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 *Light Reading*
Mon., 11/9 (78)	358-364 Feudalism and Manorialism *Reading Notes*
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 *Reading Notes*
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.
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.

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

Charlemagne	Holy Roman Empire	Hijrah	Patriarch
feudalism	guild	Caliph	
Gothic	vassal	*Hajj*	
	serf	Umayyads	
manor	lord	chivalry	
Parliament			
Muhammad	Five Pillars	Justinian	
shari'a	Medina	Byzantine Empire	

Mecca Ka'aba Haghia Sophia

Remember our Buckets/Themes

- **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)