

The Franks

400 A.D.–843 A.D.



▲ Franks jewelry



A bronze statue of Charlemagne on horseback ►

481 A.D.

Clovis is chosen king of the Franks

711 A.D.

Arab Muslims conquer Spain

732 A.D.

Battle of Tours

800 A.D.

Charlemagne crowned emperor

843 A.D.

Treaty of Verdun

Chapter Focus



Read to Discover

- How Clovis united the Franks and brought them Christianity.
- How Charles Martel's defeat of the Arabs kept western Europe Christian.
- How Charlemagne brought all of western Europe under his rule.
- What life was like in Charlemagne's empire.
- Why Charlemagne's empire collapsed.



Terms to Learn

converted
anointed
counts
lords
serfs
minstrels



People to Know

Clovis
Charles Martel
Pepin
Charlemagne
Roland
Louis the Pious



Places to Locate

Paris
Tours
Aachen

Why It's Important The decline of the Roman Empire led to disorder everywhere in western Europe. Many of the Germanic invaders were too weak to govern well. As a result, towns and villages fell into ruin. Roads and bridges were not repaired. Robbers roamed the countryside, making it unsafe for travelers. Trading and business slowed down, and there were shortages of food and other goods. People were no longer interested in learning, and many books and works of art were damaged or lost.



Chapter Overview

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 18—Chapter Overviews** to preview this chapter.



CLICK HERE

SECTION 1 Clovis

During this period, a Germanic people called the Franks became very important. They began to build a new civilization, one that later developed into modern France and Germany. The Franks lived along the Rhine River in what is now Germany. They were more successful in governing than other Germans. One reason for this was that the area in which they lived was close to their homeland, and they felt fairly secure. Also, unlike the Goths and Vandals, the Franks did more than just fight and rule. They became farmers.

At first, the Franks were divided into separate groups without a common ruler. In 481, one Frankish group chose a man named





Developing Multimedia Presentations

You want to present a research report to your class, and you want to really hold their attention. How do you do it? Your presentation can be exciting if you use various forms of media.

Learning the Skill At its most basic, a multimedia presentation involves using several types of media. To discuss life under the Frankish kings, for example, you might show photographs of historic paintings. You could also record selections from *The Song of Roland* or ballads sung by minstrels. Or you might present a video of Charlemagne's life.

You can also develop a multimedia presentation on a computer. Multimedia as it relates to computer technology is the combination of text, video, audio, and animation in an interactive computer program.

In order to create multimedia productions or presentations on a computer, you need to have certain tools. These may include traditional computer graphic tools and art programs, animation programs that make still images move, and authoring systems that tie everything together. Your computer manual will tell you what tools your computer can support.

This chapter focuses on the growth of the Frankish empire in the early Middle Ages. Ask yourself questions like the following to create a multimedia

presentation on the cultural and political developments of that era:

- Which forms of media do I want to include? Video? Sound? Animation? Photographs? Graphics? Other?
- Which of these media forms does my computer support?
- What kind of software programs or systems do I need? An art program? A program to create interactive, or two-way, communication? An authoring system that will allow me to change images, sound, and motion?
- Is there a "do-it-all" program I can use to develop the kind of presentation I want?

Skill Practice

Developing Multimedia Presentations

Keeping in mind the four guidelines given above, write a plan describing a multimedia presentation you would like to develop. Indicate what tools you will need and what steps you must take to make the presentation a reality.

Clovis (klō' vis) as king. Although he was cruel and greedy, Clovis was a good general and an able king. He eventually brought all the Franks under one rule. Part of Clovis's kingdom later became France, which took its name from the Franks.

Clovis was the first Germanic king to accept the Catholic religion. Clovis was not happy with the Frankish gods. Although he prayed to them faithfully, they failed to help him win battles. Clovis decided that if he defeated the enemy, he would become a Christian. Clovis's army won its next battle. Clovis and some 3,000 Frankish soldiers, still in full battle dress, immediately **converted** (kuhn ver' tuhd), or changed religion, to Christianity. It was not long before all the Franks followed his example.

