Grade 7 - Unit 2

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

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Targeted Standards

- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 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.

Rationale & Transfer Goals

Students will learn how Europe rebuilt itself after the fall of the Roman Empire. The focus of this unity will be on the formation of small war-states, the effects of geography on society, the spread of Christianity, how religion and politics blended in an attempt to provide security to the community, and the causes that led to the fall of feudalism.

Students will be completing various skill based activities, including graphic organizers and maps, which will help them to think analytically and critically about the main ideas of nonfiction-based information. They will complete shorter time-period relevant readings, including primary sources. Various projects will be assigned to allow students to use their knowledge of reading, writing, speaking, listening, and 21st century media to explore instances of themes of this unit in real life settings. The students will show mastery of the unit through a test that encompasses content knowledge, a primary source, a map, and an open ended question.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Europe faced religious and political change after the fall of Rome.
- A complex web of duties and obligations governed relationships between people in the Middle Ages.
- Popes and Kings dominated European society in the Middle Ages.
- Europe saw great growth in towns and trade in the Late Middle Ages.
- The Christian and Muslim cultures fought over holy sites during a set of medieval wars.
- Europe's political and social systems underwent great changes in the Late Middle Ages.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- How did life in Europe change after the fall of Rome?

Important Vocabulary

Eurasia, regions, plains, coastal plains, peninsula, Middle Ages, medieval, monks, missionaries, monasteries, feudalism, nobles, knights, peasants, serfs, lord, vassal, manor, fief, clergy, excommunicate, crusade, pilgrims/pilgrimage, habeas corpus, plague, epidemic, heresy/heretic.

Content/Objectives

Content - What students will know

Geography has shaped life in Europe, including where and how people live.

Christianity spread in Europe through the work of missionaries and monks.

The Franks created a huge Christian Empire in an attempt to “rebuild Rome.”

Invaders threatened much of Europe in the 700s and 800s.

A complex web of duties and obligations governed relationships between people in the Middle Ages.

Kings and Popes dominated European society in the Middle Ages.

Increased production of goods led to an increase in trade and the growth of medieval towns.

The Pope called on Crusaders to invade the Holy Land and despite the initial successes, the later Crusades failed.

The Crusades changed Europe forever.

Magna Carta caused changes in England’s government and legal system.

The Hundred Years War led to political changes in England and France.

The Black Death led to social changes.

The church reacted to challenges by punishing people who opposed its teachings, including Muslims and Jews.

Skills - What students will be able to do

Vocabulary boxes: definition and draw an image to show understanding of the unit's vocabulary.

- Compare and contrast the three main regions of Europe, based on their landforms and climates,
- Explain how geography affects people’s lives.
- Compare and contrast monks and missionaries, including each group’s appeal to the public.
- Explain how the Franks attempted to stabilize the former Roman territories.
- Compare the dangers of the ancient/medieval world to today’s society.
- Evaluate leader’s strategies in securing their kingdoms.
- Draw conclusions about motivations of invaders.
- Research Viking society
- Evaluate social structures and their functions in society.

- Compare relationships amongst people and to today's society.
- Compare and contrast job descriptions of Kings and Popes.
- Compare and contrast the role of religion in politics during the medieval period and today.
- Explain the process leading to the formation and growth of medieval towns.
- Describe medieval towns, daily life, and the evolving social dynamics/changes in social hierarchy.
- Summarize and evaluate the success of the Crusades.
- Analyze different historical perspectives.
- Explain the long lasting effects of the Crusades.
- Summarize the significance of the Magna Carta on England's population.
- Explain the Magna Carta's influence on modern American law.
- Explain how the Magna Carta contributed to the fall of feudalism and the resulting social hierarchical changes.
- Summarize the significance of the Hundred Years War.
- Explain the technological changes of warfare.
- Explain how the Hundred Years War contributed to the fall of feudalism and the resulting social hierarchical changes.
- Describe the Black Death.
- Explain how the Black Death contributed to the fall of feudalism and the resulting social hierarchical changes.
- Compare and contrast the lasting ramifications of epidemics from the medieval period and today.

27. Summarize and criticize the Inquisition and Reconquista.
28. Explain the lasting ramifications of the church's persecution of heretics.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Completed vocabulary boxes, section assessment, and unit test.

Assessments

Completed bellringer, notes, map activities, postcard, guided reading, section assessment, and unit test.

debate, constructed response, section assessment, research project, advertisement

Activities/Strategies - How we teach content and skills

- Note taking
- Vocabulary boxes assignment
- Map activities
- Postcard activity
- Guided reading
- Map activity
- Charlemagne - hero or villain debate and constructed response
- Viking research project
- Help wanted advertisemen
- Towns project and presentation (research a component of a town or design a town)
- Biography highlights
- Primary source analysis
- Magna Carta reading and constructed response
- Decline of feudalism project and/or presentations
- Hundred Years War reading and constructed response
- Decline of feudalism project and/or presentations
- Black Death reading and constructed response
- Decline of feudalism project and/or presentations

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

1. Note taking skills
2. Map skills
3. Research skills
4. Discussion circles
5. Reading nonfiction texts
6. Analytical constructed response
7. Debate skills

Instructional Activity

- Various note-taking strategies to help students organize information in an accessible manner, to prepare them for projects and assessments.
- Map skill activities to supplement information.
- Nonfiction text passages to supplement information.
- Discussions and debates.
- Research-based projects.
- Analytical constructed response.

Spiral Focus from Previous Unit

1. Note taking skills

2. Map skills
3. Discussion circles
4. Reading nonfiction texts
5. Analytical constructed response

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Key Resources

- Online textbook
- Guided reading activities
- Relevant nonfiction text passages
- Map activities
- EdPuzzle, KAMI, and similar educational technologies

Interdisciplinary Connections - How does this content impact the following groups

- Technology
    - 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable

for a specific purpose.

Arts

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

Math

- 7.EE.B : Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Language Arts - Various literacy activities and strategies.

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of

what the text says explicitly as well as inferences drawn from the text.

- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Intersections of History

Black:

- Serfdom vs. Enslavement
- Manors vs. Plantations

Hispanic:

- Muslim (Moor) invasions of Spain from Northern Africa
- Reconquista and Inquisition

Women:

- Eleanor of Aquitaine
- Joan of Arc
- Queen Isabella
- Role of women in society