

Domain-Based Unit Overview

Title of Domain: Medieval Europe, Grade 4

Learning Time: 44 days

Big Idea

After the collapse of the Roman Empire in western Europe, a period of unrest, conflict, and transformation took place. Many of the developments that occurred in western Europe during the Middle Ages are still relevant today, including laws that originated hundreds of years ago.

What Students Need to Learn

- Geography related to the development of western Europe
- Development in the history of the Christian Church
- Beginning about 200, nomadic, warlike tribes began moving into western Europe, attacking the Western Roman Empire; city of Rome sacked by Visigoths in 410; Attila and the Huns threaten Rome.
- Peoples settling in old Roman Empire, including Vandals (compare English word vandalism), Franks in Gaul (now France), Angles in England (compare Angle-land), and Saxons in England.
- The Middle Ages are generally dated from about 450 to 1350.
- Approximately the first three centuries after the fall of Rome (476) are sometimes called the Dark Ages
- Charlemagne
- Aspects of feudalism, including: life on a manor; castles; lords, vassals, freedmen, and serfs; code of chivalry, knights, squires, and pages
- The Norman Conquest: location of the region called Normandy; William the Conqueror and the Battle of Hastings, 1066
- Growth of towns as centers of commerce; guilds and apprentices; the weakening of feudal ties
- England in the Middle Ages (King Henry II, Magna Carta, Parliament, 100 Year of War Joan of Arc, The Black Death)

MN Academic Standards

None

Pre-Assessment

Students will be shown a map of Western Europe. Students will create an individual KWL about what they know about the history of Western Europe and questions they have. They will be asked to think back to previous grades lessons on Greek, Roman, and Viking history. After some time of reflection students will share out to create a whole class KWL chart that will stay on display for the remainder of the unit. The class will revisit the “Learn” column of the chart after the unit ends.

Domain Lesson 1	Day 1 - “The Geography of Modern and Early Medieval Europe”
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Identify the changes that led to the decline of the Western Roman Empire ● Use the map of the Roman Empire and surrounding areas in northern Europe and eastern Asia to describe the invasion of the Roman Empire by various groups of people ● Name 476 CE as the date given to mark the end of the Western Roman Empire ● Understand the meaning of the following domain-specific vocabulary: empire, decline, invader, boundary, uncultured, uncivilized, and sack.
Vocabulary	Empire, decline, invader, boundary, uncultured, uncivilized, sack
Procedure	<ul style="list-style-type: none"> ● Distribute student’s Medieval Europe Reader - allow students 5 minutes to flip the book looking a pictures and taking notice to repeated words in the chapters ● Brainstorm words, phrases, and illustrations they notice frequently (I.E: Kings, Soldiers, knight, castles, churches) <ul style="list-style-type: none"> ○ Place on chart paper to be displayed for the remainder of the unit ● Teacher will introduce the time period <ul style="list-style-type: none"> ○ Explain that it is an approximately one thousand year time period that took place between when the Greek and Roman Civilizations and modern history. The period falls “in the middle”—between ancient and modern times. For this reason, this time period is also often referred to as the Middle Ages. The term <i>medieval</i> means related to the Middle Ages, so students will be reading about the events that took place and about the people who lived during the Middle Ages in Europe. ● Distribute activity pages 1.2 & 1.3 & display an enlarged version. ● Students who used this history program in Grade 3 have already studied Roman history. Remind students that Rome was divided into two empires in 286: an Eastern Roman Empire and a Western Roman Empire. Refer them to the map on page 6 of the

