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Experiments on the improvement of written recall in social studies.

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THESIS

EXPERIMENTS IN THE IMPROVEMENT OF WRITTEN
RECALL IN SOCIAL STUDIES

by

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of the requirements for the degree of
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CHAPTER I

INTRODUCTION

The purpose of this study is to develop and evaluate the effect of supplementary exercises in social studies for improvement of written recall and retention of factual material read from the regular class text. The ability of a child to retain concepts and ideas from material presented is important if the child is to be successful in his school work and in everyday life.

Many types of books and supplementary materials are available for use by teachers. In the field of social studies it is extremely difficult to find material that is written on a lower level for the slow learner. The exercises in this study are an attempt to take from a standard social studies text material that is difficult for the average and slow child and present it to the children in a more meaningful way followed by varied exercises on written recall.

The supplementary exercises were given immediately following the reading and discussion of the text. The length of time spent in class by both the control and the experimental group was the same. Five minutes of the regular class period of forty-five minutes was spent by the experimental group on the additional exercises.

The purpose of this study is, therefore, to determine whether supplementary exercises covering the material presented

in class and followed by varied exercises on written recall are of value in helping children to recall and retain factual material presented in class.

The Problem - Its Importance and Justification

The purpose of this study is to develop a series of exercises to aid in improving the ability of sixth grade pupils to recall and retain material read in social studies.

The need for research in this area in the intermediate grades is apparent to the teachers in these grades. Authorities agree that without retention there is no basis for thinking nor ability to solve new problems as they arise.

The importance of recall in reading is emphasized by Germane and Germane¹ who said, "It is the ability to retain and recall the main points of material read which make the acquisition and application of knowledge possible."

Gates² states, "In developing the ability to read for precise and exact understanding and for temporary or permanent recall, the child can be greatly assisted not only by using practical materials and especially arranged comprehension exercises, but by observing the teacher demonstrate her own techniques."

¹ Germane, Charles E. and Germane, Edith S., Silent Reading. New York: Row Peterson and Company, 1930. p. 86.

² Gates, Arthur I., The Improvement of Reading. New York: Macmillan Company, 1950. p. 477.

The children in the intermediate grades spend a great deal of time in silent reading, and a child must be able to apply the principles of learning to his silent reading. Authorities all agree that reading without a purpose is useless. Dominant emphasis on reading in the sixth grade should be on getting the understanding and thought behind the reading so that it may be applied to problem solving.

Russell¹ tells us, "The problem of a wide range of reading difficulties in any one class has always faced teachers and undoubtedly will continue to face them. Modern social conditions and school policies often tend to accentuate the problem. No teacher of reading (or any curriculum subject involving reading) can be successful in her work unless she faces the problem realistically and takes active steps toward its solutions."

In keeping with this thought, it was noted in using the class text in social studies that a great many ideas and difficult words faced pupils. The very bright children were able to cope with the situation, but only with difficulty. The slow child found it just out of the question.

Since the text used, took up a course of study in ancient and medieval history and geography, it was extremely difficult to find material on the topic at lower reading levels. These exercises were designed to take some of the most important

¹ Russell, David H., Children Learn to Read. Boston: Ginn and Company, 1949.

facts from the text and present them a few at a time in more understandable language to the child.

The justification of this study is based on the suggestions for further study by Scott¹ who states that a study might be made to determine the effect of a combination of the types of practice exercises on recall.

It is further justified by Foster² who states, "A study might be carried out to study the effect of exercises on ability in written recall in other areas of school work."

McKee³ justifies this study when he says, "To establish certain skills needed for retaining ideas read, many pupils will need more practice than that given by definite lessons. One way of providing such additional practice is through the use of special exercises. Each of those exercises should be concerned with one or two skills and should contain neither vocabulary difficulties nor meaning difficulties for the pupils for whom they are intended."

¹ Scott, Helen E., "An Evaluation of Two Types of Workbook Exercises for the Improvement of Recall," Unpublished Doctor's Dissertation, Boston University, Boston, 1949.

² Foster, Elizabeth V., "Experiments in the Improvement of Written Recall," Unpublished Doctor's Thesis, Boston University, Boston, 1949.

³ McKee, Paul, The Teaching of Reading in the Elementary School. Boston: Houghton Mifflin Company, 1949. p. 553.

CHAPTER II
REVIEW OF RESEARCH

Research in the combined field of social studies and reading is not extensive. Teachers of the social sciences are cognizant of the fact that facility in recall and retention is important. The references given in this chapter pertain to the reading as it affects the social sciences particularly as it affects history and geography.

Yoakam¹ states, "It is our contention that the teacher must recognize that in the curriculum fields lies much material that a child is required to read, understand, and use. Since basic reading cannot deal with the specific reading problems and adjustments required in each field, it follows that these problems must be dealt with as they are met in the particular field. Also, since the reading technique is constantly used as a medium of learning, it must be used effectively. This requires that the teacher in the curricular field must understand the reading problem and needs of children in the field and adjust to them."

¹ Yoakam, Gerald A., "Essential Relationships Between Reading and Subject Fields," Journal of Educational Research 38:462-69. (February, 1945).

Yoakam¹ further states, "Again the child in a curriculum field meets new and strange concepts. Unless the teacher is prepared to help him understand these new and strange concepts, he may fail to interpret them correctly and thus not profit from the ideas presented in the curricular field.

It follows, therefore, that the teacher in the curricular field must assume responsibility for the adequate use of fundamental skills already learned, for the development of new and special skills required, and for the general effectiveness of the reader in the field.

It would seem to follow that an integrated attack on the development of reading and the related language arts is best accomplished in the elementary schools, at least, when the same teacher is in charge of all activities which involve reading and the use of books. Under such a condition, the teacher teaches reading wherever and whenever advisable until the pupils come to read effectively in all situations where reading is required."

Foster² concludes in her study, "From observation, from conferences with teachers, from a study of the authorities in the field of reading, it appears that the ability to recall in writing after reading is an important ability for children to develop so that they may have one more tool to work on the

¹ Yoakam, Gerald A., "Essential Relationships Between Reading and Subject Fields," Journal of Educational Research 38:462-69.

² Foster, Elizabeth V., Op. cit.

problems they must meet and solve."

She continues, "In the modern school a child reads for the main purpose of solving a problem. To solve that problem he must first select and evaluate material and organize it. Techniques such as these must be systematically developed."

The exercises in this study were developed with the idea of trying out varied techniques for recall. The tests on recall after each paragraph are varied in form to keep up interest while developing the techniques which the child must use in recall.

Young¹ in discussing the skills needed for proper understanding of social studies in the elementary school says, "The conclusion is, therefore, we must teach the reading skills which are most needed in the social studies.

Time spent in improving the reading abilities in the handling of social studies is time profitably spent.

The reading abilities which are most needed in the social studies would include the following: location, selection and evaluation, organization, assimilation and retention, and application.

If the material is to be helpful to the child, he must be able to understand it. Unfortunately most of the social studies books contain a large technical vocabulary and many

¹ Young, William E., "Reading in the Social Studies of the Elementary Schools," Social Education, 17:111-114. (March, 1953)

abstract words.

Another reason why such history materials are so difficult for children is that there are so many topics included within a single book. Research has demonstrated that children retain very little of the concepts and information to which they are exposed in social studies. It is hard to retain something you do not understand.

Our first job is to simplify and clarify our social studies materials. Our second job is to see to it that the children really understand the materials. Our third job is to see to it that the children organize these materials for the purpose of the problem which they have in mind; that they organize these materials so that they can be used and retained."

Durrell¹ in discussing reading as applied to curricular studies says, "Careful thorough reading is demanded in most subjects in the intermediate grades, in secondary school, and in college. This type of reading is basic for acquiring fundamental information and an understanding of relations among the various elements in a factual background. One may deplore the tendency to make retention of facts the sole aim of education, yet it must be remembered that ability to do careful, detailed reading has important values in both

¹ Durrell, Donald B., Improvement of Basic Reading Abilities. New York: World Book Company, 1940. p. 233.

educational and avocational activities. Almost everyone encounters situations in which it is essential to follow directions precisely, to select for an argument the main ideas for discussion, or to obtain a detailed knowledge of a process or a body of facts.

In thorough type reading the goal is ability to recall orally or in writing the primary and the secondary ideas, with attention to organization, accuracy, and completeness of detail."

Gray¹ agrees with the other authorities on this when he says, "Ability to remember and to apply what is read are two abilities that are closely related. One remembers what he reads in order to use it for a particular purpose, and one uses from his reading only what he is able to remember.

Since using what is read implies remembering, students must acquire the ability to retain facts and ideas bearing on a particular problem. A definite intention to remember appears to be of some value."

Acomb² concluded in his study, "The amount of written recall after silent reading is directly dependent upon the

¹ Gray, William S., Reading in General Education. Washington, D. C.: American Council on Education, 1940.

² Acomb, Allen, "A Study of the Psychological Factors in Reading and Spelling," Unpublished M. Ed. Thesis, Boston University, Boston, 1936.

number of ideas comprehended during the silent reading."

McKee¹ in analyzing children's difficulties in understanding and recalling says, "Some intermediate grade pupils fail to understand clearly in their reading simply because they observe the printed matter carelessly, without giving sufficient attention to the task at hand. To sharpen the ability of these pupils to read aggressively with purpose, specific comprehension exercises may be used.

Several points should be kept in mind relative to those special exercises in comprehension.

First, the reading matter used should be factual rather than story type.

Second, some of the problems should be so simple that they require mere reproduction of the text. Some should be difficult in the sense that they require the pupil to weigh elements against one another or to draw conclusions from material read.

Third, the types of problems used should vary so that the pupil gains practice in reading for a variety of purposes."

Courtney² concluded in his study of recall, "It is evident from this study that multiple choice recall does not

¹McKee, Paul, The Teaching of Reading in the Elementary School. Boston: Houghton Mifflin Company, 1949, p. 403.

²Courtney, Douglas, Bucknam, Margaret, and Durrell, Donald, "Multiple Choice Recall Versus Oral and Written Recall," Journal of Educational Research, Vol. XXXIX, (February, 1946) pp. 458-461.

insure comparable written recall. A study of individual scores shows many pupils with high recall on multiple choice items, but very low recall on written reproduction. The wider standard deviation of the written recall test is of significance. These findings indicate the desirability of supplementing the usual reading test with measures of reading recall in order to get a more accurate picture of the pupil's ability to deal with material he has read."

Gates¹ suggests another help for recall when he says, "When it is important to recall material either verbatim or in substance, a special combination of reading and recitation is recommended."

