



Empires in the Middle Ages

Lesson 14: A Changing World



Review

The Middle Ages started around the time an important empire fell apart.

What empire was that?

Review

The Middle Ages started around the time an important empire fell apart.

What empire was that?

➤ The Roman Empire

Review

Who was more powerful in the feudal system, a lord or a serf?

Review

Who was more powerful in the feudal system, a lord or a serf?

➤ A lord

Review

Why were there castles and knights during the Middle Ages?

Review

Why were there castles and knights during the Middle Ages?

- Both provided protection during a time when there were many wars, rebellions, and uprisings.

Review

Why was the growth of towns such an important development during the Middle Ages?

Review

Why was the growth of towns such an important development during the Middle Ages?

- It fueled the growth of the middle class, and it helped to change the feudal system.

Review

What was the pope the head of, that was very powerful in Europe during the Middle Ages?

Review

What was the pope the head of, that was very powerful in Europe during the Middle Ages?

➤ The Christian Church

Review

What important changes did King Henry II make to the legal system during his reign?

Review

What important changes did King Henry II make to the legal system during his reign?

- He made the legal system more fair and he created a new court system in which judges would go out into the countryside to hear cases.

Review

Why was Magna Carta so important?

Review

Why was Magna Carta so important?

- It was an early document limiting the power of kings and giving more power to people.

Chapter 9: “A Changing World”

Vocabulary 14.1

Vocabulary for “A Changing World”

1. **encounter**, *n.* an unexpected and difficult meeting (**encounters**) (78)
2. **truce**, *n.* an agreement to stop fighting (**truces**) (78)
3. **negotiation**, *n.* a conversation between people trying to reach an agreement (**negotiations**) (78)
4. **mighty**, *adj.* having great size or strength (79)
5. **indeed**, *adv.* without any question (79)
6. **pestilence**, *n.* a deadly disease (83)
7. **perish**, *v.* to die or be destroyed (**perished**) (83)
8. **multitude**, *n.* a large number of things or people (83)
9. **unravel**, *v.* to come undone or fall apart (85)

Chapter 9: “A Changing World”

The BIG Question

How are our lives today affected by things people created or invented during the Middle Ages?

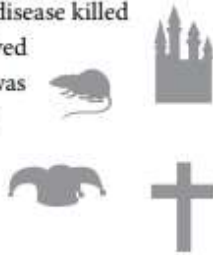
Chapter 9: “A Changing World”

Chapter 9

A Changing World

THE BIG QUESTION
How are our lives today affected by things people created or invented during the Middle Ages?

The Middle Ages lasted for more than a thousand years. Wars occurred, kings and queens ruled, and a deadly disease killed one-third of the population of Europe. People lived their lives, seasons came and went, and history was made. Those days are long gone, but the people who lived long ago have touched our lives. Many ideas, laws, inventions, and important decisions made in the Middle Ages still affect our lives today.



Certain key events helped define the Middle Ages. You have already heard about many of them. The Hundred Years' War is another. This war began when one man claimed to be the true king of another land. This time it was the English king, Edward III, the great-great-grandson of King John. He claimed to be the rightful king of France.



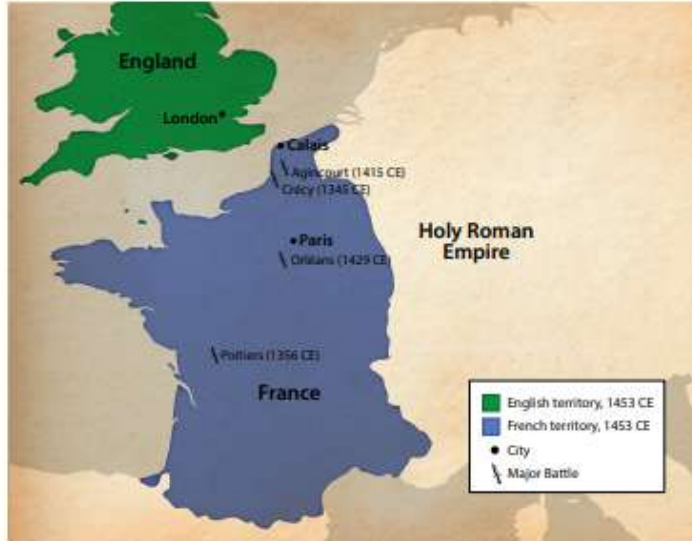
Scene from Hundred Years' War

The Hundred Years' War was not one war, but rather a series of military **encounters** that began in 1337 and ended in 1453 CE. Between the battles and sieges were **truces** and **negotiations**, and periods of peace.

Look at the four small images next to the first paragraph. What does each image have to do with the Middle Ages?

Chapter 9: “A Changing World”

Do you think the Hundred Years’ War is a good name for this conflict between England and France? Why or why not?



The outcome of the Hundred Years’ War was that France held onto a great deal of land.

When this war began, France was probably the most powerful kingdom in Europe. People did not expect this war to last long. The English, however, made good use of their skillful archers. Many of these archers used longbows. This powerful weapon helped the English archers defeat the French knights on the battlefields of France. One good example was the famous battle of Agincourt. On October 25, 1415 CE, a **mighty** French army faced a much smaller English army. The English archers with their longbows could not be overpowered by the French soldiers.

Although this was **indeed** a great victory for the English, France won the war in the end. They held onto almost all of the lands that the English had hoped to control. Out of wars such as this one, a stronger sense of nationalism developed. People fought and died for their king and for the land they belonged to.

Chapter 9: “A Changing World”

Joan of Arc



Portrait of Joan of Arc from the 1400s

France won the Hundred Years' War. This might not have happened if it had not been for the bravery of a young girl. Her name was Joan of Arc and this is her story.

Joan was born into a peasant family in eastern France in 1412 CE. She lived a simple life. She did not go to school and never learned to read or write. During her childhood, the Hundred Years' War was raging. The mighty French army had not been able to defeat the English. This war caused hardship and poverty in France.

When Joan was 13 years old, she began to have visions and to hear voices. Joan believed that God was speaking to her. These experiences continued for several years. When Joan was 17 years old, the English burned her village of Domrémy. Joan heard the voices again. This time she believed that God was telling her to lead the soldiers of France to victory against the English.



Joan riding into battle



Joan of Arc entering town of Orléans

Joan traveled to a nearby town. There she told the governor of the town that she had a message for the dauphin. The dauphin was next in line to the French throne. Incredibly, the governor agreed to allow Joan

to speak to the

dauphin. Joan convinced the dauphin to give her a sword, a horse, and some soldiers. She was able to free the town of Orléans from English control and helped to ensure that the dauphin was crowned King Charles VII.

But in another battle, Joan was captured by the English. She was accused of being a heretic and was found guilty in a trial. As a punishment, she was put to death.



Joan was captured by the English army.

Was Joan of Arc's family wealthy or poor?

Who was the dauphin?

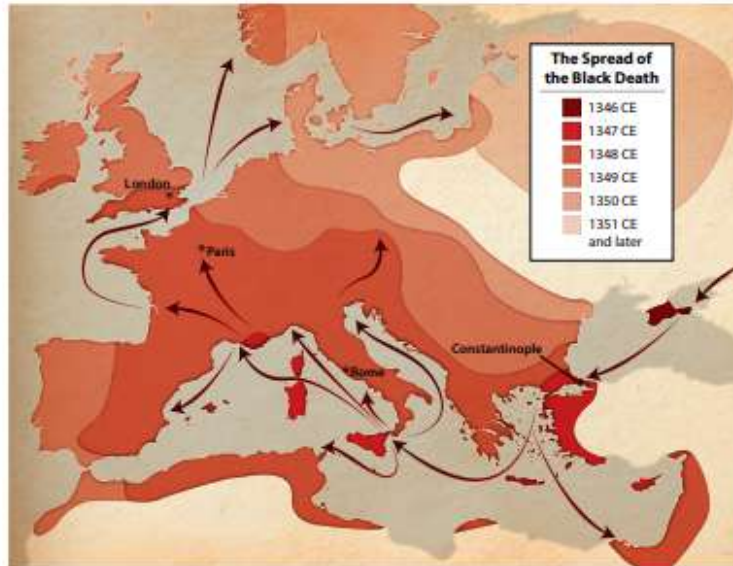
What does *incredibly* mean?

