Middle Ages Europe

Mr. Donn and Maxie's Always Something You Can Use Series

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Table of Contents

Preface

I am a teacher. With "No Child Left Behind" (NCLB) being the law of the land, and with every teacher required to help raise test scores on standardized tests, we are all looking for ways to improve our teaching. Today there are national Common Core State Standards for teaching as well as various state standards that students are expected to meet. Maybe your state or school district has exit exams students are required to pass. Your circumstances will be different from mine but we all have the same goal in mind. Help our students reach their goals.

The Mr. Donn and Maxie's Always Something You Can Use series was written in part because when I went looking for help as a new teacher there was nothing there. The lessons you are about to use are ones that I have used in the classroom myself, with input from my colleagues, friends, students, and especially my wife.

I currently teach in an urban school with all its challenges and difficulties. I teach both language arts and social studies. I have been in various levels of secondary school grades 6–12.

Focus: This book, and the rest of the books in the series are for teaching Ancient History. Each book is a separate unit that deals with each of the different ancient civilizations Each book has within it a complete unit on ancient history. Within each unit there are various types of lessons. Each unit will contain vocabulary lessons, writing lessons, and activity lessons. The variety will hopefully keep all your students involved, entertained, and learning.

In *Classroom Instruction that Works*, Marzano et al list ten research based strategies. The ancient history series uses these ten strategies, as well as other concepts, ideas, and strategies, to build lesson plans and instruction around. For those who are unfamiliar with Marzano et al, here is a quick recap of those strategies.

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing feedback
- Generating and Testing Hypotheses
- Cues, Questions and Advanced Organizers

These strategies and concepts are imbedded into the lessons. You won't find a place where it says "We will now use the strategy of Cooperative Learning." Instead you will find cooperative learning within the lesson. An example of this is in the Ancient China unit; students are divided into groups, and each group chooses or is assigned one of the dynasties. That group is given an opportunity to research, create a presentation, and then present their product to the class. This project is monitored by the teacher as to progress and deadlines. Their product is then placed in the classroom for all to see, share, and use. This same project includes Marzano's strategies of "Reinforcing effort and providing recognition," "Nonlinguistic Representation," and "Setting Objectives and Providing Feedback."

The Mr. Donn and Maxie Always Something You Can Use series also uses ideas and concepts to help make teaching and learning enjoyable—ideas such as "Word Walls" to help build vocabulary, various writing ideas to stimulate interest in writing, and games, pictures and graphic organizers to increase efficiency and retention.

We worked very hard to bring you the best ideas we could to make history a subject that students would want to learn.

Medieval Europe
Introduction

Subject: Medieval Europe (450 CE–1500 CE)

Time Frame: 5 to 6 weeks

Level/Length: This unit on Medieval Europe was written with seventh graders in mind, but can easily be adapted for grades 5–9. The unit is composed of 22 lessons. Some lessons are mini-units and will take longer than one class period to complete. Lessons are based on a 55-minute class period but can be adjusted to fit any time frame. Activities are varied and include classifying, abstracting, map work, dramatizing, writing, reading, speaking, researching, interpreting, cooperative learning, and other higher level thinking activities.

Unit Description: This unit explores the geography of Medieval Europe, the fall of the Roman Empire, Barbarian Invasions, the Byzantine Empire, Justinian, the Frankish Empire, Clovis, Charles Martel, Charlemagne, Pope Adrian, Pope Leo, the Holy Roman Empire, manorialism, feudalism, fiefs, vassals, serfs, peasants, pleasant peasant poems, lords, ladies, castles, medieval life, the Church, monks, nuns, medieval manners, knights, chivalry, heraldry, jousts, tournaments, troubadours, the Sacraments, who's who in the church, Pope Gregory VII, Henry IV, church reform, church councils, friars, the Inquisition, rise of monarchs, William the Conquerer, the Bayeux Tapestry, inventions, the Magna Carta, the Crusades, *Song of Roland*, rise of towns, guilds, cathedrals, the Black Death, and more!

Rationale: In view of the latest government guidelines on education with No Child Left Behind, all units were developed to meet standards applicable in most states. Lessons are designed to address various learning styles and can be adapted for *all* students' abilities. Units are designed to fit into an integrated curriculum.

Ongoing Project/Graphic Organizers: Using bulletin boards or wall space as graphic organizers supports critical thinking activities and fits the theme of the unit. At the end of the unit, each "board" (graphic organizer) should be completed and will support the final activity. To complete each board, students will need to be directed to add information as it is discovered in your unit study.

Medieval Europe
Setting up the Room

Graphic Organizers:

Word Wall

Design: This is a constant for all units, but each has its own look. A castle might work well, as would a church or cathedral.

Key Words: Words you will probably wish to include on your word wall as you discover them in your unit of study are: continent, Europe, Mediterranean Sea, Constantinople, Rome, Palestine, Crusades, feudalism, manorialism, serf.

Use: Once a week, have your students pick any word, define it, then use it in a sentence. Use the word wall to fill in short periods of time throughout the unit.

The Manor

Design: Put a sign above an open wall area marked THE MANOR.

Use of this area: Use the table and wall area to post papers with no names, and stack copies of reproducibles and homework assignments for pick up by students who were absent.

Closing Class Each Day: We like to close class each day with a sentence or two that reminds students what we are studying. With this unit, you might choose to close your class each day with: "See you next time, right here, smack in the middle of the Middle Ages."

Lesson One:

Geography of Europe

Time frame: 1 class period (55 minutes)
Includes: Geography of Western Europe

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- World atlas (one per group), maps of the world
- Overhead transparencies: Both maps listed below. You will need to copy these reproducibles onto your own transparency paper to create overheads.
- Reproducibles:
  Map of the Continents of the World
  Map of Western Europe

Daily Question: Is Europe a country or a continent?

Open Class: Meet your class at the door

Ask: What pops into your mind when you think of Europe? (Get some answers.)

Activity: Is Europe a Country or a Continent?

- Ask the daily question: "Is Europe a country or a continent?" (Get some answers.)
- **Say:** "Those of you who said Europe is a continent are right."
- **Ask:** "What is a continent?" (Get some answers. Have one student look up the definition of a continent in the dictionary and read it aloud. Adjust the student definition if necessary.)
- **Ask:** "Does anyone remember how many continents there are in the world?"
- **Say:** "The answer is seven. Africa, Asia, Antarctica, Australia, Europe, North America, and South America."
- **Say:** "Europe is a small continent. It is the second smallest continent. Which is the smallest?" (Australia)
- Handout: *Map of the Continents of the World*
- Hand out atlases or maps of the world, or have students turn to the appropriate page in their textbook. They can work alone or in pairs.
- **Say:** "Your job is to label the seven continents and the four oceans of the world." (Give them some time.)
- Use the overhead projector. As a class, label the seven continents and the four oceans of the world.
- Have students compare their answers to the labels added to the overhead projector. Have students make changes on their handout as needed.

- **Ask:** "Ranking the continents by size, which is the largest?"
  Which is the second largest?
  Which continent is the smallest continent?
  Which continent is the second smallest?
- **Say:** "Rank the remaining continents according to geographic size."

Activity: The Geography of Europe

- Use the overhead projector. Place the *Map of Western Europe* on the overhead projector.
- Point to various places on the map. **Ask:** "What is the name of this sea? Does anyone remember?" (Mediterranean.) Have students identify the Black Sea, the North Sea, the Caspian Sea, Rome, Palestine, and Constantinople (called Istanbul today).
- **Ask:** "On what continent is the Caspian Sea located? How about the Black Sea? Is the North Sea part of the continent of Europe?" (No, it's a sea. Landlocked seas may be part of landforms, but seas are usually sections of oceans.)
- **Ask:** "How about the Mediterranean Sea? Is that part of Europe, Asia, or Africa?" (None. It's a sea! Continents are landforms.)
- **Ask:** "On what continent is the city of Rome located? How about Constantinople? How about Palestine?"
- Handout: *Map of Western Europe*
- Allow students time to label their own maps as you have on the overhead projector. Have students create a map key. Students may color in their maps if they wish.

Activity: Time Period

- **Ask:** "Who knows what medieval means?" (Get some answers. Direct one student to look up the definition of medieval in the dictionary. Adjust students' answers as needed.)
- **Say:** "That's right. Medieval means middle—but, the middle of what?" (Get some answers.) "Historians mean in the middle of history. In medieval times, the cavemen were long gone."

  The Middle Ages (or medieval times) refers to a block of time in history from 500 CE to about 1500 CE—a period of 1000 years. Wherever you are on the globe—be it Asia, Africa, South America, or Europe—if you are talking about a piece of history that happened between 500 and 1500 years ago, you are talking about something that happened in the Middle Ages.

  For the next few weeks, we're going to take a look at what was going on during the Middle Ages in just one piece of the globe—Medieval Europe. Medieval Europe was the time of knights and vassals and castles and war."

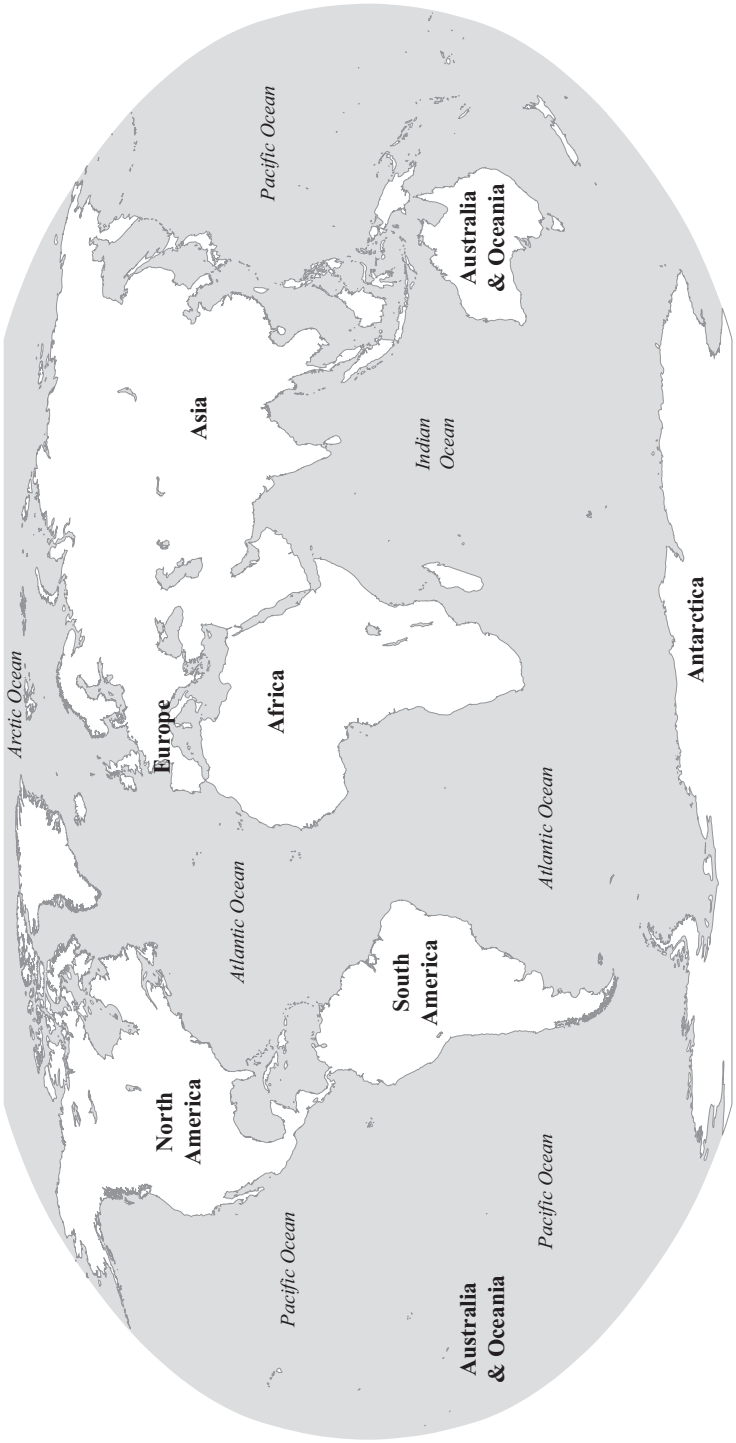
Activity: Timeline

- **Say:** "Today, I want each of you to organize a timeline for yourself. We don't have much to add to our timeline right now, so we'll just get it ready to go."
- Direct students to get out a piece of paper or use the handout provided entitled: *Timeline*. Fold paper in half and then in half again to create four sections. Label sections 500 CE, 750 CE, 1000 CE, and 1250 CE.
- **Say:** "You do not need to memorize a lot of dates. This timeline is to give an idea of sequencing."
- **Ask:** "Who knows what sequencing means?" (If you have to, have a student look it up in the dictionary and read the definition aloud.)
- **Say:** "Timelines are a helpful way to quickly see the sequence of events."

Close Class: "That's all the time we have today. Next time we meet we're going to take a look at why Rome fell."

Teacher Note: Throughout the unit, direct students to take out their timelines and update them based on the information studied to date. Allow 3–5 minutes for this activity with each update.

Teacher's Outline Map of the Continents of the World



Name:
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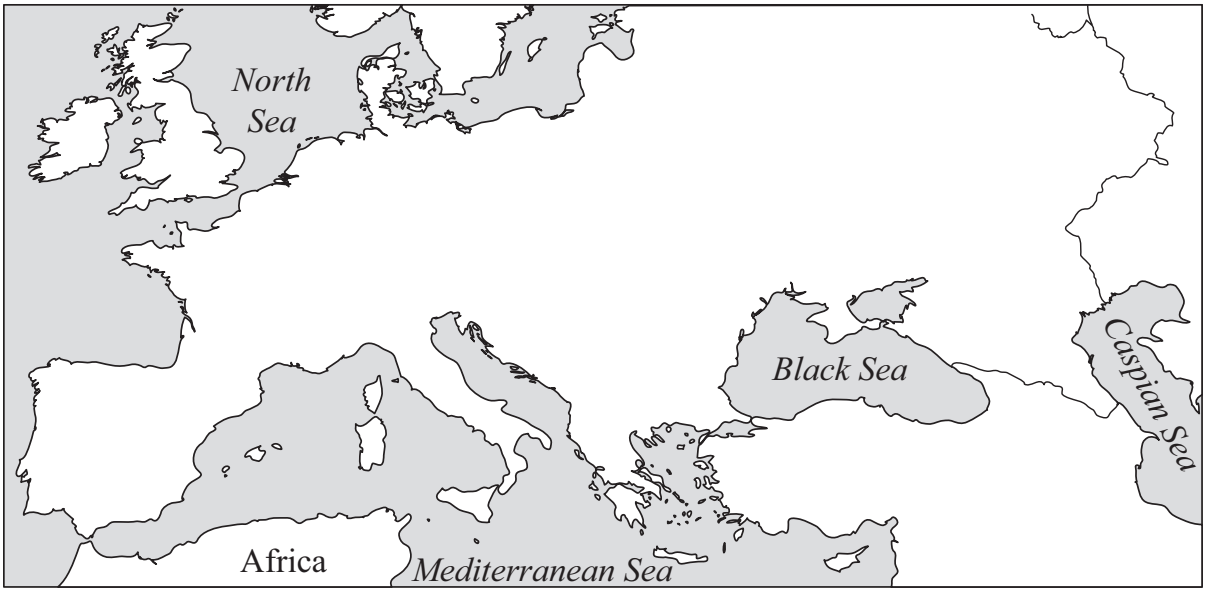
Blank Outline Map of the Continents of the World

Name:
Date:
Class:
Period:

Map of Western Europe



Lesson Two:

Fall of Rome

Time frame: 1 class period (55 minutes)
Includes: European Geography, Creation of the Eastern Roman Empire (Byzantine Empire), Reasons for the fall of Rome, Barbarian Tribes

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Overhead transparency: Create an overhead transparency of the *Map of the Roman Empire* and the *Map of Barbarian Invasions*
- Reproducibles:
  Map of the Roman Empire
  Why Did Rome Fall?
  Map of Barbarian Invasions
  Barbarian Game Suggested Questions

Daily Question: How many continents are there? Name three.

Open Class: Meet your class at the door

Say: "Welcome to the Roman Empire!"

Activity: Barbarians Attack the Roman Empire

- **Say:** "There was a time when the rulers of ancient Rome said they ruled the world. They certainly ruled a big chunk of Europe, the coastline of Northern Africa, and pieces of Asia. Barbarian tribes were attacking the outer edges of the Roman Empire, causing constant damage to roads, villages, forts and outposts."
- Show an overhead transparency of the *Map of the Roman Empire*. Point out how large the empire had grown.
- **Say:** "At its height, the Roman Empire ran all the way from Asia to England. The Romans got all this through war; the Roman army marched into towns and took them over. They called the people they conquered barbarians. A barbarian was simply the name of anyone who was not Roman.

  As the empire grew and grew, roads were built to connect each piece of the empire back to Rome. These roads were heavily guarded and heavily traveled. The roads were essential; trade was heavy. The Romans who manned the outposts sent needed goods, like minerals from the mines, back to Rome. Rome sent supplies to the outposts. One of the conquered areas was the area known today as Western Europe." (Point to Western Europe on the map.)

- **Ask:** "Does anyone remember what the Romans did when they conquered people?" (Get some answers.)
- **Say:** "What they did, every time, was to relocate a great many of the residents of a conquered area. They sent them to other outposts and basically made them slaves. That way, the threat of rebellion was at a minimum. People were not fighting for what they once owned, they were newcomers. The Romans settled down and built themselves beautiful homes and lived in splendor. There was not much conquered people could do about this."
- **Say:** "To understand how the conquered people—the barbarians—felt, let's put ourselves in their shoes. Close your eyes. Imagine you have just moved to a new country. Your neighbors have a beautiful garden and a beautiful house and a brand new car. You don't have a car. You have a house of sorts, but the roof leaks and the lights won't work. You don't have enough food. You have enough food for perhaps one meal a day. What are you going to do?" (Get some answers.)
- **Ask:** "What if the police force started to weaken? In fact, what if the police force pretty much disappeared. What would you do then?"
- **Say:** "That's what happened in the outpost areas of ancient Rome. The barbarians decided they wanted what Romans had. Tribes and bands of barbarians teamed up to attack the roads. They knew the roads were essential. They knew supplies came along the roads. As the attacks continued, the roads fell into disrepair. They were used less and less. Goods like ores from the mines were not sent to Rome from the outposts, and Rome stopped sending supplies to the outposts. Things fell apart in Western Europe, where the barbarian tribes continued to attack the roads and the Romans."

Activity: Emperor Constantine Splits the Roman Empire into Two Pieces

- **Say:** "Back around 300 CE, the emperor of the Roman Empire, Emperor Constantine said, 'The problem is that our Empire is too big for one person to rule. What I am going to do to fix this is to divide the empire into two big pieces. We're going to call these pieces the Western Roman Empire and the Eastern Roman Empire.'"
- Show an overhead transparency of the *Map of the Roman Empire*.
- Point out how Constantine divided the empire.
- **Say:** "Constantine made major changes to the Roman Empire.

1. He split the Roman Empire in half.

2. He created a new capital. The capital of the western side was Rome. Constantine established a capital of the eastern side on the site of the old city of Byzantium that he called Constantinople, after himself. He moved there.

3. Constantine was a Christian. He made Christianity the official religion of the entire Roman Empire—in the east and in the west."

Activity: Constantinople

- **Say:** "As the western part of the Roman Empire continued to be attacked and taken over by invading barbarian tribes, the eastern part of the Roman Empire flourished. For one thing, Constantinople was more easily defended from barbarian intruders than was Rome."

- Use the overhead transparency of the *Map of the Roman Empire*.

- Point out Constantinople on the map.

- **Say:** "Constantinople, the capital of the Eastern Roman Empire, had an ideal location. It was surrounded by water on three sides, and a huge and strong wall protected the fourth side of the city."

- Point out Rome on the map.

- **Ask:** "Why would it be easier to defend Constantinople than it would be to defend Rome?" (Get some answers. One reason, of course, is that in Constantinople, you had a better view of an approaching enemy whether they attacked from land or sea.)

  Ask: "How did the location of Constantinople make it a crossroads of Europe and Asia?"

  Say: "Constantinople was a natural center of trade. Trade poured wealth into Constantinople."

  Ask: "What other effect besides wealth do you think trade might have had on the people who lived in Constantinople?" (The people adopted culture and ideas from Asia and from Persia on their other side.)

  Say: "At first, the people in Constantinople followed the traditions and customs of the Roman Empire. But the city is located right where Europe and Asia meet. With the trade of goods comes the trade of ideas."

Activity: Why Did Rome Fall?

- **Say:** "Things were flourishing in the Eastern Empire. New ideas were being introduced, goods were plentiful, trade was plentiful. Muslim traders brought luxury goods from Persian. But back in Rome, things were not going nearly as well."
- Handout: *Why did Rome Fall?*
- Read and answer questions.
- Place the *Map of Barbarian Invasions* on the overhead projector. Point out the five major barbarian groups that had been attacking various parts of the Western Roman Empire. (Leave this map on the overhead projector throughout the game.)

Transition: Say: "It happened to be the Visigoths who reached Rome first, but it could have been any of the tribes. Today, just for fun, let's see if we can change history."

Activity: Play the Barbarian Game

- Break into groups of five. Assign one barbarian tribe to each group.
- **Say:** "Working together in your group, quietly come up with six questions from any of the materials handed out today. During game play, each tribe in turn will direct one question at another tribe of their choosing. Each time a tribe gets an answer right, they receive a point. The first team with five points sacks Rome."
- Tell your students that you reserve the right to also ask questions whenever you choose. (A list of *Barbarian Game Suggested Questions* is provided for you for this purpose.)
- Give them some time to create their questions.
- Play the Barbarian Game.

Close Class: "That's all the time we have today. See you tomorrow, as we catch up to what's going on in the Eastern Empire now that Rome has fallen."

Name:
Date:
Class:
Period:

Map of the Roman Empire

Name:
Date:
Class:
Period:

Why Did Rome Fall?

Rome had quite a run. First a monarchy, then a republic, then an empire—all roads led to Rome for over 1200 years. In the Mediterranean, Rome was in charge. During the Imperial period, Rome had some wonderful emperors. Rome also suffered from a series of bad, corrupt, and just plain crazy emperors. There were lots of reasons why Rome fell.

Problems towards the end of the Empire:

- The empire was too large to govern effectively.
- The army was not what it used to be. There was corruption in the military—dishonest generals and non-Roman soldiers.
- Civil wars broke out between different political groups.
- Emperors were often selected by violence, or by birth, so the head of government was not always a capable leader.
- The increased use of slaves put many Romans out of work.
- The rich became lazy and showed little interest in trying to solve Roman problems.
- The poor were overtaxed and overworked. They were very unhappy.
- Prices increased, trade decreased.
- The population was shrinking due to starvation and disease. That made it difficult to manage farms and government effectively.
- The Empire starting shrinking. The Huns, Visigoths, Franks, Vandals, Saxons, and other barbarian tribes overran the empire.

The Western Roman Empire: By 400 CE, the Western Roman Empire was pretty much over. The Romans had spent too much money and time on war and not nearly enough maintaining roads and outposts. The wonderful Roman roads had fallen into ruins. The outposts were constantly under attack from barbarian tribes. Romans in the outpost regions were starving. Everything stopped. Without the roads and outposts, trade goods, supplies, and food were not delivered back to Rome. Rome was greatly weakened.

There were five main barbarian tribes in Europe that each wanted to conquer the Roman Empire. These tribes were the Huns, Franks, Vandals, Saxons, and Visigoths. Any of these barbarian tribes might have been the group that finally brought Rome down. They were all attacking various pieces of the Western Roman Empire. People were starving. Forts and strongholds along the road were destroyed. There were few cities in the outlying regions of the empire, but those that existed were attacked and destroyed. The tribes did not want anything Roman left over. In 476 CE, the Visigoths attacked and sacked Rome. Rome fell.

After the fall of the Western Roman Empire, many things disappeared. The common people did not understand Roman law. They did not understand Roman government. The advancing barbarians did not understand these things either. Like the roads, Roman law and government fell into disuse. But two important Roman legacies continued—the Latin language, which was read and spoken in the church, and the Catholic faith, which was the faith of most of the common people in Europe.

