

## What changes led to the decline of feudalism in Medieval Europe?

<b>Content</b>	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>• 6.1.1<sup>1</sup> Produce clear and coherent writing for a range of tasks, purposes, and audiences by:             <ul style="list-style-type: none"> <li>○ conducting historical research</li> <li>○ evaluating a broad variety of primary and secondary sources</li> <li>○ comparing and contrasting varied points of view</li> <li>○ determining the meaning of words and phrases from historical texts</li> <li>○ using technology to research, produce, or publish a written product</li> </ul> </li> <li>• 6.1.3 Analyze information in primary and secondary sources to address document-based questions</li> <li>• 6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages</li> <li>• 6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes</li> </ul>
<b>Claims</b>	<p>In this instructional task, students develop and express claims through discussions and writing which describe the changes that led to the decline of feudalism in Medieval Europe. To accomplish this, they recognize recurring themes and patterns in history. Students will evaluate the changes that occurred in Medieval Europe and how those changes led to a decline in feudalism.</p>
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from unit 6:</p> <ul style="list-style-type: none"> <li>• How and why did cultures transform during the Middle Ages? (6.2.9)</li> </ul>

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
<b>Supporting Questions</b>	What were the different aspects of the feudal life in Medieval Europe?	What were the effects of the Black Death on Medieval Europe?	Why was the Magna Carta important to members of the feudal system?	How did changes to the economy of Medieval Europe lead to a decline in the feudal system?
<b>Tasks</b>	Students will research different aspects of feudal life in Medieval Europe.	Students will research information and answer questions about the Black Death in Europe.	Students will analyze key points in the Magna Carta to determine its impact on feudalism and beyond.	Students will examine how improvements in agriculture led to population growth, rise of cities, and a new class of people.
<b>Featured Sources</b>	<p><b>Source A:</b> <a href="#">Middle Ages</a>, Annenberg Learner</p> <p><b>Source B:</b> <a href="#">“Feudalism and Medieval Life,”</a> David Ross from British Express</p>	<p><b>Source C:</b> <a href="#">The Black Death</a>, Eyewitnesstohistory.com</p>	<p><b>Source D:</b> <a href="#">The Magna Carta</a>, The National Archives</p>	<p><b>Source E:</b> <a href="#">Economy in the Middle Ages</a>, The Finer Times</p>

<b>Summative Performance Task</b>	Using the sources and your knowledge of world history, write an essay that examines the changes that led to the decline of feudalism in Medieval Europe.
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<sup>1</sup> This GLE contains multiple parts, which should be taught over the course of several units in grade 6. The GLE requires students to “produce clear and coherent writing for a range of tasks, purposes, and audiences.” The parts of this GLE addressed in the task are the second and fourth bullets.

## Formative Performance Task 1

<b>Supporting Question</b>	What were the different aspects of the feudal system in Medieval Europe?
<b>Task</b>	Students will research different aspects of feudal life in Medieval Europe.
<b>Featured Sources</b>	<b>Source A:</b> <a href="#">Middle Ages</a> , Annenberg Learner <b>Source B:</b> “ <a href="#">Feudalism and Medieval Life</a> ,” David Ross from British Express
<b>Content and Claims</b>	This formative performance task requires students to research different aspects of life under the feudal system in Medieval Europe. (6.2.9)

### Featured Sources

**Source A:** [Middle Ages](#), Annenburg Learner

**Source B:** “[Feudalism and Medieval Life](#),” David Ross from British Express

### Steps

1. Provide students with access to Source A: Middle Ages.
2. Read aloud the overview page for Source A.
3. Divide the class into pairs using an established classroom routine.
4. Instruct partner groups to “Enter” the site and read the information on feudal life.
5. Direct pairs to construct a diagram of the feudal system to identify the hierarchy of kings, nobles (e.g., barons, bishops, lords), soldiers or vassals, and peasants or serfs.
6. Combine partner groups from step 2 to create groups of four.
7. Assign roles of leader, researcher, recorder, and reporter within each group.
8. Assign each group one of the categories within the feudal system: kings, lords or barons, vassals, peasants, and serfs.
9. Provide students with access to Source B: Feudalism and Medieval Life and a copy of the Roles in the Feudal System chart.
10. Ask students to work as a group to read and research information from the sources and record the information for their topic on the chart.
11. Instruct students to create their own questions from their research. Possible guiding questions:
  - Who was the king in feudal society?
  - What was his role?
  - What were his responsibilities?
  - Who did he interact with and what was that interaction?
12. Ask the reporters from each group to take turns presenting the information to the class. Instruct students to record relevant information from each presentation onto the uncompleted parts of the chart.

