



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

World History

Unit title	<i>Unit 4: European and Asian Middle Ages</i>	MYP year	5	Unit duration (hrs)	<i>10.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

<u>Learning Experiences On-Level Course</u>		
Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics. a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.	<u>European Feudalism Simulation</u> This activity allows students to actively participate in the European Feudal System. Students will assume the role of an individual in feudal Europe—a monarch, a lord, a knight, or a serf and go through a six-step process in which they divide land, establish loyalties, and negotiate the exchange of services for land. Students will understand the needs and responsibilities represented by each level of this land-based system.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects
SSWH9 Analyze change and continuity in the Renaissance and Reformation. a. Explain the social, economic, and political changes that contributed to the rise of	<u>Renaissance Man and Woman Writing Activity</u> Students will examine the characteristics of a renaissance man and woman to complete the following: Pretend you are writing a modern day Courtier, what characteristics would you include that would describe how a young person can become accomplished and admired?	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text

<p>Florence.</p>		<p>SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects</p>
<p>SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics. a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.</p> <p>SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD. a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.</p>	<p><u>Feudalism Debate</u> Students will compare, contrast, analyze, and argue the European and Japanese Feudal systems</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects</p>
<p>SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics. a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne. b. Explain the political impact of Christianity and the role of the church in medieval society. c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague. d. Describe the causes and impact of the Crusades on the Islamic World and Europe.</p>	<p><u>World News Activity</u> Students will use their knowledge on certain concepts to create an illustration that symbolizes that concept</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects</p>

<p>SSWH9 Analyze change and continuity in the Renaissance and Reformation.</p> <p>a. Explain the social, economic, and political changes that contributed to the rise of Florence.</p> <p>b. Identify artistic and scientific achievements of the Renaissance.</p> <p>c. Explain the main characteristics of humanism.</p> <p>d. Explain the importance of Gutenberg and the invention of the printing press.</p> <p>e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.</p> <p>f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.</p> <p>g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits</p>	<p><u>Renaissance and Reformation Choice Board</u></p> <p>SSWH9</p> <p>Students can choose to complete certain assignments that demonstrate their own understanding of the standards</p>	<p>Content scaffold learning</p> <p>Graphic Organizers</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>SWD/504- Accommodations provided</p> <p>ELL- Reading Strategies and Vocabulary Supports</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> <p>Extensions- Enrichment Tasks and Projects</p>
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Learning Experiences Honors Course

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.</p> <p>a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.</p>	<p><u>Tokugawa Shogunate PBS Activity</u></p> <p>Students will use this activity to analyze the changing relationship between Tokugawa Japan, Korea, and China. Students will take notes on the reading in the graphic organizer and construct a creative diagram of the relationship as they understand it.</p>	<p>Content scaffold learning</p> <p>Graphic Organizers</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>SWD/504- Accommodations provided</p> <p>ELL- Reading Strategies and Vocabulary Supports</p>
<p>SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.</p>	<p><u>The Ming Dynasty Lesson</u></p> <p>Teachers will use this lesson to support the teaching and learning of the Ming dynasty.</p>	<p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> <p>Extensions- Enrichment Tasks and Projects</p>

<p>a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.</p> <p>b. Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.</p>		
<p>SSWH4 Analyze impact of the Byzantine and Mongol empires.</p> <p>e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.</p>	<p>History Vs Khan Video</p> <p>Students will watch the video after completing notes on the Mongols. They will then decide how Genghis Khan should be viewed in the context of history.</p>	<p>Graphic Organizers Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects</p>

Content Resources

<p>On-Level Course</p> <p>Knighthood Reading SSWH7a Students will read the attached reading in order to gain a better understanding of the role of knights and chivalry in European Feudalism</p> <p>Middle Ages Crash Course Questions Crash Course: The Dark Ages, How Dark Were They Really? SSWH7 Students will watch the video and answer the corresponding questions to gain a better understanding of Feudalism in Europe.</p> <p>The Medieval Church Reading and Summary Activity SSWH7b Students will read the document and answer the corresponding questions to gain a better understanding of the role of the Church in Feudal Europe</p> <p>Christianity in the Middle Ages Critical Reading Text SSWH7b Students will read the document and answer the corresponding questions to gain a better understanding of the role of the Church in Feudal Europe</p> <p>Christianity in the Middle Ages Critical Reading Text Questions SSWH7b Students will read the document and answer the corresponding questions to gain a better understanding of the role of the Church in Feudal Europe</p>	<p>Honors Level Course</p> <p>Charlemagne Article and Questions Students will read the article about Charlemagne and answer the questions.</p> <p>Charlemagne Video Students will watch the video to get a better understanding of Charlemagne’s rule and legacy.</p> <p>The Renaissance PowerPoint that provides the teaching and learning of the Renaissance.</p> <p>Martin Luther and the Reformation PBS Primary Sources Teachers will use the inquiry kit (Library of Congress sources) about Martin Luther and his beliefs and the Protestant Reformation to teach students about the Reformation.</p>
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[Trade Fuels City Growth Reading and Activity](#) SSWH7c

This reading and activity will help emphasize the role of trade and the growth of cities in history

[Pandemic Cause and Effect](#) SSWH7c

Students will learn how a pandemic affects history and history affects pandemics

[95 theses Rap music video](#) SSWH9ef

This activity helps emphasize Luther's 95 Theses through video