empire had humble beginnings, but it would eventually stretch from present-day Pakistan to present-day Spain.

While Islam began as a religion, an entire civilization later developed around its culture. This new civilization had not only new religious practices but also new artistic styles, as well as new medical and banking systems.

Arabia

The Arabian Peninsula is in the southwestern part of the continent of Asia. It is surrounded by water on three sides and is the largest peninsula in the world. Most of the land is a large plateau covered by sandy deserts and dry plains. It has little rain, but humid summers allow for some farming. There are a few mountains and fertile valleys. Sometimes the air in the desert can be perfectly still. At other times, enormous gusts of wind create dangerous conditions. Wind can move the sand into huge dunes that cover everything. Rare watering holes are hidden among the desert sands. This kind of place in the desert where water is found is called an **oasis**. Oases provide shade and water for

Vocabulary

monotheism, n. the belief that there is only one God

Vocabulary

oasis, n. an area in the desert where there are water and plants

The Arabian Peninsula



Mecca is Islam's holiest place.

wearry travelers who cross the hot sands in **caravans**.

Even though its physical features made life difficult, Arabia became a center of trade and culture because of its location.

It connects Asia and Africa and is also close to southern Europe. Consequently, it became an important part of the trade networks that linked several ancient civilizations. These included Egypt, Mesopotamia, China, India, Greece, and Rome. Arab clans that lived scattered across the peninsula traded tree sap, used for medicinal purposes, as well as gold, ivory, and animals.

Trade routes developed all over the Arabian Peninsula. These trade routes stretched across the northern, western, and central parts of the

Vocabulary

caravan, n. a group of people traveling together across a desert

peninsula. Others traveled up the western coast of the peninsula on their way to Syria and Egypt. This helped spark the growth of trading centers such as the cities of Mecca and Medina. Traders from Asia, carrying silk and spices, developed the routes of the Silk Road. All of these trade routes played an important role in the spread of Islam.



Muhammad may have managed trading caravans, featuring merchants and goods traveling through deserts to other regions.

Camels on the Peninsula

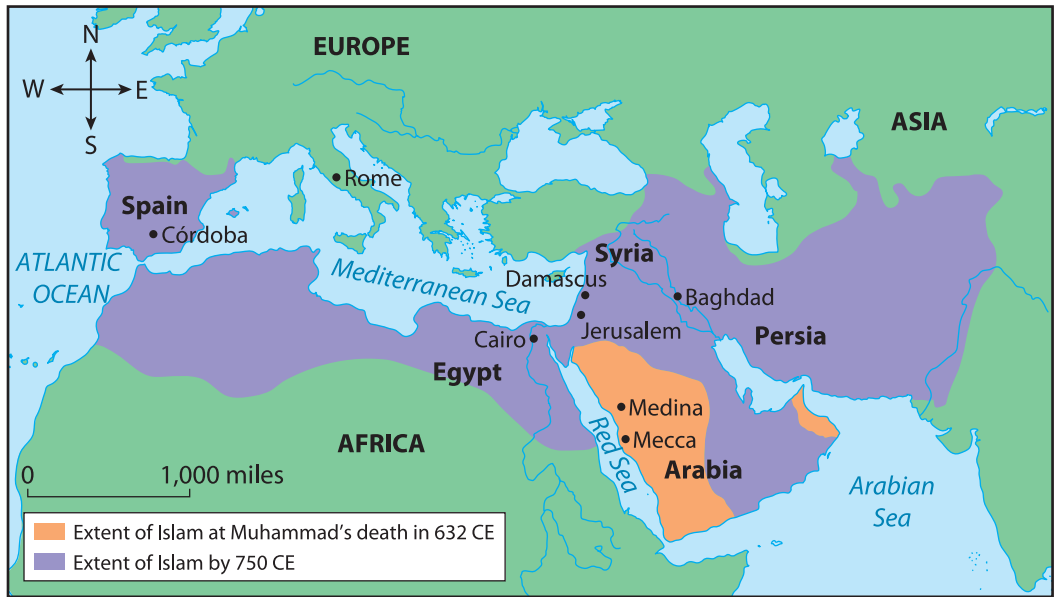
The introduction of camels from North Africa helped develop trade on the Arabian Peninsula. These animals allowed a way of life that would not have been possible otherwise because of their unique physical features. The Arabian camel, or dromedary, has one hump on its back, where fat is stored. This allows the animal to survive when water and food are scarce. Thick fur protects camels from the heat, and wide feet keep them from sinking down too far into the sand. During swirling sandstorms, camels can close their nostrils to prevent sand from getting in. They have a third eyelid and rows of lashes to keep grains of sand out of their eyes.



