

Teacher\_Tandi Rucker Subject \_\_History\_\_ Dates\_\_5/11/2020 to 5/15/2020 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>History Textbook: <b>WORLD HISTORY MEDIEVAL &amp; EARLY MODERN TIMES</b></p> <p><b>CHAPTER 11 Feudalism and the Middle Ages</b></p> <p><b>Section 2.4 The Crusades p. 312-313</b></p>	<p><b>OBJECTIVE</b> Discuss the steps Christians in Europe took to conquer Palestine and retake Spain.</p> <p><b>HSS CONTENT STANDARDS:</b></p> <p><b>7.6.6</b> Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in</p>	<p><b>Read assigned History textbook sections. Hard copy of textbook or online version.</b></p> <p>PDFs of assigned readings and questions will be uploaded. These can be printed out at home or read online. Students can either email responses to questions, or write answers on paper to turn in.</p> <p><b>REVIEW &amp; ASSESS p. 313</b></p>	<p>I am available throughout the day, via REMIND. I will hold dedicated office hours from 1:00 to 2:00 daily via email. I have also scheduled ZOOM meetings daily to be available for questions and discussion. These are optional, but recommended.</p> <p>ZOOM Daily Monday thru Friday, 1:00 PM to 2:00PM.</p> <p>Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> M-F 1:00-3:00 PM</p> <p>Remind: @1920cor or @1920core</p> <p>ZOOM Links</p> <p>Tandi Rucker is inviting you to a scheduled Zoom meeting.</p> <p>Topic: Zoom Office Hour</p> <p>May 11, 2020 01:00 PM May 12, 2020 01:00 PM May 13, 2020 01:00 PM May 14, 2020 01:00 PM May 15, 2020 01:00 PM</p> <p>Join Zoom Meeting <a href="https://us02web.zoom.us/j/81725713685?pwd=S3k2Y3NJYWtZSFpMTkl1U3FtV0ZVQT09">https://us02web.zoom.us/j/81725713685?pwd=S3k2Y3NJYWtZSFpMTkl1U3FtV0ZVQT09</a></p> <p>Meeting ID: 817 2571 3685 Password: Rucker7</p>	<p><b>Students complete Review and Assess Questions from the History Textbook: WORLD HISTORY MEDIEVAL &amp; EARLY MODERN TIMES</b></p> <p><b>Work is due Friday, May 15<sup>th</sup> by 3:00 PM</b></p> <p>Students may complete scan, take a photo of work and email to <a href="mailto:trucker@tusd.net">trucker@tusd.net</a></p> <p>Students without the ability to scan or send photos may delivery completed work to school on the designated turn in days (see district provided calendar).</p> <p><b>Section 2.4Review and Access page 313</b></p>

Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

**7.6.9** Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms. ·

**7.9.7** Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

<p><b>Section 2.5 War and Plague p. 314-315</b></p>	<p><b>OBJECTIVE</b> Discuss how war and disease killed so many Europeans in the 1300s and fundamentally changed society.</p> <p><b>HSS CONTENT STANDARDS:</b></p> <p><b>7.6.7</b> Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p>	<p><b>REVIEW &amp; ASSESS p. 315</b></p>		<p><b>Section 2.5 Review and Assess page 315</b></p>
<p><b>Section 2.6 MOMENTS IN HISTORY The Bubonic Plague p. 316-317</b></p>	<p><b>OBJECTIVE</b> Analyze a painting that demonstrates the impact of widespread death in the Middle Ages.</p> <p><b>HSS CONTENT STANDARDS:</b></p> <p><b>7.6.7</b> Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p>	<p><b>Read and answer question on page 317</b></p>		<p><b>Section 2.6 Read and answer question on page 317</b></p>

