

WORLD HISTORY



Chapter 10 Resources

Europe in the Middle Ages, 1000–1500

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Vocabulary Activity 10

Europe in the Middle Ages, 1000–1500

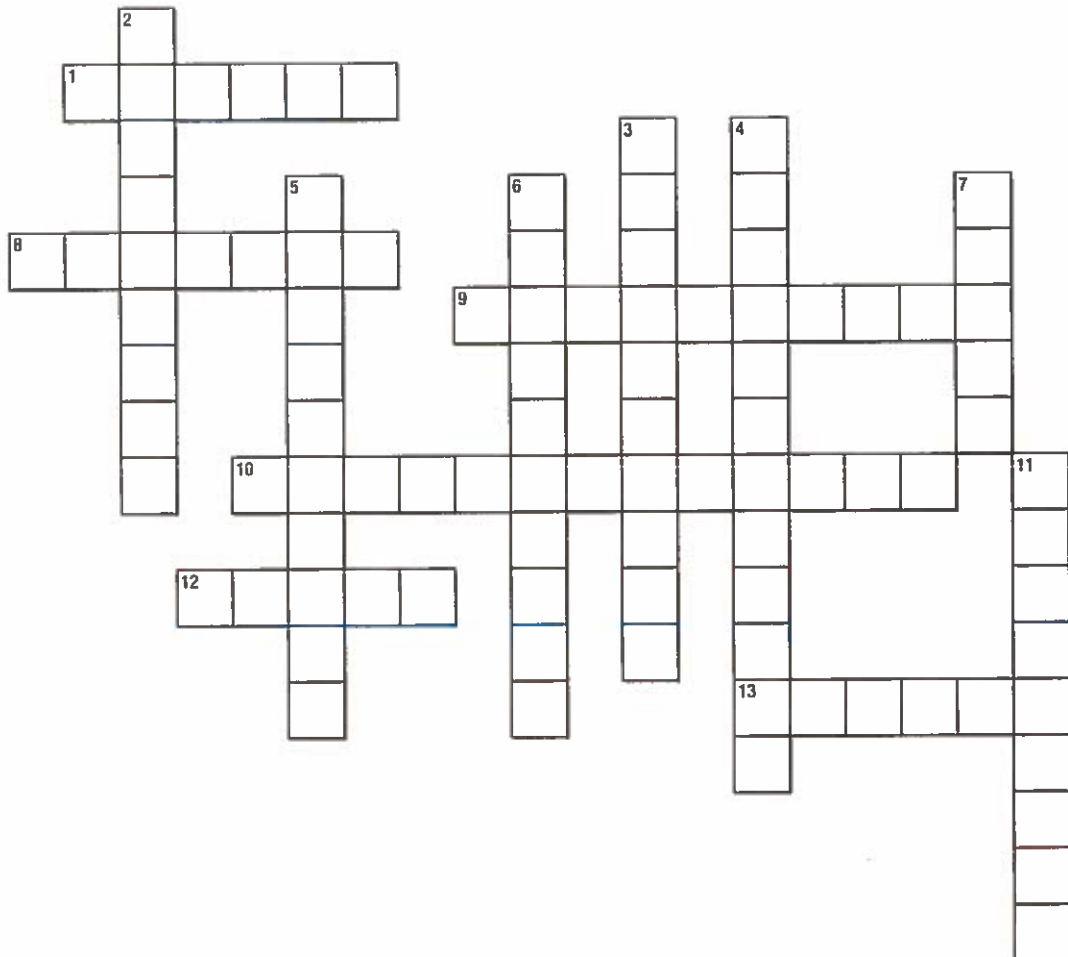
DIRECTIONS: Fill in the terms across and down on the puzzle that match each numbered definition.

Across

- 1. direct royal taxation on land or property
- 8. document guaranteeing the rights of townspeople
- 9. paid apprentice
- 10. learning that emphasized reason and faith
- 12. object of religious veneration; a piece of the body or personal item of a saint
- 13. qualified artisan who could join guild

Down

- 2. Christian rite
- 3. unpaid employee learning a trade
- 4. economic system that replaced barter (two words)
- 5. language of everyday speech
- 6. a traveling poet-musician
- 7. landed estate run by lord
- 11. to forbid





Skills Reinforcement Activity 10

Analyzing Historical Maps

Historical maps show political, social, and cultural changes over time. To read a historical map: (1) read the title of the map; (2) read the map's key, scale, and labels; (3) identify the order of events to see

changes over time; (4) compare historical maps of the same area over different periods of time; and (5) draw conclusions about the causes and effects of the changes you see.

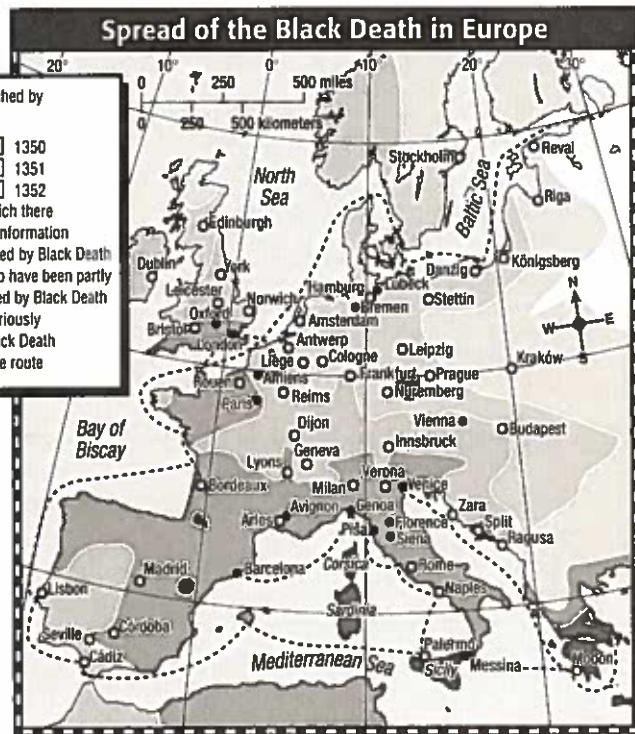
DIRECTIONS: Study the map below. Then answer the questions in the space provided.

1. What historical event is traced in this map?

2. What time period is represented?

3. What information is shown in the map key?

4. List five cities seriously affected by the plague.



Critical Thinking Skills Activity 10

Evaluating Information

Evaluating information means analyzing what you read and then drawing conclusions about it. It may also involve recognizing

whether the author is biased in any way, even in descriptions.

DIRECTIONS: The following passage from Geoffrey Chaucer's *The Canterbury Tales* describes a medieval monk. After you have read the excerpt, evaluate the information given in the poem.

There was a monk; a nonpareil was he,
 Who rode, as steward of his monastery,
 The country round; a lover of good sport,
 A manly man, and fit to be an abbot.
 He'd plenty of good horses in his stable,
 And when he went out riding, you could hear
 His bridle jingle in the wind, as clear
 And loud as the monastery chapel-bell.
 Inasmuch as he was keeper of the cell,
 The rule of St. Maurus or St. Benedict
 Being out of date, and also somewhat strict,
 This monk I speak of let old precepts slide,
 And took the modern practice as his guide.
 He didn't give so much as a plucked hen
 For the maxim, 'Hunters are not pious men,'
 Or 'A monk who's heedless of his regimen
 Is much the same as a fish out of water,'

In other words, a monk out of his cloister.
 But that's a text he thought not worth an oyster;
 And I remarked his opinion was sound.
 What use to study, why go round the bend
 With poring over some book in a cloister,
 Or drudging with his hands, to toil and labour
 As Augustine bids? How shall the world go on?
 You can go keep your labour, Augustine!
 So he rode hard—no question about that—
 Kept greyhounds swifter than a bird in flight.
 Hard riding, and the hunting of the hare,
 Were what he loved, and opened his purse for.
 I noticed that his sleeves were edged and trimmed
 With squirrel fur, the finest in the land.
 For fastening his hood beneath his chin,
 He wore an elaborate golden pin,
 Twined with a love-knot at the larger end.

1. What does this monk like more than anything else?

2. What does this monk think of the rules of his order?

3. What does this monk look like? What is he wearing and what animals does he have?

4. Look at Section 4 in your textbook for the reasons why there were calls for reform. Evaluate the description of the monk in terms of the corruption of the Church. Why might a reformer object to the monk's appearance and behavior?

★ HISTORY AND GEOGRAPHY ACTIVITY 10



Gothic Cathedrals

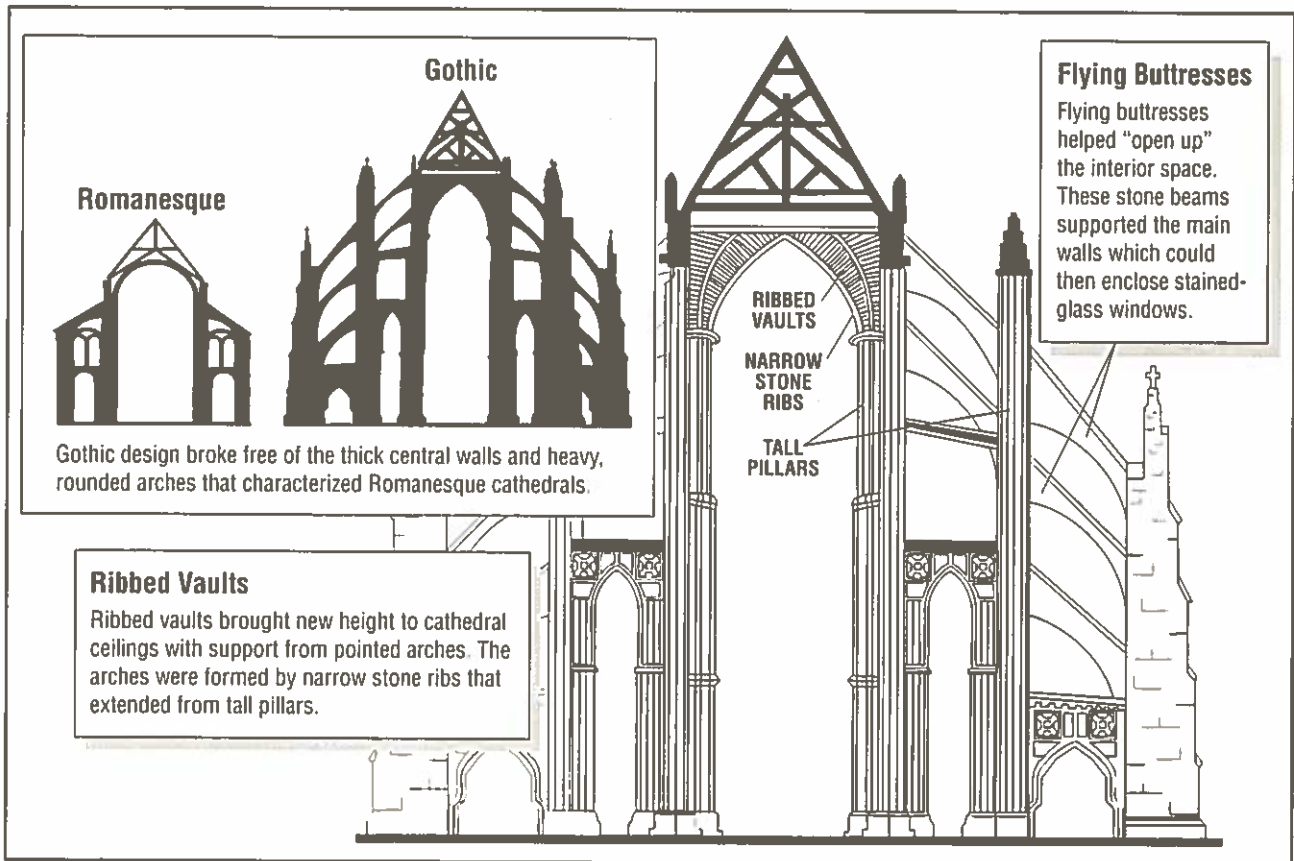
“Whether lifting our eyes to the soaring nave vaults, or peering into the depths of the aisles, the whole atmosphere is one of religious mystery. . . . [One] cannot but experience a little of that unearthly joy so keenly felt by the devotees of our cathedral.” What impression do these words by Etienne Houbert, curator of Chartres, give of this French cathedral?

Reflecting the central role of the Church in people’s lives during the Middle Ages, cathedrals were built for the glory of God. During the A.D. 1100s, a new system of construction that originated in France

signaled a change in architectural style from Romanesque to Gothic. The Gothic style of architecture would allow people to achieve new heights in honoring God.

A fine example of Gothic architecture, Our Lady of Chartres was rebuilt following a fire in A.D. 1194. The new structure, with a vault that reaches 11 stories into the sky, attests to the success of medieval builders in devising new ways to distribute the weight of cathedral walls. Ribbed vaults, pointed arches, and flying buttresses allowed stained-glass windows to fill the interior with light and the walls to stretch to the heavens.

CHAPTER 10



HISTORY AND GEOGRAPHY ACTIVITY 10 (continued)

People's ability to modify their surroundings has grown as they have improved their technology. Improvements have been made in tools, transportation, and materials. Gothic cathedrals represent an improvement in design discovered

during the Middle Ages. This architectural innovation revolutionized construction and focused the energies of towns and entire regions. Stonemasons, architects, and other skilled workers contributed to this innovation.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. How can people's use of technology affect their ability to modify their physical environments?

