

3

THE HIGH MIDDLE AGES AND FEUDALISM

In this unit, students will learn about the High Middle Ages, the period that spanned from the 11th to the 13th century. They will study the political situation in both the Muslim and Christian worlds, and gain an overview of the main non-European civilisations. This period saw the rise of the Turks at a time when the Arabian Empire had become divided into independent caliphates. It was also the time of the Holy Roman Empire and the beginning of the crusades, expeditions to recover the holy city of Jerusalem from the Muslims.

They will focus on the origins and development of feudalism, the political, social and economic model that became well established in Europe during this period. They will gain a detailed understanding of how this system was structured, the areas fiefdoms consisted of and what life was like for the different social groups who inhabited them.

They will also learn how the Church was organised and the political, cultural and economic importance it held in Medieval society. This was a period in which wars begun in the name of religion became very frequent.

Finally, they will gain an understanding of the characteristics of Romanesque art, enabling them to explain some of the most important works produced at this time.

Explain to the students that when they have completed the unit they will carry out the **Final task**. This will help them to understand what life was like for the different social groups in the feudal society of the Middle Ages. They will do this by taking on the role of one of these people and taking part in a performance about life in a fiefdom, in which a series of events occur. Through this task, they will gain a deeper understanding of the conditions that each of these people lived in and the type of events that occurred at this time. They will also learn to improvise in order to react to unexpected events as the story unfolds.

Objectives

LEARNING OBJECTIVES

- Understand and explain the political situation in the Christian and Muslim worlds from the 11th to the 13th century. Identify the main non-European civilisations in the High Middle Ages.
- Understand the feudal system, vassalage relationships and life in a fiefdom.

- Understand the economic and social structure of Medieval society.
- Understand how the Church was organised and the political, economic and cultural power it held.
- Understand the characteristics of Romanesque art and identify and explain examples of architectural works, sculptures and paintings.

Suggested timing

This unit can be worked on over a period of approximately two and a half weeks (in a maximum of 8 sessions). The number of sessions should be defined by the content and by the interests of the students in the content of the unit, by your aims and also how the lesson plan works for the group. Section 2 may need longer than the others.

Sections	No. sessions
Warmer	¼
1. The political situation from the 11th to the 13th century	1
2. The feudal system	2
3. The economy and society	1
4. The Church	1 ¼
5. Romanesque art and architecture	1 ½
Key concepts	¼
Consolidation	¼
Final task	½

Connections to other subjects

Geography, economics, sociology, theology, history of art.

Mixed-ability needs

Diversity will be covered through the variety of activities in the Student's Book, in the digital sections, as well as the supplementary materials available to the teacher.

Lastly, you can add any cross-curricular materials to each session which you deem appropriate.

UNIT LESSON PLAN		
Contents	Assessment criteria	Learning outcomes
<p>The political situation from the 11th to the 13th century</p> <p>The feudal system</p> <p>The economy and society</p> <p>The Church</p> <p>Romanesque art and architecture</p>	1. Understand and explain the political situation from the 11th to the 13th century. (LC, LL, DC, SCC)	1.1. Explain the political system in the Christian world from the 11th to the 13th century and the characteristics of the Holy Roman Empire. (LC, SCC)
		1.2. Create a graphic organiser of the stages of the Reconquista that took place in the High Middle Ages. (LL)
	2. Identify the main non-European civilisations in the High Middle Ages. (SCC, CAE)	2.1. Mark the main non-European civilisations in the High Middle Ages on an outline world map. (SCC, LC)
		3.1. Define the following concepts: feudalism, vassal, lord, commendation ceremony, investiture, fiefdom. (LC, CAE, SCC)
	3. Understand and explain the feudal system, vassalage relationships and life in the fiefdoms. (LC, SCC, LL, CAE)	3.2. Explain the relationship between the kings and nobles in the feudal system. (LL)
		3.3. List the areas of a fiefdom and explain each one. (SCC, LC)
		4.1. Create a graphic organiser of the economic changes that took place in the High Middle Ages. (LL, SCC)
	4. Understand the economic and social structure of Medieval society. (SCC, LL)	4.2. Draw a social pyramid of the Middle Ages. (SCC, LL)
		5.1. Draw a table to summarise how the Church was organised. (SCC, LL)
	5. Understand how the Church was organised and the political, economic and cultural power it held. (LL, DC, SCC)	5.2. Carry out an Internet search on the crusades and use the information to write a brief report about them. (LL, DC)
		6.1. Explain the characteristics of Romanesque art. (LC, CAE)
	6. Understand the characteristics of Romanesque art and identify and explain examples of works of this style. (DC, LC, LL, CAE)	6.2. Identify the characteristic features of Romanesque architecture in both the floor plan and elevation of a temple of this style. (LL, CAE)
		6.3. Research the Camino de Santiago and trace one of the routes that cross Spain in your notebook. Mark the important places, architectural monuments, sculptures and Romanesque paintings that could be found along the way. (DC, CAE, LL)
		7.1. Research what life was like in the High Middle Ages using printed and digital media. (LL, DC)
7. Research what life was like in the High Middle Ages using printed and digital media. (LL, DC)	7.1. Research what life was like in the High Middle Ages using printed and digital media. (LL, DC)	
8. Search for, select, understand and interrelate oral, graphic, iconic, statistical and cartographic information from different sources, process the information and relate it to the rest of the class. (LC, DC, LL, SIE)	8.1. Express oneself correctly in both oral and written presentations, using the topic vocabulary. (LC, DC, LL)	
	8.2. Think of strategies to organise the information more effectively or transmit the information obtained in an appealing way. (LC, LL, SIE)	
9. Express oneself correctly in both oral and written presentations, using the topic vocabulary. (LC)	9.1. Present written and oral information to one's peers. (LC)	

LC: Linguistic communication; **MCST:** Mathematical competence and basic competences in science and technology; **DC:** Digital competence; **LL:** Learning to learn; **SCC:** Social and civic competence; **CAE:** Cultural awareness and expression; **SIE:** Sense of initiative and entrepreneurship.

Unit content map

Interactive activities > > > > > >

Talking book > > > > > >

STUDENT RESOURCES

VIDEO 1

How to joust like a Medieval knight

VIDEO 2

Castles: the magnificence of the Medieval era

VIDEO 3

Medieval Europe: knights

WEBLINK 1

Batalla de las Navas de Tolosa

VIDEO 4

The Crusades: crescent and the cross part 1

VIDEO 5

Feudalism in the Middle Ages

WEBLINK 2

Medieval chronicles: Medieval knights

VIDEO 6

Chivalry in the Middle Ages

VIDEO 7A

Life in the Middle Ages: the noble

VIDEO 7B

Life in the Middle Ages: the serf

VIDEO 8

More about the Middle Ages: bathing, eating, clothes

WEBLINK 3

Medieval clothing

WEBLINK 4A

Medieval tools in agriculture

WEBLINK 4B

Medieval life: the farming year

VIDEO 9

Food in the Middle Ages

VIDEO 10

Medieval lives: the monk

WEBLINK 5

The Crusades

Unit 3. The High Middle Ages and feudalism

1. The political situation from the 11th to the 13th century

- 1.1. The Muslim world
- 1.2. The Christian world
- 1.3. The rest of the world

2. The feudal system

- 2.1. The feudal monarchy
- 2.2. The origins of feudalism
- 2.3. Vassalage relationships
- 2.4. Later developments in the feudal system
- 2.5. Characteristics of the fiefdom

3. The economy and society

- 3.1. Economic activities
- 3.2. Social organisation

4. The Church

- 4.1. The organisation of the Church
- 4.2. The political power of the Church
- 4.3. The economic power of the Church
- 4.4. Culture and the Church

TEACHER RESOURCES

VIDEO 4 WORKSHEET**WEBLINK 2 WORKSHEET****WEBLINK 4 WORKSHEET****VIDEO 10 WORKSHEET****ANIMATION CONCEPT MAP PRESENTATION****VIDEO 7 WORKSHEET**

Reinforcement worksheets > > > > > >

Curricular adaptation worksheets > > > > > >



Interactive activities



Talking book

VIDEO 11

Romanesque architecture

VIDEO 12

Otis art history 13 –
Romanesque architecture

VIDEO 13

Tympanum of the Last
Judgement, Autun

WEBLINK 6

Quizlet

WEBLINK 7

Everyday life in the
Middle Ages

**5. Romanesque art and
architecture**

- 5.1. General characteristics
- 5.2. Romanesque architecture
- 5.3. Romanesque painting and
sculpture

Key concepts

Consolidation

Final task

Life in a fiefdom

**VIDEO 11
WORKSHEET**

**VIDEO 13
WORKSHEET**

**CONCEPT MAP
PRESENTATION**

**COMPETENCE TEST
EXTENSION WORKSHEET
UNIT TESTS**



Reinforcement worksheets



Curricular adaptation worksheets

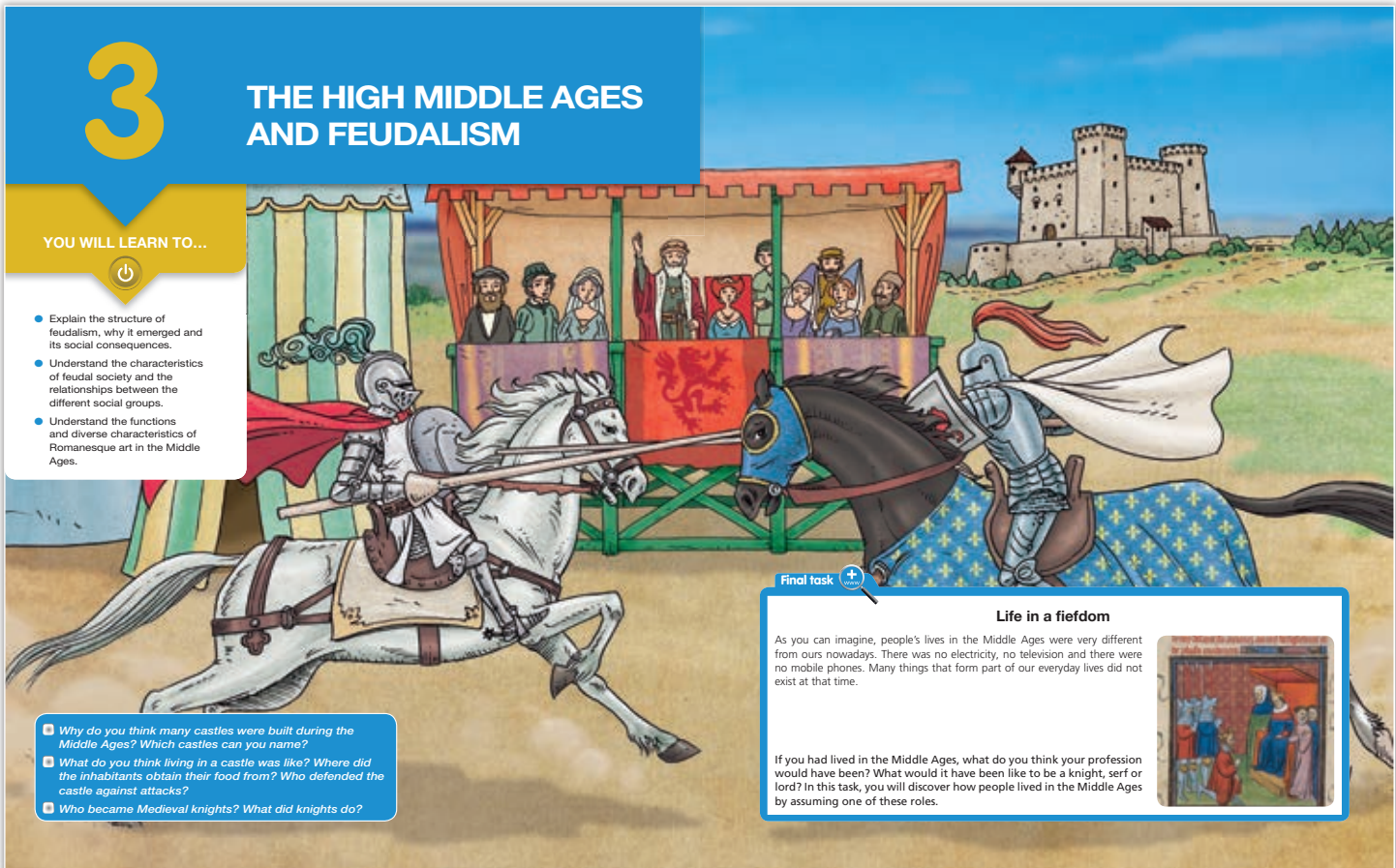
TEACHING SUGGESTIONS

3

THE HIGH MIDDLE AGES AND FEUDALISM

YOU WILL LEARN TO...

- Explain the structure of feudalism, why it emerged and its social consequences.
- Understand the characteristics of feudal society and the relationships between the different social groups.
- Understand the functions and diverse characteristics of Romanesque art in the Middle Ages.



- Why do you think many castles were built during the Middle Ages? Which castles can you name?
- What do you think living in a castle was like? Where did the inhabitants obtain their food from? Who defended the castle against attacks?
- Who became Medieval knights? What did knights do?

Final task

Life in a fiefdom

As you can imagine, people's lives in the Middle Ages were very different from ours nowadays. There was no electricity, no television and there were no mobile phones. Many things that form part of our everyday lives did not exist at that time.

If you had lived in the Middle Ages, what do you think your profession would have been? What would it have been like to be a knight, serf or lord? In this task, you will discover how people lived in the Middle Ages by assuming one of these roles.



