

Catholic District School Board Writing Partnership

Canadian and World Studies

Course Profile **Adventures in World History**

Grade 12
Workplace Preparation
CHM4E

• *for teachers by teachers*

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Catholic District School Board Writing Team – Grade 12, Adventures in World History

Project Manager

Marilynne Sinese – St. Theresa Secondary School, Algonquin and Lakeshore Catholic DSB

Lead Writer

Joseph Stafford – St. Theresa Catholic Secondary School, Algonquin and Lakeshore Catholic DSB

Writers

Jennifer Smith – St. Theresa Catholic Secondary School, Algonquin and Lakeshore Catholic DSB

Nicole Harrison – St. Paul Catholic Secondary School, Algonquin and Lakeshore Catholic DSB

Reviewers

Alice Di Genova – Algonquin and Lakeshore Catholic DSB

Jamie Hughes – St. Paul Catholic Secondary School, Algonquin and Lakeshore Catholic DSB

Bronek Korczynski – Algonquin and Lakeshore Catholic DSB

Course Overview

Adventures in World History, CHM4E, Grade 12, Workplace Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

Course Description

This course examines a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of social, cultural, economic, and political topics, including technological development and cultural expression, social and political structures, and the values of community and individualism. As well, students will be given opportunities to develop their awareness of historical experience, to practise their skills of analysis and communication, and to cultivate a lifelong interest in the adventures of world history.

How This Course Supports the Ontario Catholic School Graduate Expectations

The history of Christianity and the Catholic Church is integral to world history. Catholics may be found in every region of the world. Over the centuries, thousands of Catholics have thus taken Jesus' words to heart:

“Go therefore and make disciples of all nations, baptizing them in the name of the Father and the Son and of the Holy Spirit...And remember, I am with you always, to the end of time.”

(Matthew 28: 19-20)

A course in world history cannot be properly taught without emphasizing the emergence of Christianity as a world religion and the role of the Catholic Church as an international institution. Few international organizations have existed for some two thousand years. For centuries, the Catholic Church dominated Europe, a key region in terms of the development of ideas and concepts that shaped much of the modern world. As well, the moral standards of conduct, expected of individuals and nations alike, were influenced by Catholic values and doctrine. Human spirituality is also emphasized in the curriculum document under the strand, Citizenship and Heritage. Consequently, the final unit of this Course Profile, Post World War II: A New World Order? examines various international problems from both a historical perspective and also a Catholic perspective – a perspective shared by many other religious and philosophical schools of thought. Many of the Catholic Foundation Concepts, e.g., justice, community, empowerment, conflict, globalization and transformation receive special attention in this final unit.

Course Notes

A chronological approach has been adopted for this course. Students need a framework in which they may organize a large amount of information. The framework is narrative in nature: an abbreviated history of the world. At the same time, specific concepts of history that the students will achieve by the end of the course have been identified. Content that students should remember beyond the classroom is identified as follows:

- the reasons why civilizations develop and decline:
 - reasons for development, e.g., the role of food surplus, specialization, importance of trade to developing cities
 - reasons for decline, e.g., damaging effects of warfare, lack of technological military innovation, interruption of trade, human apathy
- [CCV.02, CHV.03, CHV.01, SEV.01, SEV.02, HIV.01]

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- the nature of warfare and its moral underpinnings:
 - the advantages of superior technology, e.g., weaponry, siege equipment
 - importance of strategy and leadership, e.g., Alexander, Julius Caesar, Napoleon
 - religious justification of war
[CHV.01, CCV.01, CCV.03, SEV.03, HIV.04]
 - the influence of the Greeks on later civilizations:
 - Mythology, e.g., influence on Romans, Renaissance Europe and modern arts
 - Architecture, e.g., Roman and modern structures [White House]
 - Politics, e.g., Athenian democracy as a model
[CHV.02, SEV.01, SEV.03, COV.01, COV.03, HIV.03]
 - the critical role of the middle class in terms of change:
 - emergence of this class stimulates changes in society, e.g., development of trade, Athenian democracy, overseas exploration)
 - competition within the class led to increased creativity and technological development, e.g., Renaissance art, modern computer technology
 - meeting the needs of this class led to social and political stability, e.g., Athenian democracy, Napoleon
[CHV.02, CHV.03, SEV.01, SEV.03, HIV.03]
 - the different perspectives on the role of women:
 - traditional gender roles, e.g., domestic duties, motherhood
 - different attitudes toward women, e.g., Spartans, Athenians, Romans, Victorians
 - non-traditional women, e.g., Nefertiti, Joan of Arc
[CCV.01, CCV.03, SEV.01, SEV.03]
 - the role of technology in societal change:
 - agricultural innovations, e.g., plough, three-field system, tractor
 - transportation, e.g., dug-out canoe, domestication of animals, ships, railways
 - warfare, e.g., spearhead, siege equipment, gun, nuclear weaponry
[SEV.02, HIV.02, COV.01, COV.02, COV.03]
 - the impact of the values/beliefs of the Catholic Church on world history:
 - ability to deepen its own understanding of societal role, e.g., changing attitude to warfare
 - its ability to renew itself, e.g., St. Francis of Assisi, Mother Teresa
 - its pastoral care, e.g., caring for the poor, sick, and elderly; economic assistance
[CHV.01, CHV.02, SEV.01, SEV.03, COV.03, HIV.02]

The teacher may not implement all of the described activities, but must ensure that students are given opportunities to achieve all the expectations. In the final culminating activity, the students examine the different understandings from a historical and Catholic perspective, to demonstrate what they have learned.

Throughout the course, learning skills (teamwork, homework, initiative, and independent work) should be emphasized. Students need to be aware of the importance of these skills in the workplace. Potential employers will pay close attention to the students' level of achievement in these skills. Teachers should maintain accurate records of the students' progress in improving these skills and continually remind students of their importance. The teacher should refer to the Conference Board of Canada's *Employability Skills 2000+*, which underlines the significance of communication skills, positive attitudes, behaviour, and teamwork. These employability skills could be posted throughout the classroom as a constant reminder of their significance.

Literacy skills must also be emphasized. As well, the Beatitudes should be posted in order to emphasize the Catholic context of the classroom. A portfolio of students' written work should be maintained so that the teacher may assess student progress.

Units: Titles and Times

Unit 1	Pathways to Civilization (3.5 million years BCE–1000 BCE)	20 hours
Unit 2	The Greeks and Romans (1000 BCE–500 CE)	20 hours
* Unit 3	The Middle Ages (500–1400)	20 hours
Unit 4	The Ancients Return: Rebirth of Society and New Horizons (1400–1789)	14 hours
Unit 5	Age of Revolution: The World at War (1789–1945)	14 hours
Unit 6	Post World War II: A New World Order? (1945–present)	22 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Pathways to Civilization (3.5 million years BCE–1000 BCE)

Time: 20 hours

Unit Description

The focus of this unit is the development of early civilizations. Early human beings are examined in terms of their social and economic progress. They developed methods to increase their food supply, which led to domestication of animals, farming, and an eventual food surplus. Specialization of crafts and trades occurred, resulting in the growth of towns and cities. Spirituality is also understood as a major aspect of the human personality as it developed institutional expression through organized religions. The importance of the middle class as an “engine of change” is highlighted, using the analysis of Mesopotamian society as an example. Emphasis is on the Sumerians who spurred on social and economic development through technological innovation, e.g., the wheel, irrigation systems. Students choose a civilization as a focus for the culminating activity, review the reasons why such a great civilization developed, and describe the significant achievements of its inhabitants. Particular attention should be given to the role of women in society.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations	Assessment Categories	Focus/Activity
1.1	HIV.01, HIV.04, HI1.03, HI2.02, HI2.03, HI4.03	K/U C A	Adventures in History Timeline – Throughout the term, students complete a visual timeline that is displayed on the wall in the classroom. They add to this timeline after each unit is completed.
1.2	CO1.01, CO2.01, CO3.03, COV.01, CH3.02, SE1.01	K/U C A	Archaeological Site – The teacher provides students with a list of items discovered at an archaeological site, e.g., Stone Age tools, wall paintings, gravesite artifacts. In groups of four, they complete a visual record of what was found. Upon completion, each group shares its visual display. Students then draw conclusions about each discovery. This leads to the discussion of religious significance of the artifacts, with emphasis on the magical aspect of cave art and spiritual importance of burial rituals. Computer software permitting, this activity may be designed in the form of a computer simulation. Students write a brief summary about religious significance, to be added to the portfolio. Writing skills should be reviewed prior to assigning the summary.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
1.3	CO1.02, CO2.01, CO3.03, CHV.01, CH3.01, CH2.01, CH3.02, SE1.01, SE1.03	T/I K/U C	Early Village Life – The teacher provides students with a list of artifacts found in a prehistoric community. Students will categorize the items according to commonalities, i.e., food, tools, animals, buildings, etc., and formulate hypotheses about this community. Teacher-directed class discussion follows.
1.4	CO2.03, CC1.01, CC2.01, COV.02	T/I C	Defining “Revolution” – The teacher identifies concepts of revolution, using the agricultural revolution as an example. In groups, students brainstorm about modern revolutions that have occurred in the following areas: technology, the role of women, and urbanization. Emphasis is placed on the importance of agriculture throughout history as the primary source for subsistence, and how this is changing.
1.5	CO2.03, CC2.01	K/U A	Road to Civilization – To emphasize the importance of agriculture, students cultivate an herbal garden indoors in pots or outdoors, to be maintained throughout the course. The teacher emphasizes the importance of a community maintaining a food surplus. (Herbs cultivated here will be used in the medieval unit.)
1.6	CC2.03, CC2.02, COV.03, CCV.02, CHV.03, CH1.02, SE1.01, SE1.03, SE1.03, SEV.01	K/U T/I C A	The First Civilization: Mesopotamia – In pairs, students imagine a society without law or a common form of written communication. They develop their own law codes (identifying offences and punishments for each) and their own written languages, using symbols. One option could be to develop a law code for their own classroom and/or school. A class discussion ensues, where personal law codes and contemporary ethical codes of conduct are compared to the Code of Hammurabi. Emphasis is placed on the moral underpinnings of this code. Students write a brief summary of their comparisons and file it in their portfolios.
1.7	HI2.01, HI4.01, HI4.03, CH1.02, CH1.03, CH3.02 CGE1c, 1d, 1h, 1i, 2a	K/U T/I	The Development of Human Spirituality – The teacher reviews evolution from a Catholic perspective and connects it to human spirituality. Teacher-directed discussion ensues, where the link between human beings and their natural surroundings is explored. The teacher notes that human beings initially believed that many gods and goddesses ruled the natural world. Emphasis is placed on how, as humans gain more control and understanding of their environment, they believed in fewer gods, and how the idea of monotheism eventually developed. The teacher pinpoints one historical exception: the Hebrews in Mesopotamia, who developed the sophisticated idea of monotheism when more developed societies failed to do so. Possible explanations for this exception are discussed, and emphasis is placed on spiritual revelation.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
			Useful resources are: religion teachers, the school chaplain, and/or a parish priest. Students reflect in their journals about discovering their Catholic roots via the history of the Jewish faith, and add this reflection to the portfolio.
1.8	COV.03, CCV.02, CO3.01, CO3.02, CHV.03, CH3.01, CH3.03, CH1.02, SE1.01, SE1.03, SE1.04, SEV.01, SE2.01, SE2.02, HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03	C K/U T/I A	Culminating Activity – This is partly a review. The purpose of this activity is two-fold: to emphasize the reasons why a civilization emerges, and to examine different civilizations. The teacher provides a planning sheet, indicating the different aspects of the development of a civilization, e.g., food surpluses, specialization, development of social structure, growth of towns. Students research a civilization, e.g., Egypt, China, and use the planning sheet to record explanations, written in paragraph form, of how the inhabitants of that society were able to develop a civilization. They also describe the nature of that civilization, examining politics, family life, economics, art and architecture, and spirituality. Students use a multiple intelligence approach to examine the civilization’s achievements, e.g., Bristol board displays, pyramid models, role play.

