

# Europe in the Middle Ages

## Unit 6

Bellwork **set up a new table of contents on INB 70**

## Unit 6 – Europe in the Middle Ages

70. Unit 6 Table of Contents – The Middle Ages in Europe

71. Newsela – The Dark Ages, Middle Ages, or Medieval Times  
(annotations and graphic organizer)

72.

73.

74.

I've given you today's entries  
to get you started –  
remember to NOT skip lines  
and to update it everyday!

## Mastery Objective:

I can explain what is meant by the term “The Middle Ages” and describe major features of the time period.

## What are today’s State Objectives?

Introduction to the Unit standards – 7.32 to 7.49

## Strategies/Tasks:

- Setting up a new table of contents
- Newsela Article – annotations and graphic organizer
- Reflection Closure - tomorrow

## END OF DAY PRODUCT:

**By the end of today’s class you should have a new table of contents set up and an annotated article and 3 completed sections of your graphic organizer.**

# The Dark Ages or the Middle Ages?

- Set this chart up on **page 71**
- **Your Headings are:**
  - The Idea
  - The Church
  - Islam
  - The Crusades
  - Art & Architecture
  - Economy & Society

71

The Dark Ages or the Middle Ages

<u>The Idea</u>	<u>The Church</u>	<u>Islam</u>
<u>The Crusades</u>	<u>Art &amp; Architecture</u>	<u>Economy &amp; Society</u>



# The Middle Ages

(1) The phrase “Middle Ages” describes western Europe between the fall of Rome in the year 476 and the beginning of the historical period called the Renaissance, which began in the 1300s. It is also sometimes known as the Middle Period, the Dark Ages or Medieval Times.



# The Middle Ages

## Birth of an idea

(2) The phrase “Middle Ages” tells us more about the Renaissance that followed it than it does about the era itself. Starting in the 1300s, European thinkers, writers and artists began to look back and celebrate the art and culture of ancient Greece and Rome. So, they dismissed the period after the fall of Rome as a “Middle” or even “Dark” age, a time when art, science and philosophy stopped making progress.

(3) This way of thinking has recently been challenged. Today's historians see the Middle Ages as complex and interesting a time period as any other.





# The Catholic Church

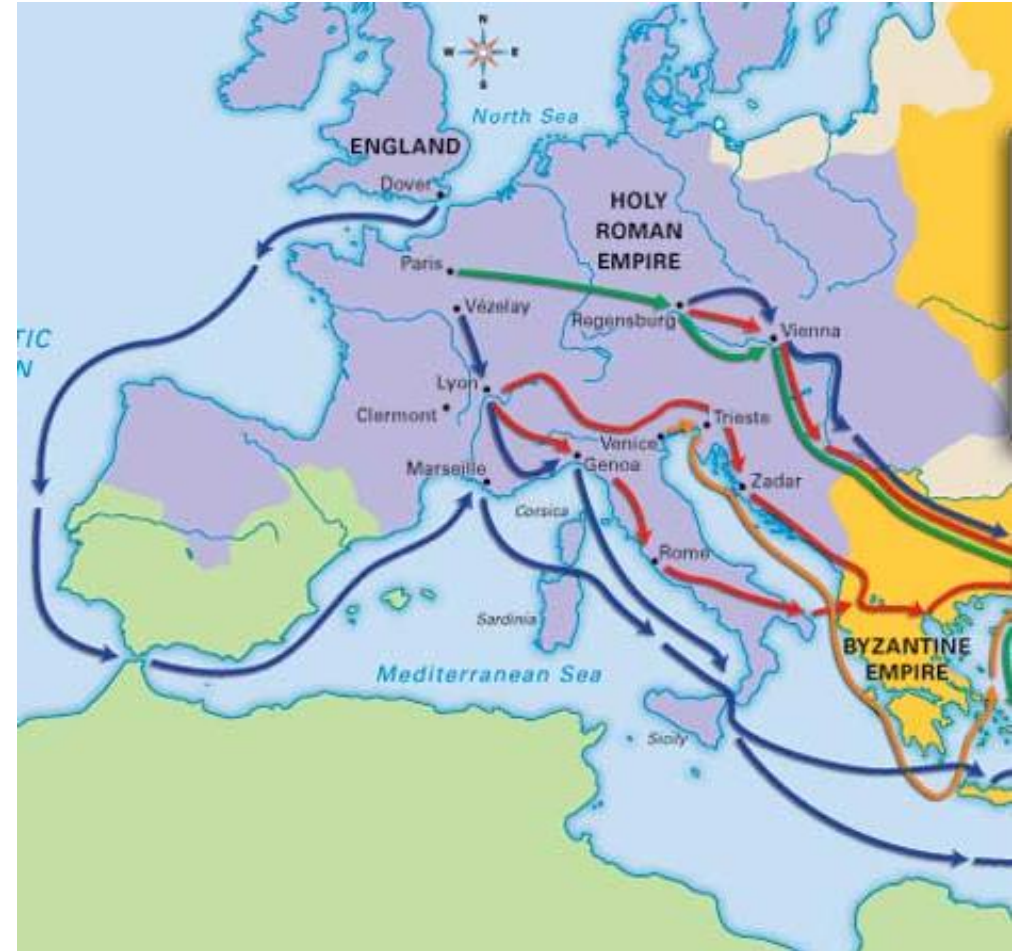


(4) After the fall of Rome, no single state or government united the people of Europe. The most powerful organization on the continent was the Catholic Church. Kings, queens and other leaders had to rely on the protection of the Church in order to hold onto their power.

(5) Ordinary people across Europe had to donate 10 percent of their earnings each year to the Church, a custom called "tithing." At the same time, the Church rarely had to pay any taxes to European governments. As a result, the Church built up a great deal of money and power.

# The Islamic World

(6) Meanwhile, the Islamic world was growing larger and more powerful. The prophet Muhammad, who founded the religion of Islam, had died in the year 632. In the years that followed, Muslim armies conquered large parts of the Middle East, uniting them under the rule of a single leader, called a caliph. At its height, the medieval Islamic world was more than three times bigger than the Christian world.





# The Islamic World



(7) Under the caliphs, life and culture in great cities such as Cairo, Baghdad and Damascus blossomed. Poets, scientists and philosophers wrote thousands of books. Religious leaders taught and interpreted the Quran, the holy book of Islam, and spread it across the Middle East.

(8) Muslim thinkers translated Greek, Iranian and Indian texts into Arabic. They also developed the number system that we all use today. Inventors came up with technologies like the pinhole camera, soap, windmills, surgical instruments and the early flying machine.

# The Crusades

(9) The Christian and Islamic worlds soon came into conflict. The Catholic Church began a series of military campaigns, called the Crusades, to force Muslims out of Europe. Crusaders believed that their military service would guarantee that they could spend all eternity in heaven.

(10) The Crusades began in 1095, when Pope Urban summoned a Christian army to fight its way to Jerusalem, a city that is considered holy in both Christianity and Islam. They continued on and off until the end of the 1400s.





# The Crusades



(11) No one “won” the Crusades, despite the many thousands of people from both sides who lost their lives. The conflict did make ordinary Catholics across Europe feel like they had a common purpose, however, and they inspired waves of religious enthusiasm.

(12) The Crusades had another effect: they exposed European Crusaders to Islamic literature, science and technology, and this went on to have a lasting effect on European intellectual life.

# Art & Architecture

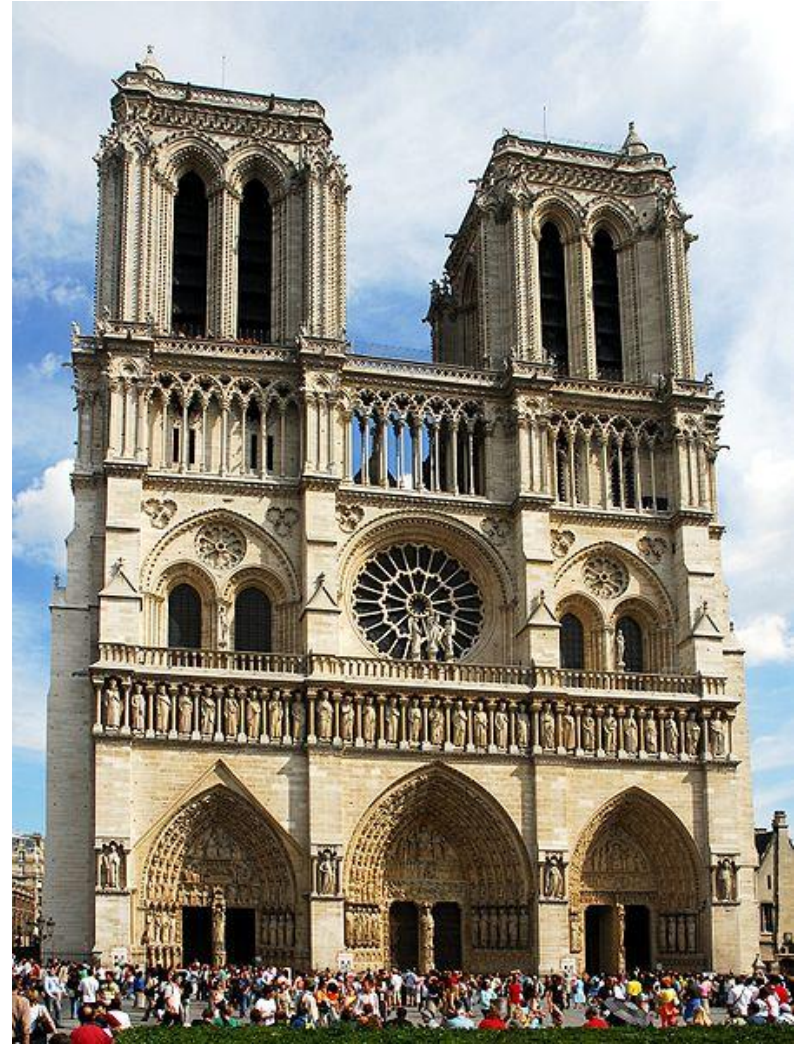
(13) While the Crusaders were shipping off to battle, the Catholic Church was also busy building grand cathedrals and monasteries.

(14) Hundreds of cathedrals (large churches) were built after the year 900 up to the 1200s, mostly in the Romanesque style. Romanesque cathedrals have rounded stone arches, thick walls and few windows. Around the year 1200, builders started to embrace Gothic architecture, a new style with huge stained-glass windows and pointed arches (a technology borrowed from the Islamic world). Compared to Romanesque buildings, Gothic architecture seems almost weightless.





Romanesque



Gothic

# Art and Architecture

(15) Religious art started changing as well, as artists were hired to create paintings and decorations of the Virgin Mary, Jesus and the saints for churches. Another important art form was bookmaking. Craftsmen created illuminated manuscripts and handmade books with colored illustrations, gold and silver lettering and other decorations. In the 1300s, city booksellers began to selling small illuminated manuscripts to wealthy individuals.





# Economics and Society

(16) In medieval Europe, life in the countryside was governed by a system called “feudalism.” In a feudal society, the king gave large pieces of land, called fiefs, to noblemen and bishops. Landless peasants, known as serfs, worked the land, but their only payment was that they were allowed to live on the fiefs and were promised protection in the case of an enemy invasion.

(17) Feudal life was transformed when new farming tools like the heavy plow were introduced. With these tools, fewer farm workers were needed, but more food was produced. As a result, the population of serfs grew, but they could not all find work on fiefs, so many of them moved into towns and cities.



# Economics and Society

(18) Meanwhile, European merchants started selling goods, like wine, olive oil and fabrics, that were brought in from other civilizations in the east. Port cities, where goods were brought in by boat, grew quickly. By 1300, there were about 15 cities in Europe with a population of more than 50,000.





# Economics and Society

(19) Between 1347 and 1350, however, a mysterious disease called the bubonic plague, or the "Black Death," killed about 20 million people in Europe — 30 percent of the people on the continent. It was especially deadly in cities, where people were so crowded together that it was impossible to prevent the disease from spreading from person to person.

(20) In these cities, after the Black Death, a new era was born — the Renaissance, a time of great intellectual and economic change. Many historians see it as a golden age that put Europe back on track after the "Dark Ages," but it actually had its roots in the Middle Ages, a period of time when Europe underwent important historical changes.



# Bellwork – **INB 72** (closure will be turned in)

- Your Bellwork will be a text to notes activity on the geography of Europe – you will have 10 minutes to complete the activity – be sure you are paraphrasing the material you identify as “note-worthy”

**The Geography of Europe – INB 72**

**Standard 7.32 - Identify the physical location and features of Europe.**

**Directions:**

1. **HIGHLIGHT** the information you find “note-worthy” \_\_\_\_\_.
2. Paraphrase your noteworthy information into bullet point style notes about your reading on the right.

<p><b><u>Geography Shapes European Life</u></b></p> <p>During the 400s, Germanic groups invaded the Western Roman Empire. In A.D. 476, these groups overthrew the last emperor in Rome and brought the Empire to an end. Europe then entered a new era called the Middle Ages, or medieval times. This was a 1,000-year period between ancient and modern times. During the Middle Ages, Western Europe was divided into many kingdoms, and Catholic Christianity strongly influenced society.</p> <p>Physical geography shaped Europe's development. The continent of Europe is a huge peninsula, with many smaller peninsulas branching out from it. As a result, most land in Europe lies within 300 miles (483 km) of a seacoast. This encouraged trade and helped the European economy to grow.</p>	
<p><b><u>Rivers and Seas</u></b></p> <p>Rivers also played an important role in Europe's growth. Major rivers, such as the Rhine, Danube, Seine, and Po, flow from inland mountains into the oceans and seas surrounding the continent. These rivers are navigable, or wide and deep enough for ships to use. People and goods can sail easily from inland areas to the open sea and, from there, to other parts of the world.</p> <p>Europe's seas and rivers provided protection as well as possibilities for trade. The English Channel, for example, separated the islands of Britain and Ireland from the rest of Europe. As a result, these people were far enough away to be largely safe from the many wars fought on Europe's mainland. They were able to develop their own governments and societies. In mainland Europe, wide rivers like the Rhine also kept groups of people separated. Because of this separation and isolation, many different cultures developed.</p> <p>Europe also has many mountain ranges. In the southwest, the Pyrenees isolated what is now Spain and Portugal from the rest of Europe. In the middle of the continent, the Alps separated Italy from central Europe. The Carpathians cut off what is now Ukraine and Russia from southeast Europe. The mountains, like the rivers, made it difficult for one group to control all of Europe and encouraged the growth of independent territories.</p>	

## Mastery Objective:

I can **identify** the major countries and geographical features of Western Europe and **explain** how the geography affected the way Europe developed after the fall of the Roman Empire.

## What are today's State Objectives?

7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain and the Mediterranean Sea

7.33 describe how the development of Europe was shaped by physical geography

## Strategies/Tasks:

- BW: Text to notes – Geography of Europe CW: Map of Europe Activity
- CL: Map Analysis task – will be turned in

## END OF DAY PRODUCT:

By the end of today's class you should have a completed text to notes reading on the Geography of Europe as well as an accurately labeled map of Europe and a completed closure activity.







# Geography of Europe Map Activity - INB 73

- **Map Directions:** Use the maps on *textbook pages RA 15 243, 245, & 263* to help you locate and label the following countries, rivers, and mountains. *(helpful tip – cross off each item as you complete the map to make sure you don't miss anything)*
- Great Britain, Ireland, France, The Holy Roman Empire, The Papal States, Castile, Aragon, Portugal, Africa, Poland, Hungary, Serbia, Bulgaria, Denmark, Sweden, Norway, the Byzantine Empire, the Alps, the Pyrenees, the Carpathians, the Ural Mountains, the Rhine River, the Oder River, The Danube River, The Seine River, The Volga River, the Atlantic Ocean, and the Mediterranean Sea, The Black Sea, The Caspian Sea, the North Sea, and the Baltic Sea.





# Closure – *turn in to the green basket on your way out...*

Name: \_\_\_\_\_



How did the geography of Europe help make trade like you see on the map to the left possible?

Source: Elisabeth G. Ellis et al., *World History: Connections to Today*, Prentice-Hall (adapted)

# Bellwork – INB 74

read the source below and respond to the questions in complete sentences

**Source:** Al-Qazwini, Athar al-bilad, in Lewis, *Islam: From the Prophet Muhammed to the Capture of Constantinople* (New York: Walker, 1987), 2:123. Writing from (1275-1276)

Frank-land, a mighty land and a broad kingdom in the realms of the Christians. Its cold is very great, and its air is thick because of the extreme cold. It is full of good things and fruits and crops, rich in rivers, plentiful in produce (*crops*), possessing farmland and cattle, trees and honey. There is a wide variety of **game** (*animals to hunt*) there and also silver mines. They forge (make) very sharp swords there, and the swords of Frank-land are sharper than the swords of India.

Its people are Christians, and they have a king possessing courage and power to rule. He has two or three cities on the shore of the sea on this side, in the middle of the lands of Islam, and he protects them from his side. Whenever the Muslims send forces to try to capture them, he sends forces from his side to defend them. His soldiers are full of courage and in the hour of combat do not even think of flight (*running away*), but rather prefer death. But you shall see no people more filthy than the Franks. They are a people of **perfidy** (*untrustworthiness*) and **mean** (*low*) character. They do not cleanse or bathe themselves more than once or twice a year, and only then in cold water, and they do not wash their garments from the time they put them on until they fall to pieces. They shave their beards, and after shaving they sprout only a revolting stubble. One of them was asked as to the shaving of the beard, and he said, "Hair is a **superfluity** (*not needed*). You remove it from your private parts, so why should we leave it on our faces?"

1. What does Al-Qazwini seem to think of "Frank-Land"?

2. What does he seem to think of the Franks themselves?

## Mastery Objective:

I can identify the kingdoms of Western Europe and describe the accomplishments of their key rulers like Clovis, Charles Martel, Pepin the Short and Charlemagne.

## What are today's State Standards?

7.34 Demonstrate understanding of the **conflict** and **cooperation** between the Church and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV.

## Strategies/Tasks:

- BW: Primary Source Analysis – Frankland
- CW: Guided Reading – Kingdoms of Western Europe
- CL: Quick Quiz

## END OF DAY PRODUCTS:

**By the end of today's class you should have**

- **Complete primary source analysis**
- **Completed guided reading**
- **Completed quick quiz**



# Germanic Rulers Divide Western Europe

- By A.D. 500, Western Europe had divided into many Germanic kingdoms. Germanic people in Italy and Spain adopted many Roman ways. People farther from Rome held on to more of their Germanic traditions.
- Roman influence was even weaker in Britain. After Roman armies abandoned the area that is today England, Germanic groups known as Angles and Saxons settled there. In time, they became the Anglo-Saxons.
- The Anglo-Saxons pushed aside earlier settlers known as the Celts. Some Celts fled north and west, while others crossed the sea to Ireland. The Scottish, Welsh, and Irish peoples today are largely descended from the Celts.

## Check for understanding....

- Complete the following statement: In Western Europe after the fall of the Roman Empire the closer you lived to Rome the more \_\_\_\_\_ you were and the farther away you lived the more \_\_\_\_\_ you were.



# The Franks in Europe

- The Franks were the strongest Germanic group. They settled what is now France and western Germany. In 481, Clovis became king of the Franks. Fifteen years later, he became the first Germanic ruler to accept Catholic Christianity. Before long, nearly all of the Franks became Catholic.
- After Clovis died, Frankish kings lost much of their power. By 700, power had passed from kings to government officials known as mayors of the palace.







# The Franks in Europe

- In 714, Charles Martel, or "Charles the Hammer," became mayor of the palace. The pope, who was the head of the Catholic Church, gave Martel his support. Martel and the pope wanted to restore order and strengthen Catholic Christianity in the lands of the old Western Roman Empire.
- Martel's first move was to halt the spread of Islam into Europe. By the early 700s, Muslims from North Africa had conquered Spain and entered France. In 732, Charles Martel defeated the Muslims at the Battle of Tours. This battle stopped the advance of Islam into Western Europe. It also ensured that Christianity would remain Western Europe's major religion.

# The Franks in Europe

- After Charles Martel died, his son Pepin became mayor of the palace. With the support and blessing of the pope, Pepin became king of the Franks. In return, Pepin was expected to help the pope. In 754, Pepin forced a Germanic group called the Lombards to leave Rome. He then gave the pope a large strip of Lombard land in Italy. These lands became known as the Papal States.






# The Emperor Charlemagne

- After Pepin died in 768, his son Charles became king of the Franks. In the years that followed, Charles sent his armies into neighboring lands. He nearly doubled the size of his kingdom to include what is today Germany, France, northern Spain, and most of Italy.
- By 800, Charles's kingdom had grown into an empire. For the first time since the fall of Rome, most Western Europeans were ruled by one government. His conquests won Charles the name of Charlemagne, or Charles the Great.



# The Emperor Charlemagne

- A monk named Einhard described Charlemagne this way:
- *"Charles was large and strong, and of lofty stature [height] . . . [his] nose a little long, hair fair, and face laughing and merry. . . . He used to wear the . . . Frankish dress—next [to] his skin a linen shirt and linen breeches [pants], and above these a tunic fringed with silk. . . . Over all he flung a blue cloak, and he always had a sword girt [fastened] about him."*
- —from ***The Life of Charlemagne***, by Einhard



What impression does this give you of Charlemagne?

# Charlemagne as a Ruler...

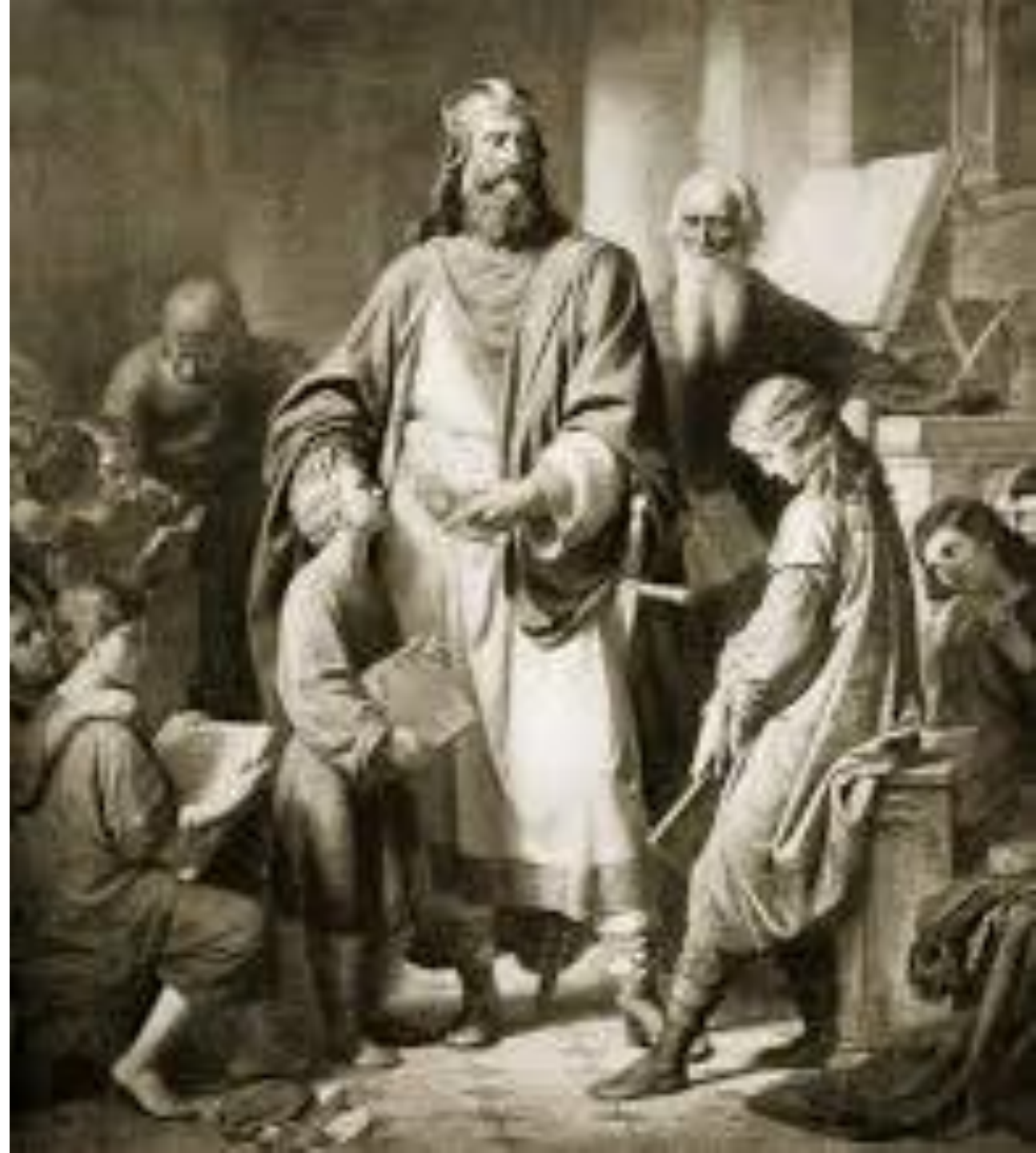
- In 800, Charlemagne came to Rome and defended the pope against unruly Roman nobles. On Christmas day, Charlemagne was worshipping at the church of St. Peter in Rome. After the service, the pope placed a crown on Charlemagne's head and declared him the new Roman emperor. Charlemagne was pleased but also concerned. He did not want people to think the pope had the power to choose who was emperor.
- Despite this concern, Charlemagne accepted his duties as emperor and worked to strengthen the empire. The central government, located in the capital of Aachen, was small. As a result, Charlemagne relied on local officials called counts to help him govern. The counts ran local affairs and raised armies for Charlemagne. Royal messengers called *missi dominici* went on inspections and told the emperor how the counts were doing.





