

Sixth Grade Unit 3

Theme Overview:

“**Good versus Evil**” was selected for an eight-week interdisciplinary study of the Middle Ages. The goal of this unit is for students to acquire an understanding of how societies developed in Europe, Africa, Asia, and the Americas. It will also focus on the development of European civilization during the Middle Ages and the reasons feudalism developed in Western Europe. In addition, the unit examines the universal timeless theme of **Good versus Evil** present in the literature of all societies. The thematic unit will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, on teams, and in small groups.

Driving Questions:

- **What were the political, economic, religious, social, and cultural differences among the civilizations of Medieval Europe, and how did they shape society at that time?**
- **What were the political, economic, religious, social, and cultural effects of feudalism on the growth of empires in Europe?**
- **What are the characteristics of “good” that appear in novels across time?**
- **Define Islam as a religion, a political system, and a culture. How did the rise of Islam impact science, art, trade, and other cultures in Europe, Asia, and Africa?**
- **How did the lack of hygiene influence life in Western Europe?**

New Jersey Core Curriculum Content Standards specific to this unit:

Language Arts Teachers:

When the setting of a novel is relevant to its plot, it is appropriate and meaningful to address the geographical location using maps, charts, and other resources. For students, this will provide reinforcement for similar topics in social studies.

Social Studies Standards

*Note that geography is now embedded across all grade levels and units. It should be addressed within the topic of study rather than in isolation. The geography standards are highlighted, but mapping the location of any standard when appropriate enhances learning for students. *

6.1.8.A.1.a. Determine the impact of religious beliefs on government and societal norms in early civilizations.

6.2.8.A.6.a. Analyze the role of government in the creation and maintenance of empires.

6.2.8.A.6.b. Determine common factors that contributed to the decline of an ancient empire.

6.2.8.B.6.a. Evaluate how geography impacted the development of communication and transportation systems that enabled rulers to maintain control of vast empires.

6.2.8.B.6.b. Explain how settlement patterns of different cultural groups of the past led to assimilation and

conflict and compare with the interactions of cultural groups today.

6.2.8.B.6.c. Assess the impact of population growth, expanding commerce and urbanization on the environment.

6.2.8.B.6.d. Explain the role of geography and environment on the cultivation of grain that supported the expanding population.

6.2.b.C.6.a. Trace the evolution of the economic system to support the needs of a growing population of an ancient empire.

6.2.8.C.6.b. Explain the relationship among war, slavery and manufacturing technology.

6.2.8.C.6.c. Analyze how trade routes impacted the spread of culture and belief systems and economic development of an ancient empire.

6.2.8.D.6.a. Analyze how the rise of multi-ethnic empires resulted in larger spheres of cultural interaction, the spread of ideas and the development of new languages.

6.2.8.D.6.b. Determine the influence of an ancient empire on present day by examining works of art, literature and architecture.

6.2.8.D.6.c. Explain the factors that influenced the development of social class structure and the role of women in an ancient empire.

6.2.8.D.6.d. Speculate why religion played a common role in influencing government and daily life in ancient civilizations.

6.2.8.D.6.e. Explain the factors that influenced the development of the calendar and how it reflects the culture of an ancient civilization.

6.2.8.A.7.a. Compare the development of religious and belief systems in ancient civilizations and how they legitimized the political and social order.

6.2.8.B.7.a. Trace the regional expansion of a major world belief system.

6.2.8.C.7.a. Analyze how a network of roads, trails and sea-lanes promoted the exchange of ideas and belief systems.

6.2.8.C.7.b. Assess the contributions of travelers, missionaries, herders and nomads in connecting and advancing technologies of transport and communication.

6.2.8.D.7.a. Explain how religion impacted the development of social classes and gender roles. (NCHS)

6.2.8.D.7.b. Compare and contrast the moral teachings of two of the major world religions and philosophies.

6.2.8.D.7.c. Explain how religion was a source of both unification and conflict for people of diverse political backgrounds.

6.2.8.D.7.d. Speculate as to how various religious groups were able to convert people of differing ethnic and cultural backgrounds.

