Living in Medieval Europe

Teacher’s Guide
LIVING IN
MEDIEVAL EUROPE

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LIVING IN MEDIEVAL EUROPE

Teacher’s Guide
Table of Contents

Introduction and Summary .................1
Links to Curriculum Standards...........1
Teacher Preparation/Instructional Notes..1
Student Preparation .......................2
Pre-Test ..................................2
Student Objectives .......................2
Introducing the Video ....................3
View the Video ...........................3
FOLLOW-UP ACTIVITIES ...............3
Discussion Questions .....................3
Blackline Masters ........................3
Extended Learning Activities ..........4
Answer Key ..............................5
Script of Narration .....................8

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LIVING IN MEDIEVAL EUROPE
TEACHERS GUIDE
Grades 4-8
Running time: 20 minutes

INTRODUCTION AND SUMMARY
This program introduces students to life in Medieval Europe. The feudal class structure is examined by looking at the roles of royalty, noble lords, knights, serfs, and the clergy. Feudal concepts of service and reward are explained. The design of a typical castle and important expressions of Medieval Christianity are also presented in this program.

LINKS TO CURRICULUM STANDARDS
The design for this program was guided by the curriculum standards of the states of Texas, California, and Illinois, as well as the National Center for History in Schools (U.C.L.A). In accordance with these guidelines, we have attempted to help students:
1. Understand the basic economic and political structure of Medieval society by drawing on accurate visual sources.
2. Understand the meaning of time and chronology with regard to the Medieval era.
3. Analyze cause and effect as it pertains to the activities of Medieval people.
4. Develop an improved vocabulary that relates to the Medieval period of history.
5. Understand the importance of religion and belief systems to the Medieval Europeans.

TEACHER PREPARATION/INSTRUCTIONAL NOTES
1. Before presenting this lesson to your students, we suggest that you review history textbooks on the subject of life in Medieval Europe. We also advise you to preview the video and review the guide and accompanying blackline masters in order to familiarize yourself with their content.
As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

You should also duplicate selected hand out materials from the blackline masters included in this guide.

2. Set up a “Learning Center” with maps, pictures, or other materials relevant to Medieval times.

**STUDENT PREPARATION**

Before viewing *Living in Medieval Europe*:

1. Have students explore the “Learning Center”.
2. Introduce or review with your students the meaning of any words from **Blackline Masters #3a-3c: Vocabulary List** with which they may need help.

**PRE-TEST**

An optional pre-test is provided (**Blackline Master #1**). This assessment tool will help you determine the level of student comprehension prior to participating in this lesson. An Answer Key appears on pages 5-7 of this Teachers Guide.

**STUDENT OBJECTIVES**

After viewing the video and participating in the follow-up activities, students should be able to:

1. Describe the basic workings of feudal society with regard to the roles of lords, knights, serfs, and clergy.
2. Outline the design of a Medieval castle.
3. Describe feudal manors.

INTRODUCING THE VIDEO
1. Give a brief overview of life in Medieval times. Discuss the power of the Catholic Church versus feudal states. Show the political boundaries of western Europe in the year 1200. Discuss the lord–vassal system of feudalism. Discuss the Magna Carta.
2. Hand out whichever activity sheets you decide to use.

VIEW THE VIDEO
Running time of the program is 18 minutes followed by a short Video Quiz.

FOLLOW-UP ACTIVITIES

DISCUSSION QUESTIONS
1. What similarities and differences exist between the lives of Medieval people and your own life.
2. What would you have liked best about living in Medieval times? What would you have most disliked?

BLACKLINE MASTERS
The following blackline master activities are included with this guide. An Answer Key appears on pages 5-7.
1. Blackline Master #1 is a Pre-Test that, when compared to the results of Blackline Master #8: Post-Test, will help you gauge student comprehension of the Objectives before and after the administration of the lesson.
2. Blackline Master #2: Video Quiz replicates the Video Quiz questions found on-screen immediately following the video presentation.
3. Blackline Masters #3a-3c are a Vocabulary List that will introduce students to vocabulary words used in the program.
4. Blackline Master #4: Vocabulary Activity asks students to find terms and facts from Blackline Master #3: Vocabulary List.
5. Blackline Master #5 is a Crossword Puzzle that challenges students to use some of the words from the vocabulary worksheet presented in this program.

