

The Middle Ages



Teacher Guide
pbs4549.org/middleages

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The Middle Ages – Overview

Purpose

PBS 45 & 49 presents *The Middle Ages*, a multimedia package that is keyed to grade 7 social studies and language arts standards. The package includes a teacher guide and a Web site. The Web site contains video segments, the teacher guide and games and activities. The goal of the program is to help students understand the basic concepts of this historical period, including the barbarian invasions, feudalism, the Crusades, the devastation of the plague, the causes of the Renaissance and the beginning of the Reformation. This is accomplished through hands-on and project-based activities.

Video

The video clips for this multimedia kit are available online only at www.pbs4549.org/middleages. The clips give an overview of the time of the Middle Ages plus segments about blacksmiths, jousting, the Goths, the Vikings, knights' clothing, weaponry and more.

Teacher Guide

The teacher guide includes the following lessons:

The Big Picture

The Eras of History

In the activity Tabla Lusoria, students play a board game that was invented by the ancient Romans. To advance their token on the board, they must correctly answer questions about whether an event happened in ancient, medieval or modern history.

The Invasions

Students look at the barbarian invasions through a series of maps. Then they learn about items that the barbarians brought with them that made life easier for the feudal people. Finally, students create an advertising brochure that promotes one of these innovations.

Learning About Islam

Students learn about the birth of Islam and its relation to the Crusades. For enrichment, students can write a paper comparing and contrasting Islam and Christianity.

Feudalism

The Play

Students create a play about medieval life. They develop the characters, setting, conflict and resolution. They also may produce the play.

The Research

Students conduct research on the different people that made up the feudal society. They study the clothing, food, culture, housing and other cultural facts about the various classes of people.

Roman World vs. Feudal World

Students fill in a Venn diagram that compares the Roman and the feudal worlds. They look at the people, the government, the family, education, medicine and entertainment in both worlds.

The Crusades

The students read about the many crusades and discuss how these holy wars between Christianity and Islam helped to bring about the changes that led to the Renaissance. They will write a rhyme that explains specific events and/or people of the Crusades.

The End of Feudalism and the Middle Ages

The Bubonic Plague

Students learn how the bubonic plague led to the end of one era and the beginning of another. They do a simulation activity that helps them to understand the devastating effects of the plague.

Medieval Art

Students look at the beginning of the Renaissance period. They create an illuminated manuscript similar to those made during medieval times.

The Renaissance and the Reformation

Students compare and contrast current events with the Reformation period.

A decorative border with a repeating interlocking knot or braid pattern surrounds the entire page.

The Middle Ages

The Big Picture

www.pbs4549.org/middleages

Introduction to the Middle Ages Eras

History is the record of past events and times. The three general historic eras include ancient history, the Middle Ages and modern history. What distinguishes the eras? What are the characteristics of each? Let's take a look.

Ancient History

Ancient history is the study of cultural and political events from the beginning of human history until the Early Middle Ages. Ancient history begins with the earliest writings – the Sumerian cuneiforms – from 5,000 to 5,500 years ago. This, according to historians, is the beginning of recorded history.

This does not mean that “nothing” happened prior to 3000 B.C., the era called Pre-History. This era is written about by anthropologists, who are scientists who study the origin, behavior and development of humans. Because there are no written records, they accomplish their research through the study of bones and artifacts left by early people.

The ancient period saw the rise of many civilizations whose influence is still perceptible today. The beginnings of nations, empires, most religions practiced today, organized agriculture, trade and organized warfare are but a few of these influences.

To give you a frame of reference, here are some events that occurred in the ancient world:

- The pyramids were built in Egypt to honor the citizens' dead pharaohs (leaders).
- Jesus Christ was born and the Christian religion was founded. The books of the Bible were written.
- The Tao Te Ching was written in China. It described the promoted the importance of a “modest, balanced life.”
- Socrates and Plato, great Greek philosophers, wrote about how “all people should be accountable for their actions.”
- Islam became the religion of many. The Arabic word “Islam” means “submission in peace.” In practice, it is understood to mean submission in peace to the will of God Almighty (Allah).
- The Roman Empire spread throughout Europe. The strategy that led to the formation of this empire was to conquer other lands and create colonies there. This expansion brought much wealth to the Roman state and positioned Rome as the “Imperial City.” Rome became a very cosmopolitan capital city. High living and wealth measured a person's importance and success. The Roman Empire had an autocratic form of government; in other words, the emperor had unlimited power.

Although the ending date of ancient history is largely arbitrary, most Western scholars use the fall of the Roman Empire in 476 as the traditional ending. This is when a German named Odoacer removed the last ruling emperor from Rome. There are many different theories as to why the Roman Empire collapsed. Declining morals, public corruption, unemployment, inflation, urban decay and increased military spending are a few of the theories cited.

The Middle Ages – The Medieval Years

The Middle Ages, or medieval time, is generally believed to have started with the fall of the Roman Empire in 476 and to have lasted about 1,000 years until about 1450. The beginning of the Middle Ages is called the Dark Ages because the great civilizations of Rome and Greece had been conquered.

Life was very hard in the Middle Ages. Very few people could read or write. Their lack of knowledge often led to superstitious beliefs. The people thought that fate ruled their existence; therefore, there was little hope for the improvement of their condition. During the years of the Roman Empire, the poor people were protected by the soldiers of the emperor. When the empire fell, there were no laws to protect them, so they turned to the lords to keep the peace and to act on their behalf. This willingness to be ruled by the lords led to the beginnings of feudalism. Some peasants were free, but most became serfs to a lord. This meant they were bound to the lord's land and paid very high rent to the lord.

The only hope that most people had was their belief that the next life in heaven would be better than life on earth. The Crusades were launched to bring Jerusalem under Christian control because the Muslims had denied pilgrims access to the city. The experiences of the traveling crusaders opened up new worlds and new ideas to the medieval people.

Prior to the Middle Ages, many groups of people led invasions in European lands. They included the Huns from Central Asia, the barbarian tribes from Scotland and the Germanic tribes, which included the Vandals, Lombards, Goths and Franks. During the Middle Ages, there were barbarian invasions, which included the Viking raids and the raids of the Mongols, who controlled most of Russia and eastern Europe.

Almost half of the people in western Europe died from the bubonic plague. This disease, which killed 35 million Asians, was brought to Europe by ships coming back from China. Rats traveled on the ships. Fleas living on the blood of these infected rats transferred the disease to people. Lymph nodes swelled and burst and the skin turned a dark gray color. Medicinal care and cleanliness were lacking. Superstition ruled.

It should be noted that other parts of the world were thriving in this era. North Africa, the Middle East, China, India and other parts of the world were experiencing great changes.

The Renaissance began in about 1450. Renaissance is a French word that means "rebirth." This rebirth began when European scholars became more aware of and interested in the world around them. The art became more true to life. People began to learn about new lands, customs and beliefs.

Modern History

"About 1450, European scholars became more interested in studying the world around them. Their art became more true to life. They began to explore new lands. The new age in Europe was eventually called "the Renaissance." Renaissance is a French word that means 'rebirth.' Historians consider the Renaissance to be the beginning of modern history."

Source: www.mrdowling.com/704renaissance.html

So much has happened in the world since 1450. One example is the invention of the printing press – a huge step for it provided education to the masses. We can look at religious reform from dependence upon Catholicism to the rise of Protestantism and also religion in the "Age of Reason." We can look at politics throughout the world. The American and French revolutions made drastic changes in the way the world was viewed. The scientific revolution, the Enlightenment and the Industrial Revolution all changed the world. The 19th century brought about the concepts of nationalism, the Civil War in America, the feminism movement, the growth of socialism and Marxism and the works of Darwin, Freud and Einstein. Two world wars occurred, as well as many other conflicts throughout the world. Today we're seeing the great impact of technology.

How was that? Two paragraphs to summarize about 550 years of history! The whole story will have to be told at a different time and in a different place. In this study, we're going to spend time learning about the Middle Ages – what happened and how people were affected. Enjoy the trip.

Lesson Plan: Tabla Lusoria



Overview

Students will play the game Tabla Lusoria, whose title is Latin for “Table of Pieces.” To advance their marker, students must correctly answer questions about whether an event happened in the ancient, medieval or modern era of history.

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.
04. Explain the lasting effects of military conquests during the Middle Ages.
05. Describe the impact of new ideas and institutions on European life.

Materials

- Enough game markers so that each student has three markers of the same color

Procedure

1. Review the three segments of written history – ancient, medieval and modern.
2. Introduce the game Tabla Lusoria and explain that this is a game that was played during Roman times.
3. Divide the students into pairs.
4. Distribute one game board and set of history cards per pair. **Note:** You may want to print the cards on heavy paper so that they do not get destroyed. You could also laminate them to make them last.
5. If you wish, allow the students to review the questions and answers on the history cards.
6. Distribute three markers of the same color to each player. Competing players should have different-colored markers.
7. Introduce the rules of the game. The object is to get three markers in a row, either in a line or along a curve.
 - a. Students may move their marker only along a line or a curve to the next space.
 - b. If the space is occupied, they may jump over one marker, but not more than one.
 - c. The first person to get three markers in a row is the winner.
8. Let students practice playing one game without using the history questions so that they understand the game.
9. Once they have completed the game, have them play again with the restriction that on each turn, they must first correctly identify whether the event on a game card occurred during ancient, medieval or modern times. If they answer correctly, they may advance on the game board. If they miss the answer, they must forfeit their turn.
10. The alternate player should read the card (because the answer is on the card).

Evaluation

Students should answer the 10-question quiz that is provided.

Tabla Lusoria Instructions

This is a very simple two-player game from Roman times. Each player has three markers that are a different color than the other player's. A sample of the game board and starting positions is shown below.

Object of the Game: Get your three markers in a row. They can be along a straight line or next to each other on the circle.

Player Turns: On your turn, your opponent will draw a history card and read the question. To be eligible to advance a marker, you must correctly answer whether the event occurred during ancient, medieval or modern times. Moves are made in turn and only along a line or curve. Markers move to the next line junction, unless that space is occupied, in which case the player may move to the next space, but only over one marker. The first person to get three markers in a row is the winner.

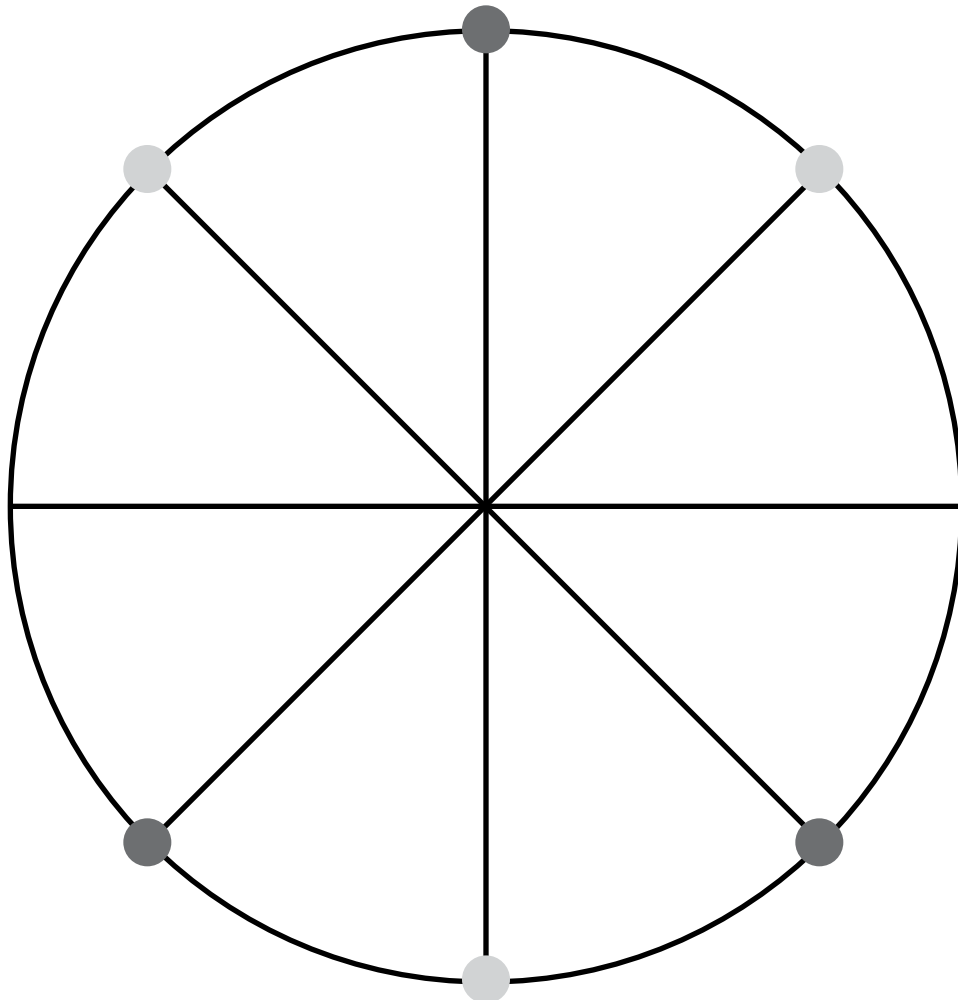
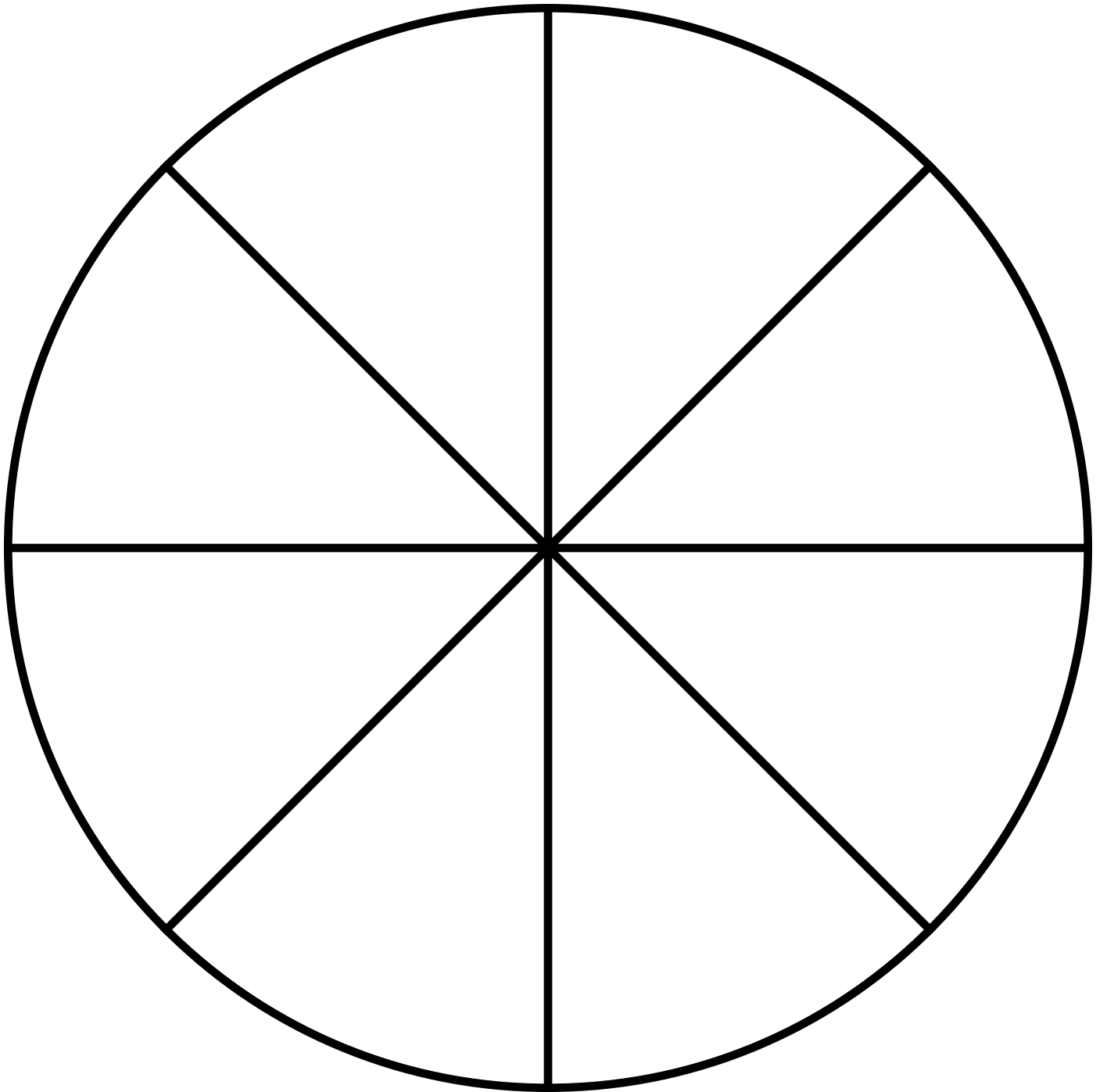


Tabla Lusoria Game Board



When did it happen?

Begins with the earliest forms of writing.

Answer: ancient times

When did it happen?

Islam becomes the religion of many.

Answer: medieval times

When did it happen?

The pyramids are built in Egypt.

Answer: ancient times

When did it happen?

The Roman Empire spreads throughout Europe.

Answer: ancient times

When did it happen?

Socrates and Plato state that "all people should be accountable for their actions."

Answer: ancient times

When did it happen?

Ends with the fall of the Roman Empire in the year 476.

Answer: ancient times

When did it happen?

Begins about 5,000 to 5,500 years ago, or about 3000 B.C.

Answer: ancient times

When did it happen?

Marks the first written records.

Answer: ancient times

When did it happen?

Lasts until about the year 1450.

Answer: medieval times

When did it happen?

Begins with the fall of the Roman Empire in the year 476.

Answer: medieval times

When did it happen?

The early part of this time is called the Dark Ages.

Answer: medieval times

When did it happen?

Superstition is a very strong force.

Answer: medieval times

When did it happen?

There is a system that divides the people into lords, knights, clergy and peasants.

Answer: medieval times

When did it happen?

Feudalism is a way of life for many people.

Answer: medieval times

When did it happen?

The Roman Catholic Church is very powerful and determines much of the rule of the time.

Answer: medieval times

When did it happen?

The bubonic plague kills about half of the western European people.

Answer: medieval times

When did it happen?

The Crusades takes place. Knights fight to conquer the "infidels" of the east.

Answer: medieval times

When did it happen?

Ends in about 1450 when the Renaissance begins.

Answer: medieval times

When did it happen?

Comes before the Renaissance.

Answer: medieval times

When did it happen?

Lasts about 1,000 years.

Answer: medieval times

When did it happen?

Begins about the year 1450.

Answer: modern history

When did it happen?

Begins with the Renaissance.

Answer: modern history

When did it happen?

The printing press is invented.

Answer: modern times

When did it happen?

Illuminated manuscripts are made by writing the holy books by hand.

Answer: medieval times

When did it happen?

Is a time of much religious reform and the birth of Protestantism.

Answer: modern times

When did it happen?

The scientific revolution begins.

Answer: modern times

When did it happen?

Leonardo DaVinci paints "Mona Lisa" and "The Last Supper," and creates many inventions.

Answer: modern times

When did it happen?

Martin Luther challenges the abuses by the Roman Catholic Church.

Answer: modern times

When did it happen?

Shakespeare writes 37 plays and 154 sonnets.

Answer: modern times

When did it happen?

Michelangelo paints the Sistine Chapel.

