A master blacksmith (above) brightens the flame while apprentices (at right) hammer the iron.

WITNESS HISTORY ◀)) AUDIO

A Boy Learns a Trade

In the Middle Ages, boys were apprenticed by legal agreements such as this one:

❝I, Peter Borre, in good faith and without guile, place with you, Peter Feissac, weaver, my son Stephen, for the purpose of learning the trade or craft of weaving, to live at your house, and to do work for you . . . for four continuous years, promising you by this agreement to take care that my son does the said work, . . . will neither steal nor take anything away from you, nor fleen or depart from you for any reason, until he has completed his apprenticeship.❞
—French apprenticeship agreement, 1248

Focus Question How did changes in agriculture and trade lead to the growth of towns and commerce?

Economic Recovery Sparks Change

Objectives
- Summarize how new technologies sparked an agricultural revolution.
- Explain how the revival of trade revolutionized commerce and led to the growth of towns.
- Analyze the rise of the middle class and the role of guilds.
- Describe life in medieval towns and cities.

Terms, People, and Places

charter	middle class
capital	guild
partnership	apprentice
tenant farmer	journeyman

Note Taking

Reading Skill: Identify Main Ideas Outline the main ideas of this section. Use Roman numerals for the main idea of each red heading. Use capital letters for the main ideas of the black headings.

> **Economic Recovery Sparks Change**
> I. 1000s—agricultural revolution changed Europe
>   A. New technologies allowed farmers
>   to grow more crops.
>   B.
> II.

Like the earlier granting of fiefs, apprenticeship agreements laid out mutual obligations. The French apprenticeship agreement quoted above goes on to say, "And I, the said Peter Feissac, promise you, Peter Borre, that I will teach your son faithfully and will provide food and clothing for him." Enormous changes had to occur in medieval Europe before apprenticeship agreements became commonplace. And these changes began in agriculture.

An Agricultural Revolution

Changes in Europe by 1000 set the foundation for economic prosperity. It began in the countryside, where peasants adopted new farming technologies that made their fields more productive. The result was an agricultural revolution that transformed Europe.

Technology Improves Farming By the 800s, peasants were using iron plows that carved deep into the heavy soil of northern Europe. These plows were an improvement over wooden plows, which were designed for light Mediterranean soils rather than heavier northern soils. Also, a new kind of harness allowed peasants to use horses rather than oxen to pull the plows. Faster-moving horses could plow more land in a day than oxen could, so peasants could enlarge their fields and plant more crops.

Production and Population Grow Other changes brought more land into use. Lords who wanted to boost the incomes of their

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.
All in One **Teaching Resources, Unit 2,** p. 6; **Teaching Resources, Skills Handbook,** p. 3

High-Use Word	Definition and Sample Sentence
stimulate, p. 234	*vt.* to make more active The music that accompanied the lecturer's presentation **stimulated** the audience's interest.

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Summarize how new technologies sparked an agricultural revolution.
- Explain how the revival of trade revolutionized commerce and led to the growth of towns.
- Analyze the rise of the middle class and the role of guilds.
- Describe life in medieval towns and cities.

Prepare to Read

Build Background Knowledge L3

Remind students of the self-sufficiency of the manor economy. Have them predict what might happen when farming becomes more productive and warfare declines.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.
  ◀)) AUDIO **Witness History Audio CD, A Boy Learns A Trade**

  Have students translate the agreement into modern English. Ask **Judging from the selection, what kinds of abuses did some apprentices commit?** *(theft, running away)* **Why was apprenticeship a good way to learn a trade?** *(lack of schools, craftsmen needed cheap labor, master supported the boy, hands-on experience)*

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. *(Answer appears with Section 4 Assessment answers.)*

- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.

- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students outline the main ideas of the section.

  ✏ **Reading and Note Taking Study Guide,** p. 70

An Agricultural Revolution ⓛ₃

Instruct

- **Introduce** Using the Idea Wave strategy (TE, p. T22), ask **What advances in technology have changed people's lives in your lifetime?** *(computers, cell phones, Internet, etc.)* Point out that technology doesn't have to be electronic to change society. Have students read the paragraph under Technology Improves Farming and identify two new technologies.

