

# 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. Map Activity & Text to Notes on Geography of Europe

72.

73.

74.

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

# Unit Standards Part 1 – Europe in the Middle Ages

7.27 Identify and locate geographical features of Europe, including: Alps, Atlantic Ocean, English Channel, Mediterranean Sea, Influence of the North Atlantic Drift, North European Plain, Ural Mountains.

7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.

7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).

7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.

7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.

# Unit Standards Part 2 – Europe in the Middle Ages

7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury.

7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I.

7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.

7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: Agricultural improvements, Commerce, Growth of banking, A merchant class, Technological improvements, Towns.

7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.

# Bellwork – **INB 71** (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>Geography Shapes European Life</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>Rivers and Seas</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>	

### **Geography Shapes European Life**

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.

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## Rivers and Seas

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.

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## 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?

7.27 Identify and locate geographical features of Europe, including: Alps, Atlantic Ocean, English Channel, Mediterranean Sea, Influence of the North Atlantic Drift, North European Plain, Ural Mountains.

## Strategies/Tasks:

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

## How will you be assessed?:

You will know you have mastered today's standard if you can explain how geography affected Europe's development AND accurately locate the major feature of Europe on a map.



# 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.



## Bellwork – INB 72

Read the passage and answer the following questions in complete sentences –

1. What do you think is meant by an “intellectual depression”?
2. What is meant by the “revival of learning”?
3. How long did the Dark Ages last according to this statement?

“The Dark Ages is a term applied in its widest sense to that period of intellectual depression in the history of Europe from the establishment of the barbarian supremacy in the fifth century (400 AD) to the revival of learning at about the beginning of the fifteenth (1400 AD), thus nearly corresponding in extent with the Middle Ages.”

- *The American Cyclopaedia: A Popular Dictionary of General Knowledge, 1883*

## Mastery Objective:

I can form an answer to the historical question of the day based on textual evidence from the documents we will study.

## What are today's State Standards?

Introduction to the essential question of the Unit – multiple standards touched on but no single focus

## Strategies/Tasks:

- BW: Response to quote
- CW: Document Analysis
- CL: Response to the essential question

## How will you be assessed?:

You will know you have mastered today's learning goal if you use textual evidence to form a logical response to the essential question of the day.

# Background

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- The time period following the fall of Rome in Europe is sometimes known as the “Dark Ages.”
- The term implies that the time between the fall of the Roman Empire and the European Renaissance was a period of decline for Europe.
- This time is also called the Middle Ages because it falls in the middle of 2 important time periods: Classical Period (Greece & Rome) and the European Renaissance.



# Why “Dark”?

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Historians, and others, since Petrarch continued to use the phrase “Dark Ages.”

They argued that during the centuries following the fall of the Roman Empire, Europe was in a state of cultural where. A time that:

- Did not support learning
- Created very little culture (art, literature, architecture, etc.)
- Was repeatedly invaded
- Had no central government
- Had a bad economy
- Was basically a miserable place to live





Today

Today many historians disagree with this term.

They think it is not the proper way to describe this period of time.

But, people continue to use term “Dark Ages.”

- What do **YOU** think:

*Was Europe really in a “Dark Age” for almost 900 years?*



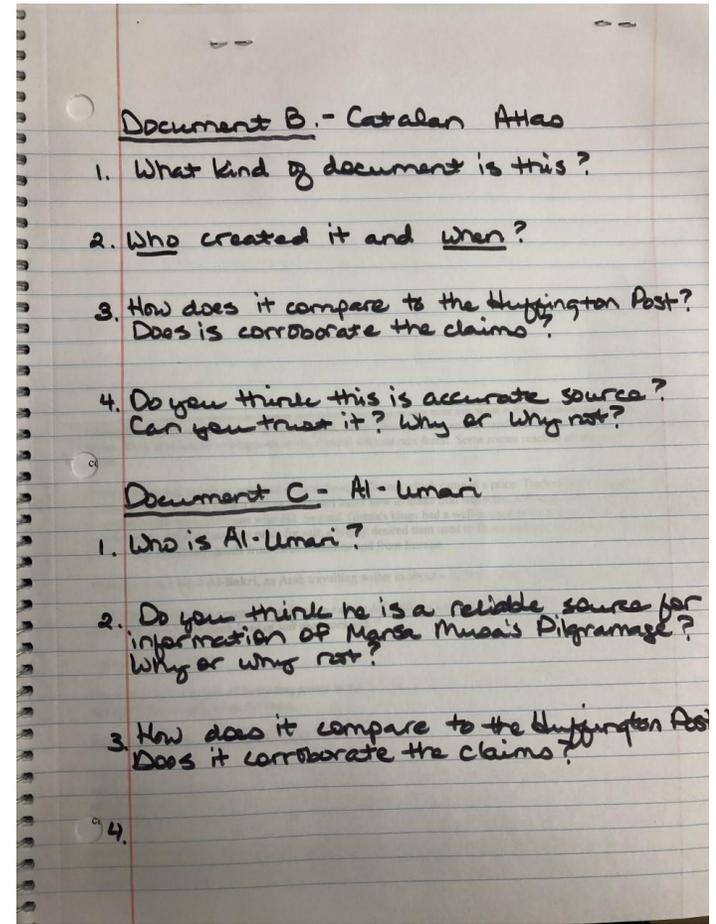
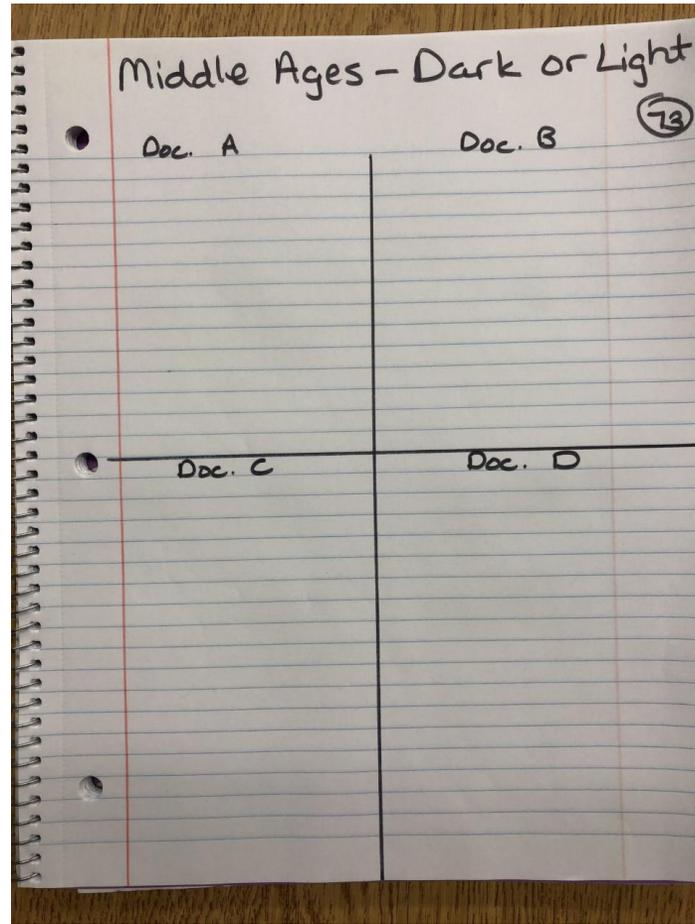
## Central Historical Question

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- *Was the time period between 400 AD and 1400 AD a “Dark Age” for Europe?*
- *Was this a time of cultural decay and decline?*

# Classwork - INB 73

- **You will have 4 documents today** – you need to decide whether you record the questions as we go or to set up a 4 square organizer to record your responses in as an evidence log – whatever will work best for you.



# Documents A & B

During the early Middle Ages much of Europe passed through a time of turmoil and confusion, of ignorance and lawlessness . . . The early Middle Ages may justly be called the Dark Age . . .

During the early Middle Ages, from 476 to about 1100, European civilization slipped back into semi-barbarism. The chief cause of this decline was lack of a government which could keep order. The Germanic Kingdoms which had been set up by 476 were unable to suppress violence. There were so many highway robbers that travel became dangerous. Europe suffered a decline in commerce and manufacturing, in education, in literature and the arts, and in almost all that makes possible a high civilization. Cities grew smaller and in some cases practically disappeared, and western Europe became a region of poverty-stricken farming communities, each virtually isolated from the rest of the world.

*Source: Roehm, A., Buske, M., Webster, H. & Wesley, E. (1954). The Record of Mankind. Heath and Company.*

From 1000 to 1300, the economy of Europe developed and prospered. Available farmland tripled, and the food supply increased notably, bringing up the population. Europeans re-settled lands that had been depopulated by the ninth- and tenth-century invasions and also opened new lands for farming . . . Technological improvements like the heavy plow, the shoulder collar for horses, metal horseshoes, and more efficient water and windmills contributed to the jump in food supply. Between 500 and 1300 Europe's population grew from 25 million to more than 70 million.

*Source: Cassar, G.H., Goff, R.D., Holoka, J.P., Terry, J.J., Upshur, Jiu-Hwa (Eds.) (2002). World History Before 1600: The Development of Early Civilization. Stamford, CT: Cengage Learning.*

# Document C - Abbey of Xanten Records

*The following document is from the yearly records of the Abbey of Xanten, a city in modern day Germany. An abbey is a place where Catholic monks and nuns live. The document describes Europe's troubles in the mid ninth century. It focuses on invasions by heathens, or non-Christian barbarian tribes. Specifically, it mentions the Vikings, or "Northmen," and Saracens, Arab tribes. Most of the names mentioned are cities or areas in Germany. Gaul is basically modern day France, and Christendom is the Christian part of Europe.*

**845** Twice in Worms there was an earthquake. In the same year the heathen broke in upon the Christians at many points, but more than twelve thousand of them died. Another party of invaders devastated Gaul, and more than six hundred of them died.

**846** According to their custom, the Northmen plundered eastern and western Frisia and burned down the town of Dordrecht, with two other villages, before the eyes of Lothair [The Emperor]. He was in the castle of Nimwegen but could not punish the crime. The Northmen returned to their own country with many men and goods. At this same time the Saracens killed all the Christians whom they found outside the walls of Rome. They also carried men and women away prisoners. Their crimes from day to day bring sorrow to Christians.

**849** The heathen from the North caused trouble in Christendom as usual and grew greater in strength, but it is revolting to say more of this matter.

**853** A great famine in Saxony so that many were forced to live on horse meat.

Source: Modified excerpt from the "Annals of Xanten," probably written by the abbey's monks in the middle of the 9th century.

# Document D

*The excerpts below come from different laws of the late 8th and early 9th centuries defining the worth of currency, regulating the exchange of currency, and establishing penalties for people breaking these laws. The first two come from what is today part of France and the third from what is now part of Germany.*

**Capitulary (Law) of Aix-la-Chapelle on the Value of Commodities, 797.C.11.** Be it noted how much the solidi (unit of currency) of the Saxons ought to be worth. It should be worth a young ox. One solidus should also be worth forty bushels of oats and fifteen bushels of rye. For those who live near to us, 1 solidi should be worth 1/2 sigla of honey. For people who live in the north, 1 solidi should be worth 2 sigla of honey.

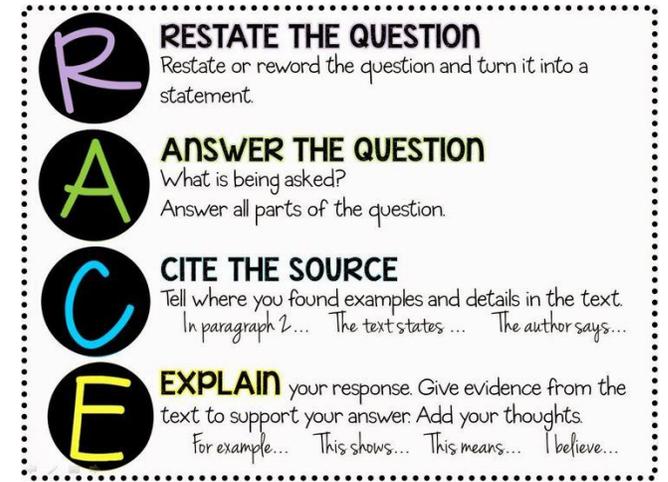
**Capitulary of Aix-la-Chapelle Concerning Adulterers of Money, 817. C.19.** Concerning false money, we have ordered that he who has been proved to have made it shall have his hand cut off. And he who does not obey this, if he is free, shall pay sixty solidi; if he be serf, let him have sixty lashes.

**Capitulary of Frankfort on the Legality of Coinage, 794. C.5.** In all places, in all states, and in all markets, the new denarii shall be exchanged as money and be received by all . . . If any one refuses to negotiate a purchase or a sale, they can bring the case before the king. They can do this only if they are a free man. But if they are servile and they own a business, let them lose the business, or be stripped any publicly beaten in the presence of people. However, if he refuses to use the money for purchase or sale because he was ordered by his master, then the master shall pay 15 solidi.

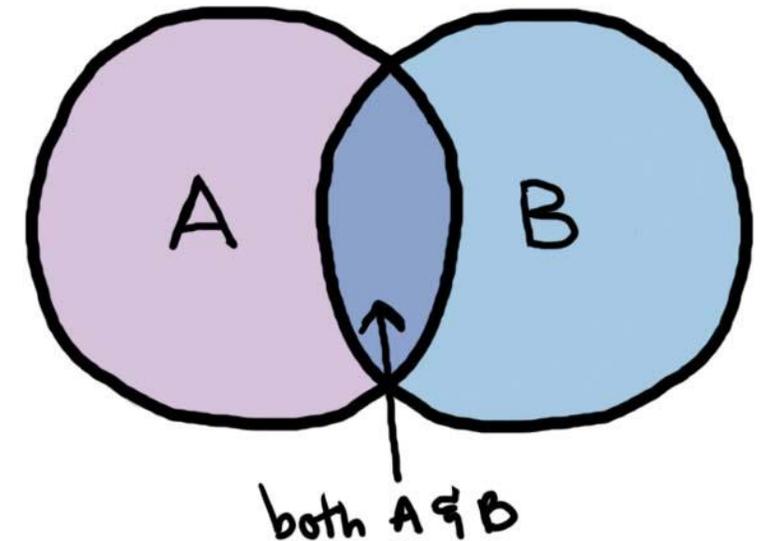
Source: 8th Century Economic Laws, from: J. P. Migne, ed., *Patrologiae Cursus Completus*, (Paris, 1862), Vols. XCVI, p. 1518, XCVII, pp. 194, 202, 287, reprinted in Roy C. Cave & Herbert H. Coulson, *A Source Book for Medieval Economic History*, (1965) 131-132.

# Closure - Your choice

- Were the Middle Ages a time of darkness and decay or a time of culture and light? Based on today's documents you must respond to the essential question.
- You may CHOOSE how you would like to answer but either way you must include evidence from the documents – either write a standard RACE closure OR create a Venn Diagram showing your thinking on the topic.



VENN DIAGRAM!



# World History Bellwork – INB 74

- **Write down the following questions and your answers at the top of INB 74:**
  - Would you say that Church is important in your life?
  - What **areas** of YOUR life are affected by Church?



## Mastery Objective:

I can explain what a monastery is and how it helped preserve classical knowledge and spread Christianity in Europe.

## What are today's State Standards?

7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.

## Strategies/Tasks:

- BW: Brainstorming
- CW: Reading & Graphic Organizer
- CL: Primary Source Study

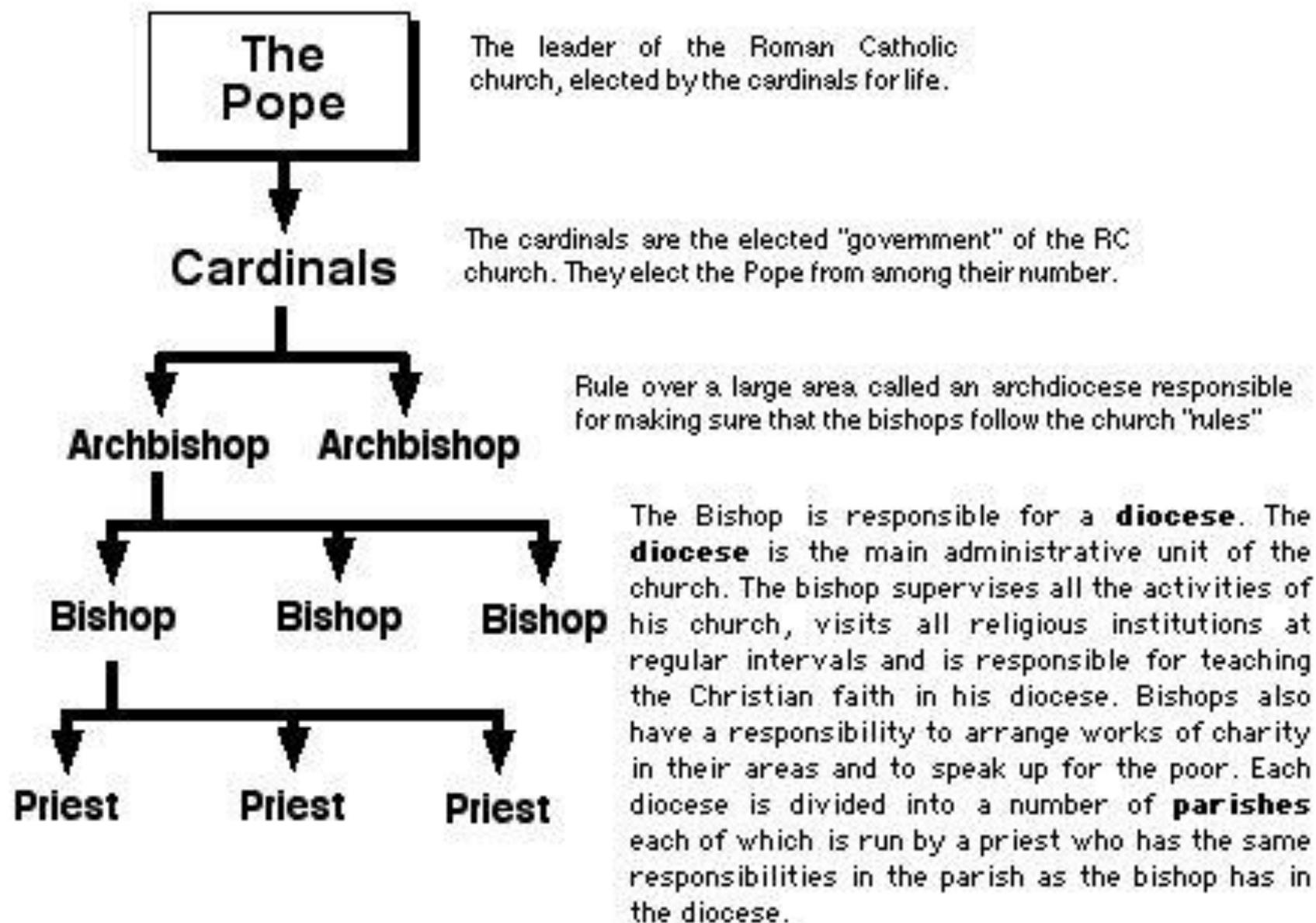
## How will you be assessed?:

You will know you have mastered today's learning goal if you correctly complete the graphic organizers spread through the text and accurately respond to the closure question

# 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?







# 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

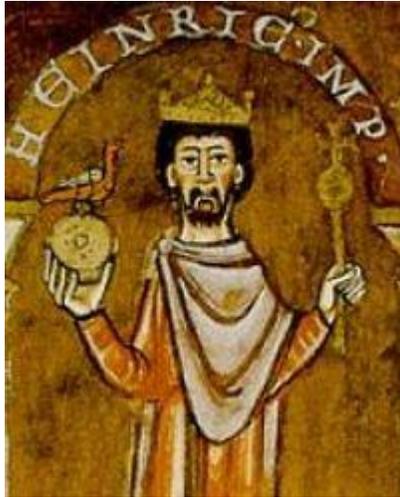
- Monks and monasteries provided schools and hospitals. They taught carpentry and weaving, and they developed improvements in farming. Many monks copied Christian writings as well as Roman and Greek works. They also made illuminations, which are manuscripts decorated with beautiful lettering and miniature 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.