Questions:

1. Name two reasons Rome fell.

2. What two important legacies survived the fall?

3. What was the major religion in Western Europe during this time period?

Name:
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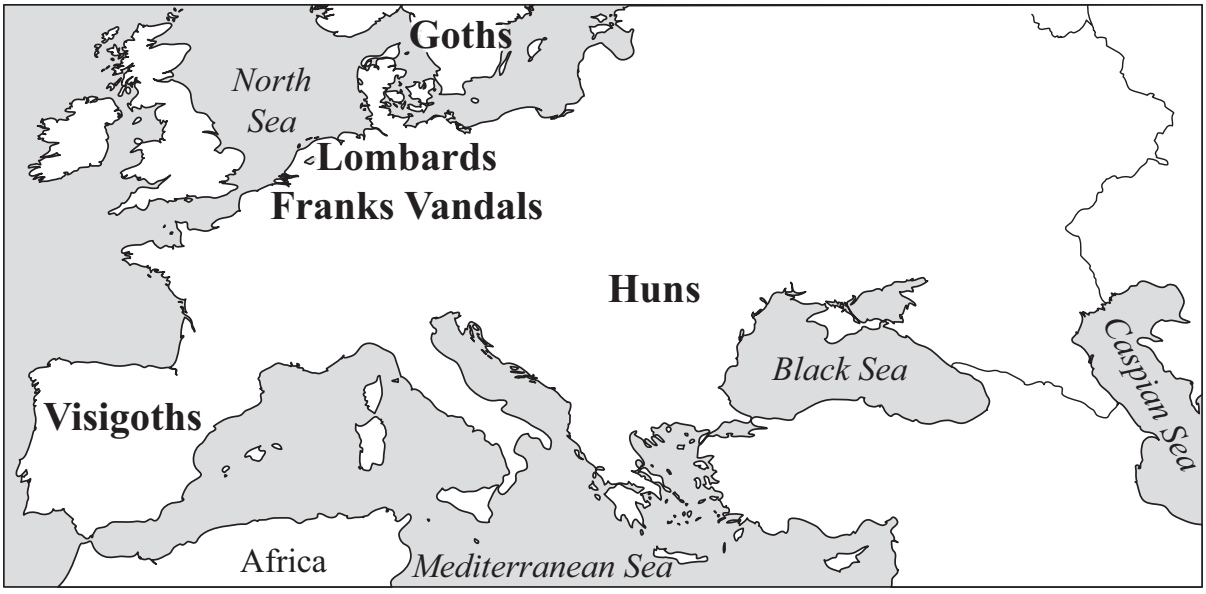
Class:
Period:

Map of Barbarian Invasions



Name:
Date:
Class:
Period:

Barbarian Game Suggested Questions

- How do you spell "Mediterranean"?
- Constantinople could be reached by the Mediterranean Sea on one side and by what major sea on the other? (The Black Sea)
- The Visigoths lived in what modern day country? (Spain)
- Rome is located on what peninsula? (Iberian Peninsula)
  Say: "If you did not know that, add Iberian Peninsula to your map."
- Why did trade flourish in Constantinople? (Location, etc.)
- What was one reason common people were unhappy with government in the Western Roman Empire? (Taxation, etc.)
- What was one reason the population in the Western Roman Empire began to shrink? (Poverty, disease, etc.)
- **Use in case of a tie:** As time went on, the city of Constantinople had a name change. Today, the city of Constantinople is called what? (Istanbul)

Lesson Three:

Eastern Roman Empire (Also Called the Byzantine Empire)

Time frame: 1 class period (55 minutes)
Includes: The Byzantine Empire, Emperor Justinian, Justinian's Code

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Overhead of the *Map of the Eastern Roman Empire*
- Two sacks that act as Roman outfits. These can be any big shapeless materials with a hole for a head, the sides open and loose. You want this to be able to fit anyone. You can use two pillowcases with the sides cut open, with a big hole at the top for a head. Paint each with neon glow-in-the-dark poster paint on the front with the words ROMAN BODYGUARD.
- Individually wrapped pieces of candy, more than enough for one piece per student.
- Reproducibles:
  Map of the Eastern Roman Empire
  Who was Justinian?
  The Twelve Tables

Daily Question: List two reasons Rome fell.

Open Class: Meet your class at the door

Teacher Activity (assisted by 2 bodyguards)

- **Say:** "Today, I'm going to act like the emperor of the Eastern Roman Empire." Point to two students. (A king or emperor does not ask, he or she tells.) "You and you." (Hand them their uniform.) "Put this over your head. You are my bodyguards. I am the emperor of the Eastern Roman Empire."
- Pick up the box you have ready filled with candy. Give each of your guards a piece of candy first. Quickly, give each student a piece of candy, but skip a row. While you're distributing candy, say, "I am distributing wealth **equally** among you. Are you not grateful to your emperor? Are you not glad to be my subjects?"
- Someone will point out that you missed a row. If no one does, **ask:** "Did I miss anyone?" When they respond, **say,** "I am the emperor. I can give wealth to some and ignore others." Quickly give the students who did not receive a piece of candy their share. Thank your bodyguards for their help. Remove their uniforms.

Activity: The Twelve Tables

- **Ask:** "How many of you remember the Twelve Tables that made up ancient Roman law?" (Get some answers, if any.)
- **Say:** "Like you, the ancient Romans did not wish to be treated unequally. They decided to make things fair. They needed laws that applied to every Roman adult man (since they were the only people considered citizens.) These laws were called the Twelve Tables because they were organized into 12 sections. These laws addressed property, crime, family, theft, marriage and inheritance. It doesn't really matter what they said, although the laws did try to be fair. What matters is that these laws were written down. They were engraved on tablets of metal and put on display at the forum, the center of each town, so that everyone could see them. These laws were the same laws for every Roman citizen."
- **Say:** "Not now, but at another time, if you wish to read some of the Twelve Laws, I have put a copy in the back for you. Not now, but at another time, you may wish to take a look. I think you'll find them interesting. But right now, I want you to look here."
- Place the *Map of the Eastern Roman Empire* on the overhead projector. Leave this map on the overhead projector while continuing with the lesson.
- **Say:** "After the fall of the Western Roman Empire, Roman law was not lost. The Eastern Roman Empire was flourishing." (Point out the location of the Eastern Roman Empire on the overhead transparency.)
- **Say:** "But things were changing in the east. Constantinople was a crossroads of many different cultures." (Point out the location of Constantinople on the overhead transparency.)

Transition: Say: "After the fall, a new emperor came to power in the Eastern Roman Empire. His name was Justinian."

Activity: Who was Justinian?

- Handout: *Who was Justinian?*
- Read and answer questions.

Activity: Justinian's Code

- Write the words JUSTINIAN'S CODE on the board. Write the words BILL OF RIGHTS on the board.
- **Say:** "Here in the United States, we have a very important document called the Bill of Rights. The Bill of Rights was written down so that everyone would know their rights, and these rights would be saved for all future citizens to enjoy. Over the years, the Bill of Rights has had really important new rights added to it so that today we have even more rights. Those new rights are called Amendments. One of those amendments freed the slaves; another gave women the right to vote. These are important rights. The same was true with Justinian's Code. He wanted to save in writing all the laws that began in ancient Rome. He wanted to add new ones to give people even more rights."

- **Say:** "One of the laws in Justinian's Code stated a person is innocent until proven guilty."
- **Ask:** "Can you think of any country today that has this same law?" (Get some answers.)
- **Say:** "That's right. We do. Many countries do, including the United States, Great Britain, France, Germany, Belgium, and many more."
- **Ask:** "Why is this an important law? What might happen if this law did not exist?" (Get some answers.)
- **Say:** "Justinian wrote down many such laws. He did such a good job way back in 500 CE that new and existing governments refer to his laws as guides when creating laws for their own countries today. He did a superb job because he thought about the needs of all the people. It's not easy to write laws that are fair for everyone."

Activity: You Are the Lawmakers

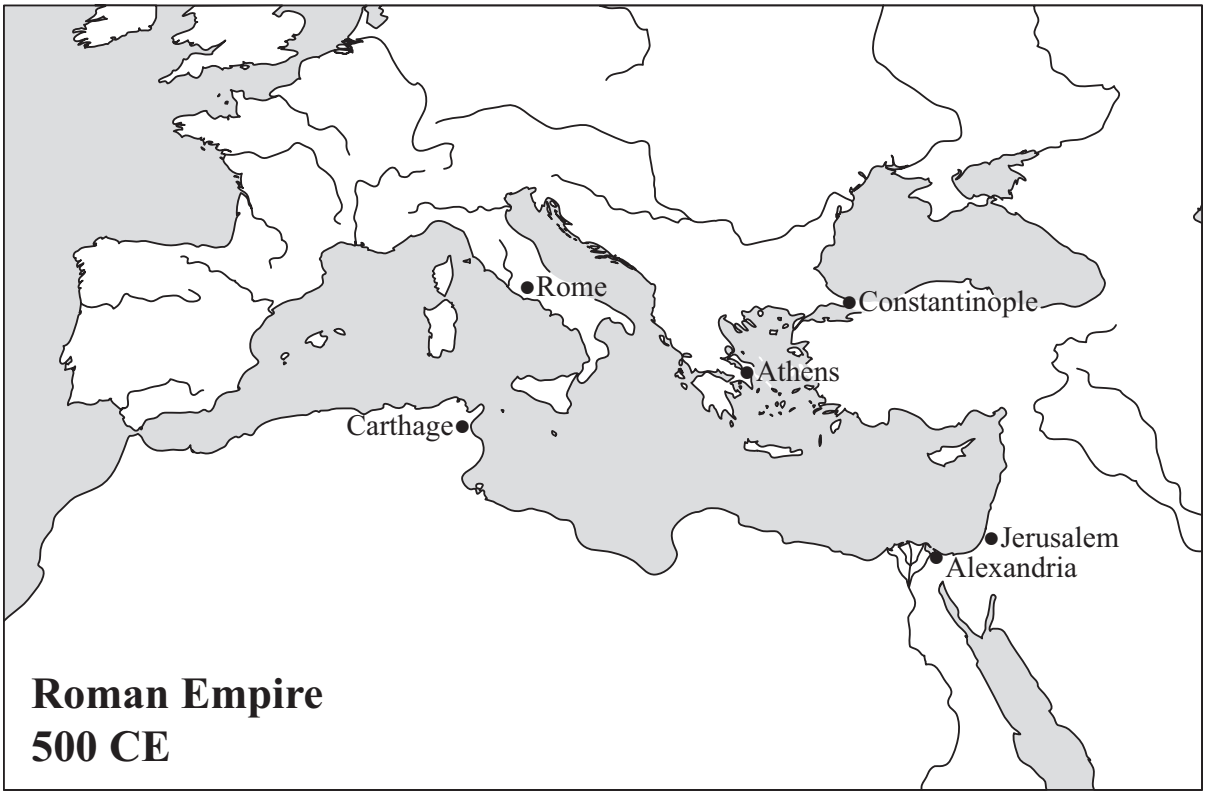
- **Say:** "Today, you are going to be lawmakers. Working in groups, your job is to create 12 laws that would be fair for all students in your school. Each group is limited to 12 laws."
- Give them some time. Then, have each group read their laws. Have the class vote to see if they think the law is "fair." Why or why not?
- Close activity by asking: "What is the difference between a law and a rule?" (Get some answers. Have one student look up the definition in the dictionary for law. Have another student look up the definition for rule. Adjust class definitions, if needed.)

Close Class: Tomorrow, we'll take a look at the Frankish Empire and the famous and fabulous King of the Franks—King Charlemagne. Until then, see you next time, right here at the beginning of the Middle Ages.

Name:
Date:
Class:
Period:

Map of Eastern Roman Empire

(Byzantine Empire—Time of Justinian)



Name:
Date:
Class:
Period:

Who Was Justinian?

In 527 CE, Justinian was emperor of the Eastern Empire, also called the Byzantine Empire (or the other Roman Empire as some refer to it). The capital of the Byzantine Empire was Constantinople. The people were Christians or Roman Catholics.

Justinian lived in his palace in the capital city of Constantinople. As part of his job as emperor, Justinian ran the Catholic Church, built a majestic cathedral, organized and strengthened the government, and established a law code that is still famous for its excellence today. But his attention, for most of his reign, was on the west. His dream was to restore the entire Roman Empire to its former glory, under his direction. To do this, he had to win back all the lost provinces in the west.

For all his obvious intelligence and leadership ability, Justinian had no military talent. Justinian knew he had to find a first-rate general to have any hope of restoring the Roman Empire. He did not want to select a general who, with a strong army at his back, would one day take over his throne by force. Placing an army in the hands of a single general had to be done most carefully.

Some say he got lucky. Justinian found his man: Belisarius. He kept sending Belisarius off on missions, each time with the instruction that he must conquer an assigned portion of the old Roman Empire. Each time, the general returned home victorious. Each time, the general's popularity grew. People thought he was magical.

Around 536 CE, barbarians attacked Rome once again. Justinian sent his general off to save Rome, but this time, he did not give him a lot of men. He was anxious that once again Belisarius would return home victorious, this time after saving Rome.

After thinking it over, Justinian decided to sign a peace treaty with the invading barbarian tribe, the Ostrogoths. He agreed to divide Italy in half. The Ostrogoths would get the northern half, and he would get the southern half.

When the general heard about it, he sent a message back to Justinian pointing out that this would be a really bad move. The general did not believe the Ostrogoths would honor the treaty, he believed the minute they recovered from the last battle, they would be back and try to take Rome again. But Justinian was stubborn. He did not want the general to come home victorious, he wanted to be the one to save Rome.

In spite of Justinian's orders to the contrary, the general continued to fight to free Rome

with what few men he had. Amazingly, once again, he won. He truly thought Justinian would be delighted to hear he had emerged victorious. It never occurred to the general that Justinian was worried about a takeover. The general had no interest in any throne. He could not imagine anything more boring. Justinian was furious. He called his general home, and on a trumped up charge, soon forced the general into retirement. A very short time later, the Ostrogoths retook Rome, just as the general had predicted.

Except for his continued worry about a takeover, Justinian did rule wisely. He did realize much of his dream. He gained back a lot of the land that was lost. He took back southern Spain, all of Italy, and northern Africa, until only the Franks and the Saxons remained. But war was costly and his empire was ready to declare bankruptcy. He had to stop. He had to focus on his people at home.

The big winner in all this was the Franks. Justinian had asked for their help in Europe to defeat other barbarian tribes. In the process, the Franks had pushed their own borders to the Alps and had pushed many of their rival barbarian tribes out of existence.

By the time Justinian realized he had to focus his attention at home, his empire was greatly weakened and the Frankish empire was extremely strong. It is possible that the Frankish king might have tried to conquer Constantinople. It was a piece of luck for the Eastern Empire that the Frankish king died. As was the custom of the Franks, his kingdom was divided into pieces—one piece for each son. He had four grown sons. Each son received one share, drawn by lot. His sons had no interest in working together to defeat the Eastern Empire. The Eastern Empire, in relief, turned its back on Europe.

Life in Western Europe became dismal. There was no sanitation, no advances in medicine, and no towns—there was only perpetual war as one kingdom fought another. In Western Europe, the Dark Ages had begun in earnest.

Questions:

1. Who was Justinian?
2. What was Justinian's Code?
3. Why was the code so important?
4. What barbarian tribe helped Justinian fight the other barbarians in Western Europe?
5. What did Justinian hope to accomplish with all the wars he ordered?
6. What was the major religion in Western Europe during this time period?

Name:
Date:
Class:
Period:

The Twelve Tables

Here are some of the laws of the Twelve Tables, reworded.

- If you're called to go to court, you must go. If you don't show up, you can be taken to court by force.
- If you need a witness to testify and he won't show up, you can go once every three days and shout in front of his house.
- If the court has said you owe money, you have 30 days to pay. After that, the person to whom you owe money can grab you and bring you to court. If you still do not pay, and no one at the court that day will pay for you, you can be bound in chains that weigh at least 15 pounds or more. You wear those chains until you pay. On the third day, the people to whom you owe money can decide to accept less than you owe them. If you pay, the case is settled and your chains are removed.
- Should a tree on a neighbor's farm be bent crooked by the wind and lean over your farm, you may take legal action for removal of that tree.
- If it's your tree, then it's your fruit, even if it falls on another man's land.
- If theft has been committed at night and the owner kills the thief, the thief was lawfully killed. It is unlawful for a thief to be killed by day unless he defends himself with a weapon. Even if he's armed, unless he uses the weapon and fights back, you cannot kill him. Even if he resists, first call out (so that someone may hear and come up).
- No person shall hold meetings by night in the city.
- Putting to death any man not convicted of a crime is forbidden. (One exception: a thief on your property at night.)
- A dead man shall not be buried or burned within the city.
- Marriages should not take place between plebeians and patricians.

Lesson Four:

Growth of the Frankish Empire

Time frame: 1 class period (55 minutes)
Includes: Growth of the Frankish Empire, Paving the Way for Charlemagne, Clovis, Charles Martel, Pepin the Short, Charlemagne, Pope Adrian, Pope Leo III

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Overhead of the *Outline Map—Frankish Empire*
- Reproducibles:
  Paving the Way for Charlemagne
  Who was Charlemagne?
  Outline Map—Frankish Empire
  Famous Popes

Daily Question: What was the capital of the Byzantine Empire?

Open Class: Meet your class at the door

Say: "Welcome to the Middle Ages, home of the fierce and fabulous Frankish Empire."

Activity: Famous Frankish Kings

- Handout: *Paving the Way for Charlemagne*
- Read and answer questions.

Activity: Charlemagne (Charles the Great)

- Handout: *Who was Charlemagne?*
- Read and answer questions.

Activity: What's in a Name? Book Titles

- **Ask:** "Do you think Charlemagne sounds like an interesting character? Can you imagine him as the character in a book?"
- **Say:** "Think about what a book about Charlemagne might be called. For example, a title could be 'Frankly Fabulous.' Write down a few titles that might suit his personality and/or accomplishments."
- Give them some time. Ask for volunteers to share their title ideas.
- **Ask:** "Do you think a title of a book needs to tell you something about the contents?" (Get some answers.)

Activity: Map the Frankish Empire

- Use the overhead projector to show the *Outline Map—Frankish Empire*.
- Point out how much territory the Frankish Empire covered after Charlemagne became king.
- With student assistance, point out the location of Frankish Empire, Mediterranean Sea, Black Sea, North Sea, Caspian Sea, Rome, Constantinople, and Palestine. Activate pre-knowledge. Review continents. If you get a sluggish response, redo the section in lesson one on Geography of Europe.
- Handout: *Outline Map—Frankish Empire*
- Have students label the following on their maps: Frankish Empire, Mediterranean Sea, Black Sea, North Sea, Caspian Sea, Rome, Constantinople, and Palestine.
- Students may color in their maps if time permits.

Activity: Pope Adrian, Pope Leo III

- Handout: *Famous Popes*
- Read and answer questions.

Close Class: "Next time we meet, we'll find out what Pope Leo did to get even. See you next time, right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Paving the Way for Charlemagne

The Franks: During the 5th century CE, a barbarian tribe called the Franks emerged as the strongest of the barbarian groups in Western Europe. In 481 CE, four years after the fall of Rome, a warrior named Clovis became king of the Franks.

Clovis: To please his Christian wife, Clothilda, Clovis vowed to convert to Catholicism if he was victorious in a battle against his enemies. He won. He was true to his promise, but that was not the only reason he became a Catholic. Catholicism was the religion of the people he had captured. He knew he would have far less trouble leading his new kingdom if he, too, were a Catholic. His conversion to Catholicism won him the support of the church. His fierce powers of leadership in war won him the support of the Frankish lords.

Constant War: Clovis followed the Frankish custom of leaving his kingdom and wealth evenly divided between his sons. His sons did not get along. After his death, his sons began a war that led to several hundred years of fighting, each wanting to rule the largest piece of the kingdom.

Mayors of the Palace: While the various kings of the Franks were off fighting wars, the real task of running the kingdom passed from the bloodline of kings to a new ruling group called "mayors of the palace." The mayor of the palace could be anyone capable of running the kingdom. This allowed capable leaders to rise to positions of power and have the support of the people behind them.

Charles Martel: Charles Martel (also known as Charles the Hammer) became mayor of the palace in the early eighth century. He successfully led a military defense that kept the Muslims out of France. That ensured Christianity would remain the dominant religion in Europe. His grandson, Charlemagne, would change the face of Europe forever.

Pepin the Short: Pepin became "mayor of the palace" around the middle of the eighth century. Pepin did not like the "mayor of the palace" title. He wanted to be called "king." Since he had no blood claim to the throne, he used his friendship with the church to achieve his end. To earn his crown, he conquered more land, which in turn resulted in the conversion of more people to Christianity.

Pepin had his friend, the Pope, crown Pepin's sons—Charlemagne and his brother—kings while Pepin was still alive. Each brother was given a different piece of Pepin's kingdom to rule after his death. He had the boys crowned kings while he was still alive to make sure the people would accept them as kings, even though they had no royal blood. Charlemagne lost his brother in battle. That left Charlemagne alone to rule one day as King of the Franks. Upon his father's death, Charlemagne took over.

Questions:

1. Name two reasons King Clovis decided to become a Christian.

2. What was the job of the "mayor of the palace"?

3. Why did Pepin the Short want his son Charlemagne to be crowned a king by the Pope while Pepin was still alive?

Name:
Date:
Class:
Period:

Who Was Charlemagne?

Charlemagne was one of Europe's most successful monarchs. He was king of the Franks in 768 CE.

Charlemagne was not the first king of the Franks. His father had ruled before him, and his grandfather had ruled before that. They were good rulers, but Charlemagne was an impressive king. For one thing, Charlemagne was very tall. He had blonde hair. He was always laughing. His dogs were his constant companions, forever tangling about his feet wherever he went. His sword girl ran alongside him, so he would always have his weapon handy. He always strode, taking big steps. If you wanted to talk to him, you had to keep up. He knew everybody in his castle by name, from his top advisors to the lowliest serf. As friendly as he was, he was every inch a king. The people in his kingdom called him Charles the Great.

Expansion: The Franks were great fighters. Their battle skills were legendary. Using the strength of his army, combined with his own leadership abilities, Charlemagne defeated other barbarian tribes. He expanded the Frankish Empire to include Germany, all of France, most of Italy, and even sections of northern Spain. Under Charlemagne, the Frankish Empire grew to be about one-fifth the size of the United States! When the Frankish Empire went to war, Charlemagne was in the thick of things. He was easy to spot. Besides being very tall, he often wore a blue cloak over his fur coat, which made him appear even larger. Yet, somehow, he managed to survive battle after battle. He got scarred up a bit, but did not die in battle. He died of old age in his seventies, which for the time was a really old age.

Education: After the fall of Rome in 476 CE, the ability to read and write began to disappear. The only people left with these skills were the clergy, and not even all of them had the ability.

To effectively rule his kingdom and to successfully convert people to Christianity, Charlemagne wanted his officials to be able to read and write. If he sent them a note, giving them some instruction, he wanted to make sure they could read it. To accomplish this, he turned his own castle into a center for learning. Scholars came from all over Europe to teach in the palace school.

Charlemagne tried to learn to write, but his hands were too big and too scarred from battle to write legibly. Charlemagne tried to talk other nobles into joining him in his educational pursuits, but they were quite resistant. It was not the Frankish way. The Frankish nobles (warriors) thought reading and writing was a waste of time.

Preservation: Charlemagne gave many of his scholars the job of copying all the old manuscripts into Latin by hand. All books in the Middle Ages were written by hand. The scholars would have been delighted to use a typewriter, printing press, or computer, but since none of these things had been invented yet, everything had to be done by hand.

Government: Charlemagne ruled his vast empire by using local officials called counts to help him. Their job was to solve local problems and to raise armies for the kingdom. At least once a year, messengers inspected various regions managed by counts, then reported back to Charlemagne. Charlemagne himself made regular tours of his kingdom. The local officials were not allowed to rule in place of the king; they ruled under his direction.