Unit 2: The Greeks and Romans (1000 BCE–500 CE)

Time: 20 hours

Unit Description

The students examine two of the great civilizations of history in terms of their development and achievement. Important dates should be added to the timeline posted in the classroom. Beginning with the emergence of the Greeks from the Dark Ages and the first Olympic games occurring in 776 B.C.E., the development of Greek society is examined, with special emphasis on the two great cities of Athens and Sparta. The middle class emerges as the driving force of change in important trade centres such as Athens, which established a vast commercial empire after the Persian wars. Greece entered its golden age with enduring contributions to civilization in architecture, religion, and politics. The Greeks’ positive attitude toward war is examined as a value that lasted for centuries. Different perspectives on the changing roles of women and human spirituality become major themes. Sparta is examined as a major military power that granted women more social and economic freedom. The Greek love of warfare led to the self-destructive Peloponnesian War, a war of attrition that eventually permitted the Macedonians to conquer Greece. During that same historical period, the Romans slowly emerged as a Mediterranean power. After its victory in the Punic Wars, Rome established an empire throughout the Mediterranean world, including Greece. Because of this conquest, the Greeks influenced the cultural development of the Romans, thus ensuring their enduring legacy to modern times. This Roman Empire also witnessed the rise of Christianity, from the development of the early Church (as a small collection of isolated churches) to a major institution within the Roman Empire. After several centuries of dominance, the Western Roman Empire experienced a gradual decline. This decline can be attributed to the lack of technological and military innovation, economic stagnation, and human apathy. As a culminating activity, students create a newspaper featuring the achievements of both the Greeks and the Romans.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations	Assessment Categories	Focus/Activity
2.1	CH1.01, CH3.01	C K/U	Greek Mythology – Using stories from Greek mythology, the teacher explains the creation of the world from the Greek perspective. A list of gods/goddesses is given to students, who are challenged to draft their own versions of the end of the world. (Encourage them to illustrate their stories and use as many gods/goddesses as possible.)
2.2	CH2.03	K/U T/I C A	Olympic Games – Students research the Greek Olympics. Emphasis is placed on the spiritual nature of the games. The class is divided into different city-states. Students determine which events will take place and re-enact the games. A reflection of experience is recorded in the journal, to be added to the portfolio.
2.3	CH2.01, CH2.03, SEV.03, SE1.02	K/U T/I C A	Sparta vs. Athens – In a debate situation, students compare these two city-states based on the following: role of women, military strengths, economic life, religion, and cultural achievements. Students provide a written summary of their comparisons and file these in their portfolios. Debating techniques should be taught prior to debating.
2.4	SEV.03, SE3.03, HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03, HI2.04, HI3.01, HI3.02, HI3.03, HI4.01, HI4.02	T/I K/U C	Great Individuals of the Age – In groups, students research Alexander the Great, Hannibal, and Julius Caesar. Each group creates a portfolio for one key individual that includes his picture, a map reflecting the world he dominated, his influence on society, and his biography (including unusual personality traits). In discussion, the teacher emphasizes the individual's important military strategies and leadership qualities that led to his greatness, and explores the period in which he dominated. Students write a journal entry that emphasizes what they have learned about leadership, to be added to the portfolio. Students are encouraged to provide modern-day examples of effective male and female leaders.
2.5	SE1.02, SE3.01	K/U C A T/I	Design a Roman City – The teacher introduces the importance of Roman technology in the development and organization of a city. Particular attention is given to Roman architecture, e.g., the Coliseum, and irrigation systems, which enabled thousands of individuals to inhabit a city. Students design a Roman city, e.g., model, visual display, etc. They provide a written description of the inhabitants of the community, e.g., women, artisans, senators, and document the importance of religion to the Romans.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
2.6	CC1.02, CH2.02 CGE1a, 1b, 1g, 1j	T/I C A	The Rise of Christianity – The teacher shows a segment from the video <i>Jesus of Nazareth</i> that features the death and resurrection of Christ. In groups, students brainstorm why people become Christians and connect these ideas to why Christianity succeeded. Students develop a mind map of what Christianity has to offer today. A class discussion ensues. Students provide a written summary that highlights the discussion, to be added to the portfolio.
2.7	CC1.02, CC1.03, CC3.01, CC3.02, CC3.03, HIV.01, HIV.02, HIV.03, HIV.04	K/U C A T/I	Culminating Activity – The Newspaper – Students imagine that they have travelled back in time to the decline of the Roman empire. In research groups, students create a newspaper that highlights the achievements of the Greeks and Romans. The teacher reviews the essential elements of an effective newspaper, and provides a planning sheet indicating the required sections, e.g., headliner, editorial, sports, arts/entertainment, obituaries, feminist column, gossip column. Students are free to examine any achievements that interest them. The teacher may wish to draft a checklist of required sections and ensure that students sign up for individual sections, to ensure that work is evenly distributed. Evaluation is carried out on an individual basis. These newspapers could be displayed throughout the school.

Unit 3: The Middle Ages (500–1400)

Time: 20 hours

Unit Description

After the collapse of the Western Roman Empire, Europe experienced a period of sharp decline. International trade became negligible, with most Europeans returning to the soil to eke out an existence. The illiterate and unsophisticated Germanic peoples now dominated Europe. Only one institution, the Roman Catholic Church, now united Europe as the Germanic chieftains relied on the clergy to help them govern their newly conquered territories. The Church emerged as the dominant institution in Europe, commonly called Christendom. Out of the ruins of Roman Empire, Europeans forged a new society that was different from classical civilization, yet attempted to emulate it. Charlemagne, the great Frankish king, made such an attempt by re-uniting most of Europe under his control. The Church, in a gesture designed to illustrate its power, crowned him the Emperor of the Romans. His empire failed to survive his death, as civil war engulfed Europe at the very moment Europeans were overwhelmed by invading forces of Vikings, Magyars, and Moors. For the next two centuries, Europe was a besieged fortress whose social and political organization centred on the local authority of the knight and lord, since a strong central authority no longer existed. The Feudal Age had begun. After 1000 CE, Europe entered a period of growth, witnessed by a dramatic increase in population, by a series of agricultural innovations, and by the development of towns and cities. Europeans also expanded beyond their borders in a series of wars known as the Crusades. In this Age of Faith, Christians and Muslims alike believed that God sanctioned their wars. Medieval Europe experienced its greatest period during the High Middle Ages. Knights adhered to a code of chivalry, which found its best expression in the romantic literature of the era. Led by a confident and wealthy middle class, Europe emerged from feudalism into an era of nation-states. Afterwards, in the first half of the fourteenth century, a period of decline occurred, marked by the

Black Death and the Hundred Years War between France and England. Europe recovered, however, and continued its remarkable progress into the next century. In this unit, students are engaged in various multiple intelligence activities, culminating with a re-enactment of a medieval festival.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations	Assessment Categories	Focus/Activity
3.1	CCV.01, CHV.03, CC3.02, CC3.03, CH3.01, CH3.02 CGE2b, 2d	K/U T/I C, A	The Dark Ages – Students write a historically accurate, yet fictitious story that highlights life in the Dark Ages. One option is to encourage dramatization of these stories.
3.2	CCV.01, CCV.03, CC3.01, CHV.02, SEV.03, SE1.04 CGE5a, 5e	K/U T/I C, A	The Carolingian Age: Charlemagne – In the tradition of the Bayeux Tapestry, students develop a fabric tapestry that chronicles the life of Charlemagne via pictures and brief captions.
3.3	CHV.03, CO2.02, SE1.04, SE2.02 CGE4c	K/U T/I C, A	A Viking Heritage Moment – Students research the Viking way of life and design a short video that emphasizes certain aspects of Viking culture and/or accomplishments.
3.4	CC1.01, CC3.01, CC3.03, CHV.01, CHV.02 CGE1h	K/U T/I C, A	Crusades: Wars of Faith – Students discuss the movie <i>Robin Hood</i> and draw conclusions from it about the reasons for the crusade.
3.5	CO1.02, CO1.03, CO2.01, COV.01, COV.02 CGE5a, CGE5e	K/U C	Rebirth of Society: The Flow Chart – Students revisit the development of the first human civilizations and identify major reasons for this development.
3.6	CO3.02, CH1.02, SE1.04 CGE1g	K/U T/I, C	Medieval Saints – Students select a medieval Catholic saint and research that personality.
3.7	CHV.01, CHV.03, HIV.01, HIV.04, CO3.03 CGE2b, 3c, 3d	K/U T/I C, A	Life in the Age of Chivalry – Students examine different aspects of life in the Age of Chivalry, and select a project format that best suits their dominant intelligence. Ask students to evaluate whether or not “chivalry” exists today, e.g., men holding doors open for women.
3.8	CHV.03, CH3.02, CH3.03, SEV.01, SE1.01, SE1.03, SE3.02, HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03, HI2.04, HI3.01, HIV.04 CGE2b, CGE2c, CGE2e	K/U T/I C, A	Culminating Activity: The Medieval Festival – Students organize their own medieval festival. The materials designed in the previous activity are used to enhance the ambience of the “castle.”

Unit 4: The Ancients Return: Rebirth of Society and New Horizons (1400–1789)

Time: 14 hours

Unit Description

In this unit, students examine the rise of Western Europe as the dominant region of the world. Using the timeline posted in the classroom, they document important dates and events. With the advantage of superior shipbuilding techniques and a strong, commercial middle class, the Europeans expanded beyond the borders of their continent to other areas of the world. Warfare is seen from a European perspective as a legitimate extension of foreign policy. European explorers reached far-flung areas such as South America, North America, and Asia. European superiority in weaponry allowed them to dominate the seas and, consequently, international commerce. A result of this expansion was an increased self-confidence and outburst of intellectual creativity. This led to a rebirth of European society in terms of cultural development. Europeans re-examined the influence of the Greeks and began to develop their own ideas that went beyond the Greek precedents. They developed the idea of progress itself. The dominant position of the Catholic Church came to be challenged as a wealthy and confident middle class questioned its orthodoxy. This dynamic led to the Protestant Reformation. This historical period also witnessed an expansion of the influence of the Catholic Church in other areas of the world, as various religious orders, e.g., Jesuits, Ursulines, established missions in newly established colonies. The students design a travel brochure that focuses on the voyages of a particular explorer. The unit concludes with an imaginary council at which each “discovered” cultural group is given the opportunity to explain the impact that European contact had on its people.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations	Assessment Categories	Focus/Activity
4.1	HI4.01, HI4.02, HI4.03, SE3.01, SE3.02, SE2.01, CH3.02	K/U T/I A C	A Great Mystery: Western Domination? – Begin with an engagement strategy where students are required to solve a mystery, i.e., Mind Trap. This activity is then connected to western domination. In chart form, students do a comparative study of Western Europe and Eastern Europe, i.e., Paris and Constantinople. The teacher emphasizes the mystery of emerging western domination. A quick summary is given of the great civilizations of the past that rose and fell. A key question is asked: Why did these civilizations decline while the Western Europeans were able to dominate the world? Students may find this discussion difficult but, with careful teacher direction, concepts can be simplified. At the end of the unit, the teacher revisits the mystery and students provide a summative list, outlining reasons why civilizations rise and decline, to be added to the portfolio.
4.2	CO2.03, SE1.04, SE2.03, COV.02	K/U C	The Enduring Influence of the Greeks – In a teacher-directed discussion of the “rediscovery” of the Greeks the students examine how the Greeks influenced the development of European intellectual life. The teacher provides examples from medicine, science, and philosophy. When finished, students reflect in their journals about Greek accomplishments and contributions, to be added to the portfolio.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
4.3	CO2.01, CO3.02, CHV.01, CHV.03, CH1.02, CH3.03	T/I C A	Becoming an Artist – In a teacher-directed lesson, new artistic techniques of the period are explained. (Teacher may invite the art teacher as a guest speaker and/or a local community artist). In this lesson, the teacher emphasizes the importance of the middle class as consumers of artwork. The teacher provides pictures and explanations of Medieval and Renaissance art. Based on the information, students attempt to emulate the artwork. Permit students to give themselves artist’s names and name their paintings. The teacher emphasizes Classical themes. When finished, students reflect on their artistic choices in their journals, to be added to the portfolio.
4.4	CO1.02, CCV.02, CC1.01, CC2.02, CC2.03, SEV.02	K/U C	Modern Banking Emerges – As an engagement strategy, students play a board game that emphasizes economics. The teacher explains that modern banking emerged during the Renaissance and uses the Medici family of Florence as an example. A discussion ensues with a focus on the importance of interest and the credit system. Emphasis is placed on the idea that European exploration would not have occurred without a source of finances. This could be linked to students’ own personal financial habits.
4.5	COV.01, COV.02, COV.03, CO1.01, CO1.02, CO2.01, CO2.02, CO2.03	K/U T/I C	Training Manual – Students design a training manual of technological development. The teacher provides a list of items that were developed during this historical period, e.g., the printing press, navigational equipment, gunpowder, cannons, the caravel. This assignment should include illustrations, written descriptions, diagrams, and operational instructions. An alternative approach is to create a class manual where all manuals are combined into one published document.
4.6	CO2.02, CCV.02, CC1.01, SE2.02, SE2.03	K/U T/I C A	Map Design – Students identify the location and purposes of different routes of exploration that existed during this time period. The teacher emphasizes how these later became trade routes, and the method by which European culture diffused throughout the world. Students design a travel brochure to advertise for their explorers. This is an excellent opportunity to use computer technology to create these pamphlets using a software program. Students include a copy of the map of the explorer’s travel on the back of the pamphlet. Students include a brief biography of the explorer. Another option is to hold mock interviews.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
4.7	SEV.01, SE3.01, SE3.03, SE1.02, SE1.03, SE1.04	K/U C I A	Henry VIII and The Protestant Reformation – In storytelling format, the teacher relates the life of Henry VIII and his relationship with and treatment of his wives and the Catholic Church. Emphasis should be placed on the role of women and the details of his life. The teacher then asks students to identify the reasons why Henry VIII wanted to separate from the Church. This leads to a teacher-directed discussion of the long-term and short-term causes of the Reformation. Students then reflect about whether or not Henry VIII was justified in wanting the Church to make changes. This reflection is recorded in their journals and added to the portfolio.
4.8	HI4.02, HI4.03, CO1.01, CO1.02, CO2.01, CO2.02, CO2.03	K/U T/I C A	Mystery Revisited – The teacher begins this activity with an engagement strategy where students are required to solve a mystery, i.e., Mind Trap. Students brainstorm possible reasons why the Europeans became so dominant. Emphasis is placed on the significance of European technological advancement, superior weaponry, and economic prosperity. The teacher should compare the rise of Western Europe as the dominant region, with the decline of the Byzantine Empire. The nature of this activity should be review.
4.9	CVV.01, CCV.03, SE3.02, HIV.01, HIV.02, HI2.02, HI2.03, HI2.04, HI3.01, HI3.02, HI3.03, HI4.01, HI4.02, HI4.03 CGE5f, 5g	K/U T/I C A	Culminating Activity: Culture Clash – The University of Castile has called a council, for the purpose of discussing new cultures that Europeans have “discovered”. The teacher provides students with a list of these cultures. In small groups, students research one culture. At the council meeting, the university panel questions each group on the following: culture, religion, European influence, and perceptions of European culture. Each group must emulate its culture as precisely as possible. Students should be prepared to present and answer questions in role.

