

## Chapter 14: The Middle Ages in Europe

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
147	405–8	361–64	207–10, 241–51	<ul style="list-style-type: none"> <li>Identify the major events that began and ended the medieval period</li> <li>Describe political and religious conditions during the Middle Ages</li> <li>Trace the paths of Germanic invaders on a map of Europe</li> <li>Locate modern countries, medieval kingdoms, and other geographic features on a map of Europe</li> <li>Identify countries in the region of Scandinavia</li> </ul>	medieval
148	409–12	365–68	207–9, 211–12	<ul style="list-style-type: none"> <li>Distinguish the general meaning of <i>catholic</i> from its meaning in the Roman Catholic Church</li> <li>Differentiate between the types of Roman Catholic clergy and their various responsibilities and lifestyles</li> <li>Evaluate the priests' changing teachings in light of Scripture</li> <li>Identify Roman Catholic sacraments and the beliefs associated with them</li> <li>Identify Benedict's role in defining the lifestyle of a monk</li> <li>Contrast the beliefs of the Roman Catholic Church with biblical truth</li> </ul>	clergy sacrament monk monastery friar nun
149	413–16	369–72	207–9, 213–14	<ul style="list-style-type: none"> <li>Identify the major Frankish kings and their accomplishments</li> <li>Recognize the importance of the alliance between the Frankish kings and the Roman Church</li> <li>Describe Charlemagne's empire and his contributions to education and learning</li> <li>Identify the modern countries and languages that emerged from the Frankish Empire</li> <li>Compare a map of the divisions of Charlemagne's empire with a map of modern Europe</li> </ul>	manor
150	417–21	373–77	207–9, 215–17	<ul style="list-style-type: none"> <li>Identify Viking contributions to European culture</li> <li>Recognize narrative details that convey feelings about the Vikings</li> <li>Explain how the Vikings used their ships for a unique strategy of attack</li> <li>Explain why feudalism was necessary in the Middle Ages</li> <li>Identify advantages of the feudal system to people of upper and lower classes</li> <li>Describe the steps in the process of becoming a knight and the roles of people on a manor</li> </ul>	fief lord vassal knight page squire tournament coat of arms chivalry serf freeman
151	422	378		<ul style="list-style-type: none"> <li>Identify symbolism in a coat of arms</li> <li>Design a coat of arms</li> </ul>	
152	423–26	379–82	218, 241–51	<ul style="list-style-type: none"> <li>Recognize Robin Hood's status as a legendary medieval hero</li> <li>Describe the Battle of Hastings and its results for England</li> <li>Identify Henry II's contributions to England's legal system</li> <li>Differentiate between trial by ordeal and trial by jury</li> <li>Trace the events that led up to the writing of the Magna Carta</li> <li>Explain the significance of the Magna Carta and its influence on later documents</li> </ul>	shield wall trial by ordeal writ trial by jury
153	427	383	219	<ul style="list-style-type: none"> <li>Participate in a mock trial</li> <li>Discuss the fairness of a trial and the verdict</li> </ul>	
154	428–31	384–87	207–9, 220–21	<ul style="list-style-type: none"> <li>Identify the two functions of medieval castles</li> <li>Identify and describe various castle features and the methods of attacking and defending castles</li> <li>Describe medieval banquets</li> <li>Identify who controlled various parts of Europe during the Middle Ages</li> <li>Identify reasons for the decline of feudalism</li> </ul>	keep moat drawbridge gatehouse
155	432	388	222–25	<ul style="list-style-type: none"> <li>Identify simple machines used in castle defenses and weapons</li> <li>Write a paragraph describing how simple machines helped castle defenses or weapons work</li> </ul>	
156	433		226	<ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 14</li> </ul>	
157	433			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Chapter 14 by taking the test</li> </ul>	

**A complete materials list for the chapter is provided on the Teacher's Toolkit CD.**

# Chapter 14



## The Middle Ages in Europe

### Chapter Overview

This chapter presents life during the Middle Ages, focusing on the religious, political, and cultural climate. It introduces several people who made great achievements during this period of history. It also explains the system of feudalism, compares Henry II's legal system to the old method of trial by ordeal, and identifies the significance of the Magna Carta. The student will learn about what life in a castle was really like and how a medieval boy became a knight. By learning about the Middle Ages, the student will gain a greater understanding of medieval customs and entertainments. He will also learn more about the lifestyles of the wealthy, the middle class, and the poor during medieval times.



#### Web links

—Check [www.bjupress.com/resources](http://www.bjupress.com/resources) for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



#### Learning names of modern countries

—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

Student Text pages 361–64  
Activity Manual pages 207–10,  
241–51

Lesson  
**147**

### ♦ Lesson 147 ♦

#### Objectives

- Identify the major events that began and ended the medieval period
- Describe political and religious conditions during the Middle Ages
- Trace the paths of Germanic invaders on a map of Europe
- Locate modern countries, medieval kingdoms, and other geographic features on a map of Europe
- Identify countries in the region of Scandinavia

#### Vocabulary

medieval

#### Materials

- Chapter 14 Organizer, AM pp. 207–9
- Western European Invasions, M 14.1
- Europe Then & Now, M 14.2
- Scandinavia Today, M 14.3

#### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

#### Introduction

Direct attention to the picture on page 361.

- What does the picture make you think of? *Answers will vary.*
- What does it suggest about life in the Middle Ages in Europe? *possible answers: There were castles and knights. It was a time of warfare. The symbols worn by a knight and his horse were significant.*

## Teach for Understanding

## Discussion

page 362

Guide the student in completing the appropriate sections of the *Chapter 14 Organizer*.

**💡 How would you describe the mood of the opening paragraph? *possible answers: imaginative, slightly sad, nostalgic***

**💡 Why does the castle seem to be listening? *It is deserted now and seems to be longing for the past and the sounds that belonged to the world it remembers.***

**► What period does this castle and these sounds of the past characterize? *the medieval period***

**► When did the medieval period begin? *after the fall of the Roman Empire in AD 476***

**► From what Latin words does the word *medieval* come? *medius ("middle") and aeum ("age")***

**► What two events surrounded the medieval period, or the Middle Ages? *the fall of Rome and the Renaissance***

**► What was the Renaissance? *the rebirth of learning that spread across Europe beginning in the 1400s***

**► What changed in Europe as a result of the Renaissance? *Classical literature was rediscovered. Universities developed. Arts and creativity flourished.***

**💡 Why do you think castles like the one in the picture would need defense towers? *possible answer: to protect the castle against enemies***

**☒ Look at the timeline at the bottom of the page. What two events happened in 800? *Viking invasions began in Europe, and Charlemagne was crowned the Western emperor.***

**☒ Approximately how many years did the Middle Ages last? *924 years***

**☒ In what century was the Magna Carta signed? *thirteenth century***

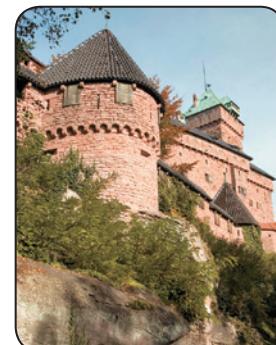
## FOCUS Answers

- medieval period or Middle Ages
- Scandinavia

- FOCUS**
- What was the period in Europe from AD 476 to 1400 known as?
  - From what region were the tribes who invaded the western portion of the Roman Empire?

## The Medieval Period

On a hill in France stands a deserted castle with massive stone towers lifting to the sky. It seems to be listening for



Defense tower of Haut-Koenigsbourg castle in Alsace, France

sounds of the past. The rustle of a lady's silk dress. The clank of a shield against a breastplate. Distant echoes of horses' hooves cantering off to battle. The gruff voice of a serf, humming as he works out in the lord's field. Sounds that belong to a different world.

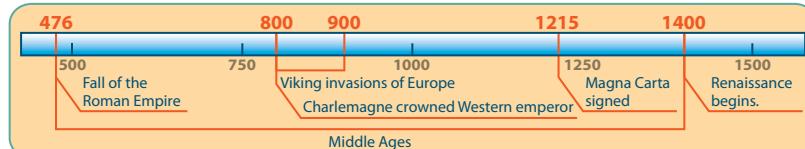
The Roman Empire had fallen. After being the greatest power on earth for several hundred years, it began to weaken around AD 400. Northern tribes that

had often challenged the empire finally prevailed. They swept through the empire and conquered its cities. By 476, the great empire had been gradually replaced by small kingdoms governed by military heroes. In that year the first non-Roman took over as emperor of Italy.

After the fall of the Roman Empire, Europe entered an era known as the **medieval** period. The word *medieval* comes from two Latin words: *medius*, meaning "middle," and *aeum*, meaning "age." Many people also call the period between the fall of Rome and the Renaissance the **Middle Ages**.

## THE RENAISSANCE

During the Middle Ages there was little opportunity for education. The arts were a luxury to people who did not have much money. The Renaissance was a period that began in Italy around **AD 1400**. The word *renaissance* means "rebirth" and refers to the rebirth of learning. This cultural revival spread north and into other parts of Europe over the next two hundred years. It greatly changed European life and culture. Classical Greek and Roman literature were rediscovered, and universities developed. As a result of this revival of education, the arts and original thinking flourished as they had not since the days of the Roman Empire.



362

## Roman Lands in Other Hands

What happened to the lands that had been part of the Roman Empire? In an earlier chapter, you read that the eastern part of the fallen empire eventually became the Byzantine Empire. The western part was taken over by Germanic peoples from Scandinavia. A tribe called the Visigoths fought their way into Spain. The Ostrogoths set up a kingdom in Italy. The Franks conquered Gaul (present-day France), and the Angles, the Saxons, and the Jutes invaded the British Isles.

Even before Rome fell completely, the Roman Church began to grow more powerful in the West. It even helped negotiate the safety of Rome with the invaders. In many parts of Rome, the only source of law and authority among Roman citizens was the local bishop.

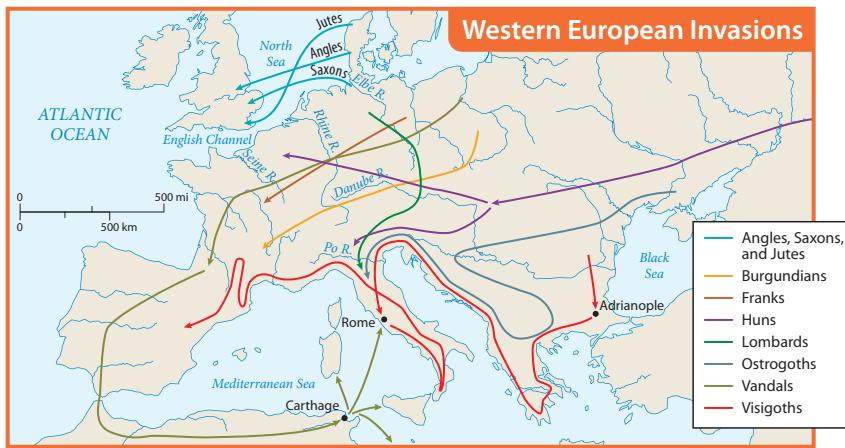
Many of the invading Germanic rulers had already converted to a form of Christianity. But they followed a teaching called Arianism, a belief that God the Son

is separate from and lesser than God the Father. The church condemned Arianism as heresy.

Once the Germanic warriors had conquered Roman lands, their rulers quickly adopted the beliefs of the Roman Church. In this way the rulers could gain support from the local Roman people and from the church leaders. The conquering rulers gradually added Roman law into their culture.

As Rome fell apart, civilized life in most of Europe disappeared. Roads became overgrown with weeds, trade stopped, and cities stood in ruins. People built isolated villages and worked hard to grow enough food to feed their families. Disorder and destruction by invaders were constant threats. No one had much time or money for education.

The people of the former Roman Empire needed a place to turn for leadership. Without an emperor to guide them, many turned to local leaders and the church.



363

## Discussion

page 363

- What happened to the eastern portion of the Roman Empire? *It became the Byzantine Empire.*
- Who took over the western portion? *Germanic peoples from Scandinavia*
- Which tribe invaded the part of Europe that is now Spain? *Visigoths*
- ❖ Display the *Western European Invasions* map. Refer to the map during the discussion. If the student has difficulty identifying the modern countries in the following questions, direct him to compare the map with the *Europe Then & Now* map on Student Text page 364.
- ❖ Which Germanic tribe came from the farthest east? *Huns*

- ❖ Which tribe went through Spain and then on to attack Carthage? *Vandals*
- ❖ What major cities did the Visigoths invade before moving into Spain? *Adrianople and Rome*
- ❖ Which tribe settled in the southern part of France? *Burgundians*
- What institution provided authority and made negotiations with invaders during this time? *the Roman Church*
- What was the problem with the form of Christianity that the Germanic invaders followed? *Most of them followed Arianism, a belief that God the Son is separate from and lesser than God the Father.*
- Why did the Germanic rulers change their beliefs after conquering Roman lands? *so the rulers could gain the support of the Roman people and church leaders*

► What happened to civilized life in Europe as the Roman Empire fell apart? *It disappeared; roads and cities were in ruins, trade stopped, isolated villages replaced cities, invasions brought destruction, poverty increased, and education became a low priority.*

► Where did many of the people turn for leadership during these uncertain times? *local leaders and the church*



**The Vandals**—The Vandals, also mentioned in Chapter 10, were a fierce Germanic people made up of two tribes. One tribe settled in Spain, and the other invaded Carthage and ruled there for nearly one hundred years. The Vandals eventually conquered the islands around Italy and occupied Rome for a time. One of the staunchest Arian tribes, they persecuted the Roman Catholic Church and plundered Rome of its valuable art. The Vandals were defeated by the Byzantines in the 500s. The word *vandal* has come to mean anyone who intentionally harms or destroys another's property.

