

6-17-2010

Out of Chaos Came the Middle Ages [4th grade]

Laura Eberle
Trinity University

Hannah Rinn
Trinity University, Hannah.Rinn@trinity.edu

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings



Part of the [Education Commons](#)

Repository Citation

Eberle, Laura and Rinn, Hannah, "Out of Chaos Came the Middle Ages [4th grade]" (2010). *Understanding by Design: Complete Collection*. 139.

http://digitalcommons.trinity.edu/educ_understandings/139

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): Hannah.Rinn@trinity.edu. For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Out of Chaos Came the Middle Ages

Grade Level: 4th Grade

Subject/Topic Area(s): Social Studies – Core Knowledge

Designed By: Laura Eberle and Hannah Rinn

Time Frame: 15 Lessons

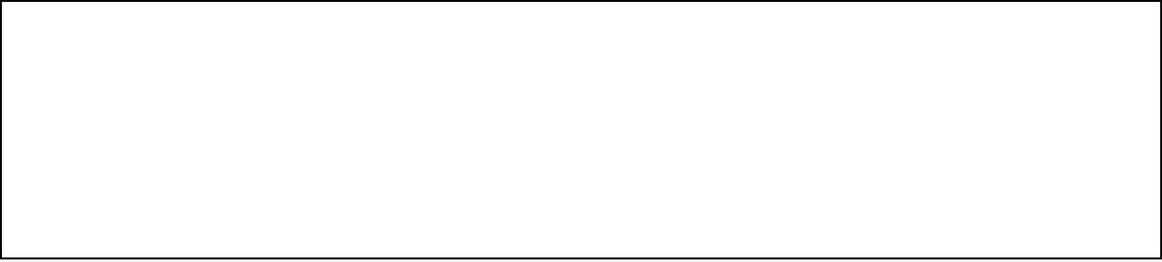
School District: North East ISD

School: Hardy Oak

School Address and Phone: 22900 Hardy Oak Blvd., San Antonio, TX 481-4000

Brief Summary of Unit (Including curricular context and unit goals):

This is a unit on the Middle Ages written for fourth graders in a Core Knowledge school. The unit covers the time period from the Fall of Rome to the Black Death and the end of the feudal system. While learning about this transitional time in history, students will gain an understanding that societies grow and evolve over time, adapting to circumstances and advances that arise. Key figures during the Middle Ages will be introduced, such as Charlemagne, Henry II, Eleanor of Aquitaine, and William the Conqueror. Through these examples, students will also begin to understand that the ideas and beliefs that people profess affect their behavior.



Unit: Out Of Chaos Came The Middle Ages

Grade: Fourth Grade Social Studies

Stage 1: Desired Results

Established Goals (Standards)

TEKS or Scope & Sequence

- ELA4.8C read for varied purposes such as to be informed
- ELA4.10H draw inferences such as conclusions or generalizations and support them with text evidence and experience
- ELA4.10L represent text information in different ways such as in outline, timeline, or graphic organizer
- ELA4.13C use multiple sources to locate information relevant to research questions
- ELA4.13F produce research projects and reports in effective formats using visuals to support meaning as appropriate
- ELA4.14A compare text events with his/her own and other readers' experiences
- ELA4.14B determine distinctive and common characteristics of cultures through wide reading
- ELA4.15B write to influence such as to persuade, argue, and request
- ELA4.15C write to inform such as to explain, describe, report, and narrate
- SS4.13A explain how people in different regions...earn their living, past and present
- Theatre4.3D interact cooperatively with others in brief dramatizations

Understandings

Students will understand that...

- *A society evolves and adapts based on circumstances.*
- *Humans develop systems of organization to govern daily life.*
 - *Occupations change based on a society's needs and circumstances.*
- *People's beliefs affect their behavior.*

Essential Questions

- How is your childhood different from that of your parents and grandparents? Why?
- What would your life be like if you lived in a place with no rules?
- How does what you think or believe affect how you act?

