Living in Medieval Europe Unit ‖ The Power of the Church

(Inquiry Lesson)

## Goals & Objectives

Students will understand the importance of the Catholic church as a political, economic, religious, social and intellectual/cultural institution during the Middle Ages. Students will also learn about the cooperative, yet, also antagonistic relationship between the church and secular rulers and how this relationship allowed both parties to rise in power and dominance during the Middle Ages. In this lesson, students will analyze primary and secondary sources to identify the different roles the church played in Medieval society. Students will extrapolate evidence from the sources to explain how the church grew to influence politics and intellectual life and explain their claims through a text-based discussion and short essay.

## California State Content Standards

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").

## Common Core Literacy Standards

[CCSS.ELA-Literacy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  
Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

[CCSS.ELA-Literacy.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)  
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/)  
Analyze the relationship between a primary and secondary source on the same topic.

[CCSS.ELA-Literacy.WHST.6-8.2](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/)  
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

## Driving Historical Question

What political and intellectual/cultural role did the Catholic Church play in the lives of Medieval Europeans? How and why did secular rulers and the church both cooperate and conflict with each other?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 5 minutes**

The night before, students have read a chapter from their textbook giving them background information about the Catholic Church. They would have also completed a picture dictionary of their vocabulary terms. In class, the teacher will introduce the class by presenting two medieval primary sources - a painting and a written excerpt. Students will be given a handout with these two primary sources and a space for notes. The class will quickly review what a primary source is and why it is important in the study of history by talking with a neighbor. The teacher will choose students to share their answers with the whole class.

### Vocabulary (Content Language Development) ‖ **Time: Homework**

Vocabulary will be addressed throughout the students' reading and lecture from the day before. In the lecture, the teacher will provide the words, definitions, and visuals to represent the different words. Additionally, students will be given a graphic organizer to help them visualize the hierarchical structure of the church. This graphic organizer is included below. Students will create a picture dictionary to remember all of the key terms and this should have been completed the night before for homework. Key terms include:

* clergy
* sacrament
* canon law
* Holy Roman Empire
* lay investiture
* excommunication
* Otto I
* Pope Gregory VII
* Henry IV

### Content Delivery (Inquiry of Primary Source Documents) ‖ **Time: 10 minutes**

The teacher will first model the analysis and close reading of primary source documents by analyzing two primary source documents aloud with the entire class. The teacher will engage in a think-aloud and jot down notes in a graphic organizer that has been projected on the board. After modeling the close reading of one document, the teacher will gradually give up the responsibility of the task to the students by calling on volunteers to provide their own analyses and interpretations. The teacher will ask probing questions and ensure that students are forming analyses based on evidence from the text.

Then the class will get into the body of the lesson. This lesson will be presented through primary source documents to explore the historical question: What political and intellectual/cultural role did the Catholic Church play in the lives of Medieval Europeans? How and why did secular rulers and the church both cooperate and conflict with each other? Students will participate in a modified gallery walk; instead of walking around to view different documents, the documents will move around to the students. Students will each get a graphic organizer to organize their notes and thoughts. After modeling how to analyze primary sources - both visual and written - the teacher will hand out a new chunking graphic organizer for the class activity and write key strategies to use while analyzing a document and questions regarding sourcing, contextualizing, close reading/the analysis of key words, and corroborating evidence on the board.

Key Questions:

Who is the author? When, where, and for whom was it written/created? Is the document and/or its author reliable? What is the key message in the document? How do you know - what evidence do you have from the text? What is the document's significance and connection to the key historical question, to the other documents?

Decoding Strategies (adapted from *https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/chunking*):

* Circle words that are unfamiliar.
* Use context clues to help define.
* Look up the meaning of unknown words.
* Write synonyms for these new words in the text.
* Underline important places and people and identify.
* Read aloud.
* Read multiple times.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 32 minutes**

Students will sit in groups of four. In total, there should be around 8 groups. The class will also be split into two sections (4 groups in each section). There will be four different primary source documents regarding the Medieval church used in this activity: a plaque with King Otto I presenting the Cathedral of Magdeburg, a Capitulary of Charlemagne, an account from Pope Gregory VII, and The Bull of Pope Adrian IV Empowering Henry II to Conquer Ireland. Each group in each section will receive one of the documents. The teacher will give students 4 minutes to examine and analyze the document silently and individually. After 4 minutes, the teacher will allow students 4 more minutes to discuss the document out loud as a group. While students analyze their document, they must jot down their ideas on their chunking graphic organizer. Then when the time runs out, the group must pass their primary source document to the next group and receive their new document from another group. They will then repeat the process until they have received all three documents at least once.

### Lesson Closure ‖ **Time: 10 minutes**

After all groups have discussed each document, the teacher will call the class together and call on groups to discuss their findings and interpretations or clarify any questions. After the class discussion, the teacher will present the homework. For homework, students will write a 1-2 paragraph short essay in response to the initial driving historical questions. Students must cite evidence from the documents to support their answer.

### Assessments (Formative & Summative)

The activities and products from this activity is in preparation for the end-of-the-unit multiple choice test and document-based short response essay.

Formative Assessments: Class Discussion, Chunking Graphic Organizer, Document-based short response essay

Summative Assessments: Multiple choice test with a document-based short response essay

### Accommodations for English Learners, Striving Readers and Students with Special Needs

The teacher will scaffold the analysis of primary source documents by first modeling the procedure with the entire class and providing a handout with the key questions and strategies to use while analyzing the documents. The teacher will also provide a chunking graphic organizer to help students organize their thoughts and visualize the different processes used in analyzing primary source documents. Students will also heavily scaffold each others' thinking, since they will be working in groups to analyze the documents and discussing the documents as a whole class. Additionally, the teacher will allow students to use their dictionaries, devices, and textbook to look up unknown words or concepts. The teacher will also be walking around to answer questions throughout the activity and will be available to help before and after class if students need assistance with their homework.

### Resources (Books, Websites, Handouts, Materials)

*Traditions and Encounters: A Global Perspective on the Past* Textbook

Chunking Graphic organizer (https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/chunking)

Sample Primary Source Analysis