

Medieval Europe

Definition

Medieval history demonstrates to students the progressing from ancient history to the beginnings of the modern world c.650 AD (CE) – 1750. Major themes include developments in economic, political and social features of medieval societies: the agrarian feudal system and tithe taxation system. Students examine significant cultural and political achievements of medieval societies: the making of the Domesday book, the Magna Carta and Justinian's Code. This unit concentrates on the development of commerce, large towns and cities: students evaluate the improvements this made to the lives of common peoples. Some attention is given to crime and punishment in medieval societies with a reassurance that these practices are outlawed in most modern societies. The dominance of religion and of the crown is explored in detail as a whole system of law and power.

The AusVELS curriculum defines the Medieval Europe (c.590- c.1500) depth study content outcomes as:

1. The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society ([ACDSEH008](#))
2. Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music ([ACDSEH050](#))
3. Continuity and change in society in **ONE** of the following areas: crime and punishment; military and defence systems; **towns, cities and commerce** ([ACDSEH051](#))
4. The dominance of the Catholic Church and the role of significant individuals such as Charlemagne and St Patrick ([ACDSEH052](#))

<<http://ausvels.vcaa.vic.edu.au/The-Humanities-History/Curriculum/F-10#level=8>> accessed 5/8/12

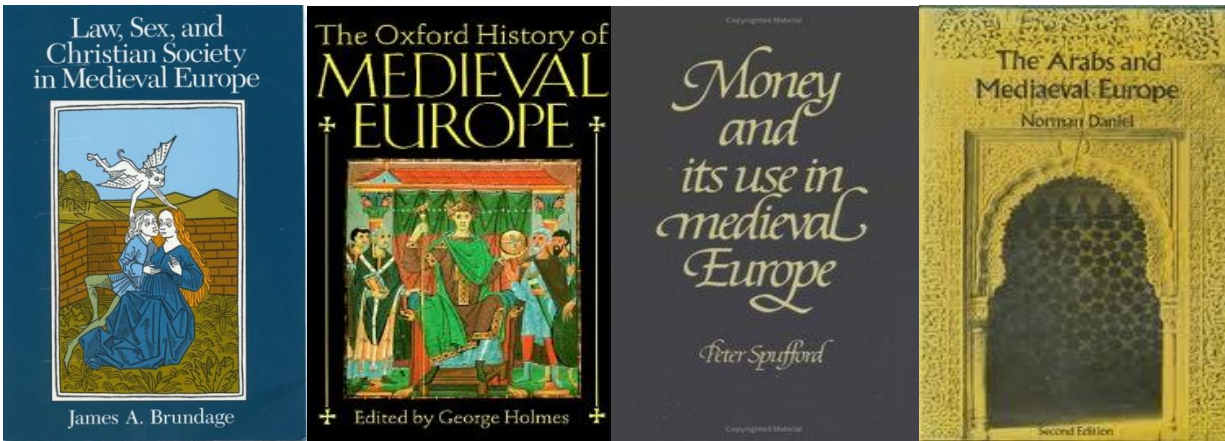
Rationale

In studying medieval history (c.590- 1500) students analyse how new technologies and political systems can change society. They examine the power relations between rulers and their subjects and legal developments. This is important for their understanding of the foundations of modern legal and societal systems. The causes and ramifications of the crusades are studied assisting students to begin to understand the context of the political landscape in the Middle East. Studying this history may inform students of theirs or their classmate's ancestry. Student's last names may have medieval origins: trade related last names such as Mason, Smith, Cooper, Taylor, Schneider (German equivalent). Names that became prevalent due to a migration in peoples from one country to another, especially Scandinavian Viking last names: Norman, Ericson.

According to the AusVELS skills descriptor: *the content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.* It could also be suggested that the course introduces students to analysing primary and secondary sources, developing research questions and evaluation of sources for meaning and assessing for bias and completeness. These are valuable activities that greatly improve critical thinking skills and communication skills for future academic success and employment.

