

**Les villes anglaises au Moyen-Age en cours
de DNL anglais en classe de seconde**

Towns in Medieval England

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Pourquoi ce thème?

Adaptation au pays éponyme de la section
européenne

du thème 3 du programme de Seconde:

**« Sociétés et cultures de l'Europe médiévale du XIe au
XIIIe siècle »**

Sous-thème 2

« Sociétés et cultures urbaines »

Problématiques du sous-thème d'après la fiche Eduscol

- « Au Moyen âge, le monde des villes est très minoritaire, mais il s'y produit **des évolutions importantes, annonciatrices de la modernité** »
- « Les centres urbains deviennent **le lieu de l'innovation et du pouvoir** tout en participant au développement des échanges dans toute l'Europe. »
- « Toutefois, ce mouvement pose **la question de la définition même de la ville. Le seul critère de la population n'est pas non plus suffisant pour distinguer la ville de la bourgade.** C'est en fait par les activités et les fonctions qui s'y concentrent que la ville se définit le mieux. »
- « L'importance croissante des villes s'accompagne partout d'une **reconnaissance juridique, qui se traduit par l'obtention pour leurs habitants (ou une partie d'entre eux) de droits particuliers (les« libertés»)**, octroyés par les autorités contrôlant leur territoire, sous forme de chartes ou d'édits. »

Organisation de la séquence

| Thème | Activités | Durée |
|---|--|-------|
| 1) The Rise of towns | -Etude d'un ensemble documentaire à partir de questions -Rédaction d'une synthèse de l'étude de documents | 2h |
| 2) Craft and trade in towns | -Etude d'un ensemble documentaire à partir de questions | 2h |
| 3) Case study: Ledbury in the Middle Ages | -Etude d'une vidéo -Compréhension orale | 1.5 h |
| 4) Students' presentations: An English town in the Middle Ages | -Recherche documentaire -Exposé oral par groupe | 2.5 h |

Capacités travaillées en histoire

(extrait des programmes d'histoire et de géographie en classe de seconde)

| II- Maîtriser des outils et méthodes spécifiques | |
|--|---|
| 1) <u>Exploiter et confronter des informations</u> | - <u>identifier des documents (nature, auteur, date, conditions de production)</u> |
| | - <u>prélever, hiérarchiser et confronter des informations selon des approches spécifiques en fonction du document ou du corpus documentaire</u> |
| | - cerner le sens général d'un document ou d'un corpus documentaire et le mettre en relation avec la situation historique ou géographique étudiée |
| | - critiquer des documents de types différents (textes, images, cartes, graphes, etc.) |
| 2) <u>Organiser et synthétiser des informations</u> | - <u>décrire et mettre en récit une situation historique ou géographique</u> |
| | - réaliser des cartes, croquis et schémas cartographiques, des organigrammes, des diagrammes et schémas fléchés, des graphes de différents types (évolution, répartition) |
| | - <u>rédiger un texte ou présenter à l'oral un exposé construit et argumenté en utilisant le vocabulaire historique et géographique spécifique</u> |
| | - lire un document (un texte ou une carte) et en exprimer oralement ou par écrit les idées clés, les parties ou composantes essentielles ; passer de la carte au croquis, de l'observation à la description |
| 3) <u>Utiliser les TIC</u> | - <u>ordinateurs, logiciels, tableaux numériques ou tablettes graphiques pour rédiger des textes, confectionner des cartes, croquis et graphes, des montages documentaires</u> |

Capacités travaillées en histoire

(extrait des programmes d'histoire et de géographie en classe de seconde)

III- Maîtriser des méthodes de travail personnel

1) Développer son expression personnelle et son sens critique

- utiliser de manière critique les moteurs de recherche et les ressources en ligne (internet, intranet de l'établissement, blogs)
- développer un discours oral ou écrit construit et argumenté, le confronter à d'autres points de vue
- participer à la progression du cours en intervenant à la demande du professeur ou en sollicitant des éclairages ou explications si nécessaire

