

# YEAR SEVEN HISTORY: MEDIEVAL ENGLAND

**Note: Please focus on the work on the Black Death onwards as a priority. The work before this can also be completed, but is recapping your prior learning and consolidating this.**

## Part One: Life and Death in Medieval England

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_



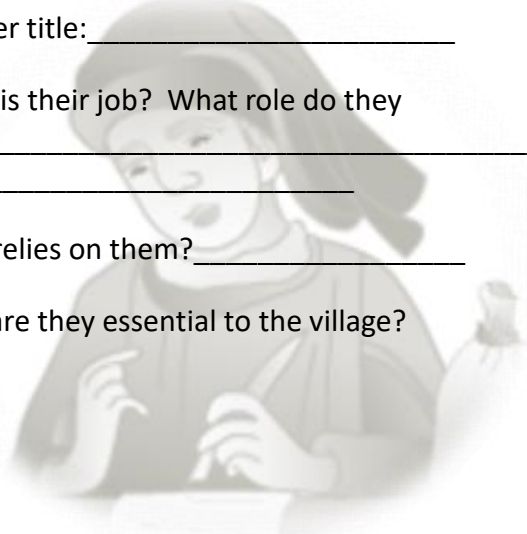
Villager title: \_\_\_\_\_

What is their job? What role do they have? \_\_\_\_\_

\_\_\_\_\_

Who relies on them? \_\_\_\_\_

Why are they essential to the village?



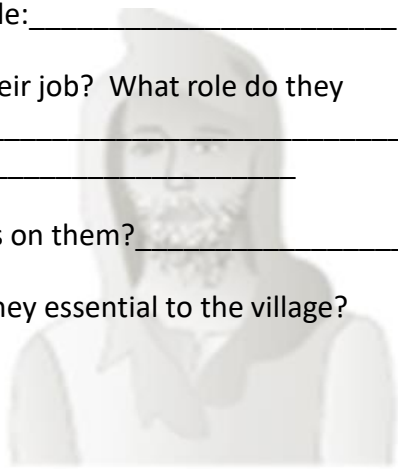
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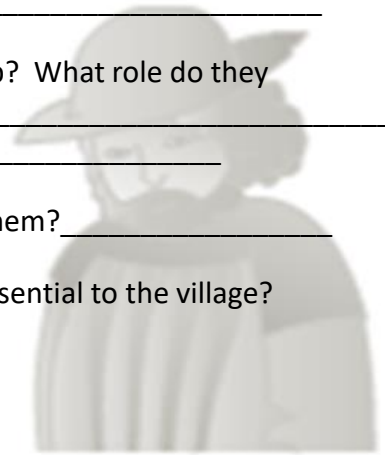
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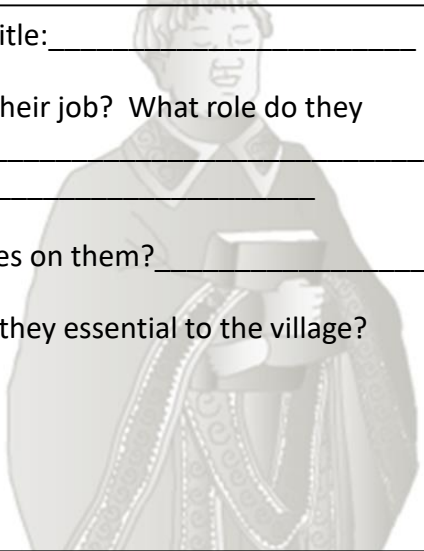
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\_\_\_\_\_

Who relies on them? \_\_\_\_\_

Why are they essential to the village?



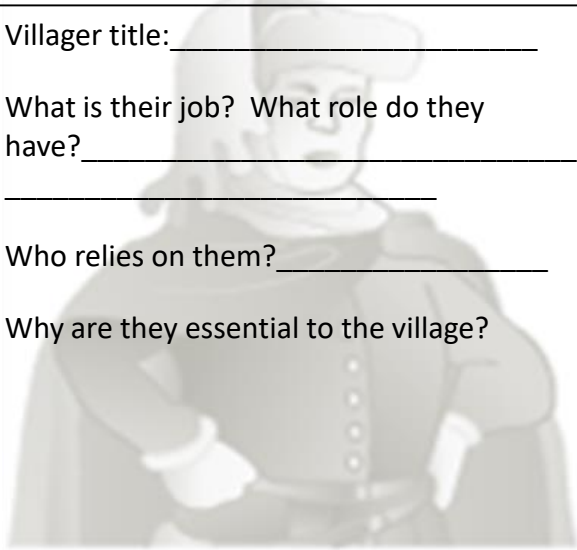
Villager title: \_\_\_\_\_

What is their job? What role do they have? \_\_\_\_\_

\_\_\_\_\_

Who relies on them? \_\_\_\_\_

Why are they essential to the village?



