

IES JULIO ANTONIO MORA D'EBRE

# Middle Ages

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## OPTIONAL SUBJECT (70 hours)

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2008-2009



1. Medieval bridge in Puente de la Reina. Spain.

3rd course of ESO.

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# I What is the Middle Ages?

## Middle Ages word wall

facts/events			
Politics	Economy	Society	Culture



### 1. Reading

The Middle Ages describes the period in European history from the fall of the Western Roman Empire in the 5<sup>th</sup> century to the fall of Constantinople (1453). It lasted for a thousand years. Historians usually divide this into three periods, the *early Middle Ages*, sometimes called The *Dark Ages*<sup>1</sup>, the *High Middle Ages*, and the *Late Middle Ages*.

The period is characterised by the emergence of separate kingdoms, the growth of trade and urban life and the growth in power of monarchies. The church became very powerful during the late Middle Ages, with the Pope operating like a secular ruler<sup>2</sup>.

The influence of the Church and religious life was also felt in more general terms such as the Crusades, the pilgrimages, the building of monasteries, and the growth of scholarship.

<sup>1</sup> This period is called is called "dark" because there was not very much new science or learning and there were not many new inventions.

<sup>2</sup> Not specifically relating to religion or to a religious body.

**2. True/false**

- The Middle Ages is a period in Europe's history.
- The end of the Middle Ages happened with the fall of Rome.
- During the Middle Ages trade and urban life developed.
- The Pope was the highest religious authority in European religious life.
- The Church didn't interfere outside religious life.

**3. Answer the questions**

1. When did the Middle Ages start? \_\_\_\_\_
2. When did the Middle Ages finish? \_\_\_\_\_
3. How long did the Middle Ages last for? \_\_\_\_\_
4. In how many periods do historians divide the Middle Ages? \_\_\_\_\_
5. In what periods do historians divide it? \_\_\_\_\_

**4. Complete the chart**

positive	comparative	superlative	Meaning
early			
late			
dark			
high			
much			

**Timelines are used by historians to show the different parts of history.**

**5. Make a timeline.**

**a) Make your day timeline. Here you have an example.**

7.00 8.00 9.00 10.00 11.00 12.00 13.00 14.00 15.00 16.00 15.00 17.00 18.00 19.00 20.00 21.00 22.00

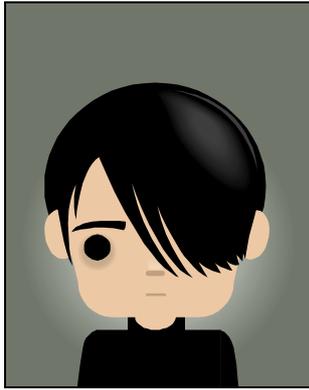
Got up	Breakfast	School		Break		Lunch	Lessons	Home				Dinner		Bed			

**My day timeline**

**7.00** 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**b) Make your life timeline<sup>3</sup>:**



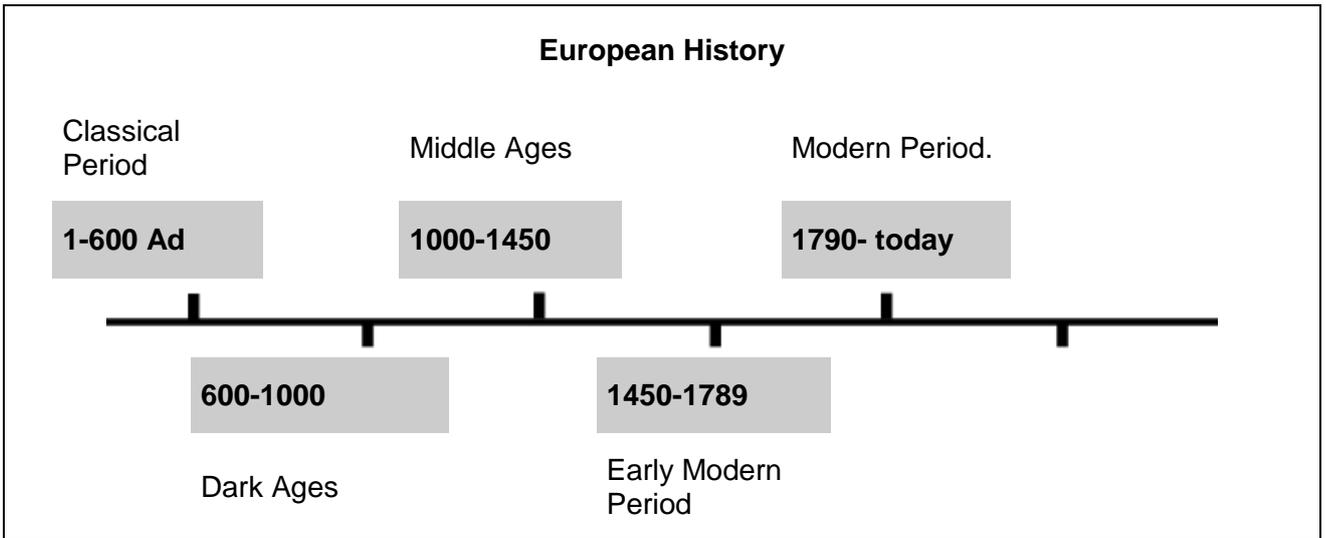
**Write down the following events.**

- a. Date of birth.
- b. The year I first walked.
- c. The year I went to the nursery.
- d. The year my brother/sister was born.
- e. The year I started primary school (include the name of it).
- f. The year you learned to ride a bike.
- g. A special year/event for me. Why?
- h. My first communion.

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<sup>3</sup> You can use this tool in Internet: [http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)

6. Look at the timeline and make the next exercise.



6.1. Write the information in the box above in this graphic organizer about the Middle Ages.

The graphic organizer consists of a vertical line with a downward-pointing arrow at the bottom. To the left of the line are three empty rounded rectangular boxes stacked vertically. To the right of the line are three empty rounded rectangular boxes stacked vertically.

7. Draw a line from each time period to the correct picture.

Early Modern



Dark Ages



Modern



Middle Ages



Classical Period



When you write about history always try to include **CAUSES** and **CONSEQUENCES**.  
Try also to use time and space: **WHEN** and **WHERE**.

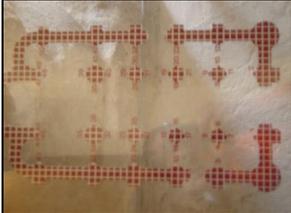
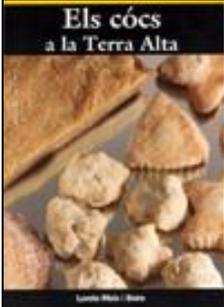
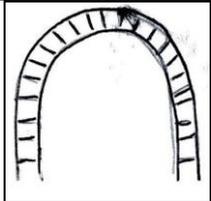
In history try to know which **period** topics and events belong to. It will help you to understand facts better.

An **historical source** is something that tells us about History.

A **Primary source** is something that originates from the past, for example a medieval coin.

A **Secondary source** is something that has been made recently but describes the past, for example a copy of a Medieval coin.

**8. Classify the pictures into Primary or Secondary source.**

 <p>1. Fromista's church plan (Spain).</p>	 <p>2. Modern book.</p>	 <p>3. Burgos cathedral.</p>
 <p>4. Medieval Spanish coins.</p>	 <p>5. Modern Spanish money.</p>	 <p>6. Recent drawing of a round arch</p>
 <p>7. Recent map of Burgos (Spain).</p>	 <p>8. Medieval books.</p>	 <p>9. The Adoration of the kings. Gloucester's cathedral.</p>

a) Picture number 1 is a

b) Picture

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

g) \_\_\_\_\_

h) \_\_\_\_\_

i) \_\_\_\_\_



## II Castles

A castle is a fortified building or stronghold. Generally it was the residence of the king or lord of the territory in which stood. Castles became popular in Europe from the 9<sup>th</sup> century.

In the Middle Ages, noblemen and knights lived in castles. They lived with servants and soldiers. Big castles had courtyards and a church. Knights protected the peasants that lived in the villages close to the castle. The peasants worked the lands and produced food for the people in the castle. They were very poor.

Originally castles were made of wood, but they were too easy to burn down. By the 11<sup>th</sup> century, most castles were built of stone. There were big **walls** surrounding the castle and usually there was a **moat** filled with water to stop enemies from entering the castle, which was crossed by a **drawbridge** that could be raised from inside. The gateway itself was heavily protected and often defended by a watchtower. A **gatehouse**<sup>4</sup> was built into the wall. There were **towers** by the castle walls, and sometimes the lord of the castle kept prisoners in them. Soldiers stood guard on the castle walls. Castles were usually built on top of a hill. This meant that the guards could see attackers approaching more easily.

*Today there are still hundreds of castles around Europe and a lot of them are open to the public.*

### 1. Answer the following wh-questions

- Who lives in the castle? \_\_\_\_\_
- Where are the prisoners? \_\_\_\_\_
- Where are the soldiers? \_\_\_\_\_
- Who works in the castle? \_\_\_\_\_

### 2. Re-arrange the words to make a new word connected with a castle.

*(An anagram is a word made by using letters of another word in a different order)*

ATOM	
HOLD STRONG	
RAIN ROPES	
GET A HOUSE!	
BRIGADE WARD	
WROTE	

<sup>4</sup> A house connected or associated with a gate.

### 3. Complete the sentences

**gatehouse moats drawbridge wall towers peasants**

The only way to cross a moat was on the \_\_\_\_\_.

\_\_\_\_\_ were filled with water to prevent enemies from coming into the castle.

A \_\_\_\_\_ was built into the wall.

\_\_\_\_\_ allowed people to keep watch outside the castles walls.

The \_\_\_\_\_ surrounding the castles were very strong.

The \_\_\_\_\_ worked the lands near to the castle.

### 4. True/false sentences

- A castle is a large fortified building.
- Peasants lived in castles.
- Big walls and a moat surrounded castles in the Middle Ages.
- Small castles had a church.
- A drawbridge is a bridge over water that may be raised.

**5. Write 100 words about a castle.** <sup>5</sup> Use an encyclopaedia or the Internet.

**6. Draw a castle and write the parts of a castle.**

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<sup>5</sup> Online activities

Visit a castle [http://www.nationalgeographic.com/castles/enter\\_castle.html](http://www.nationalgeographic.com/castles/enter_castle.html)

Castle's virtual visit: <http://www.kidsonthenet.com/castle/view.html>

[http://www.kidsonthenet.com/teachers/downloads/Y4t1obj14experiencepoems1\\_as.doc](http://www.kidsonthenet.com/teachers/downloads/Y4t1obj14experiencepoems1_as.doc)

To draw a castle <http://www.schoolsliaison.org.uk/2004/weoley/resources/reconstruction.htm>

Castle' attack <http://www.pbs.org/wgbh/nova/lostempires/trebuchet/race.html>

Describe a castle: <http://www.pbs.org/wgbh/nova/lostempires/trebuchet/destroy.html>



## Mora d'Ebre's castle

Mora d'Ebre's castle is located in the highest part of the historical centre of the village. It has good views of the beautiful landscape and the Ebro River.

From 714 AD onwards the Ebro River became a natural frontier between Muslims and Franks and Mora d'Ebre castle formed part of the Muslim strongholds' line on the right side of the Ebro's riverbank. **Since** 799 Charlemagne made his first attempts to conquer the Moors, but it was only later, in 1153, that Barcelona's Count, Ramon Berenguer IV, and his army could get hold of the castle. About a century before, the knight Mir Gilavert who was the grandson of Count II Borrell, not only failed in the conquest of the Muslim fortification but he also died in the attack (circa 1060).

From 1174 to 1837, Mora d'Ebre area and the castle were part of a big fief known as the Entença's Barony. During this period there were several Lords in the Barony ( Castellvell, Subirats, Sant Marti, Entença, Prades, Cardona and Medinacelli) who had civil, criminal, fiscal and political jurisdiction of the territory until the Mendizabal's *desamortization* or disentanglement\* in the 19<sup>th</sup> century.

[\*sale of the Church and the Noble lands]

### 1. Vocabulary work

fief	stronghold	jurisdiction	riverbank
------	------------	--------------	-----------

### 2. Answer the following questions.

Who did the castle belong to in 714 AD? \_\_\_\_\_

Who tried to conquer the Moors and take the castle? \_\_\_\_\_

What happened in 1153? \_\_\_\_\_

What happened when Mir Gilavert tried to attack the castle? \_\_\_\_\_

\_\_\_\_\_

For how long did the Lords in the Barony of Entença have control over the castle? \_\_\_\_\_

\_\_\_\_\_

### 3. Solve the following anagrams which appear in the text.

act sale \_\_\_\_\_

fife \_\_\_\_\_

rooms \_\_\_\_\_

sand palace \_\_\_\_\_

bean carol \_\_\_\_\_



1. Castle in Mora d'Ebre. (Top right).

**4. Look at the map and make questions to your partner. Follow the examples.<sup>6</sup>**

- Where is Mora d'Ebre? Mora d'Ebre is in the north east of the **Califate** of Cordoba.
- Where is the March of Spain? It is in the north east of Spain.
- Is Leon's Kingdom in the south of Spain? No, it isn't. It is in the northwest of Spain.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_

<sup>6</sup> <http://www.euratlas.com>

[http://www.euratlas.com/travel\\_time/europe\\_south\\_west\\_1000.html](http://www.euratlas.com/travel_time/europe_south_west_1000.html)



## Miravet's castle

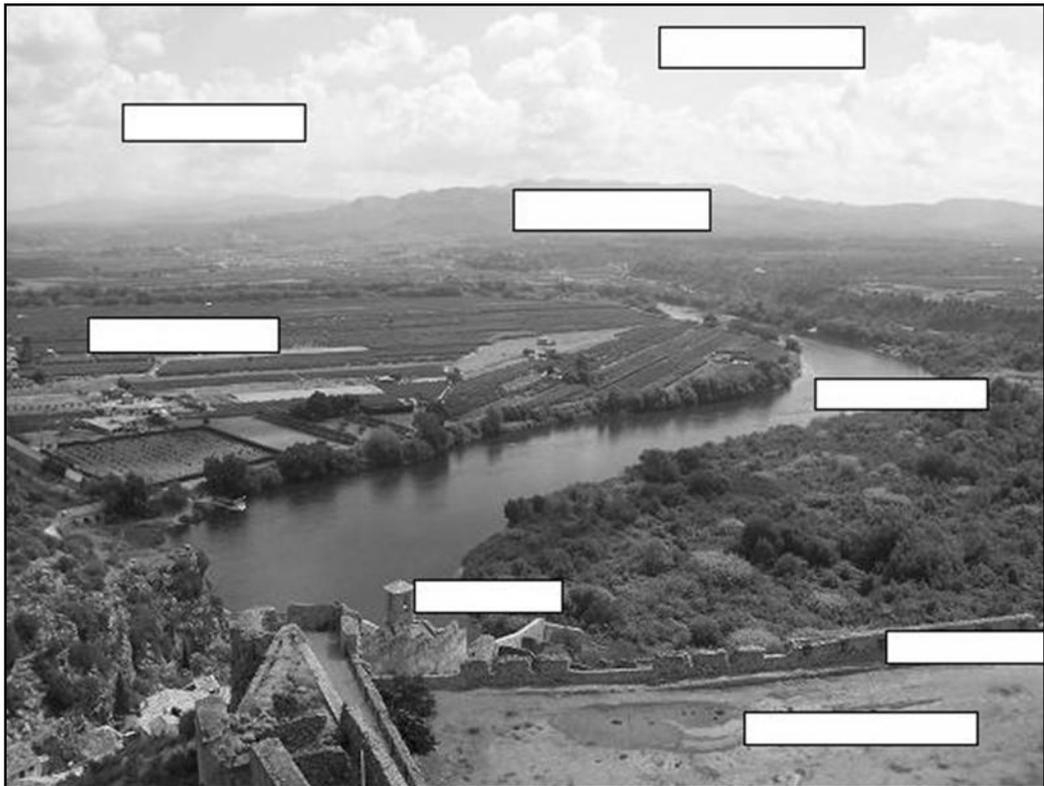
The castle of Miravet (Tarragona) stands on the top of a hill next to the Ebro River. It was built in 1153 on an old Muslim fortress. Ramon Berenguer IV, count of Barcelona, took this Muslim stronghold from the Moors. Once he held the fortress he gave it to the **order of Templars**, because they had fought together in the conquest.

The Miravet fortress became an extraordinary castle, inhabited by knights that prayed, worked and fought for Christ. There was a main monk who ruled not only the castle but also the area nearby which was called a **dominion** or **command**.

The Miravet castle was an important place as some important meetings were held in it. Miravet Templars knights helped in the conquest of the kingdom of Valencia and guarded vital documents and treasures from the order itself and from the kings.

In 1307, Templars were persecuted in Europe, but Miravet monks wouldn't give up at first. In the end they surrendered without any violence. In Catalonia the castle and the Templars' belongings went to the Hospital order.

### 1. Fill in the blanks.



1. Ebre river's sight from Miravet's castle.

### 2. Fill in the missing letter to complete the word.

ca\_\_tle

com\_\_and

mon\_\_s

or\_\_er

ru\_\_ed

hil\_\_s

for\_\_ress

stron\_\_hold

so\_\_dier

do\_\_inion

cou\_\_t

king\_\_om

**3. Read the text and answer the questions.**

1. Where is Miravet's castle?

\_\_\_\_\_

2. What is the name of the river next to the castle?

\_\_\_\_\_

3. Where was it built?

\_\_\_\_\_

4. When was it built?

\_\_\_\_\_

5. What is the name of the monks that lived in it?

\_\_\_\_\_

6. For how many years did the Templars rule the lands near the castle?

\_\_\_\_\_

7. What is the meaning of the word *order*?

\_\_\_\_\_

8. Can you name other orders' names?

\_\_\_\_\_

**4. Fill in the grid with the irregular verbs from the text.**

Present	Past	Past participle	Meaning
be			
become			
build			
fight			
give			
go			
hold			
take			
stand			

**5. Find the synonyms.**

give up \_\_\_\_\_

fortress \_\_\_\_\_

muslim \_\_\_\_\_

dominion \_\_\_\_\_

**Glossary**

**Dominion** or **command**: the order of the Templars had lands from the Kingdom and they offered military service in exchange.

**Order**: a group of monks and friars or formerly of knights, bound by common rule of life.

**Templars**: a member of the knights Templars.

## III Medieval trades and crafts



1. "Gàrgola de muixons" from Miravet.



