



LIFE IN THE MIDDLE AGES

LEARNING UNIT

ERASMUS+ KA2 PROJECT

GREAT ROUTES IN THE MIDDLE AGES AND THEIR
SYMBOLLOGY



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Introduction

Middle Ages represent an intermediate period between the rational classic world and the intellectual freedom of the Renaissance. During this period of time, people had some uses, some way of living and some thought nowadays we are completely oblivious of it.

The rights and possibilities of people depended on the family in which they were born. Their knowledge about the world was not complete, they believed in fantastic creatures, boiling seas and the difference in time from some hours to others.



But even with such a different way of thinking, their daily routines were not so different to ours: the built houses, travelled, manufactured different goods, clothes, musical instruments, take care of all people, ...



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Knowing how people used to live in the Middle Ages is very important to understand the main facts of this historical period.

During this learning unit we will try to study six different topics, allowing us to learn about different subjects:

1. Jobs in the Middle Ages
2. Food
3. Manufacturing goods
4. Fairs and Festivals
5. Literary Genres
6. Behaviour Codes

With the proposed activities we will improve our knowledge about the Middle Ages.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

This Learning Unit was created during the Erasmus KA2 Project „Great Routes in the Middle Ages and their Symbolology”, during the years 2016-2018 by six countries: France, Greece, Italy, Latvia, Poland and Spain. This project was co-funded by the Erasmus Programme of the European Union. The Schools taking part in the project were:

- Lycée Les Rimaings, Saint-Malo (France)
- 1st General Lyceum of Trikala (Greece)
- ITE Vitale Giordano, Bitonto (Italy)
- Jelvaņa 4.Vidusskola (Latvia)
- Zespół Szkół nr 5 im. Jana Pawła II, Jastrzębie-Zdrój (Poland)
- IES Emilio Jimeno, Calatayud (Spain)

This unit is the result of the work of all partners in a number of related activities.

It includes materials in different formats. Those in digital format are linked with the printed material by several ways:

- With QR codes, possible to read with any QR reader. We will find two types of QR codes in this Learning Units, as we can see in the following pictures:



Co-funded by the
Erasmus+ Programme
of the European Union

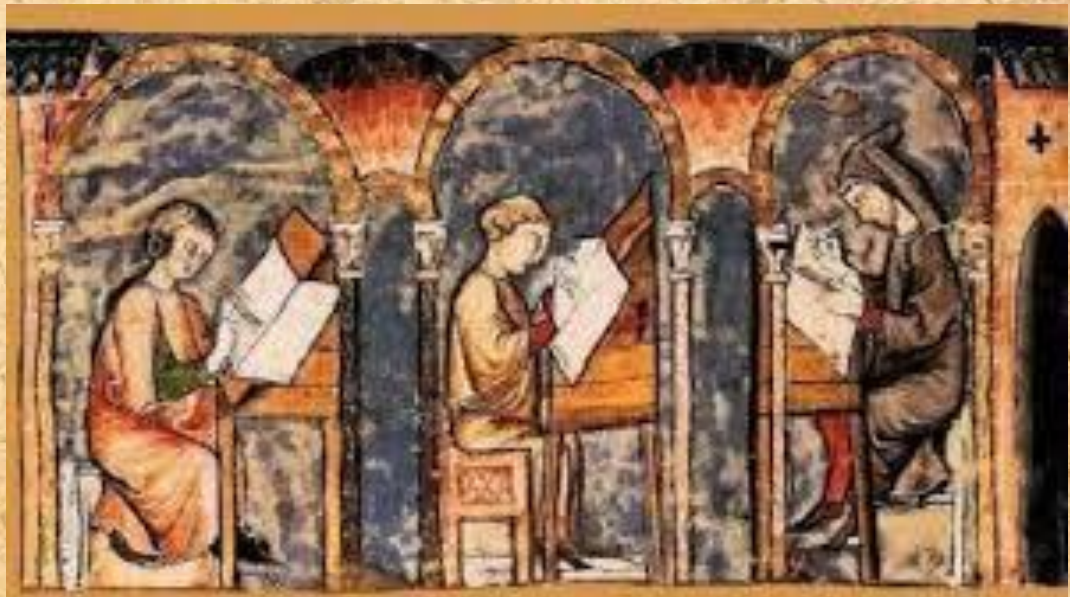


The one on the left refers to contents present in the web. The one on the right contains materials present in the web but created during the project.

- With short URL, possible to type if necessary producing less errors than usual URL.
- Augmented reality contents, which are linked to images containing the logo of HP Reveal, the app needed to access to them.



To be able to access to these contents, you have to follow the HP-Reveal account „greatmiddleroutes“



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Objectives

1. Learning infos about the Medieval social and working classes.
2. Making differences with the modern society.
3. Discovering Medieval tools.
4. Studying the economy of the Middle Ages.
5. Learning infos about food in the Middle Ages.
6. Learning old methods of cooking food.
7. Making differences with modern food.
8. Discovering which modern food did not exist in the Middle Ages.
9. Discovering old ways to manufacture goods and cloths and making differences with modern methods.
10. Learning the way of dressing in the Middle Ages.
11. Discovering the old different materials needed in the Middle Ages and comparing them with modern ones.
12. Studying the economy of the Middle Ages.
13. Discovering old ways of spending free time during fairs and festivals.
14. Studying the religious aspects of fair and festivals in the Middle Ages.
15. Studying business during fairs and festivals.
16. Comparing old and modern fairs in order to find differences.
17. Discovering the Medieval literary genres.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

