

The Middle Ages: A Time of Conflict and Change

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Class: Social Studies, Science, Language Arts

School: Tates Creek Middle School

Approximate Timeline: May 2003

School Level: Middle School

Area(s) of Core Content: Social Studies, Science, Writing, Reading

Organizing Question:

How can looking at conflict and change during the Middle Ages help me understand conflict and change in my world?

Targeted Standards:

Academic Expectation 1--Apply Communication and Math Skills:

-1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

-Use a variety of research tools and evaluate the effectiveness of each relevant to a specific need or problem.

-Analyze and compare information accessed from different sources.

-1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

-Exhibit fluency and organization.

-Write for a variety of purposes and forms to a variety of audiences.

-1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

-Express information and ideas creatively using technology.

-Expand knowledge by identifying and using technology for a specific purpose.

Academic Expectation 2--Science:

-2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

-Interpret data to inter relationships and apply to new situations.

-Formulate models to illustrate or predict phenomena.

Academic Expectation 2--Social Studies:

-2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

-Compare democratic and non-democratic political systems

-Compare sources of authority and power

-2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

- Analyze the impact of social institutions (e.g., religious, educational, occupational, and political systems) in society.*
- Evaluate individual responsibilities within various social systems.*
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
 - Use historical perspectives and trends to develop understanding of current personal or social events.*
 - Evaluate the impact of historical factors on the development of current issues.*

Academic Expectation 5--Thinking and Problem Solving:

- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
 - Analyze cause-and-effect relationships.*

Middle School Core Content--Reading:

- RD-M-2.0.14 Summarize information from a passage.
- RD-M-4.0.11 Locate and apply information for a specific purpose (e.g., following directions, completing a task).

Middle School Core Content--Writing:

- WR-M-1 Correctness--The writer demonstrates: correct spelling; correct punctuation; correct capitalization; appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources

Middle School Core Content--Science:

- Students will describe the individual's roles and responsibilities in the following areas: changes in populations, resources and environments including ecological crises and environmental issues, natural hazards, science and technology in society, and personal and societal issues about risks and benefits.
- Students will demonstrate the role science plays in everyday life: past, present, and future.

Middle School Core Content--Social Studies:

- SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.
- SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.

Secondary Standards/Demonstrators/Core Content:

These standards will not be formally assessed in the culminating assessment, but will be taught and assessed informally throughout the unit.

-2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.

Demonstrators for Academic Expectation 2.5

-Investigate the characteristics and effects (e.g., nature, size, frequency) of a disruption to a steady state system.

-2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

Demonstrators for Academic Expectation 2.14

-Analyze issues from multiple perspectives.

-Analyze the relationship between rights and responsibilities of individuals/groups and the needs of society.

-RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.

---Students will describe how science helps drive technology and technology helps drive science. Because perfectly designed solutions do not exist, technological solutions have intended benefits and unintended consequences.

Essential Questions:

What is the relationship between conflict and change?

What are the Middle Ages?

What did conflict and change look like in the Middle Ages?

How did the people of the Middle Ages react to conflict and change?

What does conflict and change look like in my world (our current society)?

Culminating Performance:

Each student will compare a medieval and modern conflict and resulting change from one of the following areas: causes and treatments of infectious diseases, changing forms of government, or challenges of daily life.

Students will be given a futuristic conflict related to their topic, then they will predict possible change based on their comparison of medieval and modern times.

Each student will choose to design and present a web page, PowerPoint, newsletter, or a visual display (tri-fold display board). Top projects from each category will be featured at a team-wide medieval feast.

Culminating Performance Rubric

CATEGORY	Monarch	Noble	Knight	Serf
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Requirements	All requirements on project checklist are met and exceeded.	All requirements on project checklist are met.	One requirement on project checklist was not completely met.	More than one requirement on project checklist was not completely met.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive. Citations are present and in proper format.	Product shows some original thought. Work shows new ideas and insights. Citations are present, but format may be flawed.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking. Citations are present, but format is extremely flawed.	Uses other people's ideas, but does not give them credit. No citations or uses invented citations.
Organization	Content is well organized using headings or bulleted lists to group related material.	Content is logically organized.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Presentation	Presentation is well-rehearsed. Shows a full understanding of the topic. Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Uses voice level 3.	Presentation is rehearsed, but with lapses in fluency. Shows a good understanding of the topic. Stands up straight and establishes eye contact with everyone in the room during the presentation. Uses voice level 3 inconsistently.	Presentation is rehearsed, but read. Shows a good understanding of parts of the topic. Sometimes stands up straight and establishes eye contact. Uses voice level 2.	Presentation is unrehearsed and has little or no fluency. Does not seem to understand the topic very well. Slouches and/or does not look at people during the presentation. Uses voice level 1.

Discrete Learnings

Knowledge:

From the Middle Ages and modern times:
Infectious Diseases
Forms of Government
Social Institutions

Understand the relationship between conflict and change

Skills/Abilities:

Familiar with one of the following:
PowerPoint
Publisher
Web Design (FrontPage)

Effective Display/Presentation Techniques
Word Processing
Research skills
Using appropriate format for citations

Technology Standards:

T3.1 Use proper citations
T4.4 Locate information using the Internet
T5.3.2 Scan for information within an Internet document
T5.6 Enter and edit word processing information
 T5.6.1 Use pull down menu items
T6 Use to Present Information
T6.1 Select appropriate software for a task.
 T6.1.1 Define an end product
 T6.1.2 Develop a plan for the project
 T6.1.2 Select software with appropriate capabilities for the project

Critical Resources

Human Resources:

Technology Resource Teacher (District and School)
Medical Professional class speaker(if time allows)
Parent Volunteers for medieval feast

Physical Resources:

Classroom sets of *Catherine, Called Birdy* and *Adam of the Road*
History Alive unit – Fall of the Roman Empire
Tri-fold board
Materials for a communicable diseases lab
Pictures of individuals infected with various diseases

Talk About posters on the Middle Ages

Technological Resources:

LCD Projectors and/or scan converters
Slide projector
Access to computer lab
Population dynamic software
Inspiration
FrontPage
Timeliner
Knights and Castles webquest

http://itech.fcps.net/trt22/pages/projects/middle_ages_resources.htm - List of websites related to Middle Ages

http://landmark-project.com/citation_machine/cm.php - Citation Machine

Instructional/Assessment Activities

LESSON GOALS

Social Studies

Conflict and Change (2 day lesson)

Objective: Students will become familiar with the concepts of conflict and change and the relationship between them.

