



GRADE 5 LOUISIANA SOCIAL STUDIES

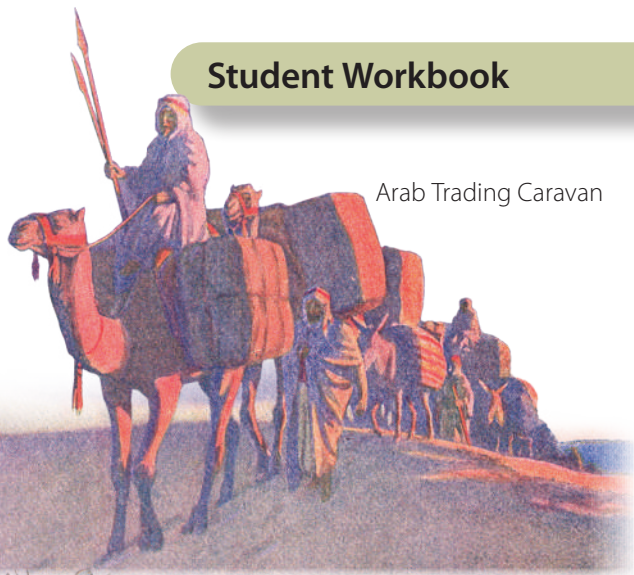
The Medieval World

Joan of Arc



Student Workbook

Arab Trading Caravan



Medieval Town

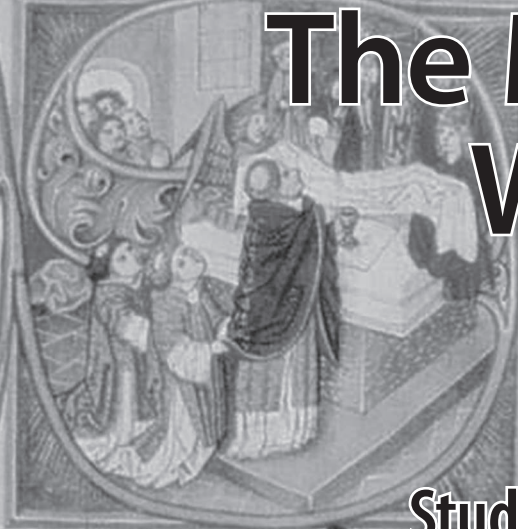


Hundred Years' War

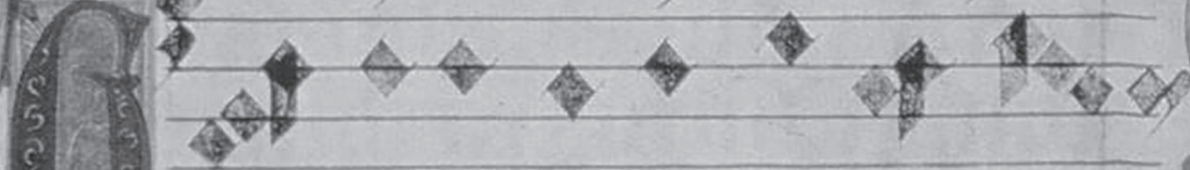


The Medieval World

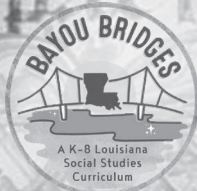
Student Workbook



Oratio episcopi Officium
meternu ps O mervillas
om meternu cantabo Gloria
Statuit ei dñs testamentu
Byneeleysan Kyrieel Kyrie
Xpueeleysan Xpueel Xpueel
Byneeleysan Kyrieel Kyrie



Gloria in excelsis deo
Et in terra pax hominibus



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-410-2

The Medieval World

Chapter 1: Medieval Europe

Student Reading Notes	1
------------------------------	----------

Primary Sources

• Primary Source A: Duties of the Coloni	4
• Primary Source Analysis (AP 1.3)	5

Check for Understanding	6
--------------------------------	----------

Activity Pages

• The Geography of Early Medieval Europe (AP 1.5)	7
• Trade Networks in the Middle Ages (AP 1.6)	9
• Domain Vocabulary: Chapter 1 (AP 1.7)	11

Chapter 2: Expansion of Empires, War, and Reform

Student Reading Notes	12
------------------------------	-----------

Primary Sources

• Primary Source B: Magna Carta	15
• Primary Source Analysis (AP 1.3)	16

Check for Understanding	17
--------------------------------	-----------

Activity Pages

• The Five Pillars of Islam (AP 2.1)	18
• The Travels of Ibn Battuta (AP 2.2)	20
• The Crusades (AP 2.3)	22
• Domain Vocabulary: Chapter 2 (AP 2.4)	26

Chapter 3: The Hundred Years' War and the Black Death

Student Reading Notes **27**

Primary Sources

- Primary Source C: Excerpt from *The Chronicles of Jean Froissart* **28**
- Primary Source Analysis (AP 1.3) **29**
- Primary Source Analysis (AP 1.3) for The Danse Macabre **30**