2. "Pitxell del carro" from Miravet.

### ABC BRAINSTORMING

❖ What trades or crafts do you know? Write them down in the **chart**.

A	G	M	S
B	H	N	T
C	I	O	U
D	J	P	V
E	K	K	W
F	L	R	XYZ



## Medieval pottery in Miravet

'Good day, traveller. I am Guifre and I earn my living as a **pottery craftsman**. I live in a village with my beloved wife, Susanna, our seven-year-old son, Jofre, and my apprentice, Tomas. I have a **potter's workshop** in the outskirts of Miravet, a tiny village not far from Tarragona.

Next to my workshop there are other pottery workshops, so in my village the main **craft** is pottery. I wake up early and I work until dark. I work very hard! My work consists of shaping fine **earthenware** pottery with a **potter's wheel** and then baking it in my furnace. I make **pitchers** to drink water, very big **jars** to keep olive oil in and **basins**. My wife helps me to sell

Most of my **pots** are carried by mule or by cart and they are sold in the markets all over Catalonia and Aragon (Spain). My pots are bought by humble folks in the villages and cities.

Jofre is already learning my craft and he likes it. One day he will become a **pot-maker** and he will inherit my workshop'.<sup>7</sup>

### 1. True/false

- A workshop is a building where goods are manufactured.
- A craftsman is a person who works in a factory.
- Earthenware is pottery made of clay<sup>8</sup>.
- Miravet is a big village not far from Tarragona.
- Guifre's son doesn't want to be a craftsman.
- To shape earthenware pottery a potter's wheel is needed.

**Rewrite the false sentences.**

### 2. Complete the chart

Verb	past	past participle	kind of verb	translation
inherit			<i>regular</i>	
earn				
wake up				
shape				
carry				
sell				
make				

<sup>7</sup> Look at this video to see how pottery is made today [miravet.avi](#) . In Jordi Avante's traditional workshop in Miravet. See this power point about [Traditional pottery](#) in Miravet.

<sup>8</sup> Sticky earth used to make pottery, bricks, ceramics, etc.





5. *Pitxell del tronc*, a pitcher.



6. *Pitxell del carro*, a typical pitcher.

## 5. Medieval crafts and trades word search

B	R	E	K	A	M	E	O	H	S
V	L	C	S	T	H	R	D	M	R
L	K	A	H	B	S	E	C	E	E
N	C	R	C	A	I	L	D	R	H
O	R	P	R	K	M	L	E	C	C
E	E	E	E	E	S	I	N	H	A
G	T	N	W	R	D	M	T	A	E
R	T	T	E	V	O	Y	I	N	T
U	O	E	R	J	L	P	S	T	R
S	P	R	B	P	G	C	T	T	H

5.1. Group the medieval crafts and trades that you have found in the word search in the following categories. Can you think of any more?

a) Crafts which involve working with food: \_\_\_\_\_

\_\_\_\_\_

b) Crafts using materials (e.g. leather, wood): \_\_\_\_\_

\_\_\_\_\_

c) Jobs which work with other people: \_\_\_\_\_

\_\_\_\_\_



7. Brewery. Lacock Abbey (Great Britain).

**6. Use an encyclopaedia or the Internet.**

**a) In pairs write down the definitions of the following trades or crafts.**

blacksmith \_\_\_\_\_

baker \_\_\_\_\_

miller \_\_\_\_\_

brewer \_\_\_\_\_

carpenter \_\_\_\_\_

masons \_\_\_\_\_

shoemaker \_\_\_\_\_

tailor \_\_\_\_\_

weaver \_\_\_\_\_

merchant \_\_\_\_\_

goldsmith \_\_\_\_\_

barber \_\_\_\_\_

teacher \_\_\_\_\_

dentist \_\_\_\_\_

surgeon\_\_\_\_\_

b) Choose a description of a medieval craft or trade. Write about 100 words.<sup>2</sup>

7. Do you know what palindromes are?

A **Palindrome** is a word, phrase or sentence that spells the same backwards as forwards. "A man, a plan, a canal, Panama!"<sup>10</sup>

**2 D palindromes** are word squares in which every row and column reads a word in both directions. This is an example.

R	A	T	S
A	U	N	T
T	N	U	A
S	T	A	R

- Can you make a 2D palindrome using the word *pots*?


8. Do you know what an anagram is?<sup>11</sup> Can you make other anagrams with the word **POTS**?\_\_\_\_\_

<sup>10</sup> The Fun-with-words website has a section of palindromes.

<sup>11</sup> An **anagram** is a word or phrase formed by rearranging the letters of another word or phrase. For example, *pots* or *stop*.

**9. Fill in the blanks about trades and crafts.**<sup>12</sup>

Hello, boy. I am James and I make my living as a cloth \_\_\_\_\_ (1). I live in a \_\_\_\_\_ (2) with my wife, Miriam, our ten-year-old son, Simon, my journeyman<sup>13</sup>, Jacob, and my \_\_\_\_\_ (3), Aaron.

I \_\_\_\_\_ (4) fine cloth for the \_\_\_\_\_ (5) members of the nobility and I also import silk and \_\_\_\_\_ (6) from the Far East. Michael is already learning my \_\_\_\_\_ (7) and one day he will become a cloth merchant and inherit my business.

As a merchant, I can tell you all about trade and travel and merchant's \_\_\_\_\_ (8). A guild is an \_\_\_\_\_ (9) of craftsmen or merchants formed for mutual help and protection.

There are merchant guilds, which include all the merchants of a town or city and \_\_\_\_\_ (10) guilds, which include all the \_\_\_\_\_ (11) in a particular branch of industry. Their functions are to establish trade monopolies, to set standards for quality of \_\_\_\_\_ (12) and to maintain stable \_\_\_\_\_ (13).

Crafts guilds establish hierarchies of craftsmen based on level of training; \_\_\_\_\_ (14) journeymen, and apprentices.

**Word bank**

merchant	wealthy	trade	town	association	craft	masters	velvet
apprentice	prices	weave	guilds	craftsmen	goods		

<sup>12</sup> Use the information in this website: <http://www.mnsu.edu/emuseum/history/middleages/merchant.html>

13. A **journeyman** is an artisan.



1. An artisan working in the potter-wheel. 2. A pottery shop.

**9.1. Answer the questions about the trades and crafts.**

- a) What is James' job? \_\_\_\_\_
- b) Is he a journeyman? What does he do? \_\_\_\_\_  
\_\_\_\_\_
- c) What is the name of his wife? \_\_\_\_\_
- d) How many children have they got? \_\_\_\_\_
- e) How many workers has James got in his workshop? \_\_\_\_\_
- f) Is James a weaver? \_\_\_\_\_
- g) What does the merchant also do? \_\_\_\_\_
- h) What is a guild? \_\_\_\_\_
- i) Did guilds only protect traders? \_\_\_\_\_

## IV Street names with medieval origins



The flavours of medieval activities such as **guilds** are still alive in some of the street names in most of the European cities which have succeeded in preserving their old city centre. In England, there are lots of examples in many city centres such as Lincoln or Cambridge. Some examples are Potter Street and Silver Street in Lincoln and Mill Lane and Silver Street in Cambridge.

There are also many Medieval street names in Barcelona and other Spanish cities.



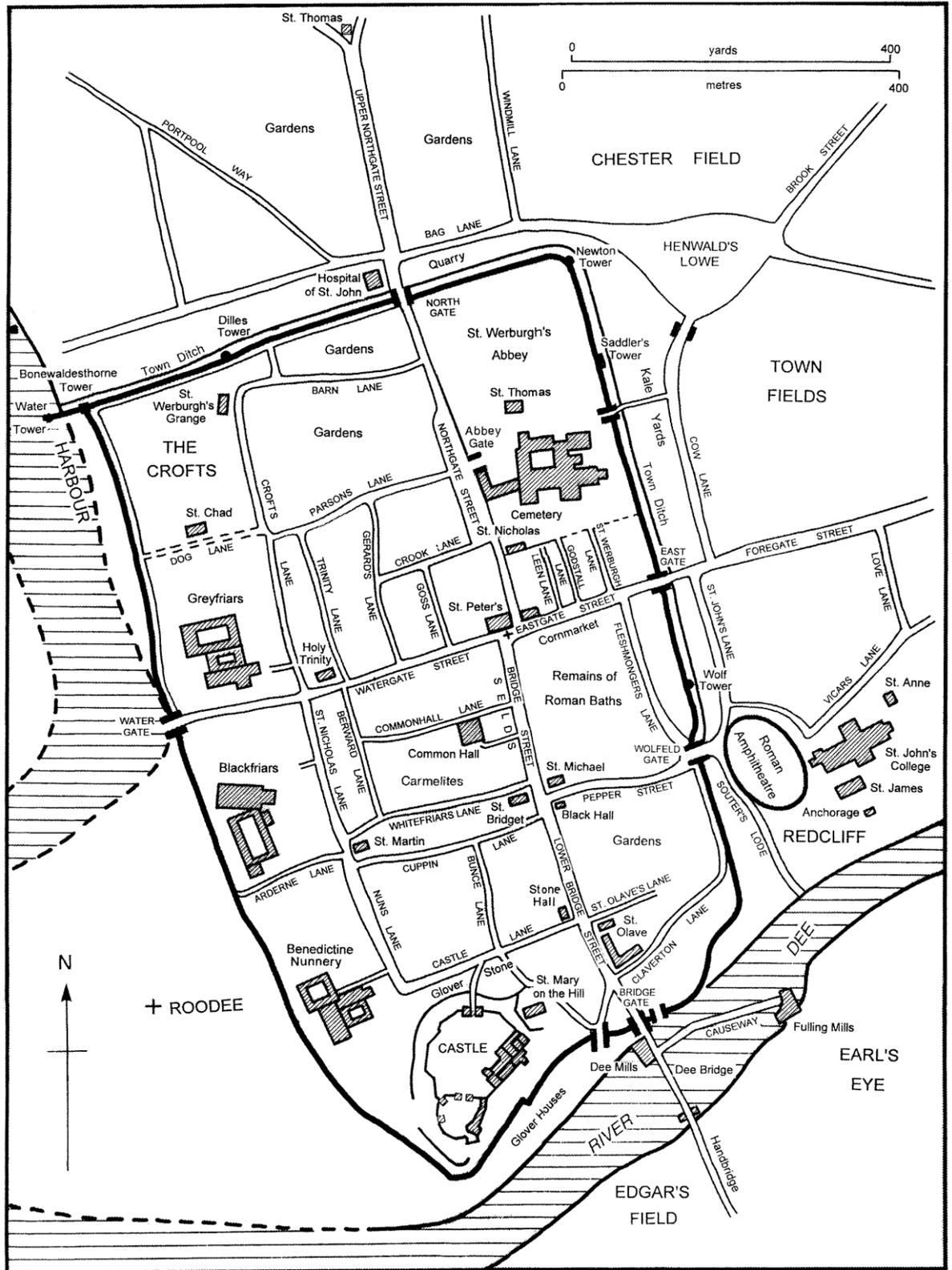
1. 2. 3. 4. Timber houses in Lacock (England).



5. Street name in Carrión de los Condes (Spain).

- Look at a medieval plan<sup>14</sup> and write your findings in a chart. Compare with a modern map using Google maps. Write your findings in a chart.

<sup>14</sup> Visit these sites to find the maps. Chester could be a suitable example to practice.  
<http://www.british-history.ac.uk/image.aspx?compid=19185&filename=fig04.gif&pubid=94>  
<http://maps.google.es/maps?hl=es&tab=wl&q=chester%20plan>



<http://www.kentish-history.co.uk/>

<b>Street' names in a Medieval city</b>	<b>meaning</b>
Nuns Lane	<i>Callejón de las Monjas/Carreró de les Monges</i>

<b>Old street names in a city now</b>	<b>meaning</b>
Whitefriars	
Grey friars	
Castle Street	

## **Glossary**

**Guilds:** an association, as of merchants or artisans, in medieval times.

**Timber:** wood used as a building material.

# V Where do surnames come from?

1. Find the surnames related to:

- jobs
- places
- family names
- nicknames

Write them down in the chard. You can use English or your own language.

ABC	DEF	GHI
JKL	MN	OPQ
RST	UVW	XYZ



2. Traditional Catalan occupation tiles.

2. Look at these pictures. Use a dictionary to help you. Write the surnames in English and in your own language.

1<sup>st</sup> picture: *An English surnames is \_\_\_\_\_ and in \_\_\_\_\_*

2<sup>nd</sup> picture: \_\_\_\_\_

3<sup>rd</sup> picture: \_\_\_\_\_



### Surnames in the Middle Ages

In the past, most people knew their neighbours in their villages, so they did not need to have a surname to distinguish between them. But, when the towns and cities got bigger they needed to use names to distinguish a person from another. Surnames or "family" names appeared in Europe about 800 years ago. Most European surnames come from the following sources.

#### Local surnames

The oldest and most common surnames are related to a **place**. They can be related to many sources such as a country, a town or a county where the person lived –London, French or Bristowe (from Bristol). Other location surnames come from landscape features –Mill, Hill, Wood, and Rivers are some examples of this last kind of surnames.

#### Family names

Another common source of names is names coming from the **father's** name by simply adding –s or-son. Williamson or Wilson (short form), Peterson, Robson (short form of Robert), Richard's and Fernandez in Spain.

#### Occupation names

Other surnames came from a person's **job or trade**. Smith, Miller, Taylor, Trader, Cooper, Cook and Baker are some examples. There is a group of surnames derived from the weapons and the occupations in the medieval centuries like Knight, Abbot, Archer and Bowman.

#### Nicknames

Sometimes **nicknames** became a surname. Names, such as Little or Small because of a person height, or White, perhaps because of a person's skin colour, are very common.

**1. Answer the questions**

Why did surnames develop?

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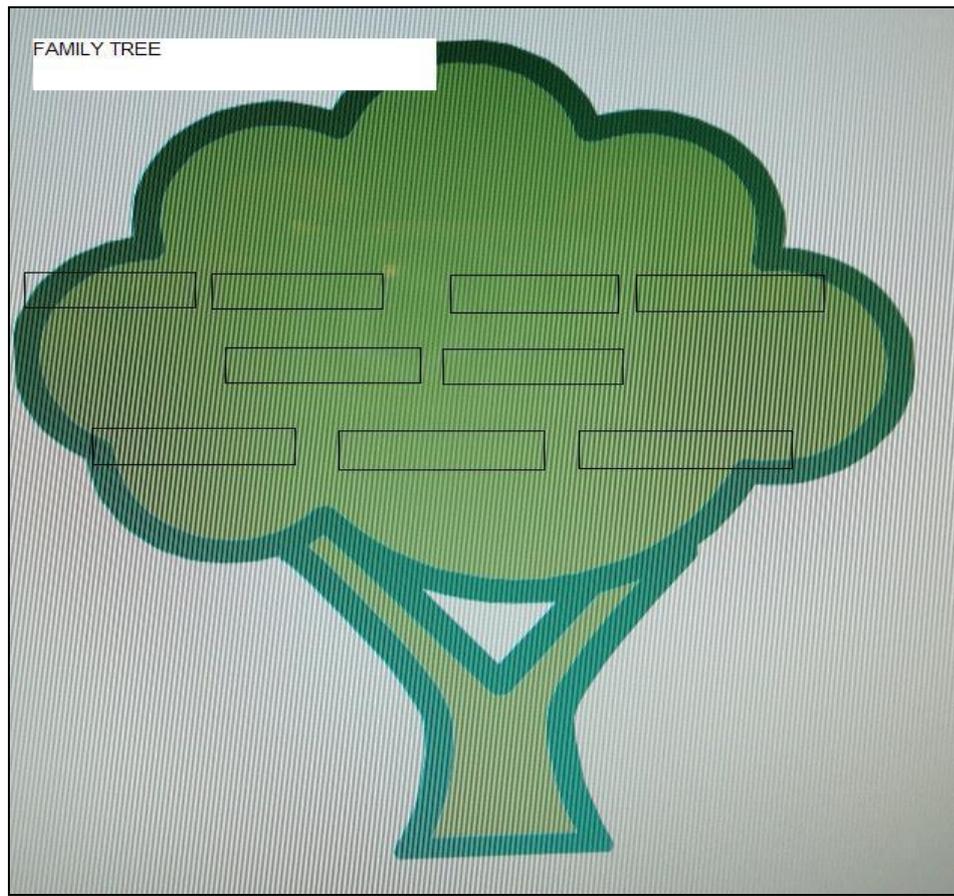
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What do surnames tell us about the person who bears the name?

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**2. Fill in your family tree including names and surnames.**



**3. Make a surname list with the surnames and their meaning.**

<b>place</b>	<b>meaning</b>	<b>job</b>	<b>Meaning</b>
Mill	molí		
<b>Hill</b>			
<b>family</b>	<b>meaning</b>		
		<b>nicknames</b>	<b>Meaning</b>

**4. Classify your family/friends/classmates' surnames**

place	Meaning in English	job	Meaning
<i>Català</i>	<i>Catalan</i>	<i>Ferrer</i>	<i>Smith</i>
Family		nicknames	

**5. If you lived in the Middle Ages think what surnames you would have according to the different types?**

E.g. location – where do you live?

