Before You Read: Anticipation Guide

Copy the statements below in your notebook. Write “agree” or “disagree” next to each one. After you have read the chapter, look over the statements again.

- Political disorder and constant warfare led to the development of feudalism in Europe.
- Feudal manors relied on trade with each other.
- European and Japanese feudalism were the same.

Big Ideas About Feudal Europe

Culture Many societies rely on family roles and social classes to keep order.

After the fall of Rome, a political and social system called feudalism developed in Europe. Feudal society was divided into well-defined classes. At the top were kings and wealthy landowners. At the bottom were peasants, many of whom worked for the landowners.
900s
Outside invasions spur development of feudalism.  
▲ (painting of a Viking ship)

1095
First Crusade pitting Christians against Muslims begins.

960
Song Dynasty begins in China.  
(Song sculpture of a child)
Background: As you will learn in this chapter, knights were skilled warriors who fought for and protected the powerful landowners who ruled much of Europe during the Middle Ages. Knights began their training early in life. During their mid-teens, they served as squires. Squires acted as aides to knights. They also learned how to use many different weapons and how to handle a horse during combat. After about five years of service, a squire became a knight. This event took place during a special ceremony—often in a church.
The teenage boy sits in a chapel, and he can hardly contain his excitement. In a few hours, his days as a squire will end. He is about to become a knight. Soon his family and friends will arrive. They will all watch as the knight this boy has served for years lays his sword on the boy’s shoulder and declares him ready for knighthood.

As he waits for the ceremony to begin, he considers everything he has been through to get here. He learned to follow a code of conduct that required knights to show loyalty to the nobles they served and to protect the weaker members of society.

During his years as a squire he also trained long and hard to use a sword and ride a horse. His knight, Sir Robert, recently let him join him on one of his missions. The two of them set out to capture several bandits that had been terrorizing the area.

As the boy rode through thick forestland, the bandits suddenly attacked. The squire’s horse reared up on its hind legs. He fought hard to control the animal. Sir Robert swiftly swung his sword. One bandit fell to the ground and then another. However, a third bandit rushed Sir Robert and raised his sword to strike. The boy regained control of his horse and rammed the attacking bandit. The bandit fell to the ground and ran off.

After this episode, the boy truly felt ready to become a knight. But as the moment approaches, he is feeling more and more nervous. He knows there will be many more battles and challenges ahead. Will he be up to facing them?

What have you learned that will help you become an outstanding knight?

1. **READING: Theme** Discuss the ways in which a knight was expected to be brave and loyal.

2. **WRITING: Summary** Write a paragraph explaining what qualities you think were necessary to be a knight. After you are finished, read the chapter to learn more about the life of knights and how they were expected to act.
### MAIN IDEAS

1. **Geography** Climate, topography, and other geographic features helped bring about the feudal way of life in Europe.

2. **Belief Systems** Despite the upheaval in Europe, Christianity survived and spread.

3. **Government** Feudalism provided a social and political structure during the Middle Ages.

### TAKING NOTES

**Reading Skill: Categorizing**

Categorizing involves grouping similar things together. As you read about the beginning of the Middle Ages and feudalism in Lesson 1, use a chart like the one shown here to record details that help explain the role that each group played in the feudal structure.

<table>
<thead>
<tr>
<th>Lords</th>
<th>Vassals</th>
<th>Serfs</th>
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### Words to Know

Understanding the following words will help you read this lesson:

- **usher in** to signal the beginning of (page 291)
- **dominate** to control or hold power over (page 293)
- **devoted** showing loyalty and affection; faithful (page 295)
- **pirate** a person who robs ships at sea (page 295)

The empire’s collapse ushered in a period of economic and social disorder. By the middle of the fifth century, Rome no longer dominated Europe. Great religious leaders often attracted deeply devoted followers. The pirates sailed toward their victims’ ship, which they believed carried much gold.
The Development of Feudalism

**Build on What You Know** What comes to mind when you think of the Middle Ages? Perhaps it is knights in armor and fierce sword battles. Or maybe you picture large stone castles, where kings and queens and other nobles lived. In this chapter, you will learn about these aspects of the Middle Ages. You will also learn about a new political, economic, and social system known as feudalism that developed during this period.

