

Unit 2: The Middle Ages

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 10 - 15**
Status: **Published**

UNIT RATIONALE

In this unit, students will learn how the fall of the Roman Empire impacted the social, economic, and political landscape of Europe. The susceptibility and vulnerability of countries following a collapse of this magnitude can have varying degrees of consequences. The competition (throughout Europe) to become the next great empire, along with the radicalization of two competing religions in Christianity and Islam, painted a dark landscape for Medieval Europe. Analyzing these consequences under the umbrella of feudalism will allow students to understand the stark contrast to America's founding principles.

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.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.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.

ESSENTIAL QUESTIONS

- 1) In what ways does feudalism hinder or promote equality, equity, and inclusion?
- 2) To what degree should religion play a role in politics?
- 3) What were positive and negative consequences to the Crusades?
- 4) How do fear and ignorance impact the facets of life during a pandemic?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
PFL.9.1.8.CP.1	Compare prices for the same goods or services.
PFL.9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
PFL.9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
SOC.6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.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.
SOC.6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
SOC.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.
SOC.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.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey Core Curriculum - Grade 7 - Social Studies

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.

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.

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.

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.

6.2.8.D.4.c

Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.d

Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.f

Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

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

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NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.ITH.1

Explain how the development and use of technology influences economic, political, social,

and cultural issues.

CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.

CS.6-8.8.2.8.ITH.4

Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

PRE-ASSESSMENTS

- 1) Class Q&A
- 2) Class Read: "6 Reasons the Dark Ages Weren't so Dark"
- 3) Atlas Activity: "Early Kingdoms of Medieval Europe"

INSTRUCTIONAL PLAN

MODULE 1

THE MIDDLE AGES

Topics:

- 1) The Silk Road & Islam
- 2) Frankish Kingdoms
- 3) Charlemagne's Empire
- 4) Feudalism & the Manor System
- 5) The Crusades
- 6) Black Death/The Bubonic Plague

Student Learning Intentions (SLI)

WALT: (We are learning to...)

- 1) Analyze the political, social, and economic conditions in Europe following the fall of the Roman Empire
- 2) Describe the factors that brought Charlemagne to power
- 3) Identify the social hierarchy of European feudal society
- 4) Evaluate the roles and responsibilities of the various social groups in European feudal society
- 5) Compare/Contrast European and Japanese feudal society

	<ol style="list-style-type: none"> 6) Identify the primary reasons feudal society crumbled over time 7) Analyze the root causes of the Crusades 8) Identify the primary objectives of the major Crusades 9) Evaluate the impact of the Crusades 10) Examine Europe's response to the Black Death/Bubonic Plague
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Note Taking • Reading Comprehension • Map Analysis • Charts/Graphs Interpretation • Video Clip Discussions/Writing Prompts
<p>Success Criteria</p>	<p>Students Will Be Able To:</p> <ol style="list-style-type: none"> 1) Contrast the conditions of Europe pre/post the Roman Empire 2) Explain the main reason Charlemagne rose to power 3) Compare/Contrast the various social groups in European feudal society 4) Describe the inequities facing certain social groups 5) Draw on similarities between the knight and the samurai 6) Explain why feudalism collapsed overtime in Europe 7) Describe the causes of the Crusades 8) List the primary objectives of the major Crusades 9) Explain the global impact of the Crusades 10) Compare/Contrast society's response to the Black Death/Bubonic Plague and COVID-19
<p>Formative Assessment (drives instructional decisions)</p>	<ol style="list-style-type: none"> 1) Atlas Assignments 2) CommonLits

- 3) Class & Small Group Discussion/Q&A
- 4) End of Unit Multiple Choice/Open-Ended Test

- 1) Graffiti Board
- 2) Class/Small Group Discussion
- 3) Class Read
 - "6 Reasons the Dark Ages Weren't so Dark"
- 4) Atlas Activity
 - "Growth & Decline of the Byzantine Empire"
 - "Ideas Travel the Silk Road"/"The Spread of Islam"
 - "Early Kingdoms of Medieval Europe"
 - "Crusades to the Holy Land"
 - "Spread of the Bubonic Plague"
- 5) CommonLit
 - "Feudal Japan"
 - "Don't Blame the Rats"
- 6) Video Clip
 - "What was Feudalism?"
 - "Life in a Medieval Village"
 - "Life of a Knight"
 - Khan Academy: "Impact of the Crusades"
 - "Weird Plague Cures"

Activities and Resources

Special Education/504 Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Suggested Modifications

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

REFLECTIONS

The unit on the Middle Ages took approximately 4+ weeks to complete. Students demonstrated an understanding of how the collapse of the Roman Empire in the west created a fight amongst competing kingdoms. Competing kingdoms contributed to feudal society in which social rank determined opportunity. Students were able to contrast this society structure to the concept of "pursuit of happiness" as a founding principle of America. Students also understood that events such as the Crusades and the Black Death along with economic factors played a significant role in the collapse of feudal society. Only after this collapse did a significant shift in thinking begin to permeate. Differentiated instruction via note taking, reading comprehension, documentaries, and map skills provided students with multiple opportunities to successfully apply their knowledge.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

Connections to ELA Standards

ELA.L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character,

or provoke a decision.

ELA.SL.PE.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

ELA.SL.ES.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.