



# Empires in the Middle Ages

Lesson 6: Manors and Towns



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Vocabulary for “Merchants, Markets, and Mud: Towns in the Middle Ages”

1. **fuel**, *v.* to give strength to or cause something to happen (**fueled**) (30)
2. **merchant**, *n.* someone who buys and sells things; the owner of a store (**merchants**) (30)
3. **emerge**, *v.* to become known or come into existence (**emerged**) (30)
4. **thrive**, *v.* to grow and succeed (31)
5. **hustle and bustle**, *n.* a great deal of activity and noise (31)
6. **curfew**, *n.* an order or law requiring people to be in their homes at a certain time, usually at night (33)
7. **tavern**, *n.* a place where people can get drinks and a meal or sleep while traveling (**taverns**) (34)
8. **apprentice**, *n.* a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (**apprenticeship**) (34)
9. **advise**, *v.* to give a suggestion about how something should be done (36)



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## The BIG Question

How did the growth of trade during the Middle Ages affect  
the way people lived?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Chapter 4

### Merchants, Markets, and Mud: Towns in the Middle Ages

**THE BIG QUESTION**  
How did the growth of trade during the Middle Ages affect the way people lived?

*It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, feeding on discarded trash. Nearby, you hear the varied cries of people selling fruits, vegetables, eggs, and pies. It is market day and people have set up their stalls in the town square.*

*As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.*



Metalworker's stall in medieval market

*You have just caught a glimpse of a town in Europe during the late Middle Ages.*

Why would there have been walls around the town and gates through which everyone must pass?

What would you have heard or seen if you were standing in a street in a medieval town?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

Describe some of the things you see in this picture.



Streets in medieval towns were often crowded and muddy.



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

In the early part of the Middle Ages, most people lived in the countryside. Between the years 1000 and 1350 CE, **fueled** by trade, towns began to grow. New jobs **emerged**, and, as a result, more and more people left the countryside to live and work in towns.



Peasants farming in the countryside

With this growth in trade, an increased number of people became involved in commerce, or business. As a result, a class of people, called the middle class, grew in importance. **Merchants** and craftsmen were part of the middle class. Towns grew as the middle class created successful businesses, and therefore jobs. Some merchants became rich and influential members of town communities.



Merchants and artisans sold goods in town markets.

To protect their businesses, merchants established guilds in towns throughout Europe. Guilds were organizations made up of merchants. Guilds controlled wages as well as the price and quality of the goods the merchants sold.

What happened as a result of merchants creating jobs in towns?

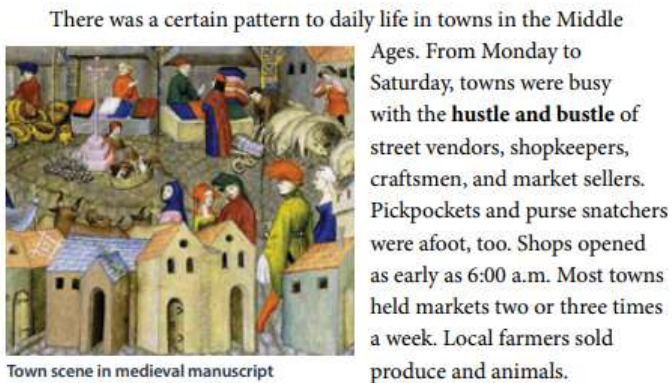
What was the link between trade and a middle class?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

Not only did merchants **thrive**, so too did skilled craftsmen, such as carpenters, papermakers, glassmakers, and blacksmiths. Skilled craftsmen were also important members of town communities. They made and sold their goods in the towns in which they lived and worked. Just like merchants, skilled craftsmen protected their businesses by forming guilds. Only highly skilled craftsmen were invited to join these guilds. Many years of training went into becoming a skilled craftsman.

## Medieval Craftsmen



Town scene in medieval manuscript

There was a certain pattern to daily life in towns in the Middle Ages. From Monday to Saturday, towns were busy with the **hustle and bustle** of street vendors, shopkeepers, craftsmen, and market sellers. Pickpockets and purse snatchers were afoot, too. Shops opened as early as 6:00 a.m. Most towns held markets two or three times a week. Local farmers sold produce and animals.

What types of craftsmen existed in the Middle Ages?

Describe pickpockets and purse snatchers.

