



CHRISTENDOM

A simulation of medieval European society, 600-1300

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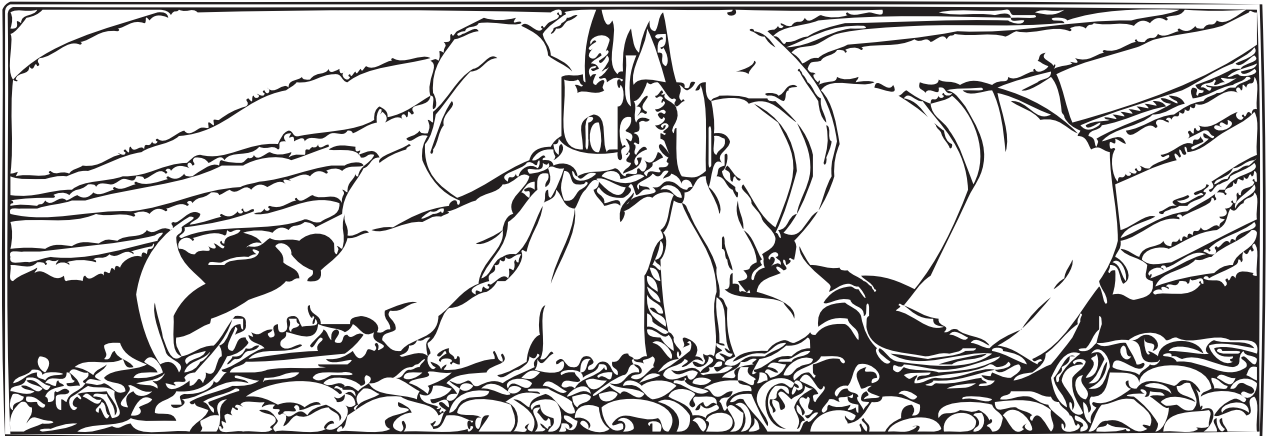
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PURPOSE - 1

Introduction

In this simulation of Europe in the Middle Ages (600-1300), your students will experience what it was like to live in the medieval world. As with all Interact classroom materials, your students will become involved in their own education through a variety of exciting activities and tasks guaranteed to increase their understanding and appreciation of the people and their achievements which impacted our modern age. Students will discover not only the medieval mind, but also the “days and ways” of our ancestors. During their immersion, students will see the origins of so many of our institutions and traditions.



Why a simulation of medieval Europe?

Current world history classrooms need interactive strategies and materials, particularly for ancient and medieval historical eras. These same teachers need units which will stimulate their students both to think about and participate in ideas and events underriding many current values and traditions.

Medieval European civilization into which this particular simulation delves needs to be studied by our youth for several reasons:

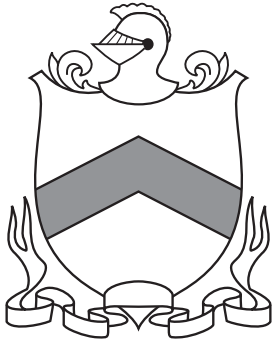
1. While American society is becoming increasingly pluralistic and the demands for more non-western history are extremely vocal, there remains an undeniable mainstream of cultural achievements and legacies from western Europe.
2. The United States was founded by people from Europe, specifically western Europe. Immigrants making the journey across the Atlantic carried baggage which included a rich and colorful heritage from



PURPOSE - 2

the Middle Ages and the Enlightenment. Even the explorers who first touched upon our shore are links from the medieval era.

3. Much later, the English who settled in America were the heirs of a great European political tradition. The rights and privileges granted gradually for centuries during the Middle Ages were planted in North America, along with the crops.



4. Many of our customs, rituals, and manners emanate from medieval Europe. Our attitudes about romantic love, warfare, religion, bravery, and property can be traced to this earlier period.
5. Another important reason to study the Middle Ages is to see the direct connections between our own economic system—the guilds, unions, craftsmen, codes of ethics, and competitive economics. All these are similar to a free-market economy, and there seems to be a clear legacy to us.
6. The Crusades influenced every military venture overseas by an industrial power. These ventures seem to be a replay of the religious quests to the Holy Land in the 11th and 12th centuries. A study of these movements, along with the feudal system which produced these medieval warriors, are worthy efforts for your students.
7. Last, it should be emphasized that the medieval Catholic church played an enormous role during the entire era, from the fall of Rome, through the Renaissance and Reformation, to today. The impact is clearly evident from church architecture to church ritual and ceremony. It would be negligent not to include a study of the church and its influence. The title of this simulation is derived from this Christian empire of the Middle Ages—CHRISTENDOM.

