

A Teacher's Guide to

NEWSCAST From The PAST

A Global History Series

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The Newscast Company

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NEWSCAST From The PAST

INTRODUCTION

Dear Teacher:

Allow us to introduce a new classroom television series which has been nine years in the making: **NEWSCAST FROM THE PAST**. This six-part series is a production of the Newscast Company and the Southwest Texas Public Broadcasting Council, with funding from the Corporation for Public Broadcasting, the National Endowment for the Humanities, the Meadows Foundation, and the Texas Council for the Humanities.

The greatest care has been taken to insure both historical accuracy and effective educational design. Respected historians have overseen each phase of the development and production of the **NEWSCAST** series, while educational psychologists and classroom teachers have helped write and critique the scripts and printed materials.

*PURPOSE: The primary purpose of the **NEWSCAST** series is to spark students' interest in history, and motivate them to learn more from your lectures and the textbook. But **NEWSCAST** does more than that. It gives students a global view of history, showing them events from around the world that occurred at approximately the same time. Only with this global picture will students realize, for example, that while King John was signing the Magna Carta in the 13th century, Genghis Khan was conquering Asia, the Aztecs were invading Mexico, and the city of Timbuktu was a cultural center of Africa. **NEWSCAST** shows the news that made history around the world.*

In addition, **NEWSCAST** offers students more valuable lessons. * Students see that great civilizations have existed not only in Europe, but in Africa, Asia and the Americas. * Students see that events in one nation can have effects on other nations, even those far away. * And students see that developments in one area of knowledge create changes in other areas.

NEWSCAST also presents commercials for products of the time. Students will see familiar items just coming into use, and inventions which forever changed the way people lived.

Perhaps most important, **NEWSCAST** shows students that the problems we face today are not new, that many others have faced similar problems, succeeded or failed, and found their histories changed by the decisions they made.

TEACHER/STUDENT GUIDE: Each chapter of this guide presents certain **OBJECTIVES** which you should share with your students before they view the program. These objectives will help them focus on important ideas in the newscast. In addition, you may wish to use the **PRE-TELECAST DISCUSSION QUESTIONS** offered as a stimulus to get students to think about some of the ideas printed.

The POST-TELECAST DISCUSSION QUESTIONS will help students to synthesize the ideas, and will increase their interest in history by helping them see parallels with our modern world. The STUDENT ACTIVITY SHEETS may be duplicated and given to students as a post-viewing exercise. We also strongly suggest that you duplicate the illustrated TIMELINE/POSTER and MAPS for students. The Time line will reemphasize that the stories presented in the newscast are contemporary events, but did not all happen on exactly the same day (this caveat is also given at the beginning of each program). Copies of the Timeline are also available for purchase.

While some FOLLOW-UP ACTIVITIES are offered, the best activity we have found is to encourage students to create their own historical television newscast. This activity is both fun and highly educational for students. A RECOMMENDED READING LIST is provided to assist in this activity, and to encourage outside reading on subjects of interest.

NEWSCAST is as authentic as dozens of prominent historians, educators, and professional filmmakers could make it. It is a series we are all proud of, and one that we all believe can make a difference in education. Thank you very much for using it in your classroom. If you have any comments or suggestions, I would like to hear from you.

Sincerely,

Gary Witt, PhD.
The Newscast Company
Creator and Executive Producer
of NEWSCAST FROM THE PAST
c/o P.O. Box 7158
Austin, Texas 78713

JULY 14, 1148

OBJECTIVES

Students will be able to

1. Describe aspects of daily life in Europe during the medieval period.
2. Explain how trade items from the Moslem lands improved life in Europe.
3. Compare the reactions of Moslems and Christians as experienced through the crusades.
4. Give examples of the role that the Church played in peoples lives.
5. Discuss how reforms by King Henry II of England broadened the concept of justice.

FIELD REPORTS

- Second Crusade defeated, 1148
- Armies of Emperor Conrad of Germany and King Louis of France defeated by Nur ed-Din's Moslem army
- Analysis of the cultural and economic impact
- King Henry II of England expands jurisdiction of Royal Court of Law, 1166
- English hierarchial feudal system challenged
- Grand jury established, 1166
- Thomas Becket, Archbishop of Canterbury, flees to France, 1164

POINT/COUNTERPOINT

Bishop Grabois of Paris, representing the Catholic church, and Rodrigo of Valencia, a wealthy merchant, clash in a discussion of how church doctrine is challenged by an evolving social and economic system.

ANCHOR STORIES

- Eleanor of Aquitaine divorces King Louis of France, 1152
- Imperial rule in Japan succumbs to Samurai takeover, 1186
- In Mexico, Aztec tribesmen overrun Mayan Toltec city of Puella, 1151
- Church Council in France convicts Peter Abelard of blasphemy, 1140
- Tropical storm off the eastern coast of Africa disrupts trade between China, India, and the Moslem lands

COMMERCIALS

Pepper, a spice brought from the Holy Land
Horsecollar increases productivity

PRE-TELECAST DISCUSSION QUESTIONS

- 1) Define the word "crusade". What sort of organizations today have had crusades (e.g. Mothers Against Drunk Drivers)?
(The word "crusade" comes from the Middle Ages, when Europeans tried to liberate Jerusalem from the Arabs.)
- 2) What do you think peasant life was like in the 12th century? What do you think their homes looked like? What kind of food did they eat? What sort of work did they do?

BACKGROUND INFORMATION

The 12th century was a period of dramatic change in Western Europe. Many factors such as new influences from Arab and Greek worlds, intensified trade, legal reforms, and improved agricultural technology combined to transform European society. These changes caused the medieval people to see themselves in new and different ways.

THE CRUSADES

Religious wars or the Crusades played a major role in stimulating such change. They were led by Europeans in an effort to recapture the Holy Land for Christianity. The Crusades established contacts between European and Arabian cultures which were to alter how each viewed their world.

The Second Crusade (1148) is noted for its royal participants: the Emperor Conrad of Germany, King Louis of France, and his wife, Eleanor of Aquitaine. These leaders were called upon by the Pope to strengthen the hold of the Church in Jerusalem by recapturing the state of Edessa in the Holy Land. The Church promised participants remission of sins, protection of family and property, and temporary relief from interest on debts owed to creditors.

Jews suffered greatly during the first crusades. Jewish colonies were raided and pillaged by crusaders who viewed them as crucifiers of Christ. Church officials were outraged by this slaughter and in subsequent crusades sought to correct the belief that Jews were enemies.

Through the Moslem markets, crusaders and European merchants gained access to spices, fruits, and silk from Persia, India, and the Spice Islands of the East Indies. They also increased their geographic understanding of the world they knew. Europeans benefited greatly from Arabic translations of much of the Greek classical literature and scientific theories, as well as Chinese inventions like papermaking.

LEGAL REFORMS AND THE EXPANSION OF ROYAL COURTS OF LAW

King Henry II is considered the first king of the emerging English nation. His Assize of Clarendon (1166) and Petty Assize were critical steps in the unification of England. They established the king's ultimate responsibility for everyone, not just the feudal hierarchy. These reforms gave all people access to legal remedies and reinforced the principle that justice delayed is justice denied.

The Assize of Clarendon created a twelve-man jury composed of respectable individuals in a community, whose responsibility was to indict anyone they knew or suspected of committing a crime. They used Trial by Ordeal to test the accused. This predecessor to the modern grand jury system altered the existing system, which left the burden of prosecution to the injured party. The Assize of Clarendon also introduced jails as an option for containment of individuals and established the right to bail.

The Petty Assize established a faster and less expensive method for dealing with civil disputes by setting up specific remedies for particular legal problems. Trial by jury gradually replaced trial by ordeal as people began to doubt whether ordeals led to just verdicts. Originally, the twelve jurors came from the neighborhood of the plaintiff and defendant so that they would be familiar with the issues at the trial. Such jurors, however, were sometimes partisan, and so gradually jurors were chosen who did not know either the defendant or the plaintiff.

TECHNOLOGICAL INNOVATION

Technological advancements like the horsecollar, horseshoes and stirrups enabled peasants to replace the ox with the horse as the major agrarian animal. The average ox weighed only a few hundred pounds and had only 1/4 to 1/3 the strength of a horse. By using the horse, peasants were able to manage their time more efficiently, improve field productivity and increase travel. The increase in free time and an improved economic system allowed more peasants to journey to new markets and participate in pilgrimages.

IMPORTANT PEOPLE IN THE TWELTH CENTURY

Peter Abelard: (c. 1079-1142) The belief that God is present and active in all things was universally accepted during the medieval period. This belief was to be taken on faith and not questioned. During the 12th century, many people began to question this and other previously accepted beliefs. Peter Abelard was one of the great theologians and philosophers of this movement who noted that observable reality did not always correspond with theological teachings. He felt logic and reason must be employed for truth to be revealed. His writings pointed out inconsistencies in the teachings of the Christian Church.

The controversy surrounding Peter Abelard heightened with the report of his love affair and secret marriage to Heloise, his former student and niece of the Canon Fulbert of Paris. Heloise bore a child and was sent to a Benedictine abbey. Abelard, who suffered brutal emasculation by her family, later also joined a Benedictine abbey where he continued to write and teach, and correspond with Heloise. Controversy over his doctrines and his lifestyle persisted throughout his life.

Eleanor of Aquitaine: Queen of both Louis VII of France (in 1137-52) and Henry II of England (in 1152-1189) and mother of Richard I the Lion-Heart and John of England, Eleanor of Aquitaine was perhaps the most powerful woman in 12th-century Europe. She actively participated in the management of the realm, including serving as administrator of the realm when Richard the Lion-Heart left on his crusade to the Holy Land. At the age of 80, she helped defend Anjou and Aquitaine against her grandson Arthur of Brittany. As a patron of the arts, she was instrumental in creating a center of poetry and courtly life and manners at the the Court of Poitiers.

Thomas Becket: As Chancellor of England (1155-1162) Thomas Becket became a companion and intimate friend of King Henry II. However, after his election to the Archbishopric of Canterbury (1162-1170), Becket opposed King Henry's attempts to assert control over the Church. They differed over the right of the King to punish criminous clerics, forbid excommunication of royal officials, collect revenues from vacant sees, and influence episcopal elections. Becket fled to France to escape prosecution. He remained in exile for six years. Shortly after his return, he was murdered at Canterbury by four knights of King Henry II.

POST TELECAST DISCUSSION QUESTIONS

Commercials

- 1) What does the pepper commercial tell you about the daily life of a peasant family during the 12th century? How do you think their quality of life affected their attitudes toward their feudal lords, the king, the Church, education and work?
- 2) Why were Mideastern spices like pepper so important to Europeans? What products from other lands are important to us today?
- 3) Describe the horsecollar. How did it make life easier for the serfs and farmers? Would you have liked to have been a serf during the 12th century?

The Crusades

- 1) In what ways were the Arabs more sophisticated and knowledgeable than the Europeans? Did this surprise you? Why or why not?
- 2) How did the Crusades benefit Europe? What sort of new products and ideas did the Europeans gain from the Crusades? Give examples of what we have learned from interacting with people from different cultures.
- 3) How did the Church encourage people to join the pilgrimage to Jerusalem? Describe how people felt about being given the opportunity to join the Crusade.

4) How did the crusaders and Moslems react to one another?

King Henry's Assize

1) What was Trial by Ordeal? That form of justice seems barbaric to us. Why didn't it seem barbaric to them? What assumptions were they making that we would not make today? What does this tell us about unquestioned belief in ideas?

2) How did freemen benefit from the judicial changes in King Henry's Assize?

3) In what ways does our system of justice rest on the reforms of King Henry II of England?

Anchor Stories

1) Why was Peter Abelard considered a controversial thinker? How did his philosophy conflict with that of the Church? Who influenced his philosophical thinking?

2) In both the Trial by Ordeal and Peter Abelard story, the Church tried to force people to accept faith over reason. Do we face similar dilemmas today when deciding between fact and faith?

3) What advanced civilizations existed during the 12th century in what is now called Mexico? How do we know that they were highly developed cultures?

4) What do you know about Samurai warriors?

EXTENDED ACTIVITIES - *Consult Recommended Readings*

1) Research the major contributions of the Toltec and Aztec cultures.

2) Use the recommended readings to learn more about Eleanor of Aquitaine, Thomas Becket, and Peter Abelard.

