

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

Overview

Students understand financial concepts related to the trade fairs and market places of medieval times in Western Europe. They explore concepts related to the economic structures (i.e., market place, trade fair) and relationships (i.e., barter, hierarchies, money exchange). They research financial components of markets and trade fairs and use inside/outside circle and role play strategies to demonstrate their knowledge of market places. They expand their thinking to include international trade fairs and then relate these medieval ideas to modern times.

Connections to Financial Literacy

Students learn about concepts related to the economy as they study relationships around trade and market places in medieval times and relate that to today.

Connections to Curriculum

Connections are made by comparing medieval life with contemporary life, understanding how people in different levels of medieval society earned a living, and how their position in society affected their everyday lives. Students compare aspects of Western European medieval life with those of today, e.g., how trade and trade fairs worked and their impact on society.

Connections are made to language, using speaking skills and strategies appropriately to communicate with different audiences.

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

Considerations for Planning

Consideration should be made for the differing religious perspectives on various interpretations of what happened during medieval times. Some pre-teaching may be necessary, as well as monitoring classroom discussions to mediate any differences of opinion.

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

Market Place Relationships in Medieval European Society Lesson 1

Students investigate the ways people met their needs during medieval times by exploring concepts related to the economic structures (i.e., market place) and relationships (e.g., barter, hierarchies, money exchange). They research financial ideas such as money changers, taxes, etc., as they applied to medieval times. They take on a societal role and describe their position on market day. They write a reflection on their experience.

Connections to Financial Literacy

Understanding economy: Students understand concepts related to relationships around trade and market places in medieval times. They make comparisons between ways people acquired items during medieval times to how we acquire items today.

Economic situations: Students investigate how the social trade hierarchies had an impact on the financial decisions of various people who lived during medieval times in Western Europe, considering the social, ethical, and environmental implications.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Social Studies

Heritage and Citizenship: Medieval Times

- identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);

Knowledge and Understanding

- describe the hierarchical structure of medieval society and the types of people in it (e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles), and explain how and why different groups cooperated or came into conflict at different times (e.g., to promote trade, to wage war, to introduce the Magna Carta)
- compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government)

Language

Oral Communication: Speaking to Communicate

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

- 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Learning Goals

Students will:

- compare medieval life with contemporary life
- know how people in different levels of medieval society earned a living
- be able to describe how position in society affected people's everyday lives and the goods they were able to trade

Sample Success Criteria

I can describe how various people were involved in markets in medieval times.

I can compare how people got things they needed then to how people get things they need now.

I can clearly describe how some people got more than others in medieval times and make connections to this concept when thinking about our own times.

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

Market Place Relationships in Medieval European Society Lesson 1

Considerations for Planning

Readiness

The students should know:

- the various roles of people in medieval society (e.g., serf, knight, king)
- basics about needs/wants
- about market places
- how position in society determined their quality of life (e.g., basic necessities such as bread, luxury items such as silk)

Terminology

- Barter (*to trade by exchange of items rather than by use of money*)
- Hierarchy
- Needs/necessities
- Wants/luxuries
- Market place
- Trade fair(e)
- Money
- Merchants
- Vendors
- Trade routes
- Guilds
- Money changers
- Book keepers
- Price controls
- Risks/rewards
- Bills of exchange

Materials

- Simple props for role play (e.g., baskets, coin purses, artificial food, hats)
- **Role Play Cards**
- **Teacher Resource: Introduction to the Middle Ages/Fair(e)s**
- **Student Resource: The Middle Ages for Kids –** See Guilds, Banks/Money, Trade Fairs/Marketplaces

Note: As students learn the terminology, make a Word Wall that they can use for reference.