Knowledge

Students will know...

- Geography of Europe
- Vocabulary of the Middle Ages: Lords, Knights, Squire, Page, Code of Chivalry
- Feudal and Manorial systems
- Monotheistic religions of the Middle Ages
- Charlemagne and the effects of his rule
- Norman Conquest
- Growth of towns at the end of the Middle Ages
- Causes of the Fall of Rome
- People of the Middle Ages: Henry II, Eleanor of Aquitaine, King John, and William the Conqueror
- Significance of the Magna Carta
- Impact of the Black Death
- The role of the Church during the Middle Ages

Skills

Students will be able to...

- *Locate Europe on a World Map and be able to identify it as the site of the Middle Ages*
- *Define key vocabulary of the Middle Ages*
- *Compare the three monotheistic religions*
- *Distinguish the levels of the Feudal system and explain the roles of each.*
- *Explain how Charlemagne's religious beliefs affected his behavior*
- *Explain the causes of the Fall of Rome*
- *Describe the impact that Henry II, Eleanor of Aquitaine, King John, and William the Conqueror had on the Middle Ages*
- *Explain the significance of the Magna Carta*
- *Analyze the impact of the Black Death on the Middle Ages*
- *Identify the role of the Church during the Middle Ages*

Stage 2: Assessment Evidence

Performance Task:

Students will create a newspaper with different sections. They will name the newspaper, write a cover story, and then choose from a variety of other articles to complete the paper. Each article is assigned different point values. It is up to the student to select which articles to complete in order to earn the grade they want. The maximum number of points that can be earned is 110. Students may choose to do additional articles to ensure a grade of 100, since the amount awarded for each article will be based on quality and not just completion.

Show The Medieval Messenger by Usborne Publishing as an example.

Templates for each type of article will be provided for students to use.

(See assessment requirements at the end of the unit.)

Other evidence:

Exit slips, quizzes, worksheets, Protocol 3-2-1, graphic organizers, quick checks, research

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Lesson One: Introduction

- Introduce essential question: How is your childhood different from that of your parents and grandparents? Why?
- Chalk talk and share about the essential question
- As a class, brainstorm ideas for interview questions to ask your parents/grandparents about their childhood. [Input the question: How was a man supposed to treat a lady back in your day? (This question will be used again in lesson six)]
- Introduce the Middle Ages time period by reading Anno's Medieval World by Mitsumasa Anno
 - "In the years after the end of the Roman Empire the trading networks of the old empire broke down. Education and the arts suffered from a lack of interest. People retreated to their land holdings and looked to local warlords to secure law and order. In this absence of governmental organization, two institutions emerged as central to the establishment of order- the Church and feudalism." --Grade 4 Teacher Handbook by ED Hirsch
- Independent Practice- "What Were the Middle Ages?" by Sharon Fabian (worksheet with questions)

Lesson Two: Fall of Rome

- Allow students to share results of their parent surveys. Emphasize the point that societies change over time as new developments (such as technology) arise. This will be a major focus of our unit.
- Put up essential question: What would your life be like without any rules? Have students jot down answers independently and then share using the Wagon Wheel Protocol. (Divide students into 2 groups that will form an inner and an outer circle facing each other. The students will discuss their thoughts with those across from them. Then the outer circle will shift so there is a new partner for discussion).
- Review the Fall of Rome and Barbarians by reading "Things Fall Apart" in Pearson History and Geography. Discuss afterwards about how there were no rules after the Fall of Rome and things fell apart.
- Geography of Europe: Use Instructional Master 17: Medieval Europe
 - Identify the following on the map:
 - Spain, Portugal, France, and England
 - Distinguish between Roman and Barbarian lands
 - Look at mountains, rivers, and seas

Lesson Three: The Church

- Go back to the idea that because there was no order, something had to fill that void--and it was the Church.
- Read page 48&49 from Kings, Queens, Castles, and Crusades by Zelma Kallay
- Yea or Nay Questions to check understanding
- Color a cathedral and answer the essential question: How did the church provide order during the Middle Ages? From Color & Learn Medieval Times.

