Terms, People, and Places

During the plague.

Use the middle box to describe what life was like during the plague.

Effects

Death and its effects in a flowchart like this one.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

High-Use Word

Definition and Sample Sentence

Authorize, p. 273

to give official power to

The mayor authorized a ceremony in honor of the firefighter's bravery.

The Black Death: A Global Epidemic

In the autumn of 1347, a fleet of Genoese trading ships loaded with grain left the Black Sea port of Caffa and set sail for Messina, Sicily. By midvoyage, sailors were falling sick and dying. Soon after the ships tied up at Messina, townspeople, too, began to fall sick and die. Within months, the disease that Europeans called the Black Death was raging through Italy. By 1348, it had reached Spain and France. From there, it ravaged the rest of Europe. One in three people died—a death rate worse than in any war in history.

Build Background Knowledge

Ask students to recall recent natural disasters that have been on the news, such as hurricanes, earthquakes, or outbreaks of disease. Discuss how the public reacted and why. Then ask students to predict how people might react to disasters that they could not understand or did not have the scientific explanations for.

Set a Purpose

WITNESS HISTORY

Read the selection aloud or play the audio.

Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 5 Assessment answers.)

Preview Have students preview the Section Objectives and the list of Terms, People, and Places.

Prepare to Read

Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the flowchart describing the causes and effects of the Black Death.

Section 5

Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how the Black Death caused social and economic decline.
- Describe the problems facing the Church in the late Middle Ages and how the Church reacted.
- Summarize the causes, turning points, and effects of the Black Death.
The Black Death: A Global Epidemic

Instruct

■ Introduce Read aloud the first three sentences under A Time of Crisis, and discuss what it would have been like to live in those times. Remind students that medieval Europeans had no scientific explanations for many of these disasters. (You may wish to refer to the feature on the Black Death on pages 274–275.)

■ Teach Discuss the terms Black Death and plague, which means “calamity” as well as “epidemic.” Remind students that medieval Christians would be familiar with the plagues in Bible stories, calamities sent as divine punishment. Have students summarize the progression of the Black Death, from Asia through Europe. Emphasize the death toll. Ask: How did Europeans react to the Black Death? (Some turned to magic and witchcraft, others to wild pleasure or self-punishment. People fled from their neighbors, fled cities, or blamed others, particularly the Jews.) What were the effects of the Black Death? (huge death toll, breakdown of normal life, hysteria, and persecution; social unrest; and economic decline.)

Quick Activity Show students a TV special about the Black Death.

Independent Practice

Have students “cover the story” of the Black Death in Europe as though they were medieval journalists. They can write several newspaper headlines about the plague’s progression or an introduction to a TV special about the Black Death.

Monitor Progress

As students fill in their flowcharts, circulate to make sure they understand the causes and effects of the Black Plague. For a completed flowchart, see Note Taking Transparencies, 83A.

Answer

It killed one third of the population, caused the breakdown of normal life, hysteria, and persecution; social unrest; and economic decline.

In the pre-modern world, rate infested ships, towns, and even the homes of the rich and powerful, so no one took any notice of them. In the early 1300s, rate spread the plague in crowded Chinese cities, which killed about 35 million people there. Plague jumped from those rate to infest the clothes and packs of traders traveling west. As a result, the disease quickly spread from Asia to the Middle East and then to Europe.

Normal Life Breaks Down In Europe, the plague brought terror and bewilderment, as people had no way to stop the disease. Some people turned to magic and witchcraft for cure. Others plunged into wild pleasures, believing they would soon die anyway. Still others saw the plague as God’s punishment. They beat themselves with whips to show that they had repented their sins. Normal life broke down as people fled cities or hid in their homes to avoid contracting the plague from neighbors and relatives.

Some Christians blamed Jews for the plague, charging unjustly that they had poisoned the wells to cause the disease. In the resulting hysteria, thousands of Jews were slaughtered.

The Economy Suffers As the plague kept recurring in the late 1300s, the European economy plunged to a low ebb. When workers and employers died, production declined. Survivors demanded higher wages. As the cost of labor soared, inflation, or rising prices, broke out too. Landowners and merchants pushed for lower wages to limit wages. To limit rising costs, landlords converted meadows to land for sheep raising, which required less labor. Villagers forced off the land looked for work in towns. There, guilds limited opportunities for advancement.

Coupled with the fear of the plague, these restrictions sparked explosive revolts. Angry peasants rampaged in England, France, Germany, and elsewhere. In the cities, artisans fought for more power, usually without success. Revolts erupted on and off through the 1300s and 1400s. The plague had spread death and social unrest. It would take western Europe more than 100 years to fully recover from its effects.

Checkpoint How did the Black Death affect Europe?