Answer: modern times

Lesson Plan: The Invasions



Overview

In keeping with the theme of understanding the transition from one type of society to the next as described in the state standards, this lesson shows how the invasions of Germanic tribes during the Middle Ages helped bring about the changes that ended once and for all the ancient times and ushered in the medieval period. Students will accomplish the following:

- Read and see the movement of the invasions
- Learn the various improvements in technology brought by the new groups of people
- Complete a project that illustrates those improvements and explain how Europe changed

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

04. Explain the lasting effects of military conquests during the Middle Ages.

Procedure

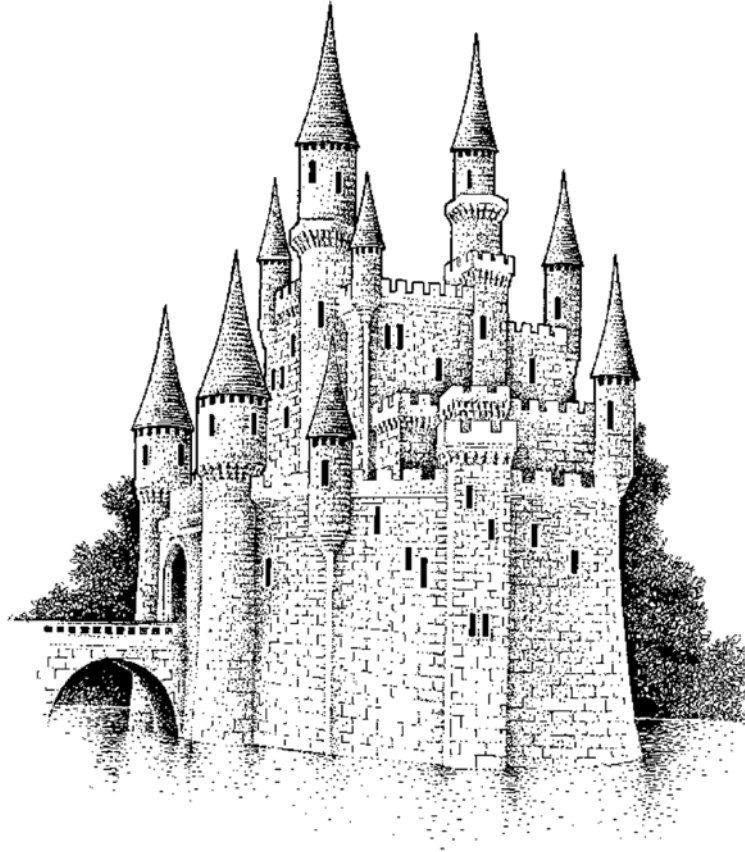
1. As a class, read and discuss the enclosed handout, Background: The Invasions. More attention should be given to the understanding of the development of feudalism, rather than to the specific invasions.
2. For additional resources, reference the photos and video clips found at www.pbs4549.org/middleages/resources.htm.
3. After discussion, begin the creation of a catalog that illustrates the new products brought into Europe by the invaders. These products are discussed in the last three paragraphs of the handout. Be sure that one group or individual advertises the idea of feudalism, since that is a major change brought about by the barbarian invasions. The page "Sample Advertisement" gives an example of this exercise.
4. Students may work in groups or pairs, or each student can select a product to advertise individually. The advertisement should show an illustration of an advanced technology such as the yoke. It also should include a description of why the advance is important, what it can do for society, its cost and its ordering information.
5. Finished individual pages can be posted around the room or hallways, or combined into a catalog, to help students understand the many advancements brought about by the invaders.

Evaluation

Rubric for Grading Advertisement

	4	3	2	1
The ad explains changes brought about by the invasions.	The change is explained well and is historically correct and informative.	The change is explained and is historically correct.	The change is present but there are problems with the explanation.	The ad doesn't teach anything regarding the changes brought about by the invasions.
The ad includes an illustration, either original or clip art.	The illustration helps teach the concept of what was developed.	The illustration is about the Middle Ages.	The illustration is correct, but doesn't show much effort.	The illustration is missing or completely inappropriate.
The presentation of the work shows effort and pride.	Work is very neat, with good sentences, good grammar and correct spelling.	Work is neat and has no more than one writing or spelling error.	Work is readable but has two or more writing or spelling errors.	Work is immature in presentation and shows no pride or effort.

Your safety from feuding with your neighbors!



This wonderful holding and its high walls can be your protection in times of need. It provides great safety from invading barbarians including Goths, Moors, Franks, Jutes, Saxons, Anglos and even the dreaded Vikings.

You can work the lands, live in a hovel nearby and share your bounty with the lord. He, in return, will make unreasonable demands on you and occasionally allow you to hide yourself inside his walls from the hords of unwashed who come from the east. The cost is only endless labor and unfair treatment, but the protection is modern and convenient. Don't get caught out in the cold!

Order today. (Not suitable for children.)

Visit us on the Web at www.eitherwaythepeasantslose.com

or call us at 1-800-RUN-GOTH!

Background: The Invasions

No one knows why it started. Maybe there was a drought or cold spell that caused trouble in finding food. Maybe there was a mysterious disease that forced people to flee. Maybe some big, ugly, bad-tempered guy had a burr under his saddle.

For whatever reason, large groups of people from many lands started traveling about sometime in the early 300s. As these people migrated, some of them stumbled into the Roman Empire. The Romans weren't sure about all these "uncultured" and pushy people invading their lands, and called them barbarians. Push came to shove; shove came to kill; and Europe would never be the same. The invasions had begun.

Remember that the Roman Empire was divided into eastern and western parts. The eastern part flourished with an environment that was closer to what people considered civilization. The western part was wilder and less civilized, and the Romans who ruled it were few and far between (see map 1). Lots of barbarians lived along the borders, and life was more or less peaceful until the pushing and shoving began. Let's begin at about the year 375.

The Huns were a feared group of people from central Asia who began to move west. This pushed the Germanic tribes that lived along the border of the Roman Empire into Roman land. One of the tribes that was forced to move was the Visigoths. It moved into Roman land and was tolerated, but when asked to pay taxes, the Visigoths went to Constantinople, the capital of the eastern region, to negotiate. The emperor met them with a huge army, which was a big mistake. The Visigoths won that battle and practically obliterated the eastern side of the Empire. Then the eastern side got the idea that they could use these barbarians to their advantage. They led them to the western side with gold and permission to attack.

In the meantime, another group from the Germanic tribes had pushed into the western part of the Roman Empire. This group, the Vandals, had already taken over much of the Iberian Peninsula (modern-day Spain and Portugal) (map 2). By 410, Alaric, the leader of the Visigoths, had finished sacking the western capital of Rome and was headed for the Iberian Peninsula. He and his forces pushed the Vandals right off the continent and into Africa (map 3). The Visigoths held the peninsula for many years and established a culture of learning.

By 452 the Huns were moving farther and farther west under the leadership of a fierce warrior named Attila. The Romans and Visigoths had to work together to face these fearsome people, but the threat died when Attila died in 453. The Huns stopped their advance and began to move out of the territory that they had conquered.

When the Huns left, there were vacant areas and more Germanic tribes happily settled there. In about 489, the Franks moved into the main part of Europe known as Gaul, and the Ostrogoths moved into Italy (map 4).

The northern part of Europe wasn't exempt from these invasions. In the late 400s, Germanic tribes known as the Anglos, Saxons and Jutes were invading the British Isles and driving the Romans away. Even the Pict tribes from Scotland were helping to push the Romans along (map 5).

From 540 to 565, Roman Emperor Justinian managed to retake some of the lost lands in the eastern areas. He and his followers preferred a more Greek way of life and a more Greek view of Christianity, so he renamed the eastern area Byzantine. These Christians did not answer to the pope in the western area (map 6).

By 711, Islamic people known as Moors pushed upward from Africa into the Iberian Peninsula. They took over and established a large area of Muslim people in Europe. They tried to expand into the areas held by the Franks, but Charles Martel stopped them. Martel was known as "The Hammer" and was the grandfather of the future king of the Franks, Charlemagne. The Germanic bloodlines fathered many strong and determined people (map 7).

By the end of the 700s, a whole new terror was pushing its way into Europe. The Vikings started attacking the British Isles, but soon found much more to steal in the continent itself. The Vikings were ruthless and had boats that could navigate shallow rivers. That made their attacks fast, furious and almost impossible to stop. The Vikings and their close cousins, the Norsemen, tormented much of Europe for the next 200 years (map 8).

All this pushing, shoving and raiding had a slow but serious effect on daily life. Common people needed protection. They moved in droves onto lands owned by lords, where they could be protected by the lord's knights and castle or stronghold. In return, they worked the lord's land for him and tended his animals and needs. This was the beginning of feudalism.

The barbarians also brought with them advances in technology. Stirrups made fighting on horseback much more successful, so it gave armies who understood how to use them a great advantage. Before the invasions, Romans on horseback had nothing between them and the horse but a short blanket. Wielding weapons from horseback was too dangerous because the rider could easily fall. Using stirrups, cavalrymen could wield a lance in battle.

Before the advent of the framed yoke, farmers plowed by simply putting a rope around an animal's neck. If the animal had to strain through hard or soggy land, the rope would choke off its air supply. Progress was impossibly slow and often women pulled the plows in place of the animals. But the barbarians introduced a framed yoke to the farmers. It went over the animal's neck and down its two front shoulders. The weight of the plow and earth was off the animal's neck, greatly improving efficiency. This allowed for more food to be produced, which changed how people survived and spent their time.

Other innovations brought by the barbarians included pants, barrels, wheeled plows, special boats and navigation knowledge, butter, rye bread, schools for the children of nobles, timed candles, transparent ox horns that could be used as lanterns, manual cranks, water mills and horseshoes. All these things made life, labor and fighting easier, increasing the production and power of greater Europe in the medieval times.

Map 1: Roman Empire, A.D. 375



Map 2: Huns Force Movement



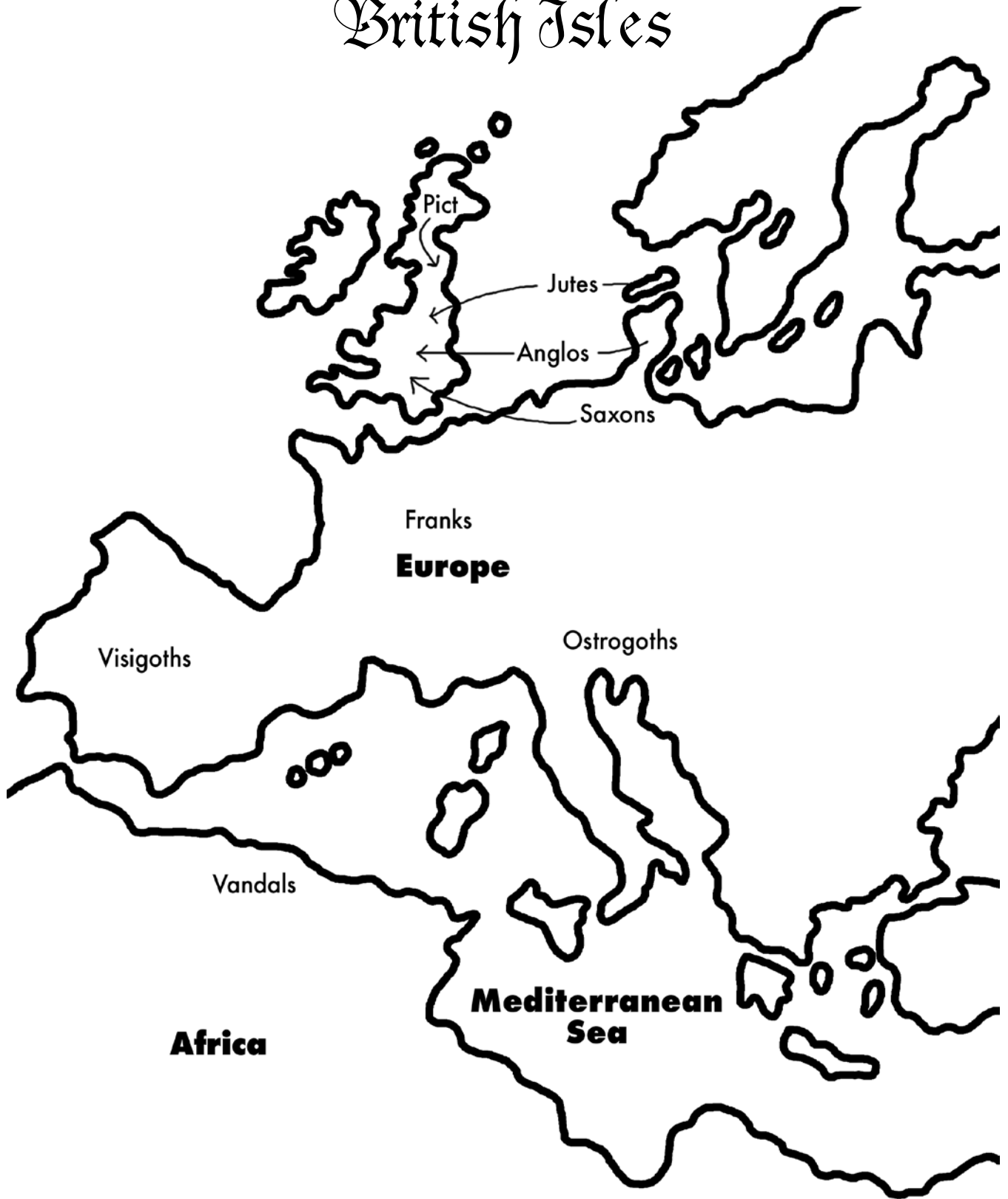
Map 3: Visigoths Push Vandals Out of Europe



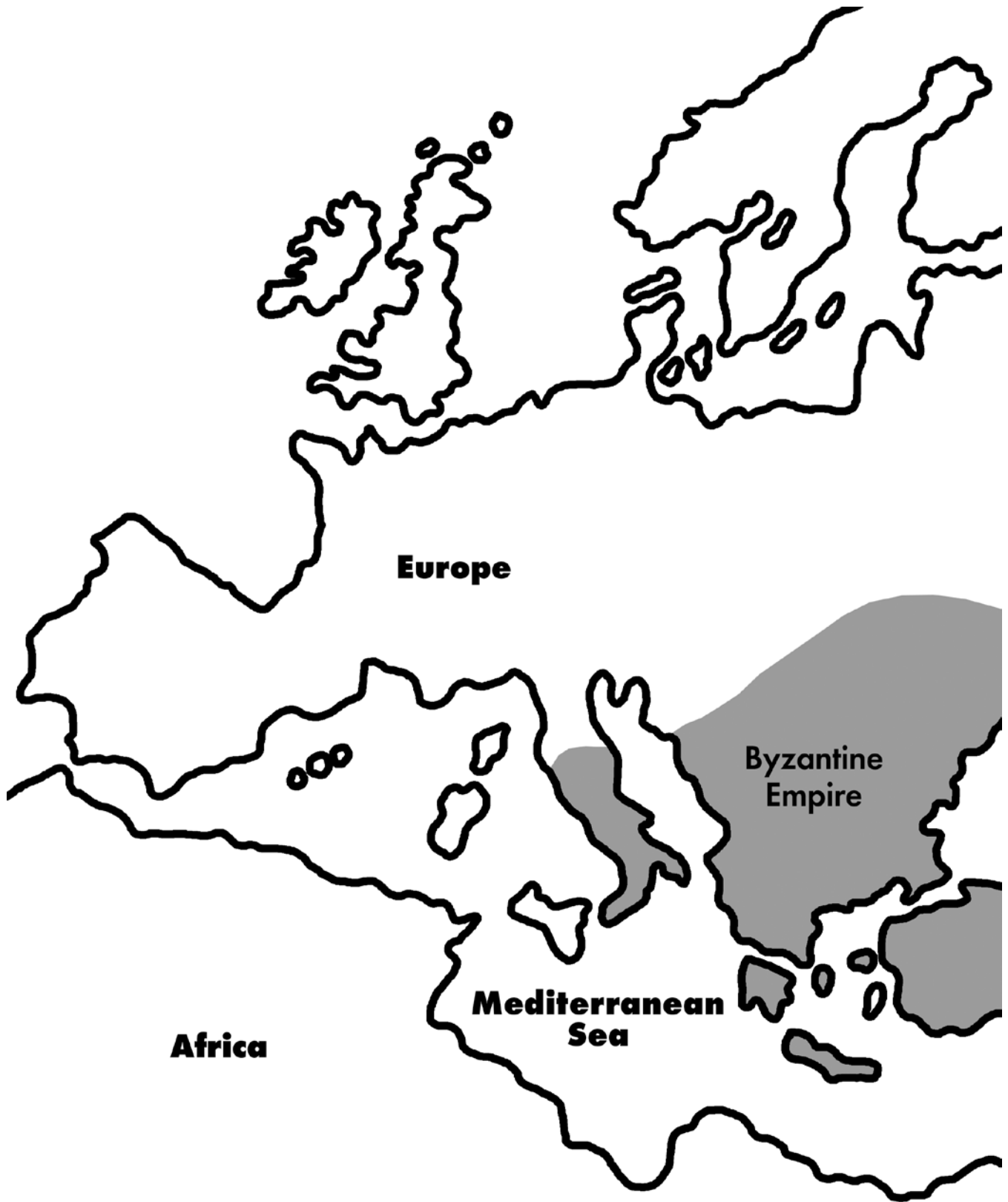
Map 4: After the Huns Retreat



Map 5: Northern Tribes Take Over British Isles



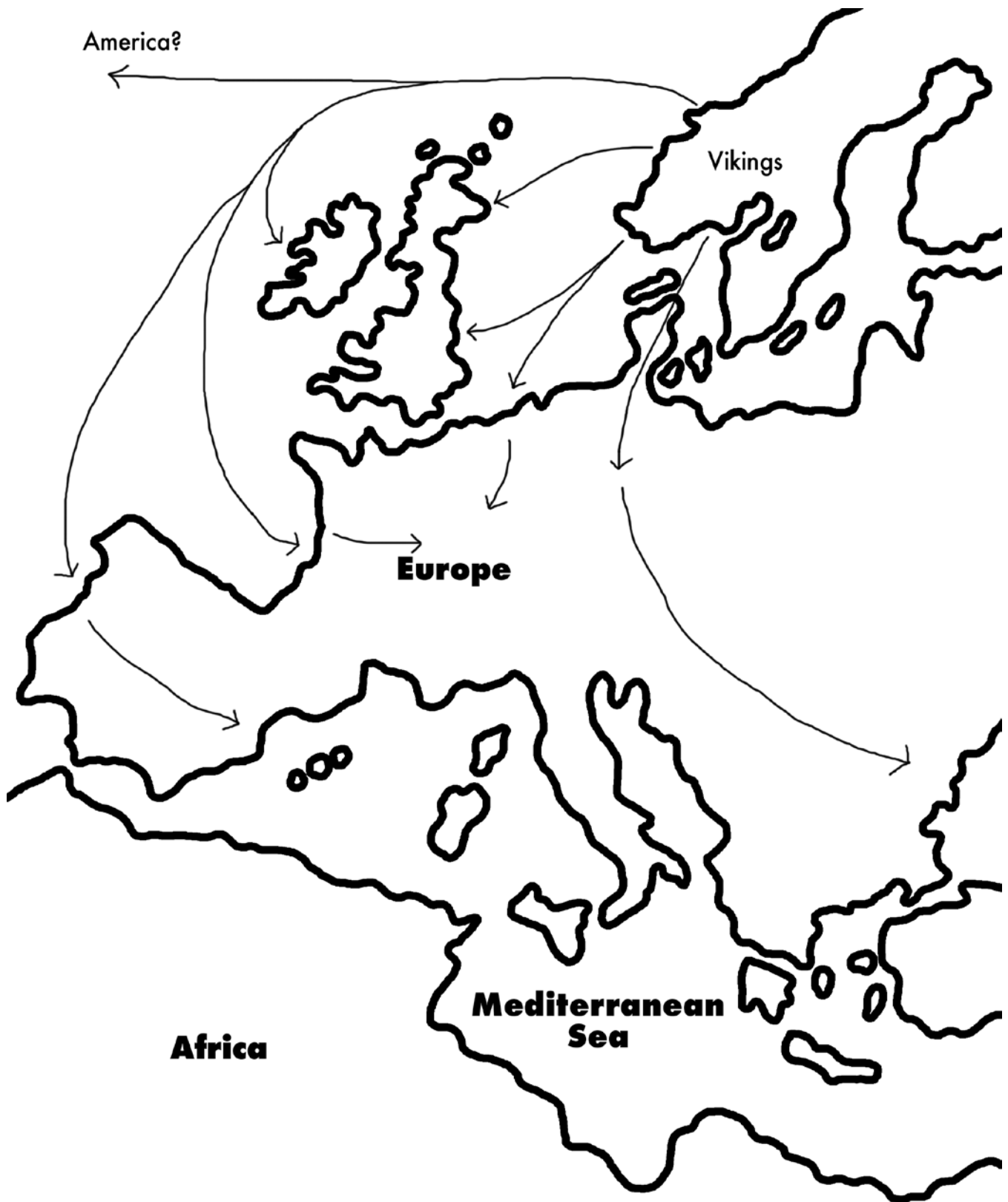
Map 6: Byzantine Empire



Map 7: Islamic Moors



Map 8: The Vikings Attack



Introduction to Islam

History

Semitic people, who were various ancient and modern peoples originating in southwestern Asia, came from Mesopotamia to the Arabian peninsula at about 2000 B.C. Mesopotamia, an ancient region in western Asia located between the Tigris and Euphrates rivers, is believed by some to be the site of the birth of mankind. It is now part of Iraq.