	<p>Student Reader, as well as to The Geography of Modern Europe and The Geography of Medieval Europe activity pages (AP 1.2 and 1.3). You may also want to ask students to take out these activity pages for reference, and/or you may want to display enlarged versions of these activity pages for all students to look at while they refer to the map on page 6.</p> <ul style="list-style-type: none"> ● Orient students by explaining that the Eastern Roman Empire included the present-day countries of Greece and Turkey, asking students to circle the names of these countries on AP 1.2 with a red pencil. The Western Roman Empire included the present-day countries of France, Belgium, Italy, Spain, Austria, and England, as well as parts of Germany and northern Africa. Ask students to circle the names of these countries with a blue pencil. ● Call students' attention to the Western Roman Empire, and tell them that this chapter focuses on it. Point out that even though it was not as large as the original Roman Empire, it was still vast and powerful. Ask: What could threaten something so big and strong, with armies to protect it? Do you think the threats would come from outside of the Roman Empire, or from inside? ● Have students open to Chapter 1 in their readers (Pg.2) ● Call students' attention to the Big Question Ask students to think about the concept of "decline." What does it mean? What does it mean with regard to Rome? What does it suggest about how we think of empires? Suggest that as they read, students look for clues as to what changes led to the decline of the Western Roman Empire. ● Read Chapter 1 as a whole group pause for group discussion after the following pages for group discussion and questioning. <ul style="list-style-type: none"> ○ Pause after page 4 ○ Pause after page 9 ● Check For understanding <ul style="list-style-type: none"> ○ Have students answer the Big Question, "What changes led to the decline of the Western Roman Empire?" ● Have students share their responses with the group
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	"The Not-So-Dark Ages" pg. 36
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MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Describe how life in Europe began slowly changing after 476. (RI.4.2, RI.4.3, RI.4.8, SL.4.1) ● Explain how the fall of the Western Roman Empire contributed to changes in Europe during the Middle Ages. (RI.4.1, RI.4.3, SL.4.1) ● Understand the meaning of the following domain-specific vocabulary: aqueduct, trade (noun), merchant, artisan, and scholar. (RI.4.4)
Vocabulary	Aqueduct, trade, merchant, artisan, scholar
Procedure	<ul style="list-style-type: none"> ● Write <i>Dark Ages</i> on the board and start a discussion about what students think this means. ● Introduce this chapter’s big question, “What problems arose as a result of not having a central government?” <ul style="list-style-type: none"> ○ Have students keep this question in their head while reading ● Read Ch. 2, pgs. 10-15 <ul style="list-style-type: none"> - Pause for oral discussion ● Students answer Big Question in essay form: “How did trade contribute to the rise of the Kush and Askum Kingdoms?” ● Have some students share their response.
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	“Two Churches” pg. 42
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● I can describe the influence of the Christian Church in Rome over the Germanic invaders, and explain how the bishop of Rome became the most powerful official in the West. (RI.4.1, RI.4.7) ● I can describe the disagreements between the Eastern and Western Churches and why they separated. (RI.4.1, RI.4.5) ● I can understand the meaning of the following domain-specific vocabulary: bishop, victor, Christian (adjective), convert (verb), custom, and heir; and of the phrase “holy ceremony.” (RI.4.4)
Vocabulary	Bishop, victor, Christian (adjective), convert (verb), custom, and heir; and of the phrase “holy ceremony.”
Procedure	<ul style="list-style-type: none"> ● Read Chapter 3 - pgs. 16-23 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion

	<ul style="list-style-type: none"> ● Review timeline cards ● Answer Big Question: Why did the collapse of the Western Roman Empire make it possible for the bishop of Rome to become more powerful? ● Complete AP 3.1 ● Virtual tour of Notre-Dame Cathedral - Online Resources ● Virtual tour of Hagia Sophia
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Holy Ceremony</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Day 4 - “Prayer and Work” - pg. 53
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Describe Saint Benedict’s life and works, identifying specific ways in which he changed how religious communities worked. (RI. 4.1, RI 4.2, RI 4.7, RI 4.8, SL. 4.1) ● Describe life inside a monastery. (RI 4.1, SL 4.1) ● Understand the meaning of the following Domain-specific vocabulary: monk, monastery, scripture, abbot, convent, missionary, and manuscript. (RI 4.4)
Vocabulary Procedure	<i>Monk, monastery, scripture, abbot, convent, missionary, manuscript</i>
	<ul style="list-style-type: none"> ● Review what students learned in Chapter 3 about the split in the Christian Church with the division of the Western and Eastern Empires. Remind students that Christianity was still relatively new and that many people had alternative religious beliefs. Elicit what Christians might have done to strengthen their religion’s organization, and write responses on the board or chart paper. Tell students that in this chapter they will read about the life and work of one person in the Western Roman Empire who was devoted to Christianity ● Students open readers to Chapter 4: “Prayer and Work” ● Review the big question before beginning to read <ul style="list-style-type: none"> ○ How did Saint Benedict’s ideas help people in Europe during the Middle Ages? ● Read Chapter 4 as a whole group (Pg. 24-33) <ul style="list-style-type: none"> ○ Pause for discussion and oral comprehension questions along the way ● Have students answer the big question with a partner. <ul style="list-style-type: none"> ○ Share answers with the whole group