6.2.8.A.9.b. Determine the influence of medieval English legal and constitutional practice on modern democratic thought and institutions. (NCHS)

6.2.8.C.9.a. Assess the impact of military invasions and population growth on the development of new economic systems and technology innovation.

6.2.8.D.9.e. Assess how the interaction between the Islamic world and medieval Europe impacted scientific thought and the arts.

Science

5.5.6A- Matter, Energy and Organization in Living Systems

- Explain how systems of the human body are interrelated and regulate the body's internal environment.
- Identify and describe the structure and function of cells and cell parts.

5.5.6B- Diversity and Biological Evolution

- Describe and give examples of the major categories of organisms and of the characteristics shared by organisms.
- Compare and contrast acquired and inherited characteristics in human and other species.

Materials

Possible core novels and/or authentic readings:

King Arthur and the Knights of the Round Table by Howard Pyle (A)

Catherine Called Birdy by Karen Cushman (C+)

The Book of Three by Lloyd Alexander (C)

Crispin The Cross of Lead by Avi (A)

Dragon Hound of Honor by Julian Andrews...(A+)

The Lion the Witch and Wardrobe by C.S. Lewis (E+)

Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien (E+)

Social Studies Textbook: Chapters 17-20; 21-23; 24-27 pgs. 264-298; 316-346; 366-410

Science Textbooks: *Microorganisms, Fungi, and Plants; Human Body*

Guided Reading:

ILA Anthology (Prentice Hall): "Lob's Girl", pgs. 292-301; "Life Doesn't Frighten Me", pg. 308; "The Friends of Kwan Ming", pgs. 315-318; "Jackie Robinson: Justice at Last", pgs. 352-354; "Dragon, Dragon", pgs. 461- 466; "The Lawyer and the Ghost", pgs. 506-509; "The Wounded Wolf", pgs. 510-513; "Eulogy for Gandhi", pgs. 613-614.

The Hobbit by J. R. Tolkien (C+)

Harry Potter and the Prisoner of Azkaban by J. K. Rowling (A+)

Girl in a Cage by Jane Yolen (A)

Kingdom Keepers by Dave Barry and Ridley Pearson (E)

Code Orange by Caroline B. Cooney (E)

Expository Text: Articles from Encarta and/or Grolier, Newsweek, Time, National Geographic.

Independent Reading/Research:

American Reading Company leveled readers – Medieval Collection

Scott Foresman leveled readers:

Title	F&P Level	DRA	Lexile
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IV. Unit 6-3

<i>House, Church, Castle</i>	U	44+	920
<i>Medieval Buildings</i>	W	44+	1030
<i>The Architecture of the Middle Ages</i>	X	44+	1130

Teacher Resources:

The Hobbit

<http://www.webenglishteacher.com/tolkien.html>

A thorough unit plans featuring activities, quizzes, tests and more.

Crispin

<http://www.hyperionbooksforchildren.com/data/books/tqpdf/0786808284147.pdf>

A "must visit" web site! Twenty pages of all things Crispin The Cross of Lead (England in the 14th century: The Plague, feudalism, Plot Summary and much more)

<http://www.multcolib.org/talk/guides-crispin.html>

This site includes summary and discussion questions.

<http://www.emporia.edu/libsv/wawbookaward/curriculumguides/cg04-05.htm#crispin>

Synopsis, general review, theme, author information, etc...

The Lion, the Witch and the Wardrobe

<http://www.webenglishteacher.com/cslewis.html>

Lesson plans for *The Lion, the Witch, and the Wardrobe*

Dragon Hound of Honor

http://julieandrewscollection.com/sitev2/PDFs/TG_Dragon.pdf

Overview of the novel and discussion questions

Catherine Called Birdy

http://www.nt.net/~torino/answer_key_birdy.html

Novel study guides

http://www.education-world.com/a_lesson/lesson156.shtml

Middle Ages: classroom activities

<http://school.discoveryeducation.com/lessonplans/programs/timesmedieval/>

Middle Ages: classroom activities

<http://worldhistory.mrdonn.org/middleages.html>

Lesson plans, free medieval presentations in power point format

<http://www.cln.org/themes/medieval.html>

Medieval studies theme page

http://edsitement.neh.gov/view_lesson_plan.asp?id=448

Introduction to the Middle Ages, guiding questions, suggested activities, etc...