**Setting of Medieval Europe**

**ESSENTIAL QUESTION** What changes occurred in Europe after the fall of Rome?

The collapse of Rome in the late fifth century ushered in a roughly 1,000-year period (500–1450) known as the **Middle Ages**. This time is also known as the medieval period, from the Latin words *medium* (middle) and *aevum* (age). During much of the Middle Ages, Europe contained many small kingdoms that often fought one another.

**The European Continent** The continent of Europe occupies about one-fifth of what is known as the Eurasian land mass. As its name indicates, the Eurasian land mass, or Eurasia, is the continuous stretch of land that includes Europe and Asia.
Topography and Waterways  Major geographic features make up Europe’s general boundaries. Europe borders the Atlantic Ocean on the west and the Arctic Ocean to the north. The Mediterranean Sea serves as Europe’s southern boundary. In the east, Europe is separated from Asia by the Ural Mountains.

The topography, or landforms, of Europe is diverse. (See map on page 289.) Rugged mountain ranges, such as the Apennines and the Alps, run across southern Europe. Much of northern and western Europe is a series of plains and farmland.

Meanwhile, rivers wind their way through many regions of Europe. The longest river in Europe is the Volga. It begins near Moscow, Russia, and runs 2,293 miles southeast into the Caspian Sea. Many smaller rivers and streams flow throughout Europe. As a result, river travel has long played a key role in trade and communications throughout the continent.

Climate and Vegetation  The climate patterns of Europe vary across the continent. Northern Europe experiences cold winters, while southern Europe has mild winters and hot and often dry summers. Most of Europe receives plenty of rainfall. As a result, there is much forest and farmland.

Generally mild weather and dependable rainfall have enabled agriculture to thrive throughout Europe. In the warmer weather of the Mediterranean region, for example, farmers of Medieval Europe could grow citrus fruits. Meanwhile, crops such as wheat and barley thrived in the climate of western Europe.

The abundance of forests, farmland, and rivers played a key role in shaping ways of life in Medieval Europe. As you will learn, Europe would become home to many small kingdoms and small estates that thrived on their own. This was due in large part to the favorable climate and topography, which allowed people to take and produce much of what they needed from the land.

European Landscape  The Moselle River valley in Germany highlights many of Europe’s geographic features, including mountains, rivers, and lush land. ▼
Cultural Changes  The political and cultural landscape of Europe changed greatly after the fall of Rome. The Romans no longer ruled the region by unifying its many different groups under one government. Instead, numerous Germanic kingdoms dominated the lands that had once been ruled by a mighty empire.

The Germanic groups that occupied Europe after the fall of Rome brought great cultural changes to the continent. The Romans, as you recall, had a highly developed government. They believed that the state was more important than the individual. The Romans also emphasized learning.

The Germanic peoples, on the other hand, had little notion of a state. Unlike the Romans, Germanic people lived in small communities and maintained order through unwritten rules and traditions. As a result, they did not develop large governments or trade systems. In addition, they did not emphasize learning scholarly works.

Learning and Trade Decline  The educated middle class all but disappeared during the Middle Ages. Most schools ceased to exist. Eventually, few people could read or write Latin. Europeans mostly forgot about the great achievements of the ancient Greeks and Romans in the arts and learning.

As trade throughout Europe disappeared, so did many cities. Most city dwellers made their living by trading goods. The lack of trade prompted many of them to move to the country, where they made their living by farming.

What role did geography play in shaping medieval society in Europe?

Christianity Grows and Spreads

ESSENTIAL QUESTION  What factors helped Christianity to grow and spread?

One institution that survived the fall of Rome was the Christian Church. Many German rulers and their subjects converted to Christianity. These conversions helped to spread Christianity throughout Europe. As you recall from Chapter 2, a group of Germanic people called the Franks established one of the more powerful kingdoms in Europe during the Middle Ages. The Franks and their powerful leaders played a significant role in strengthening Christianity north of the Alps in the lands of northern and western Europe.
Charlemagne (742?–814)
Charlemagne certainly looked and acted like the powerful ruler of a large kingdom. He was tall and strong and enjoyed physical activities, especially swimming. He normally instructed his nobles and friends to swim with him. In addition, he also thrived on little sleep. He was said to wake up four or five times a night—often waking those around him to finish a task or give him reports.

Charlemagne also showed an interest in scholarly matters, including astronomy. However, one thing may have kept him from learning more. Historians speculate that like many others during the Middle Ages, the mighty Frankish king may have been unable to read.

