

<u>Unit Name:</u> Life in Medieval Christendom <u>Length of Unit in Hours:</u> <u>Time Frame:</u> 6 weeks (30 hours)	<u>Statement of Inquiry:</u> Societies preserve order in different ways.	<u>Standards</u> CCSS: ELA-Literacy. RH. 6-8. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 HSS: 7.6.1, 7.6.2,7.6.3, 7.6.4. 7.6.8; Analysis HI.3, CST. 1, 3
<u>Common Formative Assessment and Summative Assessments</u> -Lesson Checks which are assigned for comprehension during weekly assignments. -Lesson Quizzes from My World Interactive Textbook, to be given on Fridays. -Topic 2: Life in Medieval Christendom Test	<u>Inquiry Questions:</u> Factual: How did the Catholic Church create order in the medieval world? Conceptual: How does the Feudal Caste System resemble modern society? Debatable: Was the Feudal system and Manorial Economy necessary for kingdoms to arise in medieval Europe?	<u>Resources</u> Pearson My World Interactive: Medieval and Early Modern Times, DBQ's, Online research, Videos, Teacher questioning

<u>Key Concepts:</u> Systems	<u>Related Concepts:</u> Governance and Significance	<u>Global Context:</u> Fairness and Development	<u>ATL Skills :</u> <i>What specific ATL skills will students practice and get feedback on to be prepared for your formative and summative assessments?</i> <i>Research, Thinking, Communication, Self-management, Reflection</i>
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Learning Targets and Look Fors: <i>Learning Targets are daily</i>	Teacher Questioning: <i>How will you engage students in thinking through inquiry cycle?</i>	Learning Experiences: <i>Instructional strategies used at each stage of the Inquiry Cycle</i>	Reflection:“ <i>What are they revealing to me?</i> ”
<u>Week 1</u> <u>Lesson 1: The Early Middle Ages in Europe</u> Day 1-2: LT-Explain how Europe’s varied geography attracted many people. LF-Students are working at Volume Level 1 as they use textbooks to complete a topographical map of Europe. Day 3-4: LT-Understand what role Germanic tribes played after the fall of Rome. LF-Students are collaborating at Volume Level 2 as they complete the Lesson Checks. Day 5: LT-Analyze how Charlemagne united large parts of Western Europe. LF-Students are discussing the Lesson Check and Topographic Map before their common assessments.	Day 1-2: How did Europe’s geography attract people to different regions? Day 3-4: -Identify Main Ideas: How did the arrival of Germanic tribes affect Europe? Day 5: -Support Ideas with Examples: How did Charlemagne work to unite much of Western Europe?	Day 1-2: ATL: Labeled Diagrams -Tuning In-What do I know about this subject? -Finding Out-What kinds of resources might help? Day 3-4: ATL: Concept Organizers -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas? Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic?	
<u>Week 2</u> <u>Lesson 2: Christianity Spreads</u> Day 1: LT-Analyze the “Life of Charlemagne” Primary Sources and determine the importance of warfare to Charlemagne’s rule. LF-Students are collaborating and analyzing primary sources. Day 2: LT-Describe how Christian teachings were spread throughout northern Europe. LF-Students are working at Volume Level 1 as they use textbooks read and research the current lesson. Day 3-4: LT-Identify the kind of communities Christian monks and nuns formed. LF-Students are collaborating at Volume Level 2 as they complete the Lesson Checks. Day 5: LT-Explain how the Catholic Church became a center of authority in medieval Europe. LF-Students are discussing the Lesson Checks and Topographic Map before their common assessments quiz.	Day 2: Draw Conclusions: How did monasteries help keep classical Greek and Roman civilizations alive? Day 3-4: Summarize: How did Christian teachings affect the lives of medieval Europeans? Day 5: Identify Main Ideas: Why was the Catholic Church a center of authority?	Day 1: ATL: Structured Discussion -Tuning In-What do I know about this subject? Day 2: ATL: Concept Organizers -Finding Out-What kinds of resources might help? Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas? Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic?	