This is the way the Middle East looks today.

A Semite prophet named Muhammad was born in the year 570 in the city of Mecca in Saudi Arabia. When he was 40 years old, he heard the angel Gabriel speak to him and tell him that he was a prophet like Abraham, Moses and Jesus. The Islamic God, or Allah, spoke to Muhammad while he was meditating in a cave near Mecca. For the next 23 years, Muhammad memorized what he heard and wrote it into a book called the Qur'an (or Koran), which became the holy book of the Muslim people. Muslims regard it as the "unaltered word of God."

Over the next 100 years, many Arabic tribes converted to Islam either through the teachings or as the result of wars. By 711, most of western Asia (except Turkey, which was held by the Romans), plus Egypt, Spain, Libya, Tunisia, Morocco and Algeria, were all under control of the caliphs, who were spiritual heads of Islam. For the next several hundred years, there were many changes in governmental leadership but the religion of Islam continued to be a prime force in the area.

Beliefs

The religious faith of Islam, as it was practiced between the years 650 to 1500, was closely related to Judaism and Christianity. Like Jews and Christians, Muslims, who are people of the Islam faith, believed that there was only one God, called "Allah." Muslims believed that Moses and Jesus had both existed, that they were important messengers of God and that Muhammad was another in the same line. Many of the stories in the Koran are the same as the stories in the Judeo-Christian Bible.

Muslims' duties are summed up in five simple rules, the so-called Five Pillars of Islam:

- Belief (Iman): There is no god but God and Muhammad is His messenger
- Worship (Salat): Worship God five times a day – at dawn, noon, mid-afternoon, sunset and nightfall
- Fasting (Sawm): Abstain from food and drink, as well as smoking and sex, between sunrise and sunset during the month of Ramadan, the ninth month in the Muslim calendar
- Almsgiving (Zakat): Give alms to the poor
- Pilgrimage (Hajj): Undertake a pilgrimage to Mecca at least once in one's lifetime, if one is able, during the first days of Dhu'l-Hijja, the twelfth month of the Muslim calendar.

Mecca, located in Saudi Arabia, is the most holy city in Islam. The most important Islamic principle, though, is that a good Muslim should worship only Allah, and no other gods.

The Crusades

The Holy Land is where Christians believe Jesus Christ was born and lived his life. It includes Palestine, Israel and bits of Lebanon and Jordan. Christians believed that they should hold this land, not Muslims, so the Christians initiated a series of wars, called the Crusades, to get the land from the Muslims. The Christians won some battles to reclaim their holy lands but could not keep the cities they took. They did, however, gain something very valuable from the Crusades. For the first time, they left their homes in western Europe and looked beyond their own villages. They saw a world that was very different from their own and brought these ideas back with them.

Muslims Today

Many people believe that Muslims today live exclusively in the Middle East and that it is a religion for Arabs. This, however, is not the case. About 80 percent of the world's Muslims are not Arabs. Muslims represent many different races, ethnic groups and nationalities.

By 650, Islam had already divided into two main groups: Sunnis and Shiites. The Shiites believe that their religious leaders were going to come save them as the Messiah had. According to the Shiites' theology, after the death of Muhammad, the rightful teachers of Islam and guides of Muslim society were those who have been called Imams. They believe that such people are the divinely appointed rulers of Muslims, and should be deferred to in matters of religion.

Sunnis are the largest group of Muslims. They regard the first four caliphs, or Islamic leaders, as legitimate successors of Muhammad. They also stress the importance of Sunna (the way of life lived as prescribed by Muhammad) as a basis for law, the Sharia.

Another important part of early Islam was Sufism, which was a belief in a direct relationship between people and God shared by many Sunnis and Shiites. (For more information about Sunnis and Shiites, visit www.pbs.org/empires/islam/faithtoday.html and www.historyforkids.org/learn/islam/religion/shiite.htm.)

Lesson Plan: Learning About Islam



Overview

People today are bombarded with news about Islam, but most Americans do not understand the religion. This activity will help students learn about Islam. As they learn about the Crusades, this knowledge will help them understand who was fighting and the reason for the conflict. Also, for a democracy to function, we all need to be educated to make informed decisions. The intent of this lesson is to increase awareness. Students will accomplish the following:

- Use print or online information to answer questions about Islam
- For enrichment, write a paper comparing and contrasting Islam with Christianity or with another major religion

Standards Addressed

Grade 7

Social Studies – History, Benchmark B

02. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C., including the spread of religions.

Materials

- Text, library books, Internet for research

Procedure

1. Have the students create a KWL chart with headings as shown below, and fill out the first two sections. They should try to put at least three entries in each column.

KWL Chart

What I Know	What I Want to Know	What I Learned

2. Lead a class discussion about what the students wrote on the KWL paper. Their entries can be written on chart paper, the board, etc., or can simply be discussed.
3. The students can use what they wrote on their chart to complete one of the following assignments:
 - a. Pass out the worksheet titled Learning About Islam – Search Assignment and direct students to do this activity as a scavenger hunt. Students may use their textbooks, library materials or the Internet. The Web site for this project, www.pbs4549.org/middleages/resources.htm, also offers a list of resources. Students can work with a partner to get the information. As a class, discuss what was found.
 - b. The second option is to give the students the reference page Islam and review it as a class. Students may complete the worksheet during the review, or complete it independently.
4. **Enrichment:** Students can work as a group to write three paragraphs that compare Islam and Christianity, or Islam and another of the major religions. The Internet site “Information on Muslims,” www.woodlandsjunior.kent.sch.uk/Homework/religion/Islam.htm, has information on all of the major religions. Student research findings could be presented to the class. You could help them by suggesting the categories for comparison. The categories might include the following:
 - a. History of the religion
 - b. Major beliefs
 - c. Who is considered their god
 - d. The part of the world where this religion is prevalent
 - e. Holy books (if any)
 - f. Other interesting topics

Evaluation

For the Student Handout

There are 16 answers on the handout. A percentage could be given for the number of correct responses, or this could just be used as an information assignment.

For the Enrichment Activity:

Compare and Contrast Essay Rubric

Category	4	3	2	1
Introduction	The student equally addresses both likenesses and differences in the thesis.	The student addresses likenesses and differences in the thesis, but not equally.	The student does not address both likenesses and differences in the thesis.	The student addresses neither likenesses nor differences in the thesis.
Supporting Main Ideas	The student consistently provides appropriate evidence to support main ideas.	The student usually provides adequate details to support main ideas.	The student sometimes supports main ideas with sufficient evidence.	The student rarely provides evidence that supports main ideas.
Grammar and Mechanics	The student consistently uses correct grammar and sentence mechanics.	The student usually uses correct grammar and sentence mechanics.	The student occasionally makes errors in grammar and mechanics that interfere with reading the essay.	The student frequently makes errors in grammar and mechanics that interfere with reading the essay.

Rubric adapted from www.oneontacsd.org/rs/CompareandContrastRubric.html.

Names _____

Learning About Islam – Search Assignment

Directions: Use your textbook, library material or the Internet to find the answers to these questions. One Internet source is **www.pbs4549.org/middleages/resources.htm**.

1. List the Five Pillars of Islam:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. The name used for the Muslim God is _____.

3. Muslim people believe that the “unaltered word of God” is written in their holy book called the _____.

4. This holy book was written by _____.

5. Jesus, Abraham and Moses are part of the Muslim religion. They are believed to be _____.

6. Name three Middle East countries that have large Muslim populations:

- a. _____
- b. _____
- c. _____

7. The holy city of the Muslim people is named _____.

8. The wars that the Christians fought with the Muslims were called the _____.

9. The Christians referred to the Muslim people as the _____.

10. The land between the Tigris and the Euphrates rivers (now part of Iraq) is sometimes called the _____.

Learning About Islam – Search Assignment Answers

Directions: Use your textbook, library material or the Internet to find the answers to these questions. One Internet source is **www.pbs4549.org/middleages/resources.htm**.

1. List the Five Pillars of Islam:

- a. **Belief**
- b. **Worship**
- c. **Fasting**
- d. **Almsgiving**
- e. **Pilgrimage**

2. The name used for the Muslim God is **Allah**.

3. Muslim people believe that the “unaltered word of God” is written in their holy book called the **Koran**.

4. This holy book was written by **Muhammad as revealed by the angel Gabriel**.

5. Jesus, Abraham and Moses are part of the Muslim religion. They are believed to be **prophets**.

6. Name three Middle East countries that have large Muslim populations:

Turkey, Syria, Iraq, Iran, Saudi Arabia, Lebanon, Jordan, Afghanistan, Pakistan.

7. The holy city of the Muslim people is named **Mecca**.

8. The wars that the Christians fought with the Muslims were called the **Crusades**.

9. The Christians referred to the Muslim people as the **infidels**.

10. The land between the Tigris and the Euphrates rivers (now part of Iraq) is sometimes called the **birthplace of mankind**.





The Middle Ages

Feudalism

www.pbs4549.org/middleages

Lesson Plan: Feudalism Research



Overview

Students will be placed into fact-finding teams. Each team has the responsibility of finding information about its topic, creating a fact sheet and presenting the findings. Topics to be explored are nobles, knights, clergy, tradesmen and peasants. The students will achieve the following:

- Do research on the assigned topic
- Present material to either the group or the class
- Become involved in creating a play about feudalism

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

Procedure

1. Divide students into teams of two or three.
2. Make each team responsible for one to three of the following categories: nobles, knights, clergy, tradesmen and peasants. Students should find out about characteristics such as food, clothing, living conditions, homes, recreation, work, philosophy, etc.
3. Each team is to find information on its topic by using the Web sites listed at **www.pbs4549.org/middleages/resources.htm**, their textbook, books from the library and other sources available. Each person on the team will fill out the Assignment Sheet. Photos and video clips also are available at this site.
4. Have the groups meet to decide what the important facts are about their topic and what needs to be shared with the rest of the class.
5. The groups should write up and distribute the Assignment Sheets before making their presentations.
6. Collect the Assignment Sheets.

Evaluation

Determine the number of points given for each category.

Task

Points

Turned-in Assignment Sheet

For presentation:

Put the main ideas at the beginning of the presentation

Had a clear introduction

Explained the main ideas

Talked about the most important facts learned

Nobles

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen and the peasants.

During the Roman Empire, the people were ruled by a government that had a civil system. One of the duties of this government was to protect the people. When the empire collapsed, there was a king, but there was no formal organization to keep the people safe. The nobles filled this role. In turn for service to the nobles, either through farming the land or doing duties the nobles prescribed, the peasant people were given protection. The nobles offered this protection through the use of knights, who most often were the sons of the nobles.

Clothing

- Clothes were made of silk, velvet and damask.
- Bright colors were worn.
- Fur was used for linings or trimming.
- Linen or silk was used for undergarments. In the winter, women wore undergarments of fur to keep warm. Undergarments were covered by a gown. Women also wore high headdresses shaped like hearts, butterflies, etc.
- Men wore trousers covered by long coats called tunics.
- Both men and women wore jewelry. Stone cutting had not yet been invented, so whole gemstones were used. Rings and pins were the most popular items.
- Fancy clothes were a status symbol. Laws were passed that forbade peasants from wearing fancy clothes, which they couldn't afford anyway.

Food

- Nobles ate rich and fancy food prepared by the servants. Many spices were used to make the food tasty.
- People did not have forks, spoons or even cups. Only a knife was used to cut meat or bread. When nobles wanted a drink, the servants brought them a container that was used by everyone.
- Flat pieces of dry bread called trenchers were used to hold the food and were shared by several people. The more important you were, the fewer the number of people who shared your trencher.

Childhood

- Having babies in the Middle Ages was dangerous for both the mothers and the babies. About 20 percent of women and 5 percent of babies died during childbirth. An additional 10 percent to 12 percent died during the first month. Healthy children were highly valued during this time.
- Most families wanted sons to carry on the family name. Having a daughter meant that a dowry was paid to the groom at marriage, so having female children cost more money. Because having healthy children was so difficult, most parents were happy about any birth.
- If the child survived, he or she was baptized and cared for at home by the mother and by nurses until about age 7.
- There were plenty of toys and games. Medieval children had dolls, spinning tops, rattles, hobby horses, blocks, balls, whistles and puppets. Little girls had glass jewelry for dress-up, while little boys played with wooden soldiers, whips, toy horses and wooden swords.
- Royal children learned a few manners, a little reading, writing and dancing.
- At age 7, boys were sent to another castle to begin learning to become a knight. If they were unsuited for this, they were sent to a monastery to become a monk.
- At age 7, girls were sent to another castle to learn to become a lady. They learned how to manage a household, care for children, weave, sew, play an instrument, dance and sing.

Marriage

- Marriages were never based on love. They were arranged by the parents and often involved land issues and strategic bonds.
- Girls as young as age 12 were married to anyone who met the requirements of the girl's parents. Grooms could be from 20 years to 50 years old.
- A man was the head of the household and the wife was his property – to be treated in any way he wanted.
- Men were allowed to divorce their wives, but women were not allowed to divorce their husbands.

Homes

- Within the castle was a building called the keep where the nobleman and his family lived.
- The castle consisted of a great hall that served as an office, dining room and dance hall.
- The upper floors contained bedrooms for the lord and his family.
- Nobles' families had sitting rooms called solars where the family gathered to play games and listen to music.
- There were stables and a large kitchen, both of which were staffed by servants.
- Castles were generally quite smoky. A central fire area with a hole in the roof was standard. Perhaps some carpets, called tapestries, hung on the walls, but the floors were often dirt-covered with dried grass and reeds, or were made of stone. Dogs generally were allowed to go anywhere. By today's standards, we would find the cleanliness to be very bad.

Recreation

- Men spent much time with hunting and falconry. Men were hired to capture and train hawks.
- Knights gathered for "jousting" tournaments.
- Women sewed, took care of children and ran the estate.

Knights

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen and the peasants.

The easiest way to become a knight was to be the son of a noble. At about age 7, the sons were taken to a different castle to be trained as a page. They spent their time becoming strong, riding horses and mastering the use of weapons. They learned how to read, write and speak Latin and French. They also learned about dancing and the rules of chivalry (the set of rules for honorable behavior).

At about age 16, the page became a squire whose duties were to work for a knight. He dressed the knight, served his meal, tended his horse and cleaned his weapons. Squires also practiced wearing heavy armor and using weapons. At about age 20, if the squire was worthy, he was made a knight in a "dubbing" ceremony. In the ceremony, the knight-to-be knelt before the lord of the manor. He was touched on each shoulder with a sword and proclaimed a knight.

Clothing

- Under their armor, the knights wore padding to ease the pain of wearing such heavy metal.
- In the early years, knights wore chain mail. These were metal chains linked together. It took about five years to make body armor out of mail. The covering for their chests and arms weighed between 20 and 30 pounds and sometimes had up to 200,000 rings. In the later years, knights wore full metal armor.
- The helmets that knights wore had eyeholes (usually slits in the metal) and breathing holes so the knights could get sufficient air.
- Shields were made of wood or metal and generally had the knight's family seal shown on it to help identify him.
- The sword was the major weapon of the knight and weighed about 2½ to 3 pounds. It was worn on his left side and fastened around his waist.
- The other weapons that a knight used were a knife (worn on the right side) and a lance (a long spear used while on horseback). Metal axes, battle hammers and maces (a long metal or wooden pole with a heavy end used for clubbing an opponent) were introduced when armor became too strong to penetrate with a sword.
- Knights often appeared in tournaments or jousts. They sat on a horse and carried a lance with a blunt end. They went face-to-face with another knight to try and knock him off his horse. This was done as practice for real warfare.

Homes

- Knights often traveled the world; however, because they were noblemen, they had a castle that they considered home.
- The castle was a private fortress protected by the knights.
- The nobles' families lived within the part of the castle called the keep. The upper floors were for the bedrooms of the lord and his family.
- The lower floors were where the visiting knights stayed, generally in a very large room.
- Castles were generally quite smoky. A central fire area with a hole in the roof was standard. Perhaps some carpets, called tapestries, hung on the walls, but the floors were often dirt-covered with dried grass and reeds, or were made of stone. Dogs generally were allowed to go anywhere. By today's standards, we would find the cleanliness to be very bad.

Chivalry

Late in the Middle Ages, knights began to follow the practice of chivalry. The ideal knight was chivalrous when he possessed these virtues and qualities:

- Live to serve his king and his country
- Avoid lying, cheating or torture
- Believe in justice for all
- Respect women
- Avenge wrongs

Clergy

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen and the peasants.

The Church

One of the most unifying elements of the Middle Ages was the Roman Catholic Church. All classes and ranks of people – nobles, peasants and tradesmen – were profoundly affected by the rulings of the church.

The clergy were the religious people of the Middle Ages. Following the pope, in order of rank, there were bishops, priests, monks and nuns. In the latter part of the Middle Ages, the pope, as head of the church, had much influence over the king and total control of the clergy.

In the latter part of the Middle Ages, people were heavily taxed to support the church. In return for their tax money they received the “way to everlasting life” and happiness after leading lives that were often short and hard. Children were taught basic prayers and to go to church every week.

The Roman Catholic Church was the single largest unifying organization in medieval Europe. It touched everyone’s life, no matter what their rank or class or where they lived.

Clergy Ranks and Clothing

- **Bishops** were accepted in court and generally lived with the same luxuries as the nobles in the Middle Ages. They wore lavish clothes. They wore hats called miters (a tall hat that looks like a pointed arch). Bishops wore beautiful religious garments that often were jeweled.
- **Priests** weren’t rich like the bishops. They were generally the head of a church. They often wore long black gowns.
- **Monks** were often scholarly and could read and write in Latin. They wore brown gowns with hoods that often were made of wool. The gown was tied with a rope around the waist. They also often had a long cowl that hung straight down the front and the back. Monks were clean-shaven, but often they shaved a bald spot on the top of their head called a “tonsure” as a symbol of humility.
- **Nuns** were very holy and lived in a convent. They generally wore long gowns or tunics of black, grey or white. They

were tied around the waist with a cloth or leather belt. Over the tunic was a scapular, which was a long piece of cloth with an opening for their head. It trailed down the front and back of their tunic. Some nuns wore a cross on a chain around their neck. Generally their heads were shaved and covered by a cloth covering called a wimple.

Duties

- Bishops administered to the needs of priests.
- Priests cared for the spiritual life of people. They administered sacraments, oversaw the life of the manor, absolved men and women of their sins through confession and made pronouncements to the community that were given by the bishops or the pope.
- Monks lived in monasteries and served as examples of the perfect Christian life. They were scholars who sometimes copied the books of the Bible by hand. (This was before the invention of the printing press.) They also generally worked to support themselves in the monastery by gardening and land management. They also sometimes educated the sons of the nobles.
- Nuns were very devout and served the people. They sometimes were taught to read and write, but they were not as scholarly as monks. They sometimes did work on manuscripts. Other less-educated nuns did harder work. Many families placed their daughters in convents and the convent was given a dowry for taking them. Older women who became widows were also sent to convents. This was often done so that the woman would have a secure life.