# The Region Today

## Discussion

page 364

- ⊕ Display the *Europe Then & Now* map.
- 💡 Look at the small map on the right side overlapping the larger map. What type of map is the small map? *an inset map*
- ⊕ An inset map can show a larger area of the original map in less detail, or it can expand upon a small area of the original map in greater detail. What does this inset map show? *a larger area than the original map with less detail*
- ⊕ Look at the inset map. What natural border divides Europe and Asia? *the Ural Mountains*
- What is most of Europe's climate like? *cool summers and cold winters*
- ⊕ Which major island countries to the northwest of continental Europe are considered part of Europe? *Great Britain and Ireland*
- What mountain is the highest point in Europe? *Mount Elbrus*
- ⊕ Locate Mount Elbrus on the inset map. It is an extinct volcano.
- What industry is well developed in Europe? *fishing*
- 💡 Why do you think fishing has become a well-developed industry in Europe? *possible answer: Many seas surround Europe.*
- ⊕ What is the region from which most of the Germanic invaders came called? *Scandinavia*
- ⊕ Display the *Scandinavia Today* map.
- ⊕ Which portion of the inset map on page 364 is enlarged on this map? *Scandinavia*
- ⊕ Where is Scandinavia in relation to most of Europe? *north of Europe*
- ⊕ The countries of Norway, Sweden, Denmark, Finland, and Iceland are all generally considered part of Scandinavia. What geographic feature do these countries all have in common? *possible answer: They are all located on either a peninsula or an island, so they are all bordered by seas.*
- Look at the History Timeline in the Activity Manual. What year do you need to find to locate the Middle Ages in Europe? *ca. 476*
- Why is there a dotted line under "Middle Ages in Europe"? *It shows how long the Middle Ages lasted.*
- Name some of the civilizations in existence at the same time as the Middle Ages. *possible answers: Sasanid (Persia), Yamato (Japan), Mayan (Mesoamerica), Aksum (Africa), Byzantine (Europe)*

## Activity Manual

**Study Skill**—pages 207–9

This two-column organizer is a helpful study tool.

**Map Skill**—page 210

This page reinforces skills with a map of Europe.

## Europe

**Location**—Europe is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west, the Mediterranean Sea to the south, and the Ural Mountains to the east.

**Climate**—Europe's climate has great variety, which is influenced by the Gulf Stream. Most of Europe has cool summers and cold winters. The average annual rainfall is 20–60 inches (51–152 cm). Average temperatures range from 2°F (17°C) to 95°F (35°C).

**Topography**—Europe includes icy tundra in the north, mountainous regions in the south, and lush farmland in the east and the west. Europe's islands include Great Britain, Ireland, Iceland, Cyprus, Crete, and Sicily. Bodies of water include the Caspian Sea, Baltic Sea, North Sea, Black Sea, and Mediterranean Sea. Mount Elbrus is Europe's highest point. The Caspian Sea is Europe's lowest elevation.

**Natural Resources**—Europe has large oil, coal, and natural gas reserves. Other resources include uranium deposits, timber, peat, potash, zinc, and copper. Europe also has a well-developed fishing industry.



364



**Scandinavian countries**—Technically Norway and Sweden are the only countries located on the Scandinavian Peninsula. Denmark, the other country in Scandinavia, is located on the Jutland Peninsula that extends from the coast of Germany. Many geographers also recognize Finland and Iceland as part of Scandinavia because their languages and cultures are closely associated with that of the other Nordic peoples.



**Word study activity**—Remind the student that when things were not going well after the fall of the Roman Empire, people turned to the church for guidance. Instruct the student to look up the words *guide* and *teach* in a Bible concordance or in a digital Bible program and choose at least five Scripture passages that tell where and to whom a person should go for guidance. Provide time for the student to share some of the verses he found and explain their importance.

- FOCUS**
- What was the highest leader of the Roman Church called?
  - How did the teachings of the church begin to change during the Middle Ages?

## The Roman Church

### Church Leadership

The patriarch of the church of Rome was called the pope, a title that comes from the Latin word for “father.” He gradually extended his leadership over the Roman Church in all of Europe, not just the church in Rome. Most Europeans followed his teachings. The pope directed the activities of the **clergy**, or religious leaders, during the Middle Ages.

Some clergymen lived among the people. They ministered as priests in the churches. They led the services and instructed the people in how to live and worship. The priests preserved and developed many of the doctrines that the Protestant Christians hold even today. However, over time, the priests taught that the church and its leaders had a role in salvation. Many of them began to teach that people could not receive God’s grace without the help of a priest. They also taught that, to be saved, people had to participate in certain religious ceremonies called **sacraments**. Although true believers were part of the

church, many people began to trust the church, rather than the Savior, Jesus Christ, for salvation.

Other clergymen called **monks** rarely had contact with the outside world. They lived together in large secluded buildings called **monasteries**. Many monks vowed never to marry but instead devoted their lives to serving the Roman Church.

During the early Middle Ages, monasteries were the primary places where education and art were valued. Literature, science, mathematics, and medicine were not often taught to the common people. But some monks learned to read and write. These monks spent hours copying the Scriptures and the writings of the early churchmen. They bent over their desks, scratching with quill pens for hours at a time. The word *clerical*, describing office work, can be traced back to this duty of clergymen in the Middle Ages.



A monk copying the Scriptures

365

## ◆ Lesson 148 ◆

### Objectives

- Differentiate between the types of Roman Catholic clergy and their various responsibilities and lifestyles
- Evaluate the priests’ changing teachings in light of Scripture
- Identify Roman Catholic sacraments and the beliefs associated with them
- Identify Benedict’s role in defining the lifestyle of a monk
- Contrast the beliefs of the Roman Catholic Church with biblical truth

### Vocabulary

clergy	monastery
sacrament	friar
monk	nun

### Materials

⌚ Chapter 14 Organizer from Lesson 147

### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

### Introduction

- Where do we find God’s teaching on the gospel, godly living, and acceptable worship? *the Bible*

- 📘 During the Middle Ages, most laypeople, or nonclergy, did not have a Bible or even the ability to read. They depended on the Roman Church to tell them how to live and worship God. As long as the

church taught only what the Bible taught, it was dependable. But when it added to or took away from what the Bible said, the church’s teaching was no longer trustworthy. In this lesson you will learn how the church changed over time.

### Teach for Understanding

### Discussion

pages 365–66

**Note:** Material from both pages 365 and 366 is used to answer some of the discussion questions. Guide the student in completing the appropriate sections of the *Chapter 14 Organizer*.

- What title is given to the foremost leader, or patriarch, of the church of Rome? *the pope*
- What does the word *pope* mean? “*father*” in Latin
- How did the pope’s role gradually change over time? *He extended his leadership over the Roman Church in all of Europe, not just in Rome.*
- What three types of clergymen served under the leadership of the pope? *priests, monks, and friars*
- Which members of the clergy lived among the people? *priests and friars*
- What were the responsibilities of priests? *leading church services and instructing people in how to live and worship*
- 💡 In what way did priests lay a foundation for Christians today? *They preserved and developed many Christian doctrines.*
- How did the priests’ teaching begin to change over time? *Priests began to teach that the church and its leaders had a role in salvation and that people could not receive God’s grace apart from the help of a priest and participation in church sacraments.*
- What were sacraments? *religious ceremonies*
- What negative result came about from the priests’ changed teachings? *Many people began to trust the church rather than Jesus Christ for salvation.*
- 💡 How were monks different from priests? *Monks lived in secluded monasteries and had little contact with the outside world. Priests ministered to people in churches.*
- In addition to being places for monks to live and serve, how were monasteries used in the Middle Ages? *Monasteries were the primary places where education and art were valued.*

### FOCUS Answers

- the pope
- The church began to claim that it had a role in salvation, that people could not receive God’s grace without a priest and participation in sacraments.

**Discussion**

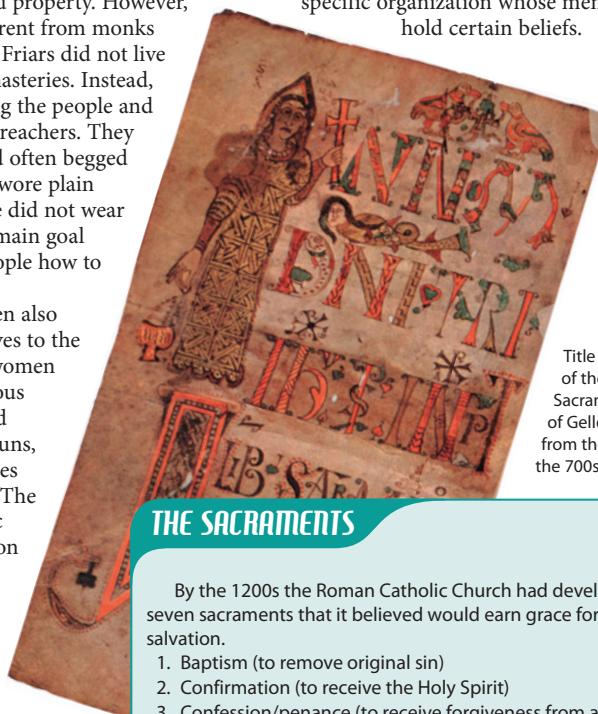
pages 365–66

- What were the responsibilities of monks? *serving the Roman Church and studying and copying Scripture and early church writings*
- What word describing office work today comes from the monks' copying duties? *clerical*
- Examine the picture of the monk on page 365. What might have made the task of copying difficult? *possible answers: poor lighting, uncomfortable seating, slow progress, constantly dipping quill pens in ink, smudges and blots while ink was wet*
- The title page pictured on page 366 is from a book called the Sacramentary, which a priest read from as he conducted sacraments. Draw the student's attention to the design and artwork on the page.
- Books such as the Sacramentary were seldom used by laypeople during the Middle Ages. Why do you think that is? *possible answer: Most laypeople could not read.*
- What does the word *friar* mean? *brother*
- How were friars similar to monks? *Friars dedicated their lives to service and did not own property.*
- How were friars different from monks and priests? *Instead of staying in one place, friars traveled around preaching and living simply, often begging for food or going without shoes.*
- What were women who devoted their lives to the church called? *nuns*
- In what organization do many of these religious positions still exist today? *the Roman Catholic Church*
- What is the meaning of the word *catholic*? *universal*
- What did the word *catholic* mean when it was first applied to the church? *all true believers in Jesus Christ all over the world*
- What did the word *catholic* come to refer to? *the organization that the church of Rome became*
- How many sacraments came to be recognized by the Roman Catholic Church? *seven*
- What did the church believe about the sacraments? *that participating in them would earn grace for salvation*

Discuss the information in *The Sacraments* box. The names of some of the sacraments, such as baptism and Communion, are used in non-Catholic churches, but with different meanings. Compare the differences in meanings. Some sacraments are also discussed on page 368.

Another group of clergymen was the **friars**. *Friar* comes from a Latin word for "brother." Like the monks, friars dedicated their lives to service. Neither monks nor friars owned property. However, friars were different from monks in several ways. Friars did not live together in monasteries. Instead, they lived among the people and were traveling preachers. They lived simply and often begged for food. Friars wore plain robes, and some did not wear shoes. A friar's main goal was to teach people how to live good lives.

Some women also devoted their lives to the church. These women who took religious vows were called **nuns**. Monks, nuns, priests, and popes still exist today. The Roman Catholic Church carries on traditions and teachings from the Middle Ages.



Title page of the Sacramentary of Gellone from the end of the 700s

### THE SACRAMENTS

By the 1200s the Roman Catholic Church had developed seven sacraments that it believed would earn grace for salvation.

1. Baptism (to remove original sin)
2. Confirmation (to receive the Holy Spirit)
3. Confession/penance (to receive forgiveness from a priest)
4. Communion/Eucharist (This is the primary sacrament to receive redemption from sin.)
5. Matrimony (Marriage is controlled by the church, and children are to be educated by the church.)
6. Holy orders (The priest is considered another Christ; the nun is considered the bride of Christ.)
7. Last rites (Anointing of the sick brings forgiveness of sin and prepares one for death.)

366



#### Copying Scripture

One of the benefits that came from monasteries was the copying and preserving of God's Word. Some monks spent hours each day painstakingly copying the Scriptures, often adding colorful illumination to the pages. Copies were carefully checked by editors so that errors were relatively few.

# Famous People

## Benedict

A boy named Benedict grew up in a wealthy Roman family and was well educated. As a young man he saw the moral corruption in Roman society and decided to withdraw from it. He cut off almost all contact with other people and lived as a hermit. As he concentrated on prayer and holy living, a friend who lived nearby supplied him with food and clothing.

After about three years, **Benedict** founded the Monte Cassino monastery in the mountains near Rome, Italy. He produced a set of instructions for living as a monk that came to be known as the Benedictine Rule.

The Benedictine Rule became the model for nearly all other monasteries in Western Europe. Benedict's rule encouraged monks to vary their daily routine between prayer, manual labor, and study of the Scriptures and other writings. Although some monks of Benedict's day abused their bodies in an attempt to rid themselves of sin, Benedict ordered his monks to get sufficient food and sleep to live healthy lives. Although his rule encouraged strict obedience and did not allow monks to own private possessions, it also made allowances for physical and spiritual weaknesses.



367

## Discussion

page 367

- Why did Benedict decide to withdraw from the world? *He saw the moral corruption in Roman society.*
- What did Benedict devote his time to during his years as a hermit? *prayer and holy living*
- How was Benedict able to support himself without working? *A friend supplied him with food and clothing.*
- What monastery did Benedict found? *the Monte Cassino monastery*
- What important document did Benedict produce? *the Benedictine Rule, a set of instructions for living as a monk*

➤ What were some of the instructions

**Benedict wrote for his monks?** *possible answers: Vary daily routine between prayer, manual labor, and study of the Scriptures and other writings. Get enough food and sleep to live a healthy life. Do not own private possessions.*

💡 Why do you think the Benedictine Rule became so influential across Western Europe? *possible answer: It appealed to many people because it defined a strict, obedient lifestyle but also made allowances for physical and spiritual weaknesses.*



**Monks**—Monks dressed in loose brown hooded robes that were tied at the waist with a cord. According to the Benedictine Rule, priests could not marry, could not own goods, and had to obey their abbot. The abbot made the rules for the monastery.

