

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.

- Learn how monarchs gained power over nobles and the Church.
- Describe how William the Conqueror and Henry II strengthened English royal power.
- Analyze the traditions of government that developed under King John and later English monarchs.
- Explain how strong monarchs unified France.


Prepare to Read

Build Background Knowledge **L3**

Remind students that lords and the Church often had more power than monarchs under feudalism. Ask students to predict what kinds of power struggles might result.

Set a Purpose **L3**

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

 **Witness History Audio CD,**
A Struggle for Royal Authority

Make sure students understand the words *homage* (respect, honor) and *for-sworn* (perjured, sworn falsely). Ask **Why did King Stephen arrest these men?** (*they swore allegiance, then turned against him*) **Why did the king object to their castles?** (*Castles are seats and symbols of power.*) Ask students to predict how kings will try to strengthen power.

- **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 Cause and Effect* worksheet.

 **Teaching Resources, Unit 2, p. 27**

1

A lord pledges fealty to his king.



German imperial crown

**WITNESS HISTORY**  AUDIO**A Struggle for Royal Authority**

Medieval monarchs could not always count on the loyalty of their nobles and churchmen.

“A.D. 1137 King Stephen . . . seized Alexander, bishop of Lincoln, and the Chancellor Roger, his nephew, and threw [them] into prison till they gave up their castles. . . . They had done him homage, and sworn oaths, but they no truth maintained. They were all for-sworn, and forgetful of their troth [loyalty]; for every rich man built his castles, which they held against [the king]; and they filled the land full of castles.”

—*The Anglo-Saxon Chronicle*

Focus Question How did monarchs in England and France expand royal authority and lay the foundations for united nation-states?

Royal Power Grows

Objectives

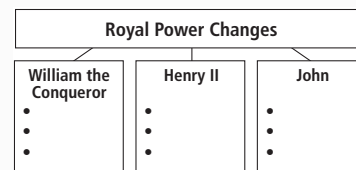
- Learn how monarchs gained power over nobles and the Church.
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Terms, People, and Places

William the Conqueror	Magna Carta
common law	due process of law
jury	habeas corpus
King John	Parliament
	Louis IX

Note Taking

Reading Skill: Identify Causes Keep track of how royal power increased and decreased by using a cause-effect chart like the one below.




As medieval monarchs struggled to exert royal authority over nobles and churchmen, they slowly built the framework for the European nation-states of today. Nation-states are regions that share a government and that are independent of other states. Each of these nations developed differently, and a monarch's success in establishing power could have consequences for centuries.

Monarchs, Nobles, and the Church


During the early Middle Ages, as you have read, monarchs in Europe stood at the head of society but had limited power. Nobles and the Church had as much power as monarchs. In some cases, they were more powerful than monarchs. Both nobles and the Church had their own courts, collected their own taxes, and fielded their own armies. They jealously guarded their rights and privileges against any effort by monarchs to increase royal authority.

During the High Middle Ages—about 1000 to 1300—the balance of power started to shift. Monarchs used various means to centralize power. They expanded the royal domain and set up systems of royal justice that undermined feudal and Church courts. They organized government bureaucracies, developed tax systems, and built standing armies. Monarchs also strengthened ties with the townspeople of the middle class. Townspeople, in turn, supported royal rulers, who could impose the peace and unity that were needed for successful trade.

 **Checkpoint** What groups gained and lost power?

Vocabulary Builder

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

 **Teaching Resources, Unit 2, p. 26; Teaching Resources, Skills Handbook, p. 3**

High-Use Word
domain, p. 248

Definition and Sample Sentence

n. territory under one ruler
The prince controlled all of the land in his domain.

English Kings Strengthen Their Power

During the 400s and 500s, a group of Germanic tribes known as the Angles and Saxons, or Anglo-Saxons, conquered most of the Roman colony of Britain. The country became known as England. Despite Viking invasions in the 800s, a unified English kingdom emerged. In 1066, however, King Edward of England died without an heir. A council of nobles chose Edward's brother-in-law Harold to rule. But William, Duke of Normandy, in France, a tough descendant of Vikings, also claimed the English throne. He was related to King Edward, who, William claimed, had promised him the throne. The answer to the rival claims lay on the battlefield.

William of Normandy Conquers England William raised an army and won the backing of the pope. He then sailed across the English Channel to England. At the Battle of Hastings, William and his Norman knights triumphed over Harold. **William the Conqueror**, as he is now called, became king of England on Christmas Day 1066.