Conclusion

After a thorough survey of the reports of the results of research in the area of recall and retention, the conclusion is drawn that children are able to recall in writing, material read when they are aided by questions of various kinds. We are reminded that this is not the ideal in recall and retention. We must try to develop through practice the skill of depending less and less on aid so that unaided recall will become the paramount ability.

We are reminded by authorities that much of the work in social studies is not recalled or retained by pupils because

¹ Gates, Arthur I., The Improvement of Reading. New York: Macmillan Company, 1950, pp. 472-476.

it is not understood. In order that a child remember, he must first understand. It is the endeavor in this study to try to help children first understand factual material; second, to retain a few important ideas at one time; and third, to apply these items to solve problems.

CHAPTER III

PLAN OF THE EXPERIMENT

The details of planning the experiment involved the selection and organization of the test material, the construction of two achievement tests, the rewriting of material from the text used, the construction of lessons on written recall, the selection of the population, and the arrangement of the organization for administering the experiment.

Tests

The first test used in this experiment was the average reading scores taken from the Metropolitan Achievement Tests Form "S" administered in May, 1953.

In January, 1954 the pupils were given the California Test of Mental Maturity Short Form 1950. This test was used to compare the intelligence quotients of both groups to note any significant differences.

The original achievement test was constructed for two purposes: first, it was used as a pretest to determine the amount of factual knowledge that the children already knew concerning the unit; and second, it was used at the end of the six week period to note the improvement in factual knowledge after the period of study.

This test covers the period of history from the middle ages to the start of the industrial revolution. The test

covers the material contained in the text Your World and Mine by Grace Dawson published by Ginn and Company in 1951, pages 105-183.

A second form of this achievement test was constructed covering the same material. This test was administered eight weeks later to determine the children's retentiveness of the material covered. It was also used to note whether the control or the experimental group retained more over the eight week period.

The paragraphs and recall exercises were based on the material contained in the text Your World and Mine. The text contained lengthy paragraphs with a great many facts on each page. The paragraphs were rewritten around a few important items in a more meaningful vocabulary to attempt to make the material more easily understood. The exercises start as simple recall exercises and then progress to more difficult exercises in outlining. The main thought behind the variety of exercises was based on the evidence presented by Burke.¹

Selection and Status of the Population

The population in this experiment was taken from two sixth grades of two schools in a town within a fifteen mile

¹Burke, Marie L., "An Evaluation of Workbook Exercises for Developing Oral Recall in Grade Six," Unpublished Ed. M. Thesis, Boston University, Boston, 1946.

radius of Boston.

In order to have an analogous population, sixth grade pupils of approximately equal socio-economic backgrounds were chosen for the experiment. There were a total of 118 pupils, 60 in the experimental group and 58 in the control group.

One control group and one experimental group was located at each school. The teachers selected to work on the experiment had approximately equal ability, experience, and education.

Method of Conducting the Testing Program

After the testing material and exercises were prepared and the groups chosen, the writer distributed the first achievement tests on January 20, 1954. The four teachers involved in the experiment were told to read the printed directions on the test to the pupils and allow them thirty minutes to complete the test. At the end of the thirty minutes, the tests were collected and returned to the writer. They were then corrected and the results tabulated.

On January 22, 1954 the four teachers involved in the study were briefed on the procedure as follows:

1. Only forty-five minutes of each school day were to be spent on social studies.
2. The teacher must cover in the six week period the unit in Your World and Mine on pages 105 to 183.

3. The control group should use any methods or means that were usual in teaching the material.
4. The experimental groups should do the same with one exception as follows: Five minutes of each forty-five minute period should be devoted to the recall exercises.
5. At the end of the six week period all groups would administer the first achievement test again in the same manner as at the start.
6. Eight weeks later a second form of the achievement test would be administered and the results tabulated.

Procedures for Experimental Teachers

1. Each exercise should take only five minutes.
2. The paragraph to be read should be given to the pupil.
3. As soon as it was read, the pupil raised his hand, and the paragraph was collected.
4. When the paragraph was collected, the pupil received the written recall exercise.
5. After all the pupils had completed the exercise, partners corrected the sheets.
6. All papers were collected and returned to the writer.

Time Schedule for the Experiment

January 20, 1954 - Pretest

January 25 - March 12, 1954 (February 22-26 out for vacation)

March 15, 1954 - Achievement Test #1

May 10, 1954 - Achievement Test for purposes of retention.

Teaching Procedures

No control of teaching procedures was imposed in this experiment. Teachers were chosen who were of equal skill as far as could be ascertained. The only limitation was the time element for both groups and the five minute reserve from the forty-five minute period for the experimental group.

Teachers of both the control and the experimental group found that the children enjoyed taking the achievement tests.

The teachers of the experimental group found that the pupils were enthusiastic and eager to take the five minute recall exercises. The variety of exercises stimulated interest and the puzzle idea pleased the children very much. As the exercises progressively became more difficult, it was noted that the brighter children liked them best.

It was the consensus of the teachers in the experimental group that the exercises were motivating, practical, easily administered, and interesting.

Summary

The materials used in this experiment were based on the course of study for the social studies used in the Reading Public Schools for grade six. The text used by all the classes in both the control and the experimental groups was, Your World and Mine by Grace Dawson et al., and published by Ginn and Company.

The pupils were first given the California Test of Mental Maturity Short Form to determine the intelligence quotients of all pupils taking part in the experiment. Then the reading age of the groups was determined from the Metropolitan Achievement Tests administered in May of 1953.

A test was constructed based on the unit to be covered. This was given before the children started the unit to determine how much of the factual material the children already knew.

Both the control and the experimental group spent forty-five minutes each day on social studies for a six week period. Both groups worked on the same materials and followed the directions of their teachers. The experimental group spent five of their forty-five minutes each day on an additional written recall lesson. These lessons progressed from easy to more difficult and included all varieties of written recall exercises. The material contained in these exercises was the same material that was contained in the text. The short exercise was read by the pupils and then turned into the

teacher, at which time the pupil was given the exercise on written recall. When the exercise was completed, the child exchanged his paper with a partner and the correct answers were read and the papers were then collected.

At the end of the six week period, the pupils in both groups were given the same test that had been administered before the experiment began to determine which group had improved the most.

Eight weeks later a new form of the same test was administered on exactly the same material to determine whether the additional exercises on recall helped the children to retain the information for a longer period of time. The results of the experiment will be discussed in the chapter on the analysis of data.

CHAPTER IV

WRITTEN RECALL EXERCISES IN SOCIAL STUDIES

Lesson I

Medieval Times

Rome fell into the hands of the barbarians during the terrible years of warfare between 400 and 500 A.D. We call this period the fifth century. During this time tribes from the North moved down robbing, burning, and destroying everything in their path.

The years between 500 and 1500 A.D. are called the Middle Ages or medieval times. We call this period medieval times because these centuries (periods of 100 years) seem to come in the middle between the ancient (old) days of Greece and Rome and our own modern times.

Name

Date

School

Lesson I

Test

Directions: Place the letter of the correct answer in the space before the question.

- _____ 1. The period of time between 400 and 500 A.D. is called the _____ century.
 (a) fifth; (b) fifteenth; (c) middle; (d) modern
- _____ 2. The period of time between 500 and 1500 A.D. is called _____ times.
 (a) ancient; (b) golden; (c) medieval; (d) modern
- _____ 3. The _____ conquered Rome. (a) Arabs;
 (b) barbarians; (c) Phoenicians; (d) Turks

No. right _____.

3. Where did the crusaders go? Why?
4. What did the Renaissance bring?

No. right _____

Lesson III

Europe

Europe is a very small continent. It is a part of the larger continent of Eurasia. The continents of Europe and Asia make up the continent of Eurasia which is the largest continent in the world.

Europe is bordered on the North by the Atlantic Ocean, North Sea and the English Channel. To the South is the Mediterranean Sea which received its name from the Latin word "meditus" (med i tus) meaning middle. In the early times this sea was in the middle of the known world.

Europe has a very uneven coastline which gives it many fine harbors. In the North lies the country of Norway which has many deep harbors called fiords (fee ords). This country has the most uneven coastline in the world.

Name

Date

School

Lesson III

Test

Directions: Place the letter of the correct answer in the space before the number.

- _____ 1. The name of the continent made up of Europe and Asia is: (a) Africa; (b) Asiatic; (c) Eurasia; (d) Union of Europe and Asia
- _____ 2. Write the letter of the body of water listed below that does not border Europe in the North. (a) Atlantic Ocean; (b) English Channel; (c) Gulf of Tarento; (d) North Sea.

- _____ 3. What sea lies to the South of Europe?
(a) Baltic Sea; (b) Bering Sea; (c) Caspian Sea;
(d) Mediterranean Sea.
- _____ 4. The Mediterranean Sea received its name from
which of the following Latin words? (a) aqua;
(b) mare; (c) meditus; (d) terra.
- _____ 5. Europe has a very _____ coastline.
(a) level; (b) ragged; (c) smooth; (d) uneven.
- _____ 6. Norway has many deep harbors called: (a) fiords;
(b) ports; (c) seaports; (d) waterways.

Lesson IV

The Mountains of Europe

Europe is crisscrossed by many groups of mountains.

Perhaps, the most famous mountains in Europe are the Alps. The Pyrenees, Alps and Carpathian Mountains form a great wall that separates northern Europe from the Mediterranean Lands. This wall prevents the colder Arctic winds from affecting the warm dry climates of the Mediterranean Lands.

The Ural Mountains form a boundary between the continents of Europe and Asia. The Ural Mountains are actually in Europe and separate European Russia from Asiatic Russia.

Name

Date

School

Lesson IV

Directions: Place the letter of the correct answer in the space before the question.

- _____ 1. Which are the most famous mountains in Europe?
(a) Alps; (b) Carpathians; (c) Pennines; (d)
Pyrenees.
- _____ 2. Which mountains form a great wall that separates
northern Europe from the Mediterranean Lands?
(a) Alps and Pyrenees; (b) Alps, Pyrenees and
Carpathian; (c) Apennines and Alps; (d) Urals.
- _____ 3. The Ural Mountains are located in (a) China;
(b) France; (c) Germany; (d) Russia.

_____ No. right

Lesson V

Mountains of Europe

Other mountains crisscross the Mediterranean Lands of Europe. They are low mountains of lesser importance. In Italy are located the Apennine Mountains which are famous for their fine marble. Carrara (car-rah-rah) in Italy, is most noted for its fine white marble.

Greece is crossed by many low mountains that helped it to remain a country of city-states in ancient or olden times.

The Iberian peninsula of Spain and Portugal is crossed by many mountain chains.

In England is a low mountain chain called the Pennines which are of great importance to England. Here are found great quantities of iron and coal.

The Alps in Europe are famous as a summer resort.

Name

Date

School

Directions: Place the letter of the correct answer in the space before the number.

