

## World History Curriculum Bundle #4

<b>Title</b>	<b>Suggested Dates</b>
Middle Ages	October 26 – November 13, 2009 (14 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>The Middle Ages in Europe were different than the Middle Ages in other parts of the world.</li> <li>When cultures came into contact, they learned from each other.</li> </ul>	<ul style="list-style-type: none"> <li>How did Muslim religious beliefs, innovations, and politics shape Africa and Europe?</li> <li>How were the Middle Ages similar and different across Africa, Southwest Asia, Europe, and other places around the world?</li> <li>How did political, economic, and religious structures contribute to a lack of development in Europe during the Middle Ages?</li> <li>What events brought cultures into contact with each other and what were the results of those meetings?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)				
<b>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</b>  WH.1A identify the major eras in world history and describe their defining characteristics;	<ul style="list-style-type: none"> <li>Development of Philosophies and Religions (Islam)</li> <li>Rise and Impact of the Middle Ages 500-1350 CE (Silk Road, Islamic Empire, African Kingdoms, the Crusades, the Vikings, feudalism in Europe and Japan, importance of manorialism, dominant institution of the Catholic Church)</li> </ul>					
<b>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</b>  WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;	<ul style="list-style-type: none"> <li>Fall of Roman Empire</li> <li>Rise of Byzantine Empire</li> <li>Justinian</li> <li>Clovis</li> <li>Charlemagne</li> <li>Beginning of Crusades</li> </ul>	<a href="http://www.eyewitnesstohistory.com/crusades.htm">http://www.eyewitnesstohistory.com/crusades.htm</a> Article "Crusaders Capture Jerusalem 1099"				
<b>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</b>  WH.1D explain the significance of the following dates: 1066, 1215, 1492, 1789, 1914-1918, and 1939-1945.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">1066</td> <td>Norman invasion of England and development of centralized government</td> </tr> <tr> <td>1215</td> <td>Magna Carta</td> </tr> </table>	1066	Norman invasion of England and development of centralized government	1215	Magna Carta	<a href="http://www.eyewitnesstohistory.com/bayeux.htm">http://www.eyewitnesstohistory.com/bayeux.htm</a> Article "Invasion of England 1066"
1066	Norman invasion of England and development of centralized government					
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<p><b>WH.3 History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:</b></p> <p>WH.3B describe the major characteristics of the political system of feudalism, the economic system of manorialism, and the authority exerted by the Roman Catholic Church; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; color: red;">Medieval System</th> <th style="text-align: center; color: red;">Major Characteristics</th> </tr> </thead> <tbody> <tr> <td style="color: red;">Feudalism</td> <td style="color: red;">A political system in which nobles are granted the use of lands that legally belong to their king, in exchange for their loyalty, military service, and protection of the people who live on the lands. It developed in western Europe during the Middle Ages as a system of local defense against invaders. Feudalism also developed in Japan under Yoritomo (1192 CE), who became the military head of Japan. Military activities became the focus of society and successful warrior families administered the country in exchange for land and titles.</td> </tr> <tr> <td style="color: red;">Manorialism</td> <td style="color: red;">An economic system based on the manor, lands including a village and surrounding acreage which were administered by a lord. It developed during the Middle Ages to increase agricultural production. Manorialism is the economic side of feudalism.</td> </tr> <tr> <td style="color: red;">Authority exerted by Roman Catholic Church</td> <td style="color: red;">The church exerted considerable control over society during the Middle Ages. The Church influenced behavior in villages, cities, and even the government in Catholic nations such as France and Spain. The Church sought to convert non-Christians and increase its power. It succeeded at both and became an important part of feudal society. Priests were involved politically as members of lords' courts and socially as officials at civil ceremonies including knighthood. Kings in Catholic nations regularly sought council from senior members of the church hierarchy. The power of the Catholic Church prompted some to challenge its doctrines during Protestant Reformation</td> </tr> </tbody> </table>	Medieval System	Major Characteristics	Feudalism	A political system in which nobles are granted the use of lands that legally belong to their king, in exchange for their loyalty, military service, and protection of the people who live on the lands. It developed in western Europe during the Middle Ages as a system of local defense against invaders. Feudalism also developed in Japan under Yoritomo (1192 CE), who became the military head of Japan. Military activities became the focus of society and successful warrior families administered the country in exchange for land and titles.	Manorialism	An economic system based on the manor, lands including a village and surrounding acreage which were administered by a lord. It developed during the Middle Ages to increase agricultural production. Manorialism is the economic side of feudalism.	Authority exerted by Roman Catholic Church	The church exerted considerable control over society during the Middle Ages. The Church influenced behavior in villages, cities, and even the government in Catholic nations such as France and Spain. The Church sought to convert non-Christians and increase its power. It succeeded at both and became an important part of feudal society. Priests were involved politically as members of lords' courts and socially as officials at civil ceremonies including knighthood. Kings in Catholic nations regularly sought council from senior members of the church hierarchy. The power of the Catholic Church prompted some to challenge its doctrines during Protestant Reformation	<p>United Streaming "Age of Charlemagne"</p> <p>United Streaming "Byzantium"</p> <p>United Streaming "Dark Ages: Europe After the Fall of Rome"</p>
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<p><b>WH.3 History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:</b></p> <p>WH.3C identify the political, economic, and social impact of the Crusades.</p>	<ul style="list-style-type: none"> <li>• The causes of the Crusades</li> <li>• Impact of the beginning of the Crusades on Western Europe and the Byzantine Empire</li> </ul>									
<p><b>WH.6 History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected</b></p>	<p style="color: red;"><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Summarize Major Political developments- Gold and salt trade; rise of powerful trading states in West Africa (Ghana, Mali, Songhai) and in East</li> </ul>	<p>African kingdoms web activity found in World History resources</p>								

