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.

- Describe Western Europe after the collapse of the western Roman empire.
- Describe how Germanic tribes carved Europe into small kingdoms.
- Explain how Charlemagne briefly reunited much of Western Europe and what happened to his empire after his death.

Prepare to Read

Build Background Knowledge L3

Remind students that the Romans controlled most of Western Europe. Ask them to predict what might have happened when that unifying force disappeared.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

  🔊 AUDIO **Witness History Audio CD,** A King Converts to Christianity

  Ask **Since Clovis ruled a powerful kingdom, how might his conversion have affected Europe?** *(helped Europe become Christian)*

- **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 1 Assessment answers.)*

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

- **Reading Skill** Have students use the *Reading Strategy: Identify Main Ideas* worksheet.

  All in One Teaching Resources, Unit 2, p. 7

- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the chart identifying the main idea of each red heading.

  Reading and Note Taking Study Guide, p. 64

King Clovis (right); a Frankish cross from the 400s (above)

WITNESS HISTORY 🔊 AUDIO

A King Converts to Christianity

In A.D. 496, Clovis, warrior king of the Franks, was engaged in a ferocious battle. According to the *Chronicle of St. Denis*,

❝He looked up to heaven humbly, and spoke thus, 'Most mighty God, whom my queen Clothilde worships and adores with heart and soul, I pledge Thee perpetual service unto Thy faith, if only Thou givest me now the victory over mine enemies.' Instantly . . . his men were filled with burning valor, and a great fear smote his enemies, so that they turned the back and fled.❞

Focus Question How did Germanic tribes divide Western Europe into small kingdoms?

The Early Middle Ages

Objectives
- Describe Western Europe after the collapse of the western Roman empire.
- Describe how Germanic tribes carved Europe into small kingdoms.
- Explain how Charlemagne briefly reunited much of Western Europe and what happened to his empire after his death.

Terms, People, and Places

Clovis	battle of Tours
medieval	Charlemagne
Franks	Magyars
Charles Martel	Vikings

Note Taking

Reading Skill: Identify Main Ideas Keep track of the important characteristics of early medieval Europe in a table. Look for the main idea under each red heading and write it in the second column.

Early Medieval Europe	
Heading	**Main Idea**
Western Europe in Decline	
The Rise of the Germanic Kingdoms	
The Age of Charlemagne	
Europe After Charlemagne	

King **Clovis** won this battle—and many others. The kingdom he established was one of many Germanic kingdoms that replaced the unifying force of the Roman empire in Western Europe.

Western Europe in Decline

At its height, the Roman empire included much of Western Europe. Rome unified the region and spread classical ideas, the Latin language, and Christianity to the tribal peoples of Western Europe. The Germanic peoples who settled in Europe and conquered Rome would later build on these traditions.

After the collapse of Rome, Western Europe entered a period of political, social, and economic decline. From about 500 to 1000, it was politically divided, rural, and largely cut off from advanced civilizations in the Middle East, China, and India. Waves of invaders swept across the region, trade slowed to a trickle, towns emptied, and classical learning virtually ceased. For those reasons, this period in Europe has sometimes been called the Dark Ages.

Today, historians recognize that this period was not "dark." Greco-Roman, Germanic, and Christian traditions slowly blended, creating a new civilization. Much later, this period between ancient times and modern times—roughly from 500 to 1500—would be called the Middle Ages. Its culture would be called **medieval** civilization, from the Latin words for "middle age."

✔ **Checkpoint** Describe Western Europe after the collapse of the western Roman empire.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.
All in One Teaching Resources, Unit 2, p. 6; **Teaching Resources, Skills Handbook,** p. 3

High-Use Word	Definition and Sample Sentence
unify, p. 216	*vt.* to combine into one The brothers were **unified** against their sister's choice of music on the long car trip.

