

World History

Unit 2 – The Middle Ages

Grade 10

Time for Completion: 10 class periods

Text: Prentice Hall World History The Modern Era

Pages 24-30, 41-43
(The unit will require outside resources)

State Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Indicator: Europe (e.g., *manorialism*, *feudalism*, *Magna Carta*, Christendom, rise of cities and *trade*).

4. (K) describes Japanese feudalism and compares to European feudalism.

5. (A) explains geographic, economic, political reasons for Islam's spread into Europe, Asia, and Africa (e.g., geographic, economic, political reasons).

6. (A) discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature).

Purpose of Unit:

Tested on State Assessment	English Channel location Traditional Economy Rest is not tested at the high school level
Academic Skills	Summarizing (pg SH4) Analyze Primary Source (pg SH33) Reading a Nonfiction Text (pg SH2-7 & MAX Teaching book)
GCHS Dept. Purpose	Start of modern world Developments that lead to European dominance
Overlying Concept/Idea	Cultural Diffusion (pg42-43) Conflict (pg 41)

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Historical Concepts/Vocabulary

Dark Ages
Charlemagne
Battle of Tours/Poiters
Feudalism
Manorialism
William the Conqueror/Battle of Hastings
Castles
Chivalry
Crusades
Catholic Church
Pope
Indulgences
Great Schism
Rise of Towns
Magna Carta
Spread of Islam
Black Death
Little Ice Age
Guttenberg/Printing Press
Tokugawa Shogunate
(Japanese Feudalism)

Suggested Activities

- Chess for Feudalism activity
- Readings:
 - Magna Carta
 - Richard the Lionhearted on Crusade
 - Crusades on www.eyewitnesstohistory.com
- Compare/Contrast European/Japanese feudalism
- Poster to recruit knights to crusades
- Fairy Tale project

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Other indicators to include:		
Geography (locations)	Economics	Government
English Channel	Traditional Economy	Monarchy

Suggested Map	Europe / Spread of the Black Death
Suggested Map Skill	Analyze Special Purpose Map (pg SH29 in text)

Language Skills		
<u>Prefix:</u> Centi (100) Century In (not) Infidel Indulgences Uni (single/one) Unified	<u>Root Words:</u> Chron (time) Chronology	<u>Suffix:</u> Ism (doctrine/theory/system) Monotheism Acy (rule/regime) Monarchy Ary (pertaining to/connected with) Chilvary

District Resources Videos Worst Jobs of Medieval Times (Dawson) Vikings – Ancient Empires (Saddler) Jousting Tournament (Leiva)	Performance Assessment Research and create a PowerPoint (topics and rubric to be set next year)
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Accommodations: ESL/SPED	Enrichment
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Internet Sources:	
For Information www.eyewitnesstohistory.com Feudal Japan http://teachers.brps.k12.mi.us/bweaver/2004-2005/Global%20Studies/Asia/Feudalism%20WebQuest/structure_of_feudal_japan.htm http://www.sasked.gov.sk.ca/docs/midlsoc/gr7/74info1.html General Info http://www.wsu.edu:8080/%7Edee/MA/CONTENTS.HTM	For Assignments:

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State Assessment Examples

Not on the high school state assessment

Notes:

This unit will require outside resources