Unit 5: Age of Revolution: The World At War (1789–1945)

Time: 14 hours

Unit Description

This unit focuses on the sometimes violent nature of change, since this period of history was characterized by war and revolution. Important dates and events should be documented on the timeline posted in the classroom. The unit begins with Louis XVI calling the Estates General in order to address the problems of France. With the establishment of the National Assembly, the middle class assumed a leadership role. Instead of reform, Louis XVI was met with revolution. The French Revolution was characterized by violent turbulence culminating in the Reign of Terror. Napoleon Bonaparte emerged as the supreme leader of the era, as his military genius enabled him to defeat the enemies of France, which

had attempted to re-establish the Bourbon monarchy. He secured his position as the supreme ruler of France and from 1790 to 1815 he ruled over a vast empire. His position was supported by the powerful and wealthy middle class of France. With the Congress of Vienna, convened after the defeat of Napoleon, the conservative powers of Europe attempted to maintain the status quo and prevent any further revolutionary activity in Europe. Despite their efforts, revolutionary activity occurred in Europe once again, in 1848. Throughout this dynamic period of social, economic, and political change, a struggle between traditional authority and revolutionary ideals ensued. The role of the Church declined in Europe, as its dogma was questioned in this emerging age of secularism. This secularism was expressed in many different political and social movements, including the women’s suffrage movement. At the same time, the European powers continued to compete among themselves, establishing empires throughout the world. This imperialism led to World War I. The subsequent nationalism caused by the war initially resulted in the decline of revolutionary activity as Europeans were captivated by nationalist spirit. As the war continued, revolutionary activity reoccurred, specifically in Russia, as the terrible conditions in the trenches took their toll. After the war, efforts were made to re-establish order and stability. These efforts were in vain because Europeans continued to perceive war as a legitimate method of foreign policy, despite the establishment of the League of Nations. This European foreign policy included the harsh treatment of Germany in the Treaty of Versailles, which sowed the seeds of World War II. For the next six years, the world witnessed an unprecedented period of warfare. This warfare also ushered in a new period of economic and technological advancement, as world powers competed to develop the most effective weaponry of mass destruction. The atomic age was born. As a culminating activity, students assume the role of important historical figures of the era who are attending a press conference.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations	Assessment Categories	Focus/Activity
5.1	HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03, HI2.04, HI3.01, HI3.02, HI3.03 CGE4b, 5, 5a, 5b, 5e	K/U T/I A C	French Revolution: National Assembly – Students are evenly divided into groups, and represent different regional groups present at the National Assembly. The teacher provides each group with a list of social, economic, and political grievances. Each group is required to list the grievances in order of importance, taking into consideration which region it represents. A spokesperson from each group presents the ordered list of grievances to the class, explaining the decision. After a teacher-directed discussion, students write a summary of the reasons why the National Assembly led to revolution and add it to their portfolios.
5.2	SE1.04, HIV.01, HIV.02, HIV.03, HIV.04	K/U T/I C	Napoleon: Eulogy – The teacher emphasizes the structure of an effective Eulogy and students attempt to write their own eulogy. Students briefly research the personal achievements and failures of Napoleon, e.g., military leadership, economic, social. Students write a eulogy commemorating the lasting impression of Napoleon. Students also write an editorial highlighting his failures. The teacher reviews the structure of the editorial and has the option of formally evaluating both pieces, which are to be added to the portfolio.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
5.3	CH2.03, CH2.02, SEV.01, SEV.02, SEV.03, SE1.02, SE1.03, SE3.01 CGE6e	K/U T/I C	The Struggle for Political Power – (Revolutions of 1848) – Students create a mind map, focusing on political change, e.g., socialists, liberals, conservatives, suffragettes. The role of the Catholic Church is emphasized in relation to political changes, e.g., the dogma of Immaculate Conception and Papal Infallibility. The role of women and social hierarchy should also be emphasized. Content may be difficult, so teacher-directed and simplified discussion should ensue. Students reflect in their journals about the role of the Catholic Church in influencing political change, to be added to the portfolio.
5.4	SE3.01, SE3.02, SE3.03, CC3.01, CC3.02, CC3.03 CGE2c, 2d	K/U T/I C	The Road to War and Revolution – Students research and present in groups the art and symbols of revolution. Students can choose which revolutions they wish to focus on. Emphasis should be placed on propaganda used in a variety of revolutionary situations, e.g., the French Revolution, World Wars I and II, Seven Years War, American Revolution. Particular attention should be given to artwork of the chosen time period. Students research, display, and explain how propaganda and artwork were used to bolster the war effort.
5.5	CC3.01, CC3.02, CC3.03, HIV.01, HIV.02, HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03, HI2.04, HI3.01, HI3.02, HI3.03	K/U T/I C A	The World Wars: A Time Capsule – Students choose one world war, research it, and adopt a personality, e.g., soldier, war bride, villager, urban dweller, priest, or religious person. Students create a time capsule that, if discovered by someone from the future, would reveal important information, e.g., events, conditions, feelings. While students’ material must be historically accurate, personalities may be fictitious. Students should include photos, maps, letters (written by the person involved, or from the perspective of a loved one, or from a government official), journals, and/or passports. The finished product should appear original and authentic. Students reflect in their journals about the challenges involved in creating the time capsule, to be added to the portfolio.
5.6	SE1.04, HIV.01, HIV.02, HIV.03, HIV.04	K/U T/I C A	Culminating Activity: Press Conference – The purpose of this activity is to create a press conference environment whereby students are in role either as a world leader from this period in history, or as a member of the press. The teacher provides a list of important leaders, e.g., Robespierre, Mussolini, Hitler, Stalin, Nelson, Metternich, Chamberlain, Churchill, Roosevelt, and personality profiles/biographies for each. Students use these lists as resources for developing their questions/responses in role. At the conference, each historical personality must provide a brief introduction of him/herself. The teacher acts as a facilitator of discussion. Students who have prepared questions must also be aware of the correct answers. Students are evaluated by the teacher based on the quality of their questions and answers.

Unit 6: Post World War II: A New World Order? (1945–present)

Time: 22 hours

Unit Description

This unit challenges students to view the world from the perspective of new beginnings, with a focus on social justice. Students document important dates and events on the timeline posted in the classroom. The unit begins with an explanation of why the postwar world was divided into communist and democratic countries. Following the defeat of Hitler, the Russians and Americans were unable to cooperate. This led to the establishment of two military alliances: NATO and the Warsaw Pact. With the Soviet Union’s successful detonation of the atomic bomb, the nuclear arms race began. At the same time, the establishment of the United Nations located in New York City provided hope for a more peaceful and humane world. Many United Nations organizations were founded in order to improve the social and economic conditions throughout the world. Human rights became a major issue of concern. A fundamental shift in the moral underpinnings of war occurred among western countries. With the unprecedented human and material destruction of World War II, many political, intellectual, and spiritual leaders re-examined centuries-old opinions about the moral legitimacy of war itself. They no longer viewed war as a legitimate form of foreign policy. War began to be seen as justifiable only as a last resort in defence of human rights and freedoms. An example of this shift occurred with the Vietnam War, when the American and international public questioned the moral justification for the war. The Catholic Church is examined in a period of renewal as an international agent of social justice. Students study in depth the development of Latin America as a case study of the enormous problems that must be overcome if a “new world order” is to be established. The students then select a specific country, organize their own case study, and emphasize the changing roles of women and the poor.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A =Application

Activity	Learning Expectations	Assessment Categories	Focus/Activity
6.1	CC3.01, CC3.03	K/U C	United Nations: Purpose and Organization – Students create a chart indicating the different organizations of the United Nations. The teacher explains the purpose of each.
6.2	SE1.02, SE1.03, SE2.01, SE3.01, SE3.02, SE3.03	K/U T/I A C	A World Divided: Communism vs. Democracy – Students design a map, identifying democratic and communist countries. This map should be colour-coded, e.g., red for communist and blue for democratic. Students analyse different charts indicating the nuclear capabilities of various countries.
6.3	CC3.01, CC3.02, CC3.03	K/U C	Korean War and Vietnam Conflict – There is a teacher-directed discussion of the wars (discussing Hollywood films to highlight key aspects of the conflicts). This discussion could include reference to contemporary conflicts. Students reflect in their journals on the film that was most informative and/or affected them the most, to be added to the portfolio.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
6.4	CC3.01, CC3.02, CC3.03, HI3.01 CGE1e, 4a, 7a	K/U T/I C A	A Response To War: Lyrical Poetry Analysis – The teacher exposes students to a variety of writers of protest songs released during the peace movement, e.g., Bob Dylan, John Lennon, Father Daniel Berrigan, and provides a brief analysis, that links the lyrics directly to history. Students then attempt to create their own protest songs. Encourage students who are musical to write the music and the lyrics. Students may perform their songs. When finished, students reflect in their journals, where they explain their poetic and musical choices. The journal is returned to the portfolio.
6.5	SEV.01, SEV.03, SEV.02, SE1.01, HI1.01, HI1.02, HI1.03, HI4.04 CGE2e, 3a, 3b, 3c, 3d, 3f, 4c, 4d, 4f, 4g, 7d, 7e, 7f, 7i, 7j	K/U T/I C A	A New Threshold: A Visual Exhibit – Students are divided into groups to develop a visual exhibit on one of the following world issues: environmental concerns, hunger, social justice, women’s rights, human rights and globalization. Students create visual displays with brief written captions. The purpose of this activity is to provide students with a broad scope of these issues. Students peruse all exhibits and reflect in their journals about what they have learned. The journal is returned to the portfolio.
6.6	COV.03, CCV.02, CO3.01, CO3.02, CH3.03, CH1.02, SE1.01, SE1.03, SE1.04, SEV.01, SE2.01, SE2.02	K/U T/I C A	Culminating Activity: Latin America – Using Latin America as a Catholic case study, students select a particular country and examine the role of the Catholic Church in terms of social justice. A multiple intelligences approach should be used in terms of completing the final product.
6.7	CVV.01, CCV.03, SE3.02, HIV.01, HIV.02, HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03, HI2.04, HI3.01, HI3.02, HI3.03 CGE3e, 5h, 7g	K/U T/I C A	Final Evaluation: Culminating Activity – Students select an important concept from the course. The teacher provides each student with a planning sheet (see Appendix). Students review their notes from the entire course and locate information from each unit that deals with each concept. This information is recorded in point form on the planning sheet. Using this sheet as an outline, students compose a written explanation in proper paragraph form. The teacher should provide any necessary assistance while the students complete the planning sheet. Students must complete the written explanation independently. Once the explanation is complete, students create a visual display in the form of an exhibit based on the written explanation, e.g., students who chose the changing role of women may provide pictures with brief written descriptions beneath. Students are encouraged to take advantage of their dominant intelligence in organizing the exhibit, e.g., music, acting, visual art. The exhibits are displayed throughout the classroom and students rotate through stations and examine the artwork.

