Unit 09: Middle Ages and Renaissance

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 32**
Length: **4 Weeks**
Status: **Published**

Unit Overview

This unit is about the development of Europe from the time beginning with the chaotic end of the Roman Empire through the stable period of the Renaissance. Key developments of this period are the changing political structures, religious reform, and emerging nation-states.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
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.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
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.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.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.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
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.

Essential Questions

- Over time how do changes in culture reflect changes in laws?
- To what extent are historical regions and modern countries related?
- How has the role of religion changed over time?

Application of Knowledge and Skills...

Students will know that...

- 1. The regions and major bodies of water in the area of Europe: Mediterranean Sea, Black Sea, Atlantic Ocean, and Arctic Ocean
- 2. The major Middle Ages European Kings, e.g. Charlemagne,William the Conqueror, King John, and their accomplishments.
- 3. The major battles and wars that shaped the borders of Middle Ages Europe: Reconquista, Crusades, Battle of Hastings, and Charlemagne's campaigns.
- 4. Humanism defined the Renaissance as a different time period from the Middle Ages.
- 5. The changes Christianity went through during the Reformation.
- 6. The Crusades were Christian expeditions aimed at gaining control of the Holy Land (Jerusalem and its environs).
- 7. A primary source is a document or physical object which was written or created during the time under study.

Students will be able to...

- A. Identify the main ideas and supporting details while reading
- B. Label the seas that border Europe
- C. Compare and contrast written, video, or internet resources
- D. Make connections between the major wars of European history and their effect on national borders
- E. Research a historical piece of art or architecture
- F. Identify the enduring significance of William the Conqueror, Charlemagne, and King John
- G. Describe how the code of chivalry developed by Charlemagne is still applicable to modern times
- H. Interpret the reasons Christianity reformed and its results
- I. Explain how the Renaissance differed from the Middle Ages
- J. Describe where Christians went and what they did during the Crusades.
- K. Read a primary source, analyze it and cite specific text in the analysis.

Assessments

"In Rome's Wake" video

Diagnostic: Other written assessments

Why did the fall of Rome lead to such catastrophic events?

6.2.8.B.4.a, 6.2.8.D.4.b, RH.6-8.2., WHST.6-8.1a.

Code of Chivalry

Formative: Other written assessments

Students will explain their favorite piece of the Code of Chivalry and its relevance to modern life.

6.2.8.A.4.b, 6.2.8.D.4.f, RH.6-8.1., WHST.6-8.1.

Document Analysis

Formative: Other written assessments

Complete a document analysis of a first person account of living through the Bubonic Plague.

6.2.8.A.4.a, 6.2.8.D.4.e, RH.6-8.1., RH.6-8.9., WHST.6-8.9.

Tee Shirt Project

Summative: Visual Arts Project

Students will research, create, and write about a piece of European art or architecture. Their research can focus on the Middle Ages, Renaissance, or the years immediately after the Renaissance.

6.2.8.B.4.e, 6.2.8.C.4.a, 6.2.8.C.4.e, 6.2.8.D.4.j, RH.6-8.7., WHST.6-8.2., WHST.6-8.2e.

Middle Ages and Renaissance Test

Summative: Written Test

Test encompassing the significant cultural changes Europe experienced during the Middle Ages and Renaissance.

6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.e, 6.2.8.B.4.g, 6.2.8.C.4.a, 6.2.8.C.4.b,

6.2.8.C.4.c, 6.2.8.C.4.e, 6.2.8.D.4.a, 6.2.8.D.4.b, 6.2.8.D.4.c, 6.2.8.D.4.e, 6.2.8.D.4.f, 6.2.8.D.4.g, RH.6-8.8., WHST.6-8.2d.

Common Core Focus

Formative: Other written assessments

Read an excerpt of *The Decameron*. Write an analysis of what moral or morals are presented based on specific textual evidence.

RH.6-8.1., WHST.6-8.9.

Activities

- Draw a social pyramid indicating the social hierarchy of the Middle Ages
- Research using the internet for Tee Shirt Project
- Provide students with historical art/architecture choices for the tee shirt project
- Practice recreating selected historical art or architecture
- Create final Tee Shirt dedicated to historical art or architecture of Europe
- Watch "The Middle Ages in Europe" video and answer questions explaining student understanding of feudalism
- Cause-Effect worksheet regarding the Reformation
- Why did the Crusades begin? Read and answer questions while working with primary sources
- The students will write essays answering the following questions. 1) What were the Crusades about? 2) How had Islam and Christianity spread and coexisted before the Crusades, and where did the Christians go during the Crusades? The students will refer to each of the following maps at least once in their essays: Europe and the Byzantine Empire, c. 526 CE, The Spread of Islam, 622-750 CE, Decline of the Byzantine Empire, 1100, and The Early Crusades, 1096-1212. (see specified link) **http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3283%3Athe-byzantine-empire-the-muslims-and-the-crusades-grades-6-8&cid=164%3A6-8&Itemid=11**

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Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Ask students to use an outline map to draw in Europe's major rivers, mountain ranges, and major plains

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: indulgences, humanism, renaissance, plague, manor, serfs, vassals, feudalism

Content specific modifications to extend learning for gifted students may include:

- Ask students to write a travelogue describing their journey along one of Europe's rivers
- In the style of an illuminated manuscript students will create a scene of their life in school
- Role-play a possible interaction between famous people of the Renaissance
- Research a famous artist of the Renaissance and write a report on their achievements

Integrated/Cross-Disciplinary Instruction

The Historical Tee Shirt Project allows for significant cross-curricular engagement between Social Studies classes and art classes. In particular, instruction can be provided in art class to educate students in perspective and proportions.

Resources

- Macmillan/McGraw-Hill Our World textbook

  (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- "In Rome's Wake" video **http://player.discoveryeducation.com/index.cfm?guidAssetId=bc49cae4-1022-499d-ab49-361735959e23&productcode=US&CFID=8662195&CFTOKEN=15226896**
- "The Middle Ages in Europe"

  video **http://player.discoveryeducation.com/index.cfm?guidAssetId=5aa41d83-4f83-498e-908b-c3aa9589f6b9&productcode=US&CFID=8662195&CFTOKEN=15226896**
- The Decameron excerpt of Bubonic Plague experiences
- **http://www.maps101.com/**

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.