

Directions: For the next two-three class periods, we will be investigating aspects of life and culture in the Middle Ages. You will be working in groups and will have a set time allotted to each station. Work together, take turns reading when necessary, and involve all group members in your analysis and discussion. You will be rotating around them room-be prepared with a writing utensil!

Station #1: Chivalry

Part 1: Primary Source Analysis

1. Define chivalry:

2. Circle the answer: a b c d

3.

Part 2: Defining Chivalry Today- short answer questions

1.

2.

3.

Station #2: Illuminated Manuscripts

Answer the multiple choice questions after reading and record your answer below. **Then, examine the examples provided and decorate this "M" in the style of illuminated manuscripts.**

1. circle the answer: a b c d

2. circle the answer: a b c d



Station #3: Women in the Middle Ages

1.

2.

3.

4.

5.

6.

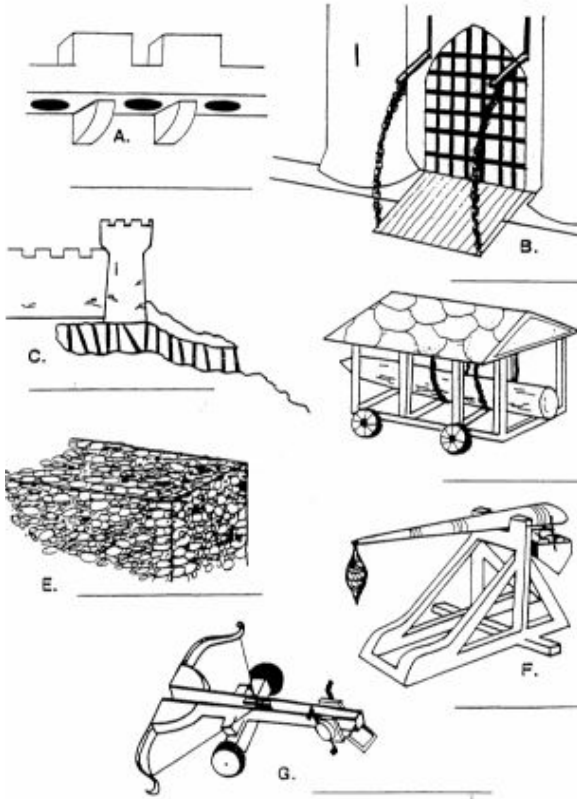
7.

8.

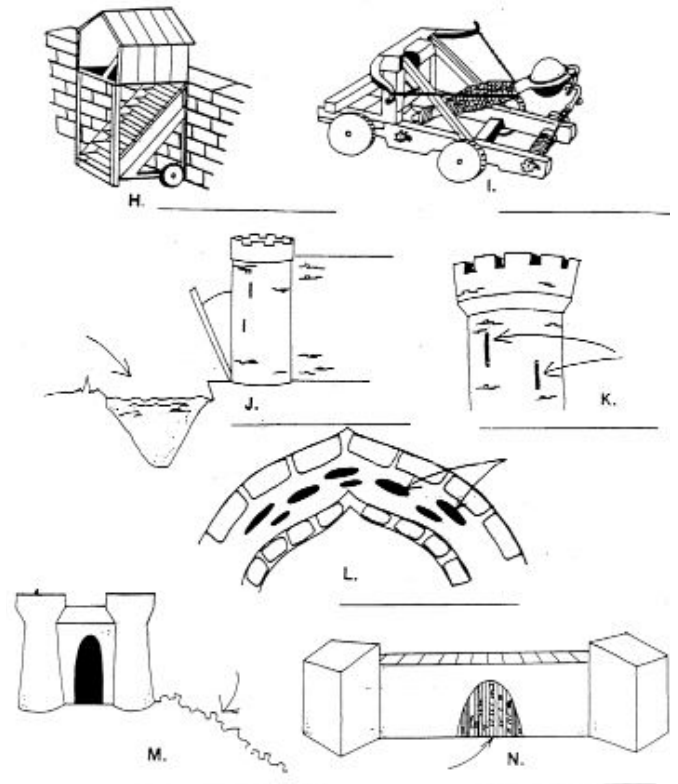
Station #4: Castles

1. (Critical thinking-geography)

2. Offense or Defense:



3. Offense or Defense?



Station #5: Medieval Food

1.

2.

3.

4.

5.

Station #1: What is Chivalry? Is it alive today?

Then....

Skills: reading primary sources-making generalizations, reading for main ideas

Part 1: Medieval Background:

1. Read this first to determine the definition of chivalry

*Knights were expected to display courage in battle and loyalty of their lord. By 1100s, the code of **chivalry**, a complex set of ideals, demanded a **knight** fight bravely in defense of three masters. He devoted himself to his earthly feudal lord, his heavenly Lord, and his chosen lady. He also protected the weak and the poor, was loyal, brave and courteous. Most knights failed to meet these standards-for example; their treatment of the lower class was often brutal. Chivalry included a gender bias-that women should be looked after and protected: that they were inferior to men and needed protection and- noble women in particular-were beautiful and pure. That being said, much of the literature of chivalry focused on love poems and songs.*

Primary Source Analysis: Read primary sources and answer the questions below.

2. Which of these phrases does not characterize the knight Chaucer describes?

- a skilled fighter
- a devoted Christian
- a young man
- a well-traveled warrior

There was a Knight, a most distinguished man,
Who from the day on which he first began
To ride abroad had followed chivalry,
Truth, honor, generous, and courtesy.
He had done nobly in sovereign's war
And ridden in battle, no man more,
As well as Christian in heathen places
And ever honored for his noble graces.

Geoffrey Chaucer, The Canterbury Tales.

3. Read the love poem by Machaut, describe his view of love.

For I love you so much, truly,
That one could sooner dry up the deep sea
And hold back its waves
Than I could constrain myself
From loving you,
Without falsehood; for my thoughts
My memories, my pleasures
And my desires are perpetually
Of you, whom I cannot leave or even briefly
forget.

Guillaume de Machaut

Chivalry in the Present....

Part 2: Defining Chivalry Today

Directions: Read the article and answer the questions that follow

From: <http://chivalrytoday.com/9-habits-lifelong-chivalry/> About the author: Scott Farrell is the founder and director of the [Chivalry Today Educational Program](#).

In a world filled with late-night texts, infidelity and a general “hit it and split it” mentality, it’s easy to become jaded by today’s dating scene. Women brace themselves for the worst, proceeding with extreme caution during the first few months, for fear of falling victim to the ...debauchery in which so many men partake. It’s a welcome relief, then, when we stumble upon those few true gentlemen. They exude chivalry with even their smallest actions, and remind us that there are still good ones out there. It doesn’t take a grand gesture or costly display of affection to win a girl over. Often, it just takes a little sincerity and display of genuine romantic interest. **Despite popular opinion, chivalry is not dead — here are nine everyday gestures of men that prove it:**

1. Opening doors: A guy who takes the time to come around and open the car door for you is a keeper, not to mention a commodity this winter. With certain states getting up to five inches of snow an hour, do you want to be left standing outside in a blizzard while your date gets nice and toasty in the driver’s seat? Recognize and appreciate a guy who puts your comfort and well-being first, even if it’s just for a few extra seconds.

2. Saving the last bite of food: They say the way to a man’s heart is through his stomach. So, when he saves the last bite for you, it’s basically him saying he likes you more than whatever meal is in front of him. Which, for the record, is a lot.

3. Spending time with your family: A guy who shows an interest in your baby photos, coaches your little brother on how to throw a football and compliments your mother’s cooking is a guy who’s in it for the long haul. These are small gestures, but they speak volumes about his intentions.

4. Suffering through a girly movie: When a man volunteers to endure a girly show or movie because he knows you’ll enjoy it, he earns major bonus points. (Even more if he does so without complaining or expecting something in return.)

5. Sending flowers: I’m not talking about the \$100 bouquet you get on Valentine’s Day. I’m talking about the grocery store assortment he picked up on a random Tuesday while thinking of you. There’s just something about unexpected flowers that makes a girl smile.