<http://ausvels.vcaa.vic.edu.au/The-Humanities-History/Curriculum/F-10#level=8>

Teacher resources



Brundage, J. A (1987) *Law, sex, and Christian society in medieval Europe*, University of Chicago Press

<<http://hdl.handle.net.ezproxy.lib.monash.edu.au/2027/heb.01498.0001.001>> accessed 18/8/12

This book provides readers with insights about marriage, sex, and acceptable social behaviours in medieval societies. This resource can assist teachers with regard to the first, third and fourth unit descriptors: the way of life in medieval Europe and continuity and change (towns, cities and commerce). It is divided up between regions and times beginning with the 'ancient world' (pre-Christian) to the beginning of the Renaissance period (1563). It is a most valuable read for a teacher as specific examples are cited. These examples can surely enrich medieval history learning programmes with regard to engagement and student research tasks. The books would be a better resource if it also included the same sort of information about the Middle Eastern world with regard to these topics within the medieval period as to draw comparisons.

Holmes, G, ed (2001) *The Oxford History of Medieval Europe*, Oxford University Press

This is a concise general history of Medieval Europe drawing on the knowledge and perspectives of range of different authors. Some of the topics covered in depth include: knighthood, chivalry, crime and punishment, architecture and defence systems and developments in art and textiles. Like the resource listed above it provides teachers with excellent material to assist with engagement and research tasks. It is most relevant to the first, third and fourth unit descriptors.

Spufford,P (1988) *Money and its use in medieval Europe*, American Council of Learned Societies.

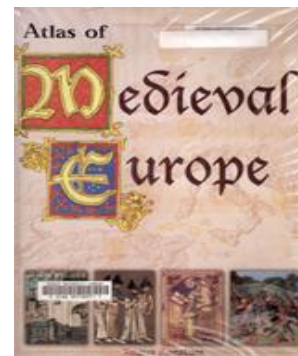
<http://hdl.handle.net.ezproxy.lib.monash.edu.au/2027/heb.01490>

This resource is especially useful for the third descriptor – continuity and change with regard to cities, towns and commerce. It overlaps appropriately with economics and geography providing teachers with a resource that helps to develop consistency between the subjects. Specific examples are cited providing teachers with extra information and context to flesh out weaker aspects of text books regarding the topic. The content in this resource might particularly appeal to students with strong logical mathematical intelligence or an interest in economics.

Norman, D (1975) *The Arabs and mediaeval Europe*, Longman Social Science Press

Focusing on the Arabic contributions to Medieval Europe this book presents information in a detailed and chronological framework. Special attention is paid to the causes and ramifications of the crusades. This resource relates especially to the second outcome regarding changing relations between Western Europe and the Middle East. Norman makes a deliberate effort to honour the perspectives of the Arabs within the medieval period citing sources from medieval Arabic literature. Although this resource has a considerable age, its content and insights is still relevant to the current curricula focus on empathy and representation of a range of historical sources.

Classroom resources



Atsbury, A (2007) *Nelson History Essentials 2: Medieval Societies*, Nelson Australia

This resource includes material that applies to all outcome points for Medieval Europe. The topics covered within chapters include: CH1: What is History? (Archaeology focus) CH 2: Medieval England, CH 3: Everyday life in medieval England, CH 4: Medieval Europe (crusade focus), CH 5: The golden age of Islam (other chapters are irrelevant to the topic of study). This textbook could perhaps be used as a class set for students to use as they study medieval history within the AusVELS curriculum. As it is designed officially for VELs and not AusVELs teachers would probably not request for it to be made a set text for the whole year anymore. Alternatively it could be used for activity ideas for teachers or another reference point if the other text in use lacks in any particular content.

