

THE MIDDLE AGES

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Contents:

1. Main Objectives
2. Useful Websites
3. Word Wall Cards
4. Vocabulary Cards
5. Glossary
6. Key Question Cards
7. Prior Learning Diagram
8. Hands-On Activity
9. Reading Comprehension: Historic Characters
10. Final Activity: My Life as a Medieval Child

THE MIDDLE AGES

Main Objectives

1. To place the *Middle Ages* period on the time line.
2. To know and use the vocabulary related to the content.
3. To locate important medieval sites in Spain on a map.
4. To describe how a given element (dress, food, and homes) changes throughout history.
5. To demonstrate their understanding of medieval life through a piece of creative writing.

WORD

WALL

CARDS

alcazaba

armour

bailey

castle

church

monks

craftsman

drawbridge

feudalism

guild

keep

kingdom

knight

moat

mosque

nobleman

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Vocabulary Cards

<p>alcazaba</p>	<p>n. a Moorish fortified building used for defense by the Arabs in Spain.</p> <p>"The alcazaba of Granada is the oldest of all the buildings in La Alhambra".</p>
<p>armour</p>	<p>n. the metal coverings formely worn by knights to protect the body in battle.</p> <p>"Knights wore their armours in battle and also in tournaments".</p>
<p>bailey</p>	<p>n. the open area within a castle fortification.</p> <p>"Many of the activities in the castle were performed at the bailey".</p>

<p>castle</p>	<p>n. a large fortified building or group of buildings, typically of the medieval period.</p> <p>"The Kingdom of Castile was named after its many castles".</p>
<p>church</p>	<p>n. a building for public, especially Christian worships.</p> <p>" During medieval times, many churches were built in the Christian territories in Spain".</p>
<p>monks</p>	<p>n. the body of people ordained for religious duties in the Christian Church.</p> <p>" During the Middle Ages, the monks were the most educated people, and they wrote and translated manuscripts".</p>

<p>craftsman</p>	<p>n. a worker skilled in a particular craft or manual job.</p> <p>"Medieval craftsmen were carpenters, blacksmiths, cobblers, tailors, etc".</p>
<p>drawbridge</p>	<p>n. a bridge which is hinged at one end so that it can be raised.</p> <p>"A castle had a drawbridge, and when the enemy tried to cross it, it would rise".</p>
<p>feudalism</p>	<p>n. the social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were tenants of and protected by the nobles.</p> <p>" Feudalism divided society into the king, noblemen, knights, peasants and craftsmen."</p>

<p>guild</p>	<p>n. a medieval association of craftsmen or merchants.</p> <p>"Craftsmen liked to work together in the same area of town, and to exchange ideas and techniques in their guilds".</p>
<p>keep</p>	<p>n. the strongest or central tower of a castle.</p> <p>"The keep had small and narrow windows so archers could shoot arrows from them but not get hit by them".</p>
<p>kingdom</p>	<p>n. a country, state, or territory ruled by a king or queen.</p> <p>"The kingdoms of Castile and Aragon merged together when Isabella and Fernando got married".</p>

<p>knight</p>	<p>n. a medieval gentleman-soldier, usually high-born, raised by a sovereign to privileged military status after training as a page and squire.</p> <p>"Knights fought in battle to defend their lord's lands."</p>
<p>moat</p>	<p>n. a deep, wide defensive ditch surrounding a castle or town, typically filled with water.</p> <p>"A moat was dug to prevent the enemy soldiers from taking over the castle".</p>
<p>mosque</p>	<p>n. a Muslim place of worship and prayer.</p> <p>"The Mosque of Cordoba is the second largest in the World".</p>

<p>nobleman</p>	<p>n. man (or woman) who belongs to the aristocracy.</p> <p>"Medieval noblemen owned land and had serfs who worked it".</p>
<p>peasant</p>	<p>n. a member of the class constituted by small farmers and tenants, sharecroppers, and laborers on the land where they form the main labor force in agriculture.</p> <p>"Peasants were forced to give much of their crops to the lord of the castle in exchange for protection".</p>
<p>pilgrim</p>	<p>n. a person who journeys to a sacred place for religious reasons.</p> <p>"During the Middle Ages, pilgrims began to travel to Santiago de Compostela to visit the apostil's tomb.</p>