The Rise of the Germanic Kingdoms

The Germanic tribes that conquered parts of the Roman empire included the Goths, Vandals, Saxons, and **Franks.** Their culture was very different from that of the Romans. They were mostly farmers and herders, so they had no cities or written laws. Instead, they lived in small communities governed by unwritten customs. Kings were elected by tribal councils. Warriors swore loyalty to the king in exchange for weapons and a share in the plunder taken from conquered people. Between 400 and 700, these Germanic tribes carved Western Europe into small kingdoms.

The Franks Extend Their Power One of these kingdoms was that of the Franks. In 486, Clovis, king of the Franks, conquered the former Roman province of Gaul, which later became the kingdom of France. He ruled his new lands according to Frankish custom but preserved much of the Roman legacy. Clovis took an important step when he converted to Christianity, the religion of his subjects in Gaul. Not only did he earn their support, but he also gained a powerful ally in the pope, leader of the Christian Church of Rome.

A Muslim Empire Threatens Europe As the Franks and other Germanic peoples carved up Europe, a new power was emerging across the Mediterranean. The religion of Islam began in Arabia in the 600s. From there, Muslims, or believers in Islam, created a new civilization and built a huge and expanding empire.

Leaders of the Church and of Christian kingdoms became alarmed when Muslim armies overran Christian lands from Palestine to North Africa to present-day Spain. When a Muslim army crossed into France, **Charles Martel** rallied Frankish warriors. At the **battle of Tours** in 732, Christian warriors triumphed. To them, the victory was a sign that God was on their side. Muslims advanced no farther into Western Europe, although they continued to rule most of what is now Spain. This nearby Muslim presence remained a source of anxiety to many European Christian leaders. In time, however, medieval Europeans would trade with Muslims, whose learning in many areas exceeded their own.

✔ **Checkpoint** How did the Germanic tribes govern their kingdoms?

The Age of Charlemagne

In 768, the grandson of Charles Martel became king of the Franks. He briefly united Western Europe when he built an empire reaching across what is now France, Germany, and part of Italy. Also named Charles, he became known as **Charlemagne** (SHAHR luh mayn), or Charles the Great.

Geography Interactive
For: Audio guided tour
Web Code: nap-0711

Empire of Charlemagne, 768–843

North Sea
SAXONS
Rhine R.
Aachen
50°N
Seine R.
Paris
Verdun
Tours
Loire R.
Danube R.
SLAVS
AVARS
Rhone R.
LOMBARDS
Po R.
Corsica
Rome
40°N

Conic Projection
0   100   200 mi
0   100   200 km

Kingdom of the Franks, 768
Area conquered by Charlemagne, 768–814
Division of Charlemagne's empire, (Treaty of Verdun, 843)

10°E   20°E

Map Skills Charlemagne built an empire in Europe, but his descendants were unable to hold it together.
1. **Locate** (a) the Frankish kingdom in 768 (b) Charlemagne's empire in 814 (c) Tours
2. **Compare** Look at a map of the Roman empire. Compare the location and extent of Charlemagne's empire with that of Rome.
3. **Predicting Consequences** What might be one result of the division of Charlemagne's empire? Explain.

History Background

Muslim Influence Muslim influence in Europe was significant. Muslim scholars preserved works of Greek philosophy and helped reintroduce them to Europe. Muslim contributions in mathematics and science have endured. Terms such as *algebra, zero, azimuth, zenith*, and *almanac* are of Arabic origin. Muslim culture in Spain influenced the music and poetry of French troubadours. Muslims also brought chess from India. The Persian term *shah mat*, meaning the "king is dead," became *checkmate*. The numerals that became known as Arabic are also of Indian origin. New technology transmitted to Europe through Muslim regions included papermaking, new irrigation techniques, and the distillation of liquids.

The Age of Charlemagne ⓭

Instruct

■ **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Tell students that one of Charlemagne's greatest achievements was bringing a large portion of Europe into one **unified** kingdom. Have students look at the map Empire of Charlemagne, 768–843. Ask **How much of Europe did Charlemagne control?** *(a large part of Western Europe)*

■ **Teach** Discuss how Charlemagne created a unified kingdom. Ask **How did Charlemagne enlarge his kingdom?** *(by conquest)* **How did he spread Christianity?** *(allied with the Pope, sent missionaries to outlying parts of his kingdom)* **How did this help unify his realm?** *(Different regions and groups now shared a common religion.)* **Why did Charlemagne support education?** *(to unify his kingdom and to revive the glory of Rome)*

■ **Quick Activity** Have students access **Web Code nap-0711** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

Independent Practice

Note Taking Have students fill in the chart showing characteristics of the Age of Charlemagne.

