



The Los Angeles  
Unified School District

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**7th Grade  
World History  
Medieval and  
Early Modern  
Times**

Secondary Instructional Support Services  
History/Social Science Branch



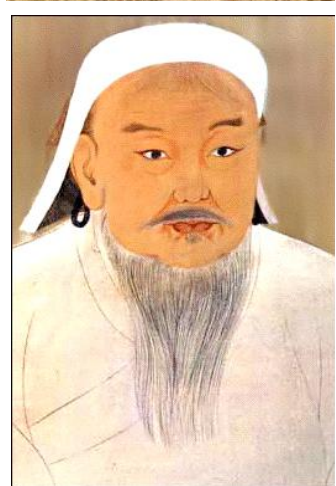
**7TH GRADE**  
**WORLD HISTORY**  
**MEDIEVAL AND EARLY MODERN TIMES**



Los Angeles Unified Schol  
District

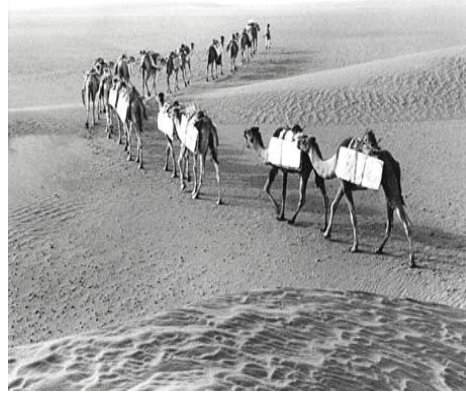
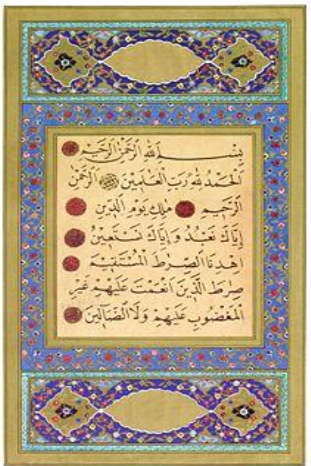


**BINDER TITLE**



# 7<sup>th</sup> Grade World History Medieval and Early Modern Times

## Instructional Guide





# Table of Contents

	<u>Page</u>
<b>Preface</b>	
A. Acknowledgements	iii
B. Mission/Vision Statement	vi
C. Goals of the Instructional Guide	vii
D. History/Social Science Instructional Guide Overview	viii
E. Graphic Organizer of History/Social Science Instructional Guide	x
<b>Section I. Overview of Major District Initiatives</b>	
A. Secondary Literacy Plan	1-1
B. The Nine Principles of Learning	1-3
C. Culturally Relevant Teaching Methods to Close the Achievement Gap	1-5
D. Small Learning Communities	1-6
<b>Section II. Overview of State of California Documents</b>	
A. California Content Standards	2-1
B. History/Social Science Framework for California Public Schools	2-1
C. California Standards for the Teaching Profession	2-2
<b>Section III. History/Social Science Pedagogy</b>	
A. Philosophy	3-1
B. Disciplinary Literacy	3-1
C. Thinking, Reading, and Writing Historically	3-3
D. The Use of Primary Sources	3-5
E. Strategies Used in the Instructional Guide	3-6
F. Student Engagement	3-7
G. Arc of Skills Grades 6 - 8	3-7
<b>Section IV. Overview of Assessment</b>	
A. The Role of Assessment	4-1
B. The Use of Common Assessments	4-1
C. Scoring	4-2
D. Intervention	4-2
E. Sample Periodic Assessment	4-3
F. Sample Short Constructed Response	4-5
<b>Section V. Instructional Component One</b>	
A. Introduction to the Curricular Map	5-1
B. Curricular Map	5-2
C. Textbook Correlation	5-6
<b>Section VI. Model Lesson 7.2.3</b>	
A. Lesson Overview	6-1
B. Model Lesson	6-2
<b>Section VII. Model Lesson 7.4.1</b>	
A. Lesson Overview	7-1
B. Model Lesson	7-2





<b>Section VIII. Instructional Component Two</b>	
A. Introduction to the Curricular Map	8-1
B. Curricular Map	8-2
C. Textbook Correlation	8-5
<b>Section IX. Model Lesson 7.3.1</b>	
A. Lesson Overview	9-1
B. Model Lesson	9-2
<b>Section X. Model Lesson 7.6.6</b>	
A. Lesson Overview	10-1
B. Model Lesson	10-2
<b>Section XI. Instructional Component Three</b>	
A. Introduction to the Curricular Map	11-1
B. Curricular Map	11-2
C. Textbook Correlation	11-6
<b>Section XII. Model Lesson 7.10.1</b>	
A. Lesson Overview	12-1
B. Model Lesson	12-2
<b>Appendices</b>	
A. Opening Activities	A-1
B. Meeting the Needs of All Students	B-1
C. Essential Questions and Focus Questions	C-1
D. The Writing Process	D-1
E. The Use of Summary	E-1
F. The Use of Primary Sources	F-1
G. National Standards for Civics and Government	G-1

## Teacher Resource Pack

For further information and resources, please visit the History/Social Science webpage at:

[www.lausdhss.org](http://www.lausdhss.org)



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## Mission

It is the mission of History/Social Science professionals in LAUSD to establish high standards of thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society.

It is our responsibility to create an environment in our classrooms that involves students in academic work that results in an advanced level of achievement and facilitates the skills and dispositions needed for civic participation.

“The curricular goal of democratic understanding and civic values is centered on an essential understanding of our nation’s identity and constitutional heritage; the civic values that form the foundation of the nation’s constitutional order and promote cohesion between all groups in a pluralistic society; and the rights and responsibilities of all citizens.” (*History-Social Science Framework for California Public Schools, 2001 Update, p.20*)

## Vision

To create a universally accessible, culturally relevant learning environment grounded in research and collaboration that promotes disciplinary literacy and the habits of mind of History/Social Science, and thereby supports high levels of meaningful participation in the local and global community.



## Goals of the *Instructional Guide*

### Student Learning

- To ensure all students learn rigorous, meaningful skills and content in History/Social Science in a manner that is engaging, inquiry-based and culturally relevant.
- To ensure that all students are life-long learners of History/Social Science and are thus empowered and active citizens.

### Teacher Learning

- To support and facilitate teachers' use of reflective practice, participation in professional dialogue and exploration of historical and educational research, both personally and collaboratively.
- To deepen teacher understanding and knowledge of History/Social Science and the pedagogical practices needed to implement a rigorous, meaningful curriculum for all students.

### District/School

- To provide multiple avenues for history teachers and their colleagues to engage in professional conversations, explore research, and deepen their understanding and knowledge of History/Social Science content and pedagogy.
- To provide adequate resources and instructional materials, to support the development of professional History/Social Science teaching and learning communities in schools and throughout the District.

### Parent/Community

- To develop and communicate clear expectations about the mission of History/Social Science in LAUSD and to develop partnerships to support that mission.
- To provide assistance for parents to support student learning in History/Social Science.





## History/Social Science *Instructional Guide* Overview

The *History/Social Science Instructional Guide for Grade 7* provides a contextual map for teaching all of the California History/Social Standards. The *Guide* provides the foundation for building a classroom curriculum and instructional program that engages *all* students in rigorous and dynamic learning. Aligned to the *California History/Social Science Standards Framework for California Public Schools*, the instructional resources in the *Guide* support District initiatives to close the achievement gap and raise all students to proficient performance in History/Social Science. The *History/Social Science Instructional Guide* is one part of a systemic approach to the teaching of history that involves instruction, professional development, and assessment.

### Background

In order to evaluate programs and determine students' proficiency in knowing the content called for by the California Academic Content Standards, the state has established the Standardized Testing and Reporting (STAR) Program, of which the California Standards Tests (criterion-referenced assessments aligned to the California Standards in history/social science, English, mathematics, and science) are a component. California Standards Tests (CSTs) have been given annually since 1999 in history/social science (grades 8, 10, and 11) English and mathematics (grades 2-11) science (grades 9-11). The STAR Program is designed to meet some of the requirements of the No Child Left Behind (NCLB) Act (PL 1-7-110), signed into law on January 2002.

The purpose of this Instructional Guide and the accompanying Periodic Assessments is

to provide teachers with the support needed to ensure that students have received the history content specified by the California Academic Content Standards, and to provide direction for instruction or additional resources that students may require in order for students to become proficient in history at their particular grade level. This *Guide* is intended to be the foundation of a standards-based instructional program in history, from which the local district, school, and classroom will further enrich and expand based on the local expertise and available resources.

### The Role of the *Instructional Guide* to Support Instruction

The Instructional Guide is a foundation for the teaching of history in Grade 7 and is designed to provide teachers with instructional resources to assist them in their implementation of a standards-based program. The *Guide* is also designed as a resource to support the implementation of a balanced instructional program.

In implementing this *Guide*, it is suggested that teachers work together to select the best combination of resources to meet their instructional goals and the specific learning needs of their students.



## **Organization of the *History/Social Science Instructional Guide***

The *History/Social Science Instructional Guide for Grade 7* is organized into three instructional components that map out the academic year. Included in each instructional component for Grade 7 are the following:

### **Standards Set**

The standards set lays the foundation for each Instructional Component and the Periodic Assessments. The Standards Sets were determined by analyzing the content of the California History/Social Science Standards for Grade 7 and organizing the standards into a logical grouping for efficient and effective teaching. This curricular map also reflects the state ranking of the standards into a hierarchy indicated by “A”, “B”, “C”, and an asterisk. This ranking indicates the test frequency for each standard. The California Department of Education, in the 2005 testing blueprint, states: “The letter “A” indicates high emphasis, “B” medium, and “C” low. Some standards are not ranked for emphasis and are identified with an asterisk (\*).”

### **Content Standards**

Within each standards set, one or two lessons are provided as models. These lessons are created to support “A” level standards and also to provide scaffolding for the students in a sequential manner to prepare them for the periodic assessments. Each lesson incorporates historians’ “habits of mind” as a method to apprentice students to read, write, and think as historians.

### **Writing Task and Scaffolding Strategies Within the Model Lessons**

The writing tasks are instructional tasks aligned to one or more of the high emphasis standards identified by the State Department of Education. Teachers may want to incorporate these types of writing tasks in their classroom instructional

programs. Each writing task sets clear expectations for student performance and includes scaffolding strategies that teachers might use in designing instruction that will provide students with the skills, knowledge, and conceptual understanding to perform successfully on the task.

### **Textbook References**

Standards-aligned resources include textbook references from the LAUSD adopted series that have been correlated with the Content Standard Group. These are provided to assist teachers in locating selections from text that align with each of the Standards Groups.

7<sup>th</sup> Grade LAUSD teachers have access to textbooks published by TCI and McDougal Littell. Textbook references that are aligned to the California History/Social Science Standards in each textbook series are included in the *Instructional Guide*

### **Appendix**

An Appendix with additional instructional strategies is included at the end of this *Instructional Guide*.



# History/Social Science Instructional Guide Overview

## I. Major District Initiatives

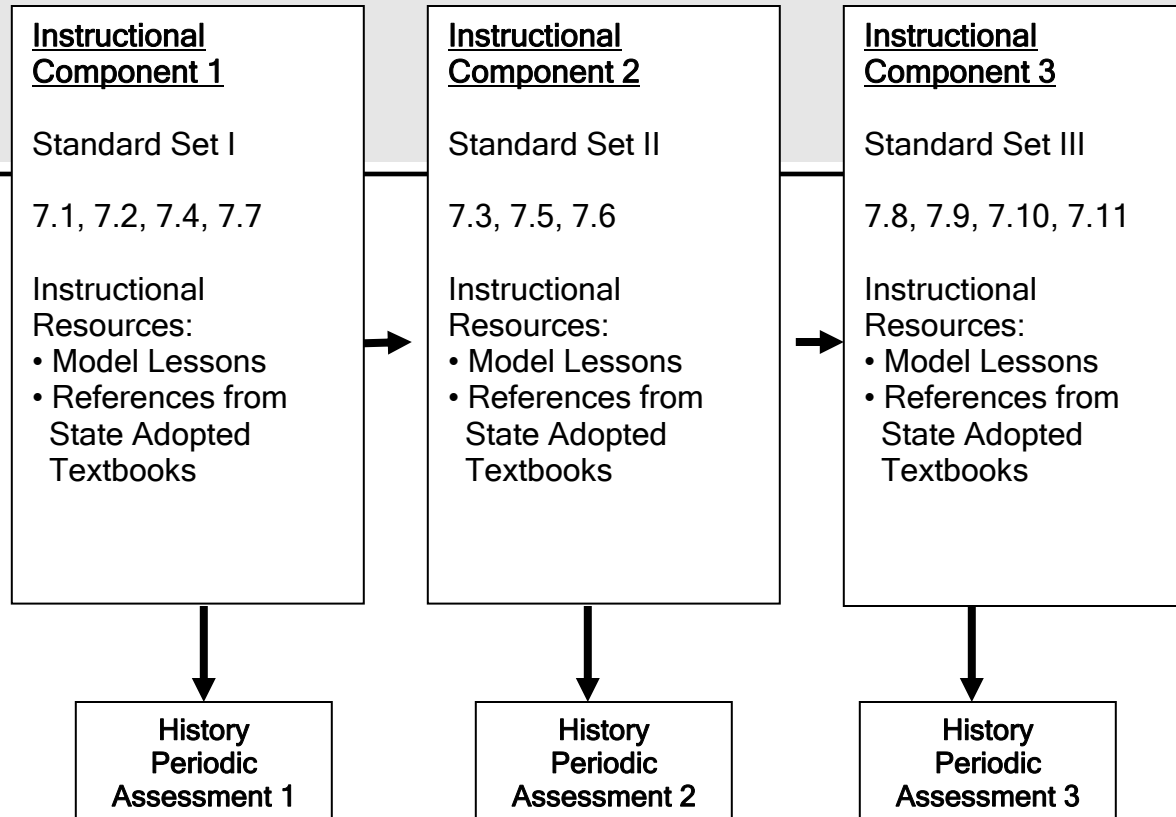
- Secondary Literacy Plan
- Institute For Learning's Nine Principles of Learning
- Culturally Relevant Teaching Methods to Close the Achievement Gap

## II. State of California Documents

- The California Content Standards
- History/Social Science Framework for California
- California Standards for the Teaching Profession

## III. Assessment

- Periodic Assessments
- Scoring of Periodic Assessments



## Appendices

- Opening Activities
- Meeting the Needs of All Students
- Essential Questions and Focus Questions
- The Writing Process
- The Use of Summary
- The Use of Primary Sources
- National Standards for Civics and Government





## Major District Initiatives

The *7<sup>th</sup> Grade History/Social Science Instructional Guide* and periodic assessments are part of the larger district periodic assessment system that will support the major Los Angeles Unified School District initiatives: **Secondary Literacy Plan, Institute For Learning (IFL) Nine Principles of Learning, Closing the Achievement Gap: Improving Educational Outcomes for Under-Achieving Students Initiative, and Small Learning Communities.**

### A. Secondary Literacy Plan

The goal of the Los Angeles Unified School District's Secondary Literacy Plan is to enhance the District's efforts to provide learning opportunities and instruction to enable all middle and high school students to perform rigorous work and meet or exceed content standards in each content area. The plan is designed to address student and teacher needs and overcome challenges commonly faced in middle and high school today. The plan contains the following:

- Address literacy in all content areas.
- Help secondary teachers define their role in teaching reading and writing in their content area.
- Help struggling students with basic reading and writing skills and provide differentiated support.
- Provide training for secondary content area teachers to develop skills and strategies to provide additional, differentiated support for students who lack basic reading and writing skills.
- Change the institutional culture and school structures of traditional middle and high schools that often isolate teachers and students and act as barriers to learning and change.

Under the direction of the Superintendent, Local District Superintendents, and Central Office, implementation of the Secondary Literacy Plan began in the 2000-2001

school year. The following changes in institutional and school structures must occur as the plan is implemented:

- Students must be taught and acquire new skills at the secondary level. Skills that students are taught in elementary school do not suffice for the complex reading tasks and cognitive processing that is required in the secondary curriculum.
- Literacy development must be an ongoing process whereby students learn to read, write and reason in the specific ways that are needed for different content areas and purposes.
- Secondary students need explicit instruction in reading and writing in order to develop deep conceptual understanding and to apply reading and writing strategies effectively in all content areas.
- Teachers must be equipped with the expertise that will enable them to help all students solve problems as readers and writers instead of labeling certain groups of students as problem readers and writers or ignoring low achieving students.
- Students must master the critical ideas in various content areas and learn to use reading, writing, speaking and thinking skills in each content area.

In order to meet the challenges of the Secondary Literacy Plan, some action items are:

- Develop an instructional disciplinary literacy framework, and support standards-based instruction related to a specific content area. Content literacy addresses the development of literacy and content knowledge simultaneously.
- Organize instruction at the secondary level to create and support learning conditions that will help all students succeed.



- Implement a coherent, ongoing professional development plan that will provide content area teachers with content-specific knowledge and expertise in order to meet the varied learning and literacy needs of all students.
- Structure an organizational design that will enhance a school's capacity to address the teaching and varied learning needs of students in grades 6-12. Create infrastructure that will include instructional models to support expert teaching of content aligned to the standards.
- Differentiate instructional programs to meet the varied needs of all students, particularly those who need extensive

accelerated instruction in decoding, encoding, and reading fluency.

- Strengthen curricular and instructional alignment with the content standards through the adoption of standards-based textbooks in History/Social Science.

Figure 1 illustrates an overview of the Secondary Literacy Plan components and shows the content connections between the disciplines of Science, English/Language Arts, Mathematics, and Social Studies. The interaction of the standards, professional development, assessment, and evaluation combine to form an interactive system that promotes content literacy.

