

Eleventh Grade: World History and Geography

Unit 2: Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E.

Big Picture Graphic

Overarching Question:

How and to what effect did networks of exchange transform human societies?

Previous Unit:

Foundations of Eras 1-3: Beginnings to 300 C.E.

This Unit:

Expanding and Intensified Hemispheric Interactions 300 to 1500 C.E.

Next Unit:

Era 5: The Emergence of the First Global Age, 15th to 18th Centuries

Intensified Hemispheric Interactions 300-1500 C.E.

Collapse of Classical Empires

Increased Networks of Exchange

Growth and Decline of Large Empires

Questions to Focus Assessment and Instruction:

1. How were the reasons for empire growth and decline similar and different in various world regions?
2. How did the world religions expand their influence across Afro-Eurasia during this era?
3. How is the Plague an example of a “global” event in this era?
4. How and to what effect did interregional contact and exchange increase during this era?

Unit Abstract and Historical Overview

Historians see a number of significant developments in this era: (1) the clustering of human population into large empires, such as the growth of the Chinese, Mongol and Islamic Empires and empires in Africa; (2) the development of trade routes (land and sea) that increased cultural and commercial exchanges in Afro-Eurasia; (3) continued consolidation and spread of major religions; and (4) empire building in the Americas, particularly the rise of the Mayan, Aztec, and Incan empires.

During this era the new religion of Islam developed, while Hinduism, Christianity, and Buddhism continued to spread throughout Eurasia and Africa. Due to continuing population growth, urbanization, and the flowering of culture in Eurasia, West Africa, and Mesoamerica, empires grew in size and complexity (such as Roman, Han, Gupta, Maya, Ghana, and Byzantine). It is during this era that we also explore the end of major empires (Han, Western Roman).

The rise and fall of empires, as well as the nomadic groups in Afro-Eurasia, generated new zones of cultural and commercial exchange that linked regions across the world. While focusing on large empires and huge states, historians also recognize that no one empire or state dominated the world. Rather, many argue that the world was “polycentric,” or developed around a number of powerful political systems and supported by numerous zones of exchange – places where goods, ideas, and peoples traveled from one part of the world to another. While stressing economic and political changes in cities, historians still recognize that the majority of the world’s population lived in agricultural settings.

This era can be characterized by the movement of ideas, people, and goods. During the seven centuries covered in this era major religions – Islam, Hinduism, Christianity, and Buddhism – spread far beyond their lands of origin, and became established in regions where they have remained major religious and cultural forces. Nomadic and migratory groups influenced and sometimes altered political, economic, and social structures in many areas of Afro-Eurasia.

By 1400, there were about 350 million people clustered into relatively small pockets of land in Japan, Korea, China, Indonesia, Indochina, India, Dar-al-Islam, Europe, and the Aztec and Inca Americas. While most of the population (about 98%) was tightly tied to agriculture, a number of large commercial cities grew during this time. Most of the largest cities and the world’s wealth were concentrated in China, India, and North Africa. Closely related to the growing urban population was a system of interlinking trading systems in East Asia (linking China to India), Middle East/Mongolian (linking the Eurasian continent to the Eastern Mediterranean and India), and the European system (linking Europe to the Middle East and Indian Ocean). While each of these systems had a dominant group (e.g., Chinese, Arabs, Italians), these overlapping systems of trade created what some historians have called the first world system of exchange.

During this era the Mongol Empire spanned most of the Eurasian continent and an almost complete system of empires governed most of the world’s population. The order within empires was maintained by elites living off of peasants. These civilizations were regularly threatened by invaders from the outside and discontent from within. However, it was micro-organisms that caused the ultimate crisis in this system with the outbreak of the Bubonic Plague in the mid-fourteenth century.

Historians view this pandemic as significant for a couple of reasons. First, it shows the existence of well-developed systems of trade connecting China, Northern Africa, and Europe. Second, in just a few years, the plague decimated the populations of Afro-Eurasia. Such demographic crisis had a profound impact on the survivors for years to come and resulted in new artistic styles, the persecution of Jews, and an increase in land and wages for surviving peasants.