18. Studying the relationship between literature and religion.
19. Making differences with the modern way of writing.
20. Discovering the relationship between literature and social classes in the Middle Ages.
21. Looking for answers to J.P. Sartre's question: „What is the use of literature?“
22. Discovering the reason why we write a behavior code.
23. Discovering old codes and studying the way it was written during the Middle Ages.
24. Studying the influence of religion on the Medieval behavior codes
25. Comparing the way of writing a code in the Middle Ages and in the modern society.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Jobs in the Middle Ages

It's important to understand the History and to understand the way of living in the Middle Ages to know what people in that times dedicated to. It gives information about what was important for this people and what wasn't, what was possible and what impossible.

But, as a start, we should learn a bit more about Middle Ages, when did it start? When did it ended? what happened during these years?



Watch the following video about the History during the Middle Ages in Spain:



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

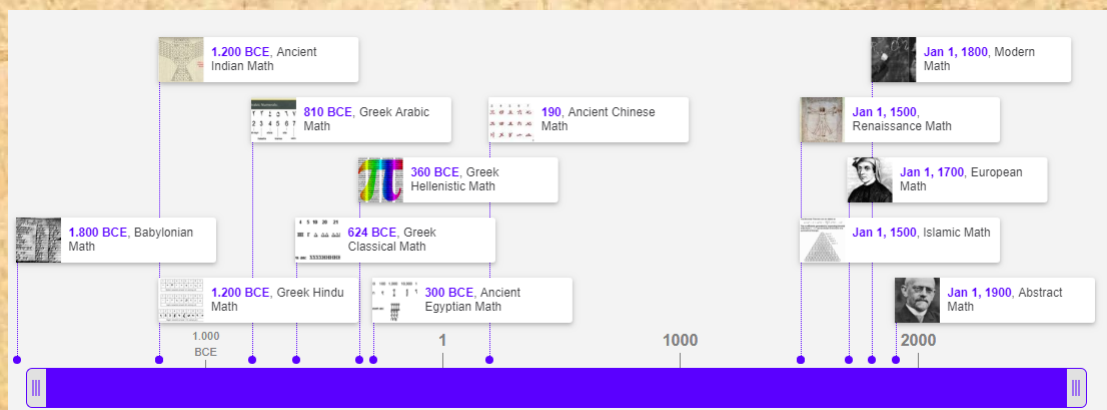


<https://goo.gl/jHCrTX>

1. Which were the principal events taking place during the Middle Ages in Spain according to the previous video?
2. Were the facts taking part during the Middle Ages in Spain different from those taking part in your country?
3. Which were the principal events taking part in your country during the Middle Ages?
4. Write a similar text to that used to record the video about that and look for different maps or images illustrating the different periods. Record a video inspired in the one you have seen and never longer than 2 minutes.
You can share the created videos in the Social Networks by using the hashtag #greatmiddleereuse.

TIMELINES

An usual way to represent and organize events taking part in a period of time is by the use of a timeline:



Co-funded by the
Erasmus+ Programme
of the European Union



How to create one? It's very easy:

1. First of all, make a list of the events you want to represent, ordered by date.
2. Draw a line with the desired length.
3. Identify the first and last events and place them in both ends of the line.
4. The rest of the events must be represented between both of them, respecting the proportionality of the lengths over the line and the length of the time period.
 - a. To calculate the position of an even, calculate the time distance to the initial event of your period. (event's date – initial date)
 - b. Calculate the total time length of the period you are representing. (final date – initial date)
 - c. Lengths and time distances must be directly proportional.

For example: We want to represent the following events:

- 476 – Middle Ages start (A)
- 711 – Muslim invasion of the Iberian Peninsula (B)
- 771 – Charlemagne becomes King of the Franks (C)
- 1071 – Bari is reconquered from the Byzantine Empire (D)
- 1201 – Riga is founded (E)
- 1333 – Byzantine Emperor Andronicus III Palaeologus visits Meteora (F)
- 1410 – Battle of Grunwald (G)



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

1492 — End of the Middle Ages (H)

And we are using an 18 cm line to represent it.

a. Place the first and last events in the line:



b. Calculate the time distance for all the events:

$$B - 711 - 476 = 235$$

$$C - 771 - 476 = 295$$

$$D - 1071 - 476 = 595$$

$$E - 1201 - 476 = 725$$

$$F - 1333 - 476 = 857$$

$$G - 1410 - 476 = 934$$

c. Calculate the length of the time period you want to represent:

$$1492 - 476 = 1016$$

d. Applying the Direct Proportionality to calculate the distance from A to each of the events:

$$B - \frac{18}{1016} = \frac{x}{235} \rightarrow x = 4.16 \text{ cm}$$

$$C - \frac{18}{1016} = \frac{x}{295} \rightarrow x = 5.23 \text{ cm}$$

$$D - \frac{18}{1016} = \frac{x}{595} \rightarrow x = 10.54 \text{ cm}$$

$$E - \frac{18}{1016} = \frac{x}{725} \rightarrow x = 12.84 \text{ cm}$$



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

$$F - \frac{18}{1016} = \frac{x}{857} \rightarrow x = 15.18 \text{ cm}$$

$$G - \frac{18}{1016} = \frac{x}{934} \rightarrow x = 16.55 \text{ cm}$$

e. Represent all the events in the line:



Timelines can be represented using distances as big as you want, but maybe you would prefer to program an excel sheet to do the calculations instead of doing them one by one:



1. Create a list with the main events taking part in your country during the Middle Ages. You can start by using the list created in the previously proposed exercise.
2. Represent them in a timeline.
3. You can share the created videos in the Social Networks by using the hashtag #greatmiddlereuse.



