

HPISD CURRICULUM
(SOCIAL STUDIES, AP WORLD HISTORY)

EST. NUMBER OF DAYS: 30 DAYS __

UNIT NAME	UNIT 3: POST CLASSICAL ERA (600AD-1450AD)
Unit Overview	<p>This unit examines how regional civilizations linked people of diverse lands. Geographic features such as the Sahara Desert, the Mediterranean Sea, and the Russian steppes influenced the development of regional civilizations. As these civilizations learned more about each other they became lands of diverse peoples and ideas, which sometimes led to tolerance and sometimes led to conflict. Religions and value systems such as Christianity, Islam, and Confucianism also united people across wide areas while finding expression in art form like cathedrals, sculptures, and theater.</p>
Generalizations/Enduring Understandings	<p>Interactions with the Environment Migrations primarily occur as a result of economic, religious, or political factors and often lead to a “two-way” exchange of culture.</p> <p>Epidemic diseases are often spread along major trade routes and are a significant factor leading to societal decline.</p> <p>Technology frequently is used or developed to improve transportation or manufacturing and often is the result of cross-cultural interactions.</p> <p>Gradually after the development of agriculture, people have increasingly resided in settled populations although nomadic lifestyles are still present in many parts of the world.</p> <p>Cultural Interactions World religions have spread and gained converts primarily as a result of increased trade, migrations, or societal upheaval.</p> <p>The diffusion of religions away from their “homeland” results in versions of the religion that often incorporate some new rituals or ceremonies.</p> <p>Scientific advance is often a result of cross-cultural interactions between two societies.</p> <p>State Formation Over time political structures become more elaborate focusing on large bureaucracies and standing armies as populations increase.</p> <p>Economic Structures The economies of most societies in history rely primarily upon agricultural production.</p> <p>Social Structures Most societies in history are characterized by coercive labor.</p> <p>Gender roles differ between social classes.</p>

	<p>In most societies in history, families tend to be the most important social unit.</p> <p>Most social hierarchies are centered around occupation.</p>
<p>Concepts</p>	<ol style="list-style-type: none"> 1. Questions of Periodization <ul style="list-style-type: none"> • Nature and causes of changes in the world history leading up to 600-1450 as a period • Emergence of new empires and political systems • Continuities and breaks within the period <p>(e.g. the impact of the Mongols on international contacts and on specific societies)</p> 2. The Islamic World <ul style="list-style-type: none"> • The economic role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa • Islamic political structures, notably the caliphate • Arts, sciences, and technologies 3. Interregional networks and contacts <ul style="list-style-type: none"> -Development and shifts in an interregional trade, technology, and cultural exchange <ul style="list-style-type: none"> • Trans-Saharan trade • Indian Ocean trade • Silk routes -Missionary outreach of major religions -Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam -Impact of the Mongol empires 4. China's internal and external expansion <ul style="list-style-type: none"> • The importance of the Tang and Song economic revolutions and the initiatives of the early Ming dynasty • Chinese influence on surrounding areas and its limits 5. Developments in Europe <ul style="list-style-type: none"> • Restructuring of European economic, social, and political institutions • The division of Christendom into Eastern and Western Christian cultures 6. Social, cultural, economic, and political patterns in the Amerindian world <ul style="list-style-type: none"> • Maya • Aztec • Inca 7. Demographic and environmental changes <ul style="list-style-type: none"> • Impact of the nomadic migrations on Afro-Eurasia and the Americas <ul style="list-style-type: none"> ❖ Mongols ❖ Turks ❖ Vikings ❖ Arabs -Consequences of plague pandemics in the 14th Century -Growth and role of cities <p>(e.g., the expansion of urban commercial centers in Song China and in the Aztec Empire)</p> 8. Diverse Interpretations <ul style="list-style-type: none"> ❖ What are the issues involved in using cultural areas rather than states as units of analysis?

	<ul style="list-style-type: none"> ❖ What are the sources of change: nomadic migrations versus urban growth? ❖ Was there a world economic network in this period? ❖ Were there common patterns in the new opportunities available to and constraints placed on elite women in this period? 	
Guiding/Essential Questions	<p>What are the reasons for the spread of science and technology across Eurasia between 600 and 1450?</p> <p>In what ways did the Mongols contribute to the continued trends of cross-cultural interactions in Eurasia?</p> <p>In what ways did the societies of sub-Saharan Africa and Europe interact with Islamic societies during this period?</p> <p>What are the similarities and differences between the nomadic migrations of the Vikings and the Mongols?</p> <p>How did the conversion to the Islamic faith affect politics, economy, and society in West African kingdoms?</p> <p>To what extent was the Indian Ocean region a coherent, connected “whole” in the post-classical era?</p> <p>How did the consolidation of political empires in the post-classical era affect the status of women?</p> <p>What are the advantages and disadvantages of being part of a tributary empire? Consider Japan, Vietnam, and Russia</p>	
	Performance Levels	Learning Progression
Learning Targets	<p>The student will be able to explain political social and economic impact of Islam on Europe, Asia, and Africa.</p>	<p>Students will read parts of Ch.6,7, and 8 from the text. Students will create a map showing the creation of a hemispheric trading zone from Islam. Students will compare the degree to which Middle Eastern and West African societies adopted Islamic political institutions. Students will analyze the relationship between demography and the spread of Islam as they investigate groups in selected Asian and African societies that were most likely to convert to Islam. Students will take a selected response quiz over the development and spread of Islam. **Decision Point</p>
	<p>The student will be able to describe the interactions between Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa.</p>	<p>Students will read selected parts of Ch. 7, 8 from the text. Students will also read selections from Bentley and Bulliet on networks of exchange during the era. Students will complete an in-class activity in which they</p>

