

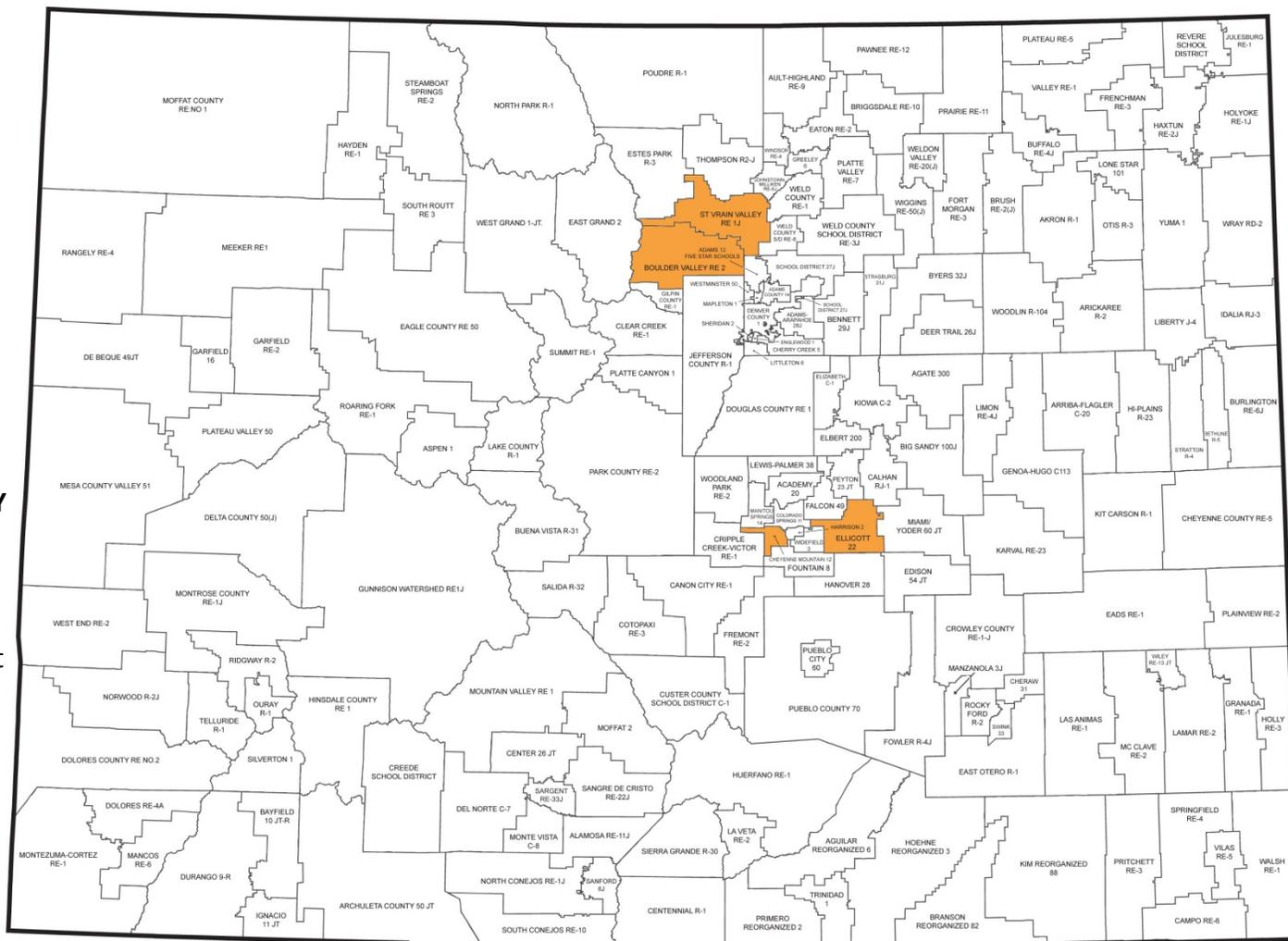
# Unit Title: Haves and Have-Nots

## INSTRUCTIONAL UNIT AUTHORS

Ellicott School District  
Kelli Cabrera  
Richard Campbell  
Anja Centennial  
Diane Garduno  
Nathaniel Miller

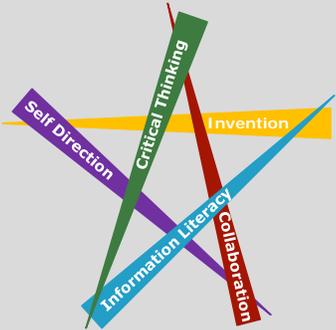
## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Boulder Valley School District  
Ryan Root  
  
Cheyenne Mountain School District  
Beth Wilson  
  
St. Vrain School District  
Brian McDonald



*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. 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.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	7 <sup>th</sup> Grade
<b>Course Name/Course Code</b>	7 <sup>th</sup> Grade Social Studies		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence	SS09-GR.7-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another	SS09-GR.7-S.1-GLE.2	
2. Geography	1. Use geographic tools to gather data and make geographic inferences and predictions	SS09-GR.7-S.2-GLE.1	
	2. Regions have different issues and perspectives	SS09-GR.7-S.2-GLE.2	
3. Economics	1. Supply and demand influence price and profit in a market economy	SS09-GR.7-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.7-S.3-GLE.2	
4. Civics	1. The different forms of government and international organizations and their influence in the world community	SS09-GR.7-S.4-GLE.1	
	2. Compare how various nations define the rights, responsibilities and roles of citizens	SS09-GR.7-S.4-GLE.2	
<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		<p align="center"><b>Reading &amp; Writing Standards for Literacy in History/Social Studies 6 - 12</b></p> <p><b>Reading Standards</b></p> <ul style="list-style-type: none"> <li>• Key Ideas &amp; Details</li> <li>• Craft And Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Levels of Text Complexity</li> </ul> <p><b>Writing Standards</b></p> <ul style="list-style-type: none"> <li>• Text Types &amp; Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Construct and Present Knowledge</li> <li>• Range of Writing</li> </ul>	
<b>Unit Titles</b>		<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Haves and Have-Nots		6-9 weeks	3