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<p><b>to:</b></p> <p>WH.6A summarize the major political and cultural developments of the civilizations of sub-Saharan Africa;</p>	<p>(Malindi, Mombasa- east African city-states) and south (Great Zimbabwe)</p> <ul style="list-style-type: none"> <li>• Summarize Major Cultural Developments- art, sculpture, music, and dance; oral history; societies based on family ties; animism as a traditional religion</li> </ul>									
<p><b>WH.6 History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:</b></p> <p>WH.6C summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan.</p>	<ul style="list-style-type: none"> <li>• Japan- introduction of Buddhism, Taika reforms, feudalism</li> </ul>									
<p><b>WH.16 Government. The student understands the process by which democratic-republican government evolved. The student is expected to:</b></p> <p>WH.16B identify the impact of political and legal ideas contained in significant historic documents, including Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treatises of Government, and the Declaration of Independence.</p>	<ul style="list-style-type: none"> <li>• Justinian's Code of Laws (528-533 C.E.)- Laws written by scholars to regulate society for Justinian and to organize law as a curriculum of study. It consisted of a code of law, summarization of legal thinkers, textbooks, for students of law, and new laws presented over time</li> <li>• Magna Carta (1215) – First limited government</li> </ul>									
<p><b>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</b></p> <p>WH.17B describe the different roles of citizens and noncitizens in historical cultures, especially as the roles pertain to civic participation.</p>	<table border="1"> <thead> <tr> <th data-bbox="632 930 840 967">Cultures</th> <th data-bbox="840 930 1150 967">Citizens</th> <th data-bbox="1150 930 1430 967">Non-citizens</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 967 840 1102">Feudalism</td> <td data-bbox="840 967 1150 1102"> <ul style="list-style-type: none"> <li>• Vassals</li> <li>• Knights</li> <li>• Catholic Church</li> </ul> </td> <td data-bbox="1150 967 1430 1102"> <ul style="list-style-type: none"> <li>• Women</li> <li>• Peasants</li> <li>• serfs</li> </ul> </td> </tr> </tbody> </table>	Cultures	Citizens	Non-citizens	Feudalism	<ul style="list-style-type: none"> <li>• Vassals</li> <li>• Knights</li> <li>• Catholic Church</li> </ul>	<ul style="list-style-type: none"> <li>• Women</li> <li>• Peasants</li> <li>• serfs</li> </ul>			
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<p><b>WH.18 Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:</b></p> <p>WH.18A trace the historical development of the rule of law and rights and responsibilities,</p>	<ul style="list-style-type: none"> <li>• Justinian's Code (528-533 C.E.)- A set of laws with consequences and written by scholars that organized it into a curriculum of study</li> </ul>									

