

# Terms, People, and Places

Charter:

Capital:

Partnership:

Guild:

Apprentice:

Journeyman:

Scholasticism:

Thomas Aquinas:

Vernacular:

Gothic Architecture:

Flying Buttresses:

Illumination:

# Lesson Objectives

- Summarize how new technologies sparked an agricultural revolution.
- Explain how the revival of trade revolutionized commerce and led to the growth of towns.
- Analyze the rise of the middle class and the rise of guilds.
- Describe life in medieval towns and cities.

# Summary

## **“Economic Recovery Sparks Change” “Learning and Culture Flourish”**

During the High Middle Ages (1000-1300s), advances in agriculture and commerce spurred an economic revival in Europe. Europe's economy grew, towns and cities expanded, and a middle class arose.

As economic and political conditions improved, Europeans made notable achievements in learning, literature, and the arts.

**CHAPTER**  
**7**  
**SECTION 4**
**Section Summary**
**ECONOMIC RECOVERY SPARKS CHANGE**

New farming methods started a series of changes in medieval Europe. By the 800s, farmers were using iron plows instead of wooden ones and harnesses fit for horses rather than slower oxen. Also, crop rotation helped soil fertility. With these changes, farmers grew more food, and Europe's population almost tripled between 1000 and 1300.

Trade improved, too, as war declined. Demand for goods grew and trade routes expanded. Trade centers became the first medieval cities. Merchants in these cities would ask the local lord or king for a **charter**, a document establishing rights and privileges for the town in exchange for money.

As trade expanded, new business practices arose. The need for capital, or money for investment, stimulated the growth of banks. In addition, merchants sometimes joined together in **partnerships**, pooling their money to finance large-scale ventures. Other business changes included development of insurance and use of credit rather than cash, allowing merchants to travel without having to carry gold. Overall, however, the use of money increased. Peasants began selling their goods to townspeople for cash. Also, by 1300, most peasants were hired laborers, or **tenant farmers**, paying rent for their land.

By 1000, merchants, traders, and artisans had become a new social class between nobles and peasants, called the **middle class**. The members of this class formed **guilds** to control and protect each trade or business. To become guild members, people started in early childhood as **apprentices**. After seven years, an apprentice became a **journeyman**, or salaried worker. Few became guild masters. Unlike in other areas of medieval life, women controlled some trades and even had their own guilds.

Towns and cities expanded rapidly during medieval times. Typical cities were overcrowded, with narrow streets, multi-story houses, and no garbage or sewage systems. They were a fire hazard and breeding ground for disease.

**Review Questions**

1. How were farmers able to grow more food?

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2. What two new business practices arose as trade expanded in the Middle Ages?

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**READING CHECK**

What was a charter?

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**VOCABULARY STRATEGY**

Find the word *stimulated* in the underlined sentence. What does *stimulated* mean? Some synonyms for *stimulated* include *awakened*, *excited*, and *inspired*. Use what you may know about the meanings of these synonyms to help you figure out the meaning of *stimulated*.

**READING SKILL**

**Identify Main Ideas** Write a new title for this Summary. Be sure to include the word *change* in your title.

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CHAPTER  
**8**  
SECTION 4**Section Summary**

## LEARNING AND CULTURE FLOURISH

Europe in the High Middle Ages experienced a blossoming of education, literature, and the arts. This was influenced by increased prosperity, contact with other cultures, and the rediscovery of ancient learning.

Education gained importance. By the 1100s, schools sprang up near cathedrals, some evolving into the first universities. Muslim scholars had translated the works of Aristotle and other Greeks into Arabic. In Muslim Spain, they were translated into Latin, the language of European scholars. In the 1100s, the new translations initiated a revolution in learning. The Greek philosophers had used reason to discover truth; Christians believed that the Church was the final authority. Christian scholars struggled with this reason-based, rather than faith-based, approach. To resolve the conflict, they began to use reason to support Christian beliefs. This method is known as **scholasticism**. The most famous scholastic was **Thomas Aquinas**. He wrote *Summa theologia* to prove that faith and reason exist in harmony.