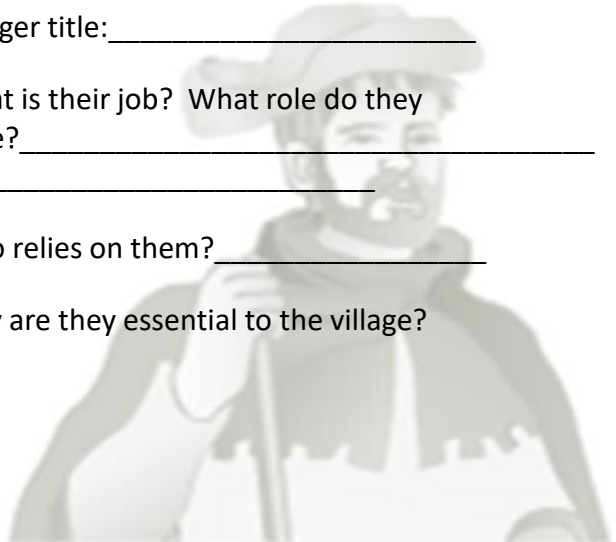
Villager title: \_\_\_\_\_

What is their job? What role do they have? \_\_\_\_\_

\_\_\_\_\_

Who relies on them? \_\_\_\_\_

Why are they essential to the village?



You'll have one of these to complete yourself – you'll then share this with your classmates and get the information from them to complete the other characters...

# Meet the Priest

“I am the village priest and I look after the church. I perform marriages, baptisms and burials, all very important tasks! I am also responsible for looking after sick people and taking care of the poor. I spend some of my time working on the land too.

I am one of the few people in the village who can read and write. This means I can read the Bible to everyone in church. Everyone is very religious in the Middle Ages and therefore I hold an important role in the village.”



# Meet the Reeve



“Hello, I am the reeve. I have been chosen by the lord of the manor to be in charge of the other villeins. I am given instructions by the bailiff and make sure that the other villeins carry them out. I ensure that they are doing all their jobs properly and report back to the bailiff if there are any problems.”

# Meet the Cottar

“I am a cottar and I live a very sad life. Unlike the villeins, I have no right to farm land. I am the poorest person in the village.

I am lucky enough to have a small house with a tiny garden to grow food. Unfortunately, I do not grow enough to feed me so I sometimes have to beg from the villeins or steal food so I do not starve.”



# Meet the Lord of the Manor



“I am the lord of the Manor and am the richest person in the village. I have a large house, or sometimes even a castle!

I am a nobleman and may be distantly related to the king. I control the land and give permission to the villeins to farm it; however I am frequently away from the manor helping the king fight wars in other countries.”

# Meet the Bailiff

“As the bailiff I am responsible for looking after the manor while the lord is away. I am in charge of all the villeins and the reeve.

It is my job to make sure all the farm work is done and the crops are grown and harvested properly. I am also responsible for all the lord’s money and therefore I am able to read and write.”





# Meet the Villein



“I, like most of the villagers here, am a villein. I am a farm worker who the lord allows to grow crops on strips of field. The lord also allows me to keep my animals on the common land and use the woodland to catch wild animals and collect firewood.

The other villeins and I build houses, grind corn in the mill and do everything else that is needed to run the village. I have to pay taxes to the lord to the Church.

I am luckier than a cottar as I am allowed to use the land but I am not allowed to leave the village unless I get permission from the lord.”

IN YOUR STARTER YOU LOOKED AT THE TOWN OF CESSVILLE AND IDENTIFIED THE FEATURES THAT MADE IT VERY DIFFERENT TO OUR OWN LIVES – AND OFTEN HOW THESE WERE VERY UNPLEASANT! ON THIS PAGE IS INFORMATION ABOUT THE PEOPLE OF CESSVILLE. YOU ARE GOING TO RANK THEM ON THE DIAMOND 9 ON THE NEXT PAGE ACCORDING TO HOW MUCH THEY’RE TO BLAME FOR THE DREAFUL CONDITIONS.

**Mrs Atkins** sells fresh water for a high price. She collects this from a local spring to sell to the rich. However, she also sells water to the poor, claiming it is from the spring when actually it is from the dirty river!

**Councillor Clifford** lives outside Cessville in a big house. He avoids coming into town and blames it’s condition on the people. He does not think the council should clean up the streets or pay for it to be done, but does want people who litter to be punished.

**Richard Cobb and Elizabeth Burns** are rakers. Their job is to collect up the rubbish in their area and remove it. However, they never seem to have enough time, and have been accused of dumping the rubbish in other parts of town.

**Silas Smythe** owns land outside of Cessville. He collects the waste from town to use on his fields as fertilizer to help the crops grow. This means he is against anyone stopping the waste piling up in the street, because he needs it!

