Unit 4 - The Middle Ages

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Summary

In the World History course, students study early humans and civilizations through the Middle Ages in Europe, Africa, and Asia. Using a frame-case approach in each unit, students engage in comparative analysis, especially in terms of geographic regions, and consider continuities and changes over time. Throughout the course, students practice critical reading in order to analyze increasingly complex sources and effectively synthesize material to respond to analytical writing prompts. Furthermore, to foster an enduring understanding and demonstrate their command of the content, students are challenged with project-and problem-based activities and analytical writing tasks.

This unit is part of the larger aforementioned course sequence and specifically focuses on The Middle Ages (Low, Middle, High) where students will understand how Classical civilizations changed during the Middle Ages. Students will also develop an understanding of how civilizations in different regions, such as Europe, Mongolia, China, Japan, India, and Africa compare to each other during this era. By the end of this unit, students will be able to explain how the emergence of unified empires resulted from a variety of factors, as well as explain how the growth of transregional empires and the use of trade networks influenced cross-cultural interactions that led to conflict and demographic impacts.

Revised: August 2023

Standards

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.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.
- 6.2.8.GeoHP.4.a: 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.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval

Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b: 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.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: 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.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: 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.HistoryCC.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.
- 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.6-8.4. 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.6-8.6. 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).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

information in print and digital texts.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
    - 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.
    - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    - D. Establish and maintain a formal/academic style, approach, and form.
    - E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
    - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - E. Establish and maintain a formal/academic style, approach, and form.
    - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 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.
- 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.
- 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.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: inclusion, tolerance, religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions

Essential Questions:

- How and why did new power structures emerge across Eurasia?
- How did complex trade routes influence the development of different societal organizations in the post-classical era?
- To what extent is the term “Dark Ages” historically appropriate?
- How did the various achievements of classical civilizations and empires impact future societies?

Enduring Understandings:

- The emergence of unified empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organizations.
- The growth of transregional empires and the use of trade networks influenced cross cultural interactions that led to conflict and had demographic impacts.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): medieval, vassal, caliphate, epidemic, cultural diffusion, feudalism, Crusades, Black Death, manor, manorialism, serf, Pope, fief, chivalry, Silk Road, Trans-Saharan Trade Route, excommunication, Charlemagne, Magna Carta, persecution, religious tolerance, Marco Polo, Zheng He, Genghis Khan, Kublai Khan, isolation, Christianity, Islam, Judaisim, Orthodox Christianity, Ibn Battuta, Mansa Musa, Justinian Code, guild, anti-Semitism, Great Schism,
- The emergence of empires in a post-Roman Europe resulted from the need for protection and stability and was largely based on geographic boundaries
- The ownership and control of land created a societal structure that remained unchanged for centuries
- Religion both unified and divided people during the Middle Ages
- The similarities and differences between the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- The impact and influence of the medieval English legal and constitutional practices such as the Magna Carta over time.
- The cause and effects of the Crusades.
- The plague had both immediate and long lasting implications for European society in the Middle Ages.
- The impact the Byzantine Empire had on the development of the Medieval World after the fall of the Roman Empire.
- The lasting legacy of major achievements of these civilizations.
- Major trade routes led to cultural diffusion across Eurasia.
- Geography influenced political, economic, and cultural structures.

Students will be skilled at:

- Explaining how geography influenced the development of feudalism, and eventually, nation-states.
- Explaining how geography and climate influenced economic development and interaction with other societies.
- Comparing and contrasting European and Asian systems of feudalism.
- Determining which events led to the rise and eventual decline of European feudalism.
- Determining 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.
- Explaining how improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms throughout Europe.

- Analyzing how rulers used religion and other means to unify Europe.
- Explaining the impact expansion had on conquered peoples.
- Explaining different methods rulers used to control their expanding empires.
- Using maps to show how interaction between Asia and Europe increased trade.
- Assessing demographic, economic, and religious impact of the plague across Eurasia.
- Analyzing the causes and outcomes of the Crusades from different perspectives, including, but not limited to: the perspectives of European political and religious leaders, the Crusaders, Jews, Muslims, and traders.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Comparative Analysis (Byzantine Empire, Europe, Africa, Mongolia, China, India, Japan, Islamic World): Students will conduct research to engage in comparative analysis of the following civilizations/empires. Research topics include, but are not limited to: belief systems, daily life, culture, economic systems, government, leadership, record keeping, science and technology, contributions and achievements, social hierarchy, gender roles, geography, war and conquest.

- Byzantine Empire
- Europe
- Africa (Ghan, Mali, Songhai)
- Mongols
- China (Sui, Tang, Song, Ming?)
- India (post Gupta)
- Japan (feudalism)
- Islamic World (Umayyad Caliphate, Abbasid Caliphate)

Byzantine Empire: Students will read a secondary source regarding the Byzantine Empire to gain background knowledge. Students will highlight and annotate a text that covers the continuity and change connected to the Byzantine Empire after the fall of the Roman Empire. Students will then participate in a class discussion regarding continuity and change.

