May/June Ch. 2, 21, 4, 20, 21 Middle Ages/Feudalism: Europe & Japan

Content Area: **Social Studies**
Course(s):
Time Period: **May**
Length: **3-4 weeks**
Status: **Published**

Unit Overview

This unit is a study of:

Chapters 2, 21, 4, 20 Middle Ages/Feudalism: Europe & Japan

Enduring Understandings

Life was difficult during the Middle Ages who lived under a feudal system.

Essential Questions

How did the feudal system affect most residents lives? What can we learn from them?

Instructional Strategies & Learning Activities

Date:	Day 1	Day 2	Day 3	Day 4
	Aim: Learn the roles of each level of the feudal system. **Procedure:** Feudalism: Europe v. Japan Station Activity in pairs	**Aim:** Learn the roles of each level in the feudal system. **Procedure:** 2. Review Feudalism: Europe v. Japan Activity using Venn Diagram key. 3. Complete Legacy questions on Venn	**Aim**: Learn the roles of each level in the feudal system. **Assessment:** HW; packet	**Aim**: Understand li medieval towns **Procedure:** Students act out the monarch, lord, knig serf

	Assessment: activity; vocab	Diagram **Assessment:** Vocab; activity		**Assessment:** debrief
Date:	Day 7	Day 8 Thurs.	Day 9 Fri.	Day 10
	Aim: To understand the feudal system in Japan Procedure: 2. Orally read Setting the Stage p. 225 and view haiku about Japan. (5,7,5) Assessment:C7 vocab. ; PPT and movie notes	Aim: To understand the feudal system in Japan Assessment:C7 vocab. ; PPT and movie notes	Aim: Review C21 Assessment:C21 packet	**Aim**: To understanc feudal system in Jap **Procedure:** 1. View "Samurai J video **Assessment:** video

Date:	Day 12	Day 13	Day 14.	Day 15
	Aim: To demonstrate understanding feudalism in Europe and Japan	**Aim**: To compare/contrast feudalism in Europe/Japan with primary sources	**Aim**: To compare/contrast feudalism in Europe/Japan with primary sources	**Aim**: **Procedure:**

	Procedure: 2. Complete Choosing Your Way (Choose Life in an English Castle or Samurai Decision) and complete activity **Assessment:** C2 & 21 test	**Procedure:** 1. View BrainPOP "Middle Ages" 2. Read Background Essay. 3. Complete the Samurai & Knights Mini-Q by DBQ Project in Stations **Assessment:** Mini-Q	**Assessment:** Mini-Q	1. Review Mini-Q s **Assessment:** video
Date:	Day 17	Day 18	Day 19	Day 15
	Aim: To demonstrate understanding feudalism in Europe and Japan **Assessment:** activities			

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
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	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
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.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology and Design Integration

Students will create reports using Google Drive.

Interdisciplinary Connections

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.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
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.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.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.
LA.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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

C2 Differentiation

Learners with Special Education Needs

Prepare Students for the Experiential Exercise Explain to students what will happen in the activity the day before you plan to execute it. Allow students who may be uncomfortable with the roles of this activity to choose to be observers or reporters. Provide them with a copy of Information Master 2 to use as a checklist. During the activity, have them check off items that they observe.

Allow for Additional Roles Assign the role of monarch to students who may find the physical aspects of this activity challenging. This will allow these students to remain in a central location where nobles, knights, and serfs will have to approach them. Or, assign these students the role of “invader.” They can assist you in “attacking” various manors during Step 7 of the Experiential Exercise. Prior to this step, they can act as

observers to the exchanges of fealty throughout the activity, and comment on these interactions during the debriefing.

Advanced Learners

Provide an Alternative to the Processing Activity Challenge students to compare feudalism to modern society. Encourage students to think about which individuals or groups in our society most resemble the various social classes in European feudal society. Next to each level of feudal society, have students list those modern groups, and draw symbols to represent them. Then have students list the similarities and differences between the modern groups and the feudal groups.

C21 Differentiation

Learners with Special Education Needs

Modify the Reading Notes Give students a copy of the Guide to Reading Notes with the answer to one question in each section omitted. As they listen to each skit, students can focus on the single question they are asked to answer. Remind them to review the answers for the other questions in each section.