2) Préparer et organiser son travail de manière autonome

- prendre des notes, faire des fiches de révision, mémoriser les cours (plans, notions et idées clés, faits essentiels, repères chronologiques et spatiaux, documents patrimoniaux)
- mener à bien une recherche individuelle ou au sein d'un groupe ; prendre part à une production collective
- utiliser le manuel comme outil de lecture complémentaire du cours, pour préparer le cours ou en approfondir des aspects peu étudiés en classe

Activités langagières mobilisées en anglais

(extrait du programme d'enseignement des langues vivantes en classe de seconde générale et technologique)

Le programme de seconde s'inscrit dans la continuité des programmes du collège. Il prend appui sur le *Cadre européen commun de référence pour les langues*¹ (CECRL) élaboré par le Conseil de l'Europe et vise à développer, chez l'élève, des compétences de communication dans les activités langagières suivantes :

RÉCEPTION

- compréhension de l'oral
- compréhension de l'écrit

PRODUCTION

- expression orale en continu
- expression écrite

INTERACTION ORALE

1) The rise of towns: étude de documents

Document 1: the emergence of towns in Medieval England

When William conquered England in 1066, only half a dozen places had more than 4,000 people living in them. During the Middle Ages, however, many towns grew up in England. By 1500, Norwich, Bristol and Newcastle had more than 10,000 inhabitants and London probably had 50,000.

Towns grew as defensive centres, ports, convenient river crossings and market centres. During the 12th and 13th centuries over 140 new towns were built. Some grew around castles, cathedrals and monasteries which employed craftsmen, some were built by landowners who were paid land rents and tolls (or taxes) on goods coming to market and from fines paid at the local court. The towns had defensive walls with gates which were opened at dawn to allow in 'foreigners' coming to market, and closed again at sunset when 'foreigners' had to leave.

You would have found a walk through the narrow streets of a town very exciting. Wealthy people were dressed in brightly coloured clothes. The poor wore dull brown and black tunics. Carts piled with wood squeezed past mules loaded with cloth or vegetables. There was constant noise. The town crier competed, not only with the shouts of shopkeepers and street-sellers but also with the church bells.

