

Medieval Period

Overview

HISTORY

The Middle Ages (500 C.E.—1300C.E.)

Geographic Areas:

- **Europe**
- China
- Mesopotamia
- India

Themes:

- Feudalism
- The Church and the Crusades
- Emergence of Strong Monarchs
- The Black Death

Standards and Benchmarks:

3.1.1 Describe and explain the circumstances under which past and current societies changed resulting in cultural diffusion.

5.4.1 Describe the relationships among political entities in the past.

6.1.3 Trace the history of how principle world religions and belief systems developed and spread.

6.1.4 Explain how, throughout history, the power of the state has been both derived from religious authority and/or conflict within it.



INTRODUCTION:

Europe in the Early Middle Ages

- **The period known as the “Middle Ages” begins after the fall of the Western Roman Empire.**
- **Population decline meant fewer food producers, therefore less food surplus.**
- **Urban life went into decline in many regions.**
- **Centralized authority collapsed.**
- **Long distance trade nearly vanished.**
- **Arts and sciences went into decline in most areas of Western Europe. Eastern Europe, under the Byzantine Empire, continued to prosper.**
- **Epidemics were frequent but became less virulent as humans adapted.**
- **Eventually, new political and economic systems develop—feudalism and strong monarchs.**
- **The Roman Catholic Church began to gain substantial power and influence.**



Feudalism

- With the weakening of central authority throughout Europe, a new highly decentralized form of government developed called feudalism.
- **Feudalism**—A hierarchical system based on landholding – vassals held land from lords in return for services.
- Under feudalism, ruling power was held by **lords** who owned the land.
- **Vassals** were granted land by a lord, called a **fief**, according to a contract.
 - In a solemn ceremony called **homage**, the vassal pledged certain duties to the lord: providing knights, serving in the lord's court, and paying ransom if a lord got captured in battle.
- **Knights** served under vassals and provided protection to the lords.
- **serfs** were slaves (to a land parcel.)
- **villeins** were free but did not own land, rented it instead.

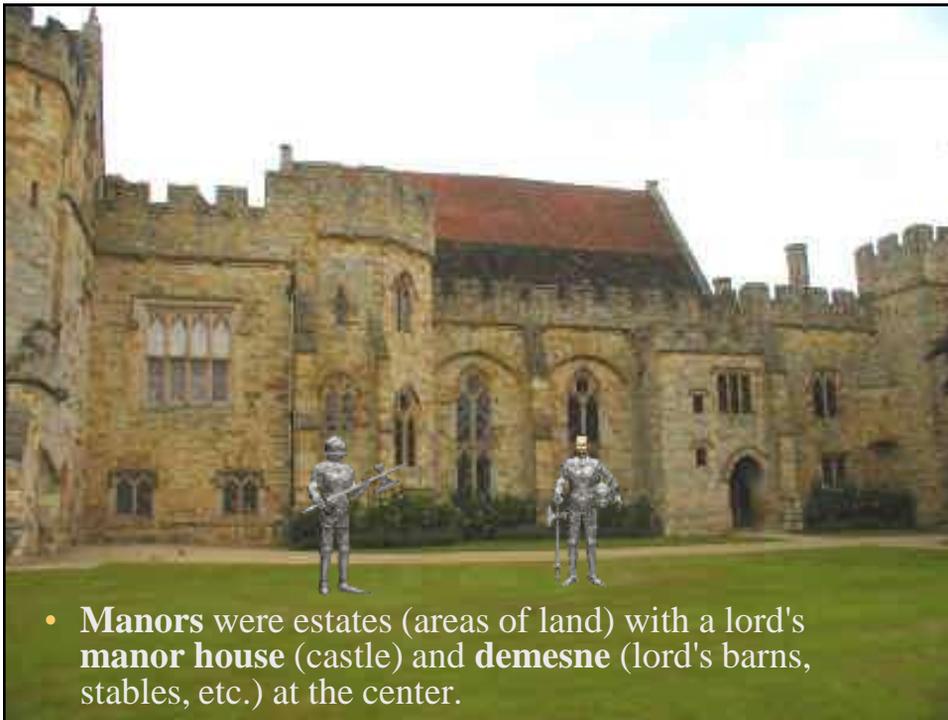
King The king owned all the land. He made grants of land to his supporters. These supporters had to swear an oath of loyalty to the king.

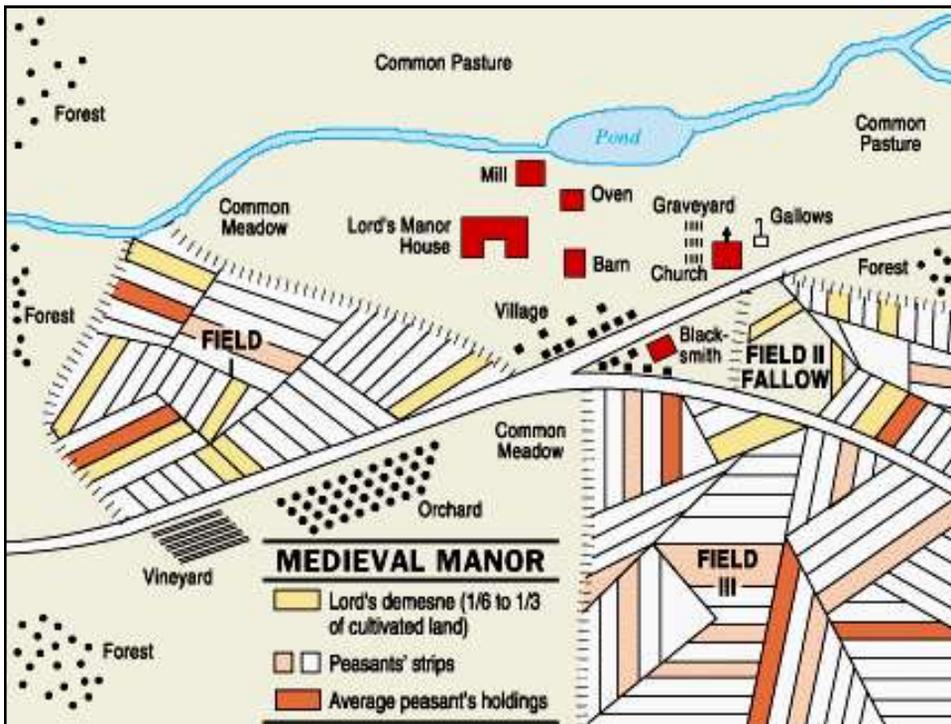
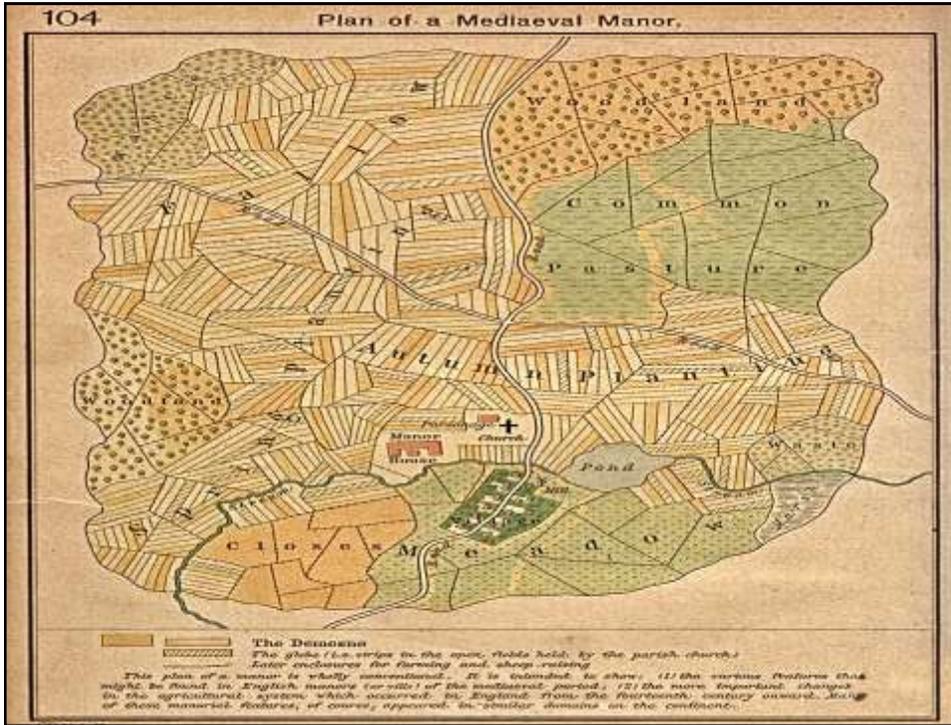
Nobles The nobles, barons, and bishops had to provide the king with a number of knights, money, advice and a place to stay while traveling.

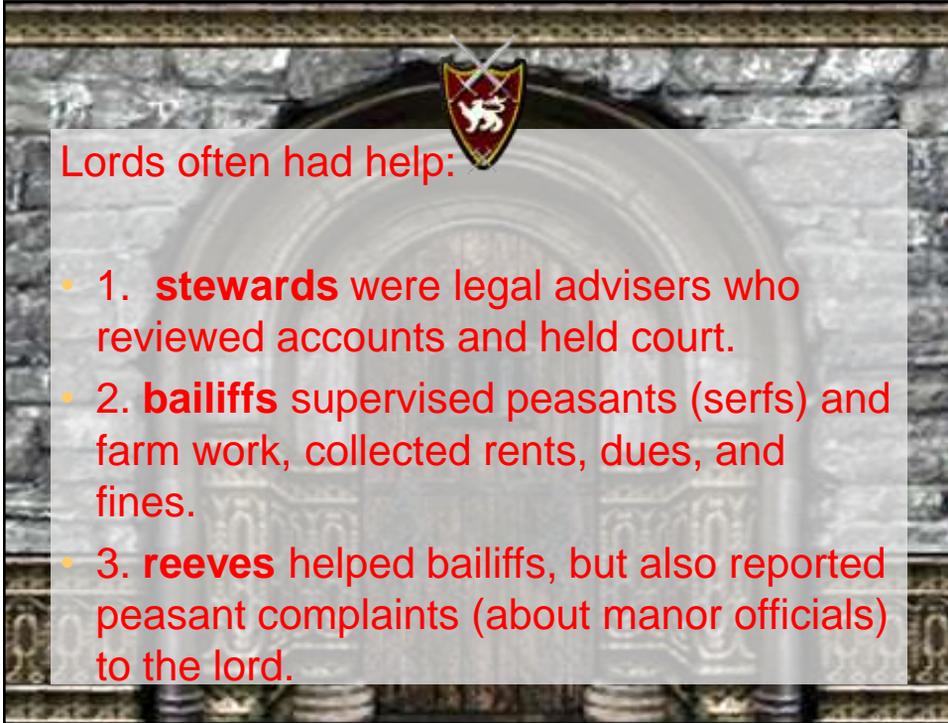
Lords The country was divided into thousands of knights' fees. Each was supplied with a manor and had to provide one knight to the king.

Villeins Villeins received land in return for working in the lord's manor. They could not sell their land.

Serfs Serfs had no land. They worked for the lord.

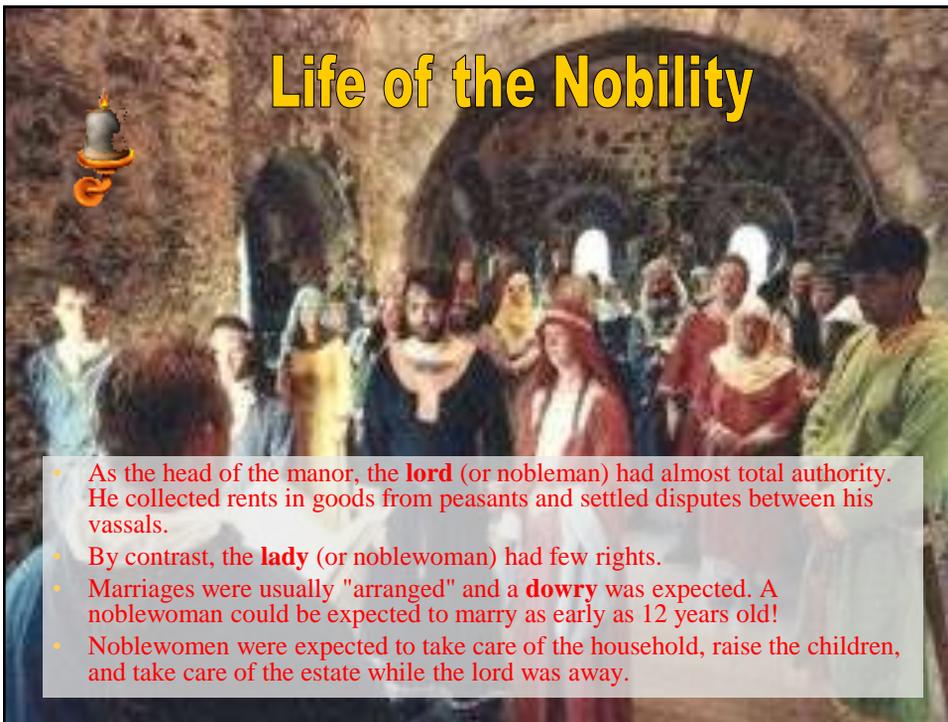






Lords often had help:

- 1. **stewards** were legal advisers who reviewed accounts and held court.
- 2. **bailiffs** supervised peasants (serfs) and farm work, collected rents, dues, and fines.
- 3. **reeves** helped bailiffs, but also reported peasant complaints (about manor officials) to the lord.



Life of the Nobility

- As the head of the manor, the **lord** (or nobleman) had almost total authority. He collected rents in goods from peasants and settled disputes between his vassals.
- By contrast, the **lady** (or noblewoman) had few rights.
- Marriages were usually "arranged" and a **dowry** was expected. A noblewoman could be expected to marry as early as 12 years old!
- Noblewomen were expected to take care of the household, raise the children, and take care of the estate while the lord was away.