PRESENTATION

Use the presentation to show the different sections in the unit and to evaluate the students' prior knowledge. This will stimulate student participation. The presentation tool can also be used as revision at the end of the unit.

To introduce this unit and ascertain students' prior knowledge of the situation in the Christian territories in the east, as well as those in Central and Western Europe, ask:

What can you remember about the power and territories held by the Byzantine Empire by the end of the early Middle Ages? (This empire had gone into decline and gradually lost power and territories to other civilisations.) Which empire was created in Central Europe at the end of this period? (The Holy Roman Empire.) What were the objectives of the Reconquista of the Iberian Peninsula? (To regain Christian political control from the Muslims and reinstate the Christian religion as a unique ideology.)

To ascertain their prior knowledge of the situation in the Muslim territories, ask:

What was the situation in the Arabian Empire by the end of the Early Middle Ages? (It had become divided into independent caliphates due to internal fighting and civil wars.)

In open class, ask students to describe what they can see in the illustration. This shows a joust or Medieval tournament,

a combat performed by knights with lances on horseback. This type of combat was gradually incorporated into games or exercises performed by the cavalry, in which the knights demonstrated and practised their combat skills. Jousts were man-to-man combats in which dangerous weapons were used, often leaving the participants severely or fatally wounded. Tournaments, however, were performed by groups of knights using mock weapons. They performed these shows to entertain the court and the populations of large cities. They formed part of the celebrations for events such as coronations, royal weddings, baptisms and alliances.

To show what jousting involved, play Video 1 in open class.

Video 1: HOW TO JOUST LIKE A MEDIEVAL KNIGHT

This English Heritage video shows a present-day jousting contest in England.

In open class, ask students the following questions:

- *Why do you think many castles were built during the Middle Ages? Which castles can you name?*

Castles were built to serve as defensive fortresses and were also the kings' and nobility's places of residence. In the Middle Ages there were many conflicts, so many castles were needed to defend the areas that came under attack. They were

strategically situated in high areas or near water sources. The surrounding villages and territories were also governed from these places. Ask students: *Which castles are situated in or near the region you live in? Which ones have you visited and what was your impression of them?*

■ **What do you think living in a castle was like? Where did the inhabitants obtain their food from? Who defended the castle against attacks?**

The inhabitants of the castles must have lived well, as they were the residences of the kings and lords (the privileged social class) and their families. They had large fireplaces to keep the inhabitants warm in winter and the floors and walls would probably have been covered with rugs or tapestries, reflecting their prestige and power. It was from here that the king or lord conducted his business, receiving visitors, hosting banquets and celebrations, holding court and collecting taxes.

The inhabitants obtained their food from hunting game, agriculture, livestock farming and fishing in the zone surrounding the castle. Meat was consumed most frequently, along with soups, stews, fruit, nuts, honey, cheese and bread. They drank water, wine, grape juice and beer.

When there was an attack on the castle, the king summoned the host, an army composed of the private armies of the monarch and nobility.

Ask students: *What can you remember about the structure of the feudal system and why it arose?* (It was a hierarchical system. At the beginning of the Middle Ages, the monarchs were often symbolic figures with few powers. As there were many conflicts at this time, the kings depended on the nobles to defend their territories, who they rewarded with land. The nobles granted small plots of land to lesser nobles in exchange for their allegiance, who in turn gave land grants to knights in return for military service.)

Show students the excerpt of Video 2 to 04:57, which explains the history and function of castles.

Video 2: **CASTLES: THE MAGNIFICENCE OF THE MEDIEVAL ERA**

This video excerpt focuses on Conwy Castle in Great Britain and explains the history and function of castles.

■ **Who became Medieval knights? What did knights do?**

Knights usually came from the nobility. After having served as a page and a squire, they were then promoted to the rank of knight by their superiors through a ceremony. During this ceremony, the aspiring knight swore his loyalty and protection. In Medieval Europe, knights were fighters on horseback who served their king or feudal lord. This was usually in exchange for a plot of land, or sometimes for payment.

Show students Video 3 so that they can see what life as a Medieval knight was like.

Video 3: **MEDIEVAL EUROPE: KNIGHTS**

This video summarises what life as a Medieval knight was like.

Explain to the students that once they have studied the High Middle Ages and feudalism in detail, they will carry out the **Final task**. This will help them to better understand what life was like for the different social groups in a fiefdom and the type of events that occurred there.

Explain that the steps to carry out the **Final task** are on pages 66 and 67. By completing this, students will be developing the following **key competences**:

- **Linguistic communication (LC)**. In the oral presentations and discussions that will take place in the classroom.
- **Mathematical competence and basic competences in science and technology (MCST)**. Throughout the unit.
- **Digital competence (DC)**. When searching for information.
- **Sense of initiative and entrepreneurship (SIE)**. When students decide by themselves which information is useful for their work.
- **Social and civic competence (SCC)**. When participating in group work.
- **Cultural awareness and expression (CAE)**. When debating and discussing issues.

CONCEPT MAP

To introduce the contents of the unit, you could show an incomplete concept map and ask students to complete the gaps, either in their notebook or orally with the whole group. This will help students visualise the links between the different contents of the unit.

1. THE POLITICAL SITUATION FROM THE 11TH TO THE 13TH CENTURY

1.1. The Muslim world

The Muslim caliphate was divided due to internal fighting and civil wars. The Turks, who were from Central Asia and had converted to Islam, became the most powerful group. They took control of the central and eastern zone of the Muslim world and created various independent states, which were governed by a sultan (king). The most important state was the **Seljuk Sultanate**, which eventually spanned the present-day countries of Iraq, Iran, Arabia and Syria. New caliphates were also created in the western zone of the Muslim world: the **Fatimid Caliphate** in Egypt and the **Almoravid Caliphate** in North Africa.

From the 10th to the 13th century, the Muslims suffered attacks from the Christians (the crusades), and in the 13th century their lands were invaded by the Mongols.

1.2. The Christian world

In **Eastern Europe**, the **Byzantine Empire** survived with difficulty due to attacks from the Turks. In the 13th century, crusaders crossed its lands to fight against the Muslims. In the same century, the **Slavic kingdoms** to the north of the Byzantine Empire were invaded by the Mongols.

In **Western Europe**, the Carolingian Empire was divided up and many duchies, marches and counties became independent. In the year 962 A.D., the Carolingian Empire became the **Holy Roman Empire**, although it covered less territory. The emperor held less power than the Carolingian kings had in the past. He was chosen by election and the nobles voted for a new candidate when their emperor died.

England was invaded by the Normans, descendants of the Vikings, who occupied the Duchy of Normandy, an area in the north of the Frankish Kingdom. This resulted in the union of England and part of France.

The **Christian kingdoms on the Iberian Peninsula** continued their territorial expansion, reducing the size of al-Andalus.

Alfonso I of Aragón conquered **Zaragoza** in 1118 and turned it into the capital of his kingdom.

In the year 1139, Count Afonso I declared himself King of **Portugal**, turning it into a kingdom that was independent of León. Years later, he conquered Lisbon.

In the mid 13th century, the Almoravids were replaced by another Berber dynasty, the **Almohads**, who were even stricter regarding religious matters. They formed their own empire, which included al-Andalus and North Africa. **Sevilla** became their capital on the Iberian Peninsula.

The Christians were concerned about the impact this new empire might have. Therefore a coalition was formed between Castilla, Navarra and Aragón, which also counted on the aid of the crusaders who had arrived from other European countries. The Christians, led by Alfonso VIII, King of Castilla, confronted the Almohad army and defeated them at the **Battle of Navas de Tolosa** (1212). This was the last great battle between Christians and Muslims on the peninsula.



The Torre de Oro, the ancient watchtower built by the Almohads in Sevilla



Photo of the world map from the Saint-Sever Beatus (1050-1060)

1.3. The rest of the world

Africa

As a result of trading activities, numerous kingdoms prospered in the Sahel zone (south of the Sahara Desert): **Ghana**, **Hausa**, **Ethiopia** and later, **Kanem** and **Mali**. Many of their inhabitants converted to Islam and their lands were incorporated into the Muslim trade routes.

Asia

The **Mongols** inhabited Central Asia. In the 13th century, they invaded China, the Muslim caliphate and Eastern Europe. They created a vast empire, which extended from the Mediterranean to the Pacific Ocean. In East Asia, the great **Chinese Empire** remained strong. In South Asia, there were various small kingdoms in **India** and **Indochina**.

America

In Central America, the **Toltec** and **Mayan** civilisations dominated. In South America, the **Inca** civilisation became the most important in the 13th century.



Mayan Temple of Kukulcan (12th century)

Understand

1. Explain the situation at this time in:

- the Muslim world.
- the Christian world.

2. What were the origins of the Holy Roman Empire?

How were its emperors chosen?

3. Who were the Almohads?

4. Which groups fought against each other at the Battle of Navas de Tolosa? What caused this battle?

Apply

5. Mark the main civilisations at this time on an outline world map.

Analyse

6. Select one of the American, African or Asian civilisations mentioned on this page and research it (when it began and ended and how it was structured). Explain the most important and the most interesting facts to your classmates.

1. The political situation from the 11th to the 13th century

1.1. The Muslim world

To introduce this section, ask students to discuss the following questions in pairs: *What was the situation in the central and eastern zones of the Muslim world at this time? Which new caliphates were created in the western zone of the Muslim world? Who did the Muslims suffer attacks from between the 10th and 13th centuries?* Students should then read and listen to this section to check.

1.2. The Christian world

Ask: *What was the situation in the Christian Byzantine Empire at this time and what were the reasons for this?* Students should now read the first paragraph of this section to check.

Ask: *In Western Europe, which empire did the Carolingian Empire become part of in the 10th century and who became its first emperor? (Otto I the Great.) What resulted in England becoming unified with part of France? (The Norman invasion of England.)* Students should then read and listen to the second and third paragraphs to check.

To answer Activity 2, put students into small groups and ask them to research the figure of Otto the Great. Then they should write a short biography of him and a summary of his rule as the first emperor of the Holy Roman Empire for homework. You could then post some of these on the class blog to use as a revision tool.

To revise what students learned in the previous unit about the Christian kingdoms on the Iberian Peninsula and the beginning of the *Reconquista*, ask: *What was the main change that occurred regarding the Christian and taifa kingdoms on the Iberian Peninsula in the 11th century?* (The Christian kingdoms expanded and the taifa kingdoms retreated.) *How far had the Christian kingdoms expanded by the end of this century?* (Into cities such as Coimbra, Talavera, Guadalajara and above all Toledo, which was conquered by Alfonso VI of León and Castilla.) Then project a map of the Christian kingdoms in the 11th century for students to check.

Students should then read and listen to the end of this section. Direct students to Weblink 1, which gives an account of what led to the Battle of Las Navas de Tolosa and the events that occurred. Students should then answer Activities 3 and 4 in pairs.

Weblink 1: BATALLA DE LAS NAVAS DE TOLOSA

An account of what led to this battle and the events that occurred.

Ask students to answer Activity 1 to summarise their understanding of the events that occurred in the Muslim and Christian worlds.

Then show students Video 4, which explains the events that led to and occurred on the First Crusade, resulting in the Christian conquest of Jerusalem and ask them to complete Video 4 worksheet.

Video 4: THE CRUSADES: CRESCENT AND THE CROSS PART 1

The events that led to and occurred on the First Crusade. After viewing, complete Video 4 worksheet.

1.3. The rest of the world

Students should read and listen to this section. Then divide the class into three groups and allocate them either the African, Asian or American civilisations. In answer to Activity 6, ask them to focus on one of the civilisations in their category, do some research and create a digital presentation to give to the class. In small groups, give students an outline world map and tell them to answer Activity 5.

EXTRA RESOURCES

AUDIO

TALKING BOOK

PDF

REINFORCEMENT WORKSHEET 1

CURRICULAR ADAPTATION WORKSHEET 1

INTERACTIVE ACTIVITIES

Answer key

Understand

1. Explain the situation at this time in:

- the Muslim world.
- the Christian world.

The Muslim world became divided due to internal fighting and the Turks, peoples from central Asia who had converted to Islam, became the most powerful group. In the Christian world, the Byzantine Empire survived and in the 10th century, the Holy Roman Empire was formed in Central Europe. Meanwhile, the Christian kingdoms on the Iberian Peninsula continued to expand their territories southwards, reducing the amount of territory under Muslim control.

2. What were the origins of the Holy Roman Empire? How were its emperors chosen?

In the year 962, the Carolingian Empire became the Holy Roman Empire, although it covered less territory. The emperor held less power than the Carolingian kings had had in the past. He was chosen by election and the nobles voted for a new candidate when their emperor died.

3. Who were the Almohads?

A Berber dynasty who replaced the Almoravids. They were very strict regarding religious matters and formed their own empire with its capital in Sevilla, which included al-Andalus and North Africa.

4. Which groups fought against each other at the Battle of Navas de Tolosa? What caused this battle?

In the year 1212, the Christians, led by Alfonso VIII, King of Castilla, fought against the Almohad army, who posed a threat to the Christian kingdoms. This was the last great battle between Christians and Muslims on the peninsula. The Christians were victorious due to the fact that the Christian kings of Castilla, Navarra and Aragón had formed a coalition, which also received the aid of the crusaders who had arrived from other European countries.