Although William's French-speaking nobles dominated England, the country's Anglo-Saxon population survived. Over the next 300 years, there was a gradual blending of Norman French and Anglo-Saxon customs, languages, and traditions.

Expanding Royal Power Now that William had conquered England, he set out to impose his control over the land. Like other feudal monarchs, he granted fiefs to the Church and to his Norman lords, or barons, but he also kept a large amount of land for himself. He monitored who built castles and where. He required every vassal to swear first allegiance to him rather than to any other feudal lord.

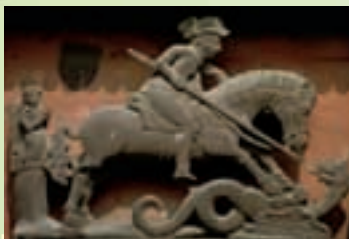
To learn about his kingdom, William had a complete census taken in 1086. The result was the *Domesday Book* (pronounced "doomsday"), which listed every castle, field, and pigpen in England. As the title suggests, the survey was as thorough and inevitable as doomsday, believed to be God's final day of judgment that no one could escape. Information in the *Domesday Book* helped William and later English monarchs build an efficient system of tax collection. William's successors also created the royal exchequer, or treasury, to collect taxes, fees, fines, and other dues.

Developing a Unified Legal System In 1154, an energetic, well-educated king, Henry II, inherited the throne. He broadened the system of royal justice by expanding accepted customs into law. He then sent out traveling justices to enforce these royal laws. The decisions of the royal courts became the foundation of English **common law**, a legal system based on custom and court rulings. Unlike local feudal laws, common law applied to all of England. In time, people brought their disputes to royal courts rather than to those of nobles or the Church. Because royal courts charged fees, the exchequer benefited from the growth of royal justice.

Under Henry II, England also developed an early jury system. When traveling justices visited an area, local officials collected a **jury**, or group of men sworn to speak the truth. These early juries determined which cases should be brought to trial and were the ancestors of today's grand jury. Later, another jury evolved that was composed of 12 neighbors of an accused person. It was the ancestor of today's trial jury.

Conflict With the Church Henry's efforts to extend royal power led to a bitter dispute with the Church over the issue of legal authority.

BIOGRAPHY



William the Conqueror

From the time he became Duke of Normandy at age seven, William the Conqueror's (1028–1087) life and position were in constant danger, mostly from jealous relatives. Four of his guardians were murdered—one in the very room in which William slept.

After William was knighted at the age of 15, he sought the help of his liege lord, Henry I of France, to put down rebellions by his barons. At 20, he led an army to defeat a rebellious cousin. His continuing efforts to gain power included putting pressure on Edward, the English king, to declare him heir to the English throne. **How did William's experience as duke prepare him to be a powerful king of England?**

- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the chart showing how royal power increased and decreased.


 **Reading and Note Taking**
Study Guide, p. 72

Teach

Monarchs, Nobles, and the Church/English Kings L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term **William the Conqueror** (in blue) in the text and to preview that paragraph and the Biography feature. Ask why William of Normandy might have acquired that nickname. Ask students to predict how his drive for power will help him strengthen the English monarchy.
- **Teach** Create two lists on the board. In one, record ways that nobles and the Church could have more power than a monarch. In the other, record ways the balance of powers began to shift in the High Middle Ages. Using the Think-Write-Pair-Share strategy (TE, p. T23), have students volunteer answers for the lists. Ask **How did William the Conqueror increase royal power?** (*kept land for himself; required first allegiance of barons; took a census, recorded in the Domesday Book, which helped create a tax collection system*) **What was the issue between Henry II and Thomas Becket?** (*the right to try clergy in royal courts*) Tell students that conflicts between monarchs and the Church will only increase.
- **Quick Activity** Display **Color Transparency 45: Scene from the Bayeux Tapestry**. Note that historians use this medieval "document" to learn about the Norman conquest. Use the lesson suggested in the transparency book to guide a discussion on the Norman conquest.

 **Color Transparencies**, 45

Answers

- ✓ Monarchs gained power, while lords and the Church lost power.

BIOGRAPHY He had to be brave and crafty to survive; he learned how to use alliances and how to gain and wield power over nobles.