A Knight's Life



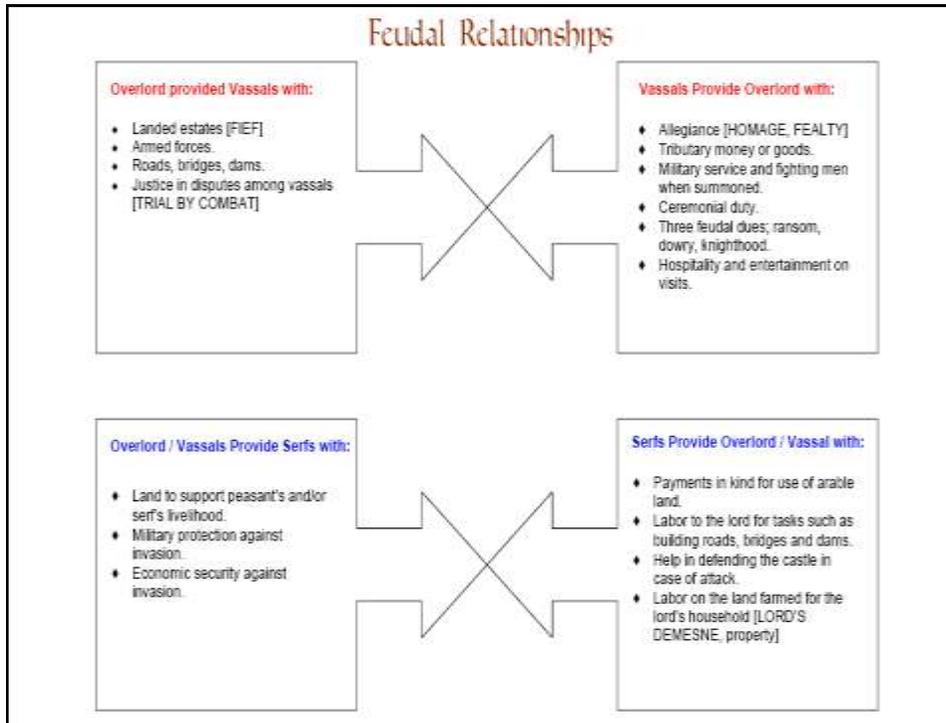

- A **knight** (the root of the French word for knight, *chevalier*, is the French word for horse, *cheval*) is a mounted warrior in the service of his liege-lord.
- Using the speed and momentum of a charge, the horse could trample his rider's enemies; the rider could use the long lance to injure his foes while he remained out of reach of their weapons.
- The duties of a knight included fighting in his lord's army, jousting in **tournaments** (mock battles), guarding his castle, giving him financial aid, acting as his messenger or ambassador, and serving on his council. The knight was under his lord's protection, both legally and militarily.



A Knight's Code of Honor

- The behavior of the knight was governed by a code of chivalry, which required knights:
 - To be brave
 - To fight fairly
 - To keep promises
 - To defend the Church
 - To treat women of noble birth in a courteous manner.







ASSIGNMENTS ON FEUDALISM:

- COMPLETE THE FOLLOWING:
 - 1) “The Poor Peasant.”
 - 2) “Foul Food.”
 - 3) Document Packet— “Feudalism”
 - 4) Document Packet-- “Medieval Feudal Society”
 - 5) Culminating Activity—Socratic Seminar: “Feudalism: Creating a More Stable Europe?”
 - Tickets for entry into Seminar--Complete: 1) Seminar document packet and 2) “HOH Discussion Sheet.”

- The Poor Peasant

This is a poem called "**The Crede of Piers the Ploughman**". It was written by William Langland about 600 years ago. It must be remembered that few people could read or write when Langland lived, so very few people would have read this poem.

"As I went on my way, I saw a poor man over the plough bending.
His hood was full of holes, And his hair was sticking out,
His shoes were patched. His toes peeped out as he the ground trod.
His wife walked by him. In a skirt cut full and high.
Wrapped in a sheet to keep her from the weather.
Bare foot on the bare ice, So that the blood flowed.
At the field's end lay a little bowl, And in there lay a little child
wrapped in rags. And two more of two years old upon another side.
And all of them sang a song, That was sorrowful to hear.
The all cried a cry, A sorrowful note.
And the poor man sighed sore and said "Children be still."



Questions

1. In your own words but using the poem, describe what the life of the poor was like according to William Langland.
2. This is a sad poem. Which words and phrases make it sad ?
3. Using your knowledge of the poor, is this poem by Langland accurate ? Explain your answer.

Foul food

In the Middle Ages the Church had rules about what you could (or could not) eat. Until the start of the 13th century adults were 'forbidden four-footed flesh meat'. And no one was allowed meat on a Friday – only fish.



The trouble was, people cheated. If they couldn't eat 'four-footed flesh' then they ate large birds.



When it came to sweet dishes the rich people ate all the sugar they could get their teeth on ... until the sugar rotted their teeth, of course. One flavour that was popular then is rare now – the flavour of roses.

The peasants' main food was a dark bread made out of rye grain. They ate a kind of stew called *pottage* made from the peas, beans and onions that they grew in their gardens (There were no potatoes yet.) Their only sweet food was the berries, nuts and honey that they collected from the woods. Peasants did not eat much meat. Many kept a pig or two but could not often afford to kill one. They could hunt rabbits or hares but might be punished for this by their lord.



Every manor-house had a large kitchen with several fireplaces. There were many cooks and scullion boys, each with their own special job. They had to prepare meals for all the people who lived in a manor-house – perhaps 50 people and visitors also. Joints of fresh meat, perhaps venison, chickens and geese, were roasted in front of the fire on a spit, which was turned by a scullion boy. When the birds were done, they were served at table, from the spit. Salted meat, which was eaten in winter, was boiled in large cauldrons, and served as stew.

Meat of all kinds, and bread, were the chief foods. Herrings, eels and salted fish were very common in winter. Spices such as ginger, cinnamon and saffron, were used by the rich to make their food more tasty. Cider, beer and wine were drunk, and even the children had beer for breakfast. Fruit was popular; apples, pears, peaches and plums were grown. Grape vines often covered the sunny monastery walls, and dates, figs and oranges could be bought at the fair.

Foul food facts

1. The Lord of the manor brewed ale (a type of beer) about 3 times a year; he expected his workers to buy it at a high price. It was a sort of extra tax the workers had to pay. But sometimes the bachelors of the village were given a challenging treat. They could drink as much of the ale as they wanted, free ... so long as they stayed on their feet. If they sat down they had to pay.



2. Butchers were not allowed to sell meat by candlelight. This was so the customer could see what they were getting! A man was caught trying to sell pork from a dead pig he'd found in a ditch. He was fastened in the pillory and the rotten meat burned under his nose – a common punishment for this sort of fraud.

3. Large towns had takeaway food suppliers selling delicious thrushes (at two for a penny) and tasty hot sheep's feet. They would even deliver cooked food to your home.

4. Many towns checked the quality of bread and punished bakers who tried to cheat. Some were found guilty of adding sand to loaves, in one disgusting case, a loaf contained cobwebs.

5. Turkeys hadn't been discovered so they ate birds called bustards. What happened? Bustards became extinct in England! Fancy a bit of red meat on a Friday? Then eat a beaver. Beavers used their tails for swimming, so they could be called fish ... couldn't they? (Er ... no, actually.) What happened? Beavers became extinct in Britain.

What did people eat?

Rich people ate ...	Poor people ate ...	Everyone ate ...

H-O-H Socratic Seminar Document Packet: "Feudalism – Creating a More Stable Europe?"

Required Prerequisite: Complete Document Packet— "Feudalism" and "Medieval Feudal Society."

Questions:	<ul style="list-style-type: none"> Is the author's conclusion that "no price was too high when the future of Europe was at stake" an historical conclusion (Does the author's position as an historian make this conclusion more valid?) Is it the job of the historian to make such judgments? Why or why not?
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Document #1

In the midst of all the treason and selfishness, the wars, murders, and rebellions of the dismal age ... there is one thought only that can afford the student any consolation. After the break-up of the empire of Charles the Great, while Dane, Saracen, Hungarian, and Slave were simultaneously besetting(attack) the gates of Christendom, there was a very serious danger that the fabric of civilized Europe might crumble to pieces beneath their blows. That it did not do so must be attributed to the unexpected powers of resistance developed ... under the feudal system. Disastrous as were most of the effects of that system, it at least justified its existence by saving Christendom from the foe without. What the successors of Charles the Great had failed to do when all the military force of the empire was at their backs was accomplished by the petty counts and margraves whose power was developed on the ruins of the central authority. It was the armed feudal horseman, and the impregnable walls of the feudal castle that foiled the attacks of the Dane, the Saracen, and the Hungarian... Europe lapsed, indeed, into utter decentralization. . . . It was not without justice that the ninth, tenth, and eleventh centuries have been called 'the Dark Ages' .the remains of the old Teutonic(German) liberty finally disappear as feudalism is perfected, and the freeman becomes everywhere the vassal of some greater or smaller lord. But all the details of this unhappy change must not blind us to the fact that Christendom was saved from destruction by the men of the feudal age. . . .The military triumph was a political disaster. At a moment when the kingly power was shaken by the unhappy civil wars of the descendants of Charles the Great, when almost every province was disputed . . . it was absolutely fatal that the control of the warlike strength of Europe should pass into(the hands of . . . petty magnates(nobles) . . . that price at which Christendom bought its safety was enormous; nevertheless no price was too high when the future of Europe was at stake. Any ransom was worth paying, if thereby Rome was saved from the Saracen, Mainz from the Magyar.. Paris from the heathen of the North.

SECONDARY SOURCE: Charles Oman, *The Dark Ages*. London Rivingtons Brothers Limited 1923, 511-14.

Question:	<ul style="list-style-type: none"> Why does the author feel that as a political system, feudalism failed to bring order to Western Europe?
Document #2	
<p>The feudal relationship was essentially a contract between lord and vassals which was defined and enforced by mutual agreement. . . . It was assumed that lord and vassals had a common interest - the welfare of the fief. No lord was expected to make a serious decision, such as choosing a wife or going to war, without asking counsel of his vassals.</p> <p>As a political system pure feudalism was little removed from anarchy. It assumed a more-or-less permanent state of war. While it provided machinery for the peaceful settling of most disputes, it did not <i>compel</i> men to settle their disputes peacefully. Thus if two knights quarreled, they could always find a feudal court competent to hear the case, but if they preferred to wage war on each other, and they usually did, feudal custom did not hinder them. France in the eleventh and early twelfth centuries, and parts of Germany in the fourteenth and fifteenth, are prime examples of feudalism uncontrolled by public authority. In England from the beginning, in France after 1150A. D. . . . royal authority based on the traditions of Germanic monarchy, mingled vaguely with those of Imperial Rome(laws), curbed feudal anarchy to some extent.</p>	
<p>SECONDARY SOURCE: Sidney Painter, <i>Feudalism and Liberty</i>, pg. 7.</p>	
Questions:	<ul style="list-style-type: none"> How does Bryce Lyon view Painter's interpretation of feudalism and its effects on European politics? Why does he disagree with historians that contend that feudalism created political disorder in Europe?
Document #3	
<p>It is . . . [the works] of [Carl] Stephenson and Sidney Painter that best describe how feudalism provided a form of government for western Europe. They have shown feudalism as a useful and constructive political system. They believe that feudalism, rather than being a destructive political force breeding particularism [disunity] and anarchy, was a constructive and unifying system that made possible the political rehabilitation of western Europe in the eleventh and twelfth centuries and that provided the conditions necessary for the formation of the strong centralized states that were England, France, Normandy and Flanders. Feudalism was the only military and political system possible in the eighth century. It provided the Carolingian rulers and their successors with the essential military and political services and was not responsible, as many historians have asserted, for the pulling-apart of the Carolingian Empire. That uncertain structure was doomed to failure by its size. . . . Feudalism could operate effectively only within a small area. In a country like Flanders or in a compact kingdom like England the feudal rulers could make feudalism work. They could maintain the personal bond of loyalty inherent in vassalage and could force their vassals to perform feudal obligations. Scholarly opinion, it should be noted, now supports this thesis, that feudalism was a constructive and unifying political force. It is inaccurate to teach feudalism as an anarchical political system that contributed to the darkness of the early Middle Ages.</p>	
<p>SECONDARY SOURCE: Bryce Lyon, <i>The Middle Ages in Recent Historical Thought</i>. Center for Teachers of Hist American Historical Association, Washington, D.C. 1950. 15.</p>	

