

# A Folktale, a Famine and a Finale: The Great Famine of 1315

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<b>Grade Level</b>	6
<b>Duration</b>	2 class periods

National Standards	AZ Standards	Arizona Social Science Standards
<p><b>GEOGRAPHY</b>  <b>Element 5</b>  <b>Environment and Society</b>            15. How physical systems affect human systems.</p> <p><b>Element 6</b>  <b>Uses of Geography</b>            17. How to apply geography to interpret the past.</p>	<p><b>ELA</b>  <b>Reading</b>  <b>Integration of Knowledge and Ideas</b>            6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Writing</b>  <b>Production and Distribution of Writing</b>            6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Mathematics</b>  <b>Standards for Mathematical Practice</b>            6.MP.2 Reason abstractly and quantitatively.</p> <p><b>Science</b>  <b>Life Science</b>  <b>6.L2U1.13</b> Develop and use models to demonstrate the interdependence of organisms and their environment including biotic and abiotic factors.</p>	<p><b>GEOGRAPHY</b>  <b>The use of geographic representations and tools helps individuals understand their world.</b>            6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.  <b>Human-environment interactions are essential aspects of human life in all societies.</b>            6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p><b>HISTORY</b>  <b>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</b>            6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.            6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.            Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.</p>

SIOP Elements		
<p><b>Preparation</b>  <b>Adapting content</b>            Linking to background  <b>Linking to past learning</b>            Strategies used</p>	<p><b>Scaffolding</b>            Modeling            Guided practice            Independent practice  <b>Comprehensible input</b></p>	<p><b>Grouping Option</b>  <b>Whole class</b>  <b>Small groups</b>  <b>Partners</b>            Independent</p>

<b>Integrating Processes</b> Reading Writing Speaking Listening	<b>Application</b> Hands on Meaningful Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> <b>Group</b> <b>Written</b> Oral
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**Arizona English Language Proficiency Standards**

**Grade 6-8**

**Basic**

**Listening and Reading**

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

**Speaking and Writing**

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

**Listening, Speaking, Reading, and Writing**

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

B-4: restate the main idea using evidence from text or presentations.

Standard 8 By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.

B-5: use academic words and phrases to express ideas and phrases.

**Overview**

During the fourteenth and fifteenth centuries, Europe was faced with a series of agricultural, economic and demographic disasters. The arrival of a colder and wetter climate meant large areas of previously fertile land became unproductive. Crop failures and famines were common by the early fourteenth century and the arrival of the Black Death further reduced the population. All of these factors contributed to restructuring society, bringing an end to Feudalism in Europe.

**Purpose**

This lesson will have students examine factors which contributed to hastening the end of feudalism in medieval Europe. Students will learn about changing demographics in Europe and the Great Famine of 1315. Students will discover how folktales are influenced by historical and geographical conditions of the time.

**Key Vocabulary**

- folktale:** short story that is not true but many people tell and know the story
- famine:** a lack of food
- feudal society:** a way of life in Europe many years ago

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**population:** people

**cause:** reason for something to change

**effect:** change that is a result of an action (cause)

**evidence:** facts that support an opinion or a statement

### Materials

- Video Clip -- Hansel and Gretel
- Vocabulary PowerPoint
- Vocabulary Cards
- Europe at the time of the Famine of 1315-1317 map
- Graphic of Feudal Society
- 2000 Years of Global Temperatures graph
- Medieval European Temperature and Population Worksheet and Answer Key
- The Great Famine of 1315-Frequently Asked Questions
- The Great Famine of 1315-Frequently Asked Questions Pass-Arounds 1-8
- The Great Famine of 1315-Frequently Asked Questions Pass-Arounds Notes
- A Folktale, a Famine, and a Finale Final Assessment and Answer Key
- Hansel and Gretel and the Famine of 1315 Discussion Questions

### Objectives

The student will be able to:

1. Examine temperature and population data and draw conclusions based on the data.
2. Identify the causes and effects of the Great Famine of 1315.
3. Describe how the Great Famine of 1315 helped hasten the end of feudalism in Europe.
4. Identify elements of a folktale which can be connected to actual historical and geographic events.

### Procedures

*Prerequisite Knowledge: Students understand the structure of the feudal society and have studied the key events of the times.*

#### SESSION ONE

##### Engage:

17. Show students the video: *Hansel and Gretel (about 10 minutes)*. DO NOT give students any background information or clues about why you are showing them the video clip. You will return to the video in the closure of the lesson.

[https://www.youtube.com/watch?v=v\\_Ap6i8Emg](https://www.youtube.com/watch?v=v_Ap6i8Emg)

18. Show the Vocabulary PowerPoint and discuss the word wall additions and/or vocabulary cards. Have students make entries into a personal dictionary. (**Scaffolding: Comprehensible Input**)

##### Explore:

3. Distribute copies or display the Graphic of Feudal Society and review what they know about the time period.
4. Now distribute copies of the Medieval European Temperature and Population Worksheet. Have students examine the temperature and population data for Europe at the beginning of the 14<sup>th</sup> century.
5. Display the map Europe at the time of the Famine of 1315-1317 and show students the area affected by the Famine of 1315.
6. Have students, as a class, generate a few questions about the Famine of 1315 after looking at the data and map. Write their questions on the whiteboard or chart paper. Be sure to guide their questioning to include that long term fluctuations in weather patterns have extreme impacts on agricultural production (slashing crop yields) and forcing farmers to adopt new agricultural practices in response to altered conditions. (**Application: Promotes Engagement; Grouping: Whole Class**)
7. Now have students in small groups or individually answer the questions on the Medieval European Temperature and Population Worksheet. (**Grouping: Small groups, Independent**) Any work not completed can become homework.
8. End the class with: "According to records of the British Royal family (the family best off in English society—most money, best medical care, best food and housing, etc.), the average life expectancy in 1276 was 35.28 years. Between 1301 and 1325, it was shortened to 29.84 years. Tomorrow we will learn why people died in the 14<sup>th</sup> century earlier (on average) than the people who lived 50 years before."