6. Walking on the outside of the sidewalk: The first time someone does this, you will probably be confused. But then you’ll start to question how come other men in your life have never been concerned about positioning themselves in such a way that you’d be protected should curbside tragedy strike. It’s not a must, but it’s certainly nice to have.

7. Filling up your gas tank: Much like walking on the outside of a sidewalk, this gesture will probably surprise you the first time it’s performed. It’s indicative of a man who was raised right and is generally courteous, which is always a welcome surprise.

8. Putting your jacket on: Women are fully capable of putting their own jackets on, but it’s not a question of ability. It’s gentlemanly and kind for someone to hold out your jacket for you or offer you theirs when it’s cold.

These are little ways men show they care, the same way women have instincts to nurture and protect loved ones. Chivalry is not dead; men can be everyday knights in shining armor. You just have to learn to spot the subtle, more meaningful gestures.

Questions: short answer

- 1. Evaluate** the author’s statements- are they **chivalrous**?
2. What other idea of **chivalry** could you add to this list thinking about current times?
3. Does the author of this list still view women as inferior? Why or why not?

Station #2: What’s an Illuminated Manuscript?

Illuminated manuscripts are books that were written by hand and decorated or painted. The decorations included small pictures incorporated into the text, decorative initial letters and fancy borders.

They usually were done on parchment paper. The earliest manuscripts were produced at about 400 to 600 and still were being created until the 15th century.

Skills:reading informational texts-meaning of words and sequencing

Directions: Read the following and answer the questions below

When words and books could not be printed mechanically, all text was written and copied by hand. As you can imagine, it was a **laborious** and time-consuming process. Those most educated and with the most time available for this work were **monks** living in the abbeys. They dedicated their lives to writing down, and thus saving, all the knowledge of mankind. Over the months and years of this work, they prided themselves in making their handwriting beautiful and even decorative. Many of these works were embellished by fancy capital letters, even using gold and silver leaf to enhance a phrase and illuminate the script since these works were written and read in the dark, candlelit rooms of the abbey. To create a manuscript, parchment had to be made-usually from animal skin, then text had to be written, illustrations drawn, "illuminations"- gold or silver foil were added, and then the book was binded.

On very important works, paintings were carefully created to enhance the text. Today, these illuminated manuscripts are highly prized for their beauty and the knowledge therein. From these precious artworks came today's interest in calligraphy — the beautiful, decorative handwriting created for special occasions and certificates. When these are illustrated, they become highly desirable works of art.

VOCAB

Monks: a member of a religious community of men typically living under vows of poverty, chastity, and obedience.

Directions: Answer the questions below after reading the paragraph. Then, design your own letter in the theme of illuminated manuscripts. There are several examples below for you examine and use as inspiration.

1. **Laborious** most closely means
A. Difficult and lengthy **B.** Easy and short
C. Straightforward and relaxed **D.** Effortless and brief
2. The process of creating an illuminated manuscript took at least:
A. 6 steps **B.** 4 steps
C. 5 steps **D.** 3 steps

EXAMPLES:





bit et aplice. aliqui comonem. aliqui blandiret
 aliqui arguent. Nam multe sunt cause quod quod. te
 bit et ab erroribus ad rectam fidem et a scismati-
 bus eos reuocant eos ad unitatem. **E**st g' in
 ca aplice in h' epla corinthios. ab erroribus et scis-
 matibus ad fidem rectam et unitatem alius ipse
 ad bonos mores reuocare. et in eis confirmare.
Modus talis. huic eple. sic talis saluacione
 prescribit. et nom suu quod celebre erat oibus g'ni-
 tibus p'ponit. ut magister noie audito adq'escat
 correctioni. et quod eis uil erat: apponit dignitatis
 nom non humilitatis. ut seruus p' saluacione
 p' bonos mores qui bonus inter eos erant g'ral ag-
Deinde increpat eos qui de baptismo se retractant
 post retractos eos. ab amore eterne sapie. Deinde
 redarguit eos. de fornicatore que inter se ee
 ferbant. infidelium examina requirebant. p' i-
 stituit eos. de matrimonio. et de receptione eucha-
 ristie. in plurimu erant. et de aliis pluribus. circa
 non sine subditio moralis ammonitione

Station #4: Castles-what weapons were used in warfare?