Ideas for Creating Your Own Newscast

1) Perform a segment from the play "The Lion in Winter" and follow up by interviewing Eleanor of Aquitaine. Discuss her accomplishments, her role as mother and queen of the kings of England, and her interest in the arts.

2) Role-play the dispute between King John and Thomas Becket. Perform a segment from the play "Becket." Send a reporter to cover the event.

3) Research and report on other mechanical devices which were developed to improve agricultural production. Follow up with a commentary from a Church official warning that the development of new technology may cause serfs to leave the land and their proper station in life.

4) Conduct a point/counterpoint between Peter Abelard and a Church official concerning the use of reason versus faith in determining one's beliefs.

5) **Commercials:**

- Pretend that you are a twelfth century merchant. Create a commercial or write an advertisement for new fruits brought from the Holy Land. How would you sell foods that people have never seen?

- Create a fashion commercial for clothing and materials found in the Moslem lands.

JUNE 15, 1215

OBJECTIVES

Students will be able to:

1. Explain the role of the king, and feudal barons in the medieval system of government that existed during the 13th century.
2. Discuss who benefited from the Magna Carta.
3. Describe the devastation inflicted by the Mongols on Europe during the 12th century.
4. Give reasons for the Children's Crusade.
5. Describe a major scientific accomplishment of the Maya.
6. Describe the Gothic style of architecture and give an example of it.
7. Describe aspects of the North American hunter/gatherer cultures.

FIELD REPORTS

- King John of England signs Magna Carta, 1215
- Mongolian armies continue to plunder
- Reports from:
Genghis Khan in Bokhar, (Afghanistan), 1218
Kublai Khan in Japan, 1274 and 1281
Mongols prepare to invade Vietnam, 1257

POINT/COUNTERPOINT

Royal Court judge. Sir Rannulf de Vere, and Lady Isabel Clare, widow of the Earl of Gloucester, discuss the Magna Carta and its effects on the legal rights of women.

ANCHOR STORIES

- Children's Crusade suffers tragedy, 1212
- Mayan scientists determine exact number of days in a year
- Mass starvation threatens Zuni and Navaho Kingdoms
- Cathedral of Notre Dame completed in Gothic style, 1235
- Wheelbarrow invented to aid construction

COMMERCIALS

Venice Glassblowers Guild
Dyer's Guild of Anjou

PRE-TELECAST DISCUSSION QUESTIONS

- 1) What do you remember about the Magna Carta?
- 2) If someone your age said he was organizing a crusade of teenagers to march on foot from here to Russia to enlighten the peasants on the principles of democracy would you be tempted to go? (In 1212 a crusade was organized by teenagers in Europe to win back Jerusalem for Christianity.)
- 3) How would you go about measuring the length of a year if you didn't have any modern instruments?
- 4) The continent of Asia covers about 17-million square miles, over five times the size of the United States. The distance from the China coast to eastern Europe is about 6000 miles. Would a nomad people similar to the American Indians be able to conquer nearly all of that area - on horseback?

BACKGROUND INFORMATION

The creation of the Magna Carta and the Mongolian invasions were two major developments during the 13th century which accelerated both economic and cultural change throughout Europe and Asia.

MAGNA CARTA

The signing of the Magna Carta in 1215 by King John of England highlights the dispute between the Crown and feudal barons over the limits of royal authority, an issue which was to be a part of European history for centuries. The Magna Carta was a response to King John's abuses of feudal power. He was accused of stealing land and animals from his wards and the Church, auctioning off widows, and levying war taxes without consent of his barons.

The "Great Charter" established a written understanding of the right of the people to resist unjust royal practices and set up the council of nobles to ensure that the king observed the stated limits. It outlined the rights of the nobility, merchants, and townsmen; confirmed the charters of the towns and cities; and guaranteed the freedom of the English Church.

The legal rights of women were significantly altered by the Magna Carta. Previous to the Magna Carta, women had equal standing in court. They could sue for dowries and other civil and criminal matters. The Magna Carta, however, excluded women from court except in matters of rape, or the murder of their husband or children.

While the Magna Carta did guarantee freemen the right to trial by their peers, it was primarily a document in which feudal aristocracy tried to recapture its old power and independence. By defining the rights of the freeman and the monarchy, the Magna Carta insured their place in the evolution of the economic and political systems. Many historians say that later reformers misunderstood the nature of the Magna Carta and believed it to be a kind of bill of rights. This debate about the Magna Carta continues today.

MONGOLIAN INVASIONS

Genghis Khan, his offspring and his followers were nomads who terrorized much of the known world during the 13th century. Their rule spanned from the Black Sea and the Persian Gulf to the Pacific Ocean to include China, Korea, Central Asia, Persia, Mesopotamia, and the Russian lands. (see map)

The Mongolian leaders were known for their sophisticated military and administrative skills. Genghis Khan established a strict code of law and organized the impenetrable, highly mobile Mongolian hordes which overwhelmed armored knights unequipped for extended desert campaigns. Whole populations were annihilated or forced into servitude by this nomadic army.

Kublai Khan, grandson of Genghis Khan, conquered China and became the first emperor of its Mongol Dynasty. Kublai identified himself with the Chinese world and turned against the world of the nomads. He allied himself with learned Chinese advisors who convinced him of the necessary interdependence of ruler and ruled. Unlike his predecessors, Kublai established a competent administration which exercised clemency toward the conquered. It was Kublai who Marco Polo visited in 1275.

The Mongolian rule temporarily united Eurasia and made overland travel safer. The Moslem monopoly on the trade with China, Persia, the East Indies and India was broken in 1256 when the Mongols overthrew the Moslems in Persia. The Mongols allowed Europeans access by sea to these territories, which were the sources of coveted spices sold at low prices.

CHILDREN'S CRUSADE

During the summer of 1212, this religious movement spread throughout Europe. Thousands of children set out to conquer the Holy Lands by faith instead of by force. 30,000 followers joined the Crusade, led by a French shepherd boy of Cloyees named Stephen. 20,000 children participated in the Crusade led by a 10 year old boy from Cologne named Nicholas. Both groups suffered severe losses.

Many children fell victim to disreputable merchants who shipped them to slave markets in North Africa or sold them worthless ships. Although the religious movement ended in disaster, it succeeded in igniting a religious fervor which helped to initiate the Fifth Crusade in 1218.

CATHEDRAL OF NOTRE DAME COMPLETED IN GOTHIC STYLE

The medieval cathedrals were offerings to God created by entire communities and often by generations of craftsmen. These monuments were considered to be the "Bibles of the poor" and were visited daily.

The Gothic cathedral's beauty was reflected in its stained glass windows and the patterns created by its exposed, towering, pointed arches. The Rose Window of the Cathedral of Notre Dame dates around 1270 and depicts the triumph of Christ with scenes from the New Testament.

POST-TELECAST ACTIVITIES

Commercials

1) Serfs could become freemen by running away and living in a town for one year and a day. They could also buy their freedom. What does the journeyman glassblower say about his experience in the city? How was he able to find training and employment?

2) Describe the Dyer's Guild of Anjou commercial. Does it reflect a sense of pride in the art of dying material? Guilds were similar to professional organizations. They were also social and benevolent institutions which provided insurance and nursing care for members, and money for funerals and widows of former members. Why would guilds have made living in towns more attractive than living in the country?

Magna Carta

1) Why did the barons support the Magna Carta? How are their concerns about taxation and abuses of power similar to the concerns expressed in our modern society?

2) Did the Magna Carta protect the rights of women? (The Magna Carta actually reduced the legal standing of women in court.)

3) The Magna Carta was written over 700 years ago. In what ways do we still benefit from its ideas? What American documents reflect some of its ideas? Were all its ideas good for average people?

Is that surprising considering the type of government England had then? If we had a similar government today, do you think that it would agree to the Bill of Rights which protects average citizens? Why or why not?

Mongolian Invasions

1) Although the Mongolian warriors numbered fewer than one million, they were able to conquer much of the known world. What tactics did Genghis Khan and his nomadic arm use to overcome the heavily-armored European knights and frighten the villagers? What territories did the Mongols rule? (see map)

2) What do you think nomadic culture was like? Would it be considered advanced or primitive? Why? What do you know about the Mongolian leaders Genghis Khan and his grandson Kublai Khan? Were they both nomadic tribesmen? Did they both use the same methods to rule?

Anchor Stories

1) Why did the leaders of the Children's Crusade feel that they would be more successful than the crusaders who had fought before them? Why do you suppose they were not more successful?

2) The Crusades which began in the 11th century as a noble cause had lost much popular support by the 13th century. Is this what happens to great causes after a time?

3) The Mayan astronomers calculated the length of a year almost exactly - without modern instruments. Does this prove they had a high level of civilization? What do you think are the characteristics of an advanced culture; and what sorts of accomplishments do not have anything to do with classifying a culture on the scale from backward to advanced? (Scientific agriculture may be significant, the invention of cosmetics may not be.)

4) Describe the Gothic features of the Cathedral of Notre Dame. Why were cathedrals so important to the medieval people?

EXTENDED ACTIVITIES - *Consult Recommended Readings*

1) Look up the text of the Magna Carta in one of the references listed in the recommended readings. Read each provision, noting who really benefited: barons, merchants, freemen, women, the Church, or towns. What sort of protections does it fail to address? Does this suggest that the popular conception of the Magna Carta is not quite accurate? Should we believe unquestioningly everything we read in books without examining the facts for ourselves?

2) Research and compare the empires of Alexander the Great (died 323 b.c.) and Genghis Khan. Did Alexander conquer as much land as the Mongols?

Compare his methods with those of Genghis Khan. What qualities made these men great leaders? Why is Alexander's reputation more widely known than Genghis Khan's? Why do we know more more famous Europeans than Asians?

Ideas For Creating Your Own Newscast

1) Interview Genghis Khan and his grandson Kublai. Research the background and policies of these two great Mongol leaders. Reporters should develop probing questions. For example: How did Genghis Khan justify the annihilation of entire populations and the destruction of cultural treasures? Why did Kublai Khan develop his "nationalities policy" which discriminated against Chinese? Why did his trade policies favor Europeans?

2) You are a medieval architect and geometrician who is designing a cathedral using Gothic architecture. Create a model or draft plans for your building. Explain its Goth features and compare them with Romanesque designs.

3) Research and then role-play an interview with members of the Zuni and Navaho tribes. How is their way of life and religion different from that of the Europeans? What caused their agricultural problems? How might other countries have assisted them if better communication and technology existed?

4) Create a commercial for the stained glass artisans guild.

SEPTEMBER 19, 1356

OBJECTIVES

Students should be able to

1. Give an example from the 14th century which demonstrates that technology changes military warfare.
2. Discuss how the French adherence to the codes of chivalry contributed to their defeat at Poitiers.
5. Describe the devastating social and economic effects of the Black Plague.
4. Discuss the idea that great civilizations have existed on all habitable continents, and use the Inca and Mali civilizations as examples.
5. Participate in a discussion of how England's foreign tax policy affected the weaving industry.

FIELD REPORTS

- Hundred Years War, 1337-1453
- Major battle at Poitiers, 1356
- King John the Good of France held for ransom
- First wave of the Black Death ravages the world, 1347-1349

POINT/COUNTERPOINT

Master wool weavers from London and Flanders debate issues surrounding conflicts between the two guilds.

ANCHOR STORIES

- Mercenary army of Hugh the Iron strikes village of Loches, France
- Marco Polo dies in Florence, 1324
- Chinese rebels attack Mongolian capital of Beijing
- Incan medicine rooted in magic
- Mansa Mussa, King of Mali Kingdom, completes pilgrimage to Mecca, 1324
- Builders complete Leaning Tower of Pisa, Italy Begun in 1174, completed 1463

COMMERCIALS

Longbow, major military weapon
Lincoln Imported Fashions

PRE-TELECAST DISCUSSION QUESTIONS

- 1) What is a catastrophe? Give some examples of modern catastrophes. The Black Plague was a catastrophe that hit Europe and Asia in the mid 1300's. How do we measure the extent of a catastrophe? By the number of people who die? By the effects it has on our civilization? Students: Count off 1-2-3 around the classroom. All the 3's stand up. In the first wave of the Black Plague all those standing would have died. By the end of the sixth outbreak, one of every two people had died.
- 2) Do you know how long World War I and World War II lasted? Have you ever heard of a war which lasted 100 years? What effects do you think such a long war would have on a country?

