

# MEDIEVAL EUROPE

WORLD HISTORY

# APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS





**WORLD HISTORY**

# **MEDIEVAL EUROPE**

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# Introduction

## Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

## Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

## Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

## Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

## Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

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.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

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).

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

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

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

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).

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

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

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.6.1–SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6.3–W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u><b>RH.6-8.1</b></u>				
<u><b>RH.6-8.2</b></u>				
<u><b>RH.6-8.3</b></u>				
<u><b>RH.6-8.4</b></u>				
<u><b>RH.6-8.5</b></u>				
<u><b>RH.6-8.6</b></u>				
<u><b>RH.6-8.7</b></u>				
<u><b>RH.6-8.8</b></u>				
<u><b>RH.6-8.9</b></u>				
<u><b>RH.6-8.10</b></u>				
<u><b>SL.6.1–SL.8.1*</b></u>				
<u><b>WHST.6-8.1</b></u>				
<u><b>WHST.6-8.2</b></u>				
<u><b>W.6.3–W.8.3*</b></u>				
<u><b>WHST.6-8.4</b></u>				
<u><b>WHST.6-8.5</b></u>				
<u><b>WHST.6-8.6</b></u>				
<u><b>WHST.6-8.7</b></u>				
<u><b>WHST.6-8.8</b></u>				
<u><b>WHST.6-8.9</b></u>				
<u><b>WHST.6-8.10</b></u>				

\*Not required for social studies teachers.



# Key Ideas and Details

**ACTIVITY 1**

Chaucer's *Canterbury Tales* and Medieval Europe

**RH.6-8.2**

**ACTIVITY 2**

How Big of a Deal Was the Magna Carta?

**RH.6-8.1**

**RH.6-8.2**

**RH.6-8.3**



## ACTIVITY 1

**CHAPTER**  
Key Ideas and Details

**DURATION**  
2 class periods

# Chaucer's *Canterbury Tales* and Medieval Europe

### COMMON CORE STANDARDS

#### **RH.6-8.2**

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.

#### **RH.6-8.4**

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

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### DIRECTIONS

- For the first *Canterbury Tales* excerpt on “Middle English,” the class completes the two steps together.
- For the second *Canterbury Tales* excerpt on “Middle English,” students complete the two steps with a neighbor. The teacher reads the fully modernized excerpt (located in the answer key) to the class. The class discusses how similar their changed versions were to what the teacher read and shares their summaries.
- For the third *Canterbury Tales* excerpt on “Middle English,” students complete the two steps independently. The teacher reads the fully modernized excerpt to the class. The class discusses how similar their changed versions were to what the teacher read and shares their summaries.
- The class reads the description of the first four people on “Learning about Medieval Europe through Chaucer” (the knight, the prioress, the friar, and the merchant) together, filling in the chart as they go.
- Students read the rest of the descriptions on “Learning about Medieval Europe through Chaucer” with a neighbor, filling in the chart as they go. Students share what they wrote with the class.
- Students independently answer the questions.

### EXTENSIONS

- Have students turn a paragraph of modern English into Middle English.
- Explore the history of English (how it developed, how it progressed, how dominant it is today, etc.)
- Learn more about the practice of selling indulgences by reading excerpts about the pardoner character in the *The Canterbury Tales*.

## MIDDLE ENGLISH <sup>1/3</sup>

The following excerpts are from the beginning of *The Canterbury Tales*. The excerpts on the left are how it was originally written, in what is referred to today as Middle English. Alongside those are modified versions, where some of the more difficult words have been modernized. As you will see, English has changed quite a bit since the fourteenth century.

### Original Excerpt 1

**Whan** that **Aprill** with his **shoures soote**  
 The **droghte** of March **hath perced** to the **roote**,  
 And bathed every **veyne** in swich **licour**  
 Of which vertu engendred is the **fleur**;  
 When Zephirus eek with his **sweete breeth**  
 Inspired **hath** in every holt and heeth  
 The tendre **croppes**, and the **yonge sonne**  
**Hath** in the Ram his **halve cours yronne**,  
 And **smales** foweles **maken melodye**,  
 That **slepen al** the **nyght** with open yē  
 (So **priketh hem** nature in **hir** corages),—  
**Thanne longen** folk to **goon** on pilgrimages,  
 And palmeres for to **seken straunge** strondes,  
 To ferne halwes, kowth in sondry **londes**;  
 And **specially** from every shires **ende**  
 Of **Engelond** to **Caunterbury** they wende,  
 The **hooly** blissful **martir** for to **seke**,  
 That **hem hath** holpen **whan** that they were **seeke**.

### Modified Excerpt 1

**Whan** that **Aprill** with his **shoures soote**  
 The **droghte** of March **hath perced** to the **roote**,  
 And bathed every **veyne** in [such] **licour**  
 Of which [caused] is the **fleur**;  
 When [the West Wind also] with his **sweete breeth**  
 Inspired **hath** in every [woodland] and [uncultivated land]  
 The [tender] **croppes**, and the **yonge sonne**  
**Hath** in [Aries from the Zodiac] his **halve cours yronne**,  
 And **smales** [birds] **maken melodye**,  
 That **slepen al** the **nyght** with open [eye]  
 (So **priketh hem** nature in **hir** [hearts]),—  
**Thanne longen** folk to **goon** on pilgrimages,  
 And [pilgrims] for to **seken straunge** [shores],  
 To [distant shrines], [known] in [various] **londes**;  
 And **specially** from every [county's] **ende**  
 Of **Engelond** to **Caunterbury** they [travel],  
 The **hooly** blissful **martir** for to **seke**,  
 That **hem hath** [helped] **whan** that they were **seeke**.

### Excerpt 1 Steps

1. For each boldfaced Middle English word in "Modified Excerpt 1," spell it correctly in modern English in the space below it.
2. Summarize the excerpt in two to four sentences.

## Original Excerpt 2

Bifil that in that **seson** on a day,  
 In Southwerk at the Tabard as I lay  
**Redy** to wenden on my pilgrimage  
 To **Caunterbury** with **ful** devout corage,  
 At **nyght** was come into that hostelrye  
**Wel nyne** and twenty in a **campaignye**,  
 Of sondry folk, by aventure **yfalle**  
 In **felaweshipe**, and pilgrims were they **alle**,  
 That toward **Caunterbury wolden ryde**.  
 The chambres and the stables **weren wyde**,  
 And **wel** we **weren** esed **atte beste**.  
 And shortly, **whan** the **sonne** was to **reste**,  
 So **hadde** I spoken with **hem everichon**  
 That I was of **hir felaweshipe** anon,  
 And made forward **erly** for to **ryse**,  
 To take **oure wey ther** as I yow **devyse**.

## Modified Excerpt 2

[Occurred] in that **seson** on a day,  
 In Southwerk at the Tabard as I lay  
**Redy** to [travel] on my [pilgrimage]  
 To **Caunterbury** with **ful** devout [heart],  
 At **nyght** was come into that [inn]  
**Wel nyne** and twenty in a **campaignye**,  
 Of [various] folk, by [chance] **yfalle**  
 In **felaweshipe**, and pilgrims were they **alle**,  
 That toward **Caunterbury wolden ryde**.  
 The [bedrooms] and the stables **weren wyde**,  
 And **wel** we **weren** [eased] **atte beste**.  
 And shortly, **whan** the **sonne** was to **reste**,  
 So **hadde** I spoken with **hem everichon**  
 That I was of **hir felaweshipe** [at once],  
 And made forward **erly** for to **ryse**,  
 To take **oure wey ther** as I [now] **devyse**.

## Excerpt 2 Steps

1. For each boldfaced Middle English word in "Modified Excerpt 2," spell it correctly in modern English in the space below it.
2. Summarize the excerpt in two to four sentences.

## Original Excerpt 3

But **nathelees**, **whil** I have **tyme** and space,  
 Er that I **ferther** in this tale pace,  
 Me **thynketh** it acordaunt to resoun  
 To **telle yow al** the **condicoun**  
 Of **ech** of **hem**, so as it **semed** me,  
 And **whiche** they **weren**, and of what degree,  
 And eek in what array that they were **inne**;  
 And at a **knyght than** wol I first **bigynne**.

## Modified Excerpt 3

But **nathelees**, **whil** I have **tyme** and space,  
 [Before] that I **ferther** in this tale pace,  
 Me **thynketh** it [agreeable] to [reason]  
 To **telle yow al** the **condicoun**  
 Of **ech** of **hem**, so as it **semed** me,  
 And **whiche** they **weren**, and of what degree,  
 And [also] in what array that they were **inne**;  
 And at a **knyght than** [will] I first **bigynne**.

## Excerpt 3 Steps

1. For each boldfaced Middle English word in "Modified Excerpt 3," spell it correctly in modern English in the space below it.
2. Summarize the excerpt in two to four sentences.



Text Source: Chaucer, Geoffrey. *Chaucer's Major Poetry*. Edited by Albert Baugh. New York: Meredith Publishing, 1963.

Image source: Woodcuts in *The Works of Geoffrey Chaucer*. By Edward Burne-Jones and William Morris, 1896, Iris & B. Gerald Cantor Center for Visual Arts at Stanford University

## LEARNING ABOUT MEDIEVAL EUROPE THROUGH CHAUCER <sup>1/5</sup>

Geoffrey Chaucer was a famous British poet. His book *The Canterbury Tales* is one of the first respected pieces of literature to be written in English. The story follows a group of thirty pilgrims who engage in a storytelling competition on their way to Canterbury. The book begins with an introduction of each pilgrim. Below are excerpts from nine of the pilgrims' introductions.



Geoffrey Chaucer

### The Knight

A knight there was, and he a worthy man,  
 Who, from the moment that he first began  
 To ride about the world, loved chivalry,  
 Truth, honour freedom and all courtesy.  
 Full worthy was he in his liege-lord's war,  
 And therein had he ridden (none more far)  
 As well in Christendom as heathenesse,  
 And honoured everywhere for worthiness. . . .  
 Of mortal battles he had fought fifteen,  
 And he'd fought for our faith at Tramissene  
 Three times in lists, and each time slain his foe.  
 This self-same worthy knight had been also  
 At one time with the lord of Palatye  
 Against another heathen in Turkey:  
 And always won he sovereign fame for prize.  
 Though so illustrious, he was very wise  
 And bore himself as meekly as a maid.  
 He never yet had any vileness said,  
 In all his life, to whatsoever wight.  
 He was a truly perfect, gentle knight.

## The Prioress

There was also a nun, a prioress,  
 Who, in her smiling, modest was and coy;  
 Her greatest oath was but "By Saint Eloy!"  
 And she was known as Madam Eglantine.  
 Full well she sang the services divine,  
 Intoning through her nose, becomingly;  
 And fair she spoke her French, and fluently,  
 After the school of Stratford-at-the-Bow,  
 For French of Paris was not hers to know.  
 At table she had been well taught withal,  
 And never from her lips let morsels fall,  
 Nor dipped her fingers deep in sauce, but ate  
 With so much care the food upon her plate . . .  
 But, to say something of her moral sense,  
 She was so charitable and piteous  
 That she would weep if she but saw a mouse  
 Caught in a trap, though it were dead or bled.  
 She had some little dogs, too, that she fed  
 On roasted flesh, or milk and fine white bread.

## The Friar

A friar there was, a wanton and merry,  
 A limiter, a very festive man.  
 In all the Orders Four is none that can  
 Equal his gossip and his fair language. . . .  
 He heard confession gently, it was said,  
 Gently absolved too, leaving naught of dread.  
 He was an easy man to give penance  
 When knowing he should gain a good pittance;  
 For to a begging friar, money given  
 Is sign that any many has been well shriven.  
 For if one gave (he dared to boast of this),  
 He took the man's repentance not amiss.  
 For many a man there is so hard of heart  
 He cannot weep however pains may smart.  
 Therefore, instead of weeping and of prayer,  
 Men should give silver to poor friars all bare.



## The Merchant

.....

There was a merchant with forked beard, and girt  
In motley gown, and high on horse he sat,  
Upon his head a Flemish beaver hat;  
His boots were fastened rather elegantly.  
He spoke his notions out right pompously,  
Stressing the times when he had won, not lost.  
He would the sea were held at any cost  
Across from Middleburgh to Orwell town.  
At money-changing he could make a crown.  
This worthy man kept all his wits well set;  
There was no one could say he was in debt,  
So well he governed all his trade affairs  
With bargains and with borrowings and with shares.  
Indeed, he was a worthy man withal,  
But sooth to say, his name I can't recall.

.....

## The Cook

.....

A cook they had with them, just for the nonce,  
To boil the chickens with the marrow-bones,  
And flavor tartly and with galingale.  
Well could he tell a draught of London ale.  
And he could roast and seethe and broil and fry.  
And make a good thick soup, and bake a pie.  
But very ill it was, it seemed to me,  
That on his shin a deadly sore had he;  
For sweet blanc-mange, he made it with the best.