Teaching/Learning Strategies

This course provides students with the opportunity to explore different adventures in world history. Certain major concepts and important content have been identified in the course notes. These provide a framework for the design of various teaching strategies and can be linked to the overall expectations of the course. The activities in this course have been designed to foster the development of employability skills and Catholic values. Please see the list of accommodations for useful strategies for program planning.

Assessment & Evaluation of Student Achievement

This course follows the direction outlined in *Ontario Secondary Schools, 1999* and *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*. Teachers use the Achievement Chart from *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies* as the basis for assessment and evaluation so that the required curriculum expectations are linked to each category: Knowledge/Understanding, Thinking/Inquiry, Communication and Application. The Achievement Chart may be used as a guide to develop activity-specific rubrics.

Formative assessment is fundamental in improving student progress at the workplace level. Teachers are encouraged to use the four levels from the Achievement Chart when designing formative assessment and evaluation tools that track student achievement. Checklists may be used after classroom discussion that address the demonstration of Knowledge/Understanding and insight of the student. Teachers may wish to have students write daily entries in a world history journal (based on certain IEP direction students may tape record their journals). The assessment checklist for the journal might emphasize the improvement of writing skills and the ability of the student to connect the historical insights to his/her own life. This course requires students to perform a number of research tasks and teachers may wish to design assessment checklists that monitor the student's ability to locate information, draft keyword searches, document sources, detect bias on internet websites, and manage time productively. The key formative assessment tool in this course is the portfolio. Students are asked on a regular basis to file written summaries/analyses in their portfolios so that the teacher may at any time, assess the level at which the students appear to be working. Journals may also be kept inside the portfolio for safekeeping. Being a formative assessment tool, this portfolio should not be assigned a formal (percentage) grade.

Summative evaluation is addressed in each unit in a variety of forms. While teachers may assign periodic quizzes and unit tests where they see fit, the units developed in this Course Profile emphasize culminating activities. Many activities involve written explanations, visual displays, and role-play situations. Rubrics (self-assessment, peer assessment, and unit expectation evaluation) should be used to effectively evaluate student achievement. Emphasis should be placed on improvement of writing skills, historical authenticity of what is being presented, ability to write/answer in role, ability to work in group situations, overall contributions to the project, and satisfaction of all overall and specific expectations directly related to the activity. Some generic rubrics may apply here, but teachers are encouraged to generate their own activity-specific rubrics to ensure optimum assessment and evaluation. While the final evaluation is a culminating activity as opposed to an exam, it should be noted that this activity is designed primarily to evaluate cognitive skill development by challenging students to apply all that they have learned from Units 1-6. Because there is a fundamental emphasis on Catholicity in Unit 6, teachers are encouraged to dedicate time to Unit 6 development and the integration of the final summative evaluation for the course.

Accommodations

Teachers should read the individual Education Plans (IEPs) for exceptional students and for those students who are not formally identified, but who receive special education programs and/or services. The IEPs include recommendations for teachers to follow when working with these students.

There are a number of additional teaching and learning strategies that can be implemented to accommodate exceptional learners. To encourage optimal student performance, teachers should:

- encourage students to be self-advocates and ask for clarification where needed;
- simplify concepts using concrete, practical examples from everyday life;
- encourage students to tape record lessons/lectures to minimize the stress of note-taking where necessary;
- be prepared to alter deadlines where warranted;
- encourage students to write homework in daily planners and monitor this activity;
- provide alternate formats for tests;
- use oral and visual cuing for tests where necessary/applicable;
- allow students to use computers to word-process major assignments;
- allow students to present one-on-one with the teacher.

Teachers should also consult the Ministry of Education curriculum document, *English as a Second Language and English Literacy Development, 2000* when working with students learning English as a second language.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Print – Students Texts (Available Series – Appropriate Grade Level Material)

Black, Eric. *World in Conflict: Bosnia (Fractured Religion)*. Minneapolis: Lerner Publications Company, 1999. (Northern Ireland: Troubled Land; Cyprus: Divided Island)

Clare, John D. *Living History: Italian Renaissance*. London: Gulliver Books, 1995. (e.g., Pyramids of Ancient Egypt, The Vikings, Knights in Armor, Ancient Greece)

Corrick, James A. *The Way People Live: The Life of a Medieval Knight*. California: Lucent Books, 2001. (Life During the Crusades, Life in Charles Dickens' England)

Harris, Nathaniel. *New Perspectives: The War in Former Yugoslavia*. Texas: Raintree, 1998. (Hiroshima and Nagasaki, The Holocaust, Rise of the Nazis)

Hearden, Patrick J. *Historical Interpretations: The Tragedy of Vietnam*. USA: Harper Collins, 1991.

Holland, R.F. *Themes in Comparative History: European Decolonization (1918-1981)*. London: MacMillan, 1985. (European Aristocracy 1815-1914, Middle Classes in Europe 1789-1914, Science and Technology in History.)

Mass, Wendy. *Building History Series: Stonehenge*. California: Lucent Books, 1998. (The Medieval Castle, Great Wall of China, Panama Canal, Roman Colosseum.)

Price-Groff, Claire. *The Importance of: Queen Elizabeth I*. California: Lucent Books, 2001.
(Ernest Hemingway, Anne Frank, Martin Luther King, Jr., Charlie Chaplin.)

Reid, Struan. *Exploration by Sea. The Spice and Trade Routes*. Halifax: Maritext Limited, 1993.
(Exploration by Land)

Rice, Earle, Jr. *World History Series: The Bombing of Pearl Harbour*. California: Lucent Books, 2001.
(Age of Napoleon, Civil Rights Movement, Russia of the Tsars)

Print

Asimov, Isaac. *The Dark Ages*. Boston: Houghton Mifflin Company, 1968.

Albright, William Foxwell. *From the Stone Age to Christianity: Monotheism and the Historical Process*. U.S.A.: Doubleday, 1957

Bagenal, Alison. *Medieval People: Music From the Past*. Essex, England: Longman, 1993.

Beers, Burton F. *World History: Patterns of Civilization*. New Jersey: Prentice Hall, 1993.

Black, Maggie. *Medieval Cookbook*. London: British Museum Press, 1992.

Cantor, Norman F. *Medieval History*. London: Macmillan Co., 1969.

Corsaar, Kenneth. *Discovering Greek Mythology*. London: Hodden and Stoughton, 1998.

Frost, Frank. *Greek Society*. Toronto: D.C. Heath, 1992.

Herrin, Judith. *A Medieval Miscellany*. London: Orion Publishing Group, 1999.

Hieatt, Constance B. Hueatt. *Pleyn Delit: Medieval Cookery for Modern Cooks*. Toronto: University of Toronto Press, 1987.

Holliday, Laurel. *Children in the Holocaust and World War II: Their Secret Diaries*. New York: Washington Square Press, 1995.

Johnston, Andrew. *The Protestant Reformation in Europe 1300-1648*. London: Longman, 1992.

Kishlansky, Mark, et al. *Civilization in the West*. New York: Harper Collins, 1991.

Large, David Clay. *The End of the European Era, 1890 to the Present*. London: W.W. Norton, 1991.

Mason, James. *Medieval Realms*. London: Longman, 1997.

Peters, F.E. *Hajj: The Muslim Pilgrimage to Mecca and Holy Places*. Princeton, N.J.: Princeton University Press, 1994.

Ross, James Bruce, et al. *The Portable Medieval Reader*. England: Penguin Books, 1977.

Simons, Gerald. *Barbarian Europe*. New York: Time-Life Books, 1968.

Time-Life Books. *What Life Was Like Among Druids and High Kings*. Virginia: Time Life Inc., 1998.

CD-ROMs

Catechism of the Catholic Church. Compact Disc No. 5-061.

The Encyclopaedia of Religion. Macmillan Library Reference. New York, 1996.

Destination Vatican II. An interactive exploration of the Second Vatican. Resources for Christian Living, Allen, Texas, 1997.

Eyewitness History of the World. Dorling Kindersley, 1995.

Global Conflict. World War II/Global Conflict World War II. Sources and Analysis (two CD's). Mentorom Mulfimedia, 1995.

Lest We Forget: A History of the Holocaust. Logos Research Systems.

Religions of the World. Mentor M Multimedia, 1995.

Videos

Black Robe. Montreal, Quebec: Alliance, 1993.

Christianity: The First Thousand Years. A&E. AAE-15420.

David. *The Bible Collection*. Turner Pictures Worldwide, Inc., 1997. 3-38482.

Foot Soldier: The Barbarians. A&E. AAE-13911.

“Greece. A Moment of Excellence.” Time Life’s *Lost Civilizations*. Time Life Video and Television, 1995.

Holy Land, Holy People. (3-hour series exploring religious traditions of Jews, Christians, and Muslims). O.E.C.T.A. Villagers Media Productions, 1997.

Jesus of Nazareth. Live Entertainment Inc. Van Nuys, California: 91406, 1992.

Joan of Arc. A&E. AAE-40362

Leonardo da Vinci – The Visionary Intellect. 1992. ASIN 6304144180

Making Sense of Christian Morality. “The Gospel Is A Social Message.” New York: Fisher Production, 10535.

Maximilian. Saint of Auschwitz. Beaverton, Ontario: Saint Luke Productions, 1995.

Saints and Sinners. The History of the Popes. (six volumes). Acorn Media Publishing Inc., 1997.

Scourge of the Black Death. A&E. AAE – 40189

The Dawn of History Western Traditions Series. Annenberg/CP Project. WGBH/Boston Prod. Magic Lantern Videos, 1989.

The Medieval Times Series. Coronet Film and Video. WGBH/Boston Prod. Magic Lantern Videos, 1976.

Technology In Our World Series. AIT (adapted from the Video Library of Science). WGBH/Boston Prod. Magic Lantern Videos, 1992.

Websites

The website URLs have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify websites prior to assigning them for student use.

www.keesn.nl/names/ (Germanic families in the Dark Ages)

www.fernweb.pwp.blueyonder.co.uk/mf/ (Biographies and battles in the Dark Ages)

www.mrdowling.com/703middleages.html (For students – Animated graphics)

http://members.tripod.com/~mr_sedivy/med_hist.html (A Teacher’s Site: World History)

<http://campus.northpark.edu/history/WebChron/WestEurope/Medieval.html>

<http://www.newadvent.org/cathen> (Catholic Encyclopaedia)

www.fordham.edu/halsall/basis/einhard.html (Einhard – a scholar of Charlemagne’s life)

www.bartleby.com/183/1.html (To help make the list of sections for the tapestry: 3 events)

www.unf.edu/classes/medieval/med-10.htm (Picture ideas for the tapestry)

www.fordham.edu/halsall/sbook1h/html (Medieval Source Book. Factual information)

<http://www.sbceo.k12.ca.us/~vms/carlton/page10.html> (Ideas for tapestry pictures)

www.bnf.fr/enluminures/manuscrits/aman5.htm (Pictures with brief captions)

<http://heimat.de/charlemagne2000/> (Click on “exhibition” to find artwork/pictures.)