BACKGROUND INFORMATION

The Hundred Years War (1337-1453) and the first wave of the Black Death (1347-1349) brought to Europe a century of acute misery. The French suffered economic devastation, while the English experienced severe economic strains. The medieval culture disintegrated and the influence of the Church weakened with the deaths of 1/3 of the population and a loss of faith among many of the survivors.

HUNDRED YEARS WAR

The Hundred Years War focused on the English desire to gain sovereignty over France, in part to exercise full control over the important economic territory called Gascony. This territory originally came under English possession with the marriage of Eleanor of Aquitaine to Henry II five generations before. (see map)

Gascony was the greatest wine exporting region of the world. England imported the wine and sent back wool to Flanders and Gascony. Considerable revenue was collected through export taxes. France attempted to disrupt the trade between England and Flanders by blockading ships carrying wool to Flanders. As a result, the English started to process their own wool and Flemish weavers migrated to England in order to get the raw materials for their work. Thus Flemish weavers came in direct competition with the English weavers which resulted in riots.

The battles of Crecy (1346) and Poitiers (1356) reflect the differences between England and France. The English aristocracy was more interested in the winning of wars than the performance of heroic deeds. The English presented a strategically well-organized army which combined the warring experience of knights with the skill of freemen in the use of the longbow.

The French nobility still embraced the codes of chivalry which held that conflict was to be personal and bloody. Proud nobles refused to recognize the superiority of a professional, non-feudal army comprised of both knights and freemen. Although the French also employed infantrymen, the nobles viewed them as subhuman and regarded them with contempt. These egocentric knights were opposed to fighting battles which were decided by non-nobles. At the battle of Crecy, knights trampled thousands of their own infantrymen and were killed by falling from their horses.

THE BLACK DEATH

It is estimated that 20 million deaths resulted from the first wave of the Black Death, roughly a third of the population of Europe. The first outbreak occurred in 1347 in Genoa and had spread to England and Ireland by 1348. By 1350, two thirds of all Europe had been attacked and half of those died. Germany, Russia, Scandinavia, Iceland and even Greenland were hit by the plague in 1349. Successive waves in Europe occurred from 1361 through 1398. By 1400 the European population was half or less of what it had been fifty years earlier due to the recurring outbreaks.

Explanations for the cause of the plague were varied. Some medieval medicine was based on the study of astrology which explained such tragedies as being caused by planetary interactions. Many people accused Jews of poisoning the wells with the intent of destroying Christendom. As a result, Jews were attacked and lynched. However, the populace at large felt that God was punishing them for their sins. It was not known that the true cause of the disease was a bacillus carried by rats and fleas which was spread by flea bites and by respiratory infection.

With the decrease in population, the values of labor and land were dramatically changed. Workers were in demand and there was plenty of land to work. Landlords who did not lower their rents found their lands abandoned by peasants who had migrated to the cities. Goods became scarce and prices soared. Peasants, as well as artisans, craftsmen, and clerks, demanded higher wages. As a result, rulers initiated repressive ordinances designed to require workers to labor for fixed wages.

The Black Death accelerated discontent with the Church and spawned the development of other religions. The disease killed a disproportionate number of reputable clergy who stayed to administer the last rights to plague victims.

Many corrupt priests ran away or charged higher fees for their services. Some of the populace who were disgusted by the corruption did penance for the world's sins by practicing flagellation (beating themselves with whips, etc.). Others denied the existence of God or began to worship the devil.

Some Christians became mystics and tried to establish a direct relationship with God. These responses to the corruption within the Church would eventually play a part in the Reformation movement.

POST-TELECAST ACTIVITIES

Hundred Years War

1) Compared to today's warfare, how were battles fought differently in the 14th century? The longbow was a new, high technology weapon in 1356, as advanced as a laser gun is today. How did the longbow change the way in which battles were fought? How do new technology and new weapons make a difference in how wars are fought?

2) The French nobles refused to recognize the superiority of the longbow and the infantrymen. They preferred to adhere to the codes of chivalry which romanticized war. What happened to these heavily armored knights when they charged into battle on horseback? Give other examples of how people have been reluctant to accept new technology and the changes that it has brought. What lessons have been learned from studying how man deals with change?

3) Were you surprised that 600 years ago people were arguing about the need for trade barriers, for a free marketplace, and modernizing manufacturing techniques? What other sorts of problems might we also share with our ancestors? What might we learn from studying their solutions?

4) What were some of the feelings expressed about the war? Are they very different from those expressed today? Why or why not? What effects do you think a century of fighting would have on the generations of families who lost family members? Give modern examples: Catholic/Protestant conflict in Ireland, Palestinian-Israeli conflict.

The Black Death

1) Many people thought that the Black Death signaled the end of the world. How do you think the survivors felt about being surrounded by so much death? How might it have affected choices that they would make in their daily living? How might it have affected their religious beliefs?

2) If the United States was struck with a contagious disease like the Black Death (one for which we could find no cure), what would be the effects on this country (and the world) from the death of one in every three people? What effects would it have on agriculture; government; manufacturing; arts; education; and religion? How would it affect the survivors psychologically? How would you try to survive?

Anchor Stories

1) Do you agree or disagree with this statement: "Europe has always been a place of great civilization. Other parts of the world - like Africa and Central and South America have never had great civilizations." On what do you base your ideas?

2) How would you describe the Inca civilization of South America? What do you think of their form of justice?

3) Based on what you saw in the program, compare the Incan use of magic, drugs and surgical techniques to those of the Europeans. Give examples of societies today which incorporate magic, herbal preparations and/or astrology into their medical treatments. Have their results been successful? How does Western medicine differ from other forms of medicine?

Was the Mali civilization of north central Africa rich and cultured or barbaric? Could it be both? Who was Mansa Mussa? Why did he go to Mecca? What religion did he practice?

EXTENDED ACTIVITIES - *Consult Recommended Readings*

- 1) The art and literature of the 14th century reflect the feelings of horror and despair felt by many of the survivors of the plague. Research and compile a short review or create an exhibit of one or more pieces of this art or literature.
- 2) Many people lost faith in the Catholic Church due to the corruption and materialism which developed within it. Research the religious movements which grew out of this discontent.
- 3) Make a list of the characteristics of the Inca Empire which you think made them an advanced civilization. Make a separate list of the characteristics which you believe aren't those of an advanced civilization. Compare these lists to a modern day civilization of your choice. What conclusions can you make from this comparison? Does this suggest any ideas about how we judge our present day civilizations?
- 4) Research the longterm effects of other catastrophes. For example: the bombing of Hiroshima, World War II, the Holocaust. How did it affect people psychologically? How has it been expressed in art, literature, religions or government?
- 5) Research how people have reacted to diseases or epidemics which medical science at the time was unable to cure. For example: AIDS, leprosy, smallpox, cholera.

Ideas for Creating Your Own Newscast

- 1) The Church influenced the study of medicine in many different ways. Research and report on medieval medical techniques and philosophy.
- 2) Write an editorial concerning the sale of indulgences, a practice which began during this century and ultimately led to charges of corruption within the Church.
- 5) Research and report on the sumptuary laws which attempted to regulate the kinds of clothes people might wear and how much they might spend. Explain why the Black Death made colorful clothes more important to the nobility.
- 4) Hold a debate between a priest and a mayor who have just had an outbreak of plague in their town. They disagree over what should be done with the infected citizens.

MAY 30, 1431

OBJECTIVES

Students will be able to:

- 1) Discuss the life and missions of Joan of Arc and what made her a heroine in the eyes of her contemporaries.
- 2) Give examples of the Church's power to shape medieval ideas.
- 3) Understand the technological and social significance of the moveable-type printing press.
- 4) Discuss the rebirth of the arts and architecture in Italy which led to the Renaissance.

FIELD REPORTS

- Joan of Arc dies, 1431
- Retrospective of her life
- Johann Gutenberg, inventor of printing press, sued by financier Johann Fust, 1455

POINT/COUNTERPOINT

Inquisitor General Archbishop Gonzales de Mendoza and attorney Juan de Mariana clash over tactics employed by the Church during the Inquisition in Spain (1481).

ANCHOR STORIES

- Aztecs offer human sacrifices in celebration of new cycle of life
- Ali Ber, King of the Songhay Empire in Africa, conquers Mali city of Timbuktu, c. 1470
- Khmer Empire abandons Angkor Wat and establishes Phnom Penh, 1431
- Florence, Italy experiences a rebirth in the arts and sciences

COMMERICALS

Robin Cook & Sons, master glazers of window glass for the common people
Cordoba Brothers Papers, devoted to the Eastern art of papermaking

PRE-TELECAST DISCUSSION QUESTIONS

- 1) Do you think one individual can have a major impact on the course of events today? Give some examples. How has individual effort made a difference throughout history? Joan of Arc was one such individual. Who was she?
- 2) For several hundred years the Catholic Church tried to stop people from preaching ideas which contradicted the Scriptures. Does debate over the validity of ideas not in the Scriptures still exist today? What are some of the issues that are argued?
- 3) What is a heretic? Do we have modern examples of people who express ideas that are not accepted by the majority of the community? Give examples. Would they be considered to be a heretic by some?
- 4) How would our country and our daily lives be different if we had no technology to mass produce books, newspapers, magazines, etc.?

BACKGROUND INFORMATION

The 15th century was characterized by divisiveness within England and France; technological innovation in Germany; religious persecution in Spain; conflict in Africa and Asia; and a rebirth of the arts and sciences in Italy.

15TH CENTURY FRANCE AND THE RISE OF JOAN OF ARC

The charismatic heroine, Joan of Arc, rose to greatness at a time when all of France begged for a release from the turmoil it had experienced for decades. The aftermath of the Black Death, combined with the Hundred Years War, left a depopulated countryside besieged by famine and poverty, terrorized by mercenary armies, and divided in its loyalties to the French and English Crown.

Joan embodied the pureness of soul and childlike innocence that the populace wanted to believe in. She reinstilled a religious fervor which had long been lost. Her arrival at the French court in 1429 at the young age of seventeen was viewed by many as a message from God that order would be restored, and the right of the French heir to the throne would be established.

She claimed that voices had instructed her to seek out Charles VII and lead his armies to victory. Joan did convince Charles to allow her to participate in the military effort; however, it was not until her miraculous triumph at Orleans that belief in her divine mission gained acceptance by the royal court.

A year after the Battle of Orleans, she was captured by the Burgundians and sold to the English. She was forced to undergo lengthy interrogations led by Bishop Cauchon of Beauvais who was appointed by the English. Her answers amazed the learned churchmen. Cauchon sought to discredit Joan in the eyes of the English soldiers who had quit fighting effectively because even they believed that Joan had been sent by God. This belief in her divine guidance threatened the English claim to the throne and kept English troops from fighting the French. After the church trial, she was convicted of heresy and burned at the stake in the city of Rouen.

Despite outcries from the French people, Joan was not canonized as a saint until 1920. The Church resisted canonization because it would require an admission that the Church had been wrong.

JOHANN GUTENBERG

Considered a dreamer by many people, Johann Gutenberg pursued his dream of commercially developing the moveable-type printing press. Between 1450-1456, he borrowed money from Johann Fust, a Mainz lawyer and gold merchant, for this purpose and eventually made Fust a partner in his business. In 1455 Fust was forced to foreclose on the inventor; however, not before Gutenberg had reached a state of technical efficiency which was unsurpassed until the beginning of the nineteenth century.

Gutenberg's innovation led to a revolution in the use and availability of the printed word. He improved upon the Chinese wood-block press by designing movable type with individual letters of metal which decreased the expense and time involved in the hand production of books. The use of interchangeable letters allowed copy to be edited. These changes meant that a greater number of books could be produced cheaply and made available to a wider audience.

Gutenberg did realize another of his dreams which was to produce copies of the 42-line Bible. He is also credited with the production of the Catholon, an early version of the modern encyclopedia which greatly aided the spread of knowledge. While in partnership with Fust, Gutenberg also began to print calendars and pamphlets in large quantities, a concept referred to as job-printing, which later became the foundation of modern advertising through use of the printed word. Later it would also have a major effect on the success of Martin Luther's Reformation.

SPANISH INQUISITION

In an attempt to unite Spain politically and establish absolute power, King Ferdinand and Queen Isabella, who funded Christopher Columbus' voyages to America ended a Muslim policy of religious toleration. Jews and Moslems were ordered to convert to Christianity or leave Spain.

