

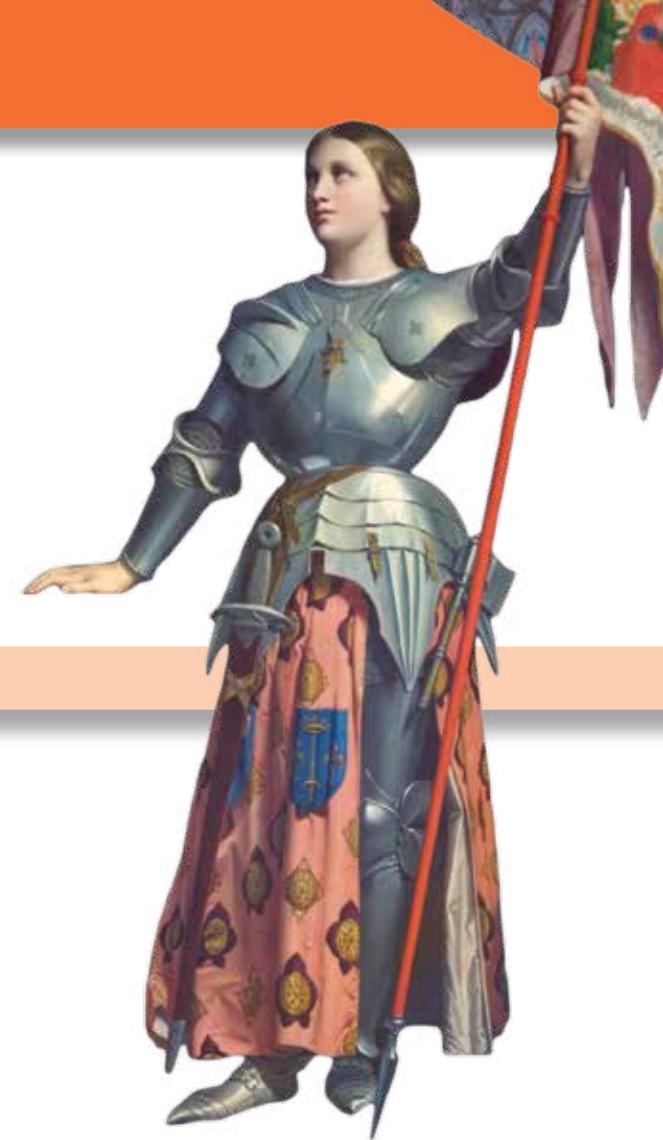


Core Knowledge® HISTORY AND GEOGRAPHY

Medieval Europe

Teacher Guide

Charlemagne



Joan of Arc

Saint Benedict of Nursia



Battle of Hastings



Medieval Europe

Teacher Guide



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Medieval Europe

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Medieval Europe

Teacher Guide

Core Knowledge Sequence History and Geography 4

Introduction

ABOUT THIS UNIT

The Big Idea

After the collapse of the Roman Empire in western Europe, a period of unrest, conflict, and transformation took place. Many of the developments that occurred in western Europe during the Middle Ages are still relevant today, including laws that originated hundreds of years ago.

The Middle Ages occurred between ancient and modern times, or from the fall of Rome in 476 CE to the years just before the early Renaissance, around 1350. During this period Christianity was the dominant religion in western Europe, and feudalism, a system in which land was offered in exchange for loyalty and military support, was the dominant political arrangement.

The Middle Ages was an era of lords, knights, and castles but also of nuns and monks, peasants and serfs. Religious figures, such as Saint Benedict, Hildegard of Bingen, and Thomas Becket, played important roles—as did kings and queens such as Charlemagne, William the Conqueror, and Eleanor of Aquitaine.

In the late Middle Ages, as feudalism weakened and kings grew stronger, some of the modern monarchies of Europe began to emerge, as did a growing sense of loyalty to monarchs. France and England fought each other in the Hundred Years' War. The French heroine, Joan of Arc, helped France win the war, but England emerged from this lengthy conflict with a stronger sense of nationhood. English kings, such as King Henry II and King John, attempted to consolidate royal power but were forced to make concessions to the nobles by establishing Parliament and signing Magna Carta, a document that guaranteed people certain rights.

The growth of cities and the rise of strong governments, along with the ravages of the Black Death, helped usher in a new age.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

- Greek and Roman history
- Volga, Danube, and Rhine Rivers; Mediterranean Sea
- Christianity and Islam
- Constantine: the first Christian emperor
- Vikings from Scandinavia

What Students Need to Learn

- Geography related to the development of western Europe
 - Rivers: Danube, Rhine, Rhône, and Oder
 - Mountains: Alps and Pyrenees
 - Iberian Peninsula: Spain and Portugal
 - France: the region known as Normandy
 - Mediterranean Sea, North Sea, and Baltic Sea
 - British Isles: England, Ireland, Scotland, Wales; the English Channel
- Background
 - Beginning about 200, nomadic, warlike tribes began moving into western Europe, attacking the Western Roman Empire; city of Rome sacked by Visigoths in 410; Attila and the Huns threaten Rome.
 - Peoples settling in old Roman Empire, including Vandals (compare English word *vandalism*), Franks in Gaul (now France), Angles in England (compare *Angle-land*), and Saxons in England.
 - The Middle Ages are generally dated from about 450 to 1350.
 - Approximately the first three centuries after the fall of Rome (476) are sometimes called the Dark Ages.
- Development in the history of the Christian Church
 - Growing power of the pope (bishop of Rome)
 - Arguments among Christians leading to the split between Roman Catholic Church and Eastern Orthodox Church
 - Conversion of many Germanic peoples to Christianity
 - Rise of monasteries and preservation of classical learning

Time Period Background

This timeline provides an overview of key events. Use a classroom timeline with students to help them sequence and relate events that occurred over hundreds of years.

All dates are CE.

200	Beginning of Germanic invasions of Europe
410	Rome sacked by the Visigoths
450–1350	Traditional dates for European Middle Ages
	Rise of feudalism as political and military system
	Rise of manorialism as economic system
	Attila and the Huns threaten Rome
mid-400s	Invasions of England by Angles, Saxons, and Jutes
476	Fall of Rome
496	Clovis and the Franks accept Christianity
800	Charlemagne crowned Emperor of the West

1054	Schism between Western Catholic and Eastern Christian Churches
1066	Battle of Hastings
1100s	Rise of chivalry
1154–1189	Reign of Henry II and institution of jury system
1154	Eleanor of Aquitaine marries King Henry II
1170	Thomas Becket, archbishop of Canterbury, murdered
1200s	Growth of towns and commerce; guilds, and apprentice system
1215	Magna Carta
1295	Model Parliament
1330–1450s	Hundred Years' War
mid-1300s	Black Death
1431	Joan of Arc executed

What Students Need to Learn CONTINUED

- Charlemagne
 - Temporarily unites the Western Roman Empire; crowned emperor by the pope in 800
 - The idea of a united “Holy Roman Empire”
 - His love and encouragement of learning
- Aspects of feudalism, including: life on a manor; castles; lords, vassals, freedmen, and serfs; code of chivalry, knights, squires, and pages
- The Norman Conquest: location of the region called Normandy; William the Conqueror and the Battle of Hastings, 1066
- Growth of towns as centers of commerce; guilds and apprentices; the weakening of feudal ties
- England in the Middle Ages
 - Henry II
 - Beginnings of trial by jury
 - Murder of Thomas Becket in Canterbury Cathedral
 - Eleanor of Aquitaine
 - Significance of Magna Carta, King John, 1215
 - Parliament and the beginnings of representative government
 - The Hundred Years’ War and Joan of Arc
 - The Black Death sweeps across Europe

AT A GLANCE

The most important ideas in Unit 3 are:

- Geographical features, such as rivers, mountains, and large bodies of water acted as both routes and barriers in the development of Europe.
- The term Middle Ages refers to the period after the decline of the Western Roman Empire and before the modern period.
- The Church became the greatest source of stability in the life of medieval Europeans.
- Political concerns as much as doctrinal differences led to the split between the Eastern and Western Christian Churches in 1054.
- Feudalism was the political system of reciprocal responsibility that developed in medieval Europe to enforce law and order.
- Manorialism was the economic system of medieval Europe.
- The Normans under William the Conqueror invaded and took control of England in 1066.
- The growth of towns due to the increasing importance of commerce in medieval Europe led to the weakening of feudalism and manorialism.
- The development of constitutional government in England began with the signing of Magna Carta in 1215.
- Representative government in England began with the creation of Parliament in the second half of the 1200s.

WHAT TEACHERS NEED TO KNOW

Geography Related to the Development of Western Europe

You may find it helpful to refer to the activity page maps on pages 202 and 203 while reading this section.

Rivers: Danube, Rhine, Rhône, and Oder

The source of the Danube River is high in the Alps. The Danube flows through the Black Forest in southwestern Germany and eventually empties into the Black Sea. It has been an important transportation route for centuries. The Danube is connected to the Rhine and other rivers by canals.

The Rhine begins in the Swiss Alps and flows in a northerly direction, emptying into the North Sea in the Netherlands. Many old cities, such as Basel (in Switzerland); Strasbourg (in France); and Cologne, Mainz, and Worms (in Germany) were founded along the transportation route of the Rhine. Both the Rhine and Danube formed borders of the Roman Empire.

The Rhône rises in the Rhône glacier in the Swiss Alps and flows through Lake Geneva and across France. It splits into two branches and empties through its delta into the Mediterranean. Because of its strong current, not much of its 504-mile (811 km) length is navigable.

The Oder River rises in the Sudetes Mountains of the Czech Republic, flows through Poland, forming part of that country's border with Germany, and empties into the Baltic Sea. Almost the entire river is navigable. A canal system links the river to central and Western Europe. The Oder is an important transportation route for commerce.

Mountains: Alps and Pyrenees

The Alps swing in a 650-mile (1,046 km) arc through France, Italy, Switzerland, Germany, and Austria. The mountains are divided into the Western, Central, and Eastern Alps. The source of several important European rivers—the Po, Rhône, and Rhine—rises in the Alps. The defining characteristics of the Alps are their tall, snowy peaks, deep glacial valleys, beautiful lakes, and modern glaciers.

People have lived in the Alps since prehistoric times, and some of the first inhabitants were farmers. The people who lived in this mountainous area often yodeled or used special horns called alphorns to communicate across valleys and short distances. Yodeling is a form of singing that features rapid variations between high falsetto notes and low notes, and visitors can still hear natives yodeling folk songs today. In modern times, the Alps have become known for the manufacturing of watches and precision machines. Tourism became an important industry in the 1900s, with many villages devoted to winter sports such as skiing. Countries in the Alps have also been frequent hosts of the Olympic Games.

The Pyrenees run for 270 miles (435 km), from the Bay of Biscay to the Mediterranean Sea, and separate Spain and France. The highest point is Pico de Aneto at 11,168 feet (3,404 m). Unlike the Alps, the Pyrenees are only about 50 miles (80 km) wide at their widest. The mountains are forested and rich in minerals. In addition to lumbering and mining, tourism is an important industry in some areas. In separating Spain from France, the Pyrenees effectively separate the Iberian Peninsula from the rest of Europe.

Iberian Peninsula: Spain and Portugal

The Iberian Peninsula is a mountain region that includes Spain and Portugal. The word *Iberia* comes from the name of an early people who lived in the area.

Portugal is bordered on the west and south by the Atlantic Ocean and by Spain on the north and east. Portugal's northern region is mountainous with high plateaus, and its southern area has gently rolling hills and plains.

Portugal and Spain share a Mediterranean climate. However, Portugal's winters tend to be mild and humid and its summers warm and dry, whereas Spain's winters are warm and wet and its summers hot and dry. Spain's southern coast has the highest temperatures of Europe in the winter.

At the southern tip of Spain lies the Strait of Gibraltar, a natural waterway at the western end of the Mediterranean Sea, which links that sea to the Atlantic Ocean. The strait is only 8.5 miles (14 km) wide. Across from it is the North African country of Morocco.

Because of the proximity to North Africa, Berbers—North African tribespeople who had adopted Islam—invaded the Iberian Peninsula and conquered much of it in 711. The Berber Muslims introduced various innovations in philosophy, science, and architecture, and cities prospered under their influence. However, a local ruling dynasty began a campaign to drive them from what became Portugal in 1139 and had succeeded by 1249. The same was true in Spain, where the *reconquista*, or reconquest, met its first success in 1085. The last of the Muslims were driven out in 1492 by Ferdinand and Isabella, the monarchs of the joint kingdoms of Aragon and Castile, and the patrons of Christopher Columbus.

France: The Region of Normandy

The modern nation of France was first settled by Celts and called Gaul. It was conquered by Julius Caesar around 50 BCE, just before Caesar rose to become the most powerful man in Rome. Gaul was part of the Roman Empire for hundreds of years. In the last centuries of the Roman Empire, it was attacked and conquered by the Franks, a Germanic tribe. The province of Normandy on the northern coast along the English Channel has played a pivotal role in history. In the 900s, the Vikings, who were also called Norsemen, conquered it. In French, *Norsemen* became *Normans*, giving the province its name.

In 1066, William, the Duke of Normandy, took advantage of Normandy's proximity to England to launch an invasion and conquer it.

Mediterranean Sea, North Sea, and Baltic Sea

The Mediterranean is the world's largest inland sea. It takes its name from Latin and means "middle of the land." The name refers both to the sea's position amid Europe, North Africa, and the Middle East and to its central place in the life of the early Romans. The Romans called the Mediterranean *Mare Nostrum*, or "our sea," and with good reason, since they eventually controlled all the land bordering the sea.

For centuries, the Mediterranean served as a major route for commerce and cultural diffusion among Europe, North Africa, the Middle East, and elsewhere in Asia. In the 1500s, with the opening of the sea route around Africa to Asia, the Mediterranean became less important.

The North Sea is an arm of the Atlantic Ocean that separates Great Britain from Norway, Denmark, northern Germany, and the "low countries" of Belgium and the Netherlands.

The Baltic Sea borders the nations of Sweden, Finland, Russia, Estonia, Latvia, Lithuania, Poland, Germany, and Denmark. Several straits and the Kiel Canal link the Baltic Sea to the North Sea. Large parts of the Baltic freeze for three to five months in the winter, so access for ships is limited. However, between

the 1200s and 1600s, the Baltic was an important link in European trading networks. The Hanseatic League, a confederation of merchants in some eighty cities, operated out of ports on the North and Baltic Seas, such as Stockholm, Hamburg, Bremen, Lubeck, and Saint Petersburg.

British Isles

The *British Isles* is a geographic designation for two main islands and a cluster of adjacent small ones that lie off the west coast of Europe. The smaller of the two main islands is the home of the modern Republic of Ireland and Northern Ireland.

The island of Great Britain, which is composed of England, Scotland, and Wales, makes up the larger of the two islands. Among the small islands are the Aran Islands off the west coast of Ireland and the Isle of Man between England and Ireland. Today, Great Britain is known as the United Kingdom of Great Britain and Northern Ireland, comprising England, Scotland, Wales, and Northern Ireland. The origin of the term comes from the union of England and Scotland in 1707. During the Middle Ages, Scotland, England, Wales, and Ireland did not constitute a unified nation.

Ireland is bordered by the Atlantic Ocean on the west and the Irish Sea on the east. The Irish Sea separates Ireland from England and Wales.

England is separated from France and Europe by the English Channel, a body of water that connects the Atlantic Ocean and the North Sea. The North Sea separates northern England and Scotland from Norway, Denmark, and other countries in northwestern Europe. The English Channel is three hundred miles (483 km) long and is an arm of the Atlantic Ocean. At its narrowest, the channel is twenty-one miles (thirty-four km) wide and at its widest, 112 miles (180 km).

The fact that Great Britain is an island has been of great strategic importance in its history. After William the Conqueror and his Normans attacked in 1066, no army has invaded it since.

Separated from Europe, Great Britain was able to insulate itself from some of the political and social movements that swirled across Europe.

Historical Background

Invasions of the Roman Empire

The Middle Ages progressed directly out of the Roman Empire. Rome evolved from a republic into a vibrant expansive empire that spanned much of Europe, North Africa, and the Middle East. But eventually the empire declined. Corruption and pressure from Germanic and other invaders eventually brought the fall of the Western Roman Empire in 476.

The decline of Rome took place over centuries. Around 200, Germanic peoples began moving into the Roman Empire from the east. Their ancestors had settled around the Baltic and Black Seas and over time had gradually moved west up to and then beyond the Danube and Rhine Rivers.

The first Germanic peoples to move into the Roman Empire accepted Roman authority, and some even joined the Roman army and served on the frontier of the empire. However, by the 400s, greater numbers of Germanic peoples were pushing into Roman territory and challenging Rome for authority. Unable to fight the invaders because of a lack of men, resources, and will, Rome lost more and more territory to them.

The Germanic groups were moving west and south because of population pressures and because of their own troubles with invaders. The Germanic peoples were experiencing a great increase in numbers, and they needed more land and more resources to feed their growing population.

In 410, the Visigoths, led by Alaric, broke through Roman lines and invaded Rome itself. The ensuing sacking (looting) of the city signaled the death knell of the empire.

The next threat came from the Huns, led by the legendary Attila. The Huns, also known as the Hsing-Nu, were nomadic warriors from Central Asia. The Huns threatened Germanic peoples, like the Visigoths and Vandals, as well as Rome itself. In 451, Attila's conquest brought him to Gaul, and he turned to threaten Rome. However, Attila died in his sleep the night after his marriage in 453. Only Attila's death spared Rome from the murderous rampage of the Huns, whose ferocity was remembered for centuries.

For more background information about specific topics in this unit, download the CKHG Online Resource "About Medieval Europe":

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

The *Medieval Europe* Student Reader—twenty-one chapters

Teacher Components

Medieval Europe Teacher Guide—twenty-one chapters. The guide includes lessons aligned to each chapter of the *Medieval Europe* Student Reader, with a daily Check For Understanding and Additional Activities, such as virtual field trips and cross-curricular art and music activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 190.

Fiction Excerpts may be found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.
- » The five short Fiction Excerpts from the Core Classics title *King Arthur*, FE1–5, may be read aloud to students, or read by students. The excerpts will provide additional understanding of the Middle Ages and help bring to life an age that is rich in tales of kings and queens, knights, and adventure.

Medieval Europe Timeline Image Cards—sixteen individual images depicting significant events and individuals during the Middle Ages. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which conveys the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4—art resources that may be used with the cross-curricular art activities described in the Additional Activities of Chapters, 3, 4, and 8. These art resources include Eastern and Western depictions of the Madonna and Child, as well as images of Notre-Dame Cathedral, an illuminated manuscript, and *The Unicorn in Captivity* tapestry. You can purchase the Grade 4 Art Resource packet, available at:

www.coreknowledge.org/store

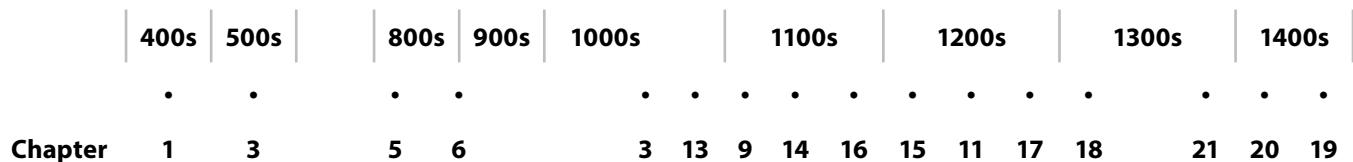
Timeline

Some advance preparation will be necessary prior to starting Unit 3. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

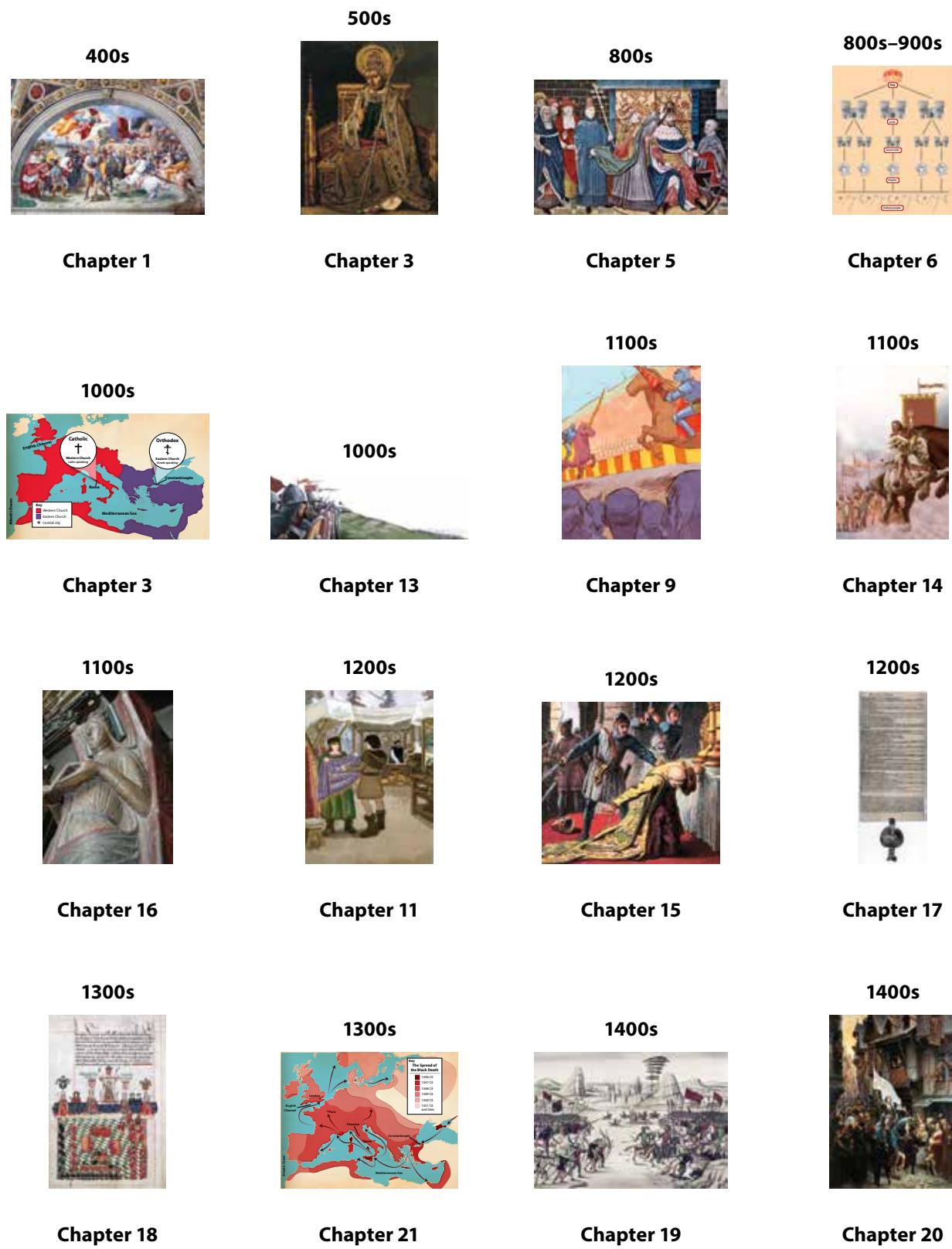
Create nine time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **400s**
- **500s**
- **800s**
- **900s**
- **1000s**
- **1100s**
- **1200s**
- **1300s**
- **1400s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:



You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.



The Timeline in Relation to the Content in the Student Reader Chapters

The first thing you will notice is that the events highlighted in the Unit 3 Timeline are in chronological (date) order, but the chapters that are referenced are not. The reason for this is that certain chapters cover hundreds of years of history within the context of a specific theme. Consequently, there are chapters that cover a time period that extends beyond the one covered in the next chapter. For example, Chapter 3 begins with the emerging power of the Roman Church and concludes with it splitting apart in 1054 CE; in Chapter 5 the focus is on Charlemagne and his rise to power in the late 700s; in Chapter 6 we talk about the development of the feudal system from the 800s onward. The unit as a whole deals with large, thematic concepts and one thousand years of history!

Understanding References to Time in the *Medieval Europe* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 9 states that in the 1100s, the Code of Chivalry was introduced to help control the knights' behavior. In contrast, there are many references to specific dates in history. Here are just a few:

The Battle of Hastings took place in 1066.

Henry II was crowned king of England in 1154.

The Hundred Years' War ended in 1453.

Thomas Becket was murdered in 1170.

Because of this, it is important to explain to students that some chapters deal with themes that were important throughout the entire Middle Ages, and these chapters tend to highlight time periods rather than specific dates. Also explain that other chapters deal with important people and particular events in specific moments in time. Therefore, these chapters tend to contain specific dates for key events in history. In addition, when citing specific dates, the abbreviation CE is used. It's important that students understand that the abbreviation CE is used to denote Common Era. (BCE—Before the Common Era—will be used in other units in this program.) Students may have encountered CE before, or they may be more familiar with the traditional abbreviations AD and BC. Both CE and AD refer to the time period from the time of Jesus Christ. BCE and BC refer to the time period before Christ.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?

3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does CE mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Medieval Europe* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of forty-four days have been allocated to the *Medieval Europe* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What changes led to the decline of the Western Roman Empire?
2	What problems arose as a result of not having a central government?
3	Why did the collapse of the Western Roman Empire make it possible for the bishop of Rome to become more powerful?
4	How did Saint Benedict's ideas help people in Europe during the Middle Ages?
5	Why did King Charles earn the title Charles the Great, or <i>Charlemagne</i> ?
6	How did the feudal system hold people, communities, and kingdoms together?
7	What kinds of jobs were serfs required to do on the manor estate?
8	Why were castles important in the Middle Ages?
9	What was the life of a knight like?
10	Why does the author say that serfs lived close to the land?
11	How was life in a medieval city different from life on a manor estate?
12	What was it like to be a woman in the Middle Ages?
13	How did William's successful invasion of England affect the English language?
14	How did the shield tax benefit King Henry II and future kings?
15	Why did Henry II regret the words he spoke about Thomas Becket?
16	Why do you think the author describes Eleanor as extraordinary?
17	Why is Magna Carta so important?
18	What is the difference between a system of government with representatives and one with a monarch?
19	How did the decline of the feudal system change people's loyalties?
20	Why do you think the story of Joan of Arc is still remembered today?
21	Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Vocabulary
1	empire, decline, invader, boundary, uncultured, uncivilized, sack
2	aqueduct, trade, merchant, artisan, scholar
3	bishop, victor, Christian, convert, custom, heir, “holy ceremony”
4	monk, monastery, scripture, abbot, convent, missionary, manuscript
5	manage, Mass, cathedral, crown, blessing, manager, alliance
6	lord, knight, nobility, feudalism, medieval, vassal, fief
7	self-sufficient, manor, estate, village, serf, nutrient
8	fortress, well, siege, tapestry, warfare
9	armor, lance, tournament, jousting, “Code of Chivalry,” troubadour
10	peasant, security, hearth, livestock, healer
11	guild, apprentice, journeyman, masterpiece, charter
12	hygiene, religious, devotion, abbess, composer, vision, university
13	duke, politics, “claim to the throne,” conqueror, record, tax
14	successor, government, court, trial, administrator, jury, dynasty
15	devout, loophole, feud, excommunication, pilgrimage, shrine
16	duchess, annul, proposal, “hold court,” crusade, ransom, reform
17	hostage, baron, version, democracy, right
18	council, circuit, citizen, representative, parliament, house, monarch
19	generation, ancestor, truce, economy, territory, longbow, cannon
20	“turn the tide,” restore, dauphin, courtier, revive, “stand trial”
21	plague, rodent, labor-saving, Renaissance

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 201–214. They are to be used after students read the chapter(s) specified, during class-time or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1, 2, 4, 5, and 21—The Geography of Modern Europe (AP 1.2)
- Chapter 1, 2, 4, 5, and 21—The Geography of Early Medieval Europe (AP 1.3)
- Chapter 3—Gothic Architectural Elements (AP 3.1)

- Chapter 4—Medieval Christianity (AP 4.1)
- Chapter 5—The Truth about Charlemagne (AP 5.1)
- Chapter 11—Trade Networks in the Middle Ages (AP 11.1)
- Chapter 12—Women in the Middle Ages (AP 12.1)
- Chapter 13—William the Conqueror (AP 13.1)
- Chapter 20—The Hundred Years’ War (AP 20.1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts	Visual Arts	Music
Fiction		
Stories	Art of the Middle Ages in Europe	Listening and understanding
<ul style="list-style-type: none"> • <i>Robin Hood</i> • “St. George and the Dragon” 	<ul style="list-style-type: none"> • Madonnas (Chapter 3) • Illuminated manuscripts (Chapter 4) • Tapestries (Chapter 8) • Gothic architecture (Chapter 3, AP 3.1) 	<ul style="list-style-type: none"> • Gregorian chant (Chapter 4)
Myths and Mythical Characters		
<ul style="list-style-type: none"> • King Arthur (FE1–5) • As examples of human characteristics of place (cultural heritage) 		

Books

King Arthur and the Round Table; Robin Hood and His Merry Outlaws, Core Classics® series, 2014, available at:

www.coreknowledge.org/store

Macaulay, David. *Cathedral: The Story of Its Construction*. Boston: Houghton Mifflin Company, 1981.

Weiss, Jim. *King Arthur and His Knights*; *Men of Iron*; *Three Musketeers/Robin Hood*. (Audio Recordings). Use this link to download the CKHG Online Resources for this unit, where the specific link to purchase the Jim Weiss audio recordings may be found:

www.coreknowledge.org/ckhg-online-resources

Wise Bauer, Susan. *The Story of the World: History for the Classical Child, Volume 2: The Middle Ages*. Charles City, VA: The Well-Trained Mind Press, 2007.

MEDIEVAL EUROPE SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt

Week 1

Day 1	Day 2	Day 3	Day 4
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Medieval Europe

(Finishing <i>World Mountains</i> , Unit 2)	"The Geography of Modern and Early Medieval Europe" (TG—Chapter 1, Additional Activities, AP)	"Changing Times" Core Lesson (TG & SR—Chapter 1)	"Visit Hadrian's Wall" (TG—Chapter 1, Additional Activities)	"The Not-So-Dark-Ages" Core Lesson (TG & SR—Chapter 2)
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CKLA

"Personal Narratives"				
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Week 2

Day 5	Day 6	Day 7	Day 8	Day 9
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Medieval Europe

"From One Era to Another" and "Imaginative Writing" (TG—Chapter 2, Additional Activities)	"Two Churches" (TG & SR—Chapter 3)	"Visit Notre-Dame Cathedral" and "Gothic Architectural Elements" (TG—Chapter 3, Additional Activities, AP)	"Visit Hagia Sophia" and "Western and Eastern Religious Art" (TG—Chapter 3, Additional Activities)	"Prayer and Work" Core Lesson (TG & SR—Chapter 4)
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CKLA

"Personal Narratives"				
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Week 3

Day 10	Day 11	Day 12	Day 13	Day 14
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Medieval Europe

"Medieval Christianity" and "Take a Tour of a Medieval Abbey" (TG—Chapter 4, Additional Activities, AP)	"Gregorian Chants" and "Create an Illuminated Manuscript" (TG—Chapter 4, Additional Activities)	"Charlemagne" Core Lesson (TG & SR—Chapter 5)	"The Truth About Charlemagne" and "Aachen Cathedral" (TG—Chapter 5, Additional Activities, AP)	"A Feudal Society" Core Lesson (TG & SR—Chapter 6)
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CKLA

"Personal Narratives"	"Personal Narratives"	"Welcome to the Middle Ages"	"To The Manor Born"	"To The Manor Born"
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MEDIEVAL EUROPE SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt

Week 4

Day 15

Day 16

Day 17

Day 18

Day 19

Medieval Europe

"To the Manor Born" Core Lesson (TG & SR—Chapter 7)	"Lords and Serfs" and "Manor Visit" (TG—Chapter 7, Additional Activities)	"Life in a Castle" Core Lesson (TG & SR—Chapter 8)	"The Lady and the Unicorn Millefleurs Tapestries" (TG—Chapter 8, Additional Activities)	"What's the Story?" (TG—Chapter 8, Additional Activities)
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CKLA

"Gloomy Castles and Jousting Knights"	"Merchants, Markets, and Mud: Towns in the Middle Ages"	"Merchants, Markets, and Mud: Towns in the Middle Ages"	"The Power of the Church"	"The Power of the Church"
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Week 5

Day 20

Day 21

Day 22

Day 23

Day 24

Medieval Europe

"Days of a Knight" Core Lesson (TG & SR—Chapter 9)	"A Serf and his Turf" Core Lesson (TG & SR—Chapter 10)	"City Life" Core Lesson (TG & SR—Chapter 11) "Trade Networks in the Middle Ages," AP	"Living in a Medieval City" and "Writing a City Charter" (TG—Chapter 11, Additional Activities)	"Women in the Middle Ages" Core Lesson (TG & SR—Chapter 12) "Women in the Middle Ages," AP
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CKLA

"1066: The Battle That Changed History"	"1066: The Battle That Changed History"	Henry II and Law and Order	Henry II and Law and Order	"The Wayward King: King John and Magna Carta"
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Week 6

Day 25

Day 26

Day 27

Day 28

Day 29

Medieval Europe

"William the Conqueror" Core Lesson (TG & SR—Chapter 13)	"William the Conqueror" and "Bring the Bayeux Tapestry to Life" (TG—Chapter 13, AP & Additional Activities)	"Henry II" Core Lesson (TG & SR—Chapter 14)	"Write a Chronicle" (TG—Chapter 14, Additional Activities)	"Thomas Becket" Core Lesson (TG & SR—Chapter 15)
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CKLA

"A Changing World"	Unit Assessment	Pausing Point	Pausing Point	Pausing Point
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MEDIEVAL EUROPE SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt

Week 7

Day 30

Day 31

Day 32

Day 33

Day 34

Medieval Europe

"Meet Thomas Becket" and "Before and After" (TG—Chapter 15, Additional Activities)	"Eleanor of Aquitaine" Core Lesson (TG & SR—Chapter 16)	"Magna Carta" Core Lesson (TG & SR—Chapter 17)	"Introduction: Magna Carta Through History," "What's in Magna Carta?" and "Challenge: The Consequences of the Charter" (TG—Chapter 17, Additional Activities)	"A New Kind of Government" Core Lesson (TG & SR—Chapter 18)
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CKLA

Pausing Point	Poetry	Poetry	Poetry	Poetry
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Week 8

Day 35

Day 36

Day 37

Day 38

Day 39

Medieval Europe

"Parliament: Yesterday and Today" (TG—Chapter 18, Additional Activities)	"The Hundred Years' War" Core Lesson (TG & SR—Chapter 19)	"Looking at the Hundred Years' War: Contemporary Paintings" (TG—Chapter 19, Additional Activities)	"Joan of Arc" Core Lesson (TG & SR—Chapter 20)	"The Hundred Years' War and "Mount a Defense" (TG—Chapter 20, AP & Additional Activities)
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CKLA

Poetry	Poetry	Poetry	Poetry	Poetry
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Week 9

Day 40

Day 41

Day 42

Day 43

Day 44

Medieval Europe

"The Black Death" Core Lesson (TG & SR—Chapter 21)	"How the Black Death Spread So Quickly" and "Save Your Town from the Black Death" (TG—Chapter 21, Additional Activities)	<i>Medieval Europe</i> Unit Review	<i>Medieval Europe</i> Unit Assessment	<i>King Arthur</i> (FE1–5)
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CKLA

Poetry	Poetry	Poetry	Poetry	Poetry
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MEDIEVAL EUROPE PACING GUIDE

_____’s Class

(A total of forty-four days have been allocated to the *Medieval Europe* unit in order to complete all Grade 4 history and geography units in the *Core Knowledge Curriculum Series™*).

Week 1

	Day 1	Day 2	Day 3	Day 4
(Finishing <i>World Mountains</i> , Unit 2)				

Week 2

Day 5	Day 6	Day 7	Day 8	Day 9

Week 3

Day 10	Day 11	Day 12	Day 13	Day 14

MEDIEVAL EUROPE PACING GUIDE

's Class

Week 4

Day 15

Day 16

Day 17

Day 18

Day 19

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Week 5

Day 20

Day 21

Day 22

Day 23

Day 24

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Week 6

Day 25

Day 26

Day 27

Day 28

Day 29

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MEDIEVAL EUROPE PACING GUIDE

_____’s Class

Week 7

Day 30

Day 31

Day 32

Day 33

Day 34

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Week 8

Day 35

Day 36

Day 37

Day 38

Day 39

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Week 9

Day 40

Day 41

Day 42

Day 43

Day 44

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CHAPTER 1

Changing Times

The Big Question: What changes led to the decline of the Western Roman Empire?

Primary Focus Objectives

- ✓ Identify the changes that led to the decline of the Western Roman Empire. (RI.4.2, RI.4.3, SL.4.1)
- ✓ Use the map of the Roman Empire and surrounding areas in northern Europe and eastern Asia to describe the invasion of the Roman Empire by various groups of people. (RI.4.7)
- ✓ Name 476 CE as the date given to mark the end of the Western Roman Empire. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *empire, decline, invader, boundary, uncultured, uncivilized, and sack.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Invasions of the Roman Empire”:

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of the *Medieval Europe* Student Reader, we strongly recommend that you first conduct the activities titled The Geography of Modern Europe (AP 1.2) and The Geography of Early Medieval Europe (AP 1.3), described at the end of this chapter under Additional Activities. The activity pages are found in Teacher Resources (pages 202–204). By first providing students with an understanding of the geographical features of Europe, such as rivers, mountains and oceans, they will be able to more fully appreciate how these features acted as both routes and barriers in the development of Europe.

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- World Map (AP 1.1), The Geography of Early Medieval Europe (AP 1.2), and The Geography of Modern Europe (AP 1.3), found in Teacher Resources, pages 201–204. (**Note:** the Early Medieval Europe and Modern Europe maps will be used again in Chapters 2, 4, 5, and 21.)
- enlarged versions of the activity page maps
- red and blue pencils

Core Vocabulary (Student Reader page numbers listed below)

empire, n. a group of countries controlled by a single authority (2)

Example: At its height, the Roman Empire covered parts of Europe, Africa, and Asia.

Variation(s): empires

decline, n. gradual loss of importance and power (4)

Example: Enemy attacks weakened the Roman Empire and helped lead to its decline.

invader, n. a person or group that comes into a country by force (4)

Example: The Huns were invaders who attacked the Roman Empire.

Variation(s): invaders, invade, invasion

boundary, n. the edge of a country or of an area; its outside limits (4)

Example: The boundaries of the Roman Empire extended all across Europe.

Variation(s): boundaries

uncultured, adj. showing poor manners and bad taste; crude (5)

Example: The poor peasant from the village appeared uncultured to the rich merchant in the city of Rome.

uncivilized, adj. not advanced socially or culturally (5)

Example: The Romans tended to think that groups of people who were not Roman were uncivilized.

sack, v. to destroy and steal things in a city or building, usually with an army (5)

Example: The Germanic groups from northern Europe sacked Rome in the late 400s.

Variation(s): sacked

THE CORE LESSON 35 MIN

Introduce the *Medieval Europe* Student Reader

5 MIN

Distribute copies of the *Medieval Europe* Student Reader and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention kings, soldiers or knights fighting, castles, churches, etc.

Explain to students that they will be reading about a time in history that covers approximately one thousand years of events that took place between what is considered ancient times—when the Greek and Roman civilizations flourished—and modern history; that is, the period in history that falls “in the

middle”—between ancient and modern times. For this reason, this time period is also often referred to as the Middle Ages. The term *medieval* means related to the Middle Ages, so students will be reading about the events that took place and about the people who lived during the Middle Ages in Europe.

Introduce “Changing Times”

5 MIN

Activity Pages



AP 1.2

AP 1.3

Note: Each student will need a red or blue pencil.

Students who used this history program in Grade 3 have already studied Roman history. Remind students that Rome was divided into two empires in 286: an Eastern Roman Empire and a Western Roman Empire. Refer them to the map on page 6 of the Student Reader, as well as to The Geography of Modern Europe and The Geography of Medieval Europe activity pages (AP 1.2 and 1.3). You may also want to ask students to take out these activity pages for reference, and/or you may want to display enlarged versions of these activity pages for all students to look at while they refer to the map on page 6.

Orient students by explaining that the Eastern Roman Empire included the present-day countries of Greece and Turkey, asking students to circle the names of these countries on AP 1.2 with a red pencil. The Western Roman Empire included the present-day countries of France, Belgium, Italy, Spain, Austria, and England, as well as parts of Germany and northern Africa. Ask students to circle the names of these countries with a blue pencil.

Call students’ attention to the Western Roman Empire, and tell them that this chapter focuses on it. Point out that even though it was not as large as the original Roman Empire, it was still vast and powerful. **Ask:** What could threaten something so big and strong, with armies to protect it? Do you think the threats would come from outside of the Roman Empire, or from inside?

Call students’ attention to the Big Question. Ask students to think about the concept of “decline.” What does it mean? What does it mean with regard to Rome? What does it suggest about how we think of empires? Suggest that as they read, students look for clues as to what changes led to the decline of the Western Roman Empire.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Roads Lead to Rome,” pages 2–4

Chapter 1
Changing Times

Roads Lead to Rome You may have heard the expression, “All roads lead to Rome.” During the glory days of the Roman Empire, this saying was true. Rome was the center of the empire, and roads from all over Europe led there.

Vocabulary **empire** a group of countries controlled by a single authority

These roads allowed the emperor to spread Roman ideas and laws throughout the vast empire. Within the system of roads, the emperor could move quickly to enforce his instructions to the regional governors. Roads also allowed goods and taxes to travel across the empire into Rome. These goods and taxes kept the powerful Roman Empire running. More important, perhaps, was that Roman soldiers used the roads. Their job was to enforce the law and put down any rebellions or attacks on the empire.

Page 2



Page 3

The roads helped hold the Roman Empire together, but they also played a role in its decline. Other armies could use these roads. The same roads that carried the Roman army out of Rome made it easy for outside invaders to march into the city. Beginning around 200 CE, some non-Roman groups of people wanted to do just that.

Vocabulary **invader** an individual or group that invades another country or an area; its outside limits

At this time, Rome was still a vast and powerful empire, but it faced some serious problems. Powerful Roman generals were fighting each other. Each general wanted to gain enough power to become emperor. This often caused disorder and instability, and even the well-being of the empire. The Roman government's main purpose was to provide law and order so that people could conduct business and live in safety. However, the fights among the generals undermined Roman law and order. The warring interrupted business, trade, and government.

In addition, this large empire needed money to build roads, bridges, and buildings, as well as to pay administrators and soldiers. Over time, it became impossible to pay for everything. Managing the Roman Empire well became impossible.

People on the Move

The Roman Empire grew weak enough in the 200s and 300s that it began to attract the attention of various groups that lived outside its boundaries. Rome had

Page 4

Scaffold understanding as follows:

CORE VOCABULARY—Invite a volunteer to read the first paragraph aloud. Remind students of the meaning of the word **empire**. Discuss why Rome was considered an empire and not a country.

Ask students to read the second paragraph on page 2 and the remaining three paragraphs in this section on page 4. Discuss the meaning and significance of *decline* and *invaders* as written. Also call attention to the illustration and caption on page 3.

After students read the text, ask the following questions:

LITERAL—How did roads help keep the Roman Empire together? How did roads come to also *hurt* the Roman Empire?

- » Roads carried ideas, instructions, goods, and taxes. They also enabled Roman soldiers to travel to put down revolts. However, outside invaders could use the roads just as easily as Roman armies could.

LITERAL—What happened among Roman generals that caused problems for the Roman Empire?

- » They began fighting with each other.

LITERAL—Why did they do this?

- » They each wanted to become emperor.

EVALUATIVE—Why do you think Roman generals acted that way instead of cooperating to help the Roman Empire stay strong?

- » They were being selfish. They cared more about their own personal power than about what was best for the people of Rome. Or, maybe each one thought that he was the only one who could be a good emperor.

INFERRENTIAL—Why did the fighting among generals make the Roman Empire weak?

- » They spent money and energy fighting each other instead of taking care of the empire.

CHALLENGE—What internal and external threats to the Roman Empire are mentioned in this section?

- » The fighting among the Roman generals was an internal threat. The invasions by non-Roman groups who used Roman roads to enter the Roman Empire were an external threat.

**“People on the Move,” “Attila the Hun,” and
“The End of the Roman Empire,” Pages 4–9**

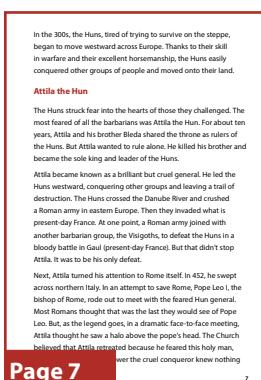
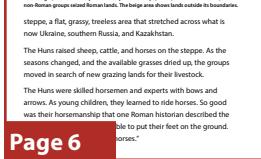
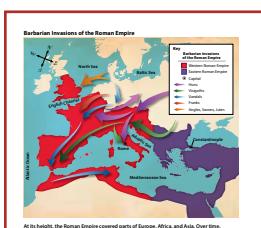
Scaffold understanding as follows:



CORE VOCABULARY—Invite a volunteer to read aloud the first paragraph under the header “People on the Move.” Discuss the meaning of the word *boundaries*. Call students’ attention to the map on page 6. What were the boundaries of the Roman Empire?



SUPPORT—As students look at the map on page 6 to discuss the boundaries of the Roman Empire, call attention to the directions indicated by the compass rose. Focus more closely on northern Europe and eastern Europe. Make sure students can locate these regions relative to the Roman Empire. Point out Great Britain, which is shaded red and located north of the English Channel, and explain that England is located within Great Britain. Point to the areas north of the Roman Empire, in the areas shaded beige on the map, as the places where many people were “on the move.” Tell students that these places will play an important role in the fate of the Western Roman Empire.



CORE VOCABULARY—Have the students read the second full

paragraph on page 5. Then discuss the meaning and significance of the word *sacked*. Ask students to think about why and how a city might be sacked. Then have students read the remainder of the chapter silently.

Ask students to read the remainder of the chapter. After students read the text, ask the following questions:

LITERAL—Whom did the Romans call “barbarians”?

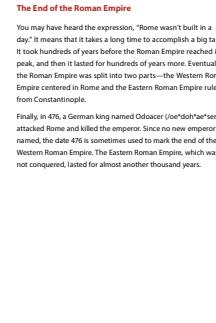
- » Barbarians were groups of people who lived outside the boundaries of Rome.

LITERAL—What did the Romans think of the barbarians?

- » They thought of them as uncivilized and uncultured.



Page 8



Page 9

EVALUATIVE—Why would the Romans have a negative opinion of the barbarian groups, even though many barbarian groups were not uncivilized and had skilled metalworkers who created beautiful jewelry and coins?

- » Perhaps they did not know about the metalworkers. Or maybe they thought that since Rome had conquered so much of the world, Romans must be superior.

LITERAL—Focus students' attention on the map on page 6. The caption notes that the map shows the Roman Empire at its "height." What does the "height" of the Roman Empire mean?

- » *Height* here means the extreme or greatest extent. The map shows all the territory the Roman Empire included when it was at its strongest. After more and more invaders conquered parts of the Roman Empire, the empire included less territory.

LITERAL—What barbarian group's name lives on in a word we use to mean acts of destruction? What is that word?

- » The group called the Vandals is where our word *vandalism* comes from.

LITERAL—Where did the Vandals, the Goths, the Huns, and other groups come from?

- » They came from northern Europe and the Asian steppes.

SUPPORT—As students look at the map on page 6 showing the boundaries of the Roman Empire, point out the general location of central Asia.

INFERRENTIAL—Why would these groups want to invade the Western Roman Empire?

- » They may have been angry at Rome for taking over the land. They may have wanted the riches of Rome. They may have wanted to expand and become more powerful just as Rome had wanted to expand and become more powerful. Different groups might have had different reasons, or different combinations of reasons.