Darlington, R. Hospodaryk, J. Wood, A. Hastings, T (2012) *History Alive 8: for the Australian Curriculum*, Jacaranda

This resource is designed to replace the formerly described year 8 History textbook. Content for all depth studies are covered within the text. Approximately 50 pages are devoted to the Medieval Europe topic. This textbook is expected to be of the highest quality and relevance: it certainly is. Potential problems could be for teachers to decide which pages to use and which ones to leave out in instruction and activities. There is simply so much material to cover in a short amount of time. Resourceful teacher perhaps might supplement specific sections with other materials and activities to add variation to lessons to maintain student engagement. This text stands out especially from other text books designed for AusVELs as it includes pictures and facts that relate to modern society: Ericson Bluetooth symbol coming from King Harold the blue tooth. Shield and armour shapes still used in police riot gear.

Konstam, A (2000) *Atlas of Medieval Europe*, Checkmark books

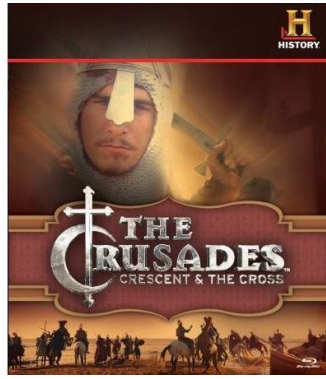
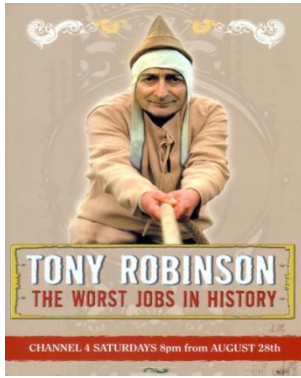
This atlas is an ideal resource for teachers to direct their students to for assignments or extra information. It presents specific and detailed information in a direct and well-presented way. Pictures, maps and diagrams presented within this resource are of excellent quality. It contains information that relates directly to all of the 4 outcomes of the unit. It is specifically useful for outcome number 3 presenting lots of information about the transition from feudal village society to market trading town society.

MrDonn (2012) *Medieval Times: The Middle Ages for Kids*, MrDonn

<http://medievaleurope.mrdonn.org/games.html>

The MrDonn series of educational websites always contain interactive activities and flash games that are conducive to learning of historical facts and issues. This medieval one is no exception. Content is divided up into three categories: Power of the secular rulers, daily life and power of the Catholic Church. These directly relate to all of the four outcomes of the unit. This website could be effectively used for extension activities as student successful navigation of games can be tracked with this site via saving the computer specific URL. The site also contains links to websites that are useful for teachers as well.

DVD/ Video Resources



Channel 4 (2004) *The Worst Jobs in History: The Middle Ages*, Channel 4

<http://www.youtube.com/watch?v=X68dQmr7Gx8>

The whole series of 'The Worst Jobs in History: the Middle Ages' could be appropriate to show year 8 History classes to demonstrate the way of life in medieval Europe. However time constraints means that only sections can be shown. The section of video selected explains the role of the stone masons in building impressive towns and cathedrals of medieval Europe. The four minute segment begins with Tony Robinson alluding to some of the reasons why some medieval European men chose to have careers as a stone masons: it was a relatively high paying job and earned workers passage into heaven after death. Despite these attractive aspects of the job it required workers to work long hours and endure dangerous conditions.

Play for: 4 minutes, Start at: 4.43 Finish at: 9.07

The History Channel (2005) *Crusades: The Crescent and the Cross part 2*, The History Channel

<http://www.youtube.com/watch?v=7pOPz5xPFTo>

This resource is directly aimed at providing further insights into outcome number three: changing relations between the Islamic Middle East and Catholic Western Europe. Presented with a narrator and richly detailed re-enactments this series explains in depth the causes of the crusades and the ties to the current political situation in the Middle East. I have selected this 8 minute clip of part two especially to show students the significance of the word 'jihad' in the time of the crusades and how the word is understood today. This section of the documentary also focuses on the different interpretations on the history of the crusades put forward by William of Tyre and Ali ibn al-Athir, neither of which actually fought in any of the battles. I would stress this point and use it to link to an activity on source interpretation.

