

Study Guide for UNIT 2: The Middle Ages. Feudalism

- Lesson 1. Feudalism: concept
- Lesson 2. A fief: the manorial system
- Lesson 3. Medieval society: privileged and non-privileged estates
- Lesson 4. Medieval cities: trade and banking
- Lesson 5. Medieval cities: craftsmanship

Key Idea: Europe's division into different kingdoms and the lack of security after the second wave of invasions made peasants turn to the nobles for protection. This created a new social system called Feudalism; however, when life became more peaceful and trade was revived, some people went to the cities to get rid of the nobles influence.

These are the **OBJECTIVES** that you are responsible for accomplishing and mastering:

Lesson 1. Feudalism: concept

1. Determine the causes that led to the development of Feudalism: the lack of security after the division of Europe into different kingdoms ruled by weak kings as well as the second wave of invasions.
2. Compare the role of Lords and Vassals, and the functions of kings, lords, knights and peasants in the feudal system.

Lesson 2. A fief, the manorial system

1. Identify the different parts of a fief or manor: demesne, plots of lands, castle, forests, etc.
2. Understand the role of lords, freeman and serfs on a fief.

Lesson 3. Medieval society

1. Illustrate medieval society's hierarchy by drawing and labelling a pyramid of feudal society.
2. Compare and contrast privileged and non-privileged estates to understand their functions, their roles and their privileges or lack of

- privileges. Judge the estates position in society related with their functions.
3. Infer how a noble's, a clergy's and a peasant's life was by using historical knowledge.
 4. Differentiate between secular and regular clergy.
 5. Differentiate between freemen and serfs.

Lesson 4. Medieval cities: trade and banking

1. Determine the causes and effects of the development of medieval cities.
2. Value the city as a place to escape the influence of the nobles and the clergy.

Lesson 5. Medieval cities: the development of craftsmanship

1. Understand the process of becoming a craftsman.
2. Identify the positive and negative aspects of the guilds.

These are the **ASSIGNMENTS** or tasks you have to complete to accomplish the objectives:

Lesson 1. The Middle Ages: concept and timeline

QUESTIONS

Answer the questions by looking for the information in the text book or in any other sources given by the teacher. Use black pen to copy the headings and blue pen to answer. Leave some space for corrections.

1. Explain the causes that originated Feudalism?
2. In the feudal system, who owned all the land? Who governed over it?
3. Why did feudal kings need vassals?
4. Define feudalism.
5. Why did peasants become the lord's vassals?

6. What was a fief? Who gave it and why?
7. Name and explain the different parts of a fief.
8. Explain which two types of estates existed in feudal society and which estates were included in each of them.
9. Explain which were the functions of each social estate.
10. Explain which two types of nobles existed.
11. What was the main function of noblewomen.
12. Who were the clergy?
13. Why did the Pope had so much influence over kings and lords?
14. Explain the difference between secular and regular clergy.
15. Which were the functions of secular clergy?
16. Which were the functions of regular clergy?
17. Explain the differences between the two types of peasants.
18. Explain the reasons that led to the development of cities around the 11th century.
19. What was a craftsman? How did he work?
20. Explain what a guild was and which things was it in charge of.
21. Explain the 3 categories of craftsmen and the process somebody had to follow to become a mastercraftsman.

VOCABULARY

Explain each word in English, beginning from the most general information to the most specific one (what is it, where, when, details...). Write its translation into Spanish.

Middle Ages; Feudalism; vassals; lord; knights; peasants.

Fief; manor; castle; village; demesne; plots of land.

Clergy; nobles; workers; privileged estates; non-privileged estates; code of chivalry; arranged marriages.

Pope; secular clergy; regular clergy; bishop; priest; parish; diocese; abbot; abbess; monastery; convent; monk; nun; cathedral; tithe; religious order; close order.

Peasant; freemen; serfs; to be self-sufficient.

Black Death; workshop; craftsmen; guild; raw material; mastercraftsman; journeyman; apprentice; masterpiece.