Co-funded by the
Erasmus+ Programme
of the European Union



4. Did you know?

If you don't want to do all the calculations and you don't want to program an excel sheet, there exists some tools to create timelines. Try for example:



<https://goo.gl/KpvihE>

Once we have identified the period named Middle Ages, its time to start about it, for example, by studying the composition of the Society, it means, how did people organize. Have a look to the following link:



<https://goo.gl/686C1x>

1. How did society was organized during the Middle Ages?
2. Complete the following table with information from the power point or from other places you can place in internet:



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

	Where did they live?	What did they do?	Who they had to be loyal to?	How was their life quality?
Nobles				
Clergy				
Peasants				

3. Medieval society was organized in a hierarchy, with a lot of social inequalities and goods distributed in an unfair way. How would you define the current society? Do you find any similarity between the Medieval society and the current distribution of goods among countries?
4. Divided into groups, each group watch one of these videos:



<https://google/NZwCY?>



<https://google/o2s6hT>



<https://google/t2eyvq>



Co-funded by the
Erasmus+ Programme
of the European Union



5. Each group should take notes and learn about the characteristics of the life of the Medieval character the video deals about. With this information (and additional information that can be search in the web or in books, prepare a short role play to show the main characteristics of the life style of this character.
6. The role plays can be recorded in video, with green screen and can be shared in the social networks with the use of the hashtag #greatmiddlereuse.

JOBS AND ORGANIZATION

But which job could people develop during the Middle Ages?
Have a look to the following link:



<https://google/AzhMQN>

This video explains the work of a House Bath attendant.

1. Which functions did sauna had in the Latvian life?
2. Which rules should everybody follow to enjoy the benefits of a good sauna?
3. Which are the different duties the woman speaks about?
4. In the video they speak about different brooms and their properties, make a list of them.
5. What are brooms used for?



Co-funded by the
Erasmus+ Programme
of the European Union



6. They also speak about different types of wood. Make a list.
7. Make a list of the material used for the scrub.
8. Why it's this second part of the sauna ritual important?
9. Which are the final steps of the bath ritual?
10. Which extras can be added to the ritual?

Now, have a look to the following video:



<https://google/YDDrcB>

1. Which routes are mentioned in the video?
2. Which types of sailors can we distinguish according to the video? Which were their characteristics?
3. Which were the daily routines of a sailor?
4. What did they eat?
5. How did they do to maintain the food for long journeys?
6. About which illness did the video speaks about? Search information in the web about it.

We have studied these two jobs; did they be present in your country? If yes, did they have the same characteristics?

Have a look in the following link to the different documents about jobs developed during the Middle Ages:



Co-funded by the
Erasmus+ Programme
of the European Union





<https://google/YDDrcB>

1. Did they exist in your country?
2. Did they have the same rights and duties?
3. Did you know any other Medieval Job typical from your country?
4. In groups, create posters about the different jobs and expose them in the walls of your classroom. The poster created can be shared in the social networks with the use of the hashtag #greatmiddlereuse.
5. Italian students and Polish student shared their work about medicine in the Middle Ages. Find similarities and differences between the medicine in both countries.

Now watch the video in the following link:



<https://google/GV88nC>

And analyse the following links:



<https://google/Aa9MoV>



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



<https://goo.gl/7wDYMP>

In these links you have information about education both in Spain and Greece. Ask the following questions:

1. Was Calatayud a privileged city for education according to the video? Why?
2. Explain in your own words the evolution of education in Calatayud
3. Was the Muslim invasion of Spain relevant for education, according to the video? Why?
4. Was possible education in Spain for everybody?
5. According to the document, was similar the education in Spain and in Greece? It was more similar to Eastern or Western Europe the education in Spain?
6. Complete a table with the differences between the education in Eastern and Western Europe.
7. Which were the levels of Education in the Middle Ages in Eastern Europe according to the Greek document? And according to the Spanish video?
8. Which subjects were studied in the Middle Ages in Eastern Europe?
9. Was there any difference among social classes according to education?



Co-funded by the
Erasmus+ Programme
of the European Union



10. Was it possible to study for women?

11. Answer questions 7 to 10 now related to Western Europe.

Watch the following video:



<https://goo.gl/PPFaSd>

There you can learn how to recycle paper. Use the video to recycle old paper you have to be used in the next activities proposed in this document.

1. Look for information on the web about when and how did the paper started being used in Europe.

Watch now the following video:



<https://goo.gl/z8u9YS>

It gives us information about writing in the Middle Ages. Answer the following questions:

1. Make a list of the elements used to write in the Middle Ages.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

2. Was it possible to everybody to learn to write?
3. Where did monks used to write?
4. Compare the difficulty of learning to write in the Middle Ages and nowadays. Do you have any excuse for not improving your calligraphy?

Now, use the following tutorial to learn to write your first letters in Medieval Calligraphy:



<https://google/hUW7KC>

Try to write some letters and use them to decorate small pieces of paper (recycled paper would be great). Remember you can take pictures of the works done and share them in the social networks by the use of the hashtag #greatmiddlereuse.

