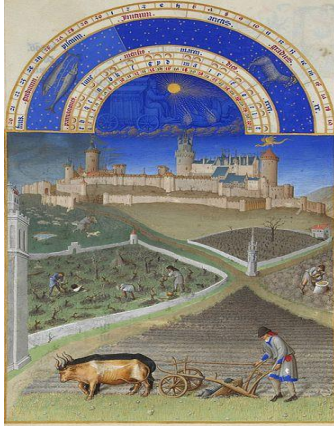


# The Middle Ages



[https://commons.wikimedia.org/wiki/File:Les\\_Tr%C3%AAs\\_Riches\\_Heures\\_du\\_duc\\_de\\_Berry\\_mars.jpg](https://commons.wikimedia.org/wiki/File:Les_Tr%C3%AAs_Riches_Heures_du_duc_de_Berry_mars.jpg)

## Overview/Prior Knowledge

Throughout the course of this unit, we will investigate the life, status, warfare, turmoil, and literature of the European people of the Middle Ages. We will, specifically, examine the daily life of people of different ranks during the Middle Ages.

## Objectives

- TSW identify ways in which Feudalism governed how knights and nobles dealt with each other.
- TSW investigate authors and literature of the Middle Ages.

## Time Required

50 minutes per day over the course of 4 days

## Recommended Grade Range

6<sup>th</sup> – 8<sup>th</sup> grade

## Subject/Sub-Subject

Social Studies and English Language Arts

## Standards

### ***Social Studies***

#### CCSS.SOCIAL STUDIES 7.8

Assess the Middle Ages and the emergence of nation-states in Europe.

#### CCSS.SOCIAL STUDIES 7.8-1

*Explain the system of feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily life of peasants and serfs, and the manor economy.*

### ***English Language Arts***

#### CCSS.ELA-LITERACY.RI.6.2

*Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*

#### CCSS.ELA-LITERACY.RI.6.7

*Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.*

#### CCSS.ELA-LITERACY.RI.6.9

*Compare and contrast one author's presentation of events with that of another*

## Library of Congress - Teaching with Primary Sources Skills:

- Model primary source analysis that includes observing, reflecting, and questioning.
- Analyze primary sources to formulate questions that connect to the topic of study.

## Highlighted Strategies:

- [See-Think-Wonder](#)

## Credits

Mandy Lacey; Guntown Middle School, Lee County School District

## Materials

- [Primary/Secondary Sources – See Resource Guide at the end of this document.](#)
- 6 copies of each image
- <http://mrhajeksocialstudies.blogspot.com/2017/05/feudalism-diagram-and-study-guide.html>
- Copies of the [See Think Wonder](#) handout
- Copies of the [postcard](#) template

## Procedures

### Day 1

#### Introduction

1. How do we learn about history?
2. What types of things tell us about the past?
3. We are going to use illustrations/pictures/art to learn about life in the Middle Ages.

The teacher will use a See-Think-Wonder activity to guide students in an intentional observation of a primary source photograph. The students will record their observations on paper. (primary source 1)

#### During

1. Feudal Society
  - The teacher will a chart of feudal system to explain the duties of each sect of medieval society in Europe.
  - The teacher will make a connection between primary source 1 and the chart. The primary source illustrates in art how feudalism worked.
  - The teacher will emphasize the importance of land over money
2. The students will analyze three additional primary source photos using the same See Think Wonder Strategy
3. Headline Strategy: The students will then create a tweet to caption each primary source Photo. This strategy will capture students' understanding for that class' role in medieval society. (Primary sources 2, 3 & 4)
3. The student will read descriptions of each class in textbook and then if needed make changes to their tweets based on acquired knowledge.

#### Wrap-up/Closure

- The teacher will randomly read the tweets created and let the class determine based on their acquired knowledge to which social class the tweet is referencing.

### Day 2

#### Introduction

The teacher will set up classroom desks in a pattern that will represent medieval class structure.

Peasants A & B

Vassals A & B

Lords/Nobles

King

## During

### 1. Review previous day's lesson

Q: What was more important than money?

A: land

Q: Why did Feudalism work?

A: Everyone helped each other "you scratch my back, I'll scratch yours"

### 2. \*Students will analyze image (source #1) using the See Think Wonder strategy

-ask a few students to share their observations

- The goal is to illustrate the importance of land in feudalism and that the nobles owned the land and the peasants worked the land and that the noble's land was divided and managed/protected by vassals who had peasants who worked the land.

## Complete medieval simulation. Examples of the simulation are from the following:

- [http://blazersocialstudies.weebly.com/uploads/4/6/8/0/46801553/feudalism\\_m\\_ms\\_activity.pdf](http://blazersocialstudies.weebly.com/uploads/4/6/8/0/46801553/feudalism_m_ms_activity.pdf)
- Video of another teacher doing such a simulation:  
<https://www.youtube.com/watch?v=y0MKeW5gZAA&feature=youtu.be>

## Wrap-up/Closure

1. How did Feudal M&M's help you to better understand Feudalism in the Middle Ages?  
(2 complete sentences - minimum)

2. \* The teacher will direct students back to Source #1 and ask them to reevaluate photo based on what they have learned about feudalism through the simulation activity.