6. Blackline Masters #6a-6b: Timeline delineates some of the major events and occurrences of the age.

7. Blackline Master #7: Timeline Activity asks students to locate specific information on Blackline Master #6: Timeline.

8. Blackline Master #8: Plan of a Norman Castle labels the various parts of a Medieval castle. Discuss the labeled parts with the class and try to imagine what it would have been like to live in such a castle.


10. Blackline Master #10: Post-Test is an assessment tool to be administered after the entire lesson is complete. Contrasting students’ results with those of Blackline Master #1: Pre-Test should help you gauge overall comprehension of the Student Objectives.

EXTENDED LEARNING ACTIVITIES

The following activities may be assigned to more advanced students in order to extend the Objectives of the lesson.

1. Discuss the principles of feudalism and compare them to a modern democracy. This subject could also be the topic for a written paper.

2. Discuss the Medieval roots of our twentieth century legal systems. Where does the notion of the “court” system come from? What are the roots of “common law”? This subject provides an excellent topic for term papers.

3. Discuss the Medieval view of the world and its relationship to popular religious beliefs of the time. In what way has the growth of science altered the way modern people view the world compared to the way it was viewed by Medieval people?

4. Discuss alchemy, a popular form of Medieval science, and compare it to modern science. The subject of Medieval science would be a good one on which to write a paper.
ANSWER KEY

Blackline Master #1: Pre-Test
1. False; Wealth came mainly from land ownership and crops in pre–industrial societies.
2. False; Serfs mostly worked the fields.
3. True
4. True
5. True

Blackline Master #2: Video Quiz
1. True
2. False; They lived in small rural villages.
3. True
4. True
5. False; Training began at eight years of age.
6. True
7. True
8. True
9. False; Bishops were well educated.
10. False; Guns weren’t in use in Medieval Europe.

Blackline Master #4: Vocabulary Activity
1. Jousts, Melees, Tournaments
2. Inner ward, Outer ward, Portcullis, Moat, Keep, Dungeon, Great Hall, Curtain Wall, Murder Holes
3. Cathedral, Bishop, Monastery, Pilgrimage, Tithing, Monk
Blackline Master #5: Crossword Puzzle

Blackline Master #7: Timeline Activity
5.  (1215)
2.  (1250)
1.  (1300–09)
8.  (1310–1319)
10.  (1324)
6.  (1330–39)
7.  (1350–1359)
9.  (1370–1379)
3.  (1440)
4.  (1492)
**Blackline Master #10: Post-Test**

1. False; Wealth came mainly from land ownership and crops in pre–industrial societies.
2. False; Serfs mostly worked the fields.
3. True
4. True
5. True
6. True
7. False; They lived in small rural villages.
8. True
9. True
10. False; Training began at eight years of age.
11. True
12. True
13. True
14. False; Bishops were well educated.
15. False; Guns weren’t in use in Medieval Europe.
LIVING IN MEDIEVAL EUROPE
Script of Narration

Eight centuries ago, during the Medieval era of history, the people of Europe followed a way of life called “feudalism” that would seem strange to us today. The Medieval era was a time when the huge castles of powerful lords dotted the countryside, a time of constant warfare when knights put on suits of metal armor before going into battle, a time when most ordinary people lived in humble cottages on large feudal estates, and had very few individual rights.

It was also the time when the world’s largest and most beautiful Christian churches were being built. All in all, it was one of the most fascinating periods in the history of the world. Now, let us find out what it was like to live in Medieval times.

If we could travel back in time about 800 years, to Europe when the Medieval era was at its peak, the first thing we would notice was how few people there were, and we would also notice that it was very quiet because there were no factories, cars, or large cities. Back then, nearly everyone lived in small isolated country villages scattered among open fields and big forests. The villages were connected to one another by roads that to us would look like rutted muddy paths.

