

6-2018

The "Middle" Ages [7th grade World History]

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Unit 6 - The "Middle" Ages

Stage 1 - Desired Results

Content Standards

- 7-W4.2.3 The Plague: Use Historical and modern maps and other evidence to explain the causes and consequences of the plague.
- 7-W4.3.5 (To set the stage for the emergence of the first global age and the Columbian Exchange) Western Europe to 1500: Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe.
 - Examples might include the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.
- 7-G2.1.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups. (conflict- Crusades)
- 7-H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 7-H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 7-H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.
- 7-H1.4.1 Describe and use cultural institutions to study an era and a region.
 - Examples include political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.
- 7-H1.4.2 Describe and use themes of history to study patterns of change and continuity
 - SPICE: social, political, interaction with the environment, culture, and economics.
- 7-H1.2.4 Compare and evaluate differing historical perspectives based on evidence. (Appreciate multiple historical perspectives while avoiding present mindedness- judging the past solely in terms of norms and values of today.)

Transfer

Students will be able to independently use their learning to...

- T1: Analyze the factors that influence historians when naming historical eras, and the way these names affect how historical eras are perceived.

Meaning (Understanding)

Understandings:

Students will understand that...

- U1: Although history is complex and influenced by the actions of many people, individuals can have a significant and lasting impact

Essential Questions: (open-ended, thought provoking...)

Students will keep considering...

- Q1: How do historians name historical eras? And how do those

<p>on the world.</p> <ul style="list-style-type: none"> U2: Historians name historical eras, and the names they create affect the way we feel about and perceive those eras. U3: The ending of things (like the Roman empire) can cause people to struggle, but from that struggle great things often emerge. 	<p>names affect our perception of those eras?</p> <ul style="list-style-type: none"> Q2: When should one follow tradition? And when should one break with tradition? Q3: Who should hold power? Q4: How does religion influence the institutions and daily life of civilizations? Q5: Can one person have a significant impact on history?
Acquisition (Skills & Knowledge)	
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> K1: The workings of feudalism and manorialism. K2: The growth of centralized monarchies in Europe. K3: The growth of city-states in Europe. K4: The role of the Roman Catholic Church during the Middle Ages. K5: The growth of towns and cities during the Middle Ages. K6: The causes and effects of the Crusades. K7: The causes and impact of the Renaissance. K8: the causes and consequences of the Bubonic Plague. K9: the role and impact of individuals during the Middle Ages, including... <ul style="list-style-type: none"> Charlemagne Joan of Arc Marco Polo Saint Francis of Assisi William the Conqueror Eleanor of Aquitaine Alfred the Great 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> S1: Map the path of the Bubonic Plague. S2: Describe and use themes of history and cultural institutions (SPICE) to study patterns of change and continuity. S3: Read and comprehend a historical passage to identify basic factual information (who? what? when? where? why? how?) S4: Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. (contextualization)

Stage 2 - Evidence
<p>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p> <p><i>Coding tasks below can help align stages 1 and 2</i></p> <p><i>(A=acquisition, U=understanding, T-transfer)</i></p>

PERFORMANCE TASK(S):

Students will show that they really understand by evidence of...

- *Determining if we should continue to call the period between the fall of Rome and the Renaissance (approx. 500-1500 CE) the “Middle Ages.”*
 - *If you believe it should be changed, explain why. What name would you give this era?*
 - *If you believe the name is accurate, explain why. Then provide a counter-argument against those who believe it should be changed.*
 - *Everyone: Why did historians give this period the name “Middle Ages”? How do the names they create affect our perception of those eras?*

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

Summative:

- U1: Important individuals stations (lesson 8).
- U2: Students re-naming other historical eras to have names that have positive and negative connotations, and naming our current era (lesson 1).
- U3: Struggles and growth exit ticket (lesson 6).
- K1: Feudalism and manorialism comprehension questions (lesson 4).
- K2: Monarchies and city-states exit ticket (lesson 5).
- K3: Monarchies and city-states exit ticket (lesson 5).
- K4: Role of the Church exit ticket (lesson 3).
- K5: Growth of Towns and Cities question trail (lesson 6).
- K6: The Crusades storyboard and exit ticket (lesson 7).
- K7: Wordless poster about the causes and effects of the Renaissance (lesson 11).
- K8: Describing the causes and consequences of the Plague in an exit ticket (lesson 10).
- K9: Important individuals stations (lesson 8).
- S1: Mapping the path of the Plague according to three different timelines (lesson 10).
- S2: Feudalism information highlighting (lesson 4) and SPICE chart (students add to this throughout unit, and it is checked at the end of the unit).
- S3: First Crusade primary source investigation from SHEG (lesson 7).
- S4: First Crusade primary source investigation from SHEG (lesson 7).

Formative:

- See “Progress Monitoring” column below.

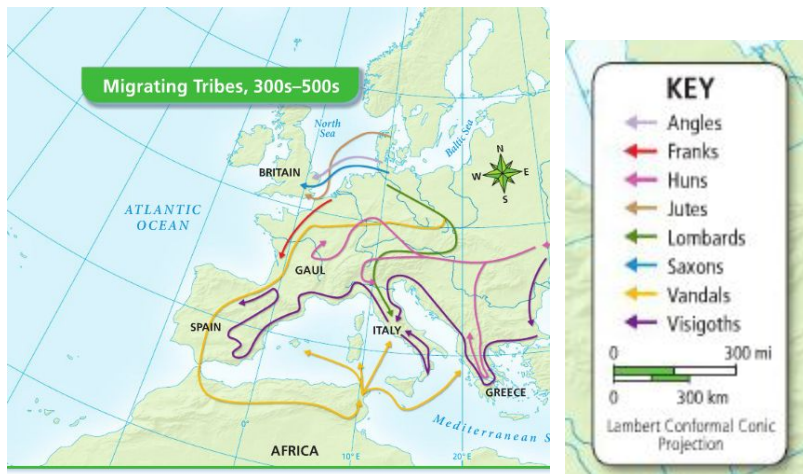
Stage 3 - Learning Plan (common elements only)

Learning Events

Progress Monitoring

<p>Does the learning plan directly address all three goal types? Is the plan likely to be effective and engaging for all students?</p> <p><i>Student success at transfer, understanding, and acquisition depends on...</i></p>		<p>How will you monitor students' progress during lessons? How will students get the feedback they need to track their progress?</p>
<p>See Google Team Drive for specific information about individual lesson plans, and formative assessments. See below calendar for unit outline. These are basic outline of lesson plans, and may need to be adapted or expanded according to student needs and class time requirements.</p>		
Lesson Subject & Strategy		Formative & Summative Assessments
Lesson 1	<p>What are the “Middle Ages”?</p> <ul style="list-style-type: none"> • Check-in: What do you think happened in Europe after the end of the Roman Empire? • Start with an anticipation activity: Four Corners. Ask students the following questions, then point to the area of the room where they should stand according to their answers. Once students have sorted themselves, allow them to discuss in small groups then share out with the class. <ul style="list-style-type: none"> ◦ Which of these eras would you rather live in? Middle Ages, Dark Ages, Medieval Times ◦ What do you think life was like for people living in the Middle Ages? Good or Bad ◦ What do you think life was like for people living in the Dark Ages? Good or Bad ◦ What do you think life was like for people living in Medieval Time? Good or Bad ◦ *Note after activity is done that the Middle Ages, Dark Ages, and Medieval Times refer to basically the same time period. Ask students to describe to their table group how the different names affected their perception.* • Read and discuss the intro to the Middle Ages on Ducksters.com to cement this information. (https://www.ducksters.com/history/middle_ages_timeline.php) (The word Medieval comes from the Latin roots, “medi-” meaning middle, and “ev-” meaning age.) <ul style="list-style-type: none"> ◦ Highlight that humans are responsible for creating the names for historical eras. ◦ Give students the names of some other eras (like the Bronze Age, Modern Age, Stone Age, Classical Era, etc.) and ask them to create two alternate names for that era one that makes it sound better, and one that makes it sound worse. ◦ Ask students what they would name our current era, if they were historians looking back on the year 2019. Is the name you created positive or negative? Why did you choose a name with this emotion behind it? • Previewing the Middle Ages: Timeline Synthesis. Students will review the 19 major events of the Middle Ages on the Ducksters website (see link above). Based only on the information provided and their own background knowledge, they must predict which three events are the most important and explain their choices. <ul style="list-style-type: none"> ◦ Suggestion: create a Google Form or document on Google Classroom for this assignment. ◦ After everyone has selected and explained their top three most important events, provide 	<ul style="list-style-type: none"> • Formative: four corners, discussions, check-in, timeline synthesis, and exit ticket. • Summative: Students re-naming other historical eras to have names that have positive and negative connotations, and naming our current era (U2).