Trial by Jury: When accused of a crime, peasants had a tough time proving their innocence. Trial was by ordeal. A man suspected of a crime would have to prove he was innocent by holding a red-hot piece of metal. If his burnt hand healed in three days, which it was unlikely to do, he was found innocent. If you were accused of something and you were higher in the social rank, you might be judged by the outcome of trial by fighting. You could hire someone to fight for you. You were innocent or guilty based on the quality of fighter you were or could afford.

Charlemagne did not believe this method could determine the innocence or guilt of a man accused of a specific crime. Charlemagne started a system by which all disputes would be heard by a panel of honorable men who had taken an oath to listen and judge fairly based on the evidence. There was still corruption, but this system had a much better chance of being fair. Our modern jury system slowly developed from this early start.

Standardized Money: The process of collecting taxes fell to local administrators. They could tax any way they wanted. This gave the local administrators a great deal of power. Charlemagne recognized that such a system could lead to an abuse of power. He needed a system of taxation and a way to enforce that system. He also needed a system to control prices on goods. Charlemagne could not get his hands on enough gold to make coins. Instead, he used silver. Barter was still used, but payment using silver coins began to take hold.

Holding the Kingdom Together: Charlemagne held his kingdom together by the sheer force of his personality. He was not a king in a palace somewhere; he was out and about. He personally fought in battles. He personally visited local administrators. The common people saw him. He strode through town after town. He had a horrible singing voice but he was always singing at the top of his lungs. The people loved him. He was their king. He was able to pull the people together. They were Franks, and proud of it. Charlemagne was able to create a Christian Empire under a powerful secular leader—himself.

Questions:

1. Charlemagne wanted to bring order to his empire. What did he believe was the key to order?

2. How did Charlemagne improve education?

3. What characteristics did Charlemagne have that made him an effective leader?

4. How did Charlemagne maintain control over his huge empire?

5. What was the major religion in Western Europe during this time period?

Name:
Date:
Class:
Period:

Outline Map—Frankish Empire

Name:
Date:
Class:
Period:

Famous Popes

Pope Adrian: Pope Adrian was one of Charlemagne's best friends. For about 25 years, when Charlemagne was king and Adrian was the pope, these two men worked together to rule much of medieval Europe. Wherever Adrian was pope, he acted as if everyone had to obey Charlemagne as the secular leader of the people, and so it came to pass. Wherever Charlemagne was king, he acted as if everyone had to obey Adrian as the spiritual leader of the people, and so it came to pass. By 800 CE, pretty much all of the people in Western Europe had converted to Christianity, and pretty much all the land in Western Europe had become part of the Frankish Empire. Their friendship had resulted in a unified Europe with one common culture.

Pope Leo III: When Pope Adrian died in 795 CE, a new pope took over. Leo III was worried about Charlemagne. He wanted the church to be in charge of the lives of the people in Europe, not the king. He was not sure how he was going to take power from Charlemagne, but he knew he wanted to try. Leo had other problems to handle first.

Leo was a secular prince as well as a pope. In 799 CE, there was an uprising in Rome. Many nobles turned against him. They were not happy with Leo's handling of one of the many political crises in Rome. Leo had to flee the city to save his life. Charlemagne's local official in Rome, the Frankish governor, was unwilling or unable to help him. That made Leo very angry. Leo did manage to reach Charlemagne safely and Charlemagne greeted him with great respect. The "church" had sought protection from him. Charlemagne liked that; Leo did not. But Leo had nowhere else to turn.

Charlemagne assigned troops to accompany Leo back to Rome. Being Charlemagne, he also accompanied Leo personally. When they entered Rome, the nobles who had conspired against Leo claimed they had done so because Leo was guilty of a variety of immoral actions. Charlemagne could have said, "Oh, nonsense." He knew the stories were untrue. He could have stopped things right there. But he did not.

Two days before Christmas in the year 800 CE, Charlemagne assembled a gathering of high-church officials and appointed himself as judge of the inquiry. He heard testimony. Then he dismissed the charges, and returned Leo to his position as pope.

This made Charlemagne very happy. It clearly established that he was in charge, not the church. This made Leo very angry for many reasons, not the least of which was recognizing that Charlemagne had indeed positioned himself as more powerful than the church.

Questions:

1. What was the relationship between Pope Adrian and Charlemagne?
2. Why was Pope Leo worried about Charlemagne's growing power?
3. Why did Charlemagne gather together high-church officials for an inquiry?
4. Why was Leo angry about the way Charlemagne chose to help him?

Lesson Five:

How Charlemagne Became the New First Holy Roman Emperor

Time frame: 1 class period (55 minutes)
Includes: Pope Leo Gets Even, Holy Roman Emperor Charlemagne, End of the Frankish Empire

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Newspapers, magazines
- Reproducibles:
  Charlemagne is Crowned Holy Roman Emperor
  The End of the Frankish Empire

Daily Question: During his lifetime, Charlemagne's father made sure the Pope crowned Charlemagne with what title?

Open Class: Meet your class at the door

Say: "Welcome to the Middle Ages, home of the fierce and fabulous Frankish Empire."

Activity: Holy Roman Emperor

- **Say:** "Today, we're going to find out how Charlemagne became the new first Holy Roman Emperor over 300 years ***after*** Rome fell. How did he do that?"
- Handout: *Charlemagne is Crowned Holy Roman Emperor*
- Read and answer questions.

Activity: What's in a Name? (Class Discussion)

Say:

- "Right now, the leader of our country is called the President of the United States. What if Congress voted to change that title to something more fitting, perhaps Emperor of the United States, or better yet, Ruler of the World? Can you see any problems that might arise if we call our president Ruler of the World? It's just a title, after all."
- "How do you think the people in other countries would react to the new title Ruler of the World?"
- "What if we called the principal of our school the Ruler of the World? How would you react to that? How about people in Europe, how would they react?"

- "That's right. People would laugh if we called our principal Ruler of the World. They would not laugh if we called the president of our country Ruler of the World. In fact, we might find ourselves at war, which is no laughing matter. Why the difference?" (Military power.)
- "Advertisers know this. They use words all the time to convince us of things. When it comes to titles, people make certain assumptions about the power of a person or product just from its name or title."

Group Activity: What's in a Name? Job Titles

- Break into groups. Hand out newspapers and magazines. Have students find examples of titles. **Ask:** "What do these titles make us believe about the person who has them?"
- **Say:** "When Leo crowned Charlemagne Holy Roman Emperor, do you think he did that as a thank you to Charlemagne for finding him innocent of any wrong doing, or do you think Pope Leo might have been setting Charlemagne up for the battle of his life against the Byzantine Empire? Do you think Leo might have been that cagey? Do you think Leo might have had any other reason to crown Charlemagne Holy Roman Emperor?" (It positioned the head of the church in Rome, not in Constantinople—the capital of the Eastern or Byzantine Empire.)

Transition: Whatever his purpose, by crowning Charlemagne Holy Roman Emperor, Pope Leo III triggered a war between the Byzantine and Frankish Empires. Neither side wanted to go to war, but to war they went, over a title. Of course, it was not just any title. It was the title that implied the secular head of the Church.

Activity: The End of the Frankish Empire

- Handout: *The End of the Frankish Empire*
- Read and answer questions.

Close Class: "Tomorrow, we'll take a look at the vassal system. Vassal means servant. In the Middle Ages, everyone was the servant of someone else. This system was called feudalism. Until then, see you next time, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Charlemagne is Crowned Holy Roman Emperor

Pope Leo Gets Even: Pope Leo pretended to be grateful to Charlemagne for coming to his rescue. On Christmas Day, in the year 800 CE, Pope Leo and Charlemagne knelt together to worship. While Charlemagne had his eyes closed in prayer, Pope Leo shot to his feet and placed a crown he had made on Charlemagne's head. In a loud and carrying voice, the pope declared Charlemagne as the new Holy Roman Emperor. There was no way that Charlemagne could refuse the honor. He was stuck with a title he did not want.

Charlemagne, the new Holy Roman Emperor: Charlemagne was no fool. He knew his new title gave him no additional power. Instead, it took power away. This clearly tied church and state and placed the church in power. What the church gave they could also take away, and that included titles. Two days earlier, when Charlemagne had accompanied Leo to Rome, Charlemagne was in charge. On Christmas Day in the year 800 CE, a mere two days later, when Charlemagne left Rome, the church was in charge.

Charlemagne quickly realized the new title would bring other problems. Charlemagne was sure it would lead to war with the Byzantine Empire. He knew they would not accept him as the ruler of all Christians. He had already had his warriors nibbling away at the Byzantine Empire, taking little pieces and adding them to the Frankish Empire. Byzantine was no friend, and a title such as this could start a long and bloody war, one Charlemagne was sure he would win, but at what cost? Charlemagne did not want war with the Byzantine Empire. In an attempt to avoid this, Charlemagne never called himself Holy Roman Emperor. Out of respect for the church, he used the word emperor. He called himself Emperor, King of the Franks and Lombards, to emphasize the areas over which he ruled—areas that did not include the Byzantine Empire. It was a clever attempt, but it did not work. Two years later, war broke out between the Frankish and Byzantine Empires. It took about eight years for these two huge empires to make peace.

A New Friend: One good thing resulted from Leo's actions. Charlemagne made an unusual friend because he was crowned emperor. At this time in history, Charlemagne was the most powerful Christian king in the world. Harun al-Rashid was the most powerful Muslim king in the world. These two men sent messengers and presents back and forth as early as 801 CE, shortly after Charlemagne was crowned Holy Roman Emperor. These two incredibly powerful men never sent troops to help each other, but just the thought that they might stopped many a war before it started.

Questions:

1. How did Pope Leo get even with Charlemagne?
2. Name one thing that worried Charlemagne about being called Holy Roman Emperor.
3. Name one good thing that came from Charlemagne's new title.

Name:
Date:
Class:
Period:

The End of the Frankish Empire

Heirs to the Throne: In 813 CE, Charlemagne was over seventy years old. That was a very old age for the time. He knew it was long past time to think about how he was going to leave his empire to a successor. It was the Frankish custom to equally divide land between sons. Charlemagne had three sons. He probably would have chopped up the Frankish Empire so that each son would receive a kingdom to rule, and each would be a king. No son would inherit the title of emperor. The title had caused so much trouble.

Two of his sons had already died. That left Charlemagne with only one son to inherit the empire. He decided his son Louis might as well be crowned emperor. Charlemagne was not about to allow the same mistake to happen again. Charlemagne had his son crown himself as Emperor, and for the next year, father and son ruled the Frankish Empire together. Leo was still the pope, but he was not invited to the crowning ceremony. Charlemagne made it very clear that the emperor had the power to bestow his own crown. Pope Leo did not dare to object. Leo was not popular and Charlemagne was loved.

Louis the Pious: Charlemagne's son, Louis, was a good father and a good husband. He was deeply religious. The year after his father died, Pope Leo died. The Romans hated the new pope, Stephen IV, even more than they had hated Leo. In order to rule, the new pope knew he had to have the backing of the Frankish Empire. He called for help.

Louis was thrilled that the pope had invited him to Rome. His father would have known that the new pope was weak. His father would have demanded concessions. But Louis, already crowned emperor, fell to the ground in front of the pope and begged for the pope's support. Seeing an opportunity he had not expected, Pope Stephen crowned Louis emperor. Louis was thrilled. It was the first time he actually felt like a monarch. In that one act, Louis threw away everything his father had gained for him. Once again, the church had positioned itself as more powerful than any secular leader. Not only did the new pope gain the support of the Frankish Empire, he gained the respect of the Roman nobles.

From that point on, all the nobles in the Frankish Empire called Louis by a nickname—Louis the Pious. Louis found the name flattering. He seemed to have no idea that his actions had cost him the respect of his Frankish military and secular leaders, the respect of the Roman nobles, and the respect of his father's friends in the Muslim kingdoms. Louis allowed his local counts to rule for him. Louis spent his time with his family and in prayer. The counts began to rule their individual regions as if they were kings.

Charlemagne's Grandsons: In the Frankish way, Louis divided his kingdom into pieces, giving each of his sons a section. Louis spent a great deal of time trying to divide the kingdom up in a fair and manageable way. He could have saved himself the effort. After his death, his sons fought constantly amongst themselves. They each wanted more. They paid little attention to the needs of their respective kingdoms. This left the local administrators, the counts, even more freedom to gain power regionally. This time, they took it.

The counts had gained so much power over the years running their individual regions that it was easy for them to simply start calling themselves kings. So they did. They were the leaders the people knew. Once again, Europe fell into warring pieces. That made them sitting ducks for attack by other barbarian tribes, such as the Vikings, who lived to the north in Scandinavia.

Questions:

1. Why was Louis thrilled when the Pope invited him to visit Rome?

2. Why were the Frankish nobles unhappy with Louis as king?

3. Why did Louis divide the Frankish empire into three pieces?

4. Do you believe Charlemagne's grandsons were good rulers? Why or why not?

Lesson Six:

The Manorial System—Serfs and Peasants

Time frame: 1 class period (55 minutes)
Includes: The Manorial System, Serfs, Peasants, Pleasant Peasant Poems

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducible:
  The Manorial System—Serfs and Peasants

Daily Question: Who was the first new Holy Roman Emperor?

Open Class:

Say: "Imagine you live in a place that is really pretty. There are hills all around you and lots of open space. There's a beautiful river and good rainfall. You have good neighbors and a home of your own. It's just a little home with a dirt floor and a thatched roof, but you like it. It's what you know.

"You also know that there are other people who live on the hill right next to yours. You've never actually seen them, but you've heard about them. You've heard that the people who live on the other side of the hill burn down houses just for the fun of it. They'd burn down yours if they knew where you lived.

"You are really afraid of the people who live on the other side of the hill, so you don't want to travel past them. Instead, you stay home where things are pleasant. You make your own shoes, bake your bread, and live among people you've known all your life. You never travel anywhere because to do so you would have to pass the people who live on the other side of the hill, and that would be too scary.

"One person in your community is the leader—he is a warrior and has weapons. He showed up one day with some other men with weapons. Pretty soon, he had taken on the job of protecting all the people on your hill. He promised that if trouble came, if the people who lived on the other side of the hill came and tried to burn down your house, he would protect you. You believe him. He has weapons and he knows other people with weapons. You agree that if he will protect you, you and all the other good people who live on your hill will promise to work together to grow the crops, tend the livestock, bake the bread, sew the clothes, make the tools, and do the work. That is your job.

"That's what people did for a very long time. They lived on their hill, they made everything they used, they grew all their food, and they never went anywhere. In exchange, the lord of the manor, who lived in the best house and did none of the work, promised to protect them. In these violent times, that was a really important promise. The people did not believe he would live very long, but better him than them.

"This was called the Manorial System. The manor was the smallest unit of feudal government."

Activity: The Manorial System

- Handout: *The Manorial System—Serfs and Peasants*
- Read and answer questions.
- **Ask:** "What is the definition of the manorial system?" (Get some answers.) "Do you think we might find manorial in the dictionary? How about manorialism?"
- Have students look up both words. If they find a definition, have them read the definition to the class. If not, create a class definition.

Activity: Pleasant Peasant Poems

- **Say:** "To us today, it sounds like peasants lived a pretty tough life. Even though their work was very hard and their lives were harsh, most peasants and serfs were at least content. They counted on the lord to take care of them in times of trouble, and he did. The lords understood that without the serfs and peasants, their comfortable lives would soon be gone. They might tell a peasant man in a harsh voice, 'You must plow an acre of field today.' They might tell a peasant child, 'You must bake 14 loaves of bread today for my guests tonight.' But what he could not say was, 'Go away. Leave my land now.'

  "Serfs stayed with the land, and that gave them a lot of comfort. The lord could not tell them to go away. Most peasants chose to stay. People stayed on the manor their whole lives. They were afraid to travel past the people who lived on the other side of the hill. By comparison to that terror, most peasants believed their life on the manor was a good one."

- Working in groups or individually, which ever you as the teacher choose, tell students that they must write a Pleasant Peasant Poem. They may assume the role of any peasant they choose—a young girl, a young boy, a bailiff, a craftsman, a mother, a father, or a grandparent. The poem they write must show us something their peasant considered as a good thing about their daily life.
- Ask for volunteers to share what they have written.

Activity: The Good Things

- Using the board or the overhead projector, brainstorm with your class a list of things that common people in the Middle Ages might have listed as the good things in their lives.
- **Say:** "We are going to have to write the good things down for them because they could not read or write."
- Create a list. Ask your class: Do you believe that these are still good things today?

Close Class: "See you next time, right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

The Manorial System—Serfs and Peasants

Common people included bailiffs, craftsmen, peasants, and serfs. We refer to this group collectively as peasants or serfs, but it's important to know that there was a difference between a peasant and a serf.

Serfs were bound to the manor. Almost all the common people were serfs. Serfs were not slaves, they could not be sold. But serfs could not leave the manor without permission. Serfs had to do the job they were assigned or they would be punished. If the land was sold or reassigned, the serfs stayed right where they were. Serfs went with the land.

It was illegal for a serf to run away. If they were caught, they would be killed. But if they could run away for a year and a day without being caught, they were free of the land and their feudal obligation. As towns began to reappear after the Crusades, some serfs did escape to the towns, especially those who were craftsmen. Those who stayed at least had the comfort of knowing that if they died, their family would be taken care of. It was understood that a landowner could not throw a serf or his family out, just as it was understood that serfs could not refuse to work.

Peasants were free to leave if they wished. Peasants were different; they did not have to work for the lord. But where would they go? War was everywhere. Peasants worked the land and made the goods in return for protection. Peasants might have a bit of land, a little two-room house, and a tiny vegetable garden all their own. But other than that, their life was just like a serf's.

Jobs: Some serfs were assigned the job of bailiff. Their job was to collect taxes from the common people. Some were craftsmen. Some only made weapons, did carpentry, baked pastries and breads, or made leather goods for the nobility. Most did a little bit of everything. Besides farming, they fixed tools and made their own clothes. Most worked the land and took care of the animals. They worked long hours, and they worked very hard. A few peasants escaped their life by joining the church, but most lived and died on the manor where they were born.

Clothing: Commoners wore single sheepskin blouses and trousers to the knee. They usually went barefoot or wore wooden clogs. The women's clothes were the same as men's except they wore long skirts instead of trousers. Their clothes were dirty and shabby. They rarely took their clothing off. There was a lot of disease. (They were not the only ones who had found cleanliness distasteful. Many members of the nobility did not often take baths.)

Homes: Most peasants lived in two-room homes. Serfs lived in one- or two-room homes as well. One room held the animals if they were lucky enough to own any. The presence of animals helped to keep them fed and warm. Their furniture might include a table and a stool, perhaps a bed or bags of straw for sleeping. Everybody slept in the same bed. People did not have privacy. An entire family lived in two rooms. Huts did not have fireplaces. People huddled together for warmth.

Food: Garden vegetables were plentiful when in season. They had thick soups for dinner and coarse bread. Cows were too valuable to slaughter, cows gave milk. They caught fish if they could and ate pigs on rare occasions.

Taxes: Peasants and serfs had to pay taxes to the owner of the land on which they lived. There was a payment due for each service they received. For example, some of the crops they grew belonged to them and some to the lord; that was one way to pay their crop tax. If they baked bread in the lord's oven, they had to pay for the use of the oven by leaving a loaf of bread for the lord. All peasants had to set aside a number of days each year to provide labor for repair to the castle walls, the roads, or whatever else needed work.

Church Festivals: Peasants and serfs looked forward to holidays—it was the only time they had an opportunity to relax and enjoy life. Holidays were all religious in nature. Each holiday included a festival. Medieval festivals offered religious dramas to watch and cheer, along with singing, dancing, wrestling, and archery. It is no wonder that the church held a central place in the daily life of the serfs and peasants, Church related activities were the only times they were allowed to have any fun.

Religion: Farmers were kept in their places by the promise of a better life through the church. The only way to get to heaven was to follow the Bible. The Bible at that time was only handwritten in Latin. The only people who could read it to the common people were the parish priests. So if you wanted to get to heaven and find a better life, you had to listen to the priest. If the priest said, "You have to be a farmer," then guess what? You had to be a farmer or you would not get to heaven. The priest would tell you who you had to marry and on what date. The priest would decide everything in your life. You had to do what the priest said if you wanted to get to heaven. On one hand, you had to do everything the priest told you to do, or you would not go to heaven. On the other hand, you had to do everything the landowner told you what to do, or you would be severely punished.

Feudal Obligations: In spite of the hardships of their lives, peasants and serfs seemed content with their lot. For one thing, they knew no other life. And for another, they knew they were critical to the survival of everyone on the manor.

Without peasants and serfs to work the land, the land was useless to the lord. Without the protection the lord provided, commoners would die of war or famine. Each of these groups had an obligation to the other. As different as daily life was for the nobility and the common people, the manorial system provided stability and a peaceful way of life in a time of great violence.

Questions:

1. What is the difference between a serf and a peasant?
2. What was the job of a bailiff?
3. Why did serfs have to pay taxes to the lord?
4. Why did serfs do everything their parish priest told them to do?
5. What feudal obligations did the common people have to the owner of the manor?
6. What feudal obligations did the owner of the manor have to the common people?
7. What did the manorial system provide in a time of great violence?

Lesson Seven:

Feudalism

Time frame: 1 class period (55 minutes)
Includes: Feudalism, Fiefs, Vassals

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Make copies of the *Vassal Cards,* enough so you can distribute one card per student. Cut each page into individual vassal cards.
- Reproducibles:
  Fiefs, Feudalism, and Vassals
  Vassal Cards

Daily Question: What is manorialism?

Open Class: Meet your class at the door

Say: "Welcome to the manor. Take your seats quickly. There is much to discuss."

Activity: Introduce the Political Concept of Feudalism

- **Say:** "As we learned last time we met, in medieval times, there were three major groups of people—the nobility, the church, and the commoners. Relationships between groups and people in the Middle Ages was based on a balance system, a sort of 'you do this for me, and I'll do this for you' approach."
- Ask the daily question. (Get some answers.)
- **Manorialism** was an economic, agricultural system. In exchange for protection, the common people provided the work force to produce crops and goods. If enemy knights approached, the common people fled to the manor house for protection.
- **Say:** "It's easy to understand the job of the common people. Their job was to do all the work. But what about the lord of the manor? His job was to defend the common people. How did he plan on doing this? There's only one of him and thousands of armed warriors across Europe who would like his land and would have no problem killing him for it. Did the feudal lord have a plan? Sure he did. People teamed up. In the Middle Ages, relationships between groups and people in the Middle Ages were based on a balance system."
- **Say:** "Manorialism had to do with the land. Feudalism was a political concept. It was a way to quickly organize an army. But it went far beyond that. Feudal obligation was a huge thing."

Activity: Fiefs, Feudalism, and Vassals

- Handout: *Fiefs, Feudalism, and Vassals*
- Read and answer questions.

Activity: The Vassal System

- **Say:** "To better understand how the vassal system works, I am going to hand each of you a vassal card. These are lords to whom you have pledged your services."
- Hand out one Vassal Card per student using the vassal card handout.
- **Say:** "Here's the situation."

Battle One: Noble A and Noble D have gone to war.

- **Ask:** "Who is Noble A?" Place whichever student is Noble A on one side of the room.
- **Ask:** "Who is Noble D?" Place whichever student is Noble D on the other side of the room.
- **Say:** "All vassals who have pledged to support Noble A but not Noble D move to stand with A. All vassals who have pledged to support Noble D but not Noble A move to stand with D. Those vassals who have pledged to support both Noble A and Noble D please move to the back of the room. You are awaiting trial. You promised your support; you didn't show. There will be a hearing made up of other vassals. If you are found guilty, you have to give me your fiefdom. Scared? You should be. Without land, how will you eat? How will you earn the money you need to honor your other pledges?"

Battle Two: Noble B and Noble C have gone to war.

- **Say:** "Those vassals who have pledged to support Noble B but not C, move to stand with B. Those vassals who have pledged to support Noble C but not B, move to stand with C."
- **Say:** "Those vassals who have pledged to support both Noble B and Noble C please move to the back of the room. You are awaiting trial. Some of you feel you have been wrongly accused. You sent men as you promised, to both sides. You kept your promise to both."
- **Say:** "For those of you who managed through these battles, I have sad news for you. Nobles E, F, G, and H are headed your way. They have been marching in your direction for days. By tomorrow, they will arrive. You did not get the word. You've been busy worrying about these other battles. I think you're in a bit of trouble. You should have left more warriors at home to defend your manor."

