

*World History: Societies of the Past*

**Transition to the Modern World (Circa 500 to 1400)**

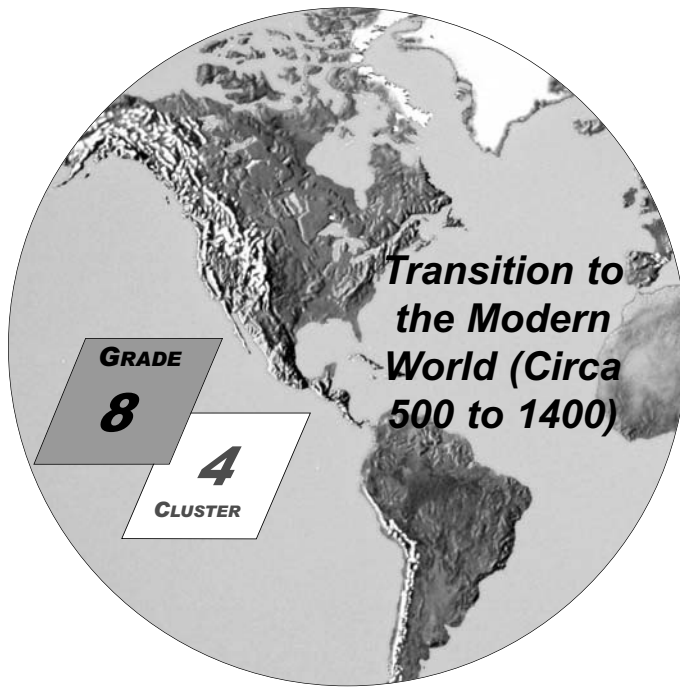
GRADE

**8**

**4**

CLUSTER





# Cluster 4

## Learning Experiences: Overview

### 8.4.1 Overview of the Middle Ages

KH-033 Identify the consequences of the fall of the Western Roman Empire.

*Examples: the Dark Ages, expansion of Arab-Islamic culture...*

KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.

VG-015 Appreciate the importance of world history in understanding the contemporary world.

### 8.4.2 Life in Medieval Europe

KH-034 Identify motivations for and consequences of the Crusades.

*Examples: Peasants', Nobles', Kings', and Children's Crusades...*

KH-035 Describe characteristics of medieval Europe.

*Examples: feudalism, social and political organization, plagues, medical practices...*

KP-050 Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.

KP-052 Describe the influence of the Catholic Church in medieval Europe.

*Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...*

KE-057 Identify how work and education were organized in medieval Europe.

*Examples: guilds and apprenticeships, universities, military training, religious training...*

### 8.4.3 The Rise of Islam and the Ottoman Empire

KI-018 Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies.

*Examples: artistic, literary, intellectual, scientific, religious...*

KG-041 Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.

KP-049 Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.

KP-053 Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.

### 8.4.4 China and the Mongol Empire

KI-019 Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries.

*Examples: science, technology, philosophy, art...*

KP-051 Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.

VH-012 Appreciate the contributions of all societies to the development of the modern world.

### 8.4.5 Legacy of the Middle Ages

KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.

KG-042 Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.

KE-058 Describe the impact of technological developments from the fifth to fifteenth centuries.

*Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...*

VG-014 Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.

VG-015 Appreciate the importance of world history in understanding the contemporary world.

## Transition to the Modern World (Circa 500 to 1400)

## Cluster Assessment: Tools and Processes

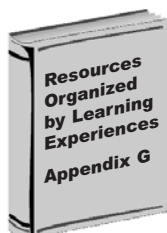
- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

## Cluster Description



Cluster 4 has a global perspective. It begins with a brief world overview, focusing on China, Europe, the Middle East, Africa, Asia, and the Americas from about 500 to 1400.

Students then explore individuals and events in selected places in the world during this time period. This study includes a focus on the impact of the fall of Rome, the rise of Islam, Arab conquests and Viking invasions, life in medieval Europe, and the expansion of the Mongol and Ottoman Empires. Students examine the significance and impact of technological development and the spread of ideas during this period. Through an exploration of art, architecture, literature, and science, students consider achievements and contributions of diverse cultures during this period of transition to the modern world.



**Engaging Students in the Cluster**

- View videos that present life in various places in the world in the period from 500 to 1400.
- Display books that relate to this time period.
- Create a Wall of Fame from this time period.
- Gather music from this time period in a listening centre.
- Create a visual display of achievements from this time period. Ideas include inventions, architecture, weapons, modes of travel, literature, and science.
- Display wall maps of the regions to be studied.
- Set up a game centre, with games that were invented in this time period (e.g., chess).

**Learning Experiences Summary**

**8.4.1 Overview of the Middle Ages**

**8.4.2 Life in Medieval Europe**

**8.4.3 The Rise of Islam and the Ottoman Empire**

**8.4.4 China and the Mongol Empire**

**8.4.5 Legacy of the Middle Ages**



### 8.4.1 Overview of the Middle Ages

- KH-033 Identify the consequences of the fall of the Western Roman Empire.  
*Examples: the Dark Ages, expansion of Arab-Islamic culture...*
- KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.
- VG-015 Appreciate the importance of world history in understanding the contemporary world.

#### Enduring Understanding

During the Middle Ages, a period of conflict and religious domination, the foundations for the political and geographic divisions of the modern world emerged.

#### Description of the Learning Experience


In this introductory overview, students explore some of the identifying features of the historical era from 500 to 1500 in various regions of the world, and create event markers for this period using timelines and maps.

**Vocabulary:** Feudalism, Islam, Muslim (See Appendix D for Vocabulary Strategies.)





**Note:** Some of the concepts and historical topics introduced in this learning experience will be explored in greater depth later on in the cluster. Note that some of the learning experiences in this cluster will overlap chronologically, and the wall timeline may be used to make this clear to students.

See the Suggested Teaching Scenario on pages 55–60.





### 8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 3a</p>	<p>KH-033 KG-040 VG-015</p>	<p><b>Activate</b></p> <p>Using Think-Pair-Share, students generate theories as to why the period from the fall of the western Roman Empire to about 1500 was called the “Middle Ages,” and why its beginning is sometimes referred to as the Dark Ages of European history. Student ideas are recorded on chart paper to be revisited and refined later in the learning experience.</p> <p>TIP: Encourage students to use what they have learned about the decline and defeat of the Roman Empire to envisage what may have been the consequences on European society of this period. The cluster title “Transition to the Modern World” may also give students a clue as to the meaning of the term <i>Middle Ages</i> (i.e., the period between antiquity and the modern world).</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>

8.4.1 Overview of the Middle Ages








Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KH-033 KG-040 VG-015	<p>Collaborative groups of students brainstorm words that come to mind when they think of the Middle Ages, going around the group in a round-table format. Each member records his or her ideas on small slips of paper. When the flow of ideas begins to slow down, groups sort them into four or five categories of their own creation, arranging the slips of paper on a large sheet of chart paper. Groups then circulate to view the charts and category titles generated by other groups. In a general class discussion, students review what they know about the Middle Ages, what they think about the Middle Ages but are unsure of, and questions they have about this period.</p> <p>TIP: After students have completed their brainstorming and sorting of ideas, encourage them to be critical about their own beliefs, helping them detect stereotypes and false impressions based on fiction and fairy tales.</p>
— or —		
	KH-033 KG-040 VG-015	<p>Students observe a collection of images of art and architecture from various societies during the period of the Middle Ages. Based on their observations of the images, students generate ideas about the defining characteristics of this period of history. Students share their impressions, retaining them along with selected images in an electronic file.</p> <p>TIP: Refer to TN-5 for suggested guidelines for this activity. Students should also record and save details of the sources consulted.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> Appendix H: Teacher Notes: Art As a Primary Source for History</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**8.4.1 Overview of the Middle Ages**






Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KH-033 KG-040 VG-015	<p>Students complete an Anticipation Guide regarding this period of history, and in collaborative groups discuss their opinions of each provided statement. Students retain their responses in their learning journals, which they will revisit at the end of the learning experience.</p> <p>TIP: Allow students time to rethink or revise their views after engaging in group discussions.</p> <p> BLM: Anticipation Guide: Middle Ages</p> <p> BLM: Anticipation Guide: Middle Ages—Key</p>
— or —		
	KH-033 KG-040 VG-015	<p>Students help create an historical “Tickle Trunk” by contributing items, drawings, or writings that represent some element of the Middle Ages. Students may be asked to do a brief oral report on the item they add to the trunk, explaining its significance and reasons for its inclusion. Items may be added to the trunk over the course of the entire cluster, and the contents could be used as a part of a culminating activity later in the cluster, such as a Historical Festival.</p> <p>TIP: Begin the collection by including a calligraphy instruction booklet, a sample of medieval music, a chessboard, a 3-D castle puzzle, a magnetic compass, images of medieval art, a statue of a knight in armour, et cetera. Ask each student to label his or her contribution and to explain what the selected item represents about this historical period.</p>
<b>Teacher Reflections</b>		