	<p>students with three stickers (or just markers to draw X's) and create a bar graph of the top events (on a posterboard). Discuss trends from the bar graph.</p> <ul style="list-style-type: none"> Optional think-pair-share questions: Which event/topic were you the most confused by? What event/topic are you most excited to learn about? Exit ticket: What is the difference between the Middle Ages, Dark Ages, and Medieval Times? 	
Lesson 2	<p>Geography of Europe</p> <ul style="list-style-type: none"> Check-in: What is "Europe"? Fill out the "What was going on in Europe before the Middle Ages?" section on the SPICE chart with important details recalled from the Roman empire. Follow the Do You Hear What I Hear strategy with the following text and image. This involves reading the text aloud once to the class while they just listen. Then reading it aloud to the class again while they take notes (on their SPICE chart). Then asking students to individually answer some comprehension and synthesis questions about the text (you may pass out a printed copy of the text after they have been working on the questions for a couple of minutes). Then asking them to compare their answers with other students in their table group. <ul style="list-style-type: none"> "Except in the far north, moist westerly winds blow inland from the oceans, bringing rain. Those winds give most of Western Europe a relatively warm, moist climate year-round. However, mountains block the winds from reaching the Mediterranean countries such as Italy and Greece. As a result, they have a Mediterranean climate, with hot, dry summers. Western Europe also has many rivers, which help with farming and trade. There are several mountain ranges throughout Europe, however the North European Plain is a large fertile area in the heart of the continent. It stretches from the vineyards of France through the forests of Germany and into Eastern Europe. Over time, the favorable geography of Western Europe attracted different peoples into the region. The Huns and Germanic tribes began to migrate into the Roman empire around 300 CE. Some, such as the Lombards, settled in Europe's river valleys. Others, such as the Angles, Saxons, and Jutes, moved across the North Sea to the British Isles. These tribes divided Europe into a collection of small, warring kingdoms." 	<ul style="list-style-type: none"> Formative: Check-in, DYHWHI questions, map practice, and exit ticket. Summative: SPICE chart (to be checked at the end of the unit).

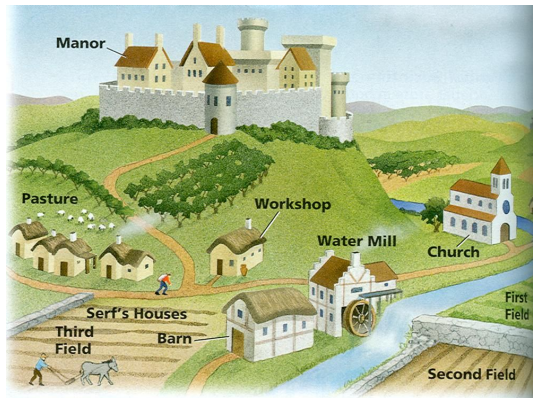


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- [Text adapted from Pearson's myWorld History textbook. Photos also from Pearson's myWorld History textbook.]
- Questions for students: What kind of climate does most of Europe have? What features of Europe's geography attracted people to migrate into Europe? Around what time were various tribes migrating into Europe? What political event made this migration and division of Europe possible? (The collapse of the Roman Empire. See image from biblestudy.org below)



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- In order to be successful throughout this unit, students will need to be able to quickly identify the locations of Italy, Greece, Asia Minor, Spain, Gaul (modern-day France, plus parts of some other modern countries), and Britain. Print an 8.5x11 size blank map of Europe, and some small paper slips with labels of the six countries/regions. Briefly show students the locations of these countries/regions, then have them practice at their table groups. Encourage students to take turns seeing who can do it the fastest, to promote literacy.

	<ul style="list-style-type: none"> ○ Finally, ask students to label the six regions on their SPICE chart map from memory. Then ask students to double-check their accuracy. ● Exit ticket: How does the geography of Europe compare to the geography of the Arabian peninsula? 	
Lesson 3	<p>Role of the Catholic Church</p> <ul style="list-style-type: none"> ● Check-in: Predict- What happened to the Catholic (Christian) Church after the Roman Empire collapsed? ● Start out with a refresher of Christianity. Ask students what they remember about Christianity (using their memory and/or notes), and create a word cloud on the board or on butcher paper. ● This lesson will use the strategy called Stop & Draw/Stuff. Students will need a piece of paper that is split into nine boxes, with each of the nine boxes numbered. The teacher will read the information titled “Religion During the Middle Ages” aloud to the class one box at a time. It is also helpful to post the information on a slide for your visual learners to read (one box at a time!). After each box, students will complete a synthesis activity about the information: <ul style="list-style-type: none"> ○ Box 1: Draw a picture showing who had the most power in medieval Europe. ○ Box 2: How did the Catholic Church impact the daily lives of European serfs? ○ Box 3: Write a haiku (5, 7, 5, syllables) about the wealth and power of the Church. ○ Box 4: Draw a social class pyramid for the positions within the Church. ○ Box 5: Summarize what a monastery is in exactly 10 words. ○ Box 6: Draw a picture showing four ways the monasteries helped the community. ○ Box 7: This box has two tasks. First, how do you think the record of history was affected when the only people writing things down were members of the Church? Second, write a short thank-you note to a medieval monk for keeping a record of history and stories. ○ Box 8: Why do you think people built large and extravagant cathedrals? ○ Box 9: Summarize this information in exactly 13 words. ○ *after students complete each box, allow time for students to share what they have created* ● Students should summarize what they learned today on their SPICE chart. ● Exit ticket: What was the role of the Catholic Church in medieval Europe? 	<ul style="list-style-type: none"> ● Formative: Stop & draw/stuff boxes ● Summative: Exit ticket (K4)
Lesson 4	<p>Feudalism and Manorialism (2 days)</p> <ul style="list-style-type: none"> ● Day 1: Feudalism Simulation <ul style="list-style-type: none"> ○ Check-in: Based on this image, who were the most important people in a medieval village? Why do you think so? 	<ul style="list-style-type: none"> ● Formative: Day 1 check-in, exit ticket, and simulation. ● Summative: Practice highlighting information for SPICE categories (S2) and Day 2 check-in, exit ticket, and check for understanding questions



■ Image source: <https://www.thinglink.com/scene/576830489956974593>

- On a slide, type the elements from the simulation script. Then draw a symbol/picture next to each one to serve as the simulation key.
- Follow the instructions below for the Feudalism Simulation. Read the script as students create the drawings.
- Exit ticket: In your own words, what is feudalism? (Students will create individual and group definitions of feudalism based on the simulation.)
- Day 2:
 - Check-in: Which group (lords, vassals, or serfs) had the most power in the feudal system? Justify your answer.
 - “Most of the time, topics from history do not just fall into one SPICE category. Y’all have noticed this throughout the year when you point out how the social classes are often the same as the government structure, or when you notice that the economy is based on farming, which is an interaction with the environment. The SPICE categories overlap, and today’s subject is a perfect example of that. Information about feudalism can belong in FOUR of the five SPICE categories!”
 - Students will individually highlight the info sheet about feudalism and manorialism on Google Classroom. (Tell students that they should highlight complete sentences only, and for each complete sentence they may only choose one color even though sometimes multiple colors will apply.) Students will also answer the “check for understanding” questions at the end.
 - Once all students at a table group have completed their individual highlighting, they should compare, discuss, justify, and edit their highlighting through collaboration.
 - Once the groups are satisfied with their highlighting, they should write a summary in each of the four SPICE chart boxes about the information they learned today (remind students that they should not take up the whole box though!).
 - Exit ticket: How is feudalism like the Indian caste system?

(K1).

Lesson 5	<p>Monarchies and City-States</p> <ul style="list-style-type: none"> • Check-in: In the feudal system, who had more actual power: the kings or the nobles? • Students will learn about the emergence of centralized monarchies and city-states in Western Europe during the Middle Ages through a case study of two exemplar governments: France under Louis XI and one of the Italian city-states (be sure to pick a specific city-state). <ul style="list-style-type: none"> ◦ Suggested sources to begin compiling information for student use: https://en.wikipedia.org/wiki/New_Monarchs, https://en.wikipedia.org/wiki/Louis_XI_of_France, http://encyclopedia.kids.net.au/page/lo/Louis_XI_of_France, https://www.ducksters.com/history/renaissance/italian_city-states.php, https://en.wikipedia.org/wiki/Italian_city-states, and https://en.wikipedia.org/wiki/Italy_in_the_Middle_Ages. ◦ When creating info sheets for student use, be sure to include information on each about the events/factors that led to the centralization of power at the expense of the feudal system. • Provide half the class with information about France, and half with information about the Italian city-state. Provide all students with a venn diagram comparing “monarchy” and “city-state.” Students will read about their assigned government, taking notes on their venn diagram. • Create pairs of students with one person representing each government type. They must teach each other about their assigned government type, and find as many similarities between the two as possible (by the end the venn diagram of each student should be completely filled out). The catch is that students may <u>not</u> show their partner their own notes or their info sheet; all sharing between partners must be completely verbal. • Write a brief summary of monarchies and city-states on your SPICE chart. • Exit ticket: What is the biggest difference between a centralized monarchy and a city-state? What is the biggest similarity? How did leaders get enough power to form these types of government? 	<ul style="list-style-type: none"> • Formative: Check-in and venn diagram. • Summative: Exit ticket (K2 & K3).
Lesson 6	<p>Growth of Towns and Cities & Society of the Middle Ages</p> <ul style="list-style-type: none"> • Check-in: Why do you think Lords didn’t allow serfs to travel and leave their land? • Students will move through the room on a question trail. Students may start at any question. They should read the information, answer the question, and then follow the instructions to move on to another question. If students answer everything correctly, they should move through all 12 questions with no repeats. If students make an error, they will end up repeating questions and they will know that they need to go back and reevaluate previous questions. <ul style="list-style-type: none"> ◦ Remind students to read all of the information before trying to answer any questions. ◦ Encourage students to add to SPICE chart (economy and society sections) as they work through the question trail. • When students have completed the question trail, they should return to their seats and write three newspaper headlines (or clickbait-style headlines) about the society of the Middle Ages or the growth of towns and cities. • Exit ticket: The collapse of the Roman Empire caused many struggles. What were some of the 	<ul style="list-style-type: none"> • Formative: Check-in • Summative: Exit ticket (U3) and Question Trail (K5).