.....

## The Physician

.....

With us there was a doctor of physic;  
In all this world was none like him to pick  
For talk of medicine and surgery;  
For he was grounded in astronomy.  
He often kept a patient from the pall  
By horoscopes and magic natural.  
Well could he tell the fortune ascendant  
Within the houses for his sick patient.  
He knew the cause of every malady,  
Were it of hot or cold, of moist or dry  
And where engendered, and of what humour;  
He was a very good practitioner.  
The cause being known, down to the deepest root,  
Anon he gave to the sick man his boot.  
Ready he was with his apothecaries,  
To send him drugs and all electuaries.

.....

## The Wife of Bath

.....

There was a housewife come from Bath, or near,  
Who—sad to say—was deaf in either ear.  
At making cloth she had so great a bent  
She bettered those of Ypres and even of Ghent.  
In all the parish there was no goodwife  
Should offering make before her, on my life;  
And if one did, indeed, so wroth was she  
It put her out of all her charity.  
Her kerchiefs were of finest weave and ground;  
I dare swear that they weighed a full ten pound . . .  
Three times she'd journeyed to Jerusalem;  
And many a foreign stream she'd had to stem;  
At Rome she'd been, and she'd been in Boulogne,  
In Spain at Santiago, and at Cologne.  
She could tell much of the wandering by the way:  
Gap-toothed was she, it was no lie to say.

.....

## The Plowman

.....

With [the parson] there was a plowman, was his brother,  
 That many a load of dung, and many another  
 Had scattered, for a good true toiler, he,  
 Living in peace and perfect charity.  
 He loved God most, and that with his whole heart  
 At all times, though he played or plied his art,  
 And next, his neighbor, even as himself.  
 He'd thresh and dig, with never thought of pelf,  
 For Christ's own sake, for every poor wight,  
 All without pay, if it lay in his might.  
 He paid his taxes, fully, fairly well,  
 Both by his own toil and by stuff he'd sell.  
 In a tabard he rode upon a mare.

.....

## The Summoner

.....

A summoner was with us in that place,  
 Who had a fiery-red cherubic face,  
 For eczema he had; his eyes were narrow  
 As hot he was, and lecherous, as a sparrow;  
 With black and scabby brows and scanty beard;  
 He had a face that little children feared.  
 There was no mercury, sulphur, or litharge,  
 No borax, ceruse, tartar, could discharge,  
 Nor ointment that could cleanse enough, or bite,  
 To free him of his boils and pimples white,  
 Nor of the bosses resting on his cheeks.  
 Well he loved garlic, onion, aye and leeks, . . .  
 In his own power had he, and at ease,  
 The boys and girls of all the diocese,  
 And knew their secrets, and by counsel led.  
 A garland had he set upon his head,  
 Large as a tavern's wine-bush on a stake;  
 A buckler had he made of bread they bake.

.....

Source: Chaucer, Geoffrey. *Canterbury Tales*. Translated by J. U. Nicolson. Garden City, NY: Garden City Books, 1934.

LEARNING ABOUT MEDIEVAL EUROPE FROM CHAUCER CHART <sup>1/2</sup>

As you read about the pilgrims in *The Canterbury Tales*, make inferences about each topic on the chart. Each topic should have at least two inferences.

	Inference #1	Inference #2	Inference #3
Religion			
Jobs			
Food			
Social Classes			

Medicine			
Animals			
War			
Fashion			

1. What do you think a summoner does?
2. What do you think a friar does?
3. If you were to pick nine jobs to represent a cross section of people and life in the modern United States, which would you pick? Explain why you found those to be representative.



4. How might the fact that the translation had to rhyme affect the translation?
5. What should you keep in mind when using this text to learn about social classes from this time period?
6. Choose three of the categories and summarize what you learned about them from the Chaucer reading.

## ACTIVITY 2

**CHAPTER**  
Key Ideas and Details

**DURATION**  
1 class period

# How Big of a Deal Was the Magna Carta?

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

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.

#### **RH.6-8.3**

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).

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The class reads the first two paragraphs of "How Big of a Deal Was the Magna Carta?" together, adding support to the "Magna Carta Chart" as they go.
- Students read the rest of "How Big of a Deal Was the Magna Carta?" independently, adding support to the "Magna Carta Chart" as they go. Students share what they wrote with a neighbor, adding any support they missed. Students share what they wrote with the class.
- Students independently complete the "Magna Carta Questions."

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |                  |                      |            |
|------------------|----------------------|------------|
| ▪ Anglo-American | ▪ English Common Law | ▪ Scutage  |
| ▪ Annul          | ▪ Envoys             | ▪ Shirking |
| ▪ Canon          | ▪ Excommunicated     | ▪ Statutes |
| ▪ Due process    | ▪ Precedent          | ▪ Whelp    |
| ▪ Endows         |                      |            |

# HOW BIG OF A DEAL WAS THE MAGNA CARTA? 1/3



Magna Carta (1215)

The Magna Carta (Latin for “Great Charter”) is a collection of British laws that the nobles of England demanded King John sign in 1215. It is considered by many to be one of the biggest legal events in history. But King John had it annulled soon after signing it. If this initial document was in effect for barely two months, why is it considered such a big deal now? And should it be?

The laws in the Magna Carta are not remotely close to being the first recorded laws. Egyptian laws are believed to date as far back as around 3000 BCE, and the Sumerians created what is considered the first law code in the twenty-second century BCE. The most extensive ancient law codes are the Code of Hammurabi, which were recorded in the eighteenth century BCE. The Magna Carta was not even the first law code in England. English law has been around since at least the sixth century BCE, and possibly earlier. Actually, King John’s father, Henry II, added many laws to the English canon, and is considered by many scholars to be the father of English Common Law. So why then would anyone consider the Magna Carta to be historically important?

The Magna Carta was less about passing laws, and more about stopping a king from abusing them. And there is much evidence that King John’s peers did not trust him to use his powers responsibly. Gerald of Wales, a chronicler from King John’s time, described him as a “tyrannous whelp.” Bertrand de Born, a French poet, wrote about King John, saying, “No man may ever trust him, for his heart is soft and cowardly.” King John became king in 1199, after his older brother, Richard the Lionhearted died. He inherited the crown and an

impressive amount of land, which extended into about one-third of today's France. However, within five years of becoming king, almost all the British claims in France were lost. King John was obsessed with retaking this land, and to raise money for this military campaign, he tried to get more money from the nobles by manipulating the laws. For example, precedent had allowed kings to charge nobles fees after they inherited land or before a marriage. Because the price had never been agreed upon, John demanded exorbitant amounts, as in 1214 when he charged a noble more than 13,000 pounds (equivalent to over \$17 million today) for John's consent to get married. Similarly, knights had previously paid a certain amount to get out of fighting (called "scutage"), and John heavily increased this rate. King John also had serious issues with religious leaders, which resulted in Pope Innocent III excommunicating him from the church for years.

In July 1214 King John attempted, but failed, to reclaim Normandy in the Battle of Bouvines. The disgruntled nobles saw this as their chance to rein in the newly weakened king. They insisted that he change his way of ruling and, after he ignored their demands, the nobles took control of London. Seeing no other way to stop the civil war he was losing, King John agreed to the Magna Carta. The Magna Carta covered many topics, including placing limits on how much could be charged for scutage, getting married, or inheriting property. Other topics were covered as well, as specific as removing fish traps that slowed water traffic on certain rivers. One of the most famous sections states: "No free man is to be arrested or imprisoned or stripped of his possessions or outlawed or exiled or in any other way ruined, nor will we go or send against him except by the law of the land. To no one will we sell, to no one will we deny or delay right or justice." Between thirteen and forty copies were made and distributed around England. A Scottish newspaper summarized the importance of this moment: "A strange new order began in England; Whoever heard of such a thing? For the body longed to govern the head, And the people wished to rule the king."

It is debatable how much direct effect the Magna Carta had on the English people. Immediately after agreeing to the Magna Carta, King John sent envoys to the pope to annul the document. The pope did so August 24, not even two months after its signing. This annulment ignited the civil war the nobles had previously threatened, and King John died during the fighting in 1216. Clearly many later British did not see it as important, as it was not even mentioned in Shakespeare's seventeenth-century play about King John. Akhil Amar, a professor at Yale Law School, also questions the document's importance. He argued that the Magna Carta's groundbreaking status was attributed to it long after it was written. "It's one of the many, many things in the Anglo-American legal tradition that will eventually grow and mutate and be misinterpreted as something that's important." He added, "Stuff happens



*King John Granting the Magna Carta,*  
Ernest Normand (1900)



later that endows it with a certain retrospective significance.” Other scholars have noted that this supposed key moment in democracy merely granted more privileges to the elite nobles, as there is no mention of the rights of common people in the Magna Carta.

Other historians do not see any reasons to downgrade the importance of the Magna Carta. In 1216 King John’s son, King Henry III, reissued the Magna Carta to send the message that he would rule justly. Numerous reprints, with alterations, followed. And the influences on American democracy are abundant. Starting in the seventeenth century, American colonists used direct quotations from the Magna Carta in their laws. Many American colonists saw a direct connection between their own clashes with King George III and the nobles’ disagreements with King John. During protests against the Stamp Act, colonists claimed it went against “the Great Charter.” The Declaration of Independence also brought up the issue of “imposing Taxes on us without our Consent,” which was one of the very same complaints that the thirteenth-century nobles had with King John. This influence continued with the U.S. Constitution. It includes elements of Clauses 39 and 40 from the Magna Carta in the Fifth, Sixth, and Seventh amendments of the Bill of Rights, which discuss the right to due process, a citizen’s right to a speedy trial, and the right to being tried by a jury of one’s peers. The United States was not alone in creating key documents with the Magna Carta in mind. Canada and Australia also used elements of the Magna Carta in their countries’ statutes, as does the U.N. Universal Declaration of Human Rights, which Eleanor Roosevelt described as “a Magna Carta for mankind.”

The year 2015 marked the 800-year anniversary of the Magna Carta, and the accolades poured in. Noah Feldman, a Harvard Law School professor wrote, “It’s precisely from the capacity it’s had over this 800-year period of functioning as a rallying cry, a symbol, an ideal of the rule of the law that it’s important. No other document in world history has been able to function in so many times and places as the epitome of that ideal.” The American Bar Association’s president, William C. Hubbard, summarized its importance, saying, “The idea that the law comes from the people, and it’s not the law of the king, is fundamental. And, there you have it. To think that those principles have survived 800 years gives me great hope for the future.” Dan Jones, a historian who in 2015 published a book on the Magna Carta, summarized why the document was being so celebrated: “The celebrations will not simply mark the granting of the charter, which in 1215 was really a short-lived peace treaty issued in bad faith by a grudging monarch. Rather, the celebrations will pay tribute to law, liberty and the principles of democracy that take Magna Carta as their starting point.”

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# MAGNA CARTA CHART

	Support for the Magna Carta being a big deal	Support for the Magna Carta not being a big deal
Fact (Summarize)		
Quotation (Cite)		



## MAGNA CARTA QUESTIONS

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1. What is the Magna Carta?
  
  
  
  
  
  
  
  
  
  
2. Why were the nobles so angry with King John?
  
  
  
  
  
  
  
  
  
  
3. What events led to King John signing the Magna Carta?
  
  
  
  
  
  
  
  
  
  
4. What did King John do shortly after signing the Magna Carta?
  
  
  
  
  
  
  
  
  
  
5. Summarize in your own words the following reaction to the Magna Carta from a Scottish newspaper: "A strange new order began in England; Whoever heard of such a thing? For the body longed to govern the head, And the people wished to rule the king."
  
  
  
  
  
  
  
  
  
  
6. What people or nations have been influenced by the Magna Carta?
  
  
  
  
  
  
  
  
  
  
7. On a scale of 1 (not at all) to 10 (most ever), how important do you think the Magna Carta is? Write a paragraph explaining why, making sure to use at least two quotations or facts as support.

# Craft and Structure

**ACTIVITY 3**

Multiple Perspectives on the First Crusade

**RH.6-8.4**

**RH.6-8.6**

**ACTIVITY 4**

The Vikings!

**RH.6-8.5**

## ACTIVITY 3

**CHAPTER**  
Craft and Structure

**DURATION**  
2 class periods

# Multiple Perspectives on the First Crusade

### COMMON CORE STANDARDS

**RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2**

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.

**RH.6-8.4**

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

**RH.6-8.6**

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).

**RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

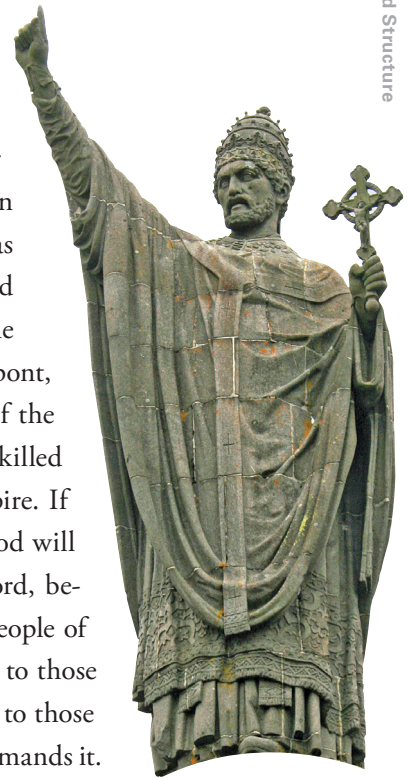
### DIRECTIONS

- Depending on what has already been covered, the teacher either reviews or teaches why the First Crusade was launched and what happened during it.
- The class reads “Western European Perspective” together, filling in the applicable rows on “The First Crusade Chart” together. The class uses context from the text to determine the meanings of the unfamiliar vocabulary terms.
- Students read “Byzantine Perspective” with a partner, filling in the applicable rows of the chart together. Students share what they wrote and the unfamiliar vocabulary terms with the class. The class uses context from the text to determine the meaning of the terms that are shared.
- Students read the last two sources independently, filling in the applicable rows on the chart as they go. Students share with the class what they wrote and the unfamiliar vocabulary terms. The class uses context from the text to determine the meaning of the terms that are shared.
- Students independently answer “The First Crusade Questions.”

## WESTERN EUROPEAN PERSPECTIVE

In 1095 at the Council of Clermont, Pope Urban II (the leader of the Roman Catholic church) urged a group of people to go help the Byzantine Empire take back Jerusalem from Muslim forces, thus spurring the First Crusade. There are multiple versions of this speech. The below excerpts were recorded by the Fulcher of Chartres, a historian who attended the speech.

Although, O sons of God, you have promised more firmly than ever to keep the peace among yourselves and to preserve the rights of the church, there remains still an important work for you to do. Freshly quickened by the divine correction, you must apply the strength of your righteousness to another matter which concerns you as well as God. For your brethren who live in the east are in urgent need of your help, and you must hasten to give them the aid which has often been promised them. For, as the most of you have heard, the Turks and Arabs have attacked them and have conquered the territory of Romania [the Greek empire] as far west as the shore of the Mediterranean and the Hellespont, which is called the Arm of St. George. They have occupied more and more of the lands of those Christians, and have overcome them in seven battles. They have killed and captured many, and have destroyed the churches and devastated the empire. If you permit them to continue thus for awhile with impurity, the faithful of God will be much more widely attacked by them. On this account I, or rather the Lord, beseech you as Christ's heralds to publish this everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile race from the lands of our friends. I say this to those who are present, it is meant also for those who are absent. Moreover, Christ commands it.



All who die by the way, whether by land or by sea, or in battle against the pagans, shall have immediate remission of sins. This I grant them through the power of God with which I am invested. O what a disgrace if such a despised and base race, which worships demons, should conquer a people which has the faith of an omnipotent God and is made glorious with the name of Christ! With what reproaches will the Lord overwhelm us if you do not aid those who, with us, profess the Christian religion! Let those who have been accustomed unjustly to wage private warfare against the faithful now go against the infidels and end with victory this war which should have been begun long ago. Let those who for a long time, have been robbers, now become knights. Let those who have been fighting against their brothers and relatives now fight in a proper way against the barbarians. Let those who have been serving as mercenaries for small pay now obtain the eternal reward. Let those who have been wearing themselves out in both body and soul now work for a double honor. Behold! on this side will be the sorrowful and poor, on that, the rich; on this side, the enemies of the Lord, on that, his friends. Let those who go not put off the journey, but rent their lands and collect money for their expenses; and as soon as winter is over and spring comes, let them eagerly set out on the way with God as their guide.

Source: Bongars, Jacques. *Gesta Dei per Francos*. In *A Source Book for Medieval History: Selected Documents Illustrating the History of Europe in the Middle Age*. Edited by Oliver J. Thatcher and Edgar Holmes McNeal. New York: Charles Scribner's Sons, 1905. Quoted in the *Medieval Sourcebook*. Edited by Paul Halsall. Fordham University. Last modified December 1997. <http://legacy.fordham.edu/halsall/source/urban2-5vers.html#Fulcher>.

Image source: Photo of Pope Urban II Statue. By Denys, 2007, Châtillon-sur-Marne; CC BY 3.0

## BYZANTINE PERSPECTIVE

The Byzantine Empire's official religion was Eastern Orthodox, also referred to as the Orthodox Catholic Church. The empire's capital was Constantinople (today's Istanbul), which was located near various Muslim kingdoms. Anna Comnena (1083–ca. 1153) was the daughter of the Byzantine emperor, Alexius I Comnenus, and is famous for her book about him, titled *Alexiad*. Below she recalls her meeting with Bohemond, a Norman leader of the First Crusade.

Directly [Bohemond] entered, the Emperor stretched out his hand and grasped his, gave him the customary greeting for kings, and placed him near the imperial throne. Now the man was such as, to put it briefly, had never before been seen in the land of the Romans, be he either of the barbarians or of the Greeks (for he was a marvel for the eyes to behold, and his reputation was terrifying). Let me describe the barbarian's appearance more particularly—he was so tall in stature that he overtopped the tallest by nearly one cubit, narrow in the waist and loins, with broad shoulders and a deep chest and powerful arms. And in the whole build of the body he was neither too slender nor over-weighted with flesh, but perfectly proportioned and, one might say, built in conformity with the canon of Polykleitus. He had powerful hands and stood firmly on his feet, and his neck and back were well compacted. An accurate observer would notice that he stooped slightly, but this was not from any weakness of the vertebrae of his spine but he had probably had this posture slightly from birth. His skin all over his body was very white, and in his face the white was tempered with red. His hair was yellowish, but did not hang down to his waist like that of the other barbarians; for the man was not inordinately vain of his hair, but had it cut short to the ears. Whether his beard was reddish, or any other colour I cannot say, for the razor had passed over it very closely and left a surface smoother than chalk, most likely it too was reddish. His blue eyes indicated both a high spirit and dignity; and his nose and nostrils breathed in the air freely; his chest corresponded to his nostrils and by his nostrils . . . the breadth of his chest. For by his nostrils nature had given free passage for the high spirit which bubbled up from his heart. A certain charm hung about this man but was partly marred by a general air of the horrible. For in the whole of his body the entire man shewed implacable and savage both in his size and glance, methinks, and even his laughter sounded to others like snorting. He was so made in mind and body that both courage and passion reared their crests within him and both inclined to war. His wit was manifold and crafty and able to find a way [to handle] every emergency. In conversation he was well informed, and the answers he gave were quite irrefutable. This man who was of such a size and such a character was inferior to the Emperor alone in fortune and eloquence and in other gifts of nature.

Source: Comnena, Anna. *The Alexiad*. Translated by E. A. Dawes. Cambridge, ON: In Parentheses, 2000. Quoted in Medieval Sourcebook. Edited by Paul Halsall. Fordham University. Last modified February 2001. <http://legacy.fordham.edu/halsall/basis/AnnaComnena-Alexiad00.asp>.

## MUSLIM PERSPECTIVE

Ibn al-Athir is a famous Muslim historian who lived from 1160 to 1233. Below are excerpts from his retelling of the capture of Jerusalem. He wrote it over one hundred years after the event, basing it on earlier sources.

After dealing this blow to the Muslims the Franks marched on Ma'arrat an-Nu'man and besieged it. The inhabitants valiantly defended their city. When the Franks realized the fierce determination and devotion of the defenders they built a wooden tower as high as the city wall and fought from the top of it, but failed to do the Muslims any serious harm. One night a few Muslims were seized with panic and in their demoralized state thought that if they barricaded themselves into one of the town's largest buildings they would be in a better position to defend themselves, so they climbed down from the wall and abandoned the position they were defending. Others saw them and followed their example leaving another stretch of wall undefended, and gradually, as one group followed another, the whole wall was left unprotected and the Franks scaled it with ladders. Their appearance in the city terrified the Muslims, who shut themselves up in their houses. For the three days the slaughter never stopped; the Franks killed more than 100,000 men and took innumerable prisoners. After taking the town the Franks spent six weeks shut up there, then sent an expedition to 'Arqa, which they besieged for four months. Although they breached the wall in many places they failed to storm it. Munqidh, the ruler of Shaizar, made a treaty with them, and they advanced to Acre by way of an-Nawaqir. However they did not succeed in taking Acre. . . .

After their vain attempt to take Acre by siege, the Franks moved on to Jerusalem and besieged it for more than six weeks. They built two towers, one of which, near Sion, the Muslims burnt down, killing everyone inside it. It had scarcely ceased to burn before a messenger arrived to ask for help and to bring the news that the other side of the city had fallen. In fact Jerusalem was taken from the north on the morning of February 22 sha'ban 492 [15 July 1099]. The population was put to the sword by the Franks, who pillaged the area for a week. A band of Muslims barricaded themselves into the Oratory of David and fought on for several days. They were granted their lives in return for surrendering. The Franks honored their word, and the group left by night for Ascalon. In the Masjid al-Aqsa the Franks slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars, devout and ascetic men who had left their homelands to live lives of pious seclusion in the Holy Place. The Franks stripped the Dome of the Rock of more than forty silver candelabra, each of them weighing forty-four Syrian pounds, as well as a hundred and fifty smaller candelabra and more than twenty gold ones, and great deal more booty. Refugees from Syria reached Baghdad in ramadan, among them the qadi Abu Sa'd al-Harawi. They told the Caliph's ministers a story that wrung their hearts and brought tears to their eyes. On Friday they went to the Cathedral Mosque and begged for help, weeping so that their hearers wept with them as they described the sufferings of the Muslims in that Holy City: the men killed, the women and children taken prisoner, the homes pillaged. Because of the terrible hardships they had suffered, they were allowed to break the fast.

## PERSPECTIVE ON A MASSACRE OF JEWS

Albert of Aix was a Christian historian of the First Crusade. He compiled testimonies from people who had been part of the crusade, and he used these to write a history of the subject, called *Historia Expeditionis Hierosolymitanae*. In it, he describes the bloody massacres of Jews, called pogroms, that the crusaders initiated as they made their way to Jerusalem. He was horrified by these actions, which is shown in his summary below.

At the beginning of summer in the same year in which Peter, and Gottschalk, after collecting an army, had set out, there assembled in like fashion a large and innumerable host of Christians from diverse kingdoms and lands; namely, from the realms of France, England, Flanders, and Lorraine. . . . I know not whether by a judgment of the Lord, or by some error of mind, they rose in a spirit of cruelty against the Jewish people scattered throughout these cities and slaughtered them without mercy, especially in the Kingdom of Lorraine, asserting it to be the beginning of their expedition and their duty against the enemies of the Christian faith. This slaughter of Jews was done first by citizens of Cologne. These suddenly fell upon a small band of Jews and severely wounded and killed many; they destroyed the houses and synagogues of the Jews and divided among themselves a very large amount of money. When the Jews saw this cruelty, about two hundred in the silence of the night began flight by boat to Neuss. The pilgrims and crusaders discovered them, and after taking away all their possessions, inflicted on them similar slaughter, leaving not even one alive. . . .

The Jews of this city, knowing of the slaughter of their brethren, and that they themselves could not escape the hands of so many, fled in hope of safety to Bishop Rothard. They put an infinite treasure in his guard and trust, having much faith in his protection, because he was Bishop of the city. Then that excellent Bishop of the city cautiously set aside the incredible amount of money received from them. He placed the Jews in the very spacious hall of his own house, away from the sight of Count Emico and his followers, that they might remain safe and sound in a very secure and strong place.

But Emico and the rest of his band held a council and, after sunrise, attacked the Jews in the hall with arrows and lances. Breaking the bolts and doors, they killed the Jews, about seven hundred in number, who in vain resisted the force and attack of so many thousands. They killed the women, also, and with their swords pierced tender children of whatever age and sex. . . .

There was another detestable crime in this assemblage of wayfaring people, who were foolish and insanely fickle. That the crime was hateful to the Lord and incredible to the faithful is not to be doubted. They asserted that a certain goose was inspired by the Holy Spirit, and that a she-goat was not less filled by the same Spirit. These they made their guides on this holy journey to Jerusalem; these they worshipped excessively; and most of the people following them, like beasts, believed with their whole minds that this was the true course. May the hearts of the faithful be free from the thought that the Lord Jesus wished the Sepulchre of His most sacred body to be visited by brutish and insensate animals, or that He wished these to become the guides of Christian souls, which by the price of His own blood He deigned to redeem from the filth of idols!