8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
 	KH-033 KG-040 VG-015	<p><b>Acquire</b></p> <p>Pairs or triads of students review the provided list of key world events from the 5th to 15th centuries and select one event from the medieval period that interests them. Using print and electronic resources, groups gather information on the selected event using the provided note-taking frame. Students share their information with each other, and explain the meaning of any important terms included in the event (e.g., feudalism, Islam, Mongols...).</p> <p>TIP: Ensure that each group selects a different event to maximize exposure to the various events. This activity may be set up as a “time travel” experience in which students are asked to describe a journey to a particular time or place and to describe their experience. The information gathered may be added to the illustrated wall timeline. Note that this is not intended to be an intensive research project, but an activity to help students develop a broad overview of the period using chronological markers to situate themselves.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Key World Events (5th Century to 15th Century)</p> <p> BLM: Note-Taking Frame: Key World Events (2 pages)</p>
		<p style="text-align: center;">or</p> <p>Using BLM 8.4.1c, collaborative groups of students are given a selection of four to five of the events included on the provided list. Consulting an historical atlas and other sources as needed, students design a 4x5 card for each event they are assigned. Each card should include a headline/title, date, and symbol to represent the event. Groups then attach their cards to the wall map of the world at the appropriate place. (In the case of empires, they should include a small inset map or trace the extent of the empire on the wall map using a colour code indicated on the card.)</p> <p>TIP: Ensure that the groups include all the significant places listed in BLM 8.4.1d. This activity also offers an opportunity to review with the students the general territories inhabited by the various Germanic and northern tribes in the early Middle Ages. The students may also do this activity using individual world outline maps.</p> <p> BLM: Key World Events (5th Century to 15th Century)</p> <p> BLM: Outline Map of the World</p> <p style="text-align: right;"><i>(continued)</i></p>










**8.4.1 Overview of the Middle Ages**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KH-033 KG-040 VG-015	<p>Collaborative groups of students conduct a web search to create a list of items that exist in contemporary society that had their origins in the Middle Ages (e.g., universities, stained glass, gunpowder, paper, paper money, magnetic compass, castles, cathedrals, books, banks, buttons, eyeglasses, playing cards, pasta, table forks, mechanical clocks, domesticated cats, carnivals, fireplaces, movable type, the number zero, Arabic numerals...). Groups create a poster or collage including images of the items they have discovered. Posters are displayed for students to circulate and view.</p> <p>TIP: Rather than providing web addresses to students, review web search tips and keyword searches briefly before they begin this task. Encourage students to retain useful websites on the Middle Ages in an electronic file, with annotations, for further reference.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
— or —		
	KH-033 KG-040 VG-015	<p>Using a world atlas or other statistical sources, students gather information about the current distribution of religions in the world, and replicate the information on an outline map. In collaborative groups, students discuss the connection and significance of events and developments of the Middle Ages to world religions in the contemporary world.</p> <p>TIP: Students may be invited to bring in news clippings of recent events that involve discussion of contemporary religions, the distribution of world religions, or current religious issues. Students may also choose to represent their data in the form of a chart, graph, or spreadsheet.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Outline Map of the World</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		






8.4.1 Overview of the Middle Ages

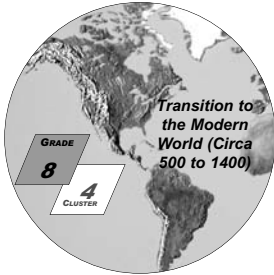
Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KH-033 KG-040 VG-015	<p>Students read a short informational text about the origins of the term <i>Dark Ages</i> and the reasons why some historians referred to the period following the fall of the Roman Empire as the Dark Ages of European history. Students use the information they have gathered to create a Mind Map that illustrates the consequences on Europe of the end of the long period of Roman rule.</p> <p>TIP: Review with students the notion that the Germanic tribes were considered by the Greeks and Romans to be “barbarians” or uncivilized foreigners. Review the names of some of the tribes that would have been considered to be barbarians at this time (e.g., Ostrogoths, Visigoths, Huns, Vikings, Franks, Normans, Angles, Saxons, Celts, Mongols, Vikings...). Encourage students to recall that this period was not necessarily “dark” for all regions of the world by noting that other civilizations (India, China, the Americas) were flourishing during this period.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
or		
	KH-033 KG-040 VG-015	<p>Students read an informational text on the origins and basic principles of Islam. Using the same note-taking frame they used in LE 8.3.1 to explore earlier world religions, students record information on Islam (See BLM 8.3.1i: “Note-Taking Frame: World Religions”). In collaborative groups students observe and discuss similarities and differences they note among the world religions, such as:</p> <ul style="list-style-type: none"> <li>• All world religions present moral guidelines for human beings.</li> <li>• Christianity, Judaism, and Islam all believe in one God (monotheistic).</li> <li>• All three accept the Old Testament of the Bible as sacred writings.</li> </ul> <p>TIP: Help students recognize that the modern concept of the separation of Church and State was not at all a part of the world view of societies during the Middle Ages, and that religions such as Christianity and Islam extended their sphere of influence by becoming official state religions with significant political control.</p>
<b>Teacher Reflections</b>		

**8.4.1 Overview of the Middle Ages**

Assessment	Outcomes	Strategies
 	KH-033 KG-040 VG-015	<p><b>Apply</b></p> <p>Collaborative groups of students prepare and present a short dramatization of a selected event or development from the timeline of the Middle Ages, using the notes they have recorded in the Acquiring phase of this learning experience as the historical content for their skit. Students observe the skits and complete an Exit Slip, commenting on what they have learned and their impressions of the portrayal.</p> <p>TIP: In a simple role-play, encourage students to rely on words and actions for effect, rather than on props and costumes. Invite them to find creative and simple ways of depicting the important elements of the story.</p>
		or
 	KH-033 KG-040 VG-015	<p>Using a template designed by the class for the wall timeline, collaborative groups of students create an illustrated plaque or marker for the wall timeline of a selected event in the Middle Ages. This timeline will be used as a reference to the students throughout Cluster 4. Students may then be asked to individually select five or six events they consider to be the most significant, and to represent these events in summary form with an illustration on an individual timeline.</p>
		or
 	KH-033 KG-040 VG-015	<p>Referring to a list of key world events in the time period from the 5th to the 15th centuries, collaborative groups of students select by consensus what they consider to be the five most significant events or developments. Each group prepares and presents a persuasive speech explaining their selections and attempting to convince the class of the importance of their selections. In a full class discussion, students attempt to reach agreement as to the events they see as most significant in this period.</p>
		 BLM: Key World Events (5th Century to 15th Century)
 	KH-033 KG-040 VG-015	<p>Using the timeline of the Middle Ages as a starting point, students draw a consequences map that illustrates connections between events of the Middle Ages and conditions that exist in modern times (e.g., countries of Europe, modern monarchies, major cities of Europe, architecture, distribution of world religions...). Students share their ideas with each other, focusing their discussion on the concept of the continuity of past societies over time.</p> <p>TIP: Students may wish to revisit their consequences map later in the cluster to add to it and refine it.</p>
		<i>(continued)</i>
<p><b>Teacher Reflections</b></p>		

8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KH-033 KG-040 VG-015	Students draw a Venn diagram illustrating similarities and differences between Christianity and Islam, using the notes they recorded on this topic in the Acquiring phase of this learning experience. In collaborative groups, students share their Venn diagrams, refining and correcting them as needed.
		
or		
	KH-033 KG-040 VG-015	Using Think-Pair-Share, students complete the last column of their Anticipation Guide, which they started in the Activating phase of this learning experience. In a guided class discussion, the statements are reviewed and misconceptions clarified. Students may use this discussion as a springboard for generating inquiry questions regarding specific topics on the Middle Ages for the remainder of the cluster.  TIP: Ensure that key terms and concepts for this cluster are clarified.
		 BLM: Anticipation Guide: Middle Ages
or		
	KH-033 KG-040 VG-015	Students participate in a continuum activity that is centred on a question such as: <ul style="list-style-type: none"> <li>• Would you like to live in the Dark Ages?</li> <li>• Was this period really a dark period in history?</li> </ul> After debriefing the exercise, students may wish to chart or map where all the class members placed themselves on the continuum. This activity may be revisited at the end of the cluster to determine whether attitudes and beliefs about the Middle Ages have changed.  TIP: Refer to guidelines suggested in Appendix A: “Using A Continuum of Points of View” on page A13 for this activity. Ask students to emphasize historical justifications for their opinions rather than simply stating personal preferences and interests.
<p><b>Teacher Reflections</b></p>		



**8.4.2 Life in Medieval Europe**

- KH-034 Identify motivations for and consequences of the Crusades.  
*Examples: Peasants', Nobles', Kings', and Children's Crusades...*

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- KH-035 Describe characteristics of medieval Europe.  
*Examples: feudalism, social and political organization, plagues, medical practices...*

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- KP-050 Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.

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- KP-052 Describe the influence of the Catholic Church in medieval Europe.  
*Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...*

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- KE-057 Identify how work and education were organized in medieval Europe.  
*Examples: guilds and apprenticeships, universities, military training, religious training...*

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**Enduring Understanding**

Early Medieval Europe was an agricultural society that assured stability and protection for its people through a feudal system of responsibilities and the authority of the Catholic Church.



**Description of the Learning Experience**

Students conduct research on various aspects of medieval European society, participate in cooperative learning activities and simulations, and explore the medieval world view as it was expressed in the social and political organization of that period.






**Vocabulary:** feudalism, serfs, social, hierarchy, Catholicism, crusades, guilds (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.