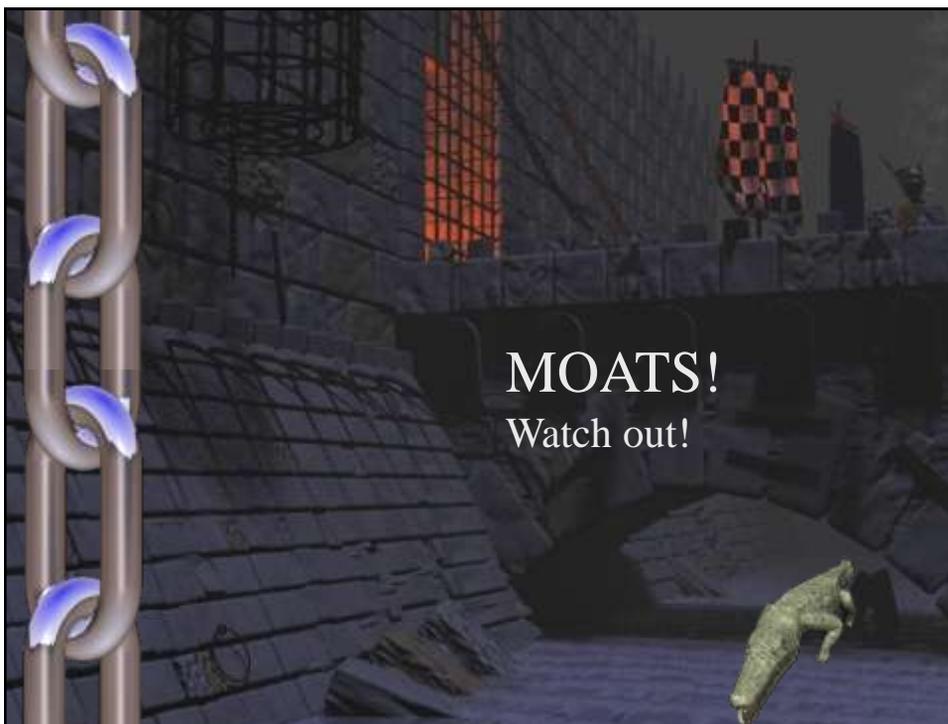
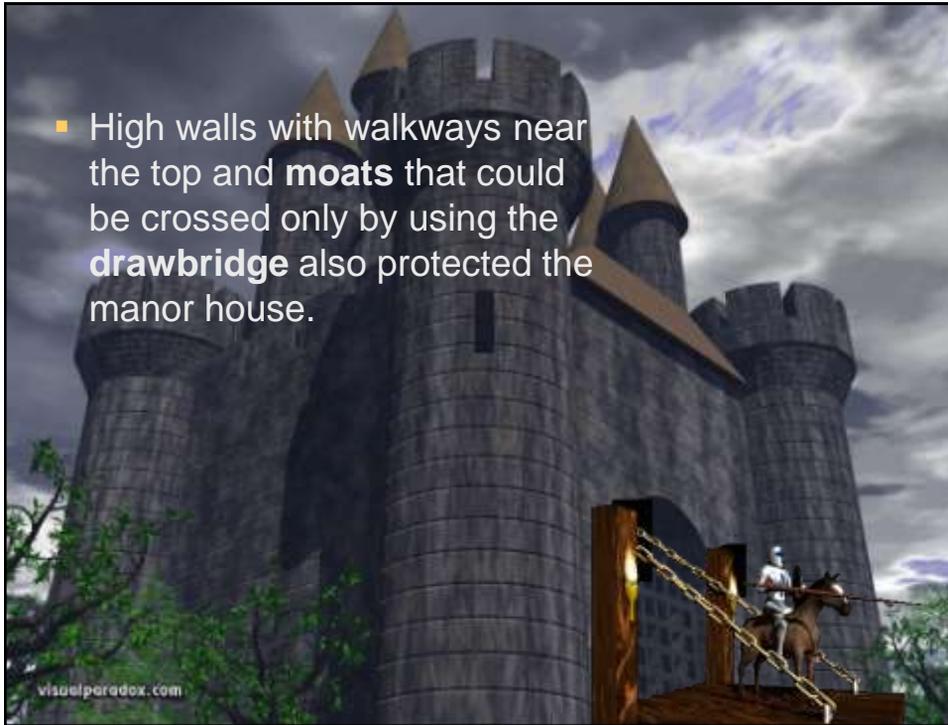
H-O-H DISCUSSION SHEET	
Topic ==>	
My Notes	My Thoughts
-- What's being said? -- What are the main points / arguments? -- What questions are being asked?	I think that.... I feel that Why ...?
	I agree / disagree with.... I wonder if.....? Suppose that.....?

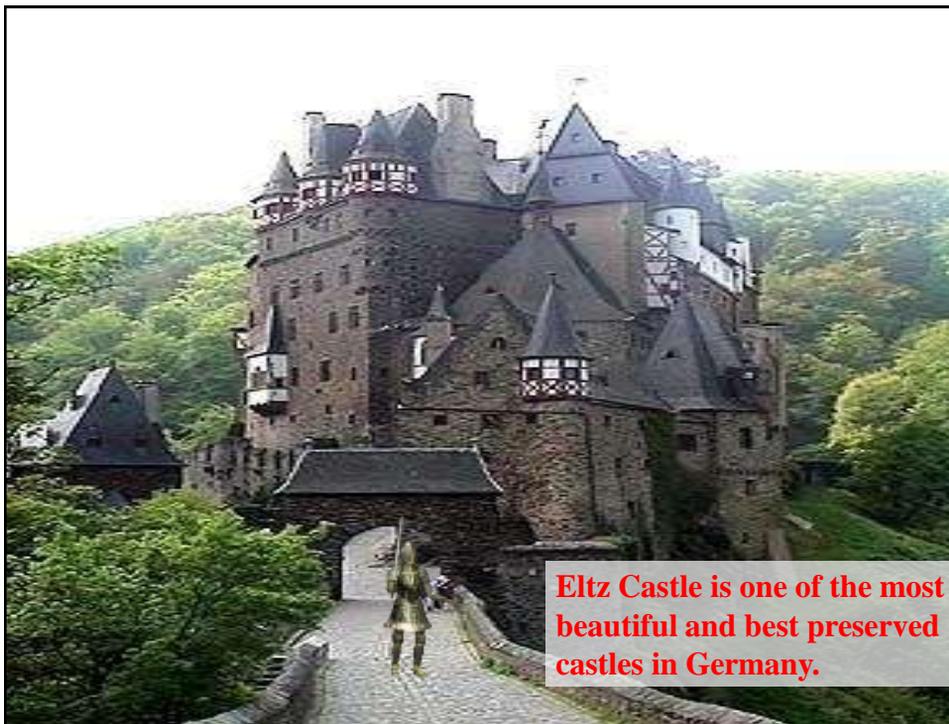
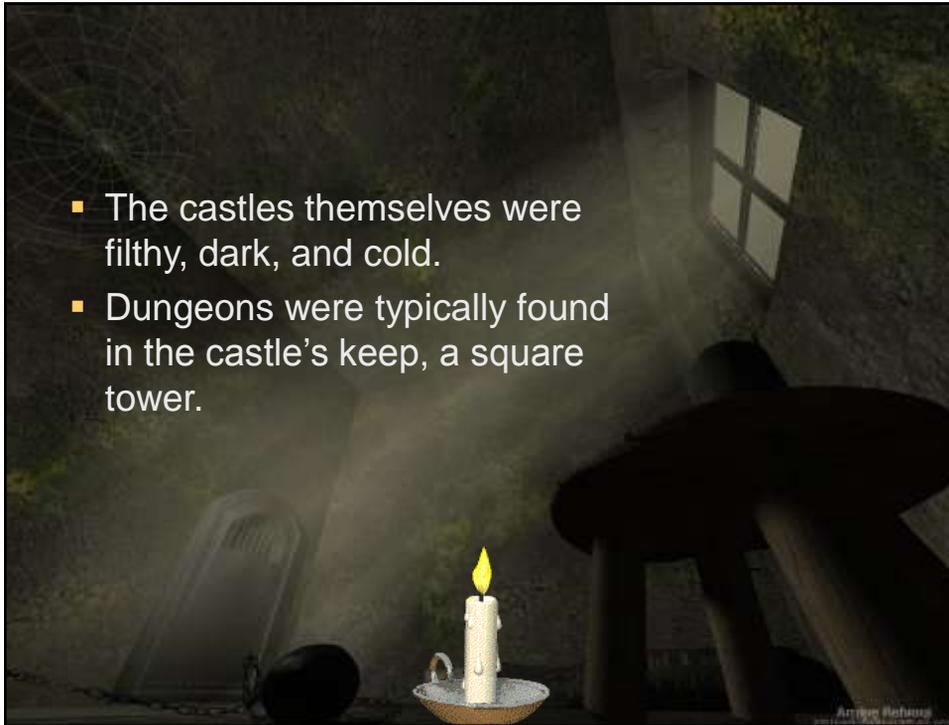


The Structure and Functions of Castles

- Feudal manor houses (castles) usually had big stone towers, called **keeps**, to provide safety during an attack.





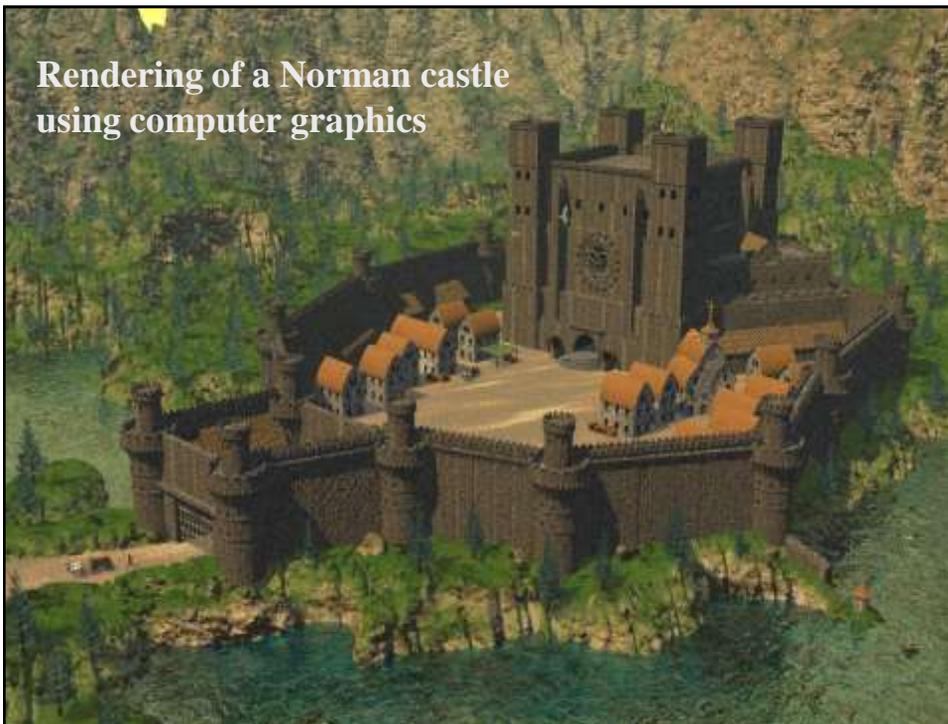
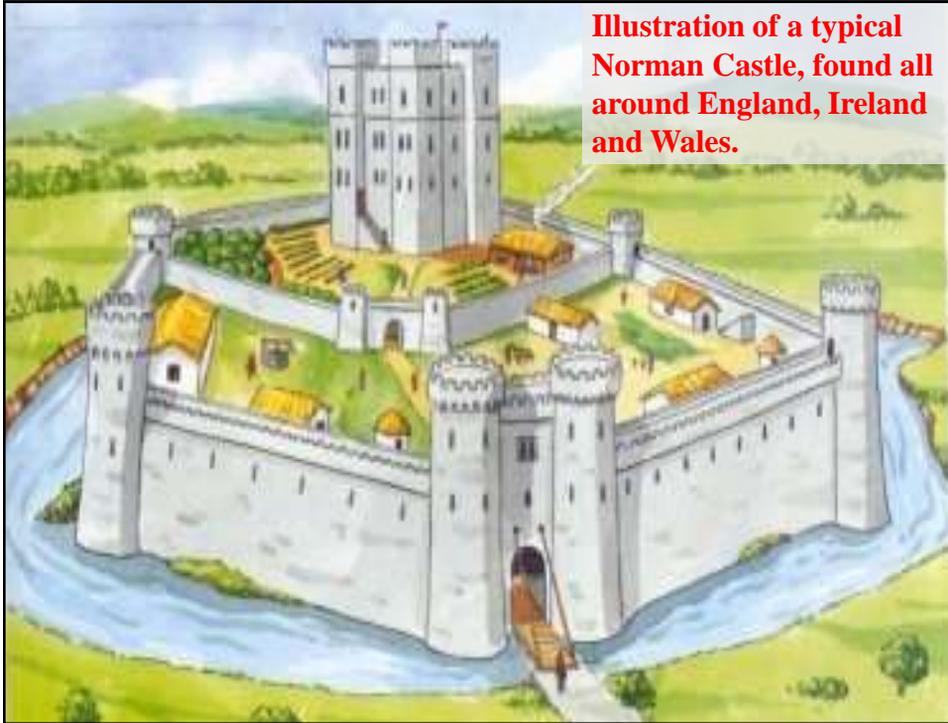




▪Medieval castle in Nürnberg in the German state of Bavaria. The city dates back to the year 1050 and for around 500 years, it was the unofficial capitol of the Holy Roman Empire of the German Nation, sometimes referred to as the First Reich or first German empire.
▪The National Socialists made Nürnberg the unofficial capital of their empire, which became known as the Third Reich . (The Second Reich was the unification of the German states in 1871.) It was at the Zeppelin Field, just outside the city of Nürnberg, that the National Socialists staged huge annual party rallies in the 1930's.



Sully-sur-Loire, France, a medieval castle visited by (among others) Joan of Arc, Louis XIV, and Voltaire





ASSIGNMENTS ON CASTLES:

- COMPLETE THE FOLLOWING:
 - 1) “Castles and Fortifications: Fortifications before the Norman Conquest.”
 - 2) “Castles and Fortifications: Fortifications after the Norman Conquest.”

Castles and Fortifications. Fortifications before the Norman Conquest.

After completing these activities you should be able to:

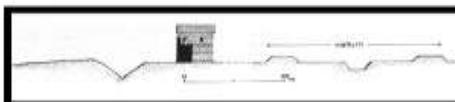
- ✓ Describe the types of defensive structures used in England before 1066
- ✓ Identify strengths and weaknesses in pre Norman defensive structures.



Source A
Aerial Image of Maiden Castle, a Briton fort constructed prior to the Roman Invasion. In the image you can make out the defensive ramparts around the fortification. These are still very high and steep today, so must have been quite daunting to face during the Iron Age.

Source B
Due to the design of Maiden Castle, catapults were particularly effective. Judging from contemporary scale drawings, the east and west entrances to the hill fort were about eight hundred feet across. By applying the Pythagorean Theorem it can be deduced that a shot to the top of the hill fort was about 300 yards—just within range of a catapult positioned directly at the bottom of the hill. At the north and south points, however, the banks are only 200 yds. across. Therefore, from fifty yards back one Roman artilleryman could cover a piece of the earthwork about one hundred yards wide from the top of the hill to the bottom. With a number of catapults fire could have been spread over a large area of the earth or concentrated in other areas if necessary. ©STAAC 1995

Source C
Profile of the Planning for Hadrian's Wall. This Roman construction stretched from the North Sea to the Irish Sea.



By Mr. Moorhouse

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Source D

Model of a Legionary Fort. The Romans build hundreds of fortifications such as this one around Britain. They were used mainly as barracks but did have some defensive qualities.

