## World Civilizations

### Implement Start Year (2013-2014)

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### Unit #7: Medieval Europe and the Middle Ages

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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</thead>
<tbody>
<tr>
<td>6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</td>
<td><strong>21st Century Themes</strong> (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</td>
</tr>
<tr>
<td>6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</td>
<td><em>x</em> Global Awareness</td>
</tr>
<tr>
<td>6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</td>
<td>___Financial, Economic, Business and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</td>
<td>___Civic Literacy</td>
</tr>
<tr>
<td>6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious</td>
<td><em>x</em> Health Literacy</td>
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<tr>
<td></td>
<td><em>x</em> Environmental Literacy</td>
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</table>

#### 21st Century Skills

**Learning and Innovation Skills:**
- _x_ Creativity and Innovation
- _x_ Critical Thinking and Problem Solving
- ___Communication and Collaboration

**Information, Media and Technology Skills:**
- _x_ Information Literacy
- ___Media Literacy
- ___ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:**
- _x_ Flexibility and Adaptability
- _x_ Initiative and Self-Direction
- ___Social and Cross-Cultural Skills
- _x_ Productivity and Accountability
- ___Leadership and Responsibility
leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.e
Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f
Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.j
Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

**Common Core Standards for Literacy in Social Studies**

(http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/)

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts,
research data) with qualitative analysis in print or digital text.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td><strong>EU 1</strong> Social classes are established by the economic, political, and cultural distinctions among people.</td>
<td><strong>EU 1</strong> How do social classes change over time?</td>
</tr>
<tr>
<td><strong>EU 2</strong> Technology has impacted society in both helpful and harmful ways.</td>
<td><strong>EU 2</strong> Is technology a good or bad thing for the development and sustainability of a civilization?</td>
</tr>
<tr>
<td><strong>EU 3</strong> Complex institutions reflect a society’s need to maintain order.</td>
<td><strong>EU 3</strong> Does religion impact government or does government impact religion?</td>
</tr>
<tr>
<td><strong>EU 4</strong> Conflict is the result of the perceived need for political, economic, or social change by a population.</td>
<td><strong>EU 4</strong> How do institutions impact society?</td>
</tr>
<tr>
<td><strong>EU 4</strong> How are religion and conflict related?</td>
<td><strong>Skills:</strong> Students will be able to . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EU 1</strong> The key elements of the Feudal System</td>
<td><strong>EU 1, EU 2, EU 3, EU 4, EU 5</strong> Compare and contrast European Feudalism and Japanese Feudalism. (EU 1)</td>
</tr>
<tr>
<td>The ways social classes changed over time in Europe</td>
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</tbody>
</table>
**EU 2**
- The most influential inventions of the Middle Ages

**EU 3**
- The factors that cause conflict between religion and government
- The powers and limitations of monarchy

**EU 4**
- The causes and effects of the Crusades
- The causes and effects of the investiture controversy

- Analyze the value of the key inventions of the Middle Ages to society. (EU 2)
- Draw a chart of the feudal pyramid, stressing feudal obligations between levels. (EU 1)
- Chart the different goals of the monarchs of Europe vs. the Pope. (EU 3)
- Draw a map and timeline of the Crusades. (EU 4)
- Analyze the results both positive and negative of the Crusades. (EU 4)
- Read and analyze primary source documents to determine different points of view
- Draw inferences from factual material
- Recognize and interpret different points of view
- Compare and contrast the credibility of differing ideas, elements, or accounts
- Test the validity of the information, using criteria as source, objectivity, technical correctness, and currency

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**Stage 2 – Assessment Evidence**

**Recommended Performance Tasks:** Each unit must have at least 1 Performance Task. Consider the GRASPS form.

*EU 1, EU 2, EU 3, EU 4*

“Pope vs. King”

Students in pairs will be given the role of either Pope or King. They will have to write a series of letters to each other describing why they, and not the other, should have control of these Medieval issues within their kingdom. This is a reflection of the battle between religion and government during this era. The rubric will reflect their persuasive text as well as their knowledge of the issue and the role that they play (Pope or King). The issues will be:

- The launching of a new crusade.
- The building of a new fleet of ships.
- The construction of a new monastery.
- The settlement of grievances between peasants to their lord.
- The establishment of a new land tax.
- Control of new farmland cleared by the heavy plow.
Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Create a “Loyalties Chart” explaining the roles of lords and vassals. (A, M)
- Draw a typical medieval manor, highlighting all of the key characteristics of such. (A)
- Read various primary source documents and works of literature dealing with knights and ladies. (A)
- Develop a modern code of chivalry. The students will then include them into a fictitious set of school rules that all students must follow. (M, T)
- Develop a constructed response on the topic of disunity of the German feudal states. (A, M)
- Detail the travels and discoveries of the Vikings in an atlas activity. (A)
- Read The Prologue to the Canterbury Tales. Each student should draw one of the characters in The Prologue and write a description as to his/her function in medieval society. (A, M)
- Develop a “recruitment poster” calling on Christians to join the Crusades. The poster must detail reasons why an individual would want to join the Crusades. Students must then outline what would make them want to join any armed conflict. (A, M)
- View different examples of medieval churches. List differences between the types in order to predetermine the characteristics of the two types of architecture. (A, M)
- Complete an atlas activity on the spread of trade and the movement of the bubonic plague. (A)
- View selected clips from the Zenger Media (http://www.socialstudies.com/) series Timeline: The Vikings (A)