When Clovis became a Christian, he gained the support of the Romans in his kingdom. Before long, the Franks began speaking a form of Latin that later became the modern French language. Now, all the people in Clovis's kingdom practiced the same religion, spoke the same language, and felt united.

The Pope and other church officials gave Clovis their support. Priests served in his government. In return for the Church's help, Clovis was expected to protect the Church against all non-believers.

Clovis extended his rule over what is now France and western Germany and set up his capital in Paris. He admired the Roman Empire. He wore purple robes similar to those of the Roman emperors and made Latin the official language of the court.



Reading Check

What happened after Clovis **converted** to Christianity?

Section 1 Assessment

1. **Define:** converted.
2. What modern nations developed out of the civilization built by the Franks?
3. Why were the Franks more successful at governing than other Germanic peoples?

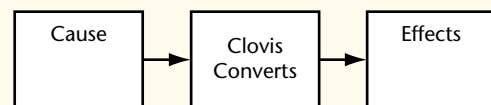
Critical Thinking

4. **Drawing a Conclusion** Why was it

important for Clovis to have the Pope's blessing and the support of the Church?

Graphic Organizer Activity

5. Draw this diagram, and use it to show the cause and effects of Clovis's conversion to Christianity.



SECTION 2 Charles the Hammer

The Frankish kings who followed Clovis were weak rulers. Instead of keeping the kingdom united, they divided it among their sons. The sons often fought over their shares of land. They

Fun Facts

Mounted Knights

Charles Martel could not follow up his victory at Tours because he had too few mounted soldiers. From then on, he required every landowner to provide him with at least one fully outfitted knight. Over time, mounted knights became the core of the Frankish army.

spent so much time and energy fighting that they lost much of their power to local nobles.

It was not long before the Franks began to accept the leadership of a government official known as the “Mayor of the Palace.” The Mayor was a noble and the most important official in the king’s household. As the Frankish kings grew weaker, the Mayors took over many of their duties. In time, the Mayors were conducting wars, giving out land, and settling disputes. Of all the Mayors, the most powerful was Charles Martel (mahr tel’). He wanted to reunite all the Frankish nobles under his rule. Before long, Charles Martel had gained the support of the Church.

Charles Martel became known as “The Hammer” because of his strength in battle. In 732, he led the Franks in the Battle of

BATTLE OF TOURS

Charles Martel (shown center in this painting) leads his army against the Muslims at the Battle of Tours. The Frankish victory halted the Muslim advance into western Europe. It also helped the Frankish rulers to build a strong kingdom. **Why were the Muslims invading western Europe?**



Tours (tūrzh), one of the most important battles in European history. The Franks defeated an army of Arabs and Berbers who had conquered Spain in 711. The Arabs and Berbers were Muslims, who hoped to spread their religion of Islam everywhere. The Franks' victory at the Battle of Tours enabled Christianity to survive in western Europe.

When Charles Martel died, his son Pepin (pep' in) became Mayor of the Palace. With the help of the Pope and most Frankish nobles, Pepin removed the king and started a new dynasty. Pepin was the first Frankish king to be **anointed** (uh noin' tuhd), or blessed with holy oil, by the Pope. In return for the Church's support, Pepin helped the Pope when he was threatened by a group of Germans known as Lombards (lahm' bahrdz). Pepin led an army into Italy, defeated the Lombards, and gave the land they held in central Italy to the Pope. This gift made the Pope the political ruler of much of the Italian Peninsula.



Reading Check

Who **anointed** Pepin, and why was this an important event?

Section 2 Assessment

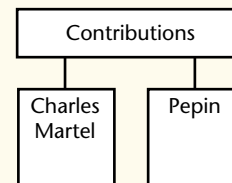
1. **Define:** anointed.
2. Why was the Battle of Tours a turning point in history?
3. How did Pepin help the Pope?

Critical Thinking

4. **Predicting Consequences** What might western Europe have been like if the Arabs and Berbers had won the Battle of Tours?

Graphic Organizer Activity

5. Draw this diagram, and use it to compare the accomplishments of Charles Martel and his son Pepin.



SECTION 3 Charlemagne

When Pepin died in 768, his kingdom was divided between his two sons. His son Carloman died within a few years. Pepin's other son Charles then became king of the Franks. He is best known by his French name Charlemagne (shar' luh măn), which means "Charles the Great."