- **Teach** Ask **How did the new plow and harness lead to increased farm production?** *(new plow made it easier and faster to sow seeds; new harness allowed use of horses, which plowed faster than oxen)* Have students list methods used to increase production. Ask **Which of these improved peasants' diets?** *(planting legumes)* **Why would improved farming lead to population growth?** *(fewer people would die of hunger; birthrate would probably increase)*

- **Quick Activity** Review the change from the two-field system to the three-field system. Draw a diagram of a farm field on the board. Invite students to draw how it would be divided in the two-field way and the three-field way. Discuss the advantages of the three-field system.

Independent Practice

Have students make a chart showing the change(s) created by each advance in farming discussed in the text.

Monitor Progress

As students fill in their outlines, circulate to make sure they understand how new farming technologies led to the population growth in Europe. For a completed version of the outline, see

📖 **Note Taking Transparencies,** 78

Answers

Map Skills

1. Review locations with students.
2. (a) Flanders, Italy (b) Flanders, northern France (c) Constantinople, Flanders, northern Italy, southern Spain, and Tripoli
3. It was probably easier to go by ship than by land. Roads were poor and there was probably a danger of robbers.

Trade in Medieval Europe, 1000–1300

Geography *Interactive*
For: Audio guided tour
Web Code: nap-0741

Map Skills As trade revived in medieval Europe, trade routes multiplied and many towns hosted trade fairs.

1. **Locate** (a) Constantinople (b) Adriatic Sea (c) Venice (d) Flanders (e) London (f) Baltic Sea
2. **Region** In which areas were there (a) clusters of commercial centers? (b) clusters of trade fairs? (c) many converging trade routes?
3. **Draw Inferences** Why do you think many of these trade routes avoided overland travel and went by sea or river? What does this suggest about travel during this time?

◄ French trade fair, fourteenth century

Trade Fairs: Fun and Profit
Before the onset of widespread travel, traders and their customers did business at local trade fairs. These fairs took place each year near navigable rivers or where busy trade routes met. People from the surrounding villages, towns, and castles flocked to the fairs. Peasants traded farm goods and animals and enjoyed the antics of jugglers, acrobats, or even dancing bears. Nobles, wealthy churchmen, and well-off townspeople bought luxury goods such as fine swords, sugar, and silks.

▲ Byzantine earrings, seventh century

History Background

Transportation and Trade Transportation was a major obstacle to trade in medieval Europe. Well-maintained concrete roads built at the height of the Roman empire had fallen into decay, though they remained in use. With no central governments, individual lords inconsistently maintained roads through their properties. In addition, lords could not always provide security against highwaymen who targeted merchants and other travelers.

Travel by water was an alternative to travel over land. Although most cargo was carried over land, merchants from international trade centers such as Constantinople and Venice utilized the seas, while merchants in Europe used rivers to transport their goods. By the late Middle Ages, international trade was well-established.

manors had peasants clear forests, drain swamps, and reclaim wasteland for farming and grazing. Peasants also adopted a new way of rotating crops: the three-field system. They planted one field with grain; a second with legumes, such as peas and beans; and the third they left unplanted. The legumes restored fertility to the soil and added protein to the peasants' diet. The new method left only one third of the land unplanted, rather than half. All these improvements allowed farmers to produce more food. With more food available, the population began to grow. Between about 1000 and 1300, the population of Europe almost tripled.

✔ **Checkpoint** Why did agricultural production improve?

The Revival of Trade and Travel

As Europe's population grew, other changes also took place. In the 1100s, feudal warfare and foreign invasions declined. People felt safer, and began to travel more. The crusaders brought luxury goods back to Europe from the Middle East. Wealthy nobles desired goods that could not be produced on manors. Peasants needed iron for farm tools. Traders began to crisscross Europe to meet the growing demand for goods.