13. Instruct students to work individually and write a paragraph describing the relationship between each of the categories within the feudal system.
14. Use a document projector or other means to display student diagrams and paragraphs.
15. Engage students in a whole-class discussion comparing the various diagrams and student paragraphs. As a class, create a large diagram of feudal society on chart paper for display in the room.
16. Then assign each group a topic on feudal life: religion, homes, clothing, health, arts and entertainment, and town life.
17. Ask each group to use Source A: Middle Ages and click on “Read More About Feudal Life” and then “Next: Religion.” Direct students to use the table of contents on the right-hand side of Source A to access information on their topic.
18. Instruct each group to record information from their topic onto the Life in the Middle Ages chart and present the information to the class.
19. Facilitate a discussion as groups present information on key points of each topic.
20. Ask the rest of the class to take notes on the uncompleted parts of their chart while groups present.

**Roles in the Feudal System**

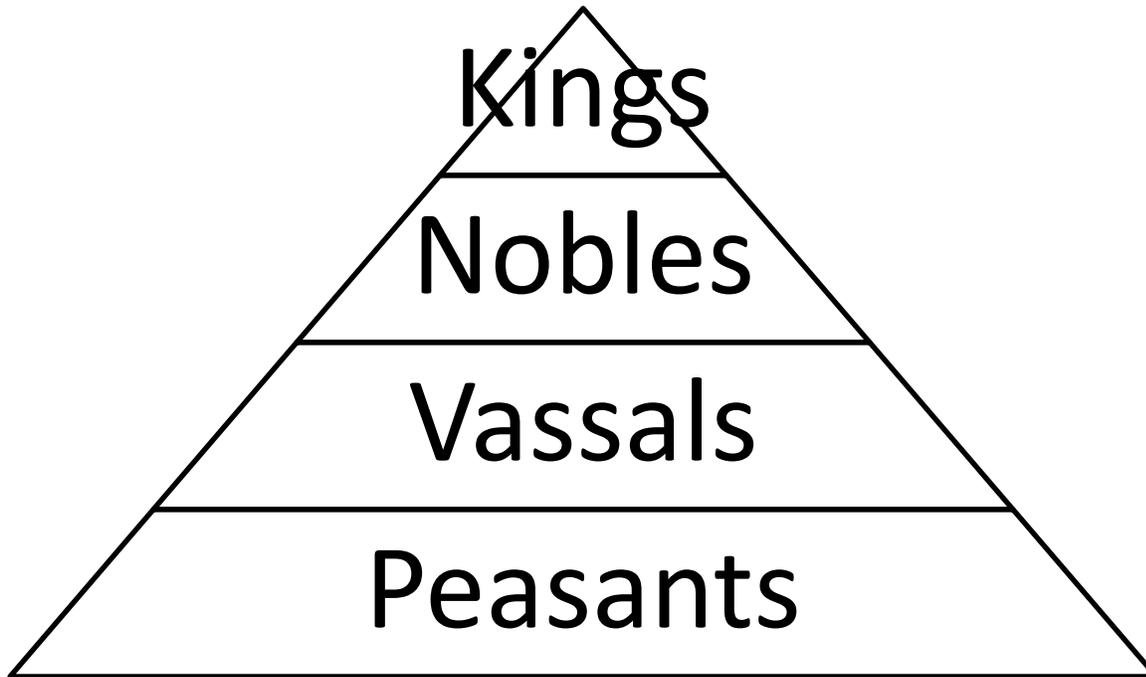
King	Lord	Vassal	Peasant	Serf

Life in the Middle Ages

Religion	Homes	Clothing	Health	Arts and Entertainment	Town Life

**Student Look-Fors**

1. Student diagrams should be labeled in this order:



2. Students' charts and paragraphs should contain the following information:
  - a. The king awarded land grants or "fiefs" to his most important nobles. They provided the king with soldiers or vassals for his army. The peasants were the lowest class. They were very poor, but they worked for the lord and he protected them. Some peasants were also "serfs" and bound to the lord. Serfs had no rights or freedom.
3. Students' research for each topic should contain the following key information.

