

Teacher M. Montesinos Subject History WK 5 7<sup>th</sup> GR Dates 5/18 – 5/22 7-12 Weekly Planner

Welcome to our Distance Learning Classroom!

Student Time Expectation per day: **30 minutes**

Content Area & Materials	Learning Objectives	Tasks	Check-in Opportunities	Submission of Work for Grades
<p><b>History Textbook:</b> <b>WORLD HISTORY</b> <b>MEDIEVAL &amp; EARLY</b> <b>MODERN TIMES</b></p> <p><b>CHAPTER 11</b> <b>Feudalism and the Middle Ages</b></p> <p><b>2.7 Growth of Towns</b> <b>(pp. 318-319)</b></p>	<p><b>OBJECTIVE</b> Discuss how the growth of towns and trade led to changes that brought the Middle Ages to an end.</p> <p>HSS CONTENT STANDARDS: 7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p>	<ul style="list-style-type: none"> <li>• Unplugged Option</li> <li>• Digital Option</li> <li>• Blended Combination</li> </ul> <p><b>Read assigned History textbook sections. Hard copy of textbook or online version.</b></p> <p><b>Students complete Review and Assess Questions from the History Textbook:</b></p> <p><b>WORLD HISTORY MEDIEVAL &amp; EARLY MODERN TIMES</b></p>	<ul style="list-style-type: none"> <li>• Phone Call</li> <li>• Video Call</li> <li>• Email</li> <li>• Messaging platform</li> </ul> <p>ZOOM Daily Monday thru Friday, 1 PM to 3 PM. Email: <a href="mailto:Mmontesinos@tusd.net">Mmontesinos@tusd.net</a> Call/Text: 209-645-1966</p>	<ul style="list-style-type: none"> <li>• Expectation</li> <li>• Evidence: Log, Product</li> <li>• Method: Scan, photo, upload, or deliver</li> </ul> <p><b>Students complete Review and Assess Questions from the History Textbook:</b></p> <p><b>WORLD HISTORY MEDIEVAL &amp; EARLY MODERN TIMES</b></p> <p><b>Students may complete scan, take a photo of work and email to</b> <a href="mailto:Mmontesinos@tusd.net">Mmontesinos@tusd.net</a></p> <p><b>Submit remaining work either via email, your Online Portal or your Office 365 account.</b></p> <p><b>Students without the ability to scan or send photos may deliver completed work to school on the designated turn in days (see district provided calendar).</b></p>

<b><u>Scheduled, if possible, Shared Experience</u></b> <ul style="list-style-type: none"> <li>• Virtual Fieldtrip</li> <li>• Discussion</li> </ul>	<p><b>ANALYZE VISUALS</b> Have students examine the photo of All Souls College. <b>ASK:</b> What aspects of the college look similar to the architecture of castles, cathedrals, and manors of the Middle Ages?</p> <p><b>Research Medieval Art</b> Have interested students research different aspects of medieval art. Have them select from these choices: bronze art, illuminated manuscripts, silver and gold work, frescoes, paintings, embroidery, ceramics, panel painting, mosaics, stained glass, or sculptures. Suggest that they pick a favorite to learn about and share with the class.</p>				
<b>Scaffolds &amp; Supports</b>	<p>Students may use Workbook: Knowledge, Concepts, and Skills for all sections.</p>				
<b>Teacher Office Hours</b> <i>2 hours daily (all classes):</i> <ul style="list-style-type: none"> <li>• Contact</li> <li>• Platform</li> </ul>	<b>Monday</b> 1 PM to 3 PM  <b>ZOOM, Email:</b> Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Tuesday</b> 1 PM to 3 PM  <b>ZOOM, Email:</b> Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Wednesday</b> 1 PM to 3 PM  <b>ZOOM, Email:</b> Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Thursday</b> 1 PM to 3 PM  <b>ZOOM, Email:</b> Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Friday</b> 1 PM to 3 PM  <b>ZOOM, Email:</b> Mmontesinos@tusd.net, Call/Text 209-645-1966