**8.4.2 Life in Medieval Europe**

Assessment	Outcomes	Strategies
	KH-035 KP-052 KE-057	<p><b>Activate</b></p> <p>Students read the provided excerpt from the text of the Magna Carta. Working in collaborative groups, students paraphrase the excerpt in their own words, and generate explanations as to the historical context and importance of the signing of the “Great Charter.” In a guided general discussion, students note what the excerpt tells them about medieval values and medieval government.</p> <p style="text-align: center;">            8.4.2 a BLM: Magna Carta         </p> <p style="text-align: right;"><i>(continued)</i></p>

**8.4.2 Life in Medieval Europe**







Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KH-035 KP-052 KE-057	<p>Collaborative groups of students view images of medieval European art and architecture and select a set of 10 images to retain in an electronic portfolio. Selected pieces should express the world view, events, or culture of medieval Europe. Using the frame provided in BLM 8.4.2b, students describe each of their selections. Students share two of their selected images with the class, discussing what they have discovered about medieval Europe by observing its art.</p> <p>TIP: Encourage students to include a variety of media (e.g., paintings, tapestries, sculpture, stained glass, illuminated manuscripts...), as well as a variety of subjects (e.g., religion, war or conflict, daily life, agriculture, love and marriage, agriculture...).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: center;"> BLM: Medieval Art</p>
— or —		
	KH-035 KP-052 KE-057	<p>Collaborative groups of students view images of the Bayeux Tapestry in order to gather information about the story of the Battle of Hastings in 1066 between William the Conqueror and Harold, Earl of Wessex. Students note the events depicted by the tapestry in their own words. In a guided general discussion, students consider the value of primary sources of historical information, such as this tapestry.</p> <p>TIP: The entire Bayeux Tapestry may be viewed online with descriptions of each scene at &lt;<a href="http://www.bayeuxtapestry.org.uk/">www.bayeuxtapestry.org.uk/</a>&gt;.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p>
<b>Teacher Reflections</b>		

**8.4.2 Life in Medieval Europe**







Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	Students brainstorm what they know about life in medieval Europe, organizing their ideas in the format of a web using the following categories: <ul style="list-style-type: none"> <li>• Wars</li> <li>• Feudal System</li> <li>• Agriculture</li> <li>• Government</li> <li>• Justice</li> <li>• Health</li> <li>• Catholic Church</li> <li>• Work</li> <li>• Education</li> </ul> Each group shares their web with another group, clarifying points and refining their webs as needed. Home groups then generate two questions for further inquiry under each of the topics. TIP: If students have difficulty generating ideas, provide them with a keyword list from the outcomes to prompt their thinking.
	<b>Acquire</b>	
	KH-034 KH-035 KP-050 KP-052 KE-057	Students read an informational text about the feudal system in medieval Europe. Using BLM 8.4.2c, they draw a diagram and complete a chart showing the social hierarchy, the influence of the Catholic Church, and the various roles and responsibilities of members of medieval society. Student groups display their charts and circulate. Using sticky notes, they add ideas to the charts of other groups. Students refine their charts as needed, and in a plenary session discuss the purpose of this social order, assessing its effectiveness in protecting people and helping medieval people meet their physical and non-physical needs.
	 BLM: Feudal System (3 pages)	
<i>(continued)</i>		
<b>Teacher Reflections</b>		








8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Students read a series of quotations from medieval thinkers or theologians. They paraphrase the ideas in their own words, and discuss what the quotations tell them about the key characteristics of the medieval world view, or the influence of the Catholic Church and possible motivations for the Crusades. In a guided class discussion, students express their opinions on the value of primary sources in shedding light on world views of the past.</p> <p>TIP: This activity offers an opportunity to review the interpretation of primary sources with students. Students may be asked to use BLM 8.4.2e to analyze one of the selected quotations from medieval thinkers, or to use this outline to examine a short text from a different primary source of their choice. Visit the URL listed below to access background information for teachers on the use of primary sources.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Medieval Thought (2 pages)</p> <p> BLM: Using Primary Sources</p>
	— or —	
	KH-035 KP-050 KP-052 KE-057	<p>Collaborative groups of students select by consensus one event from the Viking timeline to represent on the wall timeline. Ensuring that they have not selected the same event as other groups, each group prepares an illustration or a selected primary source image, along with a headline or precise description of the event, to include on the wall timeline.</p> <p> BLM: Viking Timeline</p>
	<i>(continued)</i>	
<b>Teacher Reflections</b>		








8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
 	KH-035 KP-050 KP-052 KE-057	Pairs of students gather information on the Viking invasions of Europe from the 9th to the 12th centuries. Using BLM 8.3.1b: “Outline Map of Europe” as a starting point, students create a map of Europe using symbols and colours to illustrate the sequence of events related to Viking expansion, the impact of the Viking invasions, and the parts of Europe affected by these invasions. Students share their maps with their peers, and discuss the role of conflict among monarchies and ethnic groups in the early Middle Ages.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >   BLM: Viking Timeline
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	Collaborative groups of students read assigned texts to gather information about various aspects of work and education in medieval Europe. In each group, topics may be divided as follows: <ul style="list-style-type: none"> <li>• Guilds and Apprenticeships</li> <li>• Universities</li> <li>• Monasteries and Religious Training</li> <li>• Education</li> <li>• Books and Writing</li> <li>• Knighthood and Military Training</li> </ul> Students combine their information to create an electronic or paper summary to use for their own reference in subsequent activities. In a guided plenary discussion, students make comparisons to the organization of work and education in modern times.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		






8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
 	KH-034 KH-035 KP-052 KE-057	<p>Using print and electronic resources, students gather information about the motivations for and consequences of the Crusades, or “wars of the cross,” to regain control of Jerusalem and the lands considered to be holy, from 1095 to 1271. Students may use the provided note-taking frame to organize and record their information. Groups combine their research to create a poster-sized Mind Map of the Crusades, including a map that indicates regions under Muslim control and regions under Christian control during this period. Posters are displayed for viewing, and students discuss the influence of religion on medieval world views, and medieval beliefs and values about war.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Note-Taking Frame: Crusades (2 pages)</p>
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Collaborative groups of students participate in a Jigsaw activity to conduct and share research about characteristics of life in medieval Europe. Topics may be assigned to students as follows:</p> <ul style="list-style-type: none"> <li>• War</li> <li>• Health</li> <li>• Religion</li> <li>• Education</li> <li>• Agriculture</li> <li>• Government</li> <li>• Art and Architecture</li> </ul> <p>Students may use the questions they generated in the Activating phase of this learning experience to direct their inquiry. In the final phase of the Jigsaw, students return to their home groups to share information and develop a more complete picture of medieval society. This research phase may be conceived as a preparation for a historical festival in which the expert groups of students present interactive displays or exhibits on their selected topic.</p> <p>NOTE: Students will further examine the legacy of the Middle Ages in art, architecture, literature, science, and technology in the final learning experience of the cluster (LE 8.4.5).</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		







8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KH-035 KP-052 KE-057	<p>Students read an informational text about the Magna Carta (i.e., historical context, consequences, importance). After reading the text, students create a Vocabulary Circle illustrating the links between the words suggested in BLM 8.4.2h, ensuring that they understand the meaning of all the concepts. Students share their Vocabulary Circles in collaborative groups.</p> <p>TIP: Students have already been introduced to the concept of absolute monarchy and rule of law; however, it may be useful to elicit their understanding of these concepts before they read the text and carry out the Vocabulary Circle activity.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Vocabulary Circle: Magna Carta</p>
or		
	KH-035 KE-057	<p>Students read a text about the emergence of cities, trading networks, and a merchant and artisan class toward the end of the Middle Ages. Following the reading, students discuss how the changing social conditions of the later Middle Ages led to the decline of feudalism. Students may use the information they have gathered to create a new diagram of the social hierarchy showing the changes that arose as medieval Europe became more stable militarily, more urbanized, and less isolated from other cultures.</p> <p>TIP: Use BLM 8.4.2c as a starting point, adding new classes and groups within the hierarchy.</p> <p> BLM: Feudal System (3 pages)</p>
or		
 	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Pairs of students gather information on the life and influence of a historical figure of their choice in medieval Europe (e.g., Charlemagne, Eleanor of Aquitaine, Richard the Lion-Hearted, William the Conqueror, Viking kings Olav or Knut, Alfred the Great, Edward the Confessor, Joan of Arc, Pope Gregory the Great...). Students share their information with each other in the form of a short interview with that figure. Following the interviews, student observers are offered the opportunity to ask questions of the historical figure.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		







8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KH-034 KH-035 KP-050 KP-052 KE-057	Students view a historical video about medieval Europe and are asked to observe images that portray social, political, or religious characteristics of medieval Europe. Following the viewing, students discuss and compare their observations. SUGGESTED VIDEO: <i>The Crusades</i> , 1995, A&E Entertainment for History Television TIP: There are a number of films of historical fiction, with varying degrees of historical accuracy, that focus on this time period. It is not recommended that these films be used as a means of acquiring information about the period; however, they may be used toward the end of the cluster when students will be better equipped to detect historical inaccuracies and to view them with a critical eye (refer to LE 8.4.5).
<b>Apply</b>		
	KH-035 KP-052 KE-057	Students create a comparison chart showing differences between the life of a tradesperson and guild member living in a city of Europe and the life of a serf working as a farmer on the land of a member of the nobility. Students share their charts in collaborative groups and discuss which lifestyle they would have preferred and why.
	or	
	KH-035 KP-052 KE-057	Collaborative groups of students create and present a re-enactment of an historical event that provoked social change in medieval Europe (e.g., the signing of the Magna Carta, the crowning of Charlemagne as emperor of the Holy Roman Empire...). Following the presentations, students assess which characteristics of medieval Europe were most accurately represented. They engage in a discussion about any parallels or long-term effects of medieval society that have endured until modern times.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		





