

Lesson 6 End of the Middle Ages Part 1 The Hundred Years War

Although there were many battles between England and France during the Hundred Years War this one stands out due to its one-sided nature and the role played by personalities. This lesson looks at the Battle of Agincourt during the 100 Years War and the morale dilemma facing Henry V and his role in that conflict using modern technology.

Outcomes



Resources



Procedure



Assessments



Grade: 5

Subject: Social Studies

Unit: Life in the Middle Ages

Driving Questions: *Was the English King Henry V justified in killing unarmed French nobles that his army had taken prisoner at the Battle of Agincourt in 1415?*



Curriculum Outcomes:

Social Studies:

- 5.3.1 Identify and locate selected medieval societies, and give examples of technological innovations and adaptations among medieval societies.
- 5.3.2 Describe and explain the social structure of the feudal system in as selected medieval society.

English Language Arts:

- 1.3 Explain and support personal ideas and opinions.
- 2.4 Engage in, respond to and evaluate oral presentations.
- 3.1 Demonstrate an awareness of purpose and audience.
- 7.1 Use their background knowledge to question and analyze information presented visually and in print.
- 2.2 Use word choice and expression appropriate to the speaking occasion.

- 1.4 Listen critically to others ideas, opinions and points of view.
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners.
- 10.5 Select, organize and combine relevant information, from three or more sources to construct and communicate meaning.

Information Technology

BOC 6.1 safely use school media and computer equipment, and software to support their learning, with growing independence .

Expected Time: 5 - 6 Class Periods 175 - 210 minutes



Resources:

- [**Judgement at Agincourt Video**](#)
- [**SMART Notebook on the Battle of Agincourt \(Need SMART Notebook installed to open this file\)**](#)
- [**Horrible Histories: The Bloody Battle of Agincourt**](#)
- [**Flipping the Forum \(Instructional video from teacher on forum\)**](#)
- Conscience of the King [**Assessment Rubric**](#)



Lesson Procedure :

General Overview: *Students will view the teacher created screen cast video: "Using the Moodle Forum." This video will describe for the students how to respond in the Moodle Forum.*

I have provided some links to excerpts from various books about the subject below. You are allowed to enter documents and/or pictures into evidence by using the buttons provided on the post. (I have outlined the options in my flipped video, which everyone should view prior to taking part in the forum) In addition to describing how to use the forum, proper citizenship of the forum is also covered.

Was the English King Henry V justified in killing unarmed French nobles

21st century skills

that his army had taken prisoner at the Battle of Agincourt in 1415? This is the question we shall debate in our forum. We are going to divide the class into 2 teams. Each team will be divided into groups of 2. Team 1 will argue in defense of King Henry V's actions. Team 2 will argue that his actions were inhumane and unjustified. The teacher will act as a Medieval herald and judge the winner of the forum based upon which team brought forward the best evidence and did the best job of proving its case. Was Henry V a hero or a villain? It's up to the students to prove?

All groups will receive three class periods research information and assemble their case and a fourth class period to meet as a team to discuss how the team will conduct the defense of their positions.

Background to 100 Years War and Agincourt

Lesson 6: I Do (35 Minutes)

I do: Using the [PowerPoint on the Battle of Agincourt](#). [Included in the resources] relate the story of the battle of the Battle of Agincourt from the Hundred Year's war during the middle ages to the students. After having presented the story of Henry's remarkable victory to the students provide them with the flipped instructional video: "[Flipping the Forum](#)" which is to be watched at home or in class for the next day's activities.

Following the lesson the teacher may want to show the students the short video: [Horrible Histories: The Bloody Battle of Agincourt](#). Although it does not directly relate to the form topic it is interesting, humorous and helps to set the stage.

Present the argument to the students: The French prisoners have given their surrender to the English king. It looks as though the English position may be attacked from both front and back simultaneously. The small English army would be destroyed. Henry V gives the order to kill the prisoners. Was he right or wrong to do so?

- remember
- understand
- communicate
- evaluate

Researching the Case

Lesson 6: Small Group Activity (105 Minutes)

Divide the class into two teams. Each team will be divided into groups of two. Team one will argue in defense of King Henry V's actions. Team two will argue that his actions were inhumane and unjustified.

Using your tablets access the links that I've provided on the class website to resources based on the subject matter. Most are excerpts from books or articles. (students should keep notes on their iPad tablets in Pages.)