What is the meaning of the word *heretic*?

Chapter 9: “A Changing World”

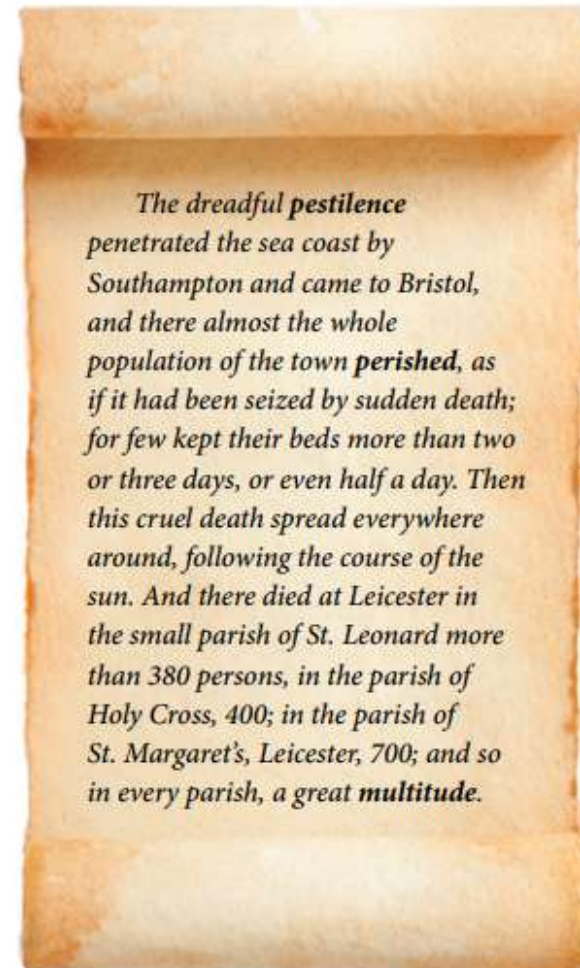
The Black Death

Some historians have concluded that traders who had been trading in the Middle East brought the plague to Europe. This first outbreak in the 600s was the most terrible of all. It is estimated that at least one-third of the population of Europe died during this outbreak. The plague existed throughout much of Europe, but it arrived in England in 1348 CE. This terrible disease created a sense of terror. It spread throughout England and eventually made its way into Wales, Scotland, and Ireland. Carried by infected fleas that lived on rodents, it spread quickly through the dirty towns and cities. It affected every level of society. Nobles as well as serfs were struck down by this terrible disease. The plague returned at least eight times in the 1300s, and another 14 times in the 1400s.



Spread of the Black Death

The following account of the plague was written down by a man named Henry Knighton. Henry Knighton was a canon, or member of the church, in Leicester, England. This is what he said in 1348 CE:



What does **one-third** mean?

Why would the spread of the plague have caused terror in Europe during this time?

What does the word **perished** mean in this context?

Chapter 9: “A Changing World”

All Kinds of Changes

People fought wars differently by the end of the Middle Ages than they had earlier. Cannons and firearms changed what happened on the battlefields of Europe. Skilled archers and mounted knights were no match for such devastating weapons. The machinery of war was changing and becoming even more deadly.



Cannons used during the siege of Orléans

Another significant occurrence in the Middle Ages was the growth of towns and cities. This development transformed European society. As more and more people moved from the countryside to seek employment elsewhere, the lord's role changed. Over time, townspeople were no longer subject to his authority. The ties of feudalism began to **unravel**.

