

England in the Middle Ages

Grade Level or Special Area: 4th Grade

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Length of Unit: Nine lessons (approximately 11 days, one day = 45 minutes)

I. ABSTRACT

This unit is intended to provide fourth graders with an overview of England during the Middle Ages and to provide teachers with lessons to cover the requirements in the *Core Knowledge Sequence* by E. D. Hirsch Jr. Through reading, class discussion, and activities, the students will gain a foundational knowledge of many of the values and principals of Medieval society. This unit uses a variety of approaches to learning, including writing, making diagrams and timelines, and developing a History copybook (or notebook).

II. OVERVIEW

A. Concept Objectives

1. Students know that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
2. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
3. Students understand political institutions and theories that have developed and changed over time. (Colorado History Standard 5)

B. Content from the *Core Knowledge Sequence* (page 92)

1. England in the Middle Ages
 - a. Henry II
 - i. Beginning of trial by jury
 - ii. Murder of Thomas Becket in Canterbury Cathedral
 - iii. Eleanor of Aquitaine
 - b. Significance of the Magna Carta, King John, 1215
 - c. Parliament: beginnings of representative government
 - d. The Hundred Years' War
 - i. Joan of Arc
 - e. The Black Death sweeps across Europe

C. Skill Objectives

1. Describe the characteristics and achievements of Henry II.
2. Identify Thomas Becket and the characteristics of his life before and after becoming Archbishop of Canterbury.
3. Explain the relationship between Henry II, Eleanor of Aquitaine, Richard the Lionhearted, and John.
4. Identify Eleanor as an important ruler of France and England.
5. Explain the importance of the Magna Carta.
6. Verbalize some of the problems of King John's rule.
7. Identify the House of Lords and the House of Commons as the two houses of Parliament.
8. Compare and contrast the similarities and differences between the House of Commons and the House of Lords.
9. Identify the advantages England and France had at the start of the Hundred Years' War.
10. List the outcomes of the Hundred Years' War.
11. Identify and describe the major events and accomplishments in Joan of Arc's life.

12. Describe the Black Death and its effect on Medieval society.
13. Identify correct answers to fill in the blank, true/false, and multiple-choice questions.
14. List correct responses to short answer questions.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography Level Four*. Parsippany, NJ: Pearson Education, Inc., 2002 (0-7690-5025-5)
 2. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide*. Parsippany, NJ: Pearson Education, Inc., 2002 (0-7690-5064-6)
 3. Hirsch, E.D. Jr. *What Your Fourth Grader Needs to Know*. New York, NY: Dell Publishing, 1992. (0-385-31260-1)
- B. For Students
 1. The students will have knowledge about the Middle Ages from previous study in the fourth grade.
 2. The students will have knowledge about the Middle Ages from reading the story of Robin Hood in fourth grade.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography Level Four* by E. D. Hirsch Jr.-a class set is preferable, but at least one copy for the teacher is needed; note: if these are not available to your school, you may also use *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages* (all lessons except Lesson Nine)
- B. *Pearson Learning Core Knowledge History & Geography: Europe in the Middle Ages Teacher's Guide* by E. D. Hirsch Jr. (all lessons except Lesson Nine)
- C. Student copybooks-these are black and white composition books created by the students as individual History books; regular paper in a folder or notebook will also work (all lesson except Lesson Nine)
- D. *Read Aloud Plays: The Middle Ages* by Jeannette Sanderson (Culminating Activity)

V. LESSONS

Lesson One: Henry II and Trial by Jury (approximately 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - b. Students understand political institutions and theories that have developed and changed over time. (Colorado History Standard 5)
 2. Lesson Content
 - a. Henry II
 - i. Beginnings of Trial by Jury
 3. Skill Objective(s)
 - a. Describe the characteristics and achievements of Henry II.
- B. *Materials*
 1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (to help guide and facilitate discussion)

3. Student copybooks (or notebooks)
 4. Butcher Paper
 5. Appendix A (one copy per student)
 6. Appendix B (one copy for teacher)
- C. *Key Vocabulary*
1. Jury – a group of people who hear evidence in a trial and then vote on the guilt or innocence of the accused
 2. Accused – one who is charged with committing a crime
 3. Plantagenet – a dynasty of rulers belonging to the same family
 4. Chronicler – a journalist or historian of the Middle Ages
- D. *Procedures/Activities*
1. Begin by orally reviewing what the students have already learned about the Middle Ages (this will vary by class according to the amount of background knowledge students have).
 2. Make a “KWL” chart about England during the Middle Ages. Create a chart with three columns on a piece of butcher paper. One column is for what students already Know, one is for what the Want to learn, and the third is for what they have Learned. As a class, fill out the first two columns, by letting the students state what they already know about England during the Middle Ages and what they hope to learn in this unit (again, this will vary by class according to the amount of background knowledge students have). The third one will be filled in as the unit progresses. Have students copy the chart into their copybooks.
 3. On the next page of their copybooks, have students create a vocabulary page for this unit (they may need two pages for this). On the overhead, list the day’s vocabulary words and their definitions. Talk about the words to make sure students understand them.
 4. Read pages 81-83 (“Henry II) in *Pearson Learning Core Knowledge History and Geography Level Four* book. As you read, discuss the following: (note – the *Pearson Learning Core Knowledge Teacher’s Guide on Europe in the Middle Ages* is a great resource to help facilitate discussion)
 - a. What line of royalty did Henry II begin (the Plantagenets)?
 - b. What changes did he make in England? (He strengthened the position of the king, reformed the legal system, started the shield tax, and built and rebuilt castles.)
 5. On the board or overhead, guide students in drawing Henry II (have students do this in their copybooks or notebooks). Tell the class we will be listing, or “webbing” information about Henry II. Ask the class to name some of his characteristics and write these in around his picture (see Appendix B as an example). Try to include at least five or six pieces of information (these may include: he was handsome, energetic, intelligent, hot-tempered, he had a strong sense of justice, he was the great-grandson of William the Conqueror, he was crowned King Henry II in Westminster Abbey in 1154, he was the first king in the Plantagenet dynasty).
 6. For homework, tell the students they will be “chroniclers” for a Medieval newspaper. They need to choose an event from this lesson, such as Henry II’s coronation, the rebuilding of castles, or the establishment of trial by jury and write a paragraph about it (in their copybooks or notebooks) to be included in a chronicle. These paragraphs will be graded for accurate information, as well as for spelling, grammar, and punctuation. Note – for fun, choose several well-written articles and type them up in a class “chronicle” to send home to parents.

- E. *Assessment/Evaluation*
1. Students will be assessed by the completion of their webs on Henry II (use Appendices A and B to grade). Note – you can either grade each individual assignment on a daily basis or collect and grade the copybooks (or notebooks) at the end of the unit.
 2. Students will also be assessed on their paragraphs (use Appendix A to grade).

Lesson Two: Thomas Becket (approximately 90 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
 - b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
2. Lesson Content
 - a. Murder of Thomas Becket in Canterbury Cathedral
3. Skill Objective(s)
 - a. Identify Thomas Becket and the characteristics of his life before and after becoming archbishop of Canterbury.

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (to help guide and facilitate discussion)
3. Student copybooks (or notebooks)
4. Appendix A (one copy per student)
5. Appendix C (one copy made into a transparency)
6. Appendix D (one copy for the teacher)

C. *Key Vocabulary*

1. Archbishop – the highest ranking priest in the church
2. Excommunication – the punishment of not allowing someone to continue as a member of the Church
3. Pilgrimage – a journey undertaken for religious purposes

D. *Procedures/Activities*

1. Begin by reviewing yesterday's lesson on Henry II by allowing several students to share the articles they wrote.
2. Check the KWL chart to see if any new information needs to be added. (Note: this may vary by each class, depending on the amount of prior knowledge held by students.) In addition to adding the information to the class chart, have the students add it in their copybooks (or notebooks).
3. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead).
4. Read pages 84-86 ("Thomas Becket") in *Pearson Learning Core Knowledge History and Geography Level Four* book. Discuss some questions with the students as they read:
 - a. Why was Henry II surprised after Becket became the Archbishop of Canterbury? (Becket changed the way he lived and took the side of the Church in disagreements with the King.)
 - b. Who killed Becket and where was it done? (Four knights loyal to King Henry II in Canterbury Cathedral.)

- c. How was Becket honored after his death? (The Church made him a saint.)
 5. Have students fold a page in their copybooks (or notebooks) in half creating two columns. Write Thomas Becket across the top of the page. Label one side “before being made Archbishop of Canterbury” and the other side “after being made Archbishop of Canterbury.” Put a transparency copy of Appendix C on the overhead. It contains several statements about Thomas Becket. Tell students they will need to write each statement in the proper column by deciding if the statement described Thomas Becket before or after he was made Archbishop of Canterbury (see Appendix D for correct answers). The statements are as follows:
 - a. Becket threw huge parties (before).
 - b. Becket left England (after).
 - c. Becket wore simple clothes and coarsely woven shirts (after).
 - d. Becket helped Henry II bring order to the kingdom (before).
 - e. Becket gave Henry II lots of friendly advice (before).
 - f. Becket lost castles and land (after)
 6. Enact a trial of the knights who killed Thomas Becket (due to time, this activity may need to be done on another day). Before the role-play begins, review the information about the motivation and attitudes of the men who killed Becket. (They were knights who were loyal to the king and so took King Henry’s words literally. They may have been afraid that if they did not do as Henry ordered, they would be put to death.) Assign the following roles to students: four knights, King Henry II, one or two church officials, a judge, and twelve jurors (these numbers may be adjusted depending on the size of the class).
- E. *Assessment/Evaluation*
1. Students will be assessed by the correct completion of this page in their copybooks or notebooks (use Appendices A and D to grade).

