

06_Unit 6: Decline in Feudalism and a New Way of Thinking

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **2 weeks/ 8 - 10 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

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

Students will understand that

- historical events and developments are shaped by social, political, cultural, technological, and economic factors
- the principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

CONTENT AREA STANDARDS

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

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

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.W.7.2.A	Introduce a topic clearly, previewing what is to follow; 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).

LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- many important political developments occurred in England during feudalism that empowered the people
- the Magna Carta was signed by King John and was the first major step towards democracy
- the Magna Carta paved the way for peoples rights and liberties by creating rules that the King had to follow.
- King Edward created a Parliament made up of the common people thereby taking the next step towards democracy
- the bubonic plague killed almost a third of the people living in Europe
- trade and commerce declined tremendously with the decline in population
- as Europe began to rebuild the economy positive changes occurred for the regular worker; less workers means the few that survived could ask for more money and better conditions
- the Roman Catholic Church grew in power as people turned to God during such a trying time.
- people falsely blamed many different things for the plague including Jews.
- the Hundred Years War occurred between France and England.
- when commoners participated in the Hundred Years War they began to feel loyal to their country and

not their local lord.

- new technology created less reliance on castles during the Hundred Years War thereby reducing the power of the Lords
- population reduction means workers that are alive can ask for better working conditions, democratic political developments, and a shift in a way of thinking during the Hundred Years War all contributed to the decline of feudalism.
- ideas in the Magna Carta and Parliament are the foundation of the US Government.
- a new way of thinking during Feudalism led to a rebirth of ideas and the Renaissance.

Procedural Knowledge

Students will be able to:

Determine which events led to the eventual decline of European feudalism.

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

- Determine how events in Europe contributed to the decline of feudalism and the rise of democratic thought.
- Define and explain Magna Carta, Parliament, bubonic plague and the 100 Years War.
- Assess how a decline in population impacted trade and commerce in medieval Europe.
- Assess how the plague impacted people's belief system.

Evaluate the importance and enduring legacy of the major achievements of the people living in medieval Europe.

- Evaluate the impact of political developments in England on medieval Europe and the future.
- Explain why the Roman Catholic Church grew in power during medieval Europe and determine its legacy.
- Evaluate the power of the church and the impact of this power on minorities.

EVIDENCE OF LEARNING

Alternative:

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

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

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

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachinci.com - - History Alive! The Medieval World and Beyond

Supplemental:

Brain pop

INTERDISCIPLINARY CONNECTIONS

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 quarantine on the end of the Black Plague

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.