LITERAL—Who were the Huns? Who was their greatest leader?

- » The Huns were a nomadic people from the steppes of central Asia. Their greatest leader was Attila.

INFERRENTIAL—What words (adjectives) would you use to describe Attila? Why?

- » *Strong, cruel, ambitious, intelligent, brave.* He killed his own brother and led his warriors successfully against many other barbarian groups.

LITERAL—What stopped Attila's advance on Rome?

- » According to the Church, it was Attila's meeting with Pope Leo, in which legend says Attila was overwhelmed by seeing a halo above the pope's head. Modern interpretations credit other things, like Attila's weakened army and the threat posed by a Roman army advancing from the east.

LITERAL—Discuss the importance of the year 476.

- » 476 CE is the date used to mark the end of the Western Roman Empire. In that year, a German king named Odoacer attacked Rome and killed the emperor.

CHALLENGE—What do you think hurt the Western Roman Empire more: the fights among the generals or the invasions of the barbarians?

- » The fights among the generals hurt the Western Roman Empire a great deal since they weakened the empire and allowed the invasions to occur. However, it was the invasions themselves that led to the end of Rome.

Timeline

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What changes led to the decline of the Western Roman Empire?”
- Post the image card as the very first image on the far left of the Timeline, under the date referencing the 400s; refer to the illustration in the Unit 3 Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What changes led to the decline of the Western Roman Empire?”
 - » Key points students should cite in their answers include: the empire grew too large to manage and defend; infighting occurred among Roman generals; conflicts interrupted trade; and groups from northern Europe and other “barbarians” invaded.
- Choose one of the Core Vocabulary words (*empire, decline, invader, boundary, uncultured, uncivilized, or sack*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Geography of Modern and Early Medieval Europe (RI.4.7)

45 MIN

Activity Pages



AP 1.1

AP 1.2

AP 1.3

Note: This activity is best introduced prior to teaching the Chapter 1 Core Lesson, so it can serve as an introduction for students to the geography of Medieval Europe.

Materials Needed: Make enlarged copies of the (1) World Map (AP 1.1), (2) The Geography of Modern Europe (AP 1.2), and (3) The Geography of Early Medieval Europe (AP 1.3), found in the Teacher Resources section (pages 201–203). Copy and distribute AP 1.2 and AP 1.3, and provide blue and brown colored pencils or crayons for all students.



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 4–7 of the Introduction.

To begin the activity, display the enlarged World Map (AP 1.1) for all students to see. Point first to the rose compass, and review each of the cardinal directions, north, south, east, and west, relative to the map. Then point to the United States and the approximate location of the state in which your students live to identify their current location.

Next, point to each of the continents in the following order, asking students to verbally identify each continent: North America, South America, Antarctica, Europe, Africa, Asia, and Australia. Tell students that during the next several weeks, as they learn about the Middle Ages, they will focus primarily upon countries and areas included on the continent of Europe.

Now display the enlarged Geography of Modern Europe map (AP 1.2), and distribute copies to all students. Explain that students are now looking at a map that shows the borders of modern-day countries of Europe in greater detail. Point out the northern land mass on the map known as the United Kingdom, asking students to point to the same area on their own maps. Ask students to name and point to the following labeled areas: Ireland, Scotland, and Wales, (all land masses), and the Atlantic Ocean and North Sea, (the surrounding bodies of water). Point out the land mass/country that is not yet labeled, and ask if students know the name of this modern-day country. If students need additional hints, point out the city of London, as well as the English Channel, which are already labeled on the map. Have students write *England* on the blank line provided.

Proceed in a similar fashion, reviewing other large countries already labeled on the European continent. Then call students’ attention to the blank lines on several countries on the map. Ask students to identify the names of these modern day countries and to write each country’s name on the blank lines provided: *France, Italy, Spain, Portugal, Germany, and Greece*.

If students need additional assistance in identifying specific countries, scaffold students' work using the following hints:

- For France, point out the city of Paris and/or redisplay the world map.
- For Italy, point out the city of Rome and/or redisplay the world map.
- For Spain, point out the cities of Barcelona and Seville and/or redisplay the world map.
- For Portugal, point out the city of Lisbon and/or redisplay the world map.
- For Germany, point out the surrounding, identified countries of the Netherlands, Belgium, and Switzerland and/or redisplay the world map.
- For Greece, redisplay the world map.

Point to the borders and names of various countries, and explain that the boundaries that are used to define countries exist only on maps and may change over time, depending on historical events, such as wars. The country names and boundaries depicted on the displayed map and activity page students have just labeled are the modern European countries and boundaries. Tell students to put this map of modern Europe aside, but to keep it available for reference, if needed, during the remaining activities.

Now display The Geography of Early Medieval Europe map (AP 1.3), and distribute copies to all students; also distribute colored pencils or crayons to students.

Explain to students that this is a map that shows the same land areas of Europe as the previous map, but depicts these areas at a much earlier time in history: more than 1,000 years ago! Tell students that they will be studying this historical period during the next several weeks, so it will be useful to understand both the geography of this area, as well as how the land was divided and governed. Explain that the period of history they will study is known as the Middle Ages or the medieval period in history.

First, ask students to name the color typically used to depict large bodies of water on maps that are in color (*blue*). Take time to point out the following bodies of water on the displayed medieval map as students use a blue pencil or crayon to shade these areas on their own maps: *Atlantic Ocean, Irish Sea, North Sea, English Channel, Baltic Sea, Strait of Gibraltar, Mediterranean Sea, and Adriatic Sea*.

Next, point out the darker grey shaded areas of the map and the key which indicates that these shaded areas were all part of the Roman Empire. Students who used this history program in Grade 3 have already studied the Roman Empire. Tell students that they may refer to their maps of modern Europe as you discuss the following:

- On the displayed medieval map, point to London, indicating that this area was originally part of the Roman Empire. Ask students to identify the modern name of this country (*England*). Ask students whether Ireland and Scotland were part of the Roman Empire (*no*).

- On the displayed medieval map, point to Gaul, which was also part of the Roman Empire. Ask students to identify the modern name of this country (*France*; while Gaul also included parts of Belgium, the Netherlands, southern Germany, and northern Italy, it is sufficient if students name only France, given the location of the label “Gaul” on this map. However, you should point out that Belgium, the Netherlands, and Germany were also a part of the Roman Empire, pointing to their approximate locations on the displayed medieval map).
- On the displayed medieval map, point to the land areas known as modern-day England and France and ask what body of water separates these two areas, both of which were part of the Roman Empire (the *English Channel*).
- On the displayed medieval map, point to the Iberian Peninsula, which was also part of the Roman Empire. Ask students to identify the names of the two modern countries that make up this peninsula (*Spain* and *Portugal*). Point out that this area of land is surrounded by the following bodies of water on three sides, the Atlantic Ocean, Strait of Gibraltar, and Mediterranean Sea. Review the definition of the term *peninsula*.
- On the displayed medieval map, point to Rome, indicating that this area was also part of the Roman Empire. Ask students to identify the modern name of this country (*Italy*). Call students’ attention to the distinctive boot shape of this land area and the fact that it is surrounded on three sides by the Mediterranean Sea and Adriatic Sea. Ask students to identify the term for this geographic feature (*peninsula*).
- On the displayed medieval map, point to Greece, indicating that this area was also part of the Roman Empire. Ask students to identify the modern name of this country (*Greece*).
- Review and summarize the above information, by asking students to name at least five modern European countries that were originally part of the Roman Empire.

Now, tell students that there are two important mountain ranges depicted and labeled on their maps of Europe at the start of the Middle Ages. Point to the Alps on the displayed medieval map, asking students to locate these mountains on their own maps.

- As students lightly shade this mountain range brown on their maps, tell students that the Alps cross parts of modern-day France, Italy, Switzerland, Germany, and Austria.
- Guide students in using the map scale to make a rough estimate of the length of the Alps in miles (*the Alps are 650 miles long*; answers ranging from 600–700 miles should be considered correct).
- People have lived in the Alps since prehistoric times. The Alps are especially known for their tall, snowy mountain peaks. Today, people often visit these mountains to participate in the sport of skiing.

Next, point to the Pyrenees on the displayed medieval map, again asking students to lightly shade this area on their own maps brown.

- The Pyrenees separate modern-day France and Spain and are not as long as the Alps.
- Ask students to again use the map scale to estimate the length of the Pyrenees (*the Pyrenees are 270 miles long*; answers ranging from 225– 300 miles should be considered correct).

Now, call students' attention to the following rivers located on the displayed map, asking them to trace the outline of each river in blue: *Seine River, Rhône River, Rhine River, Oder River, Danube River, and the Po River*.

Ask students to now use the map of medieval Europe to answer the questions on the back of The Geography of Medieval Europe (AP 1.3). Depending on your students' map skills, you may choose to do this as a whole class activity so that you can scaffold and provide assistance, or you may choose to have students work with partners or small groups. If students work with partners or small groups, be sure to review the answers to the questions with the whole class.

Be certain that students save these activity page maps for future reference throughout their study of the unit on the Middle Ages.



Visit Hadrian's Wall (L.4.6, RI.4.7)

45 MIN

Take this opportunity to reinforce the domain-specific vocabulary words *invader* and *boundary* by introducing students to one of the most fascinating relics of the Roman Empire: Hadrian's Wall.



Background for Teachers: Prior to discussing Hadrian's Wall with students, use this link to download the CKHG Online Resources for this unit, where the specific link to background information about Hadrian's Wall may be found:

www.coreknowledge.org/ckhg-online-resources

Discuss Boundaries

Tell students that you are going to explore the idea of a **boundary** in more detail. Remind them that a boundary is a line that marks the edge of an area. Refer students to the map on page 6 of the Student Reader, and have them point out the boundaries of the Roman Empire.

Ask: What other things have boundaries? Encourage students to name such political units as countries, states, and cities. (They might correctly refer to other things with boundaries, like regions and sports fields.) Discuss how political boundaries are shown as lines on maps. Ask students if these lines are "real" or not. If, for example, they drove across a state boundary, would they see a giant blue line painted on the ground? Of course not.

Discuss Who Lived on Each Side of Rome's Boundaries

Explain to students that some boundaries are, in fact, visible in real life. For example, modern boundaries between countries may be marked by fences or guard stations at road crossings. In ancient Rome, one boundary in particular was marked by a famous wall. Ask students who they would have expected to find on the *inside* of such a boundary wall? (*Romans*) Who would they have expected to find on the *outside* of such a boundary wall? (*groups of barbarian people*)

Tell Students About Hadrian's Wall

Tell students that the famous boundary wall is called Hadrian's Wall. It was built by the Emperor Hadrian in the 120s across the Roman Empire's northern border all the way across the island of Great Britain from Solway Firth to the mouth of the River Tyne. (A firth is a narrow inlet of the sea, like a fjord.)

Show students the wall's absolute and relative locations. Use this link to download the CKHG Online Resources for this unit, where the specific link showing the absolute and relative locations of the wall may be found:

www.coreknowledge.org/ckhg-online-resources

The barbarian groups it was meant to protect against were the Picts and the Scots.

Hadrian's Wall was about seventy miles long. It was up to twenty feet thick and twenty feet tall. Alongside the wall were ditches. Built into the wall were towers and forts.

Ask students why they think we know so much about Hadrian's Wall even though it was built almost two thousand years ago. Consider their answers and encourage thoughtful responses. Then tell them: we know a lot about Hadrian's Wall because a lot of Hadrian's Wall is still there!

Virtually Visit Hadrian's Wall

Guide students on a virtual visit to Hadrian's Wall. Use this link to download the CKHG Online Resources for this unit, where the specific link for the virtual visit may be found:

www.coreknowledge.org/ckhg-online-resources

Spend a few minutes discussing the photograph. Then focus on the bulleted list under the heading "What Survives," and review it with students. Discuss the following elements:

- forts and civil settlements
- milecastles and turrets (Milecastles were small forts placed at intervals of approximately one Roman mile.)
- towers
- bridges

- temples
- the ditch with an upcast mound to the north
- the forts, milefortlets, and towers of the Cumbrian coast (Milefortlets were similar to milecastles.)
- the Vallum earthwork with its causeways and crossings (The Vallum is the earthen rampart or wall.)
- the road known as the Military Way along the wall and the Stanegate to the south (The Stanegate, or “stone road” in Old English, was a Roman road built before Hadrian’s Wall.)
- earlier and contemporary forts along the Stanegate

Next, follow the bulleted list of links under “Where to See It” so students can see a variety of images of Hadrian’s Wall.



The Fall of Rome (W.4.1)

15 MIN

Ask students to think about the people who were in Rome—both the Romans and barbarians—in 476. Do students think the people who were there knew that they were witnessing history? Or do they think they were so caught up in the events of the day that they did not understand the longer view? Students should express their opinions and their reasons for them in properly constructed paragraphs.

CHAPTER 2

The Not-So-Dark Ages

The Big Question: What problems arose as a result of not having a central government?

Primary Focus Objectives

- ✓ Describe how life in Europe began slowly changing after 476. (**RI.4.2, RI.4.3, RI.4.8, SL.4.1**)
- ✓ Explain how the fall of the Western Roman Empire contributed to changes in Europe during the Middle Ages. (**RI.4.1, RI.4.3, SL.4.1**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *aqueduct, trade* (noun), *merchant, artisan*, and *scholar*. (**RI.4.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Middle Ages":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

aqueduct, n. a raised canal that carries water from one place to another (**12**)

Example: During the Roman Empire, most towns had at least one aqueduct to bring in water.

Variation(s): aqueducts

trade, n. buying and selling goods among different peoples (**13**)

Example: Trade between nations is an important way that cultures interact.

Variation(s): trading, trader

merchant, n. a person who buys and sells goods to earn money (**13**)

Example: A merchant might sell tomatoes at a market.

Variation(s): merchants

artisan, n. a person with a certain skill in making things (**13**)

Example: Artisans spend many years studying under a master to learn their skill.

Variation(s): artisans, artisanal

scholar, n. a person with special knowledge about a subject (**14**)

Example: In the Middle Ages, some scholars studied ancient texts.

Variation(s): scholars

Introduce “The Not-So-Dark Ages”

5 MIN

Activity Pages



AP 1.2
AP 1.3

Note: Prior to beginning the lesson, be sure that students have the previously completed activity pages for The Geography of Modern Europe (AP 1.2) and The Geography of Medieval Europe (AP 1.3) readily at hand for reference.

Write the term *Dark Ages* on the board or chart paper. Ask students what they think it means. What would they expect life to be like during a time called the Dark Ages? What does the title of the chapter, “The Not-So-Dark Ages,” suggest about what they may learn in this chapter?

Remind students that the Western Roman Empire had been declining in power, size, and wealth for a long time before it actually collapsed. Explain that people had a long time to get used to the weaker empire. It wasn’t as if one day, there was a powerful, well-organized empire, and then, suddenly, it ceased to exist. However, the Roman government did eventually stop functioning, and this brought changes to people’s lives.

Call students’ attention to the Big Question, suggesting that as they read, they consider how the lack of a central government might have created problems for people living in Europe.

Guided Reading Supports for “The Not-So-Dark Ages”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Life as Usual” and “Gradual Change,” Pages 10–14

Chapter 2
The Not-So-Dark Ages

Life as Usual Today, we usually say that the Dark Ages ended in 476, when the western half of the Roman Empire collapsed. However, to the people of the time, especially those who lived outside the Roman capital, there probably wasn't any difference between life in 475 and 477.

The Big Question
What problems arose as a result of not having a central government?

Even though the Roman government ceased to exist, day-to-day life went on as before. People continued to live in cities from Rome's decline until their decline. People continued to fall ill. And even in areas where the barbarians took over, life remained more or less unchanged. Many of the barbarians respected Roman ways. As a result, the language and the structure of society remained the same. Religions, customs, and laws did not change all at once, either. People kept doing the things they had always done. For most people, their main concern was that law and order be preserved, and that they were able to feed themselves and their families.

Page 10

Before students read the text, scaffold understanding as follows:

SUPPORT—Remind students that a cause and an effect are two linked events. Every event has at least one cause, or reason why it happened. Every event also has certain consequences, called effects. Tell students to look for cause-and-effect relationships as they read this section.

Ask a student volunteer to read the section “Life as Usual” aloud on page 10. Call attention to the fact that life did not change dramatically.

Discuss the illustration and caption on page 10 and then ask students to turn to pages 12 and 13.

SUPPORT—Have students examine the image of the aqueduct on page 12. Explain to them that these massive structures were used to bring fresh drinking water into urban areas. Note to students the degree of



Page 11

engineering experience and wealth it would have required to construct these aqueducts. These structures would have been constant physical reminders of the power of Rome for those living under Rome's protection.

CORE VOCABULARY—Then discuss the connection between the terms *trade* and *merchant*, explaining that merchants are people engaged in trade.

Ask students to read the section “Gradual Change” to themselves; this section continues to the top of page 14.

After students read the text, guide discussion as follows:

LITERAL—List the things the Roman government had once done that were no longer done after 476.

- » construction and repair of roads and aqueducts
- » carrying out laws and running government offices
- » paying for big public buildings and ships
- » organized central government making decisions

Gradual Change

Little by little, over time, things did begin to change. Many Roman roads and **aqueducts** that were used to carry people, goods, and water began to fall apart. After that, there was no one place to go to get help. There was no longer a central government with money to fix the roads. Even if a ruler in one region decided to repair the roads that crossed his land, there was no guarantee that the roads in the neighboring regions would be fixed, too.

Vocabulary
aqueduct, n. a raised canal that carries water from one place to another

Pont du Gard stands over the River Gard in France.

Page 12

LITERAL—Using the activity page maps of modern and medieval Europe and the text on page 13, identify the specific regions where trade networks that had flourished during the Roman Empire declined.

- » North Africa; Mediterranean countries like Greece, Turkey, and Italy; and throughout other European countries, such as England, France, etc.

Vocabulary
trade, n. buying and selling goods among different peoples

merchant, n. a person who buys and sells goods to earn money

artisan, n. a person with a certain skill in making things

Over time, trade declined in northern Europe. During the time of the Roman Empire, there had been lively trade among the northern outposts in Europe and northern Africa, as well as in the eastern Mediterranean regions. Those northern European regions had been part of the Roman Empire. From around 600, it was nearly impossible for these regions to sell goods to northern Africa or to the eastern Mediterranean.

With the decline of trade, cities also began to shrink. Merchants sought new items closer to home to trade. The governors who had once carried out Roman laws were gone. Without stores and government offices, there were fewer jobs in the cities.

Most people survived by farming or herding. Without a central government to pay for big public buildings or ships, artisans couldn't practice their crafts. Today, we have many books that explain how to do different things. Back then, few people could read or write. Usually skills were passed down orally.

In the Middle Ages, most people survived by farming.

Page 13

INFERRENTIAL—The text says that trade “networks gradually stopped working.” Why would the end of the central government lead to the failure of trade networks?

- » Trade is carried out by private individuals (merchants), but merchants rely on certain things provided by the government, particularly roads, military protection, good relationships with other peoples, and support for the monetary system.

Vocabulary
skilled worker to a younger worker. When the skills were no longer used and passed on, people often forgot them.

The Dark Ages

Because people forgot or no longer used certain skills that were known by the Greeks and Romans, this period from about 500 to 800 was once called the Dark Ages. Was the term Dark Ages accurate? Well, not really! The term was introduced by writers and scholars during the period in history that followed the Middle Ages, known as the Renaissance. These writers gave their own accounts of what happened during the Middle Ages. They looked down on the Middle Ages as a time when there was no learning, so they called these years the Dark Ages. For a long time, people accepted what the Renaissance writers said about the Middle Ages.

Today, historians present a more balanced view, admitting the shortcomings of the Middle Ages but also noting its strengths. It is true that some valuable skills were forgotten during this time. Because trade was difficult, many skilled craftsmen did not people moved in certain areas. The Middle Ages also had a fair share of violence. However, today historians agree that the Middle Ages was probably not any more violent than the time of the Roman Empire, or the Renaissance. Modern historians see these years as a time of change and growth, contributing to the rise of Western civilization in many ways.

Page 14

INFERRENTIAL—Why did the disappearance of artisans make life worse for Europeans?

- » The loss of skilled people meant that the standard of living declined: there were fewer high-quality goods available.

"The Dark Ages," Page 14

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Discuss the meaning of the word *scholar* in a broad sense, explaining the importance of scholars and historians in recording and interpreting history.

Ask students to read the section "The Dark Ages" to themselves.

After students read the text, ask the following questions:

LITERAL—Why was the term *Dark Ages* first used?

- » Scholars of the Renaissance looked down on the previous era because it was a time of little learning.

EVALUATIVE—In what ways is the term *Dark Ages* an accurate description of this time? In what ways is it inaccurate?

- » Accurate: There was a loss of learning and writing, so some “light” in European civilization did go out. Also there was less travel and trade, so the standard of living got worse.
- » Inaccurate: it makes it seem as though everyday life was much worse during that period, when in fact it was not much more violent than other periods, before and after.

"Spreading Out," Page 15

Ask students to read the final section, "Spreading Out."

After students read the text, ask the following questions:

INFERRENTIAL—Why was this section included in the text? What additional information does it include?

 **Note:** Refer to the map on page 6 of the Student Reader and to the activity page map of Modern Europe (AP 1.2).

- » This section connects the past to the future. It shows how the various groups on the move during the Middle Ages eventually led to the creation of modern-day countries in Europe, such as France, Spain, Portugal, the Czech Republic, Hungary, and England.

CHALLENGE—The text compares history to a cake with many ingredients. How were the different groups who brought down the Roman Empire like “ingredients”? What are some of the other ingredients that helped create a new and different Europe during the Renaissance?

- » The different groups provided some of the culture that influenced how European nations would develop. Other ingredients were

Spreading Out

In the years following the fall of Rome, nations that would greatly influence a changing Europe were slowly being created. Remember the destructive Visigoths who sacked Rome? They continued to move westward, into present day France. Then they crossed the Pyrenees Mountains and moved into Spain and Portugal, where they settled into a life of farming. The Ostrogoths moved into the area of central Europe that is now the Czech Republic and Hungary. The Huns were absorbed by other ethnic groups. The Angles and Saxons moved across the sea to England, whose name comes from the Angles—“Angle-land.” When the Romans left, the lands they once controlled go into it—and something very different comes out. In these years, the groups of people who brought down the Roman Empire began the process of creating a new and different Europe.

scholars who began pulling Europe out of the “dark” part of the Dark Ages by studying history and science. Others were the new artisans who replaced the ones who were lost. Still other ingredients were the local government leaders who took control of small parts of the former Roman Empire. These leaders eventually rebuilt systems of power that would result in the rise of the familiar nations of England, France, Spain, and Italy.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What problems arose as a result of not having a central government?”
 - » Key points students should cite in their answers include: a deterioration of infrastructure like aqueducts and roads; a decline in the volume of long-distance trade; and the expansion of previously less powerful groups, such as the Ostrogoths and Visigoths.
- Choose one of the Core Vocabulary words (*aqueduct, trade, merchant, artisan, or scholar*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses. Call on students to share examples using different vocabulary words.

Additional Activities

Provide students with the opportunity to understand how historians use ages and eras to understand history using one of the following options:

From One Era to Another (RI.4.7)

15 MIN

Use the slide show *Ten Moments that Shook the Roman World* to demonstrate the long process that brought on the Middle Ages. Before beginning, remind students about what they learned in the previous chapter. Use this link to download the CKHG Online Resources for this unit, where the specific link for the slide show may be found:

www.coreknowledge.org/ckhg-online-resources

Move through each slide, noting that life in the Roman Empire did not change much between each of these events, but that each one led to the final event that got rid of the central government for good.

Slide 1: 242: The accession of the Persian King of Kings.

Slide 2: December 31, 406: A huge mixed force of Alans, Vandals, and Sueves crosses the river Rhine into Gaul.

Slide 3: August 24, 410: The sack of Rome by the Visigoths. **Note:** This slide does include nudity.

Slide 4: Summer 418: A treaty gives Gallia Aquitania to the Visigoths.

Slide 5: October 19, 439: The Vandals take a Kingdom.

Slide 6: Summer 441: The Huns attack.

Slide 7: Summer 468: Rome's final grab for Africa fails.

Slide 8: July 9, 455: Avitus is declared Western Emperor at the Council of the Gallic provinces in Arles.

Slide 9: September 4, 476: Romulus Augustulus is deposed, ending the empire.



Imaginative Writing (W.4.2)

ACTIVITY LENGTH FLEXIBLE

Have students come up with a name for the historical period they are living in right now. Brainstorm ideas on the board or chart paper, encouraging students to move beyond ones they may have heard already (Information Age, Machine Age, and Technology Age). Have each student pick one of the names listed, or invent one of their own, to use as the basis of a short essay that:

1. Explains why this is a good name for the current age. Make sure students use concrete examples as well as generalizations (e.g., if Technology Age is chosen, not only should the students list particular technologies that affect life today, they should also try to explain why technologies are more important than other aspects of life).
2. Speculates on how this name might be misleading to people looking back at this time in history from the future. Remind students that the people living in the so-called Dark Ages probably did not think of it as "dark." Also remind them that historians now question the use of this term, preferring the *Middle Ages* instead.

Two Churches

The Big Question: Why did the collapse of the Western Roman Empire make it possible for the bishop of Rome to become more powerful?

Primary Focus Objectives

- ✓ Describe the influence of the Christian Church in Rome over the Germanic invaders, and explain how the bishop of Rome became the most powerful official in the West. (**RI.4.1, RI.4.7**)
- ✓ Describe the disagreements between the Eastern and Western Churches and why they separated. (**RI.4.1, RI.4.5**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *bishop, victor, Christian* (adjective), *convert* (verb), *custom*, and *heir*; and of the phrase “holy ceremony.” (**RI.4.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Christian Church”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

bishop, n. a high-ranking member of the church in some Christian religions (**16**)

Example: In the Catholic Church, priests control a single church, and bishops oversee several churches and priests.

Variation(s): bishops

victor, n. a person who defeats an opponent or enemy; winner (**18**)

Example: The overwhelming power of the Roman army allowed Roman soldiers to emerge the victors in the battle with their Germanic opponents.

Variation(s): victors

Christian, adj. related to beliefs based on the teachings of Jesus of Nazareth (**18**)

Example: People of Christian religions believe in and follow the teachings of Jesus.

Variation(s): Christianity, Christian

Christianity, n. a religion based on the teachings of Jesus of Nazareth

Christian, n. a person who believes that Jesus of Nazareth is God

convert, v. to change religious beliefs; to switch from one religion to another (18)

Example: The Germanic people abandoned their religious traditions and converted to Christianity.

Variation(s): converted

custom, n. a tradition, or way of doing something, that belongs to a particular society, place, or time (18)

Example: Christian missionaries in northern Europe saw many different customs practiced by those they hoped to convert to Christianity.

Variation(s): customs

heir, n. a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down (20)

Example: Catholic tradition holds that the pope is the modern heir of the Apostle Peter, considered by the Church to be the first bishop of Rome.

Variation(s): heirs

“holy ceremony,” (phrase), a religious act or ritual performed according to tradition (22)

Example: Christians typically hold their weekly holy ceremonies on Sundays.

Variation(s): holy ceremonies

THE CORE LESSON 35 MIN

Introduce “Two Churches”

5 MIN

Briefly review with students that in the last two chapters, they have been reading about the decline of the Roman Empire.

Go back to Chapter 1 and reread the first paragraph in the section titled “The End of the Roman Empire” (page 9) to explicitly call attention to the fact that the once great Roman Empire eventually separated into two parts, the Western Roman Empire centered in Rome and the Eastern Roman Empire ruled from Constantinople.

Keep in mind that some students may have knowledge about Christianity as a faith based on their own experiences, but others may not. Tell students that the Christian Church, based in Rome, was a powerful influence across the entire Roman Empire at its height. Now call students’ attention to the chapter title, “Two Churches.” Explain that they will read about what happened to the Christian Church in Rome when the Roman empire split into two parts. Ask students to make predictions based on the chapter title.

Call students’ attention to the Big Question, suggesting that as they read, they look for the answers to how the Christian Church in Rome influenced the

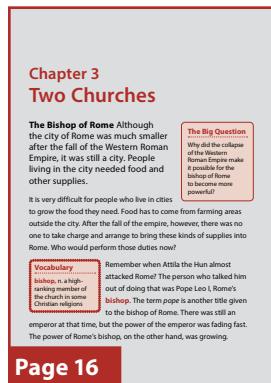
Germanic groups that had invaded the Roman Empire and to how the bishop of Rome rose to power in the Western Roman Empire.

Guided Reading Supports for “Two Churches”

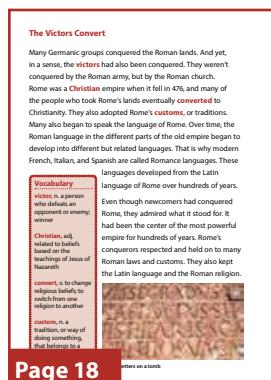
30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Bishop of Rome” and The Victors Convert,” Pages 16–20



Page 17



Scaffold understanding as follows:

CORE VOCABULARY—Read the heading “The Bishop of Rome,” and discuss the meaning of the word *bishop*. **Then read the three paragraphs of this section aloud, and discuss the illustration and caption on page 17.**

CORE VOCABULARY—Continue to page 18. Read the heading “The Victors Convert,” and discuss the meaning and significance of the words *victor* and *convert*. **Then read the first paragraph of this section on page 18 aloud**, explaining the meaning and significance of *Christian* when you encounter it in the sentence that begins, “Rome was a **Christian** empire when it fell in 476.” Note that a Christian empire is an empire in which the individuals living there follow a religion based on the teachings of Jesus.

CORE VOCABULARY—**Continue reading the remainder of the paragraph**, explaining the meaning and significance of *customs* when you encounter it in the text.

SUPPORT—Read the following sentence on page 18 aloud: “Over time, the Roman language in the different parts of the old empire began to develop into different but related languages.” Explain that the word *related* in this sentence means that the languages French, Italian, and Spanish use words with similar roots and have similar patterns of syntax.

CORE VOCABULARY—**Read the remaining text in the section aloud, pages 19–20**, discussing the meaning and significance of the word *heirs* when you encounter it in the text.

SUPPORT—At the end of the section, call attention to the image of Notre-Dame Cathedral on page 20, and discuss its caption. Explain that Gothic architecture is a style of architecture that flourished in the Western Empire during the Middle Ages. Notre-Dame Cathedral is one of the most famous churches built in this style of architecture during the Middle Ages; it took more than 185 years to build!

After you read the text, ask the following questions:



Romulus Augustus, the last emperor of Rome, surrendered to the German king Odoacer in 476.

When there was no longer a western emperor, the bishop of Rome became the most important official in the city. Pope Leo said that the bishop of Rome was the most important official in the Christian Church. He claimed that his power as bishop of Rome came from Jesus Christ, the head of the Christian Church.

Page 19

LITERAL—What was the impact of the conquest of Rome by Germanic groups from northern Europe?

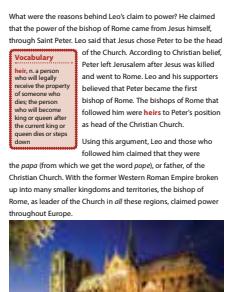
- » They adopted the religion and customs of Rome. Many also adopted the language of Rome: Latin.

LITERAL—When did the bishop of Rome gain more power?

- » The bishop became more powerful when there was no longer a Western emperor.

INFERRENTIAL—How could the bishop of Rome claim power over the Western Roman Empire if Germanic people had conquered Roman lands?

- » The bishop of Rome was the head of the Christian Church in the West, and many Germanic people converted to Christianity when they invaded Roman lands. It was natural that the bishop claimed power over all those who were Christians and lived in Roman territory.



Using this argument, Leo and those who followed him claimed that there were people from whom they could get the title of emperor, of the Christian Church. With the former Western Roman Empire broken up into smaller kingdoms and territories, the bishop of Rome, as leader of the Church in all these regions, claimed power throughout Europe.

Page 20

EVALUATIVE—Why do you think the Germanic people preserved and followed Roman laws, traditions, language, and religion following their conquest of Rome?

- » The Germanic groups recognized that the long history of Rome and the Roman culture were valuable. Rather than destroy the culture, it was more useful to embrace it and declare themselves the rightful inheritors of those traditions.

"The Eastern Empire," Pages 21 and 22

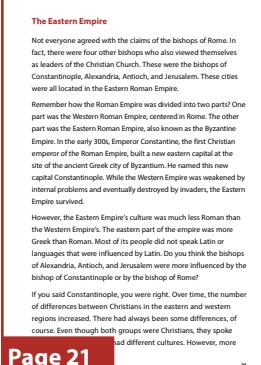
Ask student volunteers to read page 21 aloud.

Scaffold understanding as follows:

SUPPORT—Read the last sentence in the second paragraph on page 21: "While the Western Empire was weakened by internal problems and eventually destroyed by invaders, the Eastern Empire survived." Explain that the word *internal* in this sentence refers to problems that were only present within the borders of the Western Empire and not beyond.

Ask students to read page 22 quietly to themselves.

CORE VOCABULARY—Read the third sentence in the first paragraph on page 22: "For example, Christians in the former Western Empire used flat bread made without yeast in their **holy ceremonies**." Explain the meaning of "holy ceremonies."



The Eastern Empire

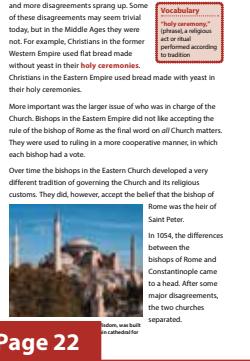
Not everyone agreed with the claims of the bishops of Rome. In fact, there were four other bishops who also viewed themselves as leaders of the Christian Church. These were the bishops of Constantinople, Alexandria, Antioch, and Jerusalem. These cities were all located in the Eastern Roman Empire.

Remember that the Western Roman Empire split into two parts. One part was the Western Roman Empire, centered in Rome. The other part was the Eastern Roman Empire, also known as the Byzantine Empire. In the early 300s, Emperor Constantine, the first Christian emperor of the Roman Empire, built a new eastern capital at the site of the ancient Greek city of Byzantium. He named this new capital Constantinople. While the Western Empire was weakened by internal problems and eventually destroyed by invaders, the Eastern Empire survived.

However, the Eastern Empire's culture was much less Roman than the Western Empire's. The eastern part of the empire was more Greek than Roman. Most of its people did not speak Latin or languages that were influenced by Latin. Do you think the bishops of Alexandria, Antioch, and Jerusalem were more influenced by the bishop of Constantinople or by the bishop of Rome?

If you said Constantinople, you were right. Over time, the number of differences between Christians in the eastern and western regions increased. There had always been some differences, of course. Even though both groups were Christians, they spoke different languages and had different cultures. However, more

Page 21



SUPPORT—Have one student read the second paragraph aloud, starting with, “More important was the larger issue . . .” Then discuss the paragraph, and have students suggest reasons why leaders in an organization (like the bishops in the Church) may have disagreed about how the Church was ruled. Ask them if they can think of similar conflicts in modern times.

SUPPORT—At the end of this section, call students’ attention to the image of Hagia Sophia and discuss its caption. This church, located in what is now Istanbul, Turkey, was built as the Roman Empire declined. During the Middle Ages, when the Western and Eastern Empires split, it was the main cathedral in the Eastern Empire.

After students read the text, ask the following questions:

LITERAL—What are the four cities, besides Rome, whose bishops viewed themselves as leaders of the Christian Church?

- » Constantinople, Alexandria, Antioch, and Jerusalem.

EVALUATIVE—How would you compare and contrast the Western Empire and the Eastern Empire during the last hundred years of the Western Empire?

- » The Western Empire was weak and had been invaded by Germanic groups, whereas the Eastern Empire remained strong; the Western Empire was more Roman and the Eastern Empire more Greek; the official language in the West was Latin and in the East it was Greek; the Churches of the Western and Eastern Empires differed culturally and in their religious practices.

LITERAL—What happened in 1054?

- » After many years of disagreements between the bishops of Rome and Constantinople, the Church officially split in 1054 into the Roman Catholic Church in the West and the Eastern Orthodox Church in the East.

“Two Separate Churches,” Page 23



Ask student volunteers to read page 23 aloud.

Scaffold understanding as follows:

SUPPORT—Point out the sentence in the first paragraph on page 23: “People on both sides of this argument expected that the division between the two parts of the Church was just temporary.” Explain that the word *temporary* in this sentence means that people believed the arguments would not last between the two Churches but would eventually be resolved.



SUPPORT—Call students' attention to the map and caption on page 23. Guide students in using the map key to identify which parts of the map represent the Western Empire and Western Church and which represent the Eastern Empire and the Eastern Church. Discuss other features of the map.

After students read the text, ask the following questions:

INFERRENTIAL—How did the bishops in the Eastern Empire react to the claim by the bishop of Rome that he was the supreme authority of the Christian Church?

- » The Eastern Empire bishops did not want to acknowledge the bishop of Rome's supremacy because they were used to working together in a more cooperative fashion, in which each bishop was given one vote.

CHALLENGE—Why do you think the Western Church and the Eastern Church remained separated when people believed the split was only temporary?

- » One of the main reasons was the physical distance that separated the Western and Eastern Empires. Another reason was that the Churches did not share a similar culture or even language. And, perhaps most importantly, the Eastern bishops simply refused to submit to the bishop of Rome.

Timeline

- Show students the two Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why did the collapse of the Western Roman Empire make it possible for the bishop of Rome to become more powerful?"
- Post the image of Pope Gregory to the Timeline under the date referencing the 500s and the map image to the Timeline under the date referencing the 1000s; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why did the collapse of the Western Roman Empire make it possible for the bishop of Rome to become more powerful?"
 - » Key points students should cite in their answers include: the rising influence of Christianity; the process of converting many of the Germanic people to Christianity and Roman customs; the power of Pope Leo; the significance of Saint Peter as the first bishop of Rome; and the fact that there was no longer a ruling emperor.
- Choose one of the Core Vocabulary words (*bishop, victor, Christian, convert, custom, or heir*) or the phrase "holy ceremony," and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

West Versus East (RI.4.5, RI.4.7, W.4.7)

ACTIVITY LENGTH FLEXIBLE

Divide the class into two groups, one for the Roman Catholic Church and one for the Eastern Orthodox Church. Have the groups do library research on the churches, and then come back together as a large group, and make a Venn diagram showing the similarities and differences.

The following two activities help students understand the two styles of architecture that evolved, Western and Eastern. The first activity focuses on a visit to Notre-Dame Cathedral, an example of the medieval Gothic style of architecture prominent in the Western Empire. The second activity focuses on a visit to Hagia Sophia, the principal cathedral of the Eastern Empire.



Visit Notre-Dame Cathedral (RI.4.7, SL.4.1)

ACTIVITY LENGTH FLEXIBLE

Activity Page



AP 3.1

Materials Needed: Gothic Architectural Elements (AP 3.1); drawing paper; and art tools

Alternate Art Activity for the Notre-Dame Cathedral: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store

Use the art resource to discuss key features of Notre-Dame as outlined in the following activity.



Background for Teachers: Before taking students on a virtual tour of Notre-Dame Cathedral, teachers may want to review the following terms and information related to the Gothic architectural style:

flying buttress: a supportive arch stemming from a column that presses against the upper side wall of a Gothic church to bear some of the outward pressure created by the weight of the roof

gargoyle: a spout in the form of a grotesque human or animal figure projecting from a roof gutter to throw rainwater clear of the building

pointed arch: an arch that comes to a point at its apex

ribbed vaults: stone ribs that arch and intersect, forming a masonry skeleton that supports the stone panels of a vaulted ceiling

rose window (or round window): a circular stained glass window, typically with a design radiating from the center

spire: the top part of a steeple that tapers to a point; an architectural element usually found on a church or temple

stained glass window: a window with designs made on clear and colored glass; the images can be made of bits of glass held together with strips of lead, or drawings can be made directly on larger pieces of colored glass

statue: a sculpture resembling a human or an animal

Gothic architecture evolved from Romanesque architecture and was prominent in cathedrals in western and central Europe from the 1100s to the 1500s.

Medieval masons developed the new style as a way to alleviate the pressure on the outside walls exerted by the Romanesque arched barrel vault. The creation of *ribbed vaults* and *flying buttresses* allowed medieval architects to build much higher ceilings and include *stained glass windows* that allowed more natural light into the building. The height of these huge churches compelled visitors to look upward, creating in them a feeling of relative insignificance as they gazed toward the heavens and God. Adding to this effect were the many stained glass windows that often contained images from the Bible. In this way, they served to teach visitors biblical passages (since most people living in the Middle Ages were illiterate), while also making them feel as though they were closer to heaven as the beautiful colored light poured into the cathedral. In addition to the use of tall ceilings and walls of stained glass, Gothic architecture used a number of decorative features like high *spires*, *rose windows*, *gargoyles*, and *pointed arches*.

Before beginning the Notre-Dame Cathedral activity, first acquaint students with the features of Gothic architectural style by either showing them images from Gothic architectural websites, which can be downloaded in advance, or the Art Resource for the Notre-Dame Cathedral. Use this link to download the CKHG Online Resources for this unit, where the specific links to websites about Gothic architecture and virtual tours of Notre-Dame may be found:

www.coreknowledge.org/ckhg-online-resources

Next, take students on a virtual tour of Notre-Dame de Paris (Our Lady of Paris), one of the most famous cathedrals in the world built in the Gothic style. Notre-Dame was built between 1160 and 1345, requiring more than 185 years to build. To pique students' interest, inform students that Notre-Dame de Paris was the setting of Victor Hugo's *The Hunchback of Notre Dame* and that Quasimodo (the hunchback) was said to live in the bell tower.

Start with a tour of the exterior of the cathedral. Use the following "looking questions" to focus students' attention:

- **What kind of building is this?**
 - » It is a cathedral or church—specifically, it is Notre-Dame Cathedral in Paris. Explain that *notre dame* means "our lady." The cathedral is named for Mary, the mother of Jesus.
- **Can you point out some parts of the cathedral?**
 - » Pointed arches and rose windows are typical of Gothic architecture (if students do not identify these features, be sure to point them out).

Next, call students' attention to the ledges near the top of the cathedral, where it is possible to see the protrusion of some of the gargoyles, though not in detail. To give students a closer look at the top of the cathedral from the exterior—including the gargoyles, spire, and bell tower—share a video about Notre-Dame, which can also be found through the primary unit link to the Core Knowledge web page.

In addition, images of the flying buttresses of Notre-Dame and a tour of the interior of the cathedral may be found by going to the primary unit link for the Core Knowledge web page.

- **Why do you think the flying buttresses are important?**
 - » They help hold up the roof and take some of the weight off the walls, making it possible to include the stained glass windows.
- **Can you point out some parts of the inside of the cathedral?**
 - » Ribbed vaults, high ceilings, stained glass windows, and a rose window are found in the interior (use the 360-degree controls in the cathedral tour to ensure that students see and name each of the features).
- **Why do you think the large circular windows are called "rose windows"?**
 - » The panes of glass look like the petals of a rose.
- **How might it feel to enter and stand inside this cathedral?**
 - » Answers will vary.

Point out that Mass is still held in the cathedral, which is visited by millions of tourists each year.

Now distribute Gothic Architectural Elements (AP 3.1), found in the Teacher Resources section (pages 205 and 206), and have students identify the architectural elements shown in the pictures. If time permits, then have them design their own Gothic cathedrals. Provide drawing paper and art tools.



Visit Hagia Sophia (RI.4.7, SL.4.1)

ACTIVITY LENGTH FLEXIBLE

Provide students with the opportunity to view images or take a virtual tour of Hagia Sophia in Istanbul, Turkey.



Background for Teachers: Prior to presenting images or the virtual tour of Hagia Sophia, use this link to download the CKHG Online Resources for this unit, where the specific link to background information may be found, as well as links to the images and to the tour:

www.coreknowledge.org/ckhg-online-resources

Hagia Sophia has a long history, having been used for different purposes over the centuries. Hagia Sophia was built by Eastern Roman Emperor Justinian I between 532 and 537 and was the seat of the bishop of Constantinople until 1453, when the city fell into Muslim hands. The basilica was converted into a mosque when the Ottomans conquered Constantinople. Eventually, the mosque was converted into a museum in the 1900s.

Note: Be aware that modern photographs of Hagia Sophia are not true representations of what it looked like in medieval times when it was used as a church in the Eastern Empire. While all mosaics that you see were created during medieval times, exterior minarets were added in the 1400s during its time as an Islamic mosque. Also, the Arabic writing that can be seen on the walls inside the dome was added after the building became a mosque.

Prior to guiding students through the images, you may want to choose some favorites by looking at the specific link to the Hagia Sophia images, found in the CKHG Online Resources for this unit.

Alternatively, for the virtual tour to Hagia Sophia, act as a “tour guide” or “art curator.” Remind students of the historical significance of the building, which they will have gleaned in part from reading the chapter. Point out that the building still exists today and is visited by millions of tourists each year.

You will especially want to point out the large dome and interior mosaics as key architectural features of the medieval Hagia Sophia.

Ask students to identify interesting and important features of Hagia Sophia so as to build connections between what they see on the screen and what they have learned in the chapter. For example, have them attempt to describe the overall architecture and art of the building. What do they think this architectural style says about the early Eastern Church?



Western and Eastern Religious Art: Find the Similarities and Differences (RI.4.7, SL.4.1)

ACTIVITY LENGTH FLEXIBLE

Alternate Art Activity for the Madonna and Child: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store

Use the art resources for the Madonna and Child to discuss key features of this art.

This activity focuses on examples of medieval Western and Eastern religious art by examining art representing the Madonna—images of the Virgin Mary either alone or holding the baby Jesus.

In Christian art, the Madonna is often shown holding the baby Jesus, but she is occasionally depicted alone. Byzantine churches, such as Hagia Sophia, contained many icons of the Madonna, usually depicted as royalty seated on a lavish throne. Icons were of great importance to the Eastern Church, whereas the Western Church did not place as much emphasis on iconography. In the West, artists depicting the Madonna focused on her natural beauty and tenderness, unlike the more rigid characterization found in Eastern religious art.

Note: An icon is not intended to be a true representation of someone in the way a portrait is. Rather, an icon is a stylized representation that uses form and symbols to represent a person. For example, many icons of Saint Peter show him holding a key or keys, a reference to the biblical passage where Jesus gives him “the keys of the kingdom of heaven.” Since computer icons function similarly, it may be helpful to think of this analogy.

To show students examples of representations from the Eastern Orthodox and Roman Catholic Churches, use this link to download the CKHG Online Resources for this unit, where specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Point out the similarities between the two sets of images, such as the Madonna seated holding the baby Jesus, the halos around their heads, the Madonna seated on a throne, the type of clothing, and the addition of angels in several of the paintings. Then, point out and discuss differences between the two styles. Explain to students that these different styles weren’t developed in complete isolation. Rather, the two styles borrowed from each other at different times.

Prayer and Work

The Big Question: How did Saint Benedict's ideas help people in Europe during the Middle Ages?

Primary Focus Objectives

- ✓ Describe Saint Benedict's life and works, identifying specific ways in which he changed how religious communities worked. (**RI.4.1, RI. 4.2, RI.4.7, RI.4.8, SL.4.1**)
- ✓ Describe life inside a monastery. (**RI.4.1, SL.4.1**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *monk, monastery, scripture, abbot, convent, missionary, and manuscript.* (**RI.4.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Rise of Monasteries":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

monk, n. a member of a religious community of men who promise to live very simply (**26**)

Example: Henry became a monk in order to spend all his time praying and working with people who had similar religious beliefs.

Variation(s): monks

monastery, n. a place where a community of monks live (**27**)

Example: When Henry became a monk, he moved into the monastery with the other monks.

Variation(s): monasteries

scripture, n. the sacred writings of a religion (**29**)

Example: The Bible is an example of Christian Scriptures, and other religions also have their own scriptures.