<b>Section 2.7 Growth of Towns p. 318-319</b>	<p><b>OBJECTIVE</b> Discuss how the growth of towns and trade led to economic, political, and cultural changes that brought the Middle Ages to an end.</p> <p><b>HSS CONTENT STANDARDS:</b>  <b>7.6.3</b> 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>	<b>REVIEW &amp; ASSESS p. 319</b>		<b>Section 2.67Read and answer question on page 319</b>
<b>Shared Experience</b>	<p><b>Optional activities:</b>  <b>ANALYZE VISUALS</b> provided in text  <b>Join online discussion via Zoom</b></p>			
<b>Scaffolds &amp; Supports</b>	<p><b>Optional Activities:</b></p>			

<b>Teacher Office Hours</b> <i>2 hours daily (all classes):</i>	<b>Monday</b> 1 PM-2 PM via ZOOM  1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App	<b>Tuesday</b> 1 PM-2 PM via ZOOM  1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App	<b>Wednesday</b> 1 PM-2 PM via ZOOM  1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App	<b>Thursday</b> 1 PM-2 PM via ZOOM  1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App	<b>Friday</b> 1 PM-2 PM via ZOOM  1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App
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## 2.4



# The Crusades

In 1095, Pope Urban II condemned a group of people who had “invaded the lands of the Christians.” The people Urban referred to were Muslims, and he called on Christians to wage war against them. Kings had regained a good bit of their authority, but the Church and the pope still had plenty of power—certainly enough for the pope to gather armies to fight the spread of Islam.

### MAIN IDEA

Christians in Europe fought non-Christians to conquer Palestine and retake Spain.

### BATTLE FOR PALESTINE

Specifically, the people Urban had condemned were Seljuk Turks, Muslim rulers who had seized control of Jerusalem in 1071. Their takeover had made Christian pilgrimages to the Holy Land—also called Palestine—almost impossible. The Holy Land included Jerusalem and the area around the city, sites that were sacred to Christians, Jews, and Muslims.

The Seljuks had also begun to attack the Christian Byzantine Empire, once the eastern half of the Roman Empire. When the Byzantine emperor asked for help, Pope Urban seized his chance to rally Christians

against the growing power of Islam. His words had the desired effect. In 1096, Christian armies set off to fight a series of wars called the **Crusades** to reclaim the Holy Land. Christian leaders and soldiers were motivated by a desire to protect Christians and to slow the spread of Islam.

Peasants, knights, and foot soldiers joined the fight, and they achieved victory. In 1099, the army retook Jerusalem and divided the Holy Land into four Crusader states. But the triumph was short-lived. In 1144, the Muslims fought back and conquered Edessa, one of the Crusader states. Soon after, a new pope launched the Second Crusade, but this ended in disaster for the Europeans. A Third and Fourth Crusade were fought, but these also failed to defeat the enemy. By 1291, the Muslims had defeated the Crusaders and taken control of Palestine. The Crusades were over.

### A SPANISH CRUSADE

The Crusades had an unexpected impact on Europe. During the wars, trade between Europe and the eastern Mediterranean region greatly increased because of greater contact between the two regions. After the wars, ideas as well as goods were exchanged. The trade led to the rise of a merchant class in Europe and the further decline of feudalism.

Still, crusading fever didn't die, and hostility toward any non-Christians increased. As soldiers galloped toward the Holy Land, they killed Jews in Europe as well as those in Palestine. After the Crusades, many Jews were expelled from England and France. The greatest expulsion effort, however, took place on the Iberian Peninsula, which includes present-day Spain and Portugal. In the 700s, Muslims had conquered almost the entire peninsula. When Islamic rule weakened in the 1000s, Christian kings began a long war, called the **Reconquista** (ray-cone-KEY-stah), to drive the Muslims off the peninsula.







King Ferdinand and Queen Isabella of Spain stepped up the war. They used a powerful court known as the **Inquisition** to punish non-Christians. The court ordered the torture and execution of many Muslims and Jews who would not convert or who had converted but secretly practiced their former religion. In 1492, Ferdinand and Isabella finally defeated and expelled the last of the Muslim rulers and their followers from Spain and Portugal. They also drove out about 200,000 Jews. Unlike the Crusades, the Reconquista had achieved its goal—but at the cost of many human lives.



