

A journey to the Middle Ages

Educational program



castillode la *concepción*
Cartagena

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A journey to the Middle Ages

Teacher's workbook



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Cartagena

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1. Teaching Guidelines

This document is designed as an aid for **pre-school, elementary school and high school** teachers, as well as those working with special needs students.

We adhere to the "*guided discovery*" teaching strategy based on the student's work and try to get past the "*cicerone*" style guided visits.

Our goal is to maximize the educational value of visits to the Historic Landmark as a participatory activity, facilitating the students' individual and group work before, during and after the visit with the development of complementary teaching material (teacher exercise book and student exercise book).

Here our goal is to offer some general guidelines to help teachers prepare to a visit to **Castillo de la Concepcion**, adapting them to their own students and taking into account not only their age and educational level, but any other characteristics of the group as well. In this sense, this exercise book provides a flexible plan that can be modified, summarized or expanded with the ultimate aim of adapting it to the practical reality of a group of students in a given context.

Preparation is very important in order to get the most out of the visit.

The visit to the Castle is more than just a common stroll and involves several learning objectives:

1. To develop the students' ability to observe, to see and to "read" what the castle's walls, objects and surroundings tell us, as well as interpret and enjoy it.
2. To facilitate their approach to a new language: the language of **HISTORY**.

This will offer them the necessary tools to interpret the world on their own. Behind any architectural construction there is a world view, a series of issues and cultural aspirations that are explored during a visit to the **Castillo de la Concepción**.

Therefore it is important to address these topics in the classroom before the trip begins.

1.2 OBJECTIVES

- To educate children about local history and heritage and stimulate their senses to insure an enjoyable experience.
- To identify historical content and compare it with the information surrounding their own experience.
- To integrate the historical monument as a teaching resource in different areas in way that is comprehensive and multidisciplinary.
- To foster students' awareness, appreciation and respect for the state of the monuments and their future conservation.

1.3 METHODOLOGY

- This guide is intended as a tool for teaching appreciation and understanding of the concept of cultural heritage. It is designed for use in schools: *PRE-SCHOOL, ELEMENTARY SCHOOL AND HIGH SCHOOL*
- This methodology is divided into 3 phases:
 - Prior motivational and informative work in the classroom.
 - Visit to the castle.
 - Subsequent group activities, drawing conclusions and evaluating the experience.

Therefore we'll begin by suggesting some activities to be done before visiting the castle. Below is a description of the overall content and educational, historical, socio-cultural, etc..., resources offered by the Castillo de la Concepción in Cartagena. Classroom activities are designed that allow participants to internalize and express what they have learned; describe, imagine or "*reconstruct the scene*"; or in other words, to gain direct or experiential knowledge of some of the elements, resources and lifestyles that shaped the culture of our ancestors.

2. The Castillo de la Concepción

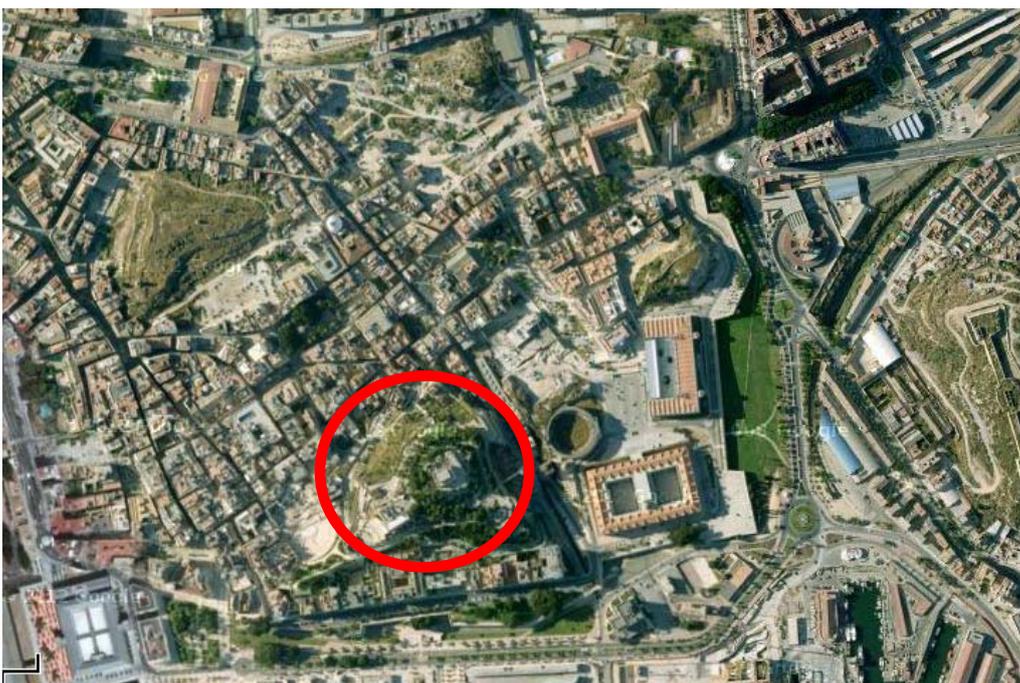
2.1 GEOGRAPHICAL LOCATION

During the **Middle Ages** (5th-15th centuries) Cartagena was a peninsula – *the current historic center of the city*– as there was a lake to the north that was connected to the sea in the area northwest of the city. On this peninsula stood five large hills: *Molinete, San José, Despeñaperros, Monte Sacro and Concepción*. On the latter, the tallest one, the castle of the same name was located.

Castillo de la Concepcion was built on one of these five hills that guarded the port city over the ruins of the castle that bears its name, though it is known by the people of Cartagena as “**Castillo de los Patos**” or “Castle of the Ducks”.

On this peninsula the Carthaginian general **Hasdrubal the Handsome** established the urban area of **Qart Hadast**, predecessor of the modern city of Cartagena, in 229 B.C. Castillo de la Concepción occupies the highest of these five hills or promontories. The 5 hills are:

- Despeñaperros
- San Jose
- Monte Sacro (Cantarranas)
- El Molinete
- Concepción



2.2 CARTAGENA IN THE MIDDLE AGES

To place ourselves in the historical context in which construction of the **Castillo de la Concepción** began, it is necessary to briefly review the main facts and events that took place during the age of *Medieval Cartagena*.

2.2.1 Islamic Cartagena

In the year 713 the **Treaty of Tudmir** between Visigoth **Theodimir** and **Abd al-Aziz** was signed incorporating the peninsular Southeast to the authority of Damascus. The absence of Cartagena is reflected in this treaty, which has led to two hypotheses: the first theory is that the city was insignificant at the time, and the second would imply that the city was controlled by Arabs leading to the arrival of Muslims along the coastline of Cartagena.

Though not much is known about these early years due to lack of documents and archaeological ruins, there was probably a small core population that settled in the Roman ruins, reusing them as dwellings. Excavations of the **Roman Theatre** attest to this. Beginning in the 10th century, the port of Cartagena became one of the stops along the trade routes of the Arabs in the Mediterranean Sea.

During the **12th-13th** centuries, Cartagena was a **typical Islamic city**: a simple urban structure, compact and maze-like, with no great public spaces or public buildings as opposed to the Romans. Owing to its role as a trading hub, the city had a mosque, baths, a market and walls. Established solely on Conception Hill, the medina occupied the western part of Conception Mountain. Meanwhile the castle stood on its summit facing the east, probably separated from the city by a wall. The suburb was located on the northern slope of the hill and the neighborhood of Gomera descended down the western slope towards the docks. Cemeteries were located at the edge of the city along the gates to the sea and the Arrabal as well as to the west along the current Plaza del Rey and surrounding area where the main Roman port had been and which the Arenal occupies today. There are no materials or evidence indicating the location of the mosque.

2.2.2 Christian Cartagena

Upon the invasion of Christian armies, the last Arab king of Murcia surrendered to the King of Castile Ferdinand III with the signing of the **Treaty of Alcaraz**. Cartagena and other cities rejected the conditions and resisted until 1245 when Prince Alfonso, the future **Alfonso X**, took the city surrounding it by sea and land. With the city incorporated to the crown of Castile, both Fernando III and Alfonso X granted privileges to create the council and council term in an attempt to encourage repopulation and promote trading activity at the port of Cartagena. These same objectives explain the restoration of the **Episcopal See** and the creation of the **Military Order of St. Mary of Spain** in Cartagena.

The issue of succession between Alfonso X and Sancho IV was felt in Cartagena with the extinction of the **Order of St. Mary** after various naval defeats and the transfer of the Bishop, who had claimed the city was unsafe on account of Muslim pirates, to Murcia.

Under the reign of **Pedro I**, Cartagena was an extremely active port in the monarchy's maritime campaigns, and this generated serious supply issues and dangers for the city. Struggles that occurred during the time of Henry III, which did not cease until the peacemaking efforts of the reign of the Catholic Monarchs, affected Cartagena significantly, especially beginning in the 15th century when the death of Alonso Yáñez Fajardo, who controlled the city and the castle, became a matter of dispute and resulted in two separate attempts to take the castle by force. In 1465 Pedro Fajardo took control of the city. Under the **Catholic Monarchs** Cartagena became an important base for the Catholic Monarchs' political activity in the Mediterranean.

In this Christian era, the **city** continued to be settled only on Concepción Hill. It was at this time that the Castillo de la Concepción underwent a series of transformations, such as the construction of the **Torre del Homenaje** or Keep inside the courtyard of the former Muslim fortress and the strengthening the fortress's Muslim plaster walls. The tower was commissioned by **King Alfonso X** known as "**Alfonso the Wise**" as a symbol of power. The church of Santa Maria - known as the Old Cathedral - was also built during this period over the ruins of the ancient Roman theatre. Indeed these buildings, the castle and the church, are the only two buildings from medieval Christian Cartagena preserved in the city.

2.3 STRUCTURE OF THE CASTLE

As you can see, the main objective of this educational guide about the Castillo de la Concepción is to bring students closer to the Middle Ages in a way that's fun and exciting, being that the Castillo de la Concepción is the best example of this historical period in the port city.

To facilitate the work of the teacher, we've designed this educational guide that provides concise explanations of the main features and characteristics of the monument, as well as additional activities to complete before, during and after the guided tour of the castle.

For work prior to the visit, we'll summarize the castle's content in three main points, focusing on the role it has played, its construction and its historical timeline.

2.3.1 What is it?

The Castillo de la Concepción, along with the Church of Santa María, is the best example of medieval buildings in the city of Cartagena.