**Mr Bullstrode** is a builder. He has been ordered to build all houses with cesspit underneath, carefully built of brick or stone, to hold all their waste. However, these are expensive, and Mr Bullstrode has tried to save money and has built these pits out of wood, making them leaky and unsafe.

**Mrs Walters and her daughter Mary** are very poor but do their best. They are always dressed in clean clothes, washed in the river and then beaten with sticks to loosen the dirt. They then dip the clothes back into the river to rinse them.

**Mr Bates** is a butcher who sells the best quality meat. He wants drains to be put in everywhere in town. However, last year he was arrested for throwing rotten meat into the street. He is ashamed, but claims he had nowhere else to put it!

**Thomas Scott** is homeless. He is unpleasant to other people, including shouting at them and beating them up. Last year he was fined for urinating in the street instead of using a toilet.

**Mr Brown and Mr Green** live in a street with no proper drains or sewers, and they use a bucket for a toilet. Mr Brown tips his sewage into the river and Mr Green piles it up in the street. This is just like everyone else does!

Most to  
blame

Least to  
blame

When you're explaining your reasons for your top choice, a good answer will give evidence using their actions. A great answer will compare what they do to the other townsfolk to compare their actions and to show how their actions impact on others. A **really** great answer will explain why some people, even if they do things to make Cessville unpleasant, can't be blamed for this and might even be the victims of some of the other townsfolk.

## Why did you chose the person you say is most to blame?


Peer Marker: I agree / disagree with this explanation because...

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## Lesson 2

Title: Death in Cessville

## Starter Activity: Who was Who in a Medieval Town?

Use your knowledge from last lesson to match the townspeople with their description.

	Key Knowledge	Success Outcomes
Towards	<ul style="list-style-type: none"><li>How Historians can use evidence such as coroners reports to find out about the past.</li><li>What different dangers were present in medieval life, and which were most common.</li><li>How we can use information from one type of evidence to make inferences about life more generally.</li></ul>	I can describe medieval events from primary sources.
Met		I can explain why certain types of death are more common in the middle ages.
Depth		I can make clear inferences about what life was like in the middle ages from coroner's reports.

Priest		The richest person in the village
Reeve		Responsible for looking after the manor whilst the Lord is away
Cottar		One of the few people in the village who can read and write
Lord		Granted land to farm by the Lord but cannot leave the village
Villein		The poorest of the poor. Often has to resort to begging
Bailiff		Makes sure the villagers are doing their jobs properly

Life for many people in medieval times could be brutal... and short! Below are a set of CORONERS REPORTS. These are from special court cases held when sometimes dies to decide why they died and whether anyone was to blame. They're a great way for Historians to find out about what happened to people in the past, and to spot patterns in how they met their end!

Read the information carefully, and then complete the grid on the next page to help you make sense of all of this information...

1. The jury says by their oath that it happened at West Ashton on 15 May, 1341, that Nicholas Malyne went to a certain pond in order to draw water with a bowl and fell into the pond and was immersed and immediately died.
2. The jury says by their oath that it happened on 2 June, 1341, at Brixton Deverill, in the 1341, that Edith, the aforesaid daughter went to a certain pond across from the yard of William Venesa in the King's road and there fell in the aforesaid pond and was immersed and immediately died.
3. The jury says by their oath that it happened on the night of 5 November, 1341, in the hour of midnight that John le Muleward of Tynyde and Richard le Prynys of Stockton together with other unknown thieves, went to the house of William le Cornmangere and feloniously broke [in] and entered the house. And they destroyed goods of William's valued at 100 shillings, namely wool cloth and other merchandise. And they feloniously killed the same William, namely by wounding him in the chest with a knife. However, he lived until the next day and had the rites of the church.
4. The jury says by their oath that it happened at Mere on 14 December, 1341, that John Bryggman, was going to Denellyngewode with two oxen and a cart loaded with wood. With wind overcoming it, the aforesaid cart fell on top of him. He died immediately by virtue of that and no other means.
5. The jury says by their oath that it happened at Great Cheverell on 13 February, 1342, that John Deles, a boy of two years, was living in the house of John Deles, his father. And in that same place was a certain metal pot standing over the fire on a defective tripod full of boiling beans. And the young boy, was going to the pot and beans with a spoon, wishing to draw [some out], and by misfortune the pot with beans fell over on top of him and thus he was burned so that he died.
6. The jury says by their oath that it happened in a field of Wroxale near Langemedede 18 June, 1342, that Henry son of Nicholas le Clerk, age 14, was leading a horse of his father's to pasture, and in that same place he took a rope and tied the horse around the neck to his own right foot and the horse was startled by a certain flying bird, and that aforesaid Henry was drug all the way to a certain place called le Sonde, by which he died.
7. The jury says by their oath that it happened at Sutton Mandeville in the park of the lord Thomas West, on 30 September, 1342, that Henry Cole climbed on a branch of a certain fallen oak tree and by misfortune the aforesaid oak tree rolled over on top of him and thus he was crushed, by which he died. However, he lived for the next six days and had the rites of the Church.
8. The jury says by their oath that it happened at Mayden Bradley on the night of 22 January, 1343 that Agnes Bogwulle was lying in her house, in her bed, near a certain weak wall of clay and by misfortune the aforesaid wall fell on top of her, by which she was crushed and thus died.
9. The jury says by their oath that it happened at Westwood on 28 October, 1341, that Alice Saleman went to the tavern of Ellis Phelpes of Westwood in the King's highway, towards Roghley. And in that same place she fell over and died a sudden death.