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<b>Unit Title</b>	Haves and Have-Not's		<b>Length of Unit</b>	6-9 weeks
<b>Focusing Lens(es)</b>	Power	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.7-S.1-GLE.1 SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.1 SS09-GR.7-S.2-GLE.2	SS09-GR.7-S.3-GLE.1 SS09-GR.7-S.3-GLE.2 SS09-GR.7-S.4-GLE.1 SS09-GR.7-S.4-GLE.2
<a href="#">CCSS Reading Standards for Literacy in History/Social Studies 6-8</a>	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.7	<a href="#">CCSS Writing Standards for Literacy in History/Social Studies 6-8</a>	CCSS.WHST.6-8.1, CCSS.WHST.6-8.4, CCSS.WHST.6-8.9	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Why do some people have more than others? (SS09-GR.7-S.3-GLE.2)*</li> <li>• Why do people and/or nation states build power and keep it?</li> <li>• What makes one nation state more powerful than another?</li> </ul>			
<b>Unit Strands</b>	History, Geography, Economics, Civics			
<b>Concepts</b>	International, interdependence, technological advances, taxes, resources, manufacturing, profit, market economy, supply and demand, common interests, wealth, exploitation, intra-societal, imperialism, feudalism, democracy, monarchy, colonialism			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Competition for wealth (power) frequently encourages exploitation of resources (human, environmental) (SS09-GR.7-S.3-GLE.2-EO.b,c; IQ.3)* and (SS09-GR.7-S.4-GLE.1-EO.d)	What examples from the Eastern Hemisphere show how resources (human, environmental) have been exploited?	How has exploitation of resources been justified over time and in different cultures? (SS09-GR.7-S.4-GLE.1-EO.d; IQ.1)
Unequal distribution of resources often results in conflict between and amongst social groups in a struggle for power (SS09-GR.7-S.3-GLE.2-EO.b,c)* and (SS09-GR.7-S.2-GLE.2-EO.c)	What are some examples of conflicts in the Eastern Hemisphere that have originated due to an imbalance in resources? (SS09-GR.7-S.2-GLE.2-EO.c)	How does conflict affect the distribution of resources? (SS09-GR.7-S.2-GLE.2-EO.c)
Competition for wealth can facilitate technological advancement (SS09-GR.7-S.1-GLE.2-EO.d; RA.3) and (SS09-GR.7-S.4-GLE.2-EO.b,d; RA.1)	Why was Europe able to dominate African regions during the early 1900's? (SS09-GR.7-S.2-GLE.1-EO.a,b) How did the lack of technological advancements in feudal Russia hinder them economically?	What are some technological advances over time that led to unequal power relationships?

**Colorado Teacher-Authored Sample Instructional Unit**

Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict (SS09-GR.7-S.1-GLE.2-EO.e) and (SS09-GR.7-S.4-GLE.1-EO.e; IQ.3) and (SS09-GR.7-S.4-GLE.2-EO.c; IQ.3)	How do countries/governments determine the social, economic, and political priorities in relation to its responsibility toward its citizens?	How might a country alter its values system to accommodate social, economic, and political priorities? How might a country act like a bully?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
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<ul style="list-style-type: none"> <li>How a society distributes power (monarchy vs. democracy) and how that distribution affects allocation of resources (SS09-GR.7-S.2-GLE.2-EO.d) and (SS09-GR.7-S.4-GLE.2-EO.a)</li> <li>Ways different societies distribute wealth – tyrannies, feudalism, communalism (SS09-GR.7-S.3-GLE.2-EO.b,c; RA.1)*</li> <li>That differing viewpoints in resource distribution (geographic, human, technology) lead to power imbalances (SS09-GR.7-S.4-GLE.2-EO.b,c; IQ.2,3)</li> <li>Examples of inter-societal and international conflicts that stemmed from resource imbalances</li> <li>The background and causes of major intra-societal and international conflicts in the Eastern Hemisphere (SS09-GR.7-S.1-GLE.2-EO.c,e)</li> <li>How people interact and are interconnected over key periods or eras in the Eastern Hemisphere (SS09-GR.7-S.1-GLE.2-EO.a)</li> </ul>	<ul style="list-style-type: none"> <li>Use and create thematic maps (SS09-GR.7-S.2-GLE.2-EO.a)</li> <li>Explain the different power relationships amongst regions with different resources</li> <li>Identify ways in which advanced technology has influenced different power relationships</li> <li>Explain ways in which wealth is often related to power</li> <li>Analyze historical sources for accuracy and point of view (SS09-GR.7-S.1-GLE.1-EO.b)</li> </ul>
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**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Competition for resources and technological advancement may lead to conflict and the exploitation of others.</i>
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<b>Academic Vocabulary:</b>	Analyze, interpret, compare, contrast, locate, resources, interdependence
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<b>Technical Vocabulary:</b>	International, imperialism, supply/demand, feudalism, democracy, monarchy, region, culture, society, conflict, cooperation, international, technological advances, taxes, manufacturing, profit, market economy, common interests, wealth, exploitation, intra-societal, colonialism, supply and demand, nation states
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### Colorado Teacher-Authored Sample Instructional Unit

<b>Unit Description:</b>	This unit focuses on the Medieval to Renaissance era. It begins with the students analyzing the need for protection after the fall of the Roman Empire. This includes the students examining the feudal structure and the power of the Church. Then, students will examine the cultural rivals of Christian Europe and Islam, which will lead students to exploring the Crusades. After exploring the Crusades, students will analyze the major societal and political changes that occurred, which led to the decline of feudalism and a change in thinking throughout Europe. Finally, students will take a look at how the Renaissance and Scientific Revolution were examples of these changes in thinking. The unit will culminate into a performance assessment which has students creating a newspaper that highlights the significant changes that occurred during this time period.
<b>Considerations:</b>	The content of the next unit, “How Much is that Colony in the Window” focuses predominantly on the economics of the Middle Ages through colonialism. Therefore, the focus of LE #1 and LE #2 in this unit should emphasize the social and political structures of feudal Europe and the Eastern Hemisphere.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Changes in social, economic, and political priorities/values often lead to intra-social and international conflict
<b>Supporting Generalizations:</b>	Unequal distribution of resources often results in conflict between and amongst social groups in a struggle for power
	Competition for wealth can facilitate technological and cultural advancement
	Competition for wealth (power) frequently encourages exploitation of resources (human, environmental)