Why might they also be “afoot” in the town?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”



Charters such as this one from Bedford, England, outlined certain rights.

Towns were not outside the control of the local lord. Merchants and craftsmen

usually paid lords in the form of money or goods. However, in exchange for money or goods, many lords granted towns special charters. The charters allowed wealthy and influential townspeople the right to make their own laws. Over time, this new decision-making process changed the feudal system.

With a growing economy, a banking system began to develop. The increasingly wealthy churches in towns created schools called universities. Places such as Oxford and Cambridge in England, and Paris in France, became important centers of learning.



Construction on the chapel at Oxford University's Merton College began in the 1200s.

Why might this change in the decision-making process change the feudal system?

What role did churches play in setting up universities?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

It was not long before many European towns and cities became terribly overcrowded. People lived in small houses crowded together.



Rats spread disease in towns.

The towns and cities were also disease-ridden. Rats scurrying about helped spread disease. Unless you lived in a castle, you did not have a toilet inside your home. Instead, people used chamber pots and threw the contents into the streets!

Local water supplies, polluted with the waste that was discarded daily, carried disease. Sickness and disease were common. The Black Death spread easily in such conditions.

As they did in the countryside, people in towns cooked on small fires inside their homes. Fires frequently broke out and were difficult to control. Townspeople were required to keep buckets of water outside their homes—just in case.

Many Middle Age towns were walled. People entering or leaving did so through gates. Often a toll, or fee, was charged to enter a town. A toll collector stood at the gate to collect the fee. The tolls were either paid in money or in goods. Gates were designed to keep criminals out, or if necessary, to lock criminals in so that they could be caught. There was no organized police force, but instead there were watchmen. Any member of the public could be asked to help catch an escaping criminal. The town gates were locked at night when the **curfew** bell sounded.



Fires spread quickly in medieval towns.

In Chapter 1, you heard about the disease that rats spread during the Middle Ages. What disease did they spread?

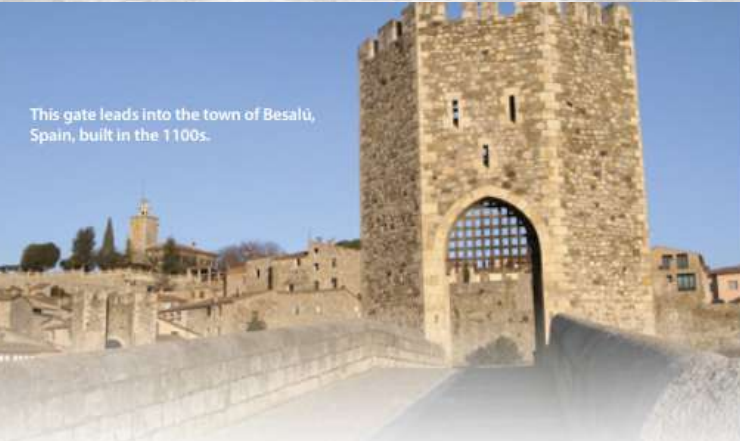
Look at the houses in this image. Why do you think fire spread so quickly in houses and towns in the Middle Ages?

What does the author say about the reason there were gates and walls around medieval cities?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

This gate leads into the town of Besalú, Spain, built in the 1100s.



Originally, curfew bells rang to inform those in the **taverns** that it was time to leave. However, they soon became a signal to everyone that it was time to go home.

## If You Were an Apprentice Craftsman

Just like the boys who go off to train to be knights, you, too, are sent away at an early age. Your family arranges your training. You must live in the home of a master, or highly skilled, craftsman. It is unlikely that you will return home again during your **apprenticeship** years.



Apprentice blacksmith assisting his master



A journeyman blacksmith continued to work for his master.

you are paid by your master each day for your work. Usually, you continue to work for your master as an employee. After several years as an employee, you might take the next step in your career. You might be ready to submit a piece of your best work, called your masterpiece, to the guild for approval. If the guild accepts your work, you finally become a master craftsman. You might even be able to open your own shop with your name above the door!

Your training will take many years to complete. You will not receive payment for any of the work you do. During this time, you are part of your master's household. You live in his home or shop. You usually eat with his family. Your new family provides the clothes you wear. Even if you are homesick, or sad, you have to obey your master.

After a specified period of time, you advance from being an apprentice to becoming a journeyman. As a journeyman,



A master blacksmith might open his own shop.

