



# THE MEDIEVAL WORLD UNIT

UNIT 2 STUDENT NOTEBOOK



## THE MEDIEVAL WORLD UNIT RUBRIC

Ratings	4 Mastery	3 Meeting	3 Approaching	1 Beginning
Criteria				
<b>Inquiry Processes and Skills</b>	Insightful use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Interesting use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Superficial use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Confusing explanation of the concept of worldview
<b>Significance of People, Places, Events, and Developments</b>	Astute assessment of the significance of people, places, events, and developments	Logical assessment of the significance of people, places, events, and developments	Limited assessment of the significance of people, places, events, and developments	Disorganized assessment of the significance of people, places, events, and developments
<b>Significant Accounts, Narratives, Maps, and Texts</b>	Rich and detailed identification of what the creators of accounts, narratives maps, or texts have determined is significant	Purposeful identification of what the creators of accounts, narratives maps, or texts have determined is significant	Basic identification of what the creators of accounts, narratives maps, or texts have determined is significant	Little to no identification of what the creators of accounts, narratives maps, or texts have determined is significant
<b>Sources and Evidence</b>	Compelling assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Engaging assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Simplistic assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Flawed assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions
<b>Historical Time Periods</b>	Memorable characterization of different time periods in history and identification of key turning points that mark periods of change	Effective characterization of different time periods in history and identification of key turning points that mark periods of change	Rudimentary characterization of different time periods in history and identification of key turning points that mark periods of change	Ineffective characterization of different time periods in history and identification of key turning points that mark periods of change
<b>Causes and Consequences of Decisions, Actions, and Events</b>	Comprehensive determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Proficient determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Vague determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Little to no determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences

## THE MEDIEVAL WORLD UNIT RUBRIC

Ratings	4 Mastery	3 Meeting	3 Approaching	1 Beginning
Criteria				
<b>Perspectives, Values, Worldviews, and Beliefs</b>	Outstanding explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Reasonable explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Partial explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Marginal explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places
<b>Ethical Judgements and Lessons from the Past</b>	Astute ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Logical ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Limited ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Disorganized ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past

**LESSON 1**  
**3-2-1 EXIT SLIP**

<b>3</b>	3 Things I Learned
<b>2</b>	2 Interesting Things
<b>1</b>	1 Question I Still Have



## LESSON 2 K-W-L CHART

Topic: Medieval Society

<b>K</b> What do you know?	<b>W</b> What do you want to know?	<b>L</b> What did you learn?



## LESSON 2

# RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

<p>How were people devoutly religious in the High Middle Ages?</p>	
<p>How was the Catholic Church an enormously wealthy institution?</p>	
<p>What was one of the worst things that could happen to a Christian during the Middle Ages?</p>	