Muhammad Teaches Islam

Muhammad was a merchant who managed trade routes to Syria. He became discouraged by the dishonesty and greed he saw along these routes. When he was about forty years old, he spent

The Spread of Islam



time away from others in a cave, seeking spiritual understanding. There, he believed that the angel Gabriel, a messenger from God, appeared to him. Muhammad reported that Gabriel told him he was to be God's messenger. Muhammad believed he had a responsibility to spread the messages that had been shared with him. As he set about this mission, he encountered people who opposed him. In Mecca, where he had been born, Muhammad faced anger from people who believed that many gods should be served, not just Allah. Muhammad and his followers fled Mecca out of fear for their safety. In Medina, they found greater acceptance. It was here that Islamic society was established. Still, Muhammad's new community experienced conflict with Arab clans and Jewish people. While some people of Medina converted to Islam, others wanted to continue following their own religion. Eventually, Muhammad rose to power in Medina. He conquered many of the Jewish residents and drove them out of the city. As Muhammad became more powerful, he organized a fighting force.

He returned to Mecca and took it over. The Muslim army that Muhammad had built smashed images and statues of the many gods that people living in Mecca worshipped. Muhammad made Mecca an important site of Muslim worship. His army helped him spread Islam across the Arabian Peninsula. For centuries, Muslims have been required by their faith to make a **pilgrimage** to Mecca at least once in their lifetime. This trip commemorates Muhammad's last trip to Mecca before he died.

Vocabulary

pilgrimage, n. a journey undertaken for a religious purpose

Islam After Muhammad's Death

Muhammad died around 632 CE. His closest followers chose a new leader, called a *caliph*, which means **successor**. The first four caliphs were friends and relatives of Muhammad. The first one, Abu Bakr, provided unity and continuity for the Islamic community. He died after only two years as caliph. Another of Muhammad's close friends, Umar, was then chosen as leader. He ruled for a decade. During that time, he expanded the territory under Islamic control. He developed a policy of limited tolerance toward Judaism and Christianity. These religions all shared the belief that there was one God. The third caliph, Osman, ruled for twelve years and conquered even more territory.

Vocabulary

successor, n. a person who becomes the leader after the previous leader's death

The next caliph was Ali, a blood relative of Muhammad. He faced increasing unrest and violence from other Muslims. During a civil war, two groups of Muslims formed: the Shia and the Sunni. Over time,

they stopped fighting. While they did not always see eye to eye, they agreed on the basic beliefs of Islam and on the goal of spreading it.

Islamic Golden Age

A century after Muhammad's death, the Islamic empire was vast and powerful. It stretched into Asia, Africa, and Spain. Muslim merchants had contributed to this growth of the Islamic empire. Part of their success along the trade routes was due to developments in the practice of banking. Muslim merchants kept detailed records and spread the concept of using checks to buy and sell goods.

As the Islamic empire spread Islam, it also spread Arab culture. The Arabic language was needed for prayer and study of the Quran, Islam's holy book. This language had originally developed out of the languages spoken by all the clans that had populated the Arabian Peninsula before Muhammad's time. Some Arabic speakers were nomads who moved from place to place. They had spread the Arabic language across the peninsula and into Mesopotamia and northern Africa. Now, many more people learned to speak Arabic in the lands conquered by the Muslims.

Many cities throughout the Islamic empire also became major centers of learning and cultural exchange. Cities featured mosques, or Muslim places of worship, as well as libraries and public baths. Muslim scholars made important contributions to many fields. They translated scientific texts from China, India, Persia, Greece, and Rome. In fact, Arabic translations of ancient Greek and Roman texts helped preserve the ideas of these

civilizations after the fall of the Roman Empire. Muslim scholars in mathematics also developed algebra and calculus. They adopted the written symbols for numbers that we still use today. Through trade networks, Muslims began to use paper. Paper was an invention brought from China along the Silk Road. This changed the practice of writing. Paper could hold ink more easily than other materials, such as papyrus. It was also easier to make. As a result, people began to write more books. More copies of books were made and sold to a growing population of readers.