Check for Understanding **31**

Activity Pages

- Domain Vocabulary: Chapter 3 (AP 3.1) **32**

Performance Task

- Performance Task Activity **33**
- Claims and Evidence (AP 1.4) **34**

Chapter 1: Medieval Europe

Framing Question: What ideas and practices characterized the Middle Ages?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Great Fall	
After the Fall of Rome	
The Rise of Monasticism	

The Reign of Charlemagne	
Feudalism	
Manorialism	

Medieval Innovations	
The Economy of Medieval Towns	
Trade in the Middle Ages	

Primary Sources

PRIMARY SOURCE A: DUTIES OF THE COLONI

The term coloni refers to people who were legally free but still completely dependent on a lord for their livelihood. Here, the duties of the coloni are described by Louis the Pious, who succeeded his father, Charlemagne, as emperor of the Holy Roman Empire:

As to the coloni, they serve either as serfs or as tenant farmers who make a fixed payment. This is the agrarian tax. The landlord's representative sees to it that each tenant gives according to what he has. Out of thirty bushels, the tenant gives three bushels.

Each pays fees for using the pastures according to local customs. He is to plow, sow [plant], enclose [fence], harvest, and put away the crops from the lord's fields. He is to enclose, reap, gather, and put away one field of his own. Every tenant ought to collect and put away seed for next year's crop. He is to plant, enclose, dig up, extend, prune, and collect the harvest of the orchards. He is to pay ten bundles of flax. He must also pay four hens.

He is to provide horses to do carriage service up to 150 miles. He has a reasonable amount of land for earning the tax. When necessary, he pays it in a lump sum.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
purpose, message, and/or audience.****Draw a conclusion from
or about the source.**

Chapter 1 Check for Understanding: What ideas and practices characterized the Middle Ages?

[illegible]

Name _____

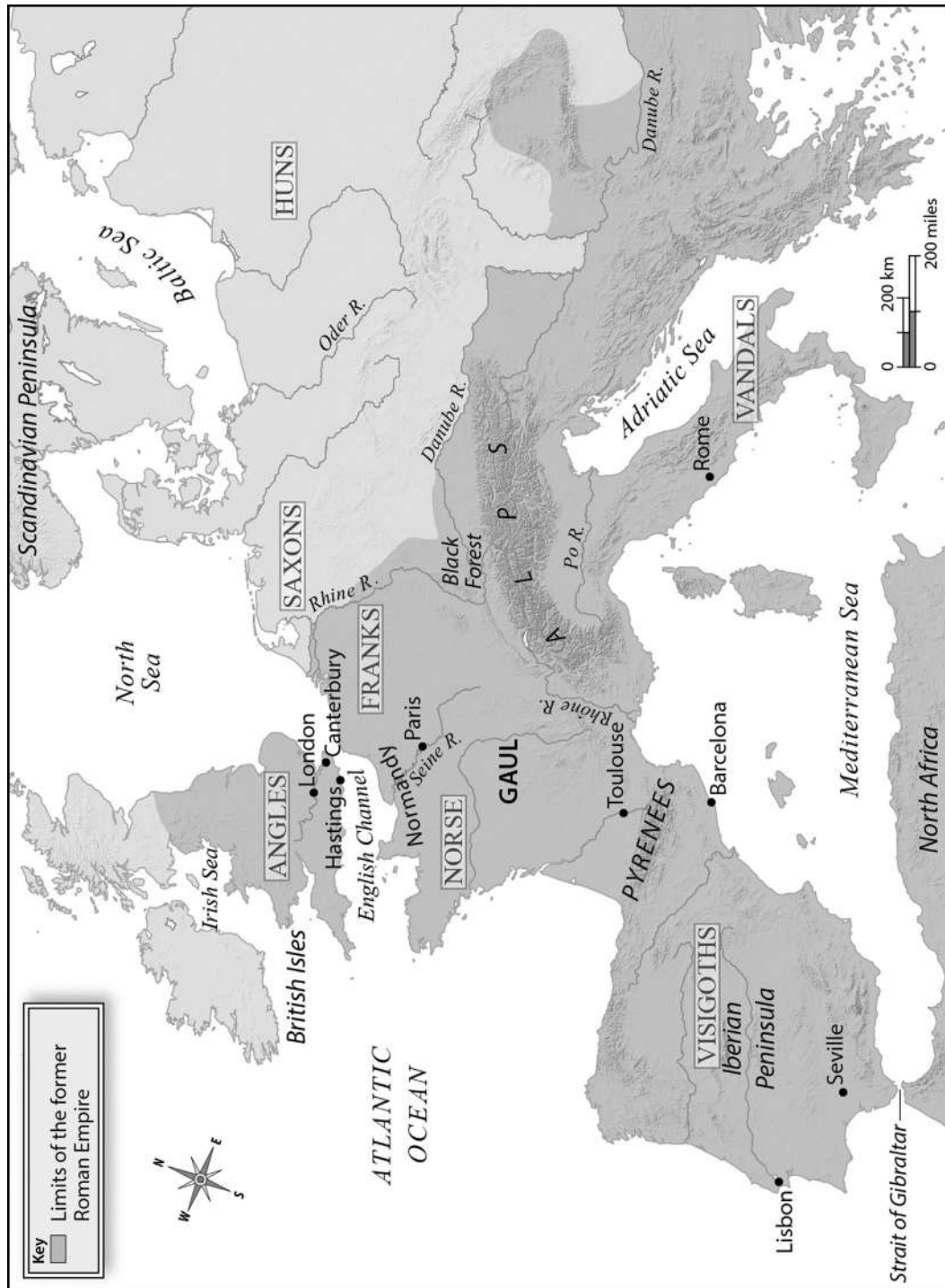
Date _____

Activity Page 1.5

Use with Chapter 1

The Geography of Early Medieval Europe

Study the map. Use it to answer the questions that follow on the next page.