A powerful leader, Charlemagne wanted to bring all of western Europe under his rule. He also wanted all the Germanic people to become Christian. To achieve these goals, he waged a series of wars.

First, Charlemagne went to Italy and defeated the Lombards. Next, Charlemagne attacked Saxons (sak' suhnz), who lived in what is now northern Germany. For years, the Saxons had been raiding towns and monasteries inside the Frankish border. He

CLICK HERE



Student Web Activity

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 18—Student Web Activities** to find out more about Charlemagne.

People in History

Charlemagne

c. 742 A.D.–814 A.D.

Christian Emperor

Charlemagne continued the German warrior tradition, spreading the Christian religion at the tip of a sword. In building his empire, he brought together the German, Roman, and Christian cultures that became the basis for European civilization.

sent thousands of captured Saxons into Frankish territory and then moved many Franks onto Saxon lands. Eventually, the Saxons accepted Christianity.

Charlemagne also led his armies in several campaigns across the Pyrenees (pēr' uh nēz) Mountains to fight the Muslims in Spain. A mountain people known as Basques (basks) did not want the Frankish armies to cross their territory. When Charlemagne was returning home from one of his Spanish campaigns, Basque warriors attacked the rear guard of his army in a narrow mountain pass. The rear guard was led by Roland, a fine warrior. Since Roland had far fewer soldiers than the Basques, he lost the battle. Even so, the fight was remembered, told, and retold throughout Europe. Over time, it became legend and was written down in French as a poem called *The Song of Roland*.

By 800, Charlemagne had created a large empire. It included most of the Germanic peoples who had settled in Europe since the early 400s. Charlemagne also fought against non-Germanic peoples in northern and eastern Europe. Although they managed to keep their freedom, they agreed to respect Charlemagne's power and not fight against his army.

CROWNING OF CHARLEMAGNE

In 800, Charlemagne became emperor of a new Christian Roman Empire. Here, Charlemagne is crowned "Emperor of the Romans" by the Pope. **How did Charlemagne aid the Church?**



A Christian Empire Charlemagne became the most powerful leader in western Europe. The people considered him as important as any Roman emperor. Charlemagne wanted to keep close ties between the Church and the government. Church officials kept records and helped Charlemagne run the country. In turn, he appointed the bishops and regarded any act against the Church as a sign of disloyalty to him.

Both Charlemagne and the Pope wanted a new Christian Roman Empire in western Europe. Charlemagne's conquests had brought him closer to their goal. On Christmas day in 800, Charlemagne was worshiping in St. Peter's Church in Rome. When the religious ceremony was over, the Pope placed a crown on Charlemagne's head. The Pope then declared that Charlemagne was the new Roman emperor. Although Charlemagne accepted the title, he was not pleased that the Pope had crowned him. This made it seem as if the emperor's right to rule came from the Pope rather than directly from God.

Charlemagne was a wise and just ruler who issued many laws. To make sure these laws were obeyed, he set up law courts all through the empire. Charlemagne chose officials called **counts** to run the courts. The counts took care of local problems, stopped feuds, protected the poor and weak, and raised armies for Charlemagne.

Charlemagne often had trouble keeping the counts under his control because of poor transportation and communication. So, he sent royal messengers all through the empire to check on them. These messengers reported to Charlemagne how well the counts were doing their jobs. Once a year, Charlemagne called his counts and warriors together. They reported troubles and talked over new laws for the empire. The final decision on what new laws to issue, however, was made by Charlemagne.

Charlemagne ruled his empire from Aachen (ah' kuhn), known today as Aix-la-Chapelle (āks' lah shah pel'). However, he did not always stay in the capital. He journeyed throughout the empire with his advisers and servants. The royal party would stop and rest at different palaces or homes. Wherever the king and his officials went, they were given food and entertained by the people. Such royal visits ensured the loyalty of local officials and people to Charlemagne's government.

Education Most people in Charlemagne's empire could neither read nor write. Charlemagne, however, appreciated learning. Unlike earlier Frankish rulers, he believed in education and was proud of his own ability to read Latin. He kept a slate and copybook next to his bed so that he could practice writing.