<http://www.johnabbott.qc.ca/webpages/departments/heps/dmap4.htm> (Maps of invasions)

<http://historymedren.about.com/cs/generalcrusades/> (The Crusades)

<http://www2.prestel.co.uk/church/chivalry/crusades.htm> (The Crusades)

<http://saints.catholic.org/stsindex.html> (On the saints)

<http://www.ibiscom.com/TOP> (The Black Death)

<http://history.boisestate.edu/westciv/plague/index.html> (About the plague)

<http://www.geocities.com/Colosseum/Field/1348/board.html> (Medieval board games)

OSS Considerations

This Course Profile is designed to assist teachers in the implementation of Adventures In World History, Grade 12, Workplace Preparation Course Expectations, pp.196-202 of *The Ontario Curriculum, Grades 12, Canadian World Studies*. This course is listed as one of the options or additional compulsory credits available to fulfill the requirements for graduation outlined in *Ontario Secondary Schools, Grade 9-12: Program and Diploma Requirements, 1999*. Expectations for teacher accommodations of regular programs for exceptional students are summarized in section 7.12 (pp. 56-58) of *Ontario Secondary Schools, Grades 9-12*. The foundation for assessment, evaluation, and reporting practices are outlined on pp. 13-16 of *The Ontario Curriculum, Grades 9-12, Program Planning and Assessment*. Every effort should be made to utilize and integrate technology into the delivery and practices of this course. As outlined in *Program Planning and Assessment*, p. 9, students need to improve and extend their information technology literacy. In addition, success in the world of work is dependent on students developing a greater awareness of careers. As opportunities are provided, teachers should introduce students to careers that can be linked directly to the study of history. Information on this is available in *Choices Into Action, 1999*. Furthermore, where available, schools should develop cooperative education programs that link studies to history.

Appendix

Sample Planning Sheet For Activity 6.7

Unit	Different Perspectives on the Role of Women
Unit 1: Pathways to Civilizations-traditional gender roles-different attitudes toward women-non-traditional women	
Unit 2: Greeks and Romans	
Unit 3: The Middle Ages	
Unit 4: The Ancients Return	
Unit 5: Age of Revolution	
Unit 6: A New World Order?	

Coded Expectations, Adventures in World History, Grade 12, Workplace Preparation, CHM4E

Communities: Work, Technology, and Construction

Overall Expectations

- COV.01** · assess how people in different communities developed skills and created implements in order to work productively;
- COV.02** · demonstrate an understanding of pivotal inventions and innovations and their effects on community life;
- COV.03** · explain why various edifices were built, what function they served, and what they reflected about the communities that built them.

Specific Expectations

Work and the Community

- CO1.01** – identify selected developments in tool making from the Stone Age to the present (e.g., fashioning of stone and obsidian implements, invention and uses of the wheel, development of measuring systems and devices);
- CO1.02** – demonstrate an understanding of the roles and processes of education and skills training in different communities at different times (e.g., learning skills in Inuit or traditional Chinese families, medieval guilds and apprenticeships, modern trade schools and independent learning facilities);
- CO1.03** – describe key features in the development of selected trades and professions throughout the ages (e.g., specialization, hierarchies, wages and working conditions).

Technology and the Community

- CO2.01** – identify key developments in communications technologies from the Stone Age to the present (e.g., written language and alphabets, paper making and the printing press, wire and wireless transmission, satellite telecommunications) and evaluate their effects on interactions between communities;
- CO2.02** – identify key developments in transportation technologies from the Stone Age to the present (e.g., use of animals, development of astrological navigation systems, development of sail and steam technologies, invention of the internal combustion engine, aerospace innovations) and evaluate their effects on interactions between communities;
- CO2.03** – identify key developments in scientific and medical technologies from the Stone Age to the present (e.g., development of different calendar systems, changing perceptions of geography and astronomy, developments in modern medicine) and describe their impact on the community.

Construction as a Reflection of Community

- CO3.01** – identify a variety of significant structures (e.g., Great Wall of China, Rome’s Colosseum, stone heads on Easter Island, Eiffel Tower, CN Tower), and explain why people built them and the role they played in their societies;
- CO3.02** – describe a variety of ceremonial monuments (e.g., Egyptian and Mayan pyramids; cathedrals, mosques, and temples; triumphal arches and war memorials);
- CO3.03** – identify a variety of human dwellings (e.g., prehistoric caves, dwellings in Neolithic fishing villages, Roman tenements, castles and chateaux, Huron longhouses, modern detached single-family homes, high-rise apartments) and explain how they reflect their societies.

Change and Continuity

Overall Expectations

- CCV.01** · demonstrate an understanding of the interplay between change and continuity in history;
CCV.02 · explain how and why societies change from rural to urban, and compare the nature of the two;
CCV.03 · analyse how people throughout history have dealt with conflict and conflict resolution.

Specific Expectations

Interplay Between Change and Continuity

- CC1.01** – analyse the factors that led to the migration of peoples and assess the effects of such movements (e.g., factors such as economic and political pressures; effects such as demographic changes, language and cultural adaptations);
CC1.02 – analyse key reasons why empires have risen and fallen (e.g., Assyrian, Meso-American, and Roman empires; Chinese dynasties; early European and modern empires);
CC1.03 – demonstrate an understanding of why different societies have tended to place a greater emphasis either on change or on continuity (e.g., Taoist yin and yang; Confucian emphasis on continuity; the role of ideologies such as conservatism, liberalism, and socialism).

Rural and Urban Societies

- CC2.01** – demonstrate an understanding of key developments in agriculture through the course of history (e.g., innovations of the Neolithic Revolution, terrace farming in China and Peru, European manorialism, the growth of modern agribusiness);
CC2.02 – outline pivotal reasons for the growth of cities (e.g., Alexandria, Rome, London, Beijing, New York) and describe problems associated with their development (e.g., crowding, slums, poor sanitation and its effects on health);
CC2.03 – analyse key factors that set the stage for industrial revolutions (e.g., a relatively stable society, technological innovation, availability of capital for investment) and describe the outcomes (e.g., development of industrial centres, exploitation of labour, altered environment).

Conflict and Its Resolution

- CC3.01** – demonstrate an understanding of the organizations that societies have created to wage war (e.g., regular armies and paramilitary organizations) and those they have created to maintain order (e.g., Roman censors and aediles, London bobbies, Muslim ulema, Royal Canadian Mounted Police, KGB, Interpol);
CC3.02 – identify different types of conflicts and protests, from social unrest to wars (e.g., food riots and peasant revolts, civil rights demonstrations, religious wars, civil wars, hot and cold world wars);
CC3.03 – demonstrate an understanding of various non-violent means used to resolve conflicts and to maintain peace (e.g., negotiation, mediation, international organizations, non-violent demonstrations).

Citizenship and Heritage

Overall Expectations

- CHV.01** · demonstrate an understanding of the spiritual expressions of different societies;
CHV.02 · demonstrate an understanding of a variety of types of group membership, and their influence on both the individual and the larger society;
CHV.03 · demonstrate an understanding of a variety of forms of cultural expression.

Specific Expectations

Spiritual Expression

- CH1.01** – identify unique and common characteristics of mythologies throughout the world (e.g., creation myths and explanations; hero legends, such as those recounted in the *Epic of Gilgamesh*, the *Odyssey*, the *Ramayana*, *Hiawatha*, and “Casey at the Bat”);
- CH1.02** – compare different perceptions of an afterlife (e.g., as reflected in Egyptian, Chinese, and Incan burials; belief in reincarnation or heaven and hell);
- CH1.03** – demonstrate an understanding of the key beliefs of the great religions (e.g., Judaism, Hinduism, Taoism, Buddhism, Christianity, Islam).

The Need to Belong

- CH2.01** – describe key characteristics of interpersonal relationships in small social groups (e.g., traditional and non-traditional families, Scottish clans, African tribes, Japanese villages);
- CH2.02** – explain how and why people come together to form and maintain groups distinct from the larger society (e.g., monastic orders, Sufi mystics, Jews, guilds and unions, Acadians, “hippies”);
- CH2.03** – identify a variety of factors contributing to people’s membership in and political identification with their larger societies (e.g., heredity and tradition, nationality, language, ethnicity, religion; formally accorded citizenship).

Artistic and Cultural Expression

- CH3.01** – demonstrate an understanding of meanings of the terms *culture* and *civilization* (e.g., culture as the totality of a people’s lifestyle and behaviour; civilization as characterized by a society’s longevity and its enduring legacy);
- CH3.02** – describe the artistic expressions of diverse peoples and cultures (e.g., pottery of the Ming dynasty and silk painting of the Sung dynasty, Islamic poetry and architecture, African and Inuit sculpture, modern Western artistic and literary styles);
- CH3.03** – describe a variety of forms of entertainment that people have created (e.g., various musical styles and theatrical forms; ancient games and modern amateur and professional sports; cinema, television, telecommunications).

Social, Economic, and Political Structures

Overall Expectations

- SEV.01** · demonstrate an understanding of the variety of roles and functions of individuals and groups in society;
- SEV.02** · analyse the changes in commercial exchange from antiquity to the present day;
- SEV.03** · describe a variety of political systems and processes that have been involved in the exercise of power and authority throughout history.

Specific Expectations

Society and the Individual

- SE1.01** – demonstrate an understanding of the function and variety of social customs in different societies (e.g., protocol, as in the courts of imperial China and Russia and at the United Nations; etiquette, from Roman banquets to Amy Vanderbilt; fashions such as foot binding, corsets, and neckties);
- SE1.02** – demonstrate an understanding of a variety of determinants of class and social standing through the course of history (e.g., heredity, as in India’s caste system; economics, as in Marx’s proletariat and bourgeoisie; personal achievement, as reflected by notables in industry, sports, and entertainment);

SE1.03 – analyse the different roles played by women, men, children, and the aged in selected societies (e.g., matriarch, gatherer, hunter, breadwinner, child labourer, student, tribal elder);

SE1.04 – describe the contributions to society of significant individuals throughout history (e.g., Moses and Ramses II, Cleopatra and Marc Antony, Abelard and Heloise, Marie Curie, Albert Einstein, Mother Teresa, Bill Gates).

Commercial Exchange

SE2.01 – describe the development of currencies and credit systems, from early barter to the modern Western consumer economy (e.g., wampum, weights and measures, minted coins, paper money, Renaissance banking and double-entry bookkeeping, stock markets, personal credit, electronic banking);

SE2.02 – identify the location and purposes of different trade routes (e.g., the Silk Road; the Atlantic triangle; the Yangtze, Mekong, Nile, Indus, Mississippi, and St. Lawrence Rivers; routes along canal and railway systems);

SE2.03 – identify pivotal examples of the human drive to explore new frontiers, and describe some of the economic effects of these ventures (e.g., Marco Polo and the reawakening of overland Asian trade routes; conquistadors, Incan gold, and the sixteenth-century “price revolution”; aerospace programs and their influence on the telecommunications industry).

Power and Authority

SE3.01 – describe the structure and function of a variety of political systems throughout history (e.g., Athenian and modern democracy, Roman republicanism, Chinese dynastic system, Iroquois confederacy, fascist dictatorships);

SE3.02 – describe the nature of the relationship between social or economic position and political influence or the lack of it (e.g., the slave or indentured servant, the feudal lord, women in different periods of history);

SE3.03 – describe key differences between authoritarian and cooperative models of power and authority (e.g., access to information and decision making; right of assembly and dissent; persecution; regimes of Rameses II, Alexander the Great, Ghengis Khan, Stalin, and Pol Pot contrasted with selected modern liberal democracies).

Methods of Historical Inquiry

Overall Expectations

HIV.01 · demonstrate the practical skills of locating, gathering, and organizing information from a variety of selected sources;

HIV.02 · demonstrate a practical understanding of the key steps in the process of historical interpretation;

HIV.03 · communicate opinions based on effective research clearly and concisely;

HIV.04 · demonstrate an ability to think creatively, manage time efficiently, and participate effectively in independent and collaborative study.

Specific Expectations

Research

HII.01 – formulate a variety of questions to serve as a basis for research, drawing on examples from world history (e.g., What were some of the technological developments in Neolithic farming? What were some of the motives for building the Great Wall of China or the Mayan pyramids? What are the characteristics of a “civilization”?);

HII.02 – conduct organized research, using a selection of information sources (e.g., textbooks and reference books, newspapers and magazines, audio-visual materials, Internet sites);

HI1.03 – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation

HI2.01 – demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;

HI2.02 – identify key interpretations of world history (e.g., “great leader”, geographic, economic);

HI2.03 – identify relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

HI2.04 – demonstrate an ability to develop a point of view that reflects research into selected sources.

Communication

HI3.01 – communicate effectively, using a variety of styles and forms (e.g., reports, discussions, role playing, group presentations);

HI3.02 – use selected forms of documentation to acknowledge sources of information (e.g., footnotes, endnotes, or author/date citations; bibliographies or reference lists);

HI3.03 – express opinions and conclusions clearly and in a manner that respects the opinions of others.

