Chapter 1

TOPIC: Medieval Europe

Additional Activities

Making an Argument: Claims and Evidence (5.2.b, 5.5, 5.5.b, 5.5.d) — 40 MIN

Activity Page



AP 1.4

Materials Needed: sufficient copies of Claims and Evidence Activity Page (AP 1.4)

Background for Teachers: Download the Bayou Bridges Online Resource "About Claims and Evidence."

Write the word *argument* on the board. Ask students what comes to mind when they hear this word. Some students may note that it implies conflict. Explain that when used in an academic setting, *argument* refers to the main point someone is trying to make and the way they communicate that point to listeners and readers. Tell students that in this activity, they will learn what makes a strong argument before forming an argument about a familiar topic.

Call attention to each part of an argument outlined on the Claims and Evidence Worksheet, and explain each one. Invite students to brainstorm familiar topics that people debate today. For example:

- Which movie franchise is best?
- Should students be required to wear school uniforms?
- Should people of all ages, including children, be allowed to vote in elections?

Have students select an argument topic on which to complete the Claims and Evidence Activity Page (AP 1.4). Time permitting, you may choose to have students write a paragraph or an essay addressing their chosen argument prompt.

The Geography of Early Medieval Europe (5.6, 5.7, 5.9.a) — 45 MIN

Note: This activity is best introduced prior to teaching the Chapter 1 Core Lesson so it can serve as an introduction for students to the geography of medieval Europe.

Activity Page



AP 1.5

Materials Needed: display copy and sufficient student copies of The Geography of Early Medieval Europe (AP 1.5); blue and brown colored pencils, crayons, or markers.

Display the Geography of Early Medieval Europe map (AP 1.5), and distribute copies to all students; also distribute colored pencils, crayons, or markers. Tell students that they will be studying the historical period reflected on this map during the next several weeks, so it will be useful to understand both the geography of this area and how the land was divided and governed. Explain that the period of history they will study is known as the Middle Ages, or the medieval period.

First, ask students to name the color typically used to depict large bodies of water on maps. (*blue*) Take time to point out the following bodies of water on the displayed map as students use a blue pencil, crayon, or marker to shade these areas on their own maps: Atlantic Ocean, Irish Sea, North Sea, English Channel, Baltic Sea, Strait of Gibraltar, Mediterranean Sea, and Adriatic Sea. Next, point out the darker gray shaded areas of the map and the key that indicates that these shaded areas were all part of the Roman Empire.

Tell students that there are two important mountain ranges depicted and labeled on their maps of Europe at the start of the Middle Ages. Point to the Alps on the displayed map, asking students to locate these mountains on their own maps. As students lightly shade this mountain range brown on their maps, tell students that the Alps cross parts of modern-day France, Italy, Switzerland, Germany, and Austria. Guide students in using the map scale to make a rough estimate of the length of the Alps in miles and kilometers (the Alps are about 650 miles or 1,045 kilometers long; answers in the range of 600–700 miles or 965–1,125 kilometers should be considered correct). Explain that people have lived in the Alps since prehistoric times. The Alps are especially known for their tall, snowy mountain peaks.

Next, call students' attention to the following rivers located on the map, asking them to trace the outline of each river in blue: Seine River, Rhône River, Rhine River, Oder River, Danube River, and Po River. Ask students to now use the map of medieval Europe to answer the questions that follow it (AP 1.5). Depending on your students' map skills, you may choose to do this as a whole-class activity so that you can scaffold and provide assistance, or you may choose to have students work with partners or small groups. If students work with partners or small groups, be sure to review the answers to the questions with the whole class.

PRIMARY SOURCE ACTIVITY: The Coronation of Charlemagne

(5.2, 5.2.a, 5.2.c, 5.9.c) **55 MIN**

Materials Needed: Internet access; capability to display Internet in the classroom; sufficient copies of The Coronation of Charlemagne (NFE 1)

Note: The NFE can be found at the end of this Additional Activities file for you to print and copy.

Background for Teachers: Einhard was a Frankish historian who served in the court of Charlemagne. As a trusted adviser to the first Holy Roman emperor who was also present at the time of the succession of Charlemagne's sons, Einhard produced critical historical documentation about the Carolingians.

Leo III reigned as pope from 795 to 816 CE, following the death of Pope Adrian I. Leo gained the ire of Adrian's supporters when he departed from his predecessor's policies and named Charlemagne as defender of the Romans. The previous pope's supporters attempted to maim Leo during a procession in 799 CE with the intent to remove him from the papacy. Leo fled Rome and took refuge with Charlemagne for several months. The Church remained in a state of chaos upon Leo's return, leading Charlemagne to restore order to Rome and receive the title of Holy Roman emperor the following year.

The painting, titled *Die Kaiserkrönung Karls des Großen*, or *The Coronation of Charlemagne*, was painted by German artist Friedrich Kaulbach in 1861.