Overall, this era is dominated by shifting political, economic, and social systems. New political and economic policies developed as empires dealt with instability brought by invading groups and disease. By the end of the era, the stage was set for a growing middle class in Europe, a powerful aristocracy in most regions (that challenged or was challenged by changing political structures), and a more powerful merchant class. These groups would act as catalysts for the development of the modern age.

Suggested Organization for Era 4

Topics	Content Expectations	Duration
Setting the Stage: Crisis in the Classical World, 300-600	4.1.1; 4.1.3	1 week
The Rise and Decline of Empires, 600-1500	4.2.1; 4.2.2, 4.3.1; 4.3.2; 4.3.3; 4.3.4; 4.3.5	3.5 weeks
Networks of Exchange, 300-1500	4.1.2; 4.1.3; 4.2.3; 4.3.1	1.5 weeks

Unit Assessment

Write a thesis paper using evidence from this era to formulate a response to: *How and to what effect did interregional contact and exchange increase during this era?* Students should support their thesis with evidence based on the unit of study.

Topic 1: Crisis in the Classical World, 300-600 C.E.

Topic Abstract:

This introductory section allows students to see a big picture of the unit and study a major turning point in world history: the collapse of classical empires and the consequences of this collapse. In comparing the causes and consequences of the collapse of classical Han, Roman, and Gupta empires, the context for the remainder of the era is created by examining large inter-regional and global trends. Students then frame the key problem for the era: *How and to what effect did interregional contact and exchange increase during this era?* Studying this problem allows students to assess relative strengths and weaknesses of various regions on the cusp of European expansion and hegemony. Moreover, framing the problem in the first topic is crucial to aiding student understanding throughout the era. Students also explore the reasons why many of the empires that dominated the world prior to 300 C.E. collapsed in the early centuries of Era 4. Using graphic organizers, students compare the political, cultural, and economic reasons for the decline of three classical empires: Roman, Gupta, and Han. After viewing a PowerPoint, students construct charts to provide a global picture of the entire era. Through these activities, students begin to address the question that guides their work through the remainder of the era.

Focus Questions

1. Why do empires collapse?
2. How and to what effect did interregional contact and exchange increase during this era?

Content Expectations

WHG 4.1.1: Crisis in the Classical World - Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse.

WHG 4.1.3: Trade Networks and Contacts - Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including

- land-based routes across the Sahara, Eurasia, and Europe
- water-based routes across Indian Ocean, Persian Gulf, South China Sea, and Red and Mediterranean Seas.

Key Concepts

Buddhism
centralization
Christianity
Confucianism
dynasty
empire
Hinduism
inflation

interregion
pastoral nomads
trade network

Duration

1 week

Lesson Sequence

Lesson 1: The Fall of Rome and the Han Dynasty

Lesson 2: The Fall of the Gupta Empire

Lesson 3: The Big Picture

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

WHG 4.1.1 Create a written response to the question: Why do empires collapse? Use specific evidence from Han, Gupta, and Roman empires.

WHG 4.1.3 Construct a preliminary response to the question: *How and to what effect did interregional contact and exchange increase during this era?*

Performance Assessments

Resources

Equipment/Manipulative

Large Chart Paper

World Map

Student Resource

Ancient India: The Age of the Guptas and After. World Civilizations. June, 1999. 22 Jan. 2008
<<http://wsu.edu/~dee/ANCINDIA/GUPTA.HTM>>.

Gupta Dynasty: the Golden Age of India. Nupam's Webpage for the Indian Coins. February 1999.
22 Jan. 2008 <<http://www.med.unc.edu/~nupam/Sgupta1.html>>.

Han Dynasty. Dynasties of Imperial China. 3 November 2006. 22 Jan. 2008
<http://www.mnsu.edu/emuseum/prehistory/china/early_imperial_china/han.html>.

The Han Dynasty. National Geographic. February 2004. 22 Jan. 2008

<<http://magma.nationalgeographic.com/ngm/0402/feature1/index.html>>.

Teacher Resource

Era 5, Landscape Unit. World History for Us All. 22 Jan. 2008

<<http://worldhistoryforusall.sdsu.edu/dev/eras/era5.htm#land>>. The panorama unit and PowerPoint and Landscape unit 5.1 are especially useful for this unit.