Trade Routes Expand Enterprising traders formed merchant companies that traveled in armed caravans for safety. They followed regular trade routes, many of which had hardly been used for centuries. Along these routes, merchants exchanged local goods for those from remote markets in the Middle East and farther east into Asia.

In Constantinople, merchants bought Chinese silks, Byzantine gold jewelry, and Asian spices. They shipped these goods by sea to Venice, where traders loaded their wares onto pack mules and headed north to Flanders. There, other traders bought the goods at trade fairs and sent them to England and lands along the Baltic Sea. Northern Europeans paid for these goods with products such as honey, furs, cloth, tin, and lead.

In the 1200s, German towns along the Baltic Sea formed the Hanseatic League, an association to protect their trading interests, which dominated trade in Northern Europe for more than 150 years. It took action against robbers and pirates, built lighthouses, and trained ships' pilots.

The Growth of Towns and Cities Many trade fairs closed in the autumn, when the weather made roads impassable. Merchants might wait out the winter near a castle or in a town. These settlements attracted artisans who made goods that merchants could sell. Slowly, these small centers of trade and handicraft became the first medieval cities. Some boasted populations of 10,000, and by the fourteenth century, a few topped 100,000. Europe had not seen towns of this size since Roman times. The richest cities emerged in northern Italy and Flanders—the two ends of the profitable north-south trade route. Both areas were centers of the wool trade and had prosperous textile industries.

To protect their interests, the merchants who set up a new town asked the local lord, or the king himself, for a **charter.** This written document set out the rights and privileges of the town. In return, merchants paid the lord or the king a large sum of money, a yearly fee, or both. Most charters also had a clause, popular with runaway serfs, that declared that anyone who lived in the town for one year and one day was free.

In the late 900s, a monk named Richer set out with a guide from Rheims to Chartres, where he planned to continue his studies. He described the journey:

Primary Source

❝We reached the bridge before the town but could barely see it in the rainy night. I became even more anxious because the bridge had so many holes and large gaps that the citizens of Meaux could hardly cross it in the daytime, much less in the dark—and in a storm! . . .[W]e faced a difficult path over the bridge. As we went, the messenger put his shield over the smaller holes for the horses. He used planks for the larger gaps. At times he would be bending over, now standing up, now running here and there in order to keep the horses calm and safe.❞
—Richer of Rheims 🔊 AUDIO

Why were roads and bridges in such poor condition at this time?

The Revival of Trade and Travel 🔢

Instruct

- **Introduce: Key Terms** Ask students to find the key term *charter* (in blue) in the text and read its definition. Ask **What advantage did a charter give townspeople over people who lived in villages attached to manors?** *(self-government)* Then discuss the painting of the Flemish town receiving the charter. Ask **Who do you think is present at this event?** *(probably merchants and nobles)* **How can you tell?** *(by their clothes)*

- **Teach** You may wish to give students a quick preview of the Crusades and point out that they will read more about them in the next chapter. Ask **What changes spurred travel at this time?** *(warfare declined, people felt safer, economy was improving, crusaders brought back exotic goods from the East, more luxury goods demanded)* Read aloud the Primary Source selection or play the accompanying audio to give students a better idea of what travel was like during the early Middle Ages.

  🔊 AUDIO **Witness History Audio CD,** Richer of Rheims

- **Quick Activity** Have students access **Web Code nap-0741** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

Independent Practice

Primary Source To help students better understand the advantages of a charter, have them read from the *Charter of Henry I to the City of London* and answer the questions on the worksheet.

All in One **Teaching Resources, Unit 2,** p. 12

Monitor Progress

- Point out the image "Trade Fairs: Fun and Profit." To review this section, ask students to explain the significance of the trade fairs.

- Check answers to map skills questions.

Answers

✔ better plow and harness, increased acreage to farm, three-field system

PRIMARY SOURCE The roads fell into disrepair after the fall of the western Roman empire. Some lords repaired roads on their manors, but there were no central governments to make large-scale repairs.