**Roles in the Feudal System**

King	Lord	Vassal	Peasant	Serf
Chief feudal lord but only in name, like a figurehead	Could field greater armies than the king, which protected the vassals and peasants; administered the estate, made money, and levied taxes	Given land from the lord in return for loyalty to the lord; agreed to serve the lord whatever was needed, such as feeding the lord and his family when they traveled	Worked the land; poor; were free on Sunday and went to the markets	Also known as villain; was bound to the lord for life; had no rights or freedom

Life in the Middle Ages

Religion	Homes	Clothing	Health	Arts and Entertainment	Town Life
<p>Religion was an important aspect of feudal life.</p> <p>The Catholic Church was the only church in Europe at this time.</p> <p>Church leaders, who were part of the nobles and wealthy class, assisted the King in governmental matters.</p> <p>Cathedrals were built to accommodate religious followers.</p> <p>Monks and nuns cared for the poor.</p> <p>Many pilgrimages took place during this time period.</p>	<p>Peasant homes were cold, dark, and damp with very small windows.</p> <p>These homes only had one or two rooms and thatched roofs which could be easily destroyed.</p> <p>There were no chimneys in the homes and most cooking, done by the wives, was done on a stone hearth, which was also a source of heat.</p> <p>Wealthier classes had better homes with paved floors and tapestries on walls that provided warmth.</p> <p>They also consisted of paved floors and had fireplaces.</p> <p>The kitchens were separate from the home.</p>	<p>Most clothes were made of wool and linen.</p> <p>The brighter the color, the length of material, and the type of material showed signs of wealth.</p> <p>Peasants made their own clothing out of sheepskin and wool.</p> <p>Wealthier classes clothing was lined with furs and decorated with jewelry.</p> <p>Members of the church wore long robes and were colored according to where they belonged in the church.</p>	<p>Only the wealthy received medical treatment.</p> <p>Many remedies were found in using herbs and other things from nature.</p> <p>People during this time believed in humors, or natural functions of the body.</p> <p>Surgery was the last resort and bloodletting was a common practice that helped to restore the balance of body fluids.</p>	<p>Arts and Entertainment were very important to medieval life.</p> <p>The church used music and instruments such as organs and bells.</p> <p>For entertainment, dramas were based on the Bible and used costumes, props and music.</p>	<p>Towns grew as peddlers began selling their goods from village to village.</p> <p>These merchants learned about trade and commerce.</p> <p>These peasants became smart businessmen and learned accounting and banking.</p> <p>With this new found financial security, feudal life began to decline.</p> <p>Town councils were formed that protected the rights of the people.</p> <p>New classes of people were established and led to inventions such as the printing press.</p> <p>Only a few serfs were left in Europe.</p>

## Formative Performance Task 2

<b>Supporting Question</b>	What were the effects of the Black Death on Medieval Europe?
<b>Task</b>	Students will research information and answer questions about the Black Death in Europe.
<b>Featured Source</b>	<b>Source C:</b> <a href="#">The Black Death</a> , Eyewitnesstohistory.com
<b>Content and Claims</b>	In this formative performance task, students will examine how the Black Death caused a decline in population and the feudal system. (6.2.9)

### Featured Source

**Source C:** [The Black Death](#), Eyewitnesstohistory.com

### Steps

1. Provide students with access to Source C: The Black Death.
2. Divide the class into pairs using an established classroom routine. Ask partner groups to read the source and use the split-page notes graphic organizer on page 9 to create an outline of important information in the source.
3. Instruct students to record key information for each subheading of the source text listed.
4. In a whole-class discussion, have students review key information and details about the Black Death.
5. Pose questions about the source and each subheading to the class:
  - a. How do the illustrations and map contribute to the information in the source?
  - b. What was the Black Death?
  - c. What were some of the signs of impending death?
  - d. What were the varying reactions to the disaster?
  - e. How did the Black Death break down social order?
  - f. Why were mass burials needed?
  - g. How would a disease such as the Black Death cause feudalism to decline?

