

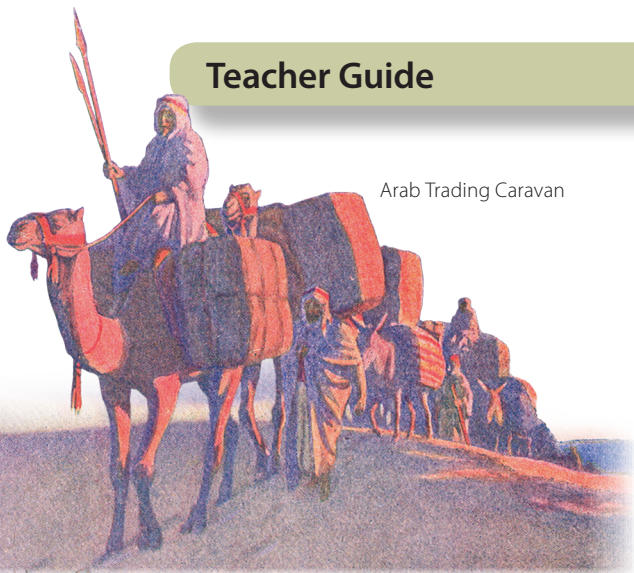


The Medieval World



Joan of Arc

Teacher Guide



Arab Trading Caravan



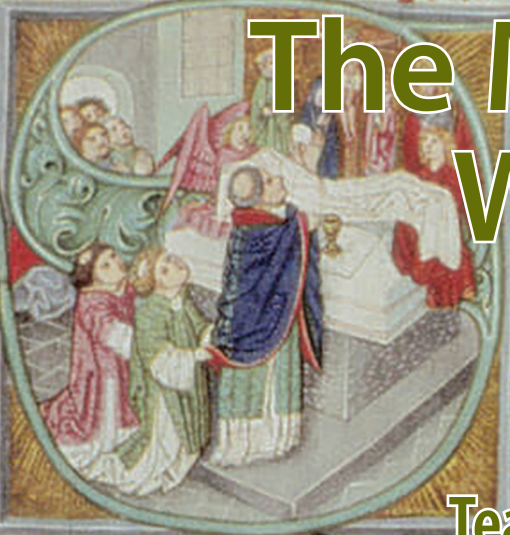
Medieval Town



Hundred Years' War



Matthi episcopi Officiu.



The Medieval World

Teacher Guide

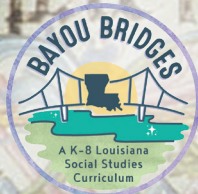
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Foundation for its predecessor work CKHG.

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The Medieval World

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The Medieval World
Teacher Guide
Bayou Bridges Louisiana Social Studies, Grade 5

UNIT 1

Introduction

ABOUT THIS UNIT

The Big Idea

After the collapse of the Roman Empire in western Europe, a period of unrest, conflict, and transformation took place. As Europe entered the Middle Ages, Islam developed in the Arabian Peninsula and began to spread. At its height, the Islamic empire covered parts of Asia, Africa, and Europe and became a center of trade, scholarship, and culture.

The Middle Ages occurred between ancient and modern times, or from the fall of Rome in 476 CE to the years just before the early Renaissance, around 1350 CE. During this period, Christianity was the dominant religion in western Europe, and feudalism, a system in which land was offered in exchange for loyalty and military support, was the dominant political arrangement. The Middle Ages was an era of lords, knights, and castles but also of nuns, monks, peasants, and serfs. The Crusades brought western Europeans in contact with Muslims in the Middle East and resulted in a number of positive and negative effects.

In the late Middle Ages, feudalism weakened, and kings grew stronger. France and England fought each other in the Hundred Years' War. The French heroine Joan of Arc helped France win the war, but England emerged from this lengthy conflict with a stronger sense of nationhood. English kings, such as King Henry II and King John, attempted to consolidate royal power but were forced to make concessions to the nobles by establishing Parliament and signing the Magna Carta, a document that guaranteed people certain rights. The growth of cities and the rise of strong governments, along with the ravages of the Black Death, helped usher in a new age.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

Kindergarten through Grade 4:

- the importance of studying the past
- the fundamentals of U.S. government
- the civilizations of ancient Greece and Rome
- the fall of the Western Roman Empire

What Students Need to Learn

- fall of Rome and the start of the Middle Ages in western Europe
- importance of the Christian Church in medieval Europe
- the role of the pope
- the rise of monasticism and preservation of classical learning
- Charlemagne's temporary unification of the Western Roman Empire; being crowned emperor by the pope in 800
- Charlemagne's love and encouragement of learning
- social hierarchies of feudalism, including lords and serfs
- life on a manor
- growth of towns as centers of commerce; guilds and apprentices; the weakening of feudal ties
- Muhammad and the beginning of Islam
- tenets of Islam
- development of Shia and Sunni Islam
- growth of Islamic empires
- characteristics and achievements of Islamic civilization
- causes and effects of the Crusades
- significance of the Magna Carta, King John, 1215
- the Hundred Years' War and Joan of Arc
- the Black Death sweeping across Europe

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 476 CE to 1453 CE.

476 CE	Fall of Rome
622 CE	The Hijrah, or Muhammad's flight to Medina
632–750 CE	The spread of Islam to the borders of India and China in the east, through northern Africa, and into Spain
800 CE	Charlemagne crowned emperor of the Romans
800s–900s CE	Feudalism taking shape in Europe
1000–1300 CE	The growth of towns in Europe
1096–1291 CE	The Crusades
1215 CE	Creation of the Magna Carta
1337–1453 CE	The Hundred Years' War
1347–1351 CE	The Black Death, which killed around 30–60 percent of Europe's population

AT A GLANCE

The most important ideas in Unit 1 are the following:

- The Church and feudalism created stability in western Europe after the collapse of the Roman Empire.
- Medieval towns became increasingly autonomous economic centers in Europe.
- The religion of Islam was founded by the prophet Muhammad and quickly spread through the Middle East, Africa, Europe, and Asia.
- The Crusades were an effort by European Christians to end Muslim control over the Holy Land.
- The Crusades contributed to the exchange of ideas and goods between Europe and Asia.
- The Magna Carta placed limits on the power of English monarchs and laid the groundwork for modern democracy.
- The Black Death, or bubonic plague, caused tens of millions of casualties and contributed to social, political, and economic upheaval.
- The Hundred Years' War was a series of battles fought between France and Europe over control of the French throne.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanations. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

The Medieval World Student Reader—three chapters

Teacher Components

The Medieval World Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Medieval World* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 50.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

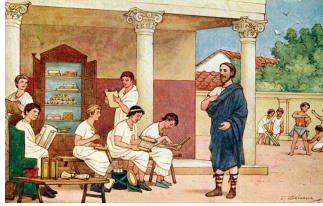
The Medieval World Timeline Card Slide Deck—ten individual images depicting significant events and individuals related to medieval history. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

476 CE



Chapter 1

622 CE



Chapter 2

632–750 CE



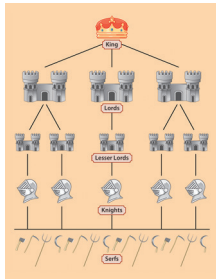
Chapter 2

800 CE



Chapter 1

800s–900s CE



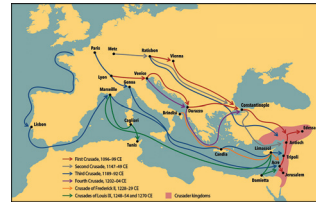
Chapter 1

1000–1300 CE



Chapter 1

1096–1291 CE



Chapter 2

1215 CE



Chapter 2

1337–1453 CE



Chapter 3

1347–1351 CE



Chapter 3

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 1 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is often chronological but is sometimes organized thematically or geographically. Each chapter discusses different events and developments of the Middle Ages from 476 to 1351 CE. Many of these events and developments occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Medieval World Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events—for example, the Islamic golden age and the selection of Abu Bakr as the successor to Muhammad in 632 CE.

Time to Talk About Time

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

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

USING THE TEACHER GUIDE

Pacing Guide

The *Medieval World* unit is one of six history and geography units in the Grade 5 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty days has been allocated to the *Medieval World* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

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

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an artifact study activity page and a primary source analysis activity page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

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

Chapter	Framing Questions
1	What ideas and practices characterized the Middle Ages?
2	What were the hallmarks of early Islamic civilization?
3	How did plague and war affect medieval Europe?

Core Vocabulary

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

Chapter	Core Vocabulary
1	patriarchy, medieval, aristocracy, clergy, institution, literacy, illuminated, lord, knight, nobility, feudalism, vassal, fief, manor, estate, serf, fallow, guild, autonomous
2	prophet, monotheism, oasis, caravan, pilgrimage, successor, geometric, secular, tyrannical, rule of law
3	famine, infest, casualty, aroma, sanitation, per capita, legitimate, longbow, morale, dauphin


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 69–88. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Artifact Study (AP 1.2)
- Chapters 1–3—Primary Source Analysis (AP 1.3)
- Chapters 1–2—Claims and Evidence (AP 1.4)
- Chapter 1—The Geography of Early Medieval Europe (AP 1.5)
- Chapter 1—Trade Networks in the Middle Ages (AP 1.6)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.7)
- Chapter 2—The Five Pillars of Islam (AP 2.1)
- Chapter 2—The Travels of Ibn Battuta (AP 2.2)
- Chapter 2—The Crusades (AP 2.3)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.4)
- Chapter 3—Domain Vocabulary: Chapter 3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Books

Elliott, David. *Voices: The Final Hours of Joan of Arc*. New York: Houghton Mifflin Harcourt, 2019.

Geyer, Flora. *Saladin: The Warrior Who Defended His People*. Washington, D.C.: National Geographic, 2006.

King Arthur and the Round Table; Robin Hood and His Merry Outlaws. Core Classics® series, 2014. Available at: www.coreknowledge.org/store

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

McCaughrean, Geraldine. *One Thousand and One Arabian Nights*. Illustrated by Rosamund Fowler. New York: Oxford University Press Children's Books, 2000.

Messner, Kate. *History Smashers: Plagues and Pandemics*. New York: Random House Children's Books, 2021.

National Geographic. *1001 Inventions & Awesome Facts from Muslim Civilization*. Washington, D.C.: National Geographic Kids, 2012.

Reynolds, Jean, ed. *30 People Who Changed the World: Fascinating Bite-Sized Essays from Award-Winning Writers—Intriguing People Through the Ages: From Imhotep to Malala Yousafzai*. Lake Forest: The Quarto Group, 2017.

Wise Bauer, Susan. *The Story of the World: History for the Classical Child*. Vol. 2, *The Middle Ages*. Charles City: The Well-Trained Mind Press, 2017.

Woodward, Kay. *What Would She Do? 25 True Stories of Trailblazing Rebel Women*. New York: Scholastic, 2018.

THE MEDIEVAL WORLD SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Medieval World

<p>“Making an Argument: Claims and Evidence” (TG, Chapter 1 Additional Activities, AP 1.4)</p>	<p>“The Geography of Early Medieval Europe” (TG, Chapter 1 Additional Activities, AP 1.5)</p>	<p>“Medieval Europe” Core Lesson (TG & SR, Chapter 1)</p>	<p>“Medieval Europe” Core Lesson (TG & SR, Chapter 1) Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.7)</p>	<p>“Primary Source: Duties of the Coloni” (TG & SR, Chapter 1, AP 1.3)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Medieval World

<p>“PRIMARY SOURCE ACTIVITY: The Coronation of Charlemagne” (TG, Chapter 1 Additional Activities, NFE 1)</p>	<p>“PRIMARY SOURCE ACTIVITY: Feudalism” (TG, Chapter 1 Additional Activities, NFE 2, AP 1.3)</p>	<p>“Monastic Life in Medieval France” (TG, Chapter 1 Additional Activities)</p>	<p>“Illuminated Manuscripts” (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Medieval World

<p>“Expansion of Empires, War, and Reform” Core Lesson (TG & SR, Chapter 2)</p>	<p>“Expansion of Empires, War, and Reform” Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapter 2 (TG, Chapter 2 Additional Activities, AP 2.4)</p>	<p>“Primary Source: Magna Carta” (TG & SR, Chapter 2, AP 1.3)</p>	<p>“The Five Pillars of Islam” (TG, Chapter 2 Additional Activity, AP 2.1)</p>	<p>“PRIMARY SOURCE ACTIVITY: The Spread of Islam” (TG, Chapter 2 Additional Activity, AP 1.3 [optional], AP 1.4 [optional])</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Medieval World

<p>“PRIMARY SOURCE ACTIVITY: The Spread of Islam” (TG, Chapter 2 Additional Activity, AP 1.3 [optional], AP 1.4 [optional])</p>	<p>“Arabic Medical Encyclopedia” (TG, Chapter 2 Additional Activity)</p>	<p>“The Travels of Ibn Battuta” (TG, Chapter 2 Additional Activity, AP 2.2)</p>	<p>“The Crusades” (TG, Chapter 2 Additional Activity, AP 2.3)</p>	<p>Chapter 2 Assessment</p>
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Week 5

Day 21


Day 22

Day 23

Day 24

Day 25

The Medieval World

<p>“The Hundred Years, War and the Black Death” Core Lesson (TG & SR, Chapter 3)</p>	<p>“The Hundred Years, War and the Black Death” Core Lesson (TG & SR, Chapter 3) Domain Vocabulary: Chapter 3 (TG, Chapter 3 Additional Activities, 3.1)</p>	<p>“Primary Source: Excerpt from <i>The Chronicles of Jean Froissart</i>” (TG & SR, Chapter 3, AP 1.3)</p>	<p> “PRIMARY SOURCE ACTIVITY: The Danse Macabre” (TG, Chapter 3 Additional Activities, AP 1.3)</p>	<p>“The Function and Design of Armor” (TG, Chapter 3 Additional Activities)</p>
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Medieval World

<p>“PRIMARY SOURCE ACTIVITY: Account of the Battle of Agincourt” (TG, Chapter 3 Additional Activities, NFE 1, AP 1.3)</p>	<p>“PRIMARY SOURCE ACTIVITY: Joan of Arc” (TG, Chapter 3 Additional Activities, NFE 2, AP 1.3)</p>	<p>Chapter 3 Assessment</p>	<p>Performance Task Assessment</p>	<p>Performance Task Assessment</p>
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THE MEDIEVAL WORLD PACING GUIDE

_____ 's Class

(A total of thirty days has been allocated to the *Medieval World* unit in order to complete all Grade 5 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Medieval World

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Medieval World

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Medieval World

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Medieval World

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Medieval World

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Medieval World

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CHAPTER 1

TOPIC: Medieval Europe

The Framing Question: What ideas and practices characterized the Middle Ages?

Primary Focus Objectives

- ✓ Explain how the fall of the Western Roman Empire contributed to changes in Europe during the Middle Ages. (5.9)
- ✓ Describe the influence and role of the Church and the rise of monasticism in Europe. (5.8, 5.9.b)
- ✓ Describe the role of Charlemagne in uniting the Western Roman Empire. (5.9, 5.9.c)
- ✓ Describe the structures of feudalism and manorialism. (5.9, 5.9.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *patriarchy, medieval, aristocracy, clergy, institution, literacy, illuminated, lord, knight, nobility, feudalism, vassal, fief, manor, estate, serf, manor, fallow, guild, and autonomous.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Medieval Europe”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.1

- individual student copies of Letter to Family (AP 1.1)
- Internet access
- capability to display Internet in the classroom
- “Feudalism Rap” video
- Three-Field Rotation diagram

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the video and diagram may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

patriarchy, n. a social structure marked by the dominance of the father in the family (4)

Example: The patriarchy dominated society and politics in the Roman Empire.

Variations: patriarchies, patriarchal (adj.), patriarch (n.)

medieval, adj. relating to the Middle Ages in Europe (4)

Example: Contact between regions in Europe declined during the medieval period.

aristocracy, n. the upper or noble class whose members' status is usually inherited (4)

Example: Very little changed for the aristocracy in Europe following the collapse of the Roman Empire.

Variations: aristocracies, aristocratic (adj.), aristocrat (n.)

clergy, n. in a Christian church, people, such as priests, who carry out religious duties (4)

Example: Although they were not elected, members of the clergy influenced policies in the small town.

institution, n. an organization that has existed for a long time and promotes a particular cause (5)

Example: Following the fall of Rome, the Church became an increasingly important institution in daily life.

Variations: institutions, institutional (adj.), institutionalize (v.)

literacy, n. the ability to read (7)

Example: Literacy rates increased after states passed laws requiring children to attend school.