A Commercial Revolution 🔞

Instruct

- **Introduce: Vocabulary Builder**
Have students read the Vocabulary Builder term and definition. Tell students they will see how changes in medieval life that they have already read about (agricultural technology, population growth, increase in trade) will lead to, or ***stimulate***, other changes that marked the beginning of modern business practices.

- **Teach** Help students understand these business practices: partnerships, insurance, credit, and bills of exchange. Ask **How did these practices lessen risk for the merchant or businessperson?** *(Partnerships lessened the investment risk of each partner; insurance allowed a person to recoup at least part of a business loss; credit meant that an individual did not have to risk all of one's assets; bills of exchange meant that actual money was not at risk in a robbery.)* Discuss how merchants carrying gold coins would have been vulnerable to robbers. (Remind students that there was no paper money at this time.) **How did these practices lead to changes in society?** *(increased use of money undermined serfdom and created a commercial money economy that favored the rise of the merchant class)*

- **Quick Activity** Display **Color Transparency 44: The Rise of Europe.** Use the lesson suggested in the transparency book to guide a discussion on the changes in Europe in the Middle Ages.

  📖 **Color Transparencies,** 44

Independent Practice

Have students create advertisements for one of the business innovations they read about. They might advertise joining a partnership for a trade or transport venture, insurance for such a venture, or a bill of exchange. Have students create a graphic organizer of the business innovations and their effects.

Monitor Progress

To check student understanding, ask them to explain some of the new business innovations and their effects.

Answer

✔ Towns grew because of increased trade, the growth of trade fairs, the decline of serfdom, and the increased use of money.

Granting a Town Charter

Although charters (below) varied from place to place, they almost always granted townspeople the right to choose their own leaders and control their own affairs. At the left, a town in Flanders receives its charter.

Vocabulary Builder

stimulated—(STIM yuh layt ed) *v.* made more active

Meanwhile, as Europe's population grew, manors became overcrowded, and lords often allowed peasants to buy their freedom and move to towns.

✔ **Checkpoint** How and why did medieval towns and cities grow?

A Commercial Revolution

As trade revived, the use of money increased. In time, the need for **capital,** or money for investment, stimulated the growth of banking houses. Merchants also extended credit to one another. That is, they arranged to delay payment for goods for a certain set time.

The Beginnings of Modern Business To meet the needs of the changing economy, Europeans developed new ways of doing business. Groups of merchants joined together in **partnerships.** They pooled their funds to finance a large-scale venture that would have been too costly for any individual trader. This practice made capital more easily available. It also reduced the risk for any one partner because no one had to invest all his or her capital in the company.

Later, merchants developed a system of insurance to help reduce business risks. For a small fee, an underwriter insured the merchant's shipment. If the shipment was lost or destroyed, the underwriter paid the merchant most of its value. If the goods arrived safely, the merchant lost only the insurance payment.

Europeans adopted some practices from the Muslim merchants with whom they traded. These traders had developed methods of using credit rather than cash in their business. European versions included letters of credit and bills of exchange. For example, a merchant would deposit

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Connect to Our World

Modern Apprenticeship Today, training in the trades does not begin as early as it did in the Middle Ages; instead, the young apprentice is usually at least sixteen years of age. In the United States, this sort of training takes place in both vocational education programs and apprenticeships. Vocational education is often part of a general high school education. The schooling today lasts from two to five years. Larger employers or trade unions often also require apprenticeships, or on-the-job training. Once their education is complete, students are free to seek employment anywhere. Today the trades are open to both boys and girls. Also, the apprentice-teacher relationship is much different today than it was in the Middle Ages. Today's teachers have no obligation to provide food, clothing, and shelter to their students and have no power over the student other than determining whether the student has fulfilled the requirements.

money with a banker in his home city. The banker would issue a bill of exchange, which the merchant could exchange for cash in a distant city. The merchant could thus travel without carrying gold coins, which were easily stolen.