- _____ 1. Which was the first mountain chain mentioned in the story? (a) Alps; (b) Apennines; (c) Carpathians; (d) Pennines.
- _____ 2. Carrara, Italy is noted for: (a) its buildings; (b) its fine art; (c) its fine white marble; (c) Mount Vesuvius.
- _____ 3. The mountains famous as a summer resort are the: (a) Alps; (b) Jura; (c) Pennines; (d) Pyrenees.

- _____ 4. The mountains found in Italy are the: (a) Jura
(b) Apennines; (c) Iberian; (d) Pennines.
- _____ 5. The mountains found in England famous for their
coal and iron are the: (a) Alps; (b) Apennines;
(c) Pennines; (d) Urals.

No. right _____

Lesson VI

Teutonic Tribes

There were a great many Teutonic tribes that wandered about Europe. The Huns, who came from the area we now know as Russia and Germany, attacked these tribes and drove them into the Roman Empire.

These Teutonic tribes found that the climate of southern Europe was much milder and more pleasant to live in than the area they had left to the north.

They decided to settle down in these areas. They especially liked western Europe because of its warm mild climate warmed by the North Atlantic Drift which some people call the Gulf Stream Current.

Name	Date	School
------	------	--------

Lesson VI	Test
-----------	------

Directions: Complete this outline using the words and phrases at the bottom of the page.

Teutonic Tribes

- I. There were a great many _____ .
- A. The _____ came from _____ and _____ .
- B. They drove these _____ into the _____ .
- II. These tribes found _____ .
- in Southern Europe.
- III. They decided to _____
- of the area in which they had been living.
- A. They especially like _____ because:

1. It has _____

2. It is _____

a milder more pleasant climate; a warm mild climate;
Germany, Huns; Roman Empire; Russia; settle in the areas
south and west; Teutonic tribes; tribes; warmed by the
North Atlantic Drift; western Europe.

No. right _____

Lesson VII Teutonic Invaders

There were a great many Teutonic invaders who broke up the Roman Empire. First, the East Goths stormed into Italy to capture Rome. Then the Lombards settled in northern Italy which is known today as Lombardy after this tribe. The West Goths settled in Spain.

The Angles and Saxons traveled across the English Channel to settle in southern England which received its name from the Angles (Angleland)

The Franks, who were the strongest of these barbarian people, settled in France which received its name from this hardy and brave group.

Name	Date	School
------	------	--------

Lesson VII Test

Directions: Place the letter of the correct answer in the space before the number.

- _____ 1. The first Teutonic tribe to be driven into the Roman Empire was the: (a) Angles; (b) Franks; (c) Goths; (d) Lombards
- _____ 2. The tribes that settled in England were: (a) Angles; (b) Angles and Saxons; (c) Franks; (d) Lombards.
- _____ 3. The strongest of all the barbarian peoples were the (a) Angles and Saxons; (b) Franks; (c) Goths; (d) Huns.

_____ 4. Which of these countries received their names from Teutonic tribes: (a) England and France; (b) Germany and England; (c) Italy and Spain; (d) Russia and France.

No. right _____

Lesson VIII

The Franks

The strongest of the barbarian peoples were the Franks. They had a bold leader called Charles the Hammar who defeated the Moslem armies that conquered Spain.

Gaul, as early France was called, became known as France or "the country of the Frank."

Charles the Hammar had a famous grandson named Charlemagne which means "Charles the Great." Charlemagne was king of the Franks when Harun -al-Rashid ruled the Moslems in Baghdad. He united all the tribes of the Franks under his rule and even conquered some of the tribes east of the Rhine.

Name	Date	School
Lesson VIII	Test	

Directions: Choose the correct meaning or definition from column II which matches the word or phrase in column I. Place the letter of the correct answer in the space before the number.

Column I	Column II
_____ 1. Charlemagne	A. Charlemagne
_____ 2. Charles	B. ruled the Moslems when
_____ 3. Early France	Charlemagne was king of the
_____ 4. Harun-al-Rashid	Franks
_____ 5. United all the Franks under his rule	C. the bold leader of the Franks who defeated the Moslem armies in Spain

Column I

Column II

- D. famous grandson of Charles
the Hammar
- E. was known as Gaul
- F. Charles

No. right _____

Lesson IX

Charlemagne

Charlemagne was a great warrior who had both reverence for God and respect for learning. He forced all the tribes he conquered to accept Christianity as he had. He was the first barbarian leader to accept Christianity.

Charlemagne opened a school in his palace and brought the most learned men to teach his sons and the sons of other nobles.

Charlemagne helped the Pope defeat his enemies. In the year 800 A.D. he was given the title of "Emperor of the Romans."

After his death his land was divided among his three grandsons who fought among themselves. His empire soon fell and was divided among many quarreling chieftains.

Name	Date	School
Lesson IX	Test	

Directions: Complete this outline using the words and phrases at the bottom of the page.

Charlemagne

I. Charlemagne was a _____.

A. Had _____.

B. Had respect for _____.

II. He opened _____

A. Brought _____ to teach

1. _____

2. _____

III. Charlemagne helped _____ to defeat his enemies.

A. He was given the title "_____."

IV. After his death, his land was _____ among his _____ grandsons who quarreled among themselves.

a school at his palace; divided; Emperor of the Romans;
great warrior; his sons; learned men; learning; reverence
for God; sons of nobles; the Pope; three.

Lesson XI Life in Feudal Times

The medieval centuries were called feudal times. This was so because the land was given in return for military service which was called fief or feud. The fighting leaders were called feudal lords.

Each lord was a vassal to some greater lord or king. The greater lords lived in a castle while the lesser lords or vassals lived in a manor house. The lord's land with all the buildings and the castle on it was called an estate.

The people who did the work for the lords and raised their food were known as serfs. These serfs had no freedom and were like slaves to the lords. In time of danger, the serfs went to the castle for protection.

Name	Date	School
Lesson XI	Test	

Directions: Choose the correct meaning or definition from column II which matches the word in column I. Place the letter of the correct answer in the space before the number.

Column I	Column II
_____ 1. Castle	A. the lord's land and all the
_____ 2. Estate	buildings on it
_____ 3. Feudal lords	B. the fighting leaders of the
_____ 4. Manor house	great lords
_____ 5. Serf	C. the place where the greater

lord lived

D. the home of the lesser lord

E. the laborers who had little
freedom and did most of the
work

F. the land given to a vassal
for his military service

Lesson XII The Steps to Knighthood

The sons of the nobles were trained to be knights. There were two steps leading to knighthood.

First, the noble's young son had to serve as a page. He did errands and performed services for the ladies of the castle. Here he learned manners, customs and proper diction. As a page he also learned to ride a horse, to keep his word, and to be a good sport.

After he served as a page for several years, he became a squire. As a squire he was a servant of some knight. He followed the knight into battle, carried weapons, polished the knight's armor and learned how to handle weapons. He learned to ride well and to joust.

When he had learned all this well, he was knighted by the king or greater lord.

Name	Date	School
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Lesson XII	Test
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Directions: Complete this outline using the words and phrases at the bottom of the page.

The Steps to Knighthood

- I. The sons of _____ were trained to be knights.
- II. The first step was to serve as a _____.
 - A. He did _____ and performed services for the _____ of the castle.
 1. He learned

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

III. The second step was to become a _____.

A. He served some _____.

- 1. _____
- 2. _____
- 3. _____

B. He learned

- 1. _____
- 2. _____
- 3. _____

IV. When he learned all this well, he was _____.

carried his weapons; customs; diction; errands; followed him into battle; how to handle weapons; how to joust; how to ride well; knight; knighted; ladies; manners; nobles; page; polished his armor; squire; to be a good sport; to keep his word; to ride a horse.

_____ No. right.

Lesson XIII

Jousting

The favorite sport of all knights was jousting. In jousting the knights rode directly toward each other. As they passed, each tried to strike the shield of the other squarely so that the knight would be knocked from his horse.

The greater lords held tournaments where many rival knights entered contests to test their skill. In the pavillion or grandstand the ladies and other lords watched the contests.

The knights who were the most successful were crowned and given great praise and honor. This type of practice was the favorite entertainment in medieval times.

Name	Date	School
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Lesson XIII	Test
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Directions: Place the letter of the correct answer in the space before the number.

- _____ 1. The favorite sport of all knights was:
(a) dueling; (b) jousting; (c) polo; (d) soccer.
- _____ 2. The object of jousting was to: (a) humiliate the knight; (b) injure the knight so he could not fight in battle; (c) kill the weaker knight; (d) knock the knight from his horse.
- _____ 3. A tournament was: (a) a gathering of knights; (b) a pavillion; (c) a series of contests; (d) a shield.

- _____ 4. A pavillion is most like a: (a) ball field;
(b) circus; (c) football field; (d) grandstand.
- _____ 5. The most successful knight was: (a) crowned
and given great praise and honor; (b) given a
quantity of gold; (c) given the lady of his choice;
(d) made king.
- _____ No. right.

Lesson XIV The Founding of the Monks

When the barbarians invaded Europe from the north, there were some men who were greatly disturbed. They wished to work in peaceful ways for God and their fellow men. One of these men called Benedict of Rome started an order or society of men called "monks." They lived together in a group of buildings called a monastery. Here they made a solemn promise or vow never to keep anything for their own, never to marry and to obey without question. They lived together as brothers and prayed much of the time.

The monks called each other "brother" and chose one of their fellow monks to be the "father" or abbot of the monastery. The abbot was the head of the monastery and planned the work of the monks.

The monks helped travelers and helped to care for the sick. Even robber bands left the monks and their home unharmed.

Name	Date	School
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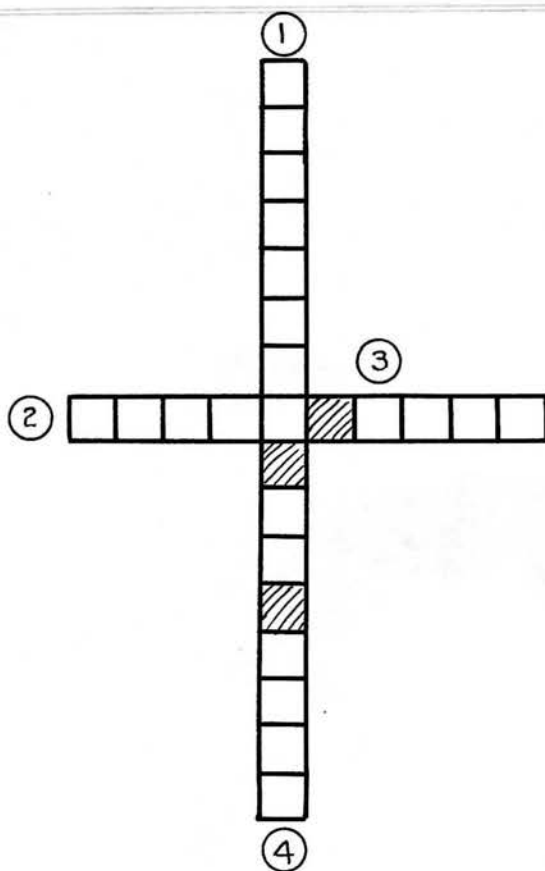
Lesson XIV	Test	
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Directions: Complete this puzzle by using the correct words chosen from those at the bottom of the page.