	Where the death took place	The date	What happened	How long they took to die
1				
2				
3				
4				
5				
6				
7				
8				
9				

Now you have your data, the job of the Historian is to make sense of it and use it to make some judgements about the past. Do this by using your data to answer the questions below...

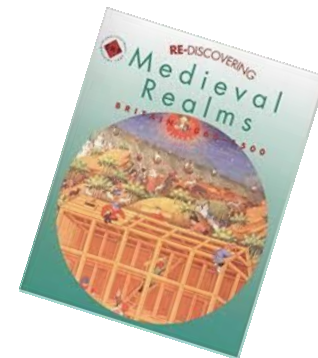
1. What do the reports say was one of the the most common way to die in the medieval age?	2. Why do you think this is?	3. What can you learn about Medieval life from these reports?
At the end we will hear the views of the class on these questions – have your green pen ready to add to your own answers!		

## Lesson 3

Title: Medieval Women

## Starter Activity: Using a book

For this lesson you need a copy of the green Medieval Realms text book. Before we start, let's get used to using a book to find information...



Using the **contents page**:

What section of the book should I read if I wanted to find out about the problems facing Medieval Kings?

Using the **glossary** (at the back of the book)

What is the definition of a manuscript?

Using the **index** (at the back of the book):

What page should I go to if I wanted to find out about the King John?

### Key Knowledge

### Success Outcomes

Towards

- How were the lives of women different to the lives of men?
- What was the status and role of medieval women?

I can describe what life was like for Medieval women.

Met

- What were the different jobs done by women and men?

I can explain what life was like for Medieval women.

Depth

- What kinds of evidence can we use to find out about women and how does this evidence challenge our ideas?

I can use evidence to help come to some clear conclusions about the role of women in Medieval life.



Conduct some research on medieval England, to complete the below

Evidence that women had different roles to men	Evidence that women had similar roles to men

“Women worked in the fields with the men, but they did the less dangerous jobs”. Using the evidence in the book, do you agree or disagree with this claim? Why?

Agree / Disagree because...

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Women only worked at home. They never helped in the fields.	True [ ] Untrue [ ] We can't tell [ ]	Evidence:
Women did not work as hard as men.	True [ ] Untrue [ ] We can't tell [ ]	Evidence:
Women worked at home more than men did, but they also worked at other kinds of jobs around the village and in the fields.	True [ ] Untrue [ ] We can't tell [ ]	Evidence:

Of course, you women have a much easier life than us men.

Idiot.



Use what you've learned from this lesson to come up with a response that this medieval woman could give to the man to challenge his claim

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Success Outcomes

I can describe what life was like for Medieval women.

I can explain what life was like for Medieval women.

I can use evidence to help come to some clear conclusions about the role of women in Medieval life.

## Lesson 4

Title: The Power of the Medieval Church

	Key Knowledge	Success Outcomes
Towards	<ul style="list-style-type: none"><li>• How and why was the medieval church powerful?</li><li>• How was the church organised?</li><li>• What were medieval beliefs about heaven, hell and purgatory?</li><li>• How did these beliefs affect day to day life?</li></ul>	I can describe Medieval religious beliefs.
Met		I can explain the set-up of the Medieval church.
Depth		I can analyse the practices of the Medieval church and consider the reasons why they acted in this way.

Starter Activity:

Using your memory, recall 3 pieces of knowledge you have about women in medieval England below...

1

2

3



Now turn this into one sentence that sums up the role of women in medieval England...



Now turn this into one word that sums up the role of women in medieval England...