# Who should have the power? The fight between Gregory and Henry

**Church Rulers**



**Kings and Emperors**



# World History Closure – INB 74

## 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 and the text above **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	

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.

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# World History Bellwork - INB 76

- Re-read your **CLASSWORK** and refer to your timeline from **INB page 76** and answer the following question in 3-4 sentences.

– ***How** did Christianity spread in Europe after the fall of the Roman empire?*



## Mastery Objective:

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

## What are today's State Standards?

7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.

## Strategies/Tasks:

- Bellwork: Spread of Christianity Map
- Classwork: Integrated Graphic Organizer and reading on the Influence of the Church
- Closure: Short Answer question – The Influence of the Medieval Church

## How will you be assessed:

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

- A completed map question
- 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

# Quaestia di Die

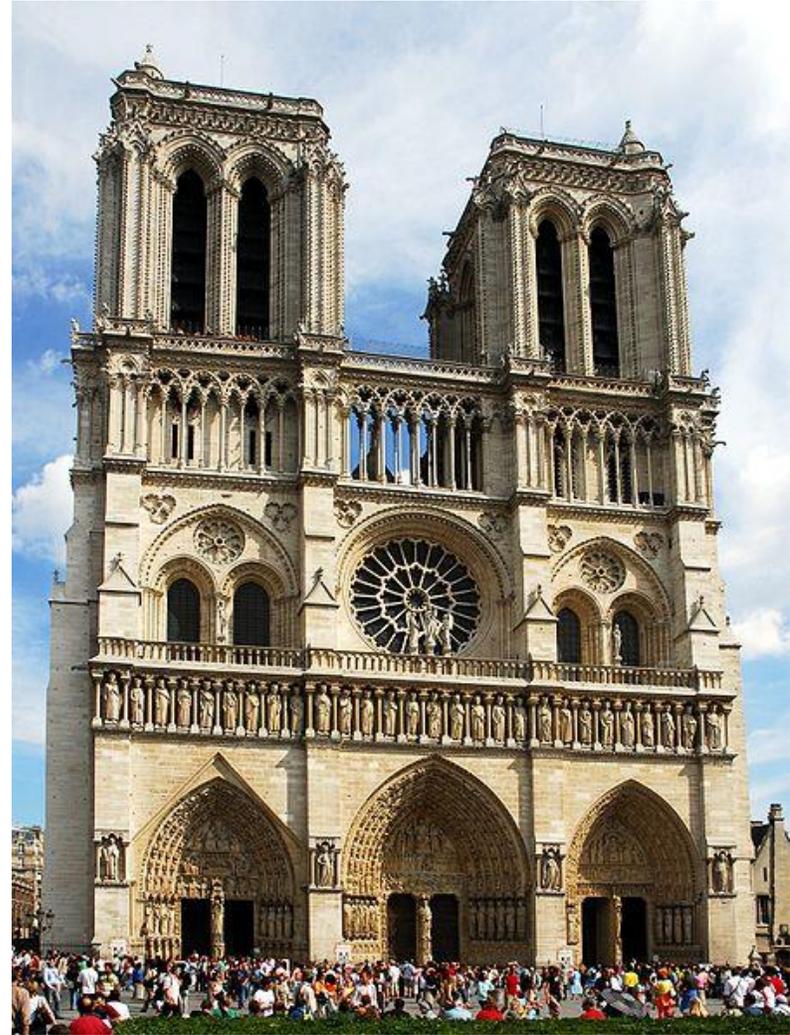
How did the  
Church's  
influence **show**  
(both *physically*  
and *not*  
*physically*) in  
society?





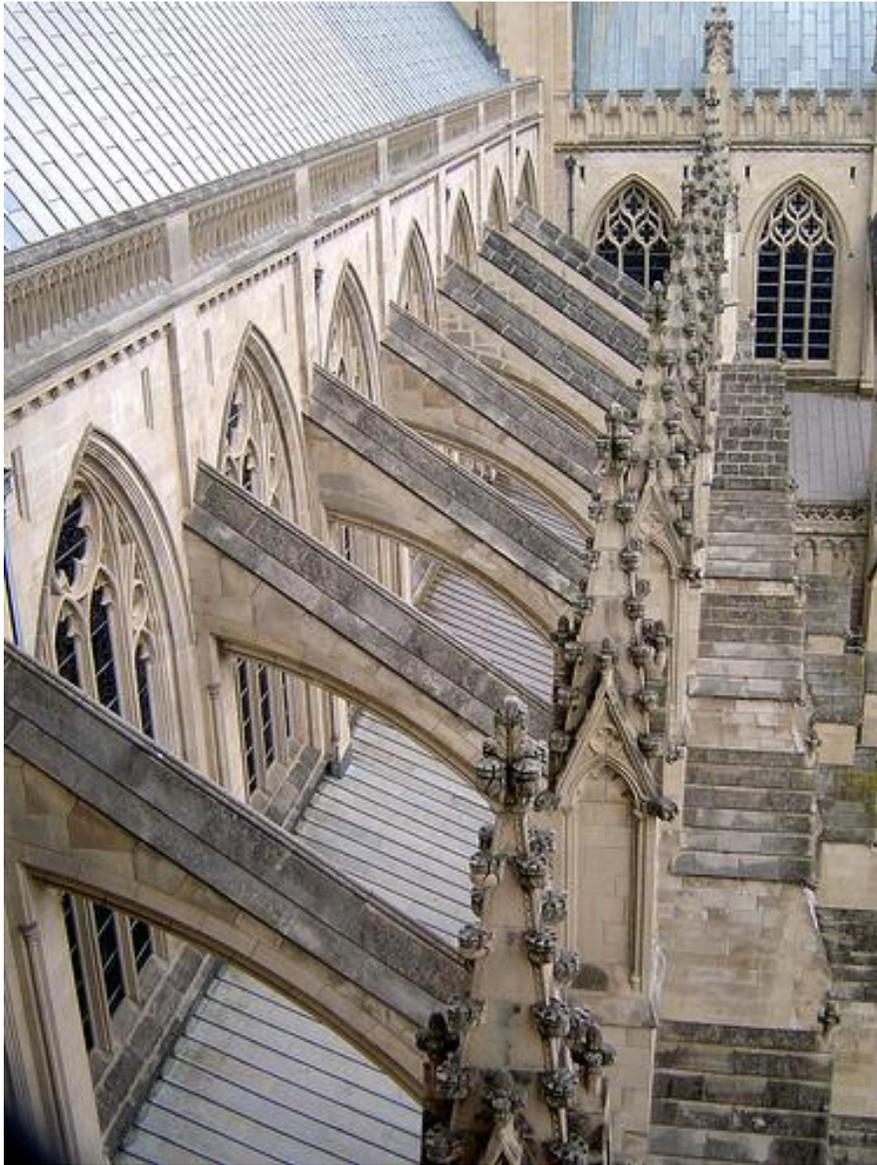
# Styles in Architecture

- 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.

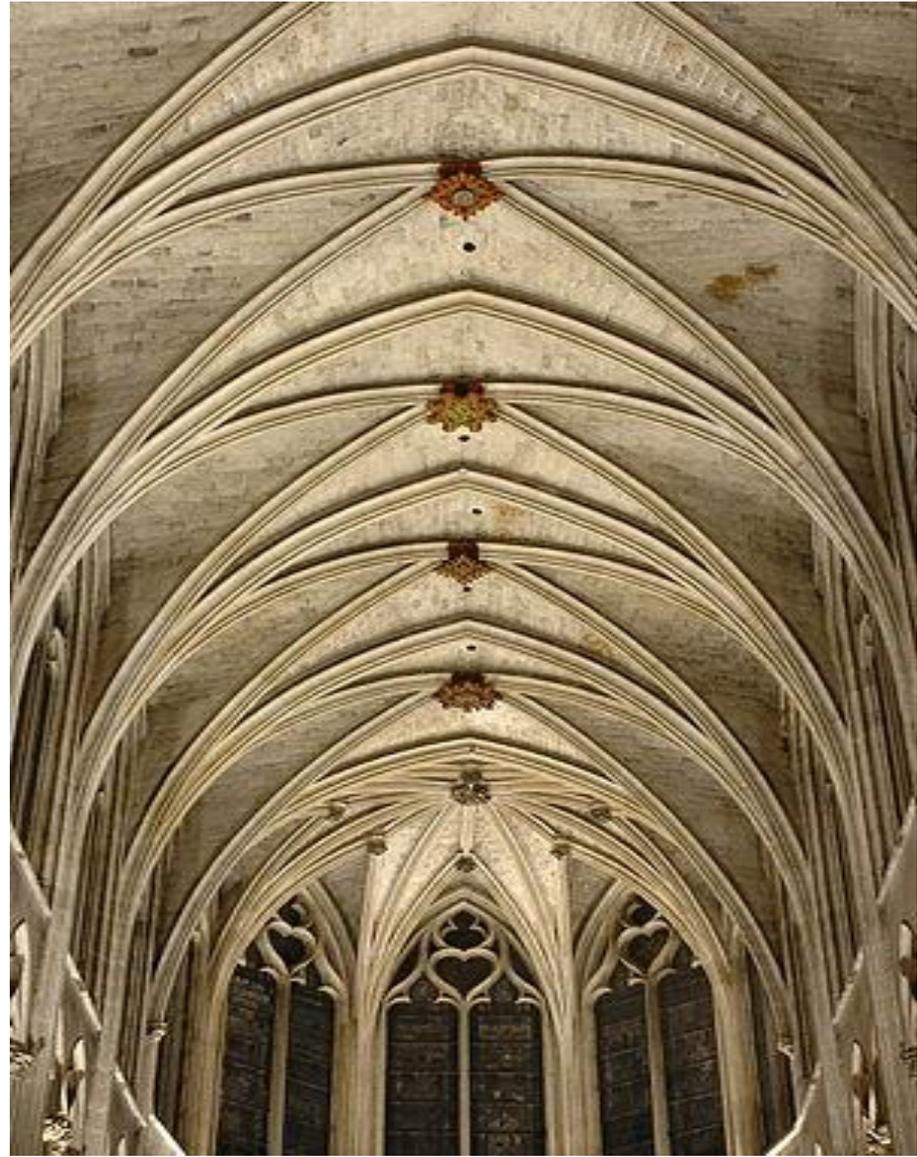


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Flying Buttresses



Vaulted Ceilings

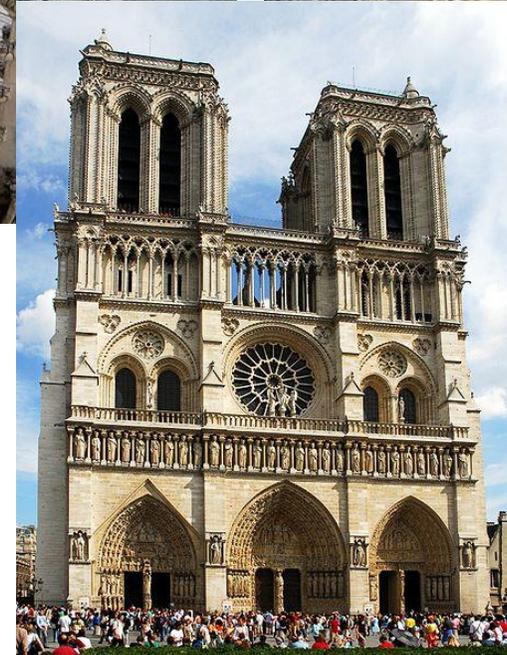
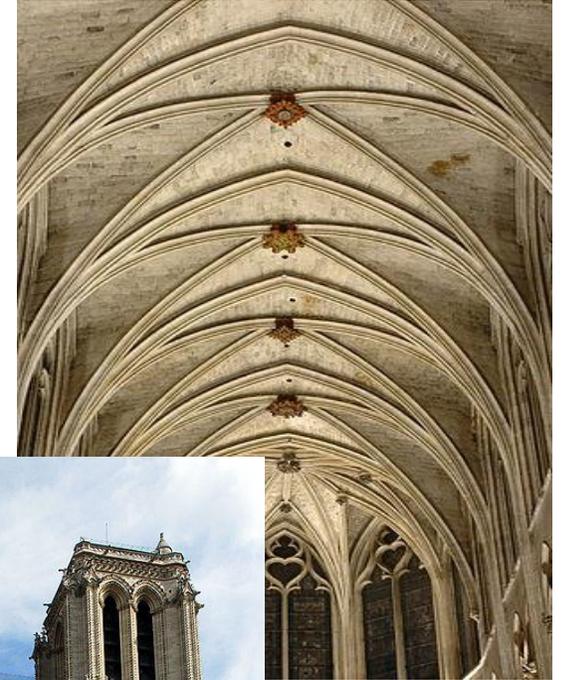
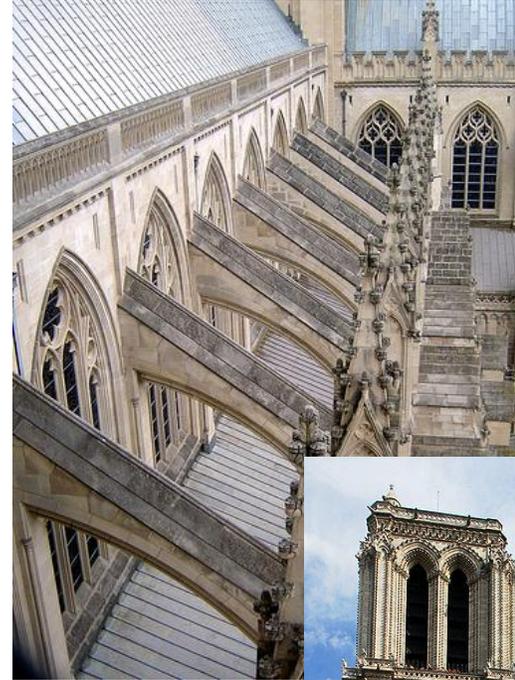
# Development of Universities

- 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 76 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?



# Bellwork – INB 78

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 major 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?

7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.

## 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?

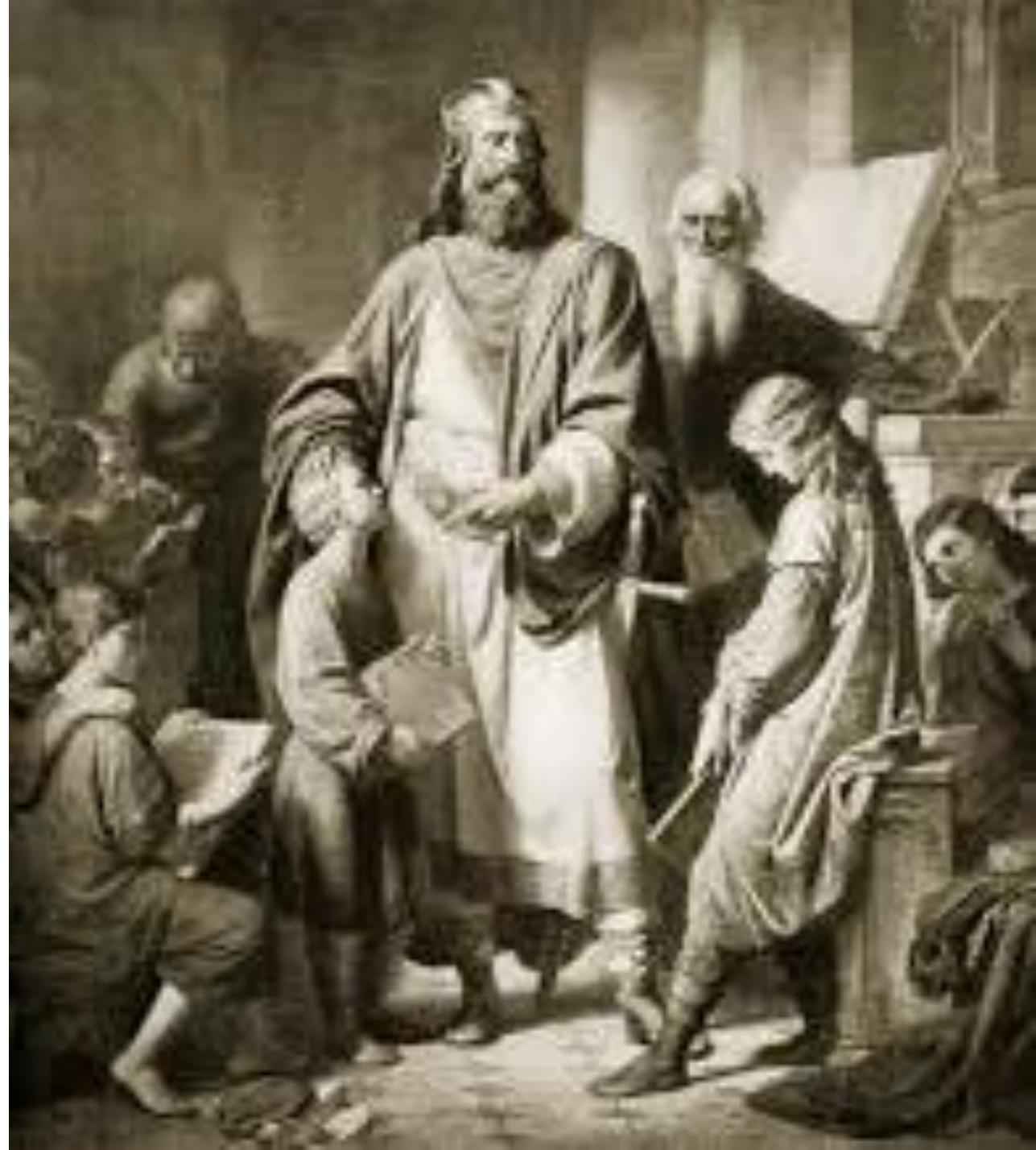
# Charlemagne as a Ruler...

- 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?**

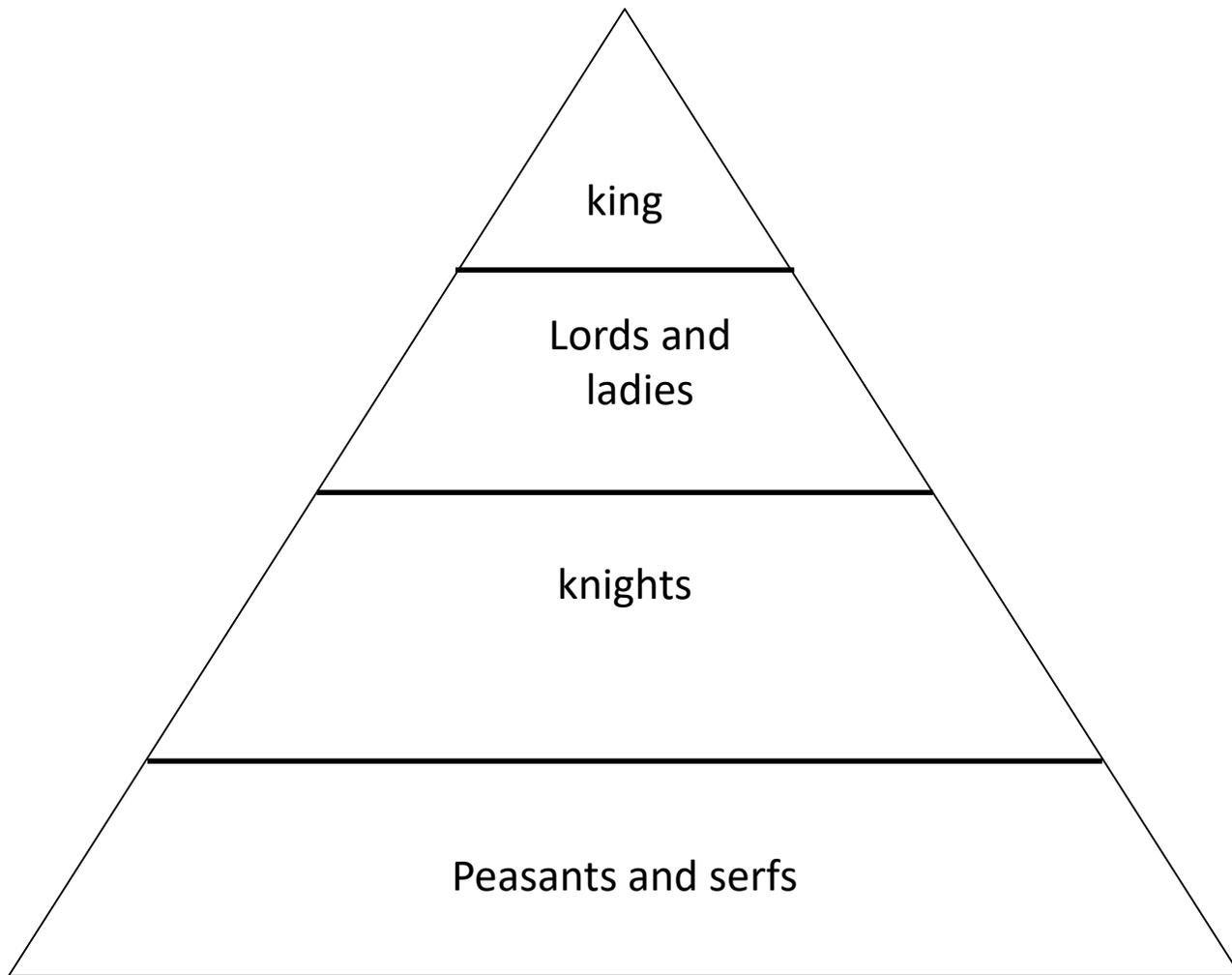
- A. He unified Europe into the largest empire since Roman times.
- B. He introduced Catholicism to the people of France.
- C. He stopped the Muslim advance into Western Europe.
- D. He drove the Jews and other non-Christians from France.

