

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE



World History and Geography
to 1500 A.D. (C.E.)

Commonwealth of Virginia
Department of Education

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

School divisions and teachers may use the *Enhanced Scope and Sequence* as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that have been aligned with the Standards of Learning. Teachers who use the *Enhanced Scope and Sequence* should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

As stated above, the *Enhanced Scope and Sequence* is organized into units by topics found in the original *History and Social Science Standards of Learning Scope and Sequence* document. Each organizing topic contains the following:

- A related History and Social Science Standard(s) of Learning
- The essential understandings, knowledge, and skills that define the designated Standard(s) of Learning, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008*
- Related sample Internet resources
- Lesson sessions containing various instructional activities and a list of required materials
- Handouts to accompany some of the instructional activities
- Sample assessment items covering the entire organizing topic

ORGANIZING TOPIC

The Paleolithic Era to the Agricultural Revolution

Standard(s) of Learning

- WHL.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
 - b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
 - c) describing technological and social advancements that gave rise to stable communities;
 - d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

- Explain that the life in early hunter-gatherer societies was shaped by their physical environment.
- Explain that Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago.
- Explain that Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.
- Explain that early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.
- Explain that early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.
- Describe the hunter-gatherer societies during the Paleolithic Era (Old Stone Age), using the following information as a guide:
- Were nomadic, migrating in search of food, water, shelter
 - Invented the first tools, including simple weapons
 - Learned how to make and use fire
 - Lived in clans
 - Developed oral language
 - Created “cave art”
- Explain that the beginning of agriculture, including permanent settlements, was a major step in the advance of civilization.

Identify the activities of societies during the Neolithic Era (New Stone Age):

- Developed agriculture (domesticated plants)
- Domesticated animals
- Used advanced tools
- Made pottery
- Developed weaving skills

Explain that archaeologists continue to find and interpret evidence of early humans and their lives.

Explain that archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts.

Explain that archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts.

Identify Stonehenge as an example of an archaeological site in England that was begun during the Neolithic Age and completed during the Bronze Age.

Identify Aleppo and Jericho as examples of early cities in the Fertile Crescent studied by archeologists.

Identify Çatalhöyük as an example of a Neolithic settlement currently under excavation in Anatolia.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).
- “Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Introduction to the Paleolithic Era

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate sites on maps.
- Students are expected to be able to compare and contrast, using predetermined criteria.
- Students are expected to be able learn by reading.

Materials

- Teacher-developed pretest

Instructional Activities

1. Write the term *Paleolithic Era* on the board, and ask students to define it. Post their responses, and guide them into creating an accurate class definition of the Old Stone Age.
2. In order to determine the students' knowledge of general world geography, administer a pretest in which they are asked to label significant historical and present-day geographic locations on a world map. Use the results of this pretest to determine gaps in the students' basic geographic knowledge, and then design a brief lesson to fill in these gaps. Within the context of this world geography review, ask students where and when they think Paleolithic Era *Homo sapiens* first emerged and where they then migrated. Discuss the following facts:
 - *Homo sapiens* emerged in east Africa between 100,000 and 400,000 years ago.
 - *Homo sapiens* migrated from Africa to Eurasia, Australia, and the Americas.
3. Assign a teacher-selected reading on prehistoric people, with the goal of answering the following questions:
 - Where and when did early humans first appear? How did this location affect their lives?
 - What were the characteristics of the early hunter-gatherer societies? (were nomadic, used tools, used fire, lived in clans, used oral language, made "cave art")
 - What shaped life in early hunter-gatherer societies? (their physical environment)
 - On what did the survival of early humans depend? (availability of wild plants and animals)
 - What enabled early human societies to the limits set by their physical environment? (the development of culture)

Specific Options for Differentiating This Lesson

Technology

- Have students listen to audio versions of the text.
- Have students access and use graphic-organizer software.
- Have students contribute to an interactive whiteboard presentation to complete the map-labeling activity.
- Have students use electronic responders to complete pre-tests.

Multisensory

- Have students color-code key vocabulary words as "familiar" or "unfamiliar," based on pre-test results.
- Have students make vocabulary flash cards of "unfamiliar" words by writing the term on one side and its definition on the other.
- Provide a large floor map, and have students stand at designated locations.

Community Connections

- Arrange for the class to visit local museums to view relevant materials.
- Invite a local expert from a university, museum, or historical society to discuss the Paleolithic Era.

Small Group Learning

- Have groups brainstorm and write definitions of the Paleolithic Era. Have the entire class develop a final definition based on the posted responses from the individual groups.
- Divide into small groups to accomplish the activities outlined in Instructional Activity #3.

Vocabulary

- Have students use the following key vocabulary as they complete their activities: *prehistoric, Paleolithic Era, Homo sapiens, migrated, survival, nomadic, clans, hunter-gatherer society*.
- Have students construct vocabulary flash cards on which one side is divided in half with the word on the left and the teacher-determined definition on the right. On the reverse, have students draw illustrations of the definition.
- Have students create a vocabulary journal to organize their completed flash cards.

Student Organization of Content

- Have students develop a graphic organizer to summarize their understanding of reading assignments.
- Have students use a sorting chart to organize the vocabulary they know and do not know.

Session 2: Classifying Prehistoric People

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of the following vocabulary: *prehistoric, Paleolithic Era, Homo sapiens, migrated, survival, nomadic, clans, hunter-gatherer society*.
- Students are expected to build on knowledge from the previous session.

Materials

- Attachment A: Classifying Prehistoric People

Instructional Activities

1. Solicit answers to the questions from step 3 of Session 1, based on the reading assignment, and discuss each one.
2. Distribute copies of Attachment A, and have students complete the chart, using the textbook, class notes, and additional resources.
3. Assign reading selections on the Paleolithic Era (Old Stone Age) and the Neolithic Era (New Stone Age). Instruct students to look for answers to the following questions as they read:
 - What were the major accomplishments of hunter-gatherer societies during the Paleolithic Era (Old Stone Age)?
 - What methods and techniques do scientists and archaeologists use that allow us to understand how early humans lived?
 - What changes during the Neolithic Era (New Stone Age) gave rise to civilization?
4. When students are finished reading, hold a class discussion on the answers to the questions, displaying the answers on the board or by means of technology. Include in the discussion the importance of the “Neolithic Revolution.”
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students listen to audio versions of the assigned reading.
- Have students access word-processing software to complete their activities.

Multisensory

- Have students role-play archeologists.
- Have students role-play members of hunter-gatherer societies.

Community Connections

- Arrange for the class to visit local museums and view relevant materials on display.
- Invite a community expert to discuss prehistoric people.

Small Group Learning

- Have students form reading groups to collaborate to answer assigned questions from assigned reading.
- Have students work together to study vocabulary.

Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Neolithic, civilization, revolution, Mesolithic, Neanderthal, Cro-Magnon, archeologist, techniques*.
- Have students construct vocabulary flash cards on which one side is divided in half with the word on the left and the teacher-determined definition on the right. On the reverse, have students draw illustrations of the definition.
- Have students create a vocabulary journal to organize their completed flash cards.

Student Organization of Content

- Have students develop a graphic organizer to summarize their understanding of reading assignments.
- Have students use a sorting chart to organize the vocabulary they know and do not know.

Session 3: Importance of the Neolithic Revolution

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of the following vocabulary: *Neolithic, civilization, revolution, Mesolithic, Neanderthal, Cro-Magnon, archeologists, techniques.*
- Students are expected to be able to use the writing process to complete essays.
- Students are expected to be able to take notes from videos and use research to write essays.

Materials

- Teacher-selected video on early humans
- Teacher-created video-viewing guide (see instructions below)

Instructional Activities

1. Select a video describing either the development of early humans or the lives of early hunter-gatherer peoples.
2. Distribute copies teacher-created video-viewing guide, and go over it with the students.
3. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
4. As a class, discuss key information from the video.
5. Direct students to write a short essay about the significance of the Neolithic Revolution in the history of civilization. Instruct them to explain the fact that Neolithic societies
 - developed agriculture (domesticated plants)
 - domesticated animals
 - used advanced tools
 - made pottery
 - developed weaving skills.

To create a video-viewing guide for students, follow the steps below:

1. Play the video. As you note important information, pause the video, and write a question that corresponds to the information you want students to remember. An effective way to do this is to quote the video directly (you may have to replay the scene to do this) and omit the information you want students to learn, so that they can fill in the blanks.
2. Continue this process until you have watched the entire video.
3. Aim for a total of 25 to 30 questions.
4. At the end, you may also wish to add a few open-ended directives that encourage the students to think critically about the video as a whole and to summarize important points, make connections, and draw conclusions. For example, you may wish to assign these open-ended directives to help students, as appropriate:
 - Compare and contrast selected concepts or images from different parts of the video.
 - Consider the causes and/or effects of events presented in the video.
 - Relate the concepts in the video to concepts studied in previous organizing topics or in previous grades.
 - Make connections between concepts, practices, or events in the video to such things in the present day.

Specific Options for Differentiating This Lesson

Technology

- Have students use word-processing or text-to-speech software to complete activities.
- Have students access graphic-organizer software to help maintain gathered information.
- Have students view brief segments (10 to 15 minutes) of the video to help them take notes and complete written summaries.

Multisensory

- Have students role-play events of the Neolithic Revolution, as an alternative to writing the essay.

Community Connections

- Have students use notes from previous speakers to complete essays on the Neolithic Revolution.

Small Group Learning

- Have small groups take notes from assigned videos with note-taking software.
- Have students record class discussions of the assigned videos.

Vocabulary

- Have students use the following key vocabulary as they complete their activities: *prehistoric, Paleolithic Era, Homo sapiens, migrated, survival, nomadic, clans, hunter-gatherer society, Neolithic, civilization, revolution, Mesolithic, Neanderthal, Cro-Magnon, archeologists, techniques*.
- Have students complete an alpha-block activity to review vocabulary and concepts from session content.

Student Organization of Content

- Have students create a pamphlet or brochure, noting the highlights of the Paleolithic and Neolithic Eras.

Session 4: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment B, and have students complete the assessment.

Attachment A: Classifying Prehistoric People _____

Name: _____ Date: _____

Using your textbook or other instructional resources and class notes, complete the chart.

	Paleolithic		Mesolithic		Neolithic
	<i>Homo habilis</i> (early humanlike creatures)	<i>Homo erectus</i> (the first humans)	<i>Homo sapiens neanderthalensis</i> (Neanderthal people)	<i>Homo sapiens</i> (Cro-Magnon people)	Neolithic people
Physical characteristics					
Time and location					
Tools and technology					
Miscellaneous aspects of culture and daily life					

Attachment B: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. **Homo sapiens in Africa, between 100,000 and 400,000 years ago,**

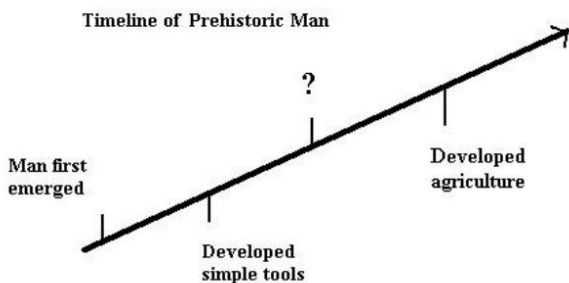
A lived in semi-permanent settlements.
B had an organized government.
C had complex tools.
D were nomadic.*

2. **Neolithic societies**

A were disorganized.
B relocated frequently in search of food.
C had simple tools.
D were also referred to as New Stone Age societies.*

3. **The geographic location of hunter-gatherers occurred because of**

A food sources.*
B religious practices.
C tool making.
D government regulations.



4. **What important advance of Paleolithic man would fall at the question mark on the timeline above?**

A Developed hieroglyphics
B Learned how to make and use fire*
C Developed weaving
D Developed pottery

5. **Scientists who study past cultures by analyzing human remains, fossils, and artifacts are called**

A geologists.
B archaeologists.*
C psychologists.
D entomologists.

6. **An example of a site in England that was begun during the Neolithic Age and completed during the Bronze Age is**

A Mesopotamia.
B the Ganges.
C Stonehenge.*
D the Taj Mahal.

7. **Which of the statements BEST characterizes Neolithic man?**

A The major social organization was the clan.
B They migrated in search of food, water, and shelter.
C They invented the first tools including simple weapons.
D Technological and social advances gave rise to stable communities.*

8. **Examples of early cities in the Fertile Crescent studied by archeologists are**

A Aleppo and Jericho.*
B Cairo and Alexandria.
C Jerusalem and Rome.
D Athens and Sparta.

ORGANIZING TOPIC

Ancient River Valley Civilizations

Standard(s) of Learning

- WHL.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- a) locating these civilizations in time and place;
 - b) describing the development of social, political, and economic patterns, including slavery;
 - c) explaining the development of religious traditions;
 - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
 - e) explaining the development of language and writing.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).

Content

- Explain that during the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.
- Explain that river valleys provided water and rich soil for crops as well as protection from invasion.
- Identify the location of the earliest river valley civilizations (about 3500 to 500 B.C. [B.C.E.]), using the following information as a guide:
- Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia)
 - Egyptian civilization: Nile River Valley and Nile Delta (Africa)
 - Indian civilization: Indus River Valley (South Asia)
 - Chinese civilization: Huang He Valley (East Asia)
- Explain that these river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.
- Identify other early civilizations (about 2000 to 500 B.C. [B.C.E.]), using the following information as a guide:
- Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
 - Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
 - Nubia was located on the upper (southern) Nile River (Africa).

Explain that river valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.

Describe the development of social patterns of ancient river valley civilizations, using the following information as a guide:

- Hereditary rulers: Dynasties of kings, pharaohs
- Rigid class system where slavery was accepted

Describe the development of political patterns of ancient river valley civilizations, using the following information as a guide:

- World’s first states (i.e., city-states, kingdoms, empires)
- Centralized government, often based on religious authority
- Written law codes (e.g., Ten Commandments, Code of Hammurabi)

Describe the development of economic patterns of ancient river valley civilizations, using the following information as a guide:

- Use of metal (e.g., bronze, iron) tools and weapons
- Increasing agricultural surplus: Better tools, plows, irrigation
- Increasing trade along rivers and by sea (Phoenicians)
- Development of the world’s first cities
- Development of the practice of slavery within most cultures in the ancient world, taking various forms

Explain that religion was a major part of life in all early civilizations.

Describe the religious traditions that developed in ancient civilizations, using the following information:

- Polytheism was practiced by most early civilizations.
- Monotheism was practiced by the Hebrews.

Explain that the monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.

Identify the origins of Judaism, using the following information as a guide:

- Abraham
- Moses
- Jerusalem

Describe the beliefs, traditions, and customs of Judaism, using the following information as a guide:

- Belief in one God (monotheism)
- Torah, which contains written records and beliefs of Jews
- Ten Commandments, which state moral and religious conduct

Describe the spread of Judaism, using the following information as a guide:

- Exile
- Diaspora

Explain that language and writing were important cultural innovations.

Identify the forms of language and writing that existed in early civilizations, using the following information as a guide:

- Pictograms: Earliest written symbols
- Hieroglyphics: Egypt
- Cuneiform: Sumer
- Alphabet: Phoenicia

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Ancient Egypt.” The British Museum. <http://www.ancientegypt.co.uk>.

Ancient Mesopotamia. Penn State, College of Education. <http://www.ed.psu.edu/k-12/edpgs/su96/meso/mesopotamia.html>. This site contains a lesson plan for teaching Ancient Mesopotamia.

“Indus Valley Civilization.” *MANAS: India and Its Neighbors*. Social Sciences at UCLA. <http://www.sscnet.ucla.edu/southasia/History/Ancient/Indus2.html>. This site provides information on the Indus Valley Civilization.

“Shang Dynasty.” *Emuseum: China*. Minnesota State University. http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/shang.html. This site provides information on the Shang Dynasty and a link to information on the Zhou Dynasty.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Location of Ancient River Valley Civilizations

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to identify locations on a map.
- Students are expected to be able to locate map information, using the Internet.

Materials

- Attachment A: Ancient River Valley Civilizations Map Activity
- Outline map of the world

Instructional Activities

1. Distribute copies of Attachment A and the outline map of the world, and instruct students to map the locations of the four ancient river valley civilizations, including the relevant, major landforms and cities listed.
2. Assign a reading selection on ancient river valley civilizations.

Specific Options for Differentiating This Lesson

Technology

- Have students use modified (accessible) text to complete activities.
- Have students access interactive map Web sites to complete activities.

Multisensory

- Have students color the major landforms of each ancient river valley civilization.
- Have students paste cutout shapes of major landforms to a map.

Community Connections

- Arrange for the class to visit a local river valley to observe the geological features.

Small Group Learning

- Have small groups make maps, with each group covering one of the ancient river valley civilizations.
- Have small groups answer questions based on assigned reading.

Vocabulary

- Have students sort geographical vocabulary pertaining to each civilization.
- Have students post the name of each civilization on the wall and associate a pool of vocabulary words to one or more civilization.

Student Organization of Content

- Have students copy the final correlated information from the vocabulary exercise into a graphic organizer.
- Have students create a timeline of events learned from the lesson.

Sessions 2–10: Mesopotamia, Egypt, Indus River, and Huang He Civilizations _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to give examples of the following vocabulary: *artifacts*, *civilizations*, *dikes*.

Materials

- Attachment B: Ancient River Valley Civilizations Vocabulary

Instructional Activities

The following Web resources may be helpful in teaching this session:

- *Ancient Mesopotamia*. <http://www.ed.psu.edu/k-12/edpgs/su96/meso/mesopotamia.html>.
- “Ancient Egypt.” The British Museum. <http://www.ancientegypt.co.uk>.
- “Indus Valley Civilization.” <http://www.sscnet.ucla.edu/southasia/History/Ancient/Indus2.html>.
- “Old Kingdom Egypt.” History for Kids. <http://www.historyforkids.org/learn/egypt/history/oldkingdom.htm>.
- *Mesopotamia, The Sumerians*. <http://www.wsu.edu:8080/~dee/MESO/SUMER.HTM>.
- “Shang Dynasty.” http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/shang.html.

1. Discuss the following characteristics of ancient river valley civilizations:
 - Division of labor
 - Complex social institutions (e.g., for religion, government)
 - Advanced technology
 - Calendar
 - Written language
2. Discuss the following questions based on the reading assigned in the previous session:
 - What is the final step in the establishment of a civilization?
 - What characteristics do the four ancient river valley civilizations have in common? (see list above)
3. Have students develop a timeline of events associated with each of the ancient river valley civilizations:
 - Mesopotamia: Sumerians, Akkadians, Babylonians, Hittites, Assyrians, Chaldeans
 - Egypt: Old, Middle, and New Kingdoms; shifts in power; causes for different kingdoms
 - Indus River: Establishment, height, cause for collapse
 - Huang He (Yellow River): Mythic beginnings, Shang, Zhou
4. Distribute copies of Attachment B, and have students practice using the appropriate vocabulary to discuss each civilization. In discussions, have students focus on the major achievements and contributions of each of the four civilizations.
5. Instruct students to select one of the ancient river valley civilizations and complete one of the following projects:
 - Prepare a model from clay, wood, or paper of an artifact that is representative of your selected civilization. Write a one-page description of the item, explaining the time period the item represents, how it was used, probable material used, and what level of society would have used it.
 - Prepare a drawing that represents the fashion of the time period. Write a one-page explanation of the fashion. Include the time period, materials used, hairstyle, composition of make-up, and other related information.
 - Prepare a three-page report about the type of religion the inhabitants of your selected civilization observed.
 - Prepare a drawing that represents some of the gods the inhabitants would have worshipped. Write a one-page explanation of these gods.
 - Prepare a three-page report on the geography of the region your selected civilization occupied. You may prepare representative drawings or maps as a substitute for two pages of the report.
 - Prepare a three-page report on the transportation available to the inhabitants of your selected civilization. You may prepare representative drawings or models as a substitute for two pages of the report.

- Prepare a project on a teacher-approved topic of your choice.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students create timelines, using Web-based applets (i.e., TimeToast).
- Have students prepare a photo story describing an artifact, the time period from which the artifact originates, how it was used, probable material used to construct it, and the people or level of society that would have used it.

Small Group Learning and Multisensory

- Have small groups create timelines for a particular area (Mesopotamia, Egypt, Indus River, and Huang He). Distribute completed timelines among the groups, and have students arrange themselves into human timelines.
- Have small groups prepare podcasts for their timelines that include geographic features.
- Have students design and create costumes for paper doll figures that represent the fashion of the time period and region being studied. Have students present a fashion show to discuss their costumes, including the time period, materials used, hairstyle, makeup, and other pertinent information.

Vocabulary

- Have students use the following key vocabulary as they complete their activities: *surplus farming, subsistence farming, division of labor, complex social institutions, advanced technology, calendar, written language*.
- Have students review examples of vocabulary and record the information in a graphic organizer to compare and contrast terms.

Student Organization of Content

- Have students create an interactive online “live binder” and enter information into its appropriate sections (e.g., notes, in-class assignment, homework, maps, tests, quizzes). Students can refer to this notebook and teachers can evaluate the notebook throughout the unit.
- Have students review smaller units of information in videos and reading. Have students answer questions to guide viewing of video or reading selections. Have students summarize and retell information contained in those sections, before moving to the next section.
- Have students create “exit tickets” by listing two things they learned from the session. Exit tickets may be evaluated as a formative assessment.
- Have students use a RAFT writing assignment template to create a story about a character in one of the civilizations. See the following:

R—Role of the Writer

Who are you as the writer? Are you a spiritual leader? A warrior? A nobleman? The god being worshipped? A community member?

A—Audience

To whom are you writing? Is your audience the civilization’s inhabitants? A friend? A governmental body?

F—Format

What form will the writing take? Is it a letter? A classified ad? A speech?

T—Topic

What is the subject or the point of this piece? Is it to introduce the god to the community? Is it to persuade people to believe a certain thing? Is it to warn the community about the dangers of not believing in something?

Session 11: Phoenician, Lydian, and Nubian Civilizations

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate the earliest river valley civilizations.
- Students are expected to be able to identify the characteristics of ancient civilizations.

Materials

- (None)

Instructional Activities

1. Examine with students the civilizations of the Phoenicians, Lydians, and Nubians.
2. Discuss the following questions relative to each civilization. Have students take notes during discussion.
 - What are the major contributions of the “minor” civilizations that developed between 2000 and 500 B.C. (B.C.E.)?
 - Since religion is one of the characteristics of a civilization, what was the religion of most early civilizations?
 - Since the written language is the final characteristic of a civilization to develop, what are the forms of written language that develop in the four cradles of civilization?
3. Hold a class discussion focusing on the contributions of these civilizations and their impact on later civilizations.

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss a video or complete a virtual tour of early civilizations.
- Have student research the influences of ancient civilizations on today’s society, using the Internet.
- Have students use the Internet to listen to and discuss spoken language samples of Phoenician, Lydian, and Nubian civilizations.

Multisensory

- Have students reproduce in clay or paint the written language (develop words and phrases) of each civilization.

Community Connections

- Arrange for a trip to a museum to view exhibits of relevant subjects.
- Arrange for a trip to a local pottery shop to have students learn how designs and imprints have evolved over time.

Small Group Learning

- Have students work in small groups. Assign each group a single civilization to research. Each group will prepare and present a poster, newsletter, or brochure that explains the features of their civilization.

Vocabulary

- Have students sort vocabulary words based on word origin, and use that background to define words with which students are unfamiliar.

Student Organization of Content

- Have students use graphic organizers to compare and contrast the Phoenician, Lydian, and Nubian civilizations.

Session 12: World Religions—Judaism

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the influence of religion on all early civilizations.
- Students are expected to be able to describe the religious traditions that developed in ancient civilizations.
- Students are expected to be able to define the terms *polytheism* and *monotheism*.

Materials

- Attachment C: World Religions Chart

Instructional Activities

1. Distribute copies of Attachment C. Describe the development of the Hebrew civilization, and have students begin filling in the “Judaism” row of the World Religions Chart.
2. Discuss the major contribution of the Jews, focusing on the following questions:
 - Religion is one of the characteristics of a civilization. What was the major religion of most early civilizations?
 - What are the basic beliefs of Judaism?
 - How did Judaism influence later events in Western civilization?
3. Allow time for students to complete the “Judaism” row of the chart. Then, review it as a whole class or as a group activity.

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss the video, *The Diary of Anne Frank*, to determine Ms. Frank’s relationship to Judaism and the wider effects the story has had on society.

Multisensory

- Have students brainstorm, using KWL charts (what I Know, What I want to know, what I Learned) to determine and organize their background knowledge.

Community Connections

- Invite an expert to discuss Judaism.

Small Group Learning

- Have students work in pairs to develop informative brochures celebrating the local Jewish population, including aspects of their religious beliefs, holy days, and contributions to the community.

Vocabulary

- Have students identify and define terms associated with Judaism.

Student Organization of Content

- Have students write brief summaries of what they have learned about Judaism.

Session 13: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment D, and have students complete the assessment.

Attachment A: Ancient River Valley Civilizations Map Activity _____

Using your textbook or other resources and the outline map of the world provided, locate the following:

Mesopotamia

Tigris River	Euphrates River
Fertile Crescent	Persian Gulf
Mediterranean Sea	Arabian Peninsula
Red Sea	Ur
Babylon	

Nile River Valley

Nile River	Sahara Desert
Nile Delta	Thebes
Sinai Peninsula	

Indus River Valley

Indus River	Hindu Kush Mountains
Harappa	Mohenjo-Daro
Arabian Sea	Himalayan Mountains
Bay of Bengal	Ganges River

Huang He Valley

Huang He	Yellow Sea
Gobi Desert	Anyang
Yangtze (Chang Jiang)	Xi Jiang

Attachment B: Ancient River Valley Civilizations Vocabulary

Mesopotamia

Mesopotamia	city-state
Semites	cuneiform
ziggurat	Hammurabi
flax	Babylonians
stylus	bureaucracy
Fertile Crescent	Sargon I
dynasty	Gilgamesh
Hammurabi	Abraham
Moses	Solomon
Nebuchadnezzar	Cyrus II
Darius I	Xerxes
Zoroaster	monotheism
patriarchal	barter
confederation	Exodus

Egypt

Old Kingdom	Middle Kingdom
Narmer/Menes	Dynasty (used in Mesopotamia)
monarchy	theocracy
pyramid	Hyksos
pharaoh	Thebes
Empire	monotheism
Ahmose	Hatshepsut
Thutmose III	Akhenaton/Amenhotep IV
Nefertiti	Ramses II
polytheism	hieroglyphics
Book of the Dead	

Indus River Valley

monsoons	Harappa
Mohenjo-Daro	subcontinent

Huang He

Yu the Great	loess
Xia Dynasty	mandate
Shang Dynasty	oracle bones
Mandate of Heaven	

Attachment C: World Religions Chart

RELIGION	When did this religion originate?	Where did this religion originate?	Who was the founder of this religion?	What are the sacred writings and holy books of this religion?	What rituals and practices are associated with this religion?	What major laws are associated with this religion?	What are the basic beliefs of this religion?
Judaism							
Christianity							
Islam							
Hinduism							
Buddhism							
Shintoism							
Taoism							
Confucianism							
Zoroastrianism							

Attachment D: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>1. Which one of the following was a river valley civilization in Africa about 3500 to 500 B.C. (B.C.E.)?</p> <p>A Mesopotamia B Phoenicia C Hindu Kush D Egypt*</p> <p>2. The most important reason man’s earliest civilizations began in river valleys was because these valleys</p> <p>A were used for extensive trade. B offered abundant wildlife for food. C offered rich soil for agriculture.* D provided transportation for nomadic peoples.</p> <p>3. One of the first written codes of law was the</p> <p>A Vedas. B Code of Hammurabi.* C Eightfold Path to Enlightenment. D hieroglyphics.</p> <p>4. The origin of Judaism can be traced to</p> <p>A Abraham.* B Mohammed. C Asoka. D Gautama.</p> <p>5. The Jews first settled</p> <p>A in the Tigris and Euphrates river valleys. B between the Mediterranean Sea and the Jordan River Valley.* C along the upper (southern) Nile River Valley. D along the Mediterranean coast.</p>	<p><i>If the Nile smiles, the Earth is joyous, Every stomach is full of rejoicing, Every spine is happy, Every jawbone crushes its food.</i></p> <p>“Hymn to the Nile,” from <i>The Literature of Ancient Egyptians</i> (Erman).</p> <p>6. The Egyptian song above gives evidence of the Egyptian knowledge that the Nile River</p> <p>A floods provided them with an abundance of food.* B was necessary for trade with other civilizations. C often destroyed the crops they had planted. D provided the people with a place to honor the god Osiris.</p> <p><i>I am the Lord your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before Me.</i></p> <p>7. The words above set the Jews apart from all other peoples of the Fertile Crescent because they demonstrate the Jews’</p> <p>A belief in written laws. B belief in strong government. C polytheism. D monotheism.*</p>
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ORGANIZING TOPIC

Cultures of Persia, India, and China

Standard(s) of Learning

- WHL.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;
 - b) describing India, with emphasis on the Aryan migrations and the caste system;
 - c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;
 - d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
 - e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
 - f) describing the impact of Confucianism, Taoism, and Buddhism.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).

Content

- Explain that Persia, built on earlier Central Asian and Mesopotamian civilizations, developed the largest empire in the world.
- Explain that Zoroastrianism was the main Persian religion, although other religions were tolerated.
- Describe the Persian Empire. Use the following information as a guide:
- Tolerance of conquered peoples
 - Development of imperial bureaucracy
 - Construction of road system
 - Practice of Zoroastrianism
 - Religion of Persia
 - Belief in two opposing forces in the universe
- Explain that classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread through the Indian subcontinent. This spread continued with little interruption because of the geographic location.
- Explain that physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult.

Explain that mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent.

Explain that the Indus and Ganges were the important rivers in the Indian subcontinent.

Identify the Indus River Valley civilization.

- Harrapa and Mohenjo-Daro

Explain that the Indo-Aryan people migrated into the area, creating a structured society (caste system) and blending their beliefs with those of the indigenous people.

Describe the impact the Aryans (Indo-Aryans) had on India, using the following information as a guide:

- Migration, assertion of dominance
- Caste system, which influenced all social interactions and choices of occupations

Identify the accomplishments of the Mauryan and Gupta Empires, using the following information as a guide:

- Mauryan Empire – Asoka
 - Continued political unification of much of India
 - Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads
- Gupta Empire
 - Golden Age of classical Indian culture
 - Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round Earth), new textiles, literature

Explain that during the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.

Explain that Hinduism was an important contribution of classical India.

Explain that Hinduism influenced Indian society and culture and is still practiced in India today.

Identify aspects of Hinduism, using the following information as a guide:

- Belief in many forms of one God
- Reincarnation: Rebirth based upon karma
- Karma: Knowledge that all thoughts and actions result in future consequences
- Vedas and Upanishads: Sacred writings
- Spread along major trade routes

Explain that Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.

Explain that Buddhism became a major faith when Asoka sent missionaries throughout Asia.

Identify aspects of Buddhism, using the following information as a guide:

- Founder: Siddhartha Gautama (Buddha)
- Four Noble Truths
- Eightfold Path to Enlightenment

Explain that Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.

Explain that classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China's protection.

Explain that Chinese culture began around 1500 B.C. (B.C.E.). Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.

Explain that migratory invaders raided Chinese settlements from the north.

- Qin Shi Huangdi built the Great Wall as a line of defense against invasions.

- China was governed by a succession of ruling families called dynasties.
- Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.

Explain that the Silk Road facilitated trade and contact between China and other cultures as far away as Rome.

Identify the contributions of classical China to world civilization, using the following information as a guide:

- Civil service system
- Paper
- Porcelain
- Silk

Identify the impact of Confucianism in forming the social order in China, using the following information as a guide:

- Belief that humans are good, not bad
- Respect for elders
- Code of politeness (still used in Chinese society today)
- Emphasis on education
- Ancestor worship

Identify the impact of Taoism in forming Chinese culture and values, using the following information as a guide:

- Humility
- Simple life and inner peace
- Harmony with nature

Explain that Yin and Yang represented opposites for Confucianism and Taoism.

Explain that Chinese forms of Buddhism spread throughout Asia.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“The Age of the Guptas and After.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <http://www.wsu.edu/~dee/ANCINDIA/GUPTA.HTM>. This site contains textual information on the Gupta Dynasty. A map of the Gupta Empire is located at <http://www.wsu.edu/~dee/ANCINDIA/GUPTAMAP.HTM/>.

“Ancient Babylonia—Persian Rulers of Babylonia.” *Bible History Online*. http://www.bible-history.com/babylonia/BabyloniaPersian_Rulers_of_Babylonia.htm. This site contains a timeline of Ancient Babylonia.

“Ancient India.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <http://www.wsu.edu:8080/~dee/ANCINDIA/ANCINDIA.HTM>. This site contains information on Ancient India, including historical events and figures, religion, and culture.

“The Aryans.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <http://www.wsu.edu:8080/~dee/ANCINDIA/ARYANS.HTM>. This site contains information on the nomadic tribes called Aryans, who invaded India during ancient times.

“The Caste System.” Southern Nazarene University. <http://david.snu.edu/~dwilliam.fs/s97/india/caste.htm>. This site contains information on the history of the caste system, British influence on the system, and Indian reactions to the British influence.

“Chinese Cultural Studies: Concise Political History of China.” Compiled from *Compton’s Living Encyclopedia on America Online* (August 1995) <http://academic.brooklyn.cuny.edu/core9/phalsall/texts/chinhist.html>.

“Gupta Empire.” Oswego City School District Regents Exam Pre Center. <http://regentsprep.org/Regents/global/themes/goldenages/gupta.cfm>. This site contains information on background, mathematics and science, arts and literature, and medicine of the Gupta Empire.

IranChamber.com. <http://www.iranchamber.com/index.php>. This site provides information on Iran.

“Persia.” *Internet Ancient History Sourcebook*. <http://www.fordham.edu/halsall/ancient/asbook05.html>. This site contains information on topics including Persian history, religions, art, and architecture.

“The Persian Gallery.” Oriental Institute Museum. The University of Chicago. http://www-oi.uchicago.edu/OI/MUS/GALLERY/PERSIAN/New_Persian_Gallery.html. This site contains information on history and ancient artifacts of Persia and photographs of related sites.

The Silk Road Project. <http://www.silkroadproject.org>. A not-for-profit artistic, cultural, and educational organization founded in 1998 by cellist Yo-Yo Ma, the Silk Road Project takes inspiration from the historic Silk Road trading route as a modern metaphor for multicultural and interdisciplinary exchange.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

The World Factbook. U.S. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides information on nations of the world.

Session 1: Introduction to Ancient Persia

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to compare and contrast information by predetermined criteria.
- Students are expected to be able to effectively use graphic organizers.
- Students are expected to be able to use the Internet to research map data.

Materials

- Map of ancient Persia
- Copies of a present-day political map of Europe, Asia, and northern Africa
- Attachment A: How to Prepare a Learning Cube for Ancient Civilizations

Instructional Activities

The following Web resources may be helpful in teaching this session:

- “Persia.” *Internet Ancient History Sourcebook*. <http://www.fordham.edu/halsall/ancient/asbook05.html>.
- “IranChamber.com.” <http://www.iranchamber.com/index.php>.
- “The Persian Gallery.” Oriental Institute Museum. <http://oi.uchicago.edu/museum/persia/>.

1. Introduce the study of the ancient civilizations of Persia, India, and China by reminding students that one purpose of studying history is to gain an understanding of how present-day societies evolved. During their study of these ancient civilizations, have students look for connections to the present. For example, have them answer the question: “How have the governments, culture, or religion of these civilizations impacted present-day circumstances?”
2. Ask the students to make a list of what they think of when they hear the term “Persian Empire.” Encourage them to think of time, place, and culture. Allow a few minutes for students to write down their thoughts, then have them share their thoughts with the class. Record student responses for all to see.
3. Display a map of the ancient Persian Empire, and have students look at a map of the Persian Empire in the textbook or other instructional resources. Distribute copies of a present-day political map of Europe, Asia, and northern Africa. Instruct students to draw a line encompassing the Persian Empire on the present-day map and shade within the line to indicate present-day countries whose land was once part of the empire.
4. Display pictures of Persian culture in the classroom. “The Persian Gallery” Web site listed above may be helpful.
5. Explain that each student will make a “learning cube” showing content from this unit. A class period will be provided to work on the cubes, but have students begin collecting the information they want to include on their cubes prior to the day of that activity. Distribute copies of Attachment A, and discuss it.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct Internet research by providing them with the titles to specific sites.
- Have students work with a variety of graphic organizers to complete their activities.

Multisensory

- Have students take pictures from “The Persian Gallery” (see Instructional Activity #4) or other sources and organize them into a classroom timeline.
- Have students compare and contrast current political maps of Europe, Asia, and Northern Africa with maps of the Persian Empire, using an interactive map Web site.

Small Group Learning

- Have small groups research and acquire images and information about Persian culture and use it to design a poster to be displayed in the classroom.
- Have small groups develop eight questions about Persian culture for a “learning cube.” Use the learning cube for an interactive review activity or a test/quiz.
- Have small groups brainstorm on the term *Persian Empire*. Groups should edit and organize their responses to create a classroom display.
- Have groups develop a digital photo gallery (or digital slide show) of Persian culture, including narrated descriptions and music.

Vocabulary

- Have students begin a glossary of key terms and concepts for this session, adding to it as they learn each new term or concept.
- Have students use a graphic organizer to learn new terms, concepts, and themes.

Student Organization of Content

- Have students use graphic organizers to maintain session content.
- Have students complete a diagram comparing and contrasting ancient civilizations that evolved into present-day societies.
- Have students list the countries that were once a part of the Persian Empire and identify those countries on a map of the Persian Empire.

Session 2: Timeline of the Ancient Persian Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to use graphic organizers to maintain research.

Materials

- A timeline of the ancient Persian Empire

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Ancient Babylonia—Persian Rulers of Babylonia.” http://www.bible-history.com/babylonia/BabyloniaPersian_Rulers_of_Babylonia.htm.
1. Briefly review the beginning of the ancient Persian Empire with students. Explain that the Persian Empire developed into the largest empire in the world. Remind students of the location of the empire. Provide a brief timeline of the empire, including the various rulers.
 2. Provide students with a brief explanation of the government of Persia. Display the following information:
 - The Persian Empire was characterized by the development of an imperial bureaucracy. Explain the term *imperial bureaucracy*.
 3. Provide students with a brief description of Zoroastrianism. Explain who Zoroaster was, and describe the basic beliefs of this religion. Display the following information:
 - A cultural contribution to the Persian Empire was their religion, Zoroastrianism, which believed in two opposing forces in the universe and worshipped the forces of nature.
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students access graphic organizers online to maintain session content.
- Have students use the Internet to research session topics.
- Have students develop a timeline, using an application (i.e., TimeToast: <http://www.timetoast.com/>) online.

Multisensory

- Have students add the names of the various rulers of the Persian Empire to the existing timeline.
- Have students discuss the nature of good vs. evil, Zoroastrianism, and its basic beliefs.

Community Connections

- Invite a criminal justice expert to discuss the way poor choices and behaviors early in life can be a predictor of criminal behavior as an adult.
- Have students discuss why Zoroastrianism might have emerged as one of the world’s most popular religions.

Small Group Learning

- Have small groups create their own definitions for the terms *imperial* and *bureaucracy* and have them suggest definitions for the combined term *imperial bureaucracy*.
- After reading a section on Zoroaster, have students role-play a dialogue in which the concepts of Zoroastrianism and its influence on Judaism and Christianity are discussed.

Vocabulary

- Have the class come to a consensus on a definition for *imperial bureaucracy*, *human trait*, and *Zoroastrianism* and place them into the glossary of key terms.

Student Organization of Content

- Have students use graphic organizers to maintain session content.
- Have students create two fictional characters, one with only good traits and the other with only evil.
- Have students create an image that represents the struggle between good and evil.

Session 3: The Silk Road

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to complete a graphic organizer, using content from assigned reading.
- Students are expected to be able to read a map.

Materials

- A map of the Silk Road to display
- A present-day map of Europe and Asia

Instructional Activities

The following Web resources may be helpful in teaching this session:

- *The Silk Road Project*. <http://www.silkroadproject.org>. A not-for-profit artistic, cultural, and educational organization founded in 1998 by cellist Yo-Yo Ma, the Silk Road Project takes inspiration from the historic Silk Road trading route as a modern metaphor for multicultural and interdisciplinary exchange.
 - *Interactive Silk Road Map Exercise*. <http://depts.washington.edu/silkroad/maps/mapquiz/mapquiz.html>.
1. Conduct a discussion on the importance of trade routes, including the historical impact of the interstate highway system on the growth or decline of certain cities and industry. For example, encourage students to think about a highway they have traveled where businesses (e.g., motels, gas stations, stores) have closed or lost business. Encourage students to discuss why this may have happened.
 2. Display a map of the Silk Road, and explain the importance of these roads to early civilizations. The Web site listed above may be of assistance.
 3. Provide students with a map of Europe and Asia. Instruct them to trace the Silk Road onto their maps and create symbols to indicate the products that were traded along the Silk Road.
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students access and use Web-based map sites to complete activities.
- Have students complete a map Web quest activity, using teacher supplied information.
- Have students complete a Silk Road activity that includes learning about geographic features, regional goods, and trading hubs.

Multisensory

- Have students create a classroom display of the Silk Road, identifying the route, its geographic features such as mountain ranges, rivers, deserts and plateaus, and images of goods traded along the road.

Community Connections

- Invite a member of the Chamber of Commerce to discuss the impact of interstate highways on commerce.
- Invite a local businessperson to discuss the impact the national economy has had on his/her business.

Small Group Learning

- Have small groups create a study guide, using the selected activity.
- Have small groups create their own trade routes within the community and determine the goods they would trade.

Vocabulary

- Have students continue to add to the glossary of key terms and concepts learned in this session.

Student Organization of Content

- Have students use graphic organizers to maintain session content.
- Have students organize and review Silk Road terms and concepts.

Session 4: Geography's Role in the Spread of Classical Indian Civilization_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to compare and contrast information.
- Students are expected to be able to complete a graphic organizer, using content from assigned reading.
- Students are expected to be able to read and use map information.

Materials

- Map that reflects geographic features that act as obstacles, such as rivers and mountains
- Maps of India

Instructional Activities

1. Display a map of Virginia, the United States, or another location that depicts rivers and mountains. Tell students they will be journeying from one location to another, and have them choose destinations that will require travel through or over geographic areas with natural obstacles. Add that there are no bridges or roads along any path they choose. Ask students to take a few minutes to write down the problems they anticipate for their journey and how the problems may be resolved. Allow time for students to share their thoughts with the class.
2. Explain that, while geographic obstacles do not present problems to present-day travelers, in the time period being studied, such obstacles were big problems. Ask students how geographic or physical barriers also may provide benefits.
3. Display the following information:
 - Physical barriers, such as the Himalayas, the Hindu Kush, and the Indian Ocean, made invasion of the Indian subcontinent difficult.
 - Mountain passes through the Hindu Kush provided migration routes into the Indian subcontinent.Have students locate these barriers on a map.
4. Ask students to describe the benefits of rivers. Encourage them to think in terms of such things as trade, travel, power, and irrigation.
5. Distribute black and white maps of India, and have students color the Indus and Ganges rivers. Ask students to discuss the impact the location of these rivers had on the Indian subcontinent and the spread of classical Indian civilization.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic organizers to maintain information and complete activities.
- Have students access interactive online maps.

Multisensory

- Have students create a classroom display (or add to the one created in Session 3) that locates the barriers to migration and cultural diffusion on the map. Have students discuss the particular impact of creating solutions to barriers, such as mountain passes that provided invasion routes into the Indian subcontinent.