In addition, exploration and trade opened people's eyes to other places, ideas, and cultures. The invention of the compass and a navigational tool called the astrolabe enabled sailors to embark on even more daring voyages.



An astrolabe from the 1400s



Printing press from 1498 CE

The invention of the printing press in 1450 CE, without a doubt, transformed European society. The ability to produce books, pamphlets, and newspapers helped to spread knowledge and new ideas. Books, once a luxury, gradually became more affordable. The desire and need to know how to read and write grew among different social groups.

How did fighting in wars change during the Middle Ages?

What were some other changes that took place during the Middle Ages?

Chapter 9: “A Changing World”

Medieval Musings

1. Many people in the Middle Ages believed that something that one of your senses could detect caused the plague and other diseases. What was it?



Medieval illustration of priest blessing victims of disease

Letter Quest

Look for the last letter in this stained-glass window and record it on Activity Page 2.3. Now you have all the letters which, if put in the correct order, spell out something that relates to the Middle Ages. Do you know what it is?



Complete page 2.3!

Chapter 9: “A Changing World”

Discuss the Chapter

What made Joan of Arc such an important figure in the Hundred Years’ War?

Chapter 9: “A Changing World”

Discuss the Chapter

What made Joan of Arc such an important figure in the Hundred Years’ War?

- She was female, which made her an unlikely soldier.
- She claimed to hear voices that told her to fight the English.
- She had significant victories, such as one at Orleans.
- Her contributions helped lead France to victory.

Chapter 9: “A Changing World”

Activity Page 14.2

Which impact from the chart affects us the most today? Why?

Graphic Organizer: Impact of the Middle Ages

Middle Ages Event or Development	One Impact of Event or Development
feudal system	
knights and castles	
growth of towns and the middle class	
Battle of Hastings	
Magna Carta	
weapons	
inventions	

Word Work - *Indeed*

Definition

Without any question

From the Text

“Although this was *indeed* a great victory of the English, France won the war in the end.”

Part of Speech

Adverb

Synonyms

*Really

*Certainly

*

Sentence

I stepped outside and found that the afternoon was *indeed* sunny and warm.

Language – Grammar

Subjects and Predicates

SUBJECTS AND PREDICATES POSTER	
Sentences have subjects and predicates.	
Subject: tells who or what the sentence is about	
Nouns: words that name people, places, or things	
Common noun: general person/ place/thing (not capitalized)	Proper noun: specific person/ place/thing (capitalized)
Adjectives: words that describe nouns	
Predicate: tells what the subject is doing, did, or will do	
Verbs: words that show action or a state of being	
Action verb: shows action	Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)
Adverbs: words that describe verbs	

Language – Grammar

Subjects and Predicates

Draw a vertical line separating the subject and the predicate.

King John taxed nobles and wealthy merchants heavily.

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

King John taxed nobles and wealthy merchants heavily.

Language – Grammar

Subjects and Predicates

Draw a vertical line separating the subject and the predicate.

The plague spread quickly through dirty towns and cities.

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

The plague spread quickly through dirty towns and cities.

Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

English used their skillful archers in battle.

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

1. The English used their skillful archers in battle.

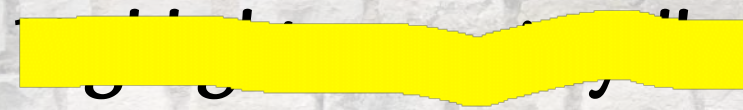
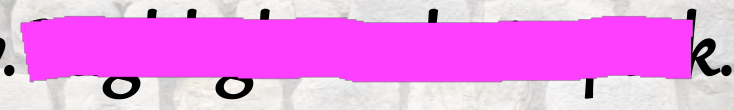
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

2. Crusaders carried a flag with a red cross proudly.

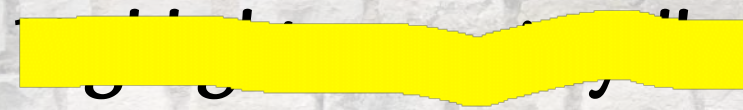
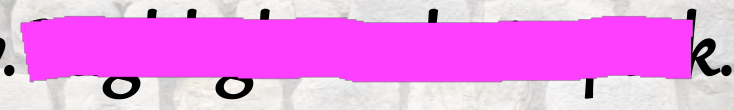
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