Your father's name

Your father's job in English

Possible nicknames you have

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## VI The Black Death

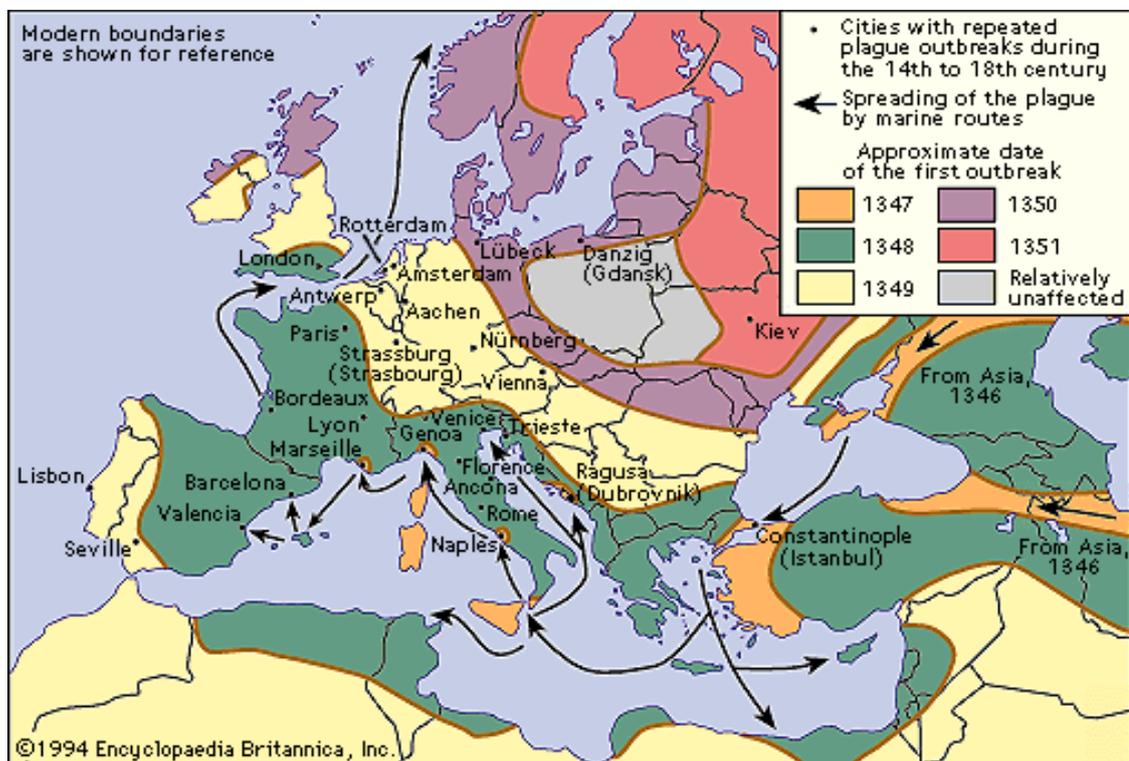
The **bubonic plague** was one of the most feared diseases of the ancient and medieval worlds. During the Middle Ages, a lot of people began to catch this terrible disease that was spreading along trade routes from Asia to Europe in the 14<sup>th</sup> century AD. The first outbreak damaged Europe between 1347 and 1351, killing many people. Coming from the East, the Black Death spread to the coasts of Spain in 1348 and about one out of every three people died.

When someone caught the illness they got big black spots called *buboes* on their armpits, behind their knees and on their neck. The biggest buboes could be as big as an apple. The most important variant was the bubonic plague which came from rats. Many died just one or two days after catching the disease. Most of the people who got the plague died especially poor people who didn't have healthy food to eat. People blamed the Jews for this disease.

A lot of people called it the Black Death, because during the disease the tips of the fingers, the toes and the nose often turned black.

### 1. Write sentences matching the beginnings with the endings.

- The bubonic plague ...
- The buboes were the ...
- The Black Death spread....
- The illness spread along trade routes...
  - \_\_\_ came from Asia.
  - \_\_\_ to coasts of Spain in 1348.
  - \_\_\_ black spots that victims caught.
  - \_\_\_ from Asia to Europe in the 1300s AD.



1. Black Death in Europe (Map from Encyclopaedia Britannica).

## 2. True or false?

Draw an arrow to the princess if the affirmation is right.

Draw an arrow to the church if the affirmation is wrong.

**1** The plague caused big black buboes on the body.

**2** The bubonic plague was carried by cats.

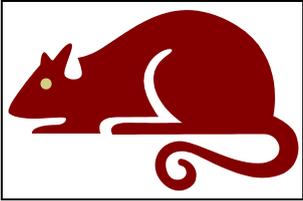
**3** The plague was also known as the Black flu.

**4** People blamed the Jews.

**5** The plague killed 1500 people in the Aragon Crown.

**6** The plague was carried by rats.

**7** The plague killed one third of the Spanish people.



### 2.1. Correct the false sentences

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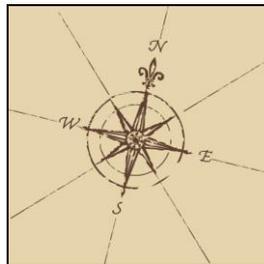
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**3. Make a list of 12 European countries and their capital cities. Look at the map.**

ENGLISH		TRANSLATION	
COUNTRY	CAPITAL	PAÍS	CAPITAL
<i>Austria</i>	<i>Vienna</i>		



2. Compass.

**4. Oral activity. Look at the map and make questions to your classmate. (page 27)**

- *Where is Lisbon?*

*Lisbon is a Portuguese city and Portugal a country in the West of Europe.*

- *Where is Spain?*

*Spain is in the North of Europe.*

- *No, it isn't. Spain is in the South. What's its capital?*

*It is Madrid /Spain's capital is Madrid.*

**4.1. Write 6 complete questions and answers.**

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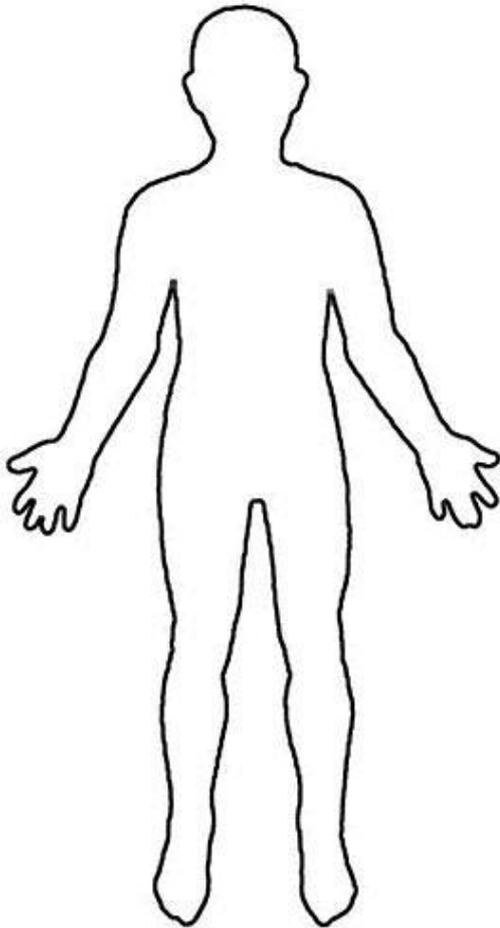


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## The Black Death seen by an Italian chronicler



“It was a plague that touched people of every condition, age and sex. They began to spit blood and they died –some immediately, some in two or three days, and some in a longer time. Whoever cared for the sick caught the disease from them, or got infected by the corrupt air and became rapidly ill and died in the same way. Most had swellings in the groin, and many had them in the left and right armpits and in other places, one could almost always find an unusual swelling somewhere on the victim’s body”.

- Read the texts (pages 26 and 28) about the Black Death and underline the body parts affected by the disease.
- Write down the parts in the body.



3. Rats in the ships infected Europe.

1. Look for the verbs and write the three forms.

Present	Past	Participle	Translation
<i>touch</i>	<i>touched</i>	<i>touched</i>	

2. **Acrostic poems** are easy poems in which the **first** letter of each line forms a word or phrase<sup>15</sup>. Here you have an example:

### Black Death

<b>B</b> ad was	<b>d</b> ied,
<b>l</b> ife in	<b>e</b> ven poor or rich
<b>a</b> ll European	<b>a</b> nd also
<b>c</b> ountries.	<b>t</b> hose who were
<b>k</b> ids in the Middle Ages	<b>h</b> ealthy.

### ACROSTIC POEM BLACK DEATH

B \_\_\_\_\_  
L \_\_\_\_\_  
A \_\_\_\_\_  
C \_\_\_\_\_  
K \_\_\_\_\_  
D \_\_\_\_\_  
E \_\_\_\_\_  
A \_\_\_\_\_  
T \_\_\_\_\_  
H \_\_\_\_\_

---

<sup>15</sup> You can repeat the activity online: <http://www.readwritethink.org/materials/acrostic/>

2. Imagine you are a journalist. Use the computer to write an article. Write 7 lines of size 14 text about the Black Death in your country. Look at the back of the dossier. You will need to include:



- A headline.
- A picture.
- The price and the date of publication at the top.
- To explain what the plague is/ what it was caused by.
- To explain what can be done about it.

4. In pairs make a word list related to the plague

*Plague,*

---

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**Glossary**

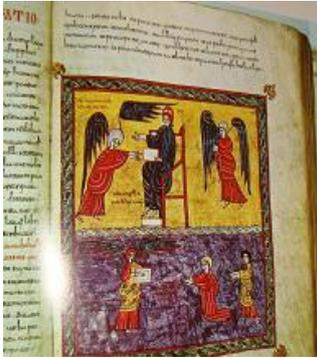
**Black Death:** forms of bubonic plague that spread over Europe in the 14th century and killed approximately a quarter of the population.<sup>16</sup>

**bubonic plague:** a serious, sometimes fatal, infection transmitted by fleas from infected rodents and characterized by high fever, weakness, and the formation of buboes, esp. in the groin and armpits.

<sup>16</sup> Black Death. *Encyclopædia Britannica*. 2008. Encyclopædia Britannica Online. 28 Jan. 2008 <<http://www.britannica.com/eb/article-9015473>>. **Black Death:** Random House Unabridged Dictionary. The Columbia Electronic Encyclopædia. 30 Jan. 2008. <http://sf.factmonster.com/ipd/.html>

# VII Monks in the scriptorium!

PICTURE 1



1- A manuscript

PICTURE 2



2 – A scriptorium

PICTURE 3



3 – A parchment

What is this?

---

When was it made?

---

Who wrote it?

---

What makes you think this?

---

Do you think many people could write? Why? \_\_\_\_\_

---

---

What are the people in picture 2 doing? \_\_\_\_\_

---

Where are they? \_\_\_\_\_

What do you think their life was like? \_\_\_\_\_

---

Did all monks do the same tasks? \_\_\_\_\_

---

What is a parchment?

---

What is a quill pen?

---

Can you think of any other writing material from the period?

---

## Medieval writing

In the 12<sup>th</sup> century the writing was called **black letter** or **gothic letter**. During the Middle Ages many people could not read, however priests could read *and* write. They taught the pages to read and write and they also worked in the churches.

To write they used a **quill pen**. **Paper** was quite cheap and common in the 1400s (it was imported from Spain and other countries) and it was used for writing letters. Important documents were written on **parchment** – dried and prepared sheep or calf skin.

Books were written in **Scriptoriums** (which were found in the monasteries) and it took a long time to finish just one book. This explains why they were so expensive and only kings and noble people could afford to buy them.

Sometimes the words were decorated with fantastic pictures. These kinds of works were called **illuminated manuscripts**. Sometimes the work was so superb that there are some which are considered authentic works of art today. All books were written by hand until printing was invented by **Gutenberg**, a German smith at the end of the 15th century.

### 1. Answer the questions.

1. Who could write in the medieval times? \_\_\_\_\_

2. What materials did priests and monks use to write? \_\_\_\_\_

3. Who invented printing? \_\_\_\_\_

4. In what century was printing invented? \_\_\_\_\_

5. Can you think why most people did not know how to write or read? \_\_\_\_\_

### 2. Write the meanings of these words using the dossier or the Internet. (Glossary)

<b>GOTHIC LETTER</b>	<b>SCRIPTORIUM</b>	<b>PARCHMENT</b>	<b>QUILL PEN</b>
<b>BEATUS</b>	<b>PRIESTS</b>	<b>ILLUMINATED MANUSCRIPTS</b>	

### 3. Making a medieval hand illustrated-book.

#### Parchment making

Medieval manuscripts were written on animal skins, called parchments. The skins were first soaked in water then the skins were scraped with a knife. The skin remained flat until dry.

#### Writing

After, the parchment was ruled in coloured ink. The scribe could write on it with a quill pen, made from a feather which had been properly cut so ink could flow.

#### Illumination

The word **illumination**, describes the glow produced by some colours, particularly gold and silver. To start, the artist made a sketch drawing with the quill. The areas where gold was to be laid were prepared and gold leaves were placed and polished. The illuminator applied paints made from different materials mixed with egg white. This kind of painting was called **tempera**.

#### Binding

When the writing and illuminating were done, the parchment sheets were folded and fastened in groups. Sheets were ordered and sewn together and, finally, the wooden covers of the book were fastened. The binding was covered in leather or fabric.

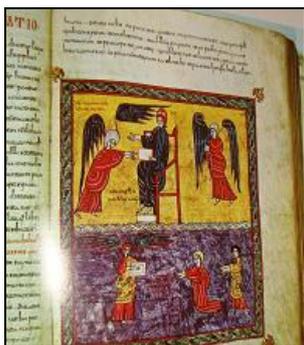
- ❖ Underline all the materials used to make a manuscript. Write them down.
- ❖ Circle all the tools used to make a manuscript. Write them down in a list.
- ❖ Summarise the 4 steps of making a medieval book.

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4. La Seu d'Urgell Beatus.

The Beatus of La Seu d'Urgell- Catalonia-, a hand-illustrated book from the 10th Century, is a copy from Liébana's Beatus comments about Apocalypse.

- ❖ What does a Beatus mean? Circle the correct answer.

A painting

A hand illustrated manuscript

A book

3. Search gothic letters in Internet and write your name in gothic letters. Use the grid.


## Papermaking

Chinese craftsmen kept the method of making paper secret for centuries until the Arabs managed to find out the formula. First, they spread the technique of paper making through Muslim Empire and later, it spread to Europe via the Spanish Peninsula in the 10<sup>th</sup> and 11<sup>th</sup> centuries, where Muslims remained for centuries.

In the 12<sup>th</sup> century, there were already some **paper-mills** scattered next to the rivers from the South of Spain to the northern areas, such as Catalonia. Spanish paper was high-quality so it was quite popular abroad but in the 1500s French and Italian paper competed with the Spanish.

During the Middle Ages, paper, so common nowadays, competed with papyrus and parchment, the traditional material used to write on until Medieval times. When the Gutenberg printing press was invented in the mid 1400s, paper became the main material used for writing.

There were some paper mills in Spain. In Capellades, a village near Barcelona, there were several paper-mills in the past. You can visit an interesting Paper Mill Museum there!

### 1. Answer the questions

Which was the first civilization to use paper? It was \_\_\_\_\_

What is a paper-mill? A paper-mill is \_\_\_\_\_

Who found out the paper making formula? They were \_\_\_\_\_

When was the formula spread to Europe? It was \_\_\_\_\_

Where were there paper-mills in Spain in the 12<sup>th</sup> century? There \_\_\_\_\_

Was Spanish paper popular in Europe? Yes and

What other countries made paper in Europe? \_\_\_\_\_

Where can you visit a Paper-Mill Museum? I can visit a

**2. Use the Internet to research other kind of mills and what they were used for. You can look for some pictures.**

### **Paper making process**

In Europe artisans used linen and cotton rags to produce paper. They beat the fibres in water to make a pulp. Next, the paper pulp was laid on a wired mould and the water drained out of it, leaving only the paper fibres.

The wet paper pages were pressed in order to get the water out. Finally the sheets were hung in an upper airing room until dry (pictures 1 and 2).

Not long ago in Spain there were still ragmen who knocked on people's doors asking for rags. Nowadays all paper is made from wood or recycled from used paper.

**3. Explain in your own words the following nouns.**

**rags**

**ragman**

**wired**

**fibre**

**4. Order the sentences about paper making. Write the sentences in order.**

- 1 \_\_\_ Lie the pulp on a mould and begin to dry it.
- 2 \_\_\_ Hang up the sheets until completely dry.
- 3 \_\_\_ Take some linen and rags.
- 4 \_\_\_ Press the pages to squeeze the water out.
- 5 \_\_\_ Beat the rags in water to produce pulp: a mixture of water and the fibres.

# Johannes Gutenberg



Johannes Gutenberg (c. 1398-1468) was a German smith who invented the printing press in Europe in 1450. His best work was the Guttenberg Bible. Books could be purchased by more people because books were cheaper and more affordable.

## 5. Unscramble the sentences and answer the questions:

1. born where Gutenberg was? \_\_\_\_\_  
\_\_\_\_\_
2. what his was job previous? \_\_\_\_\_  
\_\_\_\_\_
3. did live when he? \_\_\_\_\_  
\_\_\_\_\_
4. 1450s what he invent in did the? \_\_\_\_\_  
\_\_\_\_\_
5. work most what important was his? \_\_\_\_\_  
\_\_\_\_\_
6. revolutionary what press printing the makes a invention? \_\_\_\_\_  
\_\_\_\_\_
7. Gutenberg describe you Johannes can? \_\_\_\_\_  
\_\_\_\_\_
8. Bible what Gutenberg material the is? \_\_\_\_\_  
\_\_\_\_\_
9. movable are what types the? \_\_\_\_\_

**6. Oral activity. In pairs ask your classmates similar questions about their families.**

*Where was your father born? / What's your father's job?*

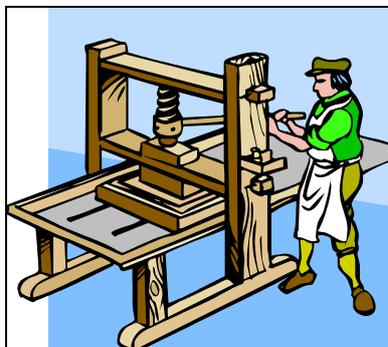
**7. Write a profile of a member of your classmate's family using the information you have found out in the oral activity.**

**8. Draw a timeline with all the dates in the dossier. Timeline maker in Internet.**

**9. Johannes Gutenberg word search. Bellow you have a list of 22 words.**

G N I T N I R P E G M S T J O  
M Z N N A O Q D L S R K G L W  
M T A K F R E W B E O R Z R W  
X H D J S O E L I O T W I O G  
H F V S Y D R K B M N T A R B  
T V D U S K Q M N A E U E E T  
J M M U P L Y U A S V B D R C  
G U N R E R O Y M T N O R W S  
O N K L E T N O S E I C M E D  
U A L P H A B E T R P O W K R  
P Q A T M E D T F P G P N B O  
Z P T R P D U B A I R I A K W  
A Y E Y F G P I R E N E B M V  
X G M K P H G H C C S D S K F  
B S J K J E G P F E O H D S E

ALPHABET, BIBLE, BOOK, COPIED, CRAFTSMAN, GERMANY, GUTENBERG,  
INFORMATION, INK, INVENTOR, LETTERS, MASTERPIECE, METAL, MOVABLE,  
PAPER, PRESS, PRINTING, READ, TOOLS, TYPE, WORDS, WRITE



**10. Write 6 true sentences using the words you have found. Use your notebook.**

<b>Glossary</b>
-----------------

**Beatus:** copy, especially in illuminated manuscript form, of the Commentary on the Book of Revelations written by Saint Beatus of Liébana, is often just referred to as a Beatus. Many famous versions exist, especially in the Mozarabic style.