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

Market Place Relationships in Medieval European Society Lesson 1	
Minds On	Connections
<p>Whole Class → Class Discussion</p> <p>Have a class discussion to review medieval social hierarchy (e.g. king, knights, merchants, farmers, peasants, slaves). The class discussion could centre on a visual outlining the structure of medieval society. Talk about the different levels or groups in the hierarchy, as well as examples at each level.</p> <p>Whole Class/Small Groups → Review of Needs and Wants</p> <p>Review with the class what people need to live. Brainstorm a shopping list of needs (e.g., bread, wool) and wants (e.g., silver). Include the idea that some items would not have been available in each village.</p> <p>Students break into small groups. Each small group then chooses which level or group within the social hierarchy (e.g., king, knights, merchants) that they will look at in order to create a list of needs and wants.</p>	<p>A for L Using the strategy Thumbs Up, Thumbs Down pose a number of statements to determine that students understand the medieval society hierarchy. For example, Serfs need to trade for silver. Kings would trade for silk.</p>
Action!	Connections
<p>Partners → Research</p> <p>Students use texts and the Internet to research the topics of: common local trade items, trade items brought from afar, money, money changers, bills of exchange, book keepers at markets, rules for Guilds that included price controls, taxes on sellers, risks/rewards for traders (<i>pick pockets/robberies and earning lots of money</i>), and medieval banks and borrowing. They report findings to the class either orally or in a visual. (Refer to websites under Materials for student and teacher research.)</p>	<p>Tip Provide information cards for this activity.</p> <p>Note: Discuss the term 'hawking' as used at the time (<i>peddling or offering for sale by calling aloud in public</i>) and have volunteers demonstrate it.</p>

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

Market Place Relationships in Medieval European Society Lesson 1

Action!	Connections
<p>Whole Class → Learning about Trading</p> <p>Review the market place experience by asking: Why did people trade? Review the idea of bartering.</p> <p>Ask:</p> <ul style="list-style-type: none"> • How did trade/bartering improve people's lives? • How did trade/bartering cause conflict people's lives? • How did the people of the time solve some of these problems? <p>Students apply this knowledge to medieval society hierarchy and how they acquired the things they needed (trade/barter) in a role play. Students choose roles or are assigned, giving considerations for students who need support.</p> <p>Students read role cards with information about what they did, how they were involved with trade/making money, how trade/ money improved their lives, how trade/money brought conflict into their lives corresponding to that role. See Role Play Cards.</p> <p>Using Inside-Outside Circle, students briefly tell about their role within the hierarchy and the market place, using the correct terminology. Rotate the circles several times so that students have opportunities to tell at least three partners about their role and get to hear at least three other roles.</p> <p>Collect the role cards and add them to a display for student reference.</p> <p>Partners/Small Groups → Role Play</p> <p>Students role play trading in a medieval society. They take on a role from the social hierarchy (the same or different to the role card they previously used) and work with a partner to develop their roles further. Speaking in role, they share their learning based on prompts, such as: Tell about your role in medieval society and your role on market day.</p> <p>Students tell their partner about items they might have bought/sold based on their role. They respond to the questions: What items were necessities? Luxuries? Where did the items come from: locally or from farther away? How do you know from where the items might come?</p> <p>Partners give feedback on how well the role play reflected their partner's position in medieval society.</p>	<p>Tip Point out that bartering takes place when two people each have something the other needs/wants.</p> <p>A³L Ask students to self- and peer-assess using the criteria established for completing tasks in class.</p> <p>A³L Have sidebar conversations with students who are not participating or who might have difficulty to redirect the learning and re-engage them.</p> <p>Tip If time permits, repeat the activity with several partners.</p>

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

Market Place Relationships in Medieval European Society Lesson 1

Consolidation

Individual → Journal Writing

Students reflect on the Inside-Outside Circle activity and the partner role play in a journal entry with illustrations. They respond to two or three questions:

- What items did people trade?
- How were people in the upper levels of hierarchy involved in trading?
- Which role did you find the most interesting? Why?
- How did trade improve people's lives?
- How did trade cause conflict in people's lives?
- If there was conflict, how was that conflict resolved?
- Who in medieval society benefitted most from trade?
- Who in medieval society benefitted least from trade?

Connections

A of L Assess the accuracy of answers and use of correct vocabulary and terms in students' journal entries.

HANDOUT

Role Play Cards

page 1 of 2

<p>Noblewoman</p> <p>I am the wife of a nobleman. I am in charge of the household servants.</p> <p>I sometimes go to the market to choose items but usually I send one of my servants.</p>	<p>Farmer</p> <p>I farm and I grow crops and raise livestock to feed my family.</p> <p>I take extra crops and animals to barter or sell at markets and fairs.</p>
<p>Blacksmith Guild</p> <p>I make metal objects, like chalices.</p> <p>I am very busy making items to trade and sell.</p> <p>I am a journeyman in the Blacksmith Guild and hope to be a Master someday soon.</p>	<p>Peddler</p> <p>I gather things, like soap and pots, to trade.</p> <p>I mostly trade basic necessities that people need.</p>
<p>Shepherd</p> <p>I take care of sheep.</p> <p>My responsibility is watching sheep, not trading.</p> <p>I barter some of my wool for the food I need.</p>	<p>Farm Wife</p> <p>I take care of my family.</p> <p>I barter or sell ale, yarn and extra crops at the markets and fairs to get things for my family.</p>
<p>Troubadour</p> <p>I wander around reciting poems. I entertain people during market places and trade fairs.</p> <p>I do not trade but people give me coins if they like my poems.</p>	<p>Priest</p> <p>I do religious ceremonies and give spiritual advice.</p> <p>I do not trade at the market. I do not own goods but sometimes merchants give me food items for my own use.</p>