	struggles in Europe at the start of the Middle Ages? How did the people of the Middle Ages rise deal with these struggles and rise above them?	
Lesson 7	<p>The Crusades</p> <ul style="list-style-type: none"> Day 1: <ul style="list-style-type: none"> Check-in: Why was the city of Jerusalem important to the religions of Judaism, Christianity, and Islam? Students will read the information found on the Ducksters website about the Crusades (https://www.ducksters.com/history/middle_ages_crusades.php). May want to supplement with some information about how the Crusades helped to unify/strengthen European monarchies, demonstrated the power of the Catholic Church, and the long-term effect on the Middle East. <ul style="list-style-type: none"> Possible supplementary information: Toward the end of the 11th century, the Catholic Church began to authorize military expeditions, or Crusades, to expel Muslim “infidels” from the Holy Land. Crusaders, who wore red crosses on their coats to advertise their status, believed that their service would guarantee the remission of their sins and ensure that they could spend all eternity in Heaven. (They also received more worldly rewards, such as papal protection of their property and forgiveness of some kinds of loan payments.) The Crusades began in 1095, when Pope Urban summoned a Christian army to fight its way to Jerusalem, and continued on and off until the end of the 15th century. No one “won” the Crusades; in fact, many thousands of people from both sides lost their lives. They did make ordinary Catholics across Christendom feel like they had a common purpose, and they inspired waves of religious enthusiasm among people who might otherwise have felt alienated from the official Church. They also exposed Crusaders to Islamic literature, science and technology—exposure that would have a lasting effect on European intellectual life. <ul style="list-style-type: none"> Source: https://www.history.com/topics/middle-ages Using this information, students must create a storyboard (see below) depicting and describing six major events over the course of the Crusades. (Students should pretend that they are a movie director who is making a movie about the Crusades. This storyboard will show their six biggest movie scenes.) Remind students that they must include information about how the Crusades started on their storyboard. When students have completed their storyboard, they should add a short description of the Crusades to their SPICE chart. Exit ticket: What caused the Crusades? What were the consequences of the Crusades? Day 2: <ul style="list-style-type: none"> Check-in: How do you think the Christians of Europe felt about the Crusades? How do you think the Muslims of the Islamic Empires felt about the Crusades? Complete the First Crusade lesson from the Stanford History Education Group. This lesson 	<ul style="list-style-type: none"> Formative: Check-ins Summative: Crusades storyboard and exit ticket (K6), and First Crusade primary source investigation from SHEG (S3 and S4)

	<p>compares Christian and Muslim perspectives of the Crusades.</p> <ul style="list-style-type: none"> ■ https://sheg.stanford.edu/history-lessons/first-crusade ○ Exit ticket: Why is it important to understand the motivations and feelings of people on both sides of a conflict? 	
Lesson 8	<p>Important Individuals of the Middle Ages (may take 1.5 days)</p> <ul style="list-style-type: none"> ● Check-in: Can a single person change the course of history? ● Students will rotate through seven stations about important individuals from the Middle Ages. (Information can be presented on Chromebooks or printed from the following sources.) At each station, students will answer the question: How did this person change the course of history? <ul style="list-style-type: none"> ○ Charlemagne: https://www.ducksters.com/biography/charlemagne.php ○ Joan of Arc: https://www.ducksters.com/biography/women_leaders/joan_of_arc.php ○ Marco Polo: https://www.ducksters.com/biography/marco_polo.php ○ Saint Francis of Assisi: https://www.ducksters.com/history/middle_ages/saint_francis_of_assisi.php ○ William the Conqueror: https://www.ducksters.com/history/middle_ages/william_the_conqueror.php ○ Eleanor of Aquitaine: https://www.ducksters.com/history/middle_ages/famous_queens.php (may need to find additional resources for this individual) ○ Alfred the Great: https://www.ducksters.com/history/middle_ages/alfred_the_great.php ● Exit ticket: Who was the most influential individual from the Middle Ages? Explain. 	<ul style="list-style-type: none"> ● Formative: Check-in and exit ticket. ● Summative: Student analysis of the effect of individuals on history (K9 & U1).
Lesson 9	<p>Culture, Technology, and Innovations of the Middle Ages (1.5 - 2 days)</p> <ul style="list-style-type: none"> ● Check-in: Why are elements of culture like art and literature important? ● Compile info sheets about the following topics from the Middle Ages: knights & tournaments, gothic architecture, improvements in farming (like the heavy plough and crop rotation), art, literature, weapons, eyeglasses, and watermills. <ul style="list-style-type: none"> ○ Suggested websites to compile information from: https://sheg.stanford.edu/history-lessons/dark-ages, https://www.ducksters.com/history/middle_ages_timeline.php, and https://en.wikipedia.org/wiki/Medieval_technology. ○ Other helpful information: Another way to show devotion to the Church was to build grand cathedrals and other ecclesiastical structures such as monasteries. Cathedrals were the largest buildings in medieval Europe, and they could be found at the center of towns and cities across the continent. Between the 10th and 13th centuries, most European cathedrals were built in the Romanesque style. Romanesque cathedrals are solid and substantial: They have rounded masonry arches and barrel vaults supporting the roof, thick stone walls and few windows. (Examples of Romanesque architecture include the Porto Cathedral in Portugal and the Speyer Cathedral in present-day Germany.) Around 1200, church builders began to embrace a new architectural style, known as the Gothic. Gothic structures, such as the Abbey Church of Saint-Denis in France and the rebuilt Canterbury Cathedral in England, have huge stained-glass windows, pointed vaults and arches (a technology developed in the Islamic world), and spires and flying buttresses. In contrast to heavy Romanesque buildings, Gothic 	<ul style="list-style-type: none"> ● Formative: Check-in and exit ticket. ● Summative: Newspaper (does not meet any specific unit goals, but will be valuable to students as they determine if the Middle Ages should be called the “Middle” in their performance task.

	<p>architecture seems to be almost weightless. Medieval religious art took other forms as well. Frescoes and mosaics decorated church interiors, and artists painted devotional images of the Virgin Mary, Jesus and the saints. Also, before the invention of the printing press in the 15th century, even books were works of art. Craftsmen in monasteries (and later in universities) created illuminated manuscripts: handmade sacred and secular books with colored illustrations, gold and silver lettering and other adornments. In the 12th century, urban booksellers began to market smaller illuminated manuscripts, like books of hours, psalters and other prayer books, to wealthy individuals.</p> <ul style="list-style-type: none"> ■ Source: https://www.history.com/topics/middle-ages ● The students' goal is to discover which of these elements of culture and technology was the most important. Using the decision-making matrix about medieval innovations, they will rate each innovation in each category on a scale from 1 to 3. ● The two innovations with the most total points will be featured on the front page of their Middle Ages newspaper. Using the newspaper template, they will write a main story about the innovation with the most points, and a mini-story about the innovation with the second highest number of points. ● If possible, allow students to explore this 360 view of the Notre Dame cathedral: https://www.360cities.net/image/france-paris-notre-dame-cathedral ● Write a summary of the culture and innovations of the Middle Ages on your SPICE chart. ● Exit ticket: How do these innovations compare to those of other civilizations we have learned about? 	
Lesson 10	<p>The Black Death (2 days)</p> <ul style="list-style-type: none"> ● Day 1: What was the Black Death? <ul style="list-style-type: none"> ○ Check-in: What are some positive effects of trade between civilizations? What are some negative effects? ○ Students will rotate through five stations regarding the origins and effects of the Bubonic Plague. Print station information. Students will answer questions on a ½ sheet or scrap piece of paper. ○ After students have completed all stations, they should synthesize their learning by writing a summary on their SPICE chart about the most important things they need to remember about the Bubonic Plague. ○ Exit ticket: What caused the Black Death? What were the consequences of the Black Death? ○ End class with the Black Death music video: https://www.youtube.com/watch?v=rZy6XilXDZQ ● Day 2: Comparing timelines of the Black Death. (Why do the various timelines differ?) <ul style="list-style-type: none"> ○ Check-in: Why are there so many different estimates about how many people died from the Bubonic Plague? ○ Use the timelines to create a map showing the path of the plague (use different colors to represent the path according to each different timeline). ○ Find similarities and differences between the timelines. ○ Questions: According to the timelines, where exactly did the plague start? Which group was 	<ul style="list-style-type: none"> ● Formative: Check-ins, day 2 exit ticket, station notes/questions, timeline reflection and list of similarities/differences ● Summative: Exit ticket (day 1) and map showing the path of the plague (day 2) (S1 & K8).