Down: 1. The founder of an order or society of men who devoted their lives to prayer.

Across: 2. The head of a monastery

3. One of the members of this society



abbot; barbarians; Benedict of Rome; father; Francis
of Assisi; monastery; monks

Lesson XV The Work of the Monks

Besides helping the sick, the weary and travelers, the monks greatly aided our knowledge of early civilization. Because the monks were the only ones who could read and write, they preserved the few Roman and Greek books saved from the barbarians.

Some of the monks were called scribes. They were not lawyers like the scribes of the Jews, but were men who could read and write. They spent a great deal of their time making new copies of old books.

They used parchment made of sheepskin for pages. Each monk worked carefully making each letter by hand and decorating the pages with designs. These parchment books are called manuscripts which means "written by hand." (Latin: "manu" means "hand" and "scribo" means "to write.")

Name	Date	School
Lesson XV	Test	

Directions: Complete this puzzle by using the correct words chosen from those at the bottom of the page.

Across:

1. The name of the paper that the monks wrote on
3. What the monks decorated the pages with
4. The name given to a monk who could read and write
5. The uncivilized people who destroyed the Roman

Lesson XVI

The Northmen

The word "viking" struck terror into the hearts of the villagers of England after the other barbaric and Teutonic tribes had settled in Europe. The Franks settled in France; the Angles and Saxons in England; the Goths and Lombards in Italy. A new invasion of barbarians came from the Scandinavian Peninsula. They were bold raiders and often attacked at harvest time to steal grain.

The Danes might have conquered England were it not for the Anglo-Saxon King Alfred who defeated them. Many of the conquered Danes remained in England and became members of that country.

Other Norsemen or Vikings settled in northern France and were called Normans by the people. These barbarians began to copy the French and accepted Christianity. Later, they became ambitious and desired more land. William, Duke of Normandy, invaded England and conquered it.

Name	Date	School
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Lesson XVI	Test	
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Directions: Place the letter of the correct answer in the space before the number.

1. The bold men who came from the Scandinavian Peninsula were called: (a) Danes; (b) Finns; (c) Swedes; (d) Vikings

2. The king who defeated the Danes was: (a) Alfred;
(b) Charlemagne; (c) Duke of Normandy; (d) William

_____ 3. The Northmen who settled in northern France became
known as: (a) Belgians; (b) Danes; (c) French;
(d) Normans

_____ 4. These Northmen began to copy the French and accepted:
(a) Christianity; (b) defeat; (c) the laws of the
French; (d) the rule of King Alfred.

_____ 5. William, Duke of Normandy, invaded and conquered:
(a) Denmark; (b) England; (c) France; (d) Ireland

Lesson XVII

King Alfred the Great

King Alfred of Wessex was a bold leader. After defeating the Danes, he allowed them to live in England under his rule. Their cities and towns became thriving trade centers. The Danes finally mingled with the Saxons until they became one people.

King Alfred was as wise in peace as he was bold in war. He was the first barbarian king to start a school in his court. He had teachers come to teach the nobles Latin which was the most widely used language of the time.

He traveled to Europe to invite traders to England in order to further English trade development. He united the barbaric tribes of England into one kingdom and was given the title "King Alfred the Great." He died in 900 A. D. about 100 years after Charlemagne.

Name	Date	School
Lessons XVII	Test	

Directions: Write the correct answer in the space before the number using the scrambled letters.

- _____ 1. King Alfred defeated the NESAD.
- _____ 2. These people mingled with the OSNAXS.
- _____ 3. King Alfred was the first barbarian king to start a LOHOCS in his TUROC.
- _____ 4. He visited the continent of Europe to invite

RADSTER to England.

_____ 5. His people gave him the title "GINK DEFRAL HET
TERAG."

_____ No. right

Lesson XVIII

William the Conqueror

When the Normans settled in northern France, they called the section in which they lived, Normandy. It has kept that name until today.

William, Duke of Normandy, was not satisfied with only this part of France to live in and rule over. He set out to conquer England. He defeated Harold, King of England, at the battle of Hastings and entered London in victory.

William was not popular in England because he took land from the Saxon lords who had fought him. He gave this land to his Norman nobles who helped him. He was a strong ruler and the English people admired him.

Later, when William needed money to run his government, he decided to collect a tax. In order to find out how much people could be taxed, William sent census takers all over his land. They listed everything people owned. The book in which this was recorded is called the Domesday Book.

This book is a census, but it is valued more because it showed clearly what people had and how they lived at that time.

Gradually, the Normans, Saxons, Angles and Danes became the English people we know today. The Norman invasion of England brought the ideas and ways of European continent to England.

Name _____ Date _____ School _____

Lesson XVIII

Test

Directions: Place the letter of the correct answer in column II in the space before the number in column I.

Column I

Column II

- | | |
|--|--|
| <p>_____ 1. Domesday Book</p> <p>_____ 2. English people</p> <p>_____ 3. Harold</p> <p>_____ 4. Normandy</p> <p>_____ 5. William</p> | <p>A. the northwestern section of France</p> <p>B. the English king defeated at the Battle of Hastings</p> <p>C. a book listing everything people owned for tax purposes</p> <p>D. a part of England</p> <p>E. the people who are a mixture of Normans, Danes, Angles and Saxons</p> <p>F. the Norman duke who conquered England</p> |
|--|--|

_____ No. right.

Lesson XIX

The Crusaders

In the year 1095, Pope Urban called a gathering at the town of Clermont in France. He urged his Christian followers to go to Palestine and seize Jerusalem from the Turks who were persecuting the Christians who wished to visit Christ's tomb.

The Pope's message was sent throughout Europe and a time was set for the journey to the Holy Land. The trip was called a "crusade" and the knights who set out on the crusade were called "crusaders."

Many knights went to Jerusalem on their own and put a red cross on their breast to signify their mission. Few ever reached Palestine.

At the same time groups of knights gathered in France, Italy and Germany with supplies for more crusades.

After many years, the Christians succeeded in capturing Jerusalem. The city remained in Christian hands for about 100 years, but was finally recaptured by the Turks. There were several unsuccessful crusades after this, but Palestine remained under Turkish rule until World War I when it was returned to the Christians. Today it is a divided land under U.N. rule partly Moslem, partly Christian. The problem still remains with us.

Name	Date	School
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Lesson XIX

Test

Directions: Arrange the following events in the order in which they happened by placing numbers in the blanks.

_____ Groups of knights gathered in France, Italy and Germany.

_____ Palestine is divided by the U. N.

_____ Pope Urban calls a gathering in the town of Clermont, France.

_____ The Crusaders set out for the Holy Land.

_____ The crusaders capture Palestine.

_____ The Turks again conquer Palestine.

_____ No. right

Lesson XX

The Pilgrims

We often think of pilgrims as the people who first came to America in 1620. However, there are many other pilgrims whom we should know.

During and before the crusades there were many people who wanted to visit some holy place in order to pray. Any person who makes a journey for the purpose of praying at some holy place is called a pilgrim.

The early Christians of Europe visited Jerusalem in order to pray at Christ's tomb. Even today, people visit Jerusalem on pilgrimages.

The Arabs must visit Mecca once during their lifetime in order that their religious belief may be fulfilled.

All of these people who visit a holy place in order to pray are pilgrims.

Name	Date	School
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Lesson XX	Test	
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Directions: Complete this puzzle.

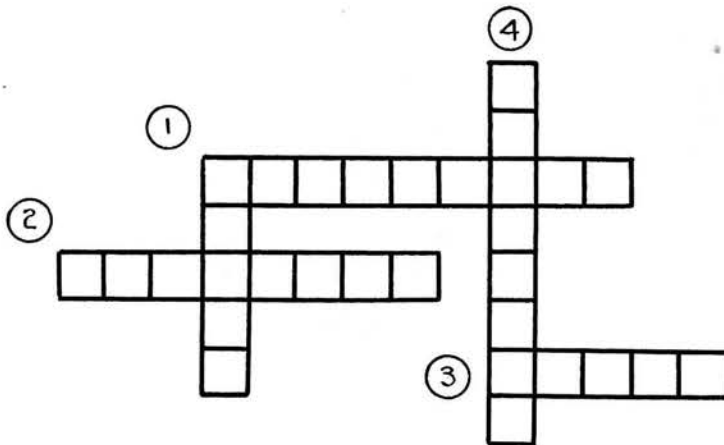
Across:

1. The Holy City in Palestine
2. A knight who went to fight for the return of the Holy Land to the Christians.
3. The city the Arabs must visit once during their lifetime.

Down:

1. The first part of Christ's name
4. People who undertake a journey for the purpose of praying at some holy place

_____ No. right



Lesson XXI

Europe Changes

The period of time when the barbaric tribes settled in Europe and fought bitterly is known as the Dark Ages. It was called the Dark Ages because the light of learning and culture had been snuffed out. Little learning and progress toward a better life took place during this time. Many people were slaves and Europe was in a mixed-up state.

However, the people of Europe desired freedom and wished to learn. The crusaders brought back from Palestine many tales about the Near East. This gave man new ideas, and he desired to know more about other people. The development of trade brought many into contact with people from the Near East.

The cities of Genoa and Venice in Italy became rivals for the trade with the East. Man became more curious. He wanted to know more about these strange people. At first, the market places (called bazaars), were the gathering places for gaining knowledge. Then came the development of schools, printing and other ways of learning. All of these helped Europe to change.

Name

Date

School

Lesson XXI

Directions: Complete this outline using the words and phrases at the bottom of the page.

The Dark Ages

I. The period when barbaric tribes settled in Europe was called the _____.

A. The light of _____ and _____ was snuffed out.

B. Little learning and _____ took place during this time.

C. Many people were _____ and Europe was in a _____ state.

II. The people of Europe desired freedom and wished to learn.

A. The crusaders brought back from the _____ many tales about the _____.

B. This gave man many _____.

C. The development of _____ brought many people into contact with _____ peoples.

III. _____ and _____ were rivals in trade.

A. _____ were the first gathering places for learning.

B. Then came the development of _____, _____, and other ways of learning.

bazaars; culture; Dark Ages; Eastern; Genoa; learning; mixed-up; Near East; new ideas; printing; progress; schools; slaves; trade; Venice.