What is an apprentice?

What does the word **unlikely** mean?

Did apprentices usually return to their homes during their apprenticeships?

What is one difference between being an apprentice and being a journeyman?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Women in the Middle Ages

Women in the Middle Ages had few legal rights. However, a small number of women in positions of power had significant influence. For example, women who became queens were often in a position to **advise** their husbands and sons, the kings and princes. A lord's widow who did not have sons could manage her deceased husband's land, and make important decisions. Women could become skilled in a particular craft, and some trained to be merchants. Other women joined the Church and became nuns. Many women worked alongside their husbands in the fields. Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families' daily needs.

Two interesting women from this time period were Empress Matilda and Abbess Hildegard of Bingen. Empress Matilda

lived during the 1100s and was the daughter of King Henry I

of England. She was involved in leading an army against an English king. She escaped capture and went to France. She was also the mother of King Henry II of England.



Abbess Hildegard of Bingen



Empress Matilda, daughter of Henry I of England

Abbess Hildegard was a writer and composer who lived during the 1100s. She wrote about many different subjects, including philosophy, science, and medicine. She also developed an alternative English alphabet.

The word **deceased** in this sentence means “dead”. A widow is someone whose husband has died. What could a widow who did not have any sons do that was not usually done by other women?

Would you say the woman pictured here was privileged or not? On what do you base your decision?



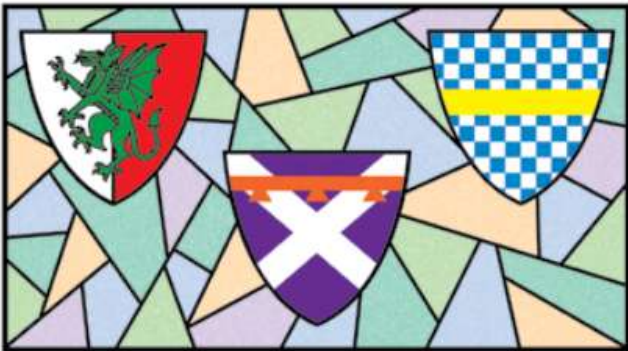
# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Medieval Musings

1. In the Middle Ages, townspeople tried to avoid drinking water because it was so polluted. What did they drink instead? (Clue: It's a drink made from grain.)
2. In the Middle Ages, people created last names to describe the job they did. What did men with the last name *Shoemaker* or *Cooper* do?

## Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.





# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

What was the relationship between trade and a middle class?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

What was the relationship between trade and a middle class?

As trade grew, towns and new jobs emerged, and a middle class grew in importance.



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

What groups were included in the growing middle class?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

What groups were included in the growing middle class?

**Merchants and Craftsmen**



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

Answer the following questions with “in town” or “on a manor”.

Where were guilds established?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

Answer the following questions with “in town” or “on a manor”.

Where did apprentices learn a new craft?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

Answer the following questions with “in town” or “on a manor”.

Where did a lord have great power over the everyday life of the people he governed?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

Answer the following questions with “in town” or “on a manor”.

Where did serfs work in the field from very early in the morning until the sun set?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

Answer the following questions with “in town” or “on a manor”.

Where did a middle class grow in importance?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Discuss the Chapter

Answer the following questions with “in town” or “on a manor”.

Where were universities established?



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Activity Page 6.1

Look at the image of a medieval manor on pages 12 and 13 and the medieval town on page 29.

- Based on these images, and on the text, what was life like for serfs on a manor during the Middle Ages? (record that in the “Life on a Manor” column)
- What was life like as a merchant in a town during the Middle Ages? (record that in the “Life in a Town” column)



# Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

## Activity Page 6.1

### Life During the Middle Ages

Life on a Manor

Life in a Town



# Word Work - *Emerge*

## Definition

To become known or come into existence

## From the Text

“New jobs **emerged**, and, as a result, more and more people left the countryside to live and work in towns.”

## Part of Speech

Verb

## Sentence

The beautiful butterfly **emerged** from the cocoon.



# Word Work - ***Emerge***

An ***antonym*** is a word with the opposite meaning. An ***antonym*** of emerged is disappeared.

For each of the following sentences, say “Emerged” if the sentence describes something that has emerged.

Say “Disappeared” if the sentence describes something that has disappeared.

After a few warm spring days, a pink bud (emerged/disappeared) from the green stems in the garden.



