

Quarter Four:

Time Period: Medieval

Fourth Quarter: Essential Understandings

Essential Understandings reflect outcomes for student learning based on the Grade 9 Social Studies and English Language Arts Standards. Essential Understandings are the “big ideas” which bridge time and space and which comprise expected deep understandings derived from study. The Essential Understandings are clustered into themes which are studied throughout the course. Students who successfully complete Honors 9 World History and Literature will have demonstrated on performance assessments a firm grasp of the Essential Understandings by providing specific examples and analyzing just how these concepts have occurred through world history and how they are reflected in world literature.

Theme: Space and Place

1. Geography influences the development of a civilization.

- How do new territorial discoveries challenge existing cultural practices and priorities?
- How does a civilization’s location affect its global interaction and authority?

2. Forces of nature create economic and cultural changes in a civilization.

- How does a civilization’s location affect its global interaction and authority?
- How did disease impact and change the way civilizations?

3. Humans shape and adapt to their environment.

- How do new territorial discoveries challenge existing cultural practices and priorities?
- How does a civilization’s location affect its global interaction and authority?

4. A civilization’s geographical location affects its global interaction and economic and political power.

- How does a civilization’s location affect its global interaction and authority?
- How did disease impact and change the way civilizations operated?

Theme: Culture

5. Movement of goods, people, and ideas are conduits for cultural change.

- How do new territorial discoveries challenge existing cultural practices and priorities?
- How did disease impact and change the way civilizations operated?
- How did the Crusades affect the movement of goods, peoples, and ideas throughout Europe and the Middle East?

6. Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.

- How do the language and literature of a people reflect historical processes like assimilation and domination?
- What values and beliefs are reflected in the literature, language, and arts of a particular time?
- How did beliefs about roles of women and children affect the lives of individuals in various cultures?

7. Culture disperses through assimilation or domination.

- How do new territorial discoveries challenge existing cultural practices and priorities?
- How do the language and literature of a people reflect historical processes like assimilation and domination?
- How did the Crusades affect the movement of goods, peoples, and ideas throughout Europe and the Middle East?
- How were the Middle Ages a reflection and adaptation of the practices and beliefs in earlier societies?
- What caused the flowering of Islam?
- How did the idea that “might makes right” characterize the dispersion of cultures?

8. Civilizations share common characteristics.

- How did beliefs about roles of women and children affect the lives of individuals in various cultures?
- How were the Middle Ages a reflection and adaptation of the practices and beliefs in earlier societies?
- Since the world’s major religions have so many commonalities, why are they often in conflict?

Theme: Time, Continuity, and Change

9. Power and authority shape the rights and responsibilities of individuals and societies; individuals assume and shape power and authority.

- How do changes in power and authority over time impact the rights and responsibilities of individuals in societies?
- How did beliefs about roles of women and children affect the lives of individuals in various cultures?
- How did the idea that “might makes right” characterize the dispersion of cultures?
- What was the ultimate goal of the Spanish Inquisition?

10. The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.

- How did the Crusades affect the movement of goods, peoples, and ideas throughout Europe and the Middle East?
- How were the Middle Ages a reflection and adaptation of the practices and beliefs in earlier societies?
- What caused the flowering of Islam?
- Were the Crusades justified? Explain.

Theme: Science, Technology, and Society

11. Science and technology affect and are affected by political, economic, and societal changes.

- How did the role of science and technology change as civilizations matured?
- How did disease impact and change the way civilizations operated?

12. Scientific and technological discoveries challenge existing cultural norms and change global perspectives.

- How did the role of science and technology change as civilizations matured?

Theme: Communication

13. Communication includes all human attempts to convey a message.

- What values and beliefs are reflected in the literature, language, and arts of a particular time?

14. The ideas of effective communicators influence and are influenced by their society.

- How do the language and literature of a people reflect historical processes like assimilation and domination?
- What values and beliefs are reflected in the literature, language, and arts of a particular time?
- How do changes in power and authority over time impact the rights and responsibilities of individuals in societies?
- How did the idea that “might makes right” characterize the dispersion of cultures?

15. Communicators reflect the bias of their time.

- How do the language and literature of a people reflect historical processes like assimilation and domination?
- What values and beliefs are reflected in the literature, language, and arts of a particular time?

16. Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

What values and beliefs are reflected in the literature, language, and arts of a particular time?

Legend for Materials

LOL 9: *The Language of Literature-TE*; Ninth Grade

LOL EL: *The Language of Literature Electronic Library*

WL: *World Literature-TE*

LC: *Literature Connections—The Language of*

WH: *Human Journey: World History-TE*

WHD *World History in Documents*

GWP: *Granger’s World of Poetry*

Bb: *Blackboard Online Resource*

I. The Rise of Islam (1 week)

Social Studies Standards: 6SS1a,c; 10SS1a,e; 6SS2a,c; 9SS2b,c; 6SS3a,c; 6SS4a,b; 9SS4a; 6SS5b; 6SS6b; 6SS7a; 6SS10a

English Language Arts Strands: E1-Reading; E2-Writing; E3-Speaking, Listening and Viewing; E4-Conventions, Grammar and Usage of the English Language; E5-Literature; E6-Public Documents; E7-Functional Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessment
<ol style="list-style-type: none"> 1. The Rise of Islam <ol style="list-style-type: none"> a. A Culture of Traders 2. Mohammad's Vision 3. The Hijra <ol style="list-style-type: none"> a. Turning Point 4. Teachings of Islam <ol style="list-style-type: none"> a. Monotheistic 5. Five Pillars of Islam 6. The Koran <ol style="list-style-type: none"> a. Sacred Word of God 7. A Way of Life <ol style="list-style-type: none"> a. Islamic System of Laws b. Role of Women 8. An Age of Conquests <ol style="list-style-type: none"> a. Death of Mohammad b. Caliph Abu Bakr <ol style="list-style-type: none"> 1. Conquest of Byzantine Empire 	<p><i>Islam-Empire of Faith</i>-PBS Video (One DVD per school)</p> <p>from the <i>Koran</i> translated by N. J. Dawood (<i>WL</i>-page 634)</p>	<p>See Bb Folder-<i>Islam</i> See Bb Tab: Lessons; Quarter Four-<i>Viewing Guide</i></p> <p>Creative Writing Response- Students write a brief sermon (a speech that addresses morals or responsibility) to deliver to classmates focused on a moral lesson such as: personal responsibility, the need to consider the rights of others, the importance of working cooperatively. Sermons should appeal to fear of punishment, hope for reward, or a sense of fairness.</p>	<p>Links to Rubrics and Other Assessments on the PBS Site.</p> <p>Oral Communications Rubric (See Bb Folder in Resources-<i>Rubrics</i>)</p>

<p>9. Reasons for Success</p> <ul style="list-style-type: none"> a. Common Faith b. Acceptance of Others <p>10. The World of Learning</p> <ul style="list-style-type: none"> a. Philosophy b. Mathematics c. Astronomy d. Medicine 		<p>(WL-page 637)</p> <p>Students Research Muslim Contributions to Medicine and Science in Small Groups on the <i>go.hrw.com</i> website (WH-page 249-Use Keyword) and Create a Power Point of their Findings.</p>	<p>See Bb Folder Resources- <i>Evaluating PowerPoint and Multimedia</i></p>
<p>II. African Civilizations (1 week)</p>			
<p>Social Studies Standards: 6SS2c; 9SS2b,c; 6SS4a,b; 9SS4a; 6SS5b; 6SS6b,c; 9SS6a,c; 6SS7a,c English Language Arts Strands: E1-Reading; E2-Writing; E3-Speaking, Listening and Viewing; E4-Conventions, Grammar and Usage of the English Language; E5-Literature; E6-Public Documents; E7-Functional Documents</p>			
<p>Social Studies</p>	<p>ELA</p>	<p>Suggested Instructional Strategies</p>	<p>Suggested Assessments</p>
<p>1. Sahara Trade</p> <ul style="list-style-type: none"> a. Geography and the Economy b. Gold and Salt <p>2. Ghana</p> <ul style="list-style-type: none"> a. Gold-Salt Trade b. Muslim Merchants and Islamic Faith <ul style="list-style-type: none"> 1. Written Language, Coinage, Farming 			

