

1

MEDIEVAL SPAIN





Which photos show legacies from the Visigothic period?

LET'S BEGIN

- 1 Do you recognise the building in the large photo? Does the architectural style look the same or different to buildings in your town?
 - 2   Which of these periods came before the Middle Ages? Which one came after?

the Modern Age • Ancient History
 - 3 What are some of the legacies of the Roman Empire that we can find in Spain today?
 - 4 Which groups of people do you think lived in the Iberian Peninsula during the Middle Ages?
- What do you know? Let's find out!



Useful language

I think ... came before / after the Middle Ages.

Reflect

1 Look at the timeline and match the sentences in your notebook.



- | | | | |
|---|--|---|--|
| a | The Visigoths ruled in the Iberian Peninsula ... | 1 | ... in Ancient History. |
| b | The Visigoths and the Moors ruled ... | 2 | ... in the Iberian Peninsula in the Middle Ages. |
| c | The Romans ruled in the Iberian Peninsula ... | 3 | ... around 1,000 years. |
| d | The Middle Ages in Spain lasted for ... | 4 | ... after the fall of the Western Roman Empire. |

2 Say what each photo is. Order the photos from oldest to newest.



3 What is the centre of your town like?

- Are the streets narrow or wide?
- Does the centre of your town look the same as it does in the suburbs? How are they different?
- Think of two famous monuments in your town. How old do you think each one is? Search online to check your answers.
- Where do people in your town go to buy fruit and vegetables?

4 Think about these inventions. What do you think people used before them?

paper • modern tools • the numerical system

Useful language

Before ... I think people used ...

I think people used (stone) instead of ...



A tour through multicultural Toledo

Think first

You are going to plan a tour of Toledo, a city where Christian, Moorish and Jewish cultures coexisted.

In groups, think about these jobs: tour guide, researcher, finance officer and graphic designer. What type of work do you think these people do?



Materials: printed map of Toledo, notebook, computer and internet access, pen, pencil, drawing paper.

Step by step

- 1 On the printed map of Toledo, find the most important monuments.
- 2 Each group member chooses a monument for the tour. Include at least one monument for each culture: Christian, Moorish and Jewish.
- 3 Find out more about your monument:
 - a What type of monument is it? (It could be a religious building, museum, statue, etc.)
 - b In what year was it built?
 - c Who built it?
 - d Can you visit the monument at any time, or does it have specific opening hours?
 - e Do you need a ticket to see the monument? How much does a ticket cost?
 - f How long does a normal visit take?
- 4  As a group, plan your tour:
 - Think about the best order in which to see the monuments, and plan the best route around the city.
 - Mark the route the tour guide is going to follow on the map.
 - How much will your tour cost? Remember the entry price of each monument is included in your ticket price.
 - What will be your minimum and maximum number of visitors for each tour? Why?
- 5 Design a brochure to advertise your tour to visitors of Toledo. Make sure to describe what monuments people will see on the tour, and what they will learn about.

Wrap it up

Compare your answers to the *Think first* question with your experiences during this project. Did you learn anything new?

Evaluate your cooperative learning.



The start of the Middle Ages

What name did the Romans give to Spain during their rule on the Iberian Peninsula?

The Visigoths

After the fall of the Western Roman Empire in AD 476, a Germanic tribe called the Visigoths came to live in Hispania. This marked the start of the Middle Ages in Europe.

The Visigoths defeated other Germanic tribes like the **Vandals**, **Alans** and **Suevi** to win territories in Hispania. They conquered most of the Iberian Peninsula by the end of the 5th century and made **Toledo** their capital.

The Visigothic kingdom existed from AD 507 to AD 711. At first, the Visigoths were nomads and illiterate. Later, they:

- learnt to speak **Latin**
- learnt to **read**
- adopted **Catholicism** and **Roman law**.



Map of Visigothic Hispania c. AD 507

True or false

Read the text and decide if the statements below are true or false. Then correct the false ones in your notebook.

The Visigoths were already Christians, but in AD 589, King Recaredo I converted his kingdom to Catholicism at the Third Council in Toledo. Toledo was the capital city of the Visigoths.

The Visigoths were excellent metal workers. They made the Treasure of Guarrazar – a collection of more than 200 crowns and gold crosses. They gave the Treasure of Guarrazar to the Catholic Church to show their loyalty in the 7th century.

- a Rome was the capital city of the Visigothic kingdom.
- b The Visigoths converted to Catholicism in the 6th century.
- c The Visigoths were not Christians before converting to Catholicism.
- d The Visigoths gave a gift to the Catholic Church.
- e The Treasure of Guarrazar had more than 200 metal pieces.



