



# World History I

## Teacher's Guide

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# Unit 5: Europe in the Middle Ages

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Unit 5 explores the gradual development of European societies. Lesson 17 covers the fall of Rome, the split of the Roman Empire, and the growth of the Byzantine Empire. Lesson 18 discusses the rise of the Frankish kings and Charlemagne's empire, followed by the Viking invasions and explorations. Lesson 19 examines the meaning of the Middle Ages and describes the impact of Christianity and the Crusades on life in western Europe. Finally, Lesson 20 addresses the change from many small kingdoms in Europe to a few larger ones.

## Lesson 17—An Empire Divided: The East

**Goal:** To identify the people, places, and events involved in the fall of Rome, the split of the Roman Empire, and the growth of the Byzantine Empire

### WORDS TO KNOW

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Justinian Code	multiple causes
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### NAMES TO KNOW

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Justinian I	Theodora	Theodosius
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### PLACES TO KNOW

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Byzantine Empire	Hagia Sophia
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## Lesson 18—An Empire Divided: The West

**Goal:** To identify the people, places, and events involved in the rise of the Frankish kings and Charlemagne's empire; to understand the Viking invasions and explorations

### WORDS TO KNOW

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Franks	Vikings
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## Additional Activity Suggestions

- Consider showing your students a film set during the Middle Ages, such as *Robin Hood* or *Braveheart*. During and after the film, guide students toward making connections between what they saw in the film and what they read in Unit 5. For example, ask them to identify lords, vassals, evidence of manorialism, and so forth. Encourage students to describe the larger historical context of events in the film.
- Assign one or more students to conduct research on the Magna Carta. Appropriate resources include encyclopedias and history textbooks. The students' goal should be to identify the main provisions of the document. Then guide the class in comparing and contrasting the provisions of the Magna Carta with those in the U.S. Constitution, especially the Bill of Rights.
- Students have probably heard legends of medieval figures such as Robin Hood, King Arthur, Joan of Arc, and others. Encourage them to explore the following web sites to learn more about these legends:

for Joan of Arc: <http://www.knight.org/advent/cathen/08409c.htm>

for William Wallace, Scottish hero of the film *Braveheart*:  
<http://www.highlanderweb.co.uk/wallace/index.htm>

for the Knights Templar and the search for the Holy Grail:  
<http://www.labyrinthofthegrail.com/>

- Invite students to view examples of architecture from the Middle Ages. Refer them to the Castles web site (<http://www.castles.org>), where they can view and compare the different medieval castles in terms of both design and history. This site also provides links to other web sites that explore castles.