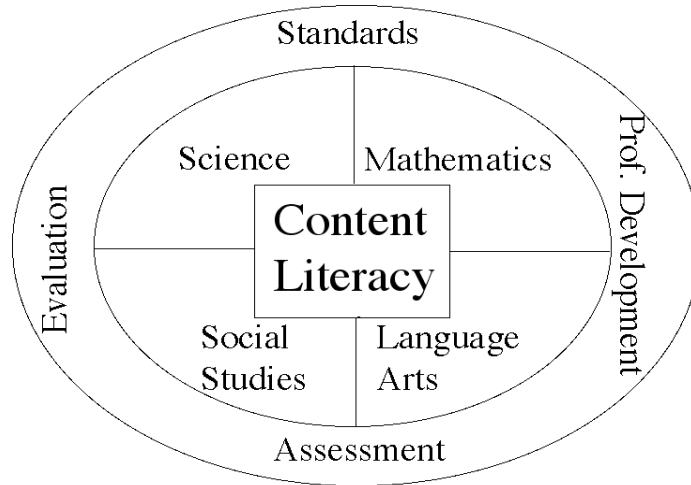


Figure 1- Secondary Literacy Chart



## **B. The Nine Principles of Learning**

The Nine Principles of Learning from the Institute for Learning provide the theoretical foundation of research-based instructional practices that provide the foundation for the Secondary Redesign Comprehensive Plan. These nine principles are embedded throughout the Instructional Guide and underscore the guiding beliefs common in the Los Angeles Unified School District.

### **Organizing for Effort**

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort and to send the message that effort is expected and that difficult problems lead to sustained work. High minimum standards are set and assessments are geared to these standards. All students are taught a rigorous curriculum matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations. This principle is one of the guiding beliefs common in every school in the Los Angeles Unified School District.

### **Clear Expectations**

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated to professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

## **Fair and Credible Evaluations**

We need to use assessments that students find fair and that parents, community, and employers find credible. Fair evaluations are ones for which students can prepare; therefore, tests, exams, classroom assessments, and curriculum must be aligned to the standards. Fair assessment also means that grading must be performed in relation to absolute standards rather than on a curve, so that students clearly see the results of their learning efforts. Assessments that meet these criteria provide parents, colleges, and employers with credible evaluations of what individual students know and can do.

### **Recognition of Accomplishment**

We must motivate students by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is the hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate progress benchmarks en route to the standards. Progress points should be articulated so that, regardless of entering performance level, every student can meet real accomplishment criteria often enough to be recognized frequently. Recognition of accomplishment can be tied to an opportunity to participate in events that matter to students and their families. Student accomplishment is also recognized when student performance on standards-based assessments is related to opportunities at work and in higher education.

### **Academic Rigor in a Thinking Curriculum**

Thinking and problem solving are the new basics of the 21st century, but the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined.



This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include a commitment to a knowledge core, high demand thinking, and active use of knowledge.

### **Accountable Talk**

Talking with others about ideas and work is fundamental to learning, but not all talk sustains learning. For classroom talk to promote learning it must be accountable to the learning community, to accurate and appropriate knowledge, and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, primary and secondary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms.

### **Socializing Intelligence**

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's rights and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner by calling on students to use the skills of intelligent thinking. By holding students responsible for doing so, educators can "teach" intelligence. This is what teachers normally do with students

from whom they expect much; it should be standard practice with all students.

### **Self-management of Learning**

If students are going to be responsible for the quality of their thinking and learning, they need to develop and regularly use an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

### **Learning as Apprenticeship**

For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.



### **C. Culturally Relevant Teaching Methods to Close the Achievement Gap**

In June of 2000, the LAUSD Board of Education approved a resolution that called for an action plan to eliminate the disparities in educational outcomes for African American, Latino, and other underachieving students. Five major tenets, along with their recommendations, performance goals, and evaluations, are to be embedded into all District instructional programs. *The History/Social Science Instructional Guide for Grade 7* supports these tenets listed below:

#### **Tenet 1 Students' Opportunity to Learn**

Comprehensive professional development for administrators, teachers, counselors, and coaches on Culturally Responsive and Culturally Contextualized Teaching will ensure that instruction for African American and Latino students is relevant and responsive to their learning needs.

#### **Tenet 2 Students' Opportunity to Learn (Adult Focused)**

The District will provide professional development in the Academic English Mastery Program (AEMP) to promote language acquisition and improve student achievement.

#### **Tenet 3 Professional Development for Teachers and Staff Responsible for the Education of African American and Latino Students**

The District will make every effort to ensure that its staff (Central, Local District, and School Site) and their external support providers are adequately trained and have the pedagogical knowledge and skill to effectively enhance the academic achievement of African American and Latino students.

#### **Tenet 4 Engage African American and Latino Parents and Community in the Education of African American and Latino Students**

Parents should be given the opportunity and tools to be the effective educational advocates for their children. The District will continue to support the efforts of its schools to engage parents in the education of their children through improved communication between schools, teachers, and parents.

#### **Tenet 5 Ongoing Planning, Systematic Monitoring, and Reporting**

The disparities in educational outcomes for African American, Latino, and other underachieving students will be systemically monitored and ongoing reflection and planning will occur at all levels in the District.

The following are basic assumptions upon which culturally relevant and responsive instruction and learning is built.

#### **Basic Assumptions**

**Comprehensible:** Culturally Responsive Teaching teaches the whole child. Culturally responsive teachers develop intellectual, social, emotional and political learning by using cultural referents to impart knowledge, skills, and attitudes.

**Multidimensional:** Culturally Responsive Teaching encompasses content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments.

**Empowering:** Culturally Responsive Teaching enables students to be more successful learners. Empowering translates into academic competence, personal confidence, courage, and the will to act.



**Transformative:** Culturally Responsive Teaching defies conventions of traditional educational practices with respect to ethnic students of color. It uses the cultures and experiences of students of color as worthwhile resources for teaching and learning, recognizes the strengths of these students and enhances them further in the instructional process. Culturally Responsive Teaching transforms teachers and students. It is in the interactions with individual educators that students are either empowered, or alternately, disabled, personally and academically.

**Emancipatory:** Culturally Responsive Teaching is liberating. It makes authentic knowledge about different ethnic groups accessible to students and the validation, information, and pride it generates are both psychologically and intellectually liberating.

#### D. Small Learning Communities

The Los Angeles Unified School District is committed to the learning of every child. That commitment demands that every child have access to rich educational opportunities and supportive, personalized learning environments. That commitment demands that schools deliver a rich and rigorous academic curriculum and that students meet rigorous academic standards. Correspondingly, the large, industrial model schools typical of urban areas will be reconfigured and new schools will be built to accommodate Small Learning Communities. Those communities will be characterized by:

- Personalized instruction
- Respectful and supportive learning environments
- Focused curriculum
- Rigorous academic performance standards
- Continuity of instruction
- Continuity of student-teacher relationships
- Community-based partnerships
- Joint use of facilities

- Accountability for students, parents, and teachers
- Increased communication and collaboration
- Flexibility and innovation for students, parents, and teachers

The LAUSD is committed to the redesign of its schools. That commitment includes the willingness to treat students as individuals and the willingness to allow each school to fulfill the goals of the Small Learning Community ideals in the uniqueness of its own setting.





## State of California Documents

The *History/Social Science Instructional Guide for Grade 7* is built upon the framework provided by the *History-Social Science Framework for California Public Schools*© 2001, the *California Standards for the Teaching Profession*, and the *History-Social Science Content Standards for California Public Schools*©1998. Each of these California documents has overarching implications for every grade level from K to 12.

The *History-Social Science Content Standards for California Public Schools* represents the content of history-social science education and includes essential skills and knowledge students will need to be historically literate citizens in the twenty-first century. These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. The *History-Social Science Framework for California Public Schools* is a blueprint for the reform of the history-social science curriculum, instruction, professional preparation and development, and instructional materials in California. The history-social science standards contain a precise description of required content at each grade level. The framework extends those guidelines by providing the philosophical reasoning behind the creation of the standards and the goals for history-social science education in the state of California. “The object of the history-social science curriculum is intended to set forth, in an organized way, the knowledge and understanding that our students need to function intelligently now and in the future” (p.3). These documents drive history-social science instruction in California.

### A. The California Content Standards

The California Content Standards in the Instructional Guide are organized into three instructional components. These components were created from the input of the Secondary History Social Science Cadres throughout the Los Angeles Unified School District. The instructional

components provide a map for student mastery of the content standards.

The introduction to the standards states, “When students master the content and develop the skills contained in these standards, they will be well equipped for the twenty-first century” (p. vii).

### B. History/Social Science Framework for California Public Schools

The *History-Social Science Framework for California Public Schools* supports the California History-Social Science Content Standards. The Framework “establishes guiding principles that define attributes of a quality history-social science curriculum at all grade levels.” Additionally, the Framework states, “as educators, we have the responsibility of preparing children for the challenges of living in a fast-changing society. The study of continuity and change is, as it happens, the main focus of the history-social science curriculum.” (p. 3)

These principles of an effective history-social science education program address the complexity of the content and the methods by which the curriculum is effectively taught. In addition to the seventeen distinguishing characteristics of the Framework, the Instructional Guide is based on the following guiding principles:

- Teaching and learning of History/Social Science is inquiry based, with habits of mind that are unique to the discipline.
- All students can learn the habits of mind of the social sciences given adequate





models, coaching, tools, practice and feedback.

- History/Social Science educators have a unique and essential responsibility in the preparation of an educated, engaged citizenry.
- Educators need the adequate time, training, collaboration, resources and tools to implement inquiry and standards-based history instruction.

### **C. California Standards for the Teaching Profession**

The *California Standards for the Teaching Profession* provide the foundation for teaching. These standards offer a common language and create a vision that enables teachers to define and develop their practice. Reflected in these standards is a critical need for all teachers to be responsive to the diverse cultural, linguistic, and socio-economic backgrounds of their students. The *California Standards for the Teaching Profession* provide a framework of six standards with thirty-two key elements that represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students. These standards are designed to help educators do the following:

- Reflect about student learning and practice ,
- Formulate professional goals to improve their teaching practice,
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally accepted benchmarks.

The teaching standards are summarized below. Further expansion and explanation of the key elements are presented in the complete text, *California Standards for the Teaching Profession*, which can be obtained from the California Commission on Teacher Credentialing or the California Department of Education.

### **Standard 1: Engaging and Supporting All Students in Learning**

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice.

Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

### **Standard 2: Creating and Maintaining Effective Environments for Student Learning**

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

### **Standard 3: Understanding and Organizing Subject Matter for Student Understanding**

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area.



Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

#### **Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

#### **Standard 5: Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of on-going assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

#### **Standard 6: Developing as a Professional Educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals,

pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

These standards for the teaching profession, along with the content standards and the *History-Social Science Framework*, provide guidance to achieve the objective that all students achieve a high degree of history-social science literacy.



# History/Social Science Pedagogy

## Philosophy

The *History/Social Science Instructional Guide for Grade 7* supports the following:

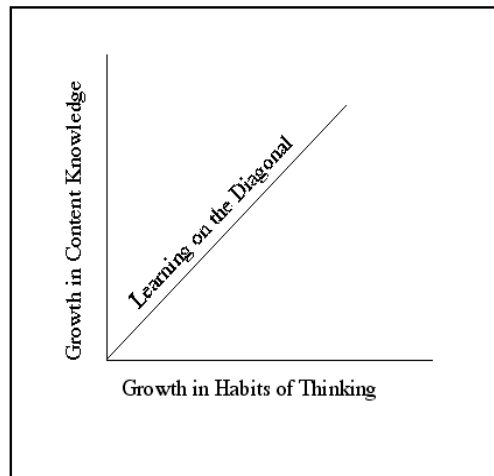
- Deepen the understanding of Disciplinary Literacy and standards-based instruction.
- Examine what it means to think, read and write as a historian and how this translates into day-to-day standards-based lessons and formative assessments.
- Focus on the ability of teachers to use historical inquiry and primary source documents as an instructional strategy to engage the learner and to apprentice student-historians.
- Utilize primary sources to model how historians gather and interpret evidence and generate and modify hypotheses.
- Consider our civic mission to educate a thoughtful, informed citizenry capable of making informed choices.

The goal is to foster and promote an educational community where history teachers apply this pedagogical knowledge

and these instructional strategies in the classroom. Within that educational community, teachers use formative assessments, analyze the data, participate in lesson study, and continually modify their instruction to support the student mastery of content knowledge and the acquisition of the historical habits of mind.

## Disciplinary Literacy

The District initiative to advance literacy across the four core content areas is termed Disciplinary Literacy. Disciplinary Literacy is defined "as the mastery of both the core ideas and concepts and the habits of thinking" of a particular discipline. The driving idea is that knowledge and thinking must go hand in hand. As content knowledge grows, one needs to grow also in the habits of thinking for that discipline. The role of the teacher is to ensure that all students learn on the diagonal. The following chart, adapted from C. Giesler's, *Academic Literacy* (1994), illustrates the district Disciplinary Literacy goal for students to learn on the diagonal.



For students to learn on the diagonal, it is of utmost importance for our teachers to use instructional methods that promote the mastery of conceptual and content knowledge with analysis skills and habits of mind unique to the discipline of History.

The following five design principles for instruction support student learning along the diagonal:

1. Students learn core concepts and habits of thinking within each discipline as defined by standards.
  - All students are expected to inquire, investigate, read, write, reason, and speak as historians.
  - Students experience curricula characterized by depth and consistency.
2. Learning activities, curricula, tasks, text, and talk apprentice students within the discipline of History/Social Science.
  - Students learn by doing history, engaging in rigorous ongoing investigations into the essential issues of humanity, culture and civilization.
  - All lessons, assignments, materials, and discussions serve as scaffolding for students' emerging mastery of History/Social Science content knowledge and habits of thinking.
3. Teachers apprentice students by giving them opportunities to engage in rigorous disciplinary activity and by providing scaffolding through inquiry, direct instruction, modeling and observation.
4. Intelligence is socialized through community, class-learning culture, and instructional routines.
  - Students are encouraged to take risks, to seek and offer help when appropriate, to ask questions and insist on understanding the answers, to analyze and solve problems to

reflect on their learning, and to learn from one another.

- Teachers arrange environments, use tools, and establish norms and routines and communicate to all students how to become better thinkers in History/Social Science.
5. Instruction is assessment-driven.
    - Teachers use multiple forms of formal and informal assessment, formative and summative assessment, and data to guide instruction.
    - Throughout the year, teachers assess students' grasp of History/Social Science concepts, their habits of inquiring, investigating, problem-solving, and communicating.
    - Teachers use these assessments to tailor instructional opportunities to the needs of their learners.
    - Students are engaged in self-assessment to develop meta-cognitive development and the ability to manage their own learning.



### **Thinking Historically**

Thinking historically is best described as the acquisition of core knowledge in History/Social Science, which provides the student with a foundation to develop the critical thinking skills needed by historians and social scientists to study the past and its relationship to the present. History is as much about asking questions as it is about answering questions, or questioning answers.

### **Reading Historically**

According to Ronald Takaki, a professor of ethnic studies at the University of California, Berkeley, “Experienced readers of history read to make sense of the past, evaluate what they are reading based on historical evidence, and create their own historical explanation or interpretation.” Reading of history requires study beyond the initial facts and is characterized by differing

perspectives, conflicting motives, and competing forces.

### **Writing Historically**

Facts are not the past, but the residue of human action left behind for historians to wade through, interpret, and fashion, through writing, in to history. Historians analyze evidence and record their interpretations of the facts, constructing portrayals of the past. Each historian writes with a purpose, targeting a specific audience. Therefore, historical writing is the process through which the historian constructs his/her argument. In essence, historical writing allows the writer to present a version of events based on evidence and records. As Thomas Holt, a professor of history at the University of Chicago says, “All historical writing is essentially competing human narratives about the past.”



## Thinking/Reading/Writing/Speaking as a Historian

<i>Thinking</i>	<i>Reading</i>
<p>Historians . . .</p> <ul style="list-style-type: none"> <li>• Understand and appreciate universal and cultural historical themes and dilemmas.</li> <li>• Distinguish the important from the irrelevant.</li> <li>• Recognize vital connections between the past and present.</li> <li>• Speculate by making predictions about their world and the future.</li> <li>• Effectively analyze and interpret evidence, both primary and secondary.</li> <li>• Identify relationships between cause and effect.</li> <li>• Distinguish main events from secondary events.</li> <li>• Research history (documents, artifacts, etc.) to gather evidence.</li> <li>• Interpret evidence to construct an account or portrayal of the past.</li> <li>• Consider all the evidence and interpretations and formulate hypotheses about what is happening and why.</li> <li>• Verify hypotheses through research.</li> </ul>	<p>Historians . . .</p> <ul style="list-style-type: none"> <li>• Seek to discover context.</li> <li>• Ask what the purpose of the text is.</li> <li>• Assume bias in text.</li> <li>• Consider word choice and tone.</li> <li>• Read slowly, simulating a social exchange between two readers, one who enters into the text wholeheartedly and reads it like a believer, and the other who then stands back and critically questions the text.</li> <li>• Compare texts to gather different, perhaps divergent, accounts of the same event or topic.</li> <li>• Get interested in contradictions and ambiguity.</li> <li>• Check sources of documents.</li> <li>• Read like witnesses to living, evolving events.</li> <li>• Read like lawyers, who make cases.</li> </ul>
<i>Writing</i>	<i>Speaking</i>
<p>Historians . . .</p> <ul style="list-style-type: none"> <li>• Use historical narrative to summarize and explain the past.</li> <li>• Write with purpose, targeting specific audiences.</li> <li>• Construct historical arguments presenting their version of events based on evidence and record.</li> <li>• Use a variety of formats, including: <ul style="list-style-type: none"> <li>○ Scholarly articles.</li> <li>○ Textbooks</li> <li>○ Biographies.</li> <li>○ Scripts for documentaries.</li> <li>○ Descriptions for museum exhibits.</li> </ul> </li> <li>• Write in varying styles.</li> </ul>	<p>Historians . . .</p> <ul style="list-style-type: none"> <li>• Present their findings in a variety of formats, including: <ul style="list-style-type: none"> <li>○ Lectures.</li> <li>○ Scholarly debates.</li> <li>○ Film documentary narration or commentary.</li> <li>○ Presentations of scholarly articles.</li> <li>○ Giving commentary on museum exhibits.</li> </ul> </li> </ul> <p>Historians also . . .</p> <ul style="list-style-type: none"> <li>• Hold interviews.</li> <li>• Advise politicians.</li> <li>• Comment on current events.</li> </ul>



## The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral to historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand content and significance.

