Islamic Expansion and the Christian Response—The Crusades

“Can any group rightfully claim sole ownership of the Holy Lands?” “What are the roots of the Christian-Muslim conflict in the world today?”

Understanding Goal:
Religious institutions breed community and conflict.

Investigative Question:
What has contributed to the permanence of the Islamic faith even in the face of conflict?

Explore: Describe how each of the images above relates to Islam.

Connect: Beginning as the faith of a small community of believers in Arabia in the seventh century, Islam rapidly became one of the major world religions. According to the 2002 map above, to what parts of the African, European, and Asian continents has Islam spread?
Christian Dominance in Europe, the Middle East, and Northern Africa before the birth of Islam

Constantinople --
A new center for Eastern Orthodox Christianity after the fall of the Holy Roman Empire

Timeline: Early Islamic History

- 570 A.D. Muhammed -- founder of Islam and considered a prophet by his followers--is born.
- 612 A.D. Mohammed sees visions--the Angel Gabriel informs him of his special mission.
- 622 A.D. Muhammed and companions flee to Medina—called the Hijrah. The Muslim faith begins to grow
- 633 A.D. Muhammed dies
- 632-732 A.D. The Muslims conquer all of Christian North Africa, Christian Spain and the Pyrenees into France. Their farthest advance is stopped at the Battle of Tours in France.
Muslim expansion continued…

• 756 A.D. Córdoba is made the capital of Muslim Spain.
• 800s A.D. Slave armies, composed of captured Christian children and adults, often castrated, are in use throughout the areas under Islamic control.
• **1009 A.D.** Muslims destroy the Church of the Holy Sepulchre, which was built over the tomb from which Christ rose.
• 1071 A.D. Muslims cut off access to Holy Land and begin taking over Anatolia (now Turkey).

Islamic Influence Spreads!

![Map of Europe showing Muslim and Catholic regions in 1092 A.D.](image_url)
ISLAMIC CONQUEST
ASSIGNMENTS
Read and Complete:

• 1) “The Life of Muhammad” worksheet.
• 2) “Muslim Conquests in Europe” (pages 6-9), “Questions for discussion and writing” (page 9).

Worksheet from RJ Tarr at www.activehistory.co.uk / 1

The Life of Muhammad

- The history of the Islamic Faith is an incredible story. From small, but dedicated, origins, the faith spread rapidly until the empire around Islam was bigger than the Roman Empire.
- People in the West should not allow themselves to be ignorant about Islam (which literally means Peace, surrender of one's will to God). One in five people in the world is a Muslim. It is the world's fastest-growing religion - by the year 2050, for example, Islam had become the second largest religion in America.

World Muslim population: 1.2 billion (20%

The Prophet Muhammad

- Muhammad was born in Mecca in South Arabia in 570.
- Orphaned as a child, Muhammad spent several years among the Bedouins of the desert.
- He was a deeply spiritual man, and often spent time in meditation in a cave on Mount Hira.
- It was here, in 510 A.D., that he was visited by the angel Gabriel who ordered him to "Recite!".
- Once Gabriel mentioned the name of Allah, Muhammad began to recite words which he came to understand were the words of God.

The Qur'an

- During the rest of his life Muhammad continued to receive these revelations. The words were remembered and recorded, and form the text of the Holy Quran, the Muslim scripture. The Quran is composed of 114 chapters or Suras.

Preaching

- Realizing that God had chosen him as his messenger Muhammad began to preach what God had revealed to him.
- He started to preach in Mecca, the town in which he had grown up. Many rich people in Mecca disliked what Muhammad had to say. He opposed the worshipping of idols and said that it was wrong to be greedy.
- Poorer people in Mecca soon started to believe in Muhammad and soon there was a small group of Muslims following Muhammad.
The Hijrah
- The rich people in Mecca saw Muhammad as a threat. They could lose their money, power and religion if Muhammad wasn't stopped.
- Muhammad, concerned for the safety of his followers and himself, escaped to Medina in 622. In Medina people were much more welcoming to Muhammad and the first Muslim community was established.
- This journey is called the Hijrah (migration) and the event was seen as so important for Islam that 622 is the year in which the Islamic calendar begins.

The Return to Mecca
- Within ten years Muhammad had gained so many followers that he was able to return to Mecca and conquer it.
- From this time on he was generally accepted as the true final Prophet of God.
- Muhammad continued to lead his community both spiritually and in earthly matters until his death in 632.