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**The Black Death**

<b>Introduction</b>	
<b>The Signs of Impending Death</b>	
<b>Varying Reactions to Disaster</b>	
<b>The Breakdown of the Social Order</b>	
<b>Mass Burials</b>	

**Student Look-Fors**

1. Students identify key elements of each topic regarding the Black Death.

<p><b>Introduction</b></p>	<ul style="list-style-type: none"> <li>• The Black Death began in the East</li> <li>• The Black Death occurred in 1348 and lasted for 3 years</li> <li>• 25%-50% of the population was lost.</li> <li>• The bubonic plague infected fleas attach to rats, then bite humans and spread, victims have lesions and tumors, life expectancy was about 1 week</li> <li>• Pneumonic plague attacked the respiratory system and spread by breathing the air, life expectancy was about 1-2 days</li> <li>• Septicemic plague attacked the bloodstream</li> </ul>
<p><b>The Signs of Impending Death</b></p>	<ul style="list-style-type: none"> <li>• A gush of blood from the nose</li> <li>• Swellings in the groin or under the armpit</li> <li>• Tumors grew to the size of a small apple or an egg</li> <li>• The symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones.</li> </ul>
<p><b>Varying Reactions to Disaster</b></p>	<ul style="list-style-type: none"> <li>• People formed small communities and isolated themselves from one another. Some drank and visited taverns and went about with their lives, while others abandoned their homes and moved away.</li> </ul>
<p><b>The Breakdown of the Social Order</b></p>	<ul style="list-style-type: none"> <li>• The Black Death killed many people. People avoided one another and often left the sick to die in their homes. Families were torn apart and towns and villages were abandoned as well.</li> </ul>
<p><b>Mass Burials</b></p>	<ul style="list-style-type: none"> <li>• The lower and middle classes were left for dead, decaying in their homes. Due to lack of space, mass graves were built to put bodies in.</li> </ul>

2. Students should recognize that because of the drastic decrease in population and the fact that only the very wealthy could afford health care of any kind, there were simply not enough serfs (laborers) to be able to keep the feudal system going.

### Formative Performance Task 3

<b>Supporting Question</b>	Why was the Magna Carta important to members of the feudal system?
<b>Task</b>	Students will analyze key points in the Magna Carta to determine its impact on feudalism and beyond.
<b>Featured Sources</b>	<b>Source D:</b> <a href="#">The Magna Carta</a> , The National Archives
<b>Content and Claims</b>	In this formative performance task, students will analyze the Magna Carta to determine its importance to the feudal system as well as our modern government. (6.1.3)

### Featured Sources

#### Source D: The Magna Carta, The National Archives

##### The Magna Carta

*"The democratic aspiration is no mere recent phase in human history . . . It was written in Magna Carta."*

--Franklin Delano Roosevelt, 1941 Inaugural address

On June 15, 1215, in a field at Runnymede, King John affixed his seal to Magna Carta. Confronted by 40 rebellious barons, he consented to their demands in order to avert civil war. Just 10 weeks later, Pope Innocent III nullified the agreement, and England plunged into internal war.

Although Magna Carta failed to resolve the conflict between King John and his barons, it was reissued several times after his death. On display at the National Archives, courtesy of David M. Rubenstein, is one of four surviving originals of the 1297 Magna Carta. This version was entered into the official Statute Rolls of England.

##### Enduring Principles of Liberty

Magna Carta was written by a group of 13th-century barons to protect their rights and property against a tyrannical king. It is concerned with many practical matters and specific grievances relevant to the feudal system under which they lived. The interests of the common man were hardly apparent in the minds of the men who brokered the agreement. But there are two principles expressed in Magna Carta that resonate to this day:

*"No freeman shall be taken, imprisoned, disseised, outlawed, banished, or in any way destroyed, nor will We proceed against or prosecute him, except by the lawful judgment of his peers or by the law of the land."*

*"To no one will We sell, to no one will We deny or delay, right or justice."*

##### Inspiration for Americans

During the American Revolution, Magna Carta served to inspire and justify action in liberty's defense. The colonists believed they were entitled to the same rights as Englishmen, rights guaranteed in Magna Carta. They embedded those rights into the laws of their states and later into the Constitution and Bill of Rights.

The Fifth Amendment to the Constitution ("no person shall . . . be deprived of life, liberty, or property, without due process of law.") is a direct descendent of Magna Carta's guarantee of proceedings according to the "law of the land."