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Changes in social, economic, and political priorities/values often lead to intra-social and international conflict
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	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.
<b>Product/Evidence:</b> (Expected product from students)	Students can work in groups of 4 – 5 to create their magazine. Students will look at the political, social, economic and ideological changes that occurred in the Middle Ages through the Renaissance and express the outcomes of these changes. Consideration should be given, but not limited to, international trade, job specialization, advancement in the arts and sciences, feudal structure and its decline, humanist and secular philosophies, political structures, religious and secular leadership, the Crusades and their impact. Students should include the following in their magazine: <ul style="list-style-type: none"> <li>● Title reflecting the time period</li> <li>● 1-3 articles for each of the major changes</li> <li>● Relevant images or political cartoons</li> <li>● Period-related advertisements</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	Students make work in teams where they take on different roles as determined by their learning strengths such as: <ul style="list-style-type: none"> <li>● Editor</li> <li>● Graphic artist</li> <li>● Layout manager</li> </ul> Teachers may provide students with graphic organizers to help students organize their writing. <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a> (Graphic organizers to support writing)

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<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p>Allen, K. (2010). <i>The Horrible, Miserable Middle Ages: The Disgusting Details about Life During Medieval Times</i>. Lexile: 850</p> <p>Bredeson, C. (2012). <i>Don't Let the Barber Pull Your Teeth</i>. Lexile: 700</p> <p>Cels, M. (2005). <i>Arts and Literature in the Middle Ages</i>. Lexile: 1120</p> <p>Doeden, M. (2009). <i>Weapons of the Middle Ages</i>. Lexile: 670</p> <p>Eastwood, K. (2003). <i>Places of Worship in the Middle Ages</i>. Lexile: 1090</p> <p>Eastwood, K. (2004) <i>Women and Girls in the Middle Ages</i>. Lexile: 1070</p> <p>Elliott, L. (2005). <i>Medieval Medicine and the Plague</i>. Lexile: 1150</p> <p>Elliott, L. (2004). <i>Children and Games in the Middle Ages</i>. Lexile: 1110</p> <p>Favier, J. (1997). <i>Gold and Spices: The Rise of Commerce in the Middle Ages</i>. Lexile: 1330</p> <p>Groves, M. &amp; Findon, J. (2005) <i>Science and Technology in the Middle Ages</i>. Lexile: 1080</p> <p>Hanawalt, B. (1998). <i>The Middle Ages: An Illustrated History</i>. Lexile: 1180</p> <p>Lassieur, A. (2009). <i>The Middle Ages: An Interactive History Adventure</i>. Lexile: 680</p> <p>Johnson, S. (2010). <i>The Medieval Plague</i>. Lexile: 620</p> <p>Kerns, A. (2011). <i>Did Castles Have Bathrooms?: And Other Questions About the Middle Ages</i>. Lexile: 790</p> <p>Logan, D. (2002). <i>A History of the Church in the Middle Ages</i>. Lexile: 1260</p> <p>Shuter, J. (1999). <i>The Middle Ages</i>. Lexile: 770</p> <p>Trembinski, D. (2005). <i>Famous People of the Middle Ages</i>. Lexile: 1110</p> <p>Trembinski, D. (2005). <i>Medieval Myths, Legends and Songs</i>. Lexile: 1040</p> <p>Whiting, J. (2009). <i>Medieval Castles</i>. Lexile: 610</p>	<p>Avi (2002). <i>Crispin: The Cross of Lead</i>. Lexile: 780</p> <p>Bailey, L. (2000). <i>Adventures in the Middle Ages</i>. Lexile: 790</p> <p>Crossley-Holland, K. (2001). <i>The Seeing Stone</i>. Lexile: 640</p> <p>Deary, T. (1996). <i>Measly Middle Ages</i>. Lexile: 930</p> <p>Ferris, J. (2002). <i>Once Upon a Marigold</i>. Lexile: 840</p> <p>Grant, K.M. (2005). <i>Blood Red Horse</i>. Lexile 930</p> <p>Levine, G. (1997). <i>Ella Enchanted</i>. Lexile: 670</p> <p>Millen, C. M. (2010). <i>The Ink Garden of Brother Theophane</i>. Lexile: 1090</p> <p>Vande Velde, V. (1998). <i>A Well-Timed Enchantment</i>. Lexile: 720</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Read, analyze and support understanding of text	Teacher Resources:	<a href="https://www.teachingchannel.org/videos/analyzing-text-lesson">https://www.teachingchannel.org/videos/analyzing-text-lesson</a> (A short video on the Teaching Channel showing how to analyze texts) <a href="http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/reading.pdf">http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/reading.pdf</a> (Reading Strategies) <a href="http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read">http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read</a> (Using Primary Sources in the Classrooms)
			Student Resources:	<a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf</a> (Library of Congress: Analyzing Books and Other Printed Texts Worksheet) <a href="http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf">http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf</a> (Document Analysis Worksheet)