<p>reconquest</p>	<p>n. second or new acquisition by physical or moral force.</p> <p>"Queen Isabel of Castile fought for the reconquest of Granada, and she finally succeeded in 1492".</p>
<p>sword</p>	<p>n. a weapon with a long metal blade and a hilt with a handguard, used for thrusting or striking.</p> <p>"Making swords was one of the jobs on the blacksmith's guild".</p>
<p>synagogue</p>	<p>n. a building where a Jewish assembly or congregation meets for religious worship and prayer.</p> <p>"Toledo was a multicultural city in medieval times, and it had churches, mosques, and synagogues."</p>

THE MIDDLE AGES

Glossary

alcazaba: n. a Moorish fortified building used for defense by the Arabs in Spain.

armour: n. the metal coverings formerly worn by knights to protect the body in battle.

bailey: n. the open area within a castle fortification.

castle: n. a large fortified building or group of buildings, typically of the medieval period.

church: n. a building for public, especially Christian worship.

monks: n. the body of people ordained for religious duties in the Christian Church.

craftsman: n. a worker skilled in a particular craft or manual job.

drawbridge: n. a bridge which is hinged at one end so that it can be raised.

feudalism: n. the social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were tenants of and protected by the nobles.

guild: n. a medieval association of craftsmen or merchants.

keep: n. the strongest or central tower of a castle.

kingdom: n. a country, state, or territory ruled by a king or queen.

knight: n. a medieval gentleman-soldier, usually high-born, raised by a sovereign to privileged military status after training as a page and squire.

moat: n. a deep, wide defensive ditch surrounding a castle or town, typically filled with water.

mosque: n. a Muslim place of worship and prayer.

nobleman: n. man (or woman) who belongs to the aristocracy.

peasant: n. a member of the class constituted by small farmers and tenants, sharecroppers, and laborers on the land where they form the main labor force in agriculture.

pilgrim: n. a person who journeys to a sacred place for religious reasons.

reconquest: n. second or new acquisition by physical or moral force.

sword: n. a weapon with a long metal blade and a hilt with a handguard, used for thrusting or striking.

synagogue: n. a building where a Jewish assembly or congregation meets for religious worship and prayer.

**THE
MIDDLE
AGES**

**When do
the
Middle
Ages
begin?**

**When do
the
Middle
Ages
end?**

**What event
marks the
beginning of
the Middle
Ages?**

**What event
marks the
end of the
Middle Ages?**

**What
religions co-
existed in
Spain in the
Middle Ages?**

**How was
society
organized?**

**What was
the job of
the king?**

**What was
the job of
the
noblemen?**

What was
the job of
the
knights?

**What was
the job of
the clergy?**

**What was
the job of
the
peasants?**

**What were
the guilds?**

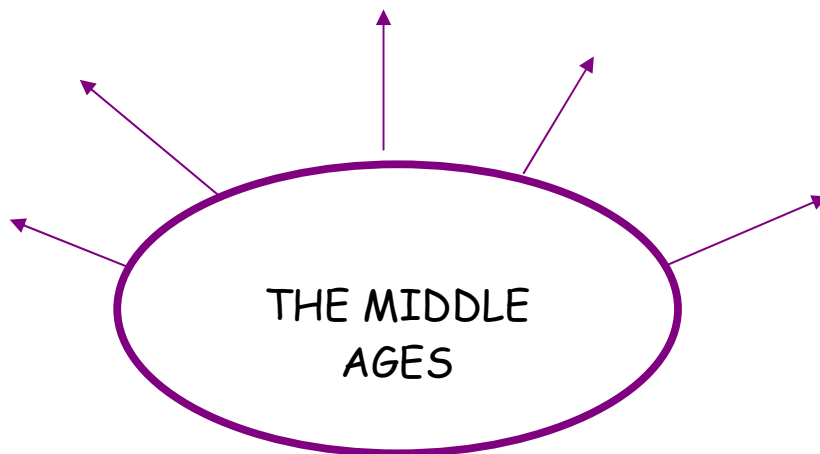
Name three
differences
between the
Muslims and
the
Christians.

**What were
castles and
alcazabas
for?**

What were
churches,
mosques, and
synagogues
for?

PRIOR LEARNING

Write 5 facts you know about the Middle Ages.
Add more arrows if you know more.



Hands on Activities The Middle Ages

- 1. Castles and Alcazabas**
- 2. Churches, Mosques, and Synagogues**
- 3. Life in Medieval Times**

Activities 1 and 2 will give the children the opportunity to locate in time and space important elements of the different cultures that co-existed in medieval Spain. Activity 3 will promote research as a means of learning.