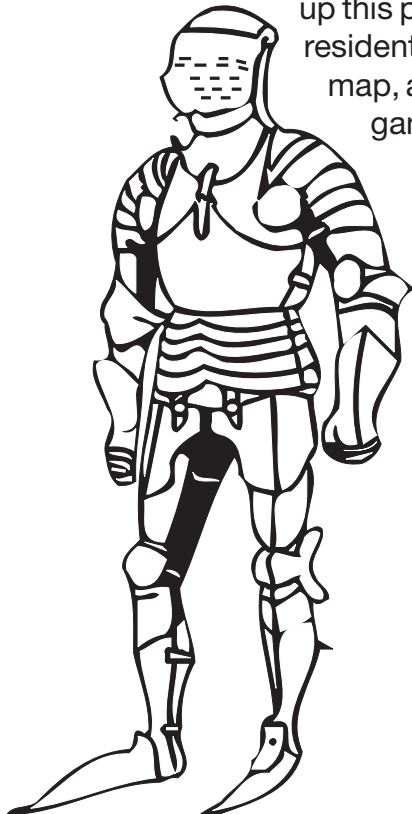


OVERVIEW - 1

For three to four weeks—or shorter if you choose to cut out some of the phases—your classroom becomes a manor, a castle, a monastery, a town, or an army en route to Jerusalem to recapture the Holy Land from the Muslim hordes. Just before you begin Phase 1, your students are placed in manors. They review the Student Guide to CHRISTENDOM to learn about feudal farthings and to get acquainted with the room arrangement, which includes the torture chamber where students draw BLACK DEATH CARDS. After dealing with other incidentals, students press on to the phases described below.

Feudalism (*Phase 1*) The immersion into CHRISTENDOM begins as students deal with the political and military system of medieval Europe. Specifically, this first phase includes materials with a wide range and appeal. After reading an historical overview essay, a guided imagery lesson draws students back nearly one thousand years into feudal days. They choose a medieval name and occupation, learn about castles, give their manor a name, and, finally, create a feudal contract between lord and vassal in three five-minute negotiating sessions with farthings rewarded to those who effectively handle the negotiations.

Manorialism (*Phase 2*) The economic system, manorialism, takes up this phase and simulates life on a manor. Students become manor residents, participate in an oath-of-homage ceremony, draw a manor map, and build manor dwellings. Finally, students play the medieval game of Tic-Tac-Toe to review their newly acquired knowledge from Phases 1 and 2. Possibly included in this phase is an optional activity in which a serf family is interviewed.