Leading scholars such as Ibn Sina explored science and medicine, and they wrote their findings in large collections of books. These books made medical ideas and practices available for others to use. Muslim scholars brought together medical ideas from several civilizations, including Rome, Greece, and Persia. They translated texts into Arabic to bring the ideas to a wider audience.

Many of these scientific texts eventually led to medical and scientific discoveries in Europe during the Renaissance. The Renaissance was a period that followed the Middle Ages and was a time of cultural and intellectual growth in Europe.

Unique art and architecture also developed in the Islamic empire. These new kinds of art were often a result of Islamic



Decor in the seventeenth-century Shah Mosque in Iran shows themes of traditional Islamic art.

beliefs. Islam rejects idols, or statues in human and animal form representing gods. As a result, artists avoided creating representations of people and animals.

Vocabulary

geometric, adj.
having precise,
regular shapes

Instead, Islamic art developed new styles based on **geometric** forms and the natural world. Beautiful mosques with towers called minarets were built across the Islamic world. Religious officials called Muslims to their daily prayers from these minarets. The towers became distinctive architectural features of towns throughout the Islamic empire.

The Spread of Islam

At its height, the Islamic empire stretched from the edges of India and China through southern Asia and into northern Africa and present-day Spain. For six centuries, Muslims had spread their faith through military campaigns, trade, and missionary work. The great diversity of cultures in these parts of the world became part of the empire. This helped shape Islamic civilization. Over time, new groups of rulers took over in places where Islam was the dominant religion and culture. The Ottomans and Moguls were two of these groups. Even though the original empire conquered by Muhammad and his successors was ruled by different powers, the influence of Islam continued to grow. As it spread, it incorporated some of the traditions of the cultures it came into contact with. Islam eventually became one of the world's major religions. It influenced art, literature, and politics throughout the world and across different time periods.

The Crusades

Arab peoples were united in their duty to spread Islam. However, the rise of Islam was considered a threat to some people of other religions. By the mid-1000s CE, Islam had spread to places such as Jerusalem and Palestine. These areas were known as the Holy Land because they included sites that were important to Jewish and Christian people. This area had been under Muslim control for nearly four hundred years by the late eleventh century. During most of this time, Christian pilgrims had been able to travel to the Holy Land to pray and to visit the places sacred to Christianity. But recent conquests by Muslim Turks had made traveling to the Holy Land difficult. As a result, Alexius I, the Byzantine emperor, asked Pope Urban II for help. The Byzantine Empire was the eastern half of the Roman Empire after the western half fell. The emperor wanted the pope's help in resisting the Turks. In response, the pope declared the first of a series of wars. The wars were called the Crusades. In 1096 CE, the crusaders departed for the Holy Land. The goal of these wars was for Christians to take back the Holy Land from the Muslims.

The pope's call to war gained immediate support. Western Christians were eager to either convert nonbelievers to Christianity or remove them from the Holy Land. They attacked not only Muslims but also Jews and, later, eastern Christians, whom they came to consider nonbelievers at times. Muslims generally tolerated Christians as fellow believers in one God. But they did not want western Christians conquering their land, and had previously fought to defend it. The result was nearly two hundred years of war. A large Christian army quickly defeated a surprised

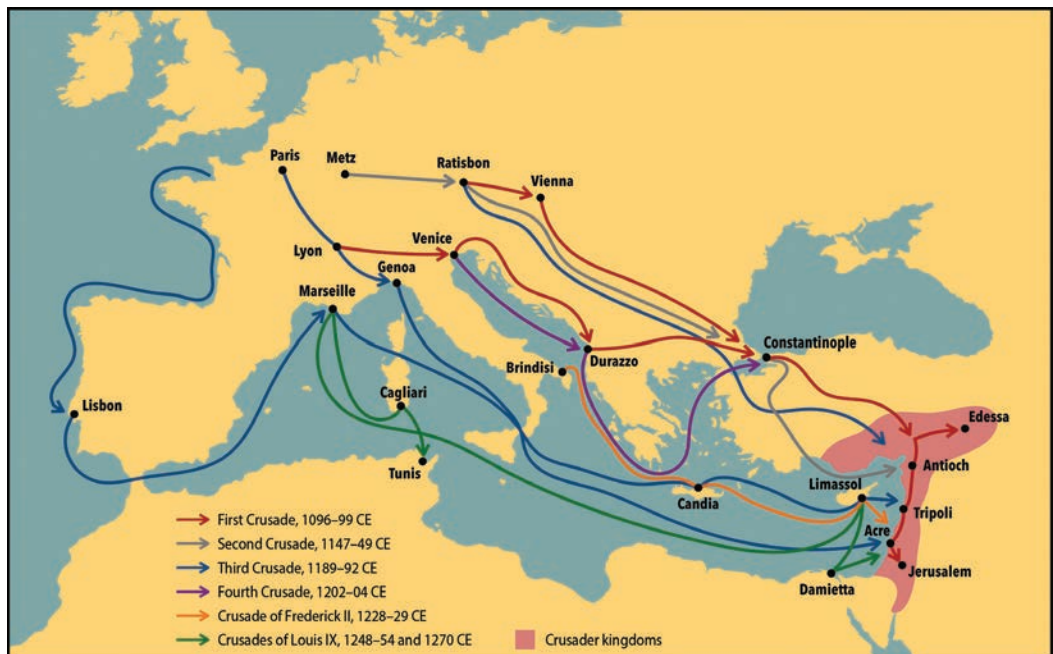
Muslim army in the First Crusade. However, after nearly two centuries of fighting and eight major Crusades, Muslim rulers regained control of the region.

