Welcome to History Alive! The Medieval World and Beyond. This document contains everything you need to teach the sample lesson “The Decline of Feudalism.” We invite you to use this sample lesson today to discover how the TCI Approach can make history come alive for your students.

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www.teachti.com/historyalive-mwb

1. Watch a lesson demonstration
2. Learn about strategies behind the program
3. Discover the new and improved Teacher Subscription and Student Subscription
Welcome to the second edition of *History Alive! The Medieval World and Beyond*, which is a part of TCI’s engaging middle school social studies series. Since the program was first released, I’ve been slipping into classrooms with my camera to catch the TCI Approach in action. Despite the great diversity of classes in which the images were taken—in urban and suburban settings, in mainstream and English Language Development classes, with honors and special education students—one similarity always strikes me: students are actively involved in history and having a great time.

Our goal in creating *History Alive! The Medieval World and Beyond* was to engage students’ multiple intelligences, connect history to their own lives, and foster critical thinking. The result has been a movement away from traditional, teacher-centered classrooms to more engaging, active social studies instruction. Improved test scores, student enthusiasm for history, and teacher renewal have followed.

I encourage you to try this sample lesson from *History Alive! The Medieval World and Beyond* with your students today. And I’d love one day to receive a photo of your students in action, totally absorbed in the study of history.

Welcome to the growing TCI community of inspired, active social studies teachers!

Best,

*Bert Bower*

*TCI Founder and CEO*
Benefits of History Alive! The Medieval World and Beyond

History Alive! The Medieval World and Beyond explores the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas. From the decline of feudalism to the revolutions in science, exploration, and thought that are the foundations of our modern world, students will discover rich connections to the past.

The TCI program promotes historical curiosity and empathy, as students step back in time to visit historical civilizations and make connections with their current lives. For example, students

- dramatize life in medieval European towns to experience such aspects of life such as guilds and medical treatment.
- visit ancient Mayan sites to learn about Mayan life and culture.
- take a walking tour of Renaissance Florence, the cradle of the Renaissance.

History Alive! The Medieval World and Beyond was created by teachers, for teachers. The program is flexible and easy to use, providing a variety of ways to meet diverse student needs and curriculum configurations. Teachers can

- modify instruction for English language learners, learners reading and writing below grade level, learners with special education needs, and advanced learners.
- support language arts instruction in the social studies curriculum with reading, writing, speaking, and listening activities, as well as Reading and Writing Toolkits.
- use Enrichment Resources to help students extend learning beyond the lessons, including biographies, literature, primary sources, Internet projects and links, and essays related to medieval world history.
- incorporate Quicker Coverage and Deeper Coverage suggestions to adjust the pace and depth of instruction.

This newest edition includes many features to make medieval world history come alive for students.

- Setting the Stage sections at the beginning of each unit orient students to the physical and human geography of what’s to come.
- Geography Challenge activities complement Setting the Stage by asking students to apply both geography and critical thinking skills.
- Reading Further sections provide high-interest case studies that drill down into interesting events, concepts, and people discussed in the lesson.
- Timeline Challenge activities at the end of each unit highlight key events, people, and places and ask students to apply both chronology and critical thinking skills.

History Alive! The Medieval World and Beyond will help you ignite your students’ passion for history—and re-ignite your passion for teaching it!
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**Sample Lesson:**
5. The Decline of Feudalism

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**Test-drive with a 30 Day Trial**
With the Teacher Subscription, teachers can get an entire class interacting with one computer, an internet connection and a projector. Students thrive on the immediate feedback they get using the Student Subscription’s Reading Challenges.

[www.teachtc.com/trial](http://www.teachtc.com/trial)
5.1 Introduction

In the last chapter, you learned about daily life in medieval towns. Now you will explore key events that contributed to the decline of feudalism in the 12th through the 15th centuries.

There were many causes for the breakdown of the feudal system. In this chapter, you will focus on three: political changes in England, a terrible disease, and a long series of wars.

In England, several political changes in the 12th and 13th centuries helped to weaken feudalism. A famous document known as *Magna Carta*, or Great Charter, dates from this time. *Magna Carta* was a written legal agreement that limited the king’s power and strengthened the rights of nobles. As feudalism declined, *Magna Carta* took on a much broader meaning and contributed to ideas about individual rights and liberties in England.

The terrible disease was the bubonic plague, or Black Death. The plague swept across Asia in the 1300s and reached Europe in the late 1340s. Over the next two centuries, this terrifying disease killed millions in Europe. It struck all kinds of people—rich and poor, young and old, town dwellers and country folk. Almost everyone who caught the plague died within days. In some places, whole communities were wiped out. The deaths of so many people led to sweeping economic and social changes.

Lastly, between 1337 and 1453, France and England fought a series of battles known as the Hundred Years’ War. This conflict changed the way wars were fought and shifted power away from feudal lords to monarchs and the common people.

How did such different events contribute to the decline of feudalism? In this chapter, you will find out.
5.2 Political Developments in England

There were many reasons for the decline of feudalism in Europe. In one country, England, political developments during the 12th and 13th centuries helped to weaken feudalism. The story begins with King Henry II, who reigned from 1154 to 1189.

**Henry II’s Legal Reforms**  Henry made legal reform a central concern of his reign. For example, he insisted that a jury formally accuse a person of a serious crime. Cases were then tried before a royal judge. In theory, people could no longer simply be jailed or executed for no legal reason. There also had to be a court trial. These reforms strengthened the power of royal courts at the expense of feudal lords.

Henry’s effort to strengthen royal authority led to a serious conflict with the Catholic Church. In the year 1164, Henry issued the Constitutions of Clarendon, a document that he said spelled out the king’s *traditional* rights. Among them was the right to try clergy accused of serious crimes in royal courts, rather than in Church courts.

Henry’s action led to a long, bitter quarrel with his friend, Thomas Becket, the archbishop of Canterbury. In 1170, four knights, perhaps seeking the king’s favor, killed Becket in front of the main altar of Canterbury Cathedral. The cathedral and Becket’s tomb soon became a popular destination for pilgrimages. In 1173, the Catholic Church proclaimed him a saint. Still, most of the Constitutions of Clarendon remained in force.

**King John and Magna Carta**  In 1199, Henry’s youngest son, John, became king of England. John soon made powerful enemies by losing most of the lands the English had controlled in France. He also taxed his barons heavily and ignored their traditional rights, arresting opponents at will. In addition, John quarreled with the Catholic Church and collected large amounts of money from its properties.

In June 1215, angry nobles forced a meeting with King John in a meadow called Runnymede, beside the River Thames, outside of London. There, they insisted that John put his seal on a document called *Magna Carta*, which means “Great Charter” in Latin.
Magna Carta was an agreement between the nobles and the monarch. The nobles agreed that the monarch could continue to rule. For his part, King John agreed to observe common law and the traditional rights of the nobles and the Church. For example, he promised to consult the nobles and the Church archbishops and bishops before imposing special taxes. He also agreed that “no free man” could be jailed except by the lawful judgment of his peers or by the law of the land. This idea eventually developed into a key part of English common law known as habeas corpus (HAY-be-us KOR-pus).

In many ways, Magna Carta only protected the rights and privileges of nobles. However, as time passed, the English people came to regard it as one of the foundations of their rights and liberties.

**King Edward I and the Model Parliament**  In 1295, Edward I, King John’s grandson, took a major step toward including more people in government. Edward called together a governing body called the *Model Parliament*. It included commoners and lower-ranking clergy, as well as high-level Church officials and nobles.

**The Impact of Political Developments in England**  These political changes contributed to the decline of feudalism in two ways. Some of the changes strengthened royal authority at the expense of the nobles. Others weakened feudalism by eventually shifting some power to the common people.

Magna Carta established the idea of rights and liberties that even a monarch cannot violate. It also affirmed that monarchs should rule with the advice of the governed. Henry II’s legal reforms strengthened English common law and the role of judges and juries. Finally, Edward I’s Model Parliament gave a voice in government to common people, as well as to nobles. All these ideas formed the basis for the development of modern democratic institutions.

**habeas corpus**  the legal concept that an accused person cannot be jailed indefinitely without being charged with a crime

**Model Parliament**  a governing body created by King Edward I that included some commoners, Church officials, and nobles

This 14th-century illustration shows King Edward I attending his Parliament. The King of Scots is seated to his right; the Prince of Wales is seated to his left.
5.3 The Bubonic Plague

You have learned how political developments in England helped to weaken feudalism in that country. Another reason for the decline of feudalism was the **bubonic plague**, which affected all of Europe. The bubonic plague first struck Europe from 1346 to 1351. It returned in waves that occurred about every decade into the 15th century, leaving major changes in its wake.

Historians think the plague began in Central Asia, possibly in China, and spread throughout China, India, the Middle East, and then Europe. The disease traveled from Central Asia to the Black Sea along the Silk Road (the main trade route between Asia and the Mediterranean Sea). It probably was carried to Italy on a ship. It then spread north and west, throughout the continent of Europe and to England.

**The Black Death**  Symptoms, or signs, of the plague included fever, vomiting, fierce coughing and sneezing fits, and egg-sized swellings or bumps, called *buboes*. The term “Black Death” probably came from these black-and-blue swellings that appeared on the skin of victims.

The dirty conditions in which people lived contributed significantly to the spread of the bubonic plague. The bacteria that cause the disease are carried by fleas that feed on the blood of infected rodents, such as rats. When the rats die, the fleas jump to other animals and people. During the Middle Ages, it was not unusual for people to go for many months without a change of clothing or a bath. Rats, covered with fleas, often roamed the floors of homes looking for food. City streets were filled with human waste, dead animals, and trash.

At the time, though, no one knew where the disease came from or how it spread. Terrified people falsely blamed the plague on everything from the positions of the planets to lepers and to Jews.

The bubonic plague, or Black Death, most likely originated in Asia. In the 14th century, this disease killed about one-third of the population of Europe, and brought about major political and social change.

**The Spread of the Plague in the 14th Century**

- **1346–1348** Plague enters and spreads through Europe.
- **1346–1351** Muslim merchants help carry plague to Egypt and Arabia.
- **1330s–1340s** Plague crosses Asia along trade routes.

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**bubonic plague** a deadly contagious disease caused by bacteria and spread by fleas; also called the Black Death
Persecution of the Jews did not begin with the plague. Prejudice against Jews had led the English government to order all Jews to leave the country in 1290. In France, the same thing happened in 1306 and again in 1394. But fear of the plague made matters worse. During the Black Death, many German cities ordered Jews to leave.