Lesson Three: Eleanor of Aquitaine (approximately 90 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 2. Lesson Content
 - a. Eleanor of Aquitaine
 3. Skill Objective(s)
 - a. Explain the relationships between Henry II, Eleanor of Aquitaine, Richard the Lionhearted, and John.
 - b. Identify Eleanor as an important ruler of France and England.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher’s Guide* (to help guide and facilitate discussion)
 3. Student copybooks (or notebooks)
 4. Appendix A (one copy per student)
 5. Appendix E (one copy made into a transparency)
 6. Appendix F (one copy for the teacher)
 7. Appendix G (one copy for the teacher)

- C. *Key Vocabulary*
1. Aquitaine – one of the largest and richest regions of what is now France
 2. Rival – an enemy or competitor
- D. *Procedures/Activities*
1. Review the previous lesson using the information in their copybooks on Thomas Becket. Also discuss the verdict from the mock trial. Did the jury find the knights guilty of the murder of Thomas Becket? Why or why not?
 2. Check the KWL chart to see if any information needs to be added. (Note: this may vary by class depending on the amount of prior knowledge held by the students.) In addition to adding the information to the class chart, have students add it to their copybooks (or notebooks).
 3. Add the day’s vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead).
 4. Read pages 87-89 (“Eleanor of Aquitaine”) in *Pearson Learning Core Knowledge History and Geography Level Four* book. As you read, point out Aquitaine on the map on page 88. Also ask the following questions:
 - a. Identify the two men Eleanor married (Louis VII of France and Henry II of England).
 - b. Ask why Eleanor’s marriage to Henry was important. (It gave Henry the land and power he needed to claim the throne of England.)
 5. Put Appendix E on the overhead. Have the students copy it in their copybooks (or notebooks). Fill in the information using Appendix F as a guide.
 6. On the next page, have the students draw a picture of Eleanor, with the quote from Ralph de Diceto on the bottom, “She is called an eagle because she spread her wings over two kingdoms, both of the French and of the English.” (Due to time, this activity may need to be done on another day.) Web information about her and her accomplishments. Have students come up with as many facts as possible (at least 10). If students get stuck, guide them to remember the following information: (use Appendix G as an example)
 - a. Queen of France and England
 - b. Married Louise VII
 - c. Her second marriage was to Henry II
 - d. Helped her sons lead a rebellion against King Henry II
 - e. Was placed under house arrest by Henry II
 - f. Ruled England when King Richard was gone fighting in the Crusades
 - g. Solved many problems in England
 - h. Introduced a system of uniform coins, weights, and measures
 - i. Did away with some unfair laws
 - j. Was very popular with her subjects
 - k. Died in a convent when she was 82
- E. *Assessment/Evaluation*
1. Students will be assessed by the completion of the family tree in their copybooks or notebooks (use Appendices A and F to grade).
 2. Students will be assessed by the completion of the web and picture of Eleanor in their copybooks or notebooks (use Appendices A and G to grade).

Lesson Four: The Magna Carta (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)

- b. Students understand political institutions and theories that have developed and changed over time. (Colorado History Standard 5)
 - 2. Lesson Content
 - a. Significance of the Magna Carta, King John, 1215
 - 3. Skill Objective(s)
 - a. Explain the importance and significance of the Magna Carta.
 - b. Verbalize some of the problems with King John's rule.
- B. *Materials*
- 1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 - 2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (to help guide and facilitate discussion)
 - 3. Student copybooks or notebooks
 - 4. Appendix A (one copy per student)
 - 5. Appendix H (one copy made into a transparency)
- C. *Key Vocabulary*
- 1. Magna Carta – Latin for great charter
 - 2. Charter – a document given by a government or ruler to a group of people or a company
 - 3. Baron – a British noble
- D. *Procedures/Activities*
- 1. Review the previous lesson by having students look at Eleanor's family tree in their copybooks (or notebooks) and orally answering the following questions:
 - a. Did Henry I have a male heir? (No, his heir was his daughter Matilda.)
 - b. When Eleanor married Henry II, he was the Count of Anjou. Where did he get that title (his father)?
 - c. How many sons did Henry and Eleanor have (five)?
 - d. Why did their two oldest sons never become kings? (They died too young. William was only three when he died, and Henry died before his father, Henry II.)
 - e. Their third son became famous as the leader of the Third Crusade. He was also called the Lionhearted. What was his first name (Richard)?
 - f. Richard had no children. Why didn't his brother Geoffrey succeed him as king? (Geoffrey was already dead.)
 - g. Who did succeed Richard (John)?
 - 2. Check the KWL chart to see if any information needs to be added. (Note: this may vary by class depending on the amount of prior knowledge held by the students.) In addition to adding the information to the class chart, have students add it to their copybooks (or notebooks).
 - 3. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead).
 - 4. Read pages 90-91 ("The Magna Carta) in *Pearson Learning Core Knowledge History and Geography Level Four* book. As you read, discuss the following questions:
 - a. Why was John called "Lackland?" (He did not have any land of his own; no one had expected him to become king.)
 - b. What were some problems John had during his rule? (He lost land to France, his nobles did not like or trust him, he raised the nobles' taxes, he took hostages if the people did not pay their taxes, he refused to agree with the Pope on his choice of the Archbishop of Canterbury, and he seized property that belonged to the church.)

- c. What was the Magna Carta? (A written agreement stating what the king can and cannot do to nobles, citizens, and the Church.)
 - d. What important document in the United States has ideas that can be traced back to the Magna Carta (The Constitution)?
- 5. Put Appendix H on the overhead. Have students copy this by drawing the scroll in their copybooks (or notebooks). On this scroll, they will then write the following information about the Magna Carta: The Magna Carta, written in 1215 and signed by King John, was an important step in giving liberty to the ordinary citizen.
- 6. Tell the students that they are going to write their own “Great Charter” (although they may have time to start in class, this will most likely need to be a homework assignment). Depending on the teacher and the class, they can write a charter for a variety of scenarios. For example, they can pretend they are the king or citizen of a newly created country. Or they can write a class or family charter. Finally, they can pretend they are the boss or employee of a new company and write a charter to govern their company. Tell students there is no right or wrong way to write a charter, but it will need to have rules stating what can or cannot be done in their country, class, family, or company. They also will be graded on spelling, grammar, and punctuation.
- E. *Assessment/Evaluation*
 - 1. Students will be assessed by the information on the Magna Carta in their copybooks or notebooks (use Appendices A and H to grade).
 - 2. Students will be assessed on their charters (use Appendix A to grade).

Lesson Five: Parliament (approximately 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand political institutions and theories have developed and changed over time. (Colorado History Standard 5)
 - 2. Lesson Content
 - a. Parliament: beginnings of republican government
 - 3. Skill Objective(s)
 - a. Identify the House of Lords and the House of Commons as the two houses of Parliament.
 - b. Compare and contrast the similarities and differences between the House of Lords and the House of Commons.
- B. *Materials*
 - 1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 - 2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher’s Guide* (to help guide and facilitate discussion)
 - 3. Student copybooks or notebooks
 - 4. Appendix A (one copy per student)
 - 5. Appendix I (one copy made into a transparency)
 - 6. Appendix J (one copy made into a transparency)
 - 7. Appendix K (one copy for the teacher)
- C. *Key Vocabulary*
 - 1. Parliament – a meeting of people who gathered to talk things over (from the French word parler, which means to talk)
 - 2. Sheriff – a person in charge of the laws in a county
 - 3. Circuit – an area or district through which a judge travels to hold court sessions

- D. *Procedures/Activities*
1. Review the previous lesson by allowing several students to read their charters.
 2. Check the KWL chart to see if any information needs to be added. (Note: this may vary by class depending on the amount of prior knowledge held by the students.) In addition to adding the information to the class chart, have students add it to their copybooks (or notebooks).
 3. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead).
 4. Read pages 92-93 ("A New Kind of Government") in *Pearson Learning Core Knowledge History and Geography Level Four* book. As you read, discuss the following questions:
 - a. What was new about Montfort's Parliament that met in 1265? (It included people from all classes except the serfs, meeting together to run the country.)
 - b. What was the Model Parliament? (The Parliament that met under Edward I and included men and women elected from every county, city, and town.)
 - c. How were these representatives chosen? (They were elected.)
 - d. What are the two houses of Parliament called (House of Lords and House of Commons)?
 - e. **Bonus Question:** What in the United States government is modeled after Parliament (Congress – the House of Representatives and the Senate)?
 5. Tell students that today the House of Commons has the most power for two reasons. One, it controls the government's finances (money) and two, because it has more representatives (650 to only 92 in the House of Lords). Also tell them the members in the House of Lords are not elected by the people (as are the member of the House of Commons). Instead they either inherit their seats from an ancestor or are appointed by the Queen of England. Note – this is information students will need to have for the day's assignment, so put these facts on the overhead (use Appendix I).
 7. Have the students create a Venn Diagram in their copybooks (or notebooks), comparing and contrasting the similarities and differences between the House of Commons and the House of Lords. They will need to have at least two similarities and three differences (put Appendix J up on the overhead to show as an example to the students). Put Appendix I back on the overhead and have them use the information on the overhead and in the *Pearson Learning Core Knowledge History and Geography Level Four* book to complete this activity.
- E. *Assessment/Evaluation*
1. Students will be assessed on their completed Venn Diagram (use Appendices A and K to grade).