Society Begins to Change These new business practices were part of a commercial revolution that transformed the medieval economy. Slowly, they also reshaped medieval society. For example, the use of money undermined serfdom. Feudal lords needed money to buy fine goods. As a result, many peasants began selling farm products to townspeople and paying rent to their lord in cash rather than in labor. By 1300, most peasants in Western Europe were either **tenant farmers,** who paid rent for their land, or hired farm laborers.

During the Middle Ages, the Church forbade Christians to lend money at interest. As a result, many Jews who were barred from other professions became moneylenders. Although moneylenders played an essential role in the growing medieval economy, their success led to resentment and a rise in anti-Jewish prejudice.

✔ **Checkpoint** Describe three changes of the commercial revolution.

The Rise of the Middle Class

In towns, the old social order of nobles, clergy, and peasants gradually changed. By the year 1000, merchants, traders, and artisans formed a new social class. In status, this class ranked between nobles and peasants, so it was called the **middle class.** Nobles and the clergy despised the new middle class. To nobles, towns were a disruptive influence beyond their control. To the clergy, the profits that merchants and bankers made from usury (YOO zhuh ree), or lending money at interest, were immoral.

The Role of Guilds In medieval towns, the middle class gained economic and political power. First, merchants and artisans formed associations known as **guilds.** Merchant guilds appeared first. They dominated town life, passing laws and levying taxes. They also decided whether to spend funds to pave the streets with cobblestones or make other town improvements.

In time, artisans came to resent the powerful merchants. They organized craft guilds. Each guild represented workers in one occupation, such as weavers, bakers, or goldsmiths. In some towns, struggles between craft guilds and the wealthier merchant guilds led to riots.

Guild members cooperated to protect their own economic interests. To prevent competition, they limited guild membership. No one except guild members could work in any trade. Guilds made rules to protect the quality of their goods, regulate hours of labor, and set prices. Guilds also provided social services. They operated schools and hospitals, looked after the needs of their members, and provided support for the widows and orphans of their members.

Becoming a Guild Member Becoming a guild member took many years of hard work. At the age of seven or eight, a child might become an **apprentice,** or trainee, to a guild master. The apprentice usually spent seven years learning the trade. The guild master paid no wages, but was required to give the apprentice food and housing. Few apprentices ever became guild masters unless they were related to one. Most worked for guild members as **journeymen,** or salaried workers. Journeymen often
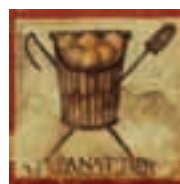
Medieval Advertising
These guild emblems from 1602 are similar to those used by medieval guilds to represent their crafts. From the top: guild emblems for eyeglass-makers, armorers, barbers, and bakers. *Why do you think the emblems use both pictures and words?*

Assess Progress **L3**

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One **Teaching Resources, Unit 2,** p. 5

- To further assess student understanding, use
  🖥 **Progress Monitoring Transparencies,** 30

Reteach

If students need more instruction, have them read the section summary.

📝 **Reading and Note Taking Study Guide,** p. 71 **L3**

📝 **Adapted Reading and Note Taking Study Guide,** p. 71 **L1 L2**

📝 **Spanish Reading and Note Taking Study Guide,** p. 71 **L2**

Extend **L4**

Have groups of students develop a town charter. Have them include a location, a name, and the rights and privileges for various groups in the town. They should list what the town will give the king in return for the charter and describe how the town will be governed.

Answers

✔ They played a large role in town government, levied taxes, and made improvements that benefited the whole town.

✔ crowded with buildings overhanging narrow streets; dirty, noisy, dangerous; centers of trade, opportunities, ideas

PRIMARY SOURCE They had little time for play. They began working at a young age.

A Londoner of the 1100s describes a sport enjoyed by youngsters in his city:

Primary Source

❝ When the great [swamp] which watereth the walls of the city on the north side, is frozen, many young men play upon the ice . . . some tie bones to their feet and under their heels; and shoving themselves by a little picked staff, do slide as swiftly as a bird flieth in the air. ❞
—William Fitz-Stephen

How much time for play do you think young medieval people had? Explain.