# Word Work - ***Emerge***

An ***antonym*** is a word with the opposite meaning. An ***antonym*** of emerged is disappeared.

For each of the following sentences, say “Emerged” if the sentence describes something that has emerged.

Say “Disappeared” if the sentence describes something that has disappeared.

Sasha (emerged/disappeared) as a leader of the class.



# Word Work - ***Emerge***

An ***antonym*** is a word with the opposite meaning. An ***antonym*** of emerged is disappeared.

For each of the following sentences, say “Emerged” if the sentence describes something that has emerged.

Say “Disappeared” if the sentence describes something that has disappeared.

As the weather got warmer, the snow (emerged/disappeared).



# Word Work - ***Emerge***

An ***antonym*** is a word with the opposite meaning. An ***antonym*** of emerged is disappeared.

For each of the following sentences, say “Emerged” if the sentence describes something that has emerged.

Say “Disappeared” if the sentence describes something that has disappeared.

After several rainy days, the sun finally (emerged/disappeared) from behind the clouds.



# Word Work - ***Emerge***

An ***antonym*** is a word with the opposite meaning. An ***antonym*** of emerged is disappeared.

For each of the following sentences, say “Emerged” if the sentence describes something that has emerged.

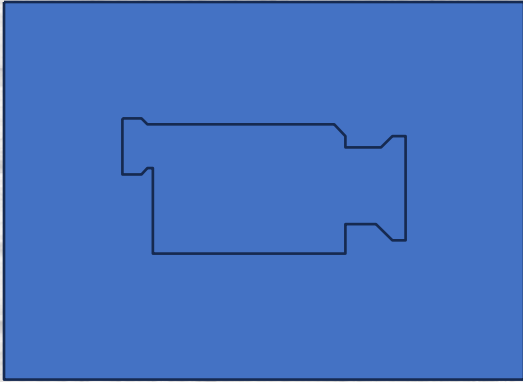
Say “Disappeared” if the sentence describes something that has disappeared.

The loud clap of thunder frightened Juan’s dog, and he (emerged/disappeared) under the sofa for protection.