Differentiated

Instruction Solutions for All Learners

- L4 Gifted and Talented**
- L4 Advanced Readers**
- L2 English Language Learners**

The Battle of Hastings in 1066 marks the beginning of the British nation and culture that we know today. When the Normans, who spoke a Latin-based French, invaded, their language mixed with the Germanic language spoken by the native Anglo-Saxons. Today, traces of both influences can be seen in the English

language, which has a Germanic sentence structure and a Latin-based vocabulary. For instance, the French word *baron*, meaning lord, is still used in England today. Ask students for examples of shared vocabulary with other Latin-based languages such as French, Spanish, Italian, and Portuguese.

Independent Practice

Have students make a sports-style “trading card” for either William the Conqueror or Henry II. The front of the card should include the name of the subject and a picture. The back of the card should include name, important dates, and achievements.

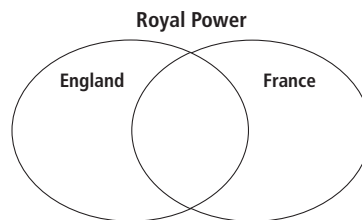
Monitor Progress

- Read the headings aloud and have students summarize the content under each one. Then ask them to summarize the ways William the Conqueror and Henry II each affected England.
- As students fill in their charts, circulate to make sure they understand how royal power increased and decreased. For a completed version of the chart, see

 **Note Taking Transparencies, 79A**


Note Taking

Use a Venn diagram like the one below to show the similar and different ways royal power developed in England and France.



Henry claimed the right to try clergy in royal courts. Thomas Becket, the archbishop of Canterbury and once a close friend of Henry, fiercely opposed the king on this issue. The conflict simmered for years.

At last, Henry’s fury exploded. “What cowards I have brought up in my court,” he cried. “Who will rid me of this meddling priest?” Four hot-headed knights took Henry at his word. In 1170, they murdered the archbishop in his own cathedral. Henry denied any part in the attack. Still, to make peace with the Church, he eased his attempts to regulate the clergy. Meanwhile, Becket was honored as a martyr and declared a saint. Pilgrims flocked to his tomb at Canterbury, where miracles were said to occur.

 **Checkpoint** How did William and Henry II increase royal power?

Evolving Traditions of Government

Later English rulers repeatedly clashed with nobles and the Church as they tried to raise taxes or to impose royal authority over traditional feudal rights. Out of those struggles evolved traditions of government that would have great influence on the modern world.

King John Makes Powerful Enemies A son of Henry II, **King John** was a clever, cruel, and untrustworthy ruler. During his reign, he faced three powerful enemies: King Philip II of France, Pope Innocent III, and his own English nobles. He lost his struggles with each.

Ever since William the Conqueror, Norman rulers of England had held vast lands in France. In 1205, John suffered a setback when he lost a war with Philip II and had to give up lands in Anjou and Normandy.

Next, John battled with Innocent III over selecting a new archbishop of Canterbury. When John rejected the pope’s nominee, the pope excommunicated him. Innocent also placed England under the interdict—the papal order that forbade Church services in an entire kingdom. Even the strongest ruler was likely to give in to that pressure. To save himself and his crown, John had to accept England as a fief of the papacy and pay a yearly fee to Rome.

English nobles presented the Magna Carta to King John at Runnymede, a field along the Thames River. Why did King John agree to the Magna Carta?

Primary Source

“King John, when he saw that he was deserted by almost all, so that out of his regal superabundance of followers he scarcely retained seven knights, was much alarmed lest the barons would attack his castles and reduce them without difficulty, as they would find no obstacle to their so doing. . . . Accordingly, at the time and place pre-agreed on [Runnymede], the king and nobles . . . began a long discussion about terms of peace and aforesaid liberties. . . . King John, seeing that he was inferior in strength to the barons, without raising any difficulty, granted the underwritten laws and liberties, and confirmed them by his charter.”


—Roger of Wendover



The Magna Carta Finally, John angered his own nobles with oppressive taxes and other abuses of power. In 1215, a group of rebellious barons cornered John and forced him to sign the **Magna Carta**, or great charter. This document contained two very important ideas that would shape English government in the future. First, it asserted that the nobles had certain rights. Over time, these rights were extended to all English citizens. Second, the Magna Carta made it clear that the monarch must obey the law.

Besides protecting their own privileges, the barons included provisions that recognized the legal rights of townspeople and the Church. Two of the most significant were in a clause protecting freemen from arbitrary arrest, imprisonment, and other legal actions, except “by legal judgment of his peers or by the law of the land.” This clause formed the basis of the right we know today as **due process of law**.

