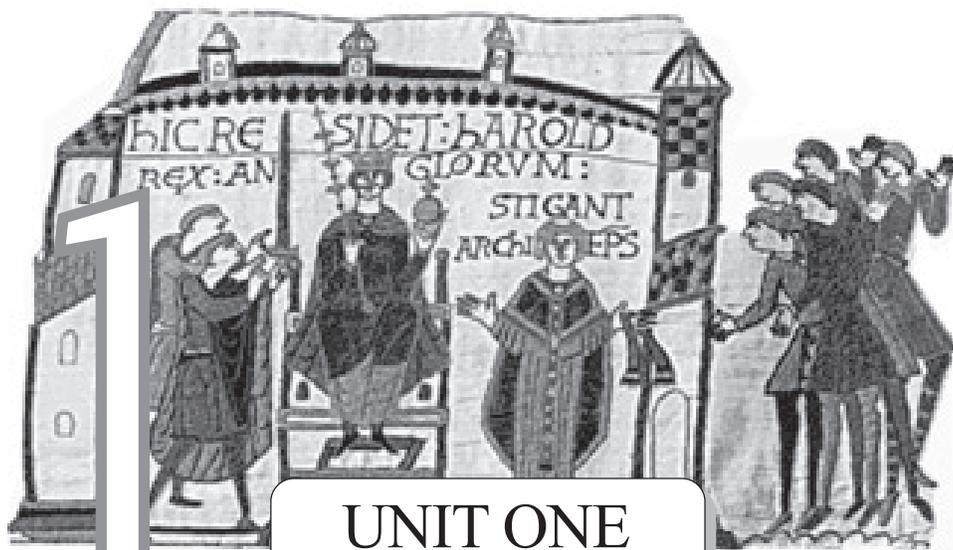


PROPOSED SOCIAL STUDIES CURRICULUM
BASED ON MSDE STANDARDS AND GOALS

Seventh Grade Social Studies



UNIT ONE

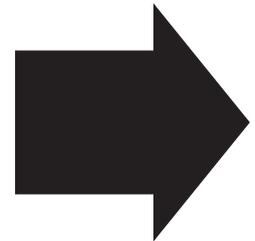
Foundations of Modern Political Systems EUROPE IN THE MIDDLE AGES



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THE POINT



About the cover: Harold is crowned King of England with bishops and nobles witnessing. As students will learn in this unit, all the symbols of power are present and the people are only allowed to peer in from the outside. Harold's reign was short-lived. William the Conqueror defeated his troops at the landmark Battle of Hasting in 1066. This Norman invasion is typically noted as the beginning of the modern English nation and remains to the present as the last successful invasion of England. The record of these events are recorded on one the most interesting primary sources of medieval times, the 230 foot long Bayeux Tapestry. All can be easily viewed online with modern translations at: www.bayeuxtapestry.org.uk

Introduction

This is the instructional guide for Unit One, seventh grade social studies. *The guide is not designed to be the “end all and be all” of social studies. It is designed to show how to meet and exceed the state standards in a meaningful manner and allow time for individual teacher extension. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.*

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for extension planned.

Begin by reading the *Enduring Understanding and Essential Questions below.* Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the **WHAT** on page v; these are the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each Lesson Sequence and session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understanding

