

GRADE 8

ERA 4 Expanding Zones of Exchange and Encounter 300 – 1000 CE

Essential Questions:

- If you were in charge of the Roman Empire, what would you have done to prevent its collapse?
- How do events, which begin in other parts of the globe, have consequences for people who live far away?

Topical Questions:

- Briefly summarize the causes of the decline of the Roman Empire.
- How did the size of the Roman Empire negatively and positively effect its stability?
- Why did poor Romans and slaves find Christianity appealing?
- Why do you think some people might have been attracted to the religion of Buddhism?
- How did the geography of the area affect the spread of Islam?
- How did the system of feudalism evolve? What were the causes?
- How did the Crusades fail to achieve a lasting military victory, but yet influenced history in multiple ways

Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p><u>History Standard 1</u> Imperial crises and their aftermath, 300-700 CE.</p> <p>1A The student understands the decline of the Roman and Han empires.</p> <p>1B The student understands the expansion of Christianity and Buddhism beyond the lands of their origin.</p> <p><u>History Standard 2</u> Causes and consequences of the rise of Islamic civilization in the 7<sup>th</sup>-10<sup>th</sup> centuries.</p> <p>2A The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.</p>	<p>Cause and effect</p> <p>Compare and contrast differing sets of ideas.</p> <p>Analyze the importance of the individual.</p>	<p>Trace the migrations and the consequences of the military movements of major pastoral nomadic groups into both the Roman Empire and China.</p> <p>Analyze various causes that historians have proposed to account for the decline of the Han and Roman Empires.</p> <p>Assess how Christianity and Buddhism won converts among culturally diverse peoples and spread in the context of change and crisis in the Roman and Han empires, as well as the importance of Monasticism in the growth of Christianity and Buddhism.</p> <p>Describe the life of Muhammad, the development of the early Muslim community and the basic teachings and practices of Islam.</p>	<p>Major Themes:</p> <p>Rise and spread of Islam</p> <p>The rise of feudalism and the ensuing social and political order</p> <p>Rise of the Catholic Church</p> <p>Interactions between Christians and Muslims.</p> <p>Topics:</p> <p>Feudalism</p> <p>Rise of Islam</p> <p>The Crusades</p> <p>Kings and popes</p> <p>The Magna Carta</p> <p>The Medieval Church</p> <p>The expansion of trade</p> <p>The Mongol Empire</p> <p>The Black Death</p>	<p>Textbooks as available</p> <p>Maps as appropriate</p> <p>Primary Source Documents:</p> <p>Selection from <i>Koran</i></p> <p>Accounts of the Black Death</p> <p>Accounts of Mongol Invasions</p> <p>Suggested titles for History Circles:</p> <p><i>The Making of a Knight</i> Patrick O’Brien</p> <p><i>Maltilda Bone</i> Karen Cushman</p> <p><i>Growing up in Viking Times</i> Dominic Tweddle</p>	<p>Map Activity: Trace the migrations of the military movements of major pastoral nomadic groups into both the Roman Empire and China.</p> <p>Writing Stems such as “I wonder” what the impact of these migration had on each empire?</p> <p>Compare the effects of nomadic migrations on each empire.</p> <p>Take on a role: of a Roman slave or a Chinese peasant and write a journal entry describing why you would want to convert to Christianity or Buddhism.</p> <p>Be sure to include details of your daily life. <i>What are the features of Christianity or Buddhism and how would they benefit you?</i></p> <p><i>Daily entries in S.S. Notebook which might include:</i></p> <p><b>Writing stems such as “I think,” “I wonder”</b></p>