There is one video available titled "[Judgement at Agincourt Video](#)." This video contains a mock court case in which Henry V is put on trial for war crimes in modern times. It is rather long; one hour and 47 minutes to be precise, but can be watched on your tablet and deals directly with a topic you will be debating so you may want to make notes of important points

- remember
- understand
- collaborate
- communicate
- analyze
- critical thinking
- evaluate

you do decide to view it. As students look at their sources of information they should always ask themselves is the author an authority or qualified to be writing on the subject.

Students will have a final class period in which they can get together with their team to discuss the information they found and how they want to conduct their position for the forum.

Students will be encouraged to:

1. Identify with their position and state whether they are “for” or “against” Henry’s treatment of the prisoners. To do this students must make a statement that state’s their opinion.
2. Take notes on their iPad tablets of any information relevant to the defense of their position.
3. Brainstorm any arguments that support their position. They may want to use Inspiration on their iPad tablets to do this.
4. In any debate, it is always important to try to predict what the other side will use as evidence. To this end, students should also brainstorm counterarguments. Within their teams students may want to divide duties between students who present arguments and those who handle counterarguments.

Rules of the forum: (Citizenship)

- You may talk to your team members but not members of the other team during the debate. (You can only text) Make sure each member of your team gets a chance to post and respond.
- Criticize your opponent’s ideas, not your opponent.
- You can disagree with what the other side is saying. (You are supposed to) Do it though without being rude.
- Always show respect for the other side of the debate. This is only polite and can be done simply by listening.

Defending or Condemning

Lesson 6: Class Group Activity (We do) (35 Minutes)

Accessing the class home page under the social studies tab (<http://grade5eignor.weebly.com/social-studies.html>) please access

- collaborate
- communicate
- critical thinking
- evaluate

<p><i>the forum titled: Henry V Online Debate. The question has already been posted and either side can respond to it. Pictures can be added to support your evidence through the link as described in the screencast video, make sure you know the web address where your picture is located. Any responses deemed inappropriate by the moderator (the teacher) will be deleted immediately and that person shall be removed from the forum with point deductions. The teacher will act as a Medieval herald and judge the winner of the forum based upon which team brought forward the best evidence and done the best job of proving its case. Was Henry V a hero or a villain? It's up to the students to prove?</i></p>	<input checked="" type="checkbox"/> leverage <input checked="" type="checkbox"/> create <input checked="" type="checkbox"/> citizenship
<p><u>Closing the Case</u> Lesson 6: Sharing Activity (15 Minutes)</p> <p>After the online debate has been completed. Have students push their desks to the back of the room and bring their chairs into a circle. The teacher should ask the question how the debate in the forum has either changed or reinforced their original opinion. It is possible as well that students may be more confused after the debate and they were before. When dealing with a moral question such as Henry V's decision to kill the French prisoners at Agincourt there is no clear black or white solution.</p> <p>This circle discussion may help clarify some issues for the students as they discuss what went on in the forum and their feelings as a whole class.</p>	<input checked="" type="checkbox"/> understand <input checked="" type="checkbox"/> collaborate <input checked="" type="checkbox"/> communicate <input checked="" type="checkbox"/> analyze <input checked="" type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate <input checked="" type="checkbox"/> leverage <input checked="" type="checkbox"/> citizenship
<p>Lesson Wrap Up:</p> <p>Students to download the PDF Reading: "The Hundred Years War" to their iPad tablets to take home tonight and read. This reading will act to reinforce the material that we covered today. In addition there will be a quiz on the reading through Socrative.</p>	
<p><u>Differentiation/Modification/Enrichment:</u></p> <p><u>Adaptations:</u></p> <p>Students who need additional assistance could benefit from working with a partner, sharing the research process and dividing up the information. (It may help if they type responses into Pages so they just need to copy and paste them into the forum rather than have to keep up with the typing. (Another modification may be using speech to text.)</p> <p>Some students also may require extra practice time in order to feel more comfortable with this process.</p>	

Enrichment:

Some students may want to conduct this as a more formal debate. Getting into deeper research and formulating more in-depth hypotheses. They might even choose to dress up in medieval costume and videotape their case in front of a green screen. Then add the background of a medieval hall to make it seem more authentic.



Assessment:

- Conscience of the King: This rubric [Assessment Rubric](#)
- Teacher checklist as the teachers circulates among the groups as they prepare for the forum.

Teacher Reflection: