

## Unit E: The High Middle Ages (1000 – 1300 AD)

How did the Church's journey influence and structure society?

The Church, with growing confidence, is discovering its profound effect on all aspects of life, with varying degrees of success.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators <b>may</b> be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 <b>identify</b> causes of division between the Western and Eastern Churches noting:</p> <ul style="list-style-type: none"> <li>• Authority: Pope versus Patriarch</li> <li>• Liturgical Language: Latin versus Greek</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a Venn diagram for Rome and Constantinople comparing authority and liturgical language.</li> <li><input type="checkbox"/> Find a primary source claiming papal authority and dramatize an interview with one of the claimants of Papal Authority (e.g., Leo the Great, Gregory VII, Boniface VIII).</li> <li><input type="checkbox"/> Organize a debate between the Pope of Rome and the Patriarch of Constantinople about author and liturgical language.</li> </ul>
<p>E2 <b>evaluate</b> attempts at reunification of the Catholic and Orthodox Churches</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare some 11<sup>th</sup> century attempts at reunification between Rome and Constantinople to John Paul II's efforts.</li> <li><input type="checkbox"/> Script and perform a "TV news" report on an attempted negotiation between Rome and Constantinople.</li> <li><input type="checkbox"/> Dramatize how two current faith communities have attempted to bridge their differences.</li> </ul>

<p>E3 <b>compare and contrast</b> between Islam and Christianity</p>	<ul style="list-style-type: none"> <li>□ Create a grid (T chart, Venn diagram) comparing Islam to Christianity (including central figure, holy book, central teachings, aim, rules, festivals, music, rituals, prayer, etc.) and summarize the major similarities and differences. (CCC<sup>1</sup> 839-845)</li> <li>□ Create a presentation (PowerPoint, prezi, etc.) that compares and contrasts specific aspects of Christian and Islamic faiths.</li> </ul>
<p>E4 <b>evaluate</b> the successes and the failures of the Crusades in relation to</p> <ul style="list-style-type: none"> <li>• The concept of “Holy War”</li> <li>• St. Augustine’s Just War Theory</li> </ul>	<ul style="list-style-type: none"> <li>□ Research the causes and goals of one of the Crusades, and explain the effects on the Church and society being sure to include holy war and just war theory.</li> <li>□ Create a fictional journal as a participant of one of the Crusades e.g., soldier, peasant/pilgrim, cleric including Holy War and Just War theory. (CCC 2307-2309)</li> </ul>
<p>E5 <b>compare and contrast</b> the Crusades to the conflicts that are occurring in the name of religion in the world today</p>	<ul style="list-style-type: none"> <li>□ Compare the United States’ reaction to the 2001 9/11 incident to Pope Urban II’s call of the First Crusade/Speech at Clarendon using primary sources.</li> <li>□ Create a journal reflection on the justification of the crusades and other calls to war in the name of religion.</li> </ul>
<p>E6 <b>define</b> the historical context for and relate the Inquisition to contemporary issues</p>	<ul style="list-style-type: none"> <li>□ Discuss the reasons why Catholic monarchs like Ferdinand and Isabel of Spain supported the Spanish Inquisition.</li> <li>□ Write a fictional account/create a skit as a defense lawyer involved in a case before the Inquisition.</li> <li>□ Create a newspaper article or an eye witness account of a current issue that deals with the persecution of Christian faith (e.g.) Central America in the 1980’s, Northern Africa, 2010’s).</li> </ul>

<sup>1</sup> CCC Catechism of the Catholic Church

<p>E7 <b>recognize</b> the role of religious art and architecture, universities and other emerging social institutions sponsored by the Church in the development of western culture</p>	<ul style="list-style-type: none"> <li>□ Explore various examples of medieval art and architecture culminating in a jigsaw activity such as an art museum walk within the classroom.</li> <li>□ Create a fictional medieval journal of either a university student, a journeyman of a guild, a nurse, or an orphanage supervisor.</li> <li>□ Create a stained glass window or an illuminated manuscript based on your favorite Bible passage or the life of a saint.</li> <li>□ Design a floor plan or blueprint of a new cathedral or a new university in a fictional medieval town, listing the necessary tasks according to guild. (CCC 2500-2503 and 2513)</li> </ul>
<p>E8 <b>summarize</b> the influence of the</p> <ul style="list-style-type: none"> <li>• Mendicant Orders led by St. Francis, St. Dominic and St. Clare <i>and</i></li> <li>• achievements of Scholastic philosophy led by St. Thomas Aquinas</li> </ul>	<ul style="list-style-type: none"> <li>□ Create a Venn diagram comparing the Mendicants to the Benedictines (e.g., founders, charism, rules, setting, and influences).</li> <li>□ Find an excerpt of the St. Thomas Aquinas' <i>Summa Theologica</i>, and interpret his use of faith and reason.</li> <li>□ In an essay, compare the achievements of St. Thomas Aquinas to other major philosophers and thinkers of that period. (CCC 308).</li> </ul>