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<p>2B The student understands the significance of the Abbasid Caliphate as a center of cultural innovation and hub of interregional trade in the 8<sup>th</sup>-10 centuries.</p> <p>2C The student understands the consolidation of the Byzantine state in the context of expanding Islamic civilization.</p> <p><u>History Standard 4</u> The search for political, social, and cultural redefinition in Europe, 500-1000 CE.</p> <p>4A The student understands the coalescence of political and social order in Europe</p> <p><u>History Standard 5</u> The development of agricultural societies and new states in tropical Africa and Oceania</p> <p>5A The student understands state-building in Northeast and West Africa and southward migrations of Bantu-speaking peoples.</p>	<p>Cause and effect</p> <p>Reconstruct patterns of historical succession and duration.</p> <p>Analyze cause and effect.</p> <p>Interrogate historical data.</p> <p>Examine the influence of ideas.</p>	<p>Analyze the sources and development of Islamic Law and its influence on religious practice, family life, moral behavior, marriage, inheritance, and slavery.</p> <p>Explain how the Byzantine state withstood Arab Muslim attacks between the 7<sup>th</sup> and 10<sup>th</sup> centuries.</p> <p>Evaluate the Byzantine role in preserving and transmitting ancient Greek learning.</p> <p>Assess the impact of Norse (Viking) and Magyar migrations and invasions, as well as internal conflicts, on the emergence of independent lords and the knightly class.</p> <p>Assess changes in the legal, social, and economic status of peasants in the 9<sup>th</sup> and 10<sup>th</sup> centuries.</p> <p>Analyze the importance of monasteries and convents as centers of political power, economic productivity, and communal life.</p> <p>Explain how the contrasting natural environments of West Africa defined agricultural production, and <b>analyze</b> the importance of the Niger River in promoting agriculture, commerce and state building.</p>		<p><i>The White Stag (Attila the Hun)</i> Kate Sereby</p> <p><i>Silk Route</i> John Major</p> <p><i>Growing up in Ancient China</i> Ken Teague</p> <p><i>Catherine Called Birdy</i> Karen Cushman</p> <p><i>Midwife's Apprentice</i> Karen Chusman</p> <p><i>Adam of the Road</i> Elizabeth Gray Vining</p> <p><i>The Ch'lin Purse</i> Linda Fang</p> <p><i>The Terra Cotta Army of Emperor Qin</i> Caroline Lazo</p>	<p><b>Connections to vocabulary, places and events of today</b></p> <p><b>To what might the Crusades be compared Today</b></p> <p>To what might the Black Death be compared today?</p> <p><i>Ongoing Timeline entries</i></p> <p><i>Geography Study:</i></p> <p><b>What were the geographic barriers the Mongol's faced?</b></p> <p><b>What were the geographic barriers the Crusaders faced?</b></p> <p><b>Map Study:</b></p> <p><b>The routes of the spread of Islam</b></p> <p><b>The routes the Crusaders followed on their way to Jerusalem</b></p> <p><b>Marco Polo's route to China; the silk routes Genghis Khan's route of Mongolia through China and beyond</b></p> <p><b>Continents and regions affected by the Black Death</b></p> <p><b>Culture Study:</b></p> <p>-The importance of Islam or the Catholic Church in shaping the lives of the people at the time</p>

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<p><u>History Standard 6</u> The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.</p> <p>6A The student understands the origins, expansion, and achievements of Maya civilization.</p> <p><u>History Standard 7</u> Major global trends from 300-1000 CE.</p> <p><u>Geography Standard 1</u> How the forces of cooperation and conflict among people influence the division and control of Earth's surface</p>	<p>Analyze cause and effect.</p> <p>Draw upon visual sources</p> <p>Evaluate major debates among historians.</p> <p>Standard 7 may be used as an assessment of ERA 4</p>	<p>Describe the natural environment of Southern Mesoamerica and its relationship to the development of Maya urban society.</p> <p>Analyze the Maya system of agricultural production and trade and its relationship to the rise of city-states.</p> <p>Analyze how monumental architecture and other evidence portrays the lives of elite men and women.</p> <p>Assess interpretations of how and why Maya civilization declined.</p>			<p>Standard 7 can be used as an assessment for ERA 4.</p> <p>See National Standards for History Book: pages 162-163.</p> <p>0</p>