	<ul style="list-style-type: none"> • Distribute Medieval Christianity (AP 4.1), found in the Teacher Resources section (page 207), and direct students to complete the sentences with the words from the box, which they have learned in this lesson and the previous lesson. <p>***If time allows provide students with the opportunity to visit St. Peter’s Abbey in Sarthe, France, an example of an abbey from the Middle Ages.</p> <ul style="list-style-type: none"> ○ www.coreknowledge.org/ckhg-online-resources
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	“Charlemagne” pg. 63
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> • Describe the role of Charlemagne in uniting the Western Roman Empire. (RI.4.1, RI.4.7, SL.4.1) • Describe Charlemagne’s life and personality and how they affected his ruling style and achievements. (RI.4.1, RI 4.3, RI.4.7, RI.4.8) • Understand the meaning of the following domain-specific vocabulary: manage, Mass, cathedral, crown (verb), blessing, and alliance. (RI.4.4)
Vocabulary	Manage, mass, cathedral, crown, blessing, alliance
Procedure	<ul style="list-style-type: none"> • Guided reading Ch.5, pages 34-41 <ul style="list-style-type: none"> - Pause frequently for oral discussion • Review timeline cards • Students answer Big Question in essay form: “Why did King Charles earn the title Charles the Great, or Charlemagne?” • Panoramic Tour of Aachen Cathedral • Complete AP 5.1
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	“A Feudal Society” - pg. 72
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MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● I can describe the structure of feudalism. (RI.4.1, RI.4.2) ● I can understand the meaning of the following domain-specific vocabulary: lord, knight, nobility, feudalism, medieval, vassal, and fief. (RI.4.4)
Vocabulary	Lord, knight, nobility, feudalism, medieval, vassal, and fief
Procedure	<ul style="list-style-type: none"> ● Read Chapter 6 - pgs. 42-47 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Answer Big Question: How did the feudal system hold people, communities, and kingdoms together? ● Discuss Hierarchy: as a class, study the diagram on page 43 of the Student Reader. Discuss the diagram. How does the diagram contribute to students' understanding feudalism?
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	“To The Manor Born” pg. 77
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Understand how manors functioned in the Middle Ages. (RI.4.1, RI.4.7) ● Describe life on a medieval estate and various techniques for managing the estate. (RI.4.1, RI 4.3) ● Understand the meaning of the following domain-specific vocabulary: self-sufficient, manor, estate, village, serf, and nutrient. (RI.4.4)
Vocabulary	self-sufficient, manor, estate, village, serf, nutrient
Procedure	<ul style="list-style-type: none"> ● Guided reading Ch.7, pages 48-55 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What kinds of jobs were serfs required to do on the manor estate?” ● Manor Estate Tour - virtual tour
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>