The Rule of Charlemagne
Charis died in 511. Some two centuries later, in the early 700s, a powerful leader named Charles Martel became ruler of the Franks. Charles expanded the Frankish kingdom through military conquest. Charles Martel’s son, Pepin the Short, became the next king of the Franks. Pepin ruled until his death in 768. His son Charles, also known as Charlemagne (SHAHR•luh•MAYN), then took over the kingdom.

Charlemagne built a European empire greater than any known since ancient Rome. By 800, the powerful Frankish king ruled much of western Europe. Charlemagne created a highly organized and well-run empire. He established new laws to help keep order in the kingdom. In addition, he enlisted powerful landholders known as counts to govern the many different regions of the empire. Charlemagne often traveled throughout the kingdom to ensure that the counts ruled justly.

Under the leadership of Charlemagne, Christianity grew stronger across Europe. Charlemagne spread Christianity through his conquests. A deeply religious man, he also encouraged and sometimes forced his subjects to become Christians.

Clovis and the Franks
In 486, a Frankish leader named Clovis invaded Roman Gaul (now France). He defeated the last great Roman army in Gaul. Clovis then went on to defeat other weaker Germanic groups. By 507, his kingdom stretched west from the Rhine River to the Pyrenees Mountains. Around this time, Clovis converted to Christianity. In time, most of his subjects became Christians.

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The Growth of Monasteries While powerful rulers helped to spread Christianity, devoted worshipers did the same. During the Middle Ages, religious structures known as monasteries arose across Europe. Monasteries were places where religious followers called monks practiced a life of prayer and worship. In monasteries, monks studied Christian works and made copies of the Bible. By doing so, they preserved and promoted the ideas and beliefs of Christianity.

Who was Charlemagne, and how did he strengthen Christianity?

Feudalism: A New Social Order

ESSENTIAL QUESTION What was feudalism and how did it work?

After Charlemagne’s death in 814, his son, Louis I, became emperor. When Louis died, his three sons fought each other for control of the kingdom. They all signed a treaty in 843 that divided the empire into three parts. This split caused the Frankish kingdom to grow weak and unstable. The decline of Frankish rule led to disorder across Europe.

Various groups of people took advantage of this disorder. Scandinavian pirates, called Vikings, terrorized coastal villages. Muslims raided coastal areas in Italy and southern France. A group known as the Magyars attacked towns throughout central Europe. Beginning in the mid-800s, Europe became a place of constant conflict and warfare.
The Emergence of Feudalism  This unstable and violent period led to the creation of a political and social system known as **feudalism**. Feudalism emerged largely as a way for kings and nobles to hold onto their land and power amid so much warfare.

Feudalism was based on an agreement between two groups of nobles—lords and vassals. A **lord** was a powerful noble who owned land. Lords gave pieces of their land to lesser nobles called vassals. These plots of land were called fiefs. In return for the land, the vassal owed his lord service in his court and army. Many vassals were warriors known as knights. Thus, they fought on behalf of the lord. Other vassals hired knights to defend the lord and his property. Vassals also paid taxes to their lord in return for their fief.

**European Feudalism**

**King** This man sat atop feudal society and ruled over large areas of land.

**Church Officials and Nobles** These people owned land and thus held much power and wealth.

**Knights** Many of these warriors provided military service to nobles in return for a piece of their land.

**Peasants** Peasants known as serfs worked the land for nobles and performed other backbreaking tasks.

**SKILLBUILDER**

**INTERPRETING VISUALS**

Which was the largest class in feudal society?
The Feudal Structure  Feudal society was highly structured. The king ruled at the top of society. Next came wealthy landowners and high-ranking church members. Serving below them were the knights. At the bottom of society were the peasants. Most peasants were serfs. Serfs were people who lived and worked on the land belonging to a lord or a vassal. In return, the nobles granted them shelter and protection.

Feudalism created a new political structure in Europe. Europe became home to many small kingdoms and estates ruled by kings and powerful nobles. In the next lesson, you will learn more about everyday life in Europe during the feudal age.

REVIEW What role did serfs play in feudalism?

Lesson Summary

- The Germanic invasions transformed Europe.
- Kings and monasteries helped to spread Christianity.
- Warfare and the constant threat of invasion led to the development of feudalism in Europe.

