

1

• Times of Change



FIGURE 1-1 This image is a fragment from a fresco painted in 1350 on the walls of the Church of Santa Croce in Florence. Andrea di Orcagna called his fresco *The Triumph of Death*. How does Orcagna's art capture the mood of the people affected by the Black Death?

WORLDVIEW INQUIRY

In what ways can changing social structures affect a society's worldview?

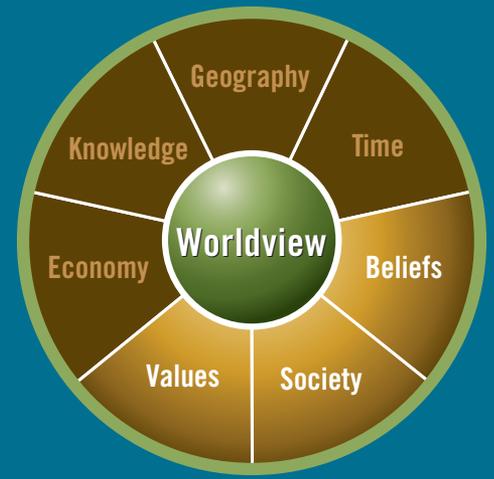
1347. A ship arrives in Messina, a city on the island of Sicily off the south coast of Italy.

The ship sailed into the busy harbour. It had come from ports on the Eastern Mediterranean where it took on a cargo of spices and other goods. When the ship landed, the dockworkers were surprised to see sick sailors staggering onto the shore. Everywhere on the deck of the ship lay dead or dying sailors. They had black and purplish blotches on their skin and strange, egg-shaped swellings in their armpits. The dying were coughing, moaning, and vomiting blood.

Within a few days most of the sailors were dead. People who cared for them also developed the same terrible symptoms. Soon people all over the city began to fall ill and die.

The disease that the sailors had brought was the Black Death or bubonic plague. They had caught it in the eastern seaports they visited. The Black Death was spread by fleas on the rats that lived in urban areas and on board ships. There was no cure for the disease and over the next two years it spread all over Europe. About one-third to one-half of the people in Europe—25 million people—eventually died of the Black Death. Some villages and towns were completely wiped out.

If half the people in Canada suddenly died of a terrible disease, how do you think this would affect our society?



In This Chapter

Think of this unit as a road trip through some of the ideas of the Renaissance. If you look in the rear-view mirror, you will see the Middle Ages. How did people live and think during the Middle Ages? The Black Death was one of the massive changes at the end of the Middle Ages that moved European society into a new era. What impact did the Black Death have on the beliefs and values of the people who survived? In what ways did European society change because of the Black Death?

A Changing Society

How are people's attitudes and values shaped by the way that a society is organized?

SKILL POWER

When you see a word in **bold type** in the text, it means that this word appears in the Glossary at the back of the book. It begins on page 379.

Words in a Glossary are listed in alphabetical order, followed by their meaning.

Remember to use the Glossary as you read this book.

How would you explain Canada's society to someone from another country? Would you describe it as having any particular structure? If so, into what groups would you divide it?

During the Middle Ages, much of European society was organized in a system called **feudalism**. Feudalism was a **hierarchy**. In a hierarchy people are ranked one above another according to their importance. People were born into a level of feudal society and they expected to stay in that level for their entire lives.

Feudalism was based on land, loyalty, and duty. Nobles or knights swore oaths of **allegiance**, that is, loyalty, to the king. They promised to fight for him in exchange for the rights to pieces of land called **manors** or fiefs.

Bishops had as much power as Barons. Bishops received their land from the Crown, and over time, the Church became a very large landowner. As a result the Church was very important to medieval people in their practical lives as well as their spiritual lives. You will learn more about how important the Church was in medieval society in the next section.

Medieval Country Life

Most people in the Middle Ages were peasants who lived in rural villages on a manor. The peasants were assigned strips of land to plant and harvest. Each peasant family had its own strips of land in various areas of the manor. However, the peasants worked cooperatively on tasks such as plowing and haying.

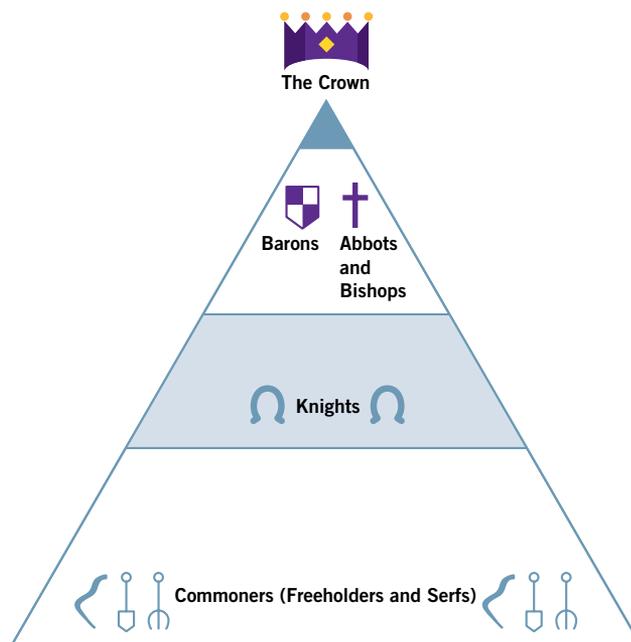


FIGURE 1-2 The feudal hierarchy. The nobility and clergy held all the land and power in feudal society, yet they made up only about 10 percent of the population. Why do you think the commoners might have accepted this situation?

In exchange for the use of the land, the peasants had to turn over to the noble, or “lord of the manor,” a portion of what they produced. They were also expected to build roads, clear forests, and do any other work the lord ordered. The peasants—men, women, and children—worked hard from sunrise to sunset.