# Charlemagne as a Ruler

- Charlemagne wanted to advance learning in his kingdom. He had tried late in life to learn to write and wanted his people to be educated too. He established a school for the children of government officials. Students at the school studied religion, Latin, music, literature, and arithmetic.
- More than anything else, Charlemagne's forceful personality held the empire together. After Charlemagne died in 814, his empire did not last long. It was soon divided into three kingdoms.



# Closure – Quick Quiz

**1. Europe is surrounded on three sides by water, which makes it a landform known as a \_\_\_\_\_.**

- A. continent
- B. plateau
- C. peninsula
- D. island

**2. Which group of Germanic tribes conquered areas of Britain?**

- A. Ostrogoths
- B. Visigoths
- C. Franks
- D. Anglo-Saxons

**3. Which Frankish leader was the first to accept Catholic Christianity in A.D. 481?**

- A. Charles Martel
- B. Clovis
- C. Charlemagne
- D. Pepin

**4. What did Charles Martel achieve by fighting the Battle of Tours in 732?**

- A. He unified Europe into the largest empire since Roman times.
- B. He introduced Catholicism to the people of France.
- C. He stopped the Muslim advance into Western Europe.
- D. He drove the Jews and other non-Christians from France.

**5. Charlemagne wanted to promote his subjects' ability to read and write Latin.**

- A. TRUE
- B. FALSE



# Bellwork – INB 76

- Title your page “The Accomplishments of Charlemagne”
  - Go back to your reading from INB 75 and locate 3 achievements of Charlemagne as a ruler and list these underneath your title.





## Mastery Objective:

I can **identify** the ruler Charlemagne and **describe** the various challenges and achievements of his rule.

## What are today's State Standards?

7.34 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs.

## Strategies/Tasks:

- Accomplishments of Charlemagne
- Background reading and Bias Study
- Closure – Short answer bias questions

## END OF DAY PRODUCTS:

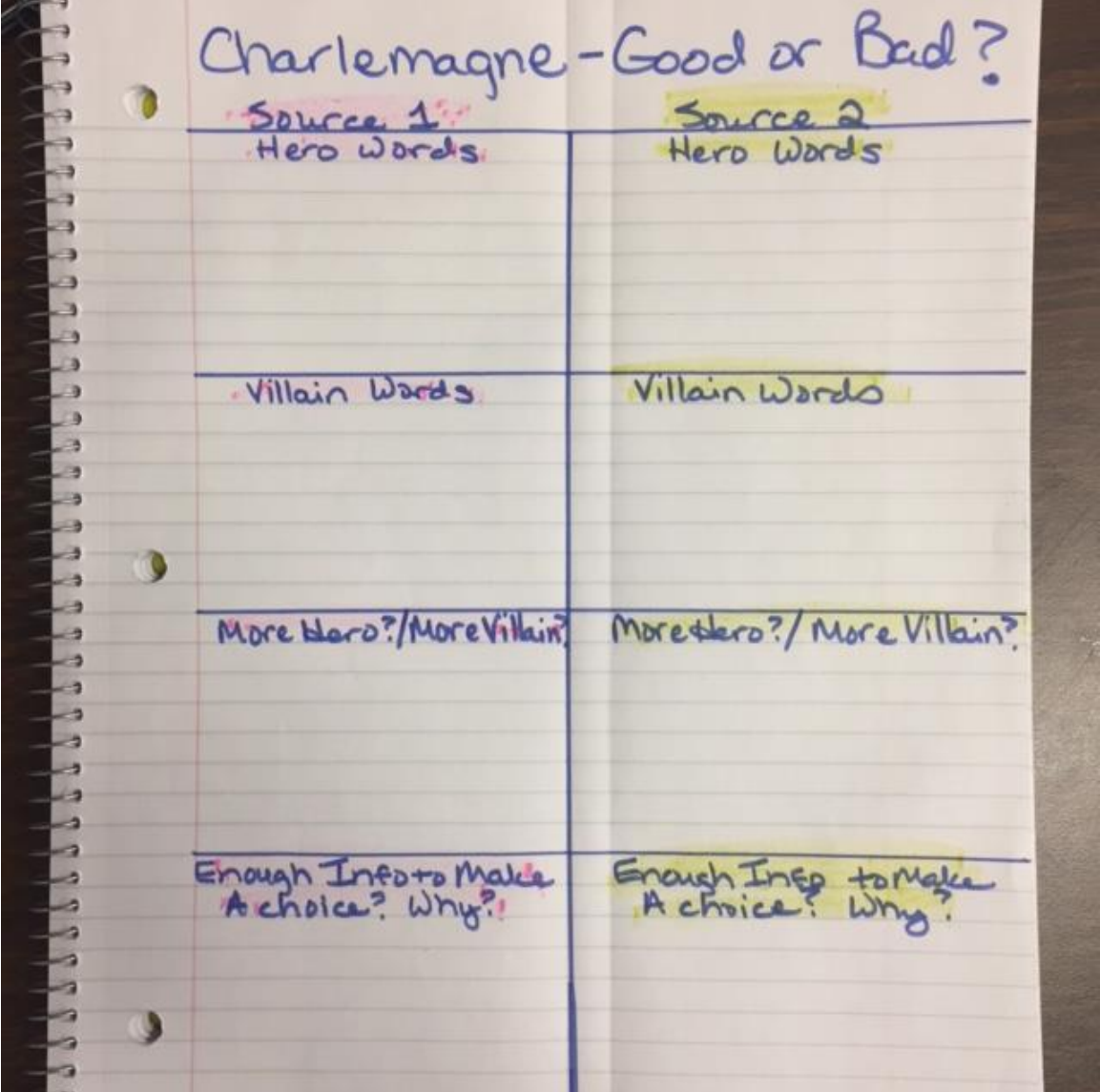
By the end of today's class you should have

- **List 3 of Charlemagne's accomplishments**
- **Bias Graphic organizer**
- **Completed closure bias questions**

# Charlemagne – Good or Bad?

How do we know? **INB 77**

- Create a 2 column chart with 4 boxes on each side –
- Your headings are...
  - Hero Words
  - Villain Words
  - More Hero/more Villain? Why?
  - Enough information to make a choice? Why or why not?



Charlemagne - Good or Bad?	
Source 1 Hero Words	Source 2 Hero Words
Villain Words	Villain Words
More Hero?/More Villain?	More Hero?/More Villain?
Enough Info to Make A choice? Why?	Enough Info to Make A choice? Why?

# How can we tell what a historian thinks?



Hero?

**BIAS**



Villain?



## Bias Reading 1 AND 2

(notice THIS paragraph is identical between the sources)

- Charlemagne is one of the most well-known kings of Dark Ages Europe. His grandfather, nicknamed Charles the Hammer, was known as a great hero for defending Europe against invaders from the south. He reunited many of the lands that formerly made up the Roman Empire. When he died control of Europe was divided between his two sons, Charlemagne and Carloman. When Carloman died leading a battle defending the Catholic Church Charlemagne became sole ruler of the empire. Could he live up to his grandfather's legacy?

# Bias Reading 1

(look for words that make him sound like a hero or a villain)

- Charlemagne was a very religious man. He believed it was his duty as a Christian king to rebuild the Roman Empire. It was God's empire once and it should be again. Many non-believing barbarians had taken power in Europe and Charlemagne wanted them gone. He built up his army and went after them one by one. He gave them an opportunity to convert to Christianity, stop fighting, and rejoin the empire. If they continued their rebellion against God and the empire then he had no choice but to remove them from power – forcefully if necessary. Charlemagne's tactics were very effective and before long Europe was reunited with a new name – The Holy Roman Empire.

# Bias Reading 2

(look for words that make him sound like a hero or a villain)

- Charlemagne was a very religious man and wasn't afraid to use violence to back it up. He believed it was his duty as a Christian king to rebuild the Roman Empire. He saw only one way to make that happen – murder. He ordered the arrest of anyone who would not become a Christian (and pay tribute to the church). At one point he gathered about 4,500 barbarian leaders. He told them they would convert on the spot or die. They refused to deny their beliefs. Charlemagne had each one executed. One by one they were led to the chopping block and their heads chopped off - the bodies left to rot there in the field.



# World History Closure – INB 76

## underneath your Bellwork – Complete sentences

1. Which source do you feel is the LEAST biased? Why?
2. Do you believe the source you chose as least biased is 100% reliable? Why or why not?
3. Do you believe Charlemagne was an EFFECTIVE ruler? Why or why not?
4. Do you feel Charlemagne was a GOOD or BAD ruler?
5. What other information do you feel you would need to see to be able to form an accurate opinion of him?



# World History Bellwork – INB 78

- **Title** your page “*Early Kings of England*”
- Use your textbook pages 260 - 262 to locate the major kings of England (***William, Henry, & John***) and tell the following information about each king:
  - **when** they ruled
  - a significant ***accomplishment*** for each
  - **1 detail** about their lives **you** find interesting



## Mastery Objective:

I can name the three important early English kings and describe how each *changed* royal power in England.. (*made it stronger or weaker*)

### What are today's State Standards?

7.35 Examine the Norman Invasion, the Battle of Hastings and the impact of the reign of William the Conqueror on England and Northern France.

7.36 explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative governments.

## Strategies/Tasks:

- Bellwork: royal biographies
- Classwork: graphic organizer on Royal Power in England
- Closure: ACE Strategy practice

## END OF DAY PRODUCTS:

By the end of today's class you should have

- Complete and accurate mini biographies of William, Henry, and John
- Completed graphic organizer
- Complete and correct ACE writing closure



# Background Information

- In the late 800s, Vikings from Scandinavia attacked Britain, where the Anglo-Saxons had founded many small kingdoms. King Alfred of Wessex, later known as Alfred the Great, united the Anglo-Saxons and halted the Viking advance. The kingdom that Alfred united became known as "Angleland," or England.
- Alfred ruled England from A.D. 871 to 899. Unfortunately for England, the Anglo-Saxon kings who followed Alfred were generally weak rulers.



# William the Conqueror

*did he make the POWER of the king stronger or weaker?*

- In 1066, the last Anglo-Saxon king of England died without an heir. A noble named Harold Godwinson claimed the English throne. In France, a relative of the Anglo-Saxon kings, William, Duke of Normandy, said that he, not Harold, was the rightful king of England.
- In the fall of 1066, William and his army of Norman knights landed in England. They defeated Harold and his foot soldiers at the Battle of Hastings. William was crowned king of England and became known as William the Conqueror.
- At first, the Anglo-Saxons resisted William's rule. To stop the Anglo-Saxon revolts, William seized the land of Anglo-Saxon nobles and divided it among his Norman knights.
- William wanted to learn as much as possible about his new kingdom. To decide taxes, he carried out the first census since Roman times. Every person and farm animal in England was counted and recorded in the *Domesday Book*.
- The Normans who ruled England kept many Anglo-Saxon laws and practices. However, they also brought many customs from mainland Europe. Under William's rule, officials and nobles in England spoke French, the language of Normandy. They built castles, cathedrals, and monasteries in the Norman style. Anglo-Saxons learned new skills from Norman weavers and artisans. Yet, they still spoke their own Anglo-Saxon language, which later became English. As more and more Normans and Anglo-Saxons married, their customs merged into a new English culture.

Ruler	Answer	Cite Your EVIDENCE	How does your EVIDENCE support your ANSWER?
<p><b>William</b></p> <ul style="list-style-type: none"> <li>• Took land from Anglo-Saxons</li> <li>• Took census of people's wealth</li> <li>• Built castles and churches</li> </ul>	<p>I think William's actions made the power of the king STRONGER.</p>	<p>"To decide taxes, he carried out the first census since Roman times. Every person and animal in England was counted and recorded in the Domesday book."</p>	<p>This evidence shows that William made royal power stronger because the census let him know how much he could tax his people.</p>
<p><b>Henry</b></p>			
<p><b>John/Edward</b></p>		<p>Create this chart on INB 79 – I am completing the first row for you to show you what I expect...</p>	



# Henry II

*did he make the POWER of the king stronger or weaker?*

- After the death of William, English kings further strengthened their power. From 1154 to 1189, King Henry II ruled England as well as most of Wales, and Ireland. He was also a feudal lord in France and Scotland. Some of the French lands belonged to his wife, Queen Eleanor of Aquitaine.
- Henry set up a central royal court with lawyers and judges. Circuit judges, who traveled across the country to hear cases, brought the king's law to all parts of England.
- The courts created a body of common law, or law that was the same throughout the whole kingdom. Common law helped unite England by replacing laws that differed from place to place.
- Henry also set up juries of citizens to settle disputes. Traveling circuit judges met with a grand jury. It decided if people should be accused of a crime. Next came a trial jury to decide whether a person was innocent or guilty.

# The Magna Carta and Parliament – John & Edward

## *did they make the POWER of the king stronger or weaker?*

- Henry's son John became king of England in 1199. King John increased taxes in England and punished his enemies without trials. English nobles began to rebel against the king.
- In 1215, the nobles met with King John at Runnymede, a nearby meadow. There they forced John to put his seal on a document called the Magna Carta, or the Great Charter. The Magna Carta placed limits on the king's power. The king could collect taxes only if a group of nobles called the Great Council agreed.
- The Magna Carta also forced the king to uphold the rights of freemen, including the right to fair trials by jury:
- *"No free man shall be taken, imprisoned, seized, outlawed, banished [sent away], or in any way destroyed, nor will we proceed against or prosecute him, except by the lawful judgment of his peers [equals] and by the law of the land."*
- **—from the Magna Carta, 1215**
- The Magna Carta relied on the feudal idea that the king and his noble vassals both had certain rights and duties. Over time, however, the Magna Carta helped strengthen the idea that all people, regardless of rank, have rights, and that the power of government should be limited.
- Edward I, king of England in the late 1200s, increased the authority of his council. This group of lords, church leaders, knights, and townspeople became known as Parliament. Parliament came to be divided into two groups—an upper house and lower house. The growth of Parliament marked an important step toward representative government.

# World History Closure – **INB 78** underneath your Bellwork...

- Answer the following question in 5-7 sentences.
- Use the ACE Strategy – **answer, cite, explain** –
  - How was royal power in England strengthened AND weakened during the Middle Ages?





# World History Bellwork - INB 80

- *Title* your page “**The Battle of Hastings**”
- Use pages **260 & 261** in your textbook to locate the following:
  - **When** was the battle fought?
  - **Who** fought the battle?
  - **Why** was the battle fought?
  - **Who** won the battle?

**Complete Sentences please**



## Mastery Objective:

I can describe the Battle of Hastings - the conditions that led up to the battle, the course of the battle itself, and the effects of the battle on the way England was ruled.

## What are today's State Standards?

7.35 Examine the Norman Invasion, the Battle of Hastings and the impact of the reign of William the Conqueror on England and Northern France.

## Strategies/Tasks:

- Bellwork: Battle Facts
- Classwork: Annotated Reading and graphic organizer
- Closure: Summary writing practice

## END OF DAY PRODUCTS:

By the end of today's class you should have:

- Completed quick check questions
- A fully annotated reading and graphic organizer
- A complete and accurate summary of the Norman Invasion

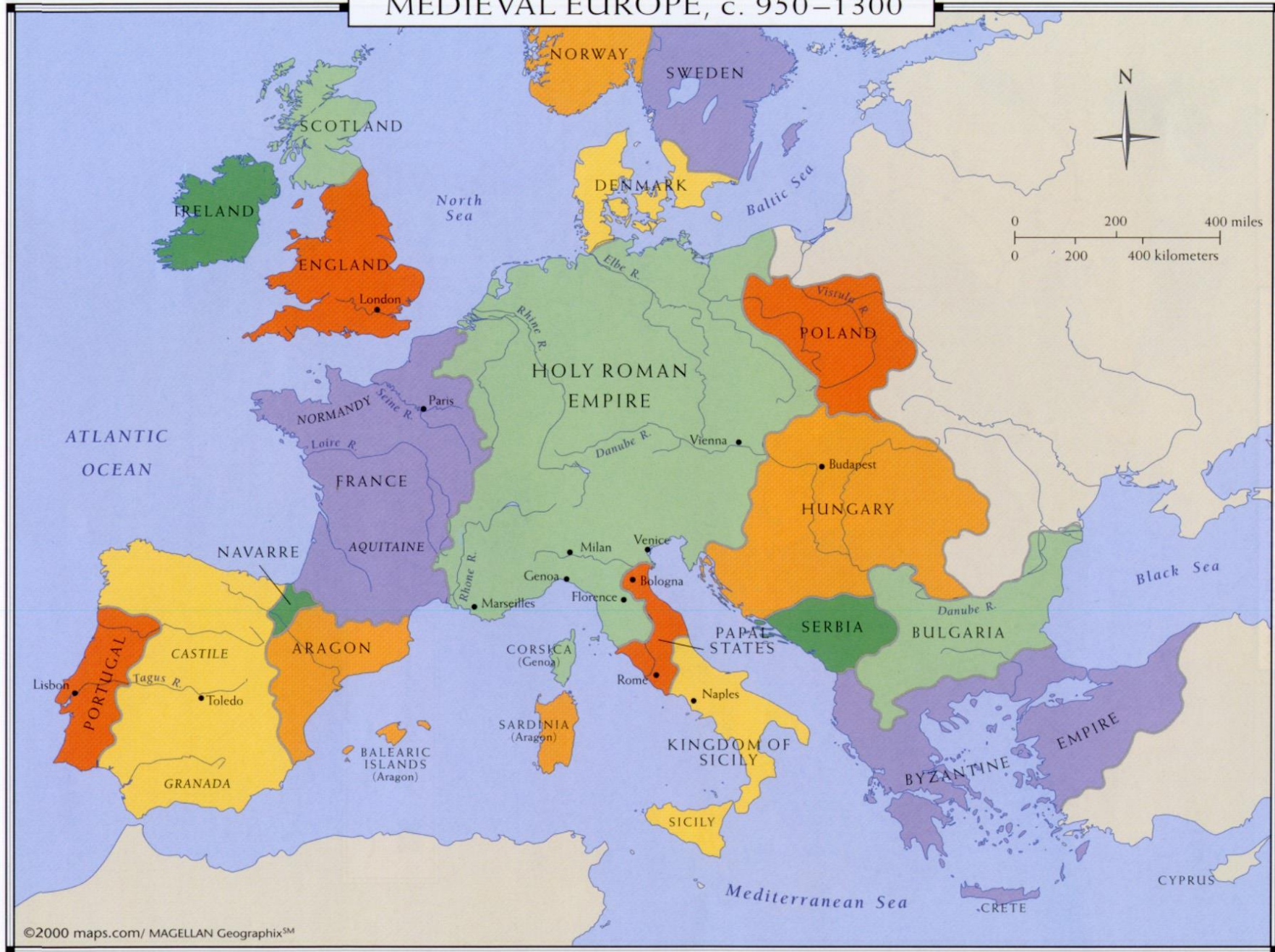
# Background Information

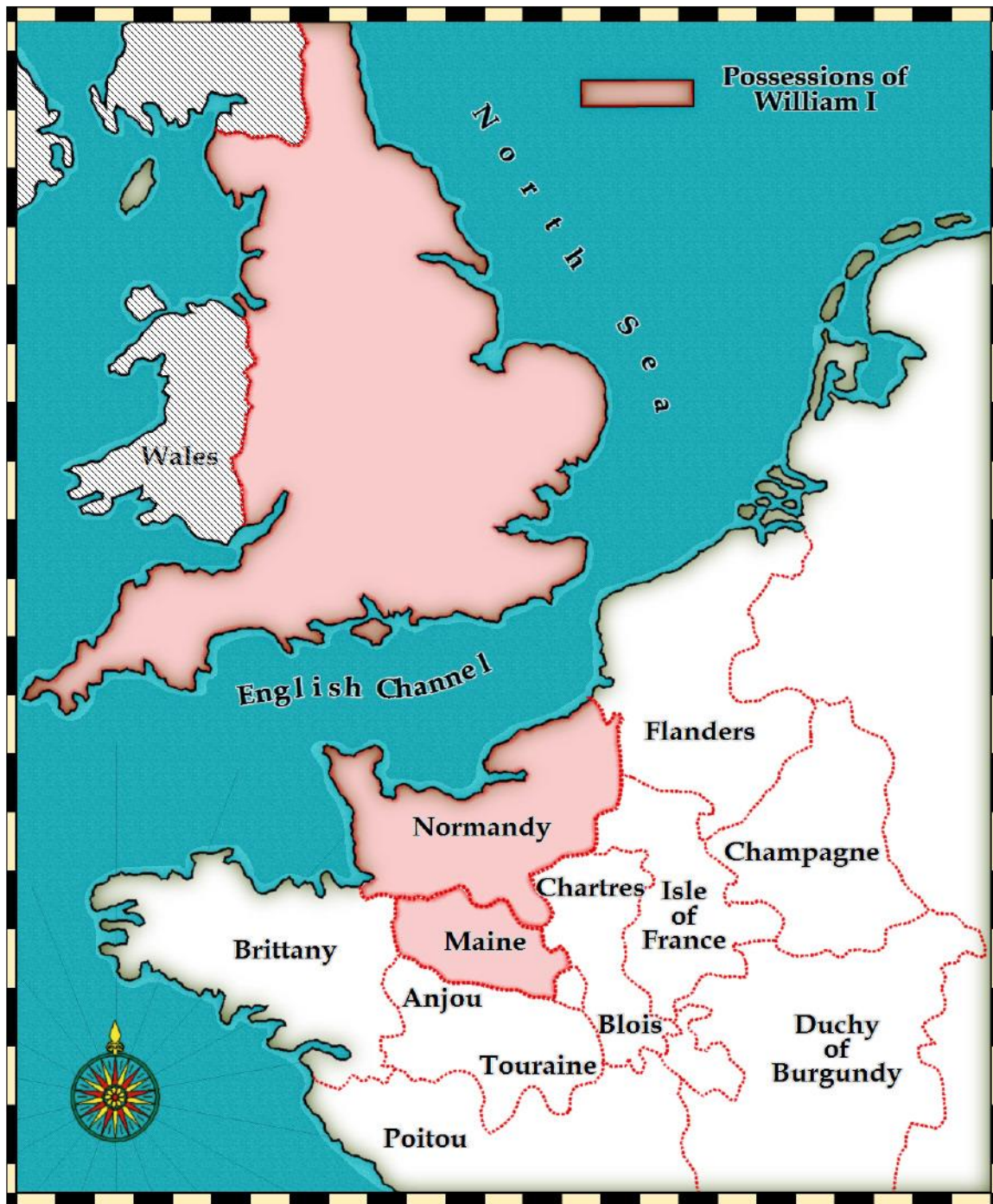
- In the late 800s, Vikings from Scandinavia attacked Britain, where the Anglo-Saxons had founded many small kingdoms. King Alfred of Wessex, later known as Alfred the Great, united the Anglo-Saxons and halted the Viking advance. The kingdom that Alfred united became known as "Angleland," or England.
- Alfred ruled England from A.D. 871 to 899. Unfortunately for England, the Anglo-Saxon kings who followed Alfred were generally weak rulers.





# MEDIEVAL EUROPE, c. 950–1300





England &  
France around  
1070 a.d.



# The Battle of Hastings – Graphic Organizer **INB 81**

- **Task 1:** Locate and label the three contenders for the throne and answer the two questions underneath the three boxes where you placed their names.
- **Task 2:** Use the reading to complete the graphic organizer
  - Locate 6 events of the Norman Invasion in **paragraphs 5 – 8**
  - Label the dates when these took place on the line above each box (1-6)
  - *Either* draw a picture to represent each event *OR* write a short statement explaining the event.



# The Battle of Hastings and the Norman Invasion

- **1.** King Edward of England (called "The Confessor" because of his construction of Westminster Abbey) died on January 5, 1066, after ruling for 23 years. Leaving no heirs, Edward's death started a three-way battle for the crown that ended in the Battle of Hastings and the end of the Anglo-Saxon rule of England.