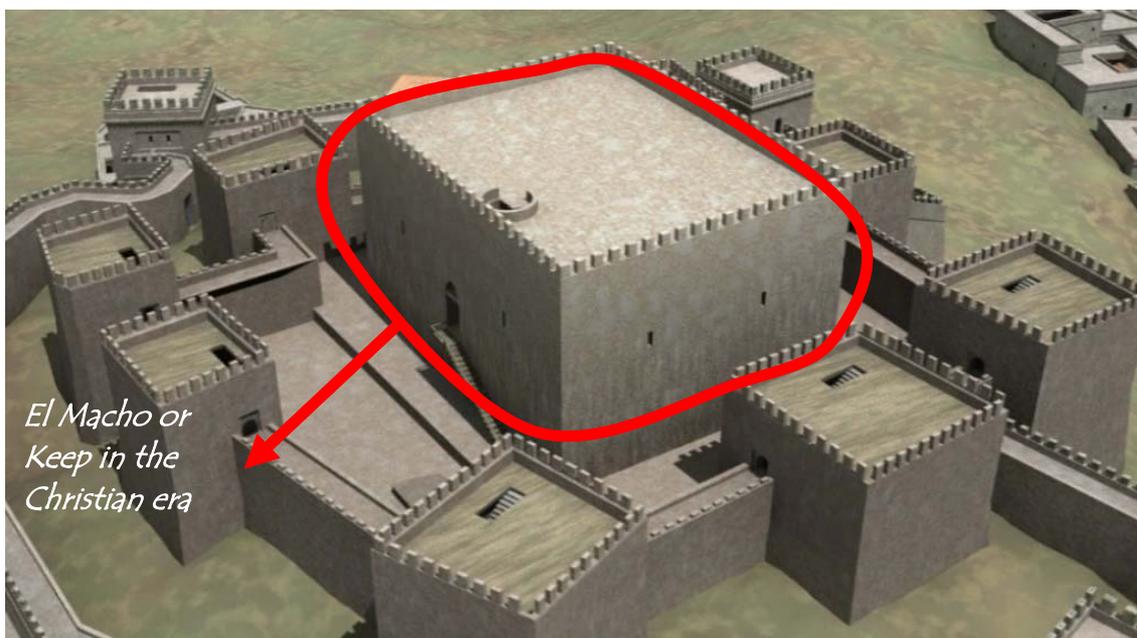
It is located on top of Cerro de la Concepción, hence its name. This typical medieval fortification combines a wall and fortified tower, creating that zipper-style line characteristic of the era. The castle's history dates back to the period of Islamic occupation, when it was an Islamic fortress enclosed by walled suburbs. It was after the Spanish conquest of the city that the *Torre del homenaje* or Keep, commonly known as El Macho, was built. The castle thus became the city's main defensive post.



2.3.2 El Macho

Although, as we have seen, the fortification dates back to the period of Islamic occupation of the city, the focus of this guide is its structure or medieval construction. Therefore we need to explain the keep or "*El Macho*" more thoroughly. This building is located on the highest point of Cerro de la Concepción and is the most unique feature of the fort. As we have said, its role was primarily *defensive*, since access from the peninsula to one of the finest harbors in the Mediterranean was controlled here. *El Macho* is located on the mountain's bedrock itself. It features a rectangular layout and very thick (4m) walls. Its interior is accessed via a Gothic-Cistercian style gate. The space within the tower is laid out around a large central pillar, whose main function was to sustain the internal structure of the building. The cover consisted of *ribbed vaults* sustained by *corbel* and *brackets* decorated with plant, animal or anthropomorphic motifs that are mostly scattered around the exterior of the tower today.

The ground floor contains the well where traces of the water's point of entry can still be observed. Hydraulic mortar facing that covered the walls to prevent water leakage can also be observed. *El Macho* tower is likely incomplete. Its total height must have been around 17 meters. Comparing them with others such as *Lorca* and *Aledo* suggests that the tower of the port city indeed lacks sufficient height to be considered a defensive tower.





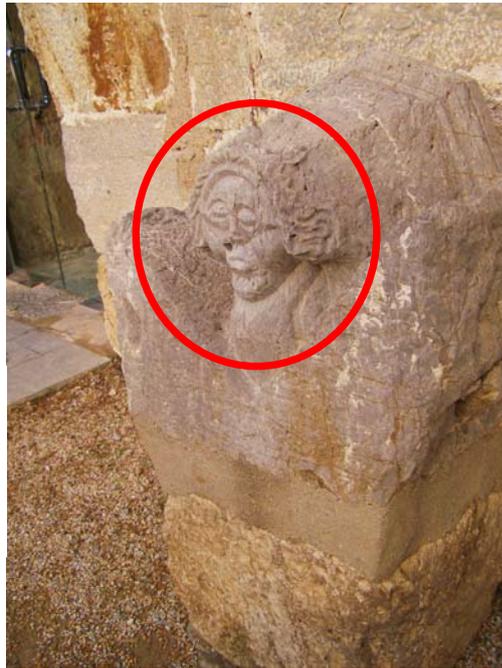
El Macho or Keep

This panoramic view of the castle shows us that the tower occupied the center of the mountain, which is the highest point in the city.

2.3.3 Decoration

The ornamentation of *El Macho* also has many similarities with the Lorca tower. Here we have found only scattered remains of the ornamentation, such as the **corbels** located on the outside of the tower. These **corbels** are adorned with heraldic, plant and geometric motifs. Two pieces are particularly noteworthy, one depicting an eagle, evoking the Empire, and another depicting a bearded figure, possibly referring to the emperor Charlemagne. The ideology of the time is something that can constantly be observed in this construction. **Alfonso X**, "Alfonso the Wise", wanted his kingdom to become a great empire, hence the reference to the great conqueror Charlemagne.

There were many materials used in the construction of *El Macho*. The first one to note is the gray **limestone** and pinkish **travertine marble**. You'll also notice materials reused from Roman times embedded in the walls. On some blocks we can observe various stone carvings of some type of arrow. These correspond to the marks of the master masons, which were used to identify the stonework of each mason who they charged by the number of blocks they placed. Thanks to these masonry marks found in the stones the fortress of Cartagena became associated with that of Lorca.



In these images we can see the different types of ornaments that were used. In the first we see a plant-type decoration. The image on the right depicts a bearded figure wearing a crown, which, as we explained above, may refer to the Emperor Charlemagne.

2.3.4 Timeline

We know the *Alfonsina* Tower was under construction in 1272, but the exact timeline has been a topic of debate. Considering the "sister" towers such as that of Lorca, we can deduce that the construction of the keep of Cartagena roughly began during the last third of the 13th century. Although Lorca's "sisters" Aledo or Moratalla were finished, this does not appear to be so in the case of the Cartagena tower.

2.3.5 Castle functions

The main functions or features of the castle were:

1. Military defense.
2. Seat and residence of the Warden.
3. Symbol of power for the king.

From the castle they would warn the public of possible pirate attacks, for example. These announcements were made using smoke signals or bells that instructed the populace to take refuge within the castle walls.

Reservoirs for storing rainwater were located in the lower part of the castle.

Legends are stories that have both a historical or real aspect and a traditional or fantastical aspect.

THE BASEMENT OF CONCEPTION CASTLE



There is a legend that recalls what happened in the basement of Conception Castle many centuries ago.

The noble lords of **Lepe** had a daughter named **Doña Sol** who was in love with **Don Mendo de Acebedo**, a noble knight but one of modest means, so Lady Sol's parents did not want her to marry him.

Don Mendo, encouraged by his beloved, went off to war to seek his fortune. Doña Sol promised that she would always wait for him. But she was unable to fulfill his promise because her parents married her right away to a captain named **Don Rodrigo Rocatti y Alvear**. The couple went to live in Concepción Castle.

Doña Sol was not happy but was kind to her husband as she silently wept for her lost love. One day, Doña Sol received news from a prisoner rescued from Oran that Don Mendo was still alive but was being held prisoner on a Moorish galley, so she considered paying the ransom to free him.

One afternoon, filled with sadness, she knelt before the **Virgin of Rosell** and vowed to save Don Mendo if she had to lie or betray someone. Since she couldn't buy his freedom, she decided to play a trick. She spoke with a Moorish slave and made a deal with him: in exchange for Don Mendo's freedom, she would give him the plans of the entrances to the castle basement. However she did not intend to keep the deal and gave him false notes. Don Rodrigo was informed of his wife's plan by the slave and sentenced Doña Sol to death by immurement. Doña Sol asked to make her confession and a Dominican friar arrived. The lady confessed her innocence and the great love she felt for Don Mendo and her sorrow in failing to free him. The friar revealed himself to be none other than Don Mendo himself. He explained to Doña Sol that when he was released as prisoner, he learned of Doña Sol's wedding and became a friar thinking he had lost his beloved forever.

The friar went off to speak to Don Rodrigo and told him that his wife was innocent. Intrigued, Don Rodrigo asked the monk who he was and he replied that he was a noble knight, but due to his lack of riches he had traveled far away from his beloved. His said name was Juan de la Cruz, though he was originally called Don Mendo Acebedo.

Don Rodrigo ordered for the arrest of the monk, who was struck on the head and lost consciousness. Using an enormous stake, Don Rodrigo nailed a parchment to the monk's chest that read "FOR UNLOYALTY AND HERECY", but seeing that he was still alive, he commanded his guards to come down to the castle basement and hang him. Then he went to the Doña Sol's and told her that the hour of her death had come. As Doña Sol approached the wall would her final resting place she announced, *"I am innocent and the blood that has been spilled shall fall upon your head. Don Rodrigo, if I am innocent you shall die twenty days from now."*

As the wall began to close in on her, Doña Sol repeated these words over and over again, *"You shall die, you shall die"*, until her voice was silenced as she took her final breath.

And legend has it that Don Rodrigo died suddenly twenty days after the death of Doña Sol. The lady's body was then recovered and given a proper Christian burial.

2.5 DRESS IN THE MIDDLE AGES

At this stage lasting until the thirteenth century, people were very poor and mostly wore wool. With the arrival of the Germans, cities were destroyed and artisans disappeared, so most of the clothing used by the townspeople were made in their homes and were therefore very crude and poorly dyed.

The most common garment was the tunic. Women wore **skirts** that went down to their feet, while men wore tunics that reached their ankles. Both men and women wore a kind of fabric leotard or **tights** under their outer garments that covered them from their waist down to their feet, particularly in winter.

A very important change occurred at this time which was the sexual differentiation of clothing. Men further shortened their tunics and attached them to their bodies, resulting in what were called **doublets**. Thus tights ceased to be strictly underwear and eventually became stockings. Meanwhile, the female dress changed as well with the introduction of skirts fitted over the hips that fell in folds down to the feet. However certain elements were maintained in both men and women's clothing: tight sleeves that reached the elbow and widened significantly, complemented by tunics of exaggerated length with large holes and cuts. The women of the lower classes dressed quite simply because their clothing consisted of shirts which were worn under dresses and a bodice.

During this time the common ways of thinking were changing, as people began to acknowledge that the human body was the work of God, that there was nothing wrong with it and that there was no reason to hide it completely. This led to the innovation of the period, which was the introduction of the neckline in female dress. The upper part of the outfit was removed to show chest, though this was still veiled by the thin fabric of the shirts.

3. Suggested activities: PreSchool

● BEFORE VISITING THE CASTLE.

- Using the information presented in the teacher's manual, we are going to help the children answer the following questions: What was a castle? What was its purpose? Who lived in them?
- Using the **Power Point** we'll explain the main features of the castle.
- We'll also place them in the context of the **Middle Ages** through discussion and explanation while viewing slides of the main figures from the middle ages, how they dressed, etc.

● ACTIVITIES TO DO DURING THE VISIT TO THE CASTLE

- Medieval dances. As was customary, banquets and celebrations featured very different music from today and included instruments of the time such as lute, viola, rebec, tambourine, and flute. Examples of typical music during this period were "*The fifth royal stampede*", "*Giovine Vagha*" and "*Amor c'al tuo sugetto*". We can use this opportunity to teach students a few dance steps from the medieval period to the rhythm of "*Branle des chevaux*".

- Watch YouTube video:

http://www.youtube.com/watch?feature=player_embedded&v=6htv8l--te8

● ACTIVITIES TO DO AFTER THE VISIT

- After kindergarten students' visit they'll complete the student workbook. In this case the proposal for students consists of 3 worksheets: one for literacy work, one for arithmetic and one for motor skills, in which students will have to color in a puzzle, cut it using a small cutting knife, and mount it.