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## Steps

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1. Provide students with a copy of Source D: The Magna Carta.
2. Verify and review the meaning of the unknown words using a dictionary (e.g., *affixed, barons, avert, plunged, civil war, consented, rebellious, nullified, grievances, tyrannical*)
3. Instruct students to read the text about the Magna Carta with a partner using the following steps.
4. Ask students the following questions:
  - a. People
    - i. Who was the King?
    - ii. Who was angry at the King
    - iii. Who was the Pope?
    - iv. What did the Pope do?
  - b. Places
    - i. When and where did this event take place?
5. Engage students in a discussion of the source. Pose the following questions and instruct students to record their responses using evidence from the text to support written and verbal responses on notebook paper.
  - a. Why was the Magna Carta written?
  - b. What were some of the concerns addressed in the Magna Carta?
6. Project or write the following quotation from Source D on the board. (Note: The quotation is located under the section heading “Enduring Principles to Liberty.”)
  - a. “No freeman shall be taken, imprisoned, disseised, outlawed, banished, or in any way destroyed, nor will we proceed against or prosecute him, except by the lawful judgment of his peers or by the law of the land.”
7. Ask students to orally paraphrase of the quotation. Provide students with a dictionary to assist them in verifying the meaning of unknown words.
8. Instruct students to review “Inspiration for Americans” and answer the following questions with a partner.
  - a. Why do people try to overthrow tyrannical governments?
  - b. How is the Magna Carta important to American democracy?
9. Instruct students to review the first two sections of the source then answer the following question on notebook paper, citing evidence from the text: How was the Magna Carta connected to the feudal system in Medieval Europe?

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## Student Look-Fors

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1. Students’ annotations may include, but are not limited to:
  - a. People
    - i. King John
    - ii. Barons were angry at the king
    - iii. Pope Innocent III

- iv. The Pope nullified the Magna Carta and sent England into war
- b. Places
  - i. The Magna Carta was signed on June 15, 1215, in a field at Runnymede, England.
- c. Possible key terms or unknown words
  - i. Affixed-to attach
  - ii. Baron- a member of the lowest order of the British nobility
  - iii. Avert-to turn away
  - iv. Plunged-to dive or jump quickly
  - v. Civil war- a war between citizens of the same country
  - vi. Consented-to give permission
  - vii. Rebellious-showing a desire to resist authority
  - viii. Nullified-cancelled
  - ix. Grievances-complaints
  - x. Tyrannical-controlling and exercising power in a cruel way
  - xi. The Magna Carta was written by a group of 13th-century barons to protect their rights and property against a tyrannical king.
  - xii. Some issues between the king and the common man under the feudal system were addressed.
- 2. The quote means that the people wanted protection from the government and the law and the right to a fair trial by his peers.
- 3. The Magna Carta stated that the King is subject to law just like anyone else and guarantees certain rights and liberties to the people. The American colonists believed that they were entitled to these rights as well.
- 4. The ideas from the Magna Carta are the basis of the Constitution and Bill of Rights.
- 5. The Magna Carta was connected to the feudal system in Medieval Europe because it established rights and protection for the common man, as well as making the king subject to the law.

## Formative Performance Task 4

<b>Supporting Question</b>	How did changes to the economy of Medieval Europe lead to a decline in the feudal system?
<b>Task</b>	Students will examine an article and explain how changes and improvements in agriculture led to the growth of population, giving rise to cities and a new class of people.
<b>Featured Source</b>	<b>Source E:</b> <a href="#">Economy in the Middle Ages</a> , The Finer Times
<b>Content and Claims</b>	In this formative performance task, students analyze information in primary and secondary sources to address document-based questions.

### Featured Source

**Source E:** [Economy in the Middle Ages](#), The Finer Times

### Steps

1. Provide students with access to source E: Economy in the Middle Ages.
2. Prompt students to work with a partner to identify, determine the meaning of, and verify the meaning of unknown words (e.g., *economy*, *stratification*, *standardization*, *diversify*, *conglomerate*, *guild*).
3. Divide the class into pairs using an established classroom routine.
4. Instruct students to place important events from article in order:
  - a. Guilds form and influence economic policies
  - b. The rise of artisans and merchants lead to increased trade and development of towns and cities
  - c. Famine and the Black Death bring declines to population and the agrarian system
  - d. Normans invade England and impose manorial society
  - e. Retail trading and merchants dominate the economy over agriculture
  - f. Rise of new economic systems as a result of decline in population
  - g. Increased agricultural production leads to expanding economy
  - h. Mining and forestry further diversifies economy
5. Ask pairs to read and discuss Source E and record their responses to the following questions:
  - a. What was the manorial system?
  - b. What boosted the development of towns and cities?
  - c. How did the economy diversify away from agriculture?
  - d. What led to the development of towns and cities?
  - e. Why were guilds important to Medieval Europe?
6. Facilitate a class discussion “How did changes to the economy of Medieval Europe lead to a decline in the feudal system”?
7. Have students write a paragraph explaining the changes that occurred to the social order and the economy of the medieval time period.