Briefly review with students the significance of Charlemagne to medieval Europe (how he unified much of Europe, created stability, spread Christianity, encouraged learning, etc.). Tell students that in this activity, they will compare different accounts of the coronation of Charlemagne as Holy Roman emperor.

Distribute copies of The Coronation of Charlemagne (NFE 1). Have students read the two text sources with a partner. As a class, guide students through comparing the two text sources. What details do they agree on? Where do they differ? What do students think might be the reasons for these differences?

Display the painting *The Coronation of Charlemagne*. Then have students study the painting. Point out Charlemagne (kneeling) and Pope Leo III (holding the crown). Note that the painting was created more than one thousand years after the actual event. Ask: What does the way Charlemagne is shown in the painting say about the way he's remembered?

Use these discussion questions to guide a comparison of the three sources:

- How is Charlemagne portrayed in each source?
- Why might the accounts be so different?
- What, if anything, do the sources have in common?
- Which source or sources do you think are the most trustworthy? Why?

ARTIFACT ANALYSIS: Charlemagne Coin (5.2, 5.2.a, 5.9.c) 30 MIN

Activity Page



AP 1.2

Materials Needed: Internet access; capability to display Internet in the classroom; sufficient copies of Artifact Study (AP 1.2)

Note: You may wish to review the image and description of the coin prior to implementing the activity.

Remind students that Charlemagne restored order to Europe in a way that had not existed since the Roman Empire. As a result, trade reemerged, and economic activity grew. While many people likely bartered for what they needed, coins were also used in the Holy Roman Empire. Tell students that in this activity, they will study a Carolingian coin stamped with the face of Charlemagne.

Display the Carolingian coin. Use the information provided with the image to help students interpret features of the coin, including

- the portrait of Charlemagne,
- the imperial laurel wreath and cloak, and
- the inscription.

Distribute copies of Artifact Study (AP 1.2). Have students complete the activity independently or with partners. As time permits, invite volunteers to share their responses with the class.

Not Everyone Lived in Castles (5.2, 5.2.a, 5.2.c, 5.9) — 3–5 CLASS PERIODS

Materials Needed: Internet access; board, chart paper, or overhead projector; sufficient copies of EDSITEment's The Lives of Monks and Nuns worksheet, The Lives of Farmers and Specialized Workers worksheet, and The Wealthy Elite worksheet

Note: Preview the "Preparation" section of EDSITEment's Not Everyone Lived in Castles During the Middle Ages lesson prior to implementation.

Note: The Learner.org resources cited in the activity have moved. You can find those resources in this interactive resource instead.

Tell students that while castles played an important role in medieval Europe, not everyone actually lived in a castle. Explain that in this activity, students will learn about the daily lives of medieval people from all walks of life, including the nobility, monks, craftspeople, and peasants.

Share the guiding questions from EDSITEment's Not Everyone Lived in Castles During the Middle Ages lesson, then implement the lesson activities following the provided instructions on the website.

PRIMARY SOURCE ACTIVITY: Feudalism (5.2, 5.2.a, 5.9.d) — 45 MIN

Activity Page



AP 1.3

Materials Needed: sufficient copies of King Harald's Laws for Land Property (NFE 2), Primary Source Analysis (AP 1.3), and the Student Reader

Note: The NFE can be found at the end of this Additional Activities file for you to print and copy.

Background for Teachers: King Harald Harfager, king of Norway from 860 to 930 CE, introduced feudalism to Scandinavia. This excerpt was written in roughly 866.

Briefly review the system of feudalism that emerged in Europe after the collapse of the Roman Empire. Remind students that without a strong central government, monarchs and nobles stepped in to create regional stability. In this activity, students will read a primary source about King Harald Harfager, the king of Norway.

Distribute copies of King Harald's Laws for Land Property (NFE 2). Read the source aloud while students follow along.

Have students diagram the distribution of land under King Harald. Encourage students to refer to the diagram of feudalism on page 12 of the Student Reader as a guide.

Independently or with a partner, have students complete Primary Source Analysis (AP 1.3). As time permits, invite volunteers to share their responses.

PRIMARY SOURCE ACTIVITY: A Gift from a King (5.2, 5.2.a, 5.9) 45 MIN

Materials Needed: Internet access; capability to display Internet in the classroom or sufficient copies of the lesson images from the UK National Archives' Anglo-Saxons: Gift from a King lesson

Note: Click "View lesson as PDF" to see the lesson plan and to copy sufficient lesson pages for students. It is suggested that you preview the content prior to implementing the activity.

Remind students that in medieval Europe, monarchs were the most powerful rulers. Unlike Charlemagne, however, kings generally ruled smaller regions. Tell students that in this activity, they will learn about life in Anglo-Saxon society, or society in medieval England.

