

2017 Unit 7: Expanding Exchanges and Encounters - The Middle Ages (Honors)

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **May**
Length: **5**
Status: **Published**

Unit Overview

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. Additionally, the rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.

The Middle Ages is synonymous with a period of transition and change in the world. The end of the classical civilizations, signified by the fall of the Western Roman Empire, allowed for the growth of the Mongols in Asia and Eastern Europe, the spread of Islam in the Middle East and Africa, the development of feudalism in Europe, and the growth of Christianity. While not influenced by Afro-Euroasian cultures, empires in the Americas also developed and flourished during this time period. This unit allows students to analyze these many changes and how they influenced future interactions among societies and cultures primarily through conflict and trade.

Enduring Understandings

- Developments in European political order influenced modern democratic thought.
- Empires in Asia, Africa, Europe and the Americas grew as a result of trade, cultural diffusion, technological advancements, and developments in political organization.
- Geography influenced the political, economic, and cultural development of medieval empires.
- The Byzantine Empire impacted the Islamic world and western Europe.
- The spread of Islam in Africa encouraged trade and the spread of learning.
- There were many events that led to the rise and fall of feudalism in Europe
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
- While the growth of new belief systems unified societies, they also became a source of tension and conflict that continue to impact modern societies.

Essential Questions

- How did medieval empires adapt to their geography?
- How did religion and rulers unify and govern their territories?
- How did the Byzantine Empire influence Middle Eastern and European societies?
- How did the geography of the Americas affect the development of the Mayan, Aztec, and Incan

civilizations?

- In what ways did trade, technology, and human interaction affect the development of medieval empires?
- What was the impact of the plague on Asia and Europe?
- What were the causes and outcomes of the Crusades?

Standards/Indicators/Student Learning Objectives (SLOs)

- Analyze ancient and modern maps to improve spatial thinking
- 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.
- Compare the social, political, and economic systems of medieval empires
- Determine how physical geography and resource availability influenced trade and development
- 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
- Examine how trade, technology, natural resources, and interaction between civilizations impact the development of Afro-Eurasian empires and the Americas.
- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.

Standards/Indicators

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.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.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.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.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.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.

Lesson Titles

- Family Crest Project
- GRAPES of Medieval Europe
- Mapping of Europe
- Medieval Unit Vocabulary
- RAFT and Visual
- The Feudal System
- The Renaissance and the Protestant Reformation

21st Century Skills and Career Ready Practices

- Global Awareness
- Business, Financial, Economic, Civic, & Health Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Life and Career Skills
- Communication and Collaboration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Inter-Disciplinary Connections

- English Language Arts
- Mathematics
- Science
- Sociology

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.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.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.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.
LA.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.
LA.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.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
6-8.MS-ESS1	Earth's Place in the Universe
6-8.MS-ETS1-1.1	Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.2.1.2	Material culture

SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.3.1	Distribution of power through social institutions

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Peer Mentoring
- Academic Enrichment
- Organizational Management
- Retesting

- Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
- Cornell Notes
- Mapping
- PowerPoint
- Small Group Activity
- Student Research
- Triple Entry Vocabulary

Modifications

ELL Modifications

- Make GRAPES model comparisons to native country
- Discuss and compare structure of social hierarchy (Medieval Europe vs native country)
- Sheltered English Instruction
- Digital translators
- Front load information in native language
- Focus on domain specific vocabulary and keywords
- Use manipulatives where possible
- Use visuals

- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary

IEP & 504 Modifications

- Testing modifications:
 - modified project requirements
 - less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
 - multiple choice, matching questions help when possible
 - less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
 - rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
 - if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
 - Political cartoons and other images/graphics should include a synopsis
 - Maps with keys/ word banks
 - Current events can be watched or read
 - Read test aloud
 - Retesting
- Instructional modifications/accommodations:
 - teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
 - providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
 - providing a copy (digital or print) of completed/correct notes
 - modeling and showing lots of examples
 - providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
 - speaking to students privately when redirecting behaviors
 - allow student to edit with teacher comments the first attempt at a graded written assignment
 - monitoring student moods/behavior fluctuation patterns to report to case manager
 - Oral presentations to small groups or teacher only

- Preferential Seating
- Use visuals
- Use graphic organizer
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Retesting
- Organizational Management
- Peer Mentoring
- Academic Enrichment

G&T Modifications

- Encourage students to explore additional unit specific video materials provided on Google Classroom (Mankind: The Story of Us, National Geographic, Mr. Corwin's Feudalism, Brain Pop, 'A Knight's Tale')
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Analysis of current events to understand origins from historical periods.
- Options for type of project relating to content
- Retesting
- Organizational Management
- Peer Mentoring