8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KH-034 KH-035 KP-050 KP-052 KE-057	Students carry out a RAFT exercise in the form of a letter from the son or daughter of the lesser nobility to his or her parents. In the letter, the young person is asking for advice about a life decision. Examples include the following: <ul style="list-style-type: none"> <li>• Becoming a member of the clergy</li> <li>• Seeking a scholarly education</li> <li>• Joining a Crusade</li> <li>• Pledging loyalty to a more powerful lord</li> <li>• Moving to a city to engage in trade</li> <li>• Becoming a knight</li> <li>• Joining a monastery or a nunnery</li> </ul> The letter should propose realistic options, briefly describe the historical context, and discuss the advantages and disadvantages of the available choices.
— or —		
 	KH-034 KH-035 KP-050 KP-052 KE-057	Collaborative groups of students select a member of the feudal social order, and prepare a short skit depicting “A Season in the Life of a _____” (e.g., Crusader, knight in training, tradesperson in a large city, bishop, monk, child of a noble, lady of a manor, apprentice tradesperson, serf, free peasant, the Pope, Viking invader...). Groups present their skits and assess each other on the accuracy of their historical representations. <p>TIP: Develop with the class a set of descriptive criteria for the skit before students begin their planning.</p>
— or —		
 	KH-034 KH-035 KP-050 KP-052 KE-057	Collaborative groups of students create and present a multimedia presentation using primary source images to portray distinguishing characteristics of medieval Europe (e.g., feudal order, plagues, agriculture, role of the Catholic Church, Crusades, wars, knighthood, guilds, towns and cities, role of women, education, castles and cathedrals...).
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.4.2 Life in Medieval Europe

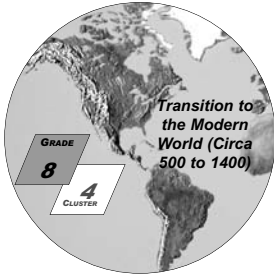
Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KH-035 KP-052 KE-057	Students create a journal, accompanied by a map, of an imaginary journey through medieval Europe during the time of a serious outbreak of bubonic plague. Suggested itinerary: from London to Brussels, to Lyon, to Marseilles, to Genoa, to Milan, to Florence, to Rome. The journal should include descriptions of the traveller’s sights and experiences, features of each city, the effects of the plague on the people, the Church, doctors, and leaders, and dangers encountered. Students share their readings in collaborative groups, and students discuss the impact of epidemics on world populations past and present. (Refer to BLM 8.3.1b: “Outline Map of Europe.”)
— or —		
 	KH-034 KH-035 KP-052 KE-057	Students create a Mind Map of the consequences of the Crusades on medieval Europe. Examples of consequences include the following: <ul style="list-style-type: none"> <li>• Society based on military protection</li> <li>• Role of the Church</li> <li>• Attitudes toward Islam and Jews</li> <li>• Training for knighthood</li> <li>• Values of heroism based on war</li> <li>• Loss of lives</li> <li>• Plunder and the spoils of war</li> <li>• Exposure to other cultures and ways of life</li> <li>• Opening of trade routes toward the East</li> </ul> Mind Maps are displayed and students circulate to view and respond to them.
— or —		
 	KH-034 KH-035 KP-050 KP-052 KE-057	Collaborative groups of students plan and create a medieval “newspaper,” selecting a particular city of Europe and a year of publication. The newspaper should include such things as political and social events; editorials about issues concerning religion, health, or education; interviews with historical figures; et cetera.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**8.4.2 Life in Medieval Europe**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Students prepare an announcement that might be made by a town crier regarding an event or issue in medieval Europe. Each student in turn presents their announcement of the event to the class, stating the date and place of their message. After the presentations, students may write an Exit Slip summarizing their impressions and assessing the historical portrayal of the medieval period.</p> <p>TIP: Each student should select a different event or issue, and prepare her or his announcement so as to reflect historical facts as well as to realistically portray the medieval world view. Possible events may include:</p> <ul style="list-style-type: none"> <li>• Nearby outbreak of the plague</li> <li>• Opening of a school by Charlemagne</li> <li>• Call by the Pope for a new Crusade</li> <li>• Viking invasion</li> <li>• Denouncement of a heretical view</li> <li>• News of kings or conquests</li> <li>• Announcement of the beginning of the building of a new cathedral</li> </ul>
— or —		
 	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Collaborative groups of students design an interactive display or exhibit for a Medieval Historical Festival. Once they have selected or have been assigned their topic, each group plans how they will present their material, dividing individual tasks and gathering materials needed for their presentation. Students should emphasize historical authenticity and accuracy in the information and ideas they will be including in their display.</p> <p>TIP: The historical festival may be reserved as a culminating activity at the end of the cluster, so as to incorporate further elements of Islam, the Mongol Empire, and the overall legacy of the Middle Ages in art, architecture, literature, science, and technology. However, students should begin thinking about an aspect of the Middle Ages that interests them and a means of presenting this aspect in an interactive display. This activity may be organized as a Multiple Intelligences activity. Suggestions for stations and activities are included in BLM 8.4.2i.</p> <p style="text-align: center;"> BLM: Medieval Festival Stations</p>
<b>Teacher Reflections</b>		



## Teacher Reflections



### 8.4.3 The Rise of Islam and the Ottoman Empire

- KI-018 Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies.  
*Examples: artistic, literary, intellectual, scientific, religious...*
- KG-041 Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.
- KP-049 Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.
- KP-053 Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.

#### Enduring Understanding

In the early Middle Ages, Islam rapidly grew in influence to become an extensive empire in Arabia, Persia, North Africa, and parts of southern Europe and central Asia. Muslim culture and trade flourished, permitting the circulation of ideas, technologies, goods, and art throughout these regions. Islam had a second period of growth and cultural rebirth under the empire of the Ottoman Turks in the 13th to 16th centuries.

#### Description of the Learning Experience








Students examine a timeline of major events in the growth of Islam, gather information about selected events and developments, and create maps and graphic organizers representing the growth and achievements of Islam in the Middle Ages.

**Vocabulary:** Islam, Muslim, caliph, caliphate, pilgrimage (See Appendix D for Vocabulary Strategies.)








**Note:** Clarify to students that the next two learning experiences represent an overlapping timeline with the previous one on Medieval Europe. Invite students to notice that, while much of Europe may have been in a period of “darkness” or ignorance during the Middle Ages (i.e., beset by wars, cultural isolation, religious intolerance, rigid control by the Catholic Church, neglect of academic and scientific learning, restricted literary achievement, lack of education in most of the populace, et cetera), these conditions did not necessarily apply to the Arab, Chinese, or Indian cultures of the same historical period.

**See the Suggested Teaching Scenario on pages 55–60.**







**8.4.3 The Rise of Islam and the Ottoman Empire**

Assessment	Outcomes	Strategies
 	KI-018 KG-041 KP-049 KP-053	<p><b>Activate</b></p> <p>Students complete the first two columns of a KWL chart about Islam, Arab territories in the Middle Ages, and the Ottoman Empire. Students may use the questions in the second column to guide their inquiry, discussing them with their peers. Students will revisit the chart to complete the last column at the end of this learning experience, including a Mind Map or summary statement focusing on “Big Ideas.”</p> <p> BLM: KWL: Islam</p> <p style="text-align: center;">or</p>
	KI-018 KG-041 KP-049 KP-053	<p>Collaborative groups of students view historical maps of two periods of Muslim expansion: the first, from Mohammed to the height of the Abbasid Empire; the second, during the time of the rise of the Ottoman Empire. Students locate familiar places and landmarks on the maps, and discuss how the extent of the Arab conquests and later Turkish Ottoman conquests compares with the size of the ancient Roman Empire. Students generate questions about the factors in the rise of these empires (e.g., Might they have faced many of the same challenges as the Roman Empire? Might they have known a similar cultural influence?).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: center;">or</p>
	KI-018 KG-041	<p>Students view images of various forms of Islamic art created during the Middle Ages. If they have access to the Internet, students may create an electronic portfolio of images that represent Islamic culture of that period. Students complete a record using BLM 8.4.2b: “Medieval Art” or a similar outline.</p> <p>TIP: Encourage students to note differences in art forms, design, and style from European medieval art, including distinctive decorative elements that show the influence of the designs of ancient Persia and of India (e.g., complex geometric motifs, designs from plants and flowers in nature, use of vivid colour...).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		






**8.4.3 The Rise of Islam and the Ottoman Empire**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KI-018 KG-041 KP-049 KP-053	<p>Referring to the overview BLM 8.4.1c: “Key World Events (5th Century to 15th Century”), students identify and select those events that relate to Islam or the Ottoman Turks. They begin a timeline of the growth of Islam in the Middle Ages by adding each of these events as markers on an individual timeline. Students discuss the broad sweep of the developments of Islam in this period, and consider why the Byzantine Empire and European kingdoms may have felt threatened by the expansion of Islam and Arab prominence in trade with other societies.</p> <p>TIP: This activity offers the opportunity to discuss with students the role of religion in the development of empires and in conflicts between states, particularly in Europe and the Middle East during this period. It also offers the opportunity to discuss the concept of “eurocentrism” or the bias inherent in some approaches to traditional western history (i.e., placing emphasis on events and developments in western Europe and Christianity when many more remarkable accomplishments may have been occurring in other regions and cultures).</p>
<b>Acquire</b>		
	KI-018 KG-041 KP-049 KP-053	<p>Using the BLM provided, students select events that complete the narrative of Islamic achievement and expansion during this period, and add them to their individual timelines. They highlight one or two of these developments that interest them as topics for further research.</p> <p> <b>8.4.3 b</b> BLM: Timeline: Islam in the Middle Ages (2 pages)</p>
— or —		
 	KI-018 KG-041 KP-049 KP-053	<p>Using print and electronic resources, students carry out research on a selected topic in the development and achievements of Islam. Using a template developed by the class, students create an illustrated placard of their selected event or achievement to add to the wall timeline.</p> <p>TIP: Refer to BLM 8.4.3b for a selection of topic suggestions.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> <b>8.4.3 b</b> BLM: Timeline: Islam in the Middle Ages (2 pages)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		