Writing	A Day in the Life of a Lord or Serf: students write a detailed diary entry of the same day, first from the perspective of a lord and then from the perspective of a serf.
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Domain Lesson 8	“Life in a Castle” - pg. 85
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● I can describe the role of castles in providing protection during the Middle Ages, identifying specific castle features that would aid in its defense. (RI.4.1, RI.4.7) ● I can describe life inside a castle. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: fortress, well, siege, tapestry, and warfare. (RI.4.4)
Vocabulary	Fortress, well, siege, tapestry, and warfare
Procedure	<ul style="list-style-type: none"> ● Read Chapter 8 - pgs. 56-63 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “Why were castles important in the Middle Ages?” ● Watch Video: The Magnificence of the Medieval Era - Online Resources ● Virtual tour of Warwick Castle - Online Resources (if time allows)
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	”Days of a Knight” pg. 96
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Understand the role of knights in the Middle Ages. (RI.4.1, RI.4.2, RI.4.7) ● Describe the Code of Chivalry and how it changed life in the Middle Ages. (RI.4.1) ● Understand the meaning of the following domain-specific vocabulary: armor, lance, tournament, jousting, and troubadour; and of the phrase “Code of Chivalry.” (RI.4.4)
Vocabulary	armor, lance, tournament, jousting, troubadour, “Code of Chivalry”
Procedure	<ul style="list-style-type: none"> ● Guided reading Ch.9, pages 64-71

	<ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What was the life of a knight like?” ● Jousting Reenactment - watch video and stop to highlight the various features of the knights, squires, lord and lady, other spectators, and the activities.
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Code of Chivalry</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	“A Serf and His Turf” - pg. 103
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● I can explain the place of serfs in the social structure of the Middle Ages. (RI.4.1, RI.4.3, RI.4.5) ● I can describe the life of a serf. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: peasant, security, hearth, livestock, and healer. (RI.4.4)
Vocabulary	Peasant, security, hearth, livestock, and healer
Procedure	<ul style="list-style-type: none"> ● Read Chapter 10 - pgs. 72-77 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question: “Why does the author say that serfs lived close to the land?” ● “Party Like a Serf” - students form groups and plan holiday festivities that serfs might have participated in. Use CKGH Online Resources. ● <i>Examples:</i> May Day, Michaelmas, St. Valentine’s Day, or St. Patrick’s Day
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	“City Life” - pg. 108
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Describe conditions in a European city during the Middle Ages. (RI.4.1)

	<ul style="list-style-type: none"> ● Explain the role and power of guilds. (RI.4.1) ● Explain the relationship between cities and feudalism. (RI.4.1, RI.4.3, RI.4.5) ● Understand the meaning of the following domain-specific vocabulary: guild, apprentice, journeyman, masterpiece, and charter. (RI.4.4)
Vocabulary	guild, journeyman, masterpiece, charter
Procedure	<ul style="list-style-type: none"> ● Read Chapter 11 - pgs. 79-85 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Answer Big Question: “How was life in a medieval city different from life on a manor estate?” ● Living in a Medieval City: Provide students opportunity to see what life was like for a medieval city dweller by watching a reenactment video about the life of a carpenter and his family and servants in 1420.
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 12	“Women in the Middle Ages”- pg. 115
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● <i>Understand the ways women’s lives differed from men’s lives in Europe during the middle ages.</i> ● <i>Identify activities and occupations performed by women during the Middle Ages.</i> ● <i>Recognize the achievements of notable women from the Middle Ages.</i>
Vocabulary	Hygiene, religious, devotion, abbess, composer, vision, and university
Procedure	<ul style="list-style-type: none"> ● Have students open to chapter 12 in their readers and review the big question, “What was it like to be a woman in the Middle Ages?” ● Guided reading Ch.12, pages 86-91 <ul style="list-style-type: none"> ○ Pause for oral comprehension questions while reading ● Have students write a short answer to the big question and share response with the whole group. ● Complete activity page 12.1 “Women in the Middle Ages” <ul style="list-style-type: none"> ○ Teacher Resource page 211
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader

Saying and Phrases	<i>If Applicable</i>
Writing	<ul style="list-style-type: none"> ● Explain to students that Hildegard of Bingen is the most famous composer of a type of music called plainchant and that her compositions are still performed today. She wrote music as a way of expressing her religious beliefs, intending her compositions to be sung during church services, and many still are. ● Use this link to download the CKHG Online Resources for this unit, where specific listening links to some of Hildegard’s compositions may be found: www.coreknowledge.org/ckhg-online-resources ● Play a few selections of Hildegard’s compositions, and ask students to pay attention to the mood. After listening, have the class use words to describe the mood. Write these words on the board or chart paper. Students may note that the music is often somber and reflective. Ask students why they think Hildegard’s music has this mood. ● Tell students they will now choose one or two of the words on the board or chart paper and write a paragraph explaining why that word seems to fit the music and why they think Hildegard’s compositions might have had that mood. Replay thirty seconds or a minute of her music a second time for students to listen to after having chosen the word/mood on which they will focus.

