

Hanover Township Public Schools
PACT - Middle Ages Curriculum

(subject)

Grade: 6, 7, 8 Unit of Study: Learning about life in the Middle Ages

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives</i> | <i>Student Accomplishments</i> | <i>Assessment (How student will demonstrate knowledge)</i> | <i>Resources and Sample Activities</i> | <i>Suggested Length of Study and Dates</i> |
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| <p>-What events lead to the culture and politics of the Middle Ages? -What were medieval cities, towns, and villages like? -What is feudalism and how does it compare and contrast to today's democratic society? -What was education like in the Middle Ages and how does it differ from ours today? -What were characteristics of life at different ages for each gender in the Middle Ages and how do they differ to those today? -How did religion, spirituality, and superstition affect the culture of the Middle Ages? -How did violence play a role in the culture of the Middle Ages?</p> | <p>English Language Arts: CCSS.ELA-LITERACY.RI.6.1 , 6.2, 6.3, 6.4, 6.7, 6.9, 6.10 CCSS.ELA-LITERACY.RI.7.1 , 7.2, 7.3, 7.4, 7.9, 7.10 CCSS.ELA-LITERACY.RI.8.1 , 8.2, 8.3, 8.4, 8.9, 8.10 CCSS.ELA-LITERACY.RL.6.9, 7.9, 8.9 CCSS.ELA-LITERACY.W.6.1 , 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9 CCSS.ELA-LITERACY.W.7.1 , 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9 CCSS.ELA-LITERACY.W.8.1 , 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9 CCSS.ELA-LITERACY.SL.6.1, 6.4, 6.5, 6.6, 7.1, 7.4, 7.5, 7.6, 8.1, 8.4, 8.5, 8.6 CCSS.ELA-LITERACY.RH.6-8.1, 6-8.2, 6-8.3, 6-8.4, 6-8.7, 6-8.8</p> | <p>SWBAT: - Describe important historical events and figures of the Middle Ages. -Describe and diagram medieval cities, towns, and villages. -Explain and evaluate feudalism and the 3 Estates. -Describe similarities and differences between their education and that of medieval children. -Understand life expectancies, job roles, and gender roles in the Middle Ages. -Understand the large impact that religion, spirituality, and superstition had on medieval life. -Explain how and why violence was so prevalent in medieval life. -Tell time and dates in the Middle Ages format. -Utilize and understand heraldic symbols. -Understand and use manners appropriate to</p> | <p>- Comprehension and discussion questions for readings - Activity sheets for each subtopic - Activity sheets for choice extension topics - Small and large projects on subtopics - Small research projects - Creative writing assignments - Diagrams, sketches - Simulations - Performances</p> | <p>Resources: -<i>The Time Traveler's Guide to Medieval England</i> by Ian Mortimer -<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> by Laura Amy Schlitz -<i>The Middle Ages: Independent Learning Unit</i> (Gifted Learning Series) by Lorraine Conway -<i>The Middle Ages: A Study Unit to Promote Critical and Creative Thinking</i> by Rebecca Stark -<i>Great Medieval Projects</i> by Kris Bordessa</p> <p>Sample Activities: -Create map of medieval village -Class simulation of feudalism -Trivium/Quadrivium Tournaments (Education)</p> | <p>Approx. 10 weeks</p> |

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| <p>-What were the concepts of calendar, time, and measurements like in the Middle Ages? -What is heraldry? -How do manners and behavior from the Middle Ages compare and contrast with those of today? -What was money like and how was it used in the Middle Ages? -How did shopping and fairs work in the Middle Ages? -How did medieval people dress? -What were medieval homes and castles like? -What did medieval people eat and drink? -What was health and medicine like in the Middle Ages? -How did medieval people entertain themselves? -What was speech and language like in the Middle Ages? -Why did people go on crusades? -Who are the major historical figures of</p> | <p>Social Studies: 6.2.8.A.4.a, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.C.4.a, 6.2.8.D.4.a-d</p> <p>Science: MS-ETS1-1, MS-LS2-1, MS-LS2-4</p> <p>Math: CCSS.MATH.CO NTENT.6.RP.A.1, 6.RP.A.3, 6.NS.B.3, 6.G.A.1, 7.RP.A.1, 7.RP.A.3, 7.NS.A.3, 7.G.A.1, 7.G.A.2, 7.G.B.6</p> <p>Visual and Performing Arts: 1.1.8.B.1, 1.1.8.C.1, 1.1.12.C.1, 1.1.8.D.1</p> | <p>medieval England. -Identify medieval money and practice buying and selling with the currency values. -Describe shopping and fairs in the Middle Ages. -Sketch and describe medieval fashion. -Diagram and describe medieval homes and castles. -Understand and prepare [some] medieval cuisine. -Evaluate health, hygiene, and medical practices of the Middle Ages. -Understand and practice various forms of medieval entertainment. -Comprehend common medieval language and phraseology -Explain crusades. -Comprehend and describe various medieval myths and legends -Describe knighthood and evaluate its role in medieval society -Understand the history behind and purpose of the Magna Carta. -Conduct research to learn more about certain medieval societal roles -Perform a monologue or</p> | | <p>-Class simulation of medieval market -Design medieval fashion blog/runway/magazine -Create a Hotels.com webpage for one type of medieval dwelling -Create a medieval menu -Research/report on medieval musical instruments -Write/perform a scene from a morality play -Learn/play some popular medieval games (chess, backgammon, etc.) -Analyze the ballad, "Lord Randall," and write your own ballad. -Diagram and label parts of a castle -Courtroom simulation on the Magna Carta -Create a heraldic shield -Create an illuminated letter -Analyze artwork from the Middle Ages -Research roles and perform monologues or dialogues from "Good Masters! Sweet Ladies!"</p> | |
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| the Middle Ages and how did they affect their society? -What myths and legends were told in the Middle Ages? -How did one become a knight and what was it like? -Why is the Magna Carta important? | | play in the role of a medieval character -Work cooperatively in small groups | | | |
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The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | LAL - Students will read informational texts, learn language from the Middle Ages, read literature from the Middle Ages, and write a large amount of narrative and informative pieces. Science - Students will learn about health, technology, and the medical practices in the Middle Ages. Math - Students will understand how time, measurements, and money were used in the Middle Ages. Technology - Students will understand architecture, tools, and engineering in the Middle Ages. Social Studies - Students will become experts on the Middle Ages. Music - Students will read and write ballads and research musical instruments of the Middle Ages. Art - Students will examine works of art from the Middle Ages. |
| Integration of Technology: | Students will conduct research using reliable online resources Students will type reports and projects Students will learn about 14 century technologies |
| Differentiated Instruction: | Students will choose extension activities based on topics in which they are interested. |

21st Century Themes

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| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| Understand culture from a different time period | Understand the role of economy on life in Middle Ages | Understand the rights of those living in a feudal system | Compare current health/medicine to that of the Middle Ages |

21st Century Skills

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| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Create ballads, heraldic shields, numerous other projects | Evaluate and propose solutions to problems in medieval society | Work effectively in small groups | Read informational texts |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| Use a variety of different media in research | Use chromebooks for research and creating products | Compare/contrast life and careers in Middle Ages; work well in teams; create high quality products to show understanding | |