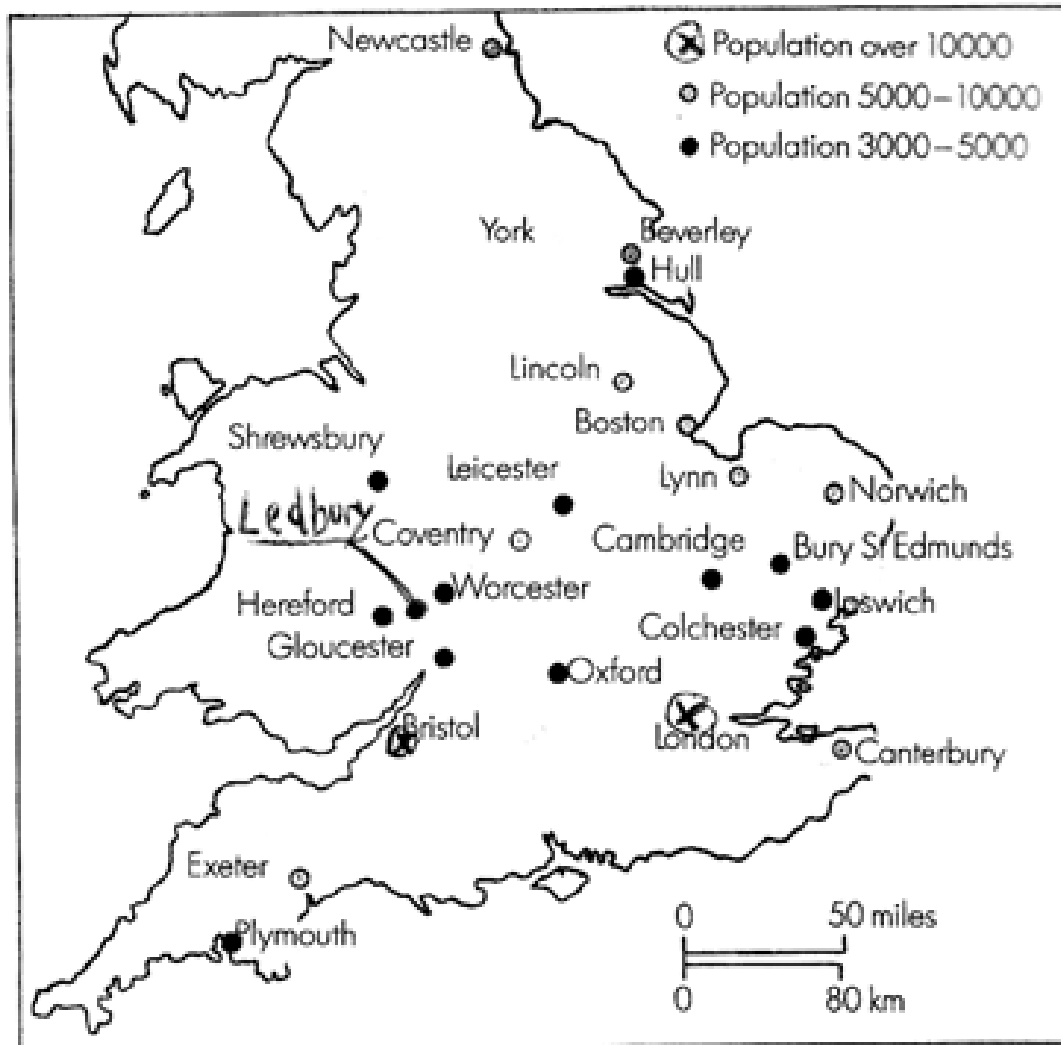
From: Letts Study Guide, Key Stage 3, History, Letts Educational Ltd, 1992;

<http://www.johndclare.net/KS3/1-6-1.htm>

1) The rise of towns: étude de documents

Document 2: main English towns in the 14th century

From Letts Study Guide, Key Stage 3, History, Letts Educational Ltd, 1992



1) The rise of towns: étude de documents

Document 3: Map of Exeter in the early Modern times

John Hooker's *Map of Exeter*, engraved by Remigius Hogenberg c. 1587, British Library Maps