_____ No. right

Lesson XXII

Trade and Towns

Trade had its effects on the change in Europe. Where trade routes crossed, town began to grow. Fairs were held and craftsmen gathered to sell services while merchants sold wares. Many serfs became freemen and worked at their craft. The lords were in need of money and often rented their lands to the craftsmen and merchants.

Merchants often bargained with lords for the land and paid high prices for it. In return, they demanded certain rights and privileges. These were granted by the lord in a written agreement or charter which set forth the things citizens could do without asking the lord's permission. Gradually, the merchants and craftsmen demanded more and more privileges from the lords. Finally, they won their freedom and made their own government with a mayor and a town council.

Thus, the feudal system began to fall apart and the people began to gain freedom and independence.

Name	Date	School
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Lesson XXII	Test
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Directions: Place the letter of the correct answer in column II in the space before the number in column I.

Column I

- _____ 1. Charter
- _____ 2. Craftsmen
- _____ 3. Freemen
- _____ 4. Town
- _____ 5. Trade

Column II

- A. men who were freed from serfdom or were not serfs
- B. a written agreement which granted certain rights
- C. sold wares at the fair
- D. helped Europe to change
- E. a skilled workman
- F. a piece of land under charter to merchants and craftsmen usually having a council and a mayor

_____ No. right

Lesson XXIII

The Guilds

The men who worked at each trade or craft formed a club called a guild. There were guilds for all kinds of work such as the carpenters' guild and the weavers' guild. The men who belonged to a guild made rules as to the quality of work to be performed and the price to be charged for the work. The members of the guild were not allowed to make poor quality goods. The guilds erected buildings called guild halls where they held their meetings.

The guilds did more than just regulate their craft or trade. They taught their members to make fair rules and to obey them. They taught men to co-operate and work together in a friendly spirit. All these ideas were the basis for our idea of modern government - of freedom - of democracy.

The craftsmen or skilled worker belonged to the guild or the club of men who worked at the same trade for the betterment of the people in his trade. We must work together to preserve our way of life as these early men did.

Lesson XXIII

Test

Name

Date

School

Directions: Write the answers to these questions in your own words.

1. What was a guild?
2. Name three guilds.
3. What were some of the rules that the guild made?

4. What important lesson did the guild teach?

_____ No. right

Lesson XXIV Changes in Architecture

We have noticed that after the fall of Rome little interest in art and architecture had taken place during the Dark Ages. Most buildings were wooden and the Roman arch and Greek columns had long been forgotten.

With the rise of cities and towns men wished to show off their beauty. Churches were beautified by making thinner walls supported by outside supports against the walls. These outside supports were called "flying buttresses." Men carried this plan out with such skill that the churches became very ornate (highly decorated). Rose windows appeared with small pieces of colored glass fitted together to make scenes.

This very delicate and beautifully decorated style of building was called "Gothic" and helped man to develop a new interest in beauty.

Name	Date	School
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Lesson XXIV	Test
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Directions: Place the letter of the correct answer in column II in the space before the number in column I.

Column I

- _____ 1. Arch
- _____ 2. Columns
- _____ 3. Flying buttresses
- _____ 4. Gothic
- _____ 5. Rose window

Column II

- A. a Greek contribution to architecture
- B. a picturesque window made of colored pieces of glass fitted together
- C. wooden buildings
- D. a very ornate or highly decorative type of architecture
- E. outside supports for thin church walls
- F. the chief gift of the Roman to architecture

_____ No. right

Lesson XXV

Learning Returns

During the Dark Ages, only a few of the more wealthy people became interested in learning. Therefore, ignorance was widely spread and little progress in civilization was made during that time. Only the monks in the monasteries knew of the past history.

With the rise of the city and town, merchants and craftsmen needed to learn how to read and write and how to keep accounts in order to conduct their business. Thus, they began to teach their young boys how to read and write. Often, teachers came to lecture in the cities and towns because traveling had become easier.

Many times teachers stayed on at cathedrals where people could meet and learn. From these great cathedral schools grew universities. Some of these universities were founded in Paris, Salerno, Vienna, Heidelberg, and Oxford.

Name	Date	School
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Lesson XXV	Test	
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Directions: Write the answers to these questions in your own words.

1. Why were people ignorant during the Dark Ages?
2. Who were the most learned people during the Dark Ages?
3. Why did merchants and craftsmen need to be able to read and write?

4. Where did the teachers stay when they visited towns?
5. Name several universities that grew from cathedral schools.

_____ No. right

Lesson XXVI

Marco Polo

As cities and towns grew, the roads and trails improved. Robber bands grew fewer and traveling was safer and more attractive for merchants. The people of Europe had heard of silk and spices from Asia and wished to exchange goods with the peoples of the Far East.

Marco Polo was the son of a merchant of Venice, Italy. He had visited Constantinople where he and his father bought many beautiful things. However, they wished to see the countries where these fine products were made.

The Polos set out to visit China. They did not return until fourteen years later when they brought back many strange tales about the Orient.

At the time the Mongols ruled China, and Kublai Khan was their leader. He lived in the city of Peiping and wished to learn more about Europe. The Polos were his special guests. While there, Marco recorded in his book many strange and interesting things about the land of the Great Khan.

Later, when Marco was captured by the people of Genoa, Venice's rival city, he told a fellow prisoner about his adventures. This man wrote them down and published the book. Many people did not believe the tales that Marco told, but the book survived and is one of our most interesting books about the Middle Ages.

Name

Date

School

Lesson XXVI

Test

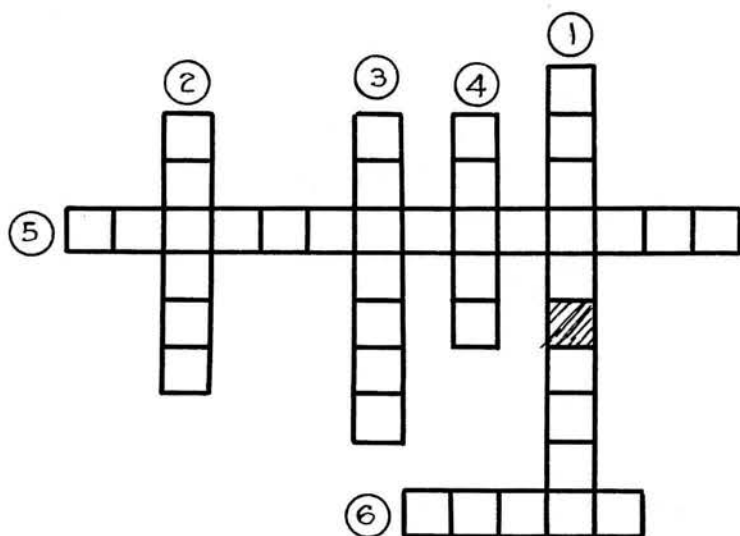
Directions: Complete this puzzle.

Across:

5. The capital of the Eastern Roman Empire where Marco Polo and his father bought things from the Orient.
6. An important port and trading center in Italy. The rival city of the Polo's city.

Down:

1. The son of a merchant of Venice.
2. The city in which Marco Polo lived.
3. The name of a tribe that ruled China
4. The country that Kublai Khan ruled



_____ No. right

Lesson XXVII

The Renaissance

Renaissance means "new birth." Italy led all of Europe with its interest in art and learning. This is not surprising since the Romans had left many relics of their fine culture in this land. Also, the great trade centers at Venice and Genoa spurred on this keen interest. Many rich merchants and noblemen lived here and in near-by cities.

The most famous of these wealthy families was the Medici (Ma de chee) family of Florence. They spent a great deal of money making beautiful things for their home. They paid artists great sums to paint beautiful pictures for their palaces.

During this time many famous artists lived. One of the most famous artists was Raphael who painted many frescoes and pictures of the Madonna. Frescoes are wall paintings made directly on plastered walls. Another famous painter and sculptor was Michelangelo who worked on the Sistine Chapel in Rome. His most famous painting is "The Last Judgment" painted on the end wall of the chapel.

One of the most gifted of all artists was Leonardo da Vinci, a master under whom Raphael had studied. He was a sculptor, a poet, an architect, a scientist, and an inventor. He is one of the most remarkable men of all times. His most famous paintings are the "Mona Lisa" and the "Last Supper."

This genius even had a plan for a flying machine.

Thus, Europe awoke and the light of learning spread.
Interest in learning helped freedom to grow strong.

Name	Date	School
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Lesson XXVII	Test	
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Directions: Place the letter of the correct answer in
Column II in the space before the number in
Column I.

Column I

- | | |
|-------|----------------------|
| _____ | 1. Leonardo da Vinci |
| _____ | 2. Medici |
| _____ | 3. Michelangelo |
| _____ | 4. Raphael |
| _____ | 5. Renaissance |
| _____ | 6. Sistene Chapel |

Column II

- | | |
|----|---|
| A. | this word means "new
birth" and refers to
the return of art and
learning |
| B. | the painter who worked
on the Sistene Chapel |
| C. | an inventor, sculptor,
scientist and artist
who painted the "Last
Supper." |
| D. | the church that has
the painting of the
"Last Supper." |
| E. | a wealthy family of
Florence that was |

a patron of the arts
F. the artist famous for
his Madonnas

_____ No. right

Lesson XXVIII The End of the Middle Ages

The Crusades were probably the turning point in the Dark Ages; but there were three things that marked the end of the Middle Ages.

First, printing with movable type was invented by Johann Gutenberg who printed the Bible. Second, Constantinople was captured by the Turks. Third, Columbus discovered America.

These three great events and the great desire for freedom that had developed among the people of Europe, started the growth of nations as we know them today. Kings took over areas with natural boundaries, such as England. England was the first country to become a nation.

France soon followed, driving the English out of France. It was Joan of Arc who led the French to victory in the battle at Orleans.

Other nations followed. Spain, Portugal and other areas along the Atlantic coast became nations.

England and Spain were the two nations that became bitter rivals. England gained leadership of the sea during the Spanish Armada.

England's Golden Age of Elizabeth was compared with the Age of Pericles in Greece. During this time great advances took place.

It was during this time that changes took place in religion. The only church in Europe up to this time was the Catholic Church of Rome. Many people disagreed with the rules of the church made by the Pope and his bishops. There arose people who protested against these rules. Martin Luther who posted ninety-five theses on the door of the church at Wittenberg, began a new religion. Thus came the split in the church which still exists today. Martin Luther is said to be the founder of the Protestant religion.

Name	Date	School
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Lesson XXVIII	Test	
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Directions: Arrange these items in the order in which they happened by placing numbers in the space before the event.