Variations: literacies, literate (adj.)

illuminated, adj. decorated by hand with designs (9)

Example: The monks produced beautifully illuminated manuscripts that were the envy of libraries across Europe.

Variations: illuminate (v.), illumination (n.)

lord, n. a person with power and influence who controls land given to them by a king (11)

Example: In exchange for his military support, the king granted the lord immense wealth and lands.

Variations: lords

knight, n. a soldier on horseback who serves a king or other ruler (11)

Example: From a young age, the knight trained to wield a sword while riding a horse.

Variations: knights

nobility, n. powerful families that hold fiefs and titles (11)

Example: Members of the nobility had little idea of the hardships experienced by the lower classes.

Variations: noble (n.), noble (adj.)

feudalism, n. a system of government in which land is exchanged for loyalty and services (11)

Example: The system of feudalism in Europe created stability and order as the power of the Roman Empire declined.

Variations: feudal (adj.)

vassal, n. a person who receives land from a ruler and in return promises to fight for the ruler (12)

Example: The vassal paid homage to his lord several times a year to reaffirm his support and to pay his taxes.

Variations: vassals, vassalage (n.)

fief, n. a plot of land exchanged for loyalty to a ruler (12)

Example: The lord's lands were divided into smaller fiefs that were given to lesser nobles and knights.

Variations: fiefs, fiefdom (n.)

manor, n. a large country house and its surrounding land (12)

Example: The manor was located on a hilltop, making it possible to survey the surrounding lands and defend against attack.

Variations: manors, manorial (adj.)

estate, n. an area of land or property (12)

Example: The estate was largely self-sufficient, with most foodstuffs and products being produced by the people living there.

Variations: estates

serf, n. a person living on a feudal estate who was required to work for the lord of the manor (13)

Example: Before producing for himself, the serf tended to the lord's fields.

Variations: serfs, serfdom (n.)

fallow, adj. plowed but with nothing planted for a period in order to restore the land's fertility (14)

Example: Livestock grazed in the fallow field while the surrounding fields were used for barley and rye.

guild, n. a group of craftspeople who control a certain craft (15)

Example: The weaver's guild determined the price of cloth at the start of each year.

Variations: guilds

autonomous, adj. having the power of self-government (16)

Example: Over time, the town became autonomous from the local lord and gained the power of self-government.

Variations: autonomy (n.), autonomously (adv.)

THE CORE LESSON 35 MIN

Introduce *The Medieval World Student Reader*

5 MIN

Distribute copies of *The Medieval World Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention life in medieval Europe, the development and spread of Islam, the Black Death in Europe, and the Hundred Years' War.

Introduce "Medieval Europe"

5 MIN

Point out the word *medieval* in the chapter title. Explain to students that *medieval* is an adjective that describes a period in Europe called the Middle Ages that lasted from 476 CE to the mid-1400s CE.

Call students' attention to the Framing Question. Tell students to look for the ideas and practices that characterized the Middle Ages as they read the text.

Guided Reading Supports for "Medieval Europe"

25 MIN

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

"The Great Fall," pages 2–5

Scaffold understanding as follows:

SUPPORT—Remind students that a cause and an effect are two linked events. Every event has at least one cause, or reason why it happened. Every event also has certain consequences, called effects. Tell students to look for cause-and-effect relationships as they read this section. (5.3)

Invite volunteers to read the section on pages 2–5 aloud.

CORE VOCABULARY—Point out the vocabulary terms *patriarchy*, *medieval*, *aristocracy*, *clergy*, and *institution*, and explain their meanings. Point out that schools are also institutions. They promote the cause of education.

SUPPORT—Make sure students understand that the Christian Church at this time in history in Europe is what we call the Roman Catholic Church today.

After the volunteers read the text, ask the following questions:

LITERAL—Why did the Roman Empire collapse? (5.3)

- » The Roman Empire experienced decades of invasions by barbarians.

EVALUATIVE—How did life for people in the political class contrast with the lives of other Romans? (5.4)

- » People in the political class enjoyed parties, lived in large homes with servants, and attended civic gatherings in ornate government buildings. This contrasted with other Romans who lived simple lives, especially those at the bottom of the social structure, who had poorly constructed homes and worked hard every day.

EVALUATIVE—Why was the Church important after the fall of Rome? (5.3, 5.9)

- » The Church was important because it was the only major institution that survived after the fall of Rome.

“After the Fall of Rome,” pages 5–7

Scaffold understanding as follows:

Have students read the section on pages 5–7 independently.

CORE VOCABULARY—Point out the vocabulary term *literacy*, and explain its meaning.

SUPPORT—Explain to students that even before the decline of literacy, books were rare. Before the invention of movable type, books were written, illustrated, and bound by hand, making them very valuable. Tell students that the loss of literacy and books contributed to a loss of learning in Europe that lasted for hundreds of years.

After students read the text, ask the following questions:

LITERAL—List the things the Roman government had once done that were no longer done after 476 CE. (5.4, 5.9)

- » Possible answers: building and repairing roads and aqueducts; carrying out laws; paying for big public buildings and ships

INFERENCE—The text says that the Roman trade network “began to disappear.” Why would the end of the central government lead to the disappearance of the trade network? (5.3, 5.9)

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

INFERENCE—Why were skills no longer passed on by artisans, and why did this make life worse for Europeans? (5.3, 5.9)


- » Without a central government to pay for big projects, artisans no longer used or passed on their skills. The loss of skilled people meant that the standard of living declined because there were fewer high-quality goods available.

“The Rise of Monasticism,” pages 7–8

Scaffold understanding as follows:

Read aloud the section on pages 7–8.

SUPPORT—Explain that first and foremost, monasteries were religious communities. Men joined monasteries to build a stronger connection with God and self, to achieve salvation in heaven, and to atone for past sins. Men also joined monasteries to serve God and to serve other people. Monasticism is not just limited to Christianity. Other faiths, including Buddhism and Hinduism, also practice monasticism.

 **SUPPORT**—Call attention to the map of monasteries on page 6. Note the Atlantic Ocean, English Channel, and Mediterranean Sea on the map. Ask students to consider why monks might build monasteries near major bodies of water. (5.6, 5.7, 5.8, 5.9.a)

SUPPORT—Direct students to the image of the medical text on page 8. Explain that this text is called Bald’s Leechbook. It was written in England in the 900s CE. The writing is a language called Old English. It’s called a leechbook because *leech* was an Old English word for doctor.

After you read the text, ask the following questions:

LITERAL—What is a monastery? (5.9.b)

- » A monastery is a place where communities of monks live.

EVALUATIVE—How did monasticism change Europe? (5.8, 5.9.b)

- » Before the rise of monasticism, Christianity was mostly practiced in European cities. People in the countryside knew little about it. As monasticism became more popular in Europe, monasteries brought Christianity to the countryside.

EVALUATIVE—Why did monasteries become centers of learning?
(5.3, 5.8, 5.9.b)

- » Monasteries became centers of learning because schools were rare and universities did not exist in Europe at this time.

“The Reign of Charlemagne,” pages 8–11

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 8–9 with a partner.


SUPPORT—Read the sentence “Charlemagne’s greatest talent was organizing and managing people” in the second paragraph. Call attention to the word *managing*. Explain that to manage means to lead and direct.

CORE VOCABULARY—Point out the vocabulary term *illuminated*, and explain its meaning.

SUPPORT—Call attention to the image of the illuminated manuscript on page 9. Have students describe the illuminated features of the page. Have students compare the illuminated manuscript to books today.
(5.4, 5.9.b, 5.9.c)

Have students read the next two paragraphs of the section on pages 9–10 with a partner.

Read aloud the last paragraph of the section on pages 10–11.

 **SUPPORT**—Call attention to the map of Charlemagne’s empire on page 10. Note the size of the empire, including how it encompassed the Alps (above Italy) and the northern European Plain. What present-day countries did Charlemagne’s empire include? (*France, Germany, part of Italy*) What was the capital of the empire? (*Aachen*) What challenges might the location of the capital have posed for Charlemagne? (*Answers may vary, but students might note the distance from Aachen to Rome and the farther parts of the empire.*) (5.6, 5.7, 5.9.a)

After you read the text, ask the following questions:

LITERAL—Who was Charlemagne, and where did he come from? (5.9.c)

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

EVALUATIVE—Why did the pope crown Charlemagne the emperor of the Holy Roman Empire? (5.9.c)

- » The pope most likely chose Charlemagne because he had always been protective of Christianity.

LITERAL—What is Charlemagne remembered for? (5.9.c)

- » Charlemagne is remembered for bringing Europe into a new period of unity and strength. He also focused on education and learning, which helped his people.

EVALUATIVE—Compare the image of the medical text on page 8 and the illuminated manuscript on page 9. How are they similar and different? (5.2, 5.2.a, 5.2.c)

- » The books are similar in that they were written by hand and produced by monks. Unlike the medical text, the illuminated manuscript is highly decorative and beautiful.

“Feudalism,” pages 11–12

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 11 aloud.

CORE VOCABULARY—Point out the vocabulary terms *lord*, *knight*, *nobility*, and *feudalism*, and explain their meanings.

Invite a volunteer to read the next paragraph of the section on pages 11–12 aloud.

CORE VOCABULARY—Point out the vocabulary terms *vassal* and *fief*, and explain their meanings.

Invite a volunteer to read the last paragraph of the section on page 12 aloud.

SUPPORT—Call attention to the diagram of feudalism on page 12. Explain to students that feudalism created a hierarchy, or the organization of a group according to status or authority. Have students identify each level of the hierarchy shown in the diagram. Encourage students to think about how a feudal system is both similar to and different from the way authority works in a town, school, or classroom. Guide students to think of feudalism generally as a way large groups of people organized themselves. Make sure that they understand that the question of how society should be organized has been answered in different ways in different times. (5.9.d)

SUPPORT—Play the “Feudalism Rap” video for students. Discuss with students how the video changed or reinforced their views of feudalism. (5.9.d)

After the volunteers read the text, ask the following questions:

LITERAL—What is the name of the system that developed in Europe as the Western Roman Empire declined? (5.9.d)

- » Feudalism is the name of the system that developed in Europe as the Western Roman Empire declined.

LITERAL—How did feudalism work? (5.9.d)

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

INFERENTIAL—How could someone be a vassal and a lord at the same time? (5.9.d)

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

“Manorialism,” pages 12–14

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 12–13 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *manor*, *estate*, and *serf*, and explain their meanings.

SUPPORT—Call attention to the image of a manor estate on page 13. Guide students through finding the manor house, church, and serfs' houses in the image. (5.2.a, 5.9.d)

Have students read the remaining paragraphs of the section on pages 13–14 with a partner.

After students read the text, ask the following questions:

LITERAL—What responsibilities did the lord of the manor have toward the manor's serfs? (5.9.d)

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

LITERAL—What responsibilities did the serfs have toward the lord of the manor? (5.9.d)

- » The serfs worked in the fields and did other necessary chores for the lord of the manor. They were responsible for providing the lord and the lord's family with some of the food they grew and raised.

“Medieval Innovations,” page 14

Scaffold understanding as follows:

Have students read the section on page 14 independently.

CORE VOCABULARY—Point out the vocabulary term *fallow*, and explain its meaning.

SUPPORT—Draw for students a simple diagram of the two-field system. Note for students that the two-field system left one field fallow while various crops were planted in the second field. The planted field rotated each year. Display for students the Three-Field Rotation diagram. Discuss with students why this method of planting was more effective. (5.9)

After students read the text, ask the following questions:

LITERAL—What was the three-field rotation system? (5.9.d)

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

EVALUATIVE—What were the advantages of using the three-field rotation system in the Middle Ages? (5.9.d)

- » The three-field rotation system allowed the soil’s nutrients to be replenished and also doubled the yield of crops.

“The Economy of Medieval Towns,” pages 14–16

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section on pages 14–15.

CORE VOCABULARY—Point out the vocabulary term *guild*, and explain its meaning.

SUPPORT—Explain to students that when an apprentice proved skillful in their craft, they would be promoted to journeyman. At this point, the journeyman could practice their trade in the community and earn wages. A journeyman might work for the master they apprenticed with, or they might go into business with another journeyman. Journeymen worked in this way for many years to prove themselves as highly skilled and reliable members of the guild. To become a master, a journeyman had to produce a masterpiece to be judged by the guild.

Invite a volunteer to read the last paragraph of the section on pages 15–16 aloud.

CORE VOCABULARY—Point out the vocabulary term *autonomous*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What were guilds, and what did they do? (5.9)

- » Guilds were trade or professional organizations that set rules and practices to benefit their members and, in some cases, the public.

EVALUATIVE—How were masters who belonged to guilds similar to and different from lords? (5.9)

- » Like lords, master craftspeople occupied the top of a social structure. They had more power and a better life than the people below them. Unlike lords, who were born into their positions, master craftspeople had to earn their positions through a long process, hard work, and the mastery of skills.

INFERENTIAL—A medieval craftsman had to start as an apprentice and then become a journeyman before becoming a master. How did this practice help guild members? How did it help people outside the guild, such as merchants and customers? (5.9)

- » The different steps in the long training process protected merchants and consumers from receiving shoddy products. Those steps also protected the guild master from competing with others who might sell their products below cost. In theory, the system also ensured that if someone went through the process and was able to complete their masterpiece, that person would be able to work and earn a living.

“Trade in the Middle Ages,” page 16

Scaffold understanding as follows:

Read aloud the section on page 16.

SUPPORT—Explain to students that fairs and markets are still popular today. Cities and towns organize fairs for farmers and craftspeople to sell their wares. Like medieval fairs, fairs today are a source of entertainment, and they also help the local economy.

After you read the text, ask the following questions:

LITERAL—How did landowners make money from fairs? (5.9)


- » Landowners made money from fairs by charging a fee or tax to the merchants who sold their goods.

INFERENTIAL—Why do you think fairs were usually held on religious holidays? (5.9)

- » Answers will vary. Fairs were usually held on religious holidays because people had time away from work. People living in the countryside may also have traveled to the nearby city or town to attend religious services and could enjoy the fair after.

Primary Source Feature: “Duties of the Coloni,” page 17

Scaffold understanding as follows:

 **Background for Teachers:** This excerpt is from the Codex of Louis I, otherwise known as Louis the Pious. Born in 778 CE, Louis was the youngest son of Charlemagne and served as the Holy Roman emperor from 814 CE until his death in 840 CE. As Louis I ruled over diverse peoples, the codification of economic transactions and feudal relationships helped bring order to an otherwise disorderly empire.

Direct students to the Primary Source Feature on page 17.

Introduce the source to students by reviewing what students read about serfs and their role in the social hierarchy (*lowest social class, tied to the land, reliant on lord for protection and land, required to work the lord’s fields and provide a portion of what they raise as payment*). Explain that *coloni* were similar to serfs in many ways. **Then read the introductory text in the Student Reader.**

Read the primary source aloud while students follow along.

SUPPORT—Point out the word *agrarian* in the first paragraph of the excerpt. Explain that *agrarian* means related to agriculture or farming. An agrarian tax is a tax on farming.

After you have read the primary source, ask the following questions:

EVALUATIVE—Based on the evidence in the primary source, what claim can be made about the landlord’s representative? (5.2.b)

- » The landlord’s representative is an influential figure with a lot of authority on the manor.

LITERAL—What physical labor were *coloni* required to do? (5.2.a, 5.9.d)

- » According to the passage, the *coloni* were required to plow, plant, enclose, harvest, and put away crops from the lord’s fields and their own, as well as plant, enclose, dig up, extend, prune, and collect the harvest from the orchards.

EVALUATIVE—From whose point of view is the document written? How might this differ from the point of view of the coloni? (5.2, 5.5.b)

- » The document is written from the point of view of a ruler, or a person in a position of authority. The document explains the expectations of the coloni without explaining its impact on them. A document written from the point of view of the coloni may show how they feel about the work and the taxes they must pay.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently or with a partner.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (5.1)
- Review and discuss the Framing Question: “What ideas and practices characterized the Middle Ages?”



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What ideas and practices characterized the Middle Ages?”
 - » Key points students should cite include: the collapse of the Roman Empire caused political and economic instability in Europe; the Church was the only major institution in Europe that survived the collapse of Rome; monasticism created stability and promoted the preservation of learning and spread of Christianity in Europe; Charlemagne united much of Europe under the Holy Roman Empire, spread Christianity, and encouraged learning; feudalism created a government system based on loyalty that placed the king at the top and serfs at the bottom; manors were self-sustaining estates owned by lords and worked by peasants and serfs; three-field rotation and the invention of the heavy plow increased food production in Europe; medieval towns were dominated by guilds and grew increasingly autonomous from the feudal system; fairs played an important role in medieval trade.

