

Introduction

Welcome!

Welcome to Legacy. Over the three years of Junior Cycle, this book will help you to learn about key topics in the study of History. It will also help you to learn and practise important skills of the historian, like assessing source material and understanding the 'big picture' of the past.

A legacy is something that is given or received from an ancestor or from the past. Legacies can be precious objects or items of value, but sometimes legacies can be negative, such as pain or suffering left over from the past. We hope that, by reading this book, you will discover and know the legacy of our past, both good and bad, and share your learning with others.

Look Inside

Every chapter starts with a page like this:

>> 04 THE MIDDLE AGES

CONNECTION IN TIME

- 795: The first Viking raid on Ireland
- 843: The Treaty of Verdun marks the creation of France and Germany
- 1066: The Normans conquer England
- 1095: The First Crusade is launched
- 1163: Construction begins on the Notre Dame Cathedral in Paris
- 1169: The start of the Norman invasion of Ireland
- 1209: St Francis of Assisi forms the Franciscan Order
- 1347: The Black Death arrives in Europe
- 1429: A French Army led by peasant girl Joan of Arc defeats the English
- 1452: Gutenberg invents the printing press in Europe

What You Will Learn **L.O. 3.6**

The terms 'Middle Ages' and 'medieval' describe the period between the end of the Roman Empire and the beginnings of modern European history. It includes the **Dark Ages** of the fifth to tenth centuries, where the historical sources are limited. It roughly goes up to the end of the fifteenth century. No one at the time called it the 'Middle Ages'.

It has often been remembered as a period of violence, superstition, intolerances and backwardness. The French historian Jules Michelet labelled it '1,000 years without a bath'.

However, this is unfair. The Middle Ages was a period of learning, creativity, trade and monumental buildings as well. Most of the states of modern Europe began to form at this time. One of the most important events of the Middle Ages was the Black Death, which you will read about in Chapter 24.

In this chapter, you will learn what life was like in the Middle Ages from the richest to the poorest people.

The Evidence

Primary Sources

The early part of the Middle Ages is known as the Dark Ages because there are significant gaps in the historical record and many people were illiterate. There was no printing at the time. Records of historical events, called **chronicles**, exist for some periods. Many of the records of the time were kept by monks.

There can be surprising details also. King William the Conqueror of England compiled an extensive record of his kingdom in 1086 called **the Domesday book**. The transcript of the trial for witchcraft of the French woman Joan of Arc in 1431 exists in full – it's over 60 pages long – and gives an authentic peasant voice from the time.

Secondary Sources

The Middle Ages can sometimes be a challenge for historians because of the gaps in the records. These gaps allow our memory of the period to be coloured by mythical or fictional characters like King Arthur or Robin Hood. However, in recent years, many histories of the period have challenged the idea that the Middle Ages was a period only of ignorance and violence.





- A Distant Mirror by Barbara W. Tuchman is an acclaimed work that looked at climate change as one of the causes of the crises of the fourteenth century.

This timeline lists the order of the main events that happened in the course of this topic.

This briefly outlines what this chapter covers.

This section outlines the main primary and secondary sources for this era. Don't worry, you'll learn the difference between primary and secondary sources in Chapter 1!

Within each chapter there are a number of features to help you learn and practise your skills.

	<p>Illustrations and photos help you to see how people and things looked in the past.</p>
	<p>Examine the Evidence provides examples of primary and secondary sources of the era.</p>
<p>Check Your Progress</p> 	<p>Check Your Progress questions test your knowledge and can be used as homework assignments.</p>
	<p>Thinking Historically sections ask you to make connections in history.</p>
<p>HOW WE REMEMBER</p>	<p>Commemoration is crucial to how we remember important events in history and the How We Remember sections help with this.</p>
<p>CBA 2: A Life in Time – Suggestions</p>	<p>Suggestions are provided for CBA 1 and 2 topics where appropriate.</p>

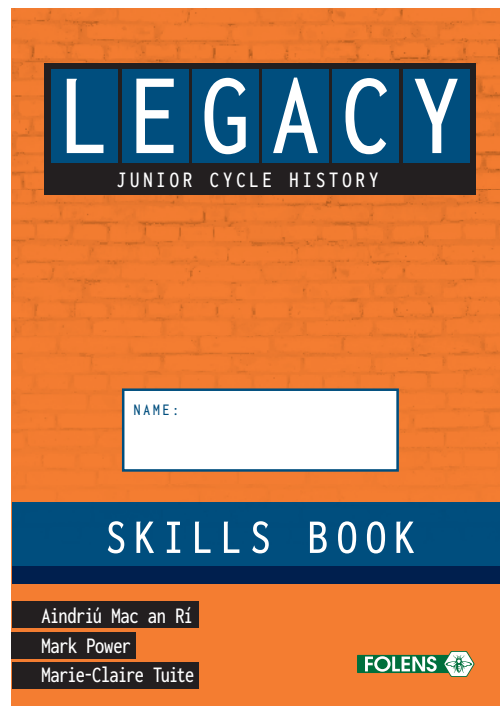
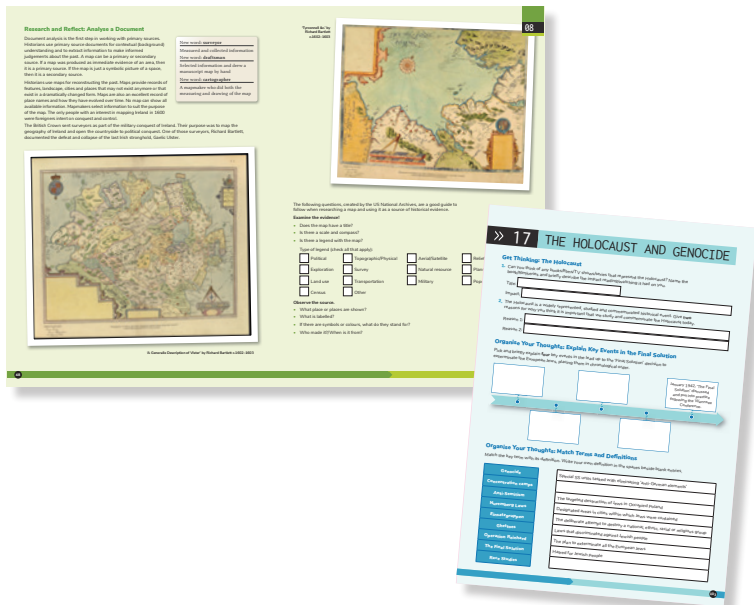
At the end of each chapter, there is an important page:

<p>Key Points for Revision</p> <div> <div> Feudalism <ul style="list-style-type: none"> Medieval society was structured according to feudalism, a hierarchical system in which people owed loyalty to those above them, and received protection in return The fief was the name given to a piece of land granted to a lord by his king A vassal was anyone who owes service to someone above them in the feudal system, and he would grant homage to his lord A serf was a peasant on the lord's land whose freedom was restricted Strip farming was how medieval farms were divided up. Fields were not fenced off, but each peasant worked a strip of land for their crops </div> <div> <ul style="list-style-type: none"> Lords held on to their land using fortifications called castles A motte and bailey was an early form of castle – a wooden fort was built on top of an artificial hill called a motte and the bailey was a courtyard at the bottom of the motte The keep was the fortified tower at the centre of a stone castle Wealthy men also fought on horseback as knights, armoured soldiers Chivalry was a code of behaviour for knights that required religious observance, loyalty and courtesy to women </div> </div> <div> <div> The Church <ul style="list-style-type: none"> Medieval society was also highly religious Romanesque was a form of religious architecture </div> <div> Medieval Cities <ul style="list-style-type: none"> A charter was a grant of rights to a city by a king or local lord </div> </div>	<p>Key Points for Revision list the most essential parts of the topic that you will need to know.</p>
<p>A Show What You Know</p>	<p>Show What You Know asks short questions on the topic, similar to what you will be asked in the Junior Cycle exam.</p>
<p>B History in Action</p>	<p>History in Action probes your knowledge of the topic with questions that require more in-depth research.</p>

Skills Book

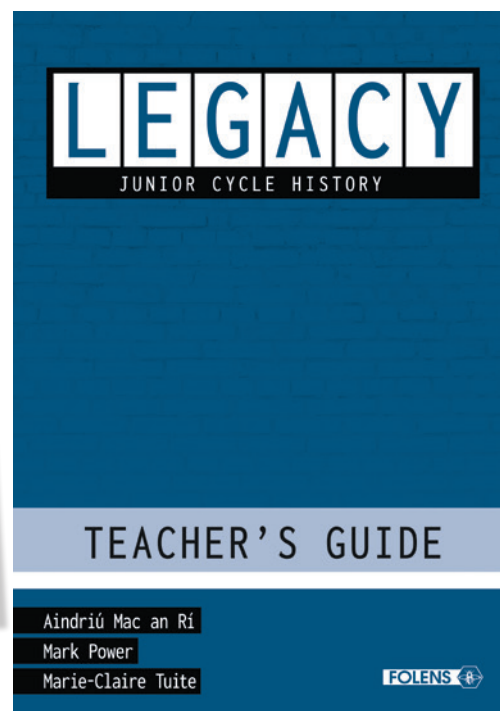
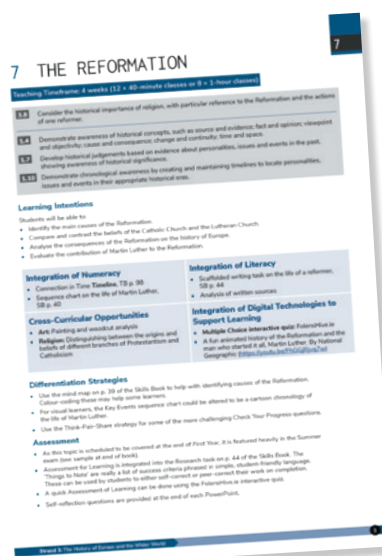
The Skills Book accompanies the textbook. It includes a variety of question styles to help you practise and study. These question styles are also based on the question types likely to appear in the Junior Cycle examination at the end of Third Year.

This book also provides you with the opportunity to reflect on your learning at the end of each chapter.



Teacher's Guide

Teachers have access to the Teacher's Guide, which includes planning advice, schemes of work and other resources to assist their teaching.



Online Resources

Teachers have access to a range of online resources on FolensHIVE.ie, including:

- Editable lesson plans
- Editable exams
- Editable PowerPoints
- Multiple-choice quizzes and image-labelling activities
- Carefully selected links to useful websites