Task 1: Film Poster
- Imagine that you are producing a film about the life of Muhammad. Produce an advertising poster for your film. You should aim to include (a) the title of the film, (b) 3 “stills” from the film with details about what events in his life are depicted by them. This will be used for display.
Europe During the Middle Ages

Understanding Goal:
Religious institutions breed community and conflict.

Investigative Question:
How was the Catholic Church a symbol of community and conflict during the Middle Ages?

Explore:
The Catholic Church played a major role in the society of the Middle Ages. What might each of the images above tell us about the political and social influence of the Church?

Connect:
What role does the Catholic Church play in modern American society? In which countries do religious institutions still have a defining political and social influence today?

The Christian Response—The Crusades

• **1096-97 A.D.**, In response to the Holy Roman Emperor’s request for assistance against Islamic expansion, **Pope Urban II** preaches First Crusade to recover the Holy Land. It recovers Jerusalem by 1099 AD.
Between 1095 and 1291, the Crusades were fought to regain the Holy Land (Jerusalem, etc.) for the Christians.
The Crusaders are Temporarily Successful!

- Can you locate the Holy Lands, where Christian crusaders established control of Jerusalem?

The Holy Lands and Jerusalem

- The map on the right features Jerusalem in 1140 AD during Catholic control. The surrounding areas are dominated by Muslim populations.
Christian Defenders of Jerusalem—The Knights Templar

The Poor Knights of Christ and the Temple of Solomon—Knights Templar—founded in 1118 after the First Crusade, to defend the new Kingdom of Jerusalem against Muslims and to protect European pilgrims who flowed towards Jerusalem after its conquest.

Saladin’s Importance to Islamic History

- 1187 A.D. Muslims, under the leadership of Saladin, declare a jihad, or holy war, against Christian crusaders and Jerusalem is re-taken. Saladin shows great compassion by permitting Jewish and Christian worship in the Holy City.
Video Clip on Saladin (4 min)

What kind of person was Saladin? How did he treat Muslims and Christians alike? Read and complete “The Career of Saladin.”

The Crusades Prove Unsuccessful

- 1217-1270 C.E. Four more crusades, none are successful, but Islamic advance towards eastern Europe is slowed. The Inquisition—a movement to root out Muslims, Jews and blasphemers--is instituted in southern France and spreads to Spain.
- **1453 C.E.** Constantinople and the Empire fall to the Ottoman Empire. Constantinople becomes Istanbul, a new holy center for Islam
Islamic Expansion is Halted:

- 1481 A.D. Muslim forces in Spain are forced out. King Ferdinand establishes an **Inquisition**, forcing all Spanish Jews and Muslims to convert to Christianity.
- 1482 A.D. Complaints from Catholics about the Spanish Inquisition reach Rome. Rome forces the Spanish monarchy to stop the abuses and reform the Inquisition.
- 1492 A.D. The last Muslim military presence in Spain is expelled. In celebration, King Ferdinand and Queen Isabella support Columbus’ expedition. The Jews are deported from Spain.

Conclusion

- 1492-1919 A.D. While Europe remains mostly Christian or Catholic, Muslim influence in the Middle East continues under the new **Ottoman Empire**. The Empire collapses by the end of World War I, with the defeat of the Central Powers. Yet, the following issue remains unresolved:

  “Which group, if any, should control the Holy Lands—Jews, Christians, or Muslims?”
VIDEO: Moments in Time: The Crusades (50:21)

INTRODUCTION:
Traces the history of the crusades and considers the social, political, and religious motivations of both Christian and Muslim participants. Profiles of the Muslim leader Salahadin and the Christian leader Richard the Lionheart contrast the differences in military strategy, weapons, attitude, and goals of the opposing forces and also demonstrates the capacity for peace between the warring groups. Recent artifacts found at the medieval fort at Acre allow historians and archaeologists to reconstruct daily life at a Christian settlement during the crusades and also provide clues as to the relations between Christian and Muslim soldiers.

PROMPT: What were the differences in military strategy, weapons, attitudes, and motivations between the Christian crusaders and the Muslim conquerors? Is it surprising that Muslim and Christians also demonstrated the capacity for peace? What precedents did the Crusades establish for the world today?

Video option 2: The First Crusade (17 min)

One-half page Response: Why did Pope Urban II call for a crusade? From the Christian point of view, why was the first crusade successful? What was the effect of the first Crusade on Jerusalem and Christian—Muslim relations?
Complete this Worksheet!

**Directions:**
After reading “The Crusaders Capture Jerusalem,” “Richard the Lionheart Massacres” and “The Career of Saladin,” complete this graphic organizer.

