



# Empires in the Middle Ages

Lesson 9: The Battle that Changed History



# Chapter 6: “1066: The Battle That Changed History”

## Vocabulary 9.1

### Vocabulary for “1066: The Battle that Changed History”

1. **determination**, *n.* a quality that makes you keep trying to do something difficult (49)
2. **penetrate**, *v.* to go through or into something (49)
3. **tactic**, *n.* a planned action or method used to achieve a particular goal (**tactics**) (50)
4. **retreat**, *v.* to back away from danger (**retreated**; **retreats**, *n.*) (50)
5. **pursue**, *v.* to follow to capture; try to accomplish (**pursued**) (50)
6. **draw**, *v.* to take something out of a container, pocket, or safe place (**drew**) (50)
7. **resistance**, *n.* an effort made to stop or fight against someone or something (51)
8. **mass**, *adj.* widespread, or affecting many people (51)
9. **commission**, *v.* to request or order something be made or done (**commissioned**) (53)



# Chapter 6: “1066: The Battle That Changed History

## The BIG Question

How did the Battle of Hastings change history?



# Chapter 6: “1066: The Battle That Changed History

## Chapter 6

### 1066: The Battle that Changed History

**THE BIG QUESTION**  
How did the  
Battle of Hastings  
change history?

*It is October 14, in the year 1066 CE, near the small coastal town of Hastings, England. At the top of a rolling hill known as Senlac Hill, thousands of foot soldiers stood in a line. At around 9:00 a.m. on this autumn day hundreds of years ago, English soldiers prepared to battle an invading army. What happened next changed the course of English history.*

The English soldiers formed a shield wall at the top of Senlac Hill.

The English soldiers, led by their king, Harold, stood at least 7,000 strong. However, these brave



***“What happened next changed the course of English history.”***

***Why might the author have chosen to end this paragraph with a sentence like this?***



# Chapter 6: “1066: The Battle That Changed History

and loyal soldiers had recently marched about 200 miles. They came from the north of England where they had already fought an invading force. Though victorious, these soldiers were tired.

As they stood on the hill, the English soldiers could see that they faced a large, well-equipped Norman army. The Normans, who came from a region of

France, had approximately 10,000 men. They had thousands of skilled archers. They also had thousands of foot soldiers and knights who fought on horseback. The English, however, had mostly foot soldiers armed with simple weapons, such as bows and arrows, axes, spears, swords, and daggers.

Nevertheless, the English line was strong. What they lacked in energy, they made up for in **determination**. They stood with their shields raised, creating a strong shield wall. From their position on top of Senlac Hill, they made it almost impossible for the Norman archers to **penetrate** this wall.



The English soldiers marched about 200 miles to reach the battle site.



Compare and contrast the two armies.

Normans

English



# Chapter 6: “1066: The Battle That Changed History

The Normans needed to change their **tactics**. William, Duke of Normandy and leader of the invading army, sent his knights charging up the hill. The English responded with arrows, spears, and even stones. They forced the Norman knights to **retreat**.



Bayeux Tapestry section showing English foot soldiers and mounted Normans

The English soldiers once again defended their position. Still unable to break the wall, the Norman knights retreated. Seeing this, some English soldiers broke the wall and **pursued** the fleeing knights. This proved to be a fatal mistake. The English shield wall now had gaps in it.

Throughout the day, Norman attacks and retreats **drew** the English soldiers out of their positions. As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback. The knights surrounded them. Then King Harold was killed. Although the English soldiers fought bravely, the



Death of King Harold

Norman knights charged up the hill. Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers. What was ultimately an eight-hour bloody battle ended with a Norman victory. The Duke of Normandy and his army had defeated the English.

## What happened that made it possible for William and the Norman soldiers to take over the English?



# Chapter 6: “1066: The Battle That Changed History

Although victorious, William could not yet pronounce himself king. He and his soldiers began to march to the capital city of London. They chose to follow the old Roman road to London. Along the way, William met little **resistance** until he reached the capital.