- **Objectives: 1. To place the Middle Ages period on the time line. 2. To locate important medieval sites in Spain on a map. 3. To describe how a given element (dress, food and homes) changes throughout history.**

1. Castles and Alcazabas

Introduction

In this activity, children will use fact file 1 to locate important castles and alcazabas or Arab fortresses on a map of Spain. They will also indicate when these sites were inhabited on the timeline.

Development

In pairs the pupils should use the photocopiable fact file 1 and the map provided to locate the castles and alcazabas. More able children could then draw and annotate a timeline to indicate when these sites were inhabited or built.

Plenary

Once the children have completed the task, collect the children's ideas and locate the fact cards on a large map of Spain.

Castles and Alcazabas Fact File Sheet 1

Name: Castle of Chinchón
Situated: Chinchón, Madrid
Dated: 15th century A.D. Built over former fortress.
Type: Christian fortress, crown of Castile-Aragon



Name: Castle of Manzanares
Situated: Madrid
Dated: 1475 A.D.
Type: Christian fortress,
Crown of Castile-Aragon



Name: Castle of Malpica
Situated: Toledo
Dated: 1307 built over alcazaba.
Type: Initially Arab fortress,
reconquered by Crown of
Castile-Leon



Name: Castle of Alarcón
Situated: Cuenca
Dated: Before 11th century A.D.
Type: Initially Arab fortress,
reconquered by Crown of
Castile on 12th century.



Name: Castle of Peñarroya
Situated: Ciudad Real
Dated: Before 12th century A.D.
Type: Initially Arab fortress,
Reconquered by Crown of
Castile on 1198 A.D.



Name: Castle of La Guardia
Situated: Jaén
Dated: 8th century A.D.
Type: Initially Arab fortress
for the kingdom of Granada.
Reconquered in the 13th century
by the crown of Castile-Leon



Name: Alcazaba of Almería
Situated: Almería
Dated: 10th century A.D.
Type: Arab fortress for the kingdom of Granada



Name: Alcazaba of Málaga
Situated: Málaga
Dated: 11th century A.D.
Type: Arab fortress for the kingdom of Granada