**Illuminated manuscript** is a manuscript in which the text is supplemented by the addition of decoration, such as decorated initials, borders and miniature illuminations.

**Mill:** a building to grind corn, wheat, cotton, etc.

**Paper-mill:** a mill in which paper is made.

**Parchment** was used to write important documents and it was made of calf or sheep skin which had been specially dried and prepared.

**Ragman:** person who collects or deals in rags, old clothes.

**Rags:** scraps of clothes used as material for paper. It also means old clothes.

**Quill pen** is a pen made from a bird's feather. The best quills came from the wing feathers of a goose or a swan. The end is cut to a point similar to a modern fountain pen.

**Scriptorium** a room used for writing, especially in a monastery.

<b>VIII</b>	<b>Knights and Lords</b>
<b>Becoming a knight</b>	<p>When a boy was seven or eight years old he began knighthood training. The boy learnt necessary skills to become a <b>knight</b> such as <b>archery</b>, <b>fencing</b>, and <b>horsemanship</b>.</p> <p>At the age of fifteen he went to the castle of a friend or relative to begin his training as a <b>page</b>. The older knight taught him how to fight in battles, how to care for horses, hunting and falconry, and also gentlemanly behaviour.</p> <p>At the age of eighteen the page became a <b>squire</b>. Now he could go into combat with the knight who had trained him. Then he served as a shield bearer and carried the master's armour and shield. The squire had to prove himself worthy before he was officially made a <b>knight</b>.</p> <p>Some squires never became knights. At the age of 21 squires entered knighthood in a simple ceremony celebrated in the tower. The squire knelt down and the lord touched him on the shoulder with the blade of his sword and said, "I dub<sup>17</sup> thee knight."</p> <p>After the ceremony, some presents were given to the knight.</p>

**1. Read the text and complete the sentences** [squire, knights, page]

A \_\_\_\_\_ was a boy in training for knighthood and attached to a knight's service.

A \_\_\_\_\_ carried the knight's armour and shield.

In Medieval Europe \_\_\_\_\_ gave military service to the kings.

**2. Becoming a knight.<sup>18</sup>**

**Match the items on the right to the items on the left.**

- |                 |   |
|-----------------|---|
| 1. Fencing      | ___ The breeding and training of hawks or falcons.  |
| 2. Archery      | ___ The sport of fighting with a sword.             |
| 3. Horsemanship | ___ Shooting with a bow and arrows.                 |
| 4. Hunting      | ___ The art of riding on horseback.                 |
| 5. Falconry     | ___ The practice of pursuing and killing an animal. |

<sup>17</sup> To dub means name.

<sup>18</sup> Visit this website and write about a knight <http://www.mnsu.edu/emuseum/history/middleages/knight.html>

## The knight's armour

The medieval knight was from a privileged social class and was allowed to wear armour. Knights trained from an early age to defend the property and honour of their king, and during the Crusades, they fought for Christian faith.

In times of peace, knights fought in tournaments and jousts to keep themselves in practice for warfare. For all these knightly activities, two major possessions were required - a horse and a set of armour.

Medieval knights wore a thick, padded undergarment to protect their skin from the heavy armour. Sometimes horses wore armour. On other occasions, the horse was dressed in decorative tassels and other trim.

### 1. Answer the questions

Who wore armour in medieval times? \_\_\_\_\_

When did knights start their training? \_\_\_\_\_

Where did they fight in times of peace? \_\_\_\_\_

What did a knight need to fight? \_\_\_\_\_

What did knights wear under the armour? \_\_\_\_\_

What was this for? \_\_\_\_\_

What did horses wear to protect themselves? \_\_\_\_\_

What other things did horses sometimes wear? \_\_\_\_\_

### 2. Use the internet<sup>19</sup> to help you to match the words on the left with the correct clues on the right.

#### Words

#### Clues

- |               |   |
|---------------|---|
| 1. Shield     | ___ a. A steel covering for the foot.                     |
| 2. Helmet     | ___ b. Used as a leg protector.                           |
| 3. Gauntlets  | ___ c. Defences for the thigh that laced to the body.     |
| 4. Sabatons   | ___ d. An armoured glove.                                 |
| 5. Mail skirt | ___ e. With the backplate formed the cuirass.             |
| 6. Cuisses    | ___ f. Head protection for a knight.                      |
| 7. Greaves    | ___ g. A piece of armour carried on the hands to protect. |

<sup>19</sup> You can visit these webs:

A game about a knight <http://www.humanities-interactive.org/medieval/chivalry/game/>

Dress a knight and matching game <http://www.ictgames.com/knightinarmour.html>

8. Breastplate      \_\_\_h. A metal weapon with a hand guard and a long blade.

9. Sword            \_\_\_ i. A piece worn around the waist to protect the groin.

**3. Armour's parts. Unscramble each of the clue words. Write each word in your language.**

DEIHSL	<input type="text"/>	<input type="text"/>
SOTSANBA	<input type="text"/>	<input type="text"/>
MELETH	<input type="text"/>	<input type="text"/>
RINMOGN SART	<input type="text"/>	<input type="text"/>
NEULGTAT	<input type="text"/>	<input type="text"/>
SRDOW	<input type="text"/>	<input type="text"/>
ASLEEBATTRP	<input type="text"/>	<input type="text"/>
LAMI SIRKT	<input type="text"/>	<input type="text"/>
RAASEBCB	<input type="text"/>	<input type="text"/>
RAGSEEV	<input type="text"/>	<input type="text"/>
SIUSCSE	<input type="text"/>	<input type="text"/>

**4. Write about the knight's armour: describe the different parts. Use an encyclopaedia or the Internet.**

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**5. In pairs write a final glossary.**

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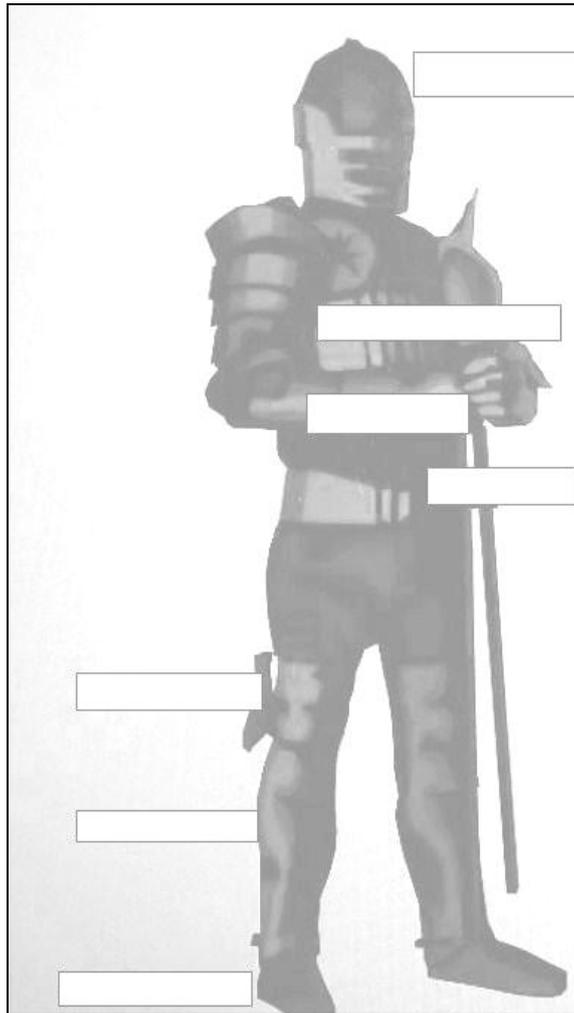
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**6. Write the names on the armour**

**HELMET GAUNTLETS SABATONS CUISSES GREAVES BREASTPLATE  
SWORD**



## Berenguer d'Entença I (1256-1294)

"I am Berenguer I d'Entença, a **baron**, and the only son of Guillem d'Entença and Alamanda, the **heiress** of Castellvell **barony**. When I was very young, 14 years old, I inherited my mother's lands and castles in Móra d'Ebre, Miravet and Falset (Tarragona). Now the **fief** is called Entença's barony and I am the first baron.

I am married to Galbors, a fine lady. We live in Móra d'Ebre's castle. We have twelve children. My eldest son, Guillem, is going to become heir to Entença's barony. Our daughter, Saurina is married to Roger de Llúria, a very brave knight trained in the Catalan **Court**. Berenguer, my other son, has also been trained as a knight and he is fighting with Roger de Flor and his **brother-in-law**, Roger de Llúria, for the Aragon Crown against Constantinople".

### 1. Write the Wh- questions for the following answers.

---

His mother is Alamanda de Castellvell.

---

His father is Guillem d'Entença.

---

Galbors married to Berenguer.

---

He inherited three castles.

---

They had twelve children

---

They were called Guillem, Saurina and Berenguer.

---

She was married to Roger de Llúria, a knight.

### 2. Make a vertical timeline<sup>20</sup>

Guillem d'Entença I and Alamanda married in 1242

Alamanda died in 1246

Berenguer d'Entença I (1256-1294)

Guillem II d'Entença (1291-1321)

Berenguer d'Entença (died in 1306?)

Roger de Llúria (1250- 1305)

Roger de Flor (1266-1305)

---

<sup>20</sup> Visit this link [http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)



1. Mora d'Ebre castle, on the top right.

**3. Write 3 meaningful sentences using the vocabulary.**

*Eg. Guillem d'Entença is the son of Berenguer I.*

BROTHER-IN-LAW \_\_\_\_\_

MOTHER /FATHER \_\_\_\_\_

SON / DAUGHTER \_\_\_\_\_

**4. Online search. Pair work. Write the meaning of the following words.**

FIEF	HEIRESS	BARONY	BARON	COURT	BROTHER-IN-LAW
------	---------	--------	-------	-------	----------------

**5. Write a phrase using the vocabulary.**

*E.g. The fief was called Entença's Barony.*

**6. Draw a family tree of the Entença family. Use your notebook.**

**7. Make an ACROSTIC POEM: examples in Catalan and in English.**

*En el castell de Móra*

*Ebre River has*

*No lluny del*

*Not only a castle but also*

*Tot d'un riu,*

*Towers next to it.*

*Ebre li diuen i*

*Ebre River*

*No el criden per altre nom*

*Never stops watching in*

*Casa Entença,*

*Case enemies*

*Anys passats s'hi fundà.*

*Appear.*



**Make an ACROSTIC POEM about Entença's family.**

E \_\_\_\_\_

N \_\_\_\_\_

T \_\_\_\_\_

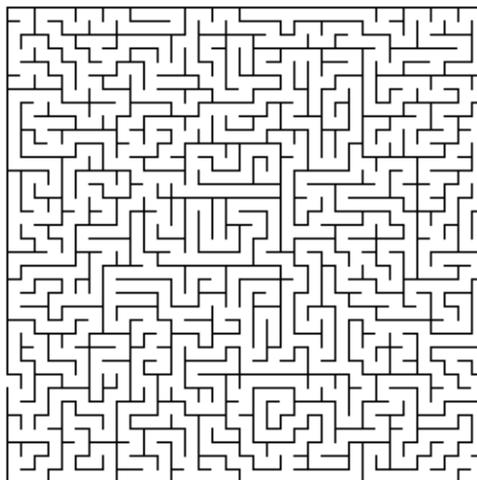
E \_\_\_\_\_

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Ç \_\_\_\_\_

A \_\_\_\_\_

**8. MEDIEVAL MAZE: the knight needs to catch the dragon**



## IX Girls with power

Work in groups.

- ❖ Are there more famous men or women today?
- ❖ In what areas are there more famous men than women?
- ❖ Can you mention any important women in the past? Try to gather your ideas and write them down on the grid.

<b>FAMOUS WOMEN</b>				
<i>Classical Period</i> 1-600	Dark Ages 600-1000	Middle Ages 1000-1450	Early modern period 1450-1789	Today 1789- 2008

- ❖ Can you give a reason why they became famous?

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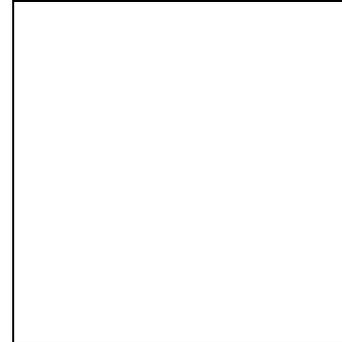
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- ❖ What social class did they belong to? Use the grid.

Social class	Saints	Worker class	Peasants	Noble	Queens
<b>Names</b>					

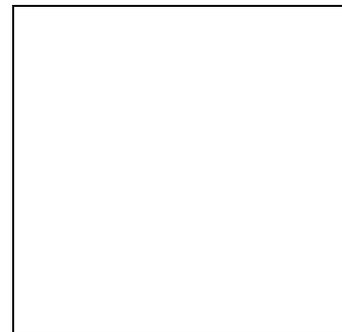
**Girl power**

**Saint Joan of Arc** lived in France around 1412 -1431. Although she was just a peasant girl, she dressed in armour and led the French armies against the English in **The Hundred Years War**. When The English laid **siege** to the city of Orleans, Joan of Arc relieved the citizens there. Captured by the Burgundians in 1430, she was handed over to the English and burnt at the **stake** in Rouen. She is a French National heroine!



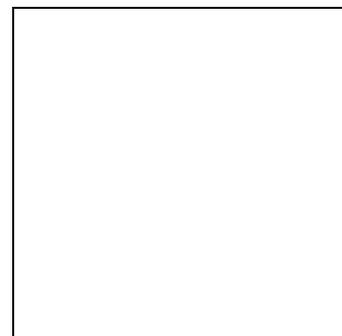
1. Joan of Arc

**Eleanor d'Aquitaine** (c. 1122-1204), was queen of France between 1137-1152 and of England 1154-89. She was Richard the Lion-heart's mother. She acted as a regent and she went on **Crusade** with a group of women. In the **papal** bull for the next Crusade, it forbade women to join the expedition.



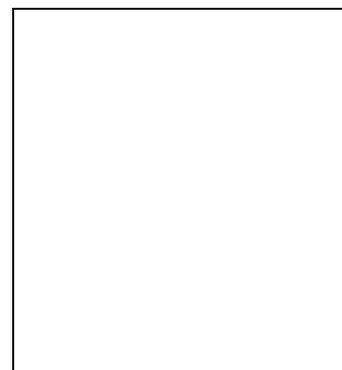
2. Eleanor d'Aquitaine.

**Isabella I**, known as Isabella de Castile or Isabella the Catholic (1451-1504) was the queen of Castile 1474-1504 and of Aragon 1479-1504. Her marriage to Ferdinand of Aragon helped to join the kingdoms of Castile and Aragon, marking the beginning of the Spanish unification. Isabella and her husband established the Spanish Inquisition. They also supported Columbus expedition to America.



3. Isabella I of Castile

**Peronella** (1135-1174) was the queen of Aragon from 1137 until 1162. She was the daughter of Ramir II, called the Monk, and his wife, Agnes of Aquitaine. They had a daughter, Peronella. When she was only a year old she was betrothed to Ramon Berenguer IV, Count of Barcelona. Ramir II abdicated in favour of the count and returned to monastic life. Peronella married Berenguer IV in 1150. Their son, Alfons was the first ruler of both Aragon and Catalonia.



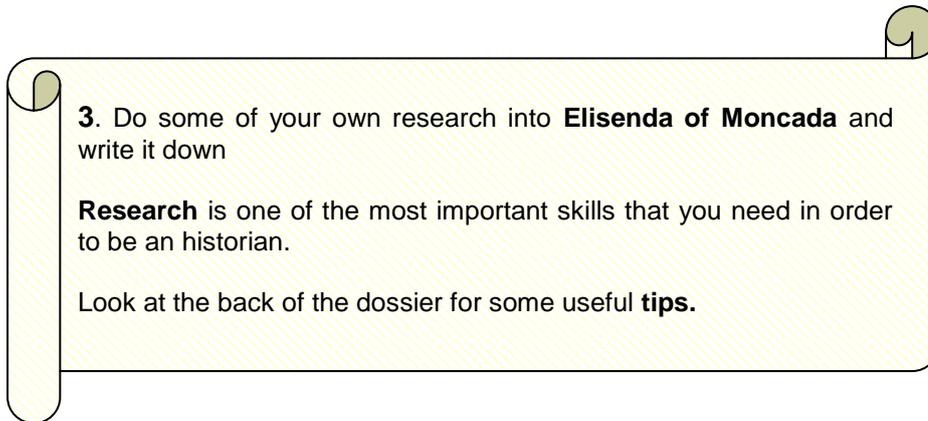
4. Peronella of Aragon.

❖ **Search a picture of every woman in the net and stick it on every cell.**

**1. Who is who?**

1. She was a French peasant and fought the English in the Hundred Year War. \_\_\_\_\_  
\_\_\_\_\_
2. He was a king that lived in the 15<sup>th</sup> century. \_\_\_\_\_  
\_\_\_\_\_
3. She lived in the 12<sup>th</sup> century and married a count. \_\_\_\_\_  
\_\_\_\_\_
4. They joined two kingdoms. \_\_\_\_\_  
\_\_\_\_\_
5. She was captured and burned by the English \_\_\_\_\_
6. She was a queen who lived in the 12<sup>th</sup> Century in France and England. \_\_\_\_\_  
\_\_\_\_\_
7. After having a daughter, he abdicated and returned to monastic life. \_\_\_\_\_  
\_\_\_\_\_
8. She was the mother of Richard the Lion-Heart. \_\_\_\_\_  
\_\_\_\_\_
9. He was the first ruler of Aragon and Catalonia. \_\_\_\_\_  
\_\_\_\_\_
10. She went on a Crusade and acted as a regent. \_\_\_\_\_  
\_\_\_\_\_
11. He went to a monastery. \_\_\_\_\_  
\_\_\_\_\_
12. She is known as “ de Castile or the Catholic”. \_\_\_\_\_  
\_\_\_\_\_

**2. Make a timeline with the timeline maker<sup>21</sup> with the dates of these European women. What timeline will you use?**



**3. Do some of your own research into **Elisenda of Moncada** and write it down**

**Research** is one of the most important skills that you need in order to be an historian.

Look at the back of the dossier for some useful **tips**.

**4. Read your writing to your classmate and share your opinions.**

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<sup>21</sup> You can visit this site: [http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)

## X Christmas in the Middle Ages

Christmas in the Middle Ages was very different to Christmas today. It was a very religious holiday and enjoying yourself was less important than it is today. The first recorded use of the word 'Christmas' was in 1038.

The Christmas **crib** originated in Medieval Italy. St Francis of Assisi used the crib to try to explain the story of Christmas to the people of Assisi.