## Assessment

**Formative:** The students will create Tweet describing each of the primary sources.

**Summative:** The students will create a postcard as a member of one of feudal classes. They will write 3-4 sentences describing their life and role in medieval society as well as illustrate their description.



## **Differentiation**

- partner students of varying ability levels.
- provide extended time (as needed).
- accelerated learners will select one of the social classes and write a brief classified advertisement that identifies the qualifications expected of someone from that social class.

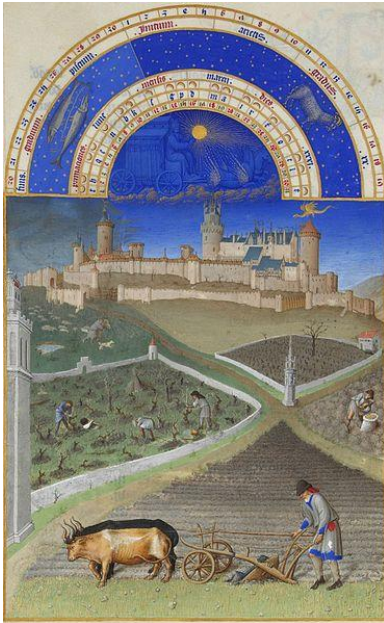
## Teaching with Primary Sources Resource Guide

**Title:** The Middle Ages

**Historical Background:**

During the Middle Ages, the system of Feudalism governed economic, political, and social relationships between kings, nobles, vassals, and peasants. These sources illustrate the role and relationships between each group in European feudalism.

**Source 1:**



**Title:** Les Très Riches Heures du duc de Berry mars

**Link:** [https://commons.wikimedia.org/wiki/File:Les\\_Tr%C3%AAs\\_Riches\\_Heures\\_du\\_duc\\_de\\_Berry\\_mars.jpg](https://commons.wikimedia.org/wiki/File:Les_Tr%C3%AAs_Riches_Heures_du_duc_de_Berry_mars.jpg)

**Purpose:** Students will conduct See-Think-Wonder to illustrate how land was used during Feudalism. It also shows the relationship between nobles and vassals and how land was divided and used. The goal is to illustrate the importance of land in feudalism and that the nobles owned the land and the peasants worked the land and that the noble's land was divided and managed/protected by vassals who had peasants who worked the land.

Source 2:

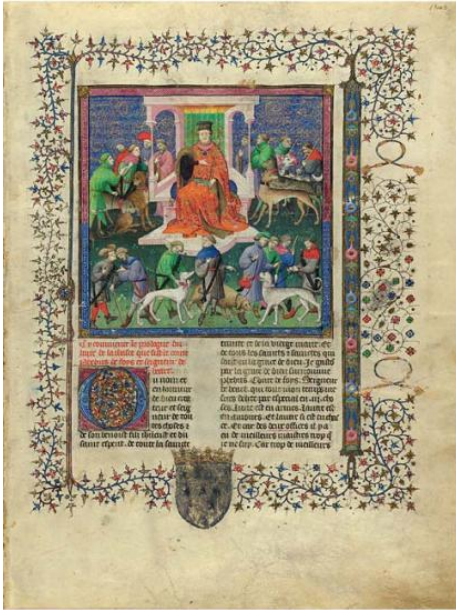


Title: La Rue Marchande

Link: <http://classes.bnf.fr/ema/groplan/flashes/rue/index.htm>

Purpose: This source illustrates the different classes in the middle ages under feudalism. This source is used with the headline strategy.

Source 3:



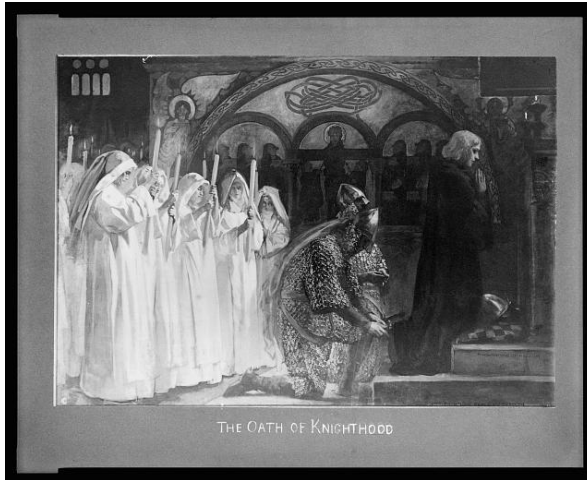
Title: *Livre de la chasse*

Link: <https://www.themorgan.org/collection/livre-de-la-chasse/3#>

Purpose: This source illustrates the different classes in the middle ages under feudalism. This source is used with the headline strategy.