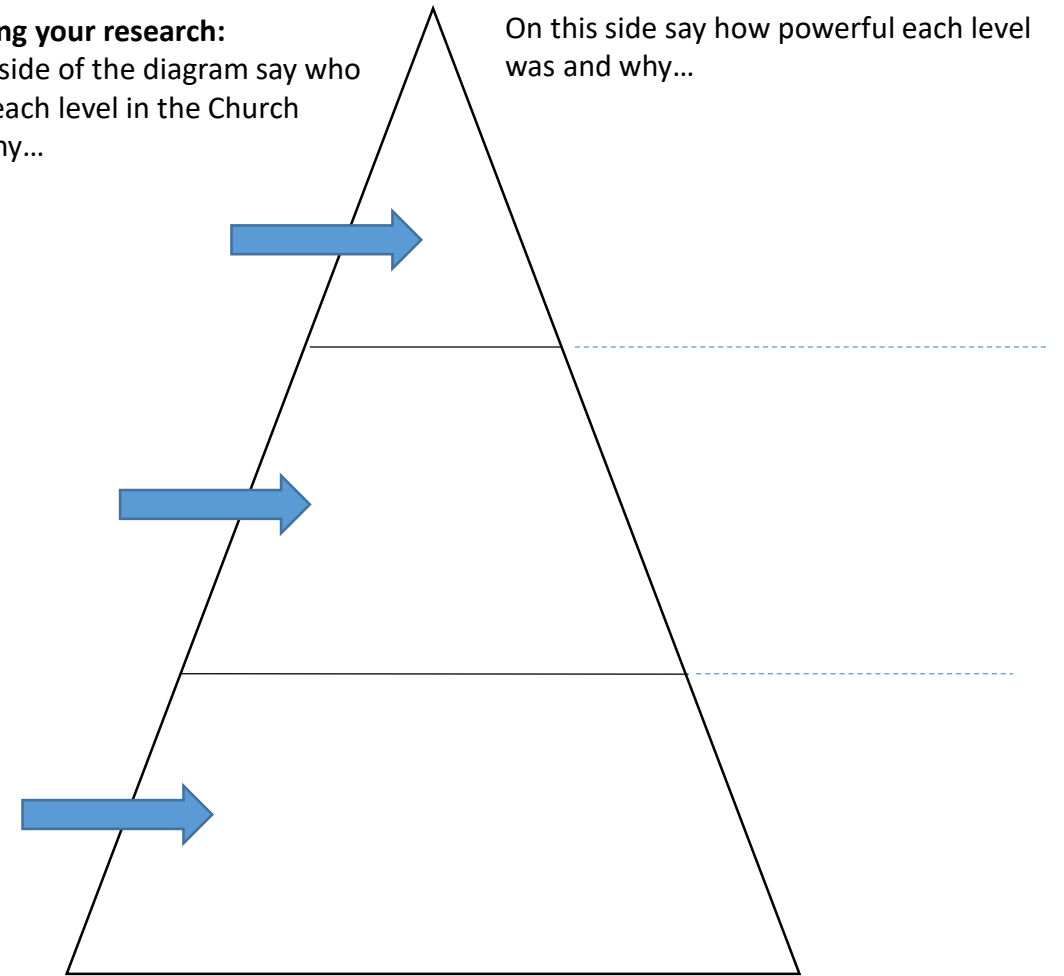
In medieval times, the church was VERY powerful. Everybody went to church and ideas of heaven and hell were important for the church, and the King, for making the people behave.

The church was so powerful, they even worried Kings. The King needed the church to help control the people, but they also worried that the church had too much power for themselves.

Use a dictionary or the internet to write down the definitions for these key words...
Monk
Monastery
Nun
Pilgrim
Pope

**Following your research:**  
On this side of the diagram say who was at each level in the Church Hierarchy...

On this side say how powerful each level was and why...



Parish priests could forgive people of their sins – why would this make them powerful individuals?



The Church and the Monarchy had a difficult relationship; on the one hand, Kings needed the church to rule the country effectively. On the other hand, the power of the church sometimes worried them. Below, tick whether each of the factors given HELPED the King, or would WORRY the King...

Priests were often the only people who could read and write, so they kept the records in their parishes  
HELP [ ] WORRY [ ]

The church had its own courts and could give out its own punishments and judgements  
HELP [ ] WORRY [ ]

The church was very rich and collected money from the people, much of which was sent to Rome  
HELP [ ] WORRY [ ]



The church taught people that Kings were chosen by God, and good Christians should be loyal to them  
HELP [ ] WORRY [ ]

The church was a way to communicate a message to people across the kingdom in their services  
HELP [ ] WORRY [ ]

The Pope was incredibly powerful and could stand up to, and even punish, Kings  
HELP [ ] WORRY [ ]

## Lesson 5

### Title: What led to Becket's Murder?

## Starter Activity: Setting Enquiry Questions



Look at the event taking place in this picture. What questions do you have about it that you would want to find out to understand the event? Think of three and record them below. During the lesson, we'll see if you can answer your own questions!

Q1	
Q2	
Q3	

### Key Knowledge

### Success Outcomes

Towards

- Who was Thomas Becket and what job did he have?
- What were Church Courts and why were they a problem for Henry?

I can describe the relationship between Henry and Thomas and how it changed

Met

- Why did Henry and Becket fall out?
- What does excommunication mean and why was it so severe?

I can explain why the two fell out using specific examples from their relationship

Depth

- When and where was Becket murdered?