2. Are there any developing technologies that may affect your physical environment?

Critical Thinking

3. **Making Inferences** Medieval cathedrals were centers of religious, educational, and social activities during the Middle Ages. Why do you think it was so important to have such magnificent buildings?

4. **Making Comparisons** Compare changes in architectural styles during the Middle Ages with more recent examples of people's modification of their physical environments.

Activity

5. To understand how technology can be used to modify physical environments, form three groups to conduct research on physical changes in your community during the past 50 years. The first group will read local newspapers to determine how new technologies were described. The second group will interview members of their families and neighbors to determine the human response to modifications. The third group will contact local officials to discuss how technology has been used to alter the community's physical environment. Each group should present its findings to the class.

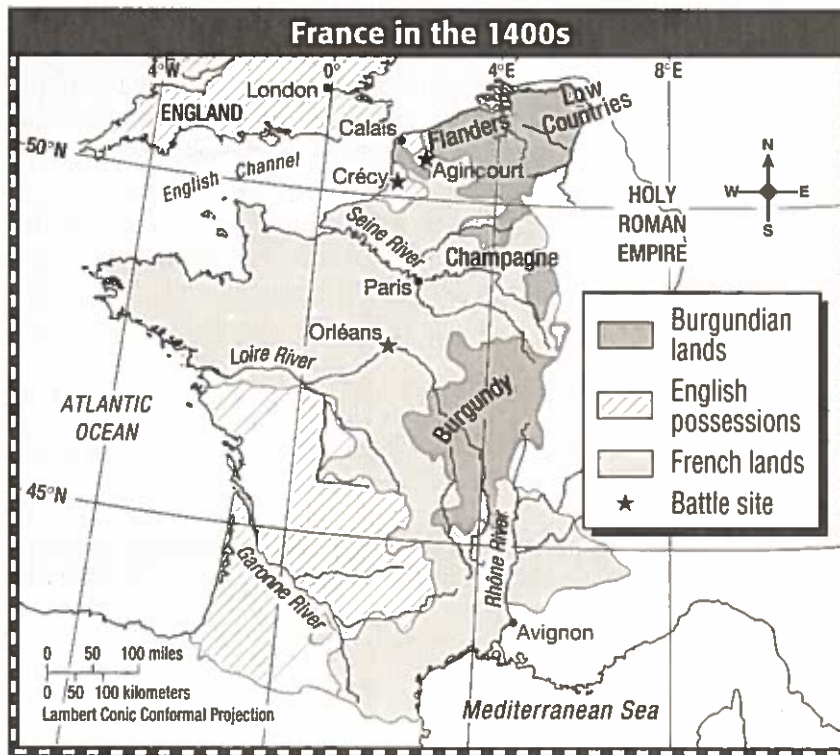
Mapping History Activity 10



France in the 1400s

The Hundred Years' War between France and England lasted for 116 years. England had the advantage for the first 92 years, until the time of Joan of Arc. Inspired by Joan of Arc, the French troops began driving the English back to the north of France. When the war ended in 1453, the English had been pushed back to the port of Calais.

DIRECTIONS: The map below shows France in the 1400s. Use the map to answer the questions and complete the activity that follow.



1. Which areas of France were occupied by English forces?

2. Which areas of France were occupied by French forces?

3. Name three cities that were strategic battle sites in the Hundred Years' War.

4. Under Joan of Arc's leadership, the French battled from Orléans to Reims. Reims is approximately 80 miles (120 kilometers) northeast of Paris. Mark Reims on the map. Gradually, the French made their way to Calais. Indicate the French forces' route from Orléans to Calais.

Historical Significance Activity 10



The Beginnings of the Middle Class

In the twelfth to fourteenth centuries, towns began to expand and so did the middle class. The middle class gained its income from buying and selling goods.

Today, in many countries the middle class makes up most of the population. Read this twelfth-century description of medieval Londoners and an early take-out restaurant.

Those engaged in the several kinds of business, sellers of several things, contractors for several kinds of work, are distributed every morning into their several localities and shops. Besides, there is in London on the river bank, among the wines in ships and cellars sold by the vintners, a public cook shop; there eatables are to be found every day, according to the season, dishes of meat, roast, fried and boiled, great and small fish, coarser meats for the poor, more delicate for the rich, of game, fowls, and small birds. If there should come suddenly to any of the citizens friends, weary from a journey and too hungry to like waiting till fresh food is bought and cooked . . . there is all that can be wanted. However great the multitude of soldiers or travellers entering the city, or preparing to go out of it, at any hour of the day or night,—that these may not fast too long and those may not go supperless,—they turn hither, if they please, where every man can refresh himself in his own way. . . .

—From *The Medieval Reader* edited by Norman F. Cantor

DIRECTIONS: Fill in the chart to compare and contrast the description of medieval take-out to take-out today.

| Restaurant Take-out: Then and Now | | |
|-----------------------------------|-------------|-------|
| | Middle Ages | Today |
| Location | | |
| Foods | | |
| Customers | | |
| Reasons for Purchasing | | |

★ Cooperative Learning Activity 10★



A Day in the Life: Europe in the Middle Ages

BACKGROUND

European society during the medieval period was characterized by rigidly stratified classes. The class divisions were derived from the feudal system and were comprised of king and queen, clergy, noble lords and ladies, rural peasants or serfs, and the few merchant or craftsman freemen and their families. By working as a group to create a five-minute play that illustrates life in the Middle Ages, you will learn more about medieval life and society.

GROUP DIRECTIONS

1. As a group, review the roles and classes that made up medieval society in the High Middle Ages from about A.D. 1000 to 1300. Use your textbook Chapters 9 and 10 as a quick reference.
2. Brainstorm ideas for a short dramatic presentation that would illustrate roles and interactions among classes. Be specific about scene, plot, and characters. Describe how the characters would interact and what they would say.
3. Create a script and assign all group members roles in the play. You might want to assign a group leader role to one member to act as director and to another as script or dialogue coach to help individual actors write and deliver their lines and rehearse their roles. Possible roles include the following.

| | |
|-----------------------|---------------|
| rural peasant | priest |
| merchant or craftsman | monk |
| lord/noble | lady/noble |
| knight | king or queen |
| bishop | nun |

Your plot and dialogue should showcase the different, yet interdependent, classes that existed in medieval society. The more interaction among the characters and classes that you can build into your drama or comedy, the better your play will be.

4. Present your play to the class. Use props or costume enhancements where possible.

ORGANIZING THE GROUP

1. **Group Work/Decision Making** As a group, appoint a director to oversee the development of the script and the details of the short play. Brainstorm possible scenarios in which medieval roles and characters might interact. Decide on a basic setting and plot for the play. Create a list of characters, with names, to fit into your scene and setting. Assign roles to individuals and let them improvise and spontaneously playact some possible dialogue and plot ideas. The characters might want to use notecards to record their lines. Create a final version of the script from which all the actors will rehearse.