Small Group Learning

- Have students work in small groups to complete Instructional Activities #4 and #5.
- Have small groups brainstorm and list the types of clothing that are appropriate for the different geographical locations in India.

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.

Session 5: Indo-Aryans and the Caste System

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast information.
- Students are expected to be able to complete a graphic organizer, using content from assigned reading.
- Students are expected to be able to trace a route on a map, given a verbal or written description.

Materials

- Map of Asia

Instructional Activities

The following Web resources may be helpful in teaching this session:

- “The Aryans.” *World Civilizations: An Internet Classroom and Anthology*.
<http://www.wsu.edu:8080/~dee/ANCINDIA/ARYANS.HTM>.
 - “The Caste System.” <http://david.snu.edu/~dwilliam.fs/s97/india/caste.htm>.
1. Put the term *Indo-Aryans* on the board. Ask students to what or whom they think this term refers. Record their responses for all to see.
 2. Provide a brief history of the Aryans, using the textbook or other instructional resources. The Web site listed above titled “The Aryans” may be useful.
 3. Provide a map of Asia, and ask students to trace the route the Aryans used when invading India.
 4. Display the following information:
 - The Aryans migrated to India and established their dominance and a caste system, which influenced all social interactions and choices of occupations.Explain what a caste system is. Provide some examples. The Web site above titled “The Caste System” may be useful.
 5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet to research the caste system, including the reasons it was outlawed.

Multisensory

- Have students use the bulletin board map begun in session three to trace the route the Aryans used to migrate when invading India.

Small Group Learning

- Have small groups discuss an assigned reading about the caste system in India and complete a pyramid graphic of the castes and their characteristics.
- Have small groups complete a diagram that compares and contrasts Indian and American courtship and marriage.
- Have small groups discuss ways that the caste system affects other institutions (e.g., religion, government).

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.
- Have students create a diagram depicting each level of the caste system.

Session 6: The Gupta Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to code a map.
- Students are expected to be able to compare and contrast information.
- Students are expected to be able to complete a graphic organizer, using content from assigned reading.

Materials

- Map of India

Instructional Activities

The following Web resources may be helpful in teaching this session:

- “The Gupta Empire–400 A.D.” <http://www.wsu.edu/~dee/ANCINDIA/GUPTAMAP.HTM>.
- “Gupta Empire.” <http://regentsprep.org/Regents/global/themes/goldenages/gupta.cfm>.

1. Ask students to write a number line up to number 10.
2. Ask students if they wrote the number “0” on their line. Explain that one contribution of the Gupta Empire was the addition of “0” as a number. Ask students why this was an important contribution.
3. Distribute copies of a map of India, and ask students to locate the Gupta Empire. For a map of the Gupta Empire, see the Web site listed above titled “The Gupta Empire–400 B.C.E.”
4. Have students code the map with examples (e.g., mathematics, medicine, new textiles, literature) of contributions the Gupta Empire made to civilization. For more information, see the Web site listed above titled “Gupta Empire.”
5. Remind students that they should include information on the Guptas on their learning cubes.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic organizers to maintain research and complete activities.

Multisensory

- Have students create a classroom display (or add to the one created in Session 3) that locates the Gupta Empire. Have students cut out, draw, or acquire images of contributions from the Gupta Empire, and place them on the map (See Instructional Activity #4).
- Have students create a “Gupta Empire Museum,” exhibiting significant contributions from the fields of mathematics, medicine, and literature or the arts.

Small Group Learning

- Have small teams independently develop questions and answers about the Gupta Empire to use in a quiz game against the other team(s).
- Have students role-play a dialogue between three characters from the Gupta Empire discussing a contribution to mathematics. The characters should include the mathematician, interviewer, and recorder.

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.
- Have students create a vocabulary journal, noting the new vocabulary, the teacher-provided definition, and an illustration or acquired image of the term.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.

- Have students use Think Dots to organize and extend their learning of key terms and concepts. Think Dots are made of six cards that are hole-punched in one corner. The set is bound in a way that allows students to easily flip through. Each card has one or more dots on its front corresponding to the six faces of a die. On the back of each card is a question related to the topic they are studying. Students roll the die and attempt to answer the corresponding question. A competition can be made by dividing the class into teams. The winning team is the first to successfully roll a number and ultimately answer all six questions. Different sets or multiple questions should be designed for each Think Dot number.

Session 7: The Hindu Religion

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to define *religion* and describe its characteristics.
- Students are expected to be able to compare and contrast information.
- Students are expected to be able to use a graphic organizer to maintain session content.

Materials

- Attachment C: World Religions Chart (from the previous organizing topic, p. 22)

Instructional Activities

1. Have students access their World Religions Chart, and remind them of the five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism.
2. Provide a brief history of the Hindu religion. Include the following:
 - Location where it originated (India)
 - Location where it is dominant today
3. Display the following information:
 - Aspects of Hinduism:
 - Belief in many forms of one God
 - Belief in reincarnation: Rebirth based upon karma
 - Karma: Knowledge that all thoughts and actions result in future consequences
 - Vedas and Upanishads: Sacred writings
 - Spread along major trade routesConduct a class discussion to check for understanding of these concepts.
4. Have students fill in information about Hinduism on their World Religions Chart.
5. Remind students to bring to the next class any information that they want to include on their learning cube.

Specific Options for Differentiating This Lesson

Technology

- Have students use interactive map Web sites to complete activities.
- Have students use graphic organizers to maintain notes and research.
- Have students use the Internet to research the Hindu religion and identify global concentrations of Hindu peoples.
- Have students use Internet research to create a composite of the daily life of an average Hindu teen.

Multisensory

- Have the class use an interactive whiteboard to identify and define the five major world religions.
- Have students view and discuss a video about the Hinduism, providing them with a graphic organizer of key concepts to look for in the video. As each concept is discussed in the video, have the students circle the key terms.

Small Group Learning

- Have small groups independently complete a research product for an assigned religion. Then have all groups present and share information to complete a classroom display. (See Attachment B.)
- Have small groups develop, present, and display a Venn diagram that compares two of the main world religions.

Vocabulary

- Have the class produce a definition and an image for each of the terms *Monotheistic* and *Polytheistic*.
- Have students create (or continue) a glossary of key terms and concepts from session content.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.
- Have students develop a flip book that details each major world religion, to include: the origin and/or the founder, location, sacred texts, sacred animals (if any), god(s), artifacts, symbols, beliefs, customs, major religious events or holidays, estimated number of followers.

Session 8: Completing the Learning Cube

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to define *civilization*.
- Students are expected to be able to locate ancient civilizations.
- Students are expected to be able to construct the cube.

Materials

- Attachment A: How to Prepare a Learning Cube for Ancient Civilizations (distributed in Session 1 of this unit)
- Heavy poster paper
- Scissors
- Markers
- Tape
- Print and/or online encyclopedias and other resources

Instructional Activities

1. Have students access their copy of Attachment A. Review the procedure for designing a learning cube.
2. Distribute cube-making materials, and allow time in class for students to work on completing their cubes. If possible, provide encyclopedias and other resources for students to use during this activity.
3. Help students as they divide the poster paper into six equal squares that, when cut out and taped together, will form a cube. The division of the poster paper should look like the drawing on the attachment.
4. Have students draw or write in each square one scene or fact depicting or describing an aspect of the selected civilization's culture. Ask them to include chronological time frame, location, key individuals, key events, key contributions, and other cultural information.
5. Have students cut along the dotted lines indicated in the drawing, fold along the solid lines to create a cube, and then tape the cube together.
6. Display the cubes around the room until the assessment session.

Specific Options for Differentiating This Lesson

Multisensory

- Have students with limited motor skills use a template to divide the paper into cubes.
- Have students with limited motor skills use a pre-constructed cube.

Community Connections

- Invite an anthropologist to discuss ancient civilizations and why they are studied.

Small Group Learning

- Have students work in pairs to construct the learning cube.

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.

Session 9: The Buddhist Religion

Prerequisite Understanding/Knowledge/Skills

- Students are expected to demonstrate an understanding of the concept of *religion*.
- Students are expected to be able to compare and contrast information.
- Students are expected to be able to use a graphic organizer to maintain session content.
- Students are expected to be able to use a map.
- Students are expected to be able to conduct Internet research.

Materials

- Attachment C: World Religions Chart (from the previous organizing topic, p. 22)
- Print and/or online encyclopedias and other resources

Instructional Activities

1. Tell students that this lesson will focus on Buddhism, and have them access their World Religions Chart. Ask selected students to provide one “fact” they think they know about Buddhism, and record their responses for all to see.
2. Provide a brief history of the Buddhist religion. Include the following:
 - Location where it originated
 - Location where it is dominant today
3. Have students locate Nepal on a map.
4. Display the following information:
 - Asoka’s missionaries and their writings spread Buddhism from India to China and other parts of Asia. Aspects of Buddhism include the following:
 - Founder: Siddhartha Gautama (Buddha)
 - Four Noble Truths:
 - 1.
 - 2.
 - 3.
 - 4.
 - Eightfold Path to Enlightenment:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
5. Ask students to complete the notes by researching the Four Noble Truths and the Eightfold Path to Enlightenment, using teacher-provided resources.
6. Have students fill in information on Buddhism on their World Religions Chart.
7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic organizers to maintain session content and research.
- Have students use Internet research to explore the origins of Buddhism and “Enlightenment.”
- Have students use the Internet to acquire images and content for a digital slide presentation about Buddhism.

Multisensory

- Have students create a classroom display (or add to the one created in Session 3) that traces the origins of Buddhism, how it spread through Buddhist missionaries, and include the modern places of interest for Buddhism.
- Have students role-play a dialogue about the Four Noble Truths and Eightfold Path.

Small Group Learning

- Have small groups research the Four Noble Truths and Eightfold Path to contribute to the role-play activity under the Multisensory section (above).
- Have small groups create a collection of published articles on current events affecting Buddhism.
- Have small groups write either a poem, a song, or a short play about Buddhism to illustrate the Four Noble Truths and Eightfold Path.

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.
- Have students create classroom posters about Buddhism.

Session 10: Video on Persian Civilization or Indian Civilization _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to learn by reading.
- Students are expected to be able to convert video content into a study guide.

Materials

- Teacher-selected video on one or more of the civilizations studied in this organizing topic
- Video-viewing guide (see p. 6)

Instructional Activities

1. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video(s). Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
2. After the video(s), call on students to share information they wrote on their viewing guides.
3. Have students work in groups to create slide presentations about the civilization(s) seen in the video(s).

Specific Options for Differentiating This Lesson

Technology

- Have students complete activities by using fill-in-the-blank notes.
- Have students maintain research and notes in graphic organizers.

Multisensory

- Have students view and discuss a video as it is played.
- Have students view and discuss segments of the video, answering relevant questions and summarizing content.

Small Group Learning

- Have small groups develop a 10-question quiz on the video and quiz each other.
- Have small groups develop a learning cube of information to be used for an assessment.

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.
- Have students create posters that depict the major events portrayed on the video.

Session 11: Classical China

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to locate China on a world map.
- Students are expected to be able to use a graphic organizer to maintain session content.
- Students are expected to be able to conduct Internet research.

Materials

- Pictures of Chinese paper, porcelain, and silk

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *The World Factbook*. U.S. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides information on nations of the world.
1. Ask students to share their knowledge of China. Remind them that China is the most heavily populated country in the world. Provide some present-day information on China. *The World Factbook* Web site listed above may help.
 2. Display the following information:
 - Classical China was centered on the Huang He (Yellow River), which isolated it. However, it was invaded from the north. The Great Wall was built by Qin Shi Huangdi to protect against these invasions. Provide students with a few details on the Great Wall of China.
 3. Continue by displaying the following information:
 - China was governed by a succession of ruling families called dynasties.
 - Chinese culture began around 1500 B.C. (B.C.E.).
 - Chinese rulers served under a Mandate of Heaven only as long as their rule was just.
 - The Silk Road facilitated trade and contact between China and other cultures as far away as Rome.Discuss each note, using the textbook or other instructional resources as a guide.
 4. Remind students of the Silk Road studies earlier. Check for understanding by asking students review questions on the Silk Road.
 5. Continue by displaying the following information:
 - Classical China contributed
 - civil service system
 - paper
 - porcelain
 - silk.Display pictures or samples of Chinese paper, porcelain, and silk.
 6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use computers and Internet research to complete activities.
- Have students use text-to-speech readers to help them complete their written or reading activities.
- Have students use graphic-organizer software to maintain session content.
- Have students take a virtual tour of ancient China.

Multisensory

- Have students create a classroom display (or add to the one created in Session 3) that locates the Yellow River, Chang River and Xi River and shade in the area between the rivers to represent China proper.
- Have students locate the Great Wall of China, using an interactive Web-based mapping program, and determine the history and features of the Wall.
- Have students construct a Great Wall to scale for the classroom display, using distinct colors to indicate the length of wall each dynasty constructed.
- Have students review the Silk Road in China (previously covered in Session 3).

Community Connections

- Invite an expert on China to bring artifacts and discuss travels there.
- Have students contact the Chinese Embassy and request information on a specific subject.

Small Group Learning

- Have small groups independently research different dynasties, sorting the dynasty's major contributions in a graphic organizer.
- Have small groups create presentations or conduct jigsaw activities on the dynasties.

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.

Session 12: Confucianism and Taoism

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to compare and contrast information.
- Students are expected to be able to use a graphic organizer to maintain session content.

Materials

(None)

Instructional Activities

1. Explain that the current Chinese communist government does not promote religion but that the ethics and philosophies of Confucianism and Taoism were followed in the past in China, and some in China still follow these teachings.
2. Display the following information:
 - Confucianism:
 - Belief that humans are good, not bad
 - Respect for elders
 - Code of politeness (still used in Chinese society today)
 - Emphasis on education
 - Ancestor worship

Ask students which of these characteristics they would associate with China today, and have them defend their responses.

3. Continue by displaying the following information:
 - Taoism:
 - Humility
 - Simple life and inner peace
 - Harmony with nature
 - Yin and yang represented opposites for Confucianism and Taoism. *
 - Chinese forms of Buddhism spread throughout Asia.

Discuss each of these notes and check for understanding.

4. Ask students to be prepared to share their learning cubes in class during the next session.

* NOTE: The concept of yin yang, expressed by the symbol ☯, is used to describe how seemingly disjunct or opposing forces are interconnected and interdependent in the natural world, giving rise to each other, in turn. The concept lies at the heart of many branches of classical Chinese science and philosophy, as well as being a primary guideline of traditional Chinese medicine and a central principle of different forms of Chinese martial arts and exercise. Many natural dualities—e.g. dark and light, female and male, low and high—are cast in Chinese thought as yin yang. According to the philosophy, yin and yang are complementary opposites within a greater whole. Everything has both yin and yang aspects, which constantly interact, never existing in absolute stasis.

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet to research Confucianism and Taoism.

Multisensory

- Have students place informational cards about Confucianism and Taoism in a large displayed Venn diagram that compares and contrasts the two religions/philosophies. Students may also complete these Venn diagrams as a worksheet.

Small Group Learning

- Have groups independently research either Confucianism or Taoism by identifying the 10 key concepts. Have groups complete the classroom Venn diagram comparing the two religions/philosophies, explaining their answers.

Vocabulary

- Have students create (or continue) a glossary of key terms and concepts from session content.
- Have students create a class definition for the term *Mandate of Heaven* and add it to their glossary.

Student Organization of Content

- Have students use graphic-organizer software to maintain key terms and concepts from session content.

Session 13: Sharing Students' Learning Cubes

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to compare and contrast information.
- Students are expected to be able to use a graphic organizer to maintain session content.

Materials

- Learning cubes made by students

Instructional Activities

1. Display students' learning cubes in the classroom. Use this session as a time for students to present their cubes to the class and explain the items they selected.
2. Review material with students to prepare for the assessment.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct Internet research.
- Have students create digital slide show presentations.

Multisensory

- Have students use information from Attachment C to create digital slide show presentations for each religion/philosophy studied.

Small Group Learning

- Have small groups repeat the multisensory activity, creating digital slide show presentations for each religion/philosophy studied.

Vocabulary

- Have students use key topic headings from Attachment C and make flash cards identifying the major characteristics of each religion.

Student Organization of Content

- Have students use completed digital slide show presentation content to complete Attachment C and use it as a study guide.

Session 14: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment B, and have students complete the assessment.

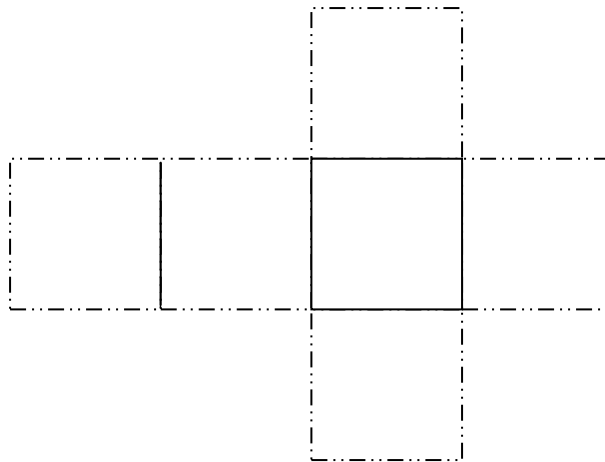
Attachment A: How to Prepare a Learning Cube for an Ancient Civilization _____

Materials

- Heavy poster paper
- Scissors
- Markers
- Tape

Directions

1. Select one of the civilizations studied in this unit.
2. Divide a piece of poster paper into six equal squares that, when cut out and taped together, will form a cube. The division of the poster paper should resemble the following drawing:



3. Draw or write in each square one scene or fact depicting or describing an aspect of the selected civilization's culture. Include chronological time frame, location, key individuals, key events, key contributions, and other cultural information.
4. Cut along the dotted lines, as indicated in the drawing, and fold along the solid lines to create a cube. Tape the cube together.

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following is a characteristic of Persian rulers?</p> <p>A Abuse of conquered peoples</p> <p>B Primitive transportation</p> <p>C Development of imperial bureaucracy*</p> <p>D Hinduism as a religion</p> <p>2. A characteristic of the Aryan society of India was</p> <p>A a rigid caste system.*</p> <p>B development of a sophisticated alphabet.</p> <p>C Buddhism as a religion.</p> <p>D tolerance of conquered peoples.</p> <p>3. A belief in reincarnation, karma, many forms of one major deity, and a caste system are characteristics of which of the following religions?</p> <p>A Hinduism*</p> <p>B Buddhism</p> <p>C Judaism</p> <p>D Zoroastrianism</p> <p>4. The following is a sacred writing of Hinduism:</p> <p>A Ten Commandments</p> <p>B Code of Hammurabi</p> <p>C Upanishads*</p> <p>D Koran</p> <p>5. Which of the following civilizations contributed a civil service system, paper, porcelain, and silk?</p> <p>A Indus</p> <p>B Gupta</p> <p>C China*</p> <p>D Egypt</p>	<p>6. Zoroastrianism existed in which civilization?</p> <p>A Phoenician</p> <p>B Persian*</p> <p>C Egyptian</p> <p>D Assyrian</p> <p>7. During the Gupta Empire, numerous contributions were made in the areas of</p> <p>A technology and literature</p> <p>B mathematics, medicine, and literature*</p> <p>C music and literature</p> <p>D music, literature, and mathematics</p> <p>8. The founder of Buddhism was</p> <p>A Liu Bang.</p> <p>B Siddhartha Gautama.*</p> <p>C Shi Huangdi.</p> <p>D Chandragupta Maurya.</p> <p>9. All of the following relate to Confucianism except</p> <p>A ancestor worship.</p> <p>B respect for elders.</p> <p>C belief in one god.*</p> <p>D code of politeness.</p> <p>10. China's leaders received the right to rule by</p> <p>A Mandate of Heaven.*</p> <p>B an elder chieftain.</p> <p>C a high priest.</p> <p>D military leaders.</p>
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ORGANIZING TOPIC

Ancient Greece

Standard(s) of Learning

- WHL.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
 - b) describing Greek mythology and religion;
 - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
 - d) evaluating the significance of the Persian and Peloponnesian wars;
 - e) characterizing life in Athens during the Golden Age of Pericles;
 - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
 - g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

- Explain that the physical geography of the Aegean basin shaped the economic, social, and political development of Greek civilization.
- Explain that the expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black seas.
- Explain how locations and places, including the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean basin, shaped Greek economic, social, and political development and patterns of trade and colonization, using the following information as a guide:
- Aegean Sea
 - Balkan and Peloponnesus peninsula, Europe, Asia Minor
 - Mediterranean Sea

- Black Sea, Dardanelles
- Athens, Sparta, Troy
- Macedonia

Describe the economic and social development of Greece, using the following information as a guide:

- Agriculture (limited arable land)
- Commerce and the spread of Hellenic culture
- Shift from barter to money economy (coins)

Describe the political development of Greece, using the following information as a guide:

- Mountainous terrain both helped and hindered the development of city-states.
- Greek cities were designed to promote civic and commercial life.
- Colonization was prompted by overpopulation and the search for arable land.

Explain that Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece.

Explain that many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.

Describe how mythology helped the early Greek civilization explain the natural world and the human condition, using the following information as a guide:

- Based on polytheistic religion
- Offered explanations of natural phenomena, human qualities, and life events

Identify the impact of Greek gods and goddesses on later civilizations and the contemporary world, using the following information as a guide:

- Zeus, Hera, Apollo, Artemis, Athena, Aphrodite
- Symbols and images in Western literature, art, and architecture

Explain that classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became a foundation of modern democracies.

Explain that contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).

Describe the social structure and citizenship in the Greek polis, using the following information as a guide:

- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Women and foreigners had no political rights.
- Slaves had no political rights.

Compare the societies of Athens and Sparta, using the following information as a guide:

- Athens
 - Stages in evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy
 - Tyrants who worked for reform: Draco, Solon
 - Origin of democratic principles: Direct democracy, public debate, duties of the citizen
- Sparta
 - Oligarchy (rule by a small group)
 - Rigid social structure
 - Militaristic and aggressive society

Explain that the Greeks defeated the Persian Empire and preserved their political independence.

Explain that competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.

Summarize the importance of wars with Persia, from 499 to 449 B.C. (B.C.E.), to the development of Greek culture, using the following information as a guide:

- Persian Wars united Athens and Sparta against the Persian Empire.
- Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea.
- Athens preserved its independence and continued innovations in government and culture.

Summarize the importance of the Peloponnesian War (431–404 B.C. [B.C.E.]), using the following information as a guide:

- Caused in part by competition for control of the Greek world: Athens and the Delian League versus Sparta and the Peloponnesian League
- Resulted in the slowing of cultural advance and the weakening of political power

Explain that Athenian culture during the classical era became one of the foundation stones of Western civilization.

Summarize the leadership of Pericles and its importance to the development of Athenian life and Greek culture, using the following information as a guide:

- Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian wars)
- Pericles extended democracy; most adult males had an equal voice.
- Pericles had Athens rebuilt after destruction in Persian Wars; the Parthenon is an example of this reconstruction.

Identify contributions of Greek culture to Western civilization, using the following information as a guide:

- Drama: Aeschylus, Sophocles
- Poetry: Homer (*Iliad* and *Odyssey*)
- History: Herodotus, Thucydides
- Sculpture: Phidias
- Architecture: Types of columns, including Doric (Parthenon), Ionian, and Corinthian
- Science: Archimedes, Hippocrates
- Mathematics: Euclid, Pythagoras
- Philosophy: Socrates, Plato, Aristotle

Explain that the Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian War.

Explain that Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.

Summarize the Macedonian conquest and the contributions of Alexander the Great to the spread of Hellenistic culture, using the following information as a guide:

- Phillip II, King of Macedon
 - Conquered most of Greece
- Alexander the Great
 - Established an empire from Greece to Egypt and the margins of India
 - Extended Greek cultural influences

Describe the Hellenistic Age, using the following information as a guide:

- Blend of Greek and oriental elements
- Spread of Hellenistic culture through trade

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “Ancient Greece: Persian Wars.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <http://www.wsu.edu/~dee/GREECE/PERSIAN.HTM>. This site provides information on the causes, phases, and results of the Persian Wars.
- “Ancient Greece: Sparta.” *World Civilizations: An Internet Classroom and Anthology*. Washington State University. <http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>. This site provides information on the history and culture of Sparta.
- “From Alexander to Augustus.” Russo, Michael. *The Hellenistic Age*. 2001. Sophia Project Resources. http://www.molloy.edu/sophia/ancient_lit/hellenisticage1.htm.
- “Greece Hellenistic.” *The History Net*. <http://ancienthistory.about.com/library/weekly/aa041700a.htm>. This site provides information and links for the Hellenistic Age.
- “A History of Ancient Greece.” Guisepi, Robert A. *The Glory That Was Greece*. 2001. http://history-world.org/ancient_greece.htm.
- “Hum 110 *Iliad* Home Page.” Reed College. <http://academic.reed.edu/humanities/110Tech/Iliad.html>. This site provides information on the writings of Homer, including a map and a chronology.
- “The Peloponnesian War.” *History of Western Civilization*. Boise State University. <http://history.boisestate.edu/westciv/peloponn/>. This site provides links to the causes, phases, and outcomes of the Peloponnesian War.
- “Study Guide for Homer’s *Odyssey*.” Temple University. Department of Greek, Hebrew, and Roman Classics. <http://www.temple.edu/classics/odysseyho.html>. This site contains a book-by-book for Homer’s *Odyssey*, as well as a chronology and a thematic structure of the *Odyssey*.
- “Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).
- “Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.
- The World Factbook*. U.S. Central Intelligence Agency. <http://www.cia.gov/cia/publications/factbook/>. This site provides information on nations of the world.

Session 1: Introduction to Ancient Greece

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to use the writing process to create informational reports.
- Students are expected to be able to summarize and present researched information in an organized format.
- Students are expected to be able to thoroughly research a given topic and cite sources.

Materials

- List of possible projects identified in #4 below
- Map of the world

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *The World Factbook*. U.S. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides information on nations of the world.
1. Explain that students will examine ancient Greece and its impact on Western Civilization. Ask students to write as many facts as they know about ancient Greece and to share their lists. Record their responses for all to see.
 2. Point out Greece on a world map. Provide current information on Greece. For assistance, see the *World Factbook* Web site listed above.
 3. Assign a project on ancient Greece for students to complete over the next few weeks. Have students select from the following activities:
 - Prepare a report comparing the governments of Athens and Sparta.
 - Create a poster that reflects an event from the Persian Wars or Peloponnesian War.
 - Create models of the three types of Greek columns.
 - Create an electronic presentation on the contributions of Euclid and/or Pythagoras. The presentation should include examples of mathematics.
 - Prepare and present a five-minute speech that describes the teachings of Socrates, Plato, or Aristotle.
 - Without using notes, act out a memorized scene from Homer's *Iliad* or *Odyssey* in class. Precede the performance with a brief biography of Homer and a brief explanation of the context of your selected scene.
 - Prepare a series of maps that illustrate the growth of the empire of Alexander the Great. The final map should illustrate the present-day countries whose territories were contained within Alexander's empire at its most expansive point.
 - Develop a teacher-approved project of your choice that encompasses the Standards of Learning for WHI.5a–g.
 4. Provide students with guidance on selection of topics, dates reserved for research in the media center or computer lab, and a due date.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic-organizer software to maintain session content.
- Have students use interactive mapping sites on the Internet to supplement research.
- Have students use online encyclopedias to supplement research.

Community Connections

- Have students interview an expert on Ancient Greece.
- Arrange for students to visit an Ancient Greece exhibit.

Small Group Learning

- Have small groups complete the assigned project.

Vocabulary

- Students are expected to be familiar with key vocabulary: *Athens, Sparta, Persian wars, Peloponnesian War, philosophers, epics, empire.*
- Have students create vocabulary flash cards with the word and associated image on one side, and the definitions on the other.
- Have students create (or continue building) a vocabulary journal from key words and concepts from session content.

Student Organization of Content

- Have students display completed session activities in a gallery walk to share work, interact, and help build a comprehensive study guide on the topic.

Session 2: The Geography of Ancient Greece

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to learn by reading.
- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to use the writing process to create informational reports.

Materials

- Maps of Greece that reflect geographic features
- Blank outline map of Greece

Instructional Activities

1. Remind students of previous lessons that addressed the impact of geography on a country's development. Ask students to share what they remember from those lessons. Prompt students with questions (e.g., How can mountains protect and isolate? How can rivers provide trade opportunities?).
2. Distribute copies of geographic maps of ancient and present-day Greece or display a large geographic map of Greece in the front of the classroom. Ask students to analyze the geography of Greece and identify natural barriers and natural routes of trade. Record their responses for all to see.
3. Provide a blank outline map of Greece to the students, and ask them to mark the location of the following:
 - Aegean Sea
 - Balkan and Peloponnesus peninsula
 - Europe
 - Asia Minor
 - Mediterranean Sea
 - Black Sea, Dardanelles
 - Athens, Sparta, Troy
 - Macedonia
4. Ask students to suggest ways the geography of Greece shaped the economic, social, and political development of Greek civilization.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.
- Have students use and label digital maps on the Internet to supplement research.

Multisensory

- Have students create interactive notebooks, designing the covers, to include the completed mapping activity.
- Have students color-code various regions and locations in Greece and add the completed work to their interactive notebooks.

Community Connection

- Invite a local expert/author on Greece to discuss ways that the geography of Greece shaped the economic, social, and political development of Greek and Western civilization.

Small Group Learning

- Have small groups discuss how the geography of Greece affected its economic, political, and social development and have them prepare a graphic (e.g., poster) to share with the class.
- Have students with motor skill deficits to use graphic-organizer software to help create their visual graphic.

Vocabulary

- Have students contribute to a vocabulary word wall for classroom display. Have them copy the words into their interactive notebooks.

Student Organization of Content

- Have students include all relevant materials in their journals.

Session 3: Economic and Social Development of Ancient Greece

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to use the writing process to create journal entries.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.

Materials

- Textbook or other instructional resources

Instructional Activities

1. Use the textbook and other instructional resources to present the economic and social development of ancient Greece. Include the following:
 - Agriculture (limited arable land)
 - Commerce and the spread of Hellenic culture
 - Shift from barter to money economy (coins)
2. Ensure that students understand the term “arable land” by providing examples through pictures and local settings.
3. Ask students to explain the meaning of the word *barter*. Discuss the positive and negative aspects of an economy based on barter and one based on money.
4. Display the following information:
 - The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black seas.
5. Check for understanding of the following concepts:
 - Mountainous terrain both helped and hindered the development of city-states.
 - Greek cities were designed to promote civic and commercial life.
6. Display the following information:
 - Colonization was prompted by overpopulation and the search for arable land.Discuss the organization of Greek cities. Include in the discussion how overpopulation creates problems with the availability of arable land.
7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use online encyclopedias to supplement research.

Multisensory

- Have students create a graphic organizer to sort content under topics including “Agriculture (limited arable land),” “Commerce,” “Spread of Hellenic Culture,” and “Shift from Barter to Money Economy” and add images to illustrate the concepts. Students should add these organizers into their journals.
- Have students brainstorm a list of commodities traded in ancient Greece and convert the items to individual index cards. Conduct a bartering exercise, and direct students to trace the true origins of the bartered items.

Community Connections

- Invite a local expert to discuss the evolution of money.

Small Group Learning

- Have students role-play farmers exploring for arable land in ancient Greece and blog about their experiences.

Vocabulary

- Have students contribute to a vocabulary word wall for classroom display. Have them copy the words into their interactive notebooks.

Student Organization of Content

- Have students include all relevant materials in their journals.

Session 4: Introduction to Greek Mythology

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to research a given topic.
- Students are expected to be able to use graphic organizers to maintain session content.

Materials

- Attachment A: Greek Mythology

Instructional Activities

1. Have students define the word *polytheistic*.
2. Explain that Greek mythology was based on a polytheistic religion that played a major role in ancient Greek society. Ask students to identify Greek gods and goddesses. Ask them to identify the area the gods or goddesses controlled. For example, Zeus was god of the sky.
3. Display the following information:
 - Greek mythology provided explanations of natural phenomena, human qualities, and life events. Ask students to identify symbols or images in present-day society that may have been derived from Greek mythology.
4. Distribute copies of Attachment A, and have students complete the chart as the class progresses.
5. Instruct students to write the following in their charts, as well as any additional teacher-selected information:
 - Zeus: ruler of the Olympian gods; god of sky
 - Hera: married to Zeus; patron of marriage
 - Apollo: son of Zeus; god of music
 - Artemis: twin sister of Apollo; goddess of childbirth, hunting, and animals
 - Athena: daughter of Zeus; goddess of reason
 - Aphrodite: daughter of Zeus; goddess of love
6. Provide pictures of and interesting information about these gods and goddesses.
7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic-organizer software to maintain session content.
- Have students use online encyclopedias to supplement research.
- Have students complete the chart with a provided bank of information.
- Have students take a virtual tour of archeological sites discussed.

Multisensory

- Have students create a wall mural with pictures of each god or goddess, identifying information about each and the present-day symbols or images that are associated with them.

Community Connections

- Invite a local university professor, travel agent, or expert from the community to discuss Greece and its archeological sites.

Small Group Learning

- Have groups research Greek gods on the Internet so that they can complete the chart and Attachment A and place copies in their journals.
- Have students create a five-question quiz based on assigned reading.
- Have each group complete a choice-board activity (e.g., skit, game, commercial, poster) and present them to the class.

Vocabulary

- Have students contribute to a vocabulary word wall for classroom display. Have them copy the words into their interactive notebooks.
- Have students work with Greek word origins to create word sorts and games.

Student Organization of Content

- Have students include all relevant materials in their journals.
- Have students work with paragraphs and vocabulary to discover similarities and differences between Greek gods and characters.

Session 5: Learning Cube for Greek Gods and Goddesses

Prerequisite Understanding/Knowledge/Skills

- (none listed)

Materials

- Attachment B: Learning Cube for Greek Gods and Goddesses
- Heavy poster paper
- Scissors
- Markers
- Tape
- Print and/or online encyclopedias and other resources on Greek gods and goddesses

Instructional Activities

1. Distribute copies of Attachment B and cube-making materials. Review the steps for making a learning cube. Each square on the cube should represent a different god or goddess and reflect the area he or she controlled.
2. Help students as they divide the poster paper into six equal squares that, when cut out and taped together, will form a cube. The division of the poster paper should look like the drawing at the top of the page.
3. Have students draw or write in each square one scene or fact depicting or describing an aspect of a Greek god or goddess. Ask them to include a reference to the god or goddess in present-day culture, architecture, or politics, if possible.
4. Have students cut along the dotted lines indicated in the drawing, fold along the solid lines to create a cube, and then tape the cube together.
5. Display the cubes around the room until the assessment session.

Specific Options for Differentiating This Lesson

Technology

- Have students use an Internet applet or online template to enter and maintain facts about Greek myths.

Multisensory

- Have students create a foldable chart with scenes and facts about gods and goddesses.

Small Group Learning

- Have students work in pairs to produce learning cubes, pairing students with limited motor skills with students who have strong motor skills.
- Have students create quiz games, using their cubes as the central device of their games.

Student Organization of Content

- Have students use the cubing transition feature between slides of a digital slide show about Greek mythology.

Session 6: Ancient Athens and Sparta

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to research a given topic, using the Internet.
- Students are expected to be able to use graphic organizers to maintain session content within a project.

Materials

(None)

Instructional Activities

The following Web resources may be helpful in teaching this session:

- “Ancient Greece: Sparta.” <http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>.
- “A History of Ancient Greece.” Guisepi, Robert A. *The Glory That Was Greece*. 2001. http://history-world.org/ancient_greece.htm.
- “Draco’s and Solon’s Laws.” <http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>.

1. Explain that the social structures of the ancient Greek cities differed from one another. Athens had a more democratic system, while Sparta provided a more rigid social structure.
2. Display the following information:
 - Athens’ government followed an evolution from a monarchy, to an aristocracy, then a tyranny, and finally, a democracy.Ensure that students understand the differences among these four types of government.
3. Display the following information:
 - Draco and Solon were tyrants who worked for reform in Athens.Provide a brief background on these two men. The “Draco’s and Solon’s Laws” Web site listed above may be of assistance.
4. Display the following information:
 - Classical Athens’ democratic system became a foundation for modern democracies, even though not everyone was allowed to participate in the decision making.
 - Democratic principles that developed from Athens include the following:
 - Direct democracy
 - Public debate
 - Duties of the citizenProvide a brief background of the social structure of Athens. Include the roles of women and slaves and the process for decision making.
5. Display the following information:
 - Free adult males had political rights and the responsibility of civic participation in government.
 - Women and foreigners had no political rights.
 - Slaves had no political rights.
6. Explain that Sparta’s government differed from Athens in that Sparta’s government
 - was an oligarchy (rule by a small group)
 - had a rigid social structure
 - was a militaristic and aggressive society.Briefly explain the society of Sparta. The “Ancient Greece: Sparta” Web site listed above may be of assistance in preparing this explanation.
7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic-organizer software to maintain session content.
- Have students use online encyclopedias to supplement research.

Multisensory

- Have students contribute to a classroom display of a compare-and-contrast matrix and add handout copies of this information to their journals.

Small Group Learning

- Have groups conduct Internet research on either Athens or Sparta. Groups should use an online graphic organizer to complete the same research criteria: social structure, government type, famous leaders, and citizens with political rights and those without.

Vocabulary

- Have students use a Frayer model to help them review the following vocabulary: *aristocracy*, *tyranny*, *democracy*, *oligarchy*.
- Have students contribute to a vocabulary word wall for classroom display. Have them copy the words into their interactive notebooks or journals.

Student Organization of Content

- Have students create a flow chart that traces the development of the Athens structure from an aristocracy, to a tyranny, and to a democracy. Have the students to compare Athens to Sparta and how its history was different.
- Have students create and complete a Venn diagram that compares the democratic principles of the United States of America at the present time to the democratic principles held by ancient Athens. Students may include the following research topics: type of democracy, public debate and discourse, rights of citizenship.

Session 7: The Persian Wars

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to learn by reading.

Materials

- Map of the Mediterranean area
- Teacher-prepared handout listing the various battles of the Persian Wars, along with their locations, dates, and outcomes
- Pictures of present-day Athenian culture

Instructional Activities

The following Web resources may be helpful in teaching this session:

- “Ancient Greece: Persian Wars.” <http://www.wsu.edu/~dee/GREECE/PERSIAN.HTM>.
 - “A History of Ancient Greece.” Guiseppi, Robert A. *The Glory That Was Greece*. 2001. http://history-world.org/ancient_greece.htm.
1. Explain that wars divide or unite nations or areas, depending on the circumstances. Provide examples such as the following:
 - The war between the American colonies and Great Britain in the 1770s and then the friendship between the United States and Great Britain in the twentieth century
 - The U.S. alliance with the Soviet Union in World War II and then the long Cold War between the two nations
 - The U.S. support of Afghanistan against the Soviets in the 1980s and then the U.S. attack against terrorists in Afghanistan beginning in 2001
 - The U.S. support of France in World War I and World War II and the strain between these two countries before the war in Iraq in 2003
 2. Ask students to suggest reasons that countries may be enemies at one time period and later join together, or vice versa. Record their responses for all to see.
 3. Explain that the ancient Greek cities of Athens and Sparta were considered enemies until the Persian Wars from 499 B.C. to 449 B.C. (B.C.E.). Provide a brief history of the Persian Wars. The Web site above titled “A History of Ancient Greece” may be helpful in preparing this history.
 4. Display the following information:
 - The Persian Wars united Athens and Sparta against the Persian Empire.Provide a map for the students to trace the battles of the Persian Wars. Provide a handout that lists the various battles and their locations, dates, and outcomes. The Web site above titled “Ancient Greece: Persian Wars” may help in preparing this handout. Instruct students to indicate these locations on their maps.
 5. Display the following information:
 - Athens preserved its independence and continued innovations in government and culture.Have students provide examples of these innovations in government and culture.
 6. Provide present-day pictures of Athens and its culture.
 7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.
- Have students use online encyclopedias to supplement research.

Multisensory

- Have students color-code maps produced in Instructional Activity #4 and add a key that identifies battle locations.
- Have students write an essay on the following topic: “Reasons that the Greek city-states joined together to fight Persia.” Have students use word-processing software or any assistive technology to help them complete their essays.

Small Group Learning

- Have small groups complete concept map worksheets outlining the combatants, outcome, and military strategies for three battles during the Persian Wars.
- Have groups research examples of innovations in the Athenian government and culture.

Student Organization of Content

- Have students include all relevant materials in their journals.

Session 8: The Peloponnesian War

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the Delian League in Athens and the Peloponnesian League in Sparta.
- Students are expected to be familiar with the geography of the area around Athens and Sparta.
- Students are expected to be able to analyze and interpret maps, globes, artifacts, and images.
- Students are expected to be familiar with the concepts of *civilization*, *empire*, and *kingdom*.

Materials

(None)

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “The Peloponnesian War.” <http://history.boisestate.edu/westciv/peloponn/>.
1. Remind students of the conversation from the previous session about countries or areas having a positive or negative relationship depending on circumstances. Explain that during the Persian Wars, Athens and Sparta were united against the Persians. Following the wars, Athens and Sparta again became enemies. Provide a brief history of the Peloponnesian War. The Web site above titled “The Peloponnesian War: Index” may help in preparing this history.
 2. Display the following information:
 - Athens and the Delian League competed with Sparta and the Peloponnesian League for control of the Greek world in the Peloponnesian War. Sparta won the war.
 - The outcome of the Peloponnesian War resulted in slowing of cultural advance and weakening of political power.Discuss the outcome of this war, why Sparta won, and the impact of Athens’s defeat on Greek culture. Encourage students to speculate on what may have happened if Athens had won.
 3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.
- Have students use online encyclopedias to supplement research.

Multisensory

- Have two teams of students research the characteristics and positions of representatives from either Athens and the Delian League or Sparta and the Peloponnesian League. Have one member of each group be the spokesperson who presents on an assigned topic about the Peloponnesian War to engage in a debate with the other group.

Small Group Learning

- Have small groups discuss the outcome of the Peloponnesian War. Students should discuss why Sparta won and the consequences of the defeat for Athens and Greek culture.
- Have students write an essay that envisions the effects on Greek culture had Athens won the Peloponnesian War. Have students use word-processing software or any assistive technology to help them complete their essays.

Vocabulary

- Direct students to create a table or list that associates academic disciplines with their leading representatives from ancient Greek culture:

- Drama: Aeschylus, Sophocles
- Poetry: Homer (*Iliad* and *Odyssey*)
- History: Herodotus, Thucydides
- Sculpture: Phidias
- Architecture: Doric (Parthenon), Ionic, and Corinthian columns
- Science: Archimedes, Hippocrates
- Mathematics: Euclid, Pythagoras
- Philosophy: Socrates, Plato, Aristotle

Student Organization of Content

- Have students complete a classroom chart to organize information on various wars of the ancient Greeks. The chart should include the participants, causes, and outcome(s) for each war.
- Have students include all relevant materials in their journals.

Session 9: Pericles

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to debate one side of an issue.
- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to learn by reading.

Materials

- Brief biography of Pericles

Instructional Activities

1. Ask students to name some famous people from history, and display their responses. Ask them if they know what made these people famous. Encourage them to consider what type of contribution, positive or negative, might be significant enough for these people to be included in history books.
2. Introduce Pericles by providing a brief biography. Ask students if the biographical information suggests a contribution significant enough to be included in history books 2500 years later.
3. Display the following information:
 - Pericles extended democracy, resulting in most adult males having an equal voice in the government.
 - Pericles had Athens rebuilt after its destruction in the Persian Wars; the Parthenon is an example of this reconstruction.Ask students to consider which accomplishment is more significant and why. Ask them whether they would include Pericles in a history textbook and to explain why or why not.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.