Justinian Code Analysis: Students will analyze Justinian Code and compare it to the legal code in the United States. Students will read a text on Justinian Code and compare and contrast it to select parts of the United States legal system. Students will close the lesson by using Justinian Code to rule on created scenarios.

Viking Invasions: Students will use primary and secondary sources to analyze the impact the Vikings had on the development of Medieval Europe. Students will analyze multiple sources from different perspectives. After a class discussion, students will answer the question "to what extent were the Vikings justified in their invasions of Europe?

Role of Catholic Church: Students will analyze a text to explain the role of the Catholic Church. Students will highlight and annotate a text regarding the role of the Catholic Church in Medieval Europe. Students will then participate in a discussion about the role.

Popes vs. Kings Case Study: Students will analyze multiple instances regarding the relationship between Popes and Kings. Students will analyze multiple instances regarding the power struggle between the Popes and Kings and complete a graphic organizer. After review, students will answer the question "who had more power in Medieval Europe?"

Feudalism and Manorialism: Students will analyze the cause and effects of feudalism in Medieval Europe. Students will highlight and annotate a text on the cause and effects, while also looking at it from multiple perspectives. Finally, students will answer the question "to what extent is feudalism a fair system?"

Comparative Analysis of Feudalism: Students will compare and contrast feudalism in Europe and Japan. Students will look at the two feudal systems and complete a Venn diagram about the similarities and differences. Students will discuss in groups their findings and take sides in a class discussion if the systems are similar.

Crusades Cause and Effect: Students will analyze multiple sources of the cause and effects of the Crusades. Students will receive background into what the Crusades were and will then analyze texts about the cause and effects. Students will highlight and annotate the texts for both. After review of the texts, students will answer the question "how did the Crusades impact Europe?"

Magna Carta Comparison: Students will identify similarities and differences in the Magna Carta and founding documents of the United States. Students will analyze select articles from both and complete a graphic organizer comparing and contrasting the two documents.

Disability in the Medieval Era: Using England as a case study, students will examine the experiences of people with disabilities in the medieval period.

Jewish Persecution: Students will analyze the origins of Jewish persecution/antisemitism and compare and contrast its growth during the Middle Ages and the interwar period. Students will analyze multiple events from the Middle Ages of Jewish persecution using pictures and texts and complete a graphic organizer. Students will discuss the effects this had on the Jewish population during the Medieval time period. Students will then compare and contrast different events of antisemitism between the Middle Ages and the interwar period using the ladder of prejudice. Students will answer the question "To what extent did the rise of antisemitism and a culture of prejudice in the Middle Ages lead to the Holocaust?"

Cause and Effects of the Plague: Students will analyze multiple texts and sources to explain the cause and effects of the plague. Students will analyze articles on the plague and complete a graphic organizer about the short and long term effects in regards to society, politics, and economics. Students will then answer the question "what was the greatest effect of the Plague?"

Mongols Impact: Students will read multiple articles on the Mongols and complete a graphic organizer on their effects. Students will highlight and annotate the articles about the Mongols and complete a graphic organizer that highlights their positive and negative contributions. Students will close the lesson answering the question "To what extent did the Mongols have a positive impact on world history?"

Ming Isolation: Students will analyze the cause and effects of the Ming Dynasty moving to a policy of isolation. Students will examine multiple sources with different perspectives as to why the Ming Dynasty became isolated and complete a graphic organizer. Students will answer the question "to what extent was isolation the right policy for the Ming Dynasty?"

Spread of Religion: Students will compare and contrast the spread of different religions during the Medieval time period. Students will analyze multiple articles and highlight the cause and effects of the spread of different religions. Students will complete a graphic organizer showing the similarities and differences in how the religions spread.

Development of Trade Centers: Students will read multiple texts about the development of different trade centers across Eurasia and Africa. Students will complete a graphic organizer about how/why they became a trade center and the goods they traded. Students will then answer the question "which resource traded during the Middle Ages was most important to the development of civilization?"

Mansa Musa Effects: Students will analyze the effects of Mansa Musa's hajj. Students will analyze multiple accounts from different perspectives about the hajj and the effect it had on those living in different places. Students will then evaluate if the sources are reliable by answering the question "to what extent are the sources

from Mansa Musa's hajj accurate?"