Cooperative Learning Activity 10 (continued)

- 2. Individual Work** Practice your lines alone and with a partner. Look for readily available props and costume accessories that would enhance your role-playing.
- 3. Group Work** Appoint or vote on a narrator to introduce your play and to set the scene for your audience. Rehearse the play several times to work out the basic staging. Present your group play to the class.
- 4. Additional Group Work/Sharing** Invite the members of the audience to comment on the play—did the dialogue and plot illustrate the differences among classes? Let them vote for their favorite character(s). Discuss the likelihood of people from so many different classes interacting in one location, given the strict social divisions of medieval society.

GROUP PROCESS QUESTIONS

- What is the most important thing you learned about medieval society from this activity?
- What part of the project did you enjoy most?
- What problems did you have in planning, creating, rehearsing, and presenting your play?
- How did you solve the problems?
- Did the group members all contribute equally to the effort? Who contributed the most?

Quick CHECK

1. Was the goal of the assignment clear at all times?

2. How was producing a play different from other types of projects?

3. Were you satisfied with your work on this project? Why or why not?

HISTORY SIMULATION ACTIVITY 10

Meet the Medievalists

This activity reflects the nature of life in medieval western Europe—how strong leadership, security, loyalty, cooperation, and hard work were all necessary for survival.

TEACHER MATERIAL

Learning Objective To introduce students to the people of the Middle Ages; their social standings; and the economic, political, and spiritual interdependency that characterized medieval life.

Activity This activity should be done before students begin reading the chapter. Six students will read aloud from the character descriptions on the worksheet on the next page. The first student will introduce Lord Godwin to the class; the second student will introduce Lady Elizabeth, and so on, until all six characters have been introduced. Then lead a discussion using the questions on the worksheet in order to enhance students' understanding of medieval society and to prepare them for information presented in the chapter.

Teacher Preparation Make one copy of the handout material for each student.

Activity Guidelines

1. Introduce the activity by discussing the concept of interdependence in general. For example, students are dependent on their families, teachers, and friends for certain necessities, such as food and shelter, learning and guidance, or emotional support. People also depend on the students: friends need emotional support from them; employers count on them to do a good job; and parents

expect them to work hard in school and abide by the rules. Tell students that medieval society was in many ways similar to their own situation.

2. Explain to students that during this activity they will meet six people of the Middle Ages who come from different social levels and have different needs and responsibilities. Mention that all these people, in one way or another, depended on other people in the social hierarchy.
3. Organize the class into six groups and ask for one volunteer from each group to read an introduction. Write the names *King Jeffrey* and *Lord Godwin* on the chalkboard to begin the diagram that will summarize the interdependent society. As each student introduces a new person, add that person to the diagram with arrows representing his or her connection to those already listed.
4. After all the characters are introduced, have the class discuss the questions in their groups. They must agree on the answers and present a group answer sheet. Each group should select a leader and a recorder and be prepared to discuss their answers with the other groups.

HISTORY SIMULATION ACTIVITY 10

HANDOUT MATERIAL

Meet the Medievals—Worksheet

CHAPTER 10

Lord Godwin of Amsbury

I am Lord Godwin, in the service of King Jeffrey, now the ruler of this region of England. I am the owner of a large estate, granted me by the king in return for my loyalty and my legions of knights. I am sworn to protect my king—a duty I hold as dear as my own life. But I am ambitious and have sent my knights to battle John of Lamprey, lord to King Richard, a possible usurper of the Crown.

Lady Elizabeth

I am wife to Lord Godwin and the mother of his seven children (two of which have died of the plague). I am mistress of the estate, which is no small task, for there are 100 servants, cooks, artisans, and peasants who need my attention. I also keep an herb garden for the medicines my household might need.

Sir Stephen

I am the son of Lord Godwin and will soon become a knight. I have spent several years as a page and squire to a neighboring lord, whom my father trusts. If I can prove myself at tourney, I will earn the right to bear arms for King Jeffrey. Someday he may grant me a fief for my bravery.

Mary, prioress of Saint Agatha

I am the daughter of Lord and Lady Godwin. I would not marry the man my father ordered me to marry, so I have taken refuge in the Convent of Saint Agatha. I will serve God and the good peasants of the nearby village with my skills in medicine that I learned from my mother.

Jack Builder

I am called Jack Builder because I am a mason, a skilled artisan. I have served many an important lord and clergyman. I was an apprentice to the master builder of King Jeffrey's castle, and I was master builder of the cathedral that serves Holy Cross in the Woods. The cathedral is the most important building in town.

Agnes

I am a serf who lives on the estate of Lord Godwin. I work on the estate with my husband and our three children. I pull a plow and sow seeds. In deep winter, I am invited to the great house to help with the needlework and mending. Godwin will always be my lord, unless Richard seizes the throne from King Jeffrey. Then this estate will be granted to John of Lamprey, and he will be our new lord.

- Which people seem to have the most power? _____
Which seem to have the least power? _____
- Assumptions we can make about the quality of these people's lives:

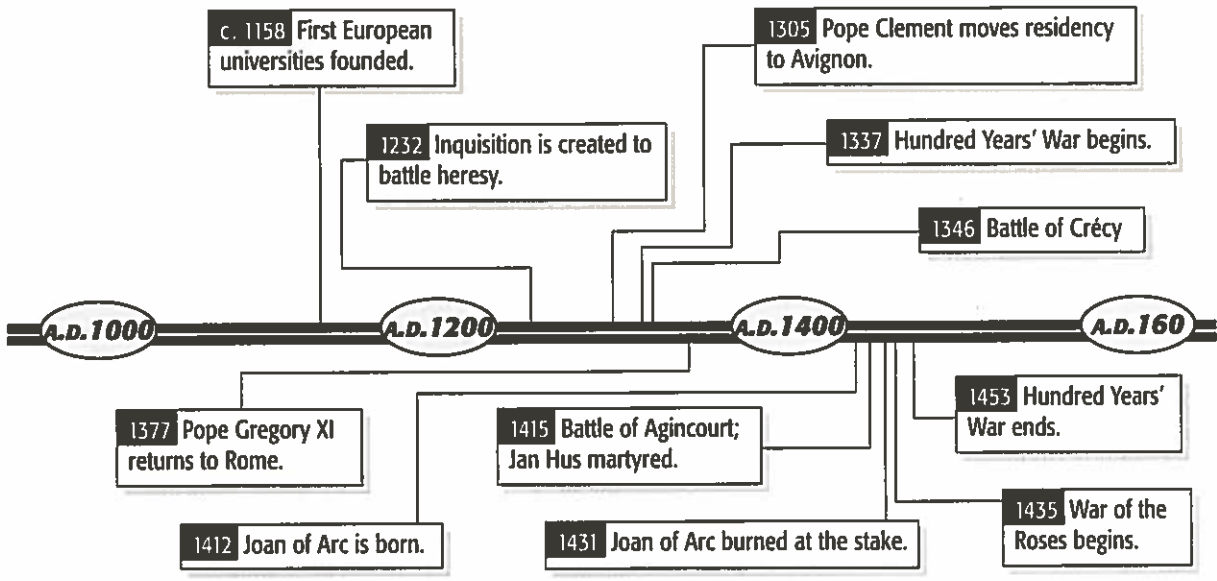
- The political situation here is subject to change. How is this related to the interdependency of various groups of people?