THE FIRST CRUSADE CHART

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	Loaded language in favor of own group or a member of their group (cite)	Loaded language against another group or member of a group (cite and say what group)	Unfamiliar vocabulary terms
Christian Perspective			
Byzantine Perspective			
Muslim Perspective			
Perspective on a Massacre of Jews			



## THE FIRST CRUSADE QUESTIONS <sup>1/2</sup>

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1. What were the Crusades?
2. The stated reason for the First Crusade was religious. Cite a line or phrase from any of the sources that supports this. Explain.
3. Some scholars say that the Byzantines thought the crusaders might help them in their battles with Muslim armies, but that they also were afraid of the crusaders. Cite a line or phrase that supports either aspect of this interpretation. Explain.
4. Many Muslim historians viewed the crusaders as outsiders coming to take away or destroy Muslim holy sites. Cite a line or phrase that supports this view. Explain.

5. It is believed that the Christian crusaders attacked Jewish towns along the way because the residents were not Christian. Cite a line or phrase that supports this assertion. Explain.
  
  
  
  
  
  
  
  
  
  
6. Why does it make sense that a Crusade would appeal to Christians?
  
  
  
  
  
  
  
  
  
  
7. Why does it make sense that the Byzantines would want help from the Crusaders, but would also be wary of them?
  
  
  
  
  
  
  
  
  
  
8. Why does it make sense that the Muslims would feel attacked by an outside force?
  
  
  
  
  
  
  
  
  
  
9. Why does it make sense that a Crusade could lead to attacks on Jews?
  
  
  
  
  
  
  
  
  
  
10. Pope Innocent II is quoted as saying, "All who die by the way, whether by land or sea, or in battle against pagans, shall have immediate remission of sins." Summarize what he is offering in your own words.

## ACTIVITY 4

**CHAPTER**  
Craft and Structure

**DURATION**  
1 class period

# The Vikings!

### COMMON CORE STANDARDS

#### **RH.6-8.2**

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.

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### **RH.6-8.7**

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

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students respond in their journals to the following prompt: “What do you already know about the Vikings?” Students share what they wrote with a neighbor, then the class.
- The class reads the first two paragraphs of “The Vikings!” together, underlining any new facts that they find surprising or interesting. Students draw a line from the section they underlined to the margins and write why they were surprised or what about it was interesting.
- Students read the remaining paragraphs independently, annotating as they did in the previous step. Students share what they underlined with a neighbor, then the class.
- Students answer the questions independently.

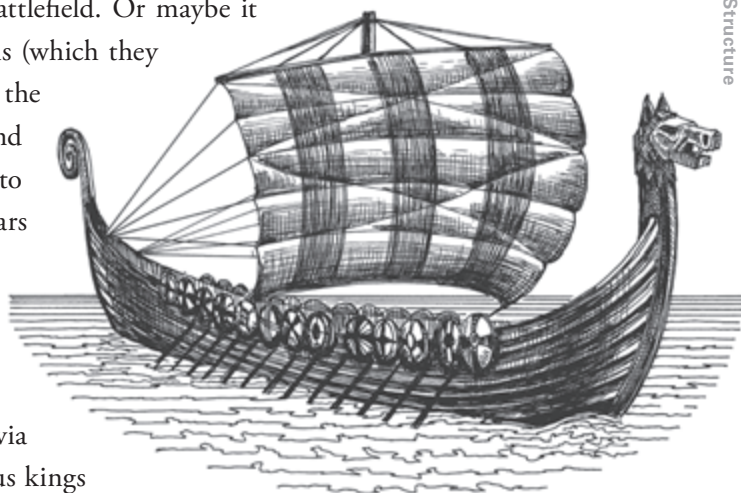
### EXTENSIONS

- Show scenes from the History Channel’s television series *Vikings*.
- Have students learn more about the shield maidens, who were female Viking warriors. The class could read their depictions in Scandinavian sagas and/or evidence about whether or not, and to what degree, they fought in battles.
- Examine the Vikings through primary sources, such as the accounts by monks of the Viking attacks or excerpts from the sagas that discuss the Vikings’ time in North America.

# THE VIKINGS! 1/2

The Vikings have long captured the world's attention. Even today, multiple centuries after they flourished, if you mention the word "Vikings," many people conjure up images of blond-haired marauders wearing horned helmets. Perhaps they are so famous because of their many achievements and their ferocity on the battlefield. Or maybe it is their mythology. Or it could just be the horns (which they didn't actually wear!). For whatever reason, the Vikings fascinate students and teachers alike and will likely continue to do so for some time to come. This fascination has extended to scholars too. Their interest in the Vikings has uncovered many important details about who they really were and what they accomplished.

The Vikings were actually not a unified group. Although they came from Scandinavia (today's Denmark, Sweden, and Norway), various kings ruled sections from that region. A major aspect that distinguished them from most Europeans was that they were not Christian. Most Europeans converted to Christianity during the early Middle Ages (476–ca. 1400), but people from Scandinavia wouldn't do so for many more centuries. Instead, most Vikings worshipped Norse gods—such as Odin, Thor, and Loki. These religious differences ended up playing a major role in tensions between the Vikings and the rest of Europe. Possibly due to overpopulation, in the eighth century many Vikings began to look abroad for land and loot. Undefended Christian monasteries lining the British and French coasts were easy targets. Due to their religious significance, these convents had been considered off-limits during warfare with other Christian countries, but the Vikings did not share in this reverence. They proceeded to ransack these institutions,



Viking longboat



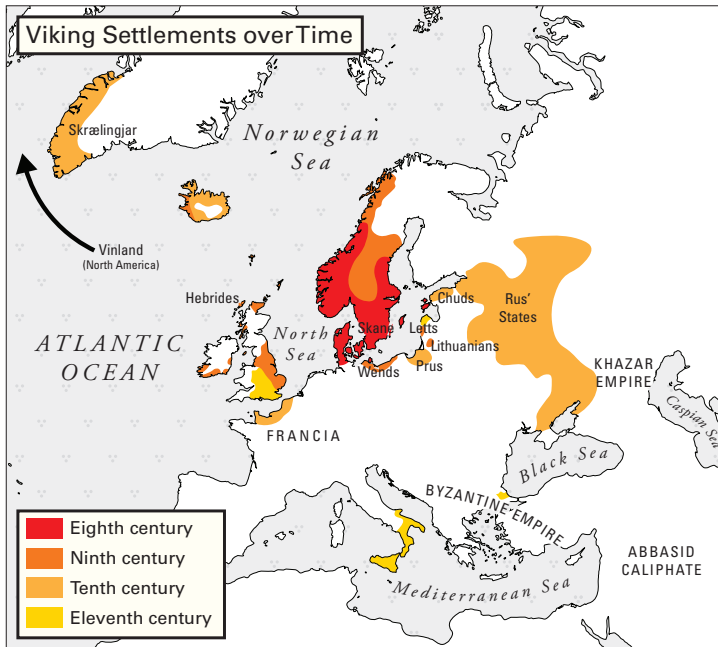
which often had many valuables inside. These raids were so successful that Britain and France began to pay the Vikings just to leave them alone.

The Vikings' military prowess is quite impressive. Most historians believe a group of Vikings founded Kievan Rus, which would eventually grow into the Russian Empire. Many Vikings started settling in central Britain in the late ninth century CE. They dominated an area that became known as "Danelaw," because of the Danish influences on the region's legal practices. In 911, the French king, tired of Viking attacks, gave them a region of France. Although they adopted aspects of French culture, the Vikings maintained much of their Scandinavian character and became known as Normans (which comes from "North Men"). Today the area is still referred to as Normandy. From this

area, the Vikings conquered England in the eleventh century. The Vikings owed some of their success in battle to their masterful seamanship, and around the eleventh century this seamanship helped them to land in the Americas, hundreds of years before Christopher Columbus. Their poems, called *skalds*, described this feat, and recent archaeological evidence has proven that the Vikings did settle in the Americas, although they did not remain there for long.

Scholars continue to debate how brutal the Vikings really were. This debate can be distilled to two competing claims: (1) The Vikings were no more savage than other groups of people during this very violent age, and (2) despite this being a very violent age, the Vikings

stand out in their savagery. What makes this argument hard to settle is that the monks, who were the victims of Viking attacks, wrote many of the primary sources historians use to learn about the Vikings. The Vikings were certainly brutal when taking these monasteries, but it needs to be kept in mind that the Vikings did not consider these religious institutions. These recently attacked monks certainly might have been biased against the Vikings, and possibly made the Vikings sound worse than they really were. Furthermore, the Europeans during this time were involved in, seemingly, war after war; how exactly does one determine which group was most brutal? On the other hand, the Vikings may have been particularly



savage. They came from a very rough terrain, cold and mountainous, and believed that if they died in battle they would go to Valhalla, where they would celebrate for the rest of the eternity. And various aspects of their religious philosophy were dark and violent. For example, a central tenet of Norse mythology is that their gods would be overthrown one day and their whole world would end. These common experiences may have led to a particularly violent fighting culture and may explain why they had so much military success.

The legacy of the Vikings continues today, and interest in these warriors remains high. In 2013, the History Channel premiered the television show *Vikings*. The series averaged over 4 million viewers per episode and was named the number one new cable show of the year. Also, genetic research has found Viking DNA in millions of Europeans, and countless English words are derived from Viking ones, including Thursday, ransack, club, berserk, husband, loan, saga, bug, dirt, rotten, bag, ball, and freckles. Viking influence even pops up in some unexpected places. For example, important wireless technology was named after Harald Bluetooth, a Viking king. The technology's creator believed his "Bluetooth" would unite computers and cell phones as the Viking king had united Danish tribes. The Bluetooth logo is actually based on Viking runes. Whether we recognize it or not, the Vikings and their medieval feats continue to appear in and impact our lives.

1. Summarize one fact from the reading that you found surprising. Explain why it surprised you.
2. Summarize one fact from the reading that you found interesting. Explain why it interested you.
3. Name three areas the Vikings conquered or colonized.
4. Select the below answer that best describes how the first paragraph is organized.
  - a. A quotation that hooks the reader, followed by the subjects that will be covered.
  - b. A quotation that hooks the reader, followed by why the topic is important.
  - c. Statements about how the topic is still known today, followed by thoughts on why this might be.
  - d. Thoughts on why the topic is still known today, followed by why the topic is important.
5. What is the second paragraph's main topic?
6. What is the third paragraph's main topic?
7. What is the fourth paragraph's main topic?

- 8.** Select the below answer that best describes how the fifth paragraph is organized.
- a.** A discussion about the effects of the topic.
  - b.** A connection of the topic to today.
  - c.** A summary of what the reading covered, followed by a punch line ending (a word or phrase that leaves the reader thinking)
  - d.** A summary of what the reading covered, followed by a full circle ending (a line that connects to the paper's hook).
- 9.** Why did the Vikings not respect the monasteries as much as most other Europeans?
- 10.** Which Viking accomplishment stands out the most to you? Explain.
- 11.** Summarize the argument that the Vikings were particularly savage.
- 12.** Summarize the argument that the Vikings were not particularly savage.

# Integration of Knowledge and Ideas

**ACTIVITY 5**

The Black Death

**RH.6-8.7**

**RH.6-8.8**

**RH.6-8.9**

**ACTIVITY 6**

Walk to Canossa

**RH.6-8.8**

**RH.6-8.9**



## ACTIVITY 5

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class period

# The Black Death

**RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2**

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.

**RH.6-8.7**

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

**RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

**RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The class reads the primary source together, highlighting all lines that discuss how devastating the pandemic was and summarizing each paragraph in the margins.
- Students look at the images on the secondary source quietly, considering three questions: What do I notice? What am I surprised by? What questions do I have? Students share what they thought with a neighbor, then the class.
- Students read the secondary source independently, highlighting all lines that discuss how devastating the pandemic was and summarizing each paragraph in the margins. Students share what they highlighted and their summaries with a neighbor, then the class.
- Students independently answer the questions.

### EXTENSIONS

- Explore new research that argues that an Ebola-like virus was actually responsible for the Black Death.
- Delve deeper into theories for and against the claim that the Black Death led to the Renaissance.
- Have the class investigate whether or not “Ring around the Rosie” was inspired by the many deaths that occurred during the Black Death.

## PRIMARY SOURCE ABOUT THE BLACK DEATH <sup>1/2</sup>

Giovanni Boccaccio survived the Black Death that rampaged through Florence, Italy, in 1348. Soon after he wrote *The Decameron*, a fictional book about ten people who escaped the pandemic. Below is an excerpt from the introduction to that book, in which he described how the plague affected the city.

The symptoms were not the same as in the East, where a gush of blood from the nose was the plain sign of inevitable death; but it began both in men and women with certain swellings in the groin or under the armpit. They grew to the size of a small apple or an egg, more or less, and were vulgarly called tumours. In a short space of time these tumours spread from the two parts named all over the body. Soon after this the symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a certain sign of death, just as the original tumour had been and still remained.

No doctor's advice, no medicine could overcome or alleviate this disease. An enormous number of ignorant men and women set up as doctors in addition to those who were trained. Either the disease was such that no treatment was possible or the doctors were so ignorant that they did not know what caused it, and consequently could not administer the proper remedy. In any case very few recovered; most people died within about three days of the appearance of the tumours described above, most of them without any fever or other symptoms.

The violence of this disease was such that the sick communicated it to the healthy who came near them, just as a fire catches anything dry or oily near it. And it even went further. To speak to or go near the sick brought infection and a common death to the living; and moreover, to touch the clothes or anything else the sick had touched or worn gave the disease to the person touching. . . .

Such fear and fanciful notions took possession of the living that almost all of them adopted the same cruel policy, which was entirely to avoid the sick and everything belonging to them. By so doing, each one thought he would secure his own safety.

Some thought that moderate living and the avoidance of all superfluity would preserve them from the epidemic. They formed small communities, living entirely separate from everybody else. They shut themselves up in houses where there were no sick, eating the finest food and drinking the best wine very temperately, avoiding all excess, allowing no news or discussion of death and sickness, and passing the time in music and suchlike pleasures. Others thought just the opposite. They thought the sure cure for the plague was to drink and be merry, to go about singing and amusing themselves, satisfying every appetite they could, laughing and jesting at what happened. They put their words into practice, spent day and night going from tavern to tavern, drinking immoderately, or went into other people's houses, doing only those things which pleased them. This they could easily do because everyone felt doomed and had abandoned his property, so that most houses became common property and any stranger who went in made use of them as if he had owned them. And with all this bestial behaviour, they avoided the sick as much as possible. . . .

One citizen avoided another, hardly any neighbour troubled about others, relatives never or hardly ever visited each other. Moreover, such terror was struck into the hearts of men

and women by this calamity, that brother abandoned brother, and the uncle his nephew, and the sister her brother, and very often the wife her husband. What is even worse and nearly incredible is that fathers and mothers refused to see and tend their children, as if they had not been theirs.

Thus, a multitude of sick men and women were left without any care, except from the charity of friends (but these were few), or the greed, of servants, though not many of these could be had even for high wages. Moreover, most of them were coarse-minded men and women, who did little more than bring the sick what they asked for or watch over them when they were dying. And very often these servants lost their lives and their earnings. . . .

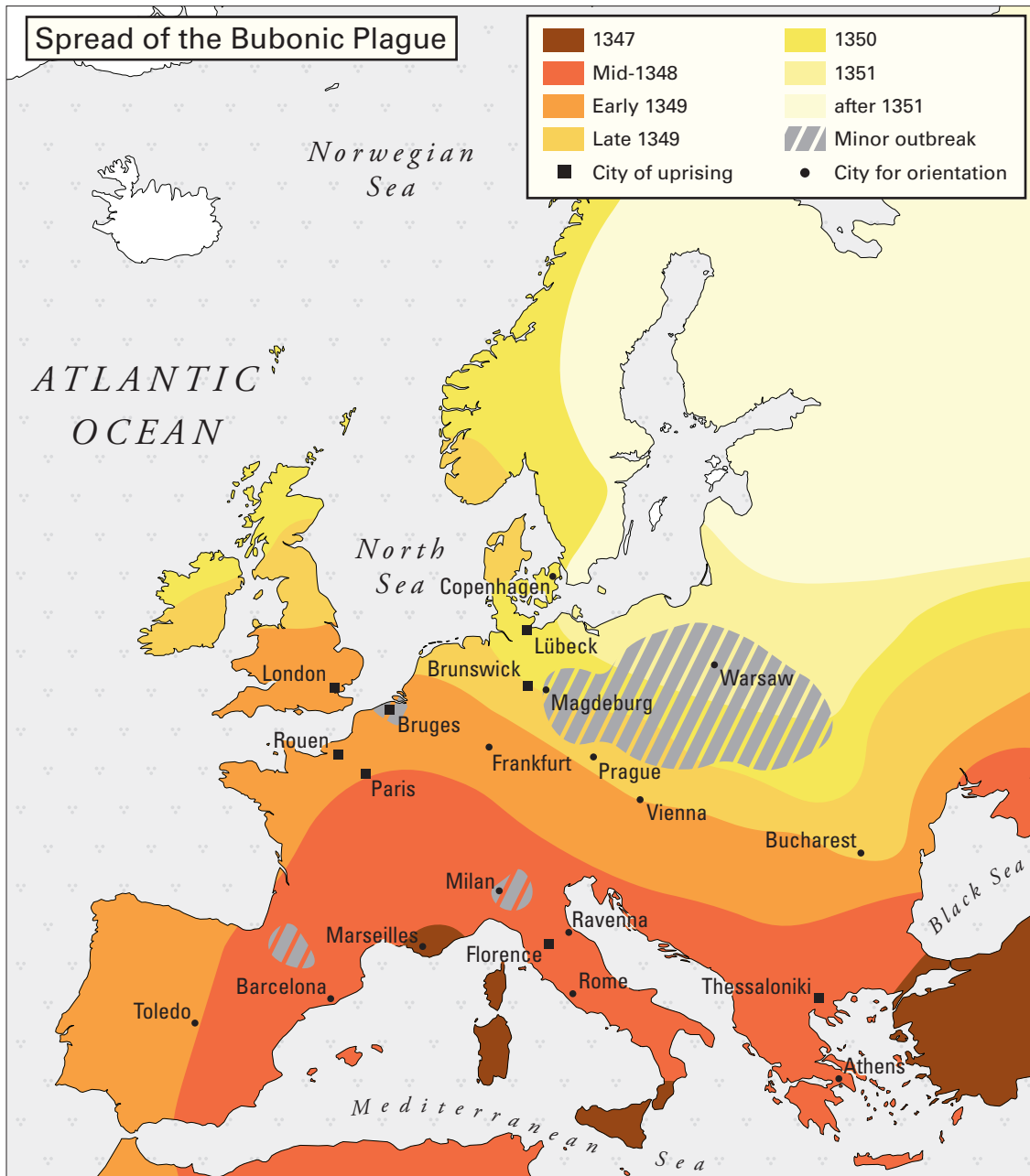
The plight of the lower and most of the middle classes was even more pitiful to behold. Most of them remained in their houses, either through poverty or in hopes of safety, and fell sick by thousands. Since they received no care and attention, almost all of them died. Many ended their lives in the streets both at night and during the day; and many others who died in their houses were only known to be dead because the neighbours smelled their decaying bodies. Dead bodies filled every corner. Most of them were treated in the same manner by the survivors, who were more concerned to get rid of their rotting bodies than moved by charity towards the dead. With the aid of porters, if they could get them, they carried the bodies out of the houses and laid them at the door; where every morning quantities of the dead might be seen. They then were laid on biers or, as these were often lacking, on tables.

Such was the multitude of corpses brought to the churches every day and almost every hour that there was not enough consecrated ground to give them burial, especially since they wanted to bury each person in the family grave, according to the old custom. Although the cemeteries were full they were forced to dig huge trenches, where they buried the bodies by hundreds. Here they stowed them away like bales in the hold of a ship and covered them with a little earth, until the whole trench was full.”

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Source: Boccaccio, Giovanni. Vol. 1 of *The Decameron*. Translated by Richard Aldington. Garden City, NY: Garden City Books, 1930. Quoted in “The Black Death, 1348.” EyeWitness to History. Last modified 2001. <http://www.eyewitnesstohistory.com/plague.htm>.

## SECONDARY SOURCE ABOUT THE BLACK DEATH <sup>1/3</sup>



The Black Death was one of the most brutal pandemics in history. Between 1347 and 1351, tens of millions of Europeans died. Estimates by historians vary greatly, but some scholars think that as many as 60 percent of Europeans died during the outbreak.

Many historians believe the bubonic plague caused the Black Death. They think that the disease originated in Central Asia or China and that merchants brought it to Europe in 1347. Infected fleas, carried by rats, spread the disease. Recent researchers have posited that the Black Death was caused by a deadly virus, like Ebola, rather than the bubonic plague. Either way, once infected, victims suffered flu-like symptoms, such as fevers and vomiting.

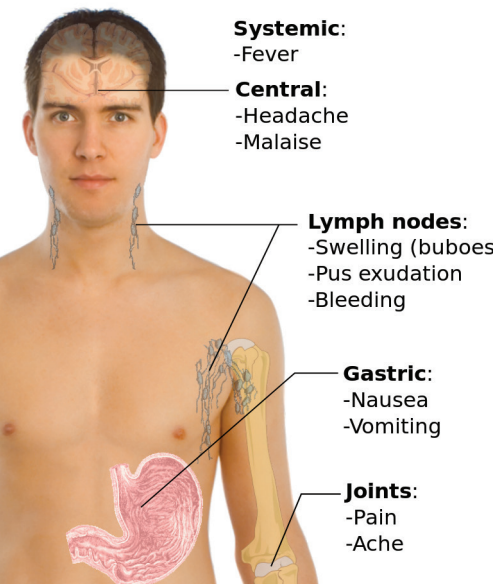
They developed swellings that looked like huge blisters, called buboes, on their armpits, neck, or groin. The disease spread quickly, and the greater frequency of trade by ship spread the illness farther afield. The recent increase of population centers in Europe during the Middle Ages made matters worse, with the disease spreading more easily with people in closer proximity to each other.

Medieval doctors knew of no cure. They were also, understandably, terrified of becoming infected, so they developed a very unique outfit to protect themselves. It consisted of a wide-brimmed hat, a mask with a bird's beak, a red eyepiece, and a black overcoat. This peculiar outfit wasn't completely inspired by superstition. The hat was believed to protect doctors from bacteria and the overcoat was meant to cover their skin from exposure. But the glass eyepiece was solely based on superstition, with medieval doctors believing the glass eyepieces safeguarded them from evil. Historians are less sure about the purpose of the bird mask. Strong-smelling substances, like vinegar, filled the beak, and its main purpose could have been to shield their noses from the stench of the many unburied dead. But it was a common belief at that time that birds were carriers of the disease, so it may have been chosen for superstitious reasons as well. Unfortunately, the attempts to reduce the disease's



Plague doctor in Rome, seventeenth century

## Symptoms of Bubonic plague



Bubonic plague symptoms

spread may have had the opposite effect. Doctors continued to wear their clothes after contact with an inflicted individual, leading them to spread the disease.

Although the most devastating of the bubonic plague pandemics occurred during the fourteenth century, it returned various times over subsequent centuries, with Europeans suffering periodic outbreaks into the seventeenth century. Even today the bubonic plague can strike, with an estimated more than 20,000 infections occurring between 2000 and 2009.

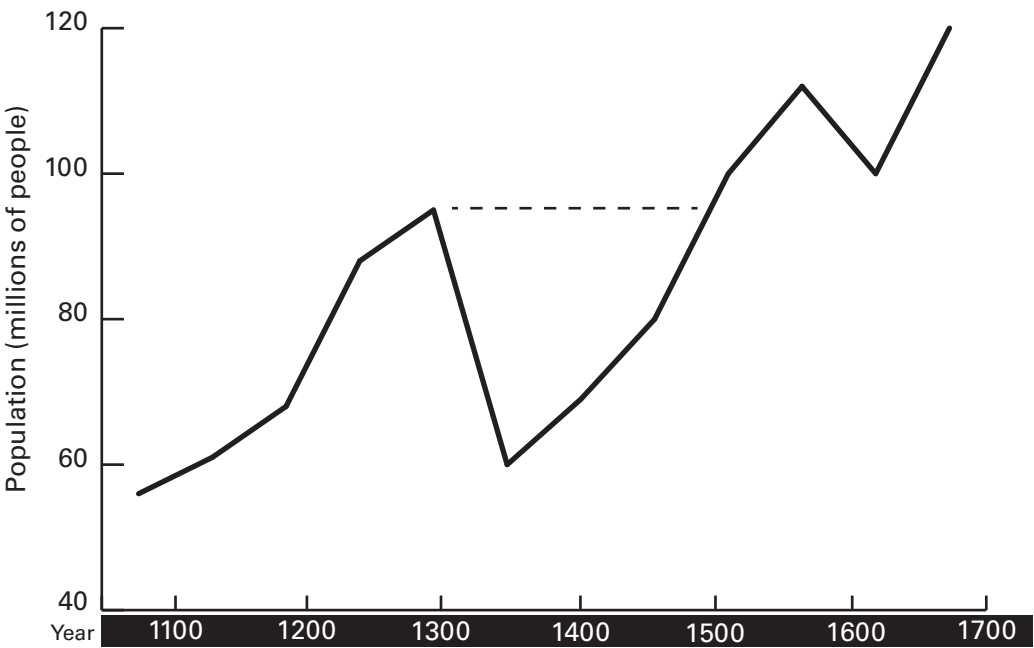
Within a century of the Black Death, the Renaissance began. One might find this surprising; why would the devastation of Europe be followed by its intellectual blossoming? And the two events might have no correlation. But some historians believe the connection might make economic sense. Although the Black Death's effect on the economy is complex and not fully understood, many scholars believe that as the number of people in Europe dropped, demand for land declined. This led to cheaper prices for land. Furthermore, the reduction of labor meant that

workers could demand higher wages from farmers. Not to mention that the survivors were able to help themselves to the many items abandoned by those who had perished. A middle class with extra money may have been able to invest more in the arts.