Gibbon, Edward. *General Observations on the Fall of the Roman Empire in the West.* (chapter 38) Medieval Source Book. 22 Jan. 2008 <<http://www.fordham.edu/halsall/source/gibbon-fall.html>>.

World History Resources. World History Matters, Center for History and New Media. 2005.
22 Jan. 2008

<<http://chnm.gmu.edu/worldhistorysources/whmfinding.php?function=find&area=top1000>>.

This is a database of primary sources focused on a comparative approach to history. It would work for any unit, but is particularly helpful for this one.

Resources for Further Professional Knowledge

Bentley, Jerry H. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times.* NY: Oxford University Press, 1993.

Braudel, Fernand. *Civilization and Capitalism, 15th to 18th Century: The Structures of Everyday Life.* Berkeley, CA: University of California Press, 1991.

Christian, David. *Maps of Time: An Introduction to Big History.* Berkeley, CA: University of California Press, 2004.

Heather, Peter. *The Fall of the Roman Empire: A New History of Rome and the Barbarians.* Oxford: Oxford University Press, 2006.

Instructional Organization

Lesson 1: The Fall of Rome and the Han Dynasty

Content Expectations: WHG 4.1.1

Key Concepts: Buddhism, centralization, Christianity, Confucianism, dynasty, empire, inflation, pastoral nomads

Abstract: In this lesson students investigate the problem: *Why do empires collapse?* Students examine several examples so that they can gather evidence to address the problem. If needed, students can review the Han and Roman empires by re-examining materials from the previous unit (Foundations). The class is divided into two groups (Han and Roman) to form investigative committees that examine political, social, and economic reasons for the decline of these empires. After first reviewing what they know about the strengths and weaknesses of the empire, students then dig deeper to find the roots of these problems. Upon completing their investigations, the groups share their results with the class. During the presentations, the class constructs a Venn diagram or chart comparing the similarities and differences.

Lesson 2: The Fall of the Gupta Empire

Content Expectations: WHG 4.1.1

Key Concepts: Buddhism, centralization, empire, Hinduism

Abstract: In this lesson students continue with their investigation of the problem: *Why do empires collapse?* As students read about the Gupta Empire, they keep a running list of similarities and differences from their previous experiences with the Romans and the Han. After doing simple comparisons (e.g., time period of the empire, geography), students hypothesize what could possibly go wrong with the Gupta Empire, and create a plan for the empire on how to improve/save the empire. Students then research why the Gupta Empire did collapse and compare these reasons with their predictions. Students then engage in a class discussion about the collapse of all three empires focusing on the larger consequences of the decline of these empires. Through the discussion, they also hypothesize what the future might hold for these regions of the world (this foreshadows future studies). Note: For more activities for Lessons 1 and 2, see *World History for US All*, Landscape Unit 5.1.

Lesson 3: The Big Picture

Content Expectations: WHG 4.1.3

Key Concepts: interregion, trade network

Abstract: This lesson introduces students to the problem that they will focus on for the rest of the unit. Using the PowerPoint from the *World History for Us All* curriculum (<http://worldhistoryforusall.sdsu.edu/dev/eras/era5.htm#land>), have students complete the charts and activities as you present the PowerPoint. Students then engage in a class discussion of the following question: *How and to what effect did interregional contact and exchange increase during this era?* Students are encouraged to formulate answers based on the PowerPoint and the charts they completed. After posting the question on the board or wall, students continue to gather evidence to support answers to this question as throughout their study of Era 4. In particular, they will “zoom in” to investigate regional events more closely before zooming back to the global picture in the last topic of this unit. Leave the question posted for the remainder of the unit.

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Topic 2: The Rise and Decline of Empires, 600-1500 C.E.