Variation(s): scriptures

abbot, n. the leader of a monastery (**29**)

Example: When Henry moved into the monastery, the abbot welcomed him.

Variation(s): abbots

convent, n. a community of nuns, or women who live a simple, religious life (29)

Example: Anne believed strongly in the teachings of the Catholic religion, so she decided to join a convent to live with other women who believed the same things.

Variation(s): convents

missionary, n. a person on a journey for the purpose of spreading a particular religious belief (30)

Example: In the 1800s, many Christian missionaries moved to Africa to spread their beliefs to people there.

Variation(s): missionaries, mission

mission, n. a task or duty in which one strongly believes

manuscript, n. a book or document written by hand (32)

Example: The manuscript was beautiful and nicely illustrated, but it was harder to read than a typed document.

Variation(s): manuscripts

THE CORE LESSON 35 MIN

Introduce “Prayer and Work”

5 MIN

Activity Pages



AP 1.2
AP 1.3

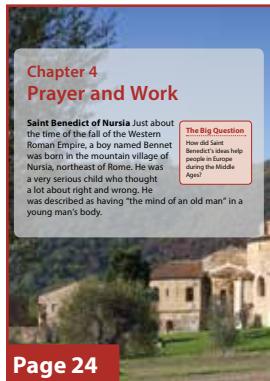
Note: Prior to beginning the lesson, be sure that students have their previously completed activity page maps of modern and medieval Europe (AP 1.2 and 1.3) readily at hand for reference.

Review what students learned in Chapter 3 about the split in the Christian Church with the division of the Western and Eastern Empires. Remind students that Christianity was still relatively new and that many people had alternative religious beliefs. Elicit what Christians might have done to strengthen their religion’s organization, and write responses on the board or chart paper. Tell students that in this chapter they will read about the life and work of one person in the Western Roman Empire who was devoted to Christianity.

Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to how Saint Benedict’s ideas helped people in Europe during the Middle Ages.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Saint Benedict of Nursia,” Pages 24–27



Ask a student volunteer to read page 24 aloud. Discuss the illustration and caption on pages 24 and 25. Then ask students to turn to pages 26 and 27.

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Read the second sentence in the first paragraph on page 26: “He left Rome and decided to live as a **monk**.” Explain the meaning of *monk*.

CORE VOCABULARY—Read the sentence that starts at the bottom of page 26: “A group of rich and influential monks invited him to become the leader of a **monastery**.” Explain the meaning of *monastery*.

Ask students to read pages 26 and 27 to themselves.

Have students refer back to pages 24 and 25 to examine the image. Explain that the Abbey of Sant’Antimo was a monastery where monks lived.

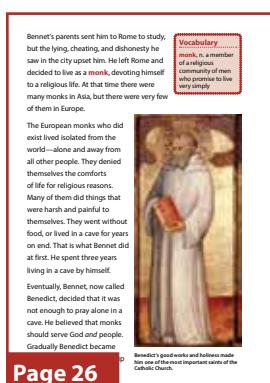
After students read the text, ask the following questions:

LITERAL—Why did Bennet decide to devote himself to religion?

- » After Bennet moved to Rome, a big city, he was upset by the corruption he found there. (This is explained in the students’ text as “lying, cheating, and dishonesty.”) He found a more satisfying life in religion.

LITERAL—What ideas did Benedict present in his book, the *Rule of Saint Benedict*?

- » The *Rule of Saint Benedict* suggested that monks serve their religion through everyday work and life, balanced with prayer, reading, sleeping, and eating. The book also emphasized creating a community, where everybody got along and worked together.





Page 27

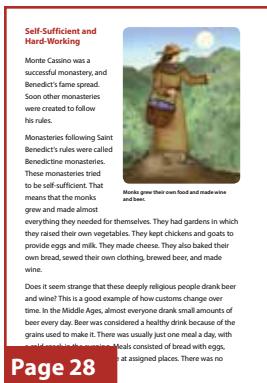
INFERRENTIAL—Why might the other monks not have wanted to follow Benedict’s suggestions?

- » The monks were probably used to their own way of doing things and beliefs, and Benedict’s ideas were very new and different at the time.

INFERRENTIAL—How were Benedict’s ideas about religion new and different?

- » Saint Benedict’s ideas about religion involved less painful acts than the monks had been used to performing. They did not involve leaving the world and living in caves. Instead, they were more service-oriented, working to help the world.

“Self-Sufficient and Hard-Working,” Pages 28 and 29



Page 28

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Turn to pages 28 and 29. Read the sentence that begins in the last line of the paragraph at the bottom of page 28: “There was no conversation during the meals, but one monk read aloud from the *Scriptures*, or other religious books.” Explain the meaning of *Scriptures*.

CORE VOCABULARY—On page 29, read the first sentence in the third full paragraph: “The **abbot** made the rules in the monastery, and all monks had to obey him.” Explain the meaning of *abbot*.

Now ask students to start at the top of page 28 and read the entire section, “Self-Sufficient and Hard-Working,” to themselves.

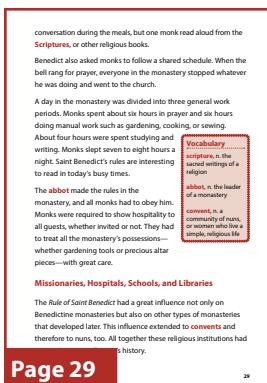
After students read the text, ask the following questions:

LITERAL—What did it mean for monasteries to be self-sufficient?

- » The monks made everything they needed for themselves. This included producing a variety of food (keeping gardens, raising chickens and goats, making bread) and sewing their own clothing.

LITERAL—How did a Benedictine monk spend his day?

- » A Benedictine monk’s day was divided into three different work periods. Six hours were spent praying, six spent doing manual work, and four spent studying and writing. That left enough time to sleep for seven or eight hours a night, a healthy amount.



Page 29

"Missionaries, Hospitals, Schools, and Libraries," Pages 29 and 30



Monasteries took on the role of supplying missionaries to spread Christianity. Saint Benedict himself was a missionary. Perhaps one of the most famous missionaries was Saint Patrick, who took the Christian religion to Ireland. Saint Augustine of Canterbury, another famous missionary, brought Christianity to the British Isles. In Britain, Saint Boniface converted many groups of people in what is now Germany.

Vocabulary
missionary: a person on a journey for the purpose of spreading a particular religious belief

Young boys and girls trained from an early age to become monks and nuns.

During this time, governments provided little or no help for poor people. Saint Benedict believed that each monastery should offer help to the poor and needy. Thanks to him, over time, much help came to the poor. Monasteries also ran hospitals for the poor and schools for children to train to become monks and nuns. Priests, monks, and nuns caring for the poor was part of their mission.

Page 30

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Read the section title aloud to the students. Discuss the word *missionaries*.

CORE VOCABULARY—Read the second sentence in the first paragraph of this section on page 29: "This influence extended to **convents** and therefore to nuns, too." Explain the meaning of *convents*.

Now ask students to read the entire section, "Missionaries, Hospitals, Schools, and Libraries," to themselves. After students read the text, guide the discussion as follows:

 **LITERAL**—Using the activity page maps of modern and medieval Europe and the text at the top of page 30, name the missionaries who brought Christianity to different regions, as you point to the locations on the maps.

- » Saint Patrick—Ireland; St. Augustine—Canterbury, England; St. Boniface—Germany.

"Works of Art," Pages 31–33



Monasteries were some of the most important places that monasteries and convents did was to set up libraries. In the early Middle Ages, books were rare and expensive. Some people went their whole lives without ever seeing a book. Every book that had been written was copied by hand. Although there were important Islamic libraries in Asia and Africa, in Europe almost all the libraries that existed were in monasteries.

Monks worked long hours often by candlelight copying ancient texts. Most of the texts they copied were much longer than the book you are reading now. It would take you to copy every word in this book by hand. Monks didn't just copy the words, either. They also decorated the first letters of

Vocabulary
manuscript: a book or document handwritten by hand

A page was kept alive by monks, who would spend days of copying books for monetary rewards.

Page 31

CORE VOCABULARY—Read the last sentence in the second paragraph on page 31, which continues on the top of page 32: "They also decorated the first letters of important words and the borders of their **manuscripts**, and they produced beautiful illustrations." Explain the meaning of *manuscripts*.

Now ask students to read pages 31–33 to themselves. After students read the text, ask the following questions:

LITERAL—What were Benedictine monks' manuscripts like?

- » The books were copied by hand and very long. They were written in Latin and beautifully illustrated. They were rare, which also meant that they were expensive.

INFERENCE—Why were the Benedictine monks' manuscripts important?

- » Books were a way to pass on knowledge. Unlike in other societies, in the West, most books were in monasteries, so it was important to keep records for the future.

INFERENCE—How did Benedictine monks help society?

- » The monks helped poor people by serving them. They also passed on knowledge through their books and worked as missionaries. The text demonstrates their importance by stating that the monks served as the "teachers, writers, librarians, book publishers, doctors, and nurses for all of Europe."

Page 32

wanted to make an oath, it was considered more important to say it out loud than to write it down and sign it.
Monasteries and convents still exist in the modern world, and monks and nuns continue the work they have done for more than a thousand years. Today, however, there are thousands of schools, universities, hospitals, and libraries all over the world. It may be hard to imagine how important the work of the Benedictine monasteries was to the lives of Europeans. But, for hundreds of years, monks and nuns were the teachers, writers, librarians, book publishers, doctors, and nurses for all of Europe.

Page 33

EVALUATIVE—What do you think was the most important thing that Benedictine monks did to help society in the Middle Ages?

- » Answers may vary, but accept only text-dependent responses with supporting examples. An acceptable response might be that establishing libraries was most important, because this allowed knowledge to be preserved and spread; or that the Benedictines helped society most by working with the poor, who had very few options during this time.

CHALLENGE—How does Saint Benedict’s work still affect us today?

- » Answers may vary, but accept only text-dependent responses with supporting examples. An acceptable response might be that the monks’ work on books still affects us today because the books teach us about the Middle Ages and people’s beliefs then.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did Saint Benedict’s ideas help people in Europe during the Middle Ages?”
 - » A key point students should cite in their answers is that Benedictine monks and nuns helped the poor and needy by establishing hospitals, schools, and libraries.
- Choose one of the Core Vocabulary words (*monk, monastery, scripture, abbot, convent, missionary, or manuscript*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Medieval Christianity (L.4.4a)

15 MIN

Activity Pages



AP 4.1

Copy and distribute Medieval Christianity (AP 4.1), found in the Teacher Resources section (page 207), and direct students to complete the sentences with the words from the box, which they have learned in this lesson and the previous lesson.



Take a Tour of a Medieval Abbey (RI.4.7, RI.4.4, L.4.6)

20–30 MIN

Provide students with the opportunity to visit St. Peter's Abbey in Sarthe, France, an example of an abbey from the Middle Ages.



Background for Teachers: Prior to guiding students on a virtual tour of the abbey, use this link to download the CKHG Online Resources for this unit, where a specific link about the history of St. Peter's Abbey may be found, as well as access to video tour clips of the abbey for the virtual tour, and to the schedule of a typical day for monks living at St. Peter's Abbey:

www.coreknowledge.org/ckhg-online-resources

For this activity, act as a tour guide during the virtual visit to St. Peter's Abbey, located in northwest France not far from the English Channel. The video clips show features of an abbey similar to those in which Saint Benedict would have worked, and they show important aspects of the lifestyle of monks during this era.

Explain to students that St. Peter's became a Benedictine monastery in France during the Middle Ages, when a wealthy lord gave a church and farm to the monks living in this area to establish their monastery. St. Peter's is still a functioning monastery today. Show and discuss the video clips of the various parts of the monastery. Be sure that students understand that while the videos and people they see are contemporary, and while parts of the original abbey were destroyed at the end of the Middle Ages, the restored buildings resemble in many ways the buildings that would have been present on the site during the Middle Ages.

Visit the abbey in the following order:

Gardens—In addition to showing the gardens, this video clip provides students with glimpses of the exterior of the abbey. Call students' attention to the natural sounds of songbirds, the quiet wooded pathways, and the group of modern-day monks shown strolling the pathways. Ask students: In what way might this environment influence and enhance the monks' lives? What might they be discussing? Also, ask students the possible purpose of the chiming bells they hear in the video.

The Maurist Cloisters and the Main Cloisters—The word *cloister* comes from the Latin word *claustrum*, meaning “an enclosure.” A cloister is a covered walkway, running along the walls of a building, that forms a quadrangle (enclosed courtyard). In the Middle Ages, the inclusion of a cloister as part of a monastery was intended to form a physical and symbolic barrier, separating the monks from those living outside and around the cloister.

Paleography Workshop—Paleography is the study of old handwriting. The paleography workshop is where present-day monks study ancient manuscripts, some possibly dating to the Middle Ages or earlier. Be sure to explain to

students that these old manuscripts can often be very difficult to read. Some monks may be interested in reading these documents so as to correctly catalog them. Others may be interested in them for their own research purposes: religious or historical.

Scriptorium/Library—The Latin word *scriptorium* literally means a “place for writing.” The scriptorium is often described as the room in which monks in the Middle Ages actually wrote manuscripts, though modern-day historians now think that often monks did this work in their small rooms or cells. The video shows this room being used as the modern-day library for monks who live at the monastery.

Cells and Hallways—These images show the living area of the monks. Point out the sparse, simple décor and small size of the individual rooms. Consider noting that the contemporary monk working on a computer is not much of a departure from earlier traditions, given the fact that historians now believe that medieval monks also did most of their writing in their rooms.

Refectory—The refectory is where present-day monks dine together. Again point out the sparse, simple decor.

The Church—Ask students to describe what they see and hear in this video clip, calling attention to various features of the church architecture (stained glass windows, high ceilings, and statues of various religious figures) and to the accompanying music. (See the activity below about Gregorian chants.)

To wrap up the virtual tour of the abbey, ask students to think about what they have just seen during this virtual visit to a monastery and how it relates to what they have read in this chapter about a typical day in the life of a Benedictine monk during the Middle Ages. How do they think the lives of the modern-day monks living at St. Peter’s are similar to or different from the lives of medieval monks who lived there?



Gregorian Chants (RI.4.4, L.4.6)

ACTIVITY LENGTH FLEXIBLE



Background for Teachers

Gregorian Chants: Gregorian chants are songs that were intended to be sung in either a church or a monastery. These chants were developed in western and central Europe between 800 and 900. There are a number of different compositions. Each one is intended for different religious services or special occasions. These songs are called “Gregorian” because at one time, the Church held that it was Pope Gregory the Great (540–604) who wrote or collected the songs.

Listen to Gregorian Chants

Examples of some of the more beautiful Gregorian chants include "The Gradual," sung on the first Sunday of Advent (the four-week period before Christmas); and "The Chant for Week XXXIV of Ordinary Time." Use this link to download the CKHG Online Resources for this unit, where specific listening links to Gregorian chant samples may be found:

www.coreknowledge.org/ckhg-online-resources



Create an Illuminated Manuscript (RI.4.7, RI.4.4, L.4.6, SL.4.5)

45 MIN

Materials Needed: large white drawing paper; colored pencils; rulers for each student; and printouts of illuminated choir book pages for "Missus est Gabriel," "Domine ne in ira Tua," and "Laudate Dominum" from the Victoria and Albert Museum. Use this link to download the CKHG Online Resources for this unit, where the specific link to the museum website may be found, as well as links to audio files for each of the three Gregorian chants and a link for viewing sample illuminated pages from the Book of Kells:

www.coreknowledge.org/ckhg-online-resources

Note: To create the choir book page printouts, digitally select and copy each of the three images from the museum website link. For each one, digitally paste the image on a blank page document. If you have Word, you can click on the image and then click on the "Picture Format" tool; click the "Wrap Text" feature; select "In Front of Text" (which will enable you to move the image wherever you wish on the Word document); and click the "Size" feature, increasing the size of the image from 100 percent to 150 percent. Now you can drag the image to the center of the page, leaving a two-inch border of white space around the image. Print sufficient copies of each choir book page on a color printer, so that students can choose which pages, or chants, to decorate.

Alternate Art Activity for the Illuminated Manuscript: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store

Use the art resource for the illuminated manuscript to guide students through the following activity.



Background for Teachers

Illuminated Manuscripts: One of the major artistic achievements of the Middle Ages was the production of beautifully decorated books called illuminated manuscripts. These hand-drawn, colorful works of art typically decorated the text of religious books, like the Bible, which were also carefully copied by hand. Such decorating served at least two purposes. First, it was a way for devout monks (the primary illustrators and copiers of manuscripts in the Middle Ages) to show their devotion by decorating these holy books.

Second, the illustrations were useful in instructing what was at that time a largely illiterate population of the faithful. The careful attention these monks paid to their work meant that it took a very long time to produce an entire work as long as a Bible. It was not uncommon, for example, for a group of monks to spend an entire lifetime on a single book.

One of the most beautiful medieval illuminated manuscripts that survives today is the *Book of Kells*. You may wish to show students some sample pages from the *Book of Kells*, before introducing the illuminated manuscript art activity.

For the activity, tell students that they will have an opportunity to create their own "illuminated manuscripts."

First, show students the illuminated choir book pages printed from the Victoria and Albert Museum website.

Tell students that they will listen to music to inspire them and will then pick one of the three songs to illustrate.

Step 1: Provide a brief explanation of the origin and form of Gregorian chants. Play the three audio files on the Victoria and Albert Museum website for students ("Missus est Gabriel," "Domine ne in ira tua," and "Laudate Dominum"). Tell students to take five to ten minutes to pick their favorite song and to think about how to illustrate it. Students may choose to draw patterns, saints, or other figures; challenge them to include images from a monk's daily life.

Step 2: Once they have an idea, tell students to draw their pictures or designs on the choir book printout of their choice, decorating the white border. Regardless of whether students are drawing a picture to tell a story or a design, be sure they understand that they will need to draw all objects and shapes in a way that would illustrate the piece of music they have listened to.

Step 3: Allow students time to share their illuminated manuscripts with the class.

Step 4: Display students' work.



A Monk or Nun's Diary (W.4.3)

ACTIVITY LENGTH FLEXIBLE

Have students imagine that they are monks or nuns in the Middle Ages. Have them write a diary entry that describes their daily activities. Encourage students to use details from the lesson, the virtual tour of the abbey, or their own research to make their diary entries as accurate and interesting as possible.

Charlemagne

The Big Question: Why did King Charles earn the title Charles the Great, or Charlemagne?

Primary Focus Objectives

- ✓ Describe the role of Charlemagne in uniting the Western Roman Empire. (RI.4.1, RI.4.7, SL.4.1)
- ✓ Describe Charlemagne's life and personality and how they affected his ruling style and achievements. (RI.4.1, RI.4.3, RI.4.7, RI.4.8)
- ✓ Understand the meaning of the following domain-specific vocabulary: *manage, Mass, cathedral, crown* (verb), *blessing*, and *alliance*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Charlemagne":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

manage, v. to lead and direct; to run something, such as a project or business (36)

Example: Nora's skill in managing our group project really helped everyone cooperate to create a great project.

Variation(s): manager, management

manager, n. a person who leads and directs something, such as a project or business

management, n. the act of leading and directing

Mass, n. the name for the religious ceremony in which Catholics celebrate their relationship with God (38)

Example: We prayed during Mass on Sunday for our family to stay healthy.

Variation(s): Masses

cathedral, n. the bishop's church; any large and important church (38)

Example: The physical feature of a cathedral that makes it different from other churches is the presence of the bishop's throne.

Variation(s): cathedrals

crown, **v.** to put a crown on someone's head in a ceremony, making him or her king, queen, or emperor of a certain area (39)

Example: Charlemagne was crowned emperor of the Western Empire in 800.

Variation(s): crowning

blessing, **n.** a prayer of support, protection, and approval for someone (39)

Example: I wanted to know if I could go to the party alone, and my father gave me his blessing by telling me I could.

Variation(s): blessings

alliance, **n.** a partnership of different countries, organizations, or people who agree to work together (41)

Example: Our class formed an alliance with Miss Harper's class to work on the project together.

Variation(s): alliances

THE CORE LESSON 35 MIN

Introduce “Charlemagne”

5 MIN

Activity Pages



AP 1.2

AP 1.3

Note: Prior to beginning the lesson, be sure that students have their previously completed activity page maps of modern and medieval Europe (AP 1.2 and 1.3) readily at hand.

Remind students that in the previous chapters, they read about the decline and fall of the Roman Empire. Part of this process included the division of the empire into western and eastern portions. In the Western Empire, the bishop of Rome's power increased. Tell students that in today's lesson, they will read about a man named Charles who lived in the Western Empire and was king of the Franks.

Call students' attention to the Big Question, suggesting that as they read, they consider why King Charles earned the title Charles the Great, or *Charlemagne*. Also call students' attention to the chapter title, and model how to pronounce Charles the Great's name (/shar*lə*maen/)

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Head Above the Others,” Pages 34–37

Chapter 5
Charlemagne

A Head Above the Others Monks and scholars spread Christianity through much of what was Europe. In the late 700s, however, one man would come along who was not a monk but who would do more than any other person to spread Christianity and strengthen the Western Church.

That man was Charles, the king of the Franks. The Franks were a group of people who lived near the Rhine River in what is now Germany. Charles was not just the king; he might have also been the tallest man in his kingdom. Charles was six feet, three and a half inches tall. (We know that because his bones have been measured!) Even by today's standards, that is tall. But in the 700s, when people were shorter, he was really tall.

Page 34



Page 35

Charles was not only tall; he was healthy and energetic as well. He followed health advice you've probably heard all your life: eat healthy foods, exercise, get enough sleep, learn to swim, and get plenty of rest if you're sick. He was a hard worker, too. He started having meetings the minute he got out of bed, before he had finished dressing. His advisors would come into his bedroom and say, 'It's time to meet!'

Charles's greatest talent was organizing and managing people. He knew how to inspire armies to fight, and he also knew how to move them quickly from one place to another. This was an important skill for a leader in a time when there were no reliable maps. He didn't give up either. Once he started something, he finished it. He expected the same of his men.

Vocabulary
manage, v. to lead and direct; to run smoothly; to handle a project or business

Charles enjoyed being king. Like most rulers, he enjoyed the power of ruling. But unlike some leaders, he did not go beyond gathering wealth for himself; he worked to spread Christianity, and he encouraged Charlemagne's ability to make things happen, of the greatest rulers Europe had.

Page 36

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Write the word *manage* on the board or chart paper, and explain that it means to lead and direct. Now write the word *managing* on the board, and explain that it is a form of the root word *manage*, which they will encounter in the text that they are about to read about King Charles. Ask students to turn to page 36. Read the sentence in the second paragraph, “Charles’s greatest talent was organizing and **managing** people,” explaining the word *managing* in this context.

Ask students to now read the section “A Head Above the Others” on pages 34–37 to themselves.

After students read the text, ask the following questions:

LITERAL—Who was Charlemagne, and where did he come from?

- » He was king of the Franks, a group of people who lived near the Rhine River.

Point out the illustration and caption on page 35.

LITERAL—What was Charlemagne like?

- » Charlemagne was a tall and powerful man. He liked to take good care of himself with healthy habits, such as exercising and getting lots of sleep. He worked very hard, scheduling lots of meetings throughout the day. As a leader, he was inspirational to his soldiers and liked to see projects through to the end.

LITERAL—Discuss how Charlemagne is represented in the illustration on page 36. What characteristics does this image suggest?

- » In the picture, Charlemagne is bigger than the other people. He is also wearing lots of gold and a crown, which shows his wealth and importance, and carrying a staff, which makes him look powerful.

"To the Rescue," Pages 37 and 38

ever known. Charles became so great that the "great" became part of his name. At the time he died, people were calling him Charlemagne (*shahr-muh-nay*). Charlemagne means Charles the Great, and that is what historians today call him.

To the Rescue

The Frankish army was an impressive sight. Strong and disciplined, they wore leather vests and light armor. Their most important weapons were their swords, and Frankish soldiers treated their swords with care. Many of them had carved their names, called *sabers*, onto their blades and guards. These were very specific.

The Frankish army was very successful in battle. Those Frankish soldiers with their glittering weapons conquered much of the territory that had once been part of the Western Roman Empire. The Moors, or Muslim North Africans, controlled most of the Iberian Peninsula, including Spain and Portugal. However, Charlemagne took parts of northern Spain, as well as most of what is now France, Germany, Switzerland, the Netherlands, Belgium, and Luxembourg. He united them into a Frankish empire. He had succeeded where the Romans had failed.

You have already read about how the bishops of Rome, also known as the pope, tried to gain more power after the fall of the Western Roman Empire. You have also read that the bishops of Constantinople, Alexandria, Antioch, and Jerusalem didn't like that very much. Well, Pope Leo III had enemies even closer to home.

Powerful forces from the lands around Rome grew jealous of the pope. The pope's enemies actually attacked

Page 37

37

him as he was walking through the streets of Rome! They pushed him to the ground, pulled off his robes, and beat him.

The pope fled Rome and appealed to Charlemagne for help. Charlemagne did not let the pope down. He sent an army to escort the pope back to Rome, where his soldiers punished the pope's enemies.

The following year, Charlemagne went to Rome for two purposes. He wanted to make sure the pope was safe from any more attacks, and he wanted to celebrate Christmas with the pope. It was the year 800, the beginning of a new century, and Charlemagne wanted to celebrate this special year with the pope in Saint Peter's Church.

Emperor of the Romans

The celebration proved to be even more special than Charlemagne had dreamed possible. According to one of Charlemagne's biographers, Charlemagne prepared for a traditional Christmas Mass. When he arrived at the cathedral, he knelt in prayer. After a long time he stood up, and the pope placed a crown on Charlemagne's head. The people life and victory to Charles Augustus,

Vocabulary
Mass n. the name for the religious service in which Catholics celebrate their relationship with God

cathedral n. the bishop's church; any large, important church

Page 38

38

LITERAL—Why did many people fear the Frankish army at this time?

- » The Frankish army was very strong and looked impressive in light armor. More importantly, Frankish soldiers had an impressive record of conquest that their opponents understood and respected.

LITERAL—Why did Charlemagne visit Rome?

- » Charlemagne went to Rome to make sure that the pope was safe. He also went there to celebrate Christmas with the pope.

INFERENCE—Why might Charlemagne have decided to act as a protector?

- » It can be inferred from Charlemagne's eagerness to protect the pope and Rome that he hoped to benefit from making himself the Church's protector.

"Emperor of the Romans," Pages 38 and 39

crowned by God, great and peaceful emperor of the Romans," they cried.

Reading this today, it is hard to believe that Charlemagne was surprised by being crowned by the pope. But that's the story that has come down through the ages.

The crowning of Charlemagne as emperor accomplished three things. First, it gave the Romans an emperor for the first time since 476. Second, it gave Charlemagne the blessing of the pope. And, lastly, it established that Charlemagne agreed that the pope had the power to crown an emperor.

A Great Ruler

Charlemagne expanded his empire through warfare. However, what made him great wasn't what he did on the battlefield, but rather the way he governed his empire.

Charlemagne built a beautiful capital city, Aachen (*ah-khen'*). In what is now northwestern Germany, He made sure that there was a school and a library. He started a school in his palace and



In 800, Pope Leo III crowned Charlemagne emperor of the Romans.

39

Page 39

Vocabulary
crown v. to put a crown on someone's head in a ceremony, especially for a king, queen, or someone else of a certain area

blessing n. a prayer of support, protection, and approval for someone or something

Scaffold understanding as follows:

Ask a student volunteer to read the first paragraph aloud. Scaffold understanding as the student reads each of the following Core Vocabulary words.

CORE VOCABULARY—Reread the sentence in the first paragraph with the Core Vocabulary word *Mass*: "According to one of Charlemagne's biographers, Charlemagne prepared for a traditional Christmas **Mass**." Explain the meaning of the Catholic Mass.

CORE VOCABULARY—Reread the sentence in the first paragraph with the Core Vocabulary word *cathedral*: "When he arrived at the **cathedral**, he found it packed with people from all over his empire." Explain the meaning of *cathedral* and how it is different from just a church.

Ask another student volunteer to read the remaining three paragraphs aloud. Scaffold understanding as the student reads each of the following Core Vocabulary words.

CORE VOCABULARY—Reread the sentence starting at the bottom of page 38 with the Core Vocabulary word *crowned*: “Long life and victory to Charles Augustus, **crowned** by God, great and peaceful emperor of the Romans.” Explain the meaning of *crowned*.

CORE VOCABULARY—Reread the sentence in the fourth paragraph with the Core Vocabulary word *blessing*: “It gave Charlemagne the **blessing** of the pope.” Explain the meaning of *blessing*.

After students read the text, ask the following questions:

LITERAL—What happened at the Christmas Mass that Charlemagne attended with the pope?

- » The pope surprised Charlemagne by crowning him the emperor of the Romans. The pope had gathered many people in the cathedral from all over the kingdom.

INFERENCE—Why was the Christmas Mass important to Charlemagne and the pope?

- » It was important because it gave the Romans an emperor again, and they had not had one in a long time. It was also important because the pope was supporting Charlemagne, and by accepting the pope’s blessing, Charlemagne was saying that he accepted that the pope had the power to create emperors.

EVALUATIVE—How would you have felt if you had been a Roman at the Christmas Mass? Would your feelings have been different as a Frank?

- » Answers may vary, but accept only text-dependent responses with supporting examples. The Franks had previously ruled a large amount of the land that Charlemagne was now emperor of, so it is likely that they were not as accepting as the Romans of Charlemagne as a leader. Charlemagne had also protected the pope from them, creating an alliance against the Franks.

CHALLENGE—Some have found it difficult to believe the story of Charlemagne being surprised by the pope crowning him. What might account for this doubt?

- » All indications in the story suggest that Charlemagne was presenting himself as champion of the Church and the pope. Why, then, would he be surprised when the pope crowned him?

"A Great Ruler," Pages 39–41

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Read the sentence in the first full paragraph on page 40 with the Core Vocabulary word *manager*: “Charlemagne was a good **manager** in times of peace as well as in war.” Explain the meaning of *manager*.

Ask students to read the section, “A Great Ruler,” to themselves.

After students read the text, ask the following questions:

 **LITERAL**—According to the map on page 41, what modern countries are in the regions that Charlemagne ruled?

- » The map shows that Charlemagne ruled large parts of Europe. Some of the modern countries in the regions that he ruled are France and Germany.

LITERAL—What did Charlemagne do once he was a ruler?

- » At first, Charlemagne worked on making his empire bigger and converting people to Christianity. After that, he built a capital city in Aachen, where he ruled. He educated his people, including women and the poor. He also built roads and bridges. In general, he tried to make people’s lives better.

INFERENCE—How did Charlemagne’s actions toward his people change throughout his reign?

- » At first, Charlemagne wanted more land and more people to become Christians. A lot of people died in fights about this. Later, he stopped mistreating people who were not Christians. He began to work more on making people’s lives better and less on making his empire bigger.

INFERENCE—What were the main actions for which Charlemagne is remembered?

- » Charlemagne’s rule was important because of the leadership and management that Charlemagne brought to his position. He also focused on education and learning, which helped his people.

"The Holy Roman Empire," Page 41

Before the students read the text, scaffold understanding as follows:

CORE VOCABULARY—Read the sentence in the first paragraph with the Core Vocabulary word *alliance*: “It still included Rome, however, and a strong **alliance** remained between the pope and the rulers of this German-speaking empire.” Explain the meaning of *alliance*.

Ask students to read the section, “The Holy Roman Empire,” to themselves.

After students read the text, ask the following questions:

 **LITERAL**—What happened to the empire after Charlemagne died? (Ask students to refer to AP 1.3, using the Student Reader description of the boundaries of the Holy Roman Empire.)

- » It became bigger, especially to the east. A family called the Hapsburgs took over ruling it in the 1200s, and it became known as the Holy Roman Empire.

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did King Charles earn the title Charles the Great, or *Charlemagne*? ”
- Post the image card to the Timeline under the date reference to the 800s; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did King Charles earn the title Charles the Great, or *Charlemagne*? ”
 - » Key points students should cite in their answers include: his talent as an organizer and as a conqueror; his act to rescue the pope; being crowned emperor of Rome; building roads and bridges; providing free education; establishing a capital city; building a grand palace; and converting new peoples to Christianity.
- Choose one of the Core Vocabulary words (*manage, Mass, cathedral, crown, blessing, or alliance*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Truth About Charlemagne

15 MIN

Activity Page



AP 5.1

Copy and distribute the The Truth About Charlemagne (AP 5.1), found in the Teacher Resources section (page 208), and direct students to determine whether each statement is true or false based on what they have learned in this lesson.



Aachen Cathedral (RI.4.7, RI.4.4, L.4.6)

ACTIVITY LENGTH FLEXIBLE

Provide students with the opportunity to visit Aachen Cathedral, in the city that Charlemagne loved and where he is buried.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links providing background information about Aachen Cathedral, panoramic images, exterior images of the cathedral, and a UNESCO video may be found:

www.coreknowledge.org/ckhg-online-resources

Using panoramic images, guide students around Aachen Cathedral, which has a long history that is intertwined with Charlemagne's life. Show students the images of the cathedral, so that they can tour the structure that the emperor loved.

Note: Explain that students will be seeing the panorama of the contemporary cathedral. Make it clear that the cathedral has been expanded since the time of Charlemagne; only the original octagonal basilica and cupola were built under Charlemagne, between 790 and 800. The cathedral was significantly enlarged later during the Middle Ages.

Panoramic Tour

The Octagon: Begin in the octagon of the church. Ask students to describe the space and the kinds of ceremonies that would have been performed here (some of which still are). How many people would fit in the space?

The Throne: This image shows Charlemagne's throne. Elicit from students what they expected the throne to look like, compared to what it actually looks like. What would be the benefits of building a throne out of stone? What are the advantages (and/or disadvantages) of placing the throne in its current location?

The Dome: Zoom in to the dome and ask students what feelings it elicits. Why might Charlemagne have desired a domed cathedral?

Cathedral Exterior: Using a projector, show students exterior images of the cathedral, found through the primary unit link for the Core Knowledge web

page. Does the exterior's appearance surprise students in any way? Why or why not?

Optional Activity: Video

Show students the UNESCO video. What does the video provide that the panoramic tour does not, and vice versa?



Letter to Charlemagne (W.4.1)

ACTIVITY LENGTH FLEXIBLE

Have students imagine that they are members of one of the groups that Charlemagne united. Each student will write a letter to the emperor expressing his or her concerns and questions about the new empire.

Optional Activity

After students have finished writing their letters, have them exchange letters and return to the UNESCO website on their own to see if they can respond to their classmates' questions.

CHAPTER 6

A Feudal Society

The Big Question: How did the feudal system hold people, communities, and kingdoms together?

Primary Focus Objectives

- ✓ Describe the structure of feudalism. (RI.4.1, RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *lord, knight, nobility, feudalism, medieval, vassal, and fief.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Feudalism”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

lord, n. a person with power and influence who controls land given to him by a king (42)

Example: The lord of the manor made rules that others had to follow.

Variation(s): lords

knight, n. a soldier on horseback who serves a king or other ruler (42)

Example: The knight wore armor and rode a powerful horse.

Variation(s): knight; knighted

nobility, n. powerful families that held land (fiefs) and had titles (42)

Example: The nobility of Europe had special privileges that other people did not have.

Note: The term *nobility* is a generic term that encompasses powerful families and individuals of different hierarchical ranks. Kings, barons, earls, and knights all were considered “nobles.” The term *lord* is also a generic term, used to refer to any individual who is a noble.

feudalism, n. a system of government in which land is exchanged for loyalty and services (42)

Example: Feudalism was the system of government in medieval Europe.

Variation(s): feudal; feudalistic

medieval, adj. relating to the Middle Ages in Europe (44)

Example: People often picture knights and castles when they think about life in medieval times.

vassal, n. a person who receives land from a ruler and in return promises to fight for the ruler (44)

Example: The vassal was happy to receive the land from the king and promised to fight for him.

Variation(s): vassals

fief, n. a plot of land exchanged for loyalty to a ruler (44)

Example: The fief included farmland and forest.

Variation(s): fiefs

THE CORE LESSON 35 MIN**Introduce “A Feudal Society”**

5 MIN

Have students recall information about Charlemagne from the previous chapter. Ask students to remember his personal characteristics and career successes. Be sure to help them recall details they may not remember. Then, ask them how they think one man was able to keep such a huge empire together.

Remind them that Europe had plenty of people with aspirations for power who ruled small and large domains within Charlemagne’s large empire. How could he keep all these ambitious and powerful people loyal to him?

Have them make some suggestions, then explain to them that, as well as Charlemagne being a good manager, there was a system of government called feudalism. Briefly explain the concept of feudalism to students, and tell them that feudalism began during the time of Charlemagne. Explain that in this chapter, they will learn more about this system and how it functioned.

Call students’ attention to the Big Question, suggesting that as they read they look for the answer to how the feudal system held people, communities, and kingdoms together.

Guided Reading Supports for “A Feudal Society”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A New Society” and “A Special System,” Pages 42–44

Scaffold understanding as follows:

Chapter 6
A Feudal Society

A New Society Who do you think is the most important person in your town or state? In every society there are certain people who are more powerful and influential than others.

In the Middle Ages, they distinctive elections are way from democracy as today. The important people in the society were those who owned land. There were the king, lords, and knights who fought for the king. Therefore, the people close to the king, especially the nobility, were the ones who had the most important jobs.

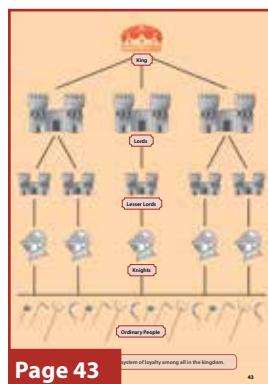
Vocabulary

Lord, a person with power and authority who controls land given to him by a king. Feudalism, a system based on loyalty and titles where a ruler on horseback who serves a king or other ruler

The Big Question

How did the feudal system hold people communities, and kingdoms together?

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Page 43

A Special System

Feudalism appeared first in Charlemagne's time. Over time, it gradually spread across medieval Europe. Feudalism arose because kings often needed warriors to fight for them. These kings would give land to powerful leaders. In return, the leader would become a king's vassal. The king would give him a large amount of land, called a fief. And each would make certain promises to the other. The vassal would swear to fight loyalty for the king. In return, the king promised to protect and support the vassal.

Vocabulary

Medieval, adj. relating to the Middle Ages in Europe. Vassal, a person who receives land from a lord in exchange for return promises to fight loyalty. Fief, a plot of land exchanged for loyalty to a ruler.

Feudal agreements were meant to last. These agreements were made public with special ceremonies held in a church and arranged by kings and priests. The ceremony in which a man became a vassal was called an act of homage (obligation). Homage is the French word for honor or respect. Let's time travel back to the Middle Ages and homage to a king.

Page 44

CORE VOCABULARY—Have a student volunteer read the first two paragraphs on page 42. Then reread the following two sentences: “These were the kings, **lords**, and **knights** who fought for the kings. Therefore, the people close to the king, especially the **nobility**, were the ones who had the most important jobs.” Explain to students the meaning and significance of the core vocabulary terms *lord*, *knight*, and *nobility*. Discuss the feudal system diagram on page 43 in the Student Reader to clarify.

CORE VOCABULARY—Have students read quietly the paragraphs under the heading “A Special System” on page 44. Then reread the following sentences: “Over time, it gradually spread across **medieval** Europe. Feudalism arose because kings often needed warriors to fight for them. These kings made deals with powerful leaders, or lords. A lord would become a king's **vassal**. The king would give him a large amount of land, called a **fief**.” Explain to students the meaning and significance of the core vocabulary terms *medieval*, *vassal*, and *fief*. Reference the feudal system diagram in the Student Reader to clarify where necessary.

SUPPORT—Demonstrate how a feudal system is both similar to and different from the way authority works in a town, school, or classroom. Guide students to think of feudalism generally as a way large groups of people organized themselves. Make sure that they understand that the question of how society should be organized has been answered in different ways in different times.

After students read the text, ask the following questions:

LITERAL—What is the name of the type of government that came about as the Western Roman Empire declined? (*feudalism*)

LITERAL—How did feudalism work?

- » Feudalism was an agreement between kings and lords. A lord would become a king's vassal. The king would give him a large amount of land, called a fief, and each would make certain promises to the other. The vassal would swear to fight loyalty for the king; the king pledged to protect and be loyal to the vassal.

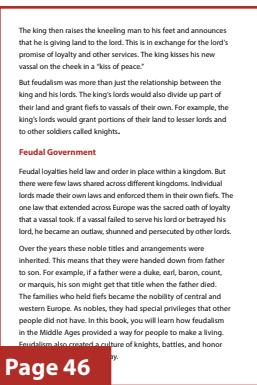
"Kiss of Peace" and "Feudal Government," Pages 45–47



Page 45

assure loyalty to a king.

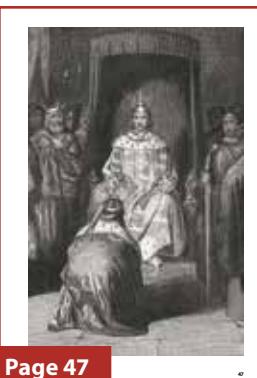
45



Page 46

assure loyalty to a king.

46



Page 47

assure loyalty to a king.

47

Scaffold understanding as follows:

CORE VOCABULARY—Have a student volunteer read the paragraphs under the heading “Kiss of Peace” on pages 45 and 46. Then reread the following sentence in the second paragraph on page 46: “For example, the king’s lords would grant portions of their land to lesser lords and to other soldiers called knights.” Explain the meaning and significance of the core vocabulary term *knight*. Reference the feudal system diagram in the Student Reader on page 43 to clarify. Then ask the following questions:

LITERAL—How did a vassal show that he was loyal to a king?

- » The vassal went through the ceremony of homage, swearing an oath to the king and receiving the “kiss of peace.”

INFERRENTIAL—How could someone be a vassal and a lord at the same time?

- » A lord would be a vassal of a king. In turn, he would divvy up his land among lesser lords. These lords would be his vassals. In this way, large areas of Europe were governed.

INFERRENTIAL—How big of a role did promises and loyalty play in feudalism?

- » Loyalty played a very big role: feudalism was based on the king and his vassals making promises to each other. The vassals would promise to fight for the king, and the king would promise to protect his vassals. They promised to be loyal to each other.

CHALLENGE—Think about the description you have read of feudalism. You read about kings, lords, knights, and nobility. What group of people did you *not* read about? Look back at page 43.

- » In the description of feudalism, there was no discussion of ordinary people such as farmers. This is because they had very little or no power in the medieval government system known as feudalism.

Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the feudal system hold people, communities, and kingdoms together?”
- Post the image card to the Timeline; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline. It should be placed in the 800s–900s section of the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How did the feudal system hold people, communities, and kingdoms together?"
 - » Key points students should cite in their answers include: a king gave vassals land in exchange for loyalty, and these lords gave land to vassals of their own in exchange for loyalty.
- Choose one of the Core Vocabulary words (*lord, knight, nobility, feudalism, medieval, vassal, or fief*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Feudalism in Words and Pictures (RI.4.2, RI.4.7, L.4.6, W.4.1) ACTIVITY LENGTH FLEXIBLE

Help students develop a firm understanding of feudalism by presenting the concept in a variety of ways:

Support—Hierarchy: As a class, study the diagram on page 43 of the Student Reader. Discuss the diagram. How does the diagram contribute to students' understanding of feudalism?

Support—Summarize: As a class, review these two sections from the chapter: "A Special System" and "Feudal Government." For each, develop a consensus for a one- to three-sentence synopsis of it. Record these on the board or chart paper.

Challenge—Etymology: As a class, determine the etymology (origin) of the core vocabulary terms *feudalism, vassal, and fief*. Use this link to download the CKHG Online Resources for this unit, where the specific link for determining etymologies may be found:

www.coreknowledge.org/ckhg-online-resources

Guide students in linking the etymology of each word to the definition found in the Student Reader.

To the Manor Born

The Big Question: What kinds of jobs were serfs required to do on the manor estate?

Primary Focus Objectives

- ✓ Understand how manors functioned in the Middle Ages. (RI.4.1, RI.4.7)
- ✓ Describe life on a medieval estate and various techniques for managing the estate. (RI.4.1, RI 4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *self-sufficient, manor, estate, village, serf, and nutrient.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Life on a Manor":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

self-sufficient, adj. needing no help from others to live or survive (48)

Example: The medieval manor estate was in many ways a self-sufficient village.

Variation(s): self-sufficiency

manor, n. a large country house and its surrounding land (50)

Example: During medieval times, the lord and his family lived comfortably in the manor house.

Variation(s): manors

estate, n. an area of land or property (50)

Example: The medieval estate included the lord's manor house, fields for growing food, homes for the people who worked on the estate, a church, and even a graveyard to bury the dead.

Variation(s): estates

village, n. a group of houses and buildings, smaller than a town, in a rural area (50)

Example: Medieval Europe had few large cities, but it had a great number of small villages.

Variation(s): villages

serf, n. a person living on a feudal estate who was required to work for the lord of the manor; a serf could not choose to leave the estate, but was required to stay and work the land as the lord demanded; a peasant who is not free (50)

Example: A serf was required to give some of the food he planted on the estate to the lord.

Variation(s): serfs

nutrient, n. something that provides what is needed to grow and live (54)

Example: By rotating crops with the three-field system, farmers were able to regularly replenish the nutrients in the soil.

Variation(s): nutrients

THE CORE LESSON 35 MIN

Introduce “To the Manor Born”

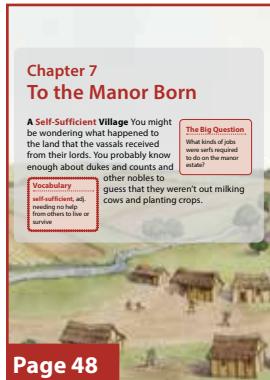
5 MIN

Have students think about the concept of feudalism they learned about in the last chapter. Spend a moment reviewing this concept, having students refer to the diagram in Chapter 6 on page 43. Then explain that the lords, or nobles, who were granted fiefs, needed to have the land farmed. Ask the students who they think might do the farming. Once you have elicited several ideas, introduce the word *serf* and provide a definition.

Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to what serfs were required to do in exchange for protection from the lord of the manor.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Self-Sufficient Village,” Pages 48–50



Scaffold understanding as follows:

CORE VOCABULARY—**Read the text on page 48 and the remainder of the section on page 50 aloud.** Be sure to pause briefly after each core vocabulary term listed in boldface to explain the meaning and significance of each. The terms in this section are: *self-sufficient*, *manor*, *estate*, and *village*.

Discuss the vocabulary word *self-sufficient*.

Discuss the image on pages 48 and 49, and ask the following question:

LITERAL—What aspects of a manor estate are shown in the illustration?

- » The illustration shows several aspects of the estate, including the manor house, a church, a mill, serfs' houses, and fields.



“Exchanging Labor for Land,” Pages 50–53



Scaffold understanding as follows:

CORE VOCABULARY—**Have a student volunteer read the first paragraph of this section.** Once he or she has finished, reread the first sentence in the first paragraph: “The lord of the manor allowed **serfs**, farmers who were bound to the lord’s land, to use his land.” Review the meaning of *serfs*. **Ask students to volunteer to read the remaining paragraphs.**

After students read the text, ask the following questions:

LITERAL—What responsibilities did the lord of the manor have toward his serfs?

- » The lord of the manor gave serfs access to the land. He also provided a mill and equipment to the serfs. In addition, he carried out law and order, made important decisions, and protected them from attack.

land, to use his land. The serfs grew food on the land, kept animals that grazed on the land, and used the wood from the forests. The lord provided a mill to grind the grain grown on the manor, and large community ovens for baking the grain into bread. The lord also provided farming equipment such as plows and wagons, and teams of oxen to pull the plows and wagons.

The lord and the serfs had to live together, too. The lord provided them with law and order. The lord had the authority to make important decisions. He also had the right to punish a serf caught committing a crime. In addition, a serf could not leave the estate he or she lived on, nor could he or she marry without the lord's approval. Only the king and the law of the Church could limit the lord's powers.