(If you are interested, you can search how to draw the next letters)

Watch the following video:



<https://google/jrQKs6>



Co-funded by the
Erasmus+ Programme
of the European Union



It gives us information about the development of Mathematics in Spain during the Middle Ages.

1. In the video, some characters are mentioned. Look for information about Gerbert of Aurillac, Al-Mutaman and Al-Khwarizmi.
2. Which two elements arrived to Europe through Spain?
3. Where was the best Mathematic Schools during the Arab times in Spain?
4. Why was Al-Mutaman important? Mention some of the contents of his book.
5. Arabs were the first to use algebra, hindo-arabic numbers, and other mathematic elements we are very familiar with nowadays. Try to solve the following problems by the use of actual knowledge:

a. A thief, a basket of oranges

At the market, stole

And through the orchards he escaped;

When he jumped the fence,

Half plus a half he lost,

Persecuted by a dog,

Half minus a half he abandoned

He stumbled with a rope,

And half plus a half fell down

In his hideout two dozens he hid.

You, who are looking for the wisdom,

Please tell me,



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

How many oranges did the thief stole?
b. A necklace was broken while two lovers
Were playing
And a row of pearls escaped
One sixth fell down to the floor
One fifth remained in the bed
One third, the young woman recovered
One tenth was found by her lover
And six pearls remained in the cord
You, who are looking for the wisdom,
Please tell me,
How many pearls did the necklace have?

Muslims were very interested in the problem of dividing inheritances. The rules they have to follow were present in the Koran, their Holy Book. In the books of Al-Khwarizmi, we can find several examples of this sort of problems.

Following these rules:

- I. Sons receive double the quantity that daughters receive
- II. A husband receives half the amount of his wife's possessions if they have no sons. And one fourth if they have sons.
- III. The wife has rights to one fourth if they have no children, and one eighth if they had sons.
- IV. Before giving each relative their part, the inheritances for other people are separated.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Try to solve the following situations, calculating the fraction corresponding to each relative:

- a. A woman dies having a husband, a son and three daughters. She leaves one eighth plus one seventh to someone else.
- b. A man dies with wife and four sons. He also leaves another person the equivalent of a son minus the equivalent of the wife.

Solved Example:

A man dies having two sons and a daughter, and he leaves for other man, the part corresponding to a son, if they would be three:

We call C to the total amount of money the man had, and x the corresponding part for the other man. So, the part we have to distribute among the relatives is $(C - x)$.

For the family, the parts are:

$$\text{1st son: } \frac{2}{5}(C - x)$$

$$\text{2nd son: } \frac{2}{5}(C - x)$$

$$\text{Daughter: } \frac{1}{5}(C - x)$$

$$\text{And for the unknown man: } x = \frac{2}{7}(C - x)$$

$$\text{From the last expression, we can calculate: } x = \frac{2}{9}C$$



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

So,

$$\text{1st son: } \frac{2}{5} \left(C - \frac{2}{9} C \right) = \frac{2}{5} \cdot \frac{7}{9} C = \frac{14}{45} C$$

$$\text{2nd son: } \frac{2}{5} \left(C - \frac{2}{9} C \right) = \frac{2}{5} \cdot \frac{7}{9} C = \frac{14}{45} C$$

$$\text{Daughter: } \frac{1}{5} \left(C - \frac{2}{9} C \right) = \frac{1}{5} \cdot \frac{7}{9} C = \frac{7}{45} C$$

$$\text{And for the unknown man: } \frac{2}{9} C$$

You can copy some of these problems in paper (recycled paper would be great) and solve them, writing with pencil (not mechanical pencil). The look would be as an ancient problem solved by arabs. Remember you can take pictures of the works done and share them in the social networks by the use of the hashtag #greatmiddlereuse.

Watch the following video:



<https://goo.gl/CqmRy4>



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Here you have the information about the use of abacus during the Middle Ages.

Even when, thanks to the Muslims, the hindo-arabic numbers and the algorithms for basic calculations arrived to Europe during the Middle Ages, it was not very common their use among traders, who preferred using the abacus. We will try to decide if it was a right decision or it wasn't.



Construct some abacus using the following plan:

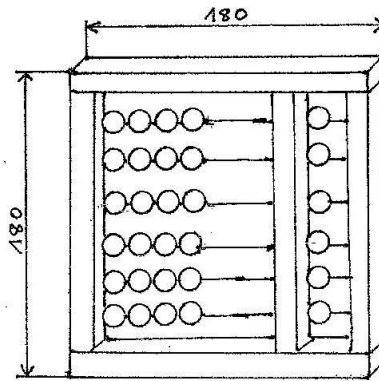


Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

CONSTRUCTION OF AN ABACUS



OPERATIONS	TOOLS
Measure Wood strip 2 x 2 cm. 3 pieces 14 cm long and 2 pieces 18 cm long. Cut the pieces. Sand the pieces.	Ruler Hacksaw Mitre box Bar clamp Sandpaper
Mark points in the pieces of 14 cm long every 2 cm.	Ruler Awl or punch
Drill the pieces of 14 cm long with a drill bit of 2 - 3 mm. In one of the pieces the drill bit must pass through the strip totally. In the other two the depth of the holes must be only 1,5 cm.	Drill Clamp
Cut six metal bars of 17 cm.	Ruler Pliers
Insert balls in the bars and glue the wood strips.	Glue gun