Treasure of Guarrazar

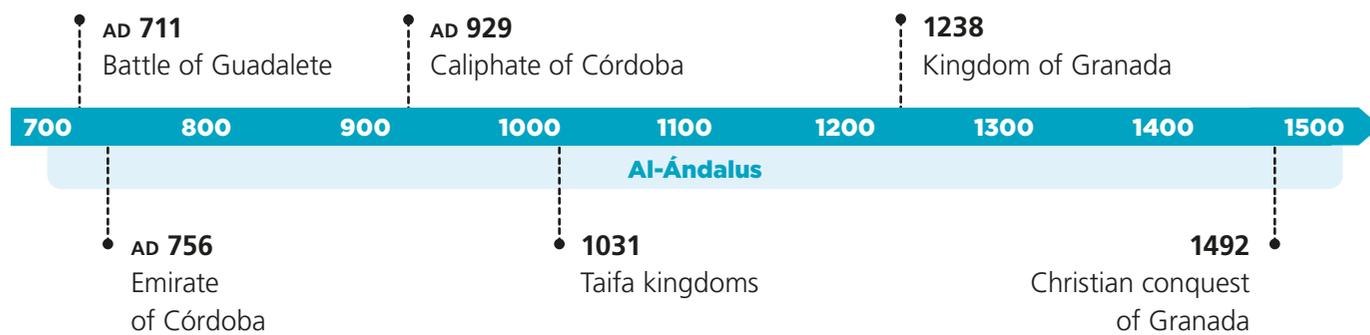
1 Which event marked the end of Ancient History in Western Europe?

2 Which other Germanic tribes did the Visigoths fight to conquer territories in the Iberian Peninsula?

3 Why did the Visigoths give the Treasure of Guarrazar to the Catholic Church?

Al-Ándalus

The Moors invaded the Iberian Peninsula and defeated the Visigoths at the **Battle of Guadalete** in AD 711. They called their territory Al-Ándalus. They conquered most of the Iberian Peninsula and the Balearic Islands in a few years.



Different stages of Al-Ándalus

- **AD 711:** the start of Al-Ándalus in the Iberian Peninsula. It was part of the Caliph of Damascus (modern day Syria).
- **AD 756:** Abd al-Rahman I established the Emirate of Córdoba and became its Emir.
- **AD 929:** Al-Ándalus became independent. Abd al-Rahman III established the Caliphate of Córdoba. He was the first Caliph of Al-Ándalus.
- **AD 1031:** the Caliphate of Córdoba fell. The kingdom became many small independent Muslim states known as *taifas*.

Society

The Muslim, Christian and Jewish communities coexisted peacefully in Al-Ándalus. Families mixed and the religious groups had different roles in society. In the 12th century, a group of Muslim, Christian and Jewish scholars created the **Toledo School of Translators**. They translated important scientific and philosophical works into Spanish. This meant more people in society could understand them.



Abd al-Rahman III, Caliph of Córdoba

Useful language

It was important, because it meant that ...

I do think / I don't think it is still important today, because ...

4 🎧 Listen and write the year in your notebook.

5 Define the following terms in your notebook:

Al-Ándalus • coexist • taifa

6 🗣️ Why was translating scientific and philosophical works into different languages important? Do you think it is still important today to translate books and other texts into other languages?

Life in Al-Ándalus

Which religious groups lived in Al-Ándalus?

Most people in Al-Ándalus lived in walled towns.

- The town centre had the **medina** where the craftspeople lived, and the **zoco**, the market place. The citizens of Al-Ándalus were famous for their crafts and trade so there were a lot of merchants (people selling things) in the towns.
- The Moors prayed in the **mosque**.
- Inside the town walls, there was a fort called an **alcazaba**, a fortified palace called an **alcázar** and the **local baths**.
- Jewish people lived in separate areas called **juderías**.
- Farmers grew food like cereals, grapes and olives in the **fields** outside the town walls.



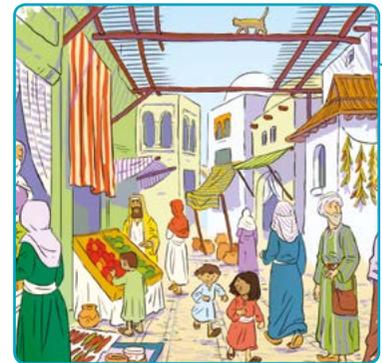
Al-Ándalus' legacy



We can still find many examples of Islamic-style **architecture** in Spain today. Features of the Islamic style include horseshoe arches, mosaics, domes and open courtyards.



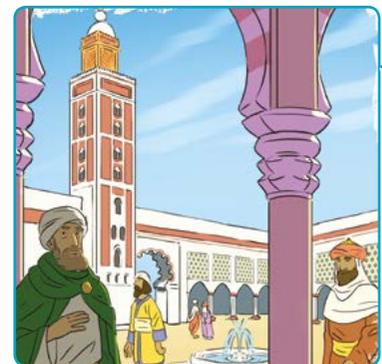
The citizens of Al-Ándalus were good mathematicians. They used maths in their art: their buildings had **mosaics** with **geometrical patterns**. They introduced Arabic numbers and the number zero.

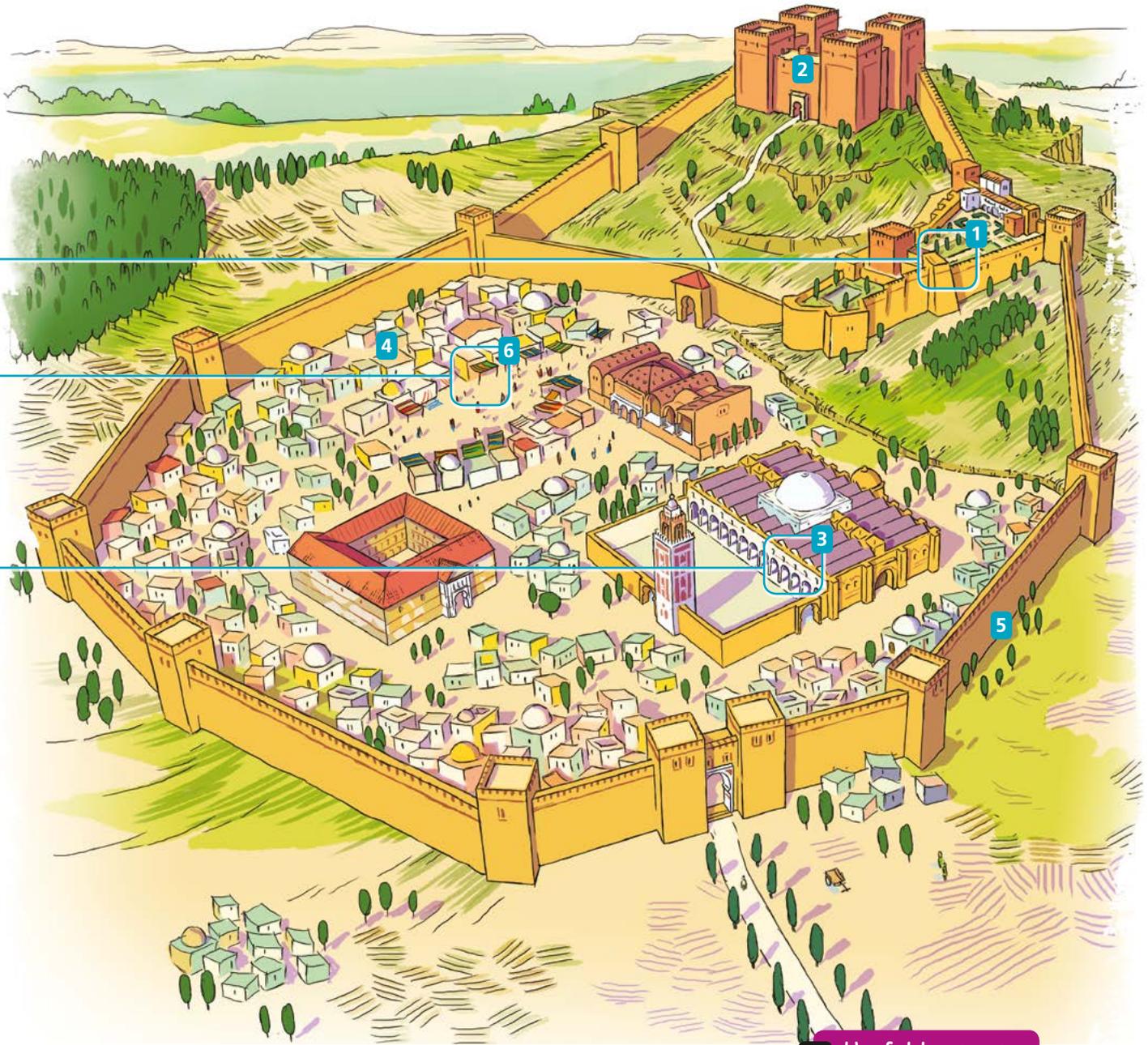


Averroes was an important Islamic **scholar**. He was born in Córdoba in 1126. His family were judges and public servants. He wrote about medicine, philosophy, astronomy and physics.