# The Battle of Hastings and the Norman Invasion

**2.** The first contender for the throne was Harold Godwinson, the second most powerful man in England and an advisor to Edward. Harold and Edward became brothers-in-law when the king married Harold's sister. Harold's powerful position, his relationship to Edward, and his reputation among his peers made him a logical successor to the throne. His claim was strengthened when the dying Edward **supposedly** said *"Into Harold's hands I commit my Kingdom."* With this, the Witan (the council of royal advisors) unanimously selected Harold as King. His coronation took place the same day as Edward's burial. With the placing of the crown on his head, Harold's troubles began.

# The Battle of Hastings and the Norman Invasion

**3.** William, Duke of Normandy, was the second man to claim the throne of England. William justified his claim through his blood relationship with Edward (they were distant cousins) and by stating that some years earlier, Edward had told him he would be his successor. To complicate things more, William said that the message in which Edward named him as the next King of England had been carried to him in 1064 by none other than Harold himself. From William's perspective, when Harold took the Crown he was going against the wished of Edward. He immediately prepared to invade England and destroy the Harold.





# The Battle of Hastings and the Norman Invasion

4. The third rival for the throne was Harald Hardrada, King of Norway. His justification was even more thin than William's. Hardrada ruled Norway together with his nephew Mangus until 1047 when Mangus died. Earlier (1042), Mangus had cut a deal with Harthacut the Danish ruler of England. Since neither ruler had a male heir, both promised their kingdom to the other in the event of his death. Harthacut died but Mangus was unable to follow up on his claim to the English throne because he was too busy battling for the rule of Denmark. Edward became the Anglo-Saxon ruler of England. Now with Mangus and Edward dead, Hardrada asserted that he, as Mangus's heir, was the rightful ruler of England. When he heard of Harold's coronation, Hardrada immediately prepared to invade England and crush the upstart.

# The Battle of Hastings and the Norman Invasion

**5.** Hardrada of Norway struck first. In mid September, Hardrada's invasion force landed on the Northern English coast, sacked a few coastal villages and headed towards the city of York. The Viking army overwhelmed an English force blocking the York road and captured the city. In London, news of the invasion sent King Harold hurriedly north at the head of his army picking up reinforcements along the way. The speed of Harold's forced march allowed him to surprise Hardrada's army on September 25, as it camped at Stamford Bridge outside York. A fierce battle followed. Hardrada was killed and then the King's brother, Tostig was killed. What remained of the Viking army fled to their ships. So devastating was the Viking defeat that only 24 of the invasion force's original 240 ships made the trip back home. While resting after the battle, Harold heard that William and his men had landed near Hastings.





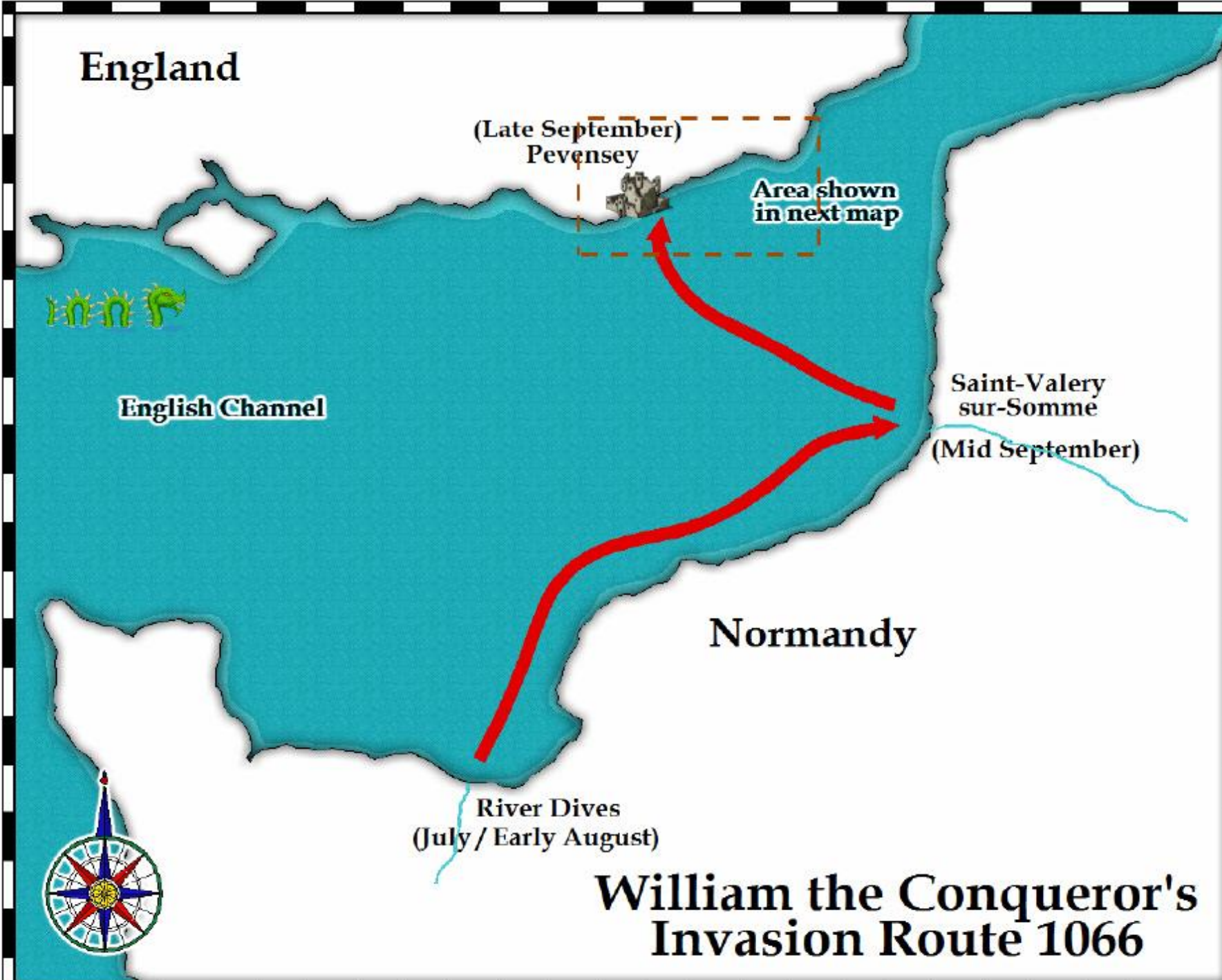
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# The Battle of Hastings and the Norman Invasion

6. Construction of the Norman invasion fleet of ships had been completed in July and all was ready for the Channel crossing. Unfortunately, the weather was too bad to sail and William had to wait six weeks to invade. Finally, on September 27, the weather broke and the Normans set sail. The Normans landed on the English coast near Pevensey and marched from there to Hastings.





England

(Late September)  
Pevensey

Area shown  
in next map



English Channel

Saint-Valery  
sur-Somme  
(Mid September)

Normandy

River Dives  
(July / Early August)



**William the Conqueror's  
Invasion Route 1066**

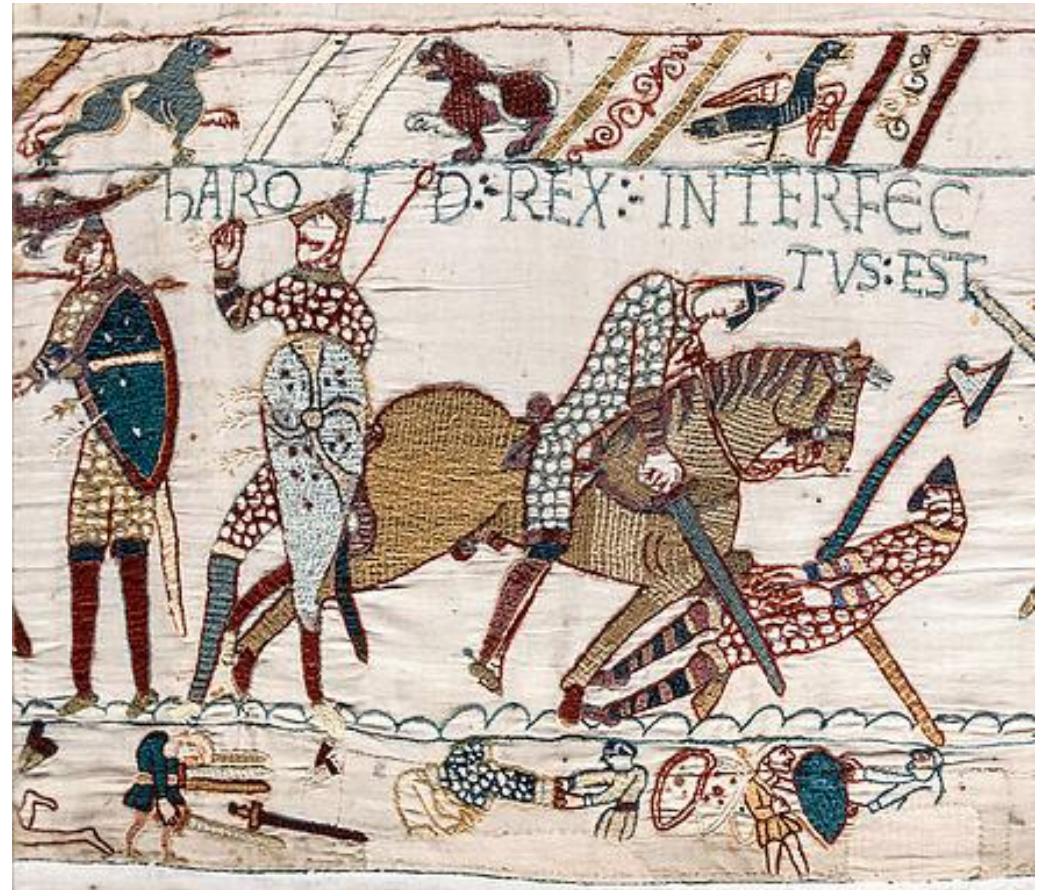
# The Battle of Hastings and the Norman Invasion

**7.** Harold rushed his army south and planted his battle flags on top of a hill five miles from Hastings. During the early morning of October 14, Harold's army watched as a long column of Norman warriors marched to the base of the hill and formed a battle line. Separated by a few hundred yards, the lines of the two armies traded taunts and insults. At a signal, the Norman archers took their position at the front of the line. The English at the top of the hill responded by raising their shields above their heads forming a shield-wall to protect them from the rain of arrows. The battle had begun.



# The Battle of Hastings and the Norman Invasion

8. The English fought defensively while the Norman's infantry and cavalry repeatedly charged their shield-wall. As the combat slogged on for the better part of the day, the battle's outcome was in question. Finally, as evening approached, the English line gave way and the Normans rushed their enemy with a vengeance. King Harold fell as did most of the Saxon nobles. William's victory was complete. On Christmas day 1066, William was crowned King of England in Westminster Abbey.



# World History Closure - INB 80

underneath your bellwork

- Imagine you are a newspaper reporter that has to explain to the community what happened at the Battle of Hastings. *Summarize the events leading up to, during, and after the Battle of Hastings.*



# Bellwork – INB 82

## questions and correct answers

- 1. The contenders for the English throne in 1066 were...**
  - a) Edward, Henry II, & William of Normandy
  - b) Harold Godwinson, Edward the Confessor, & Harold Hardrada
  - c) Harold Godwinson, William of Normandy, & Harold Hardrada
- 2. Why was there a disputed succession in 1066?**
  - a) Edward the Confessor's children had died.
  - b) Edward the Confessor had no children.
  - c) Edward the Confessor's children couldn't decide who should be king.
- 3. Who won the Battle of Hastings?**
  - a) Harold II and the Saxon army.
  - b) William of Normandy and the Norman army.
  - c) Harald Hardrada and the Viking army.
- 4. What is the name of the tapestry which shows the story of the Norman conquest?**
  - a) The Bayeux Tapestry
  - b) The Hastings Tapestry
  - c) The Norman Tapestry



## Mastery Objective:

I can explain how the Norman Invasion affected English distribution of land and wealth, the physical landscape, and language and culture.

## What are today's State Standards?

7.35 Examine the Norman Invasion, the Battle of Hastings and the impact of the reign of William the Conqueror on England and Northern France.

## Strategies/Tasks:

- Bellwork: Comprehension Check
- Classwork: Annotated Reading and graphic organizer
- Closure: ACE Writing Practice

## END OF DAY PRODUCTS:

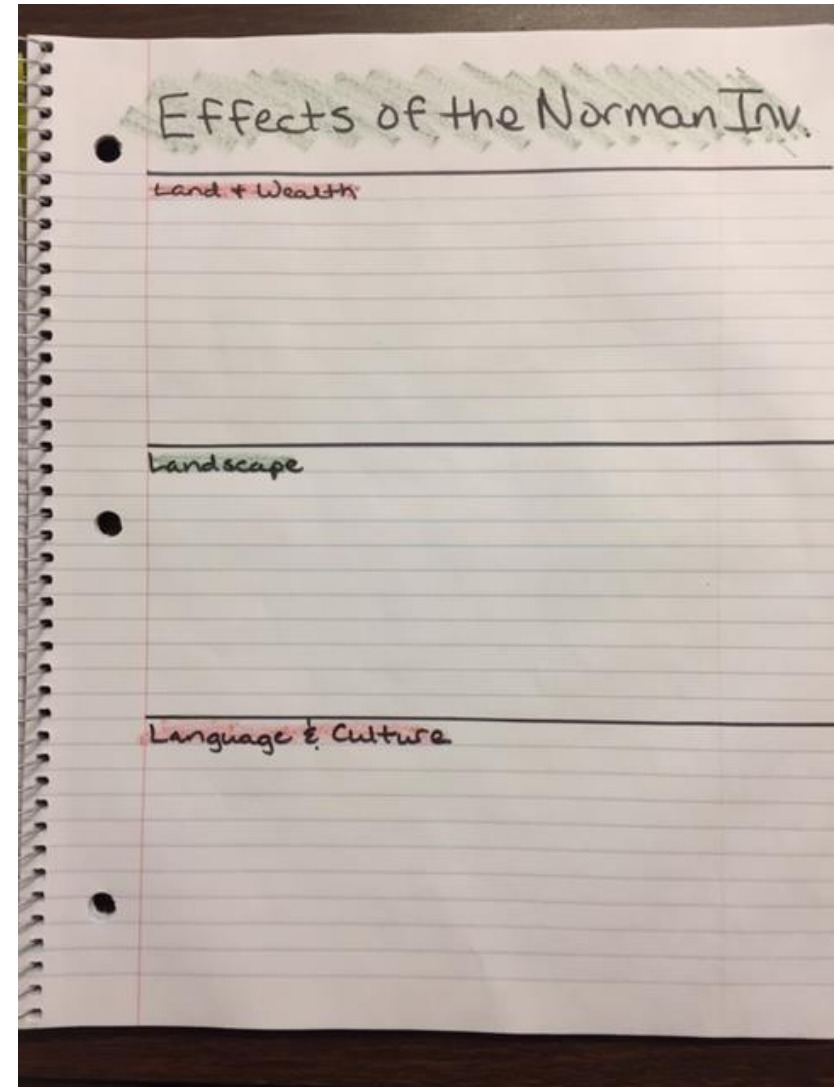
By the end of today's class you should have:

- Completed quick check questions
- Complete and accurate graphic organizer
- A complete and accurate summary of the effects of the Norman Invasion

# Classwork – Effects of the Norman Invasion

**INB 83** – Create the Organizer you see below

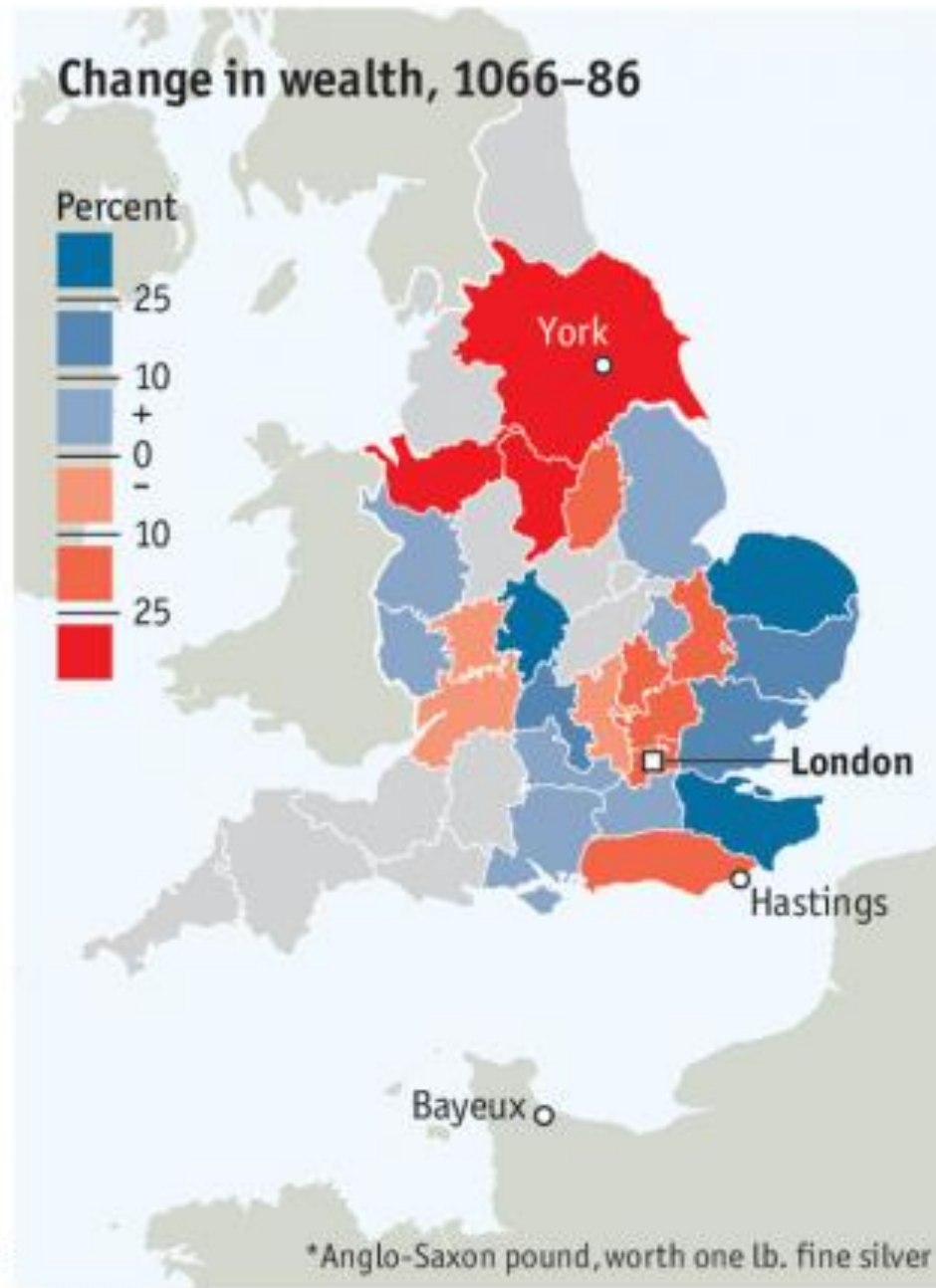
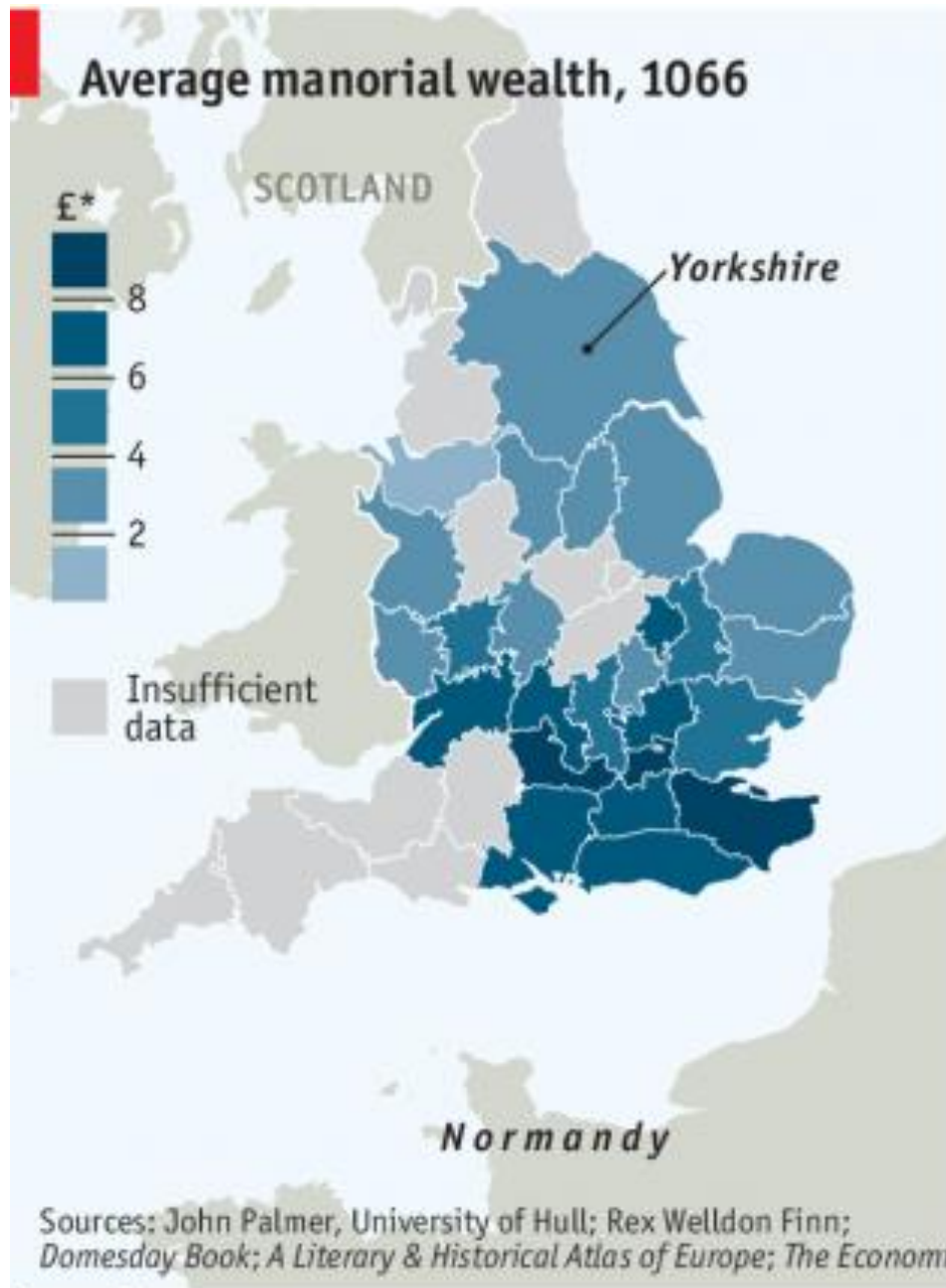
- **Title:** Effects of the Norman Invasion
- **Sub-titles:**
  - Land & Wealth
  - Landscape
  - Language & Culture



# Land and Wealth

- When Duke William first approached his men with the idea of invading England, he received a cool reception. It took the promise of foreign lands and titles to persuade them otherwise. After the Battle of Hastings, William kept this promise and rewarded those who had fought alongside him at the expense of the native English aristocracy. To illustrate the full extent of this, just look at one of William's greatest achievements, the Domesday Survey of 1086. By this point, William had been king for 20 years and whatever his motivations for completing a survey on this scale, it shows a dramatic reversal of English fortunes.
- For example, in 1086 William controlled 17% of the land in England (double that of his one of his Saxon predecessors, Edward the Confessor) and the Church owned a mighty 26%. The remaining 54% of land in England was controlled by the aristocracy. Statistics from the survey show that 40% of the total land was concentrated into the hands of ten laymen and twelve members of the clergy. It was with these few men that the real power lay and not one of them was of English descent. As the historian Robert Bartlett has argued, this was "the swiftest and most thorough replacement of one ruling class by another in English history."





Changes  
in  
wealth  
before  
and  
after the  
Norman  
Invasion

# Landscape

- Castles may seem synonymous with Medieval England but, prior to 1066, not one castle could be found in the whole of the country. It was the Normans who brought the castle to England and they commenced building within days of their arrival. Such fortifications became symbols of Norman dominance and served a dual purpose; they housed the new aristocracy and provided a base from which the Normans could effectively establish control. Estimates suggest that William I built up to 86 castles in his 21 year reign. These structures dramatically altered England's landscape and many of these castles can still be seen today.
- The Normans also remodelled many of England's churches and cathedrals to create some of the country's most monumental and impressive structures. The cathedrals of Ely and Durham are some of the finest examples of Norman buildings in England. William was also responsible for building the White Tower in London, with the primary function of defending his supply ships sailing up the Thames River. It was an immense structure using specially imported stone from Normandy. The building work was supervised by Gundulf, the Norman Bishop of Rochester, but the labour was provided by English men of the shires. The country had never seen anything like it.

