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"Extracts on the Age of Conquest and the Birth of the Nation (2nd Year LMD)

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Ministry of Higher Education and Scientific Research
University of Amar Thelidji Laghouat
Faculty of Letters and Languages
Department of English



Understanding the United Kingdom of Great Britain and Northern Ireland: A Collection of Lectures on the Age of Conquest

A sixty-page **booklet** on **Civilisation course, S3 & S4**, submitted to the
Department of English in favour of **LMD2 Students**.

Submitted by:

Mr. Mohamed Cherif Seddiki

Academic Year:

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UNDERSTANDING

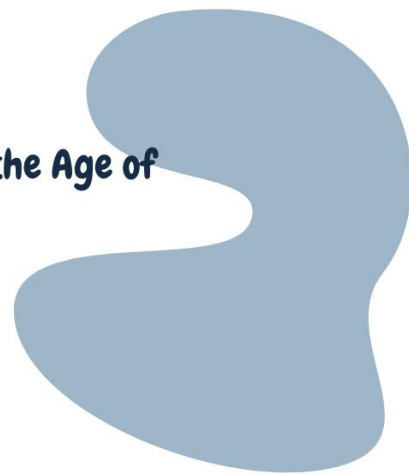
THE UNITED KINGDOM



**A Collection of Historical Extracts on the Age of
Conquest up to 1215**

Prepared By :

Mohamed Cherif Seddiki



S3 & S4 Lectures 2022 ©

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Introduction

Understanding the United Kingdom has been a dream which comes true after ten years of struggles and challenges, particularly those moments of frustration in class. Engaging activities, motivation and attention-grabbing content took much of my time and energy along the way to design this collection of classroom activities. In fact, it is not that of an easy task to generate all the requirements to come up with a stand-alone EFL material in a non-native speaker environment. EFL and ESL busy teachers, mainly those teaching at universities, cannot easily find ready-made materials that meet their students' needs. Thus, ***Understanding the United Kingdom*** has been written for this community, EFL and ESL teachers, and it is up to them to select what goes with their classroom needs. It includes a host of topics that promote both linguistic skills and cultural knowledge.

This booklet addresses 13 units, which cover the key events and aspects of life in the UK. There are at least two lesson plans in each unit added to a further reading section which is meant to consolidate the students' understanding and wrap up the key points. The contents page provides a full image on the type of activities, skills practised, references and appendices.

The topics range from history and geography to religion and leisure activities and from politics and economy to education and recreation. They have been selected according to the students' level and abilities in English. They address celebrations and beliefs in the UK, institutions both secular and religious, famous figures and key events that transformed the nation.

This collection of classroom tasks takes into account chronology in presenting lessons. Actually, there are themes and topics which address historical facts but without undermining modern concerns and changes. Each unit consists of two parts, *read and write or listen and speak*, with an extension activity sometimes. Both reading and listening lessons include a warmer to prepare students and set the context of the topic, while reading or while listening activities to check their understanding or allow practice on some tasks, and finally after reading or after listening activities, labelled in this booklet as "*over to you section*" to help students activate what they have seen in the previous stages. Added to the worksheets, students may additional tasks, filling in crosswords for instance, to scaffold their abilities and enrich their knowledge.

Exceptionally in this booklet, a scheme on how to deliver the lesson is given in a form of teacher's notes. This section describes the way lessons should be handled. They include information panel on the left, the list of activities, procedures and even answers. In fact, this can assist teachers in choosing the right parts that go with their students' level, skills and interests. It thus provides guidance on the steps to proceed with the lesson sections.

Understanding the United Kingdom offers a variety of opportunities for EFL teachers, mainly those teaching culture and language at university, to deliver lessons with a host of activities on all aspects of British culture and English. Learners in their turn will explore different topics and themes; the fact that will help them sharpen their linguistic skills and enrich their cultural knowledge at the same time on the UK, its culture, its history, its institutions, its people, its special events and customs. I really hope that you will enjoy exploring this collection of tasks, activities and cultural extracts.

Acknowledgments

I am grateful to the inspiration provided by **Jo Smith** and his attention-grabbing activity book, ***Exploring British Culture***, without which this booklet would not find its path to completion. I extend my thanks and acknowledgments to my colleagues, namely **Salah Bakhouche and Ibrahim Aribi**, who did never cease providing pieces of advice, counsel and guidance on designing and writing this kind of EFL materials.

I fully understand and acknowledge the rights of copyright holders. At certain phases, it has been impossible to find out or trace the sources, and thus, if any omission is brought to my notice, I will be happy to include the appropriate reference and acknowledgment on reprinting.

British Main Cities

Warmer:

On the board, write the words “**British Isles**”, “**Union Jack**” “**British**” and “**English**”. Ask students what these words bring into their minds. Jot down every word they suggest.

Tell them that the area they will speak about is known for its diversity of races, dialects and even regional differences. Tell them that the words “**British**” and “**English**” are no longer the same, and that some descriptions might offend some individuals living in the British Isles if used inadvertently.

Label the map

Together with your students, try to label the map sharing with them the countries of the UK and their main cities. Stick on the board flags and emblems, and let them explore what is special in each region.

Share with them some historical facts and dates, namely the Union of the Crowns, 1603 and 1707, the Second Act of Union, 1801

Answers:

a- Scotland	f- Wales	d- Cardiff
b- Northern Ireland	g- Belfast	e- London
c- England	h- Edinburgh	

Let them mix the flags of England, Scotland and Northern Ireland. Ask them what they will get.

Help them define the Union Jack!

Pair Work

Divide the class into four groups, and assign each group to read about one country in the UK. Tell them that they are going to exchange some bits of information about the four countries of the UK.

Tell them that each group should complete the table and write a city profile. Thus, and in each group, there should be someone to write, someone to represent the group and someone to visit the remaining groups.

Let them use the following cues for their interactions.

London is a very crowded city, is it the case in Edinburgh?

In London, tourists will indubitably feel dazzled with its stunning monuments and panoramic scenes, anything special in Cardiff?

Over to you

Let the students activate what they have learned. Ask them about what was interesting in exploring the countries of the UK.

Skill

Listen and Speak

Level

Upper-intermediate

Objective

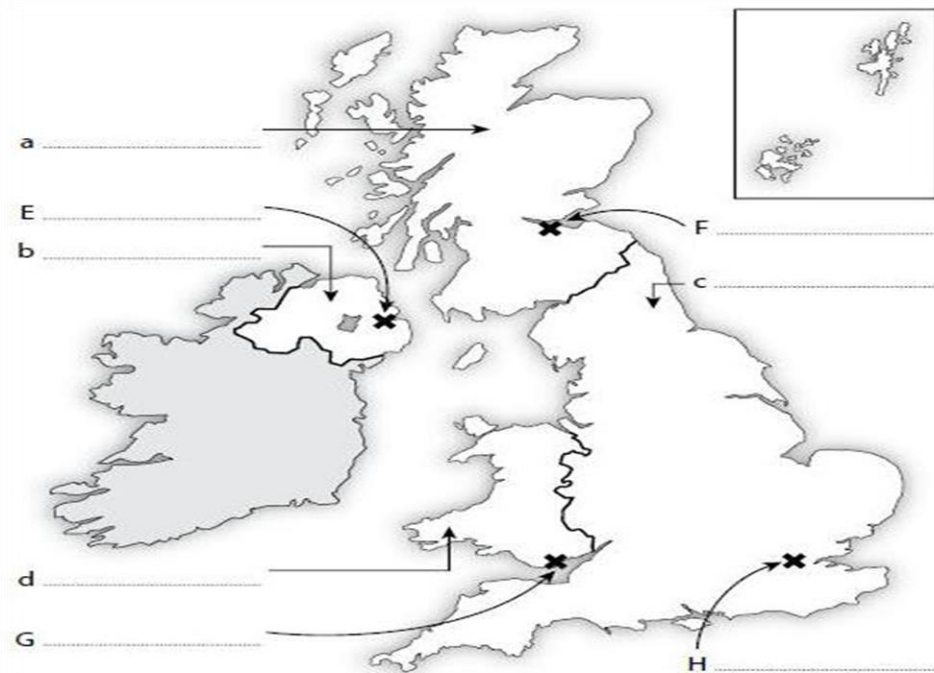
To familiarize the students with the regional differences that typify the British Isles. They should be able to know the difference between the words “British” and “English”.

Vocabulary

blend
offend
emblems
must-see
infuriate
run through
baffle
regional

Getting Ready

Look at the map below and label the four countries with their capital cities.



Take a second glance at the map above, and try to complete the following sentences.

Great Britain, as a union, means _____.

The British Isles are _____.

Pair work

Using the bits of information provided in the boxes below, try to fill out the following table. Mind that there are four countries in the UK, and thus, you need to ask the relevant group to tell you about the country you are interested in.

City

Population

Famous Places


Things to do




Festivals





London	Edinburgh	Belfast	Cardiff
Population: 8,799,800	Population: 518,500	Population: 288,306	Population: 362,400
Rivers: Thames	Rivers: The Firth of Forth	Rivers: Lagan	Rivers: Taff
Famous buildings: Westminster Abbey, St. Paul's Cathedral, Tower Bridge, London Eye, Shakespeare Globe	Famous buildings: Edinburgh Castle, the Old Town, The Scottish Parliament	Famous buildings: City Hall, Grand Opera House, Linen Hall Library	Famous buildings: Cardiff Castle, Millennium Commercial Center, Llandaff Cathedral, Caerphilly Castle
Things to do in London: Visit the two Houses of Parliament, Museums and galleries Go on a river cruise Go on a walk through ...	Things to do in Edinburgh: Go shopping Visit Arthur's Seat Royal Botanic Gardens	Things to do in Belfast: Visit the Cathedral Quarter, the Titanic Quarter	Things to do in Cardiff: Visit BBC Drama Village Visit Cardiff Bay Walk through Bute Park
Festivals: Notting Hill Carnival, Fashion Week (June), Trooping the Colour	Festivals: Edinburgh Festival of Arts Up Helly Aa (Fire Festival in Jan) Orkney Folk Festival (Music Festival)	Festivals: St Patrick Parade Cathedral Quarter Arts Festival Balmoral Show (Food & Agriculture) Orangefest	Festivals: Cardiff Festival The Mardi Gras Festival

Ensure your understanding

Complete the following paragraph so as it makes sense.

The variety of identities and _____ cultures makes it somehow _____ to describe what exactly Britain is. Outsiders often use the words "British" and "English" _____, but in fact they are not the same. It is said that nothing irritates the _____, Welsh and Irish more than referring to all of Britain as .

The British _____ are mostly about two _____ islands, Great Britain and _____. Actually, there are other islands, which are closely linked with the UK, but they are not part of it, namely the *Channel Islands* and the *Isle of Man*. These have their own _____ and are called 'Crown dependencies'. The UK is made up of , , Wales and .

The rest of Ireland is an independent country, often referred to as . The official name of the country is the United Kingdom of Great Britain and . The union of these nations was never at one stroke, but the outcome of a series of events and incidents. Each region has its own regional _____ if not identity, which sorts it out of the rest. In Scotland, for instance, the Scots are still proud of their kilt and _____. The  is their national emblem and St. _____ is their religious patron. The  is governed by the parliament sitting in Westminster. Scotland, Wales and Northern Ireland also have parliaments or assemblies of their own, with devolved powers in defined areas.

Over to you

It is time to activate what you have learned. In a short paragraph, share with your classmates what was interesting in exploring the countries of the UK. In what way or ways do you see your country different from the UK?

England is not the UK

Different countries, diverse identities, variant symbols, or more exactly, emblems make it hard to choose the right appellation to the people living in the British Isles. Scottish, Irish, Welsh, English or simply British can be appropriate in many instances, yet offensive at the same time. People might think it is easy, but it is really not. Thus, it is needed to explore this sort of complexity that often highlights these descriptions when talking about the British Isles.



The British Isles can be seen from two different points of view. Geographically speaking, there are two large islands lying off the north west of Europe. Collectively, these islands are known as the British Isles. The largest one is called Great Britain while the other is known as Ireland. Politically speaking, there are two states. One is the Republic of Ireland, which is often referred to as Eire while the other one is the UK. The latter has gone through a long process of unification to achieve the present day form, the United Kingdom of Great Britain and Northern Ireland. This state has complete authority over England, Scotland, Northern Ireland and Wales. The terms “Britain” and “Great Britain” are different. Actually they are parts of the union, which became official only after 1801 (O’ Driscoll, 2003). It is needed to know that the word “British” doesn’t necessarily mean “English”.

Confusion is inevitable in many instances, mainly with the words “England” and “Britain”. These were used interchangeably before 1707. People may think that England is the UK or Great Britain. They may use England to refer to all Britain; the fact that angers others like the Scots, for instance. England is only one of the four countries that make up the UK. The union between England, Scotland, Wales and Northern Ireland was the product of a long process, which dates to 1801, if not before.