## 2.7

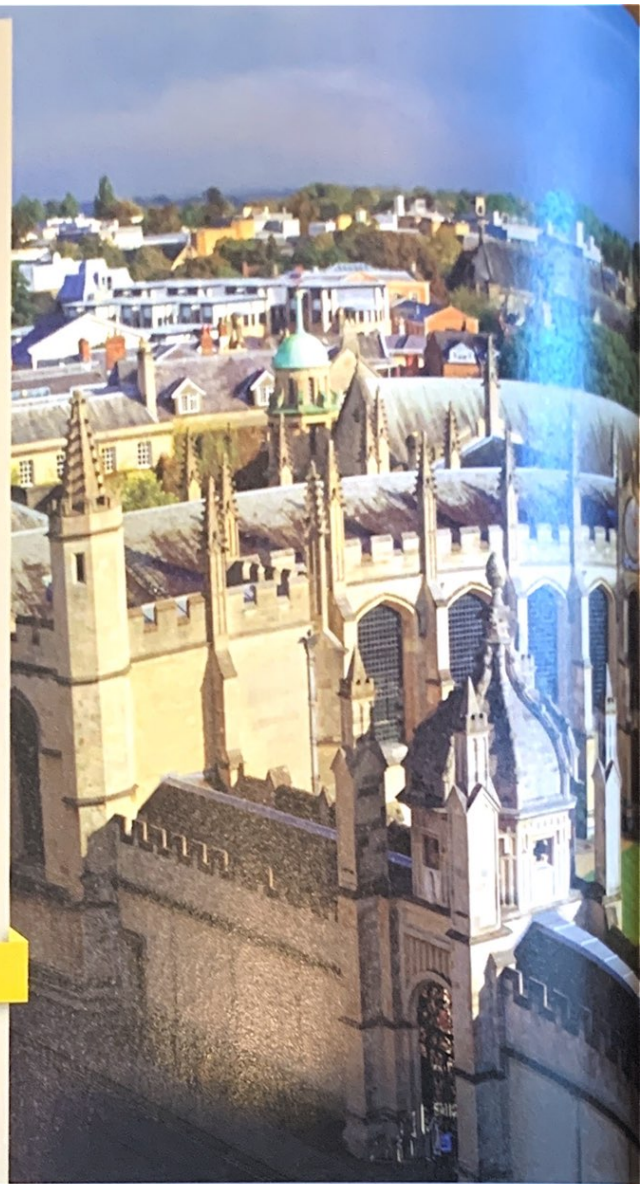
# Growth of Towns



In the late Middle Ages, a saying started making the rounds: Town air makes you free. In the towns, you could work at a job and keep all your wages. You could go where you wanted without having to ask anyone's permission because you were no longer bound to a landowning lord or vassal. In fact, you answered to no one but the king.

### MAIN IDEA

The growth of towns and trade led to economic, political, and cultural changes that brought the Middle Ages to an end.



### ECONOMIC OPPORTUNITIES ARISE

People had been moving to towns since about 1000, but the bubonic plague greatly accelerated this movement. With about a third of the workforce wiped out by the disease, employers desperate for help increased wages to attract workers. Many peasants, and many serfs as well, left the manor to apply for jobs in the towns. As a result, the manor system began to fall apart.

After life on the manor, the bustling, exciting towns might have made a welcome change. Towns held weekly markets where local produce was sold, while town fairs brought in trade goods from other places.

In time, a merchant class composed of traders and craftspeople arose. Wealthy town-dwelling merchants, known as **burghers**, could be elected to sit on governing councils. Groups of craftspeople, such as shoemakers or silversmiths, joined together to form **guilds**, which helped protect and improve the working conditions of their members.

### THE MIDDLE AGES END

The growth of towns and their prosperous trade further helped kings regain their authority. By taxing the towns within his realm, a king earned money to pay for his army. A strong army brought peace





All Souls College, at England's University of Oxford, was founded in the 1400s during Europe's revival of learning.

and stability to his land. Increasingly, power and people's loyalty shifted from local lords to their king.

Europe experienced cultural changes as well as economic and political ones. You may remember that the Crusades brought European traders into contact with the civilizations of Islam and Byzantium. These civilizations had preserved the writings of

ancient Greek and Roman philosophers in their libraries. As the Middle Ages came to a close, people became eager to gain knowledge. Universities were founded to satisfy this desire for learning. Monasteries were no longer the only centers of education. After centuries of war, instability, and fear, Europe was more than ready to embark on a new age of creativity.

## REVIEW & ASSESS

1. **READING CHECK** What economic opportunities did towns offer ordinary people?
2. **ANALYZE CAUSE AND EFFECT** How did the growth of towns affect monarchs?
3. **MAKE INFERENCES** Why do you think learning was revived at the end of the Middle Ages?

7.3.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order; HI 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.