## **Instructional Unit Title: Haves and Have Nots**

Social Studies 7<sup>th</sup> Grade

The teacher may lead students in a discussion so that students can make inferences about the new, emerging social and political order in Europe.



The teacher will engage students in a simulation so that students can identify the social and political characteristics of everyday life (e.g., agrarian, cottage industry, feudal structure) in the Europe during the Middle Ages.



The teacher may provide primary and secondary sources (e.g., images, journal entries, church documents) so that students can explain how the power of the religious order (e.g., the Pope, the Church) influenced medieval structure.



The teacher may provide primary and secondary sources (e.g., maps, first-hand accounts, images) so that students can analyze the growth of Islam and how it rivaled Christian Europe culturally and politically.



The teacher may provide primary and secondary sources (e.g., Renaissance art, music, architecture) so that students can investigate the rebirth of cultural and intellectual pursuits which resulted from the changes to political, economic, social, and religious ideologies.



The teacher may provide documents (e.g., 95 Theses, the Magna Carta), maps, etc. so that students can understand how changes in thought shifted the power of religious institutions and political authority (e.g., Reformation, the Inquisition).



The teacher may provide primary and secondary sources (e.g., population charts, maps, historical records) so that students can examine the societal changes (e.g., international trade, the Plague, extension of individual liberties) contributed to the gradual decline of the feudal system.



The teacher may provide primary and secondary sources (e.g., maps, Pope Urban II's speech) so that students can explain how the European focus shifted from internal conflict to external pursuits (e.g., political, economic, religious).



The teacher may provide primary and secondary sources (e.g., heliocentric and geocentric models of the solar system) so that students can evaluate how the changes to scientific and intellectual thinking challenged traditional authority and values.



**PERFORMANCE ASSESSMENT:** Time Magazine is currently issuing a series of special edition magazines focusing on historical time periods that "saw" significant cultural, political, and economic change and its outcomes. Your team of historical writers has been assigned to create a magazine covering the time period from the Middle Ages through the Renaissance. Special edition features for each significant change must include the historical context (i.e. the 5 W's), the impact, and the outcome. In addition, images and advertisements reflective of the time period should be included.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <a href="http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.">https://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.</a>