



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies: World History

Unit title	<i>Unit 4A: 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?*

GA DoE Standards

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.

SSWH9 Analyze change and continuity in the Renaissance and Reformation.

- a. Explain the social, economic, and political changes that contributed to the rise of Florence.
- b. Identify artistic and scientific achievements of the Renaissance.
- c. Explain the main characteristics of humanism.
- d. Explain the importance of Gutenberg and the invention of the printing press.
- e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.
- g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

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.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- 1. compare similarities and differences
- 11. draw conclusions and make generalizations

Map and Globe Skills:

8. draw conclusions and make generalizations based on information from maps.

SS Reading Standards 6-8:

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

SS Writing Standards 6-8:

L9-10WHST1: Write arguments focused on discipline-specific content

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

L11-12WHST1: Write arguments focused on discipline-specific content.: Write arguments focused on discipline-specific content.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Key concept	Related concept(s)	Global context
Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex.	Governance Cooperation Identity	Personal and Cultural Expression What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Statement of Inquiry

The emergence of new systems can lead to a change in a society's identity and governance.

Inquiry questions

Factual

Define identity.

Define governance.

Define systems.

What are the characteristics of the manorial and feudal system?

What factors led to the Renaissance?

What were the political and social changes that took place in Japan and China?

Conceptual

How was feudalism in Europe similar and different from feudalism in Japan?
 How did the role of the church affect life in the Middle ages?
 How do Renaissance art and scientific achievements reflect the concept of humanism?
 How did the Reformation in England differ from the Reformation in the rest of Europe?

Debatable

How can changes occur while still having continuity in a society?

MYP Objectives	Assessment Tasks On Level Course	
<p><i>What specific MYP objectives will be addressed during this unit?</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>
<p>Criterion C: Communicating information in a writing format Criterion D: Thinking Critically by analyzing primary and secondary sources to answer the document-based question</p>	<p>📄 MiniDBQ - Samurai and Knights Document Packet (1) (002).pdf</p> <p>Students will examine 5 documents and answer questions based on the document in order to answer this question: Samurai and Knights: Were the similarities greater than the differences?</p>	<p><u>Formative Assessment(s):</u></p> <p>Performance Matters CFA</p> <p><u>Summative Assessment(s):</u></p> <p>Performance Matters Summative Test</p>
MYP Objectives	Assessment Tasks Honors Level Course	

<p>What specific MYP objectives will be addressed during this unit?</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>	<p>List of common formative and summative assessments.</p>
<p>Criterion C: Communicating information in a writing format Criterion D: Thinking Critically by analyzing primary and secondary sources to answer the document based question</p>	<p>The Protestant Reformation DBQ Students will examine documents and answer questions based on the document in order to answer this question: What caused the Protestant Reformation?</p>	<p>Formative Assessment(s): Performance Matters CFA</p> <p>Summative Assessment(w): Performance Matters Summative</p>
<p>Approaches to learning (ATL)</p>		
<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas</p> <p>Category: Communication Cluster: Communication Skills Skill Indicator: Write for different purposes</p>		

<p><u>Learning Experiences On-Level Course</u></p> <p>Add additional rows below as needed</p>		
<p>Objective or Content</p>	<p>Learning Experiences</p>	<p>Personalized Learning and Differentiation</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>European Feudalism Simulation 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.</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports</p>

		Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects
<p>SSWH9 Analyze change and continuity in the Renaissance and Reformation. a. Explain the social, economic, and political changes that contributed to the rise of Florence.</p>	<p><u>Renaissance Man and Woman Writing Activity Power Point</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?</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. 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>European vs Japanese Debate 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>
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<p><u>Learning Experiences Honors Course</u></p> <p>Add additional rows below as needed</p>
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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>Tokugawa Shogunate PBS Activity</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>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>The Ming Dynasty Lesson</p> <p>Teachers will use this lesson to support the teaching and learning of the Ming dynasty.</p>	<p>Intervention Support- Re-teaching</p> <p>Activities in Small Groups with Progress Monitoring</p> <p>Extensions- Enrichment Tasks and Projects</p>

<p>SSWH4 Analyze impact of the Byzantine and Mongol empires. 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 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>
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Content Resources

<p>On-Level Course</p> <p>Knights Reading and Questions 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>Feudalism and Medieval Life Reading and Worksheet SSWH7a https://drive.google.com/file/d/1FxaaBeunDYUXiTHPKFrttPhR0vqBroIN/view?usp=sharing</p> <p>Mini DBQ Samurai and Knights Packet SSWH11 https://docs.google.com/document/d/1LrkR0VK0Ufn7ZkwOoivbjwUZttgQKlvS7-Q-UyEqp5k/edit?usp=sharing</p> <p>Protestant Reformation Reading and 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>Martin Luther movie LinkSSWH7b 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>Martin Luther Video Link Questions SSWH7b</p>	<p>World History Teacher Notes</p> <p>chrome-extension://efaidnbmnnnibpcajpcgiclfndmkaj/https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-World-History-Teacher-Notes.pdf</p> <p>Crash Course World History</p> <p>https://www.youtube.com/watch?v=yIWORyToTo4&list=PLM2mw-Hklus6L8wp6iCnMmqipXvvnFvYH</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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Students will read the document and answer the corresponding questions to gain a better understanding of the role of the Church in Feudal Europe

[DBQ The Black Death](#) 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

Ming Dynasty Social Structure Activity SSWH11

https://docs.google.com/document/d/1OTyA7_WivzkPynpOE0oBZPv86rKMBFbzOliKU95JKuA/edit

Qing Dynasty Social Structure Activity SSWH11

https://docs.google.com/document/d/1zQR8zoNIOrr0GsSH2OF3swJTzrW_vye50nYDIqMBq6c/edit?usp=sharing