**Unit 1: Renaissance Europe: Origins of a Western Worldview**

Chapter 2: What impact might increased trade and business have on a society’s worldview?

Chapter 1: In what ways can changing social structures affect a society’s worldview?

Chapter 6: How can exploration and expansion affect the worldview of a society and the societies it comes into contact with?

Chapter 3: In what ways can shifts in ideas affect a society’s worldview?

Chapter 5: What factors might motivate a society to venture into unknown regions beyond its borders?

Chapter 4: How did the Renaissance spark the growth and exchange of ideas across Europe?

***BONUS: How can lessons from the Renaissance help us solve the Great Pacific Garbage Patch?***

|  |  |
| --- | --- |
| Feudalism |  |
| Hierarchy |  |
| Allegiance |  |
| Manors |  |
| Freeman |  |
| Serfs |  |
| Monastery |  |
| journeymen |  |
| Sumptuary laws |  |
| tithe |  |

**Opening question:**

*If half the people in Canada suddenly died of a terrible disease, how do you think this would affect our society?*

**The Black Death**

Read the opening story on page 17.

Write a diary entry for the time period by answering the following prompt:

*Imagine you live in Florence, Italy, immediately following the Black Death. You have survived, but many have not. Describe your environment. How do you feel?*

Write your diary entry on a separate piece of paper, as you will be handing it in!

**BIG IDEAS** for this unit: Why do you think the Renaissance occurred and what forced a ‘new way of thinking’ in Italy, and eventually the rest of Europe?

1.

2.

3.

4.

5.

6.

**Europe in the Middle Ages**

In a hierarchy, people are ranked one above the other according to their                     . People were born into a level of feudal society and they expected to stay in that level for their entire lives.

Feudalism was based on                     , loyalty and                  . Novels or knights swore oaths of **allegiance,** that is, loyalty to the                      . They promised to fight for him in exchange for the rights to pieces of land called                         or fiefs.

Bishops had as much power as Barons. Bishops received their land from the Crown (king), and over time, the Church had become a very large landowner. As a result the Church was very important to medieval people in their practical lives as well as their spiritual lives.

Fill in the chart below according to figure 1-2 on page 18.

**Medieval Country Life**

Most people in the Middle Ages were peasants who lived in rural villages on a manor. The peasants were assigned strips of land to plant and harvest. Each peasant family had its own strip of land in various areas of the manor. However, the peasants worked cooperatively on tasks such as plowing and haying.

In exchange for the use of land, the peasants had to turn over to the novel, or “lord of the manor,” a portion of what they produced. They were also expected to build                   , clear forests, and do any other work the lord                       . The peasants - men, women, and children - worked hard from sunrise to sunset.

The peasants were                     and uneducated and the manor was usually the limit of their life experience. Some peasants were                             who rented land from the lord or worked for pay. Most peasants, however, were **serfs** who were not allowed to leave the manor without the lord’s permission. When they did travel, they rarely went farther than the nearest town.

**Town Life**

Most Medieval towns were centers for                    communities. They generally grew close to a castle,             or large **monastery.**

The citizens would build stone walls around the town to protect themselves from rival cities or lords. Local goods as well as good brought in from other countries were available in shops in the town. The towns were crowded, dirty, rat-infested places, but they offered freedom and new opportunities. People had the freedom to do as they wished, marry whom they pleased, and make money as they could. According to the law, runaway serfs could gain their freedom by staying in town for a year and a day without being discovered.

A peasant who was good at making shoes might open a workshop to produce and sell shoes. Unskilled peasants could learn trades. Production of good sand trade in the town was organized by cooperative organizations called “                  “.

*Guilds* did what?

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How old did you have to be to join a *guild*?

Is there anything in our present society that is similar to a *guild*?

**Changes to the Feudal System**

Although the feudal system lasted for many hundreds of years, it eventually began to weaken and eventually it disappeared altogether.

Whose interests were best served by feudalism?

