

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Western Civilization

GRADE/LEVEL: 9

<p><i>Topic #1: Greece</i></p>	
<p><i>21st Century Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none"> ❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i> ❖ <i>1.2 Analyzing and evaluating information</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines</i> ❖ <i>2.1 Working cooperatively and/or independently</i> ❖ <i>2.2 Applying problem solving strategies</i> ❖ <i>2.3 Utilizing resources and time effectively</i> ❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i> ❖ <i>4.1 Reading widely and critically</i> ❖ <i>4.2 Writing clearly, concisely, and persuasively</i> ❖ <i>4.3 Speaking, listening, and interpreting effectively</i> ❖ <i>4.4 Mastering technology as a means of communication</i> 	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens’ rights and responsibilities</p>

<p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension 	<p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines
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<ul style="list-style-type: none"> ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<ul style="list-style-type: none"> ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p>Grade Span Expectations</p> <p>OC1 Interactive Listening OC2 Make oral presentations</p>	

SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
VAD/M 1 Creation/Performance
VAD/M 2 Perception
VAD/M 3 Context
VAD/M 4 Communication
VAD/M 5 Integration
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A2 Communication (oral and/or written)
A3 Research (information tools)
A4 Critical Thinking (learning and self-management)
A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ What characteristics of ancient Greek society are found in the United States today?
- ◆ How did geography influence Greek history?
- ◆ Who were the Minoans and Mycenaeans?
- ◆ What was the polis?
- ◆ How are Homer's *Illiad* and the *Odyssey* reflective of Greek society?
- ◆ How does Greek religion and mythology affect the daily lives of people?
- ◆ What are the similarities and differences between the main city-states of Greece?
- ◆ How are the city-states of Athens and Sparta governed?
- ◆ How did democracy develop in Athens?

- ◆ Why were the Persian Wars important in Greek history?
- ◆ What was the Age of Pericles and how did it usher in the golden age of Greece?
- ◆ What were the primary characteristics of Greek art and architecture?
- ◆ What basic ideas did Socrates, Plato, and Aristotle express?
- ◆ What were the accomplishments of Alexander the Great?
- ◆ What changes occurred in society during the Hellenistic Age?

Content Topics:

- ◆ Geographical Location
- ◆ Minoans and Mycenaeans
- ◆ Polis
- ◆ Homer's *Illiad* and *Odyssey*
- ◆ Sparta
- ◆ Athens
- ◆ Economic, Social, Political Structure
- ◆ Persian Wars
- ◆ Age of Pericles and the Golden Age of Greece
- ◆ Peloponnesian War
- ◆ Greek Art and Architecture
- ◆ Socrates, Plato, and Aristotle
- ◆ Alexander the Great
- ◆ Hellenistic Age

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will determine how geography influenced Greek history
- ◆ Students will identify the Minoans and Mycenaeans
- ◆ Students will discuss Homer and what were the *Illiad and the Odyssey*
- ◆ Students will identify the main characteristics of Greek religion
- ◆ Students will determine how city-states were governed, and analyze how it changed over time
- ◆ Students will critique what kind of society emerged in Sparta
- ◆ Students will analyze and assess how democracy developed in Athens
- ◆ Students will analyze the effect of the Persian Wars
- ◆ Students will define the characteristics of the Age of Pericles
- ◆ Students will determine the causes and outcomes of the Peloponnesian War
- ◆ Students will recognize the great works of Greek art and architecture as well as infer how it impacted modern architecture
- ◆ Students will summarize the basic ideas did Socrates, Plato, and Aristotle
- ◆ Students will evaluate the accomplishments of Alexander the Great
- ◆ Students will analyze and assess what change occurred in society during the Hellenistic Age

Instructional Resources and Equipment:

- ◆ Maps
- ◆ Student texts
- ◆ Television and video equipment
- ◆ School computers and/or internet
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic organizers
- ◆ Visual images
- ◆ Literacy strategies

Assessment Task(s):

- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Socratic Seminars and/or class discussions
- ◆ Document Based Questions (DBQs)
- ◆ Response writing
- ◆ Informational writing
- ◆ Argumentative writing
- ◆ Reflective writing
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Projects
- ◆ Validated Freshmen Project Research Paper

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Western Civilization

GRADE/LEVEL: 9

<p><i>Topic #2: Rome</i></p> <p><i>21st Century Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p>