Apply

5. Mark the main civilisations at this time on an outline world map.

Students should mark the main civilisations in the 11th, 12th and 13th centuries:

- The different sultanates of the Muslim civilisation (Iraq, Iran, Arabia and Syria), the Fatimid Caliphate (Egypt) and the Almoravid Caliphate (North Africa).
- The Christian world, which incorporated the Byzantine Empire, the Holy Roman Empire and the Christian kingdoms on the Iberian Peninsula.
- The kingdoms in the Sahel zone in Africa, the Mongol Empire, the Chinese Empire, the kingdoms in India and Indochina in Asia, the Mayan civilisation in Central America, and the Inca civilisation in South America.

Analyse

6. Select one of the American, African or Asian civilisations mentioned on this page and research it (when it began and ended and how it was structured). Explain the most important and the most interesting facts to your classmates.

Open answer.

3

2. THE FEUDAL SYSTEM

During the High Middle Ages, a political, social and economic system called **feudalism** was established in the Christian kingdoms. This system was characterised by the monarchs' loss of power, relationships based on personal loyalty and an economy based on small self-sufficient areas of land called **fiefdoms**.

2.1. The feudal monarchy

The monarchs governed with the aid of:

- the **court**, consisting of trusted nobles who advised them in governmental matters.
- royal officials** served the monarch. They carried out different tasks and duties. For example, the officials who formed part of the **chancery** recorded the decisions of the monarch in writing to ensure they were implemented. These documents carried the royal stamp and copies were kept in the chancery.

When there was a war, the monarch summoned the **host**, an army composed of the private armies of the monarch and of the nobility.

2.2. The origins of feudalism

After the division of the Carolingian Empire, Europe was raided by different peoples, who sacked the villages and cities. The monarchs had few resources and found it difficult to help their subjects. Therefore, they had to ask the nobles for assistance. Initially, the monarch divided up lands among trusted nobles to reward them, thereby making them lords (landowners). However, realising that the monarch was weak, the nobles later managed to achieve the following:

- their power became **hereditary** and they founded dynasties.
- their power over the inhabitants of their lands became absolute and included being able to **hand out justice** and **collect taxes**.

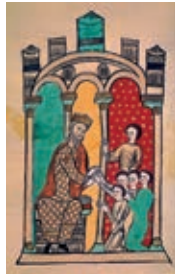
This area of land was called a **manor** or **fiefdom** and the landowning noble was called a **feudal lord**. **Serfs** and free peasants lived in the fiefdom.

The nobility's military power increased so much that they were able to **deny military aid to the monarch** or even oppose him. The feudal lords also used their armies to fight each other in order to gain more lands. They built castles from which to defend their possessions and tried to extend their domains through wars or arranged marriages. The violence caused by these internal **feudal wars** and external attacks generated **great insecurity** among the population. People migrated from the cities to the countryside, seeking the protection of a feudal lord.

Did you know?

The feudal wars

The army consisted of heavy (armoured) cavalry and light cavalry (both of which came from the lower nobility), foot soldiers or infantry (consisting of conscripted peasants) and mercenaries. Some of the infantry fought at close range with swords and some from a distance with bows and arrows. Their military strategy was to occupy and sack the lands and pillage the castles.



Miniature representing a king with his vassals



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2.3. Vassalage relationships

A vassal was a person who voluntarily promised his loyalty to someone more powerful than himself (a noble or the monarch) in return for them protecting and providing for him. A noble swore his loyalty to someone more powerful than himself (or the monarch) in an official act known as a **commendation ceremony**, thereby becoming their vassal. The ceremony was carried out in the following way:

- the vassal knelt before his lord, put his hands together and swore his loyalty. He thereby promised to give him military aid and advice when it was required.
- the lord took the vassal's hands in his and kissed them, signifying his acceptance. He promised to protect and provide for his vassal.
- in some cases, another act, called **investiture**, was carried out. In this case, the lord granted his vassal an additional privilege, such as a post or fief.

Nearly all the nobles had vassals and were also the vassals of more powerful people.

Another ceremony that took place at this time was the **knighthood ceremony**. It was performed when an apprentice, called a **squire** or **armour bearer**, had learnt to handle weapons and horses. The ceremony was carried out in the following way:

- the future knight spent the night meditating and praying.
- the following day, the official ceremony was performed, in which the lord presented a sword and spurs and the knight swore his loyalty to him.
- Finally, after he had learnt to fight, he was awarded the title of knight in a ceremony in which the noble dubbed him on the shoulder with a sword. Then the spurs were put on him and his sword was girded on.

Lower vassals' status was officially recognised through the **bond of servitude** between a noble and his serfs.

2.4. Later developments in the feudal system

Many elements of the feudal system remained in place during the whole of the Middle Ages. However, from the Late Middle Ages onwards, this system went into decline due to three circumstances that changed the political, economic and social structure:

- an increase in the monarchs' power and authority.
- the development of trade and the **growth of the cities**.
- peasant revolts.

Remember

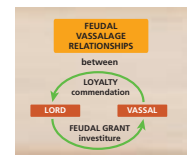
- Why did the monarchs need the nobles' help?
- Why did many nobles, who were the monarch's vassals, eventually disobey their monarch?
- What demands were made of the vassal and what was he offered?
- Explain which circumstances affected the feudal system and had an impact on its future.

Apply

- Find a poem that refers to courtly love. Explain what it is about and who the main characters are. Compare the relationship between the knight and his loved one to vassalage relationships.

Analyse

- Analyse the differences between a commendation ceremony and an investiture.



Did you know?

Some knights applied the idea of vassalage to their romantic relationships, creating the concept of courtly love. The knight submitted himself to his loved one, promising his loyalty and considering her his mistress. His loved one was often married to another noble and their relationship was impossible. However, they met in secret and he recited romantic poems to her.



Illustration of courtly love

3. The High Middle Ages and feudalism 53

2. The feudal system

To introduce this section, show students Video 5 about the feudal system at this time.

Video 5: FEUDALISM IN THE MIDDLE AGES

An overview of the feudal system in the Middle Ages.

After viewing, ask students, working in pairs, to summarise the characteristics of this system in the following three categories: origins, power structure and social order, but do not check their answers yet.

2.1. The feudal monarchy & 2.2. The origins of feudalism

Students should read and listen to the end of section 2.2. to check their answers.

Then project an enlarged version of the image in the **Did you know?** box and read this section to the students, whilst pointing out the different members of the army and weapons used. Put students into three groups and ask each one to conduct further research into one of the groups that the army was organised into and the weapons and tactics they used: a) heavy cavalry; b) light cavalry; c) infantry. They should then give a short digital presentation on their group to the rest of the class.

Put students into groups of four, divide them into pairs and allocate half of the following terms to each pair: court, chancery, host, fiefdom, feudal lord, serf, heavy cavalry,

infantry, mercenary, pillage. Ask them to prepare definitions of their terms. They should then test each other, firstly by reading out the definition and secondly, the key term for the other pair to define.

Students should then answer Activities 7 and 8.

2.3. Vassalage relationships

Put students into pairs and ask them to discuss: *What was a vassal?* They should then read and listen up to the end of the blue shaded box to check. Project an enlarged version of the diagram to clarify the concepts of commendation and investiture and ask students to answer Activities 9 and 12.

In the same pairs, ask students to discuss: *How did a person rise to the position of knight?* They should then read and listen to the end of this section to check. Ask them to describe the stages of this process to their partner to check their understanding. Explain that in the British honours system, people are still knighted today, but for non-military service to the country. The monarch awards this honorary title to people who are considered to have provided an exceptional service to the country. The modern female equivalent is a Dame.

Now direct students to Weblink 2 and ask them to complete Weblink 2 worksheet.

Weblink 2: MEDIEVAL CHRONICLES: MEDIEVAL KNIGHTS

This weblink contains 20 sections focusing on different aspects of Medieval knights. Complete Weblink 2 worksheet.

Focus on the illustration in the **Did you know?** box and read the text to the students. Then show them Video 6, which features images of Medieval illuminated manuscripts and explains how chivalric customs arose from the Medieval knight's code of conduct, and were gradually adopted by aristocrats and society as a whole.

Video 6: CHIVALRY IN THE MIDDLE AGES

An explanation of how chivalric customs arose from the Medieval knight's code of conduct.

After viewing, ask: *How did chivalry originate?* (From the ideals associated with the knights' code of conduct.) *What did chivalry represent?* (It represented the values of loyalty, bravery and protection of the weak and provided a model for the behaviour and moral principles of the upper classes.) *What were the typical features of the stories of chivalry?* (An aristocrat or knight fell in love with a woman of a higher social class and this love had a civilising effect on him.) *What did following the code of honour enable aristocrats to do?* (Move up the social ladder.) Then explain to students that as marriages at this time were arranged out of convenience, courtly love was a romantic ideal and therefore experienced with someone outside marriage. This concept was passed on through poems told by troubadours (travelling poets).

Then put students into small groups and ask them to do Activity 11. They should prepare a short explanation of the poem they have selected to give to the class.

2.4. Later developments in the feudal system

Students should read and listen to this section and then answer Activity 10 in pairs.

EXTRA RESOURCES

AUDIO

TALKING BOOK

PDF

REINFORCEMENT WORKSHEET 2

CURRICULAR ADAPTATION WORKSHEET 2

INTERACTIVE ACTIVITIES

Answer key

Remember

7. Why did the monarchs need the nobles' help?

Raids were carried out by different peoples, who sacked the villages and cities. The monarchs needed the nobles' help as they had few resources and found it difficult to come to the aid of their subjects.

8. Why did many nobles, who were the monarch's vassals, eventually disobey their monarch?

Because the nobility's military power increased so much that they were able to deny military aid to the monarch, their main interest being to obtain more territories.

9. What demands were made of the vassal and what was he offered?

The vassal had to promise to be loyal and provide military aid when necessary. In return, he was protected and provided for.

10. Explain which circumstances affected the feudal system and had an impact on its future.

The increase in the monarchs' power and authority, the development of trade and the growth of the cities, and peasant revolts.

Apply

11. Find a poem that refers to courtly love. Explain what it is about and who the main characters are. Compare the relationship between the knight and his loved one to vassalage relationships.

Open answer.

Analyse

12. Analyse the differences between a commendation ceremony and an investiture.

A commendation ceremony was an official act in which a noble swore his loyalty to someone more powerful than himself (or the monarch), thereby becoming their vassal. In an investiture, the lord granted his vassal an additional privilege, such as a post or fief.

3

2.5. Characteristics of the fiefdom

Many fiefdoms were **self-sufficient**, since they were able to provide everything their inhabitants needed.

A fiefdom consisted of various areas:

- the **castle**, which was situated up high or next to a river to make it easier to defend. It was the lord's residence, which he shared with his family, vassals (knights) and servants. His servants consisted of a chaplain (a priest who was responsible for the castle chapel and heard confessions) and serfs, who had various duties. They were soldiers, domestic servants, maidservants (who served the lord's family), cooks and stable hands, among other things. The head servant was the major-domo.
- the **demesne** was the lord's land, which was cultivated by his serfs and, during some months of the year, the free peasants. The forests and meadows also belonged to the lord. They provided grazing land for the animals, wood, wild berries and game. Large game, such as deer, foxes and wild boar, was reserved for the lord.
- the **village**, which was situated quite near to the castle. The main building was the church, which was made of stone. The farmers, both the serfs and the free peasants, lived together with their animals in huts made of mud, wood and straw. There were usually taverns in the village, where food and drink was sold. There were also traders' stalls and workshops where craftsmen and their apprentices worked.
- tenements** were the plots of land the lord rented to the peasants in exchange for part of their harvest.
- other places in the fiefdom** were for communal use, such as bridges, mills, the forge and the furnace. They belonged to the lord, and the inhabitants of the fiefdom usually had to pay a fee to use them.

Travellers who were passing through also formed part of the population of the fiefdom. They included traders, beggars, pilgrims, acrobats (who did tumbling and juggling) and *jongleurs* (poets who told stories).

Women wore long skirts and headscarves and men wore short tunics and tights. They also wore hats and leather or wooden shoes. The quality of the cloth used to make the clothes depended on the social group the person belonged to.



Almodovar del Rio Castle (Cordoba)

54 History



Medieval peasant ploughing the earth



LIFE IN A FIEFDOM

The life of the privileged estates

- The nobles spent their time **hunting** and training to use weapons and handle horses.
- Both men and women learned to read and write and received a cultural education.
- The **dames** (noblevomen) were not generally involved in political matters and were in charge of the servants. They did not go outside much, as they wanted their skin to remain pale because dark skin was associated with the women who worked the land.
- The **chaplain** who lived in the castle prayed and looked after the chapel.
- The clothes worn by the privileged estates were mainly made of **linen, velvet and silk** in bright colours, especially red. They were carefully made and decorated with embroidery. They also wore jewellery. The chaplain wore specific clothing.
- In the castle, the nobles attended **banquets** or feasts, at which they ate large amounts of meat with their hands. Occasionally they participated in tournaments, which were simulated battles.

The life of the unprivileged estate

- The unprivileged estate worked from sunrise to sunset. Before they went to bed, they gathered around a fire to warm themselves, talk and tell stories. They did not know how to read or write and passed their culture on orally.
- The **female peasants** looked after the children, in addition to working the land with the men.
- They wore clothes made of **wool and cotton**, which were grey or brown and coarsely made.
- They made **simple meals**, such as soups, stews and bread, from agricultural products.
- Occasionally, they held simple **celebrations** for weddings and births, at which they ate some meat.

Understand

13. Draw a social pyramid of all the inhabitants of a fiefdom: serfs, servants, free peasants, knights, squires and the feudal lord.
14. Listen to the sentences about the differences between the lives of the privileged and unprivileged estates and write true or false.