Upheaval in the Church

The late Middle Ages brought spiritual crisis, scandal, and division to the Roman Catholic Church. Many priests and monks died during the plague. Their replacements faced challenging questions. Survivors asked: Why did God spare some and kill others?

The Church Splits The Church was unable to provide the strong leadership needed in this desperate time. In 1309, Pope Clement V had moved the papal court to Avignon outside the border of southern France. It remained there for about 70 years under French domination. In Avignon, popes reigned over a lavish court. Critics lashed out against the worldly, pleasure-loving papacy, and reformers worked for change.

In 1378, reformers elected their own pope to rule from Rome. French cardinals responded by choosing a rival pope. For decades, there was a schism, or split, in the Church. During this schism, two and sometimes even three popes claimed to be the true “vicar of Christ.”

History Background

Crisis in the Church By 1309, the French monarchy forced the pope to move his court from Rome to Avignon, in France. This “Babylonian Captivity” lasted until 1377, when the papacy moved back to Rome. When the pope died in 1378, the cardinals elected Pope Urban VI (1378–1389) to replace him. Due to Urban’s unpopular policies and apparent mental illness, the cardinals elected a second pope, Clement VII (1378–1394), who moved his court to Avignon because Urban would not step down. Thus began the Great Western Schism. A crisis ensued as rival popes communicated each other and their followers. A church council at Pisa elected a third pope in 1409, but the first two did not recognize the council’s authority, leaving the church with three popes. The Council of Constance finally resolved the situation in 1417, electing an undoubted pope.
On top of the disasters of famine, plague, and economic decline came a new upheaval: the Hundred Years’ War.

During the fourteenth century, war erupted anew between these rival powers. Edward III of England, whose mother had been a French princess, claimed the French crown in 1337, war erupted anew between these rival powers. French kings were intent on extending their own power in France. When Edward III of England, whose mother had been a French princess, claimed the French crown in 1337, war erupted anew between these rival powers.

Responding to New Heresies

The Church responded by persecuting Wycliffe and his followers and suppressing the Hussites. Hus was tried for preaching heresy—opinions contrary to Church teachings. Found guilty, he was burned at the stake in 1415. The ideas of Wycliffe and Hus survived, however. A century later, other reformers took up the same demands.

Checkpoint Describe the threats to Church power.

The Hundred Years’ War

On top of the disasters of famine, plague, and economic decline came a new upheaval: the Hundred Years’ War.

French and English Rivalry Grows

English rulers had battled for centuries to hold onto the French lands of their Norman ancestors. But French Kings were intent on extending their own power in France. When Edward III of England, whose mother had been a French princess, claimed the French crown in 1337, war erupted anew between these rival powers.

Instruct

- **Key Terms**: Have students find the key term schism (in blue) in the text and explain its definition. Help students recall the great power wielded by some previous popes. Ask them to predict how this power struggle within the Church has opposed to previous power struggles between the Church and secular rulers. Will affect the authority of the Church?

Upheaval in the Church

- **Introduce**: Key Terms Have students find the key term schism (in blue) in the text and explain its definition. Help students recall the great power wielded by some previous popes. Ask them to predict how this power struggle within the Church has opposed to previous power struggles between the Church and secular rulers. Will affect the authority of the Church?

Teach Discuss the challenges to the Church. Ask How did the Black Death affect the authority of the Church?

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**Quick Activity** Using the Numbered Heads strategy (TPR, p. T53), have students debate the question. Why do you think the Church felt threatened by Wycliffe’s translating the Bible into the vernacular, in this case, English?

Independent Practice

Have students make a three-column table titled Upheaval in the Church. Ask them to list two reasons for upheaval in the Church. Use the middle box to record major events that occurred during the war. Use the right box to record effects that occurred during the war.

History Background

Dark Days The fourteenth century was a watershed for Europe. The century was marked by tremendous upheaval: the Hundred Years War, the Black Death, and famine were the backdrop for a religious crisis that left people wondering if they were following the “true” path. These concurrent events led to a sense of pessimism and hopelessness that pervaded European society and culture. Art became darker, with a greater focus on death. Many people felt that the end of the world was near. Groups of flagellants tried to purify themselves by whipping and self-mutilation. Others resorted to witchcraft or became immoral, living only for pleasure. The Church condemned all these practices and later used the Inquisition to try to put an end to them.
The Hundred Years' War

Instruct

- Introduce: Vocabulary Builder
  Have students read the Vocabulary Builder term. Discuss how remarkable it is that the French monarch would give a young girl authority to lead his army.

- Teach
  Review English claims to lands in France. Remind students that William the Conqueror was also Duke of Normandy and that Eleanor of Aquitaine married Henry II of England. Ask Why did the English win early victories? (superior weaponry: the longbow)
  Why was Joan of Arc so important to French success even after she was captured? (The French regarded her as a martyr and sent by God to help them win; they fought to avenge her.) Have students list the effects of the Hundred Years War.