William meeting with his nobles

countryside to burn the local villages. Fearing **mass** destruction, a number of important English lords surrendered and vowed to be loyal to William.

On Christmas Day in Westminster Abbey, in the year 1066 CE, the Norman duke was crowned King William I of England. From that moment on, he became known as William the Conqueror.

Why did the Battle of Hastings take place? It took place because Harold and William each believed he was the true king of England. There could be only one victor, and, in the end, it was William.



William as king

The first real armed resistance came when the Norman army arrived at London Bridge. This bridge was the only way across the river into the city. Instead of fighting, William decided to send his soldiers into the surrounding

After defeating the English army, what did William and the Normans have to do before William could pronounce himself king?

Why did the Battle of Hastings take place?



# Chapter 6: “1066: The Battle That Changed History

About 20 years after the Battle of Hastings, William decided that he wanted to know how rich England was. He wanted to know how much money people had in order to determine what taxes he could collect. William ordered officials from different counties to ride out across the land to find out. Although these men did not visit every location, or record every piece of property, they did collect a lot of information. They sent the information to the king's clerks who recorded it in two books. These books later became known as *Great Domesday* and *Little Domesday*. Today we simply refer to these books as the *Domesday Book*.



Page from the *Domesday Book*

What is recorded in the *Domesday Book* and why did William want this information?

How could the information in the *Domesday Book* be useful to historians today?



# Chapter 6: “1066: The Battle That Changed History

## Bayeux Tapestry

The Bayeux Tapestry is a medieval embroidered cloth that tells the story of the Norman Conquest. The story is told in Latin text and beautiful images that were embroidered onto 231 feet of linen cloth. The Bayeux Tapestry is believed to have been **commissioned** around the year 1075 CE by a member of William's family. Much of what we know about the Battle of Hastings is because of this extraordinary tapestry.



In the top image you can see William the Conqueror on horseback. In the bottom image, you can see English soldiers defending themselves against Norman cavalry using a shield wall.

## If You Were an Archer

Your family farms land for the lord. You work from sunrise to sunset tending to the crops and animals. However, you are not only a freeman, you are also a young warrior, or at least you hope to be. You are the son, grandson, and nephew of skillful archers. You, too, are training to be an archer, or longbowman. It is the law in England that you practice this skill. You have been learning the skills needed to be an archer since you learned how to walk. Your first longbow and set of arrows were carved from the wood of a yew tree. Your older brother gave them to you. Your mother made your quiver. At the very first glimmer of light, you run to the training field. You and the other boys your age love to practice hitting the set targets. You love to hear the cries, “Ready your bows! Nock! Mark!

Draw! Loose!” Before the sun sets, you return to practice until your target is lost in the darkness.

As each day ends, you return home dreaming of becoming the best marksman in all of England.



Bow, quiver, and arrows



Boys practicing archery

## The Changing of a Language

You might not realize it, but you, too, have been affected by William's victory over the Anglo-Saxon people of England. Before the Normans conquered this kingdom, Germanic tribes who invaded England after the Romans left spoke Anglo-Saxon, or Old English. William and his lords spoke Norman French and Latin. After his victory, William invited many people from his native land to settle in England. Over time, these languages were blended together and became what is called Middle English. In the 1300s, Chaucer wrote *The Canterbury Tales* in Middle English. If William had not defeated King Harold, we might be speaking a different language!



Geoffrey Chaucer

## Anglo-Saxon Words

Anglo-Saxon words usually have one or two syllables, and many Anglo-Saxon words are still recognizable. Can you match each Anglo-Saxon word to the correct picture?

æfan, āctrēow, æppel, mete, hund, modor, swurd, faeder









# Chapter 6: “1066: The Battle That Changed History

## Medieval Musings

War was a constant part of life in the Middle Ages. Men had to be able to fight, often to the death. Below are a number of medieval weapons of war. Match the weapons to the descriptions that follow.