#### SESSION TWO

##### Explain:

9. Begin the next day by explaining to students that Frequently Asked Questions (FAQs) can often be found on websites. Frequently Asked Questions can be a good way to locate information quickly.
10. Then review the vocabulary words from yesterday using their personal dictionaries or

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from the word wall. (**Preparation: Linking to past learning**)

11. Distribute the *Great Famine of 1315 – Frequently Asked Questions* to students. Have them glance through the FAQ's and see if any of their questions from yesterday appear. Circle on the whiteboard or chart paper those questions. (**Application: Promotes Engagement; Grouping: Whole Class**)
12. Read the FAQs to the class. Point out the primary source passages (those in boxes) and clarify, vocabulary, and assure comprehension.
13. Group students in pairs and have partners read through the *The Great Famine of 1315-Frequently Asked Questions Pass-Arounds 1-8* and answer the questions on *The Great Famine of 1315-Frequently Asked Questions Pass-Arounds Notes*
14. As they work, they should orally and in writing share their work with the partner and explain his/her thought on the cause and effect by providing an oral explanation on why this cause/effect was selected. (**Preparation: Adapting Content; Scaffolding: Comprehensible Input; Grouping: Partners**)

### Elaborate:

15. Distribute *A Folktale, a Famine, and a Finale Final Assessment*.
16. Model an example of cause and effect prior to having students begin the worksheet independently and be sure to clarify what is meant by effect and evidence. Remind students that they will find their evidence in the *The Great Famine of 1315-Frequently Asked Questions* or the *Medieval European Temperature and Population Worksheet*. Allow ELLs to use their cause/effect notes from the *Quick-Write Graphic Organizer*. (**Preparation: Adapting Content; Assessment: Written**)

### Evaluate:

17. Replay the *Hansel and Gretel* video. As a whole group, use the *Hansel and Gretel and the Great Famine of 1315 Discussion Questions* to make connections between folktales and historical and geographic events.  
[https://www.youtube.com/watch?v=v\\_Ap6i8Emg](https://www.youtube.com/watch?v=v_Ap6i8Emg)
18. Option: Provide students with the discussion questions and have them discuss the questions in small groups and record responses.  
(**Assessment: Group, Individual, Written**)

## Assessment

### Reading and Social Science

*Hansel and Gretel and the Famine of 1315 Discussion Questions* can be graded. Eight out of 10 points will be considered mastery.

*The Great Famine of 1315-Frequently Asked Questions Pass-Arounds Notes* can be graded. Mastery would be at least six of the eight questions answered correctly.

### Reading, Science, Mathematics and Social Science

Two points can be given for each question on the *Medieval European Temperature and Population Worksheet*. Mastery will be considered 80% or higher.

Two correct responses for each Cause will be considered mastery on *A Folktale, a Famine, and a Finale Final Assessment*.

## Extensions

- Have students create their own FAQs on other topics. A good follow up is to have students create their own FAQs web page on the Black Death which hit Europe in 1347.
- Read other folktales from the Middle Ages involving famine.
- Learn more about the Brothers Grimm.

## Sources

### Folktales:

*Hansel and Gretel* by Rik Mayall  
[https://www.youtube.com/watch?v=v\\_Ap6i8Emg](https://www.youtube.com/watch?v=v_Ap6i8Emg)

### Medieval Life:

<http://www.medievality.com/life.html>  
<http://www.themiddleages.net/>  
[http://www.vlib.us/medieval/lectures/black\\_death.html](http://www.vlib.us/medieval/lectures/black_death.html)  
<http://www.fordham.edu/halsall/source/famin1315a.html>

### Climate:

[http://dels.nas.edu/resources/static-assets/materials-based-on-reports/reports-in-brief/Surface\\_Temps\\_final.pdf](http://dels.nas.edu/resources/static-assets/materials-based-on-reports/reports-in-brief/Surface_Temps_final.pdf)

*The Little Ice Age: how climate made history, 1300-1850* by Brian M. Fagan

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Alternative global temperature chart for examining trends over a longer time period:

<http://www.drroyspencer.com/>

### **Population:**

Medieval Sourcebook: Tables on Population in Medieval Europe

<http://www.fordham.edu/halsall/source/pop-in-eur.html>

[http://www.timelines.info/history/ages\\_and\\_periods/population\\_through\\_the\\_ages/](http://www.timelines.info/history/ages_and_periods/population_through_the_ages/)

### **Economics of Feudalism:**

Moore, Jason W., "Nature and Transition from feudalism to capitalism", A Journal of the Fernand Braudel Center 26(2, June): 2003