Role Play Cards page 2 of 2

<p>Minstrel</p> <p>I wander around singing songs and other things. I entertain people with a musical instrument during trade fairs and market places, although I do not trade.</p> <p>Sometimes I receive coins or a lord will ask me to entertain at his home for coins.</p>	<p>Bishop</p> <p>I am a church leader who supervised the priests and nuns.</p> <p>I do not trade. I am very respected by the merchants and visitors at the market.</p>
<p>Lord</p> <p>I am in charge of a part of the king's land.</p> <p>I make profits from the market places and trade fair, but I do not participate in trade.</p> <p>I supervise my staff that works at the fair.</p>	<p>Baron</p> <p>I am a religious man who gives advice to the king.</p> <p>I do not trade but I do make money by collecting fees for renting tables at the markets and fairs.</p>
<p>King</p> <p>I rule large areas of land.</p> <p>The men who work for me make sure I receive all the luxury items that I want.</p> <p>I make treaties to make sure I have access to the goods I want.</p>	<p>Merchant</p> <p>I set up trade routes to bring luxury items to trade fairs from far away.</p> <p>I visit local markets and bring luxury items like silk and rice.</p> <p>I trade to have a luxurious life.</p>
<p>Money Changer/Lender</p> <p>I help travelling merchants exchange their coins for ones that local people use.</p> <p>I charge a little for this service but I make a lot of money because there are many exchanges!</p>	<p>Seamstress</p> <p>I am an apprentice and work at the market with the Master Seamstress.</p> <p>She provides my food and lodging. I do not get paid but I learn a lot from her.</p>

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

From Medieval Trade Fairs to the Present Lesson 2

Students apply financial concepts related to the market places and trade fairs of medieval times. Students explore concepts related to the economic structures (i.e., trade fair) and relationships (e.g., trade barter, hierarchies).

They participate in a simulation of a trade fair and relate these ideas to the present. They reflect on their experience on an exit card.

Connections to Financial Literacy

Understanding economy: Students understand concepts related to relationships around trade and trade fairs in medieval times. They make comparison between ways people handled financial situations during medieval times to how we do today.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Social Studies

Heritage and Citizenship: Medieval Times

- Identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);

Knowledge and Understanding

- outline the reasons for and some of the effects of medieval Europe's expanding contact with other parts of the world (e.g., the Crusades; Muslim influence on arts, architecture, and the sciences; the explorations of Marco Polo, the opening of the Silk Road, and the trade in luxury goods; the Black Death; Italian control of the Mediterranean; development of the printing press)

Application

- compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government)

Language

Oral Communication: Speaking to Communicate

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

- 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Writing: Using Knowledge of Form and Style in Writing

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

- 2.3 write more complex texts using a variety of forms

Learning Goals

Students will:

- apply knowledge of how trade worked in local market places and trade fairs
- compare medieval finances to those of today

Sample Success Criteria

I can describe how various people were involved in trade fairs.

I can compare medieval financial ideas to those of today.

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

From Medieval Trade Fairs to the Present Lesson 2

Considerations for Planning

Readiness

The students should know:

- the various roles of people in medieval society (e.g., serf, knight, king)
- about the expanding trade markets in Western Europe (e.g., the Silk Road)
- what participants at a trade fair would have experienced

Terminology

- Barter (*to trade by exchange of items rather than by use of money*)
- Hierarchy
- Needs/necessities
- Wants/luxuries
- Market place
- Trade fair(e)
- Merchants
- Vendors
- Trade routes
- Money changers
- Book keepers
- Price controls
- Risks/rewards
- Bills of exchange

Materials

- Simple props for role play (e.g., baskets, coin purses, artificial food, hats)
- **Role Play Cards**
- **Teacher Resource: Introduction to the Middle Ages/Fair(e)s**
- **Student Resource: The Middle Ages for Kids –** See Guilds, Banks/Money, Trade Fairs/Marketplaces