Image source: Copper Engraving of Doctor Schnabel. By unknown artist, circa 1656, in Dr. Eugen Holländer, *Die Karikatur und Satire in der Medizin: Medico-Kunsthistorische Studie von Professor Dr. Eugen Holländer*, 2nd edition (Stuttgart: Ferdinand Enke, 1921)

Symptoms of the Bubonic Plague. By Mikael Häggström

It can be argued that the Black Death was the worst affliction in history. Even the horrific Spanish Flu, which caused more overall deaths, did not wipe out as great a percentage of people on a single continent as the Bubonic Plague did. And twenty-first century epidemics have not been nearly as devastating. In 2014, Ebola affected only three countries in Africa significantly, and just over 10,000 people died from the disease. This is not to downplay the serious health issues the world still struggles with. AIDS, dengue fever, and the flu, among other communicable diseases, kill millions each year. Hopefully, these will go the way of polio, which was once an incredibly harmful disease, and is now close to being completely eradicated from the world.



Source: Langer, W. L. "The Black Death." *Scientific American* 210, no. 2 (1964): 114-21.  
Data from W. L. Langer, "The Black Death," via Gene J. Paull, Population Geography, University of Texas-Brownsville

## THE BLACK DEATH QUESTIONS <sup>1/2</sup>

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1. Cite a line from the primary source that shows how devastating the Black Death was.
2. Cite a line from the secondary source that shows how devastating the Black Death was.
3. What are two facts that both the primary and secondary source each mention?
4. How are the primary and secondary source different from each other?



5. Which do you think better showed the devastation of the Bubonic Plague: the primary or secondary source? Why?
6. How do the visuals add understanding to the secondary source?
7. Write a question for each visual. Propose a possible answer.
8. What factors may have caused the immense spread of the Black Death in that era?
9. How did the Black Death lead to lower prices for land?
10. How did the Black Death lead to higher prices for labor?

## ACTIVITY 6

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class period

# Walk to Canossa

### COMMON CORE STANDARDS

#### **RH.6-8.2**

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.

#### **RH.6-8.3**

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).

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The class reads the "Letter from Henry IV to Gregory VII" together, summarizing each paragraph in the margins.
- Students read "Pope Gregory VII's First Excommunication of Henry IV" with a partner, summarizing each paragraph in the margins. Students share what they wrote with the class.
- Students read the last two sections independently, summarizing each paragraph in the margins. Students share what they wrote with the class.
- Students independently summarize the entire historical episode on "Creating a Secondary Source." Students share with the class what was difficult about summarizing a historical episode.
- Students trade their summaries with another student, read it, and answer "Comparing Questions."

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |                 |                         |                 |
|-----------------|-------------------------|-----------------|
| ▪ Absolution    | ▪ Edification           | ▪ Rectors       |
| ▪ Anathema      | ▪ Malediction           | ▪ Rins          |
| ▪ Apostolic See | ▪ Molesting (bothering) | ▪ Salutation    |
| ▪ Benediction   | ▪ Ordination            | ▪ Sedulously    |
| ▪ Deposition    | ▪ Prelate               | ▪ Supplications |

## THE WALK TO CANOSSA <sup>1/4</sup>

After Pope Gregory VII became pope in 1073, he began to work to get rid of the practice of laypeople (non-church authorities, like kings) selecting priests. Upset by this loss of power, the German king Henry IV demanded that Pope Gregory VII step down (discussed in the first excerpt). Pope Gregory VII responded by excommunicating the king in 1076 (second excerpt). German nobles were pleased to see the king challenged and soon Henry IV was concerned that he might have an aristocratic rebellion on his hands. He decided to make amends with the pope by walking to Canossa, where the pope was. After the king sat outside in the cold for multiple days, Pope Gregory VII let him in and accepted his apology (third excerpt), which King Henry IV gave (fourth excerpt).

### Letter from Henry IV to Pope Gregory VII (January 24, 1076)

Henry, King not by usurpation, but by the pious ordination of God, to Hildebrand, now not Pope, but false monk:

You have deserved such a salutation as this because of the confusion you have wrought; for you left untouched no order of the Church which you could make a sharer of confusion instead of honor, of malediction instead of benediction.

For to discuss a few outstanding among many: Not only have you dared to touch the rectors of the Holy Church—the archbishops, the bishops, and the priests, anointed of the Lord as they are—but you have trodden them under foot like slaves who know not what their lord may do. In crushing them you have gained for yourself acclaim from the mouth of the rabble. You have judged that all these know nothing, while you alone know everything. In any case, you have sedulously used this knowledge not for edification, but for destruction, so greatly that we may believe Saint Gregory, whose name you have arrogated to yourself, rightly made this prophesy of you when he said: “From the abundance of his subjects, the mind of the prelate is often exalted, and he thinks that he has more knowledge than anyone else, since he see that he has more power than anyone else.”

And we, indeed, bore with all these abuses, since we were eager to preserve the honor of the Apostolic See. But you construed our humility as fear, and so you were emboldened to rise up even against the royal power itself, granted us by God. You dared to threaten to take the kingship away from us—as though we had received the kingship from you, as though the kingship and empire were in your hands and not in the hand of God. . . .

You have also touched me, one who, though unworthy, has been anointed to kingship among the anointed. This wrong you have done to me, although as the tradition of the holy Fathers has taught, I am to be judged by God alone and am not to be deposed for any crime unless—may it never happen—I should deviate from the Faith. For the prudence of the holy bishops entrusted the judgment and the deposition even of Julian the Apostate not to themselves, but to God alone. The true pope Saint Peter also exclaims, “Fear God, honor the king.” You, however, since you do not fear God, dishonor me, ordained of Him. . . .

I, Henry, King by the grace of God, together with all our bishops, say to you: Descend! Descend!

Source: Henry IV. Letter from Henry IV to Gregory VII, January 1076. In vol. 1 of *Sources of “The Making of the West”—People and Cultures*. By Katharine J. Luialdi. Third edition. Boston: Bedford/St. Martin's, 2010.

## Pope Gregory VII's First Excommunication of Henry IV (February 22, 1076)

O St. Peter, chief of the apostles, incline to us, I beg, thy holy ears, and hear me thy servant whom thou has nourished from infancy, and whom, until this day, thou hast freed from the hand of the wicked, who have hated and do hate me for my faithfulness to thee. Thou, and my mistress the mother of God, and thy brother St. Paul are witnesses for me among all the saints that thy holy Roman church drew me to its helm against my will; that I had no thought of ascending thy chair through force, and that I would rather have ended my life as a pilgrim than, by secular means, to have seized thy throne for the sake of earthly glory. And therefore I believe it to be through thy grace and not through my own deeds that it has pleased and does please thee that the Christian people, who have been especially committed to thee, should obey me. And especially to me, as thy representative and by thy favour, has the power been granted by God of binding and loosing in Heaven and on earth. On the strength of this belief therefore, for the honour and security of thy church, in the name of Almighty God, Father, Son and Holy Ghost, I withdraw, through thy power and authority, from Henry the king, son of Henry the emperor, who has risen against thy church with unheard of insolence, the rule over the whole kingdom of the Germans and over Italy. And I absolve all Christians from the bonds of the oath which they have made or shall make to him; and I forbid any one to serve him as king. For it is fitting that he who strives to lessen the honour of thy church should himself lose the honour which belongs to him. And since he has scorned to obey as a Christian, and has not returned to God whom he had deserted—holding intercourse with the excommunicated; practising manifold iniquities; spurning my commands which, as thou dost bear witness, I issued to him for his own salvation; separating himself from thy church and striving to rend it—I bind him in thy stead with the chain of the anathema. And, leaning on thee, I so bind him that the people may know and have proof that thou art Peter, and above thy rock the Son of the living God hath built His church, and the gates of Hell shall not prevail against it.

Source: Gregory VII. Reg. III, No. 10 a. In *Select Historical Documents of the Middle Ages*. Translated by Ernest F. Henderson. London: George Bell and Sons, 1910. Quoted in the *Medieval Sourcebook*. Edited by Paul Halsall. Fordham University. Last modified January 1996. <http://legacy.fordham.edu/halsall/source/g7-ban1.asp>.

## Letter from Pope Gregory VII relating events at Canossa (ca. January 28, 1077)

Gregory, bishop, servant of the servants of God, to all the archbishops, bishops, dukes, counts, and other princes of the German kingdom, defenders of the Christian faith, greeting and apostolic benediction.

Since you have made common cause with us and shared our perils in the recent controversy, we have thought it only right that you should be informed of the recent course of events, how king Henry came to Italy to do penance, and how we were led to grant him absolution.

According to the agreement made with your representatives we had come to Lombardy and were there awaiting those whom you were to send to escort us into your land. But after the time set was already passed, we received word that it was at that time impossible to send an escort, because of many obstacles that stood in the way, and we were greatly exercised at this and in grave doubt as to what we ought to do. In the meantime we learned that the king was approaching. Now before he entered Italy he had sent to us and had offered to make complete satisfaction for his fault, promising to reform and henceforth to obey us in all things, provided we would give him our absolution and blessing. We hesitated for some time, taking occasion in the course of the negotiations to reprove him sharply for his former sins. Finally he came in person to Canossa, where we were staying, bringing with him only a small retinue and manifesting no hostile intentions. Once arrived, he presented himself at the gate of the castle, barefoot and clad only in wretched woollen garments, beseeching us with tears to grant him absolution and forgiveness.

This he continued to do for three days, until all those about us were moved to compassion at his plight and interceded for him with tears and prayers. Indeed, they marvelled at our hardness of heart, some even complaining that our action savored rather of heartless tyranny than of chastening severity. At length his persistent declarations of repentance and the supplications of all who were there with us overcame our reluctance, and we removed the excommunication from him and received him again into the bosom of the holy mother church. But first he took the oath which we have subjoined to this letter, the abbot of Cluny, the countess Matilda, the countess Adelaide, and many other ecclesiastic and secular princes going surety for him. Now that this arrangement has been reached to the common advantage of the church and the empire, we purpose coming to visit you in your own land as soon as possible. For, as you will perceive from the conditions stated in the oath, the matter is not to be regarded as settled until we have held consultation with you. Therefore we urge you to maintain that fidelity and love of justice which first prompted your action. We have not bound ourselves to anything, except that we assured the king that he might depend upon us to aid him in everything that looked to his salvation and honor.



Going to Canossa

Source: Pope Gregory VII. Letter from Pope Gregory VII to the German Princes, ca. January 28, 1077. In *Medieval History: Selected Documents*. Edited by O. J. Thatcher and E. H. McNeal. New York: Charles Scribner's Sons, 1905. <http://www.usna.edu/Users/history/labels/hh315/canossa.htm>.

Image source: Illustration. By unknown artist, in John Foxe, *Acts and Monuments*, 1570



## Oath of King Henry IV to Pope Gregory VII

I, Henry, king, promise to satisfy the grievances which my archbishops, bishops, dukes, counts, and other princes of Germany or their followers may have against me, within the time set by pope Gregory and in accordance with his conditions. If I am prevented by any sufficient cause from doing this within that time, I will do it as soon after that as I may. Further, if Pope Gregory shall desire to visit Germany or any other land, on his journey thither, his sojourn there, and his return thence, he shall not be molested or placed in danger of captivity by me or by anyone whom I can control. This shall apply to his escort and retinue and to all who come and go in his service. Moreover, I will never enter into any plan for hindering or molesting him, but will aid him in good faith and to the best of my ability if anyone else opposes him.

Source: Henry IV. Oath of King Henry IV to Pope Gregory VII. In *Medieval History: Selected Documents*. Edited by O. J. Thatcher and E. H. McNeal. New York : Charles Scribner's Sons, 1905. <http://www.usna.edu/Users/history/abels/hh315/canossa.htm>.