- **Say:** "In the absence of a strong central government and the presence of nearly continuous war, the vassal system at least gave people a fighting chance."
- **Ask:** "Let's review this. If you were my vassal, what kind of power would I have over you?" (Get some answers.)
- **Say:** "If I were attacked, I would expect you to serve me as a warrior without pay for as long as I was being attacked. If I was the one attacking, you would have to be my warrior for six weeks for free, and then I would have to pay all your expenses. If

I wanted you to come to my castle for any reason, to give me advice on some puny issue, you had to come."

- **Ask:** "If I were getting married, what would you have to do?" (Help pay for the wedding.) "If I were held hostage, what would you have to do?" (Help pay the ransom.)
- **Say:** "I gave you land and serfs. In exchange, you promised to do certain things to help and protect me. If you don't honor your promise, you will be tried, convicted, and stripped of your lands."
- **Ask:** "What happens if you chose not to participate in this system? You'd just rather not have land at all. What would happen to you?" (Get some answers.)
- **Say:** "You could join the church if they would have you. You become a peasant. A peasant thinks it can be pleasant to be a peasant. Not the life for you? So, what would you do?" (Get some answers.)
- **Say:** "There was nothing else. There were only three groups of people in the Middle Ages—the common people, the church, and the nobility. There were no towns until late in the Middle Ages. There was no middle class, no fast food, no malls, no television, no computers, and no radios—there was only war."

Activity: What is Feudalism?

- **Ask:** "So what is feudalism?" (Get some answers. Have one student look up the definition in the dictionary and read the definition to the class, and another do the same with their textbook. Compare the two. Are they the same?)
- **Say:** "Feudalism evolved into an organization in medieval society based on an exchange of loyalty and service for protection and land. The feudal system included serfs and peasants. The common people promised their loyalty and obedience to a feudal lord in exchange for protection. The feudal lord promised his loyalty and service to a lord more powerful in exchange for the land he held. The person higher up promised his loyalty to someone higher up and so on. Sometimes you were not paid in land. You might receive permission to set up a tollbooth somewhere on a bridge or a busy road that belonged to a lord. The public used it, but it crossed his land; that could be your payment. Most people wanted land because land came with serfs to work it, land generated crops, and crops were used as payment for goods and services received."
- **Say:** "In the absence of central government, the feudal system was a way for people to protect themselves whatever their rank in society, from the lowest serf to the king himself. Feudalism continued to work until the population grew large enough for people to recognize the need for a more centralized government."

Close Class: "Next time we meet, we're going to find out if you would like to live in a castle. See you next time, right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Fiefs, Feudalism, and Vassals

Fiefs: Frankish kings, starting with Charlemagne's grandfather, Charles Martel, had always rewarded military service with land. These tracks of land were called fiefs. Each fief came with serfs. Serfs were people who worked the land to produce crops. Serfs were tied to the land, not to the noble who owned the land. If a noble died without heirs, the king would reassign that land to someone else as a reward. In exchange, serfs expected to be fed, sheltered, and protected from violence.

Soon, fiefs were also awarded to counts and local officials. There was a lot of land available. Every time two barbarian tribes went to war, the losers lost their land, and typically their lives as well. Their families were tossed out of their homes, and their land was assigned to someone on the winning side. This was one reason war was so popular, war was the way to riches.

In exchange for a fief, you had to promise certain things.

- You had to promise loyalty to the lord (who gave you the fief).
- You had to provide military service. Landowners did not have to fight themselves, although most did. They did have to promise a certain number of knights that could be used in battle for 60 days each year.
- You had to act as host, providing food and shelter when your lord came visiting.
- You had to contribute funds for a ransom if necessary, should your lord be captured in battle.
- You had to provide gifts of cash to help offset the cost of your lord's wedding, or any wedding or special occasion of your lord's children.

Feudalism: Around 900 CE, the lack of a strong, central government led to a new form of government called feudalism. Feudalism started in France. In times of trouble, which were often and nearly continuous, a warrior had to have quick access to a large group of fighting men that he could call on for help. These fighters were called vassals.

Vassals: Vassal means servant. In the feudal system, everybody was a vassal. At the top of the secular heap was the king. At the bottom were the knights, the professional fighting men. In the middle were the lords, other nobles, counts, and officials.

Vassals could promise their loyalty to more than one person; they could pledge support to 10 or 12 lords. Problems arose when lords went to war. For example, let's say you have pledged your support to the lord on either side of your land. These two lords are both counting on you.

And both have given you gifts of land, weapons, and goods. What happens if these two lords go to war? You have promised your support to both. You could find yourself quite literally in the middle, and you would lose no matter who won.

Being a vassal was taken very seriously. There was a ceremony attached to becoming a vassal. It was not just a handshake or an agreement. It was not in writing because very few vassals could read, but it was a solemn ceremony called "homage." This gave weight to the agreement and made the agreement more public.

Small-scale wars and battles were common. Without a strong, central government to act as a control, people were always fighting. There was nothing to stop them. The peasants were not armed, they had no defense. Many fief owners were prior warriors. They thought in terms of battle. If they wanted more land or more workers, or they wanted to get even for something, they would start a war with someone. That's why it was so important to have strong vassals you could call on quickly. As a result, things were a mess. Crops were burned, huts destroyed. People were being killed. It was a time of intense and continuous violence.

The Church: You might wonder where the Church was in all this. The Catholic Church tried to control and to limit these battles. First, the Church issued a decree (a law) called "The Peace of God." This was a ruling from the pope that stated no one could fight in church. Once people got used to that law, the Church issued another edict called "The Truce of God." The Truce of God made it illegal to fight any battle on a holiday or on a weekend. Finally, the Church made fighting legal on only 80 days a year.

These decrees had some effect. But, since the Church had no army at the time available to enforce these decrees, private wars continued to ravage Western Europe.

Questions:

1. What is a fief?

2. What is a lord?

3. What is a vassal?

4. What was the major religion in Western Europe during this time period?

5. Define feudalism.

Vassal Cards

Noble A	Noble B	Noble C	Noble D
Vassal A & B	Vassal B & C	Vassal C & D	Vassal D
Vassal A & C	Vassal B & D	Vassal C & D	Vassal A & B
Vassal A & D	Vassal B & C	Vassal C & A	Vassal B& C
Vassal A & B	Vassal B & D	Vassal B, C, D	Vassal C & D
Vassal A & C	Vassal B	Vassal A, C, D	Vassal D
Vassal A & D	Vassal C	Vassal A	Vassal D
Vassal A & B	Vassal C	Vassal A, B, D	Vassal A, B, C
Vassal A & C	Vassal C	Vassal B & D	Vassal B, C, D
Vassal A & D	Vassal C	Vassal D	Vassal C, D

Lesson Eight:

Medieval Castles

Time frame: 1 class period (55 minutes)
Includes: Medieval Castles

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Books about castles, and any related pictures you can find.
- Reproducible:
  Medieval Castles

Daily Question: What is the definition of feudalism?

Open Class: Meet your class at the door

Say: "Welcome to my castle!"

Activity: Medieval Castles

- Handout: *Medieval Castles*
- Read and answer questions.

Activity: Castles

After reviewing with students the reasons people in the Middle Ages built castles and showing them pictures, give them criteria such as building time, location, reason for building, and have them decide what type of castle they are going to build.

Then have students design their castles on paper. They can work in groups, but each student must design her/his own castle.

Close Class: "Next time we meet, we'll be taking a look at the daily life of the people who lived in the castle. See you next time, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Medieval Castles

Since the power and security of a lord depended upon his ability to defend himself, fief owners began to build sturdy castles. Castles were designed to withstand a siege and to mount a defense. This was needed to defend against attack by other barbarian tribes as well as other knights and other fiefs.

At first, castles were wooden structures, but they were too easy to burn down or destroy. By 1100 CE, castles were built of stone. Thick walls surrounded a castle. Inside these thick walls were many buildings.

At the first sign of trouble, the peasants rushed to get inside the castle walls before the huge doors shut them out.

Location: Castles were usually built on top of a hill if one was handy. That way, the guards would spot attackers approaching.

The Moat: A moat was built around many of the castles. This was a deep ditch surrounding the castle walls, filled with water. The moat was loaded with traps and sharp spikes in case someone tried to swim across.

The Drawbridge: The drawbridge was a bridge built across the moat. This bridge could be raised and lowered for added protection from intruders.

The Keep: One of the largest spaces behind the thick walls was the keep. The keep was a storage area topped by a huge square tower with slotted windows for castle archers to use. The keep also stored food, wine, and grain in case of siege.

The Barracks: Other buildings made up the barracks. The barracks were the homes of the knights and their families.

The Great Hall: The Great Hall was a passageway that connected the lord's home to the keep.

The Chapel: The chapel was built either inside the lord's home or as a separate building. The chapel was a place to hold religious services.

The Gatehouse: The gatehouse was a building used by the guards at the gates. The portcullis was the grating of iron bars at the gateway.

Questions:

1. Why were castles built on hilltops?
2. What were castles built to withstand?
3. What was the purpose of the keep?
4. What was the purpose of the chapel?

Lesson Nine:

Life of the Nobility

Time frame: 1 class period (55 minutes)
Includes: Medieval Life, *The Babees' Book*

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducibles:
  Life of the Nobility—Kings, Lords, Ladies, Knights
  The Babees' Book
  Old English Teachings—Explanations

Daily Question: What is a siege?

Open Class: Meet your class at the door

- **Say (once again):** "There were three major groups of people in the Middle Ages."
- **Ask:** "Who were they?" (The nobility, the church, and the commoners.)
- **Say:** "Relationships between groups and people in the Middle Ages were based on a balance system, a sort of 'you do this for me, and I'll do this for you' approach."

Activity: Daily Life of the Nobility

- Handout: *Life of the Nobility—Kings, Lords, Ladies, Knights*
- Read and answer questions.

Activity: *The Babees' Book*—Book of Medieval Manners and Behavior

- **Say:** "There is a book called *The Babees' Book* that details medieval manners and behavior for all classes of people. Things were very regimented in the Middle Ages. There was only one way to do things. There was a rule for every action, even for when you spoke and how you greeted people. *Babees' Book* collected all these rules together."
- **Say:** "Now, please move into your groups. I think you may need to work together to figure out the riddle of these teachings. This is the way people used to speak in England. It's called Old English. What I am handing you is a list of important things that you, as sons and daughters in the Middle Ages, need to know."
- Handout: *The Babees' Book*
- **Say:** "Your job is to figure out what these people are trying to teach their sons and daughters. First, you'll need to figure out the Old English and find the meaning. Then, you need to figure out what is being said. Write down your answers. Use the back of this paper if you need. Good luck."
- Give them some time.

- **Teacher Note:** We have included explanations of the Old English sentences on the handout at the end of this lesson. The modern translations are obvious, but interesting, as they reflect important teachings of the times. See: *Old English Teachings—Explanations.*
- Class Discussion: One at a time, have a student try to pronounce the teachings. Discuss what it means and what it teaches.
- Close this activity by asking students how mothers and fathers teach their children good manners today. Have a brief discussion as time permits.

Teacher Note: If you would like to use more examples from *The Babees' Book*, here is a 128-page online translation: http://www.yorku.ca/inpar/babees_rickert.pdf

Close Class: "Tomorrow, we'll take a look at knight life—that's knight with a K—as in professional fighting men. Until then, see you next time, right here on the manor, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Life of the Nobility

In medieval times, the nobility included kings, lords, knights, and ladies.

Fiefs: Land in the Middle Ages was broken up into fiefs, but a fief meant more than land. A fief included everything on the land; each one was a complete unit. That unit included at least one village, huts for the serfs, the manor house or castle, and areas set aside to grow, feed, or catch food—fields, pasture land, and woods. Fiefs with streams were greatly prized, as streams could add fish to the diet of those who lived there.

Lords: Within the fief, the lord who owned it had almost total authority. He collected rent from the peasants who lived on his land. He was the judge and jury whenever a dispute between peasants needed to be settled. He was also the judge and jury for disputes between vassals. If anyone tried to take over his land or attempted to take or hurt his workers, they were met with extreme resistance and violence. Anyone who stole from the lord would probably be killed.

Ladies: Noblewomen could be married as early as age 10, but typically were not married until age 12. Girls were not allowed to choose their own husbands; their fathers picked their husbands. A woman's job was to have children and take care of the household. Women had no rights; they were the property of their husbands. There was no such thing as divorce, but these were times of great violence, so a woman might be married four times in her lifetime. Each time, if her father was alive, he chose the husband. If he were not, the eldest son of her late husband would find her a new husband.

Kids: At the age of seven, boys began to study to become knights. Girls did not go to school. They were taught how to manage the household and how to behave by their mothers.

Dining: Dinner was an elaborate affair for most nobles. Several dishes were served including game, fish, vegetables, fruit, and desserts. Until the Crusades, there was no sugar. Foods were sweetened with honey. Spoons or forks were not used; instead, people used their fingers and knives. Things could get pretty messy. Scholars are still arguing about whether or not they used napkins.

When they had guests at dinner, the wealthiest might have several entertainers—minstrels, magicians, and jugglers—to entertain their guests. Far more typically, one person who performed several feats would be the entertainer.

Other Activities and Entertainment: Tournaments were the most popular form of entertainment for both men and women. Tournaments were mock battles between knights.

Men loved to hunt. They ran the fief, which kept them busy. Both men and women learned the arts of archery. Women took great pride in their embroidery and tapestry making. They also made medicines from herbs and plants.

Comfort: Compared to the peasants or common people, the nobility lived a far more comfortable life, but it was still not especially comfortable. Manor houses and castles may be romantic, but no one would call them comfortable. Castles were drafty, dingy, and damp. They were not built for comfort. They were built for protection. Remember, in the Middle Ages, people were nearly always at war with someone.

Religion: As always, the Catholic Church ruled daily life. The church had to approve whom you married, when you were married, when your daughter or son married, and how you behaved. Sermons were given daily by parish priests in small rooms called chapels. Prayer was a big part of everyday life.

Questions:

1. How did the roles of men and women differ in medieval society?

2. Who acted as the judge when there were disputes between peasants?

3. What was the major religion in Western Europe during this time period?

Name:
Date:
Class:
Period:

The Babees' Book

From mother to daughter

Two teachings rewritten in archaic English:

1. *Laugh thou to scorn neither old body nor young.*

2. *Change not thy countenance for aught that thou may hear.*

Two additional teachings in Old English:

3. *Ne go thou not to no wrastylynge.*

4. *Now I have taught thee, my dere doughter.*

From father to son

Two teachings rewritten in modern English:

1. *And, my son, wherever you go, be not full of tales; beware what you say, for your tongue may be your foe.*

2. *Play with none but your peer and tell not all the tales you hear.*

Two additional teachings written in Old English:

3. *Bounde thei be that giftys take.*

4. *For many handes make lyght werke.*

Name:
Date:
Class:
Period:

Old English Teachings and Explanations

From mother to daughter:

3. *Ne go thou not to no wrastylynge.*

> This warns against attending a wrestling match. Even if your own man is involved, as a woman (especially an unmarried woman) you may not attend the match. Wrestling matches were the provinces of men. If a woman tried to attend such a match, she could be legally beaten.

4. *Now I have taught thee, my dere doughter.*

> This refers to the tradition of passing on knowledge of woman's work from mother to daughter.

From father to son:

3. *Bounde thei be that giftys take.*

> This has to do with taking gifts and refers back to the vassal system. It's similar to feudal obligation. This sentence says be careful of what gifts you accept. You might be accepting more than just a gift, as a gift implies a relationship.

4. *For many handes make lyght werke.*

> Many hands make light work. It was first used in a romance called *Bevis of Hampton*, in which the giant needed some help from ordinary men to defeat his enemies in combat.

Lesson Ten:

Becoming a Knight and the Code of Chivalry

Time frame: 1 class period (55 minutes)
Includes: Steps to Become a Knight, Inventions, Code of Chivalry Today and Yesterday

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Lots of different newspapers and magazines
- Reproducibles:
  Horse Plow, Horse Collar, Horseshoes
  Knight Life
  Troubadours

Daily Question: What was the Babees' Book?

Open Class: Meet your class at the door

Say: "Welcome to my castle!"

Activity: The Beginning of Knights

- Handout: *Horse Plow, Horse Collar, Horseshoes*
- Read and answer questions.

Activity: Becoming a Knight

- Handout: *Knight Life*
- Read and answer questions.

Activity: Troubadours

- Handout: *Troubadours*
- Read and answer questions.
- **Say:** "If it were not for the invention of the horse-drawn plow, we might never have had knights. Without knights and troubadours to encourage them, our modern manners might have been very different."

Activity: Finding Chivalry

- Break into groups. Distribute newspapers and magazines between your groups. Have your students search for examples of chivalry—people doing good deeds.
- Discuss what they found. Make sure each group participates. If they can't find examples of good deeds, you will need to help them. Use the pictures.

Activity: Create your own Code of Chivalry

- Direct students to create their own code of chivalry for modern times.
- Give them some time.
- Ask for volunteers to share what they have included on their list.
- **Ask:** "Why are these good things to do?"

Close Class: "Next time we meet, we'll take a look at heraldry, another important aspect of being a knight. Until then, see you next time, right here on the manor, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Horse Plow, Horse Collar, Horseshoes

The Beginning of the Knights

Around 950 CE, three new inventions changed the way people worked the fields:

The Plow: A new way to farm was invented. The new plow dug deep into the soil. A plowed field was a line of deep furrows with soil piled up on one side. Seed could be planted, and then covered with the soil. Water ran along the furrows, which irrigated the crops. Crops grew. It took a team of men and a team of oxen to work the heavy plow. It was difficult, but possible. The manor of the Middle Ages was similar to a collective farm.

The Horse Collar: A horse can pull more weight than an ox, but you need to harness a horse correctly for this to work. Peasants had horses, but they did not invent a collar that would work on a horse until the mid 900s. The horse collar had to be shaped a special way and padded.

Horseshoes: The horseshoe was invented to help valuable horses work more effectively.

The horse-drawn plow changed everything. Crops were grown in ample amounts to feed all the people on the manor. There were enough crops left over to store for the cold winters. Even after storing food, there were enough crops left over to use to support small armies.

The manors could now support well-equipped, professional warriors. That gave the manor a lot of power. Everyone wanted to have a feudal arrangement with a vassal who could provide food, armor, weapons, and professional warriors. These new professional warriors were called knights.

People often refer to fighting men in earlier times as knights, but the knights of legend did not appear until the invention of the horse-drawn plow.

Questions:

1. What was a professional warrior called?

2. What did the invention of the horse-drawn plow have to do with knights?

3. Why did lords wish to have feudal arrangements with manors that could afford to maintain a group of knights?

Name:
Date:
Class:
Period:

Knight Life

At age seven, a nobleman's son began training for knighthood.

Page: At age seven, a boy began as a page. He learned how to fight, how to use weapons, and how to ride a horse into battle. He learned manners from the nobleman's wife. *Babees' Book* details many medieval manners and rules, including those of correct conduct for a page. Some of the rules were:

- When you enter a lord's place, say, "God speed" and with humble cheer greet all who are present.
- Do not rush in rudely, but enter with head up and at an easy pace, and kneel on one knee only to your lord.
- Make obeisance (bow) to your lord always when you answer, otherwise stand as still as a stone unless he speaks.

Squire: At age 15, a page could become a squire. Each squire was assigned to a knight. A knight could have several squires. The squire assisted the knight to whom he was assigned, and he continued to learn how to fight and to learn more about how a knight must behave.

Knight: Once a squire proved himself in battle, and his knight felt he was ready, he could become a knight himself. Squires were knighted in elaborate ceremonies.

Chivalry: All knights had to behave a certain way. This way was called the Code of Chivalry. The code said all knights had to be brave in battle, they had to fight fairly, they had to keep their promises, they had to defend the church, and they had to treat noblewomen in a courteous manner. In time, chivalry became the basis of good manners in Western society.

Questions:

1. What was the Code of Chivalry?

2. What was the major religion in Western Europe during this time period?

Name:
Date:
Class:
Period:

Troubadours

Troubadours were poet musicians. They did not write religious poems, they wrote romances about knights and ladies. These romances were told in the form of poems set to music. Their songs were very popular as they were about love and heroes and chivalry. Troubadours probably helped to create chivalry. Their stories were so loved that the knights seemed eager to live up to the image they created. The troubadours made it up, and the knights made it real.

These musicians would go from town to town, playing love songs. They might also play drums, harps, and bagpipes, which were all popular instruments of the time.

Troubadours created and memorized their own music. If they heard a good song, they memorized someone else's and performed it. Credit was not given to the composer of a piece they were playing. The church taught that God would be unhappy if composers took credit for their work. During the Middle Ages, secular music was not written down. This music is lost, but the existence of troubadours helped to create and to spread the Code of Chivalry.

Questions:

1. What was a troubadour?

2. Why were troubadours reluctant to take credit for their work?

3. How did troubadours help to create the Code of Chivalry?

Lesson Eleven:

Coats of Arms, Shields, Heraldry

Time frame: 1 class period (55 minutes)

Includes: Coats of Arms, Shields, Heraldry

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Pictures of flags of the United States and U.S. state flags
- Reproducibles:
  Make a Shield (page 1)
  Make a Shield (page2)

Daily Question: Why was the invention of the horse-drawn plow important?

Open Class: Meet your class at the door

Say: "Welcome to my castle!"

Activity: Heraldry

- Start by showing the flags of the U.S.A.
- Describe what each part stands for:
  1. Stars: Each star represents a state
  2. Stripes: 13 red and white stripes represent the 13 colonies
  3. Colors:
     Red: Represents the blood that was shed to make us free
     White: Represents the purity of purpose of our country
     Blue: Represents the sky (heaven) that looks down upon us

  Remember, the founders of the U.S.A. were very religious men.
- Discuss how medieval people used personal and family banners and shields to express their identity and status in society.

Activity: Make a Motto

- Have each student create a motto for his or her family.
  1. Direct students to decide what their family should be famous for. (Not what their family is famous for, what they ***should*** be famous for.)
  2. Each student is to select a virtue his or her family has. Give an example of a virtue, such as truthfulness or honesty or cleanliness.
- Give them some time. Wander around, offering advice and ideas if needed.

