

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 Hundred Years' War.


Prepare to Read

Build Background Knowledge L3

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 L3

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

 **AUDIO** Witness History Audio CD, The Black Death Approaches

Ask **What words make this this description so chilling?** (*black smoke, rootless phantom, no mercy, Woe is me, etc.*)

- **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.
- **Note Taking** 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.

 **Reading and Note Taking**
Study Guide, p. 80

◀ Lead crosses used in mass graves of plague victims

Stained-glass window depicting fear of the plague, Canterbury Cathedral, England ▼

WITNESS HISTORY AUDIO

The Black Death Approaches

“We see death coming into our midst like black smoke, a plague which cuts off the young, a rootless phantom which has no mercy or fair countenance. Woe is me. . . . It is an ugly eruption that comes with unseemly haste. It is a grievous ornament that breaks out in a rash. The early ornaments of black death.”

—Jevan Gethin

The disease called the plague, or the Black Death, reached the British Isles from mainland Europe in 1348, spreading fear and then sickness and death. The Welsh poet who wrote these words died of the plague in 1349.

Focus Question How did the combination of plague, upheaval in the Church, and war affect Europe in the 1300s and 1400s?



A Time of Crisis

Objectives

- 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 Hundred Years' War.

Terms, People, and Places

Black Death schism
epidemic longbow
inflation

Note Taking

Reading Skill: Recognize Causes and Effects Keep track of the spread of the Black Death and its effects in a flowchart like this one. Use the middle box to describe what life was like during the plague.



To Europeans in the mid-1300s, the end of the world seemed to have come. First, widespread crop failures brought famine and starvation. Then, plague and war ravaged populations. Europe eventually recovered from these disasters. Still, the upheavals of the 1300s and 1400s marked the end of the Middle Ages and the beginning of the early modern age.


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.

The Plague Spreads from Asia The sickness was bubonic plague, a disease spread by fleas carried by rats. Bubonic plague had broken out before in Europe, Asia, and North Africa but had subsided. One strain, though, had survived in Mongolia. In the 1200s, Mongol armies conquered much of Asia, probably setting off the new **epidemic**, or outbreak of rapid-spreading disease.

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
authorize, p. 273

Definition and Sample Sentence

v. to give official power to
The mayor **authorized** a ceremony in honor of the firefighter's bravery.

Teach

The Black Death: A Global Epidemic

L3

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 hid 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, economic decline as production dropped, inflation, unemployment, riots, social unrest*)
- **Quick Activity** Show students *The Black Death* from the **Witness History Discovery School™** video program.

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.

WITNESS HISTORY VIDEO

Watch *The Black Death* on the **Discovery School™** **Witness History** video program to learn about the conditions that helped spread the plague and the effects the disease had on Europe.



In the pre-modern world, rats infested ships, towns, and even the homes of the rich and powerful, so no one took any notice of them. In the early 1300s, rats spread the plague in crowded Chinese cities, which killed about 35 million people there. Fleas jumped from those rats 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 cures. 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 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 laws to limit wages. To limit rising costs, landowners converted croplands 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 anticlerical sentiment grew. Within the Church itself, 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.”



A procession of the faithful going to Rome to pray for an end to the plague.

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 excommunicated 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 undisputed pope.

A Church council at Constance, Germany, finally ended the crisis in 1417 by removing authority from all three popes and electing a compromise candidate. Pope Martin V returned the papacy to Rome.

Responding to New Heresies As the moral authority of the Church weakened, popular preachers began to call for change. In England, John Wycliffe, an Oxford professor, attacked corruption in Church. Wycliffe insisted that the Bible, not the Church, was the source of Christian truth. His followers began translating the Bible into English so that people could read it themselves rather than rely on the clergy to interpret it. Czech students at Oxford carried Wycliffe's ideas to Bohemia—today's Czech Republic. There, Jan Hus led the call for reforms, supported by his followers, known as Hussites.

The Church responded by persecuting Wycliffe and his followers and suppressing the Hussites. Hus was tried for preaching heresy—ideas 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.

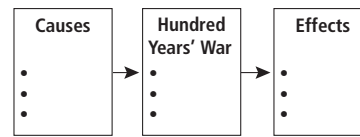
The Hundred Years' War

On top of the disasters of famine, plague, and economic decline came a long, destructive war. Between 1337 and 1453, England and France engaged in a series of conflicts, known as 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.

Note Taking

Reading Skill: Recognize Causes and Effects Keep track of the Hundred Years' War by completing a flowchart. List causes of the war in the first box, and put effects in the last box. Use the middle box to record major events that occurred during the war.



Upheaval in the Church 13

Instruct

■ **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 (as opposed to previous power struggles *between* the Church and secular rulers) will affect the Church.

■ **Teach** Discuss the challenges to the Church. Ask **How did the Black Death affect the authority of the Church?** (*It weakened Church authority since the Church could not prevent or even explain the plague and many Church officials had also died.*) **What was the Babylonian Captivity of the Church?** (*The time when the papal court was in Avignon*) Have students describe the challenges to Church power by Wycliffe and Hus. Then ask **How did the Church react to these challenges?** (*It declared them heretics and persecuted them and suppressed their followers. Hus was burned at the stake.*)

■ **Quick Activity** Using the Numbered Heads strategy (TE, p. T23), 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 fill in information for (a) the challenges facing the Church at this time, (b) Church reaction to each challenge, and (c) the effects of that action.