Multisensory

- Have students use a graphic organizer to sort facts they learned about Pericles into various categories.
- Have two groups debate reasons for or against Pericles' place in history. The class should vote on whether they think Pericles did more good than harm to Greek culture.

Small Group Learning

- Have two groups each research and document 10 facts about Pericles to form the basis for the group's position in the Multisensory lesson described above. Facts should be written in complete sentences to be used with the Vocabulary lessons below.

Vocabulary

- Have groups sort the 10 facts about Pericles circling key words and phrases and separating them into three categories:
 1. I am very familiar with these words and can use them confidently.
 2. I know some of these words, heard of others, but require more to use them confidently.
 3. I have not heard these words and I am unfamiliar with them.
- Have students review words from categories #2 and #3 with a partner.

Student Organization of Content

- Have students draw an outline of a person representing Pericles on paper or using an interactive whiteboard. Draw a vertical line down the middle of the figure. The two sides will represent the positive and negative characteristics of Pericles. Put a (+) sign indicating positives about Pericles, on one side of the drawing and a (–) sign indicating the negative side of Pericles, on the other side. Direct the students to use their 10 facts about Pericles to add to the appropriate side of the figure.

Session 10: Contributions of Greek Culture to Western Civilization

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to convert video content into quiz or test questions.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to learn by reading.
- Students are expected to be able to use graphic organizers to maintain session content.

Materials

- Teacher-selected video on some aspects of Greek culture (optional)
- Video-viewing guide (see p. 6)
- Pictures or slides depicting Greek sculpture and/or architecture (optional)
- Homer's *Iliad* or *Odyssey* and/or selections from the writings of Socrates, Plato, and/or Aristotle

Instructional Activities

The following Web resources may be helpful in teaching this session:

- "Humanities 110 *Iliad* Home Page." <http://academic.reed.edu/humanities/110Tech/Iliad.html>.
 - "Study Guide for Homer's *Odyssey*." <http://www.temple.edu/classics/odysseyho.html>.
1. Use this session to examine various aspects of Greek culture by doing one or more of the following activities:
 - Distribute copies of the video-viewing guide, and go over it with the students. Then, show a video on some aspects of Greek culture. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
 - Display photographs of Greek sculpture and/or architecture.
 - Read a selection from the *Iliad* or *Odyssey*.
 - Read selections from the writing of Socrates, Plato, and/or Aristotle.
 - Hold a class discussion on any other contribution of Greek culture to Western Civilization. The Web sites listed above may be helpful.
 2. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students work with partners to take notes on the video.
- Have students use word-processing software to complete their written activities.
- Have students use graphic-organizer software to maintain session content.

Multisensory

- Have students view and discuss the video.
- Have students complete the following table as if they were characters in the video.

Draw on your senses!!	
What can you see?	
What do you smell?	
What do you hear?	
What can you taste?	
What emotions do you associate with your experience	

Community Connections

- Invite someone who has traveled to Greece to discuss his/her experience.

Small Group Learning

- Have small groups create a narrative as a tour guide for a section of the video.
- Have groups recreate a day in the life of Athens prior to 1500 BC, reporting on different topics (e.g., farming/fishing, politics, arts, religion/rituals, war).

Vocabulary

- Have small groups analyze a selection from Socrates, Plato, Aristotle, or Homer and rewrite the selection in current American English.

Student Organization of Content

- Have small groups develop a travel brochure about their favorite location or artifact seen on the video.

Session 11: Project on Contributions of Greek Culture to Western Civilization _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to research map or session content, using the Internet.
- Students are expected to be able to construct a cube.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to learn by reading.
- Students are expected to be able to use graphic organizers to maintain session content.

Materials

- Poster paper
- Rulers
- Scissors
- Glue
- Tape
- Writing paper
- Internet access (optional)
- Print and/or online encyclopedias and other resources

Instructional Activities

1. Display the following information:
 - Contributions of Greek culture to Western civilization:
 - Drama: Plays of Aeschylus and Sophocles
 - Poetry: Homer's *Iliad* and *Odyssey*
 - Sculpture: Works of Phidias
 - Architecture: Types of columns: Doric (Parthenon), Ionic, and Corinthian
 - Science: Contributions of Archimedes and Hippocrates
 - Mathematics: Contributions of Euclid and Pythagoras
 - Philosophy: Writings of Socrates, Plato, and Aristotle

For each of the contributions listed above, have students create one of the following products that reflects understanding of the contribution: a drawing, a rap, a poem, an essay, a learning cube, a crossword puzzle, a chart, a matching game, a children's story, or other teacher-approved product. Provide the items and resources listed under Materials for students.

2. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word-processing software to complete their written activities.
- Have students use graphic-organizer software to maintain session content.
- Have students create digital slide show presentations to help them organize their notes.
- Have students use online encyclopedias to supplement research.
- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.

Multisensory

- Have students create digital slide show presentations for each area of contribution (see Instructional Activity #1).
- Have students create tri-fold storyboards depicting important aspects of each area of contribution.

Small Group Learning

- Have small groups repeat the Multisensory activity, creating digital slide show presentations to share with the class.
- Have small groups create video podcasts featuring each area of contribution. Have the class combine the video clips into a full news cast.

Vocabulary

- Have students create flash cards that identify the major characteristics of each religion.

Student Organization of Content

- Have students create a study guide from the digital slide show presentations.

Session 12: The Conquest of Greece by Macedonia

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to read and use map information.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to use graphic organizers to maintain session content.

Materials

- List of empires and nations (See # 3 below.)
- Atlas
- Resources on powerful countries and their governments
- Map of Europe
- Brief history of selected empires (See # 3 below.)
- Brief history of Macedonia
- Brief biography of Phillip II

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *The World Factbook*. U.S. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook>. This site provides information on nations of the world.
1. Ask students to name the current most powerful countries in the world, and use technology to display their responses. Lead a discussion about why students think these countries are considered powerful and how long they have had their current form of government. Have resources on hand to help with this discussion.
 2. Display the following list of empires or nations (NOTE: Modify the list according to your preferences):
 - Roman Empire
 - Austro-Hungarian Empire
 - Great Britain
 - Germany
 - Egypt
 - Soviet Union
 - Spain
 - Ottoman EmpireAsk students whether any of the countries listed were ever considered powerful nations. Provide a brief history of some of the empires or countries listed. (The *World Factbook* Web site above may be of help in preparing these histories.) Point out the location of these nations and empires on a map. Ask students to describe the current world status of these countries.
 3. Encourage students to discuss why a nation may lose its world-power status. Ask them how long the United States has been considered a world power, how it became a world power, and whether they believe it is possible for the U.S. to lose that status. Explain that they are going to study about a country that, at one time, controlled a large portion of the known world and now has no significant status as a world power.
 4. Identify the location of Macedonia on a map, and provide present-day information about it. Include a brief history of Macedonia. (The *World Factbook* Web site above may be of help in preparing these histories.)
 5. Display the following information:
 - Greek defenses were weakened during the Peloponnesian War. This made Greece more vulnerable to a takeover by Macedonia several decades later under King Phillip II, when most of Greece was conquered.
 6. Provide a brief biography of Phillip II. Explain that the next session will examine the rule of his son, Alexander the Great.

7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word-processing software to complete their written activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.

Multisensory

- Have students complete a Venn diagram comparing maps and facts from present-day Macedonia to those of ancient Macedonia.

Small Group Learning

- Have small groups write newspaper articles about Philip II.
- Have two students role-play as if they are panelists on a talk show, one as Alexander the Great and the other as King Phillip II. Have them answer questions that the rest of the class prepares for the activity.

Vocabulary

- Have students use key terms and concepts as they complete their activities.
- Have students contribute to a vocabulary word wall for classroom display

Student Organization of Content

- Have students complete a windowpane organizer that prompts them to include vocabulary words in their journals.
- Have students collect all completed work in a journal.

Session 13: The Reign of Alexander the Great

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to research a given topic, using the Internet.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to use graphic organizers to maintain session content.

Materials

- Brief biography of Alexander the Great
- Map of Alexander's Empire
- Copies of a political map of modern-day Europe, Africa, and Asia

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *Sophia Project Resources*. "The Hellenistic Age: From Alexander to Augustus." Russo, Michael. 2001. http://www.molloy.edu/sophia/ancient_lit/hellenisticage1.htm.
1. Provide students with a brief biography of Alexander the Great and a map of Alexander's Empire.
 2. Provide copies of a political map of modern-day Europe, Africa, and Asia, and have students highlight on it the extent of Alexander's Empire.
 3. Explain that Alexander's conquest throughout Asia brought Greek cultural influences to these regions. Provide examples of these cultural influences.
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word-processing software to complete written activities.
- Have students use interactive mapping sites on the Internet to supplement research.
- Have students use online encyclopedias to supplement research.
- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students create digital slide show presentations to help them organize their notes.

Multisensory

- Have students compare Alexander the Great's empire to modern-day Europe, Africa, and Asia, using maps that they will color-code.
- Have students trace how Greek cultural influence spread from Macedonia and write about examples of Greek influence on their maps (see *Sophia Project Resources*).

Small Group Learning

- Have small groups produce digital slide show presentations about Alexander the Great, using a rubric or template for information to be included in the presentation.

Vocabulary

- Have students use key terms and vocabulary in class notes.
- Have students play "Vocabulary Bingo" to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.

Student Organization of Content

- Have students add all relevant materials to their journals.
- Have students complete a windowpane organizer that prompts them to include vocabulary words in their journals.

Session 14: The Hellenistic Age

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to learn by reading.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to use graphic organizers to maintain session content.

Materials

- Map of Alexander's Empire after his death
- Map of the Mediterranean area
- Historical background on the blend of Greek and oriental elements in the Hellenistic Age

Instructional Activities

The following Web resources may be helpful in teaching this session:

- "Greek Hellenistic." <http://ancienthistory.about.com/library/weekly/aa041700a.htm>.
 - *Sophia Project Resources*. "The Hellenistic Age: From Alexander to Augustus." Russo, Michael. 2001. http://www.molloy.edu/sophia/ancient_lit/hellenisticage1.htm.
1. Ask students to explain what transpires in the United States government if a president dies while in office. Ask students how the United States transfers power from one leader to the other and whether the transfer is peaceful and orderly.
 2. Ask students how many presidents the United States has had to date. Discuss the United States' survival and growth with a system of regular rotation of power. Ask students to think of other countries that regularly have a peaceful transfer of power. Share some examples with them (e.g., United Kingdom).
 3. Ask students to name some countries that have had difficult power transitions (Iraq in 2003 may be a familiar example to students). Discuss the problems of a country having no established line of succession or process for identifying a successor.
 4. Explain that there was no line of succession when Alexander the Great died. Following his death his empire was divided into smaller empires.
 5. Provide a map that reflects the division of Alexander's Empire following his death. The Web sites listed above may be of help.
 6. Display the following information:
 - The Hellenistic Age produced a blend of Greek and oriental elements.
 - Hellenistic culture spread through trade.Using maps and historical background, explain the blend of Greek and oriental elements in Hellenistic culture, and detail the spread of Hellenistic culture through trade. The Web sites listed above may be of help.
 7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic-organizer software to maintain session content.
- Have students use interactive mapping sites on the Internet to supplement research.
- Have students use online encyclopedias to supplement research.

Multisensory

- Have each member of two groups representing Greece and the Orient create and present a different artifact, cultural element, or commodity produced in his/her associated region. Have students create trade agreements for items. Once all items are traded, have students draw conclusions about how the Hellenistic Age produced a blend of Greek and Oriental (Persian) culture.

Small Group Learning

- Have small groups produce a map of the division of Alexander the Great’s empire following his death (using the Web resources listed under Instructional Activities). Have students cut the map into pieces along the division lines and paste them onto a separate sheet to demonstrate how the empire divided.

Vocabulary

- Have students use a knowledge-rating strategy. Directions: Read the words in the first column. Place a check in one of the next three columns to indicate understanding of each word. Students should add their definitions to “Can define” words in the “Pre-reading” column. At the end of the session, students can revise their definitions in the “Post-reading” column. See the following table:

Vocabulary Word	No idea of definition	Have seen the word	Can define	Pre-reading	Post-reading
1.					
2.					

Student Organization of Content

- Have students add all relevant materials to journals.
- Have students follow a guided note-taking strategy that allows them to interact with provided information by highlighting and adding notes, drawings, images, and graphics.

Session 15: Video on the History of Ancient Greece

Materials

- Teacher-selected video or Internet resource on the history of ancient Greece
- Video-viewing guide (see p. 6)

Instructional Activities

1. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
2. As a class, discuss key information that students have learned from the video.

Session 16: Student Project Presentations

Materials

- Students' projects on ancient Greece

Instructional Activities

1. Allow time for students to present their projects on ancient Greece.

Session 17: Review

Materials

- Study guide materials, e.g., class notes, student projects
- Watch or clock with second hand (optional)

Instructional Activities

1. Conduct a review session in preparation for the assessment. One approach is to have a class competition on ancient Greece, as follows:
 - Have students count off to form two teams.
 - Have students in Team 1 (Spartans?) use their class notes and textbook to prepare one question and answer on each of the following topics, for a total of three questions per student:
 - Geography of Greece
 - Economic and social life of ancient Greece
 - Mythology of ancient Greece
 - Have students in Team 2 (Athenians?) use their class notes and textbook to prepare one question and answer on each of the following topics, for a total of three questions per student:
 - Athenian or Spartan culture
 - Persian Wars or the Peloponnesian War
 - Contributions of ancient Greece to Western civilization
 - Have each team elect a Questioner and a Responder. The Questioner in Team 1 will call on a fellow team member to ask a question. The Responder in Team 2 will consult with fellow team members and then give the team's official answer.
 - If a correct answer is given, Team 2 may now ask the next question. If the answer is incorrect, Team 1 provides the answer, and Team 1 gets to ask the next question.
 - Have teams ask each other questions, with the teacher serving as scorekeeper and referee. Team members may confer about answers, but only the Responder may give the official answer. Set a time limit per question (30 seconds?) so that the referee can keep the game moving.
2. Remind students to review on their own for the assessment scheduled for the next class session.

Session 18: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment C, and have students complete the assessment.

Attachment A: Greek Mythology _____

Complete the following chart, using your textbook and other resources. Some information on Zeus is provided as an example.

Greek God	Greek goddess	Area of Control	Physical Characteristics
Zeus		Supreme ruler of Mount Olympus	

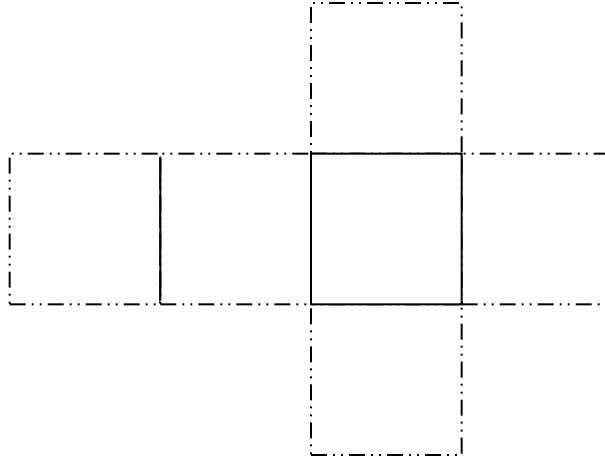
Attachment B: Learning Cube for Greek Gods and Goddesses

Materials

- Heavy poster paper
- Scissors
- Markers
- Tape

Directions

1. Divide a piece of poster paper into six equal squares that, when cut out and taped together, will form a cube. The division of the poster paper should resemble the drawing below:



2. Draw or write in each square one scene or fact depicting or describing an aspect of a Greek god or goddess. Include a reference to the god or goddess in present day culture, architecture, or politics, if such a reference exists. Use the resources provided by your teacher to research the various Greek gods and goddesses.
3. Cut along the dotted lines, as indicated in the drawing, and fold along the solid lines to create a cube. Tape the cube together.

Attachment C: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. The Greek civilization was located on which of the following bodies of water?

- A Red Sea
- B Nile River
- C Indus River
- D Aegean Sea*

2. Greek civilization was characterized by

- A polytheistic religion based on mythology.*
- B harmony with nature.
- C ancestor worship.
- D caste systems in religious law.

3. An important economic development in ancient Greece was

- A an increase in trade with Western Europe.
- B a shift from a money economy to a barter economy.
- C a shift from a barter economy to a money economy.*
- D the use of land routes instead of sea routes.

4. The earliest democratic system of government was developed in

- A classical Athens.*
- B Sparta.
- C Egypt.
- D India.



5. The structure shown above was built to honor which Greek goddess?

- A Athena*
- B Aphrodite
- C Apollo
- D Hera

6. What is the correct order of the evolution of democracy in Athens?

- A Monarchy, aristocracy, tyranny, democracy*
- B Aristocracy, monarchy, tyranny, democracy
- C Tyranny, aristocracy, monarchy, democracy
- D Monarchy, tyranny, aristocracy, democracy

7. A government that is an oligarchy is characterized by

- A a representative rule of government.
- B rule by a small group.*
- C rule by a dictator.
- D rule by a monarch.

8. How did the results of the Persian Wars impact Western Civilization?

- A Persian influence increases greatly in the West.
- B Athens preserved its independence and continued innovations in government and culture.*
- C Persian and Greek religions merged and spread throughout the Mediterranean and beyond.
- D Cultural advancements slowed and the political power of the Greeks weakened.

9. What key event united the Greek city-states to a greater degree than they had been before?

- A The establishment of a constitution by Solon
- B The development of democracy in Athens
- C The formation of the Delian League
- D The fighting of the Persian Wars*

10. The significance of the Persian Wars was that

- A Athens and Sparta united against the Persian Empire.*
- B Greece emerged as the world's most powerful government.
- C the cultural advancements of Greek civilization slowed.
- D Greek democracy was extended throughout the Mediterranean area.

ORGANIZING TOPIC

Ancient Rome from 700 B.C. (B.C.E.) to 500 A.D. (C.E.)

Standard(s) of Learning

- WHL.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- a) assessing the influence of geography on Roman economic, social, and political development;
 - b) describing Roman mythology and religion;
 - c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
 - d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
 - e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
 - f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
 - g) explaining the economic, social, and political impact of the Pax Romana;
 - h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
 - i) explaining the development and significance of the Church in the late Roman Empire;
 - j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
 - k) citing the reasons for the decline and fall of the Western Roman Empire

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

- Explain that the city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean basin.
- Explain that the Italian peninsula was protected by the sea and the arc of the Alps mountains.
- Summarize the importance of geographic location to the economic, social, and political development of ancient Rome, using the following information as a guide:

- Rome: Centrally located in the Mediterranean basin and distant from eastern Mediterranean powers
- Italian Peninsula
- Alps: Protection
- Mediterranean Sea: Protection, sea-borne commerce

Explain that Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.

Explain that many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.

Summarize Roman mythology, using the following information as a guide:

- Based on the Greek polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

Describe the Roman gods and goddesses, using the following information as a guide:

- Jupiter, Juno, Apollo, Diana, Minerva, and Venus
- Symbols and images in literature, art, and architecture

Explain that although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.

Summarize the social structure in the Roman Republic, using the following information as a guide:

- Patricians: Powerful nobility (few in number)
- Plebeians: Majority of population
- Slaves: Not based on race

Summarize the citizenship of the Roman Republic, using the following information as a guide:

- Patrician and plebeian men
- Selected foreigners
- Rights and responsibilities of citizenship (e.g., taxes, military service)

Describe the features of democracy in the Roman Republic, using the following information as a guide:

- Representative democracy
- Assemblies
- The Senate
- Consuls
- Laws of Rome codified as Twelve Tables

Explain that, after the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.

Describe the Punic Wars between Rome and Carthage from 264 to 146 B.C. (B.C.E.), using the following information as a guide:

- Rome and Carthage were in competition for trade.
- Hannibal invaded the Italian Peninsula.
- Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome.

Summarize the evolution of the Roman Empire and spread of Roman culture, using the following information as a guide:

- Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
- Western Europe (Gaul, British Isles)

Explain that the Roman Republic, in the face of changing social and economic conditions, succumbed to civil war, and was replaced by an imperial regime, the Roman Empire.

Summarize the causes for the decline of the Roman Republic, using the following information as a guide:

- Spread of slavery in the agricultural system
- Migration of small farmers into cities and unemployment
- Civil war over the power of Julius Caesar
- Devaluation of Roman currency; inflation

Summarize the origin and evolution of Imperial Rome, using the following information as a guide:

- First triumvirate
- Julius Caesar: Seizure of power, assassination
- Augustus Caesar: Civil war, defeat of Marc Anthony, Rome's first emperor
- Empire: Unified and enlarged, using imperial authority and the military
- Failure to provide for peaceful succession of Emperors

Explain that Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.

Explain that following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.

Describe the Pax Romana, using the following information as a guide:

- Two centuries of peace and prosperity under imperial rule
- Expansion and solidification of the Roman Empire, particularly in the Near East

Summarize the economic, social, and political impact of the Pax Romana on the Roman Empire, using the following information as a guide:

- Economic impact of the Pax Romana
 - Established uniform system of money, which helped to expand trade
 - Guaranteed safe travel and trade on Roman roads
 - Promoted prosperity and stability
- Social impact of the Pax Romana
 - Returned stability to social classes
 - Increased emphasis on the family
- Political impact of the Pax Romana
 - Created a civil service
 - Developed a uniform rule of law

Explain that the followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.

Summarize the origins of Christianity within the Roman Empire, using the following information as a guide:

- Had its roots in Judaism
- Was led by Jesus of Nazareth, who was proclaimed the Messiah
- Conflicted with polytheistic beliefs of the Roman Empire

Summarize the beliefs, traditions, and customs of Christianity, using the following information as a guide:

- Monotheism
- Jesus as both Son and incarnation of God
- Life after death
- New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians

- Christian doctrines established by early church councils

Summarize how and why Christianity spread, using the following information as a guide:

- Popularity of the message
- Early martyrs inspired others
- Carried by the Apostles, including Paul, throughout the Roman Empire

Explain that, as the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.

Summarize the impact of the Church of Rome in the late Roman Empire, using the following information as a guide:

- The Emperor Constantine converted to Christianity and made it legal.
- Christianity later became the official state religion.
- The Church became a source of moral authority.
- Loyalty to the Church became more important than loyalty to the Emperor.
- The Church became the main unifying force of Western Europe.

Explain that conquests and trade spread Roman cultural and technological achievements throughout the Empire.

Explain that Western civilization was influenced by the cultural achievements of Rome.

Summarize the contribution of ancient Rome, using the following information as a guide:

- Art and architecture: Pantheon, Colosseum, Forum
- Technology: Roads, aqueducts, Roman arches
- Science: Achievements of Ptolemy
- Medicine: Emphasis on public health (public baths, public water systems, medical schools)
- Language: Latin, Romance languages
- Literature: Virgil's *Aeneid*
- Religion: Roman mythology; adoption of Christianity as the imperial religion
- Law: The principle of "innocent until proven guilty" (from the Twelve Tables)

Explain that over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.

Summarize the following causes for the decline of the Western Roman Empire:

- Geographic size: Difficulty of defense and administration
- Economy: The cost of defense, and devaluation of Roman currency
- Military: Army membership starting to include non-Romans, resulting in decline of discipline
- Moral decay: People's loss of faith in Rome and the family
- Political problems: Civil conflict and weak administration
- Invasion: Attacks on borders

Summarize the division of the Roman Empire, using the following information as a guide:

- Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople
- Survival of Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor
- Eastern Roman Empire (Byzantine Empire)

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

The History Guide: Lectures on Ancient and Medieval European History. “Augustus Caesar and the Pax Romana.” Kries, Steven. 2001. <http://www.historyguide.org/ancient/lecture12b.html>.

“The Punic Wars.” Boise State University. <http://history.boisestate.edu/westciv/punicwar/>. This site provides a brief history of origins, phases, and results of the Punic Wars.

“The Spread of Christianity.” Public Broadcasting Service.

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/christ.html>. This site provides information on maps and archaeology related to the spread of Christianity during the time of the Roman Empire.

“Timeline of the Roman Empire.” Parthenon Graphics. <http://chaos1.hypermart.net/roman/fullsize/>. This site provides a timeline of the Roman Empire, including photographs of statues of important Roman figures.

History Link 101 Ancient Rome. “Ancient Rome.” Rymer, Eric. 2000.

http://www.historylink101.com/ancient_rome.htm.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Introduction to Ancient Rome

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to make connections, draw conclusions, and summarize information from a video.

Materials

- Pictures of the Roman Empire

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *History Link 101 Ancient Rome*. “Ancient Rome.” Rymer, Eric. 2000.
http://www.historylink101.com/ancient_rome.htm.
1. Introduce the unit topic by displaying the following list of terms related to ancient Rome and having students brainstorm what they think of when they see these terms.
 - Alps
 - Roman gods and goddesses
 - Patricians
 - Plebeians
 - Consuls
 - Law of Rome
 - Hannibal
 - Julius Caesar
 - Augustus Caesar
 - Pax Romana
 - Emperor Constantine
 - Contributions of ancient Rome
 - Byzantine EmpireDisplay students’ responses beside the appropriate terms. Explain that this unit will cover all of these terms, which are related to the rise and fall of the Roman Empire.
 2. Obtain pictures of scenes from the Roman Empire, such as those available on the Web site listed above and elsewhere.
 3. Share pictures with students, and solicit their comments. If the pictures depict people, encourage students to think about what can be inferred from the depictions. The following questions may help students in their analysis:
 - What are the people doing?
 - How are they dressed?
 - Do they seem to be important figures in society? Why, or why not?
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students listen and respond to an audio version of the text.
- Have students view and discuss a digital slide show presentation that introduces daily life in ancient Rome.
- Have each student develop a digital slide show presentation that focuses on one aspect of daily life in ancient Rome.

Multisensory

- Have students role-play characters interacting in ancient Rome.

Small Group Learning

- Have small groups generate 10 questions, based on session content, and compete in a quiz game.
- Have groups reenact tasks from daily life in ancient Rome, and have the others guess what they are demonstrating.
- Have students develop timelines showing events that occurred in ancient Rome.

Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Alps, Roman gods and goddesses, Patricians, Plebeians, Consuls, Law of Rome, Hannibal, Julius Caesar, Augustus Caesar, Pax Romana, Emperor Constantine, Contributions of ancient Rome, Byzantine Empire*
- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students add all relevant materials to their journals.

Session 2: Video on the Roman Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the following vocabulary: *Alps, Roman gods and goddesses, Patricians, Plebeians, Consuls, Law of Rome, Hannibal, Julius Caesar, Augustus Caesar, Pax Romana, Emperor Constantine, Byzantine Empire*
- Students are expected to be familiar with the contributions ancient Rome has made to modern society.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to make connections, draw conclusions, and summarize information from a video.

Materials

- Teacher-selected video or Internet resource that depicts events and/or culture of the Roman Empire
- Video-viewing guide (see p. 6)

Instructional Activities

1. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions. Alternatively, ask students to write down 10 facts from the video.
2. After the video, call on students to share information they wrote on their viewing guides.
3. Have students write a brief essay using the information learned from the video.

Specific Options for Differentiating This Lesson

Technology

- Have students use a digital note-taker or a digital video-viewing guide to complete their activities.
- Have students view and discuss the video in short segments and record the essential content.

Multisensory

- Have students discuss the video as it is played.
- Have students create an interactive notebook or journal to collect all relevant materials and completed work from all sessions in this Organizing Topic: Ancient Rome from 700 B.C. (B.C.E.) to 500 A.D. (C.E.).

Small Group Learning Activities

- Have small groups develop interactive review activities, such as a Learning Cube exercise, covering the content of the video.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students add all relevant materials to their journals.
- Have students create a classroom blog in which articles and discussions about the sessions could reside.

Session 3: Influence of Geography on the Spread of the Roman Empire _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be familiar with the key vocabulary from previous sessions.

Materials

- Map depicting the spread of the Roman Empire
- Map of present-day Italy
- Figures on the size and population of present-day Rome

Instructional Activities

1. Explain that Rome became the dominant power in the area by the 700s B.C. (B.C.E.). By the 200s B.C. (B.C.E.), Rome dominated most of Italy, and by the 100s B.C. (B.C.E.), the Roman Empire spanned Spain, North Africa, Greece, Asia Minor, and Egypt. By the 100s A.D. (C.E.), the Roman Empire consisted of territory from Scotland to Persia, but by the 400s A.D. (C.E.), the Roman Empire began to collapse. Use a map to illustrate the growth of the Roman Empire.
2. Ask students what characteristics must have been present in Rome for it to rule such a large territory. Provide current information on the size and population of Rome. Ask students to explain how an empire that was so large and that had ruled for so long could lose its position of power in the world.
3. Display the following information:
 - The city of Rome's central location on the Italian peninsula helped it to extend its influence over the entire Mediterranean basin.
 - The Italian peninsula was protected by the sea and the arc of the Alps mountains.Using a map of Italy, illustrate the significance of geography to the security of Rome.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students listen and respond to an audio version of the text.
- Have students use and label digital maps on the Internet to supplement research.

Multisensory

- Have students create a digital slide show presentation of the Roman Empire at its peak, including illustrating the central location of the city of Rome and the geographical features that protected the Italian Peninsula from attack (i.e., the sea and the Alps).
- Have students role-play the difficulties of living in a society that does not share a common language by presenting the group with a task to solve through non-verbal communication. At the conclusion of an adequate duration, have the students discuss the difficulties they encountered.

Small Group Learning

- Have groups discuss the peak of Roman power and the causes of its fall, take notes, and design a poster that captures their ideas.
- Have groups display their posters and visit those of others in a class gallery walk.
- Have groups add key historical events to a rise and fall of the Roman Empire timeline.
- Have students discuss current empires that are rising or falling.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.

- Have students add images to vocabulary flash cards.
- Have students use the key vocabulary from the session as they complete their activities, including the word *dominant*.

Student Organization of Content

- Have students add all relevant materials to their journals, including their notes on the fall of the Roman Empire.
- Have students create a classroom blog in which articles and discussions about the sessions could reside.

Session 4: Introduction to Roman Mythology

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to use graphic organizers to maintain session content to use in a project.

Materials

- Attachment A: Roman and Greek Deities Compared

Instructional Activities

1. Explain to students that they will be developing a crossword puzzle that includes Greek and Roman gods and goddesses, as well as a chart that compares the polytheistic religions of these two cultures (see Attachment A: Roman and Greek Deities Compared).
2. Display the following information:
 - Roman mythology, based on the Greek polytheistic religion, explained natural phenomena, human qualities, and life events.
 - The Roman gods and goddesses included
 - Jupiter: ruler of the gods
 - Juno: wife of Jupiter, protector of marriage
 - Apollo: god of the sun, poetry, music, and oracles
 - Diana: goddess of the moon, wildlife, and hunters
 - Minerva: goddess of war, peace, and wisdom
 - Venus: goddess of love and beauty.

Instruct students to begin preparing their crossword puzzle of Greek and Roman gods and goddesses.

Specific Options for Differentiating This Lesson

Technology

- Have students use a digital graphic organizer to maintain session content.
- Have students use the Internet to supplement research.

Multisensory

- Have students contribute to a wall mural of gods or goddesses by identifying information about each deity and what contemporary cultural symbols or images may have been derived from them.

Small Group Learning

- Have small groups use the Internet to research the names and attributes of the Roman gods and goddesses and use that information to complete the chart in Attachment A.

Vocabulary

- Have students use the following key vocabulary from the session as they complete their activities: *Roman gods, Roman goddesses, polytheistic, deity*.
- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students create a classroom blog in which articles and discussions about the sessions could reside.
- Have students add all relevant materials, including Attachment A, to their journals

Session 5: Comparing Greek and Roman Deities

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content to use in a project.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be familiar with the deities from the previous session (Session #4).

Materials

- Pictures and/or slides of Roman gods and goddesses
- Descriptions of gods and goddesses
- Resources on Roman mythology
- Attachment A: Roman and Greek Deities Compared

Instructional Activities

1. Display pictures and/or slides of the Roman deities, and discuss Roman mythology, including when it seemed to lose its dominance.
2. Instruct students to complete “Roman and Greek Deities Compared.”
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use a digital graphic organizer to maintain session content.
- Have students use the Internet to supplement research.

Multisensory

- Have students contribute to a wall mural of gods or goddesses by identifying information about each deity and what contemporary cultural symbols or images may have been derived from them.

Small Group Learning

- Have small groups use the Internet to research the names and attributes of the Roman gods and goddesses and use that information to complete the chart in Attachment A.
- Have students create questions for and play a quiz game that helps them review Greek and Roman gods and goddesses.

Vocabulary

- Have students use the following key vocabulary from the session as they complete their activities: *Roman gods, Roman goddesses, polytheistic, deity*.
- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students create a classroom blog in which articles and discussions about the sessions could reside.
- Have students add all relevant materials, including Attachment A, to their journals

Session 6: Democracy in Ancient Rome

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content to use in a project.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.

Materials

(None)

Instructional Activities

1. Ask students to define the term *democracy*, and have a class discussion on the process of a democratic government. Go on to explain that the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.
2. Ask students to define the following terms of ancient Rome in their notebooks:
 - patricians
 - plebeians
 - slaves (definition should include slaves' origins)
3. Have a class discussion on the definitions, and have students compare patricians and plebeians in ancient Rome to segments of present-day society in the United States.
4. Display the following information:
 - While the Roman Republic was a representative democracy, women, non-Romans living in the Republic, and slaves were excluded from the governing process.As a class, discuss how this type of government can be called a democracy. Discuss how the United States once excluded certain large groups of people from the governing process, yet it still called itself a democracy.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, peer-assisted learning) to help them complete reading and writing activities.
- Have students use a digital graphic organizer to maintain session content.
- Have students use the Internet to supplement research.

Multisensory

- Have students create a chart using a graphic organizer labeled with the following categories: Slaves, Women, Plebeians, Patricians. Students should complete the characteristics of each type of person, including basic function, freedoms, and limitations.
- Have students discuss types of democratic governments.

Community Connections

- Invite a local politician to discuss the democratic form of government.

Small Group Learning

- Have groups write definitions for the following vocabulary: *patricians*, *plebeians*, *Roman slaves*. Use results to create class definitions for each.

Vocabulary

- Have students use the following key vocabulary from the session as they complete their activities: *democracy*, *representative*, *patricians*, *plebeians*, *slaves*.
- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the graphic organizer from the Multisensory activity to organize content.

Session 7: Roman Citizenship and Government

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to learn by reading.

Materials

(None)

Instructional Activities

1. Ask students to define *citizenship*. As a class, talk about the process of attaining citizenship and the rights and responsibilities associated with U.S. citizenship. Using technology, display salient points from the discussion.
2. Display the following information:
 - Citizenship in ancient Rome included
 - patrician and plebeian men
 - selected foreigners
 - rights and responsibilities (for example, taxes and military service).

As a class, have students compare Roman citizenship with U.S. citizenship.

3. Display the following information:
 - Features of ancient Roman democracy included
 - a representative democracy
 - assemblies
 - the Senate
 - consuls
 - laws of Rome codified as Twelve Tables.

Describe each of the features of ancient Roman democracy, and have students to compare/contrast it to similar features in the United States democratic system.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.
- Have students work with partners to take notes.

Multisensory

- Have students discuss the reality of Roman citizenship, and identify different social status of those living within the Empire. Provide each student with a sign that has one of the following terms:
 - *Patrician Man*
 - *Patrician Woman*
 - *Plebian Man*
 - *Plebian Woman*
 - *Foreign Male from Conquered Country*
 - *Foreign Female from Conquered Country*
 - *Slave*
 - *Barbarian Male*
 - *Barbarian Female*

Ask students to move to one side of the room if they believe that their sign indicates a Roman citizen, and the other side of the room if they believe they are not Roman citizens. Then, sort them accurately, according to their signs.

Community Connections

- Invite a local naturalized citizen to discuss how citizenship affects daily life.

Small Group Learning

- Have small groups complete a portion of a side-by-side comparison of ancient Roman democracy and United States democracy. Ask the class to generate a list of elements in ancient Roman democracy (e.g., representation/republic, assemblies, senate, consuls, Law of the Twelve Tables). Groups will research to find an equivalent in the United States democratic form of government.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students create a review guide for the session.
- Have students add all relevant materials to their journals.

Session 8: The Punic Wars

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to learn by reading.
- Students are expected to be able to use word-puzzle software.

Materials

- Brief history of the Punic Wars

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “The Punic Wars.” <http://history.boisestate.edu/westciv/punicwar/>.
1. Ask students what specific incidents and/or circumstances contributed to the United States becoming a world power. Be sure that the U.S. roles in the Spanish American War, World War I, and World War II are included in their responses.
 2. Ask students whether United States victories in these and other conflicts contributed to the spread of American culture around the world. Encourage students to provide examples of this (e.g., music, literature, dance, visual arts, architecture, cinema, cuisine, fashion, language, religion, sports). Explain that Rome also was a world power and its culture spread following the Punic Wars.
 3. Display the following information:
 - Following its victory over Carthage in the Punic Wars, Rome dominated the Mediterranean basin for 100 years. This led to the diffusion of Roman culture throughout the area.
 4. Provide students with a brief history of the Punic Wars, using the textbook and/or Internet resources. The Web site above titled “The Punic Wars” may help. Ensure the discussion includes the notes for #6 below.
 5. Display the following information:
 - Punic Wars: Rome versus Carthage (264–146 B.C. [B.C.E.]):
 - Competition for trade was a contributing factor to the wars.
 - Hannibal invaded the Italian Peninsula.
 - The three wars ended in Roman victory, the destruction of Carthage, and the expansion of trade and wealth for Rome.
 6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students complete word-puzzle games online.
- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.
- Have students work with partners to take notes.

Multisensory

- Have students complete a graphic organizer as they view a digital slide show presentation about the Punic Wars.
- Have students reenact strategies and outcomes of battles fought during the Punic Wars, using miniature figures and a map.

- Have students create a miniature city of Rome, influenced by aspects of the culture of the Mediterranean basin, including fashions, art, cuisine, and architectural structures.

Small Group Learning

- Have small groups identify 20 words from session content and create word puzzles for the other groups to try to solve.
- Have small groups research different Punic Wars, designing posters about each war, key figures, events, strategies, and outcomes for class discussion.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the graphic organizer to maintain session content.
- Have students add all relevant materials to their journals.

Session 9: Timeline of the Roman Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to learn by reading.
- Students are expected to be able to develop and use timelines.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to research map or session content, using the Internet.
- Students are expected to be able to read and use map information.

Materials

- Drawing paper cut into strips for timeline
- Copies of an outline map of Europe, Africa, and Asia
- Teacher-provided resources, media center, and/or Internet access

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Timeline of the Roman Empire.” <http://chaos1.hypermart.net/roman/fullsize/>.
1. Provide each student with blank drawing paper cut into strips. Have students develop a timeline that traces the evolution of the Roman Republic from approximately 500 B.C. (B.C.E.) through the Pax Romana and the spread of Roman culture. Allow them to use the textbook and other reference materials, including the Web site listed above.
 2. Have small groups of students compare their timelines and check for the following information:
 - Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
 - Western Europe (Gaul, British Isles)
 3. Distribute copies of an outline map of Europe, Africa, and Asia, and ask students to shade the territory that comprised the Roman Empire at its most expansive.

Specific Options for Differentiating This Lesson

Technology

- Have students access computers and interactive map sites on the Web.
- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.
- Have students work with partners to take notes.

Multisensory

- Have students create a human timeline with each person in the timeline displaying his/her event and its date. Once all activities are complete and labels made (timeline labels should include an image, the title of the event, and relevant historical facts), the class will order the participants correctly and discuss the causes and effects of each event upon the next.

Small Group Learning

- Have students complete the timeline activity in a small group, with the group participants combining to represent one point on the timeline.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the graphic organizer to maintain session content.
- Have students add all relevant materials to their journals.

Session 10: Fall of the Roman Republic

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to learn by reading.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to research map or session content, using the Internet.

Materials

(None)

Instructional Activities

1. Explain that conflict among leaders of a government can contribute to the government's collapse. Cite the collapse of the Roman Republic as an example.
2. Display the following information:
 - The Roman Republic succumbed to civil war and was replaced by the Roman Empire. Causes of the decline of the Roman Republic include
 - spread of slavery to support the agricultural system
 - migration of small farmers into cities, and unemployment
 - civil war over the power of Julius Caesar
 - devaluation of Roman currency and inflation.
3. Discuss why each of these may have contributed to the collapse of the Roman Republic. Ask students to think about current events in the United States. Based on their knowledge of what caused the collapse of the Roman Republic, ask students to speculate on the stability of the United States.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students visit encyclopedia sites on the Web.
- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.
- Have students work with partners to take notes.

Multisensory

- Have students create and complete a "Fall of the Roman Empire" graphic organizer with the following categories (headings): *Political Causes, Social Causes, Economic Causes, Immediate Effects*.

Small Group Learning

- Have students create a five-question quiz, based on session content, and exchange with another student. Students should self-evaluate their answers.
- Have small groups discuss similarities between causes of the fall of the Roman Empire and issues in America today. Groups should present their analyses to the class.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the self-evaluated quiz and graphic organizer to maintain session content.
- Have students add all relevant materials to their journals.

Session 11: The Early Roman Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to learn by reading.
- Students are expected to be able to research map or session content, using the Internet.

Materials

- Teacher-provided encyclopedia and/or other research material

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *The History Guide: Lectures on Ancient and Medieval Europe*. “Augustus Caesar and the Pax Romana.” Kries, Steven. 2001. <http://www.historyguide.org/ancient/lecture12b.html>.
1. Have small groups of students use the textbook, the Web site above, and/or other resources to research one of the following topics of the early Roman Empire for a three-minute class presentation. Students may use maps, pictures, charts, timelines, a play, and/or other formats.
 - First triumvirate
 - Julius Caesar
 - Marc Anthony
 - Imperial authority and the military in the early Roman Empire
 - The problem of succession of emperors
 - Pax Romana
 - Augustus Caesar
 - Economic impact of the early Roman Empire: Include uniform system of money, travel and trade conditions, Roman roads, and promotion of stability.
 - Social impact of the early Roman Empire: Include stability of social classes and increased emphasis on family.
 - Political impact of the early Roman Empire: Include civil service and development of a uniform rule of law.The presentations should include the following components:
 - The approximate dates related to the person or topic
 - The importance of the person or topic
 - Contributions and flaws of the person
 - The legacy of the person or topic

Specific Options for Differentiating This Lesson

Technology

- Have students create digital slide show presentations to help them organize their notes.
- Have students visit encyclopedia sites on the Web.
- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students summarize the presentations.
- Have students add all relevant materials to their journals.
- Have students record and playback later for review prior to the assessment session.

Sessions 12 and 13: Oral Presentations on the Early Roman Empire_____

Materials

(None)

Instructional Activities

1. Have student groups make the class presentations they prepared during the previous session.
2. Provide information, explanations, and/or class notes to supplement student presentations, as needed.

Session 14: Mid-Session Assessment

Materials

- Attachment B: Quiz

Instructional Activities

1. Have students complete the quiz on Attachment B.

Session 15: Foundations of the Christian Religion

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to complete a chart that collects data under a specified heading.

Materials

- Background material on the origins of Christianity
- Attachment C: Foundations of the Christian Religion
- Textbook and other resources with basic information about the Christian religion

Instructional Activities

1. Explain that Christianity is one of the dominant religions in the world today and that Judaism, Islam, Buddhism, and Hinduism are the other main world religions. Further, explain that Judaism, Christianity, and Islam have the same general geographic origin in the Middle East.
2. Provide a brief background on the origins of Christianity, displaying the following information:
 - Origins of Christianity:
 - Had its roots in Judaism
 - Was led by Jesus of Nazareth, who was proclaimed the Messiah
 - Conflicted with the polytheistic beliefs of the Roman Empire
3. Distribute copies of Attachment C. Have students use the textbook and other teacher-selected resources to research the basic beliefs, traditions, and customs that serve as the foundations of the Christian religion, as listed in the chart's headings.
4. After students have finished their charts, lead the class in creating a class chart by compiling all their data into one large chart. Have students add to and correct their own charts as needed. Make sure the following data are included:
 - Jesus is regarded as both the Son of and incarnation of God.
 - The New Testament contains accounts of the life and teachings of Jesus as well as writings of early Christians.
 - Christian doctrines were established by early church councils.Discuss with the class any points that need explanation. (NOTE: Exercise caution in this discussion to stick to basic facts and not allow your personal beliefs or the beliefs of any individual student to affect presentation of these facts. Point out that personal beliefs, though important, are just that—personal—and must not be confused with facts. Also, point out that every religion is comprised of a blend of facts and beliefs.)