English and England are widely used in the UK. In fact, they dominate every aspect of life causing confusion among foreigners. The word England is usually used to mean Britain due to the fact that England was for many centuries the hub of many key events, which later shaped British culture. England succeeded in exerting its power over the three nations. The English did wage a lot of wars, both political and dynastic, against those who had supported England’s rivals. They did use their power to rule many parts of the world both politically, economically and even culturally (Holt, 1990).

The political unification of Britain was not the outcome of one event or one agreement, but the result of a series of crucial events.



The four nations are noticeably different. They descend from different origins and roots. They have several things in common added to the land they are living on. Yet, it is important to know that Irish, Scottish and Welsh people descend from a Celtic race while people living in England are of a Germanic race. These racial differences did influence the languages they speak. People living in Celtic areas speak Celtic dialects while people living in England speak Germanic dialects (O' Driscoll, 2003). More than that, these nations tend to have other differences in economic and legal systems. In fact, differences as these are an image about how rich and diverse British culture is.



A large number of people assume that British people are "English" unless specified otherwise. This is of course wrong. British people can be Scots, Welsh, Irish or English. The Scots and the Welsh are really proud of their identities. They like to be referred to as Scottish or Welsh respectively. If in Britain, or talking to people from the UK, it is safe to use "British" when describing their nationality. In this way, you will be less likely to offend them. Without any doubt, it is not wrong to use the same adjective in its geographical context, but one should always remember that England does not make up the whole of the UK (O' Driscoll, 2003).

Reviewing the text:

In 1970, the BBC showed a series of programmes about the history of British Empire. Before the series started, they advertised for it. The advertisement mentioned "England's History". Within few hours, the BBC received thousands of angry calls of protest. The BBC was forced to make an apology. **Who do you think the angry callers were? Why did the BBC make that apology?**

Celebrations in the UK

Warmer:

Jot down some words like “**Bonfire Night**”, “**Lent**” and ask students what kind of ideas they can associate with. Write down their suggestions.

Tell them that the topic they are going to explore will reveal to what extent British cultural life is eclectic. Tell them that they are going to read and exchange some pieces of information about different celebrations in the UK.

Describe the scene

Together with your students, discuss what the pictures represent as well as the celebrations and idioms associated with the pictures. Ask them to complete the saying: “*Remember, Remember!*”

On the board, write any word or idiom they come up with and explain it to the class. Remind them of the religious or historical context of the event. “*Like turkeys voting for Christmas*”, “*Cook someone’s goose*” and “*Kill the goose that lays the golden egg*”.

Pair Work

Let them work in pairs, and assign each pair with two texts, “A” and “B”. Tell them that they are going to read different texts with missing words. Tell them that they need to complete the texts by asking each other.

Tell the students that they need to fill out the table. Thus, they have to keep asking about anything unclear in their text. Prompt them to compare the events or celebrations to their own culture.

Let them use the following cues for their interactions.

The Muslims fast in Ramadan, and I was wondering if the Christians do fast too!

In Algeria, tourists will indubitably enjoy a number of events or rather festivals in summer, is it the case in the UK?

Celebrations	Celebrated on/in	Activities
Christmas Eve

Boxing Day	December 26 th

Over to you

Let the students activate what they have learned. Ask them about what was interesting in exploring the countries of the UK.

Skill

Read and Write

Level

Upper-intermediate

Objective

To help students explore the richness of British culture, and thus, bridge the gap between the target and local culture. They should be able differentiate between religious and national event.

Vocabulary

celebrated
diverse
unbox
royal
lanterns

Getting Ready

Guess the celebrations these pictures represent in the UK.



Can you associate any idioms, or famous sayings, with the pictures above?

Match the words on the left with the sentences on the right.

- 1- Season
- 2- Fir Trees
- 3- Ritual
- 4- Vibrant
- 5- Fawkes' Night
- 6- Advent

- a- People remember the night when a man tried to blow up the Houses of Parliament. They light bonfires and burn "Guys"
- b- Exciting, full of life and energy.
- c- A period of four Sundays and weeks before Christmas. In many Orthodox Catholics Churches this event lasts for 40 days, starting on November 15th.
- d- A period of the year characterized by particular climatic conditions or certain activities and rites to perform.
- e- It is a symbol of Christ. This evergreen plant exalts the value of life. As in winter, what is evergreen becomes a sign of undying life.
- f- An established or prescribed procedure for a religious practice.

Guess the words so as this paragraph makes sense. Mind that some of the words you explored in the previous task may fit in.

Celebrations and festivals are special _____ to bring family members, friends, and neighbors _____. Over the course of its long history, a _____ array of rich and _____ occasions have developed in the UK, many of which are still _____ by modern-day residents each year. These occasions range from royal to _____ and from _____ to modern. Starting in January and going all the way through the _____. Christmas, _____ Day, Wesak are the UK's most celebrated _____ holidays, but there are many _____ occasions when British families decorate their houses, prepare _____ dishes and exchange _____.

To what extent are you familiar with celebrations and festivals in the UK?

Explore the text

British families do passionately wait to dress specific outfits, prepare special dishes, decorate their houses, visit their friends and attend churches or art meetings. From street parties and festivals to religious occasions and national anniversaries, British cultural life provides a myriad of activities that appeal to dwellers before visitors.

Answer these questions

1- Do you think that religious events and occasions are important in the UK?

_____.

2- What kind of activities do the British do on Christmas Day?

_____.

3- Do they have a specific day to unbox the gifts and presents? If yes, when?

_____.

4- Is Christmas the only religious event in the British religious calendar?

_____.

5- Apart from religious occasions, what events do the British celebrate and when?

_____.

Read the extracts given to you on celebrations in the UK. Ask your classmates and fill out the table below!

Celebrations	Celebrated on	Activities to be done

Reflect on the following topic

In your own words, do you think that British culture, as far as celebrations are concerned, is richer than yours? What was difficult to understand and what was interesting to explore?

- I find it very _____ to speak about _____.
- What I did not like is the fact that _____.

_____.

Read the following text and ask your classmates about the following words.

National Eisteddfod, Glastonbury, Notting Hill Carnival, St Patrick's Day and Burns' Night.

Christmas is the most important festival in the UK. It celebrates the birth of **Jesus Christ**. People decorate fir trees and exchange cards and gifts. On **Christmas Eve**, 24th of December, many people attend midnight mass in church. **Christmas Day**, 25th of December, is a public holiday when people usually visit their families and have a traditional lunch together of roast turkey or goose and Christmas pudding. The next day is called **Boxing Day**, and it is also a public holiday. Many people go with their children to funny traditional shows called **pantomimes**.

Easter is another important date in the church calendar, although people do not celebrate it as much as Christmas. **Good Friday** is a public holiday that marks Christ's death. During Easter, people eat hot cross buns and chocolate eggs. Forty days before Easter is **Shrove Tuesday**, also called Pancake Day. Some people give up eating certain things during **Lent**, which is the period between **Shrove Tuesday** and Easter.

Other religious celebrations include **Eid Al Fitr**, a three day Muslim holiday, time of prayers and feasting that marks the end of **Ramadhan**, the Islamic holy month of fasting. **Diwali** is a five day festival of light, celebrated by Hindus and Sikhs. It marks the victory of knowledge over ignorance. **Yom Kippur** is the most sacred day in the Jewish calendar. It is a day to reflect on your actions over the past year. **Wesak** is the most important Buddhist festival. It celebrates the Buddha's birthday, enlightenment and death. In most of these religious celebrations, prayers, worship practices and other rituals are held.



Read the text and ask your classmates about the following words.

Christmas Eve, Boxing Day, Good Friday, Yom Kippur, Wesak.

There are a lot of festivals and celebrations that are not religious. During the summer months in particular, there are festivals dedicated to arts and culture. The **Edinburgh Festival** in August celebrates theatre and comedy. The **National Eisteddfod** is a celebration of the Welsh language, literature and music while **Glastonbury** is the UK's most famous rock and pop music festival, where stars from around the globe attract huge audiences.

Over the last 50 years, more and more festivals have been started to celebrate different groups in society. In August, thousands of people go to the **Notting Hill area** of London to drink, eat, dance and watch the Carnival parade. It began as a celebration of Caribbean culture after racial violence in the 1950's and now celebrates racial diversity.

There are also events, which are celebrated by certain national groups. The **Irish** celebrate St. Patrick's Day on the 17th of March. The day commemorates the arrival of Christianity to Ireland. Green outfits or attire is the character of this day. On the 26th of January, Burns' Night, the **Scots** remember their national poet, Robert Burns. Special drinks are often compulsory. The **Chinese New Year** is the most important celebration for the Chinese community and time is spent with family and friends. **Chinatowns** in various cities come alive with lanterns, dragons and Chinese food stalls. If you ever go to one of these events, you will see all kinds of people there just to have a good time.

The Romans in the Island

Warmer:

On the board, write the words “**conquest**” and “**invasion**”, and ask the students what they bring into their minds. Ask them if they are uniquely connected to bloodshed, destruction and chaos!

Tell them that they are going to explore the story of Britain before 1066 AD through a forty-minute documentary. While watching, they are required to do some activities.

Describe the scene

Let the students discuss what the pictures represent! Tell them that Britain went through a number of ages. One of these ages is the age of conquest. Ask them what characterised this age, and try to stress the fact that some invaders could transform the fate of the island.

Though **violent**, the Anglo Saxons **brought** significant **changes**, namely _____.
The Romans did **devastate** every Celtic custom, but they also did _____.

Vocabulary Previewing

Tell the students that some words are necessary for the general understanding of the topic as well as for their vocabulary.

While Listening

Let them review the questions to help them locate what they need to listen to. Tell the students that they need to use their worksheets to answer the questions. Mind that they should be familiar with note taking and indenting ideas.

Key Notes:

The outline method is one of the most popular note-taking methods if not the best. It lets students organize their notes in a structured form. This in fact helps them gain time for further reviewing and editing.

Check the students' understanding.

- It was the Roman emperor, Hadrian, who mounted a full scale invasion in 43 A.D
- “Britannia” refers to the female figure given by the Romans to name the island.
- The Romans' influence was limited to the Roman pattern of living.
- After centuries of luxury and order, Roman Britain began to disintegrate in 530 A.D.

After Listening

Let the students activate what they have learnt. Imagine the Romans did not invade the island, would we know about art, architecture and those feats of engineering?

Skill

Listen and Speak

Level

Upper-intermediate

Objective

To remind the students of the major invasions that transformed the history of the island. They should be able to take notes and structure their ideas in a chronological order.

Vocabulary

conquest
accomplishments
Romanize
devastate
annihilate

Getting Ready

Discuss which period the pictures below represent!



It is common that invasions lead to destruction and disorder, but they can be _____.

Match the words on the left with the sentences on the right.

- | | | |
|--------------|----|---|
| 1- Hadrian | a- | A long poem in Old English, probably written in the 8 th century. It tells how the hero Beowulf kills two monsters and finally dies killing a third. |
| 2- chaos | b- | A person who follows the teachings of a religious or political leader. |
| 3- Britannia | c- | A temple built in honour of all the gods of a nation. |
| 4- pantheon | d- | He is known as the third of the Five Good Emperors who ruled Rome justly. He is also known for his substantial building projects throughout the Roman Empire and, especially, Hadrian's Wall in northern Britain. |
| 5- aqueduct | e- | A state of complete confusion and lack of order. |
| 6- Beowulf | f- | The female embodiment of power. It refers to the fictional personification of the British Isles. |
| 7- Disciple | g- | An ancient way to carry water, usually one built like a bridge across a valley. |

Write a brief answer to the following questions.

- When did the Romans carry out their full scale conquest?

- What was the chief factor behind the Romans' conquest?

- How did the Romans change the face of the Island?

- When did the Romans depart Britannia?

- Who were the next powerful influence on the island?

Over to you ...

What would have happened if those invasions had not taken place?

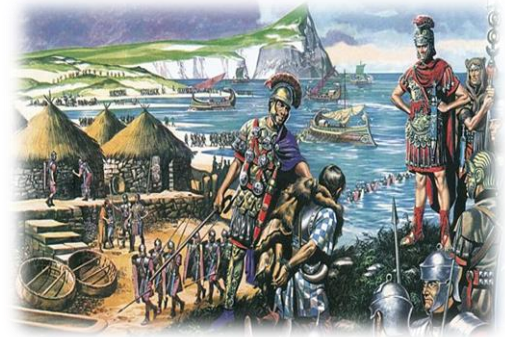
Roman Britain: 43 - 410

The British Isles first came in contact with the outer world following the Romans' expeditions. In 55 B.C, Julius Caesar crossed the Channel with a military force to subjugate the rebellious tribes. He aspired to achieve both fame and glory, but nature slowed down his expeditions. His prospect became less promising than he had anticipated. In the following year, Caesar led another attempt, but this time, he planned to set foot in the island. It was a move that would later bring the Celts under the control of Rome (Dragie, 2007).