- At this point, the character we would like to be is _____ because _____

Time Line Activity 10

Europe in the Middle Ages

DIRECTIONS: Medieval Europe in the years A.D. 1000–1500 underwent dramatic conflicts, innovation, and cultural diffusions. Some events of that time are shown on the time line below. Read the time line, then answer the questions that follow.



1. What important institutions began in the mid-twelfth century?

2. For how many years was the papal court out of Rome?

3. During which war was Joan of Arc alive?

4. How old was Joan of Arc when she died?

5. What were two important battles of the Hundred Years' War?

6. During which century did the Church first seek to increase its control over heretics?

7. What war between the English nobility began in the 1400s?

Linking Past and Present Activity 10

Old and New Solutions to the Problem of Poverty

THEN In the late Middle Ages, when towns and cities began to develop around local market centers, a variety of charitable institutions began to spring up. Hospitals and almshouses were the most prevalent of these institutions. Originally, hospitals served any person who was in need of either health care or shelter. Almshouses provided food, clothing, and shelter.

Laypeople, as well as religious leaders, founded, supported, and served in these institutions. Some laypeople joined the clergy in charitable organizations called confraternities. Guilds established almshouses for impoverished members and made loans to those temporarily out of work. Guilds also set aside funds to support the widows and orphans of deceased members. City governments ran offices that were dedicated to the relief of poverty. Cities also contributed money to the charitable organizations run by individuals and trade organizations. Wealthy people often willed small annual donations to the poor in their parish.

As urban populations increased, an ever-growing number of poor people further strained the resources of the different support groups. In order to make the distribution of relief to the poor more efficient and effective, city governments began to take on a greater role in distributing aid than did private organizations.

Some civic leaders began to view paupers as potential revolutionaries and/or criminals. To reduce the threat of social unrest, civic leaders designed work programs for beggars and banished them from the city if they refused to work.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

- 1. Making comparisons:** Compare the sources of money for poor relief in the Middle Ages with those in modern times.
- 2. Making inferences:** Why do you think helping the poor is important to the well-being of a community or state?

NOW Providing for the poor in contemporary society has become a highly centralized function. Although private and religious organizations still play a significant role in fighting poverty, the governments of nations have taken over most of the job. In the United States, individual states make the welfare laws; the federal government provides the funds necessary to enact the different welfare programs.

Most of the Western democracies help their citizens through illness, unemployment, old age, and other periods of financial insecurity. In some countries, the government provides its citizens with medical care. All democratic governments offer a free education through at least secondary school.

Citizens pay taxes to support the benefits they enjoy. Lately, an influx of immigrants to developed nations has placed a heavy burden on these nations' welfare systems. Since many immigrants are unable to secure employment that pays a living wage, they depend upon public assistance. Some people consider this to be unfair, arguing that newcomers to a country should not automatically be supported by that country. Yet others believe that public assistance should be available to all people who live in a country. Most immigrants however, regardless of their income level, still pay their share of taxes.

Lately, government officials have begun to reconsider many welfare policies. Political leaders in the United States have pointed out that issuing welfare checks has created a culture of dependent people. Consequently, they have enacted work programs designed to take people off welfare. In countries with moderate socialist governments—such as Sweden—some citizens have become willing to give up their benefits in exchange for lower taxes.

- 3. Synthesizing information:** Why did the leaders of medieval towns take steps against paupers? Do research in the library and on the Internet to discover which legal measures—besides banishment—were taken against petty criminals and vagrants. Write a brief report of your findings and explain how harsh punishment might have contributed to a rise in the crime rate.

People in World History Activity 10

Profile 1

Eleanor of Aquitaine (1122–1204)

She was beautiful and just, imposing and modest, humble and elegant . . . who surpassed almost all the queens of the world.

Nuns of Fontevrault in their obituary of Eleanor of Aquitaine

Eleanor of Aquitaine had many impressive titles, including queen—of both France and England. Her turbulent life continues to intrigue people even today, 800 years after her death.

Eleanor was born to a royal family and grew up in an atmosphere of poetry, literature, and music. Her education was not confined to needlework, as often happened with young women. In fact, she learned to read and write Latin and Provençal, the local French dialect. By all accounts, she was beautiful, industrious, and intelligent.

Upon the sudden death of her father, Eleanor became engaged to Louis, the son of the king of France. They were married in 1137, when Eleanor was just 15 and Louis was 16. One week later, Louis's father died, and Eleanor found herself married to the new king of France. Masterful and energetic, Eleanor exercised much control over her husband—and thereby over France. When she accompanied Louis VII on the Second Crusade to Antioch, a disagreement grew between them on strategic policy, which was fueled by his intense jealousy. Their marriage ended in annulment in 1152.

Less than two months later, 29-year-old Eleanor married the 18-year-old grandson of King Henry I of England. Two years later, her husband became King Henry II, and Eleanor was now queen of England. Eleanor was more than 10 years older than her husband, but their marriage was reasonably happy for 15 years, with Eleanor bearing 5 sons and 3 daughters.

Eleanor separated from Henry and moved back to France in 1168, when she discovered Henry had a mistress. Legend states that she ruled at Poitiers over a society of troubadours, knights, and fair ladies who participated in "courts of love." More likely she spent time undermining the loyalty of two of her sons to their father. In 1173, these two sons attempted to seize his French lands, sparking an uprising. Henry squelched the rebellion, captured Eleanor, and put her in prison for her role in the affair. Over time, her confinement was relaxed, and she lived in semifreedom.

Eleanor lived to see her sons Richard and John crowned kings of England. She died at the age of 82 and was buried between her estranged husband Henry II and her son Richard I.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. Eleanor of Aquitaine served as queen of which two countries?
2. What in Eleanor's childhood made her one of the most cultured women of her day?
3. **Critical Thinking Making Inferences.** Biographies of Eleanor of Aquitaine are popular today, 800 years after her death. Why do you think this is so?

People in World History Activity 10

Profile 2

Isabella I (1451–1504)

You have not converted a man because you have silenced him.