Name _____

Date _____

Activity Page 1.5 (*continued*)

Use with Chapter 1

- 1.** Which four rivers flow out of the Alps? **(5.6, 5.9.a)**

- 2.** Which mountain range separates the Iberian Peninsula from the area known as Gaul? **(5.6, 5.9.a)**

- 3.** Name five major cities located in the former Roman Empire. **(5.6, 5.9.a)**

- 4.** Which Germanic groups ruled in the area known as Gaul? **(5.6)**

- 5.** Using the map scale, estimate the distance from Seville to Toulouse. **(5.6, 5.9.a)**

Name _____

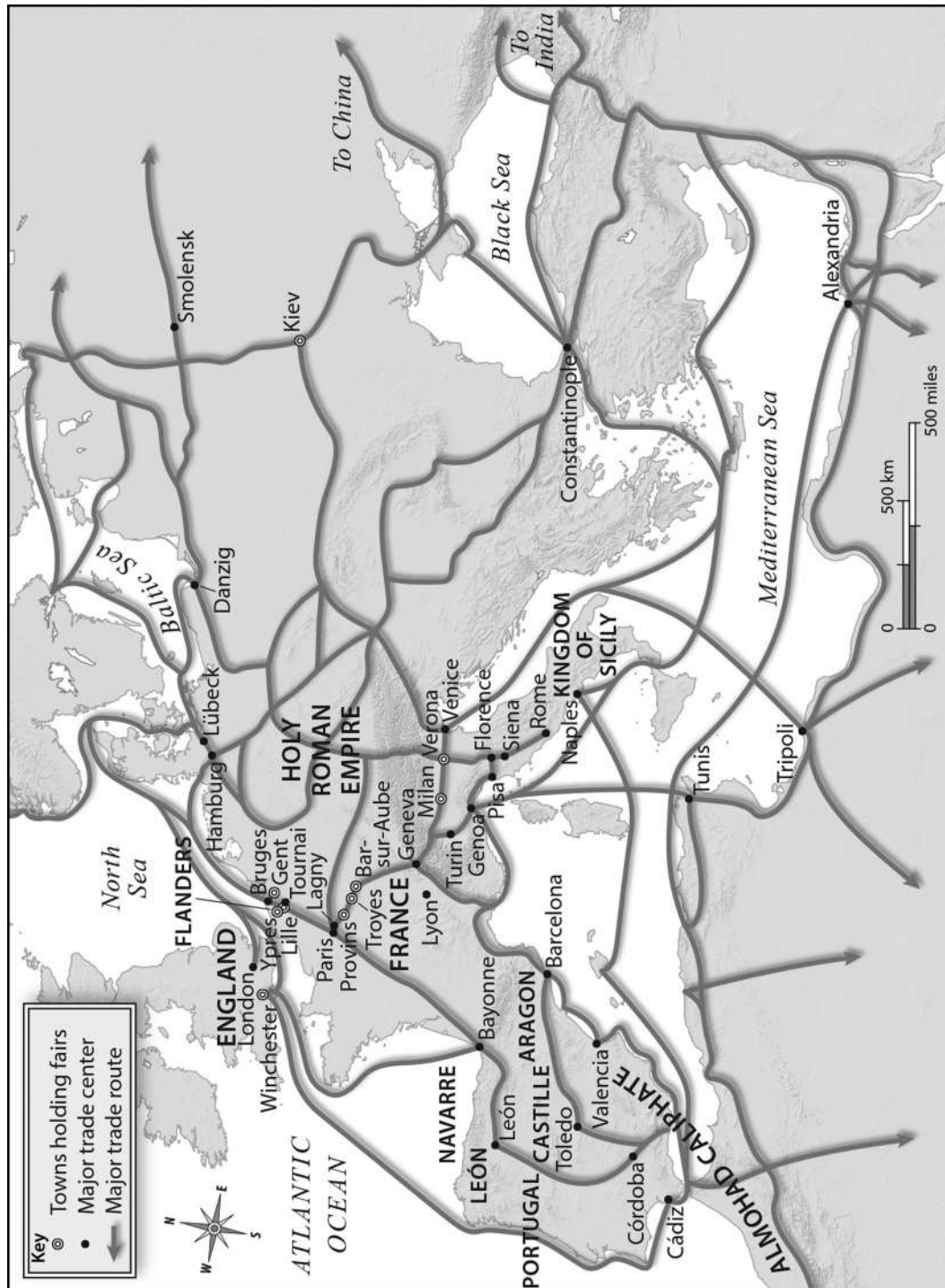
Date _____

Activity Page 1.6

Use with Chapter 1

Trade Networks in the Middle Ages

Study the map. Use it to answer the questions that follow on the next page.