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	Skills:	Cite specific textual evidence to support analysis of primary and secondary sources ( <a href="#">CCSS RH. 6-8.1</a> )	Assessment:	Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading. Students will use graphic organizers to keep track of specific evidence of the reading.
2.	Description:	Determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to the Middle Ages	Teacher Resources:	<a href="http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/">http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/</a> (Word Walls) <a href="http://www.readingrockets.org/strategies/word_walls/">http://www.readingrockets.org/strategies/word_walls/</a> (Word Walls)
			Student Resources:	<a href="http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf">http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf</a> (Word Bank Graphic Organizer) <a href="http://www.eslpages.com/samplesheets/samplewordbanksheets.htm">http://www.eslpages.com/samplesheets/samplewordbanksheets.htm</a> (Word Bank Worksheet) <a href="http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf">http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf</a> (Vocabulary Graphic Organizer)
	Skills:	Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.
3.	Description:	Examine and analyze primary and secondary sources to extract historical information <a href="#">CCSS.WHST.6-8.9</a>	Teacher Resources:	<a href="http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers">http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers</a> (Scholastic: Reading Response Forms and Graphic Organizers) <a href="http://www.mcrc-online.ca/documents/buehl/goread.pdf">http://www.mcrc-online.ca/documents/buehl/goread.pdf</a> (Graphic Organizers for Reading Comprehension) <a href="http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2">http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2</a> (Read, Write, Think: Making Connections)
			Student Resources:	<a href="http://www.mcrc-online.ca/documents/buehl/goread.pdf">http://www.mcrc-online.ca/documents/buehl/goread.pdf</a> (Graphic Organizers for Reading Comprehension)
	Skills:	Use context and content from the past to make connections, predictions and inferences to the present <a href="#">CCSS.WHST.6-8.1</a> , <a href="#">CCSS.WHST.6-8.4</a>	Assessment:	Students will construct short arguments connecting their learning across time.

**Prior Knowledge and Experiences**  
Students should have a basic understanding about the fall of Rome from the last unit. Students should have a basic knowledge of the use of primary and secondary sources and their application to the study of history.

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 1</b>		
The teacher may lead students in a discussion so that students can make inferences about the new, emerging social and political order in Europe.		
<b>Generalization Connection(s):</b>	Changes in social, economic, and political priorities/values often lead to intra-social and international conflict	
<b>Teacher Resources:</b>	<a href="http://history-world.org/Mid%20political_organization.htm">http://history-world.org/Mid%20political_organization.htm</a> (Article: Political organization in the Middle Ages) <a href="http://library.mtsu.edu/tps/sets/Primary_Source_Set--Middle_Ages.pdf">http://library.mtsu.edu/tps/sets/Primary_Source_Set--Middle_Ages.pdf</a> (Primary Source Set: The Middle Ages to the Exploration of the Americas) <a href="http://www.arcofhistory.org/Honors_Western_Civ/Medieval_Europe_files/Middle%20Ages%20DBQ.pdf">http://www.arcofhistory.org/Honors_Western_Civ/Medieval_Europe_files/Middle%20Ages%20DBQ.pdf</a> (DBQ -document #1, #3 - barbarian invasions)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=6EAMqKUimr8">https://www.youtube.com/watch?v=6EAMqKUimr8</a> (Video: The Middle Ages in 3 1/2 minutes) <a href="https://www.youtube.com/watch?v=3PszVWZNVVA">https://www.youtube.com/watch?v=3PszVWZNVVA</a> (Video: Fall of The Roman Empire...in the 15th Century) <a href="http://classroom.synonym.com/describe-importance-religion-society-during-middle-ages-23725.html">http://classroom.synonym.com/describe-importance-religion-society-during-middle-ages-23725.html</a> (Article: The Importance of Religion in Society During the Middle Ages) <a href="http://www.learner.org/interactives/middleages/">http://www.learner.org/interactives/middleages/</a> (Interactive site: Middle Ages)	
<b>Assessment:</b>	Students will complete Cornell notes about the fall of Rome and emergence of feudalism. Students will write inferences in the margins.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided partially completed Cornell notes Students may be allowed to work with a partner	Students may complete basic skeleton notes
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The significance of schism splits the church into the Roman Catholic and Orthodox Churches</li> <li>• The social order which arose from the need for protection following the fall of the Roman Empire</li> <li>• How the protection demanded the need for a warrior class</li> <li>• The development of the feudal structure</li> <li>• The exchanges made in the manorial system</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Discern similarities and differences</li> <li>• Organize social classes</li> </ul>	
<b>Critical Language:</b>	Feudalism, order (religious and social), monarch, nobles, lords, knights, serfs, peasants, manor, tax, social groups, Catholic Church, castles, kingdom, region, warlord, Charlemagne, agriculture, Pope, manorial system, fief	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 2</b>		
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.		
<b>Generalization Connection(s):</b>	Competition for wealth (power) frequently encourages exploitation of resources (human, environmental) Unequal distribution of resources often results in conflict between and amongst social groups in a struggle for power Competition for wealth can facilitate technological and cultural advancement	
<b>Teacher Resources:</b>	<a href="http://tinyurl.com/zl4j2hk">http://tinyurl.com/zl4j2hk</a> (Simulation: Feudalism) <a href="http://worldhistoryforall.sdsu.edu/eras/era5.php">http://worldhistoryforall.sdsu.edu/eras/era5.php</a> (Article: Overview of life around the world, up to 1500AD) <a href="http://sites.fas.harvard.edu/~chaucer/special/authors/langland/pp-pro.html">http://sites.fas.harvard.edu/~chaucer/special/authors/langland/pp-pro.html</a> (Journal: Sample everyday life journal – Piers Plowman) <a href="http://www.medieval-life.net/life_main.htm">http://www.medieval-life.net/life_main.htm</a> (Article: Life during in the Middle Ages) <a href="http://web.clark.edu/afisher/HIST252/lectures_text/Womens%20contributions%20to%20medieval%20towns.pdf">http://web.clark.edu/afisher/HIST252/lectures_text/Womens%20contributions%20to%20medieval%20towns.pdf</a> (Article: Women’s Contributions to the Economy of Medieval Towns) <a href="http://www.abss.k12.nc.us/cms/lib02/NC01001905/Centricity/Domain/2795/Middle%20Ages%20DBQ.pdf">http://www.abss.k12.nc.us/cms/lib02/NC01001905/Centricity/Domain/2795/Middle%20Ages%20DBQ.pdf</a> (Document Based Question: The Middle Ages) <a href="http://www.learner.org/interactives/middleages/feudal.html">http://www.learner.org/interactives/middleages/feudal.html</a> (Annenberg Interactive: The Middle Ages) <a href="http://legacy.fordham.edu/halsall/sbook1old.html#feud1">http://legacy.fordham.edu/halsall/sbook1old.html#feud1</a> (Primary sources: Feudalism)	
<b>Student Resources:</b>	<a href="http://sites.fas.harvard.edu/~chaucer/special/authors/langland/pp-pro.html">http://sites.fas.harvard.edu/~chaucer/special/authors/langland/pp-pro.html</a> (Journal: Sample everyday life journal – Piers Plowman) <a href="http://tinyurl.com/q8lw2nm">http://tinyurl.com/q8lw2nm</a> (Template: Journal graphic organizer) <a href="http://spartacus-educational.com/MEDTfarming.htm">http://spartacus-educational.com/MEDTfarming.htm</a> (Article: Middle Ages Farming tools with images) <a href="http://www.learner.org/interactives/middleages/feudal.html">http://www.learner.org/interactives/middleages/feudal.html</a> (Article: Life in the Middle Ages) <a href="http://artizala.com/about-artisans/history-of-artisans/history-of-artisans-in-medieval-times/">http://artizala.com/about-artisans/history-of-artisans/history-of-artisans-in-medieval-times/</a> (Article: Artisans in the Middle Ages) <a href="http://www.thefinertimes.com/Middle-Ages/farming-in-the-middle-ages.html">http://www.thefinertimes.com/Middle-Ages/farming-in-the-middle-ages.html</a> (Article: Farmers in the Middle Ages) <a href="http://www.thefinertimes.com/Middle-Ages/crafts-in-the-middle-ages.html">http://www.thefinertimes.com/Middle-Ages/crafts-in-the-middle-ages.html</a> (Article: Craftsmen in the Middle Ages) <a href="http://www.learner.org/interactives/middleages/feudal.html">http://www.learner.org/interactives/middleages/feudal.html</a> (Annenberg Interactive: The Middle Ages)	
<b>Assessment:</b>	Students will participate in a Feudal social structure simulation of a “Day in the Life” from the perspective of an assigned role (e.g., artisan, farmer, craftsman, serf, lord, vassal) <a href="http://tinyurl.com/zl4j2hk">http://tinyurl.com/zl4j2hk</a> (Simulation: Feudalism)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may complete a graphic organizer to outline their writing <a href="http://tinyurl.com/q8lw2nm">http://tinyurl.com/q8lw2nm</a> (Journal graphic organizer)	Students may create a pictorial journal