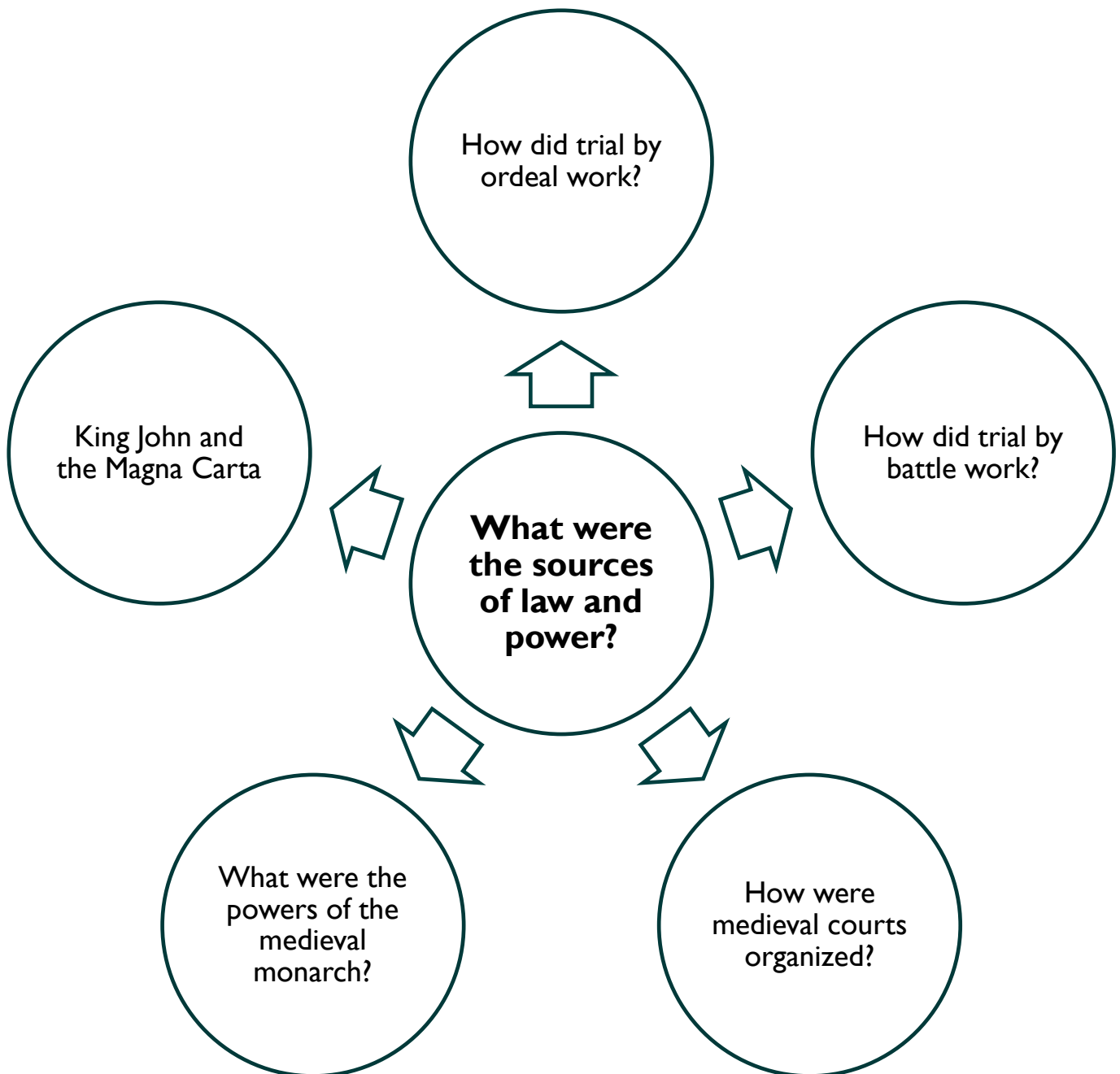
## LESSON 2 RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

<p>What was life like in a religious order?</p>	
<p>Why did monks and nuns need to read and write?</p>	
<p>Who was Saint Francis of Assisi?</p>	

## LESSON 3 MIND MAP

Map out the connections and ideas from today's reading.





# LESSON 3

## SWOT ANALYSIS

Complete the exit slip based on today's learning.

<p><b>S</b></p> <p>STRENGTHS</p>	
<p><b>W</b></p> <p>WEAKNESSES</p>	
<p><b>O</b></p> <p>OPPORTUNITIES</p>	
<p><b>T</b></p> <p>THREATS</p>	



## HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

<b>HERE'S WHAT</b> Information from the Reading	<b>SO WHAT</b> Why is this important?	<b>NOW WHAT</b> Implications and/or Next Steps
<p>“A worldview is a collection of beliefs about life and the universe: the perspective from which a person or group sees and interprets the world” (166).</p>	<p>This is important because every person's perspective of the world depends on the life experiences that they've had. People have different perspectives from each other, which can cause conflict.</p>	<p>Each civilization should realize that they need to take others' worldviews into account when interacting in new situations. To understand others more effectively, people should respect the worldviews of others.</p>
<p>“Nobles learned about the world beyond their manor when they visited relatives and other nobles, and when they went to war. Yet even well-travelled people, such as merchants and emperors, had limited knowledge of the world” (166).</p>		
<p>“The Crusades were wars in which the Christians of Europe fought against Muslims for control of the Holy Land, the area in and around modern-day Israel, where Jesus lived and died” (168).</p>		

## HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

<b>HERE'S WHAT</b> Information from the Reading	<b>SO WHAT</b> Why is this important?	<b>NOW WHAT</b> Implications and/or Next Steps
“Eventually, the strength of the united Muslims combined with a lack of direction among the crusaders brought an end to the Crusades. The Muslims eventually regained all their lands” (169).		
“The Crusades indirectly brought about contact and an exchange of knowledge among Muslim, Jewish, and Christian scholars” (171).		
“The Crusades also sparked trade between Europe and the Middle East” (171).		