Description: Day 1: Students will create a student friendly definition of conflict and change to be written in their social studies journal. Then using the fall of Rome as a backdrop, students will examine the multiple conflicts that brought about the fall of the Roman Empire. Students will read a document entitled “10 Reasons for the Fall of Rome” and identify by color-coding the political, economic, social, military, and religious conflicts that brought about the fall.

Assessment: Students will create a graphic that illustrates “a whole coming apart”. The graphic will identify two causes under each category: political, social, economic, religious and military.

Description: Day 2: Bell ringer-Students will be given 2 identified conflicts that brought about the fall of Rome and hypothesize possible change that would occur as a result of those conflicts. Students will be introduced to the political and economic system of feudalism through a *History Alive* experiential activity. Whole class review of the various forms of government both democratic and non-democratic will be reviewed. Discussion will follow of how Feudalism solved the conflicts that brought about the fall of Rome and the changes it brought to Western Europe.

Assessment: Students will take notes using a graphic organizer on feudalism for their journal.

Culture and Society (4 day lesson)

Objective: Students analyze medieval social groupings to understand the relationships among people and groups.

Description: Day 1: Through a interactive slide show, students will understand the far-reaching influence of the Catholic Church and faith on the lives of people during the Middle Ages.

Assessment: Students will complete a graphic organizer of information presented for their journals and participate in class discussion.

Description: (Day 2) Students will be able to identify the architectural aspects of a Gothic cathedral and how this construction relates to the societal role of faith and the Catholic church to everyday life in the Middle Ages.

Assessment: Pairs of students will complete a scavenger hunt to identify architectural aspects of a Gothic cathedral. They will self-evaluate through the use of a slide show.

Description: (Day 3) Students will be able to describe the role of the medieval knight and the function of medieval castles.

Assessment: Students will complete a web-quest on the role of medieval knights and the function of medieval castles.

Description: (Day 4) Students will be able to describe 2 characteristics of the daily life of a variety of societal roles in medieval society i.e. women, children, nobles, serfs, villiens (skilled crafts-person), peasants, religious orders, etc.

Assessment: Groups of students will complete learning centers on the society of the Middle Ages. Pairs of students will each contribute to an Inspiration created web of information on society in the Middle Ages for the whole class.

Language Arts

Language Arts Class:

We will read two novels: Catherine, Called Birdy and Adam of the Road. One of the novels will be read primarily in class, while the other will be assigned as outside reading. We will be examining daily life of teens during the middle ages and then comparing and contrasting those with our own. We will also look at literary elements such as character, setting, and plot and look in depth at the vocabulary of the time. An Introductory lesson will also be included on the genre of Historical Fiction.

In preparation for the culminating project we will review how to write citations and give effective oral presentations. We will also discuss the various forms of writing exclusive to their particular projects (such as PowerPoint, webpage, etc.)

Reading/Writing Class:

The second part of Language Arts will focus on Arthurian Legends.

***More detailed plans to follow. This is a work in progress!!!

Science

Lesson 1: Presenting a Tri-Fold Board

Objective: Students learn what a good visual display entails.

Assessment: The culminating performance.

Lesson 2: Viruses

Objective: Students identify characteristics of viruses.

Assessment: Students state five characteristics at the end of class.

Lesson 3: Communicable Diseases

Objective: Student understand the different methods of contraction.

Assessment: Students state two methods of contraction in class.

Lesson 4: Communicable Activity

Objective: Students understand conditions for the spread of diseases.

Assessment: State five conditions at the end of class.

Lesson 5: Bubonic Plague

Objective: Students understand how the disease is transmitted, symptoms and history.

Assessment: A visual diagnosis from pictures

Lesson 6: Treatment and Public Reactions to the Bubonic Plague in Medieval Times

Objective: Students understand how the medieval doctors treated this disease.

Assessment: Five question quiz

Lesson 7: Smallpox

Objective: Students understand how the disease is transmitted, symptoms and history.

Assessment: A visual diagnosis from pictures

Lesson 8: Smallpox – Treatment and Public Reaction

Objective: Students understand how the medieval doctors treated this disease.

Assessment: Five question quiz

Lesson 9: HIV

Objective: Students understand how the disease is transmitted, symptoms and history.

Assessment: A visual diagnosis from pictures

Lesson 10: HIV – Treatment and Public Reaction in the Present

Objective: Students understand how present doctors treat the disease.

Assessment: Five question quiz

Lesson 11: West Nile Virus

Objective: Students understand how the disease is transmitted, symptoms and history.

Assessment: A visual diagnosis from pictures

Lesson 12: West Nile Virus – Treatment and Public Reaction

Objective: Students understand how present doctors treat the disease.

Assessment: Five question quiz

Lesson 13: Population Dynamics

Objective: Students understand the effect of natural disease on populations.

Assessment: Students create populations and disease and analyze potential effects using appropriate software.