# Anglo Saxon Architecture versus Norman Architecture

add a note to this section that describes the differences







# Language and Culture

- The English language suffered as a result of the Norman Invasion as French and Latin became the new languages of the government, Church and the nobility. English was now associated with the uncivilized and uneducated. The Normans also brought their drinking habits with them; gone were the days of the famous Anglo-Saxon mead-hall, eclipsed by the new French fashion of wine-drinking.
- One of the most enduring cultural changes was the adoption of French names, at the expense of the more traditional Anglo-Saxon ones. In an attempt to imitate their new conquerors, many English chose to abandon the traditional names like 'Godwin', 'Harold', or 'Ethelred', in favor of names French names like 'William', 'Henry' or 'Robert'. Even in the last decade, William still features in the top 10 baby names for boys in England and Wales.
- These are just a few of the changes brought about by the new regime. But it was changes like these which left an indelible scar on the country and would ultimately ensure that England and her people would never be conquered again.

# Closure – INB 82

## underneath your bellwork

- **Write a paragraph addressing the following question** - How did the Norman Invasion effect England? (Use the ACE strategy)
- Be sure to address the following areas:
  - Who controlled land and wealth?
  - How did the physical landscape change?
  - How did the English language and culture change?

Answer	
Cite	
Extend or Explain	



If you need to... Create a Chart to make sure you complete ALL parts of the ACE strategy

<b>Answer</b>	
Cite	
Extend or Explain	

## Bellwork INB 84 –

Watch the clip -

<https://www.youtube.com/watch?v=sGzaqEtJCok&t=433s>

While you watch, write down as many words to describe the King John shown by Disney as you can...

Guiding Questions: How does the King John here treat others? What is he most concerned about?

**Mastery Objective:** I can identify some key facts about King John, explain how he could be seen as both good and bad, and form my own judgement about his character.

**What are today's State Standards?**

7.36 explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative governments.

**Strategies/Tasks:**

- Bellwork: video observations
- Classwork: Primary & Secondary source study on King John
- Closure: ACE Response to guiding question

**END OF DAY PRODUCTS:**

By the end of today's class you should have

- Completed Bellwork tracking your impressions of King John
- Completed chart tracking responses to primary & secondary sources
- Complete and accurate ACE writing closure



## INB 85 - Investigate the sources...

1. Study the sources with your elbow partner.
2. As you read, mark each source to show whether it suggests John as a good or bad king and highlight any words you are unsure of.

What if you finished early?

Which source do you think is the most reliable? Why?



## Source A

John was generous and gave freely to outsiders...He trusted English people less than he trusted foreigners, so they abandoned him before the end.

**Bramwell Chronicle.**

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
A				

## Source B

John – the very worst of all our kings. A faithless son, a treacherous brother polluted with every crime. broke every promise. ...

Quoted in Stubb's Constitutional History in 1875.

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
B				



## Source C

John was a tyrant, a destroyer who crushed his own people. He lost Normandy and many other lands. He hated his wife and gave orders that her lovers should be strangled on her bed.

**Matthew Paris writing in the thirteenth century.**

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
C				

## Source D

John was well educated, intelligent and very active in governing his kingdom. In these ways John was a better ruler than his brother, Richard I, who neglected his kingdom. But Richard was admired for his successes on the battlefield whereas John suffered heavy defeats. In the Middle Ages it was difficult for a King to gain respect if he failed as a warrior.

**An extract from a modern history textbook.**

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
D				

## Source E

Foul as it is, Hell itself is made more horrible by the foulness of King John.

**Matthew Paris writing in the 13th century.**

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
E				



## Source F

In 1209, Geoffrey, a priest, said it was not safe for priests to work for John. John heard about this and, in a temper, had Geoffrey put in prison, dressed in a cope of lead and starved to death.

The story was written by Roger of Wendover, a monk chronicler who was writing after 1230 (John died in 1216). It is known that John made Geoffrey Bishop of Ely and Geoffrey was still alive in 1225, years after John's death.

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
F				

## Source G

We commit the Jews living in your city to your charge. If anyone tries to harm them, always protect and help them.  
**John's orders to an English city.**

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
G				

## Source H

He murdered his 16 year old nephew Arthur in a drunken rage, and threw his body into the river.

**This story was written by a monk-chronicler from Margam Abbey in Glamorgan. Margam Abbey was given money by William de Braose, a great enemy of John.**

Source	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
H				

**Closure INB 84** – What do you think? Can John be seen as BOTH good and bad and do YOU think he was a good king or a bad king? Use the sources from your classwork to support your answer in paragraph form. Use the ACE strategy and use at least 2 pieces of evidence to support your answer.

## Sentence Starters

- *King John can be seen as a bad king because...*
- *For example in source \_\_\_\_ it says...*
- *This shows he was a bad king because...*
- *Another source which suggests John was a bad king is...*
  
- *However, John can also be seen as a good king because...*
- *This is shown in source \_\_\_\_ where it says...*
- *Another reason John can be seen as a good king is...*
  
- *In conclusion, it is clear that John was....*
- *This is because...*

## Success Checklist

1. Have you used a topic sentence AND answered the question?
2. Have you explained how John can be seen as both good and bad?
3. Have you used sources to support your answers?
4. Have you explained HOW your evidence supports your answer?
5. Have you written a concluding sentence?
6. Have you used correct spellings, grammar and punctuation?



# Bellwork – INB 86

Write each statement below and fill in the blanks with the most appropriate term  
use textbook page 262 to help you...

- Law that is the same across an entire kingdom is called \_\_\_\_\_ law.
- The \_\_\_\_\_, an English legal document signed by King John in 1215, placed limits on what the king could do.
- A \_\_\_\_\_ jury decides if people should be accused of a crime.
- A \_\_\_\_\_ jury decides whether or not a person is guilty.

Grand Jury      Magna Carta      Common Law      Trial Jury

**Mastery Objective:** I can identify what the Magna Carta was and explain why it was so important .

**What are today's State Standards?**

7.36 explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative governments.

**Strategies/Tasks:**

- Bellwork: vocabulary matching
- Classwork: Sorting Activity – Magna Carta
- Closure: Cloze passage (fill in the blank comprehension check passage)

**END OF DAY PRODUCTS:**

By the end of today's class you should have

- Completed Bellwork vocabulary matching activity
- Completed chart tracking responses to the questions about the Magna Carta
- Complete and accurate comprehension paragraph.

# King John & The Magna Carta

- From the very beginning of his reign in 1199 the barons had problems with King John. There were lots of things they were unhappy about, for example:
- They felt he interfered too much with how the country was run. The previous King Richard had let the barons do pretty much what they wanted, but King John often ignored them
- John had an argument with the Pope. This meant church services in England were stopped for five years. People were very scared that they might go to hell.
- King John had lost wars with France, which meant that French lands owned by England were lost.
- John also raised very high taxes to pay for his expensive wars in France.
- There was a rumor that John had his nephew Arthur murdered to stop him from ever becoming king. His body was found floating in a river in France.



# King John & The Magna Carta

- By 1215, the barons were fed up with John. They had two options:
  - Overthrow King John and replace him with someone else. But they couldn't find anyone suitable
  - Make him do what they wanted
- The barons wanted a charter (a written agreement), signed by John, which would guarantee certain rights and freedoms. But they knew they would have to get him into a position where he had no choice but to sign.
- The barons chose Robert Fitz Walter as their leader. Then they put together an army and sent it to occupy London. King John couldn't raise an army without the support of the barons, so he had to negotiate with them.
- On 19<sup>th</sup> of June 1215 after holding out for four days, King John decided to meet the barons at Runnymede, near Windsor. He signed their charter (Magna Carta). In return, the barons agreed to be loyal.
- King John didn't like the Magna Carta one little bit! He got the Pope to agree that nothing and no-one could limit the power of a monarch appointed by God. At the time everyone believed that monarchs were appointed by God.
- After his death the barons resigned the Magna Carta with John's son Henry.





# The Magna Carta

## **MAGNA CARTA**

I, King John have to rule according to the law. I agree...

1. Not to imprison barons without a trial
2. To hold trials in court, not in secret.
3. To have fair taxes for the barons.
4. Not to tax without permission.
5. To let freemen travel where they like.
6. Not to interfere with the Church
7. Not to seize crops without paying.

# The Magna Carta

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5. To let freemen travel where they like.
6. Not to interfere with the Church
7. Not to seize crops without paying.

## THE BILL OF RIGHTS

1. Freedom of speech, religion, the press, and assembly.
2. Right to bear arms.
3. You can't be forced to let soldiers live in your home except during war.
4. You and your property can't be searched or taken without convincing a judge there is a good reason.
5. Must have fair and reasonable trial rules
6. You have the right to a public and speedy trial.
7. Right to a jury
8. No cruel and unusual punishment.
9. You aren't limited to the rights listed here.
10. Anything not specified here is left to the people and the states.

## The Magna Carta (1215)

The Magna Carta contains 63 promises. Some of the most important are:

1. The Church shall be free to choose its own bishops and archbishops (The King must not interfere with the Church).
2. When a baron died his family did not have to pay any more than £100 to the king.
3. The King was not allowed to demand taxes without permission from the barons and the bishops.
4. London could not be forced to pay more tax than other parts of the country.
5. The King was not allowed to put barons on trial in secret. The trial had to be judged by other barons.
6. A freeman (baron, knight, bishop, priest and merchant) can not be arrested or imprisoned without a proper trial.
7. All merchants shall be free to travel and trade where they want, without having to pay tolls.

In England in 1215 as well as the King there were these groups of people:

1. **Barons and Knights** (about 5% of all the people in England)
2. **Churchmen** (about 12%).
3. **Traders** (about 8%)
4. **Peasants** (about 75%)

# Independent Practice – INB 87

- **Task 1:** Sort the 7 major clauses of the Magna Carta into what you believe is the order of importance - most important to less important. (with your elbow partner)
- **Task 2:** For each clause choose which of the four major groups would benefit the most from what it would do and record that on your grid. (*Church, Barons, Knights, or peasants*)
- **Task 3:** *Underneath* your grid on INB 87 answer the following in complete sentences.
  - Which clause do you think is MOST important?
  - Which group do you think benefited the MOST from the Magna Carta?



INB 87 – After you sort your clauses of the Magna Carta into order from most important to least important complete the chart you see below.

<b>The Effects of Magna Carta</b>					
		<i>Who does this clause help MOST?</i>			
<b>Clauses of the Magna Carta</b>	<b>Rank</b>	<b>Church</b>	<b>Barons/Knights</b>	<b>Merchants</b>	<b>Peasants</b>
The King must not interfere with the church.					
When a baron inherits land he should pay the king no more than £100.					
The king cannot collect new taxes unless the barons and bishops agree.					
No freeman can be put in prison without a proper trial with a jury.					
The king's men must not take anyone's goods without paying for them.					
Justice will be given without delays or bribes.					
Traders must be able to travel freely without having to pay tolls.					

Don't forget task 3! – Silently

- **Task 3:** Underneath your grid on **INB 87** answer the following in complete sentences.
  - Which clause do you think is MOST important?
  - Which group do you think benefited the MOST from the Magna Carta?

# Closure – INB 86

complete the passage using the word bank underneath your bellwork

Magna Carta means 'Great Charter' in \_\_\_\_\_ (the language everything was written in in the Medieval Period). It was a list of \_\_\_\_\_ made by the nobles of England in 1215 when everyone got fed up with King \_\_\_\_\_.

John did not want to sign the Magna Carta, but he was \_\_\_\_\_ to by powerful nobles in \_\_\_\_\_. They were unhappy with the way John ran the country and wanted to control what he did.

The barons thought that John **spent too much money** on wars, that he made people **pay too much \_\_\_\_\_**, that he was a **weak King** who lost land in \_\_\_\_\_ and that he **argued with the Church** too much.

For \_\_\_\_\_ of years many people thought the Magna Carta was a great document of freedom for ordinary people, fighting against an \_\_\_\_\_ king. But today, many historians think it was really just the nobles trying to get what they wanted and that \_\_\_\_\_ people didn't get much at all.

France

ordinary

Latin

tax

demands

hundreds

John

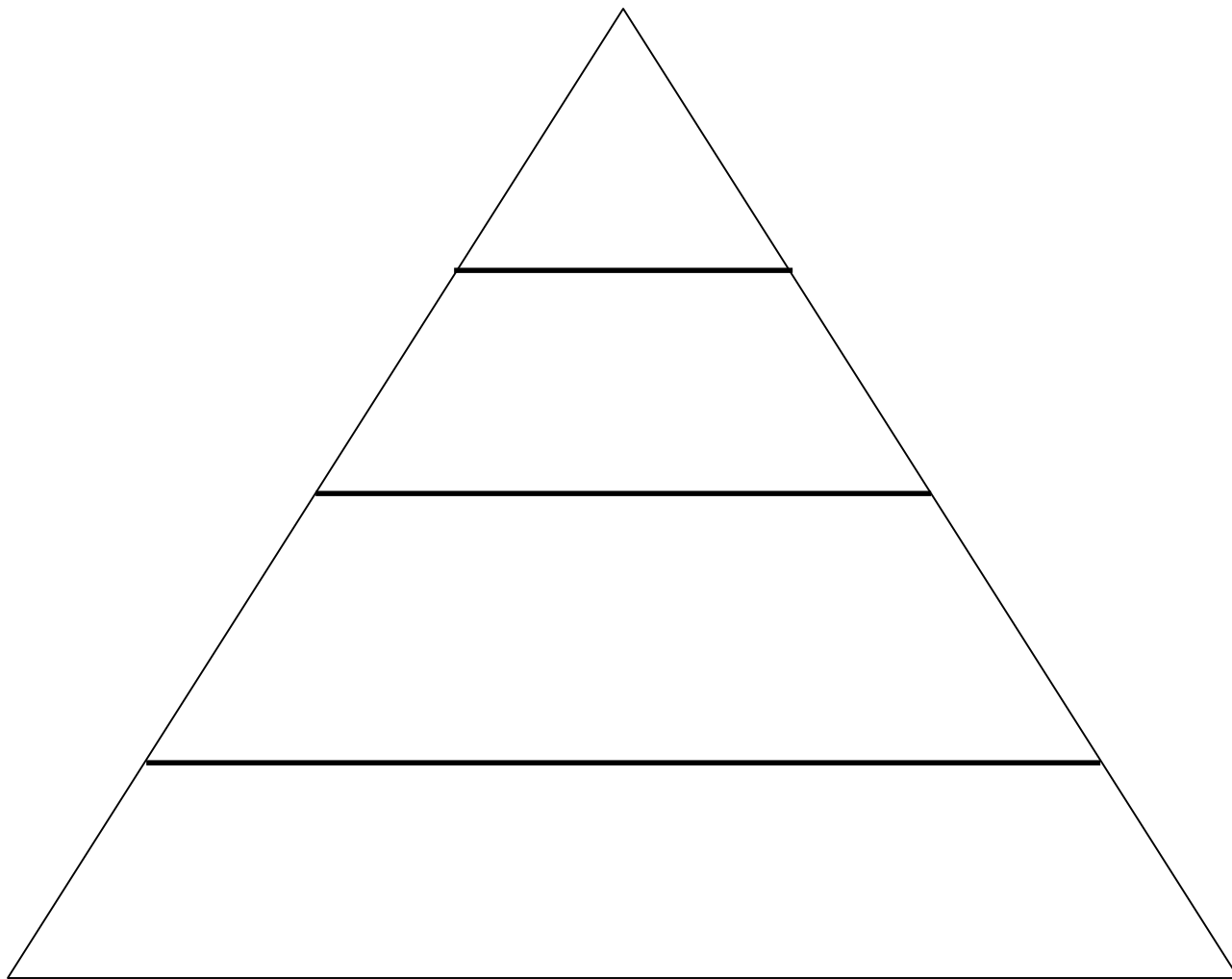
forced

1215

evil

# World History Bellwork – INB 88

## The Feudal System



**Define *feudalism*** and then Use **Textbook page 253** to complete the chart of Feudal Society and answer the following two questions: (answer in complete sentences)

1. What group represents the vassals in the feudal order?
2. What does the triangle shape of the graph show about the different classes in the feudal system



## Mastery Objective:

I can explain what Feudalism was and describe how feudal society was organized.

## What are today's State Standards?

7.33 Describe the development of feudalism and manorialism.

## Strategies/Tasks:

- The Feudal Pyramid
- The Feudal Order Guided Reading
- Closure – Secondary Source Analysis & Question (ACE)

## END OF DAY PRODUCTS:

By the end of today's class you should have

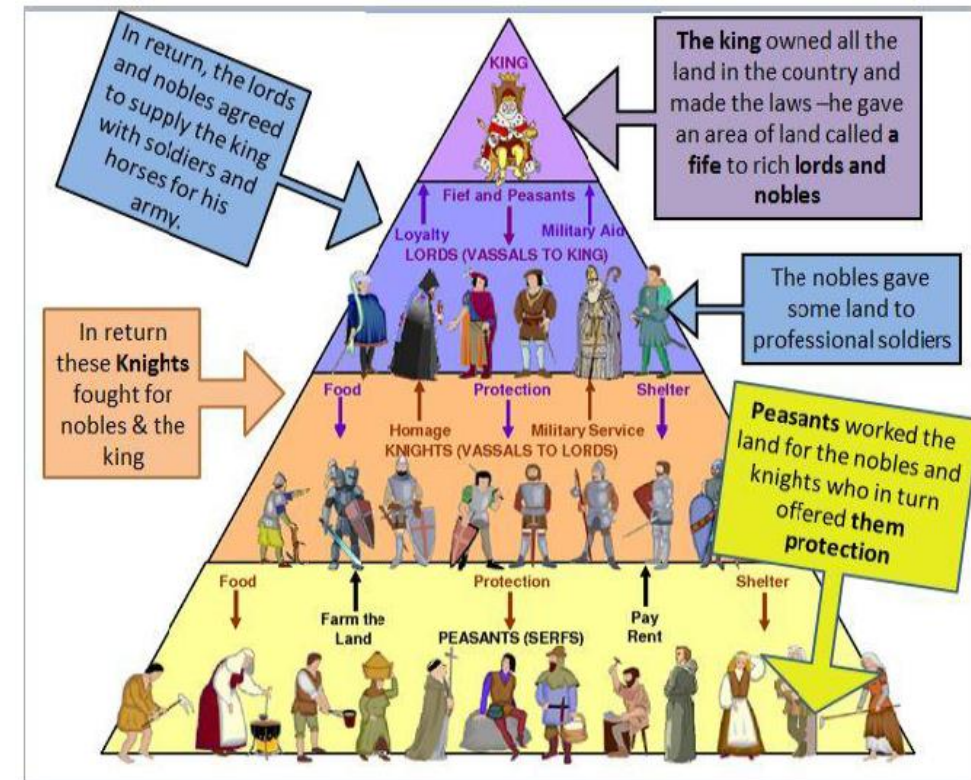
- Completed Guided Reading
- Completed response to the secondary source analysis question in ACE format

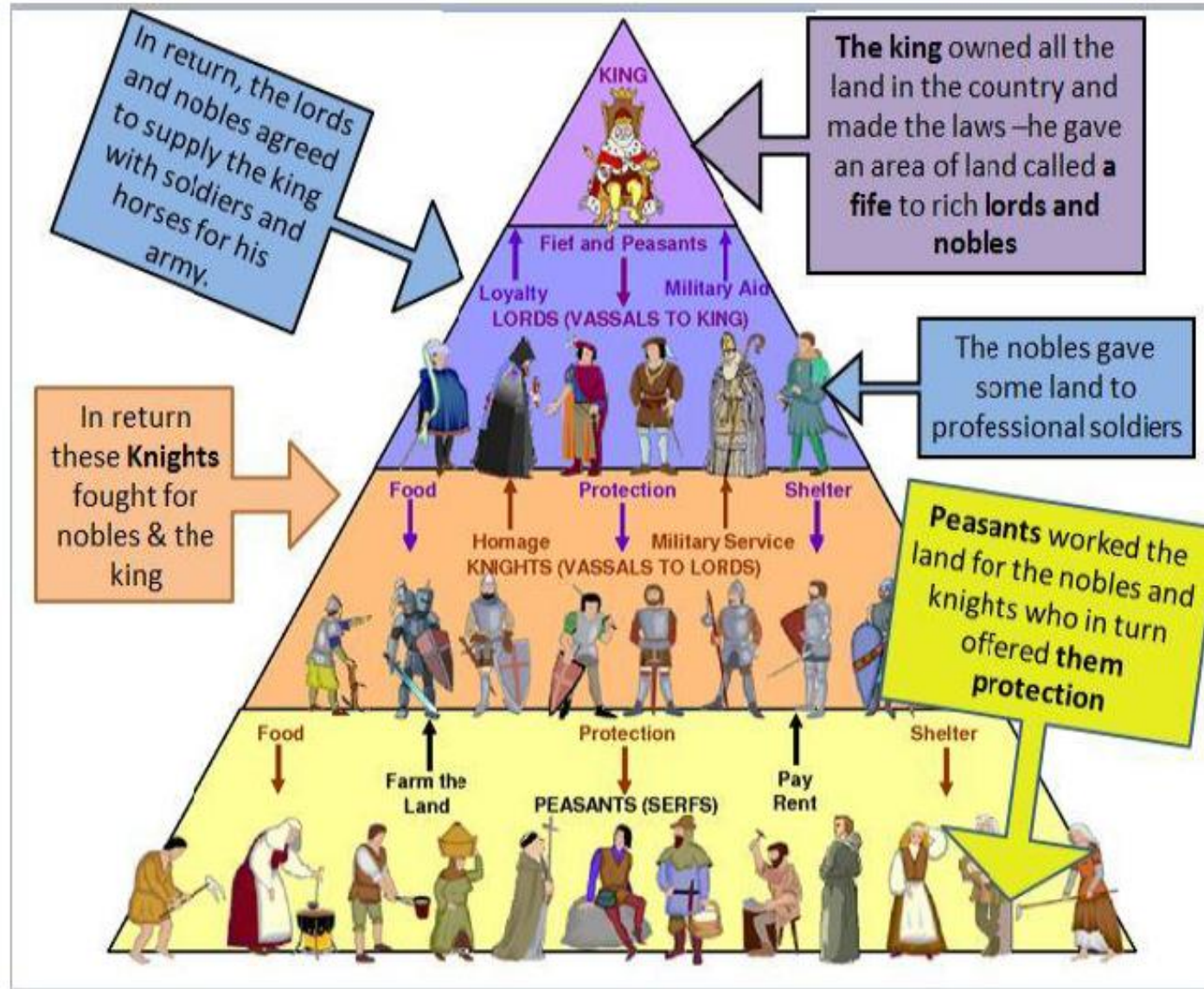
# The Feudal Society

- After the fall of Charlemagne's empire, strong governments collapsed in Western Europe. Kings lost much of their power. Local land-owning nobles became increasingly important in political affairs. They raised armies. They also collected taxes and imposed laws on the people living on their lands.
- When invaders swept through Europe, people turned to the nobles for protection. Nobles governed and protected the people in return for services, such as fighting in a noble's army or farming the land. This led to a new political and social order known as feudalism
- By 1000, Europe's kingdoms were divided into hundreds of feudal territories. Most of these territories were small. A noble's castle was the center of each territory.

# Lords, Vassals, and Knights

- Feudalism was based on ties of loyalty and duty among members of the nobility. Nobles were both lords and vassals. A lord was a high-ranking noble who had power over others. A vassal was a lower-ranking noble who served a lord. In return, the lord protected the vassal.
- The tie binding a lord and his vassal was declared in a public ceremony. The vassal took an oath and placed his hands between those of his lord. Then the vassal swore:  
*Sir, I enter your homage [service] and faith and become your man by mouth and hands [that is, by taking the oath and placing his hands between those of the lord], and I swear and promise to keep faith and loyalty to you against all others.”*
- —from A Source Book for Medieval History, 1905
- A vassal helped his lord in battle. In exchange for the vassal's military service, a lord gave his vassal land. The property granted to a vassal was known as a fief .







