

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: AP World History - Smith

Unit Name: The Postclassical World – Unit 3

Objectives:

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Purpose of the Unit:

The purpose of the unit is to enable students to be able to understand, explain, and analyze the following:

- Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.
- The movement of peoples caused environmental and linguistic effects.
- Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.
- There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.
- Empires collapsed and were reconstituted; in some regions new state forms emerged.
- Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.
- Innovations stimulated agricultural and industrial production in many regions.
- The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.
- Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

Prerequisites: Previous Unit

Daily Lesson Guide

| Day | Lesson Content and Daily Focus Questions | Tasks/Procedures | | Engagement | Assessment |
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| | | Activities | Critical Thinking (High Yield / Literacy /LTF/etc.) | | |
| 1 | How and why did Islam originate in the Arabian peninsula? | <ul style="list-style-type: none"> History Journal Individual Primary Source Analysis Group Primary Source Analysis | <ul style="list-style-type: none"> Advanced Questions Summarizing Primary Source Analysis | <ul style="list-style-type: none"> Personal Response Learning w/ others Authenticity | <ul style="list-style-type: none"> Journal Analysis Worksheet |
| 2 | What were the essential teachings of Islam and why were they so popular? | <ul style="list-style-type: none"> Finish primary source analysis Discussion of Main Ideas Thesis writing practice | <ul style="list-style-type: none"> Notemaking Primary Source Analysis Generating hypothesis | <ul style="list-style-type: none"> Learning w/ others Authenticity | <ul style="list-style-type: none"> Thesis Statements Main Idea Questions |
| 3 | What were the major impacts of the rise of Islam in the Postclassical period? | <ul style="list-style-type: none"> Discussion / Review Quiz on Chapter 6 | <ul style="list-style-type: none"> Summarizing | <ul style="list-style-type: none"> Clear expectations | <ul style="list-style-type: none"> Main Idea Questions Quiz x 2 |
| 4 | Why did the Abbasid Empire decline? | <ul style="list-style-type: none"> History Journal Jigsaw Activity w/ Critical Thinking Questions | <ul style="list-style-type: none"> Advanced Questions Summarizing and Notetaking | <ul style="list-style-type: none"> Personal Response Learning w/ others Intellectual Safety | <ul style="list-style-type: none"> Journal Critical Thinking Questions |
| 5 | What impact did the Abbasid Empire have on Western Europe? | <ul style="list-style-type: none"> Critical Thinking Question Discussion Primary Source Analysis using Document-Based Question | <ul style="list-style-type: none"> Advanced Questions Summarizing and Notetaking Primary Source Analysis | <ul style="list-style-type: none"> Learning w/ others Intellectual safety | <ul style="list-style-type: none"> Questions Primary Source Analysis Template |
| | How and why did Islam spread to South and Southeast Asia? | <ul style="list-style-type: none"> Lecture / Review Quiz on Chapter 7 | <ul style="list-style-type: none"> Summarizing | <ul style="list-style-type: none"> Clear expectations | <ul style="list-style-type: none"> Quiz x 2 |

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| 6 | | <ul style="list-style-type: none"> • Reading Assignment | | | |
| 7 | <p>What were the major <i>social, economic, political, and cultural</i> developments of each of the following regions during the Postclassical period?</p> <ul style="list-style-type: none"> • Northern Africa • NW Sudanic Region • Swahili Eastern Coast • West African Forests • Interior Plains | <ul style="list-style-type: none"> • Postclassical Africa Group Project | <ul style="list-style-type: none"> • Summarizing • Nonlinguistic representations • Organizer | <ul style="list-style-type: none"> • Learning w/ others • Choice • Novelty and Variety | <ul style="list-style-type: none"> • Poster |
| 8 | Same as Day 7 | <ul style="list-style-type: none"> • Postclassical Africa Group Project | <ul style="list-style-type: none"> • Summarizing • Nonlinguistic representations • Organizer | <ul style="list-style-type: none"> • Learning w/ others • Choice • Novelty and Variety | <ul style="list-style-type: none"> • Poster |
| 9 | Same as Day 7 | <ul style="list-style-type: none"> • Postclassical Africa Assessment (Chapter 8) | <ul style="list-style-type: none"> • Summarizing | <ul style="list-style-type: none"> • Learning w/ others • Clear Expectations • Variety | <ul style="list-style-type: none"> • Open-book Quiz |
| 10 | How were the Byzantine and Roman Empires linked? How were they distinct? | <ul style="list-style-type: none"> • History Journal • Work on DBQ Writing Strategies | <ul style="list-style-type: none"> • Advanced question • Generating hypotheses • Similarities and Differences | <ul style="list-style-type: none"> • Personal Response • Clear expectations • Learning w/ others | <ul style="list-style-type: none"> • Journal • DBQ template |