Lesson Four: Charlemagne

- Put up essential question: How does what you think or believe affect how you act?
- Put up a continuum on the board from strongly agree to strongly disagree. Pose the following questions and have students stand along the continuum to show their opinion:
 - Boys and girls should be treated equally
 - Finders-keepers is a good rule to live by
 - You should do your homework before you play
 - Children should have to do chores
 - There is only room for one winner in a fight
- Charlemagne: Read “Charlemagne” from Pearson and show a map of Charlemagne’s empire and how it was divided after his death from The Middle Ages: Independent Learning Unit (page 3)
- Independent Practice: Students will answer the following questions:
 - 3- What were three beliefs that Charlemagne had?
 - 2- Name two things that Charlemagne did because of his beliefs.
 - 1-Give one reason you think he deserves the title “Charles the Great”

Lesson Five: The Feudal System

- Go back to the Essential Question- What would your life be like without any rules?
 - We have already talked about the Church restoring order, but now we are going to talk about another system that came out of the chaos: Feudalism
 - “Feudalism was the political and military system of the European Middle Ages. It was based on a concept of reciprocal self defense” –Grade 4 Teacher Handbook by ED Hirsch
- As a class, read “A Feudal Society” from Pearson History and Geography
- Independently or in small groups read “The Feudal System” from Kings, Queens, Castles, and Crusades by Zelma Kallay. Students will do “The Feudal Pyramid” activity.
- Closing activity: “Feudal M & M’s” from World History Simulations by Teacher Created Materials. Make sure to emphasize the following points:
 - In the early medieval period, the rights of man were not a major concern; survival was.
 - It was preferable for peasants to be poor rather than be killed by invaders so they were willing to put up with the system (No one wanted chaos and so you are willing to make sacrifices to keep order- go back to essential question- What would your life be like without any rules?)
 - The king, while very powerful, could rarely secure power over a large area due to ambitious noblemen. By themselves, these lords were not overly threatening to a king. However, if they consolidated their strengths, they could be formidable.

World History Simulations by Teacher Created Materials.

Lesson Six: Chivalry and Knighthood

- Go back to the continuum question “Are boys and girls equal?” Based on their responses ask students if a man should open a door for a lady? Give a coat to a lady? Pay for dinner? Walk on the outside of the curb? Why or why not? Where do you think those ideas came from? And how are they different from your parents/grandparents time?
- Show video clips from various movies that demonstrate chivalry then and now (Camelot, King Arthur, Pretty Woman)
- Read “Days of a Knight” from Pearson History and Geography
- After reading have students complete a tri-fold with a Page, Squire, and Knight including a description of

job and a picture. (Take a 9 x 12" piece of construction paper and fold into fourths. Overlap one of the end sections against the other end and glue down. This will create a 3-D triangular prism on which to mount the information on the page, squire and knight).

Lesson Seven: Manorial System

- Post Essential Questions: How is your childhood different from that of your parents and grandparents?
AND
What would your life be like if you lived in a society with no rules?
 - "The Manorial system was the economic counterpart of feudalism. A lord of a manor might be a high lord or a lesser lord in the feudal system of reciprocal loyalties but on his manor he was the master. He made the decisions and he reaped the benefits of his peasants' labor, which was part of the economics of the Manorial system." -- Grade 4 Teacher Handbook by ED Hirsch
- Read "To the Manor Born" from Pearson History and Geography
- Brainstorm parts of a manor: manor house, pasture, church, serf's houses, watermill, three fields, priest's house, windmill, village green, barns, well, forest, stables, inn, mill. Assign each student one part of the manor to illustrate and cut out. Then compile on one large sheet of butcher paper.
- Emphasize the manorial system evolved as a way to organize society and prevent chaos. As time went on and towns began to grow, this system was no longer necessary.