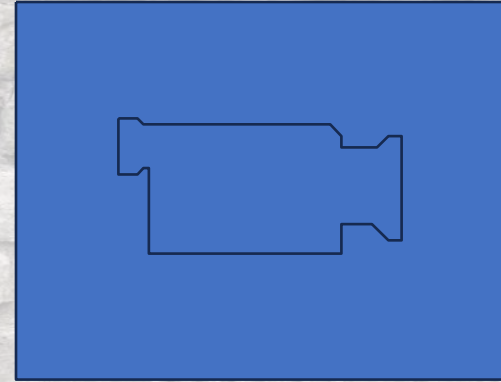


# Language – Grammar

## Introduce Verbs and Adverbs



*Verbs*



*Adverbs*

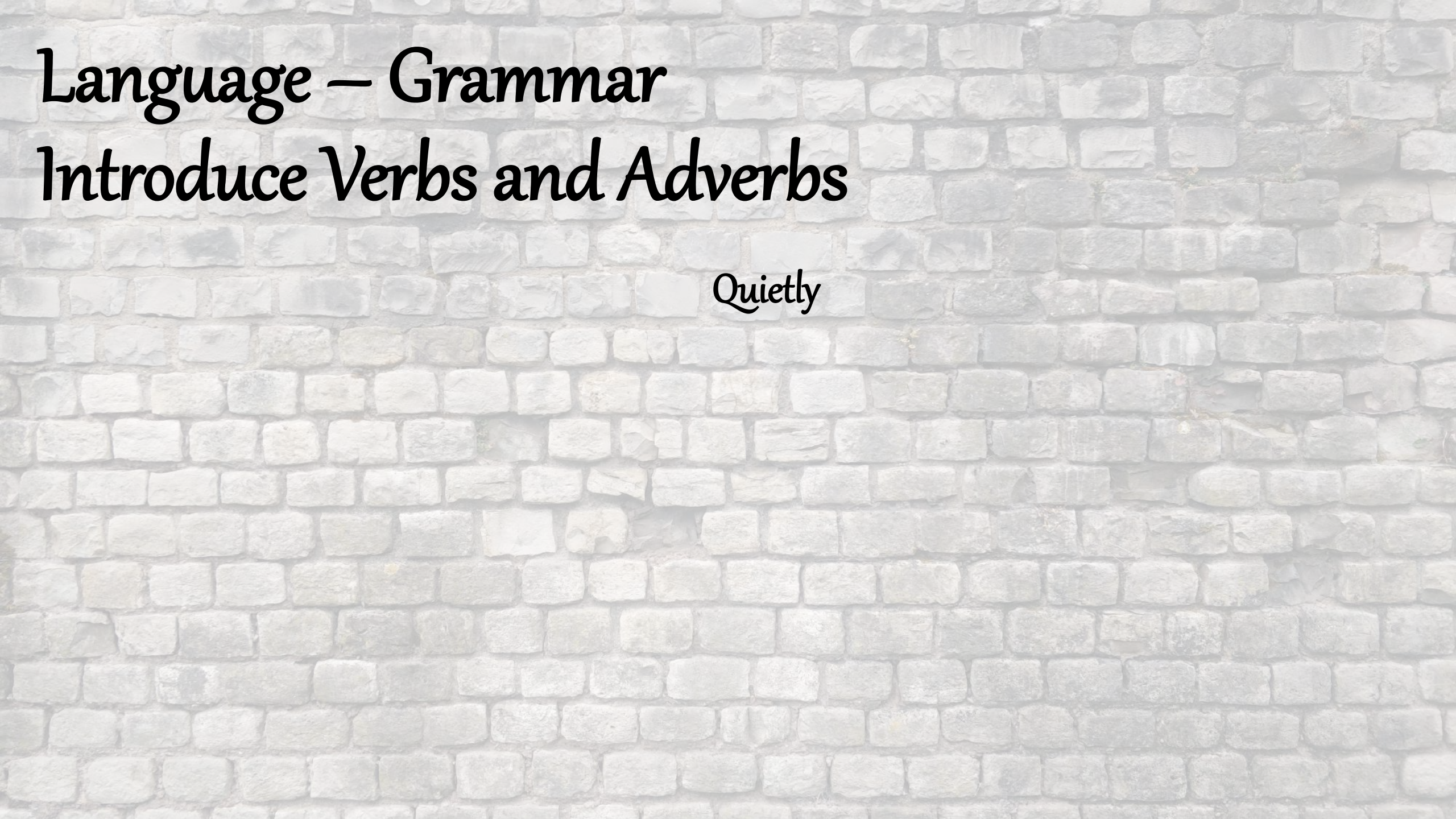


# Language – Grammar

## Introduce Verbs and Adverbs

- Adjectives are words that describe nouns.
- Adverbs are words that describe verbs.
- Many adverbs end with the suffix **-ly**