Activities

- (1) **Look at Sources A and C.** What do the Iron Age and Roman constructions have in common?
- (2) **Look at Sources A and C.** What are the major differences between the Iron Age and Roman fortifications shown in these sources?
- (3) **Look at Sources A and B.** What were the main weaknesses in the design of Maiden Castle?
- (4) **Look at Sources A, B and C.** Roman fortifications were usually made of stone, whilst often retaining the use of ramparts. Why was this change of design necessary?
- (5) **Look at all of the Sources.** Describe the main defensive features of fortifications used in Britain during the Iron Age and the era of the Roman Empire.
- (6) **Look at all of the Sources.** What defensive features do these fortifications have in common? Why do you think this is the case?
- (7) The Iron Age fort, Maiden Castle, was built in an age where hand-to-hand combat was the method of attacking a structure. What themes can be identified in the above sources to explain the change in defensive structures over time?

Think about:

- ✓ Why the Castle was built.
- ✓ The method by which the Romans took the Castle.
- ✓ Why the Romans used different materials to construct their fortresses.

Castles and Fortifications.**Fortifications after the Norman Conquest.**

After completing these activities you should be able to:

- ✓ Describe the types of defensive structures used in England shortly after the Norman Invasion.
- ✓ Identify strengths and weaknesses in early Norman defensive structures.

Upon landing at Pevensey in 1066 one of the first things that William of Normandy did was order the construction of a Castle. The structure was a pre-fabricated wooden construction, brought on the boats from Normandy. The Bayeaux tapestry shows his men working on this early Norman castle.



Source A. Normans building a Motte and Bailey Castle at Pevensey as illustrated in the Bayeaux tapestry.

These early constructions (another was built at Hastings) are called Motte and bailey Castles. They were simple to make and relatively easy to defend.

The Castle consisted of two basic parts. The Motte, a mound of earth with, initially, a wooden tower on the top of it. And the bailey, a larger area surrounded by a fence. Around both the Motte and the bailey the Normans would have, in most cases, dug a defensive ditch.

Examples of Motte and bailey design

By 20 Minutes

Resource from www.SchoolHistory.co.uk and www.SchoolsHistory.org.uk

Motte and Bailey Castles: Key Points

- ✓ Easy to build. (They could be built in less than a week)
- ✓ Easy to defend. (And remember, the Normans were an invading army)
- ✓ Could easily be modified later (eg. A stone tower rather than wooden tower)
- ✓ Over 70 were built during William's reign as King of England.



The diagram above (taken from SchoolHistory.co.uk) shows the basic design of an early Motte and bailey Castle.

Main defensive features:

The Motte is hard to attack as it's sides are quite steep. On average a Motte was no higher than 5 metres. There are some examples of Motte's that were much higher than this though, Clifford's Tower at York for example. The ditches around both the Motte and the bailey would prove a difficult obstacle to overcome for any attackers, with the fence and possibly a drawbridge to overcome immediately after the ditch the castle becomes a very strong fortress.

Major defensive frailties:

A Motte would be susceptible to collapse under the weight of a castle, whilst they were good in the short term the castle would require shoring up and possibly even rebuilding in the longer term. Wooden fortifications are also susceptible to simple methods of attack. They burn for example and given time would rot due to inclement weather. Later stone structures on these sites would of course overcome this problem (although the Motte itself would be placed under greater strain).

Activities

- (1) Describe the main defensive features of a Motte and bailey Castle.
- (2) Describe the main defensive frailties of a Motte and Bailey Castle.
- (3) Given the number of weaknesses of the Motte and bailey Castle, explain why the Normans built so many of these structures.

By Mr Moorhouse

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The Christian Church

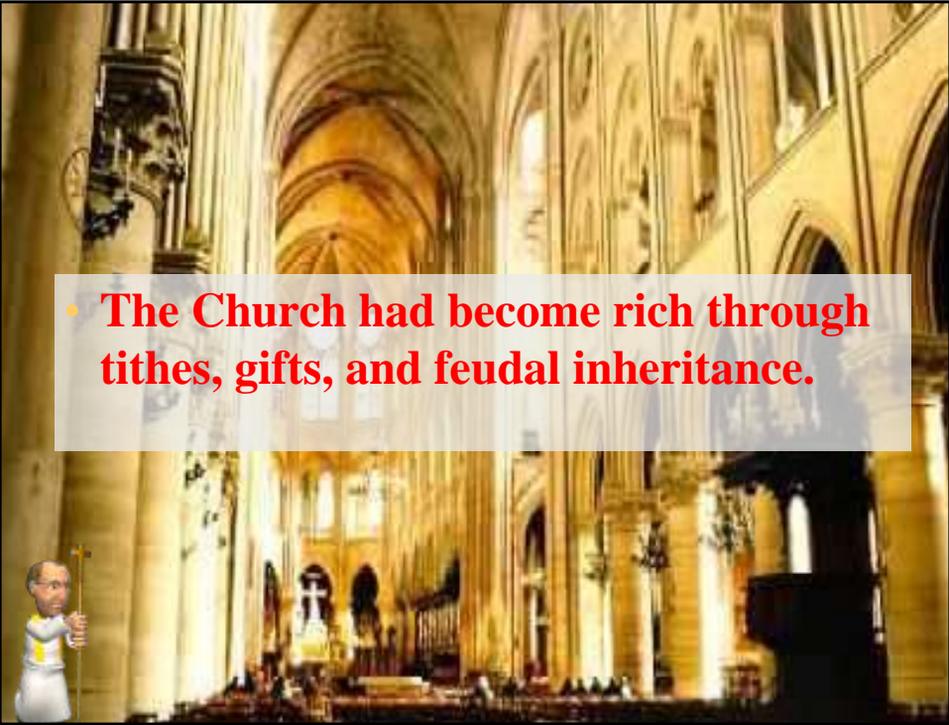


- The Christian Church provided the only unifying force, during the Middle Ages, for Europe. It bound believers together.
- European Christians believed only the Church could give eternal salvation through the **seven sacraments**: the Church rituals of baptism, penance, eucharist, confirmation, matrimony, anointing of the sick, and holy orders.





- The Christian Church crossed feudal boundary lines.
 - The church owned a lot of land, tax-free.
 - It provided government services where no non-religious government existed.



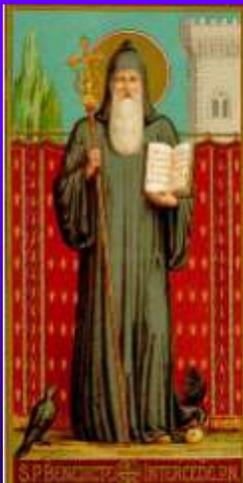
- **The Church had become rich through tithes, gifts, and feudal inheritance.**



The church Notre-Dame in Orleans.



The Christian Monk Benedict



- In 529 C.E., the Roman official named **Benedict** founded a monastery at Monte Cassino, Italy. His monastery became a model for all monks.
- Benedict's rules included: manual work, meditation, and prayer. Monks could not own property, must never marry, and were bound to obey monastic laws.

Monastic Life and Mission



- **Nuns** lived in a convent under the direction of an **abbes**.
- Although monks and nuns lived apart from society, they contributed to medieval I intellectual and social life by copying books by hand into Latin.
- Monasteries and convents provided schools for young people, hospitals for the sick, food for the needy, and guest houses for weary travelers.
- Beginning with **Pope Gregory I** in 597 C.E., he ordered monks and nuns to conduct missionary work, which facilitated the spread of Christianity throughout Europe.

The Growing Power of the Papacy



- The Roman papacy proclaimed **heresy** (holding religious beliefs contrary to established church doctrine) was punishable by **excommunication** (out of the church, no sacraments, no salvation) or burned at the stake.
- **Pope Innocent III** declared himself above any other secular human ruler around 1200 and said the word of the Church was final.



The Inquisition

- In order to punish people suspected of heresy, the Church set up a court in 1232 C.E. known as the **Inquisition**.
- Sometimes Church officials would use torture in order to secure a confession.
- The Church offered offenders the chance to repent; those who refused were either imprisoned or executed!



Anti-Semitism during the Middle Ages

- By the 1000's C.E., many Christians unfairly blamed Jews for plagues, famines, and other societal problems.
- **Anti-Semitism**, or racial hatred of the Jews, largely developed from Church leaders and laity whose interpretation of the Bible placed blame for Jesus' death on Jews. Many Church leaders also resented Jews for refusing to convert to Christianity.
- In the 1200's, rulers in England, France, and other European countries began to expel Jewish subjects. Many expelled Jews settled in Eastern Europe and developed their own religious traditions.



In this 15th century woodcut, Jews are depicted as murdering the child Simon of Trent. This "murder" is one of the sources of the medieval blood libel: the allegation that Jews used Christian children's blood to make matzoh (unleavened bread) during Passover. The Jews can be recognized by the circular patches sewn on their clothing and by the money bags they carry.

Document: "Philip Augustus Orders Jews Out of France"

Long the object of Christian controversy, hated as moneylenders by ordinary people, and feared by the clergy as successful competitors with Christianity, Jews became easy scapegoats for rulers who wished to exploit fear and prejudice. In 1182, Philip II Augustus, eyeing the wealthy Jews of Paris, ordered all non-converting Jews out of France and confiscated their property and possessions.

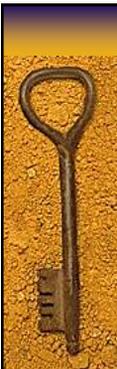


[When Philip became king] a great multitude of Jews had been dwelling in France for a long time. . . [In Paris] they grew so rich that they claimed as their own almost half of the whole city, and they had Christians in their houses as menservants and maidservants, who were backsliders from the faith of Jesus Christ and judaized with the Jews . . .

And whereas the Lord had said. . . in Deuteronomy [23:19-20]: "thou shalt not lend upon usury to thy brother, but to the stranger," the Jews. . . understood by "stranger" every Christian, and they took from the Christians their money at usury. And so heavily burdened in this wise were citizens and soldiers and peasants. . . that many of them were constrained to part with their possessions. Others were bound under oath in houses of the Jews in Paris, held as if captives in prison.

The most Christian King Philip hearing of these things. . . released all Christians of his kingdom from their debts to the Jews, and kept a fifth part of the whole amount for himself. . . [Then in] 1182, in the month of April. . . an edict went forth from. . . the king. . . that all the Jews of his kingdom should be prepared to go forth by the coming feast of St. John the Baptist. And the king gave them leave to sell each his movable goods before the time fixed.

When faithless Jews heard this edict some of them. . . converted to the Lord [Jesus Christ, and] to them the king, out of regard for the Christian religion, restored all their possessions. . . and gave them perpetual liberty. . . Others were blinded by their ancient error and persisted in their perfidy! . . . The infidel Jews. . . astonished and stupefied by the strength of mind of Philip the king and his constancy in the Lord. . . prepared to sell all their household goods. The time was now at hand when the king ordered them to leave France. . . Then did the Jews sell all their movable possessions in great haste, while their landed property reverted to the crown. Thus the Jews, having sold their goods and taken the price for the expenses of their journey, departed with their wives and children and all their households in the. . . year of the Lord 1182.



Friars Inspire Reform



- During the Middle Ages, Church leaders were often criticized for their love of wealth and power.
- Beginning in the 1200's C.E. traveling preachers, called **friars**, attempted to inspire reform of the Church
- While they followed monastic rules, friars depended on gifts of food and shelter to survive.
- In 1210 C.E., **St. Francis of Assisi** founded the Franciscan friars and taught his followers to follow the simple life of Jesus' followers.
- In 1215 C.E., a Spanish priest named **Dominic** organized the Dominican friars, who lived a life of poverty, simplicity, and service.





THE MEDIEVAL CATHOLIC CHURCH ASSIGNMENTS:

- 1) Read and complete Document Packet: "The Medieval Church."
- 2) "Highway to Hell."
- 3) "Stairway to Heaven."
- 4) "What Should I Avoid Doing? The Seven Deadly Sins."
- 5) St. Francis of Assisi."

HIGHWAY TO HELL Would you "Burn, Baby, Burn?"

In the Middle Ages almost everyone was a Christian. Today, there are lots of different Christian Churches (e.g. Methodists, Quakers, Catholics, Anglicans). In those days, though, there was only one: The Roman Catholic Church, led by the Pope in Rome.

Anyone who disagreed with the Church's views was called a heretic, and could be burned to death at the stake.

Task 1

- Fill in the first column of the table by following the format "I agree / disagree, because..."
- Your teacher will then go through each one of these and tell you what the Church really did believe. Write down key points in the final column, and keep a record of how many you disagreed on. The more you disagree with, the more likely it would have been that you will have been burned at the stake!

	Your view (Agree / Disagree), with explanation	What did the Church actually believe?
"God is more concerned with what we believe than with what we do"		Key word: "Good Works"
"The Bible should be written in the language of the people"		Key word: "Vernacular"
"Priests should not be allowed to get married or have girlfriends"		Key word: "Celibacy"
"In the Mass (bread and wine ceremony) the bread and wine actually turn into the body and blood of Jesus"		Key word: "Transubstantiation"
"The Church should not support ceremonies which are not listed in the Bible"		Key word: "Purgatory"

Did you know...
Each of the points above were issues which eventually divided the Christian Church between Roman Catholics on the one hand, and Protestants on the other.

Worksheet from RJ Tarr at www.activehistory.co.uk / 1

STAIRWAY TO HEAVEN

How do you get to paradise?