Ordinary people rarely traveled beyond the lands where they were born, not only because they were poor, but also because Medieval Europe was a very dangerous place. Robbers roamed the countryside and war was an almost constant fact of life. That was why, eight centuries ago, the safest place to be was behind the walls of a castle.

CASTLES AND LORDS
In Medieval Europe, castles were found almost everywhere. The fact that so many castles were built shows how much fear people lived with back then. Castles were almost always the biggest buildings for miles around. They were the fortress homes of the noble lords, some of the wealthiest and most powerful people in Europe, but a castle was also home to lots of servants and soldiers, as well.

Inside their walls, wars were planned and important political decisions were made, but they also were places where villagers could seek protection in times of danger. Castles were built in places that were easy to defend, and it is interesting to look at the design of a castle to learn the many ways in which it protected the people inside.

THE DESIGN OF A CASTLE
As a first line of defense, most castles had a tall outer wall that was often surrounded by a deep, water-filled moat. The outer wall was studded with high towers where soldiers surveyed the surrounding fields for invading troops. Although Medieval
soldiers had no guns, they did have powerful bows, and there
were many places in a castle from which arrows could be fired,
such as through the hundreds of notches built into the tops of
the walls, or through special windows like this one called “arrow
slits.”

Usually a drawbridge over the moat had to be crossed to get into
a castle, and it could be raised at any time. If someone was able
to cross the drawbridge, he could be stopped by heavy wooden
doors protected by a thick metal grate. And hidden above the
castle’s doors were openings called “murder holes,” through
which large rocks and boiling liquids could be dumped on
enemies.

If someone managed to get through the doors, he would find
himself in an enclosed courtyard where the stables were located,
and where villagers came for protection in times of war. From
here, invaders could go no further without passing through
another well guarded door.

On the other side of this door was a second large courtyard
where the great stronghold - the best fortified part - of the castle
was located. The lord of the castle usually lived with his family
in a tower within the walls of the stronghold. Inside this tower
his servants climbed winding stone staircases to get from floor
to floor. Here, within the castle’s biggest room, “The Great Hall,”
the lord met with people and also ate his meals. The main meal,
which was served at ten in the morning, took several hours to
eat and hands were always used since there were no forks back
then. To show their important social position, Medieval lords
and their families dined at a table that was raised above everyone
else. After eating, many lords enjoyed going upstairs to sit in a
window seat like this one so they could gaze out across the lands
that gave them their wealth.

FEUDALISM: THE MEDIEVAL WAY OF LIFE

The Medieval way of life known as “feudalism” was based on the
ownership of land, and feudal social classes reflected how much
land people owned. Royalty, like kings and queens, were in the
highest class. After them came the noble lords, such as dukes
and earls. They were followed by the knights, who were followed
by skilled craftsmen, who were followed by the lowly serfs who
worked the land.

Under the feudal system, people of lower classes showed their
respect to the upper classes by serving them, and for their service
they received rewards. For example, the lord of a great castle
might serve his king by supplying him with knights and soldiers
for a war. To show his appreciation for this service, the king
might reward the lord with a gift of land, usually in the form of
a manor, which was an important unit of territory in the feudal
society. A manor usually came complete with a large house like
this one, several farms, and at least one village along with all
the serfs who lived in it. The crops grown on these lands supplied the lord with his income, and the more manors he had the richer he became.

SERFS
The serfs who belonged to the manors never got rich. They were at the bottom of feudal society because they owned no land. Serfs were not even allowed to move away from a manor without the lord’s permission because his wealth depended on the labor they supplied. The lord rewarded his serfs for the service of their labor by giving them a place to live, a share of the crops they raised, and protection during dangerous times.

Because serfs owned no land, they had nothing to pass down from one generation to the next, so their families always remained poor. In their manor villages, they were not even allowed to grind their own grain into flour for bread. Instead, they had to pay to have it ground at the lord’s mill.

In feudal society, even though serfs produced nearly all the food, did most of the hard labor, and were the largest class of people, they had few rights, and almost no opportunity for education. As a result, it was nearly impossible for them to rise above the poverty that ruled their lives.