**8.4.3 The Rise of Islam and the Ottoman Empire**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 7b</p>	<p>KG-041 KP-049</p>	<p>Using a historical atlas or other sources, collaborative groups of students consult a map of the Muslim empire at the height of its expansion (9th to 11th centuries). On a wall map of the world, and using the provided list, students locate significant places related to Islam. They use different-coloured sticky notes as a code to indicate Muslim territories during this period. Each group may then create a map that shows the extent of the Muslim territories during this period of expansion.</p> <p>TIP: It may be useful to divide the class in half, assigning to one half the task of mapping the first phase of Muslim territorial expansion (6th to 9th centuries) and the other half the later phase of Muslim territorial expansion under the Ottoman Turks (14th to 16th centuries). Students may then share their maps, locating areas of successive expansion on the wall map of the world. (Refer to next activity.)</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> <b>8.4.3</b> c BLM: Important Places in Muslim History</p>
or		
 <p>Appendix A Skill 7a</p> 	<p>KG-041 KP-053</p>	<p>Using a historical atlas or other sources, students locate the regions of expansion of the Turkish Ottoman Empire from the 14th to the 16th centuries. They trace the outline of the empire’s extent on the wall map of the world. They may then create a map of Eurasia that shows the extent of the Ottoman Empire at its peak.</p> <p>TIP: Refer to BLM 8.4.3c for a list of suggested place names. Explain to students that the Seljuk Turks were converts to Islam. They began moving into territories held by the Byzantine Empire in the 11th century. The Byzantine Emperor, fearful that Muslims would overtake Christians in the empire, requested help from other Christian states in Europe in expelling the Turks from the land. This effort was ultimately unsuccessful, as the Turks eventually captured Constantinople, and it became Istanbul, the capital of the Ottoman Empire.</p> <p> <b>8.4.3</b> c BLM: Important Places in Muslim History</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		





8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KI-018 KG-041 KP-049 KP-053	Students carry out Internet research to gather statistics on Muslim population percentages in areas that came under the control of the original Arab Muslim Empire or the Turkish Ottoman Empire during the Middle Ages (e.g. Turkey, Iran, Iraq, Afghanistan, Egypt, Jordan, Syria, Lebanon, Morocco...). Students compare their discoveries, and discuss the ongoing influence of the events of the Middle Ages on the contemporary world.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
or		
	KI-018 KG-041	Students listen to a reading from a selected story of the <i>Arabian Nights</i> (e.g., “Sinbad the Sailor,” “Aladdin and the Wonderful Lamp”...). Following the reading, students respond to the story, and discuss similarities and differences among folk stories from various cultures through history. (Alternatively, students may listen to a short reading of poetry selected from the <i>Rubaiyat of Omar Khayyàm</i> , a 12th-century Persian poet.)  NOTE: The <i>1001 Arabian Nights</i> is a collection of Persian, Arabian, and Indian folk tales handed down through several centuries. There is no definitive text, but several different manuscripts in Arabic, some of which were translated into English. Similarly, many western European fairy tales were passed on by oral tradition through the Middle Ages and were later written down by German, French, and Scandinavian writers. It is possible to see similar elements and the cross-influence of various cultures on these types of stories. This may be explored as part of an English language arts project.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**8.4.3 The Rise of Islam and the Ottoman Empire**








Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KI-018 KG-041 KP-049 KP-053	<p>Collaborative groups of students carry out a mini-research project on Islamic achievements and influence and the spread of ideas and technologies across cultures during the Middle Ages. Students may be divided into groups of five, for example, and assigned the same five topics to research: art, literature, religion, science and technology, and mathematics. Students identify significant ideas or achievements in their assigned field, focusing on those that originated or were spread through Islamic cultures during this period. Students combine their information to create an illustrated Mind Map of the achievements, ideas, and technologies created or circulated by Islam during this period. Groups circulate in a Carousel activity to view Mind Maps, adding new ideas on sticky notes to the posters of other groups. Following the Carousel, students may decide to refine or add to their Mind Maps. (The research may also be carried out as a Jigsaw activity.)</p> <p>NOTE: Provide students with key words or ideas as needed to guide their research (refer to BLM 8.4.3d). It is not necessary that each group create an exhaustive list. Students may be asked to focus on one or two examples of achievements under each category. Help students to recognize that the rapid growth of Islam and the extensive Arab trading network into areas of India, China, Africa, and western Europe brought Muslims into contact with the ideas and technologies of many cultures, which they then adopted and disseminated throughout the areas under their influence. Often, Muslims were the intermediaries between the western and eastern cultures. For example, they obtained the concept of zero and numerals in mathematics from India, and adapted it to their numerical system; they translated Greek classic works into Arabic; they obtained the magnetic compass, the astrolabe, and papermaking from China and took it to the West; they built up the salt and gold trade from Africa into Europe.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Key Words: Islamic Achievements</p>
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

**8.4.3 The Rise of Islam and the Ottoman Empire**





Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KI-018 KG-041	Pairs of students select an example of an art piece from the electronic portfolio they gathered in the Acquiring phase of this learning experience. Using the image as a model, they create a reproduction of the piece and an accompanying art gallery <i>précis</i> , which includes details on the work, to be used later as part of an art gallery display.
— or —		
	KI-018 KG-041 KP-049 KP-053	Using print and electronic resources, students research and write a short biography of an important figure in the rise of Islam (e.g., Muhammad [Mohammed], the caliph Omar, Osman I, Seljuk of the Turks, Suleyman the Magnificent...). Students prepare a written report, citing all sources and including images to support their text.
 Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >		
<b>Apply</b>		
	KI-018 KG-041 KP-049 KP-053	Students revisit their KWL charts to summarize their learning, adding specific facts they have learned in the third column, and creating a Mind Map or summary statement to synthesize the “big ideas” they have discovered in this learning experience.
<i>(continued)</i>		
<b>Teacher Reflections</b>		








**8.4.3 The Rise of Islam and the Ottoman Empire**

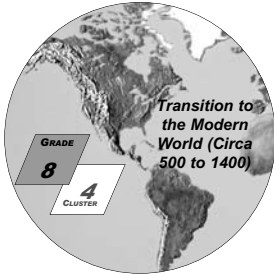
Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KI-018 KG-041 KP-053	Collaborative groups of students create a collage representing the achievements and influence of Islamic cultures and empires through the period of the Middle Ages (i.e., artistic, literary, intellectual, scientific, religious, economic, technological). Collages may be displayed and shared as part of a Gallery Walk.
		
or		
	KI-018 KG-041	Employing the artistic style of Muslim art of the Middle Ages, students create an illustration of a scene from the Arabian Nights that they have listened to or read. Students include a short annotation of the illustration for display purposes. Illustrations may be displayed and shared as part of a Gallery Walk.
		 Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
or		
	KI-018 KG-041 KP-049 KP-053	Students participate in a Gallery Walk of the art and achievements of Islam in the Middle Ages, circulating to view exhibits of art reproductions, posters, biographies, maps, collages, or other visual representations. Students may set up the class as an art gallery or museum, inviting guests from another class to view and respond to their displays.
		
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KI-018 KG-041 KP-049 KP-053	<p>Students select one or two key developments from the Islam timeline and create an illustrated narrative in the form of historical fiction, including some basic historical facts about the era. Students read their narratives to the class and, following the reading, students in the audience distinguish the elements of fact and fiction in the story.</p> <p>TIP: Encourage students to reproduce the Muslim artistic style of the Middle Ages in their illustration of the story, and to include a small sample of Arabic script or characters (e.g., title, or the name of a person in the story).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
or		
	KI-018 KG-041 KP-049 KP-053	<p>Students carry out a debate or team deliberation regarding the greatest achievement of Islamic culture during the Middle Ages. Students must supply historical evidence for their arguments. Following the debates, students may be invited to write an Exit Slip reflecting on Muslim contributions to history during the Middle Ages.</p>
or		
	KI-018 KG-041 KP-049 KP-053	<p>Students write a history journal reflection on the importance and effects of cultures exchanging ideas and technologies throughout history. Students may consider various forms of intercultural contact they have seen in their study of the Middle Ages, including:</p> <ul style="list-style-type: none"> <li>- Wars</li> <li>- Travel</li> <li>- Migration of people</li> <li>- Arts</li> <li>- Governments</li> <li>- Crusades</li> <li>- Education</li> <li>- Intermarriage</li> <li>- Religious conversion</li> <li>- Language standardization</li> <li>- Trade</li> <li>- Alliances</li> <li>- Stories and literature</li> <li>- Expansion of empires</li> </ul>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**8.4.3 The Rise of Islam and the Ottoman Empire**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	KI-018 KG-041 KP-049 KP-053	<p>Students complete the provided Vocabulary Circle to explain basic principles of religious beliefs of Islam. Students share their Vocabulary Circles with a partner. Students may wish to note some of the similarities between Islam and Christianity (e.g., monotheism, obedience, sacred writings and sacred places, pilgrimages, prayer, emphasis on rewards in the afterlife, founded on the life and teachings of one recognized prophet...), as well as some of the differences between the two (e.g., Church structure of Christianity, use of priests as intermediaries, holy days and celebrations, forms of prayer, Ten Commandments vs. Five Pillars...).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Vocabulary Circle: Religion of Islam</p>
— or —		
  	KI-018 KG-041 KP-049 KP-053	<p>Collaborative groups of students design a symbol to represent the Muslim Empire in the Middle Ages. The groups' symbols are presented to the class, and the class collectively decides on the most historically appropriate symbol. This symbol is reproduced by the students and used to identify all the regions on the world wall map that came under Muslim influence during the Middle Ages.</p>
<p><b>Teacher Reflections</b></p>		



### 8.4.4 China and the Mongol Empire

- KI-019 Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries.  
*Examples: science, technology, philosophy, art...*

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- KP-051 Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.