Apart from Christmas day, December the 28<sup>th</sup> was an important day in the Middle Ages as on this day people remembered how King Herod ordered all children under 2 years old to be killed. In Medieval England children were reminded of Herod's evil by being beaten. On the other hand in some towns in Europe it was custom for one boy from the town to be made leader of that town for one day only this day.

'**Mumming**' was also a tradition at Christmas where actors performed plays and danced in villages and castles. Mystery plays were also performed which told the story of Jesus. Herod was the Medieval equivalent of the 'baddie' in the modern pantomime.



1 and 2. The adoration of the Magi (left S. Domingo de la Calzada, Spain, right Gloucester (U.K.))

### 1. Answer true/false

- Christmas was a religious festival in the Middle Ages.
- The word Christmas has always existed.
- The Nativity set came from Germany.
- December 28<sup>th</sup> was an important day as it remembered king Herod's bad treatment of children.
- In some towns the tradition was that a boy was sent to prison for a day.
- All Christmas plays or dancing were prohibited during Christmas time.

### Correct the false statements

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**2. Answer the clues**

1. The year when the word Christmas was first used \_\_\_\_\_
2. The man who used a crib for the first time was \_\_\_\_\_
3. The date that some children were beaten was \_\_\_\_\_
4. A tradition of dancing and acting was \_\_\_\_\_
5. The evil character in the mystery was \_\_\_\_\_

**3. Do you prefer Christmas now or would you prefer a Middle Ages Christmas?**

**Why? Give a reason.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Internet search: find the meaning of the word Christmas.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Make a Medieval Christmas card written in gothic script. Draw a picture related to Medieval Christmas on the front.<sup>22</sup>**

<b>GLOSSARY</b>
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**Baddie;** is a bad person.

**Christmas:** is a word derived from the Old English 'Christ's Mass'.

**Christmas crib:** nativity of Christ representation.

**Mass:** it is the celebration of the Eucharist in the Roman Catholic church.

**Mumming:** is a play with masks.

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<sup>22</sup> To know more about Christmas visit the following webs:

<http://webtech.kennesaw.edu/jcheek3/middleages.htm>

An execution and a miracle <http://myths.e2bn.org/mythsandlegends/story16-an-execution-and-a-miracle.html>

A king revenge: <http://myths.e2bn.org/mythsandlegends/playstory7-a-saints-revenge--edmund-of-the-east-angles.html>

Create your own story <http://myths.e2bn.org/create/>

## XI Marvellous minds

- ❖ Who was Oliba Abbot? Where was he born? When did he live?
- ❖ Who was Ramon Llull? Where was he born? When did he live?

### Oliba Abbot ( c. 971-1046)

**Oliba Abbot** was the count of Berga and Ripoll and he later became the **bishop** of Vic and the **Abbot** of Sant Miquel de Cuixà. He was from a noble Catalan family but he left his possessions to be a Benedictine **monk** in Ripoll's Monastery. He was also a great writer and much work was done in Ripoll's *scriptorium*: for example Arabic scripts were translated to Latin.

He is also famous for starting the institution of **Peace and Truce of God** towards 1022 and 1027 in Toluges, Roussillon. **Peace of God** banned violence against the church, the holy places and the poor. **Truce of God** forbade fights on Sundays and Holy days.



1. Ripoll's cloister.

#### 1. Answer the questions.

1. In what centuries did Oliba Abbot live? \_\_\_\_\_
2. In what Monasteries did he live? \_\_\_\_\_
3. What was his job in the Monastery? \_\_\_\_\_
4. Where did Oliba Abbot travel? \_\_\_\_\_
5. Why is he famous? \_\_\_\_\_

#### 2. Fill in the words.

##### Word bank

Truce      Monk      Bishop      Abbot      Peace

1. \_\_\_\_\_ is the end of war with public enemies.
2. \_\_\_\_\_ is the superior or head of an abbey.
3. \_\_\_\_\_ is a temporary end of war by agreement of the opposing sides.
4. \_\_\_\_\_ is a man who retires from the world, and devotes himself to religion; one of a religious community of men inhabiting a monastery.
5. \_\_\_\_\_ is usually the spiritual head of a diocese or see.

## Ramon Llull (1232-1315)

**Ramon Llull** (1232? - 1315) was a Spanish (in Ciutat de Palma, Majorca) mystic, poet, and missionary. He was brought up at the court of Majorca, where he wrote poetry. Later he travelled widely and he taught in the Paris University. In the North of Africa he attempted to convert Muslims to Christianity; where he is said to have been stoned to death at Bejaïa (Tunis). As a philosopher, he is best known as the inventor of an “art of finding truth”. Llull wanted to support the church in its missionary work, and he also tried to unify all branches of knowledge. In his principal work, *Ars magna* (1305–08), he tried to describe all forms of knowledge, including theology, philosophy, and the natural sciences. His writings influenced medieval and early modern Europe. In Catalan culture, his novels *Blanquerna* (c. 1284) and *Felix* (c. 1288) are very popular; he is also known for his treatise on chivalry, his animal fables, and an encyclopaedia of medieval thought.

The *Book of the Beasts* (*Llibre de les bèsties*) is the seventh of the ten parts into which *Felix* or the *Book of Wonders* (1288-1289) is divided and it is a treatise<sup>23</sup>. It is a reflection on politics in the form of a fable. In the plot we see some of the worst aspects of humans. Na Renard, the main character, who is a fox, ends up being victim of her own ambition.

### 1. Fill in a grid with Ramon Llull’s life and work.

<b>Year of birth</b>	
<b>Place of birth</b>	
<b>Countries he visited.</b>	
<b>Works that he wrote</b>	
<b>Areas of knowledge he worked.</b>	
<b>How did he die?</b>	
<b>Place of Death</b>	
<b>Year of death</b>	

### 2. Which is a myth, which is a fable, which is a legend? Can you give an example of each?

A \_\_\_\_\_ is a traditional story based on truth but which has had bits added.

A \_\_\_\_\_ is a traditional story of gods or heroes which tries to explain why people or things are like they are.

A \_\_\_\_\_ is a short story which has been written to give a message.

<sup>23</sup> Treatise means essay.

**3. Ramon Llull cloze text**

**a) What was Ramon Llull's occupation?**

- He was a poet.
- He was a mystic, a poet and a missionary.
- He was a politic.

**b) What were his major works?**

- Bejaia.
- Ars Magna, Blanquerna and de Book of Wonders.
- Na Renard.

**c) Felix or The Book of Wonders is divided into**

- 7 parts.
- 3 parts
- 10 parts.

**d) Ramon Llull was born in**

- Ciutat de Palma (Majorca)
- Bejaia.
- Paris

**e) Ramon Llull is said to have been**

- Stoned to death at Bejaia (Tunis)
- Death at home.
- Nobody knows where he died.

**4. Answer the following questions about Ramon Llull.<sup>24</sup>**

**4.1. Write the names of the cities he visited in English.** \_\_\_\_\_

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**4.2 Write the names and the dates of his works.** \_\_\_\_\_

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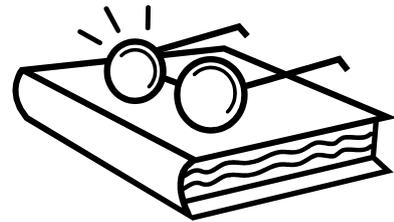
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<sup>24</sup> Look at the captions about Ramon Llull. <http://www.auques.cat/auques.php?auca=llull&pag=1>

## Geoffrey Chaucer

**Chaucer, Geoffrey** (c.1343 to 1400?) was born in London. He was the son of a rich wine merchant. In 1366 he married Philippa Roet. They had 3 or 4 children. His most important work was **The Canterbury Tales**, written in the latter part of his life (c. 1387-1400). Children all over the world still read the tales at school today!

A **tale** is a narrative or story which isn't true.



### 1. Answer the Wh- questions:

1. Where was Chaucer born? \_\_\_\_\_
2. What was his father's job? \_\_\_\_\_
3. Was his father rich? \_\_\_\_\_
4. When did Chaucer live? \_\_\_\_\_
5. Who did he marry? \_\_\_\_\_
6. How many children did they have? \_\_\_\_\_
7. What was his most important work? \_\_\_\_\_
8. When did he write it? \_\_\_\_\_
9. Where is Canterbury? \_\_\_\_\_
10. Do children read Chaucer's tales now? \_\_\_\_\_

### 2. Match the Old English words used by Chaucer with the modern day words. When you have finished take the first letter of each word and unscramble the anagram to reveal Chaucer's job.

<i>Chaucer's words</i>	<i>Modern English</i>	<i>Translation</i>
1. trewe	___rust	_____
2. wydwe	___every	_____
3. ich	___read	_____
4. ruste	___widow	_____
5. everich	___I	_____
6. rede	___true	_____

ANAGRAM: \_\_\_\_\_

### 3. The Miller's tale- by Geoffrey Chaucer

Once there was a carpenter, who lived with his wife Alison and a student, Nicholas, who rented a room in their house. Nicholas fell in love with Alison, and she fell in love with him. But how could they spend the night together, without Alison's husband knowing about it? Well, Nicholas convinced the carpenter that in his studies he had found out that there was a second flood coming, like **Noah's** flood.

He said that to be safe from the flood, all of them should sleep in **wooden tubs**, hauled up to the ceiling with ropes. They could take knives with them, and when the Flood came they would cut the ropes and float on the water. The carpenter agreed to this plan, and that night he and Alison and Nicholas each went to sleep in their own wooden tub, up near the ceiling of the house. After the carpenter fell asleep, Nicholas and Alison sneaked out of their tubs and ... you know, on second thought, I think you'd better wait until you're older to read the Miller's Tale...

Text from History from 2Kids"Kidipede



2. Wooden tubs.

#### 4. True / False. Correct the false sentences.

- Nicholas was a student. \_\_\_\_\_
- The carpenter rented a room in Alison's home. \_\_\_\_\_
- A tub is a wooden barrel. \_\_\_\_\_
- Ropes are cloths. \_\_\_\_\_
- Wood doesn't float on water. \_\_\_\_\_
- Alison was the Carpenter's wife. \_\_\_\_\_
- Nicholas and Alice fell in love. \_\_\_\_\_

**5. Fill in the grid with some of the verbs in the text.**

present	past	participle	regular/ irregular	translation
<i>Fall</i>				
	<i>sneaked</i>			
		<i>thought</i>		

**6. In your notebook write a short tale about your town.**

**7. Draw a timeline about Geoffrey Chaucer with all the dates in the dossier. Print it at home.<sup>25</sup>**

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<sup>25</sup> You can use the Timeline maker. [http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)



**1. Read the text and answer the following questions.**

- a) What happens when you are very hot? (sweat) \_\_\_\_\_
- b) What happens when you cut your finger?(bleed) \_\_\_\_\_
- c) What is trepanning? \_\_\_\_\_
- d) Who did it? \_\_\_\_\_
- e) Why did people go to Santiago de Compostela? \_\_\_\_\_
- f) How did religious people try to cure an illness? \_\_\_\_\_

**2. Fill in the table with the cause of illness and how people thought that you could cure it.**

CAUSE/PROBLEM	CURE	MEANING
<i>Any illness</i>	<i>Bleeding, sweating and vomiting</i>	

**3. Medieval Islamic Medicine. Use the word bank and fill in the gaps.**

During the Islamic Empire science and \_\_\_\_\_(1) improved a great deal. \_\_\_\_\_(2) collected all the information from Hippocrates and Galen works. They also found new \_\_\_\_\_(3) for some diseases. For example, they were able to treat eye problems like cataracts.

A very famous doctor was Avicenna who lived in the 10<sup>th</sup> century. He was a very clever child and when he was a teenager he studied medicine. He became a doctor and he loved parties and other entertainment. He wrote lots of \_\_\_\_\_(4), the most famous of them is "Canons of Medicine". In this encyclopaedic book, he describes \_\_\_\_\_(5), their causes and symptoms and also how to treat them. He bases his work on Hippocrates and Galen, but he added his new ideas about medicine too. He claimed \_\_\_\_\_(6) was catching (contagious), when most doctors claimed it was not. Avicenna was right!

Averroes (12<sup>th</sup> century), from Islamic Spain, wrote a \_\_\_\_\_(7) encyclopaedia. Maimonides, who was \_\_\_\_\_(8), was another well-known doctor and wrote a book about medicine which became very famous. He talked about \_\_\_\_\_(9)– if people live healthily they don't get \_\_\_\_\_(10).

diseases	medical	doctors	Jewish	sick
tuberculosis	prevention	medicine	books	cures

## XIII Islam's contributions to civilization

- ❖ Find out objects or names that come from the Muslims. Here are a few examples:

### SILK PAPER...

Arabic civilization brought several innovations and improvements to Europe via Spain.

For example, Arab scientists used "Arabic" **numbers**, which came from India, in the 7<sup>th</sup> century AD. Arab scientists developed **algebra** in the 9<sup>th</sup> century AD. In approximately 1000 AD, West Asian blacksmiths also learned how to make **steel** from India, and then they developed the idea further to produce the very high quality Damascus steel that was used in fighting the Crusades.

Another example from the East is the use of **paper**, which the Arabs learned from the Chinese in about 750 AD. The **astrolabe**, highly developed in the Islamic world, also came to Europe from Islamic Spain, about 1100 AD.

Arabic scholars **translated** books of the Ancient World into Arabic, such as Plato, Aristotle and Plini the Elder. They produced new **studies** of their own; they described many new species of plants and animals and they made advances in medicine. All through the Middle Ages, the best **doctors**, such as Avicenna and Maimonides, lived in the Islamic kingdoms.

**Astrolabe:** a medieval instrument used to determine the altitude of the sun or the stars. Astrolabes came into wide use in Europe and the Islamic world in the early Middle Ages and were adopted by mariners by the mid-15th century

1. Make a list with the main innovations brought by the Islamic kingdoms.

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2. Write the Arabic numbers.

3. Fill in the grid with the Islamic contributions<sup>26</sup> to the world:

Islam's contributions	The civilization they learned it	The century

<sup>26</sup> To know more visit this site: <http://www2.ignatius.edu/faculty/turner/arabic/anumbers.htm>

4. Read (Skim) these words.

**Arabic words in English**

acequia admiral adobe **Aladdin** albatross alcalde alcazar  
 alchemy alcove alembic alfalfa alforja algebra algorithm  
**Alhambra** Ali Baba amber anil apricot arroba arsenal artichoke  
 azure barbary bedouin bonito calibre camel candy carafe carat  
 cipher coffee cotton damascene elixir fakir gazelle Gibraltar  
 giraffe guitar harem hazard henna jar jasmine jennet kebab kohl  
 lemon lilac lime macramé magazine marzipan mastaba mattress  
 mihrab minaret mohair monsoon mosque mozarab mummy  
 muezzin muslin noria ogive orange ramadan razzia rook safari  
 saffron Sahara satin scarlet sesame sheikh sherbet soda sofa  
 souk spinach sugar syrup Taj Mahal talisman tariff tarragon  
 Trafalgar vizier zenith zero

4.1. Copy the words in bold (12) and translate them into your language. Use a dictionary.

Arabic words in English	Mother tongue	Arabic words in English	Mother tongue
<i>Adobe</i>			

4.2. Choose 6 words and define them. You can use a dictionary or the Internet.<sup>27</sup>

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<sup>27</sup> You can visit this site <http://www.1001inventions.com/words/>

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4.3. To know about “Islamic Spain for breakfast” search in the Internet.<sup>28</sup>

5. Write 4 words related on the topics listed in the chart.

	English	translation	English	Translation
<b>food/spices</b>				
<b>animals</b>				
<b>colours</b>				
<b>places</b>				
<b>objects</b>				
<b>science</b>				
<b>people</b>				
<b>buildings</b>				
<b>materials</b>				
<b>other</b>				

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<sup>28</sup> This site may be useful <http://www.islamicpain.tv/sitemap.htm>. It contains maps and lots of information.

**6.1. Islam's contributions Word Search**

L N U T A E B G F T L C T B X  
S A V L T V B Y N G T U A C R  
E T L Q G N I A J J B S Z M N  
Q O U G C U Y C L S U N B A D  
R H Z D E M I L E O Q O F U H  
J G K R I B E O B N R I Z S E  
F T E U A E R D U X N T A T X  
A T N R T R S A I X K A S V V  
K S A S E S N A G C H L O A V  
X V Z V K P A K V U I S B P E  
C R A R M U A D C C S N Q Z X  
B U J U S G U P X F J A E S Y  
A H I W A L U I O C A R A H T  
U T H K E A Q E T U O T Z H A  
M S C W F X Q L L X A E M B R

## RELIGION

❖ Read the texts and solve the matching exercises.

### MUHAMMAD (570 – 632)

Islam is a monotheist religion which was developed in Arabia in the sixth century AD. The founder of this religion was **Muhammad**, who was born in **Mecca** (Arabia) in 570. He revealed himself to be the last and most important **prophet** of Islam. The name of the God he worshipped is **Allah**. In 622, Muhammad escaped from Mecca and went to Medina. In this city he gained popularity and followers. In 630 he returned to Mecca and he died in 632. The Islam faith spread quickly in Arabia and the nearby areas.

Islam didn't set out a hierarchical organization but the **Koran**, the sacred book of Muslims, became the guide of all daily activities.

The Muslim calendar dates from Muhammad's flight to Medina (**hegira**) when he escaped from his birthplace, Mecca in 622 A.D.

### THE FIVE PILLARS OF ISLAM

The Five Pillars of Islam are the main duties for all Muslims.

1<sup>st</sup>. The profession of faith: every Muslim must recite the creed: "There is no god but Allah; Muhammad is the prophet of Allah."

2<sup>nd</sup>. The daily prayer after ritual washing and facing the direction of Mecca. Muslims must pray five times a day and in the mosque on Fridays.

3<sup>rd</sup>. Complete abstinence of food and drink (fasting) during daylight in Ramadan month.

4<sup>th</sup>. Muslims have the duty of almsgiving, a compulsory tax.

5<sup>th</sup>. Every Muslim must go on a pilgrimage to the holy city of Mecca (Saudi Arabia) at least once in his or her lifetime.

