| ***Unit 2: The Middle Ages 500 C.E. - 1450 C.E.***  ***Timeline: November-January*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **Civics, Government, and Human Rights**   * 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).   **Geography, People and the Environment**   * 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.GeoPP.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.GeoPP.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.GeoPP.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.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.   **Economics, Innovation and Technology**   * 6.2.8.EconGE.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.   **History, Culture, and Perspectives**   * 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.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. | | | | | |
| **Rationale and Transfer Goals** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  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?  **Content**   * 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 of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  **Content**   * How did life in Europe change after the fall of Rome? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. 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 | * Vocabulary boxes: definition and draw an image to show understanding of the unit's vocabulary. | | * Note taking * Vocabulary boxes assignment | | Completed vocabulary boxes, section assessment, and unit test.  [Assessments](https://drive.google.com/drive/folders/14LxUBma3IBk-KzOIySJmOdPGNzH7V1co?usp=share_link) |
| 1. Geography has shaped life in Europe, including where and how people live. | * Compare and contrast the three main regions of Europe, based on their landforms and climates, * Explain how geography affects people’s lives. | | * Bellringers * Note taking * Map activities * Postcard activity * Guided reading | | Completed bellringer, notes, map activities, postcard, guided reading, section assessment, and unit test. |
| 1. Christianity spread in Europe through the work of missionaries and monks. | * Compare and contrast monks and missionaries, including each group’s appeal to the public. | | * Bellringers * Note taking * Map activity | | Completed bellringers notes, map activity, section assessment, and unit test. |
| 1. The Franks created a huge Christian Empire in an attempt to “rebuild Rome.” | * 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. | | * Bellringers * Note taking * Charlemagne - hero or villain debate and constructed response * Guided reading | | Completed bellringer, notes, debate, constructed response, guided reading, section assessment, and unit test. |
| 1. Invaders threatened much of Europe in the 700s and 800s. | * Draw conclusions about motivations of invaders. * Research Viking society. | | * Bellringers * Note taking * Map activity * Viking research project | | Completed bellringer, notes, research project, participation, section assessment, and unit test. |
| 1. A complex web of duties and obligations governed relationships between people in the Middle Ages. | * Evaluate social structures and their functions in society. * Compare relationships amongst people and to today’s society. | | * Bellringers * Note taking * Guided reading * Help wanted advertisement * Discussion | | Complete bellringer, notes, guided reading, advertisement, section assessment, and unit test. |
| 1. Kings and Popes dominated European society in the Middle Ages. | * Compare and contrast job descriptions of Kings and Popes. * Compare and contrast the role of religion in politics during the medieval period and today. | | * Bellringers * Note taking * Guided Reading * Discussion | | Completed bellringer, notes, guided reading, participation, section assessment, and unit test. |
| 1. Increased production of goods led to an increase in trade and the growth of medieval towns. | * 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. | | * Bellringers * Note taking * Discussion * Towns project and presentation (research a component of a town or design a town) | | Completed bellringer, notes, discussions, towns project and presentation, section assessment, and unit test. |
| 1. The Pope called on Crusaders to invade the Holy Land and despite the initial successes, the later Crusades failed. | * Summarize and evaluate the success of the Crusades. * Analyze different historical perspectives. | | * Bellringers * Note taking * Guided reading * Biography highlights | | Completed bellringer, notes, guided reading, biography activities, section assessment, and unit test. |
| 1. The Crusades changed Europe forever. | * Explain the long lasting effects of the Crusades. | | * Bellingers * Note taking * Discussion | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| 1. Magna Carta caused changes in England’s government and legal system. | * 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. | | * Bellringer * Note taking * Primary source analysis * Magna Carta reading and constructed response * Decline of feudalism project and/or presentations | | Completed bellringer, notes, primary source activity, Magna Carta comprehension questions and analytical constructed response, decline of feudalism project/presentations, section assessment, and unit test. |
| 1. The Hundred Years War led to political changes in England and France. | * 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. | | * Bellringer * Note taking * Hundred Years War reading and constructed response * Decline of feudalism project and/or presentations | | Completed bellringer, notes, Hundred Years War comprehension questions and analytical constructed response, decline of feudalism project/presentations, section assessment, and unit test. |
| 1. The Black Death led to social 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. | | * Bellringer * Note taking * Discussion * Map activity * Black Death reading and constructed response * Decline of feudalism project and/or presentations | | Completed bellringer, notes, discussions, map activity, Black Death comprehension questions and analytical constructed response, decline of feudalism project/presentations, section assessment, and unit test. |
| 1. The church reacted to challenges by punishing people who opposed its teachings, including Muslims and Jews. | 1. Summarize and criticize the Inquisition and Reconquista. 2. Explain the lasting ramifications of the church’s persecution of heretics. | | * Bellringer * Note taking * Discussion | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| 1. Note taking skills 2. Map skills 3. Research skills 4. Discussion circles 5. Reading nonfiction texts 6. Analytical constructed response 7. Debate skills | | 1. Note taking skills 2. Map skills 3. Discussion circles 4. Reading nonfiction texts 5. Analytical constructed response | | * 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. | |
| **21st Century Skills:**   * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | | | | |
| **Key resources:**   * Online textbook * Guided reading activities * Relevant nonfiction text passages * Map activities * EdPuzzle, KAMI, and similar educational technologies | | | | | |
| **Interdisciplinary Connections:**  **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   **LGBTQ:** | | | | | |
| **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. | | | | | |