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may include primary source, textual quotes/evidence in their journal <a href="http://sites.fas.harvard.edu/~chaucer/special/authors/langland/p-p-pro.html">http://sites.fas.harvard.edu/~chaucer/special/authors/langland/p-p-pro.html</a> (Sample everyday life journal – Piers Plowman)	Students may create a journal that includes two characters and the interactions of those two characters
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The ways in which the feudal structure organized society</li> <li>• In medieval Europe, as much as 80% of the labor force was employed in subsistence agriculture</li> <li>• Trade networks throughout Africa, Europe, and Asia existed as early as 1300 AD</li> <li>• The significance of job specialization and division of labor (e.g., guild system)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Make connections to historical events using simulation</li> <li>• Analyze basic agrarian economic principals</li> </ul>	
<b>Critical Language:</b>	Agrarian, artisan, craftsman, guilds, serf, manor, lord, vassal, subsistence living, division of labor, cottage industry, trade network, feudalism, guild quality standards, merchant, human resource, wealth	

<b>Learning Experience # 3</b>		
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.		
<b>Generalization Connection(s):</b>	Competition for wealth (power) frequently encourages exploitation of resources (human, environmental) Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict Unequal distribution of resources often results in conflict between and amongst social groups in a struggle for power	
<b>Teacher Resources:</b>	<a href="http://www.pbs.org/godinamerica/people/catholic-church.html">http://www.pbs.org/godinamerica/people/catholic-church.html</a> (Article: Medieval Catholic Church) <a href="http://legacy.fordham.edu/halsall/sbook1old.html#emppope1">http://legacy.fordham.edu/halsall/sbook1old.html#emppope1</a> (Primary sources: the Catholic Church) <a href="http://www.historyteacher.net/EuroCiv/Resources/doc_pkt-MedievalChurch.pdf">http://www.historyteacher.net/EuroCiv/Resources/doc_pkt-MedievalChurch.pdf</a> (DBQ on the Church in the Middle Ages)	
<b>Student Resources:</b>	<a href="http://www.historyteacher.net/EuroCiv/Resources/doc_pkt-MedievalChurch.pdf">http://www.historyteacher.net/EuroCiv/Resources/doc_pkt-MedievalChurch.pdf</a> (DBQ on the Church in the Middle Ages) <a href="http://www.ocs.cnyric.org/webpages/phyland/files/the%20church%20in%20medieval%20life.pdf">http://www.ocs.cnyric.org/webpages/phyland/files/the%20church%20in%20medieval%20life.pdf</a> (The Medieval Church notes) <a href="http://www.learner.org/interactives/middleages/religion.html">http://www.learner.org/interactives/middleages/religion.html</a> (Article: Religion During the Middle Ages)	
<b>Assessment:</b>	Students will complete a document based question (DBQ) about the power of the Medieval Catholic Church. <a href="http://www.historyteacher.net/EuroCiv/Resources/doc_pkt-MedievalChurch.pdf">http://www.historyteacher.net/EuroCiv/Resources/doc_pkt-MedievalChurch.pdf</a> (DBQ on the Church in the Middle Ages)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work in groups Students may be given specific paragraphs where answers to the questions may be found	N/A

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may include a section of questions that arose/ topics of further research
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• How human and natural resources were exploited to obtain wealth</li> <li>• The significance of religious orders being the sole group that educated society</li> <li>• How churches were the social centers of community life and took care of the “needy”</li> <li>• The ways in which the Church controlled Kings</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze documents to answer questions</li> <li>• Explain the Catholic Church's hierarchy</li> </ul>	
<b>Critical Language:</b>	Resources (human and natural), wealth, power, religious order, indulgences, Pope, the Papacy, Cardinal, Bishop, monk, priest, education, taxes, Catholic church, Christianity, exploitation, monotheism, saints, relics, excommunication, benefit of clergy	