Primary sources include written documents, maps, photographs, cartoons, artwork, artifacts, photographs, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on evidence. Additionally, primary sources allow students to grasp how people

resolved complex issues. For example, an examination of Meso American codices reveals the rich cultural development of language in Meso America. It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can prove to be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources. For example, students analyze quotes and visuals to practice determining historical significance. (See **Appendix F** on primary sources)





## Strategies Used in the Instructional Guide

Each concept lesson is designed to incorporate a variety of techniques and strategies to support all students. The chart below indicates the strategies found in the concept lessons and the ways these strategies support students.

EL Support  Strategies in the Model Lessons	Vocabulary Support <sup>1</sup>	Listening/ Speaking	Reading/ Writing	Pre-writing activity	Visuals	Graphic Organizers	Question variety <sup>2</sup>	Variety of Assessment <sup>3</sup>	Cooperative Activity	Personalized Content <sup>4</sup>
Categorizing	√		√	√		√		√		
Cooperative Groups	√	√	√	√	√	√	√	√	√	√
Gallery Walk		√	√	√	√			√	√	
Graphic Organizers	√		√	√	√	√		√		
Scaffolded Writing			√	√		√	√			
Schema Building		√	√				√	√		√
Skit Presentations		√	√				√	√	√	√
Summarizing	√		√	√			√	√		
Think/Pair/Share		√					√	√	√	
Visual Analysis		√	√		√		√		√	
Vocabulary Map	√		√			√		√		√

Key:

<sup>1</sup>Vocabulary Support: The strategy contains tools to help students understand key and support vocabulary.

<sup>2</sup>Question Variety: The strategy involves a variety of questions, building on multiple levels of Bloom's Taxonomy.

<sup>3</sup>Variety of Assessment: The strategy provides students multiple ways to demonstrate mastery of content.

<sup>4</sup>Personalized Content: The strategy allows students to relate content to their own lives.



## Student Engagement

There has been extensive literature written on ways to engage students in learning. In general, much of the literature finds that students more actively engage in classroom activities that are meaningful, motivational, and experiential.

**Meaningful** activities are those to which the students can relate their own lives or past learning. Students understand why they are engaged in the activity and see connections across curricula or how they might use the information in their lives. These activities give students opportunities to personalize the information, ultimately validating who they are and that what they bring to the classroom is valuable.

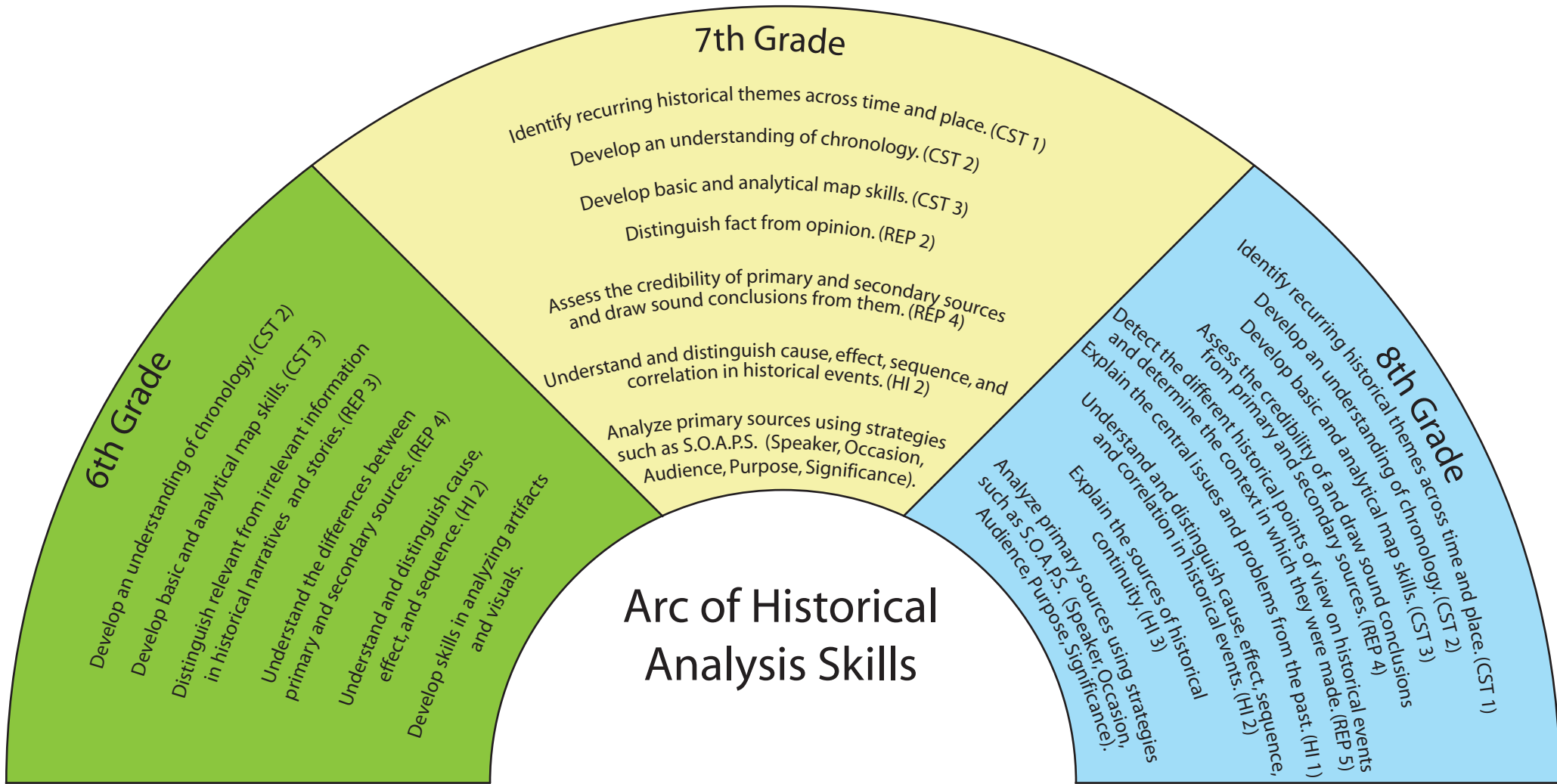
**Motivational** activities build on students' curiosity, interests, and independence. A student's curiosity is perhaps the strongest motivator; if a topic, question or method of delivery (i.e. storytelling) is intriguing to a student, he/she will naturally look for more information or seek the answer. Likewise, tapping into the interests of the students will build upon internal motivation. Additionally, students are eager to exercise independence and self-expression. Giving students autonomy in selection of topics, projects, or assessments will increase their motivation to engage in the activity.

**Experiential** activities tap into the multiple intelligences of students. In History/Social Science, cooperative activities, project-based learning, or simulations are some examples of experiential activities. These activities allow the students to use their spatial, kinesthetic, interpersonal, musical, or naturalist intelligences to engage in the activity, ultimately supporting retention and mastery of the content knowledge. (See the chart of Gardner's Theory of Multiple Intelligences in **Appendix B**.)

## Arc of Skills Grades 6 - 8

The Instructional Guide builds upon four distinct skill sets: Conceptual Analysis, Historical Analysis, Reading, and Writing. For ease of use and readability, these skills have been divided into four separate arcs. While the Conceptual Analysis and Historical Analysis arcs are based on the California State History/Social Science Framework and Standards, the reading and writing skills are directly connected to the English Language Arts Standards.





**KEY (Source: Historical and Social Science Analysis Skills - California Department of Education)**

- CST = Chronological and Spatial Thinking
- REP = Historical Research, Evidence, and Point of View
- HI = Historical Interpretation

# Arc of Historical Conceptual Skills

## 6th Grade

- Understand how Geography, Religion, Politics, Economics and Social Structures shape civilizations (The acronym G.R.A.P.E.S. with Achievements inserted).
- Recognize recurring historical themes across time and place.
- Understand the 5 Themes of Geography emphasizing Human/Environment Interaction, Movement, and Location.
- Compare and contrast civilizations.
- Trace and analyze interactions between civilizations.
- Explore change over time including enduring ideas of ancient history.
- Recognize the role of archaeology and its relevance to the study of history.

## 7th Grade

- Understand how Geography, Religion, Politics, Economics and Social Structures shape civilizations. (The acronym G.R.A.P.E.S. with Achievements inserted)
- Trace the development and spread of ideas in religion, politics, culture, and technology.
- Investigate interactions and exchanges between cultures.
- Compare and contrast ideas, cultures, and civilizations.
- Understand and apply the 5 Themes of Geography and the influence of geography on history.
- Recognize recurring historical themes across time and place.
- Understand the role of point of view in studying history.

## 8th Grade

- Examine conflict/crisis and the compromise/resolution of conflict in American history.
- Explain change and continuity over time.
- Consider equality and inequality in the evolution of democracy.
- Understand the role of leadership in America's history.
- Trace the growth and expansion of the United States including the influence of geography.
- Understand the role of point of view in studying history.
- Recognize and consider the role of bias in studying history.

# Arc of Historical Writing Emphasis

## 6th Grade

Writing that recounts and explains historical events (including elements of historical exposition: time, place, situation, participants, chronological sequence of events, outcome) with supporting evidence (correlates with expository unit in ELA during the middle and second half of the year).

W 2.2: Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution.)

Writing that tells a story (including elements of narrative: setting, characters, plot, sequence and theme) with emphasis on historical fiction (first part of the year to correlate with the ELA narrative unit).

W 2.1: Write narratives.

## 7th Grade

Expository writing (including outlines, summaries, writing with evidence and citations) with an emphasis on cause and effect.

W 1.3: Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

W 2.5: Write summaries of reading materials.

Writing that states a position and supports the position with evidence.

W 2.4: Write persuasive compositions.

## 8th Grade

Pre-writing and outlining to organize and support the writing of historical arguments.

Writing of historical arguments that establish a controlling thesis, evidence, analysis, citations and conclusions.

W1.1: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

W1.3: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

# Arc of Historical Reading Emphasis

## 6th Grade

Distinguish between narrative and expository text, including how to read a history textbook (structure and features of expository text).  
Identify themes in narrative text and important ideas in expository text.  
Connect important ideas and themes among related topics. (R 2.3)  
Understand texts through outlines, notes, and summaries. (R 2.4)  
Read historically significant works of literature (e.g., primary sources). (R 3.0)

## 7th Grade

Distinguish between narrative and expository text, including how to read a history textbook (structure and features of expository text).  
Understand the importance of context and source when studying primary sources.  
Analyze cause-and-effect text patterns. (R 2.3)  
Identify important ideas and their significance in a variety of texts. (R 2.4)  
Assess an author's evidence when constructing historical arguments, noting instances of bias or stereotyping. (R 2.6)  
Read historically significant works of literature (e.g., primary sources). (R 3.0)

## 8th Grade

Read primary and secondary sources as a "detective" to find clues as a "lawyer" to make a case.  
Understand the importance of context and source when studying primary sources. (R 2.3)  
Find similarities and differences between texts in the treatment of ideas. (R 3.0)  
Read historically significant works of literature (e.g., primary sources). (R 3.0)  
Analyze literature that reflects the heritage, traditions, attitudes, and beliefs of its author. (R 3.7)

### KEY

R = English Language Arts Framework



# Overview of Assessment

## The Role of Assessment

As an integral element of the Secondary Periodic Assessment Program, the History/Social Science assessments are designed to measure student learning and inform instruction. The intent of the Periodic Assessments is to provide teachers with the diagnostic information needed to ensure that students have received the instruction in the History/Social Science content specified by the *California History/Social Science Framework and Content Standards* and to provide direction for instruction. They are specifically designed to:

- Focus classroom instruction on the California Content Standards.
- Ensure that all students are provided access to the required content.
- Provide a coherent system for linking assessment of standards to district programs and adopted materials.
- Be administered to all students in core History/Social Science classes on a periodic basis.
- Guide instruction by providing regular feedback that will help teachers collaboratively target the specific standards-based knowledge and skills that students need to acquire.
- Assist teachers in determining appropriate extensions and interventions.
- Motivate students to be responsible for their own learning.
- Provide useful information to parents regarding their child's progress toward proficiency of standards.
- Link professional development to standards-specific data.

## Why Common Assessments?

There are numerous reasons for using common assessments. Common assessments promote equity and access for all students. They enable teachers to collaborate as well as to identify and address problem areas. Common assessments are tools to be used to hone and share best practices in the teaching profession. They also provide opportunities for a collective-response to help schools create timely, systemic intervention for students.

Results from the assessments should be used to specify immediate adjustments and guide modifications in instruction to assist all students in meeting or exceeding the state History/Social Science standards. With these results, teachers can make immediate decisions about instruction, including extensions and interventions.

The Instructional Guide includes five Model Lessons with built-in assessment components. These classroom level assessments, along with other teacher designed assessments, student evaluations, and student and teacher reflections, can be used to create a complete classroom assessment plan.

The Periodic Assessments are a regularly scheduled assessment of the student's mastery of the standards within the History/Social Science discipline and should not be considered the sole method of assessing students' content knowledge. The assessment is designed to measure a range of skills and knowledge.

Each Periodic Assessment will consist of fifteen multiple-choice questions and one short constructed response item (SCR). The multiple choice items reflect the California Standards Test in structure, content and skills.





The short constructed response items are designed to assess student’s historical, analytical, and writing skills. The content in the SCRs will connect to the content in the model lessons.

The periodic assessment is designed to be given within a single 50 minute classroom period. History/Social Science test booklets will be available in both English and Spanish.

### **Scoring**

The 15-question multiple choice portion of the Periodic Assessment will be scored electronically by The Princeton Review. The classroom teacher will score the SCR based on content and salient ideas, not language and conventions. Teachers will be trained during professional development in scoring the SCR writing tasks.

### **Intervention**

Intervention should be part of daily classroom instruction. As teachers assess student understanding and learning of the standards, they will make decisions about when to simply review content and when to incorporate researched-based practices designed to assist students in acquiring the knowledge and skills.

Following each periodic assessment, time should be set aside for students and teachers to review assessment scores and establish a clearly defined course of action. At this point, strategic teaching is the intervention. Common student misconceptions can be addressed as similar concepts and topics are covered in subsequent units providing opportunities for comparing and contrasting past and present content.



## Sample Periodic Assessment

**1 In what ways do Muslims believe Islam is similar to Judaism and Christianity?**

- A Muslims believe that Islam is unrelated to Judaism and Christianity.
- B Muslims believe that Jesus was the son of God, as do Jews and Christians.
- C Muslims believe that Islam was the inspiration for Judaism and Christianity.
- √D Muslims believe that Abraham was a prophet of God, as do Jews and Christians.

**2 Church-state relations in the Byzantine Empire were different from church-state relations in the Roman Empire because**

- √A the Byzantine Emperor was the head of the Eastern Orthodox Church.
- B the Roman Emperor was the head of the Roman Catholic Church.
- C Christians were persecuted by the Byzantine Empire.
- D the Eastern Orthodox Church was ruled by the Pope in Rome.

**3 Use the excerpt below to answer the following question.**

**Henry, king not through usurpation but through the holy ordination of God, to Hildebrand [Pope Gregory VII] at present not pope but false monk.**

*—Greeting from Henry IV, King of Germany, in a letter to Pope Gregory VII*

**This excerpt is an example of**

- A the conflict between the middle class and the Church during the Medieval period.
- √B the conflict between the monarchy and the Church during the Medieval period.
- C a declaration of war on the Church by the monarchy of England.
- D a request for cooperation by the monarchy to the Church.

**4 The Catholic Church was responsible for all of the following in Medieval Europe *except***

- √A the creation of the Magna Carta.
- B the founding of universities.
- C the creation of religious orders.
- D the preservation of Latin language and texts.



## Sample Short Constructed Response

Base your answers to the following questions on the quotes below and on your knowledge of history.

*"O you who believe! Fasting is prescribed [given as rule] to you, as it was prescribed to those before you, that you may learn self-restraint [control]."*

*"I bear witness that there is no deity except Allah (God), and that Muhammad is His Servant and Messenger."*

**1. Which religion do these quotes relate to?**

Islam or the Islamic faith

**2. What important belief is contained in the first quote?**

The belief in the first quote is that Muslims should fast during important times, like the month of Ramadan.

**3. Explain how both of the quotes would impact a person's daily life.**

Both of the quotes explain set expectations of what Muslim's should in their lives. For example, the first quote says they are supposed to fast during important times and the second says that they should not believe in any other God. These are directions that help Muslim's in their daily lives.



## Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, with each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> <li>• California History/Social Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>• The number of questions on the CST for each standard</li> <li>• The testing emphasis for the substandards as determined by the CDE               <ul style="list-style-type: none"> <li>○ “A” indicates high emphasis</li> <li>○ “B” medium</li> <li>○ “C” low</li> <li>○ Standards that are not ranked for emphasis and are identified with an asterisk (*)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concepts highlight important ideas that deepen student understanding of the standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of days of instruction allocated for each standard</li> <li>• Differentiated according to school calendar</li> </ul>

### Items Specific to 7<sup>th</sup> Grade:

- It is necessary to conclude the instruction on Standard 7.1 at an appropriate time in order to reach Standard 7.11 in the allocated instructional days.
- Standard 7.7 (Mesoamerica) was moved to the first Instructional Component to insure balanced instructional time in each component.
- Standard 7.4 (Africa) was moved to the first Instructional Component to create better continuity between topics (Spread of Islam, Africa)
- Standard 7.3 (China) was moved to the second Instructional Component to create better continuity between topics (China, Japan)
- Standard 7.6 (Medieval Europe) was moved to the second Instructional Component to create better continuity between topics (Feudal Japan, Feudal Europe) and to lead into the next topic 7.8 (Renaissance)

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 1: Fall of Rome, Islam, Africa, and Mesoamerica (Standards 7.1, 7.2, 7.4, and 7.7)

First **9 days (traditional)** and **6 days (year-round)** of the Fall Semester:

- Building classroom community
- Thinking as an historian
- Review of the Five Themes of Geography
  - Location, Region, Movement, Place, Human-Environment Interaction
- Review of G.R.A.P.E.S.
  - Geography, Religion, Achievements, Politics, Economics, and Social Structures

**Blue Print Focus Standards:**  
 “A” indicates high emphasis  
 “B” indicates medium emphasis  
 “C” indicates low emphasis  
 “\*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</b>	1 Question	<ul style="list-style-type: none"> <li>• decline</li> <li>• internal weakness</li> <li>• corruption</li> <li>• urbanization</li> <li>• citizenship</li> <li>• empire</li> <li>• expansion</li> </ul>	<u>Traditional Calendar</u> 10 Days
1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 7 Days <i>B-Track</i> 6 Days <i>C-Track</i> 7 Days <i>D-Track</i> 10 Days
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	C		
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	B		<u>Four by Four Calendar</u> 3 Days

**Blue Print Focus Standards:**  
 “A” indicates high emphasis      “B” indicates medium emphasis      “C” indicates low emphasis      “\*” not ranked for emphasis

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.</b>	2 Questions	<ul style="list-style-type: none"> <li>• cultural diffusion</li> <li>• climate</li> <li>• cultural blending</li> <li>• trade route</li> <li>• military conquest</li> <li>• monotheism</li> <li>• pilgrimage</li> <li>• commerce</li> <li>• golden age</li> <li>• region</li> <li>• nomads</li> <li>• scholarship</li> </ul>	<u>Traditional Calendar</u> 17 Days
1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	C		<u>Concept 6 Calendar</u>
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	A		<u>A-Track</u> 15 Days
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.	A		<u>B-Track</u> 16 Days
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	B		<u>C-Track</u> 14 Days
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.	C		<u>D-Track</u> 17 Days
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.	B		<u>Four by Four Calendar</u> 8 Days

**Blue Print Focus Standards:**

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</b>	2 Questions	<ul style="list-style-type: none"> <li>• commerce</li> <li>• kinship</li> <li>• oral traditions</li> <li>• region</li> <li>• slavery</li> <li>• topography</li> <li>• tribalism</li> <li>• empires</li> <li>• oral history</li> <li>• labor specialization</li> <li>• regional commerce</li> <li>• scholarship</li> <li>• caravan</li> </ul>	<u>Traditional Calendar</u> 14 Days
1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 12 Days
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	*		<i>B-Track</i> 13 Days
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	B		<i>C-Track</i> 13 Days
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.	B		<i>D-Track</i> 14 Days
5. Describe the importance of written and oral traditions in the transmission of African history and culture.	*		<u>Four by Four Calendar</u> 7 Days

**Blue Print Focus Standards:**

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis



# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.</b>	2 Questions	<ul style="list-style-type: none"> <li>• urban society</li> <li>• class structure</li> <li>• empire</li> <li>• alliance</li> <li>• tribute</li> <li>• sacrifice</li> </ul>	<u>Traditional Calendar</u> 18 Days
1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 18 Days
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	A		<i>B-Track</i> 17 Days
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	A		<i>C-Track</i> 15 Days
4. Describe the artistic and oral traditions and architecture in the three civilizations.	B		<i>D-Track</i> 18 Days
5. Describe the Mesoamerican achievements in astronomy and mathematics, including the development of the calendar and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems.	B		<u>Four by Four Calendar</u> 8 Days

**Blue Print Focus Standards:**

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis

## Textbook Correlation for the 7<sup>th</sup> Grade Standards

<b>STANDARD</b>	<b><u>McDougal Littell</u> <i>World History: Medieval and Early Modern Times</i></b>	<b><u>TCI</u> <i>History Alive! The Medieval World and Beyond</i></b>
7.1	Chapters: 2	Chapters: 1,2,3,4,5,6
7.2	Chapters: 3,4	Chapters: 7,8,9,10,11
7.3	Chapters: 7	Chapters: 16,17,18
7.4	Chapters: 5	Chapters: 12,13,14
7.5	Chapters: 8	Chapters: 20,21,22
7.6	Chapters: 9,10	Chapters: 1,2,3,4,5,6
7.7	Chapters: 11,12	Chapters: 23,24,25,26,27
7.8	Chapters: 13	Chapters: 28,29,30,31,32
7.9	Chapters: 14	Chapters: 28,29,30,31,32
7.10	Chapters: 15	Chapters: 33,34,35
7.11	Chapters: 15,16	Chapters: 33,34,35



# LAUSD

## HISTORY-SOCIAL SCIENCE

### STANDARD: 7.2.3

Explain the significance of the Qur'an and Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence on Muslim's daily life.

#### PRIOR KNOWLEDGE REQUIRED

This lesson covers the impact of the Qur'an and Sunnah on the daily lives of Muslims. Students should have already learned about the origins of Islam including the life of Muhammad and the Five Pillars as outlined in Standard 7.2.2.

#### INSTRUCTIONAL STRATEGIES

##### Accessing Prior Knowledge

A chart comparing the three major monotheistic religions will help remind students of what they learned in 6<sup>th</sup> grade or already know from their daily lives.

##### Summary

Students create a one-sentence summary from a bulleted list, helping them identify and prioritize essential information.

##### Visual Analysis

Students view a variety of images, compare the images to primary source readings, and link the two. This strategy makes abstract concepts concrete for students.

##### Vocabulary Development

A concept map helps students understand complex vocabulary by having them explain the word's meaning and give examples.

##### Small Group Work

Students work in groups to read and analyze primary sources, giving them an opportunity to discuss their thinking and deepen their understanding as they consider the thinking of other students.

#### BRIEF OUTLINE OF LESSON

##### Day 1

- Analyze a short quote and determine how belief influences action.
- Introduction of Lesson.
- Compare the three major monotheistic religions.
- Read summaries of the Qur'an and Sunnah.
- Read a primary source connecting that source to a visual.

**Materials Needed:** Student Handouts 1-4, Transparencies 1 and 2, Teacher Guide 1

##### Day 2

- Analyze a short quote and determine how belief influences action.
- Analyze the term *significant*.
- Introduction of task: Model document analysis.
- Analyze primary source excerpts from the Qur'an and Sunnah.

**Materials Needed:** Student Handout 1, Documents 1-5, Transparencies 3 and 4, Teacher Guide 2

##### Day 3

- Analyze a short quote and determine how belief influences action.
- Complete primary source analysis.
- Match beliefs and actions.

**Materials Needed:** Student Handout 1, Documents 1-5, Placards 1-5, Teacher Guide 3

##### Day 4

- Plan and write paragraphs.

**Materials Needed:** Student Handouts 6-8, Documents 1-5, Teacher Guide 5

#### CULMINATING TASK

The culminating task for this lesson is a one paragraph response to the following prompt:

**The Qur'an and Sunnah greatly influence the lives of Muslims. In one paragraph, explain what the Qur'an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.**

#### KEY TERMS AND CONTENT

belief  
monotheism  
significant  
Judaism  
Christianity  
Islam  
Muslim  
Qur'an  
Sunnah

# 7<sup>th</sup> Grade Instructional Guide

## Model Lesson 1

### The Significance of the Qur'an and Sunnah

#### **Standard**

7.2.3 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence on Muslims' daily life.

#### **History/Social Science Analysis Skills Connection**

Research, Evidence, and Point of View

- Assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

#### **Guiding Inquiries:**

1. What is contained in the Qur'an and in the Sunnah?
2. How do the Qur'an and Sunnah differ?
3. How do the Qur'an and Sunnah influence Muslims' daily lives?

#### **Materials**

**Student Handout 1:** Primary Source Response Page

**Student Handout 2:** Comparing Religions

**Student Handout 3:** Qur'an and Sunnah Summary

**Student Handout 4:** Visual Analysis Tool

**Student Handout 5:** Vocabulary Development

**Student Handout 6:** Prompt Page

**Student Handout 7:** Brainstorming Sheet

**Student Handout 8:** Writing Organizer (5, 6, 8 sentence paragraphs)

**Document 1:** Model Primary Source

**Document 2:** Primary Source

**Document 3:** Primary Source

**Document 4:** Primary Source

**Document 5:** Primary Source

**Transparency 1:** Comparing Religions Guide

**Transparency 2:** Visual Analysis

**Transparency 3:** Vocabulary Development

**Transparency 4:** Document 1

**Transparency 5:** Sample Paragraph

**Placards 1-5:** Visual Representation of Primary Sources

**Teacher Guide 1:** Background Essay

**Teacher Guide 2:** Document 1 Key

**Teacher Guide 3:** Key for Placard Matching Activity

#### **Questions for Lesson Study**

1. Are students able to explain the significance of the Qur'an and Sunnah?
2. Are students able to differentiate between the Qur'an and the Sunnah?
3. Can students give specific examples of how the Qur'an and Sunnah are applied to Muslims' daily lives?
4. Are students able to write a coherent expository paragraph in response to a prompt?

5. Are students able to determine how beliefs influence actions?

**Lesson Overview**

In this lesson, students will learn about the impact of the Qur’an and Sunnah on the daily lives of Muslims. **Students should have already learned about the origins of Islam as outlined in standard 7.2.2 (e.g. the life of Muhammad, the Five Pillars).** Students begin by reading a summary explanation of the Qur’an and Sunnah. Next, students will connect an image to an excerpt from the Sunnah. Students will then work in groups to analyze excerpts from either the Qur’an or Sunnah with the purpose of determining how these passages would impact a person’s daily life. The groups will then match the placards to the excerpts they represent. Finally, students will write one paragraph that explains how a passage from the Qur’an or Sunnah might influence daily lives of Muslims. This lesson has been crafted to fit the structure of a 50 minute instructional period and will take 4 days to complete.

Students will respond to the following prompt:

**The Qur’an and Sunnah greatly influence the lives of Muslims. In one paragraph, explain what the Qur’an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.**

Textbook Correlations: TCI pages 93-103, McDougall pages 94-95

<b>Day 1</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b><u>Hook: Primary Source Response</u></b>            Before students arrive, write on the board, on an overhead transparency, or project on a PowerPoint slide, “Feed the hungry, visit the sick, and free the [prisoner] if he be [wrongly in prison]” (Sunnah), followed by the questions:</p> <ul style="list-style-type: none"> <li>• What would a person say if they held this belief?</li> <li>• What actions would a person take if they held this belief?</li> </ul> <p>The teacher should guide students towards writing about how actions demonstrate beliefs.</p> <p>Students will respond to the question in on <b>Student Handout 1</b>. The teacher should select a few students to share their responses.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• They treat people equally</li> <li>• They don’t judge people</li> <li>• They don’t say mean things</li> <li>• They treat everyone the same</li> <li>• They’re nice to everyone</li> <li>• They stand up for other people</li> </ul>	<p><b><u>Time Suggestion:</u></b>            10 minutes            The teacher should verify that the students understand the journal topic before allowing them to begin writing.</p> <p>Students may also draw their response to the question.</p> <p>The teacher may have students act out their answers to the questions.</p>
<p><b><u>Introduction of Lesson</u></b>            The teacher should begin the lesson by outlining the goals for the next four days. Goals should include:</p>	<p>5 minutes</p>

<ul style="list-style-type: none"> <li>• Understanding the importance of the Qur'an and Sunnah's,</li> <li>• Exploring the significance of the Qur'an and Sunnah on the daily lives of Muslims,</li> <li>• Writing an expository paragraph.</li> </ul> <p>The teacher may introduce additional goals as needed.</p>	
<p><b>Comparing Religions</b>  Students will take a few moments to review what they have already learned about Islam and compare that to what they remember about Judaism and Christianity to help them understand the common framework between the three.</p> <p>Each student will take <b>3 minutes</b> and fill in as much as they can on <b>Student Handout 2</b>. Students should then turn to a partner and share their responses.</p> <p>The teacher will lead a class discussion centered around the content of <b>Student Handout 2</b>, ensuring that all students have correct information. <b>Transparency 1</b> has been provided to facilitate discussion.</p>	<p>10 minutes</p> <p>Students may supplement their work with a visual representation within the boxes of the graphic organizer.</p> <p>Consider covering each box with a Post-It note and reveal the boxes as students give their answers.</p>
<p><b>Qur'an/Sunnah Summary</b>  Students will work with a partner to read <b>Student Handout 3</b> and share the information.</p> <p><b>Before beginning, the teacher should remind students that the Arabic word for God is Allah (like Dios in Spanish) and that in this lesson, the word is written as God and not Allah.</b></p> <p>The teacher should place students into pairs and ask students to read the information on <b>Student Handout 3</b>. Students will hold a brief discussion about the text, starting what they believe to be the two most important facts for each document. Each pair will write a one sentence summary of the information. The partners will then explain why they have chosen these facts.</p> <p>Ask a few partners to share their responses and the rationale for their choices. Point out to students the key concepts in summarizing by asking questions such as: "Why did you choose that fact over another?"</p>	<p>15 minutes</p> <p>Please refer to <b>Teacher Guide 1</b> for more detailed information about the documents.</p> <p>Remind students that when writing summaries, they are choosing more important facts over less important facts.</p>
<p><b>Visual Analysis</b>  This activity is designed to assist students in developing an understanding of how belief influences action. Additionally, this will help students in preparing for the gallery walk.</p> <p>Project <b>Transparency 2</b> on the board as students refer to <b>Student Handout 4</b>. As a whole class activity, read and analyze the primary source excerpt. All answers should be recorded on <b>Student Handout 4</b>.</p> <p>The teacher should assist students in making the connection between the excerpt and the visual.</p>	<p>10 minutes</p>

<b>Day 2</b>	
Teacher/Student Activities	Helpful Hints
<p><b><u>Primary Source Response 2</u></b>            Students will continue to link belief and action by looking at an excerpt from the Qur'an and determining how that would affect action.</p> <p>Before students arrive, write on the board, on an overhead transparency, or project on a PowerPoint slide, "<i>None of you [truly] believes until he wishes for his brother what he wishes for himself;</i>" (Number 13 of "<i>Imam Al-Nawawi's Forty Hadiths</i>") followed by the questions:</p> <ul style="list-style-type: none"> <li>• What would a person say if they held this belief?</li> <li>• What actions would a person take if they held this belief?</li> </ul> <p>Students will respond to the questions on <b>Student Handout 1</b>. The teacher should select a few students to share their responses.</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>The teacher should verify that the students understand the quote before allowing them to begin writing.</p> <p>Students may draw their response.</p>
<p><b><u>Vocabulary Development</u></b>            Understanding the significance of historical events and documents is at the heart of historical thinking. The teacher will lead students through a brief analysis of the term <i>significant</i>, using <b>Student Handout 5</b>.</p> <p>This task has been designed to introduce and reinforce the concept of <i>significance</i>. Students have been provided a definition map to assist their understanding. The term's definition and one explanation has been provided. Other explanations might include: something that changes people's lives, or something that influences people.</p> <p>As a class, fill in the remainder of the explanation boxes and the examples.</p>	<p>10 minutes</p> <p><b>Transparency 3</b> has been provided for whole class review.</p>
<p><b><u>Introduction of Analysis Task/ Whole Group Practice</u></b>            The teacher should review <b>Document 1</b> with students. Then the teacher should model Part 1, by thinking aloud "What does this quote mean?" and completing the chart. Then the teacher will ask him/herself "How would this belief be significant in the life of a Muslim?"</p> <p>The teacher should record all answers on <b>Transparency 4</b> while students record the answers on <b>Document 1</b>.</p>	<p>10 minutes</p> <p>Interpretations may vary.</p> <p>Instruct students to look for the overall meaning of the quote. <b>Teacher Guide 2</b> has been provided for those teachers as a possible model.</p>
<p><b><u>Small Group Analysis Work</u></b>            Split the class into triads. Groups will analyze and interpret four excerpts from the Qur'an and the Sunnah. Students must be able to explain the quote and the significance of the quotation.</p> <p><u>Remind students only to complete Part 1 of Documents 2-5 at this time.</u></p> <p>When students finish the first excerpt, the teacher should check their work. Circulate throughout the room and answer questions as they arise, checking student analysis and understanding of the content.</p>	<p>20 minutes</p> <p>Students will continue to work on excerpt analysis in the next class session.</p>

<b>Day 3</b>	
Teacher/Student Activities	Helpful Hints
<p><b><u>Primary Source Response 3</u></b>            Before students arrive, write on the board, on an overhead transparency, or project on a PowerPoint slide, “He who is not loving to God’s creatures and to his own children, God will not be loving to him” (Sunnah), followed by the questions:</p> <ul style="list-style-type: none"> <li>• What would a person say if they held this belief?</li> <li>• What actions would a person take if they held this belief?</li> </ul> <p>Students will respond to the question on <b>Student Handout 1</b>. The teacher should select a few students to share their responses.</p> <p>The teacher should also have students complete the summary section of <b>Student Handout 1</b> and lead a small discussion on the connection between the excerpts.</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>The teacher should verify that the students understand the question before allowing them to begin writing.</p> <p>Students may draw their response.</p>
<p><b><u>Small Group Analysis Work</u></b>            Groups will continue to review and analyze their excerpts.</p> <p>The teacher should continue to circulate to check student analysis and understanding of the content. Ask students if there are any unifying ideas between the quotes.</p>	10 minutes
<p><b><u>Gallery Walk</u></b>            The gallery walk is an activity designed to help students connect the belief stated within the excerpts with the action that an individual might take. At the end of the activity students will have matched the quotes with placard images and explain how the two are linked.</p> <p>The teacher should begin by modeling the connection between <b>Placard 1</b> and <b>Document 1</b>, completing Part 2 of <b>Document 1</b> with the class.</p> <p>The teacher should post <b>Placards 2 - 5</b> around the room. Note that two sets have been provided, so that the class may be split into two groups.</p> <p>The student groups will look at each placard, analyze it, and determine which quotation is represented on the placard. Students will analyze the images using the questions in Part 2 and record their answers on <b>Documents 2-5</b>. Groups will rotate through each of the placards.</p>	<p>20 minutes</p> <p>Teachers may want to have students pass the placards instead of completing a gallery walk.</p> <p>The importance is not that students get the “correct” answer but rather that they have a rich discussion.</p> <p><b>Teacher Guide 3</b> has been provided as a key to the matching activity.</p>
<p><b><u>Analysis Debrief</u></b>            The teacher should lead a debrief discussion of the quotation analysis and gallery walk. The teacher should check for understanding and clear up any student misunderstanding.</p>	10 minutes



<b>Day 4</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Introduction of the Writing Prompt/Brainstorming</b></p> <p>The teacher should review <b>Student Handout 6</b> with students, taking time to review the criteria chart.</p> <p>Allow students time to work with <b>Student Handout 7</b>, the brainstorming sheet. Students should select one quote from <b>Documents 2 - 5</b> or the journals. Provide students five minutes to quickly brainstorm on their response.</p>	<p>15 minutes</p> <p>A sample response has been provided on <b>Transparency 5</b>.</p>
<p><b>Topic Sentences</b></p> <p>As a class, hold a quick discussion about the importance of topic sentences (e.g., they present the paragraph’s main idea, they help the reader understand what points the paragraph will contain, they may grab the reader’s attention).</p> <p>Display the writing prompt on the white board, transparency, or PowerPoint slide:</p> <p style="padding-left: 40px;">The Qur’an and Sunnah greatly influence the lives of Muslims. In one paragraph, explain what the Qur’an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.</p> <p>Read the prompt together with the class. Help students identify the three main points their paragraphs will need to address by having them underline or highlight “what the Qur’an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.”</p> <p>Explain that topic sentences can sometimes be crafted using the same wording as the writing prompt. As a class, write a sample sentence together. For example, your sentence might be:</p> <p style="padding-left: 40px;">“The Qur’an and Sunnah are important Islamic texts that have a great influence on the lives of Muslims.”</p> <p>After writing a common topic sentence, have students work with a partner and craft a topic sentence of their own that contains the same idea as the class sentence, but one that uses their own wording or rearranges the sentence without changing the sense (e.g., “Two important Islamic texts, the Qur’an and Sunnah, have a great influence on Muslims’ lives.”)</p>	<p>10 minutes</p>
<p><b>The Writing Task</b></p> <p>Students will write one paragraph in response to the prompt.</p> <p>The teacher should then have students complete <b>one</b> of the paragraph organizers on <b>Student Handout 8</b> in response to the prompt. Allow students the remainder of the class period to finalize the paragraph organizer and write their paragraphs.</p>	<p>20 minutes</p> <p>Three different organizers have been provided to differentiate paragraph length, based on student need.</p>

<p><b>Reflective Journal</b> Students will complete a reflective journal on the material learned and the writing process.</p> <p>Write on the board, on an overhead transparency, or project on a PowerPoint slide:</p> <ul style="list-style-type: none"><li>• How do ideas influence action?</li><li>• Are these significant concepts?</li><li>• What have you learned about writing topic sentences and paragraphs? How will you apply what you've learned throughout the year?</li></ul>	<p>5 minutes</p>
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# Student Handout 1

## Primary Source Response

**Directions:** Read the quote and think carefully about what it says. Then, answer the questions using complete sentences.