## **LESSON 4**

### **JUSTIFY EXIT SLIP**

Justify what you learned with 3 examples from today's reading.




## LESSON 5 NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

<p>Why did European trade with other nations increase?</p>	
<p>How did trade lead to the growth of towns?</p>	



## LESSON 5 NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

<p>What was life like in medieval towns?</p>	
<p>How did the rise of the merchant class change European society?</p>	

## LESSON 6

# SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

Throughout the Middle Ages, Many different styles of castles were developed to ...	
Some castles were fortresses where ...	
Other castles were vast complexes that included ...	
A siege is defined as ...	
Chivalry is ...	
In practice, the behaviour of many knights ...	



## LESSON 6

# SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

The Hundred Years' War began ...	
During the Hundred Years' War, the English had one powerful weapon that the French did not have ...	
In 1429, Joan of Arc claimed that ...	
In 1431, Joan of Arc was burned at the stake by the English, because she was found guilty of ...	
The benefits of the Hundred Years' War for the French and the English were ...	
The drawbacks of the Hundred Years' War for the French and the English were ...	



# LESSON 6

## P-N-Q EXIT SLIP

Based on today's reading, complete the exit slip.

<b>P</b> POSITIVES	<b>N</b> NEGATIVES	<b>Q</b> QUESTIONS



## LESSON 7 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

<b>QUESTIONS</b>	<b>ANSWERS</b>



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Create questions and answers for what could be a quiz on today's reading.

<b>QUESTIONS</b>	<b>ANSWERS</b>





## LESSON 9

# RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

What is an archipelago?	
How many islands make up the geography of Japan?	
How have the seas around Japan both protected and isolated the country?	
How were Europeans able to travel to Japan?	
What is a tsunami?	
What is a geyser?	
Where is the archipelago of Japan located?	

## LESSON 9

# RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

How was Japan a self-sufficient country?	
What is arable land?	
Describe the climate of Japan.	
What is Shinto?	
Who were Japan's first inhabitants?	
Who were the Ainu people?	
Who were the Yayoi people?	



