

<p style="text-align: center;"><b>TRIMESTER 3 – UNIT 6</b></p> <p style="text-align: center;"><b>MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450)</b></p> <p style="text-align: center;"><b>(8 Weeks)</b></p>	<p><b>Unit Description:</b></p> <p><b>6.6 - The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands. (Standards: 2, 3, 4, 5; MOV, TCC, GOV, CIV, EXCH)</b></p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> <li>• What was life like for the people of the Middle Ages?</li> <li>• How can a historic event change peoples' life?</li> </ul>	<ul style="list-style-type: none"> <li>• 6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</li> <li>• 6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority. <b>(6.6a)</b></li> <li>➤ Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor. <b>(6.6b)</b></li> <li>➤ Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner to research and find photos of European cities, towns, and villages that still have Medieval features. Use these images to create a multimedia presentation. Write a short description of each photo to read aloud as narration as you make your presentation to the class. <b><i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i></b></li> <li>• Choose a role from the Feudal Social Class System to research. Your group's task is to research each role in the feudal system. You will look at their daily lives and lifestyle, and within your group create a presentation or skit to demonstrate each role in the Feudal System. <b><i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i></b></li> <li>• Feudal System Reflection – after presentations, write a well-developed paragraph explaining which class had the</li> </ul>

	<ul style="list-style-type: none"> <li>6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</li> <li>6.6d Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.</li> </ul>	<p>dynamic new Islamic societies and cultures. <b>(6.6c)</b></p> <ul style="list-style-type: none"> <li>Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions. <b>(6.6d)</b></li> <li>Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions. <b>(6.6d)</b></li> </ul>	<p>hardest life during the time of feudalism. <b><i>(Seal of Civic Readiness Pillar: Mindset)</i></b></p>
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<p><b>Resources:</b> <b><u>FOCUS LESSONS - Topic 11 -Medieval Europe</u></b></p> <p>Lesson 1: Introducing Medieval Europe Lesson 2: The Early Middle Ages Lesson 3: Feudalism and the Rise of Towns Lesson 5: Kingdoms and Crusades Lesson 7: Culture and the Church Lesson 8: The Late Middle Ages</p> <p><b><u>ADDITIONAL RESOURCES – Topic 11 – Medieval Europe</u></b></p> <p>Lesson 4: Analyzing Sources: Life in Feudal Europe Lesson 6: Analyzing Sources: Magna Carta Lesson 7: Reviewing Medieval Europe</p>	<p><b><u>FOCUS LESSONS - Topic 12 -The Rise of Islamic Empires</u></b> Lesson 1: Introducing The Rise of Islamic Empires Lesson 3: The Rise of Islam Lesson 4: The Spread of Islam</p> <p><b><u>ADDITIONAL RESOURCES- Topic 12 -The Rise of Islamic Empires</u></b></p> <p>Lesson 2: Beginnings Lesson 5: Analyzing Sources Life in the Islamic World Lesson 6: Analyzing Sources Achievements of Muslims Lesson 7: Reviewing the Rise of Islamic Empires</p>
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<p style="text-align: center;"><b>TRIMESTER 3 – UNIT 7</b></p> <p style="text-align: center;">INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450)</p> <p style="text-align: center;">(3 Weeks)</p>	<p><b>Unit Description:</b> Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> <li>Why did Europeans explore the world?</li> <li>What are the advantages and unintentional consequences of trade?</li> </ul>	<ul style="list-style-type: none"> <li>6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.</li> <li>6.7b The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes. <b>(6.7a)</b></li> <li>➤ Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources. <b>(6.7a)</b></li> <li>➤ Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel. <b>(6.7a)</b></li> <li>➤ Students will map the extent of the Mongol Empire at the height of its power. <b>(6.7b)</b></li> </ul>	<ul style="list-style-type: none"> <li>Debate: advantages and consequences of trade. Using debate protocol, support your claim with evidence. <b><i>(Seal of Civic Readiness Pillar: Civic Skills and Action)</i></b></li> <li>Debate Reflection – After participating in the debate write a well-organized paragraph stating whether you would change your position based on evidence presented. <b><i>(Seal of Civic Readiness Pillar: Civic Mindset)</i></b></li> </ul>

	<p>important agents of change and cultural diffusion.</p> <ul style="list-style-type: none"> <li>6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will examine the methods used by the Mongols to enable them to rule over a diverse population, noting how Mongol rule expanded trade. <b>(6.7b)</b></li> <li>➤ Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other primary source documents. <b>(6.7b)</b></li> <li>➤ Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junk and caravels; improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder. <b>(6.7c)</b></li> </ul>	
<p><b>Resources:</b>  <b><u>FOCUS LESSONS - Topic 17 - The Age of Exploration and Trade</u></b></p> <p>Lesson 1: Introducing The Age of Exploration                  Lesson 2: The Age of Exploration</p>		<p><b><u>ADDITIONAL RESOURCES - Topic 17 - The Age of Exploration and Trade</u></b></p> <p>Lesson 5: Multiple Perspectives: Slavery in the Americas                  Lesson 6: Analyzing Sources: Commercialism and Colonialism                  Lesson 7: Reviewing The Age of Exploration and Trade</p>	