### Day One:

“Feed the hungry, visit the sick, and free the [prisoner] if he be [wrongly in prison].”

What would a person say if he or she held this belief?	What actions would a person take if he or she held this belief?

### Day Two:

“None of you [truly] believes until he wishes for his brother what he wishes for himself.”

What would a person say if he or she held this belief?	What actions would a person take if he or she held this belief?

### Day Three:

“He who is not loving to God’s creatures and to his own children, God will not be loving to him.”

What would a person say if he or she held this belief?	What actions would a person take if he or she held this belief?

Summary: What are some ideas that these three texts have in common?

# Student Handout 2

## Comparing Religions

**Directions:** Use your knowledge about world religions to fill in the missing sections of the chart.

Religion	Religious Text	Holy City	Place of Worship	Symbols
Judaism	Torah			
	Bible		Church	
	Qur'an			Crescent Moon

# Student Handout 3

**Directions:** With a partner, read over the bulleted lists on the Qur'an and the Sunnah. Discuss which facts you feel are important and put a star next to the two you feel are most important. Finally, write one sentence summaries of the Qur'an and the Sunnah, using the important information.

## The Qur'an

- Believed by Muslims to be divine revelation (God's words).
- The holy scripture of Islam revealed (made known) to Muhammad.
- Muslims recite the Qur'an, attempting to memorize it and understand God's commandments. Qur'an literally means recitation (to repeat).
- Provides important general guidelines for living a moral and good life.
- A main source of Islamic law.

Restate in your own words the two most important facts.

Two important facts about the Qur'an are

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Explain why you feel the two facts you chose are the most important.

These facts are important because

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## The Sunnah

- Believed by Muslims to be an account of Muhammad's life. Muhammad's life is believed to be the model Muslim life.
- Muhammad's companions gave this information to later generations.
- Muslims study the Sunnah to model their behavior according to Muhammad's teachings.
- Provides details and examples for applying the Qur'an's teachings in daily life.
- A main source of Islamic law.

Restate in your own words the two most important facts.

Two important facts about the Sunnah are

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Summarize the information in one sentence, using your most important facts.

These facts are important because

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# Student Handout 4

## Visual Analysis Tool

Read the following quote:

“The Messenger of God said, ‘Islam is based on five [pillars]:  
[One is] to offer the Salat (prayers) dutifully and perfectly.’”

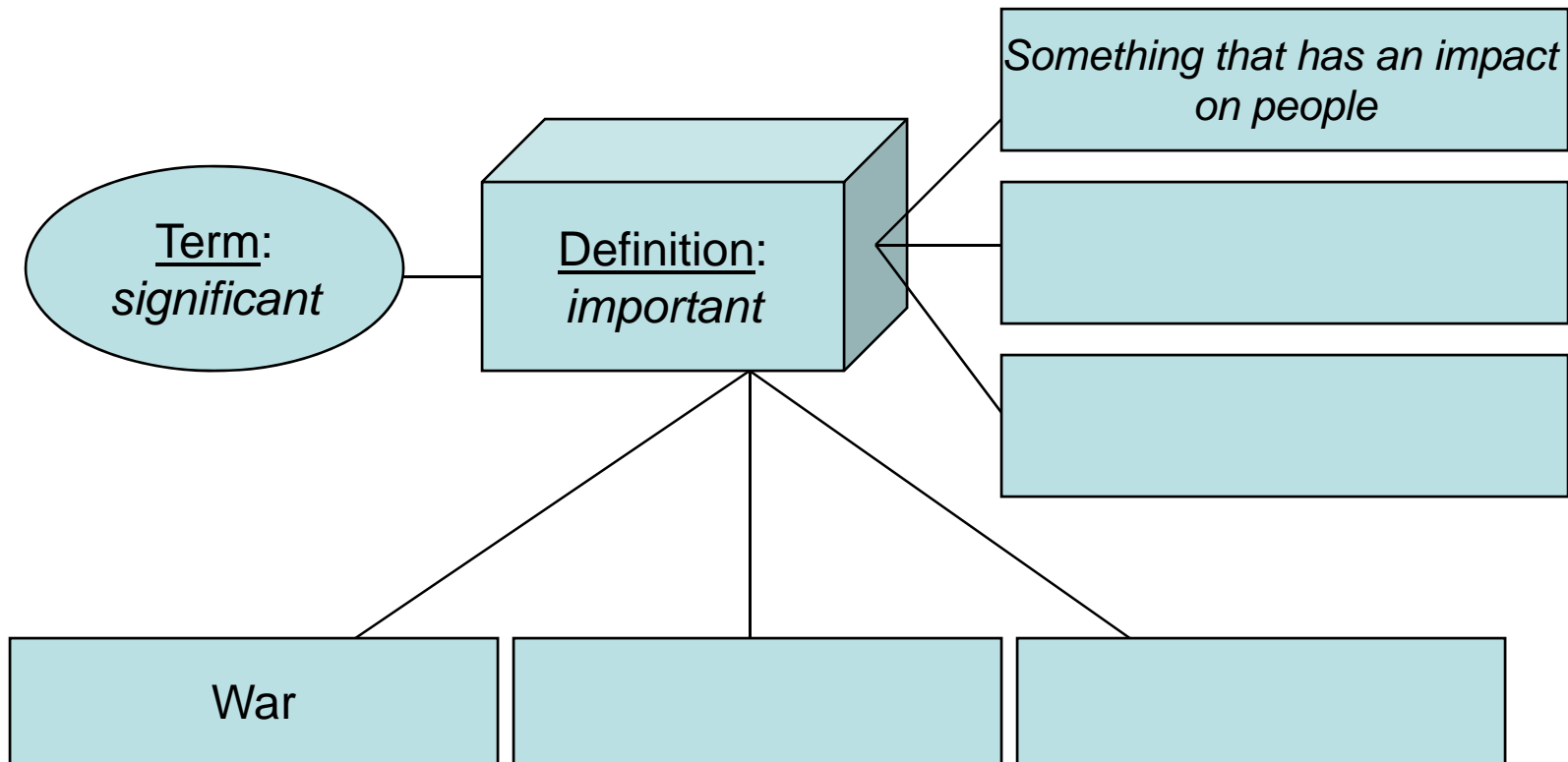
<u>What does the quote mean?</u>	<u>How would this belief be important in the life of a Muslim?</u>

Examine the picture on the transparency.

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

# Vocabulary Development

Explain  
*significant*



Examples of things that are *significant*

# Student Handout 6



## The Qur'an and Sunnah in Daily Life

### Objective:

Students will be able to explain the impact of the Qur'an and Sunnah on the daily lives of Muslims.

### Writing Task:

The Qur'an and Sunnah greatly influence the lives of Muslims. In one paragraph, explain what the Qur'an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.

### Directions:

Choose one quotation from **Documents 2-5**. After explaining what the Qur'an and Sunnah are, and why they are important to Muslims. Explain how the quotation you chose would impact Muslims' lives.

Use the graphic organizer to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

### Criteria Checklist:

<u>Content</u>	<u>Format</u>
<ul style="list-style-type: none"><li><input type="checkbox"/> Topic sentence is clearly related to the significance of the Qur'an and Sunnah.</li><li><input type="checkbox"/> The paragraph explains why the Qur'an and Sunnah are significant (See <b>Student Handout 3</b>).</li><li><input type="checkbox"/> The paragraph contains a specific example from the quote.</li><li><input type="checkbox"/> The paragraph explains the impact of the Qur'an and Sunnah on the daily lives of Muslims.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The paragraph contains a well thought-out topic sentence.</li><li><input type="checkbox"/> Details and facts support the topic sentence.</li><li><input type="checkbox"/> Explanations are clear.</li><li><input type="checkbox"/> Explanations are related to the details and facts.</li><li><input type="checkbox"/> Concluding sentence finishes your thought.</li><li><input type="checkbox"/> Paragraph is indented.</li></ul>

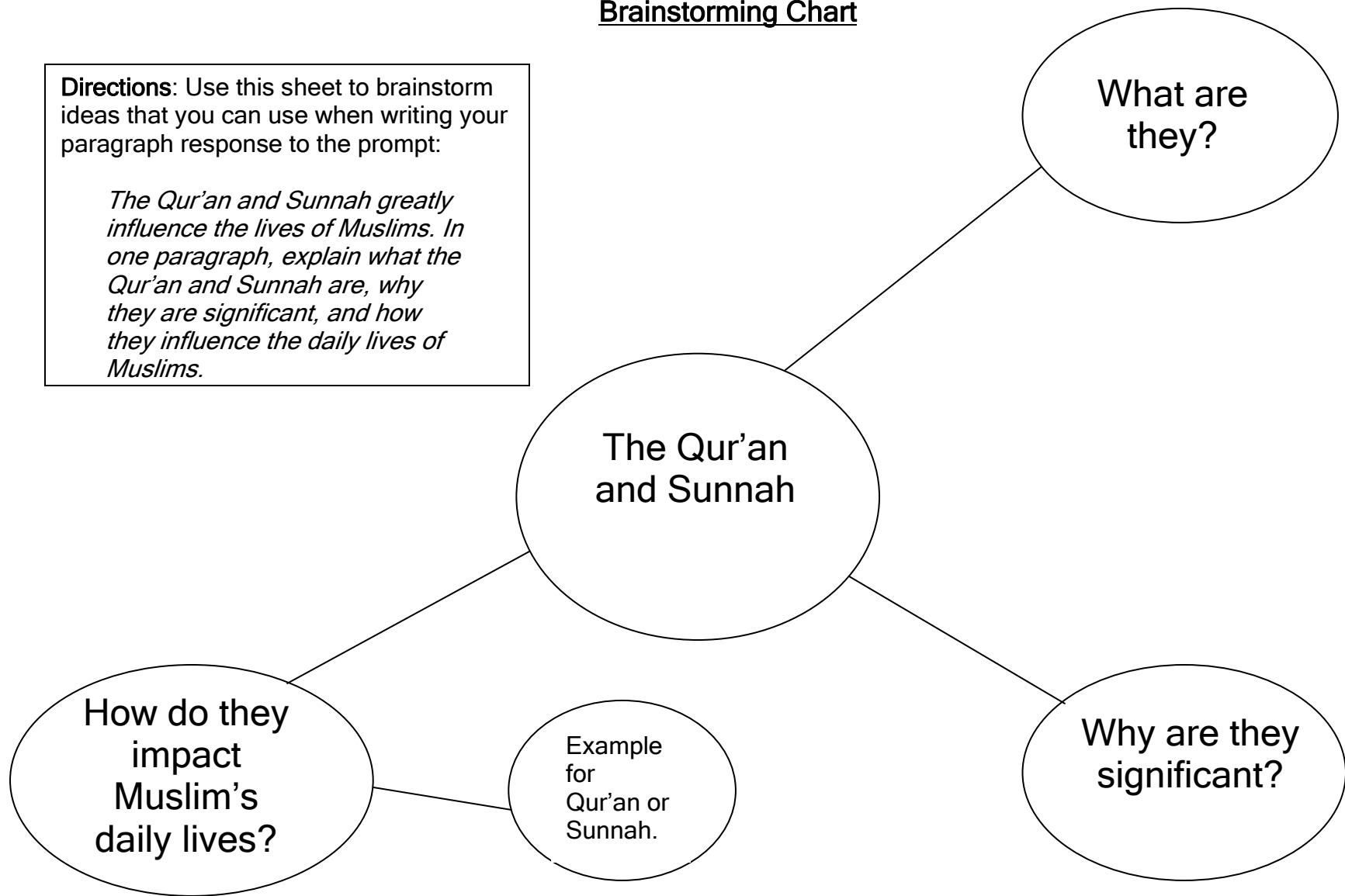


# Student Handout 7

## Brainstorming Chart

**Directions:** Use this sheet to brainstorm ideas that you can use when writing your paragraph response to the prompt:

*The Qur'an and Sunnah greatly influence the lives of Muslims. In one paragraph, explain what the Qur'an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.*



# Student Handout 8

		Subject	
Topic Sentence (Main Idea)			
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
Concluding Thought			

# Student Handout 8

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought		

# Student Handout 8

Subject	
---------	--

Topic Sentence (Main Idea)	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Concluding Thought	

# Document 1

## Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“O mankind! We created you from a single [pair] of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise each other).”

-*Qur'an 49:13*

### Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

### Part 2

Which Gallery Walk picture best represents this quote? Placard # \_\_\_\_\_

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

## Document 2

### Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

"A man's giving in alms (money to the poor) one piece of silver in his lifetime is better than giving one hundred when about to die."

-*Sunnah*

### Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

### Part 2

Which Gallery Walk picture best represents this quote? Placard # \_\_\_\_\_

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

# Document 3

## Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“Heed (pay attention to) God in respect of animals: ride them when they are fit to be ridden, and get off when they are tired.”

-*Sunnah*

### Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

### Part 2

Which Gallery Walk picture best represents this quote? Placard # \_\_\_\_\_

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

# Document 4

## Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“Men shall have a portion of what the parents leave [when they die], and women shall have a portion of what the parents and the near relatives leave, whether there is little or much of it.”  
-Qur'an 4:7

### Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

### Part 2

Which Gallery Walk picture best represents this quote? Placard # \_\_\_\_\_

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>



# Document 5

## Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“And do not covet (want or desire) that by which God has made some of you excel; men shall have the benefit (profit) of what they earn and women shall have the benefit of what they earn.”  
-Qur'an 4:32

### Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

### Part 2

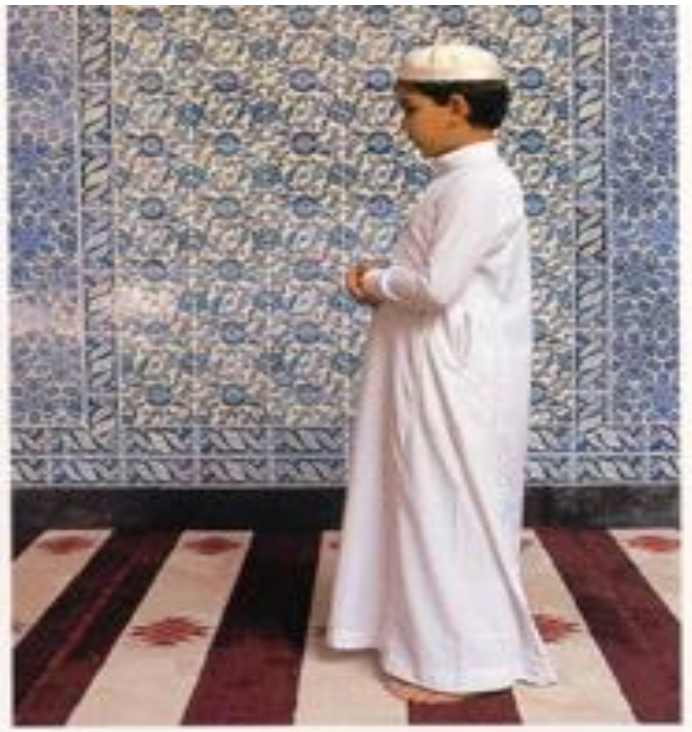
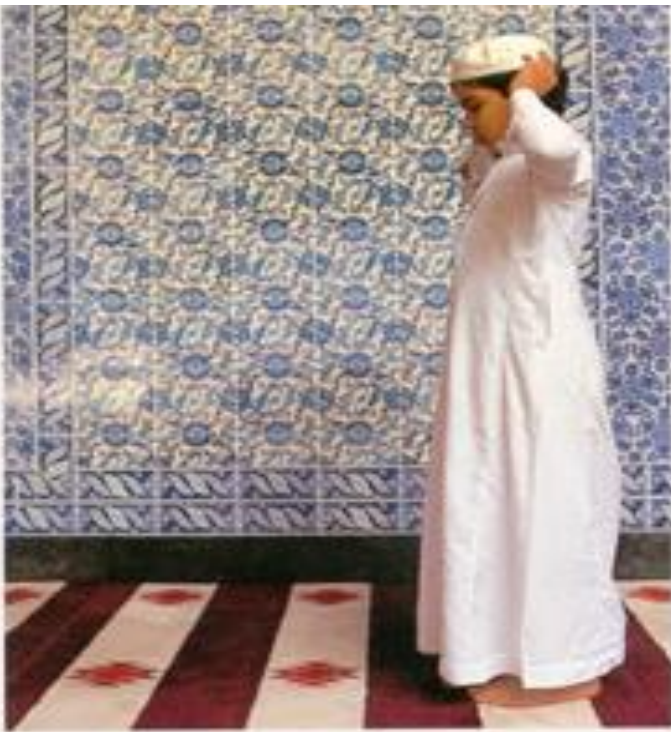
Which Gallery Walk picture best represents this quote? Placard # \_\_\_\_\_