Follow the steps described in the UK National Archives' Anglo-Saxons: Gift from a King lesson.

PRIMARY SOURCE ACTIVITY: The Domesday Book (5.2, 5.2.a, 5.9) 55 MIN

Materials Needed: access to the Internet; capability to display Internet in the classroom; sufficient copies of pages 4–5 of the UK National Archives' Domesday Book lesson

Note: Click "View lesson as PDF" to see the lesson plan and to copy sufficient lesson pages for students. Clicking "View full image" will open a larger version of one page of the Domesday Book. It is suggested that you preview the content prior to implementing the activity.

Background for Teachers: William I, also known as William the Conqueror, was born around the year 1028 CE in Normandy, France. The illegitimate son of Robert I of Normandy, William became the Duke of Normandy as a child, following his father's death. Lesser nobles took advantage of William's age and inexperience, resulting in the erosion of his power and general chaos in the duchy. William I was knighted at the age of fifteen, and from 1046 to 1055, he put down multiple rebellions. William grew into an effective military mind, and he used those skills in 1066 as the leader of the Norman Conquest. He defeated King Harold II at the Battle of Hastings and was himself installed as the king of England. William's rule had a profound impact on the island nation, namely through the introduction of feudalism. The Domesday Book was the result of a survey conducted by William I in 1086. Commissioners traveled from county to county, collecting information about the king's estates and the people who occupied them. For additional information about the Domesday Book, watch the UK National Archives' video "Spotlight On: Domesday Book."

Tell students that one way the United States government determines how to meet the needs of citizens is through the census. The census is conducted every ten years and collects information about household size, demographics, and population distribution. William the Conqueror conducted his own type of census of England in 1086 CE. Explain that in this activity, they will learn about this census, called the Domesday Book. Use the background information in the UK National Archives' Domesday Book lesson to further introduce the topic. Then implement the tasks in the rest of the lesson.

Monastic Life in Medieval France (5.9, 5.9.b) — 30 MIN

Materials Needed: Sufficient copies of International School History's "Lesson 3 - Why did Christianity spread in the early Middle Ages?" or student Internet access

Note: The article includes an embedded video. If students are reading the article online, have them skip the video.

Review what students read about monasteries in medieval Europe. Tell students that in this activity, they will learn more about monastic life in medieval Europe.

Distribute the article, or set up student workstations with access.

Have students read the article with a partner, and then answer the questions at the end.

You may choose to have students answer the questions in a Turn and Talk or in writing.

Illuminated Manuscripts (5.9) — 1 CLASS PERIOD

Materials Needed: Internet access; capability to display Internet in the classroom; blank paper; markers, colored pencils, or crayons; sufficient copies of the Student Reader

Note: You may wish to preselect a paragraph from the Student Reader for students to use in this activity, or students may choose their own paragraphs, either from the Student Reader or from a book of their choice.

Review what students read about illuminated manuscripts in the Student Reader. Tell students they are going to watch a slideshow about illuminated manuscripts before creating their own.

Show the class the Google Arts & Culture slideshow Embellish'd with Gold. On each slide, read the caption aloud or invite a volunteer to do so. Give students time to study the image as well, pointing out any unique or striking features of the illuminations. Note that some illuminations are simple variations of color in the text, while others are elaborate illustrations.

Tell students that they are now going to create their own illuminated manuscripts. Distribute blank paper and markers, colored pencils, or crayons. Have students copy a paragraph from the Student Reader or another book of their choice onto the blank paper and "illuminate" it.

If space allows, display students' illuminated manuscripts in the classroom.

Trade Networks in the Middle Ages (5.6, 5.7, 5.9) — 30 MIN

Activity Page



AP 1.6

Materials Needed: sufficient copies of Trade Networks in the Middle Ages (AP 1.6)

Distribute copies of Trade Networks in the Middle Ages (AP 1.6) to orient students to the extent of trade in the late Middle Ages in Europe. Note that the trade routes extended throughout Europe and to the Middle East and elsewhere in Asia. Explain to students how to read the key and scale on the map. Have students use the scale to compute distances along the trade routes. Then have them answer the questions that follow the map.

Medieval Architecture (5.9) 45 MIN

Materials Needed: Internet access; capability to display Internet in the classroom; board or chart paper

Background for Teachers: Romanesque architecture was popularized from the mid-eleventh century to the mid-twelfth century CE by the spread of monasticism. Romanesque buildings are characterized by windows, doors, and arcades with semicircular arches and thick walls. For a visual of Romanesque architecture, view the Romanesque Architecture slideshow. The Romanesque style was replaced by the Gothic style from the mid-twelfth century through the sixteenth century. Unlike Romanesque structures, Gothic buildings were characterized by high ceilings and walls featuring large windows, made possible by the use of flying buttresses and rib vaults. For a visual of Gothic architecture, view this illustration.