I can explain why the two fell out using the context of the King's beliefs and the Church's beliefs

Do some online research and answer the following questions:

1. Who was King in 1170?

**Charles II John Henry II William I**

2. Why did the King dislike Church Courts?

**They were too harsh on criminals They were too soft on criminals**

**He didn't like the style of their buildings**

3. Who was the Kings' Chancellor?

**David Lloyd-George Walter Tyrell Thomas Becket**

4. What new job did this Chancellor get in 1161?

**Teacher Monk Archbishop of Canterbury Baron King**

5. Why did the King give him this new job?

**He was a bad Chancellor He wanted help with his RE homework**

**He wanted him to help get rid of the Church Courts**

6. Did he help him? **YES NO**

7. How did the King react? **Happy Sad Angry and furious**

8. Where did the Archbishop escape to? **Germany Wales France**

9. Who crowned King Henry's son whilst the Archbishop was away?

**Archbishop of York Archbishop of Canterbury Bishop of Bangor**

10. How did the Archbishop react to the crowning of the King's son?

**He was happy because he knew the Prince well He didn't care**

**He was furious and excommunicated everyone who crowned him**

11. What did the King say when he found out about what the Archbishop had done?

**I'm so glad he did that Will no one rid me of this turbulent Priest?**

12. Who overheard the King shout? **Mother Four knights Dog Becket**

13. What happened next?

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14. How did Henry feel when he realised what had happened? How do we know?

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**FOCUS ON: Medieval Power**

Why would church courts have been such a problem for Henry and why would he want to change them?

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What does excommunication mean and why was it such a severe punishment?

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Who would have said what?  
 Colour the speech bubbles with the correct colours:  
 Beckett (Yellow), Henry II (Blue), Knight (Green) and Bishop (Red)



**Becket**



**King Henry II**



**A knight**



**A bishop who dislikes Becket**

Speech bubbles containing the following text:

- The king told us to kill him.
- I did not mean what I said. I was out of control.
- I was only doing my duty.
- I had to punish him: only I can crown a new king!
- The king should not interfere with the Church.
- I sent a messenger to stop them.
- He promised not to expel people from the Church without permission.
- I never asked to be archbishop in the first place.
- I appointed him to serve me loyally.
- I never exactly said that he should be murdered.
- I had to tell the king what Becket had done to me.
- If there was a message it never reached us.

	Success Outcomes
Towards	I can describe the relationship between Henry and Thomas and how it changed
Met	I can explain why the two fell out using specific examples from their relationship
Depth	I can explain why the two fell out using the context of the King's beliefs and the Church's beliefs

**Why did Becket and Henry fight?**

*(Look above to see what you should include in your explanation)*

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Remember your questions from the starter? What knowledge do you now have to use to answer them?

Q1	
Q2	
Q3	

## Lesson 6

Title: Who is to blame for Becket's Murder?

Starter Activity:

KNOWLEDGE CHECK FROM HOMEWORK TASK

Stick your completed Knowledge Quiz Sheet here



### Key Knowledge

### Success Outcomes

Towards

I can explain who you think is to blame for Becket's death and why

Met

I can use a variety of sources to explain who is to blame for Becket's death and why

Depth

I can evaluate the stories of all of the suspects using evidence to reach a considered conclusion.

1	From Last Term	In which battle did Harold Godwinson beat Harold Hardrada?	
2		What was the name of the hill that Harold Godwinson kept his men on at Hastings?	
3	From Last Week	What name was given to the person whose job was to supervise the peasants in the village?	
4		Who was the only person in the village likely to be able to read and write?	
5	From Last Lesson	Which number Henry became King in 1170?	
6		What job in the church was Becket given?	
7		Where did Becket go when he left England?	
8		Who crowned the King's son when Becket was away?	
9		What word means to kick someone out of the church?	
10		How many knights went to kill Becket?	

1	From Last Term	In which battle did Harold Godwinson beat Harold Hardrada?	Stamford Bridge
2		What was the name of the hill that Harold Godwinson kept his men on at Hastings?	Senlac Hill
3	From Last Week	What name was given to the person whose job was to supervise the peasants in the village?	Reeve
4		Who was the only person in the village likely to be able to read and write?	Priest
5	From Last Lesson	Which number Henry became King in 1170?	Henry II
6		What job in the church was Becket given?	Archbishop of Canterbury
7		Where did Becket go when he left England?	France
8		Who crowned the King's son when Becket was away?	Archbishop of York
9		What word means to kick someone out of the church?	Excommunicate
10		How many knights went to kill Becket?	4

## Who is to blame for Beckett's Death?

*On the next page, sort these pieces of evidence under the correct headings...*



King Henry II



The four knights



Thomas Beckett

Beckett excommunicated the Archbishop of York on purpose. He had to be punished.

The king expected Beckett to serve him. It was Beckett who refused to help the king.

