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

Medieval Europe once made up the bulk of the Western Empire of ancient Rome. The barbarian raids that helped to end the former empire continued in and off until about 1500 CE. With Rome’s army gone, people had to find other ways to protect and sustain themselves during this uncertain time. Feudalism and manorialism provided solutions.

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

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

Social change in Europe was helped by a number of significant events and trends. Some key developments and/or cultural achievements, such as invasions and wars, and prominent people, such as Charlemagne, Saladin and Marco Polo. This timeline is illustrated with several sources and other methods. It helps students to think about other important events and their relationships of different groups in society.

Teaching tips
Use the resources on these pages to place medieval Europe in its historical and geographical context. See the webinks in the extra panels on this spread for some general websites on Medieval Europe.

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

Ask students these questions:
1. What event occurred in 476 CE and is often used as the starting point of the medieval period of European history?
2. For the first 500 years or so of the medieval period, it appears that very little happened. Only two events are listed on the timeline as occurring between 500 CE and 1000 CE. Do you think that events like these are still important to this day? Why do you think so?
3. What do these various conflicts that took place during the medieval period? What were some changes and achievements that improved the lives of people in this period and what were some events that made life worse?
4. What event occurred in 1006 that is often used to mark the end of the medieval period? Why might this have been a significant event in medieval Europe?

Use student response to these questions to generate discussion on the rise and fall of civilisations and how we know about people and events from the past. Most of the events on this timeline illustrate major events, such as invasions and wars, and prominent people, such as Charlemagne, Saladin and Marco Polo. There is virtually no information on what life was like for ordinary medieval people. Ask students why they think timelines tend to look at big political events rather than everyday events? What clues can they find about everyday life for medieval people in this timeline?

Use an atlas to place Europe in its geographical context. Don’t assume that Year 8 students know where Europe is located. You may like to use a data projector or interactive whiteboard to display a map of the world to show the location of Europe, and then a map of Europe to show the location of specific geographic features. Students could be provided with an outline map of Europe and, using their atlas, could locate and label specific places mentioned on the timeline: Rome, Spain, Hastings, Paris, Venice, England, France, Florence, Sicily and Jerusalem (Jerusalem lies in the Middle Eastern region. This is sometimes included as part of Europe, sometimes as part of Asia and sometimes as its own region. It does not really matter as long as students know where it is).

Digging deeper: Thinking tools
After students have looked carefully at the timeline, have them complete the KWL chart below.

<table>
<thead>
<tr>
<th>I already know about...</th>
<th>What I want to know about the...</th>
<th>What I have learned about the...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medieval period</td>
<td>the medieval period</td>
<td>the medieval period</td>
</tr>
</tbody>
</table>

Enter the 10 numbers below into the search field of your ebook to access these resources.

ID030.04 Interactive timeline: Medieval Europe
ID030.05 Weblink: Medieval history
ID030.06 The Internet Medieval Sourcebook contains a wealth of primary source material
ID030.07 Weblink: BBC Media
ID030.08 A website containing useful information on the medieval period for students and teachers
ID030.09 The BBC History website explores Britain in the Middle Ages.
3.1 How was society in medieval Europe organised?

During the 6th century, a new way of organising society emerged in Europe. This system later became known as Feudalism. It would prove to be very important across medieval Europe. Its origins lie in the legacy of the Roman Empire. As Emperor Justinian of the Eastern Roman Empire (the Byzantine Empire) attempted to rebuild the Roman Empire's western half in the 6th and 7th centuries, the overall migration of the barbarians tended to be westwards. In this system, increasingly powerful monarchs and aristocrats were met by the presence of a series of lesser nobles who accepted the authority of their superiors in return for the right to retain a certain level of power and some land to govern. This system later became known as Feudalism. Its origins lie in the legacy of the Roman Empire. As Emperor Justinian of the Eastern Roman Empire (the Byzantine Empire) attempted to rebuild the Roman Empire's western half in the 6th and 7th centuries, the overall migration of the barbarians tended to be westwards.

The influence of Christianity

One of the most lasting legacies of ancient Rome for Europe was Christianity, which spread throughout Europe in the centuries following the Western Roman Empire's collapse in the 5th century CE. Christianity was the official religion of the Roman Empire, so it was entrenched when the empire ended. Christianity had been spread by missionaries. It also impacted on medieval Europe's relationships with other religions. During the 6th century, a new way of organising society emerged in Europe. This system later became known as Feudalism. It was introduced to Europe by the Byzantine Empire during the 6th and 7th centuries. As Emperor Justinian attempted to rebuild the Roman Empire's western half in the 6th and 7th centuries, the overall migration of the barbarians tended to be westwards. In this system, increasingly powerful monarchs and aristocrats were met by the presence of a series of lesser nobles who accepted the authority of their superiors in return for the right to retain a certain level of power and some land to govern. This system later became known as Feudalism. Its origins lie in the legacy of the Roman Empire.

Skillbooster: Tribal peoples

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

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

(For more information on these tribes see the weblink in the gbook extra panel on this spread.) Each team is given the task of teaching the rest of the class about their selected group. They should begin by framing a series of questions to inform the class about their selected group. They should begin by framing a series of questions to inform the rest of the class about their selected group. They should begin by framing a series of questions to inform the class about their selected group. They should begin by framing a series of questions to inform the class about their selected group.

 Australians Curriculum focus
HISTORICAL KNOWLEDGE AND UNDERSTANDING
• The way of life in Medieval Europe (social, cultural, economic and political features) and the lives and relationships of different groups in society
• Use historical terms and concepts.
• Identify a range of questions about the past to inform a historical inquiry.
• Identify and locate relevant sources, using ICT and other methods.
• Locate, compare, select and use information from a range of sources as evidence.
• Draw conclusions about the usefulness of sources.
• Identify and describe points of view, attitudes and values in primary and secondary sources.
• Use a range of communication forms (oral, graphic, written) and digital technologies.

How is your school going to teach the students about the early medieval period? How will you ensure that they understand the importance of this period in history?
The Nuremberg Chronicle, a medieval woodcut depicting the earliest known illustrated books and remains one of the most valuable early printed editions. The majority of medieval manuscripts were illustrated in this way. The text is a vivid account of a great event, the Black Death, which struck Europe in the 14th century. The Black Death killed about 25 million people, about a quarter (or more) of the population. The rapid rise and fall in the population caused by the Black Death would have affected the economic and social structures of medieval society. Many buildings in the town have towers. Some of the festivals listed here have continued to the present day, some have all but disappeared, and some have been changed from medieval times. This provides students with an opportunity to explore the key historical concept of continuity and change. The focus of these festivals for example, Melbourne Cup Day, Anzac Day, Queen’s Birthday, were all developed in the medieval period and have changed their meaning over time onwards it increased rapidly, boosted by the growth of towns and, possibly, the windfall from overseas trade. The growth of towns and cities was accompanied by a growing population. During Europe’s early medieval period, there were very few big cities. Rome was probably the largest city; London and Paris were much smaller. By around 1500, the population of England was around 10 million. Medieval towns and cities were smaller than those we know today. Some towers have a religious symbol on them. Some towers were built near rivers. Many buildings in the town have towers.
Influence of medieval monarchies

Monarchs were a critical factor in shaping the society of medieval Europe. The monarch generally ruled either as a king or queen (depending on the region). They either inherited the right to rule through birth, or were elected or appointed through a variety of means. Monarchs were often absolute rulers and had significant powers and responsibilities. Their decisions could have far-reaching effects on the lives of their subjects.

Monarchies differed in terms of their form of government and their relationship with the Church. Some monarchs had divine or hereditary rights to rule, while others were elected or appointed. Monarchs often had to balance their power with that of the Church and other feudal lords.

Each student is allocated a monarch of a European country and region to research. Their assignment is to explore the life and reign of their monarch. They will research their monarch’s background, accomplishments, and the impact of their rule.

Skillbooster: Medieval monarchies

Each monarch had a unique set of strengths and weaknesses. Students will research these aspects to understand the influence of their monarch on medieval Europe.

Example: Charlemagne

Charlemagne was a powerful medieval monarch who expanded the Carolingian state. His reign was marked by military conquests and the establishment of a centralized government. Charlemagne’s empire was eventually divided among his heirs.

Arrival of the Vikings

The Viking period was a time of conquest and exploration. The Vikings established settlements in many parts of Europe and beyond. They were feared for their raiding and plundering activities.

Skillbooster: Viking attack on Paris

The Viking attack on Paris in 885 CE was a significant event in medieval history. The Vikings were led by Rollo, who went on to become the Duke of Normandy.

New kingdoms

The Viking raids led to the establishment of new kingdoms in Europe. These kingdoms were often established by Viking settlers who chose to stay in a particular region.

