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Exploring Primary Sources— Medieval Times

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Resource** (5 pages)
- Card Lesson Plan** (5 pages)
- Card** (2 pages)
- Document Lesson Plan** (7 pages)
- Document** (1 page)

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EXPLORING
PRIMARY
SOURCES

Medieval Times

Teacher's Guide



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How to Use This Resource

Lesson Plans

The learning outcomes are the focus throughout each lesson.

Digital-only reproducibles are clearly labeled.

Page references and digital filenames make lesson preparation easy.

The guiding questions help support development of inquiry by focusing on the primary source being studied.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.

It's the Law

Learning Outcomes

- Students will be able to describe the significance of the Magna Carta.
- Students will rewrite sections of the Magna Carta and create charters for a new town.

Materials

- Magna Carta reproduction (magna Carta.pdf)
- copies of *The Great Charter* (page 89)
- copies of *Except from the Magna Carta* (page 90)
- copies of *Creating a Charter* (page 91)
- copies of the *Peace Offering* document-based assessment (page 92)
- copies of *Full Text of the Magna Carta* (digital only)

Essential Question

- How do medieval ideas affect people today?

Guiding Questions

- What do coats of arms around the outside of the text indicate?
- Who wrote this document?
- What purpose is listed for writing it?

Introducing the Primary Source

- Ask students to think about the freedoms and liberties that the government guarantees. Tell students that many of these ideas originated in medieval England.
- Share the reproduction *Magna Carta*, and ask students to study it carefully. Then, project the digital copy of the document, and distribute copies of *Except from the Magna Carta* for students to analyze the more closely.
- Introduce the essential question, and use the guiding questions to discuss the document. Encourage students to ask their own questions to facilitate further inquiry.

Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.

These assessments provide opportunities for students to independently practice primary source analysis.

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.

It's the Law (set)

Analyzing the Primary Source

- Have students read the background information, *The Great Charter*, in small groups. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the text by underlining the rights guaranteed by the Magna Carta.
- Distribute copies of *Full Text of the Magna Carta*, which is available in the Digital Resources. Have each group rewrite two to three paragraphs of the document in their own words. Then, discuss as a class the document's meaning. Have each group share their section.
- Tell students to imagine that they are starting a town. As a class, brainstorm the rights that they would want to protect, the powers they would give the government to safeguard those freedoms, and the problems they might encounter.
- Distribute copies of *Creating a Charter*. Have students use the activity sheet to plan their charters. Then, have them write a short charter using numbered articles like the Magna Carta. Encourage students to share their charters with others and discuss the strengths and weaknesses of each.
- To learn more about the Magna Carta, see page 120 for a technology-based extension activity.

Document-Based Assessment

- Distribute copies of *Peace Offering*. A digital copy of the primary source is provided in the Digital Resources (peaceoffering.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- charter**—a written contract from a ruler or government
- civil war**—a war between people from the same country
- negotiations**—the process of settling something through discussion

How to Use This Resource *(cont.)*

Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

- Encourage students to write strong questions they have as they read these texts. The *Creating Strong Questions* lesson on pages 28–30 will prepare students for this important aspect of the inquiry arc.
- Suggestions for annotations students could make while reading are provided in each lesson plan.

Within the Teacher's Guide, the texts are leveled at a seventh- to eighth-grade reading level and are denoted by a triangle in the top right of each page.

Texts leveled at a fifth- to sixth-grade reading level are denoted by a square and are only provided in the Digital Resources.

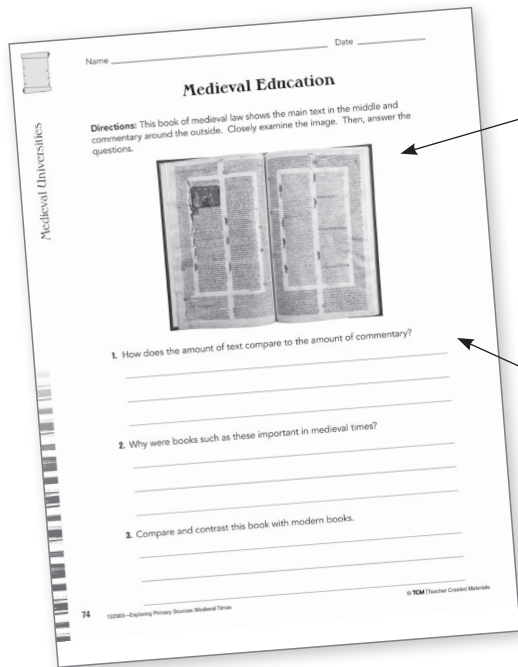
Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information.