❖ Match the words on the left with the clues on the right

#### WORDS

#### CLUES

1. Koran    \_\_\_ a) Muhammad's departure from Mecca to Medina in A.D. 622.
2. Mecca    \_\_\_ b) follower of Islamic religion.
3. Muhammad    \_\_\_ c) the holy book of Islam.
4. Hegira    \_\_\_ d) the city that Muhammad escaped to in 622 AD.
5. Allah    \_\_\_ e) Arab prophet and founder of Islam.
6. Medina    \_\_\_ f) the holy city and centre of pilgrimage of Islam.
7. Muslim    \_\_\_ g) abstain from food or drink as a religion observance.
8. Fasting    \_\_\_ h) the only God of Muslims.

❖ Match the words on the left with the synonyms on the right

Write the meaning

- |            |                                       |       |
|------------|---------------------------------------|-------|
| 1. Flight  | ___ a) deity                          | _____ |
| 2. Faith   | ___ b) escape                         | _____ |
| 3. Duty    | ___ c) belief                         | _____ |
| 4. God     | ___ d) obligations                    | _____ |
| 5. Holy    | ___ e) person who explains the future | _____ |
| 6. Alms    | ___ f) sacred                         | _____ |
| 7. Prophet | ___ g) donations                      | _____ |



**THE MOSQUE**

The **mosque** is the Islamic public place of prayer. There are different kinds of mosques. Medieval mosques had an open courtyard, a prayer room and a minaret – a tall tower- which was sometimes attached. Statues and pictures are not permitted as decoration.

There are several kinds of mosques.

a) The **main mosque**, a large mosque that is the centre of community worship and the site of Friday prayer services.

b) The smaller and **local mosque** can be rich but it can't be compared to the main mosque.

c) **Private mosques** in houses and palaces.

These are the main parts of a mosque.

a) *Minbar*, a seat at the top of steps placed at the right of the mirhab. It is used by the preacher as a pulpit.

b) *Mihrab*, an alcove in the mosque indicating direction of prayer.

c) *Maqsurah*, a wooden screen originally used to shield a worshiping ruler or caliph from assassins.

d) Minaret, the tower is used by the muezzin call the Muslims to worship five times each day.

**1. Internet search. Answer the questions.**

**a) Write the parts of a mosque.**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

**b) Name the 3 kinds of mosques.**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**2. Define the following words.**

**Mosque** \_\_\_\_\_

\_\_\_\_\_

**Minbar** \_\_\_\_\_

**Minaret** \_\_\_\_\_

**Mirhab** \_\_\_\_\_

**Maqsurah** \_\_\_\_\_

**Other uses of the mosque**

The mosque has traditionally been the centre of social, political, and educational life in Islamic societies. Social functions that have often been connected to mosques include schools, law courts, hospitals and lodging for travelers.

**3. Fill in the blanks.**

**Muhammad's life**

Muhammad (c.570-632) is an \_\_\_\_\_ (1) \_\_\_\_\_ (2) and founder of Islam. he was born in \_\_\_\_\_ (3), where in 610 he received the first of a series of revelations which became doctrinal and legislative basis of Islam, his sayings and the accounts of his daily practice constitute the other major \_\_\_\_\_ (4) of guidance for most \_\_\_\_\_ (5).

In the face of opposition to his preaching, he and his small group supporters were forced to flee to \_\_\_\_\_ (6) in 622 (Hegira). After consolidating of the community there,

\_\_\_\_\_ (7) led his followers into a series of \_\_\_\_\_ (8) which resulted in the \_\_\_\_\_ (9) of Mecca in 630. He died two years later, having united tribal factions into a force which would expand the \_\_\_\_\_ (10) of

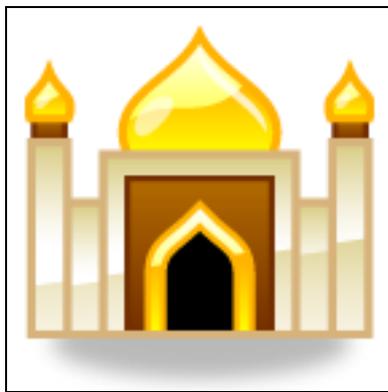
\_\_\_\_\_ (11). He was \_\_\_\_\_ (12) in Medina.

**Work bank**

Muhammad	Mecca	frontiers	Medina	capitulation	Islam
prophet	buried	sources	Muslims	Arab	battles

**4. Answer the following questions about Islam religion.**

- a. Who was Muhammad? \_\_\_\_\_
- b. Who was his God? \_\_\_\_\_
- c. Where was Muhammad born? \_\_\_\_\_
- d. When did he escape from Mecca? \_\_\_\_\_
- e. What is the Hegira? \_\_\_\_\_
- f. When did Muhammad die? \_\_\_\_\_
- g. Where was he buried? \_\_\_\_\_



**5. Write 5 lines describing Muhammad.**

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**6. Answer the questions about religion:**

a) What are the five pillars of Islam? \_\_\_\_\_  
\_\_\_\_\_

b) Summarize the five pillars of Islam.

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**LITERATURE**

An **Islamic poem** from *The Tarjuman al-Ashwaq*.

Wonder,  
A garden among the flames!  
My heart can take on any form:  
A pasture for gazelles,  
A cloister for monks,  
For the idols, sacred ground,  
Ka'ba for the circling pilgrim,  
The tables of the Torah,  
The scrolls of the Koran.  
My creed is Love;  
Wherever its caravan turns along the way,  
That is my belief,  
My faith.

Muhyeddin Ibn Arabi (1165-1240)

**1. Answer the questions about the poem.**

**a) What is the poem about? Underline the correct answer.**

- Daily life
- Historical events
- Religious ideas
- About people
- Love poem

**b) What man-made objects are mentioned in the poem? \_\_\_\_\_**

\_\_\_\_\_

**c) What is this poem trying to do? Underline the correct answer.**

- Describe a scene.
- Tell a story.
- Bring out feelings in the audience.
- Give advice.

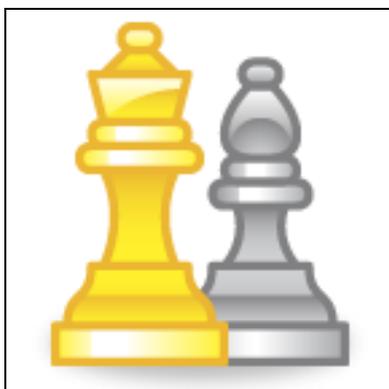
**d) What religions are mentioned in the poem? \_\_\_\_\_**

\_\_\_\_\_

**2. Write a 10-line poem on a topic of your choice. When you have finished, share your poem with the class.**



## XIV Where does chess come from?



1. Chess pieces and chess boards.

### ❖ Answer the following questions

1. Do you know what chess means in your language? \_\_\_\_\_
2. And chessboard? \_\_\_\_\_
3. Do you know where chess comes from? \_\_\_\_\_
4. Can you name some of the pieces in this game? \_\_\_\_\_
5. What material are the chess pieces made of?<sup>31</sup> \_\_\_\_\_
6. What colours are the pieces? \_\_\_\_\_
7. What colours is a chessboard? \_\_\_\_\_

### Chess History

**Games** have always been popular throughout history; not only children but also adults spent their free time playing. Some games have also been used for **gambling**; so in some cultures such as the Roman and the Islamic cultures, some of these games were partially or totally forbidden.

An interesting new game that came from the Islamic Empire was chess. The Arabs learned to play chess from the **Sassanians** (Persians) when they conquered them, and probably the Sassanians learned from people in **India**, where the game was also known. Indian people themselves seem to have learned at least some version of chess from people in China. In this country board games trained generals and warriors about war strategies.

When the Arabs took over Spain in 711 AD, they brought chess with them, and it began to spread from there to the rest of Europe. The people returning from the Crusades also brought back chess sets with them to the North of Europe.

<sup>31</sup> Students can search information in Internet.

1. Make the questions for the following answers

- \_\_\_\_\_ It's a board game.
- \_\_\_\_\_ It comes from the Islamic world.
- \_\_\_\_\_ They learned chess from the  
Sassanids.
- \_\_\_\_\_ They took over Spain in 711.
- \_\_\_\_\_ They spread it to Europe.

Did you know?

During the reign of King Alfonso X, chess got the **medieval spirit** that is still there today.

Until the end of the 12th century the **board** was only one colour. In the 13<sup>th</sup> century the two colours were settled.

The Medieval Church **forbade** chess in some countries such as Spain and France.

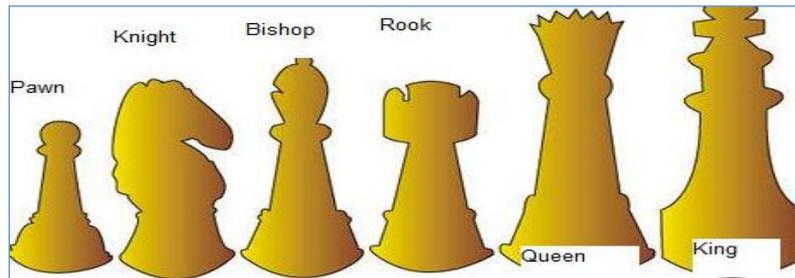
**King Alfonso X the Wise** wrote *The Book of chess* and it was published in Seville in 1283. This is one of the **oldest** books about games.

2. Answer the questions.

- a) How many years are there in a century? \_\_\_\_\_
- b) Give two examples of a year in the 12<sup>th</sup> century and two years in the 13<sup>th</sup> century.  
12<sup>th</sup> \_\_\_\_\_  
13<sup>th</sup> \_\_\_\_\_
- c) In what millennium are all these dates? \_\_\_\_\_
- d) What is chess? \_\_\_\_\_
- e) Who was Alfonso the Wise? \_\_\_\_\_
- f) Why do you think some games were forbidden? \_\_\_\_\_
- g) Where were games forbidden? \_\_\_\_\_
- h) In what era were they forbidden? \_\_\_\_\_
- i) Who wrote a book about chess? \_\_\_\_\_
- j) Where was his book published? \_\_\_\_\_
- k) Where is this city? \_\_\_\_\_
- l) Where was Alfonso X from? \_\_\_\_\_
- m) How do you know this? \_\_\_\_\_
- n) When did chequered boards first appear? \_\_\_\_\_
- o) When did chess get the medieval spirit? \_\_\_\_\_
- p) Do you know the names of other games in English? \_\_\_\_\_

3. Internet search: Who was King Alfonso the Wise? Write about 100 words.

**4. Chess pieces matching. Can you match the words from A column with the sentences in column B?**



- 1. **Pawns**                    \_\_\_ a) he represents the Church. The Church was very powerful in the medieval times. There are 4. In Spain they are called Alfil.
- 2. **Castle or rook** \_\_\_ b) represents the professional soldier of medieval times. Pieces in the game). In Spain he rides a horse.
- 3. **Knight**                    \_\_\_ c) he is the tallest piece on the chess board, and is as well guarded on the board as in medieval life. There are two pieces.
- 4. **Bishop**                    \_\_\_ d) they represent the soldiers. Each side has 8 of them.
- 5. **Queen**                    \_\_\_ e) it is home or the refuge. There are two for each player.
- 6. **King**                    \_\_\_ f) she is the only piece on the board that represents a woman, and she is also the most powerful piece of the chess board.

**4. Write the chess pieces in your language.**

<b>Piece name</b>	<i>Pawns</i>					
<b>Translation</b>	<i>peons</i>					
<b>Number of pieces</b>	<i>16</i>					

**5. CHESS. Fill in the blanks with the words in the word bank.**

player	chess	rules	board	pieces	checkmate
two	King	chequered	white		

\_\_\_\_\_ (1) is one of the oldest and most popular \_\_\_\_\_ (2) games, played by \_\_\_\_\_ (3) opponents on a \_\_\_\_\_ (4) board with specially designed \_\_\_\_\_ (5) of contrasting colours, commonly \_\_\_\_\_ (6) and black. White moves first, after which the players alternate turns in accordance with fixed \_\_\_\_\_ (7), each \_\_\_\_\_ (8) attempting to force the opponent's principal piece, the \_\_\_\_\_ (9), into \_\_\_\_\_ (10) — a position where it is unable to avoid being captured.

## XV Medieval art



1. Fromista's church, in Palencia, Spain.

**There are important works of art. Can you name some examples of Medieval Art?  
We are going to test your previous knowledge in a word wall worksheet.**

Architecture	Sculpture	Painting

## I Romanesque art

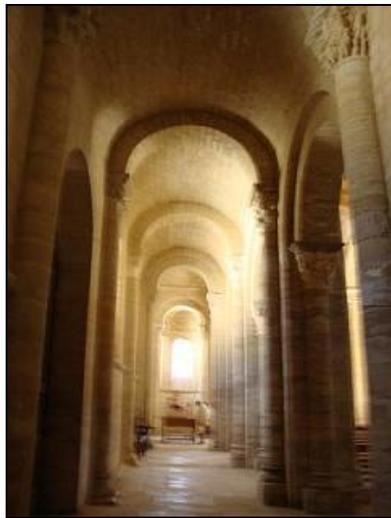
**Romanesque** art is a style characteristic of the first of two great international artistic eras that flourished in Europe during the Middle Ages. **Romanesque architecture** emerged about 1000 and lasted until about 1150, by which time it had developed into Gothic. The **Romanesque** was at its height between 1075 and 1125 in most western European lands.

**Romanesque** is a term relating to a style of architecture which prevailed in Europe c.900-1200, with massive **vaulting** and **round arches**.

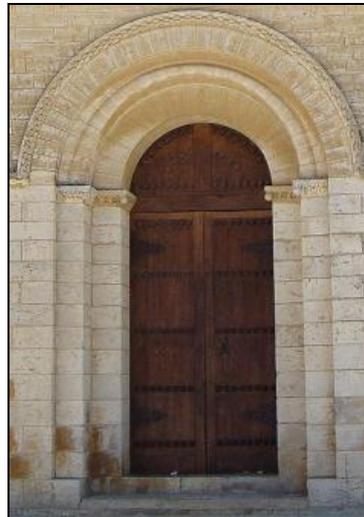
**There are two types of vault in this period:**

**Barrel vault** is a roof consisting of a series of semicylindrical arches.

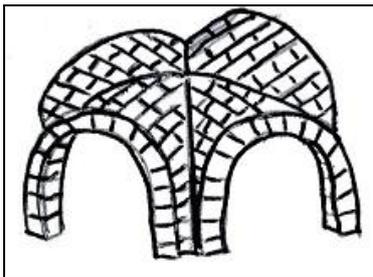
**Groin (or cross) vault** is formed by the perpendicular intersection of two barrel vaults.



1. Barrel vault. Fromista, Spain.



2. Circular or round arch. Fromista, Spain.



3. Groin or cross vault.

### KEY WORDS

**Arch:**

Keystone  
Voussoirs

**Portal:**

archivolts  
jamb  
column  
capitals

**Vault:** a structural member consisting of an arrangement of arches, usually forming a ceiling or roof.

- **Look at picture number 2. Draw a round arch and write the parts of it. Use your notebook.**
- **Dictionary use. Look up in a dictionary or the Internet the KEY WORDS.**

The Romanesque style is called that because it is a little like Roman architecture, but it is made around 1000-1200 AD instead of during the Roman Empire.

By 1000 AD kings and queens were beginning to order important, stone buildings again, like St. Germain des Pres in Paris.

Mostly castles and churches were built in the Romanesque style. You can see Romanesque buildings all over France, England, Italy, and Germany, and in northern Spain (the part that was not taken over by the Umayyad).

Some examples of Romanesque buildings are the Women's Abbey and the Men's Abbey in Caen, France, both built around 1050 AD. Just a little later, you have the cathedral and baptistery of Pisa, Italy, built about 1060 and 1150 AD, the church of St. Sernin in Toulouse (1080 AD), and the baptistery of Florence, Italy, built around 1100 AD.

Romanesque buildings were made of stone, but often had wooden roofs because people were still not very good at building stone roofs yet. If they did have stone roofs, the walls had to be very thick in order to hold up the roofs, and there couldn't be very many windows either, so Romanesque buildings were often very heavy and dark inside.

They had round arches, like Roman buildings, and decorated column capitals like the Romans too; only Romanesque capitals often have carvings of people or animals on them instead of plants.

**1. Read the text and circle the odd one out. Give a reason why it is the odd one out.**

**a) A church      B castle      C abbey      D supermarket**

*The odd one out is* \_\_\_\_\_ *because* \_\_\_\_\_

**b) A spoon      B stone      C roofs      D wood**

\_\_\_\_\_

**c) A kings      B monks      C queens      D rabbits**

\_\_\_\_\_

**d) A dark      B light      C thick walls      D heavy**

\_\_\_\_\_

**e) A architecture B Roman      C work      D Europe**

\_\_\_\_\_

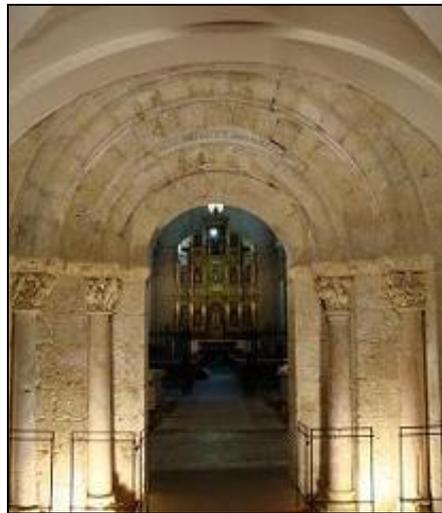
**f) A round arch      B pyramids      C capitals      D columns**

\_\_\_\_\_

2. Complete the chart

Positive	Comparative	Superlative	Meaning
Thick			
		the heaviest	
	later		
Dark			
little (quantity)			
Good			

3. Parts of a Romanesque Portal.<sup>32</sup> Look at the picture and read the text.



4.Church in Carrion de los Condes.

- a) **Tympanum:** a space over a door between the lintel and the arch: a carving on this space.
- b) **Archivolt:** a band of mouldings (or arches framing the tympanum of a portal) round the curve of an arch.
- c) **Lintel:** a horizontal piece – in stone or timber- across a door or window.
- d) **Trumeau:** a pillar dividing a large doorway.
- e) **Jamb:** a side of a doorway or window.