<p>3. The Kingdom of Mali</p> <p>a. Sundiata</p> <p>1. Founder of Mali</p> <p>4. Songhai</p> <p>a. New Kingdom</p> <p>b. Largest State in West Africa</p> <p>1. Sonni Ali</p> <p>c. Civil War</p> <p>5. Axum</p> <p>a. King Ezana and Nubia</p> <p>b. A Trade Network</p> <p>c. The Spread of Christianity</p> <p>d. Ethiopia</p> <p>6. Great Zimbabwe</p> <p>a. Economy and Government</p> <p>b. Decline</p>	<p>from <i>Sundiata</i> “An Epic of Old Mali by D. T. Niane translated by G. D. Pickett (WL p. 102)</p> <p>“Wondrous Powers: Mirror, Sandals, and A Medicine Bag” <i>A Togo Dilemma Tale</i> retold by A. W. Cardinall (WL-page 94) and /or “The Five Helpers”, a Grumshi Dilemma Tale (Togo) by A.W. Cardinall (WL-page 96)</p>	<p>Students Compare the Major Similarities and Differences of the Kingdoms of Kush and Mali Using a Graphic Organizer (See Bb Folder in Resources-<i>Compare and Contrast</i>)</p> <p>Write a Compare/Contrast Essay Based on the Graphic Organizer</p> <p><i>Analyzing Dilemma Tales</i></p> <p>(1) Individually, Students Read One of the Two Dilemma Tales and Identify at least Three Examples of Characters, Events, or Details that are Realistic and Three Examples of Things that are Fantastic</p> <p>(2) Students who Read the Same Tale Pair up and Compare and Justify their Responses</p> <p>(3) Students then Pair with a Student who Read the other Dilemma Tale and Report their Findings to the Class.</p> <p>(WL-page97)</p>	<p>Accuracy of Information on the Graphic Organizer</p> <p>Compare/Contrast Essay Rubric (See Bb Folder in Resources-<i>Graphic Organizers</i>)</p> <p>Peer and Self Assessment of the Accuracy of the Information Based on:</p> <ul style="list-style-type: none"> • 3 Realistic Examples; • 3 Fantastic Examples; and • Participation
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III. Middle Ages (4 weeks)

Social Studies Standards: Proposed Standards: 6SS1a,c; 6SS2c; 9SS3d; 6SS4b; 9SS4a; 6SS8c,d; 9SS10c; 10SS5a; 10SS6b; 10SS9d

English Language Arts Strands: E1-Reading; E2-Writing; E3-Speaking, Listening and Viewing; E4-Conventions, Grammar and Usage of the English

Language; E5-Literature; E6-Public Documents; E7-Functional Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessment
<ol style="list-style-type: none"> 1. The Rise of Europe <ol style="list-style-type: none"> a. Medieval Period b. Geographical Location and Resources 2. The Byzantine Empire <ol style="list-style-type: none"> a. Justinian Code b. Constantinople 3. The Germanic Kingdoms <ol style="list-style-type: none"> a. The Franks b. Europe and the Muslim World 4. The Age of Charlemagne <ol style="list-style-type: none"> a. A Christian Emperor b. Government c. Revival of Learning 5. After Charlemagne 	<p>from the <i>Song of Roland</i> translated by Frederick Goldin (WL-page 692)</p>	<p><i>Conduct an Interview</i> Students Take on the Role of a Newscaster Reporting on the Battle of Roncesvalles or One of the Main Characters in the Song of Roland. Students should Work in Pairs (one</p>	<p>Checklist for the Interview based on:</p> <ul style="list-style-type: none"> • probing questions dealing with the most important aspects of the battle • references to the literature • accuracy of the portrayal