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

From Medieval Trade Fairs to the Present Lesson 2	
Minds On	Connections
<p>Whole Class → Grand Conversation</p> <p>After a review of how trade worked in the markets of medieval Western Europe, some students take on roles of buyers and sellers from other parts of the world in order to get the items they wanted but could not get in the local medieval Europe trading session. These items included silk, rice, cinnamon, and chocolate. They revisit the questions as they might apply to trade fairs: What items were necessities? Luxuries? Where did the items come from? How do you know?</p> <p>Discuss the added perspective of trading with non-European merchants:</p> <ul style="list-style-type: none"> • How did trade impact the lives of both sellers and buyers? • What are the differences between trade fairs and markets? • What difficulties might there be storing and protecting goods? 	<p>A¹⁰ L Offer feedback and guide students' thinking and response as they respond to the questions.</p>
Action!	Connections
<p>Small Groups → Role Play</p> <p>Groups plan a role play to portray an aspect of a trade fair in medieval times.</p> <p>They prepare a written outline or a full script as part of their planning and can use it to refer to as they present the role play.</p> <p>They present their role play to the class using simple props (e.g., trade fair tables, hats, baskets, scarves).</p> <p>Whole Class → Comparing Medieval Trade to Modern Times</p> <p>Guide a discussion, using examples in local advertisements, to help students make connections with modern times:</p> <ul style="list-style-type: none"> • Do we still have market places today involving local merchants? (<i>Yes, outdoor markets and flea markets</i>) • Do we still have trade fairs today involving vendors from far away? (<i>Yes, conventions and trade shows</i>) • Do you think trade has the same impacts and potential conflicts today? • How are the impacts and issues the same and/or different? <p>Alternate Activity</p> <p>Students discuss the questions in small groups. Each group has the responsibility to report to the class using a "No Hands" strategy, which means the teacher may call on anyone from the group to represent the thinking of the group.</p>	<p>A¹⁰ L Peers offer feedback on the strengths of the role play in telling the story.</p> <p>Note: Students have the 'right to pass' in a No Hands strategy but they also have a 'responsibility to participate.' If a student passes, they are asked to summarize another student's thinking or take some other learning responsibility.</p>

Medieval Western European Market Places and Trade Fairs

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004) Grade 4, Heritage and Citizenship: Medieval Times

Language, Grades 1–8 (2006) Grade 4, Oral Communication

From Medieval Trade Fairs to the Present Lesson 2	
Consolidation	Connections
<p>Individual → Exit Card</p> <p>Students reflect on the discussion and complete their exit card independently. They include two or three ideas about:</p> <ul style="list-style-type: none"> • how easy/difficult trade was for at least two different medieval citizens • the impact trade had on at least two different medieval citizens • what we have learned about finances in medieval times that still applies today 	<p>A of L Use the exit card to assess if the students understand similarities and differences about the impact of trade in medieval times and in the modern world.</p>

Market Place Relationships in Medieval European Society Lesson 1
Curriculum Expectations

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004)	
Heritage and Citizenship: Medieval Times	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> Identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era); 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> describe the hierarchical structure of medieval society and the types of people in it (e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles), and explain how and why different groups cooperated or came into conflict at different times (e.g., to promote trade, to wage war, to introduce the Magna Carta) compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government)

Language, Grades 1–8 (2006)	
Oral Communication: Speaking to Communicate	
Overall Expectations	Specific Expectations
<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p>

From Medieval Trade Fairs to the Present Lesson 2
Curriculum Expectations

Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2004)	
Heritage and Citizenship: Medieval Times	
Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> Identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era); 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> outline the reasons for and some of the effects of medieval Europe's expanding contact with other parts of the world (e.g., the Crusades; Muslim influence on arts, architecture, and the sciences; the explorations of Marco Polo, the opening of the Silk Road, and the trade in luxury goods; the Black Death; Italian control of the Mediterranean; development of the printing press) <p>Application</p> <ul style="list-style-type: none"> compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government)

Language, Grades 1–8 (2006)	
Oral Communication: Speaking to Communicate	
Overall Expectations	Specific Expectations
<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p>
Writing: Using Knowledge of Form and Style in Writing	
Overall Expectations	Specific Expectations
<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p>2.3 write more complex texts using a variety of forms</p>