



UNIT GRAPHIC ORGANIZER

SUBJECT: HISTORY

UNIT: 3rd

COURSE: SIXTH

TEACHER: David Martínez Morales

DATE: 11th July

EUROPE IN THE MIDDLE AGES, CAROLINGIAN EMPIRE, ORIGIN OF FEUDALISM THE BLACK DEATH THE CHURCH, THE CRUSADES.

THROUGHLINES:

1. What is the origin of Feudalism in Europe?
2. What is the importance of Carolingian Empire for European culture?
3. What is the importance and influence of Catholic church for Middle Ages?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The student will understand the origin and characteristics of Feudalism in Europe during the Middle Ages, analysing the relations among kings, lords and vassals during the Middle Ages, by doing a mental map where explain the feudal means of production.</p>	<p>The student is going to study the most important facts in the Middle Age like The Crusades and Black Death, defining the influence of the Catholic Church in these facts, by doing a presentation or exposition about Crusades.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<p>To watch some videos about the Middle Age in order to introduce some basic concepts like Lords, knights and vassal https://www.youtube.com/watch?v=J4JNTu9pawA https://www.youtube.com/watch?v=6EAMqKUimr8</p> <p>Characterize some social roles of the Middle Ages through flash cards with figures of kings, knights, peasants, vassals, crusaders in order to recognize the different social classes the feudal system</p> <p>identify the forms of wealth through the administration of the land and the roles of each social class doing a social Pyramide.</p> <p>Analyse the impact of the Black Death on the population of Europe in the Middle Ages and compare the effects of pandemic nowadays. https://www.youtube.com/watch?v=qQUdy5ZXAqo</p> <p>TINKING SKILLS Identify and characterize social role plays. Classify and rank concepts (manor system, vassalage, servility)</p>	2 week	<p>Making summarize and completing a time line with main historical facts since Byzantine Empire until Renascence.</p> <p>Inferring, contrasting social roles during Feudalism in Europe with art handcraft to each shape.</p> <p>Working with main concepts using thinking routines and graphic organizers</p>	<p>Historical-cultural. Spatial-environmental.</p>

			(Concept map and Time line) SYNTHESIS PROJECT: The teacher will explain the elaboration of a manual for the elaboration of figures that represent each social role of the feudal system.	
Guided Stage	<p>To Identify the different social classes of the time: nobility, clergy and peasants across a brochure with shapes by each social role</p> <p>To recognize on the timeline the economic, social and political effects that the pandemics of the Middle Ages have had in contrast to the present time.</p> <p>Describe the ways in which the Catholic Church gained economic and political power during the Middle Ages throughout Europe and through taxes, and educational institutions.</p> <p>TINKING SKILLS Identify and characterize social role plays. relate cause and effect arguments develop creativity to represent historical events in their own way.</p>	3 week	<p>Matching characteristics of Kings, lords, vassals and peasants through set of pictures and statements. (classroom workshop)</p> <p>contrasting medieval political and religious institutions with current forms of production and explaining the effects of pandemics in each period of time. (2dn workshop)</p> <p>SYNTHESIS PROJECT Students will cut out and decorate feudal society figures on small pieces of cardboard within a setting that they recreate. (a theatre, or a map, etc.)</p>	Historical - cultural. Ethical-political.

<p>Learning Evidence</p>	<p>SYNTHESIS PROJECT. "THE MIDDLE AGES IN ACTION" Students will design and create a scenario or comic where they can present the different social roles of the Middle Ages and some "picks" where each character explains their characteristics. This work will be a manual on cardboard scenes and recyclable materials.</p>	<p>3 weeks</p>	<p>5th and 6th weeks: students will make the socialization of their synthesis project and they will comment on the experiences and learnings they have had in the development of the project.</p>	<p>Historical - cultural. Ethical-political.</p>
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