# Lords, Vassals, and Knights



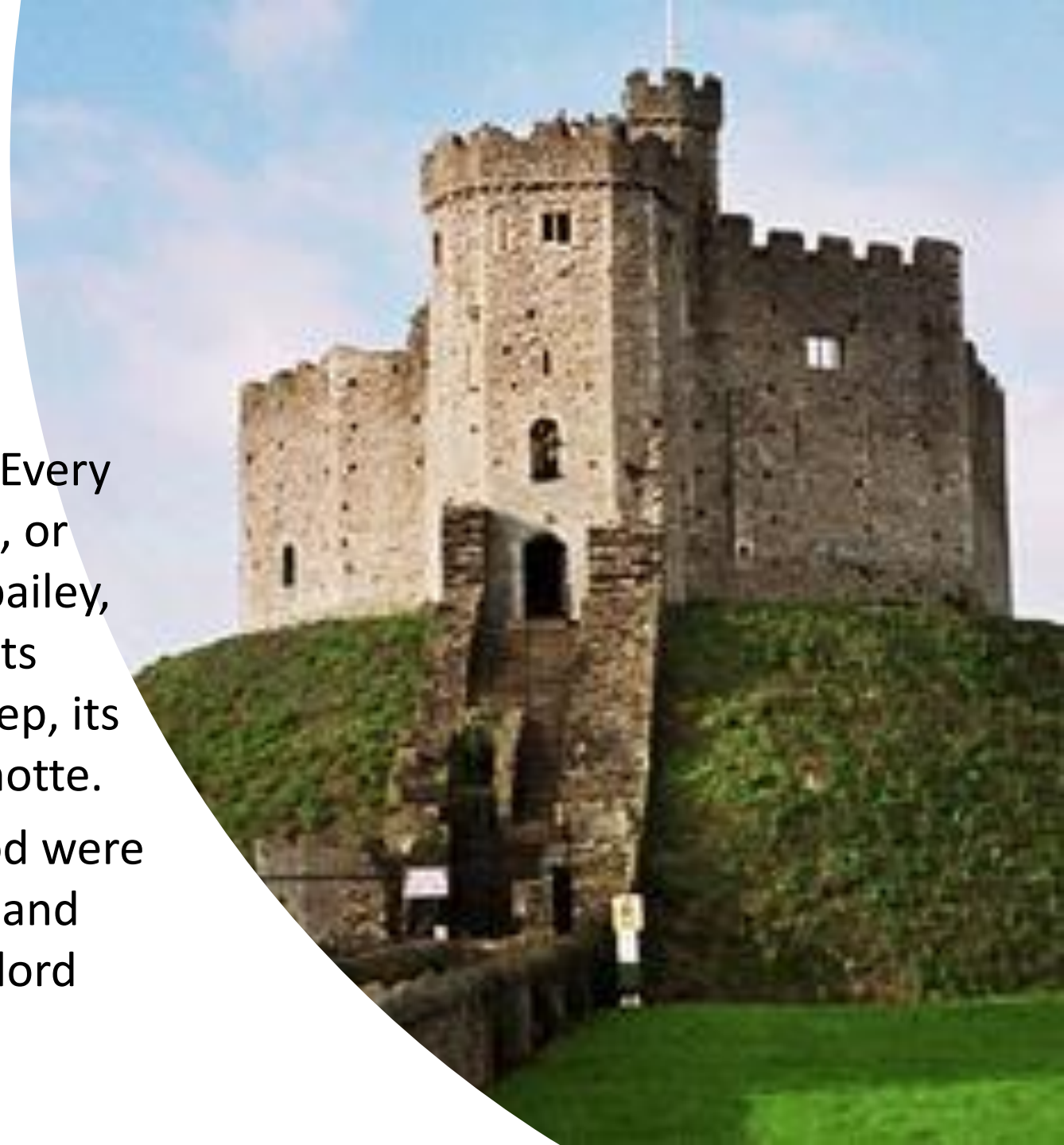
Many lower-ranking vassals were known as knights. They were armed warriors who fought on horseback. In early medieval times, warriors in Western Europe mostly fought on foot. In the 700s, knights began to use a foot piece called a stirrup. Stirrups allowed an armored warrior to sit on a horse and attack while he held a lance, or long, heavy spear.

# Nobles and Knights in Medieval Society

- During the Middle Ages, nobles were the most powerful people in Europe. Great lords had more land and wealth than ordinary knights. Yet, a shared belief in the feudal order united lords and knights in defending their society.
- Knights followed the code of chivalry. These rules stated that a knight was to be brave and obey his lord. A knight was also required to respect women of noble birth, honor the Church, and help people. Many of today's ideas about manners come from the code of chivalry.
- Knights trained for war by fighting one another in tournaments, or special contests. The most popular event was the joust. Two knights on horseback carrying lances galloped toward each other and tried to knock each other off.
- Nobles were often at war and away from their castles. In their absence, their wives or daughters ran the estates.

# The Castle

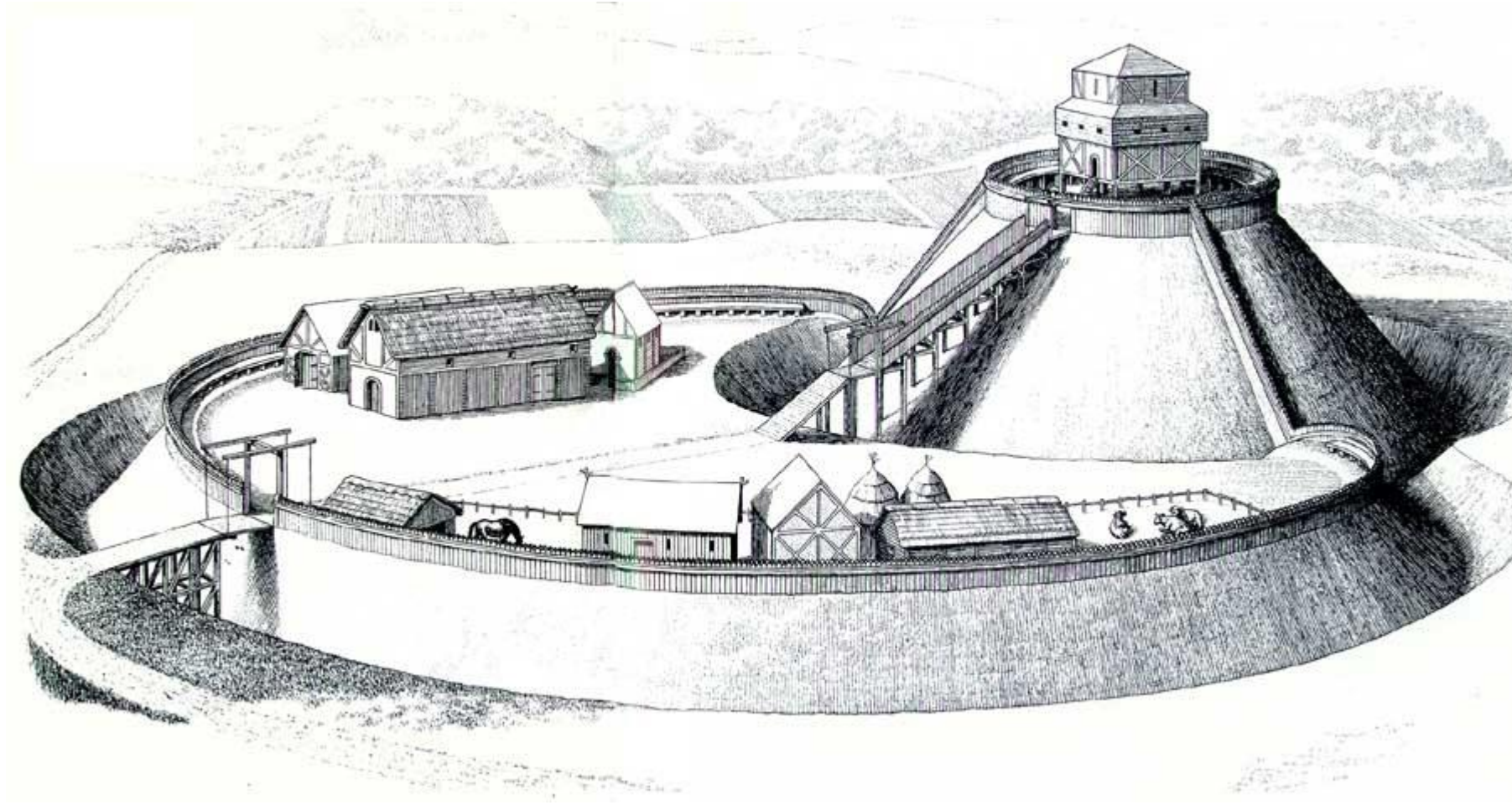
- The castle was at the center of the estate. Every castle had two parts. The first was a motte, or steep-sided hill. The second part was the bailey, an open space next to the motte. Both parts were encircled by high walls. The castle keep, its central building, was constructed on the motte.
- In the basement of the keep, tools and food were stored. On the ground floor were kitchens and stables. Above these was a great hall. The lord held court and met visitors here.





# The Motte and Bailey Castle

label the parts of the castle ON your paper





## Closure – INB 88

attach the passage to your page and use the ACE strategy to respond to the question below

**SECONDARY SOURCE:** Frantz Funck-Brentano, *The Middle Ages*. Translated by E. O'Neill. London. Reinemann, 1922, 1-3.

“That country that was once so well known for her wealth and glory, famed for her fertile lands, is now but a heap of ashes. In the course of the ninth and tenth centuries all the towns of France were destroyed. Can one imagine the slaughter and plunder that occurred? In the little country villages the houses crumbled to dust. Powerless to resist the invaders, many men-at-arms (local soldiers) joined them. They plundered together, and as there is no longer any supreme authority, private quarrels (arguments), of man against man, family against family, of district against district, break out, are multiplied, and become never-ending. "And three men cannot meet two without putting them to death." "The statutes of the sacred canons (laws) . . . have become void (no more)," writes Carloman in his palace (March 884). Private wars become common. "In the absence of a central authority the stronger break out into violence." "Men destroy one another like the fishes of the sea"....There is no longer any trade, only unending terror. Fearful men put up buildings of wood only. Architecture is no more... The ties which united the inhabitants of the country have been burst apart; the laws have broken down. Society no longer has any government.

- According to his account, why did feudalism, as a political system, prove necessary or useful to European society?

**World History Bellwork - INB 90**  
use **tb pages 255 -256** to help you

1. Define *manor*.
2. What were the major *parts* of the manor?
3. What does the image on the right tell you about life on a manor?



## Mastery Objective:

I can explain the way a medieval manor was organized and describe how it worked.  
I can also explain how most people lived and worked during medieval times.

## What are today's State Standards?

7.33 Describe the development of feudalism and **manorialism**.

## Strategies/Tasks:

- The manor – locating textual information
- The Manor System – Integrated Note-taking Organizer
- Map of your Own Medieval Manor

## END OF DAY PRODUCTS:

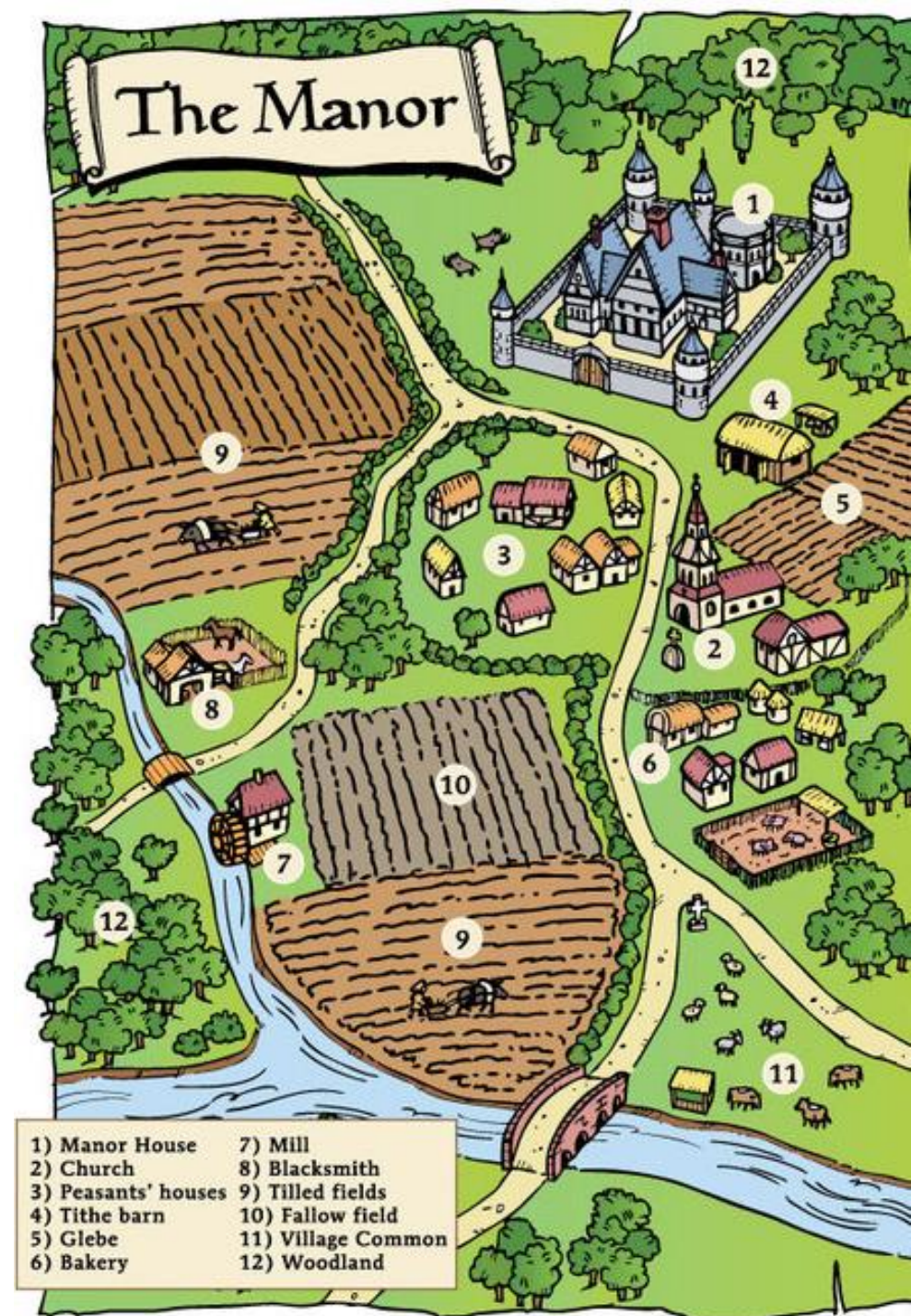
**By the end of today's class you should have**

- **Annotated reading & completed graphic organizers**
- **Original map of a medieval manor**



# Living & Working in the Middle Ages

- Nobles, knights, and peasants (or farmers) depended on the land for everything they needed. The lands of a fief consisted of manors. A manor was a farming community that a noble ran and peasants worked. It usually consisted of the noble's castle, the surrounding fields, and a peasant village.





# Two Groups of Peasants

- During the Middle Ages, the vast number of Europeans were peasants living and working on manors. There were two groups of peasants—freemen and serfs. Freemen paid the noble for the right to farm the land. They worked only on their own land and had rights under the law. They moved wherever and whenever they wished.
- Most peasants, however, were serfs. Serfs and their descendants were tied to the manor. They could not own property, move to another area, or marry without the noble's permission. Serfs were not enslaved, however. Nobles could not sell them or take away the land they farmed to support themselves. Nobles were also expected to protect their serfs.



# Two Groups of Peasants

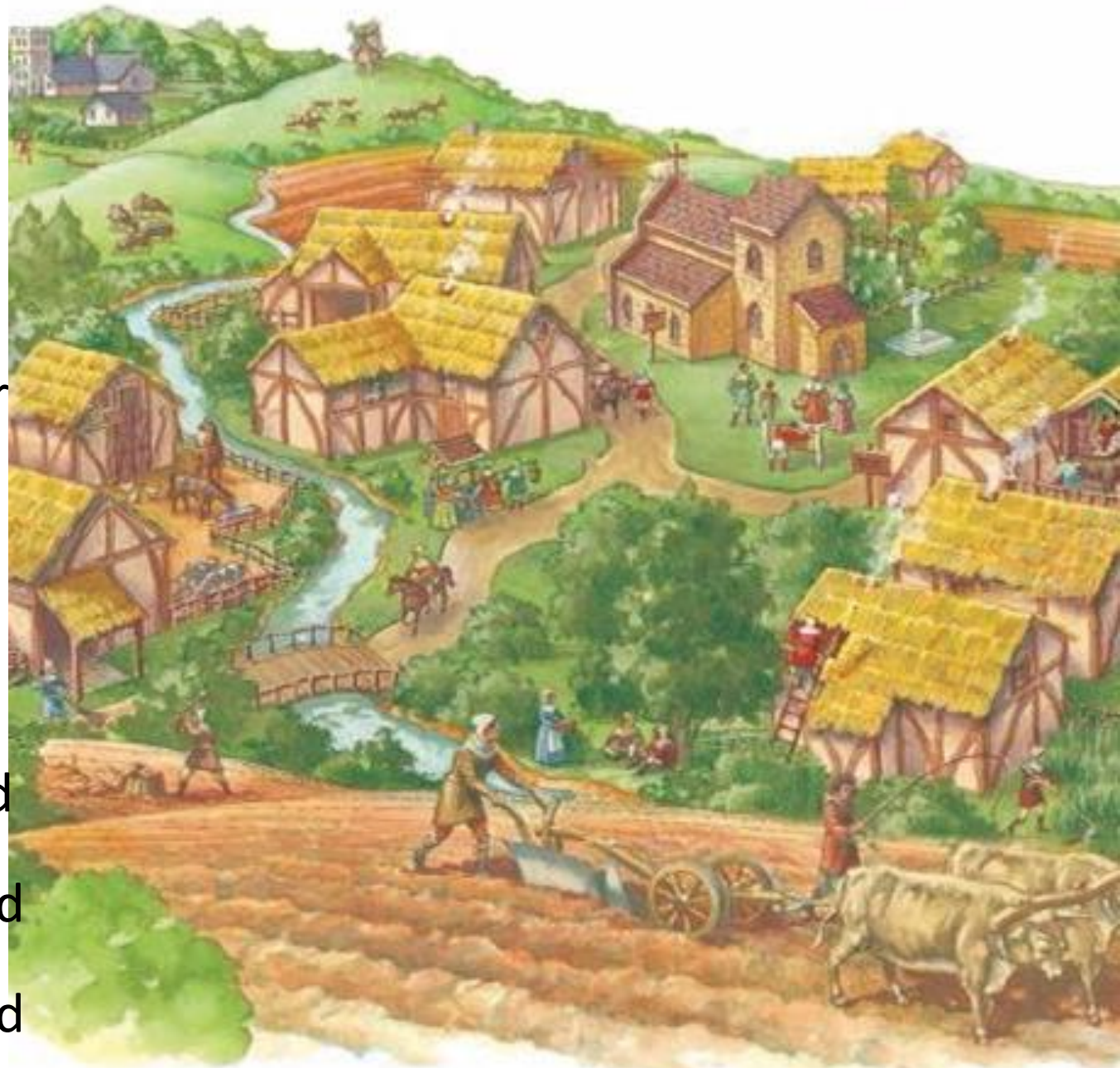
- Serfs worked long hours in the fields and did many services for the nobles. They spent three days of the week working the noble's land and the rest of the week farming their own. However, they had to give part of their own crops to the noble. They also had to pay him for the use of the village's mill, bread oven, and winepress.
- It was not easy for serfs to gain their freedom. One way was to escape to the towns. If a serf was not caught and remained in a town for more than a year, he or she was considered free. By the end of the Middle Ages, serfs in many areas were allowed to buy their freedom.





# The Lives of the Peasants

- Peasants—both freemen and serfs—lived in villages clustered around an open area called a village green. Their homes were simple cottages. The poorest peasants lived in a single room.
- Peasants worked year round. In late winter and spring, they planted crops of beans, peas, barley, and oats. In early summer, they weeded fields and sheared sheep. In late summer, they harvested grain. They also slaughtered livestock and salted the meat for winter storage. Many peasants tended small vegetable gardens.





# The Lives of the Peasants

- During times of leisure, peasant life centered on the church and the village green. Peasants took a break from work and went to church on Sunday and Catholic feast days. Certain feast days were celebrated with singing and dancing on the green. Peasant men took part in sports such as wrestling and archery.
- Besides working in the fields, peasant women raised children and prepared the family's food. They made dark, heavy bread, which peasants ate with vegetables, milk, nuts, and fruits. They also ate eggs and meat, washed down with ale.





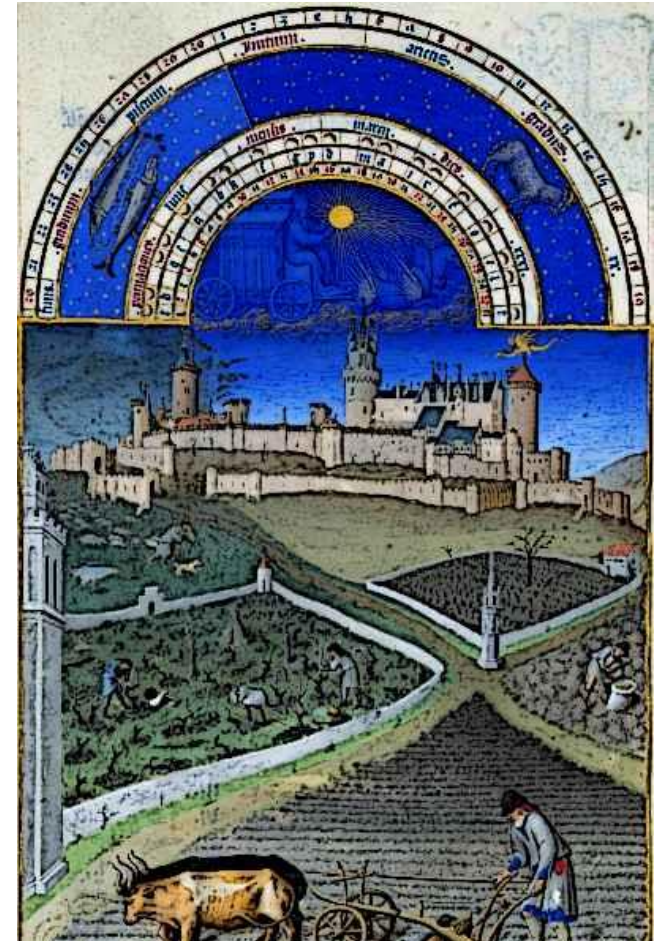
# Improvements in Farming



- Manors usually produced only enough food to support the peasants and the lord's household. However, over time, Europeans developed new ways to increase the number of crops they could grow, as well as how much the crops produced.
- One major improvement was a heavy wheeled plow with an iron blade. The new plow made deeper cuts in the dense clay soil. The heavier plow meant peasant farmers spent less time in the fields. The horse collar was another important invention. The collar enabled a horse to pull a plow. Horses could pull plows faster than oxen could. This invention made it possible for peasants to produce more food.

# Improvements in Farming

- Water and wind power also became important during the Middle Ages. Europe's rivers provided power for water mills to grind grain into flour. In places without rivers, windmills could be used for grinding grain, pumping water, and sawing wood.
- Another improvement in agriculture was crop rotation. Peasants used three fields rather than two to keep the soil fertile. One field was planted in the fall, a second one in springtime, and the third field was left unplanted. With this system, only one-third of the land was left unused at a time, rather than one-half. More crops could be grown as a result. As food production increased, the population of Europe grew.