Using the constructed abacus, learn to use them, for example with the following videos:



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



<https://goo.gl/8Na1qf>



<https://goo.gl/7YTuvV>



<https://goo.gl/kyj8FZ>



<https://goo.gl/h7im6G>



<https://goo.gl/aF3tkV>

Divide into two parts the class, one of them will use abacus and the other one will use algorithm. Propose them some simple additions. They have to solve and try to decide if it could be easier to use the abacus or the algorithms. Later, change the roles of both parts of the class.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

You can record the experience and share the video in the Social Networks by the use of the hashtag #greatmiddlereuse.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Food in the Middle Ages

Middle Ages is such an extensive period of time, and in Europe covers so many different regions that it's a bit difficult to speak about food in a general way.

In general terms, we can say that the food was quite different to the food we are used to eat nowadays, but also there were important differences between the food peasants could afford and the food available for Kings.

Watch the following documentary:



<https://google/qLFjBb>

1. In the video different products are mentioned as food usually eaten by peasants. Make a list.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

2. Indicate the main differences between Medieval peasant food and current food according to the presenter.
3. Did people used to drink water in the Middle Ages? When? Why?
4. At which age did children start to drink beer?
5. Which cooking techniques appear in the video?
6. In the video, it is said that bread was a social mark in the Middle Ages. Explain why?
7. Did peasant have access to meat? Which meat did they used to eat?
8. Which products are mentioned to be done with this animal?
9. Did they used dishes to eat? What it is mentioned in the video they used instead?
10. When did they used to have the main meal? Why?
11. Compare what you learnt with your previous though about the food for peasants in the Middle Ages.

Now, study the following link:



<https://google/kBjJFE>

Here you can find information about the uses on food in the different countries of the association during the Middle Ages. Study them and find similarities and differences among the different countries. Could you find any reason for these similarities? Did these countries have any contact during the Middle Ages?



Co-funded by the
Erasmus+ Programme
of the European Union



Create a poster with the main characteristics of food from each of the countries and expose them in your class.

You can share the poster you create in the social networks by the use of the hashtag #greatmiddlereuse.

In the same link, you can find recipes from the different countries, some of them in video, others in power point...

Use them, and the Medieval Cookbook created during the project:



<https://google/mSE6Hc>

To organize a competition among students in your school:



Stablsh the bases and compete to win the first price of your school.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Remember you can share the basis, the prizes, the dishes or whatever you consider in the Social Networks with the use of the hashtag #greatmiddlereuse.

We will have a look to one of these recipes:

INGREDIENTS (6 servings):

- 2 large eggs
- 1/4 cup (125 ml) whole milk
- 4 tablespoons (60 gr) melted butter (salted or unsalted)
- 1 3/4 cups (250 gr) buckwheat flour
- 1 tablespoon sugar
- 1 teaspoon coarse sea salt



1. You want to prepare this dish for a dinner for 15 persons. Calculate the quantities you need of each of the ingredients.
2. You have impressed your guests, and one of them decides he is going to employ you to organize a dinner for 20 partners.
 - a. You must organize the menu. Look in our recipes book for a first, second and dessert for the dinner (always having information about the servings the recipe refers to)
 - b. You will have to do the shopping. Prepare a list with all the ingredients, and calculate the expenses using this page:



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



<https://googl/u1dHET>

To calculate the prizes (it doesn't matter the currency). Remember some of the products can't be bought in the exact quantity you need. For example, if you need 8 eggs, and eggs are only sold in 12 eggs packets, you'll have to buy 12.

- c. You will cook at your quest's house (so, you don't have any expense for this reason)
- d. According to the prizes, prepare a proposal for your quest including the menu and the prize of the dinner.
- e. Present them in your class and try to convince your colleagues of your proposal.
- f. If you want to win money, of course, you have to ask for more money. Try to calculate a fair salary for this job.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



oods in the Middle Ages

During the Middle Ages, artisans worked manufacturing different elements that could be used to trade or in their own houses. In this activity we will learn a bit more about these manufactures.

Some of the basic manufactures were clothes. Clothes were representative of the different social classes, but also were different from one country to another and from one job to others.

The main bases of the Medieval clothing were the same in all the countries. Clothes were mainly manufactured with woollen fabrics. Underwear, if any, was made with linen. Different colours existed, because a lot of natural dyes were known. Of course, bright and unusual colours clothes were more expensive than normal colours, and it is the reason why there were mainly used by nobility and very rich people.

In general, peasants and poor people used to wear clothes made with as less fabric as possible, so the use of big sleeves,



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

and unnecessary pieces of cloth in the dressing was also a sign of social or economic status.

During most of the Middle Ages, underwear for men and women were almost the same: a shirt or undertunic, stockings or hose, and underpants for men.

Women wore long dresses with sleeveless tunics and the hair covered with wimples.

Men wore stockings and tunics, jackets, leggings and breeches were also used by nobles.

Watch the following video and take notes about the different dress styles:



<https://youtu.be/047mZF>

Make a list with the name of the different clothes and group them by social status.

Look for information on the Web about the different dyes creating the different colours.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Watch the following video. Here, the current process of dying wool with natural products is followed but adapted to the current times.



<https://google/pq6gkc>

Explain the differences between the traditional method and the method explained in the video.