Scientific learning also reached Europe, including translations of Hippocrates on medicine and Euclid on geometry. Europeans adopted the more streamlined Hindu-Arabic numerals over cumbersome Roman numerals, allowing later scientists and mathematicians to make great strides.

Latin remained the language of Europe's scholars and churchmen. However, new literature emerged in the **vernacular**, or everyday languages of ordinary people. This change brought a flowering of literary works, including the *Song of Roland*, a French epic poem of chivalry; *Divine Comedy*, the Italian classic poem of heaven, hell, and purgatory by **Dante Alighieri**; and a portrait of English medieval life, the *Canterbury Tales*, by **Geoffrey Chaucer**.

Architecture and the arts also flourished. Fortress-like Romanesque churches gave way to the Gothic style. Its key feature was **flying buttresses**—exterior stone supports that permitted thinner, higher walls and massive windows, bringing light and height to cathedrals. Other arts during the period include stained glass, religious paintings, and woven wall hangings. A famous example is the Bayeux Tapestry, an embroidered illustration of the Norman Conquest of England. The Gothic style was also applied to the decoration of books, known as **illumination**.

**Review Questions**

1. How did Europeans become aware of Greek thinking?

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2. How were Gothic cathedrals different from Romanesque churches?

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**READING CHECK**

Who was Thomas Aquinas?

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**VOCABULARY STRATEGY**

What does the word *initiated* mean in the underlined sentence? It comes from a Latin word that means "to begin." Use this word-origins clue to help you figure out the meaning of *initiated*.

**READING SKILL**

**Recognize Multiple Causes**  
Why did Europe in the High Middle Ages experience a blossoming in education, literature, and the arts?

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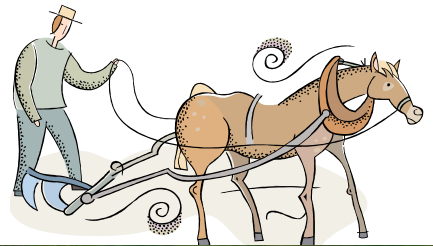
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**Aim #5: How were the High Middle Ages a time of great revival?**

# Agricultural Revolution=Economic Revival

- increased farmable lands

1000	1300
30 mil.	90 mil.