The Effects of the Crusades

The Crusades affected Christian, Muslim, and Jewish people across Europe. Years of fighting between Christians and Muslims resulted in significant death and destruction. They also created distrust and division between the groups. Even though Jewish people in Europe were not directly involved in the Crusades, they suffered during the wars. They were kept from traveling to their homeland of Israel. Many were killed because they did not practice Christianity.

In spite of this divide, more Christians were living in the Islamic world. The Crusader states were four small areas in the Middle East.

The Crusades



The Crusades were fought in Europe and Asia.

They were established to keep control of the territorial gains Christians had made during the First Crusade. These states helped expand trade with the Islamic world. People who lived in these Crusader states brought food and other aspects of culture back to Europe with them. In this way, European nobles and Muslim leaders learned from each other. In particular, western Europe benefited from Muslim scientific and cultural advances. By 1140 CE, western European scholars were using Islamic scholarly texts.

After the Crusades, the pope became recognized not only as the religious leader of the Christian world but also as a **secular** leader. Christianity also spread to new places because of the wars. Trade and transportation improved in Europe. The constant demand for supplies during the wars led to more shipbuilding and increased manufacturing.

Vocabulary

secular, adj. not religious

The Magna Carta

During these times of great change and conflict, kings were charged with managing their kingdoms. Some kings were strong leaders, while others were not. King John of England ruled during the Middle Ages, between 1199 and 1216 CE. He was long considered to be a bad king. Today, historians have revised their opinion of him. Although he certainly made mistakes and didn't always rule wisely, he may have been overcome by the events of the time. Five years after John took the throne, the king of France attacked two English-held cities in France, and John was unable to defend them. Not only did John lose important lands to the French king, but he now had to ask his barons, who were a type of nobility, to pay

higher taxes to pay for the war. If the barons would not pay, King John held their relative or important servant prisoner until someone paid the taxes. John also demanded taxes from people who lived in cities, especially wealthy merchants. This put the merchants on the same side as the angry barons.

In 1215 CE, a group of barons and townspeople prepared a list of demands. This became the Magna Carta, which is Latin for Great Charter. It laid out rules for what the king could and could not do to nobles, freemen, and the Church. The barons said they would go to war against the **tyrannical** John if he did not accept the document. When he realized he could not defeat the barons, John agreed to meet their demands. At a meeting in a meadow outside London, John placed his seal of approval on the document. Copies of the Magna Carta were made by hand and carried all over the kingdom. John died the next year of a fever as a new war raged through his kingdom. Over the next eleven years, the Magna Carta was revised several times. The final version was approved in 1225 CE by John's son Henry III. In 1297 CE, it officially became part of English law.

The Magna Carta is an important document in the history of the **rule of law**. Its text



Ideas from the Magna Carta helped lead to democracy hundreds of years later.

Vocabulary

tyrannical, adj. using power over people in a way that is cruel and unfair

rule of law, n. the principle that no one is above the law, not even the highest lawmakers

stated that a king had to rule according to laws. It also ensured a fair trial by jury. Many of the Magna Carta's rules or laws lasted through the years that followed. A few ideas in the United States Constitution can be traced directly to the Magna Carta. Modern democracy, with its emphasis on freedoms and rights, was still a long way in the future. But one of the first steps was taken when a group of barons forced King John to accept the Magna Carta in a meadow outside the city of London.