<p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p>	<p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens’ rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p>
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<ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

OC1 Interactive Listening
OC2 Make oral presentations
SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
VAD/M1 Creation/Performance
VAD/M2 Perception
VAD/M3 Context
VAD/M4 Communication
VAD/M5 Integration
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A2 Communication (oral and/or written)
A3 Research
A4 Critical Thinking (learning and self-management)
A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ What characteristics of ancient Roman society are found in the United States today?
- ◆ What advantages did Italy and Rome have in terms of location?
- ◆ How did the Romans organize the government of their republic?
- ◆ What factors allowed Rome's power to expand?
- ◆ What were the Punic Wars?
- ◆ What political, economic, and social changes occurred in the Roman Republic as a result of Roman expansion?

- ◆ What political changes occurred that led to the end of the Republic?
- ◆ How did Julius Caesar reign serve as a transition between the Roman Republic and the Roman Empire?
- ◆ What aspects of Roman rule helped unify and solidify the empire?
- ◆ How did citizens of the Roman Empire make a living and entertain themselves?
- ◆ What role did the Pax Romana play in Roman society?
- ◆ How did Christianity arise out of the Jewish tradition in Judea?
- ◆ What did Christians experience while under the influence of the Roman Empire?
- ◆ What were the primary reasons for the fall of the Roman Empire?
- ◆ What was life like in the Eastern and Western Roman Empire after the collapse?
- ◆ How did Roman culture differ from Greek culture?

Content Topics:

- ◆ Roman Republic / Roman Empire
- ◆ Aqueducts
- ◆ Government
- ◆ Religion
- ◆ Patricians and Plebeians
- ◆ Diocletian and Constantine
- ◆ Roman living and entertainment
- ◆ Julius Caesar

- ◆ Augustus
- ◆ Punic Wars
- ◆ Roman Expansion
- ◆ Hadrian's Wall
- ◆ Barbaric tribes
- ◆ Military
- ◆ Education and Literature
- ◆ Roman Decline
- ◆ Byzantine Empire

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will assess what advantages Italy and Rome had in terms of location
- ◆ Students will recognize how the Romans organized the government of their republic
- ◆ Students will draw conclusions about what factors allowed Rome's power to expand
- ◆ Students will identify the causes and effects of the Punic Wars
- ◆ Students will identify and assess what political, economic, and social changes occurred in the Roman Republic, during Roman expansion, and the end of the Roman Empire
- ◆ Students will analyze what political changes occurred during the first century B.C. that led to the end of the Republic
- ◆ Students will infer how Julius Caesar reign served as a transition between the Roman Republic and the Roman Empire
- ◆ Students will critique what aspects of Roman rule helped unify and solidify the empire

- ◆ Students will classify how the citizens of the Roman Empire made a living and entertained themselves
- ◆ Students will assess how the Pax Romana played a role in Roman society
- ◆ Students will assess how Christianity arose out of the Jewish tradition in Judea
- ◆ Students will investigate what difficulties and successes the Christians experienced while under the influence of the Roman Empire
- ◆ Students will identify the primary reasons for the fall of the Roman Empire
- ◆ Students will compare and contrast Roman civilization to Greek civilization

Instructional Resources and Equipment:

- ◆ Maps
- ◆ Student texts
- ◆ Television and video equipment
- ◆ School computers and/or internet
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic organizers
- ◆ Visual images
- ◆ Literacy strategies

Assessment Task(s):

- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Socratic Seminars and/or class discussions
- ◆ Document Based Questions (DBQs)
- ◆ Response writing

- ◆ Informational writing
- ◆ Argumentative writing
- ◆ Reflective writing
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Projects
- ◆ Validated Freshmen Project Research Paper

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Western Civilization

GRADE/LEVEL: 9

Topic #3: Middle Ages

21st Century Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p>
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<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past
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	<ul style="list-style-type: none"> ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Creation/Performance VAD/M2 Perception VAD/M3 Context VAD/M4 Communication VAD/M5 Integration T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A2 Communication (oral and/or written) A3 Research A4 Critical Thinking A5 Reflection and Evaluation</p>	
<p><i>Essential Question(s):</i></p> <ul style="list-style-type: none"> ◆ How did Frankish rulers gain control of and govern territory in Western Europe? 	

