

The background of the entire cover is a halftone-style image of a medieval manuscript page. It features several figures in period clothing, including a man with a beard and a woman, rendered in a green and white dot pattern.

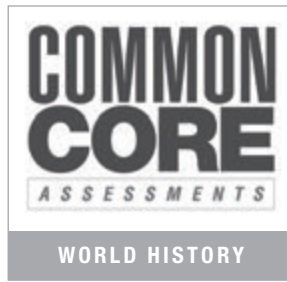
WORLD HISTORY

Medieval Europe

COMMON CORE

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



Medieval Europe

BY JONATHAN BURACK



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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about the medieval Europe. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical world history class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading Standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- **A group of nine reading skills assessments and two writing tasks for each major era of world history**

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards—Assessment 1 addresses Common Core Reading Standard 1, Assessment 2 addresses Common Core Reading Standard 2, and so on. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- **Based on primary or secondary sources**

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone. Links to online versions of print media are available in the Bibliography. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

- **Brief tasks promoting historical literacy**

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- **Two versions of each of the nine reading standards assessments**

A *basic* and an *advanced* version of each assessment are provided. The *basic* assessment addresses the Common Core Standard for grades 6–8. The *advanced* assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the *basic* version.

- **Easy to use as both learning and assessment tools**

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess students' historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- **Evaluating student responses**

Brief but specific suggestions are provided, defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly, they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

Assessment 1 *Basic Level*

Feudalism

★ *Key Ideas and Details*

1. (6–8) Cite specific textual evidence to support analysis of primary and secondary sources.

★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should note that Document 2 refers to Europe's very poor, fragmented agrarian economy. This helps explain why knights needed to turn to a local lord for fiefs just to provide the basic necessities—food and clothing. Europe's military vulnerability and political fragmentation also help explain why vassals were willing to make a lifetime pledge of loyalty to a nearby lord. Acceptable responses to the second assessment question should note that in return for granting fiefs, the lord gets well-armed fighting men pledged to him personally. Document 2 suggests how disorder and weak monarchs in Europe forced each higher lord to look to his vassals to swiftly defend each local principality. In such a setting, a strong personal bond was the best basis for long-term security for lord and vassals together.

Feudalism

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Primary Source

To that magnificent Lord _____, I, _____. Since it is known familiarly to all how little I have whence to feed and clothe myself, I have therefore petitioned your piety, and your good will has permitted me to hand myself over or commend myself to your guardianship, which I have thereupon done; that is to say, in this way, that you should aid and succor me as well with food as with clothing, according as I shall be able to serve you and deserve it.

And so long as I shall live I ought to provide service and honor to you, suitably to my free condition; and I shall not during my lifetime have the ability to withdraw from your power or guardianship; but must remain during the days of my life under your power or defense. Wherefore it is proper that if either of us shall wish to withdraw himself from these agreements. he shall pay —— shillings to his companion, and this agreement shall remain unbroken.

Source Information: This is a seventh century formula by which a European vassal pledged loyalty to his lord. It can be found in vol. 1 of *Readings in European History* by James Harvey Robinson (Boston: Ginn and Company, 1904), pp. 175–76.

Document 2: A Secondary Source

In medieval Europe, the term “feudalism” does not refer to the relationship of serf to lord. It refers to the voluntary relationship binding one lord to another. Usually, a lesser lord pledged to fight as a “knight” in service to a more powerful lord. In return, this higher lord usually granted the knight a fief—that is, some productive land or some other valuable asset. The less powerful member in each of these relationships was a “vassal” to the more powerful lord. It is this personal bond between lord and vassal that was the essential element making for a feudal political order.

The bond between them was a contractual one—both sides freely and solemnly vowed to abide by the terms of this contract in a special knighting ceremony. As this suggests, the lord-vassal relationship was based on a strong sense of duty and honor. The vassal who was granted a fief took a solemn oath to serve the person who granted it. The oath of loyalty was binding for life; anyone who broke it was considered a traitor.

In a feudal order, it is this personal bond, not citizenship in a nation or other territory, that is the real basis of political order. Over several centuries, Europe was under constant assault by Norsemen from the north, Muslims from the south and nomadic Magyars to the east. It was split into many tiny principalities. Kings were weak or non-existent. A feudal knight with horse and armor was expensive. The one resource a very poor European world could afford was land. So in return for their fiefs, knights gave the lord the fighting force he needed to maintain order in his territory. The feudal bond created what was basically a militarized elite to provide whatever stability it could.

Source Information: This document is a secondary source about feudalism in medieval Europe. A secondary source is an account of past events and trends written later by someone who did not experience or take part in those past events or trends. This particular secondary source is adapted from the background information for the illustrations in “The Feudal Order,” Lesson 4 in Jonathan Burack’s *Christendom: The High Middle Ages* (Culver City, CA: MindSparks, 2009).

Assessment Questions

1. Think about the pledge the vassal makes in Document 1. What details in the secondary source (Document 2) help explain why medieval vassals were willing to make such a pledge?
2. What details in Document 2 help explain why a wealthy lord would want vassals who had made the pledge as stated in Document 1?

Assessment 1 *Advanced Level*

Feudalism

★ *Key Ideas and Details*

1. (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
1. (11–12) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ *Using This Assessment*

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Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should note that Document 2 refers to Europe's very poor, fragmented agrarian economy. This helps explain why knights needed to turn to a local lord for fiefs just to provide the basic necessities—food and clothing. Europe's military vulnerability and political fragmentation also help explain why vassals were willing to make a lifetime pledge of loyalty to a nearby lord. This also explains why each higher lord had to look to his vassals, not a remote and weak monarch, to swiftly defend each local principality. In such a setting, a strong personal bond was the best basis for long-term security for lord and vassals together. Acceptable responses to the second assessment question may vary. Some will see feudalism as a rational response to the fragmentation and weak central authority described in Document 2. Others may wonder why so many other, equally fragmented, poor societies elsewhere did not develop the same feudal pattern as Europe. That is, was some more unified political order possible for Europe?

Feudalism

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Primary Source

To that magnificent Lord _____, I, _____. Since it is known familiarly to all how little I have whence to feed and clothe myself, I have therefore petitioned your piety, and your good-will has permitted me to hand myself over or commend myself to your guardianship, which I have thereupon done; that is to say, in this way, that you should aid and succor me as well with food as with clothing, according as I shall be able to serve you and deserve it.

And so long as I shall live I ought to provide service and honor to you, suitably to my free condition; and I shall not during my lifetime have the ability to withdraw from your power or guardianship; but must remain during the days of my life under your power or defense. Wherefore it is proper that if either of us shall wish to withdraw himself from these agreements, he shall pay — shillings to his companion, and this agreement shall remain unbroken.

Source Information: This is a seventh century formula by which a European vassal pledged loyalty to his lord. It can be found in vol. 1 of *Readings in European History* by James Harvey Robinson (Boston: Ginn and Company, 1904), pp. 175–76.

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The bond between them was a contractual one—both sides freely and solemnly vowed to abide by the terms of this contract in a special knighting ceremony. As this suggests, the lord-vassal relationship was based on a strong sense of duty and honor. The vassal who was granted a fief took a solemn oath to serve the person who granted it. The oath of loyalty was binding for life; anyone who broke it was considered a traitor.

In a feudal order, it is this personal bond, not citizenship in a nation or other territory, that is the real basis of political order. Over several centuries, Europe was under constant assault by Norsemen from the north, Muslims from the south and nomadic Magyars to the east. It was split into many tiny principalities. Kings were weak or non-existent. A feudal knight with horse and armor was expensive. The one resource a very poor European world could afford was land. So in return for their fiefs, knights gave the lord the fighting force he needed to maintain order in his territory. The feudal bond created what was basically a militarized elite to provide whatever stability it could.