Monitor Progress

To check student understanding, ask them to list two reasons for upheaval in the Church. (*Sample: schism, Black Death*)

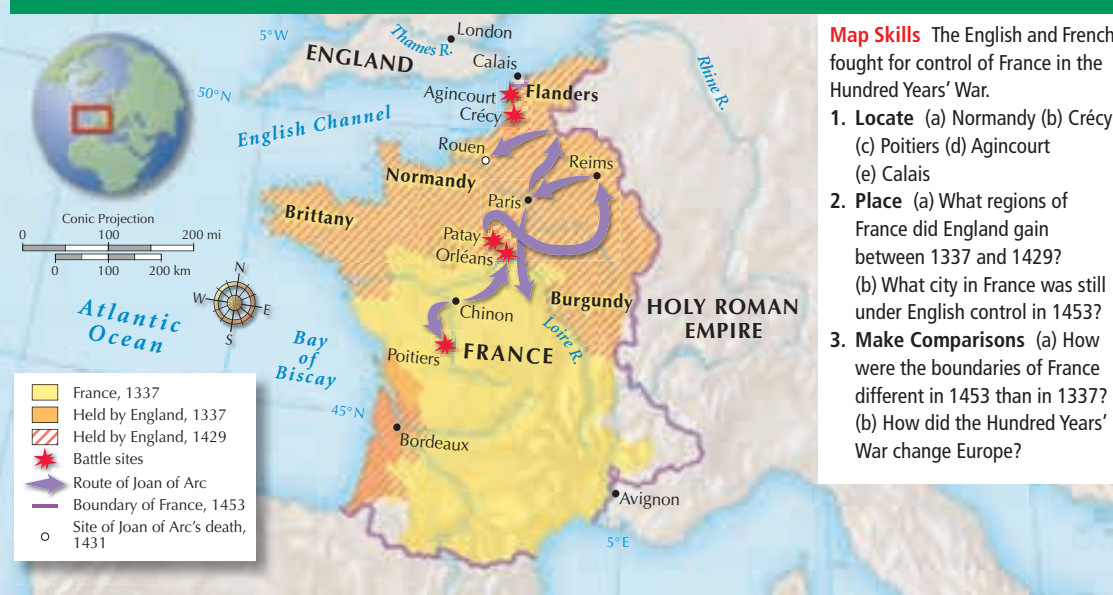
Answers

Map Skills

- Review locations with students.
- (a) Brittany, Normandy, Flanders, and Burgundy (b) Calais
- (a) France had extended east. (b) It brought most of present-day France under the control of the French crown and put an end to English claims in France.

Check Answers will describe the Black Death, the Babylonian Captivity, anti-clergy sentiment, the schism, or the two heresies

The Hundred Years' War, 1337–1453



Geography Interactive
For: Audio guided tour
Web Code: nap-0851

Map Skills The English and French fought for control of France in the Hundred Years' War.

- Locate** (a) Normandy (b) Crécy (c) Poitiers (d) Agincourt (e) Calais
- Place** (a) What regions of France did England gain between 1337 and 1429? (b) What city in France was still under English control in 1453?
- Make Comparisons** (a) How were the boundaries of France different in 1453 than in 1337? (b) How did the Hundred Years' War change Europe?

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" pope. 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 B


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 student 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.
 -  **Reading and Note Taking Study Guide**, p. 20
 - Have students access **Web Code nap-0851** 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*.
- All in One Teaching Resources**, Unit 2, p. 34

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.

INFOGRAPHIC

NEW WEAPONS TURN THE TIDE

New military technology not only turned the tide of the Hundred Years' War but also changed warfare itself. Early in the war, English soldiers equipped with a powerful new weapon overpowered their French counterparts. An English archer with a longbow could shoot three arrows in the time it took a French archer with his crossbow to fire just one. Arrows from the powerful six-foot longbow could pierce all but the heaviest armor. The French responded by using cannons, which could smash castle walls. Cannons helped the French capture English-held castles and drive the English from Normandy.



Weapons

Weapons in the medieval painting correspond to those in the photos.

- A Crossbow
- B Longbow
- C Cannon

Thinking Critically

1. **Analyze Visuals** Find the longbows and crossbows in the medieval painting above. Which side seems to be winning? Explain.
2. **Draw Inferences** How might cannons be used in this battle?

England and France were also rivals for control of the English Channel, the waterway between their countries. Each also wanted to control trade in the region. Once fighting started, economic rivalry and a growing sense of national pride made it hard for either side to give up the struggle.

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.


Differentiated

Instruction Solutions for All Learners

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

Pair students together and ask each pair to write a script for a historical interview with Joan of Arc. The scripts should ask her about the Hundred Years' War, leadership in France, and her motivations for inspiring the French troops. After scripts are completed, students should perform their interviews for the class.

Use the following resources to help students acquire basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 80
- Adapted Section Summary, p. 81

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 northwestern France.

Impact of the Hundred Years' War 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. While the loss of French lands shattered English dreams of a continental empire, English rulers turned to new trading ventures overseas.

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.

 **Checkpoint** Summarize the events of the Hundred Years' War.

Vocabulary Builder

authorized—(AW thur ezd) *vt.* gave official power to


Assess and Reteach

Assess Progress

L3

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

 **Teaching Resources, Unit 2, p. 25**

- To further assess student understanding, use  **Progress Monitoring Transparencies, 35**

Reteach

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

 **Reading and Note Taking Study Guide, p. 81**

L3

 **Adapted Reading and Note Taking Study Guide, p. 81**

L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 81**

L2

Extend

L4

Biography To help students better understand Joan of Arc, have them read her biography and complete the worksheet.

 **Teaching Resources, Unit 2, p. 32**

5 Assessment

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: How did the combination of plague, upheaval in the Church, and war affect Europe in the 1300s and 1400s?

Comprehension and Critical Thinking

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 move to Avignon and the establishment of a rival pope in Rome affect Church authority and power?
5. **Make Comparisons** Compare the effects of the Hundred Years' War on France and on England.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0851

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 monarchy

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**.