© Historic Cities Research Project, Courtesy of Ozgur Tufekci

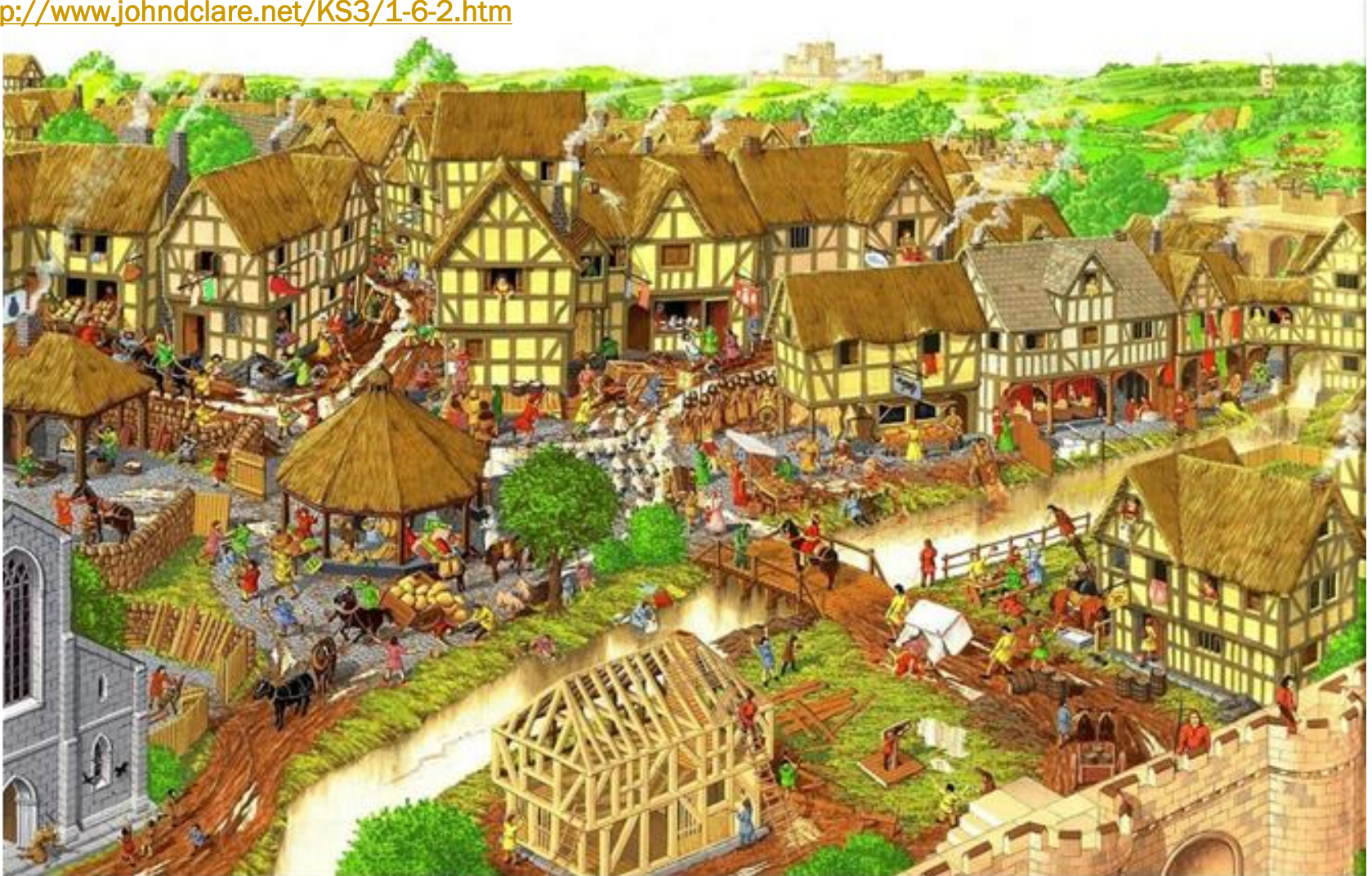
<http://blogs.bl.uk/magnificentmaps/2015/10/british-town-maps.html>

1) The rise of towns: étude de documents

Document 4: A representation of English medieval town in a textbook

This painting was commissioned for a 1997 textbook *The Middle Ages 1066-1500*. It is by a modern artist, but it is very carefully researched – everything you can see happening in the picture actually happened some time, somewhere, in a Medieval town.

<http://www.johndclare.net/KS3/1-6-2.htm>



1) The rise of towns: étude de documents

Document 5: The urban world

Who lived in towns? At the top of the social scale were merchants, lawyers and property owners, who occupied responsible administrative positions. Below them were craftsmen and traders, and at the bottom of the pile were relatively unskilled workers. Then, as now, towns included a mixture of residential and commercial properties, though often these were one and the same: craftsmen's workshops were often on the ground floor, with the family residence upstairs.

The rich merchants tried to get their landowner to give them a charter freeing them from his control. Kings were always willing to sell such charters; and the Church was less willing. A borough charter allowed the burgesses to elect a council and mayor to run the town free from feudal control.

From: Letts Study Guide, Key Stage 3, History, Letts Educational Ltd, 1992; <http://www.johndclare.net/KS3/1-6-1.htm>

2) Craft and trade in towns: étude de documents

Document 1

Many towns began as marketplaces where local farmers took surplus food to sell. As time went on, traders set up shops there, and craftsmen started up small industries. People of the same trade tended to live in the same street, which is why we still have streets with names such as Baker Street and Goldsmiths' Lane.