- **Now draw a Romanesque portal and write names of the parts (Use your notebook)**

5. Romanesque art Word Search with hidden message

<sup>32</sup> Medieval art glossary from *Medieval Art and Architecture*:

<http://www.pitt.edu/~medart/menuglossary/INDEX.HTM>

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(ARCHIVOLT, CAPITAL, COLUMN, JAMB, KEYSTONE, LINTEL, PORTAL,  
TRUMEAU, TYMPANUM, VAULT, VOUSOIR, ARCH)

N U D U R I N G T H E M V I D  
D M A L M U N A P M Y T O L E  
A G U E E S R O M A A N U A E  
S Q U L M E A N D R G O S T T  
H K I C O U C W C E R E S R T  
H E E M A C R H A I N A O O R  
T M O Y V P I T E M E N I P T  
S U J P S V I H V K G I R X T  
W Y C V O T J T P L Z Y H Y R  
K M X L A K O K A F X E G O M  
S C T E R U J N P L H Z G Z B  
L T W I V H L A E N X R X H Y  
U D H L F P A T M E P F I W R  
J Q L E T N I L R B I M J Q L  
R Q Q G W F Q D A V X C Q L X

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## The Tower of Pisa

### TEXT STUDENT A

The Tower of Pisa, Italy, is a world famous building because it is not straight – it leans to one side. It is also an outstanding example of Italian Romanesque architecture. In the 12th century a well-off widow called Berta di Bernado, left money in her will to start the construction of the Tower. Although the name of the builder is not known, the construction began in 1173. This Tower of Pisa is a bell tower which is close to a cathedral and a baptistery. Because of long wars which involved Pisa, the *campanile* building was not completely finished until 1350. Not many years after work began the Tower started to lean. The cause of it leaning is that is built on unsuitable ground next to a riverbed.

This exceptional bell tower is circular and it has eight floors. It is made from limestone and mortar. The whole exterior is covered in white marble. Every level has arches and columns. The bells are found on the top floor.



1. Italy's map.



2. Tower of Pisa (Italy)

### TEXT STUDENT B

There are several factors that have prevented the Tower from falling; firstly, it took a long time to build it, secondly materials settled down and a third reason is due to the foundations that became stronger. Yet the last and most important reason is the material that was used: not only limestone but also mortar which bends so it doesn't crack.

Quite a few projects have been endeavoured to prevent the Tower from leaning without succeeding. The worst one was attempted by an Italian engineer in 1934 who instead of correcting the Tower bent it more. During the 1990s they tried and tried again. Finally, when everybody was about to give up, a British Professor of engineering had a plan. His brilliant idea consisted of removing ground from the high side of the Tower instead of adding ground to the low side. In 1999 the work began, and although it was very slow, it was finished by mid 2001. Now the tower is safe and it won't fall.

Now you may ask yourself 'Why didn't they straighten it up?' The answer is in the tower's name!

**Student worksheet**

**Activity 1** Answer true or false

- When the work started the Tower began to lean.
- The Tower of Pisa is near the baptistery and the cathedral.
- The building was sponsored by a nobleman.
- The most important factor in preventing the Tower from falling is the material that it is made from.
- Only a plan has been made to straighten the Tower up.
- An Italian professor succeeded in correcting the Tower of Pisa.

**Rewrite the false sentences**

**Activity 2** What is the significance of these words/dates/events?

- 1173 \_\_\_\_\_
- Berta di Bernardo \_\_\_\_\_
- Campanile \_\_\_\_\_
- Pisa \_\_\_\_\_
- 1350 \_\_\_\_\_
- Italy \_\_\_\_\_
- Romanesque \_\_\_\_\_
- 2001 \_\_\_\_\_
- 1934 \_\_\_\_\_

**Activity 3** Use the text to answer the questions.

1. How long did the construction of the Tower of Pisa take? \_\_\_\_\_
2. In which century did a widow leave money to construct a bell in the Tower of Pisa? \_\_\_\_\_  
\_\_\_\_\_
3. In what year was the tower finished? \_\_\_\_\_
4. Why did it take so long to build it? \_\_\_\_\_
5. What is the name of the country in which the Tower stands? \_\_\_\_\_
6. What was the name of the person who sponsored the building of the Tower? \_\_\_\_\_  
\_\_\_\_\_
7. Why was everybody about to give up trying to correct the bend in the Tower of Pisa? \_\_\_\_\_  
\_\_\_\_\_
8. How many years did they spend restoring the Tower in the 1990s? \_\_\_\_\_  
\_\_\_\_\_

## Tapestry of Creation (Gerona)



1. Tapestry of Creation. 12<sup>th</sup> century (Gerona Cathedral, Spain).  
month of April.



2. Detail of Personification of the month of April.

### **Notice that...**

The Tapestry of Creation in Gerona is not a tapestry (which is woven), but an embroidery (which is sewn).

Tapestry: **a thick fabric in which threads are woven to form pictures or designs.**  
Embroidery: **the art of decorating a cloth with needlework (sewn).**

weave wove woven **teixir / tejer**    sew sewed sewn    **cosir / coser**

### **What is the Tapestry of Creation about?**

The Tapestry of Creation or The Gerona Tapestry tells the Creation myths of the Bible and contains some images showing the world of nature. It also has historical references and personifications of the months of the year. Every month illustrates a farming activity as you can see in picture number 2 where a peasant is pulling a plough.

### **Why is it called The Gerona Tapestry?**

It is called the Gerona Tapestry because it has been kept in Gerona in Spain, probably ever since it was made.

### **Who ordered the tapestry to be made?**

This work, unique to its genre in Europe, was made in the 12<sup>th</sup> century and was probably ordered by a member of the church.

### **Who made the Gerona Tapestry?**

An illuminator was the person who designed tapestries or manuscripts. During the Middle Ages women also worked in the workshops.

### **How big is the Gerona Tapestry?**

The remaining tapestry measures exactly 3.65m tall and 4.70m long.

**Where was the Gerona Tapestry made?**

It is thought that the tapestry was made in the local area, close to Gerona, where from the 10<sup>th</sup> century there were illuminators in the nearby monasteries of Vich and Ripoll.

**What colours were used to make the Tapestry?**

The three main colours are, green, beige and red. There are also places where other colours such as dark green and yellow have been used.

**Where is the Gerona Tapestry?**

The Gerona Tapestry is now displayed in the Cathedral Museum of Gerona, in Spain.

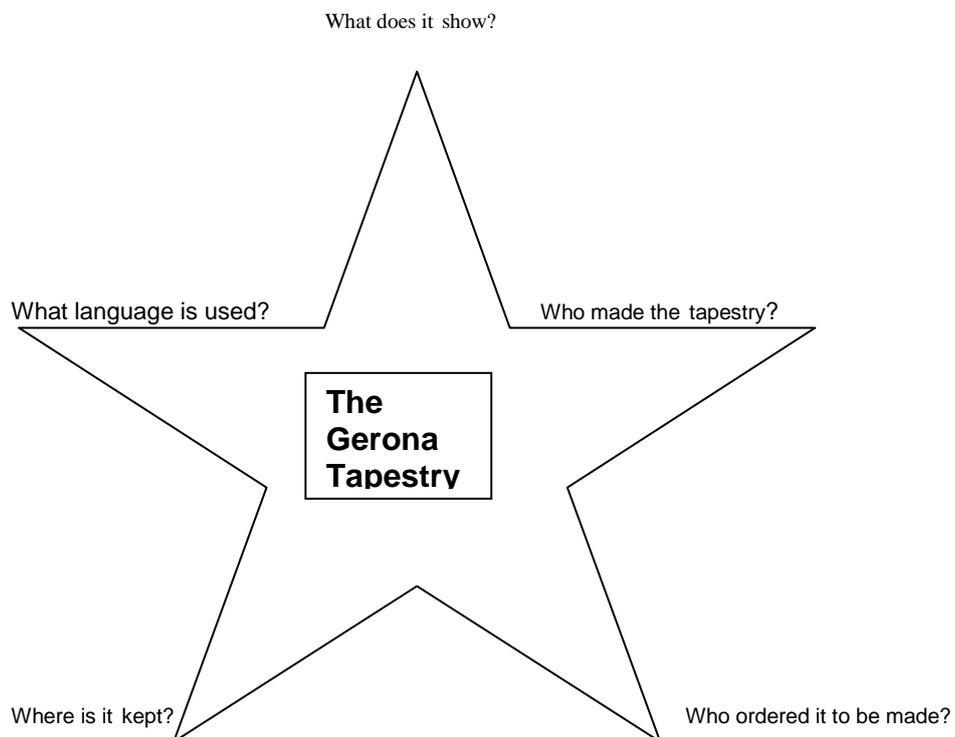
**What language is used on the Gerona Tapestry?**

The writing on the tapestry is Latin. This is probably because Latin was the main language used in written documents during the Middle Ages.

**1. Dictionary work. Try to match the words in the first line with the second line.**

1 thread	2 embroidery	3 textile	4 woven
___ sewn	___ fibres	___ tapestry	___ fabric

**2. Fill in the star by answering the questions**





**6. In pairs, write a Wh-question for every word that you unscramble.**

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**7. Re-arrange the words to make a new word connected with the Gerona Tapestry.**

**ANAGRAMS**

An **anagram** is the rearrangement of the letters of a word, name, phrase, sentence or title into another word or sentence. ALL the letters of the name or sentence must be used only ONCE.

<b>reaction</b>	
<b>striptease</b>	
<b>orange</b>	
<b>Pains</b>	
<b>to a mill ruin</b>	
<b>at Nil</b>	

## II Gothic Art



1. Leon's cathedral (Spain).

**Gothic art** evolved from **Romanesque art** and lasted from the mid-12th century to as late as the end of the 16th century in some areas.

### Architecture

In Spain new **gothic** architectural ideas were slow to arrive from France. The **Cistercians** introduced a variety of gothic features to Spanish architecture such as the use of the **pointed arch**. However like in Germany, many buildings of the early thirteen century still possessed a Romanesque appearance, Lleida is an example of this. The first churches in Spain to imitate French gothic cathedrals were the cathedrals of Burgos and Toledo. The cathedral which was most similar to the French style was in Leon. The Spanish clung to the Bourges- Le-Mans cathedral type. For example Barcelona, Palma de Majorca and Seville all conform to this style.<sup>33</sup>

Where did gothic ideas originate from? \_\_\_\_\_

In what century? \_\_\_\_\_

Which cathedral was most similar to the French style? \_\_\_\_\_

What style do the building in picture 1 follow? \_\_\_\_\_

<sup>33</sup> Visit these sites: <http://www.mcah.columbia.edu/ha/html/medieval.html>  
<http://www.leon.es/leonmedieval/swf/main.html?en>

How to build arches: [http://www.bbc.co.uk/history/british/launch\\_ani\\_build\\_arch.shtml](http://www.bbc.co.uk/history/british/launch_ani_build_arch.shtml)



When did Spain begin to follow French trends in sculpture? \_\_\_\_\_

What is an important example of this? \_\_\_\_\_

What kind of arch was used? \_\_\_\_\_

### Ferrer Bassa, a Catalan painter.

During this period Italian painting was very important. Between 1320 and 1350, a painter from Barcelona called **Ferrer Bassa** was commissioned to paint a series of **fresco** paintings in a chapel near Barcelona (now in Barcelona) in Sant Miguel de Pedralbes. These frescoes follow the Italian style. However, all of Bassa's work is in Spain and we do not know anything about whether he travelled or not. What we do know is that he must have studied the major Italian **masterpieces** as you can see a similar style in his paintings. Italian painters continued to influence Spanish painting throughout the fourteenth century.



1. Answer the following questions.

- 1) In what century did Ferrer Bassa live? \_\_\_\_\_
- 2) What style did Ferrer Bassa follow? \_\_\_\_\_
- 3) Where is all of Bassa's work? \_\_\_\_\_
- 4) Was this influence normal in Spanish painting at this time? \_\_\_\_\_

2. Work the vocabulary

Cistercian \_\_\_\_\_

Gothic \_\_\_\_\_

Fresco \_\_\_\_\_

Masterpieces \_\_\_\_\_

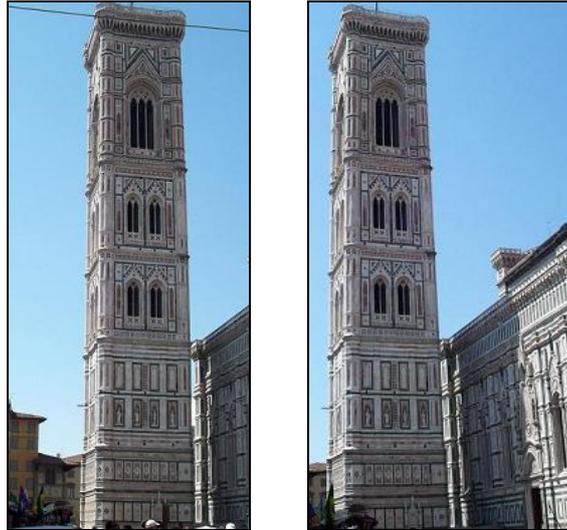
Pointed arch \_\_\_\_\_

### Giotto, an Italian painter

**Giotto** (c. 1267 - 1337) was a Florentine painter and architect. His full name was Giotto di Bondone. He was born in about 1266 near Florence. His father was a farmer. There are different ideas of how he became a painter. The writer Giorgio Vasari tells of how Cimabue (a famous painter) met him when Giotto was only 12-years-old and convinced his father that he should paint. Another version is that Giotto was first an apprentice in wool merchant's in Florence and he frequently visited Cimabue's workshop and then he became a painter.

Giotto worked in several Italian cities such as Rome, Naples and Florence and worked as a **fresco** painter. In Florence he also worked as an architect and built the campanile (bell tower) in the city's Cathedral.<sup>34</sup>

<sup>34</sup> For further information visit these sites.



8 and 9. Il campanile, in Florence's Cathedral.

### 1. Giotto's quiz

#### a) When did Giotto meet Cimabue?

- Giotto met Cimabue when he was 12 years-old and started painting
- Giotto worked with a wool merchant and never met Cimabue.
- Giotto worked as a carpenter.

#### b) What was Giotto's father job?

- He was a painter.
- He was a farmer.
- He was a wool merchant.

#### c) Why is Giotto famous?

- Because he was a painter.
- Because he was a painter and an architect.
- Because he was a wool apprentice.

#### d) In which cities did Giotto work?

- He worked in Florence.
- He worked in Rome, Naples and Florence.
- He worked only in Naples.

#### What building did Giotto build?

- Florence's Cathedral.
- A bell tower in the outskirts of Florence.
- Florence's Cathedral campanile.

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Gothic cathedral tour [http://www.bbc.co.uk/history/interactive/games/church\\_floorplan/index.shtml](http://www.bbc.co.uk/history/interactive/games/church_floorplan/index.shtml)

Paint wells cathedral :

[http://www.bbc.co.uk/history/trail/church\\_state/pre\\_reformation/act\\_paint\\_entry.shtml](http://www.bbc.co.uk/history/trail/church_state/pre_reformation/act_paint_entry.shtml)

[http://www.bbc.co.uk/history/trail/church\\_state/modern/stained\\_glass\\_01.shtml](http://www.bbc.co.uk/history/trail/church_state/modern/stained_glass_01.shtml)

Gothic cathedral quiz [http://www.bbc.co.uk/history/trail/church\\_state/](http://www.bbc.co.uk/history/trail/church_state/)

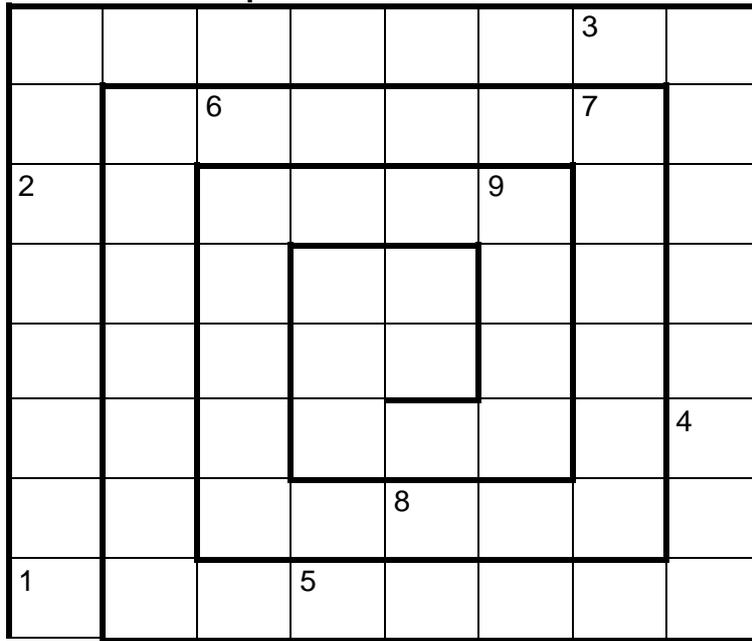
Early church quiz

[http://www.bbc.co.uk/history/trail/church\\_state/pre\\_reformation/quiz\\_early\\_church\\_entry.shtml](http://www.bbc.co.uk/history/trail/church_state/pre_reformation/quiz_early_church_entry.shtml)

Church Quiz [http://www.bbc.co.uk/history/trail/church\\_state/architecture/quiz\\_architecture\\_entry.shtml](http://www.bbc.co.uk/history/trail/church_state/architecture/quiz_architecture_entry.shtml)

Make a vertical timeline [http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/)

**2. Medieval art spiral**



- 1. An arched structure of masonry, forming a ceiling.
- 2. The central stone of an arch.
- 3. Doorway or entrance especially one that is large and imposing (e.g. church).
- 4. A kind of pillar; a cylindrical or polygonal support for a roof, ceiling, statue, etc., somewhat ornamented, and usually composed of base, shaft, and capital.
- 5. The architectural element surrounding the curved opening of an arch.

- 6. The vertical side of any opening, as a door.
- 7. The head or uppermost member of a column, pilaster, etc.
- 8. The principal church in a diocese, so called because the bishop has his official chair (Cathedra) or throne in it.
- 9. Applied to the architecture prevailing from the 9th century to the 12th.