From On Compromise (1874) by Lord John Morley

Isabella was born into the ruling family of Castile, the largest of the four kingdoms in what would become Spain. Her half-brother, Henry IV, was king of Castile. Isabella received a strict Catholic upbringing and was a devout Catholic throughout her life.

At the age of 18, Isabella married Ferdinand, the heir to the throne of Aragon, the other major Spanish kingdom. She became queen of Castile at about the same time her husband Ferdinand became the king of Aragon.

The marriage of the rulers of Spain's two largest kingdoms formed the foundation for the unification of Spain. Isabella and Ferdinand never officially combined their kingdoms, but their major goal was to create a unified Spain with a strong single monarchy. For the next 25 years, they made decisions and followed actions to this end.

In their efforts to unify Spain, Isabella and Ferdinand codified its laws and standardized its currency. Spain's international reputation was enhanced. The king and queen were generous patrons of the arts, and they will always be famous as the rulers who supported Christopher Columbus in his epic voyage. Their reign, however, had disastrous

consequences for Spanish Muslims and Jews.

Just two years after ascending the throne, Isabella and Ferdinand started to wage war against the Muslim Moors in southern Spain. It took 11 years, but their forces succeeded in eliminating the Moorish presence. This victory brought Spain almost to within its present borders. The two also waged war on Spain's Jewish population. They ordered Jews to immediately convert to Catholicism or leave the country. In the end, 200,000 Jews were expelled from Spain, and Spain had lost many of its most talented and accomplished citizens. Isabella and Ferdinand, fired by their Catholic fervor, also established the notorious Spanish Inquisition, led by the Roman Catholic priest Tomás de Torquemada. During Torquemada's 15-year reign as inquisitor general, 2,000 people were executed.

Isabella died in 1504 when she was 53 years old. She left behind her 5 children, and a legacy of powerful rule that shapes Spain even today.



REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. What was Isabella and Ferdinand's major goal for Spain?
2. What were Isabella's major achievements as queen?
3. **Critical Thinking Determining Cause and Effect.** How was Isabella's Catholicism reflected in her policies as queen?
4. **Critical Thinking Determining Relevance.** What is the meaning of Lord Morley's statement? How might it relate to the events during Isabella's reign?



PRIMARY SOURCE READING 10

An Italian Writer Describes the Black Death

Giovanni Boccaccio was a fourteenth century Italian writer who wrote the *Decameron*, the story of a group of men and women who survive the Black Death by fleeing their city. Read this excerpt from the introduction of his book to learn more about what it was like during the time of this terrible epidemic.

Guided Reading *In this selection, read to understand some of the effects of an epidemic plague on people in the Middle Ages.*

The symptoms were not the same as in the East, where a gush of blood from the nose was the plain sign of inevitable death; but it began both in men and women with certain swellings in the groin or under the armpit. They grew to the size of a small apple or an egg, more or less, and were vulgarly called tumours. In a short space of time these tumours spread from the two parts named all over the body. Soon after this the symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a certain sign of death, just as the original tumour had been and still remained.

No doctor's advice, no medicine could overcome or alleviate this disease. An enormous number of ignorant men and women set up as doctors in addition to those who were trained. Either the disease was such that no treatment was possible or the doctors were so ignorant that they did not know what caused it, and consequently could not administer the proper remedy. In any case very few recovered; most people died within about three days of the appearance of the tumours described above, most of them without any fever or other symptoms.

The violence of this disease was such that the sick communicated it to the healthy who came near them, just as a fire catches anything dry or oily near it. And it even went further. To speak to or go near the sick brought infection and a common death to the living; and to touch the clothes or anything else the sick had touched or worn gave the disease to the person touching.

...Such fear and fanciful notions took possession of the living that almost all of them adopted the same cruel policy, which was entirely to

avoid the sick and everything belonging to them. By so doing, each one thought he would secure his own safety.

Some thought that moderate living and the avoidance of all superfluity [non-essentials] would preserve them from the epidemic. They formed small communities, living entirely separate from everybody else. They shut themselves up in houses where there were no sick, eating the finest food and drinking the best wine very temperately, avoiding all excess, allowing no news or discussion of death and sickness, and passing the time in music and suchlike pleasures. Others thought just the opposite. They thought the sure cure for the plague was to drink and be merry, to go about singing and amusing themselves, satisfying every appetite they could, laughing and jesting at what happened. They put their words into practice, spent day and night going from tavern to tavern, drinking immoderately, or went into other people's houses, doing only those things which pleased them. This they could easily do because everyone felt doomed and had abandoned his property, so that most houses became common property and any stranger who went in made use of them as if he had owned them. And with all this bestial [animal] behaviour, they avoided the sick as much as possible.

In this suffering and misery of our city, the authority of human and divine laws almost disappeared, for, like other men, the ministers and the executors of the laws were all dead or sick or shut up with their families, so that no duties were carried out. Every man was therefore able to do as he pleased.

Many others adopted a course of life midway between the two just described. They did not



PRIMARY SOURCE READING 10

restrict their victuals so much as the former, nor allow themselves to be drunken and dissolute like the latter, but satisfied their appetites moderately. They did not shut themselves up, but went about, carrying flowers or scented herbs or perfumes in their hands, in the belief that it was an excellent thing to comfort the brain with such odours; for the whole air was infected with the smell of dead bodies, of sick persons and medicines.

Others again held a still more cruel opinion, which they thought would keep them safe. They said that the only medicine against the plague-

stricken was to go right away from them. Men and women, convinced of this and caring about nothing but themselves, abandoned their own city, their own houses, their dwellings, their relatives, their property, and went abroad or at least to the country round Florence, as if God's wrath in punishing men's wickedness with this plague would not follow them but strike only those who remained within the walls of the city, or as if they thought nobody in the city would remain alive and that its last hour had come.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. Who was Giovanni Boccaccio?

2. Why do you think the author wrote this introduction to his story?

3. Describe what life was like during the time of the Black Death according to Boccaccio.

Critical Thinking

4. **Compare and Contrast** Based on the author's descriptions, what were the varying reactions of people to the epidemic?