Charlemagne wanted his people to be educated also. He worked hard to push back the darkness that had followed the fall of the Roman Empire. He encouraged churches and monasteries



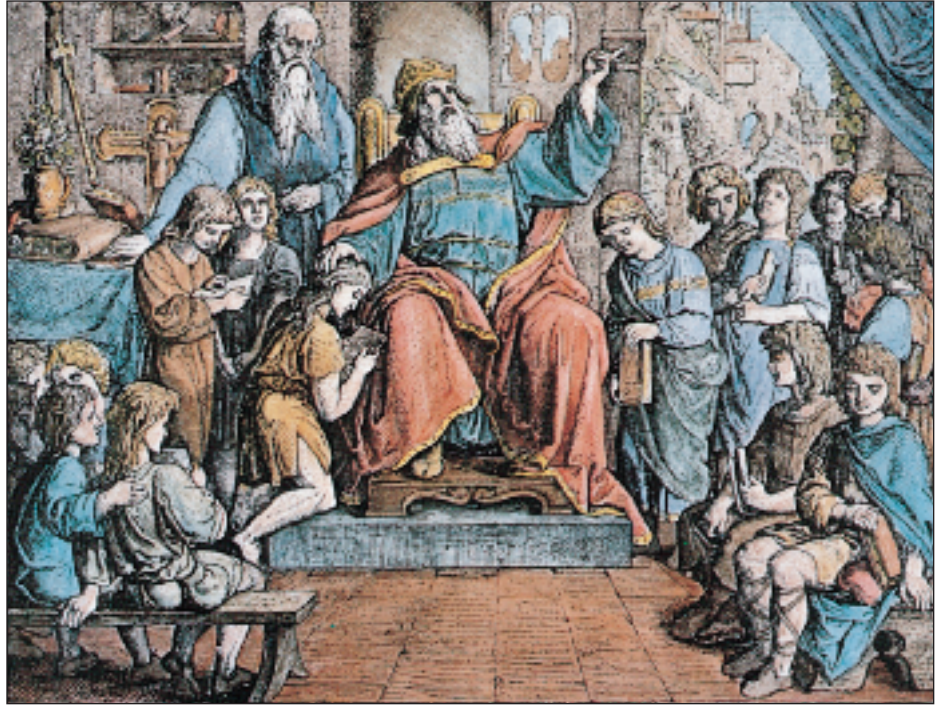
Reading Check

What role did **counts** play in Charlemagne's government?

Fun Facts . . .

Frankish Officials

Officials in Charlemagne's court had specific duties. His *chaplain* advised the emperor on matters of conscience and supervised official documents. The *count of the palace* judged court cases that were not handled by Charlemagne and managed the palace in the emperor's absence. The *chamberlain* took care of the royal bedroom and treasury. The *seneschal* kept the palace supplied with food, wine, and servants. The *constable* cared for the horses.



CHARLEMAGNE'S SCHOOL Charlemagne often visited his palace school, which was attended by children of the court. Directed by the monk Alcuin, the school also provided a place where scholars could gather to share their knowledge and to inspire one another. **Why was Charlemagne interested in learning?**

to found schools. He had a scholar named Alcuin (al' kwin) start a school in one of the palaces to train the children of government officials to serve in the Church or in the royal household. The children studied such subjects as religion, Latin, music, literature, and arithmetic.

Scholars came from all over Europe to teach in Charlemagne's school. One of their many tasks was to copy manuscripts. This led to the development of a new form of writing. The Roman writing the scholars used contained only capital letters. These letters took up a lot of space on a page. So, the scholars began to write with small letters instead of capital ones. The new letters not only took up less space, but they were also easier to read. The new letters became the model for the lower-case letters used today.

Under Charlemagne, the arts began to flower again. Painters, sculptors, and metalworkers developed their talents. They built palaces and churches around a large courtyard as the Romans did. Artists covered palace and church walls with pictures showing stories from the Bible. They made book covers and ornamental weapons, and they decorated the manuscripts copied by scholars.