The Impact of the Plague  The plague took a terrible toll on the populations of Asia and Europe. China’s population was reduced by nearly half between 1200 and 1393, probably because of the plague and famine. Travelers reported that dead bodies covered the ground in Central Asia and India.

Some historians estimate that 24 million Europeans died of the plague—about a third of the population. The deaths of so many people speeded changes in Europe’s economic and social structure, which contributed to the decline of feudalism.

Trade and commerce slowed almost to a halt during the plague years. As Europe began to recover, the economy needed to be rebuilt. But it wouldn’t be rebuilt in the same way, with feudal lords holding most of the power.

After the plague, there was a shift in power from nobles to the common people. One reason for this was a desperate need for workers because so many people had died. The workers who were left could, therefore, demand more money and more rights. In addition, many peasants and some serfs abandoned feudal manors and moved to towns and cities, seeking better opportunities. This led to a weakening of the manor system and a loss of power for feudal lords.

After the plague, a number of peasant rebellions broke out. When nobles tried to return things to how they had been, resentment exploded across Europe. There were peasant revolts in France, Flanders, England, Germany, Spain, and Italy.

The most famous of these revolts was the English Peasants’ War in 1381. The English rebels succeeded in entering London and presenting their demands to the king, Richard II. The leader of the rebellion was killed, however, and after his death, the revolt lost momentum. Still, in most of Europe, the time was coming when serfdom would end.

During the plague, a dancing mania spread among those who remained healthy—an expression of people’s joy of life during those dark times.
5.4 The Hundred Years’ War

Between 1337 and 1453, England and France fought a series of battles for control over lands in France. Known as the Hundred Years’ War, this long conflict contributed to the erosion of feudalism in England and in France.

English monarchs had long claimed lands in France. This was because earlier English kings had actually been feudal lords over these French fiefs. French kings now disputed these claims. When Philip VI of France declared that the French fiefs of England’s King Edward III were part of Philip’s own realm, war broke out in France.

Early English Successes Despite often being outnumbered, the English won most of the early battles of the war. What happened at the Battle of Crécy (KRAY-see) shows why.

Two quite different armies faced each other at the French village of Crécy in 1346. The French had a feudal army that relied on horse-mounted knights. French knights wore heavy armor, and they could hardly move when they were not on horseback. Their weapons were swords and lances. Some of the infantry, or foot soldiers, used crossbows, which were effective only at short ranges.

In contrast, the English army was made up of lightly armored knights, foot soldiers, and archers armed with longbows. Some soldiers were recruited from the common people and paid to fight.

The longbow had many advantages over the crossbow. Larger arrows could be fired more quickly. The arrows flew farther, faster, and more accurately, and could pierce the armor of the time. At Crécy, the longbow helped the English defeat the much larger French force.

The French Fight Back The French slowly chipped away at the territory the English had won in the early years of the war. In 1415, after a long truce, English King Henry V again invaded France. This time, the English met with stronger resistance. One reason was that the French were now using more modern tactics. The French king was recruiting his army from commoners, paying them with money collected by taxes, just as the English did.

Another reason for increased French resistance was a new sense of national identity and unity. In part, the French were inspired by a 17-year-old peasant girl, known today as Joan of Arc. Joan claimed that she heard the voices of saints urging her to save France. Putting on a suit of armor, she went to fight.

In 1429, Joan led a French army to victory in the Battle of Orléans (OR-lay-uhn). The next year, the “Maid of Orléans” was captured by English allies. The English pushed certain Church leaders to accuse Joan of being a witch and a heretic and to burn her at the stake.
Joan of Arc's heroism changed the way many French men and women felt about their king and nation. Twenty-two years after Joan's death, the French finally drove the English out of France. Almost 500 years later, the Roman Catholic Church made Joan a saint.

**The Impact of the Hundred Years' War**  The Hundred Years’ War contributed to the decline of feudalism by helping to shift power from feudal lords to monarchs and to common people. During the struggle, monarchs on both sides had collected taxes and raised large professional armies. As a result, kings no longer relied as much on nobles to supply knights for the army.

In addition, changes in military technology made the nobles’ knights and castles less useful. The longbow proved to be an effective weapon against mounted knights. Castles also became less important as armies learned to use gunpowder to shoot iron balls from cannons and blast holes in castle walls.

The new feeling of nationalism also shifted power away from lords. Previously, many English and French peasants felt more loyalty to their local lords than to their monarch. The war created a new sense of national unity and patriotism on both sides.

In both France and England, commoners and peasants bore the heaviest burden of the war. They were forced to fight and to pay higher and more frequent taxes. Those who survived the war, however, were needed as soldiers and workers. For this reason, the common people emerged from the conflict with greater influence and power.

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**Chapter Summary**

**In this chapter, you’ve explored three key events that contributed to the decline of feudalism in Europe in the Late Middle Ages.**

**Political Developments in England**  Henry II’s legal reforms strengthened English common law and the role of judges and juries. Magna Carta established the idea of rights and liberties that even a monarch cannot violate. It also affirmed that monarchs should rule with the advice of the governed. Edward I’s Model Parliament gave a voice in government to common people, as well as to nobles.

**The Bubonic Plague**  The bubonic plague killed about one-third of the people of Europe. After the plague, the need for workers to rebuild Europe led to a slight shift in power from feudal lords to the common people.