- Choose one of the Core Vocabulary words (*patriarchy, medieval, aristocracy, clergy, institution, literacy, illuminated, lord, knight, nobility, feudalism, vassal, fief, manor, estate, serf, fallow, guild, or autonomous*) and write a sentence using the word.

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

 **Note:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: Expansion of Empires, War, and Reform

The Framing Question: What were the hallmarks of early Islamic civilization?

Primary Focus Objectives

- ✓ Summarize the origins of Islam and how it spread throughout the Arab world during Muhammad's final years and after his death. (5.8, 5.10.b)
- ✓ Describe the contributions of Islamic scientists, scholars, and artists. (5.10.c)
- ✓ Explain the events that resulted in the Crusades and the outcome of the Crusades. (5.9.f)
- ✓ Identify the Magna Carta and explain its significance in the history of law. (5.9.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *prophet, monotheism, oasis, caravan, pilgrimage, successor, geometric, secular, tyrannical, and rule of law.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Expansion of Empires, War, and Reform”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

- globe or world map
- “What Is Magna Carta?” video
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the video may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

prophet, n. someone chosen by God to bring a message to people (18)

Example: Followers gathered around the prophet, waiting for her to share the wisdom of God.

Variations: prophets, prophetic (adj.)

monotheism, n. the belief that there is only one God (20)

Example: A similarity between Judaism, Christianity, and Islam is the belief in monotheism.

Variations: monotheistic (adj.)

oasis, n. an area in the desert where there are water and plants (20)

Example: A small trading post grew around the oasis and provided goods to people passing through the region.

Variations: oases

caravan, n. a group of people traveling together across a desert (21)

Example: The caravan traveled for several weeks across the hot desert before reaching the next settlement.

Variations: caravans

pilgrimage, n. a journey undertaken for a religious purpose (24)

Example: The family saved and prepared for several years before making their pilgrimage to Mecca.

Variations: pilgrimages, pilgrim (n.)

successor, n. a person who becomes the leader after the previous leader's death (24)

Example: Because Queen Elizabeth I of England had no children of her own, there was much concern over who would be her successor.

Variations: successors, succession (n.), succeed (v.)

geometric, adj. having precise, regular shapes (27)

Example: The interior of the mosque was decorated with intricate geometric patterns.

Variations: geometry (n.)

secular, adj. not religious (30)

Example: The president of the United States is a secular leader.

tyrannical, adj. using power over people in a way that is cruel and unfair (31)

Example: To curb the tyrannical behavior of the king, his subjects forced him to sign a document agreeing to give them certain rights.

Variations: tyranny (n.), tyrant (n.)

rule of law, n. the principle that no one is above the law, not even the highest lawmakers (31)

Example: The rule of law ensures that all citizens are equal under the government of the Constitution.

Introduce “Expansion of Empires, War, and Reform”

5 MIN

Review with students what they read about medieval Europe in Chapter 1 (impact of the collapse of the Roman Empire, the role of the Church and monasticism, Charlemagne, the development of feudalism and manorialism, and the rise of guilds and towns). Explain that while those developments were occurring in Europe, a new religion was developing in Southwest Asia, and the adherents of that religion were building an empire that would eventually reach Europe.

Call students’ attention to the Framing Question. Explain that a hallmark is a defining characteristic. Tell students to look for the hallmarks, or defining characteristics, of early Islamic civilization as they read the text.

Guided Reading Supports for “Expansion of Empires, War, and Reform”

30 MIN

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

“A Prophet Emerges,” pages 18–20


Scaffold understanding as follows:

Read aloud the section on pages 18–20.

CORE VOCABULARY—Point out the vocabulary terms *prophet* and *monotheism*, and explain their meanings.

SUPPORT—Point out the reference to Allah in the text. Explain that *Allah* is the Arabic word for God. If students were to go to a Christian service in an Arabic-speaking country, they would hear God referred to as Allah.

SUPPORT—Explain that Islam respects Christianity and Judaism as its predecessors. It considers Christians and Jews “People of the Book” because of the shared monotheistic beliefs of the three faiths.

 **SUPPORT**—Use a globe or world map to point out the locations of Pakistan and the Iberian Peninsula. Explain that the Iberian Peninsula is in Europe and is the location of present-day Spain and Portugal.

After you read the text, ask the following questions:

LITERAL—What are the followers of the religion of Islam called? (5.8)

» The followers of Islam are called Muslims.

EVALUATIVE—How are Judaism, Christianity, and Islam similar? (5.3, 5.4, 5.8)


- » They are all religions based on monotheism.

“Arabia” and “Camels on the Peninsula,” pages 20–22

Scaffold understanding as follows:

Have students read the section “Arabia” on pages 20–22 independently.

CORE VOCABULARY—Point out the vocabulary terms *oasis* and *caravan*, and explain their meanings.

 **SUPPORT**—Call attention to the map of the Arabian Peninsula on page 21. Have students locate the cities of Medina and Mecca, the Persian Gulf, the Arabian Sea, and the Red Sea. (5.6, 5.7, 5.8, 5.10, 5.10.a)

SUPPORT—Call attention to the image of the caravan on page 22. Ask students to consider what conditions traders such as those shown had to endure on their journeys. (5.10)

Invite a volunteer to read the sidebar “Camels on the Peninsula” on page 22 aloud.

SUPPORT—Have students identify the defining characteristics of a dromedary (hump, thick fur, wide feet) in the image that accompanies the sidebar.

After the volunteer reads the text, ask the following question:

EVALUATIVE—Why was the Arabian Peninsula important to trade? (5.3, 5.7, 5.10.a)

- » The Arabian Peninsula was important to trade because of its location between other ancient civilizations.

“Muhammad Teaches Islam,” pages 22–24

Scaffold understanding as follows:

Have students read the section on pages 22–24 with a partner.

CORE VOCABULARY—Point out the vocabulary term *pilgrimage*, and explain its meaning.

SUPPORT—Explain that Muhammad’s flight to Medina is called the *Hijrah*.

After students read the text, ask the following questions:

LITERAL—Why do Muslims consider Mecca a holy city? (5.3, 5.8, 5.10)

- » Mecca is the birthplace of Muhammad, the prophet of Islam. Muhammad made the city an important center of Islamic worship.

EVALUATIVE—Why was Muhammad’s message so unpopular at first? (5.3, 5.8, 5.10.b)

- » He told people that there was only one God, Allah, and that they should not worship any other gods. At the time, most Arabs prayed to many different gods and idols.


“Islam After Muhammad’s Death,” pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25 independently.

CORE VOCABULARY—Point out the vocabulary term *successor*, and explain its meaning.

SUPPORT—Explain that the division between Shia and Sunni Muslims continues to exist today. Sunnis make up between 85 and 90 percent of all Muslims worldwide. (5.8)

 **SUPPORT**—Call attention to the map showing the spread of Islam on page 23. Also call attention to the map key. How does the location of Islam at the time of Muhammad’s death in 632 CE compare to its borders in 750 CE? (5.3, 5.6, 5.8, 5.10, 5.10.a, 5.10.b)

After students read the text, ask the following questions:

LITERAL—Who were the caliphs? (5.8, 5.10)

- » They were the successors to Muhammad and the rulers of the Muslim world.

EVALUATIVE—How did the two branches of Islam, Shia and Sunni, form? (5.8, 5.10, 5.10.b)

- » The branches formed during a civil war after Ali, a blood relative of Muhammad, became caliph.

LITERAL—How did Islam spread throughout the Middle East, Europe, and Asia? (5.8, 5.10.b)


- » Islam spread through the leadership of the caliphs and the conquering of new territories.

“Islamic Golden Age,” pages 25–27

Scaffold understanding as follows:

SUPPORT—Explain to students that a “golden age” is a time of peace and prosperity when elements of culture, like the arts and scholarship, are able to flourish. Other cultures and civilizations, not just Islam, also have periods considered golden ages.

Invite volunteers to read the first two paragraphs of the section on page 25 aloud.

 **SUPPORT**—Have students turn to the map The Spread of Islam on page 23. Have them locate the city of Baghdad. Make sure students understand that Baghdad was in a good location to be a center of trade. The Tigris River (and the nearby Euphrates River) linked it with waterways and land routes to India and the East as well as to Syria and Constantinople (in present-day Turkey). Tell students that Muslim rulers in Baghdad controlled this vast territory. They made sure that the empire was peaceful and that people were safe. Traders could safely travel from one end of the empire to another. This made it easier for traders to do business, and trade flourished. (5.6, 5.10, 5.10.b)

Read aloud the third paragraph of the section on pages 25–26.

SUPPORT—Write the numbers 0–9 on the board in a row from left to right, explaining that these numbers are called Arabic numerals.

Invite volunteers to read the last two paragraphs of the section on pages 26–27 aloud.

CORE VOCABULARY—Point out the vocabulary term *geometric*, and explain its meaning.

SUPPORT—Call attention to the image of the Shah Mosque on page 26. Have students identify the design features shown in the image, including the use of geometric patterns. (5.10.c)

After the volunteers read the text, ask the following questions:

INFERENTIAL—What was the primary language spoken by Muslims in this period? How do you know? (5.10, 5.10.c)

- » Muslims in this period primarily spoke Arabic. Muslim scholars translated works written originally in Greek and Latin into Arabic.

LITERAL—What contributions by Muslim scholars are described in this section? (5.10, 5.10.c)

- » Muslim scholars translated the works of ancient Greek and Roman thinkers. They also borrowed and spread the use of written numerals 0–9.

LITERAL—What were some of the characteristics of medieval Islamic art? Compare the image of Islamic rulers on page 19 and the Shah Mosque on page 26. How do these images embody Islamic art, and how do they depart from it? (5.2, 5.2.c, 5.10.c)


- » Medieval Islamic art avoided the use of representations of people and animals. Instead, it used styles based on geometric forms and the natural world. Both images feature geometric patterns. However, the image of Islamic rulers features images of people, which is uncharacteristic in Islamic art.

“The Spread of Islam,” page 27

Scaffold understanding as follows:

Have students read the section on page 27 independently.

SUPPORT—Explain that the Ottomans built an empire based in what is now Turkey, and the Moghuls built an empire on the Indian subcontinent.

 **SUPPORT**—Have students return to the Spread of Islam map on page 23. Have them describe in relative terms the extent of the Islamic empire in 750 CE. Ask: How many continents did the Islamic empire touch by 750 CE? (*three—Europe, Africa, Asia*) (5.6, 5.10, 5.10.b)

After students read the text, ask the following questions:

LITERAL—At its height, what areas did the Islamic empire include? (5.8, 5.10, 5.10.b)

- » At its height, the Islamic empire stretched from the edges of India and China through southern Asia and into northern Africa and present-day Spain.

EVALUATIVE—How did the spread of Islam at the height of the Islamic empire compare to Islam’s early years? (5.4, 5.8, 5.10.b)


- » Like Islam in its early years, the Islamic empire spread their religion through military campaigns, trade, and missionary work.

“The Crusades,” page 28

Scaffold understanding as follows:

SUPPORT—Explain to students that at the start of the Middle Ages, there was one Christian Church, and it was headquartered in Rome. There were tensions, however, between the western and eastern branches of the church over a number of issues, including what kind of bread could be used for communion, the wording of the Nicene Creed, and whether members of the clergy could get married. There were also political disagreements about the status of the pope in Rome and the patriarch, or head of the church, in Constantinople. In 1054 CE, in what has become known as the Great Schism or the East-West Schism, the two churches split permanently. The Western Church became what we call the Roman Catholic Church. The Eastern Church, or Byzantine Church, became what we call the Orthodox Church.

Read aloud the section on page 28.

 **SUPPORT**—Remind students that the map The Spread of Islam, on page 23, shows Jerusalem under Muslim control up to the year 750 CE. The events of this section begin around the year 1095, by which point Jerusalem had been in Muslim hands for hundreds of years.

After you read the text, ask the following questions:

LITERAL—Why did Pope Urban II call for war against the Muslims? (5.9, 5.9.f)

- » The Byzantine emperor asked for help in turning back the Muslim Turks, who were making it difficult for Christians to visit the Holy Land.

LITERAL—Who were the crusaders? (5.9, 5.9.f)

- » The crusaders were European Christians who went to the Middle East to try to take back control of the Holy Land from the Muslims.

LITERAL—Did the Crusades succeed in retaking the Holy Land from Muslim rule? (5.9, 5.9.f)


- » The Crusades succeeded for only a short time. By the time they ended, the Muslims had regained control of the Holy Land.

“The Effects of the Crusades,” pages 29–30

Scaffold understanding as follows:

Have students read the section on pages 29–30 with a partner.

CORE VOCABULARY—Point out the vocabulary term *secular*, and explain its meaning.

 **SUPPORT**—Call students’ attention to the map of The Crusades on page 29. Have students trace with their fingers the routes taken by each of the Crusades. Invite volunteers to identify any patterns they may notice in the routes taken from one Crusade to the next. (5.6, 5.9)

After students read the text, ask the following questions:

LITERAL—How did the Crusades affect Jewish people? (5.9.f)

- » The Crusades caused suffering for Jewish people. They were prevented from traveling to Israel, and many were killed for not practicing Christianity.

LITERAL—What were the Crusader states, and what effect did they have? (5.9.f)

- » The Crusader states were four small areas in the Middle East. They were established to keep control of the territories gained by Christians in the First Crusade. The Crusader states expanded trade between Europe and the Muslim world.

EVALUATIVE—How did crusaders' contact with Muslim society change European ideas about Islam? (5.3, 5.9.f)

- » Although Muslims and Europeans continued to distrust one another, crusaders learned about Islamic scientific discoveries, knowledge, and art. Christian universities began to use Islamic scholarly texts. Arabic works were translated into European languages.

EVALUATIVE—How did the Crusades change the role of the pope? (5.9.f)

- » The Crusades helped the pope become not only a religious leader but also a secular leader.

“The Magna Carta,” pages 30–32

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 30–31 aloud.

CORE VOCABULARY—Point out the vocabulary term *tyrannical*, and explain its meaning.

SUPPORT—Call attention to the word *barons* in the first paragraph. Explain that a baron was a type of lord in England. Barons were just one of many types of nobles the English king had to deal with. Others included dukes, duchesses, marquesses, earls, and viscounts (/vy*counts/). Barons were considered low-level nobles.

Have students read the last two paragraphs of the section on pages 31–32 with a partner.

CORE VOCABULARY—Point out the vocabulary term *rule of law*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What mistakes did King John make that made his subjects lose their trust in him? (5.3, 5.9, 5.9.e)

- » John was unable to protect two English cities in France from attack by the king of France. He then had to ask nobles and merchants for higher taxes to pay for the war and took hostages if they did not pay.

EVALUATIVE—How did the nobles and the merchants end up on the same side? (5.3, 5.9, 5.9.e)

- » John subjected both the nobles and the city merchants to taxes that both groups felt were unfair.

INFERENTIAL—Why did historians at one time call John one of the worst kings in English history? Current historians no longer take that view. What might account for this change? (5.3, 5.4, 5.9, 5.9.e)

- » Previously, historians focused on John’s mistakes. Today, historians look at what he did well and balance that against his mistakes.

LITERAL—What was the Magna Carta? (5.9, 5.9.e)

- » The Magna Carta was a document written by English barons that forced the English kings to recognize the rights and privileges of nobles, freemen, and the Church. It limited the power of kings and claimed they were also subject to laws.

INFERENTIAL—Why were copies of the Magna Carta carried all over England? (5.9, 5.9.e)

- » Magna Carta was written long before the age of quick mass communication. There was no radio, television, email, or Internet, so the English people would not know about the new laws concerning the rights of the nobles governing them unless a copy of the Magna Carta was brought and read to them.

Primary Source Feature: “Magna Carta,” page 33

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 33.

Introduce the source to students by playing the video “What Is Magna Carta?”

Review with students what they have read about the Magna Carta.

(written by barons and merchants, acknowledged rights of certain groups, made the monarch accountable to the laws)

Invite volunteers to read the primary source aloud, one paragraph at a time. Pause after each paragraph to ask: What is the paragraph saying? Invite a volunteer to restate each paragraph in their own words.

Ask the following questions:

LITERAL—Based on these excerpts, what kinds of abuses were the English nobility experiencing under King John’s rule? (5.2.a, 5.9.e)

- » The English nobility were heavily taxed and were punished or had their property seized if they refused to pay,

LITERAL—Who does clause 9 apply to? (5.2, 5.2.a, 5.9, 5.9.e)

- » Clause 9 applies to people who owe debts and people collecting debts.