Traders formed clubs called guilds. The guilds made sure that their products were well made and that the traders charged fair prices. They also looked after members who had fallen on hard times.

A young person who wanted to learn a trade became an apprentice with a master craftsman. The child worked for the master, and the master gave the apprentice 'clothes, bedding, food and beatings'. After seven years, the youth became a skilled employee, called a journeyman (because he was paid by the day – in French, *par journée*). After many years, the journeyman submitted a special piece of his work (called his masterpiece) to the guild. If the guild members thought it was good enough, they would accept him as a master craftsman, and he could set up his own business.

<http://www.johndclare.net/KS3/1-6-3.htm>

2) Craft and trade in towns: étude de documents

Document 2

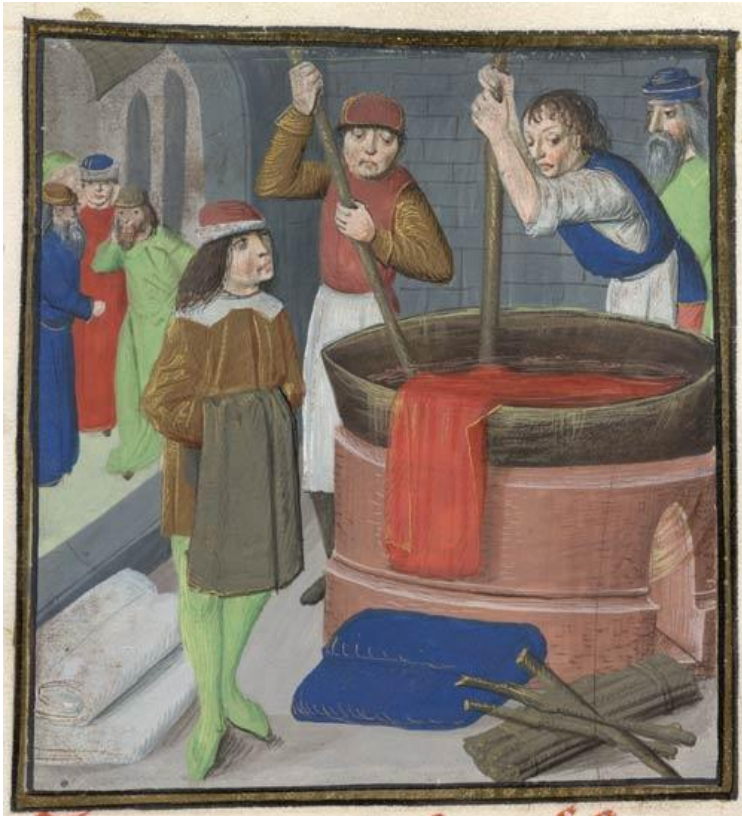


Gilles de Rome, *Livre du gouvernement des princes*, France, début du XVI^e siècle, Paris, Arsenal, manuscrit 5062, fol. 149v.

<http://classes.bnf.fr/ema/grands/100.htm>

2) Craft and trade in towns: étude de documents

Documents 3 and 4



From Wikimedia commons, the British Library, Royal
Ms 15 E. III f.269 (1482)



From Wikimedia commons, The Bodleian Library, Oxford.
Scanned from Maggie Black's "Den medeltida kokboken",
Swedish translation of "The Medieval Cookbook" ISBN 91-
7712-380-8.

2) Craft and trade in towns: étude de documents

Document 5: Rules of the Guild of Tanners of London, 1346

From Letts Study Guide, Key Stage 3, History, Letts Educational Ltd, 1992

1. To each pay towards the cost of keeping a candle burning in the Church of All Hallows near London Wall.
2. To give 7 pence a week from guild funds to members too old or ill to work.
3. To allow only apprentices to work in this trade.
4. Not to steal apprentices from one another.
5. To fine anyone breaking our rules, the first time 2 shillings, the second 40 shillings... the fourth time to banish him from the trade.
6. To permit the guild officers to confiscate bad work.