Answers

-  William kept much land for himself, required first allegiance of all barons, made a detailed census in the Domesday Book, and made tax collection more efficient. Henry II unified and centralized the system of royal justice and sent out royal justices to administer it. Fees went into the royal exchequer. He claimed the right to try clergy in royal courts and eliminated the archbishop Thomas Becket who opposed him, but had to back down when Becket’s murder caused an uproar.

PRIMARY SOURCE He had lost support of his nobles and feared he would be overthrown.

History Background

Medieval Justice Although Henry II used juries to dispense justice, many Western European monarchs and nobles doled out harsh punishments without the benefit of juries. A thief might have his hand cut off. A woman who verbally abused family or friends could be punished by being forced to wear a bridle whose bit held her tongue. Hanging was a common punish-

ment. It was used not only for serious offenses such as murder, but also for rioting and robbery. Public punishments were common. For fighting, a person might be whipped or confined in a stock. A man accused of assault might be ordered to stand for a day in the pillory and then be branded on the forehead with a red-hot iron so that he was marked for the rest of his life.

Evolution of English Government

1066 Norman Conquest William, Duke of Normandy, defeats King Harold of the Anglo-Saxons at Hastings.

1086 Domesday Book King William uses this census, or survey of people and property, as a basis for taxation.

1160s–1180s Common Law Henry II uses accepted customs to lay the foundation for the English legal system.

1215 Magna Carta King John approves this document limiting royal power and extending rights to nobles and freemen.

1295 Model Parliament King Edward I expands Parliament to include representatives of common people as well as lords and clergy.

Chart Skills Which of the milestones above increased the power of the monarchy? Which limited the monarch's power? Explain your answers.



Model Parliament

The king presides over nobles and clergy, above. Representatives from towns and counties met separately.

- | | |
|--------------------------------------|-------------------------|
| A King Edward I | D Clergy |
| B Archbishops | E Barons (Lords) |
| C Kings of Scotland and Wales | F Judges |

It is also seen as the basis for the right of **habeas corpus**, the principle that no person can be held in prison without first being charged with a specific crime. Habeas corpus was later clarified and defined in the Petition of Right (1628) and the Habeas Corpus Act (1679).

The king also agreed not to raise new taxes without first consulting his Great Council of lords and clergy. Many centuries later, American colonists would claim that those words meant that any taxation without representation was unjust. In 1215, though, neither the king nor his lords could have imagined such an idea.

The Development of Parliament In keeping with the Magna Carta, English rulers often called on the Great Council for advice. During the 1200s, this council evolved into **Parliament**, which later became England's legislature. As Parliament acquired a larger role in government, it helped unify England.

In 1295, King Edward I summoned Parliament to approve money for his wars in France. "What touches all," he declared, "should be approved by all." He had representatives of the "common people" join with the lords and clergy. The "commons" included two knights from each county and representatives of the towns. Much later, this assembly became known as the Model Parliament because it set up the framework for England's legislature. In time, Parliament developed into a two-house body: the House of Lords with nobles and high clergy and the House of Commons with knights and middle-class citizens. Over the centuries, Parliament gained the crucial "power of the purse": the right to approve any new taxes. With that power, Parliament could insist that the monarch meet its demands before voting for taxes. In this way, it could limit the power of the monarch.

Checkpoint How was the power of the English king limited?

Evolving Traditions of Government

L3

Instruct

■ **Introduce: Key Terms** Have students find the key terms **Magna Carta** and **Parliament** (in blue) and define them. Ask students to predict the long-term effects of the Magna Carta.

■ **Teach** Trace the changes in English government. First, look at King John and the Magna Carta. Read the Primary Source aloud or play the accompanying audio. Ask **Who did the Magna Carta benefit at the time?** (*primarily nobles*) **Why did it become so important?** (*It limited the king's power and later, the government's power, and it established that freemen also had some rights.*) Then discuss habeas corpus and due process of law, relating these concepts to modern American law.

AUDIO Witness History Audio CD, Roger of Wendover

■ **Analyzing the Visuals** Have students look at the diagram of the Model Parliament on this page. As a class, identify the major figures and their roles in society. Discuss why the Model Parliament was a major step toward modern representative democracy.

Independent Practice

Have students suppose they are living in England in 1215. Have them choose one of the following roles: serf, freeman, woman, noble, or King John. Have them write a reaction to the signing of the Magna Carta from that point of view.