The peasants were illiterate and uneducated and the manor was usually the limit of their life experience. Some peasants were **freemen** who rented land from the lord or worked for pay. Most peasants, however, were **serfs** who were not allowed to leave the manor without the lord’s permission. When they did travel, they rarely went farther than the nearest town.



FIGURE 1-3 In this image, the strips of land are in different colours. This indicates whether they were for the use of the noble, the priest, or the peasant. The village is the small dark green area. Where are the manor house and the church located? What does their location suggest to you?

FAST FORWARD

Oath of Citizenship

Today, when people become Canadian citizens they go through a citizenship ceremony and take an oath. The oath must be taken in French or English. This is the English-language version of the oath.

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.



FIGURE 1-4 New Canadians taking the oath of citizenship

Think IT THROUGH

1. How does this oath reflect the feudal values of loyalty and duty?
2. Why do you think the oath must be taken in French or English?

The Manorial System

The way life was organized on the manor is called the “manorial system.” Based on your reading so far, what do you think of peasant life under the manorial system? If you had the chance to live for a week back in time, would you choose to be a medieval peasant? Explain your thinking.

You have your opinion about peasant life, but someone else in your class might not agree with you. He or she might focus on entirely different aspects of peasant life and see them as interesting or challenging.

Different Ways of Looking at Things

When people have different points of view on an issue, this does not mean that one person is wrong and the other person is right. They may simply be applying different “criteria.” Criteria are the rules or standards that you use to judge something.

Here are two accounts of the medieval manorial system. As you read each passage, ask yourself:

- What point of view is the author presenting? Identify details from the passage that highlight either the positive or negative aspects of manorial life.
- What criteria has the writer used to assess the manorial system?

Viewpoint One

... [T]his agricultural class [the peasants] found it impossible to accumulate any wealth and for centuries remained in a situation of extreme poverty and almost complete lack of freedom. What the peasants and serfs did receive in return was the protection of the lord's army and if needed, the right to run into the castle walls of the lords [for safety] . . . To survive, to achieve some kind of stability, millions of people suffered repression, impoverishment and exploitation.

Cynthia Smith, Honolulu Community College

Viewpoint Two

In spite of the harsh life to which it condemned peasants, manorialism was . . . highly successful . . . [T]he emergence of manorialism . . . was followed by three centuries of agricultural boom . . . Throughout Europe, the serfs cut down forests, drained swamps, and brought grasslands under the plow. Thousands of new villages sprang up, and by 1300 the population of Europe had risen from roughly forty million to about one hundred million.

**Thomas H. Greer and Gavin Lewis,
A Brief History of the Western World,
Seventh Edition.**

Think IT THROUGH

1. What do you think of the criteria each writer used? Which are closest to your own criteria when you were thinking about your time visit?
2. Which writer do you find most persuasive? Explain why you think as you do.
3. Where do you think a lord and a peasant would put themselves on this scale? Explain your thinking. Be prepared to support your thinking with details and examples from the text. Use the critical thinking checklist on page 9 for ideas on how to defend your position.

Manorialism is
a beneficial institution

Manorialism is
a terrible institution

Analyzing Images

In the summer of 2006, there was a war in Lebanon. During the war, Reuters, an international news service that sells photographs to newspapers all over the world, fired one of its photographers when he was caught adding smoke to an image of a fire caused by Israeli bombing. Why might the photographer have done this?

Historical images such as paintings and photographs can give you information about the past, but you need to remember that every image is biased in some way. This means that it represents a certain point of view.

Questions for Analyzing Images

Here are some questions you can ask yourself about an image to help you think about what its creator's bias might be:

- ◆ What does the image show?
- ◆ Who created the image and why?
- ◆ When was the image created?
- ◆ What was the purpose of the image: to entertain, to inform, to persuade?

This image, called *Haying*, was created between 1412 and 1416 by the Limbourg brothers, Pol, Herman, and Johan. It was one of many miniatures produced for a prayer book called *Les très riches heures du Duc de Berry*. The Duc de Berry was the brother of the king of France. One of the Duc's residences is shown in the background.

FIGURE 1-5 Peasants haying. Why do you think it was in the peasants' best interest to work together?

Try It!

1. Work with a partner and use the questions in the left column to analyze the painting.
2. How might the fact that a noble sponsored the image contribute to bias in the representation of the peasants? How might the purpose of the image contribute to bias?
3. How does the image highlight the cooperative nature of peasant life on the manor?
4. Choose another image in the chapter, analyze it with a partner and present your thinking to the class.





FIGURE 1-6 This is an infrared satellite image of the Québec City area today. It shows narrow strips of land characteristic of the “seigneurial” system, which the French used when they settled in North America. It was based on the feudal system in Europe.

LINK UP

In Chapter 2, you will be reading about the rise in trade with the East that led to the development of towns across Europe. ■

Town Life

Most medieval towns were centres for farm communities. They generally grew up close to a castle, palace, or large **monastery**. The citizens would build stone walls around the town to protect themselves from rival cities or lords. Local goods as well as goods brought in from other countries were available in shops in the towns.

The towns were crowded, dirty, rat-infested places, but they offered freedom and new opportunities. People had the freedom to do as they wished, marry whom they pleased, and make money as they could. According to the law, runaway serfs could gain their freedom by staying in town for a year and a day without being discovered.

A peasant who was good at making shoes might open a workshop to produce and sell shoes. Unskilled peasants could learn trades. Other peasants worked for wealthy merchants as servants and labourers.



FIGURE 1-7 From a 15th century manuscript. Crafts people like weavers and carpenters opened workshops where they made and sold goods. There were also businesses that provided goods and services. What goods and services can you identify in this picture?

Production of goods and trade in the towns was organized by cooperative organizations called “guilds.” Guilds controlled the prices of goods, set standards of quality, and decided who would be admitted to the craft as a trainee or “apprentice.” Guilds also took care of members and their families in case of illness or accident. Children as young as eight or nine went to live and work at the home of a master and learn a trade. After years of working and training they would take a test to become **journeymen** and be admitted to the guild. Years later, after more study and practice, they would become masters. Then, they could open up their own business and take on their own apprentices.