Name _____

Date _____

Activity Page 1.6 (*continued*)

Use with Chapter 1

- 1.** In medieval Europe, how many trade routes went out from Constantinople? (5.6, 5.9)

- 2.** Which town in England held a trading fair? (5.6, 5.9)

- 3.** Why were so many major cities near the coast? (5.6, 5.7, 5.9)

- 4.** Using the compass rose, where is Córdoba in relation to Turin? (5.6, 5.9)

- 5.** Using the map scale, measure the distance from Tripoli to Paris in a straight line. Then, following the major trade routes, use the scale to help you guess the distance from Tripoli to Paris along those routes. (5.6, 5.9)

Name _____

Date _____

Activity Page 1.7

Use with Chapter 1

Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- | | | |
|-------|-----------------------|---|
| _____ | 1. patriarchy | a) the upper or noble class whose members' status is usually inherited |
| _____ | 2. aristocracy | b) a person who receives land from a ruler and in return promises to fight for the ruler |
| _____ | 3. institution | c) a system of government in which land is exchanged for loyalty and services |
| _____ | 4. literacy | d) a group of craftspeople who control a certain craft |
| _____ | 5. illuminated | e) the ability to read |
| _____ | 6. clergy | f) an area of land or property |
| _____ | 7. lord | g) a person with power and influence who controls land given to them by a king |
| _____ | 8. knight | h) relating to the Middle Ages in Europe |
| _____ | 9. nobility | i) having the power of self-government |
| _____ | 10. feudalism | j) an organization that has existed for a long time and promotes a particular cause |
| _____ | 11. medieval | k) a plot of land exchanged for loyalty to a ruler |
| _____ | 12. vassal | l) a social structure marked by the dominance of the father in the family |
| _____ | 13. fief | m) a soldier on horseback who serves a king or other ruler |
| _____ | 14. manor | n) a person living on a feudal estate who was required to work for the lord of the manor |
| _____ | 15. estate | o) in a Christian church, people, such as priests, who carry out religious duties |
| _____ | 16. serf | p) plowed but with nothing planted for a period in order to restore the land's fertility |
| _____ | 17. fallow | q) powerful families that hold fiefs and titles |
| _____ | 18. guild | r) a large country house and its surrounding land |
| _____ | 19. autonomous | s) decorated by hand with designs |

Chapter 2: Expansion of Empires, War, and Reform

Framing Question: What were the hallmarks of early Islamic civilization?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Prophet Emerges	
Arabia	
Muhammad Teaches Islam	

Islam After Muhammad's Death	
Islamic Golden Age	
The Spread of Islam	

The Crusades	
The Effects of the Crusades	
The Magna Carta	

Primary Sources

PRIMARY SOURCE B: MAGNA CARTA

(9) Officials will not take land or rent as payment for a debt, as long as the debtor, or person who owes the debt, has enough belongings to cover the debt. The people who take legal responsibility for the debtor will not be confronted for debt payment as long as the debtor is able to pay the debt. If the debtor cannot pay the debt, the people who take legal responsibility for the debtor will be confronted for payment. If the person taking legal responsibility for the debtor wishes, he or she may take over the lands of the debtor until the debt is paid, unless the debtor can show that the debt has been paid.

(12) No fees will be collected from knights without the general consent of the kingdom unless the money is meant as payment for the release of a prisoner, to make an oldest son a knight, or to marry off an oldest daughter. Only a reasonable amount of money can be charged for these purposes. Taxes or money owed by citizens to the city of London will be treated in the same way.

Name _____ Date _____

Primary Source Analysis

Describe the source.

Connect the source to
what you know.

SOURCE:

Understand the source. Identify its
purpose, message, and/or audience.Draw a conclusion from
or about the source.

[illegible]

Name _____

Date _____

Activity Page 2.1**Use with Chapter 2****The Five Pillars of Islam**

Explore the Five Pillars of Islam by reading the information below and then answering the questions that follow.

Faith

The first pillar involves believing that Allah is the one and only God and that Muhammad is his messenger. The declaration of faith is called the *shahadah*. It is learned by Muslims as children and is recited throughout one's life in order to prove one's spiritual commitment to God.

Prayer

Muslims pray five times a day. In an area with many Muslims, an official caller (the muezzin) calls people to prayer from a minaret of the mosque. Inside the mosque, Muslims perform a ritual cleansing before they begin to pray. Although it is preferable to pray in a mosque, prayers can be said anywhere. However, the person must pray facing the direction of Mecca. There are specific times each day that Muslims pray:

<i>fajir</i>	the morning prayer
<i>zuhr</i>	the noon prayer
<i>'asr</i>	the afternoon prayer
<i>maghrib</i>	the sunset prayer
<i>isha</i>	the night prayer

Concern for the Poor

One of the most important ideas of Islam is that everything belongs to God. Each year, Muslims are supposed to give a percentage of their money as a donation to the poor. A person may also perform a voluntary act of charity or kindness, which has no set amount.