Specific Options for Differentiating This Lesson

Technology

- Have students use word-processing software to complete written activities.
- Have students complete a digital version of the chart.

Multisensory

- Have students highlight the areas of a world map where described religions are practiced.

Small Group Learning

- Have students complete the chart in small groups and then move into a whole class activity.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the graphic organizer to maintain session content.
- Have students add all relevant materials to their journals.

Session 16: The Spread of Christianity

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to read and use map information.
- Students are expected to be able to learn by reading.
- Students are expected to be familiar with locating sites on maps.

Materials

(None)

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “The Spread of Christianity.” <http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/christ.html>.
1. Display the class chart created in the previous session, and review the foundations of the Christian religion.
 2. Discuss why and how Christianity spread, displaying the following information:
 - Spread of Christianity:
 - Popularity of the message
 - Early martyrs inspired others
 - Carried by the Apostles, including Paul, throughout the Roman Empire
 - Slowed as a result of persecution by Roman authorities
 - Adopted and legalized by Emperor Constantine
 3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.

Multisensory

- Have students trace the spread of Christianity on provided world maps, using markers or colored pens, as the same information is displayed for the class.
- Have students reenact events that caused the spread of Christianity.

Small Group Learning

- Have small groups create 10 study cards based on session content.
- Have small groups research and report on different causes that led to the spread of Christianity.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use their study cards to create a class study guide on session content.
- Have students construct a hierarchical chart that ranks the importance of certain events to the spread of Christianity. Descriptions should be written for each of the five causes.
- Have students use the graphic organizer to maintain session content.
- Have students add all relevant materials to their journals.

Session 17: Significance of the Church of Rome in the Late Roman Empire _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to learn by reading.

Materials

(None)

Instructional Activities

1. Display the following information, and briefly discuss each point:
 - Development and significance of the Church of Rome in the late Roman Empire:
 - The Church became a source of moral authority.
 - Loyalty to the Church became more important than loyalty to the Emperor.
 - The Church became the main unifying force of Western Europe.
2. Have students write a one-page essay about the impact of the Church of Rome in the late Roman Empire.
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.

Multisensory

- Have students view and discuss a digital slide show presentation about how the Church of Rome influenced the Roman Empire. Students should take notes during the presentation.
- Have students reenact ways that the Church of Rome influenced the late Roman Empire.

Small Group Learning

- Have groups perform skits that demonstrate understanding of session content.
- Have each person in a group complete one portion of the same essay on session content.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the graphic organizer to maintain session content.
- Have students add all relevant materials to their journals.

Session 18: Contributions of Ancient Rome to Western Civilization

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to convert video content into a study guide.
- Students are expected to be able to construct the learning cube.
- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to learn by reading.
- Students are expected to be able to read and use map information.
- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to research map or session content, using the Internet.

Materials

- Information on contributions of ancient Rome to Western Civilization
- Textbook and other instructional resources

Instructional Activities

1. Divide the class into eight small groups, and assign one of the following topics to each group:
 - Contributions of ancient Rome:
 - Art and architecture: Pantheon, Colosseum, Forum
 - Technology: Roads, aqueducts, Roman arches
 - Science: Achievements of Ptolemy
 - Medicine: Emphasis on public health (e.g., public baths, public water system, medical schools)
 - Language: Latin, Romance languages
 - Literature: Virgil's *Aeneid*
 - Religion: Roman mythology, adoption of Christianity as the imperial religion
 - Law: The principle of "innocent until proven guilty" (from the Twelve Tables)
2. Instruct each group to develop a two-to-three-minute presentation on their assigned topic. Presentations should answer questions such as the following:
 - How did your assigned topic improve life for the citizens of Rome?
 - How did your assigned topic influence life not only for the citizens of the Roman Empire but also for the rest of Western civilization? Provide examples.Students may use the textbook and supplementary teacher-provided resources. They may develop posters containing graphs, diagrams, sketches, or other visual depictions to illustrate their topic. For example, a sketch of the Colosseum, a diagram explaining Ptolemy's geocentric theory, or a brief outline of the *Aeneid* may be used during the presentation.
3. As each group makes its presentation, have the other students record the information in their notebooks. Provide supplemental information as needed. When all of the presentations have been made, post the list of contributions so students can check their notes.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the graphic organizer to maintain session content.
- Have students add all relevant materials to their journals.

Session 19: Decline of the Roman Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to make oral presentations.
- Students are expected to be able to learn by reading.
- Students are expected to be able to use graphic organizers to maintain session content.
- Students are expected to be able to research map or session content, using the Internet.

Materials

- Map of the Roman Empire at its most expansive time
- Present-day map of Europe or the world
- Resources on current events (e.g., print/non-print newspapers, news magazines, television, radio, Internet)

Instructional Activities

1. Display a map of the Roman Empire at its most expansive time.
2. Ask students to locate Rome on a present-day map, and discuss Rome's current status regarding its world political power.
3. As students come to understand that Rome has no political power in this day and time, refer again to the map of the Roman Empire at its most expansive time. Ask students why they think the Roman Empire, once a dominant world power, no longer has any significant power in the world.
4. Display the following information, and have students discuss each cause of decline:
 - Decline of the Roman Empire:
 - Geographic size: Difficulty of defense and administration
 - Economy: The cost of defense, and devaluation of Roman currency
 - Military: Army membership started to include non-Romans, resulting in decline of discipline.
 - Moral decay: People's loss of faith in Rome and the family
 - Political problems: Civil conflict and weak administration
 - Invasion: Attacks on borders
5. Have students examine weaknesses in modern-day countries that could result in a country's decline and demise.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.
- Have students work with partners to take notes.

Multisensory

- Have the class create a digital slide show presentation, using notes and research from the small group presentations on the fall of the Roman Empire.
- Have students compare maps of the Ancient Roman Empire to present-day Italy and describe the differences.

Small Group Learning

- Have groups research and report/present on different causes of the decline and fall of the Roman Empire (see Instructional Activity #4).

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students use the graphic organizer to maintain session content and use it to review all sessions about ancient Rome.
- Have students add all relevant materials to their journals.

Session 20: Division of the Roman Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast subjects, using predetermined criteria.
- Students are expected to be able to use the writing process to create informational essays.

Materials

- Blank outline map of the Roman Empire
- Present-day world map

Instructional Activities

1. Explain that when a country loses power, its territory is taken over by other leaders or other countries. Examples may include the Austro-Hungarian Empire following World War I, the Soviet Union following the collapse of the communist government, or Yugoslavia following its collapse. On a world map, point out the present-day territory previously controlled by these countries, and discuss their current situations.
2. Refresh students on the collapse of the Roman Empire by displaying the facts below and discussing each one. Point out all geographic areas on a map. Distribute copies of a blank outline map for students to shade, showing the shift in the Roman Empire.
 - Division of the Roman Empire:
 - Move of the capital by Constantine from Rome to Byzantium, renaming it Constantinople
 - Survival of Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor
 - Eastern Roman Empire (Byzantine Empire)

Specific Options for Differentiating This Lesson

Technology

- Have students use enhanced text (e.g., large print, electronic text, read-aloud, text-to-speech, speech-to text, peer-assisted learning) to help them complete reading and writing activities.
- Have students use graphic-organizer software to maintain session content.
- Have students use word-processing software to complete written activities.
- Have students work with partners to take notes.

Multisensory

- Have students complete a graphic organizer and a blank map as they view a digital slide show presentation on the divisions within the Roman Empire.
- Have students complete a graphic organizer that analyzes the characteristics of empires that have diminished.
- Have students identify historical events and details of those events as they complete their maps in Instructional Activity #2.

Small Group Learning

- Have groups produce articles for a Roman Empire Newspaper following key events that led to the division of the Empire. Groups should write one article for each reason the Empire divided and include quotes from prominent figures of the time (i.e., Constantine). Collect all articles and design features to produce a classroom newspaper.

Vocabulary

- Have students create and review vocabulary flash cards with the word on one side and the definition on the other.
- Have students add images to vocabulary flash cards.

Student Organization of Content

- Have students add all relevant materials to their journals.

Session 21: Review on Ancient Rome

Materials

- Study guide materials (e.g., class notes, student projects)

Instructional Activities

1. Review material about ancient Rome in preparation for a unit test. Use a question-and-answer technique that allows students or groups of students to compete for correct answers.

Session 22: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment D, and have students complete the assessment.

Session 23: Semester Review

Materials

- Attachment E: Cube Review for the Ancient River Valleys, Greece, and Rome

Instructional Activities

1. Review the major characteristics of the ancient civilizations by using two cubes—one cube listing the names of the ancient civilizations, and the other cube listing six characteristics of civilization. See handout “Cube Review for the Ancient River Valleys, Greece, and Rome” (Attachment E).
2. Show students how to shape the cubes in order to roll them like dice. Then, have them roll the cubes and answer three questions, as instructed on the handout.

Attachment A: Roman and Greek Deities Compared _____

Complete the following chart, using your textbook and other resources. Some information on Jupiter is provided as an example.

Roman god	Equivalent Greek god	Area of control
Jupiter		Supreme ruler of the gods

Attachment B: Quiz

1. **In relation to Rome, Carthage is**
 - A west.
 - B north.
 - C south.*
 - D east.
2. **All of the following geographic features helped to protect Rome *except* the**
 - A Sahara Desert.*
 - B Alps Mountains.
 - C Apennines Mountains.
 - D Mediterranean Sea.
3. **How did Rome's geographic location lead to its eventual domination of the entire Mediterranean world?**
 - A The islands around Rome served as bases of operation for colonization and military conquests.
 - B It was centrally located in the Mediterranean basin but distant from eastern Mediterranean powers.*
 - C The Tiber River provided an easy access route for the shipment of military supplies.
 - D The Alps and Apennines provided excellent passageways to attack other lands.
4. **Rome is located on the**
 - A Anatolian peninsula.
 - B Italian peninsula.*
 - C Peloponnesian peninsula.
 - D Iberian peninsula.
5. **What sea played a major role in the expansion of the Roman Empire?**
 - A Java Sea
 - B Black Sea
 - C Mediterranean Sea*
 - D Baltic Sea
6. **Roman religion was**
 - A animistic.
 - B monotheistic.
 - C polytheistic.*
 - D atheist.

Attachment C: Foundations of the Christian Religion _____

Use the textbook and other resources provided by your teacher to find as many facts as you can about each column heading below. Write the information in the appropriate columns.

Foundations of the Christian Religion				
Monotheism	Jesus	Life After Death	New Testament	Doctrines

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

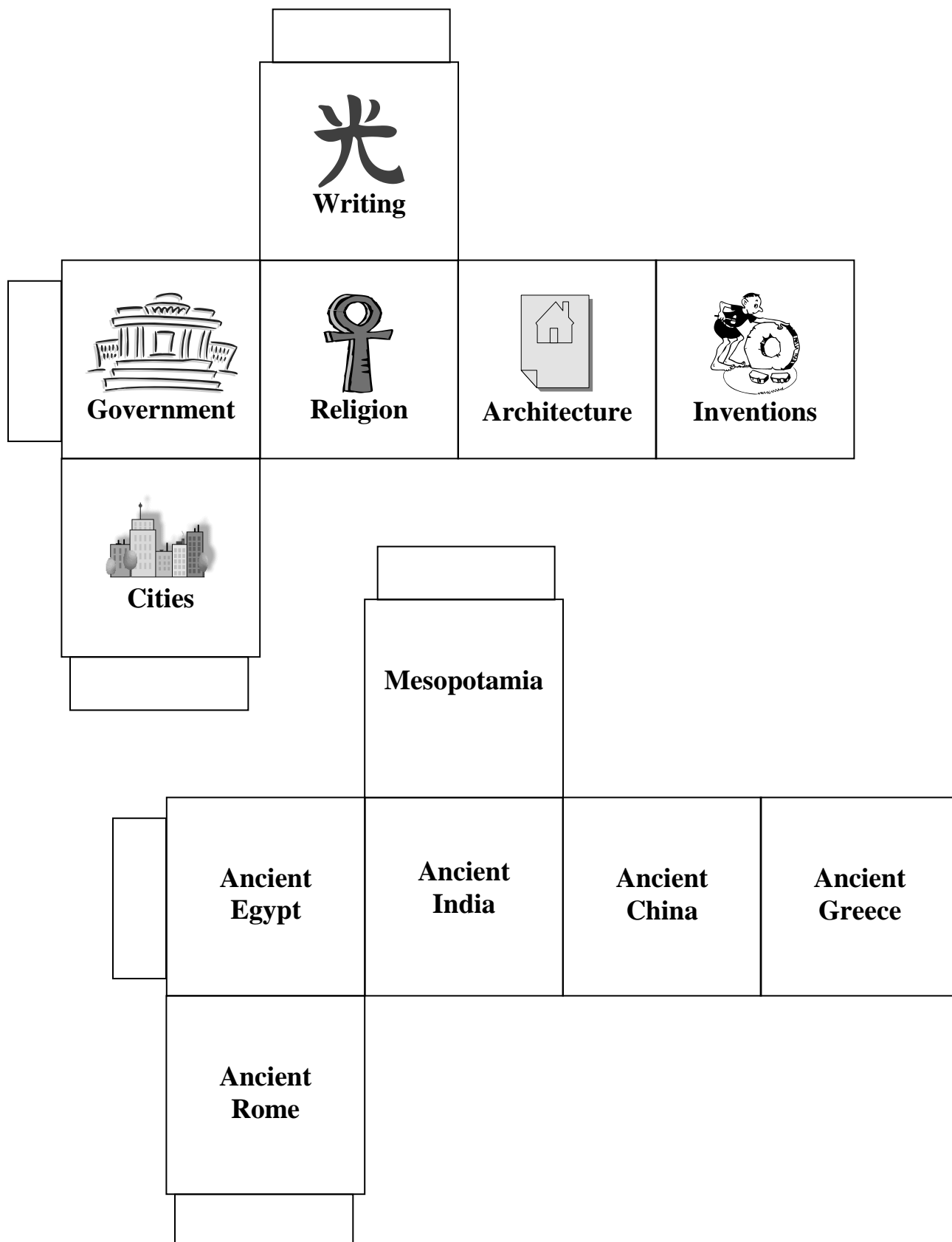
<p>1. One foundation of modern democracy was derived from</p> <p>A the New Testament.</p> <p>B the Roman Republic.*</p> <p>C the laws of Rome.</p> <p>D the Roman Empire.</p> <p>2. Rome became the dominant force in the Mediterranean after its victory in the Punic Wars over</p> <p>A Spain.</p> <p>B Great Britain.</p> <p>C Gaul.</p> <p>D Carthage.*</p> <p>3. The Roman Empire collapsed because of civil war over the power of Julius Caesar and</p> <p>A devaluation of Roman currency.*</p> <p>B an unstable civil service.</p> <p>C a belief in polytheism.</p> <p>D lack of technological advances.</p> <p>4. Which of the following sequences shows the evolution of government in Rome between about 600 B.C. (B.C.E.) and 500 A.D. (C.E.)?</p> <p>A republic, monarchy, dictatorship, empire</p> <p>B monarchy, dictatorship, republic, empire</p> <p>C monarchy, republic, dictatorship, empire*</p> <p>D republic, dictatorship, monarchy, empire</p> <p>5. All of the following statements are true of Roman expansion from 700 B.C. (B.C.E.) to 500 A.D. (C.E.) except</p> <p>A Rome won all three Punic Wars.</p> <p>B Ultimately, Rome was unable to conquer Greece.*</p> <p>C Roman trade expanded greatly as a result of her military victories.</p> <p>D Carthage was utterly destroyed in the Punic Wars.</p>	<p>6. In Western society, the remnants of Roman mythology can be seen in all of the following except</p> <p>A religion.</p> <p>B images in literature.</p> <p>C politics.*</p> <p>D monumental architecture.</p> <p>7. What general from Carthage led his men against the Romans in the second Punic War?</p> <p>A Tiberius Gracchus</p> <p>B Hannibal Barca*</p> <p>C Alexander the Great</p> <p>D Julius Caesar</p> <p>8. The Christian religion was spread throughout the Roman Empire by</p> <p>A Abraham.</p> <p>B Paul.*</p> <p>C Muhammad.</p> <p>D Caesar.</p> <p>9. Constantine relocated the capital of Rome to Constantinople. The previous name of this city was</p> <p>A Carthage.</p> <p>B Gaul.</p> <p>C Nazareth.</p> <p>D Byzantium.*</p>
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Attachment E: Cube Review for the Ancient River Valleys, Greece, and Rome

Review the major characteristics of the ancient civilizations by using two cubes (see next page)—one cube listing the names of the ancient civilizations, and the other listing the characteristics of civilization. After rolling the cubes, a student will be given a choice of three questions to answer. The hardest questions will of course be given more points. The students will play within groups of four students for approximately 20 minutes. The students will then switch to another group. If a student rolls a question that has already been answered, he or she can still answer the question for half the points. This keeps students with greater knowledge on their toes, and allows students with less knowledge of the topic to advance.

Characteristics of Civilization	1 Point	2 Points	3 Points
Writing	Name the form of writing this civilization used.	Describe the form of writing this civilization used along with the implements they used to write with.	Describe the form of writing this civilization used, the implements they used to write with, and the reasons writing was important.
Architecture	Name a major architectural structure found in this area.	Name a major architectural structure found in this area, and explain why it was built.	Name a major architectural structure found in this area, explain why it was built, and explain its meaning to the people.
Religion	What was the dominant religion for this area? A. Monotheism B. Polytheism C. Mythology-polytheism	What was the dominant religion for this area, and how do we know whether the followers of this religion believed in an afterlife?	What was the dominant religion for this area, how do we know whether the followers of this religion believed in an afterlife, and why was this religion adopted?
Inventions/ Technology	Name one important invention or type of technology attributed to this group of people.	Name one important invention or type of technology attributed to this group of people, and describe how it was built.	Name one important invention or type of technology attributed to this group of people, describe how it was built, and explain its affect on the surrounding groups of people.
Cities	Name an important city from this area.	Name an important city from this area and a nearby major body of water.	Name an important city from this area and a nearby major body of water, and discuss why this city became very important to this civilization.
Government	How do we know this civilization had a government?	How do we know this civilization had a government? Name its form of government.	How do we know this civilization had a government? Name its form of government. How could the leader have gained power?

Cubes for Review



ORGANIZING TOPIC

Byzantine Empire and Russia from 300 to 1000 A.D. (C.E.)

Standard(s) of Learning _____

- WHL.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
- a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
 - b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
 - c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
 - d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
 - e) mapping assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.). _____
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.). _____
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.). _____
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms form 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.). _____
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.). _____
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.). _____

Content

- Explain that the capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages. _____
- Summarize the importance of the location of Constantinople, using the following information as a guide:
- Protection of the eastern frontier
 - Distance from Germanic invasions in the western empire
 - Crossroads of trade
 - Easily fortified site on a peninsula bordered by natural harbors
- Summarize the role of Constantinople, using the following information as a guide:
- Seat of the Byzantine Empire until Ottoman conquest
 - Preserved classical Greco-Roman culture
 - Center of trade
- Explain that, as the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe. _____

Explain that, under Justinian, the Byzantine Empire reached its height in culture and prosperity.

Summarize the Justinian's influence on the expansion of the Byzantine Empire and its economy, using the following information as a guide:

- Codification of Roman law (impact on European legal codes)
- Reconquest of former Roman territories
- Expansion of trade

Explain that Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.

Explain that Greek and Roman traditions were preserved in the Byzantine Empire.

Summarize the Byzantine achievements in art and architecture, using the following information as a guide:

- Inspiration provided by Christian religion and imperial power
- Icons (religious images)
- Mosaics in public and religious structures
- Hagia Sophia (a Byzantine domed church)

Explain how Greek and Roman culture survived within the Byzantine Empire, using the following information as a guide:

- Continued flourishing of Greco-Roman traditions
- Greek language (as contrasted with Latin in the West)
- Greek Orthodox Christianity
- Greek and Roman knowledge preserved in Byzantine libraries

Explain that the cultural and political differences between the Eastern and Western Roman Empire weakened the unity of the Christian Church and led to its division.

Summarize how the cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division, using the following information as a guide:

- Eastern Church
 - Centered in Constantinople
 - Close to seat of power after Constantinople became capital
 - Use of Greek language in the liturgy
- Western Church
 - Centered in Rome
 - Farther from seat of power after Constantinople became capital
 - Use of Latin language in the liturgy
- Division between Western and Eastern Churches
 - Authority of the Pope eventually accepted in the West
 - Authority of the Patriarch accepted in the East
 - Practices such as celibacy eventually accepted in the West

Explain that Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.

Summarize the influence of Byzantine culture on Eastern Europe and Russia, using the following information as a guide:

- Trade routes between Black Sea and Baltic Sea
- Adoption of Orthodox Christianity by Russia and much of Eastern Europe
- Adoption of Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet)
- Church architecture and religious art

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Byzantine Studies on the Internet.” *Internet History Sourcebook Project*.

<http://www.fordham.edu/halsall/byzantium/>. This site provides information on Byzantium.

Christianity in Armenia—The First Christian Nation On Earth. This site provides insight into the first nation to adopt Christianity in 301 A.D. <http://www.armenianheritage.com/refirstc.htm>.

“Cyrillic Alphabet.” *Friends and Partners*. <http://www.friends-partners.org/oldfriends/language/russian-alphabet.html>. This site provides a list of the Cyrillic alphabet as well as verbal pronunciation of the alphabet.

“Eastern Orthodox Christianity: A Chronology.” Princeton University.

<http://www.music.princeton.edu/~jeffery/byzchron.html>. This site provides a chronology of Eastern Orthodox Christianity from the year 301 through the 1990s.

“Mosaic Project.” *History for Kids*. <http://www.historyforkids.org/crafts/projects/mosaic.htm>. This site provides directions on how to make a mosaic.

“The Ottomans.” Washington State University. <http://www.wsu.edu:8080/~dee/OTTOMAN/OTTOMAN1.HTM>. This site provides a brief history of the Ottomans. For more details, click on “Next” at the bottom of each screen.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Welcome to Istanbul. Princeton University. http://www.princeton.edu/~asce/const_95/const.html. This site provides information on the Hagia Sophia and other topographical information on Constantinople.

Session 1: Location of the Byzantine Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to compare and contrast according to predetermined criteria.
- Students are expected to be able to use the writing process to create informational essays.

Materials

- Map handout based on instructions in Attachment A: Byzantine Map Practice

Instructional Activities

1. Remind students that even though the Western Roman Empire fell at the hands of the barbarians (Germanic invaders), the excellent site and situation of the Eastern Roman Empire enabled it to last for centuries.
2. Talk about the concepts of *site* and *situation*. Have students explain the site of Constantinople and its situation.
3. Distribute the map handout for students to complete. Monitor their progress, and provide assistance as needed.
4. Ask students to give two reasons that Constantinople was an ideal location for the capital of an empire.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to software programs that will give them the information necessary to complete this assignment.
- Provide students with an enlarged copy of the map or a relief map.

Multisensory Activity

- Provide students with an array of colored pencils to shade in the map as it was in different points of history.

Community Connections

- Arrange for students to visit local museums to view relevant exhibits.

Small Group Learning

- Divide students into groups of two or three to provide peer feedback; e.g., additions or deletions to aid in the completion of this assignment (see Attachment A).

Vocabulary

- Have each student use a Venn diagram to compare and contrast the terms *site* and *situation*.

Student Organization of Content

- Have each student create a notebook, or notebook section, to store materials related to this unit, including a map handout (based on instructions in Byzantine Map Practice, Attachment A).

Session 2: Growth of the Byzantine Empire and Its Impact on the Christian Church_____

Materials

- Attachment A: Byzantine Map Practice
- Attachment B: Class Notes on “Byzantine Empire: Growth and Expansion”
- Attachment C: Comparison between the Eastern Orthodox and Roman Catholic Churches

Instructional Activities

1. Review the “Byzantine Map Practice” handout, emphasizing the expansion of the empire under Justinian and the location of Constantinople.
2. Display Attachment B, and discuss each note, checking regularly for student understanding. (This activity may take two sessions.)
3. Upon completion of the notes review, explain that the differences between the Eastern and Western Christian churches would eventually lead to the Great Schism in 1054 A.D. (C.E.). Have students complete the chart, “Comparison between the Eastern Orthodox and Roman Catholic Churches,” using their notes, textbook, and other resources.
4. Have students write paragraphs summarizing the differences between the Eastern Orthodox Church and the Roman Catholic Church.

Session 3: Video on the Byzantine Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to use a template to take notes during a video.
- Students are expected to compare and contrast information.
- Students are expected to understand the content when presented in text at a reading level appropriate to their skills.

Materials

- Teacher-selected video on the Byzantine Empire
- Video-viewing guide (see p. 6)

Instructional Activities

1. Provide feedback on the “Comparison between the Eastern Orthodox and Roman Catholic Churches” chart, assigned during the previous session.
2. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
3. As a class, discuss key information students learned from the video.
4. Define *icon*, and instruct students to create icons for the topics they are currently discussing.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Show small sections of the video or video clips.
- Have students take a virtual tour of the Byzantine Empire.

Multisensory Activity

- Have students watch selected video, using the video-viewing guide and writing components.
- Have students discuss the important points of the video.

Community Connections

- Arrange for students to visit different denominations of Christian churches.
- Invite a panel of clergy from different denominations to discuss predetermined questions about their faith.

Small Group Learning

- Divide students into groups of three or four to discuss the community connection activity in relationship to the video.
- Have a small group of students videotape an interview with a member of the clergy and share their interview with the class.

Vocabulary

- Have each student update his/her personal glossary.

Student Organization of Content

- Have students use dividers as needed to organize notes and products in their unit notebooks.

Session 4: Contributions of the Byzantine Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to navigate the Internet as directed by the teacher.
- Students are expected to be able to use a note-taking template as they follow the content of a lesson.
- Students are expected to be able to compare and contrast according to predetermined criteria.
- Students are expected to be able to summarize information and compare their understanding of two or more topics.
- Students are expected to understand the content when presented in text at a reading level appropriate to their skills.

Materials

- Attachment D: Class Notes on “Rise of Russia: Lasting Contributions”

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Mosaic Project.” *History for Kids*. <http://www.historyforkids.org/crafts/projects/mosaic.htm>.
1. Display Attachment D, and discuss each note, checking regularly for student understanding. (This may take two sessions).
 2. Ask students to analyze information about the Byzantine contributions. For example, assign portions of the two versions of history that Procopius wrote about Theodora.
 3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Provide students access to software programs that facilitate the creation of geometric designs.

Multisensory Activity

- Provide students access to a geometric shape manipulative (e.g., triangles, squares, hexagons, octagons) to create a 3-dimensional mosaic.

Community Connections

- Have students visit galleries or museums to view exhibits relevant to Byzantine art.

Small Group Learning

- Pair students with partners to read textbooks or other print sources, summarize, and take notes on the assigned selections (reciprocal reading with summarization):

Materials:

- Expository prose to include: social studies and other text or trade books related to the curriculum.

Prerequisites:

- Students are expected to have some understanding of the basic interrogatory words and the types of information to which they refer.
- If a textbook is used, implement an introduction or preview of the materials, such as a picture walk. For older students, consider an oral preview of the content. Or, review to link to previous lessons and activate prior knowledge.
- Students are expected to have the ability to write a simple declarative sentence. (Consider using notes taken by younger students who have not been asked to write sentences later in language arts to teach sentence structure and writing.)

Procedures:

- Pair up students for reciprocal reading.

- Select the unit or section of the text to be read.
- Decide in advance how much each will read in turn (Look at the length of the paragraphs and the difficulty of the content. Introduce key words as necessary.)
- Material should be at the students' instructional level.
- Have the strongest reader read first. Listener should follow along with a copy of the text.
- Have teams use a separate graphic for each paragraph or assigned selection
- Summarization process: Use discretion to decide upon variations according to student needs, type of materials, etc.
 - Have listener or both students work to determine the main idea—who or what the paragraph is about. (Note this in the appropriate spot on the graphic or outline template.)
 - Have students note supporting details (how, why, when, where?) as appropriate.
 - Have students write summary sentence at this time, or later, after students have read several paragraphs or sections. (The latter is a more sophisticated format, but provides an overview of the content.)

Vocabulary

- Have students scan reading materials to identify any words that are unfamiliar.
- Explain or define these words and have students add them to their personal glossary.

Student Organization of Content

- Have each student maintain a personal glossary based upon his/her knowledge of the vocabulary relevant to the content of the lesson.
- Have each student maintain a notebook relevant to the unit of instruction.
- Use text structures, such as bold heading and bold words, to organize important information.

Session 5: The Role of the Byzantine Empire in Russian History

Prerequisite Understanding Knowledge/Skills

- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to navigate the Internet according to teacher directions.
- Students are expected to monitor their understanding of the content and measure their acquisition of information.
- Students are expected to be able to analyze structures and identify characteristics of specific types of architecture.

Materials

- Attachment A: Byzantine Map Practice
- Maps of the Byzantine Empire
- Photograph of the Hagia Sophia
- Examples of Byzantine mosaics (photographs, reproductions)
- Art materials for creating mosaics

Instructional Activities

1. Review with students the handout, “Byzantine Map Practice” from Session 1. Ask them a question such as the following: “How has your understanding of this handout increased since Session 1?”
2. Display a picture of the Hagia Sophia without explanation. Ask students to identify it by name and describe its architectural features.
3. Explain that the Byzantine Empire’s geographic proximity to trade routes allowed diffusion of religion, culture, and goods from the Byzantines to the Slavs, who created Russia. Emphasize that the Slavs adopted Eastern Orthodox Christianity, as did people in much of Eastern Europe. St. Cyril adopted the Greek alphabet for the Slavic languages, and it became known as the Cyrillic alphabet. The people in Eastern Europe and Russia also adopted Byzantine architecture and religious art (icons).
4. Display examples of Byzantine mosaics, and discuss the artistic and symbolic features. Guide students in creating a mosaic that reflects Byzantine architecture or religious art.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Multisensory Activity

- Have students sketch or trace examples of Byzantine monuments, and label them.

Community Connections

- Have students explore their community for evidence of architectural styles.

Small Group Learning

- Have students work in groups to develop a brochure, booklet, or foldable on the influences of the Byzantine Empire.

Vocabulary

- Have each student maintain a personal glossary of terms he/she needs to learn
- Have students create unit vocabulary flashcards, with terms on one side and definitions or descriptions on the other, to use in peer tutoring situations.

Student Organization of Content

- Have each student maintain a notebook with dividers appropriate to the content.

Session 6: The Rise of Russia

Prerequisite Understanding Knowledge/Skills

- Students are expected to be able to construct a timeline.
- Students are expected to be able to work collaboratively and provide constructive criticism.
- Students are expected to be able to use a variety of resources to complete an assignment.

Materials

- Teacher-prepared list of jumbled events and dates in Russia (400 A.D. [C.E.] to 1480 A.D. [C.E.])
- Attachment E: Rise of Russia Timeline
- Attachment F: Rise of Russia Questions

Instructional Activities

1. Distribute a list of jumbled events and dates. Have students work with a partner to organize the dates and create a timeline, using the textbook and/or other resources.
2. After students have created timelines, have them work in groups to check that all of the events are in correct order.
3. Distribute the “Rise of Russia Timeline,” and have students compare their own timelines to it.
4. Distribute the “Rise of Russia Questions,” and have students answer them.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to graphic organizer software.

Multisensory Activities

- Have students color-code events and dates to facilitate sorting and sequencing.
- Instruct students to create a “memory” game that requires them to match dates and events.

Community Connections

- Have students who are involved in scouting, seek ways to share or use this knowledge to earn Merit Badges or Interest Project awards.

Small Group Learning

- Divide students into groups of two or three to complete and check the assignment (See Instructional Activities #1–4).
- Assign each group a period of time on the timeline to research additional details about the event and add it to the class timeline.

Vocabulary

- Have students create a “memory” game, using important vocabulary words from the unit. (See Multisensory Activities)
- Have each student maintain a personal glossary.

Student Organization of Content

- Have each student maintain a notebook with dividers appropriate to the content.

Session 7: Eastward Movement of European Culture

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with locating sites on maps.
- Students are expected to be able to construct a timeline.
- Students are expected to be able to compare and contrast architectural characteristics.

Materials

- Attachment F: Rise of Russia Questions
- Attachment G: European Culture Moves East
- Picture of a Russian church with an onion-shaped dome
- Picture of the Hagia Sophia
- Map of Asia and Europe

Instructional Activities

1. Review the “Rise of Russia Questions” from the previous session, which students have completed. Discuss each concept as you post the answer to each question, checking regularly for student understanding. (This may take more than one session.)
2. Display a picture of a Russian church with an onion-shaped dome, and ask students what architectural feature was borrowed from Byzantium. Display a picture of the Hagia Sophia, and ask students to point out similarities between it and the Russian church.
3. Shade in Byzantine and Russian territories on a map, and ask students to identify both.
4. Have students complete the “European Culture Moves East” chart.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to graphic organizer software.
- Have students take a virtual tour of Russia.

Multisensory Activities

- Provide students with a slot outline of any notes, and have them fill in missing information from the overhead or chalkboard.
- Have students use interactive notebooks for note taking
- Provide students with colored pencils or highlighters to enhance note taking.

Community Connections

- Have students explore their community for examples of a variety of architectural designs. (Note: As an option, take photos of examples for students to analyze.)

Small Group Learning

- Have students use information from the chart (See Instructional Activity #4) to create a sort activity to review content.

Vocabulary

- Have each student maintain a personal glossary of terms he/she needs to learn.

Student Organization of Content

- Have each student maintain a notebook with dividers relevant to the content.
- Have each student write a summary of the three empires based on the information collected in the comparison table.

Session 8: Assessment

Materials

- Attachment H: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment H, and have students complete the assessment.

Attachment A: Byzantine Map Practice

Using the Internet, textbook, other resource materials, and/or a mapping program, locate a map that reflects the Byzantine Empire at its height. Caution: Be sure that the map you provide to students contains all of the information you will ask them to find.

1. Make copies of the map.
2. On the reverse side of the map, copy the directions, as follows:
 - Label place:
 - Constantinople
 - Label bodies of water:
 - Mediterranean Sea
 - Sea of Marmara
 - Aegean Sea
 - Black Sea
 - Bosphorus Strait
 - Hellespont (Dardanelles)
 - Shade in the Byzantine Empire as it was at different points in history:
 - Byzantine Empire in 565 A.D. (C.E.) (under Justinian)
 - Byzantine Empire in 1000 A.D. (C.E.)
3. Develop questions appropriate for students' skill levels. Include the following:
 - If you traveled from Rome to Constantinople, in what cardinal direction would you travel?
 - What body of water separates Constantinople from Asia?
 - What seas are connected by the Hellespont (Dardanelles)?
 - What ruler was responsible for the expansion of the Byzantine Empire?

Attachment B: Class Notes on “Byzantine Empire: Growth and Expansion” _____

Growth of the Byzantine Empire

- Constantinople
 - Protection of the eastern frontier
 - Easily fortified site on a peninsula bordered by natural harbors
 - Away from Germanic invasions, which plagued Western Roman Empire
 - Close to major trade routes
 - Seat of power until Ottoman Conquest in 1453 A.D. (C.E.)
 - Crossroads of trade
 - Goods came from Europe, Asia, and Africa.
 - Silk and paper industries thrived.
 - Taxes on trade and industry provided money for government.
- Cultural melting pot
 - Roman law
 - Greek culture
 - Orthodox Christianity

Age of Justinian

- Code of Justinian
 - Codified Roman law
 - Provided basis for the law codes of Western Europe
- Reconquest of former Roman territories
- Expansion of trade
- Public works: Building of the Hagia Sophia

Byzantine Christianity

- Differences between East and West led to division.
- Great Schism occurred in 1054 A.D. (C.E.), permanently dividing the Christian Church.

Attachment C:**Comparison between the Eastern Orthodox and Roman Catholic Churches _____****Name:** _____ **Date:** _____

Because the Byzantine Empire and the Western Europeans could not agree on certain religious practices, a permanent split, or schism, took place in 1054 A.D. (C.E.). This schism created the Roman Catholic Church, which dominated western Europe, and the Eastern Orthodox Church, which dominated eastern Europe. Fill in the chart below to show the differences that led to the Great Schism and the similarities that still exist.

	Eastern Orthodox Church	Roman Catholic Church
Where is the seat of power?		
Which language is used in the church service?		
Who has supreme power?		
Who is the church leader?		
What are the beliefs concerning marriage of clergy?		
What are the religious days?		
What are the beliefs concerning the role of the Pope?		
What are the beliefs concerning icons?		
What are the similarities?		

Attachment D: Class Notes on “Rise of Russia: Lasting Contributions”

Importance of location

- Steppe provided a natural highway for nomads.
- Network of rivers provided transportation that led to trade, particularly with the Byzantine Empire.
- Kiev was located at the center of trade among the Vikings, Slavs, and Byzantines.

Influence of Byzantine culture

- Byzantine cultural influence was possible because of trade routes linking the Baltic Sea and the Black Sea.
- Prince Vladimir adopted Orthodox Christianity, and Russia spread it to much of Eastern Europe.
- St. Cyril adopted the Greek alphabet to the Slavic language, thus, creating the Cyrillic alphabet, which enabled Slavs to read the Bible.

Church architecture and religious art

- Churches with onion-shaped domes were built, and modification of Byzantine domes occurred.
- Icons and mosaics were used as decoration for buildings.

Mongol conquest

- Golden Horde, led by Ghengis Khan, conquered early Russia.
- Massive destruction occurred; towns were destroyed and people were killed.
- Russia was in state of decline and cut off from Western Europe under Mongol rule.
- Moscow grew in importance after Kiev’s destruction.
- Church grew more powerful because the Mongols tolerated the Eastern Orthodox Church.
- Trade routes between China and Eastern Europe opened up.

Emergence of Russia

- Princes gained more power under Mongol rule and adapted the Mongol leadership model of absolute rule.
- Ivan the Great rejected Mongol rule and united Russia.
- Moscow became the capital.
- Russia became known as the “Third Rome.”
- Ivan the Great took the title czar (Caesar), and vowed to carry on the traditions of Rome and Constantinople.

Attachment E: Rise of Russia Timeline

400 A.D. (C.E.)	Slavs arrive from Central Europe.
860	Rurik establishes the first state in Russia, with Kiev as capital.
863	Cyrillic alphabet is created.
988	Prince Vladimir adopts Byzantine Christianity (Orthodox Christianity).
1019–1054	Yaroslav the Wise rules Kiev.
1236–1241	Mongol Army (Genghis Khan and the Golden Horde) invades and conquers Russia.
1380	Mongols are defeated.
1462	Ivan III (The Great) creates a unified Russia.
1480	Ivan the Great ends tribute to Mongols and takes the title of czar.

Attachment F: Rise of Russia Questions

Use the “Rise of Russia Timeline” to answer the following questions:

1. What two cultures blended together to create a Russian culture?
2. Where were the Slavs located before they moved into the area known as Russia?
3. Using your textbook map or another map, answer the following:
 - What two present-day countries represent the Viking’s homeland?
 - What direction did the Vikings travel to get to Russia?
4. Why is Rurik included on the timeline?
5. When was the Cyrillic alphabet developed?
6. Using your textbook or other instructional resources, answer the following questions:
 - Who developed the Cyrillic alphabet?
 - Why was the Cyrillic alphabet developed?
7. What religion did Prince Vladimir adopt for the Russian people?
8. How long was Yaroslav’s rule?
9. What group invaded and conquered the Russians?
10. Who was the leader of the Golden Horde?
11. What Russian leader ended Mongol rule by refusing to pay tribute?
12. How long did the Mongols rule Russia?
13. How many years passed between the time that Ivan the Great came to power and the time he took the title of czar?

Attachment G: European Culture Moves East_____

After the Western Roman Empire fell, Byzantium (the Eastern Roman Empire) became the seat of power. Constantinople became the capital city, borrowing many ideas from Rome and continuing to spread the Roman heritage. Because of the diffusion of ideas from the Western Roman Empire into Byzantium, the Byzantine Empire became known as the “Second Rome.” Likewise, Russia’s use of Byzantine ideas resulted in Russia’s claim as being the “Third Rome.” However, unlike the Romans, who had periods of peace, the Byzantine and Russian empires experienced much turmoil and conflict with neighboring territories.

Complete the chart below to show the similarities and differences among these three empires.

	Roman Empire	Byzantine Empire	Russian Empire
Capital			
Religion			
Language			
Leaders			
Neighboring Conflicts			

Attachment H: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>1. Which of the following does not reflect achievements of Emperor Justinian?</p> <p>A Codification of laws B Trade expansion C Creation of Cyrillic alphabet* D Reuniting former Roman territories</p> <p>2. What language was used by the Byzantine Church?</p> <p>A Latin B Roman C Greek* D Cyrillic</p> <p>3. The Byzantine Empire developed</p> <p>A after the fall of Rome.* B after the fall of Greece. C during the rise of Russia. D during the rise of England.</p> <p>4. The Byzantine Empire was called the Second Rome because it preserved Roman art, literature, and Christianity among other things. What civilization called itself the Third Rome?</p> <p>A England B Russia* C The Vatican D France</p> <p>5. All of the following are characteristics of the Western Church <i>except</i>:</p> <p>A it was centered in Constantinople.* B Latin was the dominant language. C the Church had tremendous political power. D emperors accepted the authority of the Pope.</p> <p>6. Which of the following represents the best description for the word <i>patriarch</i> from 300 B.C. (B.C.E.) to 100 A.D. (C.E.)?</p> <p>A The head of a Seljuk Mosque B A general opposed to influence of Islam on Christianity C The head of the Russian government D The head of the Byzantine Church*</p> <p>7. Christianity in Western Europe can best be classified as</p> <p>A Greek Orthodox. B Russian Christian. C Roman Catholic.* D Byzantine Christian.</p>	<p>8. Which was <i>not</i> a disagreement over Christianity between Eastern and Western Europe?</p> <p>A The authority of Pope B Language C Practice of celibacy D The Bible as the basis of faith*</p> <p>9. The faith adopted by Prince Vladimir of Russia was</p> <p>A Christianity.* B Islam. C Judaism. D Buddhism.</p> <p>10. What did Byzantine monks create to help newly converted Russians?</p> <p>A Inexpensive Bibles B The Cyrillic alphabet* C Mosques D Hymnals</p> <p>Assign one or more of the following as part of the student assessment:</p> <p>11. Find or make an appropriate map, and have students identify the following: Byzantium territory, Mediterranean Sea, Sea of Marmara, Black Sea, Constantinople.</p> <p>12. Find a picture of a mosaic, and ask students to identify the art form.</p> <p>13. Find or sketch a picture of the Hagia Sophia, and ask students to identify its name and its architectural features.</p> <p>14. Find or sketch a picture of a Russian church, and ask students what architectural feature was borrowed from Byzantium.</p> <p>15. Shade in Byzantine and Russian territories on a map, and have students identify both.</p> <p>16. Find a map that shows Byzantine trade routes, and have students identify what was traded. Also, have them answer basic questions about latitude/longitude, direction, and scale.</p> <p>17. Give students a passage from <i>Justinian's Code</i> or another source. Ask them to identify whether the text is a primary or secondary source and to interpret information from the passage.</p> <p>18. Take dates from the timeline created in class, and create questions. For example: How many years ago did the Mongol army invade and conquer Russia?</p>
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ORGANIZING TOPIC

Islamic Civilization from 600 to 1000 A.D. (C.E.)