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Assessment Questions

1. What details in Document 2 help explain why a vassal would make the pledge in Document 1 and why a wealthy lord would want vassals on the terms outlined in the pledge?
2. Consider this statement: “Feudalism was a reasonable basis for political order in any society beset by the problems medieval Europe faced, especially in the ninth and tenth centuries.” Do you agree or disagree? Why?

Assessment 2 *Basic Level*

The Rule of St. Benedict

★ *Key Ideas and Details*

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

★ *Using This Assessment*

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Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the assessment question should see that the three passages describe hard work, an ideal of unquestioning obedience and cooperation, and a life of poverty. It is an ideal that sees a life of work, study, and contemplation as an end in itself. Answers might also include the idea of giving up all individual material benefit and individual distinctiveness (in dress, for example) in order to remain humble and avoid pride. In citing details, best answers should note in some way that this ideal is held out to the monks and justified as what God demands of them and that the hope for the salvation of their souls is what will reward them for this life of self-denial.

The Rule of St. Benedict

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Primary Source Document

5. The first grade of humility is obedience without delay. This becomes those who, on account of the holy service which they have professed, or on account of the fear of hell or the glory of eternal life, consider nothing dearer to them than Christ: so that, so soon as anything is commanded by their superior, they may not know how to endure delay in doing it, even as if it were a divine command. Concerning whom the Lord said: "As soon as he heard of me he obeyed me."

48. Idleness is the enemy of the soul. And therefore, at fixed times, the brothers ought to be occupied in manual labor; and again, at fixed times, in sacred reading. . . . There shall certainly be appointed one or two elders, who shall go round the monastery when the brothers are reading and see to it that no troublesome brother can be found who is open to idleness and trifling, and is not intent on his reading; being not only of no use to himself, but also stirring up others.

55. Vestments shall be given to the brothers according to the quality of the places where they dwell, or the temperature of the air. For in cold regions more is required; but in warm, less. This, therefore, is a matter for the abbot to decide. We nevertheless consider that for ordinary places there suffices for the monks a cowl and a gown apiece—the cowl, in winter hairy, in summer plain or old—and a working garment, on account of their labors. As clothing for the feet, shoes and boots.

Source Information: The Rule of St. Benedict was a set of regulations that many monasteries adopted in the early centuries of the Middle Ages. This document is made up of three passages from the Rule of St. Benedict. The entire Rule is included in *Select Historical Documents of the Middle Ages*, edited and translated by Ernest F. Henderson (London: George Bell and Sons, 1896), pp. 274–314.

Assessment Question

These three passages together describe what a monk's life should be like. In one or two sentences, sum up the ideal monk as depicted in St. Benedict's Rule. Cite several phrases or sentences that support your general statement.

Assessment 2 *Advanced Level*

The Rule of St. Benedict

★ Key Ideas and Details

- 2. (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (11–12) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ Using This Assessment

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Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that the three passages hold out to monks an ideal of poverty, unquestioning obedience, hard work, study, and contemplation as an end in itself—and as a way to the salvation of their souls. It also includes the idea of giving up all individual material benefit and individual distinctiveness (in dress, for example) in order to remain humble and avoid pride. Acceptable responses to the second assessment question may vary. Some could point out that the monk's life was not too different materially from that of most others, given the general poverty of the Middle Ages. In addition, the communal nature of monastic life provided security as well as spiritual satisfaction. Others might stress the greater hope of salvation that motivated many to join such communities. Many monks no doubt embraced the ideal itself as a way of life with possibly deep rewards in terms of spiritual satisfaction, time for prayer and contemplation, etc.

The Rule of St. Benedict

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Primary Source Document

5. The first grade of humility is obedience without delay. This becomes those who, on account of the holy service which they have professed, or on account of the fear of hell or the glory of eternal life, consider nothing dearer to them than Christ: so that, so soon as anything is commanded by their superior, they may not know how to endure delay in doing it, even as if it were a divine command. Concerning whom the Lord said: “As soon as he heard of me he obeyed me.”

48. Idleness is the enemy of the soul. And therefore, at fixed times, the brothers ought to be occupied in manual labor; and again, at fixed times, in sacred reading. . . . There shall certainly be appointed one or two elders, who shall go round the monastery when the brothers are reading and see to it that no troublesome brother can be found who is open to idleness and trifling and is not intent on his reading; being not only of no use to himself, but also stirring up others.

55. Vestments shall be given to the brothers according to the quality of the places where they dwell, or the temperature of the air. For in cold regions more is required; but in warm, less. This, therefore, is a matter for the abbot to decide. We nevertheless consider that for ordinary places there suffices for the monks a cowl and a gown apiece—the cowl, in winter hairy, in summer plain or old—and a working garment, on account of their labors. As clothing for the feet, shoes and boots.

Source Information: The Rule of St. Benedict was a set of regulations that many monasteries adopted in the early centuries of the Middle Ages. This document is made up of three passages from the Rule of St. Benedict. The entire Rule is included in *Select Historical Documents of the Middle Ages*, edited and translated by Ernest F. Henderson (London: George Bell and Sons, 1896), pp. 274–314.

Assessment Questions

1. In one or two sentences, sum up the ideal monk as depicted in these passages from St. Benedict's Rule. Cite several phrases or sentences that support your general statement.
2. Over several centuries, monasteries based on St. Benedict's Rule attracted thousands of men eager to live according to it. Communities of women also adopted St. Benedict's rule. Why do you think so many in the Middle Ages found this ideal of monastic life appealing?

Assessment 3 *Basic Level*

The First Crusade

★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ Using This Assessment

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Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. This activity assesses the students’ ability to read closely in order to understand various connections between each detail and the next in a text.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that the authors attribute the outcome of every key event to God’s guiding hand. They attribute their successes to God’s helping them achieve what were his goals or, as they put it, “fulfilling by our hands what He had promised.” However, they also see God’s hand in their failures in battle and their suffering. The text suggests this was due to God wanting to “humble” them and teach them a moral lesson when they became too proud of themselves—that is, when “we thought that these [victories] had been acquired by our own strength and did not worthily magnify God who had done this.” Answers to the second assessment question may vary. Some could see this as a desperate effort by the writers to convince themselves they are in the right. Others may see it as a way of speaking common in a devoutly Christian age. Some may feel it is a rhetorical flourish, pure and simple. Others will see it as a true expression of sincere belief, especially given the fact that God is described as punishing them as well as rewarding them. There is much to debate here.

The First Crusade

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

Multiply your supplications and prayers in the sight of God with joy and thanksgiving, since God has manifested His mercy in fulfilling by our hands what He had promised in ancient times. For after the capture of Nicaea [near Constantinople], the whole army, made up of more than three hundred thousand soldiers, departed thence. And, although this army was so great that in a single day it could have covered all Romania, and drunk up all the rivers and eaten up all the growing things, yet the Lord conducted them amid so great abundance that a ram was sold for a penny and an ox for twelve pennies or less. Moreover, although the princes and kings of the Saracens [Muslims] rose up against us, yet, by God's will, they were easily conquered and overcome. Because, indeed, some were puffed up by these successes, God led us to Antioch, impregnable to human strength. And there He detained us for nine months and so humbled us in the siege that there were scarcely a hundred good horses in our whole army. God opened to us the abundance of His blessing and mercy and led us into the city, and delivered to us the Turks and all of their possessions.

In as much as we thought that these had been acquired by our own strength and aid not worthily magnify God who had done this, we were beset by so great a multitude of Turks that no one dared to venture forth at any point from the city. But God looked down upon His people whom He had so long chastised and mercifully consoled them. Therefore, He at first revealed to us . . . [Christ's holy] lance which had lain hidden since the days of the apostles. He so fortified the hearts of the men, that they who from sickness or hunger had been unable to walk, now were granted strength to seize their weapons and manfully fight against the enemy.