Religious Festivals

The life of the people revolved around the seasons. Planting, harvesting, etc., ruled the working class. Each month there was some type of religious festival. For example, they celebrated St. Valentine’s Day in February with singing, dancing and games. In March, they celebrated Easter by performing mystery plays. All Fools Day was the April festival, where jokes and pranks were the order of the day.

Tradesmen

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen and the peasants.

A trade or occupation generally refers to a job that requires some specific kind of skill. It often refers to people who produced goods or services that required specific skills. Generally people who were tradesmen lived in cities. They formed guilds, which were associations of craft people with a specific trade. Tradesmen generally had a higher level of education and had more privileges than people who worked in the fields.

Tradesmen often worked an apprenticeship, a system of training in which a master craftsman assists beginners in the learning of a trade. Most of the training is done on the job while working for an employer. Often some informal, theoretical education is also involved.

Tradesmen called merchants commonly traded items such as salt, iron and textiles. There were also rarer items, such as silk and spices, that came from trades in China and the Middle East. With time, craftsmen produced cloth, made shoes, became brewers (beer makers), made glass and shaped stones for buildings.

A family surname, or last name, is the part of a person's name that indicates to what family a person belongs. In the Middle Ages, surnames often were derived from a person's occupation. Examples include Miller, Smith, Cooper, Fletcher, Driver, Skinner, Tanner, Hunter, etc..

Trades That Are Still Practiced Today

- Clerk
- Constable (law enforcement)
- Watchman
- Weaver
- Woodworker

Trades That No Longer Exist

- Ewerer – heated water for the nobles
- Fuller – shrank and strengthened clothes by hitting them on a rock
- Gong farmer – emptied the latrines (toilets)
- Cooper – made barrels
- Fletcher – made arrows

Trades That Have the Same Name Today, but Different Meanings

Name	Duty in Middle Ages	Meaning Today
Bailiff	Gives jobs to the peasants and repairs tools	Assists in the courts
Barber	Cuts hair, is a dentist and sometimes is a doctor	Cuts hair
Blacksmith	Shoes horses and makes weapons for the knights	Shoes horses and forges iron for many uses
Spinster	Spins the yarn or thread from sheared sheep	An unmarried older woman
Miner	Digs tunnels during sieges to undermine a castle	Digs for ore

Peasants

In the Middle Ages, there was a definite structure in society. You were born into a class of people and generally stayed in that class for your entire life. Working hard did not change your status. Your clothing, food, marriage, homes, etc., were determined for you. After the rank of king, the hierarchy was the nobles, the knights, the clergy (religious people), the tradesmen and the peasants.

For peasants, life was hard. They worked long hours every day just to ensure that their family had a roof over their head and food to eat. If your parents were peasants, you probably would be a peasant as well. Most of the peasants were farmers, but some were tradesmen, such as millers or tavern owners. The farmers leased their land and also paid taxes to the lord and to the king. Most farmers were not free, but rather were serfs. They were required to stay with the land and had to work several days a week for the lord of the manor. There were some free peasants, but most did not leave their lord.

Clothing

- Because they were poor, their clothing was usually rough wool or linen. The women wove the fabric and made the clothes. Peasants generally had only one set of clothing and it almost never was washed.
- Men wore tunics and long stockings.
- Women wore long dresses and stockings made of wool.
- Some peasants wore underwear made of linen, which was washed "regularly."
- The most common colors for peasant clothing were brown, red or gray.
- Both men and women wore clogs made of thick leather.
- In cold weather, both men and women wore cloaks made of sheepskin or wool. They also wore wool hats and mittens.
- Children basically dressed in the same style as the adults.

Food

- Peasants generally lived off the land. Their diet basically consisted of bread, porridge, vegetables and some meat.
- The main crops were corn, wheat and beans.
- Near their homes, peasants had little gardens that contained lettuce, carrots, radishes, tomatoes, beets and other vegetables. They also might have fruit and nut trees.
- If the peasant was wealthy enough to have cows or goats, the family would have cheese and milk.
- Many peasants died when the weather was too wet or too dry. If their crops didn't grow, they didn't have food to eat.

Homes

- Peasants lived in towns on the lord's manor.
- Houses were constructed of stone or of branches covered with mud and straw. The roofs were thatched.
- There were generally two rooms in the home.
- The rooms had dirt floors and a few furnishings in the common room, such as stools, tables, chairs and chests.
- The second room contained the beds for the whole family.
- Often in the winter, the animals also lived in the common room.
- An open fireplace was in the common room.
- There were small windows without glass.
- Candles were used to light the inside of the house.

Childhood

- Often, children were named after a close relative or a saint.
- In a peasant household, everyone was needed to work in the fields. Often children as young as age 2 were left alone. Many accidents happened.
- Peasant children were poor and did not have many toys.
- Children did not go to school or have tutors, so few knew how to read.

Marriage

- Virtually all marriages were arranged by the parents.
- Peasants generally married people from their own village.
- Men were the head of the household and the wife was his property – to be treated in any way he wanted.
- Men were allowed to divorce their wives, but women were not allowed to divorce their husbands.
- Adultery and divorce were less common among the peasants.

Religion

- Religion was very important to the peasants.
- They believed that faith could take them to a world that was certainly easier than the one in which they lived.
- Peasants generally observed the Sabbath and celebrated church holidays.

Names _____

Assignment Sheet

Feudalism: The Play

Part 1

Your job is to transport the class into feudal times by writing a play. You choose the characters, create the setting, create a plot (in other words, create a problem that needs to be solved) and find a solution to the problem.

The feudal system used a caste system. In order of importance, the system started with the king, followed by nobles, knights, clergy, tradesmen and peasants. Each had characteristics that may be important to your story. Your first task is to find out about the characteristics of each rank. You may want to divide up this task among members of your group. You will write a minimum of five important facts about your subject. Once you are done, share your information with your group.

Nobles

Knights



Clergy

Tradesmen

Peasants

Part 2

You now have the information that you need to create your characters. Brainstorm in your group. There are two ways to proceed in developing characters. You could start by listing your characters and their descriptions, or you could start with the plot idea and build your characters from the plot.

You must have a minimum of three characters. List the characteristics of the major characters (use a separate paper if necessary). For help, use the handout Developing a Character.

Character #1

Character #2

Character #3

Setting (For reference, use the handout Sample Setting.)

Plot (For reference, use the handout Tips for Writing Plays.)

Solution

You have now built the framework for your play and can begin to write the script. Use the handouts Tips for Writing Plays and Things to Remember to help you write your play.

As they say in the theater ... break a leg! They say this because theater people believe it's bad luck to say "good luck." Go figure!

Lesson Plan: Feudalism Play



Overview

Either the entire class or teams of students will work cooperatively to write a play about one day in the life of a boy or girl in the Middle Ages. Their play will meet these criteria:

- Include at least three characters
- Develop a believable setting (time and place)
- Create and resolve a simple conflict/problem in their story
- Demonstrate knowledge of their fact-finding research

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

Language Arts – Writing Process, Benchmark A

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
02. Conduct background reading, interviews or surveys when appropriate.

Language Arts – Writing Process, Benchmark D

06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

Language Arts – Writing Process, Benchmark G

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Language Arts – Writing, Benchmark H

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Procedure

1. Do a freewrite about the daily life of a boy or girl from the Middle Ages.
2. Share the freewrites. Discuss and list on the board similarities and differences between daily life now and in the Middle Ages.
3. Challenge the groups or entire class to create an outline or skeleton of a prose story based on the freewrites. Guide them in the following:
 - Creating at least three characters
 - Developing a believable setting (time and place)
 - Creating and resolving a simple problem using facts gathered previously
4. Once story skeletons have been completed, brainstorm and record on the board the differences between writing prose and writing scripts. If possible, make available to students a copy of each. Be sure to talk about the importance of dialogue and stage directions. Share copies of the Playwriting Checklist. Depending on the ability level of the students, you may need to have one or more lessons on writing plays. The PBS 45 & 49 Web site **One State, Many Nations** offers tips for writing plays at www.pbs4549.org/onestate/lp2tips.htm.

5. Using the Developing a Character and Sample Setting handouts, guide students in developing the introductory section of their plays. The character description section should include all characters in the play, with a brief description of each. The setting description should include information about the setting and the action taking place as the curtain opens. Discuss with students the reasons for including these sections.

6. Distribute the Playwriting Checklist. Discuss it and instruct students to continue and complete their scripts.

Evaluation:

The final products may be evaluated in a variety of ways. If time permits, the plays can be acted out for an audience. Plays may be presented by reading the scripts rather than acting them out.

The following rubric also may be used.

Category	4	3	2	1
Characters	Three characters are named and clearly described. Most readers could describe the characters accurately.	Three characters are named and described. Most readers would have some idea of what the characters looked like.	Fewer than three characters are named. The reader knows very little about the characters.	Fewer than three characters are named and no descriptions are given.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face, but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Factual Information	Many facts about the Middle Ages are used, and the information is accurate.	Some facts about the Middle Ages are used, and the information is accurate.	Few facts about the Middle Ages are used, or the information is inaccurate.	Few facts are used about the Middle Ages are used, and the information is inaccurate.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

Freewrite

Think about what you do on a typical day. Wake up? Get dressed? Eat? Go to school? Play? Do homework and chores? Talk on the phone? Watch television?

What kinds of tools do you use to help you on a typical day?

In this freewriting exercise, write about some of those things that you do during the day. How do you think your day is different from that of a person of your age who lived in the Middle Ages?

Tips for Writing Plays

Overview

Writing a play or script can be as simple as telling your friends what happened last night at the park. In fact, that may be exactly what your play is about — something that really did happen to you and your friends. At least that's the way you will want your play to sound. More than any other form of creative writing, a play can bring your personal experiences (or your imaginings) to life in a dramatic way. The tips that follow should help you transform your best ideas into exciting dramas worthy of any classroom or stage.

The Playwriting Process

The first step that you need to know about writing a play is that it truly is a process of discovery. You can't possibly imagine how your play is going to turn out before you write it. In fact, if you choose real-life characters based on people you know, or through research, they will actually write part of the play for you.

All you need to do is put these characters "on stage," give them a problem to overcome, and then watch and listen to what they say and do. You become as much a reporter taking notes and recording conversations as a struggling playwright. Remember this as you write your play.

Setting: Describe where and when the story takes place.

Main problem: What is the main problem faced by the characters in the play? What do they have to do to overcome this problem?

Complication: What complication or added problem makes it difficult for the characters to find a solution to the main problem? How can this complication help you to add humor or suspense to your play? What can your characters do or say to help solve or further complicate the situation?

Solution: How do the characters finally solve the problem and bring the play to an end?

Message: What, if anything, does your play have to "say" about life to your audience? Is there a moral, a lesson, a point?

Play Structure

A play should begin with a dramatic situation that is so strained and unstable that it leads to action. This action either progresses, delays or reverses the events. Either way, it presents a new situation that is often less stable than the first. This process repeats itself until certain events result in a stable situation. The following is an outline of plot structure:

1. **Opening Situation:** The events at the rise of the curtain, including the exposition that gives the background or reveals what has happened before the curtain rises.
2. **Initial Incident:** The first event that suggests there will be a change in the situation; an incident to which you can trace all future action.
3. **Rising Action:** Additional events leading to the climax.
4. **Climax:** The highest point of emotional intensity that occurs near the end of the play and to which all action has been leading.
5. **Falling Action:** After the climax, the brief events in which the outcome is resolved.

Developing a Character

It's important to think about the **background** of the character:

- What is his or her name?
- How old is he or she?
- Where does the character live?
- How would you describe the family? The home?
- What is his or her favorite activity? Least favorite?
- What is the character proud of? How would he or she like to be remembered?
- What scares the character?

Last Night's Paper: A Comedy in One Act By Anne Walters

Sample Character List

BOBBY HARRIS – age 15, tall for his age, quarterback for his high school team.

CASEY JONES – age 16, chubby, awkward and easily embarrassed.

ANITA HARRIS – age 16, Bobby's sister, small, a quick thinker.

LENORE CHIPWORTH – age 17, tall, dignified, serious, with a secret longing to be popular and to fit in.

MRS. HARRIS – a parent.

MR. HARRIS – a parent.

Sample Setting

TIME: After school on a Wednesday afternoon.

PLACE: Bobby's room.

AT RISE: BOBBY and **CASEY** have just come home from school.
They throw their books down on the floor.

BOBBY sits on the bed as **CASEY** stands before the mirror admiring himself.

BOBBY: (TOSSING PILLOW INTO AIR AND CATCHING IT) Funny you didn't see it. It was right there in the advertising section.

Helpful Hints

The best way to keep your play going is to simply let your characters talk things through. As the characters talk and act, they will reveal things about themselves and the situations they are in. Your job becomes mainly one of reacting to what each character says and does. Even though you are the one putting words into their mouths, it is more like reacting than writing. Each line or action leads naturally to the next. Remember: for each action, there is a reaction.

Finishing It Off

Your play will come to an end when a final solution is found to the main problem and each of the complications. Finding a good resolution may be your greatest challenge as a playwright. If you choose a resolution that is too obvious or predictable or one that is too far out of line, your audience will be disappointed. They will be looking forward to an ending that is at least a little bit surprising or unexpected, but also believable. End with a good closing line, one which brings it all together and also brings a smile, a laugh, a groan.

Correcting: Reviewing and Revising

The most important thing to look for in a finished play is whether it works. Read your play out loud, by yourself at first. Make changes and corrections. Then get several friends or classmates to read it aloud (each taking a part) while you listen. Ask for their comments and make changes as necessary. Finally, correct any spelling or mechanical errors.

Dialogue Writing Tip

Read your dialogue out loud whenever possible and use simple, everyday language. Keep your characters "alive" by giving them lines in all scenes in which they are present. Often, the minor characters can be given questions to ask, such as "What's going on?" This gives you a way to explain something to your audience that otherwise is difficult to work into your dialogue. Make sure each character has a distinct voice (not only the tone of the voice but the way in which the character speaks).

Writing Tip

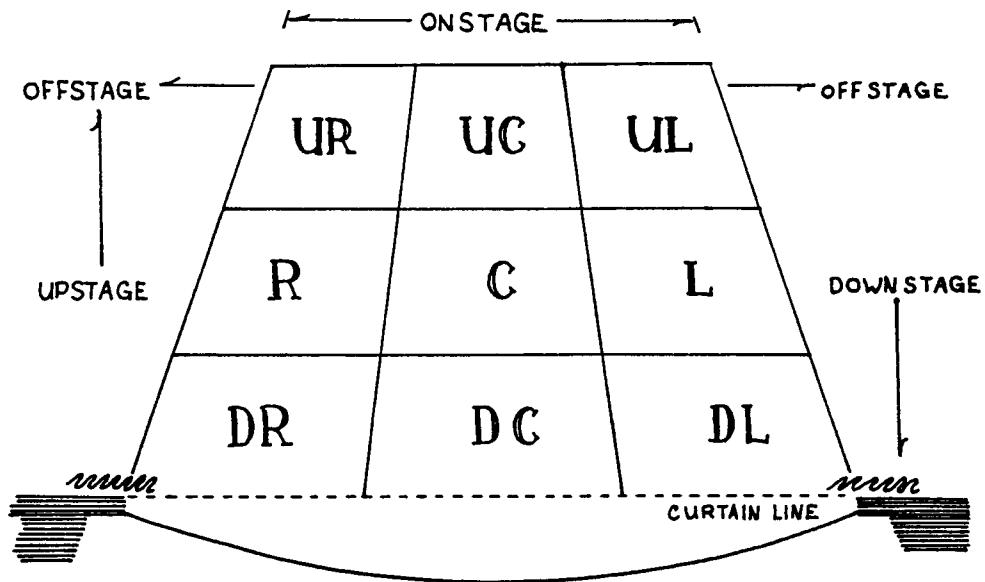
It is often a good idea to build the action in your play around one main character, the character who is most affected by the main problem or is most responsible for solving it. The other characters help (or hinder) this character. This character should have a distinctive personality, one that may change as the play progresses. This personality will determine how the person talks (loudly, softly, boastfully), what the person says, and how the other characters react to him or her. Your character needs actions – avoid having him or her just stand around talking.

Stage Directions

Stage directions always apply to the actor as he faces the audience:

- **Stage right (R):** The actor's right as he faces the audience
- **Stage left (L):** The actor's left as he faces the audience
- **Downstage (D):** Nearest the audience
- **Upstage (U):** Away from the audience

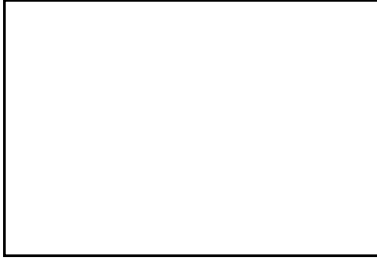
The acting area on stage is generally divided into nine locations. The abbreviations are the same as those for stage directions: "C" means stage center. The following diagram indicates stage areas.



Storyboard for Stage Directions

Name: _____ Date: _____

Stage direction: Who goes where



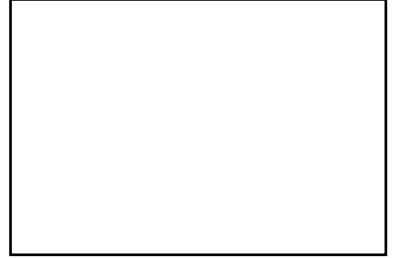
Lines: Who says what

Stage direction: Who goes where



Lines: Who says what

Stage direction: Who goes where



Lines: Who says what

Stage direction: Who goes where



Lines: Who says what

Stage direction: Who goes where



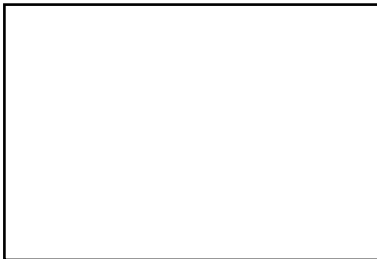
Lines: Who says what

Stage direction: Who goes where



Lines: Who says what

Stage direction: Who goes where



Lines: Who says what

Stage direction: Who goes where



Lines: Who says what

Stage direction: Who goes where



Lines: Who says what

Playwriting Checklist

1. Characters:

Our play has

_____ described at least three traits of each character.

_____ used a variety of descriptive words to depict all of the characters.

2. Setting:

Our play has

_____ described the time and place of the play.

_____ used props or background ideas to indicate the setting and create interest (fact-finding research).

3. Plot:

Our play has

_____ followed a reasonable sequence of events.

_____ included at least one problem and its solution.

_____ included a surprising or unique event.

4. Ending:

Our play has

_____ developed the storyline to an interesting and reasonable conclusion.

_____ concluded story details so that all events make sense and are complete.

5. Stage directions:

Our play has

_____ included clearly understood and sensible movements of the actors.

_____ included enough action so that it is interesting to the audience.

6. Middle Ages:

Our play has

_____ shown that we understand what it was like to live in the Middle Ages.

Lesson Plan: Roman World vs. Feudal World



Overview

Students will compare the Roman and feudal worlds in the following ways:

- Do research on the Roman and the feudal eras of history
- Match characteristics of each era using a Venn diagram

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

Language Arts – Writing Application, Benchmark D

04. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.

Materials

- Research sources – Internet, texts, resource books

Procedure

1. Divide students into groups of two or three.
2. Distribute the Venn diagram page and the phrase sheet. (You may want to make a large Venn diagram on the board rather than passing out the worksheet. The strips will fit better in a larger space.)
3. Have students do some research on the Roman era and the feudal era. Use the Web site for **The Middle Ages**, www.pbs4549.org/middleages, and other resources to conduct the research. The phrases will show students the type of information that they need to find. They should look for information about the following subjects:
 - a. Time line
 - b. The people
 - c. The government
 - d. The family
 - e. Education
 - f. Slavery or serfs
 - g. Medicine
 - h. Entertainment
4. Each group will cut the phrases apart and paste them onto the Venn diagram. This could also be done as a class, with different groups putting the strips on the Venn diagram drawn on the board. Students can defend their choice of location if there is disagreement.
5. Based on the information gathered from the completed Venn diagram, students will write three paragraphs that compare and contrast the two eras of history.