### FERDINAND AND ISABELLA

The Reconquista ended when the Spanish army conquered Granada, a city in Spain. When the Muslim ruler handed over the keys to his palace, the Alhambra, Ferdinand and Isabella swore that Muslims would always be able to follow their faith in Spain. They broke that promise a few years later when they ordered Muslims to convert to Christianity or leave the country.

### REVIEW & ASSESS

- 1. READING CHECK** Why did Pope Urban II encourage Christians to begin a series of wars against Muslims?
- 2. INTERPRET MAPS** Which Crusade involved much of Western Europe?
- 3. SEQUENCE EVENTS** What efforts to drive Muslims from Europe were undertaken after the Crusades ended?

the Reconquista and the rise of Spanish and Portuguese kingdoms; 7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492); CST 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.



## 2.5

# War and Plague



Shattered buildings and churches, deserted villages, and abandoned fields—these formed the landscape of Europe after war and disease swept through the continent in the 1300s. Both catastrophes brought suffering and death to millions and, like the Crusades, greatly weakened the feudal way of life.

### MAIN IDEA

War and disease devastated Europe in the 1300s and brought about fundamental changes to society.

### WAR BETWEEN ENGLAND AND FRANCE

The roots of the war were established long before the 1300s. As you may remember, William, Duke of Normandy, conquered England in 1066 and became its king. William and the Norman kings who came after him were vassals to the French kings. However, they also ruled over England in their own right. This created a tense relationship between England and France. Kings from both countries were very powerful and competed for territory in France. In time, they also competed over who would be king of France.

The situation came to a head in 1328 when the king of France died. Edward III of England believed he should succeed him, but French nobles crowned a

Frenchman instead. In 1337, Edward invaded France to claim the throne. His actions began the **Hundred Years' War** between England and France. This was not a continuous conflict but rather a series of wars that dragged on for 116 years.

Between the beginning of the war in 1337 and its end in 1453, the English won many important victories. The French cause seemed hopeless until rescue came from an unexpected source. A French peasant girl called **Joan of Arc** claimed that Christian saints had told her to save her country. She impressed Charles, the ruler of France, and was given command of his army in 1429. Her religious and patriotic passion inspired her soldiers to win a battle that turned the tide of the war. The English captured and executed Joan, but they had lost the war. By 1453, the French had driven the English out of their lands.

Both sides were aided in their fight by **deadly** new weapons. The powerful **longbow** allowed archers to fire arrows with enough force to pierce a knight's armor. Cannons, made possible by the invention of gunpowder, could blast through castle walls. These weapons changed the nature of European warfare and made knights and castles, the symbols of feudalism, almost powerless.

### DISEASE SPREADS OVER THE WORLD

As if war and its new weapons weren't enough, medieval Europeans suffered from widespread disease. Poor diet, filthy living conditions, and a lack of medicine made sickness common.

In 1347, however, a devastating disease known as the **bubonic plague** swept through Europe. Infected rats carried fleas that spread the disease to humans along land and sea trade routes from Asia to Europe and Africa. Unfortunately, no one at the time understood that the plague was caused by bites from these fleas.





Death of Bertrand du Guesclin, *Chronique d'Angleterre*, late 15th century

**Critical Viewing** In this 15th-century painting, English soldiers use longbows and cannon fire to fight for control of a French castle during the Hundred Years' War. What different actions does the painting illustrate?

Instead, many people believed the plague was a punishment from God. Some Christians believed the Jews had caused the plague by poisoning town wells. As a result, they destroyed entire Jewish communities. By the early 1350s, the worst of the plague was over in Europe, but by then it had killed about one-third of the continent's population. The deaths of so many people—from disease and war—led to major social and economic changes that would finally bring an end to feudalism.



