



Unit Planner: 2014 Gibson/Jacobs - Middle Ages in Europe Global 2

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2014 Gibson/Jacobs - Middle Ages in Europe

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Big Ideas / Enduring Understandings

- Like a great play, Historical events can be told from multiple points of view each of which provides a unique perspective on identical events.
- Our perceptions of historical moments and events are shaped in large part by a singular, dominant narrative (History is written by the victors). By reading various points of view we can gain a deeper understanding for how historical events are immortalized and remembered.
- Primary and secondary documents provide a wealth of information that assist in contextualization of historical events and allow us to better understand the perspective and mindset of history's "actors."

Essential Questions

- How do playwrights and actors stage contrasting points-of-view about important historical moments?
- How does point of view impact the way individuals perceive historical events?
- How can analysis of primary and secondary source documents be used to contextualize historical moments?

Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They value evidence.

They come to understand other perspectives and cultures.

Reading: History/Social Studies

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

6. Assess how point of view or purpose shapes the content and style of a text.

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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

(See note; not applicable as a separate requirement)

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Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Feudalism
 - Social Classes
 - What was the purpose of Feudalism?
 - Pros/Cons
 - How did it impact the motivations of the crusaders?
- Role of the Church in the Middle Ages.
- Encounters during Crusades (Middle Ages)
 - Christianity v. Islam (POV from both sides)
 - What were the motivations to fight?
 - Character study of crusaders
- Encounters/Ideas
 - How did the crusades foster cultural diffusion?
- Global Trade
 - Emergence of trade routes
- Renaissance
 - Began to take hold shortly after the Crusades.

Skills / Strategies

- Students will be able to compare and contrast the treatment of a historical moment from two points of view.
- Students will be able to integrate social studies content knowledge with theatrical learning modalities.
- Students will be able to use evidence pulled from primary and secondary documents to contextualize historical moments.
- Supplementing sources provided by the instructors with strong evidence obtained from short internet research.
- Collaborative research where each member of the group has a clearly defined task.

Key Terms / Vocabulary

- Primary Source
- Secondary Source
- Context/Contextualization
- Crusade
- Point of View

- Cultural Diffusion
- Feudalism
- Fief
- Knight
- Lord
- Serf
- Pope
- Crusader
- Motivation

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Students will examine, with a small group, short primary and secondary documents provided by the instructors dealing with a chosen historical encounter.
 - Students will examine two points of view regarding this historical moment and analyze how our historical perception is shaped by a dominant narrative. (group analysis and research)
- Students are assigned a crusader character to portray. Students will use gathered research regarding Feudalism and the Crusades to create an artistic performance of their character. (skit, play, etc.) based on their research. What motivates this person to fight? (Must have evidence from primary or secondary sources to back up their interpretation of these events).

Modifications:

- Students will be grouped heterogeneously based on their learning modalities (VARK scores) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Students will construct a theatrical/artistic performance to provide a visual and kinesthetic modality material comprehension and demonstration of acquired skills.

Assessments

Depth of Knowledge (DOK) Levels

Historical Encounters P.O.V. Performance

Summative: DOK 2 Basic Application: Performance: Dramatization

- Using notes and gathered research as a basis, students will work with a group to create an artistic performance of their encounter (skit, play, etc.) based on their research. How did this encounter really unfold? (Must have evidence from primary or secondary sources to back up their interpretation of these events). Students must also hand in a written copy of their groups's performance.

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Primary and Secondary Sources regarding feudalism and the crusades.
Focus

- Small group
- Research

Materials Used

Smartboard for differentiated instruction (short videos, artwork, Google Earth, etc.)

Focus

- Whole class

Websites and Web-tools used

Short internet research to supplement documents provided by instructors.

Focus

- Small group



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