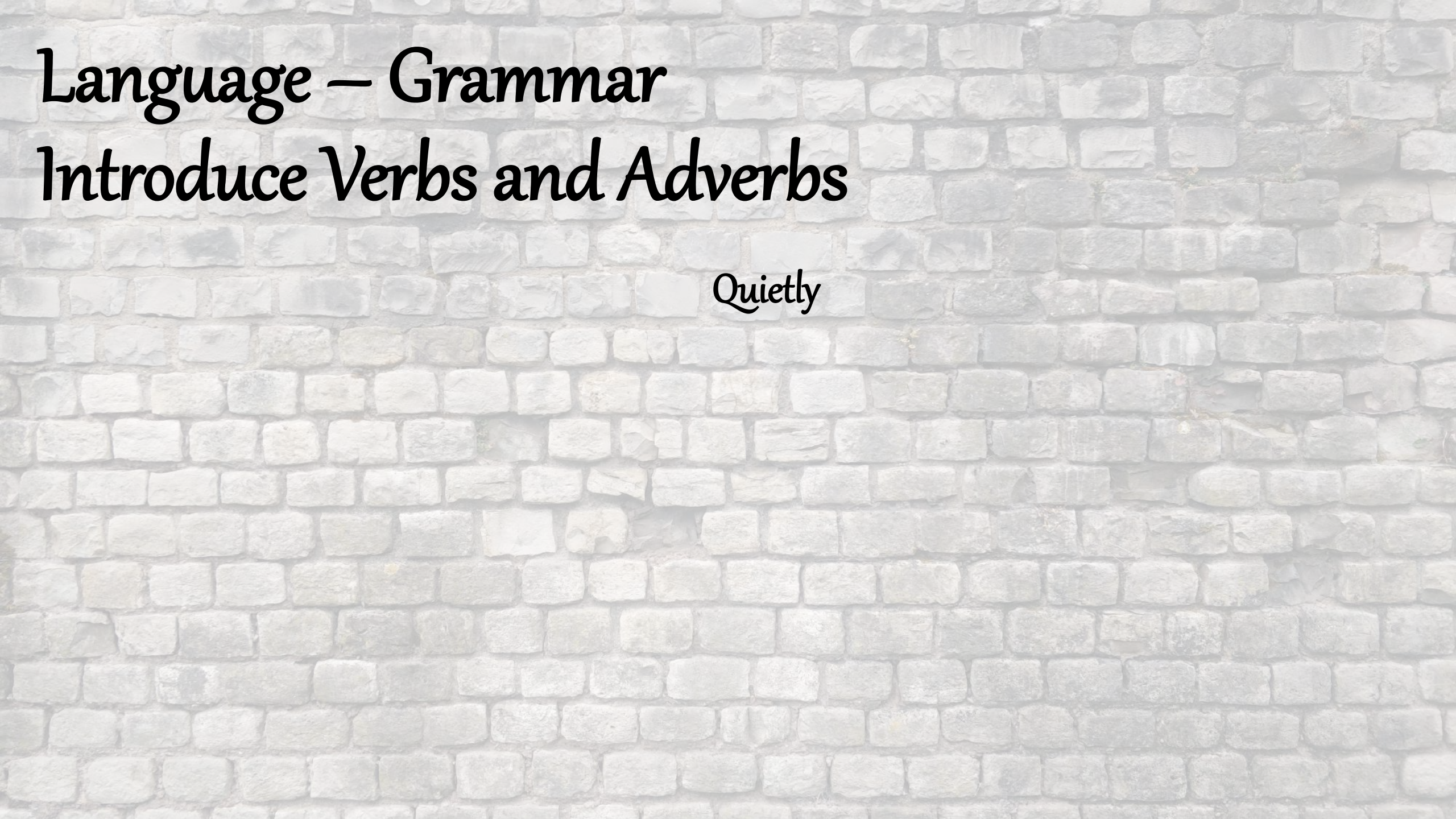


# Language – Grammar

## Introduce Verbs and Adverbs

*Quiet*





# Language – Grammar

## Introduce Verbs and Adverbs

*Quietly*



# Language – Grammar

## Introduce Verbs and Adverbs

Quietly

Talk quietly

Hum quietly

Played quietly



# Language – Grammar

## Introduce Verbs and Adverbs

My brother and I washed the dishes \_\_\_\_\_ so we could make it to soccer practice on  
time.



# Language – Grammar

## Introduce Verbs and Adverbs

What is the adverb?

My teacher read the directions for the exam slowly, making sure we understood every word.



# Language – Grammar

## Introduce Verbs and Adverbs

What is the adverb?

We walked carefully on the icy bridge, taking each step with great care.



# Language – Grammar

## Introduce Verbs and Adverbs

What is the adverb?

Nervously, the little girl sang the National Anthem in front of the big crowd.



# Language – Grammar

## Verbs and Adverbs

### Activity Page 6.2

For each adverb, write a sentence using the adverb. Remember, the adverb should describe the verb you choose to use in your sentence.

1. slowly

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---

2. quickly

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#### Making Adverbs With the Suffix -ly

- Draw a wiggly line under the verb.
- Then, change the adjective under the blank to an adverb by adding -ly.
- Write adv. above the adverb and draw an arrow from the adverb to the verb it describes. Then, answer the question after the sentence.

Example: The puppy whimpered <sup>adv.</sup> quietly in pain on the way to the vet's office.