The lord also protected the people who lived on the manor estate. If an enemy were to attack, the lord's army would protect his people. The lord did not have the responsibility of protecting without getting help from his serfs in return. The serfs had to spend most of their time working in the fields, producing food for the lord of the manor and his household. During certain times of the year, such as the planting and the harvesting seasons, the amount of work required would be increased.

Serfs also had to give part of everything they grew or produced to the lord of the manor. They had to give the lord a portion of the milk they got from their goats and cows. They gave him some of the eggs they got from their chickens. They gave him some of the firewood they collected in the forest. And if they used the lord's

Page 51

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Usually a manor estate had a mill.

mill to grind their grain into flour, they had to give the lord some of that, too.

In addition, the serfs had to provide other services to the lord. For example, the serfs had to keep the walls of the lord's manor repaired. If heavy barrels needed to be stacked or moved, the serfs had to do it. If a fire broke out, serfs had to help defend the lord's home. If there were guests, serfs might have to work in the kitchen taking care of the extra horses, or in the kitchen helping to prepare the food. This meant that the serfs had little time to do chores for themselves.

You might wonder why serfs would agree to give the lord so much. The answer is that within this system there was little power. They had land, weapons,

Page 52

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"The Three-Field System" and "Cooperation Was the Key," Pages 53–55

Prior to students' reading, scaffold understanding as follows:

CORE VOCABULARY—Read the second sentence on page 54: "The crops that were planted in the spring used different **nutrients** than those that were planted in the fall." Explain the meaning of *nutrients*.

Ask students to read this entire section to themselves. After students read the text, ask the following questions:

LITERAL—What was the three-field system?

» The three-field system involved dividing an area of land into three fields. One of the fields was planted in the fall, another was planted in the spring, and the third was left unplanted. Different crops were grown during different years on the same piece of land. This process allowed the soil to recover its nutrients.

EVALUATIVE—What were the advantages of using the three-field system in the Middle Ages?

» The three-field system allowed the soil's nutrients to be replenished, making it useful for much longer than it would otherwise have been.

and authority. During periods of severe, no peasant family could survive without a lord's protection. The Church also supported the feudal system. However, it is also probably true to say that for most ordinary people, so long as they had a home, a job, food to eat, and their lord's protection, they accepted the system they were born into.

The Three-Field System

During all this hard work, there was not always enough food for all the people who worked on the land. For example, the soil in England and northern Europe was rich, but the growing season was short and rainy. People had to make the most of what they had. When crops failed, people starved.

In the Middle Ages, people did not have an understanding of science in the way we do today, but they did know quite a lot about farming. People knew that if a field was farmed year after year, it lost its ability to grow healthy crops. They came up with a solution to that problem—the three-field system. In this system, all the crops were rotated among three fields. Every year, one field was planted in the spring, one field was planted in the fall, and one field was left fallow or unplanted. The next year, each field would be used differently. One year it might be used to grow crops planted in the spring, like wheat and rye. The next year, it would be used to grow crops planted in the fall, like oats, barley, and beans. The third year the field would be left unplanted. This gave the soil a chance to recover.

Page 53

53



Children learned important skills as they could continue to live and work on the estate.

The three-field system allowed the soil to keep renewing itself. The crops that were planted in the spring used different nutrients than those that were planted in the fall. The fields that were not planted had a chance to recover nutrients as old matter broke down and replenished the soil.

Cooperation Was the Key

People on a manor estate lived closely together. They had to cooperate with one another. They had to share pastureland. They had to plant wheat and oats and when to leave

Page 54

54



Fields fallow. People had to work together to create or produce goods for trade.

Cooperation was essential to survival. It wasn't really a choice. A smart lord took good care of his serfs. Yet the lord was always the boss. In the society of the Middle Ages, he was superior to the serfs—and few questioned that.

The residents of the manor came together for special holidays. Christmas and Easter and many other religious holidays were celebrated together. The lord, his family, and the serfs would attend church together. There would be a feast, games, and contests. The lord and his serfs and their lord formed a community.

Page 55

ss

CHALLENGE—What would have happened if people in the Middle Ages had refused to cooperate?

- » It would have been very difficult to live during the Middle Ages in Europe without cooperation. Families depended on the aid of their community in order to use common land, such as pastures, in a way that benefited everybody. If people had refused to cooperate, many people would probably have gone hungry, and much less would have been accomplished.

CHALLENGE—Ask students to think about the title of this chapter, as you reread the following sentences from the end of the previous chapter, page 46: “Over the years, these noble titles and arrangements were inherited. This means that they were handed down from father to son.” What does the title “To the Manor Born” mean? Was it possible for a serf to become a lord or a noble?

- » “To the Manor Born” means that a son born to the lord of a manor inherited his nobility. Serfs were born into their roles as well. They could never become lords or nobles.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What kinds of jobs were serfs required to do on the manor estate?”
 - » Key points students should cite in their answers include: serfs had to maintain the lord’s manor, protect the lord’s land, work in the stables and kitchen, and grow and produce food on the land and give part of it to the lord of the manor.
- Choose one of the Core Vocabulary words (*self-sufficient, manor, estate, village, serf, or nutrient*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Lords and Serfs (RI.4.7)

15 MIN

Review and deepen students’ understanding of the feudal system through a video presentation. Use this link to download the CKHG Online Resources for this unit, where the specific link to the feudal system video may be found:

www.coreknowledge.org/ckhg-online-resources

When the video is finished, discuss the relationships between individuals at each level of the feudal system.



Manor Visit (RI.4.7)

20 MIN

Provide students with the opportunity to take a virtual visit of a manor from the Middle Ages so that they can see what life would have been like.



Background for Teachers: Prior to guiding students on a virtual tour of the manor, teachers may want to preview some background information. Use this link to download the CKHG Online Resources for this unit, where specific links about medieval manor estates, as well as the link to the virtual tour, may be found:

www.coreknowledge.org/ckhg-online-resources

Manor Estate Tour

When using the link for the virtual tour of a medieval manor, scroll all the way down the list to “manorvirtualtour.” Guide students on the virtual tour, showing them images of the different parts of a manor estate that they have studied, including a castle, a manor house, a vassal’s farm, a church, and a mill. Be sure to preview the link before presenting the tour to your students.

1. **Serf’s House:** Click on the button labeled “Serf’s House,” and show students the photograph of what a serf’s home would have looked like. For a bonus, roll your mouse over the photo in the lower right-hand corner to see an image of the interior of this house.
2. **Farming:** Click on the button labeled “Farming,” and show students the image of the plow. Explain how a plow works and why it was important for cultivation.
3. **The Mill:** Click on the button labeled “The Mill” to show students an image of the inside of a mill, and briefly explain why mills were important, and the role of bread in the medieval diet.
4. **Vassal’s Fief:** Click on the button labeled “Vassal’s Fief,” and then enlarge various aspects of the fief by rolling your mouse over them. You may want to explain concepts such as pastures, meadows, fields, waste area, and fallow land in particular.

5. **The Manor House:** Click on the button labeled "The Manor House," and show students the photograph of what a lord's home would have looked like. For a bonus, roll your mouse over the photos in the lower right-hand corner to see images of the interior of this house. Ask your students to explain the differences they see between this house and the serf's house.
6. **The Castle:** Point out the castle in the top of the illustration, and tell students that they will be reading about castles in the next chapter. Explain that only the king or high-ranking nobles lived in castles. Click on the button labeled "The Castle," and show students what a king or high-ranking noble's home would have looked like. (Lower-ranking nobles or lords usually lived in manor houses.) Click on various numbers to illustrate different aspects of the castle, from the turret to the treasure room. Elicit from students how this is different from a manor house, and why defense might have been more important in a castle than in a manor house.

Note: You may notice that the style and name of the rooms depicted in this castle differ somewhat from those presented in the next chapter on castles. The specific architecture, construction, and type of castle rooms evolved throughout the Middle Ages, from the early to the later medieval years.



A Day in the Life of a Lord or Serf (W.4.3)

ACTIVITY LENGTH FLEXIBLE

Ask students to write a detailed diary entry of the same day, first from the perspective of a lord and then from the perspective of a serf.



An Agricultural Year in the Middle Ages (W.4.2)

ACTIVITY LENGTH FLEXIBLE

People today understand time very differently from the way people in medieval Europe understood time. Today we think of days in terms of hours and minutes, or maybe class periods. We think of years in terms of days, weeks, and months. But in the Middle Ages, there was little use for measuring minutes or hours. And, with the exception of those tasked with maintaining the religious calendar, there was little value in counting days and months. Instead, life for an average peasant in medieval Europe was based on the agricultural calendar. There were times for planting, times for harvesting, times for plowing, times for pruning, and times for shearing, for example.

This activity will help students understand how different life was for people in medieval Europe compared to their modern lives. There are two components to this activity. First, use the following information about the medieval year to explain to students how peasants in Europe understood time over the course of a year. Second, instruct students to use what they have learned about the medieval agricultural calendar to create their own yearly calendar. These components are explained in more detail below.

The Medieval Year

At the outset, ask students to think about life in the medieval world. Ask them what might be the most important seasons or months, and why. After you have elicited a number of ideas, begin to explain to students that the cycle of the year in medieval Europe was closely tied to the agricultural cycle. Tell them that in order to keep a farm working and everyone fed, things had to be done in a certain order and at certain times. The fields had to be plowed at a certain time so that the seeds could be planted at the right time so that the growing season could be timed to match the rains, and so on. But there was more occurring on a farm than just growing crops. There were animals that had to be cared for, sheep that had to be sheared, fields that had to be fertilized, and hay that had to be cut and baled. Accomplishing all of these tasks required careful attention to time, just not the time that we think of today.

Here is an example of what medieval peasants may have thought of when they thought of a year:

- **January:** Clear ditches; cut wood; spread manure; birth early lambs.
- **February:** Prune fruit trees; mend fences; begin birthing calves.
- **March:** As the ground softens, begin to plow.
- **April:** Plant onions, leeks, and flax; birth piglets.
- **May:** Plant beets, carrots, and cabbages; repair homes.
- **June:** Shear sheep.
- **July:** Mow hay; harvest flax.
- **August:** Finish winter grain harvest; plant turnips.
- **September:** Harvest peas; breed cattle; plant winter wheat and rye; harvest apples.
- **October:** Plant barley and oats; make wine; breed sheep; let pigs forage.
- **November:** Collect firewood.
- **December:** Slaughter pigs.

A Modern Year

Materials Needed: drawing paper and art tools.

After explaining this calendar and the importance of the agricultural cycle to students, ask students if they think they can create a similar calendar for their own lives. Have them ignore the actual months and instead concentrate on their duties throughout the year (school work, sports, holidays, vacations, and so on). Creating their own calendar in this way will help them better understand how people in the Middle Ages understood time. Students can also illustrate their descriptions.

Life in a Castle

The Big Question: Why were castles important in the Middle Ages?

Primary Focus Objectives

- ✓ Describe the role of castles in providing protection during the Middle Ages, identifying specific castle features that would aid in its defense. (RI.4.1, RI.4.7)
- ✓ Describe life inside a castle. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *fortress, well, siege, tapestry, and warfare*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Life in a Castle”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

fortress, n. a fort; a place that has been built to be strong enough to provide protection (58)

Example: Despite the enemy attack, the people were safe inside the fortress.

Variation(s): fortresses

well, n. a hole dug deep into the ground to get water (60)

Example: The well supplied drinking water to everyone in the castle.

Variation(s): wells

siege, n. a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade (61)

Example: After the thirty-day siege, the enemy was able to take control of the castle.

Variation(s): sieges

tapestry, n. a handwoven wall hanging that may depict people and/or a scene (63)

Example: The richly colored tapestry showed the lords and their vassals hunting in the forest for deer.

Variation(s): tapestries

warfare, n. the activity of fighting a war (63)

Example: The soldiers engaged in warfare to defend the castle from attackers.

THE CORE LESSON 35 MIN

Introduce “Life In a Castle”

5 MIN

Many students may have ideas about castles that are based on their own reading or on movies they have seen. Ask students to volunteer what they know about castles. List some of their answers on the board or chart paper. As you read through the lesson, point out those items that are true about castles and those that are fictitious—items most likely to have been made up or exaggerated to make a book or movie more interesting.

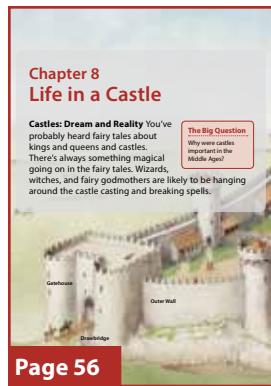
Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to why castles were important in the Middle Ages.

Guided Reading Supports for “Life in a Castle”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Castles: Dream and Reality,” “Castle Fortress,” and “Castle Construction,” Pages 56–60



Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Read the following sentence in the second paragraph on page 58: “Castles were designed to be **fortresses**.” Explain the meaning of the Core Vocabulary word **fortress**.

Ask students to read pages 56–60 to themselves. Suggest that they refer back to the illustration on pages 56 and 57 as needed.

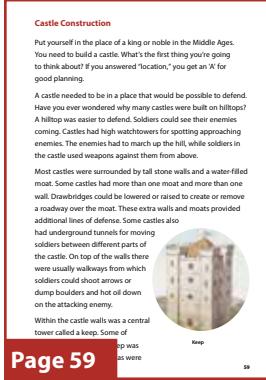
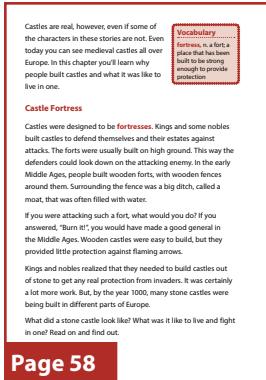
After students read the text, ask the following questions:

LITERAL—Why were castles built?

- » Lords built castles to protect themselves, their people, and the property associated with their manors.

LITERAL—How did this influence decisions about where to build a castle?

- » Castles were often built on top of a hill so that the people protecting the castle could easily see anyone approaching the castle.



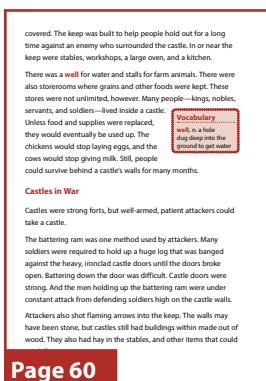
LITERAL—Can you name and discuss each feature of the castle labeled in the illustration on pages 56 and 57?

INFERRENTIAL—What features of the castle would aid in the castle's defense, and how did they protect people inside the castle?

- » The water-filled moat made it difficult to approach the castle, except by the drawbridge, which could be raised if an enemy tried to enter; the tall, thick outer wall surrounding the living area prevented an enemy from being able to see the people inside, making it difficult to use weapons like bows and arrows; the top of the walls and towers had walkways where guards could patrol with a clear view for many miles in all directions so they could see anyone coming toward the castle; they could also attack an enemy from the wall by shooting them with fire arrows or dropping heavy rocks or hot oil on top of them.

INFERRENTIAL—Read the illustration caption. In what ways was a castle like a city? Give details from the text to support your answer.

- » Nearly everything that people living in the castle needed was within the castle walls. There were work areas for making whatever was needed, stables with food and water for farm animals that were used to provide food for the inhabitants, storage areas for grains and other food, and a kitchen and oven. All the people needed to run the castle lived there as well.



"Castles in War," Pages 60 and 61

Before students read the text, scaffold understanding as follows:

SUPPORT—Read the first sentence in the "Castles in War" section on page 60: "Castles were strong forts, but well-armed, patient attackers could take a castle." Explain that the word *take* in this sentence means to attack and take control of the castle.

CORE VOCABULARY—Read the following sentence in the second paragraph on page 61: "Most attackers relied on **siege**, or blockade, to win." Explain the meaning of the Core Vocabulary word *siege*.



Ask students to volunteer to read different paragraphs in this section.
After students read the text, ask the following questions:

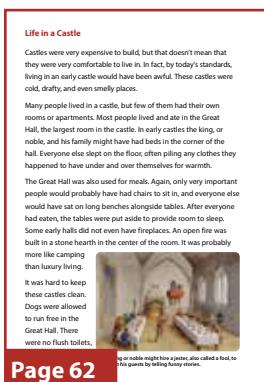
LITERAL—Why was a siege the preferred method of trying to gain control of a castle, rather than attacking it directly from the start?

- » Castles were very strong, so direct attack rarely worked. A long siege would exhaust the supplies of the people inside, leaving them weaker when the attack came.

LITERAL—How would the attackers gain entry into the castle?

- » They rolled tall, moveable siege towers holding their own soldiers up to the outer castle walls, so they could climb over the walls; they might also break down the castle doors with a battering ram, shoot flaming arrows into the keep, and dig tunnels under the walls to weaken them to the point of collapse.

"Life in a Castle," Pages 62 and 63



Before students read the text, scaffold understanding as follows:

SUPPORT—Read the following sentence in the first paragraph at the top of page 62: "These castles were cold, drafty, and even smelly places." Explain that the word *drafty* in this sentence means that the way castles were built allowed drafts, or currents of air like gusts of wind, to come inside the castle's living spaces.

Ask student volunteers to read each paragraph aloud.

CORE VOCABULARY—Read the following sentence in the first full paragraph on page 63: "Cold stone walls were hung with **tapestries** or even paneled with wood to cut down on drafts." Explain the meaning of the Core Vocabulary word *tapestry*.

CORE VOCABULARY—Read the following sentence in the last paragraph on page 63: "Castle building changed, along with advances in weapons and **warfare**." Explain the meaning of the word *warfare* and that the development of new weapons influenced how wars were fought.

After students read the text, ask the following questions:

LITERAL—What was the keep?

- » The keep was a central tower within the castle walls. Some of the area near a castle's keep was open courtyard; other areas were covered.

EVALUATIVE—Would you like or dislike castle life? Give details from the text to support your answer.

- » Answers may vary, but accept only text-dependent responses with supporting examples. An acceptable response might be a student

saying that he would like living in a castle because of the different people he would meet, especially the entertainers, such as musicians, storytellers, and jugglers, who came to the castle to give performances (text-dependent). An unacceptable response would be one based on ideas from fairy tales or movies, such as a student saying that he would like living in a castle because people have magic powers (not text-dependent). Text-dependent answers that might be given to indicate why a student would dislike living in a castle include that castles were cold and damp. There was no comfortable furniture or flushing toilets or hot water. Most people slept on the floor and had few opportunities to bathe. There was no privacy. Animals lived inside the castle, too, and there weren't "bathrooms" for them either.

EVALUATIVE—Would these aspects have seemed difficult or unappealing to the people living in castles long ago?

- » People in the Middle Ages had no experience with modern comforts, so they probably wouldn't have been as unhappy as we would be living that way. They probably were more concerned with their safety and with having enough to eat.

CHALLENGE—How did the invention of cannons affect the importance of the role of castles in the Middle Ages?

- » Cannons were able to break down castle walls, making it easier for attackers to gain entry to the interior of the castle. The stone walls were no longer sufficient to protect the people living inside the castle, so fewer new castles were built, and people no longer relied on castles as a way to live.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why were castles important in the Middle Ages?"
 - » A key point students should cite in their answers is that castles allowed kings and nobles to defend themselves and their estates against attack, giving many people a safe place to live.
- Choose one of the Core Vocabulary words (*fortress, well, siege, tapestry, or warfare*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Visit a Medieval Castle: Warwick Castle (RI.4.7)

45 MIN

Provide students with the opportunity to take a virtual tour of a real castle.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links to background information about Warwick Castle, a virtual tour, and an optional one-minute YouTube video of the castle's trebuchet may be found:

www.coreknowledge.org/ckhg-online-resources

If you choose to show the video of the Warwick trebuchet, in which a fireball is hurled during a demonstration for castle visitors, turn off the sound.

For the main activity, act as a tour guide of Warwick Castle—a medieval castle built in Warwickshire, England, on the River Avon—as you display interactive panoramic images of its different parts. The castle was originally constructed in the Middle Ages by William the Conqueror—about whom students will learn in a later chapter—and was renovated in later centuries. Be sure to explain that students will be seeing pictures of Warwick Castle as it exists today; make clear that the castle is now open for people to visit and that they will see some things in these images that did not exist in the Middle Ages (trash cans, street lamps, electric lights inside the castle, fire extinguishers, wax figures to depict historical characters, and so on). You may want to challenge students when you first display each image to identify any objects that would not have existed in the Middle Ages.

To focus on those parts of the castle constructed in the Middle Ages, we recommend that you display and discuss the images in the sequence given on the website for the virtual tour, clicking on the buttons in the top right-hand corner. Point out features in each image that students encountered in Chapter 8, asking students to name them, using the correct vocabulary. To take advantage of opportunities for teaching new vocabulary related to the castle images, point out the items listed in *italics*.

Exterior of Castle

- 1. The Mound:** Show students the location of the original castle, which was built as a wooden fort. Zoom in on the *trebuchet*, or *catapult*, in the upper left-hand corner.
- 2. Warwick Trebuchet:** Explain that this is a reproduction of a medieval *trebuchet*, a large weapon used in the Middle Ages to launch large objects like heavy boulders at one's enemies. Be sure students understood that this particular trebuchet was not used in the Middle Ages.
- 3. Castle East Front:** Zoom in and ask students to identify the outer wall, towers, and the mound.

4. **View from Guys Tower:** Show students the far-reaching view of the surrounding countryside that one would have from Guys Tower, one of the many high towers of Warwick Castle. Ask students to describe the defensive advantage that this offered.

Interior of Castle

5. **Courtyard:** Pan the circumference of the courtyard, explaining that this view is from inside the castle's outer wall.
6. **The Undercroft:** Explain that the *undercroft* was the cellar of the castle and was typically used to store food. Point out the vaulted ceilings of the undercroft, with their colorful frescoes, paintings that were done on wet plaster.
7. **Queen Anne Bedroom:** Point out the lavish tapestries covering many of the walls of this bedroom; ask students to explain why tapestries were hung on the castle walls.

Explain that the bed shown in this room was not originally part of the castle during the Middle Ages, but was added in the 1700s when Queen Anne was expected to visit the castle. Remind students that in early medieval castles, people rarely had beds or private bedrooms for sleeping. Ask students to name the room where the inhabitants of the castles typically slept during the early part of the Middle Ages (*the Great Hall*).

8. **Great Hall:** Pan the entire circumference of the Great Hall, pausing on the large table and explaining that not all of the things displayed in the room now would have been there during the Middle Ages, with the exception of the table. Ask students to describe the many ways the Great Hall was used and the different events that took place there.

Then zoom in on and describe the following objects presently displayed in the room as a way to foreshadow the next chapter, "Days of a Knight": *suit of armor, horse's coat of armor, helmet, lances, and swords*.

Castles: The Magnificence of the Medieval Era

45 MIN

Watch this lavishly filmed, well-narrated documentary from History TV depicting castles throughout Europe; this forty-three-minute film describes the feudal system and traces the evolution of castle architecture from wood to stone and the castle's defensive role.

Note: Use this link to download the CKHG Online Resources for this unit, where the specific YouTube link for the documentary film may be found:

www.coreknowledge.org/ckhg-online-resources

Note: Occasional ads are interspersed over the course of the film, but a "skip ad" feature is available.



Castle Diary (W.4.3)

ACTIVITY LENGTH FLEXIBLE

Have students imagine that they are the lord or lady of an early castle. Have them write a diary entry that describes daily activities or a special event in the castle. Encourage students to use details from the lesson or from their own research to make their diary entries as accurate and interesting as possible.



The Lady and the Unicorn Millefleurs Tapestries (RI.4.7)

35–40 MIN

Alternate Art Activity for The Lady and the Unicorn Millefleurs Tapestries:
If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store

Use the art resource to discuss features of the tapestries.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links for background information on The Lady and the Unicorn Millfleurs tapestries, images of weaving looms, and images of the tapestries themselves (from the Musée National du Moyen Âge, or National Museum of the Middle Ages, in Paris) may be found:

www.coreknowledge.org/ckhg-online-resources

For this activity, start by showing students several images of weaving looms, and explain that during the Middle Ages, people called weavers used looms like those in the pictures to create the woven tapestries that were often hung on castle walls. Explain that richly colored yarn, usually dyed different colors using natural herbs and plants, were woven to create interesting designs and pictures. Often, before weavers began weaving the yarn on the loom, they created a sketch on paper of what the finished tapestry would look like to guide their weaving. Emphasize that it took many months to complete a finished tapestry, depending on its size.

Next, guide students in exploring *The Lady and the Unicorn* tapestries at the Musée National du Moyen Âge, using slides 1–16 on the museum link.

Note: The website is written in French, but with certain browsers, there is the option to translate from French to English. Otherwise, let the images be your guide. Click on the large tapestry image to display the first slide. Then click arrows to advance each slide.

Slide 1: To My Only Desire Tapestry—Explain that this is one of six tapestries you will show students today that were created during the Middle Ages. This series of tapestries is usually referred to as *The Lady and the Unicorn* tapestries.

Ask students to describe what they see depicted in this particular tapestry, calling their attention to the women, unicorn, lion, and other animals. Point out the style of dress of each of the women, and ask students to speculate as to who they are (noble or servant, for example). Also, point out that lions and unicorns are included in many medieval images; ask students to notice that the lion and unicorn are each holding medieval banners, similar to the banners students saw displayed in Warwick Castle.

Explain to students that often the characters depicted in tapestries have a deeper, symbolic meaning beyond the actual character depicted. By way of explanation, guide students in discussing what qualities the lion and unicorn may represent: lion (*courageous, strong, fierce*); unicorn (*magical, mythical, mysterious*).

Finally, call students' attention to the *millefleurs* (French for "a thousand flowers") background, which consists of hundreds of tiny flowers woven into the background of the tapestry. The *millefleurs* style is repeated in all six tapestries in *The Lady and Unicorn* series that they will look at today.

Explain to students that many people believe that the remaining five tapestries in this series depict the five senses. Use the triangular arrow buttons on the edge of the screen to move from slide to slide.

Slide 2: The Sense of Smell—Tell students that this tapestry is said to represent the sense of smell. Ask students to identify any similarities with the first tapestry (*same women, similar animals, millefleurs style*).

Ask if they see anything in the tapestry that represents the sense of smell. (*There is a monkey smelling flowers on the left side of the tapestry*; if students do not see the monkey or anything else, do not point out this feature; a close-up of the monkey and flowers will be presented on a later slide.)

Slide 3: The Sense of Hearing—Discuss this tapestry and slides 4–6 in a similar fashion.

Slide 4: The Sense of Taste

Slide 5: The Sense of Touch

Slide 6: The Sense of Sight

Slide 7: Detail of Lady and Bird—This slide shows a detail from one of the six tapestries. First, point out to students that they can now see some of the threads and texture of the woven tapestry. Ask students to study the image and try to guess which sense is represented—that is, which tapestry is the close-up from? Redisplay slide 4 to verify that the detail is from the Sense of Taste because the bird appears to be eating some food.

Slides 8–10: Detail of Lady and Bowl, Detail of Lion, and Detail of Unicorn—Guide discussion of each close-up as above, toggling back and forth among the original full tapestry slides to verify that the details in these slides are also all from the Sense of Taste tapestry.

Slides 11 and 12: Detail of Woman Playing Musical Instrument and Detail of Woman's Dress—Guide discussion of each close-up as above, toggling back and forth among the original full tapestry slides to verify that the details in these slides are from the Sense of Hearing tapestry.

Slides 13 and 14: Detail of Woman and Mirror and Detail of Lion Cub and Rabbit—Guide discussion of each close-up as above, toggling back and forth among the original full tapestry slides to verify that the details in these slides are from the Sense of Sight tapestry.

Slide 15: Detail of Monkey and Flowers—Guide discussion of this close-up as above, toggling back and forth among the original full tapestry slides to verify that the detail in this slide is from the Sense of Smell tapestry.

Slide 16: Detail of Spotted Animal—Ask students to name the only sense tapestry from which they have not yet seen a close-up; toggle back and forth among the original full tapestry slides to verify that the detail in this slide is from the Sense of Touch tapestry.



What's the Story?

20–45 MIN

Note: To conduct the following writing activity, use this link to download the CKHG Online Resources for this unit, where the specific link for the Musée National du Moyen Âge (National Museum of the Middle Ages, in Paris) may be found:

www.coreknowledge.org/ckhg-online-resources

The website for the museum is written in French, but with certain browsers, there is the option to translate from French to English. Click on the large tapestry image to display the first slide, which shows the tapestry entitled *To My Only Desire*.

You may choose to have students conduct this activity individually, with a partner, or in small groups. Ask students to study the slide for a few minutes and then write an original story that includes the main characters depicted in the tapestry, adding a setting as to where they are, why they are there, and what is happening.

Weave a Story

45 MIN

Materials Needed: large white drawing paper, pencils, scissors, glue, stencils of different shapes or objects of different shapes that can be traced, and precut lengths of colored yarn



Note: You may want to prepare a partially completed tapestry of your own design in advance as an example of the different ways in which the pieces of colored yarn can be glued to the paper—for example, as linear stripes, coiled in a circle, and so on.

Remind students that the weavers who created tapestries often first sketched a drawing of what they wanted their finished tapestry to look like before they began weaving the tapestry. Tell students that they will have an opportunity to create their own tapestry today. Explain that they will first sketch a drawing of what they want their final tapestry to look like. Then, tell students that since looms are not available—and since you do not have months to complete an actual tapestry!—they will instead glue pieces of colored yarn to their drawing to create a textured picture that is similar to a tapestry.

Step 1: Tell students to take five or ten minutes to think about what they want to draw. Challenge students either to draw a picture that tells a simple story or to draw a simple design using the stencils or different objects to trace different shapes; some students may want to create a design by repeating drawings of flowers or other patterns.

Step 2: Once they have an idea, tell students to draw their picture or design on drawing paper. Regardless of whether students are drawing a picture to tell a story or creating a design, be sure they understand that they will need to draw all objects and shapes as outlines large enough that they can then glue the pieces of yarn within the outlines.

Step 3: Tell students to now choose different colors of yarn—that they may cut shorter if need be—and glue them within the outlines of the drawings or designs.

Step 4: Allow students time to share their tapestries with the class.

Step 5: Display students' work.

Days of a Knight

The Big Question: What was the life of a knight like?

Primary Focus Objectives

- ✓ Understand the role of knights in the Middle Ages. (RI.4.1, RI. 4.2, RI.4.7)
- ✓ Describe the Code of Chivalry and how it changed life in the Middle Ages. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *armor, lance, tournament, jousting, and troubadour*; and of the phrase “Code of Chivalry.” (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Chivalry”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

armor, n. metal outer covering worn to protect the body in battle (64)

Example: Knights wore armor in battle to protect themselves from the enemy’s swords and other weapons.

Variation(s): armored

lance, n. a long weapon with a pointed metal tip, used by horsemen when charging an opponent (67)

Example: When knights on horseback went into battle, they used long lances to try to throw one another from their horses.

Variation(s): lances

tournament, n. a series of contests among more than two people competing for an overall prize (68)

Example: After defeating four different opponents, Joseph had to face and beat one more opponent to win the tournament.

Variation(s): tournaments

jousting, n. a tournament in which two opponents on horseback fight with lances (70)

Example: The young knight turned out to be more skilled at jousting than the previous winner of the tournament.

Variation(s): joust

"Code of Chivalry," (phrase), a set of rules of behavior for knights (70)

Example: The Code of Chivalry valued bravery, military skill, honesty, and politeness.

Variation(s): chivalrous

troubadour, n. a person who writes and performs poetry set to music (71)

Example: The troubadour sang songs to entertain the lord and lady at the feast.

Variation(s): troubadours

THE CORE LESSON 35 MIN

Introduce "Days of a Knight"

5 MIN

Some students may already have an image of a knight in their minds. Their understanding of knights is likely the product of movies, television, and other forms of popular culture. Such ideas may be useful in helping them understand the utility of knights, but you should remind them that these fictional knights do not behave in quite the same way that the actual knights of the Middle Ages did.

Have students think back to the last chapter on castles. Ask them to speculate about why such fortresses were necessary in Europe. Explain to them that while Europe today is a peaceful continent, for many hundreds of years it was not. War was a large part of life for Europeans during the Middle Ages, and for hundreds of years afterward. Explain to students that in this warring environment, the role of a soldier was very important. Now introduce the role of the knight, the perfect symbol of a violent age.

Call students' attention to the Big Question, suggesting that as they read, they look for the answer to what the life of a knight was like.

Guided Reading Supports for “Days of a Knight”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Knight in Shining Armor,” Pages 64–66

Before students read the text, scaffold understanding as follows:

Chapter 9
Days of a Knight

A Knight in Shining Armor Close your eyes. Imagine a line of knights on horseback marching out of a castle across a drawbridge to fight an enemy. It's a bright sunny day, and their armor glints in the sunshine, creating a dazzling sight.

Vocabulary
armor, n. metal outer covering used to protect the body in battle

The Big Question
What was the life of a knight like?

Knights were highly trained soldiers who served a particular noble, or lord, as well as the king. They defended land, castles, and people. Knights rode on horses and were usually in positions of leadership on the battlefield. In military terms, a group of knights could change the outcome of a battle. Many brave and successful knights gained land and power. Over time, stories about knights, good and bad, became the subject of many songs of the Middle Ages.

Page 64



Page 65

CORE VOCABULARY—Read aloud the heading “A Knight in Shining Armor” and the accompanying paragraph, and explain the meaning of *armor*.

SUPPORT—If students participated in the virtual tour of Warwick Castle in the previous lesson, remind them of the suits of armor that were displayed in the Great Hall. Ask students to look at the image on page 65. What do they notice about the knights in this image?

Ask students to read page 64 to the top of page 66 to themselves. After students read the text, ask the following question:

LITERAL—What role did knights play in the Middle Ages?

- » Knights were, first and foremost, soldiers. They were mounted on horses and fought for their lords or king. Because of their important role in warfare, they became the focus of songs and stories that celebrated their heroism.

“Pages and Squires,” Page 66

Have students read this section, then ask the following questions:

How did a boy become a knight? What was a knight's training like? What did knights do when they weren't fighting battles? Read on to find out.

Pages and Squires

Most knights were the sons of noblemen. They began training to become knights when they were even younger than you are now. When a lord's son was seven or eight years old, he was sent away from his home in a castle or manor to live with a relative or overlord—the person who had granted his father a fief!

Why was he sent away? In his new home he would learn to become a knight. The training took many years. In the first stage of training, the young boy served as a pageboy. A pageboy had to learn how to serve noblemen and the proper manners of a nobleman. Horse-riding skills were also very important. Pages practiced their riding skills all the time. Pages also had to become skilled with a sword, as well as other weapons. At first they learned to fight with fake swords.

When a page was about twelve, he would become a squire. A squire was a personal servant to a particular knight. He went everywhere with the knight. He cleaned the knight's armor and Pageboys waited on tables.

Page 66

LITERAL—How might one become a knight in the Middle Ages?

- » Knights began their training as pageboys. At the age of seven or eight, pageboys waited on noblemen, learning manners, horseback riding skills, and sword work.

LITERAL—What did a squire do?

- » A squire was a personal servant to a knight. He accompanied the knight, cleaned his armor and weapons, helped the knight get into his armor, and looked after the knight's horse.

INFERRENTIAL—Why were squires important in the feudal system?

- » Squires were important for two reasons. First, they allowed knights to fight in battles more efficiently. Second, they provided a kind of apprenticeship for young men, training the next generation of knights.

"Becoming a Knight" and "Life of a Knight," Pages 67 and 68

Scaffold understanding as follows:

CORE VOCABULARY—Read the following sentence in the first paragraph of "Life of a Knight" on page 67: "The armor also protected him from an enemy's sword and **lance**." Explain the meaning of the Core Vocabulary word *lance*.

Ask student volunteers to read these two sections aloud. After students read the text, ask the following questions:

LITERAL—How did squires become knights?

- » Squires became knights in their late teens, perhaps earlier if they came from a higher noble family. They became knights through ceremonies, where they were presented with armor and weapons. A squire's sponsor would then name him ("dub" him) a knight. During wartime, this process could be much quicker.

LITERAL—Who might be able to become a knight in the Middle Ages?

- » In the Middle Ages, knights were typically from noble families. But occasionally a commoner might also become a knight if he was an exceptionally skilled soldier.

LITERAL—What did knights wear in battle?

- » Early knights wore chain-mail (metal rings) armor with steel plates. Underneath, the knight would wear a thick leather undergarment. Later, chain mail was replaced entirely by steel plates covering a knight from head to toe.

INFERRENTIAL—Why might knights have come primarily from the ranks of the nobles in the Middle Ages?

- » A knight had to keep and maintain not only his armor, weapons, and swords, but also a horse. This equipment was expensive. Few commoners would have been able to afford such things.

weapons, and cared for his horse. One of his most important jobs was to help the knight get into his heavy armor.

Becoming a Knight

Depending on his rank, the squire might be knighted anytime between the ages of sixteen and twenty. Sometimes a young man who was a member of the highest level of the nobility was knighted at an earlier age. Normally, a young man was knighted in a solemn ceremony. He stood up all night, praying that he would be a worthy knight. Then he would be presented with spurs, a sword, a shield, and a helmet. His sponsor, usually the lord who had taken him in as a page, would tap him lightly on the shoulder with a mace and call out "Rise, Fighting-Or-Other." Not all squires became nobles, however. The fighting knight was one of the few positions of nobility that a commoner could hope to attain. Since nobles were usually desperate for brave fighting men, a soldier who showed bravery in battle would occasionally be knighted as a reward.

Life of a Knight

An armored knight on horseback was a great fighting machine. Arrows from enemy archers could bounce off the steel plates. The armor also protected him from an enemy's sword and lance.

Vocabulary
lance, n., a long weapon with a sharp tip, used by horsemen during an opponent.

Page 67

47

In the early Middle Ages, armor was made of sheets of chain mail—metal rings—reinforced with plates of steel in key areas. A shirt of chain mail weighed about twenty-five pounds. Under the mail, the knight wore a shell of thick, hard leather.



Early knights wore chain mail.

By 1400, chain mail was replaced by hinged metal plates that covered a knight from head to foot. A suit of armor could weigh as much as sixty-five pounds. It was not easy to move around in these metal suits. That's why knights needed squires to help prepare them for battle. However, once on horseback, a knight was a dangerous soldier.

Tournaments and Chivalry

Knights had to stay in shape to face the challenges of battle. During peacetime, knights held tournaments.

A tournament was a festive time for the nobles of the lord's manor estate. Colorful banners were flown in the air over the tournament grounds. Knights painted colorful designs on shields and banners to identify themselves and their families. A tournament would often attract knights and guests from surrounding castles, and ladies wore their finest robes.

Page 68

Vocabulary
tournament, n., a competition among more than two competitors.

A tournament was a festive time for the nobles of the lord's manor estate. Colorful banners were flown in the air over the tournament grounds. Knights painted

colorful designs on shields and banners to identify themselves and their families.

A tournament would often attract knights

and guests from surrounding castles,

and ladies wore their finest robes

"Tournaments and Chivalry," Pages 68–70



Page 69

as they watched their favorite knights charge toward each other on horseback. The goal of the competition was to use a lance to knock the opposing knight off his horse. This was called **jousting**. Nobles and serfs alike would bet money on their favorite knight to win the competition.

Men of Honor

From time to time, knights became a problem for their lords. After all, they were armed men who were trained to settle arguments violently with their swords. Even though they were the lord's vassals, and their job was to protect the lord from enemies, there were times when the lords felt threatened by their own knights.

To control the knights and their potentially dangerous behavior, lords created a set of rules that knights should follow. These rules were called the **Code of Chivalry**. Knights were supposed to be generous, courteous, loyal, and honorable.

The Code of Chivalry required knights to follow certain rules of fighting. For instance, if a knight surrendered, he couldn't try to escape. He had to fight fairly. He could not cheat.

Chivalry also required knights to be kind and thoughtful to women. A part of the code called for knights to show loyalty to the lady they served. Sometimes a knight who fought in a lady's scarf to his helmet to show that he

Page 70

Vocabulary
jousting, n. a competition in which two opponents on horseback fight with lances

"Code of Chivalry"
A code of rules for knights

"Men of Honor" and "Mounted Soldiers," Pages 70 and 71

Ask students to read the remainder of the chapter to themselves, and then ask the following questions:

INFERENCE—What was the Code of Chivalry, and what were its benefits for people in the Middle Ages?

- » The Code of Chivalry was a set of rules and expected behaviors for knights to follow. These rules helped protect people—including lords—from violence at the hands of knights. In addition, it gave lords more control over their knights. Finally, it improved the public's image of knights.

INFERENCE—What important role did troubadours play in medieval society?

- » Troubadours served as entertainers but also fulfilled an important role in spreading stories of romance and adventure around Europe.

Timeline

- Show students the Chapter 9 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question, “What was the life of a knight like?”
- Post the image card to the Timeline; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline. It should be placed in the 1100s section of the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was the life of a knight like?”
 - » Key points students should cite in their answers include: a knight would have trained as a pageboy and then as a squire before being knighted, then would have participated in tournaments, protected his lord, and followed the Code of Chivalry.
- Choose one of the Core Vocabulary words (*armor, lance, tournament, jousting, or troubadour*) or the phrase “Code of Chivalry,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Medieval Jousting (RI.4.7)

30 MIN

Present a reenactment of a joust for the class.



Background for Teachers: The jousting reenactment video you will share with students is a modern reenactment of a medieval joust, without the high level of violence that would have occurred, and it shows important aspects of the lifestyle of knights during this era. You might want to consider explaining to students that a real joust would have been quite violent. Have them think about the weight and size of a lance, the weight and size of the horses, and so on.

Use this link to download the CKHG Online Resources for this unit, where specific links to background information about jousting and tournaments and to the reenactment video may be found:

www.coreknowledge.org/ckhg-online-resources

Jousting Reenactment



Preview the jousting reenactment video before showing it to students:

When you watch the video with students, stop to highlight various features:

1. **The knights**—Ask students about the knights' appearance and activities. Are they dressed with historical accuracy? How easy is it to distinguish one knight from another? Where are their lances? How dangerous are the lances?
2. **The squires**—Ask students about the squires in the video. What are their roles? How do they act? How do they help the knights? Why would this have been important?
3. **The lord and lady of the manor**—What are their roles? When do they appear, and what is their purpose in the joust?
4. **Other spectators**—Who might these people have been in the Middle Ages?
5. **Activities**—What does the joust involve? How do the knights act, and what do they do? Why are the horses important?



A Squire's Job Application (W.4.3)

ACTIVITY LENGTH FLEXIBLE

Have students imagine that they are young people in the Middle Ages. Have them write a letter to a knight in which they ask to be employed as a squire. Encourage students to use details from the lesson, the video of the joust, or their own research to explain what would make a squire useful to a knight and why they would make good squires and eventually good knights.

A Serf and His Turf

The Big Question: Why does the author say that serfs lived close to the land?

Primary Focus Objectives

- ✓ Explain the place of serfs in the social structure of the Middle Ages. (RI.4.1, RI.4.3, RI.4.5)
- ✓ Describe the life of a serf. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *peasant, security, hearth, livestock, and healer.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Freedmen and Serfs”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

peasant, n. a person of low social rank, usually a farmer or unskilled worker (72)

Example: Peasants usually lived their whole lives close to the place they were born.

Variation(s): peasants

security, n. safety, freedom from danger (74)

Example: Tall, strong castle walls provided security from attack.

Variation(s): secure

hearth, n. the bottom of a fireplace (75)

Example: The heat around the hearth makes it a good place to sit on long winter nights.

Variation(s): hearths

livestock, n. the animals kept on a farm (75)

Example: The livestock on a farm often includes pigs, cows, sheep, goats, and chickens.

healer, n. a person who cures the sick (76)

Example: Mallory's parents knew she was a healer when they saw her care for a sick cat.

Variation(s): healers, healing

Introduce “A Serf and His Turf”

5 MIN

Begin by explaining the play on words in the chapter title—the phrase “surf and turf” describes a kind of meal that has seafood (surf) and meat (turf). Then explain that the chapter title refers to the relationship of a peasant—a serf—to the land—his turf. Next, briefly review the things students have already learned about lords and knights. Tell students that these people are at the top of the social structure. In this lesson, they will learn about peasants, who are the people at the bottom of the social structure. If necessary, review what a social structure is and the diagram in Chapter 6, page 43. As you read through the lesson, take opportunities to compare and contrast life at the bottom with life at the top of the social structure, and discuss how the different groups relied on each other.

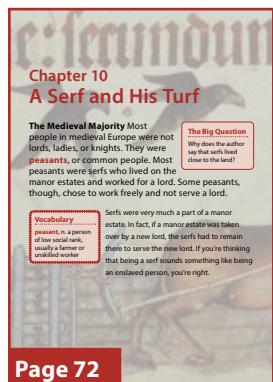
Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to why the author says that serfs lived close to the land.

Guided Reading Supports for “A Serf and His Turf”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

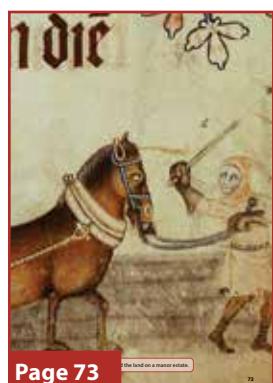
“The Medieval Majority,” Pages 72–74



Before students read the text, scaffold understanding by first discussing the image on pages 72 and 73. Ask students if they know what the man in the image is doing.

CORE VOCABULARY—Have student volunteers read the paragraphs in this section. Once the reading is complete, reread the fourth sentence in the second paragraph on page 74: “Therefore, around the 900s, many freedmen began to trade freedom for **security** by placing themselves under the protection of a feudal lord.” Explain to students the meaning and significance of the Core Vocabulary word *security*.

After students read the text, ask the following questions:



LITERAL—Why did slavery end in Europe?

- » The Church was against enslaving Christians, so as Christianity spread, slavery declined.

LITERAL—How did a population of freedmen in Europe become a population of serfs?

Sadly, the practice of slavery had existed for thousands of years in different parts of the world. However, the idea of freedom happened slowly, over time, as the culture and development of medieval Europe took shape. There was, as always, a need for large numbers of workers to do the manual labor that people became Christians for, which became equivalent to enslaving them. As a result, many people who had been enslaved were freed. These men were known as freedmen.

Unfortunately, freedmen were not always able to make much use of their freedom. Since they had been enslaved all their lives, they were generally poor. Even if they could buy land, they probably would not have been able to protect themselves against warring tribes and powerful lords. Therefore, around the 900s, many freedmen began to trade freedom for security by placing themselves under the protection of a local lord. This is how many freedmen became serfs.

It's important to note that medieval serfs had some rights that many enslaved people did not. They could not be sold apart from the land. And they had the right to keep what was left over after paying whatever they owed to their lord. In addition, serfs could pass property on to their children.

The Life of a Serf

There weren't many luxuries for serfs in the Middle Ages. Generally, they led a hard life, and there were supposed to protect their serfs, but there was little a serf could do about it.

Page 74

- » Although slavery no longer existed, and there were freedmen, life for peasants during the Middle Ages was very difficult. Many freedmen chose to seek the security a lord could provide. Over many generations, these freedmen became serfs.

INFERRENTIAL—How were serfs similar to and different from the earlier enslaved people?

- » Serfs were like enslaved people because they had to work hard and serve their master, and they had no rights if the master abused them. However, unlike enslaved people, who were often sold like property by their masters, serfs could not be sold apart from the land. They were also able to keep what was left after they gave whatever was owed to the lord. And, when they died, they could pass their property on to their children.

EVALUATIVE—Do you think it was a smart choice for freedmen to become serfs?

- » Answers will vary. This is a good opportunity to talk about pros and cons and to discuss why different people might weigh certain pros or cons more heavily.

"The Life of a Serf" and "Holidays," Pages 74–77

It. Serfs had to work extremely hard, and they kept only a small amount of what they grew or made.