The world changed a great deal during the Middle Ages. What had been the Western Roman Empire was now ruled by Germanic people. The influx of Angles, Saxons, Franks, and many other Germanic tribes brought a new culture to this region of the world. Much of western Europe remained Christian, but the Middle Ages saw the rise and spread of Islam. Muslim people successfully spread not only their religion but also their culture across parts of Europe, Asia, and Africa. Expanding trade routes made the spread of new goods, ideas, and philosophies possible. New forms of art and architecture also began during this time. Even though Europe often experienced war during the Middle Ages, many political, economic, and cultural structures remained.



King John was forced to accept the demands outlined in the Magna Carta on June 15, 1215 CE.

PRIMARY SOURCE: MAGNA CARTA

(9) Officials will not take land or rent as payment for a debt, as long as the debtor, or person who owes the debt, has enough belongings to cover the debt. The people who take legal responsibility for the debtor will not be confronted for debt payment as long as the debtor is able to pay the debt. If the debtor cannot pay the debt, the people who take legal responsibility for the debtor will be confronted for payment. If the person taking legal responsibility for the debtor wishes, he or she may take over the lands of the debtor until the debt is paid, unless the debtor can show that the debt has been paid.

(12) No fees will be collected from knights without the general consent of the kingdom unless the money is meant as payment for the release of a prisoner, to make an oldest son a knight, or to marry off an oldest daughter. Only a reasonable amount of money can be charged for these purposes. Taxes or money owed by citizens to the city of London will be treated in the same way.

Chapter 3

The Hundred Years' War and the Black Death

Famine and Disease Europe changed in a few important ways around 1300 CE. Weather patterns shifted, causing droughts that were followed by wet, cold summers.

These conditions were not good for agriculture. Also, there wasn't enough farmland for the growing population. As a result, major **famines** occurred between 1315 and 1322 CE. These famines resulted in a population decline. Those who survived were probably weak and did not have healthy diets. These conditions made the arrival of the plague, or the Black Death, in 1347 CE more severe than it might have otherwise been.

The Framing Question

How did plague and war affect medieval Europe?

Vocabulary

famine, n. an extreme shortage of food that results in widespread hunger



...tis, ab eius fabel.
...bitur von Doctor schnabel,
...igt die Contagion
...tort seinen Lohn darvon
...vera sucht er zu fristen.
...h wie der Corvus auf der Myien.
...redite, vñhet nicht dort hür.
...Romæ regnat die Pestin.

Quis non dober
für seiner Virgul
qua loquitur, al
und deutet sein
Wie mancher Cr
das ihm tentiv
Marsupium heisse
und aurum die

Plague doctors believed beaked masks filled with aromatic substances could protect them from illness.

The plague started in Asia. The illness was carried by rats and other animals that were **infested** with fleas carrying the plague. It spread to Europe through trade routes. The outbreak in the mid-fourteenth century was especially awful. Around 30 to 60 percent of the entire population died within five years. This was around twenty-five to thirty million people. The plague created chaos and instability in all parts of society. Many of the **casualties** of the Black Death were serfs working at the manors of nobles. This meant there were fewer crops to sell, which led to less income for lords. They tried to recover these losses by raising rents and making the remaining serfs work more. Towns were impacted as well. Some smaller towns disappeared entirely, and larger towns became smaller. Production of cloth, wheels, bread, and every other type of good declined.

Vocabulary

infest, v. to be present in large numbers, typically causing disease

casualty, n. a person killed or injured due to war or disease

There was no medical treatment for those who had the plague. Medieval physicians didn't know about germs. There were unscientific theories about what caused the illness. One theory said that bad smells that spread through the air caused disease. Plague doctors wore beaked masks filled with dried flowers or spices to filter the bad smells. They also sometimes wore cloth soaked in vinegar. The **aromas** of these substances were thought to stop the disease from causing infection. This encouraged people to find different ways of dealing with trash and waste, such as burning or burying it.

Vocabulary

aroma, n. a distinctive smell

These new habits likely improved **sanitation** and decreased food waste, which was eaten by rats that spread the plague. Decreasing food waste lowered the number of rats.