**LESSON 9**  
**3-2-1 EXIT SLIP**

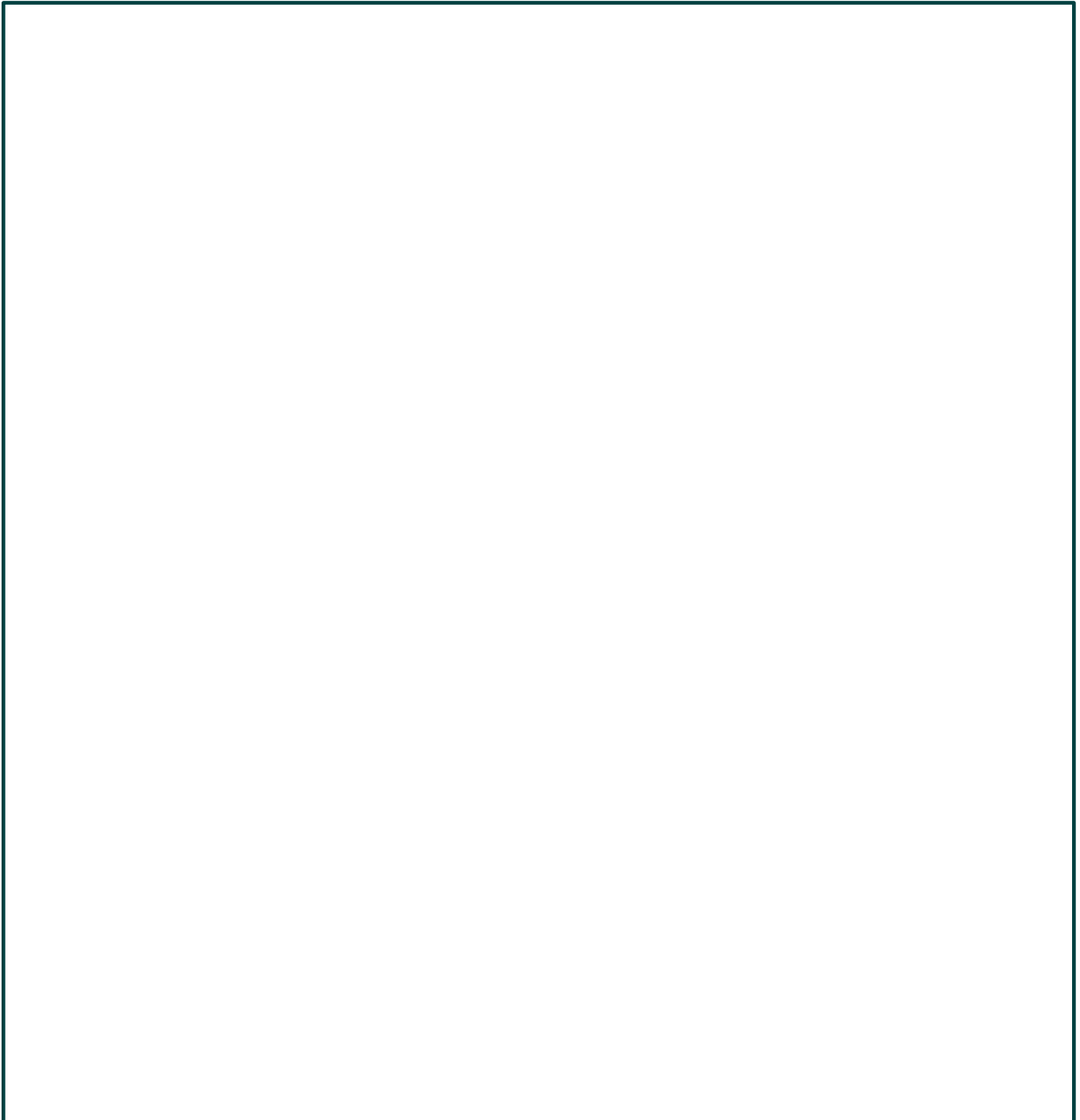
<p><b>3</b></p>	<p>3 Things I Learned</p>
<p><b>2</b></p>	<p>2 Interesting Things</p>
<p><b>1</b></p>	<p>1 Question I Still Have</p>



