

# Europe in the Middle Ages

## Unit Organizer

Vocabulary: nomadic, barbarian, sacked, peninsula, isles, channel, argument, conversion, monastery, preservation, classical, unite, emperor, manor, lord, vassal, serf, chivalry, squire, page, region, commerce, guild, apprentice, feudalism, trial, jury, parliament, government, plague

Thinking Frame Work Key: K=Knowledge, P=Patterns, M=Modeling, C=Creativity

### Core Knowledge Standards

#### A. Background

- Beginning about 200 AD, nomadic, warlike tribes began moving into western Europe, attacking the western Roman Empire: Rome sacked by Visigoths in 410 AD. (K,P)
- The Huns: Attila the Hun (K,P)
- People settling in old Roman Empire including Vandals, Franks, Angles and Saxons. (K,P)
- The "Middle Ages" are generally dated from about 450 to 1400 AD. Approximately the first three centuries after the fall of Rome (476 AD) are sometimes called the "Dark Ages". (K,P,M)

#### B. Geography Related to the Development of Western Europe (K,M)

- Rivers: Danube, Rhine, Rhone and Oder
- Mountains: Alps, Pyrenees
- Iberian Peninsula, Spain and Portugal, proximity to North Africa
- France: the region known as Normandy
- Mediterranean Sea, North Sea, Baltic Sea
- British Isle: England, Ireland, Scotland, Wales, the English Channel

#### C. Development in History of the Christian Church

- Growing power of the pope (Bishop of Rome) (K,P)
- Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church (K,P)
- Conversion of many Germanic people to Christianity (K,P)
- Rise of monasteries; preservation of classical learning (K,P)

- Charlemagne
  - Temporarily unites the western Roman Empire (K,P)
  - Crowned Emperor by the pope, 800 AD: the idea of the "Holy Roman Empire" (K)
  - Charlemagne's love and encouragement of learning (K)

#### D. Feudalism

- Life on a manor; castles (K,P,M)
- Lords, vassals knights, freedmen, serfs (K,P,M)
- Code of chivalry (K,P,C)
- Knight, squire, page (K,P,C)

#### E. The Norman Conquest

- Locate the region called Normandy (K)
- William the Conqueror: Battle of Hastings 1066 (K)

#### F. Growth of Towns

- Towns as the centers of commerce; guilds and apprentices (K,P,M)
- Weakening feudal ties (K,P,M)

#### G. England in the Middle Ages

- Henry II
  - Beginnings of trial by jury (K,P,C)
  - Murder of Thomas Becket in Canterbury Cathedral (K)
  - Eleanor of Aquitaine (K)
- Significance of the Magna Carta; King John, 1215 (K,P,M,C)
- Parliament: beginnings of representative government (K,P,M)
- The Hundred Years War
  - Joan of Arc (K,P)
- The Black Death sweeps across Europe (K,P,M)

### Standards

#### *Language Arts*

##### Standard 1- Reading

- ✓ Begin to adjust reading strategies, with support, for different purposes.
- ✓ Apply word recognition strategies when reading a variety of material: rhymes and poems, stories, directions, nonfiction material, fairy tales and folk tales, including those from other communities and cultures.

##### Standard 2 - Writing and Speaking

- ✓ Think of and develop ideas, in a group, for a variety of writing and speaking purposes

- ✓ Share finished pieces.
- ✓ Use Character, setting and plot sequence events appropriately.
- ✓ Begin to write paragraphs, in a group with support.
- ✓ Use vocabulary, figures of speech and story elements to communicate messages clearly and precisely.
- ✓ Present a final product in publishable format

### Standard 3 - Language Structure

- ✓ Use simple and compound sentences in writing and speaking.

### Standard 4 -

- ✓ Practice listening skills in relation to understanding directions of increasing number, length and complexity.
- ✓ Formulate questions about what they read, write, hear and view.

### Standard 5 - Research

- ✓ Use organizational features to locate media or electronic information.

### Standard 6 Literature and Culture

- ✓ Read, respond to and discuss a variety of literature, for example: folk tales, legends, myths, fiction, rhymes and poems, nonfiction and content area reading.
- ✓ Read, respond to and discuss literature as a way to explore similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written.

## History

### Standard 6 Religion and Philosophy

- ✓ Describe traditions based on cultural beliefs and ideas.
- ✓ Give examples of how beliefs of the people are reflected in the celebrations and practices of their community.
- ✓ Give examples of forms of expression that depict the history, daily life, and beliefs of various people (for example: folk tales, ballads, dance and architecture).

## Habits of Mind

- ✓ Understand the significance of the past to their own lives and society
- ✓ Perceive past events as they were experienced by people at the time, to develop historical empathy vs. "present-mindedness".
- ✓ Acquire a comprehension of diverse cultures and share humanity.

- ✓ Understand how things happen and how things change, how human intentions matter but how consequences are shaped by the means of carrying them out.
- ✓ Prepare to live with uncertainties and even perilous, unfinished business, realize that not all problems have a solution.
- ✓ Grasp the complexity of historical causation; respect particularity and avoid excessively abstract generalizations.
- ✓ Appreciate the often tentative nature of judgements about the past and thereby avoid the temptation to seize on "lesson of history" as cures for present ills.
- ✓ Recognize the importance of individuals who have made a difference in history, and the significance of personal character for good and ill.
- ✓ Appreciate the force of non-rational, irrational and accidental in history and human affairs.
- ✓ Understand the relationship between geography and history as a matrix of time and place, as a context for events.

### Objectives

- Can tell the dates of the time known as the "Dark Ages"
- Able to tell the date of the Middle Ages
- Will be able to explain the reason for the fall of the Roman Empire
- Tell why nomadic groups moved into the fallen Roman Empire
- Able to label the geography related to the development of Europe
- Explain what feudalism and chivalry are; tell how they shaped society
- Able to tell why towns became so important
- Tell the role that each person had in the history of Europe:
  - ◆ Attila the Hun
  - ◆ Charlemagne
  - ◆ William the Conqueror
  - ◆ Henry II
  - ◆ Eleanor of Aquitaine
  - ◆ King John
  - ◆ Joan of Arc
- Explain how Black Death affected Europe
- Each student takes the role of a character for the banquet

### Procedures

- Read informational packets, articles, and books

- View
  - Video
  - Web sites
  - A computer slide show
- Engage in role playing skits
- Jigsaw in expert groups
- Write stories; developing setting, plot, and characters
- Medieval banquet
- Write informative articles
- Complete comprehension sheets

Questions to answer:

- a) What were the two main influences that shaped the history of Europe during the Middle Ages? Control of land & Religion

Grades will be gathered from:

- I. Comprehension sheets
- II. Quizzes
- III. Written articles/ stories
- IV. Test