Create

15. In your notebook, draw a diagram of a fiefdom and mark the different places on it. Add a path going across it and features such as a river, forest, meadows, bridges and wells.

3. The High Middle Ages and feudalism 55

2.5. Characteristics of the fiefdom

To introduce this section, read the blue shaded box to the students, put them into groups of four and ask them to discuss: *What type of building did the lord live in? Who else lived there? What type of buildings did the peasants live in? Which other places were there in the fiefdom?* Do not check their answers at this point. Then give each student in the group a section of the text to read: a) the castle b) the demesne c) the village d) the tenements and other places in the fiefdom. Tell them to use the illustration to point out and explain the areas they read about to their group. Then students should read and listen to the final two paragraphs of this section. In pairs, they should answer Activities 13 and 15. You could then select some examples to post on the class blog for students to use as a revision tool.

Life in a fiefdom

Put students into two groups and tell them they are going to do a **jigsaw listening**. Ask one half to watch Video 7A about life as a noble, and the other to watch Video 7B about life as a serf. Both groups should complete Video 7 worksheet. After viewing, they should use their answers to explain their figure to a partner from the other group, who completes their worksheet with this information.

Video 7A: LIFE IN THE MIDDLE AGES: THE NOBLE

Video 7B: LIFE IN THE MIDDLE AGES: THE SERF

Video 7A explains what life in a noble family was like. Video 7B explains what life as a serf was like. After viewing complete Video 7 worksheet.

Students should then complete Activity 14, writing full sentences in answer to each question. Ask students to compare their answers in pairs and then read the text in the yellow box to check.

To summarise this information, ask students to copy and complete the following table in pairs:

	Privileged social groups	Unprivileged social groups
Work		
Education and culture		
Clothing		
Celebrations		
Food		

Explain that in Medieval feudal society, there were laws that stipulated what type of food each class was permitted to eat and the type of clothing they could wear. These were called sumptuary laws. Then show them Video 8 in open class.

Video 8: MORE ABOUT THE MIDDLE AGES: BATHING, EATING, CLOTHES

This short video explains the bathing, eating and clothing customs at this time.

Explain that the clothes people wore made it easy to distinguish which social class they belonged to. Only the privileged classes were able to wear fashionable clothes and European countries tended to imitate each other's fashions, whilst still retaining their own identity. Put students into five groups and tell them they are each going to research and prepare a short digital presentation on one of the following areas of clothing or fashion: a) privileged women's clothing b) privileged men's clothing c) Medieval hairstyles and hats d) peasants' clothing e) the clergy's clothing. Direct them to Weblink 3, which gives information on these different areas.

Weblink 3: MEDIEVAL CLOTHING

Information on Medieval clothing for the different social classes.

After the presentations, hold a short class discussion on present-day dress codes and what our clothing signifies nowadays.

To revise the key concepts and vocabulary from this section (chaplain, demesne, tavern etc.), put students into groups of four and then divide them into pairs. Give each pair a crossword template and a list of half the terms to be revised and ask them to write definitions to read out to the other pair in their group in order to complete the crossword.

Finally, ask students to write a **diary entry** describing a day in the fiefdom as a lord or peasant for homework. You could then select some examples to post on the class blog for students to use as a revision tool.

EXTRA RESOURCES


AUDIO
TALKING BOOK
PDF
REINFORCEMENT WORKSHEET 2
CURRICULAR ADAPATION WORKSHEET 2
INTERACTIVE ACTIVITIES

Answer key

Understand

13. Draw a social pyramid of all the inhabitants of a fiefdom: serfs, servants, free peasants, knights, squires and the feudal lord.

Students should draw a pyramid with the figures in the following order: feudal lord, knights, squires, free peasants, servants, serfs.

14.  Listen to the sentences about the differences between the lives of the privileged and unprivileged estates and write true or false.
- The peasants had to give part of their harvest to the lord in exchange for the use of his land.* True.
 - The privileged classes wore clothes made of wool and cotton, which contained decorative embroidery.* False. They were made of linen, velvet and silk.
 - The nobles ate large amounts of meat at the castle banquets.* True.
 - The female peasants' duty was to look after the children, and the men's duty was to work the land.* False. The women looked after the children and worked the land like the men.
 - In the unprivileged classes, only the men learned to read.* False. Neither the men nor the women learned to read.
 - In the privileged classes, the women mainly stayed inside so their skin remained pale.* True.

Create

15. In your notebook, draw a diagram of a fiefdom and mark the different places on it. Add a path going across it and features such as a river, forest, meadows, bridges and wells.

Open answer.

3. THE ECONOMY AND SOCIETY

3.1. Economic activities

The main economic activity continued to be agriculture: **cereal crops** were cultivated, from which people made the food they consumed, such as black bread and porridge. They also cultivated and consumed products from the vegetable garden, such as vegetables (cabbages and onions) and pulses, with which they made soups and stews. They drank wine in Mediterranean Europe and beer on the rest of the continent. Agricultural produce was complemented by other products:

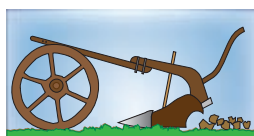
- those obtained from **farm animals** (sheep, goats, cows, poultry and pigs), such as milk, eggs and cheese, as well as honey from bees.
 - those obtained from **nature**, such as game and wild berries from the forest, as well as fish in the coastal areas.
- Meat was rarely consumed by the majority of the population, as it was reserved for the privileged minority. As well as food, **livestock** provided:
- **wool and leather** (tanned hide) for making products such as clothes and shoes.
 - **draught animals** such as horses, oxen, asses and mules, which were used for transport, pulling carts and ploughs.
 - **war horses**, which were trained to be used in warfare.

It was a **subsistence economy** because the people consumed nearly everything they produced. The small surplus was sold at local or regional markets and fairs. Craftwork, tools and fabrics were also traded at these events.

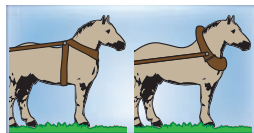
Agricultural techniques hardly changed. People mainly used hand-held tools, such as hoes (for digging), sickles (for harvesting cereals) and scythes (for reaping and weeding). They used water or wind **mills** to grind the cereals. However, **production increased slowly** for two reasons: cutting down the forests increased the amount of cultivated land and there were some **technological advances**. These included:

- **three-year crop rotation**, which consisted of dividing the land into three zones. A winter cereal (wheat or rye) was cultivated in one zone, a spring cereal (barley or oats) in another, and the third was left fallow (uncultivated) to allow the soil to recover. Every year the zones were alternated.
- the spread of **irrigation techniques**.
- the arrival of the **mouldboard plough**. This was a heavy plough with wheels, which contained a curved iron blade (mouldboard) that turned the soil over and aerated it, increasing its fertility.
- the use of **manure** (animal excrement) as a fertiliser.
- the **harness** (the device that attached the animal to the plough) was placed around the animal's chest instead of its neck and stomach (as it had been in the past). This meant that the animals were able to pull harder.

As a result of this increase in production, the population grew.



Mouldboard plough

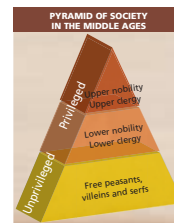


Old-style harness (left) and new-style harness (right)

3.2. Social organisation

Society was divided into three large groups called **estates**, which were hereditary: people were born into them.

- The **nobility**, *bellatores* in Latin (those who wage war), were those whose task was to defend the rest of society in times of war. They formed the dominant minority and within the nobility there was a hierarchy.
 - The **upper nobility** consisted of the monarch, dukes, marquises and counts.
 - The **lower nobility** consisted of knights, who depended solely on their weapons and horses.
- The **clergy**, *oratores* in Latin (those who pray), were those whose task was to pray for everyone to guarantee their salvation. They also provided the population with a cultural education. There was also a hierarchy within the clergy.
 - The **upper clergy** consisted of the Pope, bishops (leaders of the Church in a diocese or territory) and abbots, who were in charge of monasteries. These posts were only accessible to the most powerful noble families. They were often assigned to the second son of a noble, as the first-born inherited his lands.
 - The **lower clergy** consisted of priests and monks. These posts were occupied by people of humble origin.
- The **peasants and other workers** (*laboratores* in Latin) were obliged to work for the rest of society. They included:
 - the **serfs**, who worked as farmers and servants of a lord on his land. They were partly free and could not be sold, but they had to obey their lord and were not allowed to leave the fiefdom without his permission.
 - the **villains**, free peasants, craftsmen and traders who lived in towns or villages. They were not serfs, so they were free to leave their lord's land.



Important

In Medieval society, there were two main groups: the **privileged** (the nobility and the clergy) and the **unprivileged** (the rest of the population: over 90%).

The **privileged estates** (the nobility and the clergy):

- did not work.
- had different laws applied to them. They could hand out justice in their domains.
- did not pay taxes and collected those paid by their serfs and peasants.
- fought in wars on horseback (cavalry). This was the case for the nobility and some members of the clergy.

The **unprivileged** (the rest of the population):

- worked in the town or countryside.
- had to obey stricter laws than the privileged estates.
- had to pay taxes to the privileged estates and the monarch.
- were recruited to fight in wars as foot soldiers (infantry).

Understand

16. Explain how each of the economic changes influenced the increase in the population. Why did the population grow when production increased?

Analyse

17. What differences are there between the Medieval diet and today's diet?

Evaluate

18. Do you think it was easy for the two main groups in society to coexist? Why (not)? Choose a section of society and write a list of their grievances.

3. The economy and society

3.1. Economic activities

To introduce this section, explain that the main economic activity at this time continued to be agriculture. Ask: *What type of products did the population consume at this time? Which product was primarily consumed by the privileged class? What was livestock used for, apart from food?* Students should read and listen up to the end of the points that follow the first paragraph, to check.

Students should then read and listen to the following paragraph. Explain that only a small minority of the population lived in cities and that they were extremely dependent on the surplus products that the rural population produced. To give students a deeper understanding of the subsistence economy and the sale of surplus products, put them into small groups and ask them to research the Medieval origins of some of the present-day fairs and markets that take place in Spain.

In small groups, ask students to brainstorm what they know about the tools and techniques that were used to farm the land at this time. They should then read and listen to this section to check. Project enlarged versions of the images of the plough and harnesses so that students can see how they functioned. To clarify the concept of crop rotation, ask students to draw a simple diagram showing how the crops were distributed among the different zones.

To increase students' knowledge of the tools used and the tasks the peasants performed, direct them to Weblinks 4A and B and ask them to do Weblink 4 worksheet.

Weblink 4A: MEDIEVAL TOOLS IN AGRICULTURE

Weblink 4B: MEDIEVAL LIFE: THE FARMING YEAR

Weblink 4A explains the tools used in Medieval agriculture. Weblink 4B explains the tasks the peasants performed. Complete Weblink 4 worksheet.

Students should then answer Activity 16. Ask them to draw a flow chart to illustrate why the population grew when production increased. For example:

Increase in production ⇒ More food available ⇒ Diet improves ⇒ Less illness ⇒ Life expectancy and the birth rate increase ⇒ **The population grows**

To review the section about the food that people consumed, show students Video 9, which explains people's diets at this time. After viewing, ask: *How many products can you name that were consumed by a) the peasants (Barley: bread, porridge, etc.; vegetables: carrots, cabbage etc.; cheese) b) the privileged class? (Wheat and meat: game, pork and chicken; spices: black pepper, saffron etc.) Which fruits were common in the south of Europe? (Pomegranates, lemons etc.) Which were common further north? (Apples, pears etc.) What did most people drink? (Wine or beer.)*

Video 9: FOOD IN THE MIDDLE AGES

People's diets in the Middle Ages.

To answer Activity 17, ask students to discuss the following questions in pairs: *How healthy were these diets? How similar or different are they to people's diets in Europe nowadays? How is your diet similar or different to your grandparents'? Explain what you eat in a typical day to your partner and decide whose diet is the healthiest.*

3.2. Social organisation

Project an enlarged version of the illustration of the social pyramid and read the blue shaded box to the students. Explain that the upper two of these estates were the privileged groups, with the majority of the population being in the unprivileged class below. Explain that the Latin names for these groups classify them according to the tasks they performed: those who wage war (*bellatores*: the nobility), those who pray (*oratores*: the clergy) and those who work (*laboratores*: the peasants and other workers). In groups of three, ask students to discuss what they know about these three different groups and the tasks they performed. Next, give each student a section to read and explain to the other members of their group. Then divide the class into three groups and give each one a section of the social pyramid. Tell them to find an image or make a drawing of each of the members of their social group and accompany it with a brief explanation of their function in society. Finally, ask them to paste these onto a large social pyramid on the classroom wall.

In small groups, ask students to share what they know about the following areas for the privileged and unprivileged estates: work, laws, taxes, fighting in wars. They should then read the **Important** box to check.

To answer Activity 18, ask the first question in open class. To illustrate why this was not easy, ask students: *What did a peasant have to pay taxes for?* (The land they worked, the ovens they used, the bridges they crossed, etc.) *How do you think they felt about that?* (They must have felt that it was unjust, as the nobility and clergy did not have to pay taxes, and the peasants owned nothing and found it hard to survive.) Put students into small groups and allocate a different section of society to each one. Give them a time limit to list their grievances and then conduct a class debate among the different members of society.

In open class, ask: *Do you think everyone is treated equally in the eyes of the law nowadays? Does everyone have to pay the same amount of tax? Why (not)? What do people have to pay tax for? Do the rich and powerful take advantage of their status nowadays and if so, how? How can people show their discontent with certain laws or behaviour? What type of things have people demonstrated against recently?*

To review what students have studied in this section, ask them to write five phrases about the different social groups on this page to test another pair with. For example: *They were not allowed to leave the fiefdom without permission.* (The serfs); *They usually fought in wars on horseback.* (The lower nobility.)