After we had triumphed over the enemy, as our army was wasting away at Antioch from sickness and weariness and was especially hindered by the dissensions among the leaders, we proceeded into Syria, stormed two cities of the Saracens, and captured the fortresses in that country. And while we were delaying there, there was so great a famine in the army that the Christian people now ate the putrid bodies of the Saracens. Finally, by the divine admonition, we entered into the interior, and the most bountiful, merciful and victorious hand of the omnipotent Father was with us. For the cities and fortresses of the country through which we passed sent ambassadors to us with many gifts and offered to aid us and to surrender their walled places. But because our army was not large and wished to hasten to Jerusalem, we accepted their pledges and made them tributaries. . . . Therefore, with the Lord's companionship and aid, we proceeded thus as far as Jerusalem.

Source Information: This document is a passage from a letter written to the pope in 1099 by three leaders of the First Crusade. The Crusades were attempts by European Christians to conquer the Holy Lands then under Muslim rule. The three authors of the letter are Daimbert, archbishop of Pisa, Godfrey of Bouillon, and Raymond of Saint Gilles. This passage is a slightly shortened and adapted excerpt from the version of this letter in *Translations and Reprints from the Original Sources of European History*, vol. 1, no. 4 (Philadelphia: Department of History of the University of Pennsylvania, 1894), pp. 8–11.

Assessment Questions

1. This letter stresses God's role in the events it describes. Yet those events included both successes and failures for the crusaders. Given that fact, how does the passage develop the idea of God's role in all of what took place? Cite examples from the text to support your answer.
2. Why do you think these authors take so much time referring to God's role in the events described?

Assessment 3 *Advanced Level*

The First Crusade

★ *Key Ideas and Details*

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ *Using This Assessment*

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Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that the authors attribute the outcome of every key event to God's guiding hand. They attribute all of their successes to God's desire for them to succeed at achieving his goals or, as they put it, "fulfilling by our hands what He had promised." However, they also see God's hand in their failures in battle and their suffering. The text suggests this was due to God's desire to "humble" them and teach them a moral lesson when they got too proud of themselves—that is, when "we thought that these [victories] had been acquired by our own strength and did not worthily magnify God who had done this." Answers to the second assessment question may vary. According to the writers, God champions the Christians in their effort to recover the Holy Lands. He guides them to fulfill this purpose of his. However, he does not act alone; they must make their own efforts. Nor does he allow them to succeed unless they merit their triumphs. The letter depicts God as favoring them, yet also holding them to high standards of courage, persistence, unselfish action, and lack of false pride. Some may see all this as rhetoric by which the writers seek only to glorify what was an army of conquest. Others may see it as sincere. In either case, judge responses by how well they refer to elements in the text to back up their claims.

The First Crusade

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Primary Source Document

Multiply your supplications and prayers in the sight of God with joy and thanksgiving, since God has manifested His mercy in fulfilling by our hands what He had promised in ancient times. For after the capture of Nicaea [near Constantinople], the whole army, made up of more than three hundred thousand soldiers, departed thence. And, although this army was so great that in a single day it could have covered all Romania, and drunk up all the rivers and eaten up all the growing things, yet the Lord conducted them amid so great abundance that a ram was sold for a penny and an ox for twelve pennies or less. Moreover, although the princes and kings of the Saracens [Muslims] rose up against us, yet, by God's will, they were easily conquered and overcome. Because, indeed, some were puffed up by these successes, God led us to Antioch, impregnable to human strength. And there He detained us for nine months and so humbled us in the siege that there were scarcely a hundred good horses in our whole army. God opened to us the abundance of His blessing and mercy and led us into the city, and delivered to us the Turks and all of their possessions.

In as much as we thought that these had been acquired by our own strength and aid not worthily magnify God who had done this, we were beset by so great a multitude of Turks that no one dared to venture forth at any point from the city. But God looked down upon His people whom He had so long chastised and mercifully consoled them. Therefore, He at first revealed to us . . . [Christ's holy] lance which had lain hidden since the days of the apostles. He so fortified the hearts of the men, that they who from sickness or hunger had been unable to walk, now were granted strength to seize their weapons and manfully fight against the enemy.

After we had triumphed over the enemy, as our army was wasting away at Antioch from sickness and weariness and was especially hindered by the dissensions among the leaders, we proceeded into Syria, stormed two cities of the Saracens, and captured the fortresses in that country. And while we were delaying there, there was so great a famine in the army that the Christian people now ate the putrid bodies of the Saracens. Finally, by the divine admonition, we entered into the interior, and the most bountiful, merciful and victorious hand of the omnipotent Father was with us. For the cities and fortresses of the country through which we passed sent ambassadors to us with many gifts and offered to aid us and to surrender their walled places. But because our army was not large and wished to hasten to Jerusalem, we accepted their pledges and made them tributaries. . . . Therefore, with the Lord's companionship and aid, we proceeded thus as far as Jerusalem.

Source Information: This document is a passage from a letter written to the pope in 1099 by three leaders of the First Crusade. The Crusades were attempts by European Christians to conquer the Holy Lands then under Muslim rule. The three authors of the letter are Daimbert, archbishop of Pisa, Godfrey of Bouillon, and Raymond of Saint Gilles. This passage is a slightly shortened and adapted excerpt from the version of this letter in *Translations and Reprints from the Original Sources of European History*, vol. 1, no. 4 (Philadelphia: Department of History, University of Pennsylvania, 1894), pp. 8–11.

Assessment Questions

1. Running throughout this passage is the theme of God's role in the events described. However, that role took many forms. Explain how the text develops a complex idea of God's role in this crusading army's experiences.
2. Consider this statement: "The relationship between God and the Christians as described in this letter is not a simple one." Explain how the letter as a whole supports this statement.

Assessment 4 *Basic Level*

Duties of Lords and Vassals

★ *Craft and Structure*

4. (6–8) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ *Using This Assessment*

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Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that the first paragraph does list six things of value to a lord, but it defines the vassal's duty regarding these things only in negative terms. That is, it says what the vassal must *not* do to thwart the lord in any of these six areas. The second paragraph makes it clear the vassal must also act positively to protect and enhance these six things for his lord. The final paragraph makes clear that the lord must also act to protect these six values for his vassal. That is, fealty is "reciprocal"; both sides must show it. Answers to the second assessment question will vary. Some may see in this listing of duties mainly a mutual and formal agreement that demands loyalty from both sides. Others may think that the extensive, emotionally felt, and lifetime nature of the pledge demands a deeper kind of bond, one that could be described as devotion.

Duties of Lords and Vassals

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

A Primary Source Document

Asked to write something concerning the form of fealty, I have noted briefly for you on the authority of the books the things which follow. He who swears fealty to his lord ought always to have these six things in memory; what is harmless, safe, honorable, useful, easy, practicable. Harmless, that is to say that he should not be injurious to his lord in his body; safe, that he should not be injurious to him in his secrets or in the defenses by which he is able to be secure; honorable, that he should not be injurious to him in his justice or in other matters that pertain to his honor; useful, that he should not be injurious to him in his possessions; easy or practicable, that that good which his lord is able to do easily, he make not difficult, nor that which is practicable he make impossible to him.

However, that the faithful vassal should avoid these injuries is proper, but not for this does he deserve his holding; for it is not sufficient to abstain from evil, unless what is good is done also. It remains, therefore, that in the same six things mentioned above he should faithfully counsel and aid his lord, if he wishes to be looked upon as worthy of his benefice and to be safe concerning the fealty which he has sworn.

The lord also ought to act toward his faithful vassal reciprocally in all these things. And if he does not do this he will be justly considered guilty of bad faith, just as the former, if he should be detected in the avoidance of or the doing of or the consenting to them, would be perfidious and perjured.