From Guildhall Letters

3) Ledbury in the Middle Ages

- Un documentaire vidéo de 5.25 min tirée du site Timelines.tv

intitulée « Medieval Towns »

<http://www.timelines.tv/index.php?t=0&e=3>

Un site qui met à disposition des vidéos (documentaires) libres de droit sur l'histoire anglaise et britannique.

- **Thèmes abordés par la vidéo**

1. Where could medieval peasants experience some kind of freedom? - in the towns.
2. The birth of towns in medieval England - the experience of Ledbury in Herefordshire.
3. Rent, not service - and why that makes a difference.
4. "Town air makes free" - a world of variety and opportunity.

3) Ledbury in the Middle Ages: Vidéo

Travail de compréhension orale à partir d'un questionnaire

1st part

a) Medieval Peasants ...

had opportunities

had narrow lives

b) Medieval peasants...

had the freedom to do what they liked

lacked freedom

c) Freedom was available in

the countryside

the towns

3) Ledbury in the Middle Ages: Vidéo

Travail de compréhension orale à partir d'un questionnaire

2nd part

Ledbury emerged because of

the market

the church

both the church and the market

What could you buy on the market?

The first royal charter was granted to Ledbury in ...

1138

in the 13th century

1338

3) Ledbury in the Middle Ages: Vidéo

Travail de compréhension orale à partir d'un questionnaire

3rd part

Give examples of two kinds of merchants or craftsmen you could find in Ledbury in the late 13th century:

In exchange for the right to live and trade in Ledbury, the merchants...

paid a rent to their landlord, the bishop

owed service to their landlord, the bishop

What made the townspeople free?

4th part

The main purpose of life in towns was...

to grow turnips (navets)

to make money

to do some backbreaking labour

Townsmen elected ...

barons and knights to represent them

mayors and burghers to represent them

What were the aims of the guilds?

3) Ledbury in the Middle Ages: Vidéo

Travail à partir de la transcription (disponible sur <http://www.timelines.tv/index.php?t=0&e=3> pour affiner la compréhension du contenu du documentaire/Travail sur le lexique

A HISTORY OF BRITAIN by Andrew Chater
Transcript from the online video resource



MEDIEVAL TOWNS (1100-1350)

Alright, so: the life of a medieval peasant. Not a life I'd wish on anyone. I suppose in my urban existence I miss something of their contact with the land, the seasons. I suppose in my rather material existence I miss their spirituality. But – the fact is – their lives were narrow. What I have, is opportunity – the freedom to go where I like, the freedom to make my own choices, to pursue my destiny. That kind of freedom in medieval England was a rare and precious gift. But it was available to some. Not here in the countryside, maybe – but in the towns.



This is Ledbury, in Herefordshire. Like most of the market towns of England its roots go back to Saxon days, and the streets are still laid out according to a 13th century plan. Hardly ideal for modern traffic – but a great place to explore the roots of our urban society.

Alright – so how did a place like Ledbury emerge? Well, it all began with a market, held here, on the land that fronted the minster church. Ledbury's on the main thoroughfare between Hereford and Worcester; it seemed an obvious place for the bishop of Worcester to build a church. People came from miles around, they would go to church – but then afterwards – taking advantage of the presence of all those people, they started to trade. This became a place where you could sell whatever produce was left over when your family was fed, and where you could buy craft goods you needed that you couldn't make yourself – pots, pans, tools, belt buckles. Until, finally, it was the market not the church that was drawing the crowds. And in the year 1138, the Bishop applied to the King for a licence for a regular Sunday market here, and by Royal charter the medieval market town of Ledbury was born.