Topic Abstract:

In this topic students use a regional lens to examine the growth and decline of major empires around the world after the fall of the classical empires. It is important for students to get a sense of what was happening in several regions of the world before returning to analyze larger interregional patterns in Topic 3. Although at times students will examine separate regions, they should always keep in mind larger interregional patterns that they studied in Topic 1. Therefore, students should continually return to the key problem throughout the unit: *How and to what effect did interregional contact and exchange increase during this era?*

The approach to exploring the rise and decline of empires represents an “around the world” look at different regions before the year 1500. Students keep track of the chronology of events by creating a class timeline. With an in-depth examination of Africa, Asia, the Americas, and Europe students gain background knowledge that allows them to look at larger interregional patterns at the end of the unit. Students also analyze the effects of religions on these regions and growing contact and exchanges between regions. Finally, students assess the Mongol Empire, the largest land empire in history, by analyzing its growth and effects on areas of Eurasia.

Focus Questions

1. How and to what effect did interregional contact and exchange increase during this era?
2. How were the reasons for empire growth and decline similar and different in various world regions?

Content Expectations

WHG 4.2.1: Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] - Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including

- the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society
- diverse religious traditions of Islam — Sunni, Shi’a/Shi’ite, Sufi
- role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia
- the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.

WHG 4.2.2: Unification of Eurasia under the Mongols - Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world).

WHG 4.3.1: Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by

- comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali,

Songhai) in terms of environmental, economic, religious, political, and social structures

- using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology, and language
 - analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade analyzing the development of an organized slave trade within and beyond Africa
 - analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity.
- (Note: Other bullets of this expectation not listed are addressed in next topic).

WHG 4.3.2: The Americas to 1500 - Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.

WHG 4.3.3: China to 1500 - Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth, and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation.

WHG 4.3.4: The Eastern European System and the Byzantine Empire to 1500 - Analyze restructuring of the Eastern European system including

- the rise and decline of the Byzantine Empire
- the region's unique spatial location
- the region's political, economic, and religious transformations
- emerging tensions between East and West.

WHG 4.3.5: Western Europe to 1500 - Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including

- the role and political impact of the Roman Catholic Church in European medieval society
- how agricultural innovation and increasing trade led to the growth of towns and cities
- the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states
- the cultural and social impact of the Renaissance on Western and Northern Europe.

Key Concepts

caliphate
Christianity
city-state
Dar al-Islam

empire
Islam
feudalism
manorialism
monarchy
Orthodox Christianity
Pax Mongolica

Duration
3.5 weeks

Lesson Sequence
Lesson 1: Introducing Regions
Lesson 2: Africa to 1500
Lesson 3: Americas to 1500
Lesson 4: Europe to 1500
Lesson 5: Asia to 1500

Assessment
Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

<p>WHG 4.2.1 WHG 4.2.2 WHG 4.3.1 WHG 4.3.2 WHG 4.3.3 WHG 4.3.4 WHG 4.3.5</p>	<p>Using the class timeline, students choose at least two events from each region to include in a world history encyclopedia as the <u>most significant events</u> from 600 to 1500. Students should choose events which they believe had the greatest global or interregional impact during the era. Students write a summary of each event and use historical evidence to justify their inclusion in the book.</p>
<p>WHG 4.3.1 WHG 4.3.2</p>	<p>To assess student understanding about the Americas and emerging civilizations in Africa, students pair up and write letters to each other. Students role play as pen pals from specific civilizations in the Americas and Africa. The letters describe the social, political, and economic aspects of their respective societies from the perspective of someone that lives there. The letters also specify at least two things that make their civilization unique.</p>

Resources

Equipment/Manipulative

Colored pencils
5x8 Index cards
Large chart paper
Markers
Plain white paper without lines
Tape

Student Resource

Abbasid Caliphate (Baghdad). The Web Chronology Project: Then Again. December 2005. 22 Jan. 2008 <<http://www.thenagain.info/webChron/Islam/Abbasid.html>>.

The Art of the Abbasid Period. Timeline of Art History. 2006. 22 Jan. 2008 <http://www.metmuseum.org/toah/hd/abba/hd_abba.htm>.

The Story of Africa. BBC World Service. 2006. 22 Jan. 2008 <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section2.shtml>.

Teacher Resource

Asia Society. Askasia.org. 2007. 22 Jan. 2008 <<http://www.askasia.org>>.

Exploring Africa. Outreach World. 2002. 22 Jan. 2008 <<http://www.outreachworld.org/resource.asp?curriculumid=51>>.