EVALUATIVE—What evidence from the document suggests that the Magna Carta had more protections for people collecting debts than the debtors themselves? (5.2, 5.2.a, 5.2.b, 5.9, 5.9.e)

- » The excerpt explains that the people who take legal responsibility for the debtor cannot be confronted to pay the debt. It also says that a debt collector can take the lands of a debtor. This suggests that the consequences for owing a debt are significant and that debtors have fewer protections than debt collectors.

LITERAL—When can knights be required to pay a fee? (5.2, 5.2.a, 5.9, 5.9.e)

- » Knights can be required to pay a fee when they are paying to release a prisoner, when they want to make their oldest son a knight, and when they want to marry off their oldest daughter.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What were the hallmarks of early Islamic civilization?”



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the hallmarks of early Islamic civilization?”
 - » Key points students should cite include: Islam was founded by the prophet Muhammad in the seventh century CE; Islam, like Judaism and Christianity, is a monotheistic religion; the Arabian Peninsula was an important center of trade, which contributed to the spread of Islam; Muhammad and his followers were forced to flee Mecca, but they later returned and made Mecca the holiest city in Islam; after Muhammad’s death, caliphs ruled over the Islamic empire and expanded their religion through trade and conquest; trade, the arts, science, and

scholarship flourished during the Islamic golden age; during the Crusades, European Christians attempted to regain control of the Holy Land from Muslim Turks; the Crusades caused significant casualties but also contributed to increased trade and contact between the European and Muslim worlds.

- Choose one of the Core Vocabulary words (*prophet, monotheism, oasis, caravan, pilgrimage, successor, geometric, secular, tyrannical, or rule of law*), and write a sentence using the word.

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

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

TOPIC: The Hundred Years' War and the Black Death

The Framing Question: How did plague and war affect medieval Europe?

Primary Focus Objectives

- ✓ Explain causes of the Black Death and its effects on medieval society. **(5.9.g)**
- ✓ Describe the relationship between France and England in the Middle Ages and the factors that led to the Hundred Years' War. **(5.9.h)**
- ✓ Describe the effects of the Hundred Years' War on people living in both England and France. **(5.9.h)**
- ✓ Describe the events in the life of Joan of Arc and her role in ending the Hundred Years' War. **(5.9.h)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *famine, infest, casualty, aroma, sanitation, per capita, legitimate, longbow, morale, and dauphin.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Hundred Years' War and the Black Death”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

famine, n. an extreme shortage of food that results in widespread hunger **(34)**

Example: Many people immigrated from Ireland to the United States after the widespread loss of potato crops caused a famine.

Variations: famines

infest, v. to be present in large numbers, typically causing disease (36)

Example: Farmers took precautions to protect their crops out of fear that insects would infest them.

Variations: infests, infesting, infested, infestation (n.)

casualty, n. a person killed or injured due to war or disease (36)

Example: After being struck by an arrow, the knight became a casualty of the battle.

Variations: casualties

aroma, n. a distinctive smell (36)

Example: The delicious aroma of fresh-baked cookies filled the air.

Variations: aromas, aromatic (adj.)

sanitation, n. the system of keeping a place clean and free of disease (37)

Example: Improved sanitation became a priority for the city after many citizens fell ill.

Variations: sanitize (v.), sanitary (adj.)

per capita, adv. for each person (39)

Example: As one of the largest sheep-producing countries in the world, New Zealand has more than five sheep per capita.

legitimate, adj. in accordance with the law or established standards (40)

Example: As the firstborn son of the king, the prince was the legitimate heir to the throne.

Variations: legitimately (adv.), legitimacy (n.), legitimize (v.)

longbow, n. a large bow pulled by hand and used to shoot a long, feathered arrow (41)

Example: The archer used a longbow to fire his arrow across the vast battlefield.

Variations: longbows

morale, n. the confidence or enthusiasm of a group at a particular time (41)

Example: Morale sank as the battle continued for weeks with no end in sight.

dauphin, n. the oldest son of the king of France; the male heir to the throne (42)

Example: Although the dauphin was next in line for the French throne, he would have preferred a life of adventure as an explorer.

Variations: dauphins, dauphine (fem.)

Introduce “The Hundred Years’ War and the Black Death”

5 MIN

Review with students what they learned in Chapter 2 (the prophet Muhammad, the teachings and spread of Islam, the Islamic golden age, the causes and effects of the Crusades, and the Magna Carta). Explain that in this chapter, students will return to Europe in the late Middle Ages, a time when the continent was faced with two major challenges: a deadly disease and a war between England and France, the two strongest countries in Europe at the time.

Call students’ attention to the Framing Question. Tell students to look for how plague and war affected medieval Europe as they read the text.

Guided Reading Supports for “The Hundred Years’ War and the Black Death”

30 MIN

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

“Famine and Disease,” pages 34–37

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section on pages 34–36.

CORE VOCABULARY—Point out the vocabulary terms *famine*, *infest*, and *casualty*, and explain their meanings.


TURN AND TALK—Reread the sentence “They tried to recover these losses by raising rents and making the remaining serfs work more” in the second paragraph. Ask students to discuss with a partner how the serfs likely felt about and reacted to these actions. (5.3, 5.9, 5.9.g)

Invite a volunteer to read the third paragraph of the section on pages 36–37 aloud.

CORE VOCABULARY—Point out the vocabulary terms *aroma* and *sanitation*, and explain their meanings.

SUPPORT—Call attention to the image of the plague doctor on page 35. Explain that in addition to wearing protective beaked masks, plague doctors also used wooden canes to lift patients’ clothing and otherwise avoid touching them.

Invite volunteers to read the final two paragraphs of the section on page 37 aloud.

 **SUPPORT**—Direct students to the map of the spread of the Black Death on page 38. Ask: Where did the Black Death start? (*Asia*) Where did it enter Europe? (*cities in southern Europe*) Which part of Europe was the last to be affected? (*northern Europe*) (5.6, 5.9, 5.9.g)


After the volunteers read the text, ask the following questions:

LITERAL—What was the Black Death, and when did it occur? (5.9.g)

- » The Black Death was a disease that spread very quickly across Europe in the mid-1300s.

 **EVALUATIVE**—How did the Black Death reach and spread throughout Europe? (5.3, 5.6, 5.7, 5.9, 5.9.g)

- » The Black Death came from Central Asia. It was carried by fleas nesting in the fur of rats. These animals crawled onto ships and brought the infected fleas with them to cities in southern Europe. Then it spread inland, around the Mediterranean, and to the north.

 **EVALUATIVE**—Compare the map of the Crusades (Chapter 2) on page 29 to the map of the Black Death on page 38. What similarities do you notice? How might the Crusades have contributed to the spread of the plague? (5.3, 5.6, 5.7, 5.9)

- » Both maps show the movement of peoples between Europe and Southwest Asia and include similar routes. The Crusades contributed to the spread of the plague by opening new trade routes and increasing contact between peoples around the medieval world.

LITERAL—What role did the Church play during the Black Death? (5.3, 5.8, 5.9, 5.9.g)

- » People looked to the Church for explanations and hope. The Church explained that the plague must be the will of God for the evils of humankind, which led people to become more religious and make large donations.

EVALUATIVE—Why did many European Christians lash out at Jewish populations? (5.3, 5.8, 5.9, 5.9.g)

- » Many European Christians lashed out at Jewish populations because they believed that Jewish people were less likely to get sick and die from the plague. They thought this revealed something threatening about Jewish people. Fear created by the plague affected their judgment.

“Economic and Cultural Effects of the Plague,” pages 38–39

Scaffold understanding as follows:

Have students read the section on pages 38–39 with a partner.

CORE VOCABULARY—Point out the vocabulary term *per capita*, and explain its meaning.

SUPPORT—Remind students that Muslim scholars recovered and translated many Latin and Greek texts during the Islamic golden age. Contact and trade resulting from the Crusades brought many of these texts to Europe.

SUPPORT—Remind students about the role of monks in producing books. Prior to the printing press, books were copied by hand. Gutenberg’s printing press meant that books could be printed more quickly and for less money, making them more widely available to people outside of the aristocracy.

After students read the text, ask the following questions:

EVALUATIVE—How did the Black Death affect feudalism? (5.9, 5.9.g)

- » Many people died from the plague, so the overall population shrank considerably. This created a shortage of workers, so conditions for the serfs who survived actually improved. They were freed by the lords, were paid a wage, and could buy their own land.

EVALUATIVE—How did the Black Death affect the nobility compared to the middle class? (5.4, 5.9, 5.9.g)

- » The Black Death weakened the nobility by making their land less valuable. This is in contrast to the middle class, who rose in power because the goods and services they provided were still needed.

LITERAL—Why did demand for Latin and Greek texts increase after the Black Death? (5.3, 5.9, 5.9.g)

- » More people learned to read and attended universities, which increased the demand for Latin and Greek texts.

“The Hundred Years’ War,” pages 39–44

Scaffold understanding as follows:

SUPPORT—Before reading this section, focus students’ attention by asking them to think about the kinds of changes that a war might bring (*social changes, cultural changes, and technological changes*).

Have students read the first paragraph of the section on pages 39–40 independently.

CORE VOCABULARY—Point out the vocabulary term *legitimate*, and explain its meaning.

Read aloud the second paragraph of the section on pages 40–41.

CORE VOCABULARY—Point out the vocabulary terms *longbow* and *morale*, and explain their meanings.

SUPPORT—Call attention to the word *Agincourt*, the name of a French town. Explain that this word is pronounced (/a*zhuhng*kaw/). Say the name aloud, and have students repeat it after you. (5.9)

SUPPORT—Call attention to the image of a medieval battle on page 40 and the image of the longbow on page 41 to show students what it looked like. Encourage students to describe the various technologies they see in the image (*cannon, longbow, crossbow*).

Have students read the third and fourth paragraphs of the section on pages 42–43 with a partner.

CORE VOCABULARY—Point out the vocabulary term *dauphin*, and explain its meaning. Explain that this word is pronounced (/doh*fahn/). Say the word aloud, and have students repeat it after you. (5.9)

SUPPORT—Call attention to the word *Orléans*, the name of a French town. Explain that this word is pronounced (/ohr*lay*ahn/). Say the word aloud, and have students repeat it after you. (5.9)

Read aloud the fifth paragraph of the section on page 43.

SUPPORT—Call attention to the word *heresy*. Explain that this word means ideas that go against the main teachings of a religion.

CHALLENGE—Call attention to the image of Joan of Arc on page 42. Ask students to consider how Joan is portrayed in the image. Why might this be important? (*Joan is portrayed in armor, showing that she is ready to go into battle. She is shown with a halo around her head, showing that she is a holy person in the Church.*) (5.2.a, 5.9.h)

Have students read the last two paragraphs of the section on pages 43–44 independently.

After students read the text, ask the following questions:

LITERAL—Why is the Hundred Years' War not an accurate name? (5.9.h)

- » The Hundred Years' War technically lasted more than one hundred years.

EVALUATIVE—How did the advantages of France and England compare at the start of the war? (5.9, 5.9.h)

- » While France was larger and wealthier, England had the advantage of a better military and a more organized government.

INFERENTIAL—What was Joan of Arc’s background? Why is it especially remarkable that she played such an important role in changing the course of the Hundred Years’ War? (5.9.h)

- » Joan of Arc was a peasant girl without much education. Typically, leaders in war were noblemen. Joan was also just a teenager.

INFERENTIAL—Why would Joan of Arc’s capture and execution have been important to the English? (5.9.h)


- » Joan of Arc had become an important figure to the French as a symbol of their national pride and their ability to conquer the English. The English needed to get rid of her to eliminate her ability to inspire the French.

EVALUATIVE—How did the Hundred Years’ War change Europe? (5.3, 5.9, 5.9.h)

- » A lot of territory that had been English went to France. England’s economy was in ruin, and many people died on both sides. The war strained trade and caused peasants to pay higher taxes. The war also created a strong sense of nationalism in both countries.

Primary Source Feature: “Excerpt from *The Chronicles of Jean Froissart*,” page 45

Scaffold understanding as follows:

 **Background for Teachers:** Jean Froissart was a French poet and historian who lived from c. 1333 to 1400 CE. Froissart served in several European courts, including in England, which allowed him to gather firsthand accounts of the Hundred Years’ War. Froissart’s *Chronicles* comprise five books that cover major events between 1325 and 1400 CE.

Direct students to the Primary Source Feature on page 45.

Introduce the source to students by reviewing what students read about the beginning of the Hundred Years’ War and the English use of the longbow. Then read the introductory text aloud.

SUPPORT—Call attention to the word *Crécy*, the name of a French town. Explain that this word is pronounced (/krey*see/). Say the name aloud, and have students repeat it after you. (5.9)

Have students read the excerpt independently.

Invite volunteers to share what they saw in their minds as they read.

What pictures did the words create in their minds?

After students have read the excerpt, ask the following questions:

LITERAL—Which technology helped the English defeat the French at Crécy? (5.2, 5.2.a, 5.9.h)

» The longbow helped the English defeat the French at Crécy.

EVALUATIVE—Which line from the text provides evidence that despite being outnumbered, the English had an advantage over the French? (5.2, 5.2.a, 5.2.b, 5.9.h)

» Froissart states that “the sun [began] to shine fair and bright, the which was right in the Frenchmen’s eyes and on the Englishmen’s backs.” This would have made it difficult for French forces to see, giving the English an advantage on the battlefield.

EVALUATIVE—How did the actions of the Genoways (the Italian crossbowmen working for France) compare to those of the English? Cite evidence to support your response. (5.2.a, 5.2.b, 5.5, 5.5.a, 5.5.b, 5.9.h)

» The Genoways went on the attack and seemed to exert lots of energy. This is supported by the line “they made a great leap and cry.” The English, on the other hand, remained still and waited to attack until the Genoways had been exhausted.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently or with a partner.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “How did plague and war affect medieval Europe?”



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did plague and war affect medieval Europe?”
 - » Key points students should cite include: the Black Death, also known as the bubonic plague, was transmitted by fleas carried by rats and other animals; the Black Death spread along trade routes and caused as many as thirty million deaths; uncertainty caused by the Black Death contributed to increased religiousness and discrimination against Jewish people; the Black Death resulted in the decline of feudalism and the rise of the middle class; the Hundred Years’ War was fought between England and France over feudal ties and claims to the French throne; King Henry V made English the language of official documents and literature; the English won the majority of battles, but France ultimately won the Hundred Years’ War due to the impact of Joan of Arc; both the Black Death and the Hundred Years’ War led to significant changes in Europe and created the preconditions for the Renaissance.
- Choose one of the Core Vocabulary words (*famine, infest, casualty, aroma, sanitation, per capita, legitimate, longbow, morale, or dauphin*) and write a sentence using the word.

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

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

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UNIT 1

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Assessment: Chapter 1—"Medieval Europe"

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.