4. Suggested activities: Elementary School

● BEFORE VISITING THE CASTLE.

- **Brainstorm ideas** using the information that students already have about castles. Write these words and phrases on the chalkboard.
- Using the information presented in the teacher's manual, we'll explain to the children what a castle was, what their purpose was, who lived in them, and what daily life was like inside them.
- Using the **Power Point** we'll explain the main features of the castle.
- We'll also place them in the context of the Middle Ages through explanation accompanied by slides featuring the main figures of the Middle Ages, how they dressed, how they entertained themselves, and what games they played.

The books for elementary school are divided by levels. The first workbook is for 1st, 2nd and 3rd grade, and the second is for 4th, 5th and 6th grade.

● ACTIVITIES TO DO DURING THE VISIT TO THE CASTLE

- **Medieval dances.** As was customary, banquets and celebrations featured very different music from today and included instruments of the time such as lute, viola, rebec, tambourine, and flute. Examples of typical music during this period were "*The fifth royal stampede*", "*Giovine Vagha*" and "*Amor c'al tuo sugetto*". We can use this opportunity to teach students a few dance steps from the medieval period to the rhythm of "*Branle des chevaux*".
- **Watch YouTube video:**

http://www.youtube.com/watch?feature=player_embedded&v=6htv8l--te8

● ACTIVITIES TO DO AFTER THE VISIT

- Reading of the poem "*How to draw a castle*" by Gloria Fuertes.
- Draw a castle using the poem as their guide.
- Write the names of each character. The students will match drawings with the names of each of the different characters from the Middle Ages that they've seen in the Power Point.
- Creation of a mini-book summarizing the history of the Castle. For students in 1st, 2nd and 3rd grade, the mini-book comes with the text, which they'll just have to read, circle and color in. For students in 4th, 5th and 6th grade, the mini-book will only come with the drawings and the students themselves will have to summarize the text as a test of the knowledge they have acquired during their visit.
- A series of exercises to internalize vocabulary related to the castle and the Middle Ages.
- A cutout activity in which students can dress up a lady and a knight with typical clothing of the period.

5. Suggested activities: High School

BEFORE VISITING THE CASTLE.

- Using the teacher's workbook, provide a detailed explanation of the historical and geographical context of Conception Castle, as well as its functions and main elements.
- Search the Internet for detailed information about some of the relevant aspects of life in a castle during the Middle Ages such as:
 - The castle as a means of defense.
 - The castle as a place to live.
 - Daily life in a medieval castle.
- Screening of the film *EL PEQUEÑO CID* to learn what life was like during medieval times (suitable for 1st and 2nd year students) and for the figure *Cid Campeador*.
- Vocations workshop to show students the typical trades of the era (weaver, blacksmith, potter, basket maker, glass blower, puppeteer, juggler, acrobat, merchant, minstrel, etc.).
- Dramatization of an attack on the castle to learn what battles were like at the time focusing on attacks on fortresses. Students will learn how the attack was carried out, the methods used (climbing the walls, use of blunderbusses, pillaging, catapults, bricolas...) and how they defended the castle by throwing pots of boiling water, arrows, stones, etc.

ACTIVITIES TO DO DURING THE VISIT TO THE CASTLE

- **Medieval dances.** As was customary, banquets and celebrations featured very different music from today and included instruments of the time such as lute, viola, rebec, tambourine, and flute. Examples of typical music during this period were *"The fifth royal stampede"*, *"Giovine Vagha"* and *"Amor c'al tuo sugetto"*. We can use this opportunity to teach students a few dance steps from the medieval period to the rhythm of *"Branle des chevaux"*.

- Watch YouTube video:

http://www.youtube.com/watch?feature=player_embedded&v=6htv8l--te8

● SUGGESTIONS FOR OTHER ACTIVITIES

➤ HERALDRY WORKSHOP

In this workshop each student will create their own coat of arms following these instructions:

Step 1

First choose the size and shape of the coat of arms. Then draw your design. You can make it as elaborate or simple as you like. Remember that you will be putting your coat of arms on the design, so the size and shape should serve as the background.

Step 2

Choose the elements of the coat of arms, i.e. the details that you include in it. Remember that the shield itself is merely the background for items that you are going to place in it.

These elements include sections within the shield (determining how it is divided up) and the associated blazon (colors).

These elements are objects that will be included inside the shield and usually take the form of animals (lions, dogs, deer), imaginary or mythical creatures (dragons, unicorns, mermaids), ordinary shapes (crosses, bars), or inanimate objects (stars, castles, trees, suns).

Step 3

Draw the helmet that will be placed at the top of the shield. Most shields would have a helmet placed at the top of the shield.

Choose any helmet that has been used throughout history. For example, you might want to choose a helmet from the crusades or a metal mask.

Now choose the crest of the helmet and the crown to be placed on the helmet you've chosen. The crown should be placed on the helmet and the crest should be placed on the crown.

The crown is a band of two colors, usually two of the colors used on the coat of arms. The crest is a figure, usually an animal, a mythological creature, or a person, placed on top of the crown

Unicorns, deer, maidens, serpents or dragons have been used in shields throughout history.

Step 4

Finally, if you want to add your name below the coat of arms you can do so. Choose your favorite font for that purpose.

➤ MEDIEVAL WRITING WORKSHOP

If it is not possible to recreate a coat of arms for each student's last name, another alternative could be this medieval writing workshop. Students could, using properly prepared quills, write their name using fonts from the period. They can even incorporate vibrant capital letters with medieval motifs and appropriate colors:

- Gules (bright red)
- Sanguineous (dark red)
- Azure (blue)
- Sinople (green)
- Sable (black)
- Purpure or Purple
- Murrey
- Aurora (orange)
- Carnation (light pink)
- Cendrée (grey)
- Tenné (brown)



● ACTIVITIES TO DO AFTER THE VISIT

1. Feedback session on what they've seen during the visit and whether or not it met their expectations.
2. Create a comic on the story of Doña Sol using specific terms they have learned.
3. Quiz game based on the visit.
4. Musical auditions.
5. Relate the visit to the study of the period.

6. Glossary

Battlement: lookouts at the top of the walls of ancient forts used to protect the defenders.

Biretta: hat in the shape of a prism and topped with a tassel worn during formal ceremonies by teachers, magistrates, judges and lawyers.

Cantiga: ancient poetic composition for the song.

Catapult: ancient military machine used to throw stones or arrows.

Chain mail: the term for metal protection formed by cast iron or steel rings arranged such that each ring is threaded to at least four other to create a fabric.

Chlamys short: light cape used by the Greeks, mainly for riding, and later adopted by the Romans.

Cistern: water tank that can be underground or not.

Citadel: fortified enclosure within a walled town to shelter the garrison.

Codex: book used prior to the invention of printing. Book manuscript of certain antiquity.

Corbel: architectural element featuring various moldings projecting from a vertical plane and used to receive or hold something.

Crossbow: portable antique weapon consisting of a wooden box similar to the modern rifle with a channel that shot arrows and pellets driven by the elastic force of a spring, which was originally wrought iron and later made of steel. A string was attached at the ends that was tightened with a hook and secured by the Adam's apple until being let go at the moment of shooting when the force of the driving spring was transferred to the projectiles.

Cyclas/Pellote: ancient cut dress.

Drawbridge: a bridge in ancient castles that was placed over the moat and could be lifted up by pulleys and ropes or chains to prevent the entrance to the fortress.

Fortress: fortified enclosure.

Garrison: troops that man a square, a castle or a warship.

Gules: a heraldic red color that when painted is expressed by a bright red and etching with very thick vertical lines.

Helmet: part of ancient armor that guarded the head and face and consisted of morion, visor and chestplate.

Immurement: enclose someone between walls without any kind of communication.

Keep: the dominant and strongest tower in which the Castilian or governor swore to faithfully and courageously defend the fortress.

Keystone: stone with which an arch or vault was joined.

Machicolation: a cantilever construction sitting on top of a wall, a tower or a fortified gate, with a parapet and open floor to watch and harass the enemy.

Moat: deep dug out trench surrounding the fort.

Outskirt: neighborhood outside the precincts of the population to which it belongs.

Rubble: fragment of a demolished or ruined factory. **2. m.** Collection of debris used to make new constructions.

Sinople: heraldic color that when painted was represented by green and engraving with oblique lines that ran parallel to one line going from the dexter chief canton to the sinister edge.

Terrace: flat and passable roof of a building featuring handrails or walls.

Vault: construction technique featuring curved ceilings used to cover the space between two walls or several pillars.

Vest: a tight and close fitting article of clothing that covered the person from shoulders to waist.

Wall: defensive wall or construction surrounding a stronghold or protecting a territory.

Zaragüelles/Breeches: very wide, long and poorly made underwear.

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- Munuera Navarro, D. (2004). *En esta población alta, donde va incorporada la iglesia, va un muro*: Fortificación y edificios fortificados bajomedievales en Cartagena (*Early medieval Fortified construction and buildings in Cartagena*) N. 2 Revista ArqueoMurcia.
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- Rubio Paredes, J.M^a. (1995). El Castillo de la en la ciudad de Cartagena (*Conception Castle in the city of Cartagena*). City of Cartagena.

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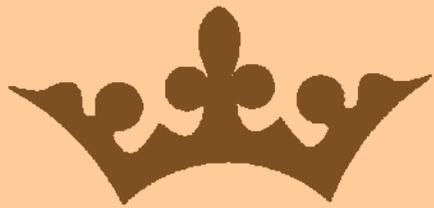
- Atica Idiomas

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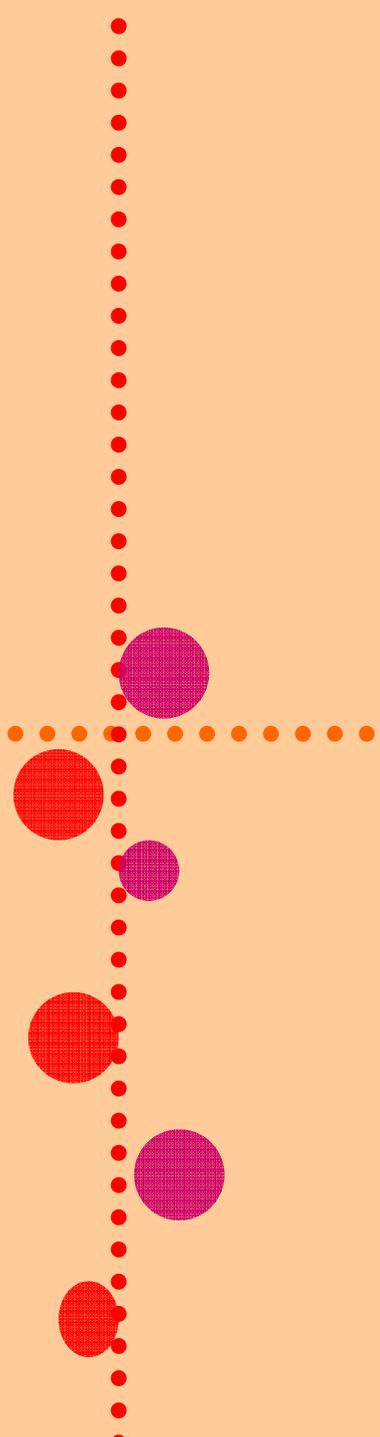