	<p>responsible for carrying the plague to Europe? Why is it so difficult to answer these questions? Why might these timelines of the same historical event be so different?</p> <ul style="list-style-type: none"> ○ Exit ticket: Where did the Plague probably originate? How did it travel to Europe? 	
Lesson 11	<p>Renaissance and Humanism (wordless poster)</p> <ul style="list-style-type: none"> ● Check-in: The “Middle Ages” is the time period between what to major historical events/eras? ● Tell students that the event that ended the Middle Ages was the Renaissance. Today they will be able to explore some of the people and events of the Renaissance according to their interests. <ul style="list-style-type: none"> ○ Instructions: set a timer for about 20 minutes. During that time students <u>must</u> read article on Ducksters about how the Renaissance began and then they may explore any other Ducksters pages about the Renaissance that they are interested in during the remaining time. (https://www.ducksters.com/history/how_did_the_renaissance_start.php) ● Big idea: Various factors from the Middle Ages, including the Crusades, the Black Death, the growth of cities, growing wealth throughout Europe, and important innovations, led to the beginning of the Renaissance and the ideas of Humanism. Humanism was the idea that people should be educated, and that life should be comfortable and enjoyable. <ul style="list-style-type: none"> ○ Ask students what the biggest change of the Renaissance was, and guide students come to a conclusion/statement similar to the one above on their own. Once the class has drafted a statement about the biggest change due to the Renaissance, they should create a wordless poster demonstrating this statement on a piece of paper. This means that they must illustrate all of the parts of the statement, without using any words. ● Fill out the “What was going on in Europe after the Middle Ages?” section on the SPICE chart with information about the Renaissance and humanism. Think-pair-share about how this contributed to the Middle Ages being called the “Middle” Ages. ● Exit ticket: Based on what you know about the Roman Empire, Middle Ages, and Renaissance, do you think the “Middle Ages” is the correct name for that time period? 	<ul style="list-style-type: none"> ● Formative: Check-in and exit ticket. ● Summative: Wordless poster (K7).
Lesson 12	<p>Performance Task (3 days- two days for preparation, one day for debating)</p> <ul style="list-style-type: none"> ● Check-in <ul style="list-style-type: none"> ○ Day 1: How do historical eras (like the Middle Ages, or Stone Age, or Classical Era) get their names? (U3) ○ Day 2: How will you strengthen your argument today to give yourself the best possible chance of winning the debate tomorrow? ○ Day 3: What is the strongest piece of evidence you have to support your position in the debate? ● Students will be writing a report and debating about whether or not the name “Middle Ages” is an appropriate name for this era. <ul style="list-style-type: none"> ○ Review the instructions, expectations, and rubric for the assessment. ○ It will be important to have an equal number of students on either side of the debate, so 	<ul style="list-style-type: none"> ● Formative: Check-ins and exit tickets. Informal checks with students regarding progress on performance task. ● Summative: Unit performance task (debate and report). (T1)

	<p>allow students to sign up for which side they want to be on (calling students up in random order), but when spots on one side fill up the remaining students must be on the other side.</p> <ul style="list-style-type: none"> ○ Student reports should be based on memory and notes only. No internet research permitted. ○ Create a revising checklist for students to work through after they have finished the first draft of their report. ○ The term “report” is purposely vague to allow for differentiation. Challenge high-achieving students to write in essay format. Struggling writers may write in bullet-point format. <ul style="list-style-type: none"> ● On debate day: Each student gets 1 minute to state and explain their position. Then 30 seconds to refute the other student’s argument. Then 10 seconds to make a final statement. <ul style="list-style-type: none"> ○ Everyone will participate in two debates, and will score two debates. (Students will be seated in groups of 4, with two students debating and two students scoring them. After each debate, groups will rotate. Have a talk with students about the importance of scoring honestly. Not declaring someone the debate winner will not destroy their grade, so don’t be nice just because you’re friends. Share with students my own personal grading mantra: Honor effort, but demand accuracy.) ● Exit ticket <ul style="list-style-type: none"> ○ Day 1: What are some qualities that might make someone more successful in a debate? ○ Day 2: Look at the rubric. What score do you expect to earn? Are you satisfied with this score? ○ Day 3: Why do the words you choose to use matter? 	
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Name: _____

Unit 6 Performance Task - The "Middle" Ages

	1	2	3
Why did historians give this era the name "Middle Ages"? (20%)	Attempts to explain why the era was named the "Middle Ages," but reasoning is vague.	Clearly explains 1 reason for historians naming this era the "Middle Ages."	Clearly explains at least 2 reasons for historians naming this era the "Middle Ages."
How do the names created by historians affect our perception of these eras? (20%)	Attempts to explain how people's thoughts and opinions about an era are influenced by the era's name.	Briefly explains how people's thoughts and opinions about an era are influenced by the era's name, but without much detail.	Thoughtfully and comprehensively explains how people's thoughts and opinions about an era are influenced by the era's name.
Should we continue to call the period between the fall of Rome and the Renaissance the "Middle Ages"? (20%)	Position is unclear, or there is only one specific piece of historical evidence to support the position.	Takes a clear position, and provides 2 specific pieces of historical evidence to support the position.	Takes a clear position, and provides 3 or more specific pieces of historical evidence to support the position.
What is your plan for future historians, authors, and students? (20%)	Chooses a new name, but does not explain why it would be appropriate or does not provide evidence. OR Attempts a counter-argument against people who think the name should be changed (with no evidence).	Chooses a new name and briefly explains why that name would be appropriate (with limited evidence). OR Provide a basic counter-argument against people who think the name should be changed (with limited evidence).	Chooses a new name and fully explains why that name would be appropriate (with evidence). OR Provide a comprehensive counter-argument against people who think the name should be changed (with evidence).
Language, Conventions, & Organization (10%)	Report has significant organizational, spelling, and/or grammatical errors that negatively impact the reader's understanding.	Report has some organizational difficulties, or contains spelling/grammatical errors that begin to distract the reader.	Report is clear and easy to understand, well organized, and spelling/grammatical errors are minimal and do not distract the reader.
Debate (10%)	Does not successfully debate position about the name of the "Middle Ages."	Successfully debates position about the name of the "Middle Ages" and was not selected as a debate winner.	Successfully debates position about the name of the "Middle Ages" and was selected as a debate winner.

Your Name:_____

Debate Feedback Form

The Name Should Be Changed

Name:_____

- Explain your position: 1 2 3 4 5

- Notes:

- Refute your opponent: 1 2 3 4 5

- Notes:

- Final statement: 1 2 3 4 5

- Notes:

The Name Should Stay The Same

Name:_____

- Explain your position: 1 2 3 4 5

- Notes:

- Refute your opponent: 1 2 3 4 5

- Notes:

- Final statement: 1 2 3 4 5

- Notes:

Who was the debate winner? _____

Evidence to support this choice:

Religion During the Middle Ages

1. The Catholic Church

Christianity and the Catholic Church played a major role in Europe during the Middle Ages. In fact, the Catholic Church was the most powerful organization in Western Europe at that time. The church even confirmed kings on their throne giving them the divine right to rule. Kings, queens, and other leaders derived much of their power from their alliances with and protection of the Church. (If kings did not follow the wishes of the Church and the Pope, they could lose their own power.)

2. The Church and Daily Life

Conversion of a country generally took place from the king down. Once the king was converted to Christianity, his nobles and people followed suit.

The local church was the center of town life. People attended weekly ceremonies. They were married, confirmed, and buried at the church. Faith and loyalty to the Church was very important to people because they believed the Church had the power to determine what happened to their soul after they died.

3. Rich and Powerful

The Catholic Church became very rich and powerful during the Middle Ages. People gave the church 1/10th of their earnings in tithes. They also paid the church for various sacraments such as baptism, marriage, and communion. People also paid penances to the church. The wealthy often gave the church land.

Eventually, the church owned about one third of the land in Western Europe. Because the church was considered independent, they did not have to pay the king any tax for their land. Leaders of the church became rich and powerful. Many nobles became leaders such as abbots or bishops in the church.

4. Structure of the Church

The leader of the Catholic Church was the pope. Right below the pope were powerful men called cardinals. Next were bishops and abbots. Below them were the monks and priests. Even bishops held a lot of power on the local level and often served on the council of the king.

Often the land of a church would include some farmland. The bishop would serve as a feudal lord, controlling the land and collecting a portion of the food grown by the peasants.

5. What was a Monastery?

A monastery was a building, or buildings, where people lived and worshiped, devoting their time and life to God. The people who lived in the monastery were called monks. The monastery was self contained, meaning everything the monks needed was provided by the monastery community. They made their own clothes and grew their own food. They had no need for the outside world. This way they could be somewhat isolated and could focus on God. There were monasteries spread throughout Europe during the Middle Ages.

6. The Monks Helped People

Although the monks were focused on God and the monastery, they still played an important part in the community. Monasteries were a place where travelers could stay during the Middle Ages as there were very few inns during that time. They also helped to feed the poor, take care of the sick, and provided education to boys in the local community.

In addition to monasteries, churches provided education and looked after the poor and the sick.

7. Why were monasteries important?

8. Cathedrals

9. Other Religions

<p>Monks and nuns were generally the most educated people during the Middle Ages.</p> <p>The monks in the monasteries were some of the only people in the Middle Ages who knew how to read and write. They provided education to the rest of the world. The monks also wrote books and recorded events. If it wasn't for these books, we would know very little about what happened during the Middle Ages.</p> <p>Some monks were scribes and would spend their day copying manuscripts and making books. A scribe could spend over a year copying a long book like the Bible.</p>	<p>Many churches were built during the Middle Ages. The biggest of these churches were called cathedrals. Cathedrals were where bishops had their headquarters.</p> <p>Cathedrals were built to inspire awe. They were the most expensive and beautiful buildings built. Sometimes construction on a cathedral could take two hundred years to finish.</p> <p>Most cathedrals were built in a similar fashion. They generally were laid out in the shape of a cross. They had very tall walls and high ceilings.</p>	<p>Although Christianity dominated Europe during the Middle Ages, there were other religions. These included pagan religions such as the Viking worship of many gods, including Thor. Other religious groups included the Muslims, which ruled much of Spain for many years, and the Jews, which lived throughout many cities in Europe. The Jews played a significant role in the economy because they were allowed to loan money and charge interest.</p>
<p>Sources: https://www.ducksters.com/history/middle_ages/catholic_church_cathedrals.php and https://www.history.com/topics/middle-ages</p>		