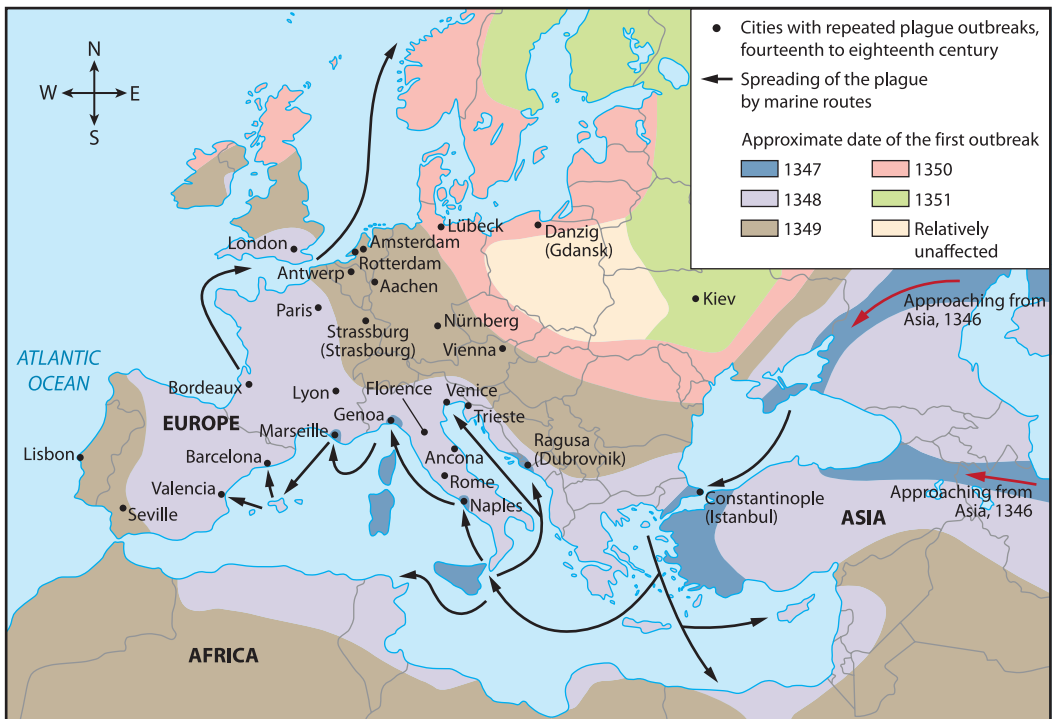
Vocabulary

sanitation, n. the system of keeping a place clean and free of disease

During this time of death and fear, people looked to the Church for explanations and hope. The Church struggled with how to respond. Its official position was that the plague must be the will of God for the evils of humankind. Because no one understood the cause of the disease, many individuals became more religious than ever. They donated money to the Church in the hope of getting to heaven when they died. Some people even left their occupations and joined monasteries. Others, however, began to doubt the Church. Some believed that victims of the plague were guilty of sin or wrongdoing. Church leaders were as likely to die as everybody else, which led to increasing distrust of the Church's authority.

In contrast, some people who thought they might die soon decided that they might as well live for today. They turned to parties and lighthearted enjoyment. They consumed large amounts of food and drink. Other people lashed out at groups they perceived as outsiders. Jewish people had settled throughout Europe by this point. They became the target of suspicions and attacks. Many Christian Europeans believed that Jewish people were less likely to get sick and die from the plague. They thought this revealed something threatening about Jewish people. Of course, this was not the case. The fear created by the plague had affected people's judgment.

Second Pandemic of the Black Death in Europe (1347–51 CE)



The Black Death spread from Asia to Europe in the mid-fourteenth century CE.

Economic and Cultural Effects of the Plague

Besides the significant death toll, the plague caused other problems across Europe. There was a quick and severe drop in trade. A larger problem was the smaller population and workforce. Much less land was farmed following the plague because so many people had died. Serfs who survived the plague and worked for lords began to ask for payment for their work. The aristocratic class tried to resist these demands, but eventually many released their serfs from work obligations, and the feudal system began to weaken. Many peasants were now free to work their own lands. They focused their efforts on the best, most productive land. Soon they began producing a greater amount of food

per capita than in the past. This meant that there was more food available for each person, and people were better nourished.

Vocabulary

per capita, adv. for each person

Some former serfs moved to towns where there were more jobs. As feudalism declined, so did the power of the aristocracy. The lords remained at the top of the social structure and still owned most of the land. However, the land was not as valuable because it no longer brought in high rents or the free work of serfs. The middle classes, on the other hand, rose in power. This occurred because the goods and services they provided were still needed. Guilds increased in power and authority in many towns.