Lesson Eight: Norman Conquest

- Post the essential question: How does what you think or believe affect how you act?
- Read the worksheet "1066" and take the quiz. On the back of the quiz, have students take a side (either a French or English soldier) to recount the Battle of Hastings. Students make want to refer to Pearson History and Geography "William the Conqueror" for more ideas.
- Group work: Have small groups research the following impacts of William's Conquest using the Pearson Book and internet sources. Share with class when finished.
 - English language
 - Bayeux Tapestry
 - Domesday Book
 - Tower of London.

Lesson Nine: Three Monotheistic Religions

- Hold up the three different symbols of Christianity, Judaism, and Islam (cross, Star of David, crescent and star). See if students can identify them.
- Read handout "Monotheistic Religions."
- Partners will complete graphic organizer on the characteristics of the three major religions.
- Check understanding by orally reading the statements from the handout "Three Great Religions." Students will hold up a symbol card to identify the correct religion(s)
- Independent practice: Complete the same worksheet independently.

Lesson Ten: Crusades

- Focus on the essential question: How does what you believe affect how you act?
- Pose the question- "What is the Holy Land? Where is it? To whom is it holy?"
- Watch the video "Crusades to the Middle East" from KLRN United Streaming.
- Read "The Crusades" pages 52&53 from Kings, Queens, Castles, and Crusades by Zelma Kallay
- Trace the Route of the Crusades on Map from Medieval Simulations by TCM.
- Write a letter to the editor of a Medieval Newspaper from the point of view of someone from the Christian, Jewish, or Islamic faith about the Crusades (Save this for the performance assessment).

Lesson Eleven: Henry II

- Post Essential Question: How does what you believe affect how you act? Discuss with students that we are going to see an example of someone that had strong beliefs and did something about it.
- Play "Rivet" with the following words: bad temper, Hawking, trial by jury, shield tax, and Plantagenet.

RIVET is a vocabulary game like hangman from four blocks. First you draw the # of blanks like hangman...example if the word is "shred" you would put _ _ _ _ _ . Then you give them the first letter and they make guesses about what the word is based on that letter and the material they know they are going to be reading. When they guess a word ask them what letter would be next and then put up the next letter. ex: s _ _ _ _ they guess sound and say o is next then you put up sh _ _ _ and they make another

guess.

http://www.proteacher.org/a/63245_RIVET/cloze_sentences.html

- Then read “Henry II” from Pearson History and Geography
- Assess understanding by having students write a sentence using each “Rivet” word to explain the importance of Henry II. Also have students write a few sentences about what Henry II believed and how that affected his actions.

Lesson Twelve: Eleanor of Aquitaine

- Pose the question: We have heard about many important men of this time and how their beliefs impacted their decisions. Do you think there were any women that might have had an influence? How might a woman exert influence during this time period?
- Read “Eleanor of Aquitaine” from Pearson History and Geography and discuss her influence on the Middle Ages
- Read with a partner “Eleanor of Aquitaine” from Kings, Queens, Castles, and Crusades and complete graphic organizer
- Independently have students complete “If you were Queen Eleanor” from Kings, Queens, Castles, and Crusades

Lesson Thirteen: King John and Magna Carta

- Post Essential Question: How does what you believe affect how you act?
- Start the lesson with “You Be The Judge” from Kings, Queens, Castles, and Crusades. Have students share their answers. Then discuss with the class that our concept of justice originated from the Middle Ages in a document called the Magna Carta, which means “Great Charter.”
- Read the “Magna Carta” from Pearson History and Geography
- Partner activity “Magna Carta Matchup” from Kings, Queens, Castles, and Crusades
- Close with the question: How did what the people of England believed affect their actions?