Standard(s) of Learning

- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D.(C.E.) by
- describing the origin, beliefs, traditions, customs, and spread of Islam;
 - assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
 - identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
 - citing cultural and scientific contributions and achievements of Islamic civilization.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).

Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).

Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).

Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

Explain that the revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.

Summarize the origins of Islam, using the following information as a guide:

- Muhammad, the Prophet
- Mecca and Medina on the Arabian Peninsula: Early Muslim cities

Explain that Muhammad and his followers spread Islam.

Describe the spread of Islam, using the following information as a guide:

- Across Asia and Africa and into Spain
- Geographic extent of first Muslim empire

Explain that Islamic traditions and customs developed over centuries and created a distinctive Muslim culture.

Summarize the beliefs, traditions, and customs of Islam, using the following information as a guide:

- Monotheism: Allah (Arabic word for God)
- Qur'an (Koran): The word of God
- Five pillars of Islam

- Acceptance of Judeo-Christian prophets, including Moses and Jesus

Explain that in the first three centuries after Muhammad's death, Muslim rule expanded rapidly, overcoming geographic barriers, and facilitated by weakened political empires.

Explain how geography influenced the rapid expansion of territory under Muslim rule, using the following information as a guide:

- Diffusion along trade routes from Mecca and Medina
- Expansion despite great distances, desert environments, and mountain barriers
- Spread into the Fertile Crescent, Iran, and Central Asia facilitated by weak Byzantine and Persian empires

Explain that political unity and the Arabic language facilitated trade and stimulated intellectual activity.

Explain how political and cultural geography influenced economic, social, and political development in the early Islamic lands, using the following information as a guide:

- Political unity of the first Muslim empire was short-lived.
- Arabic language spread with Islam and facilitated trade across Islamic lands.
- Slavery was not based on race.

Explain that major historical turning points marked the spread and influence of Islamic civilization. Identify these turning points, using the following information as a guide:

- Death of Ali: Sunni-Shi'a division
- Muslim conquests of Jerusalem and Damascus
- Islamic capital moved to Baghdad
- Muslim defeat at the Battle of Tours
- Fall of Baghdad to the Mongols

Explain that early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.

Explain that Islamic civilization preserved and extended ancient Greek, Persian, and Indian learning.

Summarize the cultural and scientific contributions and achievements of Islamic civilization, using the following information as a guide:

- Cultural contributions and achievements
 - Architecture (Dome of the Rock)
 - Mosaics
 - Arabic alphabet
 - Universities
 - Translation of ancient texts into Arabic
- Scientific contributions and achievements
 - Arabic numerals (adapted from India, including zero)
 - Algebra
 - Medicine
 - Expansion of geographic knowledge

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Ancient Fertile Crescent Almost Gone, Satellite Images Show.” *National Geographic News*.

http://news.nationalgeographic.com/news/2001/05/0518_crescent.html. This article discusses the origins and results of environmental damage that has been done over time to the Tigris and Euphrates river basin. The site contains photographs to illustrate the environmental crisis.

“Muhammad: Legacy of a Prophet.” Public Broadcasting System. <http://www.pbs.org/muhammad/>. The links on this site provide information about the ways his teachings are reflected in Muslims’ lives today. The site also includes a timeline of the life of Muhammad.

The Noble Sanctuary. <http://www.noblesanctuary.com/index.html>. This site provides an “Online Guide to Al-Haram al-Sharif in Jerusalem.” It includes information on the Dome of the Rock and other historical sites in Jerusalem.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Geography in the History of Islam, Map Exercise 1 _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate sites and political boundaries on maps and globes.
- Students are expected to be able to take notes during a demonstration/lecture on the history of Islam.
- Students are expected to be able to demonstrate an understanding of the content of the geography and history of Islam.

Materials

- Map of the area from India to the Atlantic Ocean (see details in step 2 below)
- Colored pencils
- Textbook, atlas, or other instructional resources
- Wall map or map displayed by means of technology

Instructional Activities

1. Introduce the new unit by explaining that students will need to know important geographic locations in order to understand the development and expansion of Islam.
2. Locate a map that shows the Eastern Hemisphere or, more specifically, all of the area from India to the Atlantic Ocean. Before giving this assignment to students, make sure that the selected map contains all of the information they will be asked to identify. Copy the map on one side of a sheet, and on the other side, copy a set of directions and a set of questions, such as the following.

Annotations

- Label the following places:
 - Arabia
 - India
 - Persia
 - Egypt
 - Area of Byzantine Empire at its largest
 - Spain
- Label the following mountains:
 - Taurus Mountains
 - Atlas Mountains
 - Caucasus Mountains
 - Pyrenees Mountains
 - Zagros Mountains
- Label the following deserts:
 - Arabian
 - Sahara
 - Libyan
 - Rub al'Khali
- Label the following bodies of water:
 - Mediterranean Sea
 - Red Sea
 - Persian Gulf
 - Arabian Sea
 - Nile River
 - Tigris River

Questions

- If you were to travel from the Pyrenees Mountains to the Zagros Mountains, in what intermediate direction do you travel?
- What body of water separates Arabia from Egypt?

- How wide is the Arabian Peninsula at its widest point?
- 3. Have students complete the map exercise, using the textbook, an atlas, or other instructional resources to follow the given directions and answer all questions.
- 4. Display a map, and have students label all of the locations from their assignment to check for understanding.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to online interactive Web maps.

Multisensory Activity

- Have each student create a puzzle by using political boundaries as cut lines.

Small Group Learning

- Divide students into groups of two or three to reassemble the map puzzle.

Vocabulary

- Direct students to create a “vocabulary ring.” The ring will consist of an index card with the term on one side and a picture and definition on the other side.
- Have students use the following words in the “vocabulary ring:” *cultural diffusion* and *atlas*.

Student Organization of Content

- Have each student create a notebook relevant to this unit of study. The notebook will include maps, geographical features, and boundary lines with the locations of civilizations, empires, and kingdoms.

Session 2: Islamic Empire Scavenger Hunt

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast cultures.
- Students are expected to be able to navigate the Internet.
- Students are expected to be able to read and understand teacher-selected readings and worksheets.

Materials

- Attachment A: Islamic Empire Scavenger Hunt
- Various resource materials for completing Attachment A

Instructional Activities

1. Briefly explain that a new religion developed on the Arabian Peninsula in the 600s A.D. (C.E.) and within three centuries, developed into an empire that stretched across three continents. Point out that this empire was united by the common beliefs of the Islamic religion.
2. Prepare the Islamic Empire Scavenger Hunt activity by gathering a number of resource materials and distributing them around the classroom.
3. Distribute copies of Attachment A, and review the directions to make sure students understand what they are to do. Monitor students' progress as they answer the questions.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Multisensory Activity

- Have students color-code words or concepts (See Attachment B) that are challenging.

Community Connections

- Ask students to locate and/or visit a local mosque.

Small Group Learning

- Divide students into small groups to compare and complete responses to the Scavenger Hunt (See Instructional Activity #3).

Vocabulary

- Have students update their personal glossaries.
- Have students create flashcards of terms and concepts they have identified as challenging.
- Have students create mnemonics or sketches that enhance their learning of selected terms/concepts.

Student Organization of Content

- Have each student continue to maintain a categorized notebook relevant to this unit.

Session 3: A New Religion

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use maps and globes to locate geographical sites and political boundaries.
- Students are expected to have some basic knowledge of the geography of the Arabian Peninsula.
- Students are expected to comprehend a variety of text/print sources written at a level appropriate for their reading skills.

Materials

- Attachment B: Class Notes on “A New Religion”
- Wall map or map displayed by means of technology

Instructional Activities

1. Instruct students to locate the Arabian Peninsula on a map, and explain that this is where Islam began. Have students use prior knowledge from previous sessions to discuss the geography of the Arabian Peninsula and how it influenced the Arabs. Emphasize the following:
 - People in harsh environments often develop animist faiths.
 - Mohammed forever changed that for the Muslim people by founding a monotheistic religion.
2. Display Attachment B, and discuss each concept, checking regularly for student understanding. (This may take more than one session.).
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to instructional software designed for teaching geography and map skills.
- Provide students hard copies of transparencies.

Multisensory Activity

- Have students create and complete puzzles of the Middle East and Europe, using political boundaries as cut lines.

Community Connections

- Invite a guest speaker from the Muslim community to discuss life in the Middle East.

Small Group Learning

- Have students participate in reciprocal reading of provided text.
Reciprocal Reading with Supported Summarization
Materials:
 - Expository prose to include social studies and other text or trade books related to the curriculum.
 - Graphic organizer or outline template. Note: Once they are familiar with the process, have students sketch their own graphic, and/or list the prompts for details using the what, who, why, when, where, and how (WWWWH) words.Prerequisites:
 - The students are expected to have some understanding of the basic question words and the types of information to which they refer.
 - If a textbook is used, implement an introduction or preview of the materials, such as a picture walk. For older students, consider an oral preview of the content. Or, review to link to previous lessons and activate prior knowledge.
 - The students are expected to have the ability to write a simple declarative sentence. (Consider using notes taken by younger students who have not been asked to write sentences later in language arts to teach sentence structure and writing.)

Procedures:

- Pair students for reciprocal reading.
- Select the unit or section of the text to be read.
- Decide in advance how much each will read in turn, (Look at the length of the paragraphs and the difficulty of the content. Introduce key words as necessary.)
- Make sure material is at the students' instructional level.
- Have the strongest reader read first. Have listener follow along with a copy of the text.
- Have teams use a separate graphic for each paragraph or assigned selection.
- Summarization process: Use discretion for variations according to student needs, type of materials, etc.
 - Have listener or both students work to determine the main idea—who or what the paragraph is about. (Note this in the appropriate spot on the graphic or outline template.)
 - Have students note supporting details (how, why, when, where) as appropriate.
 - Have students write a summary sentence at this time, or later, after they have read several paragraphs or sections. The latter, a more sophisticated format, provides an overview of the content.
 - Younger students may omit the summary sentence.

Vocabulary

- Have students identify terms or concepts they do not know.
- Have each student create a personal glossary to include identified terms.

Student Organization of Content

- Have each student create and maintain a notebook relevant to this unit.

Session 4: The Diffusion of Islam

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to construct a timeline.
- Students are expected to be able to work collaboratively and provide constructive criticism.
- Students are expected to be able to use a variety of resources to complete an assignment.

Materials

- Attachment C: Important Events in the Diffusion of Islam

Instructional Activities

1. Before class begins, display the dates and the events listed on Attachment C in random order, not connecting any event with any date.
2. Instruct students to put the events in chronological order as a class activity, as follows. Draw a horizontal timeline on the board, and ask students to do the same on a blank sheet of paper. Ask a student to identify the first date related to the Islamic Empire that should be on the timeline, confirm with the class, and then record the date on left of the timeline. Ask another student to identify the last date that should be on the timeline, and record it on the right of the timeline. Then, have students fill in all the remaining dates in order. Next, have students match the events to the dates, writing each event next to its date. Continue the process until all dates and events have been entered.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to graphic-organizer software.

Multisensory Activity

- Provide students a hard copy of the jumbled events and dates to cut up and arrange as a draft of the timeline.

Community Connections

- Invite a guest speaker from the Muslim community to discuss the history of the Middle East.

Small Group Learning

- Divide students into groups of two or three to sort cutouts of events and dates for the timeline draft.

Vocabulary

- Have each student continue to maintain a personal glossary of terms he/she needs to learn, scanning materials related to instruction.

Student Organization of Content

- Have each student maintain a notebook relevant to this unit.

Session 5: Islamic History, Map Exercise 2

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use maps to locate /identify geographical sites and political boundaries.
- Students are expected to be able to use a timeline as a resource.
- Students are expected to be able to synthesize information from a variety of sources.
- Students are expected to participate in a discussion related to the content.

Materials

- Attachment C: Important Events in the Diffusion of Islam
- Map of the area from India to the Atlantic Ocean (see details in step 3 below)
- Colored pencils
- Textbook, atlas, or other instructional resources

Instructional Activities

1. Lead a discussion based on the information under “Discussion Items” on Attachment C and on other notes. Check for understanding after the discussion by asking questions such as, “Who are ‘people of the book’? What happened to conquered polytheists?”
2. Locate a map that shows the Eastern Hemisphere or, more specifically, all of the area from India to the Atlantic Ocean. Before giving this assignment to students, make sure that the selected map contains all of the information they will be asked to identify. Copy the map on one side of a sheet, and on the other side, copy a set of directions and a set of questions, such as the following.

Annotations

- Draw in and shade the lands that were conquered before Mohammed’s death.*
- Draw in and shade the lands that were conquered under the four Rightly Guided Caliphs.*
- Draw in and shade the lands that were conquered under the Umayyad Dynasty.*
- Label the following cities:
 - Mecca
 - Medina
 - Jerusalem
 - Damascus
 - Baghdad
 - Constantinople
- Label the following bodies of water:
 - Atlantic Ocean
 - Indus River
- Draw a pair of swords where the Battle of Tours took place.
- Place a “1” next to the Muslim’s holiest city, a “2” next to the second holiest city, and a “3” next to the third holiest city.
- Draw a star with a circle around it next to the Muslim capital during the Umayyad Dynasty.
- Draw a star next to the Muslim capital under the Abbasid Dynasty.

(NOTE: *Depending on the students, consider drawing in the boundaries ahead of time and having students shade in the territories, using particular colors.)

Questions

- If you were to travel from Mecca to Baghdad, what intermediate direction do you travel?
- How far is it from Damascus to Jerusalem?
- What bodies of water bordered the Islamic Empire on the east and west?
- Is this map a physical or political map?
- What projection is this map?

3. Have students complete the map exercise, using the textbook, an atlas, or other instructional resources to follow the given directions and answer all questions.
4. Display a map, and have students label all of the locations from their assignment to check for understanding.

Specific Options for Differentiating This Lesson

Technology

- Have students use an online mapping program to complete this lesson.
- Have students search the Internet for pictures of the locations to be labeled and include them on the map.
- Have students use an online paint program to complete the shading activity.

Multisensory Activity

- Have students create the map on a selected wall, using paints and hand-painted labels.

Community Connections

- Invite community members from the Middle East to discuss their country and culture.

Small Group Learning

- Have students work in pairs or small groups to complete the mapping activity (See Instructional Activities #2–3).
- Within the group, have parts of the assignment be completed by the members of the groups.

Vocabulary

- Have each student update his/her personal glossary or vocabulary journal.
- Have students create flashcards for terms that continue to be difficult for them to recall.

Student Organization of Content

- Have students include the map or a copy of the wall map in their interactive notebooks for later reference.

Session 6: Video on the Islamic Empire

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use a note-taking template while viewing a video.
- Students are expected to be able to compare and contrast information.

Materials

- Teacher-selected video on the Islamic Empire
- Video-viewing guide (see p. 6)

Instructional Activities

1. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
2. Lead a class discussion about the video, using the information students wrote while viewing.

Specific Options for Differentiating This Lesson

Technology

- Provide students an e-copy of the note-taking template.
- Provide students access to a computer with word processing software.
- Provide students access to the Internet.

Multisensory Activities

- Provide students with a graphic organizer.
- Provide students with a highlighter and a “Splat Mat” that includes words that they will encounter in the video. As they hear the word in the video, they will highlight the word on their “Splat Mat.”

Community Connections

- Have students visit a museum or exhibit relevant to Islamic art and culture. (An electronic visit is acceptable.)
- Create a bulletin board gallery of Islamic art and culture.
- Use Universal Streaming to locate items that depict Islamic art and culture.

Small Group Learning

- Have students work in groups of 2–3 to compare and correct their notes based upon the video (See Instructional Activity #1).
- Have students take notes in a “jigsaw” fashion. Divide students into teams of four and assign them a number. As the video is presented, the teacher calls out the number of the students who are responsible for a timed segment of the production. At the end of the video, the groups of four get together and retell their portion of the notes.

Vocabulary

- Have each student update his/her personal glossary based upon the content of the video.

Student Organization

- Have students add video notes to the appropriate section of their notebooks.

Session 7: Islamic Contributions to the World

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the content when presented in text at a reading level appropriate to their skills.
- Students are expected to be able to take notes during lecture and discussion.
- Students are expected to be able to navigate the Internet.

Materials

- Attachment D: Class Notes on “Islamic Contributions and Achievements”

Instructional Activities

1. Explain that for the past several sessions, students have traced the history of Islam. Now they will examine the contributions that Islam made to the world.
2. Display Attachment D, and discuss each listed concept, checking regularly for student understanding. (This lesson may take two or more sessions.)

Specific Options for Differentiating This Lesson

Technology

- Have students explore the concepts from Attachment D on the Internet and collect their findings in an electronic folder to share with the class.
- Have students use software to create a presentation from their findings to illustrate the items presented in Attachment D.

Multisensory Activities

- Have students reproduce some of the items on Attachment D and present information about the reproduction to the class orally.
- Have students create skits or plays to demonstrate the building or creating of some of the items from Attachment D.

Community Connections

- Have students visit a museum or exhibit relevant to Islamic art and culture. (An electronic visit is acceptable.)

Small Group Learning

- Divide students into small groups to locate illustrations, using online, clip art, text, etc. Have students present their findings to the class.
- Have students create skits or plays in small groups explaining some of the items presented in Attachment D.

Vocabulary

- Have students create mnemonics to enhance their learning of vocabulary.
- Have students add the new vocabulary presented within this lesson to their vocabulary journals or interactive notebooks.
- Have students create matching games with cards of the vocabulary words and others with a picture of the words.

Student Organization of Content

- Have each student maintain a unit notebook relevant to session content.
- Have students form small groups and discuss their notebook contents to determine high interest topics for further study.

Session 8: Islamic Empire Graphic Organizer

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use a variety of resources to gather information.
- Students are expected to understand the content when presented in text at a reading level appropriate to their skills.
- Students are expected to be able to use graphic organizer software.

Materials

- Attachment E: Islamic Empire Graphic Organizer
- Student notes about the Islamic Empire

Instructional Activities

1. Have students use their notes to complete Attachment E, being sure to supply information for each category.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to various software programs (e.g., graphic organizer, text-to-speech) to complete Attachment E.
- Have each student search for images to complete or enhance the graphic organizer, rather than using only his/her notes.

Multisensory Activities

- Have students complete the graphic organizer in groups or teams.
- Have each team create a skit to demonstrate the contributions made by the Islamic culture toward the identified item (i.e., expansions, scientific contributions).

Community Connections

- Invite a guest speaker to discuss the contributions of Islamic culture.
- Have students walk through their town and identify architectural and observable contributions made by Islamic culture. Have students record their findings and observations in their journals.

Small Group Learning

- Divide students into groups of two or three to complete and/or correct the graphic organizer, Attachment H.
- Have students work in their groups to study terms relevant to the unit.

Vocabulary

- Have each student update his/her personal glossary of terms he/she needs to learn.
- Have students continue to create mnemonics of the most challenging terms in their personal glossaries.
- Have students record the new vocabulary within their vocabulary journals with accompanying images.

Student Organization of Content

- Have each student maintain a unit notebook or interactive notebook relevant to session content.

Session 9: Islamic Challenge (Review of Islam)

Materials

- Attachment F: Islamic Challenge
- Teacher-created Jeopardy® -type board

Instructional Activities

1. Divide the students into equal teams. Explain the rules for “Islamic Challenge” (Attachment F), and have students play the game.

Specific Options for Differentiating This Lesson

Technology

- Provide students with flashcards with a term on one side and definition on the other, color-coded by category, for review and study.
- Have students create electronic flashcards with images to illustrate the definition of the word.

Multisensory Activities

- Have students create skits or short scenes to demonstrate the answers to questions from the Jeopardy® game.
- Have students color-code “known” versus “unknown” to use for a study guide.

Community Connections

- Have students create surveys related to the content of this unit to quiz and share with family members.
- Invite a Middle Eastern member of the community to provide information on the game questions.

Small Group Learning

- Divide students into groups of two or three to use flashcards for peer tutoring.
- Have students group into teams to discover the answers to the Jeopardy questions so that the answers might be used by the game leader.

Vocabulary

- Have each student use his/her personal glossary to identify terms and/or concepts that continue to be challenging.
- Have students create images within their vocabulary journals with the words to illustrate the meaning of the words.

Student Organization of Content

- Have each student continue to maintain an interactive notebook relevant to the content.
- Provide a rubric and model for students to evaluate their notebooks for content and accuracy.
- Have students meet in teams to discuss their notebook findings by activity and share their diverse information so that all gain additional knowledge on the covered topics.

Session 10: Assessment

Materials

- Attachment G: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment G, and have students complete the assessment.

Attachment A: Islamic Empire Scavenger Hunt

Directions

This assignment will provide a brief overview of the Islamic Empire. Note that as you read through the information, you will come across different spellings of the same word. This is the result of various peoples translating the Arabic language into their own languages.

Quietly move to each station around the room, and use the information found there to “hunt” for the answers to the questions below. Write the answers in your notebook. Continue until you have found every answer.

1. Where did Islam begin?
2. The people in Arabia lived in what type of environment?
3. Were the people of Arabia monotheists or polytheists?
4. Who is the founder of Islam?
5. What monotheistic religions was Mohammed familiar with before creating Islam?
6. What is Mohammed’s hometown?
7. What did Mohammed believe would happen to people when the world ended?
8. Who delivered God’s message to Mohammed?
9. What did Mohammed’s tribal elders think about him?
10. After Mohammed’s death, the Rightly Guided Caliphs ruled. How many were there?
11. What was the capital of the Umayyad caliphate?
12. How long did the Umayyad dynasty rule?
13. Who ruled after the Umayyad caliphate?
14. Who ruled the Islamic Empire after 1258 A.D. (C.E.)?
15. When did the Islamic empire begin to expand beyond the Arabian Peninsula?
16. Why is Ibn Battuta famous?
17. Where did Ibn Battuta travel?
18. By translating important Greek and Roman texts and by contributing to the knowledge of the world, Islamic scholars helped provide the information that led to the _____ in the fifteenth and sixteenth centuries.
19. What does the word *Islam* mean?
20. Who are Muslims?
21. Who are four prophets Muslims recognize?
22. Where do Muslims worship, and on what day?
23. Why is Mecca a holy city to Muslims?
24. Why is Ramadan a sacred month?
25. What country has the largest Muslim population?

Attachment B: Class Notes on “A New Religion”

Emergence of a leader

- The Angel Gabriel visited Mohammed and told him to “Recite in the name of the Lord!”
- Mohammed was convinced that he was chosen to spread a monotheistic religion to the Arab people and reject all tribal gods.
- Mohammed became a Muslim—“one who submits to the will of God.”
- Mohammed spread the new religion of Islam, which united people and provided a sense of purpose.

Islam: “Surrender to Allah (God)”

- Beliefs
 - Islam completes the teachings of Judaism and Christianity.
 - Mohammed is the last and greatest prophet. Other prophets included
 - Abraham
 - Moses
 - Jesus.
 - Allah (Arabic word for God) is the creator of heaven and Earth.
 - Priests are unnecessary; Muslims communicate with God directly through prayer.
 - Qur’an (Koran), the Islam holy book, contains the word of God as revealed to the prophet Mohammed. It should not be questioned or changed (translations are discouraged).
 - Salvation comes to those who follow a moral code that is very strict: “Whoever strays, bears the full responsibility of straying.”
 - No eating of pork
 - No gambling
 - No drinking
 - No marriage to nonbelievers
- Five Pillars of Islam
 - Creed: “There is no God but Allah, and Mohammed is his Prophet.”
 - Prayer: Five times a day facing Mecca
 - Alms given to the poor
 - Fasting during Ramadan
 - Pilgrimage to Mecca for those financially and physically able

Diffusion of Islam

- Mohammed declared a jihad—a holy war undertaken by Muslims against unbelievers.
- Islam claimed Mecca and portions of Arabia.
- Expansion continued after Mohammed’s death, but Islam also spread through trade and travel, not just through conquest.

Division of Islam

- After the prophet’s death, over the issue of who should rule:
 - Sunni: caliph chosen by Muslim leaders
 - Shi’ite (Shi’a): caliph must be a descendant of Mohammed
 - Sufi: Muslim mystics (small sect)

Attachment C: Important Events in the Diffusion of Islam

Important Dates and Events

570 A.D. (C.E.)	Mohammed is born in Mecca.
613	Mohammed begins preaching in Mecca.
622	Hijrah (hegira, “migration”) from Mecca to Medina (region of Yathrib)
630	Mohammed returns to Mecca.
632	Mohammed dies, and his teachings are collected and recorded in the Qu’ran (Koran).
632–661	Four Rightly Guided Caliphs rule and continue expansion of Islamic empire.
661–750	Umayyad Dynasty rules; capital is moved to Damascus.
690	Dome of the Rock becomes an important monument.
711	Muslims invade Spain.
732	Muslims advance into Western Europe; they are halted at the Battle of Tours.
750	Abbasid Dynasty begins, lasting until 1255.
762	Capital is moved to Baghdad.
1258	Mongols pounce on Baghdad, kill the last Abbasid ruler, and destroy the city.

Discussion Items

- Byzantine and Persian civilizations were growing weak, and the advance of the Muslims seemed unstoppable in the 600s.
- Mohammed preached a monotheistic religion, which was not accepted by the polytheistic people of Mecca. In fear for his life and that of his followers, he fled to Medina. This migration, the Hijrah, marks year one in the Muslim calendar.
- Mohammed declared a jihad (holy war undertaken by Muslims against unbelievers), motivating Arab armies to conquer other lands. They believed that if they died in a jihad, then they would be guaranteed a place in paradise. They began by expanding into Mecca. They went on to take territory throughout the Fertile Crescent, Iran, and Central Asia (facilitated by weak Byzantine and Persian empires).
- Expansion was possible despite great distances, desert environments, and mountain barriers.
- The Arabic language, needed to read the Koran, spread and made trade easier across Islamic lands by improving communication.
- Slavery was common in conquered territories, but it was not based on race.
- In conquered lands, polytheists were forced to convert, but monotheists like the Jews and Christians (“people of the book”) were given an option not to convert, but to lose their land and pay higher taxes. Many polytheists willingly converted, since “all Muslims are equal before God.”
- Islam spread into Africa, Southeast Asia, parts of India, and elsewhere through trade routes that connected to Mecca and Medina.
- Islam has three holy cities: Mecca (Kaaba and destination of pilgrimage), Medina (Hijrah), and Jerusalem (Dome of the Rock).
- Soon after the death of Mohammed, Islam divided into two major groups: Sunni and Shi’ite (Shi’a).
 - Sunni believed any pious Muslim could be chosen to rule the Islamic Empire.
 - Shi’a believed that the ruler should be a descendant of Mohammed.
- Under the Abbasid Dynasty, the empire began to crumble as Islamic rulers throughout the empire began to carve out smaller empires of their own. One such group was the Seljuk Turks, whose threats to the Byzantine Empire spurred the Crusades.

Attachment D: Class Notes on “Islamic Contributions and Achievements” _____

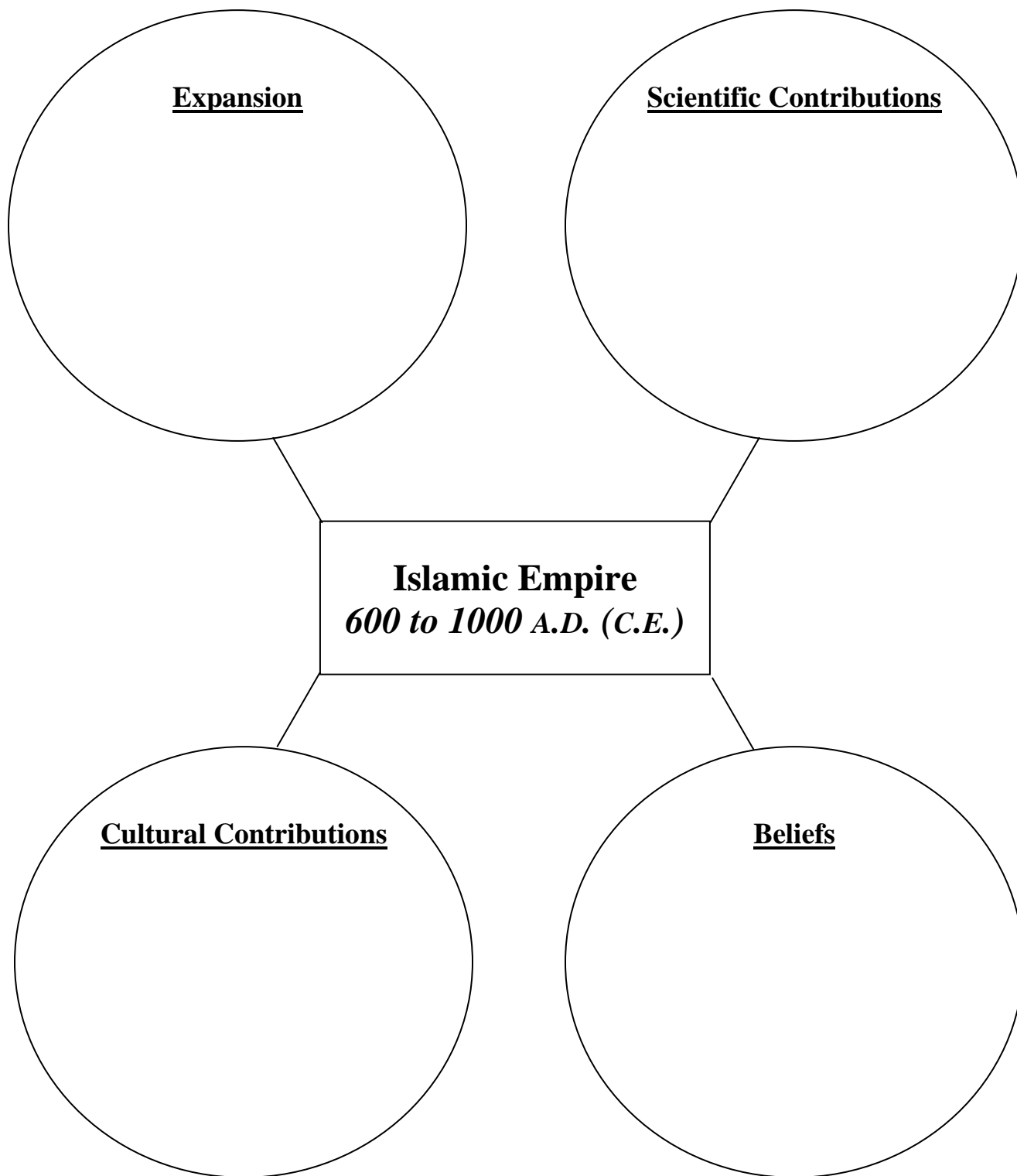
Cultural

- Architecture
 - Mosques
 - Domes
 - Minarets
 - Dome of the Rock (Jerusalem): site where Mohammed left for heaven
- Art forms
 - Mosaics
 - Calligraphy
 - Geometric designs
- Arabic alphabet and language
- Universities
 - Located in Cordoba, Spain, and Baghdad (House of Knowledge); much later in Timbuktu and Mali
 - Preserved Greek and Roman learning while blending and improving on Persian and Indian discoveries
 - Linked by trade networks throughout the empire
 - Translated ancient Greek and Roman texts into Arabic
- Literature
 - Poetry: *The Rubiyat* by Omar Khayyam
 - Cultural collection: A Thousand and One Arabian Nights

Scientific

- Arabic numerals and concept of zero (adapted from India)
- Al Jabr, known today as Algebra
- Medicine
 - Blended Eastern (Asian) and Western (European) knowledge
 - Established hospitals and medical schools
- Expansion of geographic knowledge
 - Improved ships
 - Perfected the astrolabe
 - Made wide use of the compass (from China)
 - Made the Age of Exploration and Discovery possible

Attachment E: Islamic Empire Graphic Organizer _____



Attachment F: Islamic Challenge

You will be grouped into three teams. Each team will select a captain who chooses the categories and point values. You must compete individually to gain team points. Your team may work together to answer the final question, the points for which will be decided by your teacher.

POINTS QUESTION

Category One: People

- 10 Who is the founder of Islam?
- 20 Who is the prophet whom Muslims accept and who Christians believe redeemed their sins?
- 30 Who is the prophet who delivered the Jews out of Egypt and received the Ten Commandments?
- 40 After Mohammed's death, the Muslims divided into what two sects?
- 50 Whom does Islam regard as the first Muslim and an important prophet?

Category Two: Beliefs

- 10 How many times a day does a Muslim pray?
- 20 What city must a Muslim visit during his or her pilgrimage?
- 30 What are Muslims required to do for those less fortunate than they are?
- 40 During what holy month do Muslims fast?
- 50 State the Muslim Creed.

Category Three: Geography

- 10 Where did Islam originate?
- 20 What city is important to Judaism, Christianity, and Islam?
- 30 To what city did Mohammed migrate when he left Mecca?
- 40 What city became the capital of the Islamic Empire after Mohammed's death?
- 50 What city was the last capital of the Islamic Empire and was sacked by the Mongols?

Category Four: Events

- 10 What is the word for a holy war undertaken by Muslims against unbelievers?
- 20 What happened to the polytheistic peoples conquered by the Muslims?
- 30 Trade routes that crossed Mecca and Medina helped Islam spread into what part of Asia?
- 40 What battle stopped the advance of the Islamic religion into Western Europe?
- 50 The weakening of what two civilizations facilitated the advancement of the Islamic Empire?

Category Five: Contributions

- 10 What art form decorated many mosques and other buildings throughout the empire?
- 20 What famous piece of architecture did the Muslims build in Jerusalem?
- 30 What language increased trade and preserved Greek and Roman learning?
- 40 What mathematical discipline did the Muslims invent?
- 50 What two mathematical concepts are credited to the Muslims, even though the Indians created them?

Final Question

- What three prophets of other religions are important to Islam?

Attachment G: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>1. The Hegira marks Mohammed's flight from Mecca to A Damascus. B Baghdad. C Jerusalem. D Medina.*</p> <p>2. Which of the following is not one of the Pillars of Islam? A Giving charity B Fasting during Ramadan C Being baptized* D Making a pilgrimage</p> <p>3. What city is important not only to Muslims, but to Jews and Christians as well? A Mecca B Jerusalem* C Constantinople D Cairo</p> <p>4. Which of the following is true about the Koran? A It was written by Mohammed. B It has been changed over time. C It was recorded by Mohammed's followers.* D It includes the Old and New Testament.</p> <p>5. Who of the following is not regarded as a prophet by Muslims? A Jesus B Paul* C Abraham D Mohammed</p> <p>6. An important cultural contribution of the Muslims is the A development of gunpowder. B preservation of ancient Greek and Roman texts.* C establishment of trade with Australia. D building of churches throughout the empire.</p> <p>7. As trade expanded in the Islamic Empire, many people adopted the Arabic language. This event would be best characterized by what term? A Acculturation B Ethnocentrism C Diffusion* D Xenophobia</p> <p>8. When Muslims pray, they face A the East. B Mecca.* C Jerusalem. D the nearest mosque.</p>	<p>9. Which of the following represents the correct order of the Islamic dynasties from the seventh to the thirteenth centuries? A Umayyad, Abbasid, Seljuk* B Abbasid, Seljuk, Umayyad C Abbasid, Shi'ite, Sunni D Umayyad, Shi'ite, Abbasid</p> <p>10. All of the following are scientific achievements of the Muslims <i>except</i> A invention of the compass.* B Al Jabr or Algebra. C adaptation of Arabic numerals. D medicine.</p> <p>11. Where did Islam begin? A Iberian Peninsula B Africa C Arabian Peninsula* D Europe</p> <p>12. Who is the founder of Islam? A Mohammed* B Zoroaster C Gautama D Abraham</p> <p>13. What famous battle halted the spread of Islam into western Europe? A Hastings B Tours* C Salamis D Agincourt</p> <p>14. At its height, the Islamic empire expanded from A East Asia to Europe. B the Indus River Valley to the Atlantic Ocean.* C the Nile River Valley to the Pacific Ocean. D West Africa to Scandinavia.</p> <p>15. Where did traders and merchants spread Islam? A Northern Europe B Southeast Asia* C Australia D America</p> <p>Assign one or more of the following as part of the student assessment:</p> <p>16. Find or create a map of the Islamic Empire, and have students identify important cities and geographical features.</p>
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<p>17. Make up analogies about Islam and other religions, and leave a blank for students to complete the analogy.</p> <p>18. Provide a timeline, and have students answer questions, using the timeline.</p>	<p>19. Create a map that shows trade in the Islamic Empire, and develop questions related to the map.</p>
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ORGANIZING TOPIC

Europe during the Middle Ages from 500 to 1000 A.D.(C.E.)

Standard(s) of Learning _____

- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
 - b) explaining the structure of feudal society and its economic, social, and political effects;
 - c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;
 - d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.). _____
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.). _____
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.). _____
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.). _____
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.). _____

Content

- Explain that the Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in Western Europe. _____
- Explain that during the Middle Ages, the Pope anointed the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people. _____
- Summarize the foundations of early medieval society, using the following information as a guide:
- Classical heritage of Rome _____
 - Christian beliefs _____
 - Customs of Germanic tribes _____
- Summarize the influence of the Roman Catholic Church, using the following information as a guide:
- Secular authority declined, while church authority grew. _____
 - Monasteries preserved Greco-Roman cultural achievements. _____
 - Missionaries carried Christianity and Latin alphabet to Germanic tribes. _____
 - The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.). _____
 - Parish priests served religious and social needs of the people. _____

- Explain that the decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.

Explain that invasions shattered Roman protection over the Empire.

Describe the feudal society during the Middle Ages, using the following information as a guide:

- Fief
- Vassals
- Serfs
- Feudal obligations

Explain how the medieval manor functioned as a social and economic system, using the following information as a guide:

- Rigid class structure
- Self-sufficient manors

Explain that Frankish kings used military power to expand their territory.

Explain that the alliance between Frankish kings and the Church re-established Roman culture (Christianity) in Western Europe.

Explain the Age of Charlemagne and how he revived the idea of the Roman Empire, using the following information as a guide:

- Franks emerged as a force in Western Europe.
- The Pope crowned the Emperor.
- Power of the Church was established in political life.
- Roman culture was reinterpreted.
- Most of Western Europe was included in the new empire.
- Churches, roads, and schools were built to unite the empire.

Explain that invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.

Describe the areas of settlement of the Angles, Saxons, Magyars, and Vikings, using the following information as a guide:

- Angles and Saxons migrated from continental Europe to England.
- Magyars migrated from Central Asia to Hungary.
- Vikings migrated from Scandinavia to Russia.

Summarize the influence of the invasions of the Angles, Saxons, Magyars, and Vikings on the development of Europe, using the following information as a guide:

- Manors with castles provided protection from invaders, reinforcing the feudal system.
- Invasions disrupted trade, towns declined, and the feudal system was strengthened.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “Einhard: The Life of Charlemagne.” *Medieval Sourcebook*. Fordham University.
<http://www.fordham.edu/halsall/basis/einhard.html>. This site provides information on Charlemagne and medieval history. .
- “Evolution of Alphabets.” University of Maryland. <http://www.wam.umd.edu/~rfradkin/latin.html>. This site provides information on the evolution of the Latin character set.
- “Medieval Times.” <http://worldhistory.mrdonn.org/middleages.html>.
- “Middle Ages.” Annenburg/CPB. <http://www.learner.org/exhibits/middleages/>. This site provides information on the various aspects of life during the Middle Ages.
- “The Vikings.” *Public Broadcasting Service*. <http://www.pbs.org/wgbh/nova/vikings/>. This site contains historical and cultural information on the Vikings, including video clips, interactive sites for students, and other resources.
- “Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).
- “Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Introduction to the Middle Ages

Prerequisite Understanding/Knowledge/Skills

- Students are expected to read and understand content in text/print at a reading level appropriate to their skills.
- Students are expected to be able to take notes from text and lecture.
- Students are expected to be able to use timelines.
- Students are expected to be able to participate in a brainstorming activity.

Materials

- Textbook or other instructional resources
- Teacher-developed notes
- Attachment A: Early Middle Ages Vocabulary

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Medieval Times.” <http://worldhistory.mrdonn.org/middleages.html>.
1. Instruct students to write down the various names for this time period in history. Include the Middle Ages, medieval times, medieval period, Dark Ages, and the Age of Faith. The Age of Invasions may also be used.
 2. Conduct a brainstorming activity. Ask students what comes to mind when they hear the term “Middle Ages.” Ask them to write three to five words or phrases that they might think of. To help them get started, remind them that they can include names of people or places, words or terms, movie titles or characters, and things they might have learned in other classes.
 3. Record student responses for all to see. Correct students only if an item they mention does not fall during the Early or Late Middle Ages. Instruct students to add their classmates’ items to their own lists.
 4. Hold a class discussion of the foundations of early medieval society, including the fall of Rome, the rise of Christianity, and the customs of the Germanic tribes. Include a geographic outline of locations where the events of the Early Middle Ages took place.
 5. Assign a teacher-selected reading from the textbook or other resource. The assignment should include defining the terms found on Attachment A.

Specific Options for Differentiating This Lesson

Technology

- Provide students e-copies of teacher-prepared notes.
- Provide students hard copies of all notes and transparencies.
- Provide access to the Internet: “Medieval Times.” <http://worldhistory.mrdonn.org/middleages.html>.
- Have students locate the following information: How did invasions by Germanic groups change Europe? How did Christianity spread?

Multisensory Activities

- Provide students access to colored pencils, highlighters, sticky notes, or highlighter tape to facilitate note-taking from the textbook and for noting important details as they are discussed or introduced.
- Provide students access to phonetic spellings of terms on an as needed basis.
- Help students use visual aids to define definitions for this time period in history.
- Have students act out what section they have read individually, with a partner, or in groups.

Community Connections

- Encourage students to attend local “Medieval Feast.”
- Invite an enactor/guest speaker from a local “Medieval Feast” to address the class.

Small Group Learning

- Have students work in pairs to alternate reading paragraphs orally and writing a summary sentence for each paragraph on a sticky note that will be used to denote the text page.
- Have students create and share visual images from early Middle Ages vocabulary.

Vocabulary

- Have students categorized vocabulary (Attachment A) according to their knowledge level: as Known; I May Know This; or Don't Know.
- Have students use a Knowledge Rater to categorize the terms according to their knowledge level.

Student Organization of Content

- Have each student maintain a notebook relevant to this unit.
- Have each student keep a vocabulary book of words they are struggling to learn. Allow some students to add pictures to help them remember the definitions.

Session 2: The Age of Faith

Prerequisite Understanding/Knowledge/Skills

- Students are expected to read and understand content in text/print at a reading level appropriate to their skills.
- Students are expected to be able to take notes from text and lecture.
- Students are expected to review the vocabulary from last lesson.
- Students are expected to be able to write a biographical profile.

Materials

- Attachment A: Early Middle Ages Vocabulary
- Textbook or other instructional resources
- Notes on the Age of Faith, the growth of the Catholic Church, and the concepts of Christendom

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Medieval Times.” <http://worldhistory.mrdonn.org/middleages.html>.
1. Review the vocabulary from the previous session, Attachment A. Question students to determine their understanding. Ask why the term “Age of Faith” accurately describes the time period.
 2. Discuss notes that apply to the Age of Faith, the growth of the Catholic Church, and the concepts of Christendom.
 3. Assign a reading that reinforces the concepts discussed in class and includes questions the students can answer using either class notes or the reading.

Specific Options for Differentiating This Lesson

Technology

- Provide students hard copies of all notes and transparencies.
- Provide students access to text-to-speech software.
- Provide students access to the Internet: Review “Medieval Times.”