A monk took three vows. First, he took a vow of poverty, giving up all his worldly goods. Second, he took a vow of chastity, which meant he had to stay single. Third, he took a vow of obedience, a promise to obey the church and the rules of the monastery.

**Nuns**—A woman could choose to become a nun and live in a convent. The head of the convent was the abbess. A nun wore a gown, a veil, and a wimple, or a white cloth, wrapped around her neck and face. Nuns spent time praying, but they also spent time spinning, weaving, and teaching. They taught needlework and the use of herbs to noblewomen.

**Monasteries and convents**—These buildings served as hospitals for the sick, guesthouses for weary travelers, distribution centers for the needy, and storage facilities for food.

**Discussion**

page 368

- According to the Roman Catholic Church, when does salvation begin? *at baptism*
- How is salvation maintained? *through good works and doing penance*
- What is penance? *an act that shows devotion to God and repentance for sin*
- What does the Bible teach about salvation? *It is a gift from God. It is received by faith alone and can never be earned.* [BAT: 1b Repentance and faith]
- To whom must a Roman Catholic go for forgiveness of sin, according to the church? *a priest*
- How does this teaching differ from Scripture? *The Bible teaches that Christ is the only Mediator between God and man and that believers can go directly to God for forgiveness.*
- What does the Roman Catholic Church teach about Communion (the Eucharist)? *It must be taken to maintain salvation. The elements are changed into Christ's body and blood.*
- According to the Bible, why should Christians observe Communion? *to remember what Christ has done for them on the cross and to be obedient to the Bible's teaching*
- What do the symbols of the Lord's Supper remind believers to do? *possible answers: to be thankful for Jesus' costly sacrifice, to examine their hearts for sin they need to confess to Him*
- According to Roman Catholic teaching, what must a person do to prepare for death? *perform special rituals and prayers*
- How is a believer prepared for death, according to the Bible? *Anyone who has received salvation is already prepared because of Christ's resurrection from the dead through which He conquered death's power.*

**Activity Manual**

Study Skill—pages 207–9

Review—pages 211–12

This Study Guide reviews Lessons 147 and 148.

**Assessment****Quiz 14A**

The quiz may be given anytime after completing this lesson.

**ROMAN CATHOLIC BELIEFS**

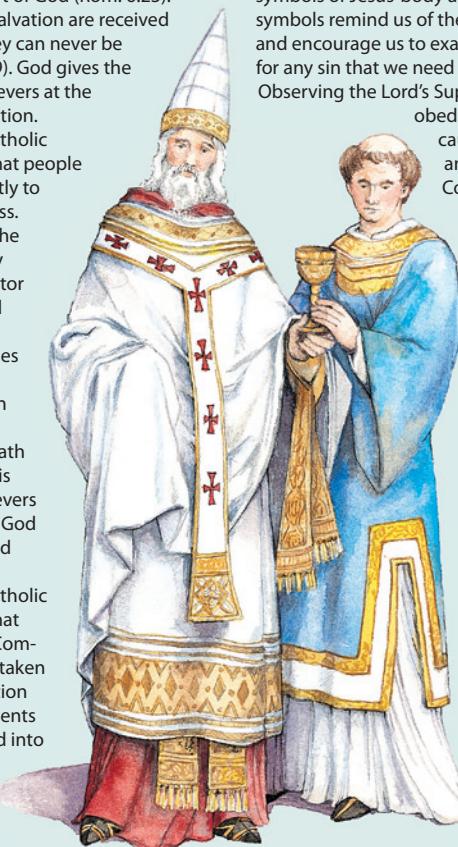
The Roman Catholic Church teaches that salvation comes at baptism and is maintained through good works and doing penance, an act that shows devotion to God and repentance for sin. The Bible teaches that salvation is the gift of God (Rom. 6:23). God's grace and salvation are received by faith alone; they can never be earned (Eph 2:8–9). God gives the Holy Spirit to believers at the time of their salvation.

The Roman Catholic Church teaches that people cannot pray directly to God for forgiveness. They must go to the priest, whom they believe is a mediator between God and man. However, 1 Timothy 2:5 teaches that Christ is the mediator between God and man. Because of His death for our sins and His resurrection, believers can go directly to God for forgiveness and other needs.

The Roman Catholic Church teaches that the Eucharist, or Communion, must be taken to maintain salvation and that the elements taken are changed into Jesus' body.

and blood. The Bible teaches that observing Communion, also called the Lord's Supper, is a means to remember what Christ has done for believers in making atonement for their sin on the cross. The bread and the cup are symbols of Jesus' body and blood. These symbols remind us of the cost of His sacrifice and encourage us to examine our hearts for any sin that we need to confess to Him. Observing the Lord's Supper is a matter of obedience, but it does not cause believers to earn any merit with God (1 Cor. 11:23–31).

The Roman Catholic Church teaches that a person needs to perform special rituals and prayers to prepare for death. The Bible teaches that anyone who has received salvation is already prepared for death because of Christ's resurrection from the dead. Christ conquered death's power (1 Cor. 15:53–57).



Medieval priests of the Roman Church

368



**Roman Catholic Church**—When the Roman Empire collapsed, the Roman Catholic Church was strong enough to remain. The most capable people chose to serve the church rather than the state. As a result, the church had the strong leadership. The rich and the poor both recognized the church's power. The church took care of the people's needs by setting up poorhouses and homes for orphans. It also settled marriages and wills. The church's power reached its height during the reign of Pope Innocent III (1198–1216). But after his rule people began questioning the laws of the church. Both King Edward I of England and King Philip IV of France began to tax the clergy and their lands. Criticism of the church increased toward the end of the Middle Ages. Corruption in the church led to the Reformation in the sixteenth century.

- FOCUS**
- What name was given to the lands that Pepin gave to the Roman Church?
  - What two modern European countries formed from Charlemagne's divided empire?

## The Franks

### Clovis

After the fall of Rome, a people called the Franks invaded Europe. They were a Germanic tribe that came from the northeast of the Rhine River. The Franks inhabited the wealthy Roman provinces of Gaul and gained the support of the Roman Church. They became the most powerful of the Germanic tribes. Over the next several centuries, the Franks formed a kingdom. Their first king was **Clovis**, who conquered the last of the Romans in Gaul. In 507 the Franks successfully drove out the Visigoths from southern Gaul. The conquests of Clovis shaped what would eventually become the French nation.

Clovis divided his kingdom among his four sons just before his death. His sons and their descendants were called the Merovingian kings. They struggled and plotted against one another, each wanting greater control. The authority of the Merovingians

weakened until most of the governmental work was done by their palace officials.

### Charles Martel

In the 700s a new leader named Charles rose up to unite the Franks. Charles was not a king but a high official in a Frankish palace. He became famous for leading an army against Muslim invaders and defeating them at Tours in what is now France. This victory kept the rest of Europe free from Muslim rule. Charles was given the name Martel, which means "the Hammer." **Charles Martel**, powerful both as a soldier and a leader, lived up to his name. The empire which Charles and his descendants ruled became known as the **Carolingian Empire**.

A Merovingian fibula, or brooch, decorated with gold, garnets, and precious stones



369

## ◆ Lesson 149 ◆

### Objectives

- Identify the major Frankish kings and their accomplishments
- Recognize the importance of the alliance between the Frankish kings and the Roman Church
- Describe Charlemagne's empire and his contributions to education and learning
- Identify the modern countries and languages that emerged from the Frankish empire
- Compare a map of the divisions of Charlemagne's empire with a map of modern Europe

### Vocabulary

manor

### Materials

- Chapter 14 Organizer from Lesson 147
- Division of Frankish Empire, M 14.4
- Europe Then & Now from Lesson 147

### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

### Introduction

- Have you ever read a story with characters whose names describe them, such as Eric the Brave or Tonya the Meek? If you could make up a nickname for yourself that reflected your personality or appearance, what would it be? *Suggest*

nicknames such as Jack the Redhead, Emily the Tall, and Kate the Friendly.

- In the Middle Ages a king was often given a title reflecting either his appearance or his personality. You will learn about some of these kings in this lesson.

### Teach for Understanding

### Discussion

page 369

Guide the student in completing the appropriate sections of the *Chapter 14 Organizer*.

- What Germanic tribe invaded the provinces of Gaul after the fall of Rome? *the Franks*
- Who was the first king of the Franks? *Clovis*
- What tribe did the Franks drive out of Gaul? *Visigoths*
- What nation would this territory conquered by Clovis eventually become? *France*
- What happened to the Merovingian line of kings after Clovis's death? *They fought each other until their authority weakened and much of their work was done by palace officials.*
- The Merovingian fibula was used to clasp together two sides of a garment. What does this fibula tell you about the way the Merovingian kings dressed? *possible answer: Some wore ornate jewelry to display their wealth.*
- Who was the next great leader of the Franks? *Charles Martel*
- What was the meaning of the name Martel? *"the Hammer"*
- What military accomplishment earned Charles the respect of the people? *He led an army that defeated Muslim invaders at Tours and kept the rest of Europe free from Muslim rule.*
- In what way did Charles live up to his name? *He was powerful both as a soldier and a leader.*
- What name was given to Charles's empire? *the Carolingian Empire*

**FOCUS** Answers

- Papal States
- France and Germany



### Additional pronunciations

Merovingian (MEHR uh VIN jee uhn)  
Carolingian (KEHR uh LIN juhn)

**Discussion**

page 370

- Who ruled the Franks after Charles Martel died? *Pepin the Short*
- What alliance did Pepin make with the church of Rome? *He defended Rome against the Lombards, and in exchange the pope officially approved Pepin as king of the Franks.*
- Caption answer: *oil*
- 💡 What actions by Pepin showed he had close ties with the church? *possible answers: He formed an alliance with the church of Rome. He had the pope's blessing as king of the Franks. He gave part of the lands he defeated to it.*
- What are the lands called that Pepin gave to the church? *Papal States*
- 💡 Do you think Pepin's ties to the church were more religious or political in nature? *political*
- Who is considered the greatest Carolingian king? *Charlemagne*
- What does Charlemagne's name mean? *"Charles the Great"*
- Which of the Germanic tribes did Charlemagne defeat? *the Saxons and the Lombards*
- How did the church of Rome display its favor toward Charlemagne? *Pope Leo III crowned him emperor of the Western Roman Empire.*
- In what year was Charlemagne crowned emperor of the Western Roman Empire? *800*

**Pepin the Short**

After Charles Martel died, his son **Pepin the Short** ruled for ten years before becoming the new king of the Franks. Pepin is best known for making an alliance with the church of Rome.

Before Pepin became king, Pope Stephen II asked him to help defend Rome against invaders, the **Lombards**. In exchange for Pepin's help, the pope officially approved Pepin's taking the Frankish crown away from the Merovingians. In a public ceremony, Frankish bishops anointed Pepin with oil, and he received the pope's blessing as king of the Franks.

Pepin went on to defeat the Lombards and to give part of their conquered lands to the church leaders. The church called these lands the **Papal States**, and they belonged to the Roman Church until the 1800s. Pepin's alliance with the church played a major role in both politics and religion for the next several centuries.

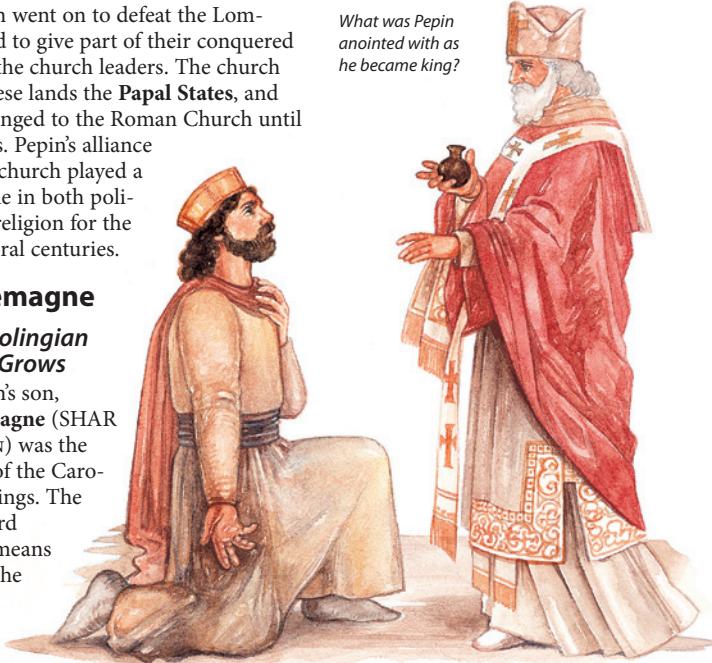
**Charlemagne***The Carolingian Empire Grows*

Pepin's son, **Charlemagne** (SHAR luuh MAYN) was the greatest of the Carolingian kings. The Latin word *magnus* means "great." The name

Charlemagne comes from the Latin words *Carolus Magnus*, meaning "Charles the Great." He reigned for about forty-five years.

Charlemagne defeated many tribes in Europe. Among them were the Saxons and the Lombards, who had again invaded Rome. His military aid to Rome earned him favor with the pope. According to tradition, on Christmas Day in **800**, Charlemagne was praying beside Pope Leo III at a church service. There the pope turned and placed a crown on Charlemagne's head, proclaiming him emperor of the Western Roman Empire.

*What was Pepin anointed with as he became king?*



370



**Pepin the Short**—The anointing of Pepin by the pope was important because it showed Pepin's subjects that he had the backing of God, or that he was God's chosen ruler. At the time the church in Rome was under attack by a Germanic tribe, the Lombards. The pope had asked for help from the Byzantine Empire, but it had refused. Then the pope turned to the Franks for help. Pepin the Short successfully removed the Lombards from Rome and gave their lands to the pope. This strengthened the ties between the Roman Catholic Church and the Franks. Meanwhile the ties between the church and the Byzantines were weakened.