3. They left the beautiful hills of their homeland.

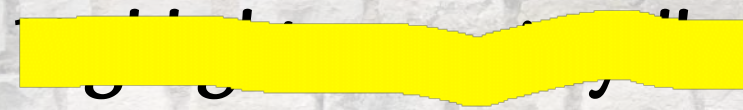
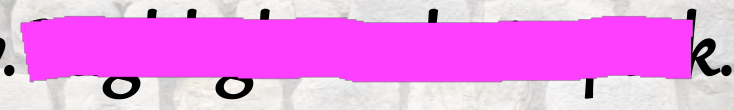
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

4. Crusaders experienced hot and cold climates.

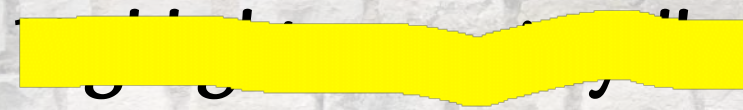
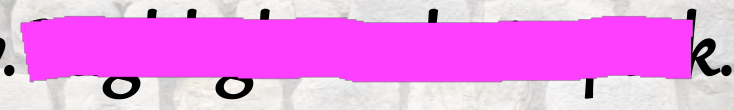
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

5. The terrible disease created a sense of terror.

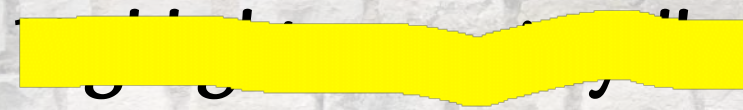
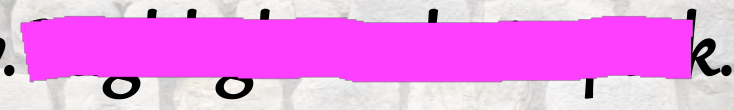
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

6. The plague spread quickly due to infected fleas on rodents.

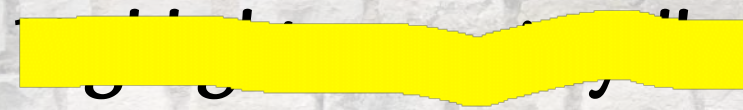
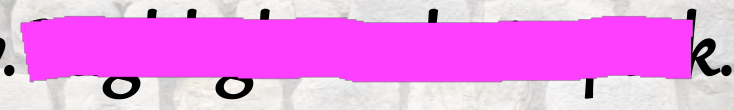
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

7. Nobles and serfs suffered equally as a result of the plague.

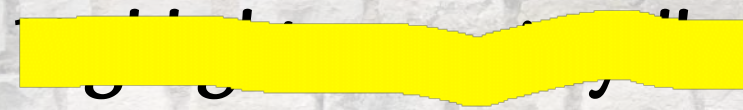
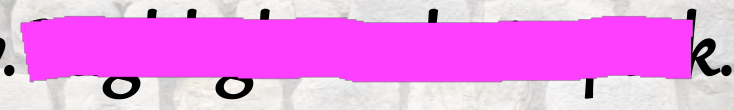
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

8. A large number of serfs rose bravely in protest.

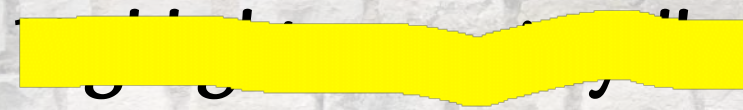
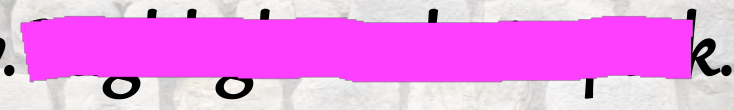
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