Monitor Progress

As students write their reactions, circulate to ensure they understand whom the Magna Carta immediately affected. Serfs were not affected; freemen may have been pleased by the clauses recognizing the rights of townsmen; nobles were happy with the affirmation of certain rights; the king was probably not happy with his loss of power.

Answers

Chart Skills The *Domesday Book* and the development of common law increased the power of the monarchy. The Magna Carta and Model Parliament limited the power of the monarch.

✓ The Magna Carta asserted that nobles and freemen had rights. Kings had to consult Parliament before levying taxes.

Differentiated


Instruction Solutions for All Learners

L1 Special Needs **L2** Less Proficient Readers

Explain that the British model of Parliament was a model for the United States Congress. Ask **What similarities can be found between the United States' legislature and Britain's Parliament?** (*Both possess the exclusive power to tax, and both are bicameral with one house smaller and with longer terms than the other.*)

L2 English Language Learners

Use the following resources to help students acquire basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 72
- Adapted Section Summary, p. 73

Successful Monarchs in France

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Remind students that a king's **domain** was not a unified nation as we know nations today. Ask students to predict how a king might extend his holdings.

- **Teach** Discuss how the French kings increased their power. Ask **How did Hugh Capet become king?** (*elected by nobles who thought he was too weak to be a threat to them*) Point out that hereditary monarchy was new to France in the 1000s. **Why was the Capetian monarchy important?** (*eliminated fighting over succession, made the kingdom more stable, increased royal power*) **What was the dispute between Philip IV and Pope Boniface VIII?** (*The king wanted to tax clergy and the pope refused.*)

- **Quick Activity** Have students evaluate how one French monarch strengthened royal power, whether he was a good monarch in medieval terms, and whether we would have a different opinion of such a leader.

Independent Practice

- Have students access **Web Code nap-0811** to take the **Geography Interactive Audio guided tour** and answer the map skills questions in the text.
- **Note Taking** Have students fill in the Venn diagram comparing and contrasting how royal power developed in France and England.



Reading and Note Taking
Study Guide, p. 72

Monitor Progress

As students fill in their Venn diagrams, circulate to make sure they understand how royal power developed in France. For a completed Venn diagram, see

Note Taking Transparencies, 79B

Answers

Map Skills

1. Review locations with students.
2. Southwestern France around Bordeaux and a small area in the north near Flanders
3. (a) Royal lands grew during this period. (b) by the English near their holdings; by French nobles from their holdings

Successful Monarchs in France

Unlike William the Conqueror in England, monarchs in France did not rule over a unified kingdom. The successors to Charlemagne had little power over a patchwork of French territories ruled by powerful nobles.

The Capetian Kings In 987, these nobles elected Hugh Capet, the count of Paris, to fill the vacant French throne. They may have chosen him because they thought he was too weak to pose a threat to them. Hugh's own lands around Paris were smaller than those of many of his vassals.

Nevertheless, Hugh and his heirs slowly increased royal power. First, they made the throne hereditary, passing it from father to son. The Capetian dynasty lasted for 300 years, making the kingdom more stable. Next, they added to their lands by playing rival nobles against each other. They also won the support of the Church.

Perhaps most important, the Capetians built an effective bureaucracy. Government officials collected taxes and imposed royal law over the king's lands. By establishing order, they increased their prestige and gained the backing of the new middle class.

Philip Augustus Extends French Power In 1179, Philip II became king of France. Called Philip Augustus, he was a shrewd and able ruler. Instead of appointing nobles to fill government positions, Philip paid middle-class officials who would owe their loyalty to him. He granted charters to many new towns and introduced a new national tax.

Philip also quadrupled royal land holdings. Through trickery, diplomacy, and war, he gained control of English-ruled lands in Normandy, Anjou, and elsewhere. He then began to take over southern France. When he sent his knights to help the pope suppress a heretical group called the Albigensians (al buh JEN see unz) in the south, he was able to add this vast area to his **domain**. Before his death in 1223, Philip had become the most powerful ruler in Europe.