Creativity, Collaboration, and Independence

HI4.01 – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.02 – use a variety of time-management strategies effectively;

HI4.03 – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;

HI4.04 – identify various career opportunities related to the study of history (e.g., employment in museums, libraries, or the publishing industry).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 3: The Middle Ages (500–1400)

Time: 20 hours

Unit Description

After the collapse of the Western Roman Empire, Europe experienced a period of sharp decline. International trade became negligible, with most Europeans returning to the soil in order to eke out an existence. The illiterate and unsophisticated Germanic peoples now dominated Europe. Only one institution, the Roman Catholic Church, now united Europe as the Germanic chieftains relied on the clergy to help them govern their newly conquered territories. The Church emerged as the dominant institution in Europe, commonly called Christendom. Out of the ruins of Roman Empire, Europeans forged a new society that was different from classical civilization, yet attempted to emulate it. Charlemagne, the great Frankish king, made such an attempt by re-uniting most of Europe under his control. The Church, in a gesture designed to illustrate its power, crowned him the Emperor of the Romans. His empire failed to survive his death, as civil war engulfed Europe at the very moment Europeans were overwhelmed by invading forces of Vikings, Magyars, and Moors. For the next two centuries, Europe was a besieged fortress whose social and political organization centred on the local authority of the knight and lord, since a strong central authority no longer existed. The Feudal Age had begun. After 1000 CE, Europe entered a period of growth, witnessed by a dramatic increase in population, by a series of agricultural innovations, and by the development of towns and cities. Europeans also expanded beyond their borders in a series of wars known as the Crusades. In this Age of Faith, Christians and Muslims alike believed that God sanctioned their wars. Medieval Europe experienced its greatest period during the High Middle Ages. Knights adhered to a code of chivalry, which found its best expression in the romantic literature of the era. Led by a confident and wealthy middle class, Europe emerged from feudalism into an era of nation-states. Afterwards, in the first half of the fourteenth century, a period of decline occurred, marked by the Black Death and the Hundred Years War between France and England. Europe recovered, however, and continued its remarkable progress into the next century. In this unit, students are engaged in various multiple intelligence activities, culminating with a re-enactment of a medieval festival.

Note: The large number of time-consuming activities in this unit will require teachers to make choices about which to use as describe and what adaptations need to be made while meeting all of the expectations.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations	Assessment Categories	Focus/Activity
3.1	CCV.01, CHV.03, CC3.02, CC3.03, CH3.01, CH3.02 CGE2b, 2d	K/U C T/I A	The Dark Ages – Students write a historically accurate, yet fictitious, story that highlights life in the Dark Ages.
3.2	CCV.01, CCV.03, CC3.01, CHV.02, SEV.03, SE1.04, CGE5a, 5e	K/U T/I C A	The Carolingian Age: Charlemagne – In the tradition of the Bayeux Tapestry, students develop a material tapestry that, via pictures and brief captions, chronicles the life of Charlemagne.

Activity	Learning Expectations	Assessment Categories	Focus/Activity
3.3	CHV.03, CO2.02, SE1.04, SE2.02, CGE4c	K/U C T/I A	A Viking Heritage Moment – Students research the Viking way of life and design a short video that emphasizes certain aspects of Viking culture and/or accomplishments.
3.4	CC1.01, CC3.01, CC3.03, CHV.01, CHV.02 CGE1h	K/U C T/I A	Crusades: Wars of Faith – Students discuss the movie <i>Robin Hood</i> and draw conclusions about the reasons for the crusade. An option would be to create a class pilgrimage. Pre-arrange a destination for students to “walk” to, pray when they get there, and walk home.
3.5	CO1.02, CO1.03 CO2.01, COV.01, COV.02, CGE5a, CGE5e	K/U C	Rebirth of Society: The Flow Chart – Students revisit the development of the first human civilizations and identify major reasons for development.
3.6	CO3.02, CH1.02, SE1.04 CGE1g	K/U T/I C	Medieval Saints – Students select a medieval Catholic saint and research that personality.
3.7	CHV.01 CHV.03, HIV.01, HIV.04 CO3.03 CGE2b, 3c, 3d	K/U T/I C A	Life in the Age of Chivalry – Students examine different aspects of life in the Age of Chivalry and then select a project format that best suits their dominant intelligence.
3.8	CHV.03, CH3.02, CH3.03, SEV.01, SE1.01, SE1.03, SE3.02, HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03, HI2.04, HI3.01, HIV.04 CGE2b, CGE2c, CGE2e	K/U T/I C A	Culminating Activity: The Medieval Festival – Students organize their own medieval festival. The materials designed in the previous activity are used to enhance the ambience of the castle.

Activity 3.1: Drafting a Fictitious Story about the Dark Ages

Time: 2 hours

Description

Students review the important elements of a short story. After conducting minimal Internet research, using that research as a framework students draft their own short stories. Students must adhere to the writing process, where an emphasis is placed on peer editing. Students have the option of presenting their final drafts to their classmates. The finished product should model life in the Dark Ages. The role of the Church as an instrument of civilization is emphasized. As the only institution uniting all of Europe, the Church had the critical task of assisting the Germanic leaders in maintaining law and order, as well as encouraging Christian behaviour among their peoples.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2d - writes and speaks fluently in one or both of Canada's official languages;

CGE2b - reads, understands, and uses written materials effectively.

Strand(s): Change and Continuity, Citizenship and Heritage

Overall Expectations

CCV.01 - demonstrate an understanding of the interplay between change and continuity in history;

CHV.03 - demonstrates an understanding of a variety of forms of cultural expression.

Specific Expectations

CH3.01 - demonstrate an understanding of the meaning of the terms culture and civilization;

CH3.02 - describe the artistic expressions of diverse peoples and cultures;

CC3.02 - identify different types of conflicts and protests, from social unrest to wars;

CC3.03 - demonstrate an understanding of various non-violent means used to resolve conflicts and to maintain peace.

Prior Knowledge & Skills

Students should draw on their knowledge of Rome, particularly its religious and political significance.

Planning Notes

- Find an example of a short story that emphasizes key elements. Where possible, use an example with pre-medieval content.
- Prepare a list of important words that students might use to help facilitate research on the Internet.
- Research the Dark Ages and use websites in this document to aid students. Book the library/resource centre for research, and computers for word processing where possible.

Teaching/Learning Strategies

1. Read an effective [pre-medieval] short story to the class.
2. As a class, analyse the chosen short story according to the following elements: plot development, character development, setting, and vocabulary usage. Give a brief description of the Dark Ages. (Emphasis should be placed on showing where the Dark Ages fall on the timeline posted in the classroom.)
3. Read a short section on the Dark Ages from the text. Students draft a list of keywords that will be useful for Internet research. Use a library/resource centre period for research (offer a list of teacher selected websites).
4. Students choose what interests them most from their research and use this as a framework for their stories. Some ideas may include the marriage of Clovis I and Clotilda, as a story of inter-faith marriage and Christian conversion; Theodoric vs. Clovis I, as a story of military strategies; Pope John I's visit to Constantinople, as a story of conspiracy; the life of Justinian; the lives of the Merovingian rulers of the Franks; the Avars and their domination over Slavic peasants; the life of St. Benedict; the trials and tribulations of Pope Gregory (543); the life of Emperor Leo III and the Byzantine Empire (717); Pepin the Short's victories over Lombard resistance (752).
5. Students begin the drafting process. They start with a brainstorming page, character sketches, and a detailed plot outline. (Depending on the needs of the students, a brief lesson on character sketching may be helpful.) Where possible, use computers for word processing. Once the first draft is completed, students exchange stories with a peer and edit each other's work. It is likely that students will need to complete the final draft of the story as homework. The finished story is evaluated by the teacher and added to the portfolio.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

5 – A checklist for the Writing Process is used for formative assessment. (K/U, T/I, C, A)

(Learning Skills: organization and work habits/homework)

1,2,3,4 – A peer-edit assessment form can be used for formative assessment. (K/U, T/I, C, A)

1,2,3,4 – Teacher observation and informal conferencing of students' class work are used for formative assessment (Observation, Assessment Guide, Curriculum Planner).

5 – An activity-specific rubric is used to evaluate the story. (K/U, T/I, C, A)

Accommodations

- For enrichment, students have the option of presenting their stories dramatically.

Resources

Print

Asimov, Isaac. *The Dark Ages*. Boston: Houghton Mifflin Company, 1968.

Albright, William Foxwell. *From the Stone Age to Christianity: Monotheism and the Historical Process*. U.S.A.: Doubleday, 1957.

Ross, James Bruce et al. *The Portable Medieval Reader*. England: Penguin Books, 1977.

Video

Saints and Sinners. The History of the Popes. Acorn Media Publishing Inc., 1997.

Websites

www.fernweb.pwp.blueyonder.co.uk/mf/

www.mrdowling.com/703middleages.html

<http://campus.northpark.edu/history/WebChron/WestEurope/Medieval.html>

Activity 3.2: The Charlemagne Tapestry: A Life Documentary

Time: 2 hours

Description

The intent of this activity is to document the life of one of the most influential leaders in history. Based on the famous Bayeux Tapestry, students create a tapestry that highlights the life and historical accomplishments and/or failures of Charlemagne. The finished product is a series of visual representations with written captions that clarify the interpretation of each documented event. The students also examine the significant contribution of the Church during the Carolingian Era, focusing in particular on the cultural and religious renaissance that occurred.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5e - respects the rights, responsibilities, and contributions of self and others;

CGE5a - works effectively as an interdependent team member.

Strand(s): Change and Continuity; Social, Economic, and Political Structures;
Communities: Work, Technology, and Construction

Overall Expectations

CCV.03 - analyse how, throughout history, people have dealt with conflict and conflict resolution;

SEV.03 - describe a variety of political systems and processes that have been involved in the exercise of power and authority throughout history;

CHV.02 - demonstrate an understanding of a variety of types of group membership and their influence on both the individual and the larger society.

Specific Expectations

CC3.01 - demonstrate an understanding of the organizations that societies have created to wage war;

SE1.04 - describe the contributions to society of significant individuals throughout history.

Prior Knowledge & Skills

Students will draw on their research about the Dark Ages. As a precursor, some emphasis should be placed on the accomplishments of Charlemagne's father, Pepin the Short.

Planning Notes

- Find a brief biography of Pepin the Short. Prepare a fact sheet about Charlemagne that highlights key moments in his life in chronological order. Find as many sources as possible that provide pictures of the highlights from Charlemagne's life that you have researched. Match these with the written highlights.
- Provide materials to create your tapestry, e.g., glue gun, glue, tapestry base, felt, material scissors, trimmings, fabric pens/paints, plastic bags, masking tape. Using the list of key moments in history, divide the tapestry base into chronological sections and label them lightly in pencil, e.g., Section I: The Birth of Charlemagne. This ensures that students will place each event in its correct location.
- Cut separate pieces of material almost the same size as the sections you have made on the tapestry base. (*Hint:* Try to buy a neutral tone for this, perhaps a beige or cream colour. Cut these sections slightly smaller than the tapestry base so that the tapestry base frames the material sections. A good colour for the tapestry base is something striking, such as royal purple or resilient teal.) On the day that students are ready to glue their items onto their material sections, set up workstations ahead of time.
- Design a short quiz about the life of Charlemagne.

Teaching/Learning Strategies

1. Begin the lesson by connecting the life of Pepin the Short to Charlemagne.
2. The teacher presents the list highlighting key moments in the life of Charlemagne. In pairs, students sign up for a specific highlight and are responsible for creating that section of the tapestry.
3. Students begin brainstorming what their pictures will look like and how they plan to create their sections. The teacher labels each section lightly in pencil with the students' names.
4. Students create a rough sketch on paper indicating what their sections will look like, and then create their captions. A short conference with the teacher ensues, where students are given the required materials for creating their sections. (The piece of material, cut slightly smaller than the tapestry base, is given to students here.) Each pair finds its own workstation, where the section of material is transformed to represent the chosen highlight. (The caption does not appear on the material; it will be added later.) This completion will take at least two in-class periods and so, for safe storage of the materials, members of each group should be given one plastic bag to store all of its items. Using masking tape, students label the bag with their names and tapestry section number. Store these in the classroom in an accessible place for students.
5. When the material section is completed, it is ready to be glued to the tapestry base. *Hint:* Teachers may wish to have one or two students "oversee" the gluing, so that each material section is aligned properly in chronological order.