- ◆ What caused the decline of Charlemagne's great empire?
- ◆ Why were the Vikings so greatly feared?
- ◆ How did the Feudal System and Manorial systems complement each other?
- ◆ What was the political, social, and economic makeup of life on the manor?
- ◆ What were the characteristics of the code of chivalry?
- ◆ How was the church organized and what major problems faced the church during the Middle Ages?
- ◆ How did Parliament develop in England?
- ◆ What contributions did the Anglo-Saxons and the Normans make to England?
- ◆ What were the political, social, and economic changes that occurred in Europe during and after the Crusades?
- ◆ What important developments resulted from the revival of European trade?
- ◆ Why did fairs arise, and how did they promote the change of goods?
- ◆ What rights did medieval townspeople have?
- ◆ What was the Black Death and how did it change society both positively and negatively?
- ◆ How did merchant and craft guilds contribute to the communities in which they existed?
- ◆ What factors led to the decline of serfdom?
- ◆ What were the important developments in life and culture during the High Middle Ages?
- ◆ What was the 100 Years War?

- ◆ What factors strengthened the monarchies of England, France, and Spain?
- ◆ During the 1300s and 1400s, what was happening to the Holy Roman Empire?
- ◆ What events challenged the power of the church and what criticisms came from within the church?

Content Topics:

- ◆ Frankish rulers
- ◆ Charlemagne
- ◆ Decline of Frankish Empire
- ◆ Vikings
- ◆ Feudalism
- ◆ Manorial System
- ◆ Social Structure
- ◆ Chivalry
- ◆ Church and Religion
- ◆ Anglo-Saxon England
- ◆ Magna Carta
- ◆ Parliament
- ◆ Holy Roman Empire
- ◆ Crusades
- ◆ Trade routes
- ◆ Markets and fairs
- ◆ Manufacturing, banking, and investment
- ◆ The rights of townspeople
- ◆ Guilds
- ◆ Medieval towns
- ◆ Decline of Serfdom
- ◆ Black Death

- ◆ Language and Literature
- ◆ The Hundred Years War
- ◆ The Wars of the Roses
- ◆ Joan of Arc

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will assess how Frankish rulers gained control of and governed territory in Western Europe
- ◆ Students will draw conclusions about what caused the decline of Charlemagne's great empire
- ◆ Students will infer why the Vikings were so greatly feared
- ◆ Students will assess how the Feudal System and Manorial systems complement each other
- ◆ Students will define the characteristics of the code of chivalry
- ◆ Students will distinguish how the church influenced political, economic, and social life in the Middle Ages
- ◆ Students will summarize the major problems the church faced during the Middle Ages
- ◆ Students will recognize how Parliament developed in England
- ◆ Students will analyze the political, social, and economic changes that occurred in Europe as a result of the Crusades
- ◆ Students will analyze how a revival of trade came about in Europe.

- ◆ Students will recognize how fairs arose, and analyze how they promoted the change of goods
- ◆ Students will compare the rights medieval townspeople have to the rights people have today
- ◆ Students will infer how merchant and craft guilds contributed to the communities in which they existed
- ◆ Students will distinguish what factors led to the decline of serfdom
- ◆ Students will recognize the important developments in literature during the later middle ages
- ◆ Students will define the 100 Years War and discuss its implications
- ◆ Students will draw conclusions about what factors strengthened the monarchies of England, France, and Spain
- ◆ Students will interpret what was happening to the Holy Roman Empire in the 1300s and 1400s
- ◆ Students will assess what events challenged the power of the Church
- ◆ Students will distinguish what criticisms came from within the church
- ◆ Students will compare and contrast the Middle Ages to an early civilization

Instructional Resources and Equipment:

- ◆ Maps
- ◆ Student texts

- ◆ Television and video equipment
- ◆ School computers and/or internet
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic organizers
- ◆ Visual images
- ◆ Literacy strategies

Assessment Task(s):

- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Socratic Seminars and/or class discussions
- ◆ Document Based Questions (DBQs)
- ◆ Response writing
- ◆ Informational writing
- ◆ Argumentative writing
- ◆ Reflective writing
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Projects
- ◆ Validated Freshmen Project Research Paper
- ◆ Historical debates
- ◆ Research Papers
- ◆ Projects