Skills: analyzing diagrams, thinking critically in geography-advantages of landforms and waterforms

Directions: First, pretend you have to build a castle for defense-where and when is geography your friend? The following are descriptions of devices and methods used in attacking (offense) and defending castles. Match the description to the drawings on your note sheet. Write the word *offense* or *defense* for each.

1. (*Critical thinking-geography*) Use the “where’s the best place to build a castle” page to answer this question. Given your options and information, **where** is the best place to build a castle and **WHY** (see the multiple choice pictures entitled “Where’s the best place to build a castle?” and read the paragraph below)

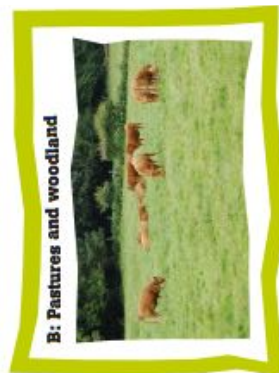
Offense or Defense?

Castles were more than homes for lords; they were fortifications against attack from their enemies. Even though castles were built to withstand heavy sieges; a great many castles were won and lost in battles several times over the centuries.

The surest way of taking a castles was by waiting. If the attackers had a lot of time, they waited until the people inside starved or surrendered, therefore the most important defence of the castles was the ability to wait out the attack. This was usually done provided there was ample food and water in storage.

In protecting the castles as often as possible, the use of natural fortifications was taken into consideration. Castles built on high ground, rocky ledges, or the bend of a river were difficult to siege. Natural fortifications were not always possible, however, making the defence of the castle more difficult. As time went on, castle builders become very good at devising ways which would afford them every advantage in case of attack. Double and sometime triple gates, stairways that spiraled to the right, and round towers instead of square all helped in the defense of the castle. As the castles become more difficult to capture, the weapons become more treacherous. Most of the weapons used in the middle ages were first used by the Romans with improvement as time went on. These devices used in ancient warfare are referred to by historians as engines of war.

Where's the best place to build a castle?



2. And 3.

Offense or Defense?

Directions: On your answer sheet, write the name of the weapon under the corresponding picture. Use the descriptions to help you. NEXT to each picture, write "offense" or "defense"

1. **Moat:** a ditch, usually filled with water, surrounding a castle. A *drawbridge* over the moat could be raised to prevent access to the castle.
2. **Tunnel:** perhaps the surest way of weakening a castle's wall; the tunnel was dug by men called sappers. The sappers propped the tunnel with timbers as they burrowed. When they reached the foundation, they removed stones until the wall was weak enough to collapse. Sometimes they set fire to the timbers causing the tunnel and the castle wall to collapse.
3. **Ballista:** a gigantic crossbow which required several men to operate. The ballista was very powerful and accurate. The word ballista came from the Greek word *ballein* meaning to throw. Ballistics is a modern term taken from the same word.
4. **Tower:** The tower was a roofed stairway on wheels. It was used to scale the high walls of a castle. It was usually covered with wet hides to prevent being set on fire. Towers could not be used where there was a moat, unless of course the moat was first filled, which was sometimes done.
5. **Macholations or Holes:** Overhanging parts of the castle walls, which are called parapets, contained holes. When the castle was under siege, from these holes stones were dropped, boiling oil and water poured, or red hot iron thrown on the men below.
6. **Battering Ram:** widely used by the Romans, the battering ram continued to be popular well into the Middle Ages. It consisted of the largest and strongest tree trunk that could be found. The tree trunk was suspended on chains and housed in a shed with a roof and wheels. Sometimes the tip of the trunk was covered with metal spikes. As many as fifty men would swing the huge tree back and forth in its cradle against the castle wall. This usually went on nonstop until the wall was weakened and collapsed.
7. **Portcullis:** Advice for protecting the entrance to the castle. The portcullis was a gate usually made of heavy wood and iron crossbars. It was pulled up and down by chains and slid in specially carved grooves.
8. **Trebuchet:** This device operated like a giant seesaw. The short end was heavily weighted down with stones. Many men were required to pull down the long end which when released fired a variety of unpleasant things such as huge stones or Greek fire, a burning mixture of chemicals, pitch, and sulfur. Sometimes dead animals such horses were shot over the castle wall. The trebuchet was powerful and accurate.
9. **Mangonel:** Usually shot heavy stones from a sling-like contraption. It was not as accurate but worked on the same principle as the ballista.
10. **Postern gate:** A secret back gate to the castle. Its purpose was to allow the defenders to sneak out and surround their attackers.
11. **Rocky ledge:** Castles built on rock could not be threatened by tunnels. Ridges also gave the castle the advantage of height.
12. **Thick walls:** it was not unusual for a castle to have walls ten or more feet thick.
13. **Murder holes:** holes in the flooring over the entrance just past the castle's front gate. If the attackers got through the gate, they were assaulted by heavy object dropped through the holes from the ceiling above them.
14. **Arrow-loops:** Narrow opening in the towers of the castle just large enough for archers to fire their arrows on the enemy.