Now, we are going to study the way of dressing in this period for each of the countries. Have a look to the way of dressing in Latvia in the Middle Ages:



<https://google/Ei5RGM>

Look for information about the way of dressing in your country during the Middle Ages and compare it with the way of dressing in Latvia.

As it's explained in the presentation, Medieval people wore the same clothes in Winter and in Summer. Nowadays, we adapt our way of dressing to the climate.



Co-funded by the
Erasmus+ Programme
of the European Union



Have a look to the following link where the different climates are described:



<https://google/WmrKLx>

Complete the following table after watching the video, including a line for each of the climates:

Climate	Where	Characteristics	Vegetation

Now, we will start by having a look to clothing of different Medieval groups. Watch the following videos:



<https://google/abRh8t>



<https://google/s3xGW2>

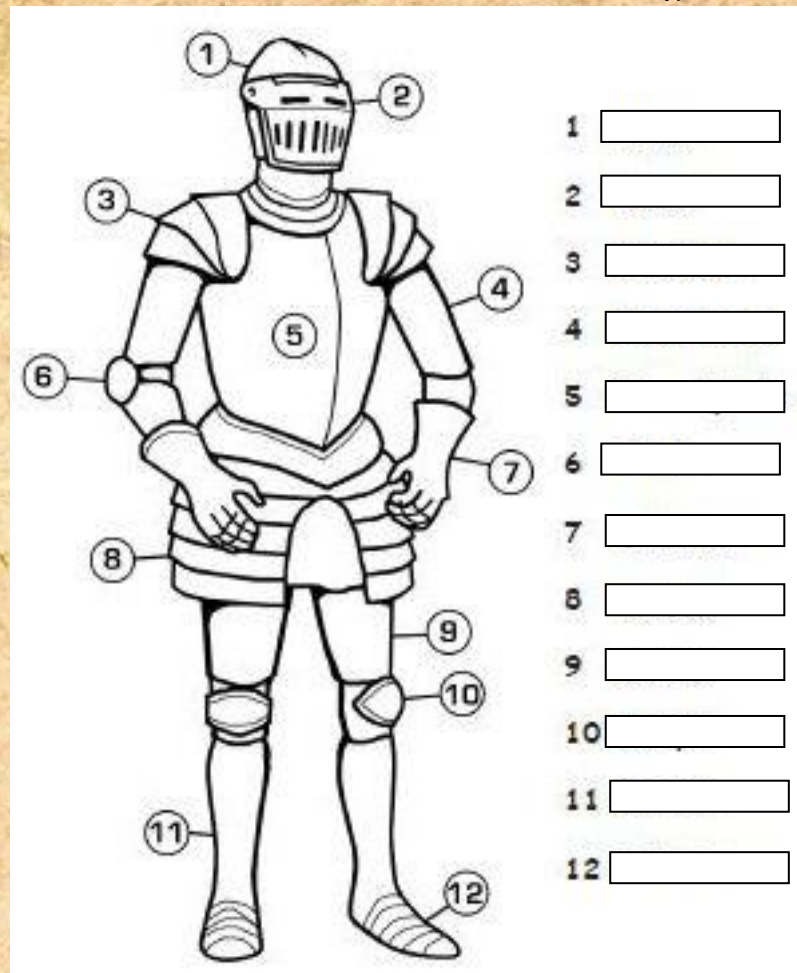
Compare the way Medieval knight were dressed in both countries. Did they dress in the same way?



Co-funded by the
Erasmus+ Programme
of the European Union



1. Make a list with the different parts of the dress of the knight.
2. Search for the name of the different parts of the armour of a knight and place them in the corresponding number:



In the Spanish video, it is emphasised that these clothes are typical clothes of a Christian knight. In Calatayud there lived Christians, Jewish and Muslim. Look for information about the clothes of Jewish and Muslim and compare them with Christian clothes.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Other group of people that should dress in a special way to protect in their duties were sailors. Here, you have a presentation about the way they dressed:



<https://goo.gl/7FuMBY>

And after watching the presentation, use the following Kahoot to check if you understood everything:



<https://goo.gl/kVRHaJ>

The next group whose way of dressing we are going to study are orthodox priest. In the following link, you can see the characteristics of their dress:



<https://goo.gl/AysuxS>

Watch know the following video about the presentation mentioned in the document:



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



<https://google/wkPZzA>

Are Catholic priest dressed in the same way? Look for information and create a similar document explaining the way catholic priest were dressed in the Middle Ages and nowadays.

Here you can see a video about some students dresses in typical medieval clothes while someone is explaining their dresses:



<https://google/JdEevt>

If you are able to find some medieval clothes or to manufacture it, create a performance like the one shown in the video, and record it. Remember you can share all the videos and other materials created using the hashtag #greatmiddlereuse.

But clothes were not the only good to be manufactured. Some products, used to eat, and for other purposes were also manufactured during the Middle Ages.



Co-funded by the
Erasmus+ Programme
of the European Union



This is what happened with Olive Oil in the region of Puglia. Here, we can see a presentation about Olive Oil manufacturing in the Middle Ages:



<https://google/vcHt8A>

After watching it, answer the following questions:

1. Which community did impulse the agriculture of olive trees in Italy?
2. Mention the different uses of olive oil in the Middle Ages.
3. As a condiment in food was it possible for all social groups to use it?
4. Investigate to which countries was olive oil exported from Italy?
5. Was olive oil used in your country? Is it uses nowadays?
6. Mention in which other countries are olive oil mainly produced.
7. What do these countries have in common?