Evaluation

The placement of the phrases on the Venn diagram could be used as an evaluation tool.

22-20 – up to 90 percent correct

19-18 – up to 80 percent correct

16-15 – up to 70 percent correct

14-13 – up to 60 percent correct

Rubric for Evaluating Writing Assignment

Category	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides one or two supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Mechanics	There are no grammatical, spelling or punctuation errors.	There are almost no grammatical, spelling or punctuation errors.	There are a few grammatical spelling, or punctuation errors.	There are many grammatical, spelling or punctuation errors.

Characteristics of the Roman World

Timeline

There are three distinct time frames in the Roman era, which ran from 753 B.C. to about A.D. 476, or more than 1,000 years. Some dates for the beginning and ending of periods are controversial among historians, but most experts agree with the approximations.

The **first period**, from 753 B.C. to 509 B.C., is when Rome was founded. Romans believed that the ideal citizen was a simple man who thought about Rome before his personal interests. Their government had a senate and an assembly but no executive branch. The senate (the rich and noble) and the assembly (the common people) did not have much power until the second period of Rome. There was no middle class, only very rich and very poor people.

The **second period** goes from 509 B.C., or the beginning of the Roman Republic, to 31 B.C. In this era, the Romans developed a constitution that outlined the legal rights of the citizens of Rome. Only free male citizens were allowed to vote.

The Romans developed a democratic government that consisted of three groups. The Assembly of Centuries represented the wealthy people who governed the military. The Assembly of Tribes served as the voice of the common people but had very little power. Members of the powerful Patrician group were elected for life terms. They oversaw foreign matters, made laws and selected various officials.

The **third period** was called the Imperial Period. This is the most familiar period of Roman history. Free Roman citizens enjoyed the good life. Under Augustus Caesar, Rome captured and controlled France, Spain, Greece, Asia Minor, Palestine, North Africa and Great Britain. There also were a lot of slaves whose lives were far different from those of the free Roman citizens.

Christianity was born and became a major force in the life of the citizens. The end of the Roman Empire occurred in 476. This is when a German, Odoacer, removed the last ruling emperor from Rome. There are many different theories about why the Roman Empire collapsed. A decline in morals, public corruption, unemployment, inflation, urban decay and increased military spending are a few of the theories cited.

The People

About 250,000 people lived in the city of Rome at this time. Roman society was built around status. There were few wealthy people, but they owned one-third of the property. They had lavish homes with several rooms and a courtyard. Public buildings took up about one-fourth of the city. This means that most of the people lived in less than half of the city. They lived in multistoried apartment buildings. There was no central plumbing so the people had to go to communal wells. The chamber pot, which was the Romans' alternative to a bathroom, often was emptied out the window. (Look out below!) Buildings were made with wood, so fires were a problem.

The Government

The "patron" system was widely used. This means that people were selected for government positions because they were friends of someone in authority. Because of this, people worked to make friends. They believed that when people were linked together, there would be more stability in the community. In the third period (the Imperial Period), the government provided bread, oil and wine to the people at no charge. In just one year, the 250,000 inhabitants of Rome used 6 million sacks of grain free of charge.

The Family

The father was the head of the household and had power over his wife and children. He could sell his children into slavery or even kill them if he chose. He could kill his wife if she was unfaithful. Most marriages were arranged, but the children did have some say in the choice. The legal age for marriage of a woman was 12.

Wives were not segregated, but rather were considered good company and the head of the household. They shopped and visited. They could control and inherit property.

Education

In the early years, there was no public education. Children learned about farming, training for war and more in their homes. In the later years of the empire, the Romans were influenced by the Greeks and had Greek tutors teach the wealthy children about classic literature and art. Later, schools were established with Greek teachers for the children of wealthy parents. Literature, reasoning, arithmetic, geometry, astronomy and music were taught. Books were very treasured items. Remember that there were no printing presses, so books had to be copied by hand. Some households had slaves called "copyists" who did this work.

Slavery

Slaves were generally acquired during warfare, but sometimes fathers would sell their children into slavery. The more slaves that a rich person had, the greater the status that was given to him. Slaves worked as footmen, messengers, accountants, tutors, secretaries, carpenters, plumbers, cleaners, goldsmiths, hairdressers, etc. They could be bought, given as gifts or inherited, and were bound to their master. The master decided how a slave would live. Some masters were kind and others made the lives of their slaves miserable.

Medicine

The Romans followed the medical care of the Greeks. Most cures were herbal in nature and were passed down through the generations. Religion also played a part in the healing treatments. People would go to the temple, apply or smell herbs and pay the temple god a fee. In the later years Romans also had doctors. They didn't pay taxes and often made people more sick with their "cures."

Entertainment

During the Imperial Period (the third period), not only did the government of Rome provide bread for the people, it also provided entertainment. Circuses and theater were part of the entertainment, but these were far overshadowed by "blood sports." Poor and rich alike watched heavily armed men kill thousands of animals for sport. The Circus Maximus was built and the sport was broadened to include animals fighting each other, male and female criminals put into the ring with starving animals and armed men fighting animals.

Gladiators also became part of the entertainment. The gladiators were usually criminals or slaves who were schooled in the art of killing. There were also boxing matches where boxers wore leather gloves with metal studs. Sometimes artificial lakes were formed and there were mock "sea" battles. Finally, chariot races were held and there was much betting on the outcome of the races.

Roman chariot racing fans resembled modern U.S. sport or European soccer fans. They wore the colors of their favorite racers, identified with their favorite teams and brawled with or even killed opposing fans.

Characteristics of the Feudal World

Timeline

The **Middle Ages** or **medieval** time is believed to have started with the fall of the Roman Empire in 476 and to have lasted about 1,000 years until about 1450. The beginning of the Middle Ages is called the Dark Ages because the great civilizations of Rome and Greece had been conquered.

The end of the Middle Ages in about 1450 led to the beginning of the Renaissance. The principal features of the Renaissance were that learning became important, the lords and the church were both becoming powerful forces for change, the art world was flourishing with innovations like the development of perspective in painting and there was great advancement in science.

The barbarians were prevalent in most of the European nations of the Middle Ages. Magyars, Mongols and Vikings invaded or raided, but the barbarian invasions were really the transition from the classical to the medieval worlds. The barbarians were not all primitive, nor were they barbarian. The term basically means foreigner. Greeks thought foreigners spoke unintelligibly like barking dogs (bar-bar-bar) – hence the term “barbarian.”

It should be noted that other parts of the world were thriving in this era. North Africa, the Middle East, China, India and other parts of the world were experiencing great changes.

The People

Life was very hard in the Middle Ages. Very few people could read or write. The people thought that fate ruled their existence; therefore, there was little hope for improving their condition.

During the years of the Roman Empire, the poor people were protected by the soldiers of the emperor. When the empire fell, there were no laws protecting them, so they turned to the lords to keep the peace and to act on their behalf. This willingness to be ruled by the lords led to the beginnings of **feudalism**. Some peasants were free, but most became **serfs** to the lord. This meant that they were required to stay with the land and pay very high rent to the lord. The only hope that most people had was their belief that Christianity would make their lives better or at least that life in heaven would be better than life on earth.

The Government

Under the feudal system, everyone but the king had a ruling lord above him to whom he owed loyalty and service in exchange for land and protection. The king awarded land grants, called fiefs, to the nobles and sometimes to the church in return for the use of their soldiers or their influence on the citizens to protect the land.

For safety and for defense, peasants in the Middle Ages formed small communities around a central lord or master. Most people lived on a manor, which consisted of the castle, church, village and surrounding farmland. These manors were isolated, with occasional visits from peddlers, pilgrims on their way to the Crusades, or soldiers from other fiefdoms.

The Family

Family life was governed by the place one held in society. The nobles had the highest status. They possessed the most wealth and land. The clergy could be rich or poor, depending on their title and how much influence they had over the people. For more information about nobles, knights, clergy, tradesmen and peasants, go to www.pbs4549.org/middleages.

Education

Monks taught boys from wealthy noble families how to read and write Latin. This was important because both the Bible and the church services used the language. Some boys from wealthy families were tutored privately. Students began learning with the seven liberal arts: Latin grammar, rhetoric, logic, arithmetic, geometry, astronomy and music. Girls were not taught to read or to write.

Children of the poor spent their time working the fields and caring for the home. They learned what they needed to know to survive in society.

Slavery

In the Middle Ages, there were people whose lives were governed by their lords. They generally were peasants who were known as serfs. Serfs generally lived in communities that were ruled by the local nobles. They could not leave the manor or even marry without the lord's permission. Serfs did all of the work on the manor farm. They worked in the fields, cared for the animals, built and cared for the buildings, and made the clothing and everything else that required manual labor. Everyone worked: men, women and children. Serfs generally had a small plot of land that was their own. They could use this land to grow crops and sell them. They could buy their own freedom and become free men, but this was a difficult task and most often not accomplished. There were also servants who worked in the manor doing the cooking, cleaning, laundering and other household jobs. Serfs also tended the horses.

Medicine

Medical knowledge was very limited; therefore, health care was generally dominated by myths, folklore and superstition. People believed that bad odors caused disease and that some illnesses were the result of "sins of the soul." Sometimes the church stated that illnesses were punishments from God and that those who were ill were so because they were sinners. The use of leeches for "blood-letting" was also a common practice. Some believed that the moon and stars, as well as their astrology sign, caused some diseases.

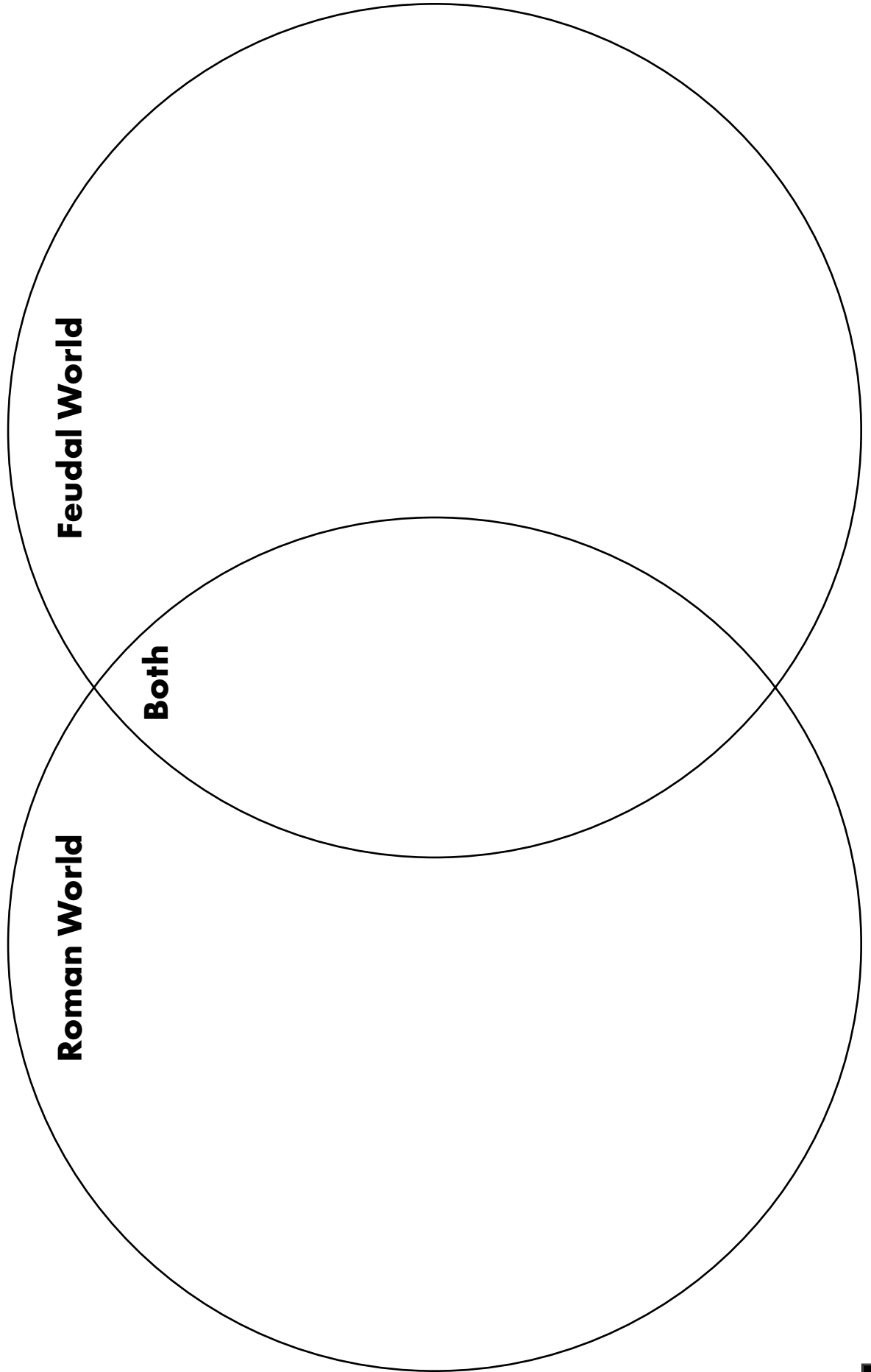
Entertainment

Music and art were important in the Middle Ages. Much of this was influenced by the church. People sang with and without instruments. Nobles played games such as chess, checkers and dice. Peasants played more outdoor sports such as hockey, stickball and soccer.

Towns or manors often had festivals that included jesters, who were like clowns in a circus. Tournaments matched knights in jousts and fights. Sports (with few rules) also were played.

Name _____

Venn Diagram



Cut these apart and place them in the proper place on the Venn diagram.

used slaves as labor	lasted about 1,000 years	had a senate and an assembly
most marriages arranged	generally stayed in the same class as one's father	had many gods – Christianity came in later periods
father had the power to sell children into slavery	used serfs as labor	Christianity was the dominant religion of the day
life revolved around the manor	limited health care	caste system made up of nobles, knights, clergy, tradesmen and peasants
gladiators were part of the entertainment	no central plumbing	chariot races were held
were influenced by Greek philosophers	held jousts	the church said diseases were "sins of the soul"
had town or manor festivals	developed a constitution	the king was the ultimate ruler
	music and art held considerable importance (especially for the wealthy)	

Venn Diagram Answer Key

Compare the Roman World and the Middle Ages.

Roman World	Both	Feudal World
used slaves as labor	lasted about 1,000 yrs.	used serfs as labor
developed a constitution	generally stayed in the same class as your father	life revolved around the manor
father had the power to sell children into slavery	had town or manor festivals	Christianity was dominant religion of the day
had many gods – Christianity came in later periods	limited health care	caste system made up of nobles, knights, clergy, tradesmen and peasants
gladiators were part of the entertainment	no central plumbing	held jousts
were influenced by Greek philosophers	most marriages arranged	church said diseases were “sins of the soul”
had a senate and an assembly		the king was the ultimate ruler
chariot races were held		music and art held considerable importance (especially for the wealthy)



A decorative border with a repeating interlocking knot or braid pattern surrounds the entire page.

The Middle Ages

The Crusades

www.pbs4549.org/middleages

Introduction to the Crusades

We are going to consider the time between 1096 and 1291, which spans about 200 years. Stop now and think about that period of time. Has Christopher Columbus sailed yet? How long has it been since the fall of Rome? Is most of Europe Christian yet, or is it still peopled by the Celts and pagans? Has the bubonic plague struck Europe yet? What's happening, by your best guess, in the American continents at this time? Is it the time of Robin Hood or Boyz in the Hood? Don't move on until you know where you're standing.

The year 1096 in medieval Europe was neither the gentlest nor the most intellectual. That's not to say that people were stupid, but they certainly were very naive. They believed the priests of the Roman Catholic Church who told them they were sinners and that life was tough and was meant to be – that they were paying for Adam and Eve's disobedience a long time ago. They believed that the misery of this life would be erased in the second life everlasting after they had died. They didn't have much food; they didn't have much schooling; they certainly didn't have much in the way of breaks in life. They did have the church, and the church ruled their lives and gave them hope.

Making the church angry, then, was serious business. The church gave (and sometimes sold) the forgiveness that medieval people needed to get into heaven. A torturous and evil hell was a very real thing to these people. They were already living it; they certainly didn't need more of it after death. So the people listened to the church and its holy fathers and tried to do as they were told.

Also during these 200 years, people followed the principle of primogeniture. This meant that the oldest son inherited all the land and riches. Standing around in their armor, doing not much else but grumbling, were a bunch of nobles' second, third and fourth sons. They couldn't even go about causing problems by using their superior advantage to spread misery because the church had made rules about when and where they could fight. A bunch of strong boys with sharp toys looking for a place to rumble: sounds like trouble!

The leaders of the church didn't like all these unemployed knights getting into trouble. They also didn't like the idea that the church and Christendom (the geographic areas that followed Christianity) were basically split into two parts. Years ago, the eastern part of the Roman Empire divided off and returned to following Greek ways of life. This division was called the Byzantine Empire and its capital was Constantinople. The Byzantine Empire had slightly different rules and very different lifestyles from the Roman Empire, even though both empires' people were Christian. The Byzantines were much more civilized than the barbarian-influenced western area. Rome's pope and the church leaders of the western region wanted to bring both sides together under the leadership of the pope, but there was no easy way to do that.

Bingo! The Turks were threatening Alexis Comena, who was the emperor of the Byzantine Empire. The Turks had pushed their way across and through several civilizations, had overrun Jerusalem and were now knocking on the door of Comena's empire. Comena wrote to Pope Urban II, leader of the western church, and asked for help. The pope took all these bored, misbehaving knights and promised them heavenly forgiveness and lands (except for the eastern half of Christendom) if they would reunite Europe and the church under the western pope's influence. He was a man with a plan; however, the best laid plans often go astray.

As you learn about the Crusades (the word means "war of the cross"), you'll see that this period is the beginning of a long and hard conflict between Muslim and Christian people. The Crusades led to quiet and almost unnoticed changes in the Christian world. However, those changes turned out to be very important in changing the medieval world into the Renaissance world.

The people who came back from the Crusades adopted new fashions, manners, foods, spices, cultural outlooks, learning and weapons. But the people who waited behind changed as well. They became less trusting of the church and its motives and people. They began to question. They also were given their first opportunity and permission to ignore the desires of their lords and masters. The world was changing; it just didn't know it yet.

Lesson Plan: The Crusades



Overview

In keeping with the theme of understanding the transition from one type of society to the next as described in the state standards, this lesson shows how the holy wars between Christianity and Islam during the Middle Ages helped bring about the changes that began the Renaissance. The students will accomplish the following:

- Read and discuss the specifics of the Crusades
- Learn that many simple children's rhymes were once political statements
- Write their own children's rhymes that explain some of the specific happenings and people of the Crusades
- Decide upon changes in medieval society directly related to the Crusades

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.
04. Explain the lasting effects of military conquests during the Middle Ages including Muslim conquests, the Crusades and the Mongol invasions.

Materials

- Poster board

Procedure

1. As a class, read and discuss the enclosed worksheet Introduction to the Crusades.
2. Either as a class or in assigned groups, have the students read through each short Crusade description. Extra time and resources should be available for students to look up more specific information as needed. Students can find related photos and video clips at www.pbs4549.org/middleages/resources.htm.
3. Using the enclosed material, teach how nursery rhymes have historical origins and were used as a safe means of political commentary.
4. Assign specific crusades to each group or individual. Explain that they will write nursery rhymes with themes and characters that allude to stories about the historical people of the Crusades.
5. Hand out the Grading Rubric for the Crusades.
6. Have students display their rhymes on poster board while they discuss their topic.
7. As a class, review and discuss the effects of all the travel from the western part of Christendom to the east and then back again.
8. Have the class complete an evaluation for each group or individual.