📝 **Reading and Note Taking Study Guide,** p. 64

Monitor Progress

■ As students fill in their charts, circulate to make sure they have identified the main characteristics of the Age of Charlemagne and understand several ways that Charlemagne sought to restore order to Europe. For a completed version of the chart, see

🖥 **Note Taking Transparencies,** 75B

■ Check answers to map skills questions.

Answer

✓ He brought more land under his control, spread Christianity throughout his empire, sent *missi* to control provincial rulers and administer justice, and encouraged education.

Note Taking

Reading Skill: Identify Main Ideas
Record the most important characteristics of the Age of Charlemagne in a table. You may wish to add these to the table you began in the section opening.

The Age of Charlemagne	
Heading	**Main Idea**
A New Emperor of the Romans	
Creating a Unified Christian Empire	
A Revival of Learning	

Vocabulary Builder
<u>unify</u>—(YOO nuh fy) *v.* to combine into one

Charlemagne spent much of his 46-year reign fighting Muslims in Spain, Saxons in the north, Avars and Slavs in the east, and Lombards in Italy. His conquests reunited much of the old western Roman empire.

A New Emperor of the Romans In 799, Pope Leo III asked Charlemagne for help against rebellious nobles in Rome. The delegation that Charlemagne sent to Rome arrested Leo's opponents. On Christmas Day in the year 800, the pope showed his gratitude by placing a crown on Charlemagne's head and proclaiming him Emperor of the Romans.

This ceremony would have enormous significance. A Christian pope had crowned a Germanic king successor to the Roman emperors. In doing so, Pope Leo III revived the ideal of a united Christian community, which came to be called Christendom. At the same time, he also sowed the seeds for desperate power struggles between future popes and Germanic emperors.

The pope's action also outraged the emperor of the eastern Roman empire in Constantinople. While the western Roman empire had been collapsing, the eastern empire had continued to flourish. The eastern emperor saw himself as the sole Roman ruler. In the long run, the crowning of Charlemagne deepened the split between the eastern and western Christian worlds.

Creating a Unified Christian Empire Charlemagne strove to create a united Christian Europe. Working closely with the Church, he helped spread Christianity to the conquered peoples on the fringes of his empire. Missionaries converted many Saxons and Slavs.

Like other Germanic kings, Charlemagne appointed powerful nobles to rule local regions. To keep control of these provincial rulers, he sent out officials called *missi dominici* (MIH see daw mih NEE chee) to check on roads, listen to grievances, and see that justice was done. Charlemagne instructed the *missi* to "administer the law fully and justly in the case of the holy churches of God and of the poor, of wards and of widows, and of the whole people."

A Revival of Learning Charlemagne regarded education as another way to <u>unify</u> his kingdom. He could read but not write. Still, as a ruler, he saw the need for officials to keep accurate records and write clear reports. Charlemagne set out to revive Latin learning throughout his empire and encouraged the creation of local schools. He also wanted to revive the glory of Rome at his court at Aachen (AH kun). He brought many of the best scholars of Europe to the Palace School there.

✓ **Checkpoint** How did Charlemagne unify Europe?

The Palace School at Aachen

Charlemagne brought a respected scholar, Alcuin (AL kwin) of York, to direct the Palace School. Alcuin created a curriculum that included grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. Charlemagne, his family, his nobles, and his nobles' sons were all taught there, and it became a center of learning and lively discussion. Alcuin's system would become the educational model for medieval Europe.

Alcuin also hired scholars to copy ancient manuscripts, including the Bible and Latin works of history and science. In this way, the school preserved past knowledge for future generations.