	Job description
Pilgrim	Do you like the idea of travelling with friends to foreign lands? Have you got a spare bit of money to fund the trip? If so, the job of pilgrim is just for you! You will go to holy places like Lourdes in France, and see relics of holy people – even their mummified hands, and pieces of the cross Jesus was crucified on! By praying at these places and going on these journeys you will please God and get into heaven!
Crusader	Do you like adventure? Is physical activity – even violence – your sort of thing? If so, Crusader could be just the thing for you! You will go to the Holy Land with an army of comrades to fight the Muslims who have taken over Jerusalem. It's dangerous work, and you will need a fair bit of cash to fund the enterprise, but God will be pleased with you!
Flagellant	Not too keen on traveling? Not too scared of a bit of pain? Maybe Flagellant is just the job for you! All you have to do is walk around town whipping yourself for your sins. God will be so pleased that you are punishing yourself on earth that he will let you into heaven as soon as you die.
Franciscan Friar	Do you like the idea of devoting your entire life to God, but still want to be able to travel around and help ordinary people at the same time? Yes? Then the Franciscans are for you! Your job is to move around from place to place spreading the word of Jesus and helping out in the community however you can. You will have to take a vow of poverty, though, so if you like material things then you may wish to think twice!
Cistercian lay brother	Not too bright, but not afraid of a bit of hard physical work? Then why not become a Cistercian lay brother? All you have to do is go along to the Cistercian Monastery and work as a gardener, a builder or a plumber. This is a great job if you fancy a quiet life - you will not be allowed to leave the monastery once you have joined up.
Augustinian monk	Do you like the idea of living in a secluded monastery away from the hustle and bustle of everyday life? Are you not too keen though on being completely out of touch with the real world? Augustinian monk is just the job for you, then! You will spend most of the day at quiet prayer, but you will also be able to provide shelter for travellers and medical care in the local community!
Cistercian monk	Are you bright and ambitious? Do you like the idea of a quiet life? Cistercian monk is the right path for you! You will live your life in quiet devotion to God in a monastery deep in the countryside. You will have to leave all your family and friends behind, but the peace and tranquility – in fact, you will not be allowed to speak at all because you will take a vow of silence!
Charity worker	Do you have bit of time and / or money to spare? Do you like the idea of helping others through the Church, without having to give up your ordinary way of life? Yes? Then why not do some "Good Works"? If you help the poor by washing their feet or giving them bread, God will be pleased! If you buy an "Indulgence" from a "Pardoner", God will forgive you your sins! If you leave money to the Church when you die, you will get into heaven more quickly!

Task 1

Which one of these would be your preferred "Stairway to Heaven"? Why?

Which one of these "jobs" do you like the least? Why?

Task 2

Produce a questionnaire / decision-making tree designed to help people decide which "stairway" will be best for them. For example, one question might be "Do you like travel?". You may work in pairs for this activity if you wish. Draw up your findings as an A3 diagram, a mindmap, or even an interactive website if you wish!

Worksheet from RJ Tarr at www.activehistory.co.uk / 1

What should I avoid doing? – the Seven Deadly Sins

• Pictures of hell often show people in seven different rooms. Each of these rooms contains people who committed one of the seven deadly sins. They will sometimes even be carrying signs with their sins written on them! (see picture).

The Seven Deadly Sins!



- **Pride:** Sometimes known as vanity. This was the sin which Lucifer was guilty of: he wanted to be as powerful as God, so God made him king of a brand new Kingdom – Hell!
- **Envy:** Sometimes known as jealousy. This sin makes you resent people for qualities or possessions they have, rather than admiring them.
- **Avarice:** Sometimes known as greed. Greedy people are more concerned with material wealth, fashion and appearances than with spiritual matters.
- **Lust:** This sin involves being far too concerned with "loving others too much" – chasing boys or girls around all the time instead of thinking about the Love of God.
- **Anger:** Sometimes known as wrath. This sin involves losing self-control and becoming thoughtlessly cruel. It is seen as the first step towards committing murder.
- **Gluttony:** Is the sin of eating or drinking more than you really need. This includes bad habits like smoking and getting drunk.
- **Sloth:** Sometimes known as laziness. This sin makes you unwilling to engage in any sort of activity which might make you useful to others – physical or spiritual.

The sins were often associated with different punishments, animals and colours:

Sin	Punishment in Hell	Animal	Color
Pride	Tied to a wheel on a heavy cart, which then rolled around	Horse	Violet
Envy	put into freezing water until your bits snapped off	Dog	Green
Anger	Ripped apart limb from limb while still alive	Bear	Red
Sloth	Thrown into a pit of poisonous, man-eating snakes	Ooat	Light Blue
Greed	Lowered slowly into a cauldron of boiling oil	Frog	Yellow
Sluttry	Forced to eat raw rats, toads, and snakes while they are alive	Pig	Orange
Lust	Slowly coated in fire and brimstone	Cow	Blue

Questions / Tasks

1. Re-arrange the deadly sins so that the first letter of each can be spelled out in turn to create a new word. This is a useful way of remembering information!
2. Create a diagram showing how the 7 Deadly sins are connected. Does one lead to another? Is one the result of another? Compare your ideas as a class.
3. Produce a poster entitled "The Hell of the Seven Deadly Sins!". Produce your own gruesome image of hell using the information in the table to help you. Try to make it clear which sin leads to which punishment.

Task: In the Confession Box.

Work in pairs for this activity.

- a. "The Sinner": You will be going into the Confession Box to tell the Priest all about your sins. You must imagine that you have committed every single one of the deadly sins. You must write a story about yourself in which you will explain to the priest how you committed each of the seven deadly sins. Try to connect these up in a believable story using your answer to question (2) to help you.
- b. "The Priest": You will be warning "The Sinner" of the terrible fate that awaits them in hell if they continue sinning in this way. Use the information in the table above, and the work you did in the previous lesson about hell, to help you write this response.

These will then be acted out in front of the class!

"St. Francis of Assisi: 1181-1226"

BRIEF BIOGRAPHY:



Francis was born at Assisi in Umbria in 1181 or 1182. His father, Piero Bernardone, was a prosperous merchant, and Francis planned to follow him in his trade, although he also had dreams of being a troubadour or a knight. In 1201 he took part in an attack on Perugia, was taken hostage, and remained a captive there for a year. As a result of his captivity and a severe illness his mind began to turn to religion, but around 1205 he enlisted in another military expedition, to Apulia. However, he had a dream in which God called him to his service, and he returned to Assisi and began to care for the sick. In 1206, he had a vision in which Christ called him to repair His Church. Francis interpreted this as a command to repair the church of San Damiano, near Assisi. He resolved to become a hermit, and devoted himself to repairing the church. His father, angry and embarrassed by Francis' behavior, imprisoned him and brought him before the bishop as disobedient. Francis abandoned all his rights and possessions, including his clothes. Two years later he felt himself called to preach, and was soon joined by companions. When they numbered eleven he gave them a short Rule and received approval from pope Innocent III for the brotherhood, which Francis called the Friars Minor.

The friars returned to Assisi and settled in huts at Rivoreto near the Porziuncula. They traveled throughout central Italy and beyond, preaching for people to turn from the world to Christ. In his life and preaching, Francis emphasized simplicity and poverty, relying on God's providence rather than worldly goods. The brothers worked or begged for what they needed to live, and any surplus was given to the poor. Francis turned his skills as a troubadour to the writing of prayers and hymns. In 1212 Clara Sciffi, a girl from a noble family of Assisi, left her family to join Francis. With his encouragement she founded a sisterhood at San Damiano, the Poor Ladies, later the Poor Clares. In 1219 Francis joined the crusaders and preached to the Sultan of Egypt.

Francis did not wish to found an 'order', but in time the brotherhood became more organized. As large numbers of people, attracted to the preaching and example of Francis, joined him, Francis had to delegate responsibility to others. Eventually he wrote a more detailed Rule, which was further revised by the new leaders of the Franciscans. He gave up leadership of the Order and went to the mountains to live in secluded prayer. There he received the Stigmata, the wounds of Christ. He returned to visit the Franciscans, and Clara and her sisters, and a few of his followers remained with him. He died at the Porziuncula on October 3, 1226.

Francis... worked to care for the poor, and one of his first actions after his conversion was to care for lepers. Thousands were drawn to his sincerity, piety, and joy. In all his actions, Francis sought to follow fully and literally the way of life demonstrated by Christ in the Gospels.

SOURCE: "Great People of History Bookstore, St. Francis of Assisi",
<http://members.aol.com/JAMIETAMPA/Francis/biography2.htm>

Question:	• What are the key beliefs of St. Francis toward nature and even death?
Document #1	
<p>O most high, almighty, good Lord God, in thee belong praise, glory, honor, and all blessing! Praised be my Lord God with all his creatures, and specially our brother the sun, who brings us the day and who brings us the light; fair is he and shines with a very great splendor! O Lord, he signifies to us thee! Praised be my Lord for our sister the moon, and for the stars, the which he has set clear and lovely in heaven. Praised be my Lord for our brother the wind, and for air and cloud, and all weather by which thou upholdest life in all creatures. Praised be my Lord for our sister water, who is very serviceable unto us and humble and precious and clean. Praised be my Lord for our mother earth, the which doth sustain us and keep us, and bringeth forth diverse fruits and flowers of many colors and grass. Praised be my Lord for all those who pardon one another for his love's sake, and who endure weakness and tribulation; blessed are they who peaceably shall endure, for thou, O most Highest, shall give them a crown. Praised be my Lord for our sister, the death of the body, from which no man escapeth. Woe to him who dieth in mortal sin! Blessed are they who are found walking by thy most holy will, for the second death shall have no power to do them harm. Praise ye and bless the Lord, and give thanks unto him and serve him with great humility.</p>	
SOURCE: St. Francis of Assisi's "Canticle of the Sun," early 13.	

Questions:	<ul style="list-style-type: none"> • Can ideals be so high that they threaten the well-being of an institution? • What would have happened to the church if all clergy, including the Pope, had lived a life of poverty, begging, and working with their hands, as the Rule of Saint Francis instructs? • What provisions are there in the Rule to assure the Pope of the order's loyalty?
Document #2	
<p>This is the rule and way of living of the Minorite brothers, namely, to observe the holy Gospel of our Lord Jesus Christ, living in obedience, without personal possessions, and in chastity. Brother Francis promises obedience and reverence to our lord Pope Honorius, and to his successors who... enter upon their office, and to the Roman Church. And the other brothers shall be bound to obey Brother Francis and his successors.</p> <p>I firmly command all the brothers by no means to receive coin or money, of themselves or through an intervening person. But for the needs of the sick and for clothing the other brothers, the ministers alone and the guardians shall provide through spiritual friends, as it may seem to them that necessity demands, according to time, place, and the coldness of the temperature. This one thing being always borne in mind, that, as has been said, they receive neither coin nor money.</p> <p>Those brothers to whom God has given ability to labor shall do so faithfully and devoutly, but in such manner that idleness, the enemy of the soul, being averted, they may not extinguish the spirit of holy prayer and devotion, to which other temporal things should be subservient. As a reward, moreover, for their labor, they may receive for themselves and their brothers the necessities of life, but no coin or money, and this humbly, as becomes the servants of God and the followers of most holy poverty.</p> <p>The brothers shall appropriate nothing to themselves, neither a house, nor a place, nor anything; but as pilgrims and strangers in this world, in poverty and humility serving God, they shall confidently go seeking for alms. Nor need they be ashamed, for the Lord made Himself poor for us in this world.</p>	
SOURCE: The Rule of St. Francis of Assisi, 1223.	

TODAY'S OBJECTIVES:

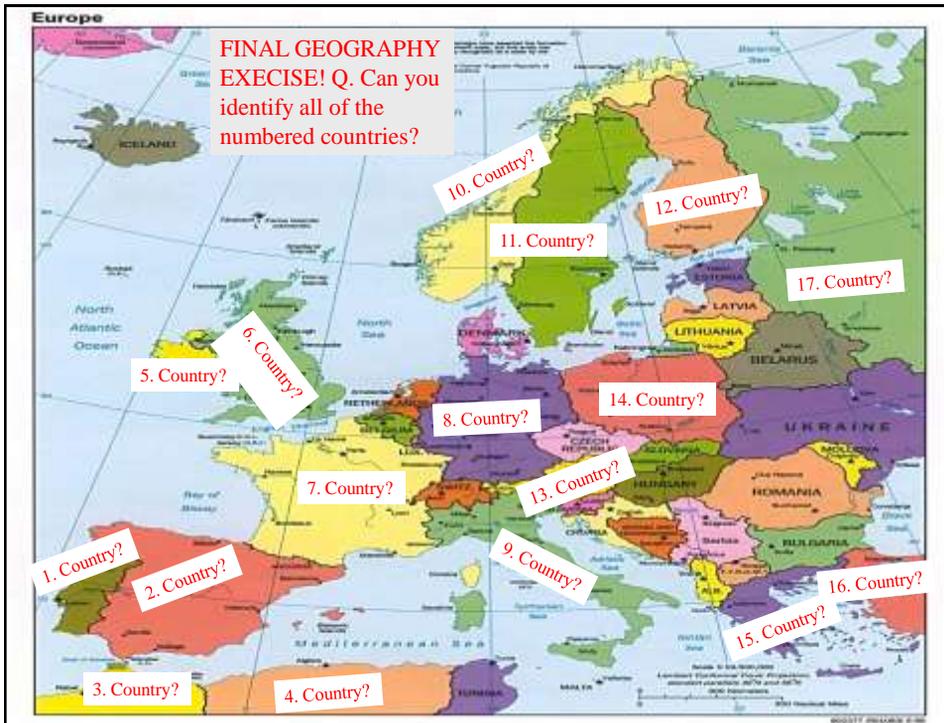
- 1) Review Renaissance project requirements.
- 2) Understand how decentralized authority gave way to nation-states under strong monarchies.
- 3) Learn the origins of England's long tradition of limited monarchies.
- 4) Understand the origins of the Christian-Muslim conflict, with a focus on Islamic conquest and the Crusades.



Rise of European Monarchy

- After the decline of Rome, central authority in Western Europe collapsed.
- With the exception of Charlemagne during the 700's C.E., kings had lost most of their power to wealthy nobles.
- By the 1100's C.E., however, many European monarchs began to build strong states.