The special Church court called the Inquisition was revived to bring to trial all those accused of practicing Islam or Judaism in secret. Secret trials, frequent use of torture, and confiscation of property were methods to extract confessions and information and add to the controversy of these two figures. (1481)

DEVELOPMENTS IN AFRICA, ASIA, AND ITALY

Africa: Sunni Ali Ber became leader of the Songhay Empire, the most powerful state in the Sudan during his time. He utilized a sophisticated cavalry to overtake the prosperous Mali city of Timbuktu in 1473. While king, Sunni Ali encouraged the continued development of this city as the greatest African center of commerce, culture, and Moslem scholarship. (see map)

Asia: After two hundred years of constant warfare, the empire of Thailand forced the Khmer Empire to abandon its famed capital at Angkor

Wat in 1431. A new capital was established further south at Phnom Penh. Part of the impetus for the Tai migration into Khmer's lands was brought about by the Mongol conquest of the Tai states (now the Yunan and southern Szechwan provinces in China) in 1253.

Italy: The initial stages of Humanism were reflected in Italian art during the 15th century. It mirrored an ideal man of independence and action. In addition, the concept of ideal beauty took shape in the visual arts and literature. Greater importance was attached to outward appearance and to the perfection of the female body. This search for formal beauty was also reflected in the costumes of the period, with emphasis on color and elegance. It is during this century that the first fashion designers appeared. This was the beginning of the rebirth of art and science we call the Renaissance.

POST TELECAST DISCUSSION QUESTIONS

Commercials

1) Do you think windowglass changed daily life? If so, how? (Windowglass came into common usage during the 15th century. Until then, glass windows were considered a luxury.)

Joan of Arc, The Maid of Orleans

1) The French people believed Joan was a heroine and a saint. Both the English and the French soldiers believed in her powers; however, the Church tried to discredit her. What qualities did she possess that made people believe in her so strongly? How did the effects of the Black Death and the Hundred Years War contribute to the need for a new leader? Do you think societies still need heroes and heroines? Give modern examples of charismatic leaders.

2) Joan of Arc was said to be just 19 when she died. She had rallied an army and forced the great English army to retreat. This is a fine example of

how one person can make a difference in history. Do you think some teenagers today could meet the same challenge Joan did, or has the world changed too much? How much effect can individual effort have locally, nationally, internationally?

Johann Gutenberg

1) How did Gutenberg's invention of the printing press using movable type change the world? Specifically, how do you think it changed things in the areas of education; law and government; science and medicine; art and religion?

2) What do you think of the reporter's statement that businessmen reap the profits from the invention of dreamers like Gutenberg? Does this still happen today? What lessons could today's businessmen and "dreamers" learn from such events in history?

Anchor Stories

1) Under Moslem rule, Spain had developed a policy of religious toleration which led to a very diverse mixture of cultures and beliefs. King Ferdinand and Queen Isabella attempted to reverse this policy and unite Spain. What methods did they use to persuade people to convert? How was the Church involved? Would such methods be used today?

2) What do you remember about Timbuktu from a previous newscast? During the 14th century, Mansa Mussa, leader of the Mali Kingdom, returned from his pilgrimage to Mecca with Arab scholars and plans to create a center of scholarship in Timbuktu. Were his plans ever realized? Sunni Ali, leader of the Songhay Empire, was another great African leader of the Sudan. Why are the accomplishments of these African leaders less known to us? (see map)

3) How was Italy beginning to show signs of recovery from the effects of the Black Death?

EXTENDED ACTIVITIES - *Consult Recommended Readings*

1) Read the entire story of Joan of Arc. Are there events in her story which seem to defy explanation? What do you think the explanations might be?

2) Find out more about Johann Gutenberg's contributions to the printing industry.

3) Research the rebirth of the arts and sciences in Florence, Italy during the 15th century. What reasons can you find to explain why these renaissance ideas took hold in this city?

Ideas for Creating Your Own Newscast

1) Interview King Ferdinand and Queen Isabella of Spain. How did they justify their religious policies and the tactics employed by the Inquisition? What other policies did they use to establish absolute rule? How would their policies be viewed today?

2) Research and report on the beauty of the fabled city of Angkor Wat. What cultural artifacts and works of art were created in Angkor Wat during the 15th century?

3) You are a former French soldier, a lawyer. Write an editorial concerning the canonization of Joan of Arc telling why (why not) Joan of Arc should be named a saint by the Church. Draw examples from her life, her military career, and her trial.

4) Report on the Humanistic movement which advocated the individuality and independence of man. How was it reflected in art and literature?

5) Create a commercial for the new "designer" fashions from Italy.

APRIL 18, 1521

OBJECTIVES

Students should be able to

1. Discuss Martin Luther's role in the Reformation of Europe.
2. Give examples of the role that the Church played in shaping social values and scientific thought.
3. Discuss how the printing press contributed to the spread of knowledge.
4. Identify contributions made by Leonardo da Vinci, Christopher Columbus.
5. Briefly explain the significance of the musket to the changing rules of war.
6. Describe the efforts made by King Affonso of Africa to stop the Portuguese slave trade.
7. Understand that poverty is an historic issue.

FIELD REPORTS

- Martin Luther disappears
- Leader of church reform movement
- On trial in Worms, Germany for heresy, 1521
- Pope orders burning of books in Southern Europe, 1501
- African king, Affonso, suspends Portugese slave trade, c. 1525
- Leonardo da Vinci near death, 1519

POINT/COUNTERPOINT

Justice of the Peace Sir John Harrison and Mary Wilson, wife of Norwich alderman Mathew Wilson, debate the merits of poor laws.

ANCHOR REPORTS

- Queen Anne Boleyn, wife of King Henry VIII, gives birth to daughter Elizabeth, 1534
- Chinese agree to neutrality pact with Vietnam, 1540
- Aztec king, Montezuma, is killed during Cortes takeover
- Christopher Columbus dies, 1506
- Nicolaus Copernicus, a Polish monk, challenges scientific and religious community, 1543
- Isabella d'Este, ruler of Mantua, Italy, makes alliance with Emperor Charles V, 1529
- Geronimo Cardano of Pavia, Italy announces new theory on growing asparagus

COMMERCIALS

Holy Bible printed in English, 1535
Musket, major new weapon

PRE-TELECAST DISCUSSION QUESTIONS

- 1) What does the word "reformation" mean? What types of institutions or organizations might be difficult to reform? Martin Luther was the leader of the Reformation Movement in Germany. What was he attempting to reform?
- 2) Name a historical figure who you think could be called a genius. Why do you consider them to be a genius?
- 3) How has our society attempted to deal with the problem of poverty and unemployment? How do we determine who is able to work and who is not? Do we penalize those who are able to work but do not?
- 4) Does the sun revolve around the earth? Or does the earth revolve around the sun? If no one told you the answer, could you tell the answer from observation? Why would people believe that the sun revolved around the earth?

BACKGROUND INFORMATION

The 16th century was marked by a break in the relative isolation between the populations of Europe, America, Africa and Asia. Fifteenth century explorers had established new trade routes which greatly increased the economic and cultural exchange between countries. The spread of ideas and information was enhanced by this contact and by advancements in science and technology. Non-Western civilizations attempted to resist outside influences, while European society witnessed the Reformation which challenged their fundamental religious beliefs and altered the structure of authority.

MARTIN LUTHER

Martin Luther, a German theologian, initially advocated reform from within the Catholic Church. The reforms posted on the Wittenburg Castle door in 1517 attempted to address the gross abuses of power which had become commonplace within the clergy and had been endorsed by Emperor Charles V. Luther condemned the sale of indulgences and holy relics as practices which had corrupted the clergy and the intent of the sacrament of penance. He criticized the performance of rituals and good deeds as merely artificial and superficial demonstrations of faith. He stressed the need for society to recapture a spiritual foundation based on an internal faith guided by the scriptures rather than by the Pope.

Ecclesiastics and academics responded vehemently against Luther's reforms as an indictment and repudiation of the Catholic Church, The German people rallied around Luther because he addressed his concerns directly to them using their own language and a simplified gospel message. The invention of the moveable type press allowed him to disseminate his gospel in the form of pamphlets which were convenient, low in price, and widely read.

In 1521 Luther was summoned to appear at the Diet of Worms where he faced Charles V, Emperor of Germany, and charges of heresy. He refused to revoke the content of his writings because he believed that they were based on a correct interpretation of the Sacred Scriptures.

Finally, Luther rejected the opinions of the Pope and the Council which he felt were not consistent with the Word of God.

Charles V issued an edict against Luther in 1521 which enumerated his errors, declared him and his followers political outlaws, and ordered his books burned. Frederick, elector of Saxony and Luther's supporter, secreted Luther away to Wartburg Castle where he spent ten months in seclusion. During this period Luther translated the New Testament into German using his expressionistic and charismatic style. His translation, titled the **September Bible** was widely read by the common people and gave them the opportunity to interpret the scriptures for themselves.

POPE ORDERS BURNING OF BOOKS or *Catholic response to the Protestant Reformation*

Charles V and the Catholic popes were not in agreement on the course of action necessary for responding to the religious upheaval caused by the Protestant Reformers; however, they did advocate various reforms. The Fifth Lateran Council met in Rome from 1512 to 1517 to address the ecclesiastical abuses. The Inquisition was reintroduced as an instrument for apprehension of heretics and given complete control over the Church. The dissemination of heretical ideas was significantly retarded by Pope Paul's issuance of the Index of prohibited books in 1559. This action eventually led to the burning of books thought to contain heretical teachings.

AFRICAN KING AFFONSO I SUSPENDS PORTUGUESE SLAVE TRADE

King Affonso I ruled over the Kongo Kingdom in Africa from 1506-1543 which at the height of its influence extended over modern Angola, as far east as the Kasai and Upper Zambesi Rivers. In the early sixteenth century the kingdom became a Christian land and was described by Portuguese settlers as a highly developed, wealthy civilization. (see map)

King Affonso attempted to halt the slave trade which had been firmly established to provide laborers for the West Indian sugar cane fields.

Although his periodic suspensions disrupted the Portuguese slave trade, they were ineffective in abolishing it.

LEONARDO DA VINCI (1452-1519)

A brilliant craftsman and thinker, Leonardo da Vinci was an Italian artist, scientist and inventor who greatly exemplifies the idea of the Renaissance man. Born the illegitimate son of a Florentine notary and a peasant girl, he received his formal training at an early age as an apprentice to a painter-sculptor.

Leonardo combined his fascination with detail, nature and geometric forms to create a form of art which reflected his belief that painting is "the sole imitator of nature". One of his many works included the **Adoration of the Magi**, which demonstrates his attention to the minutest of details. From 1495 to 1497, Leonardo completed the **Last Supper** which details Christ and his disciples. His famous **Mona Lisa** (1505) is an example of the classic type of portrait pose pioneered by Leonardo.

Although Leonardo was anticlerical, he was not an atheist; however, he steadfastly held to the idea that man must observe and experiment in order to gain knowledge. He viewed painting as road to the acquisition of knowledge. His drawings illustrate his preoccupation with energy, nature, and form. As an inventor, he designed complex cranes and

pulley systems, a horseless carriage powered by springs, a forced-air central heating system, and a water pumping mechanism. His most visionary ideas included designs for a protohelicopter and a flying machine.

NICOLAUS COPERNICUS, 1473-1543

A Polish astronomer and founder of modern astronomy, Nicolaus Copernicus presented theories which would ultimately overcome the medieval conception of the universe.

After receiving his doctorate in canon law at the University of Cracow, Copernicus trained in medicine in Padua. During his studies, he applied his knowledge of mathematical order to the study of the motions of the heavenly bodies. Using home-made instruments, Nicolaus recorded observations which lead him to postulate the Heliocentric theory and contradict the accepted Ptolemaic belief of the day. In 1543, he published **De revolutionibus** in which he set forth his theories on the daily rotation of the earth on its axis; the phenomena of the seasons; and the revolution of the earth about the sun.

Protestant leaders opposed the Copernican theory as being contrary to the Scriptures. In 1616, the Roman Inquisition declared his Heliocentric theory erroneous.