_____	Turks captured Constantinople
_____	Crusades
_____	Columbus discovered America
_____	First printing with movable type is done

Directions: Place the letter of the correct answer in column II before the number in column I

Column I	Column II
_____ 1. Elizabeth	A. the nation which sent
_____ 2. England	its armada against the
_____ 3. France	English

Column I

Column II

- _____ 4. Joan of Arc
_____ 5. Martin Luther
_____ 6. Spain

- B. the discoverer of
movable type
C. the queen who ruled
England during the
Golden Age
D. the French saint who
led the French army to
victory at Orleans
E. the first country to
become a nation
F. the second country to
become a nation
G. the founder of the
Protestant religion

_____ No. right

Lesson XXIX Religious Reformations and Changes in Government

During this time there were many new religions formed. Many people attacked Catholics and Protestants. People became intolerant of others' beliefs. Many people had to accept the religion of their ruler despite their own belief. This period of religious change has been called the Protestant Reformation.

Many Catholics who saw that there were things wrong with their religion remained loyal and tried to improve them.

A Spanish soldier named Ignatius Loyola found a new order of Catholic missionary priests to spread the Catholic religion to the Far East and to America. They became known as the Jesuits or the Society of Jesus.

During this same period in England the love of freedom grew. King John tried to collect unjust taxes from the nobles. The nobles refused to pay these taxes. They wrote a charter called the "Magna Charta" or "Great Charter" which they forced King John to sign. This charter guaranteed freedom to the people and made the king, as well as the people, subject to the laws.

From this and later privileges gained from the kings, the Bill of Rights was written. The Bill of Rights guaranteed the people the rights which they now enjoy. The idea of Parliament was then born. From it we get our Congress which is made up of the Senate and House of Representatives.

Name _____ Date _____ School _____

Lesson XXIX Test

Directions: Place the letter of the correct answer in the space before the number.

- _____ 1. The period when many new religions arose was called the: (a) Jesuit Reformation; (b) Martin Luther; (c) Protestant Reformation; (d) Religious Reformation.
- _____ 2. Ignatius Loyola was a Spanish soldier who became a: (a) minister; (b) missionary priest; (c) noble; (d) Pope
- _____ 3. The society he formed was known as the: (a) Crusaders; (b) Little Brothers of the Poor; (c) Maryknoll Society; (d) Society of Jesus.
- _____ 4. King John of England was forced to sign the: (a) Bill of Rights; (b) Constitution; (c) English Declaration of Independence; (d) Magna Charter.
- _____ 5. England's governing body is known as: (a) Chamber of Deputies; (b) Congress; (c) Parliament; (d) Praesidium.

Lesson XXX

The Industrial Revolution

After Europe gained its freedom, a great many changes took place. Man began to develop machines to do the work which he once did by hand.

The Industrial Revolution began in England in 1760. James Hargreaves invented, by accident, a device called after his wife, the "Spinning Jenny." This helped to produce cloth cheaper and faster than ever before. Using water power to turn the Jenny, the spinning process was removed from the home and placed in the factory.

In the United States, Eli Whitney invented the cotton gin. The power loom was invented in England and soon a revolution took place in the cloth industry.

James Watt improved the steam engine and put it to use where water power was not available.

In rapid succession many other inventions were forthcoming. Michael Faraday invented the dynamo giving us the miracle we call electricity. Marconi invented the wireless and so on until the home was no longer the place where goods were produced.

The factories in the cities needed many workers and people rushed to the cities. Working hours were long and pay was small giving rise to many problems which are only now being solved.

Name	Date	School
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Lesson XXX	Test
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Directions: Place the letter of the correct answer in column II in the space before the number in column I.

Column I

Column II

- | | |
|--------------------------------|------------------------------|
| _____ 1. Eli Whitney | A. the inventor of the |
| _____ 2. Industrial Revolution | dynamo |
| _____ 3. James Hargreaves | B. the inventor of the |
| _____ 4. James Watt | cotton gin |
| _____ 5. Marconi | C. the inventor of the |
| _____ 6. Michael Faraday | "Spinning Jenny" |
| | D. the inventor who improved |
| | the steam engine |
| | E. the change from hand to |
| | machine production |
| | F. the inventor of the |
| | power loom |
| | G. the inventor of the wire- |
| | less |

CHAPTER V
ANALYSIS OF DATA

It was the purpose of this study to determine whether a series of special exercises in written recall would influence the retention of historical concepts and facts.

The experiment was tried in the sixth grades of two schools in a suburban community.

The data were analyzed to determine:

1. The equality of the experimental and control groups on the basis of:
 - a. chronological age
 - b. intelligence quotients
 - c. mental age
 - d. reading grade
 - e. previous knowledge of historical material
2. The effect of the experimental material on the knowledge of historical concepts at the end of the unit of study.
3. The effect of the experimental material on the knowledge of historical concepts after a lapse of eight weeks.
4. The effect of the experimental material on general reading achievement.

In order to determine the equality of experimental and control groups, data were obtained on the chronological and mental ages of the pupils. The intelligence quotients were then compiled. The California Test of Mental Maturity¹ Short Form was used to obtain the scores. The reading grade scores were taken from the Metropolitan Achievement Tests Form "S"² which were administered in May of 1953, prior to the children's entry into grade six. Form "R" was given again in May of 1954 for comparison.

¹ California Test of Mental Maturity, Elementary Short Form. Los Angeles, California: California Test Bureau, 1950.

² Metropolitan Achievement Tests, Intermediate Battery, Form R. New York: World Book Company, 1946.

Equating Data

The groups were first compared on the basis of chronological age. The mean comparisons are shown in the table below.

TABLE I

A COMPARISON OF THE MEAN CHRONOLOGICAL AGES
FOR CONTROL AND EXPERIMENTAL GROUPS

Group	No.	Mean C.A.	S.D.	Diff.	S.E. Diff.	C.R.
Experimental	60	134.74	7.80	1.77	1.46	1.21
Control	58	136.51	7.80			

Table I shows the mean chronological ages of the groups which participated in this investigation. The mean chronological age of the control group is slightly higher than that of the experimental group, but the critical ratio of 1.21 shows that this difference is not statistically significant, and the groups can be considered equal for the purposes of this study.

Next a comparison was made of the intelligence quotients. Table II shows the results of this comparison.

TABLE II

A COMPARISON OF THE MEAN INTELLIGENCE QUOTIENTS
FOR CONTROL AND EXPERIMENTAL GROUPS

Group	No.	Mean I.Q.	S.D.	Diff.	S.E. Diff.	C.R.
Experimental	60	111.00	13.80	3.80	2.63	1.44
Control	58	107.20	14.48			

The mean intelligence quotient of the control group is slightly lower than that of the experimental group, but the critical ratio of 1.44 shows that this difference is not statistically significant and that the groups are nearly equal mentally.

As a further precaution the groups were compared on a basis of mental age. The results of this comparison are given below.

TABLE III

A COMPARISON OF THE MEAN MENTAL AGES FOR
CONTROL AND EXPERIMENTAL GROUPS

Group	No.	Mean M.A.	S.D.	Diff.	S.E. Diff.	C.R.
Experimental	60	149.30	17.57	2.94	3.26	.902
Control	58	146.36	17.50			

Table III shows the mean mental ages of the groups which participated in this study. The mean mental age of the control group is slightly lower than that of the experimental group, but the low critical ratio of .902 shows that the difference is not statistically significant and that the mental ages are nearly equal.

Because reading ability was a factor of considerable importance in this study, a comparison of the mean reading grade scores was made. The table on the next page shows the comparison of these scores.

TABLE IV

A COMPARISON OF THE MEAN READING GRADE SCORES
FOR CONTROL AND EXPERIMENTAL GROUPS
MAY, 1953

Group	No.	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Experimental	60	6.55	1.83	.22	1.20	.18
Control	58	6.33	1.55			

Table IV shows the reading age of the groups which participated in this investigation. The mean reading ages of both groups are nearly equal. The difference of .22 is statistically insignificant as shown by the critical ratio of .18.

As a final measure, a pre-test of history achievement was given to both the control and the experimental groups. The mean comparison is given below.

TABLE V

A COMPARISON OF THE MEAN HISTORY ACHIEVEMENT
SCORES - CONTROL AND EXPERIMENTAL GROUPS

Group	No.	Mean	S.D.	Diff.	S.E. Diff.	C. R.
Experimental	60	17.45	7.44	.27	1.41	.191
Control	58	17.72	7.77			

Table V shows that at the start the control group had a slight advantage over the experimental group in the amount of historical knowledge known. The critical ratio of .191 shows that this difference is statistically not significant. It also

shows that the groups are practically equal at the start.

From the preceding equating data it will be noted that the groups are statistically equal in chronological age, intelligence, mental age, reading grade, and previous knowledge of historical facts.

Experimental Data

After a period of six weeks during which time both groups studied the unit extensively, the original form of the achievement test was again administered. During this period of time both groups studied for the same length of time. The experimental group spent five minutes of its allotted forty-five minutes on the written recall exercises. The mean comparison of the results is shown below.

TABLE VI

A COMPARISON OF THE MEAN HISTORY ACHIEVEMENT
SCORES AFTER SIX WEEKS STUDY -
CONTROL AND EXPERIMENTAL GROUPS

Group	No.	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Experimental	60	44.51	9.57	8.28	1.94	4.27
Control	58	36.23	11.16			

Table VI shows the difference in written recall between the control and the experimental group. The mean of 44.51 for the experimental group as compared to the mean of 36.23 for the control group shows that the former made a significant gain over the latter group. The critical ratio of 4.27 shows that the gain made by the experimental group was statistically

significant.

TABLE VII

AMOUNT OF GAIN OF THE EXPERIMENTAL GROUP
FROM THE BEGINNING TO THE END OF THE STUDY

	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Initial Scores	17.45	7.44			
Final Scores	44.51	9.57	27.66	1.58	17.76

Table VII shows the amount of gain the experimental group made on the final test over the initial pre-test. The critical ratio of 17.76 shows this gain was statistically significant.

TABLE VIII

AMOUNT OF GAIN OF THE CONTROL GROUP FROM
THE BEGINNING TO THE END OF THE STUDY

	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Initial Scores	17.72	7.77			
Final Scores	36.23	11.16	18.51	1.80	10.28

Table VIII shows the amount of gain the control group made on the final test over the initial pre-test. The critical ratio of 10.28 shows this gain was significant statistically.

TABLE IX

MEAN COMPARISON OF THE AMOUNT OF GAIN OF THE
EXPERIMENTAL GROUP OVER THE CONTROL GROUP

Group	Gain	Diff S.E. Gain	Diff. in Gain	S.E. Gain	C.R.
Experimental	27.06	1.58			
Control	18.51	1.80	8.55	2.39	3.5

Tables VII and VIII show that both groups made statistically significant gains over their initial scores. Table IX shows that the difference in gain of the experimental group over the control group is statistically significant as shown by the critical ratio of 3.5.