By around the year 1000, wood was hard to come by in parts of Europe. The house of a serf typically had a simple wood frame, with a mixture of mud and straw spread in between the wooden beams as walls. The roof of the house was made of straw, and the floor was dirt. In wet weather, the floor turned to mud.

Serfs slept on the floor, perhaps with a layer of straw to provide a little bit of cushioning and warmth. They lived with their animals—chickens, sheep, and pigs. There was no fireplace—just a **hearth** in the middle of the floor, with smoke drifting up through a hole in the roof.

Serfs built the few pieces of furniture they possessed, sewed their own clothes, and grew or raised their own food. In fact, serfs made most everything they needed.

Serfs lived close to the land. They spent most of their days working for the lord of the manor: plowing his fields, planting his seeds, harvesting his crops, and stomping grapes to make his wine. Women were often in charge of small **livestock**. They would shear the master's sheep, spin the wool into yarn, and weave it into cloth. Women also had the job of tending the family vegetable garden and caring for the children.

While the serfs prepared food and goods for the master, they had to live mostly on bread, vegetables, and

Page 75

Scaffold understanding as follows:

CORE VOCABULARY—Have students quietly read the first three paragraphs of "The Life of a Serf." Once the reading is complete, reread the following sentence on page 75: "There was no fireplace—just a **hearth** in the middle of the floor, with smoke drifting up through a hole in the roof." Explain to students the meaning and significance of the Core Vocabulary word **hearth**.

Read the next two paragraphs to students aloud.

CORE VOCABULARY—Once the reading is complete, reread the following sentence: "Women were often in charge of small **livestock**." Explain to students the meaning and significance of the Core Vocabulary word **livestock**.

CORE VOCABULARY—Have two students volunteer to read the next two paragraphs beginning at the bottom of page 75 aloud. Once the reading is complete, reread the following sentence on page 76: "If serfs got sick, they depended on village **healers**, who used local herbs to treat illnesses." Explain to students the meaning and significance of the Core Vocabulary word **healer**.

Tell students to read the final section, "Holidays," quietly to themselves.

ale or beer. Interestingly, historians have noted that women began to improve after about the year 1000. This helped them live longer and have more children, contributing to the population boom of the High Middle Ages.

If serfs got sick, they depended on village **healers**, who used local herbs to treat illnesses. Lords might have a professional physician, though his cures were probably not any more advanced! Of course, not all lords were cruel and heartless. Many realized that if their serfs were going to work hard, they had to reasonably healthy.

Holidays

While all peasants—serfs or freedmen—faced many difficulties, there were still some good times in their hard lives. Just as we enjoy holidays today, people also enjoyed them in the Middle Ages. In fact, the word *holiday* comes from the "holy days" that the Middle Ages. Remember, the

Page 76



The life of a serf wasn't all work; there was time for fun and games on holy days.

Church was a part of everyday life on the manor estate. People celebrated many more holy days than we do today. With Sundays, saints' days, and other holidays, there were about a hundred days each year when people did little work.

On the holy days, the whole manor attended church. But there was usually more to these holy days than worship. The knightly tournaments you read about earlier often took place on these holidays. People liked to see and meet interesting people. They took part in sports such as bowling and wrestling. They watched jugglers and magicians and listened to traveling troubadours and minstrels. These holidays gave people something to look forward to and lightened the load of serfdom.

Page 77

After students read the text, ask the following questions:

INFERRENTIAL—How were the lives of serfs different from the lives of lords and knights?

- » Serfs lived in much smaller homes, which were made of wood, mud, and straw, and had little furniture. Their diets were simpler and almost entirely lacked meat. Serfs worked harder but did not get to keep much of what they made or grew. Serfs did celebrate the same holidays as lords and knights. Even though they did not participate in the same way as lords and knights, there were sports and entertainments for the serfs.

EVALUATIVE—Would you rather be the lord of the manor or a serf? What were the advantages of each position?

- » Answers will vary, but accept only text-dependent responses with supporting examples. Sample responses will probably indicate that students would prefer to be lords of manors, as they had vastly more comfortable lifestyles, as well as freedom. However, you may also accept responses from students, saying they would prefer to be serfs, if these answers are well-reasoned and text-dependent (for example, a student would enjoy working on the land).

INFERRENTIAL—Serfs did little or no work for about a quarter of the year. Why?

- » Life in the Middle Ages was dominated by the Church, and holy days were a common part of the calendar. With the year's fifty-two Sundays, along with saints' days and other holidays, days with little or no work made up about 100 of the 365 days of the year.

CHALLENGE—What could freedmen have done to solve the problems they faced without becoming serfs?

- » Answers will vary. This is a good place to discuss the power of community and cooperation in contrast with a hierarchical social structure. Introduce the idea that cooperative self-protection wasn't common at the time. The experience of previously enslaved people was one almost entirely of top-down power, so becoming a serf was the most obvious solution to their poverty and insecurity.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why does the author say that serfs lived close to the land?
 - » Key points students should cite in their answers include: serfs stayed on the land if it was transferred to a new lord and could not be sold apart from it; they built their own homes (typically using the earth) and grew their own food; and they worked on the land most of their days.
- Choose one of the Core Vocabulary words (*peasant, security, hearth, livestock, or healer*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Party Like a Serf (W.4.3)

ACTIVITY LENGTH FLEXIBLE

Have students form groups and plan holiday festivities that serfs might have participated in.



Background for Teachers: First, have the entire class agree on a specific holiday. You may want to suggest May Day, Michaelmas, St. Valentine's Day, or St. Patrick's Day, providing students with a brief explanation of the origin of the holiday. Use this link to download the CKHG Online Resources for this unit, where a specific link to a website about medieval holidays may be found:

www.coreknowledge.org/ckhg-online-resources

Next, form four groups and have each group focus on one area: food, games, sports, and entertainment. Further research will be necessary for the students' choices to stay within the historical context of a serf.

Optional: Have the groups compose a song that a minstrel might sing at the event.



The Two Sides of a Serf's Life: Diary Entries (W.4.3)

ACTIVITY LENGTH FLEXIBLE

For this activity, have students imagine that they are a child in a family of serfs. Have them write two diary entries describing their life. One entry should be about a working day, and the other should be about a holiday. Encourage students to use details from the lesson or from their own research to make their diary entries as accurate and interesting as possible.

City Life

The Big Question: How was life in a medieval city different from life on a manor estate?

Primary Focus Objectives

- ✓ Describe conditions in a European city during the Middle Ages. (RI.4.1)
- ✓ Explain the role and power of guilds. (RI.4.1)
- ✓ Explain the relationship between cities and feudalism. (RI.4.1, RI.4.3, RI.4.5)
- ✓ Understand the meaning of the following domain-specific vocabulary: *guild, apprentice, journeyman, masterpiece, and charter.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Growth of Towns”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

guild, n. a group of businessmen who control a certain craft (82)

Example: John is a member of the shoemaking guild.

Variation(s): guilds

apprentice n. a person who is learning a trade from a master craftsman (82)

Example: Harvey learned to weave as an apprentice to a master weaver.

Variation(s): apprentices

journeyman, n. a guild member who is considered qualified to work for wages in a particular trade (83)

Example: The promotion from apprentice to journeyman made a craftsman’s life better.

Variation(s): journeymen

masterpiece, n. a perfect example of a finished product of some craft (83)

Example: After decades mastering his trade, the cabinetmaker created his masterpiece, a perfectly finished chest of drawers.

Variation(s): masterpieces

charter, n. a document given by a ruler to a group of people that allows them to elect their own government officials (84)

Example: The first English colonies were run by people who got a charter from the king.

Variation(s): charters

THE CORE LESSON 35 MIN

Introduce “City Life”

5 MIN

Remind students that using prior knowledge as they read will help them make connections between information they already know and the new information they are learning. As you read through the lesson, point out to students how their knowledge about the life of serfs can help them understand city life by providing a clear contrast. Also point out that their knowledge of Church hierarchy and the rules of Benedictine monasteries can help them understand guilds.

Call students' attention to the Big Question, suggesting that as they read, they compare what they read about city life with what they already know about life on a manor estate.

Guided Reading Supports for “City Life”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Serf Goes to the City,” Pages 78–81

Before students read the text, scaffold understanding as follows:

SUPPORT—Explain that this opening section of the text centers on a fictional serf named Peter. Point out that Peter's experience is personal to him, and other serfs going to the city for the first time would have had different experiences and thoughts, but this section can give readers a general idea of how a serf might have experienced the city. **Read page 78 aloud, and discuss the illustration on page 79. Then ask students to read the remainder of this section to themselves.**

Chapter 11 City Life

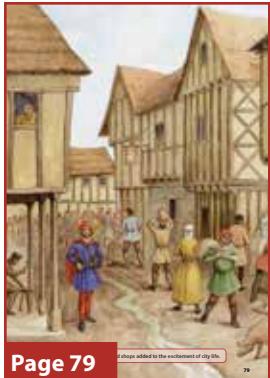
A Serf Goes to the City Now that you've read about the difficulties of a serf's life, you will now be surprised to learn that some serfs ran away from the manor estate. Some set off to live in the city.

Imagine a young serf who has spent his entire life in the countryside. He spends his days in the fields, working side by side with other serfs. Then one day this serf—let's call him Peter—is sent to the city to sell some firewood. He must sell the wood and bring the money back. He leaves home with a cart filled with firewood.

Before the trip, Peter had heard many stories about life in the city. But none of the stories prepared him for the reality of the city.

The Big Question
What was life in a medieval city different from life on a manor estate?

Page 78



Page 79

For a young man who spends his days in open fields, the crowds of people pressing against him are a terrible shock. Peter would never have guessed that the whole world contained this many people.

Peter is astonished by the gangs of children at play, the women carrying baskets of fruit, and the men pushing small herds of sheep before them. And yet none of these people pay any attention to Peter whatever!

This city has many churches. But although there are places to pray, there are dangers, too. Everywhere he looks, he sees thieves and beggars.

Even though it is a sunny day, there are times when Peter can't see the sky to tell what time it is. Some of the narrower streets are shadowed by rows of buildings. He listens for the toll of church bells to know the time.

Peter is excited by all the new sights. But he is also horrified by some of the new smells. As a serf, he is used to a certain amount of odors. But the city smells are worse than anything he has smelled before. People dump waste from animals and people into open drains. Dogs and pigs wallow in the waste. They are forced to stalk meat tracks. People selling meat and fish to the unsold, eating foods into the streets. Dogs and pigs roam around, looking to make a meal of the garbage. The river is filled with all kinds of garbage, too, including dead animals. Nevertheless, Peter is fascinated with the city and city life.

Page 80

After students read the text, ask the following questions:

LITERAL—What is Peter's impression of the city?

- » He is astonished by the number of people and by the variety of activities. He is disgusted by the smell and by some of the sights, but he is excited by what he sees.

EVALUATIVE—Do you think Peter makes the right decision to run away to the city?

- » Answers will vary but should be based on the knowledge students have acquired in reading previous chapters in this unit. Discuss the risk Peter is taking. Ask students to consider what Peter might be giving up by running away to the city and what benefits he might get from this decision. Discuss family versus independence, security versus opportunity, and so on.

"Guilds," Pages 81–83

Scaffold understanding as follows:

CORE VOCABULARY—Explain the meaning of the Core Vocabulary word *guilds*, and point out that guilds played an important role in the economic and political life of medieval cities. Suggest that students think about that role as they read.

CORE VOCABULARY—Have student volunteers read each paragraph. Reread the first sentence on page 83: "When an apprentice proves himself or herself to be skillful in the craft, he or she is promoted to **journeyman**." Give the meanings of the Core Vocabulary words *apprentice* and *journeyman*, and explain their relationship to each other.

After students read the text, ask the following questions:

INFERRENTIAL—What were guilds, and what did they do?

- » Guilds were trade or professional organizations that set rules and practices to benefit their members and, in some cases, the public.

INFERRENTIAL—How were master craftsmen similar to and different from lords?

- » Like lords, master craftsmen occupied the top of a social structure. They had more power and a better life than the people below them. Unlike lords, who were born into their position, master craftsmen

After selling his firewood, Peter begins to make his way home. Peter cannot stop thinking about the sights and sounds of the city. Then, he makes a decision. He will run away to live there. As he continues home, he begins to make a plan. After a few weeks back on the manor estate, Peter escapes to the city.

What is he going to do once he gets there? How can he make a living in this city? Peter isn't sure, but he knows that much of the excitement in the streets is due to people selling and buying goods and services. The streets are full of shops. There are tailors, barbers, furriers, grocers, carpenters, cobblers, leather tanners, and bakers. These shops are more like market stalls opening right onto the busy street. In the back of each shop people make the items that will be sold in the shop.

Peter wants to find a way to work in a shop. He goes from place to place, talking with shopkeepers and clerks about how to find a job.

Guilds
In his discussions with shopkeepers and clerks, Peter discovers that



Everywhere Peter looked, people were buying and selling all kinds of goods.

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organized into a **guild**. For example, there are guilds for shoemakers, carpenters, hat makers, tailors, clock makers, and jewelers. The most members of a guild were called master craftsmen, or masters for their craft in the city. (They are called craftsmen because they are mostly men, though there are some women, too.) The guilds set standards for things like product quality and training.

Guilds require would-be members to train for a certain number of years with a guild member. Most start out as **apprentices** when they are children, helping their master at work. Peter learns that he is too old to start as an apprentice.



Page 82

Vocabulary
guild, n. a group of businesses who control a certain craft or industry.
apprentice, n. a person who is learning a trade from a master craftsman

When an apprentice proves himself or herself to be skillful in the craft, he or she is promoted to **journeyman**. At this point he or she is allowed to practice the trade in the community and earn wages. A journeyman might work for the master he apprenticed with. Or he might go into business with another journeyman. A journeyman will work this way for many years to prove himself to be highly skilled in his craft before he can join the guild. Finally, the journeyman can request that the guild raise him to the status of master. Part of the process of becoming a master require that the journeyman produce a **masterpiece**. A masterpiece is a perfect example of a finished product for a craft. For example, a shoemaker's masterpiece is proof that a journeyman has the skills to continue the high standards of the guild.

Vocabulary
A guild member who is allowed to work for wages in a particular business.

masterpiece, a perfect example of a finished product for some craft.

The Growth of Trade and Cities

Between the fall of Rome and about the year 1000, there was not much trade or movement in Europe. As Europe became somewhat more stable, towns and cities began to increase. Merchants now needed people to carry their goods to other towns and cities to sell. Peter decided to look for work in the growing trade between cities.

Cities in Europe grew along with trade and business. London, Paris, and other cities began to expand. Many people moved to a manor estate.

Page 83

had to earn their position through a long process, hard work, and the mastery of skills.

CHALLENGE—A medieval craftsman had to start as an apprentice and then become a journeyman before becoming a master. How did this practice help guild members? How did it help people outside the guild such as merchants and customers?

- » The different steps in the long training process protected merchants and consumers from receiving shoddy products. Those steps also protected the guild master from competing with others who might sell their products below cost. In theory, the system also assured that if someone went through the process and was able to complete his or her masterpiece, that person would be able to work and earn a living.

"The Growth of Trade and Cities," Pages 83–85

The growth of towns and cities had a major impact on local governments, businesses, and the feudal system itself. Eager to establish local governments, towns offered their king, or sometimes a lord, a sum of money for a **charter**. A charter was a document that granted townspeople permission to elect their own mayors, sheriffs, and other officials. However, the only people who could vote in these elections were the powerful merchants.

Vocabulary
charter, a document given by a king or lord to a group of people that allows them to elect their own government officials.

Page 84

Scaffold understanding as follows:

CORE VOCABULARY—Ask students to volunteer to read aloud, paragraph by paragraph. Read the second sentence on page 84: "Eager to establish local governments, towns offered their king, or sometimes a lord, a sum of money for a **charter**." Explain the meaning of the Core Vocabulary word *charter*. Give another example of a sentence using the word.

After students read the text, ask the following questions:

INFERRENTIAL—Why would people want a city charter?

- » A charter made the city independent and gave powerful merchants the right to elect their own leaders and form their own government.

INFERRENTIAL—How did charters both increase and decrease the power of kings?

- » The charters brought money to the king, which increased his power. But charters also gave some control over local government to people beyond the king's control, so that was a decrease in power.

INFERRENTIAL—Why did the growth of cities help bring an end to feudalism?

- » The cities generated wealth, and some of that wealth went to the kings. Kings could use that wealth to hire soldiers and build buildings, which eroded the power of local lords. The cities also provided opportunities for social mobility that disrupted the strict social structure of feudal society.

From around 1000 onward, the feudal lords slowly began to lose influence and power to the kings. People were required to be loyal to the king, but their ties to lords were weakening. Kings used the wealth from towns and cities to become more powerful. Over time, strong kings established kingdoms such as England, France, and Castile (central Spain). However, just as the decline of the Western Roman Empire happened over a long period of time, the decline of the feudal system took many years.

Page 85

EVALUATIVE—The text says, “Many people preferred city life to life on a manor estate.” Would you have preferred city life or life on a manor estate? Why?

- » Answers will vary. This is a good opportunity to review the main features of manor life for serfs. Continue the discussion of pros and cons from the previous section.

Timeline

- Show students the Chapter 11 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How was life in a medieval city different from life on a manor estate?”
- Post the image card to the Timeline; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline. It should be placed in the 1200s section of the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How was life in a medieval city different from life on a manor estate?”
 - » Key points students should cite in their answers include: a person in a city could join a guild and work in a shop, while a person at a manor had to work on the land.
- Choose one of the Core Vocabulary words (*guild, apprentice, journeyman, masterpiece, or charter*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Living in a Medieval City (RI.4.7)

15 MIN

Provide students with the opportunity to see what life was like for a medieval city dweller by watching a reenactment video about the life of a carpenter and his family and servants in 1420. Use this link to download the CKHG Online Resources for this unit, where a specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

The Medieval Town

Start the video at 9:16 and end at 16.44.

Note: This clip depicts the carpenter drinking ale with his breakfast. Remind students that many people in the Middle Ages drank ale every day because they did not have access to safe drinking water, and because it was an inexpensive source of nutrition.

After watching the reenactment, review what students saw, using the following questions and points of discussion:

- At the beginning of the film, what is the young woman trying to do with the bread and candles?
 - » She is making traps to attract fleas. Explain to students that being bitten by these fleas was more than an annoyance. They will learn in later chapters how the bites of these fleas could spread disease.
- Discuss why the master carpenter spits out his bread during the morning meal. Also discuss the baker's mark on the bread and why the young woman is advised to look for this mark when she purchases bread at the market.
 - » The bread the master carpenter bites into does not taste good because the flour used to make it was mixed with chalk. Buying bread with the baker's mark would be a sign that the bread is higher quality because it bears the mark of the guild.
- Discuss who the young man is that the master carpenter welcomes. Ask what point the master carpenter is making when he shows the young man the cracked blocks of wood and asks what he would do.
 - » The young man is likely a new apprentice who has come to work with the master carpenter to learn the craft of carpentry. In showing the cracked pieces of wood, the master carpenter wants to make the point that the quality of the materials and work that is done is of utmost importance. He tells the apprentice that inferior materials like cracked wood should not be used.



Trade Networks in the Middle Ages (RI.4.7)

ACTIVITY LENGTH FLEXIBLE

Activity Page



AP 11.1

Copy and distribute Trade Networks in the Middle Ages (AP 11.1), found in the Teacher Resources section (pages 209 and 210), to orient students to the extent of trade in the late Middle Ages in Europe. Note that the trade routes extended throughout Europe and to the Middle East and elsewhere in Asia. Explain to students how to read the key and scale on the map. Have students use the scale to compute distances along the trade routes. Then have students answer the questions that follow the map.



Writing a City Charter (W.4.3)

ACTIVITY LENGTH FLEXIBLE

Have students imagine that they are the leaders of a powerful guild in a medieval city. They want the city to have more independence, so they decide to write a charter for their city. This can be a group activity with each group producing a single document. You may want each group to represent a different guild, considering what aspects they might include in a city charter based on the product the guild produces, how and where it is sold, and so on. Have the groups share their charters with the class and explain why they included each of its features.

Women in the Middle Ages

The Big Question: What was it like to be a woman in the Middle Ages?

Primary Focus Objectives

- ✓ Understand the ways women's lives differed from men's lives in Europe during the Middle Ages. (RI.4.1, RI.4.2)
- ✓ Identify activities and occupations performed by women during the Middle Ages. (RI.4.1)
- ✓ Recognize the achievements of notable women from the Middle Ages. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *hygiene, religious, devotion, abbess, composer, vision, and university.* (RI.4.4)

Core Vocabulary (Student Reader page numbers listed below)

hygiene, n. cleanliness (88)

Example: Brushing your teeth and keeping clean are parts of good hygiene.
Variation(s): hygienic

religious, adj. relating to beliefs about God or several gods to explain how the world started, why things happen, and how people should live in the world (88)

Example: In the Middle Ages, Christians led a strongly religious life that included going to church and praying.
Variation(s): religion

devotion, n. strong loyalty to a cause or belief (89)

Example: Nuns are known for their intense devotion to God.
Variation(s): devotional

abbess, n. the leader of a convent (89)

Example: The abbess helped the new nuns get settled into convent life.
Variation(s): abbesses

composer, n. a person who writes music (89)

Example: The composer wrote wonderful music to accompany the film.
Variation(s): composers, composition

vision, n. an image in one's mind or imagination that others cannot see (90)

Example: In the Middle Ages, some very religious people had visions that inspired and guided what they did during their life.
Variation(s): visions, visionary

university, n. a school where advanced learning is taught (91)

Example: During the Middle Ages, women were not allowed to attend a university.

Variation(s): universities

THE CORE LESSON 35 MIN

Introduce “Women in the Middle Ages”

10 MIN

Ask students to think back to earlier chapters and identify what they've learned so far about how people lived in Europe during the Middle Ages.

SUPPORT—To prompt students' memories, it may be helpful if they refer to the Table of Contents in their Readers, and quickly skim headings and illustrations in the chapters they have already read.

List the things that students mention on the board or chart paper. Then, reread each item mentioned, and ask students whether the item applies mostly to men ('M'), mostly to women ('W'), or to both ('M&W'). As students answer, mark each item 'M,' 'W,' or 'M&W.'

Tell them that in this lesson they will learn more about what life was like for most women in the Middle Ages. They will also learn about the life of one particularly remarkable woman from the Middle Ages. Ask them to think about how this woman's life was different from the lives of most women of the time.

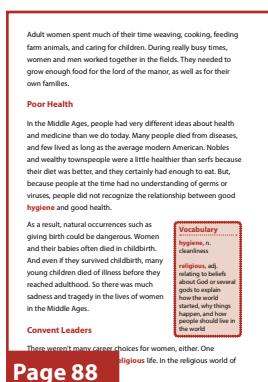
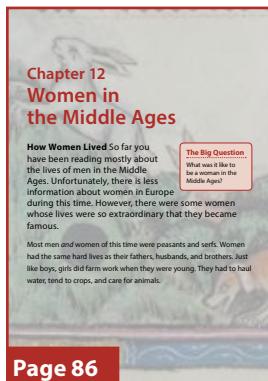
Call students' attention to the Big Question, suggesting that as they read, they look for the answer to what it was like to be a woman in the Middle Ages.

Guided Reading Supports for “Women in the Middle Ages”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“How Women Lived,” “Poor Health,” and “Convent Leaders,” Pages 86–89



Before students read the section “How Women Lived,” scaffold understanding as follows:

SUPPORT—Read the first sentence in the second paragraph on page 86: “Most men *and* women of this time were peasants and serfs.” Ask students to consider, as they read, how the lives of women peasants and serfs were similar to and different from men’s lives.

Ask students to read “How Women Lived” on pages 86–88. Before they read the section “Poor Health” on page 88, scaffold understanding as follows:

CORE VOCABULARY—Read the last sentence in the second paragraph on page 88: “But, because people at the time had no understanding of germs or viruses, people did not recognize the relationship between good hygiene and good health.” Explain the meaning of the Core Vocabulary word *hygiene*.

Ask students to read “Poor Health,” and then scaffold understanding of “Convent Leaders” as follows:

CORE VOCABULARY—**Ask one or more students to read “Convent Leaders” aloud, starting on page 88, one paragraph at a time.** At the end of each paragraph, pause, reread the applicable sentence, and discuss the meanings of the Core Vocabulary words *religious*, *devotion*, and *abbess*.

After students read the text, ask the following questions:

INFERRENTIAL—Based on what you have read so far, how were medieval men’s and women’s lives alike and different?

- » Men and women serfs and peasants both had similar responsibilities related to farming. Both often experienced poor health because of limited understanding about germs. Women, however, were especially at risk of dying during childbirth. Other differences in men’s and women’s lives included few opportunities for a career, other than a religious life in a convent. Women who remained serfs also spent their time weaving, cooking, and caring for the children.

SUPPORT—Why was poor hygiene common during the Middle Ages?

- » People did not know about viruses and germs, so they did not make a connection between hygiene and health.

the Middle Ages, sending a daughter to a convent was thought of as an act of religious **devotion**. Convents were like monasteries, but for women; the members devoted their lives to God. And just as monasteries had a big impact on life in the Middle Ages, so did convents. Women in convents dedicated themselves to prayer and to helping people. Even girls who were not sent to convents could join a convent. However, even in the convent, their lives were different from the girls who came from wealthier families. While everyone prayed together, the poorer girls worked in the kitchens and in the fields. Basically they did the same kinds of jobs their families did outside the convent walls.

The leader of a convent was called an **abbess**. During times of conflict, some leaders of convents were successful negotiators. They arranged peace agreements between warring nobles.

Hildegard of Bingen

Even though little is known of women generally, the fame of one medieval man has lasted to this day. As evidence of this, we can look at the life and writings of Hildegard of Bingen, a woman of the Middle Ages. She is one of the earliest composers in history whose story is known to us. She wrote a musical drama or play. It is the only one of its kind known from this period.

Page 89

Vocabulary
devotion, n., strong loyalty to a cause
abbess, n., the leader of a convent
composer, n., a person who writes music

SUPPORT—How would you describe people's overall health and medical care during the Middle Ages? What were the similarities and differences between the nobles' health and care and the serfs' health and care?

- » Because people in the Middle Ages did not know about germs, they had very poor health and medical care. Nobles had slightly better health than serfs because they had better diets and more to eat, but even they had much worse health than people today.

SUPPORT—Why did some families send their daughters to convents?

- » Women's careers were limited in the Middle Ages. One of the few possibilities outside of the difficult life as a peasant or serf was the religious life. This was also considered a sign of religious devotion by the family.

"Hildegard of Bingen," Pages 89 and 90

Vocabulary
visions, n. an image or scene that appears to the mind that others cannot see
greatly. In one vision, for example, she described how "the heavens were opened and a blinding light of exceptional brilliance flowed through [her] entire brain." When she was still quite young, her parents sent her to live with a family member who was to be her teacher. This woman's name was Jutta. Jutta taught Hildegard how to read and write. Hildegard also received her religious education from Jutta. Slowly, people began hearing about Hildegard and her remarkable visions. Her visions inspired her to write beautiful poems, songs, and books. Hildegard's works were admired by the pope and by other religious and political leaders. Eventually, Hildegard started a new convent in the German town of Bingen.

Some of Hildegard's visions, such as this one of the tree of life, were described and illustrated in books written by Hildegard.

Page 90

Scaffold understanding as follows:

CORE VOCABULARY—Ask one or more students to read aloud the section "Hildegard of Bingen," one paragraph at a time. At the end of each paragraph, pause, reread the applicable sentence, and discuss the meaning of the Core Vocabulary words *composer* and *vision*.

After students read the text, ask the following questions:

INFERRENTIAL—Why do you think Hildegard of Bingen is one of the best-known women of the Middle Ages?

- » She wrote music, poems, and books. Her music has been performed for hundreds of years, keeping her fame alive.

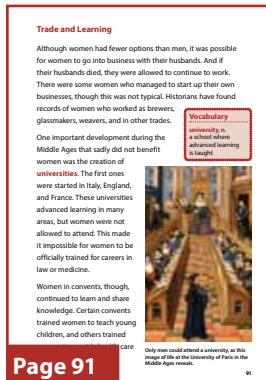
INFERRENTIAL—Would it have been easier or harder for a man with talents similar to Hildegard to succeed in the Middle Ages?

- » It would likely have been easier for a man with Hildegard's talents to succeed. Men who did the kind of work she did were often widely known and even more influential.

EVALUATIVE—Do you think Hildegard of Bingen would have been as famous as she was, more famous, or less famous if she had been a man?

- » Answers may vary. Note that there were fewer women engaged in the activities that Hildegard was engaged in, making it easier to stand out. On the other hand, men were generally more widely known and influential than women were.

"Trade and Learning," Page 91



Before students read the text, scaffold understanding as follows:

SUPPORT—Read this sentence from the earlier section, “Convent Leaders,” on page 88: “There weren’t many career choices for women, either.” Explain that as cities developed, women had more career choices than before. Remind students how city life differed from life on a manor estate.

CORE VOCABULARY—Ask one student to read aloud the first two paragraphs on page 91. Pause at the end of the second paragraph to reread the sentence, “One important development during the Middle Ages that sadly did not benefit women was the creation of **universities**,” and discuss the meaning of the Core Vocabulary word *university*.

Ask students to read the remainder of the chapter to themselves. After they read the text, ask the following questions:

INFERRENTIAL—How could a woman in the Middle Ages end up running her own business?

- » It was not uncommon for women to go into business with their husbands. If their husbands died, they were allowed to continue to work. There were some women who managed to start up their own businesses, though this was not typical.

LITERAL—Why did the development of universities not benefit women? What impact did this have on their career choices?

- » Women were not allowed to attend universities, so they could not get the professional training that men got at universities. They could not become lawyers or doctors and had more limited career choices.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was it like to be a woman in the Middle Ages?”
 - » Key points students should cite in their answers include: most women had hard lives full of work and poor health, and they lacked many career choices other than religious life, though some went into business, and a few managed to gain power and influence.
- Choose one of the Core Vocabulary words (*hygiene*, *religious*, *abbess*, *devotion*, *composer*, *vision*, or *university*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Women in the Middle Ages

15 MIN

Activity Page



AP 12.1

Copy and distribute Women in the Middle Ages (AP 12.1), found in the Teacher Resources section (page 211), and direct students to complete the crossword puzzle based on what they have learned in this lesson.



Listening and Writing (RI.4.7, W.4.1)

30 MIN

Explain to students that Hildegard of Bingen is the most famous composer of a type of music called plainchant and that her compositions are still performed today. She wrote music as a way of expressing her religious beliefs, intending her compositions to be sung during church services, and many still are.

Use this link to download the CKHG Online Resources for this unit, where specific listening links to some of Hildegard's compositions may be found:

www.coreknowledge.org/ckhg-online-resources

Play a few selections of Hildegard's compositions, and ask students to pay attention to the mood. After listening, have the class use words to describe the mood. Write these words on the board or chart paper. Students may note that the music is often somber and reflective. Ask students why they think Hildegard's music has this mood.

Tell students they will now choose one or two of the words on the board or chart paper and write a paragraph explaining why that word seems to fit the music and why they think Hildegard's compositions might have had that mood. Replay thirty seconds or a minute of her music a second time for students to listen to after having chosen the word/mood on which they will focus.

William the Conqueror

The Big Question: How did William’s successful invasion of England affect the English language?

Primary Focus Objectives

- ✓ Understand the significance of the date 1066 and the Battle of Hastings. (RI.4.1)
- ✓ Explain how William the Conqueror affected life in England. (RI.4.1, RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *duke, politics, conqueror, record, and tax*; and of the idiom “claim to the throne.” (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Norman Conquest”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

duke, n. a male noble who rules a small territory (92)

Example: A duke rules a territory known as a duchy.

Variation(s): duchess, duchy

duchess, n. a female noble who is the wife or widow of a duke or who rules a small territory herself

duchy, n. a territory or region ruled by a duke or duchess

politics, n. the activities of a leader or ruler running a government (94)

Example: Politics has played an important role in much of what has happened throughout human history.

Variation(s): politician

“claim to the throne,” (idiom), the right to be the ruler (94)

Example: When a king dies, his oldest son usually has the strongest claim to the throne.

conqueror, n. a person who takes control of a territory after an invasion (96)

Example: After crossing the border, the conqueror and his soldiers marched into Rome.

Variation(s): conquerors, conquer, conquest

conquer, v. to defeat or take control by force

conquest, n. a defeat (97)

record, n. evidence of events from the past (97)

Example: The government kept a record of every new business in the country.

Variation(s): records, recording

tax, n. money collected from citizens by the government (99)

Example: The king used the tax money to build new roads for merchants.

Variation(s): taxes, taxation

THE CORE LESSON 35 MIN

Introduce “William the Conqueror”

5 MIN

Tell students that in this lesson they will learn about how one man changed England in important ways.

Show students the map of England and France on page 95. Call their attention to the English Channel. Ask students to think about how bodies of water can separate regions—or link them together. Then ask students to name different bodies of water (*ocean, river, canal*, and so on) and to tell how they separate and link different regions. (*Water separates by creating a barrier yet links by providing a way of transporting goods and people between places.*) Tell students that in this lesson they will learn about the English Channel—and about one of its most famous crossings.

Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to how William’s successful invasion of England affected the English language.

Guided Reading Supports for “William the Conqueror”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“William of Normandy” and “The Battle of Hastings,” Pages 92–96

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of “William of Normandy” aloud. Reread the following sentence: “William was a happy child, the son of a powerful lord, the **duke** of Normandy.” Explain the meaning of the Core Vocabulary word *duke*.

SUPPORT—Read the rest of page 92 aloud. Remind students that although we tend to see a king or duke as a very powerful person who can give orders and have them obeyed, in fact kings and queens and dukes and duchesses were often caught in power struggles and lived dangerous lives. Explain that medieval rulers governed in a world of politics that often included these power struggles and disputes. Call students’ attention to the image of the castle where William was born. Ask students to turn to the map on page 95, point to Normandy, and name the modern country of which it was a part.

CORE VOCABULARY—Read aloud the remaining paragraphs in the section “William of Normandy.” Then, reread the following sentence: “The world of **politics** in the Middle Ages was often a violent place.” Explain the meaning of the Core Vocabulary word *politics*.

Ask students to think about the difficulties William faced and how he survived as they continue reading the remainder of the introduction about William of Normandy.

 **Ask students to read “The Battle of Hastings” to themselves, suggesting that they refer to the map as they read this section.**

CORE VOCABULARY—Read the last sentence in the second paragraph on page 94: “Another person with a **claim to the throne** was William, duke of Normandy.” Explain the meaning of the Core Vocabulary phrase, “claim to the throne.”

After students read the text, ask the following questions.

LITERAL—What happened in 1066?

- » William of Normandy and King Harold fought at the Battle of Hastings.

Chapter 13
William the Conqueror

William of Normandy In the 1000s, in a part of France called Normandy, there lived an eight-year-old boy named William. One day, William was a happy child, the son of a powerful lord, the **duke** of Normandy. The next day, William’s father was dead.

Vocabulary
duke n. a male noble who rules a small territory

The Big Question
How did William’s successful invasion of England change the English language?

Page 92



Page 93

What was going on? Why would these French want William dead? The world of politics in the Middle Ages was often a violent place. As his father’s eldest son, William was the rightful duke. But that didn’t stop others from trying to kill him to become the duke themselves. William survived, thanks to help from the king of France.

Why is this story important? Because William, duke of Normandy, later fought and won one of the most important battles in the Middle Ages, the Battle of Hastings. This battle changed the history of the British Isles and helped create the English language you are reading right now.

Vocabulary
politics n. the activities of a leader in government

*claim to the throne: demand the right to be the ruler

The Battle of Hastings

The English Channel is the body of water that flows between England and Europe. Normandy lies along the European side of the English Channel. Today, Normandy is a region of France, but in the 1000s it was a duchy, a territory ruled by a duke. The king of France controlled Normandy.

In 1066, the king of England died without any children. Several people claimed that they should be the next king of England. One was an English lord named Harold, who had himself crowned king. Another person with a claim to the throne was William, duke of Normandy.

William and his army of knights and foot soldiers crossed the English Channel. King Harold was in the north

Page 94



Page 95



Page 96

INFERRENTIAL—Why did William and Harold go to war with each other?

- » Each claimed that he had the right to be the king of England, and they had to fight to see who would win.

Note: While alluded to in the student text, the actual circumstances leading to the dispute between Harold and William are not explained in detail. William had been promised the English throne by his Norman cousin, Edward, who had also been king of England. Before dying, however, Edward changed his mind and named Harold as the next king.

CORE VOCABULARY—Read the last sentence on page 96: “He is perhaps better known as William the **Conqueror**.” Explain the meaning of the Core Vocabulary word *conqueror*, making reference to the root word *conquer* and its meaning.

CHALLENGE—You may also want to explain that the addition of the suffix –or to a verb means “a person or thing that does the action expressed by the verb”—for example, a conqueror is a person who conquers, an actor is a person who acts, and so on.

INFERRENTIAL—Why was William called “William the Conqueror”? Would Harold have been called “Harold the Conqueror” if he had won instead?

- » William came from a foreign place, the duchy of Normandy across the English Channel. Because he was not from England but took control of it, he conquered England. Harold probably wouldn’t have been called a conqueror since he was from England, not a foreign place.



EVALUATIVE—Based on the map on page 95, what advantages might each army have had in positioning?

- » Answers may vary. Students may note that Harold’s army had an advantage in that William’s soldiers had the English Channel at their backs, which would make retreat difficult. On the other hand, William’s soldiers had an advantage in that if they did choose to retreat, Harold’s soldiers would have a difficult time pursuing them across the channel back to Normandy.

“A New Language,” “Historical Records,” and “The Domesday Book,” Pages 97–101

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Read the sentence from the first paragraph, “William’s conquest of England has had a big impact on our lives,” and explain the relationship among the words *conquest*, *conqueror*, and *conquer*.

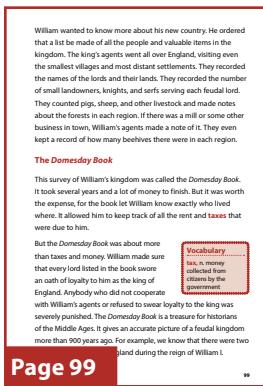
Then ask students to read the remainder of “A New Language” and to consider how William’s conquest of England has had an effect on their lives.



Page 97



Page 98



Page 99



Page 100

CORE VOCABULARY—Read the first paragraph of “Historical Records” on page 97 aloud to students. Referring to the sentence, “There are many people and events that we know very little about because there are few surviving **records**,” explain the meaning of the Core Vocabulary word **record**. Mention to students that a record can be anything that tells us about the past, such as paintings, books, pottery, and so on. Point out that these sections will bring up two important records from and about William’s time: the *Bayeux Tapestry* and the *Domesday Book*.

Ask students to read the remainder of the chapter to themselves.

After students read the text, ask the following questions:

LITERAL—Why does English include a mixture of French and Germanic words?

- » Before William became king, people in England spoke Anglo-Saxon (also called “Old English”), the language of the Germanic tribes who had arrived hundreds of years earlier. Because the new nobles brought by William spoke French, the two languages began to mix, creating the newer form of English that is spoken today.

SUPPORT—Provide students with this additional note on the origin of English words: The English words *dirt* and *soil* are examples of two English words that mean the same thing but come from different languages. When we talk about dirt, we are using a Germanic word similar to what the Anglo-Saxon people used before William came to England. When we talk about soil, we are using a word influenced by the French language that William’s invasion brought to England.

INFERRENTIAL—How has William’s conquest of England had an impact on our lives even today?

- » The English language as it is spoken today is heavily influenced by French as a result of William’s conquest. After the English colonized America, English became the primary language spoken in America. The language spoken in America today would be very different if not for William’s conquest.

INFERRENTIAL—What is the *Bayeux Tapestry*, and why is it important to history?

- » The *Bayeux Tapestry* is an embroidered cloth that depicts the Battle of Hastings. It is important to history because it helps us picture a battle that happened long ago.

How did this book get its name? It is actually an old-fashioned spelling of the word doomsday. Some people think it was called that because people who did not cooperate with the king's agents were killed. But this is not the real reason. In fact, it was probably called Domesday because it was a list of all the details of judgment and sentencing. That was exactly what William's agents did when they arrived in a town—they counted up the people and judged how much everyone and everything was worth.

Page 101

LITERAL—What is the *Domesday Book*, and how was it written?

» The *Domesday Book* is a list of all the people and valuable items in William's kingdom. To compile this list, the king's agents went all over England, visiting even the smallest villages and most distant settlements. They recorded the name of the lord of each territory, as well as the number of small landowners, knights, and serfs serving each feudal lord. They counted livestock, made notes about forests, and noted what kinds of businesses and facilities were in each town.

INFERRENTIAL—Why was the *Domesday Book* important to William? Why is the *Domesday Book* important to historians?

» The *Domesday Book* was important to William because it let him keep track of all the rent and taxes that were owed to him. The details in the *Domesday Book* give historians an accurate picture of what a feudal kingdom of the Middle Ages looked like.

CHALLENGE—Why do you think that a project such as the *Domesday Book* was not undertaken before William's victory?

» When William became king of England, he replaced the various Anglo-Saxon dukes and barons with his own friends and allies, thus gaining control of the country. At the time, the island contained numerous kingdoms fighting among themselves for power. A strong central government was needed to undertake a large census like the one recorded in the *Domesday Book*. It is also true that the completed list helped the central government remain in power.

Timeline

- Show students the Chapter 13 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did William’s successful invasion of England affect the English language?”
- Post the image card to the Timeline; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline. It should be placed immediately following the image card showing the split between the Western and Eastern Churches, but before the card referencing knights and the Code of Chivalry.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did William’s successful invasion of England affect the English language?”
 - » Key points students should cite in their answers include: before William arrived, most people in England spoke Anglo-Saxon (Old English), but the Normans spoke an early form of French, and over time, the languages blended, giving English a mixture of French and Germanic words.
- Choose one of the Core Vocabulary words (*duke, politics, conqueror, record, or tax*), or the idiom “claim to the throne,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

William the Conqueror

15 MIN

Activity Pages



AP 13.1

Copy and distribute William the Conqueror (AP 13.1), found in the Teacher Resources section (page 212), and direct students to use the words in the box to answer each question based on what they have learned in this lesson.

Relive the Battle of Hastings (RI.4.7, SL.4.1)

20 MIN

A comic-book style video available through the following link provides a good summary of feudalism and key historical figures prior to the Normandy invasion, as well as a summary of the Battle of Hastings. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Before watching the eleven-minute video with students, let them know it was created and narrated by a British father for his own children, who were studying the Middle Ages in school. Make students aware that the narrator does have a British accent. You may want to preview a new vocabulary word that students will hear: *thanes* were higher-ranking farmers who owned land. They also owned their own weapons and armor and were called upon by the British King Harold to fight in the Battle of Hastings.

After watching the video, conduct a short discussion, using these questions:

- What initial advantage did Harold and the English troops have?
- Once the attack began, what advantages did William and the Normans have that enabled them to defeat the English?
- What was the immediate impact of William's victory upon the English serfs?
- What evidence is there of the impact of William's victory still today?



Bring the *Bayeux Tapestry* to Life (RI.4.7, W.4.3, SL.4.4)

ACTIVITY LENGTH FLEXIBLE

Students won't realize from the picture on page 98 of the Student Reader that the *Bayeux Tapestry* is actually 231 feet long—probably ten times the length of one classroom wall. It isn't very tall, only about nineteen inches. The tapestry is a linen strip with colorful embroidery telling the story of William's invasion of England. It is made up of more than seventy scenes in chronological order, similar to a cartoon storyboard. There are men on horseback with dogs running beside them. There are buildings and ships, weapons and armor, battles and fallen soldiers. The English and French are dressed differently, and the English have wide mustaches while the French are clean-shaven. The top and bottom are bordered with pictures of animals, and the Latin text gives a brief caption for each scene. This is more than a beautiful picture; it is an important historical document that tells us what happened almost one thousand years ago.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links providing background information on the Bayeux Tapestry, videos, and images from the tapestry may be found:

www.coreknowledge.org/ckhg-online-resources

A link to a YouTube video is provided for background information, although it is not appropriate for student viewing. A second YouTube video, giving an animated overview of the tapestry, may be shown to students.

Ask students why they think the tapestry's story was told in pictures instead of words.

- » Even people who could not read—which was most people at the time—could look at the pictures and know the story. A big picture captures people's attention in a way that a small book cannot.

Guide students on an exploration through the scenes in the *Bayeux Tapestry* that represent the material they have just read.

Specifically, take students through sections of the tapestry, from “Long Live the King” through “The Battle of Hastings.” Let them know in advance that they will be selecting one of the scenes and writing a short story that portrays that scene from the perspective of one of the participants. Encourage them to study every scene before making a selection, and remind them to think about what they’ve learned about life in the Middle Ages up to this point.

Call students’ attention to the fact that the horses are different colors and are in different positions. The soldiers are falling in different positions, too. When students write, they should use a wide range of vocabulary words and vary their sentence structures so that their stories are interesting. That is just what this “writer” did! And that is why we can still, after a thousand years, look at the tapestry and not be bored.

After giving students time to write, have several students tell which scenes they chose, and project the scenes while they read their stories.

Henry II

The Big Question: How did the shield tax benefit King Henry II and future kings?

Primary Focus Objectives

- ✓ Describe Henry II's personality and the ways in which it shaped his reign. (RI.4.1, RI.4.7)
- ✓ Explain how Henry II changed English institutions and how the changes affected life under his rule. (RI.4.1, RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *successor, government, court, trial, administrator, jury, and dynasty*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Henry":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

successor, n. a person who becomes king, queen, or leader after the recent leader's death (104)

Example: Because the successors of William the Conqueror were weak, nobles in England occasionally tried to take power from them.

Variation(s): successors

government, n. a small group of people who have the authority to make rules for a much larger group, such as people living in a particular city, region, or country (105)

Example: In Medieval England, the king was the head of the government that made rules for the entire kingdom.

Variation(s): governments, govern, governor

court, n. a place where legal matters are presented and decisions made about disputes or people who have broken the law (106)

Example: Before Henry II reformed the legal system, people who committed crimes were sent to many different types of courts.

Variation(s): courts

trial, n. a legal process used to decide if a person is guilty or innocent (106)

Example: In medieval England, a man accused of a crime might have a trial where he would be forced to pick up a red-hot piece of iron in order to show he was innocent.

Variation(s): trials

administrator, n. a person responsible for carrying out the day-to-day workings of an organization (106)

Example: Henry II transformed the legal system in England by appointing a group of administrators to run it efficiently and fairly.

Variation(s): administrators, administration

jury, n. a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent (106)

Example: Juries in the United States can be made up of twelve people who listen to the evidence presented for and against a particular person and then determine whether that person is guilty.

Variation(s): juries

dynasty, n. a series of rulers who are all from the same family (107)

Example: Henry and the kings who followed him from his family line make up the Plantagenet dynasty.

Variation(s): dynasties

THE CORE LESSON 35 MIN

Introduce “Henry II”

5 MIN

Ask students to think about the medieval rulers they have already studied, such as Charlemagne, King Harold, and William the Conqueror, and how they came to power. List students' contributions on the board or chart paper. These may include the influence of the Christian Church, specifically the pope and bishop of Rome in crowning a king or emperor, as well as the military strength of certain rulers in defeating another ruler in war.

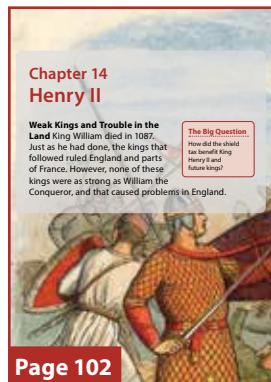
Point out, however, that in the chapters students read about the structure of the feudal system, they also learned that noble titles were passed down from father to son. For example, upon the death of William's father, who had been the duke of Normandy, William became the new duke of Normandy. In other words, many rulers inherited their position from a family member.