Multisensory Activities

- Have students write a summary on the daily life during the Middle Ages.
- Have students use flashcards color-coded by category, with terms and definitions, sketches, or clip art illustrations to enhance vocabulary study.
- Have students create and share visual images from what they read.

Small Group Learning

- Organize students into four/five groups and assign each group one of the following: Frankish kings or mayors of the palace, Clovis, Pepin, Charles Martel, Charlemagne, or any other vocabulary from Attachment A. Have students develop a one-page biographical profile of their assigned leaders. Encourage each group to find and include an image with their profile. When students have completed their profiles, arrange and display them in chronological order.

Vocabulary

- Have students create Bingo or Jeopardy games from the vocabulary list (Attachment A).

Student Organization of Content

- Have each student add products from this lesson to his/her unit notebook.

Session 3: The Age of Charlemagne

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use a Venn diagram to compare and contrast.
- Students are expected to be able to use computers for research.

Materials

- Pictures of Charlemagne
- Notes on the Age of Charlemagne, including information on Charlemagne's personality and accomplishments
- Primary source reading about Charlemagne

Instructional Activities

The following Web resource may be helpful in teaching this session:

- "Medieval Times." <http://worldhistory.mrdonn.org/middleages.html>.
1. Begin a discussion of Charlemagne by asking students why and how someone might become known in history as "the Great." Provide examples such as Alexander and Ramses II as well as others students may have studied. Ask what characteristics these people share. (Responses may include military skill, leadership ability, promotion of education, and various long-lasting accomplishments.) Then, ask what can be assumed about Charlemagne's reign and/or personality.
 2. Show a picture of Charlemagne, and discuss notes that include his personality, accomplishments, and the Age of Charlemagne.
 3. Introduce a short primary source reading about Charlemagne that can be found in most texts or primary source supplements. Read and discuss it with students.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Have students research Charlemagne. Have students take notes on his life, accomplishments, education, and significances to history.

Small Group Learning

- In groups of three/four, have students draw a picture from their readings. Have students demonstrate comprehension by drawing a picture or pictograph of one aspect of what they read.

Vocabulary

- Before students start reading, have them scan the textbook and the notes provided to identify terms/concepts that are unfamiliar (pronunciation or meaning).
- Have each student add vocabulary terms to his/her book of words.

Session 4: The Viking Invaders

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to find and identify locations on a map.
- Students are expected to be able to understand the content in text/print at a reading level appropriate to their skills.
- Students are expected to be able to use a search engine and find map information.

Materials

- Teacher-selected quotation about Vikings
- Maps of Viking raids and settlements
- Notes on Viking history

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Medieval Times.” <http://worldhistory.mrdonn.org/middleages.html>.
1. Without mentioning the Vikings, display a quotation about them by someone from the time period. Ideally, it should describe a Viking attack but not mention Vikings by name; rather, it should refer to Vikings as “pagans” or “barbarians.” Ask students to guess who is being described in the passage.
 2. Use a map from the textbook or other instructional resource to show the Viking homeland and invasion routes throughout Europe. The map may also include invasion routes of the Muslims and Magyars, as all of them were active during the Age of Invasions, 800–1000 A.D. (C.E.). Explain that the Vikings were different from other invaders primarily because they came by ship and were difficult to defend against.
 3. Discuss notes on Viking history.

Specific Options for Differentiating This Lesson

Technology

- Provide student access to the Internet. Tell the students the Vikings were known for their shipbuilding ability.
- Have students find information on how the ships were created. What was so unique about these ships?

Multisensory Activity

- Provide students access to construction paper, markers, and tape.
- Have each student construct a Viking ship. Display all ships by hanging them from the ceiling in the classroom.

Vocabulary

- Have students use the following words: *pagans*, *barbarians*, *invaders*, *brutality* and *conquest*.

Session 5: Introduction to Feudalism and Feudal Manors

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the content in text/print at a reading level appropriate to their skills.
- Students are expected to be able to complete a graphic organizer.
- Students are expected to be able to use the graphic organizer to complete an essay.
- Students are expected to be able to use the writing process to create informational essays.
- Students are expected to be able to use computers for research.

Materials

- Notes on the duties and obligations of lords, vassals, and serfs, and the concept of mutual obligation for mutual benefit
- Primary source materials on the feudal contract and investiture
- Drawing of a manor
- Attachment B: “Manors of the Early Middle Ages” Essay

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Medieval Times.” <http://worldhistory.mrdonn.org/middleages.html>.
1. Provide students with a definition of *feudalism* that reflects its overall importance as a political, military, economic, and social system based on the holding of land.
 2. Display a picture of a manor, and ask students to study it and then complete the following activity: Distribute copies of Attachment B, and instruct students to complete steps 1, 2, and 3. They should include only things they see on a manor in step 2, and actions they observe occurring on a manor in step 3. Prompt students, if necessary, to remark on how nearly everything is provided for and that life at the manor is self-sufficient.
 3. Have the students complete step 4 by creating a topic sentence that reflects their understanding of how life on a manor is self-sufficient. If desired, have students complete steps 5 and 6 by writing supporting facts for their topic sentence and then composing an expository essay on manors of the Early Middle Ages.
 4. Provide students with a primary source example of a contract between a lord and his vassal or other description of the duties and obligations of lords, vassals, and serfs. Discuss with students the concept of mutual obligation for mutual benefit, which is the basis of feudalism.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Tell students to imagine they work for a time travel agency. Have each student develop a brochure explaining feudalism and the manorial system to travelers who wish to visit medieval Europe. The brochure should include: terms such as *vassal*, *fief*, and *lord* and information about the roles various individuals play within the system.
- Have students include illustrations and graphic organizers to help clarify the system of feudalism.

Small Group Learning

- Have students work in groups to write and videotape a commercial relating to the life of a vassal, fief, serf, or lord.
- Have students dress up as their favorite medieval characters.
- Brainstorm with the class prior to small group learning. Have students produce a list of topics that lords, knights, and ladies would write about in their diaries. Such a list might include the following:
 - Daily lives in their castles : comfort, space, lighting, furniture
 - Activities for entertainment

- Attacks on the castle by other lords and knights
- Have students write two entries in their diaries, making up the date for each entry.

Vocabulary

- Have students add the following words to their word books: *vassals, fiefs, lords, knight, serf* and *peasant*.

Student Organization of Content

- Have students make a model of a manor.

Session 6: Hierarchy of the Feudal System

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the content in text/print at a reading level appropriate to their skills.
- Students are expected to be able to complete a graphic organizer/diagram using information from a text.

Materials

- Vocabulary list from previous session
- Textbook or other instructional resources
- Teacher-selected reading or set of questions on the feudal system

Instructional Activities

1. Instruct students to write a brief explanation of how the feudal system linked lords and vassals. Direct them to incorporate all the words from the following vocabulary list:
 - aid
 - feudalism
 - fief
 - investiture
 - knight
 - lord
 - peasant
 - serf
 - vassal
2. Instruct students to diagram the Feudal Pyramid that shows the hierarchy of the classes in a feudal society. They may find an example in the textbook or other instructional resources to copy. They should use appropriate symbols to represent a king, greater lords, lesser lords, knights, peasants, and serfs. Instruct them to identify which classes would be considered vassals.
3. Put students into groups of three, and assign each group member to portray a lord, vassal, or serf. Instruct each group to create and write a short skit that illustrates the relationship among these three individuals. They could include an investiture ceremony, a conversation on the daily events on a manor, or a situation involving a marriage, a crime, farming, protection, or the fulfillment of an obligation. As time permits, ask for volunteers to act out their skit.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Small Group Learning

- Have student pairs use their textbook for reference to create mock contracts that represent the relationship between a medieval noble and a peasant who works his land. These contracts, which should resemble modern legal agreements, must include a list of each party's obligations to the other.

Vocabulary

- Have each student add the following vocabulary words: *hierarchy*, *society*, and *investiture* to his/her word book.

Student Organization of Content

- Have students imagine that they are the teenage sons or daughters of an English lord and have them write a journal entry from this point of view. Then have students write another journal entry from the point of view of a peasant teenager.

Session 7: Timeline of the Early Middle Ages and European Geography Review _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the content in text/print at a reading level appropriate to their skills.
- Students are expected to be able to complete a graphic organizer using information from a text.
- Students are expected to be able to find and identify locations on a map.
- Students are expected to be able to use a search engine to find map or text information.
- Students are expected to be able to use timelines.
- Students are expected to be able to read and utilize map information.

Materials

- Textbook or other instructional resources
- Attachment C: Significant Dates and Events in the Early Middle Ages
- Attachment D: Early Middle Ages Timeline
- Blank outline map of Europe

Instructional Activities

1. Distribute copies of Attachment B, and provide students with a list of events of the Early Middle Ages without any dates attached to them. Instruct them to look up the events in the textbook or other instructional resources, find their dates, and fill in the events on the chart. Discuss the dates and events to confirm that students have filled in their charts correctly.
2. Distribute copies of Attachment C, and have students transfer the events from their charts to the appropriate places on the timeline.
3. Have students pick five or six of the events to annotate with a simple icon or symbol that represents that event.
4. Review the geography of Europe. Provide students with a blank outline map of Europe. Ask them to recall relevant places and bodies of water from previous lessons related to this time period and to label those places on the map. Then, display a completed map with all relevant places and bodies of water labeled, and ask students to check that their map is correct and complete, correcting and adding as necessary.
5. Direct students to provide a title for their map and a key that includes a color code for water, cities, and boundaries of empires and territories.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Multisensory Activity

- Provide students access to colored pencils, highlighters, and sticky notes. Have each student label relevant places and bodies of water on the outline map of Europe that are related to this time period.

Small Group Learning

- When assistance is needed, encourage peers, rather than an adult, to assist a student.

Session 8: Review of Early Middle Ages

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the content in text/print at a reading level appropriate to their skills.

Materials

- Textbook and other instructional resources
- Preferred teacher resources

Instructional Activities

1. Conduct a review of vocabulary and concepts from the unit. One way to do this is to pair up students and ask them to create a 10-question quiz that includes several types of questions on the Early Middle Ages, for example, some true/false, multiple choice, fill in the blank, matching, and one essay. Allow students to use the textbook, Internet, notes, and other readings to develop their quizzes, and instruct them not to put the answers on the paper.
2. When two pairs are finished, instruct them to exchange quizzes and answer the questions. Have pairs return quizzes to their creators for checking.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Multisensory Activity

- Have students write their questions on index cards. (See Instructional Activity #1) and place them in a box. Have each student select a card and read it aloud. Have students share the answer.

Small Group Learning

- Have students start with a simple factual statement of the Early Middle Ages. Have students work in groups to expand the sentence into a more complex ending. Set a goal of a specific number of words.
- Using cooperative groups, write a sentence starter. Have students pass the sentence to each student asking each to contribute a sentence until the group generates a paragraph on the Middle Ages.

Vocabulary

- Have students review all vocabulary terms from their word books.

Session 9: Assessment

Materials

- Attachment E: Sample Assessment Items

Instructional Activities

1. Before assessing students' understanding of the Early Middle Ages, discuss any questions they may have about concepts or vocabulary. Prompt students with questions, if necessary.
2. Distribute copies of Attachment E, and have students complete the assessment.

Attachment A: Early Middle Ages Vocabulary

As you read the assigned reading from the textbook or other resource, look for the following vocabulary. When you find each term, write a definition of it, using the information in the reading. If you do not encounter all of these terms, or if the information for some of them is insufficient for writing definitions, you should look them up elsewhere (e.g., in a dictionary or by an Internet search) in order to write your definition.

Places

Rome
Constantinople
Papal States
England
Spain
Byzantine Empire
Aachen
Normandy
Ireland
Iceland
Scandinavia

Other

medieval
Dark Ages
monastery
abbot
monk
Christendom
knight
count
Missi Dominici
Treaty of Verdun
feudalism
lord

People or Groups

Patrick
Clovis
Benedict
Scholastica
Gregory I
Carolingian
Merovingian
Franks
Charles Martel
Pepin the Short
Charlemagne
Vikings
Eric the Red
Leif Ericson

manor
vassal
investiture
fief
serf
aid
clergy
Age of Faith
longship

Attachment B: “Manors of the Early Middle Ages” Essay _____

1. Look at the picture or photograph. Make a list of things you see.

2. Make a list of what is happening (people/action).

3. Create a topic sentence.

4. Write supporting sentences.

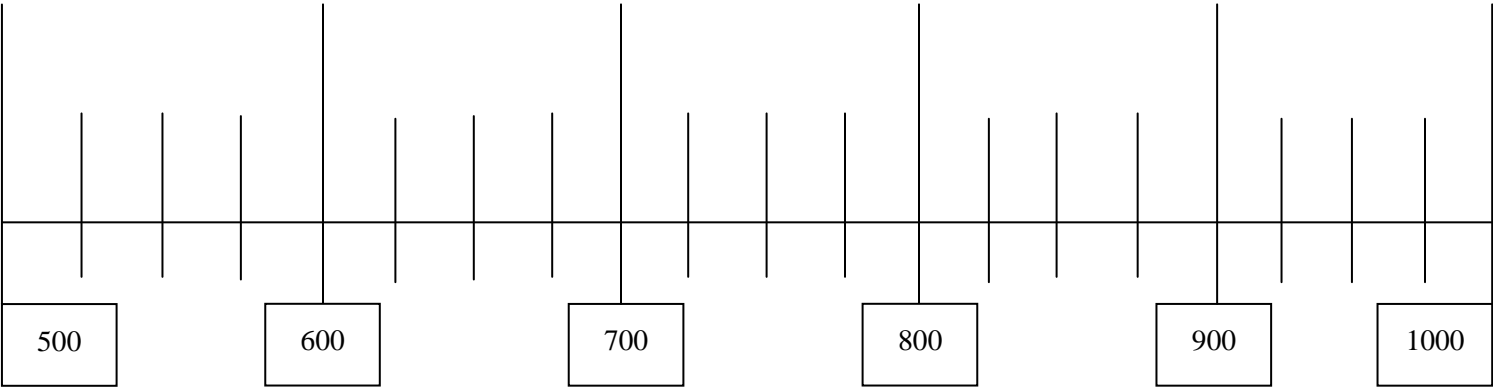
5. On a separate sheet of paper, write an essay entitled “Manors of the Early Middle Ages.”

Attachment C: Significant Dates and Events in the Early Middle Ages _____

In column 2 below, write the Early Middle Ages event that corresponds with the date in column 1.

Date, A.D. (C.E.)	Important Event in the Early Middle Ages
496	
511	
540	
590	
732	
754	
768	
793	
800–1000	
800	
843	
846	
886	
900	
911	
982	
1000	

Attachment D: Early Middle Ages Timeline _____



Attachment E: Sample Assessment Items

Asterisk (*) indicates correct answer.

DISCUSSION/ESSAY QUESTIONS

1. **Support the following statement with details:**
“Throughout the Early Middle Ages, the Church acted as the strongest civilizing influence in Western Europe.”

RUBRIC: The student response included the following information:

- Correct use of the term “Age of Faith”
- Conversion of Clovis, Vikings, other barbarians
- Role of monasteries and monks in preserving manuscripts, founding schools, acting as secretaries and biographers
- The role of Pope Gregory I in promoting the spiritual kingdom of Christendom
- The church as the only institution to survive the fall of the Roman Empire

2. **Discuss the feudal system of the Early Middle Ages. Define feudalism, and describe the duties of lords, vassals, and serfs.**

RUBRIC: The student response included the following information:

- Definition of *feudalism*, which replaced the Roman Empire after it fell, including explanations of it as a military, political, and economic system that was based on the holding and use of land
- Explanation of the relationship among lords, vassals, and serfs
- Correct use of terms such as *manor*, *fief*, *aid*

MULTIPLE-CHOICE QUESTIONS

3. **Which of the following terms does not belong on this list?**

- A Middle Ages
- B medieval Europe
- C the Renaissance*
- D the Age of Faith

4. **The Early Middle Ages were during the years**

- A 200–500.
- B 500–1600.
- C 500–1000.*
- D 1000–1500.

5. **Which of the following was *not* a factor in shaping this time period?**

- A The Eastern Orthodox Church*
- B Customs of barbarian tribes
- C Roman heritage
- D The Roman Catholic Church

6. **Although the eastern half of the former Roman Empire thrived as the Byzantine Empire, the western half was controlled by many different groups of**

- A Turks.
- B barbarians.*
- C Muslims.
- D pagans.

7. **Charlemagne, King of the Franks, was also known as**

- A Carolus Magnus.
- B Charles the Great.
- C the Holy Roman Emperor.
- D all of the above.*

8. **Charlemagne was known for many things, including**

- A his attack on the Pope.
- B ruling over a very small kingdom.
- C the importance he placed on education.*
- D his short stature.

9. **From about 800 to 1000, Europe was raided by groups from the north called the**

- A Muslims.
- B Huns.
- C Vikings.*
- D Vandals.

10. **The Norse raiders also made settlements in all of the following places *except***

- A North Africa.*
- B Newfoundland.
- C Normandy.
- D Iceland.

11. **Which of the following describes a manor?**

- A A small, self-sufficient community in the feudal system*
- B Land owned by peasants
- C Communities where monks lived in poverty and worshipped God
- D The lands around Rome that were controlled by the Pope

<p>12. Which of the following types of people could not be vassals of a lord? A Knights B Serfs* C Women D Bishops</p> <p>MATCHING QUESTIONS</p> <p>Match the term on the left with its definition on the right.</p> <p>13. investiture (c) a. agreement that divided Charlemagne’s empire 14. clergy (d) b. a piece of land given to a vassal 15. papal states (e) c. symbolic gesture representing the granting of land 16. Treaty of Verdun (a) d. priests of the Church 17. fief (b) e. lands ruled by the Pope</p>	<p>Match the person on the left with a description on the right.</p> <p>18. Patrick (b) a. Viking explorer who sailed to what is now Newfoundland 19. Clovis (d) b. missionary who established Christianity in Ireland 20. Benedict (e) c. defeated the Muslims at the Battle of Tours (“the Hammer”) 21. Charles Martel (c) d. Frankish king who converted to Christianity 22. Leif Ericson (a) e. Pope who created a set of rules for monastic life</p>
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ORGANIZING TOPIC

The Eastern Hemisphere

Standard(s) of Learning

- WHL.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- a) locating major trade routes;
 - b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
 - c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
 - d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

- Explain that during the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.
- List the major trade routes and patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.), using the following information as a guide:
- Silk Routes across Asia to the Mediterranean basin
 - Maritime routes across the Indian Ocean
 - Trans-Saharan routes across North Africa
 - Northern European links with the Black Sea
 - Western European sea and river trade
 - South China Sea and lands of Southeast Asia
- Explain that regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture among Europe, Africa, and Asia.

Explain how trade facilitated the diffusion of goods and ideas among different cultures, using the following information as a guide:

- Goods
 - Gold from West Africa
 - Spices from lands around the Indian Ocean
 - Textiles from India, China, the Middle East, and later Europe
 - Porcelain from China and Persia
 - Amber from the Baltic region
- Technology
 - Paper from China through the Muslim world to Byzantium and Western Europe
 - New crops from India (e.g., for making sugar)
 - Waterwheels and windmills from the Middle East
 - Navigation: Compass from China, lateen sail from Indian Ocean region
- Ideas
 - Spread of religions across the hemisphere
 - Buddhism from China to Korea and Japan
 - Hinduism and Buddhism from India to Southeast Asia
 - Islam into West Africa, Central and Southeast Asia
 - Printing and paper money from China

Explain that Japanese cultural development was influenced by proximity to China.

Summarize the influence of geography on Japan’s development, using the following information as a guide:

- Mountainous Japanese archipelago (four main islands)
- Sea of Japan or East Sea between Japan and Asian mainland
- Proximity to China and Korea

Explain how Chinese culture influenced Japan, using the following information as a guide:

- Writing
- Architecture
- Buddhism

Explain that Shinto and Buddhism coexisted as religious traditions in the Japanese culture.

Summarize the Shinto traditions, using the following information as a guide:

- Ethnic religion unique to Japan
- Importance of natural features, forces of nature, and ancestors
- State religion; worship of the emperor
- Coexistence with Buddhism

Explain that African civilizations developed in sub-Saharan west and east Africa.

Explain that trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.

Explain that states and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in West Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.

Identify the characteristics of civilizations in sub-Saharan Africa during the medieval period, using the following information as a guide:

- Axum
 - Location relative to the Ethiopian Highlands and the Nile River
 - Christian kingdom
- Zimbabwe
 - Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast

- City of “Great Zimbabwe” as capital of a prosperous empire
- West African kingdoms
 - Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara
 - Importance of gold and salt to trans-Saharan trade
 - City of Timbuktu as center of trade and learning
 - Role of animism and Islam

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Accounts of Meröe, Kush, and Axum, c. 430 BCE–550 CE.” *Ancient History Sourcebook*.

<http://www.fordham.edu/halsall/ancient/nubia1.html>. This site provides information on Meröe, Kush, and Axum through *accounts from classical sources*.

“Ancient Japan.” *Washington State University*. <http://www.wsu.edu/~dee/ANCJAPAN/CREAT.HTM>. This site provides links to Shinto creation stories.

Churchill, Robert. “Ancient Japan.” *Handbook for the Study of Eastern Literatures*. Creighton University. <http://mockingbird.creighton.edu/english/worldlit/wldocs/churchill/japan.htm>. This site provides information about the prehistory and history of ancient Japan.

“Civilizations in Africa: Axum.” *Washington State University*.

<http://www.wsu.edu:8080/~dee/CIVAFRCA/AXUM.HTM>. This site provides information on the history, religion, and commerce of Axum.

“Empires of the Western Sudan: Songhai Empire.” *The Metropolitan Museum of Art*.

http://www.metmuseum.org/toah/hd/sghi/hd_sghi.htm. This site provides a map of the empire of the Western Sudan to include the Songhai Empire.

Civilizations in Africa. Hooker, Richard. “The Mwenemta.” <http://wsu.edu/~dee/CIVAFRCA/MWEN.HTM>.

“Kokugaku: Japanese Studies, Native Studies.” *Washington State University*.

<http://www.wsu.edu:8080/~dee/TOKJAPAN/KOKUGAKU.HTM>. This site provides information on Japanese studies, including the history of Japan.

“Mali: Ancient Crossroads of Africa.” Prince William County. <http://mali.pwnet.org/>. This site provides a Web site devoted to the study of Mali, designed for the Virginia Department of Education.

Shinto and Shintoism Guidebook. <http://www.onmarkproductions.com/html/shinto.shtml>. This site is a guide to Japanese Shinto deities (Kami), shrines, and religious concepts.

transclude—QED. <http://qed.princeton.edu/index.php/User:Peak/transclude>. This site has information about the Black Death of the Bubonic plague in the fourteenth century.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

The World Factbook. U.S. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook>. This site provides information on nations of the world.

Teaching about Japan. Yamashita, Samuel Hideo. UCLA Center for East Asian Studies.

<http://www.isop.ucla.edu/eas/japan/classical/overview.htm>. This site provides information on classical Japan.

Session 1: Geography of the Eastern Hemisphere

Prerequisite Understanding/Knowledge/Skills

- Students should be knowledgeable of map-related terminology.

Materials

- Blank outline maps of the Eastern Hemisphere
- Atlas and/or other geographical resources

Instructional Activities

1. Ask students which continents are in the Eastern Hemisphere, and conduct a brief review of the Western Hemisphere and the Eastern Hemisphere, as necessary.
2. Distribute copies of a blank outline map of the Eastern Hemisphere, including major bodies of water and mountain ranges. Instruct students to examine the maps and select the best land or water route from a teacher-selected point in Europe to a point in Asia. Remind students that the only possible mode of transportation on land is by horse or on foot. Allow a few minutes for students to develop their routes and trace them on the maps. Encourage students to use an atlas or other available resources to identify geographic, climatic, and/or wildlife obstacles that might be encountered during their journey. (This activity may be done individually or in groups of three or four students.)
3. Instruct students to determine the distance of the journey over land and to compare it to the distance of the journey by water. Then, direct students to estimate how long each journey may take by foot, horseback, or ship.
4. Hold a class discussion about distance and length of time for each journey. Conclude by discussing the reasons for the major trade routes in the Eastern Hemisphere from 1000 to 1500.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Have students use Google maps or another search engine to determine routes and distances.

Multisensory Activity

- Have students use colored pencils or highlighters to label the map.

Community Connections

- Have students compare the features of the Eastern Hemisphere with those of the Western Hemisphere and/or their local community.

Small Group Learning

- Have students work in groups to complete a graphic organizer or comparison chart.
- Have students use a completed graphic organizer or comparison chart to compare distances based on modes of transportation.

Vocabulary

- Have each student maintain a personal glossary of terms he/she needs to learn.

Student Organization

- Based on the map activity, have students write a summary about travels in the Eastern Hemisphere.

Session 2: The Effects of Trade on Culture and Language

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to identify major geographic features important to the Eastern Hemisphere.

Materials

(None)

Instructional Activities

1. Explain that trade among different groups contributes to a diffusion of culture and language and can promote positive and/or negative interactions between cultures. Discuss the aspects of this interaction. How may trade benefit a culture? What disadvantages may result from trading with other cultures?
2. Explain that students will examine the major trade patterns of the Eastern Hemisphere from 1000 to 1500.
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet to research the culture of and the differences among the trading partners.

Multisensory Activity

- Provide students with a slot outline of any notes and have them fill in missing information from the overhead or chalkboard.

Community Connections

- Have students take a tour of a local store and identify the many countries that trade with the U.S. from the Western Hemisphere. Have students discuss the impact of these goods on the country.

Small Group Learning

- Have students make a product chart using the information from their visit to the local store visit to draw conclusions on what is traded. Have students identify the trading partner and develop a justification for that country as a trading partner with the U.S. Have students explain the influence that the country's culture and language have had on the U.S.

Vocabulary

- Have each student maintain a personal glossary of terms he/she needs to learn.

Student Organization of Content

- Have each student maintain a notebook with dividers relevant to the content.
- Have each student write a summary of the major trading partners in the Eastern Hemisphere from 1000 to 1500 based on the information from the reading. Make sure the students answer the What, When, Where, Who, Why, and How questions in their summaries.

Session 3: Trade Effects and Trade Routes in the Eastern Hemisphere

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be knowledgeable in the use of maps, and to recognize physical attributes of the Eastern Hemisphere.

Materials

- Map of the Eastern Hemisphere
- Map of trade routes (see list of routes at #2 below)
- Teacher-prepared class notes on Eastern trade routes

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *transclude*—QED. <http://qed.princeton.edu/index.php/User:Peak/transclude>. This site has information about the Black Death (Bubonic plague) in the fourteenth century.

1. Explain that trade among different groups contributes to a diffusion of culture and language and can promote positive and/or negative interactions between cultures. Discuss the aspects of this interaction. How may trade benefit a culture? What disadvantages may result from trading with other cultures? Inform students that they will examine the major trade patterns of the Eastern Hemisphere from 1000 to 1500.
2. Distribute copies of a map of the Eastern Hemisphere. Display a map of the following trade routes, and instruct students to transfer them to their map, creating a map legend to identify each route:
 - Silk Routes across Asia to the Mediterranean basin
 - Maritime routes across the Indian Ocean
 - Trans-Saharan routes across North Africa
 - Northern European links with the Black Sea
 - Western European sea and river trade
 - South China Sea and land to Southeast Asia

The Web site listed above may be of assistance in identifying the trade routes in Europe and Asia during the fourteenth century.

3. Display and discuss class notes about Eastern trade routes, as needed. If necessary, distribute copies of the notes as a handout.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Multisensory Activity

- Provide students with a slot outline of any notes and have them fill-in missing information from the overhead or chalkboard.

Student Organization of Content

- Have students compare and contrast two trade routes. Give each student a physical map of the regions to be studied and a Venn diagram. In the outer circle, have students list the differences for each route. Within the inner circle, have students identify the similarities. Each student will write a paragraph using the information.
- Have each student write a summary of the teacher-selected reading activity.

Session 4: Goods, Technology, and Ideas Passed along the Trade Routes _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.).

Materials

- Maps completed during the first three sessions

Instructional Activities

1. Distribute copies of a blank outline map of the Eastern Hemisphere, or instruct students to use the map on which they traced trade routes during the previous session.
2. Instruct students to annotate their map to reflect goods, technology, and ideas that traveled along the various trade routes. Have them develop or add to their map legend to reflect the following information displayed by means of technology or distributed as a handout:
 - Goods:
 - Gold from West Africa
 - Spices from lands around the Indian Ocean
 - Textiles from India, China, the Middle East, and, later, Europe
 - Porcelain from China and Persia
 - Amber from the Baltic
 - Technology:
 - Paper from China through the Muslim world to Byzantium and Western Europe
 - New crops from India (e.g., for making sugar)
 - Waterwheels and windmills from the Middle East
 - Navigation: Compass from China, lateen sail from Indian Ocean region
 - Ideas:
 - Spread of religions across the hemisphere
 - Buddhism from China to Korea and Japan
 - Hinduism and Buddhism from India to Southeast Asia
 - Islam into West Africa, Central and Southeast Asia
 - Printing and paper money from China

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Create the Eastern Hemisphere map using technology. (See Instructional Activity #1)

Community Connections

- Have students collect newspaper or Internet articles related to trade practices and policies in the U.S. today and discuss the influences of the Eastern Hemisphere on current economic issues.

Small Group Learning

- Have students work in small groups using poster board or large paper to complete the map activity. (See Instructional Activity #2)

Student Organization of Content

- Based on the completed map, have students draw conclusions and identify the country with the major influence on the trade in the Eastern Hemisphere from 1000 to 1500. Make sure the students answer the Who, What, Where, When, Why, and How questions in their summaries.

Session 5: Art Project on Goods, Technology, and Ideas along the Trade Routes_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to identify major geographic features important to the study of the Eastern Hemisphere.
- Students are expected to be able to demonstrate ability to use reference books and Internet sources.

Materials

- Art supplies for all students
- Research materials such as history books with pictures, periodicals, and/or Internet resources

Instructional Activities

1. Instruct students to use the information from the previous session to develop a picture, poster, learning cube, children's storybook, crossword puzzle, flashcards, or chart that reflects the various products, technologies, and ideas passed along the trade routes, including the countries from which they came. Provide resource materials in the classroom to assist students in research.
2. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet
- Have students use computer-based programs to complete Instructional Activity #1.

Multisensory Activity

- Provide opportunities for either individual or group presentations of the final project. (See Instructional Activity #1)

Small Group Learning

- Divide class into small groups or pairs to complete Instructional Activity #1.

Session 6: Cultural Contributions of the Japanese and Chinese

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use maps and globes to describe physical landscapes of various locations in the world.

Materials

- Large display map of Japan
- Teacher-prepared class notes on the basic geography and climate of Japan
- Blank outline map of the Far East
- Teacher-provided class notes on the history of Japan (see #4 below)
- Pictures that reflect Chinese contributions to Japanese culture

Instructional Activities

The following Web resources may be helpful in teaching this session:

- “Ancient Japan.” <http://mockingbird.creighton.edu/english/worldlit/wldocs/churchill/japan.htm>.
 - *Kokugaku: Japanese Studies, Native Studies.* <http://www.wsu.edu/~dee/TOKJAPAN/KOKUGAKU.HTM>.
 - *Teaching about Japan.* <http://www.isop.ucla.edu/eas/japan/classical/overview.htm>.
1. Ask students to share what they know about Japan’s location and culture. Record and display their responses.
 2. Display a map of Japan, and describe the basic geography and climate of Japan. Distribute copies of a blank outline map of the Far East, and instruct students to label Japan, surrounding countries, and major bodies of water.
 3. Provide a brief background on Japanese history and the influence of China on Japanese culture. Include the contribution of Chinese writing, architecture, and Buddhism. Provide pictures to demonstrate Chinese influence on Japanese culture.
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Have students take a virtual tour of Japan and China.

Community Connections

- Invite a member of the Chinese and/or Japanese American community to speak to the class.

Student Organization of Content

- After completing the virtual tour and the teacher-selected reading, have students use a Venn diagram or comparison table to compare and contrast China and Japan. Have each student write a paragraph using the information.

Session 7: The Shinto Religion

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have background knowledge of the geography and influences on the culture of Japan.

Materials

(None)

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *Ancient Japan: Shinto Creation Stories*. <http://www.wsu.edu/~dee/ANCJAPAN/CREAT.HTM>.
- *Shinto and Shintoism Guidebook*. <http://www.onmarkproductions.com/html/shinto.shtml>. This site is a guide to Japanese Shinto deities (Kami), shrines, and religious concepts.

1. Display the following information:

- Shinto:
 - Ethnic religion unique to Japan
 - Importance of natural features, forces of nature, and ancestors
 - State religion; worship of the emperor
 - Coexistence with Buddhism

Conduct a brief discussion about the Shinto religion. The Web sites listed above may be of assistance in locating supplementary information on Shinto.

2. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Community Connections

- Invite a member of the Chinese and/or Japanese American community to speak to the class.
- Invite a local university professor of world religion to discuss the Shinto religion and its relations to other world religions.

Small Group Learning

- Have small groups or pairs of students compare a previously studied religion to the Shinto religion. Have students use a comparison table or other graphic organizer. Students may need to do additional research.

Vocabulary

- Have each student add new vocabulary terms to his/her vocabulary log or journal.

Session 8: Sub-Saharan African Civilizations

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use maps and globes to describe physical landscapes of various locations in the world.

Materials

- Blank outline map of Africa

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Accounts of Meröe, Kush, and Axum, c. 430 BCE–550 CE.
<http://www.fordham.edu/halsall/ancient/nubia1.html>.
 - *Civilizations in Africa: Axum*. <http://www.wsu.edu/~dee/CIVAFRCA/AXUM.HTM>.
1. Display the following information:
 - African civilizations developed in sub-Saharan west and east Africa.
 - Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.
 - States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.Explain that over the next few sessions, students will study these African civilizations.
 2. Distribute copies of a blank outline map of Africa. Instruct students to attach this map to their notes for reference during the discussion of the African civilizations.
 3. Use a map of Africa to indicate the location of the Axum kingdom relative to the Ethiopian Highlands and the Nile River. Provide a brief background of this kingdom. Ensure students understand that Axum was a Christian kingdom.
 4. Instruct students to reflect the location of the Axum kingdom on their outline maps of Africa.
 5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Have students take a virtual tour of ancient Africa.

Community Connections

- Invite a member of the African community to speak to the class.
- Invite an expert in African studies to speak to the class.

Student Organization of Content

- Using the heading from the selected reading, have each student complete an outline of the major points of the reading passage.

Session 9: The Kingdom of Zimbabwe

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be knowledgeable of the use of maps and to recognize physical attributes of Africa.

Materials

- Teacher-prepared class notes on the present-day country of Zimbabwe
- Large map of Africa
- Individual student maps of Africa

Instructional Activities

The following Web resources may be helpful in teaching this session:

- *The World Factbook*. U.S. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook>. This site provides information on nations of the world.
 - *Civilizations in Africa*. Hooker, Richard. "The Mwenemta." <http://wsu.edu/~dee/CIVAFRCA/MWEN.HTM>.
 - *Zimbabwe: History*. <http://globaledge.msu.edu/countryInsights/history.asp?countryID=153®ionID=5>.
1. Instruct students to locate the present-day country of Zimbabwe on a map of Africa. Provide selected information on this nation. The Web site above titled *The World Factbook* may be of assistance in locating information on Zimbabwe.
 2. Distribute copies of a map of Africa. Instruct students to indicate the location of the ancient kingdom of Zimbabwe. Provide a brief background of this kingdom.
 3. Display the following information:
 - Zimbabwe is located near the Zambezi and Limpopo rivers and the Indian Ocean coast.
 - The city of "Great Zimbabwe" served as the capital of a prosperous empire.Instruct students to locate these rivers on their maps and to reflect the location of "Great Zimbabwe" on their maps.
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Have students take a virtual tour of Zimbabwe.

Community Connections

- Invite a member of the Zimbabwe American community to speak to the class.

Session 10: The Kingdoms of Ghana and Songhai

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be knowledgeable of maps and recognize the physical attributes of Africa.

Materials

- Individual student map of Africa (Students may use the same map used in the previous session.)
- Teacher-prepared class notes on the history of Ghana
- Teacher-prepared class notes on the history of Songhai

Instructional Activities

The following Web resources may be helpful in teaching this session:

- “Empires of the Western Sudan: Songhai Empire.” http://www.metmuseum.org/toah/hd/sghi/hd_sghi.htm.
- “The World in the 15th Century.” <http://www.mcps.k12.md.us/curriculum/socialstd/MWH/1102.html>.

1. Explain that Songhai, Ghana, and Mali were west African kingdoms.
2. Provide a brief history of Ghana. Explain that the present-day country of Ghana and the ancient kingdom of Ghana Empire are not related.
3. Instruct students to reflect the location of the Ghana Empire on their map of Africa.
4. Provide a brief history of Songhai.
5. Instruct students to reflect the location of the Songhai Empire on their map of Africa.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Vocabulary

- Have each student add new terms to his/her vocabulary notebook or journal.

Small Group Learning

- Divide class into small groups or pairs to research an assigned kingdom and its characteristics. In a jigsaw fashion, recreate groups and have group members share information on their particular kingdom with the other group.

Student Organization of Content

- Have each student complete a graphic organizer of the characteristics of the Ghana Empire, Songhai, and Mali kingdoms.

Session 11: The Kingdom of Mali

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be knowledgeable of maps and to recognize the physical attributes of Africa.

Materials

- Teacher-prepared class notes on the history of Mali
- Outline map of ancient Mali

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “Mali: Ancient Crossroads of Africa.” <http://mali.pwnet.org/>.
1. Provide a brief history of Mali. The Web site listed above is designed for Virginia third-grade Standards of Learning but is helpful for middle or high school study of Mali as well. It provides links to helpful sites, as well as artwork. This site also provides lesson plans appropriate for middle or high school use.
 2. Distribute copies of an outline map of ancient Mali. Have students locate on the map the Niger River, the Sahara, and the major trade routes along which salt and gold were exchanged. Discuss why people would exchange gold for salt.
 3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Small Group Learning

- Divide class into small groups or pairs to research an assigned kingdom and its characteristics. In a jigsaw fashion, recreate groups and have group members share information on their particular kingdom with the other group.

Student Organization of Content

- Have each student complete a graphic organizer of the characteristics of the Ghana Empire, Songhai, and Mali kingdoms.

Session 12: Review of the Eastern Hemisphere

Materials

- Class notes from previous sessions in this organizing topic
- Teacher-selected video on a civilization(s) covered in this organizing topic (optional)
- Video-viewing guide (see p. 6)

Instructional Activities

1. You may wish to show a selected video on a civilization(s) covered in this organizing topic. If so, distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
2. Instruct students to review their notes in preparation for a test on the Eastern Hemisphere in the next session.

Session 13: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Regional trade networks in the Eastern Hemisphere included the exchange of what products from China and Persia?</p> <p>A Indigo B Gold C Porcelain* D Tobacco</p> <p>2. Religion spread across the Eastern Hemisphere. The religion of Islam spread into</p> <p>A China. B Japan. C West Africa.* D Eastern Europe.</p> <p>3. Printing and paper money came from</p> <p>A India. B Persia. C Japan. D China.*</p> <p>4. Which of the following religions is characterized by a focus on the importance of natural features and worship of the emperor and is unique to Japan?</p> <p>A Buddhism B Shinto* C Confucianism D Islam</p>	<p>5. Which of the following kingdoms in Africa is located near the Limpopo River and the Indian Ocean coast?</p> <p>A Ghana B Mali C Zimbabwe* D Axum</p> <p>6. The salt-gold trade encouraged cultural diffusion between north Africa and</p> <p>A Songhai, Timbuktu, and Axum B Zimbabwe, Egypt, and Songhai C Ghana, Mali, and Songhai* D Axum, Mali, and Ghana</p> <p>7. Which west African city developed as a center of learning and trade?</p> <p>A Mali B Axum C Alexandria D Timbuktu*</p>
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ORGANIZING TOPIC

Mayan, Aztec, and Incan Civilizations

Standard(s) of Learning

- WHL.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- a) describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features;
 - b) describing cultural patterns and political and economic structures.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

- Explain that the Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.
- Identify the characteristics of the Mayan, Aztecs, and Incan civilizations, using the following information as a guide:
- Mayan civilization
 - Located in the Mexican and Central American rain forest
 - Represented by Chichén Itzá
 - Groups of city-states ruled by kings
 - Economy based on agriculture and trade
 - Polytheistic religion: Pyramids
 - Aztec civilization
 - Located in arid valley in central Mexico
 - Represented by Tenochtitlan
 - Ruled by an emperor
 - Economy based on agriculture and tribute from conquered peoples
 - Polytheistic religion: Pyramids, rituals
 - Incan civilization
 - Located in the Andes Mountains of South America
 - Represented by Machu Picchu
 - Ruled by an emperor
 - Economy based on high-altitude agriculture
 - Polytheistic religion

- Road system

Identify the achievement of Mayan, Aztec, and Incan civilizations, using the following information:

- Calendars
- Mathematics
- Writing and other record-keeping systems

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Aztec-History.com. <http://www.aztec-history.com/index.html>. This is a comprehensive Web site about the history of the Aztec.

Incan Empire. “Religion in the Inca Empire.” <http://www2.truman.edu/~marc/webpages/andean2k/religion/>. This site contains information on the Incan religion, including overview, cosmology, ritual, and deities.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Introduction to Civilizations in the Western Hemisphere

Materials

- Teacher-prepared handout based on Attachment A: Western Civilization Map Practice
- Atlas
- Textbook or other instructional resources

Instructional Activities

1. Introduce the lesson by stating that many great civilizations developed in the Eastern Hemisphere, but contrary to previous thought, research has shown that great civilizations also flourished in the Western Hemisphere. This unit focuses on three of them—the Mayas, Aztecs, and Incas.
2. Divide students into pairs to complete the map activity based on the information on Attachment A. Monitor student progress, and provide help, as needed.

OR

3. Assign one of the following activities for students to complete:
 - Instruct students to choose one of the three civilizations and conduct research on it in order to produce a representation of an artifact from that civilization and a one-page paper explaining the artifact and highlighting the achievements of the civilization.
 - Instruct students to use the letters in the word *Indian* to create a mnemonic device that emphasizes major topics of the Indian Empires (e.g., “N” is for North America, where the Aztecs and Mayans lived).
 - Instruct students to create a crossword puzzle using key concepts, people, and events from the organizing topic.

Some of these activities may require two sessions to complete.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Provide students access to software or Web sites that support the crossword puzzle option.
- Have students watch and discuss a video focusing on the Mayas, Aztecs, and Incas civilizations.

Multisensory Activities

- Have students color-code terms associated with certain tribes, using tinted index cards or different colored markers (see vocabulary).
- Provide students the opportunity to create vocabulary Bingo or other games to use as study tools.

Community Connections

- Have students visit museums or galleries that have exhibits related to this content.
- To activate prior knowledge, survey students to see if they have familial connections to any of the three civilizations or have visited any of the key sites associated with any tribe.

Small Group Learning

- Divide students into small groups to create mnemonic devices for vocabulary words they find most challenging.

Vocabulary

- Prior to showing the video, introduce specific vocabulary.

Student Organization of Content

- Provide each student with a “viewer’s guide” to accompany the video. This may be linear (an outline that the student fills in) or a graphic organizer (a matrix to help sort out similarities and differences among the civilizations, or a cued web).
- Have each student maintain a notebook or notebook section on the sessions related to this unit.