Since the history test had been administered as a pre-test and again at the end of six weeks of study, the writer took the same items and reconstructed the test. The material covered was exactly the same as in the previous test, but a different type of item was employed. This test was administered after a period of eight weeks had elapsed in order to determine the amount of influence the experimental material had on retention.

TABLE X

A COMPARISON OF THE MEAN HISTORY ACHIEVEMENT
SCORES AFTER EIGHT WEEKS - CONTROL AND EXPERIMENTAL
GROUPS

Group	No.	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Experimental	60	49.99	17.58	5.91	2.90	2.04
Control	58	44.08	13.41			

Table X makes a comparison of the mean scores of both groups after a period of eight weeks had elapsed. The retention of the experimental group was superior to that of the control group, but the critical ratio of 2.04 indicates that the difference is not statistically significant. The difference of 5.91 is high enough to indicate a slight advantage for the

experimental material.

TABLE XI

A COMPARISON OF THE MEAN READING GRADE
SCORES FOR CONTROL AND EXPERIMENTAL GROUPS
MAY, 1954

Group	No.	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Experimental	60	8.06	1.93			
Control	58	7.60	1.71	.46	.34	1.32

Table XI shows the mean reading grade level scores for the control and the experimental groups after the experiment was over. Although a greater gain was made by the experimental group in reading achievement, the critical ratio of 1.32 shows that statistically the difference is insignificant. Therefore, it is concluded the special exercises on recall did not materially affect the reading grade scores.

The writer wished to determine whether the experimental exercises in written recall were more suited to better readers or poorer readers. In order to have some measure of the efficiency of the exercises for these two groups, the experimental population was divided into four quartiles on the basis of reading ability as determined by the Metropolitan Achievement Tests. A comparison of the upper and lower quartiles was made.

TABLE XII

A COMPARISON OF THE MEAN RECALL ACHIEVEMENT-
 Q_1 AND Q_4 BASED ON READING ABILITY

Group	No.	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Q_4	15	49	23.17	14	12.23	1.14
Q_1	15	35	39.43			

Table XII shows the recall achievement made by pupils with higher reading age levels (quartile four) as compared with the gain made by those with lower reading age levels (quartile one) on the written recall achievement test. The critical ratio of 1.14 shows that the difference is not statistically significant and that both groups made gains. This means that the exercises were helpful to both groups.

A further study was made by dividing the experimental population into four quartiles on the basis of intelligence quotients. Again the mean recall score was computed and the upper and lower quartiles were compared on the basis of intelligence quotients. The comparison of these is shown in the next table.

TABLE XIII

A COMPARISON OF THE MEAN RECALL ACHIEVEMENT-
 Q_1 AND Q_4 - BASED ON INTELLIGENCE QUOTIENT

Group	No.	Mean	S.D.	Diff.	S.E. Diff.	C.R.
Q_4	15	50.6	21.51	13.6	11.6	1.18
Q_1	15	37.0	37.50			

Table XIII makes a comparison of the gain in recall of pupils with high and low intelligence quotients. The critical ratio of 1.18 shows that the gain of quartile four over quartile one is not statistically significant. This means that the exercises were valuable for both bright and slow children.

CHAPTER VI
SUMMARY AND CONCLUSIONS

The purpose of this study was to develop and evaluate the effect of supplementary exercises in social studies for improvement of written recall and retention of factual material read from the regular class text.

A group of thirty graded lessons were constructed with various types of written recall exercises at the end of each lesson. Two comparable forms of a history achievement test were written by the author to measure the efficiency of the exercises.

In order to determine the equality of the groups before beginning the study, the groups were equated on the basis of chronological age, intelligence quotients, mental age, reading grade, and previous knowledge of the historical material to be studied. On all of these equating data there were no statistically significant differences between the control and the experimental groups.

To further equate the groups, 118 children, 60 in the experimental group and 58 in the control group, were chosen from the two schools with approximately the same socio-economic status. One control and one experimental group were located at each school. Teachers of both the control and the experimental groups had approximately the same number of years of teaching experience, education, and were of about the same ability.

The control and experimental groups spent forty-five minutes each day on the same unit. Teachers used any materials they wished without limits. The experimental group spent five of their forty-five minutes on the supplementary exercises which were corrected immediately following the five minute period. The correcting time was within the allotted forty-five minutes.

At the end of thirty days both groups were again given the achievement tests which were corrected and scored by the author.

Eight weeks later a second form of the achievement test was administered to determine which group retained more factual knowledge and whether this gain was significant.

After the experiment was completed, the Metropolitan Achievement tests were given to note any effect the special exercises may have had on reading ability.

Findings

1. At the end of the six week period, the experimental group had made a significant gain in the factual material recalled. The experimental mean of 44.51 as compared to the control group mean of 36.23 showed that the experimental group had made better gains. The critical ratio of 4.27 shows that the gain was statistically significant.

2. The difference in gain between the experimental and the control group was significant as shown by the critical ratio of 3.5.

3. The recall achievement of quartile four over quartile one based on reading ability was statistically insignificant as shown by the critical ration of 1.14. This indicates that the exercises were helpful for both the slow and the superior reader.

4. The recall achievement of quartile four over quartile one based on the intelligence quotient was statistically insignificant as shown by the critical ratio of 1.18. This indicates that the exercises were helpful to the slow learner as well as the fast learner.

5. The retention of factual material over a period of eight weeks showed that the experimental group retained more than the control group. The difference in retention, however, was not statistically significant as shown by the critical ratio of 2.04.

6. The effect of the special exercises on the reading grade scores was insignificant statistically. The experimental group mean of 8.06 as compared to the control group mean of 7.60 shows that the experimental group made some gain, but the critical ratio of 1.32 proves it insignificant.

The final conclusion, therefore, is that the exercises were of value in recall and that they did help the children to remember factual material. However, the retention ratio was not statistically significant.

CHAPTER VII

SUGGESTIONS FOR FURTHER RESEARCH

1. The test constructed for this study should be item analyzed in order to obtain an indication of internal consistency.
2. The results of such a study would be more valid if some attempt were made to obtain a reliability quotient on the recall test.
3. The study should be tried on a larger population.

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APPENDIX

Achievement Test No. 1

Name
School

Date
M.A.

Teacher
I.Q.

Directions:

After each question there are four answers, only one of which is correct. In the space before each question put the letter of the correct answer.

Sample:

_____ Africa, Eurasia, and Australia are names of -- (a) continents; (b) islands; (c) oceans; (d) peninsulas.

-
- _____ 1. The period of time from 500 A.B. to 1500 A.D. we call the--(a) ancient times; (b) cradle of civilization; (c) medieval times; (d) Golden Age.
- _____ 2. Europe has--(a) a deep coastline; (b) a high coastline; (c) a smooth coastline; (d) an uneven coastline.
- _____ 3. The mountains that form a great wall that separates Central Europe from the Mediterranean lands are the-- (a) Apennines and Atlas; (b) Atlas and Ethiopian Highlands; (c) Pennines, Urals, and Pyrenees; (d) Pyrenees, Alps, and Carpathians.
- _____ 4. The southern peninsulas of Spain, Italy and Greece are-- (a) lowlands; (b) mountainous; (c) plains; (d) plateaus.
- _____ 5. The Ural Mountains are located in--(a) China; (b) Rumania; (c) Russia; (d) Turkey.
- _____ 6. The Huns attacked the Teutonic tribes and sent them into the--(a) Cradle of Civilization; (b) Greek city-states; (c) Nile Valley; (d) Roman Empire.
- _____ 7. Western Europe is mild even in the winter because of warm winds blowing in from the--(a) English Channel; (b) Humbolt Current; (c) Mediterranean Sea; (d) North Atlantic Drift.
- _____ 8. Which one of the following was not a Teutonic tribe? (a) Angles; (b) Franks; (c) Goths; (d) Lombards;
- _____ 9. The first tribe to come into the Roman Empire was the-- (a) Angles; (b) Franks; (c) Goths; (d) Lombards.

- _____ 10. The strongest barbarian tribe was the--(a) East Goths;
(b) Franks; (c) Huns; (d) Lombards.
- _____ 11. The country where this tribe settled became known as--
(a) England; (b) France; (c) Germany; (d) Italy.
- _____ 12. The first barbarian to accept Christianity was--
(a) Caesar; (b) Charlemagne; (c) Charles the Hammar;
(d) Clovis.
- _____ 13. Charlemagne was the grandson of-- (a) Caesar; (b)
Charles the Hammar; (c) Clovis; (d) Harun-Al-Rashid.
- _____ 14. The leaders of the noblemen's fighting men or knights
were called--(a) abbots; (b) chief knights; (c)
priests; (d) vassals.
- _____ 15. A favorite sport of the knights was--(a) dueling;
(b) jousting; (c) polo; (d) soccer.
- _____ 16. A pavilion in the Middle Ages would be most like
which one of the following today? (a) ball field;
(b) circus; (c) football field; (d) grandstand.
- _____ 17. A man who devoted his life to prayer and lived in
a monastery was called a--(a) minister; (b) monk;
(c) priest; (d) rabbi.
- _____ 18. Parchment books which were written by hand and which
preserved a great deal of our knowledge of earlier
times were called--(a) bibles; (b) cuneiform; (c)
hieroglyphics; (d) manuscripts.
- _____ 19. The bold men who came from the Scandinavian peninsula
were called-- (a) Danes; (b) Finns; (c) Swedes;
(d) vikings.
- _____ 20. King Alfred the Great was the first barbarian king
to-- (a) accept Christianity; (b) defeat Charlemagne;
(c) fight the Danes; (d) start a school in his court.
- _____ 21. The northmen who settled on the northern coast of
France were called--(a) Belgians; (b) Danes; (c)
French; (d) Normans.
- _____ 22. The Domesday Book--(a) foretold the future; (b)
showed clearly what people hadnand how they lived
in medieval times; (c) was the first census; (d)
was the first written constitution.

- _____ 23. A knight who set out to fight for the return of the Holy Land to the Christians during the Middle Ages was called a--(a) crusader; (b) monk; (c) nomad; (d) vassal.
- _____ 24. Renaissance means--(a) democracy; (b) freedom; (c) new birth; (d) trade.

Directions:

In List A are the names of various Teutonic Tribes. Identify each one by writing in the space provided the letter from List B corresponding to the country or countries in which each tribe settled. A country may appear more than once in the list.