Skillbooster: Twitter ‘Who am I?’

Students can use Twitter to research their assigned monarch. They can follow historical figures and learn more about their lives and reigns.

Getting started

Preparation

Each student is allocated a monarch of a European kingdom or region to research. Their assignment is to explore the life and reign of their monarch. Each monarch had a unique set of strengths and weaknesses.

Skillbooster: Medieval portraits of former Visigoth kings in Spain

The Carolingian kings were a powerful influence in medieval Europe. They were often called the ‘Pious’ or ‘Great’. Their reigns were marked by military conquests and the establishment of a centralized government.

Skillbooster: Medieval portraits of former Visigoth kings in Spain

The Carolingian kings came to power at a time of great instability in the region. They established a powerful empire that included much of Western Europe. They were known for their military conquests and the establishment of a centralized government.

Skillbooster: Medieval portraits of former Visigoth kings in Spain

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Skillbooster: Medieval portraits of former Visigoth kings in Spain

The Carolingian kings came to power at a time of great instability in the region. They established a powerful empire that included much of Western Europe. They were known for their military conquests and the establishment of a centralized government.

These exercises provide opportunities for students to research medieval monarchs and their influence on Europe.

Skillbooster: Medieval portraits of former Visigoth kings in Spain

The Carolingian kings came to power at a time of great instability in the region. They established a powerful empire that included much of Western Europe. They were known for their military conquests and the establishment of a centralized government.
Activity 3.5

Consider this question and have the class brainstorm possible scenarios. Write these on ideas boards or create a mind map with the question at the centre. The question: Charlemagne is the answer. Ask the students to come up with five possible questions that result in this answer.

Answers: Check your learning

1. Answers may include: Einhard was a close friend of Charlemagne; he was a member of Charlemagne’s inner circle; Charlemagne’s death was written by Einhard; Einhard was commissioned by Charlemagne’s son.

2. Charlemagne’s father was Pepin the Short, the King of the Franks. His brother Carloman co-ruled the Frankish kingdom when their father died. After Charlemagne died in 814, Charlemagne’s son Louis the Pious was made co-emperor by his father.

3. Charlemagne included many new developments in literature, building and the visual arts.

4. Some of Einhard’s biographical details about Charlemagne are based on his personal knowledge of Charlemagne’s inner circle. Einhard’s account was written at the request of Charlemagne’s son.

5. The account is a biased one. Einhard was Charlemagne’s close inner circle. Einhard’s account was written at the request of Charlemagne’s son.

6. Charlemagne included many new developments in literature, building and the visual arts.

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

Answers: Check your learning

1. Answers may include: Einhard was Charlemagne’s closest friend; he wrote the account of Charlemagne’s death; Einhard was commissioned by Charlemagne’s son; Einhard portrayed Charlemagne as a great leader.

2. Einhard was a member of Charlemagne’s inner circle. Einhard’s account was written at the request of Charlemagne’s son. Einhard was closely acquainted with Charlemagne.

3. Einhard may include his image as a great leader; Einhard was a great admirer of Charlemagne; Einhard may have seen Charlemagne as a great leader of the church.

4. Einhard may include his image as a great leader; Einhard was a great admirer of Charlemagne; Einhard may have seen Charlemagne as a great leader of the church.

5. Einhard may include his image as a great leader; Einhard was a great admirer of Charlemagne; Einhard may have seen Charlemagne as a great leader of the church.

6. Einhard may include his image as a great leader; Einhard was a great admirer of Charlemagne; Einhard may have seen Charlemagne as a great leader of the church.
Historical significance is the importance that is assigned to particular aspects of the past, for example events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as:
• How did people in the past view the significance of an event?
• How important were the consequences of an event?
• What was the duration of the event?
• How relevant is it to the contemporary world?

The Normans
In France, the Vikings also established a strong base. In 911, their leader Hrolf defeated Charles the Simple (a descendant of Carolingians), ending the Frankish king's power forever. But the Frankish king made an agreement with Hrolf. He gave him a gift of land in Italy, a region of Normandy. It was called Normandy, the land of the Northerners. The Normans used this power to spread north, and to convert to Christianity. He also changed his name to Robert. Robert became the first Duke of Normandy, a region of the Frankish king.

In the new kingdom, the Vikings adopted and refined some of the political and cultural practices of the Franks. The lord owned the land. Some of the land was given to landowners called vassals, who had to provide men for war. By the early 11th century, the Normans had carved another kingdom in northern Italy.

The Normans in England
The Normans also had a long-standing interest in England. For example, in 1066, the state of England was divided and could not enforce their rule. They also introduced the system of feudalism already common across mainland Europe.

The Normans in England

The Normans also had a long-standing interest in England. For example, in 1066, the state of England was divided and could not enforce their rule. They also introduced the system of feudalism already common across mainland Europe.

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

The books were written in Latin, the language then used for all official documents in both mainland Europe and England. The everyday language of England’s Norman realm was a mix of Norman French (which was Latinized in the script) and the native Old English.

Workbook resources
Activity 3.1 Analyse the Bayeux Tapestry

Which of the two primary sources did students find to be the most significant? Was there general agreement amongst the students in the class? Discuss any discrepancies and ask students to use evidence from the available sources to justify their scores.

The Normans in England

The Normans in England

The books were written in Latin, the language then used for all official documents in both mainland Europe and England. The everyday language of England’s Norman realm was a mix of Norman French (which was Latinized in the script) and the native Old English.

Weblink: Battle of Hastings
Weblink: Battle of Hastings

Weblink: Domesday Book
Weblink: Bayeux Tapestry

Weblink: Battle of Hastings

Weblink: Bayeux Tapestry

Weblink: Domesday Book

The books were written in Latin, the language then used for all official documents in both mainland Europe and England. The everyday language of England’s Norman realm was a mix of Norman French (which was Latinized in the script) and the native Old English.

Weblink: Battle of Hastings
Weblink: Battle of Hastings

Weblink: Bayeux Tapestry

Weblink: Bayeux Tapestry

Weblink: Domesday Book

The books were written in Latin, the language then used for all official documents in both mainland Europe and England. The everyday language of England’s Norman realm was a mix of Norman French (which was Latinized in the script) and the native Old English.
In 1066 the Viking leader Hrolf defeated the French king, Charles the Simple. Charles gave Hrolf a gift of land in western France and in exchange Hrolf converted to Christianity and agreed to stop raiding the rest of France. Hrolf changed his name to Rolan and became a vassal of the French king. The Vikings’ land came to be called Normandy (the ‘land of the North men’) and their leader, the Duke of Normandy.

2 Responses should resemble the following: William of Normandy: Edward the Confessor’s mother had been a Norman and a relative of William’s, so William believed the throne should pass to him because Edward had no heir.

3 Harold Godwinson: Edward’s wife was Harold Godwinson’s half-sister, so Harold believed he should be next in line for the throne.

4 Edward Atheling: Edward was the grandson of Edward’s father, Edmund, who had briefly ruled as king.

5 The Normans introduced feudalism after they invaded Britain.

6 The typical organisation of a feudal manor and the roles of its inhabitants.

7 Source 3.20

8 What is hierarchy? Do we have hierarchies of any kind in Australia today? Explain.

9 In your own words, explain the relationship between a vassal and a lord.

10 Domesday Book is one of the only written sources from the period of the Norman invasion of Britain, and it contains extremely detailed descriptions of British society at the time from the perspective of the new Norman ruling class.

11 Lords did not need to work the land they gave to the vassals; vassals provided their lord with an income and a household; vassals who provided loyal and exceptional service to their lord were rewarded; vassals were loyal to their lord in exchange for land; and vassals usually had to pay dues of some sort to their lord.

12 Individual responses will vary.

13 A gift of land.

The influence of feudalism

Feudalism was necessary to centralise power because of several factors (see section 3.6). Having a system of great stability: a system of mutual obligations ensured that everyone was taken care of and that society was stable and safe.

Feudalism was a way of organizing a society through a hierarchy. A hierarchy is any system that classifies members of that system from top to bottom. In a feudal society, everyone from the king to the poorest peasant had specific duties and obligations: duties to protect and loyalty. Each vassal served the lord above them, and each vassal served the lord below them, and so on. See Source 3.22, which illustrates the hierarchy. A hierarchy is any system that classifies members of that system from top to bottom. In a feudal society, everyone from the king to the poorest peasant had specific duties and obligations: duties to protect and loyalty. Each vassal served the lord above them, and each vassal served the lord below them, and so on. See Source 3.22, which illustrates the hierarchy.