What kinds of pressures do you think might have caused feudalism to break down?

***\*\*Pit-Stop Historical ID Cards assignment***

Read pages 24-25 and create ID cards detailing the historic event. Some extra research will be required.

|  |  |
| --- | --- |
| Before the Black Death | After the Black Death |
| Two hundred                   live and work on the manor. Freemen are sometimes hired, but wages are low.  **Expenses**:  To hire 80 additional workers for 300 days/year at 1 penny/day:  80 x 300 x 1 = 24 000 pennies  Total expenses for one year:  **24 000 pennies** | Sixty serfs died in the plague or left to work for higher wages elsewhere. Freemen now demand                 wages.  **Expenses:**  To hire 80 additional workers for 300 days/year at 3 pennies/day:  80 x 300 x 3 = 72 000 pennies  Total expense for one year:  **72 000 pennies** |

Q:  You can see that after the plague, the manor had to operate with fewer serfs. How do you think this might affect the serfs left on the manor?

Q: Why do you think freemen were able to demand more money for their labour after the Black Death?

**Time and Money**

How did the concepts of ‘time’ and ‘money’ start to change?

**Wealth in Society**

As people began to make more money, they began to rise up in the social classes. How did they demonstrate their wealth? List some ways below:

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People’s desire for luxury goods like exotic fabrics was one of the factors that lead to the expansion of trade outside of Europe. This desire also led to the introduction of the **sumptuary laws.**

**A Religious Society**

People today turn to science and medical science to help solve epidemics and prevent sickness and disease. But things were very different at the beginning or the Renaissance. No one knew how to                     the Black Death effectively and millions died. Many people thought that the plague had been sent by God as a punishment.

At this time, religion was a                 part of people’s daily lives. The worldview of people in Western Europe was shaped by the Christian Church. Life in medieval times was hard: sickness, famine, and war were a constant threat. As a result, the hope of a better life after death was very important. People believed that with the help of the Church, they would be able to reach heaven after they died.

**The Church Community**

Every group in the hierarchy had a              to be obedient to the group above it and to provide certain services to the group below. Members of the congregation had the duty to obey the rules of the Church, respect the                  authority, and pay him a               , that is, a portion of their crops or earnings.

**The Monastic Life**

Many people joined religious orders. Men became \_\_\_\_\_\_\_\_\_\_\_\_ and entered monasteries; women became \_\_\_\_\_\_\_\_\_\_\_ and entered convents. Here they lived their lives studying religious texts, praying and working. They also grew and prepared food for the order, taught children, cared for the sick and the poor and fed the hungry. Many members of religious orders died during the Black Death because they were helping care for the victims.

**Learning and the Church (pg. 33)**

Unlike most people during this time, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were very well educated. Monasteries often became centers for learning during medieval times. Eventually, universities grew up around religious schools. Subjects such as grammar, geometry, astronomy, and music were taught.

**Changing Attitude Towards Religion**

The Black Death made some people               their faith. Their prayers and visits to holy sites and other attempts to please God had not worked - people everywhere still kept dying. They felt that God had abandoned them.

People also began to be more critical towards the Church. The Church was a                institution and they owned 1/3 of the land in Europe and rent earned from this property was substantial. Critics say that members of the clergy indulged in a life of luxury and focus was not on spiritual life.

**A New Age**

Society was changing. The emergence of                 towns and a merchant class meant that society was less rigidly organized. Worldly pleasures were becoming more important.

A period of great                  in the arts and sciences was about to begin. In 1855, the French historian Jules Michelet coined the term “                         ” to describe what many generations thought of as the rebirth of classical knowledge and learning. This is why we used a French term to describe a movement that started in Italy.

Chapter 1 Review

1. Use the chart like the one below to gather information about how each factor in the column on the left affected medieval society.

|  |  |
| --- | --- |
| The Black Death |  |
| Changing Technology |  |
| Increase in Wealth |  |
| Rise of the Towns |  |
| Knowledge Transfer from other cultures |  |