Charlemagne had extended the Frankish kingdom to be greater in size than ever before. It was now an empire that included most of Western Europe. Charlemagne divided his lands into small districts, each having several **manors**, or large farming communities. Each of these was controlled by a lord and farmed by peasants. Each manor sent Charlemagne a yearly report on its workers, production, and resources. Charlemagne regularly checked on local officials to make sure that their methods of rule were just.

### A Love for Learning

Under Charlemagne's rule, the importance of learning expanded throughout the empire. Believing in the value of education, Charlemagne invited scholars to his royal court to study and train others. With the help of these scholars, Charlemagne began schools for boys from both noble and poor families. The students studied reading, writing, mathematics, and astronomy.

Although he enjoyed studying, Charlemagne struggled to read and write. He kept a tablet and a pen beneath his



Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.

The text of 2 Timothy 2:15, written in the style Alcuin developed

pillow and practiced often. He also learned how to make mathematical calculations. Charlemagne never mastered these subjects, but he was an excellent speaker, even in the Latin language. Charlemagne also reformed handwriting in his empire. During the Middle Ages, books were rare and those that were available were made by hand in monasteries. Scholars had difficulty reading the handwriting in the books. When Charlemagne found out, he ordered a church scholar named Alcuin to develop a new style of writing. Alcuin's writing style, which used both small and capital letters, is the basis for our handwriting today.

- How was Alcuin's style different from the writing style in use at the time? *It used both small and capital letters.*
- Why was the development of Alcuin's style important? *It became the basis for our handwriting today.*



**Alcuin**—The revival of learning that Charlemagne encouraged is known by historians as the Carolingian Renaissance. Alcuin was considered the foremost scholar of this movement. He made reforms not only in handwriting but also in other areas of education, including curriculum, standards, and the study of the liberal arts. After having left the court to take a position as abbot of a monastery in Tours, Alcuin developed his famous script, known today as Carolingian minuscule. This writing style is the forerunner of the roman typefaces used today.

371

### Discussion

page 371

- What did Charlemagne accomplish through his military conquests? *He expanded the Frankish kingdom to its greatest size.*
- How did Charlemagne divide and manage his vast amount of land? *He organized lands into small districts, each with several large communities that farmed the land and sent Charlemagne a yearly report.*
- What were these large farming communities called? *manors*
- 💡 How do we know that Charlemagne was concerned about justice for the subjects of his kingdom? *He regularly checked on the local officials under him to make sure they were ruling justly.*
- What other concern was very important to Charlemagne? *the importance of learning and education*
- How did Charlemagne promote education in his empire? *He invited scholars to his royal court. He began schools for both wealthy and poor boys. He himself practiced reading, writing, and math.*
- 💡 Why were books so rare in the Middle Ages? *They were difficult and expensive to produce, and not many people could read.*
- Why was there a need for reform in handwriting? *The handwriting in the books available was difficult to read.*
- Who did Charlemagne ask to develop a new style of handwriting? *a church scholar named Alcuin*

**Discussion**

page 372

- What were the dates of Charlemagne's rule over the Franks? **768–814**
- What character flaws did Charlemagne have? *treating harshly those he captured in war and marrying and divorcing multiple times*
- How did Charlemagne's people respond to his leadership? *He was greatly esteemed and respected.*
- Who inherited Charlemagne's empire after his death? *his son Louis the Pious*
- Why did the empire weaken? *It was too large for one man to rule successfully.*
- How was the empire divided after Louis's death? *It was divided into three parts, one part for each of Louis's three sons.*
- ❖ Display the *Division of Frankish Empire* map.
- ❖ What modern countries formed from these divisions? *Germany and France*
- ❖ Whose part of the empire became a source of strife between France and Germany for years to come? *Lothair's part, the middle of the empire*
- What two languages began to develop from the two kinds of Frankish spoken? *French from western Frankish and German from eastern Frankish*
- ❖ Display the *Europe Then & Now* map.
- ❖ Compare the map on page 372 with the map on display.
- ❖ Caption answer: *Charles the Bald's division corresponds with France. Lothair's division corresponds with the Netherlands, Belgium, Luxembourg, Switzerland, Italy, and Slovenia. Louis the German's division corresponds with Germany, Liechtenstein, and Austria.*
- What name was given to the invaders who raided the weakened remains of the empire? *Vikings*
- By what other names were the Vikings known? *Norsemen and Northmen*

**Activity Manual**

Study Skill—pages 207–9

Reinforcement—page 213

Enrichment—page 214

This page explores the use of surnames, which began in the Middle Ages.

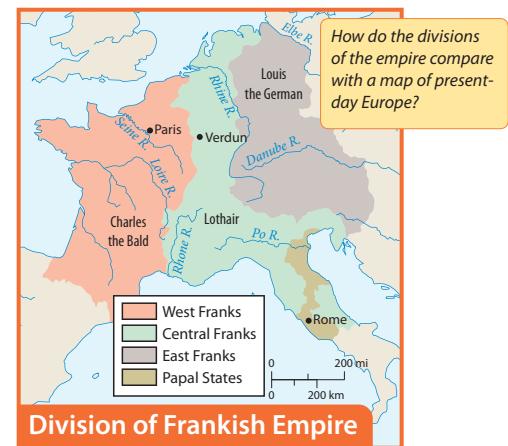
**BIOGRAPHY****Who:** Charlemagne**What:** greatest Carolingian king**When:** ruled 768–814**Where:** Frankish Empire/Western Europe

Charlemagne is known for extending the Frankish kingdom to its greatest size. He was crowned emperor by the pope in AD 800. He had a great interest in learning and encouraged scholarly pursuits in his court.

The conflicts led to a division of the empire into three parts after the death of Louis the Pious. Each of Louis's sons received a share. Two of these parts formed the basis for two of our modern European countries: France and Germany. Lothair's part of the empire, located between the territories of his brothers, would be a source of strife between France and Germany for centuries.

At the time of the division, the languages of the Franks in the western and eastern parts of the empire began to change. Western Frankish was changing into French, and eastern Frankish was developing into German.

The weakened remains of Charlemagne's empire had become prey for invaders. Many of them were from modern Scandinavia, which includes Sweden, Denmark, and Norway. These invaders were called Norsemen, Northmen, or **Vikings**. The Vikings raided different parts of Europe.



372

**Background**

**Treaty of Verdun**—The agreement that divided the Frankish Empire among the three sons of Louis the Pious was known as the Treaty of Verdun. Verdun is a city in northeastern France at which the treaty was settled in 843. Of the three sons Lothair, the eldest, received the official title of emperor.

- FOCUS**
- Why were the Vikings feared by European villagers?
  - Why did feudalism become necessary in Europe?

## Vikings

The bells in the church at Tours began to ring wildly, a shrill warning to villagers. “I’ve seen their ships!” cried one of the monks. “Coming down the Loire River! It’s the Northmen—the Vikings! May God help us!”

Long wooden boats with curved ends sailed toward the village. Some villagers caught glimpses of the boatmen’s faces. Beneath their thick, blond hair, their expressions were fierce. Even when seated, they looked tall. Strong hands gripped long oars. Fifty warriors must have been in each boat.

The attack was swift. Armed with spears, the Vikings invaded the village. They killed people, stole gold and expensive jewelry, and destroyed homes and buildings. Then, as quickly as they had come, they shoved offshore and were gone. Behind them the village lay in ruins.

This scene was a common one in Europe in the 800s. Viking raiders attacked England and then struck at the Franks in Western Europe. They often attacked small villages, one at a time. Their attacks were always sudden and merciless, and they were feared by all.

The Vikings attacked the modern-day countries of Britain, Germany, France, and Spain. Their uniquely shaped

boats and expert sailing skills allowed them to sail up inland rivers to attack small, defenseless towns.

One of the later Carolingian kings made a treaty with a Viking chieftain in 911. The king gave the Vikings the territory of Normandy. They became known as Normans. Their descendants were warriors and conquerors and also great administrators and explorers.

During the 900s, the Vikings also established powerful lines of kings in both Britain and Germany. Vikings were also the first to discover Iceland, Greenland, and the North American Atlantic coast.



A reproduction of a Viking longship

373

## ◆ Lesson 150 ◆

### Objectives

- Recognize narrative details that convey feelings about the Vikings
- Explain how the Vikings used their ships for a unique strategy of attack
- Explain why feudalism was necessary in the Middle Ages
- Identify advantages of the feudal system to people of upper and lower classes
- Describe the steps in the process of becoming a knight and the roles of people on a manor

### Vocabulary

fief	tournament
lord	coat of arms
vassal	chivalry
knight	serf
page	freeman
squire	

### Materials

- Chapter 14 Organizer from Lesson 147
- Knight’s Armor—Helmet, V 14.1; Breastplate, V 14.2; Shield, V 14.3
- Knight’s Weapons—Sword, V 14.4; Battle-Ax, V 14.5; Mace, V 14.6
- Coats of Arms, V 14.7

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

💡 **What do you know about the Vikings?** *possible answers: They invaded different parts of Europe from the countries farther north. There are many legends about the Vikings and their ships.*

► **People have heard about the Vikings’ fierceness in battle.** Not everyone knows that the Vikings were also skilled shipbuilders, administrators, explorers, and traders.

**Teach for Understanding**

**Discussion**

page 373

Guide the student in completing the appropriate sections of the *Chapter 14 Organizer*.

💡 **What kind of information do the opening paragraphs give about the Vikings?** *possible answers: details about their appearance, descriptions of their cruel attacks, how they created fear in the villages*

💡 **What are some specific words or phrases in the story that show the villagers’ fear?** *possible answers: “The bells... began to ring wildly.” “shril warning,” “Cried one of the monks... ‘May God help us.’” “Their expressions were fierce.” “Even when seated, they looked tall.” “strong hands,” “fifty warriors in each boat”*

► **During what years did many of the Viking raids occur in Europe?** *800s*

► **What was unusual about the way the Vikings traveled?** *They sailed up inland rivers.*

💡 **Look at the picture of the Viking longship. How did its shape make it ideal for sailing on rivers instead of the open sea?** *Its long, thin shape helped it navigate narrow waterways.*

► **What territory was given to the Vikings by one of the later Carolingian kings?** *Normandy*

► **What did the Vikings of Normandy become known as?** *Normans*

**FOCUS Answers**

- They traveled up inland rivers and suddenly attacked and destroyed small, defenseless towns mercilessly.
- The feudal system provided order and security in a dangerous time.

**Discussion**

pages 373–74

- In what lands during the 900s did Vikings establish powerful lines of kings? *Britain and Germany*
- What lands were Vikings the first to discover? *Iceland, Greenland, and the North American coast*
- What was the name of the Vikings' chief god? *Odin or Wodan*
- What did the Vikings believe Odin controlled? *war, creation, and the dead*
- Does the illustration of Odin make him seem more human or more godlike? *human*
- Caption answer: *Wednesday*
- What was the name of the Viking god of thunder, who controlled the wind and rain? *Thor*
- Which days of the week were named after the Viking gods Odin and Thor? *Wednesday and Thursday*
- Where do you think Friday got its name? *from the name of Odin's wife, Frigg*

As time permits, allow the student to name other polytheistic civilizations that have been studied during this course.

- What political system became necessary due to the lack of a central government in Europe? *feudalism*
- What advantage did feudalism offer the wealthy landowners? *It provided servants to work their land.*
- What advantage did it offer people of the lower classes? *protection from the constant threat of invaders*
- How did nobles obtain land under the feudal system? *The king granted them land in exchange for performing a service for him.*
- What were these land grants called? *fiefs*
- What were the landowning nobles called? *lords*

**Echoes from the Past****Names of the Days**

Like the Greeks and the Romans, Norsemen worshiped many gods. The Norsemen's chief god was named Odin, or Wodan. He was the god of war, creation, and the dead. His appearance was that of an old man with a beard and only one eye. Odin's wife was Frigg, the goddess of marriage. Under Odin was Thor, the god of thunder. Thor controlled the wind and rain and was the champion of the gods.

Almost every day, we echo the names of these gods from the Norse myths. Think about the names of the days in our week. Wednesday comes from the name for the chief god, Odin (Wodan's Day). Thursday is named for Thor (Thor's Day). Can you guess the origin of the name Friday?



Odin, or Wodan  
Which day of the week was  
named after this god?

**Feudalism**

The people of Europe no longer had a central government after Charlemagne's kingdom was divided. They passed into a period of feudalism. This political system provided a form of order and security to all people. Under this system



wealthy landowners promised protection to others in exchange for their services. People in Europe were in constant danger of attacks from invaders, such as the Vikings, the Muslims, and Asiatic nomads.

**Lords and Vassals**

Under the system of feudalism, kings granted estates called **fiefs** to nobles who had performed a service to the king. These nobles were known as **lords**.

374



**Viking alphabet**—Give the student a copy of *Using a Runic Alphabet* (IA 14.1). Explain that these symbols were the letters the Scandinavians used in the days of the Vikings. The alphabet was called a runic alphabet. Encourage the student to decode the Bible verse using his copy of the runic alphabet. The Bible verse on the worksheet can be found at Exodus 34:14. *Using a Runic Alphabet (Key)* (IA 14.2) contains the answer.



**Days of the week**—Tuesday is named for a Norse god, Tyr, the god of war. The English names for Monday, Saturday, and Sunday come from Roman designations for days named after the sun (Sunday), the moon (Monday), and the planet Saturn (Saturday).



**Eric the Red**—Eric Thorvaldson, or Eric the Red, was a Viking explorer. He was known to have had a fiery temperament, matching his red hair. His temper resulted in his being exiled from Iceland three times before he was thirty-five years old. During his exile, Eric explored the area west of Iceland in search of land that had been sighted in 900 by a Norwegian, Gunnbjorn Ulfsson. Eric found the land and named it Greenland. He thought the name would attract people to the land. Shortly before another expedition, Eric fell from his horse. He then refused to travel, believing the fall was a bad omen. In 1000 Eric's son, Leif, led what was probably the first expedition to North America.

A lord would then choose nobles who did not own land to manage portions of the fief. These nobles were called **vassals**. In a special ceremony, the vassal knelt before the lord and took an oath of faithfulness, promising his loyal service to the lord. Being asked to become a vassal was considered a great honor.