EXTRA RESOURCES

AUDIO

TALKING BOOK

PDF

REINFORCEMENT WORKSHEET 3

CURRICULAR ADAPTATION WORKSHEET 3

INTERACTIVE ACTIVITIES

Answer key

Understand

16. Explain how each of the economic changes influenced the increase in the population. Why did the population grow when production increased?

The population grew due to an increase in agricultural production, which occurred as a result of cutting down the forests to provide more cultivated land and the spread of technological advances. These were crop rotation, the spread of irrigation techniques, the arrival of the mouldboard plough, the use of manure as fertiliser and the introduction of a new type of harness for draught animals.

Analyse

17. What differences are there between the Medieval diet and today's diet?

The Medieval diet mainly consisted of agricultural products (cereals, vegetables, pulses), those obtained from farm animals (milk, eggs, cheese, honey) and those obtained from nature (game, wild berries, fish in the coastal areas). Nowadays, we also consume many processed products and products that were introduced after this period, such as tomatoes and potatoes. In Medieval times, the main drinks were wine and beer, whereas today we consume many different types of sugar-based drinks.

Evaluate

18. Do you think it was easy for the two main groups in society to coexist? Why (not)? Choose a section of society and write a list of their grievances.

Open answer.

4. THE CHURCH

4.1. The organisation of the Church

The Pope (the Bishop of Rome) was the leader of the Christians in the West. He served for the whole of his life and when he died, the cardinals appointed his successor. There were two branches of the clergy:

- the **secular clergy**, consisting of **bishops and priests**, who were in charge of ceremonies and the religious education of Christians.
- the **regular clergy**, consisting of **abbots (who were in charge of an abbey or monastery), monks and nuns**. Unlike the secular clergy, its members had to follow the rules that applied to their particular order. There were two types of orders:
 - **religious orders** (such as the Cluniac, Benedictine and Franciscan orders), who devoted their time to praying and working in the monastery.
 - **military orders** (such as the Templar, Teutonic and charitable orders). As well as praying, these monks fought to defend or spread Christianity.

4.2. The political power of the Church

The Church and political power were closely connected. Monarchs had the right to intervene in appointing the **bishops** and other religious positions. The bishops and other religious figures also attended the **cortes** or **parliament**, which was responsible for advising the monarchs.

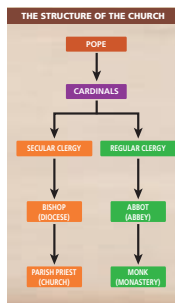
The Pope could **excommunicate** (remove from the Church) whoever he wished, including monarchs. Excommunication condemned the victim to hell and the Christian subjects of an excommunicated monarch no longer had to obey him. Therefore, excommunication became the Pope's means of threatening the monarchs who opposed him.

4.3. The economic power of the Church

Many monarchs and nobles gave lands and fiefs to the Church to win its favour or obtain salvation. Therefore, the Church became the **main landowner** and benefited from an exclusive tax: the **tithe**, a tenth of agricultural production, which the peasants had to pay.



Medieval monastery



4.4. Culture and the Church

The Church continued to be responsible for spreading culture. The monks copied **ancient texts** by hand (manuscripts) to prevent them from disappearing and to preserve ancient knowledge. The Church was responsible for **education** and the spreading of religious beliefs. In this way, ideas were spread among the population, such as the following:

- a **fear of hell**, to fight against sin (bad actions).
- a **fear of the end of the world** and God's judgement, which served to generate interest in religious matters. Some claimed that this would happen in the year 1000, causing panic among those who believed it.
- **hope for the mediation of saints and the Virgin Mary**, which resulted in a greater number of pilgrimages:
 - to the **holy cities** – Rome (the Church's capital), Santiago de Compostela (where, according to tradition, the apostle St James was buried) and Jerusalem (where important events in Jesus Christ's life occurred).
 - to the churches that contained **relics**, which were sacred items and remains associated with a saint.

The Church had the authority to prevent feudal wars in certain places and on certain dates, due to:

- the **Peace of God**, which prohibited churches and holy places from being attacked and sacked.
- the **Truce of God**, which temporarily suspended fighting on important dates in the religious calendar, such as Christmas, Easter and Lent.

To maintain unity in the Christian faith, the Church was very strict and persecuted **heretics**, those who diverged from the official doctrine. It also promoted the **crusades**, which were expeditions ordered by the Popes to recover the **Holy Sepulchre**¹, which was in the hands of the Muslims.

¹Holy Sepulchre: the place where Jesus Christ was crucified



Important

The crusades

The Turks (who were more intolerant than the Arabs regarding religious matters) had occupied Jerusalem, thereby endangering Christian pilgrimages to this city. Pope Urban II summoned the First Crusade to conquer Jerusalem and free it from Muslim control. Christian knights from all over Europe came forward and formed an army. In the year 1099, they conquered Jerusalem and massacred the whole population (Muslims and Jews). Small Christian states were created in these lands. As the neighbouring Muslim states began to seize their lands, new crusades were organised during the 12th and most of the 13th century. However, the Christians were eventually expelled.



Understand

19. What differences were there between the regular and secular clergy?
20. Explain what political and economic power the Church held.

Analyse

21. Study the drawing of a monastery and state what differences there are between this and the areas in a fiefdom.

4. The Church

4.1. The organisation of the Church

To ascertain the students' prior knowledge of the organisation of the Church, ask them to discuss the following questions in pairs: *What were the highest positions within the Church structure at this time? What were the differences between the secular and regular clergy?* They should then read and listen to this section to check. As they do so, project an enlarged version of the diagram to illustrate the hierarchy and positions. Next, in pairs, ask students to explain the positions within each type of clergy and what they were in charge of. To increase students' knowledge of the two types of orders within the regular clergy, put them into small groups and ask each one to research one of the groups within these orders in order to give a short digital presentation to the class. This should include the date the order was founded, the name of its founder, its main characteristics and how it came to an end or whether it still exists today. Students should then answer Activity 19 in pairs.

4.2. The political power of the Church

Students should read and listen to this section in open class. To expand on the concept of excommunication, put students into pairs and ask them to use the Internet to find a historical figure to whom this happened. They should research what the motives for this were, find out the consequences for their figure and then write a short report on him/her. You could then select some examples to post on the class blog.

4.3. The economic power of the Church

In open class, ask: *How do you think the Church obtained its wealth in this period?* Students should then read and listen to this section to check. Project an enlarged version of the illustration of a Medieval monastery and explain that these religious centres held great importance at this time, particularly in spreading Medieval culture. Ask students if they can name any of the areas it consisted of, for example, the church and the belfry, the monks' private quarters, the cloisters where they gathered before mass, the library and the school.

Next, show students Video 10 to 22:10, which explains the history of monasteries, the power the Church held, and the lives of the monks that inhabited them. Now students should complete Video 10 worksheet.

Video 10: MEDIEVAL LIVES: THE MONK

The history of monasteries, the power the Church held and the lives of the monks that inhabited them. After viewing complete Video 10 worksheet.

Students should then answer Activities 20 and 21 in pairs.

4.4. Culture and the Church

Students should read and listen to the end of the three points that follow the first paragraph. Explain that monks spent much of their time copying texts by hand to preserve ancient culture, leaving us with historical records. They produced illuminated manuscripts, which were decorated with images

of biblical scenes and served to spread religious beliefs to the predominantly illiterate population. They also provided education in the monastery schools. Explain that religion and mysticism played an important role in Medieval society, in which the fear of being condemned to hell and superstitions prevailed.

Students should then read and listen to the end of this section in open class. Explain that as the Church did not have the power to put an end to the ongoing feudal wars, they issued these decrees to limit the amount of violence. The Peace of God also stated that the defenceless (those without arms) should not be attacked by the warrior classes and the Truce of God also suspended fighting at the times of year when food was scarce.

Ask students: *What do you remember about the First Crusade?* Students should then read the **Important** box to check. Next, direct them to Weblink 5, which explains the different stages of the crusades and the motives behind them. To ascertain their previous knowledge, first ask students to complete the test section in pairs and then read the revision section to check their answers. Finally, they should complete the interactive activity, which checks their understanding.

Weblink 5: THE CRUSADES

The different stages of the crusades and the motives behind them.

To revise the key concepts and vocabulary from this section (heretic, Peace of God, Holy Sepulchre, etc.), put students into groups of four and then divide them into pairs. Ask each pair to make vocabulary cards with a definition on the back, which they should then read out to test the other pair with. Students should then read out the key word or phrase and the other pair should give their own definition.

EXTRA RESOURCES

AUDIO
TALKING BOOK
PDF
REINFORCEMENT WORKSHEET 4
CURRICULAR ADAPTATION WORKSHEET 4
INTERACTIVE ACTIVITIES

Answer key

Understand

19. What differences were there between the regular and secular clergy?

Unlike the secular clergy, the members of the regular clergy had to follow the rules that applied to their particular order.

20. Explain what political and economic power the Church held.

Political power: The Church and political power were closely connected. Monarchs had the right to intervene in appointing the bishops and other religious positions. The bishops and other religious figures also attended the *cortes*, which were responsible for advising the monarchs. The Pope could excommunicate (remove from the Church) whoever he wished, including monarchs. Excommunication condemned the victim to hell and the Christian subjects of an excommunicated monarch no longer had to obey him. Therefore, excommunication became the Pope's means of threatening the monarchs who opposed him.

Economic power: Many monarchs and nobles gave lands and fiefs to the Church to win its favour or obtain salvation. Therefore, the Church became the main landowner and benefited from an exclusive tax: the tithe, a tenth of agricultural production, which the peasants had to pay.

Analyse

21. Study the drawing of a monastery and state what differences there are between this and the areas in a fiefdom.

Students should state that there are very few differences, as in reality a monastery was a fiefdom led by a monastic order.

5. ROMANESQUE ART AND ARCHITECTURE

5.1. General characteristics

The main artistic style from the 11th to the 13th century was called Romanesque. It was the first Medieval European artistic style. It had the following characteristics:

- it was a **rural** style of art, meaning that the majority of the works of art were situated in the countryside and small villages.
- the **nobility and the Church** promoted these works of art. The main buildings were religious ones: **chapels** (small churches), **monasteries** and **cathedrals**.
- Romanesque style was started and spread by Cluniac monks and extended along the **pilgrimage routes**.
- the churches looked like **fortresses** due to their thick walls. Occasionally, they served as refuges when the population was under attack. The lack of windows made Romanesque churches very dark, which was considered more appropriate for worship.

5.2. Romanesque architecture

The main characteristics of Romanesque architecture were:

- the use of **thick stone walls** and a small number of narrow windows. The buildings were supported by **buttresses** (pillars built against the exterior walls), and cylindrical **columns** and **pillars** on the inside.
- features from Roman art were used (which is where the name of this style comes from), such as **semi-circular arches**. The buildings were covered with **barrel vaults**, **groin vaults** and **domes**.
- the **floor plan** (two-dimensional drawing of the building) was usually in the shape of a **Latin cross**, in which one arm (the transept) was shorter than the others. The part where both arms cross was called the **crossing**. Above the crossing, a tower called a **spire** was built. The columns and pillars divided the interior of the temple into aisles called **naves**. There were usually three of them, the **central nave** and **two lateral ones**, although some churches contained more. At the end of the church was the **apse**, containing the altar. Occasionally, there was a passage called an **ambulatory**, which went around the altar. The semi-circular recesses were called **apses**.
- the **façades** of Romanesque churches contained **portals**, which were richly decorated doors. One or two towers containing the **belfry** were built next to these.

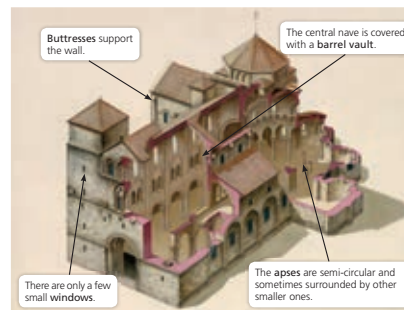
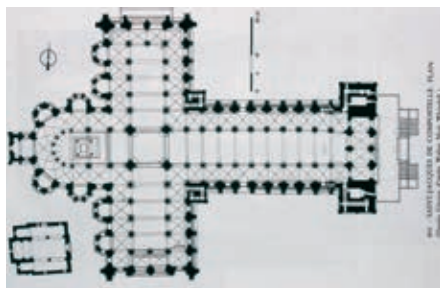


Barrel vault



Groin vault

Latin cross floor plan of Santiago de Compostela Cathedral



The Church of St Étienne (Nevers, France)



Remember

22. Was Romanesque an urban or rural style of art?
23. Who started Romanesque style and how did it spread?

Understand

24. Listen and match the definitions to terms in this section.
25. In your notebook, draw a Romanesque church and mark the most important characteristics on it.

Apply

26. Study the illustration of the Church of Saint Étienne. Describe its floor plan and name the main features of Romanesque architecture that it contains.

Create

27. Research why the pilgrimage to Santiago de Compostela continues to be a very popular activity nowadays. What are people's motives for going on this pilgrimage?