The picture below is the earliest known depiction of ice-skating.

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accused masters of keeping their wages low so that they could not save enough to open a competing shop.

Women and the Guilds Women worked in dozens of crafts. A woman often engaged in the same trade as her father or husband and might inherit his workshop if he died. Because she knew the craft well, she kept the shop going and sometimes became a guild master herself. Young girls became apprentices in trades such as ribbonmaking and papermaking. Women dominated some trades and even had their own guilds. In Paris, they far outnumbered men in the profitable silk and wool guilds. A third of the guilds in Frankfurt were composed entirely of women.

✔ **Checkpoint** Why were guilds important in town life?

Town and City Life

Medieval towns and cities were surrounded by high, protective walls. As a city grew, space within the walls filled to overflowing, and newcomers had to settle in the fields outside the walls. Because of overcrowding, city dwellers added second and third stories to their houses and shops. Therefore, a typical medieval city was a jumble of narrow streets lined with tall houses. Upper floors extended outward over the streets below, making them dim even in daytime. Fire was a constant threat.

In the largest cities, a great cathedral or a splendid guild hall might tower above humbler residences. Almost all cities and towns had a church with a steeple that could be seen for miles. Around the church, people usually lived in neighborhoods with people of similar backgrounds. This meant that guild members, such as butchers, lived in the same area.

During the day, streets echoed with the cries of hawkers selling their wares and porters grumbling under heavy loads. At night, the unlit streets were deserted. Even a rich town had no garbage collection or sewer system. Residents simply flung their wastes into the street. Some larger cities passed laws to promote better sanitary conditions, such as one requiring butchers to dump their garbage on the edge of town. Still, towns remained filthy, smelly, noisy, and crowded—a perfect breeding ground for disease.

✔ **Checkpoint** What were medieval cities like?

Progress Monitoring Online
For: Self-quiz with vocabulary practice
Web Code: naa-0741

4 Assessment

Terms, People, and Places

1. What do many of the key terms listed at the beginning of this section have in common? Explain.

Note Taking

2. **Reading Skill: Identify Main Ideas** Use your completed outline to answer the Focus Question: How did changes in agriculture and trade lead to the growth of towns and commerce?

Comprehension and Critical Thinking

3. **Recognize Cause and Effect** What were two effects of the agricultural revolution of the Middle Ages?
4. **Draw Conclusions** Why was the revival of trade so important?
5. **Summarize** How did the emergence of a middle class affect European life? Explain.
6. **Draw Inferences** What were the advantages and disadvantages of living in a medieval city?

● **Writing About History**

Quick Write: Credit Sources Use a library or the Internet to find three reliable sources of information about a group discussed in this section. Include at least one primary source. Use the guidelines in the Writing Handbook to write bibliography entries for your sources.

Section 4 Assessment

1. Most of the terms listed at the beginning of the section are related to the rise of towns and the middle class.
2. Increased agricultural production led to a larger, more reliable food supply and better nutrition, which led to population growth. Fewer people struggled to survive. Larger populations and more income led to more trade. Trading centers became towns.

3. Answers might include increased food supply and population growth.
4. Trade spurred the growth of towns, increased the use of money, and undermined the manor system. It led to an exchange of ideas and a wider world view.
5. Answers should demonstrate an understanding of the change from the feudal/manor system to a commercial economy and a shift of power from nobles to merchants and townspeople.

6. Answers should reflect understanding of opportunities and shortcomings of town life, such as jobs, crowds, dirt, noise, fire, and disease.