What's in a WORD?

The word “journeyman” comes from the French phrase *par journée*. It indicates that a journeyman was paid “by the day.”

Zoom In



What was the role of women in medieval society?

Rural women usually had many children and shared the hard work in the fields with their husbands. In addition, they wove cloth, made clothes, cooked meals, and preserved food for the family to eat in the winter. In town, women married to guild members often worked alongside their husbands or were in charge of selling goods. They were permitted to inherit property and guild memberships when their husbands died. They could also become masters of crafts in the textile industries and brewing.

In the families of wealthy merchants, women had more opportunities. Daughters were sent to school along with their brothers or were educated at home by tutors. But in many ways, noble women had the fewest rights in medieval society. They made few choices on their own and even their marriages were generally arranged, often at birth, for the family's political or economic gain.

Women who joined religious orders usually received some education. Hildegard of Bingen, for example, was a writer of medical books, a scholar, and composer.

- What types of skills did rural women need? Women who lived in towns?
- Consider the types of work women in your community do today. In what ways are the skills they need similar to, or different from, the skills needed by medieval women?



FIGURE 1-8 In *The Four Social Conditions: Work* by Jean Bourdichon, a woman works beside her husband in a carpentry shop.

Rural and Urban Populations

What percentage of people in Alberta would you guess live in rural areas? How much has the percentage changed in a recent five-year period? In the last century? Here are some statistics that might surprise you.

- In 1901, 75 percent of Alberta's population lived in rural areas. By 2001, this number had declined to only 19 percent.
- The rural farm population between 1996 and 2001 declined by 12.2 percent.

You probably have some ideas about why the rural population is dropping in the Prairie provinces. Canada is part of a worldwide trend of people moving to cities.

Many people in developing countries today find it particularly hard to make a living in rural areas. They may have been driven from their land by war. There may have been years of drought. Whatever the cause, people are going to the cities in ever-greater numbers.

Experts predict there will soon be more people living in urban areas than in rural areas for the first time in human history. Many of these people arrive in cities with no skills and no money. As a

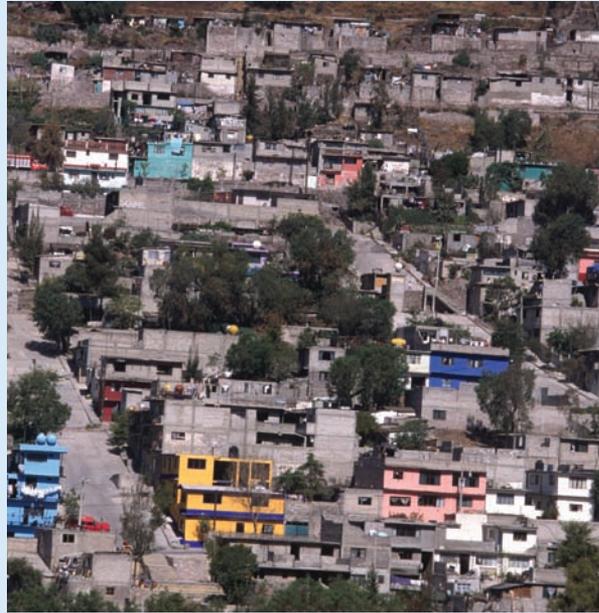


FIGURE 1-9 This is a hilltop settlement in Mexico.

result they end up living in squatter communities where the conditions are crowded, dangerous, and unhealthy.

Think IT THROUGH

1. What connections can you make between the situation in Europe in the Middle Ages and that in developing countries today?
2. What effect, if any, might the situation in the world's developing countries have on Canadians?

FYI...

One of the most dramatic aspects of the Hundred Years' War was the use of the powerful long bow by English archers. This, along with later military technological advances such as cannons and guns, made the knight and his armour less effective and much more vulnerable.

Challenges to the Feudal System

Although the feudal system lasted for many hundreds of years, it eventually began to weaken and finally disappeared altogether. Whose interests were best served by feudalism? What kinds of pressures do you think might have caused feudalism to break down?

The Peasants' Revolts

Beginning in 1337, war broke out between England and France. It lasted more than a century and came to be called "The Hundred Years' War." The endless fighting devastated the countryside. Peasants in both countries revolted because of the high rents and taxes they had to pay to finance the war.

EXPLORING SOURCES

This is a speech by John Ball, a preacher, who was one of the leaders of the English peasant revolt.

- What aspects of feudal society does John Ball believe are unfair?



"My good friends, things cannot go on well in England, nor ever will until . . . there shall be neither vassal nor lord . . . How ill they have used us!...Are we not descended from the same parents, Adam and Eve?...They are clothed in velvets and rich stuffs [fabrics] . . . They have wines, spices, and fine bread . . . and if we drink, it must be water. They have handsome . . . manors, when we must brave the wind and rain in our labours in the field . . . We are called slaves; and if we do not perform our services, we are beaten . . ."

FIGURE 1-10 *The Lord Mayor of London Attacks Wat Tyler* was painted by Jean Froissart. Wat Tyler was a former soldier, who was the other leader of the English peasants in the late 1300s. How does the artist show the power of the mayor?

The French nobles referred to peasants as "Jacques Bonhomme" or simply "Jacques." As a result the peasant revolt in France became known as "La Jacquerie." This is how the French medieval historian Jean Froissart describes it:

These mischievous people [the peasants] thus assembled without captain or armour robbed, brent [burned] and slew [killed] all gentlemen that they could lay hands on...and did such shameful deeds that no human creature ought to think on any such and he that did most mischief was most praised with them and greatest master.