Fasting

Every year during Ramadan (the ninth month in the Muslim calendar), Muslims fast from sunrise to sunset. This means that they do not eat or drink during that time period. Fasting is seen as a way to purify oneself. Fasting allows Muslims to concentrate more on their religious practices during this time. Children do not begin to fast until they are teenagers. Soldiers during battle, pregnant women, and the sick are not required to fast. The last day of Ramadan is celebrated by feasting.

Name _____

Date _____

Activity Page 2.1 (*continued*)

Use with Chapter 2

Pilgrimage

The annual pilgrimage to Mecca is called the *hajj*. It occurs in the twelfth month of the Muslim calendar. Muslims are expected to perform this pilgrimage at least once in their lives if they can afford it and are in good health. During the five-day-long hajj, certain rituals are performed. These include wearing special clothes that symbolize unity and walking together around the Kaaba. Pilgrims also go to the plain of Arafat, where they stand and are “alone with God.”

1. What is the first Pillar of Islam? (5.10)

2. How many times do Muslims pray each day? Why do you think it is not necessary to perform these prayers in a mosque? (5.10)

3. How can Muslims express their concern for the poor? (5.10)

4. What do Muslims do during Ramadan? Why? (5.10)

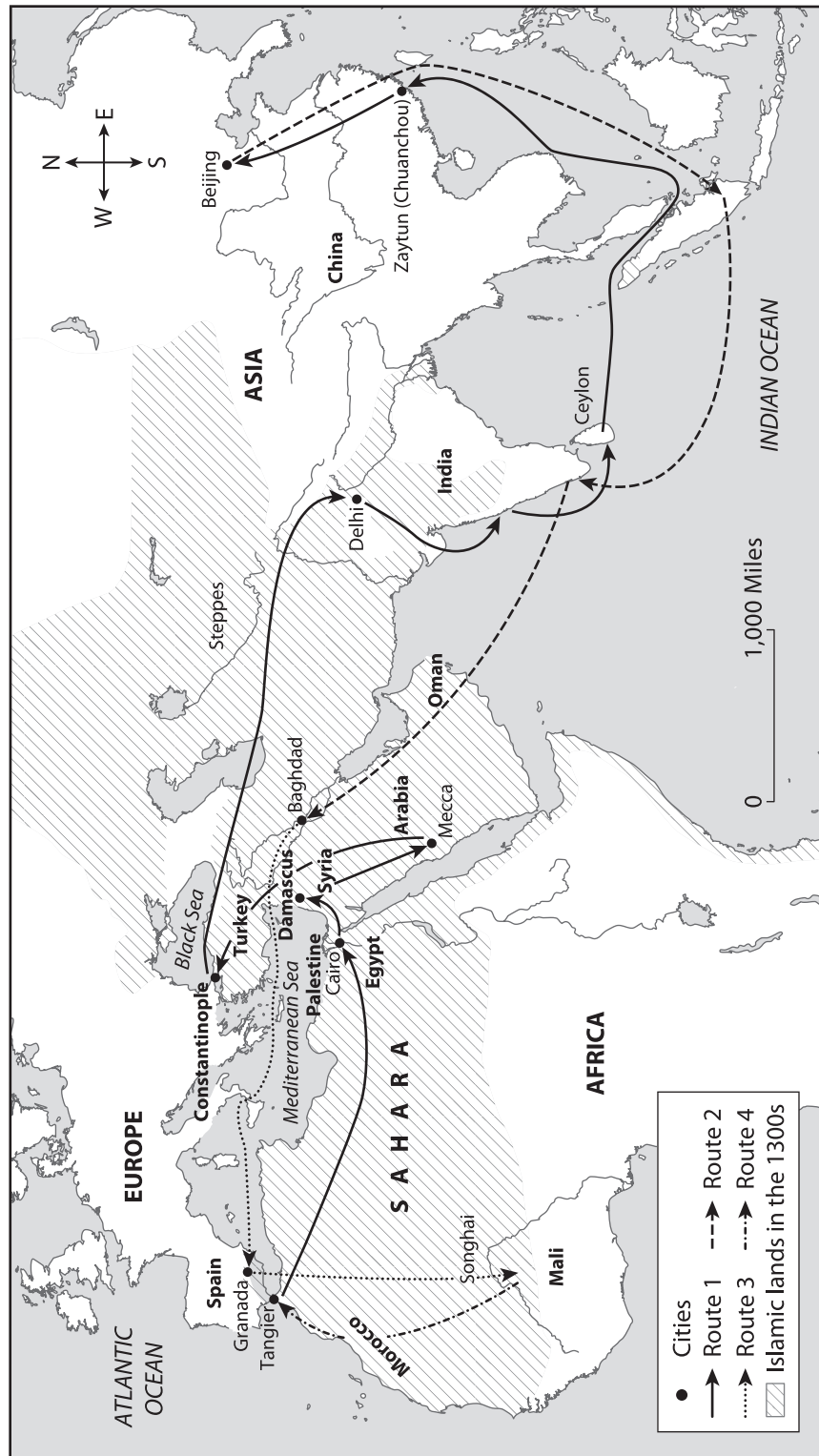
5. How many times are Muslims expected to make the pilgrimage to Mecca? What are some important things Muslims do during the hajj? (5.10)