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

# Transparency 1

## Comparing Religions

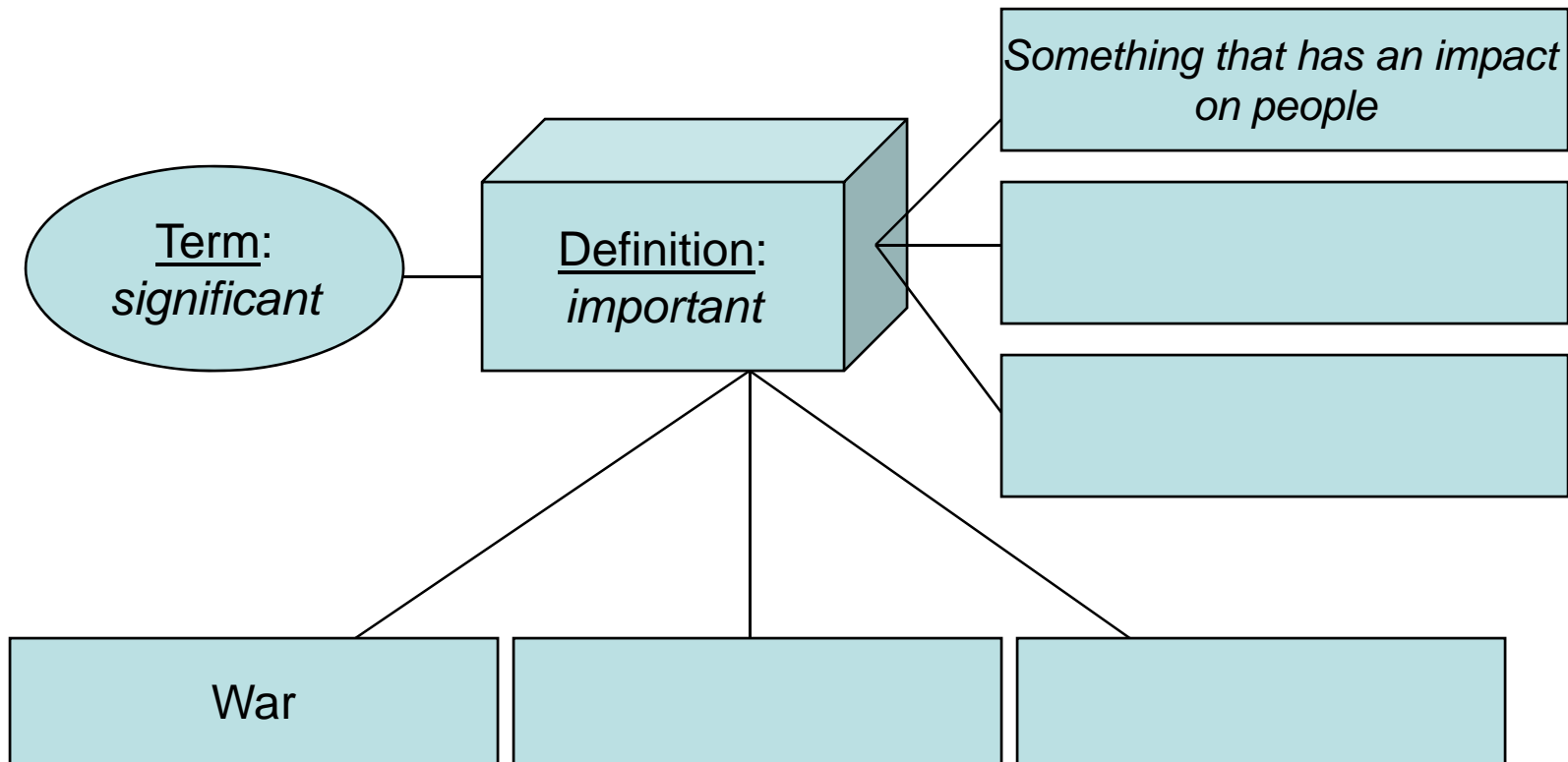
Religion	Religious Text	Holy City	Place of Worship	Symbols
Judaism	Torah	Jerusalem	Synagogue	Star of David
Christianity	Bible	Jerusalem, Bethlehem	Church	Cross
Islam	Qur'an	Mecca, Jerusalem	Mosque	Crescent Moon



Transparency  
2

# Vocabulary Development

Explain  
*significant*



Examples of things that are *significant*

# Transparency 4

## Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“O mankind! We created you from a single [pair] of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise each other).”

-*Qur'an 49:13*

### Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

### Part 2

Which Gallery Walk picture best represents this quote? Placard # \_\_\_\_\_

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

# Transparency 5

Subject	The Qur'an and Sunnah
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Topic Sentence (Main Idea)	The Qur'an and Sunnah are important Islamic texts that have a great influence on the lives of Muslims.
Reason/ Detail/ Fact	Muslims believe that the Qur'an is the literal word of God and that the Sunnah is an account of Muhammad's life.
Explain	The Qur'an provides laws for Muslims to live by and the Sunnah sets an example of how to apply the teachings of the Qur'an.
Reason/ Detail/ Fact	Both the Qur'an and Sunnah are significant because they impact the way that Muslims live their daily lives.
Explain	Muslims will read the Qur'an and Sunnah and try to model their lives after them.
Reason/ Detail/ Fact	For example, the Sunnah says. "He who is not loving to God's creatures and to his own children, God will not be loving to him."
Explain	Based on this example, Muslims would treat other people with kindness and treat children with love because they want God to love them.
Concluding Thought	The Qur'an and Sunnah significantly impact the lives of Muslims everyday by providing laws and showing Muslims an example of how to live.

# Teacher Guide 1

This document contains instructional background information.

## What is the Qur'an?

The word *Qur'an* literally means “the reading” or “the recitation,” and refers to the scripture Muslims believe was divinely revealed to Muhammad. Since Muhammad is considered by Muslims to be the last prophet of God, Muslims believe the Qur'an is the final revelation from God to humanity.

Muslims consider the Qur'an to be the literal Speech of God given to Muhammad in the Arabic language over a span of close to twenty-three years, from 610-632 C.E. Muhammad is not considered by Muslims to be the author of the Qur'an. Rather, he is viewed as the chosen transmitter of the revelation and the ideal implementer of principles and commandments contained therein. The personal sayings or words of Muhammad are known as *hadith*, which are distinct from the belief in the divine origin of the content of the Qur'an.

Muhammad repeated verses of the Qur'an to companions and other fellow Muslims, who then wrote down, recited, and memorized the passages. Muhammad also typically led the formal worship five times daily, during which he recited the verses according to the procedure that he established. The verses were also recited out loud by designated Muslims in the early dawn hours and prior to the worship times and other important occasions. In short, the Qur'anic verses played an immediate and practical role in the spiritual lives of Muslims from the outset. Before he passed away, Muhammad arranged the 114 chapters into the sequence we find in the Qur'an. Each chapter is known as a *Sura*; Muslims believe that Muhammad named each *Sura*, based on God's command. Each *Sura* is composed of several *ayahs*, or verses.

## What is the “Sunnah” of Muhammad? What are “Hadiths”?

The term *Sunnah* refers to the sayings and actions of Muhammad. It is the second source of Islam after the Qur'an.

When Muhammad's wife Aisha was asked about her husband's character, she stated simply, “It was the *Qur'an*,” meaning that his life was the Qur'an in application. Based on this premise, Muhammad is considered by all Muslims as a guide and role model for living a successful life—Muslims believe that one who emulates Muhammad receives God's mercy and forgiveness; following Muhammad's example contributes to a Muslim's efforts to fulfill obligations to God and gain entrance into Paradise.

One form in which Muhammad's Sunnah has been recorded and preserved are the *Hadiths* (traditions of the Prophet). *Hadiths* are records of the doings and personal sayings of Muhammad. *Hadiths* were painstakingly verified and compiled by scholars in various books in the centuries following his death. Six collections of *Hadiths* are considered the most authentic, the most commonly used ones being the volumes titled *Sahih Bukhari* and *Sahih Muslim*.

# Teacher Guide 1

## What are the sources of religious authority in Islam?

There are two basic sources of authority in Islam. The first is the Qur'an. The second source of authority is the Sunnah, the words and deeds of Prophet Muhammad.

Shi'ah Muslims have a third authority for religion beside the above two authorities recognized by all Muslims. The teachings and writings of a number of early charismatic leaders called *Imams* descended from the Prophet's son-in-law Ali are an additional source for Shi'ahs, since they believe these descendants are infallible and consider their words and explanations nearly as authoritative as the Qur'an and Sunnah. Originally known as the *Shiat-Ali*, or "partisans of Ali," they later came to be known as Shi'ahs, or Shiites.

The division of Muslims into Shi'ahs and Sunnis occurred nearly 1,400 years ago. While Shi'ahs followed Muhammad's son-in-law Ali, Sunnis believed that any worthy man could lead the faithful, and favored Abu Bakr as their leader, a convert to Islam who married into Muhammad's family. *Sunni* comes from the Arabic for *follower*, and is short for "followers of the prophet." Sunni Muslims make up about 85-90% of the world's Muslim population.

Muslim scholars use these sources in order to understand the principles of *Shari'ah* (Islamic Law) contained in them, and to develop legal opinions on existent as well as novel situations. The authentic sources also serve as criteria for differentiating between religiously-based actions or opinions and those resulting from other factors, such as culture, social status or circumstance. For example, some women in Muslim societies wear veils covering the face, yet to do so is not a requirement of the *Shari'ah*. In fact, Islamic law requires that women cover all parts of the body *except* the hands, face and feet. The practice of veiling the face, therefore, cannot be attributed to Islam (though Muslim women may do it out of a sense of religiosity). Indeed many have surmised that such practice was adopted by Muslims after exposure to Byzantine Christian society, in which upper-class women wore face veils and remained secluded from the public.

## What do the crescent moon and star symbolize?

Often Islam is associated with a symbol of the crescent moon and a star. This symbolism may be related to the fact that the lunar calendar plays a significant role in Islam. Some historical sources posit that the symbol was appropriated from the Byzantines when Muslim forces defeated them in the late seventh century. In any case, the crescent and star icon does not constitute an official symbol in Islam, though it adorns many countries' flags, currency, mosques, and other structures.



# Teacher Guide 2

## Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“O mankind! We created you from a single [pair] of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise each other).”

-Qur'an 49:13

### Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>
<i>Everyone is a member of the human race. We should work to understand one another and get along.</i>	<i>This would be significant because it shows that someone should try to get along with others and get to know them.</i>

### Part 2

Which Gallery Walk picture best represents this quote? Placard # \_\_\_\_\_

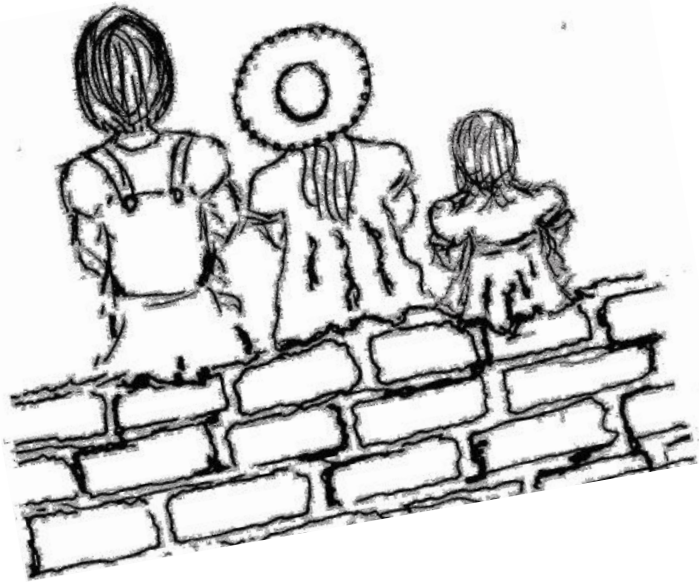
<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>
<i>The people are sitting together. Other people have their arms around one another. There is a do not fight symbol.</i>	<i>The quote says you should not hate each other and everyone in the picture is getting along. Also, they look like they might be family.</i>

# Teacher Guide 3

## Gallery Walk Key

Document Number	Placard Number
Document 1	Placard 1
Document 2	Placard 5
Document 3	Placard 2
Document 4	Placard 3
Document 5	Placard 4

Placard 1



# Placard 2





# Placard 3



Placard 4





# Placard 5





# LAUSD

## HISTORY-SOCIAL SCIENCE

### STANDARD: 7.4.1

Study the Niger River and the relationship of vegetations zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

#### PRIOR KNOWLEDGE REQUIRED

In this lesson, students analyze the features of the empires of Ghana and Mali. Students should have already learned about the geographic features of West Africa, such as the Sahara Desert and the Niger River, as well as the basics of the salt and gold trade.

#### INSTRUCTIONAL STRATEGIES

##### GRAPES Analysis

Students analyze the features of civilizations by using the acronym GRAPES (geography, religion, achievements, politics, economics, social structures), helping them understand the qualities and complexities of civilizations.

##### Summarizing

Students read a passage, identify important information and terms, and use the information and terms in a one-sentence summary of the passage.

##### Cooperative Groups

Students work in groups to read and analyze primary sources, giving them an opportunity to discuss their thinking and deepen their understanding as they consider the thinking of other students.

#### BRIEF OUTLINE OF LESSON

##### Day 1

- View images of the geographic features of West Africa and write a journal entry as a traveler across the region.
- Introduce the lesson.
- Explore the GRAPES model, and how it may be used to analyze cultures.
- Read a traditional African tale and summarize it.

**Materials Needed:** Student Handouts 1-4, Transparency 1

##### Day 2

- Read about Ghana and Mali, analyzing the information according to the GRAPES model.
- Summarize what was learned about Ghana and Mali.

**Materials Needed:** Student Handout 5, Documents 1 and 2, Teacher Guide 1

##### Day 3

- Share summaries from yesterday's reading.
- Read primary sources about Ghana and Mali, analyzing according to the GRAPES model.

**Materials Needed:** Student Handout 5, Documents 3 and 4, Transparency 2

##### Day 4

- Review the prompt and topic sentences.
- Review writing an effective concluding statement.
- Brainstorm and write paragraphs.

**Materials Needed:** Student Handouts 6-8, Transparency 3

#### CULMINATING TASK

The culminating task for this lesson is a one paragraph response to the following prompt:

**Ghana and Mali were two great empires that arose in West Africa. In one paragraph, explain three characteristics of either Ghana or Mali and explain why these characteristics were significant.**

#### KEY TERMS AND CONTENT

geography  
religion  
achievements  
politics  
economics  
social structures  
empire  
characteristic  
trade



# 7<sup>th</sup> Grade Instructional Guide

## Model Lesson 2

### Ghana and Mali

#### **Standard**

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

#### **History/Social Science Analysis Skills Connection**

##### Chronological and Spatial Thinking

- Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

##### Research, Evidence, and Point of View

- Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

#### **Guiding Inquiries:**

1. How did the great empires of West Africa arise?
2. How do geography, religion, achievements, politics, economics, and social structures impact the development of societies?
3. What were the GRAPES of Ghana and Mali?

#### **Materials**

**Student Handout 1** Diary Entry

**Student Handout 2** GRAPES Organizer

**Student Handout 3** Summary Activity

**Student Handout 4** GRAPES Challenge!

**Student Handout 5** GRAPES Organizer

**Student Handout 6** Prompt Page

**Student Handout 7** Brainstorming Sheet

**Student Handout 8** Writing Organizers

**Document 1** Ghana

**Document 2** Mali

**Document 3** Primary Sources, Ghana

**Document 4:** Primary Sources, Mali

**Transparency 1** Hook

**Transparency 2** Student Handout 5

**Transparency 3** Transitional Words

**Teacher Guide 1** GRAPES Challenge

**Teacher Guide 2** Background to Primary Sources

#### **Questions for Lesson Study**

1. Can students identify the key components of GRAPES?
2. Are students able to identify the GRAPES of Ghana and Mali?
3. Are students able to summarize information?
4. Are students able to create list paragraphs?

### **Lesson Overview**

In this lesson, students will analyze the impact of geography, religion, achievements, politics, economics, and social structures (GRAPES) on the growth of Ghana and Mali. **Students should have completed the first half of Standard 7.4.1 before beginning this lesson, including the geographic features of West Africa as well as the salt and gold trade.** Students begin by looking at the concept of GRAPES and practicing summarizing. Next, they will read background information on each of the empires, while reinforcing the skill of summarizing and the concept of GRAPES. Additionally, students will read and analyze primary sources and categorize them according to the GRAPES model. Finally, students write an expository paragraph on the GRAPES of either Ghana or Mali. This lesson has been crafted to fit the structure of a 50 minute instructional period and will take 4 days to complete.