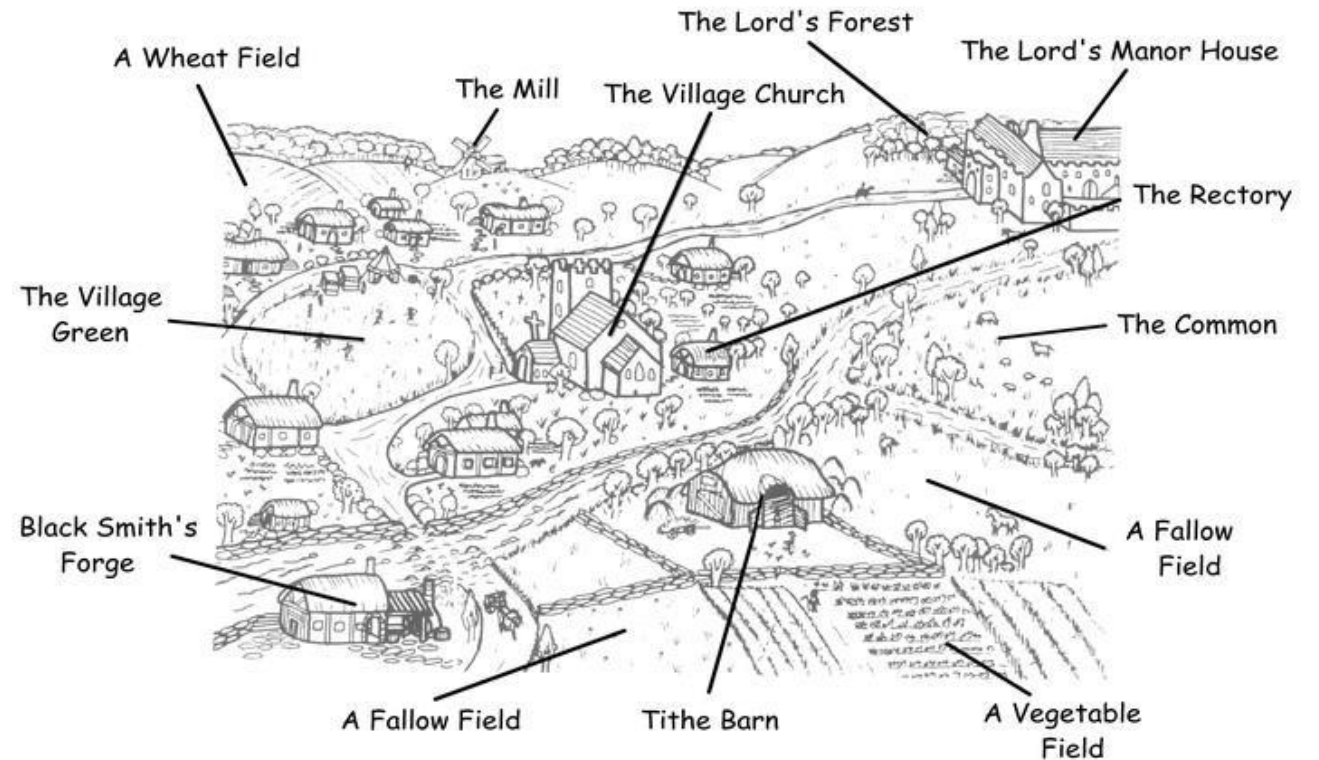




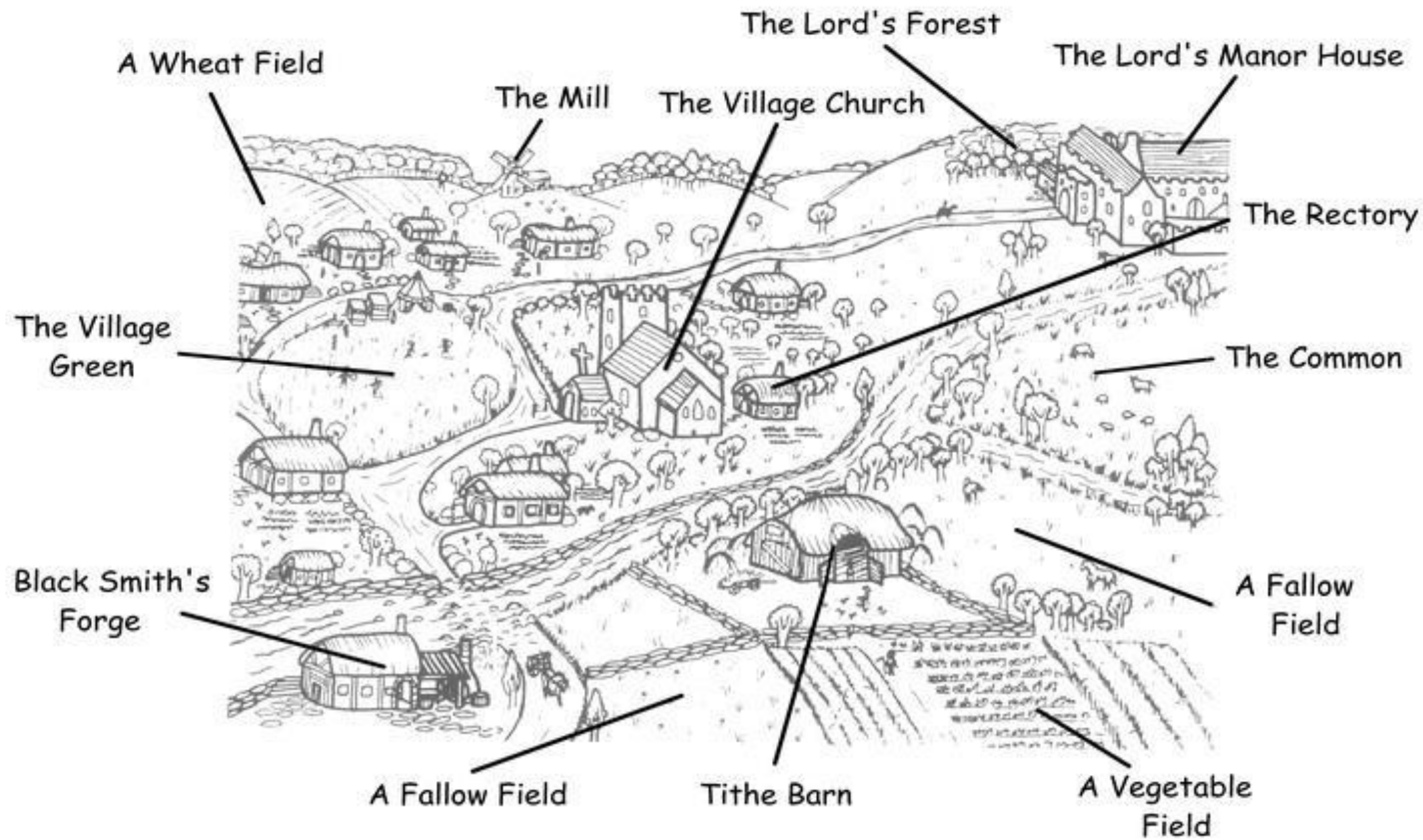
# Closure – Draw your own Manor **INB 90**

- Your Map of the Manor: **(INB Page 90)**

- The Lord's Manor House
- Church
- Serf's huts (peasant's homes)
- Vegetable Field, Grain Field, and Fallow Field
- Village Green or Commons



You **MAY** draw your manor on a blank sheet of copy paper and **ADD** it on to page 100 if you want more room







**Bellwork INB 92 –**  
read the poem I gave  
you at the door and  
write down what you  
think life in a  
medieval town might  
have been like...  
**come pick up a copy  
from me if you are  
doing makeup work**



## Mastery Objective:

I can explain the way a medieval town was organized and describe how it worked. I can also explain how most people lived and worked during medieval times.

## What are today's State Standards?

7.33 Describe the development of feudalism and **manor system including the rise of towns.**

7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns and a merchant class.

## Strategies/Tasks:

- BW – Poem Analysis
- Medieval Towns – Venn Diagram
- Closure – which is better – the feudal manor or the medieval town?

## END OF DAY PRODUCTS:

By the end of today's class you should have

- **Completed picture analysis questions**
- **Completed Venn diagram comparing modern and medieval towns**
- **A closure paragraph explaining which YOU would have preferred to live in AND WHY...**

# ACTIVITY!



Now I am going to give you a picture of my medieval town – called Dunstan. Answer the questions on the question sheet and see if you can spot all of the answers! Good luck!







# Medieval Cities and Towns!

Top half of INB  
93 Only!

- 1) How is the town protected? \_\_\_\_\_
- 2) Where do the townspeople go to pray? \_\_\_\_\_
- 3) What are the roads made of? \_\_\_\_\_
- 4) How do the villagers get water? \_\_\_\_\_
- 5) What are most of the buildings made out of? \_\_\_\_\_
- 6) How many chimneys are there? \_\_\_\_\_
- 7) How do the townspeople get around? \_\_\_\_\_
- 8) How many shop signs are there? \_\_\_\_\_
- 9) How do people get rid of their dirty water? \_\_\_\_\_
- 10) How are the women washing their clothes? \_\_\_\_\_
- 11) Is there a farm to help feed the town? \_\_\_\_\_
- 12) Why do you think the town has been built around a river? \_\_\_\_\_

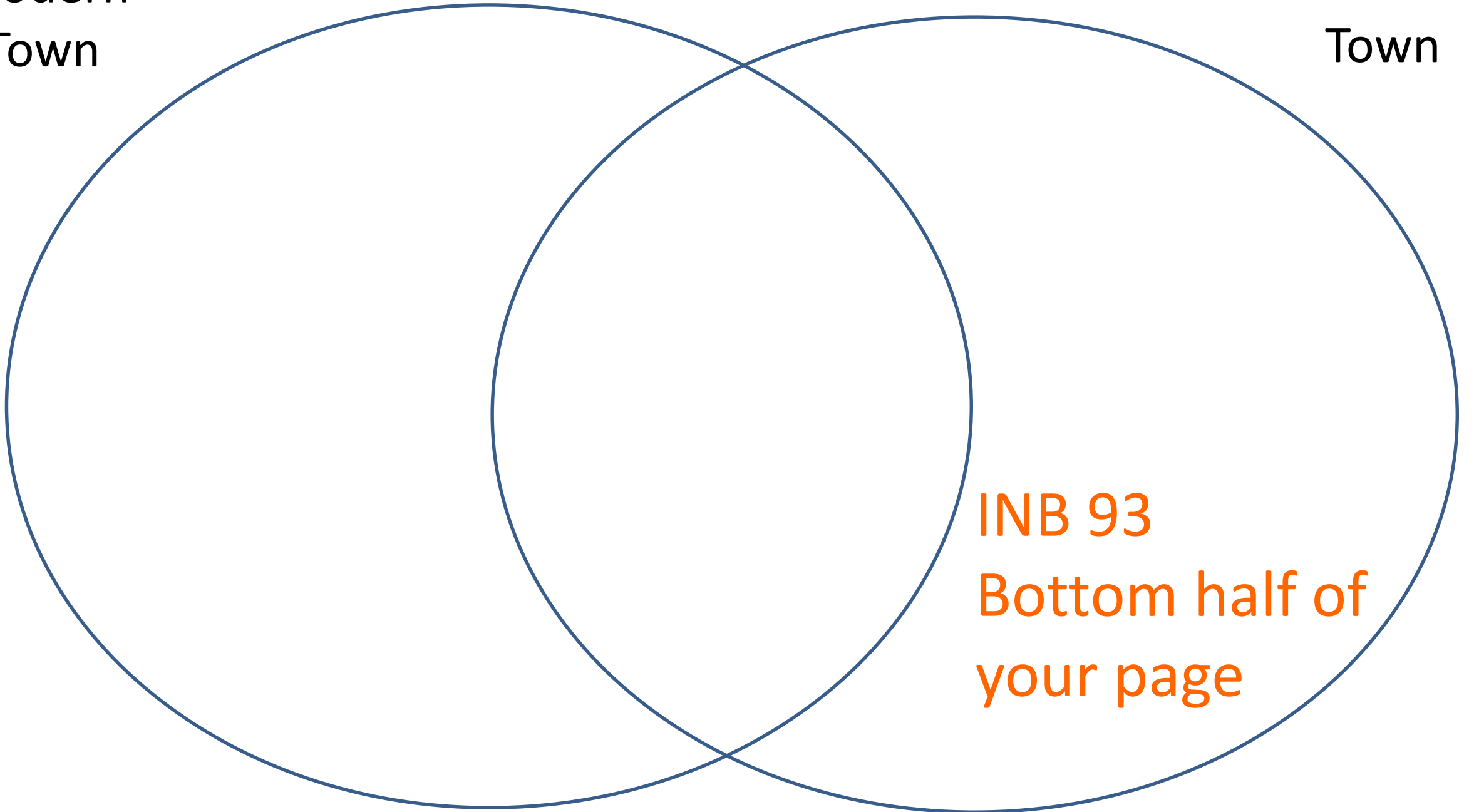
# ACTIVITY!



Now I think it is important that you find out some information directly from some of my friends as to what living in the town was like. I have asked them to write down some of their thoughts . Read their sources of information and use the venn-diagram to fill in the information – is the medieval town like the modern town?

Modern  
Town

Medieval  
Town



INB 93

Bottom half of  
your page



## Medieval Town Sources!

Read the sources below and then compare their experiences to life in a modern town. If it is the same, then it goes into the middle of the two circles. Where you find differences place the information about Medieval Towns on the right circle and explain how Modern Towns are different on the left. Input the information into the venn-diagram.

ROBERT

"As I entered through the gates of the town, the guard asked me my family name and place of birth. These he made a note of and told me I could enter, but to be out by dark because the gates would be locked and he would come find me."

MATILDA

"The foul stench which greeted my nostrils was more putrid than I can describe. The streets were crowded with all manner of beast; horses, dogs, pigs, goats and rats fought for the food which littered the ground"

EDGAR

"As I walked down the street I saw wooden houses piled on top of each other, at least 3 high! They towered into the sky. There were many streets and I at once became completely lost. People threw their waste from the windows onto the people below. The mess was unbearable to me!"

ISABELLA

"All of a sudden I stumbled upon a crowded market square where there was a noise and bustle like I have never seen before. There were so many shops, I have never in my life imagined such sights and smells. Goods from all over the world were here to buy.

JULIET

"Guards from the nearby castle wandered through the towns moving on vagrants and known criminals. They scared me when I wandered by with my bread to sell on the stalls, making sure that I had not stolen it."

HAROLD

"Me and my family moved to the town three years ago and ever since then I have lost one of my sisters and my brother. I still have three left of each but my parents are convinced it is because of all the disease coming through from the neighbouring towns."

# Closure – INB 92

## Under your bellwork

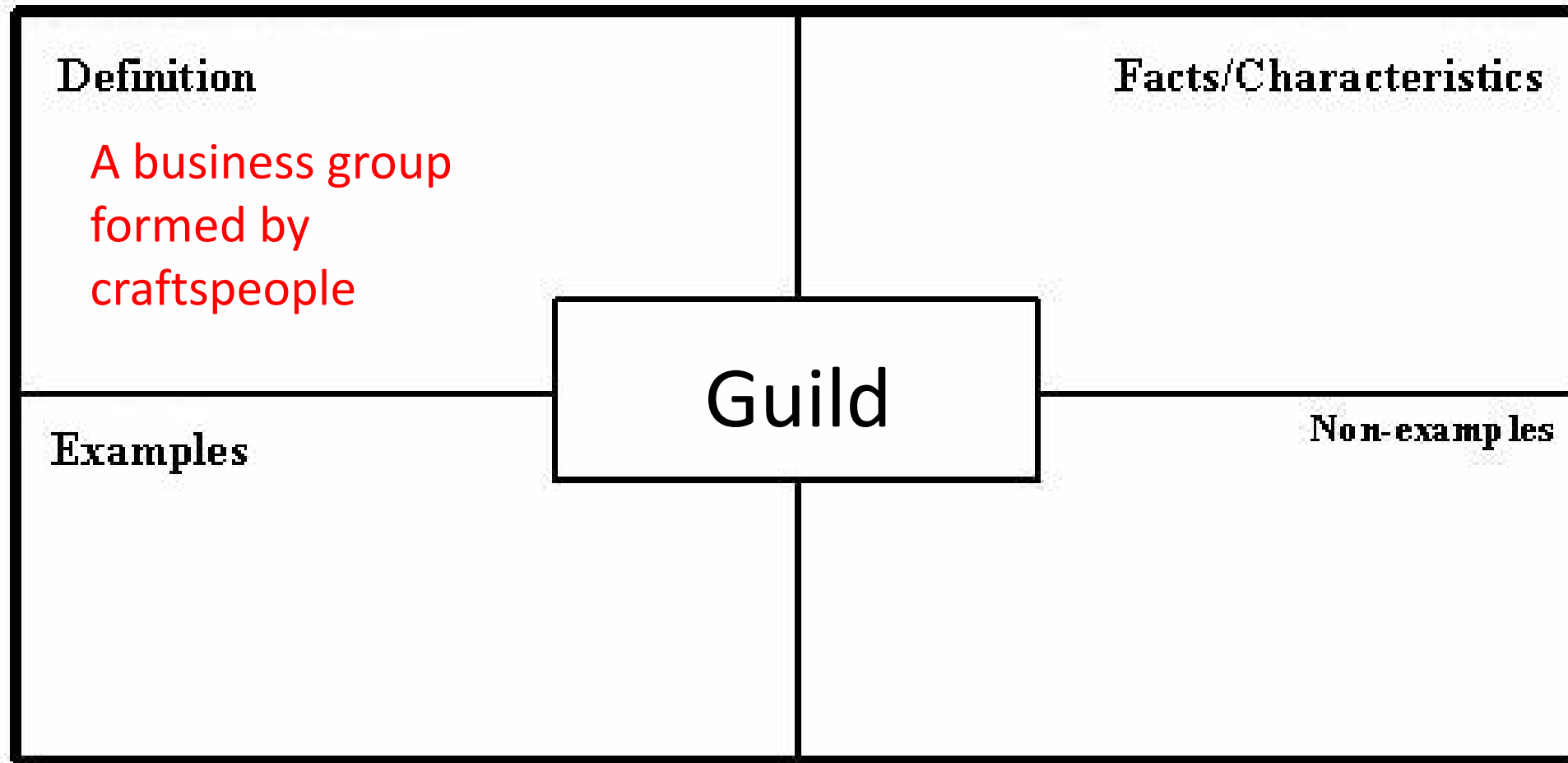
- Based on what you have learned about Medieval towns and life on a Feudal manor WHICH would YOU have preferred living on and why?





# World History Bellwork – INB 94

Complete a Frayer Model (what **YOU** see below) on the term “Guild” – use textbook page 259 to help you.



## Mastery Objective:

I can define what a guild was and explain how they influenced the medieval economy.

I can also describe the process by which a person trained for a craft or trade.

## What are today's State Standards?

7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns and a merchant class.

## Strategies/Tasks:

- Guild – frayer model
- Medieval Hatters Guild Rules – primary source study
- Closure – which is better – modern system of learning a trade or the medieval guild and apprenticeship program?

## END OF DAY PRODUCTS:

By the end of today's class you should have

- **Completed set of TDQs and an annotated primary source**
- **Completely addressed closure question explaining your opinion on which system is better...**

# What did Guilds *Do*?

Trade encouraged townspeople to produce many different kinds of products. Craftspeople organized guilds, or business groups. Each craft had its own guild.

Guilds controlled business and trade in a town. The guild set the price for a product or service. Guilds also set and enforced standards of quality for products.

In addition, guilds decided who could join a trade. An apprentice, or trainee, learned a trade from a master artisan who provided room and board but no wages. After completing this training, the apprentice became a journeyman who worked under a master for a daily wage until he could become a “master” himself.



# Sample Apprenticeship Contract

- “I, Peter Borre, in good faith, place with you Peter Feissac, weaver, my son Stephen, for the purpose of learning the trade or craft of weaving. He is to live at your house, and to work for you from the next feast of Easter for four continuous years. I promise that he will neither steal nor take anything away from you, nor flee nor depart from you for any reason, until he has completed his apprenticeship. And I promise you by this agreement that I will reimburse you for all damages or losses that you suffer on account of my son.
- *“And I, Peter Feissac, promise you, Peter Borre, that I will teach your son faithfully and will provide food and clothing for him. Done at Marseilles, near the tables of the money-changers and witnessed.”*

# Answer in Complete Sentences on INB 95

1. What was the role of the wardens in the Hatters Guild?
2. How did someone get to be a warden in the Hatters Guild?
3. How long would someone be an apprentice in the Hatters Guild in London in 1347?
4. Why does one of the guild's rules specify that "no workman in the trade shall do any work by night, but only in clear daylight" ?
5. What evidence is in the document that some people in London were not free in 1347?
6. What kind of punishments existed in London in 1347 for not following the rules of the Hatters Guild?

## *Year 1347 A.D.: The Rules of the Hatters of London<sup>1</sup>*

*These rules are accepted by Thomas Leggy, Mayor of London, at the request of the Hatters of London.*

1. —*In the first place, six of the most lawful men of the hatters trade shall be assigned to be Wardens. They will rule and watch the trade, in the same way that Wardens rule and watch other trades.*

2. —*Also, that no one shall make or sell any manner of hats within the city if he is not free and from the same city. If anyone is caught violating this rule he must give up the hats that he made or offered for sale.*

3. —*Also, that no one shall be made apprentice in the hatters trade for a term of less than seven years. Anyone who receives an apprentice in any other manner shall lose his freedom until he buys it back again.*

4. —Also, that no one in the hatters trade shall take any apprentice, if he is not himself a freeman of London.

5. —Also, that the Wardens of the hatters trade shall search all the hats that are for sale in the area, as often as need be. And the Wardens shall have the power to take any hats that they find defective and bring them before the Mayor of London, so that those causing the defects found may be punished.

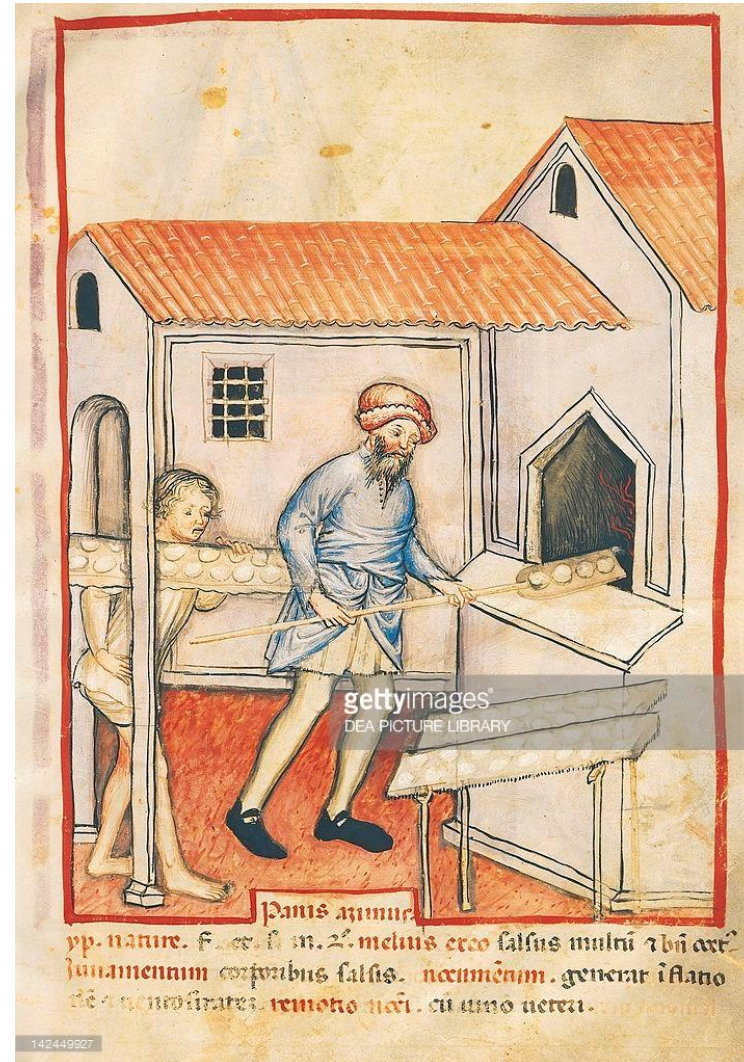
6. —Also, some workmen in the trade have made hats that are not high quality, and this deceives the common people and brings great scandal, shame and loss to the good folks of the hatters trade. Therefore no workman in the trade shall do any work by night, but only in clear daylight, when the Wardens may openly inspect their work. Anyone who does otherwise shall pay a fine to the Chamber of Guildhall for the first and second offense, and the third time he shall lose his freedom.



# Closure – Opinion Writing

## INB 94 - underneath your bellwork

- Based on how people learn a trade or profession NOW *versus* the apprentice model of training from the Middle Ages which system do you believe is better and why? (4-6 sentences)



# World History Bellwork – INB 96

- **Write down the following questions and your answers at the top of INB 96:**
  - Would you say that Church is important in your life?
  - What **areas** of YOUR life are affected by Church?



## Mastery Objective:

I can describe how the Medieval Church spread in Europe after the Fall of Rome and explain how it influenced the daily lives of all people.

### What are today's State Standards? (both extended response standards)

- 7.34 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs.
- 7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries.
- 7.39 Explain the importance of the Catholic church as a political, intellectual and aesthetic institution.

## Strategies/Tasks:

- Brainstorming Questions
- Integrated Reading & Graphic Organizer – The Medieval Church
- Closure - Informational Text Annotation and Short Answer writing practice.