<p><u>Week 3</u> <u>Lesson 3: Feudalism and the Manor Economy</u> Day 1-2: LT-Describe the impact the invasions by Vikings and other groups had on Europe. LF-Students are working at Volume Level 1 as they use textbooks read and research the current lesson.</p> <p>Day 3-4: LT-Analyze how the decentralized system of feudalism provided order, controlled people, and weakened state power. LF-Students are collaborating at Volume Level 2 as they complete the Lesson Checks.</p> <p>Day 5: LT-Explain how manorialism created many small, self-sufficient economic units. LF-Students are discussing the Lesson Check and reviewing before common assessment.</p>	<p>Day 1-2: Use Evidence: In what ways were manors self-sufficient?</p> <p>Day 3-4: Understand Effects: How did the concept of chivalry affect knights?</p> <p>Day 5: Synthesize: In what way did feudalism shape medieval Europe?</p>	<p>Day 1-2: ATL: Concept Organizers -Tuning In-What do I know about this subject? -Finding Out-What kinds of resources might help?</p> <p>Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas?</p> <p>Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic?</p>	
<p><u>Week 4</u> <u>Lesson 4: Revival of Towns and Trade</u> Day 1-2: LT-Analyze how environmental and technological innovations supported the growth of medieval Christendom. LF-Students are working at Volume Level 1 as they use textbooks read and research the current lesson..</p> <p>Day 3-4: LT-Identify the results of expanding trade. LF-Students are collaborating at Volume Level 2 as they complete the Lesson Checks.</p> <p>Day 5: LT-Explain why guilds were important to the medieval economy. LF-Students are discussing the Lesson Check and reviewing before common assessment.</p>	<p>Day 1-2: Identify Cause and Effect: How did technology help increase food supply?</p> <p>Day 3-4: Understand Effects: How did increasing wealth in towns affect church building?</p> <p>Day 5: Identify Main Ideas: How did increasing trade affect society?</p>	<p>Day 1-2: ATL: Concept Organizers -Tuning In-What do I know about this subject? -Finding Out-What kinds of resources might help?</p> <p>Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas?</p> <p>Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic?</p>	
<p><u>Week 5</u> <u>Lesson 5: The Church and Medieval Culture</u> Day 1: LT-Analyze the Thomas Aquinas” Primary Sources and analyze the relationship between the Catholic Church and Science. . LF-Students are collaborating and analyzing primary sources.</p> <p>Day 2: Explain how the religion of Christianity developed and changed over time. LT-Analyze how Christianity spread based on medieval culture. LF-Students are working at Volume Level 1 as they use textbooks read and research the current lesson.</p> <p>Day 3-4: LT-Analyze how Christianity influenced medieval society and culture. LF-Students are collaborating at Volume Level 2 as they complete the Lesson Checks.</p> <p>Day 5: LT-Identify the characteristics of medieval universities. LF-Students are discussing the Lesson Check and reviewing before common assessment.</p>	<p>Day 1:</p> <p>Day 2: Identify Main Ideas: What were the mystery plays about?</p> <p>Day 3-4: Synthesize: How did Thomas Aquinas blend ancient and medieval thought?</p> <p>Day 5: Infer: Why was the concept of the wheel of fortune meaningful to people in medieval Europe?</p>	<p>Day 1: ATL: Structured Discussion -Tuning In-What do I know about this subject?</p> <p>Day 2: ATL: Concept Organizers -Finding Out-What kinds of resources might help?</p> <p>Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas?</p> <p>Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic?</p>	
<p><u>Week 6</u> <u>Review Week-Test Week</u> Day 1: Assembling Review Packets Day 2: Vocabulary Review Day 3: Kahoot Day 4: Writing Practice Day 5: Unit 2 Test: Life in Medieval Christendom</p>	<p>Day 1, 2, 3 ,4: -Review Questions all Week</p> <p>Day 5: -Unit 2: Test</p>	<p>Day 1: ATL: Concept Organizers Day 2: ATL: Composting Q's, Defining Terms Day 3: ATL: Listing, Bundling Key Questions Day 4: ATL: Structured Discussions Day 5: ATL: Reviewing/Responding to Inquiry Based Q's</p>	