

Teacher\_Tandi Rucker Subject \_\_History\_\_ Dates\_\_5/4/2020 to 5/8/2020 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 2.1 Church and Crown p. 306-307</b></p>	<p><b>OBJECTIVE</b> Explain that, during the Middle Ages, the Church controlled lives and challenged the authority of kings.</p> <p><b>HSS CONTENT STANDARDS:</b> <b>7.6.4</b> Demonstrate an understanding of the conflict and cooperation between the Papacy and</p>	<p><b>Read assigned History textbook sections. Hard copy of textbook or online version.</b> 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. 307</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. ZOOM Daily Monday thru Friday, 1:00 PM to 2:00PM. Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> M-F 1:00-3:00 PM Remind: @1920cor or @1920core</p> <p>ZOOM Links Tandi Rucker is inviting you to a scheduled Zoom meeting.</p> <p>Topic: Week 3 Office Hour Drop In Time: May 4, 2020 01:00 PM Every day, until May 8, 2020, 5 occurrence(s) May 4, 2020 01:00 PM May 5, 2020 01:00 PM May 6, 2020 01:00 PM May 7, 2020 01:00 PM May 8, 2020 01:00 PM</p> <p>Join Zoom Meeting <a href="https://zoom.us/j/662350664?pwd=SmV5SlJlaU9vWkdNY2o2dmgxdmY0dz09">https://zoom.us/j/662350664?pwd=SmV5SlJlaU9vWkdNY2o2dmgxdmY0dz09</a></p> <p>Meeting ID: 662 350 664 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 8<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 2.1 Review and Access page 307</b></p>

<p><b>Section 2.2 King John and the Magna Carta p. 308-309</b></p>	<p>European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).  <b>7.6.8</b> Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts. St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).</p> <p><b>OBJECTIVE</b>  Explain how the Magna Carta marked the first step toward democratic government in Western Europe.</p> <p><b>HSS CONTENT STANDARDS:</b></p>	<p><b>REVIEW &amp; ASSESS p. 309</b></p>		<p><b>Section 2.2 Review and Assess page 309</b></p>
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<p><b>Section 2.3 Charters of Freedom p. 310-311</b></p>	<p><b>7.6.5</b> Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</p> <p><b>OBJECTIVE</b> Synthesize the democratic ideas expressed in three important primary source documents from England and the United States.</p> <p><b>HSS CONTENT STANDARDS:</b> <b>7.6.5</b> Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise</p>	<p><b>SYNTHESIZE &amp; WRITE p. 311</b></p>		<p><b>Section 2.3:Synthesize and Write page 311</b></p>
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	<p>of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</p> <p><b>7.11.6</b> Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</p>				
<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>	<b>Optional Activities:</b>				
<b>Teacher Office Hours</b> <i>2 hours daily (all classes):</i>	<p><b>Monday</b></p> <p>1 PM-2 PM via ZOOM</p> <p>1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App</p>	<p><b>Tuesday</b></p> <p>1 PM-2 PM via ZOOM</p> <p>1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App</p>	<p><b>Wednesday</b></p> <p>1 PM-2 PM via ZOOM</p> <p>1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App</p>	<p><b>Thursday</b></p> <p>1 PM-2 PM via ZOOM</p> <p>1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App</p>	<p><b>Friday</b></p> <p>1 PM-2 PM via ZOOM</p> <p>1 PM to 3 PM via Email: <a href="mailto:Trucker@tusd.net">Trucker@tusd.net</a> Remind App</p>



## 2.1

# Church and Crown



Light streams through stained-glass windows in the great church, inspiring worship. The ceiling seems to rise to heaven. It took decades and even centuries to construct cathedrals in the Middle Ages—some bigger than a king's castle. They were built for the greater glory of God. But they were also meant to inspire awe in the wealth and power of the Church.

### MAIN IDEA

In the Middle Ages, the Church controlled lives and challenged the authority of kings.