KNIGHTS
While serfs provided the labor on great feudal estates, knights were highly valued for their military skills, so there were always quite a few of them on hand at a castle. Knights were professional warriors who usually fought on horseback. They were very different from the ordinary soldiers of that time because they came from wealthy families and they were much better trained.

Training for knighthood began at eight years of age when a boy was sent to a castle to become a “page,” a student and servant of an experienced knight. His training went on for many years, and it wasn’t just in how to fight; it was also in such things as horsemanship, reading, singing, chess, and the art of falconry. Special contests called “tournaments” were often held so that knights and those learning to be knights could practice the skills they needed for combat. Tournaments were popular forms of entertainment in Medieval times... but they were dangerous and knights were often severely injured participating in them.

Because knights came from well-to-do families and were so valued for their fighting skills, they held a very high position in feudal society just below the noble lords. That was why, to show them respect, knights were always addressed as “Sir.” A noble lord would often reward a knight for his courage with the gift of manor lands and the income they provided, so on a lord’s great estate it was not uncommon to find knights living in many of the manor houses.
RELGION IN MEDIEVAL EUROPE

In Medieval times, nearly everyone in western Europe belonged to the Roman Catholic faith, and, although not every person was a sincere believer, this was a time when most people held deep religious beliefs. In fact, about one out of ten Medieval people became monks or nuns, devoting their entire adult lives to the service of God, locked away behind the walls of monasteries.

Eight hundred years ago, lords and ladies supported the church with income from manor lands, and often paid the wages of priests, as well. Noble families helped to maintain parish churches in the villages on their estates, in part because they believed that such acts of generosity would help them reach heaven. Wealthy nobles also paid to have beautiful funeral monuments made, and to have prayers and masses said for the souls of their family members after death. Even the poor serfs were expected to give one-tenth of their crops to support their village church, even though it was a great hardship for them.

And, although travel was dangerous in Medieval times, some people made long pilgrimages to holy shrines as acts of religious devotion.

But what Medieval people are really the most famous for are the huge cathedrals they built all across Europe. These cathedrals, with their soaring towers and delicate stonework, are not only great monuments to faith, they are equally great monuments to the skill of Medieval architects, artists, and builders. It took hundreds of years to construct most Medieval cathedrals, but when they were done, they were truly magnificent places in which to worship - places that filled people’s hearts with the mystery and glory of God. Their towering walls held brilliantly colored stained glass windows depicting sacred images and stories from the Bible. These windows served to instruct churchgoers in religion, because back then most people could not read or write.

Sculptors were kept very busy carving stone for new churches, and their incredible designs give us a glimpse into the Medieval imagination. Directly over the doorway of this French cathedral is a stone carving with a powerful reminder about the consequences of sin. It shows the “Day of Judgment.” Here, God is depicted as the large figure in the center. At His left hand, those who led lives of sin are being condemned to an eternity of suffering in Hell, while, on His right hand, those who led good lives are being rewarded with an eternity of happiness in heaven.

It is interesting that, unlike ordinary people, most members of the clergy could read and write, and, in a time before the invention of the printing press, it was the clergy who copied books by hand. It was also during the Medieval era that the Catholic Church founded nearly all of the great European universities. In Medieval society, a cathedral like this one was the special church of a bishop. Bishops held a high position in the church and belonged to the same feudal class as the noble lords. They
also possessed great political power, because in Medieval Europe, the Catholic Church was more powerful than any feudal state.

As we have just learned, the Medieval era was a time when people's lives were strongly affected by both their deep religious beliefs and their fear of war. It was a time of knights, of feudal manors, and enormous class differences, when most people owned no land, were poor, and were ruled by a few wealthy lords who lived behind the walls of huge castles. But the Medieval era also created great centers of learning and countless rich treasures of architecture and art that continue to inspire people to this very day.
PRE-TEST

Directions: Answer each question either true or false.

