

THE MIDDLE AGES

Materials:

- Needs of People cards
- Map of the World
- Posters of The Middle Ages
- Books
- Pictures

Presentation:

1. Say, "We have been talking about the civilization that developed in Rome. In 455 A.D., Rome was destroyed by the Vandals, a Germanic tribe. The time from about 500 A.D. to 1,350 A.D. is called the Middle Ages. The Roman Empire had been split into the Eastern and Western Empires. The Eastern Empire had its capital in Constantinople (Byzantium). It became known as the Byzantine Empire. A great leader called Justinian was able to regain all the lands around the Mediterranean for his empire by the 6th century A.D. The lands changed hands many times throughout the Middle Ages. It was a time of great changes throughout the world, with much fighting among countries and the development of many different cultures."
2. Show the location of various tribes and cultures on a map of the World.
3. Share the needs of people cards with the children. Discuss.
4. The children work with the needs of people cards.
5. The children label a map with the names of the countries, and land and water forms. Show pictures of the land, the people, and the architecture.

6. The children research a particular group of people, their food, clothing, shelter, religion, culture, transportation, defense, and history: Byzantines, Angles and Saxons, Franks, Astrogoths, Vandals, Visigoths, Arabs, Vikings, Holy Roman Empire and Charlemagne, Normans, Celts, Burgundy, Mongols, Turks, Magyars, Teutons, Russians, Moors, Kingdoms of Africa, India, and Southeast Asia, China, Japan, the Pacific Islands, Native North Americans, Aztecs, Maya, Toltecs, Incas.
7. The children research the explorers of the time, by land and by sea: Hsuan- tsang (~628 - 645; China to India by land); Marco Polo (1271 - 1295; Venice to China by land, China to India by sea); Ibn Batuta (~1325 - 1355; Fez in North Africa to Arabia, southern Russia and India by land, China by sea); Cheng Ho (1405 - 1433; China to Indonesia, Arabia, and Africa by sea); the Vikings (1000; North America).

Some Achievements in the Middle Ages:

1. **Writing:** Many different kinds of writing were used throughout the world.
2. **Books:** Religious people, monks and nuns, were the first scribes of books, called manuscripts. They copied religious books in Latin, such as the Bible. Artists called illuminators decorated the books with vibrant paints, inks, and thin sheets of gold. With the introduction of paper from China in the 1,200's, crafts people in towns began copying books also.
3. **Literature:** At first, stories were told by storytellers in their own language. Minstrels were paid to sing, dance, juggle, joke, act, play music, and tell stories. Troubadors were hired to compose and sing poems about nobles. The English epic poem, Beowulf, was first told in the 700's, but was not written down until about 1,000. The Song of Roland was a French epic from about 1,000. The Song of My Cid was a Spanish epic about a lord who lived from 1043 - 1099. The Vikings had Erik the Red's Saga. The Romance of the Rose was written by two French authors. The story of King Arthur and the Knights of the Round Table, the Gest of Robin Hood and his merry men, and The Thousand and One Nights (Sinbad) are all tales from the Middle Ages.
4. **Writers:** Li Po (701 - 762) of China, Dante Alighieri (1265 - 1321) of Italy, Geoffrey Chaucer (1342 - 1400) of England, Omar Khayyam (1048 - 1131) of Persia, Christine de Pisan (1364 - ?) of Italy and France were some writers.
5. **Music and Dance:** Instruments such as pipes, drums, harps, lutes, organs,

hurdy-gurdy, oboes, and trumpets were played. Music was for religious purposes and for fun. Singing religious music was called chanting. They started writing musical notes on paper. The first dances were in lines or circles. Later, the nobles invented new types of dances where they bowed to each other and did complicated movements without moving the feet.

6. **Architecture:** Cathedrals and castles were built of stone. The Roman style had round arches, thick pillars, and thick walls to support the stone ceiling. The Gothic style had tall, thin columns, pointed arches, and flying buttresses instead of thick walls to support the weight of very high ceilings. The Byzantine style had rounded columns and arches for doorways, ceilings, and windows.
7. **Art:** Sculptors used stone, wood, metal, and ivory. Stained glass was used in windows. Paintings were done in books, on wooden panels, and in churches. Frescoes, mosaics, and painted tiles were used for decorations. Metalworkers used copper, tin, bronze, iron, gold, and silver to make pots, weapons, tools, buckles, crowns, jewelry, crosses, candlesticks, and other items. Tapestries, heavy woven cloth wall hangings, were woven on looms. Rugs were woven in central Asia and brought to Europe.