Feudalism Simulation

- Distribute blank sheets of white paper and ask students to write their name on one side then turn it over to the blank side. Introduce students to the key and explain each element to make sure that students know what each is: the lord's castle, the vassal's manor house, the serf village, the blacksmith, the carpenter, the weaver, church, protection, military service, food, land deed, and army of knights. Draw a symbol/picture next to each word in the key, to guide students in their drawing.
- Students will follow along with the following narrative read by the teacher. Students will draw each step on their paper. The teacher will point to the appropriate element on the key but will not participate in drawing along with the students, so that the students will draw their own image rather than copying the teacher's.
- Today we are going to learn about feudalism. Don't worry if you don't know what feudalism is. Today we are going to learn by doing, and tomorrow we will learn more in-depth information. Feudalism was the political system that was created in Western Europe after the Roman Empire fell, to help the people there deal with the threat of invasions and with the lack of a strong central government.
 - You are a medieval lord, and the paper represents all the land you own. However, you know that the land will be easier to manage, and that you will make more money, if you let other people work the land for you. Draw a line around $\frac{1}{4}$ of the paper, to represent your personal lands.
 - On your land, draw a lord's castle. This is where you will live.
 - You have an army. Draw an army of knights on your land.
 - On your land you have a blacksmith, a weaver, and a carpenter. (All of the elements, including these three, have been explained when the teacher reviewed the key, so students know what each word means and how to visually represent each.) Draw a blacksmith, a weaver, and a carpenter.
 - As the lord, you owe each of these three craftsmen your protection. Draw a protection shield and an arrow from your castle to each of them.
 - In return for your protection, each of the craftsmen owe you their services. Draw a hammer from the blacksmith, a shirt from the weaver, and a fence from the carpenter, with arrows leading to your castle.
 - Split the rest of the land, your piece of paper, into three parts. You will give your vassals each a portion of land (a vassal is like a rich or noble person who has power, but is loyal to the lord and king). Draw a land deed and an arrow from the lord's castle to each vassal's land.
 - On each piece of land draw a vassal's manor house.
 - Each vassal has an army to protect their land. Draw an army in each vassal state.
 - Because you gave the vassals land, the vassals owe you military service. Draw a sword for military service and an arrow from each vassal army to the lord's castle. This helps you, the lord, win wars, because your army is not big enough to win alone.
 - The vassals don't want to work as farmers, so each of your vassals allows peasants, called serfs, to build houses and farm on their land. Draw a serf village in each of the vassal states.
 - The vassals protect the serfs who work for them. Draw a protection shield and an arrow from the vassal manor house to the serf village.
 - In return for the protection and land the vassal gives to the serfs, the serfs give the vassal part of the food they grow. Draw food and an arrow from the serf village to the vassal manor house.
 - Finally, draw a church in the center of all the land. Everyone, the lord, the vassals, and the serfs, are loyal to the church. Draw an arrow to the church from the lord's castle, from the vassal manor houses, and from the serf villages.
 - This system that you just drew is called feudalism. On your exit ticket sheet, write your own definition of feudalism based on the activity we

just did.

- Now that everyone has their own definition of feudalism, talk to your group and come up with a group definition. When all the groups are done, we will share.
- Tomorrow we will learn more specific details about Feudalism.
- For teacher reference, feudalism is a political system in which land is exchanged for military service, loyalty, and other services. (But don't tell the students.)

Feudalism Information

Highlighting Key	
Orange	Society
Blue	Politics / Government
Green	Interaction with the Environment
Pink	Economy

Government and society in Europe during the middle ages was based around the feudal system. This was a local, or decentralized, form of government that formed after the loss of a strong central government in Western Europe: the Roman Empire. The feudal system was a way for the people of Western Europe to organize and protect themselves from invaders. Small communities were formed around the local lord and the manor. The lord owned the land and everything in it. He would keep the peasants safe in return for their service. The lord, in return, would provide the king with soldiers or taxes. The social classes in this system were hereditary, which means you were born into them.

Service for Land

- Under the feudal system land was granted to people for service. It started at the top with the king granting his land to a baron for soldiers all the way down to a peasant getting land to grow crops.

The Manor

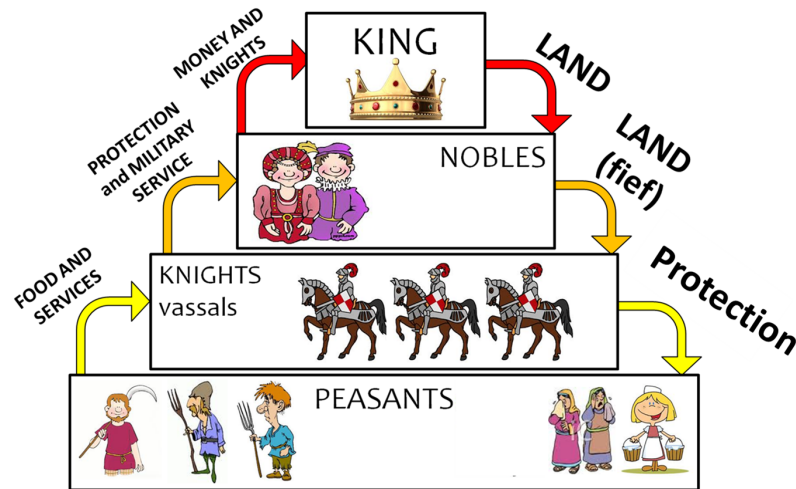
- The center of life in the Middle Ages was the manor. The manor was run by the local lord or vassal. He lived in a large house or castle where people would gather for celebrations or for protection if they were attacked. A small village would form around the castle which would include the local church. Farms would then spread out from there which would be worked by the peasants.
- Manorialism is the economic system that revolved around these self-sufficient farming estates called manors. Because the lords and vassals owned the land, they had complete control over the serfs (peasants). The serfs worked the land, raising crops and animals. They usually used a three-field system, where the land was split into three fields and two were planted with crops and one was left fallow and used for animal grazing, to replenish the soil.

Hierarchy of Rulers

- **King** - The top leader in the land was the king. The king could not control all of the land by himself, so he divided it up among the Barons. In return, the Barons pledged their loyalty and soldiers to the king. When a king died, his firstborn son would inherit the throne. When one family stayed in power for a long time, this was called a dynasty. The kings believed they were given the right to rule by God. This was called "divine right".
- **Bishop** - The Bishop was the top church leader in the kingdom and managed an area called a diocese. The Catholic Church was very powerful in most parts of Medieval Europe and this made the Bishop powerful as well. Not only that, but the church received a tithe of 10 percent from all the people. This made some Bishops very rich.
- **Baron** - Barons ruled large areas of land called fiefs. They reported directly to the king and were very powerful. They divided up their land among Lords who ran individual manors. Their job was to maintain an army that was at the king's service. If they did not have an army, sometimes they would pay the king a tax instead. This tax was called shield money.
- **Lord** - The lords ran the local manors. They also were the knights and could be called into battle at any moment by their Baron. The lords owned everything on their land including the peasants, crops, and village. The Lord held absolute power over the fief or manor including holding court and deciding punishments for crimes. Lords and Barons swore oaths of homage and fealty (loyalty) to their kings.

Peasants or Serfs

- Most of the people, around 90 percent, living in the Middle Ages were peasants. They had a hard rough life. Some peasants were considered free and could own their own businesses like carpenters, bakers, and blacksmiths. Others were more like slaves. They owned nothing and were pledged to their local lord. They worked long days, 6 days a week, and often barely had enough food to survive. In general, peasants worked hard and died young. Most were dead before they reached 30 years old. Serfs never owned the land that they lived and worked on; all land was owned by the nobles.



Feudal Pyramid of Power

Image source: <https://waterforsixthgrade.blogspot.com/2013/05/feudalism-of-medieval-times.html?m=1>

Information adapted from: https://www.ducksters.com/history/middle_ages_feudal_system.php

Check for understanding

- Why was the feudal system created?
- What did the lord owe his vassals?
- What did the vassals owe the lord?
- What did the vassal owe his serfs?
- What did the serfs owe their vassal?
- Where do you think church officials, like bishops and priests, fit on the social pyramid?
- Was the king really the most powerful person in feudal society?

Question 1: Changing Times

In medieval Europe, rural life was governed by a system historians call “feudalism.” In a feudal society, the king granted large pieces of land called fiefs to noblemen and bishops. Landless peasants known as serfs did most of the work on the fiefs: They planted and harvested crops and gave most of the produce to the landowner. In exchange for their labor, they were allowed to live on the land. They were also promised protection in case of enemy invasion.

During the 11th century, however, feudal life began to change. Agricultural innovations such as the heavy plow and three-field crop rotation made farming more efficient and productive, so fewer farm workers were needed—but thanks to the expanded and improved food supply, the population grew. As a result, more and more people were drawn to towns and cities to look for alternative jobs. Meanwhile, the Crusades had expanded trade routes to the East and given Europeans a taste for imported goods such as wine, olive oil and luxurious textiles. As the commercial economy developed, port cities in particular thrived. By 1300, there were some 15 cities in Europe that had a population of more than 50,000.

Source: <https://www.history.com/topics/middle-ages>

According to the text...

Improvements in farming + population growth = _____

- A. People went on the Crusades
- B. People moved to towns and cities
- C. All serfs continued to work the lord’s land
- D. Lords stopped protecting the serfs

If you answered...

- A. Go to # 9
- B. Go to # 12
- C. Go to # 2
- D. Go to # 7

Question 2: Changing Times

During the 12th century a cultural and economic revival took place; many historians trace the origins of the Renaissance to this time. The balance of economic power slowly began to shift from the region of the eastern Mediterranean to western Europe. The Gothic style developed in art and architecture. Towns began to flourish, travel and communication became faster, safer, and easier, and merchant classes began to develop. Agricultural developments were one reason for these developments; during the 12th century the cultivation of beans made a balanced diet available to all social classes for the first time in history. The population therefore rapidly expanded, a factor that eventually led to the breakup of the old feudal structures.

Source: <https://www.britannica.com/event/Middle-Ages>

How did the growth of towns affect the social classes?