Rise of the Franks



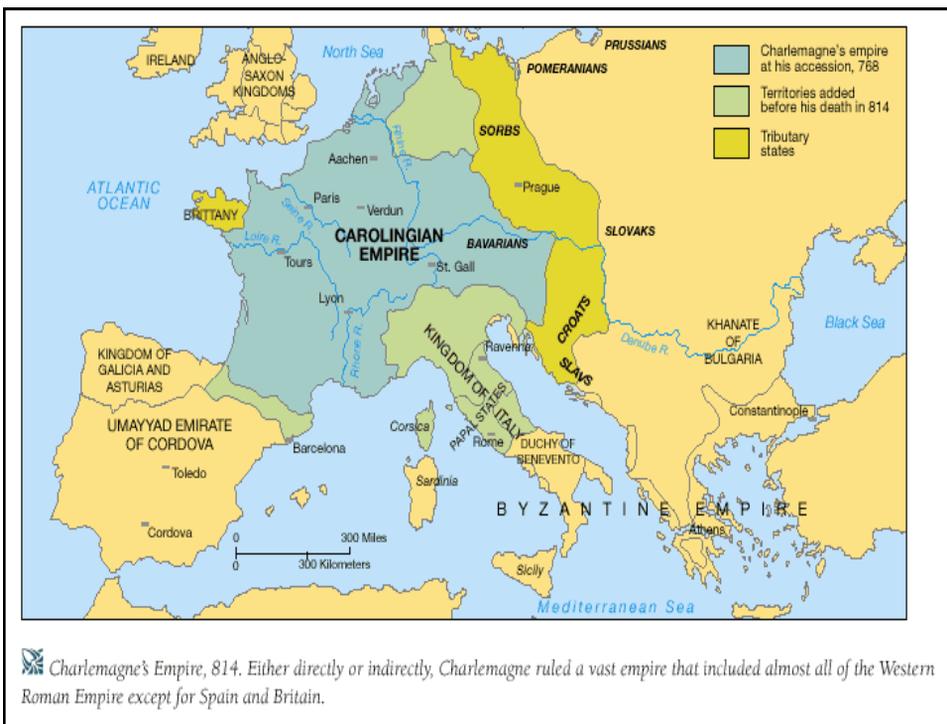

- The **Franks** were a West Germanic tribal confederation first attested in the 3rd century as living north and east of the Lower Rhine River. Under the **Merovingian dynasty**, they founded one of the Germanic monarchies which replaced the Western Roman Empire from the 5th century. The Frankish state consolidated its hold over large parts of western Europe by the end of the eighth century, developing into the Carolingian Empire and its successor states.
- Merovingians Dynasty establishes the principles of the Divine Right of Kings
- A.D. 732: Charles Martel “the hammer” and the Battle of Tours
 - *Stopped the seemingly unstoppable Muslim invasion from the south via Spain*
- A.D. 754: Pope Stephen makes Pepin the Short king of the Franks



Charlemagne: A Strong Monarch

In 768 C.E., **Charlemagne** became the new Frankish king. He nearly doubled borders of his kingdom to include Germany, France, northern Spain, and most of Italy.

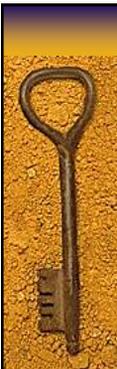
- In 800 C.E., Pope Leo III crowned Charlemagne the new Holy Roman Emperor.
- Charlemagne united his territories under one faith—Christianity—thereby increasing the power of the Church.
- Hellenistic dream of the unity of the civilized world



Charlemagne on the World Stage

- Diplomatic but delicate relations with Byzantine court
- Equal relations with Islamic leaders
- Protector of Christian holy places
- European pilgrims had full access to sites in Palestine



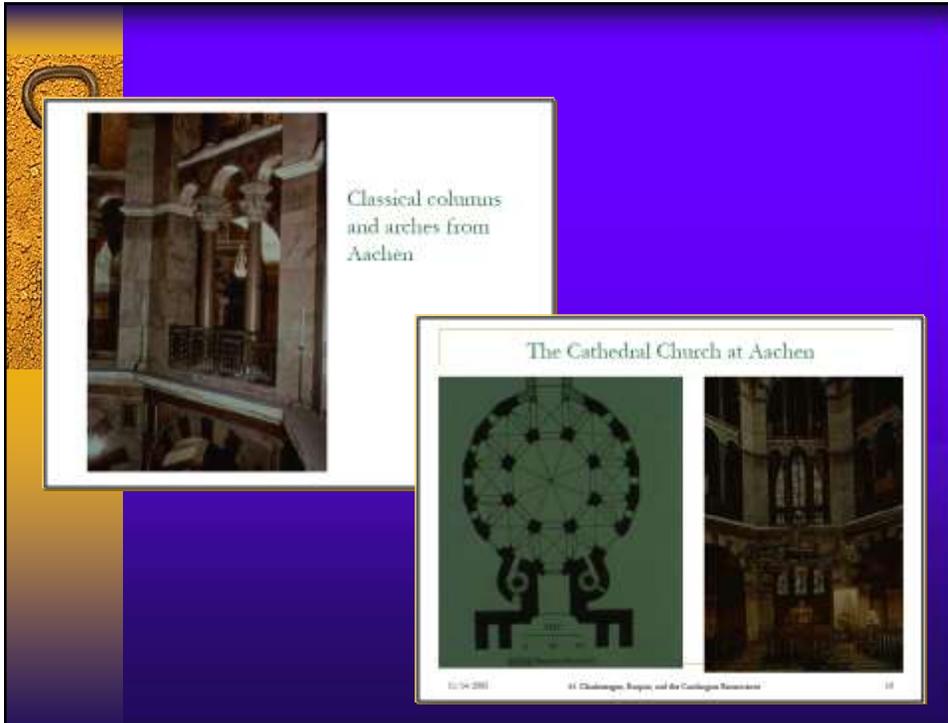
The Carolingian Renaissance

- In addition to the rebirth of the political concept of empire, Charlemagne also encouraged the rebirth of learning and culture

A New Capital: Charlemagne's Aachen



- Churches and Palaces intended to match the Roman model
- Palace and cathedral at Aachen
 - Byzantine models, especially San Vitale in Ravenna



A Renaissance of Letters: Alcuin and the revival of learning



- Charlemagne needed bureaucrats to administer his
- empire
- **Alcuin**, a student of Bede, came from England to establish Charlemagne's palace school (A.D. 782–96)
- Promising students were brought to Aachen, Charlemagne's capital, and taught Latin and secular as well as religious topics
- Learning had been the province of the Church to that point

Alcuin's Curriculum

- Course of study based on Classical models
- Later formalized as the Medieval *quadrivium and trivium*
- *Quadrivium*
 - arithmetic
 - geometry
 - music
 - astronomy
- *Trivium*
 - grammar
 - Rhetoric
 - Dialectic

Results of Alcuin's Program

- Preserved and considered texts
- Revived Latin as a literary language
- Rise of literacy, education of the young
- Chiefly a renaissance of letters



Einhard

- A Frankish monk and scholar, moved to palace school in A.D. 791
- Studied under Alcuin
- Charlemagne was patron, continued to work under his son
- Well-versed in Classics
- manuscript of Suetonius' *Lives of the Twelve Caesars* was at the monastery of Fulda when Einhard studied there
- Used *Life of Augustus* as a model for his own biography of Charlemagne, endeavoring to portray his king in the same light as the Roman emperor





Einhard's *Life of Charlemagne*

- Book I: The Early Carolingians
 - Ancestry and Birth
 - Early Life and Career
 - Programmatic Statement: "I have therefore decided to leave out what is not really known and to move on to his deeds and habits and other aspects of his life . . ." (Penguin, 59)
- Book II: The Wars and Political Affairs of Charlemagne
 - Activities in Wars and Politics
- Book III: The Emperor's Private Life
 - Personal Life and Habits
 - Einhard's treatment of the Carolingian Renaissance: "He [Charlemagne] paid the greatest attention to the liberal arts; and he had great respect for the men that taught them, bestowing high honors upon them."
 - Charlemagne's own interest in learning but failure to learn to write!
- Book IV: The Emperor's Last Years and Death
 - Death and Will

Q. Is Einhard's account of Charlemagne reliable, especially since it was written during his lifetime?



What happened to Charlemagne's empire?

- After his death in 814 C.E., his grandsons fought for control of the empire, but the empire soon collapsed.

CHARLEMAGNE ASSIGNMENT:

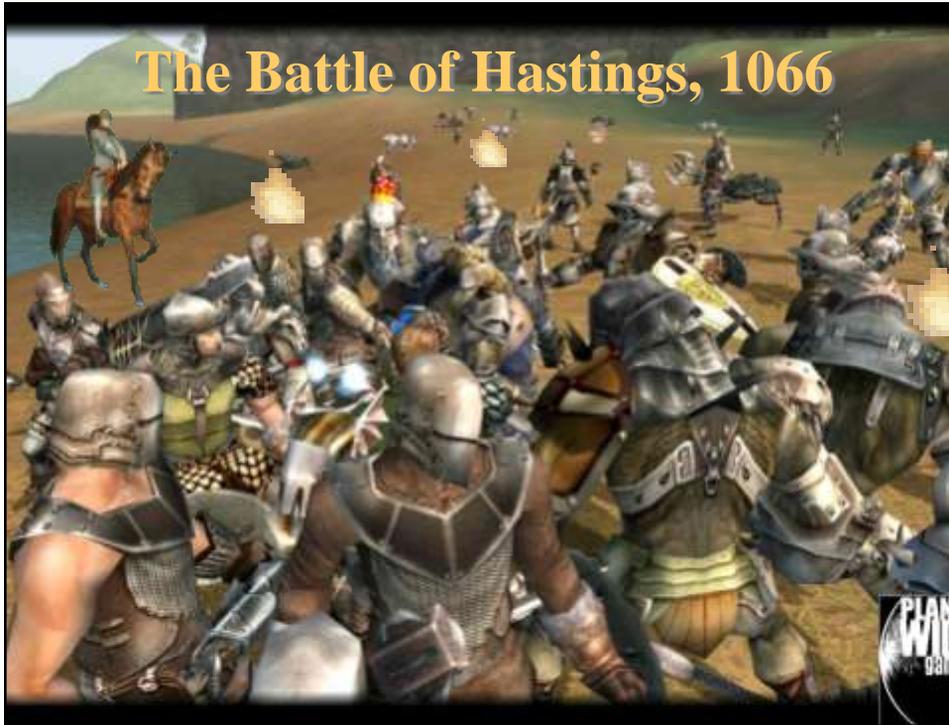
- Read “The Life of Charlemagne by Einhard” and answer the accompanying reading comprehension questions.
 - 1) According to Einhard, what kind of person was Charlemagne?
 - 2) What things mentioned in this document make Charlemagne appear to be an intellectual person?
 - 3) Why do you think Einhard tells us so much about Charlemagne's education?
 - 4) What type of father was Charlemagne?
 - 5) List some of the ways that Charlemagne was directly involved with the Catholic Church.
 - 6) How would you account for the fact that Einhard's description of Pope Leo's injuries is not historically accurate?
 - 7) What other information about the life, customs, and values of the upper class in the Frankish court is revealed in the excerpts from Einhard's work?
- Tying it all together:
 - 8) What was the importance of Charlemagne's coronation as emperor?
 - 9) How did Charlemagne govern his unified kingdom?

Strong Monarchs in England



William the Conqueror

- In 886 C.E., **Alfred the Great** united the Anglo-Saxon kingdoms and defeated the Danes. His united kingdom eventually became known as “Angleland,” or England.
- When the last Anglo-Saxon king, Edward the Confessor, died in 1066 C.E., three rivals claimed the throne.
- One of the claimants was **William of Normandy**, cousin of the late English king. He held a feudal stronghold in northeastern France.
- In 1066 C.E., William invaded England, leading to the **Battle of Hastings**, where he battled **Harold Godwinson**, the king chosen by the Anglo-Saxon nobles.



The Saxon Army

Harold had two types of soldiers in his army:

1. Housecarls






During the Battle of Hastings, one Housecarl managed to cut his way through the neck of a horse to kill it's rider with just one blow!

These were full-time soldiers who were well trained & paid.

The Saxon Army

Harold had two types of soldiers in his army:

2. Fyrd



These were part time, unpaid soldiers who were called up when the country was in danger.

The Norman Army

These are highly trained, full time professional soldiers!



Spearmen



Horsemen / Cavalry



Archers

The Battlefield

The diagram shows the layout of the battlefield with several key features labeled:

- Harold Army forms a shield Wall:** A green callout box pointing to a line of soldiers forming a defensive wall.
- Harold's Housecarls:** A green callout box pointing to a group of elite soldiers.
- Fyrd: Part Time Soldiers:** A green callout box pointing to a group of militia soldiers.
- William's Horsemen:** An orange callout box pointing to knights on horseback.
- Unsu... hor...:** An orange callout box pointing to a large wooden shield wall.
- Dimensions:** The diagram includes measurements of 79 metres and 82 metres.
- Geography:** Labels include 'River' and 'The coast'.

The Start of the Battle

William of Poitiers

'The blowing of trumpets announced the start of the battle on both sides. Eager and brave Normans were the first to attack. The English threw javelins and missiles of all sorts, dealing out savage blows with their axes.'

The Start of the Battle



Bayeux Tapestry, The Normans attack the Saxon Shield Wall

Early Stages of the Battle

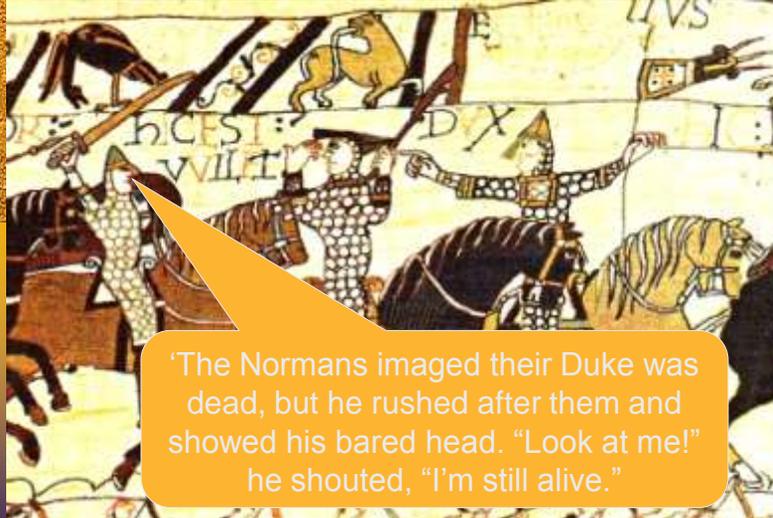


William of Poitiers



Aha, I'm going to try me some French frogs legs!

The Normans start running away



'The Normans imagined their Duke was dead, but he rushed after them and showed his bared head. "Look at me!" he shouted, "I'm still alive."