Students will respond to the following prompt:

**Ghana and Mali were two great empires that arose on West Africa. In one paragraph, explain three characteristics of either Ghana or Mali and explain why these characteristics were significant.**

**Textbook Correlations:** TCI pages 150-159, McDougal pages 157-161 and 165-169

<b>Day 1</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Hook</b> Project <b>Teacher Transparency 1</b>. Explain to the students that hundreds of years ago, people wrote journal entries about their experiences traveling through West Africa and that they will be imagining that they are such a trader.</p> <p>The teacher should have students imagine that they are a trader who must traverse the region represented in one of the images. Students should write a diary entry for one day, describing the problems or challenges faced as they traveled through the region.</p> <p>Students will complete this assignment on <b>Student Handout 1</b>.</p> <p>Select a few students to share their responses.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p><b>Introduce Lesson</b> Explain to students that they will be studying the West African empires of Ghana and Mali, based on written evidence of people who traveled to or wrote about Mali and Ghana.</p> <p>Introduce the link between Hook Activity and the primary source documents students will be reading (students will be reading the actual accounts the travelers wrote). Students will be acting as historians as they analyze and categorize the evidence and determine what it tells them about these societies.</p> <p>Tell students that they will be practicing several important skills in this lesson, two that they've already practiced (interpreting primary source documents and writing an expository paragraph), and two new skills:</p>	<p>10 minutes</p> <p>The teacher may wish to use this time to review the gold and salt trade from Standard 7.4.1</p> <p>GRAPES refers to a method of analyzing societies by using six</p>

<ul style="list-style-type: none"> <li>• Categorizing information</li> <li>• Summarizing</li> </ul> <p>Tell students that today’s activities will help them analyze the empires of Ghana and Mali using the GRAPES model and summarize what they have learned.</p>	<p>categories: geography, religion, achievements, politics, economics, social structures.</p>
<p><b>Review GRAPES</b> Write the acronym GRAPES on the board vertically. Distribute <b>Student Handout 2</b>. Explain to students that when we study and analyze societies and civilizations, we can categorize their features into six significant categories: Geography, Religion, Achievements, Politics, Economics, and Social Structures. You may want to review the term “significant” with your students.</p> <p>As a class, complete the first row “Geography.” For “Write your own definition” generate a simple definition based on the provided definition. Have students complete their definition with a simple image that helps reinforce the concept of geography. Then, generate some specific examples of things that might fall under “Geography.”</p> <p>Continue with the remaining terms (Religion, Achievements, Politics, Economics, and Social Structures). Have students work with a partner to complete the examples and images.</p>	<p>15 minutes</p> <p>If GRAPES has already been taught, teachers may move forward in the lesson.</p>
<p><b>Summarizing Activity</b> Remind students that summarizing is the practice of condensing a longer text into fewer words without sacrificing the main idea and major supporting details. Explain to students the importance of summarizing information (helps us retain information; it is one habit of good readers; they will need this skill for future academic endeavors). Explain that this activity is designed to introduce one way to summarize information and that they will use this method to summarize the information on Ghana and Mali.</p> <p>Distribute <b>Student Handout 3</b> to students. Have the students read the passage, asking them to highlight important words in the passage. As students read, have them identify key terms; one example has been provided.</p> <p>After students have finished reading, have them pair up with another student and compare the terms they highlighted. Emphasize that everyone does not need to have the same terms highlighted. Then have them imagine that they are sending a text message and that each word costs 10¢. As they have only \$1.80 to spend, they must summarize the passage they read, using as many of the key words they identified, in 18 words or less.</p> <p>Time permitting, have students share their summaries with the class. If necessary, help students understand that summaries give only essential information.</p>	<p>15 minutes</p> <p>For additional information on writing summaries, see <b>Appendix E-Summary</b>.</p> <p>If students write their “text message” in abbreviated English, have them rewrite the sentence using complete words (e.g. lol, laugh out loud).</p> <p><b>Sample Summary Statement</b> Jackal was afraid of Lion, so he tricked Lion into holding up a rock while he ran away.</p>

<p><b>GRAPES Challenge Homework</b> Remind students that when analyzing societies or civilizations, we look at their geography, religion, achievements, politics, economics, and social structures.</p> <p>To help students review GRAPES, you may wish to have students remove <b>Student Handout 4</b> from their workbooks, rather than them take the workbook home. Have them complete as much of <b>Student Handout 4</b> as they can on their own. Have students code their answers with G, R, A, P, E, S.</p>	
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<b>Day 2</b>	
Teacher/Student Activities	Helpful Hints
<p><b>GRAPES Challenge Review</b> Working with a partner or in groups, have students share their ABC list.</p> <p>As a way to have students reflect on their learning, you may want to ask them the following questions:</p> <ul style="list-style-type: none"> <li>• Which of your answers is the most unusual?</li> <li>• Which letter was hardest for you to find a word that fit?</li> <li>• What words did you have in common with the person with whom you shared?</li> </ul> <p>The teacher should collect <b>Student Handout 4</b>.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>The teacher may refer to <b>Teacher Guide 1</b> for a sample completed GRAPES Challenge.</p>
<p><b>Analysis of Ghana and Mali/GRAPES Organizer</b> Explain to students that they will do a brief reading on the empires of Ghana and Mali. As they do the reading, they will analyze the civilizations according to the GRAPES model.</p> <p>Have students form small reading groups. Groups will read <b>Document 1</b> and <b>Document 2</b>. Students will read and look for each of the categories of GRAPES. As students read, they should record information related to the categories of GRAPES on the organizer <b>Student Handout 5</b>. The teacher should make sure that the students are only completing the secondary source column. Remind students that they can mark the text by either highlighting or underlining.</p> <p>Then hold a class discussion about the categories. What did they learn about the geography, religion, achievements, politics, economics, and social structures of Ghana and Mali? Have students fill in the corresponding categories on the GRAPES organizers.</p> <p>The teacher may make the GRAPES organizer into transparencies or posters and complete it with the class.</p>	<p>35 minutes</p>
<p><b>Summarizing</b> Have students refer back to <b>Documents 1 and 2</b>. Working with a partner, ask students to identify important terms from the reading passages. Then, ask students to craft summaries at the bottom of <b>Student Handout 5</b> employing those key terms.</p> <p>After students have finished their summaries, have them reflect on which</p>	<p>10 minutes</p> <p>Students should summarize using the same strategy they used with <b>Student Handout 3</b>.</p>

characteristics were most significant in the development of Ghana and Mali.	
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<b>Day 3</b>	
Teacher/Student Activities	Helpful Hints
<p><b>Summary Share-Out</b> Split students into partner teams. Have students share their summaries from yesterday’s activity and explain why they felt the information they chose was significant.</p>	5 minutes
<p><b>GRAPES Primary Source Analysis</b> Explain to students that they will be thinking and acting as historians today as they examine some primary sources about Ghana and Mali and consider what the sources tell them about those civilizations. Explain that they will analyze sources according to the GRAPES model.</p> <p>Have students form groups of four. In their groups, have them form shoulder partners (students next to them) and face partners (students across from them). Distribute <b>Documents 3 and 4</b>. Ask shoulder partners to select either Ghana or Mali to work on. In each group of four, one partner set will read about Ghana and the other will read about Mali.</p> <p>Shoulder partners should now read the excerpts of their selected empire and categorize each quote as either <b>G, R, A, P, E,</b> or <b>S</b>. Remind students that excerpts may fit into more than one category. Students will record the information from <b>Documents 3 and 4</b> onto <b>Student Handout 5</b>.</p>	<p>15 minutes</p> <p>Students may need some assistance in drawing conclusions about Ghana and Mali from the primary sources. <b>The teacher should model the first excerpt with the class.</b></p> <p>See <b>Teacher Guide 2</b> for background information on the primary sources.</p>
<p><b>Group Sharing</b> After shoulder partners have finished their analysis, ask them to turn to their face partners and share their information from <b>Student Handout 5</b>, explaining why they categorized them the way they did. Students will record the information they learned from their face partner onto <b>Student Handout 5</b>.</p>	10 minutes
<p><b>Whole Class Sharing</b> Have groups report out how they categorized the specific primary sources and what those sources tell them about the civilizations of Ghana and Mali. <b>Teacher Transparency 2</b> has been provided so that the teacher may record class responses. Then, as a class, discuss why students categorized the sources as they did and what the sources tell us about Ghana and Mali.</p> <p>As the class shares their ideas, have students add to their GRAPES graphic organizers (<b>Student Handout 5</b>). Remind students that information from these organizers will be used in their writing.</p>	<p>15 minutes</p> <p>Ask probing questions to help students analyze their thinking.</p>
<p><b>Reflection</b> As a whole class, discuss which characteristics were most significant in the development of Ghana and Mali.</p>	5 minutes

<b>Day 4</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b><u>Introduce Writing Assignment/ Brainstorming</u></b>            Explain to students that they will be writing one expository paragraph about Ghana or Mali. Distribute the writing prompt, <b>Student Handout 6</b>, and go over it with the students. Display the prompt on the white board, transparency, or PowerPoint slide:</p> <p style="padding-left: 40px;">Ghana and Mali were two great empires that arose in West Africa. In one paragraph, explain three characteristics of either Ghana or Mali and explain why these characteristics were significant.</p> <p>Read the prompt together with the class. As a class, begin brainstorming the paragraph on <b>Student Handout 7</b> by drawing the organizer on the white board and begin completing it. Give students some time to complete their brainstorming.</p>	<p>10 minutes</p> <p>The teacher may need to remind students that the order the topics are listed in the topic sentence is the same order they should be in the paragraph.</p>
<p><b><u>Review Topic Sentences/ Concluding Statements</u></b>            Explain that topic sentences can sometimes be crafted using list statements. As a class, write a sample sentence together. For example, your sentence might be:</p> <p style="padding-left: 40px;">“Ghana was a mighty empire in West Africa whose geographic location, control of trade, and strong king helped to establish Ghana as a force in the region.”</p> <p>The teacher should explain to students that they are writing a list paragraph, which lists specific facts or details. When writing list paragraphs, it is important to use transitional words between sentences (e.g. First, Second, Finally). Use <b>Transparency 3</b> as a reference for students.</p> <p>The teacher then remind students that while every paragraph needs a topic sentence, it also needs a concluding sentence to summarize the main idea of the paragraph. Introduce the concluding sentence for this assignment with this stem:</p> <p style="padding-left: 40px;">“All of these characteristics were significant because...”</p> <p>As a class, have students generate possible ideas for completing the stem.</p> <p>Have students work with a partner to co-construct a concluding statement.</p> <p>Point out to students that in <b>Student Handout 8</b> this stem has been used.</p>	<p>10 minutes</p> <p>There have been multiple graphic organizers provided for students.</p>
<p><b><u>The Writing Task</u></b>            Students will write one paragraph in response to the prompt.</p> <p>Have students plan their paragraphs by completing one of the graphic organizers in <b>Student Handout 8</b>. The concluding statement has been started for students.</p>	<p>20 minutes</p>




<p>Students should select evidence from <b>Student Handout 5</b> and use <b>Student Handout 8</b> as a guide in their writing.</p> <p>If students are having difficulty responding to the prompt, the teacher may construct a paragraph and then have students complete one on their own.</p>	
<p><b><u>Reflective Journal</u></b>  Students will complete a reflective journal on the material learned and the writing process.</p> <p>Write on the board, on an overhead transparency, or project on a PowerPoint slide:</p> <ul style="list-style-type: none"> <li>• Based on what you have learned in this lesson, what are the similarities and differences of Ghana and Mali?</li> <li>• How did the writing process in this lesson compare with the Islam lesson? Was it easier to write topic sentences and paragraphs?</li> <li>• What have you learned about using GRAPES as an analysis tool? How will you apply what you have learned throughout the year?</li> </ul>	<p>10 minutes</p>








# Student Handout 2

# GRAPES

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
<b>Geography</b>	The study of the Earth's surface, climates, and countries.				
<b>Religion</b>	Belief in one or more gods.				
<b>Achievements</b>	Something important or difficult done successfully.				

# Student Handout 2

# GRAPES

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
<p><b>Politics</b></p>	<p>Ideas and activities relating to government and power.</p>				
<p><b>Economics</b></p>	<p>The study of the production and trade of goods and money.</p>				
<p><b>Social Structures</b></p>	<p>The organization of people and the way they live in a society.</p>				

# Student Handout 3

## Summary Practice

**Directions:** Summarize the following reading. Remember, when you summarize, you take the most important ideas from a reading passage and restate them using fewer words. Try practicing this skill using the reading passage below. As you read, underline key terms or important ideas.

### Clever Jackal Gets Away (A Traditional African Story)

One day long ago, Jackal was running through a narrow, rocky pass. Suddenly he was aware of a movement ahead of him in the pass. "Oh, no," Jackal moaned and stopped in his tracks. Lion was coming toward him. Realizing that Lion was too close for him to escape, Jackal was filled with fear, but he thought of a plan.

Crouching down on the cliff path, he looked at the rocks above. "Help! Help!" he cried. Lion stopped short in surprise. "Oh, great Lion! Help! See those great rocks above us? They are about to fall! We shall both be crushed to death! Oh, mighty Lion, do something! Save us!" Jackal crouched even lower, his paws covering his head.

Lion looked up, most alarmed. Before he even had a chance to think, Jackal was begging him to use his strength to hold up the rocks. So Lion put his strong shoulder to the rocks and pushed. "Oh, thank you, great Lion!" cried Jackal. "I will quickly bring that log over there to put under the rock, and we will both be saved!" With that Jackal ran out of sight. Lion was left all alone to struggle under the weight of the unmoving rock. How long he remained there before he realized that it was a trick, we will never know.

#### **Key Terms in Reading**

(One term has been provided; add other key terms from the passage.)

- Jackal

Imagine you are sending a text message to your best friend and each word in the message costs 10¢. You have \$1.80 to spend.

Write a one sentence text message that summarizes the story, using as many key terms as you can.

# Student Handout 4

## GRAPES CHALLENGE!

**Directions:** Using GRAPES as your theme think of at least one example for each of the remaining letters of the alphabet. Be sure to write G, R, A, P, E, or S next to your example, indicating either geography, religion, achievement, politics, economics or social structures.

<b>A</b> chievements	<b>N</b>
<b>B</b>	<b>O</b>
<b>C</b>	<b>P</b> olitics
<b>D</b>	<b>Q</b>
<b>E</b> conomics	<b>R</b> eligion
<b>F</b>	<b>S</b> ocial Structures
<b>G</b> eography	<b>T</b>
<b>H</b>	<b>U</b>
<b>I</b>	<b>V</b>
<b>J</b>	<b>W</b>
<b>K</b>	<b>X</b>
<b>L</b>	<b>Y</b>
<b>M</b>	<b>Z</b>



# Student Handout 5

## GRAPES Organizer

Directions: Transfer the information from the primary and secondary sources onto the chart below.

### Ghana

	Secondary Sources (Document 2)	Primary Sources (Document 4)
G		
R		
A		
P		
E		
S		

Summarize the secondary source information here.

# Student Handout 5

## Mali

	Secondary Sources (Document 1)	Primary Sources (Document 3)
G		
R		
A		
P		
E		
S		

Summarize the secondary source information here.

# Student Handout 6

## The Significant Features of Ghana and Mali

### Objective:

Students will be able to explain the impact of the significant features of either Ghana or Mali based on the GRAPES model.

### Writing Task:

Ghana and Mali were two great empires that arose in West Africa. In one paragraph, explain three characteristics of either Ghana or Mali and explain why these characteristics were significant.

### Directions:

Choose one empire, either Ghana or Mali. Explain three characteristics of that empire using three of the key categories of GRAPES. Explain why each characteristic was significant.

Use the graphic organizer to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

### Criteria Checklist:

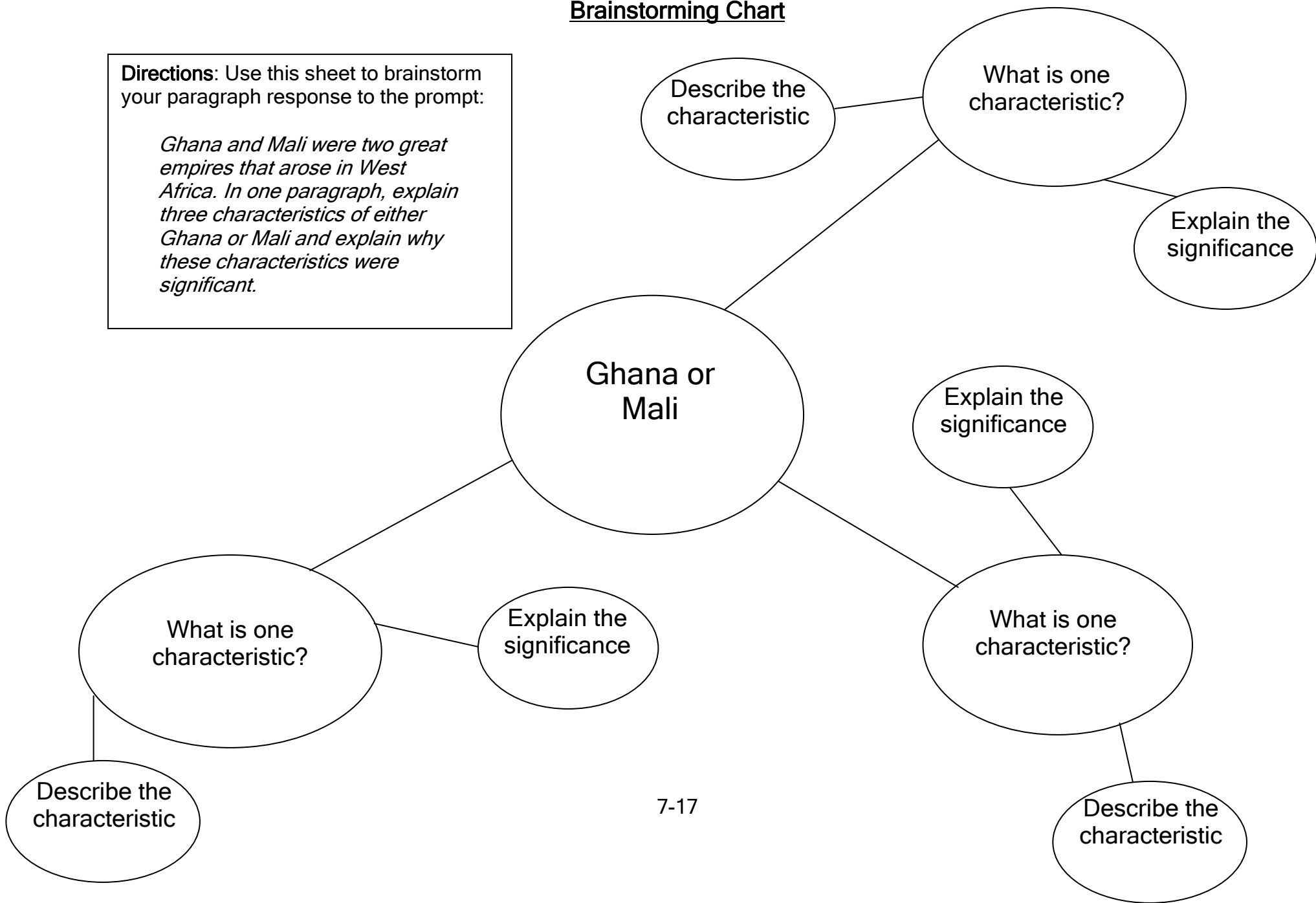
<u>Content</u>	<u>Format</u>
<ul style="list-style-type: none"><li><input type="checkbox"/> The topic sentence is clearly related to Ghana or Mali.</li><li><input type="checkbox"/> Paragraph contains three characteristics of Ghana or Mali.</li><li><input type="checkbox"/> At least one characteristic is from the primary source section on the GRAPES organizer.</li><li><input type="checkbox"/> The significance of each characteristic is explained.</li><li><input type="checkbox"/> The concluding statement is clearly related to Ghana or Mali.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The paragraph contains a well thought out topic sentence.</li><li><input type="checkbox"/> Paragraph contains a concluding statement.</li><li><input type="checkbox"/> Details and facts support the topic sentence.</li><li><input type="checkbox"/> Explanations are clear.</li><li><input type="checkbox"/> Explanations are related to the details and facts.</li><li><input type="checkbox"/> Concluding sentence finishes your thought.</li><li><input type="checkbox"/> Paragraph is indented.</li></ul>

# Student Handout 7

## Brainstorming Chart

**Directions:** Use this sheet to brainstorm your paragraph response to the prompt:

*Ghana and Mali were two great empires that arose in West Africa. In one paragraph, explain three characteristics of either Ghana or Mali and explain why these characteristics were significant.*





# Student Handout 8

		Subject	
Topic Sentence (Main Idea)			
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
Concluding Thought	All of these characteristics were significant because		

# Student Handout 8

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought	All of these characteristics were significant because	

# Student Handout 8

Subject	
---------	--

Topic Sentence (Main Idea)	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Concluding Thought	All of these characteristics were significant because

# Document 1

**Directions:** As you read, and look and underline or highlight information related to each of the categories of GRAPES. Then, record information related to GRAPES on **Student Handout 5**, in the secondary source column.

nomadic without a permanent home

trans-Saharan trade across the Sahara Desert

tribute tax

inhabited lived in

## Ghana: An Empire Built on Trade

### The Beginnings of Ghana

In the 400s, a group of primarily nomadic people named the Berbers formed a kingdom just south of the Sahara desert; they called their kingdom Ghana. They began to use camels to carry goods across the Sahara Desert. From the north came salt; from the west came the rich resources of gold, ivory, and other goods. Ghana was located in the middle of the salt and gold trade routes.