A Student Glossary is provided in the Digital Resources. This document includes the vocabulary words and definitions from all 16 lessons.

How to Use This Resource *(cont)*

Document-Based Assessments

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.



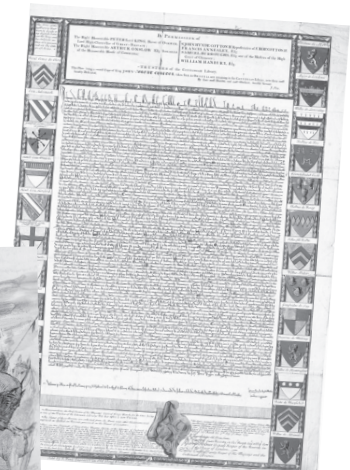
Each DBA includes a visual or textual primary source.

Students use general knowledge of the time period, what they learned in the lesson, and details in the primary source to respond to the constructed-response questions.

Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copiers.



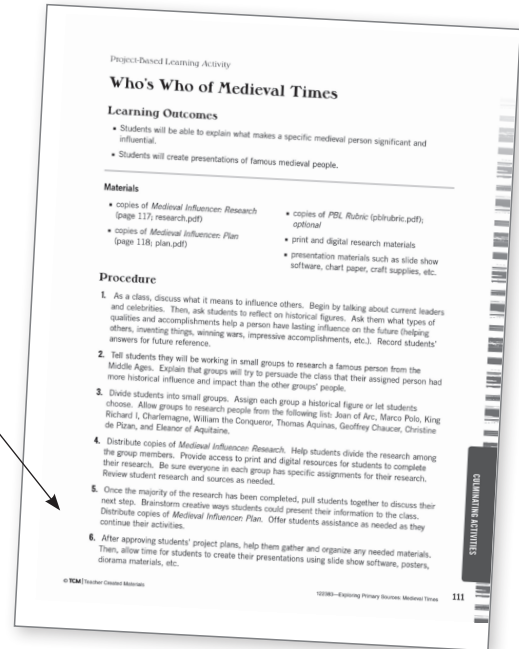
How to Use This Resource *(cont.)*

Culminating Activities

Project-Based Learning Activity

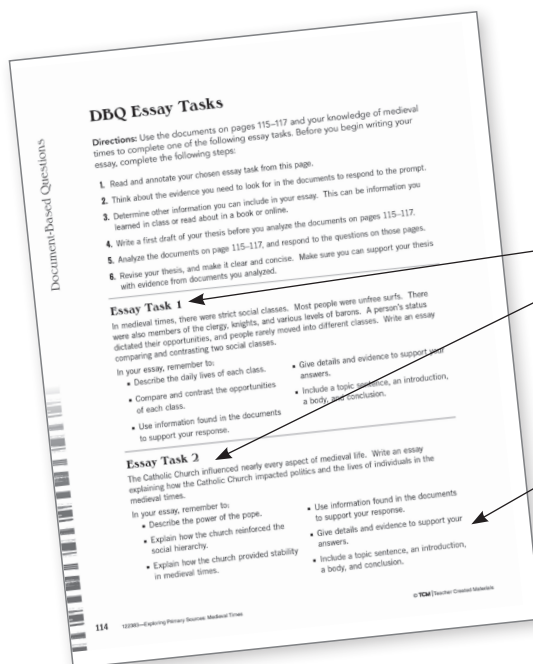
Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.



Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to essay tasks in cohesive, well-supported essays.



Two essay tasks allow students to choose which DBQ they'd like to answer.

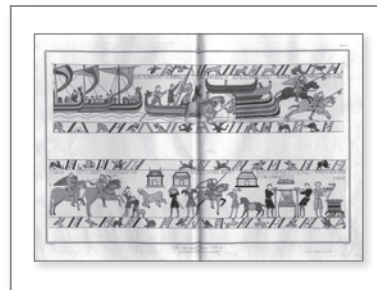
Each has a specific question and indicators to guide student responses.



Medieval Feudalism

Learning Outcomes

- Students will be able to describe the feudal system in medieval England.
- Students will create medieval trading cards for people in different feudal classes.