- new tools
- Three-field system

- population explosion

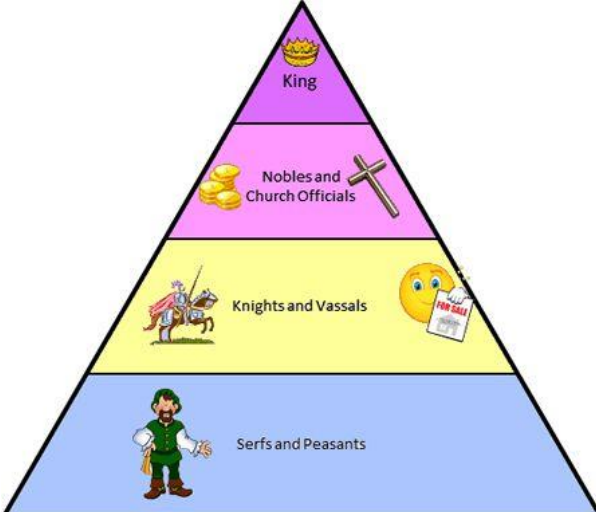
- Desire/need of goods & luxuries



- Crusades sparked trade

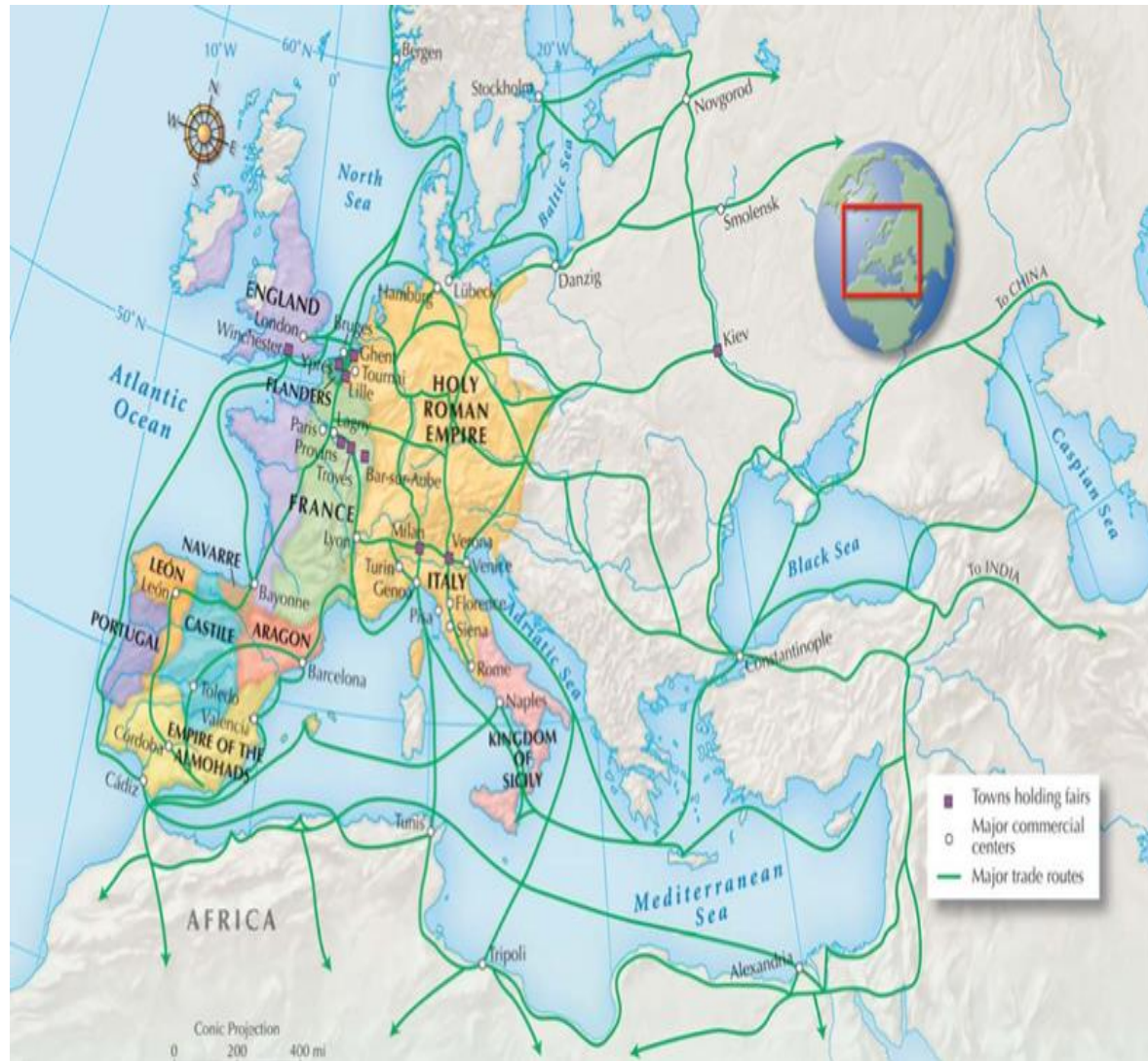
- Goods came to **trade fairs**

- became **cities** w/ middle class
- protected interests w/ **charters**
- **Guilds**





# Revival of Trade & Travel



## Trade Routes in Medieval Europe 1000-1300

Trade routes expanded, leading to the exchange of goods such as silk, jewels, & spices