Differentiated Instruction   Solutions for All Learners

L1 Special Needs   L2 Less Proficient Readers

Ask students to read The Age of Charlemagne aloud. As they read, list Charlemagne's accomplishments on the board. Ask students to use the notes to write a short obituary commemorating Charlemagne. Follow up by discussing why Charlemagne was considered to be the greatest ruler of early Medieval Europe.

Use the following resources to help students acquire basic skills.

📝 **Adapted Reading and Note Taking Study Guide**

■ Adapted Note Taking Study Guide, p. 64
■ Adapted Section Summary, p. 65

Europe After Charlemagne

After Charlemagne died in 814, his son Louis I took the throne. Later, Louis' sons battled for power. Finally, in 843, Charlemagne's grandsons drew up the Treaty of Verdun, which split the empire into three regions.

Charlemagne's Legacy Although his empire did not remain intact, Charlemagne still left a lasting legacy. He extended Christian civilization into northern Europe and furthered the blending of Germanic, Roman, and Christian traditions. He also set up strong, efficient governments. Later medieval rulers looked to his example when they tried to strengthen their own kingdoms.

New Waves of Invasions Charlemagne's heirs faced new waves of invasions. Despite the victory at Tours, Muslim forces still posed a threat to Christian Europe. In the late 800s, they conquered Sicily, which became a thriving center of Muslim culture. Not until the 900s, when power struggles erupted in the Middle East, did Muslim attacks finally subside.

Geography Interactive
For: Audio guided tour
Web Code: nap-0712

Invasions of Europe, 700–1000

Map Skills Between 700 and 1000, Western Europe was battered by invaders.

1. **Locate** (a) France (b) Germany (c) Scandinavia (d) Hungary (e) Muslim-controlled lands

2. **Movement** Describe the invasion routes of the (a) Magyars, (b) Vikings, and (c) Muslims.

3. **Draw Inferences** Note which invaders built settlements. What can you infer about these groups from the fact that they settled in regions they raided?

Legend:
- Vikings
- Magyars
- Muslims
- Areas of Viking settlement outside Viking homeland
- Viking invasions
- Magyar invasions
- Muslim invasions

Link to Literature

Viking Storytelling Oral storytelling was important in ancient Viking culture. Viking poets, called *skalds*, recited tales of Viking heroes and told legends about their gods, such as Thor and Odin. Many of these stories, known as *sagas*, were first written down by Christian scribes (*c.* 1200). The sagas fall into three categories: kings' sagas and legendary sagas, both of which tell of kings and leaders, and sagas about Ice-landers, or family sagas, which tell stories of ordinary people. In these, the ideal of justice is placed above that of courage; the good of society is placed above individual accomplishment. The Icelandic sagas are notable for their accurate descriptions of the geography of northern Europe, a reflection of the Viking prowess for sailing and exploring.

Instruct

■ **Introduce: Key Terms** Ask students to find the key term *Vikings* (in blue) in the text. Ask them what they know about Vikings. Use the visual of the Viking ship on the following page to reinforce the idea of Vikings as great sailors and savage warriors. Ask **What might be the effect on a country of Viking invasions?** *(disruption, fear)*

■ **Teach** Discuss how Charlemagne's empire came apart. Ask **How did Charlemagne's empire split?** *(His grandsons fought over it and divided it into three parts.)* **What invasions threatened these kingdoms?** *(Muslim, Magyar, Viking)* **How was the collapse of Charlemagne's empire similar to the collapse of the Roman Empire?** *(weakened when divided, then suffered attacks by outside plundering tribes)*

■ **Quick Activity** Ask students **Why was Charlemagne's Empire so important?** Using the Numbered Heads strategy (TE p. T23) have students list Charlemagne's accomplishments. Have them decide which were likely to have the most impact on the future of Europe and why.

Independent Practice

Have students access **Web Code nap-0712** to take the **Geography Interactive Audio Guided Tour** and answer the map skills questions in the text.

Monitor Progress

■ To ensure understanding, ask students to summarize the reasons that Charlemagne's empire fell apart.

■ Check Reading and Note Taking Study Guide entries for student understanding. Check answers to map skills questions.