The king asked for someone to "rid him of the troublesome priest"

The king should not have expected Beckett to do what he said just because he was his friend.

The king had no right to interfere with the church

It was the knights who broke into the cathedral and killed Beckett

The king never actually said he wanted Beckett murdered, the knights assumed this.

The king sent a messenger to stop the knights but they ignored him.

The archbishop is appointed by the king and so must do what the king says. If he doesn't then he deserves to die.

Who is to blame for Becket's Death?

*Sort your evidence under the correct headings...*

**King Henry II**

**The 4 Knights**

**Becket himself**

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My Lord, the prosecution recommends you find

guilty of this murder because...

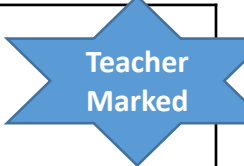




# Feedback: Who is to blame for Becket's death?

What level is this work?	Level	Success Outcomes
	Towards	<ul style="list-style-type: none"> <li>You explain why you have chosen your type of castle by explaining the advantages of it in terms of defence, materials, speed and ease of building.</li> </ul>
	Met	<ul style="list-style-type: none"> <li>You reach your decision by explaining the advantages and disadvantages of both types of castle and then explained why your chosen type is the most appropriate.</li> </ul>
	Depth	<ul style="list-style-type: none"> <li>You reach your decision by explaining the advantages and disadvantages of both types of castle and then explained why your chosen type is the most appropriate whilst recognising that this may be different depending on the need and purpose of the castle.</li> </ul>

Spellings: Write out 3 times below.



**What Went Well...**

**Even Better If...**

**Extend Question...**

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## Lesson 7

### Title: Causes and Symptoms of the Black Death

	Key Knowledge	Success Outcomes
Towards	<ul style="list-style-type: none"><li>• What were the symptoms of the plague – what happened to victims on each day?</li></ul>	I can describe the causes and symptoms of the Black Death.
Met	<ul style="list-style-type: none"><li>• What did people believe was causing the Black Death?</li><li>• How can the actions people took be used to make judgements about what they thought caused the plague?</li></ul>	I can explain the causes and symptoms of the Black Death.
Depth		I can analyse the responses to the Black Death to make judgements about the key causes and symptoms.

### Starter Activity: Throwback to Becket – is this convincing?

From a witness to Becket's death:

“The four knights rode up to the doors of the Cathedral and demanded that Becket show himself. They gave him one last chance to take back the excommunications he had given out, but when he refused they stormed into the building. “The King has ordered us that you must die” said one, drawing his sword. Becket stood bravely in front of them as they hacked him down. The knights left, smashing the cathedral as they went.”

From your knowledge, what do you find convincing about this account?

From your knowledge, what do you find unconvincing about this account?

Do some research on the Black Death to find out what happened on each day (what the symptoms were). Write in the boxes what was happening



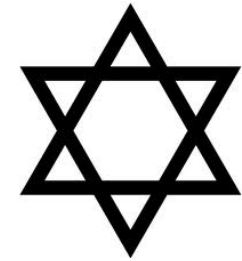
In Medieval England, all the conditions were right for an **epidemic** like the Black Death. Doctors were powerless against infectious disease. People were weakened by war and harvest failures. Germs, the fleas which carried them, and the rats which carried the fleas, flourished in the dirty towns. Busy trade routes carried the plague from one place to another.

The plague arrived at Melcombe Regis in Dorset in June 1348 and it spread throughout the south of England. In 1349 it reached Wales, Ireland and the north of England. By 1350, it had made it to Scotland. Estimates suggest as much as half the population died.

The Black Death affected the way people thought about life in many different ways. Some lived lives perceived to be wild or immoral, others fell into deep despair, whilst many chose to accept their fate.

What caused the plague?

*The next slides contain information to explain what people thought caused the Black Death. Find the information and add it to your diagram below...*



Too much eating and drinking or too many baths is thought to cause the plague.



In foggy or windy weather you should breathe in perfumes before going outside because cold, damp air causes the plague.



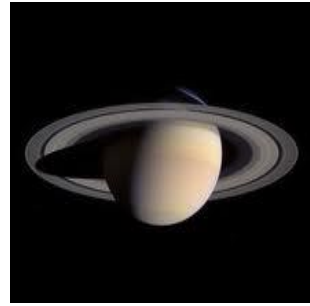
Toilets or anything rotting close to the home can cause the plague.



God is punishing people who spent too much time fighting, drinking and gambling and not paying attention to God.



The plague is caused by the planets Jupiter and Saturn moving too close together and making the air bad.



Some think the Jews are to blame, poisoning the water to try and kill off the Christians.



There were three main reasons (below) that people thought caused the plague. As Historians we can look at what they did because of the plague and then use this to work out what they thought was causing it. Research actions that people took as a result of the Black Death. Read these carefully and then match each to the right cause.

