

Englewood Public School District
World History
Grade 6
Fourth Marking Period

Unit 4 - Renewal in Europe

Overview: During this unit, students will explore the Middle Ages or Medieval Times' governments, religions, social systems, literature, arts, science, geography, education, architecture, warfare, and philosophy.

Time Frame: 40 to 45 Days

Enduring Understandings:

Europe has many types of landforms and climates, which have engendered different ways of life.

Europe was a dangerous place after the fall of Rome, despite the efforts of Christians to maintain order.

A complex web of duties and obligations governed relationships between people in the Middle Ages.

The feudal systems of Europe and Japan were similar, however their cultures were very different.

Popes and kings dominated European society in the Middle Ages.

The Christian and Muslim cultures fought over holy sites during a series of medieval wars.

The Christian Church was central to life in the Middle Ages.

Europe's political and social systems underwent great changes in the late Middle Ages.

The Christian Church of the Middle Ages dealt harshly with people who did not respect its authority.

The growth of wealthy trading cities in Italy led to a rebirth of the arts and learning called the Renaissance.

The Renaissance spread far beyond Italy, and as it spread, it changed.

Essential Questions:

How did life in Europe change after the fall of Rome?

How did religion affect Europe's political and social life during the later Middle Ages?

What political and economic changes led to the Renaissance?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><i>Renewal in Europe (400BC-1650 AD):</i></p> <p>6.2.8. A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8. A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p> <p>6.2.8. A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8. A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the</p>	<p>Topics/ Objectives</p> <p>Students will: Explore how the physical features of Europe vary widely from region to region.</p> <p>Identify how geography has shaped life in Europe, including where and how people live.</p> <p>Summarize how Christianity spreads to northern Europe through the work of missionaries.</p> <p>Show why the Franks, led by Charlemagne, created a huge Christian empire and brought together scholars from around Europe.</p> <p>Observe how invaders attacked much of Europe in the 700s and 800s.</p> <p>Outline how feudalism governed how knights and nobles dealt with each other.</p> <p>Review how feudalism spread through much of Europe.</p>	<p><u>Skills Development:</u> History and Geography- Invasions of Europe, The Black Death, Major Trading Cities in Italy</p> <ul style="list-style-type: none"> • Social Studies Skills- Interpreting Diagrams, Interpreting Maps: Cultural Features, Understanding Graphs <p>Focus on Writing-Writing a Job Ad, A Historical Article, A Book Jacket (CRP2, NJSLSA.R1, NJSLSA.R2, NJSLSA.R3)</p> <p><u>Graphic Skills:</u> Reading Check and Section Assessment (NJSLSA.R1)</p> <p><u>Reading Support:</u></p> <ul style="list-style-type: none"> • Guided Reading, Spanish and English • Vocabulary Builder, general and modified • Flash Cards (NJSLSA.R1, NJSLSA.R2, NJSLSA.R4) <p><u>Multimedia Connections:</u></p>	<p>World History, Holt McDougal – Houghton Mifflin Harcourt, 2012, Chapters 17 to 19</p> <p><u>On Line Book Pages:</u></p> <ul style="list-style-type: none"> • Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.) • Taking Notes-Graphic organizer idea headers for each section. <p><u>e-Activities:</u></p> <ul style="list-style-type: none"> • Videos- The Impact of the Feudal System in Europe, Byzantine-The Motivation, Traders Carry the Plague, Medicine in the Middle Ages, The Impact of the Bubonic Plague, Humanism Trigger the Renaissance, The Impact of the Renaissance <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> • Section Lesson Plan • “Do Now”-Daily Bell ringer Transparencies • Chapter Power Points Presentation 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Section Assessments • Section Online Quizzes • Chapter Review: Pages 516-517 551-552, & 579-580 <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Standardized Test Practice: Pages 517, 553, & 581 • Chapter Review, general and modified • Chapter Tests Forms A & B • Modified Chapter Test <p>Alternative Assessments: http://www.schrockguide.net/assessment-and-rubrics.html</p> <p><i>Types of Assessments:</i> https://www.teachthought.com/pedagogy/6-types-assessment-learning</p> <p>Performance based evaluation using rubrics</p>

