

**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Getting started**

**Comparing cultures**

Using the information on these pages and their prior knowledge, ask students to predict and describe what they think it would have been like to live in medieval Europe. Ask them to compare the way of life of a medieval peasant with their own lives today. What would be different and what would be the same? What would be better and what would be worse? How do they know?

**Skillbooster: Chartres Cathedral**

The large image on these pages shows a section of a stained glass window from the Chartres Cathedral in France. Use this image and the other resources listed in the **obook extras** panel on this spread to find out if the following statements are true or false.



depth study option  
**Medieval Europe**  
(c. 590–c. 1500)

*Europe's medieval period (also called the **Middle Ages**) is commonly regarded as starting in the late 6th century *ce.* It lasted about 1000 years. A number of factors influenced the societies of medieval Europe. The most important were **feudalism**, **manorialism**, and the spread of Christianity. These factors helped to preserve social order and stability for many centuries.*

By the start of the second millennium (1000 *ce.*), the barbarian raids common in the earlier part of the medieval period had largely ended. Things began to change. Towns sprang up and grew rapidly. Trade grew, increasing a desire for more knowledge of distant lands, and more of their exotic goods. In time, the desire was for the conquest of new territories.

These trends would eventually help to end medieval Europe's longstanding systems of feudalism and manorialism. They would also help to spread the **Black Death** pandemic, and, later, the ideas and attitudes of movements such as the **Renaissance**, the **Reformation** and the **Scientific Revolution**.

**Key inquiry questions**

- 3.1 How was society in medieval Europe organised?
- 3.2 What developments and achievements influenced life in medieval Europe?
- 3.3 How and why did society in medieval Europe change?

Part of a stained glass window from the Chartres Cathedral in France, mostly built during the early 13th century

- 1 Medieval people were capable of building magnificent structures.
- 2 Virtually all medieval cathedrals have survived intact to the present day.
- 3 The stained glass windows are modern additions to the cathedral as medieval people were not able to produce glass.
- 4 The cathedral is a symbol of the dominance of the Catholic Church in this part of France.
- 5 This cathedral is an example of Gothic architecture.
- 6 The height of the spires of the cathedral show that medieval people invented cranes.
- 7 Most of the people who built the cathedral were slaves. This was common in the medieval period.
- 8 Carved into the floor of the cathedral is a maze, known as the labyrinth.
- 9 The stained glass window on these pages is called the north rose window and shows the importance of Mary, the mother of Jesus, to the medieval Catholics.
- 10 The cathedral is listed by the United Nations as one of the world's most significant places.

**obook extras**

Enter the ID numbers below into the search field of your **obook** to access these resources.

**ID03.01** Flashcard glossary: Medieval Europe

**ID03.02** Weblink: Chartres Cathedral

This web page from Sacred Destinations provides more information about Chartres Cathedral.

**ID03.03** Weblink: World Heritage Chartres

Find out about the World Heritage listing for Chartres Cathedral.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Teaching tips**

Use the resources on these pages to place medieval Europe in its historical and geographical context. See the weblinks in the obook extras panel on this spread for some general websites on Medieval Europe.

Using the depth studies covered in the Year 7 history course at your school (two of: Ancient Greece, Egypt, Rome, India and China) discuss what were some significant periods and events in history that occurred before the medieval era. Western civilisation is sometimes divided into three great periods: classic, medieval and modern. For this reason, the medieval period is also called the Middle Ages.

Ask students these questions:

- 1 What event occurred in 476 CE and is often used as the starting point of the medieval period of European history?
- 2 For the first 500 years or so of the medieval period, it appears that very little happened. Only

**bigpicture**

**Medieval Europe**

*Medieval Europe once made up the bulk of the Western Empire of ancient Rome. The barbarian raids that helped to end the former empire continued on and off until about 1000 CE. With Rome's army gone, people had to find other ways to protect and sustain themselves during this uncertain time. Feudalism and manorialism provided solutions.*

*Christianity became ancient Rome's official religion in the 4th century CE. Most people in Europe then (and certainly later) were Christians. Christian beliefs and values had many positive effects on daily life, architecture, the arts and the justice system. However, they also provided motivations for war, and justifications for some people's prejudices and fears.*

*Social change in Europe was helped by a number of significant events and trends. These included the rapid growth of towns and trade, the Christian-Muslim wars known as the Crusades and the devastating Black Death. The discoveries of explorers, together with new ways of thinking and new inventions contributed greatly too. By 1500 CE, Europeans saw themselves and their place in the world differently.*



104 oxford big ideas history 8: australian curriculum

chapter three medieval europe 105

- 3 two events are listed on the timeline as occurring between 500 CE and 1000 CE. Do you think that things stayed the same for 500 years or are there other explanations for the low number of historical events in this period?
- 3 Read the timeline and list the various conflicts that took place during the medieval period.
- 4 What were some events and achievements that improved the lives of people in this period and what were some events that made life worse?
- 5 What event occurred in 1491 that is often used to mark the end of the medieval period? Why might this have been a significant event in medieval Europe?

Use student responses to these questions to generate discussion on the rise and fall of civilisations and how we know about people and events from the past. Most of the entries on this timeline list major events, such as invasions and wars, and prominent people, such as Charlemagne, Saladin and Marco Polo. There is virtually no information on what life was like for ordinary medieval people. Ask students why they think timelines tend to look at big political events rather than everyday events? What clues can they find about everyday life for medieval people in this timeline? Use an atlas to place Europe in its geographical context. Do not assume that Year 8 students know

where Europe is located. You may like to use a data projector or interactive whiteboard to display a map of the world to show the location of Europe, and then a map of Europe to show the location of specific geographic features. Students could be provided with an outline map of Europe and, using their atlas, could locate and label specific places mentioned on the timeline: Rome, Spain, Hastings, Paris, Venice, England, France, Florence, Sicily and Jerusalem (Jerusalem lies in the Middle Eastern region. This is sometimes included as part of Europe, sometimes as part of Asia and

sometimes as its own region. It does not really matter as long as students know where it is).

**Digging deeper: Thinking tools**

After students have looked carefully at the timeline, have them complete the KWL chart below.

What I already Know about the medieval period.	What I Want to know about the medieval period.	What I have already Learned about the medieval period.

**Skillbooster: Asking questions**

One of the most important skills for an historian is the ability to ask the right questions. Students are often very good at answering questions but not so good at framing questions in the first place. Historians ask questions in order to open up lines of inquiry about the culture and period of history under analysis. The Australian Curriculum rationale for history states that: 'The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions.'

This timeline is illustrated with several sources and pieces of evidence about the past. Encourage students to ask questions about these illustrations in order to open up lines of inquiry. The aim of this activity is not to answer the questions but to ask them in the first place. You could divide students into groups and allocate one illustration to each group.

Here are some questions about an artist's impression of the signing of Magna Carta (not shown) as an exemplar:

- 1 Is this a primary or secondary source?
- 2 How can you tell that this is a significant event?
- 3 What is the relationship between the king and the nobles as portrayed by the artist?
- 4 What is the role of the Church in this event?
- 5 How can we find out more about the signing of Magna Carta?

**Skillbooster: Interactive timeline**

The interactive timeline for this chapter (see the link in the obook extras panel on this spread) has video, links and a range of supporting activities for students.

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.04** Interactive timeline: Medieval Europe

**ID03.05** Weblink: Medieval sourcebook

The Internet Medieval Sourcebook contains a wealth of primary source material.

**ID03.06** Weblink: Middle Ages

A website containing useful information on the medieval period for students and teachers

**ID03.07** Weblink: BBC Middle Ages

The BBC History website explores Britain in the Middle Ages.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Skillbooster: Tribal peoples**

Divide your class into 10 teams. Each team is given the name of a group of people that had an influence on early medieval Europe, taken from Source 3.3:

- 1 Angles
- 2 Saxons
- 3 Jutes
- 4 Lombards
- 5 Vandals
- 6 Visigoths
- 7 Avars
- 8 Slavs
- 9 Franks
- 10 Vikings.

(For more information on these tribes see the weblink in the obook extras panel on this spread.) Each team is given the task of teaching the rest of the class about their selected group. They should begin by framing a series of questions to inform their inquiry and then conduct research to answer these questions. Once reliable information has been sourced, each group should then consider how best to teach their classmates about these people. They may choose, for example, to produce a single A4 page of important information (including where to find further information), show a PowerPoint presentation, or conduct a classroom discussion or interview with a member of the tribe.

All students should make a list of differences and similarities between their selected people and the other groups' presentations.

Another activity using this researched information is to collate important details onto a single map.



Source 3.2 A medieval artist's impression of life on a feudal manor

# 3.1 How was society in medieval Europe organised?

*During the 6th century, a new way of organising society emerged in Europe. This system later became known as feudalism. It would prove to be very important across medieval Europe. Its origins lay in the legacies of the Roman Empire, the spread of Christianity, and in the settlement of a number of new peoples in Europe—most importantly, Germanic tribes who arrived during the early medieval period. The focus of this chapter is on the medieval societies of western, southern and central Europe. These areas include the modern countries of France, the United Kingdom, Italy, Spain and Germany.*

## The influence of new arrivals

Tribal peoples began moving into western Europe during the 4th century CE (see Source 3.3). Some of these tribes (for instance, the Huns) pushed another tribe out of the land it then occupied. The overall migration tended to be westwards. The ancient Romans called these people moving towards its empire **barbarians** (meaning 'people from outside our borders').

On a map of Europe, have students show the spread of each group of people listed in Source 3.3 across Europe from their place of origin to their known destinations. Each group of people could be represented by a different coloured arrow which could be labelled with important dates of their movements.

Have students further interpret the information provided on the map by listing the people that undertook sea voyages and those that crossed other physical barriers, such as mountain ranges. Which

areas of Europe appeared to produce large numbers of people who moved into new areas and which areas produced relatively few?

This could be followed up by a class discussion about the influence of these peoples on medieval Europe and their legacies on the modern world.

**Skillbooster: A medieval manor**

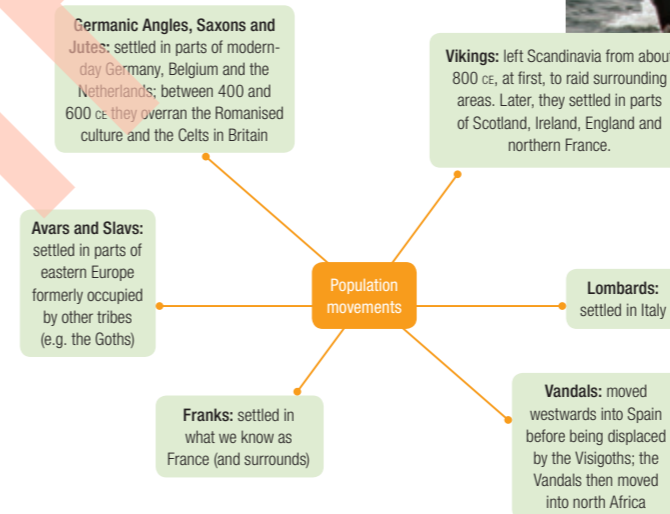
Source 3.2 shows groups of people in the fields around a medieval manor. Use the following set of questions to demonstrate to students how a source

At first, Romans generally accepted these people. Many immigrants found work in Roman towns and on country villas. In time, however, the ongoing waves of barbarians helped to end Rome's Western Empire. Some of these tribal people were warlike and aggressive. They made the region (western Europe) a dangerous place. The system of feudalism that developed began partly as a response to the threats posed by these invaders.

### The influence of Christianity

One of the most lasting legacies of ancient Rome for Europe was Christianity. At first, Roman rulers made every effort to stamp out Christianity across the empire. But during the 4th century CE, Christianity was declared the official religion of ancient Rome. Like Jews and Muslims, Christians believe in one God. Christians base their beliefs on the teachings of Jesus Christ (and his disciples). They regard Christ, though born a Jewish man, as the son of God.

So, Christianity was well established in Europe when the Western Empire ended. Its ongoing force and relevance was kept alive by the Western Church, today described as Roman Catholic. Christianity influenced feudalism and manorialism, as well as the arts, building styles and warfare. It also impacted on medieval Europe's relationships with other societies.



Source 3.3 Some movements of tribal peoples into and around medieval Europe

### Check your learning

- 1 Who were the people whom the ancient Romans called 'the barbarians'?
- 2 Where did the tribal people known as the Franks settle?
- 3 Who were the Vikings, and how did they affect medieval Europe?
- 4 Explain why most people living in western Europe during the medieval period were Christians.

such as this can be 'read' to learn about the historical period in which the source was created.

- 1 There are three groups of men in this illustration. What are the three men on the left of the source doing?
- 2 What are the three men in the centre of the picture doing?
- 3 How are these two activities linked?
- 4 What does this tell you about this property?
- 5 How are the two men on the right of the picture different from the other groups of men?

- 6 Are they of higher or lower status than the other men? How can you tell?
- 7 What does this tell you about the way in which this property is organised?
- 8 Why are there no women in this picture?
- 9 Examine the buildings in this picture. What link is the artist making between the property owner and the church?
- 10 How useful is this source in describing the way of life of people on a medieval property?

**Answers: Check your learning**

- 1 Tribal peoples from outside the borders of the Roman Empire
- 2 France and the surrounding areas
- 3 They raided many parts of Europe, and later settled in parts of England, Scotland, Ireland and France.
- 4 Christianity had been the official religion of the Roman Empire, so it was entrenched when the empire ended. Christianity was also spread by missionaries.

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.01** Flashcard glossary: Medieval Europe

**ID03.08** Weblink: Tribal peoples in the medieval period

This concise history of the medieval period includes details on many of the peoples listed in Source 3.3.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Use historical terms and concepts.



**Skillbooster: Medieval festivals**

The origin of many medieval festivals is a subject of much research and debate. The table across the bottom of this spread lists some of the more important Christian festivals in medieval Britain but it is important to note that there were few universally accepted dates for these festivals and individual towns or cities may have celebrated different festivals at different times.

Some of the festivals listed here have continued to the present day, some have all but disappeared, and some have been changed from medieval times. This provides students with an opportunity to explore the key historical concept of continuity and change.

Ask students to name which of the medieval festivals still remain, which have disappeared from our calendar, and which have changed their meaning through time? What other festivals do we celebrate in Australia and what would a historian in the future infer about our culture from these festivals (for example, Melbourne Cup Day, Anzac Day, Queen's Birthday, Labour Day and Agricultural Show Day)?

**Skillbooster: Nuremberg Chronicle**

Source 3.6, the medieval woodcut depicting the town of Pisa, comes from the *Nuremberg Chronicle*, written in Latin by the German writer Hartmann Schedel and published in 1493. It is one of the earliest known illustrated books and remains one of the main sources of primary evidence about life in medieval Europe. Students could access the coloured version of this book online (see the weblink in the ebook extras panel on this spread).

Choosing one or more of the images from the *Nuremberg Chronicle* (see the weblinks in the ebook extras panel on this spread), students could describe what they can see using annotations with labels and arrows. Use the image in Source 3.6 as an exemplar. Some of the labels that could be used are:

- Towns were built near rivers.
- Large walls were sometimes built around towns.
- Gates were built into the walls.
- Many buildings in the town have towers.

focus on ...

**significance: the Western Church**

The Western Church (later the Roman Catholic Church) was a very significant institution in medieval Europe. Its head was the Pope. Seen as God's representative on Earth by believers, the medieval Pope had great religious and political authority, even influencing kings. For example, it was a Pope:

- who declared William the Conqueror's invasion of England in 1066 a Holy Crusade
- who encouraged Europeans to go to war against the Muslims in what is now called the First Crusade.

One of the powers of the Pope was to **excommunicate** (expel from the church forever) wrongdoers—a punishment that medieval Christians greatly feared. An excommunicated

person could no longer go to church; his or her soul was doomed to live in hell.

The Western Church played a dominant role in the life of medieval Christians from birth to death. Its many religious festivals and feasts filled the calendar. Many people were named after Christian saints and martyrs (people who died in the name of their religion). People's lives typically revolved around the activities of the village or town church.

People learned from childhood how the Church expected them to behave, and what they should believe. Obeying the Church's teachings helped to preserve the social order in medieval Europe.

**Influence of changing populations and settlements**

The exact population of medieval Europe is not known, as records are scarce. Scholars generally agree that it remained fairly constant until about the 10th century. From this time onwards it increased rapidly, boosted by the growth of towns and, possibly, the warmer weather. (Between about 950 and 1250, the weather in Europe was warmer than it had been before. It is known as the Medieval Warm Period.)



Source 3.4 St Peter's Basilica, the heart of the Roman Catholic Church both in medieval times and today

Date	Christian festival	Reason for festival
5 January	Twelfth Night	Celebrates the arrival of the kings who visit the baby Jesus
14 February	St Valentine's Day	Commemorates several martyrs of the early Christian Church
March–April	Easter	The crucifixion and resurrection of Christ
15 July	St Swithin's Day	Celebrates the life of an early Catholic bishop who was thought to perform posthumous miracles on this day
2 August	Lammas Day	First wheat harvest of the year, implying that the Christian ritual of breaking bread could begin

Then, in the mid 14th century, the **Black Death** struck. It killed about 25 million people, about a quarter (or more) of the population. This rapid rise and fall in the population over about 300 years would have affected society in terms of demand for food and shelter, jobs and the available labour force.

**Rural settlements**

Most of medieval Europe's population lived in small farming villages and settlements sprinkled around the countryside. The focus of these was usually the castle or manor house of a feudal lord, or a Christian monastery. Forests or stretches of open country typically separated these settlements. As the population increased, these areas in between were often cleared and converted into farmland.

**Towns and cities**

During Europe's early medieval period, there were very few big cities. Rome was probably the largest city; London and Paris were much smaller. By around 1500, the population of Paris was about 200 000. Medieval towns and cities were mainly centres of trade.



Source 3.6 A medieval woodcut of the European town of Pisa, Italy. Note the fortified wall around the city.



Source 3.5 The Holy Roman Empire in medieval Europe c. 1000 CE

**Check your learning**

- The population of Europe fell dramatically in the mid 14th century.
  - Explain one of the main reasons why this happened.
  - What impact do you think such a massive loss of life might have had on the society? Think, for example, how it might have affected families, life, trades and professions, religious centres, jobs and farms. Draw a concept map to outline your thinking.
- What was the main function (or activity) of most medieval towns and cities?
- Look closely at Source 3.6. If you were a person living in Pisa in the Middle Ages, describe in a diary entry what you might see in a day's walking.
- Compile a fact sheet on the religious order of monks known as Benedictines. You will need to do some research. Your fact sheet can include illustrations.

- Some towers have a religious symbol on them.
- Houses were built close together.
- The largest building is surrounded by another wall.

The next step could be for students to make statements about medieval life based on their observations of the images. For example: 'Towns were often built near rivers as these provided an obstacle to attackers and a supply of fresh water for the townspeople.'

**Answers: Check your learning**

- The Black Death killed a quarter of the population.
  - Individual answers will vary but might include: it reduced the available labour force, contributing to the rise in the African slave trade to make up for this; it put workers in a stronger bargaining position and forced businesses to accept most of their demands; it contributed to a loss of faith in religious institutions; it forced the government to introduce measures to restrict workers' movements and payments; it created large numbers of orphans, increasing the burden on extended family, friends, lords and the government; and it created a lack of skilled workers.
- Towns and cities were mainly centres of trade.
- Individual responses will vary. Points raised might include: the river running next to the city, the fortified city walls, the large castle in the heart of the city, the hill the city is built on, the bridges over the river, the fortified city gates, the towers spaced along the walls, the large brick church with its tall steeple, the large number of tall buildings and the red and blue tiled roofs.
- Individual responses will vary but might include: Based on the teachings of the 5th-century saint, St Benedict of Nursia; Benedictine monasteries and abbeys were relatively autonomous; most Benedictines were Roman Catholics but there were Benedictines from other denominations; and they vow to remain at the same monastery and obey their superiors.

**obook extras**

Enter the ID numbers below into the search field of your ebook to access these resources.

**ID03.09** Weblink: *Nuremberg Chronicle*

Online version of the *Nuremberg Chronicle*

**ID03.10** Weblink: Benedictine monks

Web page on the order of St Benedict and the Benedictine Monks



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Getting started**

Begin a study of medieval monarchies with a discussion of what is meant by a monarchy. Use the glossary to define the term and then ask the class for examples of monarchies in the modern world (some examples are Belgium, Denmark, United Kingdom, Norway, Monaco, Spain, Sweden, Bahrain, Thailand, Jordan, Swaziland and Tonga).

Discuss the differences between a monarchy and other forms of government. What are the advantages and disadvantages of living in a country ruled by a monarch?

**Skillbooster: Medieval monarchies**

Each student is allocated a monarch of a European kingdom in medieval times from the following list. Each of these monarchs had a significant impact on this period of history (see the weblink in the obook extras panel on this spread):

- 1 Alaric I
- 2 Clovis
- 3 Alfred the Great
- 4 Edward the Confessor
- 5 Robert the Bruce
- 6 Charlemagne
- 7 Cnut the Great
- 8 Philip II of France
- 9 Sancho I of Portugal.

Students should research their chosen monarch, basing their research on a set of questions as the basis of their historical inquiry. While some students may be able to develop their own inquiry questions, others may need some assistance. Here are some questions you may like to use.

- 1 Why or how did he become monarch?



Source 3.7 Medieval portraits of former Visigoth kings in Spain



Source 3.8 An artist's impression of Pepin the Short, the father of Charlemagne and Carloman I

**Influence of medieval monarchies**

Monarchies were another significant factor in organising the society of medieval Europe. The monarch (generally called a king or queen) inherited the right to rule through birth. Monarchs owned all the land in the kingdom. They also decided how it would be distributed and used by the people. Christian monarchs were seen to rule by divine right (that is, with the will of God).

The tribal peoples who settled in Europe after the fall of the Western Roman Empire formed small kingdoms. A number of Visigoth kingdoms, for instance, were set up in what we know as Spain and Portugal. The Franks set up their kingdom in what we know as France.

**Kingdom of the Franks**

The kingdom of the Franks was one of the most important kingdoms in medieval Europe's early history. During the 8th and 9th centuries, it was dominated by the Carolingian kings. They were a powerful military force in the region. They also had a close relationship with the Western Church.

Source 3.9 The Carolingian kings

King	Period of rule
Pepin the Short	752–768
Carloman I	768–771
Charles I (Charlemagne)	768–814
Louis the Pious	814–840

The Carolingian kings came to power at a time of great instability in the region. They created a single kingdom out of much of western Europe and played a key role in converting tribes such as the Saxons to Christianity. The Carolingian monarchy was at its most powerful during the reign of Charlemagne.

- 2 In which country or region did he reign? Does this place still exist? Describe its location.
- 3 Did he suffer from any illness or disability and how did that affect the way that he ruled?
- 4 What sort of ruler was he? What were his priorities (for example, personal glory, expansion of the kingdom, peace or trade with other nations) as ruler?
- 5 How did he change the medieval world?
- 6 What is his legacy?
- 7 How did he lose power and who replaced him?

Once every student has become an 'expert' on their selected monarch, you could then place them in to groups of four students. Within a set time (about three minutes keeps them focused) they must find something that all four monarchs represented in their group had in common (something beyond 'they are all dead') and one thing that was unique about each monarch.