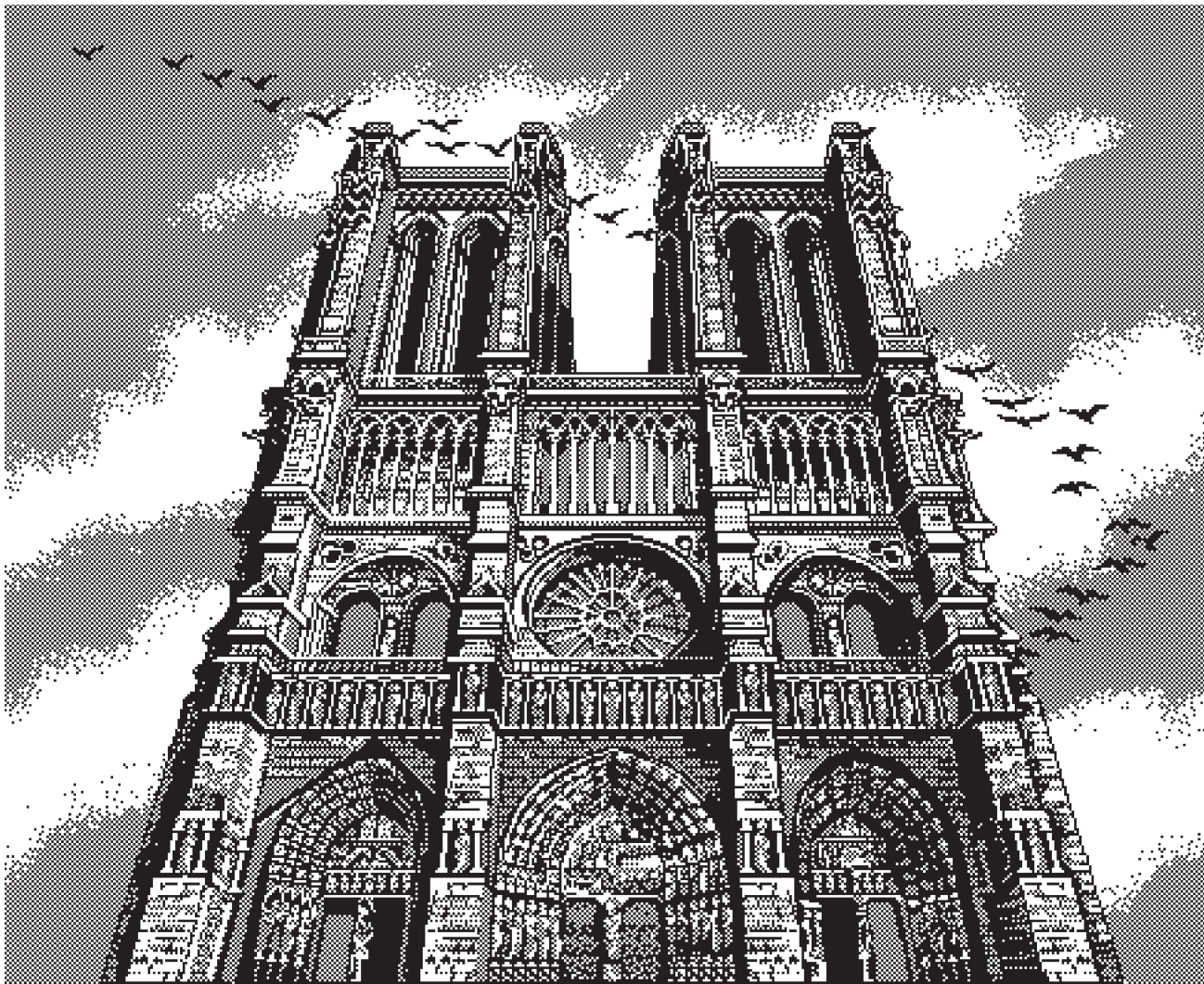
Knighthood (*Phase 3*) After experiencing peasant life in Phase 2, students now role-play more exciting and dangerous people: the mounted warriors of this time—the knights. Students first learn about knighthood's stages and code of behavior. They study the stages of knighthood, review the chivalric duties of a knight, and then sally forth on a SQUIRE'S CHALLENGE to become a knight by showing their loyalty and devotion to the code they have sworn to uphold. Next, students create a heraldic coat of arms for display and complete their journey through the stages of knighthood with a tournament joust. To review the information studied in the first three phases, students compete in a "Medieval Jeopardy" exercise.



OVERVIEW - 2

Monastery (Phase 4) The previous rousing lifestyle of a knight ends abruptly as students enter the silent, solitary, and spiritual world of a monk in Phase 4. The church's impact and pervasive role in the Middle Ages is explored as all "brothers" take a monk's vow. Then the abbot, or head monk, leads them through a typical day of meditation, recreation, and finally the illumination of medieval manuscripts in the scriptorium. (Gender is ignored during this phase—girls as well as boys become "brothers.")

Crusades (Phase 5) The impact and stirring events of this religious quest to the Holy Land come alive in this phase. Students learn the essential facts, become inspired by Pope Urban II's speech, complete a crusader's map of their bold journey, and then choose a manor "champion" to demonstrate his/her geographic competence. Be-decked with helmets and newly found zeal, students set off to cross





OVERVIEW - 3

Europe, touch upon its cities, and finally reach their goal—Jerusalem. The journey may take them throughout your classroom or school campus as they halt at various cities to answer questions about the historic crusades and their significance.

Guilds (Phase 6) This entrepreneurial phase thrusts your students into the commercial origins of the modern world as they set up guilds to produce goods for market day. A guild sign must be produced for an illiterate population, and students must simulate producing products to be sold along Guild Street in their growing European town. High guild standards must be met before a student's works are judged to be masterpieces so that he/she earns the title of *master craftsman*. With a sacred oath and a predetermined fee, students who have met the guild requirements may join their guild.

Tapestry (Phase 7) If you decide to do all or most of the phases in CHRISTENDOM, Tapestry gives your medieval people an opportunity to work on a “broad canvas” that summarizes their learning and ex-

periences. Still working in manors, students draw and decorate a Bayeux-like tapestry illustrating each of the six previous phases. Each manor takes one phase. Using a five-foot to seven-foot piece of fabric or butcher paper, students fill the tapestry with Latin words, graphics, symbols, and a brief story line. The finished product can then be used as a colorful backdrop for the next phase, Banquet.