Pope Saint Gregory VII

## CREATING A SECONDARY SOURCE

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Summarize “The Walk to Canossa” in detail below. It should be at least two paragraphs long, covering what happened in much more detail than the introduction to the primary sources.



## COMPARING QUESTIONS <sup>1/2</sup>

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1. What are two facts you both included?
2. What is one fact your partner included that you did not?
3. What is one fact you included that your partner did not?
4. How is reading your partner's summary a better way of learning about the event than reading all of the included primary sources?

5. How is reading all of the included primary sources a better way of learning about the event than reading your partner's summary?
6. What does this episode say about religious power during medieval times in Europe?
7. What about this episode has nothing to do with religion?



# Writing Standards

**ARGUMENTATIVE WRITING**

Feudalism Pros and Cons

**WHST.6-8.1**  
**WHST.6-8.4**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**INFORMATIVE WRITING**

The Hundred Years' War

**WHST.6-8.2**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**NARRATIVE WRITING**

Medieval Time-Travel Story

**W.6.3–W.8.3**  
**WHST.6-8.5**  
**WHST.6-8.9**  
**WHST.6-8.10**

## Feudalism Pros and Cons

### COMMON CORE STANDARDS

#### **WHST.6-8.1**

Write arguments focused on *discipline-specific content*.

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students independently research about feudalism, filling out the research page as they go.
- Students share what they learned with a neighbor. If their neighbor has additional details, students can add them to their own research page.
- The class discusses why feudalism would not work today.
- Students use the research page to complete the outline.
- Students use the outline to write the paper.

## FEUDALISM PROS AND CONS

### Overall

Much of medieval European life was organized around the social system known as feudalism. This was a political organization based on land ownership. Feudalism seems quite outdated today. But how was it beneficial during that day and age? What were its downsides even then? And why exactly would it not work today? For this paper, you will be answering those questions. The paper should be one to two pages long.

### Paragraphs

- An introduction that describes feudalism, gives specific examples of it, and previews what the paper will cover.
- A body paragraph that discusses the advantages of feudalism.
- A body paragraph that discusses disadvantages of feudalism.
- A conclusion that explains why feudalism would not work today.

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Argument</b>	Comprehensively discusses the pros and cons of feudalism.	Sufficiently discusses the pros and cons of feudalism.	Sufficiently discusses the pros or cons of feudalism.	Is unable to sufficiently discuss the pros and cons of feudalism.
<b>Organization</b>	Has an informative introduction that clearly previews the paper, fluid transitions, and a convincing conclusion.	Introduction and conclusion serve intended purposes, with transitions that create cohesion.	At times introduction, conclusion, and transitions serve intended purposes.	Introduction, conclusion, and transitions rarely serve intended purposes.

FEUDALISM PROS AND CONS RESEARCH PAGE

General information about feudalism	Advantages to feudalism (Such as, established jobs, little bureaucracy, less competition, protection, and high quality of life for rich)	Disadvantages to feudalism (Such as, no check on the elite’s power, little to no social mobility, low quality of life for poor, isolation, high taxes)



FEUDALISM PROS AND CONS OUTLINE <sup>1/2</sup>

<b>Feudalism</b> (Define and give examples of)	
<b>Preview of Topics</b>	
<b>Transition/Topic Sentence</b>	
<b>Body Paragraph 1</b> (Pros of feudalism)	

<b>Transition/Topic Sentence</b>	
<b>Body Paragraph 2</b> (Cons of feudalism)	
<b>Conclusion</b> (Why feudalism would not work today)	

## The Hundred Years' War

### COMMON CORE STANDARDS

#### WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

#### WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students use the Internet to research the Hundred Years' War, filling in the research page as they go. Students should make sure to keep track of their sources as they go.
- Students use their research page to write their paper.
- Students meet in groups of three to four and read each other's papers. While reading their group members' papers, students answer the first two questions of "The Hundred Years' War Peer Share" as a group. Students complete the last two questions independently.

## THE HUNDRED YEARS' WAR

### Overall

The Hundred Years' War (1337–1453) often brings up many questions: What caused it to be such a long affair? Was it really that long? How does an entanglement this drawn-out ever come to a conclusion? Individuals want to know if it really was that long, why it continued for such an extended period, and what could have possibly started and ended this affair. For this paper, you will get the chance to answer these questions and more. Be prepared to become a Hundred Years' War expert! The paper should be one to two pages long and include a Works Cited page.

### Paragraphs

- An introduction that states the overall topic and gives the basics about the war.
- A body paragraph that discusses why the war occurred.
- A body paragraph that discusses important events that occurred during the war.
- A body paragraph that discusses effects from the war.
- A conclusion that summarizes what the paper covered.

### Rubric

	<b>Exceeding</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Informative</b>	Comprehensively informs about the Hundred Years' War.	Sufficiently informs about the Hundred Years' War.	Sufficiently informs about some aspects of the Hundred Years' War.	Sufficiently informs about few to no aspects of the Hundred Years' War.
<b>Conventions</b>	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.

THE HUNDRED YEARS' WAR RESEARCH PAGE

Basics about the war (Time period, kings, military leaders, and countries involved)	Why the war occurred (History of the Normans, control of Guyenne, controversy over French succession, and kings being vassals of other kings)	Important events from the war (Treaty of Calais, Battle of Crécy, Battle of Poitiers, Siege of Orleans, War of the Roses)	Effects from the war (Borders, French/English relations, future of Calais, nationhood)

## THE HUNDRED YEARS' WAR PEER SHARE

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1. What facts did everyone in your group include?
2. What facts did someone in your group share that you did not include in your paper?
3. Based on what you learned while researching and reading this paper, why do you think the war lasted so long?
4. Pretend someone asks you to summarize what happened in the Hundred Years' War. Do so in four to six sentences below.

## Medieval Time-Travel Story

### COMMON CORE STANDARDS

#### W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students discuss with a partner some ideas they have for their story. Students share their ideas with the class.
- Students read “Medieval Life,” highlighting any parts they think they may include in their story. Students share with a partner how they might use these.
- Student bounce ideas off their neighbors as they complete “Medieval Time-Travel-Story Brainstorm.”
- Students use “Medieval Time-Travel-Story Brainstorm” to write a rough draft of their story.
- Students trade rough drafts with a partner and complete “Medieval Time-Travel-Story Peer Edit.”
- Students use feedback from “Medieval Time-Travel-Story Peer Edit” to write a final draft.
- The teacher may want to give students additional time to research questions that come up as they are planning and writing their story.



## MEDIEVAL TIME-TRAVEL STORY

### Overall

It is one thing to learn about a historical event, but how would you act if you suddenly found yourself there? For this assignment, that is just what you will be pretending. You are going to write a story in which you and a companion go back in time to medieval England. How do you end up there? How do you get back? What happens to you while you are there? You decide. Enjoy!

### Requirements

- You are the protagonist (main character).
- You get to bring one person with you.
- Integrate accurate facts about medieval life in England into an engaging time-travel story.
- Use artistic license for details you do not know.
- Write in first person (use “I”).
- Length of 1 to 2 pages

### Rubric

	Exceeding	Proficient	Developing	Beginning
Writing	Story is extremely engaging and uses vivid word choice, sensory details, a strong voice, and extensive details about medieval life.	Story is engaging and includes sufficient details about medieval life.	<p>Story has accurate details about medieval life, but is not engaging due to ordinary word choice, a lack of sensory details, and/or a weak voice.</p> <p>or</p> <p>Story is engaging but does not include enough details about medieval life.</p>	Story includes few/no accurate details about medieval life.

## MEDIEVAL LIFE <sup>1/3</sup>

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### Roles

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- **King:** He owned all the land and leased it to barons, who declared loyalty to him.
  - **Barons:** They were in complete control of the land the king leased to them, setting laws, issuing currency, and deciding on the tax rate. They were very rich and often lived in castles.
  - **Monks:** They lived in monasteries and spent most of their time reading and writing about religion.
  - **Knights:** Barons gave them land in exchange for military service. The knights kept some land for themselves, and leased the rest out to peasants.
  - **Peasants:** They are also called serfs. They were farmers and produced the foods that the baron decided was needed. They were taxed quite heavily and were poor. They were also required to spend part of the year harvesting food on the church's land for free. They had very few rights. For example, they were not allowed to travel and had to request permission from the upper class to marry. The great majority of people during medieval times were peasants.
- 

### Town Life

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Most people lived in areas that were controlled by the nobleman who had been granted the land. These tended to have small populations and usually consisted of the lord's castle, a church, the village, and farmland. Most inhabitants rarely left these areas. Visitors were few and far between, often limited to pilgrims, merchants selling their wares, or soldiers on their way to battle.

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### Women

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Most women, regardless of class, focused on the house and were in charge of cooking, baking, sewing clothing, and taking care of the children. Some women broke out from these roles and made their livings as soldiers, blacksmiths, traders, medieval pharmacists, nuns, writers, musicians, and midwives.

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### Kids

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Peasant children did not attend schools. As soon as they were able to, they helped with the farming and chores. When they were too young to help with the hard work, they might be tasked with scaring away birds or picking up stones that could potentially damage farm equipment. Some of the nobility went to school, although it was rare for women to attend.

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## Cleanliness

Even though some historians claim that peasants only took a few baths during their entire lives, their lack of cleanliness might be overstated. Although only the rich had a bathtub in their house, it appears that most towns had public bathhouses that common people had access to throughout the week. People also saw it as important to wash their hands and face every day. That being said, it was still much less clean than it is today. There was no deodorant or shampoo, and soap was usually too expensive for peasants. Also, lice and fleas were quite common. Although people might clean their teeth with water and cloth, there was no toothpaste.

## Peasant Homes

Peasants tended to live in small houses, referred to as cruck houses, which had thatched roofs and walls made from a mixture of manure, mud, and straw. These houses were often cold and damp. With no electricity and small windows (usually just a hole), they were very dark inside. Many houses did not have a door, which were considered expensive, and so a curtain was used to denote an entryway. Despite only having one to two bedrooms and little furniture, the whole family slept in there. Actually, fearing thieves or attacks by wild animals, farm animals were brought inside at night too. Also, there was, of course, no indoor plumbing or even an outhouse nearby, so peasants used buckets as toilets. They dumped these buckets into a river the next day.

## Castles

Castles were fortified structures built to control the area surrounding them. To help make them easier to defend, they often included thick walls made of stone, moats with drawbridges, and towers from which arrows could be launched. Kings and barons lived in them and hosted other nobles there. Servants worked in the castle. Common rooms included the great hall for dinner, courtyards, kitchens, stables, a bakehouse (for bread), a brewery, chapel, and a gatehouse (a fortified entrance).

## Clothes

The most common clothing material was wool. Wealthier people tended to have more colorful clothes, with noble men wearing a mixture of hose, long jackets, and/or tunics. Rich women wore long gowns and elaborate head dresses. Monks wore plain clothes, most often habits made from wool.

## Arts

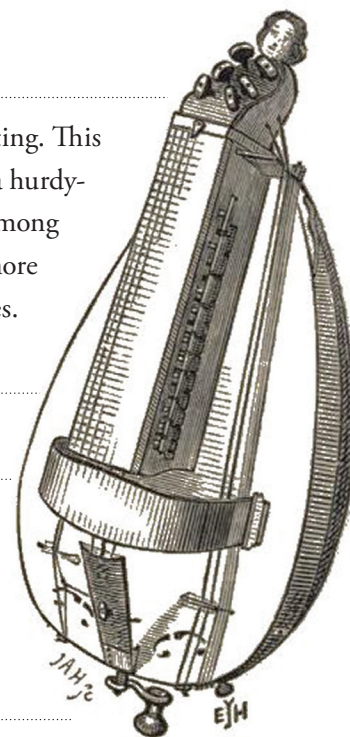
Music was a key element in church services, with the priests singing and chanting. This was often done without instruments, but some churches had organs, bells, or a hurdy-gurdy (a stringed instrument played by striking keys while turning a crank), among others. Music was also enjoyed outside of church, with minstrels becoming more common as the Middle Ages progressed. Minstrels played songs and told stories. There were also plays, usually based on stories from the Bible.

## Common Names

- **Male:** Adam, Nicholas, Simon, Geoffrey, Peter, Thomas, Gilbert, Ralph, Walter, Henry, Richard, William, Hugh, Robert, John, Roger
- **Female:** Agnes, Isabella, Alice, Joan, Avice, Juliana, Beatrice, Margery, Cecily, Matilda, Emma, Rohesia

## Food and Drink

- **Lower-class foods:** The lower class ate very few vegetables. They were not able to afford much meat, but when they could, they ate meats such as beef, pork, and lamb. They mostly ate bread made of rye and barley, cheese, porridge, and stews. Water was frequently dirty, so people drank milk, cider, beer, and mead.
- **Upper-class foods:** The upper class ate some vegetables, including onions, garlic, and leeks. They ate many of the same foods as the lower class, but also consumed deer, boar, rabbits, and wheat bread, while spicing their foods with cinnamon, cloves, ginger, nutmeg, pepper, saffron, and other spices.



