

Grade 7: Governance and Authority in the Middle Ages

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems. - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). - Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. - Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. - Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. - Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. - Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. - Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. - Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - social structure and culture work in tandem to shape societies, but are not completely rigid. - group memberships and identities provide or deny certain opportunities and power. - individual rights and personal safety are often opposing forces. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.	ESSENTIAL QUESTIONS - Is it ever okay to give up some rights for personal safety? - How do we cooperate with each other in society while being individuals? - What is the role of religion in society? - Should religious leaders also be powerful political leaders?
Acquisition		
<i>Students will know...</i> - the power vacuum created by the fall of Rome in Western Europe. - the dissolution of social services following the fall of Rome in the West. - the creation of the feudal system under Charlemagne and how it shaped society. - how the feudal system met the needs of people in manors. - the relative weakness of monarchs in feudal Europe - the power of the Church in society as evidenced by the roles of monks and priests in society. - that the everyday decisions of the people were directly influenced by Roman Catholic beliefs.		
<i>Students will be skilled at...</i> - explaining the varied roles of citizens. - describing the impact of organizations on people. - analyzing the causes and effects of public policies. - comparing means of changing society over time. - explaining the impact of economic decisions. - explaining the roles of buyers and sellers. - analyzing the role of innovation in an economy. - using mapping and graphing techniques to analyze spatial patterns. - explaining the impact of decisions on humans and the environment. - explaining the relationship between environment		

• His.1.6-8. Analyze connections among events and developments in broader historical contexts. • His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. • His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. • His.5.6-8. Explain how and why perspectives of people have changed over time. • His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. • His.14.6-8. Explain multiple causes and effects of events and developments in the past. • His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. • His.16.6-8. Organize applicable evidence into a coherent argument about the past. • His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media. • Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. • Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. • Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.	<u>vocabulary:</u> medieval, the Church versus the church, feudal system, oath, chivalry, vassal, lord, serf, pope, self-sufficient, clergy, hierarchy, manuscript, cathedral, faith	and identity. • analyzing the relationships between humans and their environment. • analyzing connections in history. • classifying events. • explaining and analyzing influences on historical perspectives. • analyzing the influence of perspective on the historical record. • evaluating secondary sources. • explaining and evaluating cause and effect relationships. • organizing evidence into a coherent argument. • comparing arguments in secondary works.
Content Area Literacy Standards		21st Century Skills
• 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. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>make judgements and decisions</i> • <i>communicate clearly</i> • <i>access and evaluate information</i> • <i>collaborate with others</i> • <i>use systems thinking</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	