

# WORLD HISTORY

## Era 5 – Increased Hemispheric Interaction (500 to 1500)

### Daily Lesson Plans

Date	Day	Classroom Content and Procedures	Standards
	1	<ul style="list-style-type: none"> <li>Return/discuss tests “Era 4: Near Eastern Civilizations”</li> <li>Introduce “Era 5: Increased Hemispheric Interaction” with explanation of terms and page 1 of <b>student packet</b> with the three parts of Era 5; use <b>presentation</b></li> <li>Discuss page 2 “Why the increase in hemispheric interactions?”</li> </ul>	
	2	<ul style="list-style-type: none"> <li>Conclude discussion of page 2 “Why the increase in hemispheric interactions?” -- States &amp; Empires, Trade Networks, Ideas &amp; Beliefs, Agricultural &amp; Technological Diffusion</li> <li>Refer to Objectives for “Write an essay describing the how/why of hemispheric interactions” to introduce assignment (due prior to test)—an essay in correct 5 paragraph form, using the general principles from page 2 as topic sentences</li> </ul>	
	3	<ul style="list-style-type: none"> <li><b>Student packet</b> page 3 “Growth of the Medieval Church” with <b>presentation</b> for Era 5: Part 1</li> <li><b>Student packet</b> page 4 “A New Western Empire” with <b>presentation</b> for Era 5: Part 1</li> <li>Introduce “Medieval Melee” competition</li> <li>Introduce “<b>Heraldry</b>” assignment with on-line links and research</li> </ul>	
	4	<ul style="list-style-type: none"> <li>Continue research and design phase of project</li> <li>HW: “Heraldry” related assignments questions 1 &amp; 2</li> </ul>	
	5	<ul style="list-style-type: none"> <li>Continue research and design phase of project</li> </ul>	
	6	<ul style="list-style-type: none"> <li>Finish <b>Student packet</b> page 4 “A New Western Empire” with <b>presentation</b> for Era 5: Part 1</li> </ul>	
	7	<ul style="list-style-type: none"> <li><b>Student packet</b> page 5 “The Feudal System” with <b>presentation</b> for Era 5: Part 1</li> <li>HW: “Heraldry” – related assignments question 3 (rough draft of shield)</li> </ul>	
	8	<ul style="list-style-type: none"> <li>Continue with <b>student packet</b> page 5 “The Feudal System” with vocabulary terms to know. Students will draw their own version of the manor system as well as the process of “page to knight”.</li> <li>HW: 279.1-4</li> </ul>	
	9	<ul style="list-style-type: none"> <li><b>Student packet</b> page 6 “Diagram of a medieval castle”. Students will complete the “defense” and “offense” sections of the worksheet while viewing the video “Medieval Siege”</li> <li>HW: Reading 11.1 “Peasant Life During the Time of Charlemagne”</li> </ul>	
2/20	10	<ul style="list-style-type: none"> <li>Continue/finish video “Medieval Siege”. Collect <b>student packet</b> page 6</li> <li>Announce Quest covering pages 1-6, “Introduction” through “Part 1, Part A: The Making of Medieval Europe” for Day 13</li> <li>HW: Reading 11.1 “The Table of a Thirteenth-Century Lord”</li> </ul>	
2/21	11	<ul style="list-style-type: none"> <li>Begin Era 5: Part 1, Part B “The Monarchies of Medieval Europe” with <b>student packet</b>, page 7. Emphasize the development of strong monarchies competing for influence and control in Europe.</li> <li>ENGLAND</li> <li>In-class Geography 11 “England Under the Normans”</li> </ul>	
2/24	12	<ul style="list-style-type: none"> <li><b>Student packet</b>, page 8, “France” and page 9, “Germany”</li> <li>Review for Quest as time allows</li> </ul>	
2/25	13	<ul style="list-style-type: none"> <li>Quest “Introduction” through “Part 1, Part A: The Making of Medieval Europe” (pages 1-6)</li> <li><b>Student packet</b>, page 10, “The Church as Monarchy” as introduction to the Crusades</li> <li>HW: Reading 11.4 “Salah al-Din’s Courage and Steadfastness”</li> </ul>	