Play for: 9 minutes, Start at: 15:00 Finish at: 24:30

Snow, D (host) (2011) *Filthy Cities: Medieval London*, BCC UK

http://www.youtube.com/watch?v=PZgHXAek0No&playnext=1&list=PL00EAD152649A34F1&feature=results_video

This video will surely entertain and shock young minds! It directly relates to the first and third outcomes. This particular segment is about the problem of enforcing waste removal policies in 14th century London. Dan Snow re-enacts the efforts of a 'gong farmer' who moved 6 tonnes of human and animal waste in one night. To help students to process this material contextually references could be made to dumping of rubbish in public places and the importance of recycling and composting.

Play for: 8 minutes, Start at: 15:00, Finish at: 23.00

Excursion/ Incursion Possibilities



Kryal Castle PTY LTD, Forbes Road, Vic 3350 Ballarat

<http://kryalcastle.com.au/schools-and-groups/>

Kryal Castle are developing tours and learning programmes specifically catered towards AusVELS Medieval history outcomes, an excellent opportunity for students to practically experience medieval surroundings and conditions through observation and participation.

Melbourne Medieval Fayre and Tourney, 03 9795 5217

<http://freetrappers.org.au/2009/10/melbourne-medieval-fayre-and-tourney-mmfat/>

This organisation based in Berwick specialises in medieval themed performances and re-enactments. They would be an ideal organisation for schools to work with for a medieval day.

Additional Resources

Cootes, RJ (1972) Longman Secondary Histories: The Middle Ages, Longman

This older text book presents very specific detailed information, ideal for busy teachers wanting to gain a quick insight into particular events within the medieval period. This book especially focuses on the different kings and rulers of Europe and their effects on the populations they governed. The events catalogued within this book are far more detailed than in any current text book, giving extra insight into causes and effects of significant events.

<http://activehistory.co.uk/updates/key-stage/year-7-history/medieval-castles-interactive-simulation/>

Another games website, this one is specifically focusing on castle and weapon design. Like the MrDonn website this website could be used for extension activities or 'fill in fun work' for CRT or extras teachers to manage: perhaps a particular option for engaging boisterous male students with outcome 2.

Lesson outlines and Activities

Outcome 1 – *everyday life in medieval society*

Creating motivation: experiencing the feudal system

Allocating different roles to class to demonstrate how the feudal system works. Peasants, serfs, merchants, trades people: black smiths, knights and soldiers, the Lord and his Lady, nuns and monks. Students are directed to do jobs for the lord and his lady around the classroom as well as jobs for the teacher: collecting up papers as peasants would collect up grain. This could be stimulated with a medieval monopoly board game (made by students as a continually assessed piece of work) played within sections of class time as a way to motivate students, especially those that are struggling. The board game could be added to each lesson (as an extension activity) and act as a revision tool for students.

Assessment activity relating to all four outcomes- Creation of a timeline of Medieval Europe (A3) Students must add to each class as they learn new information and key dates. These can be kept by the teacher. This activity acts as a plenary activity and or as an extension activity: students summarise and select key information they learn during each lesson and add it to their timeline poster. Students will be assessed on the amount of information they add, accuracy and range relating to the outcomes as well as presentation and neatness.

Lesson plan- introducing Outcome 3- Cities, town and commerce

Time: 50 minutes **Gardner's intelligences:** Verbal linguistic, visual spatial, logical mathematical, bodily kinaesthetic, interpersonal **Bloom levels:** knowledge, understanding, analysis, synthesis, evaluation.

Learning intention: To introduce students to the features of early medieval towns comparing some of the civil systems to the ones we have today.

Knowledge: The features of the feudal system and why towns and trades developed with its decline. The new trade goods and employment opportunities that opened up as a result of contacts between Europe and the Middle East as well as Africa. Student's engage with information about the physical structure of towns and how they were managed, the types of businesses that could be found in towns.