Activity Page 2.2

Use with Chapter 2

The Travels of Ibn Battuta

The map shows the travels of explorer Ibn Battuta through the Islamic empire and beyond. Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 2.2 (*continued*)

Use with Chapter 2

1. Which three non-Islamic cities did Ibn Battuta travel through on Route 1? In which direction did this route take Ibn Battuta? **(5.6, 5.10)**

2. Which two Islamic cities did Ibn Battuta visit on Route 3? Which region did he cross on this route? **(5.6, 5.10)**

3. On which route did Ibn Battuta travel the shortest distance? **(5.6, 5.10)**

4. Using the map scale, estimate how far Ibn Battuta traveled from Grenada to Mali on Route 3. **(5.6)**

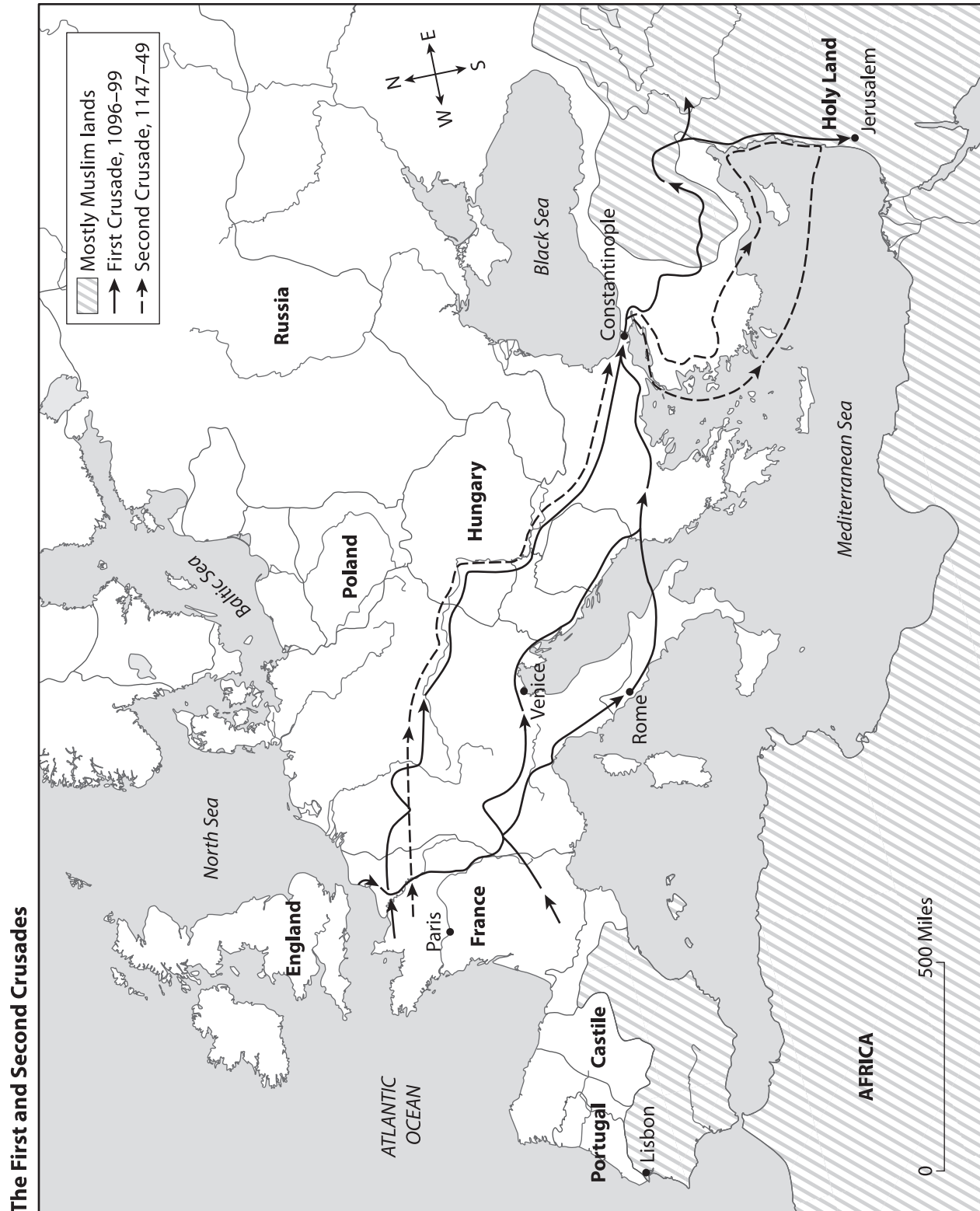
5. Consider Route 2 shown on the map. Why do you think that the Islamic empire did not extend to these areas visited by Ibn Battuta? **(5.6)**

Activity Page 2.3

Use with Chapter 2

The Crusades

Use the maps to answer the questions.