Records prove that Caesar's first expedition was successful but inconclusive. After he had landed in Kent, he had to battle against the locals. He could not go further until the following summer when he returned to defeat the rebellious chiefs. In fact, Celtic "kings" were no more than tribal chiefs. There was no such thing as a unified tribe with a unified army to defend the island. Caesar managed to exact promises of tribute from the defeated tribes, but it was not until another century that Rome would gain control. In the meantime, contact with Rome and the Romans grew noticeably. Trade began to thrive as Roman merchants became more interested in Celtic products, which were exchanged for Roman luxurious items. Starting from 43 A.D, the Roman presence became obvious. The Romans' invasion bore no sort of resemblance to the flow of migrants but a military occupation, which would transform every aspect of life

in the island. The conquering race would build roads, impose order and raise taxes. In other words, the Romans would take on the annexation of the island to the Roman realm on their behalf.



In the course of the first century, a lot of changes started to loom large. Britannia became politically dependent to the Roman administrative machinery. The Romans drew boundaries and built walls to prevent any foreign aggression. The Roman legions could ensure order while officials took on the governorship of public affairs (Dragie, 2007). A number of public works were soon constructed for the settlers' needs and uses. Yet, the Roman rule was really light at the very beginning. They encouraged the locals to carry out ordinances, help reinforce law and collect taxes. The locals could even attend meetings in the local basilica. This means that the administration of the province was partly vested into the hands of the locals, who were increasingly becoming members of the governing councils. Arrangements as these did not only allow the Britons to share power with the Roman governors, but also lessen local resistance against the Roman presence.





Changes were not only political but economic as well. The use of coins became part of the locals' activities. The growth of trade revolutionized the Britons' lives and familiarized them with new tastes, or more particularly jobs. Clerks, money-lenders, tax-collectors came into being after they had been unheard of. More than that, market stalls were bustling with consumers eager for Roman goods. The locals were gradually adopting a taste for Roman lifestyle. In return, silver, lead and tin were all transported to the other ends of the empire. Without any doubt, the circulation of wealth brought additional cultural changes. By the end of the first century, wall paintings, mosaics and domestic items became the norm of the Britons' kitchens and living rooms. Towns changed in character and defined Britannia's new role as a Roman province within an increasingly developing empire.



The Roman towns were not simply places to live, work and trade in, but symbols of the Roman imperial ideals of unity and civility. Forums and public halls were the main scenes of the Roman town. They served as a meeting space for different public activities and ceremonies. The town **basilica** was an important unit in the town. There civic archives and treasury matters were held. They were the chief meeting point of governors, lawyers, public servants and even religious mentors. At the center of the town, there stood a **macellum** or a very large market place for different needs. The Romano towns in Britannia were really appealing, well-arranged and most of all, spectacular. Even entertainment had its share in these towns. Large amphitheatres depicted the grandeur of the Roman city. They served as the commonplace of those who were obsessed by gladiatorial combats and other cultural events (Dragie, 2007).

Almost for four centuries, the Romans could fully dominate the character of the island. It was not until 410 Ad when their rule began to crumble away due to a number of factors. Most of the Roman *villas*, baths, temples and impressive network of roads would fall into despair by the end of the fourth century. Despite that magnificence and grandeur, what later generations could retain from the Roman days is some city names like **Manchester**, **Lancaster** and **Gloucester**, which include variants of the word **castrum** or **castra**. For a number of economic and political factors, the Romans abandoned the province leaving the Britons face to face with their destiny. The island for the second time became deserted, a subject of desire to the second wave of invaders.

The Birth of England up to 899 A.D

Describe the scene

Ask the students if they know the origins of the word “**England**”. Let the students discuss what the pictures represent! Tell them that they are going to read a text about the next powerful influence on the British Isles.

Ask them to write their own notes on what brought about the collapse of Rome in the island! In what way did they transform the island in their turn? What were they noted for?

Though **violent**, the Anglo Saxons **brought** significant **changes**, namely _____. It is true that they were countrymen, but they brought about several _____ to organize every single aspect of life.

Check your dictionary

The following words are necessary for the general understanding of the topic as well as for your vocabulary. Pick up three or four words and use them in a meaningful sentence!

Try to complete the paragraph so as it makes sense!

The lines above are about _____.

Tell the students that they need to read the text and elicit some pieces of information on the second wave of invasions. Mind that they should be familiar with skimming and scanning to get the most out of their text.

Key Notes:

“Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.”

Check the students’ understanding.

- The Picts and the Scots were of a slight influence on Roman cities and villages.
- The Romans’ defeat could be rendered to pure political factors.
- The Anglo Saxons were more than warriors and sailors.
- Kingdoms date long before the coming the Anglo- Saxons

Reflect on the topic below!

Guide students to write their own versions based on the words and expressions they have seen in the previous tasks. Ask them what would happen if these invasions did not take place!

Skill

Read and Write

Level

Upper-intermediate

Objective

To remind the students of the chief transformations the Anglo-Saxons brought to the character of England. They should additionally explore some techniques on how to read effectively.

Vocabulary

howling
unrelenting
barbaric
devastate
kingdoms
crack up

Idioms:

Bring somebody to his knee

Getting Ready

Discuss the pattern of living the following pictures represent!



- What was the next powerful influence on the island after the departure of the Romans?
- In what way did they transform the island in their turn?

Use your dictionary to explain the following words and idioms.

- To fade away, crack up, howling, barbaric, unrelenting, Angles
- To bring somebody to his knees.

Together with your classmate, guess the words so as the paragraph below makes sense.

The _____ had really enjoyed living in the lap of the Roman _____. Actually, they had all that city dwellers would _____. Britannia became nothing but a life enhancing province. Yet, its substantial _____ coupled with relative peace did indeed encourage foreign _____. By the end of the _____ century, Britannia, and for the _____ time, became an object of desire, unable to _____ itself against those _____, ceaseless and most of bloody incursions led by _____.

Read then correct the following sentences.

- Peace and prosperity encouraged westerners to break into the island starting from 530 AD.
.....
- Significant military fractions were the first factor leading to the collapse of Rome, in Britannia.
.....
- The deaprture of the Romans from Britannia was puely political.
.....
- The Anglo Saxons, after many successful forays, began to settle down in lowlands.
.....
- As warlike folk, the Anglo Saxons struggled to survival. It was difficult for them to make a living.
.....
- Kingdoms, and other institutional organs, had long existed before the Anglo Saxons.
.....

Over to you ...

In your own words, would we imagine the character of the present-day kingdom without the coming of the Anglo Saxons?

Germanic Invasions 430-799 AD

For more than four centuries, Britannia remained politically stable and economically prosperous. The Britons enjoyed order and peace under a line of Roman emperors. Cities grew considerably as urban nodes bustling with traders, scholars and even mentors who brought about a new pattern of living to the province. Law prevailed and so did prosperity in many forms. Yet, the troublesome tribes in the northern parts of Britannia could threaten the future of the island. Actually, they could remind the Romano Britons that the path to agreeable life was about to end.



The years after 360 AD were tough for both, the Britons and the Romans, who could neither prevent the succession of raids nor protect the province. Although they were of a slight danger, both the Scots and Picts could break into the Roman cities and camps destroying and looting much of the Roman booty as they went. Apart from these raids, which were obstinate and constant, other threats could really weaken the power of Rome. War against Persia, military fractions and imperial burdens could additionally overwhelm the Romans. It was a year of disorder and chaos (Baker, 2012).

The retreat of the Romans from the island was not only political, but economic as well. Wealthy merchants and villa owners could no longer endure living in the restless province. Money became scarce and demand for luxurious life decreased. It was the twilight of the Roman presence in Britannia. Plague and famine did as much as any barbarian warrior had done. In fact, they drew a line between the island's Roman past and the next uncertain future (Gaskell, 2000).



After the departure of the Romans, the island was left for its own destiny. Large bands of Germanic tribes stormed the southern and western coasts of the island (Cunliffe, 2013). In fact, they had already perturbed sea traffic in the Channel. They settled down in different parts of the island as long as none could prevent their forays. These tribes came in large numbers, and soon, they became no strangers. As time wore on, these Germanic groups, particularly the Angles, the Saxons and the Jutes, developed their own way of living. They forged new kingdoms making a start of a new rule under the northerners. In fact, they would again transform the character of the island setting the basis of English culture as like as their predecessors.



The early Anglo Saxons had little use of towns, but they had a great effect on the countryside. They had little commercial instincts except for selling slaves overseas. These tribes embraced new habits and practices as they had won good farm lands in the interior. Directed by this new tendency, the Anglo Saxons began to found the basis of the English village. The fortunes of these villages varied as battles and lands were won and lost. Thus, from the 6th century onwards, land became a source of both wealth and power (Trevelyan, 1942). Kings and warlords were incessantly looking for ways to seize more lands under their control the habit that helped the rise of local kingdoms, each with its own distinct regional character.

The Anglo Saxons were communities of the land. They were seeking richer plough lands rather than salt marshes of the northern European shores they used to live in. Tilling lands was an important source of food, but it doesn't mean that they were not into other activities. They were fishermen, seal-hunters and whalers. Hunting was an outdoor activity that did sharpen their skills in battles and wars. Fierce, brave and loyal were the traits marking their chiefs or rather their kings off. Gradually, kingship became the main form to manage tribes and clans as elite warriors proved their personal qualities. They had to make laws, allocate benefits and defend their lands. Warrior elite had to serve their kings while peasant folk had to work on lands. Oaths were necessary to promise for the existence of kingdoms. In fact, this was an earlier form of manorial system strictly based on mutual bonds between the members of the same tribe if not more (Trevelyan, 1942).

The Arrival of the Vikings

Warmer:

The Anglo-Saxon period was indeed a period of construction and formation. Tell students that it was in this era that England was given birth and that the cornerstones of England, as a state, were laid down. It was in the same era that kingdoms, councils, laws and other political practices became part of the individuals' life.

Tell them that the island, up to 799 AD, was still unable to defend itself against the marauding tribes.

Describe the scene

Let the students discuss what the pictures represent! Ask them if the Saxons succeeded in protecting their kingdoms. If not, *what made them very vulnerable? What happened to the Saxon fyrd? Would the new raiders influence the culture of the island as like as the Saxons and Romans?*

Vocabulary Previewing

Let students explore new vocabulary! Tell that they need to fill in the gaps to find out the answers of the previous task. Help them guess the words.

Key Notes:

An idiomatic expression is a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own.

Fill out the Crosswords..

Ask students what they know about the Danish Era in England. Let them write their own notes on the following table. Tell that they are going to explore the lifestyle of those invaders through the corsswords.

What do you know about the Vikings?	What do you want to know?
_____.	_____.

While reading

Let them skim and scan the text for both general ideas and details on the Nordic invasions. **Ask them some questions** to make sure they have read certain parts. **Check their understanding** through true and false statement. **Ask them to correct the sentences!**

After reading

Let the students activate what they have learned. Guide them to reflect on the topic!

Skill

Read and Write

Level

Upper-intermediate

Objective

To continue telling the story of the island and tracing the changes and accomplishments those invaders brought to the British Isles. This will help them explore certain words, idioms and expressions.

Vocabulary

safeguard, marauders, heathen, mighty, pillage.

Idioms:

Let us go Viking

Getting Ready

Describe the following pictures!



- What was the next significant influence on the British Isles after the Anglo Saxons?
- What were they noted for?
- In what ways did they transform the island in their turn?

Use your dictionary to explain the following words and idioms.

- seafaring, fearsome, let us go Viking, pillage, jarls, thralls, swift

Together with your classmate, guess the words so as the following paragraph makes sense.

The _____ were a seafaring people from _____ who lived between the 8th and 11th centuries. They are known for their fierce _____ and their raids on the _____ Isles and many other parts of Europe. In addition to being _____ fighters, the Vikings had a _____ society with its unique culture and way of living; the fact that made their _____ still notable in a number of aspects in many _____ countries.

Explore who the Viking were and the character of their lifestyle. We going to explore to what extent the Vikings did influence British culture!

What do you know about the Vikings?	What do you want to know?
_____.	_____.

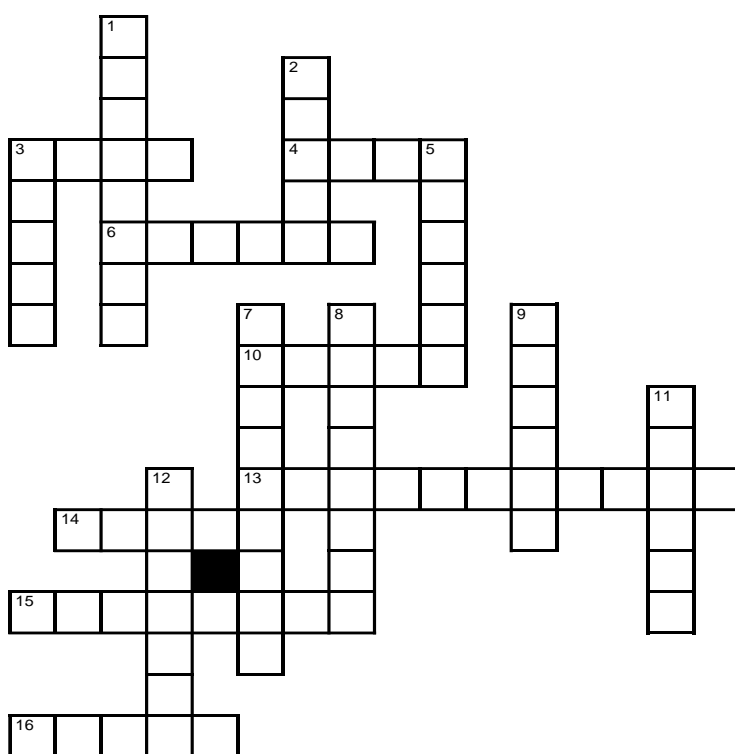
Pair work

Tell the story of the Vikings through the following crosswords. Tell your students that they are going to finish the crosswords and discuss each word in relevance to the Vikings' invasions, lifestyle and legacy.