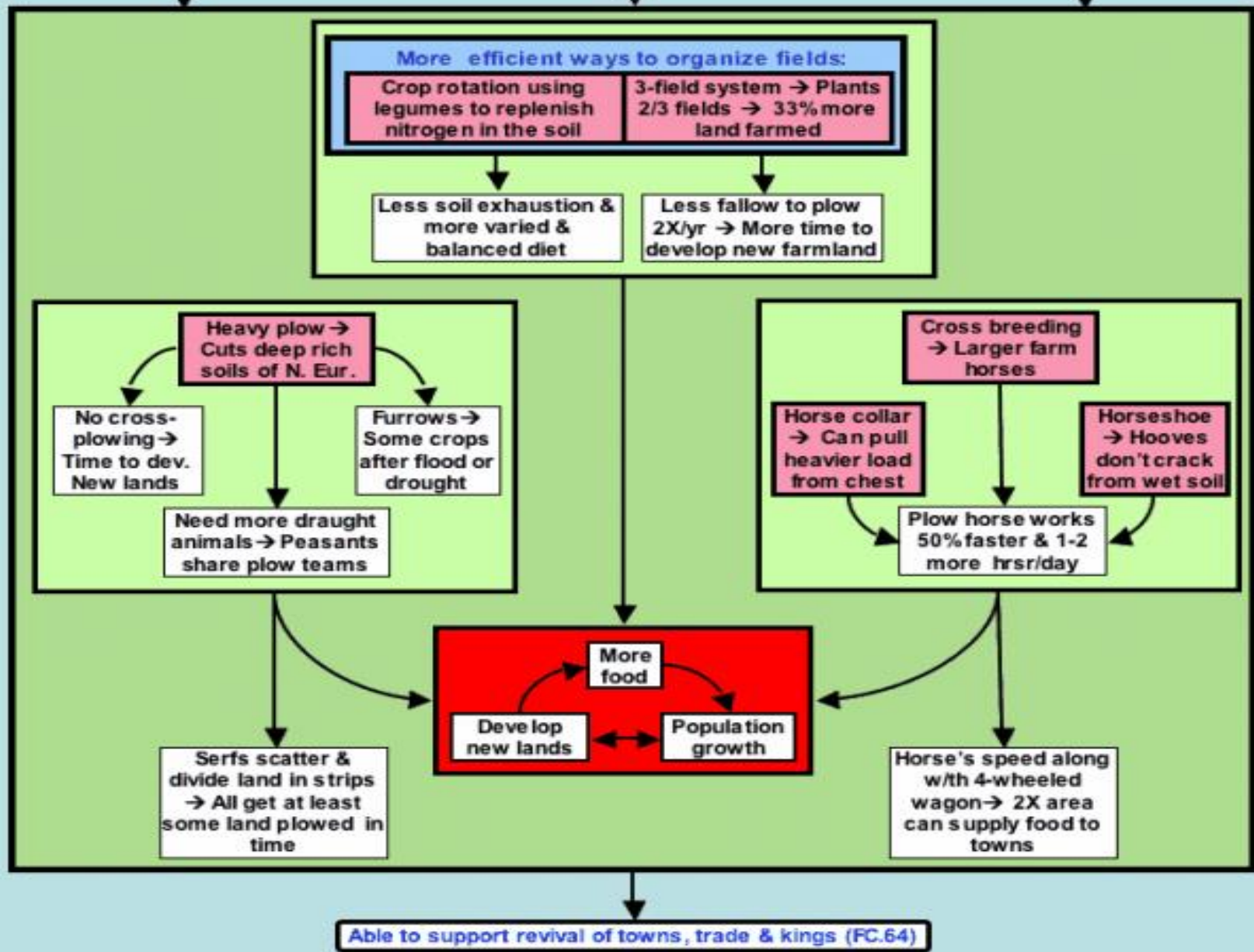


# FC.63 THE MEDIEVAL AGRICULTURAL REVOLUTION AND ITS IMPACT)

Warmer climate → better conditions for agric.

Feudalism → more polit. stability (FC.41)

Viking, Arab & Magyar raids let up by 1000 C.E.





## **Checkpoint**

How did an agricultural revolution lead to a revival of trade & growth of cities?

# Guilds in Cities

- trade & artisan associations
  - ran city gov't
  - controlled goods & prices
- new artisans->  
**apprenticeships**
  - mutual obligations



## Craft Guilds

Craft guilds formed an important part of town life during the medieval period. They trained young people in a skilled job, regulated the quality of goods sold, and were major forces in community life.