## **LESSON 10**

### **WORD SPLASH**

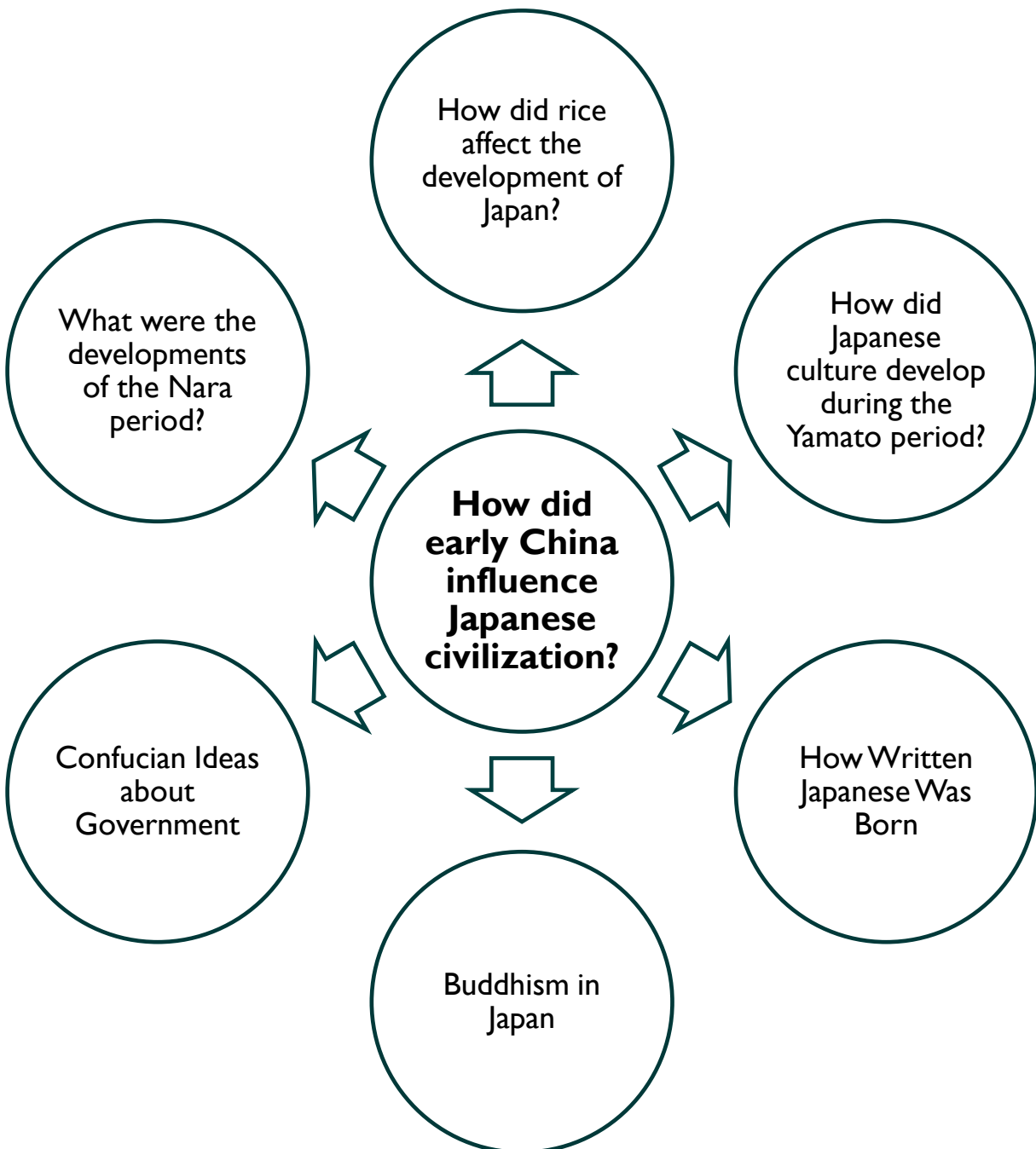
Brainstorm (splash down) words and phrases about Japanese Civilization.



# LESSON 10

## MIND MAP

Map out the connections and ideas from today's reading.



# LESSON 10

## SWOT ANALYSIS

Complete the exit slip based on today's learning.

<b>S</b> STRENGTHS	
<b>W</b> WEAKNESSES	
<b>O</b> OPPORTUNITIES	
<b>T</b> THREATS	

**LESSON 11**  
**T-Q-E EXIT SLIP**

<p><b>T</b></p>	<p>Thoughts</p>
<p><b>Q</b></p>	<p>Questions</p>
<p><b>E</b></p>	<p>Epiphanies (Insights)</p>



## LESSON 12 K-W-L CHART

Topic: Early Japan

<b>K</b> What do you know?	<b>W</b> What do you want to know?	<b>L</b> What did you learn?

## HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

<b>HERE'S WHAT</b> Information from the Reading	<b>SO WHAT</b> Why is this important?	<b>NOW WHAT</b> Implications and/or Next Steps
<p>“[Both] invasions [by the Mongols] were stopped by typhoons, which destroyed most of the Mongol fleet. The Japanese were able to defeat the few fighters that remained” (234).</p>	<p>The geography and weather of the islands of Japan naturally protected the civilization from invaders.</p>	<p>This natural protection unified the Japanese, who saw themselves as a special people who were favoured and protected by the gods.</p>
<p>“The Japanese considered the Portuguese to be crude, impulsive, and lacking in hygiene . . . Still, the Japanese were open to adopting European technologies (such as guns and European ship design), some Portuguese words and food items, and Christianity” (234).</p>		
<p>“Francis Xavier, a Spanish Jesuit missionary, arrived in Japan in 1549 to convert the upper classes to Christianity . . . There were few similarities between the beliefs to the Christian clergy and Japanese values” (235).</p>		

## HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

<b>HERE'S WHAT</b> Information from the Reading	<b>SO WHAT</b> Why is this important?	<b>NOW WHAT</b> Implications and/or Next Steps
“By the early 1600s, the shoguns came to consider foreigners a threat to their military control” (236).		
“The success of Christianity also disturbed Japan's leaders. They saw Christianity as an alien religion” (236).		
“Eventually, shogun Tokugawa Iemitsu passed the Closed Country Edict of 1635, cutting off almost all contact with the West” (236).		





## LESSON 13

### ACROSTIC BRAINSTORM

What do you know about African Civilizations?  
Complete the Acrostic using words and phrases about African Civilizations.

**C -**

**I -**

**V -**

**I -**

**L -**

**I -**

**Z -**

**A -**

**T -**

**I -**

**O -**

**N -**

## LESSON 13

### SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

While West Africa is relatively low-lying, the southern and eastern parts of the continent are ...	
Some of the world's longest rivers are found in Africa. Most are navigable inland, but as they flow toward the coast, they ...	
The Great Rift Valley is also home to ...	
Most mountains and highlands in Africa are the result of ...	
Over 60% of Africa is desert or arid land. The largest arid region in Africa is ...	
Making up 12% of Africa, along the equator – in the Zaire River basin and along the coast of West Africa – lies ...	

## LESSON 13

# SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

The Mediterranean coast of North Africa and the tip of southern Africa have a Mediterranean climate. These areas have farmland that is ...	
The Sahel is ...	
When the Sahara changed and became unsuitable for agriculture, most of its people ...	
Reasons why the Bantu migrated from West Africa to central and southern Africa include ...	
The most widely spoken Bantu language today is ...	
Desertification means ...	



# LESSON 13

## P-N-Q EXIT SLIP

Based on today's reading, complete the exit slip.

<b>P</b> POSITIVES	<b>N</b> NEGATIVES	<b>Q</b> QUESTIONS

# LESSON 14

## ARTIFACTS – CAPTIONED PHOTOS

Create captions for each of the images.



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**LESSON 14**  
**ARTIFACTS – CAPTIONED PHOTOS**

Create captions for each of the images.





## LESSON 14 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

<b>QUESTIONS</b>	<b>ANSWERS</b>



## LESSON 14 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

<b>QUESTIONS</b>	<b>ANSWERS</b>





## LESSON 15

### A TO Z LIST

Brainstorm words and phrases about Africa that start with each letter of the alphabet.

<b>A -</b>	<b>B -</b>	<b>C -</b>
<b>D -</b>	<b>E -</b>	<b>F -</b>
<b>G -</b>	<b>H -</b>	<b>I -</b>
<b>J -</b>	<b>K -</b>	<b>L -</b>
<b>M -</b>	<b>N -</b>	<b>O -</b>
<b>P -</b>	<b>Q -</b>	<b>R -</b>
<b>S -</b>	<b>T -</b>	<b>U -</b>
<b>V -</b>	<b>W -</b>	<b>X -</b>
<b>Y -</b>	<b>Z -</b>	



## LESSON 15

### 2 TRUTHS AND A LIE

Create three statements about what you learned today.

- Two of the statements will be true but unique enough to make someone think twice about it.
- One statement will be false but also unique enough to make others pause and think.