Agriculture was important in Al-Ándalus. The Moors introduced new and improved methods of irrigation. They introduced new crops, such as rice, olives, oranges and aubergines.





Useful language

People went to the ... to (bathe).

- | | | |
|-------------------|-----------------|---------------------|
| 1 alcazaba | 3 mosque | 5 city walls |
| 2 alcázar | 4 medina | 6 zoco |

1 Where did people go to ...

- a** ... plant vegetables?
- b** ... buy vegetables?
- c** ... bathe?

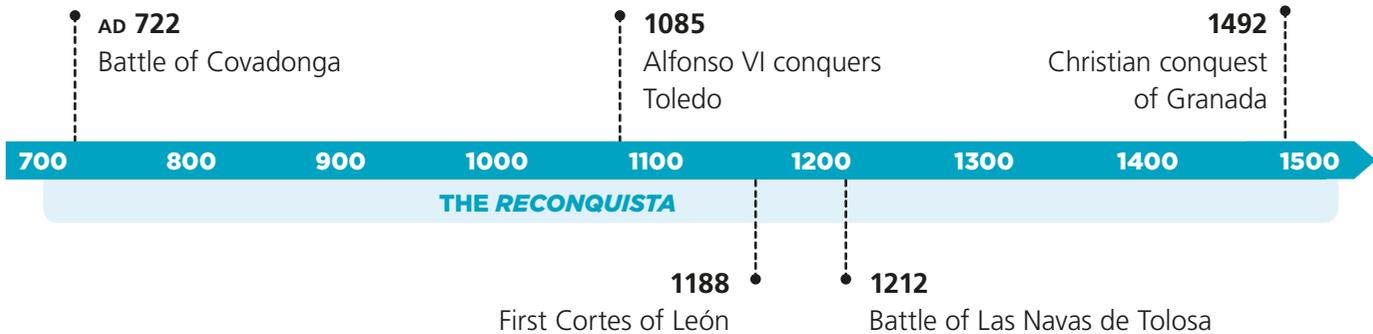
2 Listen and say the place.

3 Many Spanish words are of Arabic origin. How many examples can you find? Write them in your notebook.

The Christian kingdoms

What were the small, independent Muslim states called?

The Christians fought against the Moors to reclaim control of the Iberian Peninsula. This period was known as the **Reconquista**.



The different stages of the Reconquista



8th-10th centuries

The Christians lived in the north of the Iberian Peninsula. They formed small kingdoms. These kingdoms were independent from Al-Ándalus.

In AD 722, **Don Pelayo** was the ruler of the Kingdom of Asturias. He fought and won against the Moorish army at the **Battle of Covadonga**. This victory marked the **beginning of the Reconquista**.



11th-12th centuries

Al-Ándalus was divided into taifas. The Moors living in the taifas were always fighting each other. This helped the Christians expand into the south.

Alfonso VI, King of Castilla and León, conquered Toledo in 1085. The Christian Kingdoms united and they became bigger and stronger. Later, **Alfonso IX** promoted the first **Cortes of León** in 1188. This was the first time in Europe that representatives of the city took part in parliamentary discussions. Before, only the clergy and the nobles were involved in making political decisions.

Repopulation

The Christians needed to repopulate their new territories to make sure there were enough people to defend the kingdoms against any further attacks.

There were four stages to the repopulation:

- the Duero Valley
- areas between the Ebro and the Tajo
- the Guadiana and Turia Valleys
- Andalucía and Murcia



A statue of Don Pelayo in Covadonga, Asturias



13th–14th centuries

In 1212, the Kingdoms of Aragón, Navarra, Castilla and Portugal fought together and defeated the Moors at the **Battle of Las Navas de Tolosa**. This battle was key in the *Reconquista*. Soon after, **King Fernando III** conquered Sevilla and Córdoba. **Alfonso X**, Fernando III's son, conquered Jerez, Cádiz and Murcia. **King Jaime I of Aragón** conquered Valencia and the Balearic Islands.



15th century

In 1469, **King Fernando II of Aragón** and **Queen Isabel I of Castilla** married. This united their Crowns, to create the Kingdom of Spain.