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- VH-012 Appreciate the contributions of all societies to the development of the modern world.

#### Enduring Understanding

China in the Middle Ages was a highly developed civilization with many cultural, artistic, and technological achievements. At the height of the Mongol Empire, China was its hub.

#### Description of the Learning Experience

Students interpret and construct timelines of events in China during the Middle Ages, map the growth and extent of the Mongol Empire, and identify cultural and scientific contributions to world history of Chinese civilization of this period.



**Vocabulary:** Mongols, Khan, movable type, porcelain (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.





### 8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
	KI-019	<p><b>Activate</b></p> <p>Learning Outcome 8-KI-019 is written on the board for students to view and respond to:</p> <p>Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. <i>Examples: science, technology, philosophy, art...</i></p> <p>Using Think-Pair-Share, students generate explanations as to why this may have been the case, applying what they already know about Chinese civilization.</p> <p style="text-align: right;"><i>(continued)</i></p>
	VH-012	
<p><b>Teacher Reflections</b></p>		






8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KI-019 KP-051 VH-012	Referring to BLM 8.4.1c: “Key World Events (5th Century to 15th Century)” or other sources, students identify marker events related to China or the Mongol Empire in the Middle Ages. Using these events as a starting point, students generate questions about China and about the Mongol Empire, focusing on what they want to know or clarify about this society in the Middle Ages.  NOTE: The following relevant events from BLM 8.4.1c may be indicated on the wall timeline in the course of this learning experience: 1203–1206: Genghis Khan defeats and unites the Mongol tribes and calls himself King of Kings. 1207–1233: Genghis Khan conquers areas of eastern Europe, China, and present-day Russia as territories of the Mongol Empire. 1258: Mongols attack and sack Baghdad. 1267: Kublai Khan establishes a unified Mongol Empire centred in China. 1271: Marco Polo leaves Italy to travel to China.
	— or —	
	KI-019 KP-051 VH-012	Students view a historical map of the Mongol Empire in the 13th century, and identify places with which they are familiar that were part of this empire. Students may also consult a contemporary map of Eurasia and the Middle East, to locate places such as present-day Russia, Mongolia, China, Kazakhstan, et cetera. Students compare the extent of the Mongol empire to that of the Arab Islamic Empire, the Roman Empire, or other empires of the Middle Ages.  TIP: Clarify with students that the Mongols were a group of nomadic tribes who lived in central Asia north of China, in and around the Gobi desert and the surrounding steppes and mountains (roughly the area that is Mongolia on a modern map). As there was little arable land in this area, they began as herders of horses, yaks, and camels, moving with the seasons to find pasture land. They became known as fearful warriors and quickly built up their empire under the leadership of warlord Genghis Khan in the 13th century. In fact, the Mongol Empire, although short-lived, was geographically the largest empire the world has ever known.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-019 KP-051 VH-012	<p>Students listen to an excerpt from the stories told by Marco Polo about the wonders of the civilization of China under the Mongol Empire in the 13th century. Students locate the city of Hangchow on a modern map of China in order to situate the place described in this excerpt. In a guided discussion, students identify elements of Chinese culture described in the excerpt, as well as opinions expressed by the writer.</p> <p>NOTE: BLM 8.4.4a provides a sample excerpt, which may be divided into sections for various groups to read. Provide students with some background details regarding the origins of this primary source, noting that its factual content is sometimes questioned by historians. Encourage students to note that the stories told by Marco Polo about his voyages often tell as much about Europe as they do about China, because of the opinions and judgements expressed in the writing (e.g., Because the Chinese and Mongols were not Christian, Polo refers to them as “idolators” or worshippers of false gods. He refers to their temples as “abbeys and churches,” using European words for these spiritual meeting places.)</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Marco Polo in China (3 pages)</p>
or		
	KI-019 VH-012	<p>Learning Outcome KI-019 is written on the board for students to view and respond to:</p> <p style="padding-left: 40px;">Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. <i>Examples: science, technology, philosophy, art...</i></p> <p>Using Think-Pair-Share, students generate explanations as to why this may have been the case, applying what they already know about Chinese civilization.</p>
<p><b>Teacher Reflections</b></p>		






8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
	KI-019 VH-012	<p><b>Acquire</b></p> <p>Pairs of students conduct a web search to gather and select examples of Chinese art from the 5th to the 15th century. They select four or five examples to create an electronic portfolio of representative pieces that express the complexity and artistry of the Chinese civilization. Students share their selections in groups.</p> <p>TIP: Encourage students to select examples from landscape painting, calligraphy, and decorative art or ceramics design from this period. This involves an aesthetic judgement that students should be invited to explain or justify. (Refer to TN-5 in Appendix H. Have students record information on their selected pieces using a form such as the one in BLM 8.4.2b: “Medieval Art”.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> Appendix H: Teacher Notes: Art As a Primary Source for History</p> <p style="text-align: center;">or</p>
	KI-019 KP-051 VH-012	<p>Using the provided timeline of China in the Middle Ages, collaborative groups of students select one event or historical figure to depict in an annotated illustration for the wall timeline. Groups select a spokesperson to provide a short oral summary of the selected event or historical figure before posting their addition to the timeline.</p> <p>TIP: Ensure that groups do not duplicate the selected events. Invite students to replicate the style of imperial Chinese drawing in their illustrations.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: China in the Middle Ages</p>

(continued)







Teacher Reflections

**8.4.4 China and the Mongol Empire**





Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KP-051	<p>Using a historical atlas or other resources, students observe a map of the Mongol Empire at its height. Students develop a symbol to represent this empire, and use this symbol to identify on the wall map regions of the world that were dominated by the Mongols under Genghis Khan and Kublai Khan from 1280 to 1367 (i.e., a territory that extended from modern-day Korea to the Middle East, including China, most of Russia, and areas of eastern Europe).</p> <p>TIP: Alternatively, students may be asked to create their own maps showing the extent of the territory. Students may be introduced to a quote from a primary source that tells about the nature of the Mongol Empire before they design their symbol (e.g., “All who surrender will be spared; whoever does not surrender but opposes with struggle and dissension shall be annihilated.” – Genghis Khan).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
— or —		
	KI-019 KP-051 VH-012	<p>Collaborative groups of students use the provided frame to gather information on cultural, artistic, scientific, or technological achievements of the Chinese civilization in the Middle Ages, adding illustrations where appropriate.</p> <p>TIP: Students need not find information on all of the achievements listed, but may choose or be assigned a set of topics.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Achievements of Chinese Civilization in the Middle Ages (2 pages)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		



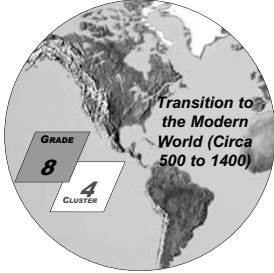
8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-019 KP-051 VH-012	Students view a documentary historical film about China in the Middle Ages or the Mongol Empire. Following the viewing, students discuss what they observed about the world views and achievements of the civilizations portrayed in the film.  TIP: An example of a film on this topic is <i>Genghis Khan: Terror and Conquest</i> , produced by A&E and the History Channel. It is available on the A&E website.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
or		
<b>Apply</b>		
  	KI-019 KP-051 VH-012	Using their notes gathered about the cultural, artistic, scientific, or technological achievements of the Chinese civilization in the Middle Ages, collaborative groups of students design and create an illustrated Mind Map portraying why China may be regarded as one of the most advanced civilizations of this period. Mind Maps should include information about the dissemination of ideas and goods through trade routes such as the Silk Road, the wars of the Mongol Empire, and other forms of intercultural contact.
or		
  	KI-019 KP-051 VH-012	Collaborative groups of students plan and present a short role-play of the first meeting of Marco Polo with Kublai Khan in China. The role-play should include realistic historical details about Chinese culture and the Mongol Empire at that time. After the presentations, students discuss how Marco Polo may have behaved in order to be accepted and welcomed in the court of the great Khan.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KI-019 KP-051 VH-012	Students prepare a short multimedia presentation to depict examples of the artistic, cultural, scientific, and technological achievements of China in the Middle Ages. The presentation should include a selection of primary and secondary sources of text and images as historical evidence, and provide a summary statement or generalization about the contributions of this civilization to the modern world.
or		
	KI-019 VH-012	Students create a reproduction of a selected piece of Chinese art (e.g., landscape painting, calligraphy, or decorative art), imitating the style as authentically as possible. Students create an accompanying art gallery <i>précis</i> , giving details of the artwork and interpreting its historical importance. The artwork may be included as part of a Gallery Walk or Historical Festival at the end of the cluster (refer to LE 8.4.5).  TIP: This may be planned as an interdisciplinary project in art, using rice paper and brushes or bamboo quills.
or		
	KI-019 KP-051 VH-012	Students create a travel log entry, writing from the point of view of a European merchant travelling along the Silk Road to China to obtain goods for trade during the time of the Mongol Empire (e.g., silk, jade, tea, paper, compasses from China; gold, silver, new foods, wool from the regions west of China). The journal entry should include a simple map of the route, and a brief description of the types of goods being traded, the mode of transportation, dangers encountered along the route, and cultural experiences in China that would have been new or different to the trader. Students read their log entries to each other in small groups, highlighting authentic historical and cultural elements in their stories.
 Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >		
<p><b>Teacher Reflections</b></p>		