5. Romanesque art and architecture

5.1. General characteristics

Read the first paragraph of this section to the students and then ask them to discuss the following questions in pairs: *Was this an urban or rural style? What were the main types of buildings constructed in this style? Who was this style started and spread by?* Students should then read and listen to this section to check. Explain the importance of the Cluniac (or Benedictine) Reforms. These were a series of changes implemented by the Benedictine order at Cluny, which sought to free the Church from the corruption caused by secular political influence and its ties to the feudal system. At this time, kings and powerful lords could appoint their own officials to posts such as bishop and abbot, which angered church officials. Their aim was to restore the traditional strictness of monastic life, the Rule of Saint Benedict, wherever it had been relaxed. This rule focused on a life of prayer, silence and solitude and encouraged the spread of culture and caring for the poor. The Benedictine Monastery in Cluny was the centre from which these reforms rapidly spread. Through their monasteries, Romanesque art spread throughout the Christian territories in Europe. The Cluniacs supported the Peace of God and pilgrimages to the Holy Lands, which also played a vital role in spreading this style.

Students should then answer Activities 22 and 23 in pairs.

5.2. Romanesque architecture

To introduce this section, project an image of the Church of St Étienne and in open class, ask: *Why do you think this style is called Romanesque?* (It contained features of ancient Roman architecture, among others.) *Can you name any of its characteristic features?* As students listen to this section to check, project enlarged versions of the images on this page as well as others to illustrate each feature.

Students should then answer Activities 24 and 25.

Show students Video 11 in open class. They should then complete Video 11 worksheet.

Video 11: ROMANESQUE ARCHITECTURE

The history and characteristics of Romanesque architecture. After viewing, complete Video 11 worksheet.

Next, give students an unlabelled illustration of the Church of St Étienne and ask them to answer Activity 26.

Show students Video 12, which explains the relationship between the cathedrals and pilgrimages and how skilled workers from diverse areas contributed to the construction of these buildings. After viewing, ask: *What were cathedrals symbols of?* (Piety.) *What did pilgrims travel to cathedrals to visit?* (Relics of saints.) *What did the new towns that developed around the cathedrals provide?* (The services and

workshops needed to support these projects and cater to the pilgrims' needs.) *What did both the interior and exterior of the cathedrals function as?* (The Bible of the Poor, to instruct an illiterate population.)

Video 12: **OTIS ART HISTORY 13 – ROMANESQUE ARCHITECTURE**

This short video explains the relationship between the cathedrals and pilgrimages.

Project an enlarged version of the map of the routes that form the Camino de Santiago. In open class, ask students if any of them have ever been on this pilgrimage, what their motives were for doing so, which route they took and how they found the experience. Then ask students to research Activity 27 in small groups and share their findings with the class.

EXTRA RESOURCES


AUDIO
TALKING BOOK
PDF
REINFORCEMENT WORKSHEET 5
CURRICULAR ADAPTATION WORKSHEET 5
INTERACTIVE ACTIVITIES

Answer key

Remember

22. Was Romanesque an urban or rural style of art?
It was a rural style of art, meaning that the majority of the works of art were situated in the countryside and small villages.
23. Who started Romanesque style and how did it spread?
Romanesque style was started and spread by Cluniac monks and extended along the pilgrimage routes.

Understand

24.  Listen and match the definitions to terms in this section.
- a) These were pillars that were built against the exterior walls to support buildings. Buttress

- b) These were semi-circular recesses inside Romanesque churches. Apse
- c) These were the monks who started and spread Romanesque style. Cluniac monks
- d) This floor plan was most commonly used in Romanesque churches. Latin cross
- e) This was a tower built above the crossing. Spire

25. In your notebook, draw a Romanesque church and mark the most important characteristics on it.

Open answer. Students should indicate the following characteristics: buttresses, the barrel vault covering the central nave, the semi-circular apse, the windows (few), the Latin cross floor plan, the transept, the crossing, the spire, the portal and the belfry.

Apply

26. Study the illustration of the Church of Saint Étienne. Describe its floor plan and name the main features of Romanesque architecture that it contains.

It has a Latin cross floor plan and there is an octagonal spire above the crossing. There are three apses. The central nave is covered by a barrel vault and is separated from the lateral naves by semi-circular arches supported by columns. The outside is characterised by few windows and the use of buttresses, which support the walls.

Create

27. Research why the pilgrimage to Santiago de Compostela continues to be a very popular activity nowadays. What are people's motives for going on this pilgrimage?

Students should mention that nowadays, there are groups of pilgrims that still make this journey for religious reasons. However, there are also others looking for different types of experiences, such as self-discovery, adventure, meeting new people or tourism.

3

5.3. Romanesque painting and sculpture

Romanesque painting and sculpture had an **educational** as well as a decorative purpose. Images were used so that the population (the majority of whom were illiterate) could learn about the Bible stories and religious beliefs.

In many cases, the images had a **symbolic character**, meaning that ideas were represented through drawings. These symbols enabled the priests to explain more complicated religious concepts through images.

They had a **schematic style**, with barely defined detail. To highlight the solemnity of the subject, the figures were depicted in rigid positions with **ingrassive faces**. The size of the figures varied depending on their importance. The more important they were, such as Christ or the Virgin Mary, the bigger their size.

Sculptures were made of **stone** or carved in wood, especially images of Christ on the cross and the Virgin Mary with baby Jesus. Stone sculpture was **adapted to architecture**, meaning that sculptures were made on church portals, façades and columns.

Paintings were made on exterior and interior walls, in the apses and interior vaults of churches and on **slabs** and in **miniatures** to decorate books. Drawings were made using **lines and flat colours** (without volume), so they had no depth. Landscapes were not portrayed in them either.



Portal of the Church of San Miguel Arcángel (Estella, Navarra). Christ Pantocrator is depicted (God surrounded by the symbols of the evangelists).



Paintings in the Chapel of Santa Cruz de Maderuelo (Segovia) (12th century)



Virgin from Ger (12th century)

Apply

28. Study the mural painting from the chapel of Santa Cruz de Maderuelo, in which a passage of the story of Adam and Eve is depicted. Imagine you are a Medieval priest. Explain this story to your congregation using the drawings.

Evaluate

29. Explain why you think Romanesque sculptures were called Bibles in stone.

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5.3. Romanesque painting and sculpture

To introduce this section, project the images on this page and ask the students what functions they think Romanesque painting and sculpture had at this time. Students should then read and listen to the first two paragraphs to check.

Then put students into pairs and ask them to describe some of the features of these works of art. To guide them, ask: *What is the theme of these works? How would you describe this artistic style? What do you notice about the size of the figures? Where do you think these works were situated?* Students should then listen to this section to check. Point out these features in the images as they do so. To enable students to practise what they have learnt, put them into different pairs and ask them to answer the questions above once more.

Next, show students Video 13 in open class. After watching, they should complete Video 13 worksheet individually.

Video 13: TYMPANUM OF THE LAST JUDGEMENT, AUTUN

The history of Autun Cathedral and a description of the sculpture of the Last Judgement on the portal. After viewing complete Video 13 worksheet.

Put students into small groups and ask them to prepare their answer to Activity 28. They should then explain their story to another group, who take on the role of their congregation.

Students should then answer Activity 29 in pairs.

To revise the concepts studied in section 5, put students into small groups and tell them they are going to do a **quiz**. Tell them to write six questions to ask another group. For example: *What were the pillars that supported the exterior walls of Romanesque buildings called? (Buttresses.) Why did the size of the figures vary in Romanesque paintings and sculptures? (Because the more important they were, the bigger their size.)...*

EXTRA RESOURCES

AUDIO

TALKING BOOK

PDF

REINFORCEMENT WORKSHEET 5

CURRICULAR ADAPTATION WORKSHEET 5

INTERACTIVE ACTIVITIES

Answer key

Apply

28. Study the mural painting from the chapel of Santa Cruz de Maderuelo, in which a passage of the story of Adam and Eve is depicted. Imagine you are a Medieval priest. Explain this story to your congregation using the drawings.

Open answer. Students should use their imagination and their own words to describe this. They should explain that on the left-hand side, God is forbidding Adam to eat the fruit on the tree of knowledge. Then there is an image of a sick Adam and Eve, who look as if they are choking, as they have disobeyed God and sinned, following the advice of the serpent.

Evaluate

29. Explain why you think Romanesque sculptures were called Bibles in stone.

Because they had a symbolic character. They represented ideas through symbols, which enabled the priests to explain more complicated religious concepts to the predominantly illiterate population.

KEY CONCEPTS



3

THE POLITICAL SITUATION IN THE 11TH, 12TH AND 13TH CENTURIES

- During the High Middle Ages, there were extremely diverse civilisations on each continent, some of which became very culturally and politically developed.
- The Muslim world was divided due to internal fighting and the Turks became the most powerful group.
- In the Christian world, the Byzantine Empire continued and in the 10th century, the Holy Roman Empire was created in Central Europe. Meanwhile, the Christian kingdoms on the Iberian Peninsula continued to expand towards the south, reducing the amount of land under Muslim control.
- In Africa, there were numerous kingdoms, many of which converted to Islam. In Asia, the Mongol Empire and the Ancient Chinese Empire dominated. In America, important civilisations emerged, such as the Mayans and Incas.

The economy and society during the High Middle Ages

- The economy was based on the production of cereals and livestock farming. There was very little trade.
- The increase in the amount of agricultural land and the improvement of some techniques resulted in an increase in production. Consequently, the population grew.
- Medieval society was strictly divided into estates: the privileged (the nobility and the clergy) and the unprivileged (the people who worked).

The Church

- The Church was led by the Pope and consisted of the secular clergy (bishops and priests) and regular clergy (abbots, monks and nuns).
- The Church and political power were closely connected. The Church owned land and was responsible for spreading culture.
- The number of pilgrimages (such as the Camino de Santiago) and crusades increased.



Portal of La Gloria in Santiago de Compostela Cathedral

The feudal system



- During the High Middle Ages, a political, social and economic structure called feudalism became well established in the Christian kingdoms. It was characterised by the monarchs' loss of power, relationships based on personal loyalty and an economy based around small self-sufficient territories called fiefdoms.

- The feudal monarchs were helped by their court and public officials in the chancery, but they depended on their nobles.
- The frequent feudal wars generated great insecurity among the population.
- Vassalage relationships were established, in which the nobles swore their loyalty to the monarch or other more powerful nobles, occasionally in exchange for a fief.
- The fiefdom consisted of various areas: the castle, the village, tenements and the demesne.

Romanesque art and architecture

- Romanesque was a rural style. The main characteristics of Romanesque architecture were the use of semi-circular arches, barrel vaults and thick walls supported by buttresses.
- Romanesque painting and sculpture served an educational purpose. They were characterised by a schematic style, inexpressive faces and their adaptation to architecture.

3. The High Middle Ages and feudalism 63

KEY CONCEPTS

Students could read the **Key concepts** at home as a revision activity, going back to the unit sections to check anything they are not sure about. Alternatively, there is an **Audio version** they could listen to, as well as doing the activities in the digital sections **Activities with images** and **Interactive activities**.

To check students' knowledge of the content, divide the class in half and put students into small groups. Give half the class the sections in the key concepts that relate to the political situation, economy and society and the Church, and the other half those that relate to the feudal system and Romanesque art and architecture. Then ask them to create 10 true/false questions to test their classmates. They should then take part in a quiz with another group.

In the same groups, ask students to write ten definitions for key words or phrases from their section to test another group with. For example: a) *This is the name of the decree which prohibited churches and holy places from being attacked and sacked. (The Peace of God.)* b) *This was the type of floor plan commonly used in Romanesque architecture. (Latin cross.)*

For further revision practice, direct students to Weblink 6, which contains various activities, including flash cards, to test students' knowledge of the Early and High Middle Ages.

Weblink 6: QUIZLET

This weblink contains various activities regarding the Early and High Middle Ages.

Students could use the virtual exploration materials and some of the study aids in the unit and digital pack to make the revision task more varied and enjoyable.

EXTRA RESOURCES

AUDIO
TALKING BOOK
PDF
CONCEPT MAP
PRESENTATION

3

CONSOLIDATION

30. Define the following terms:

- sultan.
- Almohads.
- subsistence economy.
- three-year crop rotation.
- serfs.
- demesne.
- royal officials.
- court.
- host.
- feudalism.
- fiefdom.
- vassalage relationships.
- courtly love.
- jongleur.
- secular clergy.
- regular clergy.
- military orders.
- mouldboard plough.
- tithe.
- relics.
- heretics.
- harness.
- crusades.
- buttress.

31. Match each feature with the corresponding part of the fiefdom. Some features may correspond to more than one part.

demesne	peasants' houses
castle	plots of agricultural land rented from a lord
tenements	a fee had to be paid to the lord for its use.
forest	lord's residence
village	place where the serfs worked
mill	place where the peasants obtained firewood

32. Copy and complete the table in your notebook.

High Middle Ages	Privileged groups	Unprivileged groups
Economy and work		
Social groups		
Food and clothing		
Entertainment and free time		

33. Study the images of art on this page and the following one. Write a list of the characteristic features of Romanesque art for each. Include these aspects.

- Architecture: walls, windows, pillars, apses and towers.
- Painting and sculpture: location, images, colours and functions.



Mural of the apse of the Church of San Clement de Tahull (Lérida, 12th century)

34. Copy these sentences into your notebook. Write true or false and correct the false sentences.

- The feudal system is characterised by a self-sufficient agricultural economy, a society divided into estates and a powerful monarchy.
- The castle, village, demesne and forests were the main areas in a fiefdom.
- The members of the privileged groups did physical work, unlike the unprivileged.
- The military orders were formed by monks, who had to obey specific rules.
- The most important crusades were fought against heretics.
- The relics of saints were greatly valued and pilgrims made journeys to visit them.
- Romanesque art was urban, as was the feudal system.
- The architectural features were adapted to the forms and sizes of the sculptures.