**Assignment:**

**The Crusades: Gathering Evidence**

Use whatever sources you have to find evidence that the people involved in the Crusades were:

<table>
<thead>
<tr>
<th>Christians</th>
<th>Muslims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloodthirsty rouges intent on the destruction of Islam</td>
<td>Nothing but a set of murdering rascals</td>
</tr>
<tr>
<td>Holy men seeking to right a wrong</td>
<td>Anxious to have access to the Holy City of Jerusalem</td>
</tr>
<tr>
<td>Greedy and selfish men wanting for nothing but power</td>
<td>Greedy and selfish men wanting nothing but power</td>
</tr>
</tbody>
</table>
In-Class Assignment: FILM a skit featuring an imaginary meeting between Richard the Lionhearted, Saladin and Pope Urban II!

- **Directions**: Use the readings in our packet and notes from class discussion, create a skit (which you will write and act) between Richard the Lionhearted, Saladin and Pope Urban II! You must meet the following requirements:
  1. The skit must feature a setting and mood. This should be introduced at the beginning of the skit. 10 points
  2. It must be written in dialogue form with clearly defined roles for each actor. 10 points
  3. Use accurate historical details from our readings, discussions and notes. Focus your discussion on the conflict over who rightfully owns Jerusalem and who should be allowed to worship there. 10 points
  4. At least two pages long! 10 points
  5. Copies should be available for all teammates to study and memorize from. Do not directly read from the skit during the performance. Perform for the audience (us!). 10 points

- Extra credit is available for those who dress the part!
Eventually, stability and a food surplus supported the re-emergence of urban life.

Urban dwellers called the bourgeoisie—made up of merchants, bankers, and artisans--emerged as a new middle class.

Population numbers increased until disease intervened again in the mid 14th century.

Monarchs gained even more power and formed nation states.
The medieval city

The charter

- The Charter — a written document — gave cities political independence and authority
- Made the city responsible for its own defense and government
- Allowed cities to coin their own money
- These freedoms contributed to development of urban social, economic, and intellectual life

The wall

- Symbol of the separation between country and city
- Within the wall, most inhabitants were free; outside most were serfs
- People inside were able to move about with little restriction
- Goods entering the gates were inspected and taxed
The marketplace

- Symbolized role of economic activities in the city
- City depended on the countryside for food and produce was traded in the market
- Center for long-distance trade linking city to city

The cathedral

- Usually the town’s crowning glory
- Symbol of the important role of the church
- Often close to the marketplace and town ball, indicating close ties between religion, commerce, and politics
- Church was often prevailing political force
Towns and Cities redevelop
Cesky Krumlov -- a medieval village, Czech Republic
The medieval city

- Functional zonation of medieval cities differed from that of modern cities
  - Divided into small quarters, or districts, each containing its own center that served as its focal point
  - Within each district lived people engaged in similar occupations
Problems of the medieval city

- Problems created for contemporary urban life by medieval city design:
  - Streets were narrow, wandering lanes, rarely more than 15 feet wide
  - Today, in 141 German cities, 77 percent of streets are too narrow for two-way traffic

European Cities Today: Characteristics

1. Complex street patterns - prior to automobile, weird angles
2. Plazas and Squares - from Greek, Roman, Medieval
3. High density and compact form - wall around city or low-growth zoning
4. Low skylines - many built before elevators, others required cathedral or monument to be highest structure
5. Lively downtowns - center of social life, not just office work
6. Neighborhood stability - Europeans moved less frequently than we do.
7. Scars of War - many wars, many cities originally defensive
8. Symbolism - gothic cathedrals, palaces, and castles
9. Municipal Socialism - many residents live in buildings that are owned by city gov’t. Some of these are massive housing projects, others small scale apartment buildings.
Interpret a Bar Graph

The following graph shows the estimated populations of five European cities around the year 1300. The cities are: Paris, France; Florence, Italy; Modena, Italy; York, England; Nuremberg, Germany; and Cologne, Germany.

Use the information from the graph and answer the questions at the bottom of the page. It might be helpful to review the terms mode, range, and median in your mathematics book before proceeding.

Write your answers on the lines following the questions.