**The Hundred Years’ War**  This series of battles between England and France caused a rise in national pride and identity in both countries. It strengthened the monarchs and began to reduce the importance of nobles and knights on the battlefield.
The Trials of Joan of Arc

In 1429, a teenage girl named Joan of Arc helped a prince to become king of France. Joan lived at a time when the feudal system in Europe was beginning to weaken. How did Joan’s extraordinary life show that new ways were about to replace old traditions in Europe?

The visions and the voices came without warning, like a flash of lightning. In 1425, Joan of Arc, the daughter of northern French peasants, had just turned 13. Until then, she had had a normal childhood. She attended mass regularly and prayed frequently to God.

Then the voices and visions started. Saints Michael, Catherine, and Margaret suddenly came to her. “I was terrified,” Joan remembered later. “There was a great light all about.” But soon she was reassured by the sweet, kind voices and stopped being afraid.

Joan lived in a religious time. It wasn’t unheard of for people to report that saints spoke to them. But Joan’s voices set her a daunting task. They directed her to help Charles, the dauphin (DOE-fehn), or French heir to the throne, to become king. They also wanted her to free France from the English, who had conquered parts of the country.

France in Chaos
The year when Joan’s voices started, France was in chaos. Since 1337, the English and French had been fighting the Hundred Years’ War. In 1420, English king Henry V took the French throne. When Henry died in 1422, the dauphin Charles insisted that he, and not Henry’s infant son, was the rightful king. His claim led to even bloodier fighting between the English and French.

France itself was deeply divided. The feudal lords of the powerful province of Burgundy helped the English seize northern France. Those loyal to Charles controlled the southern half of the country. Even though Charles was the dauphin, he hadn’t been crowned.

Since the 11th century, all French kings had been crowned in Reims (RAHNZ), but the English controlled land around the city. However, Joan’s voices told her that she should lead Charles to Reims and see that he was crowned king.

A Journey to Find a King
At the age of 17, Joan set out to find Charles. It was dangerous for a female to travel alone, so she disguised herself by cutting her hair and putting on men’s clothing. Without telling her parents, she rode to a nearby fort to ask the commander for soldiers to protect her.
When she reached the fort, the commander just laughed at her request. But Joan soon convinced him, and he ordered a group of soldiers to ride with her. On February 13, 1429, they set out for Charles’ court at Chinon (shee-NOHN).

Charles heard she was on her way. He had heard prophecies, or predictions, that this young peasant woman would rescue France from the English. When she arrived at Chinon, Charles tested Joan’s claims by disguising himself. Court officials introduced another man to Joan as the dauphin. However, Joan immediately picked out Charles from the crowd. She knelt before and announced, “Very noble Lord, I am come and sent by God to bring succor [help] to you and your kingdom.” Charles agreed that God had sent Joan to save France.

**The Battle to Free Orléans**

Joan’s first challenge on the way north to Reims was to free the city of Orléans (OR-lay-uhn). Charles had a suit of armor made for her, but she still needed a sword. She predicted that priests would find one for her in a nearby church. Sure enough, they dug behind the altar and found a sword. She also had a banner made. Armed with her sword and carrying her banner, Joan filled the French with hope.

In the spring of 1429, Joan led Charles’s troops toward Orléans, which the English had had under siege for six months. The French feared that if they lost that city, they would lose all of France. On May 4, Joan led the French troops into battle for the first time.

At a monastery near Orléans held by the English, French soldiers attacked. They were on the verge of defeat when Joan suddenly galloped into the battle, carrying her banner and flashing her sword. Inspired, the French soldiers soon overwhelmed the English.
Three days later, the French attacked Orléans itself. In the middle of the battle, Joan was hit by an arrow. Grimacing with pain, she pulled the arrow out, and threw herself back into the fight. She then led French troops across a moat and stormed the city’s walls. The French soon poured into Orléans, and the English beat a rapid retreat.

After the victory, thirty thousand grateful residents of Orléans cheered Joan as she rode with her soldiers through the streets. Forever after, she would be known as the “Maid of Orléans.” In the following weeks, Joan’s forces freed more surrounding towns from the English.

**Crowning King Charles VII**

After these victories, Joan returned to Charles and persuaded him to travel to Reims to be crowned. At last, on July 17, 1429, with Joan at his side, the dauphin became King Charles VII. After the coronation, Joan burst into tears of joy.

Unfortunately, the coronation proved to be the high point for Joan. Charles started to distance himself from her, perhaps fearing her enormous popularity. In the fall of 1429, Charles and Joan led troops toward Paris, which the English and their allies controlled. But on his own, Charles reached a ceasefire agreement with the Duke of Burgundy. When Joan learned about it, she was outraged. She had wanted to fight to free Paris. “I am not satisfied with this manner of truce,” she fumed.

**Joan’s Capture**

Meanwhile, French troops, now with a king to follow and tired of fighting, were deserting Joan’s army. In May 1430, Burgundy’s army of 6,000 soldiers prepared to attack Compiègne (komp-YANE), a French-held town near Paris. Joan’s army had only 300 soldiers. At five in the evening, she launched a surprise attack.
At first, the French held their own, but thousands of English soldiers soon joined the battle. The French were forced to retreat to Compiègne. When the town's mayor saw English troops approaching, he closed the drawbridge, trapping Joan outside. The Burgundians captured her and threw her into prison. Charles made no effort to rescue or ransom the woman to whom he owed so much. After several months, the English paid the Burgundians a huge ransom for her.