Cartagena, 2012

A Journey to the Middle Ages

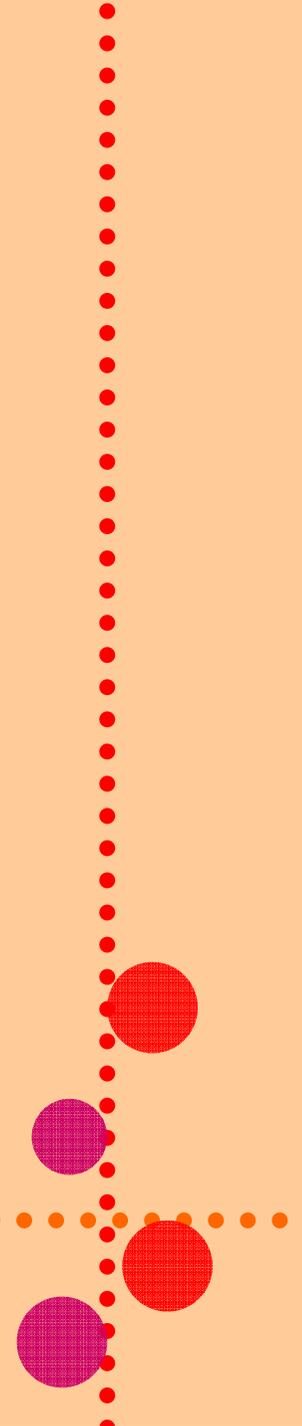


castillodelaconcepción
conceptioncastle



INDEX

1. CARTAGENA THROUGHOUT TIME
2. CONCEPTION CASTLE
 - Castle location
 - Evolution of the castle
 - Castle functions
3. PARTS OF A MEDIEVAL CASTLE
4. THE MIDDLE AGES AND ITS PEOPLE
5. HOW DID PEOPLE DRESS IN THE MIDDLE AGES?
6. LEGENDS OF CONCEPTION CASTLE



Early History of Cartagena

Punic Founding



229 B.C.

Roman and Punic Cartagena

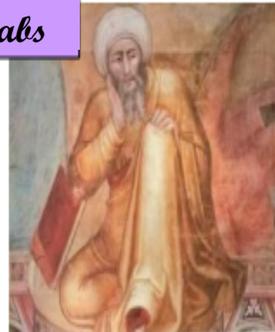
209 B.C.

Carthago Spartaria



552-625 A.D.

Arrival of Arabs



711 A.D.

Medieval Cartagena

621-525 A.D.

1245 A.D.

Cartagena Maritime Department of the Mediterranean



1726 A.D.

Contemporary Cartagena

1873 A.D.

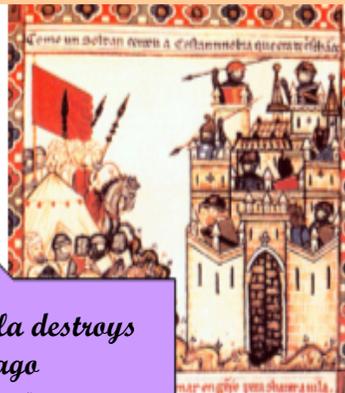
Spanish Civil War

1936-1939 A.D.

Roman Conquest



Suintila destroys Carthago Spartaria



Conquest by Castilian Army



Cantonal Insurrection



Castle location

- What was the ancient city of Cartagena like?

The ancient city of Cartagena was surrounded by five hills

These 5 hills are:

Despeñaperros

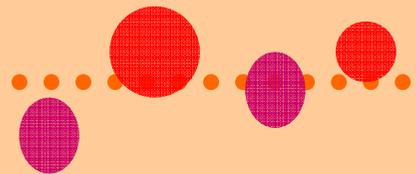
San Jose

Monte Sacro (Cantarranas)

El Molinete

Concepción (upon which Conception Castle is situated)

Out of these five hills, Concepcion has the highest peak



- 
1. **Concepción**
2. **Molinete**
3. **Monte Sacro**
4. **San Jose**
5. **Despeñaperros**

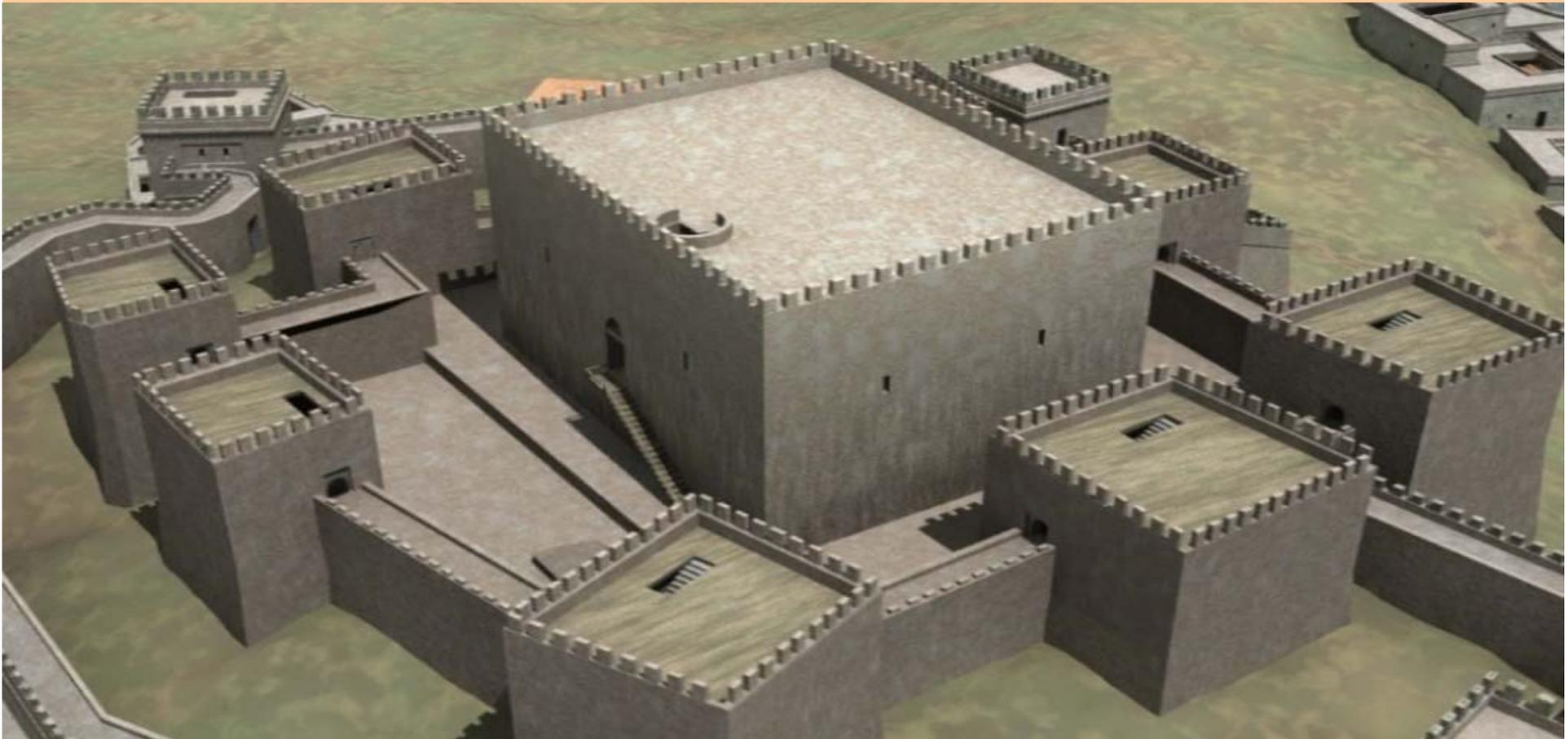
Conception Castle

EVOLUTION OF THE CASTLE

- We know that the castle was built on a citadel from the Muslim era



- During the Christian period the keep, which is also called "El Macho", was built. It is situated in the central part of the ancient citadel.
- Inside the keep you can also find a well, which was used to store rainwater.

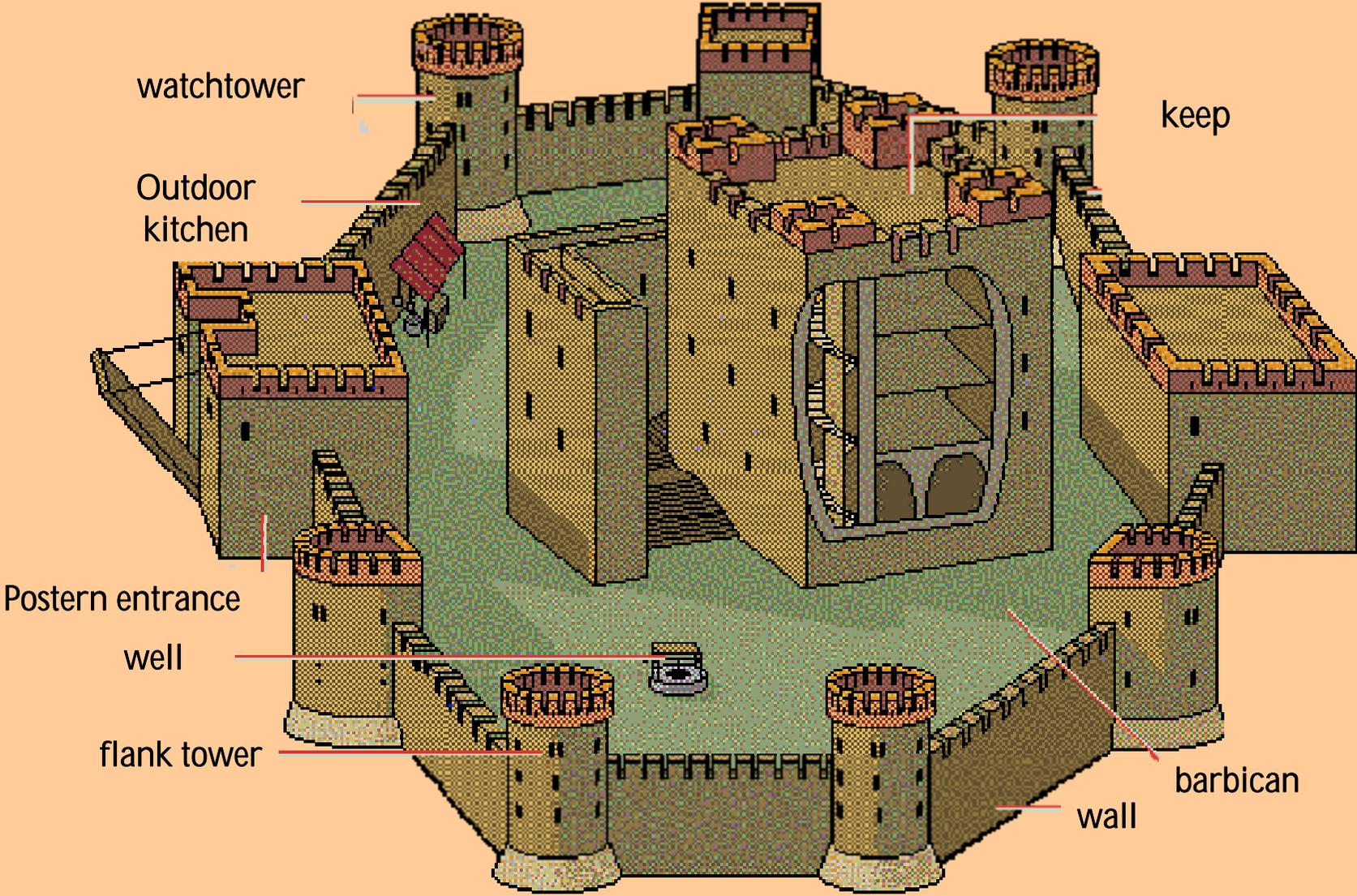


Castle functions

- Defense
- Strategic point
- Housing for the warden
- Symbol of power for the king

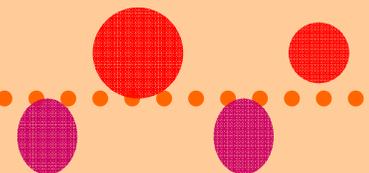


Parts of a Medieval Castle



The Middle Ages and its people

- The Middle Ages in Spain began after the fall of the Roman Empire in 476 AD and lasted until 1492, after the discovery of America.
- In the Middle Ages, the king exercised absolute power. He was followed by nobles and lords and lastly peasants and serfs.