Lesson Six: Hundred Years War (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 2. Lesson Content
 - a. The Hundred Years' War

3. Skill Objective(s)
 - a. Identify the advantages England and France had at the start of the Hundred Years' War.
 - b. List the outcomes of the Hundred Years' War.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (to help guide and facilitate discussion)
 3. Student copybooks or notebooks
 4. Appendix A (one copy per student)
 5. Appendix L (one copy made into a transparency)
 6. Appendix M (one copy for the teacher)
 7. Appendix N (one copy for the teacher)
- C. *Key Vocabulary*
1. Truce – an agreement to stop fighting
- D. *Procedures/Activities*
1. Review the previous lesson by discussing the differences and similarities between the two houses of Parliament (use the Venn Diagram in the students copybooks or notebooks).
 2. Check the KWL chart to see if any information needs to be added. (Note: this may vary by class depending on the amount of prior knowledge held by the students.) In addition to adding the information to the class chart, have students add it to their copybooks (or notebooks).
 3. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead).
 4. Read pages 94-96 ("The Hundred Years' War") in *Pearson Learning Core Knowledge History and Geography Level Four* book. After reading the section "A Misleading Name," have students list the advantages each country had. Have them fold a page in their copybooks (or notebooks in half creating two columns. Label one side "England" and the other side "France." Using a transparency of Appendix L, guide the students in listing the advantages each side had at the start of the war (see Appendix M as an example). Continue reading after completing this activity.
 5. As you read, ask the following questions:
 - a. Which two countries fought each other in the Hundred Year's War? (France and England. Note – tell students to remember that France and England often fought over their claim to land. This will resurface again when studying the American Revolution.)
 - b. What started this fight (A disagreement over who would be the next king of France)?
 - c. Why is the name Hundred Years' War misleading? (The war actually lasted 116 years and there were period of truce in this time frame.)
 - d. Who won the Hundred Years' War (France)?
 - e. What weapon did the French develop that gave them the advantage over the English (the cannon)?
 6. In their copybooks (or notebooks) have students list five outcomes of the Hundred Years' War. They must use complete sentences. These can include the following: (also listed in Appendix N).
 - a. France was much less wealthy.
 - b. England was seen as more powerful than it had been before.

- c. Compared to nobles, the kings were stronger.
 - d. People had a stronger sense of being either French or English.
 - e. There was a feeling of hatred between the French and English.
 - f. Feudalism was weakened.
 - g. Cities grew larger and stronger.
 - h. Rulers and nobles in England began to speak English.
- E. *Assessment/Evaluation*
- 1. Students will be assessed by the completion of the page in their copybooks (or notebooks) listing the advantages each side had in the Hundred Years' War (use Appendices A and M to grade).
 - 2. Students will be assessed for correctly listing five outcomes of the war in their copybooks or notebooks (use Appendices A and N to grade).

Lesson Seven: Joan of Arc (approximately 45 minutes)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students know that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
 - b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - 2. Lesson Content
 - a. Joan of Arc
 - 3. Skill Objective(s)
 - a. Identify and describe the major events and accomplishment in Joan of Arc's life.
- B. *Materials*
- 1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
 - 2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (to help guide and facilitate discussion)
 - 3. Student copybooks or notebooks
 - 4. Appendix A (one copy per student)
 - 5. Appendix O (one copy made into a transparency)
 - 6. Colored pencils (needed for each student)
- C. *Key Vocabulary*
- 1. Dauphin – the title given to the eldest son of the king of France
- D. *Procedures/Activities*
- 1. Review the Hundred Years' War by orally listing the outcomes of the war. (France was much less wealthy, England was seen as more powerful than it had been before, compared to nobles, the kings were stronger, people had a stronger sense of being either French or English, there was a feeling of hatred between the French and English, feudalism was weakened, cities grew larger and stronger, and rulers and nobles in England began to speak English.)
 - 2. Check the KWL chart to see if any information needs to be added. (Note: this may vary by class depending on the amount of prior knowledge held by the students.) In addition to adding the information to the class chart, have students add it to their copybooks (or notebooks).
 - 3. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead).

4. Read pages 97-100 (“Joan of Arc”) in *Pearson Learning Core Knowledge History and Geography Level Four* book. Discuss the following questions:
 - a. Why did Joan leave home and try to meet with a local governor? (She had vision and heard voices, which she believed to be from God and the saints, telling her that she had been chosen to rescue the kingdom of France.)
 - b. How did the French troops respond when Joan arrived on her horse at Orleans? (They gained a new spirit and headed back into battle to defeat the English.)
 - c. What did Joan do after leading the French to victory at Orleans? (She went to the dauphin and convinced him to be crowned at Reims.)
 - d. What was Joan tried for (for heresy, or going against the teaching of the Church, for hearing voices she claimed were directly from God, and for wearing men’s clothing)?
 - e. What was her sentence? (She was sentenced to death and burned at the stake).
 5. Put the transparency of Appendix O on the overhead. This contains a timeline of the major events in Joan of Arc’s life. Have students copy down the information and then, using their colored pencils, draw and color pictures that depict the events listed. Note – due to time, have the students copy down the information first. They may need to finish drawing and coloring the pictures for homework.
- E. *Assessment/Evaluation*
1. Students will be assessed by the correct completion of the timeline in their copybooks or notebooks (use Appendices A and O to grade).

Lesson Eight: The Black Death (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - b. Students understand political institutions and theories that have developed and changed over time. (Colorado History Standard 5)
2. Lesson Content
 - a. The Black Death sweeps across Europe
3. Skill Objective(s)
 - a. Describe the Black Death and its effects on Medieval society.

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy per student)
2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher’s Guide* (to help guide and facilitate discussion)
3. Student copybooks or notebooks
4. Appendix A (one copy per student)
5. Appendix P (one copy made into a transparency)
6. Appendix Q (one copy per student)

C. *Key Vocabulary*

1. Disease – an illness or sickness
2. Plague – a highly contagious, usually fatal, disease that affects large numbers of people

D. *Procedures/Activities*

1. Review the lesson on Joan of Arc by going over the events of her life. Try to lead students in a discussion from memory, but allow them to use their copybooks (or notebooks) if necessary.
2. Check the KWL chart to see if any information needs to be added. (Note: this may vary by class depending on the amount of prior knowledge held by the students.) In addition to adding the information to the class chart, have students add it to their copybooks (or notebooks).
3. Add the day's vocabulary words and definitions to the vocabulary page in the copybooks (write out on an overhead).
4. Read pages 101-102 ("The Black Death") in *Pearson Learning Core Knowledge History and Geography Level Four* book. As students read, lead a discussion using the following questions:
 - a. What do you think people in the Middle Ages knew about medicine and disease (very little to nothing)?
 - b. How long did the Black Death last (four years)?
 - c. How much of Europe's population died during the plague (one-third)?
 - d. How did the condition of serfs and other laborers change as a result of the Black Death? (There was a shortage of workers so many serfs gained better working conditions and were able to buy their freedom.)
 - e. What became of feudalism as a result of the plague? (It was weakened and eventually faded away.)
 - f. How did the Black Death affect the countries and cities of Europe? (Cities grew, kings got stronger, labor-saving devices were invented, a new interest in science and medicine developed.)
5. Have students pretend they are serfs who have lived through the Black Death. They are to write a letter (in their copybooks or notebooks) to a relative in a distant country (of course, most serfs at this time were unable to read or write, but for this assignment, we'll just pretend they could!) They need to explain what the Black Death was, how it affected their lives, and what changes have come as a result. Encourage them to be creative. They will be graded on how thoroughly they address the above three points (they need to include at least five facts), as well as on spelling, grammar, and punctuation. Encourage them to be as creative as possible! Facts that could be included in their letter include:
 - a. The Black Death is a plague that swept across Europe for four years.
 - b. People were quickly dying all over.
 - c. Some people developed ugly growths in their armpits.
 - d. Large red and black spots appear on their skin.
 - e. Some fall into a coma.
 - f. Some seem to do a strange dance as the disease attacks their nervous systems.
 - g. Almost one-third of Europe's population died!
In England about one thousand villages disappeared.
 - h. The plague left a large labor shortage.
 - i. Serfs can bargain for better working conditions.
 - j. Most serfs were able to buy their land and freedom.
 - k. Labor-saving devices were invented.
 - l. A new interest in science and medicine developed.
6. If you feel your students need more guidance, put Appendix P on the overhead and read the sample letter together.