3) Ledbury in the Middle Ages: Vidéo

Travail à partir de la transcription (disponible sur

<http://www.timelines.tv/index.php?t=0&e=3> pour affiner la compréhension du contenu du documentaire/Travail sur le lexique

Now you wind on a hundred and fifty years from that first royal charter, to the late 13th century, what would a visitor to Ledbury have seen? Well by then all the plots lining the main crossroads here in Ledbury had been leased (by the bishop who owned this land) to merchants. We've records of brewers, carpenters, weavers, goldsmiths, saddlers. Each took a frontage onto the street, with a tilted plank to show their wares. And in exchange for the right to live and trade here in Ledbury they paid their landlord, the bishop, not service, but rent. 12 pence a year.

Now why does it matter, that they paid in rent, not service? Well, it means these tradesmen and women were free. Unlike the peasants bound in service in the countryside, here, the townsfolk answered to no one. And here's a thing - should any peasant run away from his master, if he escaped the confines of the manor and made it to the town, and hid out here for a year and a day without being caught, by the law of the land, he was declared a free man.



"Town air makes free". That's what they used to say. And we're talking about more than physical freedom. We're talking about the freedom to live a life of variety, of opportunity, of promise. Not dependant for your survival on the weather and the harvest, but on your wits.

Here the primary purpose of life wasn't to grow some metaphorical turnip, with all the backbreaking labour that that involved. Here, the

purpose in life was to make money – with which you could pay some other poor sap to grow turnips. And with any cash left over bought the luxuries of life – frivolity and entertainment (or what passed for entertainment in those days). And now your coin lined someone else's pocket – and on the merry dance continued.

All across England, towns developed a parallel culture to the world of the countryside. In time, they evolved their own systems of government. Freed from the traditional chain of command (from king to baron to knight to peasant), townsmen and women elected mayors and burghers to represent them. Different trades clubbed together into so-called guilds. The guilds maintained craft standards; and they looked after their own when times got hard.

A world within a world – a world of merchants, of shopkeepers – an urban world. And a glimpse of the nation we were yet to become.

4) Oral presentation on a English town in the Middle Ages

- **Task:**

-By group of 3 students, prepare a 6 minutes oral presentation on an English town in the Middle Ages. Each student shall speak 2 minutes.

-Make a slideshow (*un diaporama*) to accompany your presentation

- **Some key-points of your presentation**

Where is the town located? *Include a map in your slideshow to show the location*

Number of inhabitants

Key events in the history of the town during the Middle Ages. *Include the dates (or a timeline) in your slideshow*

Main kinds of trade and/or craft

Description of the town and presentation of some of its buildings (church, hospital...). *Include pictures of them in your slideshow*

4) Oral presentation on a English town in the Middle Ages

- **Resources to prepare your presentation**

-Start by using the following website in which you will find most of what is needed

<http://www.localhistories.org/locallist.html>

-Go to other websites to complete your information and to find pictures and illustrations for your slideshow

4) Oral presentation on a English town in the Middle Ages

Evaluation exposés

Critères communs

| | Très Bien | Bien | Moyen | Insuffisant |
|--------------------------------|-----------|------|-------|-------------|
| Exactitude de l'information | | | | |
| Exhaustivité de l'information | | | | |
| Qualité du diaporama | | | | |
| Caractère personnel du travail | | | | |
| Respect durée de l'exposé | | | | |

4) Oral presentation on a English town in the Middle Ages

Evaluation exposés

Critères personnels

| Elève 1 | Très Bien | Bien | Moyen | Insuffisant |
|----------------------------------|-----------|------|-------|-------------|
| Capacité à se détacher des notes | | | | |
| Clarté des propos | | | | |
| Langue : correction, phonologie | | | | |

Sites internet utilisés

- <http://www.johndclare.net/KS3/1-6-0.htm>
- <http://www.timelines.tv/index.php?t=0&e=3>
- <http://www.localhistories.org/locallist.html>