OVERVIEW - 4

Banquet (*Phase 8*) A fitting finale for the Middle Ages is a feast in a “castle.” Students gather to celebrate life, listen to poetry and song, and taste the foods “grown” on their manors. Integrated into the festivities will be the lord’s court, where the lord of the manor tries cases and decides on appropriate punishments for the transgressors. Recognition and awards for the top farthing earners end the banquet. Students are now ready to prepare for the Torture Chamber, or final test.



Torture Chamber (*Phase 9*) This phase is not part of the simulation. Rather it is a cooperative learning review and testing exercise used to prepare students for a final unit test. You construct a test to reflect the subject matter you have covered; it may be in both objective and essay formats.



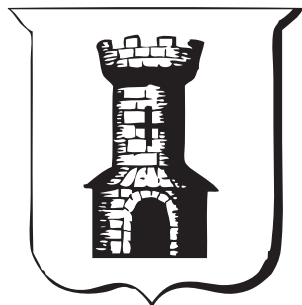
SETUP DIRECTIONS - 1



- 1. Understanding the simulation** The adventure your students are beginning will in many ways be an adventure to you. First of all, do not be overwhelmed by this notebook's size. Take enough time to go over its contents rather thoroughly. Doing so will allay your fears and get you excited about what is ahead. Second, as you read, start considering right away which of the many activities and information sheets you think you will want to use. Consider your students' ages and abilities, as well as your time constraints.
- 2. Decision about time** Consider your previous teaching of this historical period while deciding how long you wish to spend on CHRISTENDOM. You may wish to incorporate successful activities you have used in the past, including traditional textbook assignments. Place handouts or lesson plans for such activities in appropriate tab sections of this notebook so that the notebook truly becomes *yours*. If you are pinched for time, select only certain CHRISTENDOM phases the first time you use this simulation.
- 3. Using the whole simulation** Using all of CHRISTENDOM is time well spent if your course can afford it. Students will come away with several memories to last a lifetime. Of course, feel free to extend or reshape the unit to coincide with your own ideas. Add whatever videotapes, recordings, field trips, or speakers you may have available. A list of suggested films is provided on pages 1:13-14 in this section.
- 4. Duplication** Once you have decided upon your time frame, check ahead of time to see what you will need to duplicate from the introductory page of each phase. You will most likely choose to start Day 1 with a class set of the Student Guide. Having made the decision about time and which phases you will use, duplicate, at first, only these items which are common to all phases:
 - CHRISTENDOM MANOR SHEET (one per class)
 - FEUDAL FARTHING SCORESHEET (class set)
 - MEDIEVAL NAMES (class set, and two to three to post)
 - MEDIEVAL OCCUPATIONS (class set, and two to three to post)
 - BLACK DEATH CARDS (class set)
 - STUDENT GUIDE (class set)



SETUP DIRECTIONS - 2



5. **Room environment** Your room environment will greatly affect the simulation's success.
- If you have sufficient wall space, choose students to draw a castle—as large as possible—on butcher paper. This becomes the backdrop for your mini-lectures and students' daily activities.
 - The shields completed in the early phases make a beautiful border for your blackboard or a medieval mural.
 - Even though students do not move into their manors until Day 2 or 3 of CHRISTENDOM, rearrange the desks prior to beginning the simulation. Cluster the desks into groups of five or six, enough for five to six manors. Try to allow each group to have its own space in the classroom.
 - Choose an area of the room in which to create the dungeon. Place a straight-backed chair against the wall where students will sit to select the BLACK DEATH CARDS. To add a gruesome touch, paint a dark mural to put behind the chair.
 - Incorporate FEUDAL FARTHING SCORESHEETS into your bulletin board. Doing so allows students to keep track of their standing in the competition.
6. **Grading and feudal farthings** Grading should *not* be determined by the number of feudal farthings a manor accumulates. *Make this clear to students from the beginning.* Keeping track of feudal farthings does stimulate a sense of competition within your classroom, but you, the teacher, must determine how you will grade your students. Periodic quizzes, perhaps at the end of each phase, could be given, as well as a comprehensive final exam. Consider honoring top feudal farthing award winners in each phase. Also single them out during the Banquet phase by giving them the titles of lord or lady which they earned during the Knighthood phase. (What you might do is grade individual efforts as you would normally; then, you could award a half-letter grade bonus at the end of the simulation for the top teams.)

Recommended feudal farthing activities:

- completion of homework (10 points)
- BLACK DEATH CARDS (see cards for points)
- Completion of manor building (50 points)
- Coats of Arms (10-25 points)
- CRUSADE (25 points)
- GUILD MARKET DAY (25 points)
- TORTURE CHAMBER (50-100 points)
- Other tasks throughout should be graded accordingly