Session 2: Civilizations in North America: The Olmecs, Mayans, and Aztecs _____

Materials

- Attachment B: Class Notes on “Civilizations in North America”

Instructional Activities

1. Conduct a class discussion about where the first inhabitants of North America came from and why they might have migrated south. Guide the discussion to identify reasons people might have settled near the Gulf Coast.
2. Display Attachment B, and review as many notes as time and student comprehension permit. Stop periodically to check for understanding by asking review questions and having students summarize the information. (This activity may take several sessions.)
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Provide students access to a computer and an electronic copy of Attachment B. Explain to them how to add notes and/or highlight text.

Multisensory Activity

- Provide students access to a variety of colors of highlighters to color-code important items on class handouts.

Community Connections

- Connect to student experience by prefacing class discussion (See Instructional Activity #1) with more personal questions, such as: Has anyone moved into a new home? Community? School? Why do people decide to move? Do you think you will live in this community when you finish your education? Why, or why not?

Small Group Learning

- Have students work in pairs or small groups to quiz each other on items designated as critical.

Vocabulary

- Ask students to identify any terms they cannot read and/or define. Provide the necessary pronunciations and/or definitions. Have students create flashcards of the terms with the word on front of the card and the definition on back.
- Provide students with reading materials at the appropriate instructional level.

Student Organization of Content

- Provide students with hard copies of any transparencies or slides used during discussion or lecture.
- Have each student maintain a notebook or section of a notebook on the sessions related to this unit.

Session 3: Civilizations in South America: The Inca

Materials

- Video on the Mayan, Aztec, and/or Inca civilizations
- Video-viewing guide (see p. 6)
- Attachment C: Class Notes on “Civilizations in South America”

Instructional Activities

1. Review the common characteristics of the Mayans and Aztecs. Introduce the Incas, and instruct students to develop a comparison chart that reflects similarities and differences of the three civilizations.
2. Display Attachment C, and discuss each note. Stop periodically to check for understanding by asking review questions and having students summarize the information. (This activity may take several sessions.)
3. Distribute copies of the video-viewing guide, and go over it with the students. Then, show a selected video on one or more of these civilizations. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating this Lesson

Technology

- Provide students access to the Internet.
- Provide students access to software that will facilitate the creation of graphic organizers (See Instructional Activity #2).
- Provide students access to a computer and electronic copies of the notes, and have them add to these materials.
- Provide closed caption on the video.

Multisensory Activity

- Have each student complete a graphic organizer of the characteristics of the Mayans and Aztecs.

Community Connections

- Have each student create a vanity license plate for the leader of each tribe/civilization.
- Encourage students to link their learning to scouting merit badges (Boy Scouts) or Interest Projects (Girl Scouts).

Small Group Learning

- Provide students the opportunity to quiz via peer tutoring, student-created games, or puzzles.

Vocabulary

- Provide students access to trade books or other reading materials relating to the content of this unit that reflect a variety of reading levels and use a variety of text enhancements.

Session 4: Comparison of the Civilizations in the Americas

Materials

- Attachment D: Civilizations in the Americas
- Teacher-provided study guide

Instructional Activities

1. Instruct students to refer to notes as a reference. Distribute copies of Attachment D, or have students draw the chart on paper.
2. Review the key civilizations by having students supply the information for each box in the chart. If they have difficulty, direct them to the appropriate section of notes.
3. Instruct students to complete a study guide for the assessment.

Specific Options for Differentiating this Lesson

Technology

- Provide students access to the Internet.
- Provide students access to a computer and electronic copies of the chart (See Instructional Activity #1) to type in responses.

Multisensory Activities

- Have students color-code information related to the three civilizations on the chart. (See Instructional Activity #2)
- Cut the chart into blocks and scramble them, then have students compete to recreate the chart with the pieces.

Community Connections

- Provide a list of critical items and have students demonstrate their knowledge of the content of this unit via the creation of simple games that will teach or review the basic concepts of each civilization. (See SOL for appropriate grade level.)

Vocabulary

- Have students use flashcards or other appropriate strategies to rehearse vocabulary terms that they have identified as challenging.
- Have students add important or critical vocabulary to their vocabulary journals or interactive notebooks with visual representations.

Student Organization of Content

- Have each student maintain an interactive notebook or part of a notebook relevant to this unit.

Session 5: Assessment

Materials

- Attachment E: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment E, and have students complete the assessment.

Attachment A: Western Civilization Map Practice

Locate a political map and a physical map of the Western Hemisphere. Be sure they contain all of the information listed below that students are expected to find.

1. Copy the political map on one side and the physical map on the other side.
2. On a separate sheet of paper, create a set of directions and a set of questions. The directions tell students what to label. Students will use the labeled maps they create to answer the questions, which will allow students to practice their map skills.
3. Have students locate and label the following on the physical map:
 - Bodies of water:
 - Pacific Ocean
 - Atlantic Ocean
 - Arctic Ocean
 - Bering Strait
 - Gulf of Mexico
 - Caribbean Sea
 - Mississippi River
 - Amazon River
 - Lines of latitude:
 - Equator
 - Tropic of Cancer
 - Tropic of Capricorn
 - Landforms:
 - Appalachian Mountains
 - Great Plains
 - Rocky Mountains
 - Sierra Madre Mountains
 - Andes Mountains
 - Isthmus of Panama
 - Yucatan Peninsula
 - Cities:
 - Machu Picchu
 - Cuzco
 - Chichén Itzá
 - Tenochtitlan
 - Civilizations (Have students shade in the area where each developed and create a key for each symbol used.):
 - Olmecs
 - Mayans
 - Aztecs
 - Incans
4. Have students locate and label the following on the political map:

• Guatemala	• Colombia
• Mexico	• Ecuador
• Honduras	• Peru
• Belize	• Chile
• El Salvador	• Venezuela
• Nicaragua	• Brazil
• Costa Rica	• Argentina
• Panama	• Bolivia

5. Sample questions may include the following:

- What direction would the Incas have traveled before they settled down?
- Which modern-day country exists where the Aztecs once flourished?
- How long is the range of the Andes Mountains?
- Through what countries does the equator pass?
- Why did the Mayan civilizations choose to settle in their particular location?
- Which body of water bordered the Inca Empire?
- Which cities were in South America?
- What types of landforms dominated the area where the Incans lived?
- The Olmec civilization bordered which body of water?
- Which civilization lived primarily on the Yucatan Peninsula?
- Which countries exist where the Inca Empire used to be?
- From which continent did the first Americans migrate?
- Based on geography and settlement patterns, which civilization would have settled down last?
- What joins North America and South America?
- If you traveled from Chichén Itzá to Tenochtitlan, in what intermediate direction would you go?
- Which modern-day countries exist where the Mayans once lived?
- What type of climate dominates Northern and Central South America?

Attachment B: Class Notes on “Civilizations in North America”

Early Inhabitants

- Migrated from Asia during the last Ice Age, crossing the Bering Strait by foot
- Hunter-gatherers:
 - During global warming, they migrated east and south to follow the herds.
 - Different cultures formed as they spread out.
 - Cut off from Asia as Ice Age ended, they developed independently from cultures in the Eastern Hemisphere.
- Technology:
 - Metal was rarely used; many cultures were still in the Stone Age.
 - Wheel was used, but not for transportation.

Olmec Civilization

- Name means “rubber people.”
- Parent or base culture of Mesoamerica:
 - Settled along the Gulf Coast
 - Influenced area through trade; evidence of trade confirmed by Olmec jade carvings found throughout Central America
- Polytheistic religion:
 - Performed ritual sacrifices
 - Played pok-a-tok game
 - Built temple and pyramids
 - Went on pilgrimages
 - Constructed “Colossal Heads”
- Achievements:
 - Calendar

Mayan Civilization

- Located in the Mexican and Central American rain forests on the Yucatan Peninsula (present-day Mexico, Guatemala, Honduras, and Belize)
- Economy based on agriculture (including irrigation) and trade
- Groups of city-states ruled by kings:
 - Represented by Chichén Itzá, the premier city-state
 - Priests, nobles, and warriors—upper class
 - Everyone else—peasants who paid taxes to the king (using corn)
 - No rights for women
- Polytheistic religion:
 - Pyramids
 - Priest preoccupied with concept of time
 - Human sacrifices

- Achievements:
 - Hieroglyphics
 - Complex 365-day calendar system
 - Astronomy
 - Number system
- Between 850 and 1000 A.D. (C.E.), city-states abandoned

Aztec Civilization

- Located in arid valley in central Mexico
- Represented by the capital Tenochtitlan, an island city in Lake Texcoco
- Government:
 - Ruled by an emperor with absolute power
 - Indirect rule; trade and tribute from conquered peoples held empire together.
 - Empire built by the conquest of fierce warriors; conquest provided prisoners and slaves for religious sacrifices
 - Right of slaves to buy freedom
- Economy:
 - Based on agriculture (beans, squash, tomatoes, and peppers)
 - Chinampa farming (practice of draining swamps and building up fields in shallow lake beds)
- Polytheistic religion:
 - Chief god—the sun god
 - Priests, a special social class
 - Recorded knowledge and ran schools
 - Served as astronomers and mathematicians
 - Ritualistic ceremonies performed daily
 - Based on warfare
 - Pyramids
 - Frequent sacrifices
- Achievements:
 - Causeways
 - Aqueducts
 - Canals
 - Dams

Attachment C: Class Notes on “Civilizations in South America”

Incan Civilization

- Location:
 - Developed in the Andes Mountains
 - Area includes primarily present-day Peru and northern Chile, as well as smaller area in southern Colombia, Ecuador, Bolivia, and northwestern Argentina
- Important cities:
 - Cuzco, capital
 - Machu Picchu
- Government:
 - Ruled by an emperor with absolute power
 - Direct rule
 - Government arranged marriage.
 - Citizens were required to have passes for travel.
 - Government controlled harvest.
 - Conquered people were forced to adopt Incan ways.
- Economy:
 - Based on high-altitude agriculture (potatoes, beans, squash, peanut, cotton, llamas, guinea pigs, and alpacas)
 - Used terrace-farms
- Polytheistic religion:
 - Chief god—the sun god
- Achievements:
 - Kept records on quipus, a system of knotted strings
 - Demonstrated themselves to be superb engineers
 - Created vast network of roads linking entire empire

Attachment D: Civilizations in the Americas _____

	Mayan	Aztec	Incan
Capital			
Present-day country or countries			
North America or South America			
Government			
Class structure			
Economy			
Religion			
Record-keeping			
Architecture			
Technology and innovations			

Attachment E: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>1. People arrived in the Americas by A riding across the Khyber Pass. B sailing from Africa. C driving chariots across the Isthmus of Panama. D walking across the Bering Strait.*</p> <p>2. Which of the following is <i>not</i> true of the Incas? A They built a vast network of roads. B They forced conquered people to adopt their ways. C They lived on the Yucatan Peninsula.* D They were polytheists.</p> <p>3. What mountain range runs down the west coast of South America? A Himalayas B Rockies C Appalachians D Andes*</p> <p>4. Which Indian civilization was associated with the famous lost city of Machu Picchu? A Incan* B Olmec C Aztec D Mayan</p> <p>5. Which of the following statements describes Mayan government? A A vizier ruled all Mayan city-states. B Only men could rule. C The emperor claimed divine power. D Each city-state had its own ruling king.*</p>	<p>6. Which statement is true about the Mayans, Aztecs, and Incans? A They all lived in North America. B They all were monotheists. C They all built pyramids and practiced polytheism.* D They all had a system of writing.</p> <p>7. In which region did the Mayans develop? A Amazon Basin B Yucatan Peninsula* C Gulf Coast D Great Plains</p> <p>8. The Mesoamerican society that is best known for creating a complex hieroglyphic language was the A Aztec. B Inca. C Maya.* D Chavin.</p> <p>9. The civilization known for building a complex and organized civilization in the Andes Mountains was the A Toltec B Incan* C Mayan D Aztec</p> <p>10. The Mayan civilization created a A 365-day calendar.* B road system. C capitol at Tenochtitlan. D city at Machu Picchu.</p>
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ORGANIZING TOPIC

The Late Medieval Period

Standard(s) of Learning

- WHL.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
- a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
 - b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
 - c) identifying patterns of crisis and recovery related to the Black Death (Bubonic plague);
 - d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).
- Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).
- Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).
- Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).
- Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

- Explain that European monarchies consolidated power and began forming nation-states in the late medieval period.
- Explain how European nation-states expanded their territories and consolidated their power, using the following information as a guide:
- England
 - William the Conqueror, leader of the Norman Conquest, united most of England.
 - Common law had its beginnings during the reign of Henry II.
 - King John signed the Magna Carta, limiting the king’s power.
 - The Hundred Years’ War between England and France helped define England as a nation.
 - Evolution of Parliament
 - France
 - Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France.
 - The Hundred Years’ War between England and France helped define France as a nation.

- Joan of Arc was a unifying factor.
- Spain
 - Ferdinand and Isabella unified the country and expelled Jews and Moors.
 - Spanish Empire in the Western Hemisphere expanded under Charles V.
- Russia
 - Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation.
 - Power was centralized in the hands of the tsar.
 - The Orthodox Church influenced unification.

Explain that crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.

Identify the key events and effects of the Crusades, using the following information as a guide:

- Key events of the Crusades
 - Pope Urban's speech
 - The capture of Jerusalem
 - Founding of Crusader states
 - Loss of Jerusalem to Saladin
 - Sack of Constantinople by western Crusaders
- Effects of the Crusades
 - Weakened the Pope and nobles; strengthened monarchs
 - Stimulated trade throughout the Mediterranean area and the Middle East
 - Left a legacy of bitterness among Christians, Jews, and Muslims
 - Weakened the Byzantine Empire

Explain that Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.

Summarize the effects of the Mongol army invasions, using the following information as a guide:

- Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

Explain that Ottoman Turks conquered the Byzantine Empire.

Describe the effects of the Ottoman invasions of Europe.

Describe the impact Ottoman invasions had on Constantinople, using the following information as a guide:

- Fell to the Ottoman Turks in 1453, ending the Byzantine Empire
- Became capital of the Ottoman Empire

Explain that in the fourteenth century, the Black Death (Bubonic plague) decimated the population of much of Asia and then the population of much of Europe.

Summarize the impact the Black Death (Bubonic plague) had on economic and social institutions in much of Asia and then in Europe, using the following information as a guide:

- Decline in population
- Scarcity of labor
- Towns freed from feudal obligations
- Decline of Church influence
- Disruption of trade

Explain that education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.

Summarize how European Church scholars began to interpret and value ancient learning.

Use the following information as a guide:

- Were among the very few who could read and write
- Worked in monasteries
- Translated Greek and Arabic works into Latin
- Made new knowledge in philosophy, medicine, and science available in Europe
- Laid the foundation for the rise of universities in Europe

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Boccaccio: *The Decameron*—Introduction.” *Medieval Sourcebook*.

<http://www.fordham.edu/halsall/source/boccacio2.html>. This primary source gives the best description of the Black Death written during the time. The onset of the Black Death was described by Giovanni Boccaccio (1313–1375).

Internet Medieval Sourcebook. Fordham University. <http://www.fordham.edu/halsall/sbook.html>. This site provides information on medieval history.

“The Mongols and the Emergence of Moscow.” <http://www.interknowledge.com/russia/rushis03.htm>. This site provides historical information on the Mongols.

“Plague and Public Health in Renaissance Europe.” Institute for Advanced Technology in the Humanities. University of Virginia. <http://jefferson.village.virginia.edu/osheim/intro.html>. This site provides information on plague and disease during Renaissance Europe.

“The Power of the Church in 1500.” SchoolHistory.co.uk.

<http://www.schoolhistory.co.uk/year7links/church/PoweroftheChurch.pdf>. This site provides a brief lesson on the power of the Church in 1500.

“The Rights of Englishmen.” Jamestown Virtual Colony.

http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/govt/english_rights.html. This site provides a lesson plan on teaching the Magna Carta.

“Urban II (1088–1099): Speech at Council of Clermont, 1095.” *Medieval Sourcebook*.

<http://www.fordham.edu/halsall/source/urban2-5vers.html>. This site provides five versions of the speech.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Introduction to the Late Medieval Period

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to read and interpret maps and globes for information related to political boundaries and physical features.
- Students are expected to be able to differentiate between primary and secondary sources.
- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to be able to read and understand textbooks and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to be able to draw parallels between the development of modern nations/governments and their roots.
- Students are expected to be able to recall a variety of names, events, documents, locations, and dates.
- Students are expected to be able to construct a matrix according to predetermined guidelines.
- Students are expected to understand that change is a process, not an event.
- Students are expected to be able to compare and contrast information from maps and globes.

Materials

- Blank outline maps of present-day Europe and late medieval Europe
- Maps of present-day Europe and late medieval Europe

Instructional Activities

1. Have students consider the question, “How do countries change, both physically and culturally, over time?” Prompt students to describe ways that the United States has changed since 1776.
2. Distribute copies of a blank outline map of present-day Europe for students to fill in countries, bodies of water, and mountain chains. Then, distribute copies of a blank outline map of late medieval Europe, and instruct students to color the countries of England, France, Spain, and Russia.
3. After students have completed the map activities, review the basic geography of Europe, using a modern-day map displayed using technology. Next, overlay a map of late medieval Europe (or use a pull-down map, if available) to show how Europe looked in the Middle Ages. Encourage students to identify the differences and similarities between the two maps of Europe.
4. Assign a teacher-selected reading or other reinforcement activity. Also, assign one of the following activities for completion at some point during this organizing topic:
 - Compare political and physical maps to determine the impact of physical geography on the formation of nation-states.
 - Complete a chart that depicts the late medieval leaders of England, France, Spain, and Russia and their political, economic, and military accomplishments.
 - Read and discuss in writing a primary source on the Black Death.
 - Read Pope Urban’s speech at the start of the Crusades, and discuss in writing the different perspectives of Christians and Muslims.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a computer.
- Provide students access to an electronic copy of the matrix template.
- Provide students access to the Internet and specific guidelines for related assignments.
- Provide students access to various software programs (e.g., text-to-speech, word processing).

- Provide students access to audiotapes of their textbook.

Multisensory Activities

- Provide students access to colored pencils, highlighters, or markers.
- Have students develop a color-coding system that will be used consistently during and after this unit to differentiate nations and their possessions (colonies); e.g., United Kingdom/pink, France/blue, Russia/red, Spain/orange.
- Have students develop icons that will be used consistently during and after this unit to differentiate nations and their possessions (e.g., United Kingdom/lion, France/fleur-de-lis, Russia/bear, Spain/bull).
- Have students create parallel timelines to note the events and issues according to the nations studied in this unit.

Community Connections

- Have students explore the health section of local newspapers for articles on communicable diseases.
- Have students search the Internet for information on the SARS virus.
- Have students investigate their own health records for evidence of immunizations.
- Invite a health care professional to discuss how to prevent the spread of infectious diseases.

Small Group Learning

- Divide students into groups of two or three to read, summarize, and take notes on Pope Urban's speech.
- Divide students into groups of two or three to complete a matrix that assists them in sorting information related to this content.

Vocabulary

- Provide students access to a summary of Pope Urban's speech.
- Provide students access to alternate textbooks, trade books, or other print materials that provide the same information as their class textbook at a reading level appropriate to their instructional level.
- Provide students access to a print or electronic dictionary or thesaurus.
- Have students scan the text before reading to identify and list vocabulary words that they cannot pronounce or define.

Student Organization of Content

- Have each student maintain a notebook for this unit.
- Have students create flashcards for review that use color-coding or icons to differentiate persons, events, or dates according to the various nations studied in this unit.
- Have students color-code or use icons on the matrix/chart.
- Have students maintain a copy of the "pretest" that notes the correct responses, and use this information to prioritize their study time and efforts.

Session 2: The Formation of Nation-States in Europe

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to differentiate between primary and secondary sources.
- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to be able to read and understand textbooks and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to attend a lecture.
- Students are expected to follow a lecture with teacher-provided notes.
- Students are expected to be able to navigate the Internet to gather information related to this unit.
- Students are expected to be able to respond via discussion to the contents of the lecture.
- Students are expected to be able to compare and contrast the content of documents.

Materials

- Copies of selected excerpts from the Magna Carta and the U.S. Bill of Rights
- Attachment A: Nation-States Chart
- Textbook or other instructional resources

Instructional Activities

The following Web resource may be helpful in teaching this session:

- *The Bill of Rights Institute*. <http://www.billofrightsinstitute.org>. This site provides lesson plans and other information on the Bill of Rights, as well as opportunities for teacher training.
 - “The Rights of Englishmen.” *Jamestown Virtual Colony*. http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/govt/english_rights.html. This site provides a lesson plan on teaching the Magna Carta.
1. Begin by having students consider the question, “How do rulers gain more power?” Elicit student responses by asking for ethical and unethical ways rulers can increase their power.
 2. Display Attachment A. Using the textbook and other reference materials, discuss specific examples of nation-state building in Europe during the late medieval period. During the discussion, fill in the displayed chart, and have students complete a personal copy of the class chart. (This activity may be done in small groups instead of as a whole-class activity.)
 3. After the chart is complete, have students read selected excerpts from the Magna Carta and the U.S. Bill of Rights. Discuss the similarities and differences between the two documents, as well as the influence England has had on the United States.
 4. Direct students to create a timeline to display sequence of events when European countries became nation-states. Use symbols as well as words for wars, expansions, and accomplishments.
 5. Have students finish the chart, and/or assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a computer.
- Provide students access to an electronic copy of the matrix template.
- Provide students access to the Internet and specific guidelines for related assignments.
- Provide students access to various software programs (e.g., text-to-speech, word processing).
- Provide students access to audiotapes of their textbook.

Multisensory Activities

- Have each student create a timeline, according to directions. (See Instructional Activity #4)
- Provide students access to colored pencils, highlighters, or markers.
- Have students develop a color-coding system that will be used consistently during and after this unit to differentiate nations and their possessions (colonies); e.g., United Kingdom/pink, France/blue, Russia/red, Spain/orange.
- Have students develop icons that will be used consistently during and after this unit to differentiate nations and their possessions (e.g., United Kingdom/lion, France/fleur-de-lis, Russia/bear, Spain/bull).
- Have students create parallel timelines to note the events and issues according to the nations studied in this unit (applicable to small group and multisensory). (Note: This is a variation on Instructional Activity #4.)

Community Connections

- Invite a scholar or elected official from the community to discuss the development of civil rights in the U.S., or around the world.

Small Group Learning

- Divide students into groups of two or three to read, summarize, and take notes on the Magna Carta.
- Have students continue to work in small groups to complete a matrix/chart that assists them in sorting information related to this content.

Vocabulary

- Provide students access to a summary, graphic organizer, or outline of the content of the Magna Carta.
- Provide students access to alternate textbooks, trade books, or other print materials that provide the same information as their class textbook, at an appropriate reading level.
- Provide students access to a hard or electronic dictionary or thesaurus.
- Have students scan the text before reading to identify and list vocabulary that they cannot pronounce or define.

Student Organization of Content

- Have each student maintain a notebook for this unit.
- Direct students to continue to create flashcards for review that use color-coding or icons to differentiate persons, events, or dates according to the various nations studied in this unit.
- Have students color-code or use icons on the matrix/chart.

Session 3: Europe and the Muslim World

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to differentiate between primary and secondary sources.
- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to be able to read and understand textbooks and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to attend a lecture.
- Students are expected to be able to follow a lecture with teacher-provided notes.
- Students are expected to navigate the Internet to gather information related to this unit.
- Students are expected to be able to respond via discussion to the contents of the lecture.
- Students are expected to be able to compare and contrast.

Materials

- Copy of Pope Urban's speech to rally the Crusaders
- Attachment B: Class Notes on "Europe and the Muslim World"
- Illustrations or other artwork depicting medieval weaponry

Instructional Activities

The following Web resource may be helpful in teaching this session:

- "Urban II (1088–1099): Speech at Council of Clermont, 1095." *Medieval Sourcebook*.
<http://www.fordham.edu/halsall/source/urban2-5vers.html>. This site provides five versions of the speech.
1. Read to the class Pope Urban's speech to rally the Crusaders. Discuss the implications of his speech.
 2. Display Attachment B, and discuss each note in the first section, "The Crusades and their effects." (This activity may take more than one session.)
 3. Distribute copies of illustrations or other artwork depicting medieval weaponry, and have students write about warfare methods used in earlier medieval times (e.g., castles, armor, "Greek fire") compared to weaponry used in later medieval times (e.g., cannons, longbows, professional armies).
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a computer.
- Provide students access to the Internet and specific guidelines for related assignments.
- Provide students access to various software programs (e.g., text-to-speech, word processing).
- Provide students access to audiotapes of their textbook.

Multisensory Activities

- Show students appropriate videos related to this topic (e.g., *Castle* by MacCauley).
- Have students assemble illustrations or draw, sketch, or otherwise construct a model of a weapon or defense appropriate to the assignment.

Community Connections

- Have students visit a fortress or historical site (e.g., Fort Monroe) whose purpose was defense.
- Have students visit local museums (in person or electronically) with exhibits appropriate to session content.

- Have students attend a lecture/presentation by a scholar, docent, or historian knowledgeable in the area of armaments and defenses in the late medieval period.

Small Group Learning

- Divide students into small groups to build a model of a castle or other object relevant to the unit.
- Have students work in pairs to locate information on the Internet.
- Divide students into groups of three or four to create games (e.g., board games, Bingo questions, Jeopardy questions) that review the content of this and previous sessions.

Vocabulary

- Provide students access to a summary of Pope Urban's speech.
- Provide students access to alternate textbooks, trade books, or other print materials that provide the same information as their class textbook at an appropriate reading level.
- Have students continue to study vocabulary.

Student Organization of Content

- Have each student maintain a notebook relevant to this unit.
- Have students continue to use color-coding or icons to differentiate information pertinent to specific nations.

Session 4: Research Project

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions
 - demonstrate learning.
- Students are expected to be able to locate, read, and understand textbooks, and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to be able to navigate the Internet to gather information related to this unit.
- Students are expected to be able to compare and contrast.
- Students are expected to be able to write reports in one of a variety of formats suggested.
- Students are expected to be able to present information orally to their peers.
- Students are expected to be able to work independently to complete a long-term project.

Materials

- Library/media resources and/or computers with Internet access

Instructional Activities

1. Assign, or allow each student to choose, a research project, such as one of the following:
 - Research report on one of the following topics:
 - Biography of a historical figure(s) of the late medieval period
 - Changes in the role of women in the late medieval period
 - Effects of the Black Death
 - Medieval art and architecture
 - Medieval medicine
 - Medieval laws
 - New methods of warfare, including the use of cannons and longbows
 - Article for a medieval-period newspaper from France, Spain, England, or Russia on such topics as the Hundred Years' War, the War of the Roses, or the Black Death. Small groups of students may work together to prepare the newspaper.
 - Illustrated booklet about the social, economic, and political changes and cultural achievements in the late medieval period, using the following information as a guide:
 - Characteristics of nation-states included defined territory, a central government, and a common culture.
 - A nation-state was created in England with the emergence of Common Law under Henry II, the Magna Carta under King John, Parliament under Edward I, and a unified country under Henry VII.
 - A nation-state was created in France with the emergence of a strong government under Philip II and Philip IV, a permanent army and taxation under Charles VII, and expansion under Louis XI.
 - A nation-state was created in Spain with the unification of Aragon and Castile under Ferdinand and Isabella. Religious unity was created by the Reconquista, the Inquisition, and the expulsion of the Jews and Muslims.
 - A nation-state was created in Russia with the enlargement of the Moscow Kingdom under Ivan I, the freedom from the "Mongol Yoke" under Ivan III (Ivan the Great), and the codification of laws under Ivan IV (Ivan the Terrible).
 - The Crusades weakened the Pope and nobles, strengthened monarchs, stimulated trade, weakened the Byzantine Empire, and left a legacy of intolerance among Christians, Jews, and Muslims.
 - Mongol armies invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside and creating an empire.

- Constantinople fell to the Ottoman Turks in 1453, ending the Byzantine Empire. Constantinople was renamed Istanbul and became the capital of the Ottoman Empire.
- The late medieval period also saw considerable death and destruction with the Hundred Years' War, the War of the Roses, and the Black Death.
- Jewish and Muslim scholars preserved the Greek and Roman legacy of philosophy, medicine, and science.
- Interview of a historical figure. Students may work together in pairs, with one student role-playing the historical figure and the other student interviewing him or her. Historical figures may include William the Conqueror, Henry II, King John, Charles V, King Ferdinand and Queen Isabella, Ivan III, and Hugh Cabot. The interviewer should ask questions about that person's important contribution to history.

2. Allow the entire period for research in the library and/or on the Internet.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a computer.
- Provide students access to the Internet and specific guidelines for related assignments.
- Provide students access to various software programs (e.g., presentation, text-to-speech, word processing).
- Provide students access to audiotapes of their textbook.

Multisensory Activities

- Provide students access to technology that will allow them to listen to audiotapes or CDs of music of the late medieval period.
- Provide students access to alternate textbooks, trade books, or other print materials that provide the same information as their class textbook at an appropriate reading level.

Community Connections

- Invite local experts of the late medieval period. Have students ask them questions relevant to this assignment.
- Have students visit local art galleries or museums to view exhibits and gather information relevant to this assignment.

Small Group Learning

- Provide students opportunities beyond the initial research gathering provided in this session to work under the guidance of a teacher or other adult who is aware of the criteria and nature of the assignment.
- Have students use the teacher-provided rubric and work in pairs to review and provide constructive feedback of each other's work.

Vocabulary

- Have students scan reading selections for words they cannot pronounce or define.
- Have each student add these terms to a personal glossary or set of terms to be studied via flashcards or another method.

Student Organization of Content

- With students, analyze this long-term assignment and set interim benchmarks to assist the students in planning and completing the work.
- Provide each student with a rubric that explains the criteria for grading for each option of this research project.
- Provide students the opportunity to turn in this assignment early for constructive feedback without penalty.

Session 5: The Black Death

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have basic map skills.
- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to be able to read and understand textbooks, and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to attend a lecture.
- Students are expected to be able to follow a lecture with teacher-provided notes.
- Students are expected to be able to navigate the Internet to gather information related to this unit.
- Students are expected to be able to respond via discussion to the contents of the lecture.
- Students are expected to be able to compare and contrast.
- Students are expected to be able to create graphs related to historical data.

Materials

- Attachment C: Crises in the Late Medieval Period
- Film about the Black Death (Bubonic plague) (optional)
- Blank outline map of the world
- Article about a current or recent epidemic, such as AIDS or SARS (optional)
- Attachment D: Introduction to *Decameron* by Giovanni Boccaccio (primary source; optional)

Instructional Activities

1. Begin by defining *epidemic*, writing the definition on the board. Then, have students consider the question, “What factors contribute to a disease becoming an epidemic?”
2. Display Attachment C, and discuss each note.
3. Optional: Show a film on the Black Death (Bubonic plague).
4. Distribute copies of a blank outline map of the world. Instruct students to draw the trade routes that spread the Black Death throughout Europe.
5. Provide students with data, and have them graph the death rate of the victims of the Black Death.
6. Have students read an article about a current or recent health crisis such as one involving AIDS, Ebola, or SARS (2003). Discuss potential effects and solutions of the crisis.
7. Optional: Have students read and discuss Attachment D: Introduction to *Decameron* by Giovanni Boccaccio (primary source).

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Multisensory Activities

- Have students stand and count off by fours. Direct one group to sit, and point out that this is one-fourth of the class. Then direct a second group to sit, explaining that the students now sitting constitute fully one half of the class. This activity demonstrates the enormity of the devastation that the Bubonic plague caused to the populations in the late medieval period. (Estimated at 75 million persons or $\frac{1}{4}$ to $\frac{1}{2}$ of the population).
- Have students do Instructional Activity #4.
- Have students do Instructional Activity #5.

Community Connections

- Invite a health-care provider to discuss current health crises and how they might be prevented or avoided.
- Have students investigate their own immunization records and list the diseases they have been immunized against.

Small Group Learning

- Have students work with partners to complete maps and graphs in Instructional Activities #4 and #5.
- Have students work with partners to review and offer constructive feedback on maps and graphs.

Vocabulary

- Provide students access to electronic or hard copies of a dictionary and/or thesaurus.

Student Organization of Content

- Have each student maintain a notebook relevant to this unit.

Session 6: Preservation and Transfer of Greek, Roman, and Arabic Cultures _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to differentiate between primary and secondary sources.
- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to be able to read and understand textbooks, and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to attend a lecture.
- Students are expected to be able to follow a lecture with teacher-provided notes.
- Students are expected to be able to navigate the Internet to gather information related to this unit.
- Students are expected to be able to respond via discussion to the contents of the lecture.
- Students are expected to be able to compare and contrast.
- Students are expected to be able to locate sites on maps.

Materials

- Attachment B: Class Notes on “Europe and the Muslim World”
- Primary source reading by Maimonides
- Map of the world

Instructional Activities

1. Begin by having students consider the question, “If you could preserve one technological innovation from modern times, what would it be, and why?”
2. Display Attachment B, and discuss each note in the second and third sections, “Fall of Constantinople,” and “Preservation and transfer of Greek, Roman, and Arabic cultures.” Make sure students understand the preservation of knowledge by Muslim and Byzantine scholars and the transfer of this knowledge to Western Europe by Roman Church scholars working in monasteries. (This activity may take more than one session.)
3. Locate a primary source reading by Maimonides, and distribute copies of it. Read, or have students read from, the selected passage. Discuss the passage and its importance.
4. Chart medieval trade routes on a display map of the world.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Provide students access to text-to-speech software.

Multisensory Activity

- Provide students a copy of a map appropriate to this assignment and have them draw the trade routes on it. (See Instructional Activity #4)

Community Connections

- Invite a cross-country truck driver to discuss topics appropriate to trade routes.
- Have students visit a grocery or clothing store and create a list of 10 items and the place of manufacture or production for each.
- Have students compare lists and discuss how the products might have reached the stores (link to trade routes).
- Provide students a map of Virginia or the U.S. with major highways marked; have them note the network of highways in the state or nation and discuss these as they relate to historic trade routes.

Small Group Learning

- Divide students into groups of three or four to list 10 items they would put into a time capsule, and why (their reasons for selecting the items). (The activity could replace preservation Instructional Activity #1.)
- Have students discuss their suggestions with one or two other groups, and direct the class to reach consensus on what items would best represent current culture in the U.S.

Vocabulary

- Have students scan reading selections for words they cannot pronounce and/or define.
- Have each student add the terms to a personal glossary or set of terms to be studied via flashcards or other method.

Student Organization of Content

- Have each student continue to update and maintain a notebook relevant to this unit.

Session 7: Cathedrals and Religious Art in the Late Medieval Period

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to be able to read and understand textbooks, and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to attend a lecture.
- Students are expected to be able to navigate the Internet to gather information related to this unit.
- Students are expected to be able to respond via discussion to the contents of the lecture.

Materials

- Teacher-prepared illustrations, slides, or electronic presentation on medieval-period art and architecture

Instructional Activities

The following Web resource may be helpful in teaching this session:

- “The Power of the Church in 1500.”
<http://www.schoolhistory.co.uk/year7links/church/PoweroftheChurch.pdf>.
1. Give an illustrated lecture on medieval-period art and architecture, using illustrations, slides, or an electronic presentation. Focus on the Gothic cathedrals and use of religion in art.
 2. Brainstorm with students about the growing power of the church during this time. Include both positive and negative aspects of this power.
 3. Instruct students to design their own Gothic cathedral, using correct architectural terms such as *apse*, *chancel*, *crossing*, *flying buttress*, *nave*, *rose window*, *transept*, and *vestibule*.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.

Multisensory Activities

- Have each student design a Gothic cathedral (See Instructional Activity #3).
- Provide students access to rulers to facilitate linear measurements.
- See Vocabulary suggestions below; add a color-coding option if provided diagrams illustrate more than one term in the picture.
- Provide students access to highlighters, colored pencils, or sticky notes to assist in note taking (See Student Organization below).

Community Connections

- Have students visit (in person via a class field trip or electronically) churches that exemplify Gothic architecture (e.g., National Cathedral, Wisconsin Ave in Washington, D.C.).

Small Group Learning

- Divide students into groups of two to four to replicate a Gothic cathedral via drawings or models (See Instructional Activity #3).

Vocabulary

- Have students create flashcards with the term (See Instructional Activity #3) on one side and a picture/diagram with definition on the other.

- Provide pictures that exemplify each architectural term related to Gothic cathedrals, and have students label examples of each structure.
- Provide students access to resources (e.g., alternate textbooks, trade books) written at their instructional level.

Student Organization of Content

- Provide each student access to a cued template to facilitate note taking during the lecture (e.g., an outline with major headings and important terms in place).
- Provide students access to hard copies of the presentation.
- Have each student continue to maintain a notebook relative to this unit.

Sessions 8 and 9: Student Presentations

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions
 - present information to their peers.
- Students are expected to be able to read and understand textbooks, and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to be able to take notes on lecture presentations.

Materials

- Teacher-prepared quiz matching important historical figures to their accomplishments or contributions

Instructional Activities

1. Have students present their research projects assigned in Session 4. Limit presentations to about two-to-three minutes each, depending on class size. Require students to take notes.
2. Administer the matching quiz. You may want to allow students to reference the notes that they took during the presentations.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to various software programs (e.g., presentation, graphic organizer).
- Provide students access to video-recording technology.
- Provide students access to a DVD player to facilitate the presentation.

Multisensory Activities

- Provide students the option of pre-recording their presentation on a video for class presentation.
- Provide students access to a tape recorder and tapes (for rehearsal, timing, self critique).
- Provide students the option of creating a presentation (record voice on slides), using photo story program, flip cams, or other recording options.

Community Connections

- If relevant, have students use this presentation toward the completion of Scouting Merit badges or Interest Projects.

Small Group Learning

- After students have used their notes to complete the quiz, have them work with a partner to compare and correct their responses.

Vocabulary

- Have students note terms they are unfamiliar with and request clarification from presenters as needed.

Student Organization of Content

- Provide students access to hard copies of each student presentation.
- Provide students access to note-taking templates (generic templates that cue *who*, *what*, *when*, *where*, *why*, or *how*) to use while listening to peer reports.
- Direct each student to continue to maintain an interactive notebook relevant to this unit.
 - Provide students with essential information on the right hand page of a two-page notebook and allow them to complete an interactive note-taking activity where they add their reactions and connections as a way to process ideas. Students will work out their understanding of new material by using illustrations, diagrams, flow charts, colors, matrices, cartoons, etc. They can explore your opinions and clarify values

on controversial issues, wonder "what if" in hypothetical situations, and ask questions about new ideas, and finally, review what they have learned.

- Other note-taking options (Search these titles for templates and information) include:
 - Summarizing Narrative Frame
 - Summarizing Topic Restriction Illustration Frame
 - Topic Restriction Illustration Frame Template
 - Summarizing Definition Frame
 - Definition Frame Template
 - Summarizing Conversation Frame
 - Note-Taking Webbing
 - Note-Taking Outlines
 - Note-Taking Combination Notes

Session 10: Review

Materials

- Attachment E: Review Game

Instructional Activities

1. Before beginning the “Review Game,” determine point values for each question. Divide students into two teams to play the game. Allow each team to request questions from the various categories.
2. Have the class play a game called “Twenty Medieval Questions” in which the teacher thinks of a famous figure from the late medieval period and the students have to guess who it is by asking a series of questions that can be answered by a “yes” or a “no.”

Session 11: Assessment

Materials

- Attachment F: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment F, and have students complete the assessment.

Attachment A: Nation-States Chart _____

	Important Leaders	Consolidation of Power
England		
France		
Spain		
Russia		

Attachment B: Class Notes on “Europe and the Muslim World”

The Crusades and their effects

- Attempts to “win back” the Holy Land from the Muslims began with a speech by Pope Urban II in 1095; the Crusades ended in 1291.
- Some of the Crusades were temporarily successful, but there was no permanent success.
- Ironically, western Christian Crusaders sacked and looted Constantinople.
- The Crusades weakened the Pope and nobles.
- The Crusades strengthened monarchs, increasing their power as papal prestige declined and nobles lost land and wealth when going on crusades.
- Religious intolerance increased, leaving a legacy of bitterness among Christians, Jews, and Muslims.
- Trade throughout the Mediterranean area and the Middle East was stimulated, and trade by Italian cities expanded.
- Desire for Asian goods, particularly spices, increased.

Fall of Constantinople

- In 1453, Muhammad II (Mehmet II), an Ottoman Turk, besieged Constantinople and defeated the Byzantine Empire.
- Constantinople, renamed Istanbul, became the capital of the Ottoman Empire.
- The Hagia Sofia was changed from a Christian cathedral to an Islamic mosque.

Preservation and transfer of Greek, Roman, and Arabic cultures

- Increased trade and awareness of the Middle East occurred after the Crusades.
- Muslim and Byzantine scholars preserved Greek, Roman, and Arabic texts, including writings on philosophy, medicine, science, government, and law.
- Roman Church scholars working in monasteries translated documents from Greek and Arabic to Latin, thereby further preserving and transferring Greek, Roman, and Arabic culture to Western Europe. This activity laid the foundations for the rise of universities in Europe and ensured that Renaissance thinkers would have access to this scholarship.
- The Church began to accept the idea of using reason as the guide to truth and morality (scholasticism), an idea that stemmed from Aristotle.

Attachment C: Class Notes on “Crises in the Late Medieval Period”

Crop failures and famine

- Population explosion led to increased farming and loss of soil fertility.
- In the 1300s, there was a “little ice age” that contributed to a shorter growing season and increase of famine.

The Black Death

- This disease was started by fleas from infected rats brought through port cities in Italy. It quickly spread throughout Europe.
- Twenty-five million people were killed between 1347 and 1352.
- Terrible sanitary conditions contributed to the death toll.
- Due to scarcity of labor during the plague, serfs demanded wage increases.
 - Peasants’ revolt in England in 1381. Peasants did not win.
 - Jacquerie—peasants’ revolt in France in 1358
 - Life on the manor was doomed.

Wars

- The Hundred Years’ War (1337–1453) was fought between France and England over land rights in France.
 - Use of cannons made castles obsolete.
 - The longbow was used.
 - Use of knights and armor decreased.
 - Use of professional armies increased.
 - A sense of nationalism—a feeling of loyalty to one’s country and people—emerged.
- Arab scientists from the Middle East to Spain passed on many ideas to Western European doctors and scientists in the fourteenth and fifteenth centuries.

Attachment D: Introduction to *Decameron* by Giovanni Boccaccio (Primary Source)_____

The onset of the Black Death was described by Giovanni Boccaccio (1313–1375) as follows:

I say, then, that the years of the beatific incarnation of the Son of God had reached the tale of one thousand three hundred and forty eight, when in the illustrious city of Florence, the fairest of all the cities of Italy, there made its appearance that deadly pestilence, which, whether disseminated by the influence of the celestial bodies, or sent upon us mortals by God in His just wrath by way of retribution for our iniquities, had had its origin some years before in the East, whence, after destroying an innumerable multitude of living beings, it had propagated itself without respite from place to place, and so calamitously, had spread into the West.

In Florence, despite all that human wisdom and forethought could devise to avert it, as the cleansing of the city from many impurities by officials appointed for the purpose, the refusal of entrance to all sick folk, and the adoption of many precautions for the preservation of health; despite also humble supplications addressed to God, and often repeated both in public procession and otherwise by the devout; towards the beginning of the spring of the said year the doleful effects of the pestilence began to be horribly apparent by symptoms that showed as if miraculous.

Not such were they as in the East, where an issue of blood from the nose was a manifest sign of inevitable death; but in men and women alike it first betrayed itself by the emergence of certain tumors in the groin or the armpits, some of which grew as large as a common apple, others as an egg, some more, some less, which the common folk called *gavoccioli*. From the two said parts of the body this deadly *gavocciolo* soon began to propagate and spread itself in all directions indifferently; after which the form of the malady began to change, black spots or livid making their appearance in many cases on the arm or the thigh or elsewhere, now few and large, then minute and numerous. And as the *gavocciolo* had been and still were an infallible token of approaching death, such also were these spots on whomsoever they showed themselves. Which maladies seemed set entirely at naught both the art of the physician and the virtue of physic; indeed, whether it was that the disorder was of a nature to defy such treatment, or that the physicians were at fault—besides the qualified there was now a multitude both of men and of women who practiced without having received the slightest tincture of medical science—and, being in ignorance of its source, failed to apply the proper remedies; in either case, not merely were those that covered few, but almost all within three days from the appearance of the said symptoms, sooner or later, died, and in most cases without any fever or other attendant malady.