Domain Lesson 13	“William the Conqueror” pg. 121
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● I can understand the significance of the date 1066 and the Battle of Hastings. (RI.4.1) ● I can explain how William the Conqueror affected life in England. (RI.4.1, RI.4.2) ● I can understand the meaning of the following domain-specific vocabulary: duke, politics, conqueror, record, and tax; and of the idiom “claim to the throne.” (RI.4.4)
Vocabulary	Duke, politics, conqueror, record, and tax; and of the idiom “claim to the throne
Procedure	<ul style="list-style-type: none"> ● Read Chapter 13 - pgs. 92-101

	<ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “How did William’s successful invasion of England affect the English Language?” ● Complete AP 13.1 ● Video: Relive the Battle of Hastings - Online Resources
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Claim to the thrown</i>
Writing	<i>If Applicable</i>

Domain Lesson 14	“Henry II” pg. 130
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Describe Henry II’s personality and the ways in which it shaped his reign. (RI.4.1, RI.4.7) ● Explain how Henry II changed English institutions and how the changes affected life under his rule. (RI.4.1, RI.4.3) ● Understand the meaning of the following domain-specific vocabulary: successor, government, court, trial, administrator, jury, and dynasty. (RI.4.4)
Vocabulary	successor, government, court, trial, administrator, jury, dynasty
Procedure	<ul style="list-style-type: none"> ● Guided reading Ch.14, pages 102-107 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Students answer Big Question in essay form: “How did the shield tax benefit King Henry II and future kings?” ● Review timeline cards
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Code of Chivalry</i>
Writing	<p>Ask students to choose an event from this chapter, or earlier chapter, and write a paragraph about it, imagining that they are medieval chroniclers.</p> <ul style="list-style-type: none"> - What were some important aspects of the event? - What would people in the Middle Ages need to know about it? - What would be important to pass on to people of the future?

Domain Lesson 15	“Thomas Becket” - pg. 137
MN Academic Standards	<i>N/A</i>

Objectives	<ul style="list-style-type: none"> ● I can describe the role of Thomas Becket in Henry II’s reign. (RI.4.1, RI.4.7) ● I can explain the circumstances of Thomas Becket’s death. (RI.4.1, RI.4.3) ● I can understand the meaning of the following domain-specific vocabulary: devout, loophole, feud, excommunication, pilgrimage, and shrine. (RI.4.4)
Vocabulary	Devout, loophole, feud, excommunication, pilgrimage, and shrine
Procedure	<ul style="list-style-type: none"> ● Read Chapter 15 - pgs. 108-115 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question: Why did Henry II regret the words he spoke about Thomas Becket? ● Short Video of Thomas Becket - Online Resources
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 16	“Eleanor of Aquitaine” - pg. 145
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Identify Eleanor of Aquitaine. (RI.4.2) ● Describe the qualities that made Eleanor of Aquitaine extraordinary. (RI.4.1) ● Understand the meaning of the following domain-specific vocabulary: duchess, annul, proposal, crusade, ransom, and reform; and of the idiom “hold court.” (RI.4.4)
Vocabulary	duchess, annul, proposal, crusade, ransom, reform, “hold court”
Procedure	<ul style="list-style-type: none"> ● Read Chapter 16 - pgs. 116-123 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Answer Big Question: “Why do you think the author describes Eleanor as extraordinary?” ● Review timeline cards
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Hold Court</i>
Writing	Tell students to think about the power of place in the lesson they just read. Remind students of Eleanor’s love of her home, Aquitaine, the rich, sunny “land of waters” that she missed so much when she was with Louis in Paris and that she returned to when she left Henry in England. Remind students that Henry, powerful in France, went on to claim the

