

Course: *World Civilizations*
Unit #6: *The Middle Ages/Medieval Europe*

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards

- **Content Standards**

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.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).

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.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

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.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.b: Explain how and why the interrelationships among improved agricultural production, population growth,

urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

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

○ **21st Century Life & Career Standards**

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

- **English Companion Standards**

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

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- **Interdisciplinary Content Standards**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to and work collaboratively as they apply their knowledge from the Middle Ages to address/solve present-day social issues with political instability, religious conflict, and the impacts of social stratification.

As aligned with LRHSD Long Term Learning Goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that . . .

EU 1

Social classes are established by the economic, political, and cultural distinctions among people.

EU 2

Technology has impacted society in both helpful and harmful ways.

EU 3

Essential Questions

EU 1

- How do social classes change over time?
- How do people respond to social classes?
- Why are social classes established?

EU 2

- How is technology a catalyst for growth?
- How do societies evolve around technology?
- What harm can come from technological advancement?

<p>Complex institutions reflect a society's need to maintain order.</p> <p><i>EU 4</i> Conflict is the result of the perceived need for political, economic, or social change by a population.</p>	<p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do institutions evolve over time? • Why do people conceive power? • Why do new institutions manifest in? • How do institutions impact society? • How do institutions reflect cultural norms? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How is conflict created? • How does an individual gain power? • How do humans justify war? • Why does political power transfer?
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • key elements of the feudal system. (6.2.8.HistoryCC.4.a) • the impact of the Viking invasions in the development of feudalism (6.2.8.HistoryCC.4.a) • ways social classes changed over time in Europe.(6.2.8.HistoryCC.4.f) • the process of urban growth. (6.2.8.GeoHE.4.a) • the purpose of the guild systems. (6.2.8.HistoryCC.4.g) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • influential inventions of the Middle Ages. (6.2.8.GeoHP.4.c) • the process by which Europeans borrowed technology from the East. (6.2.8.GeoHP.4.c) 	<p><u>Skills</u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • determine the definition of the term “Nationalism” and its growth in the period. (6.2.8.HistoryCC.4.f) • map the Viking invasions (6.2.8.HistoryCC.4.a) • compare and contrast European Feudalism and Japanese Feudalism. (6.2.8.EconNE.4.a) • draw a chart of the feudal pyramid, stressing feudal obligations between levels. (6.2.8.HistoryCC.4.f) • compare and contrast merchant guilds and artisan guilds. (6.2.8.HistoryCC.4.g, 6.2.8.HistoryCC.4.b:) • recognize and interpret different points of view. (RH.9-10.9) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • analyze the value of the key inventions of the Middle Ages to society. (6.2.8.GeoHP.4.c) • chart inventions from the East that impacted Europe. (6.2.8.GeoHP.4.c)

- the flow of goods between Europe and the East. (6.2.8.GeoHP.4.c)

EU 3

- factors that cause conflict between religion and government. (6.2.8.CivicsPI.4.a, 6.2.8.HistoryCC.4.f)
- powers and limitations of monarchy. (6.2.8.HistoryCC.4.d:)
- development of the Magna Carta. (6.2.8.CivicsDP.4.a)

EU 4

- causes and effects of the Crusades. (6.2.8.CivicsPI.4.a)
- causes and effects of the investiture controversy. (6.2.8.HistoryCC.4.f)
- Joan of Arc's role in the Hundred Years War. (6.2.8.HistoryCC.4.g, 6.2.8.CivicsPI.4.a)
- causes of the Hundred Years War. (6.2.8.CivicsPI.4.a)
- conflict between the Royal and Papal authorities. (6.2.8.CivicsPI.4.a)
- causes and effects of the Plague. (6.2.8.HistoryCC.4.c)

- develop a map of the growing trade routes. (6.2.8.GeoHP.4.c)
- draw inferences from factual material. (9.4.12.IML.3)