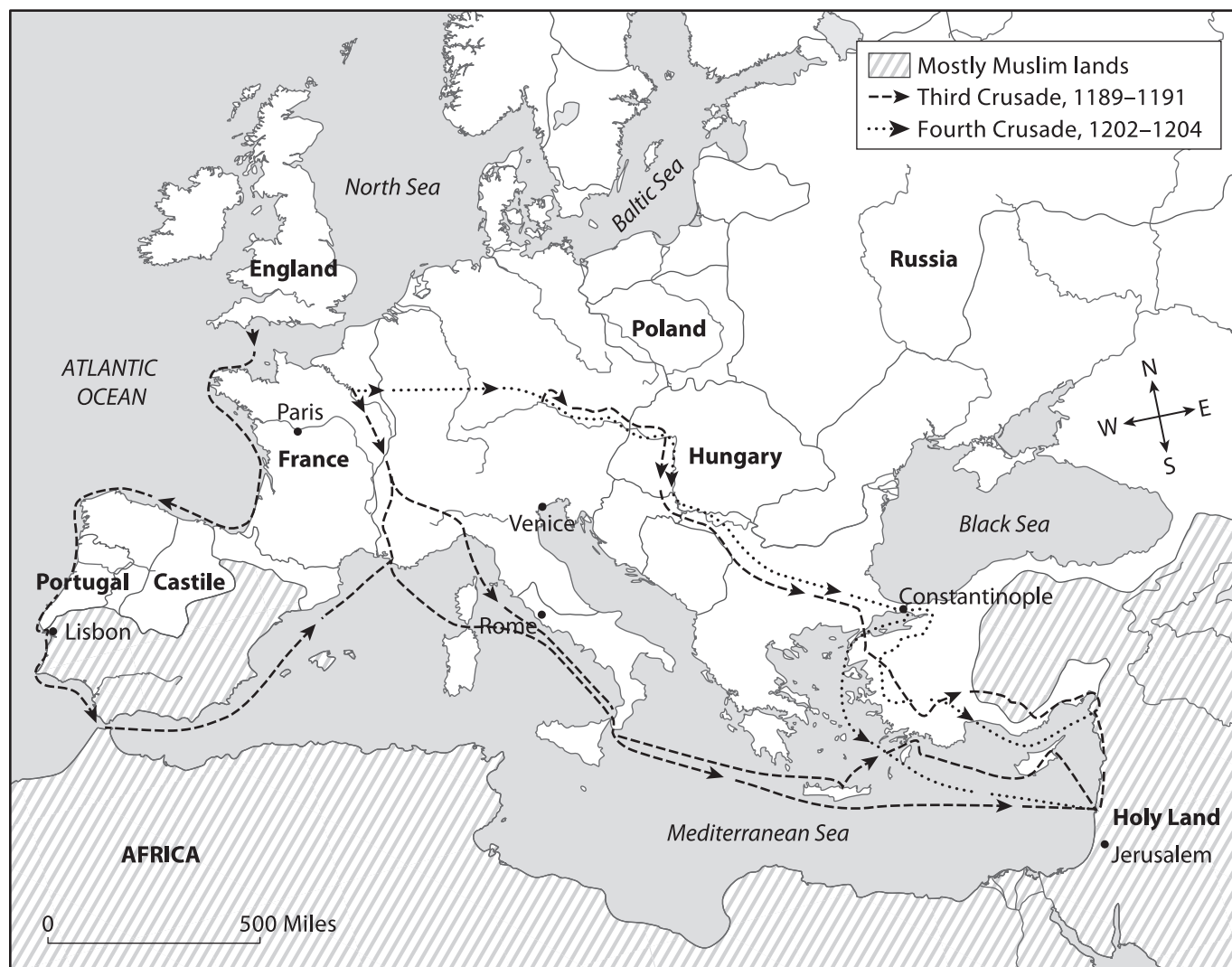
Name _____

Date _____

Activity Page 2.3 (continued)

Use with Chapter 2

The Third and Fourth Crusades



Name _____

Date _____

Activity Page 2.3 (*continued*)

Use with Chapter 2

The First and Second Crusades

1. On the first map, find the route of the First Crusade and color it blue. (5.6, 5.9, 5.10)
2. Find the route of the Second Crusade and color it red. (5.6, 5.9, 5.10)
3. Find the name *Jerusalem* and draw an orange line beneath it. (5.6, 5.10)
4. Use the scale of miles to answer this question: About how long was the westernmost route of the First Crusade that went from northern France south to Rome, then east to Constantinople, and then south to Jerusalem? Which physical features did the Crusaders have to journey through or across to reach their destination? (5.6, 5.9, 5.10)

5. Why do you think one route of the First Crusade passed through Rome? (5.6, 5.9)

The Third and Fourth Crusades

6. On the second map, find the route of the Third Crusade and color it green. (5.6, 5.9, 5.10)
7. Find the route of the Fourth Crusade and color it purple. (5.6, 5.9, 5.10)
8. Which of these two crusades began in England? (5.6, 5.9)

9. Did the English crusaders travel to the Holy Land mostly by land or by sea? (5.6, 5.9, 5.10)

Name _____

Date _____

Activity Page 2.3 (*continued*)