Answers

Map Skills
1. Review locations with students.
2. (a) west, south, and north from Hungary (b) from Scandinavia across the ocean and to the British Isles, south along the coast of Europe and into the Mediterranean to Italy, east and south into Russia (c) north from Africa and Spain; west from the Middle East
3. Muslims settled in present-day Spain, Vikings in northern Europe. They did not only take riches, they affected the native cultures of the lands where they settled.

Assess Progress **L3**

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 2, p. 2

- To further assess student understanding, use
  🖳 Progress Monitoring Transparencies, 27

Reteach

If students need more instruction, have them read the section summary.

📝 Reading and Note Taking Study Guide, p. 65 **L3**

📝 Adapted Reading and Note Taking Study Guide, p. 65 **L1 L2**

📝 Spanish Reading and Note Taking Study Guide, p. 65 **L2**

Extend **L4**

See this chapter's Professional Development pages for the Extend Online activity on Vikings.

Answer

✓ The Magyars overran a large area of Europe but eventually retreated back to present-day Hungary. Vikings from Scandinavia invaded, looted, and burned European communities, but also settled in parts of Western Europe where they mixed with local populations.

Caption head and black sail; shows fear of Viking attacks

Viking Warship
This painting of a Viking warship with a prow in the shape of a mythical beast was done by an Anglo-Saxon artist around 1025. *What aspect of the ship does the artist emphasize? What does this suggest about the Anglo-Saxon reaction to the Vikings?*

About 900, a new wave of nomadic people, the **Magyars** settled in present-day Hungary. From there, they overran eastern Europe and moved on to plunder Germany, parts of France, and Italy. Finally, after about 50 years, they were pushed back into Hungary.

Raiders From the North The **Vikings** broke the last threads of unity in Charlemagne's empire. At home in Scandinavia—a northern region that now includes Norway, Sweden, and Denmark—the Vikings were independent farmers ruled by land-owning chieftains. They were also expert sailors. Starting in the late 700s, they burst out of Scandinavia, looting and burning communities along the coasts and rivers of Europe.

Viking sailors were not just destructive raiders. They were also traders and explorers who sailed around the Mediterranean Sea and across the Atlantic Ocean. Around the year 1000, they set up a short-lived Viking colony in North America. Vikings opened trade routes that linked northern Europe to Mediterranean lands. They also settled in England, Ireland, northern France, and parts of Russia, where they mixed with the local populations.

✓ **Checkpoint** Describe the invasions of Europe that took place after Charlemagne's death.

1 Assessment

Progress Monitoring Online
For: Self-quiz with vocabulary practice
Web Code: naa-0711

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: Identify Main Ideas** Use your completed charts to answer the Focus Question: How did Germanic tribes divide Western Europe into small kingdoms?

Comprehension and Critical Thinking

3. **Recognize Cause and Effect** How did the collapse of the western Roman empire affect Western Europe?
4. **Summarize** How did the Franks create a kingdom in Western Europe, and what external threat did it face?
5. **Analyze Information** What made Charlemagne a successful leader?
6. **Express Problems Clearly** What happened to Charlemagne's empire after he died? Why?

● **Writing About History**

Quick Write: Explore a Topic Choose one person or group discussed in this section and write a series of questions that you could use to write a research report. For example, for the Vikings you could ask the following:
- What were Viking communities in Scandinavia like?
- What kind of community did the Vikings set up in North America?

Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Several tribes conquered parts of the old Roman empire and fought over land. After Charlemagne's death, his empire was divided.
3. Europe lost its sense of unity: trade slowed, towns emptied, learning declined, and invaders swept through the region.

4. Clovis conquered Gaul in 486. Charlemagne built an empire stretching across France, Germany, and part of Italy. It was threatened by a Muslim empire.
5. Charlemagne fostered cultural unity, kept nobles under control, and sent out *missi* to enforce justice.
6. It was divided into three parts by his grandsons after his heirs fought for power.

● **Writing About History**
Responses should show how questions can direct research on a topic.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0711.**