

# 01\_Unit 1: Feudalism in Western Europe

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **6 weeks/ 30 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Social Studies 7

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the seventh grade students will focus on "Expanding Exchanges and Encounters" and "Revolution and the New Nation".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that

- relationships between humans and the environment impact patterns of settlement and movement.
- archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- historical events are shaped by social, cultural, and technological factors.
- chronological sequencing helps us track events over time as well as events that took place at the same time

## **CONTENT AREA STANDARDS**

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SOC.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.
SOC.6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
SOC.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.
SOC.6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
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.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.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.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
6-8.MS-ESS3-4.ESS3.C.1	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- challenges arose when the Roman Empire fell thereby facilitating the establishment of feudalism in Europe.
- the manor system grew throughout Europe and shaped all aspects of society.
- the church grew in power, shaped the social hierarchy in Europe and helped shape the values of a feudal society.
- the values of the church during this time fostered antisemitism and prejudice.
- improvements in agriculture and access to land and water routes allowed trade and medieval towns to grow.
- deforestation, air and water pollution negatively impacted the environment of medieval and modern Europe.

## Procedural Knowledge

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Students will be able to:

1. *(determine which events led to the rise of European feudalism) Standard*

*determine which events led to the rise of European feudalism (first target)*

- define feudalism, fief and serf
- determine which events led to the development of feudalism in Europe
- analyze how well feudalism established order in Europe and unified the people

2. *(analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.*

*analyze the role of religion in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of*

*people.) standards*

*analyze the role of religion in unifying Western Europe and in shaping the social hierarchy during the Middle Ages. (second target)*

*evaluate how one's life would be impacted by their social hierarchy. (second target)*

- describe the organization of the Roman Catholic Church.
- analyze and evaluate the social hierarchy created through Roman Catholic Church
- analyze the role of religion in the people's lives

3. *(Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.)*

*(Analyze the role of the economy in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various*

*groups of people) standard*

*explain how the geography and climate impacted the development of agriculture and trade (third target)*

*explain how the geography and climate impacted the interactions with other societies. (third target)*

analyze how the economy shaped the hierarchy in Western Europe during the Middle Ages (third target)

4. *(create an explanation as to the source of human rights during this time period and how they could be protected) standard)*

explain the source of human rights during this time period (fourth target)

explain how they could be protected during the time period. (fourth target)

- define antisemitism.
- establish how Jews faced prejudice and discrimination in Europe.
- construct an argument explaining the source of human rights during medieval times
- construct an argument explaining how to best protect human rights

5. *Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.*

- explain how deforestation and changes in agriculture impacted the growth of trade and medieval towns. (fourth target)

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics

- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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Questions that may be addressed but not limited to are:

How well did feudalism establish order in Europe in the Middle Ages?

How influential was the Roman Catholic Church in medieval Europe?

What was life like in a Medieval Town?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

## **Summative Assessments**

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Questions that may be addressed but not limited to are:

How well did feudalism establish order in Europe in the Middle Ages?

How influential was the Roman Catholic Church in medieval Europe?

## What was life like in a Medieval Town?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

[www.teachtci.com](http://www.teachtci.com) - History Alive! The Medieval World and Beyond

<https://echoesandreflections.org/> - Echoes and Reflections, Teaching the Holocaust, Inspiring the Classroom

Supplemental:

Brain Pop

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - analyzing maps

Visual and Performing Arts - debate, presentations

Science - impact of deforestation, water and air pollution

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.