But many other products were manufactured during the Middle Ages. Have a look to this link and try to follow the instruction to manufacture some of them:



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



<https://goo.gl/4bH9u9>

Remember you can share all your experiences and other materials created using the hashtag #greatmiddlereuse.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Fairs and Festivals

Markets appeared as places where peasants went to exchange their goods, and around where cities developed. Some of these markets became international trade fairs, where traders from different countries went to exchange goods. These fairs allowed the city to earn a lot of money, due to the taxes traders had to pay.

Most famous fairs were those from Champagne, in the north-east of France, where trade routes from all Europe crossed. In these fairs it was possible to find clothes, wool, spices, silk, dyes, cotton, ... and as many difficult to find goods as you may think.



Around of these fairs, it was possible to find taverns, local trade and also street shows.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

These fairs could take part for nearly two months, and local currency was used to exchange products. After that, changers had to exchange local currency by currency from each of the countries.

But fairs were not organized at any time in the year, but they took place close to the dates of the local festivities.

But which were the main festivities that were celebrated during the Middle Ages? Have a look to the following link and built a Medieval Calendar including the festivities celebrated in the Middle Ages in the different countries:



<https://google/LQVEPK>

1. Which of the mentioned festivities are nowadays still celebrated?
2. Were these festivities celebrated in your country?
3. Do you know any other festivities in your country that were celebrated during the Middle Ages and are not considered in this link.
4. In some of the activities presented, not only the festivities, but also the uses are presented. Look in the Internet for uses during the Medieval Festivities taking place in your country.
5. Some of the Festivities celebrated during the Middle Ages were the Festivities of the Saint Patron. It was, in fact, during these celebrations that the main fair took place at



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

any town. Look for information about the Saint Patron of your town and around them and create a hypothetical Medieval Calendar of fairs in your town and close to it.

6. Related with the previous point, do you consider this use of celebrating the Main fair during the celebration of the Festivities is of current use? Think on your own town and explain about the Principal Festivities and describe which is the program.

In the following link, you can see a video about May Day decoration:



<https://google/pjsGyh>

Think on typical decoration for different festivities in your country and try to reproduce them. Record videos about that crafts and publish them in the social networks with the hashtag #greatmiddlereuse.

In the first link presented:



<https://google/LQVEPK>



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

We could find information about Music and Dances. Look for information about Music and Dances in your country during the Middle Ages and prepare a Power Point with the most important aspects.

Compare typical dances in your country with the two dances performed in the two videos appearing in the previous link.

Prepare a performance as in the videos and record it and share in the Social Networks with the hashtag #greatmiddlereuse.

Compare the music in your country with the Byzantine concert appearing in the video. It was something typical from the Middle Ages to have a certain type of music of religious use. Inform yourself about any Monastery close to your town and how the daily life involved singing and praying.

In the following link:



<https://google/joQ7rF>

We find information about the „Festival des Remparts“ in Dinan, France. It is a „Medieval Fair“ celebrated nowadays. Look for similar events taking place in your own country.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

If you cannot think of other examples, have a look to the following events:

- Fair of S. Leone in Bitonto (Italy)
- Weddings of Isabel de Segura in Teruel (Spain)

What could you learn from your research?

Working with other teachers, prepare a Medieval Fair for your End of Term day at your school.

Remember you can share all your experiences and other materials created using the hashtag #greatmiddlereuse.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Literary Genres

Speaking about literature during the Middle Ages is something complex, because, due to the wide extension of time this period covers, and to the different styles, schools and themes treated during this period, is not possible to unify to explain in general this period.

This period is rich and complex to study. This is the reason we are going to approach to it. Another reason is that reading Medieval books will allow us to learn more about the life in the Middle Ages.

But how can we classify medieval books. First of all, we should distinguish between religious books and secular books.



Religious literature was developed widely during this period, because catholic clerics were the intellectual centre of society. Books of hymns, missals, theological and philosophical treatises, hagiographies, „lives of the saints“, poems, ... There were a lot of genres developed during this period.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

About secular books, many times based on oral traditions, we have examples of myths and legends, poetry of „courtly love“, „chansons de geste“, political poetry and travel literature arrived at our hands.

We will try to study how these literary genres developed in the different countries of our association and what can we learn from Middle Ages through this literature productions.

Different examples of text from the different countries in the different languages and their translation into English can be found in the following link:



<https://google/Hdc4et>

Remember you can share all your experiences and other materials created using the hashtag #greatmiddlereuse.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Behaviour Codes

During the Middle Ages, we could distinguish different groups, and each of them had their own rules they had to follow.

These rules were fixed according to the characteristics of this group, and they were very important to be followed. Not respecting them always had a consequence, from being expelled from this group to be punished.

Even when we are going to study the rules to be followed by some of these groups, there are many other Medieval rules that have arrived at our days. And some of them are even applicable nowadays.