Source Information: Fulbert of Chartres, in France, opened the famous cathedral school at Chartres in 990 CE. In 1007, he became bishop of Chartres in large part due to the influence of King Robert of France. This document is an excerpt from a letter Fulbert wrote to another ruler, Duke William of Aquitaine. In the passage, he expresses his views on the duties of vassals and lords. The letter can be found in *Documents Illustrative of Feudalism*, edited by Edward Potts Cheyney (Philadelphia: Department of History of the University of Pennsylvania, 1900), pp. 23–24.

Assessment Questions

1. In the first paragraph, the term “fealty” is defined as requiring six things. Why are the second and third paragraphs necessary to complete the meaning of “fealty” as this writer sees it?
2. “Loyalty” and “devotion” are two other words similar to “fealty.” Which of these words best fits the concept of “fealty” as defined in this passage? Explain your answer.

Assessment 4 *Advanced Level*

Duties of Lords and Vassals

★ *Craft and Structure*

- 4. (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

★ *Using This Assessment*

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★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that the first paragraph lists six things of value to a lord, but it defines the vassal's duty regarding these only in a negative way. That is, it describes what the vassal must not do that might injure the lord in any of these six areas. The second paragraph adds that the vassal must also actively enhance these six values in a positive way. The final paragraph makes clear that the lord must also act to protect these six values for his vassal. That is, each side must show fealty to the other. Answers to the second assessment question will vary. Some may see the document as describing a contract in that it lists specific things each side agrees to do for the other. The term "reciprocal" is used, as it could be for any contract. Others may note that the rhetoric here is more personal as well as all-encompassing in its scope than a legalistic and limited contractual agreement would be. The lord-vassal bond seems to demand a deep sense of devotion and a concern for each other that is not limited to a single, narrow set of agreed-upon actions.

Duties of Lords and Vassals

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

Asked to write something concerning the form of fealty, I have noted briefly for you on the authority of the books the things which follow. He who swears fealty to his lord ought always to have these six things in memory; what is harmless, safe, honorable, useful, easy, practicable. Harmless, that is to say that he should not be injurious to his lord in his body; safe, that he should not be injurious to him in his secrets or in the defenses by which he is able to be secure; honorable, that he should not be injurious to him in his justice or in other matters that pertain to his honor; useful, that he should not be injurious to him in his possessions; easy or practicable, that that good which his lord is able to do easily, he make not difficult, nor that which is practicable he make impossible to him.

However, that the faithful vassal should avoid these injuries is proper, but not for this does he deserve his holding; for it is not sufficient to abstain from evil, unless what is good is done also. It remains, therefore, that in the same six things mentioned above he should faithfully counsel and aid his lord, if he wishes to be looked upon as worthy of his benefice and to be safe concerning the fealty which he has sworn.

The lord also ought to act toward his faithful vassal reciprocally in all these things. And if he does not do this he will be justly considered guilty of bad faith, just as the former, if he should be detected in the avoidance of or the doing of or the consenting to them, would be perfidious and perjured.

Source Information: Fulbert of Chartres, in France, opened the famous cathedral school at Chartres in 990 CE. In 1007, he became bishop of Chartres in large part due to the influence of King Robert of France. This document is an excerpt from a letter Fulbert wrote to another ruler, Duke William of Aquitaine. In the passage, he expresses his views on the duties of vassals and lords. The letter can be found in *Documents Illustrative of Feudalism*, edited by Edward Potts Cheyney (Philadelphia: Department of History of the University of Pennsylvania, 1900), pp. 23–24.

Assessment Questions

1. The word “fealty” appears in the first sentence of this passage. Explain how each of these three paragraphs contributes to a full understanding of the concept of fealty as this writer sees it.
2. Some historians say the feudal bond is like any kind of contract in which two parties reach an agreement of some sort. Based on Document 1, do you think the word “contract” adequately describes the lord-vassal relationship? Why or why not?

Assessment 5 *Basic Level*

The Goodman of Paris

★ *Craft and Structure*

- 5. (6–8)** Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ *Using This Assessment*

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Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, chapters, as well as to its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should note that the entire passage outlines three areas of advice that as a whole the writer thinks his wife needs to have. In this sense, the text could be seen as following a "sequence/process structure" in that it presents a series of steps for the wife to follow to live up to the ideals set for her. The text also accords with the "definition structure" in that each section defines a broad ideal, which is then followed by the more specific components that are parts of that broad ideal. Answers may vary as to which structure is best, but they should be judged mainly on how well they use specific details in the passage to support the view expressed. Acceptable responses to the second assessment question should see that the various ideals or goals are presented as wisdom not to be questioned or modified but to be accepted and acted upon. The structure itself, that is, contributes to the sense that this is a list of demands or expectations, with no allowance for questioning them in any way.

The Goodman of Paris

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in it. In order to better understand the document as a historical primary source, read and make use of the source information located just below it. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Primary Source Document

The first section of the three is necessary to gain the love of God and the salvation of your soul, and also to win the love of your husband and to give you in this world that peace which should be in marriage. And because these two things, namely the salvation of your soul and the comfort of your husband, are the two most necessary things, therefore they are placed first here. And this first section contains nine articles.

The first article speaks of worshipping and thanking our Savior and his Blessed Mother at your waking and your rising, and of appareling yourself seemingly. The second article is of fit companions, and of going to Church, and of choosing your place, of wise behavior, of hearing mass and of making confession. The third article is that you should love God and his Blessed Mother and serve them continually and set and keep yourself in their grace. The fourth article is that you should maintain self-control and chastity. The fifth article is that you should love your husband (whether myself or another). The sixth article is that you should be humble and obedient to him. The seventh that you should be careful and heedful of his person. The eighth that you be silent in hiding his secrets. The ninth and last article is that if your husband tries to act foolishly, you must wisely and humbly keep him from doing that.

This second section is necessary to increase the profit of the household, gain friends and save one's possessions; and to prepare for the ill fortunes of age to come. It contains five articles. The first article is that you have care of your household, with diligence and perseverance and regard for work; take pains to find pleasure in it, and I will do likewise on my part. The second article is that at the least you take pleasure and have some little skill in the care and cultivation of a garden, grafting in due season and keeping roses in winter. The third article is that you know how to choose servants, doorkeepers, handymen or other strong folk to perform the heavy work that from hour to hour must be done, and likewise laborers etc. And also tailors, shoemakers, bakers, pastry-makers, etc. And in particular how to set the household servants and chambermaids to work, to sift and winnow grain, clean dresses, air and dry, and how to order your folk to take thought for the sheep and horses and to keep and amend wines. The fourth article is that you, as sovereign mistress of your house, must know how to order dinners, suppers, dishes and courses, and be wise in that which concerns the butcher and the poultry dealer, and have knowledge of spices. The fifth article is that you know how to order, ordain, devise and have made all manner of pottages, thickened juices, sauces and all other meats, and the same for sick folk.

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The third section tells of games and amusements that are pleasant enough to keep you in good spirits and give you something to talk about in company, and contains three articles. [The three articles follow and are defined in detail.]

Source Information: *The Goodman of Paris* was a book of moral and practical instruction supposedly written by an elderly Parisian merchant for his new bride, a fifteen-year-old orphan of aristocratic birth. Written between 1392 and 1394, the book offers advice to the young bride, along with recipes, moral tales, and much else. The advice is first presented in a brief outline and then is described in great detail in three quite long sections. This document is a somewhat shortened and adapted version of the brief outline. Several references to stories about women in literature and the Bible have not been included. From *The Goodman of Paris (Le Managier de Paris): A Treatise on Moral and Domestic Economy by A Citizen of Paris*, edited by G. G. Coulton and Eileen Powers (London: George Routledge & Sons, 1928).

Assessment Questions

1. "Text structure" refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are two types of text structure:
 - *Sequence/Process Structure*: Steps or phases of a process are stated, as in a recipe or a procedure to be followed.
 - *Definition Structure*: A definition of something is followed by examples of it or parts of it, or relationships between those parts.

Explain why both of these text structures might apply to this passage. Also choose the one text structure you think best fits the passage and explain your choice.