7. Pass out the review sheet for the test over this unit (Appendix Q). Note – depending on how much time you want your students to have to study, this may be passed out at any time during the duration of the unit.
- E. *Assessment/Evaluation*
1. Students will be assessed on the letter they write in their copybooks or notebooks (use Appendices A and P to grade).

Lesson Nine: Test (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
 - b. Students understand the chronological organization of history and know how to organize events and people in to major eras to identify and explain historical relationships. (Colorado History Standard 1)
 - c. Students understand political institutions and theories have developed and changed over time. (Colorado History Standard 5)
 2. Lesson Content
 - a. England in the Middle Ages
 - i. Henry II
 - a) Beginnings of trial by jury
 - b) Murder of Thomas Becket in Canterbury Cathedral
 - c) Eleanor of Aquitaine
 - ii. Significance of Magna Carta, King John, 1215
 - iii. Parliament: beginnings of representative government
 - iv. The Hundred Years' War
 - a) Joan of Arc
 - v. The Black Death sweeps across Europe
 3. Skill Objective(s)
 - a. Identify correct answers to fill in the blank, true/false, and multiple choice questions.
 - b. List correct responses to short answer questions.
- B. *Materials*
1. Appendix R (one copy per student)
 2. Appendix S (one copy for the teacher)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Pass out the tests to the students (Appendix R).
 2. Review directions and answer any questions.
 3. Collect the tests at the end of the class period.
- E. *Assessment/Evaluation*
1. Students will be assessed by their correct responses on the test (use Appendix S to grade).

VI. CULMINATING ACTIVITY

- A. A fun way to end this unit is to have students perform a play for the rest of the school and their parents. One great resource is *Read Aloud Plays: The Middle Ages* by Jeannette Sanderson (see bibliography). This book contains a play on Joan of Arc as well as the signing of the Magna Carta. If this is an activity you wish to end with, assign parts at the beginning of the unit, and practice throughout the unit with the students.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Grading Rubric
- B. Appendix B: Henry II Web
- C. Appendix C: Thomas Becket
- D. Appendix D: Thomas Becket Answers
- E. Appendix E: Family Tree
- F. Appendix F: Family Tree Example
- G. Appendix G: Eleanor of Aquitaine
- H. Appendix H: Information on the Magna Carta
- I. Appendix I: Notes on Parliament
- J. Appendix J: Venn Diagram
- K. Appendix K: Venn Diagram Example
- L. Appendix L: French and English Advantages in the Hundred Years' War
- M. Appendix M: French and English Advantages in the Hundred Years' War Example
- N. Appendix N: Outcomes of the Hundred Years' War
- O. Appendix O: Joan of Arc Timeline
- P. Appendix P: Sample Black Death Letter
- Q. Appendix Q: Test Review
- R. Appendix R: Test
- S. Appendix S: Test Answer Key

VIII. BIBLIOGRAPHY

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Appendix A – Grading Rubric

Lesson One – Henry II Web

| | |
|----------------------------|----------------|
| Picture | _____ / 5 pts |
| Labeled correctly | _____ / 5 pts |
| At least five facts listed | _____ / 5 pts |
| Total | _____ / 15 pts |

Lesson One – Chronicle Article

| | |
|------------------------------|----------------|
| Spelling/Grammar/Punctuation | _____ / 10 pts |
| Accurate information | _____ / 10 pts |
| Total | _____ / 20 pts |

Lesson Two – Thomas Becket

| | |
|---|----------------|
| Reasons listed in “before” column are correct | _____ / 5 pts |
| Reasons listed in “after” column are correct | _____ / 5 pts |
| Total | _____ / 10 pts |

Lesson Three – Family Tree

| | |
|--|----------------|
| Tree drawn neatly | _____ / 5 pts |
| Copied correctly; accurate information | _____ / 10 pts |
| Total | _____ / 15 pts |

Lesson Three – Eleanor of Aquitaine

| | |
|--------------------------|----------------|
| Picture drawn | _____ / 5 pts |
| Quote listed | _____ / 5 pts |
| At least 10 facts listed | _____ / 10 pts |
| Total | _____ / 20 pts |

Lesson Four – Information on the Magna Carta

| | |
|------------------------------|----------------|
| Scroll drawn | _____ / 5 pts |
| Information copied correctly | _____ / 5 pts |
| Total | _____ / 10 pts |

Appendix A, page 2– Grading Rubric

Lesson Four – Magna Carta

| | |
|------------------------------|----------------|
| Spelling/Grammar/Punctuation | _____ / 10 pts |
| Clearly defined rules | _____ / 10 pts |
| Total | _____ / 20 pts |

Lesson Five – Parliament Venn Diagram

| | |
|--------------------------|----------------|
| Labeled correctly | _____ / 5 pts |
| Two similarities listed | _____ / 5 pts |
| Three differences listed | _____ / 10 pts |
| Total | _____ / 25 pts |

Lesson Six – Advantages of France and England in the Hundred Years' War

| | |
|---------------------------------|----------------|
| Reasons on English side correct | _____ / 5 pts |
| Reasons on French side correct | _____ / 5 pts |
| Total | _____ / 10 pts |

Lesson Six – Outcomes of the Hundred Years' War

| | |
|-------------------------|----------------|
| Five outcomes listed | _____ / 10 pts |
| Complete sentences used | _____ / 5 pts |
| Total | _____ / 15 pts |

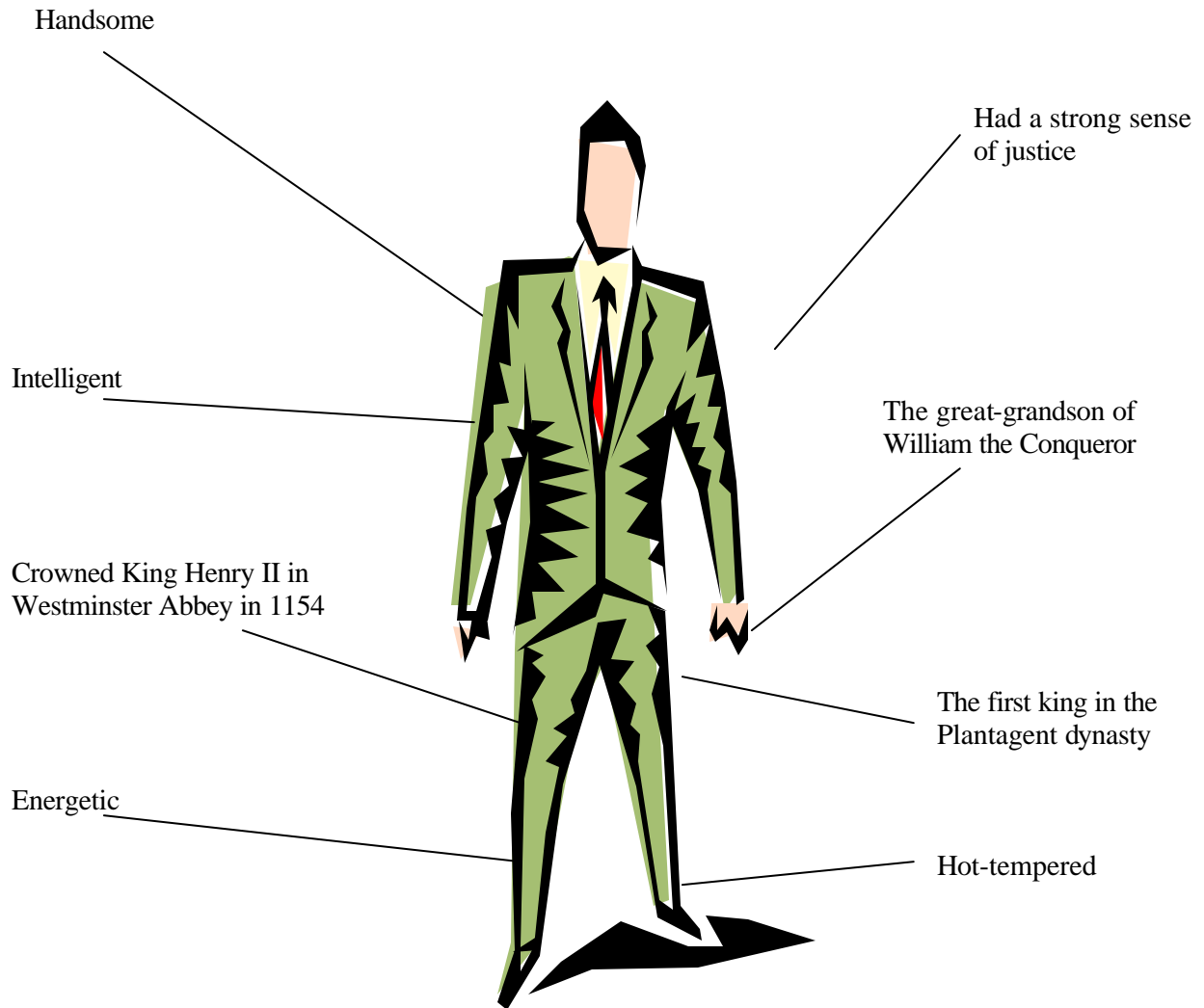
Lesson Seven – Joan of Arc Timeline

| | |
|--------------------------------------|----------------|
| Neatness | _____ / 5 pts |
| Events copied correctly and in order | _____ / 10 pts |
| Pictures added and colored | _____ / 10 pts |
| Total | _____ / 25 pts |

Lesson Eight – The Black Death

| | |
|--|----------------|
| At least five facts about the Black Death included | _____ / 10 pts |
| Spelling, punctuation, and grammar | _____ / 10 pts |
| Total | _____ / 20 pts |

Appendix B – Henry II Web



King Henry II

Appendix C – Thomas Becket

Becket threw huge parties.