Towns were smaller after the plague, but individual wealth had grown. More people learned to read and went to university. Latin and Greek texts were in high demand, as they were used to educate all of these students. In some ways, this was the beginning of the Renaissance. The Renaissance began at different points in different places and overlapped with the end of the medieval period. The demand for more texts also led to the invention of the movable-type printing press by Johannes Gutenberg around 1440 CE. This made it much easier to produce documents and books.

The Hundred Years' War

The turmoil brought on by the plague complicated conflicts in Europe, including the one known as the Hundred Years' War. In spite of its name, this struggle lasted more than a century, from 1337 until 1453 CE. It was not one unending war, however. It was a series of battles



The use of the longbow and the cannon changed warfare during the Hundred Years' War.

between England and France over several generations. France and England had a complex political relationship during the fourteenth century. Years before the war broke out, French ancestors of English nobles had received land from the king of France. As a result of the feudal system, this meant that they and their heirs continued to owe loyalty to the French king. This became a very big problem when the kings of England and France went to war. In addition, France was larger and wealthier, but England had a more innovative military and more organized government. Another issue behind the ongoing conflict had to do with the **legitimate** heir to the French throne. Both English and French people claimed the succession.

Vocabulary

legitimate, adj. in accordance with the law or established standards

The war began when King Edward III of England claimed to be the king of France and set out to invade the country. Decades of

battles would follow. There were times when each country was thought to be winning. By the time Henry V became king of England in 1413 CE, a truce had been declared. This truce would have continued, but Henry was ambitious and fought to gain more territory in France. During the decisive Battle of Agincourt in 1415 CE, a powerful French army cornered Henry's small English army. The French were sure of victory. The English were sure they would be defeated. But their superior tactics and use of the powerful English **longbows** resulted in a terrible defeat for France. France was weakened by this blow. Henry went on to capture Normandy and Paris as well. He was later acknowledged as the heir to the French throne. Although the French ultimately won the larger war, these victories had a positive effect on national **morale** in England. It also made the English perceive Henry V as a strong leader in his kingdom.



Soldiers in the Hundred Years' War used the English longbow and crossbow. The longbow's size allows the archer to draw the arrow back farther, which transfers greater energy into the projectile so it can fly farther and with more force.

Vocabulary

longbow, n. a large bow pulled by hand and used to shoot a long, feathered arrow

morale, n. the confidence or enthusiasm of a group at a particular time

Once he was viewed as the French heir, King Henry V became even more influential. In 1417 CE, he wrote a letter to his chancellor in England while he was in France. Henry chose to write the letter in English instead of the French dialect that had been dominant in England for centuries. This led to the widespread use of English in official documents and literature.

It was a young peasant girl, the daughter of a French farmer, who would help bring an end to the Hundred Years' War. Joan of Arc was born in France in 1412 CE. She believed she was guided by the voices of three saints. According to the saints, Joan's mission from God was to drive the English out of France and restore the French king to the throne. The voices told her to visit a local



Joan of Arc led the French army during one of the final battles of the Hundred Years' War.

governor to arrange a meeting with the man who was next in line to be king, the **dauphin**. Her mission was to free the city of Orléans, which was under siege by the English, and to see the dauphin crowned king of France. To everyone's shock, the

Vocabulary

dauphin, n. the oldest son of the king of France; the male heir to the throne

dauphin agreed to see Joan. Soon she was preparing to lead the French army into war.

As an inspirational leader of the military, Joan turned the tide of the war in favor of the French. The French army won a decisive victory against the English at Orléans in 1429 CE. Then Joan accomplished her second goal: ensuring the dauphin was crowned King Charles VII of France. As a result of deals that King Charles VII made behind her back, Joan was captured by the English a year after her victory. She was accused of heresy because she claimed to be guided by divine inspiration, and she was put to death in 1431 CE. Long after her death, she was found not guilty and made a saint. She became a national heroine for the French people.

The Hundred Years' War had a significant impact on Europe. Many people died, England was near economic ruin, and France suffered great devastation. However, the French victory left King Charles VII in control of all of France except Calais. The legacies of kings who ruled during this time were often based on their performance during the long war. Each monarch in both countries had to deal with the consequences of his predecessor's actions. There was a big strain on trade during the war, and peasants struggled to pay for it with high taxes. However, the war created a strong sense of nationalism in both England and France.