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

- A. TRUE
- B. FALSE

# World History Bellwork – INB 80

## 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

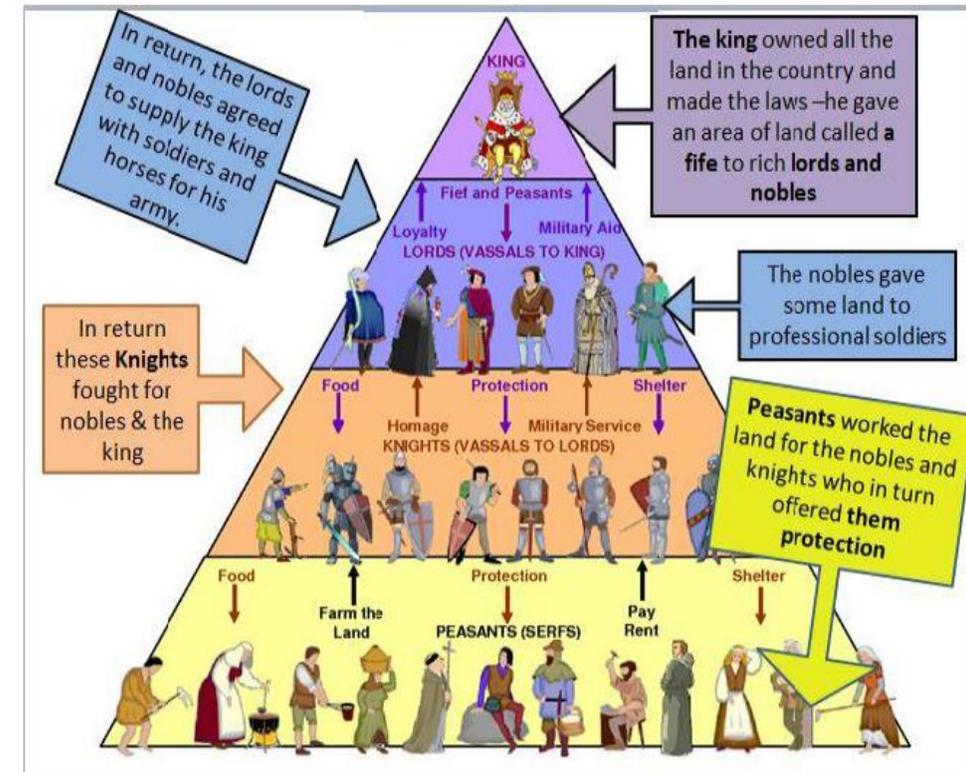
- Completed Guided Reading
- Completed response to the secondary source analysis question in ACE format

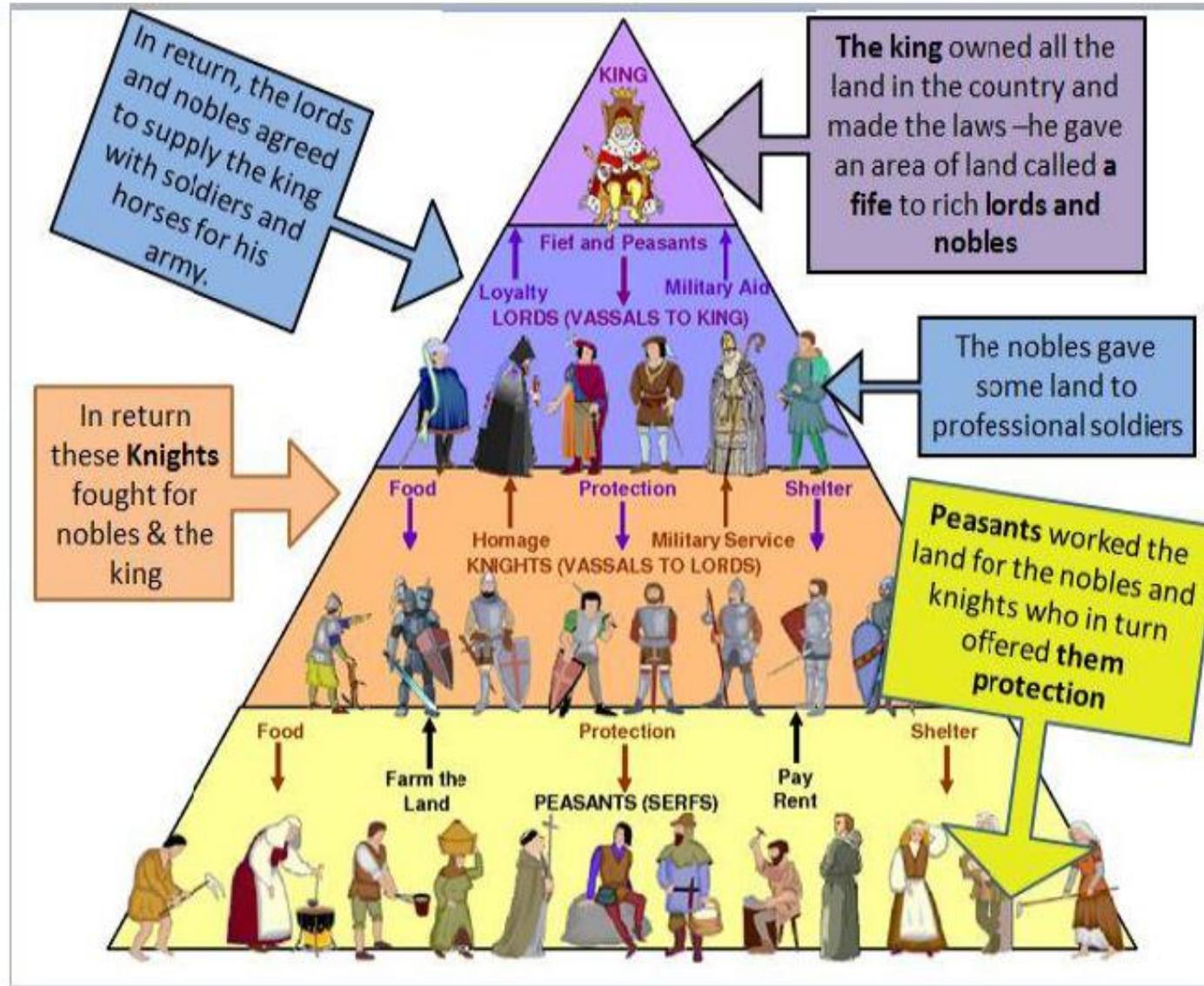
# The Feudal Society

- 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.

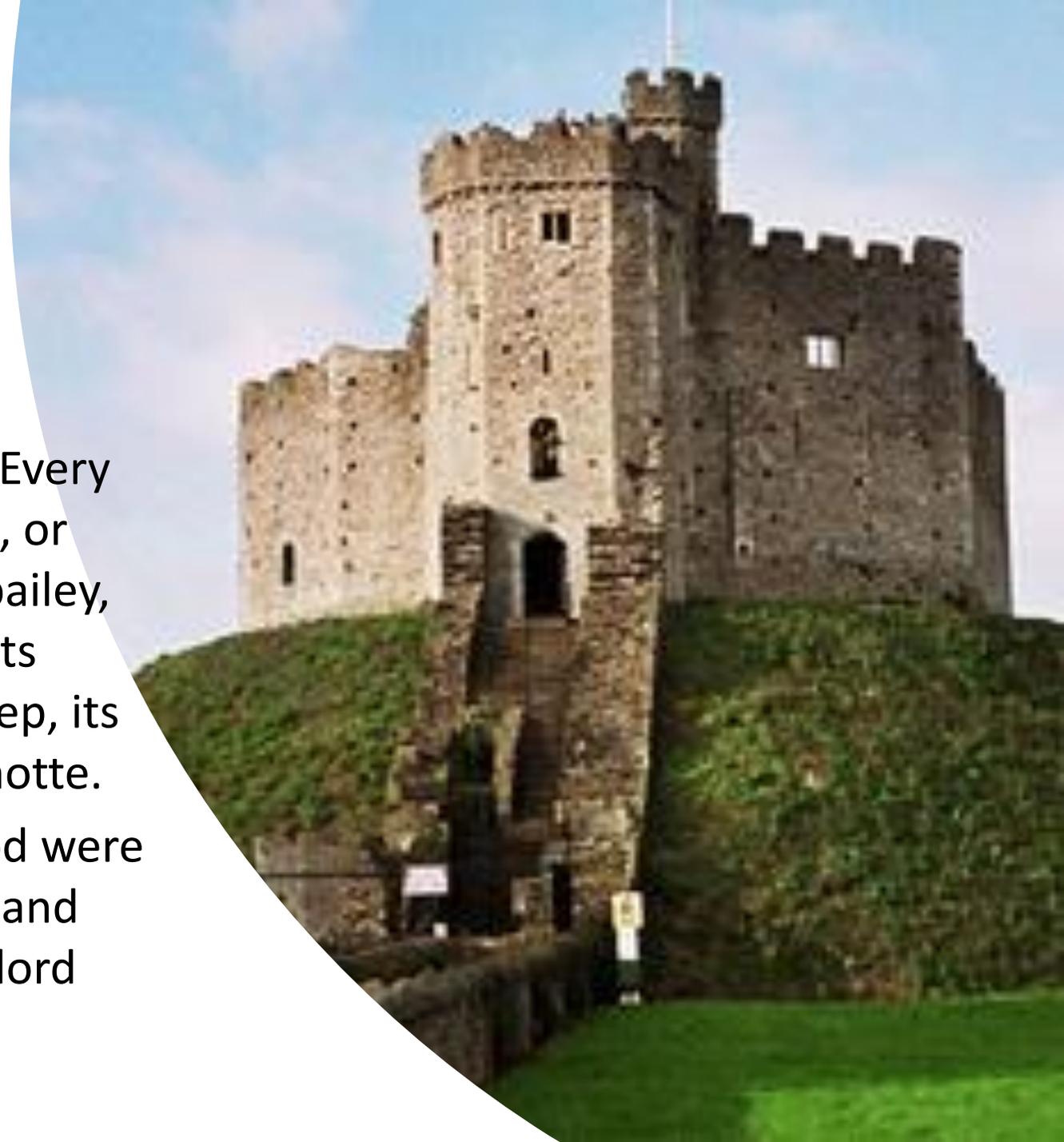
# Nobles and Knights in Medieval Society

- 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

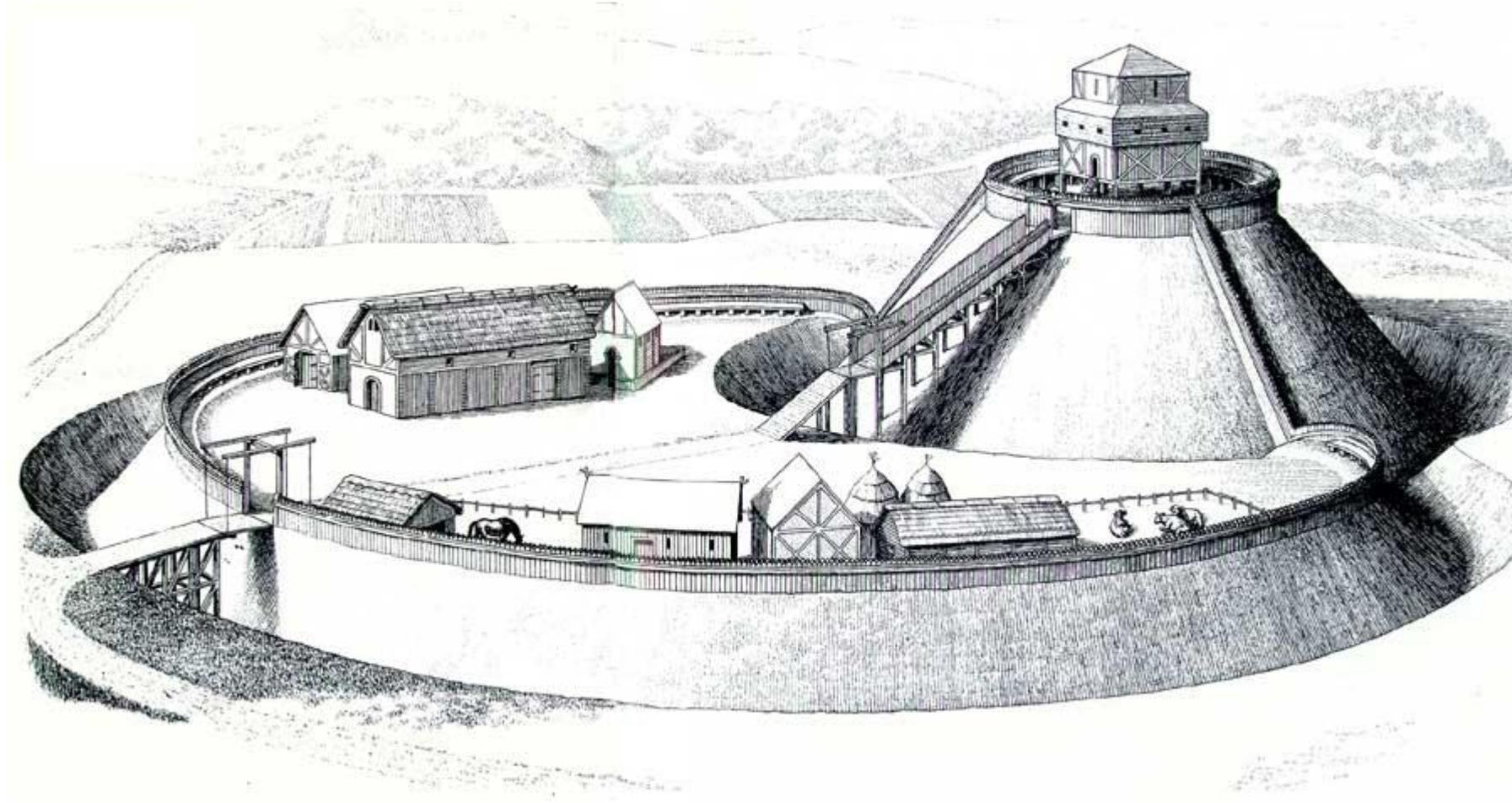
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- The castle was at the center of the estate. Every castle had two parts. The first was a motte, or steep-sided hill. The second part was the bailey, an open space next to the motte. Both parts were encircled by high walls. The castle keep, its central 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.



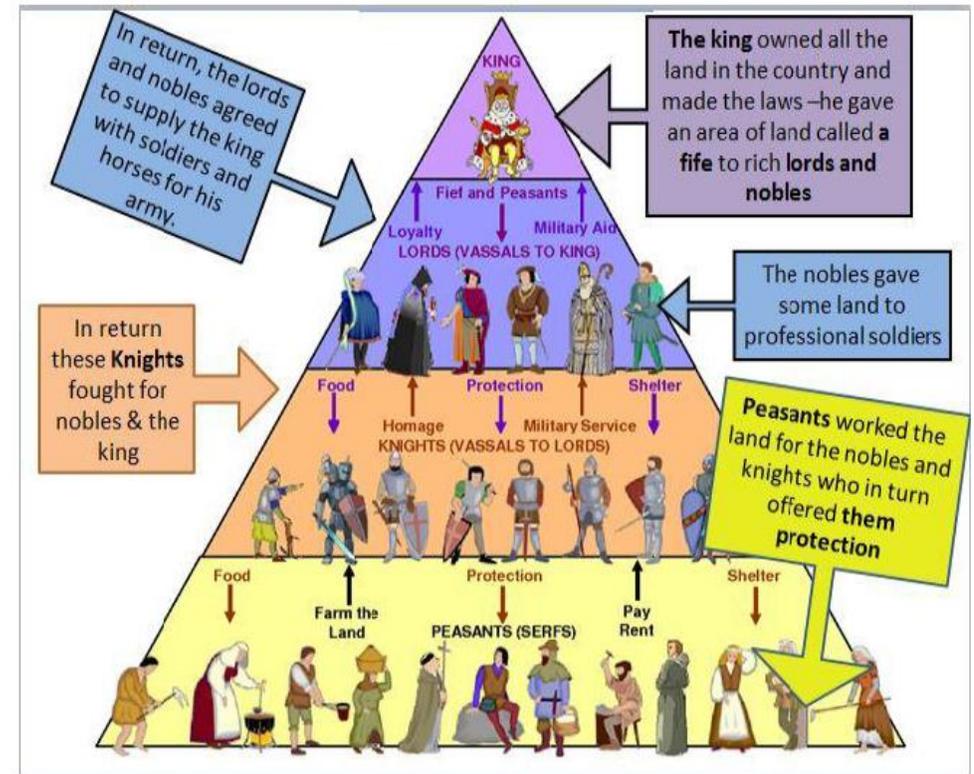
# The Motte and Bailey Castle

label the parts of the castle ON your paper



# Closure – INB 80

- If you lived in the middle ages and were part of a Feudal Society WHO would you want to be in life? Write a 4-6 sentence paragraph describing your answer and what responsibilities you would have to fulfill in that role.



**World History Bellwork - INB 82**  
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?

7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).