- A. There were more peasants than ever before.
- B. A merchant class began to develop
- C. The lords and vassals became more powerful.
- D. Artists became highly respected.

If you answered...

- A. Go to # 11
- B. Go to # 6
- C. Go to # 5
- D. Go to # 8

Question 3: Population Growth

Between about 900 to 1300, Europe experienced one of the longest periods of sustained growth in human history. We see growth in almost every aspect of life and this growth is the background to the political and cultural achievements of this period.

The first fundamental fact is a long-term rise in the population. The evidence that we have indicates that probably by the middle of the 8th century, but surely by the middle of the 9th the population began rising. Between about 1050 and 1200, there was an intense increase in population all over Europe. It gradually began to slow, between about 1200 and 1275, and then it finally leveled off.

How can we tell that population was rising? We don't have census records, or anything like that. We must use other data. Wherever we have evidence of family size, families appear to be larger. It does not appear that more babies are being born, but rather that more of them are surviving, and people were living longer.

Generally speaking, this was a period of warm, dry climate through much of Europe, when enormous amounts of new land were brought under cultivation. People would not bring new land under cultivation for no good reason at all. There were obviously mouths to feed. This was a time when diets got better. More and more land was being given over to crops that were rich in nutrients like iron and in protein, so that people were simply eating better. They were healthier; they could do more work; they were more productive; they lived longer—so the population curve was marching upward right across this entire period.

Source: <https://www.thegreatcoursesdaily.com/rise-europe-middle-ages/>

How did the climate of Europe affect population growth during the Middle Ages?

- A. It was a time period with lots of rain, which supported farming.
- B. It was warm enough to grow more food, which helped feed more people.
- C. People migrated to Europe because of the pleasant climate.
- D. The Mediterranean climate allowed for trading, which attracted merchants to Europe.

If you answered...

- A. Go to # 12
- B. Go to # 10
- C. Go to # 8
- D. Go to # 14

Question 4: Innovations

Another element of the growth and expansion of Europe during the Middle Ages is technological innovation. The Romans were not very interested in technological gains, and there wasn't much in the way of important technological achievement during the Roman period.

The medieval period, on the other hand, was one that was fairly rich in technological innovation. We're sometimes inclined to think of the Middle Ages as the Dark Ages, as having descended from the heights of classical antiquity. In fact, if we were talking about technology, we'd have to flip that belief and say that the Middle Ages were rather cleverer.

How did medieval people increase wheat production, which made it possible to feed a larger population? Greater use of horses as draft animals. A horse is significantly more efficient than an ox, which had been used before. Horses do more work for the same amount of food, perhaps even a little bit less. They are stronger, thus larger fields can be plowed, or fields can be plowed more times, and the soil can be turned more carefully. By using horses more often, the horseshoe had to be invented to protect the horses' hooves. In order to invent and produce the horseshoe, Europeans had to improve their knowledge and skill in working with iron.

Because of their new skill with iron, Europeans were able to invent a heavier iron plow. The heavy, wheeled plow is important for several reasons. Once again, we put horses in front of it, and it can do a lot of work. A heavy iron plowshare can cut much more deeply into the soil than can the older forms of the *aratrum*, the Roman scratch plow, which really didn't do much more than just disturb the surface. This innovation allowed fewer workers to grow more food than ever before.

Source: <https://www.thegreatcoursesdaily.com/rise-europe-middle-ages/>

How can innovations create population growth?

- A. Improvements in ironworking created more jobs for people.
- B. The heavy iron plow needed more workers, so people had more children.
- C. Horse experts from Eastern Europe migrated to lead the farming work horses.
- D. Agricultural innovations produced more food to feed more people.

If you answered...

- A. Go to # 7
- B. Go to # 5
- C. Go to # 6
- D. Go to # 9

Question 5: Rise of Towns

The Roman Empire had encouraged the building of towns, but the German barbarians refused to live in confinement. When they migrated through the empire they settled on the land and, later, built manors, castles, and villages. As each manor was self-sufficient, there was little need for trade except for the few articles carried by traveling merchants. Without trade, most old Roman towns dwindled or even died.

In the 11th century, however, the Crusades began to stimulate the revival of commerce. Traveling merchants established headquarters in places of safety, such as by the walls of a castle or monastery. Places accessible to main roads or rivers grew rapidly.

Wherever merchants settled, laborers and artisans came. Carpenters and blacksmiths made chests and casks for the merchants' goods, and carts to transport them. Shipbuilders turned out trading vessels. Butchers, bakers, and brewers came to supply food for the workers, and tailors and shoemakers came to supply clothes. Others came to make the wares of trade.

By the 13th century Europe was dotted with towns. Few had as many as 10,000 people. The towns were introducing a new kind of life into medieval Europe, however, for the townspeople now lived by the exchange of goods and services. They were no longer self-sufficient like the small groups of peasants on the manors were; they had to develop a lifestyle based on the idea of exchange. A new merchant class emerged.

Source: http://history-world.org/rise_of_towns.htm

Why weren't there many towns and cities in the early Middle Ages?

- A. The kings of Europe outlawed cities to prevent the spread of disease.
- B. The Roman Empire did not believe in building towns for the European barbarians.
- C. The feudal manors were self-sufficient, and didn't need to trade much for supplies.
- D. Medieval society did not respect merchants because they did not produce anything.

If you answered...

- A. Go to # 1
- B. Go to # 9
- C. Go to # 11
- D. Go to # 3

Question 6: *Life in Town*

In the towns the houses were packed together because every town had to be a fortress, with stout, high walls and a moat or river to protect it from hostile nobles, pirates, and robbers. The smaller the walled enclosure, the easier it was to defend. The only open places were the market square in the town center, the cathedral, and the few gardens of the rich.

Few streets were paved. In wet weather people floundered almost knee-deep in mud. The street was the only sewer. It sloped to the center, and trash and human waste were flung into it. Pigs rooted in the filth.

Wells, springs, and rivers were the only water supply. They were unprotected and untreated, so that diseases were frequent.

The house of the average citizen served multiple functions as his dwelling, factory, and shop. Goods were made and sold on the ground floor. The owner and his family lived on the floor above. The upper stories of the house were storage rooms and sleeping lofts for the workmen. The roof and walls were made from natural materials, so fire was a very serious danger.

At night the medieval city was dark and dangerous. There were no street lights. People who ventured out at night took along one or two workmen with lanterns and weapons as a protection against robbers. In some cities cables were strung across streets to hinder fleeing criminals.

Source: http://history-world.org/rise_of_towns.htm

Which adjective best describes life in a medieval town?

- A. Organized
- B. Difficult
- C. Wealthy
- D. Sanitary

If you answered...

- A. Go to # 9
- B. Go to # 5
- C. Go to # 4
- D. Go to # 2

Question 7: The Rise of Universities

Beginning in the early 11th century, universities were founded throughout Europe. Below is a list of the 10 oldest European universities in Europe. Attendance at these universities was limited to a small percentage of the population, and attendance was almost always limited to males. However, universities introduced a new system of education, eventually replacing the monastery and church schools.

Source: "List of Oldest Universities in Continuous Operation," Wikipedia. http://en.wikipedia.org/wiki/List_of_oldest_universities_in_continuous_operation (accessed via <https://sheg.stanford.edu/history-lessons/dark-ages>)

Year (approximately)	Current location	Name
1088	Bologna, Italy	University of Bologna
1150	Paris, France	University of Paris
1167 (1254)	Oxford, UK	University of Oxford
1209 (1231)	Cambridge, UK	University of Cambridge
1218	Salamanca, Spain	University of Salamanca
1222	Padua, Italy	University of Padua
1224	Naples, Italy	University of Naples Federico II
1229	Toulouse, France	University of Toulouse
1240	Siena, Italy	University of Siena
1241	Valladolid, Spain	University of Valladolid

Which modern-day country had the most medieval universities?

- A. Italy
- B. France
- C. Spain
- D. United Kingdom

If you answered...

- A. Go to # 3
- B. Go to # 5
- C. Go to # 10
- D. Go to # 11

Question 8: Clothing

Most peasants wore plain clothing made from heavy wool to keep them warm during the winter. The wealthy, however, wore much nicer clothes made from fine wool, velvet, and even silk. Men generally wore a tunic, woolen stockings, breeches, and a cloak. Women wore a long skirt called a kirtle, an apron, woolen stockings, and a cloak.

In order to separate the nobles from the peasants, laws were passed called "sumptuary" laws. These laws stated who could wear what types of clothes and what materials they could use.

Source: https://www.ducksters.com/history/middle_ages/daily_life_in_the_middle_ages.php

What was the purpose of sumptuary laws?

- A. To make sure that people didn't spend too much money.
- B. The laws were created by the Chinese to limit who had access to silk.
- C. To prove that the peasants had less power and status than the nobles.
- D. To create uniforms for different types of jobs.

If you answered...

- A. Go to # 9
- B. Go to # 2
- C. Go to # 4
- D. Go to # 3

Question 9: Education

Very few people attended school in the Middle Ages. Most peasants learned their job and how to survive from their parents. Some children learned a craft through apprenticeship and the guild system. Wealthy children often learned through tutors. They would go to live in the castle of another lord where they would work for the lord, learning about how a large manor was run.

There were some schools run by the church. Here students would learn to read and write Latin. The first universities also began during the Middle Ages. University students would study a wide range of subjects including reading, writing, logic, math, music, astronomy, and public speaking.

Source: https://www.ducksters.com/history/middle_ages/daily_life_in_the_middle_ages.php

Where were most people in the Middle Ages educated?

- A. At home
- B. At a university
- C. At a church school
- D. In the home of a tutor

If you answered...