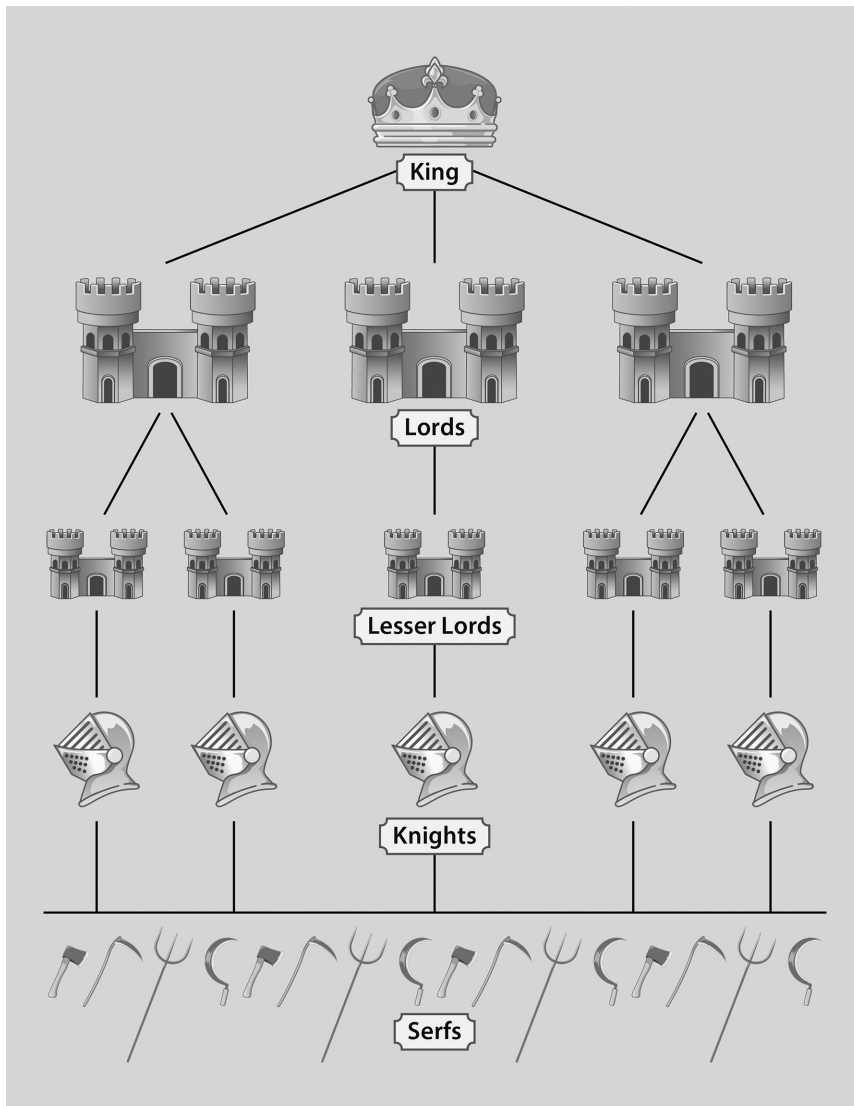
Monasteries, 962–1154 CE



Which event most likely led to the creation of monasteries shown in the center of the map?
(5.3, 5.7, 5.9, 5.9.b)

- a) the fall of the Roman Empire
- b) the start of the feudal system
- c) the spread of Christianity by Charlemagne
- d) Pope Leo III's founding of the Holy Roman Empire

2. Use the diagram to answer the question.



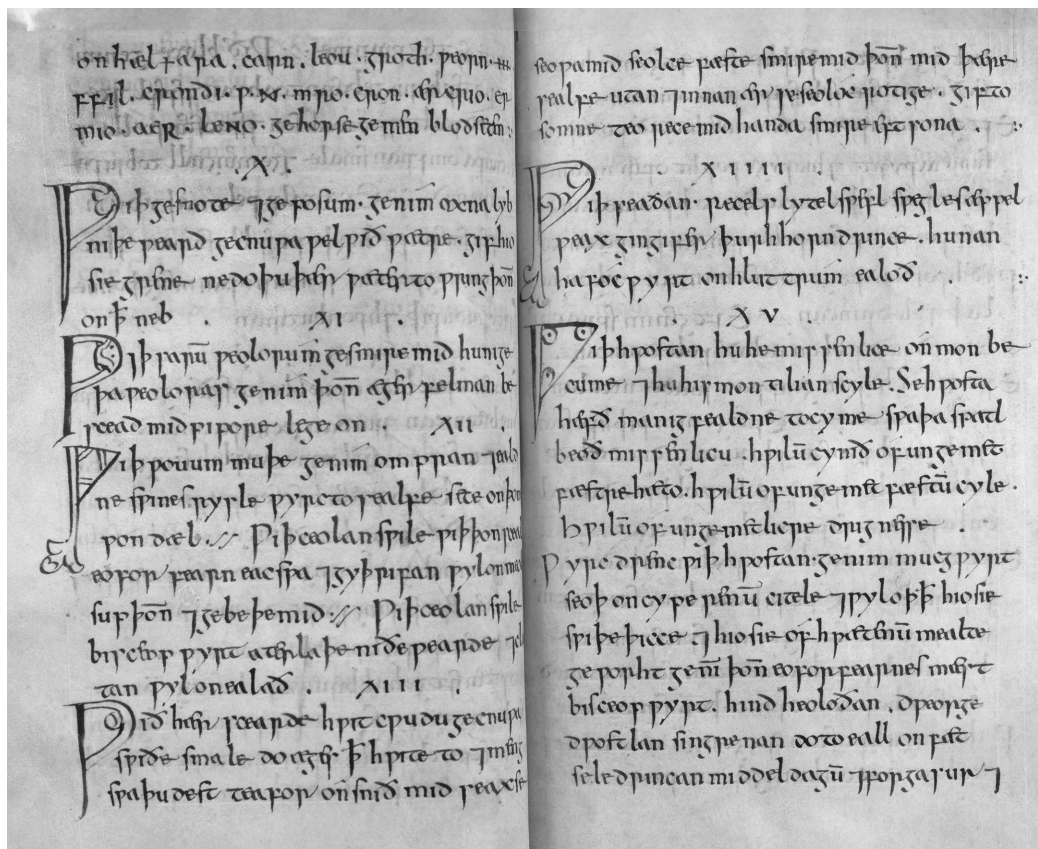
What was the system shown in the diagram based on? (5.2, 5.2.a, 5.9, 5.9.d)

- a) loyalty
 - b) religion
 - c) science
 - d) trade
3. How did three-field rotation benefit medieval society? (5.3, 5.9, 5.9.d)
- a) It made towns safer.
 - b) It helped serfs turn the soil.
 - c) It limited the power of lords.
 - d) It increased food production.

4. What was one job of guilds? (5.9, 5.9.d)

- a) They made guidelines for their craft.
- b) They collected taxes for the manor.
- c) They freed serfs from their lords.
- d) They charged fees for fairs.

5. Use the image to answer the question.



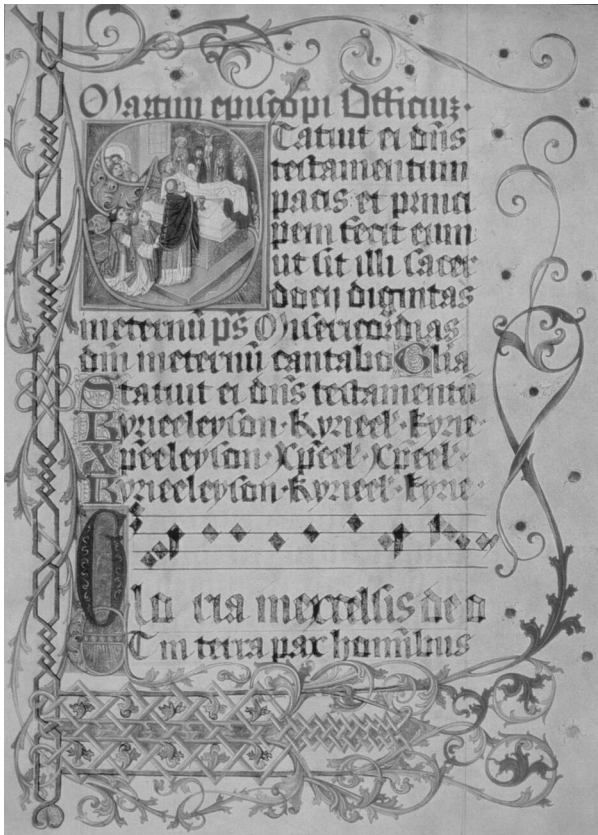
Which group was responsible for preserving books like this one? (5.2, 5.2.a, 5.9, 5.9.b)

- a) lords
- b) monks
- c) peasants
- d) apprentices

6. Why was the Church important during the early Middle Ages? (5.9, 5.9.b)

- a) It was the only major institution in Europe that had the ability to pay for roads and building projects.
- b) It was the only major institution in Europe that survived the fall of the Roman Empire.
- c) Most people in Europe viewed the pope as a sort of king.
- d) Most people in Europe practiced Christianity at this time.

7. Use the image to answer the question.



What was a benefit of this style of book popularized by Charlemagne?

(5.2, 5.2.a, 5.3, 5.9, 5.9.b, 5.9.c)

- a) They were made for common people.
 - b) They helped public libraries grow.
 - c) They could be read more easily.
 - d) They spread the Christian faith.
8. Use the following passage from "Duties of the Coloni" to answer the question.

"As to the coloni, they serve either as serfs or as tenant farmers who make a fixed payment. This is the agrarian tax. The landlord's representative sees to it that each tenant gives according to what he has. Out of thirty bushels, the tenant gives three bushels.

"Each pays fees for using the pastures according to local customs. He is to plow, sow (plant), enclose (fence), harvest' and put away the crops from the lord's fields. He is to enclose, reap, gather, and put away one field of his own."

Based on this passage, what was one job of the landlord's representative? (5.2, 5.2.a, 5.9, 5.9.d)

- a) He worked for the Church.
- b) He set taxes for peasants.
- c) He ploughed and planted the fields.
- d) He determined the size of pastures.

9. Why were fairs important in the Middle Ages? (5.2, 5.2.a, 5.5.c, 5.9, 5.9.d)

- a) They honored religious holidays.
- b) They reduced the need for trade.
- c) They made the king more powerful.
- d) They helped revive local economies.

10. What was the lord of the manor required to provide to his serfs? Select the **two** correct answers. (5.9, 5.9.d)

- a) food
- b) money
- c) clothing
- d) protection
- e) equipment

B. On your own paper, write a well-organized paragraph in response to the following prompt.

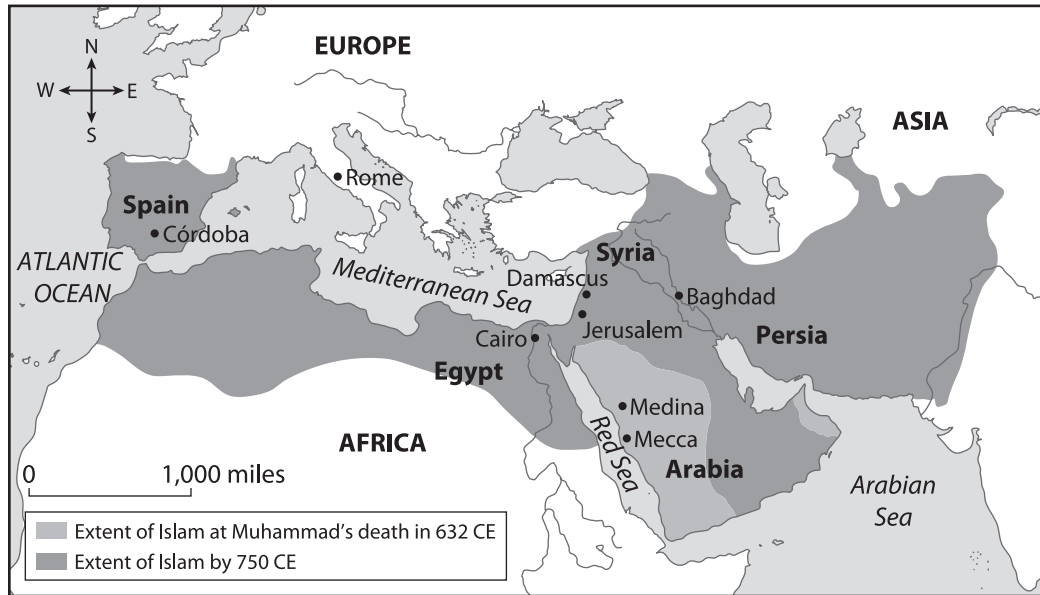
What evidence from Chapter 1 supports the claim that Charlemagne brought stability to western Europe? (5.5, 5.5.a, 5.5.c, 5.9, 5.9.c)

Assessment: Chapter 2—“Expansion of Empires, War, and Reform”

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.

The Spread of Islam



Which statement explains the changes after Muhammad's death shown in the map?
(5.4, 5.10, 5.10.b)

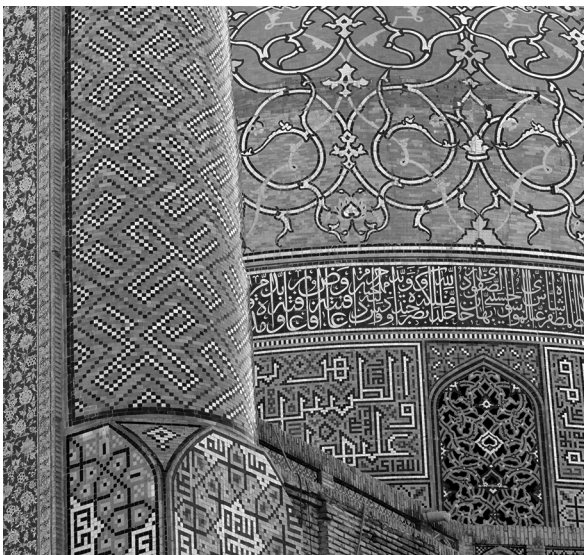
- a) A civil war led to a split in Islam.
 - b) A period of peace increased trade.
 - c) The first four caliphs spread Islam through conquest.
 - d) The first four caliphs developed a policy of religious tolerance.
2. Why are Muslims required to make a pilgrimage during their lifetime? (5.8, 5.10)
- a) to show their devotion to Allah
 - b) to commemorate Muhammad's conquests
 - c) to show their respect for Islamic communities
 - d) to commemorate Muhammad's last trip to Mecca
3. How did Muslim scholars contribute to the field of mathematics? (5.10, 5.10.c)
- a) They developed algebra.
 - b) They developed geometry.
 - c) They invented the abacus.
 - d) They invented written numbers.

4. Use the image to answer the question.



Why was the method of transportation shown in the image challenging for traders? (5.2, 5.2.a, 5.7, 5.10, 5.10.b)

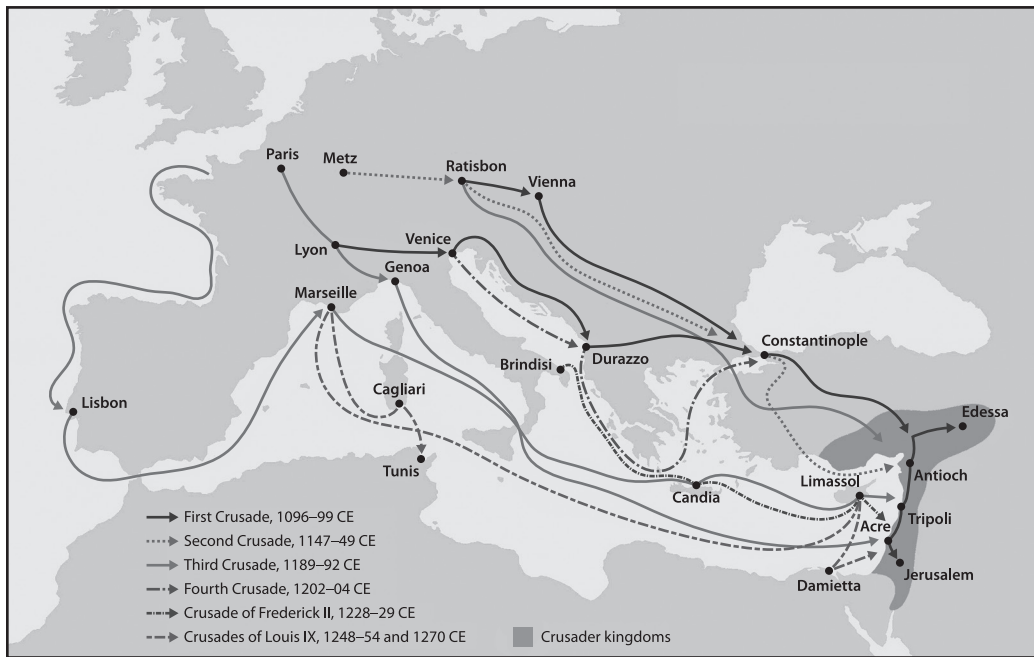
- a) It required them to travel across the desert.
 - b) It opened them up to attacks and warfare.
 - c) It cost large amounts of time and money.
 - d) It resulted in the spread of disease.
5. Use the image to answer the question.



Which feature of Islamic art is shown in the picture? (5.2, 5.2.a, 5.10, 5.10.c)

- a) tall ceilings
- b) use of one color
- c) images of animals
- d) geometric patterns

6. Use the map to answer the question.



Based on the map, which is a difference between the First and Third Crusades? (5.4, 5.7, 5.9, 5.9.f)

- a) Unlike the First Crusade, crusaders on the Third Crusade mostly traveled by water to the Holy Land.
 - b) Unlike the First Crusade, crusaders on the Third Crusade built a kingdom in Jerusalem.
 - c) Unlike the First Crusade, crusaders on the Third Crusade passed through Rome.
 - d) Unlike the First Crusade, crusaders on the Third Crusade fought in Edessa.
7. Why did Alexius I ask Pope Urban II for help? (5.8, 5.9, 5.9.f)
- a) Peace in Palestine and Jerusalem depended on the presence of knights.
 - b) Trade controlled by the Muslim Turks raised prices for the Byzantines.
 - c) Conquests by the Muslim Turks made travel to the Holy Land difficult.
 - d) War in the Holy Land threatened to spread into the Byzantine Empire.
8. What were some effects of the Crusades? Select the **three** correct answers. (5.9, 5.9.f)
- a) The pope became a religious and secular leader.
 - b) Trade between Europe and the Muslim world grew.
 - c) Trust between Christians and Muslims improved.
 - d) Christians regained control of the Holy Land.
 - e) Jewish people were killed for their beliefs.
 - f) The Islamic empire came to an end.
9. Why did barons and merchants force King John to sign the Magna Carta? (5.9, 5.9.e)
- a) He released many prisoners.
 - b) He raised taxes to pay for a war.
 - c) He lost lands to the Spanish king.
 - d) He prevented towns from having fairs.