Why It Matters Now . . .
The strength and popularity of Christianity today is due in part to all of the efforts to promote the religion during the Middle Ages.

Terms & Names

1. Explain the importance of

   - Middle Ages
   - monastery
   - lord
   - Charlemagne
   - feudalism
   - serf

Using Your Notes

Categorizing  Use your completed chart to answer the following question:

2. Which group held the least amount of power?

<table>
<thead>
<tr>
<th>Lords</th>
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<th>Serfs</th>
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Main Ideas

3. How did geography help shape the way of life in Europe during the Middle Ages?

4. What role did monasteries play in strengthening Christianity?

5. What role did vassals play in the structure of feudalism?

Critical Thinking

6. Understanding Cause and Effect  How did warfare and the constant threat of invasion in Europe help lead to the creation of feudalism?

7. Making Inferences  The Middle Ages is sometimes called the “Dark Ages.” Why do you think this is so?

Activity

Creating a Diary Entry  Use library resources to explore the life led by monastery monks. Use the information to create a diary entry for a day in the life of a monk.
Lesson 2

MAIN IDEAS

1. **Economics** The manor system provided an economic structure in Europe during the Middle Ages.

2. **Culture** During the Middle Ages, knights were highly valued for their military skills.

3. **Culture** During the Middle Ages, towns gradually reappeared and thrived.

TAKING NOTES

**Reading Skill: Comparing and Contrasting**
Comparing and contrasting means finding similarities and differences between two or more things. Use a chart like the one below to highlight the differences between life on a manor and life in a town.

- **Manor Life**
  1. ______
  2. ______

- **Town Life**
  1. ______
  2. ______

Words to Know
Understanding the following words will help you read this lesson:

- **quarrel** an argument or dispute (page 300)

  They should have resolved their quarrel peacefully, but instead they used violence.

- **skirmish** a minor battle involving few fighters (page 301)

  As the war began, several scouts from opposing sides engaged in a brief skirmish.

- **catapult** a military device that throws missiles, such as rocks (page 301)

  They loaded huge boulders into the catapults and launched them into the fortress.
Daily Life in Medieval Europe

Build on What You Know During the Middle Ages, feudalism formed the basis of European society. But what was it like to live in the feudal system? In this lesson, you will read about how the main classes of feudal society lived.

The Manor System

ESSENTIAL QUESTION What role did the manor system play in the economic structure of Europe during the Middle Ages?

As you have read, warfare and political disorder characterized much of Europe during the Middle Ages. In the absence of strong central governments, Europe became little more than a series of kingdoms and lands held by high-ranking nobles. In such a setting, there was little trade or commercial interaction. Instead, the lands held by the nobles became the center of most economic activity.

The Role of the Manor The main part of a noble’s land was called a manor. The center of a manor was the house where the lord and his family lived. Often the manor house was a fortified building or castle. Surrounding the manor house was the lord’s estate. Much of the estate consisted of farmland.

Dover Castle Dover Castle, one of the more fortified castles of the medieval period, sits along the famous Cliffs of Dover in southern England.
Manor Life and the Economy

As Lesson 1 explained, peasants called serfs lived and worked on the manor. The serfs farmed the land, which formed the economic basis of the manor system. Serfs were said to be “bound to the soil.” This meant that they were considered part of the property. They remained on the land if a new lord acquired it.

Feudalism and manor life had a powerful effect on the medieval European economy. The land on a manor supplied residents with most of the things they needed. As a result, most activity—from farming to woodworking to wine making—took place on the manor. Manors became worlds unto themselves, and few people ever left the property.

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Why did residents of the manor rarely have to leave?

The Age of Chivalry

ESSENTIAL QUESTION What was chivalry?

As you learned in Lesson 1, knights were often vassals, or lesser nobles, who fought on behalf of lords in return for land. During the Middle Ages, conflict often broke out between various lords. Many times, they settled a quarrel simply by attacking each other. To do their fighting, lords relied on knights, who were skilled horse riders and fighters.
Knighthood and Chivalry  Knights were not merely professional fighters. They were expected to live by a code of honor known as **chivalry**. They had to demonstrate a strong religious faith and a willingness to defend the Catholic Church. They were also expected to protect women and the weak. In addition, knights were supposed to fight against injustice and show courage in every battle they fought. The battles that knights and other warriors fought ranged from bloody open field skirmishes to grueling attacks on castles.