On Trial for Her Life
The English and the Catholic Church put Joan on trial in Rouen (ROO-ehn) for witchcraft and for heresy, or spreading beliefs that violate accepted religious teachings. They hoped that by proving that God did not guide Joan they could undermine Charles VII’s right to the French throne. Bishop Pierre Cauchon, an ally of the English, led the proceedings. When the trial started in February 1431, Joan boldly warned the bishop, “You say that you are my judge. Take thought over what you are doing. For, truly, I am sent from God, and you are putting yourself in great danger.”

The warning did not stop Bishop Cauchon from drilling Joan with questions, such as, “Did God command you to put on men’s clothing?” Joan responded, “I did not put on this clothing, or do anything else, except at the bidding of God and the angels.” Ordinary people watching the trial loved Joan’s courageous answers. She was following her conscience and standing up to the bishop and to the English.

The court made 70 accusations against Joan. In May, to save her life, she signed a confession. But after a few days, she took it back, saying, “What I said, I said for fear of the fire.” She had made the brave decision to stay true to her beliefs—even though she faced execution.

A huge crowd gathered in Rouen on May 30, 1431, to watch Joan be burned at the stake, a common death sentence for heretics and witches. Through her horrible ordeal, she showed great courage.

Charles VII remained king for 40 years, forced the English out of France, and united the country. During that time, Joan's life became a legend.

In 1455, Joan’s family asked the pope to reopen her case, and Joan was found innocent of all charges. In 1920, Joan was made a Catholic saint. Today, Saint Joan is one of the most beloved of French heroes, the patron saint of the nation and of its soldiers. She inspired her country and helped to restore the throne to a French king. She also proved that women could be brave and effective leaders. Finally, her remarkable life shows that with faith, courage, and determination someone from ordinary beginnings can make history.

At her execution, Joan asked a priest to hold a crucifix high for her to see and to pray loud enough so she could hear him over the roar of the flames.
How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

Overview
In a Visual Discovery activity, students analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought.

Objectives
In the course of reading this chapter and participating in the classroom activity, students will

Social Studies
• describe significant medieval English legal and constitutional developments, such as Magna Carta and the establishment of Parliament, and their impact on feudalism.
• analyze how the bubonic plague spread from Central Asia to Europe, and evaluate the impact it had on the population of Europe and on feudalism.
• summarize the impact of the Hundred Years’ War on feudalism in Europe.

Language Arts
• clarify word meanings through the use of definitions and examples.
• deliver a narrative presentation that establishes a major or minor character and uses a range of appropriate strategies, including dialogue.
• write summaries that include the main idea and most significant details; use the student’s own words; and reflect the underlying meaning, not just superficial details.

Social Studies Vocabulary
Key Content Terms Magna Carta, habeas corpus, Model Parliament, bubonic plague, Hundred Years’ War, heretic

Academic Terms traditional, foundation, democratic, estimate, momentum
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<th>Activity</th>
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<td>Preview</td>
<td>10 minutes</td>
<td>• <em>History Alive! The Medieval World and Beyond</em></td>
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<td>• Interactive Student Notebooks</td>
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<td>Vocabulary Development</td>
<td>30–40 minutes</td>
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<td>• Vocabulary Development handout</td>
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<td>Visual Discovery</td>
<td>120 minutes</td>
<td>• <em>History Alive! The Medieval World and Beyond</em></td>
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<td>(3 regular periods)</td>
<td>• Interactive Student Notebooks</td>
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<td>(1.5 block periods)</td>
<td>• Visuals 5A–5C</td>
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<td></td>
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<td>• Student Handout 5A (1 copy for every four students)</td>
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<td>• Student Handout 5B (2 copies, cut apart)</td>
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<td>• Student Handout 5C (2 copies, cut apart)</td>
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<td>• Student Handout 5D (1 copy for every four students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 4 envelopes</td>
</tr>
<tr>
<td>Processing</td>
<td>20 minutes</td>
<td>• Interactive Student Notebooks</td>
</tr>
<tr>
<td>Assessment</td>
<td>40 minutes</td>
<td>• Chapter 5 Assessment</td>
</tr>
</tbody>
</table>
Preview

1. Have students complete the Preview activity for this chapter in their Interactive Student Notebooks. Students write about an event that changed their lives.

2. Have students share their responses in pairs or with the class.

3. Connect the Preview activity to the chapter. Tell students that, just as the event they wrote about in the Preview activity changed their lives, several events in medieval Europe dramatically changed the way people lived. Students will reenact two of these events to discover how they led to the decline of feudalism and the rise of democratic thought.

Vocabulary Development

1. Introduce the Key Content Terms. Have students locate the Key Content Terms for the chapter in their Interactive Student Notebooks. These are important terms that will help them understand the main ideas of the chapter. Ask volunteers to identify any familiar terms and how they might be used in a sentence.

2. Have students complete a Vocabulary Development handout. Give each student a copy of the Vocabulary Development handout of your choice from the Reading Toolkit at the back of the Lesson Masters. These handouts provide extra Key Content Term practice and support, depending on your students’ needs. Review the completed handout by asking volunteers to share one answer for each term.

Reading

1. Introduce the Essential Question and have students read Section 5.1. Have students identify the Essential Question on the first page of the chapter: How did events in Europe contribute to the decline of feudalism and the rise of democratic thought? Then have students read Section 5.1. Afterward, have students use information from Section 5.1 and from the chapter opener image to propose some possible answers to the Essential Question.