A Cunning Plan!



Duke William

What was William's Cunning Plan?

When the Normans
 a thousand
 left
 of the
 to chase
 Normans.
 they were easily
 killed by the Norman
 Horsemen!

Second Stage: Cunning Plan!



They then turn around and splatter the
Normans pretend to run away
Saxons who are chasing after them!

Second Stage: Cunning Plan!



William of Poitiers

'They withdrew, pretending to turn in flight. Some thousand or more of the English rushed forward; suddenly the Normans turned their horses, cut off the force which was pursuing (chasing) them, encircled them and massacred (killed) them to the last man. Twice the Normans used this trick with equal success.'

Third Stage: The Archers



The Shield Wall was weakened but still strong, so William orders his Archers to aim high to distract the Saxons whilst he led another charge.

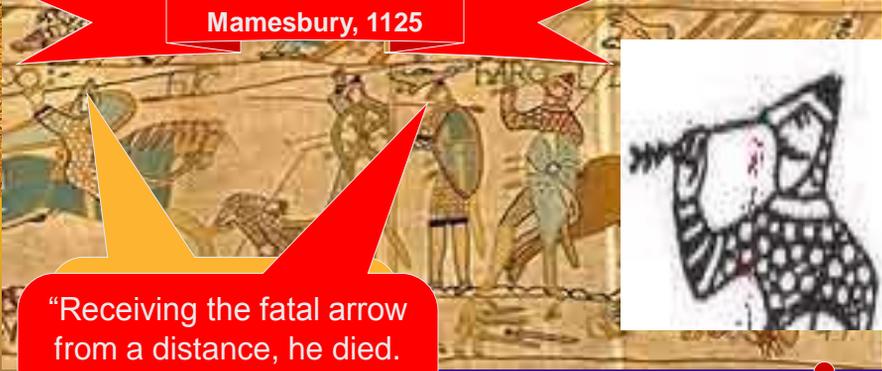
Fourth Stage: The Shield Wall Collapses



Harold's brothers are killed.

Final Stage: Death of Harold

William of
Mamesbury, 1125



“Receiving the fatal arrow from a distance, he died. One of the Norman soldiers with a sword then cut off his leg as he lay.”

hit squad of Normans
ing Harold

Aftermath



Once King Harold and his brothers are dead the rest of the Saxon army runaway.

The Battlefield Today



ASSIGNMENTS ON WILLIAM THE CONQUEROR:

- Complete the following:
 - 1) “William I”
 - 2) “Domesday Book”
 - 3) “Castles and Fortifications: The Normans in Yorkshire”
 - 4) “The Feudal System”
 - 5) Culminating Activity: Debate “William the Conqueror: Hero or Villain?”



William I

is better known as William the Conqueror.

William was born in 1027 and he died in 1087. His father was Robert, Duke of Normandy and his mother was Herleve of Falaise. They never married and William was known as "William the Bastard" to his enemies - though this was never said to his face when he had grown up.

In 1035, Robert died and as his only surviving heir, William became Duke of Normandy at the age of 8. William's young age and the fact that he was born out of marriage, meant that many lords in Normandy did not approve of him ruling them. In 1040, they tried to kill William. The plan failed but William's guardian - Gilbert of Brienne - was killed.

In 1047, the lords in western Normandy rebelled against William again. They, again, failed but these two incidents taught William to trust no-one. He also became a victim of the violent time he lived in. He believed that if someone betrayed him, then he should show no mercy. If a village or town betrayed him, then he should show no mercy. In 1051, citizens in the town of Alençon, which William was besieging, taunted him about being illegitimate. Once the town had fallen to him, he ordered that those who had abused him should have their hands and feet cut off.

In 1051, William met Edward the Confessor. William claimed that at this meeting, Edward promised him the throne of England on Edward's death. However, there were no proper witnesses to this meeting - only those who wanted to keep on the good side of William.



In 1052, William married Matilda of Flanders. They had nine children, of whom seven survived. During the next ten years, William had to constantly fight off invaders to his territory. He was always successful and built up a feared and professional army. His army's main power was based on his cavalry - horse borne soldiers. These men were highly trained. They wore chain mail into battle, used a lance, sword or mace to fight with and rode horses that were bred to carry such a weight at speed.

After defeating Harold at the **Battle of Hastings**, William gained control over England by the use of the **Feudal System**. His control over the people was greatly extended by the **Domesday Book**.

He died in September 1087 after suffering from major internal injuries when his horse, scared by smog in a burning Norman village, reared and rammed the pommel on the saddle into William's stomach. He took several days to die. When he did, he was buried but he was too big for his coffin and his body had to be stuffed into it. Legend has it, that the body split open because it had rotted so much before burial.....

What was put into his coffin was stolen in 1562 - all except a thigh bone. This was removed during the French Revolution - no-one knows the whereabouts of the skeleton of the man who won the Battle of Hastings !!



What was William like?

What did people at the time think about William the Conqueror?

Source A - A comment on William's character, taken from the Anglo-Saxon Chronicle.

'King William was a very stern and violent man. No one dared do anything against the King's will. He put nobles who annoyed him into prison. He built castles and cruelly kept the poor people down.'

Source B - This entry in the Peterborough Chronicle describes William's reign.

'During William's reign the great cathedral at Canterbury was built. Any man was allowed to become a monk, no matter how rich or poor he was. We mustn't forget the good order he kept in the land.'

Source C - Orderic Vitalis, usually an admirer of William, wrote this about the 'harrying of the North' in the 12th century.

'Never did William show such cruelty. He did not trouble to restrain his resentment, striking down innocent and guilty alike with an equal fury. In this manner all the sources of life north of the Humber were destroyed.'



1. What different views of William are given in Sources A to C?
2. What impression of William do you get from reading about him?
3. Explain why there are these different views of William?
4. What is your own opinion of William's character and personality?



William The Conqueror



Domesday Book

What was it?

Source A

The King had much thought and very deep speech with his council about this land, how it was settled and with what manner of men. He then sent his men over all England. So very closely did he let it be searched out that there was no land, nor even – it is a shame to tell, though it seemed to him no shame to do – an ox, nor a cow, nor a pig that was not set down in his writing.

The Anglo-Saxon Chronicle, December 1085

The King's men took eight months to carry out these orders and all the information was written down in two big books, which still exist. No other medieval king tried to do anything like it and no other ruler in Britain made a big survey like this till the first government census (population count) in 1801. Later this survey was called Domesday Book. *Doom* means judgement so perhaps people felt they were being judged when they had to answer so many questions. Here are two key facts from the Domesday Book: About 250 people controlled *all* the land of England and all except two were Norman.

Here is part of an entry from the Domesday Book for Clapham, now in South London.

Source B

Geoffrey de Mandeville holds Clapham. Turbern held it from King Edward. There is land for 7 ploughs. There are 8 villeins, and 3 bordars (the poorest villagers) with 5 ploughs. There are 5 acres of meadow. In the time of King Edward it was worth £10, now £7.10 shillings.



William orders a record of all his land and people!

TASKS

1. Who is the Englishman who lost his land in Clapham in 1066, and who is the new Norman lord?
2. What clues are there that life in Clapham got worse after 1066? What may have happened during William's march to London?
3. Did people at the time seem to like the Domesday Book?
4. Why was the Domesday Book useful to William? Why is it useful today?

By Mr Yelland www.schoolhistory.co.uk

Castles and Fortifications.

The Normans in Yorkshire.

After completing these activities you should be able to:

- ✓ Explain the impact of the Invasion upon Yorkshire.
- ✓ Give several reasons why Castles were built in the region.
- ✓ Explain why Skipton was an ideal location for a Castle.

Source A

Orderic Vitalis, a contemporary chronicler, wrote of the year 1069... '... Nowhere else had William shown so much cruelty. Shamefully he succumbed to this vice, for he made no effort to restrain his fury and punished the innocent with the guilty. In his anger he commanded that all crops and herds, chattels and food of every kind should be brought together and burned to ashes with consuming fire, so that the whole region north of the Humber might be stripped of all means of sustenance. In consequence so serious a scarcity was felt in England, and so terrible a famine fell upon the humble and defenceless populace, that more than 100,000 Christian folk of both sexes, young and old alike, perished of hunger.'

Source B

Symeon of Durham, paints a picture as bleak as any modern day Cambodia or Yugoslavia... '...Throughout the winter and slaughtered the people...it was horrible to observe in houses, streets and roads human corpses rotting...for no one survived to cover them with earth, all having perished by the sword and starvation, or left the land of their fathers because of hunger... between York and Durham no village was inhabited.'

Source C

'I have persecuted its native inhabitants beyond all reason. Whether gentle or simple, I have cruelly oppressed them; Many I unjustly inherited; Innumerable multitudes, especially in the county of York, perished through me by famine or the sword.' Reputed to be said by William I in 1087.

Further background information

The Normans faced a lot of opposition in the North of England. William's response to the opposition was, as can be seen in the sources above, to act brutally to crush any opposition. The rebellions, coupled with his policy of destruction in the North, made his Norman barons more susceptible to attack than those in the South of the country. To enforce his law and to defend his men William, and his barons, had to build Castles to dominate and control the region. In addition to the problems posed by the

By Mr Yelland www.schoolhistory.co.uk and www.schoolhistory.org.uk

inhabitants of the county it was also the case that Yorkshire was one of the most obvious sites for any future landing by Scandinavians. William must have been fearful of another attempt by the Norwegian's to claim the English crown. (Harold Hardrada had landed on the Yorkshire coastline in 1066). Equally there was a threat from the Scots who had for hundreds of years marauded through the northern climes of England, thus threatening the stability of the new Norman kingdom's northern borders.



Source D map of Yorkshire.

Skipton lay to the west of York, on a major route across the North of the Country. Just to the west of the town you find Lancashire towns such as Clitheroe, on route to Lancaster, Liverpool and

Manchester. To the North of Skipton are the Yorkshire Dales, an area that would prove hard to subjugate due to the number of isolated villages, treacherous hills and awkward inclines. Skipton lay at the junction therefore of two major routes. One to the west and at the gateway to the Northern parts of Yorkshire making it a strategically significant location.

Activities

- (1) Describe the actions taken by the Normans in the county of Yorkshire in the years following the invasion.
- (2) Making use of the Source material. Explain why the Normans treated the county of Yorkshire so harshly.
- (3) Why was the construction of Castles in the county of Yorkshire an important part of William's policy in the early years of his reign?
- (4) Making reference to the source material and background information explain why Skipton was an ideal location for the construction of a Castle.

Worksheet to accompany the simulation at www.activehistory.co.uk / 1

The Feudal System

Introduction

- After winning at Hastings, William had two problems
- 1. He needed to bring all the country under his control
- 2. He needed to get money out of the country



- He solved the first problem with the Feudal System.
- He solved the second problem with the Domesday Book.

Background to the problem: The Harrying of the North

A. Orderic Vitalis was half Norman, half Saxon. He wrote:
 "And so the English groaned aloud for their lost liberty and plotted ceaselessly... Some supported Prince Edgar, the young nephew of Edward the Confessor. Some went to Swegen, King of Denmark, and urged him to invade the kingdom of England".

B. The Anglo-Saxon Chronicle was written by Saxon monks. They wrote:
 "William gave Northumberland to Earl Robert but the people of Durham massacred him and 900 soldiers. Prince Edgar and the rebels came to York, where William surprised them and drove them out of the city. Then the Danes came with 240 ships and seized the town again, killed hundreds of Normans and burned the castle".

C. Orderic Vitalis continues:
 "William came to York only to learn that the Danes had fled. The King repaired the castles, and stopped at nothing to hunt down the rebels. Nowhere had William shown such cruelty. His fury was blind and he punished the innocent along with the guilty. He ordered that all crops, herds and food be burned so that the whole region north of the Humber had nothing to live on. William fell on the English of Yorkshire like a lion... thousands of children, old people, and young men and women died of hunger... I have often praised William in this book, but I can say nothing good about this brutal slaughter. God will punish him".

D. Simeon of Durham was an Anglo-Saxon monk. He wrote:
 "There was so great a famine that men ate human flesh and horses, dogs and cats. Some sold themselves into slavery whilst others died on the roads. Corpses rotted in the streets because there was no-one to bury them".

E. William of Malmesbury was an Anglo-Saxon monk. He wrote:
 "At times the King was quite severe with the English, because they were so disloyal. This angered him and he took from them first their wealth, then their land and finally, in some cases, their lives".

Tasks:

1. Do you think that the "Harrying of the North" suggests that William was a good King, or a bad King? Explain your answer.
2. Which witness do you think is the most reliable? Consider the arguments for and against each one to help you reach a verdict.

Worksheet to accompany the simulation at www.activehistory.co.uk / 2

	Reasons why we might trust them*	Reasons why we might not trust them*
Orderic Vitalis		
Anglo-Saxon Chronicle		
Simeon of Durham		
William of Malmesbury		

***Who are they? Why are they writing? What do they say?**

The Feudal System

After defeating the Northern rebels, William set up a strict system of government for the whole country called the Feudal System. Elements of this system – with Kings, Lords and Commoners – still remain in place to this very day!

Your teacher will start with a PowerPoint Presentation. You should then use this page to sketch out your own diagram of the Feudal System. For homework, produce a neat, coloured, labelled version on clean paper.

Discussion Point
Does the Feudal system suggest that William was a good or a bad King? Try to see things from two sides!

Extension
How is the Feudal System still used today? See if you can produce another diagram... including yourself, teachers, your school, your country, your Minister / President / King / Queen / God etc!
From this, what has changed since the Norman period? What has stayed the same?

William the Conqueror: Hero or Villain?

	Questions from the "Hero!" group Is it not true that...	Responses from the "Villain!" group
	Is it not fair to say that...	
	Would you not agree that...	
	Questions from the "Villain!" group Is it not true that...	Responses from the "Hero!" group
	Is it not fair to say that...	
	Would you not agree that...	

The class will be divided into two groups to come up with questions for their opponents. The teacher will then conduct the debate.