1. In Medieval times, countries grew rich from the goods produced by their factories.

2. Serfs were the people who worked in Medieval factories.

3. The terms “Medieval Era” and “Middle Ages” basically refer to the same period in history.

4. Most of the world’s largest Christian churches were built in Medieval Europe.

5. Castles were built because war was a constant threat in Medieval Europe.
VIDEO QUIZ

1. TRUE OR FALSE? Knights were famous for their skill on horseback.

2. TRUE OR FALSE? Most Medieval people lived in cities.

3. TRUE OR FALSE? Stained glass windows were used for religious instruction.

4. TRUE OR FALSE? Medieval lords owned whole villages.

5. TRUE OR FALSE? Training for knighthood began at the age of sixteen.

6. TRUE OR FALSE? Serfs were considered to be a part of a manor.

7. TRUE OR FALSE? A cathedral is the church of a bishop.

8. TRUE OR FALSE? Manors were important units of land in Medieval times.

9. TRUE OR FALSE? Medieval bishops could not read or write.

10. TRUE OR FALSE? Medieval castles had powerful guns.
ALCHEMY  Medieval chemistry. Alchemists tried to find ways to change “base metals,” such as lead, into gold.

ARCHER  A person who shoots with a bow and arrows

ARISTOCRACY A privileged minority, usually based on inherited wealth and high social position. Royalty and noble lords belonged to the aristocracy.

BISHOP A clergyman of noble rank in charge of the administration of a diocese.

CASTLE  Usually the fortress home of a noble lord

CATHEDRAL  The main church for a district or diocese which served as the seat of a bishop.

COAT OF ARMS  A shield marked with designs of a particular family or group.

CHIVALRY  Knightly qualities such as valor, fairness, courtesy, respect for women, and protection of the poor.

CROSSBOW  A short, extremely powerful bow mounted on a piece of wood that holds a special cranking mechanism for pulling the bowstring back.

CURTAIN WALL  A castle’s outer protective wall.

DARK AGES  The first part of the Middle Ages from around 500–1000 A.D.

DIOCESE  A church district controlled by a bishop.

DUKE  A noble lord of the highest rank whose estate was called a “Duchy.”

DUNGEON  A cell for prisoners, usually located in the basement of a castle’s tower.

EARL  A high-ranking, noble lord.

FALCONRY  A Medieval sport of hunting with falcons,

FEUDALISM  The Medieval way of life,

FIFE  The lands over which a person has control; a lord’s fife would be all the lands of his great estate.

GREAT HALL  A large hall used by Medieval lords for dining and for meeting with people.

INNER WARD The central courtyard of the castle where the castle’s great stronghold or “keep” was located. Sometimes the inner ward was also where the castle’s great hall and kitchens were located.

Joust  Combat or mock combat with lances between two knights.

KEEP  The central stronghold or core of a castle. The castle’s best defended area.
VOCABULARY LIST

KNIGHT A person of from a wealthy family who, through years of training, became a professional warrior. Knights fought on horseback. Knights were military servants of their lords and often held manor lands in exchange for their service.

LIEGE Someone in Medieval times entitled to give or receive feudal service or allegiance.

LORD A rich land owner who ruled a great feudal estate. A lord’s title, such as “Earl,” was passed down from father to the oldest son.

MAGNA CARTA A document signed by King John of England in the year 1215. It limited the king’s power to restrict the feudal privileges of the noble lords. The Magna Carta was a step toward representative government at a time when kings had unlimited power.

MANOR An important unit of land in feudal society. Manors usually consisted of farmlands, a village, a church, a large manor house, and all the serfs who lived in the village.

MELEE A mock fight between groups of knights

MIDDLE AGES The historical period from around 500 A.D. up to around 1450 A.D., between the fall of Rome and the birth of the Renaissance.

Medieval ERA The Middle Ages. Usually refers to the late or High Middle Ages, which were from around the year 1000 A.D. up to about 1450 A.D.

MONASTERY A place where communities of monks live lives of devotion to God in isolation from the outside world.

MONK A man who lives a life separated from the rest of the world, usually in a monastery where he devotes his life to God and follows strict rules of poverty, obedience, and chastity.

MOAT A deep ditch around a castle, usually filled with water.

MURDER HOLES Holes hidden above a castle’s doors through which boiling hot liquids could be dumped, or rocks hurled down on invaders.