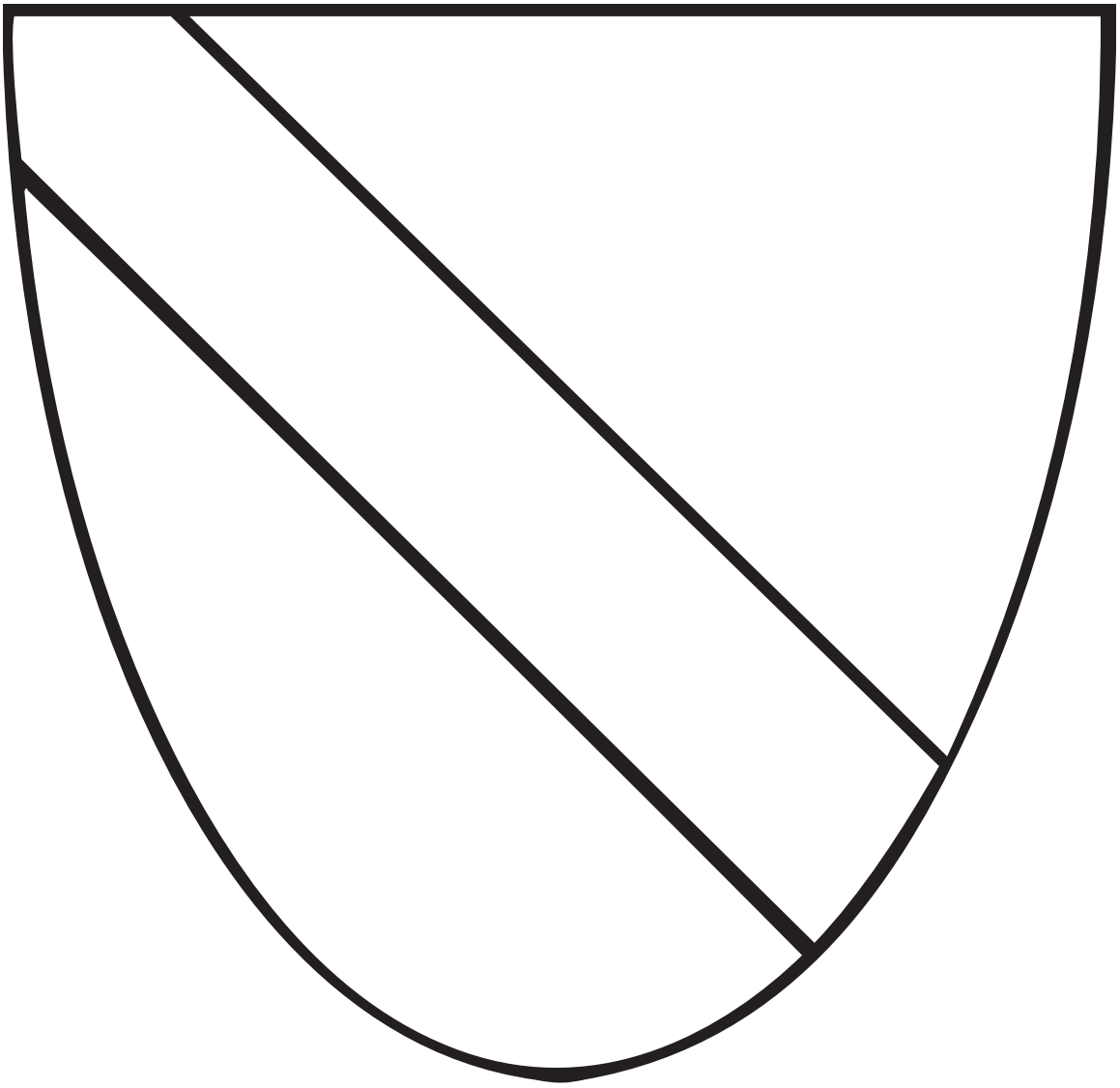
Activity: Make Your Own Coat of Arms

- Show examples of state flags. Point out the various parts of the flag and ask students what they think these represent.
- Use the handouts provided (*Make a Shield [page 1]*, *Make a Shield [page 2]*) or create a shield design of your own or their own.
- **Say:** "Today you will be making your own medieval shields. This shield is to reflect your family, your life, and your motto. Be prepared to discuss the meaning in your shield. All shields will be posted on the wall to add color to the tournament."
- Remind them that both shapes and colors have meaning.
- Give them some time.
- Ask for volunteers to share the meaning in their coat of arms.
- Hang all coats of arms on the walls of your room.

Close Class: "Tomorrow, we'll take a look at some medieval games. Until then, see you next time here on the manor, smack in the middle of the Middle Ages."

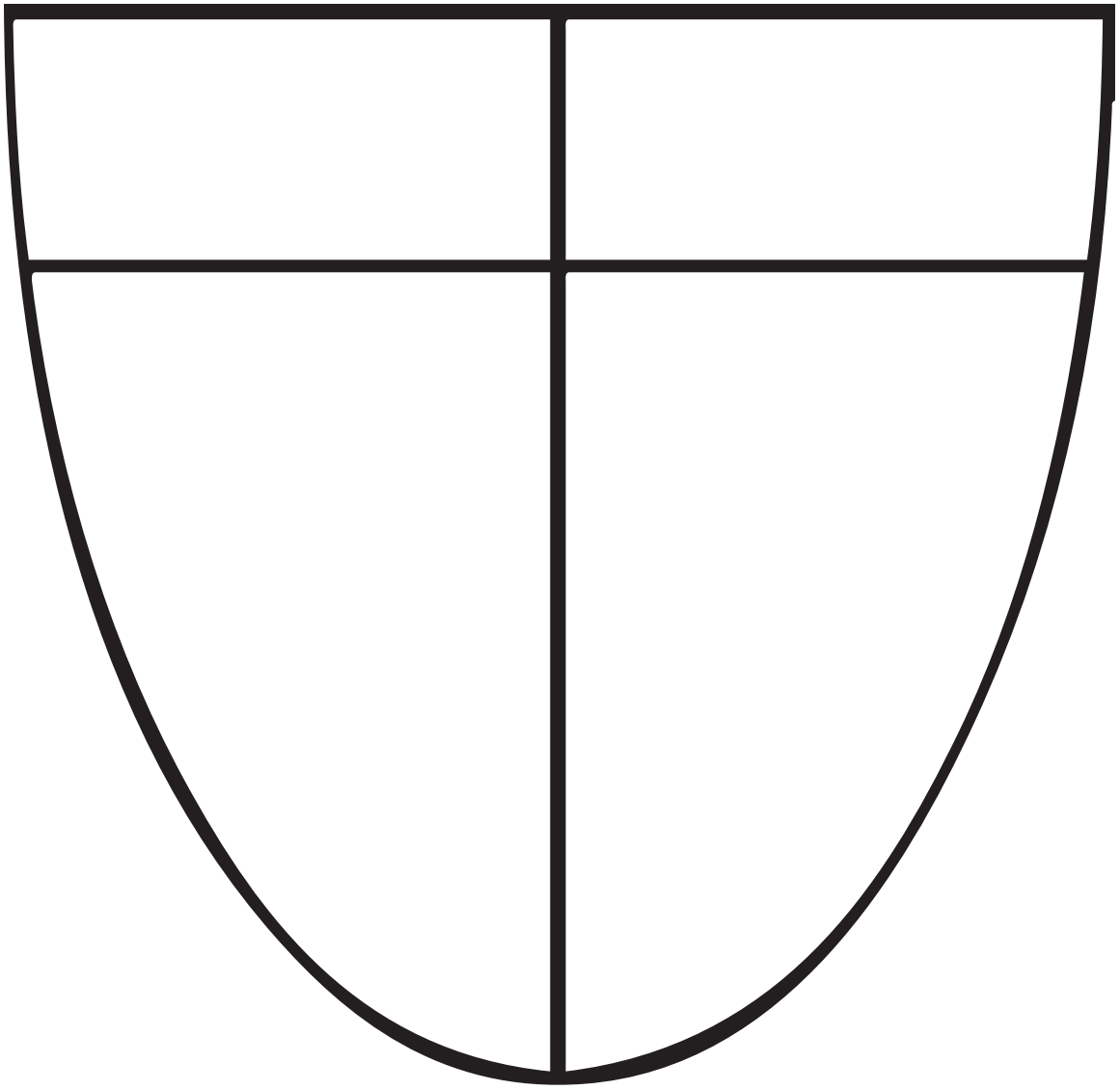
Name:
Date:
Class:
Period:

Make a Shield (page 1)



Name:
Date:
Class:
Period:

Make a Shield (page 2)



Lesson Twelve:

Jousts and Tournaments

Time frame: 1 class period (55 minutes)
Includes: Jousts, Tournaments, Medieval Games, Behavior Modification Posters

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducible:
  Jousts and Tournaments

Daily Question: What is a troubadour?

Open Class: Meet your class at the door

Say: "Welcome to my castle!"

Activity: Jousts and Tournaments

- Handout: J*ousts and Tournaments*
- Read and answer questions.

Activity: Behavior Modification Posters

- **Say:** "As you have read, the church was very unhappy with the violence of the tournaments. The bishop called all his parish priests together. He gave them this instruction: 'I understand that everyone in the land enjoys the tournaments, but they are getting too rough. People are dying. It is your job to convince the people on your manor that these games must stop. If you cannot stop them, at least find a way to warn people to be careful.'"
- **Say:** "Your job is to create posters that the parish priest can use. Your poster must encourage behavior modification or must display warnings and cautions that the people can understand. Do not use words, as the people cannot read."
- **Say:** "Good luck! If you are successful, you will save lives."
- Give your students some time.
- Ask for volunteers. Have each volunteer explain why they used the pictures they did and what the pictures warn against.

Close Class: "Next time we meet, we'll be taking a look at church life and what the church used to control much of daily life in the Middle Ages. See you right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Jousts and Tournaments

Tournaments: Tournaments were public contests of skill between knights. Tournaments were the top form of entertainment in castle life. Both nobles and peasants attended the tournaments. Anyone could enter a tournament if they had armor, a horse, a sword, and a shield. You could make money at a tournament by winning prizes.

People looked forward to tournaments; they were major events. Wooden stands were built to hold the nobles who came to the show. Stands were decorated with colorful pennants. There were even some tents put up for the peasants, as they could attend the tournaments. Ladies were allowed to give a favorite knight something of hers, like a scarf or a glove, something he could hold that would identify him as her chosen knight.

Activities at the tournaments included kickboxing and many forms of fighting. Two favorites were the jousts and the melees. These were both very rough sports, so many knights died.

The Joust: The joust was a form of combat between two knights. A low wooden fence separated the knights. They started on horseback, holding long, sharp lances. A lance was a long pole with a sharpened end. The two knights rode towards each other with their lances up and ready, each on their own side of fence. The goal was to knock the opponent off his horse, which was pretty hard to do. For one thing, saddles had a back piece that rose up about a foot. This was designed to help a knight keep his seat in battle.

If a knight splintered three lances, the bout was considered a draw. If a knight fell off his horse, the fight could continue on the ground, or the winner might demand the loser forfeit his horse or his armor. Knights died all the time in tournaments. Sometimes, horses panicked. They ran out of control into the crowd and killed peasants in their path.

The Melee: The melee was a team sport. Each team of knights had colored flags on their backs. Opponents tried to knock flags off using clubs and blunt swords.

What did the church think of tournaments? The church tried to stop tournaments because they were too violent, but they never succeeded. Interest in tournaments began to fade with the widespread introduction of guns.

Questions:

1. Who could enter a tournament?
2. What did a knight need to enter a tournament?
3. Name two activities that occurred during a tournament.
4. Why did the church try to stop tournaments?
5. What was the major religion in Western Europe during this time period?

Lesson Thirteen:

Parish Priests and the Sacraments

Time frame: 2–3 class periods (55 minutes each)
Includes: The Sacraments, How the Church Controlled Daily Life

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducible:
  The Power of the Catholic Church—Local Priests and the Sacraments

Daily Questions:

- What is heraldry?
- What is chivalry?

Open Class: Meet your class at the door

Say: "Welcome to the Middle Ages!"

Activity: Local Priests and the Sacraments

- **Say:** "The Catholic Church had incredible power and influence over the daily life of everyone in the Middle Ages, including the peasants, nobles, and kings. The Church provided a common culture. It wanted to run things, as did the kings and the nobles. This created constant power struggles and prevented unity of purpose."
- Handout *The Power of the Church—Local Priests and the Sacraments*
- Read and answer questions.

Activity: How Did the Church Control Daily Life?

- Assign each group one Sacrament. Each group has to develop a skit that illustrates the Sacrament and shows how the church increased its power through that Sacrament.
  1. What does this Sacrament mean?
  2. How did this Sacrament control daily life?
  3. How did this Sacrament generate wealth for the Church?
- Give them some time.

Activity: Skit Presentation

- Have each group present their skit.
- After each skit, briefly discuss with the class:
    1. What does this Sacrament mean?
    2. How did this Sacrament control daily life?
    3. How did this Sacrament generate wealth for the Church?

Close Class: "Next time we meet, we'll be taking a look at the different people in the Church and how they lived their lives. Until then, see you next time, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

The Power of the Catholic Church—Local Priests and the Sacraments

Peasants and Local Priests: Although the people in Medieval Europe were deeply religious, they really did not understand much of the ritual in the Catholic Church. The mass was said in Latin, a language most people did not understand. Village priests were poorly educated, so they did not preach effectively. Many village priests could not read or write. The people could not read or write either. What the average person learned about Christianity came from the statues, paintings, tapestries, and stained glass windows found in the church.

No matter how poorly educated, every member of the Catholic Church was taught "to labor is to pray." The Catholic Church firmly believed in hard work and in prayer. But the church made it very clear to everyone that no matter how hard you worked or how much you prayed, if you wanted to get to heaven, you had to participate in the Sacraments. This was very comforting to people. They did not understand a word of the Mass, but they did understand that if they followed a simple set of steps, they would get to heaven. The life of most people in medieval times was a harsh one, so the thought of escaping to heaven was attractive.

The Catholic Church charged people for some of the Sacraments and accepted (required) donations to feed the poor and build new churches.

The Sacraments

1. Baptism

2. Confirmation

3. Marriage. Divorce was unheard of. You could only remarry if your spouse died. In medieval times, war, disease and hunger caused many deaths. It was not uncommon for a woman to be married four times in her lifetime.

4. Penance. You had to confess your sins to a priest.

5. Communion. This was the most important of the Sacraments. Each Mass, those who had confessed all sins and had not yet committed new sins could participate in communion. During Mass, people taking communion would receive a blessed wheat wafer and a sip from a specially blessed cup of wine.

6. Taking care of the sick

7. Holy Orders. You could take holy orders at any time. A woman might have been married several times, yet still could become a nun, provided she could find a convent who would accept her. Once someone became a monk or a nun, they could not return to their former life.

Questions:

1. What was the major religion in medieval times?

2. What is Mass?

3. In what language was the Mass said?

4. Why did people not understand this language?

5. How did people believe they could get to heaven?

6. How many Sacraments are there?

Lesson Fourteen:

Who's Who in the Catholic Church

Time frame: 1 class period (55 minutes)
Includes: Monks, Monasteries, Nuns, Convents, Benedictine Rule, Abbots, Bishops, Cardinals, Popes

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Pictures of illuminated manuscripts
- Overhead of the *Flow Chart*
- Reproducibles:
  The Power of the Catholic Church–Monks and Monasteries, Nuns and Convents, Benedictine Rule
  The Power of the Catholic Church–Abbots, Bishops, Cardinals, Pope
  Flow Chart

Daily Question: What is a sacrament?

Open Class: Meet your class at the door

Say: "The church was made up of many different people, each with their own area of responsibility and daily life. Today we will learn about them all. There were monks, nuns, parish priests, abbots, bishops, cardinals, and the head of the Church—the pope."

Activity: Monks and Monasteries, Nuns and Convents, Benedictine Rule

- Handout: *The Power of the Catholic Church–Monks and Monasteries, Nuns and Convents, Benedictine Rule*
- Read and answer questions.

Activity: Abbots and Bishops

- Handout: *The Power of the Catholic Church–Abbots, Bishops, Cardinals, Pope*
- Read and answer questions.
- Discuss bonus question. What is the definition of reform? Get some answers.
- Have one student look up the definition in the dictionary. Compare the dictionary definition to your student definition. Adjust as necessary.

Activity: An Illuminated Flow Chart

- **Say:** "Mostly, the only people who could read and write were people in the Church, and not all of them had these skills. Every time something was written, each page was designed with art and sometimes with a brushing of precious metals, such as gold. This was called illumination. Work written by hand was referred to as illuminated manuscripts."
- Show examples of illuminated manuscripts from the Middle Ages. Examples can be found in the public library, and possibly in your school library or textbook, as well as on the Internet.
- **Say:** "Today, you are going to try your hand at an illuminated manuscript. Your job is to create a flow chart that shows the various power positions and separate entities of the Church."
- **Ask:** "What is a flow chart?" (Get some answers.) Show some examples.
- Have students create a flow chart on the overhead projector. Develop the chart as a class. See *Flow Chart* included for an example. Monks lived in monasteries. The head of the monastery was the abbot. The abbot reported to a bishop. Nuns lived in a convent. Nuns reported to a mother superior. The Mother Superior reported to the parish priest. The parish priest was the priest of the fief or manor. Priests reported to bishops; some reported to abbots. Bishops reported to cardinals. There were only a handful of cardinals. Most lived in Rome and assisted the pope in his daily duties. There was only one pope. He lived in Rome.
- Direct students to create their own flow chart, with their own added designs, as church scholars would do in the Middle Ages.
- Put all finished work up on the wall of your classroom.

Close Class: "Next time we meet, we'll learn about two very clever and very stubborn people—Pope Gregory and King Henry IV. See you right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

The Power of the Catholic Church—
Monks and Monasteries, Nuns and Convents, Benedictine Rule

Monks (men)—Benedictine Rule: A monk is a man who has chosen to devote his life to a certain discipline of prayer. In 520 CE, a priest named Benedict built a monastery in Italy. The rules he established in his monastery soon became the rules in many monasteries. These rules were called Benedictine Rule. According to Benedictine Rule, monks could not marry, they could not own goods, and they had to obey their abbot. The abbot, who was the ruler of the monastery, established rules, which were laws. The monks dressed in loose brown robes, tied at the waist with a cord. Monks could not talk to each other except during a brief period each day.

Benedict's influence was very strong. Soon, all monks had to take three vows.

1. Vow of poverty: This meant he had to give up all his worldly goods.

2. Vow of chastity: This meant he had to stay single.

3. Vow of obedience: This meant he had to promise to obey the church and the rules of the monastery.

Nuns (women): Women could choose to become nuns. Nuns lived in a convent. Their ruler was the abbess. Nuns wore simple clothes, a gown, a veil, and a wimple. (A wimple was a white cloth that wrapped around the neck and face.) Most nuns had a more active life than the monks. Nuns prayed, and they also spent time spinning, weaving, and creating beautiful tapestries and banners to hang in the church they served. They were also teachers. They taught needlework and the use of herbs to the daughters of nobles.

Monasteries and Convents: Although monks and nuns lived away from village life, each in their respective compounds, they did interact with other people. Monasteries and convents acted as schools, hospitals for the sick, storage facilities for food, distribution centers for the needy, and as inns or guesthouses for weary travelers. Monks and nuns taught sewing, carpentry, weaving, agricultural methods, and religion. They acted as counselors. They fed the hungry. Some monks and nuns became missionaries, traveling all over, trying to convert non-Christians to the Christian faith.

Questions:

1. What was the purpose of a monastery?
2. What was the purpose of a convent?
3. Name two jobs performed by monks.
4. Name two jobs performed by nuns.
5. Who was Benedict?
6. What were the three vows Benedict believed all monks should take?

Name:
Date:
Class:
Period:

The Power of the Catholic Church—Abbots, Bishops, Cardinals, Pope

Power Structure of the Church: Most monks had little to no power. They served the monastery in which they lived and the abbot who was the head of the monastery. Abbots reported to bishops, bishops reported to cardinals. There were only a few cardinals, and only one pope. The cardinals served the pope, and the pope, who was the head of the church, served God. At the top of the heap locally and regionally, the abbots and bishops had great power.

Abbots and Bishops: Many of the abbots and bishops came from noble families. They received land from kings in exchange for military service, but they could not fight. They were religious leaders. They gave some of their land to knights to fight in their place. In return for the land and for the privilege of fighting in their place, the knights pledged themselves as vassals of the bishops and abbots. That gave the abbots and bishops quick access to men who could fight.

Wealth Flowed Into the Church: Wealth flowed into the church from many directions. The church received donations of land, jewelry, and money from nobles as acts of penance, which is one of the Sacraments. You must perform acts of penance if you want to get to heaven. Nobles also paid the church to educate their children.

The lords saw the church as an avenue to wealth. Lords began appointing relatives as abbots and bishops, placing members of their family in key positions of local and regional power. They expected to share in the wealth their relatives might gain from their new positions.

As more and more wealth poured into the church, many church officials started to care less about the people and more about themselves. They dined with the lord's family. They dressed in gorgeous robes. They wore jeweled rings. They ate well while villagers went hungry. By the year 1000 CE, many church officials had become quite careless about their religious duties.

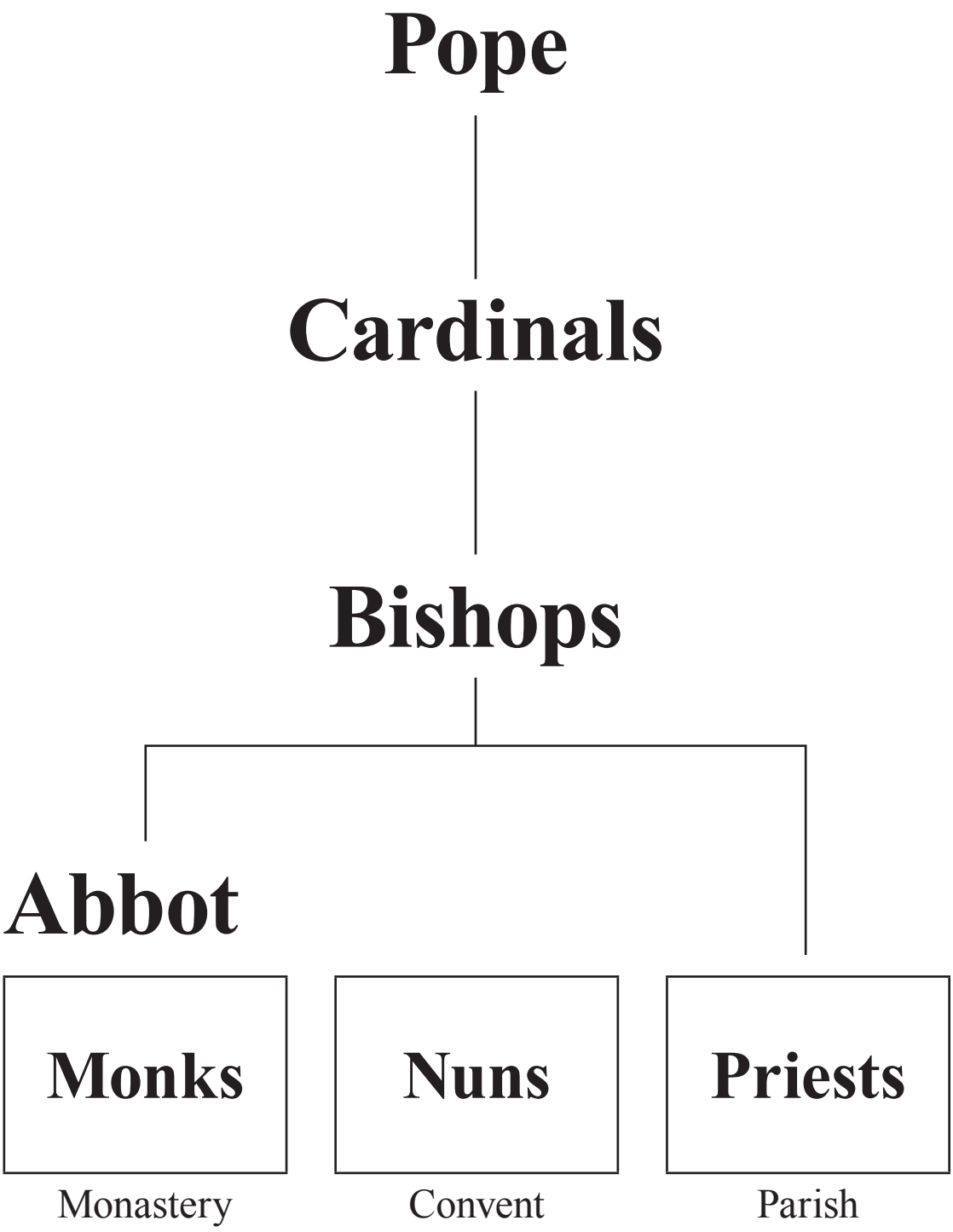
Not all the leaders of the church were careless or corrupt. Many abbots and bishops all over the land started calling for reform.

Questions:

1. What was the job of an abbot?
2. What was the job of a bishop?
3. Name two ways money flowed into the church.

Bonus Question: What is the definition of reform?

Flow Chart



Lesson Fifteen:

Pope Gregory and King Henry IV, Church Reform

Time frame: 1 class period (55 minutes)
Includes: Power Struggles, Church Reform; Pope Gregory, King Henry IV, Church Councils, Religious Beggars, The Inquisition

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Overhead of the *Map of the Holy Roman Empire*
- Reproducibles:
  Map of the Holy Roman Empire
  Pope Gregory and Henry IV
  Church Councils and Religious Beggars
  The Inquisition

Daily Question: In the rank and file of the Catholic Church, who reported to a bishop?

Open Class: Meet your class at the door

Say: "The power struggle between the Church and the secular leaders—kings and nobles — continued throughout the Middle Ages. The Church wanted to run things; so did the kings, and so did the nobles. If Western Europe could be thought of as a contest or a tug of war, on one end of the rope you would find the pope and all the bishops and abbots of the land. They could not fight personally; they found knights to fight in their place in exchange for giving these knights a fief—a manor house with serfs to do all the work. On the other end of the rope, you would find all the kings and nobles who were already fief owners. In the middle, with the rope around their necks, were all the peasants, pulled this way and that. But all these people had one thing in common: their religion."