## Teacher Reflections



### 8.4.5 Legacy of the Middle Ages

- KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.
- KG-042 Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.
- KE-058 Describe the impact of technological developments from the fifth to fifteenth centuries.  
*Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...*
- VG-014 Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.
- VG-015 Appreciate the importance of world history in understanding the contemporary world.

#### Enduring Understanding

The Middle Ages was a time of transition between the dominance of the Roman Empire and the emergence of the nations of modern Europe. Many developments in architecture, art, literature, language, technology, science, and politics can trace their roots to this long and tumultuous period of history.

#### Description of the Learning Experience

Students gather information on the architecture and literature of the Middle Ages, and synthesize what they have learned about achievements and social change during this period. As time permits, they plan and participate in a historical festival in which they share and celebrate their learning.

**Vocabulary:** parliament, longbows, crossbows (See Appendix D for Vocabulary Strategies.)

**Note:** This may be approached as a culminating learning experience for the cluster in which students consolidate and apply what they have learned about the Middle Ages. Several activities offer the opportunity for interdisciplinary learning (language arts, art, or science). It would be useful to obtain examples of the music of the Middle Ages to help students appreciate the character of the time.

Please observe that two learning outcomes—KG-040 and VG-015—were addressed in earlier learning experiences. They are repeated here as they are relevant to summing up the changes that took place in the Middle Ages as a period of “transition to the modern world” (i.e., the rise of European monarchies, new weapons that transformed medieval warfare during the Hundred Years’ War, the decline of the feudal system, the rise in importance of the peasant classes, the beginnings of Parliament). This provides a bridge to the period of the Renaissance in Cluster 5.

**See the Suggested Teaching Scenario on pages 55–60.**

**Transition to the Modern World (Circa 500 to 1400)**

**8.4.5 Legacy of the Middle Ages**

Assessment	Outcomes	Strategies
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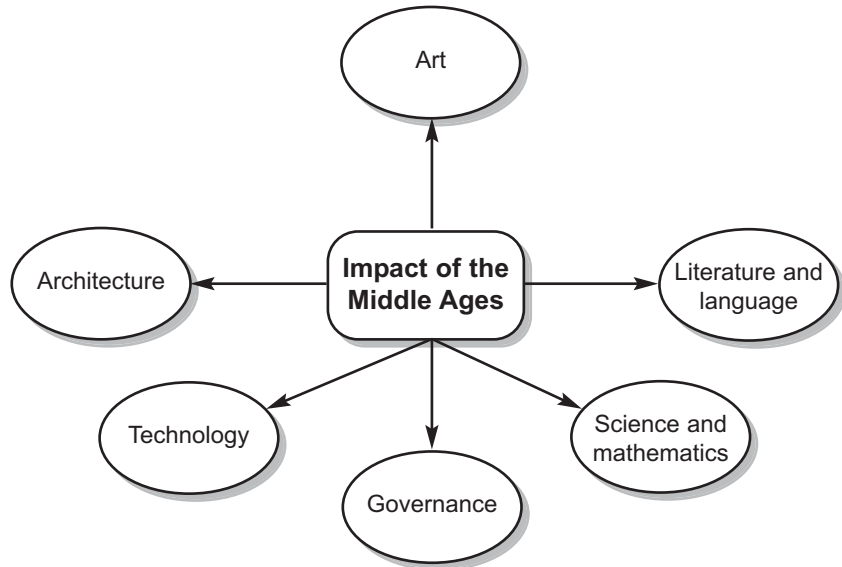


KG-040  
KG-042  
KE-058  
VG-014  
VG-015

**Activate** *(continued)*

Collaborative groups of students brainstorm enduring achievements in art, architecture, literature, science, technology, and governance in the Middle Ages. Students may refer to their notes and timelines as needed, organizing their ideas in a paper or electronic web format similar to the example below. Groups post their webs and circulate to view them.

TIP: Provide students with key words as needed to help them recall the achievements of the Middle Ages they have explored throughout this cluster. Each group member may assume responsibility for later developing a summary statement for one of the suggested areas of achievement.



or








KG-040  
KG-042  
VG-014  
VG-015

Collaborative groups of students view a historical map of Eurasia and North Africa during the late Middle Ages (12th to 14th centuries) and compare it to a present-day map of the region, listing all the contemporary country and city names that became important or were founded during the Middle Ages. Students discuss the enduring impact and influence of the European countries and cities that emerged during this period.





*(continued)*

**Teacher Reflections**





8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KG-040 KG-042 KE-058 VG-014 VG-015	Using a Word Splash of medieval scientific and technological developments and print and electronic resources as needed, students find definitions of the words they do not know. They then describe the impact of medieval scientific and technological developments on the world views and ways of life of people living in early medieval society.  NOTE: Students should make use of what they know about the 15th and 16th centuries through their study of the European exploration of Canada as they consider the impact of these developments (i.e., transatlantic navigation, colonization of the Americas...). The impact of certain innovations may be evident or already known by the students; in other cases students may be asked to make predictions (e.g., the effect of gunpowder on medieval castles, armour, and warfare...).   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
 BLM: Word Splash: Medieval Science and Technology		
or		
	KG-042 VG-014 VG-015	Collaborative groups of students view a variety of images of architecture of the Middle Ages, including examples of medieval castles, European Gothic and Romanesque cathedrals, Islamic architecture, and Chinese architecture. Students are asked to speculate in which region of the world each building was created, and discuss what they have observed as defining characteristics of each style of architecture.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.4.5 Legacy of the Middle Ages




Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KG-040	<p>Students participate in a continuum activity regarding the question of whether they would like to live in the Middle Ages (refer to the same activity in the 8.4.1 Overview). After debriefing, students may wish to compare class results with those of the initial activity, to assess whether their attitudes and beliefs about the Middle Ages have changed.</p> <p>TIP: Refer to Appendix A: “A Continuum of Points of View” on page A13 for an explanation of this strategy. Ask students to emphasize historical justifications for their opinions rather than simply stating personal preferences and interests. In this version of the activity, they should be encouraged to be very specific in their reasons (e.g., They may wish to live in China during the period of the Song dynasty because of the cultural and technological development at that time, or they may prefer to live in a city of the late Middle Ages when the working classes began to have more freedom.).</p>
	KG-042	
	KE-058	
	VG-014	
	VG-015	
<b>Acquire</b>		
	KG-040	<p>Collaborative groups of students identify examples of achievements in art, architecture, literature, science, technology, and governance during the Middle Ages, sharing responsibility for these areas among group members. Students prepare a summary report of their findings, including two examples under each category, and a general conclusion about the enduring qualities and impact of medieval achievements in each area. Groups may share their charts in a Carousel activity.</p> <p>TIP: A planning outline is included in BLM 8.4.5b. Note that students will have already explored some examples of achievements in art, science/mathematics, technology, and governance in previous learning experiences. This activity may be planned as a Jigsaw collaborative learning experience, or as separate activities on selected themes (refer to the activities that follow).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Planning Outline: Achievements of the Middle Ages</p> <p style="text-align: right;"><i>(continued)</i></p>
	KG-042	
	KE-058	
	VG-014	
	VG-015	
<b>Teacher Reflections</b>		

8.4.5 Legacy of the Middle Ages







Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KG-042 VG-014 VG-015	<p>Students are asked to consider the idea that manuscripts were a form of art in the days before printing and mass production of books. In partners, students gather information to create a sample book page of the Middle Ages using the calligraphy and design of European illuminated manuscripts, Arabic calligraphy and decorative motifs, or Chinese calligraphy.</p> <p>TIP: Ensure that all three styles of manuscripts are represented. Invite each student pair to create a title plate and <i>précis</i> for their work for display purposes. A display area called “Books as Works of Art” may be set up in preparation for a Medieval Festival or Gallery Walk.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
or		
	KG-042 VG-014 VG-015	<p>Students listen to a short reading of a description of Heaven, Hell, or Purgatory from Dante Alighieri’s <i>Divine Comedy</i> (c. 1300, originally written in Italian), or an excerpt about stories of pilgrims in the Middle Ages from Chaucer’s <i>Canterbury Tales</i> (c.1400, originally written in Middle English). To support their understanding of the reading, students may be presented with accompanying images or illustrations (refer to websites). Following the reading, students discuss what they have noted about the enduring qualities of medieval literature.</p> <p>NOTE: This may be done as a language arts activity. Provide students with a short background text on the selected extract of Dante or Chaucer, or ask them to carry out a mini-research on the theme and style of the text.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		