2. Have students complete the Reading Notes for Chapter 5. Assign Sections 5.2 to 5.4 during the activity as indicated in the procedures for the Visual Discovery. Remind students to use the Key Content Terms where appropriate as they complete their Reading Notes.
Visual Discovery

1 **Prepare materials and arrange the classroom.** Before class, cut apart two copies of *Student Handout 5B: Fate Cards*, and place each set of 10 cards in an envelope. Also cut apart two copies of *Student Handout 5C: Plague Cards*. Designate four areas of the classroom to be four different cities. Label the cities Constantinople, Paris, Venice, and London. Put one envelope of Fate Cards at each city. Keep the Plague Cards with you. Designate an area of your room to be the graveyard, and label it as such.

![Graveyard diagram](image)

2 **Arrange students in groups of four.** You may want to prepare a transparency that shows them with whom they will work and where they will sit.

3 **Introduce the activity.** Explain that students will examine images showing three different events that affected medieval Europe. For each event, students will answer questions about an image and then discuss how the event pictured led to the decline of feudalism and the rise of democratic thought. Students will conduct two act-it-outs to gain insight into how two of these events affected Europe.

4 **Project Visual 5A: King John at Runnymede and have students analyze the image.** Ask,

- What do you see here?
- Who do you think these men are?
- These angry nobles forced King John to meet with them to discuss their rights. What is the document they are presenting to him? What do you think it might contain?
- This is a charter outlining an agreement between King John and the English nobles. How might a charter like this affect the men standing around the table? How might it affect King John?
- How might this charter contribute to the decline of feudalism and the rise of democratic thought?
5 Have students read Section 5.2 and complete the corresponding Reading Notes. Have them share their responses, and then review the main points with the class.

6 Distribute one copy of Student Handout 5A: Creating an Act-It-Out About the Meeting at Runnymede to each group, and have students prepare for and perform the act-it-out.

- Assign each group of students to be one of the following characters: King John, a noble, or a bishop.
- Tell students they will have ten minutes to prepare an act-it-out to bring to life this scene where King John puts his seal on Magna Carta. Make sure that students understand that they are only responsible for portraying their assigned character.
- Review the guidelines on the handout with students.
- When the class is ready, randomly select one student from each group to “step into” the projected image and take on the various roles. Have King John be seated while a noble presents him with a mock Magna Carta. A bishop and a second noble should stand behind them.
- During the act-it-out, interview the characters, using the questions from the handout.

7 Project Visual 5B: An Outbreak of the Plague and have students analyze the image. Ask,

- What do you see here?
- How might the person being carried off have died? What details in the image lead you to believe that?
- What does the group of people in the center of the image seem to be doing?
- How do you think the outbreak of the plague affected people living in towns like this?
- How might the spread of the bubonic plague have contributed to the decline of feudalism?

8 Have students read Section 5.3 and complete the Reading Notes.

9 Conduct the act-it-out of the spread of the bubonic plague. Distribute Student Handout 5D: Creating an Act-It-Out of the Spread of the Bubonic Plague and follow the steps on the handout to conduct the reenactment. Use these tips to facilitate the reenactment:

- **Step 1**: Randomly divide students into four groups, or families, and have each “family” sit at one of the four cities. (Note: You may wish to offer bonus points to the group with the most family members surviving at the end of the activity. This will help “families” feel more connected, and upset when one of them “dies” from the plague.)
Procedures

- **Step 2:** When students come to you with Fate Cards showing a skull and crossbones, give them each a Plague Card and tell them they have contracted the plague. Tell them to return the Fate Card to the envelope at their city and to hold onto the Plague Cards. (*Note:* These actions are intended to ensure that the “plague” spreads to other cities.)

- **Step 3:** Have families move clockwise to the next city and sit down.

- **Step 4:** Continue the process until students have visited all four cities or until approximately one fourth have “died” from the plague. Then ask, *How did the plague spread so quickly throughout Europe?*

10 **Project Visual 5C: The Battle of Crécy** and have students analyze the image. Ask,

- What do you see here?

- What do these people seem to be doing?

- What kinds of weapons are these soldiers carrying? Which weapons do you think will be the most successful in battle? Why?

- How would the more advanced military technology (such as the longbows used by the English in this painting) affect the usefulness of knights and castles?

- How might continuous war have contributed to the decline of feudalism and the rise of democratic thought?

11 **Have students read Section 5.4 and complete the corresponding Reading Notes.** Have them share their responses and then review the main points with the class.

**Processing**

Have students complete the Processing activity in their Interactive Student Notebooks. Students will describe the events leading to the decline of feudalism from the perspectives of three individuals from medieval Europe and predict how their roles in medieval society might change. Consider having students share their thought bubbles in pairs or with the class.

**Quicker Coverage**

**Eliminate One or Both of the Act-It Outs** Instead of having students conduct both the act-it-out of the meeting between King John and his nobles and the reenactment of the spread of the bubonic plague, have students simply analyze the images and complete the Reading Notes for those sections.
Deeper Coverage

Have Students Conduct an Act-It-Out for the Battle of Crécy  Follow these steps to conduct the simulation.

1  **Arrange the classroom and gather materials.** Move all desks to the periphery of the room to create a rectangular battlefield. Use masking tape to mark a line 3 feet in front of where the English archers will stand. The location of this line should force the French knights to advance as far as possible before firing their crossbows. Also, make sure that you have one die to roll during the act-it-out.