<b>Learning Experience # 4</b>		
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.		
<b>Generalization Connection(s):</b>	Changes in social, economic, and political priorities / values often lead to intra societal and international conflict Competition for wealth can facilitate technological and cultural advancement	
<b>Teacher Resources:</b>	<a href="http://www.saylor.org/site/wp-content/uploads/2012/10/HIST201-1-LegacyofRomanEmpire-FINAL1.pdf">http://www.saylor.org/site/wp-content/uploads/2012/10/HIST201-1-LegacyofRomanEmpire-FINAL1.pdf</a> (The Legacy of the Roman Empire and the Middle Ages in the West. Contains information about the impact of the growth of Islam) <a href="http://islamichistory.org/islamic-golden-age/">http://islamichistory.org/islamic-golden-age/</a> (Article: Islamic Golden Age) <a href="http://www.bbc.co.uk/education/guides/zx9xsbk/revision">http://www.bbc.co.uk/education/guides/zx9xsbk/revision</a> (Reading: The Islamic world in the Middle Ages, BBC) <a href="http://legacy.fordham.edu/halsall/sbook1old.html#islam1">http://legacy.fordham.edu/halsall/sbook1old.html#islam1</a> (Primary sources: Islam) <a href="http://www.storyofmathematics.com/islamic.html">http://www.storyofmathematics.com/islamic.html</a> (Islam's impact/contributions to mathematics)	
<b>Student Resources:</b>	<a href="http://www.bbc.co.uk/education/guides/zx9xsbk/revision">http://www.bbc.co.uk/education/guides/zx9xsbk/revision</a> (Student reading: BBC - Islam in the Middle Ages) <a href="http://www.sparknotes.com/history/european/middle1/section5.rhtml">http://www.sparknotes.com/history/european/middle1/section5.rhtml</a> (Article: History of Islam) <a href="http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/blms/8-4-3b.pdf">http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/blms/8-4-3b.pdf</a> (Reading: Timeline of the Development of Islam)	
<b>Assessment:</b>	Students will create a digital storyboard to trace the growth of Islam and illustrate their achievements. <a href="http://www.storyboardthat.com/">http://www.storyboardthat.com/</a> (Digital storyboard maker)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be allowed to work in groups	Students may create a poster displaying the growth and achievements of Islam
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The similarities and differences between two monotheistic religions</li> <li>• The significant scientific and mathematical contributions of the Muslims</li> <li>• The impact of Trade routes from the far East came through the Middle East to Europe</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The ways in which the Muslims extended freedoms to other religions</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Compare and contrast two religions</li> <li>• Determine the influence of one culture on another</li> <li>• Summarize information</li> <li>• Select images to represent a topic</li> </ul>
<b>Critical Language:</b>	Islam, Muslim, Koran, Holy Land, 5 Pillars of Islam, religion, monotheism, education, science, technology, culture, trade

Learning Experience # 5		
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).		
<b>Generalization Connection(s):</b>	Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict Competition for wealth (power) frequently encourages exploitation of resources (human, environmental)	
<b>Teacher Resources:</b>	<a href="http://www.history.com/this-day-in-history/pope-urban-ii-orders-first-crusade">http://www.history.com/this-day-in-history/pope-urban-ii-orders-first-crusade</a> (Article: Pope Urban II orders the Crusades) <a href="http://legacy.fordham.edu/halsall/source/urban2-5vers.html">http://legacy.fordham.edu/halsall/source/urban2-5vers.html</a> (Primary source: Pope Urban II’s speech) <a href="http://mrkash.com/activities/crusades.html">http://mrkash.com/activities/crusades.html</a> (Accounts of the Crusades) <a href="http://dcc.newberry.org/collections/the-crusades-motivations-administration-and-cultural-influence">http://dcc.newberry.org/collections/the-crusades-motivations-administration-and-cultural-influence</a> (Documents, speeches and images about the Crusades) <a href="https://scholar.vt.edu/access/content/user/jbconrad/Portfolio%20Public/PDFs/History/Crusaders_Final_merged.pdf">https://scholar.vt.edu/access/content/user/jbconrad/Portfolio%20Public/PDFs/History/Crusaders_Final_merged.pdf</a> (Primary source set - The Crusades) <a href="http://www.eyewitnesstohistory.com/crusades.htm">http://www.eyewitnesstohistory.com/crusades.htm</a> (Primary source: The Crusaders Capture Jerusalem, 1099)	
<b>Student Resources:</b>	<a href="http://tinyurl.com/howyqt4">http://tinyurl.com/howyqt4</a> (Map of Crusades) <a href="http://www.ccis.edu/courses/HIST101mtmcinneshin/Week09/Crusades_Map.gif">http://www.ccis.edu/courses/HIST101mtmcinneshin/Week09/Crusades_Map.gif</a> (Map of Crusades) <a href="http://www.npr.org/news/specials/mideast/the_west/bios.html">http://www.npr.org/news/specials/mideast/the_west/bios.html</a> (Biographies of key Crusade figures) <a href="http://mrkash.com/activities/crusades.html">http://mrkash.com/activities/crusades.html</a> (Accounts of the Crusades)	
<b>Assessment:</b>	Students will write social media posts about the events of the Crusades, from the perspective of important figures of the Crusades (e.g., Peter the Hermit, Pope Urban II, Richard the Lionheart, Saladin, William of Tyre) <a href="http://www.homeworkmarket.com/content/world-history-9">http://www.homeworkmarket.com/content/world-history-9</a> (Explanation of assessment)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be assigned specific figures to students Students may be provided with story starters and/or specific aspects to write about	Students may write a social media post about an important figure of the Crusades
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may incorporate irony into their posts
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• How Europeans focused on fighting Muslims and not one another</li> <li>• How the Crusades were an expression of papal authority</li> <li>• The significance of the Holy Land</li> <li>• The impact of various key people from the Crusades</li> <li>• The causes and effects of the Crusades</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The religious, economic, and political reasons for the Crusades</li> <li>• The impact of Middle Eastern culture (e.g., Muslim schools, libraries) following the Crusades</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Summarize information</li> <li>• Write from multiple perspectives</li> </ul>
<b>Critical Language:</b>	Crusade, Holy Land, papal authority, Muslim, Saladin, Pope Urban II, William of Tyre, Peter the Hermit, Richard the Lionheart, the Knights Templar, pilgrimage, trade, pilgrim, Jerusalem, trade network, code of honor, lord, siege, Jerusalem, Holy sites, siege