<p>c. A Force for Peace</p> <p>11. Jews in Europe</p> <p> a. Jewish Communities</p> <p>12. An Agricultural Revolution</p> <p>13. Trade Revives</p> <p> a. New Trade Routes</p> <p>14. Growth of Royal Power</p> <p> a. Strong Monarchs</p> <p> b. Norman Conquest</p> <p> c. A Unified Legal System</p> <p> d. Conflict With the Church</p> <p> e. The Magna Carta</p> <p> f. The Holy Roman Empire</p> <p> g. Conflict Between Popes and Emperors</p> <p> h. The Crusades</p> <p> i. Effects of the Crusades on Europe</p> <p> 1. Universities</p> <p> 2. Science and Mathematics</p> <p> 3. Medieval Literature</p> <p> 4. Architecture and Art</p>	<p>from the “Inferno” from the <i>Divine Comedy</i> by Dante Alighieri translated by John Ciardi (WL-page 741)</p>	<p>Levels of School Students Identify Crimes and “Sinners” in high school life. Students assign Sinners to Different Levels and Create Punishments Similar to Dante’s Descriptions. Students then Participate in a Panel Discussion to Present their Reflections.</p> <p>Students Work in Small Groups to Illustrate One of the Cantos from the Inferno, and Write a Three Sentence Summary of their Canto.</p> <p>Compare Similarities and Differences between the Crusades and the Modern Middle East Conflict in Small Groups. One Member of each Group Serves on the Panel Discussion.</p>	<p>Panel Discussion Rubric (See Bb Folder in Resources-<i>Rubrics</i>)</p> <p>Inferno Quiz (See Bb Tab: Lessons; Quarter Four-<i>Inferno Quiz</i>)</p> <p>(See Bb Tab: Lessons; Quarter Four-<i>Inferno Art and Three Sentence Summary</i>)</p> <p>Panel Discussion Rubric (See Bb Folder in Resources-<i>Rubrics</i>)</p>
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<p>k. The Black Death 15. Upheaval in the Church 16. The Hundred Years' War</p>	<p>“The Tale of The Falcon” from the <i>Decameron</i> by Giovanni Boccaccio translated by Mark Musa and Peter Bondanella (WL-page 813) and/or <i>The Decameron</i>- Introduction to the Onset of the Black Death as described by Giovanni Boccaccio (See Bb Folder-Boccaccio and Additional Medieval Writers)</p>	<p>Students research The Black Death and its effects on the economy, music and the arts, the church, etc. Students then compare The Black Death to current outbreaks of infectious diseases. (See Bb Folder-<i>The Black Death</i>)</p>	
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IV. The Americas (1.5 weeks)

Social Studies Standards: Proposed Standards: 6SS2c; 9SS2b,c; 6SS4b; 6SS5b; 6SS6b,c; 9SS6a,c; 6SS7a,c
English Language Arts Strands: E1-Reading; E2-Writing; E3-Speaking, Listening and Viewing; E4-Conventions, Grammar and Usage of the English Language; E5-Literature; E6-Public Documents; E7-Functional Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessment
<p>1. The World of the Mayas a. Temples and Palaces b. Social Classes c. Advances in Learning d. Decline</p>	<p>“The Wooden People” from the <i>Popol Vuh</i>; A Quiche Mayan Myth translated by Dennis Tedlock (WL-page18)</p>	<p>News Broadcast Students Work in Small Groups to Prepare a News Report on One of the Following:</p> <ul style="list-style-type: none"> Aztec Tribe Overruns Mayan Toltec City of 	<p>News Broadcast Rubric (See Bb Folder in Resources-<i>Rubrics</i>)</p>

<p>2. Roots of Aztec Culture</p> <ul style="list-style-type: none"> a. Teotihuacan b. Arrival of the Aztecs c. Conquering an Empire d. Government and Society e. Religious Beliefs <p>3. The Incan Empire</p> <ul style="list-style-type: none"> a. Government b. Roads and Runners c. Daily Life d. Farming e. Metalworking f. Medical Advances g. Religion 	<p><i>500 Nations-The Rise and Fall of the Aztecs</i>; Kevin Costner Explores America's Indian Heritage (DVD Set-One per School)</p>	<p>Puella (1151)</p> <ul style="list-style-type: none"> • Mayan Scientist Determines Actual Number of Days of the Year (1212) • Mayan and Zuni Mass Starvation (1212) • Incan Medicine Rooted in Magic (1324) • Aztecs Offer Human Sacrifices (1431) <p>Small Groups Present their Broadcast to the Class.</p>	
<p>V. Original Production Performance Assessment (1.5 weeks)</p>			
<ul style="list-style-type: none"> • Students complete portfolios • Group presentations 			
<p style="text-align: center;">Reference Assessment Opportunities</p>			