	<p>throne of England. Remind students that Eleanor’s son, Richard, traveled to the Holy Land to take it away from Muslims and return it to Christians.</p> <p>Discuss how place played a pivotal role for an individual (Eleanor), a kingdom (Henry’s), and a religion (Christianity). Direct students to reflect about the power of place in one-page essays. Their essays can focus on any of the places discussed in the chapter, on the idea of place generally in medieval Europe, or on the importance of place in their own lives.</p>
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Domain Lesson 17	“Magna Carta” - Page 152
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> • Describe some of the problems and events that led to the creation of Magna Carta • Identify Magna Carta and explain its significance in the history
Vocabulary	Hostage, baron, version, democracy, and right
Procedure	<ul style="list-style-type: none"> • Students take out their readers and open to Chapter 17 <ul style="list-style-type: none"> ○ Review big question “Why is Magna Carta so important?” • Guided reading Ch.17, pages 124-129 <ul style="list-style-type: none"> ○ Pause while reading for oral comprehension discussions • Review timeline cards • Students answer Big Question in essay form after completing reading: “Why is Magna Carta so important?” • Manor Estate Tour - virtual tour • A Day in the Life of a Lord or Serf: students write a detailed diary entry of the same day, first from the perspective of a lord and then from the perspective of a serf. <p>**If time allows show students a short animated film about Magma Carta</p> <p style="text-align: center;">www.coreknowledge.org/ckhg-online-resources</p> <ul style="list-style-type: none"> • For this activity, begin by showing students the short animated video, which introduces the story of King John and Magna Carta, narrated by medieval historian and Monty Python member Terry Jones. (Note: You can read a transcript of the narration on the video website before showing the video.) • After the video, lead the students in a discussion about why Magna Carta applied to only a limited group of people. Ask them

	why they think Magna Carta did not prevent civil war in England, reminding them of King John’s conflicts with the church.
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 18	“A New Kind of Government” - pg. 159
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Explain the differences between a system of government that includes representatives and one that has a monarch. (RI.4.1, RI.4.2, RI.4.3) ● Describe the origins and development of Parliament in England. (RI.4.3) ● Understand the meaning of the following domain-specific vocabulary: council, circuit, citizen, representative, parliament, house, and monarch. (RI.4.4)
Vocabulary	council, circuit, citizen, representative, parliament, house, and monarch
Procedure	<ul style="list-style-type: none"> ● Read Chapter 18 - pgs. 130-135 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Students answer Big Question in essay form: “What is the difference between a system of government with representatives and one with a monarch?” ● Review timeline cards ● Tell students that the institution Montfort first created so long ago now has its own YouTube channel! Before watching the YouTube video, tell students that it was created by the modern Parliament for citizens of the United Kingdom (of which England is a part). Because of that, the narrator is speaking to children as if they lived there. Watch this video with students - discuss questions with students after video.
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Claim to the thrown</i>
Writing	<i>If Applicable</i>

Domain Lesson 19	“The Hundred Years’ War”- pg. 166
MN Academic Standards	<i>N/A</i>