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Western Civilization

GRADE/LEVEL: 9

<i>Topic #4: The Renaissance, Reformation, Scientific Revolution and Age of Exploration</i>	
<i>21st Century Graduation Expectation Outcomes:</i>	
<ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i>	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i>
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals	C&G 1-1: Origins, forms, and purposes of government
C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	C&G 1-2: Sources of authority and use of power, and how they are/can be changed
C&G 3: In a democratic society, all people have certain rights and responsibilities	C&G 2-1: United States government (local, state, national)
	C&G 2-2: The democratic values and principles underlying the U.S. government
	C&G 3-1: Citizens' rights and responsibilities

<p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <p>❖ Standard I: Chronological Thinking</p>	<p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <p>❖ Identify the structure of a historical narrative</p>
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<ul style="list-style-type: none"> ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<ul style="list-style-type: none"> ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p>Grade Span Expectations</p>	

OC1 Interactive Listening
OC2 Make oral presentations
SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
VAD/M 1 Creation/Performance
VAD/M 2 Perception
VAD/M 3 Context
VAD/M 4 Communication
VAD/M 5 Integration
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A2 Communication (oral and/or written)
A3 Research (information tools)
A4 Critical Thinking (learning and self-management)
A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ What led to the Italian Renaissance?
- ◆ What were the characteristics of Italian Renaissance art, literature, and the humanities?
- ◆ Who was Martin Luther and what were the reforms that he proposed?
- ◆ What were the effects of the spread of Protestantism?
- ◆ What are the similarities and differences between the Catholic Church and the Protestant Church?

- ◆ What steps did the Catholic Church take to respond to the Protestant Reformation?
- ◆ What role did superstitions play in the evolution of religious reformation?
- ◆ What factors contributed to the birth of the Scientific Revolution?
- ◆ How did Copernicus, Kepler, and Galileo challenge traditionally held views?
- ◆ What were some of the discoveries made during the Scientific Revolution?
- ◆ What technological advances helped make the great European explorations possible?
- ◆ How did Spain, France, England, and Portugal extend their powers abroad and at home?
- ◆ What was mercantilism, and what role did it play in the colonies?

Content Topics:

- ◆ Renaissance
- ◆ Michelangelo
- ◆ Leonardo da Vinci
- ◆ Niccolo Machiavelli
- ◆ Johannes Gutenberg
- ◆ William Shakespeare
- ◆ Nicholas Copernicus
- ◆ Galileo Galillei
- ◆ Johannes Kepler
- ◆ Isaac Newton
- ◆ Francis Bacon
- ◆ Martin Luther
- ◆ 95 Theses
- ◆ Indulgences

- ◆ Henry VIII
- ◆ Protestant Reformation
- ◆ Anglican Church
- ◆ Lutheranism
- ◆ Scientific Revolution
- ◆ Exploration Tools
- ◆ Joint-stock company
- ◆ Mercantilism
- ◆ Tariffs
- ◆ European explorers

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will analyze what led to the Italian Renaissance
- ◆ Students will identify the characteristics of Italian Renaissance art, literature, and Humanities
- ◆ Students will analyze the major reforms proposed by Martin Luther
- ◆ Students will compare and contrast the effects of the spread of Protestantism
- ◆ Students will compare and contrast the Catholic Church and the Protestant Church
- ◆ Students will assess the steps the Catholic Church took to respond to the Protestant Reformation
- ◆ Students will hypothesize the role superstitions played in the evolution of religious reformation

- ◆ Students will critique the factors that contributed to the birth of the Scientific Revolution
- ◆ Students will develop a logical argument for how Copernicus, Kepler, and Galileo challenged traditionally held views
- ◆ Students will investigate the discoveries made during the Scientific Revolution
- ◆ Students will classify the technological advances that helped make the great European explorations possible
- ◆ Students will critique how Spain, France, England, and Portugal extended their powers abroad and at home
- ◆ Students will draw conclusions about mercantilism and the role it played in the colonies

Instructional Resources and Equipment:

- ◆ Maps
- ◆ Student texts
- ◆ Television and video equipment
- ◆ School computers and/or internet
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic organizers
- ◆ Visual images
- ◆ Literacy strategies

Assessment Task(s):

- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Socratic Seminars and/or class discussions
- ◆ Document Based Questions (DBQs)
- ◆ Response writing
- ◆ Informational writing
- ◆ Argumentative writing
- ◆ Reflective writing
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Projects
- ◆ Validated Freshmen Project Research Paper