## END OF DAY PRODUCTS:

**By the end of today's class you should have**

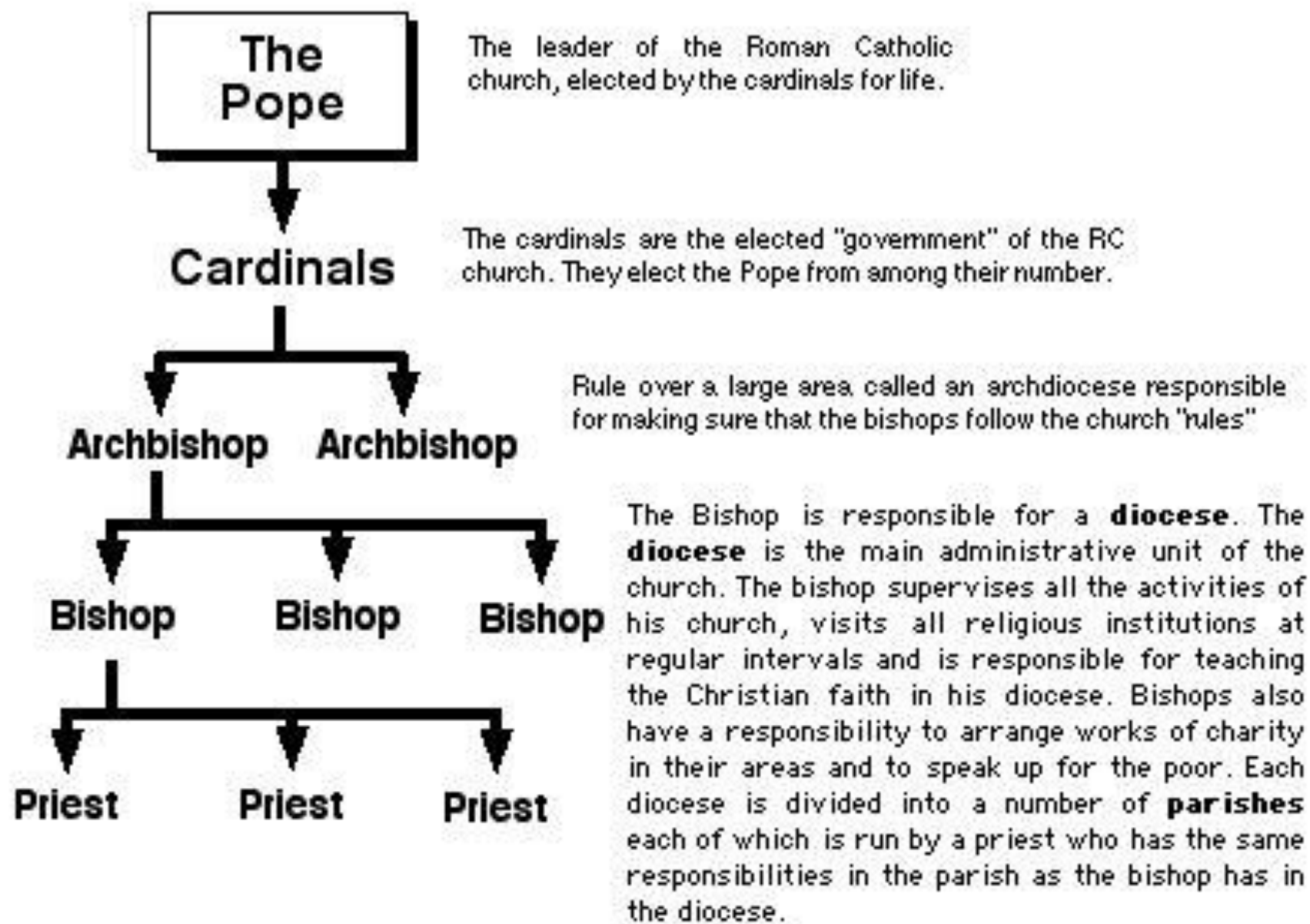
- **Highlighted evidence**
- **Completed graphic organizers**
- **Well written short answer response**

# Quaestia di Die (Question of the Day)

How did  
Christianity spread  
after the fall of  
Rome and how  
important did the  
Church become to  
society?








# The Medieval Church – INB 97

Strategy: Using Graphic Organizers *within* Text

1. Decide what information is important to include on your graphic organizer and highlight that information. 
2. **Paraphrase** that information on the graphic organizer that appears with each section of text.

# Christianity Spreads in Europe

- At the time of Rome's fall, large areas of northwestern Europe practiced a variety of non-Christian religions. Ireland was different. In the 400s, a Christian priest named Patrick traveled to Ireland. There, Patrick spread Christianity and founded churches and monasteries, or religious houses.
- Patrick inspired Pope Gregory I, or Gregory the Great, to spread Christianity. Gregory asked monks to become missionaries—people who are sent out to teach their religion. In 597, Gregory sent 40 monks to Britain to teach Christianity. Other monks spread Christianity, so that by 1050, most Western Europeans had become Catholic Christians.

# The Contributions of Monks and Nuns

- Monks and monasteries provided schools and hospitals. They taught carpentry and weaving, and they developed improvements in farming. Many monks copied Christian writings as well as Roman and Greek works. They also made illuminations, which are manuscripts decorated with beautiful lettering and miniature religious paintings. These monks helped preserve knowledge of the classical and early Christian worlds.
- Monks lived in communities headed by abbots. Women called nuns lived in their own monasteries called convents. Convents were headed by abbesses.



# Church Authority

- Many monasteries became wealthy. As their influence increased, abbots became active in political affairs. This caused disagreements. Kings wanted Church leaders to obey them. Popes, however, believed kings should obey the Church.
- Elected pope in 1073, Gregory VII declared that only the pope had the power to appoint high-ranking Church officials. Pope Gregory's order angered Henry IV, the Holy Roman emperor. For many years, the Holy Roman emperor had chosen bishops in Germany. Henry insisted on naming his own bishops. Gregory then declared that Henry was no longer emperor and excommunicated him. This meant that he no longer had the rights of church membership and could not go to heaven.
- When the German nobles supported the pope, Henry changed his mind. He traveled to Italy and begged the pope for forgiveness. Gregory forgave Henry, but the German nobles chose a new emperor. When Gregory accepted the new emperor, Henry seized Rome and named a new pope.
- The struggle continued until 1122, when a new German king and a new pope agreed that only the pope could choose bishops, but only the king or emperor could give them government posts. This agreement, called the *Concordat of Worms*, was signed in the German city of Worms. A concordat is an agreement between the pope and the ruler of a country.

# World History Closure – INB 96

## underneath your bellwork

In a time of great political chaos, the Roman Catholic Church was the single, largest unifying structure in medieval Europe. It touched everyone's life, no matter what their rank or class or where they lived. With the exception of a small number of Jews, everyone in Europe was a Christian during the Middle Ages from the richest king down to the lowest serf.

From the moment of its baptism a few days after birth, a child entered into a life of service to God and God's Church. As a child grew, it would be taught basic prayers, would go to church every week barring illness, and would learn of its responsibilities to the Church. Every person was required to live by the Church's laws and to pay heavy taxes to support the Church. In return for this, they were shown the way to everlasting life and happiness after lives that were often short and hard.

In addition to collecting taxes, the Church also accepted gifts of all kinds from individuals who wanted special favors or wanted to be certain of a place in heaven. These gifts included land, flocks, crops, and even serfs. This allowed the Church to become very powerful, and it often used this power to influence kings to do as it wanted.

- Based on the information contained in today's lesson **how important do you think the Church was in the Middle Ages?**

If you need to... Create a Chart to make sure you complete ALL parts of the ACE strategy

<b>Answer</b>	
Cite	
Extend or Explain	

# World History Bellwork – INB 98

attach the source to your page and respond to the analysis questions below

- ***Papal Authority: Letter to the prefect Acerbius and the nobles of Tuscany, 1198***
- Just as God established two great lights in the heavens, the greater light to rule the day, and the lesser light to rule the night, so too He set two great powers in the heavens of the universal church..., the greater one to rule the day, that is, souls of the people, and the lesser to rule the night, that is, their earthly bodies. These powers are the papal authority (of the pope) and the royal power. Now just as the moon gets its light from the sun and is indeed lower in quantity and quality, in position and in power, so too the royal power get the splendor of its dignity from the pope's authority....
  1. To What does the Pope compare papal authority?
  2. What does he compare ROYAL power to?
  3. Which does he claim is MORE powerful?

**ALWAYS** respond in complete sentences



## Mastery Objective:

I can describe how the Medieval Church affected society and culture.

### What are today's State Standards?

7.39 Explain the importance of the Catholic church as a political, intellectual and aesthetic institution.

7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.

### Strategies/Tasks:

- Bellwork: Primary Source – Power of the Church
- Classwork: Integrated Graphic Organizer and reading on the Influence of the Church
- Closure: Short Answer question – The Influence of the Medieval Church

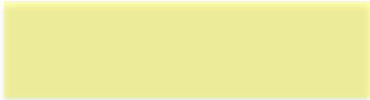
### END OF DAY PRODUCTS:

By the end of today's class you should have:

- An annotated primary source and text dependent questions
- A completed and accurate reading on the influence of the Church on Medieval culture.
- A completed short answer question on the influence of the Medieval Church

# The Medieval Church – INB 99

Strategy: Using Graphic Organizers *within* Text

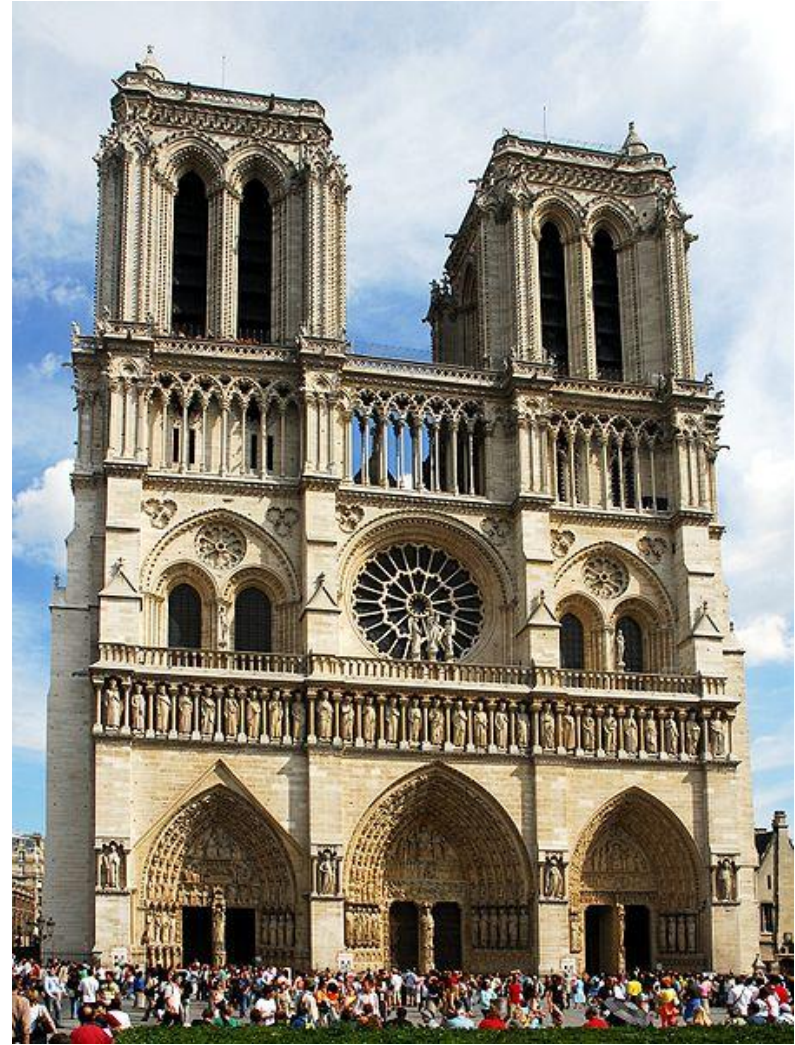
1. Decide what information is important to include on your graphic organizer and highlight that information. 
2. **Paraphrase** that information on the graphic organizer that appears with each section of text.

# Styles in Architecture

- In the 1000s and 1100s, Europeans began to construct many buildings. Because medieval society valued religion, many of the new buildings were churches and monasteries. Church leaders, wealthy merchants, and nobles supported the building of large churches called cathedrals. Soaring above the rooftops of medieval towns, cathedrals were built in either Romanesque or Gothic styles.
- Early medieval churches were Romanesque, a style that combined the features of Roman and Byzantine buildings. Romanesque churches were rectangular buildings with long, rounded ceilings called barrel vaults. These ceilings were supported by heavy walls and thick pillars set close together. The churches' small windows let in little light.
- About 1150, builders began to construct churches in the Gothic style. They replaced Romanesque heavy walls with flying buttresses. These stone arches extended off the outside walls of the church and supported the weight of the building. They made it possible to build churches with thinner walls and large stained glass windows. Gothic churches were taller and had more space than Romanesque churches.
- Colorful stained glass windows often presented scenes from the life and teachings of Jesus. They also let in sunlight, which symbolized the divine light of God.



Romanesque

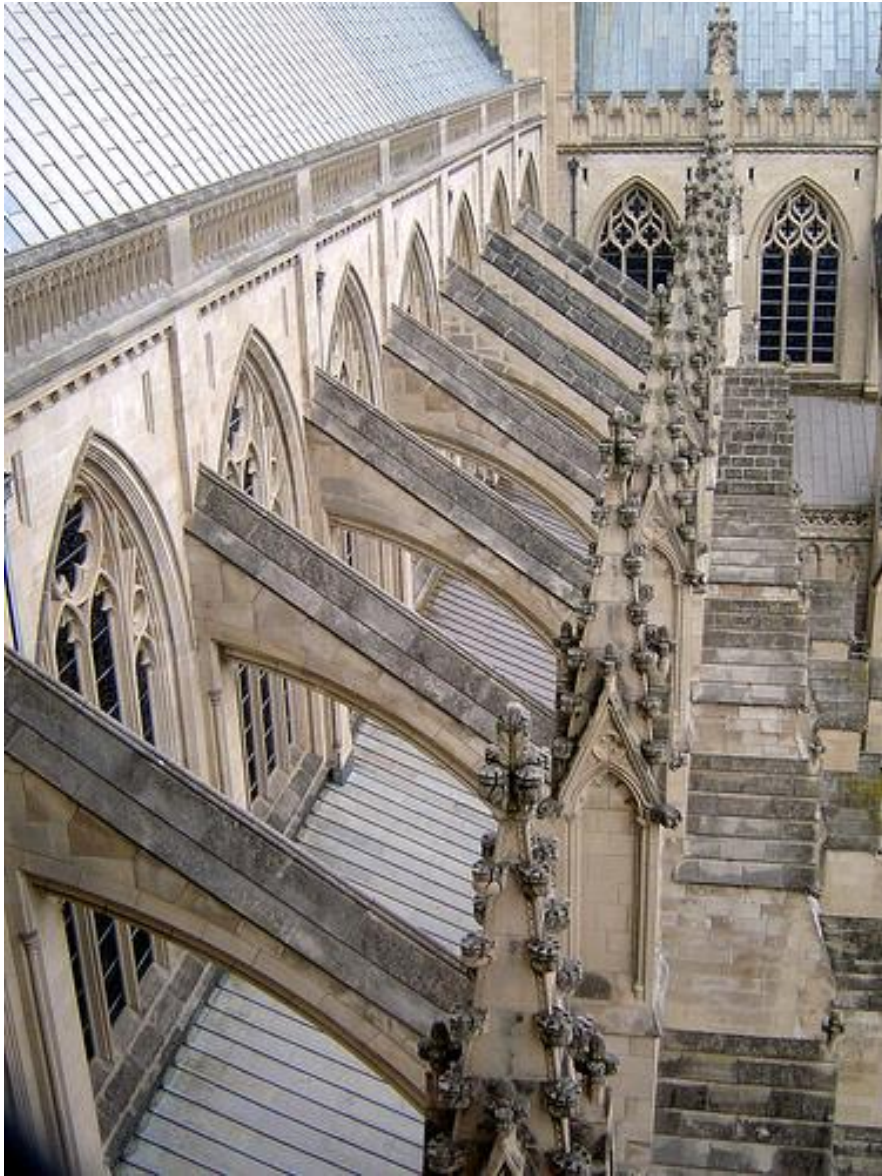


Gothic

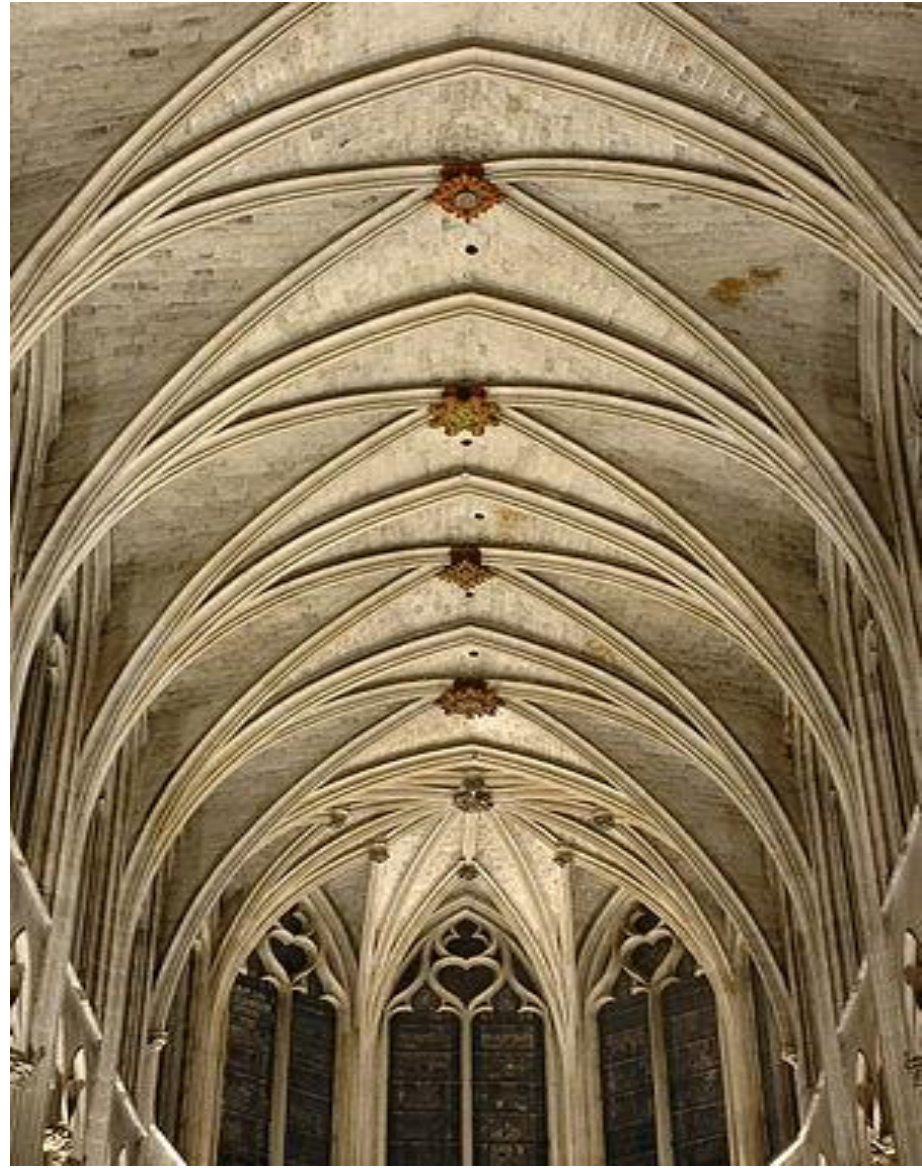


# Styles in Architecture

- In the 1000s and 1100s, Europeans began to construct many buildings. Because medieval society valued religion, many of the new buildings were churches and monasteries. Church leaders, wealthy merchants, and nobles supported the building of large churches called cathedrals. Soaring above the rooftops of medieval towns, cathedrals were built in either Romanesque or Gothic styles.
- Early medieval churches were Romanesque, a style that combined the features of Roman and Byzantine buildings. Romanesque churches were rectangular buildings with long, rounded ceilings called barrel vaults. These ceilings were supported by heavy walls and thick pillars set close together. The churches' small windows let in little light.
- About 1150, builders began to construct churches in the Gothic style. They replaced Romanesque heavy walls with flying buttresses. These stone arches extended off the outside walls of the church and supported the weight of the building. They made it possible to build churches with thinner walls and large stained glass windows. Gothic churches were taller and had more space than Romanesque churches.
- Colorful stained glass windows often presented scenes from the life and teachings of Jesus. They also let in sunlight, which symbolized the divine light of God.



Flying Buttresses



Vaulted Ceilings

# Development of Universities

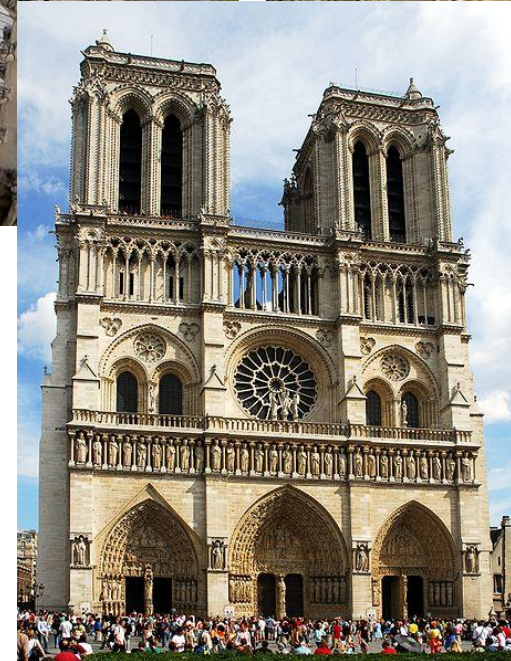
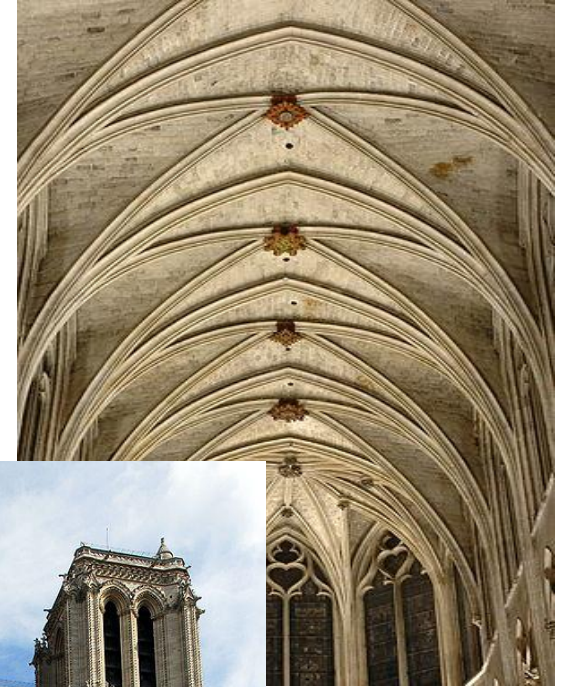
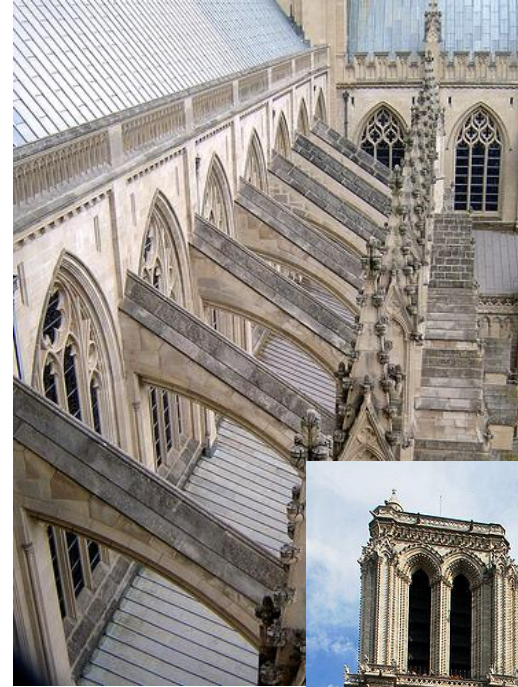
- The universities of today trace their origins to the Middle Ages. Two of the first medieval universities were in Bologna, Italy, and Paris, France. Universities also were founded in England at Oxford and Cambridge. By 1500, Europe had 80 universities.
- Groups of students and teachers created the first universities to educate scholars. Medieval university students studied grammar, public speaking, logic, arithmetic, geometry, music, and astronomy. Teachers read from a text and discussed it, while students took notes on small, portable chalkboards called slates. Students did not have books because books were rare before the European printing press was created in the 1400s.
- To get a degree, students took oral exams after four to six years. They could earn a bachelor of arts and later a master of arts. In about ten more years, a student could earn a doctor's degree in law, medicine, or **theology**—the study of religion and God. People with doctor's degrees were officially able to teach but could also pursue other careers. For example, the monk Roger Bacon turned from teaching theology to studying the natural world. His interest in using experiments to test ideas helped pave the way for the rise of modern science.



# Closure – Show what you know...

## INB 98 under your bellwork...

- Based on *yesterday's* lesson we know the Medieval Church was a huge part of people's daily lives. **Today** we want to know how the church shaped **SOCIETY** – respond to the following question in 5- 7 sentences:
  - How did the **physical landscape** (things you see) and the **culture** of the Middle Ages change due to the influence of the Church?





# World History Bellwork – INB 100

Complete a Frayer Model (what you see below) on the term  
“Crusade” – use textbook page 266 to help you.

<b>Definition</b>  A holy war	<b>Facts/Characteristics</b>
<b>Examples</b>	<b>Non-examples</b>

Crusade

## Mastery Objective:

I can define "crusade" and explain why the Crusades were fought and how they affected Europeans.

## What are today's State Standards?

**7.38** Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

## Strategies/Tasks:

- Bellwork: Frayer Model - Crusade
- Classwork: Newsela Article – The Crusades: War in the Holy Land
- Closure: Comprehension Questions

## END OF DAY PRODUCTS:

By the end of today's class you should have:

- Completed and accurate frayer model
- Completed annotation of reading
- Completed text dependent questions
- Completed and accurate closure comprehension questions

# The Crusades – INB 101

- Number your paragraphs
- You will need
  - A minimum of 10 annotations
  - Questions 1-8 completed ON **INB 101**
- Your reading will be stapled on top when we are done...