10. Use the following passage from the Magna Carta, written in 1215 CE, to answer the question.

“(9) Officials will not take land or rent as payment for a debt, as long as the debtor, or person who owes the debt, has enough belongings to cover the debt. The people who take legal responsibility for the debtor will not be confronted for debt payment as long as the debtor is able to pay the debt. If the debtor cannot pay the debt, the people who take legal responsibility for the debtor will be confronted for payment. If the person taking legal responsibility for the debtor wishes, he or she may take over the lands of the debtor until the debt is paid, unless the debtor can show that the debt has been paid.”

Why is this document considered important? (5.2, 5.2.a, 5.9, 5.9.e)

- a) It freed serfs from their lords.
- b) It increased the power of guilds.
- c) It ended conflict between European countries.
- d) It made the king accountable to the laws of England.

B. On your own paper, write a well-organized paragraph in response to the following prompt.

Make a claim about the effects of the Crusades, and support it with evidence from the chapter.

(5.2, 5.2.a, 5.2.b, 5.3, 5.5, 5.5.a, 5.5.c)

Assessment: Chapter 3—“The Hundred Years’ War and the Black Death”

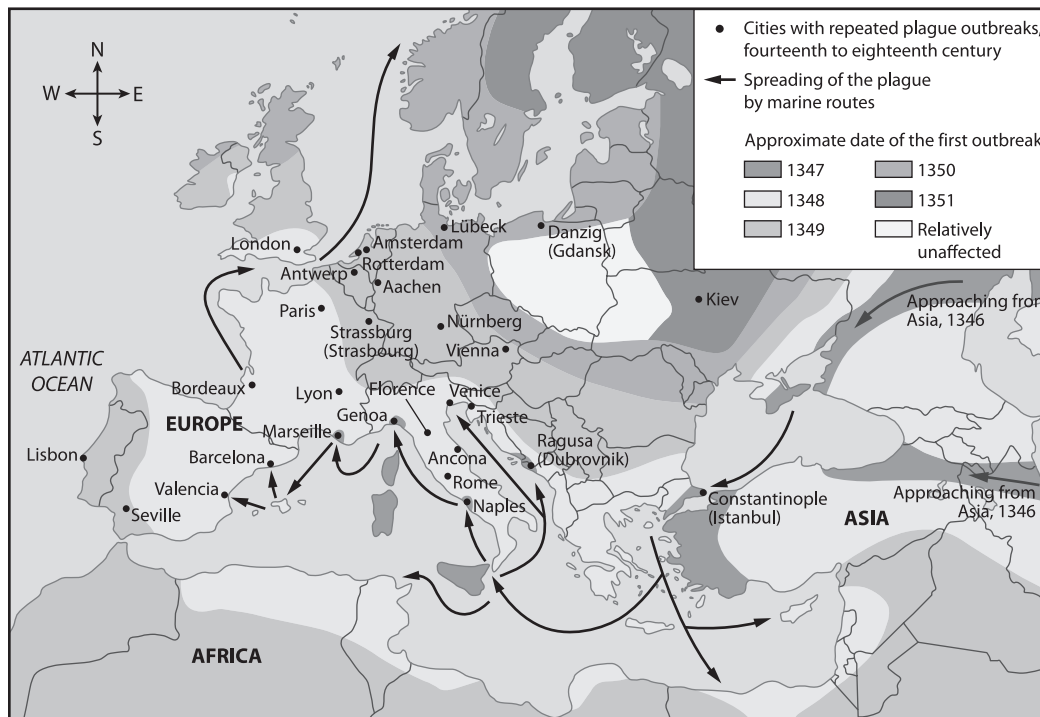
A. On your own paper, write the letter that provides the best answer.

1. Which event made the arrival of the plague more severe? (5.3, 5.9, 5.9.g)

- a) a famine
- b) a hurricane
- c) a long war
- d) a new tax

2. Use the map to answer the question.

Second Pandemic of the Black Death in Europe (1347–51 CE)



Based on the map, where did the plague begin? (5.6, 5.7, 5.9, 5.9.g)

- a) northern Europe
- b) western Europe
- c) Africa
- d) Asia

3. Use the image to answer the question.



What is one reason plague doctors dressed in this way? (5.2, 5.2.a, 5.9, 5.9.g)

- a) They believed the disease was carried by bad smells.
 - b) They thought germs entered through the skin.
 - c) They had few methods of sanitation.
 - d) They wanted to avoid touching rats.
4. How did the Black Death lead to the end of feudalism? (5.9, 5.9.g)
- a) The size of most towns and cities decreased.
 - b) Lords increased the size and value of their estates.
 - c) Kings released their vassals from their pledges of loyalty.
 - d) Serfs who survived the plague demanded payment for their work.
5. What was one cause of the Hundred Years' War? (5.9, 5.9.h)
- a) Demand for Arabic texts increased competition between universities.
 - b) There were questions about the legitimate heir to the English throne.
 - c) Feudal ties caused English nobles to owe loyalty to the French king.
 - d) France and England competed for control over the Holy Land.

6. Use the image to answer the question.



What was one effect of this weapon technology on the Hundred Years' War? (5.2, 5.2.a, 5.9, 5.9.h)

- a) The English were able to defeat a much larger French force at Agincourt.
- b) The French were able to surround King Henry V's forces at Calais.
- c) The French were able to reinstate the dauphin on the throne.
- d) The English were able to capture the city of Orléans.

7. Use the image to answer the question.



What does this image reveal about Joan of Arc? (5.2, 5.2.a, 5.9, 5.9.h)

- a) She became the leader of Orléans.
- b) She was an important military leader.
- c) She came from a poor peasant family.
- d) She followed the guidance of the pope.

8. What is one way Henry V shaped the culture of the Middle Ages? (5.9, 5.9.h)
- a) He encouraged the use of English in official documents and literature.
 - b) He encouraged trade between England and the Muslim Turks.
 - c) He became the leader of a movement to end vassalage.
 - d) He became the king of both England and France.
9. What were the effects of the Hundred Years' War? Select the **two** correct answers. (5.9, 5.9.h)
- a) It led to lower taxes for peasants.
 - b) It improved trade between nations.
 - c) It reduced the size of the middle class in Europe.
 - d) It left the French king in control of almost all of France.
 - e) It resulted in increased nationalism in France and England.
10. Use the following passage from *The Chronicles of Jean Froissart* to answer the question.

"There fell a great rain and a clipse [lightning] with a terrible thunder, and before the rain there came flying over both battles a great number of crows for fear of the tempest [storm] coming. Then anon [soon] the air began to wax clear, and the sun to shine fair and bright, the which was right in the Frenchmen's eyes and on the Englishmen's backs. When the Genoways [Italian crossbowmen working for France] were assembled together and began to approach, they made a great leap and cry to abash [destroy] the Englishmen, but they stood still and stirred not for all that: then the Genoways again the second time made another leap and a fell cry, and stepped forward a little, and the Englishmen removed not one foot: thirdly, again they leapt and cried, and went forth till they came within shot; then they shot fiercely with their cross-bows. Then the English archers stepped forth one pace and let fly their arrows so wholly (together) and so thick, that it seemed snow. When the Genoways felt the arrows . . . , many of them cast down their cross-bows and did cut their strings and returned discomfited [embarrassed]."

Which line from the passage supports the conclusion that the English won the battle? (5.2, 5.2.a, 5.5, 5.5.a, 5.5.c, 5.9, 5.9.h)

- a) "There fell a great rain and a clipse [lightning] with a terrible thunder, and before the rain there came flying over both battles a great number of crows for fear of the tempest [storm] coming."
 - b) "When the Genoways [Italian crossbowmen working for France] were assembled together and began to approach, they made a great leap and cry to abash [destroy] the Englishmen. . . ."
 - c) ". . . but they stood still and stirred not for all that: then the Genoways again the second time made another leap and a fell cry, and stepped forward a little, and the Englishmen removed not one foot. . . ."
 - d) "When the Genoways felt the arrows . . . , many of them cast down their cross-bows and did cut their strings and returned discomfited [embarrassed]."
- B. On your own paper, write a well-organized paragraph in response to the following prompt.**

What evidence from Chapter 3 supports the claim that the Black Death contributed to the end of feudalism in Europe? (5.2, 5.2.a, 5.2.b, 5.3, 5.9, 5.9.g)

Performance Task: *The Medieval World*

Teacher Directions: The Middle Ages marked a transitional period in Europe following the collapse of the Western Roman Empire. Historians in the past have referred to this time as “the Dark Ages.” However, recent analysis favors a more positive interpretation of this time.

Activity Page



AP 1.4

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their essays.

Prompt:

Historians used to refer to the Middle Ages as “the Dark Ages.” Today, some historians suggest that we refer to the Middle Ages as “the Bright Ages” instead. Which nickname is more accurate? Write an essay that supports your claim with details and evidence from the unit reading and activities. (5.5, 5.5.a, 5.5.b, 5.5.c, 5.5.d, 5.9)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	“The Dark Ages” is a more accurate nickname for the Middle Ages in Europe.
Reason:	This period of time was characterized by instability, conflict, death, and fear.
Evidence:	<p>The fall of the Roman Empire meant that the Church was the only significant institution left in Europe. This gave rise to the system of feudalism that created a strict hierarchy in Europe.</p> <p>The Crusades resulted in fighting for roughly two hundred years and the deaths of countless European Christians, Muslims, and Jews. It also contributed to increased tensions between peoples in Europe and Southwest Asia.</p> <p>A famine followed by the Black Death devastated the population of Europe. People lacked general understanding of how the plague spread, resulting in widespread fear and prejudice toward Jewish people.</p> <p>The Hundred Years’ War, which coincided with the Black Death, caused thousands of deaths, disrupted trade, and increased taxes for the poorest people in medieval society.</p>

Counterclaim and Answer:

Charlemagne's reign and feudalism brought much-needed stability to Europe.

Although Charlemagne's reign created unity in Europe and strengthened military, political, and cultural institutions, it was short-lived and fell apart after his death. Feudalism created a strict hierarchy that limited social mobility and made life unnecessarily difficult for peasants and serfs. Feudalism also contributed to warfare and conflict.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the medieval world; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• the effects of the collapse of the Roman Empire• the positive and negative effects of Charlemagne’s rule• the effects of feudalism and manorialism• the causes and consequences of warfare, including the Crusades and the Hundred Years’ War• the Islamic golden age and its contributions to the recovery of learning in Europe• the role of trade in spreading new ideas• the effects of a rising middle class in Europe
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the medieval world, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the medieval world, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the medieval world. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

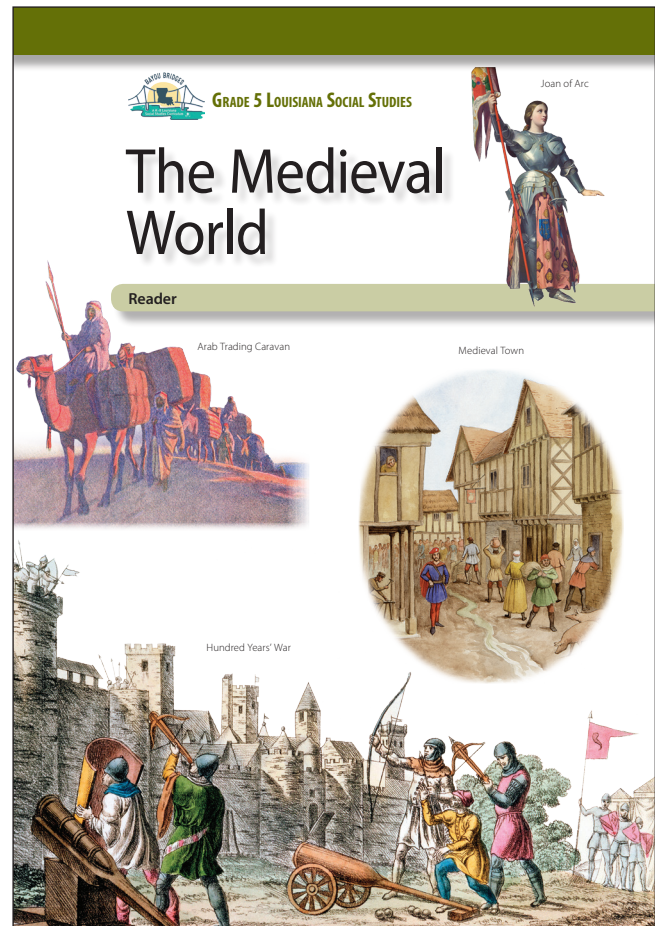
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the medieval world. They will learn about the events that shaped the Middle Ages in Europe and the Middle East.

In this unit, students will study the geography of Europe and the Middle East; explore historical events such as the rule of Charlemagne, the development of feudalism, the Crusades, the Black Death, and the Hundred Years' War; analyze primary sources; and evaluate claims and evidence.

As part of their exploration, students will also learn about the role of the Catholic Church and the origin and spread of Islam. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular faith, culture, or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 1

Think about context.

12. What do you know about the time when and the place where the artifact was created?

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____

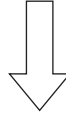
Date _____

Activity Page 1.4

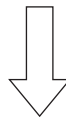
Use with Chapters 1–2 and Performance Task Activity

Claims and Evidence

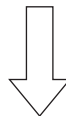
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

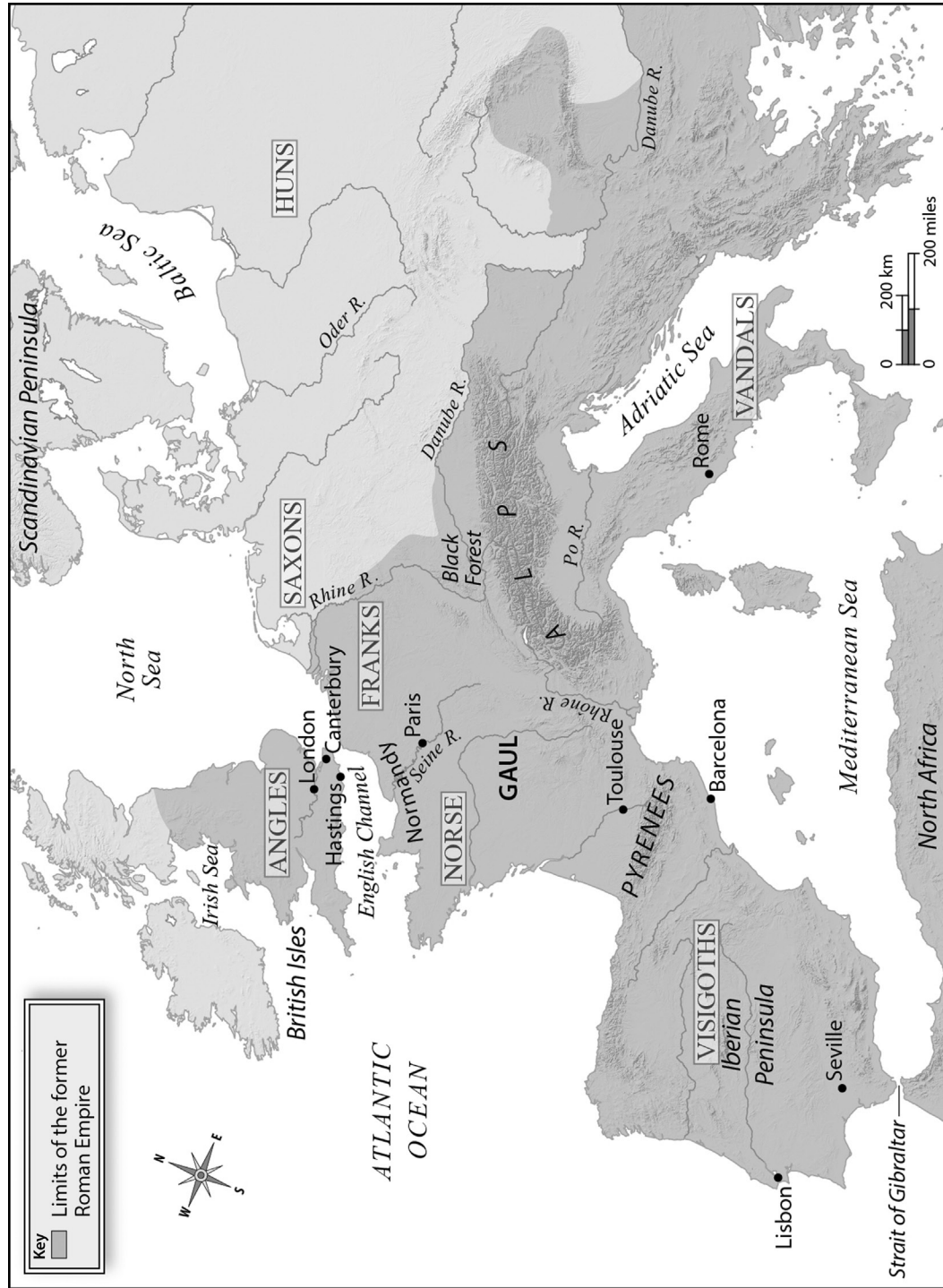
Date _____

Activity Page 1.5

Use with Chapter 1

The Geography of Early Medieval Europe

Study the map. Use it to answer the questions that follow on the next page.



Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

1. Which four rivers flow out of the Alps? (5.6, 5.9.a)

2. Which mountain range separates the Iberian Peninsula from the area known as Gaul? (5.6, 5.9.a)

3. Name five major cities located in the former Roman Empire. (5.6, 5.9.a)

4. Which Germanic groups ruled in the area known as Gaul? (5.6)

5. Using the map scale, estimate the distance from Seville to Toulouse. (5.6, 5.9.a)

Name _____

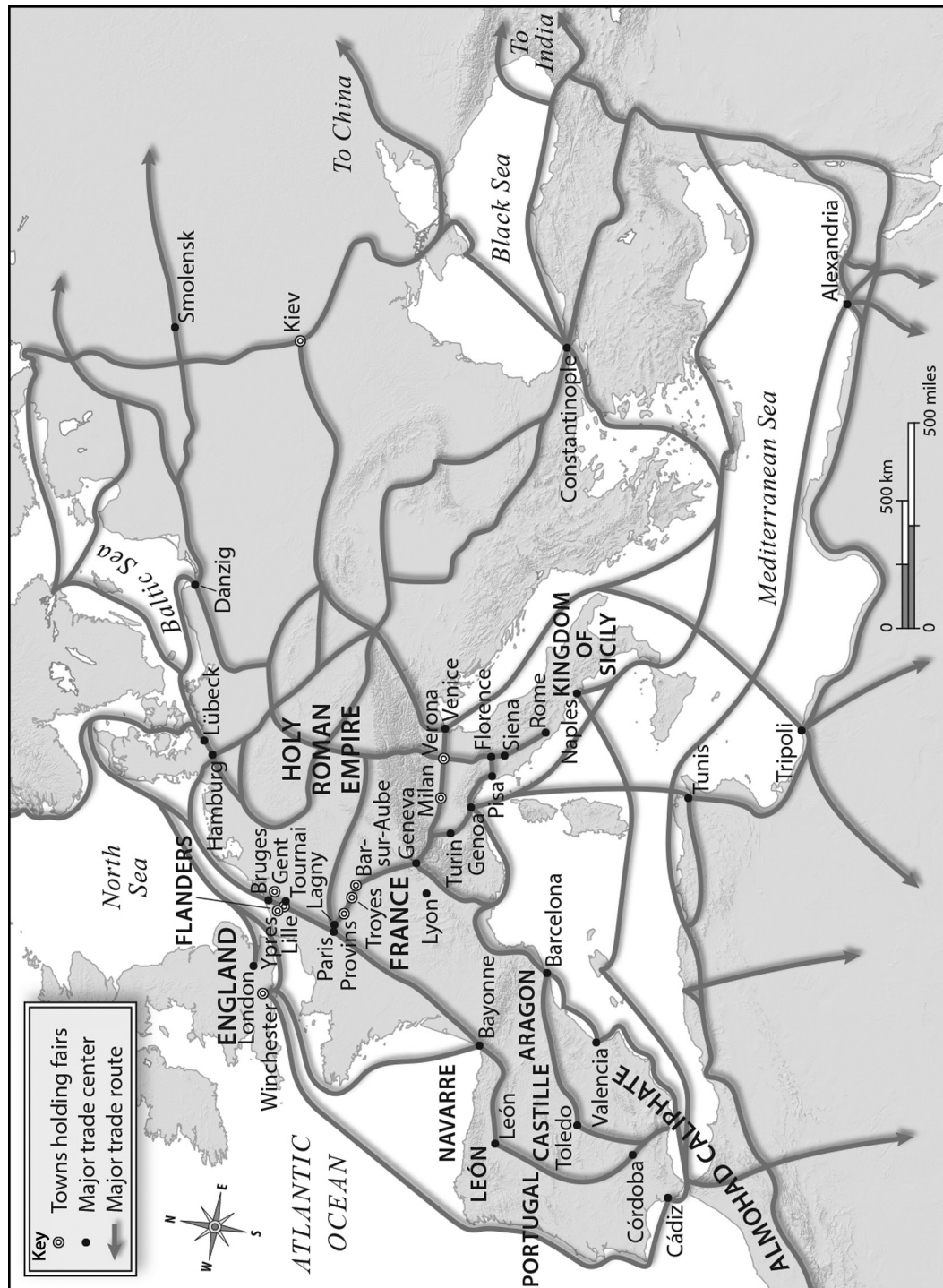
Date _____

Activity Page 1.6

Use with Chapter 1

Trade Networks in the Middle Ages

Study the map. Use it to answer the questions that follow on the next page.



Name _____

Date _____

Activity Page 1.6 (continued)

Use with Chapter 1

1. In medieval Europe, how many trade routes went out from Constantinople? (5.6, 5.9)

2. Which town in England held a trading fair? (5.6, 5.9)

3. Why were so many major cities near the coast? (5.6, 5.7, 5.9)

4. Using the compass rose, where is Córdoba in relation to Turin? (5.6, 5.9)

5. Using the map scale, measure the distance from Tripoli to Paris in a straight line. Then, following the major trade routes, use the scale to help you guess the distance from Tripoli to Paris along those routes. (5.6, 5.9)

Name _____

Date _____

Activity Page 1.7

Use with Chapter 1

Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- | | | |
|-------|----------------|--|
| _____ | 1. patriarchy | a) the upper or noble class whose members' status is usually inherited |
| _____ | 2. aristocracy | b) a person who receives land from a ruler and in return promises to fight for the ruler |
| _____ | 3. institution | c) a system of government in which land is exchanged for loyalty and services |
| _____ | 4. literacy | d) a group of craftspeople who control a certain craft |
| _____ | 5. illuminated | e) the ability to read |
| _____ | 6. clergy | f) an area of land or property |
| _____ | 7. lord | g) a person with power and influence who controls land given to them by a king |
| _____ | 8. knight | h) relating to the Middle Ages in Europe |
| _____ | 9. nobility | i) having the power of self-government |
| _____ | 10. feudalism | j) an organization that has existed for a long time and promotes a particular cause |
| _____ | 11. medieval | k) a plot of land exchanged for loyalty to a ruler |
| _____ | 12. vassal | l) a social structure marked by the dominance of the father in the family |
| _____ | 13. fief | m) a soldier on horseback who serves a king or other ruler |
| _____ | 14. manor | n) a person living on a feudal estate who was required to work for the lord of the manor |
| _____ | 15. estate | o) in a Christian church, people, such as priests, who carry out religious duties |
| _____ | 16. serf | p) plowed but with nothing planted for a period in order to restore the land's fertility |
| _____ | 17. fallow | q) powerful families that hold fiefs and titles |
| _____ | 18. guild | r) a large country house and its surrounding land |
| _____ | 19. autonomous | s) decorated by hand with designs |

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

The Five Pillars of Islam

Explore the Five Pillars of Islam by reading the information below and then answering the questions that follow.

Faith

The first pillar involves believing that Allah is the one and only God and that Muhammad is his messenger. The declaration of faith is called the *shahadah*. It is learned by Muslims as children and is recited throughout one's life in order to prove one's spiritual commitment to God.

Prayer

Muslims pray five times a day. In an area with many Muslims, an official caller (the muezzin) calls people to prayer from a minaret of the mosque. Inside the mosque, Muslims perform a ritual cleansing before they begin to pray. Although it is preferable to pray in a mosque, prayers can be said anywhere. However, the person must pray facing the direction of Mecca. There are specific times each day that Muslims pray:

<i>fajr</i>	the morning prayer
<i>zuhr</i>	the noon prayer
<i>'asr</i>	the afternoon prayer
<i>maghrib</i>	the sunset prayer
<i>isha</i>	the night prayer

Concern for the Poor

One of the most important ideas of Islam is that everything belongs to God. Each year, Muslims are supposed to give a percentage of their money as a donation to the poor. A person may also perform a voluntary act of charity or kindness, which has no set amount.

Fasting

Every year during Ramadan (the ninth month in the Muslim calendar), Muslims fast from sunrise to sunset. This means that they do not eat or drink during that time period. Fasting is seen as a way to purify oneself. Fasting allows Muslims to concentrate more on their religious practices during this time. Children do not begin to fast until they are teenagers. Soldiers during battle, pregnant women, and the sick are not required to fast. The last day of Ramadan is celebrated by feasting.

Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

Pilgrimage

The annual pilgrimage to Mecca is called the *hajj*. It occurs in the twelfth month of the Muslim calendar. Muslims are expected to perform this pilgrimage at least once in their lives if they can afford it and are in good health. During the five-day-long hajj, certain rituals are performed. These include wearing special clothes that symbolize unity and walking together around the Kaaba. Pilgrims also go to the plain of Arafat, where they stand and are "alone with God."

1. What is the first Pillar of Islam? (5.10)

2. How many times do Muslims pray each day? Why do you think it is not necessary to perform these prayers in a mosque? (5.10)

3. How can Muslims express their concern for the poor? (5.10)

4. What do Muslims do during Ramadan? Why? (5.10)

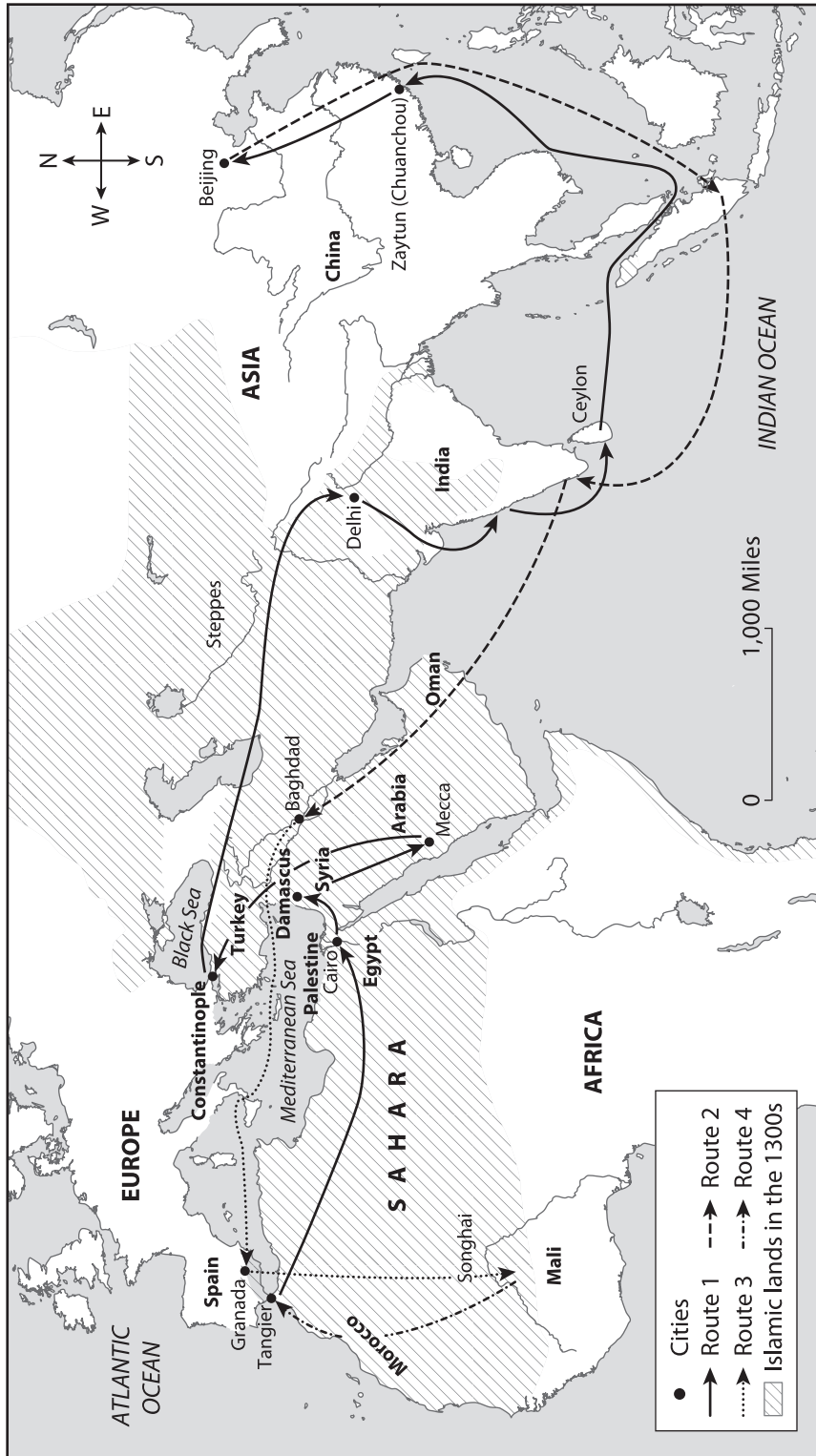
5. How many times are Muslims expected to make the pilgrimage to Mecca? What are some important things Muslims do during the hajj? (5.10)

Activity Page 2.2

Use with Chapter 2

The Travels of Ibn Battuta

The map shows the travels of explorer Ibn Battuta through the Islamic empire and beyond. Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2

1. Which three non-Islamic cities did Ibn Battuta travel through on Route 1? In which direction did this route take Ibn Battuta? **(5.6, 5.10)**

2. Which two Islamic cities did Ibn Battuta visit on Route 3? Which region did he cross on this route? **(5.6, 5.10)**

3. On which route did Ibn Battuta travel the shortest distance? **(5.6, 5.10)**

4. Using the map scale, estimate how far Ibn Battuta traveled from Grenada to Mali on Route 3. **(5.6)**

5. Consider Route 2 shown on the map. Why do you think that the Islamic empire did not extend to these areas visited by Ibn Battuta? **(5.6)**

Name _____

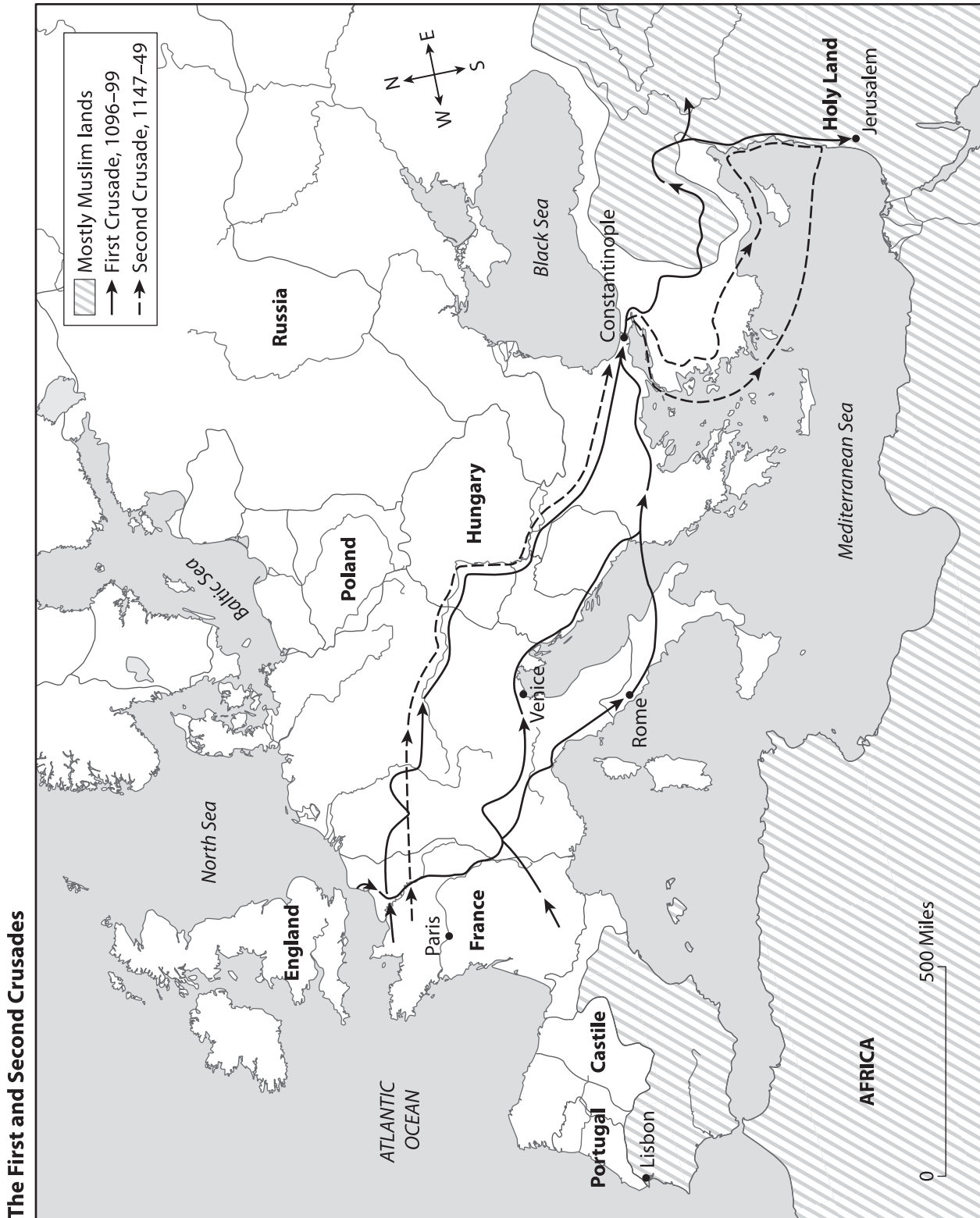
Date _____

Activity Page 2.3

Use with Chapter 2

The Crusades

Use the maps to answer the questions.