Skills: Interpreting primary and secondary sources for information, paraphrasing information and using quotation marks in order to answer questions. Participating in class discussion and contributing worthy ideas.

Students **sequence events and developments within a chronological framework** with reference to periods of time. When researching, students **develop questions to frame an historical inquiry**. They **analyse, select and organise information** from **primary and secondary sources** and use it as evidence to answer inquiry questions. Students **identify and explain different points of view** in sources. When interpreting sources, they **identify their origin and purpose**, and **distinguish between fact and opinion**. Students **recognise and explain patterns of change and continuity** over time. They **explain the causes and effects of events and developments**. They **identify the motives and actions of people** at the time. Students **explain the significance of individuals and groups** and how they were **influenced by the beliefs and values** of their society. <http://ausvels.vcaa.vic.edu.au/The-Humanities-History/Curriculum/F-10#level=8>

Values Attitudes and Behaviours: respect for others, the materials supplied, making connections between present societies and societies of the past (topic related) empathy.

Resources: Nelson History Essentials 'Medieval Societies' 2 pages 36-37, the board game that students have been working on, students A3 Medieval timelines.

How I will engage students: Drawing parallels between their town and council and those in Medieval Europe, use of the board game and chance to become a trader or merchant for participation and good behaviour.

Behaviour Management strategies / (relating to lesson activities or content). Diffuse situations with humour, use of rewards and not punishments, ignorance of insignificant misbehaviour, using voice to signal silence. Asking rhetorical questions about noise level (if it gets too high) "Is this a productive level of noise?"

Time	Content	Teaching learning and assessment activities
5-10 minutes	Revision of earlier lessons:	Why did the feudal system decline? What new jobs were created when trade links between Europe and the Middle East opened up? What was traded? Students look at their timelines.
30 minutes	Reading out loud of pages 36 and 37: The Town Students then complete activities and questions pages 1-3 and 5. Questions 1 and 2 are done as a class, the answers are brainstormed, analysis of the primary sources to add to the answers.	Student read through material as directed by the teacher. Students are shown how to use quotation marks and to use key phrases into sentences when using primary sources to answer questions. Examples are drawn on the board: <i>Advantages of living in a town included being ruled by councillors 'the wisest and most loyal town's men' as they looked after their people and maintained the customs of the town.</i> as this is explained the teacher is to point with two index fingers to indicate how they are different from talking marks (points with middle and index fingers)
10 minutes	-Adding to the board game and rolling of dice for best behaved students. -Adding key information to timelines.	Students that have behaved well allowed to become merchants towns trades peoples and receive more 'money' to eventually be used to partake in medieval feast.

3.4

The town

merchants
professional traders who import and export

artisans
craftspeople with a skilled trade

pedlars
people who travel to towns and fairs selling goods

History byte

In the city of Coventry it was forbidden by law for a single woman aged under 50 to live alone.

Manors and villages were generally clustered within a few kilometres of towns. Merchants and artisans and their families lived in the town, making, selling and trading goods. Many lived and worked in the same streets, so there would be a street of goldsmiths or a street of bakers or brewers. Markets were held weekly and on the streets children would play games and pedlars would sell their wares. There was a lot more freedom in the towns: if a peasant escaped the manor and lived for a year and a day in the town he could gain his freedom. Compared to the manor, the town was dirty, smelly, dangerous, exciting, colourful and over-crowded.

At first the towns were run by the local lord. Later, as they grew, merchants persuaded the lord or king to grant them charters allowing them to govern the towns themselves. Councils were set up to run the towns. One of the most important jobs was to make sure the town was protected from attack. Towns were fortified with walls, towers and gates, and armed soldiers keeping lookout. A curfew was imposed at nightfall to keep the streets safe and bells were used to signal attack or danger.