### Differentiation

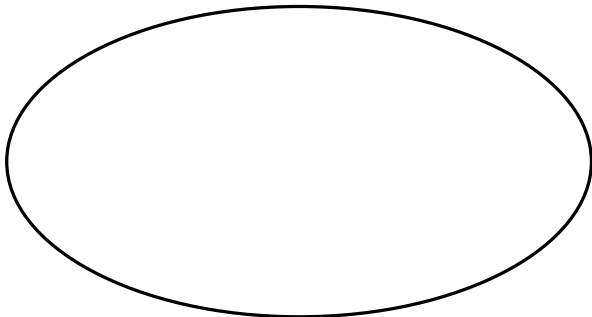


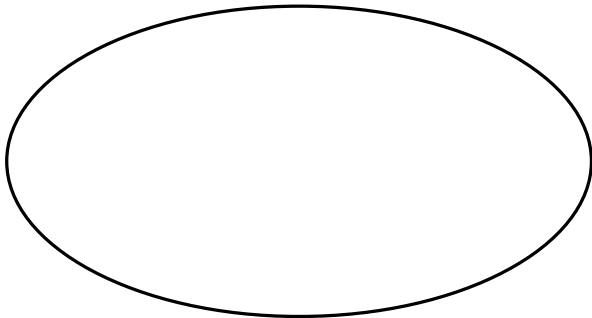

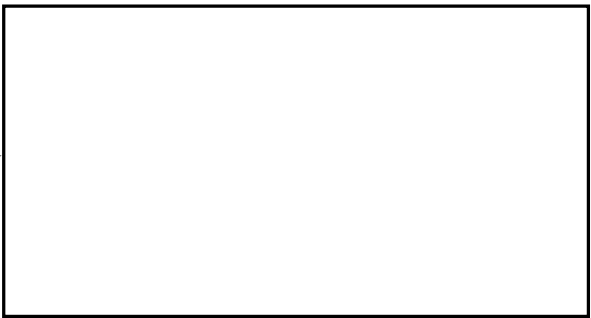
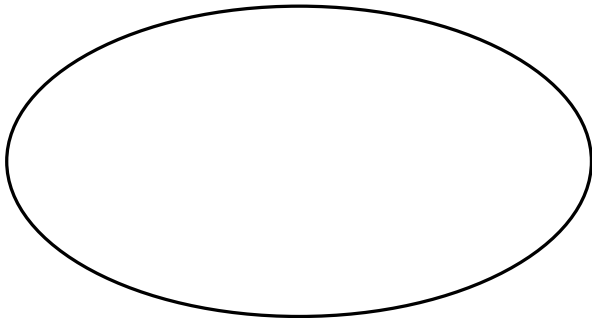

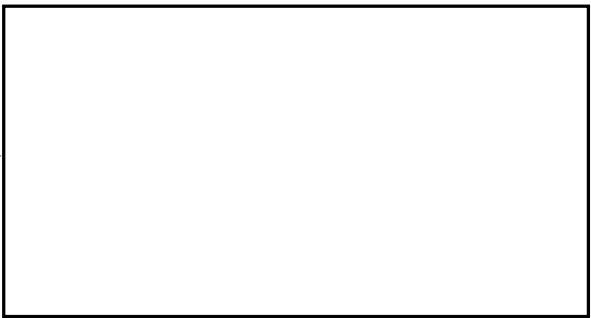
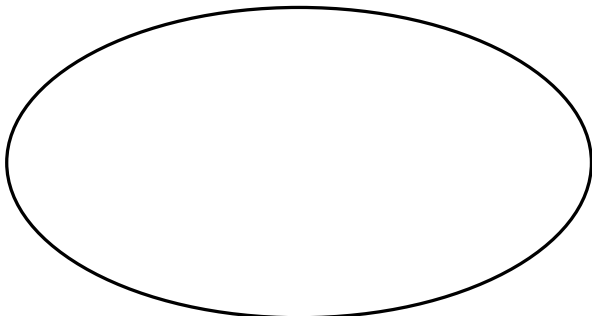

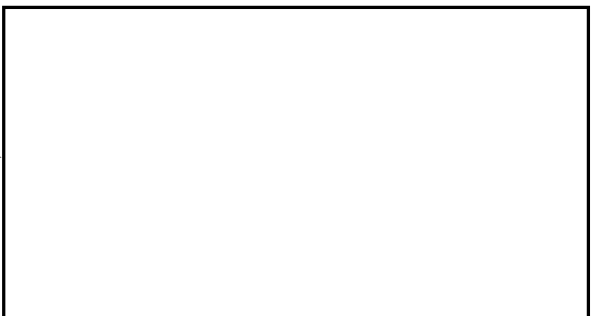
- Physical learners learn best when they can incorporate physical activity into the learning process. You can implement this type of learning to help students understand the workings of feudalism. First, separate students into groups of four or five. Assign each student a character from the Middle Ages. Each group should contain a prince (or princess), lords, vassals, and serfs. Then ask each group to line up in order of rank. Allow the students in each group to figure out the relationships themselves. When all groups are finished, have each group check the others to see which rankings are correct. For groups that are lined up incorrectly, guide them through rearranging themselves until they understand the feudal relationships.

## Cause-and-Effect Map

Write one cause in each oval. Write its effects in the rectangle that is connected to the oval.

**Cause**

**Effect**

# Event Map

Write the event in the circle. Write a few words or a phrase in each box to show what happened, when it happened, where it happened, how it happened, why it happened, and who was involved.