2. How does the text structure itself reflect this husband's belief that the wife's role is, as he puts it, to "be humble and obedient to him."

Assessment 5 *Advanced Level*

The Goodman of Paris

★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ *Using This Assessment*

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Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, chapters, as well as to its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should note that the entire passage outlines three areas of advice that as a whole the writer thinks his wife needs to follow. The text is structured as a series in which each section states an overall general concept or ideal and is then followed by examples illustrating that concept or steps to follow in order to live up to that ideal. There could be several ways to identify this pattern. Answers should be judged on how well they use specific details in the text as support for the view expressed. Acceptable responses to the second assessment question should see that the passage's various ideals or goals are pronounced as wisdom not to be questioned or modified, but accepted and acted upon. The structure itself contributes to the sense that this is a list of demands or expectations not open for debate. On the other hand, many of the demands made on this wife assume she is highly intelligent, literate, capable of learning a great deal, and able to manage a large, wealthy household with many servants and other providers of services. All of it is presented in a spirit of concern by an older man trying to be helpful to a young wife who he recognizes is likely to outlive him by many years.

The Goodman of Paris

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in it. In order to better understand the document as a historical primary source, read and make use of the source information located just below it. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Primary Source Document

The first section of the three is necessary to gain the love of God and the salvation of your soul, and also to win the love of your husband and to give you in this world that peace which should be in marriage. And because these two things, namely the salvation of your soul and the comfort of your husband, are the two most necessary things, therefore they are placed first here. And this first section contains nine articles. The first article speaks of worshipping and thanking our Savior and his Blessed Mother at your waking and your rising, and of appareling yourself seemingly. The second article is of fit companions, and of going to Church, and of choosing your place, of wise behavior, of hearing mass and of making confession. The third article is that you should love God and his Blessed Mother and serve them continually and set and keep yourself in their grace. The fourth article is that you should maintain self-control and chastity. The fifth article is that you should love your husband (whether myself or another). The sixth article is that you should be humble and obedient to him. The seventh that you should be careful and heedful of his person. The eighth that you be silent in hiding his secrets. The ninth and last article is that if your husband tries to act foolishly, you must wisely and humbly keep him from doing that.

This second section is necessary to increase the profit of the household, gain friends and save one's possessions; and to prepare for the ill fortunes of age to come. It contains five articles. The first article is that you have care of your household, with diligence and perseverance and regard for work; take pains to find pleasure in it, and I will do likewise on my part. The second article is that at the least you take pleasure and have some little skill in the care and cultivation of a garden, grafting in due season and keeping roses in winter. The third article is that you know how to choose servants, doorkeepers, handymen or other strong folk to perform the heavy work that from hour to hour must be done, and likewise laborers etc. And also tailors, shoemakers, bakers, pastry-makers, etc. And in particular how to set the household servants and chambermaids to work, to sift and winnow grain, clean dresses, air and dry, and how to order your folk to take thought for the sheep and horses and to keep and amend wines. The fourth article is that you, as sovereign mistress of your house, must know how to order dinners, suppers, dishes and courses, and be wise in that which concerns the

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butcher and the poultry dealer, and have knowledge of spices. The fifth article is that you know how to order, ordain, devise and have made all manner of pottages, thickened juices, sauces and all other meats, and the same for sick folk.

The third section tells of games and amusements that are pleasant enough to keep you in good spirits and give you something to talk about in company, and contains three articles. [The three articles follow and are defined in detail.]

Source Information: *The Goodman of Paris* was a book of moral and practical instruction supposedly written by an elderly Parisian merchant for his new bride, a fifteen-year-old orphan of aristocratic birth. Written between 1392 and 1394, the book offers advice to the young bride, along with recipes, moral tales, and much else. The advice is first presented in a brief outline and then is described in great detail in three quite long sections. This document is a somewhat shortened and adapted version of the brief outline. Several references to stories about women in literature and the Bible have not been included. From *The Goodman of Paris (Le Managier de Paris): A Treatise on Moral and Domestic Economy by A Citizen of Paris*, edited by G. G. Coulton and Eileen Powers (London: George Routledge & Sons, 1928).

Assessment Questions

1. "Text structure" refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Describe the text structure of this passage and explain how this text structure itself reflects this husband's belief that his wife's duty is to "be humble and obedient to him."
2. Some say the husband writing this advice sees his young wife as pathetically weak and totally subordinate. Yet others say his instructions actually assume she must be a strong and very capable co-equal in managing their wealthy household. With which view do you agree more? Cite details in the passage in support of your answer.

Assessment 6 *Basic Level*

Faith and Reason

★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ *Using This Assessment*

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Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should be able to cite at least one of the two points Adelard makes implying God’s approval of his view. First, he says the natural order itself “does not exist confusedly and without rational arrangement.” By this, he suggests that God would not have designed such a rational universe if he did not want people to use reason to comprehend it. Secondly, Adelard notes that God gave everyone the capacity to reason, not just a few “authorities.” Therefore, God does not want people to rely only on those authorities for truth. Acceptable answers to the second assessment question should note that the arts faculty does not entirely agree with Adelard’s advice not to rely on authority for the truth. The arts faculty statement warns its members not to “dispute any purely theological question.” In other words, the arts faculty should defer to the authority of the theology faculty in these matters. Moreover, the statement orders arts faculty members to comply even if they disagree. Hence, it is treating itself as an authority entitled to dictate what its own members are to teach independently of what their own reason tells them to believe.

Faith and Reason

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

I take nothing away from God, for whatever exists is from Him and because of Him. But the natural order does not exist confusedly and without rational arrangement, and human reason should be listened to concerning these things. But when it completely fails, then the matter should be referred to God.

Many do not understand that reason has been given to each person so that he might discern the true from the false, using reason as the chief judge. For if reason were not the universal judge, it would have been given to each of us in vain. It would have been sufficient to give it to one (or a few at most), and the rest would be content with their authority and decisions. In my judgment, authority should be avoided. I assert that first we ought to seek the reason for anything, and then if we find an authority it may be added. Authority alone cannot make a philosopher believe anything, nor should it be adduced for this purpose.

Source Information: Adelard of Bath (1080–1142 CE) learned Arabic and translated scientific and philosophical works from Arabic to Latin during his many travels. In these two passages he deals with the problem of the relationship between faith and reason. The passages are from Chapter 4 and Chapter 6 of Adelard's *Natural Questions* and they are quoted in *God and Reason in the Middle Ages* by Edward Grant (Cambridge University Press, 2001), pp. 71–72.

Document 2: A Primary Source

All should know that we masters, each and all . . . decree and ordain that no master or bachelor of our faculty should presume to determine or even to dispute any purely theological question, as concerning the Trinity and incarnation and similar matters, since this would be transgressing the limits assigned him. . . .

But if anyone shall have so presumed, unless within three days after he has been warned or required by us he shall have been willing to revoke publicly his presumption in the classes or public disputation where he first disputed the said question, henceforth he shall be forever

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deprived of our society. We decree further and ordain that, if anyone shall have disputed at Paris any question which seems to touch both faith and philosophy, if he shall have determined it contrary to the faith, henceforth he shall forever be deprived of our society as a heretic, unless he shall have been at pains humbly and devoutly to revoke his error and his heresy, within three days after our warning, in full congregation or elsewhere where it shall seem to us expedient.

Source Information: The arts faculty of the University of Paris taught natural philosophy. It was supposed to leave questions of religious faith up to the theology faculty. In the 1200s, the arts faculty began to stress the works of ancient Greek philosopher Aristotle. Some theologians and church officials objected to some of these teachings. In 1270, the bishop of Paris condemned thirteen of Aristotle's doctrines as theological errors. In 1272, the arts faculty itself issued a statement condemning arts faculty members who dealt with these theological matters. This passage is from that statement. The entire statement is provided in *Heresy and Authority in Medieval Europe*, edited by Edward Peters (Philadelphia: University of Pennsylvania Press, 1980), p. 222.