- A. Go to # 2
- B. Go to # 15
- C. Go to # 10
- D. Go to # 5

Question 10: Noble Women

A Lord needed a wife, who was called a Lady. Her job was to take care of the manor, run the house, and most importantly to have children. Women in medieval times had no rights. They were property. They belonged to their father, husband, or even eldest son. This is not to say some women didn't take charge, but the law said they were property.

Women from noble families were educated in Latin and their own local language, along with music, astronomy, needlework, account keeping, and herbal remedies. The Lord's wife would run the household of the manor, although the Lord himself had the final word on big decisions.

Marriages were often arranged, especially for nobles. A woman had no choice in who she married. Noble girls often married at 12 years old and boys at 14. A woman brought a dowry, some type of wealth, with her when she married. No matter what happened to their marriage, the dowry stayed with her husband.

Women could not inherit the land or the manor house. Her oldest son inherited. If she had no son, and her husband died, she and her children were removed from the manor house and the king would give the manor to a new lord or knight.

Source: https://www.ducksters.com/history/middle_ages/daily_life_in_the_middle_ages.php, <http://medieval europe.mrdonn.org/>, and Pearson's myWorld History textbook.

When a Lord died, who inherited his land and manor house?

- A. His wife
- B. His favorite son
- C. It was split between all family members
- D. His oldest son

If you answered...

- A. Go to # 4
- B. Go to # 2
- C. Go to # 3
- D. Go to # 8

Question 11: Peasant Women

Women who were serfs and peasants worked in the fields or helped with the family business, once towns began to spring up all over Europe, but they were also responsible for taking care of the house and the children. Like peasant men, they spent most of their lives in the village where they were born. They helped with farming, spun wool and linen fibers into thread, and wove that thread into cloth.

If women became nuns they would learn to read and write, otherwise, peasant women were not educated.

Source: https://www.ducksters.com/history/middle_ages/daily_life_in_the_middle_ages.php, <http://medieval europe.mrdonn.org/>, and Pearson's myWorld History textbook.

Which of the following was a responsibility of a medieval peasant woman?

- A. Teaching the children to read and write
- B. Traveling to the city to buy goods
- C. Spinning thread and weaving cloth
- D. Owning the family business

If you answered...

- A. Go to # 4
- B. Go to # 8
- C. Go to # 1
- D. Go to # 12

Question 12: Marriage

Because most marriages were arranged, the bride and groom often met for the first time at the wedding or just days before. Peasants were more likely to have met their spouse before the wedding, because they probably would have met in the village.

Many of the wedding customs people use today began in the Middle Ages. The bride and groom stood facing a priest, with the woman on the left and the man on the right. The actual wedding ceremony took place outside the church doors in the Middle Ages. The priest would ask if anyone knew any reason why this marriage should not take place. The wedding promises in the ceremony were the same as used today - promise to love, honor, and obey, in sickness and in health. There was a ring exchange, which started in ancient Rome and continued in the Middle Ages. After the ceremony, the bride, groom, their families and guests entered the church for a special mass, and then everyone went to a house for a wedding reception.

Source: <http://medieval europe.mrdonn.org/marriage.html>

When did the tradition of exchanging rings at a wedding begin?

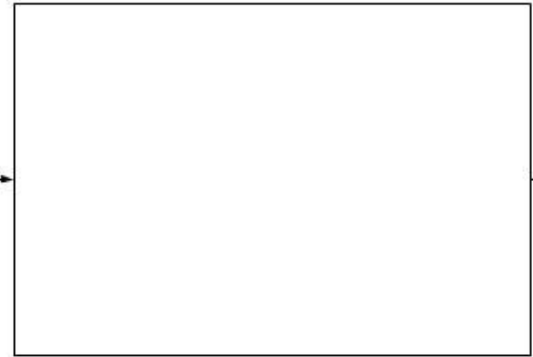
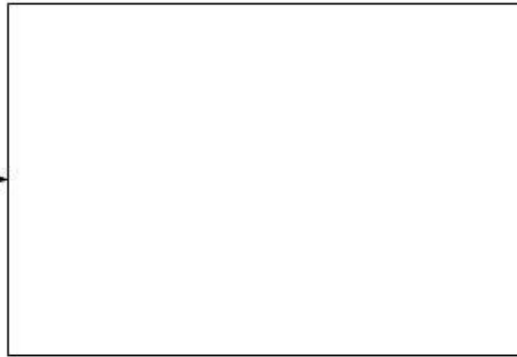
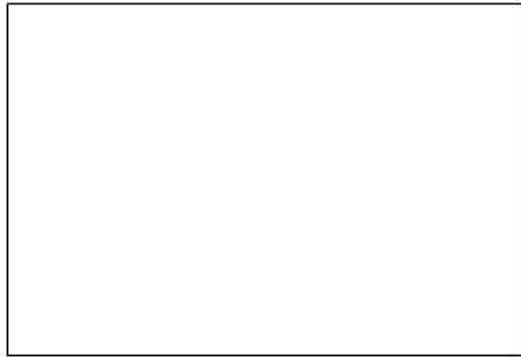
- A. Ancient Greece
- B. The Middle Ages
- C. Ancient Rome
- D. The Renaissance

If you answered...

- A. Go to # 9
- B. Go to # 8
- C. Go to # 7
- D. Go to # 6

Name: _____ Date: _____ Hour: _____

The Crusades





The Middle Ages created many innovations that helped the people thrive (be successful). Which of these was the **most important** medieval innovation?

For each category, rate the innovation on a scale of 1-3.

- **One** means not important at all.
- **Two** means kind of important.
- **Three** means very important.

[illegible]

Name: _____

Overall topic headline

Main story headline

Main story (what are the most important things to know? Write in paragraph form)

Picture

Picture caption (One sentence to describe the picture)

Mini story headline

Mini story (what else should people know?)

Bubonic Plague Station 1

Naming the Disease

The Black Death is the name for a terrible disease that spread throughout Europe from 1347 to 1350. There was no cure for the disease and it was highly contagious. Today we call this disease the Bubonic Plague, which some scientists think was caused by a bacteria called *Yersinia pestis*. Very few people get the disease today and most of those that do recover fine, because it can be treated with antibiotics.

The plague was not called the Black Death until many years later. Some think it was called this because of how the skin turned dark at the late stages of the disease, but it was more likely called "Black" to reflect the dark and horrible time in history. Perhaps one of the first people to use the name Black Death was Simon de Covino or Couvin, a Belgian astronomer, who wrote a poem in 1350 called, "On the Judgment of the Sun at a Feast of Saturn," which blamed the plague on a conjunction of Jupiter and Saturn. In England, the phrase "Black Death" was first used to refer to the 14th-century epidemic in 1823.

Writers living at the time of the Plague often called it the "great plague" or the "great pestilence."

Adapted from https://www.ducksters.com/history/middle_ages_black_death.php and https://en.wikipedia.org/wiki/Black_Death.

- Station questions:
 - What are two names people today for the deadly epidemic of disease that occurred in the 14th century?
 - Why did people create the name Black Death to describe this epidemic?

Bubonic Plague Station 2

When and how did the plague start?

Between 1347 and 1350, a mysterious disease known as the "Black Death" (the bubonic plague) killed some 20 million people in Europe (or more) —30 percent of the continent's population. It was especially deadly in cities, where it was impossible to prevent the transmission of the disease from one person to another.

The plague probably started in Asia and traveled westward along the Silk Road. Most modern-day scientists believe the disease was carried by fleas that lived on rats. Historians think that black rats living on European merchant ships caught the disease, eventually bringing it to Europe.

At the time of the Plague, most people did not understand how infection and disease work, and they were uncertain about what might be causing everyone to become sick. Some of their theories included...

- A doctor in Paris wrote a report to the king of France that blamed the heavens, in the form of an alignment of three planets in 1345 that caused a "great pestilence in the air". That the plague was caused by bad air became the most widely accepted theory.

- Many people thought that the Black Death was punishment from God. People began to participate in a variety of religious activities in an attempt to end the Plague.
- Some people thought that pockets of bad air released by earthquakes caused the plague.
- Others went so far as to blame Jewish people for bringing the plague to kill Christians. They thought the Jewish community might be poisoning the Christians' water wells, or engaging in other activities designed to sabotage the Christians.

Adapted from https://www.ducksters.com/history/middle_ages_black_death.php, https://en.wikipedia.org/wiki/Black_Death, and <https://www.history.com/topics/middle-ages>.

- Station questions:
 - Where and how do most modern historians and scientists think the Plague started?
 - How do you think people's misconceptions about the causes of the Plague affected the spread of disease?

Bubonic Plague Station 3

About the Disease

Types of Plague

- Bubonic plague
- Pneumonic plague
- Septicaemic plague

Bubonic Plague

Bubonic plague is caused by bacteria called *Yersinia pestis*. The bacteria are carried by black rats and transferred to rat fleas through blood. Although rats can live with a certain amount of *Y. pestis* in their blood, they die when the bacteria level gets too high. Then the fleas are forced to look for other hosts, and human beings are good candidates. When fleas bite people, they transfer bubonic plague.

- **Symptoms:**
 - Chills, fever, headache, and body pains
 - The lymph nodes swell near the groin, armpits, and neck; the swellings are called *buboes*.
 - Internal bleeding causes the skin to turn black.
 - Victims who don't survive typically die after 2-7 days.
- **Death rate:** 50% to 60% (without treatment)
- **Transmission:** rodent to flea to human

Pneumonic Plague

- **Symptoms:**

- This type of plague infects the victim's lungs. Two to three days after infection, the victim develops a cough and skin discoloration, and begins coughing up bloody sputum. The sputum contains *Y. pestis*, which is transferred to other people when it becomes airborne. Pneumonic plague can also cause coma.