### Apprentice

- Parents paid for training
- Lived with a master and his family
- Required to obey the master
- Trained 2–7 years
- Was not allowed to marry during training
- When trained progressed to journeyman



### Journeyman

- (Day Worker)
- Worked for a master to earn a salary
- Worked 6 days a week
- Needed to produce a masterpiece (his finest work) to become a master
- Had to be accepted by the guild to become a master



### Master

- Owned his own shop
- Worked with other masters to protect their trade
- Sometimes served in civic government

## Guild Services

### To members:

- Set working conditions
- Covered members with a type of health insurance
- Provided funeral expenses
- Provided dowries for poor girls

### To the community:

- Built almshouses for victims of misfortune
- Guaranteed quality work
- Took turns policing the streets
- Donated windows to the Church



## Industry and Guilds (cont.)

- A person who wanted to learn a trade first became an **apprentice** to a master craftsman at around age 10. ↓
- Apprentices received room and board, but no pay. ↓
- After learning for five to seven years, apprentices became **journeymen**. They worked for wages for other masters. ↓
- To become masters, the journeymen had to produce a **masterpiece**, a finished product in their craft.



## **Checkpoint**

What was the role of guilds and why were guilds important in town life?



# A Commercial Revolution

- As trade revived, more **capital** needed
- modern business methods
  - **Partnerships** (Joint-Stock Companies)
  - Banks w/ Credit & Bill of Exchanges
  - Insurance
- Society changed
  - New middle class
  - lords needed cash
  - peasants become tenant farmers
  - decline of manorialism



**Manorialism → Capitalism**

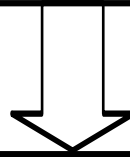


**Land → Money**

# Graphic Summary: *Changes during the High Middle Ages*

## **Agricultural Revolution**

Increase in food production leads to population growth. A large population needs more goods so trade increases.