To capture a castle, lords and knights used weapons such as battering rams and catapults. Often an attacking force put a castle under siege. During a siege, an army tries to prevent food or supplies from entering a castle. Its goal was to slowly starve the people inside and force them to surrender.

**REVIEW**  How was a knight expected to act under the honor code of chivalry?

The Growth of Towns

**ESSENTIAL QUESTION**  What was town life like during the Middle Ages?

Around A.D. 1000, town life began to return to Europe. This was due in large part to the fact that a number of lords became increasingly powerful. They brought peace and stability to numerous regions. As a result, people felt more safe and secure. Merchants began to travel more freely and trade their goods. Wherever merchants settled, builders and other tradespeople gathered around them.

**Town Life**  Most medieval towns were dirty, cramped, and busy places. In the center of town were the market square and a cathedral. The streets were narrow, filthy, and usually not paved. After a rain, streets turned to mud that was often knee-deep. Most of the houses were made out of wood and easily caught fire. As a result, entire towns often burned down. In France, between 1200 and 1225, the city of Rouen burned down six times!
**The Guilds**  In towns, people with the same occupation formed groups called **guilds**. Many guilds were formed by tradespeople, such as goldsmiths, bakers, weavers, and dyers. Guilds made rules that controlled the quantity and quality of production. The guilds watched out for their members and worked to make sure everyone found employment.

The formation of the guilds was one of the many unique aspects of life in Medieval Europe. However, a feudal society developed thousands of miles away in Japan that showed both similarities and differences to the way of life in Europe.

**REVIEW** What led to the growth of towns in Medieval Europe?

**Lesson Summary**
- The manor system shaped the economy in feudal Europe.
- During an age marked by warfare and fighting, knights became a highly valued group in society.
- As warfare declined and trade increased, town life reappeared during the Middle Ages.

**Why It Matters Now . . .**
Today people who share an occupation often form groups known as unions. Unions help their members gain better wages and working conditions.

**Terms & Names**
1. Explain the importance of
   - manor
   - knight
   - chivalry
   - guild

**Using Your Notes**
**Comparing and Contrasting** Use your completed chart to answer the following question:
2. What was the main economic activity in each setting?

**Main Ideas**
3. How were serfs an important part of the manor system?
4. Why were knights highly valued in medieval society?
5. Why did tradespeople form guilds?

**Critical Thinking**
6. **Identifying Issues and Problems** Do you think the lack of long-distance trade hurt society during the early Middle Ages? Explain.
7. **Drawing Conclusions from Sources** What were the benefits and drawbacks of town life in Medieval Europe?

**Activity**
**Making a Map** Using the map on page 287 as a reference, draw the major mountain ranges and rivers of Europe on the world map you have created.
Debate the Life of a Knight

Goal: To debate the following historical issue: Did the benefits of being a knight outweigh the drawbacks?

Prepare

2. Use books and the Internet to learn more about the rewards and difficulties of being a knight.

Do the Activity

1. Review your research and decide which positions you favor.
2. List the arguments that support your opinion. Make a note card for each argument. Include any quotations or evidence.
3. Organize your note cards so the arguments are in a logical order. Then write an outline of a speech stating your position and supporting arguments.
4. Hold a class debate. First, all the students who saw too many drawbacks to being a knight should give their speeches. Then all students who believed that the benefits outweighed the drawbacks should speak.

Follow-Up

Discuss as a class which group made the better case.

Extension

Researching Debaters often try to prove their opponent is wrong by using evidence to weaken their opponent’s arguments. Research to find evidence that disproves the arguments of the other side.
Life on a Medieval Manor

Purpose: To learn about daily life on a manor in feudal Europe

During much of the Middle Ages, the manor served as the center of life for many people in Europe. Two well-defined classes lived alongside each other on the manor—the wealthy lord or vassal and his family and the poor peasants, or serfs.

A Hard Labor The main job of the serfs was to farm the land. Rain or shine, they worked in the fields every day except Sundays and holy days. Serfs had to give most of what they farmed to their lord.

B The Manor House The lord of the manor lived with his family in a large house that was often built of stone. They lived a comfortable and leisurely life compared with the serfs’. Among other things, they hosted large dinners consisting of many meats.