We will study some of these rules during this activity. We will start by studying the decalogue of the Templars knights:

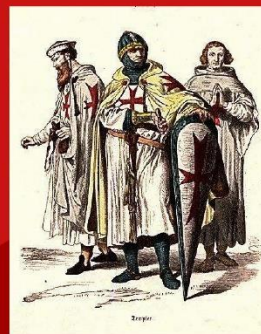
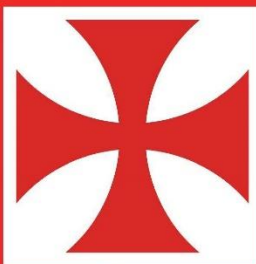


Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Les Commandements des Templiers



- 1- You will have faith in the Church and observe its commandments.
- 2- You will protect the Church.
- 3- You will respect the weaknesses of others and you will defend their rights.
- 4- You will love the country where you were born.
- 5- You will never retreat in the face of the enemy.
- 6- You will wage a merciless war against non-believers.
- 7- You will carry out your feudal duties, if these are not against the law of God
- 8- You will never lie, and always keep your word
- 9- You will be liberal and generous with all
- 10- You will forever be the champion of the law and a force for good against injustice and evil



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

First of all, we will see a small video to know who were the templar knights:



<https://google/Drwofj>

After that, and always keeping in mind the behaviour rules of the Templars, try to identify the rules represented in the following videos:



<https://google/Kyp09i>



<https://google/duPPf8>



<https://google/rq3PJb>

We will compare the behaviour code of Templars with these of other Knights from Poland and Spain (Canons of the Holy Sepulchre). See them in the following links:



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



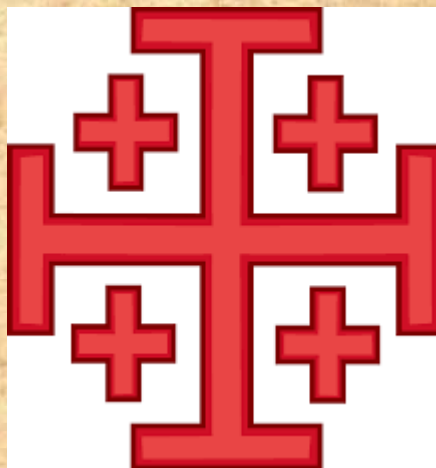
<https://google/4Bmxh?>



<https://google/WguPp?>

Compare all of them and build a table including similarities and differences among all the groups.

Both Templars and Canons of the Holy Sepulchre had a connection with Jerusalem. Find information about it, and about other knights also connected with this city.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Other of the groups which behaviour codes we are going to study are monks. In this links we can see the behaviour rules of different type of monks from Greece and Spain:



<https://google/XaMqu9>



<https://google/RMZX74>

Build a table comparing the different uses of the different type of monks. Were these monks present in your countries?

When studying Benedictine and Dominican Monks, we speak about the rules of St. Benedict and St. Augustine. Find information about these characters and about their history.

But not only groups of people who had made vows were forced to follow a series of rules. Sometimes, some workers organized themselves in Brotherhoods. Belonging to these Brotherhoods sometimes gave them some special rights, but also forced them to



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

follow the rules of this Brotherhood. Here we are going to see two examples of Brotherhoods:



<https://google/BYPDxU>



<https://google/WDQVEm>

Search for information about the artisans living in your town during the Middle Ages.

1. Were they organized in Brotherhoods?
2. Which Brotherhoods did exist in your town during the Middle Ages?
3. Find information about how these Brotherhoods were organized.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Even when they didn't have real vows, other groups with religious origins which also had behaviour codes:



<https://goo.gl/Ri6mkM>



<https://goo.gl/bHDeE3>

Is there any connection between the behaviour codes and the religious beliefs of these groups? Explain it.



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

Finally, we will study the rules of the Medical School in Salerno:



<https://google/W4Qn5p>

What do you think of these rules?

If you were not conscious of these rules being from the Middle Ages, could you think they could be applicable nowadays? Find for current rules from people searching for wellness.



After studying these groups and their rules, students agreed some rules for Erasmus travellers:



<https://google/8wRZau>

Are you agree with these rules? Which other rules would you add? With which rules aren't you agree?



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture

What we learn from all these examples is that the finality of the association, the possible emerged problems and the necessities are the main reference to create a behaviour code.

Working in groups, make a brainstorm about your behaviour in class. Try to answer the following questions (probably you already know the answers):

1. Which is the finality of the class?
2. Which problems can emerge during the classes?
3. Which are the main needs that must be satisfied during the classes?

Use all the examples in this activity to agree with your colleagues some rules that you had to follow while you are in class.

Remember you can share all your behaviour codes and other materials created using the hashtag #greatmiddlereuse.

All the behaviour codes were collected in a book that can be downloaded in the following link:



<https://google/jtR9vW>



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



ibliography

- Meavilla Segui, Vicente: *Matemática Sagrada*, Guadalmazán, 2014



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Table of Contents

Introduction.....	3
Objectives.....	7
Jobs in the Middle Ages.....	9
Food in the Middle Ages.....	31
Goods in the Middle Ages.....	37
Fairs and Festivals.....	46
Literary Genres.....	52
Behaviour Codes.....	55
Bibliography.....	66



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
EUROPEAN YEAR
OF CULTURAL
HERITAGE
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Co-funded by the
Erasmus+ Programme
of the European Union



2018 
**EUROPEAN YEAR
OF CULTURAL
HERITAGE**
#EuropeForCulture



Zespół Szkół nr 5 im. Jana Pawła II
ul. Staszica 10, 44-330
Jastrzębie - Zdrój, Poland
www.zs5.jastrzebie.pl



Co-funded by the
Erasmus+ Programme
of the European Union