Vocabulary Builder

domain—(doh MAYN) *n.* territory under one ruler

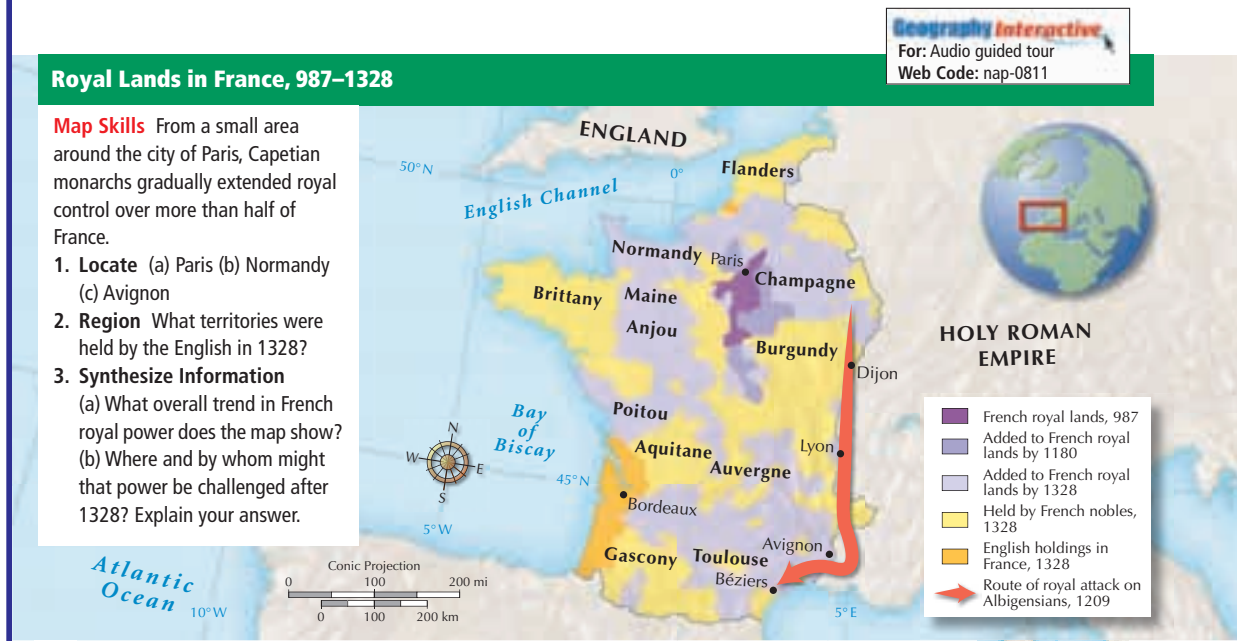
Royal Lands in France, 987–1328

Map Skills From a small area around the city of Paris, Capetian monarchs gradually extended royal control over more than half of France.

1. **Locate** (a) Paris (b) Normandy (c) Avignon

2. **Region** What territories were held by the English in 1328?

3. **Synthesize Information** (a) What overall trend in French royal power does the map show? (b) Where and by whom might that power be challenged after 1328? Explain your answer.



Geography Interactive
For: Audio guided tour
Web Code: nap-0811

Connect to Our World

Connections to Today Since Parliament's first days, it has been a tradition to begin each session with a prayer. In his book *the Great Palace*, BBC correspondent Christopher Jones points out that during the prayer, members of Parliament turn their backs to one another and face the walls. According to Jones, the

reason for this curious practice dates back to medieval days when members of Parliament wore swords. If members had faced one another when they kneeled for prayer, their weapons would have become tangled. Therefore, members turned and kneeled toward the wall—a tradition that has endured to this day.

Louis IX, King and Saint In 1226, **Louis IX** became King of France. A deeply religious man, Louis persecuted heretics, or those who held beliefs contrary to Church teachings. He also persecuted Jews and led French knights in two Crusades, or wars against Muslims. Within 30 years of his death, the Church declared him a saint.