NOBLES People of high birth, such as dukes and earls. In Medieval Europe, they were the people who lived in the castles.

NOBILITY The class of nobles.

OUTER WARD An outer courtyard of a castle. It usually contained stables, soldiers barracks, a church, and a granary where grain was stored. Villagers could come here for protection in times of war

PAGE A boy servant and student of a knight. The first stage in becoming a knight.

PILGRIMAGE A long journey undertaken to reach a holy shrine done out of religious devotion or to gain spiritual merit.

PORTCULLIS A grate used to protect a castle’s entrance.
VOCABULARY LIST

RENAISSANCE The great period of rebirth in art, literature, and learning in the 14th–16th centuries, which marked the transition into the modern periods of European history.

SERF  A landless person who raised crops; bound to a feudal manor.

TITHING One-tenth of a farm’s produce or a person’s income paid as a tax to support the Church and clergy.

TITLE The social rank of a noble lord. For example, a noble lord may have the title of “Duke.” Titles are hereditary and are passed down from a father to his oldest son.

TOURNAMENT A Medieval sport of mounted combat with blunted weapons.

VASSAL A holder of land under feudal agreements; also a humble servant. A serf was a vassal of a lord. A lord was a vassal of the king.
VOCABULARY ACTIVITIES

From the Vocabulary List:

1. Find three activities pertaining to knights.

2. Find six parts of a castle.

3. Find four words that have something to do with religion.
CROSSWORD PUZZLE

ACROSS
1. The Medieval way of life based on ownership of land, on service, and on loyalty was called ____________.
2. Young boys from wealthy families began their training in knighthood at a young age when they became ____________.
3. The lands of a great castle were usually divided into units called ____________.
4. The most powerful people in Medieval Europe, higher in class than the noble lords, were members of the ____________.
5. Men who joined monasteries and devoted their entire adult lives to the service of god were called ____________.
6. Windows made of ____________ were used to instruct illiterate Medieval people in religion.

DOWN
7. A bishop’s church is called a ____________.
8. A large water-filled ditch around a castle is called a ____________.
9. In Medieval times, a class of people called ____________ did most of the work of raising crops.
10. A ____________, an event in which knights participated in mock battles, was a popular form of entertainment in Medieval times.
11. In Medieval times, prisoners were put into a castle’s ____________.
12. If you tried to get into a Medieval castle, it was pretty likely an archer would shoot ____________ at you.

1170 University of Paris is founded growing out of a Medieval cathedral school.

1209 Cambridge University is founded in England.

1215 Magna Carta is signed at Runnymede. A step toward representative government in England.

1249 The first men’s college is founded at Oxford University in England.

1250 Cliff cities are built on Mesa Verde in present-day southern Colorado by people known as the “Anasazi.”

1300–1309 Eyeglasses are in common use. Starting in 1309, the first of seven popes, who are rivals of the Roman popes, rule from Avignon, France.

1310 –1319 First mechanical clocks appear in Europe, Pope John XXII attempts to stop the practice of alchemy. The first western European book on human anatomy based on dissection appears. Grain crisis in Europe 1315–1316 results in widespread famine, owing to the fact that summer did not come to much of Europe. Crop failure due to cold wet weather forced people to eat their seed grain.

1320–1329 The Aztecs found the city of Tenochtitlan on the spot where they see an eagle sitting on a cactus with a snake in his beak. It is here that the Spanish will establish Mexico City 200 years later. The explorer Marco Polo dies in Venice, Italy, on January 9, 1324, after years of travel in Asia.

1330–1339 The University of Paris decrees in 1336 that no student can graduate without attending lectures on “some mathematical books.” The Hundred Years War between France and England begins in 1337.

1340–49 The first blast furnace for iron smelting is developed in Belgium. In 1346 or 1347, Italian ships bring rats carrying fleas infected with the Black Plague to Europe. Geoffrey Chaucer, author of The Canterbury Tales, is born in London. By 1347, small cannons that shoot arrows using gunpowder have been designed. This marks the first appearance of guns in Europe.