## Strategies/Tasks:

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

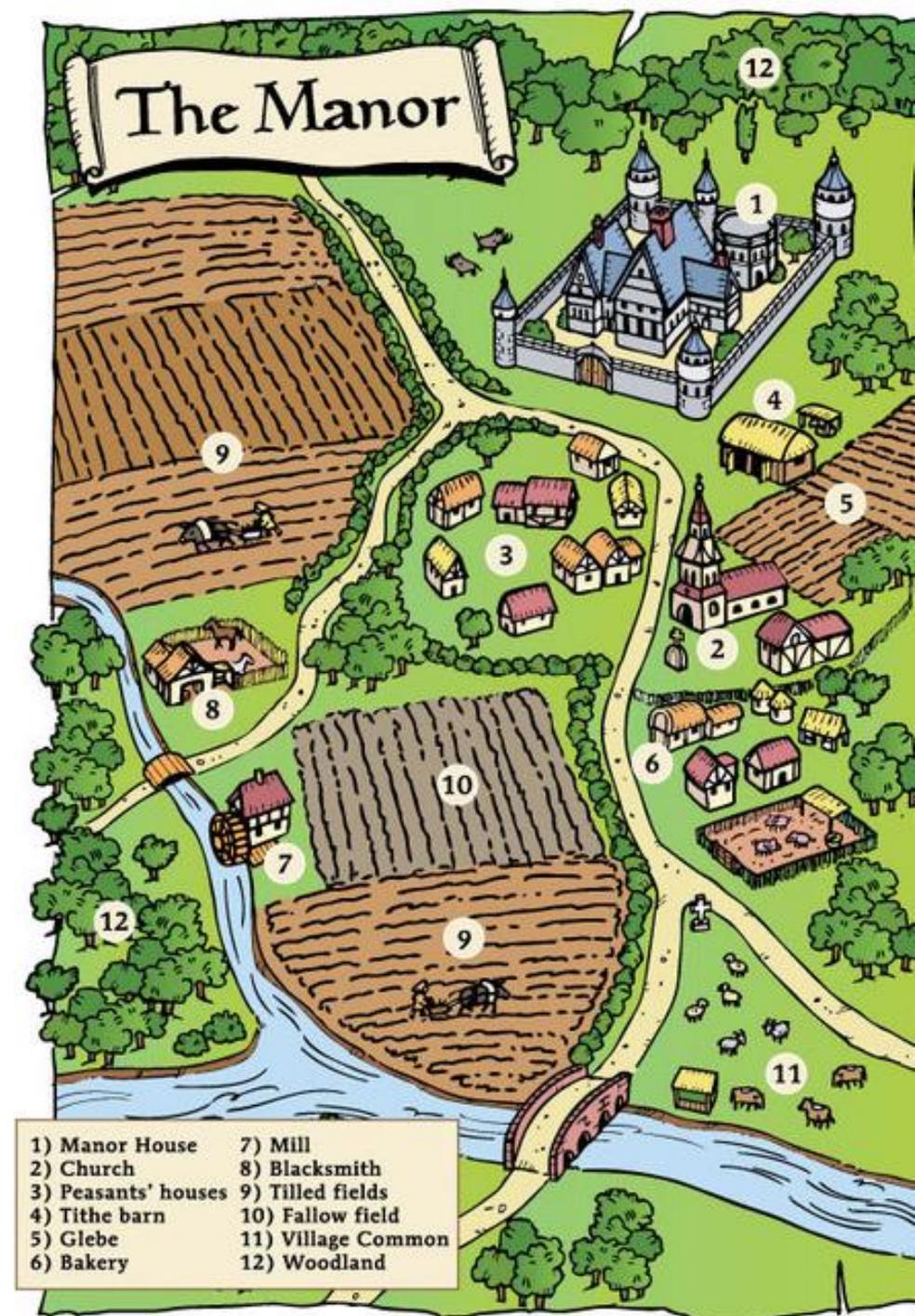
## END OF DAY PRODUCTS:

**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.



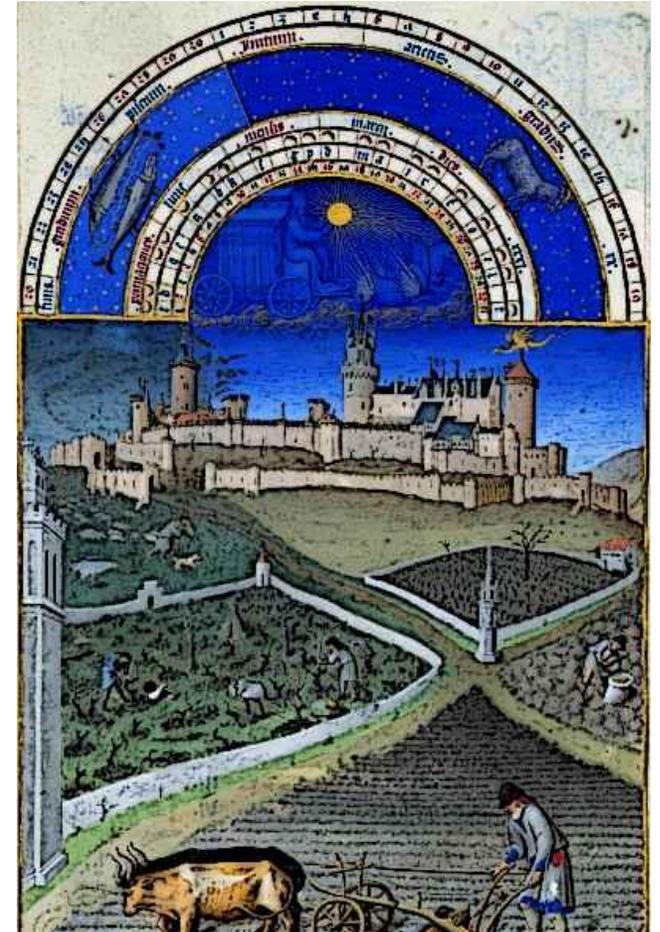
# Improvements in Farming



- 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

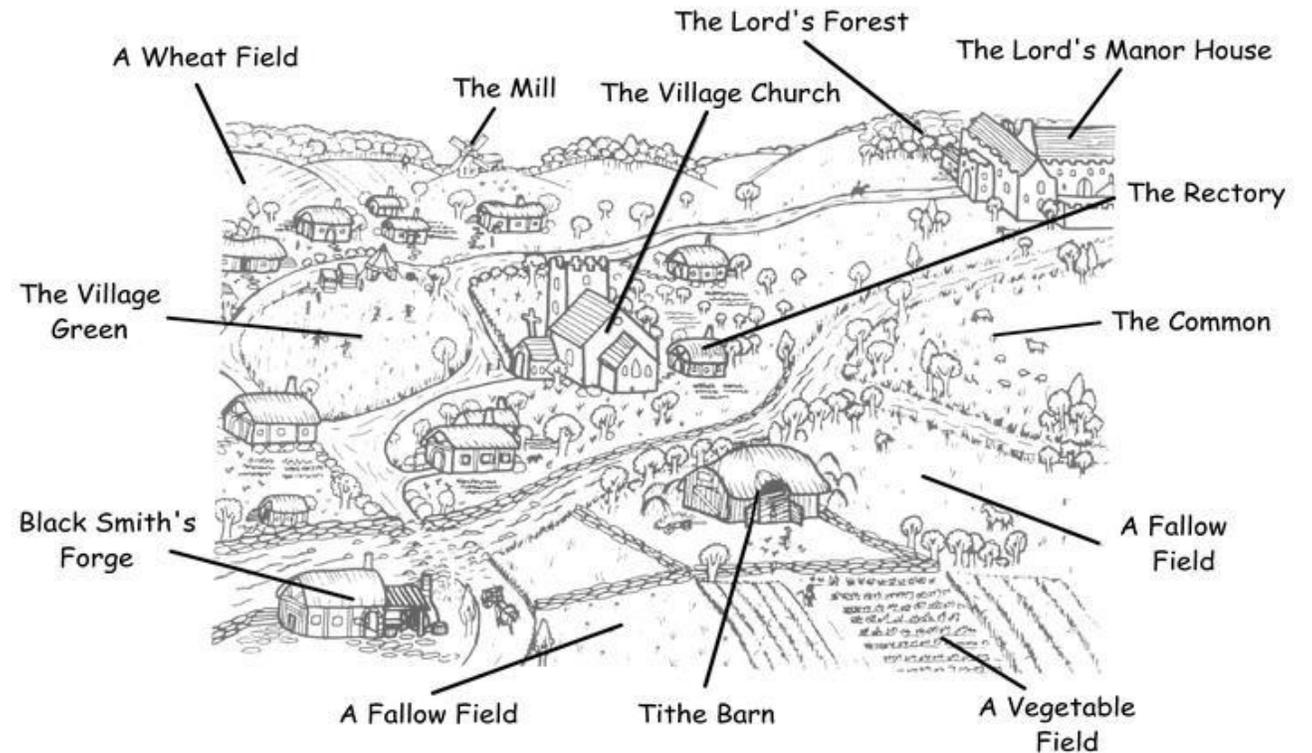
- Water and wind power also became important during the Middle Ages. Europe's rivers provided power for water mills to grind grain into flour. In places without rivers, windmills could be used for grinding grain, pumping water, and sawing wood.
- Another improvement in agriculture was crop rotation. 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.



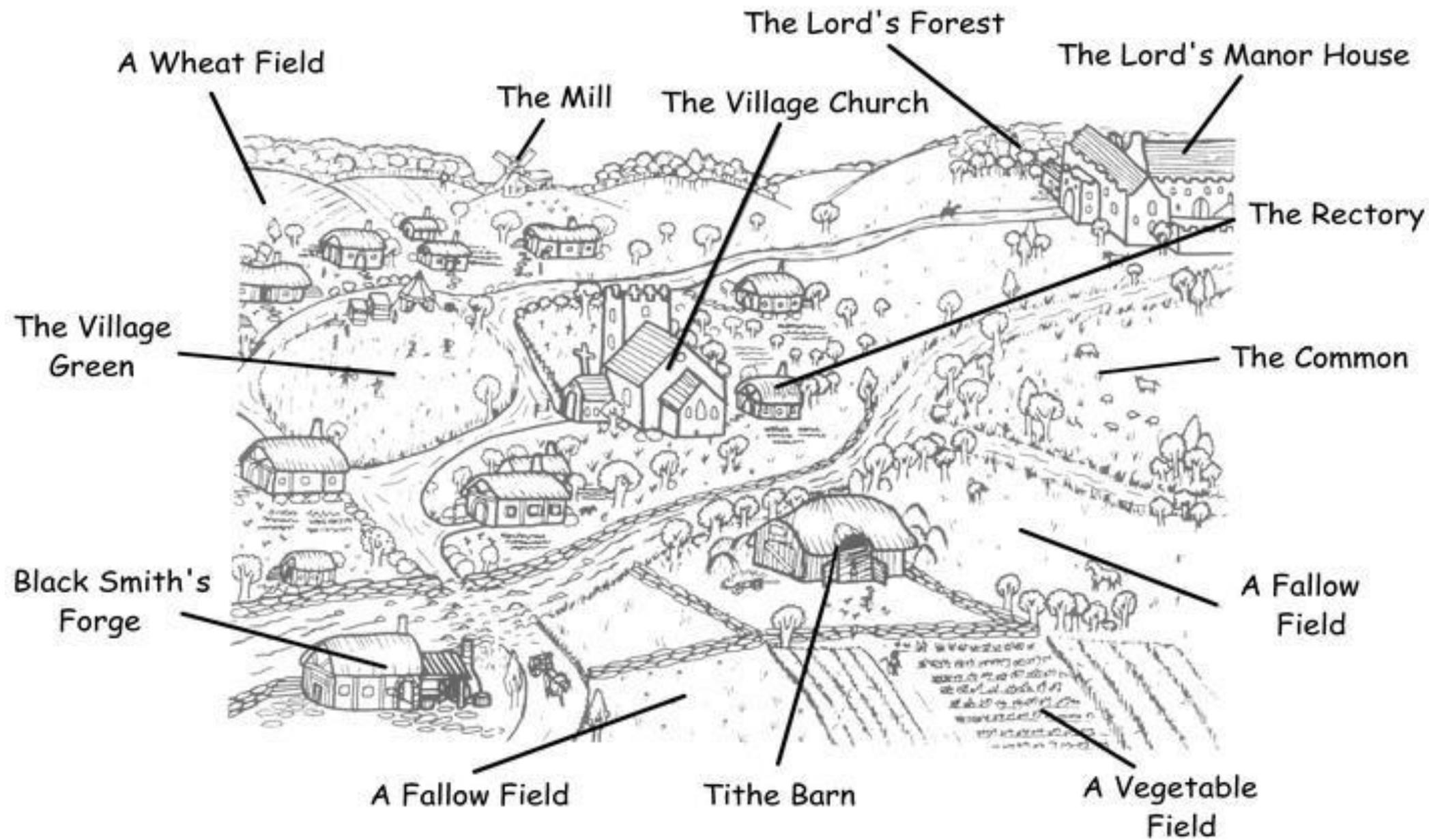
# Closure – Draw your own Manor **INB 82**

- **Your Map of the Manor: (INB Page 82)**

- 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 82 if you want more room





**Bellwork INB 84**  
– read the poem  
I gave you at the  
door and write  
down what you  
think life in a  
medieval town  
might have been  
like...

## 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?

7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).

## Strategies/Tasks:

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

## How will you be assessed?:

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  
85 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? \_\_\_\_\_

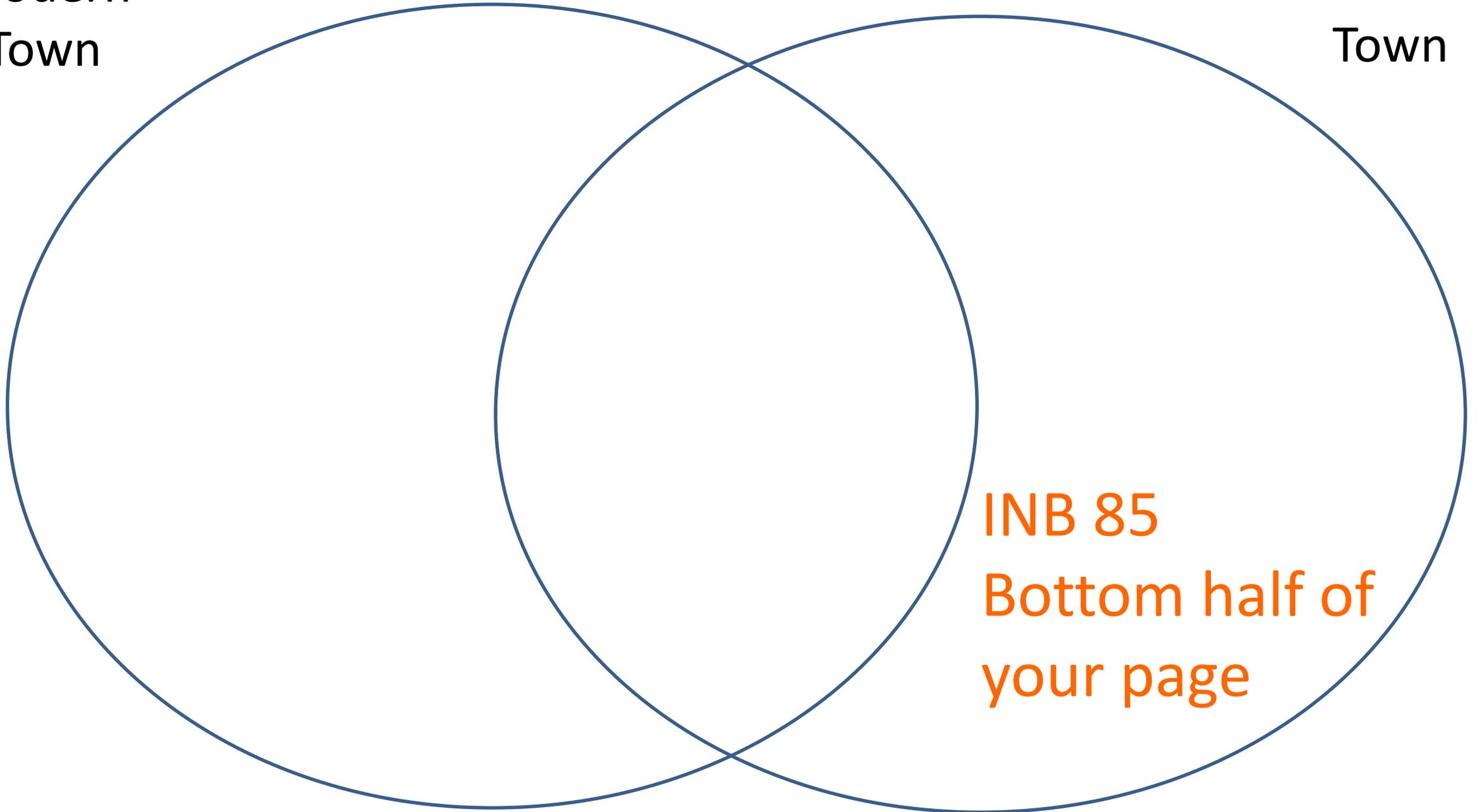
# ACTIVITY!



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 85  
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."

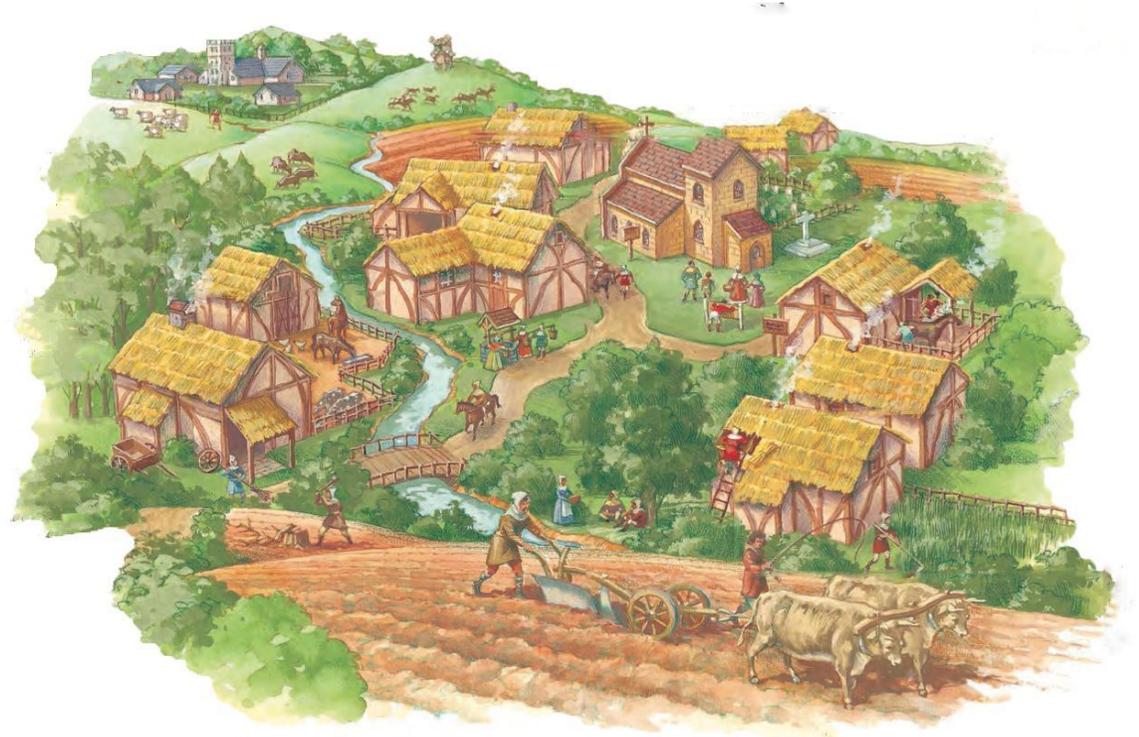
HAROLD

"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 84

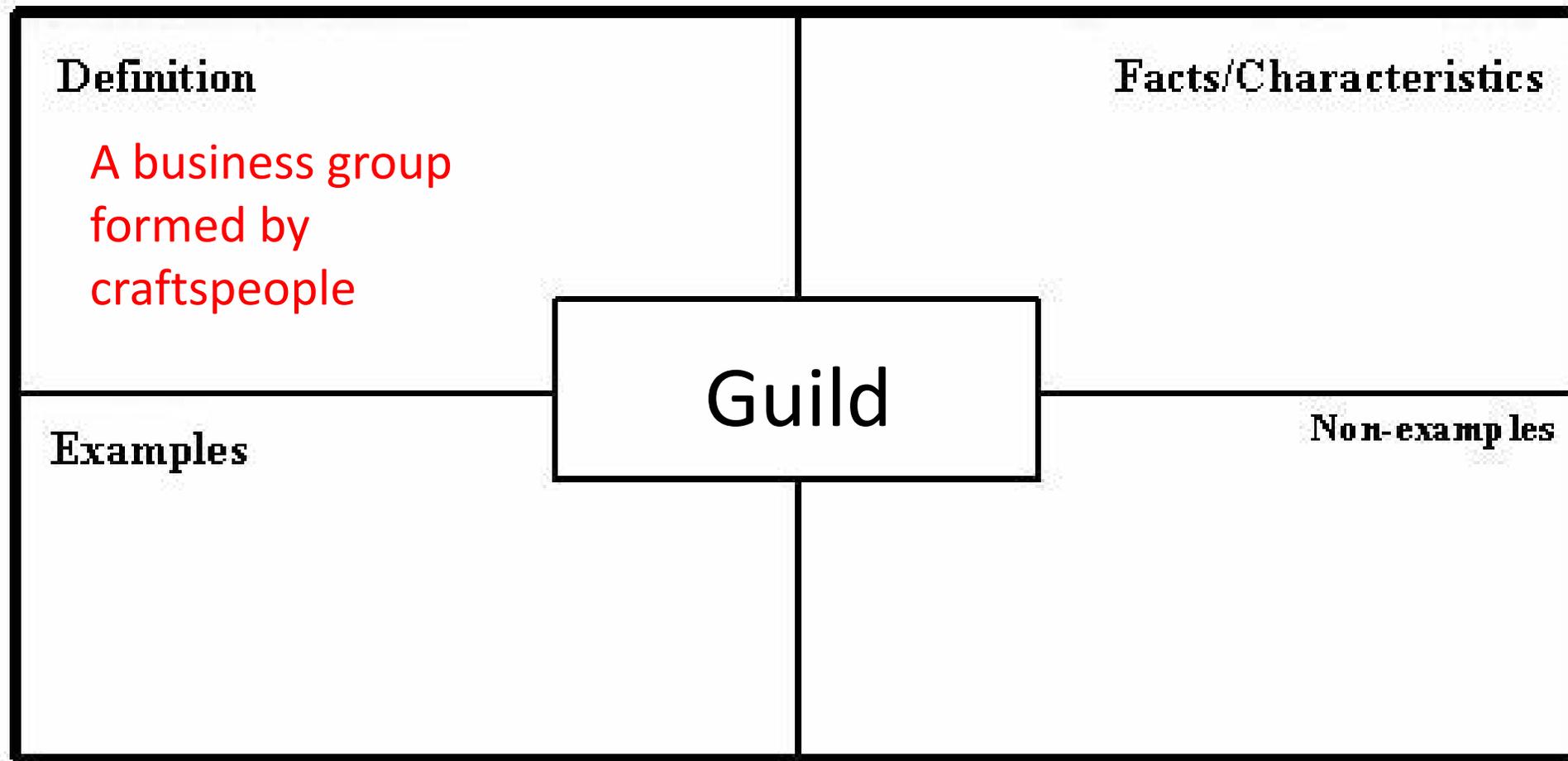
## Under your bellwork

- 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 86

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?