Tell students that in this lesson they will learn about a king who inherited the throne when he was only two years old, and whose kingdom was chaotic and ruled by his weak cousin until the child turned twenty-one and was considered old enough to make decisions for the country.

Call students' attention to the Big Question, suggesting that as they read, they look for the answer to how the shield tax benefited King Henry II and future kings.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Weak Kings and Trouble in the Land” and “A Strong King Makes Order,” Pages 102–105



Scaffold understanding as follows:

CORE VOCABULARY—Have students read “Weak Kings and Trouble in the Land” and “A Strong King Makes Order.” Then reread the first sentence on page 104: “Over time, various nobles, seeing that William’s **successors** were weak, tried to seize power.” Explain the meaning of the Core Vocabulary word **successor**.

After students read the text, ask the following questions:

LITERAL—What was England like when Henry came to power?

- » The country hadn’t had a strong king since William the Conqueror, and that created problems. People were at war all the time, and there wasn’t a good system of law. People were heavily taxed, while armies robbed them and lords fought each other. It was also a hard time for businesses.

LITERAL—Did Henry II immediately become king when his grandfather, Henry I, died? Why or why not?

- » No. Henry II was too young to rule when his grandfather died. One of his cousins ruled until Henry was twenty-one.



LITERAL—Discuss how Henry II is represented in the illustration on page 104. Which of Henry’s characteristics does this image emphasize?

- » Henry looks powerful and authoritative. He is shown in a position of power on the back of a horse with his supporters behind him.



INFERRENTIAL—Based on what you have read so far about Henry’s characteristics, do you think Henry was likely a good king or a bad king?

- » The text describes Henry as bright and well-educated, so he likely had original ideas about how to address the challenges people faced in the Middle Ages. He was also said to be good-natured and gentle, which likely would have made him want to help his people. While he spoke French and Latin, the fact that he did not speak very much English might have made it difficult for him to connect with his people.

- » He was also said to have a temper, although this might have helped him when fighting against the lords and others who either wanted to take his place on the throne or increase their own power at his expense.

EVALUATIVE—What kind of leader do you think England needed to unite it when Henry II came to power?

- » Answers may vary, but accept only text-dependent responses with supporting examples. For example, students may state that the country needed a king who had strong support from the nobility to prevent more fighting. Other students might argue that the country needed a leader who cared more about his people than he did about just being king.

“A Man of Pleasure” and “The King Is Number One,” Page 105

Bright and well-educated, Henry spoke French and Latin, but he did not speak much English. Usually he was good-natured and gentle, but he was known to have a terrible temper.

A Man of Pleasure

Henry loved to hunt, and he loved to go hawking. Hawking was a sport that used trained falcons and birds of prey to capture other birds. These hunting birds were treated with care, like expensive hunting dogs. Henry loved to travel around with a favorite bird perched on his leather glove. He and his nobles often brought their trained birds to the banquet hall and fed them treats.

The King Is Number One

Henry was full of energy and ideas. He was determined to end the wars that had plagued England. He also intended to make sure the king would always be stronger than the lords who served him. One of his first acts as king was to take to the field of battle and go after lords who had grown greedy and too powerful.

Law and Order

Henry soon realized that he needed more than a good army to be a strong leader. He needed **laws** and **government** to make sure the king's policies were carried out in an orderly manner. Henry turned his attention to the way the laws and courts worked in England.

Page 105

Scaffold understanding as follows:

Have students read the two paragraphs aloud.

SUPPORT—Ask students if they have any questions about the text’s meaning or about any unfamiliar vocabulary. Then reread the sentence in the second paragraph: “He was determined to end the wars that had plagued England.” Explain that the word *plagued* in this sentence means troubled.

After students read the text, ask the following questions:

LITERAL—Why was Henry considered “a man of pleasure”?

- » He enjoyed royal pastimes. These included hunting and hawking. He also traveled around with his favorite bird and fed the birds from his dinner table.

LITERAL—How did Henry want to improve life in England for his people?

- » He wanted to end the wars that the country had gone through, and to make the position of the king more powerful. He did this by waging battles against certain lords.

INFERENCE—Why was Henry forced to go to battle with certain English lords?

- » In the Middle Ages, the power of the king was tied to the power of the nobles. If the nobles were strong, the king was weak; if the king was strong, the nobles were weak. Henry had to battle the lords in order to strengthen his position as the leader of England and to prevent the nobility from rising up and fighting to take his place.

"Law and Order" and "Other Improvements," Pages 105–107



Royally appointed judges traveled to hear cases.

The **court** system was very confusing. Lords were in charge of the courts for certain types of crimes in certain places. The king was in charge of other courts, and the Church was in charge of still others.

There were also different types of **trials**. Some trials might be forced to "prove" their innocence through combat, or they might be forced to pick up a red hot piece of iron with a bare hand. If the hand didn't heal quickly, the person was considered guilty.

What a mess! Henry II set up a group of **administrators** who could run the legal system with nobles and Church officials. He very ordered a fairer legal system!

Page 106

Vocabulary
court n. a place where legal matters are heard and decisions made about disputes or problems that have broken the law

trial n. a legal proceeding to decide if a person is guilty or innocent

administrator n. a person responsible for carrying out the day-to-day operations of an organization

the right to trial by **jury**. The job of people on a jury is to first hear evidence and then decide whether they think the accused person is guilty or innocent. The jury system Henry began is still in use today.

Other Improvements
Henry made many other changes in his effort to make the king more powerful. Remember how vassals owed their lord military service? Henry felt there were too many times when this arrangement didn't work. Lords who were not fully behind the king did not always support him. They often sent fewer soldiers than needed. Sometimes they completely ignored the king's request for military aid.

Henry decided to change the law. He introduced the shield tax. The shield tax replaced the money raised by lords. Henry could then raise the money to hire his own soldiers. His own soldiers would be ready to fight and would be loyal to him. Henry also started a program of rebuilding stone castles.

A Long Line of Kings
Henry and the kings who came after him were known as the Plantagenet ("plant-uh-tayt") **dynasty**, or rules belonging to the same family. The name Plantagenet probably came from a yellow flower called Penta gony that Henry's father liked to wear as a sort of badge or first Plantagenet king of England.

Page 107

Vocabulary
jury n. a group of people who listen to information during a trial and make a decision about whether someone is guilty or innocent

trial n. a legal proceeding to decide if a person is guilty or innocent

administrator n. a person responsible for carrying out the day-to-day operations of an organization

107

Ask a student volunteer to read aloud the section "Law and Order," pausing after each paragraph.

Scaffold understanding as follows:

CORE VOCABULARY—After the first paragraph at the bottom of page 105 is read, reread the following sentence: "He needed laws and **government** to make sure the kingdom ran in an orderly manner." Explain the meaning of the Core Vocabulary word *government*.

CORE VOCABULARY—After the first paragraph on page 106 is read, reread the following sentence: "The **court** system was very confusing." Explain the meaning of the Core Vocabulary word *court*.

CORE VOCABULARY—After the second paragraph on page 106 is read, reread the following sentence: "There were also different types of **trials**." Explain the meaning of the Core Vocabulary word *trial*.

CORE VOCABULARY—After the third paragraph on page 106 is read, reread the following sentence: "Henry II set up a group of **administrators** who could run the legal system." Explain the meaning of the Core Vocabulary word *administrator*.

CORE VOCABULARY—Also reread the following sentence in the third paragraph: "In these meetings, Henry ordered a fairer legal system and the right to trial by **jury**." Explain the meaning of the Core Vocabulary word *jury*.

Ask another student volunteer to read aloud "Other Improvements" on page 107.

After he or she reads the text, ask the following questions:

LITERAL—How did Henry change the court system in his kingdom? What additional information did you learn from the illustration and caption on page 106?

» Before Henry reformed the system, lords, the king, and the Church were in charge of different kinds of courts. There were also different kinds of trials, including trial by combat, or even by picking up a hot iron and seeing how quickly a person's hand healed. Henry put administrators in place to oversee the legal system and ensure people's right to trial by jury. As shown in the illustration, he also appointed judges who traveled to hear cases.

LITERAL—What was the shield tax?

» The shield tax replaced the previous system in which lords sent men to help fight the king's wars. This way, the king could use the money to hire soldiers who he knew would remain loyal to him, rather than to the lords.

EVALUATIVE—How do you think Henry’s changes to society changed the lives of everyday English people?

- » Answers may vary, but accept only text-dependent responses with supporting examples. For example, people might worry less about being falsely accused of a crime without proof, because they were guaranteed a trial by jury.

CHALLENGE—What aspects of Henry’s legal reforms are still in place in some form?

- » In the English-speaking world today, many court systems have trial by jury. This is important because it allows people to be tried in the same way each time, and provides a system that is less open to corruption because it requires the consensus of a jury.

“A Long Line of Kings,” Page 107

Scaffold understanding as follows:

CORE VOCABULARY—Have students read the rest of the chapter to themselves. Then reread the sentence, “Henry and the kings who came after him were known as the Plantagenet **dynasty**, or rulers belonging to the same family,” and explain the meaning of the Core Vocabulary word **dynasty**.

After students read the text, ask the following question:

LITERAL—What is Henry still remembered for?

- » Henry is remembered as the first Plantagenet king. He is also remembered for his accomplishments, including the institution of a uniform legal system.

Timeline

- Show students the Chapter 14 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the shield tax benefit King Henry II and future kings?”
- Post the image card to the Timeline; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline. It should be placed immediately following the image card depicting knights jousting.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to The Big Question, "How did the shield tax benefit King Henry II and future kings?"
 - » Key points students should cite in their answers include: the shield tax further centralized kingly control; it reduced the power and authority of the nobles; and it increased the power of the king to control wars.
- Choose one of the Core Vocabulary words (*successor, government, court, trial, administrator, jury, or dynasty*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Write a Chronicle (W.4.3)

ACTIVITY LENGTH FLEXIBLE

Tell students that we know about life in the Middle Ages because of chroniclers, who were in some ways like the journalists and historians of their time. They described things that happened, as well as stories they had heard about earlier times. Ask students to choose an event from this chapter or an earlier chapter and to write a paragraph about it, imagining that they are medieval chroniclers. What were the important aspects of the event? What would people in the Middle Ages need to know about it, and what would be important to pass on to people of the future?

Thomas Becket

The Big Question: Why did Henry II regret the words he spoke about Thomas Becket?

Primary Focus Objectives

- ✓ Describe the role of Thomas Becket in Henry II's reign. (RI.4.1, RI.4.7)
- ✓ Explain the circumstances of Thomas Becket's death. (RI.4.1, RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *devout, loophole, feud, excommunication, pilgrimage, and shrine.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Thomas Becket":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

devout, adj. showing deep religious feelings (110)

Example: Thomas Becket was outwardly a man who loved great parties, but inwardly he remained a very serious and devout priest.

Variation(s): devoutness, devotion

loophole, n. a way around a law or rule (111)

Example: Before King Henry's reforms, priests could use loopholes to avoid punishment for crimes.

Variation(s): loopholes

feud, n. a long and bitter argument (112)

Example: Thomas Becket and King Henry II got into a long feud because they opposed each other on important issues.

Variation(s): feuds

excommunication, n. a punishment given by a high-ranking religious official saying that a person can no longer be part of the Church (113)

Example: During the Middle Ages, excommunication from the Church was considered a very serious punishment.

Variation(s): excommunicate

pilgrimage, n. a journey undertaken for a religious purpose (115)

Example: In Geoffrey Chaucer's famous *Canterbury Tales*, he tells the stories of different people making a pilgrimage to Canterbury.

Variation(s): pilgrimages, pilgrim

shrine, n. a place considered holy because it is associated with a religious person or saint (115)

Example: After the murder of Thomas Becket in Canterbury, his tomb became a shrine for many devout Christians in England.

Variation(s): shrines

THE CORE LESSON 35 MIN

Introduce “Thomas Becket”

5 MIN

Remind students of what they learned about Henry II in the previous chapter. Henry was a king with a strong will and a quick temper. He reformed the court system and made other changes to make himself more powerful. Explain to students that in this chapter, they will see what happened when Henry appointed a strong-willed man, Thomas Becket, to a position of great power. Ask students what they think might happen when another person in power opposes the king.

Call students' attention to the Big Question, suggesting that as they read, they look for the answer to why Henry II regretted the words he spoke about Thomas Becket.

Guided Reading Supports for “Thomas Becket”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Hard-Working Man,” Pages 108–110

Scaffold understanding as follows:

CORE VOCABULARY—Have the students read the entire section to themselves. Once they are finished, read the following sentence in the last paragraph: “But in his personal life, he remained a serious, **devout** priest.” Explain the meaning of the Core Vocabulary word *devout*.

Chapter 15 Thomas Becket

A Hard-Working Man Henry II depended on a group of trusted advisors to help him rule his large kingdom. The one he relied on most of all was named Thomas Becket.

Becket was not born into a noble household. He was the son of a merchant. Becket became a priest, and through hard work and intelligence he began to rise through the ranks of the Church. At the same time, he also began to work his way up in the world of politics.

In 1154, one of the first acts of the newly crowned King Henry II was to appoint Thomas Becket to the job of chancellor. The chancellor was the king's highest advisor.

Page 108



After students read the text, ask the following questions:

LITERAL—How did Becket’s career progress?

- » Becket was the son of a merchant, and he began his career as a priest. He then rose through the Church’s ranks and began to take an interest in politics. After Henry II was crowned, he chose Becket as his chancellor, a position of great honor.

INFERRENTIAL—How was Becket’s private life different from his public life?

- » In public, Becket hosted many banquets and feasts that featured rich and luxurious food. Privately, however, he was still very devout and religious.

EVALUATIVE—Which of Becket’s qualities might have made him valuable to a ruler like Henry II?

- » Answers may vary, but accept only text-dependent responses with supporting examples. Sample responses might include the fact that the intelligence and hard work Becket showed as a priest might have appealed to Henry. On the other hand, he also took part in the kind of entertaining that the king enjoyed, and hosted many feasts, which also might have been valuable to Henry.

“Archbishop of Canterbury,” Pages 110 and 111

Scaffold understanding as follows:

CORE VOCABULARY—Have a student volunteer read the first paragraph out loud. Then reread the following sentences: “You already know that Henry was trying to solve certain problems that existed within the legal system of England. This included getting rid of the **loopholes** in the Church courts.” Explain the meaning of the Core Vocabulary word *loophole*.

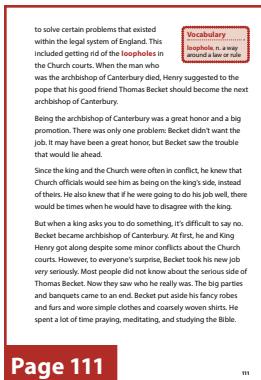
Have students quietly read the rest of this section.

After students read the text, ask the following questions:

LITERAL—Why didn’t Becket want to become archbishop of Canterbury? Why did he do it anyway?

- » Becket did not want to become archbishop of Canterbury because there were often problems between the government and the Church, and he did not want to be in a position where he was representing the Church in opposition to his friend Henry II. Becket still took the position because the king asked him.

Page 110



LITERAL—How did Becket surprise people after becoming archbishop of Canterbury?

- » People were surprised by how serious Becket became after he took office as the archbishop of Canterbury. He no longer wore fancy clothing, and he spent a lot of time praying. In addition, he no longer held the kind of banquets that he previously had.

“Trouble and Tragedy,” Pages 112 and 113



Thomas Becket took his role as archbishop of Canterbury very seriously.
Trouble and Tragedy

King Henry was surprised by the change in his friend's behavior. But he grew truly alarmed when Becket opposed him in questions about the role of the Church in the legal system.

King Henry proposed a new law that took a great deal of power away from the Church courts and gave it to the king. Henry let Becket know that he expected him to support the new law. Instead, the archbishop opposed the king.

Hot-tempered King Henry was enraged at the actions of his former friend. This was the beginning of a feud, that is, a long-standing argument.

Page 112

Henry charged Becket with disobeying the law. He took some of Becket's lands away. Becket felt so threatened that he left England secretly and spent a few years living outside the country. The two men tried to end their conflict, but again and again they quarreled. Eventually, the pope ordered the king to end his quarrel with the archbishop or face excommunication. Henry gave in because he could not risk the anger of the pope.

Becket Returns

Eventually Becket felt it was safe to return to England. The feuding was not over, though. Shortly after he returned to England, Becket excommunicated some powerful nobles who were friends of the king.

Henry was furious. One night in December of 1170, Henry was at a castle in Normandy. In a fit of anger, he cried out, "Will no one rid me of this upstart priest?" No one really knows what Henry meant by these words. Were his words simply an expression of anger, or did Henry really want to be rid of Becket?

It so happened that four young knights, hot-headed and eager for the king's favor, heard the king speak. They took his words as a serious call for action.

Slipping out of the castle that night, the knights found a boat in the English Channel. At the cathedral in Canterbury, Becket was conducting a religious service. The

Page 113

112

Scaffold understanding as follows:

Have students read the entire section to themselves.

CORE VOCABULARY—Reread the following sentence in the third paragraph on the bottom of page 112: “This was the beginning of a **feud** that, thanks to Henry’s bad temper, kept getting worse.” Explain the meaning of the Core Vocabulary word **feud**.

CORE VOCABULARY—Reread the following sentence on page 113: “Eventually, the pope ordered the king to end his quarrel with the archbishop or face **excommunication**.” Explain the meaning of the Core Vocabulary word **excommunication**.

After students read the text, ask the following questions:

LITERAL—Why did King Henry and Becket start to feud?

- » The first major disagreement between Henry and Becket had to do with the Church’s role in the legal system. Henry had proposed a new law that would reduce the power of the Church to escape legal penalties. Becket opposed this, even though the king expected him to support it.

INFERENCE—How did Becket react to the king’s actions? Why might he have acted this way?

- » After Henry took away some of Becket’s lands, Becket believed that he was probably in trouble with the king. Because of the king’s power, he spent a few years living outside of the country, where Henry did not have control over him.

EVALUATIVE—What would you have done if you were Becket and the king asked you to support something you did not believe in?

- » Answers may vary, but accept only text-dependent responses with supporting examples. Some students may argue that they would act like Becket and not support a law they did not agree with, even if it meant having to leave the country. Others might argue that they would support the king to protect their families, their jobs, or even their lives.

CHALLENGE—Why might Henry have listened to the pope while ignoring Becket’s earlier opinions?

- » Becket did not have power over Henry. However, the pope did, because religion was an important part of life in the Middle Ages. Henry did not want to be excommunicated. Not only was he a member of the Church, but a king who had been excommunicated at that time would have had little power over his people and would probably be overthrown quickly.

“Becket Returns,” Pages 113 and 114



Thomas Becket was martyred on the altar of Canterbury Cathedral.
heavily armed knights expected Becket to be afraid and to beg
for his life. Becket did not run. He only began to struggle when
the four men tried to drag him off the altar of the cathedral. He declared
“I am God’s servant and your mortal enemy!” and then the knights killed him.

Page 114

Scaffold understanding as follows:

SUPPORT—**Have students take turns reading paragraphs aloud for the class.** Once students have finished, ask them if there are any terms with which they are unfamiliar. Explain these terms and their context.

After students read the text, ask the following questions:

LITERAL—How did Becket make King Henry angry after he returned to England?

- » After Becket returned to England, he made Henry angry by excommunicating powerful nobles who were friends of the king.

LITERAL—What are the two possible meanings of Henry’s exclamation, “Will no one rid me of this upstart priest?”

- » The text tells us that these words might have been just an expression of his anger in the moment. On the other hand, they might have meant that Henry really did want Becket gone.

INFERENCE—Why did the knights think it would be a good idea to kill Becket?

- » The knights were hotheaded, or impulsive. In addition, they wanted the king to like them, which would help their careers. Finally, it’s fair to assume that they believed that Henry actually wanted Becket dead.

INFERENCE—What was Thomas Becket’s personality like? What can we learn about him from stories about his death?

- » Becket seems to have been truly devout. When he was about to die, he declared that he was “ready to die for my Lord.” He was also brave, because he did not try to run away from the soldiers and only started to struggle when they tried to remove him from the cathedral.

Reaction

The murder shocked all of Europe, but few were more upset by the crime than Henry himself. Just as Becket himself had done on becoming archbishop, Henry removed his fine clothing and dressed in sackcloth, an uncomfortable cloth made of coarse fibers. He pouched ashes over his head. Like dressing in sackcloth, this was a way to show sorrow. He refused to eat or sleep.

Finally he made a pilgrimage to Canterbury. When he was three miles from the cathedral, he got off his horse and removed his shoes. The king walked the last three miles barefoot. By the time he arrived, "his footsteps . . . seemed to be covered in blood . . . for his tender feet being cut by the hard stones, a great quantity of blood flowed from them on to the ground."

Henry's death did not go unnoticed by the Church. His tomb in Canterbury Cathedral became the most popular shrine in England. Henry was rid of his "upstart priest," but he had also lost one of his closest friends. Yet Henry would find even more trouble before his rule finally ended. This time, his source would be someone who was even closer to him than his old friend Thomas Becket.

Vocabulary
pilgrimage, n. a journey undertaken for a religious purpose
barefoot, adj. walking on one's feet without shoes because it is considered holy or appropriate for a religious person or place

Page 115

115

Scaffold understanding as follows:

CORE VOCABULARY—Have students quietly read the entire section.

Then reread the first sentence in the second paragraph: "Finally he made a **pilgrimage** to Canterbury." Explain the meaning of the Core Vocabulary word *pilgrimage*.

After students read the text, ask the following questions:

LITERAL—What does the image on page 114 tell us about Becket's death?

- » The image depicts Becket as peaceful and even devout, overpowered by angry knights. It emphasizes his role as a religious man, showing him on his knees, as though praying.

LITERAL—How did Henry react to hearing about Becket's death?

- » Indications are that Henry was extremely upset about Becket's death. He did not eat or sleep, and he punished himself by wearing uncomfortable clothes and performing other religious acts. He walked to Canterbury Cathedral barefoot for the last three miles.

INFERENCE—Why might Henry have felt guilty about what happened to Becket?

- » Henry felt guilty because even though he did not kill Becket with his own hands, his exclamation about the "upstart priest" brought about Becket's death. Because he was the king, his words were considered very important, and the knights took them literally.

Timeline

- Show students the Chapter 15 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "Why did Henry II regret the words he spoke about Thomas Becket?"
- Post the image card to the Timeline; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline. It should be placed immediately to the right of the Timeline image of Henry II.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why did Henry II regret the words he spoke about Thomas Becket?"
 - » Key points students should cite in their answers include: he didn't actually want Becket to be killed, and he understood that his anger brought about the murder of Becket.
- Choose one of the Core Vocabulary words (*devout, loophole, feud, excommunication, pilgrimage, or shrine*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Meet Thomas Becket (RI.4.7)

15 MIN

Provide students with the opportunity to see a representation of Thomas Becket—as played by Richard Burton in the 1964 film *Becket*—and of his relationship with Henry II, played by Peter O'Toole.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links to background information about Becket and to a film clip may be found:

www.coreknowledge.org/ckhg-online-resources

Show students the short clip, in which Becket, as archbishop of Canterbury, refuses to support the king's new law regarding the relative power of the Church and the king. A team of nobles confronts Becket to arrest him, but Becket claims that only the pope (and therefore not the king) has power over him. Henry witnesses this and then discusses it with his courtiers.

1. Show students the clip from beginning to end. Ask them: How is Becket portrayed? What kind of characteristics does the film show him possessing? Then elicit what Henry is like in the film.
2. Begin the film clip again, and pause it after, "It was for love of him alone that I accepted." Ask students how the film claims Becket became archbishop. In the film, it is because he loved and served Henry, and not because he wanted the position for himself, which is the same reason provided in the Student Reader.
3. Begin the film clip again, and pause it after, "my church under his protection." Elicit from students that Becket did not feel that he, as

archbishop, was responsible to the king. Instead, he felt that he could be judged only by the pope. Ask students why this claim might have worked in scaring the crowd away from arresting Becket, and elicit that it may have been because they themselves feared excommunication.

4. Begin the film clip again, and pause it after, "He's against me." Ask students how Henry regards Becket at this point. Elicit that he respects Becket (he "is the only intelligent man in my kingdom") but also appears to be against him.
5. Begin the film clip again, and pause it after, "I could be excommunicated myself." Ask students why Henry might believe that if Becket went to the pope, Henry might be excommunicated. Elicit that the Church had separate powers from the state, and that it was important for rulers to remain part of the Church to maintain their own power.
6. Begin the film clip again, and pause it after, "The archbishop must not leave England." Ask students why Henry might have wanted to prevent Becket from leaving the country. Elicit that Henry believes that Becket could gain foreign support against him that would help Becket go to Rome to report on the king to the pope.



Before and After (W.4.2, SL.4.1)

ACTIVITY LENGTH FLEXIBLE

Have students individually write lists of sentences that describe Becket before and after he was archbishop of Canterbury. They are welcome to use any characteristics from the text or the film. These might include details about his lifestyle, beliefs, relationship to the king, or events in which he took part.

Have students take turns reading their sentences to the class. The rest of the class should identify whether each sentence describes Becket before or after he became archbishop. Some sentences may apply to Becket during both periods of his life.

Eleanor of Aquitaine

The Big Question: Why do you think the author describes Eleanor as extraordinary?

Primary Focus Objectives

- ✓ Identify Eleanor of Aquitaine. (RI.4.2)
- ✓ Describe the qualities that made Eleanor of Aquitaine extraordinary. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *duchess, annul, proposal, crusade, ransom, and reform*; and of the idiom “hold court.” (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Eleanor of Aquitaine":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

duchess, n. a female noble who is the wife or widow of a duke or who rules a small territory herself (116)

Example: Eleanor was the duchess of a region in France called Aquitaine.

Variation(s): duke, duchy

duke, n. a male noble who rules a small territory

duchy, n. a territory or region ruled by a duke or duchess

annul, v. to cancel; to make no longer legal or true (119)

Example: After the marriage was annulled, the queen never saw the king again.

Variation(s): annuls, annulled, annulment

annulment, n. the act of making a marriage no longer legal or valid

proposal, n. an offer of marriage (119)

Example: After the proposal, the couple became engaged to be married.

Variation(s): proposals

“hold court,” (idiom), be the center of attention, be surrounded by people who want to talk, listen, and entertain (120)

Example: Singers sang romantic songs for the queen when she held court.

Variation(s): “holds court,” “held court”

crusade, n. religious wars during the Middle Ages in which Christians from Europe attempted to recover territory from Muslims in the Middle East (122)

Example: King Richard the Lionhearted led a crusade in the late 1100s.

Variation(s): crusades

ransom, n. payment for the release of a prisoner (122)

Example: Eleanor paid a ransom to have her son Richard released from prison.

reform, n. an improvement (123)

Example: Eleanor made a reform to English coins that improved the economy.

Variation(s): reforms

THE CORE LESSON 35 MIN

Introduce “Eleanor of Aquitaine”

5 MIN

Invite students to share what they know about the role of women in medieval times based on what they read about Hildegard of Bingen. In general, did women have more power than men, the same amount of power as men, or less power than men?

Explore the concept of power in terms of social status, educational opportunities, and the amount of land or money a person has. Ask students why they think men had so much more power than women. Explain that in this lesson, they will learn about a woman who was extraordinary in the amount of power she had—and in many other ways.

Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to why they think the author describes Eleanor as extraordinary.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Queen of France" and "The End of a Royal Marriage," Pages 116–119

Chapter 16
Eleanor of Aquitaine

Queen of France Eleanor of Aquitaine (uh-kwuh-tayn) was an extraordinary woman, especially in an age when women had very little power. She was beautiful, charming, and intelligent, and came from a powerful family. She could read and write (unusual for a woman in the 1100s), play the harp, and ride a horse as well as any man! The most important thing that Eleanor had was land. She was the **duchess** of Aquitaine, one of the largest and richest regions of what is now France. Aquitaine was a region rich in rivers (its name came from the Roman word for "land of waters"), olive groves, vineyards, wheat fields, orchards, and forests.

The Big Question
Why do you think the author describes Eleanor as extraordinary?

Vocabulary
duchess, n. a female nobleman who rules a duchy or whose wife is a small territory herself

Page 116



As duchess, she was a vassal of the king of France, but she controlled more land than he did. Still, she had to do what the king said. So when the king told the fifteen-year-old Eleanor that she was going to marry Louis, his sixteen-year-old son, whom she had never met, she didn't question it. Eleanor had always known that she would marry a young nobleman some day and that her marriage would be based on land rather than love. Shortly after her marriage, the old king died, and Louis became king of France. Eleanor became the queen.

At first, the two teenagers got along quite well, but disagreements soon started. Eleanor wanted two girls instead of the son the king needed to follow him on the throne. Charles hated the royal castle in Paris. It was cold and dreary. She missed sunny Aquitaine. Louis was not as bold and dashing as Eleanor's father and grandfather had been. To make things worse, Louis got more and more interested in religion. Was she looking around for a new husband? No one really knows for sure, but one day a young nobleman named Henry came to Paris.

The End of a Royal Marriage

You've met Henry before. The young man Eleanor met was the same handsome, energetic, and charming man who later became Henry II. When Eleanor first met him, he wasn't yet king of England. He was Henry of Anjou (uh-joo'), and he controlled the lands north of Aquitaine. Eleanor's husband, the king of France, saw Eleanor as his chief rival for power. Little did he know how Henry would change all that.

Page 118

Before students read the text, scaffold understanding as follows:

SUPPORT—Orient the students in place and time, indicating Aquitaine on the map on page 120 and telling them that Eleanor lived for most of the 1100s (1122–1204).

CORE VOCABULARY—On page 116, read the following sentence: "She was the **duchess** of Aquitaine, one of the largest and richest regions of what is now France." Explain the meaning of the Core Vocabulary word *duchess*.

Ask students to read the sections "Queen of France" and "The End of a Royal Marriage" to themselves.

CORE VOCABULARY—After students finish reading, reread the first sentence on page 119: "Shortly after she met Henry, Eleanor asked for an **annulment**, or a cancellation of her marriage to Louis." Explain the meaning of the Core Vocabulary word *annulment*.

After students read the text, ask the following questions:

LITERAL—Who was Eleanor? Why was she called Eleanor of Aquitaine?

- » Eleanor was the duchess of a region in France called Aquitaine.

LITERAL—After she was duchess of Aquitaine, Eleanor became queen of France. How did this happen?

- » Eleanor was a vassal of the King of France. He required her to marry his son, Louis. When the older king died, Louis became the new king of France, and Eleanor became queen of France.

LITERAL—How did this marriage come to an end?

- » Eleanor did not give birth to a son, and she did not enjoy life in Paris. She missed Aquitaine. She found Louis dull. Louis was more interested in religion and thought the lack of a son might be a sign of disapproval from God. Their marriage was annulled, or canceled.

EVALUATIVE—How much of a role do you think Henry played in the ending of the marriage between Eleanor and Louis?

- » Her attraction to Henry might have played a role: the text describes Eleanor as finding Louis “dull” and Henry as “handsome, energetic, and charming.” Also, Eleanor asked for an annulment “shortly after she met Henry.”

“Queen of England,” “Royal Rivals,” and “King Richard I,” Pages 119–123

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—Read the first sentence: “No one knows for sure when or how Henry and Eleanor agreed to marry or who made the first **proposal**.” Explain the meaning of the Core Vocabulary word *proposal*.

Ask students to read to the bottom of page 119 and then to turn to page 120.

CORE VOCABULARY—Read the following sentence in the third paragraph: “Meanwhile, Eleanor **held court** in Aquitaine.” Explain the meaning of the Core Vocabulary idiom “hold court.”

Now ask students to read the section “Royal Rivals” on page 121 to themselves.

Before students read “King Richard I,” scaffold understanding as follows:

CORE VOCABULARY—Conduct a mini lesson on the Core Vocabulary word *crusade*. Make sure students understand that the crusades were religious wars conducted during the Middle Ages by European Christians to recover territory from Muslims in the Middle East. On the map on page 122, point out the area we now refer to as the Holy Land, and explain that the area is considered sacred by Jews, Christians, and Muslims. From the late 1000s to the 1500s, the Pope authorized Christian forces from western Europe to recapture the land from the Muslims who then controlled it. The crusades loomed large in the lives of Eleanor and her son, Richard.

Ask students to study the illustration and caption on page 121, as well as to read the first paragraph of “King Richard I,” which continues on page 122.

CORE VOCABULARY—Read the following sentence on page 122: “At one point he was taken prisoner and held for **ransom**.” Explain the meaning of the Core Vocabulary word *ransom*.

Ask students to read the rest of the section, “King Richard I,” to themselves.

CORE VOCABULARY—After students finish reading, reread the following sentence on page 123: “These **reforms** made her popular with her subjects.” Explain the meaning of the Core Vocabulary word *reform*.

Shortly after she met Henry, Eleanor gave birth to a son, Louis, or a daughter, Blanche. Her desire for Louis, although King Louis was said that to end the marriage, their failure to produce a son was a serious issue. The religious king wondered whether the failure was a sign of God's displeasure, as Eleanor claimed. After fifteen years of marriage, the marriage was annulled, and Louis and Eleanor went their separate ways.

Eleanor returned to France. Even if she had wanted to remain unmarried for a while, Eleanor soon saw that it was impossible. Eleanor needed the protection of a husband.

Queen of England

No one knows for sure when or how Henry and Eleanor agreed to marry or who made the first **proposal**. Yet two months after the annulment of her marriage to Louis, Eleanor and Henry were married.

These two were far better suited to each other than Eleanor and Louis had been. Henry and Eleanor were both intelligent, bold, and spirited people who adored learning, literature, and power. In the first thirteen years of their marriage, Henry and Eleanor had eight children, including five sons.

Together, they were one of the most powerful couples in Europe. Their lands and wealth ensured the support of powerful nobles. Henry had the power he needed to sail across the

Page 119

119

Royal Rivals

For fourteen years, Henry and Eleanor ruled together over their kingdom, which stretched from Scotland to Spain. Look at the map to see what lands they controlled.

Sadly, this marriage began to fail, too. Eleanor refused to accept when her children, who weren't long before some of her sons were teenagers. The young sons were impatient for power of their own. Henry gave them titles but no power. Eleanor encouraged her sons to think about the day when they could oppose their father.

Meanwhile, Eleanor held court in Aquitaine. She hired the best poets and troubadours to entertain her and her children. She favored stories of courtly love in which brave young knights performed feats of courage for their ladies. She encouraged her sons to be brave and dashing. She also encouraged interesting and witty conversation. Her court was considered to be the most civilized place in Europe.

Page 120



Vocabulary
“held court”
“gathered around a center of attention; be surrounded by important people”
be surrounded by important people to talk, listen, and entertain

Royal Rivals

The murder of Thomas Becket was a turning point in Henry II's rule over England. Many powerful nobles in England blamed Henry for Becket's murder. Eleanor saw an opportunity and encouraged her sons to take advantage of the king's new weakness by rebelling against him. With their mother's help, the sons were able to get the support of several powerful nobles. Remember, it was King Henry who had just recently stripped them of their power.

The sons, with the help of certain nobles, did lead a rebellion against their father. But Henry was still a masterful warrior. Henry put down the rebellion and placed Eleanor under house arrest, making her a prisoner in one of his castles. There she stayed until his death some fifteen years later.

King Richard I

When Henry died, their eldest son, Richard, became king. Richard immediately had his mother freed. The new king was very different from his father. Eleanor saw many of the same qualities in Richard that she had first admired in Henry. He was dashing, handsome, adventurous, and energetic.

Page 121



Richard led thousands of soldiers in what is known as the Third Crusade. The crusades were religious wars conducted during the Middle Ages by European Christians to recover territory from Muslims in the Middle East.

121



Page 122



Page 123

After students read the text, ask the following questions:

LITERAL—How did Eleanor go from being queen of France to being queen of England?

- » The annulment of her marriage to Louis ended her period as queen of France. Her marriage to Henry led her to become queen of England when Henry claimed the English throne.

INFERRENTIAL—Describe the rule of Henry and Eleanor.

- » They were powerful rulers who controlled a vast area. They were wealthy and commanded respect and support. They had eight children together.

LITERAL—What became of their marriage?

- » It failed, and Eleanor returned to Aquitaine with their children.

INFERRENTIAL—What adjectives would you use to describe Eleanor's court at Aquitaine?

- » Possible words include intelligent, sophisticated, fancy, and advanced.

LITERAL—Describe the rule of King Richard the Lionhearted and the role Eleanor played in it.

- » Richard became king when his father, Henry, died. He was away for much of his reign, leading crusades. In his absence, Eleanor ruled England. She made important reforms, including introducing standard coins and a system of weights and measures.

CHALLENGE—Explain the heading “Royal Rivals.”

- » Rivals are competitors. The rivals that the heading refers to are King Henry II and his sons, who were encouraged by their mother, Eleanor. They fought for control of Henry's kingdom. Henry won.

Timeline

- Show students the Chapter 16 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why do you think the author describes Eleanor as extraordinary?”
- Post the image card to the Timeline; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline. It should be placed between the Timeline images of Henry II and Thomas Becket.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why do you think the author describes Eleanor as extraordinary?"
 - » Key points students should cite in their answers include: most women at the time had little education or power, but Eleanor could read, write, play the harp, and ride a horse as well as men, and she ruled England while her son, King Richard I, was away, introducing a number of reforms to solve problems, including standard coins, a system of weights and measures, and doing away with some unfair rules.
- Choose one of the Core Vocabulary words (*duchess, annul, proposal, crusade, ransom, or reform*), or the idiom "hold court," and write a sentence using the word or idiom.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Hall of the Lost Footsteps (RI.4.7)

ACTIVITY LENGTH FLEXIBLE

Remind students that Eleanor was extraordinary for her intelligence, sophistication, and devotion to the arts. She demonstrated this at her court in Aquitaine, which she often held in her palace in the town of Poitiers. Tell students that part of her palace was a vast hall that was called the Hall of the Lost Footsteps. Challenge them to explain why it was so-called. (*It was so big that it was said that the sound of footsteps would be lost.*)

Tell them that this hall where Eleanor held court still stands!

Use this link to download the CKHG Online Resources for this unit, where specific links to pictures of the palace and hall, and to a panoramic view of the area today through Google Street View, may be found:

www.coreknowledge.org/ckhg-online-resources

Encourage students to imagine Eleanor, her family, and members of her court there.

Explain that the hall is now part of the Palace of Justice in modern Poitiers, France.

Students should click on the arrows in Google Street View to "walk" around the area and think about walking in the footsteps of Eleanor of Aquitaine.



Writing About the Power of Place (RI.4.1, W.4.2)

30 MIN

Tell students to think about the power of place in the lesson they just read. Remind students of Eleanor's love of her home, Aquitaine, the rich, sunny "land of waters" that she missed so much when she was with Louis in Paris and that she returned to when she left Henry in England. Remind students that Henry, powerful in France, went on to claim the throne of England. Remind students that Eleanor's son, Richard, traveled to the Holy Land to take it away from Muslims and return it to Christians.

Discuss how place played a pivotal role for an individual (Eleanor), a kingdom (Henry's), and a religion (Christianity). Direct students to reflect about the power of place in one-page essays. Their essays can focus on any of the places discussed in the chapter, on the idea of place generally in medieval Europe, or on the importance of place in their own lives.

Magna Carta

The Big Question: Why is Magna Carta so important?

Primary Focus Objectives

- ✓ Describe some of the problems and events that led to the creation of Magna Carta. (RI.4.1, RI.4.2, RI.4.3)
- ✓ Identify Magna Carta and explain its significance in the history of law. (RI.4.1, RI.4.2, RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *hostage, baron, version, democracy, and right.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Magna Carta”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

hostage, n. a person taken by force and held prisoner, often later exchanged for money or other demands (126)

Example: The king released his hostage after the barons agreed to pay higher taxes.

Variation(s): hostages

baron, n. a lord; a lower rank in the British nobility (126)

Example: The baron held a harvest celebration for the peasants who worked on his land.

Variation(s): barons

version, n. a draft; a form of something, like a document, that is different from other forms of the same thing (128)

Example: The barons were not happy with the charter’s language, so they wrote another version.

Variation(s): versions

democracy, n. a form of government in which people choose their leaders; a country with this form of government (129)

Example: Medieval England was not a democracy because people could not vote to elect the king or other rulers.

Variation(s): democracies, democratic

right, n. a legal promise (129)

Example: The nobility in medieval Europe often fought hard to keep their rights safe from the kings who wanted to take them away.

Variation(s): rights

THE CORE LESSON 35 MIN

Introduce “Magna Carta”

5 MIN

Begin by asking students to think briefly about the monarchs they have learned about in the last few chapters: Henry II, Richard I, Eleanor of Aquitaine, and so on. So far, they have heard very little about the limits of their power. They will likely believe that these monarchs were all-powerful. Tell them that kings and queens were not all-powerful. They had to depend on the nobles for money and soldiers. And to be able to count on these resources, they needed to keep the nobles happy. If they pushed the nobles too hard, the nobles might push back. Now tell them that they are going to read in this chapter about a moment in English history when the nobles did push back.

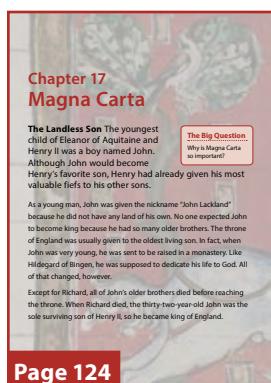
Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to why Magna Carta is so important.

Guided Reading Supports for “Magna Carta”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Landless Son” and “A Series of Defeats,” Pages 124–127



Scaffold understanding as follows:

SUPPORT—Read the first paragraph on page 124 aloud for the class.

Then reread the following sentence: “Henry had already given his most valuable fiefs to his other sons.” Remind students that they learned in Chapter 6 that a fief is land ruled by a noble. Then instruct students to read to the heading “A Series of Defeats,” on page 126.

Next, have a student volunteer read the first three paragraphs under “A Series of Defeats,” on pages 126 and 127.



Page 125

For hundreds of years, King John is considered John to be one of the worst kings in English history. Many historians say that he wasn't such a terrible king after all. John did make mistakes, though. Like other Plantagenet kings, he was intelligent and hardworking, with a strong sense of justice. But people did not trust him, and intelligence and hard work were not enough to win wars.

A Series of Defeats

Few years after John took the throne, the king of France attacked Normandy and Anjou. These were the lands that John's father, Henry II, had brought to his marriage with Eleanor. John was unable to defend these lands.

If it wasn't bad enough that John lost important lands to the French king, now he had to ask his nobles to pay higher taxes to cover the costs of the war. If nobles refused to pay, or could not pay, King John took **hostages**. In other words, he might hold a relative or important servant prisoner until someone paid up. John also taxed city people who lived in cities, especially wealthy merchants. This put the merchants on the same side as the angry nobles.

John seemed to have a special talent for making enemies. **Barons**, a type of English noble, and powerful townspeople were already annoyed with him. Then, John disagreed with the pope, not like the

Page 126



man the pope had chosen to become archbishop of Canterbury. Pope Innocent III was probably the most powerful man in Europe at this time. It was not a good idea to disagree with him. The pope decided to challenge John.

When John seized property that belonged to the Church, the pope responded by sending僧侣 to close the church doors in England. With the churches closed, priests could not perform many of their duties. People could not receive a Christian burial. The pope wanted the king's subjects to believe that it was all King John's fault. Then the pope excommunicated the king. John had no choice but to give in. He agreed to recognize the pope's choice for archbishop.

A Great Charter

This was not enough to satisfy the demands of the angry barons and townspeople. In 1215, they prepared a list of demands known as Magna Carta, which is Latin for "Great Charter." It laid out rules for what the king could and could not do to nobles, freemen, and the Church. The barons said they would go to war against John if he did not accept the document. When he saw he made no progress, he agreed to meet their demands.

Page 127

CORE VOCABULARY—Reread the following sentence on page 126: "If nobles refused to pay, or could not pay, King John took **hostages**." Explain the meaning and significance of the Core Vocabulary word *hostages*. Explain that in the medieval world, a ruler might take a hostage for at least two reasons. One reason for taking hostages was to exchange them later for money. But rulers also took nobles' relatives, including their children, as hostages as a way to control what the nobles did and to keep them in line.

CORE VOCABULARY—Reread the sentence at the bottom of page 126: "**Barons**, a type of English noble, and powerful townspeople were already angry with him." Explain the meaning and significance of the Core Vocabulary word *baron*. You might consider also explaining to the students that the barons were just one of the many types of nobles the English king had to deal with. Some others included dukes, duchesses, marquesses, earls, and viscounts.

Have students read the final paragraph in this section to themselves.

After students read the text, ask the following questions:

LITERAL—Why was John called "Lackland"?

- » John did not have any land of his own. He was the youngest son of Eleanor of Aquitaine and Henry II. Henry II had already given his most valuable land to his older sons. John was not expected to become king.

LITERAL—How did John become king?

- » All of John's older brothers died, including King Richard II.

INFERRENTIAL—List some mistakes made by King John that made his subjects lose their trust in him.

- » John was unable to protect Normandy and Anjou from attack by the king of France. He then had to ask nobles and merchants for higher taxes to pay for the war, and took hostages if they did not pay. John also made an enemy of the pope by seizing church property.

INFERRENTIAL—Why was it a bad idea for John to make an enemy of the pope?

- » Religion was a very important part of life in medieval England, and the pope was the leader of the Western Church in Rome. In fact, medieval popes were as powerful as kings—or sometimes even more powerful than kings—as shown by the fact that Pope Innocent III excommunicated King John.

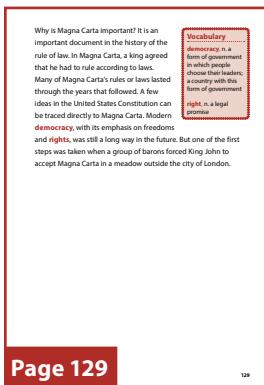
INFERRENTIAL—How did the nobles and the merchants end up on the same side?

- » John subjected both the nobles and the city merchants to taxes that both groups felt were unfair.

EVALUATIVE—Why did historians at one time call John one of the worst kings in English history? Current historians no longer take that view. What might account for this change?

- » Previously, historians focused on John's mistakes. Today, historians look at what he did well and balance that against those mistakes.

"A Great Charter," Pages 127–129



Have students read the section's three paragraphs quietly.

Scaffold understanding as follows:

CORE VOCABULARY—Read the following sentence on page 128: "The final **version** was approved in 1225 by John's son, Henry III." Explain the meaning and significance of the Core Vocabulary word *version*. Do the same for the Core Vocabulary words *democracy* and *right* in the next paragraph.

After students read the text, ask the following questions:

LITERAL—What was Magna Carta?

- » Magna Carta was a document written by the English barons, which forced the English kings to recognize the rights and privileges of nobles, freemen, and the Church. It limited the power of kings and said they were also subject to laws.

LITERAL—Why did King John seal Magna Carta? In other words, why did he accept it? (**Note:** Consider taking a moment to explain to students that kings at this time in the Middle Ages didn't sign documents with their signature as we do today. Instead, they used a unique stamp they pressed into a wax seal. That said, the sealing of a document by a king served the same purpose as signing a document today.)

- » If he did not seal it, the barons would have gone to war against King John.

INFERRENTIAL—Why did John believe he could not win a war against the barons?

- » John had no money to fight a war, and because he was unpopular, he would not have gotten much support if he had tried to fight.

EVALUATIVE—Why were copies of Magna Carta carried all over England?

- » Magna Carta was written long before the age of quick mass communication. There was no radio, television, email, or Internet, so the English people would not know about the new laws concerning the rights of the nobles governing them unless a copy of Magna Carta was brought and read to them.