In 1492, they conquered the Kingdom of Granada. It was the last territory of Al-Ándalus. This marked **the end of the Reconquista**.

Useful language

It was necessary because ...
The Christians needed to ...

1 Why did the Christians need to repopulate their kingdoms?

2 Listen and say which map the speaker is describing.

Society and the economy

Feudalism was the social structure in the Middle Ages. The social system had different levels and roles for different people.

1 Monarchy

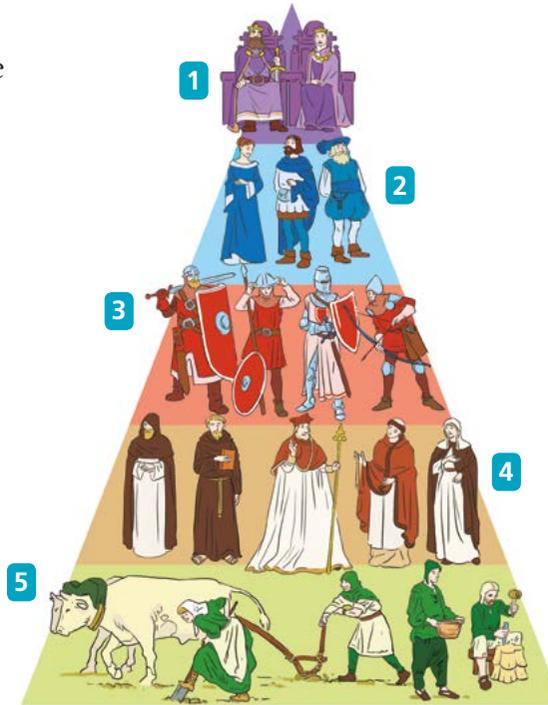
The king or queen ruled the country. Everything belonged to him or her.

2 Nobles

They were loyal to the king and queen. They were rich and had titles. They owned land and lived in castles.

3 Knights

Their duty was to protect citizens and defend Christianity. They fought in the nobles' armies and the nobles gave them land.



4 Clergy

They were religious people like priests, monks and nuns. The Church had a lot of power in medieval society and influenced everybody's lives.

5 Peasants and serfs

Peasants lived in villages but they did not own land. They were farmers who worked on the nobles' land. Many peasants were serfs, which meant they were not free people. They worked for the nobles and had to give them some of their crops.

Architectural styles

Islamic architecture wasn't the only artistic style evident in medieval Spain. The region's mixture of cultures in the Middle Ages resulted in various architectural styles.



Romanesque architecture was popular in Christian territories in the 11th and 12th centuries. This style of architecture had small windows, round arches, thick walls and low structures.



Mudéjar architecture was a mixture of Islamic and Christian (Romanesque or Gothic) styles. It had elaborate tilework and brickwork. It developed after the 11th century.