Feudalism was a system of mutual obligations that everyone was taken care of and that society was stable and safe. It is important to remember that feudalism was not simply a top–down structure, where the people at the top could tell the people below what to do. Obligations were two-way (mutual). For example, a lord, as lord, had an obligation to provide land (known as a fee) to the tenants below him; each vassal also had obligations to his lord to provide military support and loyalty. The vassal, in turn, had obligations to the vassals below him, and so on. See Source 3.22, which illustrates the hierarchy.

Feudalism was necessary in medieval times because of several factors (see section 3.6). Having a system of great stability: a system of mutual obligations ensured that everyone was taken care of and that society was stable and safe.

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Australian Curriculum focus

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- The way of life in Medieval Europe (social, cultural, economic and political features), and the roles and relationships of different groups in society.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

**HISTORICAL SKILLS**
- Locals, select and use information from a range of sources as evidence.
- Interpret evidence and use it to develop and support lines of inquiry.

Teaching tips

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

**Digging deeper: Thinking tools**

The artwork of a feudal manor can be a great teaching tool. The model must be as realistic as possible by painting it before you put it together. Alternatively, you could design a model of the church that others could make from a single piece of cardboard. The model must include instructions.

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

Interpersonal: In a group, role-play a meeting between a group of serfs and the bailiff. The bailiff has called the meeting because he is worried that the crops need to be harvested more quickly so they do not rot in the fields. The serfs believe that they are already working too hard and that the bailiff does not understand how hard they work. The bailiff has other reasons for wanting the crops harvested more quickly so you need to convince him that your rationale is better.

Naturalist: Medieval people lived much closer to nature than most people in today’s world. List all of the examples that you can find that prove this statement to be true. Here is an example to get you started: Villagers in medieval times washed their clothes with rocks collected from streams. In modern Australia most roofs are made from concrete, clay or iron and homeowners rely on someone else to manufacture roofing materials. You may like to complete this activity by using a contrast chart and compare table or by sketching the medieval example next to a modern example of the same activity.

**SkillBooster: Interactive**

An interactive learning activity for the feudal manor is available on the ghosh (see the link in the ghosh extras panel on this spread). This activity includes a range of illustrations, images, and audio and/or video resources for students.
A medieval artist’s impression of a peasant at a manor house.

Those who worked

Peasants made up the largest single group in medieval European society. They undertook the bulk of the physical work, most of which was related to farming. They laboured productive the land and other goods needed by the wealthy (such as furniture and armour). They also provided much of the income of the rich through the rents and taxes they paid. Peasants lived hard lives that were usually short. Farm work was difficult. Everything had to be done by hand, and tools were basic. Those included in this box are shown, which are large, curved, sharp-edged knives used to cut down hay and long grass and to harvest grain crops.

People went to bed early and woke up at dawn. For the peasants, there were few human comforts, especially when the weather was bad. Survival depended on working hard and staying healthy. Even violence was an issue.

Those who prayed

The Popes and the Western Church (historically called the Church) were supported by a large network of Christians, including cardinals, archbishops, bishops, deacons, abbots, monks, nuns, village priests and friars. Some of these people worked for the Church, some chose to be part of the Church. Devout Christians in medieval Europe often chose to serve God as monks or nuns. Those who prayed were interested in the annual cycle of plant growth and the way to maximise agricultural yields by understanding this annual cycle. He is known as the ‘father of horticulture’ as he was one of the first to apply basic scientific principles to the study of plants. This painting, known as the Crescenziana Calendar, was included in his most famous work, Liber ruralium commodorum (The Book of Rural Benefits). It was written in the 1300s.

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

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

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

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

Monks and nuns

Devout Christians in medieval Europe often chose to serve God as monks or nuns. Their lives were controlled by their vows of poverty (sexual relationships), obedience and poverty. They devoted their lives to serving God and their superiors. This meant putting nearly every day including late at night and early in the morning. To help them keep their vows and show devotion, monks and nuns lived apart from the community. Monks lived in monasteries and nuns in convents.

Devout Christians in medieval Europe often chose to serve God as monks or nuns. Their lives were controlled by their vows of poverty (sexual relationships), obedience and poverty. They devoted their lives to serving God and their superiors. This meant putting nearly every day including late at night and early in the morning. To help them keep their vows and show devotion, monks and nuns lived apart from the community. Monks lived in monasteries and nuns in convents.

Skillbooster: Discussing values

Read the section ‘Monks and nuns’ and discuss as a class what would motivate people to lead this way of life. What would be the advantages of this way of life over that of a peasant and what would be the disadvantages? Why do you think the rulers gave churches gifts, such as land, and did not ask them to pay any tax? What does this tell us about the values and attitudes of the ruling class? How do you think the vast numbers of peasants saw the monks and nuns? What is your opinion of people who lived this way of life? There are still many religious communities who live a way of life similar to that described in this section. Why do you think some people choose to live this way of life in the modern world? What is your opinion about this way of life?
The legacy of medieval monasticism

In medieval society, monks were usually the only people who could read and write. Some were literate. Often, they were important donators of books. Many monks copied and translated important religious texts such as the Bible, medical texts, and the classics. Their work was very important in preserving ancient documents and in the transmission of knowledge.

Those who fought

As a group, knights made up only a small percentage of the population. In feudal society, they were typically knighted for their military bravery. British knights these days might be recognised for their achievements in business, politics or entertainment. (For instance, the musician Mick Jagger of the Rolling Stones is a knight.) As in medieval times, knights are called 'Sir'. Other ages are called 'Lady' or 'Dame'.

Typical day for a wealthy family

A typical day for a wealthy family might begin when the sun rose. By then, servants would have prepared their toiletries. They would visit the cold and breezy garderobe (toilet seat) to wash. In the kitchen and great hall, servants would have prepared for 24 hours by praying and fasting (called a vigil). There can be other change, too, some people might now receive a medal instead of spurs and a sword.

Living conditions

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

Home life of the wealthy

The rich included kings and queens and their troubled families, feudal lords and their families, the lord and lady of a manor. They had good meals. When they did not fight wars, the wealthy lived in comfortable lives, often in large houses and castles (see Source 3.29).

In peasant lives, castles were for settings for feasts (see Source 3.20), workshops, markets, commerce, and serving the monarchy and its courts and taxes. They were also the local focal point in medieval life, the site of the daily running of the manor and for administering justice.

HISTORICAL SKILLS

• Locates, compares, selects, and uses information from a range of sources as evidence.
• Draws conclusions about the usefulness of sources.
• Identify and describe points of view, attitudes and values in primary and secondary sources.

Australian Curriculum focus

• Spread across the years 7-10, this part of the Australian Curriculum is focused on the periods of Medieval Europe, the Renaissance and the Reformation. Students will study the historical, social, cultural and religious developments of the period.

• Australian Curriculum focus

The way of life in Medieval Europe (social, cultural, economic, and political features) and the role of significant individuals (such as Charlemagne)

HISTORICAL KNOWLEDGE AND UNDERSTANDING

• Use historical terms and concepts.
• Identify the origin and purpose of primary and secondary sources.

Skillbooster: Gregorian chants

Listen to a Gregorian chant and find out how this form of worship began. What was it intended to do?

Skillbooster: Medieval knights

View the trailer for the 2013 Heath Ledger movie, A Knight’s Tale (see the weblink in the gbook extras panel on this spread). Set in 1370, in medieval Europe, it tells the fictional story of a commoner who battles knights in a series of jousting tournaments. It is from films such as this that many students develop their first understanding of knights and medieval times. While viewing this trailer, students should list new images or scenes that are shown and the impression that this gives viewers of knights in the medieval period. The table in the right-hand column of this spread lists the scene in the column and some impressions in the second column. You may choose to give students this table and ask them to complete it or have them begin with a blank table. When students have completed the table, they should then list the attributes of a knight as shown in this trailer. This could be done as a mind map with an image of a knight in the centre of the page and key words written around the outside. These could then be displayed on the classroom wall.

An extension of this activity is to have students research the life of a medieval knight and try to find evidence of the knight’s character and attributes. Ask the impressions portrayed in the movie trailer accurately or fair? Why do some makers traditionally portray knights in this way? Students could also consider the impact of the music (knights as the rock stars of their day) and the modern expression (‘it’s called a lance’! huh?).

You may want to finish the lesson by having students play an interactive jousting game (see the weblink in the gbook extras panel on this spread).
Using the Top castles website (listed in the o book tablet. data projector using a laptop, desktop computer or classroom. This would also work with a standard whiteboard to test students’ understanding of the parts of a castle, or the ways in which a castle could/uni00A0be attacked and defended. Tools such as the teaching tips

• Identify a range of questions about the past to inform a historical inquiry.
• Continuity and change in society in ONE of the following areas: economic and political features; towns, cities and commerce
• The way of life in Medieval Europe (social, cultural, and/or video resources for students.
• Identify and locate relevant sources, using ICT and other methods.
• Locals, compass, select and use information from a range of sources as evidence.