2  **Create an Information Master with the following steps for conducting an act-it-out that simulates the Battle of Crécy.** Project the directions, revealing one step at a time.

   - **Step 1:** Randomly select 24 students to act as French knights and 8 to act as English archers. *(Note: Whatever the class size, assign students to be French or English in an approximately 3:1 ratio.)* Have the two forces stand at opposite ends of the battlefield.

   - **Step 2:** Project Visual 5C again for students to see how to hold a crossbow and a longbow.

   - **Step 3:** Tell the French knights that they must “advance” across the battlefield and fire their crossbows at the English. Explain that, because of their limited range, the French cannot fire until they reach the firing line. Allow the French to take any size step they wish when advancing toward the English.

   - **Step 4:** Tell the English archers that, because of the extensive range of their weapons, they may fire their longbows at any time. Once the English have “fired” their weapons, roll the die. If you roll a 1, announce that the French knight closest to the English has been wounded. If you roll a 2, announce that the two French knights closest to the English have been wounded, and so on.

   - **Step 5:** Each time the French advance, simulate the increasing accuracy of the English archers. Thus, for the second advance, if you roll a 1, have the two knights closest to the English sit down. For the third advance, if you roll a 1, have three knights sit down, and so on.

   - **Step 6:** Continue to implement the odds as in Step 5 until the French knights all are wounded or surrender. You may wish to allow the French to retreat, as many actually did at the Battle of Crécy. *(Note: If no French knights are able to reach the English, skip Step 6 and declare the battle an immediate English victory.)*
The Trials of Joan of Arc

1. Read aloud the introduction to the Chapter 5 Reading Further in the Student Edition. Ask students what they know about Joan of Arc. As the students discuss what they know, write their responses on the board.

2. Have students read the rest of the Reading Further. Ask: What did the article add to your knowledge of Joan of Arc? What were her key accomplishments? Why did the French people admire her so much? How did Joan’s life show that attitudes during feudal Europe were beginning to change?

3. Have students complete the Reading Further in their Interactive Student Notebooks. Explain that students will prepare a television interview with Joan of Arc. Their interview questions will summarize Joan of Arc’s attitudes and accomplishments.

4. Have students read aloud their interview questions in front of the class.
Differentiating Instruction

English Language Learners

Provide an Alternative to the Preview  Allow students to use illustrations to complete the Preview activity. Instruct them to draw the event that they believe changed the way they lived and then write short, bulleted phrases explaining how their lives were changed.

Prepare Students for the Visual Discovery  Provide students with copies of the questions you will ask about each visual. Give students these questions the night before, along with copies of the visuals, so that students can be prepared to take part in the discussions the following day.

Learners Reading and Writing Below Grade Level

Modify the Processing  Provide students with the following prompts before they begin the Processing activity:

- As a noble, present at King John’s acceptance of Magna Carta, I saw…
  I felt…
  The decline of feudalism will change my life because…

- As a common person who lived through the bubonic plague, I saw…
  I felt…
  The decline of feudalism will change my life because…

- As a soldier at the Battle of Crécy, I saw…
  I felt…
  The decline of feudalism will change my life because…

Learners with Special Education Needs

Provide Added Support for the Assessment  Several days before the lesson assessment, photocopy and cut apart the multiple-choice questions. Give students a set of these strips, and allow them to work with an aide or parent to prepare for the assessment they will take in class.

Offer Support for the Visual Discovery  Make paper copies of the visuals and allow students to annotate the images. As the class is discussing and analyzing the images, encourage students to write some of their classmates’ comments and ideas directly on the images. This may help them connect the image to the reading and to their Reading Notes.

Advanced Learners

Assign an Alternative to the Processing  Have students do the following:

- Assume the perspective of one of the three individuals featured in the Processing.
- From that perspective, write a letter to a friend predicting the future of Europe. Letters should include
  - a proper greeting.
  - a brief summary of the changes that Europe has undergone in the recent past.
  - a look at how these changes have affected your own life, as well as the lives of other Europeans.
  - a discussion of what Europe will be like in the coming years and your concerns about the future.
  - a proper closing and signature.
Enrichment Resources

Find out more about the decline of feudalism by exploring the following Enrichment Resources for *History Alive! The Medieval World and Beyond* at www.teachtci.com.

**Enrichment Readings** These in-depth readings encourage students to explore selected topics related to the chapter. You may also find readings that relate the chapter’s content directly to your state’s curriculum.

**Internet Connections** These recommended Web sites provide useful and engaging content that reinforces skills development and mastery of subjects within the chapter.

Literature Recommendations

The following books offer opportunities to extend the content in this chapter.

*1215: The Year of Magna Carta* by Danny Danziger and John Gillingham (New York: Touchstone, 2005)


Section 5.2
1. He insisted that a jury formally accuse a person of a serious crime. People were tried by royal judges and had to have a court trial. By strengthening the royal courts, he weakened the power of the feudal lords.

2. A monarch could no longer collect special taxes without the consent of nobles and Church officials. No “free man” could be jailed except by the lawful judgment of his peers or by the law of the land. It also introduced the idea that not even the monarch was above the law.

3. It was an English governing body created by Edward I that included commoners, lower-ranking clergy, Church officials, and nobles. It was intended to include more people in government.