GRADE 8

ERA 5 Intensified Hemispheric Interactions, 1000 - 1500 CE

Content Standards	Performance Standards	Benchmarks	Instructional Strategies	Resources	Evidence of Learning
<p><u>History Standard 1</u> The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.</p> <p>1A The student understands China’s extensive urbanization and commercial expansion between the 10<sup>th</sup> and 13<sup>th</sup> centuries.</p> <p>1B The student understands how pastoral migrations and religious reform movements between the 11<sup>th</sup> and 13<sup>th</sup> centuries contributed to the rise of new states and the expansion of Islam.</p> <p>1C The student understands how interregional communication and trade led to intensified cultural exchanges among diverse peoples of Eurasia and Africa.</p>	<p>Analyze multiple causation.</p> <p>Examine the influence of ideas.</p> <p>Formulate historical questions.</p> <p>Appreciate historical perspectives.</p> <p>Draw upon data in historical maps.</p> <p>Interrogate historical data.</p> <p>Clarify information on the geographical setting.</p>	<p>Analyze how improved agricultural production, population growth, urbanization, and commercialization were interconnected.</p> <p>Identify major technological and scientific innovations and analyze their effects on Chinese life.</p> <p>Analyze the growth of an economically powerful merchant class in China.</p> <p>Evaluate scientific, artistic, and literary achievements of Islamic civilization.</p> <p>Identify the maritime routes extending from East Asia to northern Europe and assess the importance of trade across the Indian Ocean for societies of Asia, East Africa, and Europe.</p> <p>Explain how camel caravan transport facilitated long-distance trade across Central Asia and the Sahara Desert.</p>			<p>Jigsaw Activity: Divide into small groups and read a selection from A Thousand and One Nights. Each group will report on their story and then the class will reflect on what the stories reveal about the multiethnic character of the Islamic state? What do the tales tell about life in the 11<sup>th</sup> to 13<sup>th</sup> centuries in the Arabian peninsula?</p> <p>Graphic Organizer to chart information: Scientific achievements of the Islamic civilizations. What were their innovations?</p> <p>Adopting a persona: (seeing another point of view) You are a Bedouin herder at the time Muhammad was beginning to preach. Write a speech to deliver to fellow Bedouins. In the speech tell why you think Muhammad’s teachings will improve your life. What did he teach about family life, moral behavior, slavery, etc.?</p> <p>History Circles</p> <p>Construct a drawing of a medieval manor showing all the major structures and identifying where the people of different social classes lived.</p> <p>Costs and Benefits Chart: Chart out the benefits that the manorial system provided for each group of people who lived on a manor. What did it “cost” them or what did they have to give up?</p> <p>Adopting a persona: (to understand/recreate life at the time). Pretend you are a serf, a page, a prince or princess, or a kitchen helper in the castle. Describe what your average day is like.</p>

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<p><u>History Standard 2</u> The redefining of European society and culture, 1000-1300 CE.</p> <p>2A The student understands feudalism and the growth of centralized monarchies and city-states in Europe.</p> <p>2B The student understands the expansion of Christian Europe after 1000</p> <p>2C The student understands the patterns of social change and cultural achievement in Europe’s emerging civilizations.</p>	<p>Interrogate historical data.</p> <p>Appreciate historical perspectives.</p> <p>Analyze cause and effect relationships.</p> <p>Identify relevant historical antecedents.</p> <p>Analyze cause and effects relationships.</p> <p>Interrogate historical data.</p> <p>Analyze cause and effect relationship.</p> <p>Analyze cause and effect relationship.</p> <p>Examine the influence of ideas.</p>	<p>Compare the importance of such cities as Canton, Melaka, Calicut, Samarkand, Kilwa, Cairo, Constantinople, and Venice as centers of international trade and cosmopolitan culture.</p> <p>Describe feudal lordship and explain how feudal relationships provided a foundation of political order.</p> <p>Describe manorialism and serfdom as institutions of medieval Europe and analyze how population growth and agricultural expansion effected the legal position and working lives of peasant men and women.</p> <p>Analyze how European monarchies expanded their power at the expense of feudal lords.</p> <p>Analyze the significance of developments in medieval English legal and constitutional practice in their importance for modern democratic thought and institutions.</p> <p>Analyze connections between population growth and increased agricultural production and technological innovation.</p> <p>Analyze the success of Christian states in overthrowing Muslim powers in central and southern Iberia.</p> <p>Analyze the causes and consequences of the European Crusades against Syria and Palestine.</p> <p>Analyze ways in which ideals of chivalry and courtly love affected feudal society.</p> <p>Describe the life of Jewish communities and their contributions to Europe’s cultural and</p>			<p>Researching a significant historical occurrence: Gather information about the Black Death through research and primary source documents. Think about the following questions:  <i>Who were most likely to get the plague?</i>  <i>How did it spread?</i>  <i>What would/could you have done if you were in a village and found out that a deadly mysterious disease was threatening your village?</i>  <i>What were things others did at the time?</i>  <i>How serious was the plague?</i></p> <p>Create a book about or construct a model of a European castle of the 12<sup>th</sup> or 13<sup>th</sup> century. What were the purposes of the various parts of the castle both inside and out? In what ways did the life of the castle depend on the work of serfs? In what ways did serfs depend on the castle and its inhabitants?</p>