Teaching tips
Consider putting Source 3.29 up on the interactive whiteboard to test students’ understanding of the parts of a castle, or the ways in which a castle could be attacked and defended. Tools such as the teaching tips

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Making history fun

Many schools include a ‘medieval day’ as part of their Year 8 History course. Students really look forward to these experiences as they are often remembered long after the differences between medieval and modern day are forgotten. Like many activities that require students to work actively and participate, they struggle to remember these experiences and they are often remembered for a long time after they take place.

Teaching tips

1. Students could design and build a trebuchet or catapult. In the school gym, students compete to see who has built the most accurate and the most powerful weapon. You may need to set some boundaries with regards to means of propulsion of these weapons. One simple way to do this is to supply the students with three rubber bands (thick ones rather than thin ones). These are the only means of propulsion allowed.

2. Students could have a go at archery or fencing. There are many organisations that will come into the school for a half day to run sessions on these activities.


4. Leave the sandboxes at home and ask students to bring foods that would have been eaten in medieval times. See the website in the gbook extras panel on this spread for recipes.

5. At the banquet, feasters could be entertained by students or special guests with medieval music and entertainment, such as storytelling, a jester and magicians.

6. Other options

   a. Stargazing: window construction (maybe in a different venue to the trebuchet and catapult competition?)

   b. Medieval pottery

   c. A chess tournament

   d. Play medieval games as shown in Source 3.36.

Answers: Check your learning


2. Individual responses will vary. Points raised might include: Wealthy family: rising at a servant, servants preparing their meals, eating in a large dining hall, visiting the gardeners, visiting their private chapel, conducting daily tasks such as reading next and providing over a manor court, and having a feast in the evening. Poor family: rising at dawn or later, going to the market outside, preparing their meals, eating in a small dining hall, mending the family’s house and eating a self-prepared meal together at the end of the day in the house.

3. Individual responses will vary.

Skillbooster: Interactive

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

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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

• Local, companies, select and use information from a range of sources as evidence.

• Use a range of communication forms (oral, graphic, written and digital) technologies.

HISTORICAL SKILLS

• Analyze cause and effect relationships.

Teaching tips

1. Locate, compare, select and use information from slips of paper in a box. You could try to replicate medieval society by having about 90 per cent of the students act as members of the other castle-building teams, armed with tennis balls, roll the balls at the castle trying to destroy it. The castle scores three points for each direct hit it withstands and one point for each indirect hit it withstands.

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Skillbooster: Interactive

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Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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

HISTORICAL SKILLS

• Identify the origin and purpose of primary and secondary sources.

• Locate, compare and use information from a range of sources as evidence.

• Draw conclusions about the usefulness of sources.

• Identify and describe points of view, attitudes and values in primary and secondary sources.

Skillooster: Children’s games

Ask students to analyse Source 3.36 which shows the painting Children’s games by the Flemish painter Pieter Brueghel the Elder. Using a large printed copy of the painting, students could divide it into a series of individual boxes showing the range of children’s games being played. There are apparently 250 children involved in 48 different games! Students could then select one of these activities and describe what the children are doing. They could re-enact this game if possible. Is this an example of continuity or change?

Eating the medieval way

There were two main differences in the diet of medieval times. People lived far from the farm and the market town. As a result, they ate more meat, but less fruit and vegetables. They lived on fish, milk, milk products, eggs, cheese, vegetables, salad, bread, fish, fruit and meat. There were also no restrictions on the types of food that were eaten. People used spices, sauces and spices to add variety to their food.

Eating habits of the rich

The rich were the children of the rich and the poor became rich. They were able to have an abundant diet, which included meat and fish. They were able to have more variety in their diet, and were able to choose what they wanted to eat. They were also able to have a proper service of food, which included meat and fish, as well as vegetables and fruit. They were also able to have a proper service of food, which included meat and fish, as well as vegetables and fruit.

Eating habits of the poor

The poor were the poorest and had very little to eat. They had a simple diet, which included meat and fish, as well as vegetables and fruit. They were also able to have a proper service of food, which included meat and fish, as well as vegetables and fruit. They were also able to have a proper service of food, which included meat and fish, as well as vegetables and fruit.

Medieval entertainment

Many pastimes in medieval Europe were the privilege of the wealthy. There were special feasts (such as at harvest time) put on by the lord of the manor. There also were the processions, ceremonies and holy day feasts and festivals associated with events of the Church calendar. The important people (that is, the important people) sat at a higher table than the others. Many pastimes in medieval Europe were the privilege of the wealthy. There were special feasts (such as at harvest time) put on by the lord of the manor. There also were the processions, ceremonies and holy day feasts and festivals associated with events of the Church calendar.

Check your learning

1. Discuss one way in which the 11th century in Europe might differ from the way in which it is today.

2. List three ways in which wealthy women and poor women might have kept the same clothing style.

3. Compare and contrast the diet of the rich and the poor. Did the rich eat healthier food? Justify your view.

4. Most people in medieval Europe lived on a diet of meat, vegetables and fruit. Prepare an illustrated menu of the main foods that dishes would have been served at a medieval feast.

Answers: Check your learning

1. Answers may include: eating seemingly elegant,ови, owning dresses made from satin or velvet, wearing perfume and smoking of incense, wearing clothes that were clearly measured and custom tailored, and wearing long, trailing gowns with elaborate sleeves and extravagant headwear.

2. Wealthy women used scented oils, red and fragrant flowers in hot bath to make their bodies smell nice. They also used expensive musk and floral perfumes imported from Arabia, as well as locally sourced perfumes. Their home were filled with the smells of burnt cinnamon, mint and rosemary to sweeten the air and then combine their hair with concoctions made from dried roses, clove, nutmeg, ylang-ylang, patchouli and frankincense. However, the rich could not afford such luxuries and instead made themselves smell nice by bathing with a dash of cold water and, on special occasions, freshening the aroma of their hair and clothes with flowers.

3. The wealthy are a great deal of meat, including deer, wild boar, hare and pheasant, as well as fish, eggs, vegetables, sauces and spices. The poor, who lived mainly on a simple diet, were not allowed to borrow game, as their diets consisted mainly of grain-based, seasonal vegetables, milk, hard cheeses, potatoes and sometimes nuts. Some workers would also have been able to afford meat and were not allowed to borrow game, as their diets consisted mainly of grain-based, seasonal vegetables, milk, hard cheeses, potatoes and sometimes nuts. Some workers would also have been able to afford meat and were not allowed to borrow game, as their diets consisted mainly of grain-based, seasonal vegetables, milk, hard cheeses, potatoes and sometimes nuts. Some workers would also have been able to afford meat and were not allowed to borrow game, as their diets consisted mainly of grain-based, seasonal vegetables, milk, hard cheeses, potatoes and sometimes nuts.

4. Individual responses will vary.

Workbook resources

Activity 3.4 Medieval recipes

book extras

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

ID03.32 Workbook: Children’s games

Video: This modern adaptation of the painting Children’s Games.
**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

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

**HISTORICAL SKILLS**

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

**big ideas**

3.1 How was society in medieval Europe organised?

**Remember**

In your own words, define each of the following terms: feudalism, vassal, manor.

- Look at Source 3.1. How many feudal systems have been offered by the class? (The 8th century AD; the 13th century AD; the 16th century AD; the 19th century AD)
- Identify the origin and purpose of primary and secondary sources.
- Analyse the relationship between the Battle of Hastings in 1066 and the beginning of a feudal system in Britain.
- How do you think that a medieval marriage might have been strengthened by giving him a new wife who provided food and support?
- Look at Source 3.2. 3.25 and 3.30. Based on these sources, what do you think happened on the day of the battle? What do you think were the reasons for the battle?

**Understand**

- Explain the relationship between the Battle of Hastings in 1066 and the beginning of a feudal system in Britain.
- How do you think that a medieval marriage might have been strengthened by giving him a new wife who provided food and support?
- Look at Source 3.2. 3.25 and 3.30. Based on these sources, what do you think happened on the day of the battle? What do you think were the reasons for the battle?

**Apply**

- Think about all the factors that have helped to make you who you are. Think about how these factors help to control your behaviour and your social identity. Think, too, about how they are related. Think about how feudalism is a control system.
- How is a group constructed as a whole of either the land of a poor feudal family or the building of a wealthy medieval city as a whole? (Based on reasoning, research, presenting materials, overstretching the distance and persuading it to the idea)
- Create a visual representation for the concept of mediaval society using all the data you have so far.