- Academic Enrichment

At Risk Modifications

- Academic Enrichment
- Collaboration with guidance/CST/Case Manager
- Contact with SAC Coordinator
- Retesting
- Organizational management
- Peer Mentoring
- Phone calls home
- IR&S referral
- Confer with colleagues and administration
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Extra time for assignments
- Speaking to students privately when redirecting behaviors
- Reducing homework length to just those most important for review

Formative Assessment

- **Warm Up**
 - Document/Image Analysis - Medieval knight's equipment, Last Will and Testaments of a lord and a serf (fictional), feudal hierarchy diagram
 - Geography/Mapping - Identify and locate modern-day European nations, rivers, seas, and mountains
 - Quizlet LIVE - Unit-specific vocabulary practice
 - AnswerGarden - GRAPES of medieval Europe, feudal hierarchy, Renaissance artists
 - Poll Everywhere - GRAPES of medieval Europe, Protestantism, major events (Black Death, Crusades, etc.)
 - Video Clip - heraldry (for the Family Crest Project)
- **Anticipatory Set**
 - Connections to current events linked to unit's focus (peasants vs. slaves, social class chaos, difficulties within monarchies, etc.)
 - Discussions of what social hierarchy looked like/currently looks like
 - Global Citizenship
 - Map Analysis - Identify and locate modern-day European nations, rivers, seas, and mountains
 - Picture Prompt - Medieval knight's equipment, Last Will and Testaments of a lord and a serf (fictional), feudal hierarchy diagram

- Reading - RAFT documents for class discussion
- Hypothetical Scenario - What if Charles Martel had lost? Competition for power between the Church and kings, etc. (dependent on student interest and discussions)
- Warm-Up Discussion

• Learning Activities

- Classroom Discussion (Questioning)
- Exit Ticket - Life as a lord, a knight, or a serf; famous Renaissance art, etc.
- Pair/Share Grouping - discuss major events, medieval life, RAFT concerns and questions, peer review of student work
- Quizlet/Quizlet Live (review of vocabulary terms)
- Teacher Observation
- Vocabulary story activity (unit specific) - creative writing using unit vocabulary

• Closure

- Cornell Notes Summary
- Exit Ticket - GRAPES of medieval Europe, student RAFTs
- Student Poll: Google Question/Poll Everywhere - Student concerns of questions

Summative Assessment

- **Family Crest Project:** students make a medieval-style crest based on their interests, family, and/or background
- **Feudalism Debate:** based on RAFT research argue For or Against feudalism
- **Marking Period Assessment:** Fall of Rome, Byzantine Empire, and the Middle Ages
- **Medieval Feudalism RAFT:** Describe life as a lord, knight, or serf, AND whether they would be for or against feudalism (opinion supported with facts) AND create a visual product expressing that opinion (similar to a propaganda poster)
- **Vocabulary and Mapping quiz:** unit specific terms and regional mapping related to the unit

Resources

- World History Journey Across Time, McGraw-Hill, Chapter 15, pages 508-558
- World History Journey Across Time, McGraw-Hill, Chapter 17, pages 604-650
- iThink: World History Medieval Europe, InspirED Educators, Inc.
- Google Classroom: Notes, graphic organizers, charts, primary and secondary sources, maps, etc.
- Kahoot!
- Quizlet
- Padlet
- Poll Everywhere
- AnswerGarden
- Quizlet
- Rand McNally Online Maps

- Youtube Mr. Corwin: Feudalism in Medieval Europe Part 1, Feudalism II, Feudalism Part 3

Technology

- Chromebooks
- SMARTboard/Promethean Board
- Google Classroom
- Google Drive
- Google documents/ slides (GRAPES, Feudalism, and RAFT writing review)
- Google Question
- Socrative: student testing (<https://b.socrative.com/>)
- KAHOOT!: <https://kahoot.it/#/>
- Padlet: <https://padlet.com/>
- Poll Everywhere: <https://www.polleverywhere.com/>
- Answergarden: <https://answergarden.ch/>
- Quizlet/Quizlet Live (unit specific vocabulary set): <https://quizlet.com/>
- Online dictionaries (student choice)
- Rand McNally Atlas: <https://worldatlas.randmcnally.com/>
- YouTube: Mr. Corwin:
 - Feudalism in Medieval Europe Part 1 (<https://www.youtube.com/watch?v=3Riz5HdoHRE>)
 - Feudalism II (https://www.youtube.com/watch?v=_vCxXKS1gNo)
 - Feudalism Part 3 (<https://www.youtube.com/watch?v=ab3VwpVkgSc>)

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.