Structure of society in the Middle Ages

1st Kings



2nd Nobles, lords and prelates



3rd Knights, bishops and abbots



4th Soldiers, peasants and serfs



How did people dress in the Middle Ages?



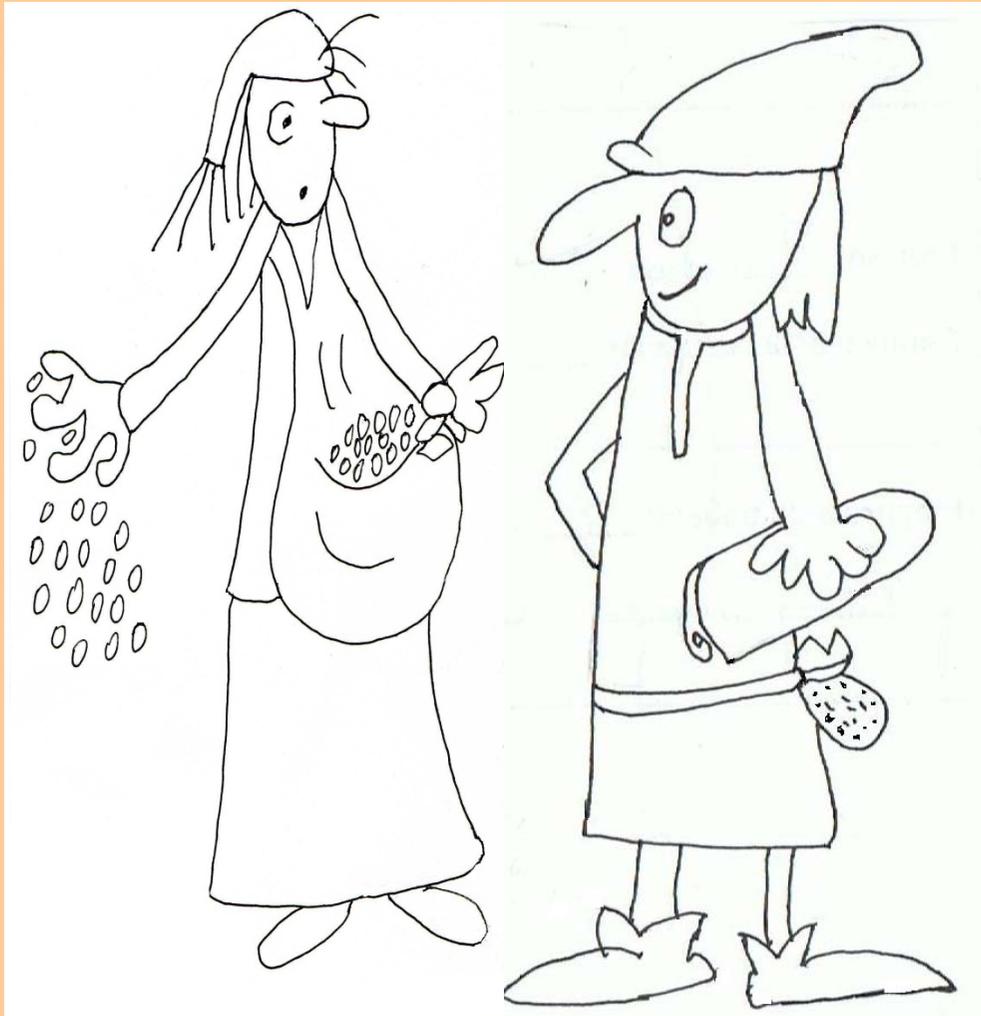
Knights



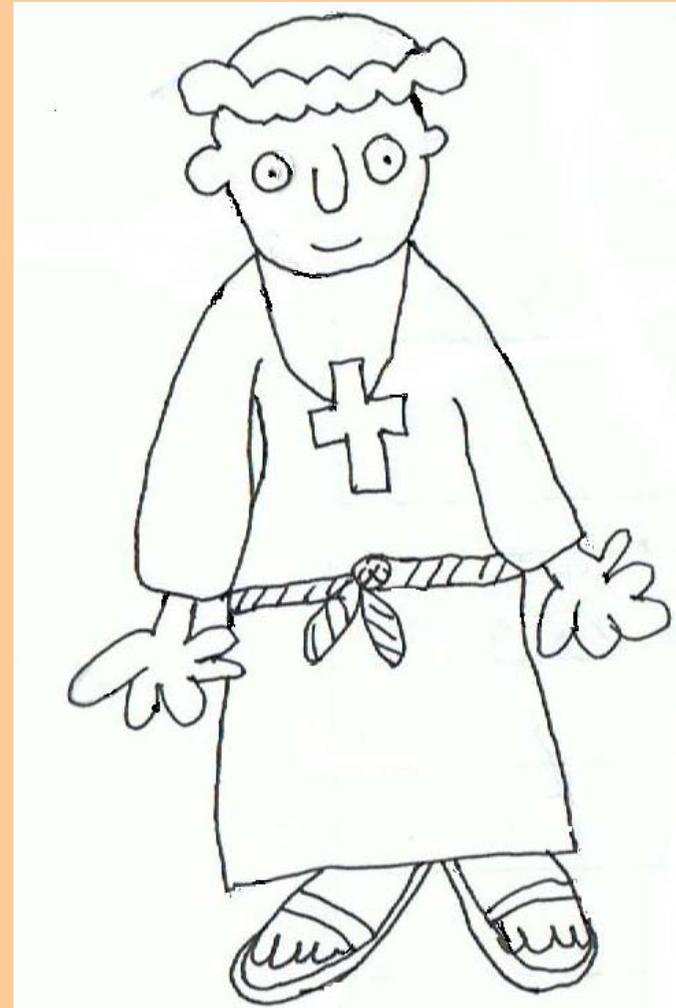
Ladies



Peasants



Monks

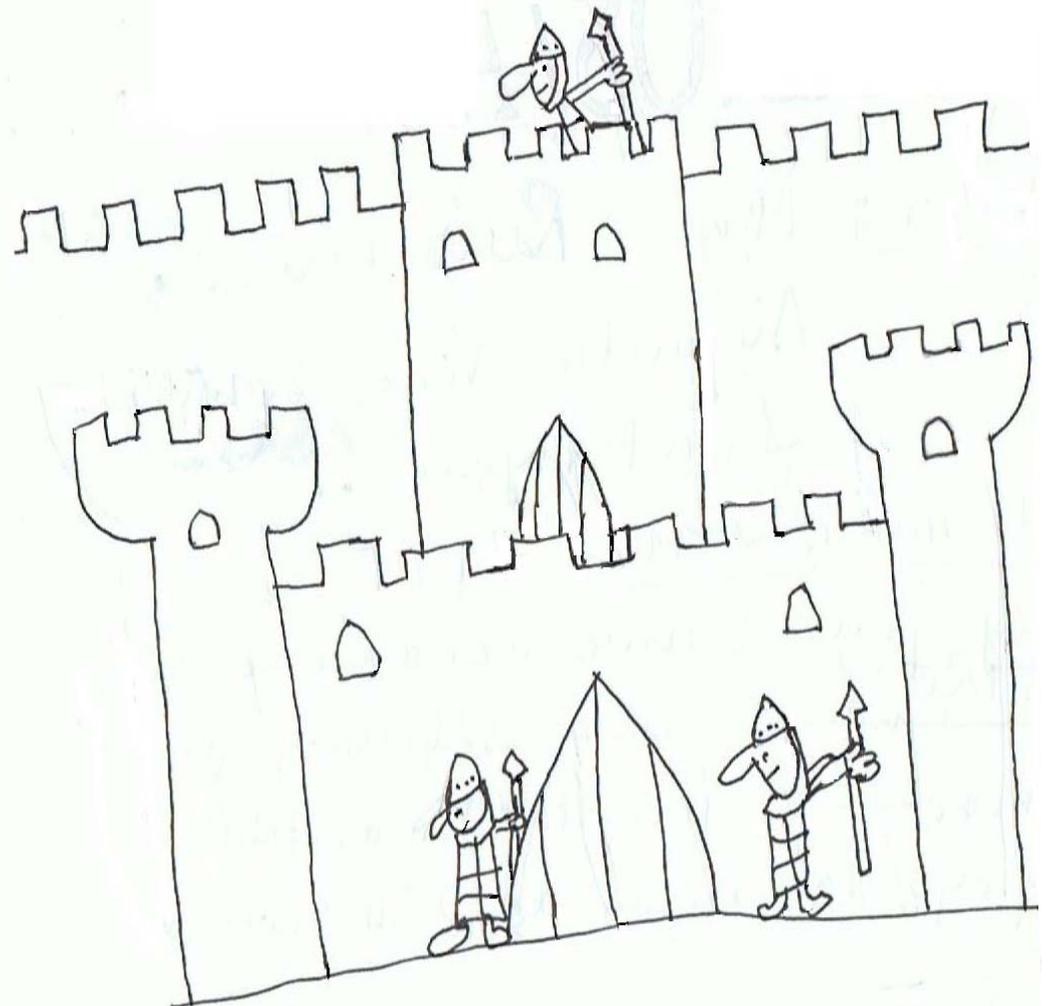


Legends surrounding the castle

Watchmen claim to have seen the ghost of a lady dressed all in white and heartbroken on lonely nights at Conception Castle.

DO YOU KNOW WHY?

Doña Sol



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A journey to the Middle Ages

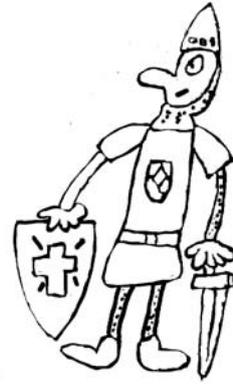
Student workbook
Pre-school education



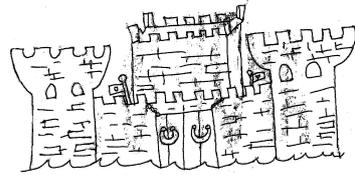
castillode la *concepción*
Cartagena

1. Read and review the letters.

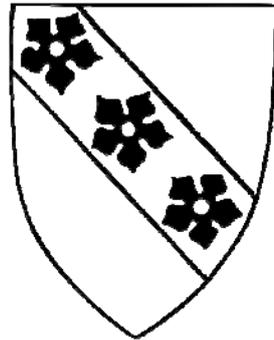
The Knight



who lived in the castle.



