

The Middle Ages
Course Syllabus

DAY	ACTIVITY	HOW
Sunday	Ball-passing name game; introduce your neighbor Hamza	Students' names on butcher paper in Arabic script, alphabet on board; when student recognized name, dipped hands in red finger paint and placed handprints above name.
Monday, Day 1	Ball passing outside Honor Code Christianity Human Timeline Mini Arabic Lesson Christianity and Fall of Rome Barbarian map	Read and discussion. Worksheet reading. Students chose particular events to represent (with some guidance); outside PPHAC on sidewalk; followed by short written reflection and discussion of what we learned/what impressed us. "Hello/how are you," etc. Overhead notes. Worksheet packet + maps – coloring and labeling.
Tuesday, Day 2	Barbarian map, cont'd. "Touch Blue" game Test on Christianity and Fall of Rome "Black Tent Nomads" Mini Arabic Lesson	Ice breaker; students called out a color and needed to locate that color on own or another student's clothing. Quizzed on material covered in class. Read aloud and discussion. More basics: "where is," "goodbye," etc.

DAY	ACTIVITY	HOW
	<p>Introduction to Islam Library work on Middle East maps</p> <p>“The Prince in the Pit”</p> <p>Map work</p>	<p>What we know / what we think we know discussion. Used atlases to label maps.</p> <p>Read aloud and discussion.</p>
Wednesday, Day 3	<p>Rise of Islam</p> <p>“A Jewel in the Sand”</p> <p>Counting in Arabic</p> <p>Bedouin Daily Life</p> <p>Field trip to church to look at stained glass</p> <p>Work on stained glass designs in library; reference books on topic</p> <p>Abu Nuwas stories</p> <p>Brainstorming conflict for our original Bedouin stories</p> <p>Seega</p>	<p>Reading from Eyewitness Islam – Five Pillars and Islamic Society.</p> <p>Read aloud and discussion.</p> <p>Learned numbers 1 – 10 in Arabic.</p> <p>Read silently and complete worksheet.</p> <p>Union St. – Emmanuel (?)</p> <p>Students sketched preliminary designs for stained glass (designs with construction paper) project.</p> <p>Read aloud and brief discussion (difference between these and other Beduin stories we’ve read) – humor.</p> <p>Independent thinking and writing followed by short discussion; thoughts and suggestions shared by students.</p> <p>Played game outside.</p>
Thursday, Day 4	<p>Introduction to Muhammed</p> <p>Arab Expansion</p>	<p>Read from Eyewitness Islam and worksheets with biographical info. and activities.</p> <p>Read about the Four Rightly-Guided Caliphs.</p>

DAY	ACTIVITY	HOW
	<p>Prepare topics for Paragraph on Iraq, Palestine or Afghanistan</p> <p>Stained glass window design cont'd.</p> <p>Introduction to <i>Seven Daughters and Seven Sons</i></p>	<p>Worked in computer lab: Focused on outlining history, current conflict, role of the United States, United Nations.</p>
Friday, Day 5	<p>Umayyads and Abbasids</p> <p>Write and give speeches re: Abbasids v. Umayyads</p> <p>Stained glass and <i>Seven Daughters and Seven Sons</i>, cont'd.</p> <p>Reading about Sunni and Shi'ite Muslims</p> <p>Rubric for Bedouin story</p> <p>Stained glass cont'd.</p>	<p>Read handout aloud, discussion – compare / contrast.</p> <p>Students wrote propaganda speech to rally support for revolt; presentation to class.</p> <p>Eyewitness Islam and worksheet handouts.</p> <p>Presented some criteria to students based on 1 – 4 evaluation system; split into groups, each of which came up with “grading” criteria for different aspect of Bedouin story. Completed rubric typed and given to class following day.</p>
Sunday	<p>Islamic Learning and Technology handout</p> <p>Bedouin story plot outline</p>	<p>Read handouts aloud and discussed.</p> <p>Students worked independently on plot outlines for Bedouin stories.</p>