Becket left England.

Becket wore simple clothes and coarsely woven shirts.

Becket helped Henry II bring order to the kingdom.

Becket gave Henry II lots of friendly advice.

Becket lost castles and land.

Appendix D – Thomas Becket Answers

Thomas Becket

Before being made Archbishop:
of Canterbury:

Becket threw huge parties

Becket helped Henry II bring
order to the kingdom

Becket gave Henry II lots of
friendly advice

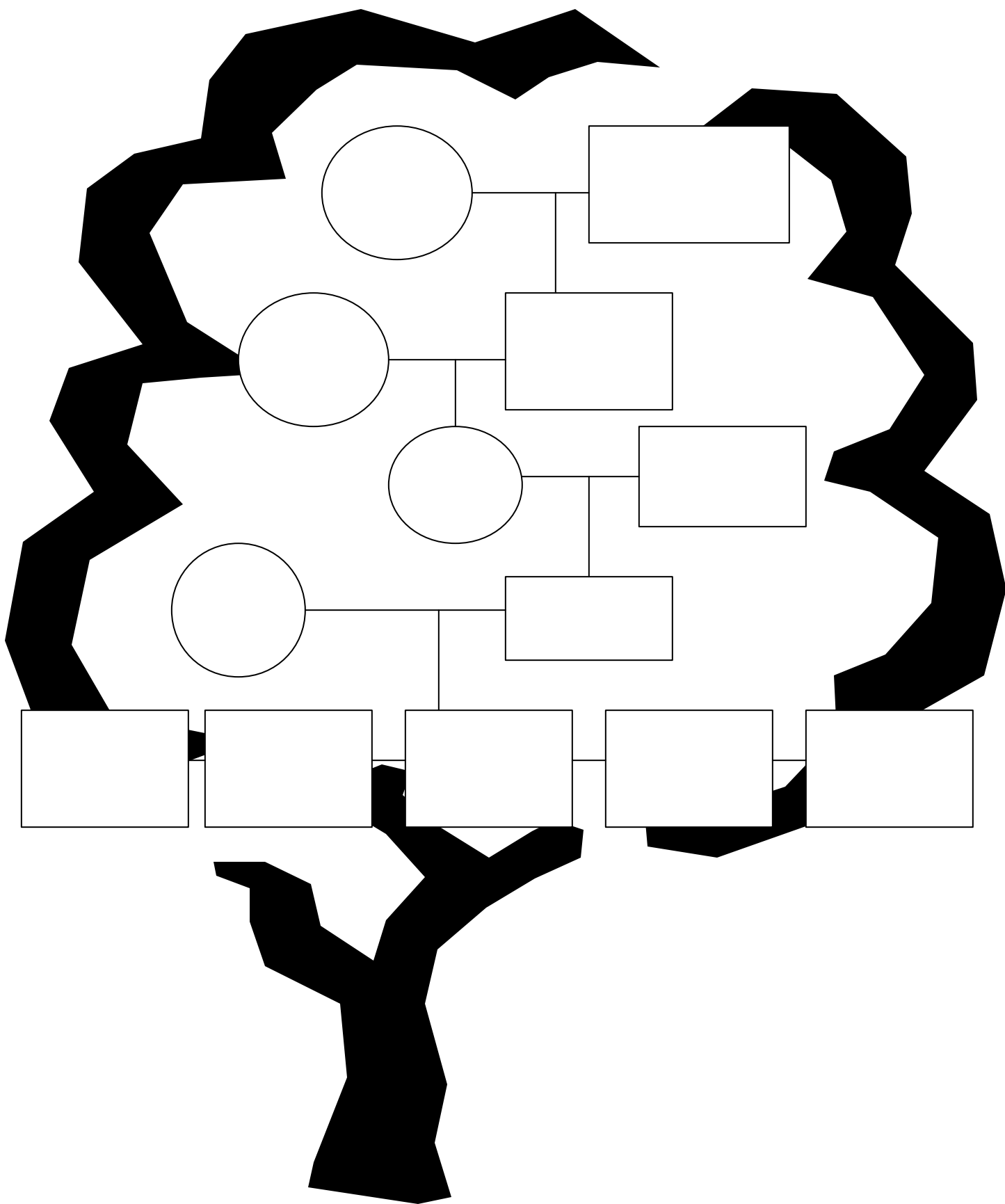
After being made Archbishop
of Canterbury:

Becket left England

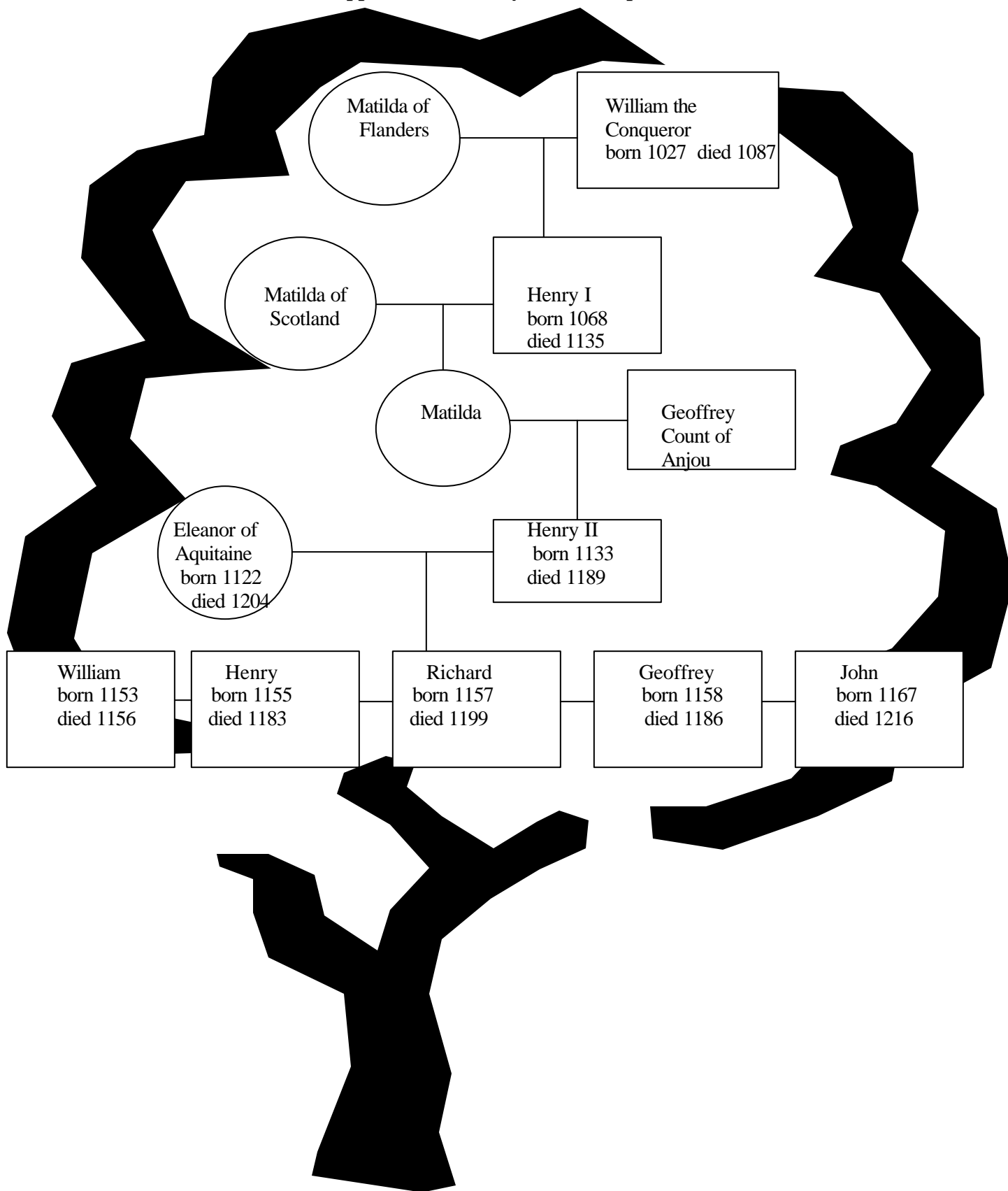
Becket wore simple clothes
and coarsely woven shirts