Modify the Activity During the Experiential Exercise, let students become a fifth member of a group and observe its activities. Give student observers an extra copy of the role cards from Student Handout 21, and have them check off each role as it is developed by the group.

Shorten the Processing Activity Instead of having students design an entire class schedule for a young samurai student, ask them to instead choose what they think is the most important training for a samurai. Have students list that subject and then complete these sentences.

• Through this kind of training, a samurai learns to

• I think that _____ is the most important training for a samurai because

Advanced Learners

Enhance or Replace the Processing Activity In addition to or as a replacement for the Processing activity, have students create a Venn diagram that compares the training of Japanese samurai to that of modern American soldiers. Students can gather information for this Venn diagram by

• reviewing the list of skills, knowledge, and values from the Preview activity

• skimming this lesson for information on Japanese samurai training

• using their knowledge of American military training or reading about basic training for the U.S. Army on the Internet

Once students have created this Venn diagram, challenge them to choose one element of Japanese samurai training that would be a useful addition to the preparation of American soldiers. Have them explain and justify their selection in a few sentences below their Venn diagram.

C4 Differentiation

Learners with Special Education Needs

Provide an Alternate Role Assign some students the role of Host, and prepare a short checklist for them to use when completing Step 5 on Student Handout 4. A checklist for the Host to use during rehearsal might include the following:

• Each group member is actively involved in the dramatization.

• Actors speak their lines loudly, clearly, and at the right time.

• Actors use costumes and props appropriately.

• Actors know when and how visitors will participate.

Provide Students with the Guide to Reading Notes Allow them to highlight their copy as they read the section prior to each dramatization. It may be helpful to model for some students how to highlight only those select words and phrases that will help them better process the material.

Create Larger Groups for Dramatizations Consider creating groups of five to accommodate students who may need additional help fulfilling the requirements of their roles as given in Step 1 of Student Handout 4.

Advanced Learners

Provide an Alternative to the Processing Activity Have students write a more elaborate set of diary entries of someone living in a medieval town. Instruct them to add details about each aspect of their day and to describe one of the following in their entry:

• an experience as a guild member

• an exchange with a family member in the solar

• a situation that involved medical treatment

• a description of events during a festival day in town

Allow students the opportunity to present this Processing activity in a creative format, such as a medieval manuscript, and to include illustrations.

C20 Differentiation

Learners with Special Education Needs

Provide Support for the Writing Activity Help students write their tanka poems by having them review Section 7, from the previous lesson. Then project the annotated tanka poem below, and have students practice pausing after each syllable and counting the syllables.

A/ ska/ter/ glides/ by (5 syllables)

and/ be/comes/ one/ with/ the/ ice (7 syllables)

mas/ter/ of/ her/ world (5 syllables)

I/ weep/ at/ such/ per/for/mance (7 syllables)

this/ po/e/try/ in/ mo/tion. (7 syllables)

Finally, have students write their own tanka poem, and have a classmate check its syllable count.

Advanced Learners

Modify the Activity Place an extra question at each station in the home of a Japanese noble to further challenge students.

• *Station A:* Would you rather have been an emperor or a member of the Fujiwara family during the Heian period? Why?

• *Station B:* How are the privileges of the top three ranks of the Heian court similar to the privileges of the upper class in the United States today? How are they different?

• *Station C:* Do you think people of the Heian court were more obsessed with beauty than people are today? Justify your opinion.

• *Station D:* Which piece of sculpture do you think should have more value, one carved from a single piece of wood or one that includes several pieces of carved wood joined together? Why?

• *Station E:* Reread Sei Shonagon's list of "Things That Should Be Short." What four items would you add to her list?

• *Station F*: Of the problems described in this section, which do you think contributed most to the downfall of the Heian court? Justify your opinion.

• *Station G:* What modern American game best compares to kemari? Justify your opinion.

Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.

- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding Reading Notes.
- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people settled? and How do you think the physical geography of Greece influenced how people lived?* Students should write a brief response to each question.
- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessments listed above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

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.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.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.