



Unit Planner: The Middle Ages in Europe Global 1

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High School > 2018-2019 > Grade 9 > Social Studies > Global 1
(C) > Week 1

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The Middle Ages in Europe

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

An exploration of life during the Middle Ages will be conducted where students will learn how modern social and economic constructs developed into what they are today.

Essential Questions

How can we describe the political and social significance of the Church and how this led to conflict with secular authority.

How can we trace and explain the development of political power and social hierarchy in the Middle Ages, from the fall of the Roman Empire, through the development of feudalism, up to the dawn of the Renaissance.

What were the causes and effects of the Crusades?

Common Core Standards and Indicators

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

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
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.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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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6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

Content

Frankish Empire

-Events leading to centralization of power

-Charlemagne

Feudalism

-Political role of Feudalism

-Social Hierarchy

-Feudal Contract

-Manorialism

The Church

-Spiritual and secular role of the Church

-Abuses of power and reforms

Crusades

-Causes of Crusades

-Short and long term effects of the Crusades

Commercial Revolution

-Growth of towns and cities

-Effects on Feudalism

-Role of Medieval Guilds

Introduction of Bubonic Plague

Development of Centralized Monarchy

-Conflict with Church

-Conflict with nobility

-Limits on royal power

Skills / Strategies

CRITICAL THINKING SKILLS

- Classify and categorize information (i.e. chronological, political, social and economic, similarities and differences)
- Identify cause and effect
- Differentiate fact from opinion
- Draw inferences and make conclusions using a variety of primary and secondary sources including graphs, charts, time lines, documents, political cartoons, and photographs
- Recognize and avoid stereotypes
- Recognize different points of view
- Identify basic assumptions
- Make judgments based on evidence
- Form generalizations based on evidence
- Employ different features of a map to interpret and analyze events

INTERPERSONAL AND GROUP RELATION SKILLS

- Participate in group planning and discussion
- Cooperate to accomplish goals
- Assume responsibility for carrying out tasks

INFORMATION GATHERING SKILLS

- Identify and use a variety of sources of information including reference works, periodicals, tables, graphs, and maps
- Evaluate sources for reliability and bias
- Determine relevant sources
- Organize collected information including categorizing and determining relevant details
- Create a broad thesis statement which

	<p>encompasses findings</p> <ul style="list-style-type: none"> • Observe and listen for relevant information • Cite sources using appropriate format <p>PRESENTING INFORMATION</p> <ul style="list-style-type: none"> • Compose an effective speech that reflects on purpose and focuses on the needs of the audience • Integrate the use of a variety of media sources to communicate ideas • Generate an expository essay that expresses ideas in a coherent and logical manner
<p>Key Terms / Vocabulary</p> <p>Crusades Ethnocentrism</p>	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p>	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p>
<p>Resources</p>	