1350–1359 By 1351, an estimated 25 million Europeans have died from a plague called “The Black Death,” raging since 1347. The French king is kept a prisoner in England for a few years. Peasants (serfs) have uprising in France, 1358; 20,000 people die.

1360–69 The French reconquer many of their territories that had been previously occupied by the English

1370–79 The steel crossbow is introduced as a weapon of war.

1380–1389 Geoffrey Chaucer begins to write The Canterbury Tales. Rockets are used for the first time in Europe at the battle of Chioggia between the Venetians and the Genoese. Cast iron objects become generally available in Europe.
TIMELINE

1390–1399 Italian mapmaker Paolo Toscanelli makes a map incorrectly showing Asia to be only 3000 miles west of Europe. A century later, this map inspired Christopher Columbus to make his first voyage of discovery.

1400–1406 Major improvements are made in sailing ships. The long lost map of the world drawn in the second century by the geographer Ptolomey is rediscovered in western Europe. It becomes the best existing map of the world. Ptolomey’s map makes Columbus believe that Asia can be reached by sailing west from Europe.

1440 The Guttenberg Bible is printed on a printing press that uses movable type. This invention made it possible for books to be made cheaply and, as a result, knowledge began to spread more rapidly than ever before in history.

1492 Columbus discovers the West Indies in the New World. Columbus also learns that compasses change direction slightly as the longitude changes. After seven centuries, the last Moslems are driven from Spanish soil. Leonardo Da Vinci draws a plan for a flying machine.
TIMELINE ACTIVITY

Directions: Using the Timeline, organize the following things beginning with the oldest and ending with the latest.

1. Eyeglasses are in common use in Europe.
2. The Anasazi build Mesa Verde in Colorado.
4. Moslems are driven from Spain.
5. The Magna Carta is signed.
6. The Hundred Years War begins.
7. Peasants (serfs) have an uprising in France.
8. Mechanical clocks are invented.
9. Steel crossbow is invented.
10. Marco Polo dies.
PLAN OF A NORMAN CASTLE
INTERESTING FACTS ABOUT LIFE IN MEDIEVAL EUROPE

1. In some large castles, the lord had as many as 300 servants. Servants were often the children of serfs.

2. A lord had the right to demand work, rents, and taxes from his serfs, but it was also his duty to defend them.

3. Lords, and sometimes ladies, administered justice on behalf of the king. This was how our modern legal system was born.

4. A great lord often had to leave his castle for many months to do government business or to fight in a war. When the lord was gone, he often left his wife, or Lady, in charge of things to make sure the castle ran smoothly.

5. The kings and lords who built the great Medieval castles were the richest men of their time. Their wealth came from the land both from the crops and from rents paid by the serfs and other tenants.

6. In Medieval times, raw fruit and vegetables were believed to be unhealthy. That was why ordinary people ate mostly stews and porridges of vegetables plus about two pounds (one kilogram) of bread a day. Medieval lords and ladies ate a great deal of meat. Their meals could last two or three hours.

7. Half the children born in Medieval Europe died before they were 15 years old.

8. Castle floors were covered with a layer of straw or reeds which could be swept away when they got too dirty.

9. Large castles had fish ponds, gardens, places for pigs and chickens, windmills, chapels, brewhouses, and even small orchards within their walls.
POST-TEST

Directions: Answer each question either true or false.

1. In Medieval times, countries grew rich from the goods produced by their factories.

2. Serfs were the people who worked in Medieval factories.

3. The terms “Medieval Era” and “Middle Ages” basically refer to the same period in history.

4. Most of the world’s largest Christian churches were built in Medieval Europe.

5. Castles were built because war was a constant threat in Medieval Europe.

6. Knights were famous for their skill on horseback.

7. Most Medieval people lived in cities.

8. Stained glass windows were used for religious instruction.


10. Training for knighthood began at the age of sixteen.

11. Serfs were considered to be a part of a manor.

12. A cathedral is the church of a bishop.

13. Manors were important units of land in Medieval times.

14. Medieval bishops could not read or write.

15. Medieval castles had powerful guns.