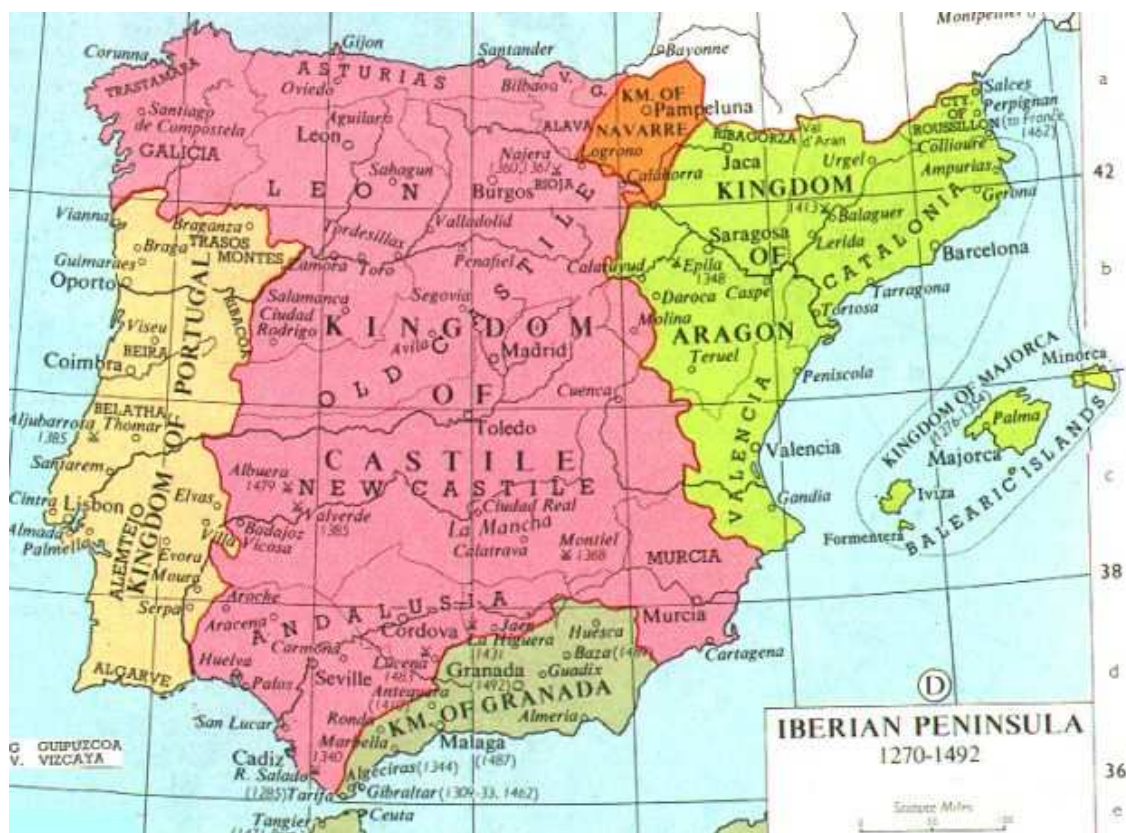


Name: Alcazaba La Alhambra
Situated: Granada
Dated: 13th century A.D.
Type: Arab fortress for the kingdom of Granada



Locating Spain's Medieval Castles and Alcazabas

Use the fact file sheet and an atlas to locate the medieval castles and alcazabas.



2. Medieval Religious Temples: Churches, Mosques, Synagogues

Introduction

In this activity, children will use the fact sheet 2 to locate on a map of Spain important religious temples from the three religions that co-existed in medieval times. They will also indicate when these temples were founded on the timeline.

Development

In pairs the pupils should use the photocopiable fact file 2 and the map provided to locate the religious temples. More able children could then draw and annotate a timeline to indicate when these sites were built.

Plenary

Once the children have completed the task, collect the children's ideas and locate the fact cards on a large map of Spain.

2. Churches, Mosques, and Synagogues Fact Sheet 2

Name: San Pedro de la Nave
Situated: Zamora
Dated: 7th century A.D.
Type: Christian Temple.
Visigothic Church.



Name: Mosque of Córdoba
Situated: Córdoba
Dated: 8th century A.D.
Type: Muslim Temple



Name: Santa Maria La Blanca
Situated: Toledo
Dated: 12th century
Type: Synagogue. Jewish temple



Name: Santo Domingo de Silos
Situated: Burgos
Dated: 11th century A.D.
Type: Romanesque Convent.
Christian temple



Name: Burgos Cathedral
Situated: Burgos
Dated: 13th century A.D.
Type: Gothic Cathedral.
Christian temple



Locating Spain's Medieval Religious Temples

Use the fact file sheet and an atlas to locate the different religious temples.



3. Investigating How Medieval People Lived

Introduction

In this activity, the children will investigate one of the following themes: dress, food or homes, and will produce a poster of how these elements were used in medieval times. You can use the web sites provided as a source of information.

Development

Encourage the children to write some research questions to guide them in their search using why? who? what? where? and how? to start them off. Discuss the use of diagrams, drawings or photos to help them communicate their ideas.

Plenary

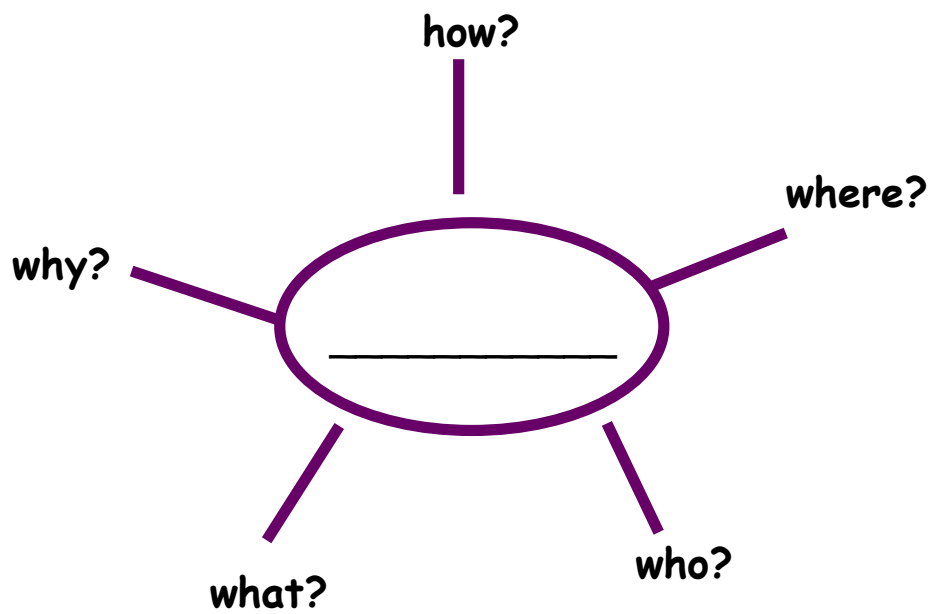
Once each group has completed the task, ask them to share their finished poster with the class. The posters can become part of the wall display on Medieval Times.