The Glory of Byzantium. The Metropolitan Museum of Art. 22 Jan. 2008 <<http://www.metmuseum.org/explore/Byzantium/byzhome.html>>.

Internet African History Sourcebook. Fordham University. 22 Jan. 2008 <<http://www.fordham.edu/halsall/africa/africasbook.html>>.

Wiet, Gaston. *Baghdad: Metropolis of the Abbasid Caliphate*. (Chapter 5) Internet History Sourcebook. December 10, 2006. 22 Jan. 2008 <<http://www.fordham.edu/halsall/med/wiet.html>>.

World History for Us All. Landscape Teaching Unit 5.2. 27 Dec. 2007 <http://worldhistoryforusall.sdsu.edu/dev/units/five/landscape/05_landscape2.pdf>. Lesson 2 specifically focuses on the spread of Islam during this era.

World History for Us All. Landscape Teaching Unit 5.4. 27 Dec. 2007 <http://worldhistoryforusall.sdsu.edu/dev/units/five/landscape/05_landscape4.pdf>. Lesson 1 is about the beginnings of the Mongol Empire.

World Religions on the Web: A Guide to Some of the Most Helpful Sites. Association of College and Research Libraries. June 2002. 22 Jan. 2008 <<http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2002/june/worldreligions.cfm>>.

Resources for Further Professional Knowledge

Christian, David. *Maps of Time: An Introduction to Big History*. Berkeley: University of California Press, 2004. 283-332.

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Instructional Organization

Lesson 1: Introducing Regions

Content Expectations: WHG 4.3

Key Concepts: empire

Abstract: In this lesson students prepare to take a “trip around the world,” looking more closely at different regions during this era: Africa, the Americas, Asia, and Europe. Throughout the topic students keep notes that will help them construct an answer to the unit question: *How and to what effect did interregional contact and exchange increase during this era?* Using the slides in the World History for US All PowerPoint (<http://worldhistoryforall.sdsu.edu/dev/eras/era5.htm#land>) that show maps of empires at different periods of time, students identify geographic location of the empires of focus during this topic. Students then begin the topic-long task of creating a class timeline. Have students create different timeline entries on index cards from what they studied in Topic 1 (collapse of classical empires). They then construct a class outline of the chronology of this era using the index cards on large chart paper (hang it around the room if possible). As students learn more about different regions in this topic they add to their timeline. Students should also add interregional and global events occurring during this era to the timeline. This would be a good time to have students revisit ideas about spatial scales from the “world historical and geographical habits of mind” lesson (see Foundations Unit).

Lesson 2: Africa to 1500

Content Expectations: WHG 4.3.1

Key Concepts: Christianity, empire, Islam

Abstract: After a brief class discussion about the criteria that would produce quality museum exhibits, student read about Africa to 1500 in their text and/or other secondary or primary sources. In particular, students should focus on migrations of people within (Bantu migrations) and in and out of Africa, the development of major states and civilizations, and the influence of religion on different regions of Africa. Split students into groups to investigate the economic, religious, political, and social structures of a state/civilization of East, South, and West Africa (e.g., Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai). They then use the information from their investigation to design a floor plan for a museum exhibit of the state/civilization investigated. The museum floor plan should include a description of the artifact in each exhibit category (economic, religious, political, and social structures) and an explanation of why each artifact was selected. Once completed, students should use the descriptions and explanations of the artifacts from each exhibit category of at least one other state/civilization and compare it with their own. During a class debrief of the activity, students add major events to the class timeline.

Lesson 3: Americas to 1500

Content Expectations: WHG 4.3.2

Key Concepts: empire

Abstract: Begin the lesson with students engaging in a quick write of what they know about American Indian life from previous studies. After students pair-share the quick write, have them read about the Americas to 1500 in their texts and/or other secondary or primary sources. Use five sheets of large chart paper and label them governments, religious beliefs, interactions with the environment, economy, and social life. Place the charts around the room. Each chart should focus on multiple civilizations and societies (Maya, Aztec, Inca, Pueblo, and Eastern Woodland peoples). Have students work with a partner to rotate through the charts of each category adding a new piece of information from the reading after a review of what has already been written. Students should continue rotating until all charts are completed. After reviewing the charts as a class, students add major events to the class timeline.