<p>development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8. B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8. B.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.</p> <p>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</p>	<p>Summarize how the manor system dominated Europe's economy.</p> <p>Consider how towns and trade grew and helped end the feudal system.</p> <p>Consider how feudal societies shared common elements in Europe and Japan.</p> <p>Recall how Europe and Japan differed in their cultural elements such as religion and art.</p> <p>Express how popes and kings ruled Europe as spiritual and political leaders.</p> <p>Recognize how popes fought for power, leading to permanent split within the church.</p> <p>Recall how kings and popes clashed over some issues.</p> <p>Identify how the pope called on Crusaders to invade the Holy Land.</p>	<ul style="list-style-type: none"> • The Spiritual Life of Europe • Byzantium's Call for Help • A Letter to the Crusaders • Journey to the Holy Land • Alexius Makes a Double Deal • An Excerpt from Alexiad • Shaping a Violent Legacy • The Siege of Jerusalem • Crusaders Take the Holy City • On Divisions among Muslims • Zengi Launches a Jihad • Call for a Second Crusade • Defeat of the Crusade • On Traveling through Tyre • A Talk between Friends • King Richard I and Saladin (NJSLSA.W2) <p><u>Online Book Pages:</u></p> <ul style="list-style-type: none"> • Animated History-The Renaissance Artists • Primary Resources- The Benedictine Rule, Views 	<ul style="list-style-type: none"> • Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented • Answer Keys- Enrichment Activities, Reading Support, and Skill Development • Quick Facts: Feudal Society, Comparing and Contrasting Europe and Japan, The Early Middle Ages: Visual Summary, the Crusades, The Time: Beginnings of Democracy in England, The Later Middle Age: Visual Summary, Results of the Council of Trent, Some Results of Reformation, The Renaissance and Reformation: Visual Summary • Map Transparencies- Europe: Physical, The Spread of Christianity, Charlemagne's Empire, Invasions of Europe, AD 800-1000, Europe, 1000, The Major Crusades, 1096-1204, The Reconquista, 1000-1300, Major Trading Cities 	<p>(http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
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changes to current environmental challenges.

6.2.8. B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8. C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8. C.4.a 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. D.3.e Determine the extent to which religion,

Summarize how despite some initial successes, the later Crusades failed.

Explore how the Crusades changed Europe forever.

Consider how the Christian Church shaped society and politics in medieval Europe.

Summarize how the church influenced the arts in medieval Europe.

Show why orders of monks and friars did not like the church's political nature.

Share how church leaders helped build the first universities in Europe.

Consider how the church influenced the arts in medieval Europe.

Identify how Magna Carta caused changes in England's government and legal system.

Explore how the Hundred Year's War led to political changes in England and France.

of Power, The Magna Carta, The Prince, Luther's Ninety-Five Theses, The Spread of Protestantism

Section Links, "Online Notebook"-select right arrow for scaffolding questions. (RI.6.1, RI.6.2, RI.6.3)

Holt McDougal Social Studies, e- Activities

- Animated Geography and History- Europe AD 1000
- Animated History- European Feudalism, The Renaissance Artists, Renaissance Europe c 1500, Spread of Protestantism
- Animated Geography-
- Web Quest: Defending a Medieval Castle
- Starting with the Story: The Plague, A Fierce Competition
- Chapter Assessment
- Online Internet Activity
- Life in the Middle Ages
- Medieval Fashion Show
- Charlemagne
- Know Your Source!