Timeline

- Show students the Chapter 17 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "Why is Magna Carta so important?"
- Post the image card to the Timeline immediately after the image depicting the growth of trades and towns in the 1200s; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why is Magna Carta so important?"
 - » Key points students should cite in their answers include: Magna Carta limited the power of kings; it said what kings could and could not do to the nobles, freemen, and the Church; and it is also the basis of many ideas included in the U.S. Constitution.
- Choose one of the Core Vocabulary words (*hostage, baron, version, democracy, or right*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Introduction: Magna Carta Through History (RI.4.7, SL.4.1)

10 MIN



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links to a website about the history and significance of Magna Carta, and to a short animated film about it, may be found:

www.coreknowledge.org/ckhg-online-resources

For this activity, begin by showing students the short animated video, which introduces the story of King John and Magna Carta, narrated by medieval historian and Monty Python member Terry Jones. (**Note:** You can read a transcript of the narration on the video website before showing the video.)

After the video, lead the students in a discussion about why Magna Carta applied to only a limited group of people. Ask them why they think Magna Carta did not prevent civil war in England, reminding them of King John's conflicts with the church.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where a specific link to a translation of Magna Carta may be found:

www.coreknowledge.org/ckhg-online-resources

Select passages to read to students. Suggested passages include:

- Paragraphs 6 and 7 on inheritance
- Paragraph 8 on widows and marriage
- Paragraphs 20, 21, and 22 on fines for offenses

To start the activity, read aloud the selected paragraphs. Be sure to explain to students the meaning and significance of any complex or archaic terminology.

After reading the paragraphs, lead students in a discussion about these portions of Magna Carta. Remind them that this document was drafted by nobles. Ask them what these rules on inheritance, marriage, and fines tell us about what the nobles thought was important. Ask them which aspects they think are the most important. Finally, ask them what they would change if they were writing Magna Carta.

Instruct students to watch a video describing the immediate impact of Magna Carta on medieval England, as well as how its impact changed over time.

The video includes discussion of why Magna Carta was revoked, why it was reissued, and what its impact was on the forming of the British Parliament. Use this link to download the CKHG Online Resources for this unit, where a specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

After watching the video, ask students to compare the British Parliament to the modern U.S. government.



Have students watch a video about creating a new Magna Carta for the digital age. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Once students have seen the video, divide the class into groups of three to five students. Instruct these groups to use what they have learned about Magna Carta in the reading and the video to develop their own Magna Carta sections. As these students work, be sure to move around the room from group to group, helping them as necessary.

A New Kind of Government

The Big Question: What is the difference between a system of government with representatives and one with a monarch?

Primary Focus Objectives

- ✓ Explain the differences between a system of government that includes representatives and one that has a monarch. (RI.4.1, RI.4.2, RI.4.3)
- ✓ Describe the origins and development of Parliament in England. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *council, circuit, citizen, representative, parliament, house, and monarch*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Representative Government":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

council, n. a group of people organized to govern (130)

Example: England was ruled by a council of barons until Henry III was old enough to rule.

Variation(s): councils

circuit, n. an area or district through which a judge travels to hold court sessions (130)

Example: Under Henry II, England was divided into six circuits.

Variation(s): circuits

citizen, n. in the Middle Ages, a skilled tradesman, artisan, or important merchant who was a resident of a city (132)

Example: In the Middle Ages, citizens had rights and responsibilities.

Variation(s): citizens

representative, n. a person in government who makes decisions and votes on behalf of a group of people (132)

Example: If you were a knight in the first Parliament, you would have been a representative for other knights.

Variation(s): representatives

parliament, n. a group made up of representatives and the monarch, who make the laws for a country; a term used especially in England to describe the lawmaking part of the government (133)

Example: Simon de Montfort organized England's first Parliament.

Variation(s): parliaments, parliamentary

house, n. a building in which people meet for a particular activity; a chamber of Parliament (134)

Example: The U.S. Congress has two houses: the Senate and the House of Representatives.

Variation(s): houses

monarch, n. a king or queen (135)

Example: King Henry III was a monarch of England.

Variation(s): monarchs, monarchy

THE CORE LESSON 35 MIN

Introduce “A New Kind of Government”

5 MIN

Ask students to recall what they have learned about monarchy and consider any ideas they may have of things that did not work well under a monarchy. Ask them if they have any ideas about how those things could be done differently. Tell them that in this chapter, they will learn about a new kind of government, “rule by the people” through elected representatives, and how it compares to rule by a monarch, explaining that a monarch is either a king or a queen.

Call students' attention to the Big Question, suggesting that as they read, they look for the answer to how a system of government that includes representatives chosen by the people is different than having a king.

Guided Reading Supports for “A New Kind of Government”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“England’s First Parliament” and “A New Idea,” Pages 130–133

Before students read the text, scaffold understanding as follows:

SUPPORT—Focus students' attention on the chapter title, "A New Kind of Government." Tell students that the "new kind of government" they will read about is an alternative to, and largely the opposite of, a monarchy. Remind them that a monarchy is when there is rule by one person, the king or queen.

Continue to scaffold understanding as follows:

Read the first two paragraphs on page 130 aloud.

CORE VOCABULARY—Reread the following sentence: “So England was ruled by a **council** of barons until Henry was old enough to rule.” Explain the meaning and significance of the Core Vocabulary word *council*.

Have a student volunteer read the last paragraph on page 130 aloud for the class.

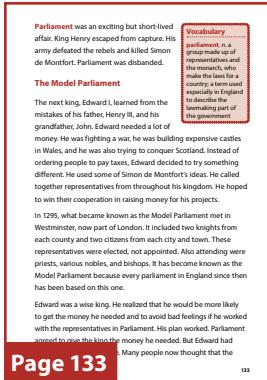
CORE VOCABULARY—After the student finishes reading this paragraph, reread the following sentence: “The whole country was divided into six **circuits**, or districts.” Explain the meaning and significance of the Core Vocabulary word *circuit*.

Have a second volunteer continue reading the last paragraph of this section at the top of page 132.

CORE VOCABULARY—Have a new student volunteer read aloud the first paragraph in the section “A New Idea” on page 132. Reread the following sentence: “He called a meeting of landowning nobles, leaders of the Church, knights, and **citizens** from the towns.” Explain the meaning and significance of the Core Vocabulary word *citizen*.

Note: Be careful to keep your explanation of *citizen* simple. The notions of citizenship today and that of citizenship in the Middle Ages are very different. In the Middle Ages, citizens were the skilled tradesmen, skilled artisans, and important merchants. These would have made up as little as ten to fifteen percent of the population of a town, and in some places much less.

CORE VOCABULARY—Read aloud the remaining paragraph in this section at the bottom of page 132 to the top of page 133, pausing to explain the meaning and significance of the Core Vocabulary words *representative* and *parliament*, when they are encountered.



Page 133

After reading the text, ask the following questions:

LITERAL—What was a council? Why was England ruled by a council of barons after King John died?

- » A council is a group of nobles who rule. The council was in charge after King John died because Henry III was not old enough to rule.

INFERRENTIAL—How do you think the people felt about being ruled by the council? Why?

- » The people probably liked it. The book points out that, “instead of hard times, England enjoyed a period of peace” because the nobles often settled differences by discussion instead of by going to war. (Allow for other possible answers that are supported by the text.)

LITERAL—What brought the peaceful times under the council to an end?

- » Henry III grew up and took control. The barons rebelled against him.

LITERAL—Who was Simon de Montfort? (Direct students' attention to the illustration and caption on page 131.)

- » He was the leader of the barons who revolted against Henry III.

EVALUATIVE—How important was Simon de Montfort in the establishment of England’s first Parliament?

- » Simon de Montfort was extremely important in the establishment of England’s first Parliament: it was Montfort who called the meeting and who had each group vote for representatives who would attend.

EVALUATIVE—How important do you think this meeting was in history?

- » It was very important. It was the first time that representatives from all classes (except serfs) met together to make decisions. This was the beginning of England’s parliamentary system.

“The Model Parliament” and “Parliament Today,” Pages 133–135



Page 134

Before students read the text, scaffold understanding as follows:

SUPPORT—Explain that the word *model* can mean “example.” So the Model Parliament is so-called because it served as an example that the parliaments in the future would follow.

Continue to scaffold understanding as follows:

SUPPORT—Have students quietly read the first section, “The Model Parliament,” on pages 133 and 134. Once they’ve finished, ask them if they have any questions about what they’ve read.



Page 135

CORE VOCABULARY—Read the following sentence on page 134: “In the 1300s, Parliament divided into two **houses**.” Explain the meaning and significance of the Core Vocabulary word *house*.

CORE VOCABULARY—**Read the section “Parliament Today” aloud to the class.** Then reread the following sentence: “There is still a **monarchy** in the country now known as the United Kingdom, or Britain, though it has very little power.” Explain the meaning and significance of the Core Vocabulary word *monarchy*.

After students read the text, ask the following questions:

LITERAL—Why did King Edward I want to have a parliament?

- » He needed money to fight a war, build castles in Wales, and conquer Scotland. He thought he could raise the money he needed by calling representatives together.

LITERAL—When and where did the Model Parliament meet?

- » It met in 1295 in Westminster, which is now a part of London.

LITERAL—What big idea about money and spending did the Model Parliament establish?

- » It established that the king had to ask Parliament for money.

INFERRENTIAL—Your reading tells you that Parliament was divided into two “houses”: the House of Commons and the House of Lords. What might be another word that would work in place of *houses*?

- » Suggested answers: *chambers, departments, parts, sections, or groups*.

INFERRENTIAL—What is the main idea of “Parliament Today”?

- » Parliament still exists and rules the United Kingdom, or Britain.

CHALLENGE—Explain that the word *parliament* comes from the French word *parler*, which means “to speak” or “to discuss.” Why might the word *parliament* include, or be based on, this particular word?

- » Representatives in Parliament discuss with each other which laws to pass.

Note: You may want to remind students of the story of William the Conqueror relayed in Chapter 13. Remind them that this conquest led to the blending of the French and Anglo-Saxon languages. The word *parliament* comes from a French word that means “to speak.”

Timeline

- Show students the Chapter 18 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What is the difference between a system of government with representatives and one with a monarch?”
- Post the image card to the Timeline after the image of Magna Carta; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What is the difference between a system of government with representatives and one with a monarch?”
 - » Key points students should cite in their answers include: a government that includes representatives chosen by the people may be more readily accepted than a monarchy, because people feel they have a voice in making important decisions; a representative government may more completely reflect what the people want and may better meet the people’s needs.
- Choose one of the Core Vocabulary words (*council, circuit, citizen, representative, parliament, house, or monarch*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Parliament: Yesterday and Today (RI.4.7, SL.4.1)

ACTIVITY LENGTH FLEXIBLE

Tell students that Simon de Montfort first called a Parliament together in 1265. Challenge them to do the math to see just how many years ago that was (more than 750!). Explain that despite Parliament being so old, it is still a thriving institution.

Use this link to download the CKHG Online Resources for this unit, where specific links to a YouTube video about Parliament and to a virtual tour of Westminster Hall (where Parliament meets) may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that the institution Montfort first created so long ago now has its own YouTube channel! Before watching the YouTube video, tell students that it

was created by the modern Parliament for citizens of the United Kingdom (of which England is a part). Because of that, the narrator is speaking to children as if they lived there. Watch this video with students.

After the video, hold a brief discussion and answer any questions students may have. If you wish to do a more formal activity, have each student generate a list of six questions about the video, using the question words *who*, *what*, *when*, *where*, *why*, and *how*. Pair students, and have them swap questions and answer them.

You might want to follow up with a virtual tour of Westminster Hall, using the primary unit link.



Writing: Compare and Contrast (SL.4.1, W.4.2)

ACTIVITY LENGTH FLEXIBLE

Remind students that when they compare, they note how things are the same, and when they contrast, they note how things are different. Have them focus on the two types of government discussed in this chapter: monarchy and representative government.

Explain that although they are reading about things that happened a long time ago to people far away, they are actually learning about what happened to make their world the way it is today. Tell them that in this chapter, they have learned about how the British government that developed during the Middle Ages influenced the government that they all live under now in the United States. Be aware that while students using Core Knowledge materials may have encountered the American Revolution in Grade 1, they likely have not yet studied it or the Constitution in-depth in Grade 4, as these units of study typically follow the unit on Medieval Europe.

Have the students brainstorm as a class about the similarities and differences between monarchy and representative government. Invite students to explain what they think it means to live in a country with a representative government; or to explain “government of the people, by the people, for the people”; or to discuss class elections; or to explore any other democratic process with which they are familiar. As they come up with ideas, write them on the board or chart paper. Remind students to take notes.

Once the brainstorming is complete, have the students draft a short essay on the differences between monarchy and representative government. Consider providing students with this paragraph-based outline:

- I. Introduction
- II. Compare
- III. Contrast
- IV. Conclusion

The Hundred Years' War

The Big Question: How did the decline of the feudal system change people's loyalties?

Primary Focus Objectives

- ✓ Describe the relationship between France and England in the Middle Ages and the factors that led to the Hundred Years' War. (**RI.4.1, RI 4.2, RI.4.7**)
- ✓ Describe the effects of the Hundred Years' War on people living in both England and France. (**RI.4.1**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *generation, ancestor, truce, economy, territory, longbow, and cannon.* (**RI.4.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Hundred Years' War":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

generation, n. all the people born and living at around the same time, equal to about twenty-five years (**136**)

Example: There is more technology available for our generation today than there was when our parents were young.

Variation(s): generations

ancestor, n. a relative who lived a long time ago (**136**)

Example: Although I was born in the United States, my ancestors came from Mexico.

Variation(s): ancestors

truce, n. an agreement to stop fighting (**138**)

Example: Because both armies needed more supplies, they declared a temporary truce to restock.

Variation(s): truce

economy, n. the way a country manages its money and resources to produce, buy, and sell goods and services (**139**)

Example: The economy of the Middle Ages was based primarily on agricultural production.

Variation(s): economies

territory, n. an area of land (**139**)

Example: For many years during the Hundred Years' War, the English king held territory in France.

Variation(s): territories

longbow, n. a large bow pulled by hand and used to shoot a long, feathered arrow (**140**)

Example: English armies used longbows when fighting wars, beginning in the 1300s.

Variation(s): longbows

cannon, n. a very large gun that fires iron balls (**142**)

Example: Cannons are powerful and can cause damage from a great distance.

Variation(s): cannons

THE CORE LESSON 35 MIN**Introduce “The Hundred Years’ War”****5 MIN**

Ask students to reflect on what they learned about the monarchy in the previous chapter. Remind them that kings had to manage and deal with the nobles in their own countries. They also had to deal with other kings. Additionally, many of the kings of Europe had family connections; an English king might, for example, have French relatives. These family connections could make questions of loyalty complicated. They also could make succession (the process of inheriting the throne) difficult and sometimes dangerous. Explain that when kings died without a clear and strong heir, wars often erupted. Let students know that in this chapter they will be learning about one such complicated succession and the long war it started.

Call students' attention to the Big Question, suggesting that as they read, they look for the answer to how the decline of the feudal system changed people's loyalties in the Middle Ages.

Guided Reading Supports for “The Hundred Years’ War”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“An Unstable Situation,” Pages 136–138

Scaffold understanding as follows:

Have students read the entire section quietly.

CORE VOCABULARY—Once they’ve finished, read the first sentence in the first paragraph on page 136: “For many **generations** the rulers of England spoke French better than they spoke English.” Explain the meaning of the Core Vocabulary word *generation*.

CORE VOCABULARY—Read the following sentence in the second paragraph on page 136: “Many years earlier, the French **ancestors** of a number of English nobles had received land from the king of France.” Explain the meaning of the Core Vocabulary word *ancestor*.

After students read the text, ask the following questions:

LITERAL—How would you describe the nobility of France and England during this era?

- » Many nobles of England were descended from French nobility. In addition, nobles and monarchs from both countries often married into each other’s families. This meant that European nobility and royalty were often related to one another, making succession sometimes unclear.

LITERAL—What was Edward III’s basis for claiming the throne of France?

- » Edward’s claim to the throne was based on the fact that he was the former king’s nephew.

“A Misleading Name,” Pages 138–140

Scaffold understanding as follows:

CORE VOCABULARY—**Have student volunteers read aloud the first two paragraphs, starting at the bottom of page 138 to the top of page 139.** Then reread the following sentence in the first paragraph: “There were **truces** that lasted for up to twenty-five years.” Explain the meaning of the Core Vocabulary word *truce*.

Chapter 19
The Hundred Years’ War

An Unstable Situation For many generations the rulers of England spoke French better than they spoke English. To make things even more confusing, many English nobles were required to be loyal to the king of France, too.

Vocabulary **ancestor** n. all the people born and living at around the same time as a person, about twenty-five years ago. **ancestors** n. a relative who lived a long time ago.

The Big Question How did the decline of the feudal system change people's loyalty?

Page 136

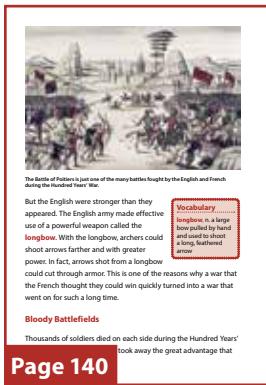


Page 137 With nobles had French ancestors.



Page 139

139



Page 140

Have student volunteers read the remaining paragraphs on page 139.

CORE VOCABULARY—Reread the following sentence in the second paragraph on page 139: "Indeed, one of the things that strengthened England's **economy** was the wool trade." Explain the meaning of the Core Vocabulary word *economy*. Keep in mind that the word *economy* may be familiar to students, but they will likely not have a deep understanding of the concept. This may require some explanation on your part. Consider explaining the various phases of the "wool trade cycle" in a medieval village, exploring how raising the sheep, shearing the wool, and exporting the wool from England to Flanders, where yarn was made and woven into cloth, represent aspects of the medieval economy.

CORE VOCABULARY—Reread the following sentence in the last paragraph at the bottom of the page: "First, most of the war was fought in France, so the French were fighting on their home **territory**." Explain the meaning of the Core Vocabulary word *territory*.

Ask students to turn to page 140, and have a volunteer read the last paragraph of this section aloud for the class.

CORE VOCABULARY—Reread the following sentence in the last paragraph: "The English army made effective use of a powerful weapon called the **longbow**." Explain the meaning of the Core Vocabulary word *longbow*.

After students read the text, ask the following questions:

LITERAL—Why is the Hundred Years' War not an accurate name?

- » The Hundred Years' War technically lasted more than one hundred years—116, to be exact! Also, during those 116 years (1337 to 1453), there were periods of truces in which nobody fought, some lasting up to twenty-five years.

LITERAL/INFERRENTIAL—What was France like at the beginning of the Hundred Years' War? What advantages did it have?

- » France had a lot of advantages at the beginning of the Hundred Years' War. It was far wealthier than England. It had a lot of good land to produce food. Also, most of the war was fought in France, so French knights and supplies were readily at hand; the French also had significantly more knights than the English did.

LITERAL/INFERRENTIAL—What was England like at the beginning of the Hundred Years' War? What advantages and disadvantages did it have?

- » England was on a small island with a bad climate and a smaller, less wealthy population than France had. However, it did have a good wool trade, because the climate helped. This wool was important to the economy, and also helped England gain allies in areas that needed the wool, such as Flanders. The English army also made good use of the powerful longbow.

LITERAL—Why was the longbow important?

- » The longbow was important because it was powerful, but also because it allowed soldiers to shoot from longer distances. It gave the English a distinct advantage because it could send arrows through armor! This is one reason why the war lasted so long.

EVALUATIVE—Considering what you have learned about the advantages and disadvantages of both sides at the beginning, can you predict which side was more likely to win the war?

- » Answers may vary, but accept only text-dependent responses with supporting examples. An acceptable response might be that the French people would win the war, because they had more money and strategic advantages, such as not having to travel so far to fight. However, the argument can also be made that England had some advantages, such as a closer claim to the throne, a thriving wool economy that would help the English gather allies, and an army skilled at using the longbow.

“Bloody Battlefields” and “The End of the War,” Pages 140–142

Scaffold understanding as follows:

Have students quietly read the sections “Bloody Battlefields” and “The End of the War.”

CORE VOCABULARY—Read the following sentence in the last paragraph at the top of page 142: “The French developed **cannons** that were very powerful, easy to move around, and accurate.” Explain the meaning of the Core Vocabulary word *cannon*.

After students read the text, ask the following questions:

LITERAL/INFERRENTIAL—How did the longbow change warfare?

- » The longbow made armored knights less important. The longbow could defeat knights from a distance, so that the archers were not in immediate danger.

LITERAL—Why were the English capable of defeating the French in a major battle?

- » The longbow, combined with good strategy (which can be explained to students as the way in which the English planned out the battle from their side) helped the English defeat the French, even though the French had more armored soldiers.

armored knights previously had on the battlefield. English archers, when given the chance, easily defeated the French knights.
One of the most famous battles of the war was fought at the French town of Agincourt (A jin kör). A large, powerful French army cornered a small English army. The French were sure of victory. The English were sure they would be defeated. But the superior tactics and powerful longbows of the English resulted in a terrible defeat for France.

The End of the War
Throughout history, wars have at times brought about change and innovation. This is because as each side tries to gain an advantage, they invent new weapons and weapons. As a result, the way armies fight at the end of a war is often very different from the way they fought at the beginning. That certainly was the case in the Hundred Years’ War. At first, how the two sides fought gave the French a military advantage! Well, the French never stopped trying to come up with better weapons of their own. Around 1400 they did.



Page 141

The French developed **cannons** that were very powerful, easy to move around, and accurate. These cannons gave the French a big advantage. Finally the fighting stopped. The French had won. England was forced to give up almost all the territory it had controlled in France.

Vocabulary
cannon: large gun that fires iron balls

Effects of the War
The Hundred Years’ War is more important for what happened to England and France than for the military results. Yes, France won the war and took territory from England. But both kingdoms were now changed forever.

France was terribly weakened from all the fighting on French land. English soldiers, far from home, had routinely looted French



Page 142

"Effects of the War" and "A Different World," Pages 142 and 143

Before students read the text, scaffold understanding as follows:

SUPPORT—Before reading this section, focus students' attention by asking them to think about the kinds of changes that a war might bring: social changes, cultural changes, and technological changes.

Have students quietly read the remaining paragraphs in this chapter.

After students read the text, ask the following questions:

LITERAL—How did the Hundred Years' War change Europe?

- » A lot of territory that had been English now went to France. However, France was weakened by the English soldiers who had invaded it for so long. England had also lost a lot of money and a lot of soldiers, making it poorer overall.

INFERENCE—How did the Hundred Years' War affect ordinary citizens?

- » Villagers in France would have lived in danger for a long time, afraid that their villages would be captured and they would be killed, or that their money would be taken at any time. In addition, men in both countries would have been worried about being sent to war. Noble families became weaker as many men died in battles, making the central governments (then led by kings) stronger. Feudalism was also disappearing, so people felt more loyalty to their kings.

CHALLENGE—Why might we, living in the present, have a different view of events that happened in the past than people who were alive when the events took place?

- » Answers may vary, but encourage answers that are text-dependent. Take the example of a person living through the Hundred Years' War: he or she would not have known when the war was going to end. At that time, several generations could have been born and died within the span of the war, with none of them having an accurate view of the entire conflict. By looking back through history and the events we know happened later, we can put a particular conflict in a bigger context and see how it makes sense in its time.

towns, villages, and farms. English soldiers had held entire villages for ransom. They would capture a village, then threaten to burn it and kill everyone if people didn't give them money. All this looting and ransoming left France poorer than it had been before the war. It also left a feeling of hatred between the French and the English that lasted for hundreds of years.

The war had been very costly on the English side, too. Thousands of soldiers had died. Trade had suffered.

A Different World

If there were any real winners, they were the kings of both France and England. The deaths of so many knights weakened many noble families. The power of the noble barons was reduced, and kings in both countries became stronger.

The war also weakened the rule of feudalism. Towns and cities began to grow in size and power. Loyalty to feudal nobles declined, but a sense of loyalty to king and country grew.

This strong feeling for their country led to another big change for the English that affects us today. During the war the rulers of England and most educated and wealthy people stopped speaking French and began speaking English. Books and documents began to be written in English. People began to feel more united around a common language and culture.

History is always clearer when we look back on it than it is to the people living through it. Although the people didn't know it at the time, the war changed the world.

Page 143

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Timeline

- Show students the Chapter 19 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the decline of the feudal system change people’s loyalties?”
- Post the image card to the Timeline in the section for the 1400s; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the decline of the feudal system change people’s loyalties?”
 - » Key points students should cite in their answers include: people became more loyal to their king, rather than to their local nobles; and citizens of a country began to consider themselves part of that larger territory, rather than just simply part of their village or fiefdom.
- Choose one of the Core Vocabulary words (*generation, ancestor, truce, economy, territory, longbow, or cannon*), and write a sentence using the word.
- To wrap up the lesson, ask several students to share their responses.

Additional Activities



Looking at the Hundred Years’ War: Contemporary Paintings (R1.4.3, R1.4.6, R1.4.7)

ACTIVITY LENGTH FLEXIBLE



Background for Teachers: Prior to guiding students through images of the Hundred Years’ War, you may want to explore the context of these images. Use this link to download the CKHG Online Resources for this unit, where specific links to background information may be found:

www.coreknowledge.org/ckhg-online-resources

Act as a “museum guide” during this examination of paintings created during the Hundred Years’ War. Invite your students to discuss the images of two different battles from the war:



Battle of Agincourt



Siege of Orléans

If you would like to download and display these images to show your class, you can find them online.

Point out features in each image that students encountered in Chapter 19, asking students to name them using the correct vocabulary.

Note: Be sure to explain that students will be seeing pictures of the battles as imagined or seen by artists at the time; make clear that painting styles were very different back then and they might not be used to seeing pictures like this. You may want to challenge students when you first display each image to identify artistic aspects of the paintings that are new to them.

Guide students through an analysis of the images by directing their attention to the depicted aspects described below:

The Soldiers—Elicit information about the soldiers in the images. Your students may notice any of the following: the soldiers are close together; they are fighting with spears and swords; they are on horseback; and they are wearing armor. If students do not see that the faces of several men are visible, point this out, and ask what the advantages and disadvantages of having your face visible during such a battle would be (advantages might include that your men could see you better and you would have a better view of the action, while disadvantages could include having your face exposed to injury).

The Sides—Ask students which side the different groups of soldiers are on. They may have difficulty answering this question—and they should! It is very difficult to distinguish one side from another. How would the soldiers on the battlefield know who was their friend and who was their enemy?

The Horses—Students may have realized earlier that many of the men fought on horseback. Point out that the French words for “horse” and “knight” are very similar (*cheval* and *chevalier*). Elicit from your students what the advantages and disadvantages of fighting on horseback might be. Advantages might include factors like speed and strength, while disadvantages would be the exposure of the mounted soldier and the possibility of a frightened or inexperienced horse causing injury.

The Armor—Ask students what the armor that the soldiers are wearing is like. Is it like earlier chain mail, or is it closer to our traditional image of knightly armor? What would the advantages and disadvantages of wearing armor into battle be? How would the use of the longbow by the English eventually affect armor?

The Fighting—Ask your students to describe the battle scenes in terms of the fighting. Does it remind them of other battle scenes they may have seen, with each side carefully approaching the other? Why not? What does this tell them about the nature of fighting during the early part of the Hundred Years’ War?

New Technologies—Have students explore the images for evidence of new technologies: cannons, crossbows, longbows, and so on. Encourage a conversation on the effects of these technologies.

Joan of Arc

The Big Question: Why do you think the story of Joan of Arc is still remembered today?

Primary Focus Objectives

- ✓ Describe the events in the life of Joan of Arc and her role in the military. (RI.4.1, RI 4.2, RI.4.7)
- ✓ Evaluate the effects that Joan of Arc had on the Hundred Years' War and why she is remembered today. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *restore, dauphin, courtier, and revive*; and of the idioms "turn the tide" and "stand trial." (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Joan of Arc":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

"turn the tide," (idiom), reverse the trend of events or the way things are going (144)

Example: In the early years of the war, the French struggled to defeat the English; but later on, they turned the tide and were able to beat back the English.

Variation(s): turned the tide, turning the tide

Note: you may want to explain the meaning of the word *tide*, as it relates to the rise and fall of the ocean: depending on how high the tide is, water from the ocean may surge farther up onto the beach.

restore, v. to return to the way things used to be (146)

Example: The electricity went out during the thunderstorm, but work crews were able to restore power after the storm.

Variation(s): restores, restored, restoring, restoration

dauphin, n. the oldest son of the king of France; the male heir to the throne (147)

Example: The dauphin was often named after his father, so that when the older king died, his name would be carried on by the new king.

courtier, n. a noble who was part of the royal court and advised the ruler (king, queen, or dauphin) (148)

Example: The many courtiers in a medieval European court often feuded with each other for access to the king, queen, or heir to the throne.

Variation(s): courtiers

revive, v. to return to strength; to “bring back to life” (149)

Example: The sight of Joan of Arc revived many of the French soldiers at Orléans.

Variation(s): revives, revived

“stand trial,” (idiom), be judged guilty or innocent in a court of law (151)

Example: The young Joan of Arc was accused of heresy and forced to stand trial and defend herself.

THE CORE LESSON 35 MIN

Introduce “Joan of Arc”

5 MIN

Ask students to recall what they learned about the Hundred Years’ War in the last chapter. Remind them that wars like this were terribly traumatic for the people who lived through them. Have students think about what it might be like for a war to go on not just for years, but for more than a hundred years. Discuss the effect upon generations of family members. Then explain to them that such long wars sometimes created opportunities for heroes and heroines. And tell them that in this chapter they will be learning about one such heroine, Joan of Arc.

Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to why they think the story of Joan of Arc is still remembered today.

Guided Reading Supports for “Joan of Arc”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Hero for the Ages” and “Hope Returns,” Pages 144–146

Scaffold understanding as follows:

Have student volunteers read the two paragraphs on page 144 aloud.

CORE VOCABULARY—Reread the following sentence in the first paragraph: “Her leadership **turned the tide** of battle in the Hundred Years’ War.” Explain the meaning of the Core Vocabulary idiom “turn the tide.”

Instruct students to turn to page 146 and read all the text under the heading “Hope Returns” quietly on their own.

CORE VOCABULARY—Read the last sentence in the last paragraph: “Joan believed that God had given her the mission of driving the English out of France and **restoring** the French king to the throne.” Explain the meaning of the Core Vocabulary word *restore*.

After students read the text, ask the following questions:

LITERAL/INFERENCE—What was Joan of Arc’s background? Why is it especially remarkable that she played such a significant role in turning the tide of battle in the Hundred Years’ War?

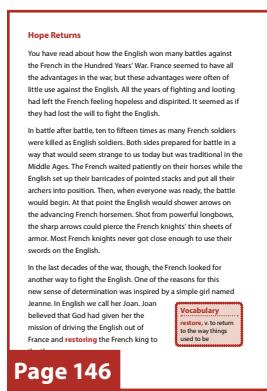
- » Joan of Arc was a peasant girl without much education. Typically, leaders in war were noble men. Joan was also just a teenager and not very tall.

LITERAL/INFERENCE—How did the French feel about the war at this point? Why?

- » Although the French had many advantages in the war, they still seemed to be losing to the English. After such a long time of fighting, they began to lose hope and wanted to give up. Thanks to the effective use of the longbow by the English, many French knights never even got close to the English soldiers, and definitely not close enough to kill them. Between ten to fifteen times more French soldiers were killed than English soldiers.

INFERENCE—Given what you have learned about the war, how might an average French soldier have felt at this moment in the Hundred Years’ War?

- » Answers may vary, but accept only text-dependent responses. For example, a student might respond that a soldier would feel disheartened and disappointed because the war seemed to be unwinnable and unending.



Page 146

CHALLENGE—Why would “determination” be an important quality for soldiers in the Hundred Years’ War?

- » Answers may vary, but accept only text-dependent responses. For example, it would take a lot of determination to keep fighting when the odds seemed against the French. It would be hard to keep believing in the French side when they had been losing for so long. By continuing to believe and staying determined, soldiers would be able to do their duty and carry out the tasks that would help them win.

“Visions and Voices,” Pages 147 and 148

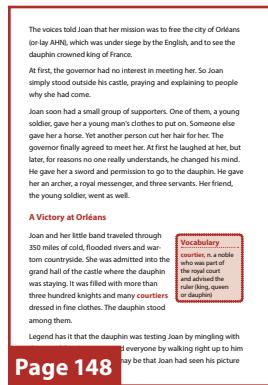


Scaffold understanding as follows:

Have student volunteers take turns reading the paragraphs in the section. Pause at the bottom of page 147.

CORE VOCABULARY—Reread the following sentence in the second paragraph: “There, Joan was told to ask the governor to arrange a meeting with the man who was next in line to be king, the **dauphin**.” Explain the meaning of the Core Vocabulary word *dauphin*.

Have student volunteers read the remaining paragraphs of this section on page 148.



After students read the text, ask the following questions:

LITERAL—What changed about the voices that Joan of Arc heard?

- » The voices that Joan heard at first only told her to be good and to live a good life. However, as she got older, she began to believe she was hearing that God had chosen her to rescue France.

LITERAL—What inspired Joan of Arc to finally leave home?

- » The voices that Joan heard gave her instructions that were increasingly urgent and specific. They told her to go find the governor and ask to see the dauphin. They also told her about her specific mission to free the city of Orléans.

LITERAL—Why did the governor finally change his mind about seeing Joan?

- » Joan stayed outside of his castle, talking to people about why she had come. In this way she gained supporters who helped her. We still don’t know why the governor agreed to help Joan, after having first laughed at her.

LITERAL/INFERENCE—How is Joan portrayed in the images on pages 145 and 147? Why might this be important?

- » Joan is portrayed in men's armor, showing that she is ready to go into battle even though she is a young woman. She is shown with a halo around her head, showing that she is a holy person in the Church. (You may also want to call students' attention to the fact that her helmet is off, the importance of which will become clear in the following sections.)

"A Victory at Orléans," Pages 148–150

before on coins or banners. Yet, it was impressive that a simple peasant girl could pick him out of such a crowd.

Joan was given a room in the castle, and she began to practice her fighting skills. A group of knights gathered around her. We can't explain how, but Joan soon knew these famous warriors willing to do whatever she asked. All we can assume was that Joan's faith and her leadership inspired others to follow her. With an army of some three thousand to four thousand soldiers, Joan set off to Orléans.

The city had been under siege for nearly seven months. The English hadn't yet succeeded in capturing the city, but the French forces were becoming weak. As Joan rode through Orléans on the night of her arrival, townspeople carrying torches pressed around her. Rumors had spread through France that a young woman dressed as a boy had been sent by God to save them from the English.

Joan was eager to battle the English, but the French commander urged her to be patient. He agreed, but a few days later things changed. Joan urged her French commander to take action. "In God's name," she said, "my council [advisors] has told me I must attack the English." Her voice had spoken to her. She rode down to the gates of the city, where she found wounded French soldiers retreating from the English forces. When the French soldiers saw Joan on her horse, waving her white banner, they were **revived**. They turned around and headed back toward the English with such a sense of force that the English

Vocabulary
revive, v. to return to strength; to "bring back to life"

Page 149

Joan predicted that she would be wounded, but she fought without a helmet so that her soldiers could see her. An arrow pierced her shoulder. She fell to the ground with pain, but a few hours later she returned to the fight. After three days of fighting, the English were driven out of Orléans. The war was not over, but for the first time it seemed that the English might be defeated.

A Crown for a King

Now Joan devoted herself to the next part of her mission. She returned to the dauphin and convinced him to travel to Reims (reemz). This was the coronation of the French king. Joan had been crowned for hours now. The problem was that she was controlled by the Burgundians (ber-goo-dee-uhs), who were on the side of the English. When Joan arrived, however, the residents of the city had a change of heart. They cheered for the dauphin. The Burgundian army quietly slipped out of town, and the dauphin was crowned king of France. Joan was at the peak of

Page 150

Before students read the text, scaffold understanding as follows:

CORE VOCABULARY—**Read aloud the first paragraph of the section.**

Then reread the following sentence in the first paragraph: "It was filled with more than three hundred knights and many **courtiers** dressed in fine clothes." Explain the meaning of the Core Vocabulary word *courtier*.

Have student volunteers read the rest of the section.

CORE VOCABULARY—Reread the following sentence in the last paragraph on page 149: "When the French soldiers saw Joan on her horse, waving her white banner, they were **revived**." Explain the meaning of the Core Vocabulary word *revive*.

After students read the text, ask the following questions:

LITERAL—How did Joan impress everyone at the court?

- » According to legend, Joan recognized and was able to pick the dauphin out of a crowd without ever having met him. This was especially surprising since she was a peasant who had likely never seen him before.

LITERAL—How did Joan prepare herself for battle?

- » Joan practiced her fighting skills. She also inspired many knights to fight with her while she was staying at the dauphin's castle, probably through her faith and her leadership.

INFERENCE—What was significant about Joan of Arc's contribution to the battle of Orléans?

- » Orléans had been under attack for almost seven months. When Joan showed up, she revived, or restrengthened, the soldiers who had been fighting there for so long. The soldiers got more energy and went to attack the English with so much force that the English retreated. In the end, the battle was very important because it seemed for the first time that the French could defeat the English.

INFERENCE—Why would it have been important for Joan to fight without a helmet?

- » Although it was certainly more dangerous, as the arrow Joan received in her neck demonstrates, fighting without a helmet allowed her soldiers to see her face. Because she was such an inspirational figure, the sight of Joan fighting among her men, as a messenger from God, would have been important in keeping up French morale.

CHALLENGE—Why do you think that warriors followed Joan of Arc?

- » Answers may vary, but accept only text-dependent responses. For example, a student may state that warriors might have followed Joan of Arc because she gave them hope, which they had begun to lose. Other students might claim that warriors followed Joan because they were religious and believed that she had been sent by God.

“A Crown for a King,” “Politics and Prison,” “Trial and Death,” and “France Succeeds,” Pages 150–153

Politics and Prison

If the story of Joan of Arc were a fable tale, she and King Charles VII would defeat the English and live happily ever after. In real life, politics entered the story.

Once he was crowned, the king began making deals behind Joan's back. Joan simply wanted to keep fighting until the English were driven out of France. But the king made deals with the Burgundians and the English without telling Joan.

In 1430, Joan was captured by Burgundian soldiers, who then handed her over to the English.

Trial and Death

Joan was thrown into prison. Because she claimed to hear the voice of God and the voices of saints, Joan had to stand trial for heresy. Heresy is the crime of going against the teachings of the Church. To prove this crime, Joan's enemies needed to find some people who were willing to make good or spurious accusations against her. But French men and women refused to testify. They did not really know Joan but were eager to please the bishop and the English. Day after day they questioned her. They focused most of their questions on the voices that Joan claimed to hear and on the fact that she wore men's clothing. For a woman to wear men's clothing was a serious crime.

Page 151

151

Jean answered their questions simply and truthfully. It was hard to make much of a case against her. But after weeks of questioning and accusations, her enemies succeeded, and the court sentenced her to death.

France Succeeds

Although Joan was executed in the year 1431, the tide of the war had turned. The French had succeeded in driving the English out of all their territories except the city of Calais.

Twenty years after Joan's death, the Church investigated her trial. After a long review of the evidence, it was decided that the trial had been unfair. It was too late to help Joan, and no one involved in the unfair trial was ever punished. But Joan's reputation as a great hero was secure. For hundreds of years, writers and artists have told her story in poems, plays, painting, and statues. In 1920, the Church declared the simple peasant girl a saint.

Page 152

Scaffold understanding as follows:

CORE VOCABULARY—Have student volunteers read each paragraph of each section aloud to the class. Then reread the following sentence under “Trial and Death”: “Because she claimed to hear the voice of God and the voices of saints, Joan had to **stand trial** for heresy.” Explain the meaning of the Core Vocabulary idiom “stand trial.” Then ask students if they understand the concept of heresy. Many will not. Explain to them that heresy was a religious practice or belief that was considered unusual or contrary to accepted religious practice. Worshipping another god, for example, would be an extreme example of Christian heresy.

After students read the text, ask the following questions:

LITERAL—Why was Joan's journey to Reims a triumph?

- » Joan not only convinced the dauphin to travel with her to Reims, but once they arrived there, the two of them changed the attitude of the town from one that was pro-English to one that was pro-French. The Burgundian army left, and the dauphin was crowned king.

LITERAL—Why was Joan captured?

- » After the dauphin was crowned king, he made deals with people who were against Joan. She wanted to keep fighting the English and the Burgundians. However, he wanted to make peace with them, so he made deals with the pro-English forces. They eventually captured Joan.



Page 153

In London's Westminster Cathedral.

153

LITERAL—How were the English finally able to convict and execute Joan of Arc?

- » The English charged Joan with heresy, or going against the teachings of the Church. To prove these charges, they had to find their own witnesses, who were probably not telling the truth; the text states that the churchmen who testified did not really know Joan. Also, they were able to prosecute her for wearing men's clothes.

INFERENCE—Why would Joan of Arc's capture and execution have been important to the English?

- » Joan of Arc had become an important figure to the French, and a symbol of their national pride and their ability to conquer the English. The English needed to get rid of her to eliminate her ability to inspire the French.

Timeline

- Show students the Chapter 20 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "Why do you think the story of Joan of Arc is still remembered today?"
- Post the image card to the Timeline in the section for the 1400s; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why do you think the story of Joan of Arc is still remembered today?"
 - » Key points students should cite in their answers include: Joan believed in herself even when nobody else did, making her an important role model; Joan was an early example of a female hero; and Joan came from humble beginnings but ended up having a huge effect on her country, and even on the world.
- Choose one of the Core Vocabulary words or idioms ("turn the tide," *restore*, *dauphin*, *courtier*, *revive*, or "stand trial"), and write a sentence using the word or idiom.
- To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Hundred Years' War

15 MIN

Activity Pages



AP 20.1

Copy and distribute The Hundred Years' War (AP 20.1) found in the Teacher Resources section (page 213), and direct students to match the terms to the definitions, based on what they have learned in this lesson and the previous lesson.

Meet Joan of Arc (R1.4.3, R1.4.6, R1.4.7)

20 MIN

Provide students with the opportunity to view how one movie depicts Joan of Arc and her legacy.

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links to background information about the 1948 film *Joan of Arc*, and to the film on YouTube, may be found:

www.coreknowledge.org/ckhg-online-resources

Act as a “film guide” when you show selected clips from Victor Fleming’s *Joan of Arc*. The entire film tells the story of Joan’s life from the time when she began hearing voices until her death. Remember, however, that you will not explore the entire film with your class.

Note: Be sure to explain that students will be seeing one person’s portrayal or interpretation of Joan’s life, which may or may not be completely accurate. Challenge students to identify which aspects of the film might be imaginary, and which aspects come directly from the historical record.

To focus on those parts of the film that relate most directly to the reading, we recommend that you display and discuss the following three clips with your class. Pause the film often to point out features in each scene that students encountered in their reading, asking students to name them, using the correct vocabulary.

1. Clip 1: 3:50–5:30

In this section of the film, the audience is introduced to Joan of Arc’s legacy (with which your students will already be familiar) before seeing Ingrid Bergman as Joan. Pause the film at 4:00, when the narrator states that she would “be placed among the number of saints,” and ask your students when this happened (per their texts, it was in 1920). Pause the film again at 4:20, and ask your students to tell you about the manuscript shown. It appears to be written in Latin, and with large letters—such as those found in the illuminated manuscripts that they studied in earlier chapters—which may indicate that it is a Church document.

2. Clip 2: 8:00–9:30

In this section of the film, Joan's uncle takes her to see the governor, from whom she must be granted permission to see the dauphin. Pause the film at 8:20. How is Joan presented in the film? Does it look as though she has a lot of power?

Pause the film again at 9:27, as the governor states that if it were "possible to save France, it would have been done long ago." Ask your students what he means, and why he might have this attitude. Their answers should touch on the ideas from the text that the French were tired of fighting, and even officials in high places no longer believed that their side could win the war.

3. Clip 3: 21:00–25:00

In this section of the film, Joan presents herself at court. After the first few seconds, pause the film. How is court represented in this movie? There are court jesters, ladies in extravagant gowns, and generally a lot of gaiety. Pause the film at 23:30, and ask your students how the crowd is reacting to Joan. They are making fun of her and seem against her; point out that it would have taken a lot of courage to continue. Finally, pause the film at 25:00, and ask the students what they have just seen in the film. They should be able to identify that this scene shows Joan being able to find the dauphin among all of his courtiers, even though he is in disguise.

Mount a Defense (SL.4.1)

ACTIVITY LENGTH FLEXIBLE

Divide students into groups of three or four. Have groups come up with a defense that they could have presented at Joan's trial to argue that she should be allowed to go free. Make sure that they use details from Joan's life and her accomplishments on the battlefield to supplement their defense. Ask for volunteers to be the judges, and have each group enact the trial.

The Black Death

The Big Question: Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?

Primary Focus Objectives

- ✓ Describe the Black Death. (RI.4.1)
- ✓ Explain the effects of the Black Death on medieval society. (RI.4.1, RI.4.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *plague*, *rodent*, *labor-saving*, and *Renaissance*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Black Death”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

plague, n. a highly contagious, usually fatal, disease that affects large numbers of people (156)

Example: When news of the plague reached the mountain village, the villagers rushed to the countryside to avoid it.

Variation(s): plagues, plagued

rodent, n. a gnawing mammal, such as a rat, mouse, gerbil, or hamster (156)

Example: Rodents use their long front teeth to chew nuts, wood, and pinecones.

Variation(s): rodents

labor-saving, adj. requiring a smaller amount of work or effort to get the same amount done (158)

Example: With a smaller population in Europe, the work could be done only by using labor-saving inventions like windmills and water mills.

Renaissance, n. a trend in reviving classical art and literature in Europe, beginning in the 1300s (159)

Example: The Renaissance renewed interest in old ideas from classical Greece and Rome.

Note: You may also want to tell students that when the word *renaissance* is written with a lower case letter, it has a more general meaning of “rebirth.”

THE CORE LESSON 35 MIN

Introduce “The Black Death”

5 MIN

Activity Pages



AP 1.2
AP 1.3

Note: Prior to beginning the lesson, be sure that students have the previously completed activity page maps of modern and medieval Europe (AP 1.2 and 1.3) readily at hand for reference, and display the enlarged versions.



Ask students what they think the name “Black Death” means. Why “black”? Why “death”? Explain to them briefly that the Black Death was a widespread plague (disease) that killed large numbers of Europeans. Have students refer to the plague map in their Student Readers on page 158. Remind them that the most recent chapters they have read covered topics about two countries in northern and western Europe: England and France. Point out the locations of these countries on the enlarged maps. Then draw their attention to Italy, specifically to Florence in northern Italy. Tell them that this was a bustling city of approximately 100,000 people, with thriving wool and banking industries at the start of the 1300s. Fifty years later, after the Black Death had swept through Europe, that population had decreased by about half. Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to why having a smaller population in Europe actually helped improve working conditions for serfs and weakened the feudal system.

Guided Reading Supports for “The Black Death”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Terrible Way to Die,” “Nowhere to Run, Nowhere to Hide,” and “Disappearing Villages,” Pages 154–158

Scaffold understanding as follows:

Have student volunteers take turns reading aloud the paragraphs in these sections.



Pause at the end of page 156, and ask students to refer to their maps of modern and medieval Europe (AP 1.2 and 1.3) as you review the transmission of the plague. Name each country, and direct students to point to their locations on the maps.

Chapter 21 The Black Death

A Terrible Way to Die Imagine that you are a ten-year-old child living in Florence, Italy, in the year 1348. You have been sent by your parents to a nearby town. As you wander about the busy marketplace, you overhear people talking. “It started in Sicily,” one man says.

“No, no,” says another man. “It started in the East. The Tartars began it.”

The first man waves his hand impatiently. “No matter where it started, it’s killed most of Sicily and now it’s coming here.”

What on earth are these people talking about? You pull on the jacket sleeve of one of the men. “Sir, sir,” you ask. “What are you talking about?”