Fun Facts

Deep Sleep Many legends spread about Charlemagne. According to one legend, he did not die but was only sleeping, and would awaken at the hour of his country's need.

Estate Life Lords, or nobles, were the most powerful people in Charlemagne's empire. They were the descendants of Frankish warriors and Roman landowners. Most of the lords' wealth came from goods grown or made on their estates. As there was little trade in Charlemagne's empire, each estate took care of its own needs. There were shoemakers, carpenters, and blacksmiths on each estate. There were also artisans who made weapons, cooking vessels, and jewelry.

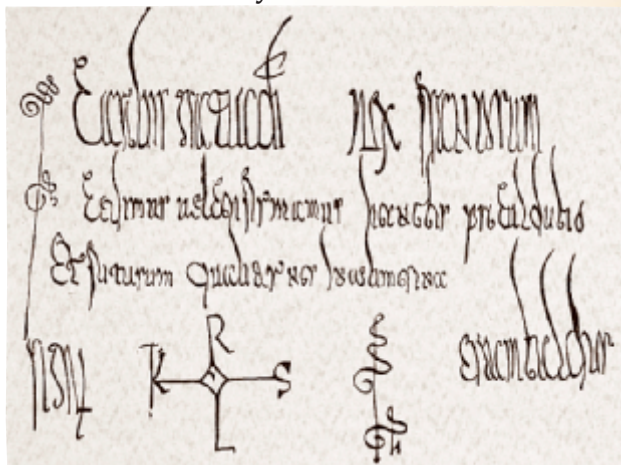
Lords lived in stone farmhouses. Wooden *stockades* (stah kād'), or fences, often were built around the houses. Each farmhouse had a banquet hall, sleeping quarters, cellars, stables, storage places, and a small chapel.

Farmers lived in simple wooden houses in small villages on the estates. They worked in the fields, vineyards, orchards, and forests around their villages. The fields were owned by the lords, but the farmers worked them three days a week. The rest of the time they worked small pieces of land the lords had given them.

Reading Check Who were the lords, and from where did they get their wealth?

Linking Across Time

Writing in Minuscule Today the word *minuscule* means "extremely small." However, during the rule of Charlemagne, it referred to small letters used in writing (below). The use of small letters replaced the all-capital letters used by the Romans. This writing style later developed into the capital and lowercase letters used in all Western languages (right). What subjects did the children of government officials study?





Understanding Inset Maps

Sometimes, there is not enough space on a map for information to be shown clearly. Mapmakers have solved this problem by using **inset maps**, or small maps that are set within larger ones. Often placed in a corner of the main map, inset maps may have their own scales and legends.

Inset maps are used for two reasons. One is to show parts of the main map enlarged and in greater detail. Maps of countries or states often include inset maps showing individual cities.