WEB SITES FOR ACTIVITY 3

- <http://medievaleurope.mrdonn.org/index.html> excellent site for children to research on medieval life and much more.
- http://www.historyonthenet.com/Medieval_Life/medievallifemain.htm comprehensive site on food, housing, clothing, and more on medieval times.
- <http://karenswhimsy.com/medieval-clothes.shtm> large illustration of medieval clothing
- <http://www.teachnet.ie/mmorrin/resource/pupil.htm>
- child friendly site featuring life in the Middle Ages.
- <http://www.bbc.co.uk/schools/anglosaxons/life/lifeind6.shtml> illustrated information on Saxons, and other early Middle Ages settlers in the U.K.
- <http://medievalcastles.stormthecastle.com/parts-of-a-medieval-castle.htm> Parts of a castle. make a paper castle.
- <http://www.mrdowling.com/703-plague.html> information on the bubonic plague.
- <http://historymedren.about.com/library/weekly/aa061898.htm> medieval clip art.

Brainstorm

Write the element you are researching in the centre. Write some questions to help you focus your research.



Read and Understand: Historic Characters in Medieval Spain

El Cid Campeador



El Cid Campeador's real name was Rodrigo Diaz de Vivar. He was a Castilian nobleman who was born in Burgos in the 11th century A.D. He was a military leader who was exiled by the king of Castile, Alfonso VI, under accusations of treason. But El Cid didn't give up on his loyalty to the king, and he conquered Valencia from the Moors. This granted him the King's forgiveness, and he was made governor of the newly reconquered land.

He became so famous and popular in his time, that the minstrels composed an epic poem about him: El Poema de Mio Cid. The minstrels travelled from town to town singing and telling stories and poems. This poem narrates the adventures and heroic feats carried out by Rodrigo Diaz de Vivar. It was written in the 13th century and it is considered the first written poem in Castilian language.

Alfonso X El Sabio



Alfonso X, was born in Toledo, in the 13th century A.D., and he was king of Castile and Leon. As a warrior king, he led his fierce armies against the Moorish occupation, and regained many lands for the Christians, but this was not his most important achievement.

He was above all, a highly educated statesman who promoted the arts and learning in his kingdom. He was a writer himself, and composed the Cantigas, which were songs about The Virgin Mary. He also created the Toledo School of Translators, where scholars from the three cultures, Christian, Jewish, and Muslim, translated important works of Science, History, and The Arts. His promotion of the arts and culture granted him the nickname of "The Wise Man".

ANSWER THESE QUESTIONS:

1. When did Rodrigo Diaz de Vivar live?

2. Where was he born?

3. Which kingdom did he conquer?

4. What poem did the minstrels sing about him?

5. What do you think *exile* means?

6. Why was Alfonso X known as "The Wise Man"?

7. When did he live?

8. Which cultures were represented in the School of Translators? _____

9. Why do you think having a school of translators could be important? _____

10. What were the Cantigas about? _____

Final activity

Notes for the teacher

This activity aims to give the children an opportunity to demonstrate what they have learnt about the topic through imaginative writing. Each child should assume the character of a Medieval child, and write about their life.

Before the writing starts, you can use the word bank to make sure children have the words they need and the correct spelling, and the writing organizer for those children who find difficult to put their ideas in order.

WORD BANK

Before you start your writing, think of words you might need to use. Check for spelling in the dictionary. Ask your teacher how to say them in English.

Nouns	Verbs	Adjectives	Adverbs

Writing Organizer

Write down ideas to organize your writing.

Paragraph 1: Introduction.

What is your name?

Who are you?

How old are you?

Where do you live?

What is the date?

Paragraph 2: Explain your activities on a regular day.

Do you work? What is your job? Do you study? Do you have free time?

Paragraph 3: Explain what culture you belong to.

Where do you pray? Is your city at war? What kingdom do you live in? What language do you speak?

Paragraph 4: Conclusion. Is your life easy or hard?
Why?

Think about all that you have learned throughout this topic. Imagine you are a child living in Medieval Spain. Write about your life. Think about your name, where you live, what you eat, how you dress and what activities you do during the day.



476 AD
VANDAL
INVASION OF



711 AD
MOORS INVADE
THE IBERIAN
PENINSULA.



1492 AD
COLUMBUS DISCOVERS
AMERICA.
THE CATHOLIC MONARCHS
RECONQUER SPAIN.

Middle Ages

HISTORY