<http://www.kingarthursknights.com/>

History, legend and everything in between

<http://www.webenglishteacher.com/kingarthur.html>

Lesson plans and other teaching resources

Audio-Visual

Movies (clips)

Harry Potter and the Sorcerer's Stone

The Black Cauldron Walt Disney

Sword in the Stone Walt Disney

A Kid in King Arthur's Court

A Knight's Tale

Chronicles of Narnia

UnitedStreaming Video Clip Library <http://streaming.discoveryeducation.com/home/aboutus.cfm>

National Geographic Video Clip Library <http://www.youtube.com/user/NationalGeographic>

Graphic Organizers

Suggested Student Activities

Theme introduction activities:

Have students describe a struggle between good and evil they've experienced.

Ask the class to identify some examples of conflicts that illustrate the good vs. evil theme in the modern world.

Ask the students why they think there is evil in the world.

Discuss possible reasons why people search for explanations for good and evil.

Ask the students to bring in examples in literature, movies, or television that reflect the themes of good vs. evil.

Core text activities:

1. Listen to daily read alouds and discuss medieval and other vocabulary.
2. Connect and clarify the main ideas, identifying their relationship to other sources and/or the theme of good vs. evil
3. Analyze how the qualities of the characters affect the plot and resolution of the conflict.

4. Make inferences using textual information and providing supporting evidence.

Short-term projects that could result in a long-term PBL on medieval inventions:

1. Research significant inventions and technological developments of the Middle Ages.
2. Describe the origins of these inventions.
3. Trace the development of these inventions and their impact on society.
4. Make models of some of the significant inventions of the Middle Ages.
5. Label your models.
6. Display, and present your findings.

Short-term projects that could result in a long-term PBL on the CDC/Black Death:

1. Research the CDC – What does it stand for? What does it do?
2. Research medieval society and develop a sense of empathy for those who suffered through Black Death. What were the actual causes?
3. Research how diseases are spread and determine various methods used to control them.
(continued on next page)
4. Create a presentation and flyer that explains what can be done to reduce the threat of bio-terrorism and include a historical explanation of the Black Death.
5. Research how prepared we are for a biological attack.
6. The CDC has asked you to prepare a display to illustrate the impact a biological attack would have on a local community. Create an informative brochure, a PowerPoint presentation, or presentation board exhibit that compares the Black Death to a biological attack of small pox, bubonic plague, or another biological agent.

Short-term projects that could result in a long-term PBL of a play:

1. Research information about life during the Middle Ages.
2. Create your own characters.
3. Describe setting.
4. Develop a plot.
5. Write a play depicting life on the manor.

Short-term projects that could result in a long-term PBL of a medieval newspaper:

1. Assign reporters to give eyewitness accounts of various events of the Middle Ages.
2. Assign feature writers to cover fashion and dress of the times; provide examples from the period.
3. Assign sports writers to report on jousting tournaments and other medieval amusements.
4. Writers can interview famous people from the Middle Ages such as Charlemagne or Joan of Arc.

Short-term projects that could result in a long-term PBL of a medieval journal:

1. "A Day in the Life of..."
 - a. Create a character: name, occupation, personality
 - b. Describe daily life.
 - c. Identify time period, place, family, and coat of arms.
 - d. Write 10 journal entries and include date.

Other possible long-term PBLs:

1. Study medieval architecture and make models.
2. Research the development of the Gothic style architecture in the twelfth and thirteenth centuries.
3. Create a model of a Gothic Cathedral.
4. Research the science of alchemy in the Middle Ages.
5. Trace the genealogical chart of one of the European kings or queens of the Middle Ages. Investigate your own family tree and draw up a genealogical chart.
6. Analyze and evaluate medieval castles:
 - a. Research medieval castles.
 - b. Build a model of a castle.
 - c. Label all parts (moat, keep, portcullis, etc...).
 - d. Explain and describe the functions of each part and why they were built.

Assessments

- Informal daily observations
- Writing Conferences
- Anecdotal Notes (Guided Reading and Guided Writing)
- Rubrics:

Writing Rubric
Speaking Rubric
Oral Presentation-Dramatization
Open Ended Scoring rubric
Final Project