- Analyzing the Visuals
  Draw students' attention to the Infographic. Make a two-column chart on the board, labelling one column French and the other English. Have students list the weapons and technology each side is using.

Independent Practice

- Note Taking
  Have students fill in the flowchart showing the events of the Hundred Years War.

- Have students access Web Code naps0851 to take the Geography Interactive Audio Guided Tour and answer the map skills questions in the text.

- Have students fill in the Outline Map: Major Battles of the Hundred Years' War.

Monitor Progress

- As students fill in their flowcharts, circulate to make sure they understand the effects of the Hundred Years War. For a completed flowchart, see Note Taking Transparencies, 83B.

- Make sure students are filling in their Outline Maps accurately.

Answers

Thinking Critically

1. Sample: The English, because more soldiers with the crossbow appear to be wounded than those with the longbow.

2. Sample: Cannons could be used to attack the castle in the background.

The English Win Early Victories

At first, the English won a string of victories—at Crécy in 1346, Poitiers in 1356, and Agincourt in 1415. They owed much of their success to the new longbow wielded by English archers. For a time, it looked as though England would bring all of France under its control. Then, in what seemed like a miracle to the French, their fortunes were reversed.
The Hundred Years’ War set France and England on different paths. The war created a growing sense of national feeling in France and allowed French kings to expand their power. On the other hand, during the war, English rulers turned repeatedly to Parliament for funds, which helped that body win the “power of the purse.” Power in English government began to swing towards Parliament. At the same time, the war caused widespread fear and disruption and began to change society. The move of the papacy put the Church under French influence and having rival popes showed further disarray in the hierarchy of the Church.

Impact of the Hundred Years’ War

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The Hundred Years’ War brought many changes to the late medieval world. Castles and armored knights were doomed to disappear because their defenses could not stand up to the more deadly firepower of the longbow and the cannon. Society was changing. Monarchs needed large armies, not feudal vassals, to fight their wars. More and more, they turned to hired soldiers to do their fighting.

As Europe recovered from the Black Death, the population expanded, and manufacturing grew. These changes led to increased trade. Italian cities flourished as centers of trade and shipping. Europeans borrowed and developed new technologies. This recovery set the stage for further changes during the Renaissance, the Reformation, and the Age of Exploration.

Joan of Arc Fights for France

In 1429, a 17-year-old peasant woman, Joan of Arc, appeared at the court of Charles VII, the uncrowned king of France. She told him that God had sent her to save France. Desperate, Charles authorized her to lead an army against the English. To Charles’s amazement, Joan inspired the battered and despairing French troops to fight anew. In one astonishing year, she led the French to several victories and planted the seeds for future triumphs.

Joan paid for success with her life. She was taken captive by allies of the English and turned over to her enemies for trial. To discredit her, the English had Joan tried for witchcraft. She was convicted and burned at the stake. Much later, however, the Church declared her a saint.

The execution of Joan rallied the French, who saw her as a martyr after Joan’s death, the French took the offensive. With a powerful new weapon, the cannon, they attacked English-held castles. By 1453, the English held only the port of Calais in northeastern France.

Vocabulary Builder

Authorize—(v) to give official power to

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. Reading Skill: Recognize Causes and Effects. Use your completed flowcharts to answer the Focus Question: What were three effects of the Black Death on late medieval Europe?

3. Recognize Cause and Effect. What were three effects of the Black Death on late medieval Europe?

4. Draw Inferences. How did the pope’s refusal to excommunicate King John of England’s ally lead to the Hundred Years’ War?

5. Make Comparisons. Compare the effects of the Hundred Years’ War on France and on England.

Comprehension and Critical Thinking

Writing About History

Quick Write: Gather Evidence. Gather examples and details to support your thesis. For example, you can support the thesis “Joan of Arc was a cause of French success in the Hundred Years’ War” with general facts such as “she led the French to victories and her martyrdom inspired the French soldiers,” and so on. Use specific details such as particular battles she led and quotations from soldiers to support your general statements.

Section 5 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.

2. They caused widespread fear and disruption and began to change society. Medieval culture was beginning to break down, paving the way for the Renaissance and the modern world.

3. Answers may include three of the following: the death of one third of Europe’s population, the breakdown of normal life, hysteria, persecution, social unrest, decline of production, unemployment, rioting, economic decline.

4. They weakened the Church’s authority. The move of the papacy put the Church under French influence and having rival popes showed further disarray in the hierarchy of the Church.

5. France: created pride and national feeling, allowed French kings to expand their power; England: power began to shift to Parliament, away from the monarch

Writing About History

Responses should show an understanding of how to support a thesis.

For additional assessment, have students access Progress Monitoring Online at Web Code naa-0851.