In different contexts the Vikings are best remembered as violent warriors and marauders, but in fact they were also skillful manufacturers, merchants, explorers, poets and even statesmen. The concept of the Vikings is relatively new. Originally, it referred to pirate activity. It later came to mean a whole people, and then a chronological label: the Viking Age (Richards, 2005).

It is true they were noted for bloodthirsty plunders, but their complex artistic and linguistic culture did influence European history; they were able to express their identity through their artistic expression, rune stones, their ships, and their religion. **The following crosswords worksheet helps you explore how their legacy influenced the medieval societies.**



Across

- 3. A long story that tells about the life of a hero.
- 4. A short quick attack.
- 6. Something a Viking wore to protect his head.
- 10. A large body of water between continents.
- 13. The area in Europe where the Vikings originated from.
- 14. Another word for fast or quick.
- 15. Somebody who travels to unknown lands.
- 16. A body of water that flows over land.

Down

- 1. The kind of ships used by Vikings.
- 2. A word that means "people of the north."
- 3. A long weapon with a pointy end.
- 5. According to some stories, the Vikings put one of these monsters on the front of their ships.
- 7. A place where monks used to live. The Vikings often attacked these because they were undefended and had much gold.
- 8. Someone who travels on the sea.
- 9. Someone who raided other countries in long ships.
- 11. The Vikings often carried a large round _____ for protection.
- 12. A small town.

The Vikings' Age

The Vikings were a group of Nordic people who lived in Scandinavia during the 8th to the 11th century. They were known for their seafaring skills, warrior culture, and the exploration of distant lands. The Vikings are often portrayed as fearsome raiders who pillaged and plundered their way through Europe, but they also made significant contributions to the European culture, mainly in Britain where they influenced art, literature, and language. Though their invasions date back to centuries ago, the Vikings remain a fascinating subject of study for those who are interested in the history of Nordic people and their impact on British history. The lines below will walk you through some key aspects of their culture, social structure, religion and even what typified their daily life.



In addition to being skilled fighters, the Vikings had a complex society with its unique patterns of living; the fact that made their legacy still notable in a number of aspects in many European countries. In the same way as their predecessors, the Anglo-Saxons, the Vikings were divided into classes based on wealth and social status. At the top of the social hierarchy were the jarls, more exactly the noblemen in Nordic societies. These jarls were wealthy landowners who held significant political and social power. They were responsible for governing their local chieftaincies. They owned large estates

and controlled their armies. Beneath them were the karls, farmers and craftsmen, who made up the majority of the population. At the bottom were the thralls, or slaves, who were owned by the other classes. Their complex social structure did indeed play a crucial role in founding other settlements in different areas in Europe. Nordic communities were hierarchical, with small groups of wealthy and powerful nobles dominating the rest of the population. This in fact impelled younger sons to explore the neighboring areas in an effort to gain land or wealth and thus build their social status (Cheyney, 2007).



For religious practices, the Vikings worshiped a pantheon of gods and goddesses such as Odin, Thor, and Freya. They believed that these gods controlled everything in the world, and that their actions could influence the outcomes of battles and other important events. Their religious practices varied depending on time and place, but they often included offerings to the gods and goddesses, as well as various forms of divination and magic. Animals were often sacrificed, and their blood was used to consecrate sacred spaces and objects. Nordic communities had a strong relationship between their beliefs and everyday life. Many aspects of daily activity, such as farming, hunting, and childbirth, were seen as having spiritual significance, and people would often pray to the gods for success and protection in these endeavors.

The Vikings' invasion of Britain in the 9th century was a pivotal moment in British history that transformed the destiny of both, the country and its people. The Vikings, who came from modern-day Scandinavia, arrived in Britain in the late 8th century and soon began pillaging coastal areas and settlements. Nevertheless, it was not until the beginning of the 9th century that the Vikings launched a full-scale invasion of Britain, which would have a profound influence on culture, society and even politics (Hughes, 2007).



The Vikings were fearsome warriors and skillful craftsmen, who could establish themselves as a formidable force in Britain. They were able to navigate the country's rivers and waterways exploring inland wonders; the fact that caused the locals' both fear and panic. The Vikings were also merchants and traders, who succeeded in building trading settlements and markets across Britain. Indubitably, these posts helped facilitate the circulation of both goods and ideas between different regions (Winroth, 2016).

One of the most significant ways that the Vikings' invasion of Britain changed the course of British history was through its impact on politics and governance. Since their early days, the Vikings established their own settlements and earldoms, such as the Danelaw, which challenged the authority of the existing Anglo-Saxon rulers. This in fact led to a period of anarchy or political instability, as the Anglo-Saxon rulers struggled to maintain their power in the face of the Vikings' raids and campaigns (Winroth, 2016).



The Vikings' invasion of Britain had a lasting impact on culture and society. They introduced new practices and habits that did impact individuals' lives. Introducing watermills helped increase agricultural production and contributed to the growth of towns and cities. The Vikings made significant contributions to art, literature, and language, introducing new styles of art and ornamentation. English still has a combination of words and phrases, which are purely Nordic. Overall, the Vikings' invasion was another turning point in the history of Britain that did forever change the course of the country and its people. Their impact on politics, governance, culture, and society was both significant and lasting, and their influence can still be felt in many aspects of life in Britain though they were noted for extreme violence and aggression.

Monarchy in the UK

Warmer:

Ask students how societies and communities can take part in governing their countries. Try to discuss the terms of **democracy** and the **freedom of speech** with students. Ask if them if the **British are constitutionally in control of their country.**

Describe the scene

The British political system is a parliamentary monarchy which differs from absolute monarchy, which means that sovereigns must exercise their powers within the limits prescribed by a written or unwritten constitution.

Let them share their notes on who rules the country in the UK. *Who do you think is more powerful, the PM or the king? What kind of monarchies is the British monarchy? What is the position of the monarch in Britain?*

Vocabulary Previewing

Tell the students that some words are necessary for the general understanding of the topic as well as for their vocabulary.

Inherit- Defender of the Faith- hail- Head of the State- the PM- Fount of Justice.

Tell them about the titles of the king in the UK, and the meaning of each title.

Living in a kingdom means

- As Head of State, the king 'rules' the public affairs of the country.
- The king is able to reject bills and dissolve parliament.
- The king can appoint whoever she wants to hold ministerial positions.
- The king can vote and support some political parties unlike others.
- The king is Catholic, and she does only support the faith she believes in.

The British are constitutionally not in control of their country since ...

Check the students' understanding.

- In reality, the constitutional position of the British monarchy is misleading.
- The monarch's powers are purely symbolic; he can really do nothing for national affairs.
- Constitutional monarchy means that citizens can control their country's affairs.
- The queen can choose whoever she sees appropriate for holding the position of PM.

Put things together...

Being a citizen can mean a lot in countries, which assert individuals' rights and liberties. As far as your university is concerned, are you in control of all that concerns your studies and educational needs? How will you implement the idea of constitutional monarchy to change the way your college is governed?

Skill

Read and Write

Level

Intermediate

Objective

To enrich the students' cultural knowledge about the oldest form of government in the UK, and let them explore new pieces of information on monarchy in the UK.

Vocabulary

Inherit
abdicate
dissolve
assent
hail
coronation
line of succession
lay down

Getting Ready

Guess the topic and discuss the pictures below!



“Living in a kingdom is a threat to liberty”. I think that _____
_____.

“Living in a kingdom” means ...

- As Head of State, the king 'rules' the public affairs of the country.
- The king is able to reject bills and dissolve parliament.
- The king can appoint whoever she wants to hold ministerial positions.
- The king can vote and support some political parties unlike others.
- The king is Catholic, and she does only support the faith she believes in.

Fill in the gaps using the following words:

real, principles, democracy, powerful, constitutional, patriotism, hereditary, interest, support, symbol, sovereign, advice, ministers, reject, assent.

“Living in a state as citizens” means ...

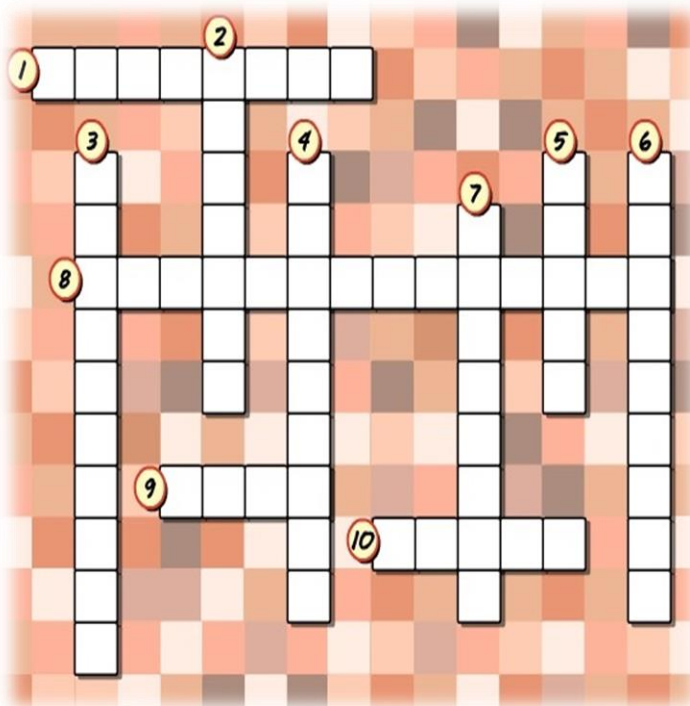
It is true that the _____ right goes against the _____ of social _____, but this can really change when talking about the UK since what seems to us is wholly different from what it is _____. The British Monarchy is a _____ monarchy, and that means that the monarch is _____ only when parliament allows it to be. The queen seems to be very _____, with plenty of prerogatives, but in fact she is not. Actually, she goes for the one who gets the _____ of the Commons. Similarly, the queen selects _____, bishops and commanders according to the Prime Minister's _____. The same for parliament, her authority resides in her _____ on bills. She cannot _____ bills, only if there has been a request from the Prime Minister. Yet, the monarch remains a potent source of _____ as it represents the _____ of unity. It truly revives a sense of _____.

Over to you ...

Being a citizen can mean a lot in countries that assert individuals' rights and liberties. Are you in control of all that concerns your studies and educational needs at your university?



Constitutional monarchy in the UK is the outcome of a series of events and arrangements by law or by convention over the centuries. The British monarchy, for instance, goes back to small kingdoms of early medieval Scotland and Anglo-Saxon England, which had consolidated into the kingdoms of England and Scotland by the 10th century AD (Heyrendt, 2022).



Across

1. The wife of the Prince of Wales is known as the Duchess of _____.
8. The British monarchy is _____ meaning that the king and the queen is Head of State, but there is also a democratically elected government.
9. Prince Charles was the _____ to the British throne.
10. The historic ceremony in which the British king or queen formally opens parliament.

Down

2. The family name of the British Royal family.
3. The queen's official residence in London.
4. The queen's husband is the duke of _____: the capital city of Scotland.
5. Prince William proposed marriage to Kate Middleton in _____.
6. When a member of a royal family takes time to meet and talk to the public who have been waiting to see him or her.
7. Most people only have one of these, but the queen has two.

The Monarch in the UK: Roles and Responsibilities

As a form of government, monarchy in the UK has been a fundamental part of British culture and politics for over a thousand years, and it indeed continues to play an important role in the lives of the British. While the monarch's power and authority have diminished over time, this institutional organ remains a vital part of the UK's political, social and cultural framework in the sense that the reigning monarch still holds a significant position of influence and responsibility. The monarchs' roles and responsibilities range from ceremonial duties to constitutional powers, and from relationships with government and parliament to charities and organizations. They have always been a source of interest if not questions.



The monarch's constitutional position has notably evolved and changed over time. The monarch is the constitutional head of state in the UK, which means that the king performs certain ceremonial and symbolic duties (Masterman, 2022). The monarch represents the country at important state occasions and ceremonies. He is additionally the figurehead of Armed Forces. The title, Commander-in-Chief of the Armed Forces, means that the monarch has the power to appoint and dismiss military officers. He symbolically selects the Prime Minister in the State Opening of Parliament after the general election. The monarch is also considered as Head of the Commonwealth of Nations, which is a group of 54 countries that have historical and political ties with Great Britain. In the same way, the monarch's role in the Commonwealth is symbolic though he has the power to appoint a Secretary-General to run the organization. Though ceremonial, the monarch continues to play a crucial role in the political life of the British (Beck, 2020).