The revolts in England and in France were brutally put down by the authorities, but the causes of the peasants' unrest were not resolved. Peasants banded together and killed many nobles and burned manor houses. Both rebellions were brutally put down by the authorities, but the causes of the peasants' unrest were not resolved.

The Black Death

The next blow to the feudal system was the plague. Millions of Europeans died of the Black Death between 1346 and 1350. Regular outbreaks of the plague continued for the next several hundred years. As a result, there were severe labour shortages on the manors and many feudal estates went bankrupt.

Think It Through

1. Compare the points of view of John Ball and Jean Froissart about the peasant revolts.
2. **Consider a dilemma:** Imagine you are a peasant living on manor land. Would you stay or move to a town? What factors would you consider in making your decision?

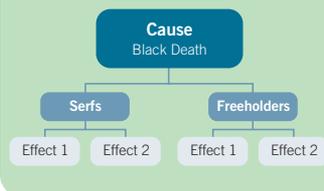
Think IT THROUGH

Why do you think freemen were able to demand more money for their labour after the Black Death?

Nobles who were able to hold onto their manors began to rent out their land or sell it to their serfs. Serfs were finally released from their obligations to the lords. The bonds that held feudal society together were slowly coming undone. Peasants now finally had some options open to them. Most stayed in the security of the work and community that they knew. Others, however, decided to head for the towns.

SKILL POWER

Complete a cause-and-effect chart showing how the Black Death affected serfs and freemen.



The Black Death and the Rural Economy

Before the Black Death

Two hundred serfs live and work on the manor. Freemen are sometimes hired, but wages are low.

Expenses

To hire 80 additional workers for 300 days/year at 1 penny/day:

$$80 \times 300 \times 1 = 24\,000 \text{ pennies}$$

Total expenses for one year:
24 000 pennies

After the Black Death

Sixty serfs died in the plague or left to work for higher wages elsewhere. Freemen now demand higher wages.

Expenses

To hire 80 additional workers for 300 days/year at 3 pennies/day:

$$80 \times 300 \times 3 = 72\,000 \text{ pennies}$$

Total expenses for one year:
72 000 pennies

FIGURE 1-11 These budgets from a manor show how money became more important in the manorial system after the Black Death. You can see that after the plague, the manor had to operate with fewer serfs. How do you think this might affect the serfs left on the manor?

Time and Money

What does the phrase “time is money” mean to you? How does it apply to your own life? As towns grew and life on the manor changed, money came into use more and more. As a result, people began to think of time differently.

On the medieval manor, people’s activities had been ruled by the rising and setting of the sun and the changing of the seasons. Knowing the exact time was not terribly important except to members of the Church who needed to know when to pray. People told time using sun dials, water clocks, and hourglasses. Later, as shopkeepers, merchants, and business people in the towns became more dependent on time, mechanical clocks were developed. By the early 1300s, mechanical clocks were being built that rang bells to tell the time and to call people to worship.

Think IT THROUGH

In 2005, there was a 45.9 percent drop in watch sales in the US. What sources of telling time do people use today besides watches?

Wealth in Society

With the rise of towns, society became less rigid. By acquiring wealth and skills, especially in cities and towns, urban people had some opportunity to move up from one social level to another and a new social structure began to emerge.

The power and social position of wealthy merchants and the new middle class was based on money rather than on ownership of land. These people were eager to buy the goods in the towns. People became more focused on enjoying material possessions and displaying their wealth through the clothing they wore, the furniture and decorations in their homes, and the meals they served.

Wealthy people during the Renaissance showed off their economic status by wearing extravagant clothing. The historian Philippe Erlanger describes the clothing of wealthy people in France this way:

Men and women wore sumptuous clothes of silks, brocades, cut velvets and lace; precious stones and gold nets on their hair. Materials streamed with silver and gold were always vivid in colour. Warm, flesh-tinted cosmetics were applied freely. Servants, pages, lackeys and ushers were also clad gaudily, half red and half yellow, or half green and half white.

People's desire for luxury goods like exotic fabrics was one of the factors that led to the expansion of trade outside Europe. This desire also led to the introduction of **sumptuary laws**.



FIGURE 1-12 Fine clothing and jewels displayed the wealth of Renaissance Europeans in this detail from the painting *Marriage at Cana* (1562–1563) by Paolo Veronese.

What's in a **WORD**?

In most European countries there were “sumptuary laws” that controlled **consumption**, or how people spent their money. These laws restricted what people of different classes could wear.

Top Level: Aristocracy	Middle Level: Middle Class	Bottom Level: Lower Class
High Church officials	Merchants and business people	Peasants
Rulers or lords of large manors	Craftspeople	Rural labourers
Old noble families	Shopkeepers	Urban labourers
Wealthy merchants	Bankers	Servants
	Priests and lower Church officials	The unemployed

FIGURE 1-13 A New Social Structure

Ring Around the Roses

This nursery rhyme has often been associated with the Black Death:

*Ring around the roses
A pocketful of posies
Atchoo, Atchoo, We all fall down*

Speculation has been that:

- ◆ the “roses” refer to the boils that people with the Plague develop
- ◆ the “posies” are flowers people carried in the belief they would avoid the Plague

- ◆ sneezing was an early sign of some Plagues
- ◆ “we all fall down” refers to the people dying

There is no record of the nursery rhyme until the early 1880s. Perhaps the rhyme existed in the oral tradition, but was not recorded for centuries.

- The Western worldview relies on written evidence. Other worldviews, including Aboriginal worldview, include oral tradition as authoritative sources. With a partner, brainstorm advantages and disadvantages for each.

