

Unit 6: The “Middle” Ages

Essential Questions

- How do historians name historical eras? And how do those names affect our perception of those eras?
- When should one follow tradition? And when should one break with tradition?
- Who should hold power?
- How does religion influence the institutions and daily life of civilizations?
- Can one person have a significant impact on history?

Goals

Step 3 (target)

- ☐ Goal 13: I can analyze the factors that influence historians when naming historical eras, and the way these names affect how historical eras are perceived.
 - ☐ Evidence: Independently write a report about how the “Middle Ages” got its name, and whether it should be changed. Then debate your position with another student.

Step 2

- ☐ Goal 10: I can understand and describe how, although history is complex and influenced by the actions of many people, individuals can have a significant and lasting impact on the world.
 - ☐ Evidence: Investigate the historical impact of seven important individuals from the Middle Ages.
- ☐ Goal 11: I can understand and describe who creates the names of historical eras, and the effect these names have on the way people understand and perceive these eras.
 - ☐ Evidence: Creating names for various historical eras based on specific emotions.
- ☐ Goal 12: I can understand and describe how the ending of things (like the Roman empire) can cause people to struggle, but from that struggle great things often emerge.
 - ☐ Evidence: Describe the effects of the collapse of the Roman Empire on Western Europe in the short and long term.

Step 1

- ☐ Goal 1: I can describe and use themes of history and cultural institutions (SPICE) to study patterns of change and continuity.
 - ☐ Evidence: Middle Ages SPICE chart & Feudalism information highlighting
- ☐ Goal 2: I can map the path of the Bubonic Plague, and explain the Plague’s causes and consequences.
 - ☐ Evidence: Exit ticket about plague causes and consequences, and mapping the plague according to three different timelines.
- ☐ Goal 3: I can read and comprehend a historical passage to identify basic factual information (who? what? when? where? why? how?) and identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. (contextualization)
 - ☐ Evidence: First Crusade primary source investigation.
- ☐ Goal 4: I can explain the workings of feudalism and manorialism.
 - ☐ Evidence: Feudalism and manorialism comprehension questions.
- ☐ Goal 5: I can explain the growth of centralized monarchies and city-states in Europe.
 - ☐ Evidence: Monarchies and city-states exit ticket.
- ☐ Goal 6: I can explain the role of the Roman Catholic Church during the Middle Ages.
 - ☐ Evidence: Role of the Church exit ticket.
- ☐ Goal 7: I can explain the growth of towns and cities during the Middle Ages.
 - ☐ Evidence: Growth of towns and cities question trail.

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| | <ul style="list-style-type: none">❑ Goal 8: I can explain the causes and effects of the Crusades.<ul style="list-style-type: none">❑ Evidence: The Crusades storyboard and exit ticket.❑ Goal 9: I can explain the causes and impact of the Renaissance.<ul style="list-style-type: none">❑ Evidence: Wordless poster about the causes and effects of the Renaissance. |
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What was going on in Europe before the Middle Ages?

What was going on in Europe after the Middle Ages?

SPICE Chart: The "Middle" Ages

Society

- Family
- Gender roles
- Social classes
- Inequalities
- Life styles

Politics

- Type of government
- Leaders
- Political structure
- Wars, conflicts, and revolutions
- Courts and laws
- Diplomacy and treaties

Interaction with the environment

- Beliefs about nature
- Use of resources
- Disease
- Migration and settlement
- Technology used with the environment



<p>Culture</p> <ul style="list-style-type: none"> • Religions, philosophies, and belief systems • Math, science, and technology • Language • Art, architecture, and writing • Technology • Sports 	<div>Religion:</div> <div>Other culture:</div>
<p>Economy</p> <ul style="list-style-type: none"> • Currency / money • Type of economy • Labor and industry (what do they make, and who makes it?) • Trade • Types of businesses 	