Though he has some constitutional prerogatives, the monarch's power is literally limited. The king does not play an active role in political or military decision-making. The position, Head of State or Commander-in-Chief, are no more than a royal title. The same is valid for other titles, like the Guardian of the Constitution. The monarch is considered the guardian of the UK's constitution, which means that the monarch has the duty to ensure that the government follows constitutional principles. Simply, the monarch is supposed to be politically neutral. Kings and queens are not supposed to involve themselves in party politics or government authorities. Yet, the monarch does have some formal powers, such as the power to grant Royal Assent to legislation. The monarch has the power to dissolve Parliament, but this right is only used in extreme circumstances, such as a government losing the confidence of the House of Commons. In practice, these powers are symbolic since the monarch usually acts on the advice of the Prime Minister and other elected officials (Hames & Leonard, 1998).



For diplomatic responsibilities, the monarch has a diplomatic role to play in international relations. He can receive and entertain foreign heads of state. The monarch can make state visits to other countries; the fact that forges bonds for promoting cultural and economic ties between the UK and other nations. The king is often referred to as the Patron of Charities and Organizations. This means that they lend their name to support community causes and initiatives. This role allows the monarch to use their position to draw attention to important social and cultural issues.



For social concerns, the monarch in the UK plays another vital role in the lives of the British communities. He is the symbol of national unity and continuity. He represents the British identity. The monarch is the Head of Church and that means he has a ceremonial role in the country's religious issues if not life. The monarch often participates in public and religious events, such as Trooping the Colour and the Remembrance Day Service. The monarch has had a significant impact on British culture, particularly in areas such as literature, art, and fashion. Queen, Elizabeth II, for instance, was often seen as a symbol of tradition and continuity, and her public appearance and activity were closely followed by media and the public (Stanley & Sir Adolphus, 1906).

Overall, the monarch's role in the UK is largely symbolic and ceremonial, with few actual powers. The monarch's main responsibilities are to serve as a unifying figure for the country and to represent the UK, but it does not mean that the monarch has nothing to do. Reading public letters, receiving ambassadors and grating the Royal Pardon are what makes the monarch a source of interest. It is true that the monarch's powers have both changed and evolved over time, but he continues to play an important part in British culture and society. The monarch's influence is still notable despite the limitations on his constitutional powers.

Buckingham Palace

FOYRLAVACDLOHESUOHFUJTKL
 IFOSOVEREIGNNTQSHPHYBCHOL
 SCLOSTATEBANQUETCGUYARPA
 YHYEOMANOFTHEGUARDNYJOIM
 LNEEUQEHTRS DRAUGEFILJNRE
 IHNEPLTMOXOUTMSRVENDSEEH
 MQEURBXGABQYLYHKGROTXRTT
 AKCNI EKFOPLAVYXVVNYIOSK
 FULZVLGLLLJOWLHZEETPCONL
 LGWHYGJUGZDQOOSFMRAOGMIA
 ARAOCIKXQVJS AEFTAMAEZAMI
 YABROAPINQJQTLRPAFQNUZTR
 ONOSUNIONJACKANMHNDDQYHSO
 RDZENSBLOURGPETTDXDAZHEM
 OSSG CUGPSRAADIBERSPAYQWE
 NTQUIIGZUXERREEYCPCMCRJNM
 JACALTRVRTAGJHDKKXOVIRDYA
 XIZRHEDJAGVFZBAUBNALTZCI
 BRQDUFWTYRELLAGERUTCIPUR
 SCISELSMCRMZULUYOMKVVHQSO
 XAFFAWMOORGNIWARDNEERGBT
 GSAQU SWEMLAYORALCYXC GVJC
 FEVSDRAUGTTOOFFOOJOYMF CQKI
 G M O R C I S U M W K P H S E X M F T G E L V

- | | | | |
|---------------------|------------------|--------------------|-------------------|
| Union Jack | Royal Standard | Sovereign | Life Guards |
| Foot Guards | Horse Guards | Belgian Suite | Garden Party |
| Gold State Coach | Grand Staircase | Green Drawing Room | Household Cavalry |
| Music Room | Picture Gallery | Privy Council | Royal Family |
| Royal Mews | State Apartments | State Banquet | The Mall |
| The Queen | Throne Room | Victoria Memorial | Westminster |
| Yeoman of the Guard | | | |

Reflect on the topic below!

Being a citizen can mean a lot in countries, which assert individuals' rights and liberties. As far as your university is concerned, are you in control of all that concerns your studies and educational needs? How will you implement the idea of constitutional monarchy to take part in the management of your college, or university?

The Norman Conquest, 1066 AD

Warmer:

Ask students if they know the words, “**William the Conqueror**”, “**1066 AD**”, “**Normandy**”, and what they bring into their minds. Ask them if there is any connection between English and French?

Setting the Context

1066 is undoubtedly an unforgettable date that marked the last forced entry of foreigners. It was a slow yet disastrous conquest that brought Norman knights and lords to England. The destiny of England became again decided by those invaders who would bring about massive changes.

Let them share their notes on: *what could cause the catastrophe of 1066? Was it wealth? Was it warfare that typified Late Saxon England? Who claimed England's throne after 1066 AD?*

Tell the students that some words are necessary for the general understanding of the topic as well as for their vocabulary.

Hastings- disastrous- dispossess- Knights- Homage- Feudalism.

Tell them they are going to fill in the gaps so as the paragraph makes sense. This paragraph will set the stage for the general context of the text they are going to read about.

Good readers use a number of tips to guess the meaning of the unknown words. They do look at the parts of the word. They break down the sentence. Are there synonyms or antonyms that provide clues about the word's meaning? They finally think about connotative meaning. Once you have a guess, substitute your word for the unfamiliar word to see if it works (Tucker, 2019).

Ask them to write their notes on the paragraph after filling in the words.

The paragraph above is about the social and political climate that typified late Saxon England. Up to 1066, England generated all that would make it a powerful kingdom. It became a food supplier kingdom with some institutions ruled by outstanding kings. Yet, it was still plagued with the state of warfare and local disputes, which did again put the whole island through a devastating conquest.

Match the sentences with their relevant definitions to know more about the character of the Normans' lifestyle.

Pair work

Explore the changes the Normans brought to the island through the crosswords.

Check the students' understanding.

- From their first days, the Normans put the locals through a rigid regime.
- French and a new ruling class came into being only after the Normans' accession.
- The Normans were the first to build towers and castles to put down any rebellion.
- Royal officials like Justiciars and commissioners had existed long before the coming of the Normans.

Skill

Read and Write

Level

Upper-intermediate

Objective

To familiarise students with the last entry of invaders who could transform destiny of England. They should know the chief transformations brought about by the Normans.

Vocabulary

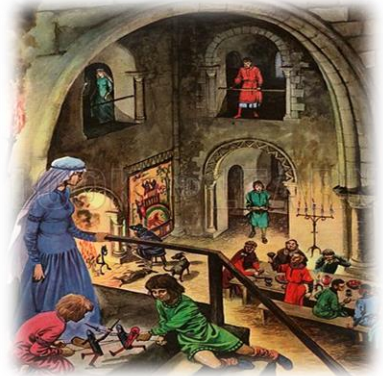
Hastings
homage
Feudalism
Knights and Dukes
Normandy
disastrous dispossess

Idioms:

Strike with an iron hand.

Getting Ready

Discuss what the pictures below represent!



Fill in the gaps to know about life before 1066 AD.

marked, rewarding, claimants, duchies, Nordic, center, descend, blood-thirsty, lessen, feudal, ties, transform, world, politically, tensions, succession, prosperous, government, devastating.

True that the Danes and the Saxons _____ from a _____ race, but it does never mean that they added nothing except chaos and disorder. In several ways, they _____ the island both _____ and economically. A line of Saxon and Nordic kings set the stage for _____ England: a relatively stable and _____ kingdom with a strong central _____. England soon grew as an important _____ in Northern Europe thanks to farming, trade, sea-traffic and many other _____ activities. This in fact strengthened England's _____ with the outer _____. Yet, no one can ignore that this period was also _____ by political and social _____. The king's councils were weakened by disputes over _____ and the power of the earls; the fact that _____ England's power if not put the locals through a _____ invasion. Under these circumstances, the _____ of England's throne were not only _____ or Saxon nobles but also those from other neighbouring _____.

The paragraph above is about _____.

Read the sentences below and then guess the idea they describe.

- 1- A feudal contract under which a man acknowledges to serve his lord. It could be an act or a payment to make to benefit from several services.
- 2- A small territory, fief or domain, ruled by a duke or duchess.
- 3- A common villager lower in rank than the villein.
- 4- A legal ranking system made up of both hereditary and lifetime titles for British nobility.
- 5- A system developed for different purposes based on mutual services between medieval classes.
- 6- In the Middle Ages, a royal official who could take a wide view of the affairs of the kingdom, act as regent when the king was abroad or away.

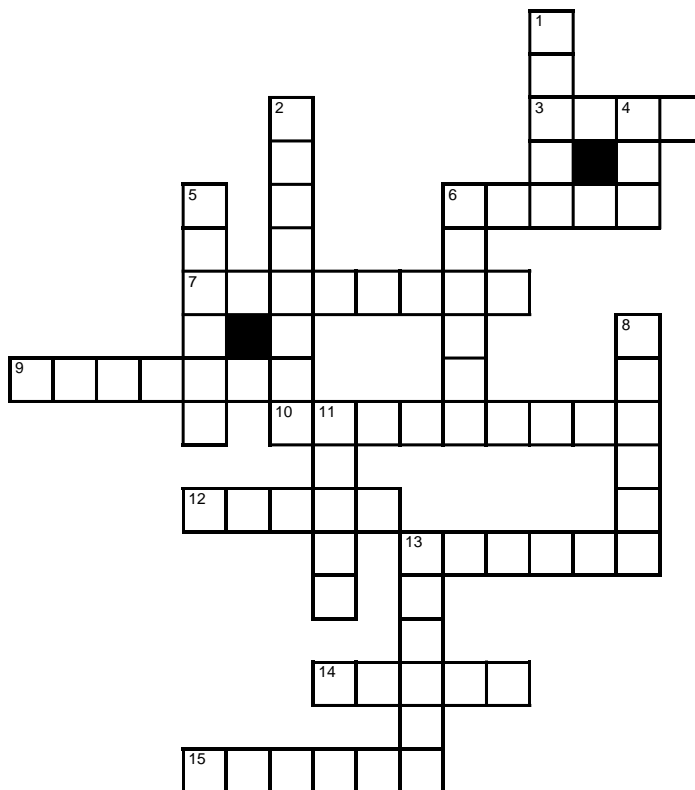




Knights and Castles Crossword



The Norman conquest brought huge changes for the ruling and landowning classes of medieval England. But for poorer people, there were fewer changes. Although England in 1066 had a number of sizeable settlements, the majority of people lived in rural areas, in houses built of straw, wood or reeds (Trevor, 2010).



Across

3. A circle of water around a castle.
6. What a knight rides.
7. A large weapon that fires big stones.
9. A place where prisoners were kept in a castle, in medieval times.
10. Metal gloves worn by knights.
12. A weapon used by knights.
13. Somebody who used to help a knight get ready for battle.
14. A weapon that can be thrown.
15. Somebody who used to blow the trumpet in the castle.

Down

1. Knights used to wear this to protect their bodies.
2. A competition between two knights where they try to knock each other off their horses.
4. A weapon that can also be used to chop wood.
5. A soldier who fires arrows from a bow.
6. Something knights wore on their head.
8. A fortress where a knight might live.
11. What you shoot from a bow.
13. Something a knight used to hold in his hand for protection

The Norman Dukes in England

In the wake of the Anglo-Saxon days, England became somehow well-established with certain distinguishable features unlike the kingdoms of the day. Under a line of Saxon kings, it generated all the means of being a dominant power with a governing council, a disciplined *fyrð*, and above all, a sense of unity. Of course, administrative practices were not yet developed, but *writs* were common and forms of royal letters were used to ensure kings' authority over the entire kingdom. Added to these mechanisms of political organization, monasteries were of a crucial value for they continued to support royal authority among tribes and clans. Monks, nuns and royal appointees devoted their energy to empower kings' legitimacy in return for their protection or other privileges (Burns, 2010).



kingdoms were becoming the chief if not the unique form of government that communities had to live with. Thanes, knights and lords proved their personal qualities to conclude disputes according to their terms. In fact, they were increasingly becoming an elite class to defend the confines and the interests of kingdoms while peasant folk had to farm lands or trade their articles or services. This was an infant form of socio-political order strictly based on mutual bonds between the members of the clan or tribe (O'Driscall, 2003). On their part, royal courts and councils played a decisive role in consolidating laws and regulations. They could literally help ensure order and prevent chaos.

The fortunes of Anglo-Saxon villages varied as battles were won or lost. Land was becoming a source of both wealth and power. Accordingly, kings and noblemen made their best to seize much land under their control the habit that led to the rise of local dukedoms or duchies, each with its own regional character (O'Driscall, 2003). The most influential nobles of the day were the earls, another title or rather a nobility position, brought about by the Danes. They were royal officials assigned large tracts of land. The earls of the House of Godwin, for instance, became more powerful than the king himself. The fortunes of England were not an exception; they tempted foreign claimants of England's throne and population. Harold II was an ambitious young king with plans to accede the throne in the wake of the Saxons days.