Explain to students that the term *architecture* refers to the process of designing a building. This includes the structural elements that hold the building up and the decorative elements that make it visually appealing. Tell students that during the Middle Ages, two distinct styles of architecture developed: Romanesque and Gothic. Draw a T-chart on the board or chart paper, and list the characteristics of each.

Romanesque:

- thick stone walls
- round arches
- barrel vaults
- solid or low wall buttresses
- few windows or openings
- semicircular apses (niches that project from a building)
- plain exteriors with little or no decoration

Gothic:

- pointed arches
- flying buttresses
- stained glass windows, often depicting people or stories from the Bible
- ribbed vaults (arched ceilings)
- tall columns
- spires
- gargoyles
- ornate (detailed) stone decoration

Display for students the side-by-side profiles of the two styles, and highlight the features of each. Explain that a Romanesque or Gothic building does not need to have every feature listed in the chart to be considered part of that style. It just needs to have many of the features.

Next, display images of the following buildings. Have students determine whether each building is Romanesque or Gothic, referring to the T-chart as needed.

- Angoulême Cathedral (Romanesque)
- Notre-Dame de Paris (Gothic)
- Chartres Cathedral (Gothic)
- Speyer Cathedral (Romanesque)
- Westminster Abbey (Gothic)
- Cluny Abbey (Romanesque)
- Milan Cathedral (Gothic)

As you conclude the activity, prompt students to discuss which style they like better and why.

How Did Surnames Come to Be? (5.9) — 2–3 CLASS PERIODS

Materials Needed: Internet access and student Internet access; sufficient copies of EDSITEment's Descriptive Surnames worksheet and Patronymic Names worksheet

Note: It is recommended that you preview the background information and lesson prior to implementing the activity.

Tell students that in this activity, they will be learning about the origins of surnames, or last names. Share with students the background information from EDSITEment's How Did Surnames Come to Be? lesson, and review the guiding questions. Follow the lesson activities to implement the activity and the assessment.

Domain Vocabulary: Chapter 1 — 30 MIN

Activity Page



AP 1.7

Materials Needed: sufficient copies of Domain Vocabulary: Chapter 1 (AP 1.7)

Distribute Domain Vocabulary: Chapter 1 (AP 1.7), and direct students to match each word to the correct definition.

This activity may be assigned for homework.

Nonfiction Excerpt 1: The Coronation of Charlemagne

from Carolingian Chronicles: Royal Frankish Annals and Nithard's Histories

"On the most holy day of Christmas, when the king rose from prayer in front of the shrine of the blessed apostle Peter, to take part in the Mass, Pope Leo placed a crown on his head, and he was hailed by the whole Roman people: To the august Charles, crowned by God, the great and peaceful emperor of the Romans, life and victory! After the acclamations the pope addressed him in the manner of the old emperors. The name of Patricius was now abandoned and he was called Emperor and Augustus."

Source: Scholz, Bernard W., and Barbara Rogers. *Carolingian Chronicles: Royal Frankish Annals and Nithard's Histories*. Ann Arbor: University of Michigan Press, 1972. https://babel.hathitrust.org/cgi/pt?id=mdp.39015015186805&view=2up&seq=93.

from Life of Charlemagne

"The Romans had inflicted many injuries upon Pope Leo, . . . so that he had been compelled to call upon the King for help. Charles accordingly went to Rome, to set in order the affairs of the Church, which were in great confusion, and passed the whole winter there. It was then that he received the titles of Emperor and Augustus, to which he at first had such an aversion [resistance] that he declared that he would not have set foot in the Church the day that they were conferred [given], although it was a great feast-day, if he could have foreseen the design of the Pope."

Source: Adapted from Einhard. *Life of Charlemagne*. Translated by Samuel E. Turner. New York: Harper & Bros., 1898. https://babel.hathitrust.org/cgi/pt?id=uga1.32108036454703&view=2up&seq=72.

Nonfiction Excerpt 2: *from* King Harald's Laws for Land Property

"King Harald made this law over all the lands he conquered, that all the [privately owned] property should belong to him; and that the [people who lived on the land], both great and small, should pay him land dues for their possessions. Over every district he set an earl to judge according to the law of the land and to justice, and also to collect the land dues and the fines; and for this each earl received a third part of the dues, and services, and fines, for the support of his table and other expenses. Each earl had under him four or more [local chieftains], each of whom had an estate of twenty marks yearly income given to him and was bound to support twenty men-at-arms, and the earl sixty men, at their own expenses."

Source: Adapted from Cave, Roy C., and Herbert H. Coulson. *A Source Book for Medieval Economic History*. Milwaukee: The Bruce Publishing Company, 1936. https://babel.hathitrust.org/cgi/pt?id=uiug.30112051326327&view=2up&seq=52&size=125.