PRIMARY SOURCE CARD ACTIVITIES

Materials

- copies of the *Bayeux Tapestry* primary source card (bayeux.pdf)
- copies of *Feudal Society* (page 45)
- copies of the *Story in Stitches* document-based assessment (page 46)
- research materials on different social classes in medieval society



Essential Question

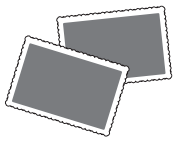
- How can one person change history?

Guiding Questions

- Describe the figures in the tapestry.
- What story does this part of the tapestry tell?
- In what ways did William the Conqueror affect English history and society?

Introducing the Primary Source

1. Ask students how people might commemorate or document an event today. Explain that in a time before photography, people often used art to record events.
2. Display the photograph of the Bayeux Tapestry on the primary source card. Give students a few minutes to make lists of at least five observations, inferences, or questions they have about the image.
3. Introduce the essential question, and use the first two guiding questions to discuss the tapestry. Encourage students to ask their own questions to facilitate further inquiry.



Medieval Feudalism (cont.)

Analyzing the Primary Source

1. Have students read the background information, *Feudal Society*, in small groups. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by highlighting the different social classes and their roles.
2. After students have read the background information, revisit the essential question and discuss the last guiding question.
3. Provide time for students to complete at least two of the activities from the back of the primary source card.
4. Divide the class into small groups. Have them work together to research more about the different social classes in medieval society. Then, have groups create a set of eight to ten trading cards. Each card should be about a fictitious medieval person and should fall into one of the social classes they researched. Students should include information such as the person's name, age, occupation, and interesting facts about their life on each card. Then, allow groups to trade cards with one another.
5. To learn more about the Battle of Hastings, see page 119 for a technology-based extension activity.

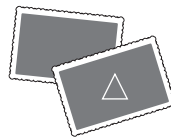
Document-Based Assessment

- Distribute copies of *Story in Stitches*. A digital copy of the primary source is provided in the Digital Resources ([storyinstitches.jpg](#)).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- **barons**—male members of the lowest rank of nobility
- **feudalism**—a political system in which land was divided and leased to a person of lower rank in exchange for loyalty, goods, or services
- **homage**—a ceremony in which a person pledges loyalty to a lord
- **serfs**—unfree people who are bound to the land they must work



Feudal Society

When the English king Edward the Confessor died, Harold II claimed the throne. But Edward's cousin, William, felt he should be king. So, in 1066, he attacked Harold to fight for the crown in the Battle of Hastings. After winning the battle, William was crowned king and successor to Edward on Christmas Day in Westminster Abbey. He became known as William the Conqueror.

Shortly after William was crowned king, he took a survey of the land. He removed Saxon nobles and established his own **barons** who had been loyal to him. This started **feudalism** in England.

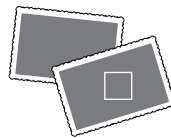
Feudalism was a system of political organization and land ownership. At the top was the king who owned all the land in the kingdom. The king gave large pieces of land to barons in exchange for money and men for the king's army. The barons then gave smaller pieces of their lands to knights. Knights were required to serve when summoned and comprised the king's army. If there was no war, they completed 40 days of training and guard duty before returning home. If the kingdom was at war, they would have to serve in battle. Knights and other nobles gave small pieces of their lands to **serfs**, who made up the majority of the population. Serfs had to work the land and were not allowed to leave. Serfs were not free people and were required to share their produce with their knights. Landholders were often called *lords*, and the people who served them were called *vassals*.

People had to pay **homage** to their lords in the feudal system. This was usually done in a brief ceremony. In return for their loyalty, the lords provided protection. This system created stability during a time when there was little central governance.

In addition to organizing the land, the feudal system also organized people into social classes. There was little opportunity for people to move between classes. The Catholic Church encouraged people to accept their status and make the best of it, which further cemented societal roles.

Over the years, historians have questioned how accurately the feudal system described medieval Europe. The actual system was probably quite complex and may have varied from region to region. It also seems likely that rather than protect their vassals, lords may often have terrorized them and exploited them for their own gain.





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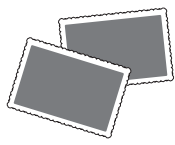
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Story in Stitches

Directions: The image below is a section of the Bayeux Tapestry. This section shows the death of Harold II. Closely examine the tapestry. Then, answer the questions.



1. What can you tell about Harold's death from the tapestry?

2. Look closely at all the stitches this small section required. How does that help you understand the importance of this story?

3. How does this work of art preserve history?



The Topology of Pagan. Pl. 10.