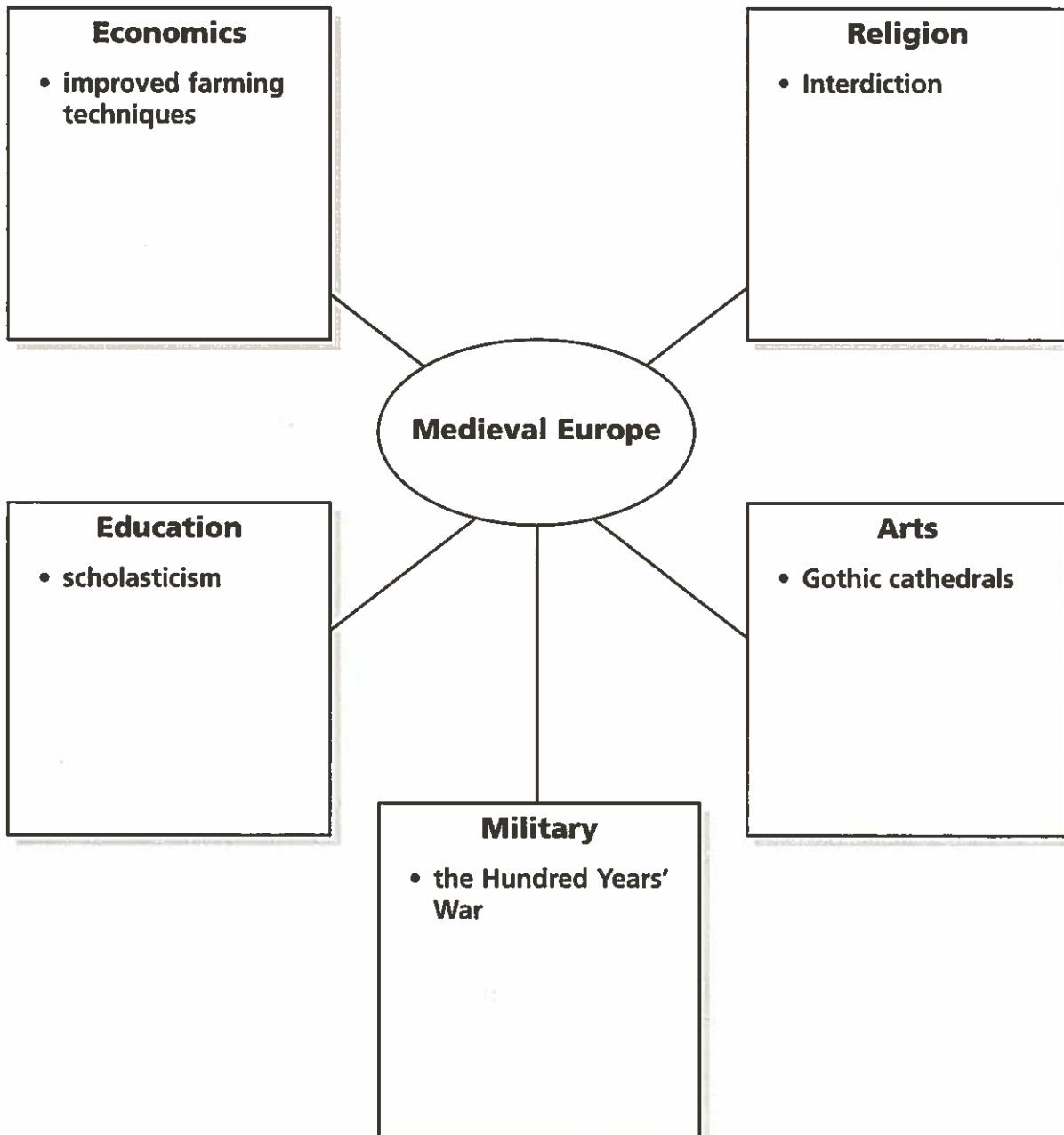


Reteaching Activity 10

Europe in the Middle Ages

In the years 1000 to 1500, medieval Europe went through major changes and upheavals that affected all segments of society.

DIRECTIONS: The diagram below shows the five main aspects of medieval Europe. Complete the diagram by listing examples of the most important events, people, countries, and dates under the appropriate heading. A few entries have been done for you.



★ Enrichment Activity 10



The Noble Household

Chapter 10 describes the lives of the feudal lords and vassals and the living and working conditions of the peasants. One of the important roles at this time was the

management of the household, a task often performed by a noblewoman. The description below gives an account of what that task could involve.

A feudal household could be quite large. Important nobles could have a household of as many as 200 people. This meant a lot of management. Some of the work had to be delegated to various people, such as those in charge of the preparation and serving of food and wine or the manufacture and maintenance of clothing and linens. These people, in turn, made sure that the work was done. In addition, enormous quantities of food had to be gathered and purchased. Guests had to be entertained by musicians and performers. Horses and livestock had to be overseen, and farm work carried out and supervised. Children needed to be cared for and educated. Rooms had to be cleaned and warmed. Often, a chapel operated as a church and was attended at least once a day. Letters to lords and vassals had to be written. Rents had to be collected.

DIRECTIONS: Complete the activities below.

- Imagine that you are the noblewoman of a castle with a household of 50 people. Use the information above and from the textbook to imagine the tasks you have to complete in one day. Fill in the tasks on the following roster.

4:30 A.M. Daybreak and church

5:00 A.M. _____

7:00 A.M. _____

9:00 A.M. _____

11:00 A.M. _____

1:00 P.M. _____

3:00 P.M. _____

4:30 P.M. Sundown and church

5:00 P.M. _____

7:00 P.M. Bed

- Imagine that you must provide dinner for your guests and your immediate household—about 15 people. Make a list of items you may need to collect. Think of all the places you may need to travel on your own estate and elsewhere to acquire these things. Make a note about where to get each item. The list is begun for you. Use an extra sheet of paper to continue your list.

| Items for Dinner | |
|--------------------------|----------------|
| Item | Location |
| 4 loaves of bread | mill |
| small jug of cooking oil | market in town |

World Art and Music Activity 10



Troubadours

Sometime during the mid-1000s, poet-musicians called troubadours began to appear in southern France. Most were male members of the nobility. Some wrote songs, some sang, and some both wrote and sang. Occasionally, troubadours accompanied themselves on stringed instruments. Their songs—which were sung in the everyday language of the people—were at first taught orally and memorized. It was not until much later that these songs were written down. What this meant was that a troubadour could easily change the words of a song to suit his circumstances. Amazingly, more than 2,500 songs survive.

DIRECTIONS: Read the passage below about these travelling musicians. Then answer the questions in the space provided.



Bas relief scene of medieval troubadours

Troubadour music was composed by and for the upper classes. Knights possessed vast wealth and leisure time, both of which they liked to display. In addition to giving lavish banquets, they pursued the arts in order to gain a reputation for being cultured. Around this time, upper-class women began to be revered and referred to as “ladies.”

The words in a troubadour’s song were of foremost importance. The music was simple so that it would not

interfere with the poetry. The poems tended to be about courtly and chivalrous love, in which a lady was worshiped from afar with great respect and dignity. The object of the troubadour’s affection was depicted as so perfect that she was unobtainable. These were not despondent poems, however—the troubadour was content never to possess his beloved. Often the troubadour would imply that he would be disappointed or disillusioned if she accepted his offers.