In exchange for the vassal's service, the lord gave the vassal a piece of land. Although the fief still belonged to the lord, the vassal could use it freely. A vassal could also divide up the land and become a lord over lesser vassals. Divisions of land and loyalties often continued until the fief was the size of an average manor.

### Knights

You have probably seen pictures of or read stories about knights. A **knight** was a mounted soldier who defended the manor for the lord during the Middle Ages. He wore metal armor from head to foot, and his horse was also heavily armored. He carried a sword, a lance, and sometimes a battle-ax. He wielded a heavy shield to protect himself in battle.

Nearly any nobleman could become a knight if he proved himself worthy. He had to be faithful and skilled in warfare. A young boy who wanted to be a knight could take the first step at the age of seven by becoming a **page**. As a page, a boy went to live in the castle of another noble to learn horsemanship and fighting skills. He also did chores for the lord and the lady of the castle. At fourteen, a page became a **squire**. His responsibilities then included helping

his master dress, accompanying him on hunts or in battles, and caring for his master's warhorse. A squire continued his lessons in bow, sword, and lance fighting. When he was twenty-one, he could become a knight.

An elaborate ceremony was necessary for a man to become a knight. Before this ceremony, the man spent the entire night in church, praying that he would be worthy of the honor. The next morning, other knights solemnly dressed him in his armor. The knight knelt before his lord, who touched him on the shoulder with a sword and said, "I dub you knight."



*What preparations did a knight go through before his ceremony?*

375

### Discussion

page 375

- Who managed the property of the lord? *vassals, or nobles who did not own land*
  - What did a man have to pledge to a lord to become his vassal? *faithfulness and loyal service*
  - What could the vassal do with the land given to him by the lord? *use it freely or divide it up among lesser vassals*
  - What was a knight in the Middle Ages? *a mounted soldier who defended the manor for the lord*
  - How did a knight protect himself? *He and his horse wore metal armor. He carried a sword, a lance, a battle-ax, and a shield.*
- Write for display the words *battle-ax, helmet, breastplate, sword, mace, and shield*.
- ⌚ Display the *Knight's Armor* visuals and *Knight's Weapons* visuals. Direct the student to match each term with the correct picture.
  - ⌚ As time permits, allow the student to choose a piece of armor or weapon and give an opinion on how a knight might have used that item.
  - Who could become a knight? *any nobleman who proved himself worthy, who was faithful, and who was skilled in warfare*
  - What was a young boy called if he was in training to be a knight? *page*

➤ What were the duties of a page? *learning horsemanship and doing chores for the lord and lady of the castle where he was living*

➤ What stage of training came next after being a page? *squire*

➤ What were the responsibilities of a squire? *helping the master dress, accompanying him on hunts or in battles, caring for the master's horse, and learning how to use a bow, a sword, and a lance*

➤ What stage came next after being a squire? *knighthood*

➤ What was required for a man to become a knight? *After being a squire, he could be a knight at twenty-one years old. He spent the night in church, praying that he would be worthy of the honor. In the morning he had to undergo an elaborate ceremony, where other knights solemnly put on his armor before he knelt before his lord, who dubbed him knight.*

⌚ Caption answer: *The man spent the entire night in church praying.*

Share the background information on conferring knighthood with the student.

### Background

**Conferring knighthood**—During the later Middle Ages, a right called fount of honor (*fons honorum*) was given to monarchs. The monarch alone, rather than a lord or another knight, could confer knighthood. In the illustration on page 375, the woman's crown indicates royalty. As a monarch in later medieval times, she would have had the sole right to confer an honor such as knighthood.

**Discussion**

page 376

- What did knights do when there were no battles going on? *They participated in mock battles or jousts.*
- How can you tell that the picture shows a joust rather than a tournament? *A joust was one-on-one combat, while a tournament included several knights at once.*
- 💡 What do you think was the purpose of these mock combat experiences? *possible answers: to gain experience in warfare, to practice for a real battle*
- How could a knight be identified during a battle? *by his coat of arms*
- What is a coat of arms? *the emblem painted on the knight's shield*
- Caption answer: *It is on his horse's blanket.*
- Describe the symbols you see on the coat of arms of each knight.

Display the *Coats of Arms* visual and discuss the characteristics of the coats of arms pictured.

- 💡 What character qualities come to your mind when you think about a knight? *Answers will vary.*
- What was a knight's code of behavior called? *chivalry*
- What did chivalry require of a knight? *to be generous, loyal, skillful and brave in battle, faithful to the Roman Church, and protective of women*
- Where was the center of daily life during the Middle Ages? *the manors*
- What kind of home did the lord of the manor live in? *a large log house or a castle*
- Why did the lord's home need to be a secure dwelling? *During attacks it was the place of protection for the people living on the manor.*
- What were the special days called when people on the manor were released from their work? *holy days*
- What modern English word echoes this medieval term? *holiday*

Sometimes new knights went immediately into battle. When there were no battles going on, groups of knights might plan mock battles called **tournaments**. At other times pairs of rival knights met to compete in jousts. The goal of a joust was for one knight to knock the other off his horse with a blunt lance. Great honor went to the winning jouster.

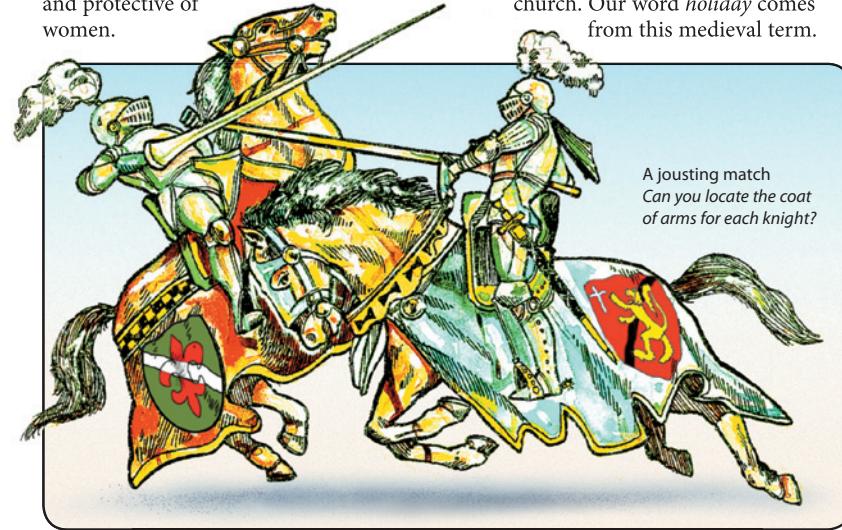
While a knight was fighting, the only way to identify him was by his coat of arms. The **coat of arms** was the emblem painted on his shield, and each knight had a different coat of arms.

What kind of person do you imagine when you think of a knight? Knights of the Middle Ages were supposed to live by a code of behavior called **chivalry**. This code taught a knight to be generous, loyal to his lord, skillful and brave in battle, faithful to the Roman Church, and protective of women.

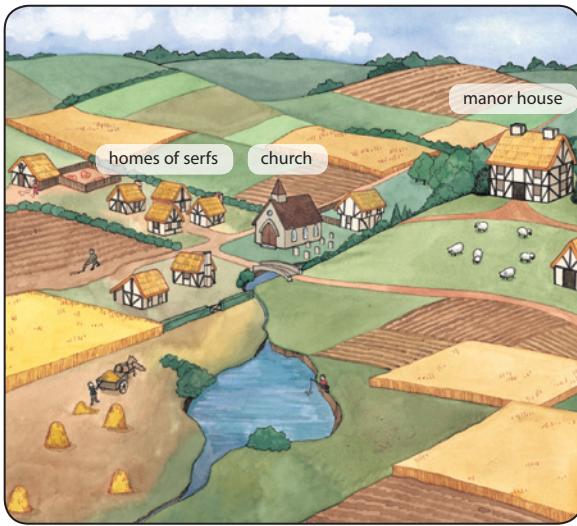
**Life on the Manor**

The manor was the center of daily life during the Middle Ages. The manor system allowed wealthy nobles to defend their lands and the people living on them. In the early Middle Ages, the lord who owned the manor lived in the manor house, usually a large house made of logs. From about the ninth century on, lords lived in castles. The lord's home was safe and strong and offered a place of protection during attacks.

The manor was like a large farm. It had woods, fishing ponds, and fields where grain was grown. It also had little villages where the peasants lived. Every manor had a church building. The people living on each manor attended the church. No one worked on Sundays. People were released from work on some of the special **holy days** celebrated by the church. Our word *holiday* comes from this medieval term.



376



The peasants who lived on the lord's land were called **serfs**. They paid rent to the lord and worked part-time for him. They farmed his land, cleared new lands, built and repaired buildings, dug ditches, and fixed roads. Some lords expected extra gifts from their serfs at Christmas and Easter.

The serfs did not have many possessions of their own. They had to use the lord's mill to grind their grain into flour. They had to bake their bread in the lord's oven. Often the lord made them pay to use these items.

The homes of the serfs were very small. Some were only about fifteen feet long and six feet wide. Entire families ate, slept, and lived in the same room.

Most serfs shared their homes with their sheep, cows, or pigs. The animals usually stayed in a separate room, partitioned off from the living area.

Serfs were bound to the same land all their lives. They could leave only if they paid the lord. However, some peasants on manors were more privileged. They were the **freemen**, skilled craftsmen such as blacksmiths and carpenters. They paid less rent and worked fewer hours for the

lord. They were allowed to move from the manor if they wanted to.



Great Chalfield Manor in Wiltshire, England

377

## Discussion

page 377

► What were the peasants who worked on the land called? **serfs**

► What were some of the hardships in a serf's life? **possible answers:** *The serfs were expected to give the lord extra gifts at Christmas and Easter. They did not own many possessions and had to pay to use the lord's things. They lived in small homes and shared them with animals. They were bound to stay on the same land all their lives unless they paid the lord for his permission to leave.*

► What were some of the things that serfs used that belonged to the lord? **mills and ovens**

► Discuss other items and places on the manor, such as houses, the church,

and the pond, that the serfs used but did not own.

► In exchange for the serfs' work, the lord offered the serfs protection. The lords expected the serfs' work to be satisfactory. Those who did slovenly work were punished.

► Christians should be willing servants for Christ. God will reward busy, dependable workers. [BATs: 2c Faithfulness; 2d Goal setting; 2e Work]

► How was the life of a freeman different from that of a serf? **A freeman had more privileges. He was a craftsman. He paid less rent, worked fewer hours, and could move from the manor if he wanted to.**

► A type of medieval construction called half-timbering or wattle and daub is shown in the illustration (the manor

house and the homes of the serfs) and the photo (the shaded wall of the brick manor house). Oak timbers were cut to make a frame for a building and often filled in with materials such as mud, plaster, or stone. Why do you think this building style was not often used after medieval times? **possible answers:** *It was not very durable. Wood became more scarce and expensive. Brick houses grew in popularity.*

## Activity Manual

**Study Skill**—pages 207–9

**Review**—pages 215–17

This *Study Guide* reviews Lessons 149 and 150.

## Assessment

### Quiz 14B

The quiz may be given anytime after completing this lesson.

## Background

**Half-timbered houses**—The half-timbered style was very popular in homes in the Middle Ages. Britain had an abundance of oak trees, and oak's hardness made it an ideal wood to use in construction. Oak logs were squared off, used as a framework, and then filled in with other materials, such as wattle and daub, brick, stone, and plaster. Instead of covering the framework with an outer wall, as is usually done today, the framework was left showing. Over time, the wood darkened and contrasted with the light-colored filler material, creating a decorative effect. Some of these half-timbered buildings were very durable and have lasted into the present day. These buildings can still be seen in certain European towns. Builders today sometimes recreate the half-timbered effect by lining a plastered wall with dark boards.

**Lesson 151****Objectives**

- Identify symbolism in a coat of arms
- Design a coat of arms

**Vocabulary**

There are no vocabulary words to introduce.

**Materials**

Coats of Arms from Lesson 150

My Coat of Arms, IA 14.3, for each student

The following supplies can be shared by students.

- markers
- colored paper
- ruler
- white glue
- decorating materials (yarn, ribbon, buttons, magazine pictures, beads, etc.)

**Introduction**

► How was a knight identified in battle while wearing a full suit of armor? *by the coat of arms on his shield*

Display the *Coats of Arms* visual. Discuss the colors and the emblems that make each coat of arms unique.

► In this lesson you will research and design your own coat of arms. You can use books or websites to find and copy your family's official coat of arms, or you can make up one of your own.

**Teach for Understanding****Discussion**

page 378

► Read and follow the directions for designing your coat of arms.

Distribute the *My Coat of Arms* page. You may choose to allow the student to use a different shape, such as a shape from the *Coats of Arms* visual.

- Be creative and use various materials to decorate your coat of arms with the symbolism you want it to convey.
- Refer to the table to see what each color symbolizes.
- Your coat of arms, like a medieval one, should define you or what is important to you.

**Assessment**

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

**Discovering How****Designing a Coat of Arms**

A knight's coat of arms was his own distinct emblem that identified him in battle. Knights had their coats of arms painted on their shields. Each knight's coat of arms represented him or the family he served. Its symbols and colors had special meanings.

In this activity you will design a coat of arms. The Internet is a good source for finding examples of various coats of arms. You may research your family coat of arms and copy it if you choose, or you may design one of your own.

- Gather the following materials: blank shield page, markers, paper, a ruler, glue, and other materials for decorating your coat of arms.



- Decide what color you want your shield to be and color it. Some shields are a solid color; others are divided into four parts or checkered. The table lists some common colors in heraldry and their meanings.
- Choose symbols or a design to include in your coat of arms and draw or glue them in place.
- Choose a motto for your coat of arms. Design a banner over the top or at the bottom of the shield that displays this motto.