1.  2.  3.  4. 

A. This kind of weapon was used in hand-to-hand combat by knights.

B. This was an interesting weapon because it was used to launch all kinds of objects over long distances, as well as over castle walls. For example, stones, burning oil, animal dung, and plague-ridden dead bodies were launched into the air.


C. This was perhaps the weapon of choice in England in the Middle Ages. Archers were expected to be expert marksmen. Archers spent a great deal of time training. In England, in the 1200s, a law was passed stating that all men between the ages of 15 and 60 years old must have these weapons and know how to use them.

D. These partner weapons were used by knights and some foot soldiers.

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## Letter Quest

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



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# Chapter 6: “1066: The Battle That Changed History”

## Discuss the Chapter

Describe the tactics the Norman and the English armies used during this battle.



# Chapter 6: “1066: The Battle That Changed History

## Discuss the Chapter

Describe the tactics the Norman and the English armies used during this battle.

- The Norman army was larger and had better weapons, but the English army had taken a position at the top of the hill, giving them an advantage.
- The Norman army tried to charge up the hill, but they were forced to retreat.
- The Normans tried several times to attack and retreat.
- The English tactic was to pursue the Normans during one of the retreats which drew the English out of their positions.
- The Norman army surrounded them on horseback and overwhelmed them.



# Chapter 6: “1066: The Battle That Changed History”

## Discuss the Chapter

The title of the chapter is “1066: The Battle That Changed History.” Do you think this is a good chapter title? Why or why not?



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

## Activity Page 9.5

### 1066: The Battle that Changed History

*Answer the following questions in complete sentences.*

1. Why did the Battle of Hastings take place?

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Page(s) \_\_\_\_\_

2. Who won the Battle of Hastings in 1066?

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Page(s) \_\_\_\_\_

3. Provide two reasons that William and the Normans were able to conquer the English.

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Page(s) \_\_\_\_\_



# Word Work - *Determination*

## Definition

A quality that makes someone keep trying to do something difficult

## From the Text

“What [the English soldiers] lacked in energy, they made up for in *determination*.”

## Part of Speech

Noun

## Sentence

The runner's *determination* to finish the race kept him going even though it was raining outside.



# Word Work - ***Determination***

- ❖ The suffix –***tion*** is used to change a verb to a noun.
- ❖ What is the verb in the word ***determination***?



# Word Work – ***Suffix -tion***

❖ Celebrate

❖ verb

❖ to do something special for an important occasion

❖ Celebration

❖ noun

❖ something special done for an important occasion



# Word Work – ***Suffix -tion***

❖ Create

❖ verb

❖ To make something

❖ Creation

❖ noun

❖ Something that is made



# Word Work – ***Suffix -tion***

❖ Cooperate

❖ verb

❖ To work together

❖ Cooperation

❖ noun

❖ A situation that involves working together



# Word Work – ***Suffix -tion***

❖ Invent

❖ verb

❖ To create something for the first time

❖ Invention

❖ noun

❖ Something that is made for the first time



# Word Work – ***Suffix -tion***

❖ Educate

❖ verb

❖ To teach or give knowledge to

❖ Education

❖ noun

❖ The process of teaching or giving knowledge to



# Language – Grammar

## *Adverbs and Adjectives*

- ❖ *Adverbs*

- ❖ Describe verbs

- ❖ Often end in ***-ly***

- ❖ *Adjectives*

- ❖ Describe nouns



# Language – Grammar

## Adjectives and Adverbs

Identify the noun-adjective pair.

The busy intersection meant pedestrians had to be careful crossing.



# Language – Grammar

## Adjectives and Adverbs

Identify the verb-adverb pair.

The children cleaned the room for the party busily.