ASSIGNMENTS

1. Draw a pyramid presenting and labelling the different types of estates that existed under feudalism. On one page of your notebook draw a pyramid. Be creative to present the different types of estates (privileged and non-privileged estates) and the estates included in each of them (nobles, clergy, workers). Include a key to show the meaning of the colours and symbols you are using.

Notebook- Scoring Guide: Unit

Name: _____

Date: _____

<u>Criteria</u>	<u>0 points</u>	<u>1 points</u>	<u>2 points</u>	<u>Score</u> (0,1,2)
Cover	Missing or inappropriate.	Partially complete or incorrect	Present and appropriate.	
Organization	The information and activities are not organized.	Information and activities are somewhat organized but some are incorrectly placed.	All the activities and the information follow a chronological order and are correctly placed.	
Presentation	No margins. The overall look of the piece is hurried and careless. Colours are not correctly used.	Handwriting is readable. While margins are present, some text may crowd the edges. Colours are only sometimes correctly used.	Margins are present. The work is clear, neat and visually pleasing. Colours are correctly used. Handwriting slant is consistent and letters are clearly formed.	
<u>Criteria</u>	<u>0 points</u>	<u>2 points</u>	<u>4 points</u>	<u>Score</u> (0,2,4)
Questions	Less than half of the activities are completed or corrected.	At least half of the activities are completed or corrected.	All the activities are completed and corrected	
Vocabulary	Less than half of the activities are completed or corrected.	At least half of the activities are completed or corrected.	All the activities are completed and corrected	
Assignments	Less than half of the activities are completed or corrected.	At least half of the activities are completed or corrected.	All the activities are completed and corrected	
<u>Scoring:</u> 18: WOW! Exceed expectations. 15-16: Strong! Shows control and skill. 13-14: Effective. On balance, the strengths outweigh the weaknesses. A small amount of revision is needed. 9-12: Developing. Strengths and need for revision are about equal. Try harder next time. 0-8: Emerging. Needs for revision outweighs strengths. Try again! Repeat the assignment; ask me if you don't know how to improve your work.				<u>Total Score</u> (0-18)
<u>Remarks:</u>				

Social Pyramid- Scoring Guide

Date:

Name: _____

<u>Criteria</u>	<u>0 points</u>	<u>1 points</u>	<u>2 points</u>	<u>Student Score</u> (0,1,2)
Title and Heading	Missing, inappropriate, or incorrect	Partially complete or incorrect	Title is present and appropriate.	
Data	Missing, inappropriate, or incorrect. Data are not properly labelled.	Partially complete or incorrect. Data are correct in a general sense but they are not properly labelled	Includes all the data (dates, events and historical events) and they are properly labelled. Data are accurate.	
Organization	Data are not organized. Incorrect length between estates. Too hard to read.	Data are somewhat organized but it's still difficult to read and understand. Length between estates is only sometimes appropriate.	The order and structure moves the reader through the graph. It is clear, neat, and easy to read.	
Illustrations	Illustrations do not relate with the data	Illustrations are related to de data but they are not correctly placed to increase the pyramid's understanding.	Illustrations clearly illustrate the information on the pyramid.	
Presentation	The spacing is random and confusing. The letters are irregularly slanted. The overall look of the piece is hurried and careless.	Handwriting is readable although there are discrepancies in letter shape and slant. While margins are present, some text may crowd the edges.	Handwriting slant is consistent and letters are clearly formed. Margins are present. The work is clear, neat and visually pleasing.	
<u>Scoring:</u> 10: WOW! Exceed expectations. 8-9: Strong! Shows control and skill. 7-8: Effective. On balance, the strengths outweigh the weaknesses. A small amount of revision is needed. 5-6: Developing. Strengths and need for revision are about equal. Try harder next time. 0-4: Emerging. Needs for revision outweighs strengths. Try again! Repeat the assignment, ask me if you don't know how to improve your work.				<u>Total Score</u> (0-10)