7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).

## Strategies/Tasks:

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

## How will you be assessed:

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, a 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 87

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.

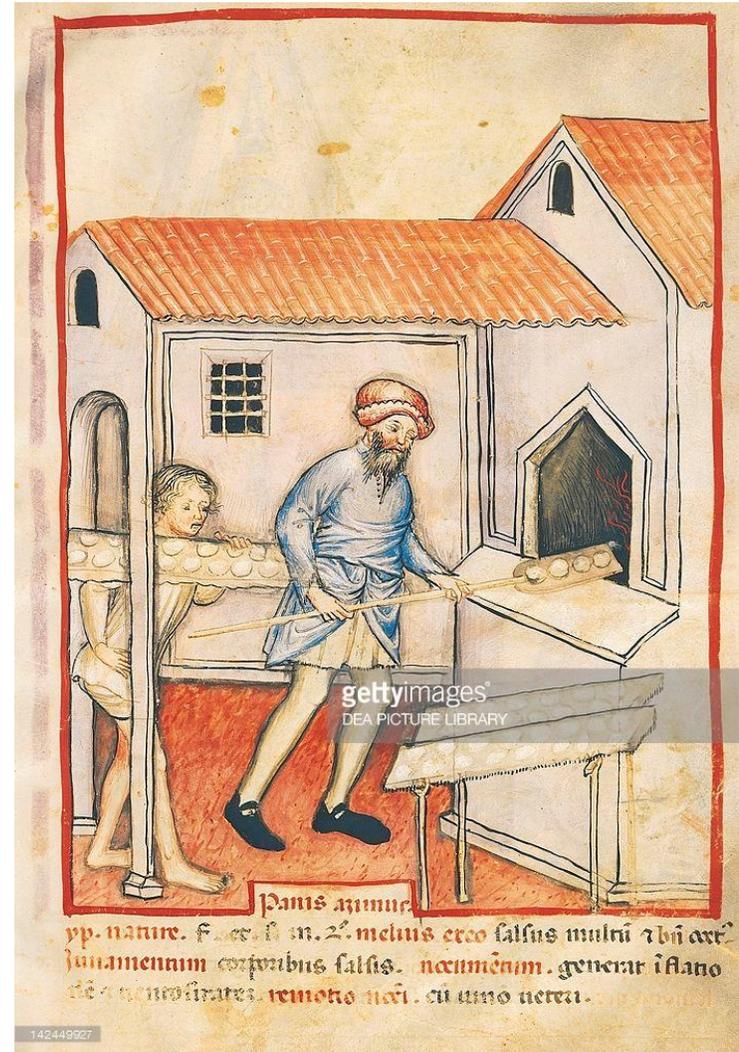
5. —Also, that the Wardens of the hatters trade shall search all the hats that are for sale in the area, as often as need be. And the Wardens shall have the power to take any hats that they find defective and bring them before the Mayor of London, so that those causing the defects found may be punished.

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 86 - 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)



# Bellwork – INB 88

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?**

7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury.

**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.



# Independent Practice – INB 89

- **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.
- **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 89 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 89** 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 88

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 90

- **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 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?**

7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury.

## **Strategies/Tasks:**

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

## **END OF DAY PRODUCTS:**

By the end of today's class you should have

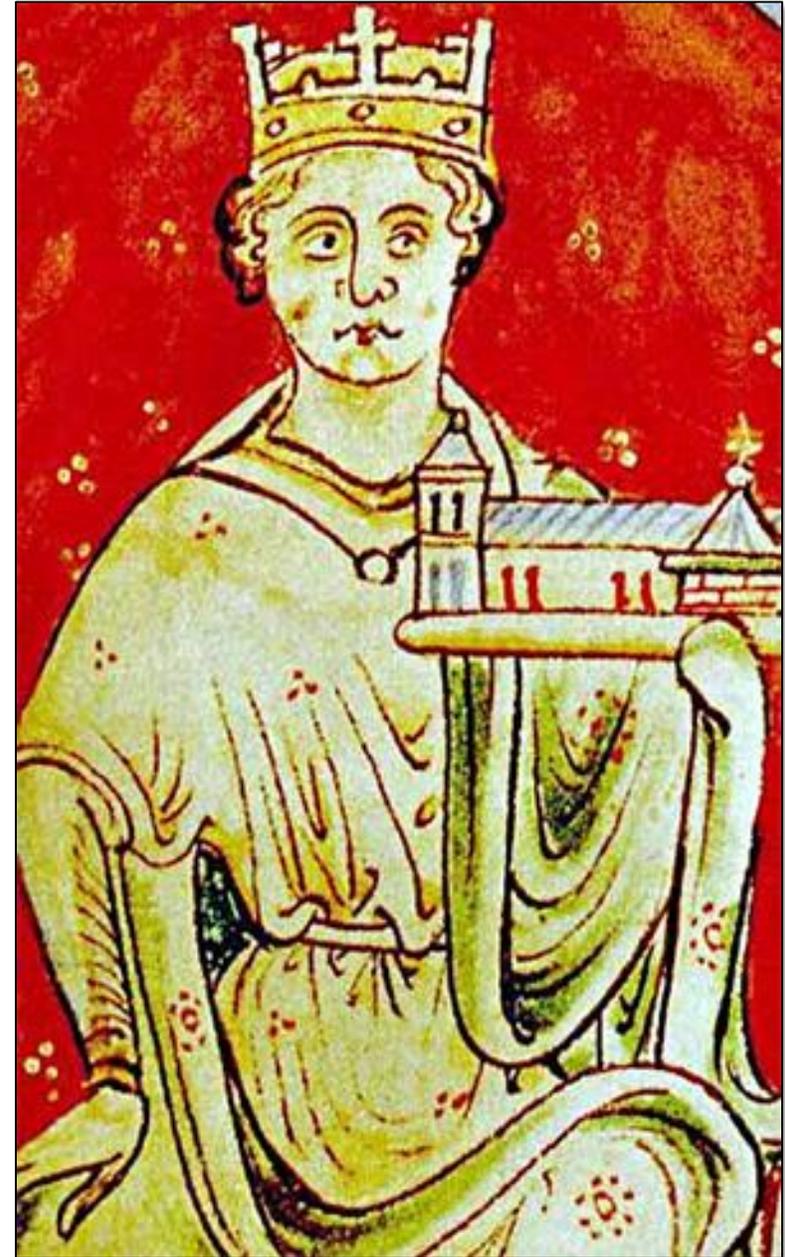
- Completed Bellwork
- Completed chart tracking responses to primary & secondary sources
- Complete and accurate RACE writing closure.

## INB 91 - Investigate the sources...

1. Study the sources
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	Good or bad?	Why?	Quote	Who wrote the source? Are they reliable?
A				
B				
C				
D				
E				
F				
G				
H				

## 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 90** – What do you think? How 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 RACE 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...*

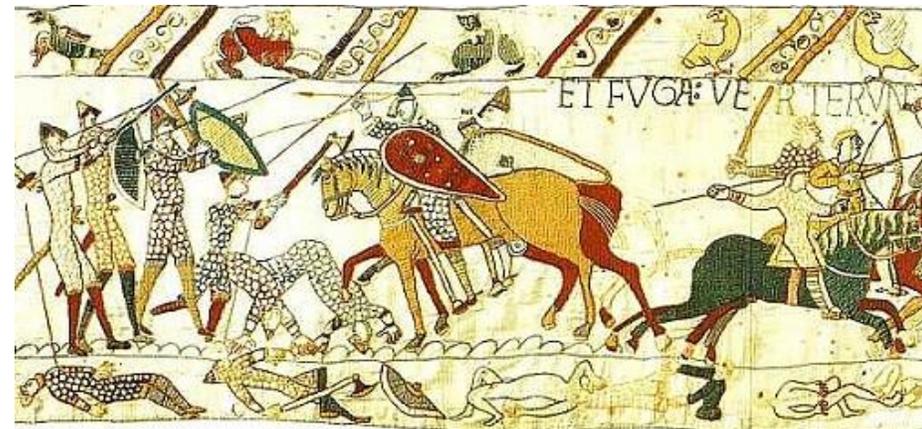
### **Success Checklist**

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?

# World History Bellwork – INB 92

- *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?

7.31 Analyze the Battle of Hastings and the long-term historical impact 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:

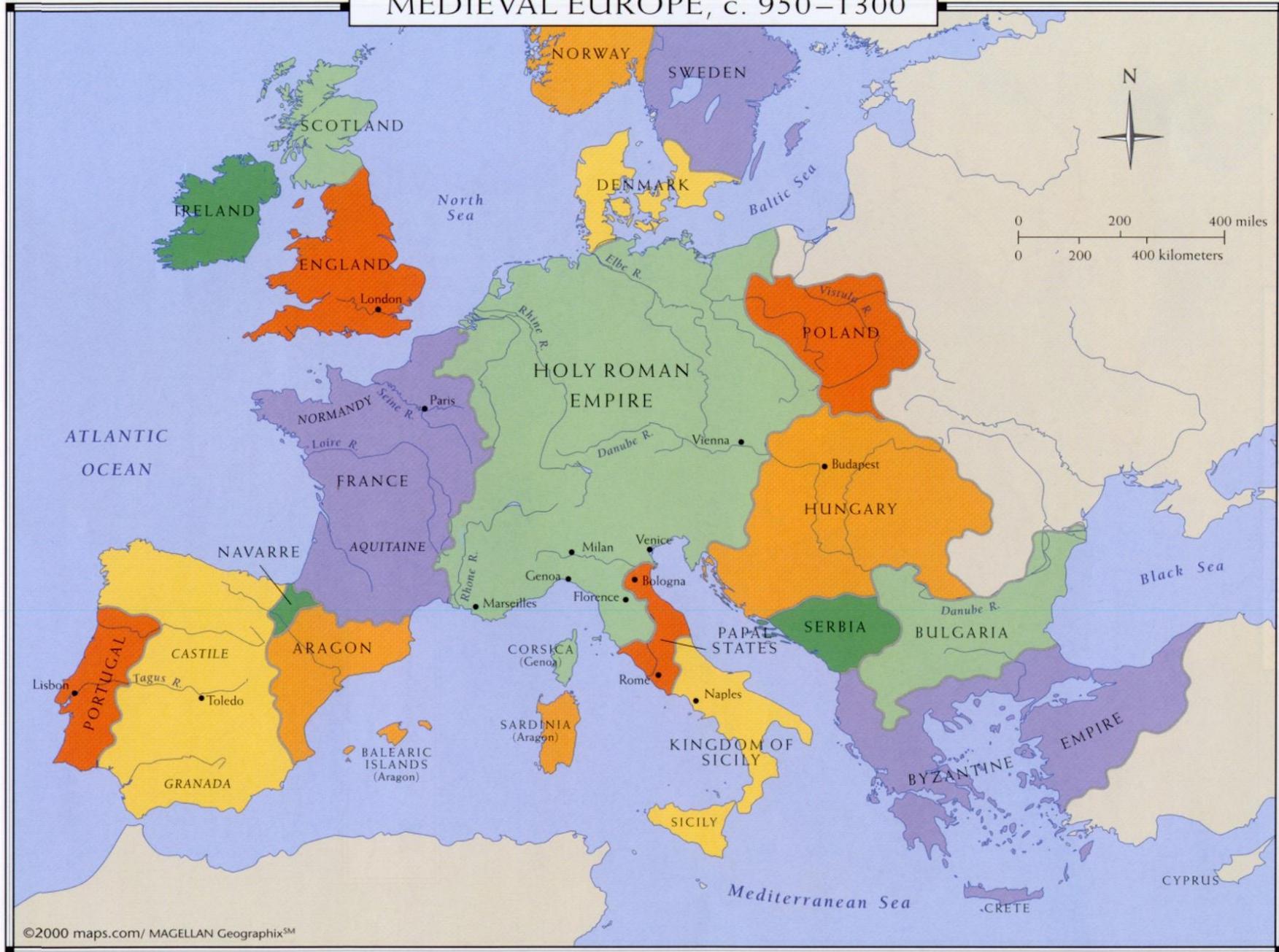
- Completed quick check questions
- A fully annotated reading and graphic organizer
- A complete and accurate summary of the Norman Invasion

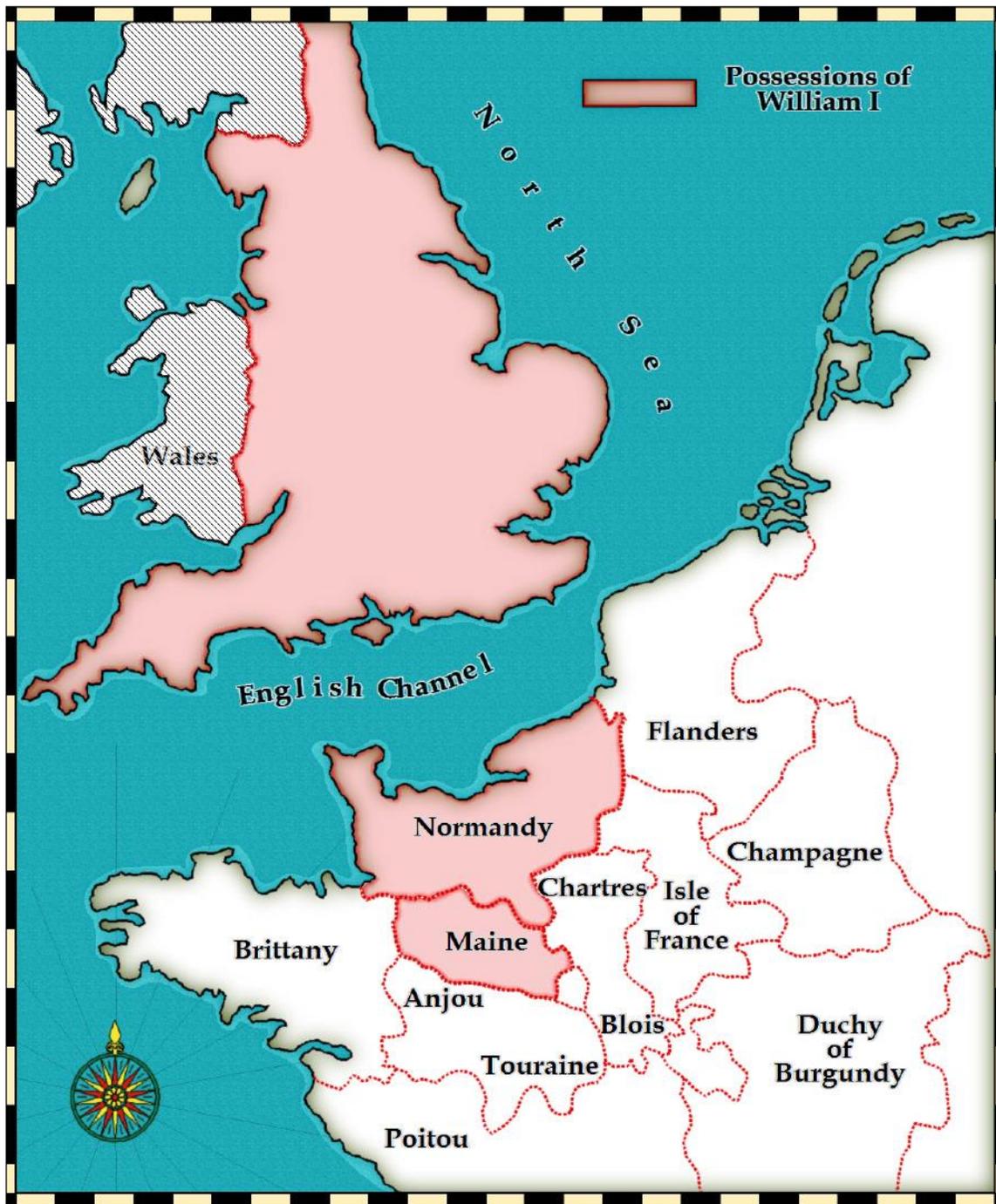
# Background Information

- 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 93**

- **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.