1. How many times greater was the population of Paris than that of York?

2. What mode is represented by the population figures on the graph?

3. What is the range?

4. What is the average population of the six cities?

5. Why can you state that no median is represented by the numbers on the graph?

Fill in a Venn Diagram

Fill in the Venn diagram to compare towns in the Middle Ages with cities today. Write facts about each in the appropriate place. Where the circles overlap, list features common to both.
Because trade increased:

- **barter**—a system of trade in which goods are exchanged—was replaced with coin money.
- **Interest** was charged on loans.
- **Credit** made trade travel safer.
- The word “**bank**” came from the banca, or bench that moneychangers set up at fairs.
Medieval Guilds

How does the guild system compare with modern-day capitalism?

• Craft industries and trades were controlled by guilds, or business associations, which fixed prices to prevent competition.
• Guilds were controlled by masters, or artisans who owned their shops and tools and employed less skilled artisans as helpers.
• Apprentices worked for a master without pay until they became a journeyman and received pay from the master. To become a master, a journeyman submitted a special sample of work—a masterpiece—to a guild for approval.

Education

• While most people had been illiterate during the early Middle Ages, universities began to spread throughout urban centers in Europe during the 1200’s AD.
• Subjects included theology, grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music.
• Medieval scholars studied Roman law, the works of Aristotle, and Muslim writings and developed a system of thought called scholasticism, which emphasized reason as well as faith in the interpretation of Christian doctrine.
• The most important scholastic figure was Thomas Aquinas who claimed that reason was God’s gift which could provide answers to basic philosophical questions.
The spread of universities and the revival of intellectual endeavor stimulated advances in literature and art.

In the 1100’s and 1200’s, traveling poet-musicians called **troubadours** composed lyric poems and songs about love and the feats of knights, including acts of chivalry.
**Medieval Poetry**

1. *Irish monk, 9th century*

   *I and Pangur Ban my cat,*
   *'Tis a like task we are at,*
   *Hunting mice is his delight,*
   *Hunting words I sit all night.*

   'Gainst the wall he sets his eye,
   Full and fierce and sharp and sly,
   'Gainst the wall of knowledge I,
   All my little wisdom try.

   *'Tis a merry thing to see,*
   *At our tasks how glad are we*  
   *When at home we sit and find,*
   *Entertainment to our mind.*

   So in peace our task we ply:
   Pangur Ban my cat and I
   In our arts and in our bliss,
   I have mine and he has his.

2. Illustrations and poem are from the Medieval Woodcuts Clipart Collection
   http://www.godecookery.com/clipart/clart.htm

**Vernacular Literature**

By the late Middle Ages, most literature was written in the vernacular, or the language of everyday speech. Instead of Latin, writers used English, French, German, Italian, or Spanish.

- Examples:
  - **Dante Alighieri** wrote the Divine Comedy, about an imaginary journey from hell to heaven.
  - **Geoffrey Chaucer** wrote the Canterbury Tales, about pilgrims who tell amusing stories on their way to Thomas Becket's shrine at Canterbury.
Google Sketch Up Project: Build a Medieval Town

- **OBJECTIVE:** Understand the characteristics of a Medieval Town by designing and building your own on Google Sketch Up model!

- **REQUIREMENTS:** First, read and complete “Document Packet: Medieval Trade & Towns.” You will design a section of an authentic-looking medieval town, with the following characteristics:
  - 1) A marketplace
  - 2) A cathedral
  - 3) A castle
  - 4) The narrow, winding street(s)
  - 5) Part of the wall which surrounds the city

- **NOTE:** The architecture of your town must be authentic-looking and based on medieval design plans. For extra help, start with this website:

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**Essential Questions:**

- How and why does the Bubonic Plague spread?
- What was the economic, cultural and social impact of the disease upon European society?
Political Cartoon Analysis

• What is the topic of these cartoons?
• What comparisons can be made between the Bird Flu and the Black Death in Europe during the 1300’s?
• How do the cartoons reveal the cultural, social and political effects of disease upon a population?

Why did the Black Death spread in urban centers?

1. Overcrowding in towns brought problems.
2. Poor sanitation and the proliferation of rats in people’s homes promoted the spread of the **bubonic plague** (black death).
Diffusion of the Black Death (1)

- The Black Death (bubonic plague) might have entered Europe via a siege at Kaffa in the Crimea in 1347.
- Transmitted by Genoese to Constantinople and on to Italy.
- European brown rat became the main carrier. Pneumonic form believed to have developed over the winter.
- Impact geographically uneven (cf. Milan and Rome).
- Males, adults and more affluent more vulnerable. Theory this may be related to iron in the diet.
- Further epidemics in 1360s and 1370s. Intermittent for next 300 years.