Color	Meaning
gold	generosity
white	peace, sincerity
red	military strength
blue	truth, loyalty
green	hope, loyal love
black	constancy, grief
purple	justice, royalty
orange	worthy ambition
maroon	patience, victory

378

- FOCUS**
- What were some results of the Battle of Hastings?
  - Why is the Magna Carta a significant document?

## Medieval England

### The Battle of Hastings

As more and more nobles obtained land, their social class became more and more powerful. People looked to them for protection rather than to the king. In 1066 the king of England died without an heir. Two powerful nobles, Harold Godwinson and Duke William of Normandy, both claimed the throne. When Harold set himself up as the next king of England, William called upon his vassals to provide him with men and supplies to form an army. William and

One of many scenes on the Bayeux Tapestry (reproduction) depicting the Battle of Hastings. What military strategy are the foot soldiers using?



379

### ♦ Lesson 152 ♦

#### Objectives

- Describe the Battle of Hastings and its results for England
- Identify Henry II's contributions to England's legal system
- Differentiate between trial by ordeal and trial by jury
- Trace the events that led up to the writing of the Magna Carta
- Explain the significance of the Magna Carta and its influence on later documents

#### Vocabulary

shield wall  
trial by ordeal

writ  
trial by jury

#### Materials

There are no materials needed.

#### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

#### Introduction

- 💡 What document was officially adopted by the United States on July 4, 1776? *the Declaration of Independence*
- The Declaration of Independence, as well as other important American documents, was based in part on principles set forth in a British document from the Middle Ages called the Magna Carta. In today's lesson you will learn how the Magna Carta was developed and why it had such an influence on later documents.

#### Teach for Understanding

#### Discussion

page 379

- Why did the noble class grow in power as the Middle Ages went on? *More and more nobles gained land, and people looked to them for protection rather than to the king.*
- What two nobles fought to claim the throne of England after the king died in 1066? *Harold Godwinson and Duke William of Normandy*
- What was the battle between the two nobles called? *the Battle of Hastings*
- What did Harold's men form with their raised shields? *a shield wall*
- 💡 Caption answer: *shield wall*
- 💡 The Bayeux Tapestry is a 230-foot strip of linen embroidered with scenes from the Norman Conquest. It dates from about 1092, but it is uncertain who constructed it. It is considered to be both a work of art and a significant historical document. Which part of the Battle of Hastings is depicted on this piece of the tapestry? *the attack on Harold's shield wall*
- What was William's strategy in breaking through the wall? *to send more and more soldiers to attack the wall until they wore down Harold's men and broke through*
- How did the battle end? *Harold was killed, and his defeated army fled. William became the king of England.*

#### FOCUS Answers

- William became king of England. Disloyal lords were replaced. All England became a feudal kingdom. William became known as "the Conqueror" and began the Norman line of kings.
- It came to be viewed as a statement of the rights of all English citizens. It influenced the United States Constitution and the Bill of Rights.

**Discussion**

page 380

- How long did the Norman line last? *only two generations*
- After the Normans, what family became the next ruling line in England? *the Plantagenets*
- What king began the Plantagenet line? *Henry II*
- How many centuries did the Plantagenets rule? *about three and a half centuries*
- ☒ Look at the History TimeLine in the Activity Manual. Locate Henry II's reign on the TimeLine. What year do you need to look for? *1154*
- ☒ What happened in Asia two years before Henry's reign ended? *Muslims recaptured Jerusalem from the Crusaders*
- ☒ When Henry took the throne, how many years had passed since the split between the Roman Catholic Church and the Eastern Orthodox Church? *100 years* ( $1154 - 1054 = 100$ )
- For what accomplishment was Henry II most known? *developing England's legal system*
- In what other country did Henry have land holdings? *France*
- He actually had more holdings than what person in France? *the French king*
- 💡 In the feudal system what was the relationship between Henry and the French king? *The French king was a lord over Henry.*
- What did the legal courts practice in England during Henry's rule? *trial by ordeal*
- How did trial by ordeal work? *A person was put through a difficult experience (e.g., thrown into water with his hands and feet tied), and guilt or innocence was determined by the outcome of the "test" (e.g., floating meant guilt and sinking meant innocence).*
- 💡 Why is trial by ordeal an unreliable method? *possible answer: It is based on superstition rather than verbal testimony from witnesses and the presentation of evidence.*
- What were the royal orders issued to sheriffs to settle land disputes called? *writs*
- What method of trial did Henry introduce along with the system of writs? *trial by jury*
- How did trial by jury work? *Jury members (local people) came to court and told what they knew about who had the best claim to the piece of land.*
- 💡 Caption answer: *claims about land*
- 💡 Why was trial by jury better than trial by ordeal? *possible answers: Trial by jury was based on the testimonies of witnesses. If there was disagreement about a decision, the case could be retried.*
- How was common law developed in England? *The king's decisions on cases were written down, enforced, and eventually became the common law.*

**Henry's Legal System**

The line of Norman kings in England lasted through only two generations. William's great-grandson, **Henry II**, came to power in 1154 after many years of civil war. Henry II's family, called the Plantagenets (plan TAJ uh nets), ruled England until the end of the 1400s. Henry developed England's legal system, extending the king's power into new areas.



БІОГРАФІЯ

**Who:** Henry II**What:** first Plantagenet king**When:** ruled 1154–1189**Where:** England

A Frenchman, Henry possessed more wealth and territory outside England than within. Through inheritance and marriage, he had gained landholdings in France that exceeded those ruled directly by his feudal lord, the French king.

was considered guilty. If he sank, he was innocent. Sadly, many innocent people lost their lives under this system.

After the civil wars, many land claims had to be settled to determine rightful landowners. Henry II developed procedures to handle these issues. He issued royal orders called **writs** to the local sheriffs. A writ instructed the sheriff to decide who actually held each piece of disputed land. Even though someone else may have owned the land, the person who actually lived on it usually got to keep it. The sheriff's decision required a **trial by jury**. Jury members were local people who came to the court. They told what they knew about the people who had claims to the land.

The sheriff made his decision with the help of the jury. He then gave the writ to whom he determined was the landowner. When there was a disagreement over the sheriff's decision, the case could be retried in court. When a particularly difficult case came up, it was sent directly to Henry II for his decision. Over time, such decisions were written down and enforced throughout England, becoming England's common law.



What would the trial by jury be deciding?

380

**Friend of Henry II**

Thomas Becket was one of the closest friends of Henry II. In 1162 Henry made Becket archbishop of Canterbury. In this new role Becket indulged in a rich lifestyle and often enjoyed the king's company. But when Henry appointed him chancellor of England, Becket lived more simply and opposed any of Henry's attempts to control the church. Henry wanted to tax church lands and try church officials who were accused of serious crimes. Becket opposed Henry's attempts and was forced to leave England. Becket returned, however, and continued his hostile opposition to the king. Henry became more irritated by Becket and asked, in the presence of his knights, whether anyone dared to take the life of Thomas

Becket. Four knights undertook the mission. On the evening of December 29, 1170, the knights seized and murdered Becket in Canterbury Cathedral while he was at his evening prayers.

**Signing the Magna Carta**

In 1199 Henry II's youngest son, John, became the king of England. King John was not popular with the people. He imposed heavy taxes to cover his military losses, and he used his power to gain money and land for himself. He was often at odds with the church. The pope in Rome even excommunicated him for a time after a dispute about who would be the archbishop of Canterbury.



As dissatisfaction with King John's reign increased, a group of nobles examined English laws and determined that King John's abuses of power were violating their rights. The nobles agreed that the king's power needed to be limited.

In 1215 the nobles led a revolt against King John. They captured the city of London, and John began negotiating with them to try to end the conflict. One of their demands was that John sign a document

called the **Magna Carta**, or "Great Charter."

The Magna Carta was based on English laws from the time of the Norman kings. The document was designed by the nobles to ensure that their own rights were protected. However, in time, the English people viewed the Magna Carta as a statement of the rights of all citizens. Under the Magna Carta, the king had to submit to the law. If he did not, the Magna Carta gave the nobles power to compel him to obey. This greatly limited the king's power to tax and control his subjects.

**THE MAGNA CARTA**

The Magna Carta was written as if the king were addressing his subjects. It was addressed to "all free men of our kingdom." Although much of it concerned only matters in feudal times, some of it applied to later times as well. Here are a few of the rights granted to free citizens by the king in the Magna Carta.

- (9) Neither we nor our officials will seize any land or rent in payment of a debt, so long as the debtor has movable goods sufficient to discharge the debt. . . .
- (12) No 'scutage' or 'aid' [types of taxes] may be levied in our kingdom without its general consent. . . .
- (30) No sheriff, royal official, or other person shall take horses or carts for transport from any free man, without his consent.
- (31) Neither we nor any royal official will take wood for our castle, or for any other purpose, without the consent of the owner. . . .
- (38) In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it. (Magna Carta, Revised Edition, trans. G. R. C. Davis [England: British Library, 1989])

**Do you agree that a king should not be able to do these things? Why or why not?** *Lead the students to conclude that a king should live under the laws of his land and protect the rights of the citizens who live in his kingdom. When a king has too much power, he can take advantage of his subjects rather than working for the good of his people.*

**Activity**

**Medieval word search**—Provide a copy of *A Medieval Word Search* (IA 14.4) (IA 14.4). Allow the student to complete the word search in his free time. *A Medieval Word Search (Key)* (IA 14.5) (IA 14.5) contains the answers for the puzzle.

381

**Discussion**

page 381

- Who became king in 1199? *Henry's youngest son, John*
- Why was King John unpopular with the people? *He imposed heavy taxes and used his power to gain money and land for himself.*
- How did the nobles determine that King John was violating their rights? *by examining English laws*
- What happened in 1215? *The nobles led a revolt against King John and captured the city of London.*
- What did the nobles demand King John do? *sign the Magna Carta*
- What does the name Magna Carta mean? *Great Charter*

► **What was the Magna Carta?** *It was a document based on English laws, designed to protect the nobles' rights by limiting the power of the king.*

► **In the Magna Carta excerpt, the king is referred to with the plural pronouns *our* and *we*.**

Direct the student to read aloud the excerpt from the Magna Carta.

► **What were some of the specific limitations placed on the king in the Magna Carta?** *possible answers: He could not seize land as payment of a debt if the debt could be paid another way. He could not levy taxes without the people's consent. He could not take horses, carts, or wood without consent of the owner. He could not try a person without credible witnesses.*

**Discussion**

page 382

- What event happened the year the Magna Carta became official? *King John died. When his nine-year-old son became king, the Magna Carta was confirmed by his council and by the pope.*
- Why does the Magna Carta continue to have significance today? *It is looked on as a statement of the rights of all free citizens. It was influential in the American colonists' resistance to unfair taxation. It influenced the United States Constitution and the Bill of Rights.*
- ☒ Look at the History TimeLine in the Activity Manual. What year was the Magna Carta signed? **1215**
- ☒ Who was ruling Constantinople at the time of the Magna Carta? **Venetians and crusaders**
- ☒ What civilizations were in existence in Africa? **the Mwene Mutapa kingdom and the western African trade empires**
- Was Robin Hood a real person? *Probably not. He is the subject of a legend, and people claimed him as a national hero.*
- When is Robin Hood said to have lived? *in medieval England during the reigns of King Richard the Lion-hearted and King John*

The earliest Robin Hood stories are set during the reign of King Edward II; the setting of John's reign became popular later.

- What did Robin Hood and his merry men spend their time doing? *Fighting injustice and robbing the rich to support the poor*
- ☒ What was wrong with Robin Hood's methods? *God's Word prohibits stealing. It is never right to steal even for the cause of trying to help someone else. [BAT: 4c Honesty]*
- Why is he viewed as a hero? *He stood up for the rights of the poor during a time of tyranny.*

**Activity Manual**

Reinforcement—page 218

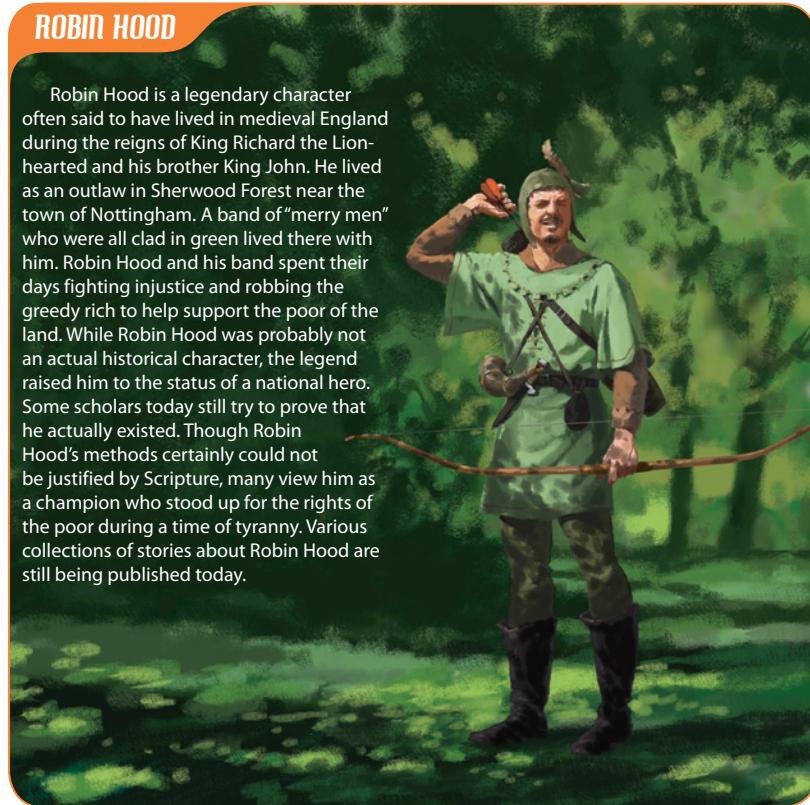
King John signed the Magna Carta. It is doubtful that he seriously intended to abide by it. But the following year, he died suddenly, and his nine-year-old son became king. At that time, the Magna Carta was confirmed by the king's council and approved by the pope.