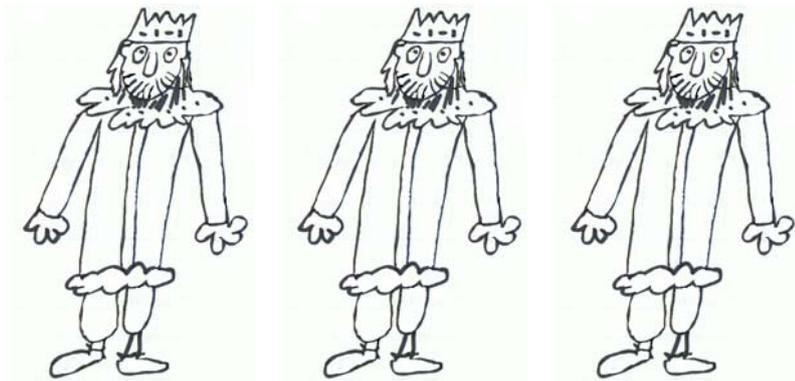
had a shield



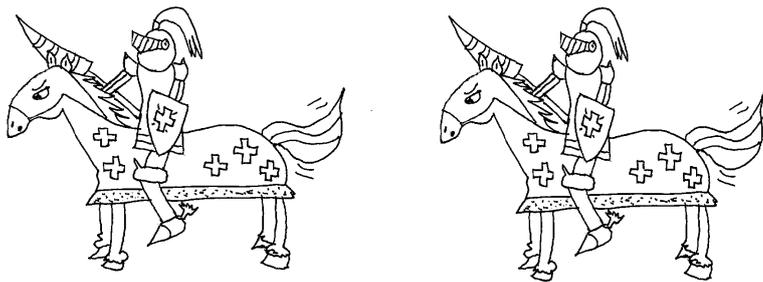
and a sword.



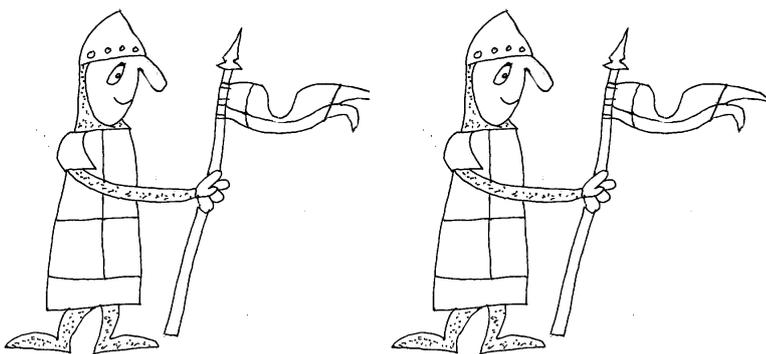
2. Count and check the number:



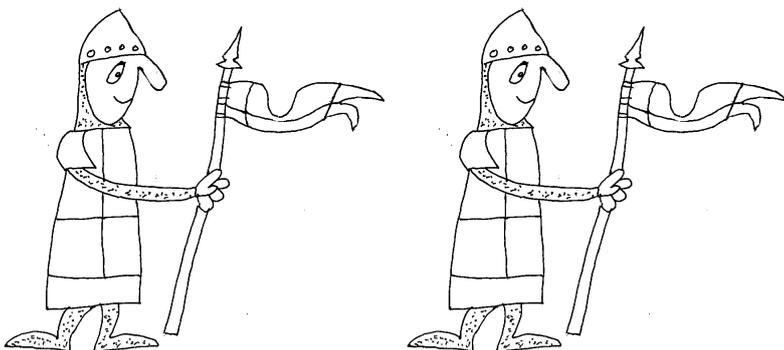
3 Kings



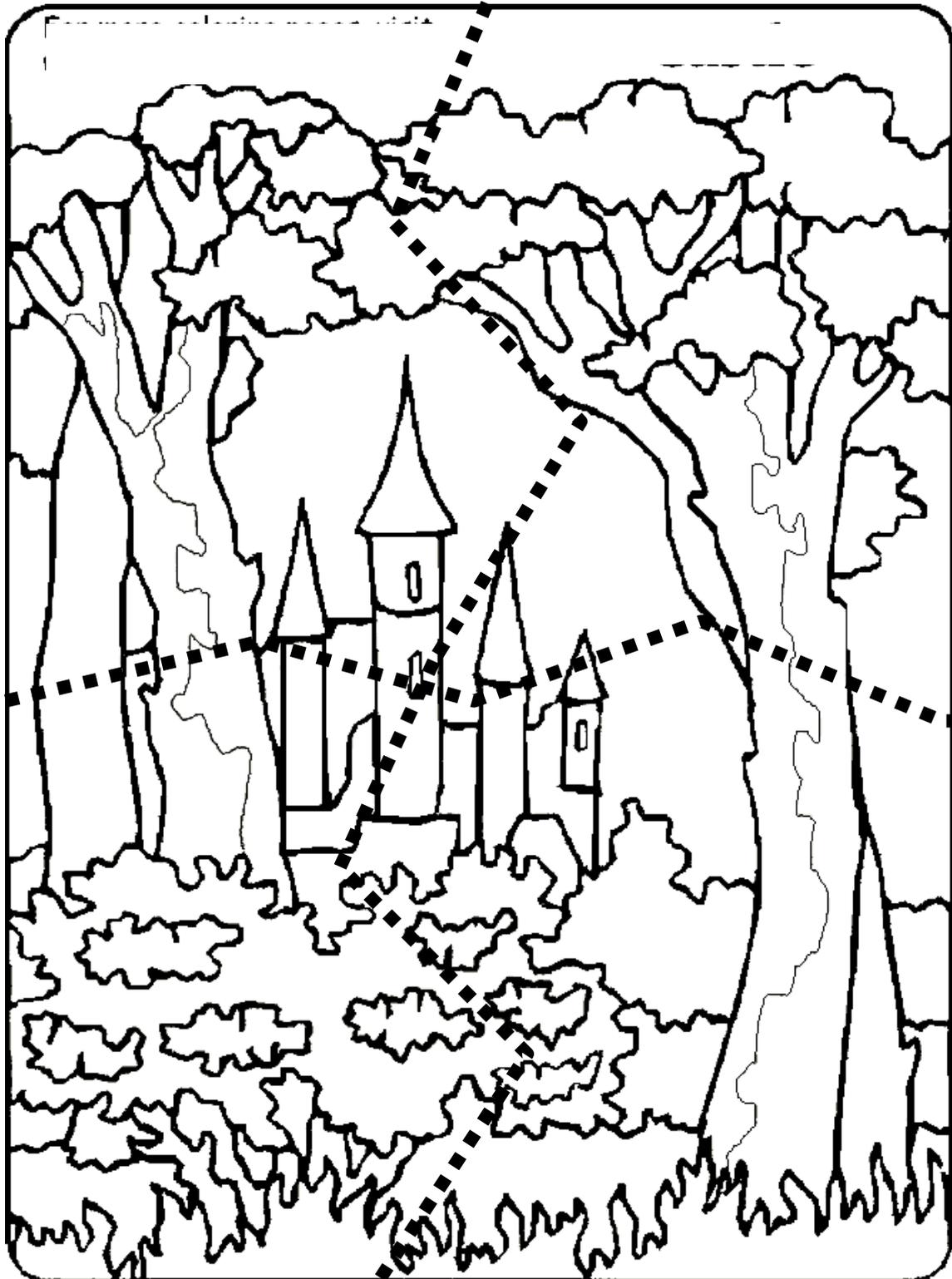
2 Knights



4 Soldiers



3. Cut out and complete the puzzle.



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Cartagena, 2012



A journey to the Middle Ages

Student's workbook
Elementary School
1st, 2nd and 3rd grade



castillodelaconcepción
Cartagena

DID YOU KNOW...?

Castles were used to defend large territories, and from them the lord and his soldiers could attack their enemies. With their high towers and thick walls, they provided protection from enemy attacks.

The first castles were made of **wood** and **adobe**; later wood was replaced by **stone**. In the castle, the lords and servants lived

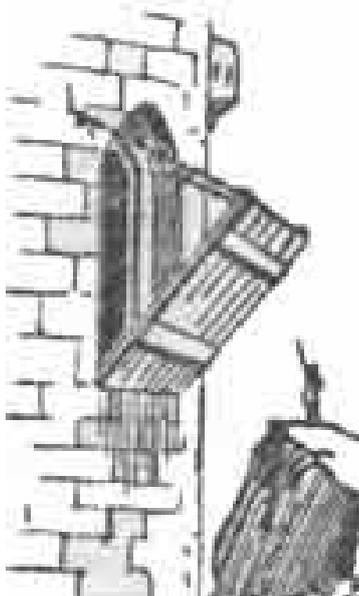
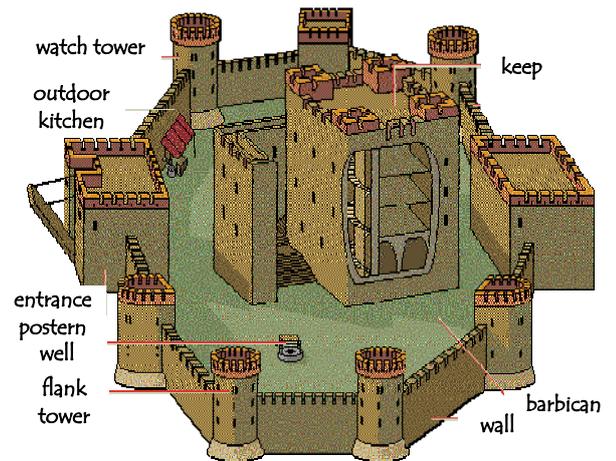
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The mortar was made by mixing sand, lime and water. Horsehair, straw, ash, ox blood and even eggs were used as well.



To enter the castle a **drawbridge** had to be lowered.

Within the walls there was a large courtyard in which you'd find the servants' houses, stables, the blacksmith, kitchens and the water well or **cistern**.

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Monks lived in monasteries and copied books by hand with beautiful illustrations called **codices**.

Farmers cultivated the land surrounding the castle. They were very poor and everyone had to work, even children. They ate what they grew, such as cereals and vegetables.

Conception Castle was commissioned by **King Alfonso X** known as "**Alfonso the Wise**" in the 13th century.

Legend has it that he trapped a lady named Doña Sol between walls of the basement Conception Castle for saving her beloved.



1. Read the poem "How to draw a castle" by Gloria Fuertes.

How to draw a Castle

We're drawing a castle
For the wee little girl
And the wee little boy

This enchanted castle
Lies upon a bare mountain

Although it's a thousand years old
It still has steps

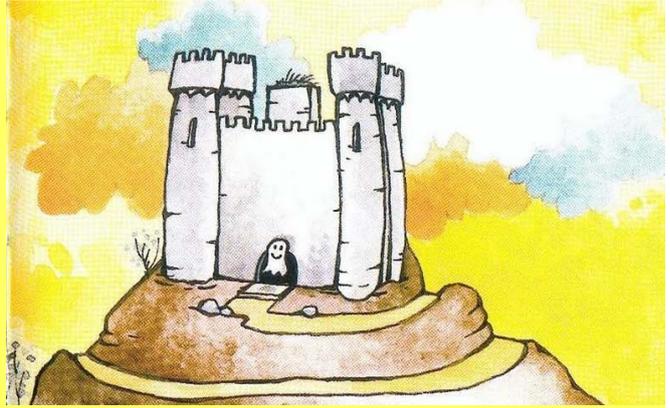
This is how it is conserved
With ghosts and all

Its defensive battlements
Its rebuilt towers

It is a famous castle
With its bridge and moat

It has two elongated windows
On the facades

A castle entirely made of stone
(Brick hasn't been invented yet)



The way there is tortuous, steep and dangerous

You'll arrive completely out of breath
And be greeted by a ghost...