C The Serf Home Most serfs lived in small, damp huts made of wood and mud. The ground often served as the floor. Each hut usually had only one bed, which was made out of piles of leaves or straw. Families did their cooking in the hut over a fire on the floor. Most peasants survived on a simple vegetable stew and stale bread.

D Recreation Lords and their families liked to spend much of their leisure time hunting in the woods on their property. Serfs, meanwhile, engaged in more simple forms of recreation. A popular game among younger serfs was knucklebones. It was played much like marbles—except the pieces were the various tiny and round bones of farm animals.
1. **TALK ABOUT IT** How did home life for the serfs and their lord differ?

2. **WRITE ABOUT IT** Imagine you are leading a group of fellow serfs to ask your lord to consider improving your conditions. Write several paragraphs describing your life and steps the lord might take to improve it.
Lesson 3

MAIN IDEAS

1. Government  European and Japanese feudalism shared similar political structures and social values.

2. Culture  Despite similarities, feudal Europe and Japan showed key cultural differences.

3. Culture  Aspects of feudal culture still exist in present-day Europe and Japan.

TAKING NOTES

Reading Skill: Comparing and Contrasting

As you read about similarities and differences between European and Japanese feudalism, use a chart like the one below to compare the main political, social, and cultural characteristics of each land.

<table>
<thead>
<tr>
<th></th>
<th>Political</th>
<th>Social</th>
<th>Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td></td>
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</tbody>
</table>

Words to Know

Understanding the following words will help you read this lesson:

courageous  having the ability to face danger or difficulty bravely (page 308)

Few fighters were as courageous in battle as the samurai warrior.

strict  following certain rules exactly (page 309)

Some noblemen observed a strict code of behavior when in the presence of the king.

martial art  a skill relating to self-defense or combat (page 310)

In medieval Europe, training in the martial arts was usually restricted to men.
Feudalism in Europe and Japan

Build on What You Know  If you recall your reading from Chapter 8, you know that the Europeans and Japanese developed a similar type of feudal society at roughly the same time. As you will learn, these two cultures did indeed share many characteristics. However, they differed in a number of significant ways as well.

Similar Societies

ESSENTIAL QUESTION  What similarities did the feudal societies in Europe and Japan share?

Japanese and European feudalism shared a number of similarities—both in political structure and in social values.

Two Feudal Systems  Both the European and Japanese feudal systems developed as a result of a weak central government. The Japanese emperor had no real power. After the Frankish king Charlemagne died in 814, most European kings did not have much power either. Because strong central governments did not exist, individual landowners were able to gain power in both regions. In Europe, these landowners were called lords. In Japan, they were called daimyo (DY•mee•OH).
**Similar Structures** Both lords and daimyo had many peasants working for them. Farming was the main economic activity on both European and Japanese estates. In addition, the governments and landowners of both regions relied on professionally trained soldiers for protection. These soldiers were called knights in Europe. In Japan, they were known as samurai. In addition, both Europe and Japan had strong military leaders. As you recall, these military leaders were known as shoguns in Japan.

**Similar Values** In the feudal systems of both Japan and Europe, personal loyalty was greatly valued. The military skills of both knights and samurai were also highly valued. As you read in Lesson 2, knights were expected to follow a code of behavior known as chivalry. According to this code, knights were kind to the weak, loyal to their lord, and courageous in battle. The samurai code of behavior was known as *bushido*. According to this code, samurai were generous, fearless in battle, and above all, loyal to their daimyo, or lord.

**REVIEW** What values did both the European and Japanese feudal cultures admire?

**Cultural Differences**

**ESSENTIAL QUESTION** How did European and Japanese feudalism differ?

Although the feudal systems of Japan and Europe had many similarities, they also were different. Among the key differences were those involving religion, literature, and the role of women.

**Religion** Both knights and samurai were expected to be deeply religious. However, the two groups of warriors practiced different religions. Knights were Christians. Christianity is based on the life and teachings of Jesus Christ. As you read in Chapter 8, samurai practiced ancient Shintoism as well as a form of Buddhism known as Zen. Buddhism is based on the teachings of the Buddha.
What is the subject of each poem?