Depending on the success of these groups, shuffle them around into different combinations and complete the exercise again. In this way, each student

**New kingdoms**

The Carolingian monarchy did not last long after Charlemagne's death. His son, Louis the Pious, and grandson, Charles the Bald, ruled an empire increasingly at war with itself. By 887, the Frankish Empire had largely been reduced to a number of small kingdoms. These laid the foundations of what we know today as France, Germany and Italy.

Charlemagne's descendants remained in power in what is now France until 987. Charlemagne's heirs also established their own kingdoms in Italy and Germany.

**Arrival of the Vikings**

The decline of the Carolingian monarchy was helped by the arrival of the Vikings, between about 850 and 1050. Initially, they came to raid, attacking coastal centres and monasteries in England, Ireland, Scotland and coastal France. In time they settled in the areas they had previously attacked. They built new towns, like Dublin, the capital of Ireland, and set up their own kingdoms, such as the Danelaw in England (see Source 2.51).



Source 3.10 An artist's impression of the Viking attack on Paris in 885 CE

learns about other rulers while also knowing more about one king than any other person in the class.

You could extend this exercise further by playing a 'Who am I?' game with the class using Twitter (see the weblink in the obook extras panel for further instructions).

**Skillbooster: Viking attack on Paris**

Source 3.10 shows an artist's impression, painted in 1884, of Rollo's attack on Paris in 885 CE. This could be used to examine the usefulness of secondary

sources in finding out about the past. Discuss the following points with your class.

- 1 Is this a primary or secondary source? How can you tell?
- 2 What parts of this artist's impression do you think are the most reliable?
- 3 What parts of this artist's impression do you think are the least reliable? Give some reasons for your answer.
- 4 How useful is this piece of evidence for historians researching the Viking raid on Paris?

- 5 What would be a more useful piece of evidence?
- 6 There is another artist's impression of the same event listed in the obook extras panel on this spread. What are the similarities and differences between the two impressions?
- 7 Is this a more useful piece of evidence about this event than the first image? Give some reasons for your answer.

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.11** Weblink: Medieval monarchy

A brief outline of medieval royalty

**ID03.12** Weblink: Twitter 'Who am I?'

A State Library of Victoria teacher page describing an activity that uses Twitter to identify famous historical figures. This could be easily adapted for students learning about medieval monarchs.

**ID03.13** Weblink: Viking attack on Paris

Alternative artist's impression of Rollo's attack on Paris



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.



**Skillbooster: Timeline**

Use the information on these pages to construct a timeline of the key events in the life of Charlemagne (to watch a video on the rule of Charlemagne see the weblink in the obook extras panel on this spread). You may like to begin by having students match the events with the dates in the following table. Both the dates and the events are in random order so students should begin by placing the dates in the correct order. They can then use logic and reasoning to place some of the key events in the correct order.


Date	Events
800	Following the death of his father, Charlemagne becomes joint leader of the Franks.
814	The birth of Charlemagne to Pepin the Short
788	When his brother dies, he becomes sole leader and is crowned king.
742	Frankish army defeats the Saxons after thirty years of wars and battles.
768	The death of Charlemagne
804	Defeats the Bavarian kingdoms in battle
771	Crowned as the Holy Roman Emperor by Pope Leo III

**Digging deeper: Charlemagne**

As a way of examining the life and influence of Charlemagne, use a series of thinking strategies that encourages students to look at information in different ways. Some possibilities (these are based on the Thinkers Keys. See the weblink in the obook extras panel on this spread for more information):

## significant individuals

### Charlemagne



**Source 3.11** An artist's impression of Charlemagne

**Charlemagne, the man**

Much of what we know about Charlemagne was written by Einhard, a member of Charlemagne's close inner circle. Einhard's account was written at the request of Charlemagne's son sometime between 817 and 836.

**Source 3.12** Some of the things Einhard said about Charlemagne

*[Charlemagne] was large and strong, and of lofty stature ... the upper part of his head was round, his eyes very large and animated, nose a little long, hair fair, and face laughing and merry. Thus his appearance was always stately and dignified, whether he was standing or sitting ...*

*... was temperate [measured] in eating, and particularly so in drinking, for he abominated [hated] drunkenness in anybody ... While at the table, he listened to reading or music.*

*... had the gift of ready and fluent speech, and could express whatever he had to say with the utmost clearness. He was not satisfied with command of his native language ... [he] was such a master of Latin that he could speak it as well as his native tongue.*

*... cherished [valued] with the greatest fervour [passion] and devotion the principles of the Christian religion, which had been instilled into him from infancy.*

**Charlemagne, the conqueror**

Charlemagne engaged in many wars. His victories expanded the territory under his control. He was helped by the armies of his loyal supporters. Charlemagne had earlier given many of these men grants of land, as was a common practice of Germanic tribal chiefs. This was done partly so they could support themselves, and equip themselves to help Charlemagne in battle. It also encouraged their ongoing loyalty and support.

**Source 3.13** Some of Charlemagne's major campaigns and victories

Year/s	Military campaign and/or outcome
772	Begins campaigns against the Saxons
773–774	Defeats the Lombards
788	Defeats the Bavarian kingdoms
789	Campaigns against the Slav kingdoms
790s and beyond	Campaigns against the Muslim Moors in Spain
796	Defeats the Avars
804	Defeats the Saxons
811	Draws up a peace treaty with the Danes

**Charlemagne, the leader**

Charlemagne did not just lead in battle. He was also a leading thinker, introducing many political and social reforms. For example, he set up a common system of currency, reintroducing coins as the means of exchange. He also encouraged the arts and education. So important was this contribution that the period of Charlemagne's rule is often described as the Carolingian Renaissance. His leadership encouraged many new developments in literature, building and the visual arts.

**Charlemagne, the Holy Roman Emperor**


Charlemagne had always had a close relationship with the Western Church. In 799, he came to the aid of Pope Leo III. The Pope, accused of adultery, had fled Rome. His accusers had threatened to gouge out his eyes and cut off his tongue. Charlemagne escorted the Pope back to Rome and forced his reinstatement.

Pope Leo III was understandably grateful to Charlemagne. But the Pope also wanted the Church to be a strong force in Europe (as the Roman Empire had been). This was especially so given the tensions and divisions in Europe at the time.

On Christmas Day in 800, the Pope crowned Charlemagne as Holy Roman Emperor. This act blended the legacy of ancient Rome with the Germanic model of sacred kingship and with Christianity. It also confirmed Charlemagne's status as the most powerful king in the Christian world.

**Charlemagne's death**

In 813, Charlemagne crowned his son Louis the Pious co-emperor. Shortly after, according to Einhard, Charlemagne died on 28 January. He had ruled for 47 years.



**Source 3.15** A medieval bust of Charlemagne, Holy Roman Emperor

**What if?** What if Charlemagne was the leader of the opposition in the Australian parliament today? Consider this question and have the class brainstorm possible scenarios. Write these on an ideas wheel or create a mind map with the question at the centre.

**The question.** Charlemagne is the answer. Ask students to come up with five possible questions that result in this answer.

**Answers: Check your learning**

- Answers may include: Einhard was a close friend of Charlemagne so he was biased; the account was written after Charlemagne's death; and the account was commissioned by Charlemagne's son.
- Charlemagne's father was Pepin the Short, the King of the Franks. His brother Carloman co-ruled the Frankish Kingdom with Charlemagne after their father's death. Charlemagne's son was Louis the Pious, his successor as Holy Roman Emperor.

- Answers may include: he made Europe more stable and unified; he created the Holy Roman Empire; he entrenched Christianity as the main religion of Western Europe; he introduced many social and political reforms; and he encouraged new developments in literature, building and the arts.
- It encouraged ongoing loyalty from his supporters and it allowed them to prosper so that they could raise men to support Charlemagne's conquests.

- Answers may include: to reward Charlemagne for his loyalty; to further entrench Christianity as the main religion in Western Europe; and to create a powerful empire to protect the pope.
- Answers may include: France, Italy, San Marino, Liechtenstein, Luxembourg, Germany, Netherlands, Poland, Czech Republic, Switzerland, Austria, Slovenia and Belgium.

**Workbook resources**

**Activity 3.5** Compare significant medieval women

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.14** Weblink: Thinkers Keys

Find out more about Thinkers Keys.

**ID03.15** Weblink: Rule of Charlemagne

History Channel video on the rule of Charlemagne



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.



**Skillbooster: Significance of artefacts**

Historical significance is ‘the importance that is assigned to particular aspects of the past, for example events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as:

- How did people in the past view the significance of an event?
- How important were the consequences of an event?
- What was the duration of the event?
- How relevant is it to the contemporary world?

By most accounts the *Domesday Book* is one of history’s most significant artefacts. But just how significant is it? Students could use a set of criteria to assess the significance of any artefact. Use the website listed in the obook extras panel on this spread to view the *Domesday Book* and score it using the criteria listed in the table below.

It could then be judged beside the other historical artefact shown here, the Bayeux Tapestry (see the weblinks in the obook extras panel on this spread), and then ranked in terms of its significance. The aim of this exercise is not to establish a definitive answer or score (as this is purely subjective and therefore impossible). The aim is for students to think about why some artefacts, events and people are more historically significant than others.

Students give each of the artefacts a score out of 10 for each criterion. There are spaces for two more criteria which able students may like to add. When finished, total each column and this should give a score of significance for each artefact.



Source 3.16 A scene from the embroidered linen panel called the Bayeux Tapestry (made around 1080) showing the Norman cavalry attacking Saxon foot soldiers

**The Normans**

In France, the Vikings also established a strong base. In 911, their leader Hrolf defeated Charles the Simple (a descendant of Charlemagne), forcing the Franks to pay heavy penalties. But the Frankish king reached an agreement with Hrolf. He gave him a fief (a grant of land), in a region of Western France. It was called Normandy, the land of the Northmen. In return, Hrolf promised to stop raiding, and to convert to Christianity. He also changed his name to Rollo. And so Rollo became the first Duke of Normandy, a vassal of the Frankish king.

In their new kingdom, the Vikings adopted and refined some of the political and cultural practices of the Franks. This included the language, and customs such as granting of fiefs. By the early 11th century, the Normans had carved out another kingdom in southern Italy.

**The Normans in England**

The Normans also had a long-standing interest in England. Emma, the sister of Richard II of Normandy (970–1026), had married Ethelred II, the then English king. Their son, Edward the Confessor, born in 1005, became King of England in 1042. During his reign, many Normans became involved in English politics.

When Edward died in 1066, a number of people wanted to rule. One contender, Harold Godwinson (son of Godwin, the powerful Saxon Earl of Wessex) declared himself king. Some sources claim that Edward might have promised Harold the throne on his deathbed.

William, Duke of Normandy (another contender), was not happy. Later that year, he invaded England. His army defeated Godwinson’s army at the Battle of Hastings. King Harold was killed, shot in the eye with an arrow. William (often now known as William the Conqueror) was then declared King William I of England.

Criteria	Bayeux Tapestry (Source 3.16)	The Domesday Book (Source 3.18)
This artefact is very reliable, its source is well known.		
This artefact can tell us a great deal about the past.		
This artefact can tell us about the history of a large area or many people.		
This artefact can tell us about a very important event, person or period.		
There are few other sources about this event, period or person.		
Total Score		

**contestability: Edward’s heir**

Some medieval sources say that Edward the Confessor was such a devoted Christian that he chose not to have sex when he married in 1045. Therefore, there was no natural heir.

Other scholars contest this. They say he always planned to have a child with his wife, Edith, until he argued with the Earl of Godwin in 1051. Their dispute was triggered by a disagreement over who should be appointed as the Archbishop of Canterbury.

Some argue that Edward always intended that William of Normandy (his relative through marriage) would be his heir, and that he had said so in 1051. Others say his rightful heir was Edgar Aethling, the grandson of Edward’s half-brother Edmund Ironside (c. 990–1016). (Edmund had been England’s king for six months in 1016.) Yet barely a mention is made of Edgar in English history.

In the end, the dispute over who should be king of England when Edward died was settled by William of Normandy with his decisive victory at the Battle of Hastings in 1066.



Source 3.17 An 18th-century artist’s portrait of William, Duke of Normandy

focus on ...

focus on ...

After 1066, King William I and his Norman nobles began imposing their rule on the English. Many of the former Anglo-Saxon nobility fled to Denmark, Scotland and Wales. William claimed their lands, giving some to the Church and some to his loyal followers as a reward.

The Normans built castles in their new kingdom to protect their territory and help to enforce their rule. They also introduced the system of feudalism already common across mainland Europe.

**evidence: the Domesday Book**

Much of what historians know today about medieval England soon after the arrival of the Normans is based on evidence from the *Domesday Book*.

The *Domesday Book* is actually two books. They are now held in London’s National Archives. The *Domesday Book* documents information collected after King William I ordered a survey (in 1085) of all the land in England. He wanted to know its value so he could work out what taxes he could collect from the people. Details of over 13 400 separate sites are listed in the book.

Information was gathered about:

- the extent of land and who owned it
- who lived on it (e.g. vassals, peasants)
- its natural resources (e.g. fish-stocked rivers, forests)
- its built resources (e.g. buildings, mills, farm equipment).

The books were written in Latin, the language then used for all official documents in both mainland Europe and England. (The everyday language of England’s Norman rulers was an early form of French.) The scribes who prepared and copied the *Domesday Book* were monks, highly skilled at speaking and writing Latin.



Source 3.18 One of the volumes of the *Domesday Book*

**Workbook resources**

**Activity 3.1** Analyse the Bayeux Tapestry

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.16** Weblink: Domesday Book

The *Domesday Book* website of the National Archives of the United Kingdom. This site includes student and teacher pages, a searchable database and even some games.

**ID03.17** Weblink: Bayeux Tapestry

Full copy of the Bayeux Tapestry in images

**ID03.18** Weblink: Guide to Bayeux Tapestry

A quick guide to the Bayeux Tapestry

**ID03.19** Weblink: Battle of Hastings

Re-enact the Battle of Hastings with this game.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.



**Answers: Check your learning**

- 1 In 911 CE, the Viking leader Hrolf defeated the French King, Charles the Simple. Charles gave Hrolf a gift of land in western France and in exchange Hrolf converted to Christianity and agreed to stop raiding the rest of France. Hrolf changed his name to Rollo and became a vassal of the French king. The Vikings' land came to be called 'Normandy' (the 'land of the North men') and their leader, the Duke of Normandy.
- 2 Responses should resemble the following: William of Normandy: Edward the Confessor's mother had been a Norman and a relative of William's, so William believed the throne should pass to him because Edward had no heir.  
Harold Godwinson: Edward's wife was Harold Godwinson's sister, so Harold believed he should be next in line for the throne.  
Edgar Aethling: Edgar was the grandson of Edward's half-brother, Edmund, who had briefly ruled as king.
- 3 The Normans introduced feudalism after they invaded Britain.
- 4 The *Domesday Book* is one of the only written sources from the period of the Norman invasion of Britain, and it contains extremely detailed descriptions of British society at the time from the perspective of the new Norman ruling class.
- 5 Answers may include: there is an abbot; there is land for 11 ploughs; the lord owns nine hides, one virgate and four ploughs; the villeins had six ploughs; there is grazing land for 11 ploughs, 100 pigs, woodland and 25 houses of the abbot's knights.
- 6 Points raised might include: lords relied on their vassals' loyalty to meet their own obligations to their lords;

Source 3.19

*In the vill [tiny village] in which St Peter's Church is situated the abbot (the head of an order of monks) of the same place holds 13½ hides [between about 250 and 800 hectares]. There is land for 11 ploughs. To the demesne [land owned by the lord] belongs 9 hides and 1 virgate [a quarter of a hide], and there are 4 ploughs. The villeins [peasants who could choose, or not, to work on a land's manor] have 6 ploughs ... [There is] meadow [grazing land for animals and where hay was often grown] for 11 ploughs, pasture [where cattle and sheep grazed] for the livestock of the vill, woodland for 100 pigs, and 25 houses of the abbot's knights ...*

Translated extract from the *Domesday Book* for the land of St Peter of Westminster

**The influence of feudalism**

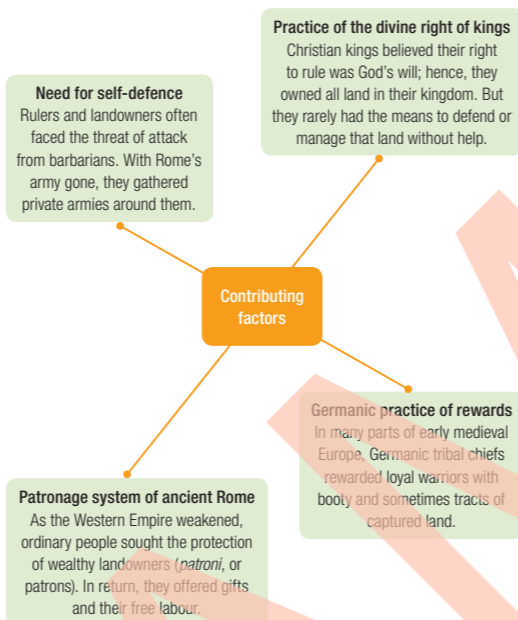
Feudalism was necessary in medieval times because of several factors (see Source 3.20). During a time of great instability, a system of mutual obligations ensured that everyone was taken care of and that society was stable and safe.

Feudalism was a way of organising a society through a hierarchy. A hierarchy is any system that classifies members of that system from top to bottom. In a feudal society, everyone from the king to the poorest peasant had specific duties and obligations (obligations are required actions and behaviours). Every relationship was between a **lord** and a **vassal**: a person socially above another was lord to the vassals beneath him, and each vassal served the lord above.

**How feudalism worked**

It is important to remember that feudalism was not simply a top-down structure, where the people at the top could tell the people below what to do. Obligations were two-way (or mutual). For example, a king, as lord, had an obligation to the people directly below him (the vassals). He provided land (known as a **fief**) to the nobles below him. Each noble also had an obligation to the king to provide military support and loyalty. The nobles, in turn, had obligations to their knights below them, and so on. See Source 3.22, which illustrates the typical organisation of a feudal manor and the roles of its inhabitants.

In Australia, people can change their social positions relatively easily. You might choose to go to university and become a doctor, or you may choose to have a trade and become an electrician. If you do well in your education and training, chances are you will live well. In a feudal system, however, a person could almost never change social position. People died in the same social position they were born into. If a man was born at the bottom of the social pyramid, he could not move up. A peasant, for instance, could not become a noble, no matter how hard he worked or how intelligent he was. See Source 7.3 which illustrates the feudal hierarchy.



Source 3.20 Some factors that led to the rise of feudalism in Europe



Source 3.21 A 12th-century artist's impression of a knight swearing allegiance as a vassal to his lord in return for favours such as a fief

**Check your learning**

- 1 Explain how the Normandy region in northern France came to be ruled by the Vikings.
- 2 Why might the following people have thought they were legitimate contenders for the English throne in 1066: William of Normandy, Harold Godwinson, Edgar Aethling?
- 3 Explain how feudalism, a European system, came to be introduced into England.
- 4 Why is the *Domesday Book* such a historically significant document?
- 5 List some of the information the *Domesday Book* documented about the land of St Peter of Westminster.
- 6 In your own words, explain the relationship between a vassal and a lord.
- 7 Based on the information provided, draw a diagram to depict how you think feudalism worked.
- 8 What was a fief?
- 9 What is hierarchy? Do we have hierarchies of any kind in Australia today? Explain.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Locate, select and use information from a range of sources as evidence.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Teaching tips**

Consider putting Source 3.22 up on the interactive whiteboard to test students' understanding of the parts of a manor or to complete a comparison activity of a lord's manor and a peasant's hut. Tools such as the zoom feature help to bring this graphic alive in your classroom. This would also work with a standard data projector using a laptop, desktop computer or a tablet.

**Digging deeper: Thinking tools**

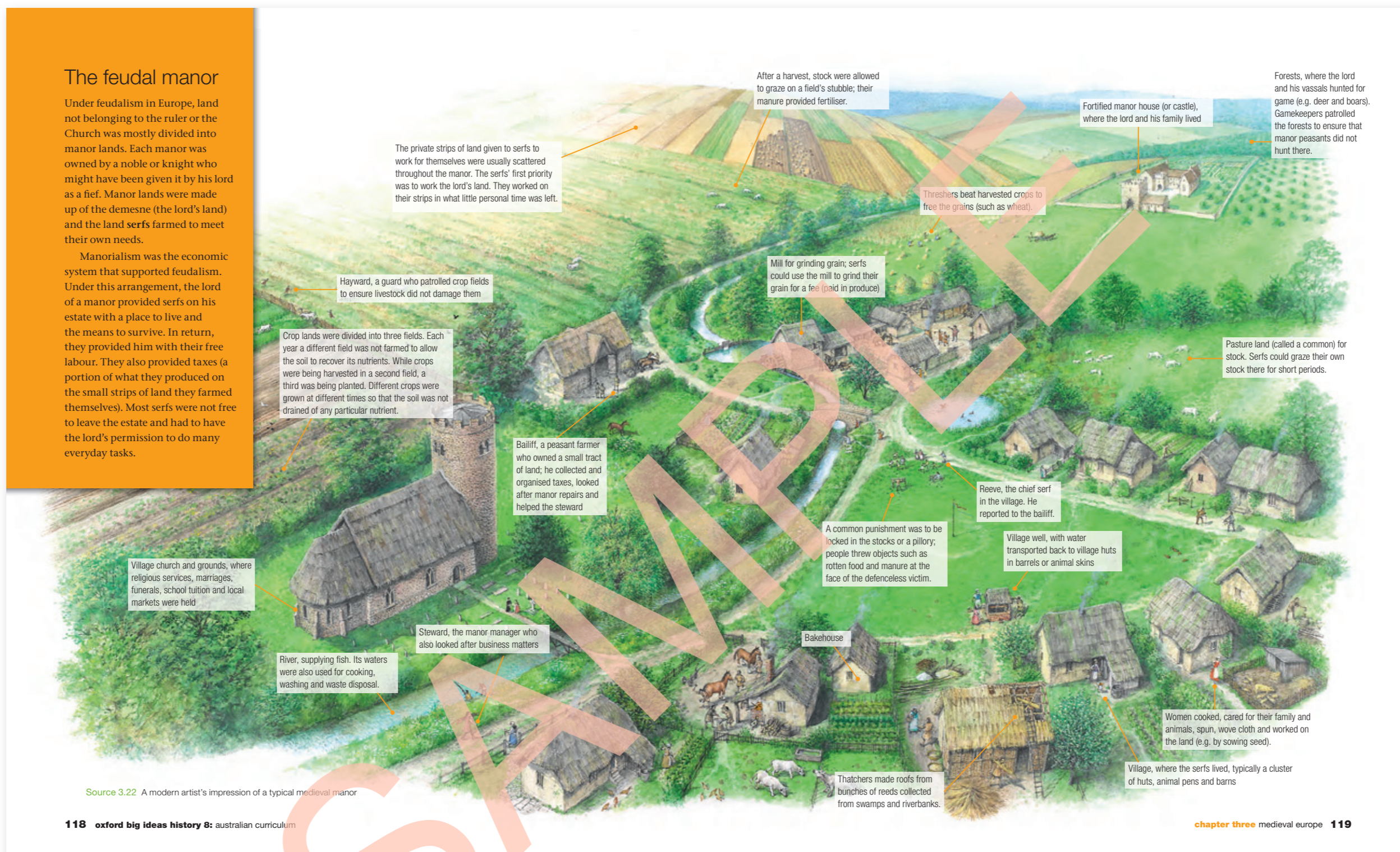
The artwork of a feudal manor can be a great opportunity for students to complete a range of activities based on their preferred style of learning. The following activities are based on the Multiple Intelligences model (see the weblink in the obook extras panel on this spread for more information). Students could be encouraged to select one activity from their preferred learning style and one from a less preferred style.