# Language – Grammar

## Adjectives and Adverbs

Identify the verb-adverb pair or the noun-adjective pair in each sentence.

The brave captain sailed to a far-off land.



# Language – Grammar

## Adjectives and Adverbs

Identify the verb-adverb pair or the noun-adjective pair in each sentence.

She volunteered bravely to go first.



# Language – Grammar

## Adjectives and Adverbs

Identify the verb-adverb pair or the noun-adjective pair in each sentence.

Our neighbor is a kind soul who always makes us cookies.



# Language – Grammar

## Adjectives and Adverbs

Identify the verb-adverb pair or the noun-adjective pair in each sentence.

My cousin shoveled the walkway for us kindly.



# Language – Grammar

## Adjectives and Adverbs

Identify the verb-adverb pair or the noun-adjective pair in each sentence.

They found the perfect gift for their grandpa.



# Language – Grammar

## Adjectives and Adverbs

Identify the verb-adverb pair or the noun-adjective pair in each sentence.

The gift was wrapped perfectly.



# Language – Grammar

## Adjectives and Adverbs

### Activity Page 9.2

#### Use Adjectives and Adverbs Correctly

Write an adjective or an adverb, depending on whether the word being described is a noun or verb.

soft	positive	fair	prompt	loose	exact
softly	positively	fairly	promptly	loosely	exactly

1. The teacher used a ruler to find the \_\_\_\_\_ measurements of the shelf.
2. We tied our dog's leash \_\_\_\_\_ to the tree outside the store while we ran inside.
3. "I would like you to arrive \_\_\_\_\_ in the morning," said the principal.
4. They love \_\_\_\_\_ weather days the best because they get to play soccer outdoors.
5. The man spoke \_\_\_\_\_ about his delightful lunch at the restaurant.
6. After a long day, she was glad to climb into her \_\_\_\_\_ bed and go to sleep.
7. Her hair was up in a \_\_\_\_\_ bun, with little pieces falling down here and there.
8. "Please speak \_\_\_\_\_ so you don't wake up the baby," whispered my mother.



# Language – Morphology

## Prefix **-en**

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



# Language – Morphology

## Prefix **-en**

Ensure or sure?

Years of piano lessons and hard work will guarantee his success as a musician.

Large or enlarge?

We want to see the movie at the theater on the big screen. It is much better than our tiny television.

Enamor or enable?

My brother switched seats with me on the train so I could get a better look out the window.



# Language – Morphology

## Prefix **-en**

### **Activity page 9.3**

#### Prefix **en-**

Write the correct word to complete each sentence.

1. The hikers hurried to find shelter, as the freezing temperatures and icy winds could \_\_\_\_\_ their lives.  
(encircle, circle, endanger, danger)
2. During the Middle Ages, the lord would \_\_\_\_\_ his control over serfs by demanding half of their harvest each year.  
(enforce, force, encourage, courage)
3. The king \_\_\_\_\_ the knights to protect his kingdom.  
(enabled, entrusted, endeared, endangered)
4. The shopkeeper asked \_\_\_\_\_ friends to help him paint the front door a new color.  
(able, dear, endeared, enable)
5. The pack of hungry wolves \_\_\_\_\_ their prey so that it would not escape.  
(encircled, enabled, entrusted, enforced)
6. The snow day \_\_\_\_\_ us to stay inside and finish our homework before the weekend.  
(able, enabled, endangered, danger)

Read each word and its meaning. Then, add the prefix **en-** to the word. Determine the meaning of the new word and write a sentence using the new word.

1. courage

Meaning: bravery

Add **en-**: \_\_\_\_\_

New meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

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2. case

Meaning: a container or box for holding things

Add **en-**: \_\_\_\_\_

New meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

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# Language – Spelling

## Activity page 9.4

### Practice Spelling Words

*Write a sentence for each of the spelling words.*

seize

transform

establish

surrender

thrive

retreat

acquire

promote

fatal

unravel