Lesson Fourteen: Growth of Towns and Demise of Feudalism

- Essential Question: How is your childhood different from that of your parents and grandparents? Why?
- Have students pull out their survey from Lesson One to make a list of things that their grandparents/parents had that we do not NEED nowadays (such as typewriter, payphone, post office, books). Then have students predict in the future what we have today that we might not NEED later.
- Look at the “Demise of Feudalism” from The Middles Ages by Rebecca Stark.
- Close with the point that all societies change over time as circumstances change—there was no longer a NEED for the feudal or manorial system, so they gradually disappeared.

Lesson Fifteen: Black Death

- Start the lesson by playing “Ring around the Rosie.”
- Write the words on the board:

Ring around the rosie,
A pocket full of posies,
Ashes! Ashes!
We all fall down!

NOTE to teacher (do not explain until after reading from Pearson):

*Many music historians feel this song has its roots in the bubonic plague that swept through Europe. It was somewhat macabre, with references to a rosie ring (infection), posies (which supposedly warded off infection), and the cremation that was performed on those who died to prevent the spread of the disease. And you thought it was just a fun little rhyme!

“Ring Around the Rosies” - This line was in reference to the red X with a circled around it that was drawn on the doors of homes to warn people that someone inside that house had been or is dying from the plague.

“Pocket full of posies” -This is in regards to the boils and blisters that often came with the plague.

“Ashes, ashes” -The bodies were indeed burned along with the homes and possessions of those who died.

“We all fall down” -It was believed in that dark time that this was the Lord’s way of ridding the earth of the sinners and everyone would die.

http://bussongs.com/songs/ring_around_the_rosie.php

- Read “The Black Death” from Pearson History and Geography
- Show Black Death power point
- Go back to “Ring around the Rosies” and explain the meaning behind each line (see notes above).
- Close with the point that all societies change over time as circumstances change.

MEDIEVAL NEWSPAPER PROJECT

Hear Ye, Hear Ye! The Queen has ordered you to provide a daily newspaper to all subjects of her Kingdom. She trusts your judgment in knowing what information is most sought after by her people. The expectations are that you will present her loyal subjects with factual information written in an engaging manner. Your decisions will determine your fate at the mercy of her hand. You will notice that each article is assigned a different point value. Your success will be determined by the points you receive based on your choices and your quality of work. The Queen will not accept anything less than your best OR OFF WITH YOUR HEAD!

- Name your Newspaper-REQUIRED
- Cover Story (30 points)- REQUIRED
 - Crowning of Charlemagne
 - Signing the Magna Carta
 - Battle of Hastings
 - Crusades
 - Black Plague
- A biography of a person (20 points)
 - Eleanor of Aquitaine
 - William the Conqueror
 - John II
 - Henry II
 - Charlemagne
- Metro Section (20 points)
 - Write about something that happened on the Manor
- Letter to the Editor (20 points)
 - Write about a problem someone is having and what they want done about it
 - May want to give Editor's response
- Religion Section (20 points)
 - Compare and Contrast the three monotheistic religions (Venn Diagram)
- Horoscope "You and Your Stars" (15 points)
 - What the future may hold
 - Must include at least five Zodiac Signs
- Fun Activity (10 points)
 - Crossword
 - Find the difference between the pictures
 - Cartoons
 - Jokes
- Weather Forecast (10 points)
 - Must include either a map of Europe or a Country in Europe
 - Must include a five day forecast
- Advertisement (2 points each and max of 10 points)
 - Fashion
 - Food
 - Weaponry
 - Crusades
- Classifieds (10 points)
 - Jobs that are available
 - Must have at least five
- Sports and Games (10 points)
 - Jousting
 - Hawking
 - Chess
 - Juggling
 - Acrobatics
 - Hunting
 - Archery
 - Wrestling
 - Dancing
- Society (10 points)
 - Fashion
 - Dances
 - Festivals
 - Feasts
 - Theatre