Assessment Questions

1. In Document 1, Adelard implies that God wants us to use reason to understand “the natural order” and not simply trust those in authority. How does Adelard suggest or imply this?
2. Does the Paris arts faculty (in Document 2) share Adelard’s view about authority as a guide to the truth? Cite details from the document to support your answer.

Assessment 6 *Advanced Level*

Faith and Reason

★ *Craft and Structure*

- 6. (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *Using This Assessment*

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Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should note that Adelard is defending the use of reason as the way to understand the natural order. In two ways, he suggests that God approves of this advice. First, the natural order God created “does not exist confusedly and without rational arrangement.” This suggests God wants people to use their reason to comprehend this orderly universe. Secondly, Adelard notes that God has given the capacity to reason to all, not just to a few “authorities” and hence does not want people to rely only on those authorities. Acceptable answers to the second assessment question may vary. Most will note that the arts faculty statement warns its members not to “dispute any purely theological question.” This implies the arts faculty should defer to the authority of the theology faculty, something that seems at odds with Adelard's warning against deferring to authority on matters of truth. Also, the arts faculty tells its members to comply even if they disagree, which contrasts with Adelard's view that “authority alone cannot make a philosopher believe anything.” On the other hand, Adelard speaks about using reason to understand “the natural order.” It could be that he would want purely theological questions left in the hands of the theology faculty. In other words, there is room for some debate about how Adelard would respond to the faculty statement.

Faith and Reason

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

I take nothing away from God, for whatever exists is from Him and because of Him. But the natural order does not exist confusedly and without rational arrangement, and human reason should be listened to concerning these things. But when it completely fails, then the matter should be referred to God.

Many do not understand that reason has been given to each person so that he might discern the true from the false, using reason as the chief judge. For if reason were not the universal judge, it would have been given to each of us in vain. It would have been sufficient to give it to one (or a few at most), and the rest would be content with their authority and decisions. In my judgment, authority should be avoided. I assert that first we ought to seek the reason for anything, and then if we find an authority it may be added. Authority alone cannot make a philosopher believe anything, nor should it be adduced for this purpose.

Source Information: Adelard of Bath (1080–1142 CE) learned Arabic and translated scientific and philosophical works from Arabic to Latin during his many travels. In these two passages he deals with the problem of the relationship between faith and reason. The passages are from Chapter 4 and Chapter 6 of Adelard's *Natural Questions* and they are quoted in *God and Reason in the Middle Ages* by Edward Grant (Cambridge University Press, 2001), pp. 71–72.

Document 2: A Primary Source

All should know that we masters, each and all . . . decree and ordain that no master or bachelor of our faculty should presume to determine or even to dispute any purely theological question, as concerning the Trinity and incarnation and similar matters, since this would be transgressing the limits assigned him. . . .

But if anyone shall have so presumed, unless within three days after he has been warned or required by us he shall have been willing to revoke publicly his presumption in the classes or

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public disputation where he first disputed the said question, henceforth he shall be forever deprived of our society. We decree further and ordain that, if anyone shall have disputed at Paris any question which seems to touch both faith and philosophy, if he shall have determined it contrary to the faith, henceforth he shall forever be deprived of our society as a heretic, unless he shall have been at pains humbly and devoutly to revoke his error and his heresy, within three days after our warning, in full congregation or elsewhere where it shall seem to us expedient.

Source Information: The arts faculty of the University of Paris taught natural philosophy. It was supposed to leave questions of religious faith up to the theology faculty. In the 1200s, the arts faculty began to stress the works of ancient Greek philosopher Aristotle. Some theologians and church officials objected to some of these teachings. In 1270, the bishop of Paris condemned thirteen of Aristotle's doctrines as theological errors. In 1272, the arts faculty itself issued a statement condemning arts faculty members who dealt with these theological matters. This passage is from that statement. The entire statement is provided in *Heresy and Authority in Medieval Europe*, edited by Edward Peters (Philadelphia: University of Pennsylvania Press, 1980), p. 222.

Assessment Questions

1. In Document 1, Adelard implies that God agrees with him as to his main point in this passage. Describe his main point and explain how he implies God agrees with him.
2. What would Adelard agree with and what would he disagree with in the statement by the faculty of arts (Document 2)? Cite details from both documents to support your answer.

Assessment 7 *Basic Level*

The Black Death

★ *Integration of Knowledge and Ideas*

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ *Using This Assessment*

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see that all three documents are relevant regarding the huge plague that swept through Europe starting in 1348. Each document provides evidence of the unusual scope and impact of this disaster. The painting (Document 1) shows the mass burial of a large number of plague victims in just one town in France. Document 2 provides a more specific description of the plague's extent in another part of Europe, the city of Florence, Italy. It makes clear how sudden and how widespread the plague was in that city, carrying off whole households at once. Document 3 shows how Europe's long rise in population reversed itself in a dramatic fall between 1340 and 1450. These were the years of the Black Death's arrival and spread. It is a reasonable inference to view this drop-off as evidence of the plague's huge impact.

The Black Death

Directions: This exercise asks you to study three documents carefully and answer one question focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Visual Primary Source



Public domain, via Wikimedia Commons.

Source Information: This fourteenth-century painting depicts the burial of victims of the Black Death in Tournai, a town in France. The Black Death was a plague that spread throughout Europe from 1348–1350 CE.

Document 2: A Written Primary Source

In the year of our lord 1348 there occurred in the city and county of Florence a great pestilence, and such was its fury and violence that in whatever household it took hold, whosoever took care of the sick, they all died of the same illness, and almost nobody survived beyond the fourth day. Neither doctors nor medicine proved of any avail, and there appeared to be no remedy, either because those illnesses were not yet recognized, or because doctors had never previously had cause to study them properly. Such was the fear that nobody knew what to do. When it caught hold in a household, it often happened that not a single person escaped death. And it wasn't just men and women. Even sentient animals such as dogs and cats, hens, oxen, donkeys and sheep, died from that same disease and with those symptoms. And almost none who displayed those symptoms, or very few indeed, effected a recovery.

Source Information: This passage is adapted from an account of the Black Death and its effects on the city of Florence, Italy, in 1348. The account was written in the 1370s by Marchionne di Coppo di Stefano Buonaiuti, a small landowner in Florence. From the *Florentine Chronicle of Marchionne di Coppo di Stefano Buonaiuti (1327–1385)*, translated by Jonathan Usher, and quoted on “Decameron Web,” a project of the Italian Studies Department’s Virtual Humanities Lab at Brown University.

Document 3: A Comparative Primary Source

Population Estimates (in millions), 650–1450 CE				
Area	650 CE	1000 CE	1340 CE	1450 CE
Greece/Balkans	3	5	6	4.5
Italy	2.5	5	10	7.3
Spain/Portugal	3.5	7	9	7
France/Low countries	3	6	19	12
British Isles	0.5	2	5	3
Germany/Scandinavia	2	4	11.5	7.3
TOTAL	14.5	29	60.5	41.1

Source Information: This table shows shifts in population in Europe and its various regions at four different dates between 650 CE and 1450 CE. Adapted from *The Middle Ages*, vol. 1 of *The Fontana Economic History of Europe*, edited by Carlo M. Cipolla (Glasgow: Collins/Fontana, 1972), pp. 25–71.

Assessment Question

In three ways, each of these documents is evidence of an enormous tragedy in Europe in the mid-1300s CE. Describe the nature of that tragedy and explain how *all three* documents provide evidence about it.