Moreover, the virulence of the pest was the greater by reason the intercourse was apt to convey it from the sick to the whole, just as fire devours things dry or greasy when they are brought close to it, the evil went yet further, for not merely by speech or association with the sick was the malady communicated to the healthy with consequent peril of common death; but any that touched the clothes the sick or aught else that had been touched, or used by these seemed thereby to contract the disease.

So marvelous sounds that which I have now to relate, that, had not many, and I among them, observed it with their own eyes, I had hardly dared to credit it, much less to set it down in writing, though I had had it from the lips of a credible witness.

I say, then, that such was the energy of the contagion of the said pestilence, that it was not merely propagated from man to man, but, what is much more startling, it was frequently observed, that things which had belonged to one sick or dead of the disease, if touched by some other living creature, not of the human species, were the occasion, not merely of sickening, but of an almost instantaneous death. Whereof my own eyes (as I said a little before) had cognizance, one day among others, by the following experience. The rags of a poor man who had died of the disease being strewn about the open street, two hogs came thither, and after, as is their wont, no little trifling with their snouts, took the rags between their teeth and tossed them to and fro about their chaps; whereupon, almost immediately, they gave a few turns, and fell down dead, as if by poison, upon the rags which in an evil hour they had disturbed.

In which circumstances, not to speak of many others of a similar or even graver complexion, divers apprehensions and imaginations were engendered in the minds of such as were left alive, inclining almost all of them to the same harsh resolution, to wit, to shun and abhor all contact with the sick and all that belonged to them, thinking thereby to make each his own health secure. Among whom there were those who thought that to live temperately and avoid all excess would count for much as a preservative against seizures of this kind. Wherefore they banded together, and dissociating themselves from all others, formed communities in houses where there were no sick, and lived a separate and secluded life, which they regulated with the utmost care, avoiding every kind of luxury, but eating and drinking moderately of the most delicate viands and the finest wines, holding converse with none but one another, lest tidings of sickness or death should reach them, and diverting their minds with music and such other delights as they could devise. Others, the bias of whose minds was in the opposite direction, maintained, that to drink freely, frequent places of public resort, and take their pleasure with song and revel, sparing to satisfy no appetite, and to laugh and mock at no event, was the sovereign remedy for so great an evil: and that which they affirmed they also put in practice, so far as they were able, resorting day and night, now to this tavern, now to that, drinking with an entire disregard of rule or measure, and by preference making the houses of others, as it were, their inns, if they but saw in them aught that was particularly to their taste or liking; which they, were readily able to do, because the owners, seeing death imminent, had become as reckless of their property as of their lives; so that most of the houses were open to all comers, and no distinction was observed between the stranger who presented himself and the rightful lord. Thus, adhering ever to their inhuman determination to shun the sick, as far as possible, they ordered their life. In this extremity of our city's suffering and tribulation the venerable authority of laws, human and divine, was abased and all but totally dissolved for lack of those who should have administered and enforced them, most of whom, like the rest of the citizens, were either dead or sick or so hard bested for servants that they were unable to execute any office; whereby every man was free to do what was right in his own eyes.

Not a few there were who belonged to neither of the two said parties, but kept a middle course between them, neither laying the same restraint upon their diet as the former, nor allowing themselves the same license in drinking and other dissipations as the latter, but living with a degree of freedom sufficient to satisfy their appetite and not as recluses. They therefore walked abroad, carrying in the hands flowers or fragrant herbs or divers sorts of spices, which they frequently raised to their noses, deeming it an excellent thing thus to comfort the brain with such perfumes, because the air seemed be everywhere laden and reeking with the stench emitted by the dead and the dying, and the odors of drugs.

Some again, the most sound, perhaps, in judgment, as they were also the most harsh in temper, of all, affirmed that there was no medicine for the disease superior or equal in efficacy to flight; following which prescription a multitude of men and women, negligent of all but themselves, deserted their city, their houses, their estates, their kinsfolk, their goods, and went into voluntary exile, or migrated to the country parts, as if God in visiting men with this pestilence in requital of their iniquities would not pursue them with His wrath wherever they might be, but intended the destruction of such alone as remained within the circuit of the walls of the city; or deeming perchance, that it was now time for all to flee from it, and that its last hour was come.

Of the adherents of these divers opinions, not all died, neither did all escape; but rather there were, of each sort and in every place many that sickened, and by those who retained their health were treated after the example which they themselves, while whole, had set, being everywhere left to languish in almost total neglect. Tedious were it to recount, how citizen avoided citizen, how among neighbors was scarce found any that showed fellow-feeling for another, how kinsfolk held aloof, and never met, or but rarely; enough that this sore affliction entered so deep into the minds of men a women, that in the horror thereof brother was forsaken by brother nephew by uncle, brother by sister, and oftentimes husband by wife: nay, what is more, and scarcely to be believed, fathers and mothers were found to abandon their own children, untended, unvisited, to their fate, as if they had been strangers. Wherefore the sick of both sexes, whose number could not be estimated, were left without resource but in the charity of friends (and few such there were), or the interest of servants, who were hardly to be had at high rates and on unseemly terms, and being, moreover, one and all, men and women of gross understanding, and for the most part unused to such offices, concerned themselves no further than to supply the immediate and expressed wants of the sick, and to watch them die; in which service they themselves not seldom perished with their gains.

In consequence of which dearth of servants and dereliction of the sick by neighbors, kinsfolk and friends, it came to pass—a thing, perhaps, never before heard of—that no woman, however dainty, fair or well-born she might be, shrank, when stricken with the disease, from the ministrations of a man, no matter whether he were young or no, or scrupled to expose to him every part of her body, with no more shame than if he had been a woman, submitting of necessity to that which her malady required; wherefrom, perchance, there resulted in after time some loss of modesty in such as recovered. Besides which many succumbed, who with proper attendance, would, perhaps, have escaped death; so that, what with the virulence of the plague and the lack of due attendance of the sick, the multitude of the deaths, that daily and nightly took place in the city, was such that those who heard the tale—not to say witnessed the fact—were struck dumb with amazement. Whereby, practices contrary to the former habits of the citizens could hardly fail to grow up among the survivors.

It had been, as to-day it still is, the custom for the women that were neighbors and of kin to the deceased to gather in his house with the women that were most closely connected with him, to wail with them in common, while on the other hand his male kinsfolk and neighbors, with not a few of the other citizens, and a due proportion of the clergy according to his quality, assembled without, in front of the house, to receive the corpse; and so the dead man was borne on the shoulders of his peers, with funeral pomp of taper and dirge, to the church selected by him before his death. Which rites, as the pestilence waxed in fury, were either in whole or in great part disused, and gave way to others of a novel order. For not only did no crowd of women surround the bed of the dying, but many passed from this life unregarded, and few indeed were they to whom were accorded the lamentations and bitter tears of sorrowing relations; nay, for the most part, their place was taken by the laugh, the jest, the festal gathering; observances which the women, domestic piety in large measure set aside, had adopted with very great advantage to their health. Few also there were whose bodies were attended to the church by more than ten or twelve of their neighbors, and those not the honorable and respected citizens; but a sort of corpse-carriers drawn from the baser ranks, who called themselves *becchini* and performed such offices for hire, would shoulder the bier, and with hurried steps carry it, not to the church of the dead man's choice, but to that which was nearest at hand, with four or six priests in front and a candle or two, or, perhaps, none; nor did the priests distress themselves with too long and solemn an office, but with the aid of the *becchini* hastily consigned the corpse to the first tomb which they found untenanted. The condition of the lower, and, perhaps, in great measure of the middle ranks, of the people showed even worse and more deplorable; for, deluded by hope or constrained by poverty, they stayed in their quarters, in their houses where they sickened by thousands a day, and, being without service or help of any kind, were, so to speak, irredeemably devoted to the death which overtook them. Many died daily or nightly in the public streets; of many others, who died at home, the departure was hardly observed by their neighbors, until the stench of their putrefying bodies carried the tidings; and what with their corpses and the corpses of others who died on every hand the whole place was a sepulcher.

It was the common practice of most of the neighbors, moved no less by fear of contamination by the putrefying bodies than by charity towards the deceased, to drag the corpses out of the houses with their own hands, aided, perhaps, by a porter, if a porter was to be had, and to lay them in front of the doors, where any one who made the round might have seen, especially in the morning, more of them than he could count; afterwards they would have biers brought up or in default, planks, whereon they laid them. Nor was it once twice only that one and the same bier carried two or three corpses at once; but quite a considerable number of such cases occurred, one bier sufficing for husband and wife, two or three brothers, father and son, and so forth. And times without number it happened, that as two priests, bearing the cross, were on their way to perform the last office for some one, three or four biers were brought up by the porters in rear of them, so that, whereas the priests supposed that they had but one corpse to bury, they discovered that there were six or eight, or sometimes more. Nor, for all their number, were their obsequies honored by either tears or lights or crowds of mourners rather, it was come to this, that a dead man was then of no more account than a dead goat would be to-day.

Source: *Internet Medieval Sourcebook*, <http://www.fordham.edu/halsall/source/boccacio2.html>. This site provides a collection of public domain texts related to medieval and Byzantine history. © Paul Halsall, Jan., 1996. halsall@murray.fordham.edu. "Permission is granted for electronic copying, distribution in print form for educational purposes, and personal use."

Attachment E: Review Game

Your teacher may wish to add categories and questions to this Jeopardy® -like game to use as a review of the late medieval period.

Medieval leaders	Crises on the continent	Nation-states	Religion	New world order
She led France to victory in the Hundred Years' War.	Spread by rats, this epidemic spread like "the plague."	The country with strong kings named Louis and weak nobles	The "winning back" of lands occupied by the Muslims	Name for the Russian rulers
Muslim leader who changed name of Constantinople to Istanbul	War between England and France over land rights	King and Queen of Spain	Pope who urged the First Crusade	Legislature in England that gained power
Known as "The Terrible"; killed boyars	A Civil War in England; named for a flower	King John was forced to accept this in 1215.	Muslim leader during the Crusades	Turks in the Middle East
First Norman King of England	The Mongols had a yoke around this country.	The country with taxes such as the <i>taille</i> and the <i>gabelle</i>	Court set up to punish heretics	The unified country under Henry Tudor

Attachment F: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>DISCUSSION/ESSAY QUESTIONS</p> <ol style="list-style-type: none"> Using three countries, describe how nation-states were formed in the late medieval period. Describe three major changes that took place in the late medieval period. Consider such factors as government, religion, and society. Discuss the major causes and effects of the Crusades. Every era has “turning points” in which pivotal and important actions occur. Discuss an important “turning point” in the late Middle Ages. Describe three individuals who changed the course of European and/or world history during the late medieval period. <p>MULTIPLE-CHOICE QUESTIONS</p> <ol style="list-style-type: none"> England limited the powers of kings and increased the power of the nobility with <ol style="list-style-type: none"> the Codex Justinian. the Magna Carta.* the English Constitution. the Civil Constitution. During the late medieval period, France had all of the following <i>except</i> <ol style="list-style-type: none"> a tax on land and salt. a professional army. a strong legislature.* strong kings. The Black Death first came to Europe through <ol style="list-style-type: none"> trade.* exploration. the Church. the New World. 	<ol style="list-style-type: none"> The Hundred Years’ War was between which countries? <ol style="list-style-type: none"> France and Spain Russia and France England and the Holy Roman Empire England and France* The effects of the Crusades are all of the following <i>except</i> <ol style="list-style-type: none"> increased trade between Asia and Europe. decreased power of the nobility in many countries. increased tolerance and respect among religions.* increased demand for Asian imports. In Spain, the movement to try heretics in church courts was called <ol style="list-style-type: none"> the Reconquista. the Inquisition.* the “Spanish” policy. the Papal Index. With the help of Ivan the Great, Russia was freed from the <ol style="list-style-type: none"> Mongols.* Indians. French. Turks. Chronologically, which event came last? <ol style="list-style-type: none"> William of Normandy conquered England in the Battle of Hastings. The Black Death struck for the first time. The fall of Constantinople to the Ottoman Turks* The First Crusade
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ORGANIZING TOPIC

The Renaissance

Standard(s) of Learning

- WHL.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- identifying the economic foundations of the Italian Renaissance;
 - sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
 - citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
 - comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).

Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).

Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.).

Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Content

Explain that the Crusades stimulated trade by introducing Europeans to many desirable products.

Explain that trade promoted frequent contacts with the Byzantine and Muslim Empires.

Summarize the economic effects of the Crusades, using the following information as a guide:

- Increased demand for Middle Eastern products
- Stimulated production of goods to trade in Middle Eastern markets
- Encouraged the use of credit and banking

Explain that new economic institutions developed during the Renaissance.

Identify the economic concepts of the Italian Renaissance, using the following information as a guide:

- Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy.
- Letters of credit served to expand the supply of money and expedite trade.
- New accounting and bookkeeping practices (use of Arabic numerals) were introduced.

Explain that wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.

Summarize the benefit of geographic location to northern Italian cities during the Renaissance period, using the following information as a guide. Include an explanation of how each of these cities achieved importance and developed politically:

- Florence, Venice, and Genoa
 - Had access to trade routes connecting Europe with Middle Eastern markets
 - Served as trading centers for the distribution of goods to northern Europe
 - Were initially independent city-states governed as republics

Explain that Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.

Describe Machiavelli's ideas about power as defined in his book *The Prince*, using the following information as a guide:

- An early modern treatise on government
- Supports absolute power of the ruler
- Maintains that the end justifies the means
- Advises that one should not only do good if possible, but do evil when necessary

Explain that the Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular.

Explain that medieval art and literature focused on the Church and salvation, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity.

Identify prominent Italian Renaissance artists and writers, using the following information as a guide:

- Leonardo da Vinci: *Mona Lisa* and *The Last Supper*
- Michelangelo: Ceiling of the Sistine Chapel and *David*
- Petrarch: Sonnets, humanist scholarship

Explain how knowledge of the classical Greeks and Romans fostered humanism in the Italian Renaissance.

Summarize humanism, using the following information as a guide:

- Celebrated the individual
- Stimulated the study of classical Greek and Roman literature and culture
- Was supported by wealthy patrons

Explain that with the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. The art and literature of the Italian Renaissance changed as people of different cultures adopted Renaissance ideas.

Identify how ideas of the Italian Renaissance changed as they were adopted in northern Europe, using the following information as a guide:

- Growing wealth in Northern Europe supported Renaissance ideas.
- Northern Renaissance thinkers merged humanist ideas with Christianity.
- The movable type printing press and the production and sale of books (e.g., Gutenberg Bible) helped disseminate ideas.

Describe the books of the Northern Renaissance writers.

- Erasmus: *The Praise of Folly* (1511)
- Sir Thomas More: *Utopia* (1516)

Explain that Northern Renaissance artists portrayed religious and secular subjects.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Leonardo da Vinci.” *Artcyclopedia*. http://artcyclopedia.com/artists/leonardo_da_vinci.html. This site provides access to art museums and copyrighted copies of Leonardo’s works.

“Medieval History: Renaissance Studies.”
<http://historymedren.about.com/homework/historymedren/cs/therenaissance/index.htm?iam=dpile&terms=%2Brenaissance>. This site provides numerous links to a variety of information on the Renaissance.

“Michelangelo Buonarroti.” *Artcyclopedia*. http://artcyclopedia.com/artists/michelangelo_buonarroti.html. This site provides access to art museums and copyrighted copies of Michelangelo’s works.

Niccolo Machiavelli. <http://www.ctbw.com/lubman.htm>. This site provides a brief biography of Machiavelli.

“Petrarch: 1304–1374.” *Books and Writers*. <http://www.kirjasto.sci.fi/petrarca.htm>. This site provides information on the life and works of Petrarch.

“Virginia Standards of Learning Assessments Test Blueprint: World History and Geography: to 1500 A.D. (C.E.): 2008 History and Social Science Standards of Learning.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_worldhistory_geo_to1500.pdf. This site provides assessment information for World History and Geography to 1500 A.D. (C.E.).

“Virginia Standards of Learning Spring 2007 Released Test: End of Course World History I.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_worldhistory1.pdf.

Session 1: Introduction to the Renaissance

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have basic map skills and to locate geographical formations and political boundaries.
- Students are expected to be able to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to be able to read and understand textbooks, and a variety of ancillary resources related to the Late Medieval Period.
- Students are expected to attend a lecture.
- Students are expected to be able to follow a lecture with teacher-provided notes.
- Students are expected to be able to respond via discussion to the contents of the lecture.
- Students are expected to be able to compare and contrast.

Materials

- Map of Europe in the fifteenth century
- Teacher-prepared notes on important cities and centers of trade during the Renaissance

Instructional Activities

1. Begin by having students consider the question, “What previous eras have experienced tremendous change?” Encourage students to recall enormous change that occurred during previous eras studied in this course. Explain that the Renaissance is another example of an era of great change.
2. Distribute copies of a map of Europe in the fifteenth century. Instruct students to fill in the maps with Renaissance cities and centers of trade, including Florence, Venice, Genoa, and Flanders.
3. Present teacher-prepared notes on how each of the cities and centers of trade achieved importance and developed politically and/or culturally. Ask students to name modern-day cities and centers of trade, and discuss their responses.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a computer.
- Provide students access to various software programs (e.g., word processing, graphic organizer with cause-and-effect template(s)). (See Instructional Activity #1)
- Provide students with cue cards to review information on basic map skills and geographic locations.

Multisensory Activity

- Provide students access to markers, highlighters, colored pencils, or sticky notes to facilitate note-taking (See Instructional Activity #4).

Community Connections

- Have students use a list of modern-day cities/trade centers to survey family, neighbors, or other students and keep a tally of those who lived or visited any cities on the list. (Set a minimum number of persons to be surveyed.)

Small Group Learning

- Have students work in pairs to complete Instructional Activity #3.

Vocabulary

- Have each student create and maintain a matrix of cities, a phonetic spelling of each, and the country in which they are located.
- Have students scan the pre-test for terms they cannot pronounce or cannot define.
- Have each student maintain a list of the above terms and seek assistance to fill in definitions or explanations.

Student Organization of Content

- Have each student begin to organize a notebook or section of a notebook relevant to this unit.

Session 2: Comparison of the Middle Ages and the Renaissance

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to compare and contrast.
- Students are expected to read the grade-level textbook.
- Students are expected to participate in discussions.
- Students are expected to work collaboratively.
- Students are expected to be able to navigate the Internet responsibly and according to teacher direction.

Materials

- Attachment A: Comparison of the Middle Ages and the Renaissance
- Textbook or other instructional resources
- Slides or prints of medieval and Renaissance works of art

Instructional Activities

1. Begin by having students consider the question, “How have styles in clothing and music changed over your lifetime?” Relate the students’ experiences with cultural change to the changes that occurred between the Middle Ages and the Renaissance.
2. Have students divide into pairs to complete the “Comparison of the Middle Ages and the Renaissance” chart. Allow them to use the textbook or other instructional resources for this exercise.
3. Discuss the chart with the students, emphasizing the increasing role of secularism and humanism. Show students representative works of art to illustrate the differences between the Middle Ages and the Renaissance.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Have students use presentation software to compare and contrast the Middle Ages and the Renaissance.
- Provide students access to an e-copy of Attachment A.
- Provide students access to various software programs (e.g., presentation, graphic organizer).

Multisensory Activities

- Have students listen to music representative of the Renaissance period.
- Show students slides or pictures that promote the comparison and contrast of the art of the Middle Ages and the Renaissance.
- Show students books that illustrate clothing from the Middle Ages and Renaissance.
- Have students role play the people of the Renaissance to depict the clothing and music.

Community Connections

- Have students visit an exhibit, or take a virtual tour of a museum/gallery that has exhibits relevant to the art of the Renaissance.

Vocabulary

- Have students create flashcards with terms or picture examples on one side and definitions, or explanations, on the other, to be used for review and study.
- Have students maintain a personal glossary of terms that he/she needs to learn (see pretest in previous lesson).

Student Organization of Content

- Have each student maintain a notebook for this unit.

Session 3: Foundations of and Cultural Change during the Renaissance

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have some knowledge of economics and how banks lend money and charge interest.
- Students are expected to have some understanding of credit, credit card use, and debt.
- Students are expected to read grade-level textbooks and ancillaries.
- Students are expected to listen to lectures.
- Students are expected to be able to follow a lecture with teacher-prepared notes.
- Students are expected to understand the concept of patronage and how it relates to art and artists in the present and past.

Materials

- Attachment B: Class Notes on “Economic and Political Foundations of the Renaissance”
- Attachment C: Class Notes on “Cultural Change During the Renaissance”

Instructional Activities

1. Display Attachment B, and discuss the notes, emphasizing the rise and politics of the Italian city-states.
2. Ask students to relate Renaissance concepts to situations in the world today, posing and asking questions such as the following:
 - Do we have patrons of the arts in today’s world?
 - What is the difference between usury in the Renaissance and today’s practice of charging interest for loans and credit card purchases? Are there any similarities between the two?
3. Display Attachment C, and discuss the intellectual movements, writers, and artists of the period. (This lesson may extend to two sessions.)
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to e-copies of teacher-prepared notes.
- Provide students access to a computer or other device with word-processing software.
- Provide students with slides or electronic presentations to display the art of the Renaissance. Have students look at the paintings to demonstrate a popular technique known as “perspective.”

Multisensory Activity

- Provide students access to the content of the notes (Attachment C) in a graphic organizer format.

Community Connections

- Invite a guest speaker to discuss the issues of banking and credit.
- Have students explore the availability of credit cards (via a tally of advertisements in local newspapers or national periodicals, or their parents’ junk mail).

Small Group Learning

- Have students work with partners to alternate reading aloud paragraphs, or predetermined sections of the textbook, or other assignments, and summarizing the content. (Who or what is the paragraph about, and what happened to whom or what?)
- Have students work with partners to study unfamiliar vocabulary.

Vocabulary

- Have each student update lists of persons and events and add these to a personal glossary related to this unit.

Student Organization of Content

- Help students create a matrix that sorts artists by type of art, country of association, and major works, with illustrations as available.

- Have each student maintain a notebook.

Session 4: Machiavelli's *The Prince*

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to differentiate primary and secondary sources.
- Students are expected to be able to read excerpts from Machiavelli's *The Prince*.
- Students are expected to be able to think abstractly and to relate current events to Renaissance mores as exemplified by Machiavelli's work.
- Students are expected to have knowledge of current events.
- Students are expected to have a concept of leadership and what constitutes leadership.

Materials

- Excerpts from Machiavelli's *The Prince*
- Teacher-developed list of Renaissance art terms and artists

Instructional Activities

1. Begin by having students consider the question, "What attributes make for a good leader?" Then, introduce the political philosopher, writer, and diplomat Niccolo Machiavelli, who wrote a famous book titled *The Prince*. Explain that Machiavelli had some ideas on leadership that might surprise them.
2. Read selected excerpts from *The Prince* (e.g., "It is better to be feared than loved.") as a class.
3. Divide students into small groups, and instruct them to write down some modern-day scenarios involving conflicts and leaders (e.g., in school, at work, in the news). Have groups hypothesize about how Machiavelli would advise dealing with those scenarios. You may wish to provide students with representative scenarios to expedite the process.
4. Assign important Renaissance art terms and artists for students to identify, using a teacher-generated list.

Specific Options for Differentiating This Lesson

Technology

- Provide students with electronic notes on leadership styles.

Multisensory Activity

- Provide students access to pictures of scenarios to guide discussion. (See Instructional Activity #3)

Community Connections

- Invite a local community leader to discuss specifics of his/her role as an official or community leader.

Small Group Learning

- Have students work in pairs to identify persons they see as leaders in their community, and what these persons do in their roles.

Session 5: Renaissance Art

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to navigate the Internet responsibly and according to teacher direction.
- Students are expected to listen to a lecture and take notes.
- Students are expected to be able to take part in discussions related to the material presented.
- Students are expected to be able to work in small cooperative groups to complete a long-term project.

Materials

- Sample Renaissance works of art (from resources such as books, slides, prints, the Web, a video, and/or an electronic presentation) related to the art terms and artists assigned in the previous session

Instructional Activities

1. Begin by having students respond to the question, “What art forms do today’s artists use to express themselves?” Have students name a variety of modern-day art forms, such as painting, sculpture, cartoons, computer art, and others. Explain that painting and sculpture were the most popular art forms during the Renaissance.
2. Show sample Renaissance works of art, using the various resources listed above, and discuss each example.
3. Divide students into groups of three to four students each, and assign each group a famous Renaissance artist to research. Possibilities include Michelangelo, Leonardo da Vinci, Raphael, Botticelli, Van Eyck, Holbein, Dürer, Masaccio, and Donatello. Research should cover not only the life of the artist, but also the artist’s most famous works. Alternatively, have each group research and analyze a famous Renaissance work of art (a painting, sculpture, or example of architecture). Instruct students to prepare a detailed description of the work, looking for Greco-Roman inspiration in it, secular subject matter, use of perspective, emphasis on the individual, and portrayal of emotion. If time allows, have them compare the work to another work by the same artist or to another work in the same medium.
4. Allow students to use the remainder of the period for research.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Provide students with electronic notes.
- Provide students access to various software programs (e.g., graphic organizer, presentation).
- Provide students access to trade books and textbooks appropriate to their reading level.
- Provide students access to videotaping equipment.

Multisensory Activities

- Have students create a video of the final report.
- Provide students tapes of textbooks or other resources.

Community Connections

- Have students visit local galleries or museums (virtual tour is acceptable).

Small Group Learning

- Use a flip camera to videotape each cooperative learning group’s oral presentation and play it for the class to discuss.

Vocabulary

- Direct each student to create a glossary or word list with definitions that will be presented to peers with his/her final report.

Student Organization of Content

- Have students use software program (e.g., graphic organizer, word processing) to appoint tasks and to organize the content of the final report.
- Provide students with a grading rubric with details on what is required and how each component will be evaluated.

Session 6: Student Presentations

Materials

- Samples of Renaissance works of art (see previous session)

Instructional Activities

1. Use one-third of the class period for student groups to complete their research begun in the previous session and plan a brief presentation. Presentations should provide descriptive information about the artist and the artist's most famous works, or about the work(s) or art students have analyzed.
2. Have student groups make presentations to the class. Use appropriate technology to show the artworks to the entire class as students are presenting. (NOTE: This activity could be turned into a more elaborate project, if desired.)

Specific Options for Differentiating this Lesson

Note: This session is a continuation of Session 5 and culminates in student reports.

Technology

- Use a flip camera to videotape the oral presentations of the groups, and play them for the class to discuss each group's results.

Session 7: Renaissance Humanism and Literature

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to differentiate between primary and secondary sources.
- Students are expected to synthesize information from a variety of resources and use this information to
 - formulate questions
 - make inferences
 - draw conclusions.
- Students are expected to read and understand textbooks, and a variety of ancillary resources.
- Students are expected to be able to participate in a discussion related to assigned readings.

Materials

- A teacher -selected primary source reading by Petrarch or another famous Renaissance humanist
- Excerpt from a Shakespearian play that is, preferably, familiar to the students
- Teacher-developed questions for discussion on the selected humanist and Shakespearean reading (optional)

Instructional Activities

1. Begin by asking students to answer the question, “What types of literature are you most interested in reading?” Elicit responses about what they read for pleasure, not just for school. Explain that they are going to examine the literature of the Renaissance.
2. Display notes on famous Renaissance humanists, and discuss their roles in Renaissance culture.
3. Divide the class into two groups. Have one group read a selected excerpt by Petrarch and the other group a selected excerpt by Shakespeare. You may wish to distribute questions to accompany the readings and have a group leader guide the discussion. Have the groups switch authors when they are done.
4. As a whole class, discuss how the authors are similar and different, and why each is very important.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a computer with text-to-speech software.
- Provide students access to a tape recorder with headset and a taped version of the text they are assigned.

Multisensory Activities

- Provide each student with a graphic organizer (e.g., Venn diagram) that facilitates note-taking as he/she listens to the discussions.
- Have students copy notes as they are printed on a chalkboard or overhead.
- Provide students with hard copies of teacher notes.

Community Connections

- Show students a production of one of Shakespeare’s works (video is appropriate).
- Arrange for students to listen to a presentation from an English teacher or an expert on the poetry of this period who will compare and contrast the styles and content (prior to this assignment).

Small Group Learning

- Have students work with a peer to read and respond to the readings.

Vocabulary

- Provide students with vocabulary they will encounter in the text.
- Provide students with a text that has had the readability leveled, but maintains the integrity of the original thoughts.

Student Organization of Content

- Provide each student with an advance organizer specific to the assigned text.

- Provide each student with a cued or annotated note-taking template to assist him/her in locating and identifying important points.
- Provide students with a series of questions to prompt their reading.
- Provide each student with a graphic presentation of Attachment C as related to humanism in literature.
- Have each student maintain a notebook relevant to this unit.

Session 8: Key Figures of the Italian Renaissance

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to read the grade-level textbook.
- Students are expected to be able to participate in discussions.
- Students are expected to be able to work collaboratively.
- Students are expected to be able to navigate the Internet responsibly and according to teacher direction.

Materials

- A copy of one or more *Who's Who* books from the library or other source
- Access to the following Web site: *Marquis Who's Who*.
<http://www.marquiswhoswho.com/products/default.asp>. Offers detailed biographies of past and current persons of note.

Instructional Activities

1. Begin by asking students whether they are familiar with a *Who's Who* book. Show (or describe) the contents of a real *Who's Who* publication. Explain that these publications can be general (e.g., *Who's Who in the World*) or specialized (e.g., *Who's Who in American Education*). Ask them to name some reasons that such a book might be useful.
2. Divide the class into three groups to prepare a "Who's Who" list of the Italian Renaissance. Assign artists to one group, humanists and other writers to another, and political leaders to a third. Have each group select the historical figures for their category and write a descriptive annotation about each figure.
3. Bring the groups together to report on their "Who's Who" lists. Ask the class whether additional names should be included in any of the categories. If so, have the entire class create the needed annotations.

(NOTE: This activity could become a more extensive class project in which the information collected during this session would be transformed into an illustrated booklet. The booklet could be displayed in the classroom, or copies could be made for the students.)

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet.
- Provide students access to a variety of software programs (e.g., word processing, graphic organizer).

Multisensory Activity

- Have students access the Internet to cut and paste pictures of the person(s) they have been assigned.

Community Connections

- Have students create a list of 10 persons who might constitute a *Who's Who* for their community. (This activity could replace Instructional Activity #1.)

Small Group Learning

- Divide students into groups, and have them work in pairs within those groups.

Vocabulary

- Have each student update his/her personal glossary of terms he/she needs to learn.

Student Organization of Content

- Provide students with a template that cues the information required for the final product.
- Provide students with hard copies of other student products.

Session 9: Comparison of the Italian Renaissance and the Northern Renaissance _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to read the grade-level textbook.
- Students are expected to be able to participate in discussions.
- Students are expected to be able to compare and contrast.

Materials

- Attachment D: Class Notes on “The Spread of the Renaissance”
- Attachment E: Comparison of the Italian Renaissance and the Northern Renaissance
- Representative examples of Northern Renaissance works of art (e.g., works by Dürer, Van Eyck, Hans Holbein the Younger, Bruegel)

Instructional Activities

1. Begin by asking students to respond to the question, “How do trends and culture differ from one geographical area to another?” Ask students to name trends and cultural characteristics that differ from one part of the United States to another. If students have trouble thinking of examples, you may wish to prompt them to think about music, food, or other areas.
2. Display Attachment D, and discuss the notes, asking students to think about the similarities and differences between the Italian Renaissance and the Northern Renaissance.
3. As a class, have students fill in the chart on Attachment E. While completing the chart, show students representative examples of Northern Renaissance works of art. Discuss the similarities and differences between the Northern Renaissance and the Italian Renaissance, as suggested by these works of art.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a computer with word-processing software.
- Give students an e-copy of Attachment E.

Multisensory Activities

- Provide students access to a variety of resources with which to view representative art.
- Show students educational videos related to this lesson.

Community Connections

- Have students visit a local gallery or exhibit of Renaissance art.
- Have students take a virtual tour of a museum with an appropriate exhibit.

Small Group Learning

- Have students work in pairs to complete Attachment E.

Vocabulary

- Provide students with additional pertinent vocabulary terms and definitions.

Student Organization

- Have each student continue to maintain a notebook for this unit.

Session 10: The Social Criticism of Sir Thomas More and Erasmus

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to differentiate primary and secondary sources.
- Students are expected to be able to read excerpts from Sir Thomas More's *Utopia* or *The Praise of Folly* by Erasmus.
- Students are expected to be able to compare and contrast.
- Students are expected to be able to write a satire or fable.
- Students are expected to have some knowledge of current events.

Materials

- Teacher-selected excerpt from *Utopia* by Sir Thomas More or *The Praise of Folly* by Erasmus
- Teacher-developed questions on the More or Erasmus excerpts

Instructional Activities

1. Begin by having students consider the question, "How do authors, movie directors, and/or musicians make fun of society today?" Explain that Renaissance authors like Sir Thomas More and Erasmus also criticized their society.
2. Instruct students to complete a reading from *Utopia* or *The Praise of Folly*, either in small groups or as a class.
3. Have students answer teacher-developed questions on the reading to check for comprehension.
4. For additional work, instruct students to write their own critique of society, using satire or a fable.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to a tape recorder and audiotapes of the works or excerpts noted in Instructional Activity #2.
- Provide students access to a computer.
- Provide students access to various software programs (e.g., graphic organizer, text-to-speech).
- Provide students with an electronic template to facilitate the writing exercise.

Multisensory Activities

- Have students view educational videos related to this assignment.
- Select songs to play for students (with parental approval) with lyrics that satirize society or culture.

Community Connections

- Invite a local expert to discuss the two genres of literature (fable and satire).
- Have students use a local newspaper as a source for a story to satirize.
- Invite a storyteller to relate fables to the class.

Small Group Learning

- Have students work in pairs to read and discuss the excerpts (See Instructional Activity #2).

Vocabulary

- Prior to reading, provide instruction on vocabulary the students will encounter.
- Prior to reading, have students scan the text for terms whose meanings and/or pronunciations they do not know.
- Have each student add new vocabulary to his/her personal glossary.

Student Organization of Content

- Provide students with a template for the writing activity.
- Have each student maintain a notebook for this unit.

Session 11: Review

Materials

- Teacher-developed “Picture Memory” cards with one Renaissance term printed on each card

Instructional Activities

1. Invite a few student volunteers to read their fable or satire from the previous session to the class.
2. Explain that this session will be a review for the test coming in the next session. The review will take the form of a Renaissance “Picture Memory” game.
3. Divide the class into two teams. Using the teacher-developed cards containing various Renaissance terms, have one student at a time attempt to illustrate the term visually on the board while the student’s teammates guess what the term is. When the team has guessed correctly, they must then define the term to ensure mastery. Possible terms to use include the following:
 - city-state
 - Erasmus
 - Flanders
 - Florence
 - Leonardo da Vinci
 - Machiavelli
 - the Medici
 - Michelangelo
 - perspective
 - Petrarch
 - Pope Julius II
 - Raphael
 - Renaissance
 - Sistine Chapel
 - *The Prince*

Session 12: Assessment

Materials

- Attachment F: Renaissance Brochure
- Computers
- Attachment G: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment F, and have students create on computer a brochure that includes the information listed. They must also include a visual for each artist and inventor and a map of Italy during this time period.
2. Distribute copies of Attachment G, and have students complete the assessment.

Session 13: European History Timeline (Year Review)

Materials

- Butcher paper or other long roll of paper, such as wrapping paper
- Markers

Instructional Activities

1. Use a “European History Timeline” activity to serve as a “wrap-up” of European history and the start of a Standards of Learning review. Have small groups of students determine what they think are the top 10 pivotal events in European history. Have them display the events as a timeline on butcher paper or other long roll of paper.
2. After students are finished, tape the papers around the classroom walls, and have the students discuss their “Top 10 Timeline.”

Attachment A: Comparison of the Middle Ages and the Renaissance _____

	MIDDLE AGES	RENAISSANCE
Art		
Literature		
Role of the Church		
Role of the individual		

Attachment B:

Class Notes on “Economic and Political Foundations of the Renaissance” _____

Economic and political foundations of the Renaissance

- Wealthy merchant families were involved in business and politics. In addition, many were patrons (supporters) of the arts.
- Medici family of Florence
 - Cosimo de Medici was involved in banking, ruled Florence, and was a supporter of artistic and scholarly projects.
 - Lorenzo de Medici (also known as Lorenzo the Magnificent) was involved in banking and also ruled Florence. He was a patron to many artists, most notably Michelangelo.
- Sforza family of Milan: Caterina Sforza ruled Milan.
- Isabella D’Este of Mantua was a patron of the arts.
- Trade flourished in Italy during the Middle Ages and the Renaissance, creating unprecedented wealth in Florence, Genoa, and Venice. Goods traded included woolens, leather, and silk. Florence was particularly known for banking (Medici family) and textiles.
- Usury—charging interest on money loaned—and using letters of credit became accepted practices during the Renaissance.
- The Italian city-states were independent and enjoyed a democratic atmosphere. The Popes during this time resided in Avignon, France, and did not interfere in Italian politics.

Attachment C: Class Notes on “Cultural Change During the Renaissance” _____

Intellectual movements

- Humanism: a movement celebrating the glory and power of human beings as an important part of the world
- Classicism: a return to the ideals of Greece and Rome in intellectual thought, art, and architecture
- Secularism: interest in the nonreligious world and enjoyment of worldly pleasures

Humanism and literature

- Petrarch is considered the “father of humanism.” He wrote in prose and poetry about classical virtues and his unrequited love for a woman he called “Laura.” He wrote in both Italian and Latin. Supposedly, he died with a pen in his hand.
- *The Divine Comedy* by Dante emphasized politics and human interests. Dante wrote in the vernacular instead of Latin.
- Castiglione wrote *The Courtier*, a handbook on how to be a “Renaissance man.” Castiglione thought that men should speak Greek and Latin; be charming, polite, and witty; and be physically strong and graceful.
- *The Prince* by Machiavelli served as a secular treatise on how to be a good ruler. An idea attributed to Machiavelli is that “the ends justify the means.” He frequently discussed ancient leaders as illustrations of what a good ruler should do.
- Erasmus wrote *The Praise of Folly*, which poked fun at the clergy, scholars, and merchants. Erasmus was from Flanders, a center of the Northern Renaissance.
- Shakespeare, an English playwright, wrote about the human condition in both tragedies and comedies.

Art

- Early Renaissance artists:
 - Giotto di Bondone painted frescos (paintings created on wet plaster) of human figures, showing depth and emotion.
 - Ghiberti made the bronze reliefs on the doors to the Florence Cathedral baptistery.
 - Brunelleschi designed the dome of the Florence Cathedral, the first dome since antiquity.
 - Donatello sculpted the first freestanding nude statue, *David*.
 - Masaccio used perspective in painting to show distance and is considered the “father of modern painting.”
- High Renaissance artists:
 - Michelangelo sculpted *David* and the *Pieta*; he is likewise known for his paintings on the Sistine Chapel ceiling and *The Last Judgment* on the end wall of the chapel. He also designed the dome for St. Peter’s Cathedral in Rome for Pope Julius II.
 - Leonardo da Vinci painted *The Last Supper* and *Mona Lisa*; he was also a renowned engineer and architect. A later patron of Leonardo was Francis I of France.
 - Raphael painted *The School of Athens* and many paintings of the Madonna.
- Northern Renaissance artists:
 - Dürer created woodcuts and engravings.
 - Hans Holbein the Younger is famous for his portraits, including *Henry VIII*.
 - Van Eyck is known for his paintings with vivid color and detail, such as *The Marriage Portrait*.
 - Peter Bruegel the Elder is known for his paintings of weddings, festivals, and detailed peasant life.

Attachment D: Class Notes on “The Spread of the Renaissance”

Important cultural centers of the Renaissance

- The center of the Italian Renaissance in the 1400s (Quattrocento) was Florence.
- In the 1500s, Rome became a center of art, beginning with Pope Julius II (1503–1513). He loved art and power and built a new St. Peter’s Cathedral with the help of Michelangelo.
- The Renaissance spread north as artists and ideas traveled. We refer to this as the “Northern Renaissance.” Flanders (the region of present-day Belgium) was a center of the Northern Renaissance.

Art and humanism of the Northern Renaissance

- The Northern Renaissance saw a fusion between Christianity and humanism. Art and literature were still primarily based on religion.
- Northern Renaissance artists included Dürer, Hans Holbein the Younger, Van Eyck, and Peter Bruegel the Elder.
- Northern humanists included Erasmus and Sir Thomas More. Their writings tended to be infused with Christianity.
- In 1450, Johannes Gutenberg invented a printing press that used movable type. The Bible became an instant best seller.

Attachment E: Comparison of the Italian Renaissance and the Northern Renaissance __

	Italian Renaissance	Northern Renaissance
Geographic centers		
Artists		
Literature		
Characteristics		

Attachment F: Renaissance Brochure

Using a computer, create a brochure that answers the following questions and includes the following information. Also include a visual for each artist/inventor and a map of Italy during this time period.

1. What was the Renaissance?
2. Name the three most important cities in Italy during the Renaissance.
3. Why did the Renaissance begin in Italy?
4. List three facts about the following artists/inventors, and name several of their works:
 - Leonardo da Vinci
 - Michelangelo Buonarroti
 - Petrarch
 - Machiavelli
 - Sir Thomas More
 - Desiderius Erasmus
 - Johann Gutenberg
5. Draw a diagram of the Gutenberg printing press.

Attachment G: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>DISCUSSION/ESSAY QUESTIONS</p> <ol style="list-style-type: none"> 1. Compare and contrast the medieval era to the Renaissance. 2. Describe three important figures in the Renaissance. What did they contribute to the period? How did they change art, politics, or literature? 3. Compare and contrast Renaissance art and medieval art. What are the similarities and differences? 4. How was the Northern Renaissance different from the Italian Renaissance? How were the two alike? <p>MULTIPLE-CHOICE QUESTIONS</p> <ol style="list-style-type: none"> 5. The Renaissance first began in the city-state of <ul style="list-style-type: none"> A Flanders. B Florence.* C Rome. D Venice. 6. The banking family that supported the arts and were politically active were the <ul style="list-style-type: none"> A da Vincis. B Tudors. C Borgias. D Medicis.* 7. The center of the Northern Renaissance was <ul style="list-style-type: none"> A Flanders.* B Florence. C London. D Paris. 	<ol style="list-style-type: none"> 8. This “Renaissance man” was an artist, engineer, and scientist: <ul style="list-style-type: none"> A Raphael B Lorenzo de Medici C Leonardo da Vinci* D Michelangelo 9. Renaissance art includes all of the following <i>except</i> <ul style="list-style-type: none"> A sculpture that is three-dimensional. B use of perspective. C display of emotion. D religious subjects exclusively.* 10. He is considered the “father” of humanism and was a poet. <ul style="list-style-type: none"> A Shakespeare B Petrarch* C Machiavelli D Bruni 11. Machiavelli’s book on secular statecraft is entitled <ul style="list-style-type: none"> A <i>The Prince</i>.* B <i>The Book of the Courtier</i>. C <i>Florentine Politics</i>. D <i>History of Florence</i>. 12. This poet and playwright was from England: <ul style="list-style-type: none"> A Sir Thomas More B Shakespeare* C Petrarch D Henry VII
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