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<p><u>History Standard 4</u> The growth of states, towns, and trade in Sub-Saharan Africa between the 11<sup>th</sup> and 15<sup>th</sup> centuries</p> <p>4A The student understands the growth of imperial states in West Africa and Ethiopia.</p>	<p>Analyze cause and effect relationships.</p> <p>Draw upon data and historical maps.</p> <p>Examine the influence of ideas.</p> <p>Analyze cause and effect relationships.</p>	<p>Analyze the importance of agriculture, gold production, and the trans-Saharan caravan trade in the growth of the Mali and Songhay empires.</p> <p>Explain how Islam expanded in West Africa and assess its importance in the political and cultural life of 1. W. Africa -Mali and Songhay, and 2. E. African coast.</p>			
<p><u>History Standard 5</u> Patterns of crisis and recovery in Afro-Eurasia, 1300-1450.</p> <p>5A The student understands the consequences of Black Death and recurring plague pandemic in the 14<sup>th</sup> century.</p> <p>5B The student understands transformations in Europe following the economic and demographic crises of the 14<sup>th</sup> century.</p> <p>5C The student understands major political developments in Asia in the aftermath of the</p>	<p>Reconstruct patterns of historical succession and duration.</p> <p>Evidence historical perspectives.</p> <p>Analyze cause and effect relationships.</p> <p>Appreciate historical perspective.</p> <p>Analyze cause and effect relationships.</p> <p>Evaluate the implementation of a decision.</p>	<p>Explain the origins and characteristics of the plague pandemic of the mid 14<sup>th</sup> century, and describe its spread across Eurasia and North Africa.</p> <p>Analyze the demographic, economic, social and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14<sup>th</sup> century.</p> <p>Analyze major changes in the agrarian and commercial economies of Europe in the context of drastic population decline.</p> <p>Assess the effects of crises in the Catholic Church on its organization and prestige</p> <p>Analyze causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14<sup>th</sup> century.</p>			

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<p>collapse of Mongol rule and the plague pandemic.</p> <p><u>History Standard 6</u> The student understands the development of complex societies and states in North America and Mesoamerica.</p>	<p>Analyze cause and effect relationships (importance of individual).</p> <p>Reconstruct patterns of succession and duration.</p> <p>Compare and contrast differing values and institutions.</p> <p>Interrogate historical data.</p> <p>Formulate historical questions.</p>	<p>Describe the Zheng He maritime expeditions of the early 15<sup>th</sup> century and analyze why the Ming state initiated, then terminated, these voyages.</p> <p>Assess the impact of the conquests of Timur (Tamerlane) on Central Asia, Southwest Asia, and India and evaluate Timurid contributions to arts and sciences.</p> <p>Analyze the origins and early expansion of the Ottoman state up to the capture of Constantinople.</p> <p>Explain major characteristics of Toltecs, Anasazi, Pueblo, and North American mound-building peoples.</p> <p>Analyze how the Aztec empire arose in the 14<sup>th</sup> and 15<sup>th</sup> centuries and explain major aspects of Aztec government, society, religion, and culture.</p> <p>Analyze patterns of long-distance trade centered in Mesoamerica.</p>			