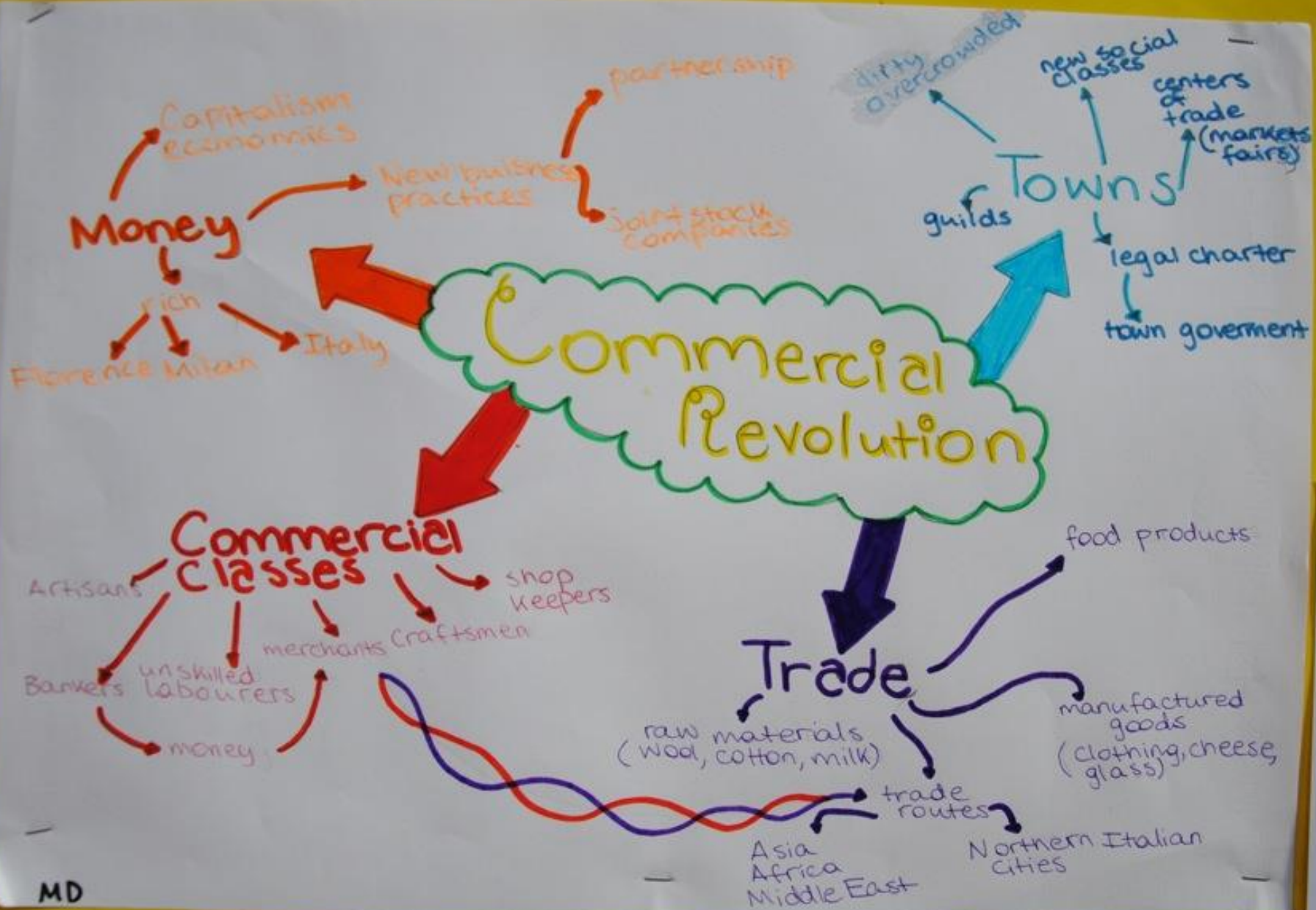
## **Commercial Revolution**

More trade requires new ways of doing business. Middle class of merchants, traders, and craftspeople grows. As centers of trade, towns and cities get bigger.

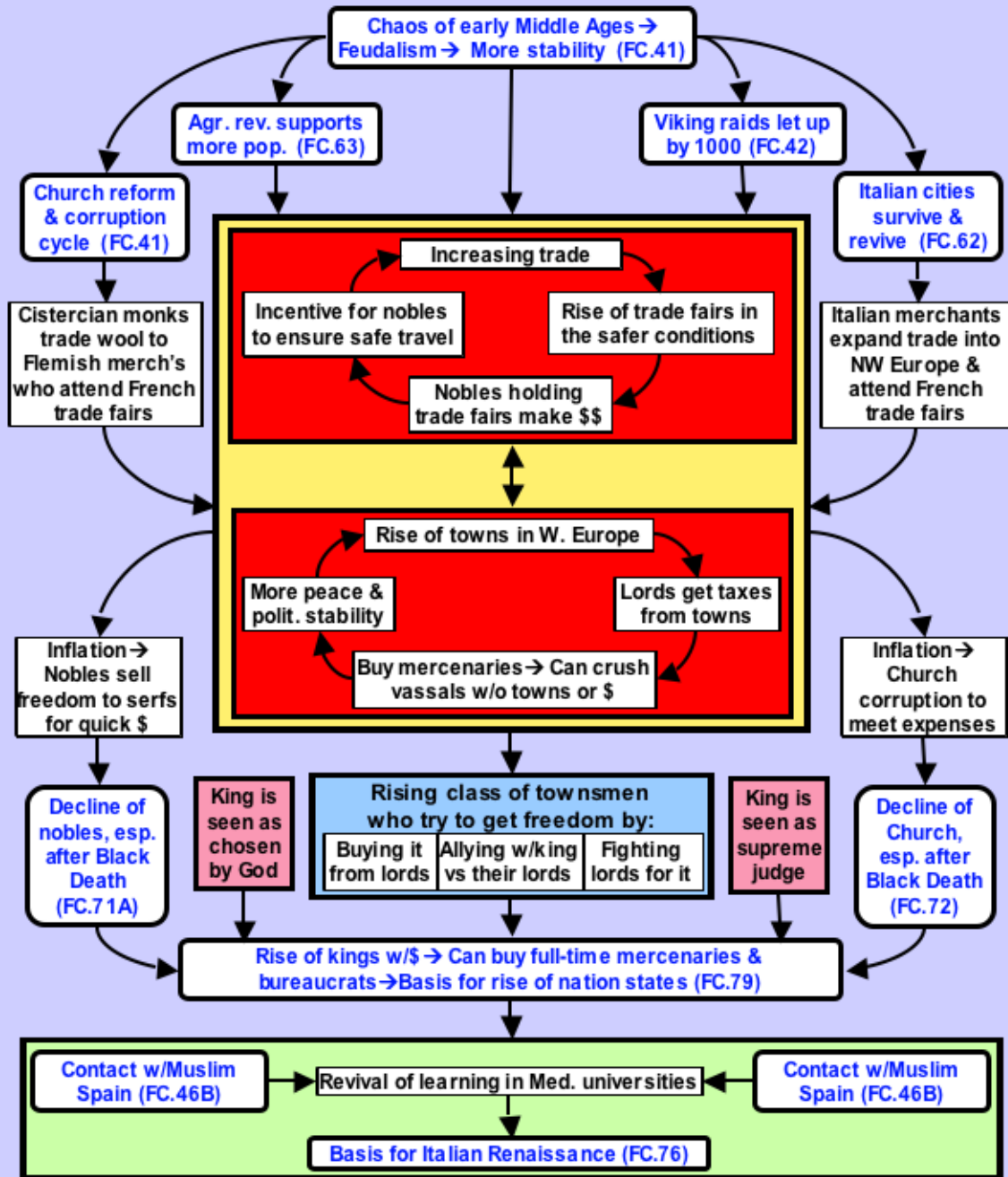
‡ The growth of towns and the agricultural revolution transformed the way that people lived.