Activity: Map of the Holy Roman Empire

- Place the *Map of the Holy Roman Empire* on the overhead projector.
- Point out areas where the religion was mostly or entirely Roman Catholic.
- **Ask:** "In the Middle Ages, how powerful was the Church?" (Get some answers.)
- **Say:** "That's right. The Catholic Church dictated every action of every person every day. The Church decided whom you married, when you could get married, when you planted crops, when you harvested the crops, when you ate, when you prayed, everything. Paintings were all religious. Except for the troubadours and their songs of love and noble knightly feats, music was sung in church."

- **Say:** "This map shows the location of the Holy Roman Empire. This is the actual empire whose capital was Rome. The church itself spread far beyond the borders of the empire. The Holy Roman Empire was a kingdom. A king ruled it. His many vassals—the nobles of the kingdom, assisted the king."

Transition: Say: "The year is 1077. It's freezing outside, the snow is thick on the ground. And King Henry IV is calling on Pope Gregory. Whatever would have brought him out in such weather as this?"

Activity: Pope Gregory and Henry IV

- Handout: *Pope Gregory and Henry IV*
- Read and answer questions.
- **Ask:** "Who do you think was the victor when Henry IV paid his snowy day visit to the Pope? The Pope or Henry?" (Get some answers. Ask why. Run a short class discussion.)

Transition: Say: "Pope Gregory VII was interested in reforming the Catholic Church. He had many ideas. They all had one thing in common—their purpose was to reassure the people that the Church cared about them more than they cared about themselves."

Activity: Church Reform—Church Councils and Religious Beggars

- Handout: *Church Councils and Religious Beggars*
- Read and answer questions.
- **Ask:** "What comes to mind besides friars when you think of religious beggars, people who count on the kindness of others while spreading words of kindness, wisdom, and love? How about the Buddha? Do you think that technique would work today? What other techniques might work to get people to change their behavior?"

Activity: The Inquisition

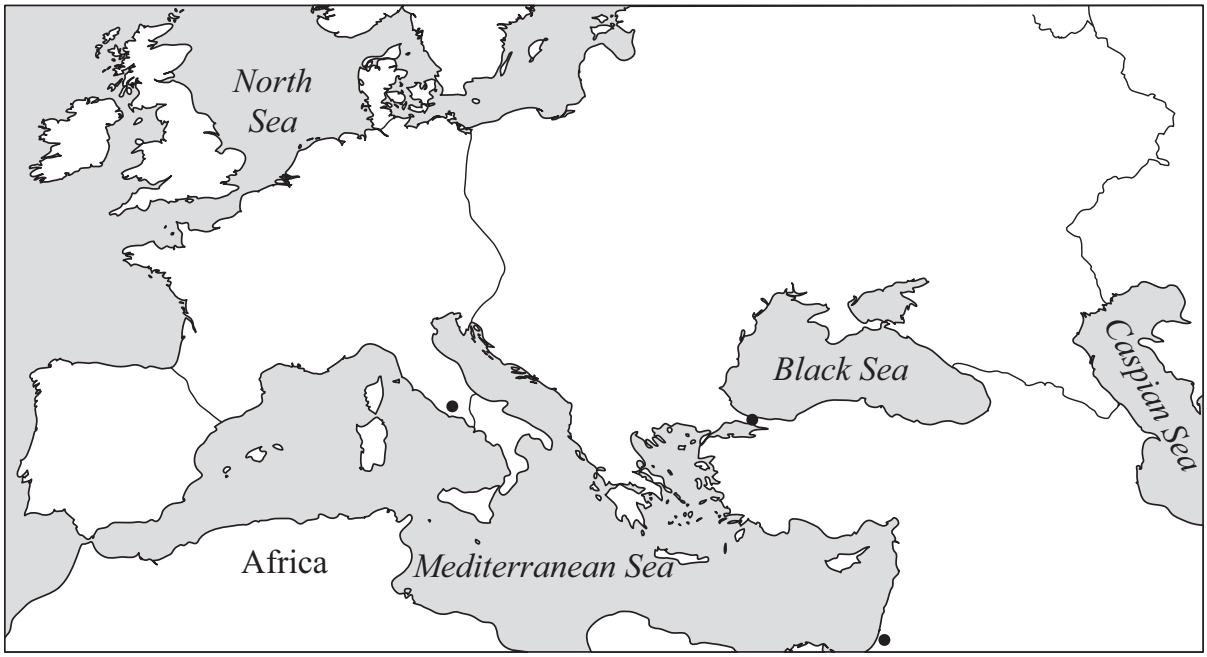
- Handout: *The Inquisition*
- Read and answer questions.
- **Ask:** "Do you think torture is an effective tool if your goal is to permanently change the way people behave and what they believe?"

Close Class: Say: "Tomorrow we're going to back up a few years to see what has been happening in England. Before the Inquisition and during the same time period that Pope Gregory and Henry IV were battling it out for power in the Holy Roman Empire, another power struggle was underway in England. It resulted in a huge battle that changed England forever. In fact, this battle was so important that it still has an affect on our lives today here in the United States. It was called the Battle of Hastings, and it happened in 1066, nearly one thousand years ago. See you next time, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Map of the Holy Roman Empire

1100 CE



Name:
Date:
Class:
Period:

Pope Gregory and Henry IV

In 1073, the cardinals elected a new pope, Pope Gregory VII. Gregory did not believe that nobles or even kings should be able to appoint people to church offices. He believed the pope (himself) should have complete control over every official in the Church.

He went even farther—he wanted the Church to be the final authority in Western society. Gregory established the use of church councils to interview possible candidates for the positions of abbots, bishops, and cardinals.

Henry IV was king at the time. He strongly objected to the use of church councils to elect bishops. In response, the Pope promptly threw Henry out of the church; he excommunicated him, which meant Henry could not go to heaven after his death. Pope Gregory told the German nobles to elect another ruler.

Henry acted swiftly. In January 1077, Henry crossed the freezing Alps and made his way to Rome. He requested an audience with the Pope. For three days, Henry stood barefoot in front of the pope's castle. He cried. He wailed. He begged the Pope to forgive him. Finally, Pope Gregory agreed to see him and pardoned him. He returned Henry to his throne.

Pope Gregory really thought he had won. He had kept a king waiting outside his gates for three days, on his knees, begging for forgiveness. But Henry also won, he was back on the throne. He continued to quietly fight Gregory. Finally in 1122, church officials, German nobles, and the emperor reached a compromise—the king was given the right to appoint bishops. The Church was given the right to reject anyone it felt was not worthy.

Why all the fuss? Henry knew that if kings were to survive as leaders, they had to have some control over the bishops. King Henry never lost sight of that. Bishops were powerful—they owned manors, they had knights, they were religious leaders. To rule effectively, kings had to have the bishops behind him. In the end, Henry got his way. Kings ruled. The Church could only veto.

Questions:

1. Who did Pope Gregory VII believe should be in charge of the government?

2. Who did King Henry IV believe should be in charge of the government?

3. Why did Pope Gregory throw King Henry out of the church?

4. How did King Henry return to his throne?

5. What did King Henry believe was an important power of the kings if they were to maintain leadership in the face of an ever more powerful church?

Name:
Date:
Class:
Period:

Church Councils and Religious Beggars

Reform—Church Councils: Pope Gregory wanted to reform the Church. Too many nobles were selecting their relatives as abbots and bishops merely to gain wealth and power. Pope Gregory wanted the selection of these important church officials to be in the hands of the Church. Just as the kings and nobles wanted to control the power of these positions, the church wanted to control the power. To accomplish this, Pope Gregory established the use of church councils to interview possible candidates for the positions of abbots, bishops, and cardinals. The German nobles in the Holy Roman Empire did not argue with this. The only person who spoke up was King Henry IV. In response, as you know, Pope Gregory promptly threw Henry out of the church. Henry did successfully regain his throne, but the power of the Church was reformed and strengthened.

Reform—Wandering Monks: Another reform attempted by the church was the use of friars. Friars were wandering monks. The church continued to be highly criticized for its wealth and power. The friars were supposed to offset this. A friar's job was to be cheerful and to beg for food and shelter. Friars had nothing except the robes they wore and a cross that signified their calling. It was rare that a friar did not find shelter for the night and a warm meal. People were glad to welcome the friars as an act of penance. Remember, you had to commit acts of penance if you wanted to get to heaven. Friars were known as religious beggars. The friars had great propaganda value to the church.

Francis of Assisi: Probably the most famous friar was Francis of Assisi. He was the son of a wealthy Italian merchant. About 1210 CE, Francis created a rule that all friars followed. The friars who followed his rule were called Franciscans. Here is that rule:

> "The brothers shall appropriate nothing to themselves, neither a house, nor a place, not anything; but as pilgrims and strangers in this world, in poverty and humility serving God, they shall confidently go seeking for alms."

Dominicans: Another famous group of friars were the Dominicans. The Dominicans were in Spain. Like the Franciscans, they lived a simple life. They added something, though. They believed that it was important that friars be well educated. That way, with a little practice and a lot of faith, they would be persuasive preachers who could reply to the taunts of heretics in a successful but gentle way.

Questions:

1. What was the purpose of church councils?
2. Why did Pope Gregory VII believe church councils were important?
3. What was the purpose of a wandering monk?
4. Name one famous group of friars. Why were they famous?

Name:
Date:
Class:
Period:

The Inquisition

Control of Knights: Early in 1200 CE, Pope Innocent III faced a situation in France. There was a group who believed in suicide. Suicide in the Catholic faith is a crime. The pope sent French knights to crush the group. The knights obeyed the pope without question. This reassured the pope that knights would respond to a papal order.

The Inquisition: Shortly thereafter in 1232, the Church started a court called the Inquisition. This court was staffed with church officials who were supposed to seek out and punish people suspected of not obeying the church. (Heresy is any act or action against the Church or Church beliefs. A heretic is someone who commits an act of heresy.) The Church officials assigned to the court of the Inquisition were assigned the job of tracking down heretics.

Once tracked down, if a heretic confessed, he or she was punished. Provided the heretic was not executed, he or she could then leave, and the Church would welcome them back. If heretics did not confess, they were tortured. Some people were tortured to make them confess. Punishment, whether you confessed or not, was quite severe. Punishment ranged from loss of property, to imprisonment, to death. According to the Church, these punishments were necessary to save the souls of heretics. It was an awful time.

The Power of the Church: Examples of the Church's power include the flow of wealth, the use of Sacraments to control people and their lives, the use of Church councils, the propaganda value of the religious beggars (friars), control of knights, and the horrible cruelty of the Inquisition and the fear it generated.

Questions:

1. What was the purpose of the Inquisition?

2. What is the definition of a heretic?

3. What was the major religion in medieval Europe?

Lesson Sixteen:

William the Conqueror—Battle of Hastings, 1066

Time frame: 1–2 class periods (55 minutes)
Includes: Norman Invasion, William the Conqueror, Battle of Hastings, Domesday Book, Bayeux Tapestry

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Pictures of various panels in the Bayeux Tapestry and information on the Domesday Book. If your school library cannot provide this, check the public library. A Google image search will also reveal many panels of the tapestry.
- Reproducible:
  The Norman Conquest of England

Daily Question: What is the job of a squire?

Open Class: Meet your class at the door

Say: "Welcome to jolly olde England!"

Activity: The Norman Conquest of England

- Handout: *The Norman Conquest of England*
- Read and answer questions.

Group Activity: Reports

- Assign each group one of these topics:
  - Land Distribution (paragraph one)
  - Parliament
  - Sheriffs
  - Domesday Book
  - Bayeux Tapestry
- Direct each group to create a short report. Each report will address why their topic is important, and explain what their topic tells us about daily life in England nearly 1000 years ago.
- Have each group create a visual aid, such as a chart or illustration to add interest to their report when presenting.
- Have each group present their report to the class.
- Give each group positive feedback immediately. Ask the class if there are any questions or comments about the topic presented. Quickly move on to the next group's presentation.

- After all groups have presented, remind students that historical accounts, tapestries, scraps of writing, sculpture, paintings, artifacts, and pictorial images all help historians piece together a picture of the past.
- Close the activity by asking: "Why do we care if historians piece together an accurate picture of the past?" (Get some answers.) **Say:** "Because the past affects our present. Next time we meet, we'll take a look at an ancient document that very much affects our life today."

Close Class: **Say:** "See you next time right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

The Norman Conquest of England

William the Conquerer
(William, Duke of Normandy)

The Battle of Hastings: After the last Anglo-Saxon king died in England, several people claimed the throne. One was the late king's cousin, William, Duke of Normandy, a.k.a. William the Conqueror. He had a very strong feudal organization in northern France, where the Vikings once settled. His vassals included nearly all the Norman nobles. He had no trouble putting together a huge army of 6,000 men, along with several hundreds ships. He invaded England, and at the Battle of Hastings in 1066, William defeated another rival for the throne. He was crowned King of England.

To keep all his Norman nobles happy and to thank them for their help, he took all the land away from the Saxon church officials and nobles and gave it all to his Norman vassals and anyone who helped him got rich. What the Saxon people in England thought about this did not matter to the new king of England, William the Conquerer.

The Great Council: William set up a council of Norman nobles and bishops. He called his council the Great Council. Members of the Great Council had a job to do—he wanted them to help him rule effectively. They were to advise the king. The nobles and bishops on the Great Council had their own feudal organization to run, as William granted each of them land, land taken from the Saxon nobles and Saxon bishops. But William could call on them at any time.

The Great Council grew to be an important part of government. By the 1200s, the Great Council had become known as Parliament. It is still called Parliament today.

By 1400, Parliament had divided into two chambers—the House of Lords and the House of Commons. Nobles and clergy ran the House of Lords. Knights and burgesses (a class of extremely wealthy merchants) ran the House of Commons.

Sheriffs: William had another great idea. He knew his nobles and bishops were going to be very busy setting up their own feudal organizations, their own lands. He needed local officials in all the towns. He needed someone to collect taxes, to raise money to run England. He created a new office called a sheriff. A sheriff's job was to collect taxes. Since the sheriff was a local official and a representative of the king, local sheriffs had a great deal of power.

The Domesday Book: He replaced all the Saxon landowners with Norman landowners. He had a council of nobles and bishops available to help advise him. He had people ready to collect taxes, to raise needed money to run the country. Now he needed to know how much tax he could expect to collect.

To do that, he appointed people to run the first census since Roman times. He sent people out to every hamlet in the country. Their job was to count everything everywhere. They were to count every person, every farm, every chicken, pig, cow, rooster, or horse in the kingdom. Their reports were entered in a book called the Domesday Book.

Bayeux Tapestry: To honor her husband, William's wife and her many ladies in waiting began to work on a huge tapestry. This tapestry was designed to tell the story of her husband's invasion of England. There were 72 scenes on this tapestry, each scene telling one piece of the story. William's wife and her ladies worked on the tapestry for 10 years. When they were finished, it was 20 inches high and 250 feet long. The scenes were quite lively. In one, men are standing in a boat, holding their hands up to their mouths as if they are shouting.

Historians can tell a lot about daily life from the scenes on the Bayeux Tapestry. The tapestry has boats, people, activities, carts, horses, and so much more. The more you look, the more you see. Some details were simple. The water is shown with just a couple of wavy lines. All you can see of the horses in one scene is their heads sticking out of the top of a boat, but you know from this that horses were carried by boat to the battle. It's a fascinating tapestry.

During medieval times, such tapestries were common. They were often used to decorate castles and manor houses. This tapestry probably was made to hang in a specific place; the wall upon which it hung was probably 250 feet long.

Questions:

1. What event did the Bayeux Tapestry present?
2. What is the Great Council?
3. Who set up the Great Council?
4. What was the purpose of the Great Council?
5. Why was the Great Council important?
6. What is the Domesday Book?
7. Who paid taxes?
8. Who collected taxes?

Lesson Seventeen:

The Magna Carta

Time frame: 1 class period (55 minutes)
Includes: The Magna Carta, King John of England, Declaration of Student Rights, Document Comparison

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Copies:
  - (1) The Magna Carta
  - (2) Declaration of Independence

  Links to online reproducible texts of both documents can be found at: http://www.worldhistory.mrdonn.org/middleages.html
- Overhead transparencies:
  Comparison of Two Documents
  The Magna Carta
- Reproducibles:
  Who was King John?
  Excerpts from the Magna Carta
  The Magna Carta and the Declaration of Independence
  The Magna Carta

Daily Question: What is the Bayeux Tapestry?

Open Class: Meet your class at the door

- (Look very stern.) **Say:** "In the beginning of the year, we reviewed a list of school rules. Those rules were clearly explained to everyone in this class, just as they were clearly explained to everyone in this school. If you do not follow the rules, you will get into trouble."
- (Pause.) **Then ask:** "Just because the school has rules, does that make them good rules? Can you think of something the school has done wrong to you, to a friend of yours, or to someone you know?" (Get some answers.)

Activity: Break your students into small groups. Direct each group to create a list of bad rules the school has, in their opinion. Give them some time. Then ask each group to share one or more "bad rules" from the list they have created.

Transition: Say: Over the years, England has enjoyed some great leaders, leaders who created really good rules. It's impossible to create rules that make everyone happy, but some of the English kings really tried hard to make rules that were fair to everyone. Yet not all English kings were good rulers, some were terrible. One such king was King John.

Activity: Who was King John?

- Handout: *Who was King John?*
- Read and answer questions.

Activity: Introduce the Magna Carta, 1215

- Give each student a copy of the Magna Carta.
- A copy of the Magna Carta can be found online here: eawc.evansville.edu/anthology/magnacarta.htm
- Read aloud and talk about it.

Teacher Note: You may choose to reduce the time and depth of this lesson by using excerpts from the Magna Carta provided on the handout included at the end of this lesson titled *Excerpts from the Magna Carta*. If using these excerpts, follow the two steps below:

- **Ask:** "What is an excerpt?" (Get some answers. Have one student look up the word "excerpt" in the dictionary. You will probably need to spell it for your students, so write it on the board. Read the dictionary definition aloud and adjust class definition as needed.)
- Handout: *Excerpts from the Magna Carta*
- Read and answer questions.

Activity: Introduce the Declaration of Independence

- Give each student a copy of the Declaration of Independence.
- A copy can be found online at www.usconstitution.net
- Compare the Magna Carta (or excerpts from the Magna Carta) with the Declaration of Independence.

Teacher note: You may choose to substitute the Declaration with either the Bill of Rights or the Constitution. The Constitution is more difficult to use with seventh-graders, especially those who have not yet studied American government, or who have not studied it since the third or fourth grade. A comparison between the Magna Carta and The Bill of Rights works well. We find a comparison with the Declaration of Independence works best.

Activity: Comparison of Two Documents

- Overhead transparency: *The Magna Carta and the Declaration of Independence*
- Class Discussion: Go over each comparison. Discuss each term: balance of power, taxation, trial by jury, private property, and rule of law.

Activity: Write a position paragraph

- Have students write a paragraph about the importance or lack thereof of any of the excerpts or comparisons presented, justifying their answers.
- Give them some time.
- Ask for volunteers to read their paragraph to the class.

Transition:

- Place *The Magna Carta* on the overhead projector.
- Quickly review these two important rights that were established by the Magna Carta.
- **Say:** "The Magna Carta set the stage for many important documents that would be written in years to come, documents like the Declaration of Independence. Today, we're going to write a new document—The Declaration of the Rights of Students."

Activity: Declaration of the Rights of Students

- Break students into small groups. Direct each group to create a Declaration of the Rights of Students. Their Declaration should include a list of 5–7 rights that students currently do not enjoy, along with an introduction. Their declaration should look fancy.
- Give them some time.
- Have each group present their Declaration of Student Rights.

Lesson Extention Activity: Who Makes Student Rules?

- Have students find out how they could fix school rules by interviewing school officials such as the school board, superintendent, principal, and guidance counselor. Discuss how to make an appointment, what questions students will ask, and how they should behave during their fact-finding mission. Before student arrival, provide each interviewee with a copy of the questions your students will be asking.
- Or, invite one of these officials to visit your classroom. Before their arrival, provide them with a copy of each Declaration of Student Rights created by your students.

Close Class: "Tomorrow, we'll meet some other interesting knights called the crusaders. See you next time right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Who was King John?

King John was not a merry olde soul, although he was an English king. Nobody liked him much. He told lies, he stole things, and he put innocent people in prison so he could steal their belongings. He put a poor man in prison once so he could steal his horse and cart. But if you paid King John enough money, he would find you innocent even though he knew you were guilty. He was not a very pleasant person. There was even a rumor he had murdered his nephew to get him out of his way. The King of France demanded to know what had happened to the boy; King John did not even bother to answer. King John had promised to be the vassal of the King of France, that meant he had to answer. But promises never bothered King John. He would promise anything to anybody, especially if there was money in it for him, but he soon broke his word.

When the archbishop of Canterbury died, King John seized the monastery, banished all the monks, and took all the wealth as his own. The pope was not happy about this, but what was important to the pope was for King John to appoint one of the pope's favorite church officials as the new archbishop. This official's name was Steven Langton. The pope would have let the king keep the money if he appointed Steven Langton as archbishop. The king thought the pope wanted him to put the money back. So, the king did nothing.

This went on for six years. The pope kept requesting King John appoint Langton as archbishop, and the king kept promising, but doing nothing, until one day when King John became very ill. He asked the church for forgiveness. The answer was swift. The pope asked, "Have you appointed Langton as archbishop?" That was quickly done.

The king then sent for the new Archbishop Langton and asked for a formal pardon. King John was scared, he thought he was dying. The new archbishop answered: "When you promise to obey the laws of the land and treat your people fairly, I will absolve you." King John promised. He would have promised anything to make sure he got to heaven.

All his promises to be a good king and care about his people were forgotten as soon as his health improved. His nobles were disappointed in him, but they did not know what to do.

Fortunately, the archbishop had an idea. He called all the nobles together and read the law of the land to them. He made sure they understood their rights under the law. Some nobles could not read, and many did not know their rights. Once they understood, the nobles took a solemn oath to defend the laws of the land. The nobles decided to give King John one more year. He'd been so good while he was sick that perhaps he could be a good king if he tried a little harder.

They talked to the king about his behavior. The king promised he would do better. The king knew he could not lose the support of his nobles, as no king could keep his throne without an army at his back. Of course, he had no intention of keeping his promises.

His nobles waited a year. Then they waited until Christmas. By the time Easter rolled around in the year 1215, things were really bad. King John had raised taxes again without asking anybody. He had also punished some of his nobles without allowing them to present any defense. The law had about as much value to King John as his word.

The nobles were furious. Armed and ready, they gathered a large force at the town of Runnymede. They brought the king there. Archbishop Langton read aloud to the king from a parchment he held, a parchment called the Magna Carta, or the "Great Charter."

As the king listened, he became more and more angry. How dare the archbishop treat him like this? How dare his nobles treat him like this? But it was clear, even to selfish King John, that if he did not sign and agree to the terms of the Magna Carta, his nobles would desert him. Without his army behind him, some pretender would steal his throne. The king was furious about it, but there was nothing he could do but sign. The nobles made copies of the Magna Carta. They sent copies to every church in the land.

One of the rights in the Magna Carta was that nobles could keep watch over the king, and seize his castles if he did not keep his word. The king knew if he broke his word and his nobles caught him, they would do just that. Some historians say that after signing the Magna Carta, King John went home in a huff, and screamed, and rolled around on the floor like a madman. Perhaps he did, but it did not matter. From that day on, things changed in England forever. The king could no longer do whatever he wanted.

The signing of the Magna Carta was the beginning of the English Parliament, government by representation. First came the House of Lords, made up of nobles who reviewed and made laws. About fifty years later, a second house was created, the House of Commons. This house had representatives from the towns.

Questions:

1. Was King John a good king? Why or why not?

2. Why did King John seize the monastery at Canterbury when the archbishop died?

3. Why was King John worried about losing the support of his nobles?

4. Did King John want to sign the Magna Carta? Why or why not?

Name:
Date:
Class:
Period:

The Magna Carta

The Magna Carta put two important new laws into place.