DAY	ACTIVITY	HOW
<p>Monday, Day 6</p>	<p>Guided imagery exercise</p> <p>Pre-11th century maps on overhead</p> <p><i>Seven Daughters and Seven Sons</i> & stained glass, cont'd.</p> <p>Description of Jerusalem Massacre</p> <p>Pope Urban II's speech</p> <p>Dahlia's story</p> <p><i>Seven Daughters and Seven Sons</i> discussion: theme of gender</p> <p>Outline plots for Bedouin story, cont'd.</p> <p>First half of Arab Technology reading</p> <p>Stained glass, cont'd.</p>	<p>Students closed eyes and listened to description of marketplace scene; focused on use of five senses to create "feel" of Bedouin story; wrote own descriptive scene (approx. ½ page) focusing on imagery.</p> <p>Read aloud as students worked on stained glass.</p> <p>Notes outlined on overhead..</p> <p>Presentation of events preceding speech. Read Fulcher of Chartres version of Urban II speech; divided class into three groups, each of which analyzed depictions of Urban II, his audience and the Muslims ("I," "You," "They") in the speech.</p> <p>Read aloud.</p> <p>Discussed gender roles as they are exhibited in <i>Seven Daughters and Seven Sons</i>; brainstorm and share thoughts on similarities and differences with this perspective and that of our own culture.</p>

DAY	ACTIVITY	HOW
Tuesday, Day 7	<p>Work on Bedouin story</p> <p>Finish <i>Seven Daughters and Seven Sons</i>, part 2</p> <p>Work on Bedouin story and stained glass, cont'd.</p> <p>Alquerque</p> <p>Modeling and writing workshop in groups</p> <p>Crusades</p>	<p>Focused on plot outlines and writing one scene of dialogue.</p> <p>Individual reading.</p> <p>Played Alquerque outside (used sidewalk chalk to draw boards).</p> <p>Began with demonstration of “good v. bad” workshopping style and behavior – students observing took notes on positive and negative techniques demonstrated; class divided into three groups, students offered constructive criticism to one another.</p> <p>Notes on overhead.</p>
Wednesday, Day 8	<p>“End of the Abassids” handout</p> <p>Stained glass, cont'd.</p> <p>Work on Bedouin stories</p> <p><i>Seven Daughters and Seven Sons</i> questions</p> <p>Bayeux Tapestry</p> <p>Introduction to calligraphy</p> <p>Crusades notes</p>	<p>Read aloud and discussed.</p> <p>Students independently completed worksheet on <i>Seven Daughters and Seven Sons</i>.</p> <p>Showed Bayeux Tapestry on Doc. Cam; focused on various scenes showing central events.</p> <p>Students began work on basic calligraphy.</p> <p>Outline on overhead.</p>

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	Arab Trading Game	Students were divided into three groups, each representing a trading ship. Using a large map listing various ports in the Arab world and a sheet with brief descriptions of what goods were available at each port, the students “sailed” from city to city buying and selling their goods. According to the roll of the dice, ships could be blown off course, robbed or shipwrecked during their journeys.
Thursday, Day 9	<p>Evaluation</p> <p>Internet Research</p> <p>Crusades notes and readings</p> <p><i>Seven Daughters and Seven Sons</i> and questions, cont’d.</p> <p>Calligraphy</p> <p>Rumi Poetry</p> <p>Work on Bedouin stories and stained glass, cont’d.</p> <p>Arab Trading Game, cont’d.</p>	<p>Students filled out mid-session course evaluations</p> <p>Began internet research on independent projects.</p> <p>Note packet; readings from handouts.</p> <p>Students continued practicing calligraphy.</p> <p>Read aloud one of Rumi’s poems; discussed.</p>
Friday, Day 10	<p>Rumi poetry</p> <p>Crusades readings</p> <p>“The Bedouin’s Gazelle”</p> <p><i>Seven Daughters and Seven Sons</i></p> <p>Work on Bedouin story</p>	<p>Read and analyzed as a class.</p> <p>Read aloud.</p> <p>Read and discussed as a class.</p> <p>Read aloud.</p> <p>Finished drafts for Bedouin stories; revisions focusing on inclusion of Bedouin style.</p>

