

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

<h2 style="margin: 0;">World History - Unit Five – European & Asian Middle Ages, Renaissance, & Reformation</h2>	
Elaborated Unit Focus	European medieval society will be analyzed through the lens of cultures, politics, society, and economics. The European Middle Ages will be used as a basis of comparison with the Asian Middle Ages and the political and social transitions seen in Japan and China from the 1300s to the mid-1800s. The transitions and continuities in European society through the Renaissance and Reformation will then be analyzed.
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> ● <i>The student will understand that when there is conflict between or within societies, change is the result.</i> ● <i>The student will understand that while change occurs over time, there is continuity to the basic structure of that society.</i> ● <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i>
GSE for Social Studies (standards and elements)	<p>SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.</p> <p>a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.</p> <p>b. Explain the political impact of Christianity and the role of the church in medieval society.</p> <p>c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.</p> <p>d. Describe the causes and impact of the Crusades on the Islamic World and Europe.</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>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>
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events</p>

World History Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>caused later ones or simply preceded them.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 8. identify social studies reference resources to use for a specific purpose 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information

Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<p>The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Essential question: How does conflict between or within societies create change?</p> <ol style="list-style-type: none"> 1. How did the Renaissance create conflict and change? 2. How did the Reformation create conflict and change? 3. How have the Crusades influenced conflict in the modern era?
<p>Enduring Understanding 2</p>	<p>The student will understand that while change occurs over time, there is continuity to the basic structure of that society.</p> <p>Essential question: How can changes occur while still having continuity in a society?</p> <ol style="list-style-type: none"> 1. How did Christianity change through the Reformation? 2. How have the conflicts of the Crusades continued into the modern era? 3. How did Japanese and Chinese cultures change through the 14th to the 19th centuries?
<p>Enduring Understanding 3</p>	<p>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p> <p>Essential question: How does culture reflect society?</p> <ol style="list-style-type: none"> 1. How did the culture of society change with the Renaissance? 2. How did the culture of society change with the Reformation? 3. How did feudalism influence the culture of Medieval Europe?



Sample Instructional Activities/Assessments

Read-Draw-Talk-Revise

Use this strategy when you want students to visualize what they are reading to enhance comprehension.

1. **READ** Students read a section of the textbook for a specified time.
2. **DRAW** On a piece of paper, each student makes a sketch illustrating the passage just read. They may use word labels to increase comprehension. Allow about 5 minutes before calling time.
3. In A and B pairs, each partner takes one minute to explain his or her drawing.
4. Students may ask each other questions or make suggestions after each partner has spoken for one minute.
5. Next, students may return to the text to **REVISE** their drawings for details and accuracy.

These drawings can be used as a study aid prior to a test.

Texts for students to read:

Vinogradoff, Paul. "First Essay: The Peasantry of the Feudal Age." Internet Medieval Sourcebook: Secondary Sources. N.p., n.d. Web. 14 May 2017. <<http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/vinogradoff/vill2.txt>>. *Please be sure to clarify the vocabulary in this text – the word villains is not used with the modern meaning but rather it means “a field worker”.*

Vinogradoff, Paul. "Second Essay: The Manor and the Village Community." Internet Medieval Sourcebook Secondary Sources. N.p., n.d. Web. <<http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/vinogradoff/vill3.txt>>.

Einhard. "Einhard: The Life of Charlemagne." Internet History Sourcebooks. N.p., n.d. Web. 15 May 2017. <[https://sourcebooks.fordham.edu/basis/einhard.asp#Charlemagne Crowned Emperor](https://sourcebooks.fordham.edu/basis/einhard.asp#Charlemagne_Crowned_Emperor)>. *Note: this is a long document – Choose appropriate sections for example chapter 28. Charlemagne Crowned Emperor, and chapter 29. Reforms.*

GSE Standards and Elements	<p>SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.</p> <p>a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations <p>Enduring Understanding:</p> <p><i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p>

3-2-1 Strategy

For this adaptation of the 3-2-1 strategy the students will have an essential question to answer as they note their information from the provided article.

One of our goals in reading is to maximize students’ interaction with text - the more students get involved with text, the higher the probability of comprehension. Often, teachers use this strategy in place of the usual worksheet questions on a chapter reading, and when students come to class the next day. Their responses form the basis for class discussion of the reading and will help the teacher informally assess students’ understanding of key concepts. The students are motivated because the discussion is based on the ideas that they found, that they addressed, and that they brought to class.

Essential Question: [Why was Gutenberg and the invention of the printing press important to the Renaissance and Reformation?](#)

Students will note down:

3 things they found out related to the essential question

2 interesting things related to the essential question

1 question they still have about the essential question.

Article for students to read: "Gutenberg's Legacy." Harry Ransom Center. N.p., n.d. Web. 16 May 2017.

<http://www.hrc.utexas.edu/educator/modules/gutenberg/books/legacy/>.

Strategy sourced from: <http://micms.org/3-2-1Strategy.pdf>

GSE Standards and Elements

SSWH9 Analyze change and continuity in the Renaissance and Reformation.
d. Explain the importance of Gutenberg and the invention of the printing press.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

Literacy Standards:
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Matrices:
Information Processing Skills:
 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
 6. identify and use primary and secondary sources
 11. draw conclusions and make generalizations

Enduring Understanding:
The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

The Journalists Questions

Journalists traditionally ask six questions when they are writing assignments, 5 W's and 1 H: *Who?, What?, Where?, When?, Why?, How?* You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic. For instance, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you may have very little to say about *Who?* if your focus doesn't account for human involvement. On the other hand, some topics may be heavy on the *Who?*, especially if human involvement is a crucial part of the topic. Possible generic questions you can ask using the six journalists' questions follow:

- Who?:**
Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?
- What?:**
What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?
- Where?:**
Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?
- When?:**
When is the issue most apparent? (past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?
- Why?:**
Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?
- How?:**
How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?

The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during writing an assignment, you may wish to go back and ask the journalists' questions again to clarify important points that may be getting lost in your planning and drafting.

Text for students to read:

"Tokugawa Period, 1600-1867." *Japan: A Country Study*. Ed. Ronald E. Dolan and Robert L. Worden. 5th ed. N.p.: n.p., 1992. 27-36. Library of Congress. Web. <<https://cdn.loc.gov/master/frd/frdcstdy/ja/japancountrystud00dola/japancountrystud00dola.pdf>>.

GSE Standards and Elements	<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>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>

World History Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none">5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources11. draw conclusions and make generalizations <p>Enduring Understanding:</p> <p><i>The student will understand that while change occurs over time, there is continuity to the basic structure of that society.</i></p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Culminating Unit Performance Task

Compare/Contrast Illustration

After reading and viewing the resources from this unit and other resources you have researched, create an illustration that compares the feudal relationships in Europe during the European Middle Ages with those of Tokugawa Japan during the Asian Middle Ages based on the political structures that were in place in each region. Support your illustration with appropriate visual references to with evidence from your research.

GSE Standards and Elements	<p>SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.</p> <p>a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.</p> <p>b. Explain the political impact of Christianity and the role of the church in medieval society.</p> <p>c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.</p> <p>d. Describe the causes and impact of the Crusades on the Islamic World and Europe.</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>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices: Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 8. identify social studies reference resources to use for a specific purpose 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information <p>Enduring Understandings: <i>culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p>

World History Frameworks for the Georgia Standards of Excellence in Social Studies

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.	
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	
Illustration	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.		All graphics relate to the topic. Most borrowed graphics have a source citation.		All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.		All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	