Evaluation: Rubric for the Crusades

Category	4	3	2	1	0
The rhyme must allude to changes brought about by the Crusades.	Four items are listed and are historically correct. They are also clear enough to interpret.	Three items are listed, are historically correct and are clear enough to interpret.	Only two items are listed, historically correct and are clear enough to interpret.	Only one item is listed, is historically correct and is clear enough to interpret.	The rhyme doesn't make itself clear about any changes brought about by the Crusades.
The work needs to have rhythm, rhyme and child-appealing characters.	The rhythm, rhyme and characters work well to help make it memorable and fun.	The rhythm, rhyme and characters are all present.	One of the three is missing or doesn't work well in the writing.	Two of the three are missing or don't work well in the writing.	There is no evidence of the writer trying to make this a nursery rhyme.
The presentation of the work needs to show effort and pride.	Work is very neat with good sentences, good grammar and good spelling.	Work is neat and has no more than one writing or spelling error.	Work is readable but has two writing or spelling errors.	Work is readable but has more than two writing or spelling errors.	Work is difficult to read due to errors and/or presentation.

Timeline of the Crusades

The People's Crusade: 1096 (April to October)

To conquer the Holy Land

The First Crusade: 1096 to 1099

To conquer the Holy Land

The Years After the First Crusade: 1099 to 1144

Knights Templar and Hospitallers created

The Second Crusade: 1145 to 1149

To recapture the Holy Land

The Third Crusade: 1189 to 1192

To recapture the Holy Land

The Fourth Crusade: 1202 to 1204

To capture Constantinople

The Children's Crusade: 1212

To bring goodness and innocence to quest

The Fifth Crusade: 1217 to 1221

To establish secure base in Egypt

The Sixth Crusade: 1228

To recapture the Holy Land

The Seventh Crusade: 1248 to 1254

To capture a base in Egypt and regain the Holy Land

The Eighth Crusade: 1270-1291

To convert Bay of Tunis to Christianity and recapture holy places in the Holy Land

The People's Crusade

As the pope was getting knights, warriors, supplies and plans collected, the story of a great crusade spread through the countryside. Common people wanted to join up and they eventually chose as their leader a man known in history as "Little Peter." In 1096, Peter led a band of uneducated and unprepared people in what is now known as the People's Crusade. In order to make the journey, though, the crusaders needed money. The common people preparing to leave with Little Peter for the Holy Land found the money in the only place they could justify. Throughout Europe, 10,000 Jews were stabbed, dismembered and killed for their gold by the Christian crusaders. When this particular holocaust was finished, the People's Crusade had plenty of money and over 100,000 followers.

Little Peter's army was rich but not well-led or well-trained. The army trashed and pillaged Christian towns as it traveled. When it finally did arrive in Byzantine and met with Emperor Comena, it was a terrifying band of wild people. Comena helped Little Peter's army get through his country and on toward the Turks, who promptly slaughtered the soldiers. The better-looking people were sold into slavery, but most died. The year was 1096.

The First Crusade

Bishop Adhemar led the first official crusade in 1096. He was in charge of five different armies, each led by its own noble. In battle, the former barbarian soldiers now were Christian crusaders who were disciplined and steady. They managed to win against incredible odds. At one point, 30,000 crusaders, led by a warrior named Bohemond, held off 360,000 Turks. Some say that had to do with the fact that the Turkish kingdom and armies were in a state of upheaval as they fought among themselves. The Turks were never very cohesive; many rivalries existed. At a particularly low point of battle, the Christian crusaders found what they believed to be the holy lance, the lance that pierced the side of Jesus when he was crucified. This miracle renewed their spirit and they continued their conquests.

Before the crusaders could reach the walls of Jerusalem, the Turks who had overrun it were expelled by another group called the Fatimid Muslims. The Fatimid Muslims had been friendly and accepting of Christian people, but the crusaders had come too far to be calmed. Even though the Fatimid Muslim people offered to share the city that is holy to both religions and give Christians easy access to Jerusalem and Mount Zion, the crusaders decided to change the holy war against the Muslim Turks into a holy war against all Muslims and the entire Islam religion.

The Christian crusaders broke through the walls of Jerusalem using battering rams and siege towers. Once inside, they killed and disgraced the dead bodies of 70,000 Muslims and Jews who were living there. Jerusalem was officially a Christian city. The year was 1099.

The Years After the First Crusade

Christians were in control of the Holy Land, but as the years passed, they became spoiled and lazy. When they did go back to central Europe, they brought with them riches, fine spices, exotic jewelry, beautiful women, wonderful fabrics and tales of adventure and land to be taken. On top of that, the newly seated pope, Paschal II, was preaching that more armies must go to reinforce the conquests earned by the First Crusade. According to Paschal, the fight against the Muslim people was not over, so many groups formed to continue and support the battle. Two of those were monks called the Knights Templar and the Knights of Saint John.

The Knights Templar were formidable and holy killers who vowed to protect all crusading travelers. They answered only to the pope and had very strict rules for themselves. Still, they managed to become very rich because nobles and common people who couldn't crusade but wanted the church's blessings gave them money. The Knights Templar wore long, white robes with red crosses over their armor.

The Knights of Saint John were better known as the Hospitallers because they originally worked in a hospital and cared for travelers. They, like the Knights Templar before them, turned to violence and war to further the interests of Christians in the Holy Land. They also became very wealthy. They wore black robes over their armor and had white crosses sewn to their sleeves.

A Muslim leader named Zengi managed to overtake a large Christian city called Edessa. He killed all the invading western Christians, but spared the eastern, or Byzantine, Christians. Still, his act scared the western church. Pope Eugenius III announced that a new army must be raised. The year was 1144.

The Second Crusade

The Second Crusade was only talk and tales until a very persuasive speaker named Bernard of Clairvaux started selling the idea. He spoke of the "horrors" of the Holy Land falling into unbelievers' hands and promised that God would reward the souls of those who fought for him. Bernard's power of persuasion was amazing. People listened and vowed to follow.

In 1145, two kings, Louis VII and the Holy Roman Emperor Conrad II, amassed their armies and headed for Jerusalem. Almost 1 million people were involved in the Second Crusade. The crusaders changed direction for an unknown reason, and instead of attacking the Muslims who overthrew Edessa, they attacked the only Muslim friends the Christians had, who lived in the city of Damascus. This strategy only helped to unite all the Muslim nations together against the Christians.

Once the crusaders were outside the walls of Damascus and the city's Muslim people sent notice of surrender to them, the victorious crusaders milled about a bit and then left. They never even entered the city and to this day no one knows why. They packed up and went home. The only thing they accomplished was to make the Muslim nations more solidified.

Years later, a Sunni Muslim of Kurdish descent built his own army. Historically, he is known as Saladin. His hope was to further the unintended result of the Second Crusade by joining all Muslim forces together under one leader. He conquered all of Egypt and then officially took back Jerusalem from the Christians knights who conquered it. To make his point, he didn't harm the common Christians but he allowed the captured Christian knights to be beheaded by people unskilled in the art. It took a great many chops and swings, and the unfortunate people bled to death before the heads were finally removed. Jerusalem was once again a Muslim city. The year was 1149.

The Third Crusade

Pope Gregory VII said sinful people were the reason Jerusalem had fallen into Muslim hands again. He taxed the common people to build up enough money to send out a third crusading army. These crusades must have been quite a headache for the poor commoners. As all this was happening, King Richard ruled England, but he didn't care much about his country. He used his title to raid the churches and countryside and then in 1189 left on the Third Crusade. King Phillip of France and his armies joined him along the way. They decided to go by ship rather than by land as the ones before them had gone. Along the way, King Richard conquered Sicily and Cyprus with brutal ease. This built up his reputation and earned him the name Richard the Lionheart.

Eventually the French armies under King Phillip returned home and Richard went on by himself. He conquered the city of Acre, sending word that he wanted to meet with Saladin. Saladin didn't respond quickly enough, so Richard took 3,000 captured Muslim men, women and children to a hillside within view of Saladin and had the innocent people slaughtered to show the Muslim warrior and king the power of a Christian warrior and king.

The two great leaders fought on against each other in many different cities and became respectful enemies. It is said that Richard could ride in front of the army of Saladin unarmed and not be attacked because those warriors had too much respect for his abilities. Eventually Richard the Lionheart and Saladin drew up a truce. Some of the Holy Land went to the Christians and some to the Muslims. Saladin still held Jerusalem, but he allowed Christians to make pilgrimages freely. The agreement was only for three years only because Richard believed he could return and retake Jerusalem. He never did. The year was 1192.

The Fourth Crusade

The Fourth Crusade was launched in 1202 at the command of Pope Innocent III. He couldn't get anyone to listen to him until he threatened to excommunicate anyone who didn't agree. A tax was imposed on all Christendom, and French and Venetian armies gathered their forces.

The Venetians were having a hard time getting enough money or supplies, however, so they convinced the French army to join them in the destruction of a Christian seaport called Zara. They earned the money they needed, but they also earned a sentence of excommunication by the pope.

Remember, Byzantine was the eastern half of Christendom and the pope would have very much liked to have had it under his control. Word was sent from Byzantine and its capital of Constantinople that the emperor there had been deposed and blinded by his brother. The pope declared that if the crusaders would get involved in that battle and return the throne to the correct brother, all would be forgiven. So the Venetian and French Christian crusaders forgot about the Muslim people and went to attack the Christian capital of Constantinople instead.

Eventually, the combined forces conquered Constantinople with the use of special bridges. The bridges attached to the masts of ships and then to the city walls. Crusading soldiers were able to invade the watchtowers simultaneously and quickly overran the entire city. The crusading army did a bit more than chase the bad brother off one of the city walls to his death. They also murdered and raped the Christian people of Constantinople including the nuns; burned down libraries containing the only copies of ancient Greek texts; removed all the gold, jewels and holy relics from churches; and melted down ancient Greek statues for their metal. Needless to say, the people of that area weren't too interested in merging their form of eastern Christianity with the western kind they saw in the crusaders. Byzantine was no longer. (The eastern Roman Empire declined, but it held out until 1453.) It was renamed Romania, and the eastern and western church factions never were united. The crusaders never did get near Jerusalem. The year was 1204.

The Children's Crusade

The Crusades until now haven't been very successful or what we would call very Christian. It is important to remember that in that time, there were sincere attempts at reforming the world in the name of God. Most of the crusaders then believed in the right and goodness of what they were doing. Some, however, saw the Crusades as a get-rich scheme. When independent pride and greed got in the way, things went sour. Eventually, someone came up with the idea that simple goodness and innocence were necessary for this crusade idea to work. That person was a German youth named Nicholas.

In 1212, 30,000 children looking for adventure, truly believing and just wanting to escape home followed Nicholas across the Alps and toward the sea, where they hoped to be able to sail to the Holy Land. Instead, those who survived the trip were gathered by a Norwegian man, who sold them into slavery and prostitution.

A similar group of 20,000 French children followed a boy named Stephen. When they reached the sea, they were permitted to board seven ships. Two of those ships sank and the children drowned. The other five docked in Africa, where the children were immediately sold into slavery.

This hopeless and sad tale didn't kill off the crusader fever. The pope announced that anyone could join a crusade without permission. Peasants didn't need to ask the permission of their lords; they could just go. And despite what happened to the children, many did long to make the journey. The year was 1212.

The Fifth Crusade

In 1215, the church divided up Europe into taxation sections and imposed new taxes to support the crusades. Each person was responsible for paying a penny a week – a huge sum at that time. In 1217, the Fifth Crusade was outfitted and ready to leave. The army planned to enter Jerusalem by way of the sea and then across the Nile River.

At this time, the Muslim world was ruled by Saladin's nephew, al-Kamul. He offered the crusaders an unbelievable deal – they could simply have the Holy Land, no questions asked. The pope, however, wanted them to hold out for all of Egypt, too. He knew that Holy Roman Emperor Frederick II was headed in that direction with an army.

Frederick never showed up, though. The crusaders were led into Egypt by a Roman Cardinal named Pelagius. They camped on a flat area between two threads of the Nile River, which they were unaware was a flood plain. The Muslims knew. They opened the barriers, and the Fifth Crusade washed away in the night. The year was 1221.

The Sixth Crusade

Remember the Holy Roman Emperor Frederick II from the previous crusade? He was the one who never showed up. It turns out that he had gotten far enough east to adopt some of the eastern and Arab habits. He read the Koran; he studied Islam; he smoked hashish; he even kept a harem. Despite the warnings and anger of the pope, Frederick never really got all bothered about fighting for Jerusalem. It seems not too much at all bothered him. He even made friends with the leader of the Arab/Muslim world, al-Kamil.

Al-Kamil was having a bit of trouble. His own brother was trying to take his power. Al-Kamil told Frederick about it and finally, in 1228, Frederick decided to go fight. But he was going to fight for the Muslims and al-Kamil. He was supposed to be fighting against them.

By the time Frederick arrived with his army, the brother issue had been handled. The two leaders sat down and talked. They decided the Christians could have everything they wanted regarding Jerusalem, as long as Muslims were still allowed to worship there. In return, the Christians would promise to help the Muslims if they needed it in fighting the advancing horde of Mongols who were coming from the east.

Jerusalem was once again open to Christians and Muslims both, but the pope was still so angry at Frederick, he excommunicated him and the whole city of Jerusalem. The city was open, but now no Christian could travel there and still be considered a Christian. The year was 1228.

The Seventh Crusade

The pope, who still was furious with Frederick, announced a new crusade in 1248. The twist was that this time it was against Frederick himself, the guy who made it possible (and impossible) for Christians to go to Jerusalem. Christians were once again taxed to pay for a march to Jerusalem. They were getting a bit tired of it all, to say the least.

The new and Seventh Crusade was led by Louis IX of France. He was a good and Christian man who decided to attack when he heard that Turkish Muslims had overrun Jerusalem and slaughtered countless innocents. Even the Knights Templar and the Hospitallers couldn't fight against these wild men. The Holy Land was completely Muslim now and no Christian was safe there.

Despite King Louis' good character and plans, his armies were no match for the Muslim armies. It didn't help that much of Louis' army was dying of dysentery. Some historians say it was so bad that men simply cut holes in the back of their britches. That had to make "turning tail" and running a bit awkward, but King Louis was forced to retreat and regroup. The Seventh Crusade was over. The year was 1254.

The Eighth Crusade

King Louis of France wasn't ready to give up. In 1270, he negotiated with those scary hordes, the Mongols, mentioned in the Sixth Crusade. He figured Christians and the Mongols could combine forces and finally drive the Muslim people out of the Holy Land. He knew that in them he had a great weapon.

But the Muslims had a great weapon, too. There was a practice at the time of abducting young Russian slaves, forcing them to convert to Islam, bringing them into the Muslim world and training them to become extremely cruel warriors who would protect the most important leaders. These slave children were raised without any mercy, so they knew none. They were called Mamelukes and they were some of the meanest people in all of history. At one point, an Arab Muslim leader had tried to get rid of his protective Mameluke warriors and they got rid of him instead. That's how Qutuz, the Mameluke Muslim, came to power. Qutuz and his army easily decimated the feared Mongols. Now that's just scary.

King Louis was on his own now. His Mongol surprise wasn't going to work. On top of that, he found only 10,000 people willing to march in the Eighth Crusade. When the crusaders' ships landed in Africa, King Louis died of a stomach problem and the final crusade collapsed. He was later canonized as Saint Louis. In the meantime, the Mamelukes killed off all Christian knights and people anywhere in the Holy Land. It was over. The Arab nations ruled the land that had been fought over for so long. The year was 1291.

The Earliest Political Cartoons – Nursery Rhymes

At one time, it was quite dangerous to criticize the government. An offended king or queen would have your head removed from your shoulders. There was no freedom of speech, so those who did have complaints often hid them in happy little rhymes. The adults would make up silly little stories, using common people and common daily things, but those people and things stood for the nonsense that was going on at court. It was the only safe way to poke fun at the nobles. Those rhymes still exist today, but for the most part, we've forgotten their beginnings. Let's look at a few.

*Georgie Porgie pudding and pie
Kissed the girls and made them cry.
When the boys came out to play
Georgie Porgie ran away.*

Georgie Porgie is believed to be about George Villiers, an English duke who lived in the early 1600s. He was quite attractive and had very few morals, so he was always getting into romantic trouble. The common people loved to make fun of the nobles who couldn't remember to whom they were married. We still do that today, don't we?

*Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.*

Humpty wasn't an egg as is usually pictured, but a cannon used in an English civil war in 1648. The cannon was perched on a wall, but the wall crumbled under fire and the greatly feared weapon broke. The "king's men," or the people loyal to the crown, lost that battle due to the loss of the cannon called Humpty Dumpty.

*Little Jack Horner sat in a corner
eating his Christmas pie.
He stuck in his thumb and pulled out
a plum and said, "What a good boy am I."*

In the 1530s, King Henry VIII, who had left the Roman Catholic Church, started breaking up the great monasteries of England and taking their land and riches. One monastery tried to bribe the king by sending him paperwork that gave him the titles to 12 large castles and pieces of land. The paperwork was hidden inside a pie. That was normal at the time because thieves were everywhere on the roads. The messenger was named Richard Whiting, not Jack Horner, but it is believed he stole the title to the best piece of land. The monastery was eventually destroyed, but that one piece of land was never retrieved, and Richard Whiting was never caught. He was a "good boy."

*Mary, Mary quite contrary
How does your garden grow?
With silver bells and cockleshells
And pretty maids in a row.*

This one refers to Bloody Mary, the daughter of Henry VIII. She wanted to return England to the Roman Catholic Church and she had anyone who disagreed tortured or killed. The garden in the rhyme is really a graveyard. Silver bell was a nickname for a thumbscrew. Cockleshells were also an instrument of torture, but they were connected a bit lower than the thumb. A guillotine was commonly known as "the maid."

Following are elements necessary for a good, old-fashioned nursery rhyme:

- It talks about a bit of history
- It turns major players into common folk
- The evilness or stupidity of subject's actions are hidden but still understandable in a story that doesn't seem as awful as what is really happening
- It possesses a happy rhythm and rhyme that makes the story easy to remember
- It includes a fun children's picture that helps hide the true meaning



The Middle Ages

The End of Feudalism
and the Middle Ages

www.pbs4549.org/middleages

Lesson Plan: The Bubonic Plague



Overview

In keeping with the theme of understanding the transition from one type of society to the next as described in the state standards, this lesson shows how the bubonic plague helped bring about the close of one era and the beginning of another. Students will accomplish the following:

- Read and discuss the specifics of the bubonic plague
- Participate in a “re-creation” of the plague on a very small scale
- Be able to state actual changes that occurred due to the decreased population
- Be able to suggest what type of changes to expect in any age due to a cataclysmic event such as the plague

Standards Addressed

Grade 7

Social Studies – History, Benchmark C


03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

Materials

- 100 Popsicle sticks or index cards

Procedure

1. Label the number of sticks or cards designated below as indicated:
 - One lord
 - One lady
 - One lord’s sister
 - Three lord’s children
 - One priest
 - One confessor
 - One scribe
 - One clerk
 - One surgeon/barber
 - One bailiff (to keep vassals in line)
 - Six knights
 - Six archers
 - Six squires
 - One falconer (to look after the hunting birds)
 - One miller (to grind wheat)
 - One tanner (to prepare hides)
 - One blacksmith (for tools and weapons)
 - One cook
 - Two musicians
 - One butcher
 - One groomsmen (to care for horses)
 - One trainer (to look after the hunting dogs)
 - 10 vassals (to serve in the household) – mark five as adults and five as children
 - 50 vassals (to serve in the fields) – mark 25 as adults and 25 as children
2. As a class or in reporting groups, read the worksheet Background: The Plague and discuss the given questions.
3. Some answers that would appear in list form, such as reasons as to why it spread so easily and ways people thought to cure it can be put on large note sheets or on a classroom board to help solidify answers in students’ minds.
4. Mix the labeled sticks or cards together in a large bowl and have a designated “grim reaper” randomly pull out 50 of them. This may be done together as a class or in smaller groups representing individual land holdings. If index cards are used, the teacher can hold them and have each student serve as “the plague” by picking an unseen stick or card from the teacher’s hands. The drawn sticks or cards are to be set aside and represent those people who died from the bubonic plague.