Obstinate Scandinavian attempts to claim the throne of England continued throughout the late 10th century due to a couple of factors. In fact, the increasing sea-traffic between the island and Scandinavia as well as the spread of Christianity could assimilate the two worlds culturally. Canute (1016-1035), for instance, was one of the Nordic kings whom late Saxon nobles invited to rule England. Canute did never favour Danish interests as he ruled England almost as an English king. His well-balanced reign could reinforce lasting connections between both cultures. This helped the rise of a North Sea aristocracy in both kingdoms. Other connections with other kingdoms were additionally needed if not strategic in most of the times (Burns, 2010). The English had often maintained a good contact with the neighboring kingdoms, mainly Normandy. Edward the confessor (1042-1066) was one of the English kings that Normandy formed him politically and spiritually. Norman ties were plainly reinforced during his reign as Norman nobles were usually invited to councils and meetings. Their presence as warriors and churchmen would completely overwhelm England, especially after Edward's death.



The old dying king, *Edward the Confessor*, offered a favorable seedbed for foreign succession to England's throne. **Hardrada**, Harold and Edgar the Atheling showed their avid interest in claiming England's throne and a strong potential to transform their realm. However, the last months of 1066 brought a new powerful, well-trained and most of all, an outstanding cavalier: William the Conqueror. The latter had schemes and dreams to make England his next rich property (Middleton, 2015).

The Normans' ingenuity coupled with their heavy weaponry, as shown in the battle of Hastings, marked how advanced and equipped the Norman knights were; it was a victorious confrontation between the old-fashioned Anglo-Saxon infantry and the standard Norman archers and cavaliers. True that the English previous campaigns against Scandinavian kings had weakened their power, but William's military skills and considerable experience helped the Norman to accede throne though the conquest was a sort of prolonged process rather a single battle. His brutality left a terrible memory among villagers and Anglo-Saxon commoners. After years of warfare, William could suppress rebellious attempts against his regime and start a systematic alienation of every Anglo-Saxon custom (Cairns, 2006). Overall, the Normans' occupation would transform England in a number of ways. The establishment of Norman rule and the imposition of a new Norman aristocracy resulted in a significant shift in the social structure and cultural identity of England, as the Norman aristocracy brought with them their language, customs and legal system.

Knights and Castles

V Y O E D N R W T C A S T L E Q
P S T R R Z O L T A Q H O R S E
T A O E D B U A A X E Q U R N R
G W W F R P O M C F G U A A Y T
S O L P A M P R I N C E S S E
T X E T W I G S I L P E P E C H
P C A S B V B K J S A N U A I E
R C Y Q R W A I S E V Q M Z G R
I T R U I O R B T H S P B U A A
N K M I D B R N O C I T A S U L
C N S R G C O Y U H O E E E N D
E I H E E R W K R E J U L R T U
D G T A J O B E N L P P R D L M
W H A R S S A K A M C L S T E J
P T R C W S I X M E R L C G T L
A Y M H X B D T E T L A N C E X
M N O E I O U O N P J O U S T W
O Y R R Y W T K T J A V E L I N

- | | | |
|------------|----------|------------|
| Archer | Gate | Prince |
| Armour | Gauntlet | Princess |
| Arrow | Helmet | Queen |
| Axe | Herald | Quest |
| Bow | Horse | Shield |
| Castle | Jester | Spear |
| Catapult | Joust | Squire |
| Court | King | Swords |
| Crossbow | Knight | Tournament |
| Drawbridge | Lance | Tower |
| | moat | |

Political Life in Medieval England

Warmer:

Ask students to imagine countries and communities without institutions. *Do you think it will be easy to manage individuals' affairs without laws? How could medieval communities manage their realm in the absence of powerful institutions? How could they defend themselves without knights and castles?*

Let them share their notes on the questions above! _____
_____.

Vocabulary previewing

Alternative- benefits and services - guarantee- settle- allocate- campaigns

Tell students to look up these words in their dictionaries. Ask them to use these words in examples.

When nothing like powerful institutions did exist, a strict ____ was imposed to ____ a couple of ____ for the communities of the day.

Tell them they are going to match the words with their definitions to get the right context about the period, its character and practice.

Ask them to rewrite the ideas listed in the table in their own words!

_____.

Extend their understanding

Feudalism refers to the subordination of certain classes to certain others. It was based on mutual exchange of services and products between the classes of the day. Yet, it was more than a system to fulfill social duties.

Let them read the sentences and guess the right words!

Read then select the right choice. Feudalism refers to a system that

- a- Guaranteed an exchange of services between different classes.
- b- Provided protection and safety to certain classes
- c- Helped manage military campaigns.
- d- All the above mentioned.

Help students explore other definitions or rather benefits feudalism in medieval England.

Over to you

Write a blog post on the topic below!

Would it be easy for medieval communities to live without feudal laws? _____
_____.

Skill

Read and write

Level

Upper-intermediate

Objective

To explore to what extent systems were needed to help medieval communities survive. At the same, the lesson aims at familiarising students with both the benefits and effects of feudalism.

Vocabulary

alternative-benefits-
guarantee-
settle-
allocate-
services-
campaigns

Getting Ready

Discuss what the pictures below represent!



England under the Normans' rule changed both _____ and socially. Castles and _____ were in fact institutions to _____ order and defend local _____.

Write your own notes on the following questions:

- Did William I and his heirs succeed in maintaining order in England?
.....
- Was it easy to manage England's local and foreign affairs?
.....
- What was the chief character of the day?
.....

Match the terms on the right with their relevant definitions. The context may help you get an idea about life in England after 1066 AD.

- 1- A small portion of land held from a **vassal** or an overlord in exchange for a service. It constituted the central institution of feudal society.
- 2- A **social** system developed for certain **benefits** based on mutual services between **medieval** classes.
- 3- In the Middle Ages, a **noble** who owned and controlled all activities on his feudal land.
- 4- A feudal **estate**, often including some farms and villages, ruled by a lord, who owed the service of being one of the king's barons.
- 5- Any person who held lands under various forms of **feudal land tenure** directly from his king or overlord to whom he did **homage**.
- 6- A feudal **contract** under which a man acknowledges to serve his lord. It could be military service, political support or simply loyalty.
- 7- A period in **European** history that spanned between the 5th and the 15th century. It began with the fall of the **Western Roman Empire** and merged into the **Renaissance** and the Age of **Discovery**.

- a-** tenant-in-chief
- b-** the Middle Ages
- c-** barony
- d-** Lord
- e-** homage
- f-** fief
- g-** Feudalism

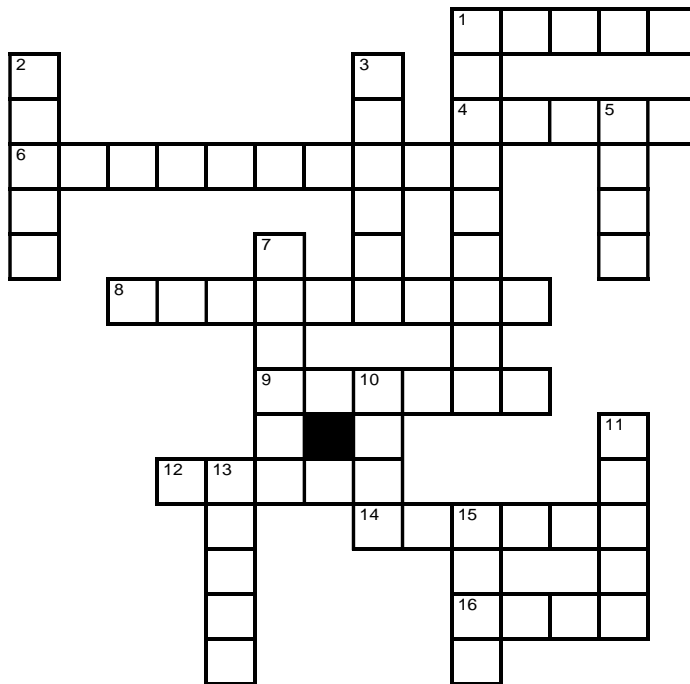
In your own words, what characterized life in medieval England, mainly after 1066 AD?



Medieval Life



Following the Norman conquest, castles were built across England to provide protection for William's knights. They stood against any rebellion which might threaten the presence of the Normans in England. Wooden motte-and-bailey castles were replaced over time with imposing stone castles, normally built on high ground overlooking a town.



Across

1. What the serfs grow.
4. A tax paid to the church.
6. Someone who forges things out of metal.
8. A place where monks used to live.
9. The place where a king might live.
12. A large farm owned by a noble.
14. A time when many people starve.
16. The head of the manor.

Down

1. A magnificent church built in medieval times.
2. A lord, lady, prince, or princess.
3. A soldier who rides a horse and wears an armour.
5. Catch animals to eat.
7. A bird used in hunting.
10. Someone who used to work in a manor.
11. Place where crops are grown.
13. Metal clothes worn by knights.
15. A place where people grind grain into flour.



Medieval Towns and Villages

The High Middle Ages was a period of both chaos and tremendous expansion of population. The latter grew considerably between 1000 and 1347, but the exact causes remain unclear. Generally speaking, it is said that improved agricultural techniques, a warmer climate, and the decrease of invasions have all been suggested. Most of the European population remained rural folk. Peasants were no longer settled in isolated farms but gathered into small communities which were usually known as manors or villages. These peasants were often subject to noble overlords and owed them rents and other services, in a system first known as manorialism. There remained a few free peasants throughout this period and beyond, with more of them in the regions of southern Europe than in the north. Soon, villages developed into towns bringing in new practices, activities and even tastes (Ray Canterbury, 2001).

Castles began to be constructed in the period between 9th and 10th centuries in response to the disorder of the day. Actually, these castles were built by the Normans as buffers to provide protection from invaders and rival claimants. They were initially built of wood, then of stone. Once castles were built, towns built up around them. A major factor in the development of towns included the Vikings' raids during the early Middle Ages, which led to villages setting up walls. Soon, great medieval walled cities were constructed with homes, shops, and churches contained within the walls. England is still famed for its medieval walls and gates.



Medieval villages consisted mostly of peasant farmers, with the structure comprised of houses, barns, sheds, and animal pens clustered around the center of the village. Beyond this, the village was surrounded by plowed fields and pastures. For peasants, daily medieval life revolved around an agrarian calendar, with the majority of time spent working the land and trying to grow enough food to survive another year. Church feasts marked sowing and reaping days and even occasions when peasant and lord could rest from their labors. Peasants that lived in a manor by the castle were assigned strips of land to plant and harvest. They typically planted rye, oats, peas, and barley, and harvested crops with a scythe, sickle, or reaper. Each peasant family had its own strips of land; however, the peasants worked cooperatively on tasks such as plowing and haying. They were also expected to build roads, clear forests, and work on other tasks as determined by the lord (North & Thomas, 1973)



The houses of medieval peasants were of a poor quality compared to modern houses. The floor was normally earthen, and there was very little ventilation and few sources of light in the form of windows. In addition to human inhabitants, a number of livestock animals would also reside in the house. Towards the end of the medieval period, however, conditions generally improved. Peasant houses became larger in size, and it became more common to have two rooms, and even a second floor (Boundless World History, 2022).

Comfort was not always found even in the rich houses. Heating was always a problem with stone floors, ceilings, and walls. Not much light came in from small windows, and oil- and fat-based candles often produced a pungent aroma. Furniture consisted of wooden benches, long tables, cupboards, and pantries. Linen, when affordable, could be glued or nailed to benches to provide some comfort. Beds, though made of the softest materials, were often full of bedbugs, lice, and other biting insects.

Even though peasant households were significantly smaller than aristocratic ones, the wealthiest peasants would also employ servants. Service was a natural part of the cycle of life, and it was common for young people to spend some years away from home in the service of another household. This way they would learn the skills needed later in life, and at the same time earn a wage. This was particularly useful for girls, who could put the earnings towards their dowries (Freedman, 1999).



The management of medieval life was in the hand of the nobles. These, both the titled nobility and simple knights, exploited the manors and lower classes, particularly the peasants. In fact, peasants did not own land outright but were granted rights to the income from a manor or other lands. During the 11th and 12th centuries, these lands, or fiefs, came to be considered hereditary, and in most areas, they were no longer divisible between all the heirs as had been the case in the early medieval period. Instead, most fiefs and lands went to the eldest son. The dominance of the nobility was built upon

its control of the land, its military service as heavy cavalry, its control of castles, and various sources taxes. Nobles were in their turn stratified. Kings and the highest-ranking nobility controlled large numbers of commoners and large tracts of land, as well as other nobles. Beneath them, lesser nobles had authority over smaller areas of land and fewer people. Knights were the lowest level of nobility; they controlled but did not own land, and had to serve other nobles (Anderson, 1996).