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6. Mount the tapestry in the classroom.
 7. Students record their artistic choices in their journals, to be added to the portfolio.
 8. The students complete a short quiz about the life of Charlemagne.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

1,2,3,4,5 – Teacher observation and informal conferencing of students' class work are used for formative assessment (Observation, Assessment Guide, Curriculum Planner)

1,2,3,4,5 – Peer assessment checklist will be used for formative assessment (K/U, T/I, C, A)

6 – A rating scale will be used to assess each student's section on the tapestry
(K/U, T/I, C, A)

8 – A marking scheme is used to assess the quiz

Resources

Print

See Resources from Activity 3.1

Beers, Burton F. *World History: Patterns of Civilization*. New Jersey: Prentice Hall, 1993.

Kishlansky, Mark, et al. *Civilization in the West*. New York: Harper Collins, 1991.

Websites

<http://www.newadvent.org/cathen> (Catholic Encyclopaedia – search Charlemagne)

www.bartleby.com/183/1.html (To help make the list of sections for the tapestry–33 events.)

<http://www.sbceo.k12.ca.us/~vms/carlton/page10.html> (Ideas for tapestry pictures.)

Activity 3.3: A Viking Heritage Moment

Time: 2 hours

Description

Students continue their study of the Middle Ages through the examination of Viking culture, accomplishments, and lasting impact. Through map analysis, students identify the range and impact of Viking explorations. Students also learn about and research the impact the Vikings had on various areas of the world and the reasons for the eventual demise of this culture, focusing on the rise of Christianity. Students preview Heritage Minutes (Canadian History) and create a commercial on the lasting impressions and impact of the Vikings on the world. The relationship between the Church and the Vikings is examined with special reference to the missionary efforts that led to the eventual conversion of the Northmen.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE4c - takes initiative and demonstrates Christian leadership.

Strand(s): Social, Economic, and Political Structures;

Communities: Work, Technology, and Construction

Overall Expectations

CHV.03 - demonstrate an understanding of a variety of forms of cultural expression.

Specific Expectations

SE1.04 - describe the contributions to society of significant individuals throughout history;

SE2.02 - identify the location and purposes of different trade routes;

CO2.02 - identify key developments in transportation technologies from the Stone Age to the present, and evaluate their effects on interactions between communities.

Prior Knowledge & Skills

Students should be familiar with the impact of other barbarian peoples on civilized areas. Students have experience with mapping skills from Geography.

Planning Notes

- The teacher prepares a map of the world, finds illustrations or relevant resources depicting Viking cultural elements, and previews websites listed in Resources.
- The teacher locates Heritage Minutes videos and chooses relevant samples to show the class.
- Students may need instruction with regard to what makes a good commercial and how to synthesize information.

Teaching/Learning Strategies

1. The teacher leads a discussion recalling examples of the impact of barbarian peoples on civilized areas and records the ideas on the board as a summary.
2. As a class, read a selection describing a Viking raid, e.g., on Charlemagne's empire, and discuss the kind of impact this might have on a civilized society.
3. With a partner, students create headlines that might have appeared in a Viking newspaper. Students should be encouraged to create a unique name for their paper and share their headlines. The teacher should emphasize that Viking raids stunned the people of Western Europe.
4. In a teacher-led activity, the class discusses how Vikings were effective traders and brave explorers. Using an overhead transparency map, the teacher outlines the range of Viking explorations stretching from North America to Russia.
5. The teacher then directs students to locate and label Scandinavia, England, Normandy, Ireland, Spain, Iceland, the North Sea, the Baltic Sea, the Atlantic Ocean, and the Black Sea, emphasizing the Viking route.
6. The teacher shows a clip(s) from the Heritage Minutes series as an example. The students are placed into small groups and given the opportunity to briefly research the Viking way of life and to design a short video clip emphasizing particular aspects of Viking culture and/or accomplishments. The students are invited to share their clips with the class at a later date.
7. A teacher-directed discussion examines the reasons for the demise of the Viking culture, namely, Christianity.
8. A short quiz is given, emphasizing the significance of Viking history, and using criteria based upon the expectations chosen for this activity.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

3 – Formative assessment of group and individual work. (K/U, T/I, C, A)

(Learning Skills: team work, initiative, works independently, organization and work habits)

1, 2, 7 – Formative teacher assessment of group discussion and individual participation. (T/I, C)

(Learning Skills: work habits and initiative)

6 – Rubric evaluation for the video commercial. (K/U, T/I, C, A). Students assist in design of the rubric and use it for peer/assessment.

8 – A marking scheme is used to assess the quiz.

Accommodations

- A numbered map may be helpful to students with visual-spatial difficulties.
- Provide peer/teacher assistance to research data.
- For enrichment, students create a Viking helmet, mask, or boat model and display it in a museum-style setting.

Resources

Print

Historical Atlas of the World.

Clare, John. *Living History: The Vikings*. London: Gulliver Books, 1995.

Websites

<http://www.johnabbott.qc.ca/webpages/departments/heps/dmap4.htm> (map Viking invasions)

Activity 3.4: The Crusades: Wars of Faith

Time: 1 hour

Description

Students continue their study of the medieval period by developing an awareness of the basic features of Christian life and the Crusades. Through data collection and class discussion, students identify and appreciate the power and influence of the Medieval Church. By critiquing the famous speech by Pope Urban II, students draw conclusions about the reasons behind the Crusades. Using these tactics, students form and support discussions around subsequent medieval and contemporary crusades.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions, and journeys of all people of good will.

Strand(s): Citizenship and Heritage, Change and Continuity

Overall Expectations

CHV.01 - demonstrate an understanding of the spiritual expressions of different societies;

CHV.02 - demonstrate an understanding of a variety of types of group membership, and their influence on both the individual and the larger society.

Specific Expectations

CC1.01 - analyse the factors that led to the migration of peoples and assess the effects of such movements;

CC3.01 - demonstrate an understanding of the organizations that societies have created to wage war and those they have created to maintain order;

CC3.02 - identify different types of conflicts and protests, from social unrest to wars;

CC3.03 - demonstrate an understanding of various non-violent means used to resolve conflicts and to maintain peace.

Prior Knowledge & Skills

Students should be made familiar with the fact that this was an era when people turned to Christianity for understanding and order.

Planning Notes

- Locate copies of Pope Urban II's famous speech to the people.
- Create activity centres and learning sheets based on available resources, to examine the structure of the Church and/its impact on medieval society. (This could also be set up as a jig-saw activity.)
- Locate maps of the areas/routes that each Crusade covered.
- Create an organizer to assist students in recording the key information from discussions.

Teaching/Learning Strategies

1. The teacher begins by leading a class discussion to generate a shared list of some of the characteristics of life in Medieval Europe, e.g., knights and chivalry, a society restricted to rigid social status/scales, a time when towns began to develop, and a time when the Church exerted great influence.
2. The teacher introduces students to learning centres activity, e.g., monastic orders, medieval church, decline and reform, selected Crusades—specific content and activity requirements will vary according to available resources.
3. In pre-assigned groups, students visit each of the centres, individually completing the tasks assigned there.
4. The teacher collects activity sheets as part of student assessment for this lesson. The teacher should follow up with a discussion on how the Church influenced and exerted power over medieval society, through a list of pros and cons and possible reasons for decline of the Church. This can be carried over into a discussion on the power and influence of the Church today.
5. The teacher provides students with copies of Pope Urban II's famous speech, and guides the reading of it. The students draw conclusions about the reasons for the crusades and their ultimate consequences through class discussion.
6. Students write a brief summary of the connections between medieval and contemporary crusades and add the summary to the portfolio.
7. Teachers have the option of designing a short quiz that emphasizes the role of the Church as an institution of power and influence in the Middle Ages.

As an alternative activity

- The teacher discusses the movie *Robin Hood*, explaining the significance of Richard the Lion Heart's crusade.
- In pairs, with teacher assistance, students discuss the movie with respect to the noble image of the knight, and record their ideas.
- Groups take turns sharing their ideas with the class, generating a list.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

2 – Formative assessment of individual work on activity sheets (K/U, T/I, C, A)

(Learning Skills: works independently, organization, work habits/homework)

1,4,5 – Formative teacher assessment of group discussion and individual participation (T/I, C)

7 – A short quiz could be given using criteria based upon the expectations chosen for this activity

Accommodations

- Provide paired reading assistance for students with reading difficulty.
- Reduce assignment expectations (quality) for students with concentration difficulties.
- Offer extra time in learning centres activity for students, if necessary.

Resources

Print

Corrick, James A. *The Way People Live: The Life of a Medieval Knight*. California: Lucent Books, 2001. (Another title available in series: *Life During the Crusades*)

Herrin, Judith. *A Medieval Miscellany*. London: Orion Publishing Group, 1999.

Video

Holy Land, Holy Peoples. O.E.C.T.A. Villagers Media Productions, 1997.

Christianity: The First Thousand Years. A&E. AAE-15420

Robin Hood. 1991.

Saints and Sinners. The History of the Popes. Acorn Media Publishing Inc., 1997.

CD-ROMs

The Encyclopaedia of Religion. New York: Macmillan Library Reference, 1996.

Religions of the World. Mentor M Multimedia, 1995.

Websites

[http://historymedren.about.com/cs/generalcrusades/\(the crusades\)](http://historymedren.about.com/cs/generalcrusades/(the%20crusades))

<http://www2.prestel.co.uk/church/chivalry/crusades.htm> (the crusades)

Activity 3.5: Rebirth of Society - The Flow Chart

Time: 2 hours

Description

Students review the reasons why civilizations develop as part of a major concept of the course. They identify the significant aspects of this process, and apply them to the development of medieval society. The importance of technological innovation is emphasized. Later in the course the students will revisit this understanding with regard to other advances in western civilization. The Catholic Church is included as the key institution that promoted and facilitated religious reform and higher education in terms of new religious orders and universities.

Strands & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Communities: Work, Technology and Construction

Overall Expectations

COV.01 - assess how people in different communities developed skills and created implements in order to work productively;

COV.02 - demonstrate an understanding of pivotal inventions and innovations and their effects on community life.

Specific Expectations

CO1.02 - demonstrate an understanding of the roles and processes of education and skills training in different communities at different times;

CO1.03 - describe key features in the development of selected trades and professions throughout the ages;

CO2.01 - identify key developments in communications technologies, from the Stone Age to the present.

Prior Knowledge & Skills

Students have been introduced to the process of civilization development in each previous unit.

Planning Notes

- Provide the students with the appropriate paper.
- Have students review their notes prior to class to check for completion and organization.

Teaching/Learning Strategies

1. The teacher reviews the process by which a civilization develops. The students should be made aware that not every civilization develops in exactly the same manner, but that they share a common overall process.
2. Divide the students into groups and assign a previously studied civilization to each group. The students use their class notes and other resources, e.g., textbook, handouts, and identify the process by which the civilization developed.
3. The teacher should have each group report back to the class, with one student in each group designated as the reporter.
4. The teacher should then summarize the common features of the process. These should include: the ability to maintain a food surplus; specialization; the development of trade; the establishment of trade centres; and the growth of towns and eventually cities.
5. Students examine the development of civilization as it applies to the High Middle Ages 1000–1300. They develop a linear flow chart using the common features discussed in class as the framework. The teacher provides the necessary textbook pages and handouts.
6. On the flowchart, the students include pertinent information that explains the important features of the process, e.g., the section on maintaining a food surplus should include information on agricultural innovations such as the three-field system and the improved plough.
7. Encourage students to draw symbols to represent the information. (For example, a plough could represent a three-field system, or a bundle of wheat could represent increased food production.)
8. The teacher explains aspects of the civilization process in the Middle Ages that are different from processes in other historical periods, e.g., Importance of international trade – the wool cloth trade from Flanders; the role of the church in religious reform and in the rise of universities.
9. Students include this information on their flowcharts. The flow chart may serve as a means to review an important understanding and to demonstrate how different civilizations developed in a similar way.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

6,7,9 – Formative assessment of the flowchart (K/U, C, A) (Learning Skills: organization, work habits)

Resources

Print

Herrin, Judith. *A Medieval Miscellany*. London: Orion Publishing Group, 1999.

Reid, Struan. *Exploration by Sea. The Silk and Spice Routes*. Halifax: Maritext Limited, 1993.

Simons, Gerald. *Barbarian Europe*. New York: Time Life Books, 1968.

Strathern, Paul. *Exploration by Land. The Silk and Spice Routes*. Halifax: Maritext Limited, 1993.

Videos

Technology in our Lives Series. AIT (adapted from the Video Library of Science). WGBH/Boston Prod. Magic Lantern Videos, 1992.