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| 11 | <p>How was the Byzantine political system structured?</p> <p>What was the Great Schism?</p> | <ul style="list-style-type: none"> Lecture / Discussion Continue to work on DBQ writing strategies | <ul style="list-style-type: none"> Notetaking Generating hypotheses | <ul style="list-style-type: none"> Clear expectations Learning w/ others | <ul style="list-style-type: none"> DBQ template |
| 12 | <p>How did Eastern Europe develop during the Postclassical period?</p> | <ul style="list-style-type: none"> Review / Discussion Quiz on Chapter 9 | <ul style="list-style-type: none"> Summarizing Similarities and Differences | <ul style="list-style-type: none"> Clear expectations | <ul style="list-style-type: none"> Quiz |
| 13 | <p>What were the major problems facing Western Europe after the fall of the Roman Empire?</p> | <ul style="list-style-type: none"> History Journal Lecture / Discussion Begin video: The Dark Ages w/ questions | <ul style="list-style-type: none"> Advanced Question Nonlinguistic representation | <ul style="list-style-type: none"> Personal response Variety | <ul style="list-style-type: none"> Journal Video worksheet |
| 14 | <p>What role did religion play in structuring the political systems of Medieval Europe?</p> | <ul style="list-style-type: none"> Critical Thinking Questions in groups Continue video and questions | <ul style="list-style-type: none"> Advanced Questions Nonlinguistic representation | <ul style="list-style-type: none"> Learning w/ others Variety | <ul style="list-style-type: none"> Critical Thinking Questions Video worksheet |
| 15 | <p>How and why did Europe shift from the Early to the High Middle Ages?</p> | <ul style="list-style-type: none"> History Journal Practice DBQ template w/ partner Continue Video | <ul style="list-style-type: none"> Nonlinguistic representation Advanced organizer Primary source analysis | <ul style="list-style-type: none"> Personal Response Learning w/ others | <ul style="list-style-type: none"> Journal DBQ template |
| 16 | <p>How did some individuals attempt to fight the growing wealth and politicization of the Church? How does this lead to the Western belief in separation of church and state?</p> | <ul style="list-style-type: none"> Lecture / Discussion Finish DBQ template Go over / review DBQ template | <ul style="list-style-type: none"> Advanced organizer Primary source analysis | <ul style="list-style-type: none"> Learning w/ others | <ul style="list-style-type: none"> DBQ template |

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| 17 | How did increased trade and urbanization lead to the rise of banking and capitalism? What role did governments play? What form of economic organization limited capitalism? | <ul style="list-style-type: none"> Lecture / Discussion Finish video Discuss video / worksheet | <ul style="list-style-type: none"> Summarizing and notetaking | <ul style="list-style-type: none"> Intellectual Safety | <ul style="list-style-type: none"> Video worksheet |
| 18 | What problems did Medieval Europe begin to face about 1300? How did events like the Hundred Years War and the Black Death begin to tear down tradition feudal and religious institutions? | <ul style="list-style-type: none"> Review Chapter 10 Quizzes | <ul style="list-style-type: none"> Summarizing Advanced Questions | <ul style="list-style-type: none"> Clear expectations | <ul style="list-style-type: none"> Quiz x 2 |
| 19 | How did the civilizations in the Americas differ from the Old World Postclassical civilizations? | <ul style="list-style-type: none"> History Journal Partner work: Compare and Contrast Aztecs and Incas | <ul style="list-style-type: none"> Similarities and Differences Advanced Organizer | <ul style="list-style-type: none"> Learning w/ others Personal Response | <ul style="list-style-type: none"> Journal C&C Organizer |
| 20 | How did the Aztecs politically, economically and culturally structure their civilizations? How about the Incas? | <ul style="list-style-type: none"> Finish comparative analysis Discuss comparative analysis | <ul style="list-style-type: none"> Similarities and Differences Advanced Organizer | <ul style="list-style-type: none"> Learning w/ others | <ul style="list-style-type: none"> C&C Organizer |
| 21 | How were Aztec and Incan societies the same? Different? | <ul style="list-style-type: none"> Write comparative essay: Aztecs vs. Incas | <ul style="list-style-type: none"> Summarizing Essay writing Similarities and differences | <ul style="list-style-type: none"> Clear expectations Authenticity | <ul style="list-style-type: none"> Written Essay |

