WORLD HISTORY

3rd Period 2015-2016

UNIT FOUR

Medieval Europe/Development of Islam

300-306 Byzantine Empire

352-357 Charlemagne, Germanic kingdoms, role of Church

358-364 Feudalism and Manorialism

364-369 The Age of Chivalry

260-268 Muhammad and the origins of Islam

269-272 Arab Empires, Sunnis/Shi'a, Crusades

273-279 Islamic Culture

376-385 The Crusades, Gothic culture and architecture

387-392 High Middle Ages

393-397 Evolution of England and France





Weds., 11/4 (56)	300-306 Byzantine Empire Reading Notes	
Thurs., 11/5 (34)		
Fri., 11/6 (12)	352-357 Charlemagne, Germanic kingdoms, role of Church <i>Light Reading</i>	
Mon., 11/9 (78)	358-364 Feudalism and Manorialism <i>Reading Notes</i>	
Tues., 11/10 (56)	 364-369 The Age of Chivalry Light Reading 260-268 Muhammad and the Origins of Islam Reading Notes 	

Weds., 11/11 NO SCHOOL		
(VETERANS DAY)		
Thurs., 11/12 (34)		
Fri., 11/13 (12)	269-272 Arab Empires/Sunnis, Shiah's Reading Notes	
Mon., 11/16 (LS)	Begin Islam DBQ: Please print out, read, and annotate the DBQ (click here)	
Tues., 11/17 (78)	 273-279 Islamic Culture Light Reading Islam DBQ 	
Weds., 11/18 (56)	Islam DBQ	
Thurs., 11/19 (34)	Finish Islam DBQ	
Fri., 11/20 (12)	Islam DBQ due in class	
Mon., 11/23 (LS)	376-385 The Crusades, Gothic culture and architecture Reading Notes	
Tues., 11/24 (100)	387-392 High Middle Ages <i>Reading Notes</i>	
Weds., 11/25 NO SCHOOL (THANKSGIVING)		
Thurs., 11/26 NO SCHOOL (THANKSGIVING)		
Fri., 11/27 NO SCHOOL (THANKSGIVING)		
Mon., 11/30 (LS)	393-397 Evolution of England and France Light Reading	
Tues., 12/1 (78)	Review- Build review sheet and bring to class tomorrow	
Weds., 12/2 (56)	Review	
Thurs., 12/3 (34)		
Fri., 12/4 (12)	Unit 4 Test	

Content Targets:

- 1. I can explain the development and significance of the Byzantine Empire
- 2. I can explain in what ways medieval society was influenced by Germanic, Roman and Christian traditions.
- 3. I can explain how feudalism, manorialism, the Catholic Church, and the code of chivalry provided structure and support for medieval society.
- 4. I can explain what daily life was like in medieval Western Europe.
- 5. I can explain the basic beliefs and rituals of Islam.
- 6. I can explain the rise and expansion of Islamic civilization.
- 7. I can identify the causes and effects of the Crusades, both inside and outside of Europe.

Skill Targets

- 1. I can define and explain the significance of the unit terms.
- 2. I can develop a research topic with guidance.
- 3. I can find and use both print and online reference sources for research.
- 4. I can take notes on research materials using strategies and tools the teacher has provided me.
- 5. I can use writing to explore ideas and ask questions.
- 6. I can link content and creativity in describing a specific part of Medieval life.
- 7. I can compare my work to a rubric with specific targets to be sure I have met all requirements.
- 8. I can examine art and identify the beliefs of the civilization that produced it.
- 9. I can link new information to prior knowledge when given specific writing prompts.
- 10. I can use writing to explore ideas and ask questions.
- 11. I can write in response to a text.

Charlemagne

- 12. I understand the structure of a thesis statement.
- 13. I can construct a thesis statement with a limited number of possible responses.
- 14. I can supply evidence to support my thesis statement.

Holy Roman Empire

Terms— these are main terms. * Please note that others will appear on unit assessments

Hiirah

Patriarch

Charlemagne	noly normali Empire	піјган	Patriaitii
feudalism	guild	Caliph	
Gothic	vassal	Најј	
	serf	Umayyads	
manor	lord	chivalry	
Parliament			
Muhammad	Five Pillars	Justinian	
shari'a	Medina	Byzantine Empire	

Remember our Buckets/Themes

Mecca

- **Geography/Environmental** factors (e.g., influences on the rise, development, weakening, and fall of society)
- Religion and faith (e.g., how did religion shape society and even influence events)
- Political development and structure (e.g., how power was acquired and held, succession of power, power roles and relationships)
- **Economic systems** (e.g., what was produced, traded, and/or sold, how was this done, who benefited/who was harmed, role of government in the economy)
- Social structures (e.g., who played what roles, nature of hierarchy)
- **Cultural development and diffusion** (e.g.,traditions and rituals, arts, philosophy, literature; influences between and among societies)