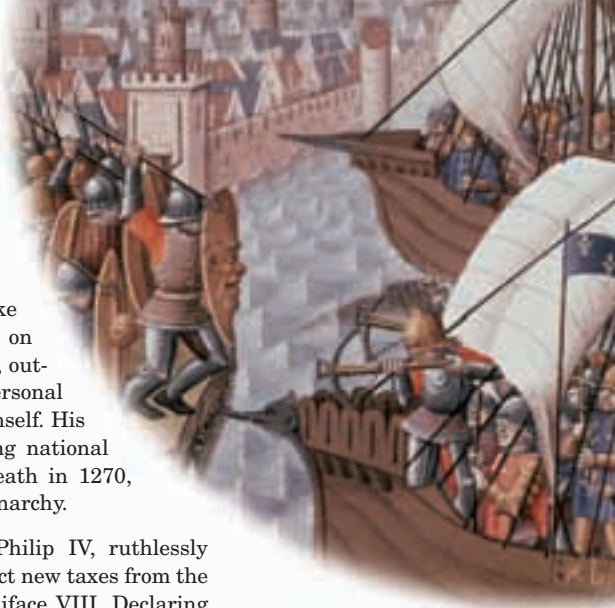
Louis did much to improve royal government. Like Charlemagne, he sent out roving officials to check on local administrators. He expanded the royal courts, outlawed private wars, and ended serfdom in his personal domain. To ensure justice, he even heard cases himself. His enormous personal prestige helped create a strong national feeling among his subjects. By the time of his death in 1270, France was emerging as an efficient centralized monarchy.

Clashing With the Pope Louis's grandson, Philip IV, ruthlessly extended royal power. To raise cash, he tried to collect new taxes from the clergy. These efforts led to a clash with Pope Boniface VIII. Declaring that "God has set popes over kings and kingdoms," the pope forbade Philip to tax the clergy without papal consent. Philip threatened to arrest any clergy who did not pay. As their quarrel escalated, Philip sent troops to seize Boniface. The pope escaped, but he died soon afterward.

Shortly after, in 1305, a Frenchman was elected pope. Four years later, he moved the papal court to Avignon (ah vee NYOHN), just outside the southern border of France, where French rulers could exercise more control over it. Eventually, this move led to a crisis in the Church when another pope was elected in Rome. The rival popes each claimed to be the true leader of the Church.

Forming the Estates General During this struggle with the pope, Philip rallied French support by setting up the Estates General in 1302. This body had representatives from all three estates, or classes of French society: clergy, nobles, and townspeople. Although later French kings consulted the Estates General, it never gained the power of the purse or otherwise served as a balance to royal power.

 **Checkpoint** Describe how two French kings increased royal power.



Louis IX Leads a Crusade

The forces of King Louis IX attack Damiatta, a city in Egypt. *What can you tell about medieval weapons and warfare from this painting?*


Assess and Reteach

Assess Progress

L3

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

 **Teaching Resources, Unit 2, p. 21**

- To further assess student understanding, use  **Progress Monitoring Transparencies, 31**

Reteach

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

 **Reading and Note Taking Study Guide, p. 73**

L3

 **Adapted Reading and Note Taking Study Guide, p. 73**

L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 73**

L2

Extend

L4

See this chapter's Professional Development pages for the Extend Online on the Domesday Book.

Answers

Caption mostly hand-to-hand combat; weapons not very advanced

- ✓ **Capetians:** made throne hereditary, played nobles off each other, won support of the Church, built bureaucracy; **Philip II:** paid middle-class officials granted town charters, introduced national tax, extended royal lands; **Louis IX:** expanded courts, outlawed private wars; **Phillip IV:** formed Estates General

1 Assessment

Terms, People, and Places

1. What do many of the key terms listed at the beginning of the section have in common? Explain.

Note Taking

2. **Reading Skill: Identify Causes** Use your completed graphic organizers to answer the Focus Question: How did monarchs in England and France expand royal authority and lay the foundations for united nation-states?

Comprehension and Critical Thinking

3. **Analyze Information** How were nobles and the Church obstacles for monarchs who wanted more power?
4. **Summarize** How did William increase royal power in England?
5. **Draw Conclusions** Explain the importance of (a) the Magna Carta and (b) the Model Parliament.
6. **Synthesize Information** Describe the power struggle between French kings and the pope.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0811

Writing About History

Quick Write: Define a Topic Choose a central event or trend from this section. Ask yourself: What happened? When did it begin? What led up to it? What followed? Brainstorm causes and effects. For the growth of royal power in England, you might ask:

- How did William the Conqueror increase royal power?
- How did the nobles react to King John's abuse of power?

Section 1 Assessment

1. They deal with law and government.
2. Sample: expanded royal lands, justice, law; organized bureaucracies and tax systems; built armies; granted town charters; won power from the Church
3. Sample: Nobles and popes fought for power. Nobles forced King John to sign the Magna Carta. Pope Innocent II forced King John to yield in regard to appointing bishops.