**Linguistic:** You are the editor of the newspaper *Manor Monthly* that is published in this community. Produce a front page for the next edition that includes advertisements for local businesses, an interview with the lord of the manor and two more articles that your readers would find interesting.

**Logical/Mathematical:** Construct a chart showing the ways in which people in this community are linked. Your chart should also show the status of the various people in the community.

**Musical:** Find or compose and play a piece of music that could be played at the annual celebration of the first harvest of wheat.

**Spatial:** Draw a map of the area shown in Source 3.22. Remember that on a map features are shown directly from above and all features are drawn to the same scale. In the artwork, features in the distance appear to be much smaller than features in the foreground.



**Kinesthetic:** Make a model of the village church shown in Source 3.22. Use materials such as cardboard to make the model and try to make it as realistic as possible by painting it before you put it together. Alternatively, you could design a model of the church that others could make from a single piece of cardboard. The model must include instructions.

**Interpersonal:** In a group, role-play a meeting between a group of serfs and the bailiff. The bailiff

has called the meeting because he is worried that the crops need to be harvested more quickly so they do not rot in the fields. The serfs believe that they are already working too hard and that the bailiff does not understand how hard they work.

**Intrapersonal:** Imagine that you are the pastor in the church shown in this village. Write and deliver a sermon to the people in the village about the importance of following God's laws.

**Naturalist:** Medieval people lived much closer to nature than most people in today's world. List all of the examples that you can find that prove this statement to be true. Here is an example to get you started: 'Villagers in medieval times thatched their roofs with reeds collected from riverbanks. In modern Australia most roofs are made from

concrete, clay or iron and homeowners rely on someone else to manufacture roofing materials.' You may like to complete this activity by using a contrast and compare table or by sketching the medieval example next to a modern example of the same activity.

**Skillbooster: Interactive**

An interactive learning activity for the feudal manor is available on the obook (see the link in the obook extras panel on this spread). This activity includes a range of illustrations, images, and audio and/or video resources for students.

**obook extras**

Enter the ID number below into the search field of your obook to access this resource.

**ID03.20** Interactive: Feudal manor

**ID03.21** Weblink: Multiple Intelligences Institute Resources pages from the Multiple Intelligences Institute



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.



**Getting started**

Before reading the section 'Those who worked', brainstorm the phrase 'medieval peasants'. Ask students what words come to mind when they think of peasants in the Middle Ages. Write these on the board without discussing them. Following this brainstorm, ask students where they got these ideas from. What are the sources of their information? How are peasants usually depicted in films (*Monty Python and the Holy Grail*) on television programs (*Camelot* and *Merlin*) and computer games (*Age of Empires*)? For more information on medieval peasants see the weblink in the obook extras panel on this spread.

Now read the section 'Those who worked' and look closely at Source 3.27. To what extent does this information support your ideas of peasantry and what new impressions have you gained?

**Skillbooster: A peasant's life**

Source 3.25, an impression of a peasant's life, is by medieval Italian jurist Pietro de Crescenzi. He became interested in the annual cycle of plant growth and the way to maximise agricultural yields by understanding this annual cycle. He is known as the 'father of horticulture' as he was one of the first to apply basic scientific principles to the study of plants. This painting, known as the Crescenzi Calendar, was included in his most famous work, *Liber ruralium commodorum* (The Book of Rural Benefits) which was written in the 1300s.

There are several ways to use this resource in your classroom. Here are some suggestions:

- Using the table in the right-hand column of this spread, match the description of peasant life in each month with the appropriate panel in the painting. Note that the 12 months of the year are depicted in order from left to right so that January is shown in the top left box.



Source 3.23 A medieval artist's impression of a banquet at a manor house

**Those who worked**

Peasants made up the largest single group in medieval European society. They undertook the bulk of the physical work, most of which was related to farming. Their labour produced the food and other goods needed by the wealthy (such as furniture and armour). They also provided much of the income of the rich through the rents and taxes they paid. Peasants lived hard lives that were usually short.

Farm work was difficult. Everything had to be done by hand, and tools were basic. These included sickles and scythes, which are large, curved, sharp-edged knives used to cut down hay and long grass and to harvest grain crops.

People went to bed early and woke up at dawn. For the peasants, there were few human comforts, especially when the weather was bad. Survival depended on working hard and staying healthy. Little time was left for leisure.

**Those who prayed**

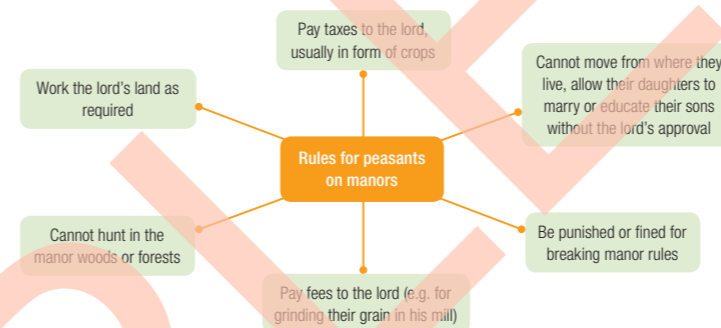
The Pope and the Western Church (hereafter called **the Church**) were supported by a large network of Christian workers, including cardinals, archbishops, bishops, deacons, abbots, monks, nuns, village priests and friars. Some of these people (abbots for instance) were often given fiefs by a monarch. By acquiring land and by collecting the tithes (payments) from the people, the Church became very wealthy. It did not have to pay taxes.

- Examine this artwork to find examples of the artist's point of view, attitude and values. For example, what was his opinion of the life of a medieval peasant? What is the evidence for your answer? What was his opinion of the role of the landowner? How has the status of the people in this artwork been shown? How would this painting be used by historians studying medieval farming practices?

Compare the techniques and technology used by a medieval peasant with that of a modern farmer. The main activities shown in the artwork are shearing sheep, harvesting wheat and making wine. Research how each of these farming activities is carried out by a modern Australian farmer. What has changed in each of these activities and what has stayed the same?

**Monks and nuns**

Devout Christians in medieval Europe often chose to serve God as monks or nuns. Their lives were controlled by their vows of chastity (no sexual relationships), obedience and poverty. They devoted their lives to serving God and their superiors. This meant praying many times a day (including late at night and early in the morning), caring for the poor and sick, attending to their religious duties and living a simple life. To help them keep their vows and show their devotion, monks and nuns lived apart from the community. Monks lived in monasteries and nuns in nunneries.



Source 3.24 Rules for peasants working on manors



Source 3.25 A medieval artist's impression of the life of a manor peasant (from top left through to bottom right, representing the 12 months of the year)

**Skillbooster: Discussing values**

Read the section 'Monks and nuns' and discuss as a class what would motivate people to lead this way of life. What would be the advantages of this way of life over that of a peasant and what would be the disadvantages? Why do you think the rulers gave churches gifts, such as land, and did not ask them to pay any tax? What does this tell us about the

values and attitudes of the ruling class? How do you think the vast numbers of peasants saw the monks and nuns? What is your opinion of people who lived this way of life? There are still many religious communities who live a way of life similar to that described in this section. Why do you think some people choose to live this way of life in the modern world? What is your opinion about this way of life?

Month	Description of work
July	Cutting wheat crop
	Trampling grapes to make wine
	Planting seed
	Shearing sheep
	Pruning vines
	Harvesting wheat crop
	Landowner visits to check on farm
	Mainly indoors with animals
	Working in the snow
	Clearing fields with a scythe
	Pigs collected together ready for winter
	Animal dung collected for fertiliser

**obook extras**

Enter the ID number below into the search field of your obook to access this resource.

**ID03.22** Weblink: Not everyone lived in castles  
A series of lessons complete with Internet-linked resources and worksheets entitled 'Not Everyone Lived in Castles in the Middle Ages'



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.



**Skillbooster: Gregorian chants**

Listen to a Gregorian chant and find out how this form of worship began. What was it intended to prevent and promote? What does this tell us about the nature and power of the Church in this period?

**Skillbooster: Medieval knights**

View the trailer for the 2001 Heath Ledger movie, *A Knight's Tale* (see the weblink in the obook extras panel on this spread). Set in 1370, in medieval Europe, it tells the fictional story of a commoner who battles knights in a series of jousting tournaments. It is from films such as this that many students develop their first understanding of knights in medieval times. While viewing this trailer, students should list every new scene or image shown and the impression that this gives viewers of knights in the medieval period. The table in the right-hand column of this spread lists the scenes in the first column and some impressions in the second column. You may choose to give students this table and ask them to complete it or have them begin with a blank table.

When students have completed the table, they should then list the attributes of a knight as shown in this trailer. This could be done as a mind map with an image of a knight in the centre of the page and key words written around the outside. These could then be displayed on the classroom wall.

An extension of this activity is to have students research the life of a medieval knight and try to find evidence of the knight's character and attributes. Are the impressions portrayed in the movie trailer accurate or fair? Why do movie makers traditionally portray knights in this way? Students could also consider the impact of the music (knights as the rock



Source 3.26 A 16th-century artist's impression of monks creating manuscripts

**The legacy of medieval monks**

In medieval society, monks were usually the only people who could read and write. Some were historians. Others kept control of important documents for feudal lords. Many others copied and/or translated important manuscripts such as Arabic medical texts and the Bible. They played a very important role in preserving ancient documents and texts that would otherwise have been lost to us today.

**Those who fought**

As a group, knights made up only a small percentage of the population. In feudal society, though, they played a particularly important role. Through the feudal arrangement, many were given grants of land (for example by their lord, who was sometimes the monarch). With that came the responsibility to protect the people. For that, they would receive income in the form of food and supplies. They were also expected to provide the monarch with military support.

FOCUS ON ...

**continuity and change: becoming a knight**

The tradition of being knighted continues in Britain today, although many aspects of the ceremony have changed. Medieval **knights** were typically knighted for their military bravery. British knights these days might be recognised for their achievements in business, politics or entertainment. (For instance, the musician Mick Jagger of the Rolling Stones is a knight.) As in medieval times, knights are called 'Sir'; their wives are called 'Lady'.

The knighting ceremony, today as in medieval times, is called an investiture. Today's monarch taps the person to be knighted on each shoulder with a sword, as was typically done in medieval times. However, instead of being given spurs and a sword to mark the occasion, modern knights receive a medal. Unlike medieval knights, modern knights do not have to prepare for 24 hours by praying and fasting (called a vigil). There is another change, too: women can now also receive this honour. They are called 'dames'.



Source 3.27 A man being knighted by Queen Elizabeth II

**Check your learning**

- 1 Refer to Source 3.25. The 12 months of the year are depicted, in order, in the panels, reading from left to right and from the top row down. Based on this source, what might be a task that a European peasant typically did in each of the following months: February, July, December?
- 2 How did their Christian beliefs influence how monks and nuns typically lived their lives?
- 3 Explain why being knighted is an example of continuity and change.

stars of their day) and the modern expressions ('it's called a lance ... hello!').

You may want to finish the lesson by having students play an interactive jousting game (see the weblink in the obook extras panel on this spread).

**Answers: Check your learning**

- 1 Answers may include: February: fertilising the soil, preparing fields and planting crops. July: harvesting, threshing and binding wheat crops. December: slaughtering livestock to provide food throughout the winter, or helping livestock give birth.

- 2 Monks and nuns usually lived apart from the rest of society, living in self-sufficient religious communities in monasteries and abbeys. They also took vows of chastity, so they could not have sexual relationships or families. Their days were spent praying, often early in the morning and late at night, aiding the poor and the sick, copying manuscripts, studying religious texts and attending to their other religious duties.

**Living conditions**

In the medieval world, the lives of the wealthy and the poor were very different. These differences reflected the divisions in society at the time.

**Home life of the wealthy**

The rich included kings and queens and their extended families, feudal lords and their ladies and the families of knights. The Church, too, had great wealth. When not fighting wars, the wealthy led mostly comfortable lives, often in manor houses and castles (see Source 3.29).

In peace time, castles were the settings for feasts (see Source 3.23), workshops, markets, romance, raising and entertaining children, crafts and music. They were also the focal point for military training, the day-to-day running of the manor and for administering justice.



Source 3.28 The restored bedroom of the French king Henri III in the Château de Blois. Often, the beds of the wealthy had blankets, sheets, feather pillows, fur covers and linen curtains. Tapestries covered up draughty cracks in the stone walls of castles.

**Typical day for a wealthy family**

A typical day for the lord's family began when the sun rose. By then, servants were preparing meals and had lit the fires in the kitchen and great hall (see Source 3.29). The noble family would wash in tubs (often with the help of servants), dress and complete their toiletries. They would visit the cold and breezy garderobe (toilet seat that opened directly above a stinking cesspit or moat below). The chamberpot kept in the bedroom was typically used for toilet visits during the night. Strips of torn fabric were used as toilet paper.

After breakfast, the lord and lady would usually visit their private chapel. The lord's tasks for a day might include making decisions about the manor, receiving rents, presiding over a manor court and planning to visit another castle he owned. At night, there might be a feast for an important visitor (another lord or even the king!) or to celebrate something special, such as the end of a **tournament**.

and business, rather than just military prowess; women can also be knighted now, and are called 'Dame'; knights do not have to prepare for their investiture with 24 hours of fasting and prayer; and knights now receive a medal instead of spurs and a sword.

- 3 Answers may include: Continuities: people are still knighted; knights are called 'Sir' and their wives are called 'Lady'; the knighting ceremony is still called an investiture; and knights are still tapped on each shoulder with a sword during the investiture. Changes: people are now knighted for services to entertainment, politics

Scene	Impression
Cheering people	Knights were universally loved.
On horseback	Knights were expert horsemen.
Head/helmet knocked off	
Adoring child	
Jousting tournament	
Supported by friends	
Practising a joust	
Competition rules: 'noble birth'	
Wearing armour	
Adoring crowds	
Many attractive women	
Dancing with and kissing women	

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.23** Weblink: Gregorian chants

Listen to and read Gregorian chants online.

**ID03.24** Weblink: *A Knight's Tale*

Watch the trailer for *A Knight's Tale*.

**ID03.25** Weblink: Joust

A bit of fun, try your hand at jousting.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.



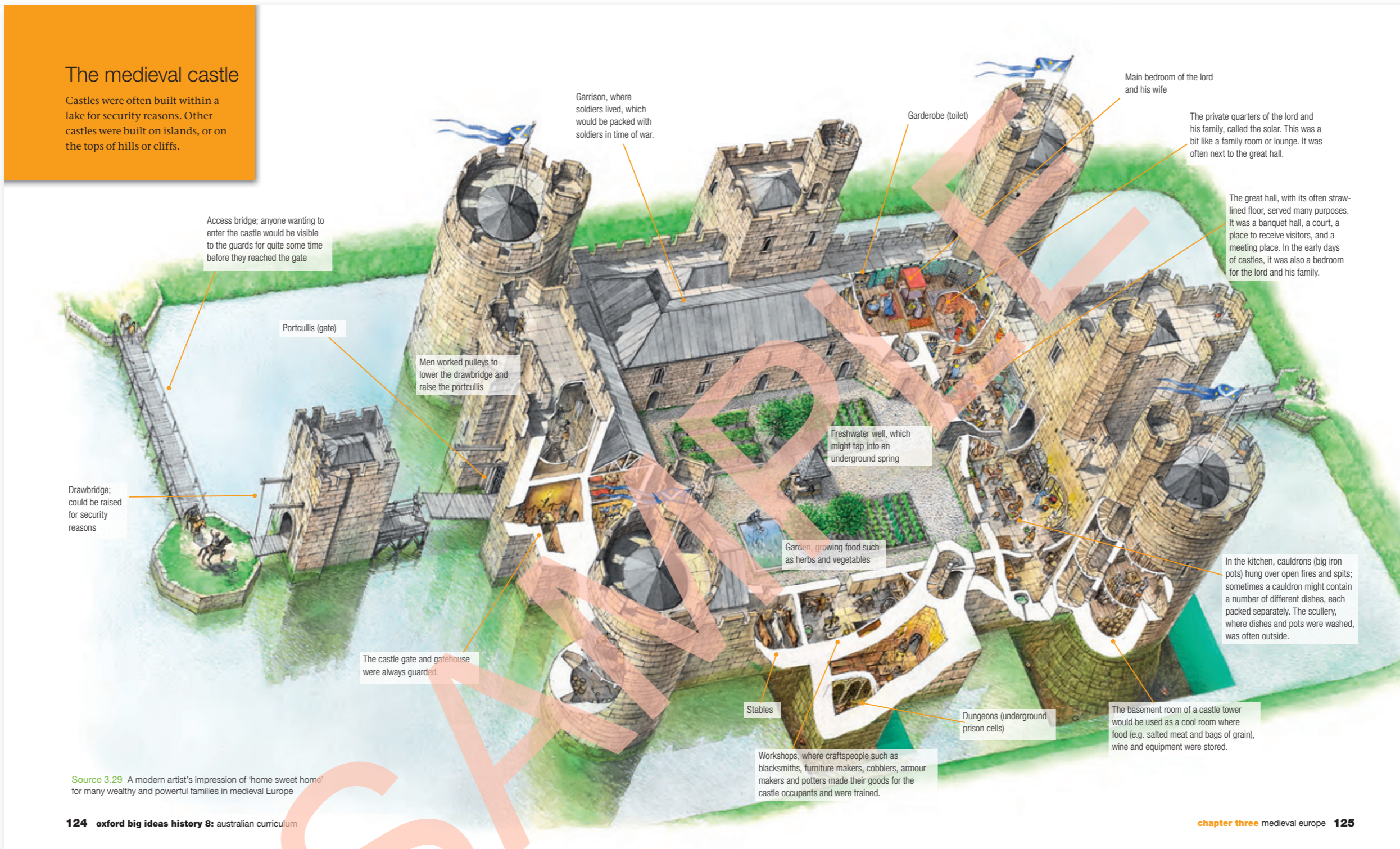
**Teaching tips**

Consider putting Source 3.29 up on the interactive whiteboard to test students' understanding of the parts of a castle, or the ways in which a castle could be attacked and defended. Tools such as the zoom feature help to bring this graphic to life in your classroom. This would also work with a standard data projector using a laptop, desktop computer or tablet.

**Skillbooster: Medieval castles**

Using the Top castles website (listed in the eBook extras panel on this spread), have each student select a castle from the medieval period. The website uses visitors' ratings to rank over 1000 of the world's medieval castles. By clicking on a castle, students can access a range of resources, such as a map, photographs and links to other websites.

Have students begin by comparing their chosen castle with the artist's impression of a medieval castle provided in Source 3.29. In the following table there is a list of the exterior features of the castle shown on the sketch. Students should comment on these features on their own castle, noting any similarities or differences. An example has been provided for you.



Source 3.29 A modern artist's impression of 'home sweet home' for many wealthy and powerful families in medieval Europe

Artist's impression of a castle (Source 3.29)	My medieval castle
Surrounded by a moat or lake	Harlech Castle in Wales has no moat because it was built on the top of a cliff.
Accessed by a bridge and drawbridge	
Thick brick walls	
Tall towers on each corner	
Towers connected by battlements	
Very few access points: only two exterior doors	
No large windows, only arrow-loops	

When students have completed this compare and contrast activity, they should discuss the accuracy of the artist's impression. Which features of the sketch were present in virtually all of the medieval castles and which features were in only a few? Why do they think these differences occur?

The next step is for students to find out more about their chosen castle. Students should begin by identifying a range of questions. They need to select questions that will guide their research and help them discover the history of the castle and its

purpose. Some questions can be closed questions with only one or two possible answers:

- Who built it?
- When was it completed?
- Where is it located?

Some questions can be open questions that may generate a range of possible answers. While closed questions may be easier to research and answer, it is often open questions that really get students thinking. Here are some examples:

- How successful was the castle in protecting its inhabitants?
- Should this castle be preserved and protected?
- What does the construction of the castle tell historians about this period of history?

Once students have decided on a set of questions, they can conduct research into their castle using the Top castles website as a starting point. Their findings could be presented as a written report, as a PowerPoint presentation or, using the sketch on these pages as a guide, as a labelled diagram. Remind students that they must provide a bibliography of all the websites where they found information.

The final activity can be another compare and contrast exercise. This time students compare their castle with those of their classmates: What are common features of medieval castles and what are some unique features of your castle? Why do so many of the castles look the same? What does it tell you about threats faced by people who lived in castles?

**Skillbooster: Interactive**

An interactive learning activity for the medieval castle is available on the eBook (see the link in the eBook extras panel on this spread). This activity includes a range of illustrations, images, and audio and/or video resources for students.

**eBook extras**

Enter the ID number below into the search field of your eBook to access this resource.

**ID03.26** Interactive: Medieval castle

**ID03.27** Weblink: Top castles

A website dedicated to the world's medieval castles.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Locate, compare, select and use information from a range of sources as evidence.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Teaching tips**

**Making history fun**

Many schools include a 'medieval day' as part of their Year 8 history course. Students really look forward to these experiences and they are often remembered long after the differences between motte and bailey are forgotten. Like many activities that require changes to routine and timetables, it is usually easier not to do it. However, for some students, more practical hands-on activities, that are usually part of a medieval day, are much more likely to be meaningful than book-based learning. Here are some suggestions for practical activities. Select them all to make a day of it. See the weblink in the **obook** extras panel on this spread for some online lessons.

**Build a castle competition**

Students love this one. Provide a range of art materials, such as heavy cardboard sheets and rolls, glue, tape, string, coloured paper and scissors. Students have one hour to work in teams of three to construct a medieval castle. The castle needs to be able to withstand an attack from a mystery force of invaders. When finished, place each castle on the floor at one end of the classroom. Attackers (members of the other castle-building teams), armed with tennis balls, roll the balls at the castle trying to destroy it. The castle scores three points for each direct hit it withstands and one point for each glancing blow it withstands.

**Dress like a medieval man or woman**

Students could draw their role in medieval society from slips of paper in a box. You could try to replicate medieval society by having about 90 per cent dress as peasants, a few priests, a few nobles, a few soldiers and a king or queen. Alternatively, students could select their own role. Students can either come to medieval day dressed appropriately or change once at school. It can also be effective to draw life-sized human figures onto large sheets of butcher's paper and students can dress the figures for display on the wall using scraps of fabric, etc. See the

**Home life of the poor**

Home for peasant farm workers was a one- or two-roomed hut shared with domestic animals such as chickens and pigs (see Source 3.30). It might typically be one of a number of such huts on a feudal manor (see Source 3.22). The hut was usually dirty, sooty, smelly and dark. Walls were mostly a mixture of mud, manure and sticks (called wattle and daub). They might be painted white with lime. Roofs were made from thatch. Windows were narrow openings that could be boarded up in winter. The toilet was a hole in the ground outside.