3



The doubts of St Thomas, 11th-century Romanesque relief



Monastery of Irujo (Navarra, 11th century)

35. Read the two texts and answer the questions below.

Christian Chronicle of Abelda, based on the Chronicles of Alfonso III

In the name of the Lord, I, Rogelio de Besiers, grant you, Arnaldo de Corleano, your son-in-law Beltrán de Peirala, your children and their descendants my castle, Claranont, in fief. This I fortify and order to be fortified in my honour in my county, Rodense, with the fortifications that are in the castle and those which will be built in the future. The only exception is a house, which I will keep to do with as I wish. I hand you the castle so you have what is mine in fief, except my faith, my rights as a lord and my justice.

Year 1138 of the Incarnation of Christ, the 15th day of the Julian calendar, under the reign of King Louis.

Historia general del Languedoc, Editorial Privat

A new vassal (12th century)

On the seventh day of the ides of April, Thursday, homage was paid to the count again. Firstly, homage was paid in the following way: the count asked the man if he wanted to fully commit to becoming his vassal and he replied: Yes, I do. Then the count put his hands together and held them in his while they bound themselves to each other through a kiss. Secondly, the man who had promised vassalage swore his loyalty in these terms: I promise to be loyal from now onwards to Count William, pay homage to him at all times, protect him from everyone in good faith and never cross him. Thirdly, he swore his loyalty on the relics of the saints.

R. BOURNICHON,
Señorio y feudalismo
Siglo ve de España Editores

- a) In your own words, briefly summarise what happens in each text.
- b) Which ceremony is each text about?
- c) What role does each person play in these ceremonies?
- d) What references are made to religion?
- e) Why do you think religion formed a part of these types of ceremonies?

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3. The High Middle Ages and feudalism 65

Answer key

30. Define the following terms:

sultan: Muslim king or governor.**Almohads:** North African Berbers who invaded al-Andalus and took power from the Almoravids.**subsistence economy:** economic system in which most of the produce is consumed by those who produce it.**three-year crop rotation:** agricultural system in which the land is divided into three zones. A winter cereal (wheat or rye) was cultivated in one zone, a spring cereal (barley or oats) in another, and the third was left fallow (uncultivated) to allow the soil to recover. Every year the zones were alternated.**serfs:** farmers and servants of a lord who worked on his land. They were partly free and could not be sold, but they had to obey their lord and were not allowed to leave the fiefdom without his permission.**demesne:** the lord's land, which was cultivated by his serfs and free peasants.**royal officials:** people who served the monarch, carrying out different tasks and duties. For example, the officials who formed part of the chancery recorded the decisions of the monarch in writing to ensure they were implemented.**court:** trusted nobles who advised the monarch in governmental matters.**host:** an army composed of the private armies of the monarch and of the nobility.**feudalism:** a political, social and economic system that became well established in the Christian kingdoms during the High Middle Ages. It was characterised by the monarchs' loss of power, relationships based on personal loyalty and an economy based on small self-sufficient areas of land called fiefdoms.**fiefdom:** an area of land controlled by a noble or feudal lord, who had absolute power over the inhabitants of their lands (they handed out justice and collected taxes). These lands, which were given to them by the monarchs, became hereditary and due to the kings' weakness, they created territorial dynasties.**vassalage relationships:** relationships between a noble or the monarch and a vassal, who served the former in return for them protecting and providing for him. A noble swore his loyalty to someone more powerful than himself (or the monarch) in an official act known as a commendation ceremony, thereby becoming their vassal.**courtly love:** some knights applied the idea of vassalage to their romantic relationships. The knight submitted himself to his loved one, promising his fidelity and considering her his mistress.**jongleur:** poet who told stories.

secular clergy: bishops and priests, who were in charge of ceremonies and the religious education of Christians.

regular clergy: abbots, monks and nuns. Unlike the secular clergy, its members had to follow the rules that applied to their particular order.

military orders: as well as praying, these monks fought to defend or spread Christianity.

mouldboard plough: heavy plough with wheels, which contained a curved iron blade (mouldboard) that turned the soil over and aerated it, increasing its fertility.

tithe: exclusive tax the peasants had to pay to the Church, which was a tenth of their agricultural production.

relics: sacred objects associated with a saint.

heretics: people who diverged from the official doctrine whom the Church persecuted in order to maintain unity in the Christian faith.

harness: device placed around the animal's chest instead of its neck and stomach, as it had been in the past. This meant that the animal was able to pull harder.

crusades: expeditions ordered by the Popes to recover the Holy Sepulchre, which was in the hands of the Muslims.

buttress: pillar built against the exterior walls.

31. Match each feature with the corresponding part of the fiefdom. Some features may correspond to more than one part.

demesne	place where the serfs worked
castle	lord's residence
tenements	plots of agricultural land rented from a lord
forest	place where the peasants obtained firewood
village	peasants' houses
mill	a fee had to be paid to the lord for its use

32. Copy and complete the table in your notebook.

High Middle Ages	Privileged groups	Unprivileged groups
Economy and work	Did not work. Did not pay taxes and collected those paid by their serfs and peasants. The nobles fought in wars on horseback (cavalry) and spent their time hunting and training to use weapons and handle horses. The noble women (dames) were in charge of the servants. The clergy performed religious ceremonies and provided the population with a cultural education.	The majority were serfs who worked as farmers and servants for a lord from sunrise to sunset. There were also villeins, free peasants, craftsmen and traders who lived in towns or villages. They were not serfs, so they were free to leave their lord's land. They had to pay taxes to the privileged estates and the king. They could be recruited to fight in wars as foot soldiers (infantry).
Social groups	King and court, nobility and clergy.	Villeins, free peasants and serfs.
Food and clothing	Banquets or feasts, at which they ate large amounts of meat. Linen, velvet and silk clothes in bright colours, especially red. These were carefully made and decorated with embroidery. They also wore jewellery. The chaplain wore specific clothing.	Simple meals, such as soups, stews and bread, made from agricultural products. Woollen and cotton clothes, which were grey or brown and coarsely made.
Entertainment and free time	Banquets and feasts, tournaments, hunting.	Occasionally held simple celebrations for weddings and births, at which they ate some meat.

33. Study the images of art on this page and the following one. Write a list of the characteristic features of Romanesque art for each. Include these aspects.

- Architecture: walls, windows, pillars, apses and towers.
- Painting and sculpture: location, images, colours and functions.

Mural on the apse of the Church of San Clement de Tahull (Lérida, 13th century)

This is a painting situated on an apse. The drawing features flat lines and colours (without volume) so it lacks depth. Landscapes do not feature. It has an educational as well as decorative purpose. The images served to teach the predominantly illiterate population about Bible stories and religious beliefs. The image has a symbolic character: the symbols enabled the priests to explain more complicated religious concepts. It has a schematic style, with barely defined detail. To highlight the solemnity of the subject, the figures are depicted in rigid positions with inexpressive

faces. The size of the figures varies, depending on their importance, Christ being the largest.

The doubts of St Thomas, 11th-century Romanesque relief

This is a stone sculpture, which was adapted to architecture (these were placed in the portals of churches and on their façades and columns). It contains the same characteristics as the work above.

Monastery of Irache (Navarra, 11th century)

It resembles a fortress due to its thick walls. There are few windows, which make it very dark, which was considered appropriate for worship. It features buttresses and cylindrical columns and pillars. It contains features from Roman art, such as semi-circular arches. It has barrel vaults, groin vaults and domes and is in the shape of a Latin cross. There is a spire and several naves. At the end of the church is the apse, containing the altar. The façades of Romanesque churches contain portals, which are richly decorated doors. One or two towers containing the belfry are built next to these.

- 34. Copy these sentences into your notebook. Write true or false and correct the false sentences.**

The feudal system is characterised by a self-sufficient agricultural economy, a society divided into estates and a powerful monarchy.

False. The feudal system is characterised by a self-sufficient agricultural economy, a society divided into estates and a weak monarchy.

The castle, village, demesne and forests were the main areas in a fiefdom.

True.

The members of the privileged groups did physical work, unlike the unprivileged.

False. The members of the unprivileged groups did physical work, unlike the privileged.

The military orders were formed by monks, who had to obey specific rules.

False. The military orders were formed by warrior monks, who had to obey specific rules.

The most important crusades were fought against heretics.

False. The most important crusades were fought to recover Jerusalem, the land of the Holy Sepulchre, which was in the hands of the Muslims.

The relics of saints were greatly valued and pilgrims made journeys to visit them.

True.

Romanesque art was urban, as was the feudal system.

False. Romanesque art was rural, as was the feudal system.

The architectural features were adapted to the forms and sizes of the sculptures.

False. The sculptures were adapted to the forms and sizes of the architectural features.

- 35. Read the two texts and answer the questions below.**

a) In your own words, briefly summarise what happens in each text.

1. It describes the granting of a lord's castle in fief to a noble.
2. It describes the ceremony in which a man commits to becoming Count William's new vassal.

b) Which ceremony is each text about?

1. Investiture (the granting of a fief).
2. Commendation (the swearing of loyalty).

c) What role does each person play in these ceremonies?

1. The powerful lord grants a fief to a noble in exchange for his loyalty.
2. The vassal voluntarily offers to serve another more powerful person in exchange for his protection and his promise to provide for him.

d) What references are made to religion?

In both texts, the reference to religion is in the taking of an oath.

1. The lord promises his castle in fief, but not his faith.
2. The vassal swears his loyalty on the relics of the saints.

e) Why do you think religion formed a part of these types of ceremonies?

Because religion played an important role at this time and it was a means of giving greater validity and legality to a document or ceremony.

EXTRA RESOURCES TO REVIEW THE UNIT

PDF

COMPETENCE TEST

EXTENSION WORKSHEET

UNIT TESTS

INTERACTIVE ACTIVITIES

Life in a fiefdom
Final task

3

As you can imagine, people's lives in the Middle Ages were very different from our lives nowadays. There was no electricity, no television and there were no mobile phones. Many things that form part of our lives nowadays did not exist at that time.

What do you think you would have done if you had lived at that time? What would it have been like to be a knight, serf or count? In this task, you are going to discover how people lived in the Middle Ages by assuming the role of someone living in feudal times.

MATERIALS

- Notebook
- Computer with Internet access
- Encyclopedias, historical atlases, books, documentaries

Preparation

Division of roles

The teacher will divide up the roles, which will depend on the events selected and the preferences of each student. In the column on the right of this page, there are some examples of possible roles.

Preparation of the scenery

The background scenery can be drawn on the board on the day of the performance. You can also wear clothes and bring in props related to the scene you are performing.

Preparation of the story line

Each student who participates in the performance will need to improvise, but also respect the particular characteristics of their role.

The performance

The performances will begin with one of the opening scenes described below.

The teacher will gradually add new events, which will alter how things develop. These events can be acted out as they occur. The participants will need to react to the changes while also respecting their role.

Procedure

Scenes and roles that can be performed

Harvesting season: it is time to harvest the cereal crops. The peasants prepare for reaping. The sun has just risen and the free peasants and serfs begin their task.

New knight: a squire has finished his training and is going to become a knight.

The lord's vassal: the lord appoints a baron to govern a fief he has just obtained.

Feudal war: a war breaks out between the lord and another lord because they cannot agree on who a bordering forest belongs to. He summons his vassals and serfs.

An impassioned monk appears: the monk claims the end of the world is coming soon and criticises the privileged estates for being sinners, including the chaplain of the castle. The peasants admire him.

An unjust lord: the lord decides to increase taxes, making it difficult for his peasants to survive.

Possible Roles

The privileged: they do not respect the unprivileged and believe they have more rights than them because of their position.

- The high nobility: they want their serfs to obey them and work hard and their vassals to comply with their obligations. Their ambition is to increase their possessions.
- Knights: they obey their lord and fight in wars.
- Chaplain or priest of the castle: he is the most highly educated and teaches the nobles. (There can only be one.)

The unprivileged: they respect and fear the privileged, because they are punished by them harshly (through physical punishments and even death).

- Domestic servants: they are usually serfs.
- Soldiers: they are recruited from the peasants. They protect the castle and fight on foot.
- Serfs: they work in the demesne their whole life.
- Free peasants: they also work their plots of land and are free to leave the fiefdom.
- Village priest: he teaches religious concepts to the unprivileged.
- Craftsmen, bakers, miller, blacksmith and bridge watchman: they carry out specific tasks, which the lord charges taxes for.
- Travellers: traders, beggars, acrobats, *jongleurs*, mercenaries, crusaders on their way to the East and pilgrims on pilgrimages.

Final task

Viking attack: a group of Vikings arrives in the county intending to sack its riches. The lord summons his private army.

The Pope organises another crusade to recapture the Holy Sepulchre: this news receives great support from the inhabitants of the fiefdom.

A knight falls in love with the count's daughter: however, their relationship is impossible because she is engaged to a marquis.

Conversations during the feast: the lord and his knights converse during a banquet in the castle, while the servants talk around the fire.

A serf escapes from the fiefdom: he goes in search of a better life and takes refuge in the village of a neighbouring county. The lord decides to pursue him.

A peasant hunts and kills a deer in the lord's forest: this angers the lord and he punishes the peasant.


A royal official visits: he has come to collect taxes, but the lord does not intend to pay him.

A group of travellers arrive at the fiefdom: there is a *jongleur*, an acrobat and a trader. They visit the village and the castle.