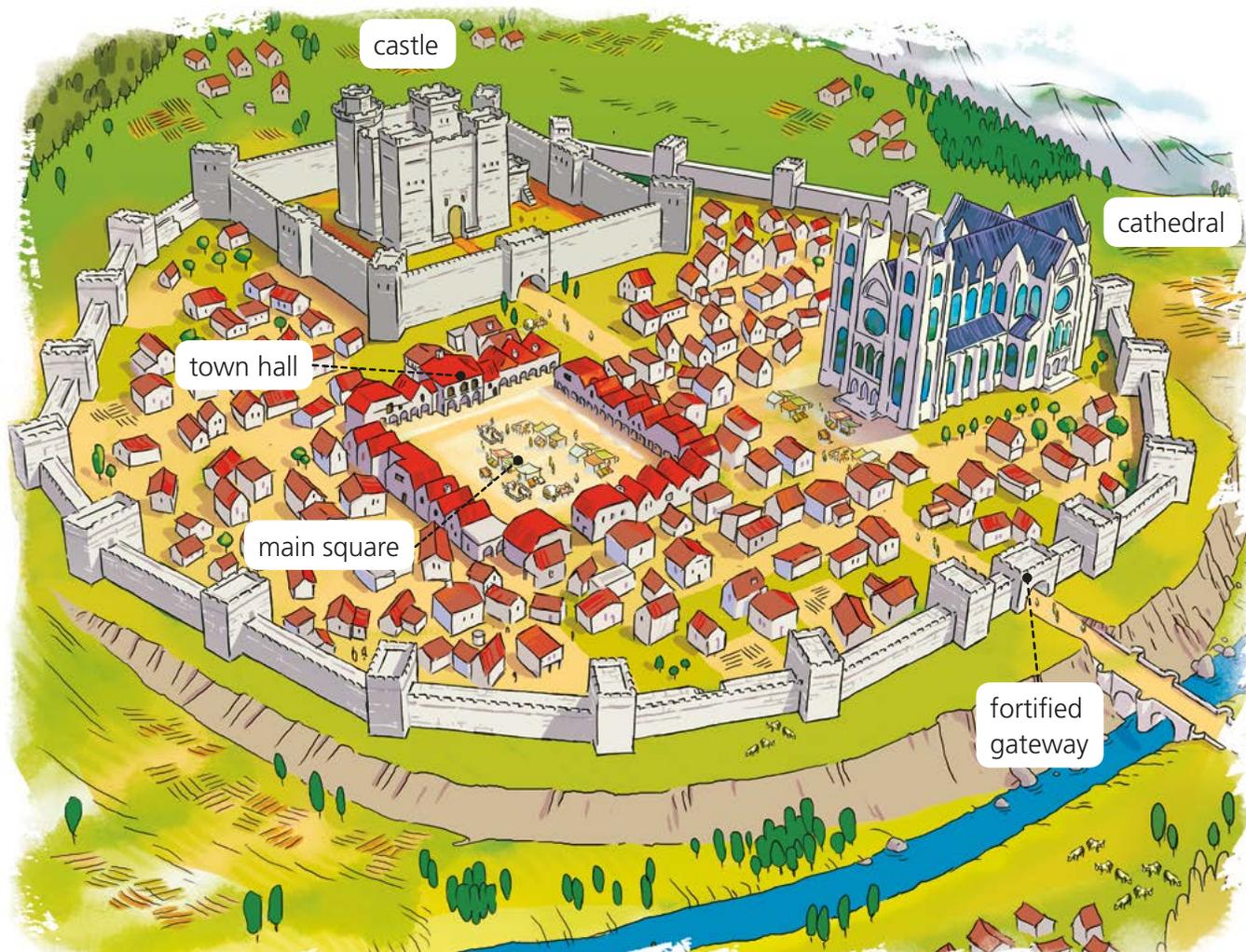
Gothic architecture was popular from the 12th to the 16th centuries. It featured big stained-glass windows, pointed arches, thin walls, rose windows and tall structures.

Towns

In the 12th century, people started to trade more with other regions. Towns got bigger and became more important. They were built near roads and rivers to make trading easier.

Useful language

I'd go to the ... to
(buy some shoes).



- 1 In your notebook, classify the people below into a feudal pyramid. Then give your partner two other members of medieval society to add to their pyramid.

monk • farmer • lord
queen • serf • knight

- 2 Listen and write the name of the architectural style.

- 3 In the Christian kingdoms, where would you go to ...

- a ... buy some shoes?
- b ... go to mass?
- c ... leave the city?

- 4 Search online for real examples of the different medieval architectural styles in Spain. How many can you find?

Multicultural society

Societies consist of many different people living their lives in different ways. This is very true today, and from studying history we know it was true in the past, too.

- 1 🗨️ Get into pairs. Pupil A reads text A below. Pupil B reads text B on page 116. Together, decide if the sentences below refer to text A, B or both.

Unit 1, text A

Al-Ándalus had different religious groups. Most people were Muslim but other religious groups practised their religion and traditions, too. Some people came from mixed Christian and Muslim families.

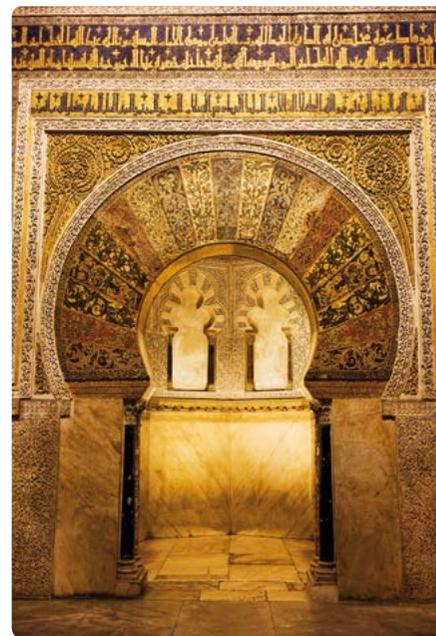
- **Muslims** followed Islam and were the ruling group in society at the time. One of their traditions was the *Hajj*.
- **Muladí**s were Christians who converted to Islam and adopted the Moorish customs and Islamic traditions.
- **Mozarabs** were Christians who kept their religion but adopted Moorish customs.
- There were a small number of **Jews** in Al-Ándalus, but they played an important role in politics, commerce and art. They kept their own customs and lived in areas called *juderías*.