**Answers: Big Ideas**

1. Individual responses will vary. Answers may resemble: Feudalism: a social system based on two very important terms: lord and vassal. ‘The lord gifted fields of land to the vassals. In exchange for loyalty and military service. The vassals also provided protection to their land in exchange for the ‘free labour on their land.

2. Serfs—someone—a man—who ever loyalty to lord in exchange for fields of land and other gifts. Manor: the land owned by a vassal. Given to him by his lord. The manor’s land was farmed by serfs and was also the vassal’s sole land.

3. a. Peasants

b. Physical work, many of which was related to farming

4. The Battles of Hastings resulted in William of Normandy becoming King of England. The Normans were used to

5. The feudal system, so William rewarded his loyal knights with fields of land, thus introducing feudalism to Britain.

6. Answers may include: it ensured the vassals were loyal to their lord, reducing the risk of rebellion, and it allowed the king to quickly raise an army when he needed one, because the vassals were obliged to provide him with soldiers in exchange for the fields.

7. Point raised might include: that a medieval serf would typically have had a hard life.

8. Answers may include: it ensured the vassals were loyal to their lord, reducing the risk of rebellion, and it allowed the king to quickly raise an army when he needed one, because the vassals were obliged to provide him with soldiers in exchange for the fields.

9. Point raised might include: that a medieval serf would typically have had a hard life.

10. Answers may include: it ensured the vassals were loyal to their lord, reducing the risk of rebellion, and it allowed the king to quickly raise an army when he needed one, because the vassals were obliged to provide him with soldiers in exchange for the fields.

11. Individual responses will vary. Examples might include: Why did you decide to become a monk/nun? When did you decide to become a monk/nun? What does the daily life of a monk/nun include? What are the benefits of being a monk/nun? What are the challenges of being a monk/nun? What do you think the life of a nun is like? What are the benefits of being a nun? What are the challenges of being a nun?

12. Answers may include: one fortified manor house, approximately 15 smaller dwellings, two stables, a barn, a well, and a water source. A view of a medieval manor house. This view looks at a large open field of land enclosed with a stone wall.

13. Individual responses will vary. Points raised might include: the number of people in your family, the type of activity you are doing, how you feel about your family, your interests, how you wish to interact with the past, what you think the music would be like, how you plan to listen to the music, what you think the music would be like, etc.

14. Answers may include: whether medieval women lived in the village, whether the vassals use the woodland for hunting games, whether the serfs produced more food than they and the vassal needed, whether the monks were able to live in peace, what type of activity you are doing, how you feel about your family, your interests, how you wish to interact with the past, what you think the music would be like, etc.
What developments and achievements influenced medieval Europe?

Medieval Europe experienced great changes, both good and bad. Although the arts such as music and art were very florid, religious and secular stained glass windows took their place. It was often time of social changes that affected the structure of feudal society. At times, it may have seemed time of medieval Europe as if their world had been turned upside down.

Medieval buildings

One enduring and more obvious feature of Europe’s medieval society is its architecture. Many European cities and towns began during the medieval period or have buildings that date back hundreds of years. These buildings include castles, churches, cathedrals and monasteries. As you can see from Source 3.39, many of these structures were very large, often the largest buildings in a town or city. Spire and bell towers, of medieval design, add an architectural height.

Gothic style

Most medieval buildings are examples of Gothic architecture. As a style, it became prominent in the later 1100s and continued until about 1500. While each region had its particular influence on their architecture, there were many common features, especially with churches. It is significant that many Christian monasteries and cathedrals still incorporate these features. They include:

- a cross-shaped floor plan, called a cruciform plan (source of the term Gothic) that takes the shape of a cross
- pointed arches and windows that come to a sharp point at the top
- flying buttresses, supporting stone arches that enabled the building to be built to a great height

Imagine that you are a medieval peasant who worked to construct this building. What effect would it have on medieval peasants or on medieval lords? Might this change the way that the people behaved? How might the masons and labourers who worked to construct this building feel about it? You might like to use the virtual tour to help in your description (see the weblink in the book extras panel on this spread).

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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

HISTORICAL SKILLS

- Use historical terms and concepts
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locals, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Use a range of communication forms (oral, graphic, written and digital)
In 1191, the monk Gerald of Wales, for example, states that he is a legend or that he was a source of these books and their sources. Discuss the various sources and discuss their reliability. Where possible, students should also be made aware of the nature of both. Where possible, students should also be made aware of the nature of both. Where possible, students should also be made aware of the nature of both.

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

The next step is to lead to the school library and using the catalogue, track down every book, fiction or non-fiction and including encyclopedias, that mention King Arthur or any part of the Arthurian story, such as the Round Table, Camelot, Excalibur and Lanceot. Open the books to the relevant pages and lay them out on one large table in the library.

Students should select one of these books and record whether the story is fact, fiction or a mixture of both. Where possible, students should also be shown where to find the acknowledgments in the book that lists the sources. What the author has used as sources to back his or her claims that Arthur is fact or fiction is the reliability of these books and their sources. Discuss the various descriptions of Arthur. Do the more reliable sources, for example, state that he is a legend or that he was a real historical figure?

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

1. History of the Britons written in c.629–32 is a description of a man named Arthur who fought the Saxons and was chosen as the commander of the British forces.

2. This is supported in Annals of Wales written in the late 11th century and other historical accounts from the period that describe a battle 500 years earlier “in which Arthur carried the Cross of our Lord Jesus Christ for three days and three nights on his shoulders and the Britons were the victors.”

3. Geoffrey of Monmouth in his History of the Kings of Britain (c.1136) makes Arthur a king and gives him a location: the isle of Avalon.

Complete this activity by asking students which parts of the Arthurian story they consider to be fact and which they think are fiction. Once again, ask for their evidence to support their claims. If you want to take this further, access the Education website (see the workbook in the ghostly extra panel on this spread) which contains lesson plans and activities on the life in the story, the kings of the Round Table, Excalibur, the Holy Grail and the isle of Avalon.

Skill booster: Contestability

Contestability occurs when particular interpretations of the past are open to debate, for example, due to a result of a lack of evidence or different perspectives. The story of King Arthur provides an opportunity for you to demonstrate how interpretations of the past are open to debate and how fact and fiction can be seen together so tightly that it becomes almost impossible to work out which is which. Before reading the evidence on King Arthur ask your students a simple question: Do you think that King Arthur and the knights of the Round Table were real people or are they fictional characters like Superman or Spiderman?

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

The next step is to lead to the school library and using the catalogue, track down every book, fiction or non-fiction and including encyclopedias, that mention King Arthur or any part of the Arthurian story, such as the Round Table, Camelot, Excalibur and Lanceot. Open the books to the relevant pages and lay them out on one large table in the library. Students should select one of these books and record whether the story is fact, fiction or a mixture of both. Where possible, students should also be shown where to find the acknowledgments in the book that lists the sources. What the author has used as sources to back his or her claims that Arthur is fact or fiction is the reliability of these books and their sources. Discuss the various descriptions of Arthur. Do the more reliable sources, for example, state that he is a legend or that he was a real historical figure?
A further assignment activity is to take an image of a modern orchestra (see the Colombi in the ghose extra panel on this spread). By clicking on the image of each instrument you can hear what the instrument sounded like. If your students have access to individual computers with speakers, they could hear what these instruments sounded like together. Unfortunately, they are not all playing the same tune but for a bit of fun, you can emulate a medieval orchestra.

Religious warfare—the Crusades

The Crusades were a series of religious wars fought in today's Middle East by the forces of 13th-century Europe. In one of the wars fought between Christians and Muslims to gain control over key holy sites in the region, hundreds of thousands of people were killed. This so-called chanting was typically performed by choirs of monks and nuns. Significantly, it has continued as a feature of Catholic life to the present day.

Minstrels and troubadours

Minstrels were medieval entertainers. They sang popular songs, told stories and recalled news. They sang about everyday things such as love. Others included songs of love in a more dangerous and exciting way. Minstrels were important part of the household of a king or a lord. Minstrels of this period might be employed for a special event, such as a wedding or a coronation. Some towns and cities also employed minstrels for public events. Some minstrels would wander around the countryside, performing at fairs and community gatherings. Some minstrels might have to leave on crusades. Troubadours were musicians who were not employed by any one thing. They were not married, as this would interfere with their musical style and jobs. They became prominent in the late medieval period.

Music and religion

Many more important parts of church life. Hymns and religious songs were often part of religious ceremonies and religious songs were frequently sung without instruments. This is called chanting. This is typically performed by choirs of monks and nuns. Significantly, it has continued as a feature of Catholic life to the present day.