Over to YOU

1. Many societies have some form of relationship involving reciprocal, or two-way, rights and responsibilities between people.
 - a. Feudalism involved obligations among various groups within a feudal hierarchy. Create a chart to show the rights and responsibilities of each group. Include a statement about the worldview of each group that reflects their place in the hierarchy.
 - b. What are your rights and responsibilities as a member of your family, your school community, and your community as a whole?
2. People in medieval times were not travellers. Most families lived in the same area for many generations.
 - a. Describe how this might affect someone's worldview.
 - b. Suppose you were a free person working on a manor at the end of the Middle Ages. A traveller passing by says he or she is going to a town five days' travel away and invites you to go along. You are intrigued by what the traveller has to say and decide to take a look for yourself. Write a script of the conversations between the two of you about:
 - your uncertainty about what you will find in the town
 - your impression of the town once you arrive
3. How do you think travelling to a new community might affect your worldview today?
4. How does communication technology affect people's worldview today?
3. Create a visual or poem entitled “In My World” to illustrate the world of a serf during the Middle Ages.
4. a. Develop the following Venn diagrams:
 - One that compares and contrasts rural and urban life during medieval times
 - One that compares and contrasts rural life during medieval times and modern times.
 - One that compares and contrasts urban life during medieval times and modern times.
 b. Analyze the information on each Venn diagram and record one conclusion you can draw from each one.
5. Do research about the code of chivalry that guided the behaviour of knights during the Middle Ages. What were the values of chivalry?

A Religious Society

What happens today when an epidemic like the Black Death breaks out? We immediately turn to science to solve the problem. Medical experts try to keep the disease from spreading. Today's communication methods help people learn about the epidemic faster and let them know what to do to avoid the disease. Scientists try to find causes and cures. But things were very different at the beginning of the Renaissance. No one knew how to treat the Black Death effectively and millions died. Many people thought that the plague had been sent by God as a punishment.

At this time, religion was a central part of people's daily lives. The worldview of people in Western Europe was shaped by the Christian Church. Life in medieval times was hard: sickness, famine, and war were a constant threat. As a result, the hope of a better life after death was very important. People believed that with the help of the Church, they would be able to reach heaven after they died.

The medieval sculpture below is called *The Last Judgment*. In the top half is Christ on his heavenly throne. In the bottom half, an angel is weighing or judging people's souls on a scale. The good people are sent to heaven and the sinful people to hell.

Spirituality is a part of everyday life for traditional First Nations and Inuit peoples. Their spirituality is related to the natural world. Many people believe that everything in the world has a sacred presence or spirit and that the Creator is everywhere. Some ceremonies are a way of communicating with natural spirits and offering thanks. For example, Inuit hunters traditionally speak to an animal's spirit before they kill it and afterward thank the animal for giving up its life.

In what ways do religious beliefs shape a society's worldview?

Think IT THROUGH

Think about different ways you might finish this sentence: In Canada today, _____ is a central part of people's daily lives. What do your answers suggest about worldviews in our society?

FYI...

Speaking to the animal's spirit before killing it is similar to the prayers of gratitude to the Creator required for Kosher and Halal slaughtering of animals in Judaism and Islam.

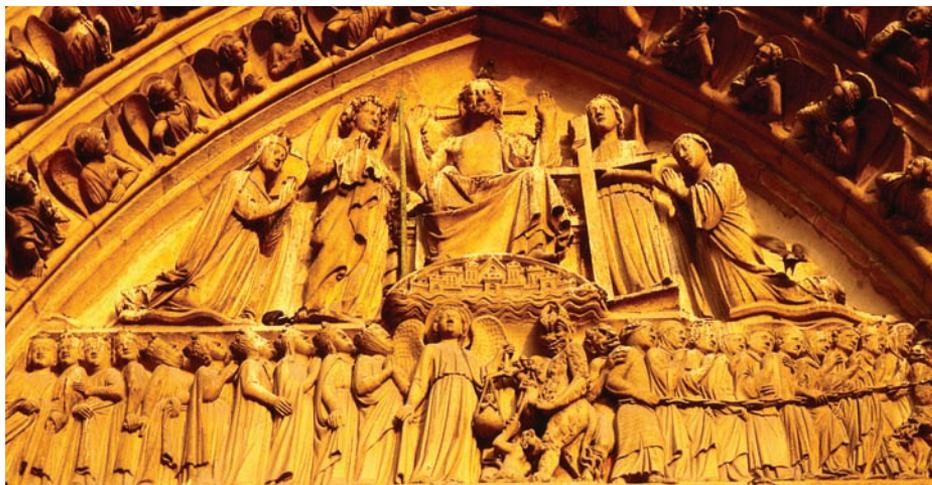


FIGURE 1-14 This sculpture was carved above the doorway of Notre Dame Cathedral in Paris, France. How might this sculpture encourage people to follow the teachings of the Church?

A Medieval Map

This map, which is known as the “Psalter Map,” comes from the Middle Ages. Many maps at this time were drawn inside a circle.

When you look at this map, remember that medieval people’s ideas about maps were not the same as our ideas today. The Psalter Map shows how many medieval people thought the world looked. But more importantly, it tells us how medieval people thought about the world. It shows their ideas and values. For example.

- ◆ The Holy Land, the area around modern-day Israel and the Palestinian territories where Christ lived, takes up a third of the continent of Asia.
- ◆ Jerusalem, the city where Jesus preached, is the dot at the very centre of the map.

- ◆ Heaven is at the top of the map.

The Psalter Map was drawn to decorate a book of psalms, which are songs or poems that appear in the Bible.

- Which parts of this map show religious ideas?
- What geographic information does the map show?
- How does this map show the importance of religion in the Middle Ages?



FIGURE 1-15 The Psalter Map. Work with a partner to identify the Holy Land, Christ and two angels, Adam and Eve in the Garden of Eden, Jerusalem, and Moses crossing the Mediterranean Sea. What similarities can you see between this map and the sculpture on the previous page?

The Church Community

People during the Middle Ages thought of the world in terms of hierarchies. Figure 1-16 shows the hierarchy of the Church.