Lesson 4: Europe to 1500

Content Expectations: WHG 4.3.4; WHG 4.3.5

Key Concepts: city-state, feudalism, Islam, manoralism, monarchy, Orthodox Christianity,

Abstract: Draw upon students' previous knowledge (see WH02, Topic 1, Lesson 1) to conduct a class discussion of the status of Western and Eastern Europe following the collapse of the Western Roman Empire. Ask students to recall what they know from previous discussions about religion in Europe during this time period (review if necessary). Divide students into groups of four or five students each and assign each group either Eastern Europe/Byzantine Empire or Western Europe. Have students from each group individually write a newspaper article for a *Time Magazine* special about Europe to the year 1491. Each article should focus on a different event from the past that helped shape Europe prior to 1491. After the group members have completed writing their own articles and read those of the other group members, they work together to design a magazine cover that reflects all group members' articles. Have each group present and explain their magazine design to the class culminating in a class vote selecting the cover to be published. Students then add major events to the class timeline. Note: Articles for the magazine should address the topics listed in the content expectation above.

Lesson 5: Asia to 1500

Content Expectations: WHG 4.2.1; WHG 4.2.2; WHG 4.3.3

Key Concepts: caliphate, Dar al-Islam, Islam, Pax Mongolica

Abstract: In this lesson students specifically study the growth of the Islamic Empire, China and the Mongol Empire. Draw upon WH02, Topic 1, Lesson 1 to discuss with students the status of

China following the collapse of the Han Dynasty. Students read in their texts or another source about China from the collapse of the Han Dynasty through 1500 looking for large trends. Discuss the question: How did this differ from what happened in Europe after the collapse of the Western Roman Empire? To teach about the growth and spread of the Islamic Empire see http://worldhistoryforall.sdsu.edu/dev/units/five/landscape/05_landscape2.pdf). Lesson 2 specifically focuses on the spread of Islam during this era. To teach about the Mongol Empire see http://worldhistoryforall.sdsu.edu/dev/units/five/landscape/05_landscape4.pdf). If time is limited, Lesson 1 can stand alone. End with a discussion of the Mongol Empire as a case study of the growing regional interactions during this era. Students add major events to the class timeline.

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Topic 3: Networks of Exchange, 300-1500 C.E.

Topic Abstract:

In this topic students synthesize information from the two previous topics in this unit and return to constructing a response to the key problem of the era: *How and to what effect did interregional contact and exchange increase during this era?* Using a global approach and a case study, students explore the exchange of goods, ideas, people and pathogens over the era. They use maps and demographic data to investigate the movement of people, goods, and ideas over land and sea in Afro-Eurasia. Students learn about the significance of the networks of exchange with particular emphasis on the movement of Europeans to the Americas at the end of the era when these exchanges become global for the first time. Even before 1492, however, there were significant interregional trading systems that had developed both between and within societies. While previously students examined examples of increasing contacts and exchanges, here they analyze the results of these movements. The unit culminates with students investigating the Plague as a case study of the increased contact and exchange intra- and interregionally, looking closely at its effects on Afro-Eurasia. Students then evaluate the significance of the Plague as a world historical event.

Focus Questions

1. How did the world religions expand their influence across Afro-Eurasia during this era?
2. How and to what effect did interregional contact and exchange increase during this era?
3. How is the Plague an example of a “global” event in this era?

Content Expectations

WHG 4.1.2: World Religions - Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including

- Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades
- Islam and Hinduism in South Asia
- continuing tensions between Catholic and Orthodox Christianity.

WHG 4.1.3: Trade Networks and Contacts - Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including

- land-based routes across the Sahara, Eurasia, and Europe
- water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas.

WHG 4.2.3: The Plague - Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic.

WHG 4.3.1: Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by

- analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade
 - analyzing the development of an organized slave trade within and beyond Africa
 - analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity.
- (Note: Other bullets of this expectation not listed are addressed in previous topic).