**“The evil planets of Mars and Saturn have moved closer together. This has turned the air bad. If we breathe in the bad air we will catch the plague”**

**“God has sent the plague because he is angry with us. We have spent too much time gambling, fighting and drinking”**

**“The plague passes from person to person. Plague sores give off a terrible smell. If you breathe this in, you will catch the plague”**

Why are so many explanations based on religion rather than the germs that cause these diseases?

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## Lesson 8

Title: Cures for the Black Death

## Starter Activity: Knowledge Quiz

### KNOWLEDGE CHECK FROM HOMEWORK TASK

Stick your completed Knowledge Quiz Sheet here



	Key Knowledge	Success Outcomes
Towards	<ul style="list-style-type: none"><li>• What different ideas did people have to cure the plague?</li><li>• What can these tell us about beliefs and ideas of the time?</li><li>• What were the consequences of the Black Death?</li></ul>	I can describe some of the attempts to cure the Black Death.
Met		I can explain the reasons that people attempted different cures for the Black Death.
Depth		I can analyse whether each cure might or might not be successful and why.

1	From Last Term	What is the missing word? _____ and Bailey Castle	
2		What name is given to William's survey of England?	
3	From Last Week	Who crowned the King's son when Becket was away?	
4		What word means to kick someone out of the church?	
5	From Last Lesson	What name is given to the black lumps caused by plague?	
6		Which two planets moving closer together did some people use to explain the Black Death?	
7		Which religious group did some people blame for the Black Death?	
8		What percentage of people do some estimates say died from the Black Death in England?	
9		What was the symptom on Day 2 of having the plague?	
10		What actually spread the Black Death around England?	

1	From Last Term	What is the missing word? _____ and Bailey Castle	Motte
2		What name is given to William's survey of England?	Doomsday Book
3	From Last Week	Who crowned the King's son when Becket was away?	Archbishop of York
4		What word means to kick someone out of the church?	Excommunicate
5	From Last Lesson	What name is given to the black lumps caused by plague?	Buboes
6		Which two planets moving closer together did some people use to explain the Black Death?	Saturn and Jupiter
7		Which religious group did some people blame for the Black Death?	The Jews
8		What percentage of people do some estimates say died from the Black Death in England?	Half (50%)
9		What was the symptom on Day 2 of having the plague?	Vomiting
10		What actually spread the Black Death around England?	Fleas

Without much understanding of what caused disease, frightened people looked for whatever cures they could find to fight the plague. You are going to look at 5 different cures; for each you need to explain what the patient should do, what their actions tell us about what they thought caused the plague and finally how easy these cures were to try, which might have encouraged people to use them.

	<b>What should the patient do?</b>	<b>What does this suggest they thought caused plague?</b>	<b>How easy/accessible was this cure?</b>
Cure 1			
Cure 2			
Cure 3			
Cure 4			
Cure 5			

**Cure 1: The swellings should be softened with figs and cooked onions. Then the swellings should be opened with a knife.**

This was thought to be a cure because it got the poisons out of the body. They would smear these things over their swellings to make the skin soft, so that the knife would cut into the skin. People who's swellings naturally burst usually survived, so this seemed like a sensible cure to try. It was quite easy to do because it used quite normal things that many people had access to.

**Cure 2: Make up with God by showing how sorry you were. People usually did this through whipping themselves. This was known as flagellation.**

Many people believed that God had sent the plague to punish people for behaving badly. They thought that if they showed how sorry they were then God would forgive them and save them from the plague. This was easy for people to do, even if it was uncomfortable! However, priests died even more than other people, so paying attention to God might not save you. It was worth a try though!

**Cure 3: Clean the inside of the house to get rid of all the rats, fleas and germs. Then light a fire in the house to keep the air clean.**

People at the time didn't know exactly what caused the plague. However, they did notice that plague victims' clothes and homes often helped to spread the plague. They thought they should keep their homes clean to get rid of anything that might spread the plague. Then lighting a fire could help to keep the bad air from outside away. This was an easy solution to try, because it didn't need anything special to do it.

**Cure 4: Cut the victim to make them bleed to get rid of the bad blood making them ill. Then make them be sick to get more of the things making them ill out.**

When peoples' swellings burst, they sometimes got better. People thought this was because it got the poisons out of their body. They thought that if they did the same thing with blood and vomit then it might make people better too. This seems sort of sensible! Also, most people would be able to try this as it didn't need anything other than the victim to try it.

**Cure 5: Carry around herbs and keep them close to your nose to stop breathing in the bad air. Burn herbs to spread the clean, healthy air.**

People at the time believed that the plague was caused by breathing in bad air. If you walked around with herbs held to your face, you could breathe in the clean smelling herbs and avoid breathing in the bad air that was around people with the plague. Burning herbs meant you could keep the air in your house or other buildings clean to keep you safe. This was an easy cure to try because herbs could be found quite easily by anyone.

