

Social Studies Grade 8 Unit 2

Unit: *Social Sciences and History*, Grade(s) *Grade 8*

The Medieval World Part 1

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: How did Germanic groups build kingdoms in Western Europe?

EQ2: Why were the Carolingian Rulers important?

EQ3: How well did feudalism establish order in Europe in the Middle Ages?

EQ4: How did Viking invasions influence both the invaders and the invaded?

EQ5: How influential was the Roman Catholic Church in medieval Europe?

EQ6: What was life like in medieval European towns?

EQ7: How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

EQ8: How did the Byzantine Empire develop over time and form its own distinctive church?

EU1: Charlemagne united Western Europe when he built an empire reaching across what is now France, Germany, and parts of Italy

EU2: Despite being known as the "Dark Ages" a new culture emerged from medieval Europe that set the groundwork for modern civilization

EU3: Early Medieval Europe was an agricultural society that assured stability and protection for its people through a feudal system of responsibilities and the authority of the Roman Catholic Church.

EU4: The Vikings were Norse seafarers who raided and traded from their Northern European homelands across wide areas of northern, central, eastern and western Europe - they influenced Europe with their culture, just as they were influenced by Europe.

EU5: The Catholic Church played a major role in all aspects of daily life during the middle ages and greatly influenced medieval government and art/architecture.

EU6: The Byzantine Empire was the continuation of the Roman Empire in the East during the Middle Ages and continued to exist for an additional thousand years.

EU7: The Byzantine Empire developed its own unique culture while maintaining the Greco-Roman legacy.

EU8: Byzantine culture and its Eastern Orthodox religion spread to Eastern Europe and Russia.

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Evidence of Learning/ Assessment

- Competency 1 - The Dark Ages
- Competency 2 - The Byzantine Empire
- Formative Assessments
 - Differentiated Interactive Notebook Entries
 - Student Role-Playing Activities
 - Exit Slips & 3-2-1 Reflections
 - Teacher-Created Quizzes
 - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning
- Suggested Learning Activities
 - Draw a diagram to show the cause and effects of Clovis' conversion to Christianity.
 - Debate the following topic: The collapse of Charlemagne's empire was inevitable. Form two teams, one to defend the idea that collapse was inevitable and one to defend the idea that the collapse could have been prevented. Allow each team time to research and develop its arguments.
 - Draw a diagram to summarize Charlemagne's political, educational and cultural accomplishments.
 - Draw a diagram to show the cause and effects of Irish isolation from Germanic invasions.
 - Research and draw illustrations of Viking ships or make models of them. Creations should be accompanied by explanations of ship construction and parts.
 - Create a web organizer to describe geographic features of the Viking homeland.
 - As a class, create a historical account of a medieval village under Viking attack. Have some students take on the role of Vikings, who keep records of their voyage and intentions. Others can assume the roles of clergy members, who keep the official town records. Still others can represent the villagers who records the raid. Have all three groups present their accounts to the class.
 - Draw a diagram to summarize key dates in Viking history: 900, 911, 954, 978, 1016, 1035, 1040
 - In a paragraph, compare Viking culture before and after the arrival of Christianity in Scandinavia.
 - Write a diary entry describing first impressions of North America from the Viking perspective.
 - Write a list of recommendations of changes to improve government under the system of feudalism.
 - Draw a diagram to show some of the causes of feudalism.
 - Create two columns : Lords & Vassals. Under each, list responsibilities of both. Then write a paragraph explaining why the relationship between the lords and vassals developed and whether it was a fair one.
 - Work in small groups to create plans for a medieval castle. Research medieval architecture, organize data, write the plans, and illustrate the finished design on poster board. Then present the finished project to the class, explaining the various aspects of the castle and your rationale.
 - Draw a diagram to show the steps leading up to knighthood.
 - Write a paragraph explaining the similarities and differences that existed between women in the Middle Ages with the lives of women today. Write to someone who lived on a European manor.
 - Draw a diagram to show the technological improvements in farming in the Middle Ages.
 - Draw a diagram to show examples of Church powers during the Middle Ages.
 - Research and prepare a report on one of the following: the monks of Cluny, Pope Gregory VII, and the friars. How did the reformers attempt to change the Church? How successful were they? Read reports to the class.
 - Compare universities in the Middle Ages with universities today using a Venn diagram.
 - As a class, list the steps in joining a medieval guild.
 - Collaborative groups of students view images of the Bayeux Tapestry in order to gather information about the story of the Battle of Hastings in 1066 between William the Conqueror and Harold, Earl of Wessex. Students note the events depicted by the tapestry in their own words. In a guided general discussion, students consider the value of primary sources of historical information, such as this tapestry. The entire Bayeux Tapestry may be viewed online with descriptions of each scene at www.bayeuxtapestry.org.uk/.
 - As an English newspaper reporter who has just witnessed the Battle of Hastings, create a headline and an account of the battle. Illustrate your story as well.
 - Imagine you have gone back in time to England during the late Middle Ages. Write a letter to a friend there explaining what you think of King John and the new Magna Carta.
 - Draw a diagram to show some of the milestones in democracy that took place in medieval England.
 - Create a diagram to summarize the accomplishments of Hugh Capet, Louis VI, Philip II, Louis IX, and Philip IV
 - Create a Venn diagram to compare the cities of Rome and Constantinople
 - Have the class debate the issue of icons in the Byzantine Church and other Christian denominations
 - Write a paragraph explaining the relationship between religion and Byzantine art and architecture.
 - Draw a diagram to show causes/effects of conflicts between Pope in Rome and Patriarch of Constantinople.
 - Create a web organizer to show Byzantine contributions to world civilization.

Unit Materials

National Geographic - Great Civilizations

DBQ Project

InfoBase

Standards Covered

*ELA NJSL

RH: Reading History and Social Studies

Craft and Structure

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Key Ideas and Details

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Reading and Level of Text Complexity

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

***Social Studies NJSL**

SOC.6.2.8: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.2.8.4: Expanding Exchanges and Encounters (500 CE-1450 CE)

- SOC.6.2.8.A: Civics, Government, and Human Rights
 - SOC.6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
 - SOC.6.2.8.A.4.b: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
 - SOC.6.2.8.A.4.c: 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.
- SOC.6.2.8.B: Geography, People, and the Environment
 - SOC.6.2.8.B.4.a: 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.
 - SOC.6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- SOC.6.2.8.C: Economics, Innovation, and Technology
 - SOC.6.2.8.C.4.a: 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).
- SOC.6.2.8.D: History, Culture, and Perspectives
 - SOC.6.2.8.D.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.
 - SOC.6.2.8.D.4.d: Determine which events led to the rise and eventual decline of European feudalism.
 - SOC.6.2.8.D.4.f: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
 - SOC.6.2.8.D.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Additional Properties

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