Time Line of the Middle Ages:

1. The children develop a time line for a particular region such as England, France, Italy, Germany, Scandinavia, etc.

Some important events:

455 A.D. - The defeat of Rome by the Vandals.

598 A.D. - The first school established in Canterbury, England.

750 A.D. - Gregorian chant was sung in the Churches of England, France, and Germany.

800 A.D. - Charlemagne became emperor of the Holy Roman Empire.

851 A.D. - The crossbow developed in France.

1096 - 1291 A.D. - The Crusades fought to return Jerusalem to Christian control.

1152 A.D. - Eleanor of Aquitaine married King Henry II of England. Her sons were King Richard the Lionhearted and King John.

1215 A.D. - The Magna Carta signed by King John restored feudalism to England.

1347 A.D. - The bubonic plague (Black Death) killed 75 million people, half the population of Europe.

Research:

1. The children make their own needs of people cards, writing the definitions in their own words.
2. The children draw pictures or make dioramas of the people and the culture.
3. The children research feudalism, kings and queens, lords and ladies, knights, and peasants.
4. The children research the different religions: Christianity, Islam, Viking, etc.
5. The children research the daily life of the people, the society, the different occupations of the people, leisure activities, festivals, food, clothing, etc.
6. The children research each of the lands: Byzantine Empire, England, France, Italy, Germany, Scandinavia, Arabia, Spain, etc.
7. The children research the architecture: cities, buildings, castles, cathedrals, mosques, villages, etc. of a particular land. They make models.
8. The children research the writing: books, etc.
9. The children research the art and culture: sculpture, metalwork, crafts, stained glass, frescoes, mosaics, minstrels, troubadours, musical instruments, etc. They make models and artifacts.
10. The children research the history of a particular land.
11. The children research the achievements of a particular group of people.
12. The children research the economy of a particular land.
13. The children research literature and the epics from the different lands.

14. The children research education.
15. The children research famous people: scientists, writers, leaders, artists, etc.
16. The children research the wars between the different groups of people. They research the crusades. They research castles and warfare.
17. The children add to their time line of ancient civilizations. They draw a picture showing food, clothing, shelter, defense, transportation, etc. and write a paragraph about the culture.

THE RENAISSANCE

Materials:

- Needs of People cards
- Map of the World
- Posters of The Renaissance
- Books
- Pictures

Presentation:

1. Say, "We have been talking about the Middle Ages. The Renaissance began about 1,350 A.D. and lasted until about 1,600 A.D. During that time, there was a renewed interest in the art, architecture, and learning of ancient Greece and Rome. New ideas in art, architecture, education, science, writing, and philosophy were undertaken. There was a new belief in human ability."
2. Show the location of various countries on a map of Europe.
3. Share the needs of people cards with the children. Discuss.
4. The children work with the needs of people cards.
5. The children label a map with the names of the countries, and land and water forms. Show pictures of the land, the people, and the architecture.
6. Discuss the artists, musical composers, inventors, scientists, and writers that changed the world.
7. Discuss the new age of exploration. People sailed around the world, looking for ways to get to India and China for trading purposes.

Research:

1. The children make their own needs of people cards, writing the definitions in their own words.
2. The children draw pictures or make dioramas of the people and the culture.
3. The children research the different types of government.
4. The children research the religions of the different cultures.
5. The children research the daily life of the people, the society, the different occupations of the people, leisure activities, festivals, food, clothing, etc.
6. The children research each of the countries.
7. The children research the architecture: cities, buildings, etc. They make models.
8. The children research the different languages and their relationships.
9. The children research the artists: Bellini, Leonardo da Vinci, Botticelli, Durer, Raphael, Michelangelo, Donatello, Titian, Bruegel, Uccello, Van Eyck, etc.
10. The children research the composers: Agricola, Arcadelt, Bennet, Brade, Cabezon, Campion, Dufay, Encina, etc.
11. The children research the achievements of the Renaissance: art, architecture, education, science, inventions, writing, literature, printing press, explorers, medicine, etc.
12. The children research the economy of different countries.
13. The children research literature and plays. They perform a play by Shakespeare. Machiavelli was another writer.
14. The children research education.

15. The children research the inventors and scientists: Leonardo da Vinci, Johann Gutenberg, etc.
16. The children research famous people such as Kings and Queens, the Medicis, Henry the Navigator, etc.
17. The children research famous explorers such as Bartholomeu Dias, Vasco da Gama, Christopher Columbus, Amerigo Vespucci, John Cabot, Ponce de Leon, Giovanni Verrazzano, Henry Hudson, etc. They use maps of the world to show the routes of the explorers. They dress up as the explorer.
18. The children add to their time line of ancient civilizations. They draw a picture showing food, clothing, shelter, defense, transportation, etc. and write a paragraph about the culture.
19. The children do a Renaissance fair.