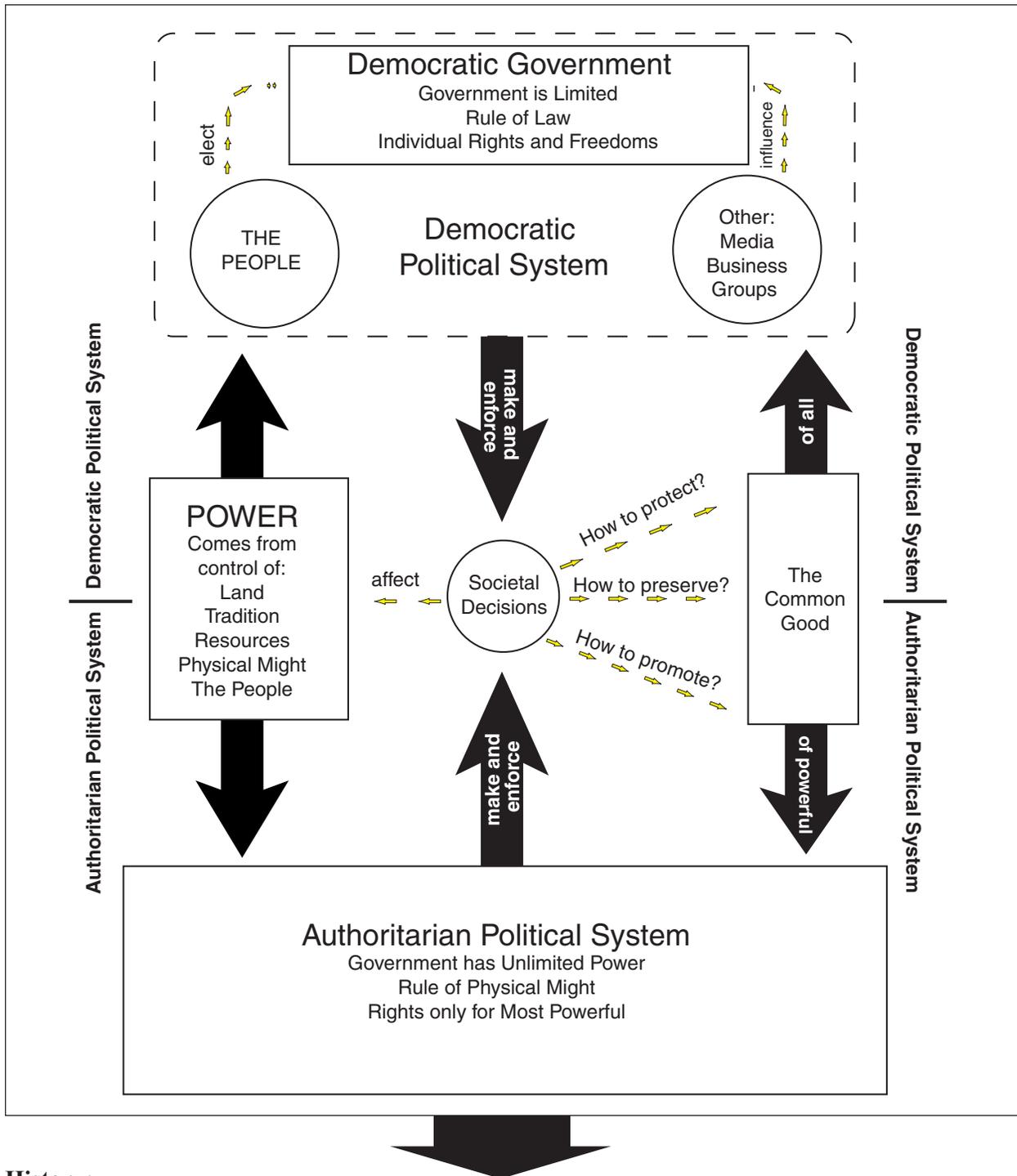
- Political systems are the people, practices, and institutions that use power to help make and enforce societal decisions. Governments are the formal institutions created in a political system to provide order, security, and public services.
- Political systems develop and change over time as they respond to changes in economic and social systems. Historically, political systems have developed from authoritarian to more democratic systems, in which the power to govern comes from the people.
- Feudalism in Europe during the Middle Ages was an authoritarian political and economic system in which control of land was the main source of power. This simple political system grew more complex in response to changes in economic and social systems, including restructured social relationships and a developing market system. By the 1300s, several nation-states had begun to emerge with centralized political systems. The resources of the merchant middle class became a new source of power and enabled the growth of powerful monarchs.
- The changing political systems of Europe became the foundation of powerful monarchies that would build colonial empires and dominate much of the world for the next 500 years.