At the same time, towns and cities grew.  
A merchant who set up a town got a charter.





# FC.64 THE RISE OF TOWNS IN WESTERN EUROPE (c.1100-1300)





# THE COMMERCIAL REVOLUTION



Increased Trade



More workers needed



Serfs move to town; workers paid for labor



More cash, banking, and lending services available



More money available for building businesses



Merchants' wealth and power expand



Merchants' taxes increase the king's power and wealth





## **Checkpoint**

What were some changes of the commercial revolution?

# Medieval Cultural Achievements

- due to stability & prosperity
- Art & architecture glorified god
  - Gothic style
  - books w/ illuminations
- revival of learning
  - Literature in **vernacular**
  - **Scholasticism**
  - 1<sup>st</sup> universities emerge
    - ❖ train clergy
    - ❖ included liberal arts

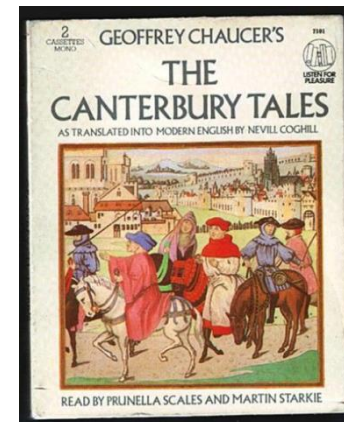
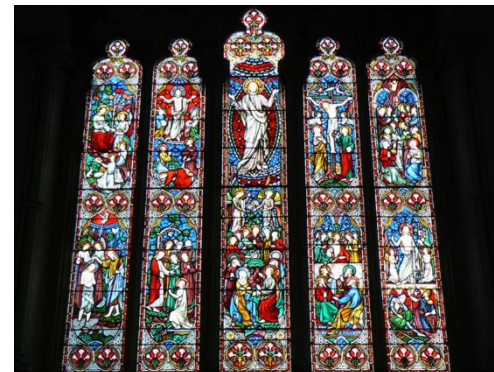
## Romanesque Church

Stone w/ thick walls & small windows  
fortress-like & dim lighted



## Gothic Church

Pointed arches, tall stained glass windows & flying buttresses



# Faith & Reason



Maimonides



St. Thomas Aquinas



Averroes

**Reason is the not the  
opposite of superstition.  
It is a BRANCH of  
superstition.**





I don't get it...



I get it!

EXIT CARD  
Please jot down what you  
have gotten from today's  
lesson and what you still  
have questions on.