Use with Chapter 2

- 10.** How did the Crusades shown on the maps impact populations in Europe and the Middle East?
(5.6, 5.9, 5.9.f, 5.10)

Name _____

Date _____

Activity Page 2.4

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the word bank to complete each sentence.

prophet	monotheism	oasis	caravan	pilgrimage
successor	geometric	secular	tyrannical	rule of law

1. One similarity between Judaism, Christianity, and Islam is the belief in _____.
2. The last of the Five Pillars of Islam requires Muslims to make a(n) _____ to Mecca once in their life if they are able.
3. As a result of the Crusades, the pope was both a religious and a(n) _____ ruler in Europe.
4. The Magna Carta put safeguards in place that protected subjects from a(n) _____ ruler.
5. The exterior of the mosque featured both _____ designs and images of plants and nature.
6. After 1215 CE, the kings and queens of England were held accountable to the laws of the land through the _____.
7. The king's firstborn son was the _____ to the throne of England.
8. In the religion of Islam, Muhammad is considered a(n) _____ who shared the word of Allah.
9. The _____ traveled for many days across the hot desert before reaching the next trading post.
10. The thirsty travelers were relieved when a(n) _____ surrounded by trees came into view.

Chapter 3: The Hundred Years' War and the Black Death

Framing Question: How did plague and war affect medieval Europe?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Famine and Disease	
Economic and Cultural Effects of the Plague	
The Hundred Years' War	

PRIMARY SOURCE C: EXCERPT FROM *THE CHRONICLES OF JEAN FROISSART*

The Battle of Crécy (1346 CE) in the first decade of the Hundred Years' War ended in a surprising victory for the English against a much larger French army.

There fell a great rain and a clipse [lightning] with a terrible thunder, and before the rain there came flying over both battles a great number of crows for fear of the tempest [storm] coming. Then anon [soon] the air began to wax clear, and the sun to shine fair and bright, the which was right in the Frenchmen's eyes and on the Englishmen's backs. When the Genoways [Italian crossbowmen working for France] were assembled together and began to approach, they made a great leap and cry to abash [destroy] the Englishmen, but they stood still and stirred not for all that: then the Genoways again the second time made another leap and a fell cry, and stepped forward a little, and the Englishmen removed not one foot: thirdly, again they leapt and cried, and went forth till they came within shot; then they shot fiercely with their cross-bows. Then the English archers stepped forth one pace and let fly their arrows so wholly [together] and so thick, that it seemed snow. When the Genoways felt the arrows . . . , many of them cast down their cross-bows and did cut their strings and returned discomfited [embarrassed].

Name _____ Date _____

Primary Source Analysis

Describe the source.	Connect the source to what you know.
Understand the source. Identify its purpose, message, and/or audience.	Draw a conclusion from or about the source.

SOURCE:

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Chapter 3 Check for Understanding: How did plague and war affect medieval Europe?

[illegible]

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

For each word, write the letter of the definition.

- | | | |
|-------|----------------------|--|
| _____ | 1. famine | a) the system of keeping a place clean and free of disease |
| _____ | 2. infest | b) in accordance with the law or established standards |
| _____ | 3. casualty | c) an extreme shortage of food that results in widespread hunger |
| _____ | 4. aroma | d) the confidence or enthusiasm of a group at a particular time |
| _____ | 5. sanitation | e) a person killed or injured due to war or disease |
| _____ | 6. per capita | f) for each person |
| _____ | 7. legitimate | g) a large bow pulled by hand and used to shoot a long, feathered arrow |
| _____ | 8. longbow | h) to be present in large numbers, typically causing disease |
| _____ | 9. morale | i) the oldest son of the king of France; the male heir to the throne |
| _____ | 10. dauphin | j) a distinctive smell |

Name _____

Date _____

Performance Task Activity: *The Medieval World*

Historians used to refer to the Middle Ages as “the Dark Ages.” Today, some historians suggest that we refer to the Middle Ages as “the Bright Ages” instead. Which nickname is more accurate? Write an essay that supports your claim with details and evidence from the unit reading and activities.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Medieval World* as well as from the sources and resources in the unit activities.

[illegible]

Name _____

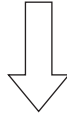
Date _____

Activity Page 1.4

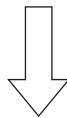
Use with Chapters 1–2 and Performance Task Activity

Claims and Evidence

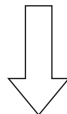
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Illustration and Photo Credits

A caravan in the desert, 1928 (colour litho) / Ault, Norman (1880–1950) / English / Private Collection / Bridgeman Images: Cover B

Barritt, Peter/Peter Barritt/SuperStock: Cover A

Heritage/Heritage: Cover D

Lebrecht Music & Arts / Alamy Stock Photo: i

Martin Hargreaves: Cover C



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history,
integrating topics in geography, civics, economics, and the arts,
exploring civilizations, cultures, concepts, and skills specified in the
2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

The Medieval World

West African Kingdoms

Civilizations in North America

The Inca and Aztec Empires

Renaissance and Reformation

Age of Contact

www.coreknowledge.org