Teacher One Stop:

- *Browser Unit by Chapter*
- *Browser Unit by Resources Type-Daily Bell Ringer, Constitutional Study Guide, U.S. Supreme Court Law Cases, etc.*
- *Internet Resources*
- *Interactive Teacher's Edition-unit preview, chapter-planning guide, differentiated instruction (ESL, Special Ed., and Advanced/Gifted) etc.*

Holt McDougal Social Studies e-Chapter Enrichment Links

Early Middle Ages

Section 1 European Geography

Test your knowledge of the geography of Europe by playing these interactive Web games.

Section 2 Religion in the Middle Ages

The Catholic Church was the only church in Europe during the Middle Ages.

economic issues, and conflict shaped the values and decisions of the classical civilizations.

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

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

Identify how the Black Death, which swept through Europe in the Middle Ages led to social changes.

Recall how the church reacted to challenges by punishing people who opposed its teachings.

Identify how Christians fought Moors in Spain and Portugal in an effort to drive all Muslims out of Europe.

Share how Jews faced discrimination across Europe in the Middle Ages.

Summarize how increased trade with Asia brought wealth to Italian trade cities, leading to the Renaissance. Explore how Italian writers and artists contributed great works during the Renaissance.

Identify how during the Renaissance, advances in science and education were made.

Summarize how new ideas from Renaissance spread

- Joan of Arc
- Crusader Propaganda
- The Power of Print
- Renaissance Writers
- Leading the Reformation

Enrichment Activities (See Student Resources):

- Biographies- Charles Martel, Leif Ericsson, Eleanor of Aquitaine, William the Conqueror
- Biographies- Blanche of Castile, Christine de Pisan,
- Biographies-Miguel de Cervantes, Johann Gutenberg, Jeanne d'Albret
- Literature- Europe and Japan: Comparing Poetry of Middle Ages, Guinevere and the Round Table, Protestant Hymns by Martin Luther
- Primary Resources- The End of Charlemagne's Life, The Siege and Capture of Nicea, May 21, 1016 to June 19, 1017, The Black Death Strikes Sicily, Portrait of Giuliano de' Medici by

Find out how this powerful institution affected the lives of people during this time.

Section 3 What Was It Really Like to Live in the Middle Ages?

This Web site brings the Middle Ages to life, with information on feudal life, religion, festivals, music clips, and more.

Section 4 The Medieval Knight vs. the Feudal Samurai

In a hypothetical battle between a knight and a samurai, who would win? Find out how their fighting skills compare.

The Later Middle Ages: The Early Americas

Section 1 The Mayas

Read more about the region, history, and achievements of this great Mesoamerican civilization.

Section 2 The Aztec Empire Discover the world of the

6.2.8. D.4.e 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. D.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.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.1. Write arguments focused on discipline-specific content.

across Europe through the development of paper, printing, and new universities.

Show why Reformers called for change in the Catholic Church, but some broke away to form new churches.

Consider how the Catholic Reformation was an attempt to reform the church from within.

Summarize how the political impact of the Reformation included religion wars and social change.

Sandra Botticelli, Letter to Grand Duchess Christina of Tuscany (1615) by Galileo Galilei

- History and Geography- Invasions of Europe, 800-1000, The Black Death, Major Trading Cities
- Social Studies Skills Activity- Interpreting Diagrams, Interpreting Maps: Cultural Features, Understanding Graphs
- Focus on Writing- Writing a Job Ad, A Historical Article, A Book Jacket (RI.6.1, RI.6.2, RI.6.3, NJSLA.W2)

e- Activities.

Writing About History:

- Notetaking Wizard
- Autobiographical Narratives
- Fictional Narratives
- Expository Writing
- Persuasive Writing
- Research Writing
- Summaries of Reading Materials

Aztecs through this PBS site. Click on *more* under Aztec Empire to find additional information on the Aztecs before Cortés.

Section 3

The Lost Empire

Explore the history and legacy of the Inca Empire through this Web site. Click on *continue* at the bottom of the page to move to the next part.

The Renaissance and Reformation

Section 1

A Gallery of the Italian Renaissance

View examples of the art of the Italian Renaissance. Click on the name of the artist to see pictures of his work.