Every group in the Church hierarchy had the duty to be obedient to the group above it and to provide certain services to the group below. For example, priests performed religious services for members of their congregations. These included baptizing babies, marrying couples, teaching children their prayers, and leading religious services. Members of the congregation had the duty to obey the rules of the Church, respect the priest's authority, and pay him a **tithe**, that is, a portion of their crops or earnings. Belonging to the Church and celebrating Christian festivals helped to give people a sense of community.

Building a Cathedral

The Middle Ages was a great time of church building. Historians estimate that between the years 900 and 1000, more than 1500 churches were built in France alone! Later, many cathedrals were built all over Europe.

The bishops and citizens took great pride in their local cathedral and there was competition to see which city could produce the tallest, most beautiful building. The people would pour their money as well as their labour into its construction. Hundreds of skilled craftspeople such as masons, sculptors, carpenters, blacksmiths, and workers in stained glass were involved. The heavy work of construction was done by serfs and peasants. Here is how Archbishop Hugo of Rouen in France described one project:

The inhabitants of Chartres have combined to aid in the construction of their church by transporting the materials . . . the faithful of diocese and of other neighbouring regions have formed associations for the same object [goal]; they admit no one into their company unless he has been to confession, has renounced enmities [conflicts] and revenges, and has reconciled himself with his enemies. That done, they elect a chief, under whose direction they conduct [drive] their wagons in silence and with humility.

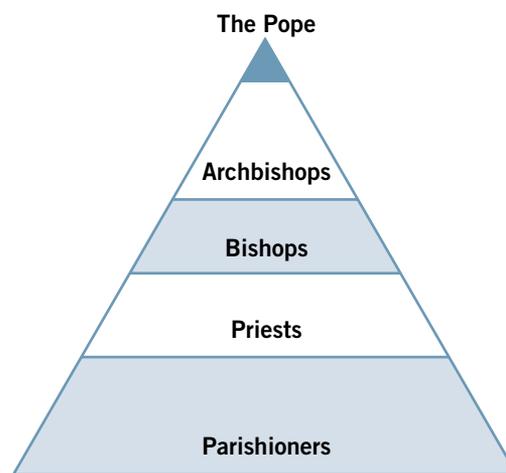


FIGURE 1-16 The Church hierarchy. What similarities can you see between the feudal system and the organization of the Church?

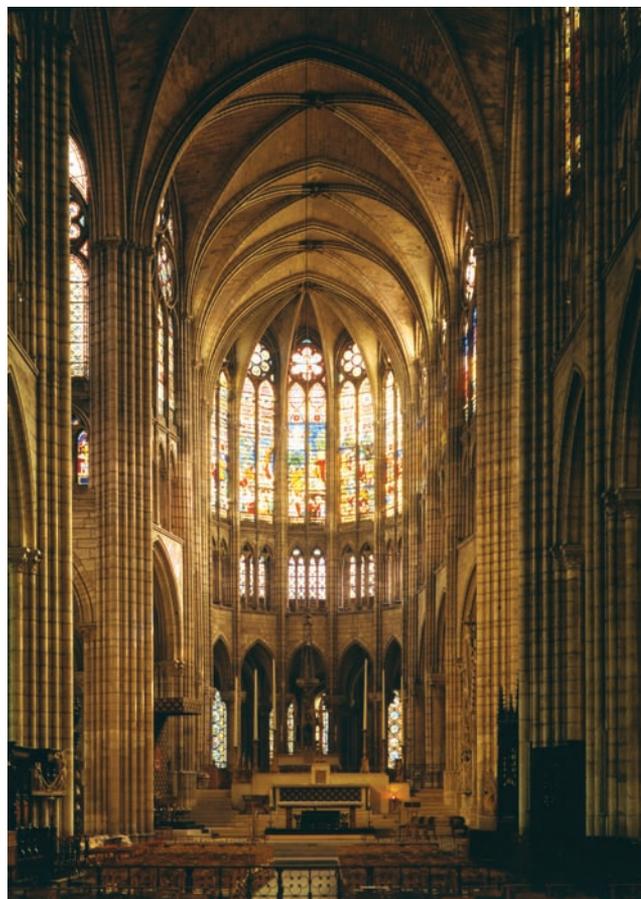


FIGURE 1-17 The Royal Abbey of St. Denis in France originally started out as a small chapel in 475. It was renovated and rebuilt several times. The tall stained-glass windows fill the building with beautiful, coloured light. Why might such a splendid space inspire people to turn their thoughts to God?

The Monastic Life

If you were a deeply religious person during medieval and Renaissance times, you might decide to join a religious order and devote your entire life to God. Men became monks and entered monasteries; women became nuns and entered convents. Here they lived their lives studying religious texts, praying, and working. They also grew and prepared food for the order, taught children, cared for the sick and the poor, and fed the hungry. Many members of religious orders died as a result of caring for victims of the Black Death.

Zoom In > St. Francis of Assisi

One of the most beloved saints of the Church is St. Francis of Assisi. He was born during the Middle Ages into a merchant family. As a young man he enjoyed the good life—friends, beautiful clothes, music. But one day while he was out riding, he met a poor man with leprosy. Something moved Francis to get down from his horse. He hugged the leper and gave him all the money in his purse. Later, Francis gave up all his possessions, including a large inheritance, and went out into the world to preach. He was soon joined by others who wanted to follow his example. Eventually, he established a new religious order which became known as the “Franciscans.”

- How did St. Francis’s religious beliefs affect the way he lived his life?

- St. Francis’s halo indicates that he has been made a saint by the Church. This means that he is a model of how people should behave. What kind of behaviour was the Church encouraging in people?



FIGURE 1-18 Giotto di Bondone painted *Sermon to the Birds* in 1297–1299. It depicts one of many stories about St. Francis preaching to the animals.