Bayeux Tapestry

About the Tapestry

Little is known about the origin of the Bayeux Tapestry. Nobody can say for sure who created it, but it was likely made around the end of the eleventh century. The tapestry is about 230 feet (70 meters) long. The very end of the work is missing, but the part that remains tells the story of the Battle of Hastings and the events leading up to it. It shows William the Conqueror invading England to claim the throne. It portrays him as the hero, while his rival, Harold II, dies in battle. The artwork is not actually an authentic tapestry. Instead, the Bayeux Tapestry is linen embroidered with wool thread. A tapestry is typically woven. The Bayeux Tapestry is a significant work of art and gives historians insight into the Battle of Hastings and warfare in medieval times. The tapestry now sits in a museum in Bayeux, France.

Analyzing History

- What is depicted in the tapestry's images?
- What class of people likely comprised William the Conqueror's army?
- Why is this tapestry so important?
- Create a time line of the Battle of Hastings. Include the events leading up to the battle, the events of the battle, and the creation of the Bayeux Tapestry.

Historical Writing

Fiction

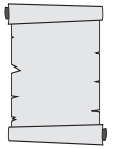
Write a poem or song to tell the story of the Battle of Hastings. It should complement the Bayeux Tapestry.

Nonfiction

Create a brochure for the Bayeux Tapestry. Describe the work of art, and explain why people should see it.

Writing Challenge

Many people think Odo of Bayeux may have commissioned the Bayeux Tapestry. Research Odo of Bayeux to find out who he was and why people think he commissioned the tapestry. Write a summary of your findings.



The First Crusade

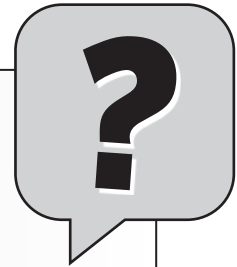
Learning Outcomes

- Students will be able to explain the causes and effects of the First Crusade.
- Students will create campaigns to make positive changes in society.



Materials

- *Pope Urban II Meeting* reproduction (popeurban.pdf)
- copies of *A Holy War* (page 77)
- copies of *A Call to War* (page 78)
- copies of *Creating a Campaign* (page 79)
- copies of the *Attacking Jerusalem* document-based assessment (page 80)



Essential Question

- What are common causes and effects of war?

Guiding Questions

- List all the objects and images you see in the engraving.
- What feelings does the engraving evoke?
- Why do you think capturing Jerusalem was important to the Europeans?

Introducing the Primary Source

1. Ask students to think about why people or nations go to war. Discuss ideas such as land, power, and ideological differences.
2. Share the reproduction *Pope Urban II Meeting*, and ask students to study it carefully. Then, project the digital copy of the engraving, and distribute copies of *A Call to War* for students to analyze more closely. Give students a few minutes to make lists of at least five observations, inferences, or questions they have about the image.
3. Introduce the essential question, and use the first two guiding questions to discuss the engraving. Ask students what they notice about the knights, armor, family crests, and shields. Encourage students to ask their own questions to facilitate further inquiry.

The First Crusade *(cont.)*

Analyzing the Primary Source

1. Have students read the background information, *A Holy War*, in small groups. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by underlining the reasons the Europeans went to war.
2. After students have read the background information, revisit the essential question, and discuss the last guiding question.
3. Ask students what the biggest problems at school are and what could be done to solve them. Record student responses on the board. Have students brainstorm how they could get others involved and how they could organize a full-scale campaign.
4. Place students into small groups. Have each group choose a problem and plan a campaign to solve it.
5. Distribute copies of *Creating a Campaign*. Have groups work together to create campaign posters for their causes. Explain that their posters should inspire others to join them.
6. Have groups write persuasive speeches that would influence classmates to join their campaigns. Tell students the speeches should be around three minutes long and include supporting facts and opinions. Then, have students give their speeches and present their posters to the class.

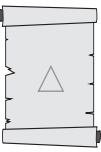
Document-Based Assessment

- Distribute copies of *Attacking Jerusalem*. A digital copy of the primary source is provided in the Digital Resources (jerusalem.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the question.

Key Words

These key content words are included in both levels of the background information.

- **anti-Semitism**—hatred of or hostility toward Jewish people
- **civilians**—people who are not part of the military
- **pillaging**—stealing people's belongings as part of war



A Holy War

“God Wills It!” These powerful words started hundreds of years of war stretching across thousands of miles. Pope Urban II said these famous words as he called for the First Crusade. In all, there were eight major crusades and several minor ones that took place over almost 200 years. Christian leaders called for these wars to recapture Jerusalem from Muslim control and stop Muslim advancement. Muslim forces had conquered two-thirds of the ancient Christian world by the end of the eleventh century, and Christian Europeans felt threatened.