Key Concepts

Afro-Eurasia
Buddhism
Christianity
Confucianism
Islam
Hinduism
Judaism
plague
Silk Routes
trade network
trans-Saharan trade route
world religion

Duration

1.5 weeks

Lesson Sequence

Lesson 1: The Spread of World Religions
Lesson 2: Mapping Contact and Exchange
Lesson 3: The Plague

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

4.2.4 Students create a three-minute video presentation that uses evidence to address the question: *How is the Plague an example of a “global” event in this era?* Students post videos on the web.

Resources

Equipment/Manipulative

Computer with Internet access
Dry-erase markers
Individual or wall map of the world

Student Resource

History of Religion. Maps of War. 22 Jan. 2008 <<http://www.mapsofwar.com/ind/history-of-religion.html>>. 5000 years of religion in an interactive map.

Secrets of the Dead: Mystery of the Black Death. Educational Broadcasting Corporation. 2002. 22 Jan. 2008 <http://www.pbs.org/wnet/secrets/case_plague/>.

World Continents, Outline Maps. Eduplace.com. 10 January 2008
<http://eduplace.com/ss/maps/pdf/world_cont.pdf>.

Teacher Resource

World History for Us All. Landscape Teaching Unit 5.5, pp. 20-29. 8 Jan. 2008
<http://worldhistoryforusall.sdsu.edu/dev/units/five/landscape/05_landscape5.pdf>.

Resources for Further Professional Knowledge

Abu-Lughod, Janet L. *Before European Hegemony: The World System A.D. 1250-1350*. NY: Oxford University Press, 1989.

Curtin, Philip D. *Cross-Cultural Trade in World History*. Cambridge: Cambridge UP, 1984.

Noss, David S. *A History of the World's Religions*, 11th Edition. NY: Prentice Hall, 2002.

Instructional Organization

Lesson 1: The Spread of World Religions

Content Expectations: WHG 4.1.2

Key Concepts: Buddhism, Confucianism, Christianity, Hinduism, Islam, Judaism, world religion

Abstract: Students begin the lesson by reviewing the beliefs of the five world religions and distinguish what characteristics make a religion a “world religion” (See Foundations unit). They then work in groups to analyze the movements of the world religions or philosophies (Hinduism, Judaism, Confucianism, Buddhism, Christianity, Islam) during this era by “charting the course” of world religions during this time period. Using individual maps or a wall-size dry erase world map, student groups label the empires around the year 600 and overlay them with the empires around the year 1000 and 1500. Group members then draw arrows to demonstrate the origins and movement of world religions. This serves as a review of previous units and allows students to have a visual of the geographic location of religions and ruling societies between 600 and 1500 C.E. At the end of the lesson show an interactive map of the growth and spread of world religions (<http://www.mapsofwar.com/ind/history-of-religion.html>). This 90-second look at 5,000 years of religious history will allow students to see the big picture of the geography of religions up to the present time. Students should look at the map several times so that they can analyze all of the details on the map and accompanying timeline and compare it to the map to what they created.

Lesson 2: Mapping Contact and Exchange

Content Expectations: WHG 4.1.2; WHG 4.3.1

Key Concepts: Afro-Eurasia, silk routes, trade network, trans-Saharan trade route

Abstract: Students construct an annotated map depicting the land (Sahara, Eurasia, Europe) and sea (Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas) routes and labeling the ideas, goods, and people exchanged. In small groups, students compare maps, identifying similarities and differences and adding to their individual maps. Students end this lesson by returning to the question: *How and to what effect did interregional contact and exchange increase during this era?*

Lesson 3: The Plague

Content Expectations: WHG 4.2.3

Key Concepts: plague

Abstract: Prior to this lesson distribute one of the four different readings to each student from pages 20-29 of http://worldhistoryforusall.sdsu.edu/dev/units/five/landscape/05_landscape5.pdf

(*World History for Us All*, Era 5, Landscape Unit 5.5). Have students read and analyze their assigned reading for homework. Divide students in to groups of four with each member having analyzed a different article. Students discuss the question, *How is the Plague an example of a “global” event in this era?* Students use evidence from their readings to support their discussion. Throughout the discussion, students pay particular attention to the inter-regional causes and consequences of the disease and relate them to what they have learned thus far in this era. Using an exit slip strategy, students then write an individual answer to the question using evidence from two or more articles.

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