

Social Studies
Ancient and Medieval History
Unit 10: Christianity and the Church/Middle Ages

Essential Understandings	<ul style="list-style-type: none"> ▪ Christianity was founded and slowly developed a popular following, spreading within the Roman Empire between the First and Fifth Centuries C.E., due to various factors. ▪ The Roman emperor Constantine played an important role in Christianity's acceptance and organization. ▪ The Church had a hierarchy of leadership and organization. ▪ Issue concerning "orthodox" beliefs and practices developed, and the Church developed mechanism to deal with these issues. ▪ Early writings helped to formalize Church doctrine. ▪ After the fall of the Roman Empire, the Church took on a larger civic role, and became more powerful during the Middle Ages, and played a prominent role in the lives of people.
Essential Questions	<ul style="list-style-type: none"> ▪ Why did Christianity come to be a separate group from Judaism? ▪ Why did Christianity become so popular and widespread? ▪ What role might Christianity have had on the decline of the Roman Empire? ▪ How did the role of Christian leadership and organization take on an expanded role during the Middle Ages?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Jesus Christ's philosophy was basic and appealing. ▪ Christianity came to be widespread. ▪ Understanding the meaning behind certain basic vocabulary can help clarify the hierarchical organization of the church. ▪ The Christian Church played a prominent role in society during the Middle Ages.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Jesus Christ, messiah, disciple, martyrdom, bishop, priests, clergy, laity, parish, diocese, archbishop, patriarch, pope, orthodox, Constantine, excommunication, heresy, doctrine, Theodosius, Saints Ambrose, Jerome, Augustine, Arianism, predestination, sacraments, Canon Law, Age of Faith, monasteries, monasticism, monks, convents, nuns, reforms, pilgrimages, The Crusades
Essential Skills	<ul style="list-style-type: none"> ▪ Demonstrate understanding of cause and effect. ▪ Apply and develop chronology skills. ▪ Demonstrate understanding of relationships and recognize patterns. ▪ Organize, classify, and associate people and concepts. ▪ Identify key concepts and vocabulary.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u> D. Geography D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ul style="list-style-type: none">a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ul style="list-style-type: none">a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Recognize and list factors that contribute to an idea becoming popular and in the spreading of an idea ▪ Vocabulary game (i.e., Jeopardy) ▪ Discussion of philosophical issues, and how divisions in the Church were created over time and their impact

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Unit quizzes▪ Student participation in class discussions and activities
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Ancient & Medieval Worlds</u>, - Howe and Howe○ <u>World History: The Human Experience (The Early Ages)</u> – Glencoe▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Ancient Rome, Part 4</u> – History Channel