Unit 3a-Medieval Europe

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Published**

Essential Questions

- What was the culture of the Byzantine Empire/Medieval Europe?
- How did the collapse of the Roman Empire create the Middle Ages?
- How did Christianity contribute to medieval society?
- What was the difference between the Early, High, and Late Middle Ages?
- Were the Middle Ages a Dark Age?

Big Ideas

- The Middle Ages transformed Europe from a splintered, subsistence based agricultural society to a free market, technologically advanced society. The introduction of Christianity united Europe under one faith and gave a common ethos to European life which would eventually spread to more distant parts of the world.

African American History Studies

Literature and Music

Black History Month

Article from *African American History-The Untold Stories*

Greeks are known for their myths and theater. This is discussed in Chapter 8. This is known as the Golden Age in Greece. This article teaches students how African Americans contributed to the Golden Age in the United States.

Cross-Curricular Integration

Integration Area: Visual and Performing Arts

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater, and visual art.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.

Activity:

Students will view images of medieval art. Students will compare the depictions of peasant life to that of the nobles. Students will also note the evolution of art from the Early Middle Ages to the Late Middle Ages (especially concentrating on the idea of perspective) Students will then create their own art in the medieval style, depicting either the peasantry, bourgeois, or nobles.

Language Arts Companion Standards:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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 aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

B.Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

Activity:

Athens and Sparta are considered classic ancient rivals. Using your research of ancient Athens and Sparta, compare and contrast the two city-states. Based on your analysis, decide which city state was superior. Compose an argument that clearly states your opinion with convincing facts, details and evidence in the form of a persuasive presentation. Defend your claim using evidence from multiple credible sources

CSDT Technology Integration

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources

Activity:

Students will create a short video skit on the Middle Ages. Students will demonstrate key themes from the Middle Ages in their skits. Students will play the skits for their fellow students and ask the class to identify important information contained in the skits. Students are encouraged to edit videos for clarity and dramatic effect.

Woman's History

Woman's History Month - March

Chapter 7

Students will work at stations to compare/contrast life of a woman in Ancient Greece vs. the United States today. Students will discuss how women could not vote in Greece and had no say in government, or at home. One station will watch a Brainpop on Women's Suffrage and take the Brainpop quiz. They will explain the struggles women in our country faced to gain the right to vote. Another station will research significant women that have taken on leadership roles and contributed to the betterment of our society. Their station work will be displayed on a Women's History Month bulletin board.

Enduring Understandings

6.2 World History/Global Studies

A. 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.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.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).

D. History, Culture, and Perspectives

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

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

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.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

Focus Areas

● Discuss the significant political, economic, social, and cultural institutions and events that shaped European Medieval society, including: Catholic and Byzantine churches, Feudalism and Manorialism, Crusades, rise of cities, and change of technology.

● Recognize how these societies influenced modern Europe.

Activities and Assessments

Graphic Organizers / Notes

Tests – multiple choice / open-ended

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities Do-Now activities

Reading Strategy p. 523-- creating a social structure model with short answer questions PowerPoint presentation

Short Story—Renaissance literature

Video clips

Readers' theater

Scientific review research report

Primary Sources

Students will use text from the Magna Carta and the Bill of Rights to explain the similar legal rights these documents provide.

● Religion

● Due process of law

● Ban on unreasonable searches and seizures

Geography

Kids create maps for each civilization

DBQ using map to explain how geography affects civilization

Compare/contrast geography of civilizations

Readers' theater: of Roman geography

Idling modern countries that were once part of an ancient civilization

Chapter 19

- Pg. 540 Germanic Kingdoms
- Pg. 542-543 Frankish Kingdom
- Pg. 518 Invasions of Europe
- Pg. 548 Europe
- Pg. 556 The Crusades
- Pg. 569 Jewish Expulsion
- Pg. 570 Black Death
- Pg. 553 Hundred Years War

* See Appendix E for Cross Content Integration

Document Based Activity

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China)

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations

6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline

DBQ Activity

Looking at the map, where is the Nile Delta located?

Looking at the map, how did the cataracts contribute to the development of ancient Egypt's civilization?

Looking at the map, what landforms bordered Egypt on the east and west, and how did these contribute to the development of ancient Egyptian civilization?

Looking at the map, which major sea is located east of Egypt and why was it helpful to the development of ancient Egypt?

Looking at the map, why did the location of Giza make it a thriving city?

Describe the influence of the Nile River on ancient Egyptian life.

For the complete DBQ Plan, please refer to DBQ 2nd Trial PDF.