Europe During Medieval Times

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	MP/Trimester	Weeks
Ancient Rome	1	4
Europe During Medieval Times	1	4
Islam in Medieval Times	1-2	4
The Culture and Kingdoms of West Africa	2	4
Imperial China	2	4
Japan During Medieval Times	2-3	4
Civilizations of the Americas	3	4
Europe's Renaissance and Reformation/Modern Ages	3/4	8

Unit Overview

 In this unit, students will learn about the Roman Empire, Christianity, and feudalism in medieval Europe.

Enduring Understandings

- The fall of the Roman Empire led to a time of unknown and danger. Europeans developed the system of feudalism to help provide stability and safety.

- The Roman Catholic Church was pivotal in daily life in medieval western Europe after the decline of the Roman Empire.

- Europeans moved from the countryside into towns by 1200. Towns experienced trade, crime, disease, and varying lifestyles.

- Joan of Arc played a central role in changing old European traditions.

- New political developments, the Bubonic Plague, and the Hundred Years' War led to the decline of feudalism in Europe during the late Middle Ages.

- The eastern part of Rome became the Byzantine Empire and formed the Eastern Orthodox Church.

Essential Questions

- How well did feudalism establish order in Europe in the Middle Ages?

- How influential was the Roman Catholic Church in medieval Europe?

- What was life like in medieval European towns?

- How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

- How did the Byzantine Empire develop and form its own distinctive church?

New Jersey Student Learning Standards (No CCS)

- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. (6.2.8.A.4.a)

- Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.(6.2.8.A.4.c)

- Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. (6.2.8.B.4.a)

- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. (6.2.8.B.4.e)

- Explain how the geographies and climates of Europe, influenced their economic development and interaction or isolation with other societies. (6.2.8.B.4.f)

- Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). (6.2.8.C.4.a).

- Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. (6.2.8.D.4. a)

- Assess the demographic, economic, and religious impact of the plague on Europe. (6.2.8.D.4.c)

- Determine which events led to the rise and eventual decline of European feudalism. (6.2.8.D.4.d).

- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. (6.2.8.D.4.f)

- Evaluate the importance and enduring legacy of the major achievements of the people living in Europe over time. (6.2.8.D.4.g)

Amistad Integration

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students take personal responsibility to fight racism and hatred:

1. Charlemagne's violence against those who did not convert to Christianity (Primary and secondary source documents).

2. Persecution that the Jewish people faced because of their religion in medieval towns.

Holocaust/Genocide Education

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

- Cite specific textual evidence to support analysis of Charlemagne's reign (LA.6-8.RH.6-8.1)

- Determine the central ideas or information of Life of Charlemagne and provide an accurate summary of the source(LA.6-8.RH.6-8.2)

Technology Standards

- Demonstrate knowledge of a real world problem using digital tools (8.1.8.A.1).

- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability (8.1.8.A.2).

- Illustrate and communicate original ideas and stories using multiple digital tools and resources (8.1.2.B.1).

- Collaborate with peers by participating in interactive digital games or activities (8.1.P.C.1).

- Demonstrate the application of appropriate citations to digital content (8.1.8.D.2).

21st Century Themes/Careers

- CRP11: Use technology to enhance productivity.

- CRP6. Demonstrate creativity and innovation.

- CRP4. Communicate clearly and effectively and with reason.

- CRP12. Work productively in teams while using cultural global competence.

- Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions (9.3.GV-FIR.1).

- Develop and articulate reasoned, persuasive arguments to support public policy options or positions (9.3.GV-GOV.2).

Financial Literacy Integration

- Relate earning power to quality of life across cultures (9.1.8.A.4).

- Relate how the demand for certain skills determines an individual's earning power (9.1.8.A.5).

- Explain the economic principle of supply and demand (9.1.8.D.5).

Instructional Strategies & Learning Activities

- Read alouds and note taking

- Completion of T-charts and venn diagram.

- Interactive lessons contained in digital student notebook of History Alive The Ancient World

- Think-Pair-Share using stations (reading and note taking), along with cartoon-captioning

- Role-playing simulations to showcase feudalism

- Map reading to determine feudalism's effectiveness

- Visiting stations based on famous medieval European sites

- Analysis of artwork

- Use of piktochart, digital storyboard, and other online resources.

- Jigsaw activities.