POST TELECAST DISCUSSION QUESTIONS

Commercials

- 1) What problems do you think would arise if bibles were only written in Latin?
- 2) Literacy increased as more books were printed, another benefit of the printing press. What problems would we have today if our leaders would not let the news or other special information be printed in English, but allowed it to be printed or broadcast only in Latin? How would this change our lives and our government?
- 3) Do you remember what weapon was considered technologically advanced during the 14th century? What new, more highly technical weapon begins to replace it during the 15th century? The English had

such great success with the longbow that they were reluctant to accept the musket as a superior weapon. How are we still affected by the technology which created the musket?

Martin Luther

- 1) What was the main issue of contention between Luther and the Church? Why did many people feel that the Reformation Movement was necessary?
- 2) What sort of qualities do you think Luther had which helped him lead the first successful Reformation against the Catholic Church?

3) How was Luther helped by the existence of the printing press? Did it make a big difference in his success?

4) How can the media - print, radio, TV - make a difference today in whether an idea is publicly accepted? Could a similar Reformation happen today without the existence of these media? Why or why not?

The Church Response to the Reformation and New Ideas

1) We saw stories about the reaction of Church leaders to the new ideas in books and those expressed by Martin Luther and Copernicus. How did the Church view the spread of these new ideas? Did Church leaders have good reason to believe that these ideas were challenging Church doctrine? What ideas today may be considered heretical?

2) How did people respond to the spread of new ideas which increased with the invention of the printing press? In what ways do you think the new ideas threatened their world as they knew it? What new technology has been developed in your lifetime to promote new ideas and reach a larger audience? How have people reacted to these advancements?

3) Do you think political and religious leaders today are receptive to differing points of view? Does your answer depend on what countries you are thinking about?

King Affonso forbids slave trade

1) What reasons did King Affonso give for suspending the slave trade? How have others used religion to justify slavery?

2) Why do you think the slave trade was difficult to stop?

Anchor Reports

1) What surprised you about the Vietnam conflict? Did you realize that the conflict has existed for centuries? Even the Mongols of Genghis Khan were not successful in their invasion in the 13th century. Why is it important for people to study the lessons of history before making judgments about what should be done? Why should our leaders be especially aware of the lessons of history?

2) What events took place during the 14th century which might have increased the number of poor people during the 15th century? How have war, economic depression and famine increased the population of the poor during the 20th century?

3) We saw two ideas for dealing with the problem of poor people. Which do you think was right? Are there other solutions? What sort of solutions have we tried? Have they been successful?

EXTENDED ACTIVITIES *Consult Recommended Readings*

1) Find out why the birth of Elizabeth by Queen Anne Boleyn would significantly affect European history.

2) Martin Luther was one of the first theologians to address his gospel directly to the common people. Research the methods he used to communicate his ideas. Why did his simple language appeal to the commoner? How did he use inexpensive print materials to disseminate information? How are those same strategies used today to persuade people?

3) Read about the life of Isabella d'Este, and find out more about why she was considered "the most brilliant and cultured woman of the age."

4) Read the original documents which dealt with the problems of the poor during the 16th century. How did war, economic policies, and the dissolution of monasteries increase the poor population?

Ideas for Creating Your Own Newscast

1) Conduct an interview with Hernan Cortes. Find out why he was in Mexico. What did he learn about the Americas from his journey? Were the Aztecs really fierce warriors?

2) Construct a retrospective of the life of Christopher Columbus. Although he died in 1506, he made significant accomplishments which would affect the 15th century and centuries to come.

5) Prepare a point/counterpoint between Nicolaus Copernicus and a representative of the Catholic Church to discuss their opposing viewpoints on scientific inquiry.

4) Find out why the 16th century is noted for its elaborate costumes made of luxurious materials. What new markets were established that supplied these exotic materials?

In what ways did these fashions parallel developments in the arts and the new definition of beauty?

OCTOBER 23, 1642

OBJECTIVES

Students will be able to

- 1) Discuss issues that led to the English Civil War.
- 2) Explain how the settlement policy of King Charles I aggravated tensions between Catholics and Protestants in Ireland.
- 3) Describe some of the significant accomplishments made by Galileo.
- 4) Discuss differing points of view on the morality of witch trials in Europe.

FIELD REPORTS

- Civil War rages in England, 1642-1646
- Army of King Charles I clashes with forces of Parliament
- Puritan leaders in Parliament seek to limit the authority of the King
- Catholic uprising in Ulster, 1641
- Galileo Galilei forced to recant his theory of the heavens, 1633

POINT/COUNTER POINT

Judge Richard Holst and Lady Margaret, representative of Queen Christina of Sweden, debate morality of witch trials.

ANCHOR STORIES

- Virginia's colonial legislature recognizes slavery by law, 1660
- African Sultan Isris Aloomu revamps court system after uniting Bornu and Kanem
- Taj Mahal monument, outstanding example of Indo-Islamic architecture, completed in 1650
- Pocahontas dies of smallpox in England, 1617

COMMERCIALS

Shropshire's Imported Cocoa from the Spanish Colonies

Mechanical clocks by Stedbrook and Mather bring accurate time to the commoner

PRE-TELECAST DISCUSSION QUESTIONS

- 1) During the 17th century many European governments were ruled by monarchs who had dissolved or rarely consulted their representative assemblies. How do you think the citizens of the United States would react if the President refused to adhere to laws passed by Congress? What document defines presidential, congressional, and judicial powers? Why do you think these powers need to be defined?
- 2) What have you heard about witches? Is there a stereotype that exists for witches? Who are they said to worship? Where do you get your information about witches? What do you know about witch hunts in Salem, Massachusetts? Europe? Between 1415 and 1715, 100,000 people in Europe were tried for the crime of witchcraft.
- 3) What do you know about the problems in Northern Ireland today? What do you think they are fighting about? How long has this fight been going on?

BACKGROUND INFORMATION

ENGLISH CIVIL WAR

During the 17th century the Age of Absolutism began in which representative assemblies throughout all Europe lost their power to kings. England remained the only country in Europe to maintain its national assembly. King Charles I of England, however, had exercised his prerogative by suspending Parliament for eleven years. In addition, he levied taxes and formed an army without Parliamentary consent. Thus the central constitutional issue of the 17th century was how wide was the King's prerogative, how broad was his independent power. If absolute, he could do anything without consent of Parliament. This issue ultimately divided the country.

The battle at Edgehill on October 23, 1642 was the first in a series of conflicts in the English Civil War which lasted from 1642 to 1652 between the followers of Charles I of England and the party of Parliament. It reflected the antagonism between the "country" and the "court" parties which had persisted throughout the reign of James I and Charles I. Charles represented the King's court and the needs of the central government. Parliament represented national interests as well as the local issues of the country. The members of this national assembly wanted a limited monarchy and balanced constitution in which the King has certain prerogatives and the subjects have certain rights with Parliament as the custodian of those rights.

Charles's personal rule became shaky in 1638 when the Scots rose against the new Prayer Book imposed on them by William Laud, Archbishop of Canterbury. Charles called a Short Parliament (April-May, 1640) to finance a new army; however, that Parliament refused to assist him without redress of their grievances. When the Scots forced Charles into an armistice demanding 800 pounds a day to keep their army, he called the Long Parliament in November of 1640. Parliament was then in a position to make demands on decisions of the Constitution and the division of power. Charles had to accept their demands which secured the national assembly against dissolution and closed loopholes for non-parliamentary taxation.

Although religion was not the primary issue Puritans who were fighting against the Church of England and Archbishop William Laud brought their religious zeal and Puritan ideology to the reform movement in Parliament. Charles appealed to Parliament again in 1641 for money to raise an army to put down the Irish Rebellion. **John Pym**, leader of the opposition and a committed Puritan, introduced a bill which gave Parliament control over the armed forces and the selection of the King's councilors. This bill, known as the **Grand Remonstrance**, split the original opposition which had carried earlier reforms. In addition an ultimatum was given to Charles in the form of the **Nineteen Propositions** which would have reduced his power further.

These revolutionary demands lead to civil war which split the governing class down the middle. Moderate constitutionalists like **Edward Hyde** responded by forming the Royalist party which rallied to the King. England was divided throughout the country. Neighbors against neighbors, kinsmen against kinsmen.

CATHOLIC UPRISING

Ireland was composed of old English families who had remained Catholic after the Reformation. Since the reign of Elizabeth I, Tudors tried to strengthen England's control in Ireland by establishing settlements of English and Scottish Protestants.

The most successful settlement undertaken was in Ulster located in Northern Ireland which was settled with English Anglicans who were from the upper classes and Scottish Presbyterians who were from the lower classes. Many Catholics weary of English persecution immigrated yet again to America and settled largely in the southern United States. Other dispossessed Catholics sought retribution for land that the English and Scottish acquired from them.

When King Charles I of England abandoned his Grace policy which gave Catholics certain rights in exchange for money and soldiers, many Catholics became violent towards English officials and any other Protestants. Protestants retaliated by forming bands of militia.

northern Ireland today is 2/3 Protestant and 1/3 Catholic and the rest of Ireland is 95% Catholic. Antagonism still exists between the two populations.

WITCH TRIALS

Throughout Europe between 1415-1715, 100,000 people were tried for the crime of witchcraft. They were charged with performing harmful magic (for example, casting hexes) and for making pacts with the devil. Eighty percent of those tried were women, most of them old and poor. Both the ecclesiastical and secular courts hunted them down, employing interrogation and torture to extract confessions.

It was widely believed that a large Satanic conspiracy existed which was viewed as a threat to Christian civilization. These witches gathered to perform rituals in which they worshiped the devil by sacrificing babies, eating them, and then participating in wild orgies. Infanticide and cannibalism were considered the ultimate crimes.

The invention of the printing press contributed greatly to the hysteria. Witchcraft treatises on how to recognize and capture a witch were widely distributed. Previously, they had been written and copied in limited quantities then distributed only amongst the Inquisitors of the courts.

Although people had always practiced magic, it was not until the 15th century that accusations were made that people were worshiping at large gatherings. In reality, some people practiced magic, a small number even practiced harmful magic and sorcery. Villages had wise women and healers who practiced good magic. Some people even attempted sorcery. Midwives were especially vulnerable to being accused of sacrificing babies. However, no independent evidence, that is evidence not conducted under torture, supports that any such massive organized conspiracy or devil worship occurred.

The overwhelming majority of witches were executed in Germany. Queen Christina of Sweden was one of the many skeptics. She banned trials in some of her territories and placed serious restrictions on trials throughout Sweden.

GALILEO GALILEI, 1564-1642

A philosopher, inventor, mathematician, musician, and painter, Galileo was the emblem of the Renaissance. Through his use of the telescope, he demonstrated that human sense could be aided artificially to discover truths about nature. His study of the solar system led him to dispute Aristotle's theory that the heavens were made of clear substances whose movement is circular and also to dispute the Ptolemaic idea that the planets revolve around the earth. He instead supported the Copernican theory that the earth revolves around the sun. This theory had been declared heretical by the Inquisitors. Although Galileo's book which discussed the Copernican theory had passed the censors, it was later confiscated by Pope Urban. Galileo was brought to trial in 1633 and was forced to abjure this doctrine publicly.

Galileo was a symbol of the revolt of reason against the medieval philosophies and theology. He argued that God revealed his teaching both through Revelations in the Scriptures and through nature. He felt the two must harmonize and be understood with unhampered scientific reasoning. However, he did add that the literalist interpretation from the Scriptures should hold until demonstrated otherwise.

His numerous contributions include the use of instruments for research and accuracy; substantial additions to qualitative astronomy; criticism of the Aristotelian theory of motion; and the development of new systematic and scientific methods.

SLAVERY RECOGNIZED BY LAW IN VIRGINIA

The legislature of the colony of Virginia, the House of Burgesses, passed its first slavery law in 1660. Blacks were first brought to Virginia from Africa in 1619 to be servants. However, slavery had not been recognized by law. The law stated that slaves may be killed for resisting an order of their master,

and that any child of a white man and a black woman would be considered a slave.

POCAHONTAS 1595-1617

Born in Virginia of a Powattan chief, Pocahontas is credited with saving John Smith's life when she was only thirteen. She was taken prisoner by the English in 1613 at the age of eighteen and held as

security for prisoners and stolen arms. She was well respected in Jamestown where she was baptized Rebecca. Her marriage to John Rolfe was viewed as a bond of friendship between England and the Indian tribes. In 1616 she sailed to England where she was received as a princess and presented at the Court in London. Her presence gave the English a more generous attitude toward Indians.

POST TELECAST DISCUSSION QUESTIONS

Commercials

1) Where do you think clocks were located before they became commonplace? Were they very accurate?

2) How would Galileo have made his discoveries if he had not had an accurate way to judge speed and distance? In what ways does modern science rely on accurate timepieces to perform experiments? (The development of accurate timepieces during the 17th century paralleled the birth of scientific precision instruments and new methods in scientific research.)

English Civil War

1) What was the main source of conflict between Charles I of England and Parliament? What were some of the specific grievances? Which thirteenth century document have we previously studied that attempted to address some of these same issues?

2) What additional religious concerns did the Puritan leaders express? What actions did they feel were necessary to limit the power of the King? Their proposals to appoint the King's councilors and control the military were considered too radical by many of the other members of Parliament and thus split Parliament in half.

3) If you had been alive during the English Civil War, which side would you have joined? Why? How was this struggle over a balanced constitution relevant to United States history?

4) What are some modern examples of the struggle to define this balance of power?

Catholic Uprising in Ulster

1) Who was involved in the conflict in Northern Ireland? Why did the Catholics dislike Protestant immigration?

2) How did the policies of King Charles I of England aggravate tensions in Ireland? How do you think the King would benefit from the settlement of Protestants in Ireland?

3) Today Northern Ireland is 2/3 Protestant and 1/3 Catholic and the rest of Ireland is 95% Catholic. How might the discord between Catholics and Protestants during the 17th century affect the conflict in Northern Ireland today?

Witch Hunts in Europe

1) What do you know about how people behave when the world around them is in turmoil? (Sometimes people look for someone else to blame. During the 15th-17th century in Europe, many people thought the economic, political and social upheaval was caused by a Satanic conspiracy initiated by witches.)

2) Judge Robert Holst is representative of the German magistrates who prosecuted witches. What reasons does he give for executing them? On what authority does he justify his action?

3) Who does Lady Margaret represent? How does she feel about the witch hunts and the methods used to find these witches?

4) What modern examples can you give where a group of people have been blamed or even persecuted for the problems of society? Has this persecution ever been justified in your opinion. If so, when?

Galileo Galilei

1) Why were so many people unwilling to believe Copernicus' theory? What role did the Church have in determining what was considered "fact"? Whose theories had the Church chosen to endorse? If Aristotle's statement was proven wrong, how do you think people would respond to his other teachings?

2) The conflict between Galileo and the Church was an example of a conflict between religion and science. What 13th century philosopher previously studied also advocated the use of reason to achieve understanding? Do we still have such conflicts today? If so, give some examples. How do people decide which side to believe? What did Galileo say about this question?

Special Reports

1) Slavery in the colonies was first recognized by law during the seventeenth century. What did that law state? How did the Virginia landowners justify slavery? How was the slave economy tied to Britain?

2) Was Europe the only area that had great civilizations during the seventeenth century? Give some examples from the program of other countries which showed evidence of advanced cultures. (Supreme court in Kanem and Bornu, Taj Mahal in North Central India).

3) What reasons can you give to explain why Pocahontas' presence in England gave the English a more generous attitude toward Indians in the colonies?

EXTENDED ACTIVITIES - *Consult Recommended Readings*

1) Research the current crisis in Ireland. Who are the Protestant and Catholic leaders? What are their reasons for continuing the struggle?

2) Using the recommended readings, research both the witch hunts in Europe and in Salem. What reasons were given for the hunts? What economic or religious turmoil existed at the time which may have contributed to the hysteria?

3) Research the origins of mechanical clocks. Who first brought them to Europe? Did everyone have ready access to them? What changes in European culture can be partially attributed to the introduction of accurate timepieces?

IDEAS FOR CREATING YOUR OWN NEWSCAST

1) Research and then set up an interview with Aristotle and Galileo. What are the theories on which they differ? What scientific methods did they each use? What resources did Galileo have which were unavailable to Aristotle? Were their theories influenced by their religious backgrounds? Would Aristotle agree with Galileo that man can gain understanding of God's teachings by using scientific reasoning?

2) Using the recommended readings, research the settlement policies of King Charles I. Hold a debate between a dispossessed Irish Catholic and a newly arrived Protestant about the inequity of these policies.

3) Research and report on Indo-Islamic architecture during the 17th century. What were some of the distinguishing characteristics? What religious restrictions were placed on the designs and motifs used to decorate structures?

4) Write an editorial concerning the Puritans' proposals to appoint the King's councilors and control the military. Do you agree or disagree with these proposals?

5) Create a commercial showing how Baroque styles influenced fashion.

RECOMMENDED READINGS

* = Paperback (others may be in paperback, but these have been in paperback recently.)

† = Unusually readable; good for students as well as teachers.

1148 - PRIMARY SOURCES IN ENGLISH TRANSLATION

†Abelard and Heloise. *Letters*, tr. Betty Radice, 1974.

†Fulcher of Chartres. *A History of the Expedition to Jerusalem, 1095-1127*, ed. H. S. Fink, 1969.

†*Gabrieli, Franchesco, & Costello, E. J., tr. *Arab Historians of the Crusades*, 1969.

†*Odo de Deuil. *De Profectione Ludovici VII in Orientem (The Journey of Louis VII to the East)*, tr. Virginia G. Berry, 1948.

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*Ganshof, F. L. *Feudalism*, 1961.

*Kelly, Amy. *Eleanor of Aquitaine and the Four Kings*, 1950. Still the best book on this topic.

*Lewis, Bernard. *The Arabs in History*, 1968. A good, very short history of the Arab world.

†*Mayer, Hans E. *The Crusades*, 1972. By far the best one-volume account of the crusades.

†Painter, Sidney. *William Marshal, Knight-Errant, Baron, and Regent of England*, 1933. One of the most readable books on the Middle Ages, this is the biography of William Marshal, the most famous knight in all history, friend of Henry II and Eleanor of Aquitaine, tutor of Richard the Lionhearted, and regent of England after the death of King John.

†Warren, W. L. *Henry II*, 1973. The only decent book on Henry.

†*White, Lynn, Jr. *Medieval Technology and Social Change*, 1962. A good brief account of the importance of technological change during the Middle Ages.

1215 - PRIMARY SOURCES IN ENGLISH TRANSLATION

†*Dante Aligheri. *The Comedy of Dante Aligheri*, tr. D. Sayers & B. Reynolds, 1949-62.

†*Joinville and Villehardouin. *Chronicles of the Crusades*, tr. Margaret Shaw, 1963.

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*Holt, James C. *Magna Carta*, 1965.

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†*Chaucer, Geoffrey. *Canterbury Tales*, tr. Nevill Coghill, 1977

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†*Huizinga, J. *The Waning of the Middle Ages*, 1924.

†*Ladurie, Emmanuel Le Roy. *Montaillou: The Promised Land of Error*, 1978.

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 †*Tuchman, Barbara W. *A Distant Mirror: The Calamitous 14th Century*, 1978.
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- *Collis, Louise. *Memoirs of a Medieval Woman: The Life and Times of Margery Kempe*, 1964.
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- Bainton, Rolland. *Here I Stand: A Life of Martin Luther*, 1962.
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- Eiton, Geoffrey Rudolph, *Tudor Constitution*, 1982.
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- †Bindoff, S.T. *Tudor England*, 1959.
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- †*St. Benedict of Nursia. *The Rule of Saint Benedict*, ed. Justin McCann, 1960. A very good way of understanding medieval monasticism.
 †*Geoffrey of Monmouth. *History of the Kings of Britain*, ed. Lewis Thorpe, 1966. The original tales of King Arthur.
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- *Barraclough, Geoffrey. *The Medieval Papacy*, 1968. The best one volume account of this subject.
 *Barraclough, Geoffrey. *The Origins of Modern Germany*, 1963. The best one volume account of medieval Germany.

- †*Beeler, Johh. *Warfare in Feudal Europe, 730-1200*, 1971. The best one volume account of this subject.
- †*Bloch, Marc. *Feudal Society*, 1961. One of the best known and most widely read books on the Middle Ages.
- Boucher, Francois, *20,000 Years of Fashion*. A history of costume and personal adornment.
- Brooke, Christopher. *The Twelfth Century Renaissance*, 1969. Not as good as Haskins (see below) but better than nothing.
- Cambridge Medieval History*. The standard reference work; available in most libraries.
- Crowder, Michael and Oliver, Roland ed., *Cambridge Encyclopedia of Africa*, 1981.
- Dales, R. C. *The Scientific Achievement of the Middle Ages*, 1973. The best general book on medieval science.
- Deanesly, Margaret. *A History of the Medieval Church, 590-1500*, 1972. The best one volume account of this subject.
- Delort, Robert. *Life in the Middle Ages*, 1973. A good, general work on the topic of everyday life.
- Finucane, Ronald C. *Miracles and Pilgrims: Popular Beliefs in Medieval England*, 1978. Good account of what people actually believed instead of what they were supposed to believe.
- *Hallam, Elizabeth M. *Capetian France, 987-1328*, 1980. The best one volume account of this subject.
- †*Haskins, Charles Homer. *The Renaissance of the 12th Century*, 1927. One of the great books on the Middle Ages; an account of the intellectual revival of the High Middle Ages.
- *Jackson, Gabriel. *The Making of Medieval Spain*, 1972. The best one volume account of this subject.
- Kinder, Hermann, and Hilgemann, Werner. *The Anchor Atlas of World History* vol. 1, 1974.
- *Knowles, Dom David. *The Evolution of Medieval Thought*, 1962. The standard work on this subject.
- †*Power, Eileen. *Medieval Women*, 1976. Good and very readable.
- Synan, E. A. *The Popes and the Jews in the Middle Ages*, 1965. The best one volume account of this subject.

HISTORICAL NOVELS

- †*Highwater, Jomke. *The Sun, He Dies*, 1981. A novel about the Aztecs.
- †Holland, Cecelia. *Antichrist*, 1970. A novel about Emperor Frederick II, 1194-1250.
- †Holland, Cecelia. *The Earl*, 1971. A novel set in twelfth century England.
- †*Holland, Cecelia. *The Firedrake*, 1965. Chronicle of the travels of an eleventh century Irish mercenary.
- †*Holland, Cecelia. *Floating Worlds*, 1975.
- †*Holland, Cecelia. *Ghost on the Steppe*, 1969. A novel about the traditions and way of life of the Mongols.
- †*Seton, Anya. *Katherine*. A novel about the Duchess of Lancaster, 1350-1403.
- †*Eco, Umberto. *The Name of the Rose*, 1983.

POSTER CREDITS

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- Pocahontas - reproduced by courtesy of the Trustees of the British Museum.

The Global News

July 22, 1148

I. Match the names and descriptions in Column B with the correct items in Column A.

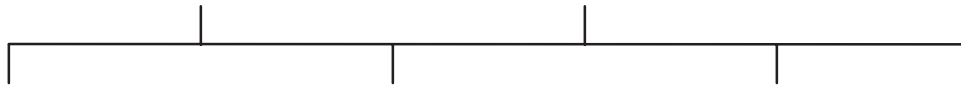
COLUMN A

1. Led Second Crusade, 1148
2. King Henry II orders Assize of Clarendon, 1166
3. Thomas Becket flees Canterbury, 1164
4. Japanese government overthrown, 1186
5. Aztecs invade Toltec Empire, 1151
6. Peter Abelard convicted of Catholic Church, 1140
7. Storm hits Kilwa, destroying trading ships

COLUMN B

- ___ a. Emperor Conrad and King Louis of France
- ___ b. establishes Grand Jury system in England
- ___ c. present day Mexico
- ___ d. advocate of the use of reason
- ___ e. major African seaport city
- ___ f. opposed to King Henry's interference
- ___ g. Samurai warriors

II. Construct a linear timeline using the dates and information provided in Column A. Stories without dates are for events for which the specific dates are unknown or are representative of important developments that took place throughout the century.