Conditions for peasants who lived in the cramped houses of medieval towns were not much better than those of peasant farmers. Those peasants who worked as servants in manor houses and castles lived in more secure and pleasant surroundings. However, their daily lives were hard like those of other peasants, with few personal comforts.

Source 3.30 An artist's impression of a medieval peasant's hut

**Town life**

Towns were usually small, with populations of only a few hundred. Some grew into larger cities. The wealthy townspeople might live in larger houses, often towards the centre. The poor lived in dirtier, more cramped quarters. Narrow cobbled or dirt streets separated the rows of wooden buildings with thatched roofs. The buildings were serious fire risks: they were made of highly combustible material and people lit fires and candles in them for warmth and light.

**Check your learning**

- Write a short definition for each of these terms: garderobe, solar, garrison, portcullis, cauldron, thatch, wattle and daub.
- Work with a partner. Write a short account of a typical day in the life of either a wealthy family living in a castle, or a poor family living in a manor village. Compare your accounts.
- You are a tourist operator who is able to go back in time (with the people on your tour coach!) to visit the working medieval castle shown as Source 3.29. Decide the order in which you will show people around. Write the outline of the script you will use in showing them around.

126 oxford big ideas history 8: australian curriculum

**Fashions and toiletries**

By the 11th century in Europe, there were great differences between the clothing worn by the rich and the poor. In fact, laws were passed to enforce this difference. Gold and silver material and purple silk could be worn only by royalty. Only noblewomen could wear elegant veils and have dresses made from satin and velvet. Only the rich could afford toiletries, perfumes and incense.

The clothes of the wealthy were custom-made by tailors. Although there was a range of fashion trends during the Middle Ages, women typically wore long, trailing garments, often with elaborate sleeves and ornate headgear. Wealthy men commonly wore tunics, stockings, decorated cloaks and fancy hats. The clothes of the poor were, by contrast, drab and dull in colour. They were crudely cut, and made from coarse cloth woven by peasant women from hand-spun wool or linen.

Source 3.31 An artist's impression of a range of garments worn by rich and poor—including the king—in 11th-century England

**The body beautiful**

Cleanliness was valued by medieval people, even though they did not understand the health reasons for keeping clean. For the poor, personal hygiene might mean washing in a dish of cold water. Wood was a scarce resource for peasants and it was not to be wasted on unnecessary heating. On special occasions, peasant women might freshen up their hair and clothes with the scent of flowers.

Only the wealthy could afford the luxury of a long, hot bath, called a 'stew'. Scented oils, rose petals or herbs such as rosemary and spearmint were added to the water. The wealthy could also afford to pamper their bodies. Costly perfumes were imported from places such as Arabia. Oils were extracted locally from plants such as jasmine, blackcurrants, apricot kernels, roses and violets. Dried herbs such as mint, rosemary and cinnamon were burnt to purify and sweeten the air. Source 3.34 describes a preparation for sweet-smelling hair for medieval ladies.

chapter three medieval europe 127

- Individual responses will vary. Points raised might include: Wealthy family: rising at sunrise, servants preparing their meals, eating in a large dining hall, visiting the garderobe, visiting their private chapel, conducting duties such as receiving rents and presiding over a manor court, and having a feast in the evening. Poor family: rising at or before sunrise, going to the toilet in a pit outside, preparing their own meals, tending to livestock such as chickens and pigs, working in the fields, mending the family's house and eating a self-prepared meal together at the end of the day in the house.
- Individual responses will vary.

**Skillbooster: Interactive**

An interactive learning activity for medieval fashion is available on the **obook** (see the link in the **obook** extras panel on this spread). This activity includes a range of illustrations, images, and audio and/or video resources for students.

**obook extras**

Enter the ID numbers below into the search field of your **obook** to access these resources.

**ID03.28** Interactive: Medieval fashion parade

**ID03.29** Weblink: Medieval life

Online lesson about medieval life including sections on food, clothing and housing.

**ID03.30** Weblink: Medieval clothing

Make your own medieval clothing.

**ID03.31** Weblink: Medieval recipes

Create a medieval banquet using some of these recipes.

**Answers: Check your learning**

- Answers may resemble: Garderobe: a toilet seat opening on to a moat or cesspit. Solar: the private living quarters of the lord's family. Garrison: the quarters where soldiers lived in a medieval castle. Portcullis: a latticed gate which could be raised or lowered quickly to defend a castle's entrance. Wardrobe: an upper room in the keep or lord's tower where linen was stored. Cauldron: huge pots used for cooking. Thatch: dry materials such as straw, sedge and heather used to build a roof. Wattle and Daub: a mixture of mud, manure and sticks used to make walls.

- Students could have a go at archery or fencing. There are many organisations that will come into the school for a half-day to run sessions on these activities.
- Jousting? Maybe not.

**Medieval banquet**

- Leave the sandwiches at home and ask students to bring foods that would have been eaten in medieval times. See the weblink in the **obook** extras panel on this spread for recipes.

- At the banquet, feasters could be entertained by students or special guests with medieval music and entertainments, such as storytelling, a jester and juggling.

**Other options**

- Stained glass window construction (maybe in a different venue to the trebuchet and catapult competitions!)
- A display of falconry
- A chess tournament
- Play medieval games as shown in Source 3.36.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**HISTORICAL SKILLS**

- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.



**Skillbooster: Children's games**

Ask students to analyse Source 3.36 which shows the painting *Children's Games* by the Flemish painter Pieter Brueghel the Elder. Using a large printed copy of the painting, students could divide it into a series of individual scenes showing the range of children's games being played. There are apparently 230 children involved in 83 different games! Students could then select one of these activities and describe what the children are doing. They could re-enact this game if possible. Is this game an example of continuity (it is still played today) or change (you do not think this is played any more)?

To encourage students to examine the image closely ask them to find:

- children swimming in the river
- a boy climbing a tree
- a game of bocce
- some dancing games
- a game similar to marbles
- a game similar to piñata
- a boy using stilts
- children doing headstands
- children playing leapfrog
- children playing with hoops
- a piggyback competition
- two boys playing on a barrel.

Discuss with your class what evidence exists in the painting that reveals Pieter Brueghel's attitude towards children and their games. For example: Are the children happy when playing? Are there any negative outcomes from these games that are shown? Are they stopping or interrupting trade or are there any examples of injuries from the games? After the discussion, ask students to summarise the artist's



Source 3.33 A medieval-style soup, such as might have been seen at a medieval wedding or special feast

Source 3.34

Take some dried roses, clove, nutmeg, watercress and galangal [a root plant a bit like ginger]. Let all these, powdered, be mixed with rose water. With this water let her sprinkle her hair and comb it with a comb dipped in this same water so that [her hair] will smell better. And let her make furrows in her hair and sprinkle on the above-mentioned powder, and it will smell marvellously.

Translated extract from the 12th-century writings of Trotula di Ruggiero, the most significant female physician of the Middle Ages

**Eating the medieval way**

There were no supermarkets, refrigerators or ovens in medieval times. People killed their own animals and preserved meat by salting, smoking or pickling it. Spices were used to disguise the taste of rotten meat. (Sometimes, too, dogs were used to 'test' it.) Vegetables were commonly dried or pickled. Grain was ground into flour to make bread. People used spoons, knives or their fingers to eat; most ate off thick slices of bread called trenchers. Table manners were basic (see Source 3.35)

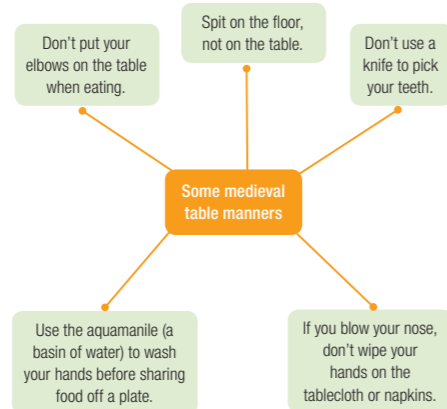
**Eating habits of the rich**

The rich ate the meat of both domestic and game animals (such as deer, wild boars, larks, pheasants). There was also fish, fruit, soft cheese, eggs, coloured jellies, vegetables, sauces and soups, salads, white bread, pies and tarts, and ornate sweet dishes called subtleties. Food was washed down with ale, wine or mead.

Banquets were held on important religious feast days, and to mark events such as marriages, coronations, special birthdays, tournaments and the arrival of important guests. The important people (that is, members of the lord's family and/or guests) sat at a higher table than other diners. Feasts often lasted for hours. In between the many courses, diners were entertained by acrobats, minstrels, troubadours, storytellers, jugglers and jesters. Any leftover food was given to the poor who waited expectantly at the castle gates.

**Eating habits of the poor**

The poor ate a simpler and less varied diet than the rich. It included grainy bread, seasonal vegetables and fruit (for those with access to gardens and fruit trees), milk, hard cheese, porridge made from oats or barley and perhaps some nuts from the forests. Most peasants ate their main meal for the day while working in the fields. They ate little meat, as they were too poor to own many animals, and hunting for game in the lord's forests was forbidden. If they lived near the sea or streams, there might be some fish. One of the simple joys for peasants in towns was to gather at the tavern for a few ales after a day's work.



Source 3.35 Some medieval table manners

**Check your learning**

- Describe one way in which a woman after the 11th century in Europe might 'advertise' that she was wealthy in the way she dressed.
- List some ways in which wealthy women and poor women might have kept themselves smelling sweet.
- Compare and contrast the diets of the rich and poor. Which diet do you think was healthier? Justify your view.
- Most people in medieval Europe could not read. Prepare an illustrated manual on table manners that diners attending a medieval banquet could check.

**Medieval entertainment**

Many pastimes in medieval Europe were the privilege of the wealthy. These included the multi-course banquets and, for the men, activities such as hunting, falconry and playing chess. Wealthy women might embroider, stitch tapestries or listen to minstrels.

**Hunting and falconry**

The wealthy obtained their meat by hunting with dogs (usually on horseback) or with falcons. Both activities showed off their social privilege. Hunts were typically conducted in the woods and forests of manor estates, forbidden to the poor. Sometimes, women, riding side-saddle, would be part of the hunting party. The poor hunted for rabbits and birds in the fields.

Falconry, or hawking, involved using trained birds such as eagles, falcons and hawks to catch prey such as pigeons and hares. The type of hunting bird used indicated a person's status: eagles, for example, were only owned by kings. Appearing in public with a bird of prey on a leather-strapped wrist was a sign of a person's wealth and social status.

**Entertainment for the poor**

For the poor, entertainment might include the public spectacles of jousts and tournaments. There were special feasts (such as at harvest time) put on by the lord of the manor. There also were the processions, ceremonies and holy day feasts and festivals associated with events of the Church calendar.

Other entertainments included dancing (including the popular *carole*), dice throwing, ball games, wrestling and hammer throwing. Many of the games played by medieval children (such as hopscotch and hide-and-seek) are still played today.



Source 3.36 This 16th-century painting by Brueghel (Pieter the Elder) depicts a wide range of games played by medieval children

What are some of the similarities and differences between these lists? For example, did medieval children tend to play by themselves or play together? Did their games need a lot of specialised equipment or barely any? What are some of the games that have been lost over the last 500 years?

**Answers: Check your learning**

- Answers may include: wearing elegant veils, owning dresses made from satin or velvet, wearing perfumes and smelling of incense, wearing clothes that were clearly measured and custom-tailored, and wearing long, trailing garments with elaborate sleeves and ornate headwear.
- Wealthy women used scented oils, rose petals and fragrant herbs in hot baths to make their bodies smell nice. They also used expensive musk and floral perfumes imported from Arabia, as well as locally sourced perfumes. Their homes were filled with the smells of burnt cinnamon, mint and rosemary to sweeten the air and they combed their hair with concoctions made from dried roses, clove, nutmeg, watercress, galangal and rose water. Most women, however, could not afford such luxuries and instead made themselves smell nice by washing with a dish of cold water and, on special occasions, freshening the smell of their hair and clothes with flowers.
- The wealthy ate a great deal of meat, including deer, wild boar, lark and pheasant, as well as fish, eggs, cheese, vegetables, sauces and soups, white breads, coloured jellies, pies and tarts, and sweet dishes called subtleties. They also drank large amounts of ale, wine and mead. The majority of people could not afford meat and were not allowed to hunt game, so their diets consisted mainly of grain bread, seasonal vegetables, milk, hard cheese, porridge and sometimes nuts. Those with access to fruit trees ate seasonal fruit and those who lived on the coast or by well-stocked rivers supplemented their diet with fish. Individual evaluations about which diet was healthier will vary, but points raised might include that the wealthy could afford a varied diet which included meat and that the high-meat diet of the wealthy was actually unhealthy.
- Individual responses will vary.

**Skillbooster: Comparing games**

Have students compare the children's games in Source 3.36 with the types of games they play now, the types of games they played when they began school and the types of games played by their parents when they were young. Students could complete this activity in the form of a table:

Types of games played by children in medieval times	Types of games played by my parents when they were at school	Types of games I played when I first started school	Types of games I play now

**Workbook resources**

Activity 3.4 Medieval recipes

**obook extras**

Enter the ID number below into the search field of your obook to access this resource.

**ID03.32** Weblink: Children's games

View this modern adaptation of the painting *Children's Games*.



Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

HISTORICAL SKILLS

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



Answers: Big ideas

- 1 Individual responses will vary. Answers may resemble: Feudalism: a social system based on two-way obligations between 'lords' and 'vassals'. The lords gifted fiefs of land to the vassals, in exchange for loyalty and military service. The vassals also provided protection to their serfs, in exchange for the serfs' free labour on their land.  
Vassal: someone—often a knight—who swore loyalty to a lord in exchange for fiefs of land and other gifts.  
Manor: the land owned by a vassal, given to him by his lord. The manor's land was farmed by serfs and was also where the vassal would live.
- 2 15
- 3 Many of the tribes that were forced westwards by new arrivals from the east were warlike and made Europe a dangerous place. The system of feudalism developed in response to the dangerous nature of Europe at this time.
- 4 a Peasants  
b Physical work, most of which was related to farming
- 5 The Battle of Hastings resulted in William of Normandy becoming King of England. The Normans were used to

bigideas

3.1 How was society in medieval Europe organised?

Remember

- 1 In your own words, define each of the following terms: feudalism, manor, vassal.
- 2 Look at Source 3.1. How many full decades were there between the start of the One Hundred Years War and the year in which King Henry VIII was crowned King of England?
- 3 How did the waves of various tribal people who migrated into Europe before about 1000 CE affect the society (in general terms)?
- 4 Consider how people worked in medieval Europe.
  - a Who did most of the work?
  - b What sort of work did the majority of these people do?

Understand

- 5 Explain the relationship between the Battle of Hastings in 1066 and the beginnings of a feudal system in Britain.
- 6 How do you think a medieval ruler's position might have been strengthened by giving fiefs to those who provided loyalty and support?
- 7 Look at Sources 3.22, 3.25 and 3.30. Based on these (and what you have read), write down ten reasons why you think that a medieval serf would typically have had a hard life.
- 8 What did 'having a stew' mean in medieval times? What social class might engage in this activity? Why?
- 9 Decide on three questions you would ask a medieval monk or nun to help you understand better why they chose to live the lives they did.

Apply

- 10 Think about all the factors that have helped to make you who you are. Think about how these factors help to control your behaviour and your social roles. Think, too, about how they are related. Represent these thoughts in a concept map.
- 11 Work in groups to construct a model of either the hut of a poor medieval family or the bedroom of a wealthy medieval noble or king. Share responsibilities, including research, preparing materials, assembling the diorama and presenting it to the class.

- 12 Look carefully at Source 3.22. If you were one of those collecting information for the *Domesday Book*:
  - a what information would you record for this manor, based on what you can see (estimate approximate dimensions)?
  - b what questions would you ask the lord of the manor in order to gather information on things that are not evident?

Analyse

- 13 With a partner, identify as many medieval games and activities as you can in Source 3.36. These might be those that you recognise as a set game, or ones that you can only describe by what you observe.

Evaluate

- 14 Decide what you think would be the two best and two worst things (in each case) about living in a castle and living in a medieval town.
- 15 Based on what you have learned so far about the society of medieval Europe, conduct a class debate (sharing all tasks involved in research, preparing for and delivering the debate) on the following topic: that living as part of the society of medieval Europe was, overall, a better way of life than living in today's Australian society.



Source 3.37 Artist's impression of a medieval hawking expedition. Small hoods were placed over the heads of hunting birds to keep them calm until they were released for the hunt.

Create

- 16 Refer to Source 3.31. Design your own version of a new outfit to be worn by one of the representatives of the society of 11th-century England shown in this illustration. Your finished garment needs to be in the same general style.
- 17 Use either Source 3.37 or 3.38 to inspire your account of a day spent hunting or hawking in medieval times. Your account might be one of the following:
  - a letter you write to someone about your experience
  - a poem or song that reflects on your experience
  - a series of labelled sketches (comic-book style) that detail the key events of the day.



Source 3.38 This 15th-century illustration shows the end of a hunt for a wild pig or boar. Dogs of different breeds were used, hunting for prey such as deer, wolves, bears and foxes—as well as wild pigs.

- the feudal system, so William rewarded his loyal knights with fiefs of land, thus introducing feudalism to Britain.
- 6 Answers may include: it ensured the vassals were loyal to the king, reducing the risk of rebellion, and it allowed the king to quickly raise an army when he needed one, because the vassals were obliged to provide him with soldiers in exchange for their fiefs.
- 7 Points raised might include: serfs had little personal freedom, they had to work their lord's land before their own; they had to pay substantial dues and taxes; they could provide little education for their children; most were unskilled workers, they had little prospect of social mobility; their diets were bland and unhealthy;

- some were seasonal labourers and had no permanent employment; they were not allowed to hunt in their lord's forests; the whole family often had to contribute to work; they could be called up to fight at any time for their lord or king; sanitation was inadequate and toilets for the poor usually consisted of pits in the ground; they often shared their living spaces with livestock, their homes were sparsely furnished and small; they worked all year round regardless of the weather; the floors of their houses were dirt lined with straw, and their beds were usually straw-stuffed mattresses.
- 8 Having a long, hot bath that was often scented with rose petals. Only the very wealthy engaged in 'having a stew'.

- 9 Individual responses will vary. Examples might include: Why did you decide to become a monk/nun? When did you decide to become a monk/nun? What does the daily life of a monk/nun involve? What is your family background? Did becoming a monk/nun offer you a chance of social advancement? Did anyone encourage you to become a monk/nun? How do you deal with never seeing your family or your old friends?
- 10 Individual responses will vary. Points raised might include: family, school, socio-economic status, your parents' jobs, where you live, your friends and peers, your interests, what you watch on TV, the music you listen to, the music your parents listen to and the TV

- shows they watch, the books you like to read, the sports you play and who your role models are.
- 11 Individual responses will vary.
- 12 a Answers may include: one fortified manor house, approximately 15 smaller dwellings, two stables, at least six horses, a mill, a church, a cemetery, a river running through the village which has been dammed for irrigation, a stone bridge across the river, a pond, each serf's dwelling has a small garden, woodland, decent quality dirt paths through the village and to the manor house, and several acres of farmland.

- b Answers may include: how many people live in the village, how many serfs work the vassal's land, whether the pond and the river contain fish, whether the vassal uses the woodland for hunting game, whether the serfs produce more food than they and the vassal need, how many horses, sheep, pigs, and other livestock are in the village, and how many men could be raised for war if the king required them.
- 13 Answers may include: hopscotch, hide and seek, playing with a hoop, playing with a ball, climbing walls, play-fighting, doing handstands, running around and wrestling.
- 14 Points raised might include: The best things about living in the castle might be the protection it offered, being able to eat the leftovers from the lord's feasts, the strong sense of community and not having to work in the fields. The worst things might include the types of work you'd have to do (such as cleaning out chamber pots), the cold, the smell from waste being dumped outside the walls or in the moat, the lack of any real independence or autonomy, and that in wartime you would be cut off and involved in the fighting by being in a castle.  
The best things about living in a town might include the comparative level of independence, the opportunity to earn wages, and the chance to learn skills and improve your social standing. The worst things about living in a town might include the smell, the cramped living spaces, the spread of disease, having to buy food rather than growing your own, and the lack of security and protection provided by a castle or a manor lord.
- 15 Individual responses will vary. Points raised might include: For: there was no looming spectre of climate change; life was luxurious and easy for the wealthy; there were strong values; and modern Australia is just as unequal and unfair as in medieval Europe, with Indigenous Australians having significantly lower life expectancy and education levels than the general population. Against: the working class have the same rights, if not the same means, as the wealthy; most people do not work in hard physical labour in Australia but in the service industry; modern Australia has a minimum wage, whereas medieval Europe was based on feudalism and manorialism; medical technology is vastly superior in modern Australia, increasing life expectancy and reducing many painful diseases; and the lives of the vast majority of people in the Middle Ages were short, brutal and difficult, and only the wealthy elite enjoyed lives of luxury.
- 16 Individual responses will vary.
- 17 Individual responses will vary. Points to consider include: the number of people in your hunting party, the type of animal you were hunting, whether you were hunting from horseback or on foot, if you used animals such as falcons or dogs on your hunt, what time of year your hunt took place and what the weather was like.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Significant developments and/or cultural achievements, such as architecture, medieval manuscripts and music
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Getting started**

By studying medieval buildings and writing you can reinforce with your students the key historical concepts:

- Evidence
- Continuity and change
- Cause and effect
- Perspectives
- Empathy
- Significance
- Contestability.

Here is an example of using these key concepts to explore medieval buildings, particularly Canterbury Cathedral as shown in Source 3.39. You could use these activities with your students and then develop a similar set to explore medieval writing.

**Evidence:** What does the building in Source 3.39 reveal about the people who built it and used it in medieval times? What can we learn about the history of Christianity in Britain from examining this building?

**Significance:** Why is this cathedral a significant building? What are some of the features that make one place more significant than another? Compare the image of Canterbury Cathedral with the image of Fenis Castle in Source 3.67. Which of these buildings is the most significant? What information would you need to make a more informed decision about the significance of these places?

**Cause and effect:** Why did Christian communities build such large places of worship? Discuss this question and list some of the causes of this type of



Source 3.39 Canterbury Cathedral—significant not only for its impressive architecture but also for the vital role it played in the lives of medieval Christians

# 3.2 What developments and achievements influenced life in medieval Europe?

*Medieval Europe experienced great changes, both good and bad. Although the arts such as music and architecture flourished, religious wars and devastating plagues took their toll. It was also a time of social changes that affected the entire structure of feudal society. At times, it may have seemed to the people of medieval Europe as if their world had been turned upside down.*

building. What effect would a building such as this have on medieval peasants and on medieval lords? How might this change the way that people behaved? **Perspectives:** How might the masons and labourers who worked to construct this building have felt about it? How might the priests, monks and nuns who lived and worked in the area have felt about it? **Empathy:** Imagine that you are a medieval peasant who lives near the town of Canterbury in a home like

that shown in Source 3.30. For most of your life you have been watching the great cathedral being built. Today is the day that the first Christian Mass will be held in the new cathedral. Describe your feelings as you enter the building and see for the first time its interior and its size. You may like to use the virtual tour to help in your description (see the weblink in the [obook extras](#) panel on this spread).