4. Political Events: Magna Carta limited the power of English monarchs and affirmed that monarchs should rule with the advice of the governed; Henry II’s legal reforms strengthened common law, judges, and juries; and Edward I’s Model Parliament gave a voice to some common people.

Section 5.3
1. Central Asia
   Travels along trade route to

2. The Black Sea
   Carried on a ship to

3. Italy
   Spreads north and west to

4. England, Germany, France

Students should write the numerals 1 to 4 on the map in the correct locations.

Section 5.4
1. The war began when the king of France challenged England’s claim to French fiefs.

2. The English army relied on archers armed with longbows. Arrows fired from longbows flew farther, faster, and more accurately than those fired from French crossbows.

3. Joan of Arc was a 17-year-old peasant girl who claimed she heard the voices of saints urging her to save France. She led a French army to victory in a battle. Her actions inspired many French people to feel more strongly about their king and nation.

4. Hundred Years’ War: The war shifted power from lords to monarchs and common people; military technology used in the war made knights and castles less important; a new feeling of nationalism helped to shift power away from lords and toward monarchs and commoners; peasants who survived the war were more in demand as soldiers and workers and therefore had greater power.
Assessment

To protect the integrity of assessment questions, this feature has been removed from the sample lesson. These videos will help you learn more about our print and online assessment tools.

Creating Printable Assessments (2:33 min)

Creating Online Assessments (2:25 min)
The Decline of Feudalism

How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

PREVIEW

On another sheet of paper, describe an event that you believe has changed the way you live, and explain how that event changed your life.

READING NOTES

Key Content Terms
As you complete the Reading Notes, use these terms in your answers.

- Magna Carta
- habeas corpus
- Model Parliament
- bubonic plague
- Hundred Years’ War
- heretic

2. What changes did Magna Carta bring about in English government?

Section 5.2

1. What changes did Henry II make to the English legal system and how did these changes affect feudalism?

3. What was the Model Parliament, and why was it created?
4. In the Political Events box of the cause-and-effect diagram below, list examples of political developments in Europe that contributed to the decline of feudalism and the rise of democratic thought. (Note: You will be asked to return to this cause-and-effect diagram to complete it at different points in the Reading Notes.)

Political Events

Decline of Feudalism and Rise of Democratic Thought

Led to

Bubonic Plague

Led to

Hundred Years’ War

Led to
Section 5.3

1. Fill in the diagram below to illustrate the spread of the bubonic plague in the 14th century.

1. The plague probably originates in Central Asia.

Travels along trade route to

Carried on a ship to

Spreads north and west to

On the map below, write the numbers from the boxes in the plague diagram in the correct locations to illustrate the spread of the bubonic plague.
2. Why was the plague called the “Black Death”? What were some of the common symptoms?

3. How was the plague spread?

4. In the Bubonic Plague box of the cause-and-effect diagram, list examples of how the outbreak of the bubonic plague in Europe contributed to the decline of feudalism and the rise of democratic thought.


Section 5.4

1. How did the Hundred Years’ War start?

2. Why were the English able to defeat the French in early battles, such as the one at Crécy?

3. Who was Joan of Arc? What did she do for the French during the Hundred Years’ War?

4. In the Hundred Years’ War box of the cause-and-effect diagram, list examples of how the outbreak of war in Europe contributed to the decline of feudalism and the rise of democratic thought.
Chapter 5

PROCESSING

The figures below represent three individuals from medieval Europe—a noble, a commoner, and a knight. Draw facial features on each figure to express how he might have felt about events that led to feudalism’s decline. Then, fill in each thought bubble by

- describing an event leading to the decline of feudalism from that person’s perspective (include thoughts, feelings, and observations).
- explaining how the event affected that person’s life.
- predicting how the decline of feudalism will affect that person’s role in medieval society.

Check that your writing is free of misspellings and grammatical errors.
Preparing to Write: Designing Interview Questions

During her lifetime, Joan of Arc became an international celebrity. People throughout Europe closely followed her military adventures and her trial.

Suppose that television had existed in Joan’s time and that you are a television reporter interviewing her. Write interview questions to ask Joan of Arc about her accomplishments and attitudes. As you design your questions, you may refer to “The Trials of Joan of Arc” in your book.

What are three topics that you want to cover in your interview with Joan of Arc?
1. 
2. 
3. 

Write three to five interview questions about the topics you have listed above. Be sure that your questions invite more than a “yes” or “no” answer. Also, be sure to write your questions directly to Joan of Arc.
Chapter 5

Writing Interview Questions
Suppose you could interview a present-day celebrity you admire. Write five interview questions you would ask this celebrity about his or her accomplishments. First, choose a celebrity. Be sure that your questions invite more than a “yes” or “no” answer. Also, be sure to write your questions directly to the celebrity.

1. 

2. 

3. 

4. 

5. 

Use this rubric to evaluate your interview questions. Make any changes that you think will improve them.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>All five interview questions focus on the celebrity’s accomplishments, invite more than a “yes” or “no” answer, and address the celebrity directly.</td>
</tr>
<tr>
<td>2</td>
<td>Four interview questions focus on the celebrity’s accomplishments, invite more than a “yes” or “no” answer, and address the celebrity directly.</td>
</tr>
<tr>
<td>1</td>
<td>Three interview questions focus on the celebrity’s accomplishments, invite more than a “yes” or “no” answer, and address the celebrity directly.</td>
</tr>
</tbody>
</table>
King John at Runnymede
An Outbreak of the Plague
The Battle of Crécy