When the Magna Carta was signed, the people did not know the significance that it would have in the future. The

document continues to be a statement of rights for free citizens. Its influence has spanned several centuries of history and even reached other countries. American colonists used the rights granted in the Magna Carta as the basis for their resisting unfair taxation by the king of England. The Magna Carta's legacy can be seen in the United States Constitution and the Bill of Rights.

**ROBIN HOOD**

Robin Hood is a legendary character often said to have lived in medieval England during the reigns of King Richard the Lion-hearted and his brother King John. He lived as an outlaw in Sherwood Forest near the town of Nottingham. A band of "merry men" who were all clad in green lived there with him. Robin Hood and his band spent their days fighting injustice and robbing the greedy rich to help support the poor of the land. While Robin Hood was probably not an actual historical character, the legend raised him to the status of a national hero. Some scholars today still try to prove that he actually existed. Though Robin Hood's methods certainly could not be justified by Scripture, many view him as a champion who stood up for the rights of the poor during a time of tyranny. Various collections of stories about Robin Hood are still being published today.



382



**Magna Carta**—Much of the original Magna Carta has been rewritten and is no longer valid today. Many of its clauses applied only to life in feudal times. However, the document as a whole established the important principle of limiting the power of a governing monarch so that he could not abuse the rights of his citizens. This principle is what has made the Magna Carta so significant as a model for later documents.



**King Arthur**—Little is known about King Arthur, but many historians believe this medieval ruler actually lived. For nearly a thousand years, authors have written of Arthur and his knights. Most of the accounts are fictional, not historical. The most well-known account was written by Sir Thomas Malory. His book *Morte d'Arthur* is the basis for many other accounts. Malory's book is entertaining, but his purpose was to portray Arthur and his knights as chivalric gentlemen. The conclusion of the book shows that Malory wanted to set up Arthur as a legend.

# Exploring Together

## Participating in a Mock Trial

After the Magna Carta became official, the system of trial by jury became the common practice. This was not only for cases of land disputes but for serious crimes as well. The concept of trial by jury has been adopted by many modern civilizations. In the United States, juries are made up of randomly selected citizens who hear evidence, confer with one another, and reach a decision in a trial. The jury is an important part of our legal system, helping to ensure that a fair decision is reached in any trial.

1. Listen as your teacher tells you which role you will play in the mock trial.
2. Follow your teacher's instructions as the trial proceeds.
3. Discuss the trial with your classmates. Was enough evidence given? Was the jury fair in its decision? How is this kind of trial superior to a trial by ordeal?



383

### ♦ Lesson 153 ♦

#### Introduction

- Read the steps on the Exploring Together page.
- Today you will participate in a mock trial for a student accused of stealing a colascented eraser from a neighbor's desk.

#### Teach for Understanding

#### Discussion

page 383

Assign the roles of the prosecuting attorney, the defense attorney, and the suspect to three students. The other students will be jurors. Use the signs to identify each person or group.

#### Objectives

- Participate in a mock trial
- Discuss the fairness of a trial and the verdict

#### Vocabulary

*There are no vocabulary words to introduce.*

#### Materials

- ⌚ Evidence Cards and Rebuttal Cards, IA 14.6 (cut apart)
- ⌚ Question Cards, IA 14.7 (cut apart)
- ⌚ Jury Decision, IA 14.8
- four prepared signs, labeled Suspect, Jurors, Defense Attorney, and Prosecuting Attorney

Give the prosecuting attorney the evidence cards and rebuttal cards labeled "Against the Suspect" and the question cards labeled "Prosecutor."

Give the defense attorney the evidence cards and rebuttal cards labeled "For the Suspect" and the question cards labeled "Defense Attorney."

Give each juror a *Jury Decision* sheet. Suggest that he may want to take notes on the back of his decision sheet.

- Will the prosecuting attorney please state the evidence against the suspect?
- Will the defense attorney please read the evidence in favor of the suspect?

Give the defense and prosecuting attorneys an opportunity to give rebuttals either to strengthen their evidence or to argue against the evidence of the other attorney.

Give each attorney a turn to ask the suspect the questions on his question cards. The suspect may answer the questions however he wishes.

After the evidence has been presented, instruct the jurors to write a verdict of *guilty* or *not guilty*, and the reasons for choosing that verdict. The jurors then need to sign their names on the *Jury Decision* sheet.

Instruct a juror to collect the decision sheets and to count the number of guilty and not-guilty decisions. (*Note:* If the jury does not agree on the decision, explain that this is a hung jury. Give the jurors a set amount of time to discuss the case in an attempt for all to agree on one verdict.) Direct the juror to tell the court the verdict, giving the main reasons for that decision. Discuss the mock trial, using these questions.

- Was this a fair trial?
- Was enough evidence given?
- Was the jury fair?
- How is trial by jury better than trial by ordeal?

#### Activity Manual

Bible Connection—page 219

This page has a biographical sketch of John Wycliffe, known as the Morning Star of the Reformation.

#### Assessment

##### ⌚ Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

**◆ Lesson 154 ◆****Objectives**

- Identify the two functions of medieval castles
- Identify and describe various castle features and the methods of attacking and defending castles
- Describe medieval banquets
- Identify who controlled various parts of Europe during the Middle Ages
- Identify reasons for the decline of feudalism

**Vocabulary**

keep	drawbridge
moat	gatehouse

**Materials**

- Castle, V 14.8
- Castle Diagram, V 14.9
- Life at Court—Musicians, V 14.10; Chess, V 14.11; Banquet, V 14.12
- Europe Then & Now from Lesson 147

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

- Display the *Castle* visual.
- Would you like to live in a castle? Why or why not?
- Many people think of castles as luxurious, romantic places to live, but life in medieval castles had some disadvantages.

**Teach for Understanding****Discussion**

page 384

Guide the student in completing the appropriate sections of the *Chapter 14 Organizer*.

- What were early homes of medieval lords made out of? *logs*
- By what century had castles become common? *the eleventh century*
- What two functions did a castle have in the Middle Ages? *home and military fortress*
- Display the *Castle* visual.
- In which part of a castle did the lord and his family live? *the keep*
- Can you locate the keep in the castle picture?
- Where did servants sleep? *in the rooms where they worked*

- FOCUS**
1. What function did the castle have in addition to being the home of a lord and his family?
  2. What were some reasons for the decline of feudalism?

**The Castle**

Castles gradually began to replace large log houses as homes of medieval lords. Castles had become common in Europe by the eleventh century. The castle in the Middle Ages was both a home and a military fortress.

Castles were surrounded by strong walls. Some castles in the late Middle Ages had stone walls over thirty feet thick. Inside the walls were towers, a courtyard, living areas, kitchens, and a great hall, where meetings and banquets were held.

Some castles had a strong central tower, called the **keep**, where the lord and his family lived. It was the safest place in the castle. Often the keep stood on a hill. Inside the keep were several rooms. They included the family's bedrooms and sitting rooms and a few other rooms, such as offices or a chapel. Most servants slept in the rooms where they worked, rather than having private bedrooms.



Harlech Castle was built on the rocky west coast of Wales in the 1200s.

384

- Harlech Castle is a **concentric castle**, meaning it was built with an outer wall encircling the inner wall. Why do you think the castle was built with two walls? *for an extra line of defense in dangerous times*

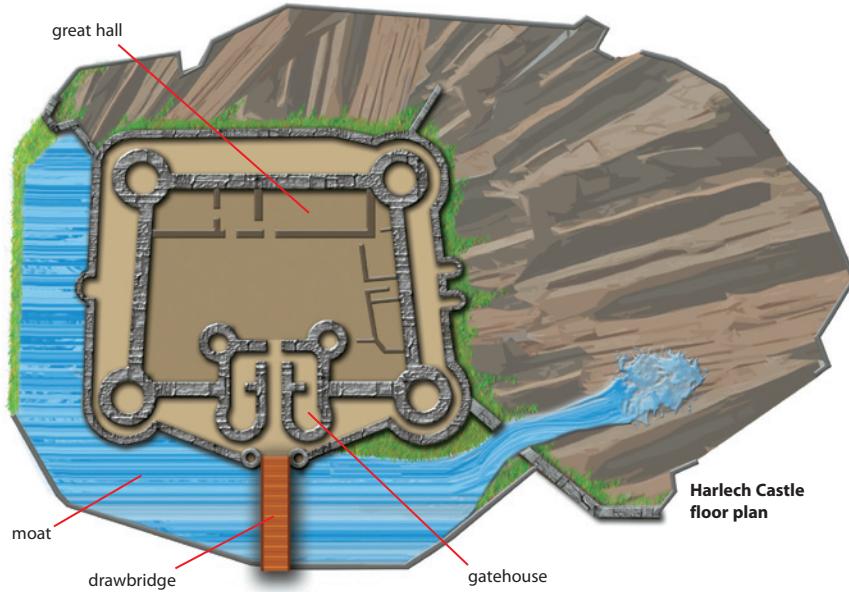
**Background**

**Castle construction**—Not every castle had a central keep as a separate building (e.g., the White Tower in the Tower of London). Some castles consisted of only a keep with a surrounding wall. Concentric castles had inner walls within an outer wall. Two lines of defenses could stand on top of these walls during an attack, providing extra security. Many concentric castles can be found in North Wales, reflecting the favorite construction style of King Edward I. Harlech Castle is one of these.

**Bailey**—Stone castles often had a bailey, an open space or courtyard surrounded by walls. The bailey included buildings for storage, shelters for animals, and craft workshops.

**FOCUS****Answers**

1. It was a military fortress.
2. Lords sold or mortgaged property to pay for the Crusades. Serfs left to fight in the Crusades and never returned. More people lived in towns and cities rather than manors.



Castles were cold and dark inside. Lords tried to brighten them by painting the walls and the ceilings with bright colors and placing burning torches in the rooms. They also put mats on the floors and hung large woven tapestries on the walls to keep out the cold.

Early castles were made of wood. By the twelfth century most castles were made of thick stone. Builders dug a **moat**, a wide trench filled with water, around the castle to keep attackers from reaching it easily. A **drawbridge** crossed the moat to the castle gate. During an attack, the guards raised the drawbridge to cover the gate, cutting off the entrance to the castle.

If attackers got safely across the moat, they had to face the gatehouse. The

**gatehouse** was a large stronghold in the castle wall. If the attackers entered the gatehouse, castle defenders could lower a large screen to trap them inside.

Soldiers attacked castles in different ways. Sometimes they used a battering ram, a long log tipped with iron. This weapon could knock down the gate or part of the castle wall. Some soldiers might have rolled tall siege towers up against a wall and then climbed over into the castle. Sometimes the attacking army threw rocks and burning rags over the walls. The soldiers also dug tunnels under the castle and started fires there. They hoped to burn away the castle's foundation to make the structure collapse.

385

## Discussion

page 385

Q Why do you think castles were cold and dark? *possible answers: The stone walls did not keep out the cold. Castle windows were small and few.*

► How did families try to brighten the cold, dark rooms inside a castle? *painting walls and ceilings, placing torches in rooms, placing mats on floors, and hanging tapestries on walls*

► How did the materials used in castle construction change over time? *Early castles were made of wood. By the twelfth century castles were made of stone.*

W Display the *Castle Diagram* visual. As the different features of a castle are discussed, refer to the castle visuals and the diagram on page 385.

► What was a moat? *a wide trench filled with water that surrounded a castle to defend it from attackers*

► What was a drawbridge? *a bridge across the moat that could be raised to cut off entrance to the castle*

► What was a gatehouse? *a stronghold in the castle wall where defenders could trap attackers*

► What was a battering ram? *a long log often tipped with iron*

W Look at the diagram on page 388. How is the battering ram being used? *to break into the tower wall*

W How was it used in attacking a castle? *knocking down the gate or a wall*

W How did soldiers use siege towers? *They rolled them up against a wall and used them to climb over into the castle.*

W In this diagram what part of the castle is the siege tower up against? *the gatehouse*

► What were some other ways enemy soldiers attacked castles? *by throwing rocks or burning rags over walls and digging tunnels to burn the foundations*

► Discuss the uses of the defenses and weapons illustrated on Activity Manual pages 222–24.

W Direct the student's attention to the floor plan diagram on page 385. Help the student compare it to the photo on page 384. In the photo the gatehouse faces to the right.

W Why is a moat around the entire castle not necessary? *There is a steep, rock wall on two sides of the castle.*

► If you were going to attack this castle, what method of attack would you use? *possible answer: Because the castle has a double wall, throwing burning rags or digging underground tunnels might be the most effective options.*



**Château-Gaillard**—Château-Gaillard was a well-fortified castle built by Richard I of England in the 1190s to protect his lands in France. Richard used his knowledge about defending castles to personally oversee the construction. The keep was round, making it more difficult to destroy in a siege. In 1204 Philip Augustus of France laid siege to the castle. Philip's soldiers used towers to scale the walls. One soldier climbed up a lavatory chute and helped the other soldiers gain access by opening a window. The English defended Gaillard from the French for nearly a month before surrendering.



**Using tunnels in an attack**—While battering rams, towers, catapults, and trebuchets were used to breach castle walls, miners would tunnel under the castle's foundation and fill the tunnel with dry wood and brush. The last miner would set the fuel on fire. The blaze could cause the tunnel to collapse and the castle walls to fall. Castle armies tried ways to detect the miners' efforts. The defenders also dug tunnels; if the tunnels connected with the enemies' fierce hand-to-hand combat would ensue.

## Things People Did

### Discussion

page 386

- What kind of people gave banquets in medieval times? *wealthy people*
- What did the various people of the castle do at banquets? *Lords invited the guests. Pages waited on tables. Squires carved meat. Court jesters provided entertainment.*
- Display the *Life at Court—Musicians* visual. Share some of the History Link information with the student.
- What kind of music do you think the musicians are playing? *Answers will vary.*
- Display the *Life at Court—Chess* visual.
- What are the banquet guests playing in this picture? *chess* *Chess was a popular medieval game.*
- Display the *Life at Court—Banquet* visual. Discuss the differences in the clothing worn to a medieval banquet and what is worn to a banquet today.
- What appetizers and main dishes might be served at a banquet? *soup, cheese, puddings, baked fish, pork, venison, pheasants, larks*
- What would guests be served for dessert? *pies filled with fish or fowl*
- What trick might be used to surprise guests at banquets? *Live birds were sometimes inserted into pies and released in front of guests.*
- What were used as plates? *large, flat pieces of bread*
- What actions were considered poor table manners? *gnawing on bones and dipping food into the common salt bowl*

Direct attention to the picture on page 386.