Hurdy-gurdy

## MEDIEVAL TIME-TRAVEL-STORY BRAINSTORM <sup>1/2</sup>

Students do not have to fill out the following questions in order.

1. How will you be able to travel through time? How will you come back?
2. Who are you with? This could be a friend, sibling, parent, or celebrity. Describe this person (e.g., name, gender, age, hometown, personality).
3. Who are some important characters you will meet? List them below and describe them (e.g., age, gender, name, social class, personality).

4. How do you think you would react to going back in time (e.g., scared, excited, confused, in denial, unfazed)? How do you think your companion would react?
5. What is the main issue that needs to be resolved (e.g., returning back to modern times, getting an item from medieval times that you need, resolving an issue in medieval times, changing history)?
6. What are the main events that will happen?

## MEDIEVAL TIME-TRAVEL-STORY PEER EDIT

1. What was your favorite part of the story?
2. What could be added/changed to make the paper more engaging?
3. What facts would someone who knew nothing about medieval times learn from this paper?
4. What facts could be added to make it more informative?
5. Assess your partner's paper on the rubric. Explain your assessment below it.

	Exceeding	Proficient	Developing	Beginning
<b>Writing</b>	Story is extremely engaging and uses vivid word choice, sensory details, a strong voice, and extensive details about the event.	Story is engaging and includes sufficient details about the event.	Story has accurate details, but is not engaging due to ordinary word choice, a lack of sensory details, and/or a weak voice.  <i>or</i> Story is engaging but does not include enough details about the event.	Story includes few/no details about event.



# Selected Answers

## ACTIVITY 1

### Middle English

#### Modified Excerpt 1

**When** that **April** with his **showers sweet**  
The **drought** of March **has pierced** to the **root**,  
And bathed every **vein** in [such] **liquor**  
Of which virtue [caused] is the **flower**;  
When [the West Wind] also with his **sweet breath**  
Inspired **has** in every [woodland] and [uncultivated land]  
The [tender] **crops**, and the **young sun**  
**Has** in [Aries from the Zodiac] his **half course run**,  
And **small** [birds] **make melody**,  
That **sleep all** the **night** with open [eye]  
(So **prick them** nature in **her** [hearts]),—  
**Then long** folk to **go** on pilgrimages,  
And [pilgrims] for to **seek strange** [shores],  
To [distant shrines], [known] in [various] **lands**;  
And **especially** from every [county's] **end**  
Of **England** to **Canterbury** they [travel],  
The **holy** blissful **martyr** for to **seek**,  
That **them has** [helped] **when** that they were **sick**.

#### Modified Excerpt 2

[Occurred] in that **season** on a day,  
In Southwerk at the Tabard as I lay  
**Ready** to [travel] on my [pilgrimage]  
To **Canterbury** with **full** devout [heart],  
At **night** was come into that [inn]  
**Well nine** and twenty in a **company**,  
Of [various] folk, by [chance] **fall**  
In **fellowship**, and pilgrims were they **all**,  
That toward **Canterbury would ride**.  
The [bedrooms] and the stables **were wide**,  
And **well** we **were** [eased] **at the best**.  
And shortly, **when** the **sun** was to **rest**,  
So **had** I spoken with **them every each one**  
That I was of **their fellowship** [at once],  
And made forward **early** for to **rise**,  
To take **our way there** as I [now] **describe**.

## Modified Excerpt 3

But **nevertheless, while** I have **time** and space,  
 [Before] that I **further** in this tale pace,  
 Me **thinks** it [agreeable] to [reason]  
 To **tell you all** the **condition**  
 Of **each** of **them**, so as it **seemed** me,  
 And **which** they **were**, and of what degree,  
 And [also] in what array that they were **in**;  
 And at a **knight then** [will] I first **begin**.

## Learning about Medieval Europe from Chaucer Chart

Responses will vary, but the following are some possible answers.

	Inference #1	Inference #2	Inference #3
<b>Religion</b>	Religious leaders were paid for some duties.	Not everyone was going to Jerusalem for religious reasons.	Knights were thought of as protectors of Christianity.
<b>Jobs</b>	Friars begged for money.	One job was to plow a farmer's land.	Summoners were feared.
<b>Food</b>	Table manners were very important.	Used sauces with food.	People ate soup, pies, and chicken.
<b>Social Classes</b>	The upper class spoke French.	Merchants seem to be rich.	There were different classes within religion jobs.
<b>Medicine</b>	Doctors used astronomy.	Doctors believed in humors.	Drugs were given out then.
<b>Animals</b>	Some upper class women spoiled dogs.	People rode horses.	Upper-class women had dogs as pets.
<b>War</b>	Knights were very respected.	Knights were still expected to be modest.	Some knights had fought in Turkey.
<b>Fashion</b>	Beaver hats showed wealth.	Women wove cloth.	Women wore kerchiefs.

## Learning about Medieval Europe from Chaucer Questions

1. Answers will vary, but a summoner is a person a church hired to get people to come to a religious court.
2. Answers will vary, but a friar is a member of a religious order.
3. Answers will vary.
4. A translation that had to rhyme might be less accurate than one that didn't have to. The translator would need to both find modernized words and also make sure that those words rhymed with other modernized words.
5. This was a work of a fiction and meant to entertain.
6. Answers will vary.

## ACTIVITY 2

### Magna Carta Chart

	Support for the Magna Carta being a big deal	Support for the Magna Carta not being a big deal
<b>Fact</b> (Summarize)	The Magna Carta was reprinted multiple times.	It was not the first set of laws; Egyptian laws date from over 4,000 years before.
	Quotations and ideas from the Magna Carta were used in colonial charters and the constitution for the United States, Canada, and Australia.	King John annulled the document shortly after it was signed.
	It influenced the Fifth, Sixth, and Seventh amendments of the U.S. Constitution.	William Shakespeare never mentioned the Magna Carta in his play about King John.
<b>Quotation</b> (Cite)	Scottish newspaper: "A strange new order began in England; Whoever heard of such a thing? For the body longed to govern the head, And the people wished to rule the king."	Reading: "It is debatable how much direct effect the Magna Carta had on the English people."
	Noah Feldman: "It's precisely from the capacity it's had over this 800-year period of functioning as a rallying cry, a symbol, an ideal of the rule of the law that it's important."	Akhil Amar: "It's one of the many, many things in Anglo-American legal tradition that will eventually grow and mutate and be misinterpreted as something that's important."
	William C. Hubbard: "The idea that law comes from the people, and it's not the law of the king, is fundamental."	Akhil Amar: "Stuff happens later that endows it with a certain retrospective significance."

### Magna Carta Questions

1. The Magna Carta is a 1215 charter in which King John agreed to certain demands made by his barons.
2. King John had taxed them excessively and not listened to their demands.
3. After King John lost a major battle, the nobles demanded he change his way of ruling. The king ignored these demands, so the nobles took over London.
4. King John sent messengers to the pope to annul (dissolve) it.
5. Answers will vary.
6. The American colonists, the United States, Australia, Canada, and the United Nations
7. Answers will vary.

### ACTIVITY 3

#### The First Crusade Chart

	<b>Loaded language in favor own group or a member of their group</b> (cite)	<b>Loaded language against another group or member of a group</b> (cite and say what group)	<b>Unfamiliar vocabulary terms</b>
<b>Western European Perspective</b>	<p>"The strength of your righteousness"</p> <p>"A people which has the faith of an omnipotent God and is made glorious with the name of Christ!"</p>	<p>Muslims: "Destroy that vile race."</p> <p>Muslims: "Such a despised and base race."</p> <p>Muslims: "Go against the infidels."</p>	Answers will vary.
<b>Byzantine Perspective</b>	<p>"That only the emperor, through luck, eloquence and other natural advantages, could surpass him."</p>	<p>Western Europeans: "The entire man showed implacable and savage both in his size and glance."</p> <p>Western Europeans: "Even his laughter sounded to others like snorting."</p> <p>Western Europeans: "He was a marvel for the eyes to behold, and his reputation was terrifying."</p>	Answers will vary.
<b>Muslim Perspective</b>	<p>"The inhabitants valiantly defended their city."</p> <p>"Fierce determination"</p>	<p>Western Europeans: "The population was put to the sword by the Franks, who pillaged the area for a week."</p> <p>Western Europeans: "The Franks slaughtered more than 70,000 people."</p> <p>Western Europeans: "The Franks stripped the Dome of the Rock of more than forty silver candelabra."</p>	Answers will vary.
<b>Perspective on a Massacre of Jews</b>		<p>Western Europeans: "They rose in a spirit of cruelty."</p> <p>Western Europeans: "Another detestable crime"</p> <p>Western Europeans: "Foolish and insanely fickle"</p>	Answers will vary.

## The First Crusade Questions

1. The Crusades were medieval military expeditions fought by Europeans trying to recapture territory from Muslims in the "Holy Land."
2. Answers will vary, but the following is one possible answer: Fulcher of Chartres quotes the pope as saying, "Moreover, Christ commands it." This was one of the reasons he gives for why Christians should embark on the Crusade. By declaring that "Christ," a key figure in Christianity, is ordering this, he makes it clear that this is a religious venture.
3. Answers will vary, but the following is one possible answer: In describing Bohemond, a Norman leader of the First Crusade, Anna Comnena said, "A certain charm hung about this man but was partly marred by a general air of the horrible." Other descriptions like this follow, which imply that the Byzantines were both impressed and scared of the crusaders.
4. Answers will vary, but the following is one possible answer: Ibn al-Athir goes into much detail about the devastation the crusaders wrought, mentioning that these were holy sites to Muslims. Like when he writes, "On Friday they went to the Cathedral Mosque and begged for help, weeping so that their hearers wept with them as they described the sufferings of the Muslims in that Holy City."
5. Albert of Aix writes about multiple episodes of the Christian crusaders slaughtering Jews. He also claims that they were "asserting it to be the beginning of their expedition and their duty against the enemies of the Christian faith."
6. Answers will vary, but the following is one possible answer: They would want their holy lands to be controlled by Christians.
7. Assistance from the Christians could help the Byzantines gain more land or protect their land from Muslim armies. On the other hand, the Christians might take land the Byzantines had been ruling or wanted to rule.
8. The Muslims were occupying the land that the crusaders wanted to claim, so, for Muslims, the crusaders were invaders.
9. Part of the rationale for the First Crusade was that the Christians were God's chosen people. Even though the Jews did not control the holy land at the time, many Christians probably still saw them as infidels.
10. If you die while on the Crusade, all of your sins will be forgiven.

## ACTIVITY 4

### The Vikings Questions

1. Answers will vary.
2. Answers will vary.
3. North America, Britain, France, Russia
4. C
5. Who the Vikings were
6. The military prowess of the Vikings
7. Debates on whether or not the Vikings were more savage than their medieval peers
8. B
9. The Vikings were not Christian yet, so they did not see those buildings as holy.
10. Answers will vary.
11. The Vikings grew up in a harsh environment that was crowded, cold, and mountainous. They were willing to fight hard to get their own land and did so, taking over lands all over the world. European monks described them as particularly brutal, and their success in battle supports this.
12. The Vikings were harsh by today's standards, but probably no more so than most other warriors. Most people cite the accounts by monks when discussing the Vikings' savagery, but these are biased sources; the monks were writing about the Vikings after being attacked by them. The other Europeans were fighting all the time too. The Vikings may have just been better fighters, not necessarily more savage.

## ACTIVITY 5

### The Black Death Questions

1. "No medicine could overcome or alleviate this disease"; "The violence of this disease was such that the sick communicated it to the healthy who came near them"; "Such was the multitude of corpses brought to the churches every day and almost every hour that there was not enough consecrated ground to give them burial"; and other similar quotes.
2. "One of the most brutal pandemics in history"; "It can be argued that the Black Death was the worst affliction in history;" and other similar quotes.
3. The swellings the afflicted got; that doctors could not find a cure; it was a communicable disease; and other similar responses.
4. The primary source goes into more detail about how people reacted to the pandemic. The secondary source spends more time discussing modern connections, like how it compares with modern pandemics, a new theory for what caused it, and later bubonic plague outbreaks.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. Population centers were becoming more crowded, increased trade, and so on.
9. The many deaths led to fewer people needing the land.
10. The many deaths led to fewer workers, which caused workers to be in higher demand.

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