## The Crusades: War in the Holy Land

By Encyclopaedia Britannica, adapted by Newsela staff on 07.18.17  
Word Count 1,304  
Level 1080L



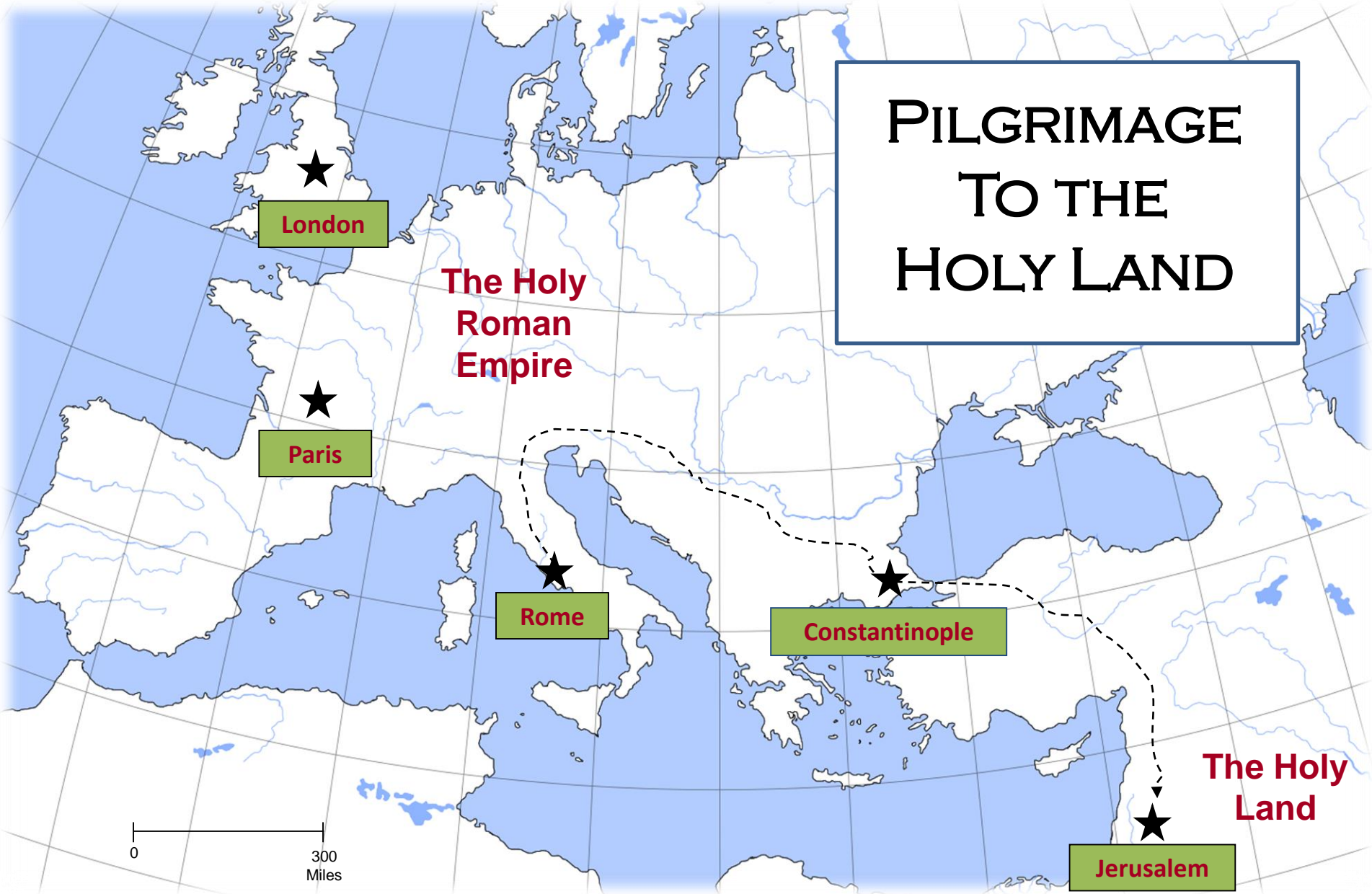
Richard I leaving England for the Crusades in 1189. Painted by Glyn Warren Philpot between 1925 and 1927. Image from Wikimedia Commons.

From 1096 until the end of the Middle Ages, Christian warriors from Europe undertook a series of military campaigns known as the Crusades. They were designed to take back control of the Holy Land from the Muslims. The Holy Land was an area in part of the Middle East known as Palestine. It was considered sacred because of its strong connections to Jesus and the beginning of Christianity.

Many Christians thought that by participating in the Crusades they would atone for their sins. On the breast of their tunics thousands of knights and soldiers wore a cross of blood-red cloth to show they were going on Crusade. Those who returned wore the cross on their backs. The Latin word for cross is "crux," and from this word come the words "crusade" and "crusader."

Only the First and Third Crusades were successful in reclaiming parts of the Holy Land. However, the Crusades played an important role in the expansion of Europe. Historians have written about the Crusades for centuries, and today they remain a fascinating and controversial subject in world history.

# PILGRIMAGE TO THE HOLY LAND



London

Paris

Rome

Constantinople

Jerusalem

The Holy Roman Empire

The Holy Land

0 300 Miles



# Newsela Article – The Crusades

respond to the questions in COMPLETE sentences and include a minimum of 10 annotations

1. What were the Crusades and why were they fought?
2. What is the Holy Land?
3. What are three major factors that led to the Crusades?
4. What started the First Crusade? What were the major events of the First Crusade?
5. What were the major events of the Second Crusade?
6. What were the major events of the Third Crusade?
7. What were the major events of the Fourth Crusade?
8. What are the results of the Crusades?



Richard I leaving England for the Crusades in 1189. Painted by Glyn Warren Philpot between 1925 and 1927. Image from Wikimedia Commons.

1 From 1096 until the end of the Middle Ages, Christian warriors from Europe undertook a series of military campaigns known as the Crusades. They were designed to take back control of the Holy Land from the Muslims. The Holy Land was an area in part of the Middle East known as Palestine. It was considered sacred because of its strong connections to Jesus and the beginning of Christianity.

2 Many Christians thought that by participating in the Crusades they would atone for their sins. On the breast of their tunics thousands of knights and soldiers wore a cross of blood-red cloth to show they were going on Crusade. Those who returned wore the cross on their backs. The Latin word for cross is "crux," and from this word come the words "crusade" and "crusader."

3 Only the First and Third Crusades were successful in reclaiming parts of the Holy Land. However, the Crusades played an important role in the expansion of Europe. Historians have written about the Crusades for centuries, and today they remain a fascinating and controversial subject in world history.

1. What were the Crusades and why were they fought?
2. What is the Holy Land?



## Origins of the Crusades

### 3. What are three major factors that led to the Crusades?

4

The Crusading movement was the result of a number of important factors. By the end of the 11th century the countries of Europe had become major powers. Their populations had grown dramatically, and their governments had become better organized, enabling European leaders to raise and command large armies.

5

The nature of religious belief at the time was another important factor. According to the idea of holy war, Christian warriors had a duty to do God's work by fighting for the church. The practice of traveling to holy sites and the shrines of saints also influenced the Crusades. Before the year 1000 most Christian pilgrims journeyed to the holy sites of Europe, but after the year 1000 journeys to Jerusalem in the Holy Land became increasingly popular. Some people believed that they were living at the end of time. They thought it best to be in Jerusalem when Jesus returned at the Last Judgment.

6

These developments were affected by changes in the Holy Land and in the Byzantine Empire. This was a Christian Empire covering parts of eastern Europe and Asia Minor. It was also called Eastern Roman Empire because it had continued the Roman Empire after Rome fell.



# The Crusades: War in the Holy Land

7

In 1071, the Muslim Turks defeated Byzantine armies at the battle of Manzikert and extended their control over much of Asia Minor. They also seized control of Jerusalem from the Arab Muslims who had ruled it before. The previous rulers had allowed Christian pilgrims to visit the Holy City, but the Turks did not. They also persecuted Christians and attacked Christian holy places.

8

As the power of the Turks spread, the Byzantine emperor sent a plea for help to Pope Urban II, the leader of the Catholic Church. The pope called a council in 1095 and urged his audience to undertake a Crusade to rescue the Holy Land. Priests, knights and common people alike shouted, "God wills it!"

4. What started the First Crusade? What were the major events of the First Crusade?

## The First Crusade

9

Urban's speech inspired the First Crusade (1096-99). Many people were so deeply stirred that they would not wait until the time set by the council for the Crusade to begin. At least four separate bands started for the Holy Land early in 1096. One of them, a group of knights and peasants known as the People's Crusade, managed to reach Constantinople, the capital of the Byzantine Empire. The Crusaders caused the emperor some difficulties but were killed in an ambush by the Turks east of the city.

10

In August 1096, the first real armies began their march to Jerusalem. The Crusaders went first to Constantinople, where their leaders met the Byzantine emperor and unwillingly swore an oath to restore land to him. They then made a dangerous march across Asia Minor to Antioch.

# First Crusade Continued...

## 4. What started the First Crusade? What were the major events of the First Crusade?

11

For seven months they besieged the city, suffering almost as much as the people inside the city walls. After the Crusaders at last captured Antioch, they themselves were attacked by a Turkish army. In some three weeks, disease and famine killed many.

12

The Crusaders left Antioch for Jerusalem in January 1099. A much reduced Crusading army reached the Holy City on June 7, 1099, laying siege to its walls and finally capturing it on July 15. The Crusaders then engaged in a shameful massacre of all the city's men, women and children. After the slaughter, the Crusaders went to kneel at the Church of the Holy Sepulchre, believed to be the site of Jesus' crucifixion.

13

Many Crusaders returned home, but others stayed and were joined by new companies of Crusaders. They built castles and established Crusader states to protect the Holy Land.

## Second Crusade and the fall of Jerusalem

14

The loss of the important Crusader city Edessa (now part of Turkey) and the renewed spread of Muslim power in Asia Minor inspired the Second Crusade (1147-49). Unlike the First Crusade, the Second was led by Europe's greatest rulers, Emperor Conrad III of Germany and King Louis VII of France. But the Crusade was a disaster. It succeeded only in worsening relations between the Crusaders and the Byzantine Empire.

15

For the next several decades the Crusader states were relatively stable. In the 1180s the situation worsened because of internal problems and the rise of a new Muslim leader, Saladin. In 1187, he won two great victories against the Crusaders, wiping out a Crusader army in northern Palestine and seizing Jerusalem.

5. What were the major events of the Second Crusade?



## Third Crusade gains a treaty for pilgrims

16

Saladin's conquest inspired the Third Crusade (1189-91). The leaders were Richard the Lion-Hearted of England, Philip Augustus of France and Frederick I of Germany. The German expedition collapsed when Frederick drowned while trying to swim in a mountain stream in Asia Minor in June 1190.

17

Richard and Philip took their armies by sea, sailing from the French Mediterranean coast. When they reached the Holy Land, they joined the Christians attacking the city of Acre, which finally fell in July 1191. Philip and Richard then quarreled, and Philip returned to France. Richard stayed but could not capture Jerusalem from Saladin. However, he did recapture several other cities and arranged a three-year truce with Saladin in 1192, which allowed pilgrims to visit the holy sites.

6. What were the major events of the Third Crusade?

## The Fourth Crusade

In 1198, the new pope, Innocent III, proclaimed a new Crusade, and four years later it was launched. The Fourth Crusade (1202-04) was aimed at Egypt because the pope believed that the Holy Land could be protected only by attacking Muslim power centers. Alexius III, a rival of the Byzantine emperor, offered to assist the Crusaders if they helped overthrow the emperor. They did so, and Alexius became emperor. When he could not uphold his end of the bargain, however, the Crusaders seized Constantinople. They not only pillaged the magnificent city but also divided the lands of the emperor. The Byzantines eventually regained control of their empire, but the Crusader conquest seriously weakened them.

7. What were the major events of the Fourth Crusade?

## Results of the Crusades

19

The Crusades formed an important part of the transformation of European society in the 12th and 13th centuries. They were part of the expansion of Europe and laid the foundation for the Age of Discovery.

20

The Crusades also introduced western Europe to the great civilizations of the Islamic and Byzantine worlds. The Crusades led to trade in spices, foods and fabrics with the East and new kinds of knowledge, such as making paper. The reconquest of Spain helped introduce Western Christians to Arabic science. Crusades to the East exposed Europeans to the great cities and culture of Islam and to new forms of castle building.

21

The Crusades ultimately failed to regain the Holy Land. They succeeded, however, in shaping religious practices in Europe. They also prepared the way for a later wave of European expansion in the 15th and 16th centuries and European exploration of the New World.

8. What are the results of the Crusades?

# World History Closure – INB 100

underneath your Bellwork in complete sentences

1. What were the Crusades?
2. Who was involved? Why?
3. Do you think the Crusades could be one reason why there is still conflict between some Christians and some Muslims? Why or why not?





# World History Bellwork – INB 102

questions and CORRECT answers on the top ½ of your page

1. In 1095 Pope Urban II called for a crusade, or holy war, against
  - a. the Jews.
  - b. the Kievan Rus.
  - c. the Mongols.
  - d. the Muslim Turks.
  
2. The Crusades were a series of “holy wars” launched by
  - a. Western European Christians against Jews.
  - b. Byzantine Christians against Jews.
  - c. Western European Christians against Muslim groups.
  - d. Muslim groups against Western European Christians.

## Mastery Objective:

I can explain how increased contact of Europeans with Mediterranean cultures *changed* Europe during and after the Crusades.

## What are today's State Standards?

7.38 Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, **with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.**

## Strategies/Tasks:

- Bellwork: quick quiz questions
- Classwork: Document Analysis
- Closure: Short answer question - "How did increased contact by Europeans with cultures of the Eastern Mediterranean world change Europe during and after the Crusades?"

## END OF DAY PRODUCTS:

By the end of today's class you should have:

- Completed quick quiz questions
- Completed document annotation and analysis
- Complete and accurate short answer responses that include BOTH evidence and explanation



# Document 1 - Source: “Legacy of the Crusades,” Aramco World.

- . . . Then, just as the Crusaders had been inspired at least in part by **commercial** (trade related) motives, those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost. Merchants, studying the **itineraries** [routes] of the **cross-bearers** [crusaders] who paved the way, discovered the most direct routes between eastern Mediterranean ports and the heart of Europe. Venice was a particularly active port of entry for goods imported from the Middle East and India. From there the goods traveled a well established route through the Brenner Pass, up the Rhine to Brussels and then north to the Baltic Sea. *Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East by medieval Europeans. . . .*
- What is one economic change brought about by the Crusades during the medieval period?
  - One economic change brought about by the crusades was increased trade between the East and West.



# Example – Graphic Organizer Doc 1

Kind of Change or Effect	Evidence (Doc # & Quote)	<b>HOW</b> evidence supports change
economic	Doc 1 – <i>“Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East”</i>	This evidence shows that towns that never even existed before now grew and did well due to trade from increased contact with the Middle East.

# Document 2 - Source: Chronicles of Fulcher of Chartres, 1127.

- “...[W]e who were **Occidentals** (*Westerners*) now have been made **Oriental**s (*Easterners*). He who was a Roman or a Frank is now a **Galilean** or a **Palestinian** (*cities in the Holy Land*). One who was a citizen of **Rheims** or of **Chartres** (cities in France) now has been made a citizen of Tyre or of Antioch (cities in the Holy Land). We have already forgotten the places of our birth... Some already possess here homes and servants which they have received through inheritance. Some have taken wives not merely of their own people, but Syrians, or Armenians, or even **Saracens** (*Muslims*) who have received the grace of baptism...
- For those who were poor [in Europe], here God makes rich. Those who had few coins, here possess countless coins; and those who had not had a **villa** (a home), here, by the gift of God, already possess a city. Therefore why should one who has found the East so favorable return to the West?
- **What is happening to some Europeans who come to fight in the Middle East?**

# Example – Graphic Organizer Doc 2

Kind of Change or Effect	Evidence (Doc # & Quote)	<b>HOW</b> evidence supports change
Economic  Or  Cultural?		This evidence shows...

### **Document 3 - Source:** The Perfect History by Ibn Al-Athir (Arab Muslim Historian), 1200s.

- “The population was **put to the sword** (killed) by the Franks, who **pillaged** (raided) the area for a week... In **Masjid al Aqsa** [mosque next to the Dome of the Rock on the Temple Mount] the Franks slaughtered more than 70,000 people, among them a large number of **Imams** (Muslim priest) and Muslim scholars... The Franks **stripped** (stole from) the Dome of the Rock of more than forty silver candelabra... and a great silver lamp weighing forty-four Syrian pounds, as well as a hundred and fifty smaller silver candelabra and more than twenty gold ones, and a great deal more booty.”
- **What are the financial benefits of fighting as a Crusader?**



# Example – Graphic Organizer Doc 3

Kind of Change or Effect	Evidence (Doc # & Quote)	<b>HOW</b> evidence supports change
Economic  Or  Cultural?		This evidence shows...

**Document 4 - Source:** Description of the economic impact of the Crusades: unknown source.

- Merchants in Venice and other northern Italian cities built large fleets to carry crusaders to the Holy Land. They later used those fleets to open new markets in the crusaders' states. Even after the Muslims had recaptured the city of Acre, Italian merchants kept these trade routes open. Our words sugar, cotton, rice, and muslin, which were borrowed from Arabic, show the range of trade goods involved.
- **What kind of economic effects did the Crusades have?**

# Example – Graphic Organizer Doc 4

Kind of Change or Effect	Evidence (Doc # & Quote)	<b>HOW</b> evidence supports change
Economic  Or  Cultural?		This evidence shows...

**Document 5 - Source:** Roger B. Beck, Linda Black et al., *World History: Patterns of Interaction*, McDougal Littell.

- “During the Crusades, European contact with Muslims and Byzantines greatly expanded. This contact brought a new interest in learning, especially in the works of Greek philosophers. The Muslim and Byzantine libraries housed copies of these writings. Most had disappeared during the centuries following the fall of Rome and the invasions of Western Europe. In the 1100s, Christian scholars from Europe began visiting Muslim libraries in Spain. Few Western scholars knew Greek but most *did* know Latin. So Jewish scholars living in Spain translated the Arabic versions of works by Aristotle and other Greek writers into Latin. All at once, Europeans acquired a huge new body of knowledge. This included science, philosophy, law, mathematics, and other fields. In addition, the Crusaders brought back to Europe superior Muslim technology in ships, navigation, and weapons.”
- **How did the Crusades contribute to an increase in learning?**



# Example – Graphic Organizer Doc 5

Kind of Change or Effect	Evidence (Doc # & Quote)	<b>HOW</b> evidence supports change
Economic  Or  Cultural?		This evidence shows...

# Document Based Question **INB 102**

- Based on the **5 documents** that you have read and analyzed, respond to the following question in paragraph form *underneath* your Bellwork. *Be sure you **ANSWER** the question **FULLY**, use evidence or examples to **SUPPORT** your answer, and clearly explain **HOW** the evidence supports your answer.*
- **“How did increased contact with the Middle Eastern world during and after the Crusades affect the economy and culture of Europe?”**

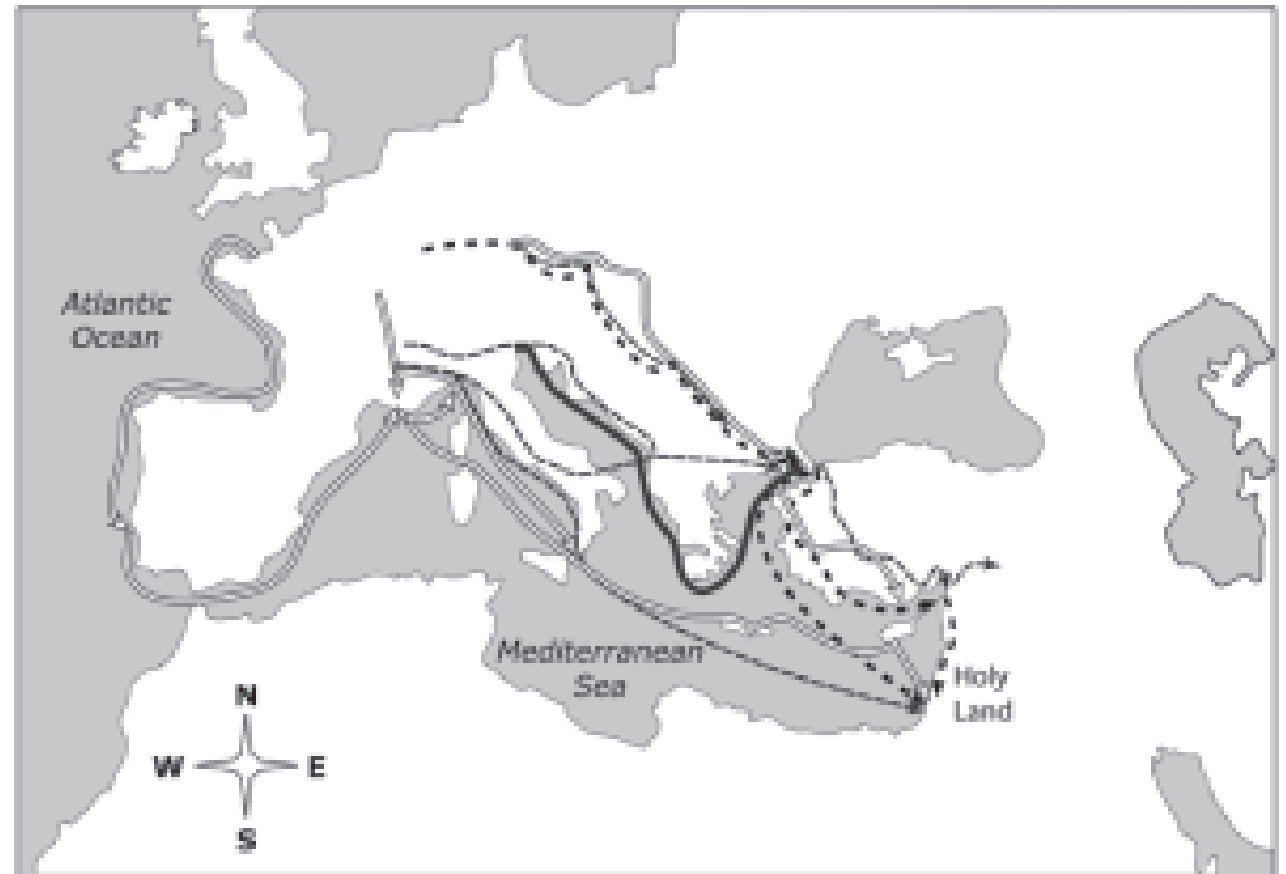
# Bellwork – INB 104

write the question and  
correct answer

**Which statement identifies an effect on European society of these Crusades?**

- A. decreased power of ruling monarchs
- B. increased curiosity about faraway places
- C. increased religious toleration for Judaism and Islam
- D. decreased respect and power for the Roman Catholic Church

The map below traces the routes of some of the Crusades.



KEY	
----->	First Crusade
- . - . - .>	Second Crusade
————>	Third Crusade
—————>	Fourth Crusade

## Mastery Objective:

I can describe the basic chronology of the Crusades from the 1<sup>st</sup> through 4<sup>th</sup> Crusades

## What are today's State Standards?

7.38 Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, **with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.**

## Strategies/Tasks:

- Bellwork: TN Ready Question
- Classwork: Timeline Creation & Map Activity
- Closure: Short answer question - "Do you believe there have been more positive or more negative effects of the Crusades?"

## END OF DAY PRODUCTS:

By the end of today's class you should have:

- Completed quick quiz questions
- Completed document annotation and analysis
- Complete and accurate short answer responses that include BOTH evidence and explanation



# Today's Agenda

- **Task 1:** Complete a timeline activity using the dates from your Newsela Article from INB page 101 – (I will display the dates you must have to be sure you don't miss any) Your page must have:
  - A title – The Crusades
  - Each date and the event paraphrased in chronological (date) order
- **Task 2:** Closure – Your response to the prompt - **Opinion** - “Do you believe there have been more positive or more negative effects of the Crusades?”



# Timeline Activity – The Crusades **INB 105**

remember that you must use the Newsela Article on INB 101

1. The end of the 11<sup>th</sup> Century
2. After the year 1000 –
3. 1071 –
4. 1095 –
5. 1096 – 1099 –
6. Early 1096 –
7. August 1096 –
8. June to July 1099
9. 1147 – 1149 –
10. 1187 –
11. 1189 – 1191 –
12. June 1190 – might exclude
13. July 1191 –
14. 1192 –
15. 1202 – 1204 –



# Closure – INB 104

- **Opinion** - “Do you believe there have been more positive or more negative effects of the Crusades?”
  - You need a topic sentence
  - Your ANSWER to the question
  - An explanation of your answer with examples or evidence included