Activity 3.6: Medieval Saints

Time: 2 hours

Description

Students continue their examination of the Middle Ages and the influence of the Church, with a detailed study of Catholic Saints. By identifying the required criteria for canonization (the teacher should emphasize that the criteria is different today), the teacher sets the stage for students to research and create a written summary of the life of a medieval saint in the form of an obituary.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.

Strand(s): Communities: Work, Technology, and Construction; Citizenship and Heritage;
Social, Economic, and Political Structures

Specific Expectations

CO3.02 - describe a variety of ceremonial monuments;

CH1.02-- demonstrate an understanding of a variety of types of group membership, and their influence on both the individual and the larger society;

SE1.04 - describe the contributions to society of significant individuals throughout history.

Prior Knowledge & Skills

Students should be made familiar with the correct format and purpose of a newspaper obituary.

Planning Notes

- Prepare a simplified definition of “saint” and the basic requirements for canonization.
- Locate obituaries in newspapers/websites as samples for students.
- Prepare a list of possible Catholic saints for research purposes.

Teaching/Learning Strategies

1. The teacher poses the question “What is a saint?”
2. With a partner, students generate a list of the required qualities of a saint. The students should be given the opportunity to scan the definition and criteria of a saint and compare their criteria.
3. A teacher-led discussion follows with regard to individuals who could be considered contemporary saints and the justification for such claims, e.g., personal sacrifice, beliefs, etc.
4. The teacher provides students with a list of Catholic saints from which the students can choose one for research purposes.
5. The teacher should review the elements of an obituary and, if necessary, allow students time to analyse examples, generating a list of the common features of an obituary.
6. Provide students the opportunity to visit the library/resource centre or use computers where possible, to research the life of the individual saint.
7. Students should hand in a word-processed copy, where possible, of their obituary in proper format for evaluation. Once evaluated, it is added to the portfolio.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

2 – Formative assessment of group and individual contribution. (K/U, T/I, C) (Learning Skills: all)

3 – Formative teacher assessment of group discussion. (T/I, C) (Learning Skills: initiative)

7 – Summative evaluation of the obituary using a rubric. (K/U, T/I, C, A)

Accommodations

- Provide teacher/peer tutor assistance in research and data collection.
- Provide guiding statements or questions that direct the student on the structure of the obituary.

Resources

CD-ROMs

The Encyclopedia of Religion. New York: Macmillan Library Reference, 1996.

Religions of the World. Mentor M Multimedia, 1995.

Videos

Joan of Arc. A&E. AAE-40362

Saints and Sinners. The History of the Popes (six volumes). Acorn Media Publishing Inc., 1997.

Websites

<http://saints.catholic.org/stsindex.html> (Resources on the Saints)

Activity 3.7: Life in the Age of Chivalry

Time: 4 hours

Description

The students examine different aspects of medieval society during the High Middle Ages—a historical period in which an intense Catholic faith permeated the very fabric of society. Religious life is highlighted as one of the key areas of research. Students combine their research skills and their ability to think creatively in order to produce a project that reflects their understanding/knowledge of the period. An opportunity is provided for the students to demonstrate and communicate their understanding in a final product.

Strands & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience.

Strand(s): Community: Work, Technology, and Construction; Citizenship and Heritage;
Methods of Historical Inquiry

Overall Expectations

CHV.01 - demonstrate an understanding of the spiritual expressions of different societies;

CHV.03 - demonstrate an understanding of a variety of forms of cultural expression;

HIV.01 - demonstrate the practical skills of locating, gathering, and organizing information from a variety of selected sources;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and participate effectively in independent and collaborative study.

Specific Expectations

CO3.03 - identify a variety of human dwellings and explain how they reflect their societies.

Prior Knowledge & Skills

- Review the research process involving library/resource centre resources.

Planning Notes

- Assemble the necessary resources, including any materials for artwork or models.
- Book the library/resource centre in advance.
- Determine the amount of class time necessary for successful completion of the assignment.

Teaching/Learning Strategies

1. The teacher provides students with a list of research topics that includes the following: the medieval family, village life, warfare, crime and punishment, myths and legends, role of women, architecture, art, fashion, drama, music, dance, technology, entertainment, literature, and religious life. Students may add to this list as they research and discover other topics. Explain that this assignment is connected with the final culminating activity of the medieval festival.
2. Students select four topics to research. On an individual basis, the teacher determines the amount of research and the form that the final product will take while ensuring that all students have a clear understanding of criteria upon which their work will be evaluated.
3. Provide the students with some examples of the different forms that the final product could assume: a collection of ballads/songs written by the student; a model or blueprint sketches of castles and cathedrals; a diary account; a dramatic or musical presentation; a historical interview with a famous individual; an illustrated chronicle; and a collection of artwork.
4. The teacher will face one major challenge with this approach: determining the length of the assignment. It is difficult to ascertain if a model of a castle represents the equivalent amount of effort and research as a three-page research report. The teacher should provide the students with a minimum length: a five-page report. Indicate, however, that this length is negotiable depending on the form that the final product will take. For example, a student who has decided to draw a series of diagrams to illustrate how a castle was built would not have to complete as much written work as a student who chose to complete a five-page research report. (Alternatively, the teacher could present this as a two-part assignment).
5. This research assignment is, in part, preparation for the Medieval Festival. Any models, artwork, or musical and dramatic presentations, will be incorporated into the festival.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

4 – Rubric for written report (K/U, T/I, C, A)

5 – Rubrics for models and drama presentations (Learning Skills: all)

Resources

Print

Bagenal, Alison. *Medieval People: Music From the Past*. Essex, England: Longman, 1993.

Beers, Burton F. *World History: Patterns of Civilization*. New Jersey: Prentice Hall, 1993.

Black, Maggie. *Medieval Cookbook*. London: British Museum Press, 1992.

Herrin, Judith. *A Medieval Miscellany*. London: Orion Publishing Group, 1999.

Hieatt, Constance B. *Pleyn Delit: Medieval Cookery for Modern Cooks*. Toronto: University of Toronto Press, 1987.

Videos

The Medieval Times Series. Coronet Film and Video. WGBH/Boston. Prod. Magic Lantern Videos, 1976.

Activity 3.8: The Medieval Festival

Time: 3 hours

Description

The students organize and participate in a re-enactment of a medieval festival. Students demonstrate what they have learned during the unit in a creative way. In this activity, they celebrate the accomplishments of the High Middle Ages. Dramatic presentations reflect the Catholic themes of the era. The festival itself could begin with the school chaplain reciting a prayer in Latin.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2e - uses and integrates the Catholic faith tradition in the critical analysis of the arts, media, technology, and information systems, to enhance the quality of life.

Strand(s): Citizenship and Heritage; Social, Economic, and Political Structures;
Methods of Historical Inquiry

Overall Expectations

CHV.03 - demonstrate an understanding of a variety of forms of cultural expression;

SEV.01 - demonstrate an understanding of the variety of roles and functions of individuals and groups in society;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and participate effectively in independent and collaborative study.

Specific Expectations

CH3.03 - describe a variety of forms of entertainment that people have created;

CH3.02 - describe the artistic expressions of diverse peoples and cultures;

SE1.01 - demonstrate an understanding of the function and variety of social customs in different societies;

SE1.03 - analyse the different roles played by women, men, children, and the aged in selected societies;

SE3.02 - describe the nature of the relationship between social or economic position and political influence, or the lack of it;

HI1.01 - formulate a variety of questions to serve as a basis for research, drawing on examples from world history (e.g., What were some of the technological developments in Neolithic farming? What were some of the motives for building the Great Wall of China or the Mayan pyramids? What are the characteristics of a “civilization”?);

HI1.02 - conduct organized research, using a selection of information sources (e.g., textbooks and reference books, newspapers and magazines, audio-visual materials, Internet sites);

HI1.03 - organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams);

HI2.01 - demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;

HI2.02 - identify key interpretations of world history (e.g., “great leader”, geographic, economic);

HI2.03 - identify relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

HI2.04 - demonstrate an ability to develop a point of view that reflects research into selected sources;

HI3.01 - communicate effectively, using a variety of styles and forms (e.g., reports, discussions, role playing, group presentations).

Prior Knowledge & Skills

- Review with the students the importance of the learning skills.

Planning Notes

- Prepare log sheets and self-assessment forms.
- Locate a designated space for the activity in advance.
- Inform the principal, the librarian, and the family studies teacher in advance.
- Provide the teachers with a list of the participating students at least one week before holding the event.

Teaching/Learning Strategies

1. This activity may be easily adapted to small or large groups. Students enrolled in this course could work with students in the World History to the Sixteenth Century course and stage a combined festival. The time allotted to the festival can vary. Aspects of the re-enactment could be used separately as a classroom activity without ever involving an actual re-enactment. For example, the class could prepare a medieval meal. A re-enactment of medieval games could take place during one class period.
2. Introduce the activity at the same time as Activity 3.7. Begin with an explanation of the festival to create enthusiasm. List all of the committees needed to organize the festival: medieval food/menu, decorations, games, tournament/sword fighting. The teacher explains what is involved with each committee and students sign up for the committee of their choice. Allow students to drop out of a committee if necessary. It is important for each committee to select a leader, or co-leaders, who will report to the teacher on committee progress.
3. Inform the students that certain class periods will be dedicated to research (Activity 3.7). In other classes, students prepare for the actual festival or complete their research. The last two classes before the festival should be completely dedicated to the festival itself. The research project (Activity 3.7) is due the day of the festival.
4. The teacher provides the students with a log sheet to complete at the end of each work period. The teacher collects the log sheet after each class and redistributes them at the beginning of each class. The log sheet should be organized according to the following learning skills: teamwork, homework, work habits, and initiative. The teacher maintains a separate log sheet to record observations during the work period. After the festival, students complete a self-assessment using the log sheet. The teacher also completes an assessment form for each student. Before determining the achievement level for each learning skill, the teacher should meet with each student, discussing and comparing the teacher's and student's log sheets.
5. The teacher provides the students with the following important information needed to organize the festival:
 - a) Menu: (If a medieval feast is to be held) provide the students with a selection of medieval recipes. Ask the family studies teacher for some assistance. The menu should be checked for suitability. Some of the food could be prepared at home but care must be taken with storage and handling to avoid contamination. Arrange for some of the cooking and last-minute preparation to be completed in the family studies classroom. Ensure that ingredients are checked to avoid items to which some students may have severe allergies reactions. Ingredients for each dish could be listed on the dish.

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- b) Decorations: Students decorate the designated area, e.g., library/resource centre, gym, as a castle. Print paper or cardboard can be used to design walls. Students create artwork for display. After the festival, the teacher collects all reusable decorations and stores them.
 - c) Games: (Some are mentioned here. Teachers may add to these.)
 - i) Blindman's Bluff – A student is blindfolded and spun around. The other participants walk in a circle and take turns tagging her. If the blindfolded person guesses the "tagger," that individual is now "it." (In the Middle Ages, players would actually hit and kick.)
 - ii) Blind Frog – A blindfolded player crouches in the "frog position." When an individual tags him, he must leap towards the person and tag in return. If the individual is tagged, he becomes the "frog."
 - iii) Apple Contest – With their hands behind their backs, students try to bite an apple that is hanging from a string. The individual who bites it first wins. (In the Middle Ages, only one apple was used, and the participants took turns.)
 - iv) Tug-of-War – With their soles of their feet together and their legs slightly bent, two players hold different ends of a stick. Each player tries to pull the other over to his side. Gloves should be worn.
 - v) Stone throwing – The students use a medicine ball and compete to see who can throw it the furthest.
 - vi) Leap Frog – This game is identical to the modern child's game.
 - vii) Board games (see website). Some of these games can be copied on cardboard.
 6. Divide the class into different countries, e.g., Scotland, England, France, and Ireland. These countries compete in the different games and activities. Select judges who will devise a scoring system and record the points won by each country.
 7. A committee to plan the day's proceedings is formed. With teacher guidance, an agenda is planned. Begin with a procession with two students acting as King and Queen. Music plays in the background. After all the students have assembled, commence the ceremonies with a Latin prayer (by the school Chaplain, if possible). Be sure to arrange the events and activities in such a way as to ensure that the students do not tire of one type of activity, and that all students have opportunities to participate safely.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

4 – Log Sheet and Self-Assessment form (K/U, T/I, C, A)

Resources

Print

See Resources listed in Activity 3.7

Websites

<http://www.geocities.com/Colosseum/Field/1348/board.html> (medieval board games)