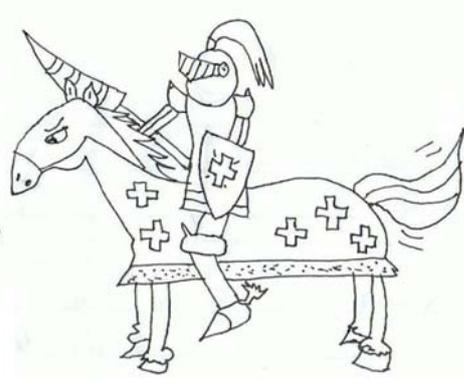
Yes. A ghost with a pitcher
Shall hug you, full of joy
Welcome, blessed soul!
(And he'll offer you a glass of cold water
to calm your fear).

A Castillian castle
Is always a wonder to behold!

2. Draw a castle using the poem as your guide.

3. Write the names of each character:

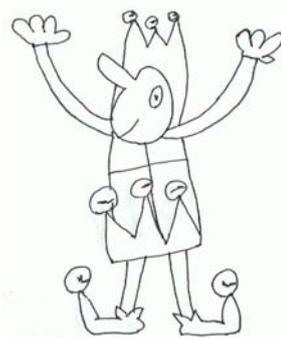




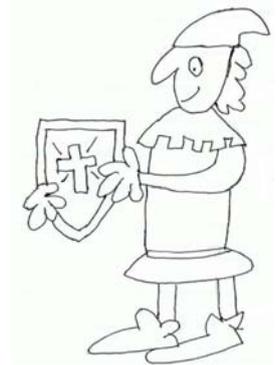






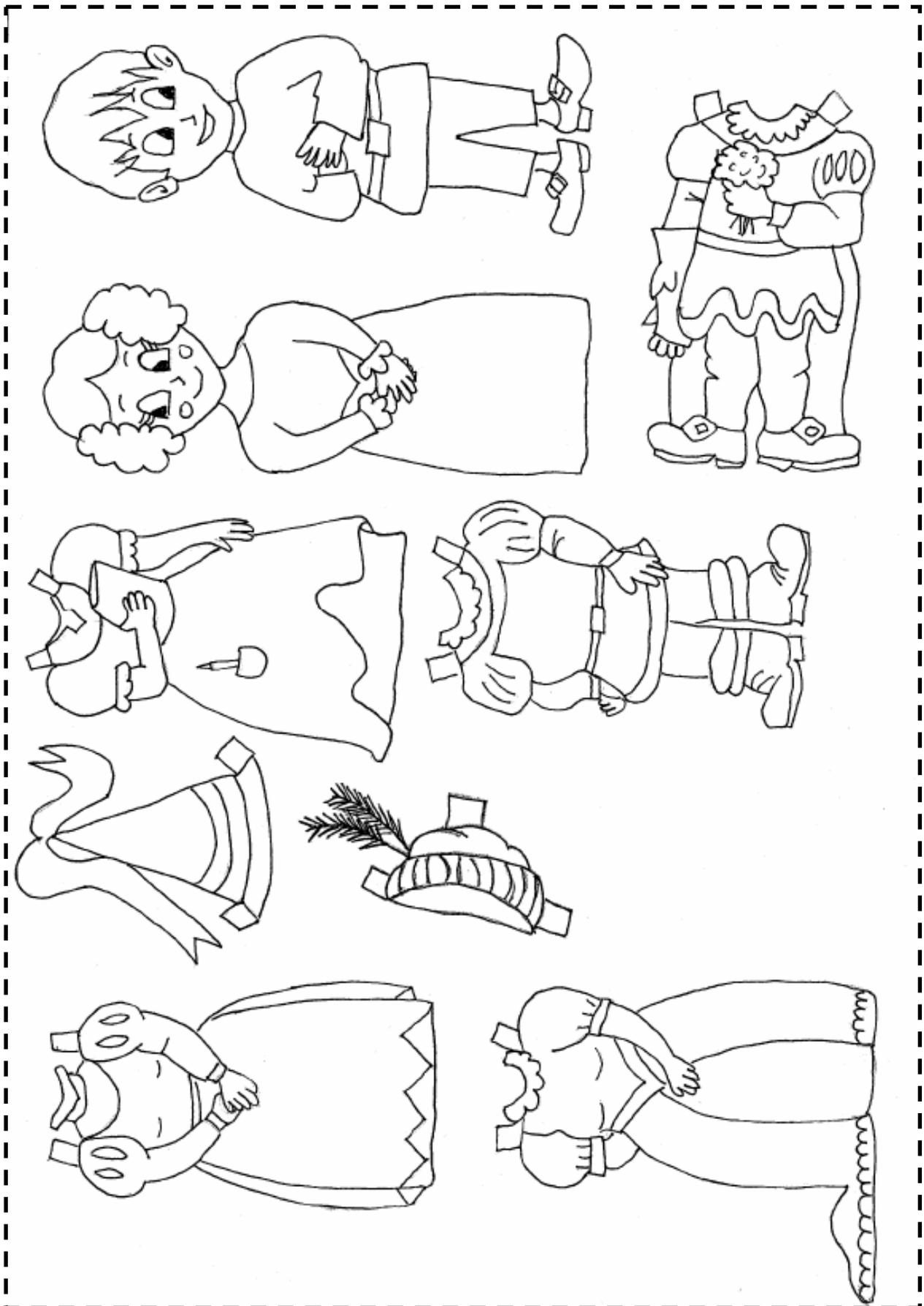






jester lady squire monk knight
minstrel squire stonemason

6. Color and cut out these characters from the Middle Ages with the various outfits of the time.



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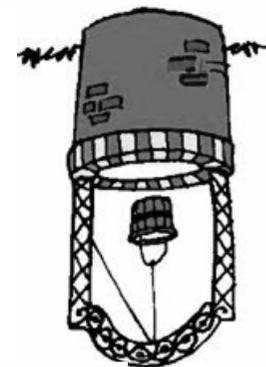


Cartagena, 2012

La Concepción
Agonista

Felipe II
Alfonso X "El Sabio"

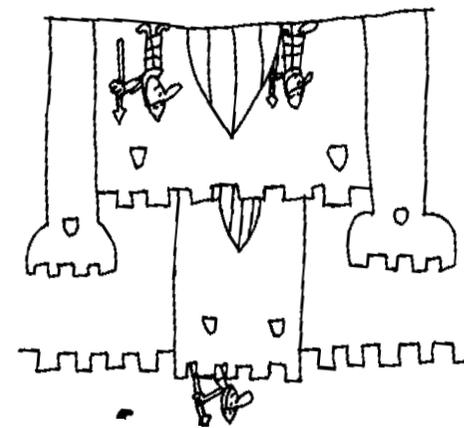
Para recoger el agua
de lluvia



Aljibe
Pantano

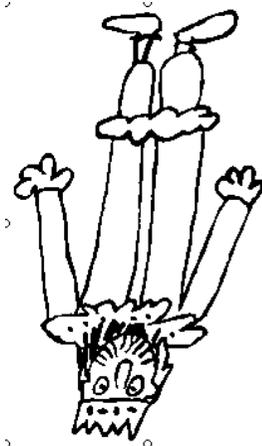
En la que había un

8



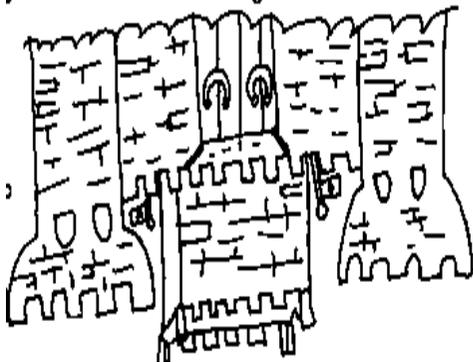
Et castillo de la
Concepción

1



Et rey

2



Mando construir
el castillo de

3

En el centro se
construyó la torre

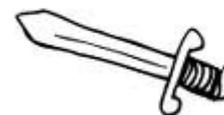


Mayor
del homenaje

7

Vigilaban y

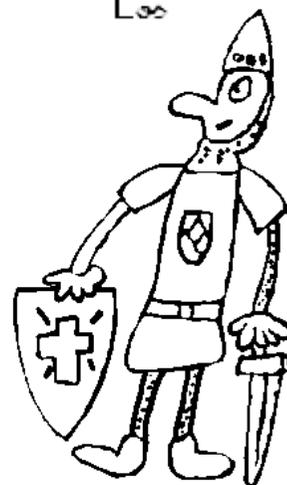
Protegían
Quemaban



la ciudad de ataques
enemigos

6

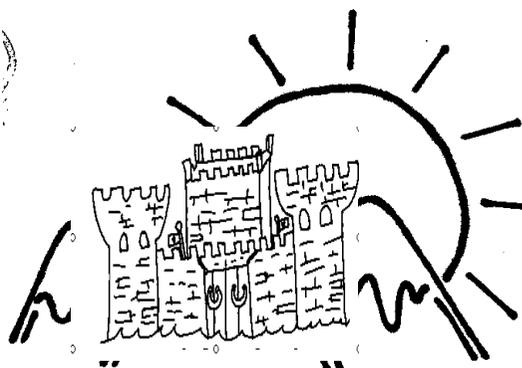
Los



Soldados
Obispos

5

una de ella es



Colina
Llanura

4

A journey to the Middle Ages

Student's workbook
Elementary School
4th, 5th and 6th grade



castillode la concepción
Cartagena

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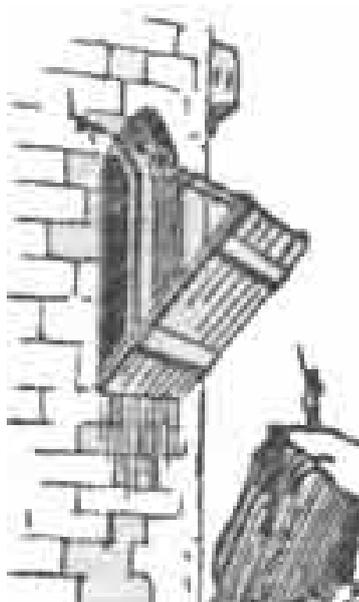
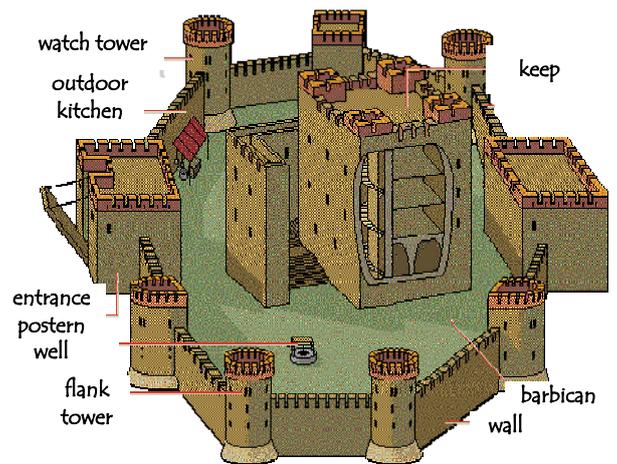
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It still has steps

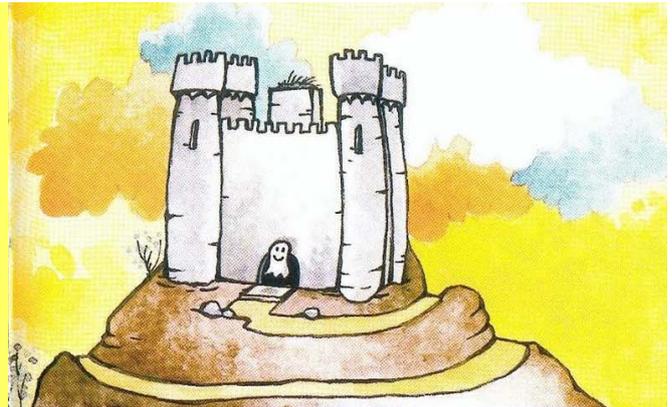
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Its rebuilt towers

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On the facades

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Yes. A ghost with a pitcher
Shall hug you, full of joy
Welcome, blessed soul!
(And he'll offer you a glass of cold water
to calm your fear).