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| 22 | What techniques did the Tang utilize to restore and expand the Chinese dynasty? | <ul style="list-style-type: none"> Advanced Organizer: Overview of Tang and Song China Discuss organizer Finish DBQ template work | <ul style="list-style-type: none"> Notetaking Advanced Organizer | <ul style="list-style-type: none"> Learning w/ others Clear Expectations | <ul style="list-style-type: none"> Advanced Organizer |
| 23 | How can we contrast the government / power structure under the Tang and Song? | <ul style="list-style-type: none"> Lecture / Discussion Practice grading of DBQ essays to reinforce understanding | <ul style="list-style-type: none"> Notetaking Similarities and Differences | <ul style="list-style-type: none"> Authenticity | <ul style="list-style-type: none"> DBQ Grading Worksheet |
| 24 | What happened to Song China? How did it compare to the other Postclassical civilizations? | <ul style="list-style-type: none"> Review / Discussion Quiz x 2 | <ul style="list-style-type: none"> Summarizing / Review Synthesis of Information | <ul style="list-style-type: none"> Clear Expectations | <ul style="list-style-type: none"> Quiz x 2 |
| 25 | How did Korea, Vietnam and Japan develop during the Postclassical period? | <ul style="list-style-type: none"> Thematic Chart Analysis Lecture / Discussion | <ul style="list-style-type: none"> Advanced Organizer Summarizing Analysis of Information | <ul style="list-style-type: none"> Clear expectations Learning w/ others | <ul style="list-style-type: none"> Thematic Chart |
| 26 | How were Korea, Vietnam and Japan similar to postclassical China? Different? | <ul style="list-style-type: none"> Open-book Quiz | <ul style="list-style-type: none"> Application of Information | <ul style="list-style-type: none"> Novelty and variety Learning w/ others | <ul style="list-style-type: none"> Quiz |
| 27 | Who were the Mongols and why were they such successful warriors? | <ul style="list-style-type: none"> History Journal Primary source readings and analysis | <ul style="list-style-type: none"> Summarizing and Notetaking Advanced Question Generating hypothesis | <ul style="list-style-type: none"> Personal Choice Intellectual Safety Authenticity | <ul style="list-style-type: none"> Journal Reading Questions |

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| 28 | How did Mongolian invasion affect Eastern Europe? Western Europe? | <ul style="list-style-type: none"> Lecture / Discussion Art project Finish primary reading analysis | <ul style="list-style-type: none"> Notetaking Generating hypothesis | <ul style="list-style-type: none"> Clear expectations Learning w/ others | <ul style="list-style-type: none"> Reading Questions |
| 29 | What were the effects of the Mongolian invasion of China? How did the Mongols usher in a new period of history? | <ul style="list-style-type: none"> Review/ Discussion Quiz | <ul style="list-style-type: none"> Summarizing Application of information | <ul style="list-style-type: none"> Clear expectations | <ul style="list-style-type: none"> Quiz |
| 30 | Why and to what effect did trade shift after the Mongolian invasions? | <ul style="list-style-type: none"> History Journal Primary source readings Begin comparative essay outline template | <ul style="list-style-type: none"> Identifying similarities and differences Advanced organizer Advanced question | <ul style="list-style-type: none"> Personal Choice Intellectual Safety Authenticity | <ul style="list-style-type: none"> Journal Reading notes |
| 31 | How does the balance of power begin to shift to Western Europeans at the end of this period? | <ul style="list-style-type: none"> Lecture / Discussion Finish template Present arguments | <ul style="list-style-type: none"> Identifying similarities and differences Advanced organizer | <ul style="list-style-type: none"> Learning w/ others | <ul style="list-style-type: none"> Essay outline template |
| 32 | How did the voyages of the Chinese official Zheng He compare to those of Western Europe? | <ul style="list-style-type: none"> History Journal Lecture / Discussion Thesis Writing Assessment Activity | <ul style="list-style-type: none"> Similarities and Differences Advanced Organizer Generating hypothesis | <ul style="list-style-type: none"> Learning w/ others Clear Expectations Personal Response | <ul style="list-style-type: none"> Journal Thesis Worksheet |
| 33 | How did certain problems drive Europeans to make changes that eventually helped Europe rise in power? | <ul style="list-style-type: none"> Review / Discussion Quiz | <ul style="list-style-type: none"> Summarizing | <ul style="list-style-type: none"> Clear Expectations | <ul style="list-style-type: none"> Quiz |

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| | How does the world economic system of this period compare with the patterns of interregional trade in the previous period? | <ul style="list-style-type: none"> • Interregional Trade Map Group Poster Project | <ul style="list-style-type: none"> • Nonlinguistic Representation • Synthesis of Information • Summarizing | <ul style="list-style-type: none"> • Learning w/ others • Novelty and Variety • Sense of Audience | <ul style="list-style-type: none"> • Completed Poster |
| | How does the world economic system of this period compare with the patterns of interregional trade in the previous period? | <ul style="list-style-type: none"> • Interregional Trade Map Group Poster Project | <ul style="list-style-type: none"> • Nonlinguistic Representation • Synthesis of Information • Summarizing | <ul style="list-style-type: none"> • Learning w/ others • Novelty and Variety • Sense of Audience | <ul style="list-style-type: none"> • Completed Poster |
| | How does the world economic system of this period compare with the patterns of interregional trade in the previous period? | <ul style="list-style-type: none"> • Interregional Trade Map Group Poster Project | <ul style="list-style-type: none"> • Nonlinguistic Representation • Synthesis of Information • Summarizing | <ul style="list-style-type: none"> • Learning w/ others • Novelty and Variety • Sense of Audience | <ul style="list-style-type: none"> • Completed Poster |
| | What were the major thematic elements of the Postclassical period and how did these elements alter world history? | <ul style="list-style-type: none"> • Unit Summative Writing: Postclassical Thematic Essay | <ul style="list-style-type: none"> • Identifying similarities and differences • Advanced question • Synthesis of Information | <ul style="list-style-type: none"> • Clear Expectations | <ul style="list-style-type: none"> • Essay |