



MEET THE ANGLO-SAXONS

Explore the legacy of Anglo-Saxon culture on the development of peoples living on the island of Britain. Learn how they came to settle the area, how they lived together in communities, and how they helped bring about conversion to Christianity.

CONVERSATION QUESTION

What is the legacy of Anglo-Saxon culture?

TEACHING OBJECTIVES

- Students will learn about the Anglo-Saxon culture.
- Students will explain probable causes and effects of events and developments.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will generate questions about individuals who have shaped significant historical changes.
- Students will use details from a text to write historical fiction.
- Students will conduct research and create a multimedia presentation.
- Students will write a biography.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Rome's Grip Weakens**
Expository Nonfiction, ~850L
- **Check Out the Towns**
Expository Nonfiction, ~950L
- **Christianity Enters the Island**
Expository Nonfiction, ~1050L

Rome's Grip Weakens

pp. 2–5, Expository Nonfiction

Investigate how the departure of the Romans from Britain helped usher in a series of changes that promoted the adoption of Anglo-Saxon culture.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the Anglo-Saxon culture.
- Students will explain probable causes and effects of events and developments.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- **immigration (p. 4)** the action of coming to live permanently in a foreign country
- **mercenaries (p. 5)** soldiers who are paid by a foreign country to fight in its army
- **instability (p. 5)** the state of being likely to change

ENGAGE

Conversation Question: What is the legacy of Anglo-Saxon culture?

Ask students to imagine they are living in Britain during the early 400s under Roman rule. Have them hypothesize how living under Roman rule influenced their lives economically, militarily, politically, and socially. It's fine if students don't know enough about Roman culture to be precise. It's more important to ask them how the sudden departure of a group's rulers might influence that group's way of living.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to use the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why did the Roman army leave Britain in the 400s?
2. What social changes were brought about by the departure of the Roman army from Britain?
3. What economic and military changes were brought about by the departure of the Roman army from Britain?

SKILL FOCUS: Explain Effects

INSTRUCT: Explain to students that events in history have both causes and effects. Point out that the article describes several ways in which the Roman departure from Britain affected the lives of people living there. Have students work in pairs to discover the key cause-effect relationships in the article.

ASSESS: Have students work in pairs to review the article and identify three cause-effect relationships that describe how the Roman departure influenced people's lives economically, socially, and militarily. Then have students explain how the Roman departure helped pave the way for the adoption of Anglo-Saxon culture in Britain.

EXTEND

English Language Arts Explain that historical fiction portrays believable characters and events in a setting from the past. Ask students to write a one-page historical fiction story about an average person living in Britain during the period in which the Romans departed and Anglo-Saxons began to settle in greater numbers.

Check Out the Towns

pp. 20–25, Expository Nonfiction

Discover how the influence of Anglo-Saxon culture brought about changes in the ways people lived together in Britain.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Anglo-Saxon culture.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will conduct research and create a multimedia presentation.

KEY VOCABULARY

- **settlement** (p. 21) a place, typically previously uninhabited, where people establish a community
- **urban revival** (p. 23) the redevelopment or reestablishment of an urban way of life
- **commercial center** (p. 24) a community where economic activity such as trade or production is enhanced

ENGAGE

Conversation Question: What is the legacy of Anglo-Saxon culture?

Ask students to guess how the people in Britain lived under Roman rule (e.g., in villages, in large towns, etc.). Then have them hypothesize how the arrival of Anglo-Saxons—an agricultural people—affected the way people lived. Finally, ask them to predict what historical development led to the reurbanization of Britain during the medieval period.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to use the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What aspect of Anglo-Saxon culture helped perpetuate the historical trend of declining cities and towns?
2. What social and economic changes helped spur urbanization in the seventh and eighth centuries in Britain?
3. What role did the *burhs* play in the reurbanization of southern England?

SKILL FOCUS: Analyze Connections

INSTRUCT: Explain that different events and developments in history take place within broad historical contexts, no matter how many people are affected by them. Also explain that the phrase “historical context” is used to describe general economic, political, or social trends that influence how people live over a period of time. For example, the economic recession of 2008 influenced many of the particular events and developments of the late 2000s and early 2010s.

ASSESS: Have students work in pairs to identify the historical context that ties together the events and developments explained on article page 24. Check students’ work as a class by reviewing the influence of the Viking invasions on the organization of burhs as part of a generalized defense strategy and the revival of towns across Britain as a consequence of relocation and new investments by the invaders.

EXTEND

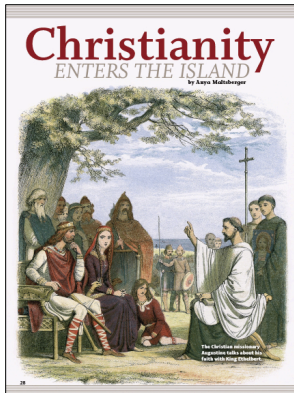
Social Studies Have students conduct research to gather information about the expansion of trade in Europe during the medieval period. Tell students to learn about how it helped to change the way people lived by promoting the development of urban centers. Then have them create a short multimedia presentation on the topic.

Christianity Enters the Island

pp. 28–30, Expository Nonfiction

Explore the influence of Christianity on the development of people living in Britain. Learn how it both divided and united Britons as a people.

Lexile Score: ~1050



RESOURCES

- Generating Questions

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Anglo-Saxon culture.
- Students will generate questions about individuals who have shaped significant historical changes.
- Students will write a biography.

KEY VOCABULARY

- **conversion** (p. 29) the process of changing from one religion, belief, or political party to another
- **intermediaries** (p. 29) people who act as links between two groups
- **pagan** (p. 30) a person who worships many gods or goddesses or the earth or nature

ENGAGE

Conversation Question: What is the legacy of Anglo-Saxon culture?

Invite students to hypothesize what religious beliefs Britons held before the introduction of Christianity. Then ask them how Christianity might have differed from their religious beliefs. Finally, discuss why Britons might have resisted giving up their religious beliefs.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below. Have students use the vocabulary words to complete the sentences. Discuss answers. Then remind students to look for the vocabulary words as they read.

- _____ to Christianity required Britons to give up their _____ beliefs.
- Kings were seen as _____ between people and their gods.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Describe early Anglo-Saxon religious beliefs and practices.
2. What role did kings play in helping spread Christianity across Britain?
3. How did the expansion of Christian churches affect the ability of kings to rule over their people?

SKILL FOCUS: Generate Questions

INSTRUCT: Explain that the process of converting to Christianity in Britain was not a smooth one; kings often had to put pressure on their people to do so. Point out that some kings discussed in this article played a significant role in converting their people. Explain to students that they will work in pairs to generate questions about one of those kings that will later guide them in conducting research to write a biography.

ASSESS: Distribute the *Generating Questions* organizer to pairs of students. After pairs have created their questions, have them choose at least six to research. Have them record answers to these questions.

EXTEND

English Language Arts Remind students that a biography is the story of a person's life written by another person. Have students write a brief biography of the king they researched. Tell them to incorporate details from their research into the biography. Invite students to share their biographies with the class.

Generating Questions

In the article, you read about several kings who helped convert their people to Christianity. Select one of these kings and generate a list of questions about him using the 5 Ws and 1 H. Come up with at least 12 questions. Try to make your questions specific. List them in the chart.

My questions about King _____

Who?	
What?	
When?	
Where?	
Why?	
How?	