In November 1095, the clergy attended a large summit to discuss church business at the Council of Clermont. It was then that Pope Urban II issued his famous call to arms. He proposed war to solve the problem of sharing the Holy Lands with Muslims. He accused Muslim people of mistreating pilgrims and called for a fight to retrieve Christian shrines from Muslim control.

While the church hierarchy scrambled to organize the campaign, local preachers took up the cause. Local leaders, such as Peter the Hermit, Sir Walter the Penniless, and Count Emicho, inspired thousands to band together and start their march to battle. These groups of volunteers were mainly ill-prepared and poorly armed farmers and peasants. They arrived first in what is known as the People’s Crusade. Rather than wait for the main army, they attempted to go into battle. Because of their **anti-Semitism**, they massacred many Jewish people along the way to Jerusalem. But when this first wave of

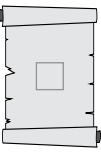
crusaders met the Turkish Muslim troops of Kilij Arslan, they were easily defeated.

Although Pope Urban II died during the First Crusade, other nobles and church officials led the successful next wave of the campaign. This group was made up of professional knights. They met up with Byzantine forces and captured the city of Nicaea in 1097. Then, the group split up, with most forces heading to the city of Antioch. After taking Antioch, the group continued toward Jerusalem, capturing more cities along the way. On July 15, 1099, Jerusalem fell. Christian armies began killing thousands of Muslim and Jewish **civilians** and **pillaging** their homes.

Due to their brutality, Europeans inspired a strong hatred and fervor in their enemies. It brought Muslim victories in the Crusades that followed. These divisions among religious and ethnic groups last into the present.

As disorganized and problematic as the First Crusade was, it was the only Crusade to succeed in its objective. For a short time, Jerusalem was in the hands of Christian Europeans. However, they could not hold it for long, and two centuries of war would follow.





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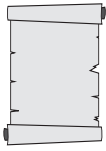
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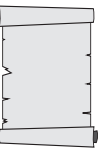
Name _____

Date _____

Pope Urban II Meeting

A Call to War





Creating a Campaign

About the Engraving

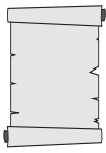
This engraving was made in 1522. It shows Pope Urban II presiding over the Council of Clermont in 1095. During this meeting, his call to arms sparked the First Crusade. It became the first in a long series of wars, spanning nearly 200 years.

Directions: Design a campaign poster for your cause. Include a catchy campaign slogan to convince people to join you.



Challenge

Research the other crusades. Trace the routes of the subsequent crusades on a map, and color-code them by making a legend.



Attacking Jerusalem

Pope Urban II Meeting

Directions: This image shows Europeans attacking Jerusalem during the First Crusade. Closely examine the image. Then, answer the question.



1. What is happening in this picture? Describe the obvious action as well as the importance of the outcome of this invasion. In your paragraph, explain why the crusaders were invading Jerusalem.



†
 O chrestiens tant icueus comme vlieux
 Rops ou barbs / princes / marchas / Bourgeois
 Duvez voz cueurs et desbendez voz peulx
 Ne soyez plus si tardis que vne fois
 Turcs et papens ne sentent voz exploits
 Irremissis / qui sont en faitz et endis
 Vos ennems / mespisans par leurs loix
 Supure la croix pour avoir paradis .

Francois Bailans / sur tous plus curieux
 Infectateurs de la foy catholique
 Nobles aussi princes tresvertueux
 En ce faitz cy monstrez vostre piacique
 Densiez en brief ce peuplet antique
 Horrible / infect abolit . Et remis
 y soient tous ceulx qui voudrôt sans replique
 Supure la croix pour avoir paradis .

Jesus vous ade son sang precieux
 Conciliez et rendez a son pere
 Voulez vous donc ces turcs tant vicieux
 Souffrir tousiours luy faire blupere
 Vostre franc cueur ne soit point si austere
 Que nacheuez ce quona entrepris
 Si vous voulez en ce mond de misere
 Supure la croix pour avoir paradis .

Prince jamais ne fustes si heureux
 Si ces meschans par vous sont desconfitz
 Car ce faisant vous ne scauriez point mieulx
 Supure la croix pour gagner paradis .

finis.