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5. Display the remaining sticks or cards, which represent those who lived. It might help to list the various professions or skills on the board or on a large piece of paper for group use.
 6. Through discussion, make a list of problems and their consequences. For example, do you have enough skilled fighters to defend your land from anyone attacking? Do you have anyone to administer the sacraments that were as necessary as food to these Middle Ages people? Do you have anyone left alive who can read or teach the lord's children? Do you have anyone who can prepare meats? Care for the animals? Work the fields to raise food for the landholders and vassals? Keep the vassals in line and doing their work?
 7. As you list each problem, prompt the students to consider the consequences. What will happen to the fields? The buildings? The children as they grow up, if they do? Who of the survivors can make a profit if he or she dares? Who is likely to be taken advantage of? Who will lose power? Who will gain it? Who will lose trust of the masses? And finally, can the class predict what would happen if this same exercise were forced on every landholding in Europe at relatively the same time?

8. Read the What Actually Happened worksheet and discuss questions as they arise.
9. Have each student write an essay as indicated on the Plague Essay worksheet.

Evaluation

Use the rubric on the Plague Essay worksheet.

Student name: _____

Plague Essay

You have heard dire predictions about the coming bird flu. Suppose that disease hits humanity and we are unable to stop it before it rapidly spreads. Remember, due to air travel, a disease can become intercontinental in a matter of hours. Assume 50 percent of the world's population is killed off in a matter of a few months. Discuss four general ways (that means you'll have at least four paragraphs) that you think the United States might change and support your ideas with information you learned during the study of what the bubonic plague did to Europe in the Middle Ages. Examine the rubric before you begin so that you understand how your answer will be graded.

Rubric for grading final essay:

Category	4	3	2	1	0
General outlook, values, and religious changes are addressed.	Changes are predicted and logical, and they are supported by historical examples.	Changes are suggested with historical examples, but they are either illogical or not explained well.	A logical change is suggested, but there is no historical example or reasoning written with it.	An illogical change is suggested without historical support.	The change in this category is not addressed at all.
Shifting sources of power and income are addressed.	Changes are predicted and logical, and they are supported by historical examples.	Changes are suggested with historical examples, but they are either illogical or not explained well.	A logical change is suggested, but there is no historical example or reasoning written with it.	An illogical change is suggested without historical support.	The change in this category is not addressed at all.
Advances or changes in technology are addressed.	Changes are predicted and logical, and they are supported by historical examples.	Changes are suggested with historical examples, but they are either illogical or not explained well.	A logical change is suggested, but there is no historical example or reasoning written with it.	An illogical change is suggested without historical support.	The change in this category is not addressed at all.
Changes in literature and art are addressed.	Changes are predicted and logical, and they are supported by historical examples.	Changes are suggested with historical examples, but they are either illogical or not explained well.	A logical change is suggested, but there is no historical example or reasoning written with it.	An illogical change is suggested without historical support.	The change in this category is not addressed at all.
Essay is well organized and proofread for common errors.	Essay is very neat with good sentences, good grammar, and good spelling.	Essay is neat and has no more than five writing/spelling errors.	Essay is readable and has no more than ten writing/spelling errors.	Essay is difficult to read due to errors and/or presentation.	Essay is almost not readable due to errors and/or presentation.

Total points: _____ Grade: _____

The Plague

Everything changes. Even germs change. Some people say that we use too many antibacterial soaps, wipes and hand gels, plus too many antibiotics. These people warn that we're just making the germs stronger because only the really tough ones survive to reproduce. It is proven that germs and bacteria change. Every now and then, they get lucky and change into something that we can't control right away. Then the bacteria run wild like a bunch of university students on spring break. Look out Miami.

Anyway, once upon a time – in the 1330s – some bacteria did change, and they hit the jackpot, the auto lotto and the mega millions numbers all at once. These bacteria managed to wipe out almost half of the known population at the time. It happened in China, but because China had a big trade business, the bacteria hitched a ride on a trading ship and landed in Sicily, below Italy, in 1347.

Discussion: Consider the time period: We are still 145 years from Columbus sailing. What other events can you use to help build a timeline in your mind and correctly connect this time fact into historical place?

Fleas that managed to move easily on the backs of rats began to spread the bacteria. The rats didn't get sick, so they were a great means of transportation. The rats' favorite place to go was wherever there were lots of people, because that meant food was nearby. Crowded cities and sailing ships naturally had lots of rats, which meant they had lots of fleas, which meant they had lots of those nasty bacteria along for the ride and just looking for a place to jump off.

Let's get back to the trading ship waiting at the dock in Sicily in 1347. By the time the ship did get to shore, most of its sailors and travelers were already dead or dying of a mysterious illness. Those who survived were helped ashore and cared for as they died. No one helped the rats ashore; they just came on in. The fleas on them and the monster bacteria came on in, too.

It only took a couple of days, but soon people in that overcrowded town and surrounding towns were dropping over dead in a matter of hours. They'd go from healthy in the morning to dead by midnight. No one understood what was happening.

Let's take a look at what really was happening.

There were three types of plague and all three were working together. One is called bubonic plague. It takes about six days to show itself once it enters the human body. The plague germs jump inside the white blood cells sent by the body to kill them off and then travel to the nearest lymph glands – the neck or armpits or groin area. Those lymph glands fill with blood and pus, forming "buboes" or large, blackish lumps that swell up

from the body. That's why it is sometimes called the black death. That infection eventually moves through the body, killing cells and attacking the nervous system. The victim loses control of his physical actions and mental abilities. The bubonic plague kills 60 percent of the people who are attacked.

The second form of this plague is called pneumonic. It happens when the germs go inside the white blood cells and then directly to the lungs instead of the lymph glands. The problem with that is the suffering victims cough up a spray that can spread the plague directly from human to human. Now the rats and fleas don't have to be around at all. This one only takes about three days to appear. The victim runs a high fever, falls into a coma and dies. Almost 100 percent of the people who get this type die. It's not as common as bubonic plague, but it sure does kill faster and more efficiently.

The third kind isn't found often, but it was around. It is called septicemic plague. In this one, the bacteria now inside the white blood cells release directly into the bloodstream. A rash shows up on the body and the person dies within one day – before anything can move to the lungs or show up as buboes. It's always fatal. Always.

The bacteria that cause plague aren't active in the cold or in extremely dry weather. They also aren't as effective in extreme heat. All three forms of the plague are still around today, but we have antibiotics that can control them for now.

Discussion: Scientists believe a DNA genetic cell mutation called Delta 32 may have allowed some of Europe to survive the plague by making their white blood cells resistant to invasion. They think this also may be why some people survive HIV infections today and never contract AIDS. Archaeologists are now digging up medieval mass burial sites and finding the genetic structure of the victims by looking in the ancient pulp of the discovered teeth. That pulp or nerve manages to hold whatever was in the blood at the time of death. Also, family lines of direct descendants of people who are known to have survived the plague are being examined and their DNA is being tested. Is work like this worth the money, or are we participating in a wild goose chase?

We may have antibiotics now, but the people back in 1347 did not. They didn't have the best of hygiene or sewer systems or storage containers. They didn't understand how bacteria move or what cross-contamination is. In general, the people were not scientifically minded. Superstition was in charge, and superstition is an incredibly strong leader. The medieval people fought the plague in the best way they knew how with the limited knowledge they had.

Some simply ran. Rich people such as kings could take their courts and families far out to a secluded countryside home. They were protected somewhat from the person-to-person spread that way and many of them survived. It didn't always work though.

Discussion: Money saved people then. Does money save people now?

Some people fought with fire. It was believed that fire could burn out the germ and, considering what we now know, that may have been a good guess. One pope was surrounded for weeks on end with large fires. Day and night, he sat safely in the middle of a large circle of individual metal tubs that each held raging fires. It couldn't have been too fun or comfortable, but he was spared and never contracted the disease.

Of course, that old standby of bleeding was happening everywhere. People assumed poisoned blood had to be removed from the body, so arms were cut and allowed to bleed into basins. The person doing this was the local barber who also served as a surgeon.

Many turned to prayer, saying that the disease was the result of mankind's sinful ways. This took some ugly turns. People decided that the Jews were sinners and were the cause of the plague, so many Jews were burned alive throughout all of Europe. Even when Pope Clement begged the people to consider that Jews were dying of the plague as quickly as Christians and to have mercy, the crowds didn't back down. The area we now call Poland was the only safe place for Jews and many moved there. Of course, that came into play later in history – 1939 to be exact.

Discussion: What happened in 1939?

A second ugly turn caused by thinking the plague was the result of a sinful life was the rise of the flagellants. They were bands of 50 to 500 men who wore white hooded robes and traveled together. Whenever they would enter any town or populated area, they would put on a display of whipping themselves over the shoulders until blood flowed freely down their backs and arms. They used short, thick sticks, wrapped in leather with the ends of the leather braids extending a foot or more beyond the stick. The free leather strings or whips at the ends were studded with iron spikes.

The flagellants claimed to be paying or atoning for all the corrupt church leaders and their sinful followers who were

causing the plague, and their twice-daily shows were pretty mind-bending. People followed them like groupies follow rock stars. These flagellants were considered to be heroes on earth, so chances are good that it didn't take long for that power to go to their heads. The self-torturing men who claimed to be paying for out-of-control behavior were soon pretty out of control themselves.

It's going to be a little tough to wrap your mind around this, but give it a shot. Within two years, every single person living in Europe died or watched a loved one die a horrid death. There was no sure-fire escape and no good way to deal with the bodies that piled up. The smell must have been atrocious. Family members deserted sick loved ones. Children were left without parents. The people who knew how to care for animals died. The people who knew how to tan hides into usable leather died. The people who knew how to card wool, spin that wool into yarn and weave that yarn into cloth died. The blacksmiths died. Knights, millers, groomsmen, falconers, innkeepers, tax collectors, kitchen workers, soldiers, cooks and bread makers – they all died.

Reason, knowledge, civility and sanity took a pretty hard hit, too. Survivors of the plague or those who hadn't yet been infected had little evidence to suggest that they might survive. They probably figured they'd be dead by the evening as well, so they might as well take what they wanted or needed. Looting, drinking, raping, fighting and murdering were attractive ways to spend your last hours on earth since prayer didn't seem to be doing much. Not everyone went completely evil, but Europe was not a safe place to be.

What brought it all to an end? Some theorize that the population got so low that the plague couldn't sustain itself any longer. There just weren't enough people left to keep it alive. But by 1350, nearly half of the known population was gone. Some say the numbers are as high as 60 percent.

Discussion: What factors allowed the plague to spread so quickly throughout Europe? What factors do we have today that would slow that down? Speed it up?

Discussion: Look at the class around you. What changes would happen if in just a few weeks half the room died? What changes would happen in your school community if that occurred in every classroom at your school? Consider the bus drivers, custodians and cafeteria workers. Would it affect the city? Sales of certain merchandise? The existing power structure?

What Actually Happened

Now that you've finished your plague exercise and guessed at what possibly could happen, let's take a look at what did happen.

First, religious belief survived. Medieval people accepted that God was punishing them for their sinful lives, but they also believed strongly that God would protect and rebuild the earth. So they picked up their plows and went back to the fields and continued to build lives the best way they knew how.

Second, the religious beliefs that did survive went through changes. Many of those who survived never doubted God, but they did begin to doubt the church and what its leaders said. For the first time in larger numbers, people were beginning to look to scientific observation and note-taking for answers instead of relying solely on the interpretation of the church leaders. Some of the church's locked-down power over people's daily lives began to fall away. Survivors didn't accept authority the same way they had three years earlier.

Third, supply caught up to demand for the first time in recorded history. Before the plague, there were many people and many of them were hungry and wanted farmable land. Now there were only half as many people and the food and land were up for grabs. That caused a huge change in the whole social structure. Lords and ladies who didn't know how to farm their own land were suddenly alone standing in their jeweled finery in the middle of their unplanted fields. The few serfs or peasants they could find to work for them knew that and demanded higher wages to perform the labor. Peasants who suddenly were making money were able to buy their own land. No longer were they stuck working someone else's farm for nothing in return and giving it all away to feed the people of the manor. They were able to buy their own land and their own protection. Feudalism died because anyone could become a landowner.

Fourth, with fewer people to do the work, labor-saving devices had to be invented. At one time there were many hands available to harvest grain, grind wheat, spin wool, copy books and protect lands. Now only a few people were around, so they put their minds into coming up with new devices and technologies that would do the work for them. That gave rise to innovations such as Gutenberg's printing press that literally changed the world.

Finally, there were huge changes in the overall psychological mindset of the people. You can see it in the art from this time. Use an Internet search engine to find any pictures of "La Danse Macabre." It means "the death dance" and refers, some think, to the twitching and mindless movements of people in the last stages of the bubonic plague. Skeletons and other representations of unavoidable death were common in the period's art. People didn't accept life as guaranteed. They no longer accepted their "assigned" place in life according to birth. They questioned everything and looked with new and more skeptical eyes at the world and authority figures around them. A rebirth was about to begin. It was called the Renaissance.

Introduction to Medieval Art

The Middle Ages spanned about 1,000 years. As you might imagine, during this time great amounts and varieties of art were created in Europe as well as throughout the world. This art is divided into “movements.” In this chapter, we will discuss some of the types of art that were created during these movements.

Icons – Early Christian Art

Icons are images of Christ, the Virgin Mary or saints that were used as objects of worship in both churches and private homes. Even though we see them as works of art, they really were created more for religious purposes than for art.

Illuminated Manuscripts

Illuminated manuscripts are books that were written by hand and decorated or painted. The decorations included small pictures incorporated into the text, decorative initial letters and fancy borders. They usually were done on parchment paper. The earliest manuscripts were produced at about 400 to 600 and still were being created until the 15th century.

Celtic Art

The people of Ireland and Britain created Celtic art from about the 5th century to the 8th century. The art consisted of manuscript work, stone sculptures, metalworking and motifs, which are repeated patterns or images. The best-known manuscript is the Book of Kells, which is a lavishly illustrated illuminated manuscript that contains the four books of the Bible in Latin. The familiar Celtic cross also originated during this era.

Architecture

Various styles of buildings were introduced during the Middle Ages. They included these two designs:

- **Romanesque** style was used mostly for churches. Huge doors, sculptures such as baptismal fonts in bronze, frescoes (wall-sized paintings), objects in gold and silver and textiles were featured in this era. These all were used to explain and to spread the Christian faith. The Romans introduced three architectural elements: the dome and arch, baked bricks and the use of cement.
- **Gothic** style had pointed arches rather than rounded ones. Churches were larger and had more windows, so they seemed lighter inside.

Lesson Plan: Illuminated Manuscripts



Overview

After learning general information about the Middle Ages, students will accomplish the following:

- Select a poem, song or rhyme
- Use the text to create an illuminated manuscript

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

05. Describe the impact of new ideas and institutions on European life including the significance of printing with movable type; major achievements in art, architecture and literature during the Renaissance; and the Reformation.

Materials

- Light-brown grocery bags

Procedure

1. Use the previous lesson plan, Medieval Art, to help students understand about art in the Middle Ages.
2. Explain to the students that in general, illustrated manuscripts contained religious information. Direct them to the poems, songs or rhymes that they can use. They can use library resources, the Internet or textbooks to make a choice, or go to www.pbs4549.org/middleages/resources.htm for help in finding text. Works of about 15 to 18 words are best.
3. Have the students practice designing each letter. The library may have books on calligraphy that give examples of different styles of print that students might use. It works best when students start with the lower case letter O and practice until it looks consistent. Then move to Cs, Es and finally the vertical letters such as L, T and H.
4. Using a grocery bag, students should cut out the front and back panels along the crease. Students may wrinkle and crease the paper a little so that it looks like old parchment paper. They also may want to make the edges look a little ragged.
5. Have the students lay a ruler along the edges of the top and sides of the bag and pencil in a guideline for the border. Remind them to write very lightly so that the lines can be erased.
6. From the top and left border, measure a box that is 4½ inches by 5 inches. The first letter of the first word will be decorated in this box.
7. The bottom line of this box should extend across the entire page and will become the bottom guideline for the first word.
8. Measure down the sides of the border in ½-inch increments and pencil in the guidelines. The lettering will be flush left along the border and will continue across and down until complete. Students should skip every other line to have room for tall and dropped letters. They should make each letter completely fill the space between the upper and lower guidelines.
9. Have the students do everything carefully in pencil first, checking for spacing and spelling. Then have them go over everything with a calligraphy pen, a marker or colored pencils.
10. After the students are finished, remind them erase to the pencil lines.
11. Instruct them to illustrate the page and inside the initial box.
12. Students may want to illuminate the box or borders with metallic gold or silver paint.



Evaluation

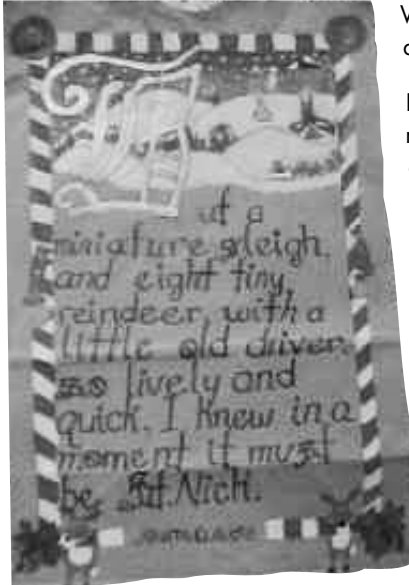
The following is how the work will be evaluated.

Consistent letter height and word spacing	20 points
Well-formed letters	10 points
Good initial letter box	20 points
Illustration well thought out	30 points
Good craftsmanship	20 points

This lesson was designed by Ann Karam from Hudson City School District.

Name _____

Illuminated Manuscripts



Wow! That's really beautiful! Did somebody really write that by hand? Is that real gold on the art? How did they do that?

Before the invention of Gutenberg's press, when words and books could be printed mechanically, all text was written and copied by hand. As you can imagine, it was a laborious and time-consuming process. Those most educated and with the most time available for this work were monks living in the abbeys. They dedicated their lives to writing down, and thus saving, all the knowledge of mankind. Over the months and years of this work, they prided themselves in making their handwriting beautiful and even decorative. Many of these works were embellished by fancy capital letters, even using gold and silver leaf to enhance a phrase and illuminate the script since these works were written and read in the dark, candlelit rooms of the abbey.

On very important works, paintings were carefully created to enhance the text. Today, these illuminated manuscripts are highly prized for their beauty and the knowledge therein.

From these precious artworks came today's interest in calligraphy – the beautiful, decorative handwriting created for special occasions and certificates. When these are illustrated, they become highly desirable works of art.

Follow these instructions to create your own illuminated manuscript:

1. Select a 15- to 18-word poem, song or rhyme. Use library resources, the Internet or your own books to make a choice. There are additional resources at www.pbs4549.org/middleages.
2. Practice designing each letter. Your library probably has books on calligraphy that show different styles of print. Start with the lowercase letter O and practice until it looks consistent. Then move to Cs, Es and finally the vertical letters such as L, T and H.
3. Get a light-brown grocery bag and cut out the front and back panels along the crease. You may want to wrinkle and crease it a little so that it looks like old parchment paper.
4. Lay a ruler along the edges of the top and sides of the bag and pencil in a guideline for the border. Remember to write very lightly so that the lines can be erased.
5. From the top and left border, measure a box that is 4½ inches by 5 inches. The first letter of the first word will be decorated in this box.
6. The bottom line of this box should extend across the entire page and will become the bottom guideline for the first word.
7. Measure down the sides of the border in ½-inch increments and pencil in the guidelines. Your lettering will be flush left along the border, and continue across and down until complete. Skip every other line to have room for tall and dropped letters. Make each letter completely fill the space between the upper and lower guidelines.
8. Do everything carefully in pencil first, checking for spacing and spelling. Then go over everything with a calligraphy pen, a marker or colored pencils.
9. After using the marker or pen, erase the pencil lines.
10. Now illustrate the page and inside the initial box.
11. You may want to illuminate the box or borders with metallic gold or silver paint.

A decorative border with a repeating interlocking knot or chain-link pattern surrounds the entire page.

The Middle Ages

The Renaissance
and the Reformation

www.pbs4549.org/middleages

Renaissance Art and Literature

The Renaissance began after the plague in the 14th and 15th centuries and was fueled by soldiers returning from the Crusades. There was renewed interest in ancient Greek and Roman art. Human beings were included in artwork. Artwork was no longer just depictions of holy topics. There was new interest in science, the environment and philosophy.