List A

- _____ 1. Angles
- _____ 2. East Goths
- _____ 3. Franks
- _____ 4. Lombards
- _____ 5. Saxons
- _____ 6. West Goths

List B

- a. England
- b. France
- c. France and Germany
- d. Ireland
- e. Italy
- f. Scandinavia
- g. Spain

Directions:

In List A are various names and terms referring to the Middle Ages. Identify each one by writing in the space provided the letter corresponding to the definition from List B. You may use a definition more than once.

List AList B

- | | |
|---|---|
| <p>_____ 1. abbot</p> <p>_____ 2. Benedict of Rome</p> <p>_____ 3. Domesday Book</p> <p>_____ 4. Francis of Assisi</p> <p>_____ 5. manor</p> <p>_____ 6. page</p> <p>_____ 7. pilgrim</p> <p>_____ 8. scribe</p> <p>_____ 9. serf</p> <p>_____ 10. squire</p> | <p>a. a laborer who served a noble family</p> <p>b. a step which led to knighthood</p> <p>c. the lesser lord's household</p> <p>d. a monk who spent his time making copies of books</p> <p>e. the head of a monastery</p> <p>f. one of the founders of of an order of monks</p> <p>g. the founder of a group of friars known as the "Little Brothers of Poor"</p> <p>h. the first recorded census</p> <p>i. a knight who made a long journey to the Holy Land</p> <p>j. a person who undertook a journey for the purpose of praying at some holy place.</p> |
|---|---|

Directions:

In List A are various names and terms referring to the Renaissance period. Identify each by writing in the space provided the letter corresponding to the definition from List B.

List A

- _____ 1. charter
- _____ 2. craftsman
- _____ 3. fresco
- _____ 4. Gothic
- _____ 5. guild
- _____ 6. Johann Gutenberg
- _____ 7. Leonardo Da Vinci
- _____ 8. Marco Polo
- _____ 9. Michelangelo
- _____ 10. Raphael

List B

- a. a skilled workman
- b. a written agreement
- c. a club of men who worked at the same trade
- d. a type of architecture
- e. the painter of the "Adoration of the Magi"
- f. a merchant's son who traveled to Asia
- g. the artist who painted the "Mona Lisa" and the "Last Supper"
- h. the painter of the "Last Judgment"
- i. a wall painting on plaster
- j. the man who first printed with movable type
- k. the painter of the "Madonna of the Chair"

Directions:

In List A are various names and terms referring to the end of the Middle Ages. Identify each one by writing in the space provided the letter corresponding to the definition from list B.

List A

- _____ 1. Eli Whitney
- _____ 2. Ignatius Loyola
- _____ 3. Industrial Revolution
- _____ 4. James Hargreaves
- _____ 5. James Watt
- _____ 6. Joan of Arc
- _____ 7. King John
- _____ 8. Marconi
- _____ 9. Martin Luther
- _____ 10. Vasco Da Gama

List B

- a. the founder of the Protestant religion
- b. the ruler who signed the Magna Charter
- c. the explorer who discovered a short route to India
- d. the inventor of the cotton gin
- e. the priest who founded the Society of Jesus
- f. the inventor of the spinning jenny
- g. a person who led the French to victory at Orleans
- h. the man who developed the wireless telegraph
- i. the change from hand to machine production
- j. the inventor who improved the steam engine
- k. the explorer whose crew first sailed around the world.

Achievement Test No. 2

Name _____ Date _____ School _____

Directions: Complete the statement in List A by writing the letter of the correct answer in List B in the space before the number.

List AList B

- | | |
|--|---|
| _____ 1. The period of time from 500 A.D. to 1500 A.D. we call the-- | A. an uneven coastline
B. Clovis |
| _____ 2. Europe has-- | C. France |
| _____ 3. The mountains that form a great wall that separates Central Europe from the Mediterranean lands are the-- | D. Franks
E. Goths
F. medieval times |
| _____ 4. The southern peninsulas of Spain, Italy, and Greece are-- | G. mountains |
| _____ 5. The Ural Mountains are located in-- | H. North Atlantic Drift |
| _____ 6. The Huns attacked the Teutonic tribes and sent them into the-- | I. Phoenicians
J. Roman Empire |
| _____ 7. Western Europe is mild even in the winter because of warm winds blowing in from the-- | K. Russia
L. Pyrenees, Alps, and Carpathians |
| _____ 8. The name of a group of people who were not a Teutonic tribe is-- | |
| _____ 9. The first tribe to come into the Roman Empire was the-- | |
| _____ 10. The strongest barbarian tribe was the-- | |

- _____ 11. The country where the Franks settled was--
- _____ 12. The first barbarian to accept Christianity was--

Directions: Complete the statement in List A by writing the letter of the correct answer in List B in the space before the number.

List AList B

- | | |
|--|---|
| _____ 1. Charlemagne was the grandson of-- | A. Charles the Hammar |
| _____ 2. The leaders of the noblemen's fighting men or knights were called-- | B. crusader
C. grandstand |
| _____ 3. A favorite sport of the knights was-- | D. jousting
E. new birth |
| _____ 4. A pavilion in the Middle Ages would be most like which one of the things that we have today? | F. Normans
G. manuscripts |
| _____ 5. A man who devoted his life to prayer and lived in a monastery was called a-- | H. monk
I. showed clearly what people had and how they lived in medieval times |
| _____ 6. Parchment books which were written by hand which preserved a great deal of our knowledge of earlier times were called-- | J. start a school in his court |
| _____ 7. The bold men who came from the Scandinavian peninsula were called-- | K. vassals
L. vikings |
| _____ 8. King Alfred the Great was the first barbarian king to-- | |
| _____ 9. The northmen who settled on the northeast coast of France were called-- | |
| _____ 10. The Domesday Book-- | |
| _____ 11. A knight who set out to fight for the return of the Holy Land to the Christians during the Middle Ages was called a -- | |
| _____ 12. Renaissance means-- | |

Directions: After each question there are four answers, only one of which is correct. In the space before each question put the letter of the correct answer.

Sample:

_____ Africa, Eurasia and Australia are names of -- (a) continents; (b) islands; (c) oceans; (d) peninsulas.

- _____ 1. The Angles settled in which of these countries?
(a) England; (b) France; (c) Germany; (d) Italy.
- _____ 2. The tribe that settled in parts of Germany, Italy and France was the--(a) Angles; (b) East Goths; (c) Huns; (d) Saxons.
- _____ 3. The tribe that settled in France was the--(a) Angles; (b) East Goths; (c) Franks; (d) Lombards.
- _____ 4. The Lombards settled in which of these countries?
(a) France; (b) Germany; (c) Ireland; (d) Italy.
- _____ 5. A tribe that settled in England was the--(a) Franks; (b) Lombards; (c) Saxons; (d) West Goths.
- _____ 6. The tribe that settled in Spain was the --(a) Angles; (b) Franks; (c) Saxons; (d) West Goths.
- _____ 7. A laborer who served a noble family was called a--
(a) page; (b) scribe; (c) serf; (d) squire.
- _____ 8. In order to become a knight, a young man must first become a--(a) page; (b) pilgrim; (c) scribe; (d) squire.
- _____ 9. The second step toward knighthood was to become a--
(a) knight; (b) page; (c) serf; (d) squire.
- _____ 10. The lesser lord's household was called the--(a) castle; (b) hut; (c) manor house; (d) pavilion.
- _____ 11. The head of a monastery was called the--(a) abbot; (b) brother; (c) chief monk; (d) disciple.
- _____ 12. A monk who spent his time making copies of books was called a--(a) copyist; (b) printer; (c) publisher; (d) scribe.
- _____ 13. One of the founders of an order of monks was--(a) Benedict of Rome; (b) Constantine; (c) Luther; (d) Peter.

14. The founder of a group of friars known as the "Little Brothers of the Poor" was--(a) Benedict of Rome; (b) Francis of Assisi; (c) Ignatius Loyola; (d) Martin Luther.
15. The first recorded census is called the--(a) almanac; (b) Bible; (c) Domesday Book; (d) missal.
16. A knight who made a long trip to the Holy land to win Palestine for the Christians was called a--(a) caliph; (b) crusader; (c) missionary; (d) pilgrim.
17. A person who undertook a journey for the purpose of praying at some holy place was called a--(a) crusader; (b) nomad; (c) pilgrim; (d) wanderer.
18. In medieval times a written agreement given to townspeople by a lord was called a--(a) charter; (b) deed; (c) grant; (d) right.
19. Skilled workmen were called--(a) craftsmen; (b) freemen; (c) lords; (d) merchants.
20. A wall painting in plaster is called a--(a) canvas; (b) fresco; (c) masterpiece; (d) mosaic.
21. A very ornate or highly decorative type of architecture used in medieval times is called--(a) Arabesque; (b) Doric; (c) Gothic; (d) Ionic.
22. A club of skilled workmen who worked at the same trade was called a--(a) craft; (b) federation; (c) guild; (d) union.
23. The man who first invented movable type was--(a) an unknown Chinaman; (b) Benjamin Franklin; (c) Johann Gutenberg; (d) Leonardo Da Vinci.
24. A Venetian merchant's son who traveled to Asia was--(a) Alexander; (b) Kublai Khan; (c) David Livingston; (d) Marco Polo.
25. The artist and inventor who painted the "Mona Lisa" and the "Last Supper" was--(a) Giotto; (b) Leonardo Da Vinci; (c) Michaelangelo; (d) Raphael.
26. The painter and sculptor who painted the "Last Judgment" was--(a) Giotto; (b) Leonardo Da Vinci; (c) Michelangelo; (d) Raphael

- _____ 27. The painter of the "Madonna of the Chair" was--
(a) Giotto; (b) Leonardo Da Vinci; (c) Michelangelo;
(d) Raphael.
- _____ 28. The founder of the Protestant religion was--(a)
Francis of Assisi; (b) Loyola; (c) Luther; (d)
William of Orange.
- _____ 29. The ruler who signed the Magna Charta was--(a)
Duke of Normandy; (b) King Alfred the Great; (c)
King John; (d) Queen Elizabeth.
- _____ 30. The explorer who discovered a short route to India
was--(a) Balboa; (b) Columbus; (c) Vasco Da Gama;
(d) Magellan.

Directions: Match the description in List A with the person or event it describes from List B.

List A

- _____ 1. the change from hand to machine production
- _____ 2. the explorer whose crew first sailed around the world
- _____ 3. the inventor of the cotton gin
- _____ 4. the inventor of the spinning jenny
- _____ 5. the inventor who improved the steam engine
- _____ 6. the man who developed the wireless telegraph
- _____ 7. a person who led the French to victory at Orleans
- _____ 8. the priest who founded the Society of Jesus

List B

- A. Eli Whitney
- B. Ignatius Loyola
- C. Industrial Revolution
- D. James Hargreaves
- E. James Watt
- F. Joan of Arc
- G. Magellan
- H. Marconi