## Medieval buildings

One enduring (and more obvious) feature of Europe's medieval society is its architecture. Most European cities and towns that began during the medieval period still have buildings that date back hundreds of years. These buildings include castles, churches, cathedrals and monasteries. As you can see from Source 3.39, some of these structures were very large, often the biggest building in a town or city. Spires and bell towers, if included, added greater height.

### Gothic style

Many medieval buildings are examples of Gothic architecture. As a style, it became prominent in modern France, England, Germany and Italy from about 1100. While each region had slight differences in their architecture, there were many common features, especially with churches. It is significant that many Christian churches in Australia still incorporate these features. They include:

- a cross-shaped floor plan, called a cruciform (a symbol of the cross on which Jesus Christ was killed)
- arches and windows that come to a sharp point at the top
- flying buttresses, a supporting structural feature that enabled the buildings to be built to a great height (some flying buttresses look a bit like giant insect legs)
- stained glass windows that, together with sculptures, provided religious education for a people who could mostly not read or write.

## Medieval writings

Relatively few people in medieval Europe could read or write: those who could write were mostly priests and monks, and a few nuns. Among these nuns were the French writer and scholar Héloïse d'Argenteuil (c. 1100–1164) and the German abbess Hildegard of Bingen (1098–1179). All documents were written by hand (until the printing press was invented in the early 1400s). This was a very time-consuming process. Hence, medieval writings, especially in the early medieval period, were significant and valuable works.

Religious manuscripts included copies of the Christian Bible, prayer books and guides to religious life. Other medieval manuscripts detailed laws, or administrative details about a kingdom or a landholding. Some rulers arranged for others to write their communications or, sometimes, accounts of their lives or those of their ancestors. It was very rare for the common people to write anything, including diaries and letters. This fact greatly limits our knowledge of how the poor lived in medieval Europe.

### Illuminated manuscripts

Illuminated manuscripts are written works with highly decorated illustrations, often of scenes associated with the text. Sometimes the artwork was to fill a space, decorate the first letter of a word, or to provide a border for the text.

Illuminated manuscripts were significant historical documents. For a start, they were very valuable. Many materials and skilled craftspeople were needed to make them. They were generally written on parchment or on vellum (made from the skin of sheep, cows or goats). Paints were made from plants, ground-up semi-precious stones, charcoal and spices. Sometimes even earwax and urine were used to create colours. Gold and silver were also prepared so they could be painted onto manuscripts.



Source 3.40 A page from an illuminated manuscript created in the 15th century, which records the New Testament gospel of John

medieval Gothic churches and more modern Australian churches

- 3 Construct stained glass windows with coloured tissue paper (see the weblink in the [obook extras](#) panel on this spread).
- 4 Students could take a page from their notes and redo it in the style of an illuminated manuscript as shown in Source 3.40.

### Workbook resources

#### Activity 3.2 Medieval church windows

### obook extras

Enter the ID numbers below into the search field of your [obook](#) to access these resources.

**ID03.01** Flashcard glossary: Medieval Europe

**ID03.33** Weblink: Canterbury Cathedral

This website includes a virtual tour of the cathedral as well as showing how buildings like this can reflect their histories.

**ID03.34** Weblink: Medieval church colours

BBC interactive game that allows you to paint a medieval church in its original colours.

**ID03.35** Weblink: Make stained glass windows Make a tissue paper stained glass window.

**ID03.36** Weblink: Medieval arches

BBC animation on building with arches

### Skillbooster: Practical activities

Try one of these practical activities with your students.

- 1 Paint a medieval church in its original colours (see the weblink for this game in the [obook extras](#) panel on this spread).
- 2 Visit a large Christian church or cathedral in your local area and look for similarities between

**Continuity and change:** What were the influences from the past on Gothic architecture? Find out about Romanesque architecture in Europe. Which features of this earlier style were retained by Gothic builders and which were changed? How did the Gothic style influence later builders? What is neo-Gothic architecture? How similar is it to the medieval Gothic style?



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Significant developments and/or cultural achievements such as medieval manuscripts and music

**HISTORICAL SKILLS**

- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.



**Skillbooster: Contestability**

Contestability occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives. The story of King Arthur provides an opportunity for you to demonstrate how interpretations of the past are open to debate and how fact and fiction can be woven together so tightly that it becomes almost impossible to work out which is which.

Before reading the evidence on King Arthur ask your students a simple question: Do you think that King Arthur and the knights of the Round Table were real people or are they fictional characters like Superman or Spiderman?

Make sure that all students have answered the question (do not give them a middle option, such as partially fact and partially fiction) and then ask them on what evidence they based their decision. List the various sources and discuss their reliability.

The next step is to head to the school library and using the catalogue, track down every book, fiction or non-fiction and including encyclopedias, that mention King Arthur or any part of the Arthurian story, such as the Round Table, Camelot, Excalibur and Lancelot. Open the books to the relevant pages and lay them out on one large table in the library. Students should select one of these books and record whether it treats the story as fact, fiction or a mixture of both. Where possible, students should also be shown where to find the acknowledgements in the book that lists the sources of information. What has the author used as sources to back his or her claims that Arthur is fact or fiction? Discuss the reliability of these books and their sources. Discuss the various descriptions of Arthur. Do the more reliable sources, for example, state that he is a legend or that he was a real historical figure?

**The Book of Kells**

The *Book of Kells* is a version of the four New Testament gospels over 300 pages long. It is believed to have been written in Ireland about 1000 years ago. The monks who wrote and illustrated the *Book of Kells* used quills and special inks, some made from materials not found in Ireland. It is a religious work, and so was written in Latin, the language of medieval Christianity.

It combines local Celtic designs with illustrations of animals, and of the life of Jesus Christ and his disciples.

**Medieval legends**

Many medieval legends have provided inspiration throughout the ages for writers, poets and, more recently, filmmakers. Two of the more enduring of these—and hence the more significant—are the legends of Beowulf (one of the oldest surviving epic stories in English literature) and of King Arthur and his knights of the Round Table.



Source 3.41 An illustration of St Matthew from the *Book of Kells*

**Check your learning**

- 1 List three of the characteristic features of Gothic architecture.
- 2 Suggest reasons why the building shown in Source 3.39 is such a significant building.
- 3 Consider what you know about illuminated manuscripts.
  - a In your own words, explain what an illuminated manuscript is.
  - b List some of the materials used when painting an illuminated manuscript.
  - c Why might such documents be thought of as significant?
- 4 Write down three facts about the *Book of Kells*.
- 5 Explain why the tale of King Arthur is a significant medieval legend.
- 6 Describe two aspects of the reported story of King Arthur that suggest his tale is a fantasy, not fact.
- 7 Name three ancient British texts that provide evidence that a ruler named Arthur existed.
- 8 Consider what you know about the legend of King Arthur. Who first mentioned Camelot and the Holy Grail?

**Medieval music**

Music formed an important part of many medieval celebrations. It marked the end of harvests, provided entertainment in kings' courts, and was an important part of religious life.

Most of the popular music of the day has been lost. However, traces of tunes that peasants sang and danced to can be found in folk and traditional music. More evidence is available of music created for formal settings (e.g. church services and coronations). It is significant that Western music was first written down during this period.

**Musical instruments**

Many instruments used today in Western music trace their origins to the medieval period (some even earlier). These included various types of drum; stringed instruments such as lutes, mandolins, harps and early violins; and wind and wood instruments such as flutes, recorders and types of bagpipes.



Source 3.44 A stringed medieval instrument called a dulcimer

**evidence: King Arthur—did he exist or not?**

There are many variations in the details of the story of King Arthur. The story goes that Arthur was a Celtic king, the son of the ruler Uther Pendragon. Arthur led his people against the invading Saxons, around the 5th or 6th century CE. A wizard named Merlin taught him as a boy.

Men came from far away to serve King Arthur. His most brave and noble knights sat at a round table to show their equality. They were renowned for their courage and honour and went on many quests, including the search for the Holy Grail. The code of chivalry they lived by made it a great shame that the knight Arthur most valued, Sir Lancelot, fell in love with Arthur's wife, Guinevere.

Arthur was killed fighting his ambitious son, Mordred, at the Battle of Camlan. As he was dying, he asked that his magical sword, Excalibur, be thrown into a nearby lake. It was grabbed by a hand that shot up from the water. Arthur was buried on the magical island of Avalon.

Many later English kings claimed descent from King Arthur, whom they called the 'one true King of the Britons'. This helped them to 'prove' their lawful right to the thrones of both Wales and England.



Source 3.42 *La Morte d'Arthur* [The Death of Arthur] by James Archer (1824–1904)

Geoffrey of Monmouth wrote *A History of the Kings of Britain* in 1136, compiled in part from texts written by other monks. It describes Romanised Britain, and the reign of a ruler named Arthur (and the small empire he created).

In the mid 1100s, Chrétien de Troyes translated Geoffrey of Monmouth's book into French. His version mentions Camelot, the Round Table, Sir Lancelot and the Holy Grail quest for the first time.

An 8th-century text, *Annales Cambriae*, refers to two battles fought by a king named Arthur: the Battle of Mount Badon (c. 517) and the Battle of Camlan.

An inscription among the ruins of Tintagel Castle (Cornwall) translates as: *Artognou, father of a descendant of Coel, made this.* Artognou is an old-English form of 'Arthur'. Tintagel is said to be Arthur's birthplace. Welsh records describe a Celtic leader (c. 5th or 6th century) called Coel the Old.

A Welsh monk Nennius in his book *The British History* (c. 830) mentions a king's name—Arthur—and 12 battles that he fought.

In 1191, the monk Gerald of Wales reported seeing human remains at Glastonbury Abbey (in Somerset, England) and an inscription which translates as: *Here in the Isle of Avalon lies buried the renowned King Arthur, with Guinevere his second wife.*

Source 3.43 Some sources of evidence for the possible existence of King Arthur

Where does the story of King Arthur come from? Perhaps this will tell us whether he is real or not. Use the first two weblinks provided in the obook extras panel on this spread to find out about the sources of the Arthurian stories. As you read through each source, construct a flow diagram showing how pieces of the story have been added over time. The first three entries of your flow diagram are suggested below.

- 1 *History of the Britons* written in c. 829–830 CE describes a man named Arthur who fought the Saxons and was chosen as the commander of the British forces.

- 2 This is supported in *Annals of Wales* written in the late 10th century and other historical accounts from the period that describe a battle 500 years earlier 'in which Arthur carried the Cross of our Lord Jesus Christ for three days and three nights on his shoulders and the Britons were the victors'.
- 3 Geoffrey of Monmouth in his *History of the Kings of Britain* (c. 1136) makes Arthur a king and gives him a location: the isle of Avalon.

Complete this activity by asking students which parts of the Arthurian story they consider to be fact and which they think are fiction. Once again, ask for their evidence to support their claims. If you want to take this further, access the Edsitement website (see the weblink in the obook extras panel on this spread) which contains lessons, resources and activities on the sword in the stone, the knights of the Round Table, Excalibur, the Holy Grail and the isle of Avalon.

**Answers: Check your learning**

- 1 Answers may include: a 'cruciform' floor plan; arches and windows that come to a point at the top; flying buttresses; sculptures and stained glass windows telling religious stories for those who could not read or write.
- 2 Because it is an exceptional example of Gothic architecture, it was the seat of the head of the Church in Britain (the Archbishop of Canterbury), and it was central to Christian rituals and traditions in England.

- 3 a An elaborately illustrated manuscript, often decorated with scenes related to the text, intricate designs for the first letter of a page and borders around the text.
  - b Parchment or vellum and paints made from various combinations of plants, ground-up, semi-precious stones, charcoal, earwax, spices, gold, silver and urine.
  - c Answers may include: they were highly valuable documents, they provide an insight into medieval art, they provide an insight into medieval theology, and they are some of the few written primary sources from the Middle Ages in Europe.
- 4 Answers may include: it is over 300 pages long, it was made in Ireland, it is around 1000 years old, it was written in Latin, it is a copy of the four New Testament gospels, it was written with quills and inks made from materials not found in Ireland, and it combines Celtic designs with illustrations of animals and of scenes from the life of Jesus.
- 5 Because it provides information on aspects of medieval life such as the code of chivalry; because it is an enduring and influential legend; because it has continued to influence popular culture; and it reflects many of the values and attitudes of medieval Europe, such as bravery, loyalty, fraternity and chivalry.
- 6 Answers may include: that he was taught by a wizard called Merlin; that he had a magic sword called Excalibur; that a hand reached out of the lake at Avalon to take the sword; and that Arthur was buried on a magical island.
- 7 Answers may include: *Annales Cambriae*, *The British History*, *A History of the Kings of Britain*.
- 8 Chrétien de Troyes, in his French translation of *Historia Regum Britanniae* (see Source 3.43)

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

- ID03.37** Weblink: Story of King Arthur
- The sources for the story of King Arthur
- ID03.38** Weblink: Historians and Arthur
- Find out what historians say about Arthur
- ID03.39** Weblink: Edsitement
- Edsitement website containing lessons, resources and activities on King Arthur
- ID03.40** Weblink: Arthurian legend
- Website on the Arthurian legend including a short National Geographic video



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Significant developments and/or cultural achievements such as medieval manuscripts and music

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Identify and describe points of view, attitudes and values in primary and secondary sources.



**Skillbooster: Musical instruments**

Give each student the name of a medieval musical instrument from the following list. Each student must research their instrument and produce a fact file that includes the following information:

- 1 An image of the instrument
- 2 A description of the way it was played
- 3 An explanation of whether it is still played in its original form or has undergone some changes but still exists in a modern orchestra or has disappeared altogether
- 4 Perhaps a sentence describing the instrument's place of origin. This may be difficult for some instruments (such as the drum) but it could show the influence of a wide range of cultures and civilisations including Islam and African cultures.
- 5 A list of information sources.

**Medieval instruments:**

- flute
- recorder
- bagpipe
- gemshorn
- pan flute
- bladder pipe
- lute
- mandore
- harp
- gittern
- psaltery
- tambourine
- cymbals
- dulcimer
- lyra
- drums
- hurdy-gurdy
- dulcimer
- jaw harp
- organ
- vielle.

**Minstrels and troubadours**

**Minstrels** were medieval entertainers. They sang, played instruments, told stories and recited poems. They sang about everyday things such as love. Others recited lengthy ballads about famous figures or events.

Some minstrels were part of the household of a king or a noble. Hundreds of them might be employed for a special event, such as a royal wedding or coronation. Some towns and cities employed minstrels for public events. Some minstrels simply wandered around the countryside, performing at fairs and community gatherings.

Some minstrels came to be known as **troubadours**. Troubadours were musicians who wrote many of their own works. This is significant, as it provided us with evidence of their musical style and lyrics. They became prominent in the late medieval period.

**Music and religion**

Music was a very important part of church life. Hymns and religious songs were often part of services in churches and monasteries. Religious songs were frequently sung without instruments. This so-called chanting was typically performed by choirs of monks and boys. Significantly, it has continued as a feature of Catholic life to the present day.



Source 3.45 An artist's impression of three wandering minstrels.

**Check your learning**

- 1 How was a troubador different from a minstrel?
- 2 Why is the medieval form of singing known as chanting a significant legacy of medieval Europe?

To see images of these and other historical instruments see the weblink in the **obook extras** panel on this spread. By clicking on the image of each instrument you can hear what the instrument sounded like. If your students have access to individual computers with speakers, they could hear what these instruments sounded like together. Unfortunately, they are not all playing the same tune but for a bit of fun, you can recreate a medieval orchestra.

A further extension activity is to take an image of a modern orchestra (see the weblink in the **obook extras** panel on this spread). Overlay this image with a sheet of clear plastic such as you might use for an overhead transparency and shade in those members of the orchestra that are playing instruments that existed in medieval times. What are the instruments that did not exist in the medieval period? Research those and find out when they were developed as musical instruments.

**Religious warfare—the Crusades**

The **Crusades** were a series of religious wars fought in today's Middle East in the first part of the 11th century. Basically, the wars were fought between Christians and Muslims to gain control over key religious sites in and around Jerusalem. Although historians argue about the total number of wars that were fought, most agree that eight major crusades took place between 1096 and 1270 (see Source 3.47).

The Crusades were significant events that had a great impact on Europe. Christian soldiers (called 'crusaders') from all over Europe took part in the wars. Common people, including youths, were also caught up in the desire to travel far away to fight in the name of Christianity. The movement of many people caused great changes—both good and bad.

For more information about the start of the Crusades, see the Focus on feature below.

**focus on... cause and effect: the start of the Crusades**

Jerusalem had been under Muslim control since 637 CE (when it was absorbed into the growing Islamic Empire). After this time, Christian pilgrims and merchants had peacefully lived with Muslims in the region for centuries. Then, in the mid 11th century, things changed.

In 1050, a more militant Islamic group, the Seljuk Turks, expanded their territory and took control of Jerusalem. This new Islamic regime committed many serious offences against Christian traders and pilgrims in the region and cut off access to important religious sites. They also threatened the city of Constantinople, capital of the Christian **Byzantine** Empire. This growing threat caused the Byzantine emperor to send a plea for support to Pope Urban II in 1096. This request, in turn, motivated the Pope's response (see Source 3.46). The effect, or consequence of his response, was the start of the First Crusade.

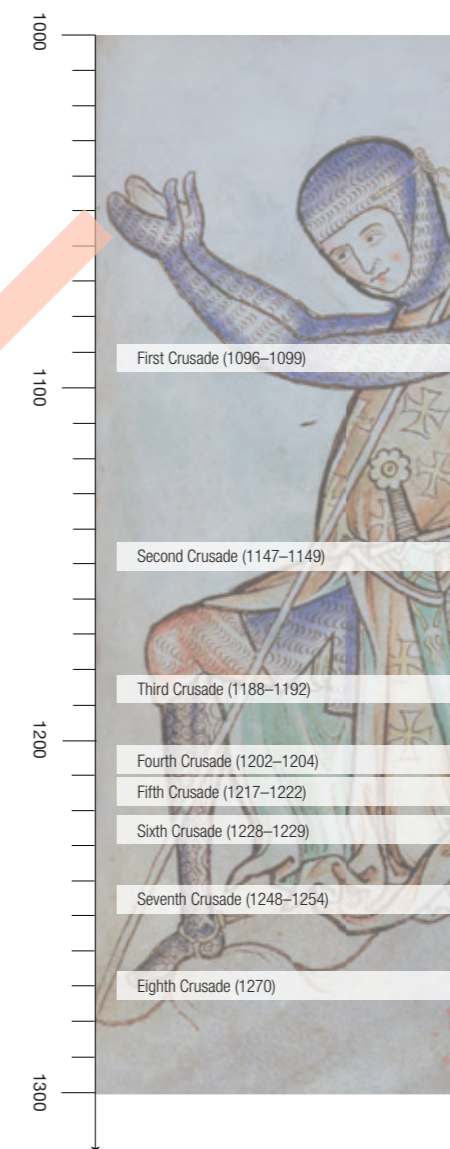
**Source 3.46**

*You must hurry to help your brothers in the East, who need your help ... For the Turks, a Persian people, have attacked them. I urge you with passionate prayer—not I, but God—that, as messengers of Christ, you urge men of all ranks ... to move quickly to get rid of these awful people from the lands of your brothers. Christ commands it. And if any who go there should die on the way by land, or in crossing the sea, or in fighting these non-Christians, their sins shall be forgiven ... Let those of you who have been fighting your brothers and relatives now fight these barbarians.*

Translated extract from Pope Urban II's response in 1096 to the Byzantine emperor

**Skillbooster: Discussing values**

The motivations of the crusaders need to be understood by students before looking more closely at the outcomes of these holy wars. Before beginning, briefly outline what the Crusades were without mentioning why they occurred. Complete a 'think, pair, share' activity on the question: 'Why would people from Europe attack other groups in the Middle East?' Build up a list of responses on the whiteboard.



Source 3.47 The dates of the eight major Crusades, 1096–1270

to rank these motivations from the ones that they believe had the greatest impact on Europeans to the ones that they believe were the least important. Discuss the results of this activity.

**Answers: Check your learning**

- 1 Troubadours largely wrote their own works, whereas minstrels often simply recited old songs and ballads.
- 2 Because it continued to be a feature of Catholic life into the 20th century.

**obook extras**

Enter the ID numbers below into the search field of your **obook** to access these resources.

**ID03.41** Weblink: Medieval instruments

A guide to medieval and Renaissance instruments

**ID03.42** Weblink: Orchestra instruments

See the instruments used in a modern orchestra.

**ID03.43** Weblink: Roots of the Crusades

Watch the History Channel presentation *Roots of the Crusades*.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Significant developments and/or cultural achievements such as medieval manuscripts and music
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Skillbooster: Thinking about the Crusades**

These pages describe a series of wars known as the Crusades, when Christian Europeans invaded, captured and then lost places in the Muslim world. Ask students to think carefully about these Crusades and the time period in which they took place. What problems of communication, transport, supplies and weaponry did the crusaders have to deal with? Have students list some of these problems as a series of questions. For example:

- 1 How far is it from Paris to Edessa? What geographic obstacles would the crusaders have to overcome?
- 2 How would they travel from Europe to the Middle East? What difficulties would this cause?
- 3 How fast could the crusader armies travel if some were on foot? How long would it take them to reach places such as Jerusalem? What would they eat on the way?
- 4 Who would lead these armies? How would they decide on the targets or the battle tactics when they arrived?
- 5 How would they deal with injuries on the battlefield?
- 6 How would they communicate between armies or sections of armies? What difficulties would this create?
- 7 How long would crusaders be away from their homes? What problems would this create?

Now ask students to try to answer some of the questions. Remember the level of technology and education available to people in the Middle Ages. Few, for example, could read and write and only the wealthy could afford to have a horse or armour.

**Who were the Crusaders?**

A range of people from all walks of life—from kings to young peasants—decided to join the Crusades. Although the primary motivation for most people who joined the Crusades was the desire to fight for Christianity, many people also chose to go to the **Holy Land** for adventure, to escape from the miserable life of a peasant, or simply to get rich.

During this deeply religious time, most Christians believed that taking part in the Crusades would be a sure way of gaining entrance into Heaven when they died. Many teenage peasants who took part in the Crusades were encouraged by their local priests to join the fight. They believed that their youth and lack of ‘sin’ would make them more successful than older Crusaders.

In spite of some battles that were won, overall, the Crusades failed to meet their main objective. The Holy Lands were not regained by the Christians and many Crusaders never returned home at all. Some were killed in the fight for the Holy Land. Others died of disease or injuries. And others were sold as slaves, never to see their homes and families again.

The Crusades did, however, benefit Europe and its peoples in many ways. Trade with eastern regions was increased. With the growth in trade came the need for more and further excursions to unknown lands. This, in turn, brought about new ideas, greater knowledge and more inventions. People’s lives in general improved; they were healthier and better educated. And, with the end of feudalism, they became more independent.



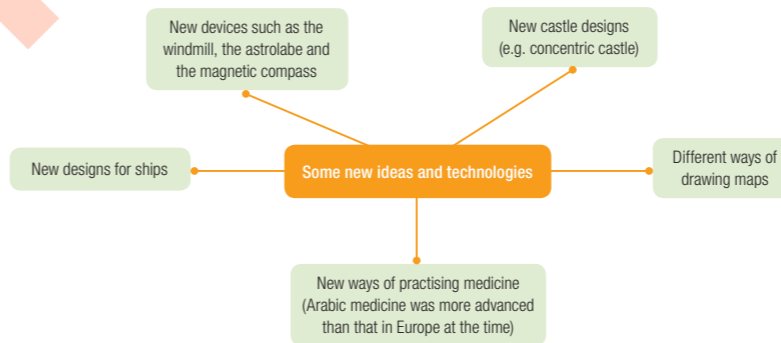
Source 3.48 The key cities at the time of the Crusades, and the approximate route taken by the first Crusaders

**Skillbooster: Google Earth tour**

- Students can use Google Earth to research and present information on the Crusades. Have students select one of the following Crusades or conquests and locate each of the places listed in Google Earth. They can explore each place using the zoom feature and by using the photographs that are linked to notable places. If possible, they should find a site linked to the Crusades, such as a crusader castle. Following the instructions in

the tutorial video (see the weblink in the obook extras panel on this spread) students could add a place mark to each place and then create a tour. This is a wonderful tool that really brings these places to life and helps students place them in their correct geographical context. Students might like to take this a step further and follow the path of the crusaders from their homelands, in places such as Paris and Bruges.

Source 3.49 A scene from the film Kingdom of Heaven, depicting one of the sieges of Jerusalem during the Crusades



Source 3.50 Some of the new ideas and technologies Crusaders brought back to Europe from the Holy Land

- First Crusade: Konya (Turkey), Kozan (Turkey), Antioch (Turkey), Tripoli (Lebanon), Jerusalem (Israel), Deir al-Balah (Gaza Strip)
- Second Crusade: Antioch (Turkey), Tripoli (Lebanon), Acre (Israel), Damascus (Syria), Edessa (now known as Şanlıurfa in Turkey)
- Third Crusade: Limassol (Cyprus), Famagusta (Cyprus), Acre (Israel), Jaffa (Israel)
- Saladin’s Conquests: Cairo (Egypt), Aqaba (Jordan), Damascus (Syria), Hama (Syria), Aleppo (Syria), Tiberias (Israel), Beirut (Lebanon), Jerusalem (Israel)

**Skillbooster: The returning crusaders**

The text states that ‘the returning crusaders ... brought back many new ideas to Europe’ and that these ‘had longer term impacts on defence and exploration’. Some of these new ideas are listed in Source 3.50. Other examples include public libraries and hospitals.

Ask students to research each of these new ideas to find out what they were. Then, students should construct a mind map showing how each of these inventions had long-term and beneficial impacts on

European society. On the mind map students should show the various uses of each of these new ideas, such as exploration, education, warfare and health.

Discuss as a class the topic: ‘Because they brought back many new ideas, the crusaders lost the wars but won the peace.’

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.44** Weblink: Map of the Crusades

An interactive map of the Crusades

**ID03.45** Weblink: Google Earth

Tutorial video on creating place marks in Google Earth and then using them to create a tour



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Answers: Big ideas**

- Answers may include: the Crusades left a significant cultural legacy by influencing areas such as medicine, shipbuilding, and map making; the Crusades were an important event in history and marked a shift in the relationship between the Christian and Islamic worlds; and they had a long-lasting effect, leading to eight crusades in total and a permanent breakdown in relations between the East and the West.
- Because very few people could read and write, making the surviving written primary sources rare and extremely historically significant.
  - They were illustrated and required a tremendous amount of work to complete.
  - The *Book of Kells* and the Christian Bible.
- Hildegard was significant because she had a great deal of influence in a staunchly patriarchal society. She founded two monasteries and was a prolific writer on theology, botany and medicine. She was in correspondence with some of the most powerful people of her time, such as Pope Eugene III and the German Emperor Frederick Barbarossa, and attracted a large group of followers. She was also a vocal critic of certain Church practices and was an influence on modern natural medicine.

**bigideas**

**3.2 What developments and achievements influenced life in medieval Europe?**

**Remember**

- List three reasons why the Crusades were a significant event for the society of medieval Europe.
- Consider what you have learned about medieval manuscripts.
  - Why were medieval manuscripts generally regarded as works of significance?
  - What was so special about illuminated manuscripts?
  - List two examples of religious manuscripts produced in medieval Europe.

**Understand**

- Conduct some research to find out more about Hildegard of Bingen. Based on what you find:
  - Why do you think she is regarded as a significant individual in medieval European history?
  - List three works that she wrote. Suggest for each why you think it might have been a significant work at the time.
- Why do we know so much more of the music and lyrics written by troubadours than we do about the songs and tunes of simple peasant folk?
- Why do tastes and fashions change over time, suggest why the story of King Arthur and the Knights of the Round Table has remained such an enduring legend for writers, poets, artists, filmmakers and television producers, even up to the present day? What aspects of this tale make it so significant?

**Apply**

- In small groups, brainstorm aspects of our Australian society today you think are noteworthy enough (for whatever reason) for historians some 1000 years from now to decide that they were significant features of our society. A group spokesperson will present a summary of the group's findings to the class.

**Analyse**

- Refresh your memory on some of the key features of Gothic architecture. See if you can locate at least one example of each in the following photographs of gothic cathedrals (Sources 3.51, 3.52 or 3.53). In your notebook, identify a feature that is visible in each source and draw a rough sketch to represent that feature.



Source 3.51 Notre Dame Cathedral, France



Source 3.52 A window of Notre Dame des Fleurs Chapel, France



Source 3.53 An aerial view of Cathedral of Our Lady of Chartres, France

**Evaluate**

- Consider what you have read in this chapter about the takeover of Jerusalem in 1050 CE.
  - What was the immediate effect on the Middle East region of Jerusalem's takeover by a more militant Islamic group?
  - What do you think might have been the effect on the Middle East region and surrounds if this had not happened?
  - Predict what might have happened in 1096 if the Pope of the day had told the Byzantine emperor who wrote to him 'that he was on his own' in dealing with the Seljuk Turks.
- Listen to some examples of medieval music. (Your teacher might arrange for this.) Rate what you hear according to a set of criteria (aspects against which you judge something). It is important that you decide on these criteria before you listen to the music.

**Create**

- Design your own Gothic cathedral (on paper or using ICT tools). Be inspired by illustrations and relevant information provided in this section. Include a plan view (as seen from directly above) and close-up sketch of two important features.

the Middle Ages; the emperor may have offered huge incentives of land or wealth to other European rulers to send troops to support the Byzantines; and Constantinople may have fallen to the Seljuk Turks.

- Individual responses will vary.
- Individual responses will vary.

- Answers may include: *Ordo Virtutum* (The Play of Virtues), which is the earliest surviving morality play and the only early medieval drama to survive with its original music; *Physica*, which was an influential text on the natural sciences; and *Scivias* (Know the Way), which was a book of Hildegard's visions interpreted as religious messages. It was widely distributed and acclaimed in Europe.
- Because troubadours wrote their own music and lyrics, so there are some surviving primary sources. Most peasants were illiterate, so few records of their songs and music have survived.
- Points raised might include: the values reflected in the legend of King Arthur are those we idealise and wish to hold today, such as chivalry, loyalty, equality and bravery; the stories themselves are exciting and appeal to young people thirsting for tales of adventure, in particular; and because we can apply our own values and beliefs to the legend, such as seeing Arthur's legendary Round Table as a founding stone of modern democracy.
- Individual responses will vary. Points raised might include: Australian popular music, significant buildings such as the Sydney Harbour Bridge and Parliament House, Australian films, Australian books, archived newspaper articles, recorded oral histories, sporting achievements and the stories of famous Australians.
- Individual responses will vary. Points raised might include: flying buttresses (Source 3.51), sculptures (Source 3.51), arches and windows that come to a point at the top (Source 3.52), stained glass windows (Source 3.52), and a 'cruciform' floor plan (Source 3.53).
- It threatened Christian and Jewish traders and pilgrims, and also threatened the Byzantine city of Constantinople.
  - Christian, Islamic and Jewish traders and pilgrims may have continued to have had friendly relations in the region, and Jerusalem may have remained a fairly neutral city in the Middle East.
  - Answers may include: the Byzantine emperor may have attempted to reach a financial agreement with the Seljuk Turks to keep Jerusalem open to Western traders and pilgrims, similar to the payments made to stop Viking raids earlier in the Middle Ages; the emperor may have offered huge incentives of land or wealth to other European rulers to send troops to support the Byzantines; and Constantinople may have fallen to the Seljuk Turks.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Digging deeper: Think, pair, share**

Complete a 'think, pair, share' activity on the three great events in medieval Europe described on this spread under the heading 'A time of change'. Key question:

*Which aspects of society would be greatly changed by these wider changes and which would remain largely unchanged and therefore be an example of continuity?*

In a 'think, pair, share' activity each student considers their own responses to the key question (in italics above) before sharing it with one other person. This pair discusses the similarities and differences between the two individual responses before joining a class discussion on the topic.

For this activity, students could consider some of these aspects of medieval society but should also be encouraged to add some more of their own:

- movement of people within and between countries
- religion and the influence of the Christian church
- farming practices
- trading and commerce in towns and cities
- the authority of kings and queens over the people
- warfare and conflict
- feudalism
- supply of food
- developments in medicine and public health
- the construction of new buildings such as churches
- music
- crime and punishment.

**Skillbooster: Significant inventions**

The late medieval period was a time of great inventiveness (see the weblink in the **obook extras** panel on this spread). Many new ideas, methods and products were being developed, tried and adopted. Some of these inventions would have profound impacts on society for hundreds of years and bring



Source 3.54 An artist's impression of jousting knights

# 3.3 How and why did society in medieval Europe change?

*All societies change over time, even if this change is very gradual. New developments, such as changing technology or ideas, or contact with other societies usually have a major influence. Social change is rarely due to just one factor. When change does occur, it does not mean that some older traditions do not continue.*

**Options**

How continuity and change were reflected in Europe's medieval society is discussed in respect to the topic areas listed below. Choose one of these:

- towns, cities and commerce
- crime and punishment
- military and defence systems.

This was certainly the case in medieval Europe. In the late medieval period, there were changes that weakened the **feudal and manorial** systems and, to some extent, reduced the authority of the **Church**. The process of change from Europe's medieval society into early modern society took several hundred years. Even then, traces of earlier traditions continued.

about significant change. Some inventions from this period include:

- gunpowder
- spectacles (glasses)
- mechanical clocks
- printing
- magnetic compass
- traverse board
- astrolabe
- Jacob's staff
- quadrant
- artesian wells
- windmills
- wheelbarrow
- horseshoes
- mouldboard plough
- stirrups
- siege engines
- longbow
- mail armour.

Students could select one of these inventions (or another from their own research) and conduct some research into the significance of this invention. **Significance** is a key historical concept and can be defined as 'the importance that is assigned to particular aspects of the past, for example events, developments, movements and historical sites'. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event?

## A time of change

During the 14th century, there were three major events in Europe that rapidly reduced the population:

- The Great Famine of 1315-1317:** This famine mainly affected northern Europe (including England). The poor suffered greatly. A monk described how 'plump dogs were stolen ... men and women in many places secretly ate their own children'.
- The Hundred Years War:** This war was fought between England and France between 1337 and 1453. The English were driven out of Normandy, ending their claim to the crown of France. A young woman, Joan of Arc, was burned at the stake for her role in uniting the French.
- The Black Death:** This pandemic arrived in Europe in 1347, reducing the population by about a third. Its most common form was the bubonic plague. It is caused by a bacterium found in the blood of the rat flea. Medieval Europeans knew nothing about germs, and paid little attention to hygiene.

### Short-term impacts of these changes

The events listed above dramatically changed the society of medieval Europe. France's population alone was halved during the 14th century. Peasants fled, creating huge labour shortages. Those prepared to stay (on manors or in skilled jobs in towns) often demanded higher wages to do so. Suddenly, they had more bargaining power because their services were in demand. In towns, it also led to outbreaks such as the **Peasants' Revolt** of 1381.

**focus on ...**

**cause and effect: the Peasants' Revolt**

The Peasants' Revolt took place in mid-1381 in England. This revolt, which involved separate but related uprisings by serfs, eventually led to the end of serfdom in England.

The lower classes under the feudal system in place were not well treated. They lived in great poverty and were virtual slaves as they were permanently 'attached' to the land. In spite of their great poverty, serfs were required to pay taxes to support King Richard II's military exploits.

Also, the Black Death had severely reduced the population, but the King passed a law to ensure that workers could not ask for better employment terms (such as higher wages or freedom to travel). When some peasants near London refused to pay taxes, an attempt was made to stop their protests through fines or by placing men in the stocks as punishment. But the discontent was felt in many places, and the uprising swelled throughout London and beyond. The leader of the revolt, Wat Tyler, was killed by the Mayor of London.

Although the demands for better working and living conditions were not immediately met, the upper classes did begin to realise that they could not rule over the peasants as they had in the past. They also realised that large groups of workers could be a significant political force to reckon with, and that some changes had to be made.



Source 3.55 An illustration of Richard II and the killing of Wat Tyler during the Peasants' Revolt

invention being more significant. For example, 'your invention might have made warfare more efficient but mine made it possible for farmers to produce more food so that people could live in towns'. A winner will need to be decided in each match (either by an independent umpire or by thumbs up or down from the spectators). Losing inventions are knocked out while winners advance in the draw until there is a grand final. This tournament works best if you start with 8, 16 or 32 inventions.

**obook extras**

Enter the ID numbers below into the search field of your **obook** to access these resources.

**ID03.01** Flashcard glossary: Medieval Europe

**ID03.46** Weblink: Medieval inventions

This website lists inventions from the Middle Ages. In some cases, those listed are not new inventions but adaptations of older inventions or old inventions that had a profound impact on medieval society.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.



**Skillbooster: The town of Fribourg**

The town of Fribourg in Switzerland (shown in Source 3.60) contains some of the best preserved buildings and other structures from the medieval period and dates from 1157. Students could annotate the image of the town with Post-it note labels showing features that were common to many towns in this period. Encourage students to develop their own labels but here are some they could use if they are struggling.

- The town is built next to a river for a supply of fresh water.
- The town is located on a loop in the river which gives protection from invasion on three sides.
- The town is on a hill as this helps with defence.
- The original town is surrounded by walls with very few gates.
- The most prominent building is the Catholic Cathedral.
- Buildings within the city walls are closely packed together.

Once students have completed their annotations, discuss as a class what conclusions can be drawn about medieval life based on these labels. For example, the Catholic Church was at the centre of many people's lives, townspeople lived in constant fear of invasion.

**Skillbooster: Researching a medieval town**

Students could find out more about Fribourg by using the weblink listed in the obook extras panel on this spread and their own research. Ask them to find examples of the buildings, social groups and institutions that are listed on this spread: guilds, guild halls, marketplaces and a town charter.

The Belgian city of Bruges (see the weblink in the obook extras panel on this spread) is another



Source 3.56 A magnetic compass; its needle points to magnetic south-southeast



Source 3.57 An astrolabe was used to chart the movements of planets and stars.



Source 3.58 A reproduction of Johannes Gutenberg's printing press. It used movable type, arranged within wooden frames, to print a page of text.

**Long-term impacts of these changes**

Social systems such as feudalism and manorialism, together with belief systems such as Christianity had helped to sustain the society of medieval Europe and keep it stable. The changes forced on society, increasingly so from the 13th century onwards, made people more aware of the world around them.

This led, in time, to movements that questioned some aspects of the Church (the **Reformation**), the place of humans in the scheme of things, and their potential (the **Renaissance**), even to cherished ideas long held about religion (the **Scientific Revolution**).

Some of these new ways of looking at things were helped by new inventions such as the compass, the astrolabe and the printing press (invented by Johannes Gutenberg around 1400).

The magnetic compass, invented by the Chinese, seems to have been first used in Europe in the late 12th century to help sailors navigate the English Channel.

The astrolabe was an ancient navigation tool used across the European and Islamic world. Together with the magnetic compass, the astrolabe enabled European sailors to travel across oceans to claim new lands.

The printing press revolutionised people's access to the written word. Books could now be produced quickly and cheaply. Most importantly, new ideas could spread rapidly.

**Towns, cities and commerce**

Medieval Europe was an agricultural society. Its various kingdoms were largely divided into feudal landholdings. From about 900 CE onwards, especially after 1000, things started to change. More towns began springing up as the threat of barbarian raids began to reduce. This trend increased over time. Some towns grew into cities.

By about 1200, there were around 600 cities in Europe, three times as many as there were 50 years earlier. Many cities also had cathedrals, so they attracted Christian pilgrims as well as merchants.

**Town populations**

Town populations included people who had left manors. Some of these peasants went on to earn a living as **artisans** or skilled workers. Those who worked in the same craft or specialist occupation (such as butchers or carpenters) started banding together to form **guilds**. They commonly met in **guild halls** to discuss quality standards, conditions of work, fair pay and prices; and to set up apprenticeships.

The growing strength of town populations meant **loyalties** began to change. The one-time bond to the manor lord became weaker as townspeople became more independent. This trend continued as towns became richer through trade and commerce.

wonderful example of a medieval town that is largely intact. Students may find it easier to research this city, and find examples of a guild hall and a central marketplace, as there are many websites dedicated to showcasing the medieval architecture of Bruges. An extension of this activity is to compare the two medieval towns and to find examples of similarities and differences.

Bruges flourished as a port town whereas Fribourg grew due to its strategic importance as an easily defensible town. Students could try to find examples of the other types of medieval towns described in Source 3.59: merchant towns, rebuilt Roman towns and castle towns.

**New markets, new goods and booming commerce**

Not all those who drifted from country manors settled down immediately in towns. Some moved around as wandering 'salesmen'. The goods they offered for sale were often cheap and basic.

The best profits came from selling goods from faraway places. The risks in getting these goods, though, were high: pirates, rough terrain, extreme weather and predators. Nonetheless, some merchants were prepared to take these risks. Some of those who did made huge profits.

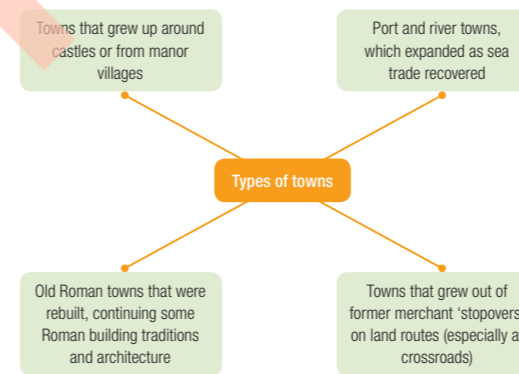
**Marketplaces and fairs**

Merchants sold their goods in marketplaces and, commonly, at huge open-air fairs held each year in Europe. Buyers flocked to these displays. Purchases were often made in bulk and taken away on carts.

Once travelling merchants had made their wealth, they might then opt to settle in towns. Merchant communities formed, particularly in Italian cities. This led to the rise of merchant guilds, which controlled a town's retail industry. Business partnerships developed, too, between merchants.

**Moneylending and financial records**

As commerce continued to flourish, moneylending and financial record keeping became more common in Europe. Using money and issuing loans were established practices among Islamic merchants in the Holy Land. Many of these practices were brought back to Europe by the Crusaders in the 12th and 13th centuries. Loans enabled



Source 3.59 Some types of towns that developed in medieval Europe



Source 3.60 The medieval city of Fribourg, in Switzerland. Many of its medieval buildings still remain, including St Nicholas Cathedral.



Source 3.61 A 15th-century artist's impression of a covered medieval European marketplace

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.47** Weblink: Town of Fribourg

The official website for the Swiss town of Fribourg. This contains some photo galleries, a webcam and some history notes.

**ID03.48** Weblink: Town of Bruges

The medieval city of Bruges is World Heritage listed.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.



**Getting started**

The section on crime and punishment is one of three studies to be undertaken to examine the key historical concepts of continuity and change. You may like to establish what students already know (or do not know) about modern justice systems that began in medieval Europe. Spend a little time describing a modern trial, and outline the role and importance of aspects and individuals such as:

- the jury and jury selection
- the judge in sentencing
- truth and aspects such as perjury and swearing to uphold the truth
- parliament, rather than courts, in making laws
- the purpose of punishment and the types of punishment given to offenders.

**Skillbooster: The art of justice**

Source 3.63 is a detail from the *Justice of Emperor Otto* by the Dutch painter Dirk Bouts the Elder. The two panels that make up the original painting now hang in the Royal Museum of Fine Arts in Brussels but were originally intended for the Louvain Town Hall to serve as a reminder of the virtue of justice and the importance of reason.

Use the weblink listed in the *obook extras* panel on this spread to look at these two panels and to examine the ways in which artists communicate their attitudes and values through art. Here are a series of questions that you could use in a class discussion. It would help students to have copies of both panels, or use a data projector or interactive whiteboard to display them at the front of the classroom.

- What values does the painter wish to communicate through these paintings?
- What evidence is there in the paintings for your answer?
- How effective do you think that he has been?

- Why would the town council of a medieval town ask an artist to produce paintings such as these to be hung in the town hall?
- What does this tell us about the attitudes and values of the town council?
- How might these paintings influence the townspeople who saw them?

**Answers: Check your learning**

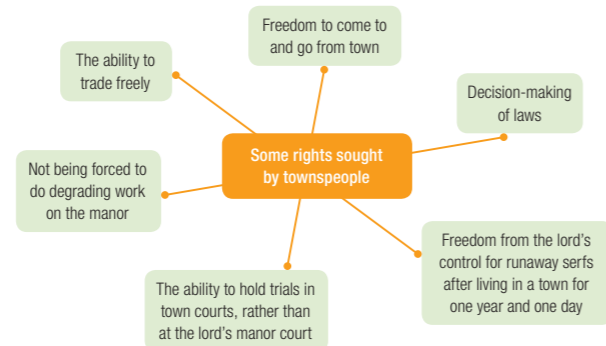
- The threat of barbarian raids decreased, so larger numbers of people left the protection of the feudal manors for the greater independence of the towns.

more goods to be purchased; this extra financial activity boosted town economies. Some merchants' families became so wealthy they lent money even to monarchs. Many also invested in prestigious public works in their town or city.

**Growing independence of towns**

With changes in town wealth and population came another push for change. Townspeople wanted more independence from feudal restrictions and more rights. At this time, the lord typically 'owned' the town/s within his realm and expected dues to be paid by the people in money rather than in produce from the farm, as had happened on the manor.

A town might present a petition to a lord setting out their demands for such freedoms. In return for payment, some towns were given what they asked for. A **charter** set out what had been agreed by the lord and town spokespeople.



Source 3.62 Some of the rights sought by townspeople

**Check your learning**

- Europe began a period of change from around 1000 CE onwards, causing towns to form and grow.
  - What change encouraged the growth of towns?
  - How did some of these early towns form, and where?
  - Explain why the rebuilding of some old Roman towns was an example of continuity and change.
- Where could ordinary Europeans buy many of the goods merchants brought back from distant markets?
- Explain broadly how many medieval towns were changed by:
  - people abandoning manors
  - growing numbers of people in the same occupations or crafts
  - the public investments of very wealthy merchants
  - a growing desire for independence from feudal lords.



Source 3.63 This painting shows a woman trying to prove her dead husband was innocent of a crime against the King by holding a red-hot iron in one hand and her husband's head in the other.

**Crime and punishment**

Under the early feudal system, different courts dealt with different types of offences. Minor matters (such as a nagging wife) were heard by village courts; a woman found guilty might have to wear a scold's bridle. A manor court heard slightly more serious matters, for example a charge that a serf's son was being educated without the lord's permission. In such cases, the serf might be fined.