Kings' courts were the extended household where nobility resides. Most courts featured a strict order of precedence, often involving royal and noble ranks, orders of chivalry, and nobility. Some courts even featured court uniforms. One of the major markers of a court was ceremony. Most monarchical courts included ceremonies concerning the coronation of the monarch and audiences with the monarch. Court officials or office-bearers derived their positions and retained their titles from their original duties within the courtly household. With time, such duties often became archaic. However, titles survived involving the ghosts of arcane duties. These styles generally dated back to the days when a noble household had practical and mundane concerns as well as high politics and culture. These positions include butler, confessor, gentleman usher, page, and secretary. Elaborate noble households included many roles and responsibilities, held by these various courtiers, and these tasks characterized their daily lives.

Church in Medieval Times

Before listening:

Ask students about the chief powers of the day in medieval times. Have you ever asked yourself about who used to cure people and who used to teach them?

What do these pictures bring into your mind?

Setting the Context

In addition to kings and barons who did their utmost to benefit from the world of the Middle Ages, there existed another power, which did also dominate the lives of people. *Do you have an idea about how it was managed? How was able to control medieval communities? What made it powerful?*

Let them share their notes on the questions above!

Tell them they are going to fill in the gaps so as the paragraph makes sense. This paragraph will set the stage for the general context of the topic they are going to read about.

Sins – superstition- indulgences – repent- tithes – Purgatory – leprosy.

Help them predict the context of the paragraphs they are going to fill out!

Church, in the Middle Ages, was more than a religious institution...

Fill in the blanks

While listening

Good listeners are those who can predict content. If you are taking a listening test, skim through the questions first and try to predict what kind of information you need to listen out for. They are those who listen for gist. Accordingly, there are content words like nouns, adjectives and verbs that can help you form that a general picture. Finally, good listeners are those who can infer meaning using clues and prior knowledge about a situation to work out the meaning of what we are listening to (Rafael, 2015).

Check the students' understanding via questions!

Listen then answer the questions!

Over to you

What was your image about the Middle Ages? What did you find interesting, or difficult to grasp, in this documentary? _____

_____.

Skill

Listen and Speak

Level

Upper-intermediate

Objective

To help students explore to what extent churches in medieval times were powerful, and at the same time, familiarize them certain concepts and terms in connection to medieval faith.

Vocabulary

Archbishop,
Sins, Superstition,
Leprosy,
Purgatory,
Indulgences,
Tithe, saint

Getting Ready

Ask students to reflect on the following pictures and write their own notes!



Medieval communities _____ from both insecurity and _____, and it was necessary for live under the _____ of feudal overlords. Yet, _____ was not all that they needed. _____ was another power, which provided religious _____ and many other _____ kings, lords and knights could not offer.

Check your dictionary

Sins – superstition- indulgences – repent- tithes – Purgatory – leprosy.

Church, in the Middle Ages, was more than a religious institution...

Heaven- indulgences- monarch- tithes- lands- religious- Purgatory- sources- powerful- ability

Medieval churches were not only _____ centers for rituals and blessings, but _____ institutions with significant roles. The powers of Church in medieval times could be seen in the _____ it owned, its ability to control peoples' beliefs, its different _____ of wealth and mainly in its _____ to manage itself away from _____ courts. In medieval times, it was common that when someone died, their souls would live on either in _____ or in Hell. Churchmen asserted the belief that before souls go to Heaven, they first go to _____. This was the place where _____. To alleviate sufferings in Purgatory, the Church would sell _____. These were _____. Another source of rewards and benefits was the collection of _____. These were when _____.

Time to listen!

As you watch, say whether the sentences below are true or false.

- Medieval times were noted for both faith and insecurity.
- Designed by monks, "mappa mundi" was meant to glorify the Middle Ages.
- Medieval life was wholly controlled by the nobles.
- Thomas Becket was one of the knights, who were not loyal to King Henry II.
- With Becket declared a saint, Canterbury became a touristy place.
- Canterbury had already been a holy place for Christians before the murder of Becket.

Listen again and answer the questions below.

- What was the chief purpose behind the monks' works of art, particularly "mappa mundi"?

_____.
- How did the struggle between the crown and the church end in 12th century?

_____.
- How did the king try to repent after the murder of the archbishop?

_____.
- Why do you think Henry VIII ordered to destroy Becket's shrine?

_____.
-
- What made medieval cathedrals a source of inspiration?

_____.
-
- What was the role of religion in the Middle Ages?

_____.

Over to you

Write a blog post on efficient ways to influence peoples' attitudes and thoughts? Do you think that using religion can be effective?

Church in the Middle Ages

Up to 1500, beliefs and religious practices in medieval Europe were utterly dominated by the Catholic Church. The majority of the population was Christian, and at that time "Christian" meant "Catholic" as there was initially no other form of that religion. Yet, the rampant corruption or rather the abuses of the medieval Church gave rise to reformers such as John Wycliffe and religious sects such as the Bogomils and Cathars, among many others. Even so, the church maintained its power and exercised enormous influence over people's daily lives from the king on his throne to the peasant in the manors and fields ((Joshua J, 2019).



In all instances, church controlled and defined individuals' life, literally, from birth to death, and it was thought to continue its hold over the person's soul in the afterlife. Church was the manifestation of God's will and presence on earth, and its dictates were not to be questioned, even when it was apparent that many of the clergy were working far more steadily toward their own interests than those of their god. Things did change with the outbreak of epidemics and diseases. A dramatic blow to the power of the church came in the form of the Black Death pandemic of 1347-1352 during which people began to question the power of the clergy. Actually, the latter could do nothing to stop people from dying or the plague from

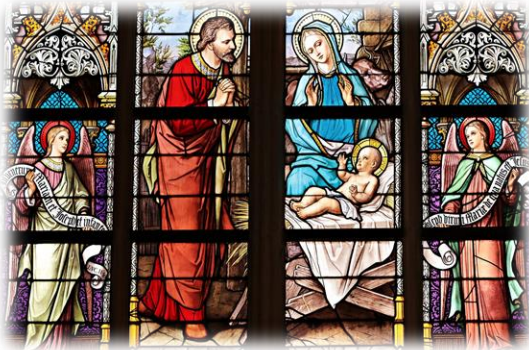
spreading. The clergy could not turn a blind eye on this. The church repeatedly crushed dissent, silenced reformers, and massacred heretical sects until the Protestant Reformation which broke the power of church. In fact, it allowed for greater freedom of thought and religious expression.



Without any doubt, church had to be structured to achieve the desired effects. It claimed authority from God through Jesus Christ who, according to the Bible, designated his apostle Peter as "the rock upon which my church will be built". The same is valid for the Church in medieval times. It had an established hierarchy. At the top comes the Pope who is the head of the Church. The Cardinals are the Pope's advisors, who are in charge of ruling the church affairs. After the Cardinals come the Bishops and Archbishops, who are ecclesiastical superiors over a cathedral or region. The Priests are ecclesiastical authorities over a parish in both villages and towns. In the end, Monastic Orders are religious adherents in monasteries supervised by an abbot or abbess (Joshua J, 2019).

As it has been mentioned previously, the lives of medieval communities revolved around the church. People were known to attend church three to five times daily for prayers, services, confession, and acts of contrition for repentance. The church paid no taxes, and it was supported by the people of a town or village. Citizens were responsible for supporting parishes and churches through

Tithes paid for baptism ceremonies, confirmations, and funerals as well as saint's day festivals and holy day festivals such as Easter (Joshua J, 2019).



The church's teachings on Purgatory, an afterlife realm between heaven and hell where souls remained trapped until they pay for their sins, generated enormous wealth for various clergy. Churchmen in general sold writs known as Indulgences, promising a shorter stay in Purgatory for a price. Relics were another source of income, and it was common for unscrupulous clerics to sell fake splinters of Christ's cross, a vial of water from the Holy Land, or any number of objects, which would allegedly bring luck or ward off misfortune (Joshua J, 2019).

The teachings of church were a certainty to the people of the Middle Ages. There was no room for doubt and questions were not tolerated. One was either in the Church or out of it, and if out, one's interactions with the rest of the community were limited. Jews, for example, lived in their own neighborhoods surrounded by Christians and were regularly treated quite poorly. Citizens of Europe, mainly those who did not belong to either of these faiths, had to adhere to the Orthodox vision of church in order to interact with family, community, and make a living. If one could not do so or at least appear to do so, the only option was a so-called heretical sect (Joshua J, 2019).



The church had certainly become increasingly corrupt and oppressive and its clergy was frequently characterized far more by a love of worldly goods and pleasures than spiritual pursuits. However, and at the same time, the church had initiated hospitals, colleges and universities, social systems for the care of the poor and the sick. It maintained religious orders and provided an outlet for spirituality, imagination and ambitions. These institutions became especially important during the Black Death pandemic of 1347-1352 which killed millions of people in Europe and significantly impacted people's faith in the vision of the church.

The Great Charter, 1215

Warmer:

Write these words on the board and let students discuss their meanings.

abuse, trials, confiscate, unfair, seize, obey

We have already seen that the powers of both the Crown and Church were so extensive that they dominated everything in medieval times. Feudalism set the stage for kings to abuse their subjects with high taxes, fines, unfair trials, imprisonment, and most of all, taking lands. This was really unfair for lower classes. *Do you think that they would accept being abused?*

What do these pictures bring into your mind?

The 15th of June, 1215 is universally recognized as an event that made it possible to make laws which even a monarch must obey. *What made King John lose his power?*

Let them share their notes on the question above!

Tell them they are going to fill in the gaps so as the paragraph makes sense. This paragraph will set the stage for the general context of the topic they are going to read about. Help them predict the context of the paragraphs they are going to fill out!

While listening

Let them listen and explore what was behind sealing the Great Charter.

Available at: <https://www.youtube.com/watch?v=4qj2vpp9Wf4>

Listen then say whether the sentences are true or false!

Check the students' understanding via comprehension questions!

Listen then answer the questions!

Over to you

Let them predict the events after the **Magna Carta** and the evolution of Parliament, as an institution.

What happened next? Do you think King John would keep his word?

Share with them some cues to help them write effectively!

I think that he _____

 _____.

Skill

Listen and Speak

Level

Intermediate

Objective

To introduce the story of the UK's democratic past and present, in particular, the rule of law. They should be able to use the relevant words and expressions to express further ideas on rights and liberties.

Vocabulary

widow
 abuse
 trials
 confiscate
 unfair
 seize
 futile
 obey

Getting Ready

Look these words up in your dictionary. How do they relate to the pictures below?

widow, abuse, trial, confiscate, unfair, seize, futile, obey

Ask students to reflect on the following pictures and write their own notes!



Do you think that medieval communities enjoyed justice? Would they bear living without rights? Was it possible to ignore the king's regulations before 1215? What was the most significant principle the **Great Charter** brought to the communities of the day?

Life in the Middle Ages was mostly about ...

Feudal rule helped certain classes remain very powerful and r... for many decades. Though it helped make a l...g, feudalism led to **dis....** between barons and ...gs. The latter used their power to **dis....ess** wealthy barons and nobles. They **sei...** lands and ...sed taxes without the ...ee.ent of their subjects. They often **or...ed** marriages and held rebels in **p.....s** without a fair **tr...l**.

Time to listen!

As you watch, say whether the sentences below are true or false.

- Only southern parts of England witnessed revolts against King John.
- Higher taxes were the chief cause behind the rise of anger in 1215.
- The barons met to find a way to protect their properties and interests.
- King's orders of taxation offended both people and barons.
- To get support, the angry barons resorted to **Stephen Langton**, the Archbishop of Canterbury.
- The barons did not only express their anger but raised a great army to limit the king's power.

Listen again and answer the questions below.

1- Apart from taxation, what additional factors were behind the barons' revolt?

2- Did King John stop raising taxes when he had heard of the barons' actions?

3- What did Robert Fitzwalter call the troops that were gathered to limit the king's power?

4- Where did the two sides meet to settle their disputes?

5- Why did King John place his seal on the document?

6- What is the chief principle the Magna Carta has shown for contemporaries?

What happened next?

Do you think King John would keep his word?

I think that he _____

 _____.

Guess the words to complete the following sentences.

- Few months later, King John the Pope to the Magna Carta
- Of course, the barons would not This led to a war to restore their rights.
- The barons their allegiance to King John and Louis, son of king of France, to be king of England instead.
- In October 1216, King John with most of England's lands under the of Louis and rebels. But, John's few supporters, together with the, opted to knight his, Henry. King Henry III was knighted and then on October 28th, 1216.
- Letters were to the rebels in the name of the new king confirming and calling for their
- Until 1265, Magna Carta was confirmed and reissued. It became across England.

The Magna Carta years



In most of the medieval accounts, the Great Charter is associated with King John and the royal abuses. Medieval monks often portrayed him as an evil monster who abused all to meet his personal needs while modern historians portray him as an energetic king who challenged the powers of the day to enforce his feudal schemes. *What made king John the chief character of the Magna Carta days?*

Following the death of Richard I, King John inherited a rich kingdom with outer footholds difficult to manage. John was unimaginably eager for both wealth and power. In fact, he had not the instincts to be an able monarch. In most of the time, royal officials as clerks and court advisers ruled England on his behalf as he was constantly looking for ways to increase wealth and seize lands. He even demanded higher taxes from his vassals, knights and barons to cover the costs of his personal wars. He additionally ignored the power of the church when he attempted to appoint his candidate as the Archbishop of Canterbury. Overall, his reign was in most of the time anarchic; the fact that turned his people against him. Everybody saw John's actions as a threat to their liberties and rights (Webster, 2015).