9. The role of the lord changed slowly during the Middle Ages.

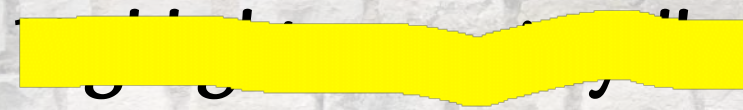
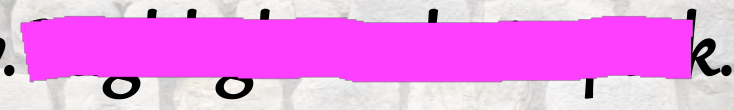
Language – Grammar

Subjects and Predicates

Activity Page 14.3

****Use these directions!**

Draw a vertical line separating the subject and the predicate.

 v. .

Identify adverbs (adv) and draw an arrow to the verb they describe in blue.

Identify adjectives (adj) and draw an arrow to the noun they describe in green.

10. The lord's control of townspeople changed.

Language – Morphology

Root ***arch***

- The Greek root ***arch*** means “ruler” and comes from the word “archos”.
- Words with the root ***arch*** are usually nouns.

Language – Morphology

Root *arch*

➤ Archrival or anarchy?

➤ Every seat in the football stadium was filled because fans of each team wanted their team to win so badly.

Language – Morphology

Root *arch*

- Matriarch or patriarch?
 - The princess became queen of the land.

Language – Morphology

Root *arch*

- Anarchy or archbishop?
 - Henry II appointed Thomas Becket to be the most powerful Church leader in England because he thought Thomas would support all of his decisions.

Language – Morphology

Root *arch*

- Matriarch or monarchy?
 - The king had to act quickly to decide whether or not to send his country to war.

Language – Morphology

Root **arch**

Archduke: the most important duke

Archrival: a chief or main rival or opponent

Anarchy: a situation not controlled by rules or laws, without a leader

Monarchy: a government ruled by one ruler, usually a king or queen

Matriarch: a woman who controls a family, group, or government

Patriarch: a man who controls a family, group, or government

Hierarchy: a system in which people are placed into social classes of different levels on power and importance

Language – Morphology

Root *arch*

Activity Page 14.4

For each word, write a sentence using the word.

6. monarchy

7. patriarch

Challenge: Based on what you know about the root *arch*, what does *monarch* mean?

Root *arch*

Write the correct word to complete the sentence and write it on the line.

1. She worked day in and day out on the project because she wanted to get a better grade than her _____.
(archrival, matriarch)
2. During the Middle Ages, the most powerful leader in the Church was the _____ of Canterbury.
(archbishop, bishop)
3. There was _____ in the streets because the storm made the traffic lights go out; people were driving every which way.
(anarchy, hierarchy)
4. The _____ of the group never consulted with his advisors and instead made decisions on his own.
(matriarch, patriarch)
5. Serfs were the lowest social class in the _____ of the feudal system.
(monarchy, hierarchy)

Language – Spelling

Activity page 14.5

7. As with all ladies-in-waiting, the purpose of your training was to _____ you eventually married a nobleman.

8. After the death of King William I, who had ruled with great strength, England experienced a period of turmoil and _____.

Write sentences using spelling words of your choice that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

1.

2.

3.

4.

Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once; some words will not be used. You may need to add suffixes, such as -s, -es, -ed, or -ing, to the words to complete the sentences.

nonverbal	nonstop	ensure	unsettle	unusual
unsuccessful	entrust	unable	nonsense	nonfiction
enclose	unlikely	unrest	nonissue	enjoy

1. As the Romans became _____ to defend their borders, Germanic tribes pushed farther to the west.

2. Noble children and adults in the Middle Ages _____ music and dancing when entertainers visited the castle.

3. King John attempted to defend England's land in France, but without his nobles' support, he was _____.

4. Castle walls _____ a series of small buildings, like a little town.

5. *The Empires in the Middle Ages Reader* is a _____ book filled with facts and information about the period in history called the Middle Ages.

6. When studying to be a craftsman, it was _____ you would return home during your apprenticeship years.