How did the puppy whimper? quietly  
(quiet)

1. We waited \_\_\_\_\_ for the day of the field trip to arrive.  
(eager)

How did we wait? \_\_\_\_\_

2. The team cheered \_\_\_\_\_ when the winning goal was scored.  
(loud)

How did the team cheer? \_\_\_\_\_

3. I organized my things \_\_\_\_\_ when I cleaned out my desk.  
(neat)

How did I organize my things? \_\_\_\_\_

4. My mother taught us to speak \_\_\_\_\_ to adults.  
(polite)

How did my mother teach us to speak to adults? \_\_\_\_\_

5. The farmer spoke \_\_\_\_\_ to the scared horse.  
(calm)

How did the farmer speak? \_\_\_\_\_



# Language – Grammar

## Verbs and Adverbs

### Activity Page 6.6

#### Excerpt from

#### “Merchants, Markets, and Mud: Towns in the Middle Ages”

*Read this paragraph from “Merchants, Markets, and Mud: Towns in the Middle Ages.” Four verbs are underlined in these paragraphs. Write an adverb for each of these four verbs on the line provided. Draw an arrow to the verb each adverb describes.*

It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, feeding on discarded trash. Nearby, you hear the varied cries of people selling fruits, vegetables, eggs, and pies. It is market day and people have set up their stalls in the town square.

As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.

You stand \_\_\_\_\_ in a puddle on the edge of a narrow street.

As you move \_\_\_\_\_ through the crowd, you spot rats.

As you make your way \_\_\_\_\_ through the muddy streets, you hear the sound of church bells.

They ring out \_\_\_\_\_ to sound the hour and call people to church.



# Language – Grammar

## Homophones

*Mrs. Parker read to her twin girls.*

*When she babysat the twins, Elsie read to the two sisters too.*



# Language – Grammar

## Homophones

**two**

The number 2.



Amy bought **two** bottles of juice.

**too**

This means also or more than enough.



I ate **too** much chocolate.

**to**

This is used when two and too are not appropriate.



They are going **to** the store.



# Language – Morphology

## Prefix **-en**

The prefix –en means “in” or “to make”.



# Language – Morphology

## Prefix **-en**

English Root Word	Meaning	Affixed Word	Meaning	Sentence
large	(adj.) big	enlarge	(v.) to make bigger	We asked the teacher to <u>enlarge</u> the image so we could see the details better.
able	(adj.) can do something	enable	(v.) to make it so you can do something	The science lesson on living things <u>enabled</u> me to grow flowers in the garden.
circle	(n.) a round shape	encircle	(v.) to make a circle around	The students <u>encircled</u> their teacher, eager to see the pictures in the book she read aloud.
dear	(adj.) much loved	endear	(v.) to make much loved	To <u>endear</u> himself to the girl he liked, Tom shared his snack with her.
force	(n.) strength or power	enforce	(v.) to use strength or power to make something to happen	The principal stands in the hallway to <u>enforce</u> the rule about no running in the hallway.
danger	(n.) the possibility that something bad will happen	endanger	(v.) to put in danger	Not wearing your seat belt while riding in a car <u>endangers</u> your life.
trust	(n.) the belief that someone or something is honest, good, and reliable	entrust	(v.) to put trust in someone to do something	When my brother turned 12, my mom <u>entrusted</u> him with a copy of the house key to lock and unlock the door on his own.



# Language – Morphology

## Prefix **-en**

### ***Activity page 6.3***

#### ***en-*: Prefix Meaning “to make”**

*Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.*

enable	encircle	endear	enforce	endanger	entrust
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1. I hope that our many ballet lessons will \_\_\_\_\_ us to do well in the recital!
2. People \_\_\_\_\_ knights with protecting the weak during the Middle Ages
3. There were lots of police cars along the highway this morning to \_\_\_\_\_ the seatbelt law.
4. You just can't get mad at puppies—their sweet little eyes and cute noses always \_\_\_\_\_ them to anyone they meet.
5. Swimming during a thunderstorm can \_\_\_\_\_ your life because you could be struck by lightning.
6. The serfs' fields \_\_\_\_\_ their small houses.

**Challenge:** What do you think *enclose* means based on what you know about the prefix *en-* and the English root word *close*? Here is a sentence from the Reader that may help you:

Castle walls sometimes enclosed a series of small buildings, like a little town.
--

\_\_\_\_\_

\_\_\_\_\_



# Language – Spelling

## Activity page 6.4 and 6.5

Spelling Word	Definition
<b>acquire</b>	to get
<b>establish</b>	to put and settle into place
<b>fatal</b>	causing death
<b>promote</b>	to help or encourage growth
<b>retreat</b>	to back away from danger
<b>seize</b>	to take
<b>surrender</b>	to give up to a more powerful force
<b>thrive</b>	to grow and succeed
<b>transform</b>	to change something completely, usually in a positive way
<b>unravel</b>	to come undone or fall apart