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<p>beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;</p>								
<p><b>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</b></p> <p>WH.19B identify examples of religious influence in historic and contemporary world events.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Events</th> <th style="text-align: center; padding: 5px;">Religious Influence</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">The Great Schism</td> <td style="padding: 5px;">The division of the church divides the world into two empires the Byzantine and the Western Roman Empire</td> </tr> <tr> <td style="padding: 5px;">Crusades</td> <td style="padding: 5px;">The Pope Urban II issued a call for what he termed a “holy war” to gain control of the Holy Land because of the Muslim threat to take control of the Constantinople. It would last almost 200 years</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Division in Islam- Shia-Sunni split in 680</li> <li>• Crusades lasted 200 years</li> </ul>	Events	Religious Influence	The Great Schism	The division of the church divides the world into two empires the Byzantine and the Western Roman Empire	Crusades	The Pope Urban II issued a call for what he termed a “holy war” to gain control of the Holy Land because of the Muslim threat to take control of the Constantinople. It would last almost 200 years	
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<p><b>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</b></p> <p>WH.21A analyze the specific roles of women, children, and families in different historical cultures;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Historical Cultures</th> <th style="text-align: center; padding: 5px;">Specific Roles of Women, Children and Families</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Europe/ Feudalism</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Chivalry- Knights fought bravely for the three masters- earthly feudal lord, his heavenly Lord, and his chosen lady</li> <li>• The education of young nobles began early- the would learn courtly manners at a castle of another lord</li> <li>• Noblewomen could inherit land, become commander of the kingdom if her husband was off fighting, and send a knight to war, and become queen like Eleanor of Aquitaine</li> <li>• Most women were poor, powerless, performing endless labor, bearing children, and taking care of their families</li> </ul> </td> </tr> </tbody> </table>	Historical Cultures	Specific Roles of Women, Children and Families	Europe/ Feudalism	<ul style="list-style-type: none"> <li>• Chivalry- Knights fought bravely for the three masters- earthly feudal lord, his heavenly Lord, and his chosen lady</li> <li>• The education of young nobles began early- the would learn courtly manners at a castle of another lord</li> <li>• Noblewomen could inherit land, become commander of the kingdom if her husband was off fighting, and send a knight to war, and become queen like Eleanor of Aquitaine</li> <li>• Most women were poor, powerless, performing endless labor, bearing children, and taking care of their families</li> </ul>			
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<p><b>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</b></p> <p>WH.21B describe the political, economic, and cultural influence of women in different historical cultures</p>	<ul style="list-style-type: none"> <li>• Joan of Arc</li> <li>• Theodora – Justinian’s wife and political adviser</li> </ul>			
<p><b>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>WH.25F evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p>	<p style="color: red;">Opposing views of the Crusades</p>			
<p><b>WH.3 History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:</b></p> <p>WH.3A compare medieval Europe with previous civilizations;</p>	<p style="color: red;"><b>Characteristics of Medieval Europe</b></p>	<p style="color: red;"><b>Characteristics of Previous Civilization</b></p>	<p style="color: red;"><b>Comparison of Medieval Europe with Previous Civilizations</b></p>	
	<p style="color: red;">Decentralized politics; feudalism</p>	<p style="color: red;">Chinese and Japanese feudalism</p>	<p style="color: red;">All three had decentralized feudalistic systems based on exchange of land for military security</p>	
	<p style="color: red;">Domination of Roman Catholic Church</p>	<p style="color: red;">Domination of Islamic religion in Middle East and Asia</p>	<p style="color: red;">Both religions determined morality, ethics, education, art, the political system, etc.</p>	
<p><b>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>WH.11B pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.</p>	<ul style="list-style-type: none"> <li>• Societies</li> <li>• Trade Routes</li> <li>• Spread of Islam in Africa</li> <li>• Effects of Geography of Africa, Desert trade</li> </ul>			

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<p><b>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</b></p> <p>WH.15A explain the impact of parliamentary and constitutional systems of government on significant world political developments;</p>		
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<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>WH.25F evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p>	<p style="color: red;">Letters from kings to the Pope discussing the true reasoning for the deployment of Knights to the Holy Land.</p>	