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Sunday	<p>Work on revising Bedouin stories, cont'd.</p> <p>Introduction to <i>A Proud Taste for Scarlet and Miniver</i></p> <p>Alquerque</p>	<p>Read aloud from <i>A Proud Taste for Scarlet and Miniver</i> as a class.</p>
Monday, Day 11	<p>Independent Projects</p> <p><i>A Proud Taste for Scarlet and Miniver</i>, cont'd.</p> <p>Rumi poetry</p> <p>Arab Trading game, cont'd.</p> <p>Medieval Art</p> <p>Work on Bedouin stories and independent projects</p>	<p>Students conducted internet research in preparation for independent projects on various aspects of Medieval European history and culture (midwifery, the Black Death, siege, etc.).</p> <p>Read and analyzed as a class.</p> <p>Looked at a dozen Madonna paintings from 1270-1450, for style and techniques</p> <p>Students worked on typing their Bedouin stories and/or beginning the presentations for their independent projects in the computer lab.</p>
Tuesday, Day 12	<p>Traditional medieval dancing – Bransle</p> <p><i>A Proud Taste for Scarlet and Miniver</i>, cont'd.</p> <p>Work on Bedouin stories and independent projects, cont'd.</p>	<p>Learned the basic steps of the Bransle as a class.</p> <p>Students read silently.</p> <p>Continued work on typing Bedouin stories and PowerPoint / poster presentations for independent research projects.</p>

DAY	ACTIVITY	HOW
	<p>“Life in a Castle” and “Offense and Defense” worksheets</p> <p>Rumi poetry</p>	<p>Students worked independently to complete worksheets detailing medieval castle architecture and life.</p>
Wednesday, Day 13	<p>Rumi, cont’d.</p> <p>Research for independent projects, cont’d.</p> <p>Dante’s <i>Inferno</i> (Canto I)</p> <p><i>A Proud Taste for Scarlet and Miniver</i>, cont’d.</p> <p>Presentation of independent projects</p> <p>Cathedrals reading</p> <p>Scopa</p>	<p>Students continued preparation for presentation of independent projects.</p> <p>Looked at short segment of Dante’s work in Italian</p> <p>Read aloud as a class.</p> <p>Students presented their independent research on various topics using posters, models and PowerPoint presentations.</p> <p>Students read through cathedral book and worksheets</p> <p>Introduction to traditional Sicilian card game.</p>
Thursday, Day 14	<p>Preparation & Practice for closing ceremony</p> <p>Decameron</p> <p>Dante’s <i>Inferno</i> (Canto III)</p> <p><i>Scarlet and Miniver</i>, cont’d.</p> <p>Medieval Art</p>	<p>Students brainstormed topics and wrote sound bites for a presentation at the closing ceremony.</p> <p>Read a humorous ‘trick’ story from Boccaccio.</p> <p>Read aloud and looked at structure of work.</p> <p>Students read silently.</p> <p>Responded to various pieces (digital slides on a large screen)</p>

DAY	ACTIVITY	HOW
	<p>Feudalism</p> <p>Knights in literature, reading and discussion</p> <p>“Clean-up time”</p>	<p>Looked at concept diagrams about the structure of feudal society and examined a feudal contract.</p> <p>Students read excerpts from <i>Beowulf</i>, <i>The Song of Roland</i>, and <i>Sir Gawain and the Green Knight</i></p> <p>Takedown, pass-backs, compile address list.</p>
<p>Friday, Day 15</p>	<p>Practice for closing ceremony</p> <p>Chaucer’s “The Pardoner’s Tale”</p> <p><i>A Proud Taste for Scarlet and Miniver</i>, cont’d.</p> <p>Rumi song</p> <p>Games, photos</p>	<p>Read aloud and discussed as a class.</p> <p>Read aloud as a class; final discussion.</p> <p>Read aloud and discussed as a class.</p> <p>Played Scopa, Alquerque; class photo.</p>