Check your learning

1. How was a troubador different from a minstrel?
2. Why is the religious form of singing seen as less effective than the secular one at the time?
A range of people from all walks of life—from young to young peasants—decided to join the Crusades. Although the primary motivation for most people who joined the Crusades was the desire to fight for Christianity, many people also chose to go to the Holy Land for other reasons, to escape from the mundane life of a peasant, or simply to get rich.

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

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

The Crusades did, however, benefit Europe and its peoples in many ways. Trade with eastern regions increased, allowing farmers to trade on a large scale. New crops, animals and technologies introduced and further unknowns toChristian societies. This, in turn, brought about new ideas, greater knowledge and more inventions. People lived in general improved, they were healthier and better educated. And, with the end of feudalism, they became more independent.

Who were the Crusaders?

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

Ask students to research each of these new ideas to find out what they were. Then, students should construct a mind map showing how each of these inventions had long-term and beneficial impacts on European society. On the mind map students should show the various uses of each of these new ideas, such as exploration, education, warfare and health. Discuss as a class the topic ‘Because they brought back many new ideas, the crusaders lost the wars but won the peace.’

Skillbooster: The returning crusaders

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

ID03.44 Weblink: Map of the Crusades
An interactive map of the Crusades

ID03.45 Weblink: Google Earth
Tutorial videos on creating place marks in Google Earth and then using them to create a tour

Skillbooster: The returning crusaders

Skillbooster: Thinking about the Crusades

Ask students to think carefully about these Crusades and the time period in which they took place. What problems of communication, transport, supplies and weaponry did the crusaders have to deal with? Have students list some of these problems as a series of questions. For example:

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

Now ask students to try to answer some of the questions. Remember the level of technology and ask students to think carefully about these Crusades and the time period in which they took place. What problems of communication, transport, supplies and weaponry did the crusaders have to deal with? Have students list some of these problems as a series of questions. For example:

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6. How would they communicate between armies or sections of armies? What difficulties would this create?
**3.2 What developments and achievements influenced life in medieval Europe?**

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

**Understand**
1. Conduct some research to trace the origins of Hildegard of Bingen. Based on what you find:
   - Why do you think she is regarded as a significant individual in medieval European history? 
   - List three works that she wrote. Suggest for each why you think it might have been a significant work at the time.

2. Why do we know so much more of the music of troubadours than of the music of simple peasant folk?
   - Given that tastes and fashions change over time, suggest why the lines of King Arthur and the Knights of the Round Table had remained such an enduring legend for writers, poets, artists, filmmakers and television producers, even so the the present day? What aspects of the tale make it so significant?

**Apply**
1. In small groups, brainstorm aspects of our Australian society today you think are sufficiently unusual (or evidence) for inclusion in the history section. 100 years from now, what do you think will be the most important aspects of our society? What specific examples might you provide to support your arguments?

2. a. Because very few people could read and write, making the surviving written primary sources rare and extremely historically significant.
   - They were illustrated and required a tremendous amount of work to complete.
   - The Book of Kells and the Christian Bible.

3. a. Hildegard was significant because she had a great deal of influence in a staunchly patriarchal society. She founded two monasteries and was a prolific writer on theology, botany and medicine. She was in correspondence with some of the most powerful people of her time, such as Pope Eugene III and the German Emperor Frederick Barbarossa, and attracted a large group of followers. She was also a vocal critic of certain Church practices and was an influence on modern natural medicine.

b. Answers may include: Ordo Virtutum (The Play of Virtues), which is the earliest surviving musical play and the only early medieval drama to survive with its original music; Physica, which was an influential text on the natural sciences; and Scivias (Know the Way), which was a book of Hildegard’s visions interpreted as religious messages. It was widely distributed and acclaimed in Europe. Because troubadours wrote their own music and lyrics, so there are surviving primary sources. Most peasants were illiterate, so few records of their songs are available.

5. Points scored might include: the values reflected in the legend of King Arthur are those we value and wish to hold today, such as chivalry, loyalty, equality and bravery; the stories themselves are exciting and appeal to young people, for tales of adventure. In other words, we can apply our own values and beliefs to the legend, such as seeing Arthur’s legendary Round Table as a founding stone of modern democracy.

6. Individual responses will vary. Points raised might include: Australian popular music; significant buildings such as the Sydney Harbour Bridge and Parliament House; Australian films; Australian books; archived newspaper article; recorded oral histories; sporting achievements and this stories of famous Australians. 

7. Individual responses will vary. Points raised might include: flying buttresses (Source 3.51), sculptures (Source 3.51), arches and windows that come to a point (Source 3.52), stained glass windows (Source 3.52), and a ‘cloister’ porch plan (Source 3.50).

8. a. It threatened Christian and Jewish traders and pilgrims, and also threatened the Byzantine city of Constantinople.

b. Christian, Islamic and Jewish traders and pilgrims may have continued to have had friendly relations in the region, and Jerusalem may have remained a fairly neutral city in the Middle East.

9. a. The Byzantine emperor may have attempted to reach a truce by agreement with the Seljuk Turks to keep Jerusalem open to Western traders and pilgrims, similar to the payments made to stop Viking raids earlier in the Middle Ages; the emperor may have offered huge incentives of land and loot to the Seljuk Turkish leader to ensure that he would support his position in the region.

10. Individual responses will vary.
A time of change

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

The Black Death between 1346 and 1353. This pandemic drastically reduced numbers: one third of Europe's population was killed. This was due to the bubonic plague, a disease spread by fleas on rats. The first symptoms were a fever, swollen glands and fatal illness within a few days. The Black Death started in the ports of Italy and spread northward. It reached England in 1348 and killed about a third of the population between 1348-1350. 

The Hundred Years' War between England and France between 1337 and 1453. This war required a massive army to be raised and maintained for a long time. The English were defeated in 1346 at the battle of Crécy, leading to the Treaty of Brétigny in 1360. 

The Peasants' Revolt in 1381. This occurred in 1381 when the population of England was largely rural. The peasant movement was led by Wat Tyler, a labourer from Kent.

These three events had a significant impact on society for hundreds of years and brought about lasting changes to society. Students could consider some of these changes in the following areas:

- Social change: How did society change as a result of the Black Death? How did the population change? How did the social structure change? How did these changes affect the economy?
- Economic change: How did economic change affect society? How did the Black Death affect the economy? How did the Hundred Years' War affect trade and commerce?
- Political change: How did political change affect society? How did the Hundred Years' War change the political landscape of Europe? How did the Peasants' Revolt affect the political power of the Church?
- Cultural change: How did cultural change affect society? How did the Black Death affect art and architecture? How did the Hundred Years' War affect literature and music?
- Environmental change: How did environmental change affect society? How did the Black Death affect agriculture? How did the Hundred Years' War affect the environment?

These changes are evident in the following areas:

- Supply of food: How did changes in agriculture affect the supply of food? How did the Black Death affect the supply of food?
- War and conflict: How did war and conflict affect society? How did the Hundred Years' War affect society? How did the Peasants' Revolt affect society?
- Crime and punishment: How did changes in crime and punishment affect society? How did the Black Death affect crime and punishment? How did the Hundred Years' War affect crime and punishment?
- Religion: How did changes in religion affect society? How did the Black Death affect religion? How did the Hundred Years' War affect religion?
- Science and technology: How did changes in science and technology affect society? How did the Black Death affect science and technology? How did the Hundred Years' War affect science and technology?

These changes were significant and had a lasting impact on society. Students could consider how these changes affected society and how they are relevant today. They could also consider how these changes could be used to create a tournament or game to explore these changes further.
Long-term impacts of these changes

Social systems such as castles and manors, together with the various systems such as the manorial system, had helped to maintain the society of medieval Europe and kept it stable. The changes in food society, increasingly from the 11th century onwards, made people more aware of the world around them.

This, in turn, in turn, in turn, in turn, led to increased questioning of some aspects of the Church (the Reformation), the place of humans in the scheme of things, and their personal (the Renaissance), work to characterize both legal and religious (the Scientific Revolution).

Some of these new ways of looking at things were helped by new inventions such as the compass, the astrolabe and the printing press, invented by Johann Gutenberg around 1450. The magnetic compass, invented by the Chinese, was not used in Europe until the late 15th century to help sailors navigate the English Channel.

The astrolabe was an ancient navigational tool that allowed sailors to navigate across the five-pointed and spherical world. Together with the magnetic compass, the astrolabe enabled European sailors to travel across oceans to claim new lands.

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

Towns, cities and commerce

Medieval Europe was an agricultural society. Yet various changes were largely divided into feudal landscapes. From about 1050, towns began to change. More towns began springing up as the craft of bartering crafts began to replace the feudal economy. Some towns grew into cities.

By 1200, there were around 600 cities in Europe. Three towns as many as there were some 50 years earlier. Why? The cities had cathedrals, so they attracted Christian pilgrims to visit the shrines. Church.

