



Lesson: Cultural Conflict
Grade 6

STANDARDS: California

2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of [Islam in the Middle Ages](#).

1. Identify the [physical features](#) and describe the climate of the [Arabian peninsula](#), its relationship to surrounding bodies of [land and water](#), and [nomadic](#) and [sedentary](#) ways of life.
2. Trace the origins of Islam and the life and teachings of [Muhammad](#), including Islamic teachings on the connection with [Judaism](#) and [Christianity](#).
3. Explain the significance of the [Qur'an](#) and the [Sunnah](#) as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the [Arabic language](#).
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of [Eurasia](#) and [Africa](#) and the contributions Muslim scholars made to later civilizations in the areas of [science](#), geography, [mathematics](#), [philosophy](#), [medicine](#), [art](#), and [literature](#).

7.6 Students analyze the [geographic](#), political, economic, [religious](#), and social structures of the civilizations of [Medieval Europe](#).



1. Study the geography of the Europe and the [Eurasian land mass](#), including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the [Roman Empire](#).
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the [Papacy](#) and [European monarchs](#) (e.g., [Charlemagne](#), [Gregory VII](#), [Emperor Henry IV](#)).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., [Magna Carta](#), [parliament](#), development of [habeas corpus](#), an independent judiciary in England).
6. Discuss the causes and course of the religious [Crusades](#) and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the [Eastern Mediterranean](#) world.
7. Map the spread of the bubonic plague from [Central Asia](#) to [China](#), the [Middle East](#), and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, [St. Thomas Aquinas](#)'s synthesis of classical philosophy with Christian theology, and the concept of “[natural law](#)”).
9. Know the history of the decline of Muslim rule in the [Iberian Peninsula](#) that culminated in the [Reconquista](#) and the rise of [Spanish](#) and [Portuguese kingdoms](#).

World History and Geography: Ancient Civilizations

Motivation: Ask students what literature tells us about the way we live. How is modern literature different than [Victorian](#) or [Enlightenment](#) era literature? How are the conflicts different? How are they similar?

Group Activity: Watch Hector Elizondo’s performance of *Antigone* and *The Story in Antigone* in “*Theater*” with *Hector Elizondo*. Discuss the story and Hector’s



performance. What makes the story specific to the time period? What makes the story specific to [Greece](#)? What aspects of the story are universal? How do you distinguish between these categories?

Independent Activity: Have students rewrite this monologue for an Ancient Civilization of their choosing. Ask them to consider how the character, conflict, and story would be different. Encourage them to use props and costumes, as well as religious and cultural references. Students should stage the monologues in front of the class or as [videos](#). Before giving the performance, students should describe the ways they changed the monologue. They should justify why they chose to keep certain elements the same and to change others.

Reflection: Ask students to write a short reflection on the following questions:

- 1) What was difficult about this research? Why was it difficult?
- 2) What did you learn through this project that you may not have learned just from reading your textbook?
- 3) How did you choose which research you incorporated into your skit and which you left out?
- 4) What types of research were difficult to incorporate? Which were easier? Why?
- 5) How would you do this project differently if you could do it over again?