SKILL POWER

Brainstorm the following question with a group: “What modern examples can you give of people’s religious beliefs causing them to live in a certain way?” Try these tips during your brainstorming session:

Be positive: No answer is wrong, everyone contributes, and no one criticizes the contributions of others.

Be prolific: The goal is to generate as many ideas as possible. Add to other ideas to generate even more possibilities.

Be imaginative: Have fun with suggestions—sometimes the most “off the wall” suggestion ends up containing a solution.

Learning and the Church

Unlike most people, monks and nuns were well educated. Some monasteries became great centres of learning during medieval times. Religious scholars copied Christian religious texts as well as manuscripts from ancient times written in Latin and Greek. In later chapters, you will see how these manuscripts and the ideas they contained contributed to a revival of learning during the Renaissance.

Eventually universities grew up around religious schools. Subjects such as grammar, geometry, astronomy, and music were taught. Training in religion, law, and medicine was also offered. By the end of the 1400s, there were more than 80 universities in Western Europe. Unfortunately, universities did not permit women to attend. It was not until the late 1800s that some European and American universities admitted women.

LINK UP

Muslim scholarship preserved and used the learning of the ancient world. Muslim and Jewish scholars, mainly in Spain, passed on learning to medieval and Renaissance Europe. It is ironic that neither Muslims nor Jews were allowed to study at the universities that benefited from this transfer of knowledge. ■

Zoom In ➤ Medieval Muslims and Jews

The other two major religions in medieval Europe were Islam and Judaism. The Muslims from North Africa conquered most of Spain and Portugal in the early 700s. By 1000, the Islamic city of Cordoba in Spain had 400 000 inhabitants as well as 700 mosques and 300 public baths. Libraries and universities were built and Islamic Spain became a centre of medieval learning.

Jews lived in towns and cities in both Islamic and Christian Europe during the Middle Ages. They were a small minority of the population in both cases. Jews in Western Europe were barred from most professions so they focused on academic studies. As a result, they ended up in certain

areas still open to them, becoming jewellers, money traders and merchants, and sometimes physicians. They were often forced to live in a *ghetto*, that is, a certain section of the town or city. In many communities, Jews were blamed for poisoning wells to spread the Black Death and they were massacred. Here is a report of events in 1349 in the city of Strasbourg.

On Saturday—that was St. Valentine’s Day—they burnt the Jews on a wooden platform in their cemetery. There were about two thousand of them. Those who wanted to baptize themselves were spared.



FIGURE 1-19 The Aljama Mosque of Cordoba was begun in 785. It was expanded over the next 200 years and eventually became the third largest structure in the Islamic world.

- What aspect of the medieval Christians’ religious worldview led them to persecute the Jews?
- Using the worldviews icon, identify elements of the medieval Muslim worldview that allowed for cities of learning where Christians, Jews, and Muslims could live and work together.

Changing Attitudes Toward Religion

The Black Death made some people question their faith. Their prayers and visits to holy sites and other attempts to please God had not worked—people everywhere still kept dying. They felt that God had abandoned them.

People also began to take a more critical attitude toward the Church. The Church was a wealthy institution; it owned one-third of the land in Europe and the rent from this property was substantial. You will recall that the Church also collected money in tithes. In addition it received large sums from the estates of wealthy members. Like the newly wealthy merchant class, some members of the clergy got caught up in the enjoyment of the good life. Critics said that they were more interested in luxurious living than in spiritual values.

Over to YOU

1. In a small group, discuss how each of the following quotations applies to people's religious beliefs and attitudes during the Middle Ages. Find evidence in the chapter to support your ideas. Then write a paragraph giving your personal response to one of the quotations.
 - a. *As to the gods, I have no means of knowing either that they exist or do not exist.*
Protagoras – Greek thinker
 - b. *Religion is to do right. It is to love, it is to serve, it is to think, it is to be humble.*
Ralph Waldo Emerson – American philosopher
 - c. *Thousands have gone to heaven who never read one page of the Bible.*
Francis A. Baker – Catholic priest
2. How does religion or spirituality affect people's values and behaviour in Canadian society today? Support your ideas with examples from the news or your own experience.
3. You might say that St. Francis was among the heroes of his time. Who are some modern heroes? Compare their activities and virtues with those of St. Francis and other members of religious communities. What conclusions can you draw from this comparison?
4. Using the following quotation as a resource, draw a diagram or sketch that shows the parallel relationship between God and the lords, and between the lords and the serfs.

God himself has willed that among men, some must be lords and some serfs, in such a fashion that the lords venerate and love God, and that the serfs love and venerate their lord following the word of the Apostle; serfs obey your temporal lords with fear and trembling; lords treat your serfs according to justice and equity.

The History Guide

A New Age

Society was changing. The emergence of busy towns and a merchant class meant that society was less rigidly organized. Worldly pleasures were becoming more important.

A period of great creativity in the arts and sciences was about to begin. In 1855, the French historian Jules Michelet coined the term “Renaissance” to describe what many generations thought of as the rebirth of classical knowledge and learning. This is why we use a French term to describe a movement that started in Italy.

What were the main features of the worldview that emerged during the Renaissance?

EXPLORING SOURCES

Mapping Changing Worldviews

Earlier in this chapter, you looked at the Psalter Map, which showed the world through the lens of the worldview of the Middle Ages. Here is the world as it was drawn by a map-maker toward the end of the Renaissance. Compare the two maps.

- How are the knowledge and beliefs reflected in this map different from those of the Psalter Map?
- How might changes that you have been reading about account for the differences in the maps?