### THE ROLE OF THE CHURCH

It is hard for people today to understand the extraordinary power Christianity had in the Middle Ages. The Roman Catholic Church dominated people's lives from the cradle to the grave. It was the strongest unifying force in medieval Europe. The Church baptized, married, pardoned, and buried everyone from serfs to kings. It promised that good people would go to heaven and the wicked would be punished after death.

The religious leaders who oversaw these ceremonies and delivered the teachings formed the **clergy**. The pope led this group, which included bishops and priests. While a priest was in charge of a single church,

a bishop oversaw a group of churches. Bishops exercised their authority from towering churches called **cathedrals**, the skyscrapers of their day.

Some Christians withdrew from medieval society to live in religious communities called **monasteries**. Monks, the people who lived in a monastery, spent much of their day praying, reading the Bible, and meditating. In addition, rulers and high-ranking clergy sometimes had monks make copies of ancient Greek and Roman texts. As a result, monks helped keep knowledge alive, and monasteries became centers of learning.


### STRUGGLE FOR POWER

If anything, the power and wealth of the Church began increasing in the 1000s—in part because it received free land from nobles. At the same time, however, kings began to regain their former authority. The kings' return to power was largely because of the growth of towns and trade, which you will learn more about later. The kings' rise weakened the feudal structure, but it also led to a power struggle between kings and the Church.

The struggle came to a head in 1075. The German king Henry IV was next in line to become Holy Roman Emperor. Like Charlemagne, the first Holy Roman Emperor, Henry ruled over a multi-ethnic group of territories in central Europe, an empire that would continue until it dissolved in 1806. Henry had appointed his own priests to become bishops, but Pope Gregory VII claimed that these were religious appointments and should be his decision.

The conflict raged until Gregory shut Henry out of the Church, forcing the king to back down. Henry knew that if he did not, he would lose his throne. In those days, no one would have anything to do with a king who had been banished from the Church. Gregory got his way and lifted the ban. He then regained full control of religious appointments.





**Critical Viewing** Exterior supports allowed the construction of these high walls in Notre Dame Cathedral of Paris. Why do you think the stained-glass windows were placed near the ceiling?

## REVIEW & ASSESS

- 1. READING CHECK** How did Christianity unify the people of medieval Europe?
- 2. ANALYZE LANGUAGE USE** What does the sentence “the Church dominated people’s lives from the cradle to the grave” mean?
- 3. DRAW CONCLUSIONS** Why was the conflict between King Henry IV and Pope Gregory VII important?

7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV); 7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).



## 2.2

# King John and the Magna Carta



Here's a joke told by English schoolchildren: Where did King John sign the Magna Carta? At the bottom. Actually, he was in a meadow called Runnymede, and he didn't sign it—he placed his seal on it. And it was called the Articles of the Barons then. The barons—a group of noblemen—were not amused by the growing authority of the king.

### MAIN IDEA

The Magna Carta marked a major step toward democratic government in Western Europe.



### THE GREAT CHARTER

In the last lesson, you read that kings were regaining their power. **King John** was one in a long line of powerful English kings that began in 1066. In that year, William, Duke of Normandy—a region in France—invaded England and established a strong, centralized monarchy there. When John rose to the throne in 1199, he ruled England and half of present-day France. However, the king soon weakened his position by waging a series of failed, expensive wars.

A group of local barons took advantage of John's decreased power to stage a rebellion. The barons believed that by raising their taxes the king had violated **common law**. This was a system of law

established in the 1100s that sought to ensure that people throughout England received equal treatment.

So, in 1215, the barons forced John to place his seal on their document, which came to be known as the **Magna Carta**, or “Great Charter.” It was meant to be just a contract between the king and his nobles. However, the Magna Carta made the king subject to the law of the land and limited his authority.

### A STEP TOWARD DEMOCRACY

Although the Magna Carta didn't benefit ordinary English people at the time, its guarantee of certain individual rights would have a great impact on the development of democracy. The document is recognized as the foundation of English law.