Law #1: No king could collect taxes without the consent of the Grand Council. This meant the king could not raise taxes or lower taxes, or even collect taxes, unless the council agreed. That was huge. This effectively stopped current and future kings from increasing taxes for the sole purpose of lining their own pockets. No one expected the king to live like a pauper, but now there were limits where there were no limits before.

Law #2: All freemen were assured the right of trial by jury. The Magna Carta says: "No freeman shall be taken or imprisoned or exiled or in any way harmed—nor will be we go upon or send upon him—save by the lawful judgment of his peers or by the law of the land."

Over time, these rights were extended to all English people.

The Magna Carta is a very important document. It was written nearly 800 years ago. In this country, we thank the Magna Carta for giving us many of the ideas that can be found in two of our very important documents—our Declaration of Independence and our Constitution of the United States.

Questions:

1. Name one new law created by the Magna Carta.

2. Why was this new law important?

Name:
Date:
Class:
Period:

Excerpts from the Magna Carta

"We" refers to the king
"Ours" refers to the king

"No freeman shall be taken or imprisoned or exiled or in any way harmed—nor will we go upon or send upon him—save by the lawful judgment of his peers or by the law of the land."

"A free man shall not be fined for a small offense, except in proportion to the gravity of the offence."

"To no one will we sell, to no one will we deny or delay, right to justice."

"No sheriff or bailiff of ours or anyone else shall take horse or wagons of any free man for carrying purposes, except on the permission of that free man."

"No constable or other bailiff of ours shall take anyone's grain or other chattels without immediately paying for them in money, unless he is able to obtain a postponement at the good will of the seller."

Name:
Date:
Class:
Period:

The Magna Carta and the Declaration of Independence

Based on the precedent set by the Magna Carta, American colonialists felt they had the right to revolt against the king. The chart below illustrates the principles of the Magna Carta that the colonialists incorporated in drafting the Declaration of Independence in 1776, and King George III's actions that violated these rights.

	Magna Carta (1215)	**Declaration of Independence (1776)**
Balance of Power	The king is the leader of the nation, but his vassals have the right to limit his power if used unfairly, and have the right of representation.	The king demanded that some of his subjects give up their right to representation, and said the people had no right to limit his power.
Taxation	The king cannot levy any extra taxes without the common consent of the people.	The king imposed taxes on colonists without their consent.
Trial by Jury	A jury of his peers will decide the innocence or guilt of a citizen.	The king refused the benefits of trial by jury for many colonial citizens.
Private Property	The king cannot take what does not belong to him without its owner's consent.	The king "plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people."
Rule of Law	All citizens, including the king, must obey the law. If the king breaks the law, his vassals can remove him from the throne and seize his worldly goods.	King George III broke the laws and refused the rights of colonists. The people therefore throw off his government of tyranny as established under the rule of law.

Lesson Eighteen:

The Crusades

Time frame: 1–2 class periods (55 minutes)
Includes: The diverse ways Muslims, Byzantines, and Christians viewed this period, The Crusades, Effects of the Crusades, Song of Roland

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Overhead transparency of *Effects of the Crusades*
- Copy of/excerpt from the *Song of Roland*
- Reproducibles:
  The Crusades
  Map of Western Europe
  Effects of the Crusades
  Song of Roland

Daily Question:

- What was the Magna Carta?
- What is a crusade?

Open Class: Meet your class at the door

Say: "Welcome to the Crusades!"

Ask: "Does anyone know what the Crusades were?" (Get some answers.)

Activity: The Crusades

- Handout: *The Crusades*
- Read and answer questions.

Activity: Map the Crusades

- Handout: *Map of Western Europe*
- Have students add the following to this map: Jerusalem, Constantinople, England, Rome, Africa, Asia, Mediterranean Sea, Black Sea
- **Say:** "There were many crusades. Each took a slightly different route. Their goal was to reach Jerusalem."
- Discuss ways crusaders could reach Jerusalem from modern day England, France, and Germany.
- Discuss hardships that journeys by sea and by land might present.
- Working in groups, have each group create a list of items needed for the trip.

- Have each group present one or two items at a time. Make a class list on the overhead projector.
- Have students measure the distance between England and Jerusalem on an atlas.

Activity: The Diverse Ways Muslims, Byzantines, and Christians Viewed This Period

- **Ask:** "Why were the people who lived in Constantinople and the Byzantine Empire, the Byzantines, worried about the new group of Muslims who took over Jerusalem by force in 1095? How close is Constantinople to Jerusalem? Do you think these invaders might turn their eyes to the wealthy capital of the Byzantine Empire, Constantinople?"
- **Ask:** "Why did the Byzantine Empire think Rome might be interested in helping them? What did they have in common with the Holy Roman Empire?" (Remind students of the many historical ties between these two empires.)
- **Ask:** "How did the Byzantines view the Crusades?" (Get some answers.)
- **Ask:** "How did the Muslims view the Crusades?" (Get some answers.)
- **Ask:** "How did the Christians view the Crusades?" (Get some answers.)

Transition: Say: "Obviously, the Crusades were a major undertaking. Many people died. The Crusades were unsuccessful, yet they had a great impact on the people in Western Europe, in North Africa, and in parts of Asia."

Activity: Effects of the Crusades

- Put the *Effects of the Crusades* on the overhead projector.
- Review each effect with a quick class discussion of its importance.
- Activate pre-knowledge:
  Say: "This material is nearly in outline form. Who remembers how to make an outline?"
- Review with students the steps to making an outline.
- Direct students to create an outline from the information given on the effects of the Crusades.
- Activate pre-knowledge:
  Say: "Now that we have an outline, it will be simple to create an essay from that outline."
- Review with students the steps in writing an essay from an outline.
- Direct students to present the same information in a short essay, using an opening and closing statement, plus three body paragraphs.

Activity: Song of Roland

- Handout: *Song of Roland*
- Read and answer questions
- Advanced classes: Read an excerpt from the *Song of Roland*. Talk about what it means.

Activity: Modern Songs that Tell a Story

- Use the nursery rhyme "Old King Cole" to show how songs can tell a story.
- Brainstorm with your students some modern songs that tell a story. (For example: Gordon Lightfoot, "Wreck of the Edmond Fitzgerald")
  Activate pre-knowledge: Review what makes a hero. Give them some ideas, like a medieval hero who is fighting an evil warlord, or fighting to protect the church. Bring in *Song of Roland*. Point out how the *Song of Roland* uses the word knights. It was chosen because knights were the heroes of that time period.
- Working in groups, have each group write a heroic tale about a paladin (a hero).
- Have each group recite their story for the class in the form of a chant.

Close Class: "That's all the time we have today. See you next time right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

The Crusades

Three major religious groups all claimed Jerusalem in the land of Palestine as their holy city:

- To Christians, it was the place where Jesus was crucified and ascended to heaven.
- To Muslims (Arabs), it was the place where Muhammad ascended to heaven.
- To Jews, it was the site of the ancient temple built by Solomon.

In 600 CE, Arabs entered the city and took control. However, the Arabs allowed Christian and Jewish pilgrims to visit Jerusalem. In fact, Jews and Christians could even live in Jerusalem as long as they paid their taxes like everyone else. Arab control and religious tolerance continued in Palestine for about 500 years.

The First Crusade:

The Problem: In 1095, a new group of Muslims from Central Asia took control of Jerusalem. They closed the city to Jewish and Christian pilgrims. This was a problem. There was another problem: The city of Constantinople, the capital of the Byzantine Empire, was located to the north of Jerusalem. The people of Constantinople were afraid the invaders might visit them next. They called on their neighbor, the Holy Roman Empire, for help. The pope had both the people and a powerful neighbor asking for help.

The Solution: The pope acted. He called for a crusade—a volunteer army whose goal was to retake Jerusalem. Many people volunteered:

- For knights, this was a chance to use their fighting skills, something they enjoyed and did well. They were delighted to have such a worthy battle to fight.
- For peasants, this was a chance to escape from their dreary life in the feudal system. The pope promised that if they died while fighting a holy crusade, they would automatically be welcomed into heaven.
- For others, it was a chance to have an adventure, and perhaps even to get rich.

Sign of the Crusade: A Red Cross

Each crusader had a huge red fabric cross, made out of fabric, stitched on their shirts or armor. It was a brilliant move. It made all crusaders, irrespective of rank or background, appear to be a unified army. It reminded everyone that the crusaders were fighting a religious war—they were fighting for the glory of God. The red cross was added to flags and banners. It was an impressive sight.

Size of the Army: Historians estimate that about 30,000 men left Western Europe to fight in Jerusalem.

The Trip: It took about two years of harsh traveling to get to Jerusalem. The crusaders suffered hunger, disease, freezing weather, harsh deserts, and quarrels amongst their leaders, but they made it!

The Results: After a mere two-month siege of the city, the city fell. The crusaders won back Jerusalem. Some crusaders stayed, some came home. Those who returned brought back with them new kinds of foods and new forms of culture. The success of the crusade strengthened the authority of the Church.

More Crusades:

It was a short victory. Less than 50 years later, Muslims once again conquered much of the land taken over by the crusaders. Once again, the pope called for volunteers to travel to Jerusalem and take back the city.

- The Second Crusade lasted from 1147–1149. It was not successful.
- The Third Crusade lasted from 1189–1192. It was not successful.
- The Fourth Crusade lasted from 1202–1204. Instead of attacking Jerusalem, the crusaders attacked Constantinople, the capital of the Byzantine Empire. They burned libraries, destroyed churches, and stole statues and paintings and jewelry. Their excuse was that they needed money to pay the banks in Venice for all the debt they had piled up trying to protect Constantinople and regain Jerusalem. It was a ridiculous defense. Not surprisingly, the people in Constantinople were filled with hatred for west.
- The Children's Crusade in 1212 was a terrible tragedy. Many thousands of French and German children died trying to reach Jerusalem. They believed God would help them because they were children. Many died of hunger. Others froze to death. When the survivors reached the Mediterranean, they expected the sea to part and let them pass. When this did not happen, those who were left returned dismally home.
- Over the next seventy years, there were several other crusade attempts, but they were motivated more by personal gain than by religion. None succeeded in freeing Jerusalem from the Muslims. By 1291, about 200 years after the First Crusade, European leaders lost interest. Western Europe never admitted defeat; they just stopped asking for new crusaders.

Questions:

1. Why was Jerusalem important to the Muslims?

2. Why was Jerusalem important to the Jews?

3. Why was Jerusalem important to the Christians?

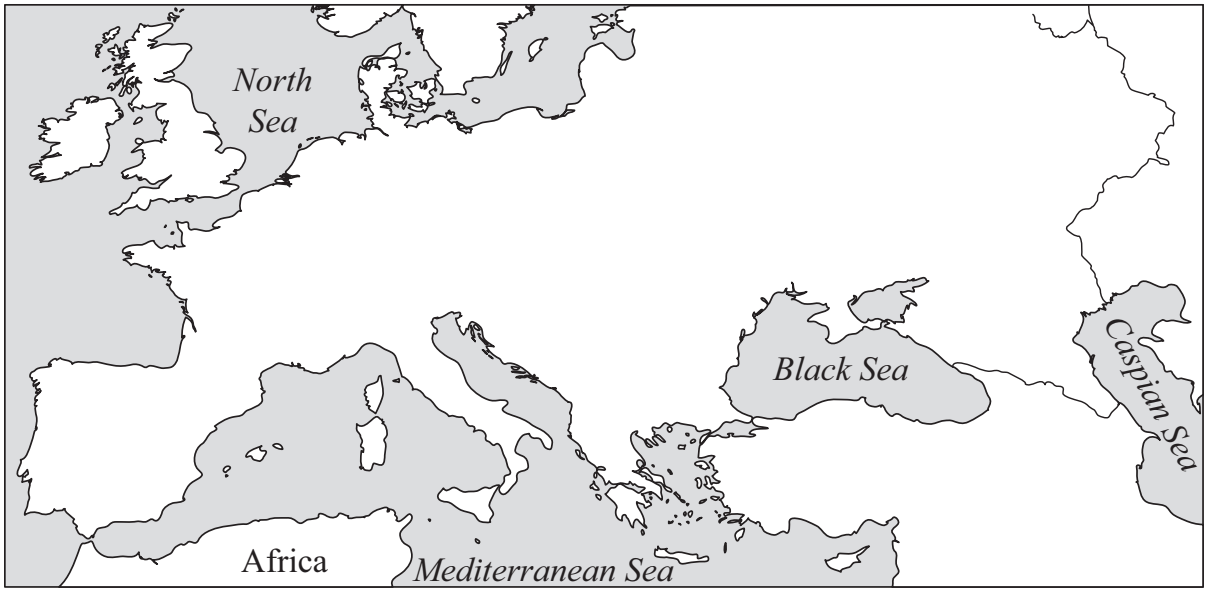
4. In 1095, what did the new group that entered Jerusalem do that upset Byzantines and Christians?

5. Name two reasons Christians volunteered to join the Crusades as soldiers.

6. What sign did crusaders wear on their armor that identified them as crusaders?

Name:
Date:
Class:
Period:

Map of Western Europe



Name:
Date:
Class:
Period:

Effects of the Crusades

Although the crusades failed, they had a major impact on Western Europe:

They helped to break down feudalism by increasing the authority of kings.

- Some nobles died in battle without leaving an heir. Their lands passed to the king.
- Some nobles sold their land to raise money to pay the special tax levied by the king to offset the cost of the Crusades.
- Some nobles gave their serfs a chance to buy their freedom in an effort to raise the funds they needed to buy armor and weapons. Those young men who could buy their way out of feudal obligation joined the crusades. Many died, which reduced the work force. If a farm failed, it passed to the king.

From their exposure to superior Muslim technology, Europeans learned how to:

- Build better ships
- Use a compass

Western Europe began to express an interest in trade.

The crusaders brought back luxury goods. These items were vastly popular. To get more, Western Europe began to trade with her neighbors. Goods brought back included:

- Silk
- Spices
- Melon
- Sugar
- Art
- Literature

Name:
Date:
Class:
Period:

Song of Roland

Charlemagne and His 12 Paladins

In Medieval Europe, stories about secular heroes and history were not written down. Oral stories in the form of ballads and poems, told over and over, were the way people remembered their heroes, their triumphs, and their enemies. Many of these stories have no scrap of truth whatsoever; they are entirely made up. But they do have one thing in common: they are all heroic.

Although many ballads and poems were created about Charlemagne, many were also created about the 12 advisors that made up his council of warriors, the paladins. After a while, the word "paladin" began to mean any hero in medieval Europe, even heroes that had nothing to do with the Frankish Empire.

Probably the two most famous of Charlemagne's paladins were Roland and Oliver. Legend says that one day these two men fought for five straight hours to see who was the best. Finally, they called the fight a draw and became the best of friends.

Long after the death of Charlemagne, and of Roland and Oliver (if indeed these two paladins ever existed), an epic poem was written about all three of them. This was the famous 4,000-line poem called *The Song of Roland*. As the poem goes, in spite of the magical horn Roland used to call his men to battle, the huge Moslem army surrounded Roland, Oliver, and their small band of men, and all were lost. According to the poem, when Charlemagne heard about it, he called upon God to help him and destroyed the Moslem army in revenge.

The Song of Roland was written right before the Crusades. Since the crusaders were going off to fight the Moslems, this poem used popular sentiment by positioning the Moslems as the bad guys. The popularity of *The Song of Roland* gave birth to a great many fanciful stories about the paladins in Charlemagne's time and the paladins of their present, the great crusaders.

Questions:

1. Who was Charlemagne?

2. What is a paladin?

3. What is the *Song of Roland*?

4. When was it written?

Lesson Nineteen:

The Rise of Towns

Time frame: 1 class period (55 minutes)
Includes: Effects of the Crusades, Rise of Towns, Guilds, Cathedrals, Holy Relics

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducibles:
  Rise of Towns
  The Guilds
  Cathedrals
- Additional Information: *Fairs and Marketplaces*

Daily Question: What were the Crusades?

Open Class: Meet your class at the door

Say: "Welcome to town!"

Activity: Effects of the Crusades

- Handout: *Rise of Towns*
- Read and answer questions.

Activity: The Guilds

- Handout: *The Guilds*
- Read and answer questions.

Activity: Class Discussion

- **Ask:** "What is capitalism? Does anyone know?" (Get some answers. Direct one student to look up capitalism in the dictionary and read the definition aloud.)
- **Ask:** "What role did the class of merchants and bankers play in the rise of capitalism?" (Get some answers.)
- **Ask:** "What was the relationship between the rise of capitalism and the decline of feudalism?" (Get some answers. Barter was no longer an acceptable form of payment. Combined with the shift in population from manors to towns by the common people (especially craftsmen), this caused a major rupture in the feudal system. Crops can't be grown without the people to do the work, and paying people for their labor decreases profits. Without enough money to pay bills, lords could no longer afford their land. Once people started to specialize, feudalism was pretty much over.)

Activity: Cathedrals

- Handout: *Cathedrals*
- Read and answer questions.

Transition: "One of history's famous scholars, Erasmus, once remarked that there were so many pieces of the cross held in churches to build a ship. But to churches and especially to cathedrals, it was critical to have a holy relic to guard and treasure, which brings us to our next activity."

Group Activity: Create a Holy Relic

- **Say:** "Your town has spent 63 years building the most impressive cathedral in the land. Your cathedral is 104 feet high. It has 8 huge stained glass windows that share the stories of the Bible. Your choir sounds like angels, the candles are lit, the sermon is ready, but you have a problem. Your cathedral has no holy relic to guard and care for. Everyone who has gone on a search for a holy relic has come back empty-handed. As have you."
- **Ask:** "Tonight, you are meeting with the bishop, the lord of the manor, and the leaders of the city. All are expecting you to present the holy relic you have found, a relic worthy of this great cathedral they have built. What will you do?" (Get some answers. Reject each answer until someone says make up a relic and pretend it's real.)
- **Say:** "Good plan. If you value your life, you have only one choice. You must quickly find a relic and make up a story that everyone will not only believe but remember and retell. This is the story of your holy relic—what it is, why it's holy, and how you got it."
- Break your students into groups. Give them some time to create their relic tale. Have each group present their relic to the class. The class will be instructed to "ooh" and "aah" as appropriate.
- **Close activity by saying:** "All across Europe there are churches still guarding their holy relics. Some churches have allowed scientists to take a look to see if they can determine the age of the relic in their care, but most churches would prefer to leave things be. After all, a relic is only a piece of faith, and faith is timeless."

Close Class: "Next time we meet, we'll be taking a look at a surprising nursery rhyme written a long time ago. See you then right here, smack in the middle of the Middle Ages."

Name:
Date:
Class:
Period:

Rise of Towns

One of the effects of the Crusades is that the crusaders brought back with them exotic spices, soft silks, scented soaps, glorious tapestries, colorful rugs, and other luxury goods. Everyone wanted more of these wonderful luxury goods, but how to get them? That was the question asked by kings and nobles across the land. The answer was trade.

Trade

In order to trade, you would need:

- Strong ships
- People to do the actual trading—traders
- Something to trade. Everyone wanted luxury goods, but what did you have to offer in return?
- Storage—a safe place to store your goods
- Marketplace—a place to offer your goods for sale

The Marketplace and Trade Fairs

While lords and kings considered the problem of how to trade profitably, former serfs and peasants acted. The roads were filled with traders carrying goods to market. In the beginning, people bartered for goods. The marketplace was a local affair held each week.

Soon, a new kind of marketplace appeared, the trade fair. A fair was a big deal. A fair might last for two weeks. To hold a fair, you needed a grant from the king or from the fief owner, as well as permission. Often there was a tax that sellers had to pay to the landowner or king to be able to sell their wares. The fairs were outside, open to the elements. There were pickpockets and other petty thieves. There were musicians, jugglers, and other entertainers who worked for the coins tossed at them. Some people spent the night in inns, sheltered from the weather. Most sellers slept near their goods to protect them from theft. Goods were displayed in the rain, mud, sleet and snow.

Banks

Barter would not work for the trade fairs. Goods were coming in by ship and over land from Africa, Asia, and other parts of Europe. Traders from different areas brought their own coinage with them. Traders needed moneychangers who would exchange one form of currency for another. Moneychangers charged for this service, just as bankers did in ancient Greece. Moneychangers only charged a small amount per exchange, but so many exchanges occurred that most bankers became quite rich.

Money

Soon, people wanted payment in money. Barter was no longer an accepted form of payment. To raise money, the nobles began to sell their crops for cash. They used the money they made to buy goods and pay their bills. Some nobles ran up more bills than they had cash to pay them. Some nobles borrowed money from banks, offering their land as a guarantee of payment. It never occurred to these nobles that they actually had to pay the banks back the money they borrowed. It came as a huge shock to them to learn the king was going to make them pay back their loans or lose their land. The king was thrilled with the new money system. He could tax the lords, the towns, the craftsmen, the traders, and the moneychangers.

Serfs Buy Their Way to Freedom

When faced with the need for quick cash to avoid losing their land, nobles once again offered their serfs a chance to buy their freedom. This time, because the serfs had sold goods at the growing local marketplaces, many were able to buy their way free of the land. That was the beginning of the end of the feudal system. As serfs left, the feudal system declined.

The serfs were free, but where could they go? Some stayed on the land and worked for the nobles for payment. If a crusade was being organized, they could join the army. But mostly, these new freemen moved to the rapidly growing towns in search of work.

Towns

The number of towns in Western Europe grew rapidly in the 1000s and 1100s. Many grew along side the roads, the trading routes. War between barbarian tribes had declined, but there were many bandits. The townspeople built walls around the towns to protect themselves.

Early Town Life

Inside the wall, there were narrow winding streets and horse drawn carts piled high with goods to trade. Little shops lined the streets with apartments above where the shop owners could live. They were made of wood with thatched roofs. Fire was a constant worry. In the beginning, people who lived in the towns were not that cramped. The early towns were very small, but most people traveled to the towns to sell their wares.

As more people lived in the towns, and the towns grew in size, they began to stink. There was no plumbing, garbage and sewage was tossed in the streets, and people got sick all the time. The living conditions were horrible. Unless you had a shop of your own with customers that paid their bills, you either worked for someone for food and shelter, or you begged. In spite of the conditions, more and more people arrived in the towns, eager to escape their life as serfs on the manors.

Questions:

1. What was the purpose of a trade fair?

2. Why did serfs wish to buy their way free of the land?

3. What was the job of a moneychanger?

4. In the rapidly growing towns, what did people do with their garbage?

5. What was the major religion in Western Europe during this time period?

Name:
Date:
Class:
Period:

The Guilds

Guilds

During the 1100s, merchants, artists, bankers, and other professionals grouped themselves together in business associations called guilds. The bankers belonged to the banking guild, the bakers belonged to the baking guild.

Original Purpose of the Guilds

The purpose of the guilds was to keep each member's territory exclusive. If you were a baker, your guild promised you a certain amount of space before another baker could build a shop. This removed any chance of real competition.

That was not the only regulation established to eliminate competition. Guilds had strict rules on how much a storekeeper could charge. Everyone had to charge the same price for the same goods and no one could advertise or promote their goods.

All workers had to be paid the same, so that the best workers could not be enticed away with better wages somewhere else, and everyone had to satisfy the quality standards set by their respective guild. No one was allowed to sell shoddy goods.

Climbing the Ladder of Success

People could work their way up to positions of power, and ultimately own their own shop, if they qualified.

- **Apprentice:** An apprentice was at the bottom of the ladder. During the period an apprentice was learning a skill, he received food, a place to sleep, and training, but he was not paid.
- **Journeyman:** After he had learned something about his craft, he could move up to the level of journeyman. A journeyman was paid a little money, along with free food and a place to sleep. A journeyman could only work under a master. To become a master, a journeyman had to submit a sample of his work—a "masterpiece," to a committee of masters in his guild. If they approved his work, he could set up shop in a place assigned to him by the guild and become a master himself.
- **Master:** At the top of the ladder were people who owned their own stores. Owners were called "masters."

Benefits of the Guild System

Besides all the business reasons to belong to a guild, guilds also provided medical care and employee benefits. If you were out of work because your shop had burned down, the guild would care for you until you rebuilt your shop. If you were insured, the same thing would happen. Guilds also arranged for social occasions and festivals.