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## Student Look-Fors

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1. Key Terms and Vocabulary
  - Stratification- a system or formation of layers, or classes of people
  - Standardization-to conform to a norm
  - Diversify-showing a great deal of variety
  - Conglomerate- a number of different things or parts that are put or grouped together to form a whole but remain distinct entities
  - Guild- a medieval association of craftsmen or merchants, often having considerable power
2. Students should have events in the following order:
  - Normans invade England and impose manorial society
  - The rise of artisans and merchants lead to increased trade and development of towns and cities
  - Increased agricultural production leads to expanding economy
  - Mining and forestry further diversifies economy
  - Retail trading and merchants dominate the economy over agriculture
  - Guilds form and influence economic policies
  - Famine and the Black Death bring declines to population and the agrarian system
  - Rise of new economic systems as a result of decline in population
3. Student's answers should include the following:
  - The manorial system was a system dependent upon agriculture where peasants worked the land on the manor that was owned by the lord. In return for their work, the lord would offer his protection from outside invaders. This was a type of barter system which provided security for an economic service.
  - The rise of the merchants and other skilled artisan jobs led to the development of towns and cities.
  - While agricultural production increased, this productivity led to the growth of retail trading by the merchant class.
  - Guilds were formed when the merchants earned money and power. These guilds helped to influence economic policies. Prices were regulated and this created a more organized economic system, which allowed people to be more independent from the lords and manors.
4. A sample of what a student paragraphs should include follows.
  - Agriculture and a market economy was the basis of England's economy. The manorial system was important to the economy because it was a way to cultivate plants and people depended on the land to make a living. When the Normans invaded England they imposed serfdom. This system gave in to the structure of feudalism in which kings would give local lords gifts of land in exchange for loyalty and maintenance of local civil order. This order increased agricultural production and helped to expand the economy. Artisans and merchants begin to increase trade and these trading centers helped to develop towns and cities. This began to dominate the economy of Medieval England and shift away from feudalism as guilds formed and people became more economically independent and diversified.

## Summative Performance Task

<b>Compelling Question</b>	What changes led to the decline of feudalism in Medieval Europe?
<b>Task</b>	Using the sources and your knowledge of world history, write an essay that examines the changes that led to the decline of feudalism in Medieval Europe.

### Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge about the feudal system, life in the Middle Ages, and changes that occurred during the Middle Ages that led to the decline of the feudal system. Students also practiced skills in the conducting historical research, such as exploring different aspects of medieval life.

### Student Prompt

Using the sources and your knowledge of world history, write an essay that examines the changes that led to the decline of feudalism in Medieval Europe.

### Student Look-Fors

1. An exemplar response may include but is not limited to:
  - a. Students responses should make reference to and provide detailed information on:
    - i. The rigidity of the feudal system structure
    - ii. A solid understanding of typical lifestyles in the Middle Ages (especially the discrepancy between the wealthy and poor)
    - iii. The Black Death killed about 1/3 of England’s population leaving very few serfs to do the work of the feudal lands
    - iv. The Magna Carta set expectations for everyone, including the king, to be accountable; it also established protection for common people
    - v. Peasants moved to towns and became merchants and were no longer dependent on the feudal manors
1. A strong response:
  - a. References documents appropriately.
    - i. The establishment of social order in medieval Europe, how the feudal system works, and what was life like during this time period (Source A and B)
    - ii. The effects of the Black Death on the social order and population in medieval Europe (Source C)
    - iii. The Magna Carta’s effect on feudalism and placing limits on the power of the king (Source D)
    - iv. The manorial system changed as a merchant class developed (Source E)

- b. Applies the provided evidence and provides additional information outside of the provided sources.
  - i. Background information on teacher lecture on Europe’s High and Late Middle Ages and the geography of Europe
  - ii. The age of faith and how the Catholic Church was a powerful institution with its own government, laws, and taxes
  - iii. Changes and improvements with trade in cities
  - iv. Renewed interest in learning grew during this time period