● **Writing About History**
Responses should be in the correct bibliographic form.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0741.**

The Canterbury Tales
by Geoffrey Chaucer

In *The Canterbury Tales* (1387–1400), Geoffrey Chaucer presents a portrait of medieval English society. The *Tales* are a series of poems that focus on 29 men and women who are on a pilgrimage to the tomb of St. Thomas Becket in Canterbury. To help pass the time, they tell stories to one another. The detailed descriptions of each character provide a sharp look at three classes of society as they were developing in the 1200s and 1300s: nobles, the middle class, and peasants. In the passages below, Chaucer describes a noble knight, a wealthy merchant, and a humble plowman, or farmworker.

Geoffrey Chaucer (1343?–1400)

There was a Knight, a most distinguished man,
Who from the day on which he first began
To ride abroad had followed chivalry,
Truth, honor, generousness, and courtesy.
He had done nobly in his sovereign's war
And ridden into battle, no man more,
As well in Christian as heathen places,
And ever honored for his noble graces[1]. . . .

There was a Merchant with a forking beard
And motley[2] dress; high on his horse he sat,
Upon his head a Flemish beaver hat
And on his feet daintily buckled boots. . . .
He was expert at currency exchange.
This estimable[3] Merchant so had set
His wits to work, none knew he was in debt,
He was so stately[4] in negotiation,
Loan, bargain, and commercial obligation. . . .

There was a Plowman with him there, his brother.
He was an honest worker, good and true,
Living in peace and perfect charity. . . .
For steadily about his work he went
To thrash his corn, to dig or to manure
Or make a ditch; and he would help the poor
For love of Christ and never take a penny
If he could help it, and, as prompt as any,
He paid his tithes in full when they were due. . . .

1. **graces** (GRAYS iz) *n.* decency, thoughtfulness, and manners
2. **motley** (MAHT lee) *adj.* of many colors
3. **estimable** (ES tuh muh bul) *adj.* deserving respect
4. **stately** (STAYT lee) *adj.* dignified

A knight

A merchant

Thinking Critically
1. **Identify Point of View** Which of these characters does Chaucer seem to disapprove of? How can you tell?
2. **Analyze Literature** What qualities do the knight and the plowman have in common? How do they show these qualities?

The Canterbury Tales
by Geoffrey Chaucer

Objectives
- Understand the classes of medieval society and the importance of pilgrimages.
- Understand the significance of Chaucer in the development of medieval literature.
- Analyze the realistic details and satirical comments Chaucer provides.

Build Background Knowledge **L3**
Review what students have already learned about lords, knights, merchants, and peasants. Be sure they understand the rigid class distinctions of the period. Tell students that Chaucer was the first English poet to write realistically about his own times. Encourage them to look for realistic details in the descriptions here.

Instruct **L3**
- Read each description aloud. Make sure students understand all of the words and the inverted sentence structure. Have students provide a list of the attributes and activities of each character, and write them on the board.
- Now have students analyze the descriptions more carefully. Ask **Which of the characters does Chaucer respect?** *(knight and plowman)* **What words show this respect?** *(knight: distinguished, truth, honor, generousness, courtesy, nobly, honored, noble graces; plowman: honest, good and true, perfect charity, steadily, love of Christ, prompt)*

Monitor Progress
Have students summarize the qualities of each character in their own words.

Thinking Critically
1. The merchant. There is a sarcastic tone to the description, as in the words *forking, motley, daintily*. Chaucer also makes it clear that the merchant is a phony: he dresses and acts rich so no one will know he is in debt.
2. They are both honest and generous. The knight was chivalrous and fought hard for his sovereign. The plowman worked hard and steadily and paid his rent on time; he also gave to the poor.

Differentiated Instruction **Solutions for All Learners**

L1 Special Needs L2 Less Proficient Readers

Instruct students to read the selection from *The Canterbury Tales*. Ask them to use information in Chaucer's poem to write five adjectives or descriptive phrases explaining the appearance and livelihood of each of the characters: the knight, the merchant, and the plowman. Students should use the descriptions to create illustrations depicting each of the roles.

Tell students to think carefully before creating their illustrations. Ask them to plan how they will show attributes of the characters. When they are finished, ask them to write a short explanation of how they demonstrated different characteristics. Some students may need to explain orally.