EU 3

- analyze and describe the significance of the signing of the Magna Carta and the creation of Parliament. (6.2.8.CivicsDP.4.a)
- identify the leadership and conflicts brought on by nationalism that shaped European nations especially France, England and Spain. (6.2.8.HistoryCC.4.g)
- explain the changes in the relationship between the Church and established/evolving governments, including the impact of the Great Schism. (6.2.8.HistoryCC.4.f)
- chart the different goals of the monarchs of Europe vs. the Pope. (6.2.8.CivicsPI.4.a)
- read and analyze primary source documents to determine different points of view. (RH.11-12.9)
- recognize and interpret different points of view. (RH.9-10.9)

EU 4

- draw a map and timeline of the Crusades. (6.2.8.HistoryCC.4.g)
- analyze the results both positive and negative of the Crusades. (6.2.8.CivicsPI.4.a)
- trace the arrival and impact of the Plague throughout Medieval Europe. (6.2.8.HistoryCC.4.c)
- read and analyze primary source documents to determine different points of view. (RH.11-12.9)
- draw inferences from factual material. (9.4.12.IML.3)
- recognize and interpret different points of view. (RH.9-10.9)

Stage Two - Assessment	
Stage Three - Instruction	
<p><u>Learning Plan:</u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection</p> <ul style="list-style-type: none">● Draw a typical medieval manor, highlighting all of the key characteristics of such. (A) (EU 1)● Read various primary source documents and works of literature dealing with knights and ladies. (A) (EU 1)● Detail the travels and discoveries of the Vikings in an atlas activity. (A) (EU 1)● Create a “Loyalties Chart” explaining the roles of lords and vassals. (A, M) (EU 1)● Develop a constructed response on the topic of disunity of the German feudal states. (A, M) (EU 4)● 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) (EU 3)● 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) (EU 1, 4) ● 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) (EU 4)● View different examples of medieval churches. List differences between the types in order to predetermine the characteristics of the two types of architecture. (A) (EU 2, 3)● Create a presentation on the advances in agriculture and learning. (A) (EU 2)	

- Create a Venn diagram comparing trade guilds with modern labor unions. (A, M) (EU 1)
- Describe the services required of apprentices, journeymen and masters in the form of journal entries. (A, M) (EU 1)
- Complete an atlas activity on the spread of trade and the movement of the bubonic plague. (A) (EU 2, 4)
- View selected clips from the Zenger Media series Timeline: The Vikings (A) (EU 1)
- Carousel Brainstorm Activity of the social, cultural, religious and political changes of the High Middle Ages. (A) (EU 1, 3)
- View a presentation on the different monarchs of the period with their politics. (A) (EU 1)
- Create a chart highlighting key points in the Magna Carta and how specific events/decisions of previous British monarchs led to the drafting of specific clauses. (A) (EU 1)
- Create a presentation as a member of the World Health Organization on how Medieval Europe could have better responded to the Plague (T) (EU 4)
- Develop a constructed response on the meaning of Nationalism, citing examples from a modern nation. (M, T) (EU 1, 3)
- Write several newspaper articles for the Avignon Avenger describing the events of the Great Schism. These articles should include both “factual reporting” and op-ed pieces. (A, M) (EU 1, 3, 4)
- Using an outline map, shade regions by religion and outline the Holy Roman Empire. (A) (EU 3, 4)
- Write a newspaper article detailing one of the new technological advancements developed during the time period. Include an interview with the inventor. (A, M) (EU 2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Origins of Humans	~~20-25 days
2	River Valley Civilizations	~~20-25 days
3	Transitions in Culture	~~20-25 days
4	The Classic Era	~~20-25 days
5	Empires of the Middle East	~~20-25 days
6	The Middle Ages/Medieval Europe	~~20-25 days

Instructional Materials

The teacher may include but are not limited to the following:

- Maps of Medieval Europe, the Viking invasions, trade routes, and the Bubonic Plague
- Zenger Media series Timeline: The Vikings
- *ManKind: The Story of All of Us*
- *Engineering an Empire*
- Primary Source Documents
- Textbooks:
 - Ancient World History

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.