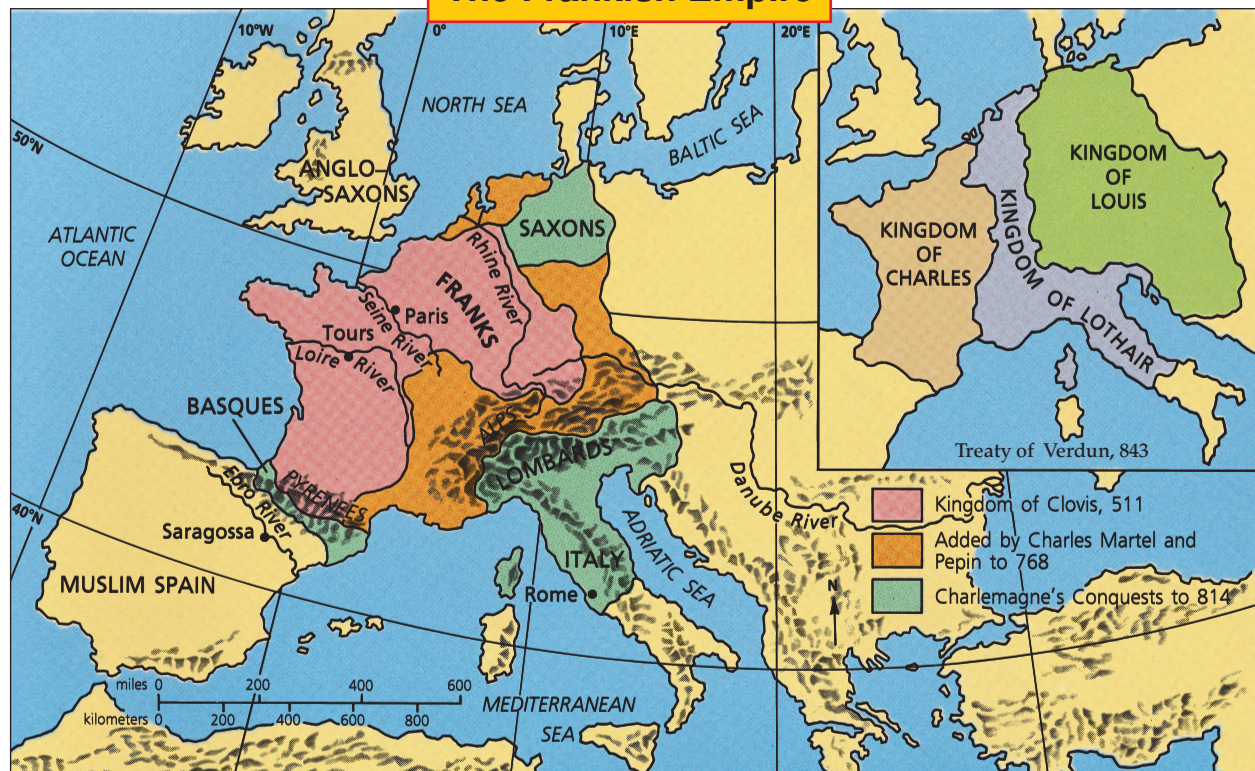
Another reason inset maps are used is to show in a different way an area on

the main map. For example, on the map below, the main map shows the Frankish Empire from Clovis through Charlemagne. The inset map in the upper right shows what happened to the same territory after the death of Charlemagne.

Map Practice

1. What two cities were in the kingdom of Charles?
2. Who controlled Rome after the Treaty of Verdun?
3. Through which kingdom did the Danube River flow?

The Frankish Empire



The farmers divided the land into three sections. They let one section lie *fallow* (fal' ō), or not planted. On the other two sections, they used heavy metal plows to prepare the hard but fertile soil. In autumn, they planted wheat or rye in one section. In spring, they planted oats or barley in the other section. Each year, the farmers *rotated* (rō' tā tuhđ), or changed by turns, the kind of crops they grew in each section. They also let a different section lie fallow. These changes helped them grow larger crops.

Besides working the land, the farmers had to give the nobles food and animals. The farmers had to perform many services for the nobles, too. Men repaired buildings on the estates, cut down trees, carried loads, gathered fruits, and served in the army. Women worked as hard as men. They looked after the children and small animals, wove cloth, and sewed clothing copied from earlier Roman styles. The farmers gradually did more for the nobles and less for themselves. They were becoming **serfs**, or people bound to the land.

Neither the nobles nor the farmers had much time to learn to read or write or to think about religion. Both groups accepted Christianity, but the new religion had little to do with their daily lives. However, on religious holidays, both rich and poor sang, danced, and feasted. They listened to traveling musicians called **minstrels** (min' struhlz). The minstrels journeyed from place to place singing the praises of Charlemagne and his empire.

The Collapse of the Empire The glory of the empire did not last long after Charlemagne's death in 814. The empire needed a strong and able ruler. Charlemagne's heirs were neither. Many counts and lords became increasingly independent. They cared more about their own estates than about the good of the empire. They refused to obey Louis the Pious (pī' uhs), Charlemagne's son.


Louis the Pious unknowingly weakened the empire further when he divided it among his three sons. After he died, they began fighting among themselves over their shares. Lothair (lō thahr'), Louis's oldest son, received the title of emperor. His younger brothers, Charles and Louis, were jealous of Lothair.

In 843, the brothers agreed to a new and different division of the empire. Under the Treaty of Verdun (ver duhn'), Lothair kept the title of emperor, but he ruled only a narrow strip of land that stretched from the North Sea to the Italian Peninsula. Louis received the area to the east. Called the East Frankish Kingdom, it later became the nation of Germany. Charles received the area to the west. Called the West Frankish Kingdom, it later became France.