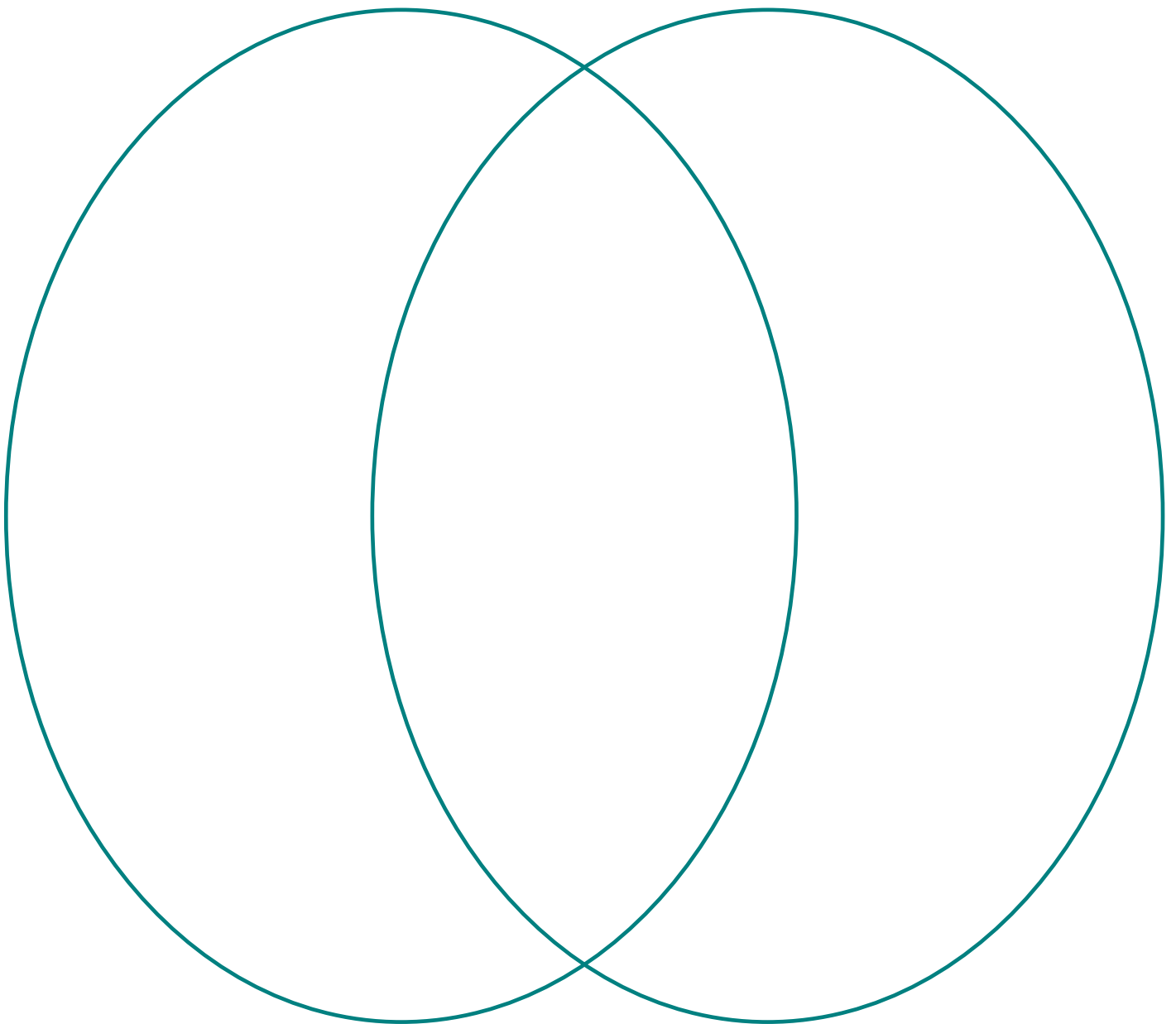

# LESSON 16

## VENN DIAGRAM

Using the Venn Diagram, compare and contrast the development of East and West Africa.

**EAST AFRICA**

**WEST AFRICA**





## UNIT PROJECT TOPIC CHOICE BOARD

Choose one of topics below to research.  
Create a written, oral, visual, or multimedia presentation to demonstrate your findings.

What factors affect how a civilization develops?	How can change challenge a civilization?
How can contact and conflict affect a civilization?	How can geography affect the development of civilization?



## UNIT PROJECT FORMAT CHOICE BOARD

Choose one of formats below to demonstrate your findings from your research.

Research Paper	Timeline	Minecraft Simulation
PowerPoint or Google Slides Presentation	TED Talk Speech	Drama Presentation
Informational Poster	Artistic Representation	Historical Narrative

If you would like to show your findings in a different presentation format, discuss your idea with your teacher.