		<p>identify the following: a)Judeo-Christian influences on the development of Islam and b)exchanges between Muslims and Christians in both Iberian Spain (thru such philosophers as Averroes) and the Crusades.</p> <p>**Decision Point</p>
	<p>The student will be able to analyze how the Silk Road and Trans-Saharan trade networks facilitated the spread of ideas, products, and agriculture.</p>	<p>Students will read selections from Ch.7 and 8 from the text. Students will read various documents describing towns along both Silk Road and Trans-Saharan networks. Students will create a map in which they show movement of products, crops, and culture (language and religion) along both trade networks. Students will complete a comparative essay in which they compare the exchanges facilitated by both trade networks between 600 and 1450.</p>
	<p>The student will be able to identify the origin and diffusion of major ideas in math, science, and technology in post-classical societies.</p>	<p>Students will read and analyze Southernization by Lynda Shaeffer. Students will create “baseball cards” for several major concepts or items such as zero, sugar, and rice that describes the spread of each item. Students will create a map showing the spread of major technology from East Asia to West Asia during the Mongol era.</p>
	<p>The student will be able to summarize the changes resulting from the Mongol invasion of Russia, China, and the Middle East.</p>	<p>Students will read Ch.14 from the text. Students will view History Channel video on the creation of the Mongol empire. Use of classroom discussion to explore political, economic, cultural, and technological changes that occur as a result of Mongol conquests. Students will write the 2006 AP World History comparative essay in which they compare the political and social effects of the Mongol Empire on Russia, China, and the Middle East. (choosing 2)</p> <p>**Decision Point</p>
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
	<p>1) History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of</p>	

	Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa and Europe; the Mongol invasions and their impact on Europe, China, India and Southwest Asia;	
	<p>(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:</p> <p>(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire;</p>	<ul style="list-style-type: none"> The Viking migrations led to the establishment of Kievan Rus', an empire which borrowed heavily from the Byzantines.
	(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;	
	(C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;	
	(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;	
	(E) describe the interactions between Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;	<ul style="list-style-type: none"> The interactions between Christianity and Islam were characterized both by trade/diffusion (e.g. Spain) and war (e.g. the Crusades)
	(F) describe the interactions between Muslim and Hindu societies in South Asia;	
	(G) explain the changes resulting from the Mongol invasions of Russia, China, and the Islamic world. how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;	<ul style="list-style-type: none"> The Mongol Empire of the 13th century significantly altered institutions in Russia, China, and the Middle East.
	(H) summarize the major political, economic, and cultural developments in Tang and Song China	

	and their impact on Eastern Asia;	
	(I) explain the development of the slave trade;	<ul style="list-style-type: none"> The further development of the Trans-Saharan network in the 8th century (after the arrival of Islam in sub-Saharan Africa) caused the interactions between West Africa and Asia to intensify.
	(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	<ul style="list-style-type: none"> The Bubonic Plague of the 14th century spread throughout the Eurasian world and significantly altered the political, economic, and social institutions in China, the Middle East, and western Europe. As the Silk Roads ebbed and flowed in terms of volume and importance, the Indian Ocean increasingly became the center for commercial exchanges.
	(K) Summarize the changes resulting from the Mongol invasions of Russia, China and the Islamic world.	
	<p>(6) The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:</p> <p>(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development</p>	
	<p>(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.</p>	
	<p>(23) Culture The understands the history and relevance of major religions and philosophical traditions. The student is expected to:</p> <p>(A) describe the historical origins, central ideas, and spread of major religions and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism,</p>	

	Sikhism, and the development of monotheism.	
	(B) identify examples of religious influence on various events referenced in the major eras of world history.	
	(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to: (A) describe the changing roles of women, children, and families during major eras of world history; and	
	(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to: (D) explain how Islam influences law and government in the Muslim world.	
	(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to: (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;	<ul style="list-style-type: none"> The Aztecs and Incan peoples established two remarkably similar empires in the Americas.
Processes and Skills	(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly;	
	(B) use standard grammar, spelling, sentence structure, and punctuation;	
	(C) interpret and create written, oral, and visual presentations of social studies information; and	

	(D) transfer information from one medium to another.	
	(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	
	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	
Topics	<ol style="list-style-type: none"> 1. Trans-regional empires (e.g. the Abbasid', Mongol, Byzantine, and Tang) increasingly characterized world history during this time period. 2. Trade contacts intensified across such trans-regional networks as the Indian Ocean, Silk Roads, and Trans-Saharan networks. 3. Religions increasingly came into contact and often a) borrowed elements from one another, and b) developed rivalries (e.g. Christianity and Islam, Confucianism and Buddhism) 4. The increasing contact between civilizations (mainly via trade) led to greater diffusion and spread of goods, language, technology, and disease. 5. While localized units remained important, overarching central states (Tang/Song, Abbasid, Mali) exercised increasing control over trade, law, and social habits. 6. Nomadic populations (e.g. Vikings, Mongols, Aztecs) had a significant impact on the political, economic, social, and demographic development of world civilizations during this time period. 	
Language of Instruction	<p>Muhammad Islam Five Sunnis Abbasid Mecca Mawali Ayan Bedouin Ka'ba Dhimmis</p>	

	Baghdad Crusades Sufis Ulama Timbuktu Batuta Ibn Songhay Mali Byzantine Empire Vladimir I Cyril and Methodius Manorialism Black Death Feudalism Parliaments Holy Roman Empire Guilds Aztecs Chinampas Inca Junks Taika reforms Tale of Genji Samurai Shoguns Daimyo Kublai Khan Chinggis Khan Sinification
State Assessment Connections	
National Assessment Connections	
Resources	World Civilizations: The Global Experience, Third Edition by Stearns, et al (Ch.6-15) Documents in World History, Volume 1, Peter Stearns, et al