The two men glance at one another. The man in the jacket turns and looks at you with stem eyes. “It’s the Black Death, child. It’s coming. Now run home and tell your parents to get you and your brothers and sisters out of town.”

Page 154



Page 155

Before much time had passed, you would learn a great deal more about the Black Death. All around you, people would die. Some would die very quickly, almost as though they were poisoned. Others would linger for three days or even for six, most developing ugly growths in their amputated limbs. Large red and black spots would appear on their skin. Some would fall into a deep sleep.

Nowhere to Run, Nowhere to Hide

The man who feared the worst turned out to be right. The Black Death did come to Florence, and it killed more than half the people in the city.

This plague seems to have started in Asia in the 1320s. It is thought to have been carried by fleas nesting in the fur of rodents. These rodents crawled onto ships and brought the infected fleas with them to cities in southern Europe, especially to Sicily, in 1347. The next year it spread inland and around the Mediterranean Sea, reaching France, Italy, Spain, northern Africa, and Greece. There was still hope that it would stop, but eventually it found its way into northern Germany, northern England, Scotland, and the Scandinavian countries of Norway and Sweden. The Black Death reached all the way to Iceland and Greenland.

Vocabulary
plague, a highly fatal disease that affects large numbers of people
rodent, a small mammal, such as a rat, mouse, gerbil, or hamster

Page 156

Disappearing Villages

The worst outbreak of the Black Death lasted for four years, between 1347 and 1350. When it was over, Europe was a very different place. It is estimated that about 25 million people, or one-third of the population, died of the plague.

Some areas were hit harder than others. In some regions as many as two-thirds of the population died. In England alone, about a thousand villages disappeared as a result of the plague. In some places there were not enough people remaining to bury the dead. Instead, they were buried in mass graves.

Page 157

Long-Term Effects

Once the Black Death had passed, people started to rebuild and restore their communities. Because so many people had died, there was a labor shortage. Now serfs could bargain for better working conditions. Over time, serfs were able to buy their own land as well as their freedom. Within a hundred years, serfdom had almost entirely disappeared from western Europe.

Vocabulary
labor-saving, adj. requiring a smaller number of workers or less effort to get the same job done

Page 158

Reread the following sentences in the section "Nowhere to Run, Nowhere to Hide": "This **plague** seems to have started in Asia in the 1320s. It is thought to have been carried by fleas nesting in the fur of **rodents**," and explain the meaning of the Core Vocabulary words *plague* and *rodent*.

Note: The Student Reader uses the term *rodent* rather than *rat* because a 2015 study has suggested that it was an increase in gerbil populations that may have led to the spread of the plague. You might consider bringing up this point with students. Keep in mind, however, that though the type of rodent may be different from what you once learned, the method of transfer—fleas—remains the same in this new theory. Indeed, the findings in the study may eventually prove entirely consistent with our current understanding of how the plague spread in Europe. What this new study does indicate is that the story of the past is always being refined as scholars ask new questions and test new hypotheses.

Now ask a student volunteer to read the section on page 157.

After she or he reads the text, ask the following questions:

LITERAL—What was the Black Death, and when did it occur?

- » It was a disease that spread very quickly across Europe in the mid-1300s. It was transmitted by fleas nesting in the fur of rodents.

Note: You may want to explain to students the difference between how medieval people believed the disease spread and how it actually spread. There were a few prevailing ideas at the time about how disease spread. One theory was that "miasmas" (poisonous air) brought the disease. This is why many people fled from the towns, to get away from the so-called "miasmas." Another theory was that the disease was communicated from one person to the next, though not necessarily in the way we understand contagion today. (Remind students that medieval people did not understand anything about germs or microbial bacteria.) What the people in Europe didn't realize was that the disease wasn't communicated between people but was carried by fleas. Unlike today, fleas and flea bites were simply a part of life for people in the medieval world. For this reason, people didn't make the connection between the fleas and the disease.

LITERAL—Using the map on page 158, can you describe how the Black Death got to and spread throughout Europe?

- » The Black Death came from Central Asia. It was carried by fleas nesting in the fur of rodents. These animals crawled onto ships and brought the infected fleas with them to cities in southern Europe. Then it spread inland, around the Mediterranean, and to the north.

LITERAL—What portion of the European population died from the Black Death?

- » About one-third of the population of Europe died, which was about twenty-five million people.

"Long-Term Effects" and "The End of the Middle Ages," Pages 158 and 159



Page 159

Scaffold understanding as follows:

CORE VOCABULARY—Have students read the section “Long-Term Effects” quietly. Then read the following sentence: “The shortage of workers also inspired people to try to invent **labor-saving devices**.” Explain the meaning and significance of the Core Vocabulary word *labor-saving*.

CORE VOCABULARY—Have students read the final section, “The End of the Middle Ages,” quietly. Then read the following sentence: “The movement we call the **Renaissance** had begun.” Explain the meaning and significance of the Core Vocabulary word *Renaissance*.

After students read the text, ask the following questions:

INFERRENTIAL—How did the Black Death affect feudalism?

- » Many people died from the plague, so the overall population was much smaller. This created a shortage of workers, so conditions for the serfs who survived actually improved, and some were able to buy their own land. This led to a decline in serfdom.

INFERRENTIAL—How did the Black Death affect cities and kings?

- » Cities developed more organized ways of dealing with disease outbreaks, and kings got stronger.

LITERAL—What factors led to the end of feudalism?

- » Because the Black Death killed so many people, there was a labor shortage, which allowed serfs to buy their own land and their freedom. Instead of feudal lords, kings and their administrators helped keep law and order. City and town governments gained more influence. Universities allowed more people to get an education.

Timeline

- Show students the Chapter 21 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?”
- Post the image card to the Timeline in the section for the 1300s; refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?"
 - » Key points students should cite in their answers include: a smaller population meant more competition for the few workers available, so serfs could ask for better working conditions; and over time, serfs were able to buy land and their own freedom.
- Choose one of the Core Vocabulary words (*plague, rodent, labor-saving, or Renaissance*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

How the Black Death Spread So Quickly (RI.4.7, SL.4.1)

20 MIN

Show videos to students about the origin and spread of the Black Death. Use this link to download the CKHG Online Resources for this unit, where specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Note: Consider starting the first video at 1:01, so as not to show the gruesome depiction of catapulting corpses. You may also want to preview the videos for ads.

After presenting the videos, conduct a short discussion, using these questions:

- How did changes already underway in Europe contribute to the spread of the Black Death?
- What problems resulted from the spread of the Black Death? How did the solutions to those problems change medieval society?
- What does the new study on the origins of the Black Death suggest about the way history is refined through new theories and evidence?



Save Your Town from the Black Death (SL.4.1, W.4.3)

ACTIVITY LENGTH FLEXIBLE

Tell students that for this activity they are going to imagine that they are the leaders of a town that is threatened by the Black Death. They will get together in small groups to discuss how they are going to prepare their town and what they are going to tell the townspeople. Remind students that they would not have known the scientific facts about how the plague spread, and they would

be relying for information almost entirely on rumors from other towns where the Black Death had already struck. Refer students to the first section of the chapter for an example of the discussions that might have happened at the time. After dividing the students into several small groups, have them discuss their responses. After several minutes, tell students that each group will write a pronouncement that will be read in the town square for all of the townspeople to hear. Have them discuss ideas for the pronouncement and write a draft. Have a speaker from each group read the group's pronouncement to the class. After all the pronouncements have been read, lead a discussion about the similarities and differences among the different groups' ideas. Also discuss how well each of the imaginary towns would have done in terms of minimizing death from the plague.

Teacher Resources

Unit Assessment: <i>Medieval Europe</i>	191
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The following fiction excerpts (Primary Source Documents) can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts: *King Arthur and the Round Table* (Core Classics®)

- “The Sword in the Stone” (Part One) (FE1)
- “The Sword in the Stone” (Part Two) (FE2)
- “The Sword Excalibur” (FE3)
- “Guinevere and the Round Table” (FE4)
- “Sir Lancelot” (FE5)

Name _____

Date _____

Unit Assessment: Medieval Europe

Circle the letter of the best answer.

1. What changes occurred as a result of the fall of the Western Roman Empire? Circle all correct answers.
 - a) Outside invaders crossed over the boundaries of what was the Western Roman Empire.
 - b) A new central government ruled what was the Western Roman Empire.
 - c) Roman roads and aqueducts began to fall apart.
 - d) There was more trade.
2. The invasion of the former Western Roman Empire by Germanic people was caused by one main factor. What was it?
 - a) Germanic people were interested in learning different skills from the artisans.
 - b) The merchants in Europe could no longer control their trade routes.
 - c) The destruction of Roman aqueducts and roads forced people to move.
 - d) There was no central government after the fall of the Roman Empire.
3. What led to the split of the Eastern and Western Churches?
 - a) Church leaders in the Western and Eastern Empires had different ideas about who should be in charge.
 - b) The Western Church remained Christian, but the Eastern Church followed a new religion.
 - c) The Germanic invaders refused to convert to Christianity.
 - d) Pope Leo I and Emperor Constantine went to war.
4. What led to the increasing power of the bishop of Rome?
 - a) The German invaders made the bishop the new emperor.
 - b) The fall of the Roman emperor increased the authority of Rome's bishop.
 - c) The Eastern Church elected Rome's bishop as the head of Christianity.
 - d) The bishop of Rome also controlled Jerusalem.
5. Which of the following is an example of how Saint Benedict's changes helped people during the Middle Ages?
 - a) Benedict's changes helped make monasteries important centers for spreading Christianity and helping the poor.
 - b) Benedict's changes asked people to go without food and water.
 - c) Benedict's changes made it possible for more people, including families, to live in monasteries.
 - d) Benedict's changes encouraged some rich monks to make him leader of a monastery.

- 6.** Which action by Charlemagne showed his concern for the Catholic Church?
- a)** The army conquered land from Islamic Spain.
 - b)** He built a beautiful capital city in Germany.
 - c)** He sent his army to Rome to protect the pope.
 - d)** He started a school for the sons of the poor and the nobles.
- 7.** What is the name of the system of government in which land is exchanged for loyalty and services?
- a)** fiefdom
 - b)** feudalism
 - c)** medieval
 - d)** vassalage
- 8.** Which is the correct order, from highest to lowest?
- a)** lord, knight, peasant
 - b)** knight, serf, lord
 - c)** serf, peasant, knight
 - d)** peasant, serf, lord
- 9.** Why were serfs an important part of the manor system?
- a)** Serfs built cottages for the lords and ladies of the estate.
 - b)** Serfs sold food and things they made to the lord of the manor.
 - c)** Serfs protected the manor in times of war.
 - d)** Serfs were necessary in order to farm the manor land to produce food.
- 10.** What was the primary purpose of a castle?
- a)** farming
 - b)** defense
 - c)** religion
 - d)** trade
- 11.** What was the Code of Chivalry?
- a)** the rules that knights used during tournaments
 - b)** the rules that forced nobles to respect knights
 - c)** the rules of behavior that knights had to live by
 - d)** the rules that kept serfs working in the fields and producing
- 12.** What important function did a guild fulfill in the medieval world?
- a)** The guild helped serfs find work in the towns.
 - b)** The guild trained young craftsmen so that the best products were provided.
 - c)** The guilds trained young men to do farm work on the manor estate.
 - d)** The guilds helped with day-to-day governing in small villages.

- 13.** What would a person in medieval Europe see in a city but not on a manor estate?
- a)** children playing
 - b)** large crowds of people
 - c)** herds of sheep
 - d)** churches
- 14.** Which of the following actions would have been most unlikely for a woman in medieval Europe?
- a)** becoming a nun in a convent
 - b)** leading a convent as an abbess
 - c)** attending a university as a student
 - d)** selling food at a market
- 15.** Why was the invasion by William the Conqueror in 1066 important?
- a)** It led to the creation of the *Bayeux Tapestry*.
 - b)** It changed French laws and customs.
 - c)** It forced the signing of Magna Carta.
 - d)** It changed who became the next king of England and the English language.
- 16.** What was the *Domesday Book*?
- a)** a warning of the end of the world
 - b)** a list of English property owners and their possessions
 - c)** Saint Benedict's book of rules for the end of the world
 - d)** instructions on how to build churches
- 17.** How did the introduction of trial by jury by Henry II help create a fairer legal system?
- a)** With a jury trial, a king could no longer force lords to go to court.
 - b)** With a jury trial, a king could not use the shield tax.
 - c)** With a jury trial, the king decided whether someone was innocent or guilty.
 - d)** With a jury trial, a group of people considered the evidence and decided whether someone was innocent or guilty.
- 18.** How did introducing the shield tax make English kings more powerful?
- a)** It gave them all the money in the kingdom.
 - b)** They no longer had to rely on nobles for soldiers as they could now raise and pay for their own armies.
 - c)** They could now print their own money.
 - d)** It ended the need to fight wars in Europe.
- 19.** What led to the murder of Thomas Becket?
- a)** Henry went after Becket because Becket wanted to become the next king.
 - b)** Henry's friends sent soldiers to stop Becket from becoming pope.
 - c)** Henry's angry words were probably misunderstood, and this led to the death of Becket.
 - d)** Becket angered the powerful king of England by excommunicating him.

- 20.** Why was Eleanor's court in Aquitaine called the most civilized place in Europe?
- a)** Eleanor controlled Europe's most powerful army.
 - b)** Eleanor hired poets and encouraged interesting conversation.
 - c)** Eleanor was the most beautiful woman in Europe.
 - d)** Eleanor ruled land stretching from Scotland to Spain.
- 21.** In what way did Magna Carta change the monarchy in England?
- a)** It made everyone equal to the king.
 - b)** It freed the English king from loyalty to France.
 - c)** It forced the king to respect the laws concerning certain rights of the nobles.
 - d)** It turned England into a democracy.
- 22.** How was the Model Parliament different from just a ruling monarch?
- a)** The Model Parliament could start wars.
 - b)** The Model Parliament included representatives.
 - c)** The Model Parliament gave the king full power.
 - d)** The Model Parliament gave serfs power to rule.
- 23.** Why did King Edward I decide to reintroduce another Parliament after his father had dismissed the first one?
- a)** Edward was close friends with Simon de Montfort.
 - b)** Edward wanted to involve serfs in helping to run the government.
 - c)** Edward wanted to earn the goodwill of the nobles to pay for his wars.
 - d)** Edward was held prisoner by a rebellious baron and was forced to reintroduce it.
- 24.** Given what we know about Joan of Arc, we can say that she
- a)** was a very religious person.
 - b)** was very impressed with the future king of France.
 - c)** had trained for battle from a very young age.
 - d)** gave up easily.
- 25.** How did the Black Death help improve working conditions for serfs?
- a)** The death of so many people meant that serf labor was now more valuable, so serfs could demand better treatment.
 - b)** Many lords gave their manors to serfs because they were afraid of getting sick.
 - c)** The manor lords became more religious and kinder to their serfs.
 - d)** The monks who helped the poor became the most powerful people.

Match each term to its definition.

Terms	Definitions
26. _____ monastery	a) a person who takes control of a territory after an invasion
27. _____ peasant	b) relating to the Middle Ages
28. _____ jury	c) a king or queen
29. _____ tapestry	d) a place where a community of monks live
30. _____ monarch	e) a relative who lived long ago
31. _____ plague	f) a handwoven wall hanging that may depict people and/or a scene
32. _____ ancestor	g) a group of people who listen to information during a trial to decide whether a person is guilty or innocent
33. _____ apprentice	h) a person of low social rank, usually a farmer or unskilled worker
34. _____ conqueror	i) a person who is learning a trade from a master craftsman
35. _____ medieval	j) a highly contagious disease

Performance Task: Medieval Europe

Teacher Directions: Historians have not always thought fondly of the Middle Ages. It wasn't so long ago that historians were still calling the Middle Ages a "dark age." Scholars today no longer view the Middle Ages in this way. They have come to appreciate the Middle Ages as a period that was important in many ways for Europe.

Ask students to write a brief essay that supports the idea that the Middle Ages was not a "dark age." Encourage students to use their Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of positive change or progress to use as the basis of their essay.

Topic	Evidence supporting the claim that the Middle Ages was an age of change, progress, and growth in the history of Europe
Feudalism	<ul style="list-style-type: none">• Feudalism organized society after the fall of Rome.• Feudalism created relationships that tied the community together.• The king had the most power in the feudal system. Lords, knights, serfs, and the Church had to follow the king's laws.• The manor estate was an organizing system for farming.
Christianity	<ul style="list-style-type: none">• The power of the Church and the pope increased.• Christianity and the Latin language spread across Europe.• The Catholic and Orthodox Churches split.• St. Benedict reformed how monks and nuns lived.• Illuminated manuscripts were created.• Monasteries and convents set up hospitals, libraries, and schools.• Struggles between Thomas Becket and Henry II helped put limits on the power of kings and the Church.
Charlemagne	<ul style="list-style-type: none">• He brought unity and organization to much of continental Europe.• He spread Christianity farther across Europe.• He pushed back the Islamic armies of North Africa.• He created the Holy Roman Empire and made ties with the bishop of Rome.

Guilds	<ul style="list-style-type: none"> • Guilds set standards for quality and training in the trades. • The guilds made rules for who could work in the trades and make wages. • The guilds created structure and leadership for the trades.
Women	<ul style="list-style-type: none"> • Some women were involved in the trades and benefited from the guild system. • Some women, like Hildegard of Bingen, became leaders in the religious world and in the arts. • Some women came to control their own businesses in the Middle Ages. • Joan of Arc became a leader on the battlefield. • Eleanor of Aquitaine became a powerful and influential ruler.
Trade	<ul style="list-style-type: none"> • Trade among cities increased from about the year 1000, thanks to better and safer roads for traveling traders. • Merchants in cities began to grow in power.
Magna Carta	<ul style="list-style-type: none"> • Magna Carta created limits on the power of English kings. • It gave privileges to the nobles. • It led, very far down the road, to the idea of a modern democratic monarchy.
War, Knights, and Chivalry	<ul style="list-style-type: none"> • Knights were early professional soldiers in European armies. • These knights also helped to keep order in the kingdoms. • The Norman conquest of England by William in 1066 changed the course of English history and the English language.
Henry II	<ul style="list-style-type: none"> • Struggles between Thomas Becket and Henry II helped put limits on the power of kings and the Church. • When King John signed Magna Carta, it limited the king's power.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their written essays, using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, and persuasive. The references strongly and thoroughly dismiss the idea that the Middle Ages was an unimportant “dark age.” The writing is clearly articulated, focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The references help dismiss the idea that the Middle Ages was an unimportant “dark age.” The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The essay helps dismiss the idea that the Middle Ages was an unimportant “dark age” but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *Medieval Europe*

Why do we think of the Middle Ages as important in terms of change, progress, and growth in the history of Europe? In other words, why should we not call this period a "dark age"? Give specific examples of positive changes or progress during the Middle Ages.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Medieval Europe*.

Name _____

Date _____

Medieval Europe Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to *Medieval Europe*. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of positive change or progress.

Topic	Evidence supporting the claim that the Middle Ages was an age of change, progress, and growth in the history of Europe
Feudalism	
Christianity	
Charlemagne	
Guilds	
Women	
Trade	<ul style="list-style-type: none">Trade among cities increased from about the year 1000, thanks to better and safer roads for traveling traders.
Magna Carta	
War, Knights, and Chivalry	<ul style="list-style-type: none">Knights helped to keep order in the kingdoms.The Norman conquest of England by William in 1066 changed the course of English history and the English language.
Henry II	

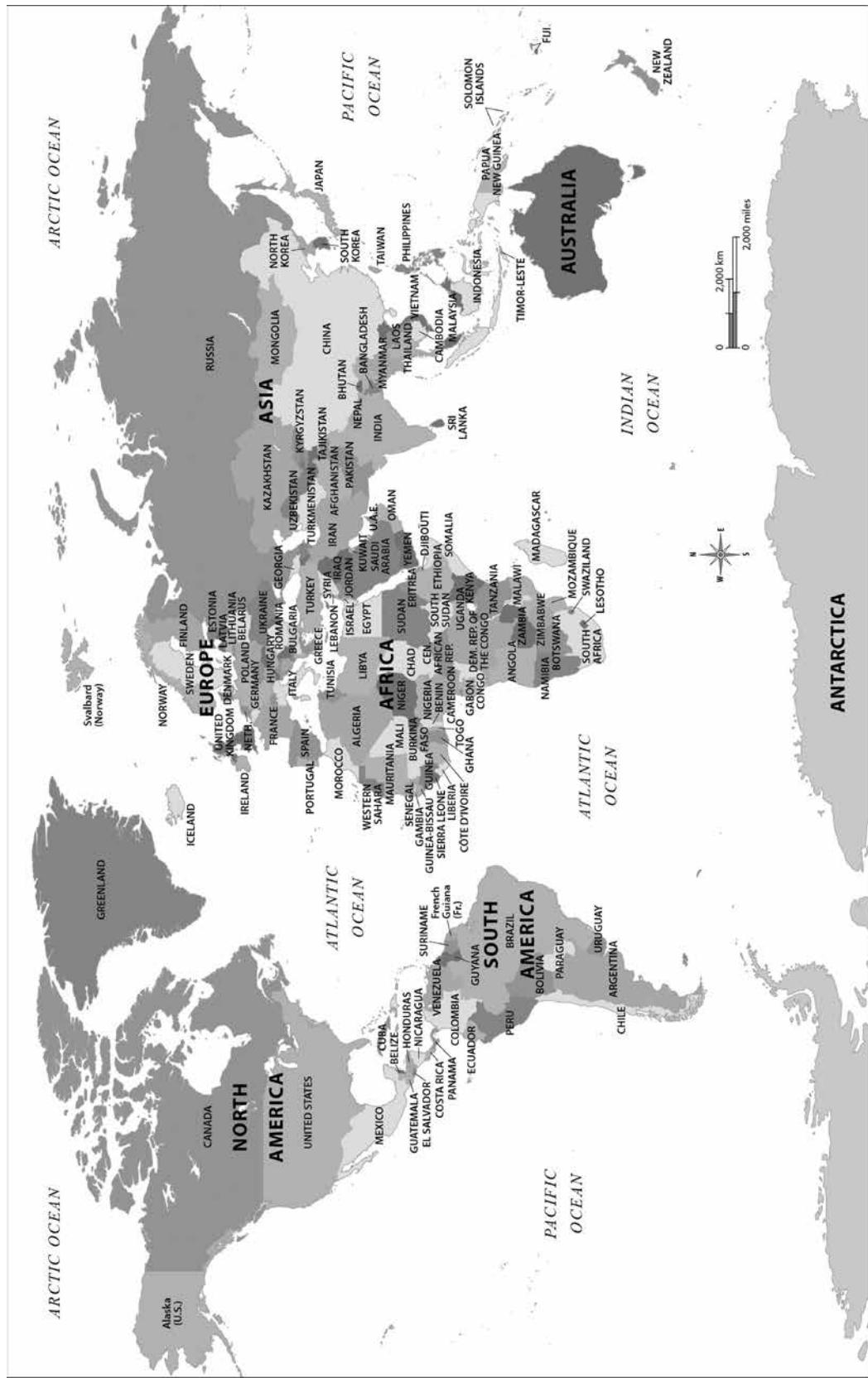
Name _____

Date _____

Activity Page 1.1: World Map

Use with Chapter 1

World Map



Name _____

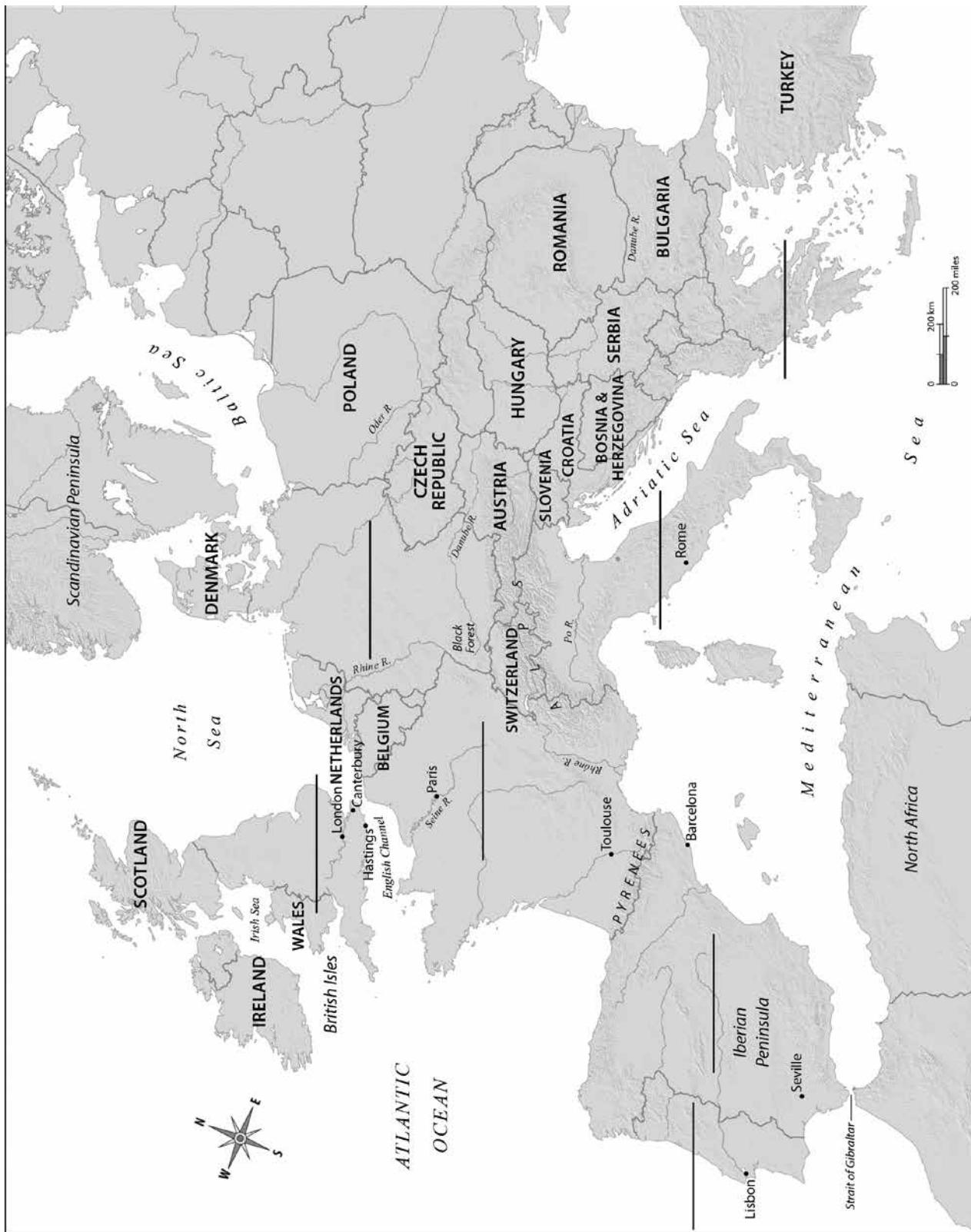
Date _____

Activity Page 1.2

The Geography of Modern Europe

Use with Chapters 1, 2, 4, 5, and 21

The Geography of Modern Europe



Name _____

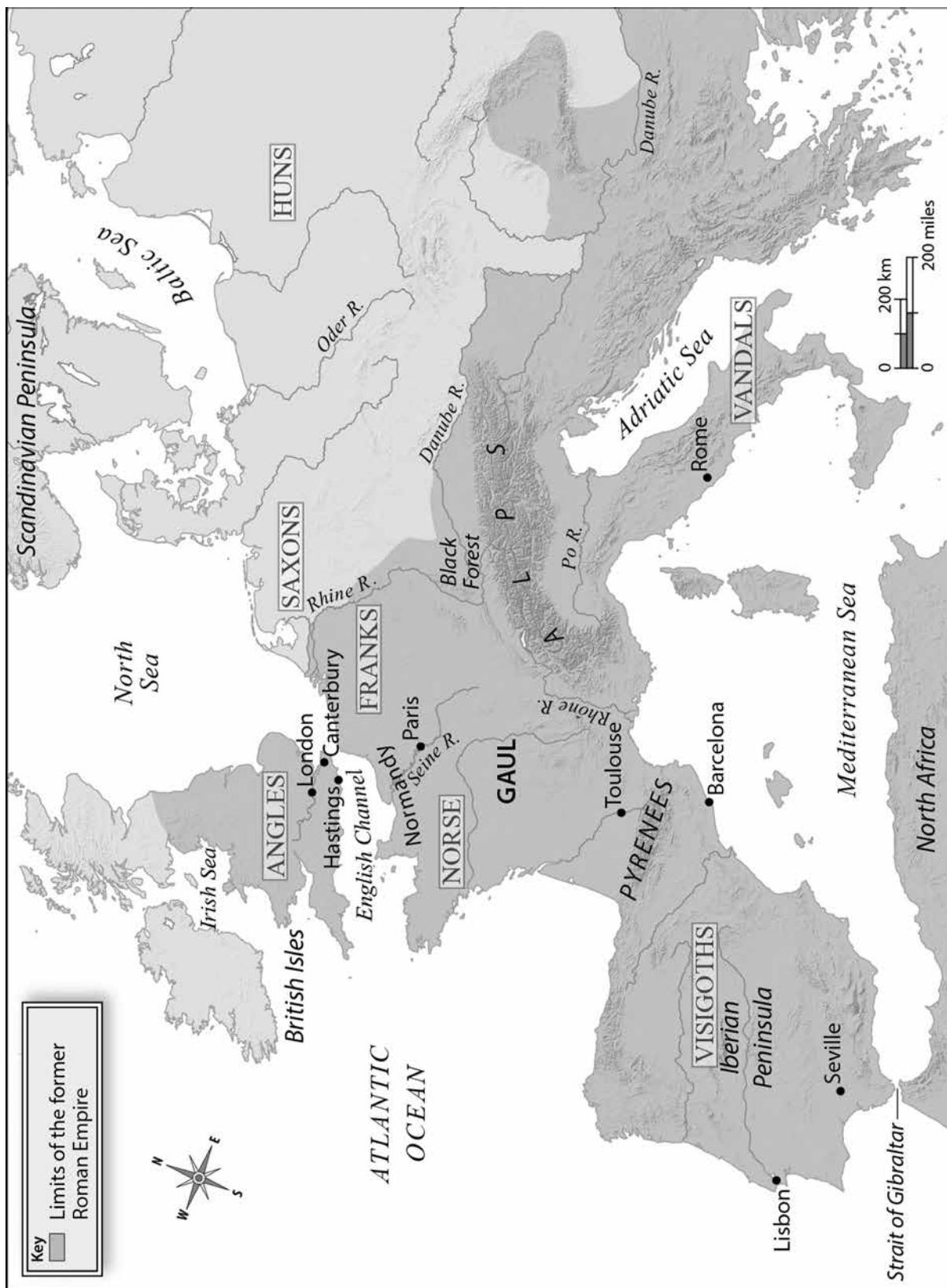
Date _____

Activity Page 1.3

The Geography of Early Medieval Europe

Use with Chapters 1, 2, 4, 5, and 21

The Geography of Early Medieval Europe



Name _____ Date _____

Activity Page 1.3: The Geography of Early Medieval Europe

Use with Chapter 1

1. Which four rivers flow out of the Alps?

2. Which mountain range separates the Iberian Peninsula from the area known as Gaul?

3. Name five major cities located in the former Roman Empire.

4. Which Germanic group ruled in the area that is present-day Spain?

5. Using the map scale, estimate the distance between Seville and Toulouse.

Name _____

Date _____

Activity Page 3.1: Gothic Architectural Elements

Use with Chapter 3
Visit Notre-Dame Cathedral

Each picture below shows a Gothic architectural element of Notre-Dame Cathedral in Paris, France. Label the architectural elements using the words in the box.

Gargoyle: a carving attached to a building, made to look like a grotesque animal or human

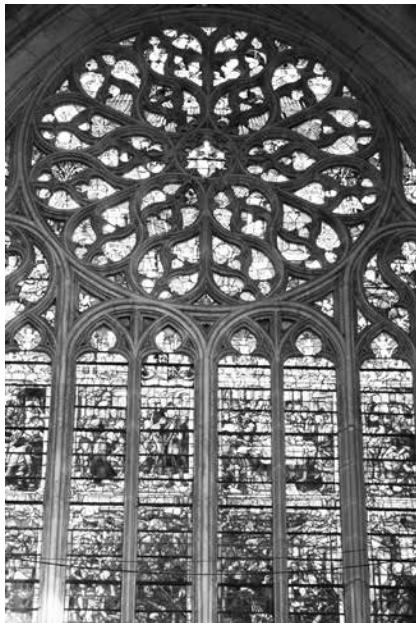
Rose Window: circular window made of colorful stained glass

Statue: a sculpture of a person or an animal

Pointed Arch: an arch with a point at the top, often used over a door

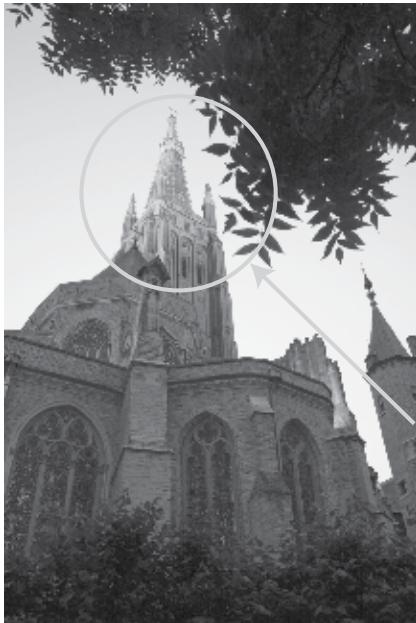
Flying Buttress: a type of arch used to support a wall on a tall building

Spire: a high, pointed tip of a building



1. _____

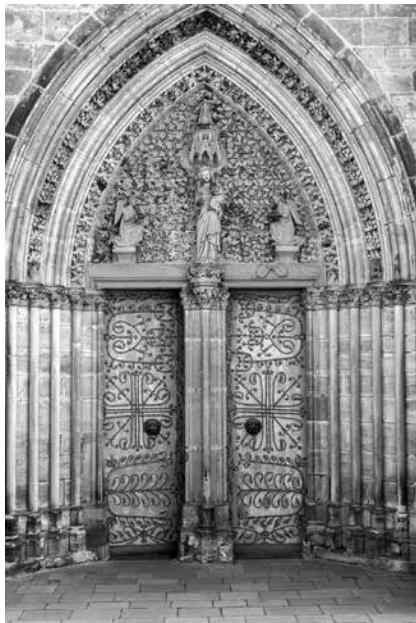
2. _____



3. _____



4. _____



5. _____



6. _____

Create a Cathedral: Design your own Gothic cathedral. Try to include each element of architecture shown above.

Name _____

Date _____

Activity Page 4.1: Medieval Christianity

Use with Chapter 4

Note: This activity refers to content found in Chapters 3 and 4.

Choose words from the box to complete the sentences.

You will not use all the words.

bishop	books	Catholic	English
convent	schools	monastery	Orthodox
reading	hospitals	Roman	rules

1. The power of the _____ of Rome increased after the emperor of Rome was forced out.
2. The Eastern Empire was much less _____ than the Western Empire.
3. The Church of the Western Empire became known as the Roman _____ Church.
4. The Church of the Eastern Empire became known as the Eastern _____ Church.
5. Saint Benedict started a _____, where monks worked, studied, prayed, and helped others.
6. Saint Benedict wrote a book of _____ that were followed in many religious communities.
7. Monks and nuns copied _____ by hand during the Middle Ages.
8. Monasteries served an important role in the Middle Ages by building and running _____ and _____.

Name _____

Date _____

Activity Page 5.1: The Truth About Charlemagne

Use with Chapter 5

Read the statements about Charlemagne. If a statement is true, write (T) on the line. If it is false, write (F).

1. _____ Charlemagne was tall, hardworking, and intelligent.
2. _____ Charlemagne got his name because he had a thick head of hair.
3. _____ Charlemagne wanted to spread Christianity and learning and culture throughout his empire.
4. _____ Charlemagne's soldiers were an impressive sight, with their leather vests, light armor, and glittering swords.
5. _____ Charlemagne united most of the region that is now Italy, Spain, and Greece in his empire.
6. _____ After Charlemagne helped the pope, he was crowned the "great and peaceful" emperor of the Romans.
7. _____ Charlemagne's capital city included a library, a palace, and a chapel.
8. _____ Charlemagne was a great ruler because he was a problem solver and a good manager, and he built roads and bridges.
9. _____ The German-speaking empire that grew out of Charlemagne's empire was called the Holy Roman Empire.

Name _____

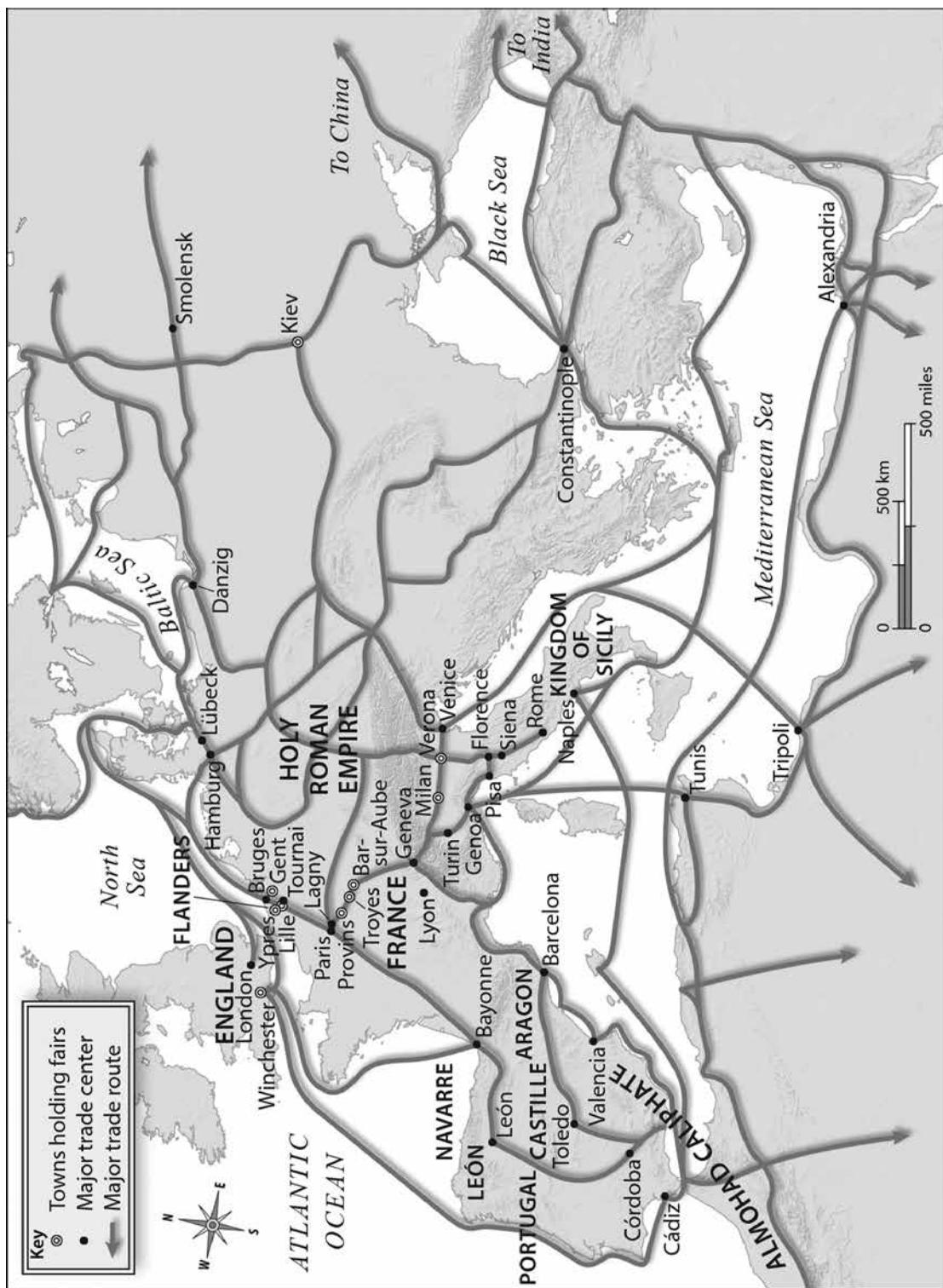
Date _____

Activity Page 11.1 Trade Networks in the Middle Ages

Use with Chapter 11

Study the map. Use it to answer the questions that follow on the next page.

Trade Networks in the Middle Ages



Name _____

Date _____

Activity Page 11.1: Trade Networks in the Middle Ages

Use with Chapter 11

1. In medieval Europe, how many trade routes went out from Constantinople?

2. Which town in England held a trading fair?

3. Why were so many major cities near the coast?

4. Using the compass rose, where is Córdoba in relation to Turin?

5. Using the map scale, measure the distance from Tripoli to Paris in a straight line. Then, following along the major trade routes, use the scale to help you guess the distance from Tripoli to Paris.

Name _____

Date _____

Activity Page 12.1: Women in the Middle Ages

Use with Chapter 12

Use the clues to complete the crossword puzzle using the words from the box.

Hildegard

abbess

weavers

childbirth

kitchens

convent

nuns

universities

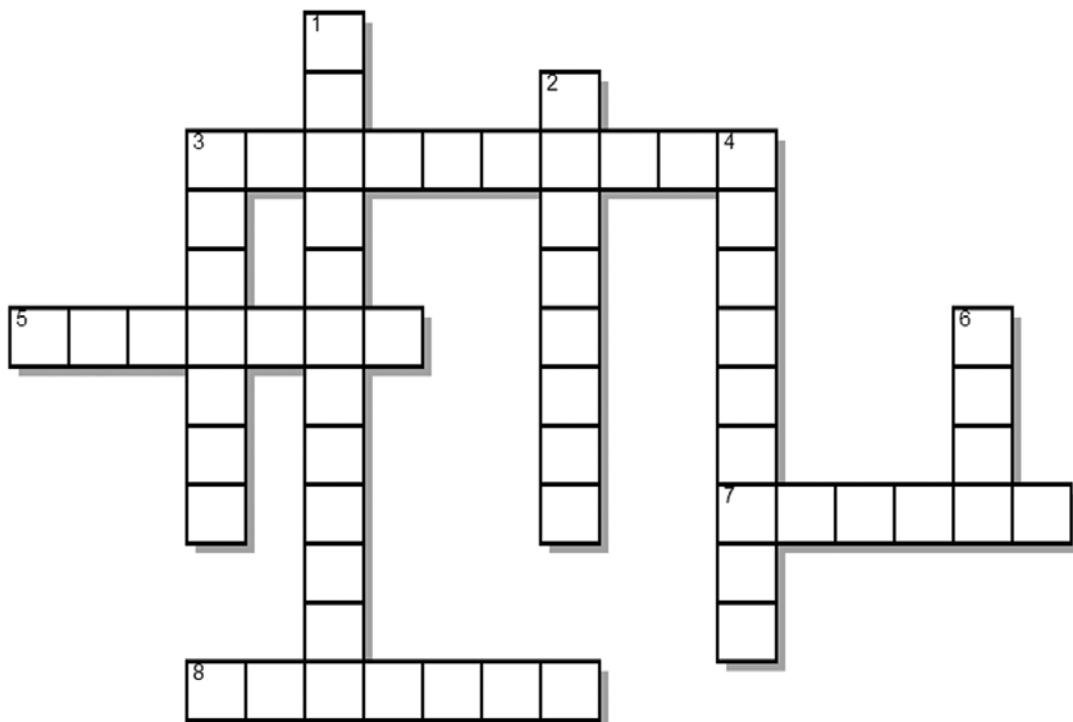
visions

Across

3. Women often died in _____.
5. Women in the Middle Ages worked in many trades, including as glassmakers, brewers, and _____.
7. The leader of a convent
8. Amazing sights that others cannot see

Down

1. Women did not benefit directly from the rise of European _____.
2. Poorer women in convents worked in _____ and in fields.
3. A religious community for women
4. A nun who wrote music and started a convent was _____ of Bingen.
6. Women who live in a convent



Name _____

Date _____

Activity Page 13.1: William the Conqueror

Use with Chapter 13

Choose a word from the box to answer each riddle.

English Channel

Normans

William the Conqueror

Battle of Hastings

Anglo-Saxons

Bayeux Tapestry

Domesday Book

1. We spoke Old English, even when we were very young. Who were we? _____
2. Turn the calendar back to 1066 to find me. What am I? _____
3. I tell a story in words and pictures. What am I? _____
4. I started out as the duke of Normandy, but I became the king of England.
Who am I? _____
5. I am a body of water between England and France. What am I? _____
6. I was created because William wanted to be sure he was getting all the taxes he was owed.
What am I? _____
7. We won the Battle of Hastings. Who were we? _____

Name _____

Date _____

Activity Page 20.1: The Hundred Years' War

Use with Chapter 20

Note: This activity refers to content found in Chapters 19 and 20.

Match the term from the column on the left with its definition on the right.

Write the letter of the definition on the line.

Terms

1. _____ succession

2. _____ truce

3. _____ longbow

4. _____ Orléans

5. _____ Hundred Years' War

6. _____ Reims

7. _____ France

8. _____ Joan of Arc

Definitions

a) the site of a historic battle in which Joan of Arc turned the tide against English occupation of France

b) an agreement to cease fighting for a period of time

c) the richest kingdom in Europe at the start of the Hundred Years' War

d) a conflict that destroyed much of France

e) a battle leader captured by the English and later declared a saint

f) the order in which one person after another takes the throne

g) a weapon that could shoot arrows through armor, used by the English

h) the site where French kings were crowned

Answer Key: Medieval Europe

Unit Assessment

1. a, c
2. d
3. a
4. b
5. a
6. c
7. b
8. a
9. d
10. b
11. c
12. b
13. b
14. c
15. d
16. b
17. d
18. b
19. c
20. b
21. c
22. b
23. c
24. a
25. a
26. d
27. h
28. g
29. f
30. c
31. j
32. e
33. i
34. a
35. b

Activity Pages

The Geography of Early Medieval Europe (AP 1.3)

1. Po River, Rhône River, Rhine River, Danube River
2. Pyrenees
3. *examples include:* London, Canterbury, Hastings, Toulouse, Paris, Rome, Barcelona, Seville
4. Visigoths
5. about 500 miles

Gothic Architectural Elements (AP 3.1)

1. Rose Window
2. Flying Buttress
3. Spire
4. Statues
5. Pointed Arch
6. Gargoyle

Medieval Christianity (AP 4.1)

1. bishop
2. Roman
3. Catholic
4. Orthodox
5. monastery
6. rules
7. books
8. schools, hospitals (*in either order*)

The Truth About Charlemagne (AP 5.1)

1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. T

Trade Networks in the Middle Ages (AP 11.1)

1. Five
2. Winchester
3. These cities had access to ocean trading routes.
4. Southwest
5. Straight 1,500 miles; by trade route 2,300 miles.

Women in the Middle Ages (AP 12.1)

Across

3. childbirth
5. weavers
7. abbess
8. visions

Down

1. universities
2. kitchens
3. convent
4. Hildegard
6. nuns

William the Conqueror (AP 13.1)

1. Anglo-Saxons
2. Battle of Hastings
3. *Bayeux Tapestry*
4. William the Conqueror
5. English Channel
6. *Domesday Book*
7. Normans

The Hundred Years' War (AP 20.1)

1. f
2. b
3. g
4. a
5. d
6. h
7. c
8. e



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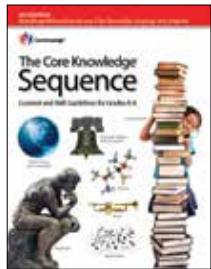
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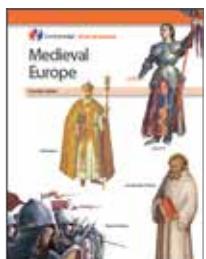
Using Maps

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