John put his barons, knights and peasants or rather the whole kingdom through a harsh fiscal system. He demanded excessive taxes that no one could bear. He transformed the government and tried his best to subject the Church to royal power. In fact, the confiscation of lands and the unreasonable fines made him utterly unpopular. These abuses prompted Pope Innocent III to take a decision against the king. He stopped English priests from holding religious services, known as the '*Interdict*', and excommunicated King John between 1209 and 1213 (Middleton, 2015). This meant the loss of support from the very powerful institution, the Pope. All turned unwell in England, and the reason was King John.



The loss of lands in France did seriously infuriate English nobles. In 1201-2, helped by King Philip of France, a powerful alliance of French nobles rebelled against King John. Soon, he mounted a huge campaign to recover Normandy, but he was decisively defeated at the Battle of Bouvines, in 1214. John was consequently forced to pay the huge sum of 20,000 marks and concede some lands in France in King Philip's favour in order to recognise him as the heir to Richard I in return. In fact, this made of King John diplomatically weak. A year later, rage increased in England as no one could stand the monarch's rising powers. With French and Scottish support, the barons rebelled and, on 15 June 1215, raised an army, called '*the Army of God*' to force him accept their terms. Hopefully, on 17 May, the rebels captured

London, met him at Runnymede and left him no alternative to negotiate the terms of the Magna Carta. Basically, this document refers to a set of demands by which the barons attempted to limit the powers of the king to their advantage, but later, it became the basis of individuals' rights and liberties.



The signature of the Magna Carta was really a turning point in the history of England's royal system for it helped lay down for the first time the principle that no one, not even the king, is above law. The barons had successfully said 'no' to the king, and made him accept what they were tired of. At first, the Great Charter was much concerned about freemen unlike the majority of people, but years after, its 63 articles limited all sorts of royal intimidation and finally laid down the power of law instead. The terms of the Magna Carta described what the king could and couldn't do. It also set up a Council of 25 barons to make sure John's promises were not to evade. Basically, this curbed John's royal authority; the fact that he could not easily accept. Soon, he tried to ignore the charter asking the Pope for permission to cancel Magna Carta on the grounds that he had been forced to sign it. Yet, it was an attempt, which caused another rebellion by the barons (Minogue, 2000). This time, in October 1216, John lost all his supplies and allies.

In the end, the Magna Carta claimed to be the declaration of human rights. Its terms or rather set of rules did indeed put down the power of the king. No king of England was ever again 'absolute', and decades later, it softened the ground for a parliament to represent the wishes of the barons to the king.

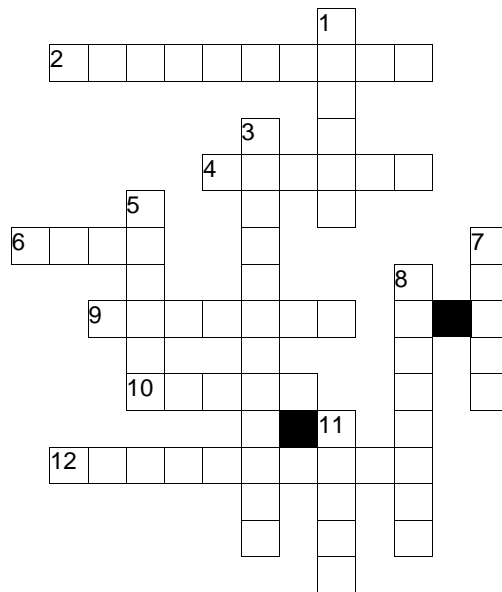
Word Search

X X L V D E T A C I N U M M O C X E G P K L U W
 C H R C Z D L V Y N E D E M Y N N U R Q C V K S
 K M Y W N V B Y N M Q A G L P U A E L A H M M K
 M T Y Q J H T Q I U D M G U A X V B L C A Q E I
 D E Y W K A O A C F F E P B Q K H X H N R O C H
 O G R B P O T J S F H J H U U M D W H V T J C U
 C L T W K C T Z G A J T Z H N D V O L V E A D N
 U H X A M H D B V N F U Z S Z I T P Y I R Q G J
 M B E Q G C Y W W Z I D F D C B Q J M T P A P Z
 E E I A D F U Q J J J K N S J W O P F E H I U T
 N P X T M P U D H S F N U C D C B D H I E D V F
 T L T O U O Y F P L U C V N N N C L O N D O N O
 S H B Z K Z Q X S H N N L V B P P H X B I Q H U
 Q X W A L C H C N S G F K E I E E B N K S R A R
 D B X D D P D J O I J G E C N A R F I X G Z E F
 H S Y H Q S P P R G U J W P K T Q E X Y H V J Z
 A S C X H R Z K A N Z J I G N U E L B G M P Q H
 V N O X S C B I B I D Q N W W J T A D M I C C
 C E F K I Z Q W Q N N P W X R J E V Q B W R J B
 T P N W L B Q M M G I Y Z E A T J S F E U Z W Z
 Q J U Z G B O U Y W S K J J I N I G A H D F I Z
 X Y G M N N R B I K N Y B X G S T M C P L L I Q
 N W B J E V B Q X I M J S O B J J M T C W C S R
 T Z Y L W T F S W A G R E E M E N T U X G H W U

- | | | | |
|----------------|-----------|-----------|-----------|
| Four | Law | Barons | Church |
| Excommunicated | Charter | London | Signing |
| France | English | Runnymede | |
| Documents | King John | | Agreement |



The **Magna Carta** is one the important document in the world’s legal history. It established certain limitations on the power of monarchs marking the end of tyrannical practices and excessive taxation. Known also as the Great Charter, the **Magna Carta** outlined some principles and guarantees, which in fact helped lay down the foundations for the rule of law (Middleton, 2015).



Across

- 2. The Magna Carta was signed in ____.
- 4. King John was fighting in _____ trying to reclaim land he lost.
- 6. King John appeal to ____ to give him permission to ignore the Magna Carta.
- 9. _____ contained 25 Barons to make sure King John would keep his word.
- 10. King John often put people in prison without a _____.
- 12. King John used _____ to prevent people hunting or collecting wood on Royal land.

Down

- 1. Who led the rebellion against King John?
- 3. What is the English translation of Magna Carta?
- 5. What word is used to describe when the people stopped doing what they were told?
- 7. Traders were forced to pay...
- 8. The Magna Carta contained 63 _____.
- 11. What made King John unpopular?

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Appendices

Appendix 01

An example of a summary for students to use as supplementary document to scaffold their understanding and enrich their knowledge

Roman Britain: 43 – 410 AD

Long before 1066, Britain had been at the crossroads of both invaders and marauders, who by a significant paradox, brought about the wonders of the kingdom. This period of time, in British history, is an era to celebrate, and it is commonly known as the age of conquest. This was when the Romans, the Anglo-Saxons, the Vikings and the Normans came to inhabit the island, and brought about their patterns of living.

After a long period of settlement, the Celts succeeded in founding one of the fascinating cultures in the island. They managed to make of lowlands very prosperous, but noticeably instable. In fact, being at constant wars put their lands, and mainly their wealth, through foreign aggression. Accordingly, Celtic Britain first came in contact with Rome in 55BC, and this was when **Julius Caesar** moved with his legions towards the troublesome Celtic spots. Eventually, Caesar encountered a number of challenges, which might have impeded the legions' inland advance, but he could pave the way for the coming of the Romans, not as explorers, but as invaders. **From then on, the Romans worked on how to annex the island to the empire.** They subjected the Celts to a gradual process of transforming every single aspect of life in the island.

In 43 AD, Emperor Claudius made a start of a full-scale invasion. He mobilized a great force to impose the Roman rule on the Celts for he had always seen the island as part of the Roman world. Soon, the Romans established camps and built walls to maintain order and prevent any foreign aggression. For both economic and political purposes, they built an impressive network of roads. They laid down the foundations of an administrative system to carry out regulations and ensure discipline (O'Driscoll 17). Peace in return helped trade to prosper the thing that brought scholars, philosophers, religious mentors, artisans and many others to the island. In fact, they aimed at nothing, but making the island a piece of Rome. Latin became part of the island if not a means to "Christianize" the pagans. Towns and villages changed in both size and character. They became no longer places to live in, but places for entertainment and recreation. In brief, Britannia was gradually absorbing the grandeur and the magnificence of Rome. The Britons did really enjoy living in the lap of the Roman luxury for there existed all that city-dwellers could need: forums for meetings, halls for ceremonies and coliseums for gladiatorial combats. Almost for four centuries, the Roman manners, tastes and even ideals were the chief features of the island's scene, but these would not last for more (Dargie 34).

The Roman occupation, though it annihilated one kind of Britain, it could bring about a couple of transformations that are still part of the present day character. A lot of British city names still bear the ending, "Chester", which means a military camp in Latin.

References:

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Appendix 02

Another example of a summary for students to use as supplementary document to scaffold their understanding and enrich their knowledge

The Saxons' Legacy

For four centuries after their full-scale invasion, the Romans could massively transform the character of the island making of it a life-enhancing province. Yet, their presence in the island began to decrease for a couple of factors, which were particularly political. In fact, the Roman officials and the Britons alike could no longer bear those persistent, and mainly howling, incursions led by foreigners. The island became again an object of desire if not a helpless victim to a second wave of invaders after it had been left for its own destiny.

By the end of the fourth century, a rash of raids flowed from different sides. They were sudden, violent and above all obstinate. A group of Germanic tribes, namely the Angles, the Saxons and the Jutes, raided the island in great numbers showing no reluctance in killing, plundering and looting the riches of the island. Soon, they could found a number of settlements and bring about a number of changes (Trevelyan 45).

Like the Romans, and from their early days, the Anglo-Saxons introduced their pattern of living. For they were men of countryside, farming was the chief source of survival, but this does never mean that their economy was less varied. Hunting, whaling, weaving, bee-keeping and many other crafts did greatly contribute to the development of their communities. Latin became no longer the dominant language, but a Saxon dialect instead. In fact, this dialect would form the basis of the language people use today in England.



For their local interests, it was necessary to maintain order and protect the confines of their manors and kingdoms. Anglo Saxon communities were the first to devise mechanisms to defend their territories, allocate products and manage their realm. It was during the Saxons days that kingship started to develop. The Anglo Saxons possessed the *fyrð* and formed the *witan*, which were governing organs to help rule every single aspect of life in the kingdoms. Thus, it is again in these days that one can understand the origins of royal councils, legislative bodies and many other institutional organs in the present day England (Trevelyan 46).

The Anglo Saxon period was indeed another formative stage for England's institutions, character and thus future. It is true that Germanic invasions were, in some respects, unimaginably violent and destructive, but the accomplishments they could effect in the ensuing years are still part of the nation's culture and identity.

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Appendix 03

Another example of a summary for students to use as supplementary document to scaffold their understanding and enrich their knowledge

English language Major

British Civilization Course

2nd Year Class

2022/23

Celebrations in the UK

You might have heard of this idiom, “like turkeys voting for Christmas”, but you have never thought of the connection between turkeys and Christmas. Actually, there is a lot to explore in the western world, as far as special events and occasions. People, not only in the UK, do passionately wait for these events to decorate their houses, exchange gifts, prepare for special meetings and many other rites. These are indubitably a fine example about how eclectic the country’s cultural life is, and mainly, how vibrant streets and districts will be on these special days.



The UK is not an exception in the sense that there is a myriad of occasions, both religious and non-religious, to evoke. These events tell a lot about people’s history, their creeds and memories. The UK’s blend of races, diverse regional cultures and above all its solid connections to many beliefs make of its culture enormously magnificent.

Throughout the year, British families celebrate a host of occasions. They do passionately wait for these events to commemorate landmarks in their history or special events in their religion. They usually dress specific outfits, prepare special dishes, decorate their houses, visit their friends or attend art meetings. From street parties to national festivals, British cultural life provides various activities that appeal to dwellers before visitors. Christmas and Easter are the chief religious seasons in the Christian calendar. At Christmas, going to church to perform prayers on Christmas Eve is needed if not an act of faith. The following day is known as Christmas Day, which is more cultural than religious. As for national occasions, there are many festivals dedicated to art, literature and language. The Edinburgh Festival and the National Eisteddfod are held to enjoy comedy, poetry and all that is artistic. On 25th of January, the Scots meet to read the poems of Robert Burns. They dedicate the whole night to Scottish poetry. They often hold a special supper on Burns’ Night with toasts and readings of his poetry. Men might wear kilts and there may be bagpipe music too. with their friends or family members through reading the poems of Robert Burns.



British cultural life is indeed full of events and occasions, which might baffle attendees for their variety, richness and above all universality.