Section 2

Printing and Thinking in the Renaissance

How did the invention of the printing press change the way people think? Can you think of any invention in your lifetime that has revolutionized the way

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

RH.6-8.1. Cite specific textual evidence to

- Current Events (8.1.8.A.1, CRP11, NJSLA.W2, NJSLA.W9)

Student Premium

Resources

Multimedia Connections:

- Feudalism
- The Crusades
- The Renaissance

Teacher Premium

Resources

Activities:

- An Unlikely Crusader Army
- A Byzantine Perspective
- News Story on the Crusades
- Women and the Holy Wars
- Report from the Front Lines
- Profiles in Power and Politics
- Charting the Crusades (9.2.8.B.4, RI.6.1, RI.6.2, RI.6.3)

people think?

Section 3 Nailing the Ninety-five Theses to the Door of the Castle Church

Read the story of how Martin Luther nailed his Ninety-five Theses to the church door in Wittenberg.

Teacher's One Stop

Planner-

Internet Resources, Teacher Resources, Fold Notes

Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two- Panel Flip Chart, and Tri-Fold

Additional Resources:

Graphic Organizers:
<https://www.nationalgeographic.org/topics/graphic-organizer/>

Google Expeditions:
<https://edu.google.com/expeditions/#about>

Edsitement – Middle Ages:
<https://edsitement.neh.gov/>

support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[esson-plan/not-everyone-lived-castles-during-middle-ages#sect-thelesson](#)

TES Resources on Middle Ages:
<https://www.tes.com/en-us/teaching-resources/hub/middle-school/history/medieval-history-500--1500>

The Usborne Internet-Linked Encyclopedia of World History
by Jane Bingham

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

Will develop activities they might do to reduce bias and prejudice in their community and explain why.

Students will define key terms from the Unit VII Lesson Plan #13 and will read Unit VII Reading #4. Students will then be able to develop and write about at least three activities they might do to reduce bias and prejudice in their community and world, and explain why.

Unit VII Lesson Plan #13- Procedures 1 and 2.
<https://www.nj.gov/education/holocaust/curriculum/genslave.pdf>

Unit VII Reading #4
<https://www.nj.gov/education/holocaust/curriculum/genslave.pdf>

Formative Assessment:
Students will be assessed on their developed activities and reasoning, with a teacher-generated rubric.

Key Vocabulary: Eurasia, topography, Middle Ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne, knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine, chivalry, haiku, excommunicate, Pope Gregory VII, Emperor Henry IV, Crusades, Holy Land, Pope Urban II, King Richard I, Saladin, clergy, religious order, Francis of Assisi, friars, Thomas Aquinas, natural law, Magna Carta,

Parliament, Hundred Years' War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition, Marco Polo, Renaissance, humanism, Dante Alighieri, Niccolo Machiavelli, Michelangelo, Leonardo da Vinci, Petrarch, Johann Gutenberg, Christian humanism, Desiderius Erasmus, Albrecht Dürer, Miguel de Cervantes, William Shakespeare, Reformation, Martin Luther, Protestants, John Calvin, Catholic Reformation, Jesuits, federalism.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide a computer for written work ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete 	<ul style="list-style-type: none"> ● Provide a computer for written work ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time 	<ul style="list-style-type: none"> ● Interest based content ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Real world scenarios ● Student Driven Instruction ● Use project-based learning

<ul style="list-style-type: none"> ● Use peer readers ● Give page numbers to help the students find answers ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<p>examples</p> <ul style="list-style-type: none"> ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
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Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP11: Use technology to enhance productivity.

Integration of Technology Standards NJSLS 8:

8.1.8.A.1: Demonstrate knowledge of a real-world problem using digital tools.

Integration of 21st Century Standards NJSL 9:

9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Interdisciplinary Connections: ELA-NJSLS/ELA:**Anchor Standards:**

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4: 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.

NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).