armez a grant cupaine ¶ res de euerwic e mit ses par ¶ u tunc fu en une lande

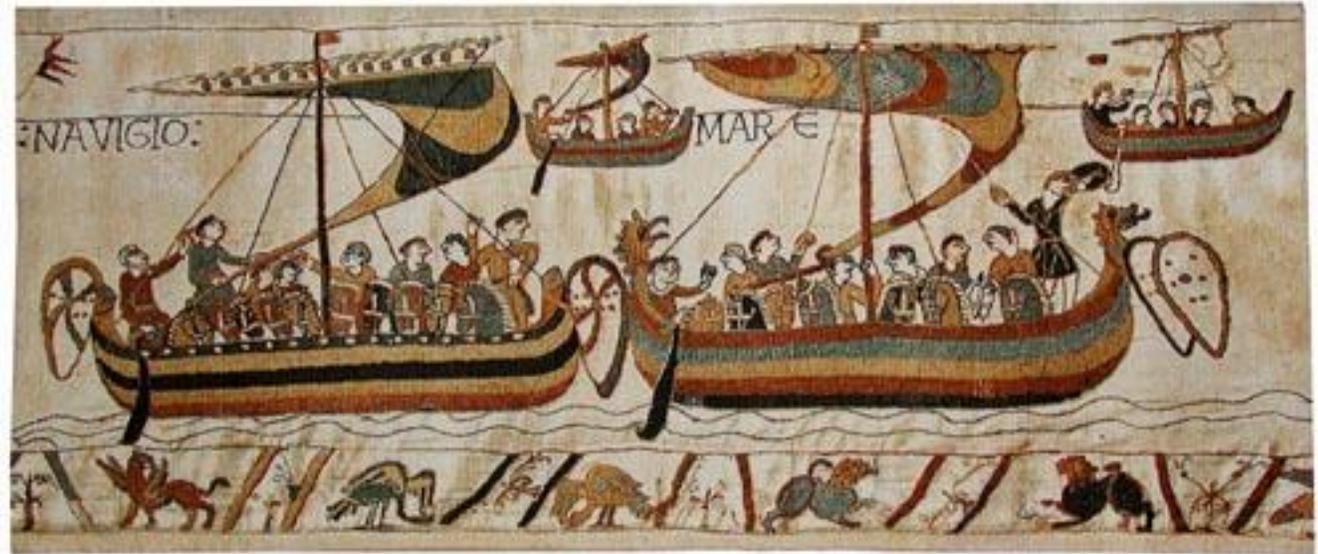
## Your Task

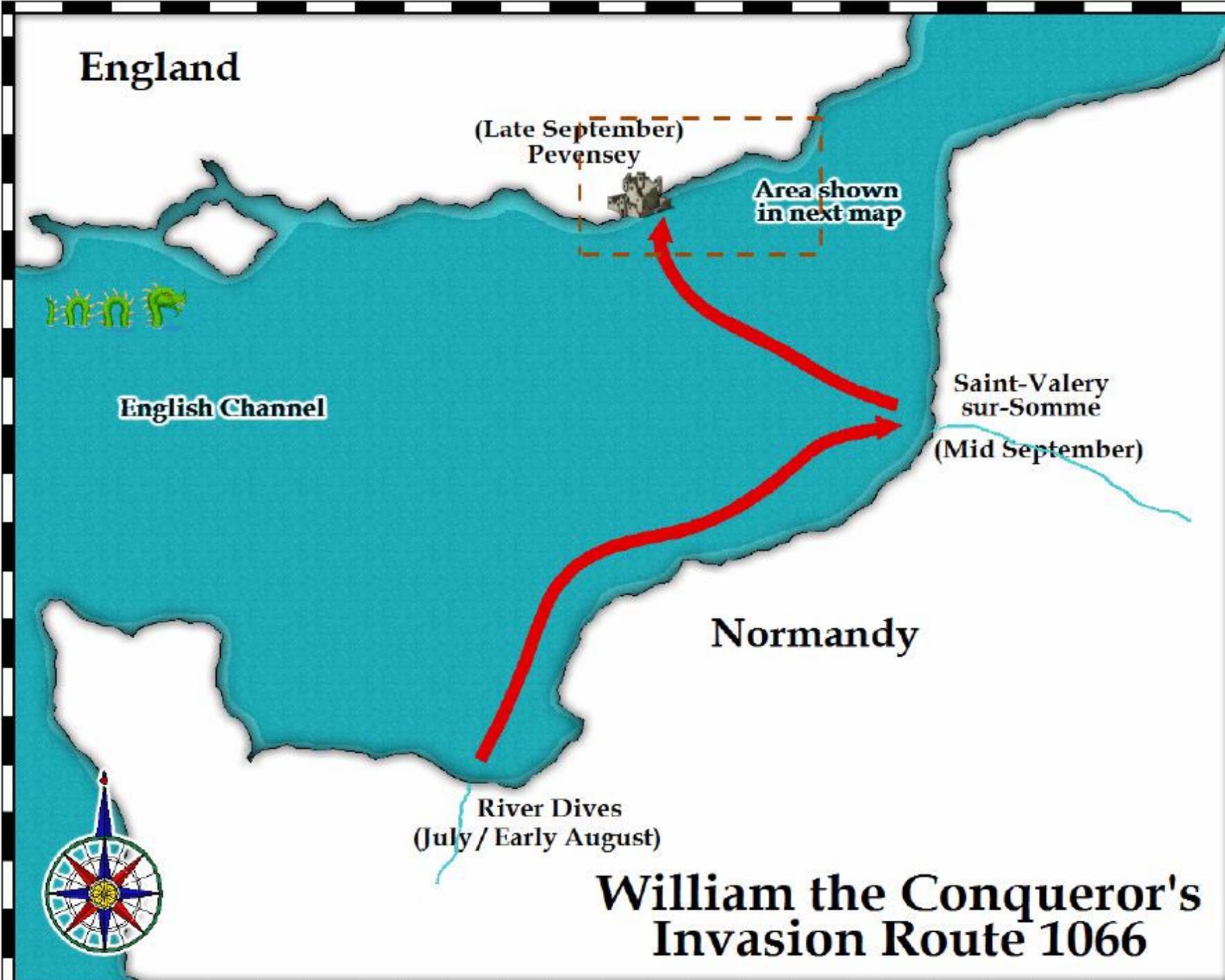
Find the remaining 4 events in paragraphs 6 – 8 and record your findings in the remaining boxes on your graphic organizer

**15 minutes**

# 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)



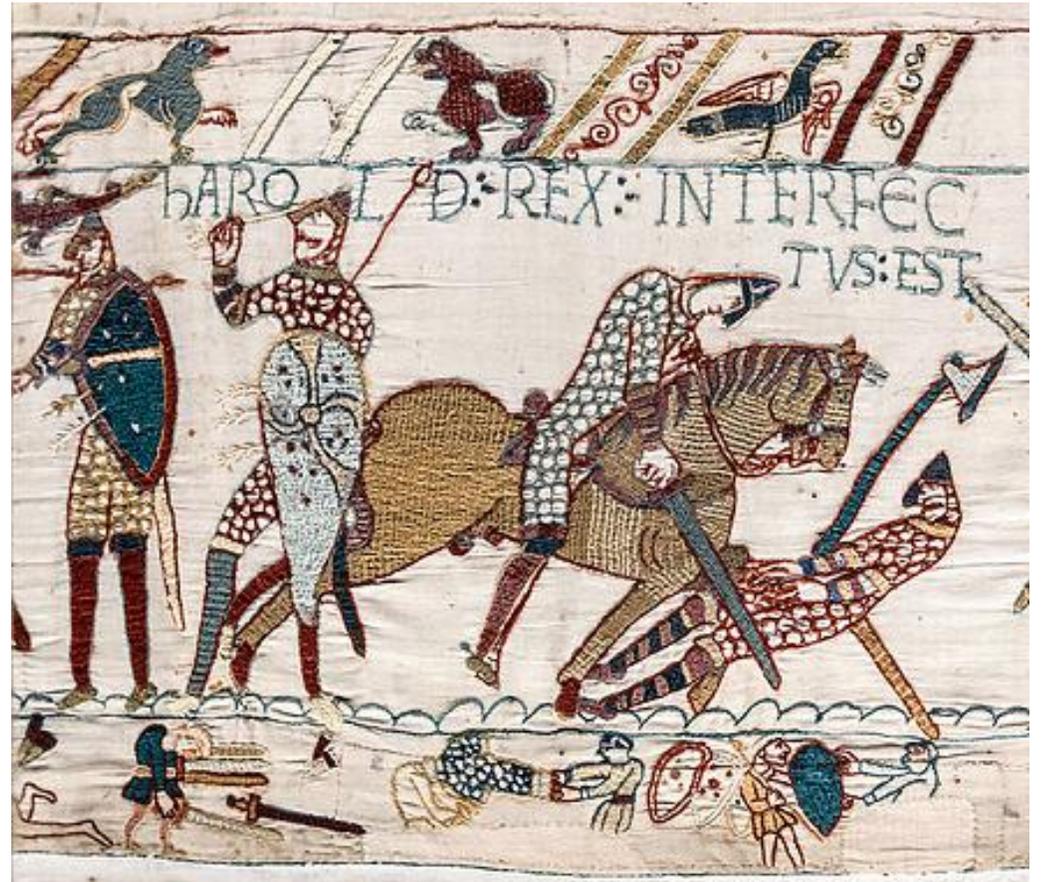
**William the Conqueror's  
Invasion Route 1066**

# 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 92

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 94

## 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?

7.31 Analyze the Battle of Hastings and the long-term historical impact 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:

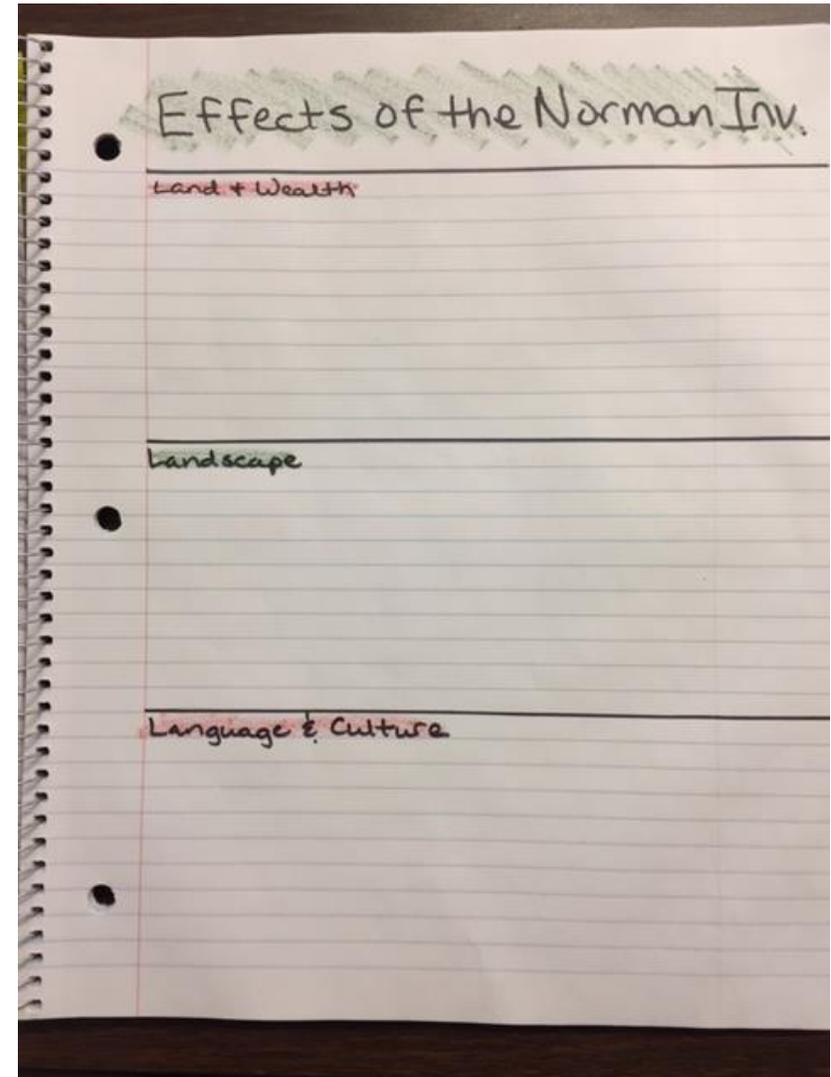
By the end of today's class you should have:

- 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

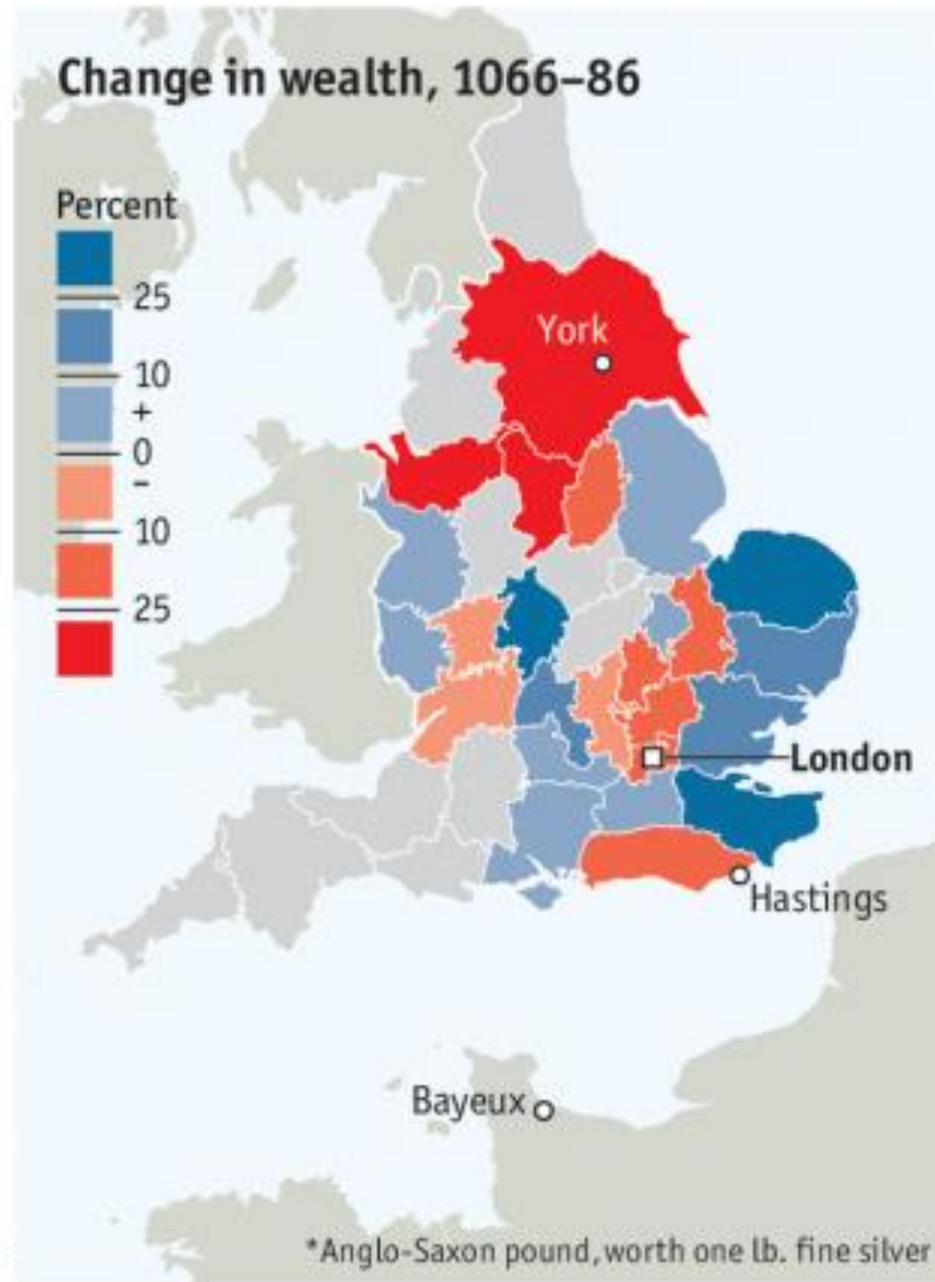
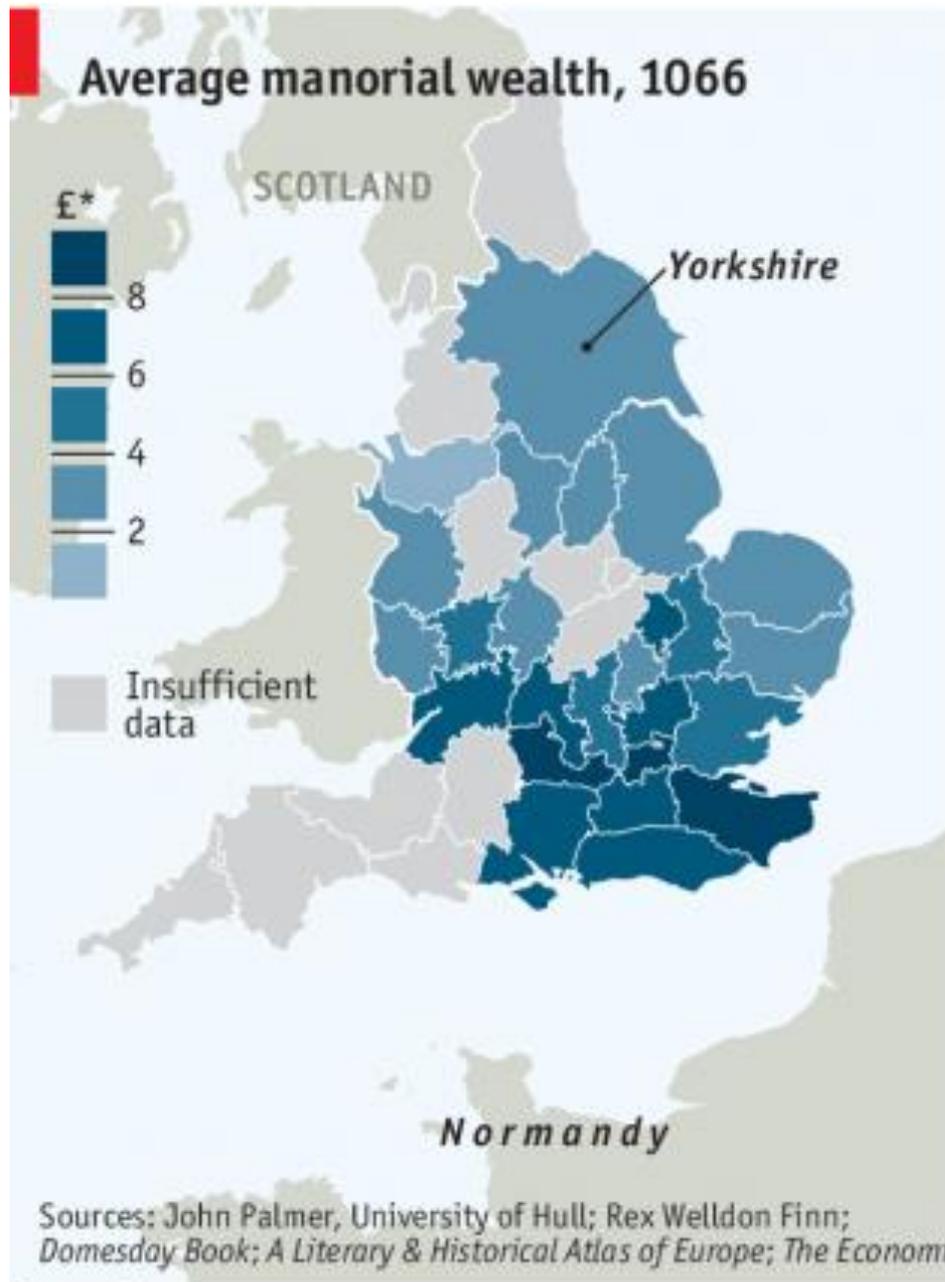
**INB 95** – Create the Organizer you see below

- **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









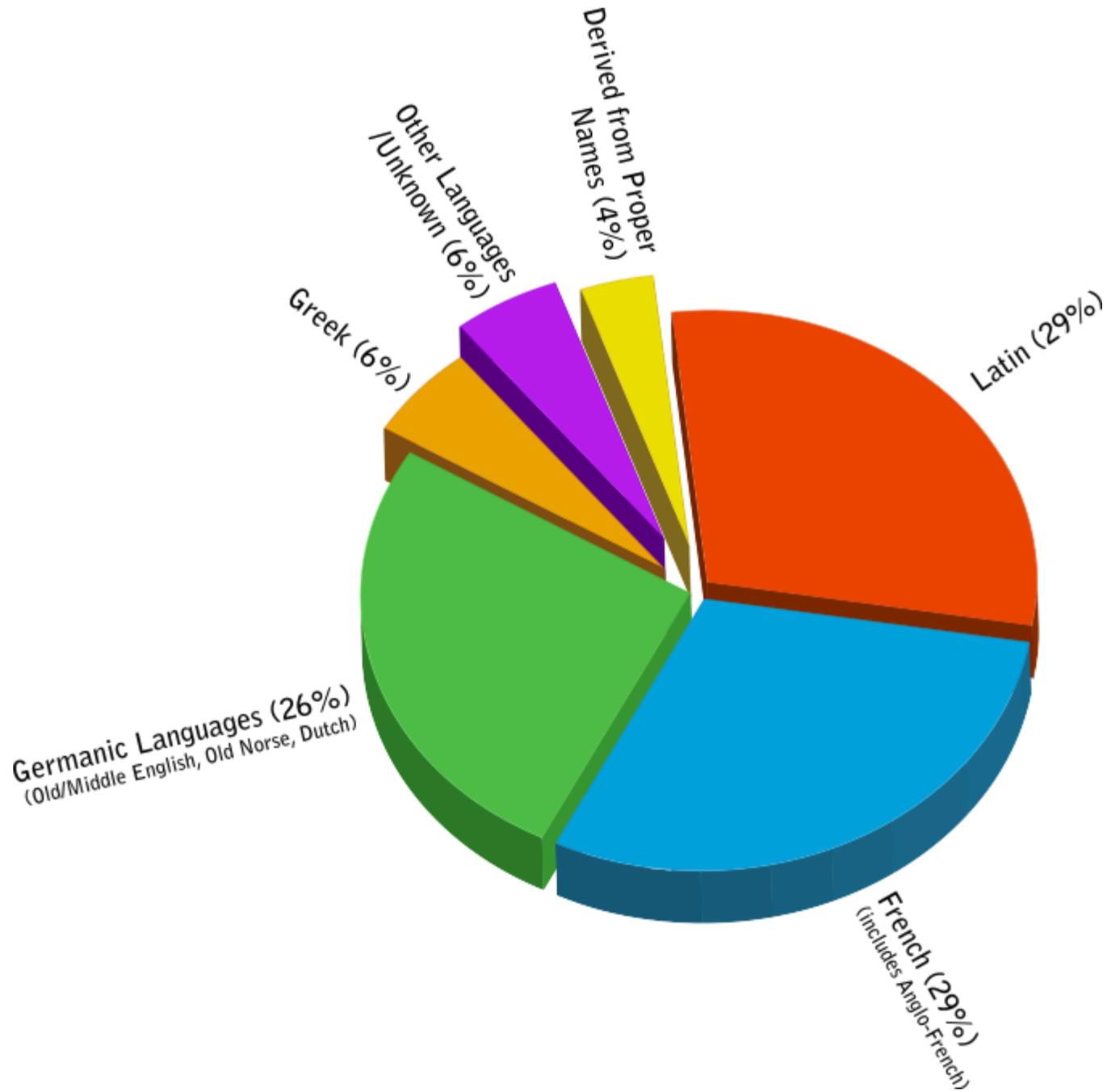
London's  
White Tower



# 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.

# Various Influences on Modern English



Hwæt wē Gār-Dena in geār-dagum  
þēod-cyninga þrym gefrūnon,  
hū ðā æþelingas ellen fremedon.