**3. Sort the items from the box into the appropriate column.**

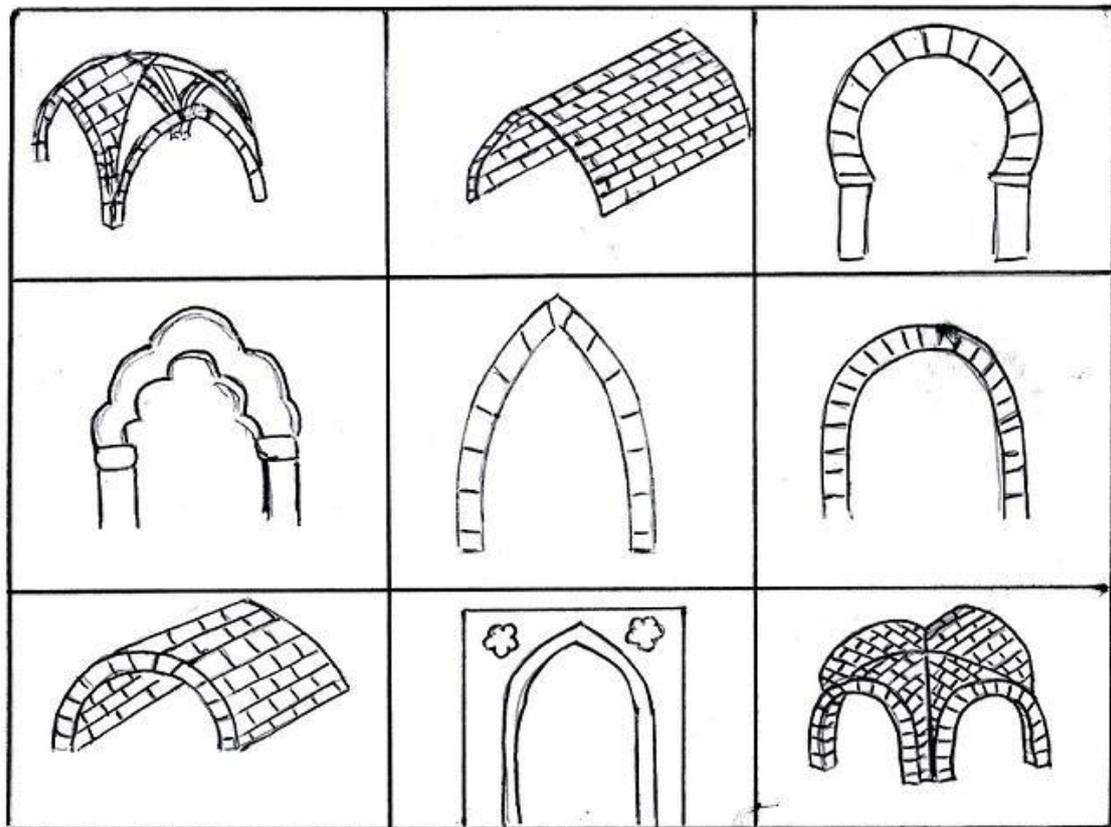
Romanesque	Gothic
-	-

round arch   Cistercian   barrel vault   pointed or gothic arch   pointed vault  
 cathedral   groin vault   ribbed vault   church

**Medieval Art activity**

4. Look at the graphics bellow. Cut them and put them to the correct column. Try to work out the reason.

	Islamic art		Romanesque	Gothic
Arches		arches		
	Horseshoe arch		Round or Roman arch	Pointed or gothic arch
Arches		vaults		
	Pointed arch		Barrel vault	Pointed vault
Arches		vaults		
	Scalloped Arch		Groin vault	Gothic ribbed vault



## Muslim art

❖ In pairs answer the following questions. Use the words in the word bank.

1. Did you know that the Giralda in Seville used to be a Muslim minaret? \_\_\_\_\_
2. Do you know the name of the place of worship in the Islamic religion? \_\_\_\_\_
3. Can you name a famous mosque in Spain? \_\_\_\_\_
4. Can you name another mosque somewhere else? \_\_\_\_\_
5. Do you know if the mosque was used for other purposes? \_\_\_\_\_
6. Apart from the mosque the Muslims can pray in other places. Can you say where? \_\_\_\_\_  
\_\_\_\_\_
7. How many times must a Muslim pray every day? \_\_\_\_\_
8. If you were a Muslim what things would you not be allowed to do? \_\_\_\_\_  
\_\_\_\_\_
9. What things would you be allowed to do? \_\_\_\_\_  
\_\_\_\_\_

### WORD BANK

mosque / drink alcohol / marry several women / play gambling games / eat pork/ at home / law court / hospital / pray five times per day / in the desert/ lodging for travellers / Cordova / Jerusalem / Kairouan or Qairouan / private mosques / school / Mecca

## I Giralda of Seville (Spain)

1. Read the text about the Giralda.

The Giralda of Seville is now a bell tower. In the past it was a **minaret** of a Muslim **mosque**. The lower part of the Giralda was built by the Muslims. Its construction began in 1184. To build the minaret, they reused stones from ancient Roman buildings. There are two walls inside the tower. Between the two walls a ramp goes up to the terrace. In the past, the **muezzins** went up the tower on a horse. The minaret was finished in 1196.

When the Christians conquered Seville in 1248 the mosque became a cathedral and in 1433 the building was demolished to build a real Christian cathedral. The new cathedral was inaugurated in 1507 and the Giralda was used as the bell tower of the cathedral. Later, some work was done to the top of it. The Giralda is a hundred metres tall.

**1.1. Text comprehension. Work in pairs and write down your findings in your notebook.**

- a) What is the difference between a bell tower and a minaret. \_\_\_\_\_
- b) When was the minaret finished? In what century was it built? \_\_\_\_\_
- c) What are muezzins? \_\_\_\_\_
- d) How did the muezzins go up the minaret in Seville? \_\_\_\_\_
- e) When did the Muslim mosque become a cathedral? \_\_\_\_\_
- f) In what year did Christians demolish the mosque? \_\_\_\_\_
- g) What height is the Giralda now? \_\_\_\_\_

**2. Define the following words using the word bank.**

**man tall tower/bell tower building Muslims pray people**

Muezzin \_\_\_\_\_

Minaret \_\_\_\_\_

Mosque \_\_\_\_\_

**3. Make a timeline with the dates of the Giralda.<sup>35</sup>**

- 1184 The beginning of the construction of the minaret.
- 1196 The end of the minaret's construction.
- 1248 The Christians conquered Seville. The mosque became a cathedral.
- 1433 The mosque was demolished.
- 1507 The Catholic Cathedral was inaugurated.

Did you know the **muezzin** climbed up the steps inside the **minaret** five times every day? He sang out the call all the people in the town or city to pray, so that they knew when it was time to pray. In those times there weren't any clocks!

**4. Look at a map of Islamic Spain and make questions. Here you have the answers.**

- a) \_\_\_\_\_ It's next to the river Guadalquivir and near the sea.
- b) \_\_\_\_\_ It is the capital of Al-Andalus.
- c) \_\_\_\_\_ It is in the North of Spain.
- d) \_\_\_\_\_ It is in the South of Spain.
- e) \_\_\_\_\_ It is in the North east of Spain.

The **horseshoe arch** is a curved arch often used in Spanish medieval architecture.

<sup>35</sup> [http://www.teach-nology.com/web\\_tools/materials/timeline/](http://www.teach-nology.com/web_tools/materials/timeline/)

## II Cordoba mosque

The **mosque** at **Cordoba** occupies a huge space. The original structure was built by 'Abd ar-Rahman I in 784–786, the **Umayyad** ruler. In the 9th and 10th centuries the building doubled its size, making the mosque one of the largest religious buildings in the Islamic world.

Its interior, a real "forest of columns", is decorated with red and white **horseshoe** shaped arches. The plan is a traditional Muslim one. It has a rectangular court with a fountain for ritual ablution, a covered gallery and a hall for prayer. The *qibla* is hollowed out in one place in the form of a sacred niche or mihrab. Overlooking the courtyard is the **minaret**, the tower from which the muezzin called the faithful to pray five times a day.

The mosque was built in just a year, partly because it was built reusing Roman marble columns. On top of the columns, two rows of horseshoe arches made the oration room a unique architectural invention. This arrangement of the arches added height and space. This style was maintained when the mosque was enlarged in 848, 961 and 987. During the times of El Hakam II (961), the **Caliph** aware of the capital's prestige, granted the building with a mihrab, preceded by the maksourah, a closed space reserved only for the Caliph. The dome in the mihrab, decorated with mosaics, is one of the most beautiful parts of the mosque at Cordoba. The Islamic faith did not permit figurative representations of Allah or his prophets and these mosaics, like most Islamic art, are stylized. Islamic religious buildings are not allowed to represent any living being; only the words of the Koran could be used to adorn the walls.

So, **Kufic**<sup>36</sup> script and geometrical designs became the main and the most important decoration on mosques, secular buildings and even any kind of objects in metal, clay and textiles.

### 1. Read the text and fill in the blanks.

- 1) The \_\_\_\_\_ is the ruler of the Muslim community.
- 2) \_\_\_\_\_ script is a luxurious calligraphic lettering in Arabic.
- 3) The \_\_\_\_\_ is the tower from which the muezzin called the faithful to pray.
- 4) The \_\_\_\_\_ is an arch often used in Spanish medieval architecture.
- 5) The \_\_\_\_\_ is the typical Islamic place of worship.
- 6) The \_\_\_\_\_ faith forbade figurative representations of Allah or his prophets.
- 7) The closed space for the Caliph in the mosque was called \_\_\_\_\_.
- 8) The sacred book of Muslims is the \_\_\_\_\_.
- 9) The Islamic faith did not permit figurative representations of \_\_\_\_\_ or his prophets.

<sup>36</sup> Kufic is a luxurious calligraphic version of Arabic lettering.

10) The \_\_\_\_\_ is a sacred part of the mosque and it is decorated with mosaics.

**2. Islamic culture word search**

**2.1. Unscramble the words below:**

- 1. MBIRAH \_\_\_\_\_
- 2. ABQIL \_\_\_\_\_
- 3. MEUQSO \_\_\_\_\_
- 4. EARITNM \_\_\_\_\_
- 5. OAOVCDR \_\_\_\_\_
- 6. MAHMADUM \_\_\_\_\_
- 7. LAALH \_\_\_\_\_
- 8. CEMAC \_\_\_\_\_
- 9. IEMNAD \_\_\_\_\_
- 10. ISLMA \_\_\_\_\_
- 11. FTHAI \_\_\_\_\_
- 12. AABKA \_\_\_\_\_
- 13. NZUEIZM \_\_\_\_\_
- 14. HRAEGI \_\_\_\_\_
- 15. NROKA \_\_\_\_\_

**2.2. Word search**

I L V H I J N P V X Q B K A L U L O X I  
Y C G E U U R A O K A I Y P T O V I H K  
F U D F K R W S I O J W B U Y G U F Y I  
M U H A M M A D K E V X D L D I K K K M  
G I M A J X O M X H O A L L A H U W M Z  
F K B R E N A X I U M E D I N A P B L W  
T W K Q A X K E J N A G D I R U Y F V O  
M C L R Y I S L A M A I Q O W H E V D N  
X T O U Q E N F Q H R R F W A K N W L X  
I K W T E E L F A I T H E B M O S Q U E  
P L Q S Y P N A V Y Z S N T F U N V I X  
Z C O R D O V A P O M S W R Q Z J I W E  
O Y T M B C D R L D U S C L I F S G F E  
L A A I R P U P M G E G J R K A A Q F Y  
O S M G J A Q X I N Z F R Y W W V E N F  
K L H E G I R A H X Z U Q S U R D L Q R  
U A M C C Z A L R C I U X E K L B H G X  
T C A N Z C R F A D N C D O U P H Y R I  
H U Z B O L A H B D A T J O N P G U N F  
I I K J A P Z J P B T O R P W Q X K C M

**2.3. Classify the words into:**

Cities: \_\_\_\_\_

Parts of a mosque: \_\_\_\_\_

Buildings \_\_\_\_\_

Religion: \_\_\_\_\_

**3. Make your own word search about Islam** <sup>37</sup>

**GLOSSARY**

**Allah** - the God of the Muslims.

**Islam** - the religious system of the Muslims.

**Hegira** - the flight (escape) of Muhammad from Mecca to Medina in 622 A.D. It marks the beginning of the Muslim era.

**Kaaba** – the shrine in the Mecca mosque towards which prayer is directed.

**Koran** - the sacred book of the Muslims consisting of revelations orally delivered by Mohammed, and collected after his death. The Koran is written in Arabic and it has 114 chapters.

**Kufic** – the luxurious calligraphic lettering in Arabic.

**Mihrab** - a niche in the mosque indicating direction of prayer.

**Minaret** – the tower from which the call to worship is sounded.

**Mohammed** – the founder of the religion of Islam (died 632 A.D.).

**Muslim** - a follower in the Islamic religion.

**Mecca** - the birthplace of Mohammed and a pilgrimage site.

**Mosque** – the typical Islamic temple or place of worship.

**Muezzin** – the man who calls believers to prayer.

**Qibla** (kiblah) – it shows the direction of Mecca, towards which prayer is directed.

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<sup>37</sup> Students can use crosswords makers. There are free cross makers in Internet.

## I Describing different periods of time

There are different words that we use to describe the past. It is important that we understand these words if we are to become good historians.

- For each word use pencil to link the head with the tail

HEADS	TAILS
Millennium	Anno Domini. These Latin words mean after Christ.
AD	A hundred years
Periods	Before Christ
BC	Ten years
Decade	A thousand years
Century	Separate division of time

- Now in your book use each of the words above to write a sentence. For example;

*A century means .....*

- Finding out which year is in which century can be difficult. The easiest is to cover the last two numbers up and add one. For example;  
1348 is in the fourteenth century
- In your book answer the following

The year 1789 is in the \_\_\_\_\_ Century

Do the same for the years 1212, 2008, 1808 and 711

- Copy and complete this timeline to show the terms decade and century

1900	1910									2000	2010

[ \_\_\_\_\_ ]

a century

- Complete the missing words about yourself
- Remember when people refer to a decade in time they don't say the third decade they say the 20's instead.

My name is \_\_\_\_\_ I was born in the \_\_\_\_\_ century. My date of birth is \_\_\_\_\_ (AD). In my lifetime I have entered a new \_\_\_\_\_ and now live in the \_\_\_\_\_ century. I celebrated the new millennium when I was \_\_\_\_\_

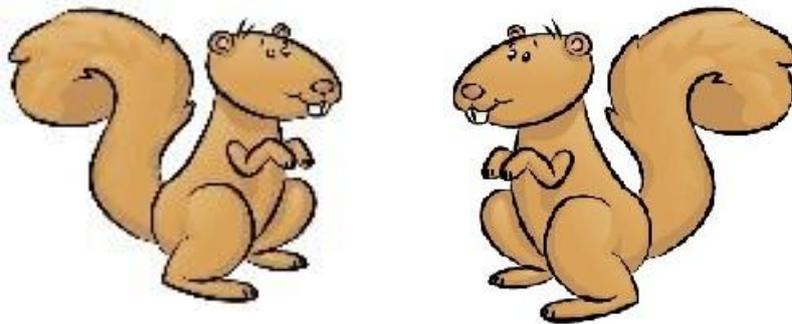
- Now write the same but with your classmate's dates.

E.g. His name is \_\_\_\_\_

## II Prepositions in History

My teacher told me I need to use more connectives! What are connectives?

A word that connects words or sentences. A conjunction or preposition.



Connectives help to write fluently about history. Still confused about how to use them?

### History connectives

and

or

because

but

for example

in addition

finally

this meant that

overall

### Connectives for listing arguments

Firstly

Secondly

Furthermore

Moreover

In addition

Finally

### Concluding connectives

Three common concluding connectives are:

In conclusion

In summary

Thus

Every connective must be in a sentence.

### Homework:

- Write a story using connectives.
- Write a text about a king.

### III How to write an article



Follow this guide<sup>38</sup>:

1. Choose the topic you want to write.
2. Research the topic of your article.
3. Write a title of the newspaper, the date and the price.
5. Write a sentence in order to grab the reader's attention, this is the headline.
6. Give the details. Include one or two quotes from somebody (written, from an interview, etc). Use active verbs, the reader is going to feel things happen!
7. In the last paragraph, write an interesting sentence to finish the article.
8. At the end you should write your name (By.....).
9. Decide which pictures you should include.
- 10 Read the article before printing it.



<sup>38</sup> Visit these sites to write an article: <http://www.dailyblogtips.com/create-your-own-newspaper-headlines/>  
<http://www.isitebuild.com/article-writing-2.html>

## **IV Making timelines**

Timelines allow students to see visually that historical events occur in relation to other events. Timelines can be lineal or vertical. Both kinds of timelines will allow a clear representation of events which can be compared by the students.

### **Objectives**

The students will be able to compare different periods in the Middle Ages by completing timelines that will show lengths and times of various historical events or figures.

### **Materials**

#### Students:

In the ordinary class: pencil, coloured pencils, timeline worksheet, list of dates to be used.

In the Computer Room: a computer per student if they make timeline in the Internet.

A worksheet/handout if students are required to use the historical dates of a historical figure.

Teacher: timeline worksheet, coloured overhead-projector and pens.

### **Procedure**

Teach how the timeline is divided into centuries. The teacher can label them in the blackboard. Mark clearly the division between centuries. The teacher is going to repeat this procedure in several occasions to make sure the students understand.

- a) The first timeline is going to be about the main events in their lives (when they were born, etc.).
- b) In the second timeline they are going to have an historical facts list handed by the teacher.
- c) In the next timelines the students will be asked to sort out the dates of the events in the handout, and they will be able to place them by themselves in the timeline.

If they work on paper, have the students write the events with its dates. Check students work before colouring. If they work in the Computer room check their work before printing.

Most students should

be able to finish on their own the task. The students can also make lineal and vertical timelines in the Internet.

### **Follow-up**

Ask the students to make questions about the chronology of the chart they completed. Ask the students to think of questions that the timeline chart could help answer. The teacher could write a worksheet for the students to answer some of the questions suggested in the first times the students make a timeline.

## Middle ages final test

### 1. Middle Ages Word Search



### 2. Fill in the blanks with the words that you found in the word search.

The most important person in a monastery was called the \_\_\_\_\_

A monk in charge of helping the poor was called an \_\_\_\_\_

The Church in Europe was controlled by \_\_\_\_\_

Citizens of a town were called \_\_\_\_\_

A craftsman became a member of a \_\_\_\_\_

A knight's most prized possession was a \_\_\_\_\_

Boys and girls training to become monks or nuns were called \_\_\_\_\_

A boy younger than fourteen who served a Knight was called a \_\_\_\_\_

The poorest people were called \_\_\_\_\_

A boy who started to serve a Knight at the age of 15 was called a \_\_\_\_\_

**3. Write the events in the timeline**

- 1349 Black Death first spread to Europe from Asia.
- 1492 C. Columbus discovered America.
- 476AD Fall of Roman Empire.
- 711 Muslims conquered Spain.
- 728 Potiers' battle in France.
- 800 Charlemagne is crowned emperor in Rome.
- 1453 Constantinople falls to the Ottoman Turks.
- 1091 First Crusade initiated by the Byzantine emperor.

Centuries	<i>Middle Ages timeline</i>
5th	
6th	
7th	
8th	
9th	
10th	
11th	
12th	
13th	
14th	
15th	