Becket lost castles and land

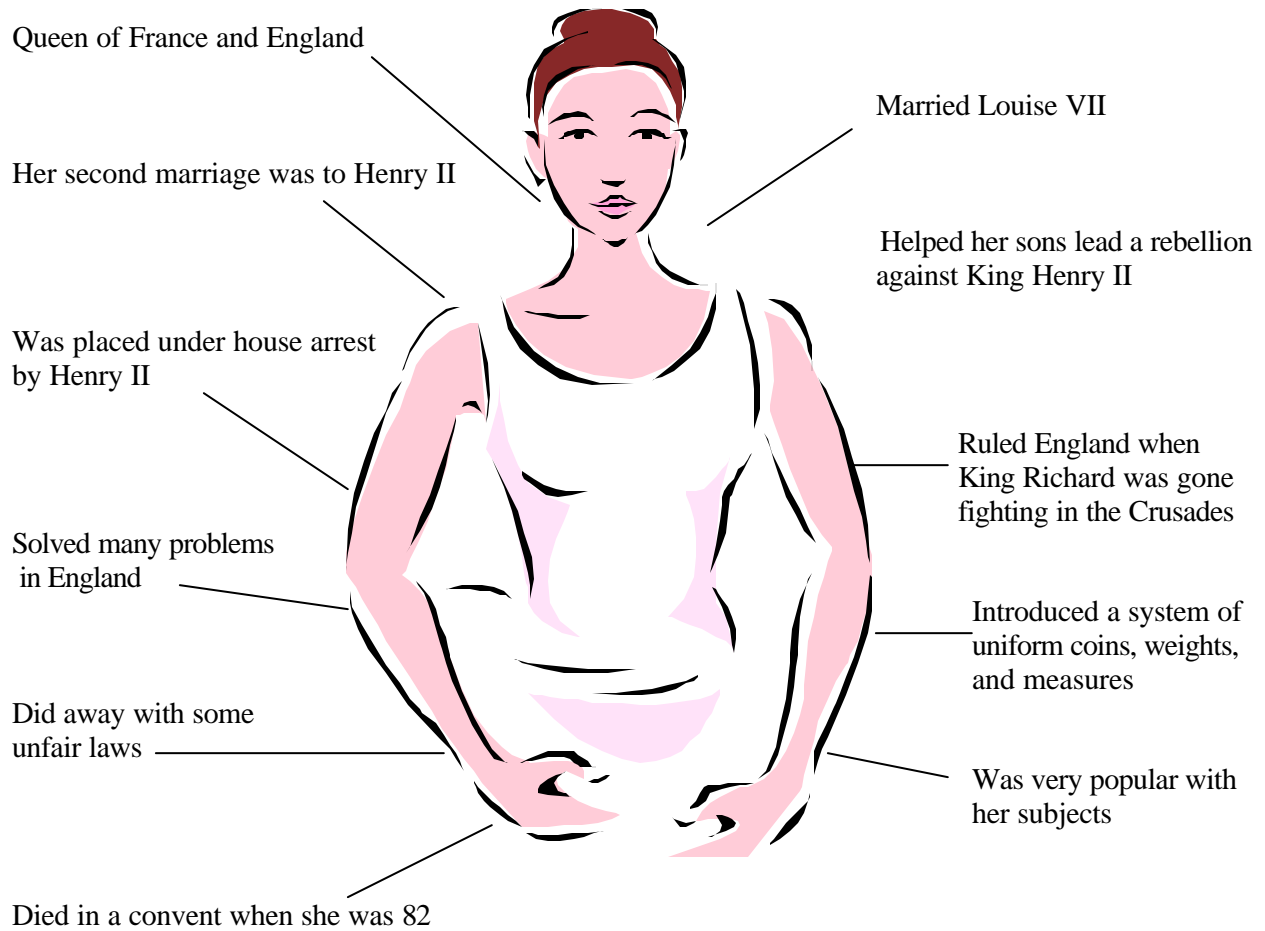
Appendix E – Family Tree



Appendix F – Family Tree Example



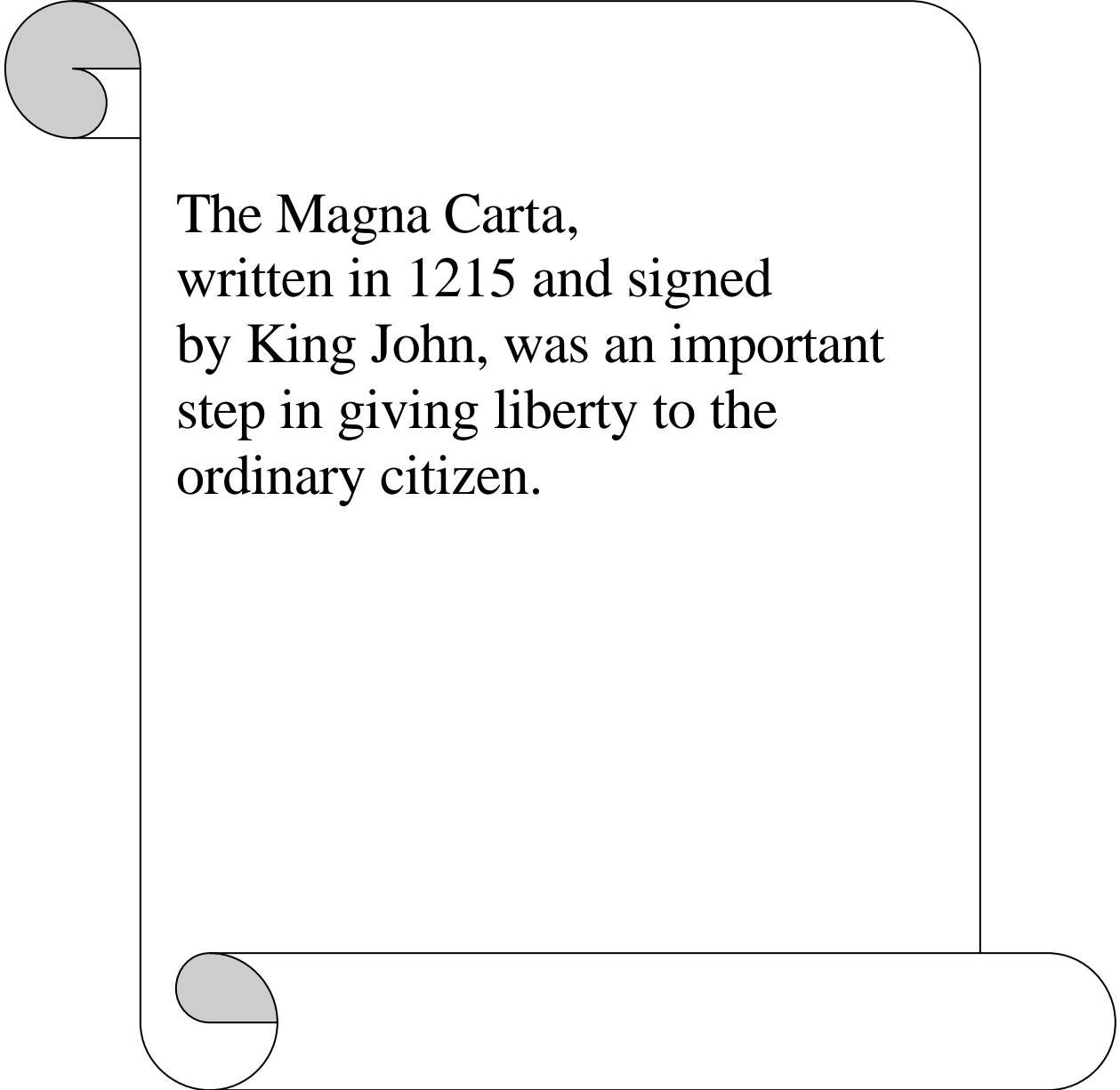
Appendix G – Eleanor of Aquitaine



Eleanor of Aquitaine

“She is called an eagle because she spread her wings over two kingdoms, both of the French and of the English.” Ralph de Diceto

Appendix H – Information about the Magna Carta



The Magna Carta,
written in 1215 and signed
by King John, was an important
step in giving liberty to the
ordinary citizen.