Oft Scyld Scēfing sceapena þrēatum,  
monegum mægþum meodo-setla oftēah;  
egsode Eorle, syððan ærest wearð  
fēasceaft funden; hē þæs frōfre gebād:  
wēox under wolcnum, weorð-myndum þāh,  
oðþæt him æghwylc þāra ymb-sittendra  
ofer hron-rāde hýran scolde,  
gomban gyldan: þæt wæs gōd cyning!

What Language is this?



# Middle English (After the Norman Conquest)

Whan that Aprill, with his shoures soote  
The droghte of March hath perced to the roote

And bathed every veyne in swich licour,  
Of which vertu engendred is the flour;

Whan Zephirus eek with his sweete breeth  
Inspired hath in every holt and heeth

The tendre croppes, and the yonge sonne  
Hath in the Ram his halfe cours yronne,  
And smale foweles maken melodye,

[English Words from the French](#)



# Effects of French on the English Language

# Closure – INB 94

## 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	

# World History Bellwork – INB 96

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?

7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I.

## 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 97

- Number your paragraphs
- You will need
  - A minimum of 5 annotations
  - Questions 1-9 completed ON **INB 97 In complete sentences**
- You 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."

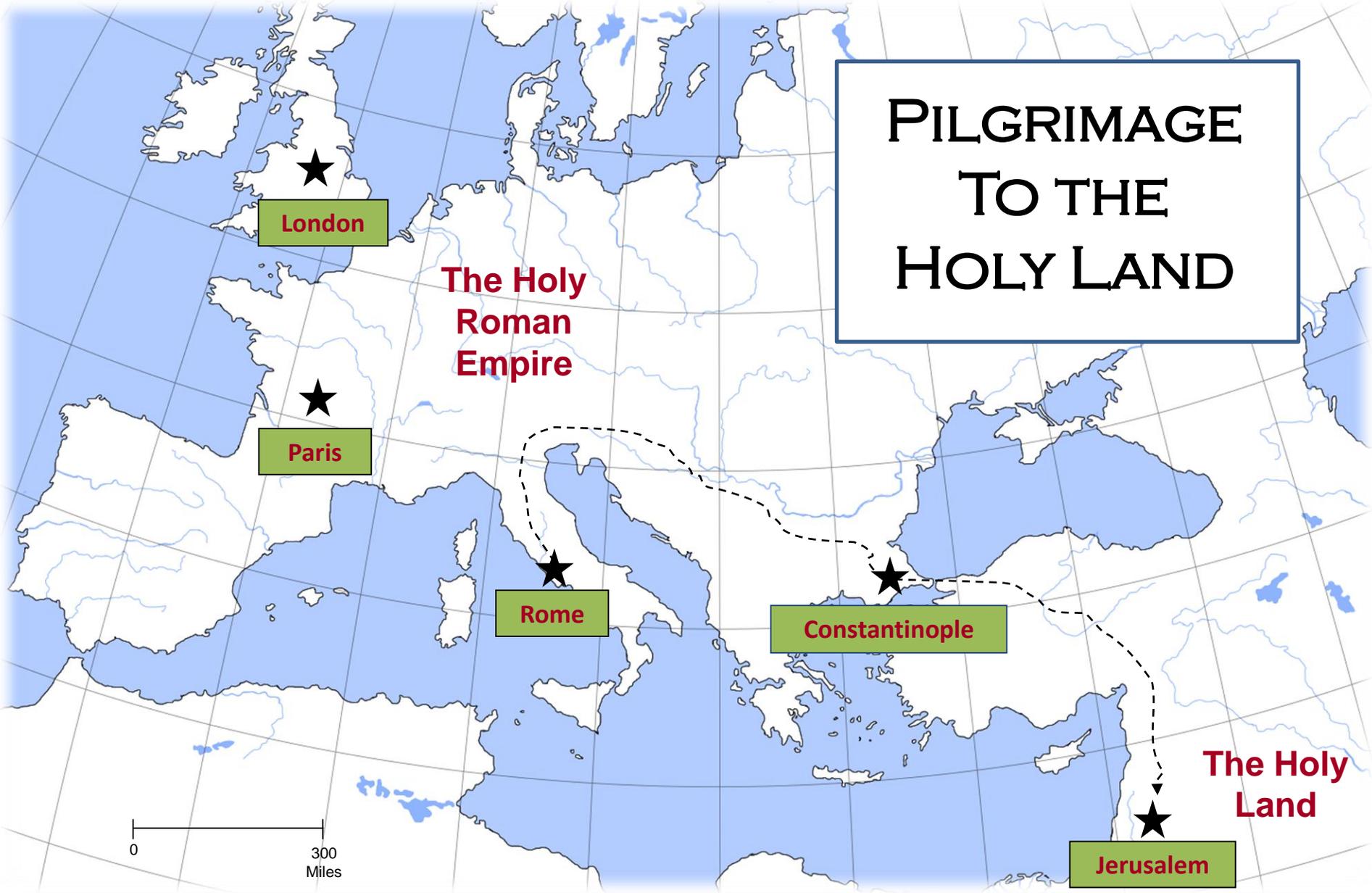
Only the First and Third Crusades were successful in reclaiming parts of the Holy Land. However, the Crusades played an important role in the expansion of Europe. Historians have written about the Crusades for centuries, and today they remain a fascinating and controversial subject in world history.



# Jerusalem



# PILGRIMAGE TO THE HOLY LAND



# Newsela Article – The Crusades

respond to the questions in COMPLETE sentences and include a minimum of 5 annotations

1. What were the Crusades and why were they fought?
2. What is the Holy Land?
3. What were two major factors that led to the Crusades?
4. Who was Urban II and what did he do?
5. What started the First Crusade? What were the major events of the First Crusade?
6. What were the major events of the Second Crusade?
7. What were the major events of the Third Crusade?
8. What were the major events of the Fourth Crusade?
9. What are the results/effects 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 two 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. Who was Urban II and what did he do?

# Speech of Pope Urban II

*"Although, O sons of God, you have promised more firmly than ever to keep the peace among yourselves and to preserve the rights of the church, there remains still an important work for you to do. For your brethren who live in the east are in urgent need of your help. As the most of you have heard, the Turks and Arabs have attacked them and have conquered the territory of Romania. They have killed and captured many, and have destroyed the churches and devastated the empire. If you permit them to continue, the faithful of God will be much more widely attacked by them. On this account I, or rather the Lord, beseech you as Christ's heralds to publish this everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy the enemy from the lands of our friends. Moreover, Christ commands it.*

5. 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...

## 5. 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.

6. 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.

7. 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.

8. 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.

9. What are the results of the Crusades?

# World History Closure – INB 96

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 98

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.

# World History Bellwork –

questions and CORRECT answers – under yesterday's bellwork

1. Which of the following was one **positive** effect of the Crusades on Western Europe?
  - a. Feudalism became a stronger institution.
  - b. Christians and Muslims united.
  - c. Wealthy Europeans began to demand eastern goods and trade increased
  - d. The economy suffered because trade between western and eastern peoples was no longer possible.
  
2. Which was a lasting **negative** effect of the Crusades?
  - a. They kept Europeans from cultured Byzantines and Muslims.
  - b. They closed routes of trade between Europe and the East.
  - c. They created a demand in the West for luxury goods, such as sugar.
  - d. They caused bitter feelings between Christian Europe and the Islamic world.

## Mastery Objective:

I can explain how European economics and culture changed during and after the Crusades.

## What are today's State Standards?

7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.

## Strategies/Tasks:

- Bellwork: quick quiz questions
- Classwork: Document Analysis
- Closure: Short answer question - "How did European economics and culture CHANGE 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 – “those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost”	This evidence shows that the travel caused by the Crusades resulted in increased trade and new trade routes

# 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 98**

- 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.*
- **“What were the major economic and cultural changes that occurred because of increased contact between the West & the East during and after the Crusades?”**

# World History Bellwork – INB 100

Complete a Frayer Model (what you see below) on the term “plague” – use textbook page 274 to help you.

BONUS opp –  
add the word  
of the day to  
your bellwork!

<b>Definition</b> a disease that spreads quickly and kills large numbers of people	<b>Facts/Characteristics</b>
<b>Examples</b>	<b>Non-examples</b>

**Plague**

## Mastery Objective:

I can explain what the Black Death was and how it affected the economy and society of the Middle Ages.

## What are today's State Standards?

7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

## Strategies/Tasks:

- Bellwork: Plague frayer
- Classwork: Guided Reading – The Black Death
- Closure: Statistics study & Opinion writing practice – Were the effects of the Black Death more positive or negative?

## END OF DAY PRODUCTS:

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

- Completed/corrected Bellwork questions
- Complete and accurate guided reading with the evidence highlighted in the passage and questions answered in complete sentences
- A complete and thoughtful response to the closure question

# Problems Facing Europe during the Middle Ages

- Medieval Europe enjoyed prosperity and growth during the 1200s. Then, early in the next century, disaster struck. Extremely cold winters and rainy summers created miserable conditions. Crops rotted in the fields, and herds of livestock died from diseases. Soon, there was not enough food for Europe's growing population. The result was a great famine in northern Europe that lasted from about 1315 to 1322. During this time, many people died from starvation and epidemics.

**What were the various problems facing Europe during the 1200s and 1300s?**

# The Plague Comes to Europe

- The great famine was only the beginning of troubles. During the 1300s, a plague spread from Asia across Europe. A plague is a disease that spreads quickly and kills large numbers of people. The Black Death, as the disease was known, was probably bubonic plague. This illness is caused by a type of bacteria spread by fleas. Rats carry the fleas. The Black Death probably began in central Asia and spread to other places through trade. It first broke out in China in the 1330s. Between 40 and 60 million people eventually died, nearly half of the Chinese population.
- Trade between China, India, the Middle East, and Europe was greatly encouraged by the Mongols. Merchants used the Silk Road and other trade routes. Expanded trade also made it possible for the Black Death to spread quickly. More and more traders used the Silk Road and other routes linking Asia and Europe. As a result, rat-infested caravans and ships carried the disease from region to region. The plague then traveled to India and spread to Muslim territories.

# The Plague Comes to Europe

- In 1346, the Black Death reached the trading city of Caffa on the Black Sea. Italian ships carried the plague to the island of Sicily. From there, it spread to the Italian mainland and onto the continent of Europe. By the end of the 1340s, it had surfaced in France, Germany, and England. By 1351, the plague had reached Scandinavia, Eastern Europe, and Russia. Estimates of the dead in Europe between 1347 and 1351 range from 19 to 38 million people— nearly one out of every two Europeans.
- **How did trade encourage the spread of the Black Death?**

# The Effects of the Plague

- People at the time did not know why the plague had happened. Some people thought God was punishing them for their sins. Others blamed the Jews. For this reason, the Germans expelled many Jews from some of their cities.
- The plague had an enormous effect on the economy of Europe. With so many deaths, trade declined. Wages rose steeply because of a high demand for workers. Fewer people, though, meant less demand for food, so food prices fell sharply.
- Landlords now had to pay scarce workers more. Some peasants began to pay rent instead of providing services. Serfs gained more rights. Like the Crusades, the Black Death weakened feudalism.

**What were the effects of the Plague?**

# The Black Death: How Many Died?

## Underneath your bellwork – **INB Page 100**

*Study the statistics below and respond to the questions below in complete sentences*

Area	Pre-Plague Population	Post-Plague Population	Population Decline
England/Wales	3.7 Million	2.5 Million	32%
Scotland	500,000	400,000	20%
Ireland	800,000	600,000	25%
France	13 million	8.2 million	37%
Belgium/Luxembourg	2 million	800,000	33%
Holy Roman Empire	17 million	12.5 million	26%
Spain	7 million	5 million	29%
Italy	10 million	7 million	30%
Total (selected areas)	53.2 million	37 million	30%

### Questions:

1. What was the population of England and Wales before and after the Bubonic Plague?
2. According to this chart, which country had the greatest mortality (death) rate?
3. A 30% death rate for the US today would be about 90 million people. How do you think the US would be affected if 90 million people were to suddenly die?
4. Other than the deaths – overall do you think the effects of the plague were more good or bad for the survivors in Europe?

# World History Bellwork

## INB Page 102

**TITLE** your page “Joan of Arc”  
& **use textbook page 278** to  
complete a mini - biography  
about Joan of Arc.

1. **Who** was she?
2. **When** did she live?
3. What was her **role** in the Hundred Years' War?
4. **How** did she die?
5. **BONUS** – What was her nickname?



## Bellwork – INB 102

- **Task 1** – Place the 5 battles that appear on the map in chronological order from earliest to latest.
- **Task 2:** Answer the following question: **What was an underlying cause of the Hundred Years war?**
  - A. There was a question of succession for the French Crown.
  - B. There was a dispute over territory as both countries expanded.
  - C. The legitimacy of the next English monarch was in question.
  - D. The English were reclaiming land as part of a religious revival.



## Mastery Objective:

I can explain why the Hundred Years' war began, describe the major events of the war, and explain how it affected Europe.

## What are today's State Standards?

7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

## Strategies/Tasks:

- Bellwork: mini bio – Joan of Arc
- Classwork: Text to notes – the Hundred Years' War
- Closure: ACE Practice – How did the Hundred Years' War affect Europe?

## END OF DAY PRODUCTS:

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

- Completed mini bio of Joan of Arc
- A completed and accurate annotated reading and text to notes.
- A completed short answer question on how the Hundred Years' War affected Europe.

## The Hundred Years' War – INB Page 103

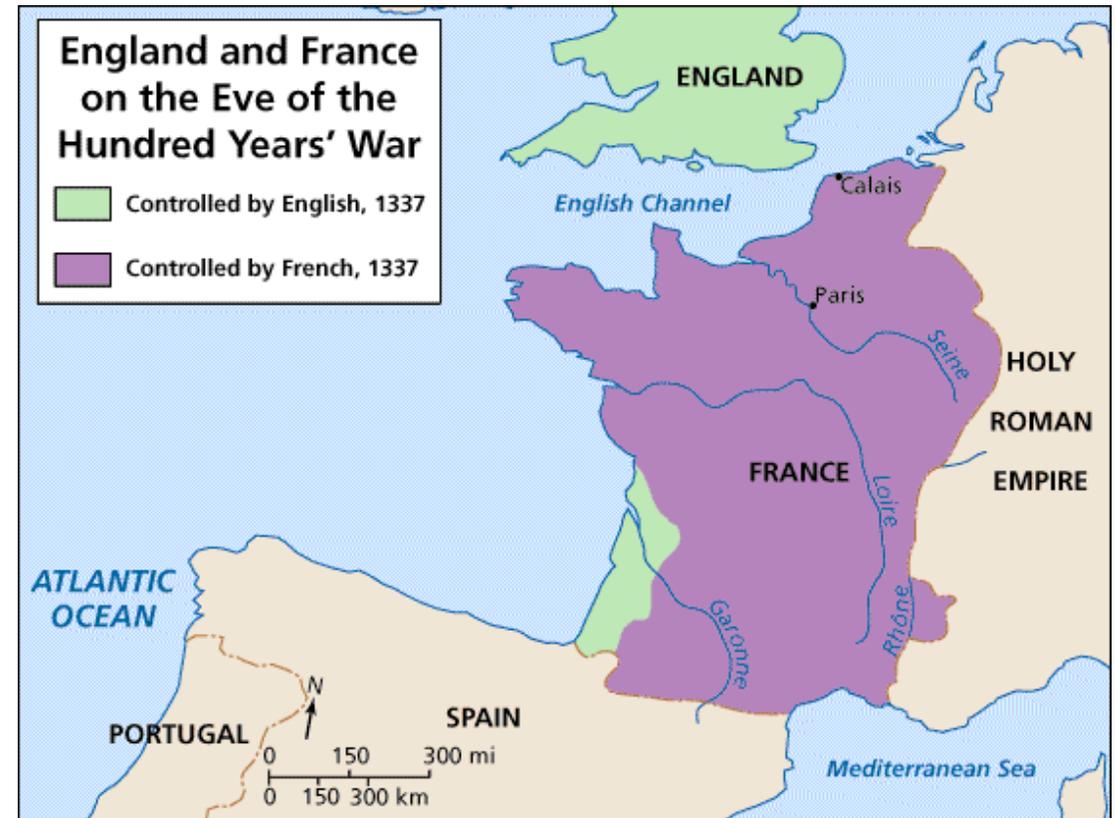
*this page will be or stapled in...*

- Staple in your reading to INB page 103 on the top left corner only when you are DONE.
- Locate the information within the text that helps you answer the text dependent questions from the board and **highlight** that information.
  - **Paraphrase** your noteworthy information into bullet point style notes about your reading on the right.

**Text to Notes Reading Strategy**

# French and English Rivalry Grows – Guiding Q's

- What were the English fighting for?
- What did the French want?
- What ELSE did each of them want to control?
- Why couldn't either side give up?

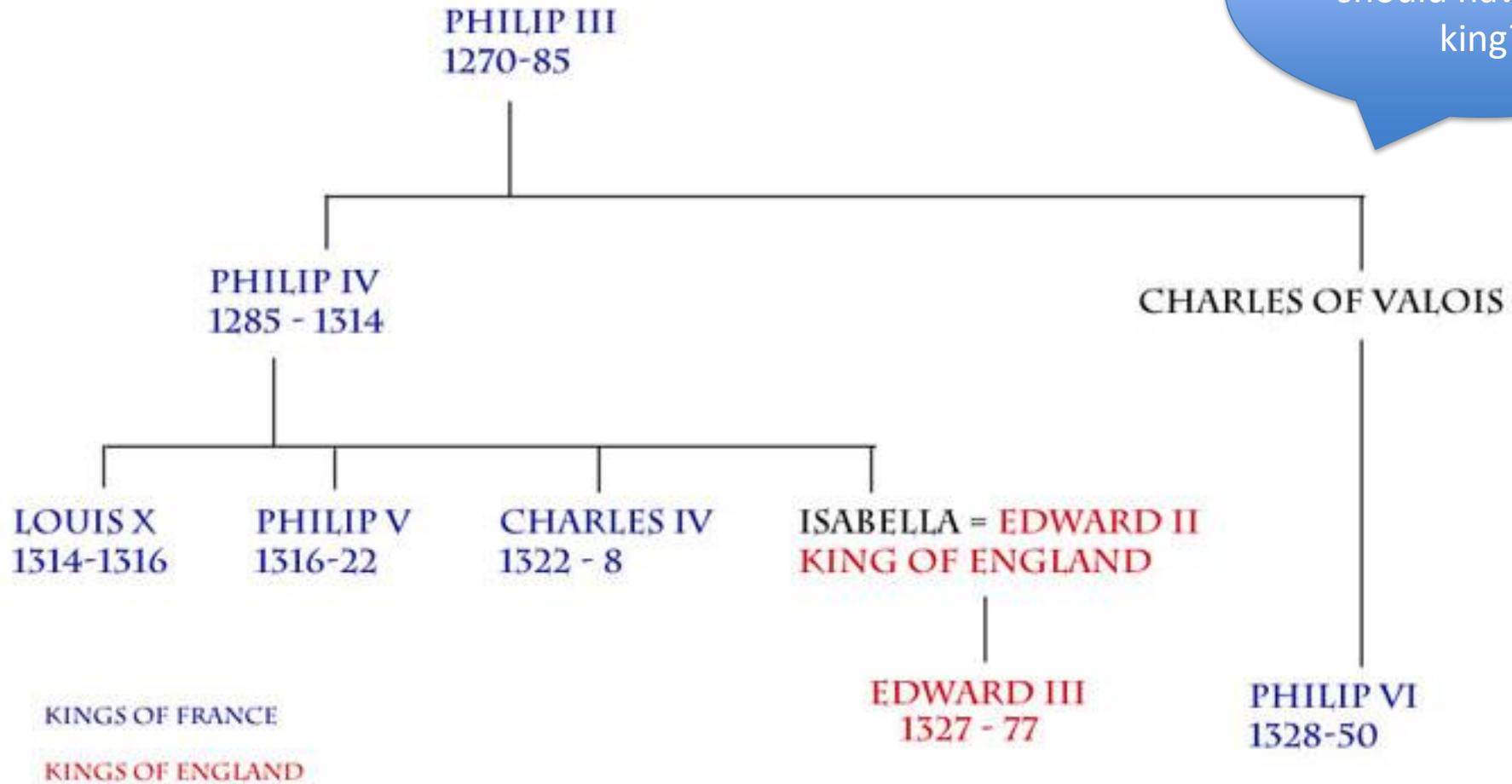


# French and English Rivalry Grows

- English rulers had battled for centuries to hold onto the French lands of their Norman ancestors. But French kings were intent on extending their own power in France. When Edward III of England, whose mother had been a French princess, claimed the French crown in 1337, war erupted anew between these rival powers.
- England and France were also rivals for control of the English Channel, the waterway between their countries. Each also wanted to control trade in the region. Once fighting started, economic rivalry and a growing sense of national pride made it hard for either side to give up the struggle.