Source 3.9 Menace

If anyone threatens the life or limb of another, or [threatens] to give him a beating or burn down his house ... then he is to be committed to prison.

Ipswich Custom Law.

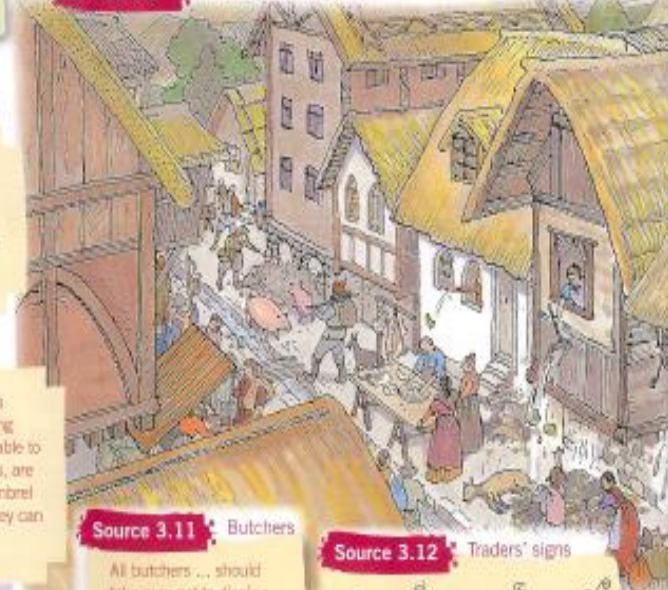
Source 3.10 Scolds

Women who are notorious scolds making strife among their neighbours, and unable to curb their wicked tongues, are to be punished by the tumbrel called a 'threwe' unless they can make compensation.

Ipswich Custom Law.

threwe
this may be a scold's bridle, a metal mask that trapped the tongue

Source 3.8 Medieval street scene



Source 3.11 Butchers

All butchers ... should take care not to display for sale the meat of diseased animals, or that is rotten and smells bad.

Ipswich Custom Law.

Source 3.12 Traders' signs



Source 3.13 Twelve good men

By common agreement of the town it is ordained that there shall always be 12 sworn men, [chosen] from the wisest and most loyal towns men, to govern and to maintain the laws and correct customs of the town.

From the Council of Ipswich

Source 3.14 Naked from his bed

... on the preceding Tuesday, about midnight the said John Toly rose naked from his bed and stood at a window of the solar 30 ft high to relieve himself towards the High Street, he accidentally fell headlong to the pavement, crushing his neck and other members and thereupon died about cock-crow.

Crozier's report, Wednesday 15 January 1325.

Source 3.15 Firefighting

The bucketers are to be ready with their horses and buckets to bring water to every citizen ... when any fire threatens within the city. Also there will be no toleration of chimneys made of wood or statched houses in the city ...

Firefighting responsibilities, Worcester, 14 September 1466.

Source 3.16 The death of Margaret

Alice ... servant, put up a candle on a partition wall in Beatrice's house; but that Alice being drunk ... the candle fell down into the straw and set on fire the house. Alice ... forgot about Margaret (who was then twelve years old) and left her behind in the burning house.

Inquest into the death of Margaret de Thembegg, 25 July 1302

Activities



Discipline-based Learning:
• History
• The Arts

- 1 Study Source 3.8. Identify the negative aspects of town living.
- 2 What were the advantages of living in towns?
- 3 Draw a selection of traders' signs for modern-day shops in a medieval style.
- 4 Develop a role play. You are a peasant girl visiting the town for the first time with your mother who is selling eggs at the market. When you return to the manor, describe to your friends the sights and sounds you experienced.
- 5 Find examples of the responsibilities of the town council in medieval times in Source 3.9 to 3.16, and fill in the table. Look at local newspapers and/or your local government website and discuss as a class whether local councils today have equivalent responsibilities before completing the table.

Responsibilities	The role of medieval town councils	Local government today
Leadership		
Public order		
Health		
Business		
Safety		