Assessment 7 *Advanced Level*

The Black Death

★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using This Assessment*

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should make a claim that can be supported by all three documents. Since all three are relevant regarding the huge plague that swept through Europe starting in 1348, claims should relate to that plague. Each document provides evidence of the unusual scope and impact of that plague. The painting (Document 1) shows the mass burial of a large number of plague victims in just one town in France. Document 2 provides more specific descriptions of the plague's huge and sudden impact in another part of Europe, the city of Florence, Italy. Document 3 shows how Europe's long rise in population reversed itself in a dramatic fall between 1340 and 1450, the years of the Black Death's arrival and spread. Acceptable answers to the second assessment question may vary. Many will find the painting's visual features striking in their emotional power. However, a case can be made that the written description of the plague in Florence conveys a powerful sense of the panic and misery experienced there as whole households were swept away at once. Even the table has an emotional dimension if the dramatic fall in population 1340–1450 is seen in human terms as evidence of the tragedy that befell the whole region. Best answers will make some effort to explain how various formats and media differ in the way they can play on emotions.

The Black Death

Directions: This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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Assessment Questions

1. Make a claim about Europe in the mid-1340s that all three of these documents help support. Explain how each document supports your claim.
2. Of the three documents, choose the one that best illustrates the emotional impact of this event on the people of Europe. Explain your choice.

Assessment 8 *Basic Level*

Royal Power vs. Papal Power

★ *Integration of Knowledge and Ideas*

8. (6–8) Distinguish among fact, opinion, and reasoned judgment in a text.

★ *Using This Assessment*

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Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as being able to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should see that Henry is defending his authority as king because he inherited it. Being born to a royal family, in other words, was God's doing, proving that God "called" him to be king. On the other hand, Pope Gregory was not born to his position. He gained it, according to Henry, through political intrigue. Hence he could not be said to be called by God to be pope. This idea is essential to Henry's claim that popes have no right to depose him or take away any "royal power conferred upon me by God." Answers to the second assessment question may vary. Some may feel Henry's obvious anger and disrespect for this pope are understandable but not likely to win over the pope. Others may feel Henry is in the wrong but sympathize with his anger on a personal level. Still others may think Henry is not trying to get the pope to agree with him, but could be trying to frighten him with the great power Henry has as emperor. Henry also could have a wider audience in view, rather than the pope alone.

Royal Power vs. Papal Power

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

Henry, king not through usurpation but through the holy ordination of God, to Hildebrand, at present not pope but false monk. . . .

You have not feared to lay hands upon the rulers of the holy church, the anointed of the Lord—the archbishops, namely, bishops and priests. Instead, you have trodden them under foot like slaves ignorant of what their master is doing. You have won favor from the common herd by crushing these other churchmen. You have looked upon all of them as knowing nothing, and upon yourself only as knowing all things. This knowledge, however, you have used not for edification but for destruction. We believe that St. Gregory, whose name you have usurped, was prophesying about you when he said: “The pride of him who is in power increases the more, the greater the number of those subject to him; and he thinks that he himself can do more than all.” And I have endured all this in order to protect the honor of the papacy. However, you have mistaken my humility for fear, and have not hesitated to rise up against the royal power conferred upon me by God, daring to threaten to divest me of it. As if I had received my kingdom from you! As if the kingdom and the empire were in your hand and not God’s!

Our Lord Jesus Christ called me to be king, but did not call you to the priesthood. For you have risen to your position by the following steps. By wiles, which the profession of monks abhors, you obtained money. By money, you obtained favors. By the sword, you attained the throne of peace. And from the throne of peace you have disturbed peace, in that you have armed subjects against those in authority over them. . . . You have acted against me, even though the tradition of the holy Fathers teaches I am not to be deposed for any crime (unless, which God forbid, I should have strayed from the faith) but am subject to the judgment of God alone. For the wisdom of the holy fathers committed even Julian the apostate not to themselves, but to God alone, to be judged and to be deposed. That true pope, Peter, also exclaims: “Fear God, honor the king.” But you who do not fear God, dishonor in me his appointed one.

Source Information: In a confrontation known as the “investiture contest,” Pope Gregory VII claimed that secular rulers had no right to appoint bishops and other top church officials. He said only church leaders could make such appointments. German Emperor Henry IV objected to this claim. He expressed his views in a letter to Pope Gregory dated January 24, 1076. This document is a shortened and adapted excerpt from that letter. The letter is reprinted in *Medieval Worlds: A Sourcebook*, edited by Roberta Anderson and Dominic Aidan Bellenger (New York: Rutledge, 2003), p. 64.

Assessment Questions

1. Henry tells Pope Gregory, "Our Lord Jesus Christ called me to be king, but did not call you to the priesthood." What does he mean, and why is this idea central to his objection to the pope's claims in this dispute?
2. Does Henry's tone in this letter help him make a more convincing case to the pope? Why do you think he adopts this tone?

Assessment 8 *Advanced Level*

Royal Power vs. Papal Power

★ *Integration of Knowledge and Ideas*

- 8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

★ *Using This Assessment*

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★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should see that Henry, like other royal figures, inherited his position. In his view, God “called” him to be king by enabling him to be born into a royal family. It is birth that legitimizes his authority. He sees Pope Gregory, on the other hand, as someone who was not born to his position but who rose to power through political intrigue. Since it is birth that confers legitimacy, popes have no right to depose him or take away any “royal power conferred upon me by God,” such as the power to appoint bishops. Answers to the second assessment question will vary. Some may feel Henry should have explained why it was a good idea for him to appoint top church leaders, rather than simply insisting it was his right to do so. Henry's obvious anger and disrespect for this pope are understandable, but not likely to win over the pope. Others may feel Henry is in the wrong but sympathize with his anger on a personal level. Still others may think Henry is not trying to get the pope to agree with him but could be trying to frighten him, given the great power Henry has as emperor. Henry also could have referred to past precedent or other Biblical passages to buttress his case. Some may feel his emotional and personal attacks on Gregory would be counterproductive. Others may see them as an effort to intimidate the pope or appeal over his head to a wider audience. And so on.

Royal Power vs. Papal Power

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

A Primary Source Document

Henry, king not through usurpation but through the holy ordination of God, to Hildebrand, at present not pope but false monk. . . .

You have not feared to lay hands upon the rulers of the holy church, the anointed of the Lord—the archbishops, namely, bishops and priests. Instead, you have trodden them under foot like slaves ignorant of what their master is doing. You have won favor from the common herd by crushing these other churchmen. You have looked upon all of them as knowing nothing, and upon yourself only as knowing all things. This knowledge, however, you have used not for edification but for destruction. We believe that St. Gregory, whose name you have usurped, was prophesying about you when he said: “The pride of him who is in power increases the more, the greater the number of those subject to him; and he thinks that he himself can do more than all.” And I have endured all this in order to protect the honor of the papacy. However, you have mistaken my humility for fear, and have not hesitated to rise up against the royal power conferred upon me by God, daring to threaten to divest me of it. As if I had received my kingdom from you! As if the kingdom and the empire were in your hand and not God’s!

Our Lord Jesus Christ called me to be king, but did not call you to the priesthood. For you have risen to your position by the following steps. By wiles, which the profession of monks abhors, you obtained money. By money, you obtained favors. By the sword, you attained the throne of peace. And from the throne of peace you have disturbed peace, in that you have armed subjects against those in authority over them. . . . You have acted against me, even though the tradition of the holy Fathers teaches I am not to be deposed for any crime (unless, which God forbid, I should have strayed from the faith) but am subject to the judgment of God alone. For the wisdom of the holy fathers committed even Julian the apostate not to themselves, but to God alone, to be judged and to be deposed. That true pope, Peter, also exclaims: “Fear God, honor the king.” But you who do not fear God, dishonor in me his appointed one.

Source Information: In a confrontation known as the “investiture contest,” Pope Gregory VII claimed that secular rulers had no right to appoint bishops and other top church officials. He said only church leaders could make such appointments. German Emperor Henry IV objected to this claim. He expressed his views in a letter to Pope Gregory dated January 24, 1076. This document is a shortened and adapted excerpt

from that letter. The letter is reprinted in *Medieval Worlds: A Sourcebook*, edited by Roberta Anderson and Dominic Aidan Bellenger (New York: Rutledge, 2003), p. 64.