# Why was the war fought – Who should be king?

Who do YOU think should have been king?



# English Win Early Victories - Guiding Q's



- What were the three major victories the English won?
- Why were the English able to win these early victories?

# English Win Early Victories

- The English Win Early Victories At first, the English won a string of victories—at Crécy in 1346, Poitiers in 1356, and Agincourt in 1415. They owed much of their success to the new longbow wielded by English archers. For a time, it looked as though England would bring all of France under its control. Then, in what seemed like a miracle to the French, their fortunes were reversed.

### England and France on the Eve of the Hundred Years' War

- Controlled by English, 1337
- Controlled by French, 1337



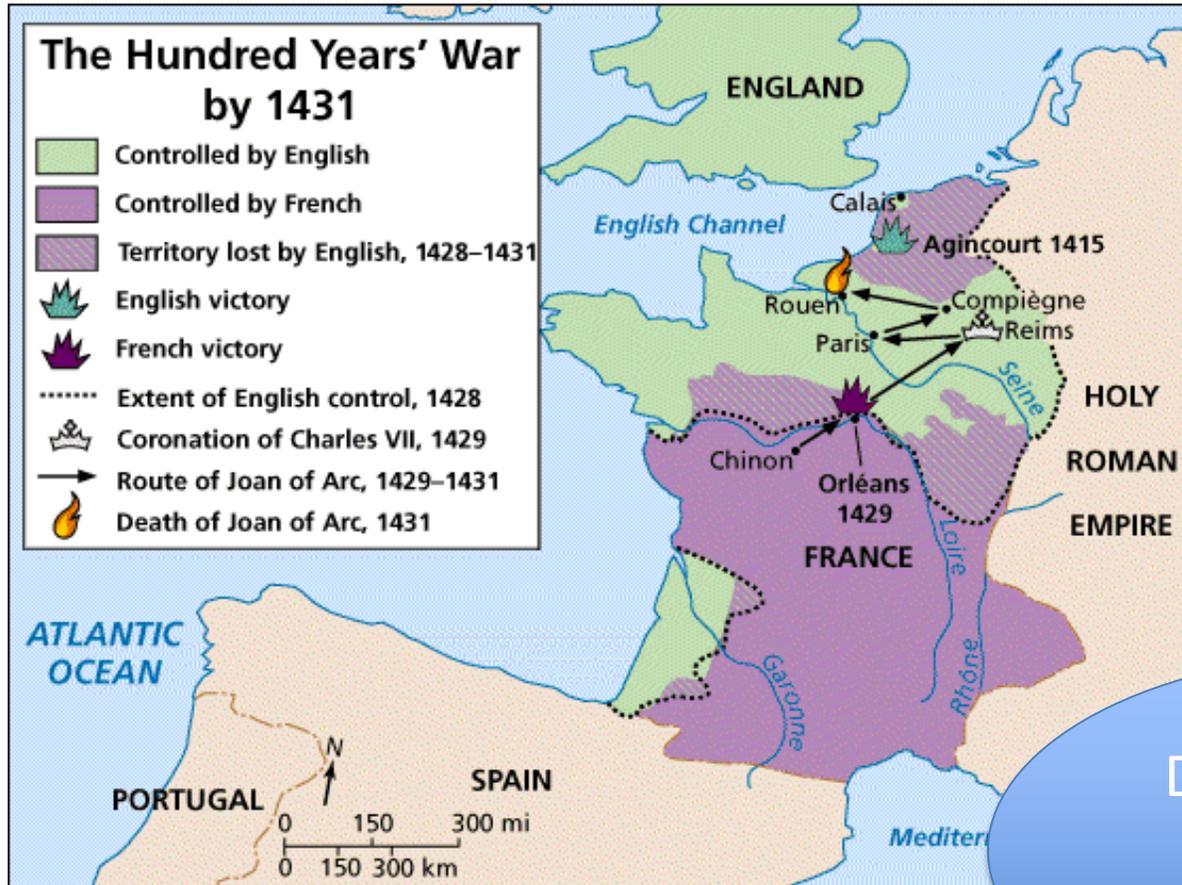
### The Hundred Years' War by 1360

- Controlled by English
- Controlled by French
- English victory
- French victory



Who is winning the war at this point?

# The Hundred Years' War – 1337 - 1453



Do you think the war was worth fighting?

# Joan of Arc - Guiding Q's

- What did Joan tell Charles that convinced him to let her lead his army?
- What effect did Joan have on the French troops?
- What happened to Joan?
- What **effect** did this have on the French troops?



# Joan of Arc

- Joan of Arc Fights for France In 1429, a 17-year-old peasant woman, Joan of Arc, appeared at the court of Charles VII, the uncrowned king of France. She told him that God had sent her to save France. Desperate, Charles authorized her to lead an army against the English. To Charles's amazement, Joan inspired the battered and despairing French troops to fight anew. In one astonishing year, she led the French to several victories and planted the seeds for future triumphs.
- Joan paid for success with her life. She was taken captive by allies of the English and turned over to her enemies for trial. To discredit her, the English tried Joan for witchcraft. She was convicted and burned at the stake. Much later, however, the Church declared her a saint.
- The execution of Joan rallied the French, who saw her as a martyr. After Joan's death, the French took the offensive. With a powerful new weapon, the cannon, they attacked English-held castles. By 1453, the English held only the port of Calais in northwestern France.

# Impact of the Hundred Years' War - Guiding Q's



- How did the war change power in **France**?
- How did the war change power in **England**?
- What did the English begin to DO instead of empire building?
- How did society change for ALL of Europe?

# Impact of the Hundred Years' War

- The Hundred Years' War set France and England on different paths. The war created a growing sense of national feeling in France and allowed French kings to expand their power. On the other hand, during the war, English rulers turned repeatedly to Parliament for funds, which helped that body win the "power of the purse." Power in English government began to swing towards Parliament. While the loss of French lands shattered English dreams of a continental empire, English rulers turned to new trading ventures overseas.
- The Hundred Years' War brought many changes to the late medieval world. Castles and armored knights were doomed to disappear because their defenses could not stand up to the more deadly firepower of the longbow and the cannon. Society was changing. Monarchs needed large armies, not feudal vassals, to fight their wars. More and more, they turned to hired soldiers to do their fighting.
- As Europe recovered from the Black Death, the population expanded, and manufacturing grew. These changes led to increased trade. Italian cities flourished as centers of trade and shipping. Europeans borrowed and developed new technologies. This recovery set the stage for further changes during the Renaissance, the Reformation, and the Age of Exploration.

# World History Closure – INB 102

## *underneath your bellwork*

- Respond to the closing question in paragraph form – use the RACE Strategy (5-7 sentences)
  - How did the Hundred Years' War *change* Europe? (England & France)



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

Restate	
Answer	
Cite Evidence	
Extend or Explain	

How did the Hundred Years' War *change* Europe? (England & France)

# Bellwork **INB 104**

- **Title your page “Reconquista”** and read the first two paragraphs on **textbook page 279** and respond to the following questions:
  1. What two modern countries make up the Iberian Peninsula?
  2. What was the Reconquista?
  3. What two Catholic rulers married and united their two kingdoms into Spain?



BONUS opp –  
add the word  
of the day to  
your bellwork!

# Bellwork – INB 104 (on top of yesterday's BW)

Study the list and answer the question.

## Major Events in the Reconquista

- Establishment of the kingdom of Aragon
- Marriage of Ferdinand II of Aragon and Isabella I of Castile
- The Catholic Church reclaimed the Iberian Peninsula
- ?

Which event best completes this list?

- A** Beginning of civil war in North Africa
- B** Creation of the Kingdom of Spain
- C** Increase in trade on the Silk Road
- D** Marriage of Henry VIII of England and Catherine of Aragon

## Mastery Objective:

I can define Reconquista and Inquisition and explain how the events that took place during these two movements affected the Iberian Peninsula.

## What are today's State Standards?

7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.

## Strategies/Tasks:

- Bellwork: gathering information from informational text
- Classwork: Close read & annotation of Article – The Reconquista and Inquisition
- Closure: TNReady style question practice

## How will you be graded?:

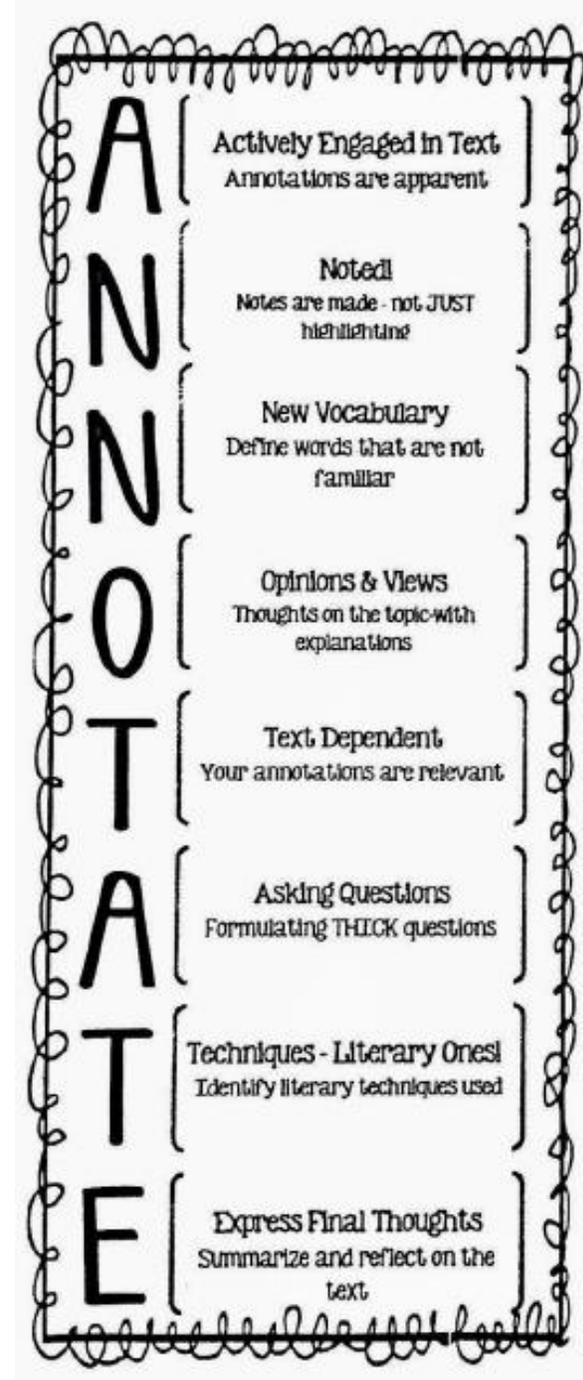
By the end of today's class you should have:

- **Completed Bellwork questions (all correct)**
- **A completed and accurate annotated reading and text dependent questions**
- **A completed TN Ready practice question with correct answers identified and wrong answers corrected**

# The Reconquista & Spanish Inquisition

## Annotation & Text Dependent Questions

1. **Number your paragraphs**
2. **Preview the questions you will need to answer.**
3. **Read:**
  - Circle words that are unfamiliar to you and look for context clues...
  - Underline or highlight what you think is **important** in the text.
4. **COMMENT** on what you highlight...
  - Does it make you question something you think?
  - Does it surprise you? Why?
  - Does it seem super important? Why?
  - Does it connect with something else you have learned? How?
5. Make sure you have at least **five** annotations (comments) per side of text for a total of 10



711



10 years  
later



722

*Atlantic  
Ocean*

Tours

Franks

Contested  
Frankish  
Control

Covadonga

x Asturias

UMAYYAD  
IBERIA





# Questions to Consider...

*Answer the following in COMPLETE sentences on INB 105 and then attach your annotated article to the same page*

1. What turning point of Spanish history took place in the 8th century?
2. What conditions in the Iberian Peninsula allowed the Muslim forces to take over the country?
3. What was the last region of Spain left in Muslim hands by the 13th century?
4. How did Jews and Muslims react to the royal orders of expulsion?
5. What was the stated goal of the Spanish Inquisition?
6. How would you define the term “heretic”?
7. What was one possible economic reason for the Inquisition?
8. What tactics were used to get confessions from accused heretics?
9. Who had more control over the Spanish Inquisition, the Pope or the King?
10. How did the Inquisition come to an end?

# Reconquista and Spanish Inquisition

(1) The Reconquista and especially the Inquisition encompass one of the darkest times in Spanish history. It was a time when faith, greed and politics combined to bring about the deaths of many.

(2) Let's start with the Spanish Reconquista. In simpler terms, the Reconquista was the attempt by Christian Spain to expel all Muslims from the Iberian Peninsula. In the 8<sup>th</sup> century, Spain was not one united nation but instead a group of kingdoms. In the early 8<sup>th</sup> century, these kingdoms of Spain were invaded by Muslim forces from North Africa. Within a few years of this invasion, most of Spain was under Muslim control. In fact, the Muslims renamed the Spanish kingdoms Al-Andalus or Andalusia, but for our purposes, we're going to stick with Spain. Since the Muslims were an advanced society, Spain prospered.

(3) The Muslims were also very tolerant of other religions, allowing Muslims, Christians and Jews to basically take up the same space. However, Muslim political leaders were very suspicious of one another, which led to disunity among the many kingdoms. This disunity opened up the doors for Christian rule to seep in, and while the Muslims kept firm control of the southern kingdoms of Granada, Christian power began taking hold in the northern kingdoms of Aragon, Castile and Navarre. By the end of the 13<sup>th</sup> century, only Granada remained under Muslim control.

# Expulsion of Muslims and Jews

(4) Through all this turmoil, Spain remained a prosperous land where trade flourished, and towns grew. However, in the 14th century, war between the Muslims and the Christians continued and reached its boiling point under the marriage of Ferdinand of Aragon to Isabella of Castile in 1469. With these two tying the knot, the large Christian kingdoms of Aragon and Castile united and set their sights on the rest of Spain. In 1482, they began their quest to purge Spain of Muslim rule by invading Muslim-held Granada. In 1492, only a decade later, Muslim Granada surrendered, and the reconquering of Spain for the Catholic faith, or the Reconquista, was complete.

(5) But the story doesn't stop here, since the time of the Spanish Reconquista was also the time of the Spanish Inquisition. To explain, even before the fall of Muslim Granada, Ferdinand and Isabella saw themselves as defenders of the Catholic faith and Spain as the 'Land of the Blessed Virgin.' For them, conquering the Muslims just wasn't enough. The Muslims and Jews also needed to get out of their newly Christian lands. In 1492, the King and Queens ordered all Jews to leave Spain or be killed. A similar royal order was given to the Muslims in 1502. Many Spanish Jews and Muslims fled Spain, mainly to the Ottoman Empire (modern Turkey and Greece, the Balkans, the Middle East, and North Africa). Of course, since many Jews and Muslims didn't want to leave, but they also didn't want to be killed by zealous Catholics, they outwardly converted to the Catholic faith. Converted Jews took on the name Conversos, while converted Muslims took on the name Moriscos. No matter their names, Ferdinand, Isabella and their cronies weren't completely convinced of these converts' sincerity, and thus the Spanish Inquisition began.

# The Inquisition Takes Hold

(6) In 1478, Ferdinand and Isabella asked permission from the Pope to begin the Spanish Inquisition to purify Spain from heretics and nonbelievers. In 1483, they appointed Tomas de Torquemada Inquisitor-General for most of Spain. Torquemada, along with the King and Queen, became obsessed with the idea that the new converts to Catholicism were feigning their new faith to escape persecution. The monarchs also feared these 'pretend converts' might rise up against them, giving the Muslims a chance to regain power.

(7) Under the authority of the monarchs, Torquemada established local tribunals, or courts of judges for the Inquisition. Heretics, another word for anyone believing or practicing anything that goes against the Catholic Church, were brought before these tribunals. Heretics included Muslims, Jews, Protestants, the sexually immoral, witches and pretty much anyone else the tribunals chose. Unlike courts today, tribunals were not established to prove guilt or innocence, because by the time a person stood before the tribunals, they were assumed guilty. Instead, these tribunals were established to gain a confession of heresy from the accused.

(8) This was all accomplished in a public ceremony known as the auto-de-fe', in which the accused were brought out and their sentences were read. Although these ceremonies began more like solemn masses, years into the Inquisition they had degraded into public parties with people coming to watch and celebrate the suffering of others.

# The Inquisition Takes Hold

(9) If a heretic did confess, they were often still beaten, stripped of their property, and at times imprisoned. Making things even more nuts, the accused were strongly 'persuaded' to cough up the name of another heretic. Like a bloody pyramid scheme, the list of heretics grew with every confession.

(10) With every accusation, the coffers of Ferdinand and Isabella grew as thousands were stripped of their wealth. Although the Inquisition was presented as a way to purify Spain, history tends to think money had a whole lot to do with it. The fact that a huge number of the Inquisition's victims were from the wealthier Jewish community lends great credence to this idea.

# The End of The Inquisition

(11) As the Spanish Inquisition escalated into a paranoid pointing of fingers and death, even the Pope lost his stomach for its cruelty. In 1484, Pope Innocent VIII tried to introduce the process of appeals into the Inquisition, but Ferdinand basically told him to mind his own business while threatening death to anyone who dared appeal to Rome. Not only did this cause more violence; it also proved the monarchs, not the Pope, were in control of Spain.

(12) Although the Inquisition began to lose steam in the 16th century, the rumblings of it lasted for generations, not coming to an official end until 1834. With the death of thousands, the Inquisition and the Reconquista are generally considered the darkest days of Spanish history. However, the fear they levied also served to unite Spain under the guise of the Catholic faith. In the end, it was not the Pope who led this faith; it was the very wealthy and very feared Ferdinand and Isabella. Sort of makes one wonder if perhaps, just perhaps, the lesson title shouldn't be 'When Spain Went Crazy', but instead, 'When Two Cunning Rulers Hatched a Ruthless, Ruthless Plan.'

# Closure – TN Ready Practice **INB 104**

Identify the three correct answers AND edit the other choices to MAKE them correct also

Based on your knowledge of history, identify three significant effects of the Spanish Reconquista? (*write out the question and answers*)

- A. The Moors took over the Iberian peninsula.
- B. Spain and Portugal developed a strong centralized state.
- C. Laws regarding religious tolerance were instituted.
- D. The Spanish Inquisition began to ensure the religious beliefs of Catholic citizens.
- E. The Muslim population on the Iberian peninsula increased.
- F. Muslim & Jewish citizens were forced to convert or leave the peninsula.