<b>Learning Experience # 6</b>		
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.		
<b>Generalization Connection(s):</b>	Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict	
<b>Teacher Resources:</b>	<a href="http://www.historyguide.org/ancient/plague.html">http://www.historyguide.org/ancient/plague.html</a> (Primary source: The Progress of the Black Death) <a href="https://smsshop.wikispaces.com/file/view/CH+5+DECLINE+OF+FEUDALISM.pdf">https://smsshop.wikispaces.com/file/view/CH+5+DECLINE+OF+FEUDALISM.pdf</a> (Slideshow: The Decline of Feudalism) <a href="http://www.medieval-life-and-times.info/medieval-england/decline-of-feudalism.htm">http://www.medieval-life-and-times.info/medieval-england/decline-of-feudalism.htm</a> (Article: Decline of Feudalism) <a href="http://study.com/academy/lesson/results-and-impact-of-the-crusades.html">http://study.com/academy/lesson/results-and-impact-of-the-crusades.html</a> (Video and article: Impact of the Crusades) <a href="http://tinyurl.com/zfwsy6y">http://tinyurl.com/zfwsy6y</a> (Article: The impact of the Crusades)	
<b>Student Resources:</b>	<a href="http://www.medieval-life-and-times.info/medieval-england/decline-of-feudalism.htm">http://www.medieval-life-and-times.info/medieval-england/decline-of-feudalism.htm</a> (Reading: Why feudalism ended) <a href="http://tonynatalie.weebly.com/the-black-death.html">http://tonynatalie.weebly.com/the-black-death.html</a> (Short article: Decline of feudalism)	
<b>Assessment:</b>	Students will complete a cause and effect chart illustrating the ways in which various societal changes contributed to the decline of the feudal system. <a href="http://eal4-5.weebly.com/uploads/1/4/8/2/14821962/9426727.jpg?733">http://eal4-5.weebly.com/uploads/1/4/8/2/14821962/9426727.jpg?733</a> (Cause and effect chart)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided with a partially completed cause and effect chart	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The students may be provided with a fishbone cause and effect chart <a href="http://www.timvandevall.com/wp-content/uploads/2013/11/Fishbone-Diagram.pdf">http://www.timvandevall.com/wp-content/uploads/2013/11/Fishbone-Diagram.pdf</a> (Fishbone template)	Students may include multiple causes that led to a specific effect
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The impact of the Plague on the workforce, feudal structure, and faith in the Church</li> <li>• The impact of the Crusades on the feudal structure</li> <li>• How the Crusades led to an increase in trade with the East</li> <li>• The significance of technologies “traded” with the Arabs (mathematics, science, etc.)</li> <li>• Who was impacted as civil liberties extended following the Plague and the Crusades</li> <li>• How the decline of feudalism increase the power of the monarchies</li> <li>• How the decline of feudalism increased the power of the wealthy trader and banker classes</li> <li>• Why people experienced a “crisis of faith”</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Determine the impact of events on society</li> <li>● Organize information</li> <li>● Summarize information</li> <li>● Determine causes and effects</li> </ul>
<b>Critical Language:</b>	Bubonic Plague, the Crusades, feudal system, monarchy, papal authority, trade, 100 Years War, Muslims, Christians, banks, trade, wealth, power, mayors, Henry VIII, Holy Roman Empire, secular

<b>Learning Experience # 7</b>
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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).

<b>Generalization Connection(s):</b>	Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict Competition for wealth can facilitate technological advancement	
<b>Teacher Resources:</b>	<a href="http://staff.washington.edu/qtaylor/documents_us/magna_carta_1215.htm">http://staff.washington.edu/qtaylor/documents_us/magna_carta_1215.htm</a> (Primary source: Magna Carta) <a href="http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Annotation737.pdf">http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Annotation737.pdf</a> (The Magna Carta abridged, explained) <a href="http://www.history.com/topics/reformation">http://www.history.com/topics/reformation</a> (Article: The Reformation) <a href="https://legacy.fordham.edu/halsall/sbook1y.asp">https://legacy.fordham.edu/halsall/sbook1y.asp</a> (Primary sources: The Reformation) <a href="http://legacy.fordham.edu/halsall/sbook1.asp">http://legacy.fordham.edu/halsall/sbook1.asp</a> (Primary sources: The Inquisition) <a href="http://retinart.net/beautiful-things/gutenberg-book-changed-world/">http://retinart.net/beautiful-things/gutenberg-book-changed-world/</a> (Article: How Gutenberg Changed the World)	
<b>Student Resources:</b>	<a href="http://medievaleurope.mrdonn.org/inquisition.html">http://medievaleurope.mrdonn.org/inquisition.html</a> (Article: The Inquisition) <a href="https://www.youtube.com/watch?v=dt5AJr0wls0">https://www.youtube.com/watch?v=dt5AJr0wls0</a> (Music video: “95 Theses” rap) <a href="http://wps.ablongman.com/wps/media/objects/262/268312/art/figures/KISH_13_309.gif">http://wps.ablongman.com/wps/media/objects/262/268312/art/figures/KISH_13_309.gif</a> (Map of the Reformation) <a href="http://study.com/academy/lesson/martin-luther-the-95-theses-and-the-birth-of-the-protestant-reformation.html">http://study.com/academy/lesson/martin-luther-the-95-theses-and-the-birth-of-the-protestant-reformation.html</a> (Video: Martin Luther)	
<b>Assessment:</b>	Students will select a “break-up” song (e.g., <i>We Are Never Getting Back Together</i> by Taylor Swift) and rewrite the lyrics to reflect the separation of the Catholic church or the people and the government. <a href="https://www.youtube.com/watch?v=dt5AJr0wls0">https://www.youtube.com/watch?v=dt5AJr0wls0</a> (Parody example)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work in groups/with a partner Students may be provided a sample/ the beginning of a song	Students may write an essay about the separation of the Catholic church or the people and the government
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● The difference between individual rights, divine right, and rights of the King</li> <li>● The impact of Magna Carta on monarchies throughout Europe</li> <li>● The significance of the 95 Theses and the decline of the Catholic Church</li> <li>● The reasons for the counter-Reformation</li> <li>● The causes and effects of the Inquisition</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Construct a creative piece of writing</li> <li>Write a parody</li> </ul>
<b>Critical Language:</b>	Reformation, Martin Luther, First Baron’s War, Catholic Church, Protestant, printing press, the Inquisition, Magna Carta, monarchy, Gutenberg, Henry VIII, Bloody Mary, Glorious Revolution, Sir Thomas Moore, Act of Supremacy, Puritans, Huguenots, indulgence