The brothers were weak rulers who allowed the counts and nobles to have most of the power. Once again, a united western Europe was divided into smaller territories.



Painting of Minstrel

 **Reading Check**
How did farmers gradually become **serfs**?

 **Reading Check**
How did **minstrels** increase Charlemagne's popularity?

Section 3 Assessment

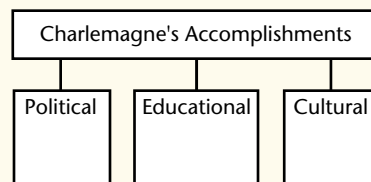
1. **Define:** counts, lords, serfs, minstrels.
2. Why did Charlemagne object to the Pope crowning him emperor?
3. What did Charlemagne do to encourage learning?

Critical Thinking

4. **Identifying Alternatives** What might have prevented the collapse of Charlemagne's government?

Graphic Organizer Activity

5. Draw this diagram, and use it to summarize Charlemagne's political, educational, and cultural accomplishments.



Chapter Summary & Study Guide

1. During the late 400s, the Franks began to build a civilization that would later develop into the modern nations of France and Germany.
2. Clovis united the Franks and was the first Germanic king to accept the Catholic religion.
3. Clovis gained the support of the Romans in his kingdom and made Latin the official language of the royal court.
4. A series of weak kings followed Clovis, and leadership gradually came into the hands of a government official known as the "Mayor of the Palace."
5. In 732, a Mayor of the Palace named Charles Martel defeated the Muslim army at the Battle of Tours. This kept western Europe Christian.
6. Charles Martel's son Pepin started a new dynasty and became the first Germanic king to be anointed by the Pope.
7. Pepin's son Charlemagne brought all of western Europe under his control.
8. In 800, the Pope crowned him the new Roman emperor.
9. Charlemagne was a wise and just ruler who wrote new laws.
10. Charlemagne was very interested in learning and encouraged the founding of schools in his empire.
11. During the rule of Charlemagne, powerful lords grew wealthy from goods grown or made on their estates.
12. Louis the Pious divided the Frankish Empire among his three sons, which led to its final collapse.



Self-Check Quiz

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 18— Self-Check Quiz** to assess your understanding of this chapter.

CLICK HERE

CHAPTER 18 Assessment

Using Key Terms

Write a paragraph about the Franks and their rule in western Europe. Highlight one of the people mentioned in the chapter in your paragraph. Use the following words.

converted	anointed	counts
lords	serfs	minstrels

Understanding Main Ideas

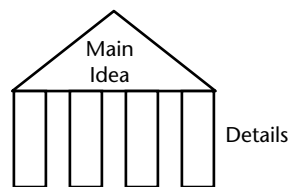
1. What happened to western Europe after the decline of the Roman Empire?
2. How did Clovis help people within his empire feel united?
3. What was the relationship between the Church and Clovis?
4. Why did the Mayor of the Palace become important?
5. What were Charlemagne's main goals when he became king of the Franks?
6. How did Frankish farmers become serfs?
7. What happened to western Europe after Charlemagne's heirs came to power?

Critical Thinking

1. Do you think that Charlemagne's traveling all over the empire was a wise idea? Why or why not?
2. Why was the title "the Great" good for Charlemagne? What other title might have been better? Why?
3. What parts of life in Charlemagne's empire would you have liked? What parts would you have disliked?
4. What do you think Louis the Pious could have done with the Frankish Empire instead of dividing it among his three sons?

Graphic Organizer Activity

Economics Create a diagram like the one shown, and use it to show details that support this main idea: "Life in the Frankish Empire centered around the estates of lords."



Geography in History

Places and Regions Refer to the map on page 284 and compare the locations of Saragossa, Paris, and Rome. Each of these was an important city in the Frankish Empire. What geographic similarities and differences can you see in these places?

Using Your Journal

Review any details you may have noted about the changes that took place during Charlemagne's empire. Write a diary entry describing how some of these changes can still be seen today.