Station #3: Women's Role in Feudal Society



Skill: reading informational texts-main ideas and supporting details; reading primary sources to make conclusions

Directions: read the texts below and answer the questions in order. **SHARE the questions, but work on this station either as partners or individually!**

Part 1: Pre-Reading:

1. (Generalization) **Why** do you think women and women's role in society is often overlooked? Explain in 1-2 sentences.

Intro: Role of Women

It should come as no surprise that women, whether they were **nobles** or **peasants**, held a difficult position in society. They were largely confined to household tasks such as cooking, baking bread, sewing, weaving, and spinning. However, they also hunted for food and fought in battles, learning to use weapons to defend their homes and castles. Some medieval women held other occupations. There were women blacksmiths, merchants, and apothecaries. Others were midwives, worked in the fields, or were engaged in creative endeavors such as writing, playing musical instruments, dancing, and painting.

Part 2: Secondary Source-your textbook

2. (Summarize) In the Middle Ages, where did the belief that women were inferior to men come from?
3. (Summarize) **Describe** the powers and rights of a noble woman-what could she do and what couldn't she do?
4. (Summarize) **Describe** the powers and rights of a peasant woman-what could she do and what couldn't she do?
5. (Supporting Detail) What HUGE contribution to daily life and survival were women in charge of?

Women's Role in Feudal Society Most women in feudal society were powerless, just as most men were. But women had the added burden of being thought inferior to men. This was the view of the Church and was generally accepted in feudal society.

Noblewomen Under the feudal system, a noble-woman could inherit an estate from her husband. Upon her lord's request, she could also send his knights to war. When her husband was off fighting, the lady of a medieval castle might act as military commander and warrior. At times, noblewomen played a key role in defending castles. They hurled rocks and fired arrows at attackers. In reality, however, the lives of most noblewomen were limited. Whether young or old, women in noble families generally were confined to activities in the home or the convent. Also, noblewomen held little property because lords passed down their fiefs to sons and not to daughters.

Peasant Women For the vast majority of women of the lower classes, life had remained unchanged for centuries. Peasant women performed endless labor around the home and often in the fields, bore children, and took care of their families. Young peasant girls learned practical household skills from their mother at an early age, unlike daughters in rich households who were educated by tutors. Women in peasant families were poor and powerless. Yet, the economic contribution they made was essential to the survival of the peasant household.

> Analyzing Primary Sources

Daily Life of a Noblewoman

This excerpt describes the daily life of an English noblewoman of the Middle Ages, Cicely Neville, Duchess of York. A typical noblewoman is pictured below.

PRIMARY SOURCE

She gets up at 7a.m., and her chaplain is waiting to say morning prayers . . . and when she has washed and dressed . . . she has breakfast, then she goes to the chapel, for another service, then has dinner. . . . After dinner, she discusses business . . . then has a short sleep, then drinks ale or wine. Then . . . she goes to the chapel for evening service, and has supper. After supper, she relaxes with her women attendants. . . . After that, she goes to her private room, and says nighttime prayers. By 8 p.m. she is in bed.