Al-Ándalus protected some religious groups like Christians and Jews. This meant they could practise their traditions but had to pay a tax called *jizyah*.

- a This Christian pilgrimage began in the 9th century.
- b Different religious groups have different traditions.
- c Some people adopted new traditions.
- d Both Christians and Muslims can make special pilgrimages.
- e The pilgrims followed ancient trade routes.

- 2 🗨️ 🗨️ In pairs, discuss the similarities and the differences between life in Al-Ándalus and life today. Think about:

- the style of the buildings
- the variety of foods you can eat
- the different religions



The Great Mosque-Cathedral of Córdoba



Judería in Córdoba

🗨️ Useful language

In Al-Ándalus, people (*grew their own food*).

Today, people (*buy food in a supermarket*).



Giving presentations

Giving a presentation is a good way to practise your speaking and language skills, while also communicating information to your teacher and classmates. There are many ways to make sure your presentation is clear and interesting.

1) Connect with your teacher and classmates.

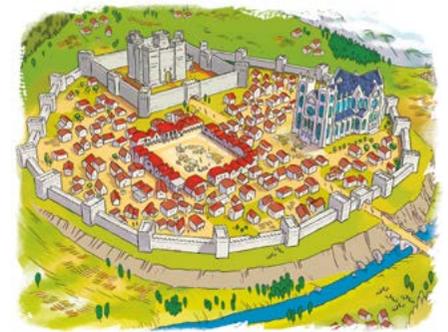
- Look at your teacher and classmates, not at the floor.
- Use **music** or a **slide presentation** to keep people's attention.
- Use a **story** or **humour** to make it more exciting.

2) Keep your presentation short and clear.

- Do not use more than ten slides.
- Include some **illustrations** and **photos** on the slides, not only text.
- Use a **font** that people can easily read.
- **Write down your main ideas** and have them in front of you. This will help you to remember what to say. Do not read them out. Use them as a guide.
- **Move around** when you speak and use **hand gestures**. Do not sit or stand still.

3) Stay calm!

- Take a deep breath before you begin.
- Speak **slowly, loudly** and **clearly**.
- Do not panic if you make a mistake or get something wrong. Don't worry and continue with your presentation.



1 You are going to do a presentation about the Middle Ages. When you work on a presentation in groups, it is important to be organised and to coordinate with the other members of the group. Follow these instructions to plan your presentation.

- In small groups, choose a general topic from the unit: the Visigothic kingdom, Al-Ándalus or the Christian kingdoms.
- Decide on specific areas within your general topic: religion, society, territories and important rulers.
- Decide what you will use to present the information: stories, posters, slides, etc.
- Everyone in the group should have their own task. Make a calendar with the due dates for the following: collecting information, making posters, making slides, writing notes, practising what you want to say.