Communication and publication

When the performances have finished, each student can vote for the one they think was the most convincing, as well as which students played their roles most convincingly. They must justify their decisions.

Finally, the class will evaluate the experience as a whole by sharing their opinions.



Serfs working the land

SELF-ASSESSMENT

1. What have you learnt about life in a fiefdom?
2. What differences were there in the way of life of the different inhabitants of the fiefdom?
3. Did the task help you to understand the behaviour of the people who lived at that time?
4. Do you think you have learnt to give an improvised performance?
5. Do you think you played the role you were given convincingly? Why or why not?
6. What was the most difficult thing you had to do in your role?
7. Was the performance your class gave well organised?
8. Did all the members of your class participate constructively? Explain your answer.

The aim of the task **Life in a fiefdom** is for students to gain a deeper understanding of what life was like for the different social groups in feudal society in the Middle Ages.

Explain to the students that they are going to assume the role of one of the members of a fiefdom and take part in a performance in which a series of events occur. Revise the division of society into three estates. Refer them to sections 2, 3 and 6 in the revision section of Weblink 7.

Weblink 7: EVERYDAY LIFE IN THE MIDDLE AGES

This weblink reviews life in a castle, a day in the life of a Medieval lord and life in a village in the Middle Ages.

Preparation

Ensure each group has the correct materials. Explain to students that their performance will be divided into scenes and that in each one a series of events will occur, which will alter how things develop. Tell them that they will need to improvise whilst remaining in role.

Procedure

Each phase of the final task is explained in detail on pages 66 and 67. Go through the examples of possible roles with the students and, depending on their preferences, allocate a role to each member of the class. Explain that the scenery will be made as part of a collaborative project and that props and costumes can be used.

Put students into groups according to their roles and ask them to do some research on their figure, including their role in society, how they were expected to behave and the types of clothes they wore.

Go through the different events with the students and agree on roles and order of event. Then divide the students into groups according to the scene they are going to take part in and ask them to prepare their roles, props and costumes. They should rehearse their scene before performing it to the class.

Divide the tasks for making the scenery among the groups. Then decide which new events you are going to introduce into each scene and when they will occur. Each group should then perform their scene, improvising as you introduce new events.

Tell students that as they watch each scene, they should consider how convincing it is and evaluate how effectively each student performed their role.

Communication and publication

Go through this section with the class, giving students a time limit to decide which performance they felt was most convincing and why, and which students gave the best performances, listing reasons to justify their answer. Put students into small groups to compare their findings and then conduct open class feedback.

Finally, in the **Self-assessment** at the bottom of the page, each student should reflect on what they have learnt, how they felt when they were carrying out the task and what they contributed to the group task. You can add questions to the assessment if you wish.

UNIT TEST A

Name: _____ Course: _____ Date: _____

1. Which peoples replaced the Arabs as the main power in the Muslim world in the Middle East?
 - a) The Persians.
 - b) The Byzantines.
 - c) The Turks.
2. Which new kingdom appeared on the Iberian Peninsula in the 12th century?
 - a) Castilla and León.
 - b) Portugal.
 - c) Navarra.
3. Why did the Almohads lose control of al-Andalus?
 - a) Because the population of the taifa kingdoms rose up against them.
 - b) Because they were defeated by the Christian kingdoms at Navas de Tolosa.
 - c) Because they were invaded by the Turks.
4. Which of these characteristics does not belong to feudalism?
 - a) It was based on small self-sufficient agricultural territories.
 - b) It did not depend on the kings; the nobles held the power.
 - c) Although it became well established in the Middle Ages, it was enforced for many more centuries.
5. Who helped the monarchs with their governmental tasks?
 - a) The counts, barons, marquises and dukes.
 - b) The nobles who formed part of the court, the royal officials and their army, which consisted of the group of soldiers formed completely of vassals.
 - c) Their serfs.
6. What was the consequence of the insecurity that existed in the Medieval world?
 - a) The kings increased their military spending.
 - b) The peasants abandoned the fiefdoms and took refuge in the cities.
 - c) Many people sought the protection of the most powerful nobles and abandoned the cities.
7. Why was the commendation ceremony performed?
 - a) To make a person the vassal of a more powerful noble.
 - b) To make a squire a knight.
 - c) To honour a person for their actions.
8. What were the differences between the lives of the privileged and the unprivileged?
 - a) The privileged lived in a castle, whereas the unprivileged lived on the fiefdom.
 - b) The way they dressed, the work they did and what they did in their free time.
 - c) The language they spoke: the privileged spoke Latin and the unprivileged spoke Romance languages.
9. Why was the economy called a subsistence economy?
 - a) Because it enabled them to survive.
 - b) Because they only produced enough to survive.
 - c) Because the resources were used to aid the population.

10. Who paid taxes under this feudal system?
 - a) The nobles and the peasants.
 - b) Only the peasants and the city inhabitants.
 - c) The Church, the peasants and the city inhabitants.
11. Why did people go on long pilgrimages?
 - a) To escape dangerous regions and reach less dangerous ones.
 - b) Because they believed that travelling to places where relics were kept demonstrated their faith.
 - c) Because they enjoyed travelling and the natural environment.
12. Which tasks did the members of a military order perform?
 - a) Only military tasks.
 - b) Religious and military tasks.
 - c) They commanded the army.
13. Were the crusades successful in meeting their objectives?
 - a) Very successful, as they conquered territories which then remained under Christian control.
 - b) To a certain extent. On the one hand they conquered Jerusalem and controlled this zone for centuries, but on the other, they were finally expelled.
 - c) They were a failure because they were driven back by the Muslims.
14. Which features does a Romanesque church contain?
 - a) Barrel vaults, horseshoe arches, buttresses, etc.
 - b) Stone walls, small windows, semi-circular arches, etc.
 - c) Semi-circular arches, pillars, calligraphy, etc.
15. What can be seen in the faces of the figures in Romanesque images?
 - a) Few features and a lack of expression.
 - b) The portrayal of intense emotions.
 - c) Very realistic representations.

UNIT TEST B

Name: _____ Course: _____ Date: _____

1. Give short answers to the following questions:

- a) What is the name of the ritual in which a noble is made the vassal of another more powerful noble?
- b) Which groups is the nobility divided into, according to their power and wealth?
- c) Why were the crusades begun?

2. Answer the following comprehension questions:

- a) Why did the Medieval kings lose their power to the nobility?
- b) Which taxes did each social group pay?
- c) What were the consequences of the introduction and spread of technological advances in agriculture?

3. List the parts of a fiefdom and what each one was used for.

4. Label the picture with the following terms:

- Spire
- Buttress
- Pillar
- Barrel vault
- Thick walls with narrow windows
- Semi-circular arch
- Apse
- Dome



5. Study this Romanesque painting and answer the following questions:

- a) Which features of this style can you identify?
- b) What is the theme of the painting?
- c) Why was this theme so important in society at that time?



ANSWER KEY

Unit Test A	1. c)	4. b)	7. a)	10. b)	13. b)
	2. b)	5. b)	8. b)	11. b)	14. b)
	3. b)	6. c)	9. b)	12. b)	15. a)

Unit Test B

- Commendation ceremony.
 - The upper and lower nobility.
 - Because the Popes ordered them to conquer the territories in Palestine (the Holy Land), which was in the hands of the Muslims.
- Because they were incapable of guaranteeing the security of their subjects, as they had few resources. Therefore, the population sought the protection of the nobles in their region, whose private armies or mesnadas rivalled those of the monarch.
 - The clergy and the nobility did not pay taxes. All the taxes were paid by the peasants and the rest of the unprivileged group.
 - Agricultural production increased and the population grew.
- Castle: the lord's residence.

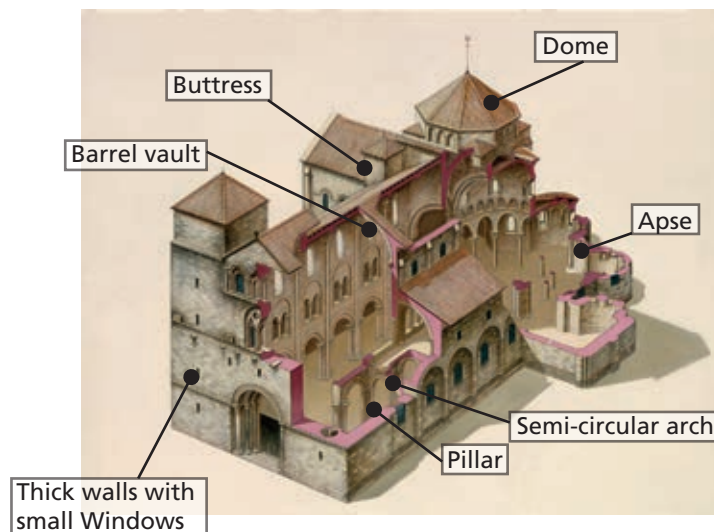
Demesne: the lord's land, which was cultivated by his serfs and, during some months of the year, the free peasants.

Communal lands: provided grazing land for the animals, wood, wild berries and game.

Village: where the serfs and free peasants lived.

Tenements: the plots of land the lord rented to the free peasants.

Other places in the fiefdom, which were for communal use, such as bridges, mills, the forge and the furnace.
- Students should label the following elements in the image: spire, buttress, pillar, barrel vault, thick walls with narrow windows, semi-circular arch, apse, dome.



- Drawings with flat lines and colours without volume, inexpressive faces depicted in a schematic style.
 - It depicts hell.
 - Because religion played a very important role in society. The Church fought against sin by spreading the fear of eternal damnation amongst the population.

TASK ASSESSMENT RUBRIC: LIFE IN A FIEFDOM

Students will learn what life was like for the different social groups in feudal society by taking on the role of one of these people and taking part in a performance set on a fiefdom, in which a series of events occur.		Performance levels				Score
DESCRIPTION	Dimensions and assessable aspects	Excellent (3)	Satisfactory (2)	Ongoing (1)	Not achieved (0)	
<p>Learning standards</p> <p>3.2 Explains the relationship between the kings and nobles under the feudal system.</p> <p>4.2 Draws a social pyramid of the different groups in the Middle Ages.</p> <p>7.1 Finds webpages and resources directly related to ways of life in the Middle Ages.</p> <p>8.1 Devises strategies to organise the information more effectively or present the information obtained in an appealing way.</p> <p>9.1 Presents information to their classmates orally and in writing.</p>	<p>Active participation in the preparation stage: taking on the role of a character assigned by the teacher, collaborating in the preparation of the scenery and the plot</p>	<p>Takes on the role assigned and participates actively and effectively in the preparation of the scenery and the plot.</p>	<p>Takes on the role assigned and participates in the preparation of the scenery and the plot.</p>	<p>Takes on the role assigned, although has doubts and is not very convincing. Hardly participates in the preparation of the scenery and the plot.</p>	<p>Is not capable of taking on the role assigned. Does not participate in the preparation of the scenery and the plot.</p>	
	<p>Participation in looking for materials for the performance and creating the scenery (wardrobe, props and materials that belong to the period)</p>	<p>Actively participates in looking for costumes and props that belong to the feudal period (habits, hats, waistcoats, swords, long dresses, nobility's coats of arms, lutes, chests etc.).</p> <p>Participates in obtaining information about the clothing worn in the Middle Ages.</p>	<p>Participates in looking for costumes and props that belong to the feudal period (habits, hats, waistcoats, swords, long dresses, nobility's coats of arms, lutes, chests etc.).</p> <p>Participates in obtaining information about the clothing worn in the Middle Ages.</p>	<p>Participates in looking for some costumes and props that belong to the feudal period (habits, hats, waistcoats, swords, long dresses, nobility's coats of arms, lutes, chests etc.).</p> <p>Attempts to obtain information about the clothing worn in the Middle Ages.</p>	<p>Does not participate in looking for costumes and props that belong to the feudal period (habits, hats, waistcoats, swords, long dresses, nobility's coats of arms, lutes, chests etc.).</p> <p>Does not obtain information about the clothing worn in the Middle Ages.</p>	

DESCRIPTION		Performance levels				Score
		Excellent (3)	Satisfactory (2)	Ongoing (1)	Not achieved (0)	
Learning standards	Dimensions and assessable aspects	Students will plan a real or virtual excursion to a natural park close to the town in which they live.				
	Participation in obtaining information about the clothing worn in the Middle Ages (encyclopedias, books, Internet)	Is capable of writing a coherent plot for the character assigned to them and follows the role of their figure.	Is capable of writing a plot for the character assigned to them and follows the role of their figure.	With the help of a team member or the teacher, attempts to write a plot for the character assigned to them and follow the role of their figure.	Is not capable of writing a plot for the character assigned to them or following the role of their figure.	
	Participation in writing the plot that is going to be performed, taking into account the roles that have been assigned and the language used at that time.	Contributes many ideas regarding playing their assigned role. Has made a great effort and eventually managed, individually or as a team, to recreate people's ways of life in a Medieval fiefdom.	Contributes ideas regarding playing their assigned role. Has made some effort and eventually managed, individually or as a team, to recreate people's ways of life in a Medieval fiefdom.	Contributes some ideas regarding playing their assigned role. With the help of their team members, has made an effort and eventually managed, individually or as a team, to recreate people's ways of life in a Medieval fiefdom.	Hardly contributes any ideas regarding playing their assigned role. Has hardly made any effort and has not managed to recreate people's ways of life in a Medieval fiefdom.	
	Individual and teamwork: contribution of ideas and expression of doubts, completion of the assigned task					
	Helping of team members					
	Ability to entertain and generate interest from the class members in the audience					