

Social Studies Grade 8 Unit 3

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

Medieval Times Part 2

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: How did Islam originate and what are its main beliefs and practices?

EQ2: How did the Arabs spread Islam and create an empire?

EQ3: What are the Muslim contributions to math, science, and the arts?

EQ4: What role did Islamic culture play in forming the spread of Islamic societies?

EQ5: How did the Crusades emerge and develop over time?

EQ6: How did the Crusades affect the lives of Christians, Muslims, and Jews?

EQ7: Should the Crusades be considered a positive or negative event or a combination of both?

EQ8: How did the Black Death affect Europe during the late Middle Ages?

EQ9: How was anti-Semitism prevalent in the Middle Ages? What impact did the Black Death have on anti-Semitism?

EU1: Islam is a monotheistic religion teaching its followers (Muslims) that there is only one God (Allah) and that Muhammad is the messenger of God.

EU2: Islam spread to many neighboring regions by conquest and trade

EU3: The Muslims had many lasting achievements during the golden age in science and mathematics

EU4: The Crusades were a series of religious wars sanctioned by the Medieval Church that were primarily aimed at recovering the Holy Land from Muslim rule.

EU5: The Crusades changed life in both the Middle East and in Europe for Christians, Muslims and Jews.

EU6: Increased global contact fostered the spread and impact of the Black Death.

EU7: The Black Death was one of the most devastating pandemics in human history and created a series of religious, social and economic upheavals that had profound effects on European history.

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 Spread of Islam
- Competency 2 - Crusader Diaries
- 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 describe important events in the rise of Islam (include dates 570, 610, 622, 628).
 - Imagine you are a follower of Muhammad during his lifetime. Create a flier to be put in town to announce the next time Muhammad would be speaking. Include all information and encourage all people to attend.
 - Compare and contrast how Islam & Christianity emerged by completing a Venn diagram and flow chart Create a poster that summarizes and illustrates the 5 Pillars of Faith in the Islamic religion.
 - List reasons that the first hundred years of Abbasids' rule became known as the Golden Age of Islam. Then choose the reason you think is most important and defend it by writing a paragraph. Share answers as a class.
 - Research and organize a presentation of Arab contributions. Topics: science, mathematics, medicine, philosophy and the arts. Decide what form the presentation will take and what role each student will take. Make sure students include the impact of these contributions on their lives.
 - Make a crossword puzzle by using the eastern conquerors of the Arabic Empire. Construct a grid for the puzzle and write short clues for the conquerors. Exchange and solve each others' puzzles.
 - View the documentary The Crusades: Pilgrims in Arms and discuss as a class
 - View the film Kingdom of Heaven and evaluate its historical inaccuracies as compared to the primary source accounts on Saladin and the conquest of Jerusalem
 - Debate the following topic in class: Did the Crusades help or hurt western civilization?
 - Create a diagram to show the economic changes that the Crusades brought to Western Europe.
 - Map out the movement of the Black Death as it spread across Asia and Europe
 - Examine the immediate effects of the Black Death through primary source work/works by Boccaccio
 - Explore a rare, first-hand account of the Black Death in Britain - <https://www.bl.uk/teaching-resources/middle-ages-black-death>
- **SEL Resources to Incorporate into Your Classroom:**
- SEL Journal [Click Here](#)
- Midfullness and the NBA Video [Click Here](#)
- Video "Release"
- Video [Video-SLANT strategy in student discussions](#)
- Self-Awareness Worksheet [Click Here](#)
- Responsible Decision Making: [Activity/Worksheets](#)
- Relationship Skills: [Discussion Questions and Activities](#)

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 NJSLs**

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.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- SOC.6.2.8.B.4.d: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- SOC.6.2.8.B.4.e: 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.
- 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.C.4.b: Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- SOC.6.2.8.CS4: Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
- 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.b: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
 - SOC.6.2.8.D.4.c: Assess the demographic, economic, and religious impact of the plague on 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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