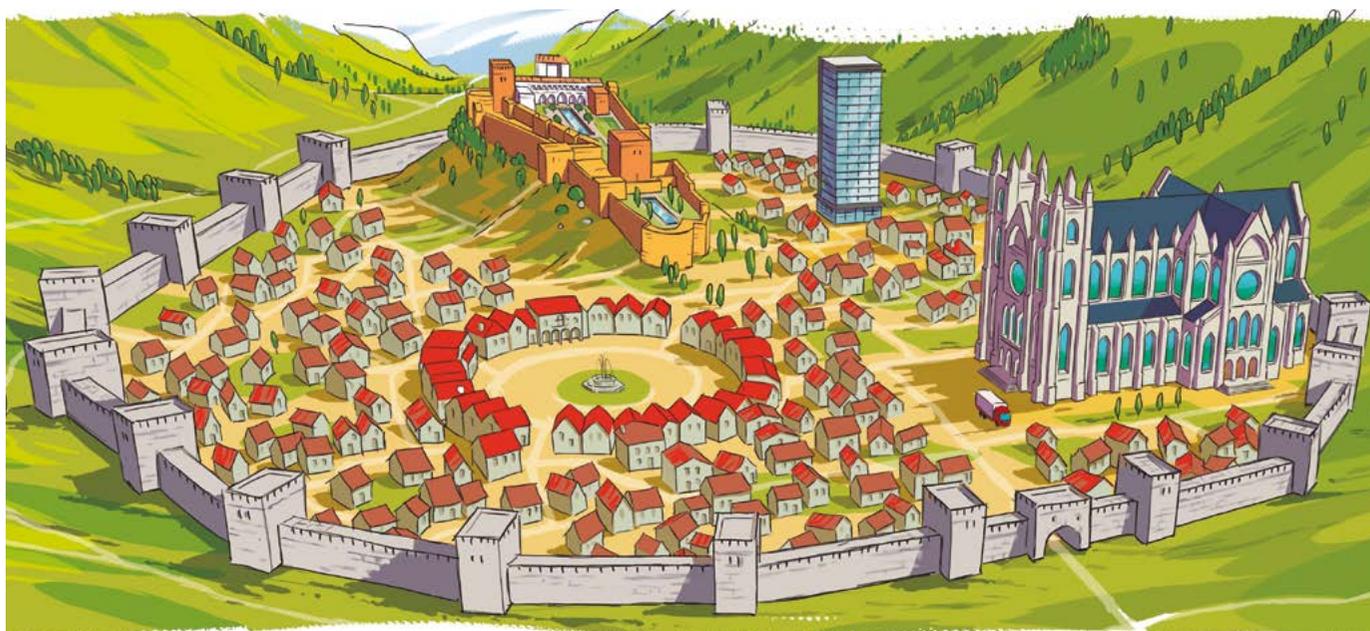
REVIEW

1 Copy and complete a timeline of these events in your notebook.

- King Recaredo I converts his kingdom to Catholicism
- arrival of the Moors
- Emirate of Córdoba
- fall of the Western Roman Empire
- Christian conquest of Granada
- Caliphate of Córdoba
- Battle of Las Navas de Tolosa
- taifa kingdoms



2 Look at the picture and find the mistakes. Make a list of the mistakes in your notebook.



3 Imagine you live in a town in the Middle Ages in Spain. It can be a Visigothic town, a town in Al-Ándalus or a town in a Christian kingdom. Write sentences in your notebook.

- What can you see in your town? Does it have a wall around it?
- What does the architecture look like?
- What religious groups are there? Is there a mosque or a cathedral?

4   Think about the town where you live. Discuss the following questions.

- Where is your town?
- What important buildings does it have?
- How is your town similar or different from other Spanish towns?

Useful language

My town has ...
 The streets are (*very narrow*).
 There's a (*town hall*) and a (*hospital*).
 It is similar / different to other towns because there is / isn't a ...

5 Correct the sentences in your notebook.

- a In Al-Ándalus, the nobles lived in castles.
- b Jewish people lived in the fields that surrounded the cities of Al-Ándalus.
- c The Moors gave metal crafts to the Catholic Church.
- d The *medina* was where the Moors went to bathe.
- e Muslims, Christians and Jews coexisted in the cities of the Christian kingdoms.

6 In your notebook, complete the sentences with the correct word.

- a The Visigoths / Moors and the Christians were fighting on each side of the *Reconquista*.
- b The first Cortes of León / Battle of Covadonga was in 1188.
- c King Alfonso X / King Fernando III conquered Sevilla and Córdoba.
- d King Fernando II of Aragón / Abd al-Rahman I married Queen Isabel I of Castilla.
- e The Catholic Monarchs conquered the Kingdom of Granada in 1469 / 1492.

7 Read the sentences and identify the religious group or civilisation they refer to.

- a They were a minority in Al-Ándalus but contributed to politics, commerce and art.
- b They went to the mosque to pray.
- c They became Romanised and adopted Roman law.
- d The peasants and serfs were at the lowest level of this group's social system.
- e When their empire fell, it marked the end of Ancient History.

8 Which two aspects of Al-Ándalus are mentioned in the audio?

- architecture
- maths and geometric patterns
- coexistence
- language

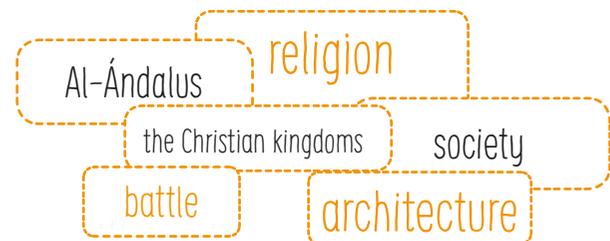
9 Make three columns in your notebook with the headings: *Islamic*, *Gothic*, and *Romanesque*. Then classify the characteristics below.

mosaics • rose windows
tall structures • thick walls
small windows • horseshoe arches

10 Look at the photos and identify the style.



11 Talk about life during the Middle Ages in the Iberian Peninsula. Use the word cloud below to help you.



What do you know now?
Check your progress!