- **Death rate:** 95%

- **Transmission:** human to human

Septicaemic plague

This type of plague causes high amounts of *Y. pestis* in the blood of the victim.

- **Symptoms:**

- Rash develops within hours of exposure
- Victim dies in less than a day

- **Death rate:** 100%

- **Transmission:** human to flea to human

Source: <http://plaza.ufl.edu/sibenny/project2/plague.html>.

- Station questions:

- What are some of the ways that the Plague can be spread?
- Why are some types of Plague more deadly than others?

Bubonic Plague Station 4

How did people react?

It's hard to imagine how scary life was in the Middle Ages during the Black Death. It is estimated that somewhere between 75 million and 200 million people in Eurasia died of the plague. Over the course of just four years, between 30 and 50 percent of the European population was killed by the Plague. In Paris, France it's estimated that around 800 people died a day. There were so many dead that they sometimes couldn't bury them. Often they had to carry them to massive pits.

The Plague didn't just affect Europe. About one third of the population of the Middle East was killed by the disease. And 40% of Egypt's population was also killed.

Unfortunately, the people in the Middle Ages didn't know that the disease was carried by rats. This made larger cities and towns, which were very dirty during the Middle Ages, especially dangerous as there were lots of rats there. Sometimes entire towns or villages were wiped out by the plague.

As you might expect, there was panic. Many people were sure it was the end of the world. People locked their doors and tried to hide in their houses. However, this did little good in cities where rats, and therefore fleas, were everywhere. They also burned down houses and even entire villages to try and stop the disease. People were so afraid that they began persecuting individuals with skin diseases, like leprosy and acne, thinking that they were causing the disease. These individuals were often murdered by the panicked population of Europe.

The Black Death caused many people to become even more religious than they had been before. They believed the disease was a punishment from God for a variety of sins. This belief led to the idea that the cure to the disease was to win God's forgiveness. Because of this, there were many attacks against Jewish communities. Between 1349 and 1351, hundreds of Jewish communities were destroyed, and thousands of Jews were killed. During this time, many Jews relocated to Poland and Russia where they were safer than in Western Europe.

Adapted from: https://www.ducksters.com/history/middle_ages_black_death.php and https://en.wikipedia.org/wiki/Black_Death.

- Station questions
 - During the Plague, how was the Christian community affected?
 - How was the Jewish community affected by the Plague?

Bubonic Plague Station 5

What were the long-term effects?

- The plague continued to affect Europe, North Africa, and the Islamic world until the 1900s, killing millions of people (although it never again killed as many people at one time as it had during the 14th century). Though in modern times antibiotics are used to cure the Plague, there have been cases of antibiotic-resistant plague. In October 2017 the deadliest outbreak of the plague in modern times hit Madagascar, killing 170 people and infecting thousands.
- Much of the infrastructure of Europe was gone when the Black Death finally subsided. It's estimated that it took around 150 years for Europe to rebuild. Because they worked to take care of victims of the Plague, so many priests and monks were killed by the disease that the Catholic Church had to work to rebuild the structure of the Church. Some churches were unable to find priests, and the power of the Church began to decline.
- It took 200 years for the world population to recover to its previous level. The population decline affected farming. Because there were not enough farmers, farmland went to waste. Many towns and villages were deserted, never to be inhabited again. Without enough farmers living on their land and paying rent, Lords became less wealthy. Some people see the Black Death as the event that began the end of feudalism.
- The Black Death killed so many people that there was a shortage of workers in Europe. In Britain, the Lords now had to compete with each other to attract enough workers, which led to better working conditions and higher wages. The wealthy were concerned that the poor and middle class workers would be able to use this situation to become more wealthy and powerful. The increase in labor cost also led to inflation throughout the economy. In order to address this, the British government created the Statute of Laborers in 1351. This law attempted to control labor costs and price levels by preventing Lords and business owners from increasing wages for workers. Instead,

wages were fixed at the same level they had been at before the plague. The law also prevented workers from leaving their own villages to seek better wages in other cities. In the end, this law was not enforced very well, and the wages of farm workers in Britain doubled between 1350 and 1450. This made the working class more powerful.

Adapted from: https://en.wikipedia.org/wiki/Black_Death, http://www.bbc.co.uk/history/british/middle_ages/black_impact_01.shtml, and https://en.wikipedia.org/wiki/Statute_of_Labourers_1351.

- Station questions
 - How did the Plague affect the Catholic Church?
 - How did the Plague affect the feudal system?

Plague Timeline 1

430 BC	Plague of Athens kills 1/3 of population; may have been bubonic plague.
262 AD	A plague in Rome kills about 5000 people a day.
1338 - 1339	Plague reported to be in central Asia.
1345	Mongols die of plague in the Russian steppes.
1347	The plague spreads to Constantinople, a major port city. The plague is also in southern Ukraine.
Oct. 1347	Plague is brought to Sicily by a ship from the east.
Dec. 1347	The plague hits Venice.
early 1348	The shipping trade takes the plague to Syria, Palestine, Egypt, northern Africa, Greece, France, and Spain.
Spring 1348	Plague now in Avignon, France, where the Pope lives.
late 1348	Plague spreads to southern Britain.
Oct. 1349	The Pope condemns the actions of the Flagellants, who were beating themselves in an attempt to avoid the plague.
late 1349	Plague found in Scotland and Ireland.
1351	The Pope's representatives estimate that 23,840,000 people had died in the Black Death. This was 32% of Europe's pre-plague population.
1352	Plague attacks Moscow and Kiev in Russia.

Source: <http://plaza.ufl.edu/sibenny/project2/timeline.html> (college project researched by an undergraduate using a variety of sources)

Plague Timeline 2

1346 (Spring)	An earthquake in central Asia released the plague bacillus. The area was under the control of the Mongol Khanate.
1346 (Autumn)	An outbreak of plague killed large numbers of Mongol troops that were besieging the port of Kaffa. The leader of the troops, Kipchak Khan catapulted dead bodies over the city walls.
1347 (Spring)	The people of Kaffa boarded ships to escape the plague taking the disease with them.
1347 (May)	Plague reached Constantinople, Turkey.
1347 (October)	The plague reached the port of Messina, Sicily. It had been carried from the East by trading ships. Boccaccio described the symptoms "The first signs of the plague were lumps in the groin or armpits. After this, livid black spots appeared on the arms and thighs and other parts of the body. Almost all died within three days".
1347 (November)	The plague reached Venice and Genoa.
1348 (March)	The plague reached the French port of Marseilles.
1348 (April)	The plague reached the Spanish port of Coruna, probably carried on a ship from Bordeaux.
1348 (April)	Around forty Jews were massacred in Toulon, France. People believed that the Jews had caused the plague by poisoning the wells.
1348 (late April)	The plague reached Normandy in northern France.
1348 (June)	The plague reached Weymouth in the south of England and Bristol in the West.
1348 (August)	The Black Death reached London.
1348 (2nd September)	The daughter of Edward III of England died of the plague.
1348 (Autumn)	The plague reached Oslo, Norway.
1349 (during)	A religious group called the Flagellants attempted to rid Europe of the Black Death by touring the continent whipping themselves as atonement for people's sins. They believed that the disease was a punishment from God for people's sinfulness.
1349 (February)	In London, 200 people were dying every day.

1349 (Spring)	The plague reached Wales and the north of England.
1349 (Summer)	The plague spread throughout Norway.
1349 (July)	The plague reached southern Germany.
1349 (Summer)	The plague reached Denmark and Sweden.
1349 (August)	The plague reached Prussia (modern day Poland) probably brought on a ship from Norway.
1350 (during)	The plague reached Scotland.
1350 (Spring)	The plague reached northern Germany.
1351 (late Autumn)	The Black Death reached the Russian town of Pskov.
1352 (Spring)	The plague reached Novgorod, Russia.
1353 (during)	The plague reached Moscow.
1354 (during)	The plague had largely died out. It would return many times over the next few centuries until health and living standards improved.

Source: Heather Y Wheeler. (2016). The Black Death 1346 – 1353. Available: <http://www.totallytimelines.com/the-black-death-1346-1353>. Last accessed June 20th, 2018

Plague Timeline 3

430 B.C.	During the second year of the Peloponnesian War, Thucydides writes about a disease that is believed to have been the Plague (some scholars believe it was smallpox). He says that it began in Ethiopia and passed through Egypt and Libya before devastating Greece. A third of the population of Athens dies.
540 A.D.	An outbreak of Plague occurs at Pelusium, Egypt.
542 A.D.	Plague reaches Constantinople.
1334	Plague occurs in Constantinople, then spreads throughout Europe.
1345	Plague occurs in the lower Volga River basin.
1347	Plague again reaches Constantinople.
Fall 1347	It reaches Alexandria, Cyprus, and Sicily.
Winter 1347	Reaches Italy.
Jan. 1348	Reaches France and Germany.
May 1349	Reaches Norway.
1350	Reaches Eastern Europe.
Sept. 1348	The Plague reaches London.
1349	The Plague reaches Scotland, Wales, and Ireland.
1351	Reaches Russia.
1894	Working independently, bacteriologists Alexandre Yersin and Shibasaburo Kitasato both isolate the bacterium that causes Bubonic Plague. Yersin discovers that rodents are the mode of infection. The bacterium is called <i>Yersinia pestis</i> after Yersin.
Sept. 2005	Three mice infected with Bubonic Plague disappear from a laboratory at the Public Health Research Institute on the campus of the University of Medicine and Dentistry of New Jersey.

Source: <http://www.twoop.com/bubonic-plague-timeline/> Copyright © 2005-2018 Twoop.com