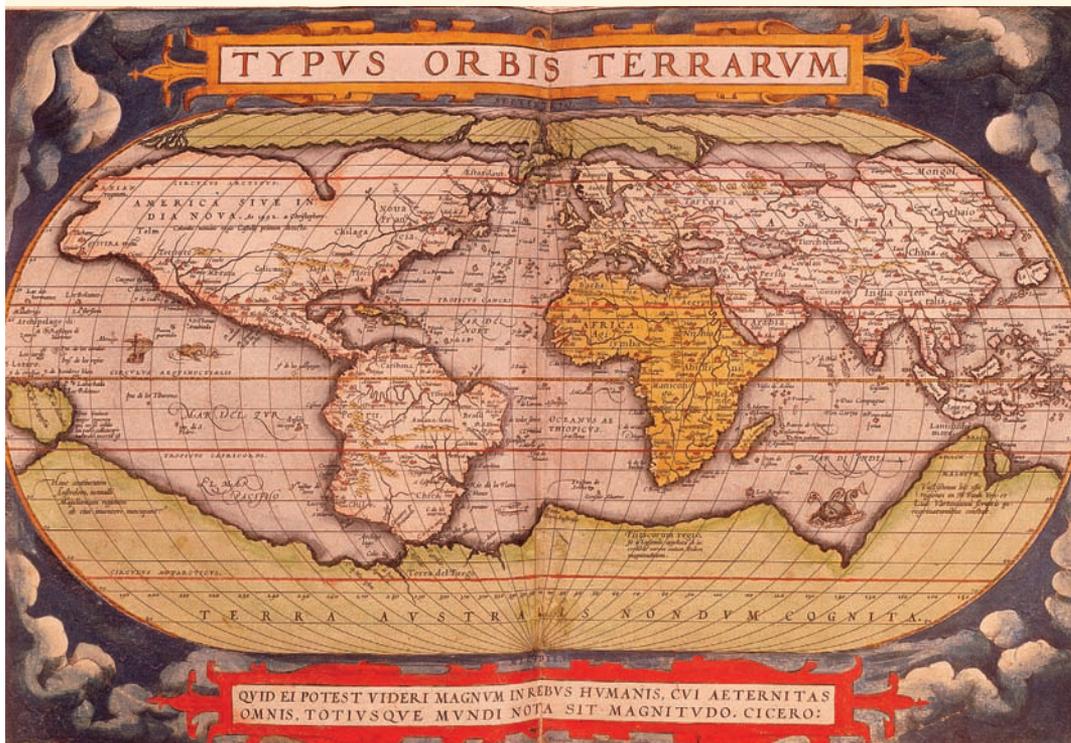


FIGURE 1-20 This map was drawn around 1612 by Abraham Ortelius, a Renaissance map-maker and geographer. He is believed to have created the first modern atlas that was sold to the public. Before the invention of printing, maps were only available to the rich and powerful.

Renaissance Personalities

Here are some of the people who contributed to Renaissance thinking. They can be seen as the new stars of the age, replacing the monk and the knight of the Middle Ages.



FIGURE 1-21 Christine de Pisan (1364–1430), French poet, philosopher, historian. Educated in ancient languages and literature. Wrote that women should be allowed to participate more fully in society.



FIGURE 1-22 Martin Luther (1483–1546), German religious thinker. Translated the Bible into German. A leading protester and religious reformer against the corruption of the Church.



FIGURE 1-23 Vasco da Gama (c. 1460–1524), Portuguese explorer. First person to sail directly from Europe to India. Started “Age of Exploration” during which Europeans began to settle different parts of the world.



FIGURE 1-24 Nicolaus Copernicus (1473–1543), Polish astronomer and mathematician. Published his theory that the Sun is near the centre of the universe, not the Earth. Considered the father of modern astronomy and science.



FIGURE 1-25 François 1^{er} (Francis I), King of France (1494–1547). Supported the construction of buildings using the new Renaissance architecture (e.g., the Louvre in Paris and the Château de Chambord).



FIGURE 1-26 Leonardo da Vinci (1452–1519), architect, inventor, engineer, painter, musician. Painted one of world’s most famous paintings, the *Mona Lisa*. One of the great geniuses of all time.

Over to YOU

1. What connections can you make between the people in Figures 1-21 through 1-26 and the ideas you have been reading about in this chapter? What connections can you make between these people and the modern world?
2. Make a word web showing what the Ortelius map in Figure 1-20 and the people on this page suggest about the Renaissance worldview.
3. With a partner, plan and conduct Internet research on one of the “new stars of the age.” In your research, identify possible influences from earlier civilizations such as Classical civilization, Islamic civilization, or Indian and Far Eastern civilizations. Present what you learned about this person in a talk show format. Use the model on pages 10–11 to help you carry out your inquiry.

Explore the Big Ideas

The Renaissance was an intellectual and artistic movement that was part of the slow transition from the medieval worldview to a modern Western worldview.

1. Use a chart like the one below to gather information about how each factor in the column on the left affected medieval society.

The Black Death	
Changing Technology	
Increase in Wealth	
Rise of the Towns	
Knowledge Transfer From Other Cultures	

- a. How did these factors affect social structures? Make reference to Figure 1-2 and Figure 1-13 in your response.
- b. How might changes such as the ones listed above affect people's ways of thinking?
- c. What changes are occurring in your community? For example, Alberta's population is growing. New residents come from across Canada and around the world. What impact might a growing and diverse population have on Alberta?

2. Suppose you were organizing a museum exhibition about the Middle Ages. Choose three to five artifacts to represent key features of the worldview of the Middle Ages. Write a brief description of each artifact and tell why you have included it in your display.
3. Rank the most significant causes of the change in worldview during the Renaissance. Defend your

ranking. What criteria did you use? Develop a cause-and-effect chart to illustrate the effect this had on European society.

4. Present evidence from this chapter using a communication technology to show the changes in religious, social, and economic thinking and the consequences of these changes as Europe moved into the Renaissance.

5. In two thousand years, people will look back at our current society as the Golden Age of _____. Explain why you selected this label. What does this say about your worldview? Create an illustration for a textbook that students would use in 2000 years when they learn about our society.