During the plague.

Use the middle box to describe what life was like during the plague.

Effects

Plague, upheaval in the Church, and war affect Europe in the 1300s and 1400s.

Describe the problems facing the Church in the late Middle Ages and how the Church reacted.

Understand how the Black Death caused social and economic decline.

Summarize the causes, turning points, and effects of the Black Death.

Reading Skill: Recognize Causes and Effects

Inflation, epidemic, Black Death

The Plague Spreads from Asia

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

—Jevan Gethin

The disease called the plague, or the Black Death, reached the British Isles from mainland Europe in 1349, 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

Terms, People, and Places

Black Death, schism, epidemic, 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.

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 Black Death.

Reading and Note Taking

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.

Build Background Knowledge

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

Witness History: Read the selection aloud or play the audio.

Preview

Have students preview 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.)

Focus

Point out the Section Focus Question and build Background Knowledge.

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 Approaches

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

—Jevan Gethin

We see death coming into our midst like black smoke; a plague which cuts off the young, a rootless phantom, no mercy, Woe is me, Woe is me. . . . It is an ugly eruption, 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 unspeakable haste. It is a grievous ornament that breaks out in a rash.

—The Welsh poet who wrote these words died of the plague in 1349.

Lead crosses used in mass graves of plague victims.

Stained-glass window depicting fear of the plague, Canterbury Cathedral, England.
Internal and external changes. The shift in power from the Church to the state during the Great Schism led to secularization and increased lay participation in religious affairs.

The Church was unable to provide the strong leadership needed in this desperate time. By 1309, Pope Clement V had moved the papal court to Avignon, in France, where the popes remained for about 70 years. The papacy moved back to Rome in 1376 due to the fear of a second schism. By 1409, there was a third pope, who moved the court to Constance. This resulted in a crisis at the Council of Constance, which elected a new pope, as the situation was getting out of control.

The Council of Constance was a significant event in the history of the Church. It was called in 1414 and lasted until 1418. The council, which included representatives from across Europe, attempted to resolve the schism and establish a single, unified Church.

In the pre-modern world, the plague had a significant impact on society, economy, and culture. It led to a decrease in population, which in turn affected the economy and society. The Church was unable to provide the strong leadership needed during this time, which led to a crisis in the Church.

Answer
- It killed one third of the population, caused the breakdown of normal life, hysteria, and persecution; social unrest; and economic decline.

The Black Death: A Global Epidemic

Instruct
- Introduce: Read the first three sentences under A Time of Crisis and horror, 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 Events That Changed the World 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 work on their news stories, circulate to make sure they focus on the most important aspects of the Black Death epidemic.

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 VIII (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 communicated with 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 undoubted pope.
Edward III of England, whose mother had been a French princess, claimed
that French kings were intent on extending their own power in France. When
centuries to hold onto the French lands of their Norman ancestors. But

Later, other reformers took up the same demands.

In 1415. The ideas of Wycliffe and Hus survived, however. A century

suppressing the Hussites. Hus was tried for preaching heresy—ideas

Czech Republic. There, Jan Hus led the call for reforms, supported by his

Czech students at Oxford carried Wycliffe’s ideas to Bohemia—today’s

ple could read it themselves rather than rely on the clergy to interpret it.

truth. His followers began translating the Bible into English so that peo-

insisted that the Bible, not the Church, was the source of Christian

Wycliffe, an Oxford professor, attacked corruption in Church. Wycliffe

weakened, popular preachers began to call for change. In England, John

French and English Rivalry Grows

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 fought 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.

Upheaval in the Church

Instruct

■ Introduce: Key Terms Have students find the key term schism (in blue) in the text and explain its definition. Help stu-

■ dents recall the great power wielded by some previous popes. Ask them to pre-

■ dict how this power struggle within the Church has 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 author-

■ ity 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 stu-

■ dents 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 list two reasons for upheaval in the Church: (a) the Black Death

Answers

Map Skills

1. Review locations with students. 2. (a) Brittany, Normandy, Flanders, and Burgundy (b) Calais 3. (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.

Answers will describe the Black Death, the Babylonian Captivity, anti-clergy sentiment, the schism, or the two heresies
The Hundred Years’ War

Instruct

- **Introduce:** Vocabulary Builder
  Have students read the Vocabulary Builder term and definition. 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 as you write them on the chalkboard.

- **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 students 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. 80
    - Have students access Web Code nap0851 to take the Geography Interactive Audio Guided Tour and answer the map skills questions in the text.
    - Have students fill in the Outline Map The Hundred Years War.
  - 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 Teaching Transparencies, 83B
  - Circulate to make sure students are filling in their Outline Maps accurately, by correctly labeling the battles. Administer the Geography Quiz.
  - Teaching Resources, Unit 2, p. 35

Differenitiation

- **Solutions for All Learners**
  - **Special Needs**
    - Less Proficient Readers
      - 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.
  - **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. 80
        - Adapted Section Summary, p. 81

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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.
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 decapitate 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 northeastern 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 especial-ly to Parliament for funds, which helped that body win the “power of purse.” Power in English government began to swing towards Parliament, away from the monarchy.

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 northeastern France.

Summarize the events of the Hundred Years’ War.

Comprehension and Critical Thinking
1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.
2. Reading Skill: Recognize Causes and Effect. What were three effects of the Black Death on late medieval Europe?
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? What were two effects of the Black Death on Europe?
5. Make Comparisons. Compare the effects of the Hundred Years’ War on France and on England.

Writing About History
Quick Write: Gather Evidence. Gather examples and details to support your thesis:

1. The Hundred Years’ War set France and England on different paths. The war created a growing sense ofnational feeling in France and allowed French kings to expand their power. On the other hand, during the war, English rulers turned especially to Parliament for funds, which helped that body win the “power of purse.” Power in English government began to swing towards Parliament, away from the monarchy.

Focus Question: How did thecombination of plague, upheaval in the Church, and war affect Europe in the beginning of the section?

Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section. Answers may include three of the following:

1. Causes and effects of the Hundred Years’ War
2. The impact of the Black Death on Europe
3. Effects of the Hundred Years’ War on France and on England

Chapter 8 Section 5