III. Locate on a map: Jerusalem, Damascus, Clarendon, and the Yucatan.

V. Define:

heretic

crusade

blasphemy

Trial by Ordeal

The Global News

June 15, 1215

I. Match the names and descriptions in Column B with the correct items in Column A.

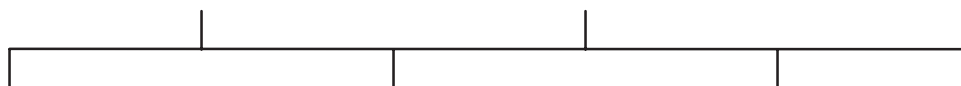
COLUMN A

1. Magna Carta signed, 1215
2. Mongol leader invades Bokhar, 1218
3. Children's Crusade ends in tragedy, 1212
4. Mayan scientists calculate accurate calendar
5. Cathedral of Notre Dame complete, 1235
6. Hunter gatherers in North America threatened with starvation
7. Grandson of Great Khan attacks Japan, 1274 & 1281

COLUMN B

- ___ a. a Venetian guild
- ___ b. Stephen of Cloyes
- ___ c. King John of England
- ___ d. Genghis Khan
- ___ e. Kublai Khan
- ___ f. present day Mexico
- ___ g. Navaho and Zuni nations
- ___ h. wheelbarrow invented

II. Construct a linear timeline using the dates and information provided in Column A. Stories without dates are for events for which the specific dates are unknown or are representative of important developments that took place throughout the century.



III. Define:

guild
journeyman
Gothic architecture

IV. List four important rights stated in the Magna Carta.

- 1.
- 2.
- 3.
- 4.

The Global News

Septemebr 19,1356

I. Match the names and descriptions in Column B with the correct items in Column A.

COLUMN A

1. Battle of Poitiers, 1356
2. First wave of the Black Death strikes Europe, 1347-1349
3. Marco Polo dies, 1324
4. Leaning Tower of Pisa complete, 1463
5. Inca Empire
6. Mansa Mussa completes pilgrimage to Mecca, 1324
7. Longbow

COLUMN B

- ___ a. new technology for the 14th century favored by the English
- ___ b. advances in the practice of medicine
- ___ c. visits the court of Kublai Khan
- ___ d. shows weaknesses in the French code of chivalry
- ___ e. kills 1/3 of Europe
- ___ f. Mali Empire
- ___ g. Bonnano Pisano

II. Construct a linear timeline using the dates and information provided in Column A. Stories without dates are for events for which the specific dates are unknown or are representative of important developments that took place throughout the century.



III. **Locate on a map:** Timbuktu, Mecca, London.
What did you learn about these cities from the newscast?

IV. **Define:**
mercenary

pilgrimage

chivalry

The Global News

May 30, 1431

I. Match the names and descriptions in Column B with the correct items in Column A.

COLUMN A

1. Joan of Arc burns at the stake, 1431
2. Invention of moveable type printing press, 1455
3. Aztecs offer human sacrifice
4. Angkor Wat abandoned, 1431
5. Rebirth in the arts and sciences
6. Songhay king conquers Mali empire, c. 1470
7. Spanish Inquisition orders torture of heretics, c. 1481

COLUMN B

- ___ a. Khmer Empire
- ___ b. Ali Ber
- ___ c. Florence, Italy
- ___ d. believed time ran in 50 year cycles
- ___ e. Johannes Gutenberg
- ___ f. Leader of French army for Charles VII
- ___ g. Johann Fust
- ___ h. supported by the Church

II. Construct a linear timeline using the dates and information provided in Column A. Stories without dates are for events for which the specific dates are unknown or are representative of important developments that took place throughout the century.



III. Locate on a map: Phnom Penh; Mainz, Germany; Mexico.
What events took place in these areas?

IV. Define:

heretic

renaissance

perspective art

The Global News

April 18, 1521

I. Match the names and descriptions in Column B with the correct items in Column A.

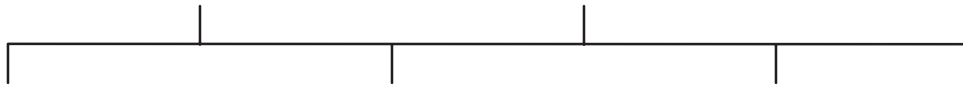
COLUMN A

1. Martin Luther stands trial, 1521
2. Christopher Columbus dies, 1506
3. Aztec Empire overrun by Spaniards, 1506
4. Chinese army agrees to neutrality pact, 1540
5. Copernicus challenges religious community, 1512
6. Kingdom of Mantua signs treaty with Holy Roman Emperor, 1529
7. Leonardo da Vinci dies, 1519
8. Suspension of Portuguese slave trade, c. 1525
9. Birth of Elizabeth, daughter of King Henry VIII, 1534

COLUMN B

- ___ a. Queen Isabella d' Este
- ___ b. explorations supported by Queen Isabella and King Ferdinand of Italy
- ___ c. Cortes kills Montezuma
- ___ d. beginning of the Reformation
- ___ e. present day Vietnam
- ___ f. creator of the Mona Lisa and the Last Supper
- ___ g. Polish monk and astronomer
- ___ h. Anne Boleyn
- ___ i. King Affonso

II. Construct a linear timeline using the dates and information provided in Column A. Stories without dates are for events for which the specific dates are unknown or are representative of important developments that took place throughout the century.



III. **Locate on a map:** the Kongo region of Africa; Mantua, Italy; Wittenburg, Germany; Vietnam. What did you learn about these places from the newscast?

IV. **Place an (L) by beliefs held by Martin Luther.**

- ___ Only the Pope has supreme power and Divine knowledge.
- ___ God speaks directly to the common man through the Bible.
- ___ "The just man lives by faith alone."

The Global News

October 23, 1642

I. Match the names and descriptions in Column B with the correct items in Column A.

COLUMN A

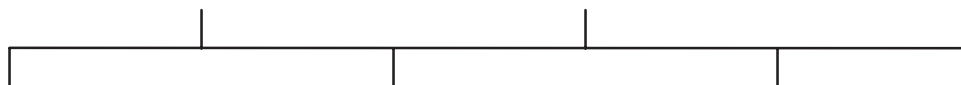
1. Civil war between Puritans and Royalists, 1642-1646
2. Catholics battle Protestants in Ulster, 1641
3. Slavery recognized by law in colonies, 1660
4. Taj Mahal completed, 1650
5. Galileo Galilei recants theory, 1633
6. Kingdoms of Bornu and Kanem united, 1580-1617
7. Pocahontas dies, 1617

COLUMN B

- ___ a. Sultan Isris Aloomo revamps judicial system
- ___ b. beginning of present day Irish Civil War
- ___ c. supporter of Copernicus' theory of the solar system
- ___ d. King Charles I of England
- ___ e. Powattan princess
- ___ f. Indo-Islamic art
- ___ g. Virginia
- ___ h. Queen Christina of Sweden

II. Construct a linear timeline using the dates and information provided in Column A. Stories without dates are for events for which the specific dates are unknown or are representative of important developments that took place throughout the century.

III. Locate on a map: Agra, India; Ulster, Ireland; Wurzburg, Germany What did you learn about these places from the newscast?