(continued)

World Art and Music Activity 10



In addition to the worshipful ballads, there were “rescue” ballads called *pastourelles*. All *pastourelles* told one of two stories. In one version, a knight wooed a shepherdess who, after initial resistance, responded. In another version, she called for help, and her brother or lover came to her rescue, driving the knight away. The *pastourelle* began as a dialogue

between the knight and the shepherdess. Soon it began to be acted as well as sung. Later other characters were added, along with other songs and dances, to create a musical play.

Troubadour music was very popular. Before long, it spread to England and throughout Europe, as far away as Hungary.

*Will you love me, O sweetheart,
to whom I have given my love?*

*Night and day I think of you.
Will you love me, O sweetheart?*

*I cannot endure without you,
so much does your great beauty please me.*

*Will you love me, O sweetheart,
to whom I have given my love?*

These two songs represent two different forms popular among troubadours. “Will you love me” is called a *rondeau*, referring to the specific rhyme scheme of its original French lyrics. “King Theobald” is a *jeu-parti*, or a dialogue between two characters, often with differing viewpoints. The authors are unknown, but “King Theobald” is based on the real King Thibault of Navarre in France.

*King Theobald, Sire, advise me:
For a long time I have dearly loved a lady
With a loyal heart in good faith,
But I dare not tell her my secret,
Because I am so afraid that she will reject
The love which so often ravages me.
Tell me, Sire, what do true lovers do in such cases?
Do they really suffer a pain as intense as they say,
On account of the anguish which comes from love?*

*Young man, I sincerely beg you to be calm;
Do not ask why she hates you,
But be her servant and make sure
She knows what you need in your heart.
For much love is given you to help you serve.
You must proceed by allusion
And knowing looks and signs,
So that she is aware of the suffering and pain
That a true lover feels night and day on her account.*

Reviewing the Selection

1. Who were the troubadours and what did they do?

2. What were troubadour’s songs usually about?

Critical Thinking

3. **Recognizing Ideologies** What set of beliefs about women influenced the songs’ “plots”?

4. **Determining Relevance** Do the lyrics above help you understand the information in the passage? Do they illustrate the points made about the troubadours’ love poems? Explain.

Glencoe

WORLD HISTORY



Chapter 10 Section Resources

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SECTIONS

 **Guided Reading Activity 10-1**

Peasants, Trade, and Cities

DIRECTIONS: Answer the following questions as you read Section 1.

1. What happened to the European population in the High Middle Ages?

2. List two reasons for the change in population during this time.

3. What two inventions for the horse made it possible to plow faster?

4. Define the term *manor*.

5. What three ways did serfs pay rent to their lords?

6. Name the three great events celebrated by feasts within the Christian faith.

7. What two features changed the economic foundation of Europe?

8. For what two reasons did merchants build a settlement near a castle?

9. By 1100, what four rights were townspeople getting from local lords?

10. Describe the environment of medieval cities.

11. What three steps did a person complete to become a master in a guild?

SECTION 10-1



Guided Reading Activity 10-2

Christianity and Medieval Civilization

DIRECTIONS: As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- _____ 1. Since the fifth century, the popes had been supreme over the affairs of the Church.

- _____ 2. When a church official was given a ring and a staff, these objects symbolized a marriage to God and the responsibility of being a shepherd to his people.

- _____ 3. The struggle between Henry IV and Gregory VII dragged on until a new German king and a new pope reached an agreement in 1122 called the Concordant of Worms.

- _____ 4. An interdict allows priests to give the sacraments to a specific group of people.

- _____ 5. Men, but not women, were allowed to join religious orders after 1050.

- _____ 6. The Cistercian order was founded in 1098 by a group of monks who were unhappy with the lack of discipline at their own Benedictine monastery.

- _____ 7. Most of the learned women of the Middle Ages, especially in Germany, were nuns.

- _____ 8. The experiences of Saint Francis of Assisi led him to become a merchant.

- _____ 9. The Church's desire to have a method of converting more people to Christianity led to the creation of a court called the Inquisition or Holy Office.

- _____ 10. Relics were usually bones of saints or objects connected with the saints.

- _____ 11. Medieval Christians stayed away from holy shrines as dangerous places.



Guided Reading Activity 10-3

The Culture of the High Middle Ages

DIRECTIONS: Fill in the blanks below as you read the section.

- I. The _____ as we know it today was a product of the Middle Ages.
 - A. The first _____ university appeared in Bologna, Italy.
 - B. Teaching at a medieval university was done by a _____ method.
 1. No _____ were given after a series of lectures.
 2. After completing the liberal arts curriculum, a student could go on to study _____, _____, or _____.
- II. Beginning in the twelfth century, theology was influenced by _____.
 - A. Scholasticism harmonized _____ teachings with _____ philosophers.
 - B. Thomas Aquinas's fame came from his attempt to _____ Bible knowledge with _____ and _____.
- III. _____ language is the everyday speech in a particular region.
 - A. The most popular vernacular literature of the twelfth century was _____ poetry.
 - B. Events described in heroic epic poems are _____ and _____ contests.
- IV. The cathedrals of the eleventh and twelfth century were of the _____ style.
 - A. Stone roofs were heavy so churches required massive _____ and _____.
 - B. Two innovations made _____ cathedrals possible:
 1. ribbed _____ and pointed _____
 2. the flying _____, a heavy, outside, arched support of stone.
 - C. Gothic cathedral walls were filled with magnificent _____ windows.



Guided Reading Activity 10-4

The Late Middle Ages

DIRECTIONS: Fill in the blanks below as you read Section 4.

1. The Black Death was the most devastating _____ disaster in European history.
2. Bubonic plague was spread by black _____ infested with _____ carrying the bacterium.
3. Out of a total European population of 75 million, possibly _____ died.
4. In some towns, _____ were accused of causing the plague by _____ town wells.
5. Because of the plague, trade _____, and some industries _____ greatly.
6. To gain new revenues, King Philip IV of France _____ the clergy.
7. The Great Schism of the Church was caused by the selection of a _____ as pope.
8. Church reformer _____ was convicted of heresy and burned at the stake in 1415.
9. Of all the struggles that took place in this period, the _____ was worst.
10. _____ foot soldiers, not knights, won the main battles of the Hundred Years' War.
11. The English did not have enough _____ to conquer all of France.
12. Joan of Arc came to believe that favorite _____ commanded her to free France.
13. French victory was aided by use of the _____, a new weapon made possible by the invention of _____.
14. The development of a strong French state was advanced by _____.
15. England faced even greater turmoil when the _____ erupted.
16. Ferdinand and Isabella expelled both _____ and _____ from Spain.
17. Almost all of the states of Germany acted _____ of the German ruler.
18. In eastern Europe, rulers found it difficult to _____ their states.
19. Since the thirteenth century, Russia had been dominated by the _____.