Since the 1200s and the sealing of the Magna Carta, Britain's Parliament has met on this site on the Thames River in London. Today, representatives meet in the Houses of Parliament, shown here, next to the clock tower called Big Ben.



A further step toward democracy—in the form of representative government—took place in 1258. Henry III, John's son, was king of England at the time. Like his father, he had angered a group of nobles. The nobles overruled Henry's authority and put together a council of 15 men to advise the king and limit his power. This group of representatives would come to be called a **parliament**.

After King Henry died in 1272, his son Edward I rose to the throne. In 1295, Edward assembled what is considered the first truly representative parliament. The group included two knights from every county and two residents from each town. They passed laws, imposed taxes, and discussed political and judicial matters. From that point on, English kings would have to share their power—whether they liked it or not.

## REVIEW & ASSESS

- 1. READING CHECK** In what way did the Magna Carta limit the king's authority?
- 2. ANALYZE CAUSE AND EFFECT** How did the establishment of a parliament change the government of England?
- 3. MAKE INFERENCES** Do you think the Magna Carta affected the lives of ordinary people? Why or why not?

7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England); HI.2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.



## 2.3

## DOCUMENT-BASED QUESTION

# Charters of Freedom

By setting down individual rights in the Magna Carta, the barons—unknowingly—laid the groundwork for the development of democracy. The Parliament members who penned the English Bill of Rights and the American Founders who wrote the U.S. Bill of Rights found inspiration in the Great Charter. So the next time you speak your mind or celebrate a religious holiday, you might remember the documents on the next page. They helped make such freedoms possible.



This painting, like many others that illustrate the event, mistakenly shows King John signing the Magna Carta rather than setting his seal to it.

*King John Signs the Magna Carta, A.C. Michael, 1903-1928*



## DOCUMENT ONE

### from the Magna Carta

Most of the Magna Carta's 63 articles deal with the relationships among the king, nobles, and clergy and largely ignore the rights of the lower classes. However, the principles expressed in the following article are significant today for all free men—and women.

**CONSTRUCTED RESPONSE** What individual rights are protected in this article from the Magna Carta?

## Primary Source: Legal Document

39. No freeman shall be taken, imprisoned, disseised [stripped of property], outlawed, banished, or in any way destroyed, nor will We proceed against or prosecute him [put him on trial], except by the lawful judgment of his peers [equals] or by the law of the land.

## DOCUMENT TWO

### from the English Bill of Rights

Concern over the increasing power of monarchs led Parliament to pass the English Bill of Rights in 1689. However, instead of focusing on the rights of nobles, the English Bill of Rights focuses on the rights of Parliament.

**CONSTRUCTED RESPONSE** Why do you think Parliament insisted on the free election and free speech of its members?

## Primary Source: Legal Document

8. That election of members of Parliament ought to be free.

9. That the freedom of speech, and debates or proceedings in Parliament, ought not to be impeached [charged as a crime] or questioned in any court or place out of Parliament.

## DOCUMENT THREE

### from the U.S. Bill of Rights

The U.S. Bill of Rights took the documents above a step or two further. Adopted in 1791, the Bill of Rights—the first ten amendments to the Constitution—guarantees personal freedoms, like these, that had previously not been clearly stated.

**CONSTRUCTED RESPONSE** Why do you think the American Founders insisted on having these freedoms clearly stated in the Bill of Rights?

## Primary Source: Legal Document

4. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated . . .

6. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial [fair to both sides] jury . . .

## SYNTHESIZE & WRITE

1. **REVIEW** Review what you have learned about the Magna Carta and the development of democratic ideas in England.
2. **RECALL** On your own paper, write down the main idea expressed in each document.
3. **CONSTRUCT** Write a topic sentence that answers this question: How do the Magna Carta, English Bill of Rights, and U.S. Bill of Rights promote democratic ideas?
4. **WRITE** Using evidence from the documents, write a short essay to support your answer to the question in Step 3.