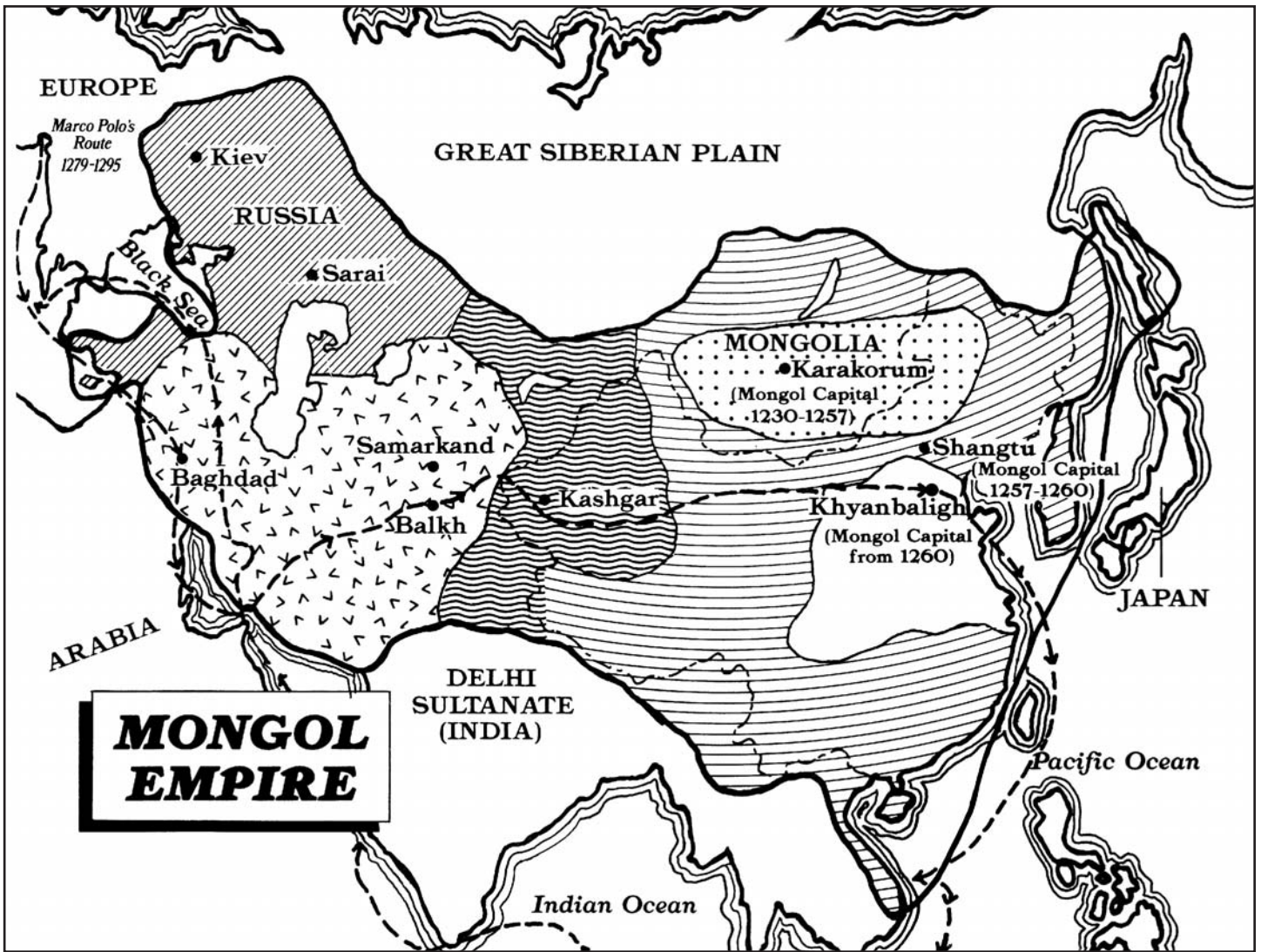


IV. Identify:

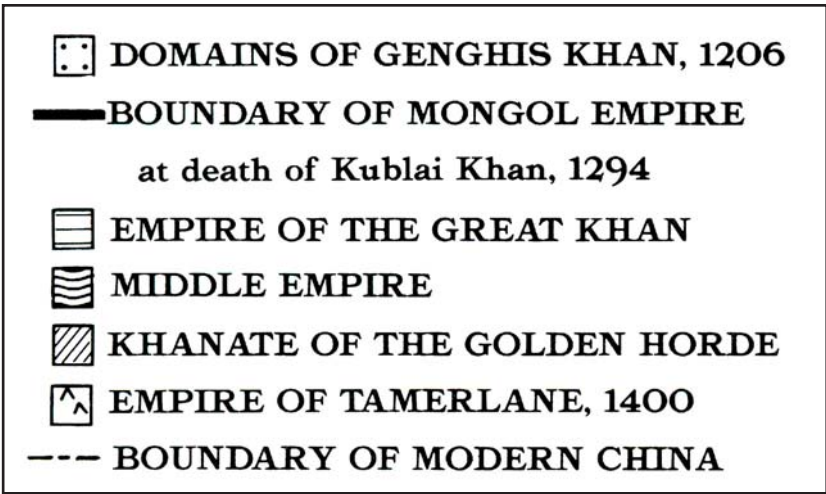
John Pym

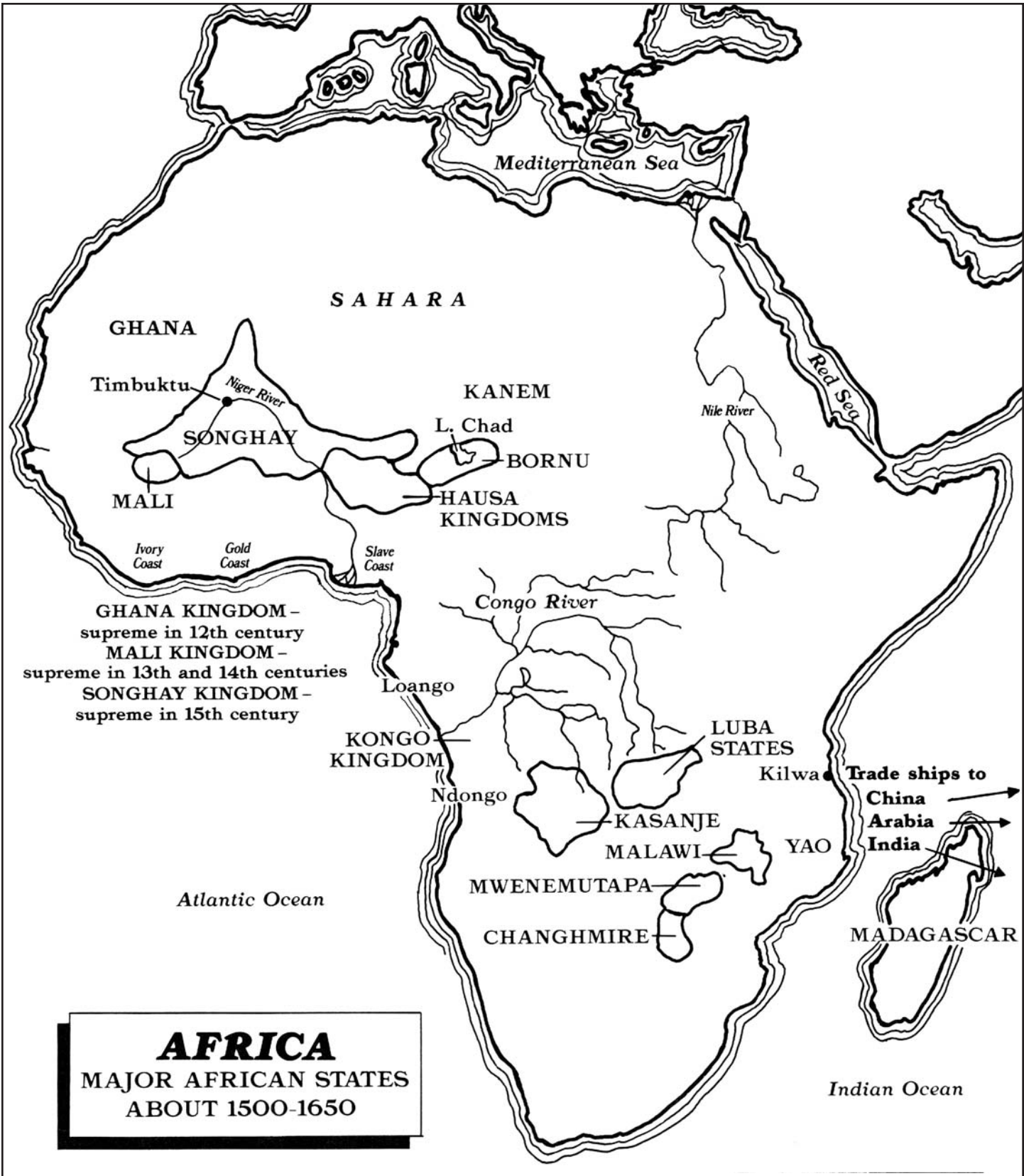
Parliament

William Laud

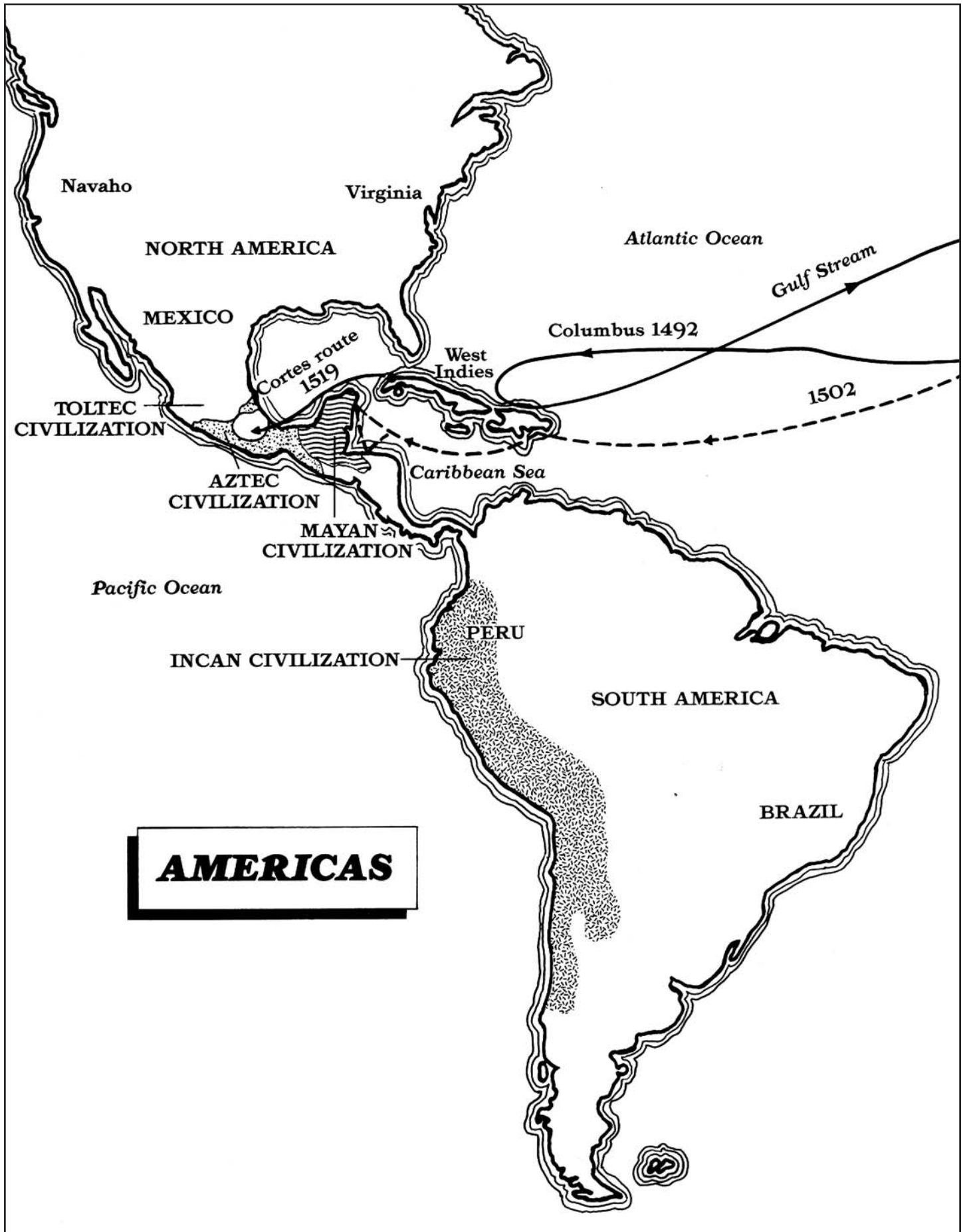


MONGOL EMPIRE









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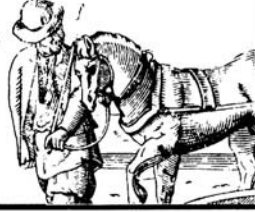




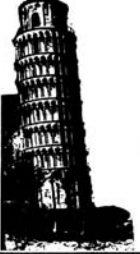



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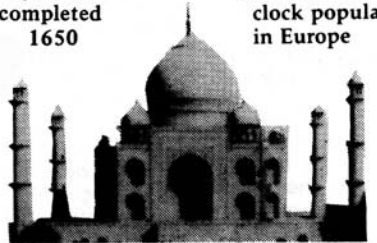



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500 YEARS OF NEWS

| | 1148 PROGRAM ONE | 1215 PROGRAM TWO | 1356 PROGRAM THREE |
|-------------------------|--|---|--|
| HISTORY AND POLITICS | <ul style="list-style-type: none"> ●Defeat of Second Crusade 1148 ●Aztecs conquer the Toltecs 1151 ●Eleanor of Aquitaine divorces King of France 1152 ●King Henry's Jury System 1166 ●Samurai Takeover 1186  | <ul style="list-style-type: none"> ●Genghis Khan invades China 1211 ●King John seals Magna Carta 1215 ●Mongols take Persia 1218  | <ul style="list-style-type: none"> ●Major battles in Hundred Years War - Crecy 1346, Poitiers 1356 ●Conflict between English/Flemish guild workers 1350 - 1381 ●King John of France captured by King Edward 1356 ●Chinese attack Beijing  |
| RELIGION AND PHILOSOPHY | <ul style="list-style-type: none"> ●Peter Abelard condemned for heresy 1140 ●Thomas Beckett flight to France 1164 ●Frequent pilgrimages to Holy Land  | <ul style="list-style-type: none"> ●Children's Crusade 1212  | <ul style="list-style-type: none"> ●Mali king pilgrimages to Mecca 1324 ●Arab teachers brought to Timbuktu 1326  |
| SCIENCE AND TECHNOLOGY | <ul style="list-style-type: none"> ●Horsecollar revolutionizes production ●Trade guilds train freemen  | <ul style="list-style-type: none"> ●Wheelbarrow invented ●Mayans perfect calendar  | <ul style="list-style-type: none"> ●Marco Polo dies 1324 ●Longbow - major military weapon  |
| ARTS |  | <ul style="list-style-type: none"> ●Notre Dame completed 1235 ●Glass blowing art in Venice  | <ul style="list-style-type: none"> ●European fashion features Mongol hats ●Leaning Tower of Pisa completed ●Advances in Incan medicine  |
| DAILY LIVING | <ul style="list-style-type: none"> ●Trial by Ordeal ●Trade goods flow into Europe from the Holy Land  | <ul style="list-style-type: none"> ●Blue Dye (indigo) ●Zuni/Navaho crops fail  | <ul style="list-style-type: none"> ●Age of Chivalry ●Black Plague takes first victims 1349 ●Mercenary armies ravage Europe  |

CAST FROM THE PAST

| <h2>1431 PROGRAM FOUR</h2> | <h2>1521 PROGRAM FIVE</h2> | <h2>1642 PROGRAM SIX</h2> |
|---|--|--|
| <ul style="list-style-type: none"> ●Joan of Arc burned at the stake 1431 ●Khmer Empire abandons Angkor Wat ●African Songhay Empire captures Timbuktu  | <ul style="list-style-type: none"> ●Christopher Columbus dies 1506 ●Cortes takes Aztec Capital 1521 ●Elizabeth I born to Anne Boleyn and Henry VIII c.1534 ●Isabella d'Este allies with Charles V 1529 ●Chinese invade Vietnam  | <ul style="list-style-type: none"> ●African Sultan captures Bornu ●Pocahontas dies 1617 ●Civil War in England 1642 - 1646  |
| <ul style="list-style-type: none"> ●Spanish Inquisition  | <ul style="list-style-type: none"> ●Martin Luther's trial at Worms 1521 ●Pope orders book burnings ●Beginning of Reformation 1517  | <ul style="list-style-type: none"> ●Catholic uprising in Ireland 1641 ●Height of European Witch craze 1580 - 1650  |
| <ul style="list-style-type: none"> ●J. Gutenberg invents printing press with movable type 1453 ●Papermaking improved ●Window glass in common use  | <ul style="list-style-type: none"> ●Copernicus' theory of Solar System 1512 ●Musket - major military weapon  | <ul style="list-style-type: none"> ●Galileo forced to recant 1633  |
| <ul style="list-style-type: none"> ●Renaissance in Europe  | <ul style="list-style-type: none"> ●Leonardo daVinci dies 1519  | <ul style="list-style-type: none"> ●Taj Mahal completed 1650 ●Mechanical clock popular in Europe  |
| <ul style="list-style-type: none"> ●Aztecs celebrate new cycle of life with human sacrifices  | <ul style="list-style-type: none"> ●King Affonso I of Kongo forbids slave trade 1520s ●The poor laws 1536 - 1601 ●Sale of indulgences common  | <ul style="list-style-type: none"> ●Virginia - first colony to recognize slavery by law ●Cocoa popular in Europe  |