Interregional Travelers and Explorers: Students will compare and contrast the different explorers of the Middle Ages (Ibn Battuta, Marco Polo, Zheng He). Students will map out the routes they each took, analyze articles for the reasons for exploration and the effects of their explorations. Students will debate which explorer had the greatest impact and why.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Highlighting and annotating texts.
- Geographical Influence Analysis
- Legal Code Analysis and Comparative Discussion
- Graphic organizers on various topics
- Discussion based on guiding questions
- Document analysis

Summative Assessments:

- Analytical Writing:

- To what extent were the Vikings justified in the invasions of Europe?
- What kind of leader was Charlemagne?
- Who had the most power in Medieval Europe, Popes or Kings?
- To what extent is feudalism a fair system?
- How did the Crusades impact Europe?
- To what extent did the rise of antisemitism and a culture of prejudice in the Middle Ages lead to the Holocaust?
- What was the greatest effect of the Plague?
- To what extent did the Mongols have a positive impact on world history?
- To what extent was isolation the right policy for the Ming Dynasty?
- Which resource traded during the Middle Ages was most important to the development of civilization?
- To what extent are the sources from Mansa Musa's hajj accurate?

- Tests including multiple choice questions document stimulus questions, analytical writing responses, and/or historical thinking skills application
- Leader for President Project - Students will research a historical figure from the Medieval time period and develop a political campaign for their running of President of the United States.
- Innovation and Inventions Pinterest Board - Students will create a Pinterest board for what they deem the most influential innovations and/or inventions during the Middle Ages. Students will choose six items and explain their importance to the development of civilizations during the Middle Ages.
- Civilization Report Card - Students will provide different civilizations/empires a report card grade on different criteria. Students will explain their assigned grade with claim, evidence, and analysis.
- Civilization Creation (culminating project) - students will create their own civilization from the perspective of a historian writing a textbook using aspects from the different time periods we have studied this year. Students will end the project with a reflection on how we should remember this civilization.

Benchmark Assessments:

- Historical Thinking Skills (contextualization, point of view, purpose, cause and effect, turning point, similarity/difference)

Alternative Assessments:

- World History Concepts Curation Project - Throughout the course, students can select key artifacts

from various forms of media to highlight key historical concepts as related to the unit. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned concept.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

- The Dark Ages, Middle Ages or Medieval Times? - Newsela https://newsela.com/view/ck9noohiq04ys0iqjd2ieii3r/?levelId=ck7ecw9np0q9y14p7dm3wa71q
- History of Western Europe during the Middle Ages - Infobase https://online.infobase.com/HRC/LearningCenter/Details/7?articleId=239803&lcid=58
- Fuedalism in Europe - Infobase https://online.infobase.com/HRC/LearningCenter/Details/7?articleId=215274&lcid=58
- Black Death - Infobase https://online.infobase.com/HRC/LearningCenter/Details/7?articleId=225005&lcid=58
- Fuedalism in Japan - Newsela https://newsela.com/view/ck9nool8l075y0iqjeiqwn5py/?levelId=ck7ecxcrs11u214p7w8mjw6zk
- Towns and Villages in Medieval Africa - Infobase https://online.infobase.com/HRC/LearningCenter/Details/7?articleId=225364&lcid=57
- Medieval Text-Set – Newsela https://newsela.com/subject/other/2000161804/resources/text-set/2000161804
- Serfdom in Europe – Khan Academy https://www.khanacademy.org/humanities/world-history/medieval-times/european-middle-ages-and-serfdom/a/serfdom-in-europe
- Bubonic Plague –Khan Academy https://www.khanacademy.org/humanities/world-history/medieval-times/disease-and-demography/a/disease-and-demograpy
- Lessons on Medieval Time Period (12-17) https://msh.councilforeconed.org/table-of-contents.php
- New Visions Lessons (click Global I)
- Various lessons on different civilizations - PBS Media

- Stanford History Education Group (SHEG) Lessons
- World History Inquiry Kits - thinkport.org
- World History Videos - Crash Course History Videos
- Islam, Quran and 5 Pillars Video - Crash Course History
- The Dark Ages...How Dark Were They, Really? Video - Crash Course History
- The Crusades - Pilgrimage or Holy War? Video - Crash Course History
- Mansa Musa and Islam in Africa Video - Crash Course History
- Rise and Fall Mongols Video - Ted-Ed
- History vs Khan Video - Ted-Ed
- Rise and Fall Islamic Empires - Ted-Ed
- Various lessons on different civilizations - PBS Media
- Middle Ages Texts - Khan Academy
- Various Texts covering topics all year https://courses.lumenlearning.com/atd-herkimer-westerncivilization/
- Medieval Maps 300-1000 - InfoBase
- Medieval Maps 1000-1450 - InfoBase
- Medieval Texts 300-1000 - InfoBase
- Medieval Texts 1000-1450 - InfoBase
- Rise and Fall Byzantine Empire Video - TedE-Ed
- Mansa Musa Video - Ted-Ed
- Wait For It...The Mongols! Video - Crash Course History
- Int'l Commerce, Snorkeling Camels, and The Indian Ocean Trade Video - Crash Course History

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bold terms in directions
- Read texts aloud for students to assist in comprehension and analysis
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials, including graphic organizers for writing.