Objectives	<ul style="list-style-type: none"> I can describe the relationship between France and England in the Middle Ages and the factors that led to the Hundred Years' War. (RI.4.1, RI 4.2, RI.4.7) I can describe the effects of the Hundred Years' War on people living in both England and France. (RI.4.1) I can understand the meaning of the following domain-specific vocabulary: generation, ancestor, truce, economy, territory, longbow, and cannon. (RI.4.4)
Vocabulary	Self-sufficient, manor, estate, village, serf, nutrient
Procedure	<ul style="list-style-type: none"> Guided reading Chapter 19 - pgs. 136-143 Review timeline cards Students answer Big Question in essay form: "How did the decline of the feudal system change people's loyalties?" Looking at the Hundred Years' War: Contemporary Paintings <ul style="list-style-type: none"> View the two paintings and discuss using pgs. 173-174 as a guide for information and questioning
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 20	"Joan of Arc" - pg. 175
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> Describe the events in the life of Joan of Arc and her role in the military. (RI.4.1, RI 4.2, RI.4.7) Evaluate the effects that Joan of Arc had on the Hundred Years' War and why she is remembered today. (RI.4.1) Understand the meaning of the following domain-specific vocabulary: restore, dauphin, courtier, and revive; and of the idioms "turn the tide" and "stand trial." (RI.4.4)
Vocabulary	restore, dauphin, courtier, revive, "turn the tide," "stand trial"
Procedure	<ul style="list-style-type: none"> Read Chapter 20 - pgs. 144-153 Review timeline cards Students answer Big Question in essay form: "Why do you think the story of Joan of Arc is still remembered today?" Meet Joan of Arc - online resource <ul style="list-style-type: none"> Clip 3:50-5:30, discuss Clip 8:00-9:30, discuss

	<ul style="list-style-type: none"> ○ Clip 21:00-25:00, discuss ● Complete AP 20.1
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Turn the Tide, Stand trial</i>
Writing	<i>If Applicable</i>

Domain Lesson 21	“The Black Death” - pg. 154-159
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Describe the Black Death ● Explain the effects of the Black Death on medieval society
Vocabulary	Plague, rodent, labor-saving, Renaissance
Procedure	<ul style="list-style-type: none"> ● Have students take out their readers and open to chapter 21 <ul style="list-style-type: none"> ○ Review the big question, “Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?” ● Read Chapter 21 - pgs. 56-63 <ul style="list-style-type: none"> ○ Pause for oral comprehension questioning ● Review timeline cards ● Students answer Big Question in essay form: “Why do you think having a smaller population in Europe helped improve working conditions for serfs, as well as weaken the feudal system?” ● Save your town from the Black Death Activity <ul style="list-style-type: none"> ○ Tell students that for this activity they are going to imagine that they are the leaders of a town that is threatened by the Black Death. They will get together in small groups to discuss how they are going to prepare their town and what they are going to tell the townspeople. Remind students that they would not have known the scientific facts about how the plague spread, and they would be relying for information almost entirely on rumors from other towns where the Black Death had already struck. Refer students to the first section of the chapter for an example of the discussions that might have happened at the time. After dividing the students into several small groups, have them discuss their responses. After several minutes, tell students that each group will write a pronouncement that will be read in the town square for all of the townspeople to hear. Have them

	<p>discuss ideas for the pronouncement and write a draft. Have a speaker from each group read the group's pronouncement to the class. After all the pronouncements have been read, lead a discussion about the similarities and differences among the different groups' ideas. Also discuss how well each of the imaginary towns would have done in terms of minimizing death from the plague.</p>
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Turn the Tide, Stand trial</i>
Writing	<i>If Applicable</i>

Domain Lesson 22	Review
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Geography related to the development of western Europe ● Development in the history of the Christian Church ● Beginning about 200, nomadic, warlike tribes began moving into western Europe, attacking the Western Roman Empire; city of Rome sacked by Visigoths in 410; Attila and the Huns threaten Rome. ● Peoples settling in old Roman Empire, including Vandals (compare English word vandalism), Franks in Gaul (now France), Angles in England (compare Angle-land), and Saxons in England. ● The Middle Ages are generally dated from about 450 to 1350. ● Approximately the first three centuries after the fall of Rome (476) are sometimes called the Dark Ages ● Charlemagne ● Aspects of feudalism, including: life on a manor; castles; lords, vassals, freedmen, and serfs; code of chivalry, knights, squires, and pages ● The Norman Conquest: location of the region called Normandy; William the Conqueror and the Battle of Hastings, 1066 ● Growth of towns as centers of commerce; guilds and apprentices; the weakening of feudal ties ● England in the Middle Ages (King Henry II, Magna Carta, Parliament, 100 Year of War Joan of Arc, The Black Death)
Vocabulary	monastery, peasant, jury, tapestry, monarch, plague, ancestor, apprentice, conqueror, medieval