**Literature** The literature in feudal Europe and Japan also differed. Poetry thrived in both Medieval Europe and Medieval Japan. However, the types of poetry that gained popularity in each land were anything but similar. Poetry called haiku became popular in feudal Japan. Haiku are short poems that follow a common pattern (three lines with five, seven, and five syllables per line). Most haiku deal with nature.

In Europe, the epic poem became popular. An **epic poem** is a long poem usually about warriors or heroes. The poems often include legends and myths and heroes with superhuman qualities. Famous European epics include *Beowulf* and *The Song of Roland*.

Lyric poetry was also a significant part of European literature. These poems resemble songs. Most lyric poetry praises women and ideal love. Poet-musicians called troubadours usually wrote such poems.

**Women in Europe** While lyric poetry praised women, the role of women in feudal Europe was limited. Medieval women, for example, often had no say in whom they married. The woman’s father and future husband often made this decision. In addition, women were expected to stay at home. They were trained in household chores, such as sewing, spinning, weaving, and farming.
**Women in Japan** Women in feudal Japanese society enjoyed more equal status with men. In samurai families, women were allowed to inherit part of the family’s estate. Women could also join Buddhist convents. In addition, they were expected to live up to the values of honor and courage. Often women were trained in the martial arts. In fact, some women became samurai and fought alongside their husbands. Gradually, however, the role of women became more restricted.

**REVIEW** How did the main styles of poetry in Medieval Europe and Japan differ?

## Legacies of Feudalism

3 **ESSENTIAL QUESTION** What lasting legacy did feudal society leave in Europe and Japan?

Both feudal Europe and Japan left legacies. Aspects of the feudal culture can be seen today in Japan and Europe. For example, Japanese weddings are usually based on a Shinto ceremony. The Shinto religion was widely practiced in Medieval Japan. Haiku continues to be a popular form of poetry in Japan. Also, many Japanese today have a strong sense of duty and loyalty to the family. These attitudes are the legacy of the old code of bushido.

The ideals of loyalty and honor also remain strong in Europe—especially within the military. Another legacy of the European Middle Ages is surnames, or family names. Many European family names have medieval origins. For example, during the Middle Ages, a person took a family name from his or her job. Family names such as Baker, Carpenter, Cook, and Taylor (tailor) are still common today.

### Summary of European Feudalism

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<th>Political</th>
<th>Economic</th>
<th>Social</th>
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<td>• Kings and large landowners rule in place of central governments.</td>
<td>• Most people live and work in a rural setting on farms or manors. • Manors provide residents with much of what they need and become the center of economic and social life.</td>
<td>• Society becomes highly structured, with kings at the top followed by nobles, knights, and peasants. • Age of chivalry emerges as knights become highly valued and respected for their loyalty and military skills.</td>
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Many medieval structures, such as churches and castles, still stand in Europe. So do key institutions from this era. One of the most powerful institutions during this time was the Catholic Church. In the next chapter, you will learn more about the power of the Church during the Middle Ages. You will also learn about key political and military events of the Middle Ages—and how the institutions of Medieval Europe gave way to new institutions.

**REVIEW** What impact did the code of bushido have on Japan?

**Lesson Summary**
- The feudal system of Japan and the feudal system of Europe shared similar structures and values.
- The two feudal systems differed in many ways. These differences can be seen in the areas of religion, literature, and the role of women.
- The impact of both Japanese and European feudalism is still felt today.

**Why It Matters Now . . .**
From attitudes toward the family to family names, a number of cultural aspects from the Middle Ages still influence Europe and Japan today.

### Terms & Names
1. Explain the importance of bushido  epic poem

### Using Your Notes
**Comparing and Contrasting** Use your completed chart to answer the following question:
2. In which society did women enjoy greater freedom?

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<td>Europe</td>
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<td>Japan</td>
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### Main Ideas
3. How were the codes of bushido and chivalry similar?
4. What were the main cultural differences between feudal Europe and feudal Japan?
5. What cultural traditions have survived from the Middle Ages in Japan?

### Critical Thinking
6. **Understanding Cause and Effect** How did the political structure help to bring about feudalism in Europe and Japan?

7. **Forming and Supporting Opinions** Did Japanese or European feudalism leave a more lasting legacy? Explain.

### Internet Activity
Use the Internet to learn about other works of epic poetry. Conduct further research on a poem that interests you and present your findings in a brief speech.

**INTERNET KEYWORD:** epic poetry