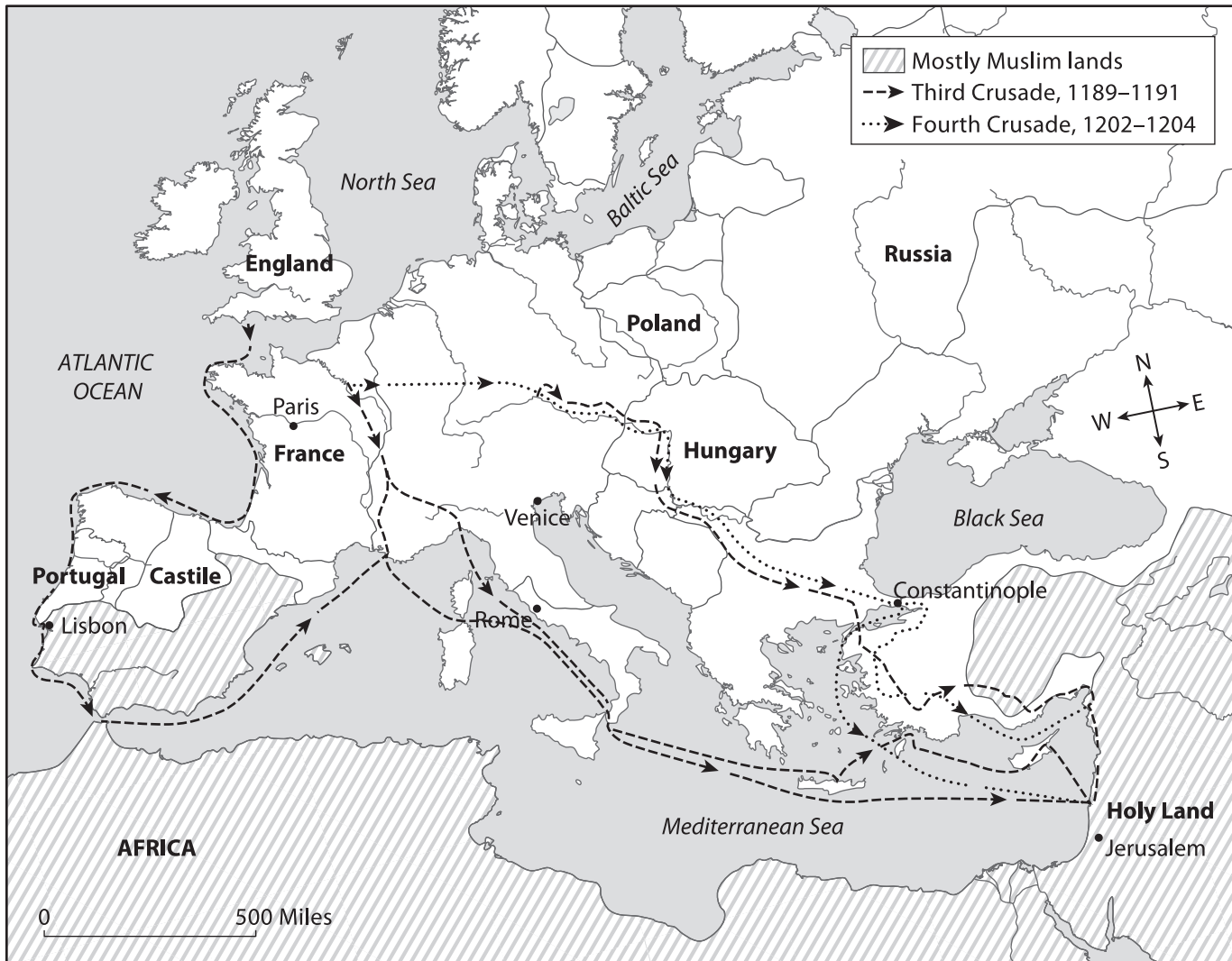
Name _____

Date _____

Activity Page 2.3 (continued)

Use with Chapter 2

The Third and Fourth Crusades



Name _____

Date _____

Activity Page 2.3 (continued)

Use with Chapter 2

The First and Second Crusades

1. On the first map, find the route of the First Crusade and color it blue. (5.6, 5.9, 5.10)
2. Find the route of the Second Crusade and color it red. (5.6, 5.9, 5.10)
3. Find the name *Jerusalem* and draw an orange line beneath it. (5.6, 5.10)
4. Use the scale of miles to answer this question: About how long was the westernmost route of the First Crusade that went from northern France south to Rome, then east to Constantinople, and then south to Jerusalem? Which physical features did the Crusaders have to journey through or across to reach their destination? (5.6, 5.9, 5.10)

5. Why do you think one route of the First Crusade passed through Rome? (5.6, 5.9)

The Third and Fourth Crusades

6. On the second map, find the route of the Third Crusade and color it green. (5.6, 5.9, 5.10)
7. Find the route of the Fourth Crusade and color it purple. (5.6, 5.9, 5.10)
8. Which of these two crusades began in England? (5.6, 5.9)

9. Did the English crusaders travel to the Holy Land mostly by land or by sea? (5.6, 5.9, 5.10)

Name _____

Date _____

Activity Page 2.3 *(continued)*

Use with Chapter 2

- 10.** How did the Crusades shown on the maps impact populations in Europe and the Middle East?
(5.6, 5.9, 5.9.f, 5.10)

Name _____

Date _____

Activity Page 2.4

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the word bank to complete each sentence.

prophet	monotheism	oasis	caravan	pilgrimage
successor	geometric	secular	tyrannical	rule of law

1. One similarity between Judaism, Christianity, and Islam is the belief in _____.
2. The last of the Five Pillars of Islam requires Muslims to make a(n) _____ to Mecca once in their life if they are able.
3. As a result of the Crusades, the pope was both a religious and a(n) _____ ruler in Europe.
4. The Magna Carta put safeguards in place that protected subjects from a(n) _____ ruler.
5. The exterior of the mosque featured both _____ designs and images of plants and nature.
6. After 1215 CE, the kings and queens of England were held accountable to the laws of the land through the _____.
7. The king's firstborn son was the _____ to the throne of England.
8. In the religion of Islam, Muhammad is considered a(n) _____ who shared the word of Allah.
9. The _____ traveled for many days across the hot desert before reaching the next trading post.
10. The thirsty travelers were relieved when a(n) _____ surrounded by trees came into view.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

For each word, write the letter of the definition.

- | | | |
|-------|----------------------|--|
| _____ | 1. famine | a) the system of keeping a place clean and free of disease |
| _____ | 2. infest | b) in accordance with the law or established standards |
| _____ | 3. casualty | c) an extreme shortage of food that results in widespread hunger |
| _____ | 4. aroma | d) the confidence or enthusiasm of a group at a particular time |
| _____ | 5. sanitation | e) a person killed or injured due to war or disease |
| _____ | 6. per capita | f) for each person |
| _____ | 7. legitimate | g) a large bow pulled by hand and used to shoot a long, feathered arrow |
| _____ | 8. longbow | h) to be present in large numbers, typically causing disease |
| _____ | 9. morale | i) the oldest son of the king of France; the male heir to the throne |
| _____ | 10. dauphin | j) a distinctive smell |

2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 5

- 5.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 5.2** Use a variety of primary and secondary sources to:
- a) Analyze social studies content.
 - b) Explain claims and evidence.
 - c) Compare and contrast multiple sources.
- 5.3** Explain connections between ideas, events, and developments in world history.
- 5.4** Compare and contrast events and developments in world history.
- 5.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- a) Demonstrate an understanding of social studies content.
 - b) Compare and contrast content and viewpoints.
 - c) Explain causes and effects.
 - d) Describe counterclaims.
- 5.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.
- 5.7** Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.
- 5.8** Describe the origin and spread of major world religions as they developed throughout history.
- 5.9** Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.
- a) Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.
 - b) Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.
 - c) Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.
 - d) Describe the development of feudalism and manorialism and their role in the medieval European economy.
 - e) Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.
 - f) Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.

- g) Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.
- h) Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

5.10 Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

- a) Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.
- b) Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.
- c) Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.

5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.

- a) Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
- b) Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
- c) Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.
- d) Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.

5.12 Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

- a) Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
- b) Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
- c) Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.
- d) Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.
- e) Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther's 95 Theses.
- f) Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).
- g) Describe Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a) Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.
- b) Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.
- c) Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.
- d) Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Inca civilizations.
- e) Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.
- f) Describe Aztec religious beliefs and how they were linked to the traditions of the society.
- g) Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.
- h) Identify Moctezuma II and describe features of his reign.
- i) Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.
- j) Explain how the Inca kept their empire together without a written language.

5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.

- a) Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.
- b) Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
- c) Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.
- d) Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.
- e) Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.
- f) Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.
- g) Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.

Answer Key: *The Medieval World*

Chapter Assessments

Chapter 1

- A. 1. c 2. a 3. d 4. a 5. b 6. b 7. c 8. b 9. d 10. d, e
- B. Students should provide relevant evidence to support the provided claim, such as: Charlemagne used his military to unite western Europe; he encouraged the spread of Christianity; he strengthened the intellectual, political, and military institutions of Europe; and he brought Europe into a period of unity and strength. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A. 1. c 2. d 3. a 4. a 5. d 6. a 7. c 8. a, b, e 9. b 10. d
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as: the Crusades contributed to increased contact between Europe and Southwest Asia, resulting in the spread of ideas and trade; the Crusades caused widespread destruction, resulting in the persecution and death of many Jewish people; the Crusades had positive and negative consequences, including the introduction of Arabic texts to Europe and increased distrust between Christian and Muslim peoples. Answers should include explanations of how the evidence supports the claim.

Chapter 3

- A. 1. a 2. d 3. a 4. d 5. c 6. a 7. b 8. a 9. d, e 10. d
- B. Students should provide relevant evidence to support the provided claim, such as: surviving serfs demanded pay for their work; lords attempted to resist the claims of serfs but wound up freeing them from their obligation to the manor; the value of lords' lands decreased along with their power; a rising middle class in towns contributed to greater autonomy. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature

Describe the source: The source is a passage from a document written during the reign of Charlemagne's son Louis the Pious. The document describes the requirements of coloni.

Connect the source to what you know: Feudalism was a system of government based on loyalty. At the bottom of feudalism were peasants and serfs, who worked on manors and owed certain things to the lord in exchange for land and protection. The source explains what these people owed the lord, including the types of payment and labor they had to perform.

Understand the source: The coloni were a type of free peasant. The purpose of the source was to list the duties or responsibilities of those free peasants.

Draw a conclusion from or about the source: The coloni were expected to make many different kinds of payments, either with money or with the foods they produced. They were also required to do different forms of labor. This supports the conclusion that life for the coloni was very difficult, and they likely had very little time for enjoyment or to produce extra food for themselves or their families.

The Geography of Early Medieval Europe: Chapter 1 (AP 1.5)

1. Po River, Rhône River, Rhine River, Danube River
2. Pyrenees
3. Examples include: London, Canterbury, Hastings, Toulouse, Paris, Rome, Barcelona, Seville
4. Norse, Franks
5. about five hundred miles

Trade Networks in the Middle Ages (AP 1.6)

1. five
2. Winchester
3. These cities had access to ocean trading routes.
4. southwest
5. straight, 1,500 miles; by trade route, 2,300 miles

Domain Vocabulary: Chapter 1 (AP 1.7)

- | | |
|-------|-------|
| 1. l | 11. h |
| 2. a | 12. b |
| 3. j | 13. k |
| 4. e | 14. r |
| 5. s | 15. f |
| 6. o | 16. n |
| 7. g | 17. p |
| 8. m | 18. d |
| 9. q | 19. i |
| 10. c | |

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature

Describe the source: The source is a passage from a charter written during the early 1200s in England.

Connect the source to what you know: King John of England took actions that upset the barons and merchants, leading them to demand certain protections under the law.

Understand the source: Section 9 of the excerpt explains the rules that apply to debtors and the people collecting debts. Section 12 of the excerpt explains when knights are required to pay fees.

Draw a conclusion from or about the source: Issues surrounding debt were common in medieval England, which made it necessary to create a set of laws that applied to all people across England.

The Five Pillars of Islam (AP 2.1)

1. The first Pillar of Islam is the *shahadah*, the Islamic declaration of faith.
2. Muslims pray five times a day. Sometimes a mosque is not nearby, or a person cannot get to a mosque. What is important is that a person prays, not where the person prays.
3. Muslims can express concern for the poor by donating a percentage of their money or performing voluntary acts of charity or kindness.
4. During the month of Ramadan, Muslims fast from sunup to sundown. They do this to purify themselves and think about their faith.
5. A Muslim should try to make the pilgrimage at least once during their lifetime. During the hajj, Muslims wear special clothes, walk around the Kaaba, and stand on the plain of Arafat.

The Travels of Ibn Battuta (AP 2.2)

1. Delhi, Zaytun (Chuanzhou), and Beijing; west to east
2. Baghdad and Granada; the Sahara
3. Route 4
4. 1,500 miles (2,400 km)
5. Answers will vary. Students may note that Ibn Battuta accessed these areas by sea rather than overland, suggesting that expanding into these regions would have been difficult for geographic reasons.

The Crusades (AP 2.3)

4. about 2,500 miles; Alps, Mediterranean Sea
5. Answers will vary. Students may note that Rome is where the pope lived.
8. the Third Crusade
9. by sea
10. The Crusades caused many casualties among Christian, Muslim, and Jewish populations over the course of two hundred years. Jewish people were prevented from traveling to Israel, and many were killed for not being Christian. The Crusades increased distrust between Christians and Muslims. However, it also led to increased trade and the exchange of culture between Europe and the Middle East.

Domain Vocabulary: Chapter 2 (AP 2.4)

- | | |
|---------------|----------------|
| 1. monotheism | 6. rule of law |
| 2. pilgrimage | 7. successor |
| 3. secular | 8. prophet |
| 4. tyrannical | 9. caravan |
| 5. geometric | 10. oasis |

Primary Source Analysis (AP 1.3): Chapter 3 Primary Source Feature

Describe the source: The source is an excerpt from a historical account written during the Hundred Years' War.

Connect the source to what you know: The Hundred Years' War was fought between England and France for more than one hundred years. During this time, the king of England claimed to be the legitimate heir to the French throne.

Understand the source: The source explains the Battle of Crécy and how it was won by the English despite facing a larger French force.

Draw a conclusion from or about the source: The English fought with determination and patience, which helped them succeed against the French.

Domain Vocabulary: Chapter 3 (AP 3.1)

- | | |
|------|-------|
| 1. c | 6. f |
| 2. h | 7. b |
| 3. e | 8. g |
| 4. j | 9. d |
| 5. a | 10. i |



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