More serious charges were dealt with in the Church courts (for charges such as heresy) and the king's court (for charges of treason).

By modern standards, punishments for crimes handed down by most courts was severe. Confessions for such crimes were frequently obtained through torture (through the use of thumbscrews and other devices). People could be executed by being burnt or skinned alive. Traitors were frequently executed by being hanged, drawn and quartered. This last punishment involved first hanging a person, cutting him down while still alive, then pulling out his intestines while he watched, and finally attaching each of his hands and legs to a horse and having the horses pull him apart.



Source 3.64 An artist's impression of medieval trial by combat

**Trial by ordeal and combat**

The legal system of early medieval Europe required those accused of crimes to prove their innocence. They did this by swearing an oath before God. Witnesses might also swear oaths to support the accused or the accuser. Sometimes, the oath of the accused was tested using trial by ordeal. There were two types of ordeal:

- Ordeal by fire—The accused held a red-hot iron for some time (see Source 3.63), put an arm in a fire or walked across burning coals. If, after three days, the burn was not healing, they were seen to be guilty.
- Ordeal by water—The accused placed an arm in boiling water and checked three days later to see if the burns had healed. If not, they were seen to be guilty. They also could be bound and tossed into a river. If their body floated, they were seen to be guilty. If they sank, they were innocent but dead!

Another trial commonly used for members of upper classes was trial by combat, where the accused fought the accuser. Sometimes a champion (e.g. a strong knight) fought on behalf of a weaker party. The winner (or whoever they represented) was innocent; God was believed to ensure this. Guilty people were punished or killed. They might have ears or hands cut off, or worse.



- At marketplaces and at the huge open-air fairs held each year.
- It increased the size of towns; it brought an influx of skilled workers, contributing to the creation of guilds; and it encouraged townspeople to seek greater independence from manor lords.
  - It led to the creation of guilds, which met to set quality standards, discuss work conditions, fair pay and prices, and arrange apprenticeships.

- This allowed towns' economies to flourish and for the townspeople to benefit from the public works, such as providing jobs for unskilled labourers.
- Led to movements for independence from feudal lords and the creation of town charters to set out the rights of townspeople.

**obook extras**

Enter the ID number below into the search field of your *obook* to access this resource.

**ID03.49** Weblink: *The Justice of Emperor Otto*  
Detailed analysis of the *Justice of Emperor Otto*



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Teaching tips**

Consider putting Source 3.65 up on the interactive whiteboard to test students' understanding of methods of torture. Tools such as the zoom feature help to bring this graphic alive in your classroom. This would also work with a standard data projector using a laptop, desktop computer or tablet.

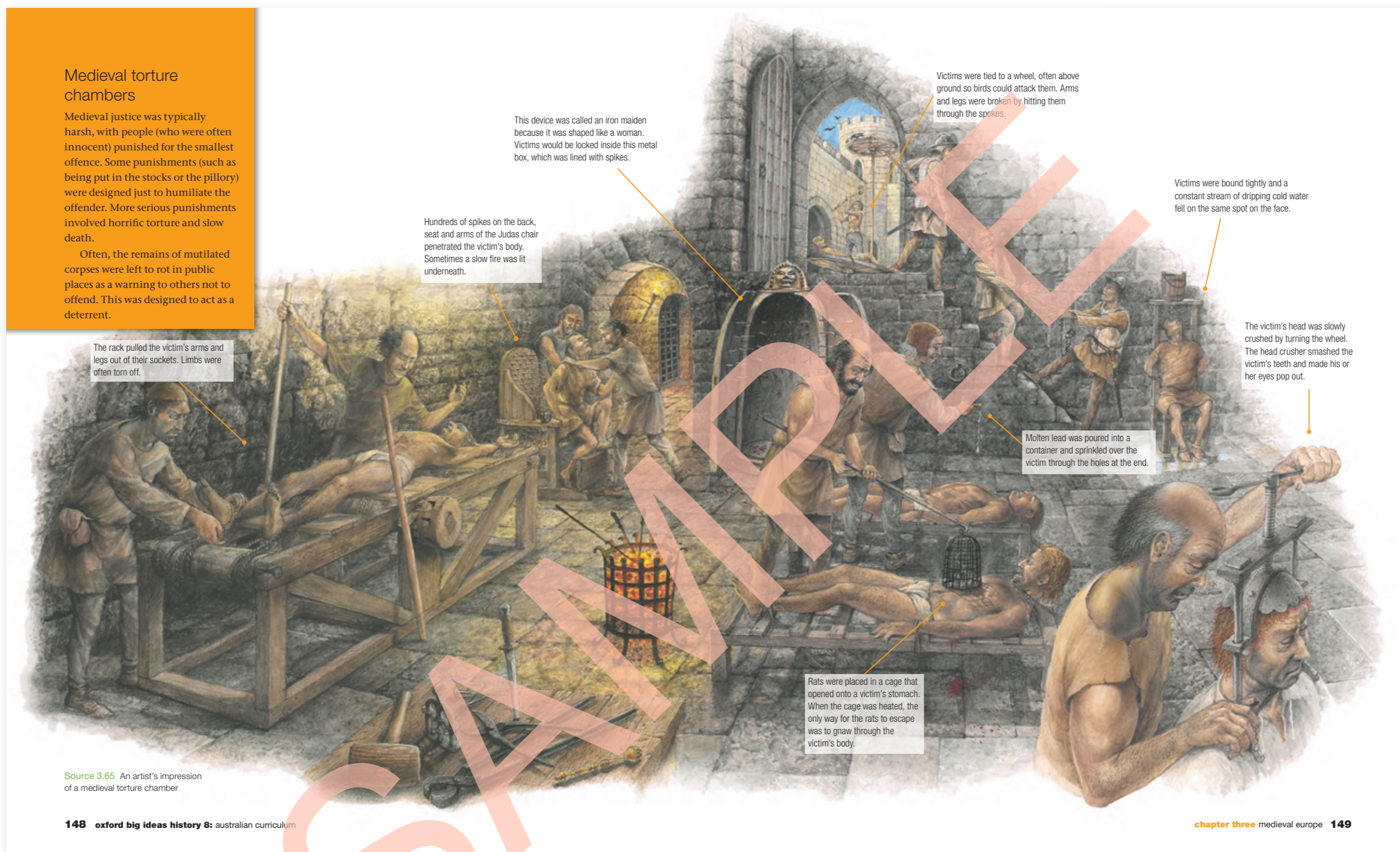
**Skillbooster: Discussing punishment**

Read the introductory text with your students and use this to initiate a discussion about the purposes of punishment. Students should consider times in their own life when they have been punished and what purpose was served by being punished. As new points are raised in this discussion, list the key purposes on the board.

There are generally accepted to be five primary purposes of punishment:

- Deterrence:** People are less likely to engage in illegal acts if they know they will be punished for doing so. The medieval practice of putting an offender in the stocks was used as a deterrent to others.
- Rehabilitation:** The punishment is designed to help offenders change their ways so they are less likely to re-offend.
- Incapacitation:** Offenders cannot commit a crime while in prison or after they have been executed.
- Retribution:** The offender harmed society, therefore society has the right to inflict harm in return.
- Restitution:** Some punishments, such as a fine or community service, can be used to compensate the victims of the crime.

Students could consider some common crimes from the medieval era and decide on a suitable punishment for each of them. They may like to begin



by placing them in order from the least serious to the most serious and then consider a similar ranking of medieval punishments. This would work better in small groups as students have to discuss and justify their rankings of crimes and their punishments as well as their assigning of punishments to the crimes.

Medieval crimes included:

- theft
- kidnapping for ransom
- vagrancy
- adultery

- fighting in public
- being educated without permission
- witchcraft
- murder
- abusive language
- drunkenness
- hunting in the royal park
- heresy
- marrying a relative
- a wife nagging her husband.

Medieval punishments included:

- death, perhaps by beheading
- fines
- being placed in the stocks
- whipping
- being pilloried (placed on public display while chained to a post)

- being branding by hot iron
- having hand, ear or fingers cut off
- imprisonment
- torture (see Source 3.65).

For more information on medieval punishments see the weblinks in the obook extras panel on this spread.

**Skillbooster: Interactive**

An interactive learning activity for medieval torture chambers is available on the obook (see the link in the obook extras panel on this spread). This activity includes a range of illustrations, images, and audio and/or video resources for students.

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

- ID03.50** Interactive: Medieval torture chambers
- ID03.51** Weblink: Were medieval punishments cruel?

Use primary source material to answer the key question: 'Were medieval punishments cruel?'

- ID03.52** Weblink: Torture devices

A description of 10 medieval torture devices



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.



**Teaching tips**

Consider organising a visit to a magistrates' court. Remember that the focus of this depth study is to examine continuity and change in crime and punishment. While the focus tends to be on how things have changed in many ways since medieval times, there are still many aspects of the modern justice system that date from medieval times.

Most magistrates' courts in Australia have an education officer who can take bookings and help you organise your visit. They tend to be popular places for school visits so make sure that you book ahead and that you properly prepare your students.

Some of the features of crime and punishment in medieval times are listed here.

- For each feature, students should note whether it is largely unchanged today from medieval times, somewhat different today from medieval times, or simply no longer practiced.
  - Accused persons swore an oath before God.
  - The oath was sometimes tested by ordeal: either by fire or water.
  - The accused person might fight the accuser in a trial by combat.
  - Guilty people were punished.
  - In some places, a whole village would be punished for the crimes of one resident.
  - Judges were in charge of courts.
  - Fines collected were paid to the victim of the crime.
  - In some courts, a jury decided on the guilt of the accused.
  - The accused person could choose to be represented by someone else.
  - There was a range of courts and accused people were tried in the court depending on their social status.
- Students then need to decide for each feature whether it is an example of continuity or an example of change.

**Answers: Check your learning**

- Answers may include: introducing trial by jury; allowing any subject who desired 'royal justice' to

**Changes to the medieval justice system**

In 1154, King Henry II became king of England. The types of courts mentioned earlier continued to exist during his reign. But Henry II also wanted all his subjects to have access (if they desired) to royal justice. So he and his court (king's court) travelled around the land, hearing cases. Judges began recording court decisions.

Over the centuries, this initiative continued to be refined. It set the basis for today's common law, as practised in England and Australia (where judges' decisions are based on those made for similar trials in the past). Another initiative of King Henry II was trial by jury. It, too, continues to this day as a key part of the Western justice system.

**The Magna Carta**

By the early 13th century, King John was England's king. He was not popular. He had raised taxes, fought a series of unsuccessful wars and upset the Pope. The Pope was so angry that he had banned religious services in English churches.

The nobles decided to act. They negotiated with King John, forcing him (reluctantly) to agree with much of what they put in their charter. The *Magna Carta* marked a significant legal change in England: the monarch would be subject to the will of others, not just God. No longer could he rule exactly as it suited him. This is seen as one of the first steps towards the development of legal and political rights for 'the people' and the start of modern democracy. King John did go back on some of his agreements, but the momentum for change continued.

The charter, the *Magna Carta*, was agreed at Runnymede in 1215. King John's royal seal was affixed to it. Among its provisions was a significant change for medieval justice: trial by ordeal would be abolished. No more could people be condemned, tortured or killed on the grounds of suspicion or rumour.

- Some other key aspects of the *Magna Carta* included:
- a description of the position of the Church in England
  - an outline of feudal responsibilities and obligations
  - a promise of fair laws, and for all to have access to the courts
  - guidelines on how the charter would be enforced.



Source 3.66 A barrister addressing the jury—a modern legacy of changes introduced in England by King Henry II

**Check your learning**

- England's King Henry II introduced a number of initiatives.
  - Name two that produced significant change in medieval England's legal system.
  - Why are these examples of continuity and change?
- How was the medieval practice of trial by ordeal changed by the *Magna Carta*?
- The words '*Magna Carta*' mean 'Great Charter' in Latin. Do you agree that it was 'great' (however you define the word)? Discuss as a class.
- Do you think that trial by ordeal was fair? Give reasons for your view.

- have access to it; and basing legal decisions on similar decisions made in the past (common law).
- Because they set the foundations for common law, still with us today. However, the modern justice system has continued to evolve and change. For example, the monarch no longer has judicial powers.

- Individual responses will vary but might include: it had no rational basis, it was based on superstition; it did not actually prove or disprove guilt.

**Getting started**

Write the word 'castles' on the board. The class should brainstorm all words, thoughts or ideas that they can link to the term. After a short brainstorming session, link the ideas raised by looking at areas such as castle type, purpose, structure, attack and defence. Point out to students that they are now going to discover the

**Medieval warfare**

Warfare was one of the most important ways a medieval kingdom in Europe could become powerful (either by fighting to expand its territory or to defend itself). The focus was often on capturing the enemy's stronghold, usually a castle. Castles were typically built in places that were easier to defend: on top of a cliff or hill, on an island, or jutting out into a lake.

**Castle fortresses**

In times of peace, a castle was home for a ruler (or feudal lord), his family, servants and vassals (see Source 3.29). Only a small band of soldiers was needed as guards. In war, the castle became a hive of military activity as the lord called on his vassals to supply him with foot soldiers, armour, weapons, and often horses.

**Changing castle design**

Castle designs changed and developed through the feudal era, improving on weak features and continuing those that worked.

**Motte and bailey castles**

Early fortresses were called motte and bailey castles. The motte was a raised area (such as a hill) on which a wooden fortress was built. Below it was an open area called the bailey, where barns, workshops and stables were located. Both the bailey and motte were encircled by a gated timber palisade (fence-like barrier, made of logs), a ditch (sometimes filled with water) and an earth bank.

**Stone castles with keeps**

By the late 10th century, stone structures (called keeps) were starting to replace the wooden fortress in the motte and bailey design. These keeps, usually rectangular and up to four storeys high, were fitted out to withstand a siege. Thick stone walls replaced the palisade and a wide moat replaced the ditch. Access to the castle was by drawbridge.

**Concentric castles**

Some 200 years later, a new type of castle design emerged in Europe: the concentric castle. It was based on designs Crusaders had seen in the Holy Land. This stone and/or brick castle had two outer walls (with battlements) to provide an extra barrier against attack. The outermost wall was often curved. The wall closest to the centre was the highest. There was a greatly reinforced gatehouse, but no keep.

purposes for which castles were created and how they have changed over time.

**Skillbooster: Castle PowerPoint presentation**

Each student or group of students can be allocated a medieval castle that is still largely intact. There should be a range of the three main castle types, as described in the 'Changing castle design' section of the student book selected by the students. Ensure that Fenis Castle, Carisbrooke Castle and Krak des Chevaliers are three of the castles selected. There are weblinks for each of these castles in the **obook extras** panel on this spread.



Source 3.67 Fenis Castle in Italy; note the protective outer wall (with its battlements) and the multi-storey keep inside the walls



Source 3.68 Krak des Chevaliers in today's Syria, once occupied by Crusader knights, is a concentric castle; note the much higher inner wall.

more detail. Place these images on slides 2, 3 and 4. Beneath each of these three images write a few sentences explaining why this feature is an important characteristic of this type of castle. Include any bibliographical details on the slide.

- Now it is time to link these four slides together. (This is the method to link the first two slides. Simply repeat the method for the remaining slides.) On the first slide insert a shape such as a circle onto the part of the castle described in the second slide. By right-clicking on the shape when it is in its correct place you can adjust the format of the shape and change the line colour and other features. Most importantly, select 'no fill' so that the shape becomes transparent.
- Once you are happy with the shape, right click on it and select 'hyperlink'. Select 'place in this document' and then 'slide 2'. Complete this by clicking 'OK'. Check this works by viewing the slideshow.
- You also need to make a link back to the first slide so viewers can access the other points of interest in the castle. Insert into the bottom of slide 2 a shape that hyperlinks back to the first slide. There is a shortcut button for this in the shapes menu. It is in the 'action buttons' section and is called 'beginning'.
- Now repeat steps 3–5 for the two remaining slides in your presentation.

When students have completed their presentations, they should show them to their classmates. Each student should ensure that they view presentations of each of the three castle types. They can then complete a compare and contrast activity, such as a Venn diagram, showing the differences and similarities of each of the castles. A follow-up activity is to discuss the advantages and disadvantages of each of the castle designs.

**obook extras**

Enter the ID numbers below into the search field of your **obook** to access these resources.

**ID03.53** Weblink: Fenis Castle

Use the website, which includes a short video and a webcam, to explore the history, frescoes and architecture of the castle.

**ID03.54** Weblink: Krak des Chevaliers Great Buildings Online web page on Krak des Chevaliers, includes images, description and a plan drawing

**ID03.55** Weblink: Carisbrooke Castle

Website for Carisbrooke Castle, an English motte and bailey castle. This website includes an interactive tour of the castle and grounds.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.



**Skillbooster: A medieval tournament**

Source 3.70, showing a medieval tournament, is a rich primary source of information about medieval Europe. By dividing the image into sections, students can explore different aspects of this period of history. Here is an assortment of activities and discussion questions on various sections of the source.

**Top left: viewing box**

- Examine the people in the viewing box. What does their position at the tournament and their clothing suggest about their social status?
- This box is virtually all women. What does this tell you about medieval society?

**Centre top: musicians**

- What instruments are these men playing?
- What roles do you think the music served at this tournament?
- Are there equivalents of music being played at modern sporting tournaments? What role does music play at modern sports festivals?

**Top right: coats of arms**

- Describe the coats of arms on display at this tournament.
- Why did a knight carry a coat of arms?
- Design your own coat of arms. You could make a small cardboard flag of your coat of arms and display it proudly at the top of your pencils.
- Are there equivalents of coats of arms at modern sporting tournaments?

**Middle left: tournament battle**

- Make a list of the weapons being used at this tournament. Can you find examples of the following: mace, flail, crossbow, lance and halberd?
- Conduct some research into each of these weapons. How was each used and what was it



Source 3.69 A modern recreation of a knight practising his jousting skill with a quintain (a post to act as an opponent for practice). Medieval knights used a quintain to help them perfect the accuracy of their lance blows.



Source 3.70 A medieval artist's impression of a tournament

**Castle warriors**

War in medieval Europe meant knights were obliged to provide their lord with their own fighting services and those of others they recruited. Some recruits were professional soldiers, men of the upper social class. They might be the younger sons of noble families, wanting to improve their standing through military service. (The eldest son inherited the father's entire estate then.) Such soldiers were often called men-at-arms.

Other fighting recruits were commoners (peasants). These men, often called up straight from the fields or towns, fought as foot soldiers (often archers) as they could not afford horses. Their weapons and armour were much simpler than those of knights and men-at-arms.

**Military training**

To stay fit and trained for war, knights fought jousts. Often these were public spectacles. Heavily armoured knights charged each other on horseback holding wooden lances ahead of them. Sometimes a long wooden fence, called a tilt, separated the charging horses. The idea was to knock an opponent off his horse.

Sometimes the contest was not between two knights but hundreds of fighters (knights on horseback and foot soldiers). These events were called tournaments (see Source 3.70). They were mock battles, similar in principle to today's military training exercises. By the 13th century, tournaments had become colourful spectacles that created great excitement among medieval communities.

**Heraldry**

It was common for noble medieval families to adopt a badge, or coat of arms. This practice was called heraldry. Each son in a family added a specific symbol to the family's coat of arms (for example, a five-point star for a third-born son). A knight's coat of arms was featured prominently, on clothing, shields and on their horses' coats. This meant a knight could be identified on a battlefield, whether fighting or among the piles of the dead.

Coats of arms were usually colourful and sometimes highly decorative. Design features included crosses, checks, stripes, wavy lines and symbols such as crowns, lions, battlements, weapons and the fleur-de-lis (a simplified image of a lily).

- used for? Which ones would be best in close fighting, such as that shown in this source, and which weapons would be better when the men-at-arms are further apart?
- Describe the various examples of armour in this image. Sketch some of the different helmets and shields.
- Is this a real battle or an example of military training? Give some reasons for your answer.

**Middle right: horsemen**

- What would be the advantage of being on horseback in a battle?

- What did owning a horse for battle tell others about your social status in medieval times?
- How would a soldier weighed down with armour and weapons have mounted a horse?
- Why do you think some of these horses are wearing blankets to cover their flanks?

**Bottom**

- There are three men standing behind a fence carefully watching the tournament. What do you think their roles are? Give some evidence for your answer.

**Changes in medieval warfare**

Until about the 12th century, armour was made of chain mail (small hoops of iron linked together, which was fashioned into a knee-length tunic (see Source 3.71). A coat of cloth was usually worn over the tunic.

From about 1300 onwards, metal plate armour became more common. Its design would change further so it eventually protected the whole body. Whole-body armour made a shield less necessary.

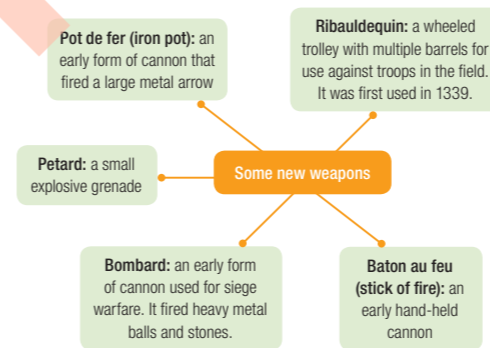
When using a shield, the fighter had only one hand for his sword. So, early sword designs were for one-handed use. As armour changed, so did designs of swords: they were larger and made for two-handed use. The aim of these weapons was not so much to cut as to bash. Two free hands meant that weapons such as the mace (an iron club), morning stars (a metal ball attached to a chain and handle), flails and war hammers could be more easily used.

**Gunpowder**

Gunpowder reached Europe during the 13th or 14th centuries from China (where it was first developed some 400–500 years earlier). It was another factor that helped to end Europe's feudal system. It did so by changing how wars were fought.

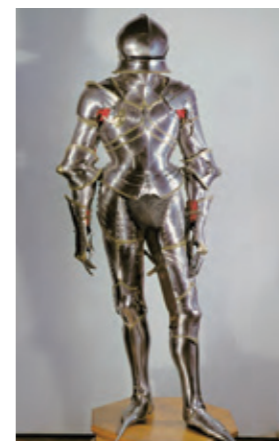
It was first used effectively during the Hundred Years War between France and England. Now castle walls could be more easily broken down: sappers could blow them up or gunpowder could be used in weapons fired at them. By about 1350, forms of cannon were becoming commonplace.

The use of firearms in warfare gradually reduced the importance of knights on horseback. Early cannons could be filled with metal fragments and fired at the enemy. Early firearms also increased the distance between fighting armies. Plate armour could deflect the early 'bullets' and grapeshot, but it meant that all soldiers in battle now required armour. The increased expense of so equipping an army shifted the responsibility for this onto kings, not feudal nobles. And so the importance of knighthood began to diminish. In place of knights, new types of professional soldiers emerged who led new types of troops.



Source 3.73 New weapons in the age of gunpowder

Source 3.71 Remains of a medieval fighter's chain mail armour



Source 3.72 A medieval fighter's full plate armour (made in the 15th century for the Count of Tyrol, Archduke Sigismund of Austria)

**Check your learning**

- Name three places in which a castle might commonly be built for security.
- What two main purposes did castles serve in feudal Europe?
- Explain briefly how both castle design and armour design changed over time. Where relevant, explain what aspects of each continued (even if in another form).
- Study Source 3.74, which follows.
  - List three ways of defending a castle under attack.
  - List three tactics or items an attacking army might use to force the surrender of a castle.
- Draw a flow chart to show some of the ways gunpowder changed medieval warfare, both in the short and longer term.