The Black Death and the Hundred Years' War overlapped in time, creating great turmoil in Europe during the Middle Ages. Both in France and in England, people openly blamed the nobility for military losses and rebelled against them. These rebellions signaled the decline of an old system. The feudal system, which

had been the dominant social structure in Europe, diminished during the Hundred Years' War. Monarchies were strengthened, but the social structure of the Renaissance would remain similar to that of medieval Europe. It would continue to feature nobles, merchants, craftspeople, and unskilled workers.



King Charles VII ruled nearly all of France for more than thirty years.

PRIMARY SOURCE: EXCERPT FROM *THE CHRONICLES OF JEAN FROISSART*

The Battle of Crécy (1346 CE) in the first decade of the Hundred Years' War ended in a surprising victory for the English against a much larger French army.

There fell a great rain and a clipse [lightning] with a terrible thunder, and before the rain there came flying over both battles a great number of crows for fear of the tempest [storm] coming. Then anon [soon] the air began to wax clear, and the sun to shine fair and bright, the which was right in the Frenchmen's eyes and on the Englishmen's backs. When the Genoways [Italian crossbowmen working for France] were assembled together and began to approach, they made a great leap and cry to abash [destroy] the Englishmen, but they stood still and stirred not for all that: then the Genoways again the second time made another leap and a fell cry, and stepped forward a little, and the Englishmen removed not one foot: thirdly, again they leapt and cried, and went forth till they came within shot; then they shot fiercely with their cross-bows. Then the English archers stepped forth one pace and let fly their arrows so wholly [together] and so thick, that it seemed snow. When the Genoways felt the arrows . . . , many of them cast down their cross-bows and did cut their strings and returned discomfited [embarrassed].

Glossary

A

aristocracy, n. the upper or noble class whose members' status is usually inherited (4)

aroma, n. a distinctive smell (36)

autonomous, adj. having the power of self-government (16)

C

caravan, n. a group of people traveling together across a desert (21)

casualty, n. a person killed or injured due to war or disease (36)

clergy, n. in a Christian church, people, such as priests, who carry out religious duties (4)

D

dauphin, n. the oldest son of the king of France; the male heir to the throne (42)

E

estate, n. an area of land or property (12)

F

fallow, adj. plowed but with nothing planted for a period in order to restore the land's fertility (14)

famine, n. an extreme shortage of food that results in widespread hunger (34)

feudalism, n. a system of government in which land is exchanged for loyalty and services (11)

fief, n. a plot of land exchanged for loyalty to a ruler (12)

G

geometric, adj. having precise, regular shapes (27)

guild, n. a group of craftspeople who control a certain craft (15)

I

illuminated, adj. decorated by hand with designs (9)

infest, v. to be present in large numbers, typically causing disease (36)

institution, n. an organization that has existed for a long time and promotes a particular cause (5)

K

knight, n. a soldier on horseback who serves a king or other ruler (11)

L

legitimate, adj. in accordance with the law or established standards (40)

literacy, n. the ability to read (7)

longbow, n. a large bow pulled by hand and used to shoot a long, feathered arrow (41)

lord, n. a person with power and influence who controls land given to them by a king (11)

M

manor, n. a large country house and its surrounding land (12)

medieval, adj. relating to the Middle Ages in Europe (4)

monotheism, n. the belief that there is only one God (20)

morale, n. the confidence or enthusiasm of a group at a particular time (41)

N

nobility, n. powerful families that hold fiefs and titles (11)

O

oasis, n. an area in the desert where there are water and plants (20)

P

patriarchy, n. a social structure marked by the dominance of the father in the family (4)

per capita, adv. for each person (39)

pilgrimage, n. a journey undertaken for a religious purpose (24)

prophet, n. someone chosen by God to bring a message to people (18)

R

rule of law, n. the principle that no one is above the law, not even the highest lawmakers (31)

S

sanitation, n. the system of keeping a place clean and free of disease (37)

secular, adj. not religious (30)

serf, n. a person living on a feudal estate who was required to work for the lord of the manor (13)

successor, n. a person who becomes the leader after the previous leader's death (24)

T

tyrannical, adj. using power over people in a way that is cruel and unfair (31)

V

vassal, n. a person who receives land from a ruler and in return promises to fight for the ruler (12)



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