4. kept land for himself, required first allegiance of all barons, monitored castles, made a detailed census
5. (a) established the principles that the monarch must obey the law and that nobles and freemen have certain rights (b) gave representation to middle-class townsmen and established the power of the purse
6. King Philip IV tried to tax the clergy. Pope Boniface objected, and Philip threatened

to arrest clergy who did not pay. He sent troops to arrest the pope, who fled. He forced the papal court to move to Avignon.

Writing About History

Responses should show an understanding of how to define a cause-and-effect topic.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0811**.

Magna Carta

Objectives

- Become familiar with and understand the meaning of important articles of the Magna Carta.
- Understand the impact of this document on English and American government.

Build Background Knowledge L3

Ask students to explain the purpose of the Magna Carta and recall what they have already read about this document in the previous section. Remind them that the name means “Great Charter.” Note that the significance of this document has far surpassed what King John’s barons had in mind.

Instruct L3

- Direct students’ attention to the word *freemen* in the first line. Ask **What does the word *freeman* in Article 1 signify?** (*It extends rights beyond the nobility to townspeople.*) Have them find other uses of this word and the word *man* (Article 40).
- Ask **Which article gives the power of the purse to the Great Council (later to become Parliament)?** (*Article 12*) Ask students to quote the pertinent lines. (*No scutage . . . shall be imposed in our kingdom, unless by the general council of our kingdom.*)

Monitor Progress

Ask students to “translate” the excerpts from Articles 39 and 40 into modern English. Write their translations on the board, and discuss their importance. You may wish to draw parallels to the United States Constitution and the Bill of Rights.

Thinking Critically

1. Freeman below the rank of greater barons, commoners, and peasants are not included. Their low status means they have no power and are not entitled to representation.
2. Article 39 suggests that the government had been abusing the rights of citizens by arbitrarily arresting, imprisoning, and banishing people without a jury trial or even a legal justification for doing so. Article 40 suggests that wrongdoers had been able to buy their way out of trouble.

Magna Carta

In 1215, a group of barons, or lords, forced King John of England to put his royal seal on the Magna Carta. The barons were tired of the king’s military campaigns and heavy taxes. Principles in the Magna Carta shape modern English law and government and influence governments around the world. Below are excerpts from 5 of the 63 articles of this important document.

1. We have also granted to all the freemen of our Kingdom, for us and our heirs, forever, all the underwritten Liberties, to be enjoyed and held by them and their heirs, from us and from our heirs.
12. No scutage [tax] nor aid shall be imposed in our kingdom, unless by the common council of our kingdom; excepting to redeem¹ our person, to make our eldest son a knight, and once to marry our eldest daughter; and not for these, unless a reasonable aid shall be demanded.
14. And also to have the common council of the kingdom, to assess and aid, otherwise than in the three cases aforesaid: and for the assessing of scutages, we will cause to be summoned the Archbishops, Bishops, Abbots, Earls, and great Barons, individually by our letters. And besides, we will cause to be summoned in general by our Sheriffs and Bailiffs², all those who hold of us in chief, at a certain day, that is to say at the distance of forty days (before their meeting), at the least, and to a certain place; and in all the letters of summons, we will express the cause of the summons; and the summons being thus made, the business shall proceed on the day appointed, according to the counsel of those who shall be present, although all who have been summoned have not come.
39. No freeman shall be seized, or imprisoned . . . nor will we condemn him, nor will we commit him to prison, excepting by the legal judgment of his peers, or by the laws of the land.
40. To none will we sell, to none will we deny, to none will we delay right of justice.

1. **redeem** (ri DEEM) *v.* to recover ownership of by paying a certain amount of money

2. **bailiff** (BAY lif) *n.* an official in England who collected taxes and acted as magistrate

Thinking Critically

1. **Draw Inferences** Who is not included in the membership of the general council, as described in Article 14? What can you infer from this omission?
2. **Make Generalizations** What do Articles 39 and 40 suggest about abuse of power at this time? Explain your reasoning.

▶ King John approving the Magna Carta at Runnymede, and the Magna Carta itself (above)



Differentiated

Instruction Solutions for All Learners

- L1 **Special Needs** L2 **Less Proficient Readers** L2 **English Language Learners**

Review the concessions that the English nobles forced King John to agree to when he signed the Magna Carta. Then point out that this document is considered to be the seed of democracy in England. After reading the provisions of the Magna Carta

outlined above and reviewing the reasons why the people of England demanded reforms, instruct students to work in groups to write and perform a brief skit depicting the signing of the Magna Carta.