**For further discussion**

How useful is Source 3.70 for finding out about medieval tournaments? What are the limitations of using an artist's impression and what are the advantages for modern historians? Do you think that the artist was present at the tournament or not? Give some reasons for your answer.

What do you think was the artist's point of view on tournaments? Did he, for example, support the concept of a tournament or was he opposed to it? How can you tell?

There are many people who re-enact historical events (also known as living history) such as medieval tournaments. The annual Abbey Medieval Festival in Brisbane, for example, attracts around 20 000 visitors (see the weblink in the obook extras panel on this spread). You may find an example of historical re-enactment in your local area. Why do you think people choose to re-enact an event such as a medieval tournament?

**Answers: Check your learning**

- On an island, on a cliff top or jutting out into a lake.
- As a home for a ruler, his family, servants and soldiers in peacetime, and as a stronghold in wartime.
- Answers may include: Castles developed from motte and bailey designs, which were fortified keeps made from earth and wood on large hills, into stone castles with external walls and keeps by the end of the 10th century. The keeps of these castles were similar in design to the original baileys. Crusaders returned from the East with new ideas on castle design and this led to the development of concentric castles which no longer had keeps. Gunpowder and advanced siege weapons eventually made castles redundant. Armour in the early medieval period usually consisted of chain mail over a padded coat for the wealthy and cheaper padded or leather armour for peasants. Most soldiers were also protected by a helmet or cap and a shield. From the start of the 14th century, plate armour developed. This was soon replaced by full-body plate armour, which made shields redundant. Plate armour was too expensive to equip entire armies with and gunpowder weapons which could pierce plate armour soon made it redundant.
- Answers may include: closing the portcullis and gate, building the castle with thick walls and a moat, dropping missiles on to attackers through murder holes and shooting arrows through the crenels or through slits in the walls called embrasures.
  - Answers may include: undermining the walls with sappers, poisoning the castle's water supply, cutting off the castle's food supply, caving in the gate with a battering ram, climbing the walls with scaling ladders, shooting arrows at the defenders from behind mantlets, using siege weapons like trebuchets, ballistas and mangonels, and attacking the walls with a protective siege tower or 'belfry'.
- Points raised might include: made shields, chain mail and plate armour redundant; made the cavalry increasingly less important than artillery on the battlefield; made castles redundant as a form of defence; increased the range at which battles could be fought; changed battlefield tactics; made knighthood increasingly less relevant and important; and led to the development of professional armies.

**obook extras**

Enter the ID number below into the search field of your obook to access this resource.

**ID03.56** Weblink: Abbey Medieval Festival Home page for the Abbey Medieval Festival



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



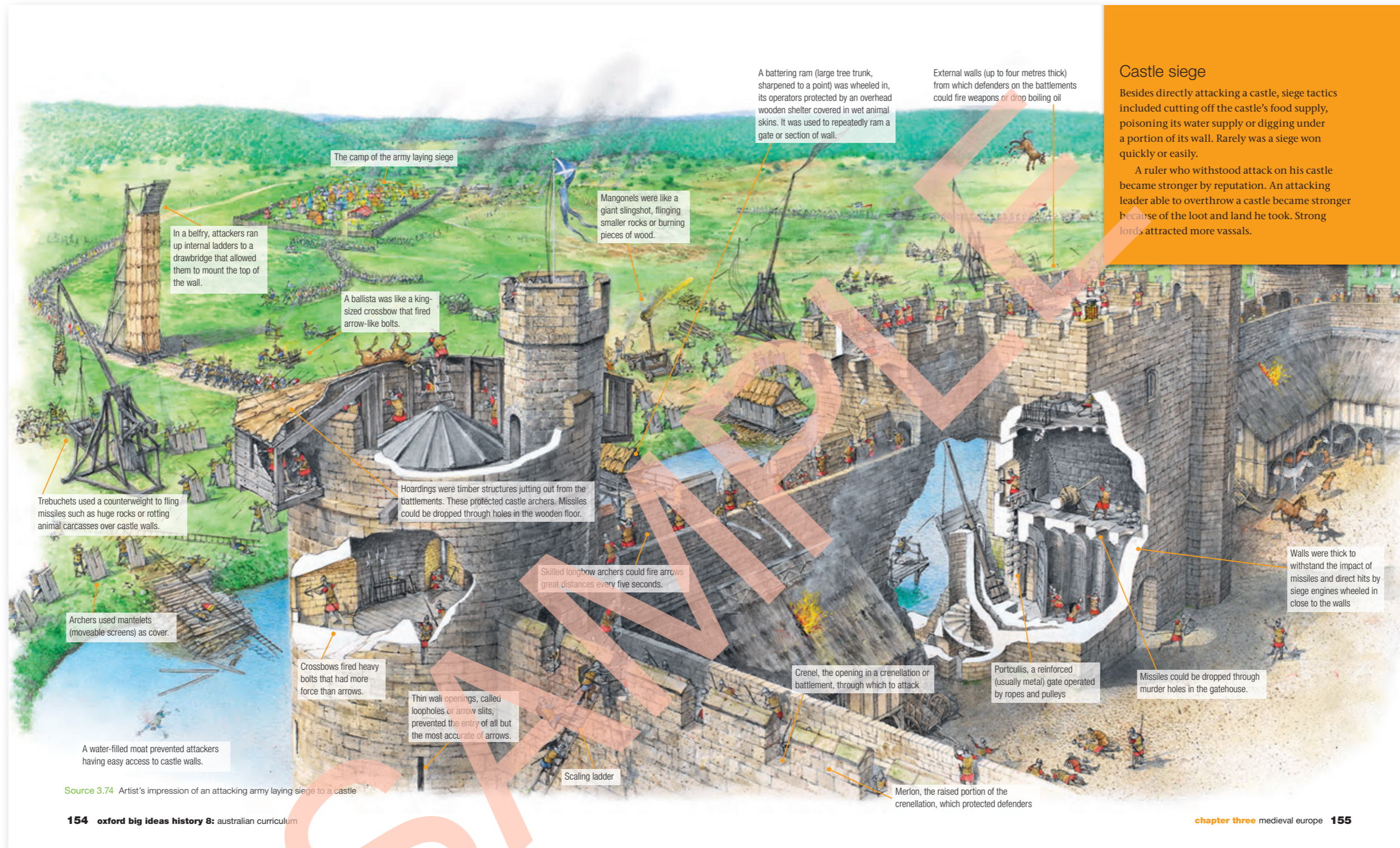
**Skillbooster: Under siege**

- Using 21st-century ideas and knowledge—but only materials and technology available to medieval people—have students design a siege engine (that is, a weapon suitable to use by those laying siege to a castle) they think would have been most effective in the siege scene depicted in Source 3.74. Students could work in small groups, sharing ideas. Using ICT tools or a model of their siege engine, students could present their group's design solutions to the class, explaining how it would be effective.
- In small groups, students could write a short historical account to describe what is happening in the siege illustration on these pages. They will need to make up some details (for example, the lord's name, who his supporters are, what might have prompted the conflict). Students should use the visual and textual information in Source 3.74 to describe this 'incident in history' as accurately as possible. In the final paragraph, they should describe the outcome of the battle. Make sure they explain which tactics were most successful and decisive in the battle.

For more information on castle sieges see the weblinks in the obook extras panel on this spread.

**Skillbooster: Memory test**

Give your students three minutes to carefully examine the picture on these pages. They should pay close attention to the names of particular attack or defence weapons and techniques. Once the time is up, students should close their books and attempt to match the name of the weapon or technique with its definition using



the table in the right-hand column of this spread. Once students have tried to complete this activity from memory, they can then correct their mistakes by referring to the picture. They can then divide the list into defensive weapons and attacking weapons. Can they find examples of specific strategies or structures developed to counteract another specific strategy or weapon? For example, a portcullis was a direct response to the battering ram. This could be used as a springboard for a discussion on arms escalation, or the arms race as it is called in modern times.

**Skillbooster: Interactive**

An interactive learning activity for the castle siege is available on the obook (see the link in the obook extras panel on this spread). This activity includes a range of illustrations, images, and audio and/or video resources for students.

**Castle siege**

Besides directly attacking a castle, siege tactics included cutting off the castle's food supply, poisoning its water supply or digging under a portion of its wall. Rarely was a siege won quickly or easily.

A ruler who withstood attack on his castle became stronger by reputation. An attacking leader able to overthrow a castle became stronger because of the loot and land he took. Strong lords attracted more vassals.

Weapon	Definition
Sappers	A large tree trunk used to bash down a gate or wall
Mantlet	Giant crossbow
Moat	The fortifications on the top of the castle walls
Hoardings	Wooden structures jutting out from the tops of towers
Trebuchet	Engineers who tunneled under castle walls
Crenellations	A reinforced metal gate
Ballista	Thin wall openings
Portcullis	A moveable shield used by archers
Battering ram	Used a counterweight to fling missiles into the castle
Embrasures	A giant slingshot
Mangonel	A water-filled ditch around a castle

**Workbook resources**  
**Activity 3.3** Castle construction

**obook extras**

Enter the ID numbers below into the search field of your obook to access these resources.

**ID03.57** Interactive: Castle siege

**ID03.58** Weblink: Castle attack and defence

This website uses images of medieval castles to describe methods of attack and defence.

**ID03.59** Weblink: Destroy a castle

Online game which requires students to adjust a trebuchet to destroy a castle wall



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce

**HISTORICAL SKILLS**

- Use historical terms and concepts.



**Answers: Big ideas**

- Option A: Charter: a document outlining the rights and freedoms given to townspeople in exchange for payment to their lord. Guild: a group of workers from the same profession who band together to set prices, quality standards, working conditions and wages.  
Option B: Heresy: the adoption of beliefs contrary to the official Church dogma, could be punished by law. Treason: a general legal term covering extreme crimes against your nation or sovereign.  
Option C: Men-at-arms: Professional soldiers, who were often the younger sons of noble families who wished to increase their social standing through military service. Heraldry: the practice of having a coat of arms to represent a noble family, and the rules governing it
- Individual responses will vary. An example might be: tribal peoples from outside the Roman Empire.
- The Roman Catholic Church
- The Emperor of the Holy Roman Empire. The pope declared Charlemagne Holy Roman Emperor in 800 CE, and Charlemagne's son Louis the Pious succeeded him.
- Individual responses will vary. Points raised might include: it was a period of massive population growth and subsequent depopulation, the creation of new societies out of power vacuums, there was increased contact with foreign civilisations via expeditions such as the Crusades, new ways of organising society such as feudalism developed, towns increased in both number and size rapidly, skilled workers began to group together to represent their own interests, the towns enabled the creation of a new 'middle class' who wanted a say in their own governance, towns and cities resisted their traditional ties to manor lords, new legal systems developed, rights traditionally reserved for nobles were extended to the new middle class, and the Black Death provided a challenge to powerful institutions such as the monarchy, nobility, and the Church.
- The magnetic compass and the astrolabe both allowed sailors to navigate more accurately, making it possible for Europeans to explore unmapped parts of the world. The printing press allowed books to be reproduced cheaply, allowing new ideas to spread quickly.
- Lord: a landlord or a business owner who franchises out their business; Monk: a monk, a priest or a university academic; Peasant: an unskilled worker, such as a

**bigideas**

**3.3 How and why did society in medieval Europe change?**

**Remember**

- Write short definitions in your own words for the following terms:  
For Option A (towns, cities and commerce): charter, guild  
For Option B (crime and punishment): heresy, treason  
For Option C (military and defence): men-at-arms, heraldry.
- In your own words, define the word 'barbarian' as the Romans used the term.
- What religious institution played a dominant role in most people's lives in medieval Europe?
- Who was known as the Holy Roman Emperor?

**Understand**

- Use a concept map to explain why the 14th century was such a period of change in medieval Europe. Include in it some of aspects you have covered in your option study for this section. Think, too, about how some of the changes you list impacted on existing systems such as feudalism, manorialism and Christianity.
- Explain how each of the following helped to bring about change in medieval Europe: magnetic compass, astrolabe, printing press.

**Apply**

- In your notebook, complete the following table, which asks you to identify modern roles in Australian society with roles in medieval Europe under feudalism (Source 3.22 will come in handy as a reference for you).

Medieval Europe	Australia today
Lord	
Monk	
Peasant	
Steward	
Hayward	
Reeve	

- Is there any relationship today in Australia that is similar to the relationship between a lord and a vassal? Explain your answer, giving examples.
- What do you think is the most significant change that has occurred in your community in the last five years? Explain why you think it occurred and how you think it will affect your community in the short and longer term.

**Analyse**

- For the option you studied in this section, identify:
  - in what way/s it saw change introduced for the society of medieval Europe
  - what aspects of it (directly or indirectly) have continued through to the present day
  - the causes and consequences of any changes (consider any impacts on such things as daily life, social structure, the environment, belief system and so on). Present your findings in a form of your choice (such as an essay, a role-play discussion with others, an extended concept map, a visual display, a series of storyboards and so on).

**Evaluate**

- In a class brainstorm, predict what might have happened in the society of medieval Europe if factors causing change in your optional study had not happened.
- In small groups, discuss the concept of knighthood today. How is it similar to medieval knighthood and how is it different? Do you think knighthood is still relevant today? You should provide reasons and examples to support your answers.
- Why do you think the Church was so powerful in medieval Europe? In what ways did the Church hold power over people, both physically and mentally?
- Look at Source 3.74 and note the various protective elements of the castle and the ways in which the castle is being attacked. With a partner, complete the following table to assess the defences of the castle and determine the effectiveness of those features, as well as how they could be improved to combat the weapons of the enemy.  
For bonus points, add another column to this table and suggest how the enemy's weapons could also be improved to be more effective against the design of the castle.

Feature	Assessment of effectiveness	Suggested improvements
Portcullis		
Drawbridge		
Murder holes		
Crenels		
Moat		

**Create**

- Complete one of these activities:  
Option A: Role-play either a discussion at a guildhall meeting about a topic of concern (choose a trade or occupation) or the representations senior townspeople make to a feudal lord for more independence for their town.  
Option B: Scenes such as those shown in Source 3.65 were everyday practice for a long time in medieval Europe. Discuss with a partner to what extent you agree that aspects of such behaviour still continue in some parts of the world today.  
Option C: Write a dialogue (based around some aspect of the attack shown, and medieval warfare) between two or more characters in Source 3.74.
- Design and create a coat of arms for your own family similar to those shown in the banners below. Select colours and symbols that you think say something about your family's ancestors and achievements (you may want to conduct some research first to find out what the various parts of a coat of arms means). Most importantly, come up with an appropriate motto (a saying that you think has some significance for your family).  
When you have completed the coat of arms, label each feature, explaining its meaning and significance.



- general labourer; Steward: a building manager, or a business manager, or a personal assistant; Hayward: a security guard or a CCTV operator; Reeve: a union leader.
- Individual responses will vary.
  - Individual responses will vary.
  - Option A: skilled workers moved to the towns in search of greater independence and better living and working conditions; towns became increasingly independent from manor lords; the population of towns and cities grew enormously; the number of towns and cities grew rapidly; skilled workers in the towns began to form guilds; towns became richer through trade and

commerce; and the prosperity of the towns contributed to the emergence of a 'middle class' who wanted a greater say in government.  
Option B: systems of trial and punishment from the early feudal system, such as trial by ordeal and trial by combat, were abolished; all subjects were given access to Royal courts rather than only local manor courts; checks were placed on the absolute power of the monarch; judicial decisions began to be based on a specific set of legal precedents; more people began to be extended the right to appeal; the right to be tried by a jury of your peers was extended to the middle classes; and the basis of modern common law emerged.

Option C: castles developed from motte and bailey designs to stone keeps to concentric castles; larger armies with more professional soldiers emerged; armour developed from padded cloth and chainmail to full metal plate armour; shields became less important for knights; swords changed from cutting weapons to bashing weapons to deal with the plate armour; weapons became increasingly two-handed rather than one-handed; and gunpowder eventually made plate armour and castles redundant.

- Option A: most people now live in towns and cities; most of the towns and cities founded in the medieval period are still inhabited; guilds have

evolved into trade unions; and towns and cities are governed as autonomous units.  
Option B: common law is still part of the Western legal system; trial by combat and trial by ordeal are still illegal; torture is still practiced in many parts of the world; and most people have the right to appeal and to trial by jury.  
Option C: guns and artillery are the dominant forms of warfare; soldiers still train for warfare through mock combat; body armour is still used in warfare; and defending armies still take refuge behind strong fortifications.

- Option 1: European society became more stable and less dangerous, skilled workers began to form

groups called guilds to represent their interests; the emergence of a genuine middle class; and the massive depopulation caused by the Black Death.  
Option 2: People began to turn away from the strict social hierarchies and limitations promoted by the Church and the monarchy; the emergence of a middle class demanding rights and freedoms; miscarriages of justice; inconsistency in legal decisions; and improving literacy rates.  
Option 3: New technologies emerged; new ideas for architecture developed; and contact with foreign civilisations during the Crusades.

- Individual responses will vary.
- Individual responses will vary.
- Answers may include: the Church was extremely wealthy because it was exempt from taxes and was given huge areas of land; the Church convinced people that they needed to follow the Church's teachings to go to heaven and avoid eternal torment in hell; the Holy Roman Emperor provided military support for the Roman Catholic Church; and the Church took advantage of the conservative nature of society to maintain strict traditional hierarchies.
- Points raised might include: Porticullis: Effectiveness: is reinforced, usually metal, strong and can be closed quickly, but it also has gaps through which attackers could fire arrows or other projectiles at the defenders. Improvements: add more reinforced metal crossbeams to make it more difficult for projectiles to fit through. Drawbridge: Effectiveness: could be raised to deny access to the gates but was made of wood and was therefore flammable. Improvements: covering the underside of the drawbridge with treated animal skins to make it more shock absorbent and less flammable. Murder holes: Effectiveness: extremely effective way of dropping projectiles onto the heads of attackers in the gatehouse. Improvements: Cover the murder holes with wooden covers to prevent accidents and stop attackers from firing arrows back through the holes. Crenels: Effectiveness: allows defenders to launch projectiles and fire arrows from the battlements, and allows greater visibility of the enemy's movements from the walls but also provided easier access for an attacking army with scaling ladders. Improvements: build metal spikes into the crenels and cover them in grease, fat or oil to prevent attackers from using them to gain access to the walls. Moat: Effectiveness: provides an effective barrier to any attacking army but can be filled in to allow belfries, ladders and battering rams access to the walls, and can be easily poisoned if it is also the castle's water supply. Improvements: ensure that the moat is connected to a continuous supply of flowing water to make it more difficult to fill in, that it is extremely deep to prevent attackers from tunnelling under it, and that it is not the castle's only supply of fresh drinking water.
- Individual responses will vary.
- Individual responses will vary.



**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Use a range of communication forms (oral, graphic, written) and digital technologies.



**Answers: Christianity**

- 1 Australia's first white settlers were from Britain, and Britain became and remained a Christian nation only because of the spread of Christianity during the medieval period.
- 2 Answers may include: the influence of rational thought, a secular government and state education system, scientific advances, education, the rise of non-traditional belief systems in the West and migration.
- 3 Individual responses will vary. Points raised might include: Architecture: the style of churches. Public behaviour: there is an expectation that people in public office behave in a certain way and appeal to certain values, such as not swearing. Art: the Blake Prize is an annual prize for religious art. Music: the Hillsong Church releasing albums that top the charts.

**Answers: Language**

- 1 Because most plants' formal names are in Latin.
- 2 Individual responses will vary. Some examples may include: agriculture, villa, villager, casino, estate, via, terrain, terrestrial, terrace, subway, suburban, submarine, subterranean, aquarium, scholar, school, maritime, me, circumnavigate, circumspect, quiet, miracle, mirage, peril, filial, beast, in, ancient, antique, altitude, magnify, terrier, have, habit and novel.

- 3 Individual responses will vary. Some examples may include: doona, die, flat, fog, gawk, gift, husband, lad, keel, kid, knife, outlaw, oaf, race, sting, troll, wand, skull, reindeer, ombudsman, mire, litmus, geyser, blunder and awe.

**Answers: System of government**

- 1 Individual responses will vary. Points raised might include: that parliaments always involved talking, even in medieval Europe when it was clearly the powerful elite telling the majority of the population what to do.

# connecting ideas

## Medieval Europe

### Heart of the Western world

*You will have seen or heard references in the media and elsewhere to terms such as 'the Western world', 'the West' and 'Westernisation'. Australia, for instance, is a Western country with a Western culture, as is the United States, Canada, Norway and so on. All Western countries share a cultural heritage and historical traditions that originated in western Europe. That heritage draws on the culture and traditions of medieval Europe and ancient Rome (of which it was once a part). In turn, ancient Rome had, before that, absorbed much from ancient Greece.*



Source 3.77 A meeting of Australia's upper house of parliament—the House of Representatives.

Source 3.76 The scientific (Latin) name of the koala is *Phascolarctos cinereus*.



### System of government

Meetings of parliament in Australia can be traced back to men who advised the king, later called the Great Council. England's King John, in signing the *Magna Carta* in 1215, promised that the law would be important in the country's rule, not just the will of the monarch. This led to meetings of both nobles and ordinary people to talk about important matters.

The Great Council was expanded to include more ordinary people. In 1350, when it became known as a parliament, it was broken into two groups. The nobles (lords) met in one place and the ordinary people (commoners) in another. This arrangement later developed into Britain's upper house of parliament, the House of Lords, and its lower house, the House of Commons. Australia inherited this governing system.

- 1 The word 'parliament' comes from the French word *parler*, meaning 'to talk'. How relevant do you think this word is to both the governing system in Australia and England's medieval arrangements?
- 2 Think back to what you have learned about the history of medieval Britain. Why might its governing body be called a parliament, based on a French word?
- 3 What important principle did the *Magna Carta* set out that allowed ordinary people to have more say in the rule of their country?

### Language

Latin was the official language of the ancient Romans. It became the language used in medieval Europe for official documents and Church services. Until recent times, it was still the language commonly used in many Roman Catholic Church services. Latin is the basis of a great many English words we use today. Scientists use Latin words to classify areas of their study.

- 1 Why might it benefit students in Australia today who want to become botanists if they have studied Latin?
- 2 The origin of English words in a dictionary is identified at the end of each entry. Find ten English words with Latin origins.
- 3 The Viking invaders who later settled in parts of medieval Europe introduced their language: Norse. English words such as 'window', 'egg', 'kick' and 'ugly' have Norse origins. Use a dictionary to find five more.



Today, Australia's debt to the legacy of medieval Europe is still strong, though weakening in some areas. Decide, through group discussion, what sort of country you think Australia will be in 100 years time. How do you think it will have changed? To what extent do you think it will then be defined as a Western society?

**Teacher resources**

**Chapter 3 Medieval Europe**

Editable chapter test

Available online at [www.oup.com.au/bigideashistory8](http://www.oup.com.au/bigideashistory8). Click on the 'Teacher Resources' tab and enter the password (which can be obtained by contacting your Oxford representative).