A Castillian castle
Is always a wonder to behold!

2. Draw the poem.

3. Match the name to the definition of each character:

1. Squire

Lookout of the castle

2. Artisan

Young boy who helped the knight to prepare his weapons

3. Crossbow

Person who practices a handmade technique

4. Watchtower

Person who amuses the king

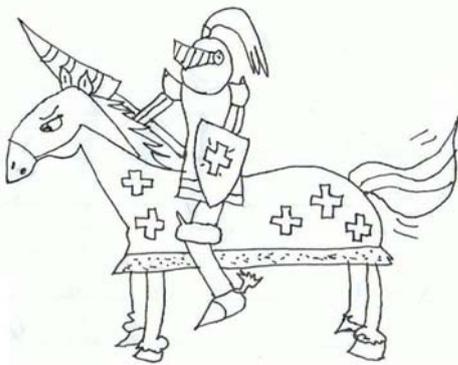
5. Moat

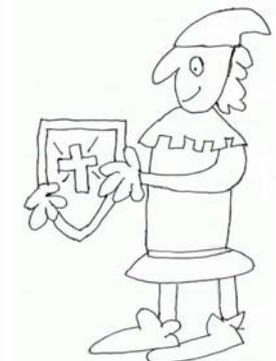
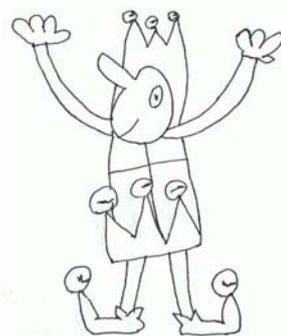
Ditch surrounding the castle for defense

6. Jester

Weapon used to shoot arrows

4. Write the names of each character:



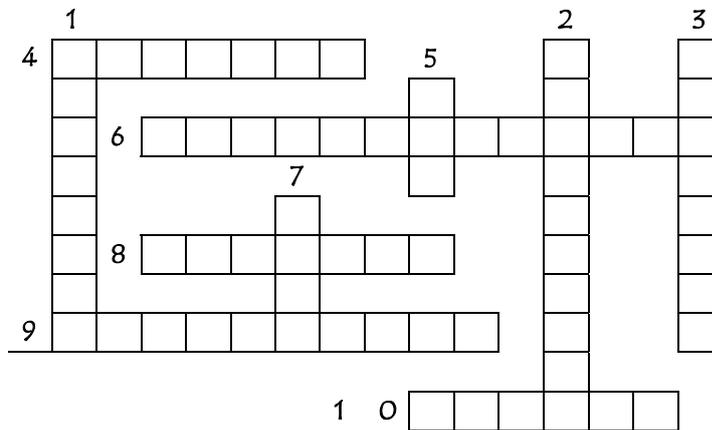


jester lady squire monk knight minstrel
squire stonemason

5. Match each word with its meaning and then solve this crossword puzzle:

1. Person who entertains the king
2. Prism at the tops of the walls
3. King who commissioned the keep
4. Tank where rain water is collected
5. Lookout site of the castle
6. Lady who was trapped in the walls of this castle
7. Deep hole surrounding the castle
8. Literary work written by the "Wise" king
9. Windows that were used to shoot from
10. Weapon used to shoot arrows

- Cistern
- Moat
- Cantigas
- Sol
- Machicolation
- Jester
- Battlement
- Crossbow
- Watchtower
- Alfonso



6. Find these 10 words in the puzzle. They may be in any direction.

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

CISTERN
 BATTLEMENT
 ARMOR
 JESTER
 KNIGHT
 SQUIRE
 MOAT
 MINSTREL
 WALL
 TOWER

7. Composition of a puzzle related to the medieval castle.



Puzzle 2: The castle during the Castilian period: *Keep*



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In collaboration with CPR de Cartagena

Cartagena, 2012



A journey to the Middle Ages

Student's workbook
High School Education



castillo de la concepción
Cartagena

DRESS IN THE MIDDLE AGES

At this stage lasting until the 13th century, people were very poor and mostly wore wool. With the arrival of the Germans, cities were destroyed and artisans disappeared, so most of the clothing used by the townspeople were made in their homes and were therefore very crude and poorly dyed.

The most common garment was the tunic. Women wore **skirts** that went down to their feet, while men wore tunics that reached their ankles. Both men and women wore a kind of fabric leotard or **tights** under their outer garments that covered them from their waist down to their feet, particularly in winter.



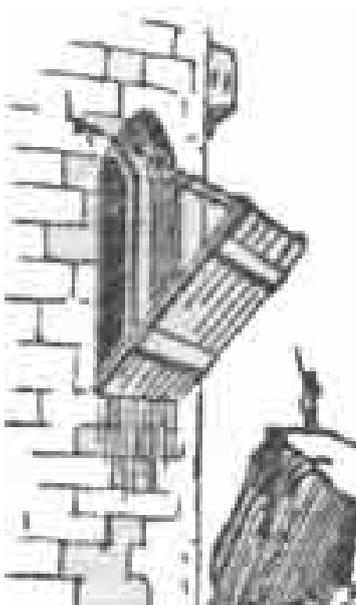
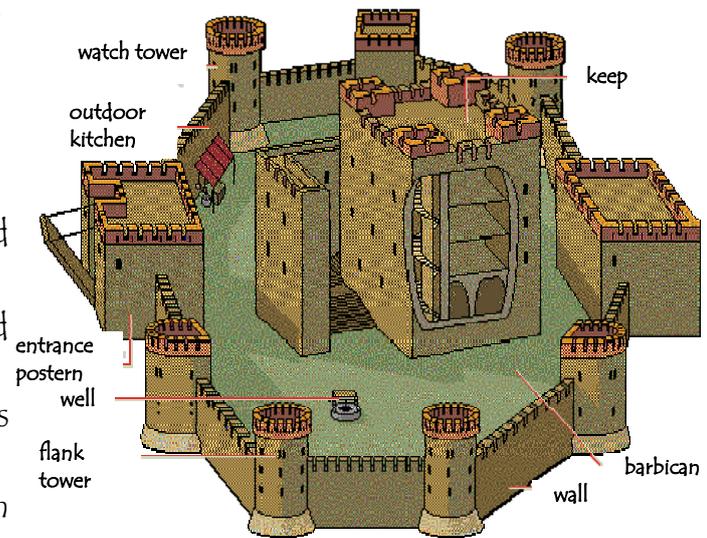
A very important change occurred at this time which was the sexual differentiation of clothing. Men further shortened their tunics and adhered them to their bodies, resulting in what were called **doublets**. Thus tights ceased to be strictly underwear and eventually became stockings. Meanwhile, female dress changed as well with the introduction of skirts fitted over the hips that fell in folds down to the feet. However certain elements were maintained in both men and women's clothing: tight sleeves that reached the elbow and widened significantly, complemented by tunics of exaggerated length with large holes and cuts.

The women of the lower classes dressed quite simply because their clothing consisted of shirts which were worn under dresses and a **bodice**.

During this time the common ways of thinking were changing, as people began to acknowledge that the human body was the work of God, that there was nothing wrong with it and that there was no reason to hide it completely. This led to the innovation of the period, which was the introduction of the neckline in female dress. The upper part of the outfit was removed to show chest, though this was still veiled by the thin fabric of the shirts.

DID YOU KNOW...?

Castles were used to defend large territories, and from them the lord and his soldiers could attack their enemies. With their high towers and thick walls, they provided protection from enemy attacks. The first castles were made of **wood** and **adobe**; later wood was replaced by **stone**. In the castle, the lords and servants lived protected from the enemy. The castle was built on top of a hill and was surrounded by a **wall** and a **moat**. To reinforce the walls they were filled with rubble and mortar. The mortar was made by mixing sand, lime and water. Horsehair, straw, ash, ox blood and even eggs were used as well.



To enter the castle a **drawbridge** had to be lowered.

Within the walls there was a large courtyard in which you'd find the servants' houses, stables, the blacksmith, kitchens and the water well or **cistern**.

The keep was the tallest tower where the lords lived with their family. Soldiers slept upstairs; in the center were the lords with their servants and downstairs were the kitchens and supplies.

ACTIVITIES

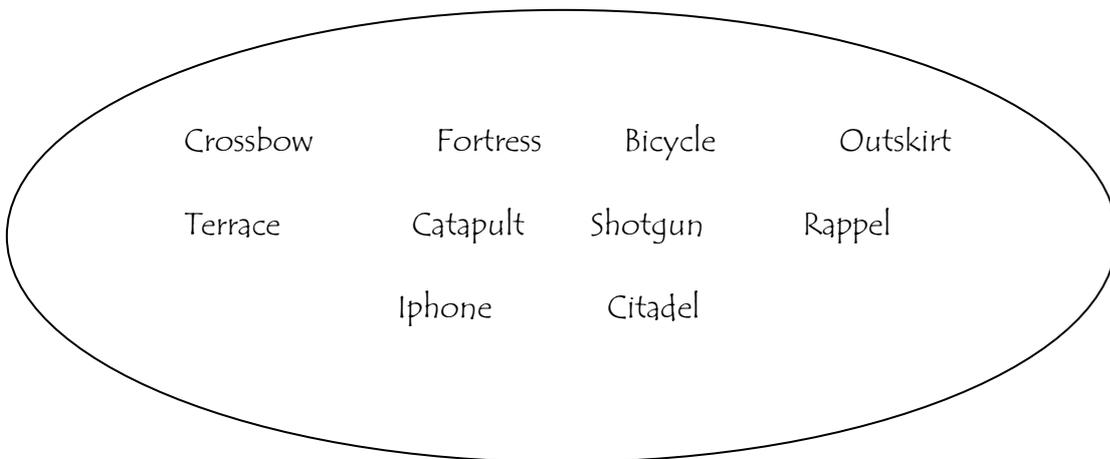
1. Complete this true or false on the medieval period to learn about its history.

	true	false
The medieval period took place during the 12th and 13th century		
Citadel and fortress are the same thing		
Ammunition and guns were kept in the cisterns		
The function of the keep was mainly defensive		
Doña Sol actually existed		

2. Match the ancient clothing garments to their equivalent used today.

BATTLE HELMET (YELMO)..... SOCKS
 TUNIC (SAYO).....BRA
 BREECHES.....HELMET
 BODICE..... SHORT AND BELTED TUNIC
 DOUBLETLONG DRESS

3. Circle only the words that are specific terms from the Middle Ages.



4. Match the following words with their definitions and then find them in the puzzle.

Cistern	Fortress
Citadel	Architectural element used to support something
Battlement	Troops, soldiers
Corbel	Prisms on top of the walls
Garrison	Underground or above ground tank for water
Doublet	Waist-length piece of clothing that was fitted and adjusted

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

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