**Learning Experience # 8**

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.		
<b>Generalization Connection(s):</b>	Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict Competition for wealth can facilitate technological advancement	
<b>Teacher Resources:</b>	<a href="http://www.biographyonline.net/people/famous/renaissance.html">http://www.biographyonline.net/people/famous/renaissance.html</a> (Article: Famous people of the Renaissance and Reformation) <a href="http://www.vam.ac.uk/page/m/medieval/">http://www.vam.ac.uk/page/m/medieval/</a> (Articles: art and architecture) <a href="http://www.renaissanceconnection.org/lesson_social_humanism.html">http://www.renaissanceconnection.org/lesson_social_humanism.html</a> (Lesson plan: Humanism in the Renaissance) <a href="http://www.loc.gov/exhibits/vatican/humanism.html">http://www.loc.gov/exhibits/vatican/humanism.html</a> (Primary sources: Humanism)	
<b>Student Resources:</b>	<a href="http://www.learner.org/interactives/renaissance/florence.html">http://www.learner.org/interactives/renaissance/florence.html</a> (Interactive website: Renaissance) <a href="http://www.renaissanceconnection.org/">http://www.renaissanceconnection.org/</a> (Interactive website: The Renaissance Connection) <a href="http://tinyurl.com/z6fgabf">http://tinyurl.com/z6fgabf</a> (Video & article: The Renaissance) <a href="http://study.com/academy/lesson/renaissance-art-artists-paintings-sculptures-architecture.html">http://study.com/academy/lesson/renaissance-art-artists-paintings-sculptures-architecture.html</a> (Video: Renaissance art)	
<b>Assessment:</b>	Students will develop “wax museum” characters from the Renaissance and the Scientific Revolution (LE #9). Students will write a short biography of their chosen historic character, as well as select a piece of art, literature, or scientific model, etc. created by their character. This assessment culminates in students participating in a “living wax museum.” <a href="http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/1211/wax%20museum.doc">http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/1211/wax%20museum.doc</a> (Sample living wax museum assignment)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be assigned specific characters Students may be provided a list of artifacts to go with the character	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Revival of classical learning and wisdom after a long period of cultural decline and stagnation.</li> <li>The significance of critical changes which took place in society (e.g., Reformation, Renaissance)</li> <li>How the change in thought (humanism) was reflected in art and music</li> <li>The impact of Renaissance artists and thinkers on society</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Write a short biography</li> <li>Explain the impact of an important figure</li> </ul>	
<b>Critical Language:</b>	Renaissance, humanism, Scientific Revolution, da Vinci, Michelangelo, Machiavelli, Copernicus, Galileo, Kepler, classical civilization, Medici, Florence, patron, secularism, invention, masters, frescos	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 9</b>		
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.		
<b>Generalization Connection(s):</b>	Competition for wealth can facilitate technological and cultural advancement Changes in social, economic, and political priorities/values often lead to intra-societal and international conflict	
<b>Teacher Resources:</b>	<a href="http://www.historyguide.org/earlymod/lecture10c.html">http://www.historyguide.org/earlymod/lecture10c.html</a> (Notes/information on the Scientific Revolution) <a href="http://hti.osu.edu/scientificrevolution/lesson_plans">http://hti.osu.edu/scientificrevolution/lesson_plans</a> (Lesson plan: The Scientific Revolution) <a href="http://www.history.com/topics/enlightenment/videos/mankind-the-story-of-all-of-us-scientific-revolution">http://www.history.com/topics/enlightenment/videos/mankind-the-story-of-all-of-us-scientific-revolution</a> (Video: the Scientific Revolution) <a href="http://legacy.fordham.edu/halsall/mod/modsbook09.asp">http://legacy.fordham.edu/halsall/mod/modsbook09.asp</a> (Primary sources: The Scientific Revolution)	
<b>Student Resources:</b>	<a href="http://study.com/academy/lesson/effects-of-the-scientific-revolution.html">http://study.com/academy/lesson/effects-of-the-scientific-revolution.html</a> (Article and video: Scientific Revolution) <a href="http://study.com/academy/lesson/the-scientific-revolution-definition-history-causes-leaders.html">http://study.com/academy/lesson/the-scientific-revolution-definition-history-causes-leaders.html</a> (Article and video: Scientific Revolution leaders) <a href="http://www.sparknotes.com/history/european/scientificrevolution/terms.html">http://www.sparknotes.com/history/european/scientificrevolution/terms.html</a> (Scientific Revolution people and events)	
<b>Assessment:</b>	Students will present their living wax museum as a class (continuation of LE #8 assessment).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be allowed to read their biographies	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may memorize their biographies for retell	Students may create a digital, interactive presentation to go along with their characters
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The impact of the Scientific Revolution</li> <li>• How the Scientific Revolution was a reflection of humanism</li> <li>• Key discoveries of the Scientific Revolution (e.g., heliocentrism, Kepler’s Laws)</li> <li>• How different ideologies in Science and religion created conflict in the political world</li> <li>• Impact of free thinking on the social “order” of society</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Memorize and present a short biography</li> <li>• Explain the contributions of a historical figure</li> </ul>	
<b>Critical Language:</b>	Renaissance, humanism, Scientific Revolution, da Vinci, Michelangelo, Machiavelli, Copernicus, Galileo, Kepler, classical civilization, Medici, inquisition, scientific evidence, investigation, scientific method	