Procedure	● Complete Medieval Europe Study Guide
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 23	Test
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Geography related to the development of western Europe ● Development in the history of the Christian Church ● Beginning about 200, nomadic, warlike tribes began moving into western Europe, attacking the Western Roman Empire; city of Rome sacked by Visigoths in 410; Attila and the Huns threaten Rome. ● Peoples settling in old Roman Empire, including Vandals (compare English word vandalism), Franks in Gaul (now France), Angles in England (compare Angle-land), and Saxons in England. ● The Middle Ages are generally dated from about 450 to 1350. ● Approximately the first three centuries after the fall of Rome (476) are sometimes called the Dark Ages ● Charlemagne ● Aspects of feudalism, including: life on a manor; castles; lords, vassals, freedmen, and serfs; code of chivalry, knights, squires, and pages ● The Norman Conquest: location of the region called Normandy; William the Conqueror and the Battle of Hastings, 1066 ● Growth of towns as centers of commerce; guilds and apprentices; the weakening of feudal ties ● England in the Middle Ages (King Henry II, Magna Carta, Parliament, 100 Year of War Joan of Arc, The Black Death)
Vocabulary	monastery, peasant, jury, tapestry, monarch, plague, ancestor, apprentice, conqueror, medieval
Procedure	● Students complete assessment
Poetry	<i>If Applicable</i>
Nonfiction	Medieval Europe Reader
Saying and Phrases	<i>Claim to the thrown</i>
Writing	<i>If Applicable</i>

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ● Look and discuss Medieval Madonnas (Madonna and Child), Illuminated manuscripts, The Unicorn Tapestries ● Create and animal exquisite corpse drawing in small groups. ● Draw a new animal created of at least 3 different animal features, similar to The Unicorn Tapestries. ● Look, learn and discuss the Notre Dame Cathedral. ● Art production: use foam and black ink to create a radial design replicating a rose window. Use tempera cakes or water color to paint concentric circles. Print the foam square four times to create a radial design on top of the painted circles. Use brown/ grey paper to make a pointed arch.
Media	<ul style="list-style-type: none"> ● Read and discuss “The Middle Ages (Shuter),” “Kids in the Middle Ages,” “Horrible Histories: The Measly Middle Ages,” “Giotto,” “The Door in the Wall,” “Geronimo Stilton: The Journey Through Time (Medieval Mission),” “Sabuda & Reinhart Present: Castle,” “Merlin and the Dragons,” “Robin Hood (Harris),” “Harsh or Heroic? The Middle Ages,” “Ms. Frizzle’s Adventures: Medieval Castle,” “Dr. Medieval,” “You Wouldn’t Want to Be a Medieval Knight!,” “You Wouldn’t Want to Be in a Medieval Dungeon!,” “Knights & Armor,” “The New Kid at School (Basso),” “You Wouldn’t Want to Be Joan of Arc!,” “Joan of Arc (Andreasen),” “Epidemics & Plagues,” “Plagues, Pox, and Pestilence,” “The Renaissance (Shuter),” “Kids During the Renaissance,” “Leonardo da Vinci: Artist and Scientist,” “Da Vinci (Venezia),” “Michelangelo (Venezia),” “Leonardo da Vinci (Krull),” “You Wouldn’t Want to Work In a Medieval Cathedral!”
Music	<ul style="list-style-type: none"> ● Gregorian Chant <ul style="list-style-type: none"> ○ monophonic texture ○ neumes ● Guido d’Arezzo <ul style="list-style-type: none"> ○ Beginnings of solfege and music theory ● Roles of music in medieval life ● Medieval instruments
P.E.	<ul style="list-style-type: none"> ● Blind Man’s Bluff, Rolling Hoops, Checkers, & Badmitten

Cross-curricular connections:

- P.E. games: Blind Man's Bluff, Rolling Hoops, Checkers, & Badmitten
- Art: The Unicorn Tapestry, Gothic Architecture, Rose Window Print Making, Paper Sculpture of Notre Dam
- Music: Gregorian Chants