- Flipped instruction as appropriate

- Timeline development

Differentiated Instruction

- Inquiry/Problem-Based Learning

- Learning preferences integration (visual, auditory, kinesthetic)

- Sentence & Discussion Stems

- Tiered Learning Targets

- Learning through play

- Meaningful Student Voice & Choice

- Relationship-Building & Team-Building

- Self-Directed Learning

- The Hot Seat/Role-Play

- Student Data Inventories

- Mastery Learning (feedback toward goal)

- Goal-Setting & Learning Contracts

- Game-Based Learning

- Grouping

- Rubrics

- Jigsaws

- Learning Through Workstations

- Concept Attainment

- Flipped Classroom

- Mentoring

- Assessment Design & Backwards Planning

- Student Interest & Inventory Data

Formative Assessments
- Observations

- Questioning

- Student self assessments

- Exit slips

- Note-taking

Summative Assessment
- Quiz: Multiple Choice and Short Answers

- TEST

- Explanatory Paragraphs

- Analysis of primary sources

- Develop a report card for feudalism

- Perform dramatizations about daily life in medieval Europe

- Write a first person diary entry

- Construct a cartoon depicting feudal roles

- Design a real estate slogan for Constantinople

Benchmark Assessments

- Link It Assessments

- Departmental Diagnostic Assessments

Alternate Assessments

- Portfolios

- Student-produced demonstrations

- Oral presentations

- Student created visuals

- Journaling

- Conferencing

- Creative projects

Resources & Technology

- Chromebooks

- Google products

- DBQ Project: Mini-Q's in World History

BOE Approved Texts

- TCI'S History Alive!: The Ancient World and Beyond

- TCI'S History Alive!: The Medieval World and Beyond

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

- Exit Tickets

- DJ Summary - Learners write what they learned in the form of a favorite song.

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

- Sequence It - create timelines of major events discussed

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.

- Have students write down three quiz questions (to ask at the beginning of the next class).

ELL

- Alternate Responses

- Advance Notes

- Extended Time

- Teacher Modeling

- Simplified Written and Verbal Instructions

- Frequent Breaks

- E-Dictionaries

- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.

- Shorten spelling tests to focus on mastering the most functional words.

- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)

- Specify and list exactly what the student will need to learn to pass.

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).

- Keep workspaces clear of unrelated materials.

- Keep the classroom quiet during intense learning times.

- Reduce visual distractions in the classroom (mobiles, etc.).

- Provide a computer for written work.

- Seat the student close to the teacher or a positive role model.

- Use a study carrel. (Provide extras so that the student is not singled out.)

- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

- Keep extra supplies of classroom materials (pencils, books) on hand.

- Maintain adequate space between desks.

- Give directions in small steps and in as few words as possible.

- Number and sequence the steps in a task.

- Have student repeat the directions for a task.

- Provide visual aids.

- Go over directions orally.

- Provide a vocabulary list with definitions.

- Permit as much time as needed to finish tests.

- Allow tests to be taken in a room with few distractions (e.g., the library).

- Have test materials read to the student, and allow oral responses.

- Divide tests into small sections of similar questions or problems.

- Allow the student to complete an independent project as an alternative test.

- Give progress reports instead of grades.

- Grade spelling separately from content.

- Allow take-home or open-book tests.

- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

- Stand near the student when giving directions or presenting a lesson.

- Mark the correct answers rather than the incorrect ones.

- Permit a student to rework missed problems for a better grade.

- Average grades out when assignments are reworked, or grade on corrected work.

- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating

- extended time on tests and assignments

- reduced homework or classwork

- verbal, visual, or technology aids

- modified textbooks or audio-video materials

- behavior management support

- adjusted class schedules or grading

- verbal testing

- excused lateness, absence, or missed classwork

- pre-approved nurse's office visits and accompaniment to visits

- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics

- Have student restate information

- Provision of notes or outlines

- Concrete examples

- Use of a study carrel

- Assistance in maintaining uncluttered space

- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)

- Peer or scribe note-taking

- Lab and math sheets with highlighted instructions

- Graph paper to assist in organizing or lining up math problems

- Use of manipulatives

- No penalty for spelling errors or sloppy handwriting

- Follow a routine/schedule

- Teach time management skills

- Verbal and visual cues regarding directions and staying on task

- Adjusted assignment timelines

- Visual daily schedule

- Immediate feedback

- Work-in-progress check

- Pace long-term projects

- Preview test procedures

- Film or video supplements in place of reading text

- Pass/no pass option

- Cue/model expected behavior

- Use de-escalating strategies

- Use peer supports and mentoring

- Have parent sign homework/behavior chart

- Chart progress and maintain data

Gifted and Talented

- Focus on effort and practice

- Offer the Most Difficult First

- Offer choice

- Speak to Student Interests

- Allow G/T students to work together

- Encourage risk taking