8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Collaborative groups of students select or are assigned one of four topics on architecture in the Middle Ages:</p> <ul style="list-style-type: none"> <li>• Cathedrals in western European architecture</li> <li>• Castles in western European architecture</li> <li>• Chinese architecture</li> <li>• Islamic architecture.</li> </ul> <p>Students prepare a short multimedia presentation showing one building that represents the architecture they are assigned. The presentation should include selected images of the building, a brief description of the building and its features, an explanation of its importance, and the reasons they have selected it. Following the presentations, students discuss the common and distinctive elements of medieval architecture.</p> <p>TIP: Alternatively, students may be asked to draw a sketch of their selected building or monument on poster paper, highlighting and explaining its features, to be included as a part of a Gallery Walk display at the end of the cluster. Remind students that many of these buildings underwent renewals or restorations in later periods, and show the influence of later architectural styles. This activity offers the opportunity to discuss the role of religious belief in inspiring the creation of monuments, and architecture as the expression of the grandeur or power of civilizations and their gods.</p> <p>Suggested buildings include:</p> <ul style="list-style-type: none"> <li>• Great Mosque</li> <li>• Mecca</li> <li>• Suleyman Mosque</li> <li>• Temple of Heaven</li> <li>• Great Wall of China</li> <li>• Tower of London</li> <li>• Mont-Saint-Michel</li> <li>• Cathédrale de Chartres</li> <li>• Windsor Castle</li> <li>• Exeter Cathedral</li> <li>• Damascus</li> <li>• Dome of the Rock</li> <li>• Istanbul</li> <li>• Westminster Abbey (England)</li> <li>• Cathédrale de Notre-Dame in Paris</li> <li>• Cathédrale de Notre-Dame in Amiens</li> <li>• Carrikfergus Castle (Ireland)</li> <li>• Imperial Palace (Forbidden City)</li> <li>• Confucian Shrine (Beijing)</li> <li>• Angkor Watt Temple (Cambodia).</li> <li>• Ka'aba Mosque</li> <li>• Jerusalem</li> <li>• Canterbury Cathedral</li> </ul> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
	<i>(continued)</i>	
<b>Teacher Reflections</b>		






**8.4.5 Legacy of the Middle Ages**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KG-042 VG-014	<p>Students listen to a sample of authentic medieval music. Following the listening, they gather information on medieval instruments (e.g., harp, psaltery, organ, lute, transverse flute, hurdy-gurdy, bagpipe, dulcimer...), discussing how these instruments resemble or differ from instruments used today.</p> <p>TIP: In medieval times, people often danced in a circle formation, taking simple steps forward, backward, or around the circle in unison as they followed the music, occasionally bowing to one another or linking arms in couples to turn around. Students may wish to design a simple dance to accompany a piece of music, to be performed as part of a Medieval Festival. Consider inviting a local dance group (e.g., English or Scottish country dancers) to demonstrate dancing to students.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
	— or —	
	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students gather information about events that provoked change in the Middle Ages, beginning the transition from ancient to modern societies (e.g., technological developments, political events, social changes), and record their observations on the provided chart. After they have completed their notes, the class discusses ways in which events of the later Middle Ages laid the foundation for changed societies in Europe.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Transition to the Modern Age (2 pages)</p> <p> BLM: Transition to the Modern Age—Key (2 pages)</p>
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students view a historical fiction film of the Middle Ages, preferably divided into half-hour viewing sessions. Following the viewing, and using the provided viewing guide to historical fiction, students discuss and assess how the film portrayed the era, noting any historical biases, anachronisms, stereotypes, or misrepresentations.</p> <p>TIP: Always preview historical fiction for local sensitivities and to verify content. Provide general background information to students prior to viewing, and assign students something to watch for. Explain to students that historical fiction is a way of portraying in artistic form “what might have happened” rather than what actually happened. Invite students to reflect on whether they agree that it “might have happened” in the way it is portrayed in the film. Always allow time for the exchange of ideas after each viewing session.</p> <p>SUGGESTED TITLES:</p> <ul style="list-style-type: none"> <li>• <i>The Seventh Seal</i> (1957), Ingmar Bergman</li> <li>• <i>The Passion of Joan of Arc</i> (1928), Carl-Theodor Dreyer</li> <li>• <i>The Name of the Rose</i> (1986), Jean-Jacques Annaud</li> <li>• <i>The Return of Martin Guerre</i> (1984), Daniel Vigne</li> <li>• <i>Henry V</i> (1989), Kenneth Branagh</li> <li>• <i>A Lion in Winter</i> (1968), Anthony Harvey</li> <li>• <i>A Man for all Seasons</i> (1966), Fred Zinneman.</li> </ul> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Viewing Guide Historical Fiction</p>
	or	
	KG-042 VG-014 VG-015	<p>Students examine a piece of literature written in Old English or Middle English, comparing it to a modern English translation. Students observe the influence of German (e.g., <i>ich</i> for I) and the differences in spelling that evolved over time.</p> <p>NOTE: Clarify that English was still evolving in the Middle Ages: it is a Germanic language with elements borrowed from Greek, Norse, Latin, and French. Dante’s language, Italian, was a developing dialect based mostly on Latin, as was French. In medieval Europe, most texts in religion, philosophy, or history were written in Latin. Popular texts in Europe (poems, songs, plays) were often written in the early forms of English, Italian, or French.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>





**8.4.5 Legacy of the Middle Ages**

Assessment	Outcomes	Strategies
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p><b>Apply</b></p> <p>Students plan and prepare costumes, materials, stations, decorations, and invitations for a Medieval Festival celebration. Each student should choose a role or a historic figure to represent in costume as a part of his or her demonstration (monk, bishop, lord, lady, knight, crusader, priest, nun). The festival may be combined with a medieval meal, music, demonstrations, and hands-on activities. Student projects are used as decorations and displays.</p> <p>TIP: Refer to BLM 8.4.2i: “Medieval Festival Stations” for ideas for student displays. All students should have a costume for the event. Costumes need not be elaborate (e.g., simple tunics, robes, capes, or hats made by the students). Medieval recorded music adds to the ambiance of the occasion. Invitations, menus, and posters give students a chance to practise calligraphy. Students should be involved in giving guided tours to guests, making speeches, giving demonstrations, and serving food or beverages. If a meal is included, keep it simple but authentic (e.g., a chicken leg served on a thick slice of brown bread, raw carrots, apple cider [with spices from the East], and fruit trays). Encourage historical authenticity by integrating primary sources in the décor and displays.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: center;"><b>or</b></p>
	 	KG-040 KG-042 KE-058 VG-014 VG-015





*(continued)*

**Teacher Reflections**

8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	Collaborative groups of students create a Mind Map showing why the Middle Ages may be considered to be a bridge to the modern world. Important ideas related to this include: <ul style="list-style-type: none"> <li>• Emergence of European monarchies</li> <li>• End of feudalism</li> <li>• Beginning of book publication and less restricted education</li> <li>• Better navigational methods</li> <li>• New weaponry changed warfare and the need for castles and armour</li> <li>• Rise of a class of tradespeople in the cities</li> <li>• Increased freedom of peasants</li> <li>• Beginnings of Parliamentary system in England</li> <li>• Beginning of transatlantic travel</li> <li>• Search for an ocean route to open trade between East and West</li> <li>• Development of modern European languages (English, French, Italian, Spanish)</li> </ul> TIP: Begin this activity by brainstorming ideas with the students, providing prompts as needed, and encouraging them to consult their notes and projects.
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	Collaborative groups of students prepare the telling of the major events, people, and ideas of the Middle Ages in the form of a folk tale or fairy tale. They present their stories as a Readers’ Theatre, choral reading, or short play. TIP: Encourage students to focus on the “big ideas” and the most dramatic events of the period, highlighting how the world was transformed (for better and for worse) during this chapter of human history.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students plan and present a Medieval Awards ceremony, replicating medieval style, in which they present awards (plaques, certificates on parchment) for accomplishments such as Best Achievement in...</p> <ul style="list-style-type: none"> <li>• Visual Art</li> <li>• Literature and Language</li> <li>• Music</li> <li>• Religious Leadership</li> <li>• Technology</li> <li>• Scientific Thought</li> <li>• Governance</li> </ul> <p>Students may create a role for a fictitious person to receive the award, or may designate an authentic historical figure to receive certain awards (e.g., the award for “Best Achievement in Military Bravery” may be presented to Joan of Arc).</p> <p>TIP: Decide as a class which achievements the students consider to be the most significant before they plan their roles for the ceremony. Alternatively, collaborative groups of students may be assigned to decide on and present a particular award.</p>
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students write a journal reflection on where and when in the Middle Ages they would prefer to have lived, justifying their choices with historical evidence. Students share their reflections in collaborative groups.</p>
<p><b>Teacher Reflections</b></p>		

## Teacher Reflections

**Transition to the Modern World (Circa 500 to 1400)****Cluster 4—Connecting and Reflecting****Student:**

Using your “Transition to the Modern World” portfolio, reflect on the achievements and contributions of diverse cultures of this time period, and explain (with examples) how the spread of knowledge and learning from other peoples is important and enhances your life.



8.4.5 BLM: Transition to the Modern World (Circa 500 to 1400): Connecting and Reflecting

**Teacher Reflections**