- What was this picture originally used for? *a calendar*
- The medieval banquet shown in the picture depicts a lavish display of foods and tableware. What is interesting about the large container on the table? *possible answers: It is shaped like a ship. It is made of gold.* This container was used as the common salt bowl.
- Draw attention to the walls of the room. They appear to be covered with a tapestry. The sagging along the top and the crease in the left corner through the tower and the soldiers help to identify the background as cloth.
- What is depicted on the tapestry in the background? *possible answers: knights or warriors going to or coming from battle*
- Caption answer: *Elicit that the dogs seem to be pets allowed to eat from various dishes on the table.*

### Medieval Banquets

During the Middle Ages wealthy people liked to give large banquets. Lords would invite many guests, and they would eat at long tables in the great hall of the castle. Pages waited on tables. Squires were often responsible to carve the meat for the guests. Court jesters provided live entertainment, such as music, juggling, and acrobatics, for the lord and his guests.

Many different foods were served at these banquets. One meal might have included soup, cheese made from a pig's head, puddings, baked fish, pork, venison, pheasants, larks, and other birds. Dessert was usually a pie filled with fish or fowl. Have you ever heard the nursery rhyme that tells of four and twenty blackbirds baked in a pie? One medieval custom was to insert live birds into a pie and release them in front of the guests when dessert was served.

Banquet guests used large, flat pieces of bread as plates. Forks were not used until the 1600s, so the guests used their fingers to eat most foods. But they still observed certain rules about table manners. No one was supposed to gnaw on the bones, and it was considered rude to dip food into the common salt bowl.



Page from a calendar showing Jean, Duc de Berry's household exchanging New Year's gifts. The duke is seated and is dressed in blue.

*What are small dogs doing on the table?*

386



**Holy-day tradition**—Sometimes small, flat platters made of porcelain or stiff paper were passed around during the last course of the feast. Each platter, called a *roundel*, had a poem, text, or verse written on the bottom. Once the guest had eaten the food served on the roundel, he turned it over. Each guest was required to sing whatever was written on the bottom.

If you choose to have a medieval feast, provide several roundels and invite the students to sing the songs on the roundels.

**Medieval feast music**—Feasts were often accompanied by music. Sometimes the music was performed by professional musicians. At other times the guests themselves performed. Every well-educated man and woman was expected to be able to sight-read simple scores.

## The Decline of Feudalism

While the Plantagenet kings were ruling England, a family called the Capets ruled France. Germany and most of Italy made up the Holy Roman Empire, an empire under the joint control of an emperor and the pope of the Roman Catholic Church. You have already studied about the Byzantine Empire, which thrived in Eastern Europe during the early Middle Ages.

By the late 1000s most of the Byzantine Empire had fallen into the hands of Muslim invaders. The pope called for Western Europeans to join the Byzantines in a crusade to recapture the Holy Land from the Turks. As you have read, this crusade was the first in a series of unsuccessful wars between the Christians and the Muslim Turks.

The Crusades did much to weaken the system of feudalism. Fighting in them was expensive. Most of the money for them was provided by individual lords. Some lords had to sell or mortgage

their properties to pay for their Crusade expenses. Many serfs left their manors to fight in the Crusades. Most who left, having tasted freedom, never returned.

By the year 1500, central governments all over Europe were run by kings. England and France were well on their way to becoming strong nations. More and more people were living in towns and cities rather than on manors. Most of the medieval world was no more.

Changes were taking place that would usher in a new era in Europe. Scholars and thinkers were beginning to question the teachings of the Roman Catholic Church. Their efforts to uncover the true teachings of Scripture regarding the Christian faith would eventually lead to the Protestant Reformation. In addition, universities began to form in cities where prominent teachers lived. Scholars were no longer confined to monasteries and church-sponsored schools. A revival of learning was beginning that would sweep Europe and result in new discoveries and accomplishments. The modern era of history was about to begin.



Sidon Sea Castle, built by crusaders, off the coast of Sidon in southern Lebanon

387

### Discussion

page 387

Display the *Europe Then & Now* map. Point out each country on the map as it is mentioned.

► What rulers were presiding in Western Europe while the Plantagenets were ruling England? *The Capets ruled France. The Holy Roman Emperor and the pope ruled Germany and Italy.*

► Who had taken control of most of the Byzantine Empire by the end of the 1000s? *Muslim invaders*

► What was the purpose of the first Crusade? *to recapture the Holy Land from the Muslim Turks*

► The castle in the picture was built during the time of the Crusades. Lebanon had become part of the Byzantine Empire

after the fall of Rome. This fortress was probably built during an attempt to recapture Lebanon from what group of people? *the Muslim Turks*

💡 How did the Crusades weaken the feudal system? *possible answers: Crusades were expensive, and lords had to fund them by selling or mortgaging their property. Laborers were lost because serfs left to fight in the Crusades and never returned.*

► How had the medieval world changed by the year 1500? *There were more central governments run by kings. England and France were becoming strong nations. More people lived in towns and cities than on manors.*

- What changes took place in the area of education? *Scholars were beginning to question the teachings of the church and trying to uncover the truth of Scripture. Universities formed and a revival of learning occurred.*

### Activity Manual

Study Skill—pages 207–9

Review—pages 220–21

This Study Guide reviews Lessons 152 and 54.

### Assessment

Quiz 14C

The quiz may be given anytime after completing this lesson.



**Medieval sieges**—A common plan in medieval sieges was to first take the gatehouse, then the bailey, followed by the towers and the keep. Hand-to-hand combat resulted in heavy losses on both sides. Sometimes attacking commanders took advantage of truces and planted a spy within the castle walls. Defending castles often surrendered because of a lack of supplies. Water sources were especially vulnerable. Wells were a necessity but often failed. Attackers would cut off any outside water supply or poison it if possible. During a siege, the fortress became more of a prison than a protection.



**Primary source: "Christopher Columbus: Extracts from Journal"**—Direct the student to read Student Text pages 426–27 (Resource Treasury). Guide a discussion with these suggested questions.

- To whom did Columbus address his journal? *the king and queen of Spain who had sponsored his journey*
- In what year did Columbus write his journal? *1492*
- What was Columbus attempting to do? *to reach India by sailing west*
- What signs revealed to Columbus and his crew that they were nearing land? *pardelas [sea gulls], a cane, a log, a stick possibly carved with an iron tool, a plant that grew on land, a board, and a stalk with berries*
- Columbus actually landed in the Caribbean Islands. What are some unique features he noticed about the new land? *different kinds of trees, herbs, fruits, weeds, stones, and birds*
- What did Columbus believe the trees and herbs would be valuable for? *dye, medicine, spicery, and so forth*
- What item did Columbus hope to acquire from the king? *gold*

**♦ Lesson 155 ♦****Objectives**

- Identify simple machines used in castle defenses and weapons
- Write a paragraph describing how simple machines helped castle defenses or weapons work

**Vocabulary**

There are no vocabulary words to introduce.

**Materials**

- research materials (optional)

**Introduction**

Today you will be studying some of the simple machines that were used in a medieval castle's defenses and weapons.

**💡 What is the definition of a machine? *any object that makes work easier***

**Teach for Understanding****Discussion**

page 388

► **Read the information and the steps for the Discovering How activity.**

Review the six types of simple machines.

**💡 Study the siege tower in the diagram. What simple machines are used in the siege tower? *wheel and axle and inclined plane***

**💡 How do the simple machines give the siege tower a military advantage? *possible answers: The wheels and axles enable the siege tower to move more easily as well as get close to the castle walls. The inclined plane enables the soldiers to cross from the siege tower to the castle wall.***

► **Follow the Discovering How steps as you complete Activity Manual pages 222–25.**

Allow the student to share or display his essay.

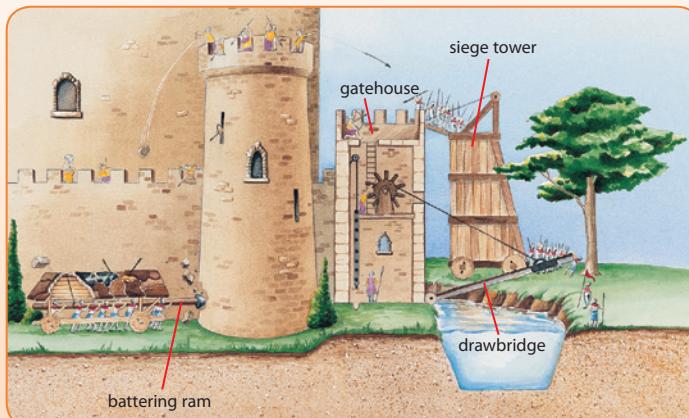
**Activity Manual**

Activity—pages 222–25

**Assessment**

**⌚ Rubric—pages R 2–5**

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual pages 222–25 in place of using a rubric.

**Discovering How****Identifying Simple Machines**

People who lived in the Middle Ages used simple machines to make their work easier. These simple machines can be seen in the castle architecture defenses and in the weapons they used.

In this activity you will identify the following types of simple machines. A *lever* is any bar that turns on a point, such as a seesaw, a wheelbarrow, or a broom. We use a *wheel and axle* everyday. It is a wheel with an axle, or rod, running through the wheel. A *pulley* is a simple machine that has a grooved wheel with a rope that fits in the groove.

A *ramp* is a simple machine called an *inclined plane*, a flat, sloped surface. A *screw* is related to an inclined plane.

A *screw* is an inclined plane wound around an axle. A simple machine made up of one or more inclined planes used to force materials apart is called a *wedge*. The inclined planes in the wedge form a point at the end.

- Get your Activity Manual page.
- Identify the simple machines in the pictures.
- Choose one of the castle defenses or weapons and write a paragraph describing how the simple machines gives it a military advantage.

388

**Activity** **Catapult construction**

**Materials for each student:** small cardboard carton or box, scissors, hole punch, rubber band, 2 pencils, twig, small matchbox-sized box or 2" x 1" piece of cardboard, tape, marshmallows, *Catapult Construction* (IA 14.9 )

Explain that knights used catapults in battle to hurl objects at the enemy. Instruct the student to construct his catapult by following the instructions given on the *Catapult Construction* sheet. As time permits, divide the students into two teams. Give each student several marshmallows and allow him to fire marshmallows at the opposing team.

## Chapter 14 Summary

Name \_\_\_\_\_

### Define these terms

chivalry	knight	sacrament
clergy	lord	serf
coat of arms	manor	shield wall
drawbridge	medieval	squire
fief	moat	tournament
freeman	monastery	trial by jury
friar	monk	trial by ordeal
gatehouse	nun	vassal
keep	page	writ



### Locate these places

Atlantic Ocean	North Sea
England	Scandinavia
Mediterranean Sea	

### Tell about these people

Benedict	Henry II
Charlemagne	King John
Charles Martel	Pepin the Short
Clovis	

### Explain what happened

- 476–1400—Middle Ages
- 800—crowning of Charlemagne by the pope
- the Battle of Hastings
- 1215—signing of the Magna Carta

### Be able to . . .

- Identify the events that mark the beginning and end of the Middle Ages
- Explain why the citizens of the former Roman Empire turned to the church for leadership
- Identify the three types of clergymen in the Roman Church and their roles
- Compare Roman Catholic beliefs with biblical truth
- Identify the empire that Charles Martel and his descendants ruled
- Identify the three important Frankish kings before Charlemagne and their accomplishments
- Describe the agreement Pepin the Short made to become king
- Identify the accomplishments that made Charlemagne the most memorable Frankish king
- Explain why European villagers feared the Vikings
- Describe the relationship between a lord and a vassal
- Identify the steps to become a knight
- Describe the knight's code of chivalry
- Describe the work of the peasants on the manor
- Describe the important development Henry II made in England's legal system
- Explain why the legendary character of Robin Hood was regarded in England as a national hero
- Explain the defense system of a medieval castle
- Name some things that took place at medieval banquets
- Name the family who ruled France during the later Middle Ages
- Explain why the Crusades weakened feudalism and helped bring about its decline

226

Chapter 14; Lesson 156; pp. 362–88  
Chapter Review

HERITAGE STUDIES 6 Activity Manual

© 2012 BJU Press. Reproduction prohibited.

Activity Manual page 226

Lessons  
**156–57**

## ♦ Lesson 156 ♦

### Objective

- Recall concepts and terms from Chapter 14

### Introduction

Materials for the Chapter 14 Test will be taken from Activity Manual pages 211–12, 215–17, 220–21, and 226. You may review any or all of the material during this lesson. The chapter organizer from Activity Manual pages 207–9 may help with review and study. You may choose to review Chapter 14 by playing “Human Chess” or a game from the Game Bank (G 1–2).

### Activity Manual

Chapter Review—page 226

### Activity

#### Human Chess

Divide the class into a black team and a white team. Give each student the name of a chess piece corresponding to his team color (*Chess Pieces*, G 6). If there are more students than chess pieces, the extra students should be pawns. The team members line up facing one another with the name of their chess piece visible.

Explain that the object of “Human Chess” is to capture the opposing team’s king. Students from each team take turns asking review questions to an opposing team member of their choice. When a player has missed the maximum number of questions shown on his chess piece, he is out of the game and is considered “captured” by the other team.

Questions may be asked multiple times until a correct answer is given. Individual players may ask only one question per turn. The same player may not be asked a question two turns in a row. Another team member may question that same player on his turn. The first team to “capture” the opposing team’s king as well as three other players wins the game.

## ♦ Lesson 157 ♦

### Objective

- Demonstrate knowledge of concepts from Chapter 14 by taking the test

### Assessment

Tests—Chapter 14 Test