This map of the spread of the Black Death in Europe in the fourteenth century was created by your guide and is copyright © 2003 Melissa Snell. Geographical data was derived from the National Geographic Atlas of the World, sixth edition, 1990. Historical data was derived from The Black Death by Philip Ziegler, The New Penguin Atlas of Medieval History by Colin McEvedy and from the Encyclopedia Britannica.
The Culprits
The Symptoms

Bulbous

Septicemia Form: almost 100% mortality rate.

From the *Toggenburg Bible, 1411*
The Disease Cycle

**Flea drinks rat blood that carries the bacteria.**

**Flea’s gut clogged with bacteria.**

**Bacteria multiply in flea’s gut.**

**Flea bites human and regurgitates blood into human wound.**

**Human is infected!**

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**The Black Death**

1. Complete page 3 by listing one of your reasons for the appropriate category, referring to one of the above headings.
2. Complete assignment 2 by listing one of your reasons for the appropriate category, referring to one of the above headings. Your answers may vary.

<table>
<thead>
<tr>
<th>Cause of the Black Death</th>
<th>Column 2: Cause</th>
<th>Column 3: Your suggested cause</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
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**Human Integument:**

In this year, 1349, two angels descended in France. A Master of the Age, with them from Purgatory, the seed of the terrible plague, and through the rest of hospitallers were the first in England to infected. Then the dreadful plague spread as we know, the first being the London, and next the London, whereabout the whole town perished.

**Human Integument:**

The quickening of the plague in England, and it was a pestilence that spread, that they believed to be spreading in the country. And when they got to the matter, they hung the plague. Within a three days, 700 of them died, and the next morning six in the same town. Having the court of their.

**Badger Class, a class of chemistry:**

The plague spread in the town. The plague struck the mice, and their inhabitants in the presence of the time that there was surely anyone with alive in these. The sickness was so contagious that those who touched the dead of the sick were immediately affected themselves and died.

**The Archaic Correspondents:**

In many German cities foreign Jews were believed to have caused the deaths by poisoning the wells. Many of those living in the cities, who drank from the wells, died suddenly. Many more were reponsible, so they were unconvincing anyway.

**Jean Gerson:**

"The disease was spread because of overeating. If a healthy man killed the plague victim, he usually died himself."

**Shaping of Fate:**

"From the river, the rat moved the rats. It was at the end, and the plague. Then there were huge amounts of animals – anyone working at the death was then swept away. Also, anyone who looked at someone who had seen the same thing died."

**May Be Parking:**

"The main cause of the Plague was the position of the planets. Saturn, Jupiter, and Mars were very close together at that time. This is always a sign of certain or certain things in space"
Medieval Art & the Plague

Bring out your dead!

Medieval Art & the Plague

Bring out your dead!
Medieval Art & the Plague

An obsession with death.

Death Triumphant !: A Major Artistic Theme
Boccaccio in *The Decameron*:

The victims ate lunch with their friends and dinner with their ancestors.

Attempts to Stop the Plague

A Doctor's Robe

"Leeching"
Attempts to Stop the Plague

Flagellanti: Self-inflicted “penance” for our sins!

Attempts to Stop the Plague

Pograms against the Jews

“Jew” hat

“Golden Circle” obligatory badge
A Little Macabre Ditty

“A sickly season,” the merchant said,
“The town I left was filled with dead,
and everywhere these queer red flies
crawled upon the corpses’ eyes,
eating them away.”

“Fair make you sick,” the merchant said,
“They crawled upon the wine and bread.
Pale priests with oil and books,
bulging eyes and crazy looks,
dropping like the flies.”

A Little Macabre Ditty (2)

“I had to laugh,” the merchant said,
The doctors purged, and dosed, and bled;
“And proved through solemn disputation
“The cause lay in some constellation.
“Then they began to die.”

“First they sneezed,” the merchant said,
“And then they turned the brightest red.
Begged for water, then fell back.
With bulging eyes and face turned black,
they waited for the flies.”
A Little Macabre Ditty (3)

"I came away," the merchant said,
"You can’t do business with the dead.
"So I’ve come here to ply my trade.
"You’ll find this to be a fine brocade…"

And then he sneezed.........!

Europe’s Mortality Rate

35% – 70%

25,000,000 dead !!!
Black Death (2)

• Why did it reappear?
• One theory suggests that Mongol troops who invaded the Himalayan source in 1253 brought it back to Mongolia, from where it spread underground across the steppes.
• However, there is no evidence of plague amongst Mongols in 13th century.
• There is suggestive evidence of 14th population losses – e.g. driven out of China; steppes depopulated by C16.
• Chinese records record no plague before 1331. Believed that this outbreak was transmitted by Mongols across Asia.
Cures for the Black Death?