Royal Power Expands





- William the Conqueror's successor's further strengthened the monarchy.
 - Henry I**, William's son, ruled 1100-1130 C.E. He created a royal treasury to collect taxes and gave royal courts greater authority.
 - Henry II** and his wife **Eleanor of Aquitaine** ruled over England as well as western France. He set up a system of **common law**, using traveling judges to apply the law equally through the land. A **grand jury** submitted the names of suspects. A **petit jury** established the guilt or innocence of the accused.

Henry II



Medieval Law and Order

Law and order was very harsh in Medieval England. It was believed that people would only learn how to behave properly if they feared what would happen to them if they broke the law. Even the 'smallest' offences had serious punishments.

Each accused person had to go through an **ordeal**. There were three ordeals:

- Ordeal by fire.** An accused person held a red hot iron bar and walked three paces. His hand was then bandaged and left for three days. If the wound was getting better after three days, you were innocent. If the wound had clearly not got any better, you were guilty.
- Ordeal by water.** An accused person was tied up and thrown into water. If you floated you were guilty of the crime you were accused of.
- Ordeal by combat.** This was used by noblemen who had been accused of something. They would fight in combat with their accuser. Whoever won was right. Whoever lost was usually dead at the end of the fight.

Henry II (1154-1189) did not think these methods were fair or sensible.

When Henry II came to the throne in 1154 his first job was to restore order and make everyone in England obey his laws. Stephen had allowed the barons to do as they pleased. They had built castles without the King's permission and had terrorised farmers and merchants so that farming and trade were at a standstill.

By the time of Henry II, the system of law in England had been improved because Henry sent out his own judges from London to listen to cases throughout all England's counties.

What Henry II did to restore order:

- Henry restored order by pulling down illegal castles and bringing back the laws of Henry I.
- Henry brought in trial by jury and did away with trial by ordeal and battle.
- Henry sent his judges to different towns to try cases so everyone saw the law working.

In 1215, the Pope decided that priests in England must not help with ordeals. As a result, ordeals were replaced by trials by juries. To start with, these were not popular with the people as they felt that their neighbours might have a grudge against them and use the opportunity of a trial to get their revenge. After 1275, a law was introduced which allowed people to be tortured if they refused to go to trial before a jury.

By Mr Valland
www.schoolhistory.co.uk



If you were found guilty of a crime you would expect to face a severe punishment. Thieves had their hands cut off. Women who committed murder were strangled and then burnt. People who illegally hunted in royal parks had their ears cut off and high treason was punishable by being hung, drawn and quartered. There were very few prisons as they cost money and local communities were not prepared to pay for their upkeep. It was cheaper to execute someone for bad crimes or mutilate them and then let them go.

Most towns had a **gibbet** just outside of it. People were hung on these and their bodies left to rot over the weeks as a warning to others. However, such violent punishments clearly did not put off people. In 1202, the city of Lincoln had 114 murders, 89 violent robberies and 65 people were wounded in fights. Only 2 people were executed for these crimes and it can be concluded that many in Lincoln got away with their crime.

Crime doesn't pay!



TASKS – Put the title 'Medieval Law and Order' in your exercise books. Copy out these questions and answer them in you books.

1. Why were punishments so severe in the Middle Ages?
2. What 3 things did Henry II do to restore order in England?
3. (a) Describe the 3 types of ordeal and (b) do you think they are fair methods to decide whether someone was guilty of a crime?, explain your answer.
4. In 1215 the Pope did something which helped to replace ordeals, what did he do?
5. List 3 different crimes and the punishment you might expect for each.
6. Why were there so few prisons in the Middle Ages?
7. (a) What was a 'gibbet' used for? and (b) why were the bodies left to rot?

King John and the Magna Carta



- Henry II's son, **King John** (1199-1216 C.E.), was a much weaker king.
- He is famous as Prince John in make believe stories of Robin Hood. In the stories he is a wicked and foolish prince who taxes the people of England unfairly.
- In the following slides, you will learn how he angered the Church and nobility and was eventually forced to sign the Magna Carta, the first document to limit the power of a monarchy.



Could the nobility control the king?

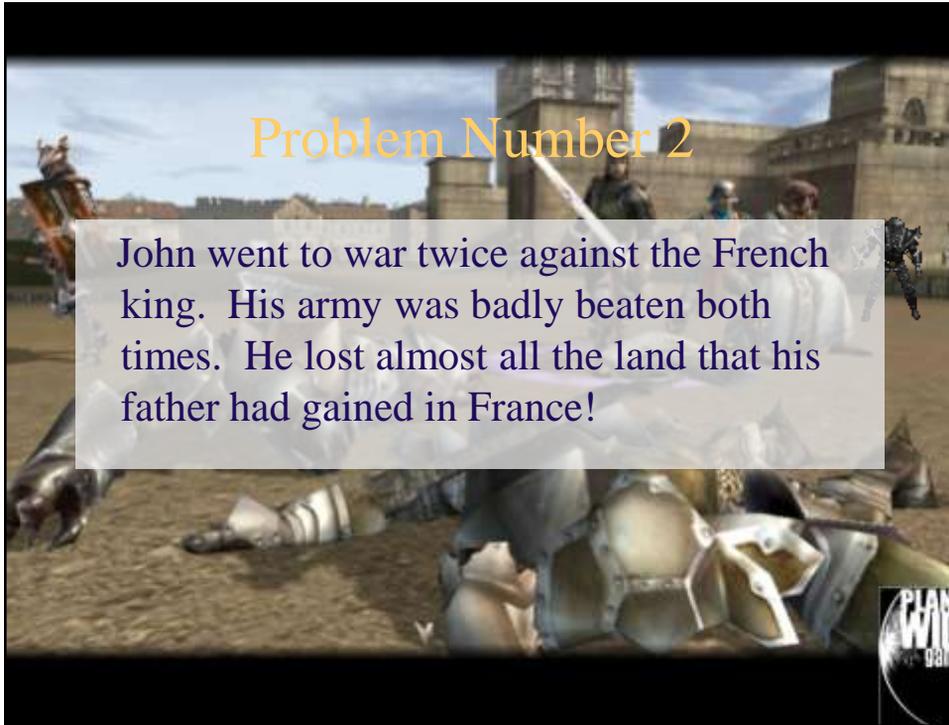
Around the picture below, you can read some of the qualities which medieval people expected their king to have! Which three are the most important for a medieval king? Did King John have these qualities?

Rich – but not greedy!		A good judge of character
Fit and strong		A good soldier
Inspiring!		God fearing
Hardworking		Brave
Firm – but fair!		Wise



Problem Number 1

King John quarrelled with the Pope about how to run the Church. From 1208 until 1213, the Pope banned all church services in England and English people feared that they would all go to HELL! Some Church leaders blamed John for the trouble.

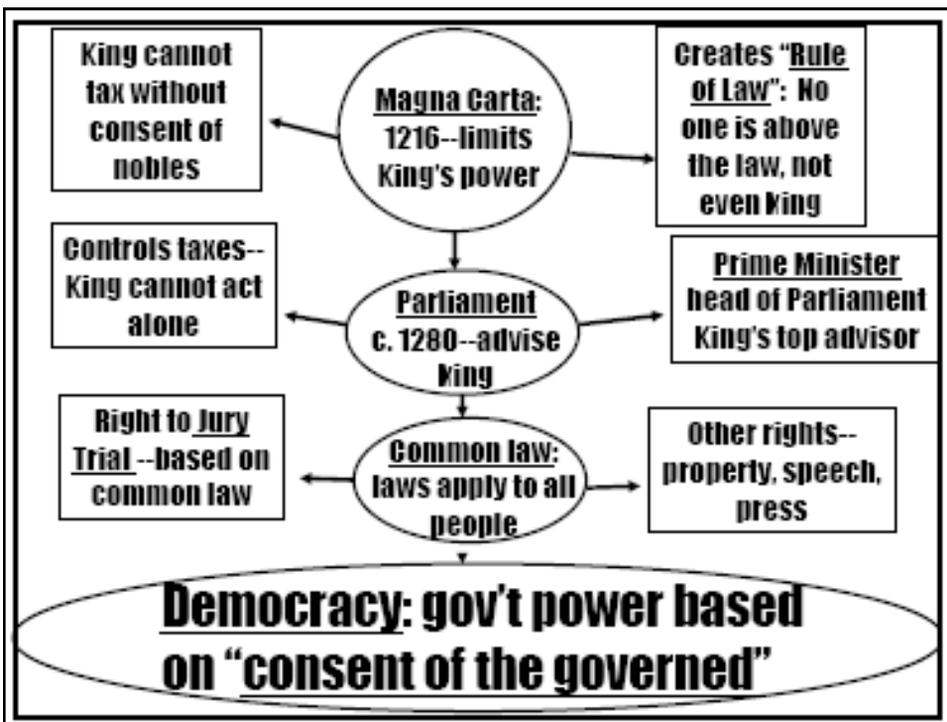


Problem Number 3

John raised taxes in England to pay for the wars. This upset his BARONS! He ordered them to pay far more tax than earlier kings had done!

How did the barons strike back?

- In 1214 many barons rebelled against John. They believed that he could not rule the country properly and was treating them unfairly.
- In 1215 the barons forced John to grant a charter, which was the first time anyone had expected an English king to obey a set of rules.
- The Charter later became known by the Latin name Magna Carta which means “great charter”. It became the first document in history to limit a king’s power.



In-Class Assignment: Rewrite the Magna Carta for Modern Day!



- Directions:** Imagine that a powerful monarch has just assumed control of England. The monarch's power must be limited in order to prevent him/her from exerting dictatorial control! Read through the Magna Carta (handout). Rewrite it in clear, modern-day language so that the new monarch understands that his/her power has been constitutionally limited in order to protect the peoples' rights.

Document: "Magna Carta"

The gradual building of a sound English constitutional monarchy in the Middle Ages required the king's willingness to share power. He had to be very strong but could not act as a despot. The danger of despotism became severe in England under the rule of King John. On June 15, 1215 the English nobility forced him to recognize Magna Carta, which reaffirmed traditional rights and personal liberties that are still enshrined in English law.



John, by the grace of God, king of England, lord of Ireland, duke of Normandy and Aquitaine, count of Anjou, to the archbishops, bishops, abbots, earls, barons, justiciars [justices], foresters, sheriffs, reeves¹, servants, and all bailiffs² and his faithful people greeting....

In the first place we have granted to God and by this our present charter confirmed... that the English church shall be free, and shall hold its rights entire. We have granted moreover to all free men of our kingdom for us and our heirs forever all the liberties written below, to be held by them and their heirs from us and our heirs....

No scutage³ or aid [tax] shall be imposed in our kingdom except by the common council....

And for holding a common council of the kingdom concerning the assessment of an aid...we shall cause to be summoned the archbishops, bishops, abbots, earls, and greater barons... [In addition], we shall cause to be summoned by our sheriffs and bailiffs all [our other vassals]... for a certain day... and for a certain place....

No free man shall be taken, or imprisoned, or dispossessed, or outlawed, or banished, or in any way destroyed, except by the legal judgment of his peers or by the law of the land.

No constable or other bailiff [of the king] shall take anyone's grain or other chattels⁴ without immediately paying for them in money, unless he is able to obtain a postponement at the good will of the seller.

No constable shall require any knight to give money in place of his war of a castle [i.e., standing guard], if he is willing to furnish that ward in his own person, or through another honest man, if he himself is not able to do it for a reasonable cause; and if we shall lead or send him into the army, he shall be free from ward in proportion to the amount of time which he has been in the army through us.

No sheriff or bailiff of [the king], or any one else, shall take horses or wagons of any free man, for carrying purposes, except on the permission of that free man.

Neither we nor our bailiffs will take the wood of another man for castles, or for anything else which we are doing, except by the permission of him to whom the wood belongs....

No free man shall be taken, or imprisoned, or dispossessed, or outlawed, or banished, or in any way injured, nor will we go upon him, nor send upon him, except by the legal judgment of his peers, or by the law of the land.



Example: A Modern Translation of The Magna Carta



I, King John, accept that I have to govern according to the law.

So I agree:

1. Not to imprison nobles without trial
2. That trials must be in courts; not held in secret by me
3. To have fair taxation for the nobles
4. To let freemen travel wherever they like
5. Not to interfere in Church matters
6. Not to seize crops without paying for them

.... and a lot more things too!!

Follow Up: What do you think?

- One of the purposes of the limitations imposed by constitutional government is to check the power of the majority. How can this be justified in a political system that is supposed to be democratic?
- What are the major advantages, in your judgment, of limited government? What are the most serious disadvantages?
- Are there advantages to unlimited government? If so, what are they?

England Vs. France's Monarchy

- England eventually developed a limited government called a **constitutional monarchy**, which limited the king's power and guaranteed English citizens certain rights.
- France eventually developed an **absolute monarchy**, in which the king had unlimited power and authority.

Examples of strong French kings:

- **Philip Augustus** (1180—1223 C.E.) recaptured French land from England, appointed local officers who were loyal to the king, and formed a royal army.
- **Louis IX** (1226-) made royal courts dominant over feudal courts and decreed that only the king had the right to mint coins. He also placed bans on private warfare and the bearing of arms.
- **Philip IV** ordered the taxation of clergy against the will of Pope Boniface VIII.



Absolute Monarchs in Europe

- **Absolutism**—total power surrendered to sovereign, or monarch
- man has no right to resist
- the sovereign answers to no one
- if your sovereign is overthrown, you give loyalty to the new sovereign
- A brutal, oppressive government is better than a "state of nature"
- Government is NOT a contract between subjects and their ruler



The Holy Roman Empire



Otto the Great

- During the 1000's and 1100's C.E., German kings began to threaten the Pope's authority.
- **Otto the Great** attempted to restore Charlemagne's empire. He was eventually crowned Holy Roman Emperor after helping Pope John XII in a feud against Roman nobles.
- Otto and his successors claimed the right to intervene in the election and removal of popes. However, the pope claimed the right to anoint and dispose kings. This led to centuries of dispute between the Holy Roman Emperors and the pope.
- In 1122 C.E., an agreement was reached, called the **Concordat of Worms**, which allowed the emperor to name bishops and grant them land and gave the pope the right to reject unworthy candidates.

ASSIGNMENT:

- Complete: Document Packet: "Royal Challenges to Papal Power"