DAILY ROUTINE OF CICELY, DUCHESS OF YORK,

quoted in *Women in Medieval Times* by Fiona Macdonald



Daily Life of a Peasant Woman

This excerpt describes the daily life of a typical medieval peasant woman as pictured below.

PRIMARY SOURCE

I get up early . . . milk our cows and turn them into the field. . . . Then I make butter. . . . Afterward I make cheese. . . . Then the children need looking after. . . . I give the chickens food . . . and look after the young geese. . . . I bake, I brew. . . . I twist rope. . . . I tease out wool, and card it, and spin it on a wheel. . . . I organize food for the cattle, and for ourselves. . . . I look after all the household.

FROM A BALLAD FIRST WRITTEN DOWN IN ABOUT 1500, quoted in *Women in Medieval Times* by Fiona Macdonald



Use the primary sources above to answer the following questions.

6. (*Drawing Conclusions*) What seems to be the major concerns in the noblewoman's life? How do they compare with those of the peasant woman?

7. (*Making Inferences*) What qualities would you associate with

the life she lived? (think adjectives/how would you describe her? Why?)

Part 4: Integrating knowledge from secondary and primary sources

After reading all sources, answer the following question.

8. What was the relationship of noblewomen and peasant women to their children?

The noble women depicted in this manuscript show their courage and combat skills in defending a castle against enemies.



the
peas

Station #5: Medieval Food

Directions: Use the charts below and the short reading to answer the questions that follow.

Skill: Analyzing charts and graphs, meaning of words, reading for supporting details

Sample Diet of a Medieval Peasant c. 1200

AMOUNT	FOOD	CALORIES	FAT g.	PROTEIN g.	CARBOHYDRATES
8 ounces	pork	515	37	41	0
2 1/2 lbs.	rye bread	2937	37	96	548
3 pints	ale	584	0	4	53
2 cups	cabbage	45	0	3	10
	TOTAL:	4081	74	114	611

Sample Diet of an Average Healthy American c. 2014

AMOUNT	FOOD	CALORIES	FAT g.	PROTEIN g.	CARBOHYDRATES
2/3 cup	French Toast Casserole with Fruit and Coffee	490	3.0	12	27
3/4 cup	Broccoli Cheese soup	110	2.5	8	16
1 cup	Cottage Cheese and Dried Apricots	150	3.0	4	21
8 oz	Baked Fish	490	5.0	22	0
12	Carrots and Peanut Butter	135	3.0	5	13
1	Coca Cola	240	0	0	0
	TOTAL:	1,615	74	51	77

"One of my pet peeves is the notion that people were starving in the Middle Ages. Certainly wars and plagues caused famines from time to time and place to place, but for the most part, tax records show that huge amounts of food were transported from the farms and harbors into the towns every week of the year. When compared to the size of the population it amounted to over 3000 calories a day for every man, woman, and child. They needed this much food because they worked hard. The average person ate more than a pound of bread everyday! Heavy laborers ate one or two pounds of meat a day. France had such an abundance of food that they exported preserved meat and cheese. Even the poor could beg for food and receive it. Overeating, or **gluttony** as it was called, was such a problem that it was elevated from bad manners to a "deadly sin" on par with wrath or lust."

-Gael Stirling

Questions:

1. *(Supporting details)* According to the chart, **how many** calories per day did the average peasant eat?
2. *(Supporting details, making inferences)* **Compare** this number to the amount of calories that an American eats per day. You'll notice that the average peasant eats more than twice the amount that an American does. **List** two possible reasons for this.
3. *(Supporting details and making inferences)* **What** did France do with their extra meats and cheeses? **What** does this suggest about the amount of food production during Medieval Times?
4. *(Meaning of words, making inferences)* **What is the definition** of "**gluttony**," according to the paragraph, and why do you think it became such a huge problem during the Middle Ages?
5. *(Compare and Contrast)* Look at the image below...how does the Medieval diet **compare** to yours? **Explain similarities and differences.**
6. *(Sourcing; supporting details)* Where did Gael Stirler get his information regarding the amounts of food transported? When you consider the information from the tables and Stirler, are you contextualizing evidence or corroborating evidence? Explain.