2/26	14	<ul style="list-style-type: none"> <li>Begin Era 5, Part 1, Part C “The Middle Ages in Europe” with <b>student packet</b> page 11. Emphasize the transformative role of the Crusades in weakening the power of the emperors and the popes, laying the foundation for the Late Middle Ages.</li> <li>Illustrate the organization of the notes as “skeleton” for an essay—the thesis, the supporting arguments, the details</li> </ul>	
2/27	15	<ul style="list-style-type: none"> <li>Continue with <b>student packet</b> page 12 “The Crusades Weakened the Feudal Structure of Europe” and “The Crusades Opened New Horizons to the People”</li> <li>HW: Quest “Part 1, Parts B &amp; C – The Monarchies of Europe and the Middle Ages in Europe”</li> </ul>	
2/28	16	<ul style="list-style-type: none"> <li>Quest “Part 1, Parts B &amp; C”</li> <li>Collect/present shields</li> </ul>	
3/3	17	<ul style="list-style-type: none"> <li>Continue with “Era 5, Part 1D – The Middle Ages in Europe” The Crusades Weakened the Feudal Structure of Europe and The Crusades Opened New Horizons to the People (pp 13 &amp; 14)</li> <li>In class 293.1-4</li> <li>HW: Quest Era 5, Part 1B &amp; C – Monarchies and the Middle Ages, pp 7-13</li> </ul>	
3/4	18	<ul style="list-style-type: none"> <li>Quest Era 5, Parts 1B &amp; C – Monarchies and the Middle Ages, pp 7-13</li> <li>Begin “Part 2: The Resurgence of the Orient” with <b>page 14—China</b>. Use textbook, pages 303 and 306 for maps</li> <li>HW: <b>Reading 12.1</b> “Trade and International Relations”</li> </ul>	
3/5	19	<ul style="list-style-type: none"> <li>Review China with textbook questions 308.1-3. Collect.</li> <li>Discuss <b>page 15—Japan, Korea, and India</b>.</li> <li>HW: <b>Reading 13.4</b> “Chinese Naval Expeditions”</li> </ul>	
3/6	20	<ul style="list-style-type: none"> <li>Review Japan with <b>Geography 12</b> “The Wind That Saved Japan”.</li> <li>Discuss <b>page 15—Southeast Asia</b>.</li> <li>HW: <b>Reading 13.3</b> “A Day in the Life of a Mughal Emperor”</li> </ul>	
3/7	21	<ul style="list-style-type: none"> <li>Show slides/post cards from Korea, and, if time allows, Japan</li> </ul>	
3/10	22	<ul style="list-style-type: none"> <li>Begin “Part 3: The Mongol Dominance” with <b>page 17</b> questions “Who were the Mongols?”, “Who was Chinggis Khan?”, “How did the Mongols acquire their empire?”</li> <li>Use <b>student handouts 1.1-1.6</b> to answer questions. Students work alone, group with like handouts, then report to the class.</li> </ul>	
3/11	23	<ul style="list-style-type: none"> <li>Discuss “What was the lasting influence of the Mongols?” with <b>pages 17,18,19</b></li> <li>HW: <b>Reading 12.4</b> “Diplomacy and the Golden Horde”</li> <li>If time allows, view <b>Barbarians: The Mongols</b>. Students take notes from DVD; collect.</li> </ul>	
3/12	24	<ul style="list-style-type: none"> <li>Finish unit discussion with <b>page 20</b>, “The Black Death”</li> <li>View <b>History’s Turning Points: The Black Death</b> available @<a href="http://www.youtube.com/watch?v=4y_qVG8xnjY">http://www.youtube.com/watch?v=4y_qVG8xnjY</a>. Students take notes from video; collect.</li> </ul>	
3/13	25	<ul style="list-style-type: none"> <li>Student Essays Due</li> </ul>	