**Source 4:**

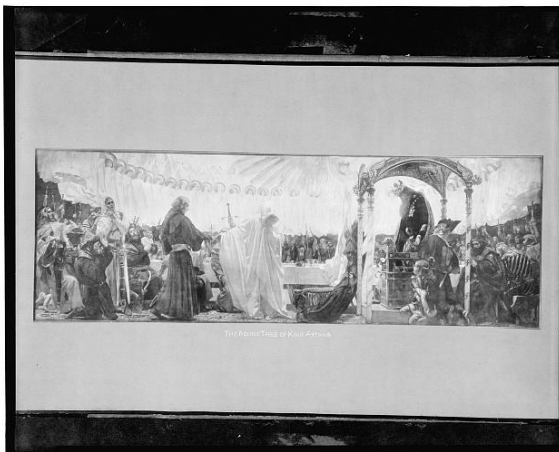


Title: The oath of knighthood

Link: <https://www.loc.gov/item/2003689357/>

Purpose: This source illustrates the different classes in the middle ages under feudalism. This source is used with the headline strategy.

**Source 5:**

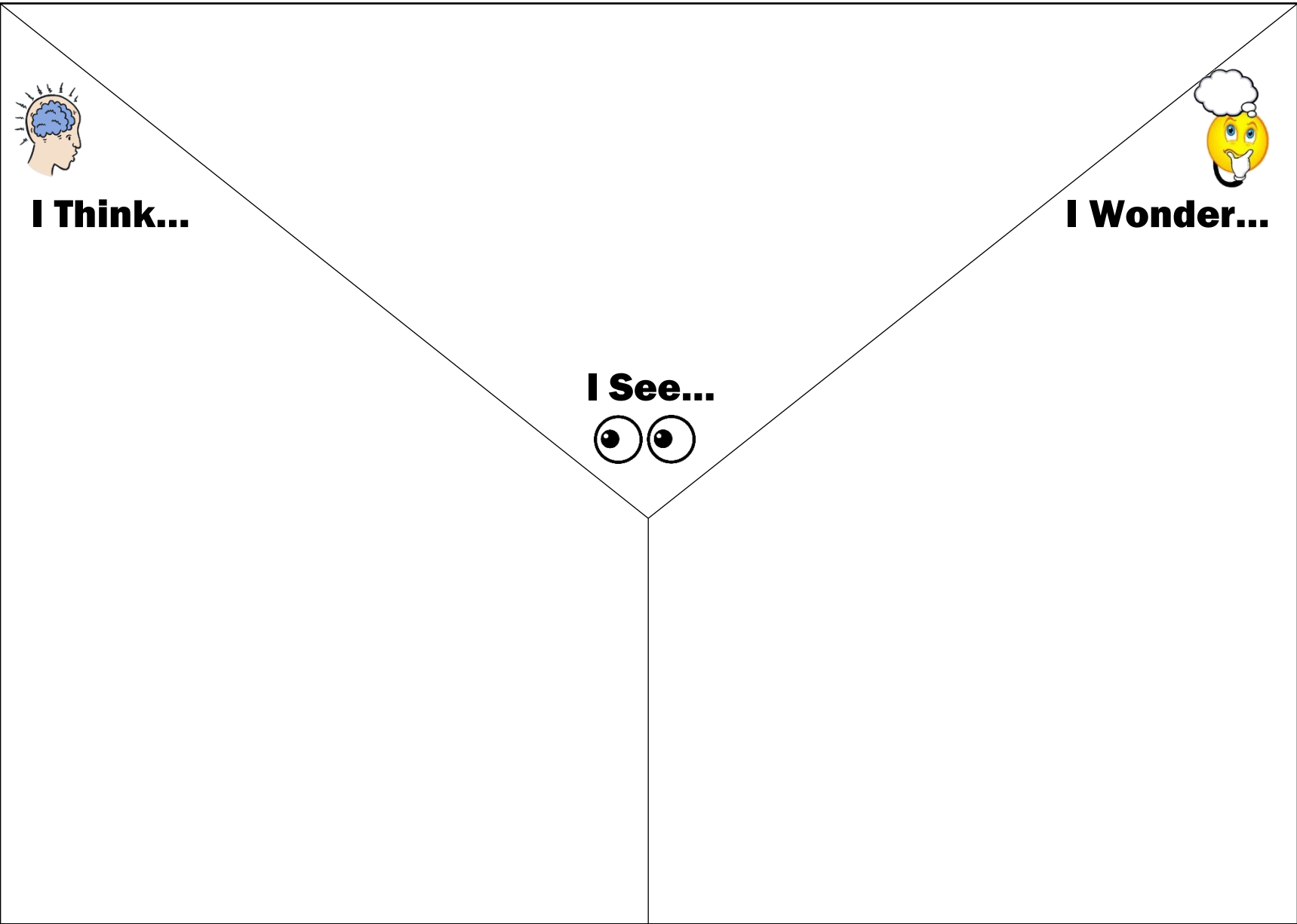


Title: The round table of King Arthur

Link: <https://www.loc.gov/resource/cph.3c33691/>

Purpose: This source illustrates the different classes in the middle ages under feudalism. This source is used with the headline strategy.

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**I Think...**

**I Wonder...**

**I See...**