Town populations

Town populations included people who had left villages. Some of these people went on to make a living as artisans or skilled workers. Those who worked in the same craft or occupation such as butchers or carpenters started up guilds. The guilds were often run by guilds, they were called masters.

The growing strength of towns, thanks to the guilds, led to a change of the town from the hands of the lords to the hands of the town. This led to more independence. The town continued as a place where either poor and rich lived.

New markets, new goods and booming commerce

Not all those who drifted from country areas settled down immediately in towns. Some moved around as itinerant pedlars. The goods they offered for sale were often cheap and made the long journeys from selling goods at clammy places. The cities getting these goods, though, were high prices, cheap goods, and new products. Nonetheless, some merchants saw an opportunity to take these goods. Some of these goods were large, high profits.

Marketplaces and fairs

Merchants sold their goods in market stalls and, commonly, at large open-air markets and fairs. Fairs were held at times of the year in which all kinds of goods were sold. Fairs were held on feast days, and local fairs were held.

Money-lending and financial records

As commerce continued to flourish, money-lending and financial records became more common in Europe.

Merchants who had made their wealth. They might then opt to settle in towns. Merchant communities soon grew up in towns. These had the role of money-lending, which was needed to support a trade industry.

Banking systems developed, and credit was lent out.

Skillbooster: The town of Fribourg

The town of Fribourg in Switzerland (shown in Source 3.57) contains some of the best preserved buildings and other structures from the medieval period and dates from 1157. Students could annotate the image of the town with Post-it note labels showing features that were common to many towns in this period. Encourage students to develop their own labels but here are some that you could use if they are struggling.

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

HISTORICAL SKILLS

• Use historical terms and concepts.

• Identify and locate relevant sources, using ICT and other methods.

• Locates, compares, select and use information from a range of sources on evidence.

Students could find out more about Fribourg by looking at the official website for the Swiss town of Fribourg. (The official website for the Swiss town of Fribourg. This contains some photo galleries, a webcam and many other resources.).
Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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

HISTORICAL SKILLS

• Use historical terms and concepts.
• Identify the origin and purpose of primary and secondary sources.
• Locates, compares, selects and uses information from a range of sources as evidence.
• Draws conclusions about the usefulness of sources.

Getting started

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

History of the New Towns

Source 3.65 is a detail from the Statue of Emperor Otto II by the Dutch painter Dirk Bouts the Elder. The two panels that make up the original painting now hang in the Royal Museum of Fine Arts in Brussels but were originally intended for the Louvain Town Hall. Use the weblink listed in the ebook extras panel to access this resource.

Crime and punishment

Under the early feudal system, different courts dealt with different types of offenses. Minor matters such as a squabble with a neighbour or a dispute over who should do degrading work, could have been settled without the need for punishment. In such cases, the guilty might be bound.

Venerable changes were dealt with within the church courts (for charges such as heresy) and the king’s court (for charges of treason).

By modern standards, punishments for crimes handed down by most courts were severe. Confessing to such crimes was frequently obtained through torture (through methods such as holding the accused by his left arm and his right arm behind him and then pulling out his intestines while he watched, and finally attaching each of his hands and legs to a horse and having the horse pull it apart). Traitors were frequently executed by being hanged, drawn and quartered. Richer persons were allowed to hire a person to be hanged in their place. Often, the guilty man would pay the person for the job who would then inform the authorities, who would then hange the guilty man. Sometimes, the guilty man would be hung by his feet, and the king would pay the person who had been paid.

Trial by ordeal and combat

The legal system of early medieval Europe required those accused of crime to prove their innocence. They did this by means of ordeal, a test of guilt or innocence. For example, a defendant might be asked to hold a red-hot iron for some time (see Source 3.63), put his hands in a pot of boiling water and check back three days later to see if the burns had healed. If so, they were seen to be guilty. Otherwise, they were seen to be innocent. If guilty, they would be fined and sentenced to death. If the defendant was innocent, God was believed to ensure this. Guilty people were punished or killed. They might have their ears cut off or eyes put out.

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

• What values does the painter wish to convey in these two panels that make up the original painting now hang in the Royal Museum of Fine Arts in Brussels but were originally intended for the Louvain Town Hall?
• What changes influence the portraits who saw these?

Answers: Check your learning

1 a The threat of barbarian raids decreased, so larger towns needed to be built to provide protection. Other towns were rebuilt as Roman towns, ports and river towns which expanded as the sea trade recovered, and towns that grew out of old merchant meeting points.

b Some towns grew up around castles or manor houses. Others were rebuilt Roman towns, ports and river towns which expanded as the sea trade recovered, and towns that grew out of old merchant meeting points.

c Cities of these towns were built on the sites of Roman towns and incorporated aspects of Roman building traditions, roads and architecture, reflecting a significant continuity with Roman society. However, they were still basically medieval towns, and they were expanded beyond the Roman era to meet the needs of the growing urban population, reflecting change.
Medieval torture chambers

Medieval torture devices typically lasted, with people taking notes on the victims and punishments for the worst offenses. Some punishments (such as being put to death in the stocks or the gallows) were designed to humiliate the offender. Other more severe punishments involved horrific tortures and slow death.

The rack pulled the victim's arms and legs out of their sockets. Limbs were often torn off.

The head crusher smashed the victim's head. The victim's head was slowly crushed by turning the wheel.

The head was cut off by a swing of a sword called a decapitator's axe. The head was then attached to a spike to be displayed on the stocks.

The wheel was attached to a pole, which was raised and rotated. The pole was driven into the earth; the ground as a warning to others not to offend. The wheel was designed to break a person's body into small bits and make life or death sense.

The victim was hung upside down off a hook and impaled by the victim's body. The victim was then squeezed by their body. The victim's teeth and made his or her eyes pop out.

This device was called an iron maiden. Victims would be locked inside this metal box, which was lined with spikes.

The victim was placed in a cage with hundreds of spikes on the back. The spikes were driven into the victim's body with the victim's head still attached.

Molten lead was poured into a box, which was lined with spikes. The box was heated until the molten lead was hot enough. The lead would then be poured into the box, and the victim would be placed inside. The victim would be left to die in the lead.

Hundreds of spikes on the back, seat and arms of the Judas chair penetrated the victim's body.

The victim's body was to gnaw through the victim's teeth and made his or her face appear in the victim's face.

Rats were placed in a cage. The cage was designed to be as small as possible. The rats would then be placed in the cage with the victim. The rats would then eat through the victim's stomach.

The victim's body was to gnaw through the victim's stomach. The victim's body was then to gnaw through the victim's stomach.

Sources: 3.65: A detailed description of a medieval torture chamber

Source: 3.65: A detailed description of a medieval torture chamber

Teaching tips

Consider putting Source 3.65 up on the interactive whiteboard to test students' understanding of methods of torture. Tools such as the room feature help to bring this graphic alive in your classroom. This would also work with a standard data projector and/or video resources for students.

Skillbooster: Interactive

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

Gbook extras

Enter the ID numbers below into the search field of your gbook to access these resources:

ID03.50 Interactive: Medieval torture chambers

ID03.51 Weblink: Were medieval punishments cruel?

ID03.52 Weblink: Torture devices

A description of 10 medieval torture devices
2 Students then need to decide for each feature that you properly prepare your students. organise your visit. They tend to be popular places for education officer who can take bookings and help you how/uni00A0things have changed in many ways since medieval is to examine continuity and change in crime Teaching tips • Use historical terms and concepts.

HISTORICAL SKILLS

UNDERSTANDING

Australian Curriculum focus

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

• Use historical terms and concepts.

3 MEDIEVAL EUROPE

OXFORD BIG IDEAS HISTORY 8: AUSTRALIAN CURRICULUM

Magna Carta

The Magna Carta was a significant legal change in England, the monarch would be subject to the will of others, not just God. No longer could it be arbitrary and unfair. This was seen as one of the first steps towards the development of legal and political rights for 'the people' and the start of modern democracy. King John deals both back on his power, in the intentions for constitutional change. The charter, the Magna Carta, was agreed in 1215. King John's local laws were unfair. It changed its provisions into a significant change for medieval justice, social and political life. Again, no more could people be punished, punished on the grounds of vague iniquity. Some other key aspects of the Magna Carta included:

- a guarantee of the position of the Church in England
- an outline of feudal responsibilities and obligations
- processes for dealing with criminals, including the court,
- guarantees of how the charter would be enforced.

Militar and battle castles

Early forts were called motte and bailey castles. The outer part of a bailey castle or bailey was built first. Before the outer walls the basic bailey, winding and wildlife nature made them strong. The inner bailey were reinforced by a good timber palisade. Sometimes this was supplied with guard and earth back.