### JOAN OF ARC

After the English captured Joan of Arc, she was tried by the Inquisition and found guilty of being a witch. The court believed that the voices she claimed to hear were those of the devil. In 1431, Joan was burned at the stake. She was about 19 years old. Twenty-five years later, another court pardoned her. In 1920, the Catholic Church declared Joan a saint.

### REVIEW & ASSESS

- 1. READING CHECK** What impact did the Hundred Years' War and the bubonic plague have on medieval Europe?
- 2. ANALYZE CAUSE AND EFFECT** How did events in 1066 lead to the Hundred Years' War?
- 3. MAKE INFERENCES** How did the rats that carried plague-infected fleas probably travel along the trade routes?



## 2.6

### MOMENTS IN HISTORY The Bubonic Plague





# OCTOBER 1347

In a port in Italy, workers unload a ship's cargo and also release rats covered in fleas carrying the bubonic plague. According to an old legend, a childhood rhyme was said to describe the plague. The rhyme begins with "Ring around the rosie," which may refer to the red blisters caused when the fleas bit their victims. "A pocket full of posies" was said to be the flowers people carried to ward off the disease. When the flowers failed as a cure, "we all fall down," or die. In this painting, called *The Triumph of Death*, death is represented by skeleton figures. What generalization can you make about death's victims?



## 2.7

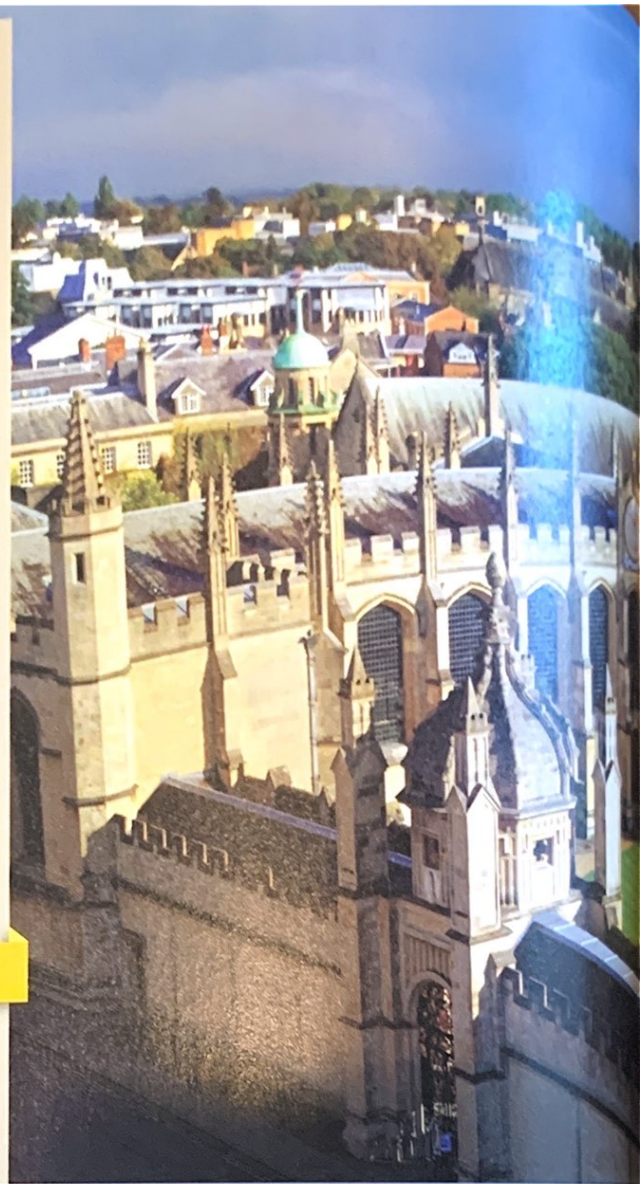
# Growth of Towns



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.