Primary Sources (just for interest!)

**Guy de Chauliac:**
"For cures, bleeding and making the patient vomit should be attempted. The swellings should be softened with figs and cooked onions, mixed with yeast and butter. The swellings should be cut open."

**Guy de Chauliac:**
"Toads should be thoroughly dried in the sun. They should be placed on the plague boil. The toad will swell and draw out the poison of the plague to its own body. When it is full it should be thrown away and a new one applied."

**King Edward III of England to the Lord Mayor of London**
"You are to make sure that all human waste and rotting food is removed from the streets. All bad smells must be removed so that no-one will die from breathing them in."

**Jean de Venette**
"The Flagellants were a group of people who arranged themselves into a circle in the town square, then flogged each other with whips spiked with iron until the blood flowed. They begged God to forgive them their sins and spare them from the plague."

Moments in Time: Curse of the Rat  (49:56)

- Explores the fourteenth-century outbreak of bubonic plague in Europe and follows modern archaeologists in their attempts to uncover the secrets of the "Black Death." Beginning with the plague's appearance in Italy, the program examines how the disease spread through ancient trade routes across Europe and claimed one-third of the continent's population. Modern reenactments bring to life first-person accounts from plague victims and survivors, and a visit to a recent archaeological dig in France considers how genetics may help historians discover the true impact of the plague on European culture.
Research Bubonic Plague

Some information about bubonic plague was presented in this packet. Find out more about this terrible disease by consulting an encyclopedia or some other source. Then answer these six questions.

1. What causes bubonic plague?

2. How is the plague transmitted?

3. List any four symptoms of the plague.

4. How is the plague treated in modern times?

5. How can the plague be prevented or at least kept from spreading?

6. To refer to the Black Death of the Middle Ages solely as an epidemic is not entirely correct. Epidemics may be either endemic or pandemic. Look up each word in a dictionary and write its meaning. Then tell whether the Black Death of the Middle Ages was endemic or pandemic in nature.

Finish a Story

When the Black Death struck a community or town in the 1300s, people panicked. They did not know what caused the disease and they had no idea how to treat it. Many thought it was God’s punishment for their sins. Whatever they believed, they often fled to the countryside, hoping to avoid exposure to what was almost certain death.

Imagine you are living in an English town during the bubonic plague epidemic of the 1340s. One day, while watching the ships come in at the docks, you see a vessel run aground a short distance away. A quick check by dock workers reveals the terrible truth: The entire crew has succumbed to the Black Death.

Complete the story that has been started for you. Give it any kind of ending you prefer. Continue on a separate sheet of paper if necessary.
What were the political, economic, and social effects of the Black Death?

Impact

- Chinese population declined from 123 million in 1200 to 65 million 1393.
- In Europe the Black Death killed an estimated 25 million people, reducing the total population by 25-40 per cent.
- England, Italy, France, Poland, Russia and the Balkans are said to have lost 50 per cent of their populations.
- Labour shortages hit food production; wage labour was introduced to attract workers; wages increased.
- Cities became more important - growth of the bourgeoisie.
- Net effect – collapse of feudalism, beginnings of capitalism.
EUROPE IN TRANSITION

- Out of the Middle Ages
  - Formation of Nation States
    - Change in the Political arrangement
      - Strong king controls a larger geographical area
    - Consolidation of power
    - Nation States Formed
      - Spain, England, France, Dutch, Portugal

Leads to warfare between rival nations.

EUROPE IN TRANSITION

Out of the Middle Ages
- Components of a Nation State
  1. Land & boundary
  2. Government
  3. Commonality
     - Language or similar cultural characteristics
  4. Independence (sovereignty)

- Note in feudal times services were local & awareness limited. Soon wars & taxation became national.
Hundred Years' War

1337-1453: War between France and England.

- Caused by a power struggle between King Edward III of England and King Philip VI of Spain.
- Caused massive destruction to the countryside.
- Joan of Arc, who claimed to have a divine mission to save France, inspired a French army to victory at Orleans. She was later captured by the English and burned as a witch.
- Ended in very little or no gain for either side. There was no formal treaty that ended it.

England, France, and Spain strengthen between 1450 and 1600.

Germany and Italy did not unite until the 1800's.
Rise of universities and renewed interest in the classics

Revival of long-distance trade

Growth of urban centers

Rise of a wealthy middle class and rich families which give patronage to the arts

The Renaissance