The Printing Press – The “Grand Invention”

Gutenberg invented the printing press in 1445. This invention changed the lives of people in Europe and all over the world. Prior to its invention, books were made by hand. Words were copied and illustrations were all drawn on parchment paper and animal skins that were dried and scraped until they were smooth. This made books very expensive. The printing press could produce books very quickly with little effort. Books were therefore much less expensive and many more people could afford them. With the knowledge imparted in the books, many more people were empowered and as a result many changes began to occur.

Architecture

In the Middle Ages, churches were no longer shaped like crosses. They used the circle to represent the perfection of God. Symmetry became important. In homes, some of the features of the period were courtyards, columns as support structures and domed roofs (a very difficult architectural task).

Painting

Renaissance painters used more realistic depictions than artists in the Middle Ages. The human figure was drawn as realistically as possible, often with backgrounds of nature. There was less emphasis on religious art. Gone were the pictures that had people arranged freely and in came symmetrical groupings. Science helped artists understand the concept of perspective, where objects that were drawn smaller actually looked as if they were farther away. Use of light made figures look real. Famous artists of the time include these men:

- **Botticelli** was a member of the famous Medici family in Florence, Italy. He became very rich as both a goldsmith and an artist, but died penniless. He painted three frescos in the Vatican’s Sistine Chapel. Fresco is the art or technique of painting on a moist plaster surface with colors ground up in water or a limewater mixture.

- **Leonardo da Vinci** is considered to have one of the greatest minds of all times. He was an architect, musician, engineer, scientist, mathematician, botanist and inventor. He invented the first parachute, helicopter, airplane, tank, repeating rifle, swing bridge, paddleboat and motorcar. He painted the famous “Mona Lisa” and “The Last Supper.”
- **Michelangelo** is considered by some to be the greatest artist and sculptor who ever lived. He was a great leader of the Italian Renaissance. His most famous work and his greatest glory was painting the Sistine Chapel at the Vatican in Rome. It took him four years to do this. The ceiling shows the history of the Old Testament and includes more than 300 figures. He set the standards for sculpting, painting, poetry and architecture.

Music

Science also played a part in the creation of music. Musicians learned how the pitch changes by lengthening or shortening the size of the string on stringed instruments. Once again, symmetry became a part of the music they created. Musicians studied the Greek drama and tried to create music that would go with the words of their stories. This was the beginning of opera, where music and theater are combined.

Literature

Renaissance literature started with a renewed interest in the classical Greek and Roman learning. The invention of the printing press and the weakening of the Catholic Church’s influence on the daily lives of the people, among other things, enabled Renaissance writers to express their beliefs in new ways.

There was an explosion of writing, some of which is deemed the greatest of all time, by these authors and more:

- **Martin Luther**’s book *95 Theses* had a great effect on people. He changed Christianity forever by telling about the abuses of the church by the clergy. He is sometimes known as the “father of Protestantism.”
- **John Calvin** criticized the Catholic Church. He believed that a person has an individual relationship to God. Calvinist churches believe in the simple life and a strong work ethic.
- **Nicolaus Copernicus** wrote a book that proved that the sun did not move around the earth every 24 hours. His book revealed that the earth was not the center of the universe.

- **Leonardo da Vinci's** masterful life is shown in his famed *Notebooks*, which contains his drawings of "things that make the world matter." This is how da Vinci regarded his drawings.
- **St. Ignatius Loyola** wrote a series of five books that defended the church and scolded Luther for his crusade against it.
- **Niccolo Machiavelli** wrote that there is no place for religion or morality in politics in his book *The Prince*. It is believed that "power politics" had its roots in this book.
- **William Shakespeare** is considered one of the greatest writers who ever lived. He wrote at least 37 plays and 154 sonnets. Little is known about his life; however, we do know that he was an actor and performed at the Globe Theater.

Lesson Plan: Renaissance Alphabet Book



Overview

Students will do research to complete an alphabet book that contains information about important topics, people or ideas that occurred during the Renaissance.

Standards Addressed

Social Studies – History, Benchmark C

05. Describe the impact of new ideas and institutions on European life including major achievements in art, architecture and literature during the Renaissance.

Procedure

1. Students can work in pairs or individually.
2. Allow them to select a letter of the alphabet, or have letters in a bag and let students draw one. You may wish to eliminate letters such as Q, X, Y and Z, for which topics might not be available.
3. They need to find a person, object or idea that was “alive” during the Renaissance and show it on an alphabet page. Examples are listed below.
4. They will do research on the topic and place both an image of their choice and the chosen letter on the Renaissance Alphabet Page.
5. Have students show their letters to the class.
6. Display the work around the room or make them into an actual alphabet book.

Renaissance Alphabet Book Letter List

- A: Artillery in the Renaissance; architecture in the Renaissance
- B: Brunelleschi, Bellini, Botticelle
- C: Caravaggio
- D: Donatello
- E: Elizabeth I
- F: Florence, Italy
- G: Ghiberti
- H: Henry VIII
- I: Inventions of the Renaissance
- J: Jewish people in the Renaissance
- K: Ibn Khaldun (considered greatest Arab historian)
- L: Leonardo da Vinci
- M: Michelangelo, Masaccio
- N: Netherland Renaissance
- O: Johannes Ockeghem
- P: Printing press
- Q: Jacopo della Quercia
- R: Raphael

S: William Shakespeare
 T: William Tyndale
 U: Nicholas Udall
 V: Bartolomeo Vivarini
 W: Sir Thomas Wyatt

Evaluation

Category	4	3	2	1
Content, Accuracy	At least four accurate facts are displayed on the poster.	Three accurate facts are displayed on the poster.	Two accurate facts are displayed on the poster.	One accurate fact is displayed on the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is one grammatical mistake on the poster.	There are two grammatical mistakes on the poster.	There are more than two grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done, but was occasionally distracted others.	Did not use class time to focus on the project or was often distracted others.

Renaissance Alphabet Page

Letter	

Title _____

Names _____

Introduction to the Reformation

The Reformation was a 16th-century movement in western Europe that aimed at reforming some doctrines and practices of the Roman Catholic Church and resulted in the establishment of the Protestant churches. There were many Christians in western Europe who believed that malpractices carried out by the church were not in keeping with what they believed. Two examples of these practices were the sale of indulgences, or relief of punishment due to sins that have been committed, and the appointment to positions of authority in the church to those who made contributions.

In 1517 Martin Luther published *95 Theses*, which criticized the practice of selling indulgences. He also posted his writings on the door of the Castle Church in Wittenberg, Germany. Luther began as a monk in a life of prayer and examination of his thoughts and feelings. In 1507 he was ordained a priest and in 1508 he began teaching at the University of Wittenberg in Germany. As he studied, he became disillusioned with the church's views on purgatory (where Catholics, upon death, wait to be purified to get into heaven), devotion to Mary (the mother of Jesus of Nazareth), the saints who could speak to God on behalf of man, most of the sacraments (holy rites of the church) and the authority of the pope. The Protestant Reformation is also referred to as the Protestant Revolution, Protestant Revolt and Lutheran Reformation.

The dissent of Martin Luther started a quick spread of discontent with the church. The invention of the printing press by Johannes Gutenberg in 1445 allowed many people to become part of the protest. Many other reformers came to the front. John Calvin had ideas similar to Luther, but there was much controversy between the two reformers. Luther was excommunicated (thrown out of the church).

Reform movements began in Switzerland, Scotland and Hungary at the same time as those of Luther and Calvin. The separation of the Church of England under the rule of Henry VIII in 1529 brought England into the reform movement as well.

Lesson Plan: The Reformation



Overview

Students will accomplish the following:

- Read about the causes of the Reformation
- Write a comparison of a scenario that has a similar plot to one of the causes of the Reformation
- For extra credit, write what they believe the meaning of a quotation is.

Standards Addressed

Grade 7

Social Studies – History, Benchmark C

05. Describe the impact of new ideas and institutions on European life including the Reformation.

Material

- Research material – textbook, library material, Internet, etc.
- Student handout
- Writing utensils

Procedure

1. Introduce the concept of the Reformation as part of the Renaissance.
2. Divide the students into groups of two or three. Assign one of the following topics to each group and have them take about 15 minutes to use their textbook or the Internet to find three facts about each topic:
 - a. Martin Luther
 - b. John Calvin
 - c. Definition of the Reformation
 - d. Roman Catholic Church
 - e. Definition of the Renaissance
 - f. Joan of Arc
 - g. Henry VIII
 - h. Invention of the printing press
 - i. St. Francis of Assisi
3. Have students write their findings on chart paper, on the board or on cellophane paper for the overhead projector. Each group should discuss the importance of its topic.
4. Let one person from each group go over the facts that the group found.
5. Distribute the handout *The Reformation* to each student.
6. Give some brief information about the Reformation and explain to the students the directions for completing the handout.
7. Students should be able to make connections between the scenario and the causes of the Reformation. They could point out similarities and difference and then give their reaction.
8. Have a discussion of the responses to each scenario.
9. Of course the answers will vary from group to group, but there will more than likely be some consensus about meaning of the scenario.

10. An alternate approach is to cut the scenarios apart and have the groups present their scenario and the conclusion that they made to the rest of the class.

11. Extra Credit: There is a quote at the bottom of the worksheet. Have the students write what they believe the quotation means. Once again, there will be a variety of interpretations. Help them understand that one person can have a great impact on what others believe and in the way that they act.

Evaluation

Holistic Scale

Criteria	Points
Writing is clear; conclusions are logical and developed	3
Writing is clear but brief and lacks clarity; some logic errors	2
Writing draws at least one conclusion but is somewhat confusing	1
Writing shows no conclusions or is unrelated to the task	0

Names _____

The Reformation

The Reformation was a 16th-century movement in western Europe that aimed at reforming some doctrines and practices of the Roman Catholic Church and resulted in the establishment of the Protestant churches. There were many Christians in western Europe who believed that malpractices carried out by the church were not in keeping with what they believed.

Let's look at some of the causes of the Reformation and make a comparison with our school.

1. Indulgences – When a person commits a sin, he or she can expect eternal punishment. The church was “selling” indulgences; in other words, they were allowing people to buy forgiveness of their sins.

TODAY: You got into a fight in the hall. The school rule is that you are suspended when you fight at school. Your mom calls in and is willing to make a big contribution to the levy committee if you can get out of your suspension. The principal agrees. The person you fought with cannot afford to make a contribution so he must spend five days at home as punishment for the fight. How are these two episodes similar? React to this scenario below.

2. Lifestyle – St. Francis of Assisi believed that all church people should live a life of poverty to imitate the life of Christ. He narrowly avoided being called a “heretic” or a member of the church who holds different beliefs than those in power. This caused great internal conflict.

TODAY: The principal believes that every teacher needs to give homework every night. He is the boss and the ultimate authority in the school. A teacher believes that homework is not appropriate every night and therefore does not follow the rule and encourages others to break the rule as well. She narrowly misses being fired by the board of education on a 3-2 vote. How are these two episodes similar? React to this scenario.

How are these two episodes similar? How are they different?

3. Decline in prestige (influence) – There was a decline in power and influence of some of the ruling-class people in authority. The church depended upon these people to collect taxes for them and to enforce the church orders. This was not happening.

TODAY: The treasurer of the school district has made a large error in bookkeeping. This has been well publicized in the community and people are upset by the error. The board wants to put a new levy on the ballot to keep the district out of debt. There is not much support for the levy within the community. How are these episodes similar? React to this scenario.

4. The Pope – Pope Alexander from Spain gave his Spanish relatives anything they asked for. He helped his illegitimate son attempt to become ruler of the land.

TODAY: The superintendent of your school district has made his wife the assistant superintendent. He also has hired his son to teach and coach in one of his schools. How are these episodes similar? React to this scenario.

EXTRA CREDIT: Write a two-paragraph response to this quotation: "Martin Luther ... is one of the few men of whom it may be said that the history of the world was profoundly altered by his work. Not an organizer or politician, he moved men by the power of a profound religious faith resulting in unshakable trust in God. ... Whether honored or opposed, none can deny his preeminent place in the history of the church."



A decorative border with a repeating interlocking knot or braid pattern surrounds the entire page.

The Middle Ages

Appendix

www.pbs4549.org/middleages

Glossary

Allah – Arabic word meaning God. Part of the faith of Islam.

Ancient history – Time in history up to the fall of the Roman Empire in 476.

Apprentice – A boy who is learning a trade (job skill) from a master craftsman.

Attila or Attila the Hun – Became the leader of the Huns in 445. He forced Rome to pay tribute or payment for protection.

Barbarians – Generally thought to mean anyone who lived beyond the borders of the Roman Empire. Romans called the Scottish people “barbarians.”

Bubonic plague, or black death – Plague caused by a bacterium and characterized especially by the formation of buboes.

Byzantine Empire – Term used to describe the Greek-speaking Roman Empire during the Middle Ages, centered at its capital in Constantinople (now Istanbul). It is also often referred to as the Eastern Roman Empire.

Chivalry – The set of rules followed by the knights for honorable behavior.

Christianity – A religion founded on the life and teachings of Jesus. Christianity was an important influence of the Middle Ages.

Christendom – The part of the world in which Christianity prevails.

Clergy – Religious workers including bishops, priests, nuns and monks.

Crusades or “War of the Cross” – A series of military conflicts waged by Christians against the Muslim countries of the Middle East from 1095-1291. The conflicts usually were sanctioned by the pope in the name of Christendom. The goal was to recapture Jerusalem from Muslim rule. Opened eyes to a different culture and was a factor in the Renaissance.

Dark Ages – The beginning of the Middle Ages.

Dowry – A present of money, goods or land given by the bride’s father to her husband. A large dowry allows a girl to attract rich landholders.

Feudalism – The system that grants land to nobles in exchange for their loyalty to the king.

Franks – Germanic tribe that overtook and then united most of France and western Germany.

Germanic tribes – Included the Vandals, Lombards, Alamanni, Goths, Franks and Burgundians. Generally were illiterate farmers. They were also known as barbarians to the Romans.

Gothic architecture – Features sharp lines and precise angles. Gothic churches have tall spires. These were not built by Goths but were built during the Middle Ages.

Gothic Literature – Gloomy stories with supernatural themes. Generally related to the Gothic movement of the Middle Ages.

Guild – System where trades were taught and controlled by “masters.” See apprentice and journeymen.

Huns – Came from central Asia. Overran the Chinese Empire about in 200 B.C. The Great Wall of China was probably built to keep out the Huns.

Islam – The total surrender of oneself to Allah. Muslims believe that God revealed the Koran to Muhammad and that Muhammad is God’s final prophet. The Koran and the traditions of Muhammad in the Sunnah (religious actions) are regarded as the fundamental sources of Islam.

Journeyman – After about seven years of working as an apprentice, a boy becomes a journeyman. He can now be paid for his work.

Knight – Generally, sons of lords who train to defend the manor and the kingdom.

Manor – The land owned by a noble, often consisting of a castle, a small village and farmland.

Medieval – The period from the fall of the Roman Empire (476) to the Renaissance (about 1450). Also called the Middle Ages.

Middle Ages – About 1,000 years from the fall of the Roman Empire to the Renaissance (about 1450).

Muhammad – An Arab religious, political and military leader who founded Islam. According to Islamic traditions, Muhammad began receiving revelations from Allah at age 40. The revelations were delivered through the angel Gabriel over the last 23 years of his life and recorded in the Koran.

Monasteries – Small communities of religious workers who lived and worked together.

Monks – Religious workers who lived in monasteries and devoted their lives to prayer. They copied books by hand before the printing press was invented.

Moors – Medieval inhabitants of Spain and Portugal. Also generally refers to anyone of North African or Arab descent originally from what is now Morocco.

Muslim – A follower of the Islam religion.

Normans – Group of Vikings who settled in Normandy, France. They adopted the French language and Christian faith, invaded England in 1066 and put William the Conqueror in power. They ruled England for 300 years.

Ostrogoths – A tribe of people who came from the Ukraine. They conquered most of Italy, Greece and the western Balkans.

Peasants – The working people of the Middle Ages. They sometimes remained free, but often became serfs who were bound to the lord of the manor. It was akin to slavery, but serfs could not be sold.

Primogeniture – The system of inheritance where all property is handed down to the oldest son, who becomes lord of the manor upon the death of the father.

Renaissance – Means “rebirth” and is the beginning of modern history. It is a period that spanned the 14th to 16th centuries and marks an era of revived learning.

Roman Empire – The name given to Rome and also the corresponding phase of that civilization, characterized by an autocratic form of government. Historians believe it started with the rule of Julius Caesar (44 B.C.) and lasted until A.D. 476, when Rome was defeated.

Romanesque architecture – Developed in Italy and western Europe after the year 1000; has round arches, vaults and a lot of ornamentation.

Saxons – Germanic tribe that conquered the southern part of England.

Sharecroppers – Serfs who were required to turn over most of what they grew in order to be allowed to live on the land.

Squire, or page – At about age 15, a boy who is training to become a knight reaches this rank and remains there until he becomes a knight.

Superstition – A belief or notion, not based on reason or knowledge.

Trade – A job skill.

Vandals – A group that took control of the Roman territory in North Africa.

Vikings – Fierce warriors from Norway, Sweden and Denmark. Skilled sailors. By the 10th century, they controlled parts of Britain, France and Russia.

Visigoths – An Austrian group that defeated the Roman army in 410 and ruled Spain until 711.

Standards

Social Studies – History

Grade 7

6-8 Benchmark

B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.

Early Civilizations / Y2003.CSS.S01.G06-08.BB.L07.I02

02. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:
- The development of concepts of government and citizenship
 - Scientific and cultural advancements
 - The spread of religions
 - Slavery and systems of labor

• **Learning About Islam p. 32**

6-8 Benchmark

C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

Feudalism and Transitions / Y2003.CSS.S01.G06-08.BC.L07.I03

03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

- **The Bubonic Plague p. 91**
- **The Crusades p. 74**
- **Feudalism Play p. 51**
- **Feudalism: Research p. 39**
- **Roman World vs. Feudal World p. 61**
- **Tabla Lusoria p. 11**

Feudalism and Transitions / Y2003.CSS.S01.G06-08.BC.L07.I04

04. Explain the lasting effects of military conquests during the Middle Ages including:
- Muslim conquests
 - The Crusades
 - The Mongol invasions

- **The Crusades p. 74**
- **The Invasions p. 17**
- **Tabla Lusoria p. 11**

05. Describe the impact of new ideas and institutions on European life including:
- The significance of printing with movable type
 - Major achievements in art, architecture and literature during the Renaissance
 - The Reformation
- **Illuminated Manuscripts p. 98**
 - **The Reformation p. 109**
 - **Renaissance Alphabet Book p. 105**
 - **Tabla Lusoria p. 11**

Language Arts — Writing

Grade 7

6-8 Benchmark, Writing Process

A. Generate writing topics and establish a purpose appropriate for the audience.

Prewriting / Y2003.CEW.S01.G05-07.BA.L07.I01

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

• **Feudalism Play p. 51**

Prewriting / Y2003.CEW.S01.G05-07.BA.L07.I02

02. Conduct background reading, interviews or surveys when appropriate.

• **Feudalism Play p. 51**

D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

Drafting, Revising and Editing / Y2003.CEW.S01.G05-07.BD.L07.I06

06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

• **Feudalism Play p. 51**

Drafting, Revising and Editing / Y2003.CEW.S01.G05-07.BD.L07.I12

12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

• **Feudalism Play p. 51**

G. Apply tools to judge the quality of writing.

Drafting Revising and Editing / Y2003.CEW.S01.G05-07.BG.L07.I16

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

• **Feudalism Play p. 51**

H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Publishing / Y2003.CEW.S01.G05-07.BH.L07.I17

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product

• **Feudalism Play p. 51**

6-8 Benchmark, Application

D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

Y2003.CEW.S02.G05-07.BD.L07.I04

04. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.

• **Roman World vs. Feudal World p. 61**



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