Appendix I – Notes on Parliament

The House of Commons:

- Has more power
- Members are elected by the people
- It controls the government's finances (money)
- It has more representatives (650)

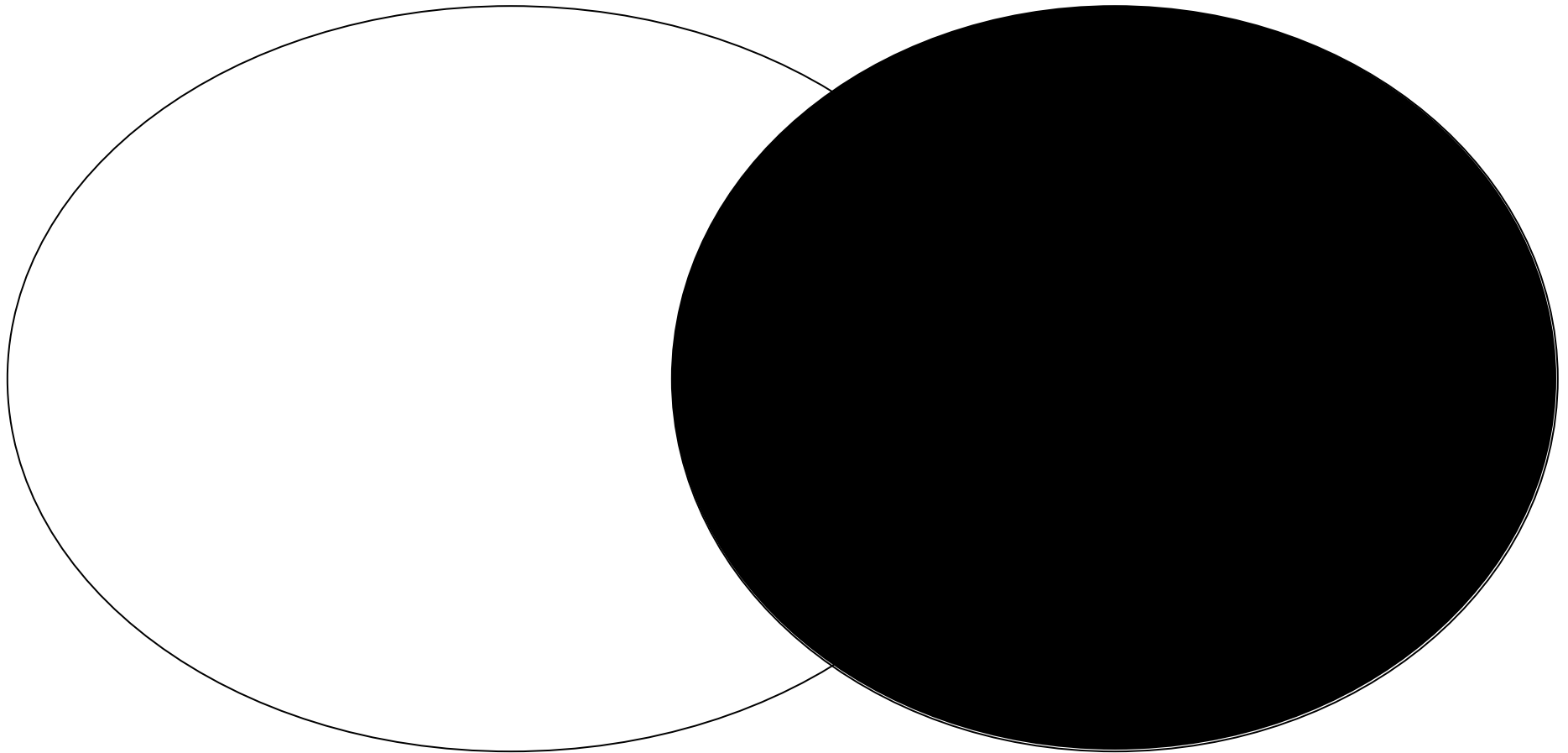
The House of Lords:

- Members either inherit their seats from an ancestor or are appointed by the Queen of England
- Only has 92 members

Appendix J – Venn Diagram

House of Lords

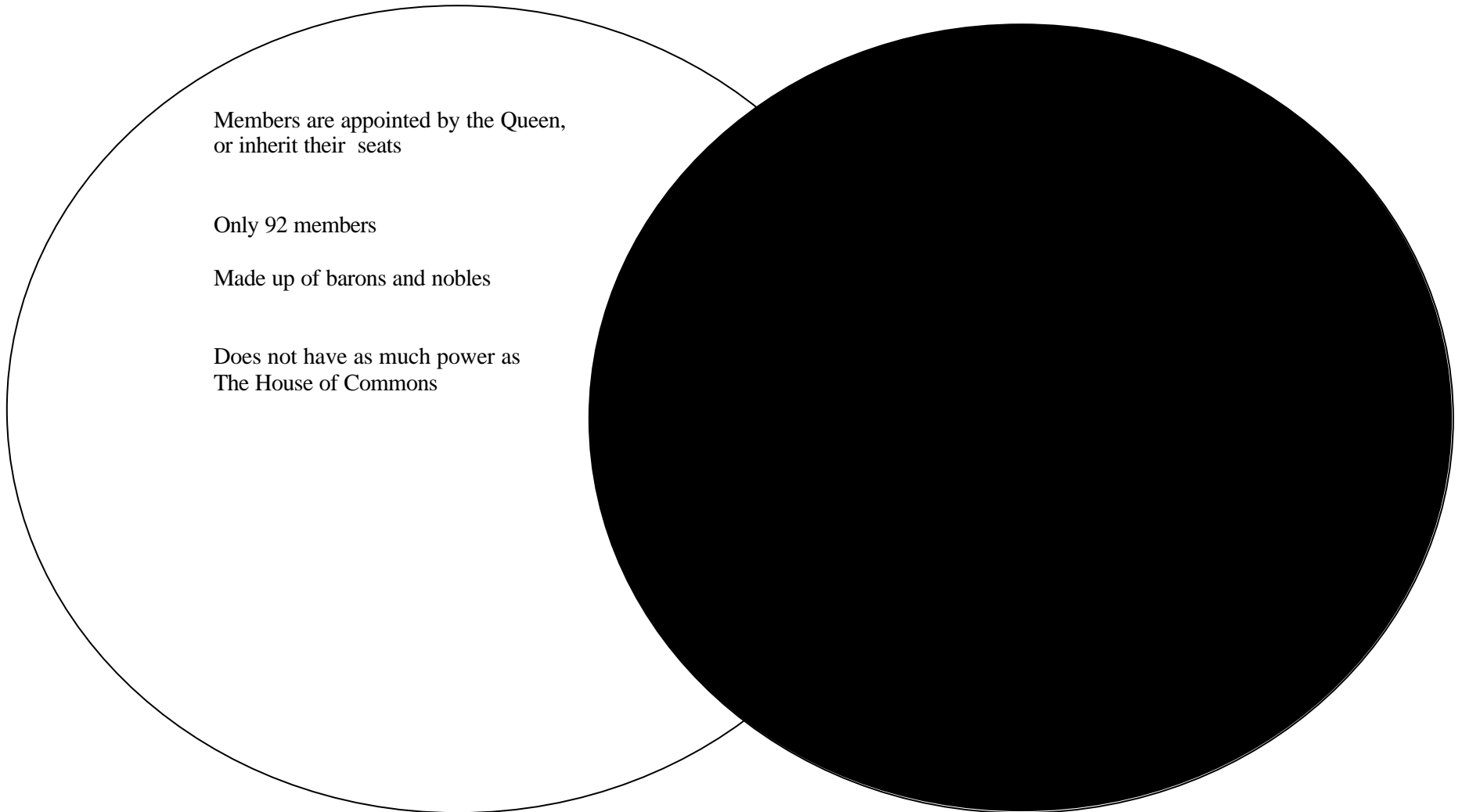
House of Commons



Appendix K – Venn Diagram Example
(students must have at least two similarities and three differences)

House of Lords

House of Commons



Appendix L –French and English Advantages in the Hundred Years’ War

England

France

Appendix M – French and English Advantages in the Hundred Years’ War Example

England

A strong wool trade that provided a good income and caused Flanders (in France) to side with England.

Was the first nation to make use of the longbow.

Stronger than they appeared; France was overconfident and misjudged their strength.

France

Richest and most powerful nation in Europe.

France was fighting on their own territory.

It was expensive for England to ship knights and horses across the English Channel.

Had more knights.

**Appendix N – Outcomes of the Hundred Years' War
(must have at least five; must be in complete sentences)**

France was much less wealthy.

England was seen as more powerful than it had been before.

Compared to nobles, the kings were stronger.

People had a stronger sense of being either French or English.