Stone castles with keep

By the 14th century, stone structures (called keep) were ever more common to provide the minimal fortifications in the inner and outer bailey and tower. These keep, usually rectangular and up to five or more stories high, were lined out to withstand a siege. Thick walls were supported by a large central tower known as the keep. Access to the castle was through a drawbridge.

Concentric castles

By the 13th century, a new type of castle design emerged in Europe: the concentric castle. It was based on Crusader castles, which were typically concentric in design. Concentric castles built in the Holy Land were intended to protect the castle from attack. The walls of concentric castles were similar in thickness.

Medieval warfare

Medieval war was one of the most important ways a medieval kingdom or kingdom claimed its territory or defended its territory. This was often achieved through warfare and sometimes through using a wooden structure. Castles were typically built in places that were easier to defend: on top of a cliff or hill, on an island, or jutting out into the sea.

Castlesfortresses

In times of peace, a castle is a base for a ruler and a refuge for the family. Some have been used as fortresses and others as homes. A number of castles were built in the 12th century as a refuge for a ruler's family. The castle became a symbol of royalty and authority, and the castle was built on high ground with barriers to protect it from enemies. Many castles were also used as places of refuge when attacked.

Changing castle design

Castle designs have changed and developed throughout the Medieval period, with changes in design and construction due to improvements in military technology.

Motte and bailey castles

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Skillbooster: A medieval tournament

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

Top left: viewing box
1. Examine the people in the viewing box. What do their positions indicate about the social status of the people who paid to watch the tournament? Why do you think the rich and poor decided to attend or not?

Middle left: horsemen
2. What did owning a horse for battle tell others about a warrior? Why would a man who had not owned a horse before decide to do so? What could this reveal about the social status of that man?

Middle right: horsemen
3. What do you think the men standing behind the fence are thinking about? What were the tactics used in this tournament?

4. What did you learn from the photograph? How would you describe the tournament to someone who had not seen it?

War in medieval Europe meant knights were obliged to go on battles to protect their lord and to gain glory. In the 1300s, some knightly orders were made against the use of certain weapons. This helped to end family feuds and improve the quality of fighting.

Check your learning
1. Name three places where a castle might conveniently be built for security.
2. What are some purposes did castles serve in medieval Europe?
3. Explain briefly how both castle design and armor design changed over time. How did this affect the battles fought? Give examples.
4. List three tactics or items an attacking army might use to force the surrender of a castle.
5. Point out the parts of a castle that were most strongly defended.

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There are many people who re-enact historical events (also known as living history) such as medieval tournaments. The annual Abbey Medieval Festival in Brisbane, for example, attracts around 20,000 visitors each year. There may be an example of historical re-enactment in your local area. Why do you think people choose to re-enact an event such as a medieval tournament?
Skillbooster: Under siege

1. Using 21st-century ideas and knowledge—but only materials and technology available to medieval people—have students design a siege engine (that is, a weapon suitable to use by those laying siege to a castle) they think would have been most effective in the siege some depict in Source 3.74. Students could work in small groups, sharing ideas. Using ICT tools or a model of their siege engine, students could present their group’s design solution to the class, explaining how it would be effective.

2. In small groups, students could write a short historical account to describe what is happening in the siege illustration on these pages. They will need to make up some details (for example, the lord’s name, who his supporters are, what might have prompted the conflict). Students should use the visual and textual information in Source 3.74 to describe this “incident in history” as accurately as possible. In the final paragraph, they should describe the outcome of the battle. Make sure they explain which tactics were most successful and decisive in the battle.

For more information on castle sieges see the wikibooks on the gobook extras panel on this spread.

Skillbooster: Memory test

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

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

Skillbooster: Interactive

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

Workbook resources

Activity 3.3 Castle construction

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

ID03.57 Interactive: Castle siege

ID03.58 Wikilink: Castle attack and defence

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

ID03.59 Wikilink: Destroy a castle

Online game which requires students to adjust a trebuchet to destroy a castle wall.
3.3 How and why did society in medieval Europe change?

Remember

1. Write short definitions of key words for the following terms:
   - Charter: a document outlining the rights and freedoms given to townspeople in exchange for payment to their lord.
   - Guild: a group of workers from a particular trade or craft who joined together to set quality standards, working conditions and wages.
   - Heraldry: the practice of having a coat of arms to show how a family were related to nobility.

2. Individual responses will vary. An example might be:
   - charter: a document that outlined the rights and freedoms given to people in exchange for payment to their lord. Guilds were formed to set quality standards and protect workers.
   - heraldry: the practice of having a coat of arms, which showed the family's noble connections.

Use a concept map to explain why the 12th century was such a period of change in medieval Europe. Include in a concept map how you have organised your ideas.

3. The medieval economy was underpinned by the division of society into three main groups: the nobility, the clergy, and the peasantry. The nobility were the most powerful and had land grants from the church or the emperor. They were often based on large estates called manors. The clergy were also a powerful group, with the Church holding a lot of land and influence. The peasantry were the common people, working on the land and paying taxes to the nobility.

4. Individual responses will vary. Points raised might include:
   - The growth of towns and cities, with new opportunities for trade and work.
   - The improvement of transportation, such as the invention of the wheel and the development of roads.
   - The rise of the merchant class, who became wealthy and influential.

How and why did society in medieval Europe change?

5. The economic and social changes in medieval Europe included:
   - The development of new technologies, such as the printing press and the compass.
   - The rise of the middle class, who were increasingly independent from manor lords.
   - The development of a legal system based on the principles of equality and justice.

6. Individual responses will vary. An example might be:
   - The development of new technologies, such as the printing press and the compass, allowed for faster communication and the spread of knowledge.

(3.3 continued)

Remember

1. Write short definitions of key words for the following terms:
   - Portcullis: a large, heavy iron door that could be lowered from the barbican to block an enemy's entry into the castle.
   - Moat: a large, wide ditch filled with water around a castle's walls.
   - Drawbridge: a raised, movable bridge across a moat that could be lowered to prevent entry.
   - Grease pit: a pit filled with hot grease, fat or oil to prevent attackers from using their weapons.
   - Murder holes: small holes in the castle wall through which defenders could drop stones or oil on enemy attackers.

2. The castle was designed to be as strong as possible to protect its inhabitants from attack. The key features of a medieval castle included:
   - The bailey: an inner courtyard where the castle's inhabitants could gather.
   - The keep: the castle's tallest tower, where the lord and his family lived.
   - The gatehouse: the main entrance to the castle, with a portcullis and a drawbridge.

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Health and the state of society

4. The health and state of society in medieval Europe included:
   - The prevalence of disease, such as the Black Death, which caused widespread death and economic disruption.
   - The use of magic and superstition to explain illness and disease.

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### Australian Curriculum Focus

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

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

**Historical Knowledge and Skills**
- The way of life in Medieval Europe (social, cultural, economic, and political features), and the roles and relationships of different groups in society.
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### ConnectinG ideas

#### Medieval Europe

**Heart of the Western world**

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

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

**Answers: Christianity**

1. Australia's first white settlers were from Britain, and Britain became and remained a Christian nation only because of the spread of Christianity during the medieval period.

2. Answers may include: the influence of national thought, a secular government and state education system, scientific advancement, education, the rise of non-traditional belief systems in the West and migration.

3. Individual responses will vary. Points raised might include: the way of life in Medieval Europe (social, cultural, economic and political features), and the roles and relationships of different groups in society.

**Answers: Language**

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

2. Individual responses will vary. Points raised might include: cultural achievement such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music.

3. Individual responses will vary. Points raised might include: the way of life in Medieval Europe (social, cultural, economic and political features), and the roles and relationships of different groups in society.

**Answers: System of government**

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

2. Individuals may reflect on their own experiences and preferences, and consider how they relate to the concepts discussed in this chapter.

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

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**System of government**

Meetings of parliament in Australia can be traced back to men who lived long before the island of New South Wales was discovered. In 1215, the Great Council of England, which included all the English barons, was held in Westminster Abbey. The Great Council was expanded to include more ordinary men. It then became known as a parliament, but it was broken into two groups. The nobles (lords) met in one place and the ordinary people in another. This arrangement later developed into Britain's upper house of parliament, the House of Lords, and its lower house, the House of Commons. Australia inherited this governing system.

- The word 'parliament' comes from the French word parler, meaning 'to talk'. How relevant do you think this word is to the governing system in Australia and England's medieval arrangements?
- Today, Australia's debt to the legacy of medieval Europe is still strong, though weakening in some areas. Decide, through discussion, what sort of country you think Australia will be in 100 years time. How do you think it will have changed? Is it what you think it will be defined as a Western society?