Possible Essential Questions

1. How do institutions within a society gain and use power?
2. How do political systems manage and share power among its members?
3. What is the relationship between economic systems and political systems?
4. How do political systems shape economic and social systems?
5. How are political systems shaped by economic and social systems?
6. How did democratic systems develop out of autocratic systems?

Concept Map

Seventh Grade - Unit One • Foundations of Modern Political Systems: Europe in the Middle Ages



History:

The modern democratic political systems (top half of graphic) developed slowly over the last five hundred years. Until the advent of democratic political systems, the authoritarian system, with many variations based on who controlled sources of power, dominated most people's lives. The monarchs' grab for power at the end of the middle ages eventually lead to constitutionalism and expansion of rights for individuals, the beginning of a democratic political system.

What?

MSDE Content Standards (5/19/00)

The student will be able to:

World History

- analyze the development of feudalism as a social, economic, and political system.
- examine the growth and influence of the Christian church as a social, cultural, and political institution.
- analyze the influence of Islamic civilization in the 7th-10th centuries, its contributions in the areas of art, science, medicine, literature, and philosophy.
- analyze the causes and consequences of the Crusades, including their effects on Christian, Muslim, and Jewish populations in Europe.
- summarize the origins and consequences of the Black Death and recurring plagues of the 14th century.
- examine the decline of feudalism, the emergence of centralized monarchies, and developments in constitutional rights and representative institutions (e.g., the Magna Carta)

Economics

- analyze how people and institutions experience scarcity and must make choices.
- analyze the relationship between the availability of natural, capital, and human resources, and the production of goods and services now and in the past.
- analyze effects of supply and demand on the production, consumption, and distribution of goods and services.

Geography

- construct and interpret graphs, charts, databases, and thematic maps using map elements including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, legends/key and scale.
- describe how and why people migrate and analyze consequences of the migration.

Political Systems

- explain how various groups provide opportunities for citizens to participate in the political process and ways in which individuals and groups can advance or impede political decisions
- analyze the relationships among maintaining order under the rule of law, protecting individual rights, and providing for the common good
- distinguish among various forms of government with emphasis on the ways of life and opportunities they permit, promote, and prohibit.

Skills

- construct various timelines of key events, people, and periods of the historic eras studied and explain how major events are related to each other.
- find, interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents.

Instructional Flow

Seventh Grade - Unit One • Foundations of Modern Political Systems: Europe in the Middle Ages

Pre - Assessment

What did you learn in sixth grade? What are the characteristics of a political system? Students respond to selected response items, place governments on a continuum, write a paragraph, and complete a map recall activity to demonstrate knowledge and skills to help learn about political systems.

LS 1 Political Systems Now and in the Past (2 Weeks)

Students learn the principles of political systems by first analyzing the use and structure of power within a school and then applying it to governments. Students learn:

- principles of political systems
- how political systems have changed over time
- chronological overview of history for the year
- review of five forces that changed history from sixth grade

LS 2 The Feudal Political System (2 weeks)

By constructing mental maps, students learn how Europe in the Middle Ages was organized into small kingdoms without a unifying power after the fall of Rome. Students also participate in a feudalism role play to learn:

- how the political and economic system of feudalism met the needs of the people.
- how power in a feudal system is based on land and dependent on loyalty between kings and vassals.
- that the Church was a unifying force in Europe and strongly influenced the political system

LS 3 Political Systems Change: Outside Europe (1 week)

Students compare the simple political systems of feudalism to the more complex systems of the Byzantine and Islamic empires in order to:

- analyze the causes and consequences of the Crusades
- understand the significance of the Crusades and its impact on Europe

LS 4 Political Systems Change: Inside Europe (2 weeks)

Students learn how feudal political systems began to decline as a result of changes in economic and social systems that included:

- the rise of a powerful merchant class whose resources contributed to the power of kings
- new feudal relationships between nobility and peasants that reduced the power of lords
- the decreased role of knights in the political system

LS 5 Political Systems: Developing Nation States (1 week)

Students learn how some kings used the rise of a middle class to centralize their power over nobles and the Church, creating monarchies and a new political system structure, the modern nation-state.

all
assessed
by

End of Unit Assessment