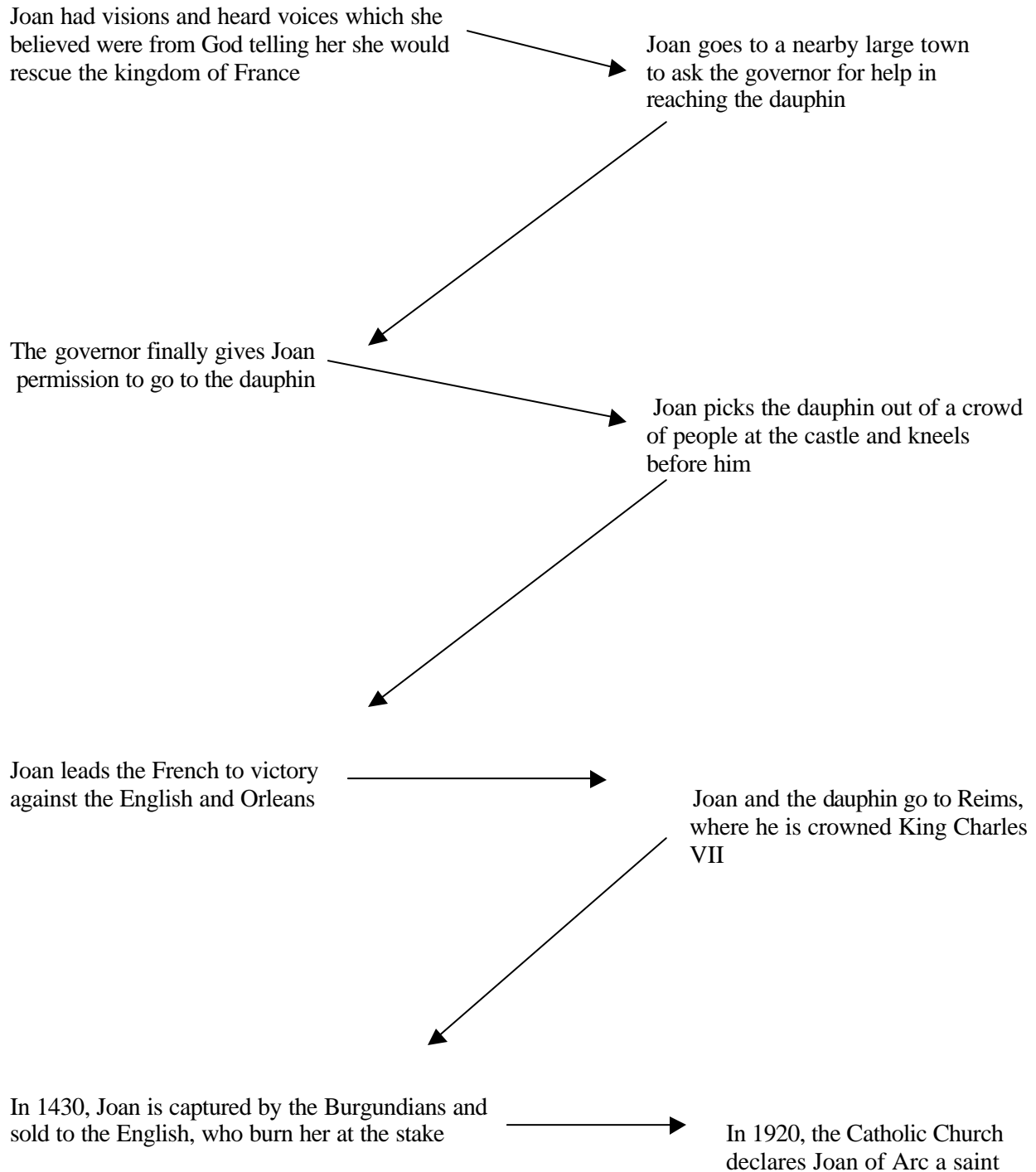
There was a feeling of hatred between the French and English.

Feudalism was weakened.

Cities grew larger and stronger.

Rulers and nobles in England began to speak English.

Appendix O – Joan of Arc Timeline



Appendix P– Sample Black Death Letter

Dear Matilda,

Greetings from London! Life has been very sad these last four years. A terrible disease, known as the Black Plague has swept across Europe. As a result, many people have died. I heard that one-third of the population is now dead. My mother and father both died. They developed terrible sores and black and red spots all over their bodies before they fell into comas and died. It was a tragic time for me. Almost our entire village was killed. As a result, I moved into the city. Since so many people have died, there is a great shortage of labor. Because of this, I was able to find a job working in a bakery. With the money I have made, I have purchased my freedom, as have many of my friends. Although this has been a very difficult time, I think some good may come out of it yet. As I mentioned, many of us who were peasants can now earn money, become free, and even own land. Also, there have been many wonderful devices, such as a machine called the printing press, invented that save labor and time.

I hope that this finds you well and unaffected by this terrible disease.

Your cousin,

Mary

Appendix Q – Test Review

Be sure you know the following definitions:

- Jury
- Dauphin
- Magna Carta
- Truce
- Plague

Know:

- What the Magna Carta was and who signed it
- Who Thomas Becket was
- The two houses of the Parliament
- What countries fought in the Hundred Years' War
- Information about Henry II (his important accomplishments, what he was known for, etc.)
- Know Eleanor of Aquitaine's family tree
- What woman fought in the Hundred Years' War

Know why France thought they would quickly and easily win the Hundred Years' War (what advantages did they have over England).

Know what the Black Death was and how it affected Europe.

*****All this information is in your copybooks (or notebooks)!!**

Appendix Q – Test

Name _____

Fill in the blank (one point/each): Use the word bank to find the answers to the following questions:

Henry II Magna Carta John Richard Eleanor of Aquitaine

1. Who reluctantly signed the Magna Carta? _____
2. He died, allowing his brother to become king. _____
3. This king began the trial by jury system. _____
4. She was the mother of John and Richard. _____
5. This document is the basis for our Constitution. _____

True/False (one point each): If the statement is True, put a T on the line, if it is false, put an F.

- _____ A jury is a group of people who hear evidence in a trial and then vote on the guilt or innocence of the accused.
- _____ A dauphin is the title given to the youngest son of the king of France.
- _____ Magna Carta is Latin for “very important document.”
- _____ A truce is an agreement to stop fighting.
- _____ A plague is a highly contagious disease that only affects a small number of people.

Multiple Choice (one point each): Choose the best answer to the question by writing the correct letter in the blank.

1. _____ Was the first king in the Plantagenet dynasty.
 - a. Richard the Lionhearted
 - b. Henry II
 - c. John “Lackland”
 - d. Charles VII

2. _____ Who was Thomas Becket?
 - a. Henry’s son and the next king of England
 - b. Pope when Henry II was king
 - c. Archbishop of Canterbury under Henry II
 - d. The leader of a group that tried to assassinate Henry II

Appendix Q, page 2– Test

3. _____ The two houses of Parliament are:
- a. The House of Commons and the House of Lords
 - b. The Senate and the House of Representatives
 - c. Congress and the House of Commons
 - d. The House of Lords and the House of Representatives
4. _____ The Hundred Years' War was a long conflict between:
- a. Germany and Italy
 - b. France and Rome
 - c. Serfs and lords
 - d. England and France
5. _____ A French woman who led her country to victory in the Hundred Years' War was:
- a. Eleanor of Aquitaine
 - b. Matilda of Scotland
 - c. Joan of Arc
 - d. Matilda of Flanders

Short Answer (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Why did France think they would quickly and easily win the Hundred Years' War?

How did the Black Death affect Europe?

Appendix R – Test Answer Key

Name Key

Fill in the blank (one point/each): Use the word bank to find the answers to the following questions:

Henry II Magna Carta John Richard Eleanor of Aquitaine

1. Who reluctantly signed the Magna Carta? John
2. He died, allowing his brother to become king. Richard
3. This king began the trial by jury system. Henry II
4. She was the mother of John and Richard. Eleanor of Aquitaine
5. This document is the basis for our Constitution. Magna Carta

True/False (one point each): If the statement is True, put a T on the line, if it is false, put an F.

- T A jury is a group of people who hear evidence in a trial and then vote on the guilt or innocence of the accused.
- F A dauphin is the title given to the youngest son of the king of France.
- F Magna Carta is Latin for “very important document.”
- T A truce is an agreement to stop fighting.
- F A plague is a highly contagious disease that only affects a small number of people.

Multiple Choice (one point each): Choose the best answer to the question by writing the correct letter in the blank.

1. B Was the first king in the Plantagent dynasty.
 - a. Richard the Lionhearted
 - b. Henry II
 - c. John “Lackland”
 - d. Charles VII

2. C Who was Thomas Becket?
 - a. Henry’s son and the next king of England
 - b. Pope when Henry II was king
 - c. Archbishop of Canterbury under Henry II
 - d. The leader of a group that tried to assassinate Henry II

Appendix Q, page 2 – Test Answer Key

3. A The two Houses of Parliament are:
 - a. The House of Commons and the House of Lords
 - b. The Senate and the House of Representatives
 - c. Congress and the House of Commons
 - d. The House of Lords and the House of Representatives

4. D The Hundred Years' War was a long conflict between:
 - a. Germany and Italy
 - b. France and Rome
 - c. Serfs and lords
 - d. England and France

5. C A French woman who led her country to victory in the Hundred Years' War was:
 - a. Eleanor of Aquitaine
 - b. Matilda of Scotland
 - c. Joan of Arc
 - d. Matilda of Flanders

Short Answer (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Why did France think they would quickly and easily win the Hundred Years' War?

At the time, France was the richest and most powerful nation in Europe. The war was fought in France, so they were fighting on their own territory, while England had to ship men and horses across the English Channel. Finally, France had a big advantage because they had more knights.

How did the Black Death affect Europe?

The Black Death affected Europe in many ways. About one-third of their population died. Many villages and towns were wiped out by the plague. When it was over, there was a large shortage in labor. This meant that serfs would now earn wages, and they used these to buy their freedom and their own land. Eventually, this meant that feudalism died out. Also, many labor-saving devices, such as the water mill and printing press, were invented at this time.