Taxes

The guilds made sure that all shop owners paid taxes to the king. This kept the kings on their side. Soon, kings began to depend upon shop owners for many of their needs including income from the taxes this new middle class paid the kingdom. Kings, and in some cases nobles, granted towns a charter that said they had the right to control their own business and affairs, as long as they continued to pay taxes to whomever had granted the charter.

City-States

Some towns grew so large that they acted as independent city-states. This was especially true in Italy.

Teacher Guilds: Education for the New Middle Class

As the towns grew, leaders in the new middle class realized that there was a need for lawyers and courts. If they were going to rule themselves, they needed a system of ruling, but almost no one knew how to read or write. To fix this, one of the towns created a "university," which was a school separate from the monasteries and cathedral schools. The "university" was not a single place. School was held in rented rooms or in courtyards. Books were scarce. Teachers read to students, who then had to memorize what they heard quickly without the benefit of anything to see, except perhaps a tablet. Classes met on a regular schedule. Not just anyone could be a student. You had to pass a test and be accepted. These universities soon became known as teacher guilds.

By the end of the 1200s, teacher guilds (universities) had sprung up all over Europe. There were over a thousand students at any one time studying Roman law, Latin classics, the teachings of Islamic scholars, and the philosophy of that famous ancient Greek, Aristotle. Students who attended the universities were not the sons of nobles, they were the sons of merchants. When literature and art were added to the curriculum, there was clearly a stirring, the beginning of the rebirth of culture. The success of the universities shows that things were changing, and they were changing rapidly.

Questions:

1. What was the original purpose of the guilds?
2. What purpose did teacher guilds serve?
3. What was the job of an apprentice?
4. What was the job of a journeyman?
5. What did the guilds require you to do before you could open your own shop?
6. Why did guilds want to control the price of goods?
7. Why did guilds wish to reduce or eliminate competition?
8. Why did guilds wish to standardize quality of goods?

Name:
Date:
Class:
Period:

Fairs and Marketplaces

Just as there is today, there was a difference between a fair and a marketplace in medieval times.

- A market was a local, weekly activity where peasants sold produce and their handmade goods. Their customers were other peasants, as well as the maids and servants of the lords and ladies.
- A fair was a big deal. It might last for two weeks. To hold one, you needed permission and a grant from the king or from the fief owner. At the major fairs, there were moneychangers who charged for exchanging one currency for another. There were pickpockets and other petty thieves. There were musicians, jugglers, and other entertainers who worked for the coins tossed at them. Some people spent the night in inns, sheltered from the weather. Everybody who could get to the fair came. Fairs were rich with entertainment, excitement, and goods from all over the western world.

Often there was a tax that sellers had to pay to the landowner or king to be able to sell their wares. Both markets and fairs were held outside, open to the elements. Goods were displayed in the rain, mud, sleet and snow. No matter what the weather, most sellers slept near their goods to protect them from theft.

Questions:

1. What was the purpose of a market?

2. What was the purpose of a medieval fair?

3. How did sellers protect their goods?

4. Who sold at the markets and fairs?

5. Who bought goods at the markets and fairs?

Name:
Date:
Class:
Period:

Cathedrals

In the Middle Ages, religion controlled daily life. By 1350, there was one church or chapel for every 200 people, with more churches being built all the time. All the important events of life took place in the medieval church—baptism, confirmation, marriage, and burial.

Cathedrals

Cathedrals were fancy churches. Every village and every town wanted to build the best cathedral so they could honor God. In small towns, cathedrals were usually the largest building around. In larger towns, cathedrals were truly splendid. It cost a fortune and several decades to build a cathedral. In France alone, between 1050 CE and 1350 CE over 500 cathedrals and 1000 parish churches were built.

Workers could spend their whole life working on one cathedral. Only the best workmen worked on cathedrals. The talented peasants who worked on cathedrals lived a much better life than their fellow peasants on the farms. All were paid with food and housing, and many received a little money as well to spend at tradesmen shops in town.

Most cathedrals were built in the shape of a cross. They had high arches and tall ceilings. Ceilings could be 100 feet high. Notre Dame, the great cathedral in Paris, is 114 feet tall. They tried to build some that were taller, but they mostly collapsed. Floors were built with flagstones. Underneath the cathedral, workers usually built a crypt, which was a combination storage area and graveyard.

Interior Decoration

It was very dark inside the cathedrals. Candles were lit, but they did not cast enough light in the huge spaces to see very well. It was hard to see the many beautiful statues and religious tapestries that decorated the interior. Nearly all art in the Middle Ages was created for religious purposes, and much of that art was showcased in the cathedrals.

Stained Glass Windows

With the construction of cathedrals came a new medieval art form called the stained glass window. Stained glass windows were made of colored glass. Each window showed a religious scene. Through the use of pictures made from many different pieces of glass in brilliant colors, stories were told about the lives of Christ, the Virgin Mary, and the saints. Since most people could not read, the use of stained glass windows did much more than add beauty and light. The church used them as an effective way to teach people about religion.

Use of the Cathedrals

Cathedrals were typically built in the center of town. The market was near the cathedral. Townspeople used the church to conduct business. Medieval mystery and miracle plays, based on stories in the Bible, were staged on the steps. However, the main purpose of the cathedral was to provide a place of worship. Although there were daily sermons, the common people could only watch; they could not participate.

Holy Relics

To make each cathedral and each little church in the land unique, each had its own holy relic—real or not. A holy relic is something that belonged to or was touched by Jesus or a saint. Relics would often be a bone fragment of a saint or piece of the cross.

In the Middle Ages, tales of miracles that supposedly happened because of the presence of a holy relic were very popular. Relics were sought after. But for churches and cathedrals, the possession of a holy relic was nearly a requirement. Since there were a great many parish churches and a great many cathedrals built, some of the relics were not real, but all relics had a story, and all were treasured.

Questions:

1. Why did every town want their own cathedral?

2. What was the purpose of stained glass windows?

3. What events and activities happened in or near the church or cathedral?

4. What is a holy relic?

Lesson Twenty:

The Black Death

Time frame: 1 class period (55 minutes)
Includes: The Bubonic Plague, Health and Medical Practices in the Middle Ages

Preparation:

- Daily Question. Use overhead projector or write question on the board.
  (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Overhead transparency: *Spread of the Black Death*
- Reproducibles:
  The Black Death
  Spread of the Black Death
  Health, Hygiene, and Medical Practices

Daily Question: What is a cathedral?

Open Class: Meet your class at the door

Activity: The Black Death

- Handout: *The Black Death*
- Read and answer questions.

Activity: Spread of the Black Death

- Show the map of the *Spread of the Black Death* on the overhead projector.
- Talk about how fast it spread and review why. Refer to the reading if necessary.

Activity: Health, Hygiene, and Medical Practices

- **Ask:** "Why didn't medical people and city leaders create warning flyers to distribute in the cities, with information that included symptoms and warning signs of the disease, and what to do if someone thought they had the disease?" (For one thing, people could not read. For another, they had no idea what to do.)
- **Ask:** "What does hygiene mean?" (Get some answers.) Assign one student to look up the word hygiene in the dictionary and read the definition to the class. Adjust the class definition if needed.
- **Say:** "Health, hygiene, and medical practices were not as advanced in medieval times as they are today."
- Handout: *Health, Hygiene, and Medical Practices*
- Read and answer questions.
- **Ask:** "One thousand years from now, if you asked a classroom of students which time period had better medical practices—theirs or ours—what do you hope they might say?"

Activity: Emergency Preparation List

- **Ask:** "If a disease as dangerous and deadly as this one broke out today, are we ready to handle it? What would we do?" (Get some answers.)
- **Say:** "Today, we know that good personal hygiene and a good diet both help to keep us healthy. If the plague breaks out, we'll be given a vaccine. But what about other disasters, like hurricanes, tornadoes, and electrical failures that last a week, how can we help ourselves and our families prepare for an emergency such as that?"
- On the board or overhead projector, brainstorm a list of items you might have on hand in your home to help you in an emergency in case of flood, hurricane, tornado, power failure or something else
- **Then ask:** "Did any of these things exist in medieval times? Could people have afforded to buy them if they did?" (Get some answers.)

Close Class: "Tomorrow, we'll take a look at some of the inventions and achievements in Medieval Europe. Until then, see you next time, almost at the end of the Middle Ages."

Name:
Date:
Class:
Period:

The Black Death

In the 14th century (the 1300s), a horrible disease struck Asia, Africa, and Europe. The people called this illness the Black Death. It started in Asia in the 1340s. It quickly spread to Africa, and then throughout Europe. Infected people first broke out with red ring-shaped marks with dark center spots on their arms and necks. They would then run high fevers. They would become even more ill, and eventually die.

At first, people locked their doors, trying to protect themselves. They carried flowers to ward off the smell of the dead and dying. The skies were filled with ashes as people burned houses filled with the dead. Whole villages filled with dead were burned down, trying to contain and kill the disease. Nothing worked.

People did not know that infected rats carried the disease. They thought it was a punishment from God for being wicked. They believed that if they were bad, they would get the plague and die. The towns were hit the hardest. There was no sanitation in the towns, people threw their garbage out on the streets. To a rat coming off a ship docked at port, the towns must have seemed like heaven.

In just two years, 25 million people died of the plague. In ten years, the plague had killed over one-third of Europe's population. Can you imagine the fear people must have felt? People were sick everywhere, whole families were wiped out.

Outbreaks of the disease seemed to come in cycles. For a while, the disease would slow down. Everyone would heave a sigh of relief. Then, new outbreaks would appear. Outbreaks of the plague continued throughout the remainder of the Middle Ages.

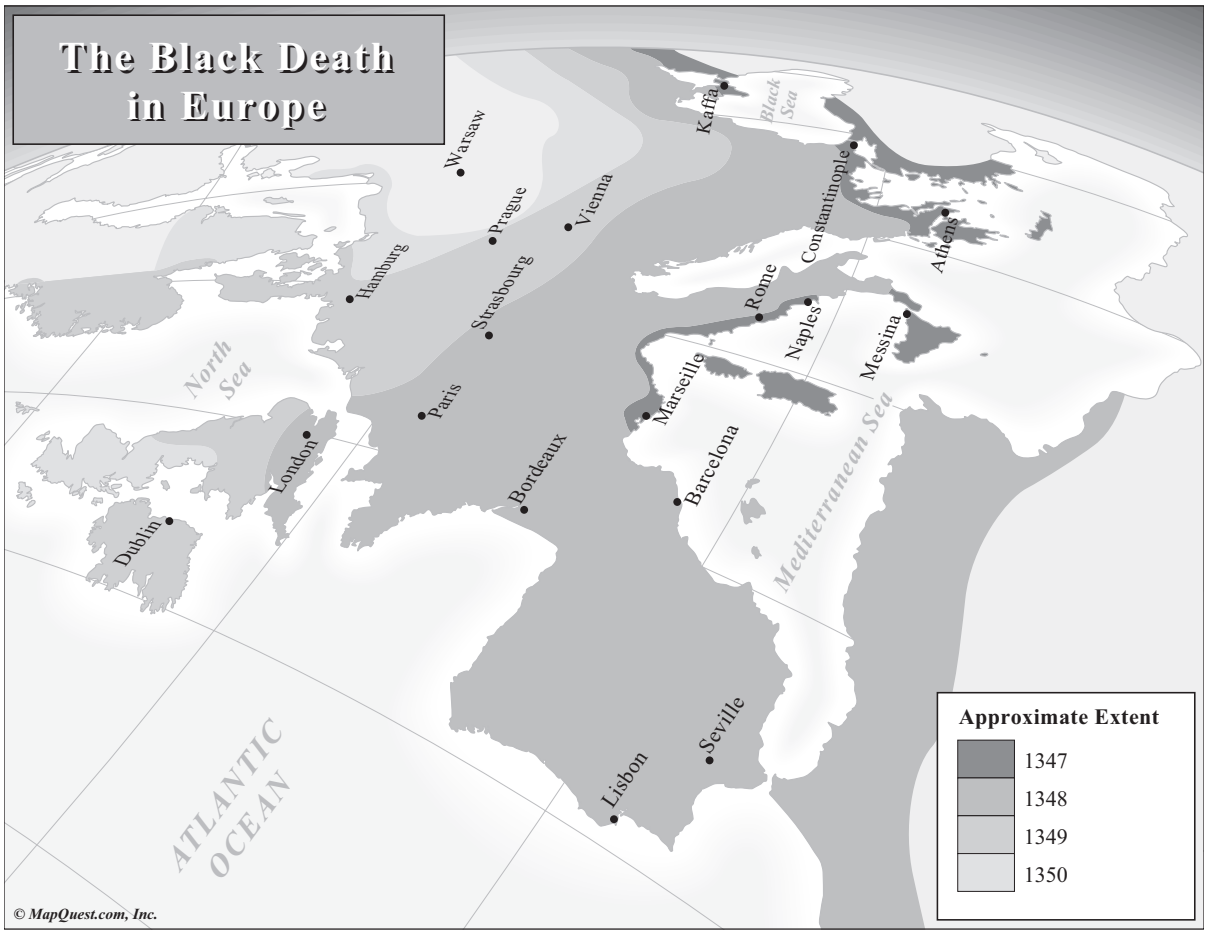
In fact, the cause of the plague was not discovered until the 20th century (1900s). Today, this disease is called the bubonic plague. We have a vaccine for the plague should an outbreak ever happen again. We're lucky, the people in the Middle Ages did not have vaccines to protect themselves from many diseases as we do today.

Questions:

1. What was the Black Death?
2. What were the symptoms?
3. How did it spread?
4. How were infected people treated?
5. How many people died as a result of the plague?
6. What effect did the Black Death have on Europe?

Name:
Date:
Class:
Period:

Spread of the Black Death



Name:
Date:
Class:
Period:

Health, Hygiene, Medical Practices

Personal Hygiene

Peasants and nobles took infrequent baths. The peasants slept and worked in the same clothing for days, and even weeks, at a time without washing themselves or their clothes. The nobles were not much better. There was no running water or hot water heater. Soap was made of lye and was very rough on your skin. There was no toothpaste or toothbrushes. People used watered spices on their lips and teeth, but all that did was briefly hide the smell of rotting teeth.

Death

Peasants died young from malnutrition and the simplest of diseases. Women often died in childbirth. There was almost no medical help, although they did have doctors, and doctors were highly respected and important people.

Bloodletting

Doctors believed in bloodletting, or cutting you to let your blood run out. The idea was that the disease would run out with your blood. Naturally, many people died because they lost too much blood. In the towns and villages, people threw their garbage in the streets. They handled the cattle and then directly handled food. What's amazing really is that anybody lived. The truth is, only the very strong did live.

Questions:

1. What did people put on their teeth and lips to hide the odor of rotting teeth?

2. Why did doctors bleed their patients?

3. Which time period do you think had a better understanding of health, hygiene, and medical practices—medieval or modern times?

Lesson Twenty-One:

Virtual Medieval Adventure

Time frame: 1 class period (55 minutes)
Includes: Medieval Life, Feudalism, Women and Children, Castles, Knights
Teacher Note: If you do not have access to the Internet, skip this lesson.

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducible:
  Virtual Medieval Adventure

Daily Question: The Black Death is the nickname for what disease?

Open Class: Meet your class at the door

Say: Today, we are going to pay a virtual visit to the Middle Ages. We have very little time and a great deal to do and see, so let us move quickly and quietly to the computer lab.

Activity: Computer Lab

- Handout: *Virtual Medieval Adventure*
- At the conclusion of your computer day, ask your students which sites they liked best and why.

Close Class: "See you next time, in the Middle Ages!"

Teacher Note: Explore the Middle Ages online following the links suggested or use your own selected links. There is so much on the web about the Middle Ages. To explore alternate links, please see Mr. Donn's section on medieval times here:
http://worldhistory.mrdonn.org/middleages.html

Name:
Date:
Class:
Period:

Virtual Medieval Adventure

Explore Medieval Times:

http://www.kyrene.org/schools/brisas/sunda/ma/mahome.htm
Read: The King, the Lady, and the Doctor
Read: Women of the Middle Ages

http://www.learner.org/interactives/middleages/
Read: Feudal Life

Medieval Puzzle:

Can you solve this medieval puzzle? You will need paper and pencil before you start.
http://www.nationalarchives.gov.uk/education/lessons/lesson12.htm

Good Knight! I challenge you to a joust:

http://www.tudorbritain.org/joust/

Explore the Middle Ages using a search engine:

- Go to: http://www.google.com/
- Search for any of these terms: feudal life in the Middle Ages, cathedrals in the Middle Ages, medieval daily life, becoming a knight, black plague, Charlemagne, Magna Carta
- Write the URL of the site you found most helpful on this handout.

Lesson Twenty-Two:

Inventions and Achievements

Stories set in medieval times—Final Activity

Time frame: 2 class periods (55 minutes)
Includes: Gregorian Chants, Inventions, Achievements
Final Activity: Disney's *Sword in the Stone* or Disney's *Robin Hood*.

Preparation:

- Daily Question. Use overhead projector or write question on the board. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Recording of Gregorian chants. If you have access to a computer in class with audio capability, you can hear excerpts from Gregorian chants online. See Gregorian chants activity section below for details.
- DVD and DVD player, Disney's *Sword in the Stone* and Disney's *Robin Hood*.
- Reproducible:
  The Arts—A Quick Look

Daily Question: What was the major religion in the Middle Ages in Western Europe?

Open Class: Meet your class at the door

Ask the daily question: "What was the major religion in medieval times in Western Europe?" (Get the answer.)

Say: "There was a lot of mystery in the church. Sermons were given every day, but since very few people understood Latin, they had no idea what the bishop (in a cathedral) or the priest (in a parish church) was saying. People liked that. They liked the mystery. It added to their belief that the Church was important and special."

Activity: Gregorian Chants

- **Say:** "There was a special kind of music sung in the church, a chant. This music was sung by professional choirs or by monks, which added to the mystery of the Mass in a musical way. These chants were sung slowly without rhythm or harmony. Everyone in the choir sang the same note at the same time in a very even and slow flowing pace. These chants were called Gregorian chants and were named after Pope Gregory I, who was the first to write them down way back in the early days of the Middle Ages, around 500 CE."
- **Say:** "Close your eyes, be very quiet, and listen to music written over 1,000 years ago."

- Play some Gregorian chants—not many, just enough to give your students an idea of how they sounded.
- If you have online access in your classroom, see this site to hear Gregorian chants: http://www.empire.k12.ca.us/capistrano/Mike/capmusic/medieval/medieval.htm
- For links to more sites with audio examples of Gregorian chants, go here: http://worldhistory.mrdonn.org/middleages.html
- **Ask:** "What do you think of this sound?" (Get some answers.) "Did you hear any instruments?" (Gregorian chants can be accompanied by music, but in the Middle Ages, they were almost sung without any accompaniment at all—pure vocal tones.)

Activity: Other Inventions

- **Say:** "We have briefly discussed some of the other inventions and achievements created during the Middle Ages."
- **Say:** Agriculture changed dramatically with the invention of the horse-drawn plow, the horse collar and horseshoes.
- **Ask:** "What impact did these inventions have on agriculture and daily life?" (Get some answers. If they cannot answer, see Lesson Ten for a handout on these inventions.)
- **Ask:** "What are some of other inventions and achievements?" (Get some answers.)
- Create a list on the board.
- Handout: *The Arts—A Quick Look*
- Read and answer questions.

Transition: Say: "Hollywood has a lot of fun presenting movies that take place in the Middle Ages. Actually, things were pretty rough during the Middle Ages, it was a period of famine and war. But it was not without its inventions and achievements."

Activity: Disney Movie

- **Say:** "Many fictional books written in modern times are set in the Middle Ages—stories about Robin Hood and his merry men, and King Arthur and the Knights of the Round Table. King Arthur and Robin Hood are both legends. They may or may not have been real people. They may be a mix of different legends put together in an interesting way, but the legends are both delightful and teach us a lot about life in the Middle Ages."
- **Say:** "Today, we are going to watch a movie that takes place in the Middle Ages. One is about King Arthur, and one is about Robin Hood. Walt Disney produced both movies. They are both animated and they are both set in the Middle Ages. One is Disney's *The Sword in the Stone* (King Arthur), and the other is Disney's *Robin Hood*. We only have time for one movie, so you get to choose. Majority rules. By a show of hands—who would prefer to watch *The Sword in the Stone*? How many would prefer to watch *Robin Hood*?" (Majority rules.)

- With your students, brainstorm a list of things to look for in the movie chosen:
    1. Dress
    2. Manners
    3. Speech
    4. Names of characters
    5. Weapons
    6. Whatever else you feel is important
    7. *Sword in the Stone*: If they choose *Sword in the Stone*, make sure your list includes role, responsibilities, and steps to becoming a knight.
    8. *Robin Hood*: If they choose *Robin Hood*, make sure your list includes the Crusades, Church officials, role of sheriffs, and treatment of peasants.
- Watch as much of the movie as you have time for in this class period. Finish the movie during your next class period.
- After watching the movie, ask questions to match the categories above. What were they wearing? What manners did you observe? And so on.
- *Sword in the Stone*: Questions to ask your students after the movie might include: Who was the main character? What was the significant of the sword? How was chivalry presented?
- *Robin Hood*: Questions to ask your students after the movie might include: Who was the main character? Where did Robin Hood live? What did he fight for? Was he a hero or a villain? How did this movie show the need for church reform? How were the Crusades presented? How was chivalry presented?

Close Class: "That's it for today. See you next time, right here, having fun in the Middle Ages."

Name:
Date:
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The Arts—A Quick Look

Illuminated manuscripts

In the west, since books were written by hand and all books were written to glorify religion, each page was beautifully designed. Some pages were "illuminated" with a cover of gold. These books are known as illuminated manuscripts.

Gregorian Chants

The music of the Mass was mystical and eerie. Monks sang chants. These were single tone, slow moving, and mystical sounds. Typically, there was no instrumental accompaniment. This unique music is collectively called Gregorian chants. They are named after Pope Gregory I, who created a system of musical notation—a way to write down notes so that anyone could sing them.

Stained Glass Windows

With the construction of cathedrals came a new medieval art form called the stained glass window. Stained glass windows were made of colored glass. Each window showed a religious scene. Through the use of pictures made from many different pieces of glass in brilliant colors, this art form told stories about the lives of Christ, the Virgin Mary, and the saints. Since most people could not read, the use of stained glass windows did much more than add beauty and light. The church used them as an effective way to teach people about religion.

Paintings and Tapestries

Most paintings and statues were religious in nature, as were most tapestries. An exception is the Bayeux Tapestry, which portrays victory in war during the Battle of Hastings in 1066.

Troubadours

The period was not without original stories and adventures. The paladins, or heroes, of the time were presented in song form by travelling troubadours.

Famous Literature

The story of *Beowulf* was told orally for a couple hundred years before an unknown poet wrote it down in the 700s. It's a story full of action that tells how Beowulf cleverly defeats a horrible monster. The poem *Song of Roland* was written around 1100 CE. *Song of Roland* is about Charlemagne's nephew, a brave and fearless knight named Roland. In the 1300s, Dante wrote the *Divine Comedy* and Chaucer wrote the *Canterbury Tales.*

Drama/Theatre

Most plays were religious in nature. They were another way to teach people about religion.

- **Mystery Plays:** Mystery plays were Bible stories presented in play format. Each play was very short. Mystery plays were performed in groups of four or five plays per presentation. Clergymen were the actors. Single stages were built right outside the local church. Sometimes scenes were staged in wagons that were hauled through town. Some scenes were placed in different parts of town, the audience moved from stage to stage. They were quite fun and very well attended by peasants and nobles alike. The Bible stories included the birth of Jesus, the wise men, and the flight into Egypt.
- **Miracle Plays:** "Miracle plays" were plays about the lives of the saints and the miracles they performed. Again, the clergy were the actors. They were staged very much like the mystery plays.
- **Morality Plays:** These plays began with the rise of towns. Actors performed them. Stories are about virtues and vices such as fellowship, good deeds, and death. The towns also produced miracle and mystery plays performed by actors. Some sets were elaborate, but some settings were assumed—there were no sets. This was especially true of plays performed in the cathedrals. The backdrop of the cathedral was the setting.

Questions:

1. What were medieval mystery plays?

2. What were medieval miracle plays?

3. What were medieval morality plays?

4. What is the subject of the *Song of Roland*?

5. What is an illuminated manuscript?

6. What is a Gregorian chant?