Assessment Questions

1. Henry believes the pope has no legitimate authority to stop him or other secular rulers from appointing bishops. Explain Henry's reasoning in this letter.
2. If you were advising Henry, what would you suggest he add to the letter to strengthen his case? What would you suggest he leave out? Explain your answers.

Assessment 9 *Basic Level*

Vikings in Vinland

★ *Integration of Knowledge and Ideas*

9. (6–8) Analyze the relationship between a primary and secondary source on the same topic.

★ *Using This Assessment*

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Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that Document 1 does seem to offer evidence that Ericson and his crew found some unknown land and reported that grapes grew on it. Hence, calling it Vinland made sense. However, answers should express great caution about the reliability of this evidence. First, as the source information indicates, several versions of this saga exist and nothing much is known about the evidence available to the author or authors of those accounts. Moreover, the men with Ericson did not know where they were, and the passage does not offer any real evidence about this. The evidence is tentative and needs to be corroborated. Answers to the second assessment question should see that Document 2 does offer evidence that a Viking settlement of some sort did exist on the coast of Newfoundland. However, it refers to critics who have reason to think no grapes grow there. Then again, it offers several reasons why the information about grapes in Document 1 could still be accurate. In general, Document 2 supports Document 1 in some ways, but very tentatively.

Vikings in Vinland

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a primary source and the other is a secondary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Primary Source

It was discovered one evening that one of their company was missing; and this proved to be Tyrker, the German. . . . Leif severely reprimanded his companions, and prepared to go in search of him, taking twelve men with him. They had proceeded but a short distance from the house, when they were met by Tyrker, whom they received most cordially. . . . In the beginning Tyrker spoke for some time in German, rolling his eyes and grinning, and they could not understand him; but after a time he addressed them in the Northern tongue: "I did not go much further than you, and yet I have something of novelty to relate. I have found vines and grapes." "Is this indeed true?" said Leif. "Of a certainty it is true," he said, "for I was born where there is no lack of either grapes or vines." They slept the night through, and on the morrow Leif said to his shipmates, "We will now divide our labors, and each day will either gather grapes or cut vines and fell trees, so as to obtain a cargo of these for my ship." They acted upon this advice, and it is said that their after-boat was filled with grapes. A cargo sufficient for the ship was cut, and when the spring came they made their ship ready, and sailed away; and from its products Leif gave the land a name, and called it Vinland.

Source Information: The "Saga of Eric the Red" is a Norse account of Eric Thorvaldsson's travels from Norway to Iceland to Greenland in the late 10th century CE. The saga also describes Eric's son Leif Ericson's voyage to what may have been Newfoundland in North America. Several version of the saga exist. Historians still do not agree as to where exactly Leif Ericson landed. Wherever it was, the passage in Document 1 describes some of what happened there. This passage can be found in vol. 43 of *America Historical Documents, 1000–1904: With Introduction and Notes*, edited by Charles W. Eliot (New York: P. F. Collier and Son, 1910), p. 10.

Document 2: A Secondary Source

Critics of the L'Anse aux Meadows interpretation point out that wild grapes do not grow in Newfoundland, so it can hardly be called a "wine land." There are several possible explanations for this, however. The first is that other berries, including blueberries, do grow there and can be used to make wine, and blueberries resemble certain varieties of grapes—although they do not grow on vines. A second possibility is that wild grapes did grow there during the Medieval Warm Period, when temperatures were higher than those of today. A third possibility is that although Vinland means "wine land," and "vin" with a long "i" is the word used in the Saga of the Greenlanders, Vinland with a short "i" means meadow land. The saga was written down long after the event, and the author may have made a simple mistake.

Source Information: For a long time, historians doubted that Leif Ericson actually landed in North America. Then in 1960, a Norwegian explorer found what might have been a Viking settlement at L'Anse aux Meadows in Newfoundland. This passage is from a secondary source on the debates historians have had about Ericson's voyages. The passage is in *Exploration: New Lands, New Worlds* by Michael Allaby (New York: Facts on File, 2010), p. 50.

Assessment Questions

1. What evidence in Document 1 (and its source information) supports the claim that Leif Ericson actually did discover a North American land where grapes grew?
2. What in Document 2 (and its source information) supports Document 1's account? What in Document 2 raises doubts about that account? Cite details to support your answers.

Assessment 9 *Advanced Level*

Vikings in Vinland

★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

★ *Using This Assessment*

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Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should note that Document 1 seems to show that Ericson and his crew did find an unknown land and did discover grapes growing on it. Hence, calling it “Vinland” made sense. Document 2 supports Document 1 by recognizing that a Viking settlement of some sort did exist on the coast of Newfoundland. Yet it refers to critics who say no grapes could have grown there. It then qualifies this criticism by offering several reasons why the information about grapes in Document 1 could still be accurate. In general, Document 2 supports some of what is in Document 1, but very tentatively. Answers to the second assessment question should focus on the questionable reliability of the primary source and the tentative nature of the secondary source's conclusions. As the Document 1 source information indicates, several versions of the Eric the Red saga exist and little is known about the evidence available to their authors. Moreover, Ericson's men themselves never indicate that they know where they are. The secondary source adds information and some plausible explanations for Ericson's account but raises as many questions as it answers. Best answers will see that these issues are intrinsic to source analysis and almost always justify caution in interpreting primary sources.

Vikings in Vinland

Directions: This exercise asks you to read two documents carefully and answer two questions about specific details in them. One document is a primary source and the other is a secondary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Primary Source

It was discovered one evening that one of their company was missing; and this proved to be Tyrker, the German. . . . Leif severely reprimanded his companions, and prepared to go in search of him, taking twelve men with him. They had proceeded but a short distance from the house, when they were met by Tyrker, whom they received most cordially. . . . In the beginning Tyrker spoke for some time in German, rolling his eyes and grinning, and they could not understand him; but after a time he addressed them in the Northern tongue: "I did not go much further than you, and yet I have something of novelty to relate. I have found vines and grapes." "Is this indeed true?" said Leif. "Of a certainty it is true," he said, "for I was born where there is no lack of either grapes or vines." They slept the night through, and on the morrow Leif said to his shipmates, "We will now divide our labors, and each day will either gather grapes or cut vines and fell trees, so as to obtain a cargo of these for my ship." They acted upon this advice, and it is said that their after-boat was filled with grapes. A cargo sufficient for the ship was cut, and when the spring came they made their ship ready, and sailed away; and from its products Leif gave the land a name, and called it Vinland.

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Assessment Questions

1. In what ways does Document 2 support Document 1's account, and in what ways does it call that account into question? [Use the source information as well as the documents in your answer.]
2. Based on these two documents, what advice would you give students about assessing the reliability of historical primary sources in general?

Writing Assessment 1

Medieval Europe

★ The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develops those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ Evaluating Student Responses to Writing Assessment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

Medieval Europe

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you do or do not agree with the following statement:

“Religion so totally dominated medieval Europe that it stifled all creativity and openness to ideas and kept society stagnant.”

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in *Medieval Europe* Assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

Writing Assessment 2

Medieval Europe

★ The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ Using This Assessment

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Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ Evaluating Student Responses to Writing Assignment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

Medieval Europe

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

Medieval Europe was dominated by Christian teaching to such a degree that the region is often referred to as Christendom. What impact did Christianity and the Catholic Church have on European society and culture? Your task in this assignment is to choose from among the sources for these assessments *five* that you think best illustrate the impact of Christianity on society in general in Medieval Europe. Write an essay analyzing your choices in detail and explaining what all five of them together show about the role of Christianity in Medieval Europe.

Documents: Base your essay on your general background knowledge and on your selection of sources from all the primary source documents in *Medieval Europe* Assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea, and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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