### The Empire of Ghana

Although founded by Berbers, Ghana eventually was controlled by the Soninke, a group of people living in the region. They built their capital city, Kumbi Saleh, right on the edge of the Sahara and the city quickly became the most important southern trade center of the Saharan trade routes. The kingdom was ruled by a king called the *ghana*. In addition to holding military power, the king was the supreme judge of the kingdom.

Gradually, Ghana grew very rich, due in large part to the trans-Saharan trade. The *ghana* required traders to give him a percentage of the products they were trading. If a trader was trading in gold, he was required to pay the *ghana* part of his gold. The *ghana* also placed a tax on the local goldmines. As Ghana grew richer, the kingdom expanded into an empire, requiring neighboring groups of people to pay tribute. This increased Ghana's wealth and power even more.

### Kumbi Saleh

Kumbi Saleh was the capital of Ghana. It actually two cities six miles apart, separated by a road. Most of the houses were built of wood and clay, but wealthy and important residents lived in homes of wood and stone. About 30,000 people lived in Kumbi Saleh. The most important part of the city was protected by a stone wall and served as the royal and spiritual capital of the empire. Here is where the king lived, his palace being the grandest structure in the city. It also contained a sacred grove of trees used for religious ceremonies. The other part of the city was the center of trade and served as a business district of the capital. It was inhabited almost entirely by Arab and Berber merchants, and contained more than a dozen mosques.

### The End of Ghana

In the year 1062 CE, however, the empire of Ghana came under attack. Berbers, calling themselves Almoravids, sought to gain control of the Saharan trade routes, and launched a war against Ghana. In 1076 the Almoravids captured Kumbi Saleh, ending rule of the *ghanas* and converting many to Islam.

# Document 2

**Directions:** As you read, and look and underline or highlight information related to each of the categories of GRAPES. Then, record information related to GRAPES on **Student Handout 5**, in the secondary source column.

## Mali: West Africa's Golden Empire

### The Beginnings of Mali

With the **demise** of Ghana, another great empire arose in West Africa. Mali, located in the Sahel, a grassland region on the southern border of the Sahara Desert, became powerful by controlling the rich **trans-Saharan** trade routes between northern and western Africa, especially the gold trade. Mali was located in an **agriculturally** rich area along the upper Niger River. Most of the gold for trade came up the Niger River, which gave Mali a chance to control that trade. Control of the Niger River helped Mali grow as an empire.

### Mali's First King

Sundiata, the historical founder of Mali (whose name meant "Hungering Lion"), ruled Mali from 1230-1255 CE. As a king, he was said to have worn hunter's garments instead of royal robes. At the time of Sundiata's rule, the empire of Mali extended over 1,000 miles from east to west and Mali took control of the gold and salt trade. Sundiata is also said to have introduced the **cultivation** and weaving of cotton into the area.

### The Golden Age of Mali

The rulers of Mali came to be called *mansa*, meaning "emperor" or "master." Mansa Musa was Mali's greatest king, ruling from 1312 to 1337 CE. He was the grandson of Sundiata's half brother, and ruled Mali at a time of great **prosperity**, during which trade tripled. During his rule, he doubled the land area of Mali; it became a larger kingdom than any in Europe at the time. The cities of Mali became important trading centers for all of West Africa as well as famous centers of wealth, culture, and learning. Timbuktu, an important city in Mali, became one of the major cultural centers not only of Africa but of the entire world. **Vast** libraries and Islamic universities were built. These became meeting places of the finest poets, scholars, and artists of Africa and the Middle East. Mansa Musa, who was Muslim, was perhaps best known outside of Mali for his pilgrimage to Mecca in 1324 C.E. According to some accounts, 60,000 people accompanied him, along with 200 camels laden with gold, food, clothing, and other goods. This pilgrimage displayed Mansa Musa's enormous wealth and generosity.

### The End of Mali

After the death of Mansa Musa, the power of Mali began to decline. Mansa Musa's sons could not hold the empire together. In 1430 C.E., the Berbers in the north took much of Mali's territory, including the city of Timbuktu, and gradually Mali lost its hold on trade until the empire crumbled.

**demise** end

**trans-Saharan** trade across the Sahara Desert

**agriculturally** ability to farm, grow crops

**cultivation** growing

**prosperity** wealth

**vast** very large

# Document 3

## Primary Sources

**Directions:** Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 5**.

Empire	Notes, Key Vocabulary Terms, Key Concepts	Excerpt	G, R, A, P, E, or S	Reason for Your Answer
1. Ghana	<u>imams</u> religious leaders <u>muezzins</u> men who call Muslims to prayer <u>jurists</u> legal scholars	The city of Ghana consists of two towns situated on a plain. One of these towns, which is inhabited by Muslims, is large and possesses twelve mosques, in which they assemble for the Friday prayer. There are salaried <u>imams</u> and <u>muezzins</u> , as well as <u>jurists</u> and scholars.		
2. Ghana	<u>audience</u> meeting with the king <u>profess</u> believe	The <u>audience</u> is announced by the beating of a drum which they call <i>duba</i> made from a long hollow log. When the people who <u>profess</u> the same religion as the king approach him they fall on their knees and sprinkle dust on their head, for this is their way of greeting him. As for the Muslims, they greet him only by clapping their hands.		
3. Ghana	<u>dinar</u> money <u>levies</u> charges a tax <u>archers</u> soldiers who shoot arrows	On every donkey-load of salt when it is brought into the country their king <u>levies</u> one golden <u>dinar</u> and two dinars when it is sent out. ... The king of Ghana, when he calls up his army, can put 200,000 men into the field, more than 40,000 of them <u>archers</u> .		

# Document 4

## Primary Source

**Directions:** Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 5**.

Empire	Notes, Key Vocabulary Terms, Key Concepts	Excerpt	G, R, A, P, E, or S	Reason for Your Answer
4. Mali	<u>worn garments</u> old clothing <u>turban</u> head covering <u>dons</u> wears <u>humility</u> lack of pride <u>dejection</u> sadness	If [the king] summons any [person] . . . the person summoned takes off his clothes and puts on <u>worn garments</u> , removes his <u>turban</u> and <u>dons</u> a dirty skullcap, and enters with his garments and trousers raised knee-high. He goes forward in an attitude of <u>humility</u> and <u>dejection</u> and knocks the ground hard with his elbows.		
5. Mali	<u>unjust</u> unfair <u>abhorrence</u> hatred <u>injustice</u> unfairness <u>sultan</u> ruler	[The people of Mali] are seldom <u>unjust</u> , and have a greater <u>abhorrence</u> of <u>injustice</u> than any other people. Their <u>sultan</u> shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers or men of violence.		
6. Mali	<u>zeal</u> dedication	On Fridays, if a man does not go early to the mosque, he cannot find a corner to pray in, on account of the crowd. . . . [On Friday,] even if a man has nothing but an old worn shirt, he washes it and cleans it, and wears it to the Friday service. Yet another [characteristic of the people of Mali] is their <u>zeal</u> for learning the Qur'an by heart.		

Source of Mali quotes: Ibn Battuta, *Travels in Asia and Africa 1325 – 1354*, tr. and ed. H. A. R Gibb (London: Broadway House , 1929)



# Teacher Transparency 1

A



B



C





# Transparency 2

## Ghana

	Secondary Sources (Document 2)	Primary Sources (Document 4)
G		
R		
A		
P		
E		
S		

Summarize the secondary source information here.

# Transparency 2

## Mali

	Secondary Sources (Document 1)	Primary Sources (Document 3)
G		
R		
A		
P		
E		
S		

Summarize the secondary source information here.

# Transitional Words

Transitional words are the glue that hold paragraphs together.

First ➡ Second ➡ Third

One ➡ Another ➡ Next

One ➡ Another ➡ Last

First ➡ In addition ➡ Last

First ➡ Along with ➡ Likewise

For example ➡ Also ➡ Finally

# Teacher Guide 1

## GRAPES CHALLENGE!

The following are examples of possible answers.

<b>A</b> chievements	<b>N</b> ile River (G), Newspaper (A), Nobility (S)
<b>B</b> ay (G), Bayou (G), Bank (E)	<b>O</b> pera (A), Oasis (G), Ocean (G)
<b>C</b> ash (E), Credit (E), Church (R)	<b>P</b> olitics
<b>D</b> elta (G), Dollar (E), Democrat (P)	<b>Q</b> uake (G), Quill Pen (A), Queen (P)
<b>E</b> conomics	<b>R</b> eligion
<b>F</b> ashion (A), Fault (G), Faith (R)	<b>S</b> ocial Structures
<b>G</b> eography	<b>T</b> axes (E), Temple (R), Trade (E)
<b>H</b> ajj (R), Hindu (R), Hospital (A)	<b>U</b> pper Class (S), Umbrella (A), University (A)
<b>I</b> sland (G), Invest (E), Invention (A)	<b>V</b> alley (G), Volcano (G), Vatican (R)
<b>J</b> udaism (R), Jackpot (E), Jewelry (E)	<b>W</b> ar (P), Wheel (A), Waterfall (G)
<b>K</b> -mart (E), King (S,P), Kite (A)	<b>X</b> -ray (A), Xerox (A), Xylophone (A)
<b>L</b> iterature (A), Lineage (S), Library (A)	<b>Y</b> o-yo (A), Yin-Yang (R), Yellow River (G)
<b>M</b> oney (E), Millionaire (E), Museum (A)	<b>Z</b> en (R), Zanzibar (G), Zoo (A)

## Teacher Guide 2

### Background on Primary Sources

Ghana Primary Sources: Abu Ubayd Al-Bakri, *Book of Roads and Kingdoms*.

One of the sources of information about Ghana and its cities comes from Abu Ubayd Al-Bakri. He was a historian and geographer from Muslim Spain. In 1068, he wrote the *Book of Roads and Kingdoms*. He never traveled south of the Sahara himself. He based information in his book on those areas he had never been to on accounts given to him by merchants and other travelers.

(Source: [http://www.teacherci.com/resources/ha/MWH/primarysources/MWH\\_U3Primary.aspx](http://www.teacherci.com/resources/ha/MWH/primarysources/MWH_U3Primary.aspx))

Mali Primary Sources: Ibn Battuta, *Travels of Ibn Battuta*.

Ibn Battuta was born in Tangiers in 1304 and died near there in 1369. Ibn Battuta left Tangiers at age 21 on a nearly 30-year trip that took him across North Africa to Mecca, down the east coast of Africa, then to Constantinople, and afterwards as far east as China (an estimated 75,000 miles). After he returned to Tangiers, he traveled to Spain, then went south and walked across the Sahara to Mali. Most of Battuta's story was written from memory, as he did not keep notes of his journeys and several times lost everything to bandits or storms. Battuta first told his story to a scribe on orders from the sultan and the notes were edited by Ibn Juzay. Juzay's job was to make it readable, entertaining, and stylish. He did not correct errors or even question anything, since Battuta stated when he saw something himself and when he learned about something through hearsay.

(Source: <http://courses.wcupa.edu/jones/his311/lectures/17battut.htm>)

## Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> <li>• California History/Social Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>• The number of questions on the CST for each standard.</li> <li>• The testing emphasis for the substandards as determined by the CDE               <ul style="list-style-type: none"> <li>○ “A” indicates high emphasis</li> <li>○ “B” medium</li> <li>○ “C” low</li> <li>○ Standards that are not ranked for emphasis and are identified with an asterisk (*)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concepts highlight important ideas that deepen student understanding of the standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of days of instruction allocated for each standard</li> <li>• Differentiated according to school calendar</li> </ul>

### Items Specific to 7<sup>th</sup> Grade:

- It is necessary to conclude the instruction on Standard 7.1 at an appropriate time in order to reach Standard 7.11 in the allocated instructional days.
- Standard 7.7 (Mesoamerica) was moved to the first Instructional Component to insure balanced instructional time in each component.
- Standard 7.4 (Africa) was moved to the first Instructional Component to create better continuity between topics (Spread of Islam, Africa)
- Standard 7.3 (China) was moved to the second Instructional Component to create better continuity between topics (China, Japan)
- Standard 7.6 (Medieval Europe) was moved to the second Instructional Component to create better continuity between topics (Feudal Japan, Feudal Europe) and to lead into the next topic 7.8 (Renaissance)

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 2: China, Japan, and Medieval Europe (Standards 7.3, 7.5, and 7.6)

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
<b>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</b>	2 Questions	<ul style="list-style-type: none"> <li>• bureaucracy</li> <li>• civil service</li> <li>• ethics</li> <li>• extended family</li> <li>• social stability</li> <li>• traditions</li> <li>• imperial state</li> <li>• scholar class</li> </ul>	<u>Traditional Calendar</u> 18 Days
1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	A		<u>Concept 6 Calendar</u>
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	*		<u>A-Track</u> 15 Days
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.	B		<u>B-Track</u> 15 Days
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.	*		<u>C-Track</u> 17 Days
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.	A		<u>D-Track</u> 18 Days
6. Describe the development of the imperial state and the scholar-official class.	B		<u>Four by Four Calendar</u> 8 Days

**Blue Print Focus Standards:**

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</b>	2 Questions	<ul style="list-style-type: none"> <li>• hierarchy</li> <li>• homogeneity</li> <li>• isolation</li> <li>• bushido</li> <li>• lord-vassal system</li> <li>• militarism</li> <li>• social custom</li> <li>• cultural exchange and cultural diffusion</li> </ul>	<u>Traditional Calendar</u> 19 Days
1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	B		<u>Concept 6 Calendar</u>
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	C		<u>A-Track</u> 16 Days
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i> , <i>daimyo</i> , and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.	A		<u>B-Track</u> 18 Days
4. Trace the development of distinctive forms of Japanese Buddhism.	C		<u>C-Track</u> 18 Days
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i> .	*		<u>D-Track</u> 18 Days
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	A		<u>Four by Four Calendar</u> 8 Days

**Blue Print Focus Standards:**

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“\*” not ranked for emphasis



# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</b>	3 Questions	<ul style="list-style-type: none"> <li>• chivalry</li> <li>• Crusades</li> <li>• feudalism</li> <li>• guild</li> <li>• manorial system</li> <li>• self-sufficiency</li> <li>• aristocracy</li> <li>• constitution</li> <li>• natural law</li> <li>• political order</li> <li>• epidemic</li> <li>• hierarchy</li> <li>• apprenticeship</li> <li>• monasticism</li> </ul>	<u><b>Traditional Calendar</b></u> 19 Days
1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	*		<u><b>Concept 6 Calendar</b></u> <i>A-Track</i> 18 Days <i>B-Track</i> 19 Days <i>C-Track</i> 18 Days <i>D-Track</i> 19 Days
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.	*		<u><b>Four by Four Calendar</b></u> 9 Days
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	A		
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	A		
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	B		
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.	A		
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	*		
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").	B		
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.	*		

**Blue Print Focus Standards:**

“A” indicates high emphasis      “B” indicates medium emphasis      “C” indicates low emphasis      “\*” not ranked for emphasis

## Textbook Correlation for the 7<sup>th</sup> Grade Standards

<b>STANDARD</b>	<b><u>McDougal Littell</u></b> <i>World History: Medieval and Early Modern Times</i>	<b><u>TCI</u></b> <i>History Alive! The Medieval World and Beyond</i>
7.1	Chapters: 2	Chapters: 1,2,3,4,5,6
7.2	Chapters: 3,4	Chapters: 7,8,9,10,11
7.3	Chapters: 7	Chapters: 16,17,18
7.4	Chapters: 5	Chapters: 12,13,14
7.5	Chapters: 8	Chapters: 20,21,22
7.6	Chapters: 9,10	Chapters: 1,2,3,4,5,6
7.7	Chapters: 11,12	Chapters: 23,24,25,26,27
7.8	Chapters: 13	Chapters: 28,29,30,31,32
7.9	Chapters: 14	Chapters: 28,29,30,31,32
7.10	Chapters: 15	Chapters: 33,34,35
7.11	Chapters: 15,16	Chapters: 33,34,35



# LAUSD

## HISTORY-SOCIAL SCIENCE

### STANDARD: 7.3.1

Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

#### PRIOR KNOWLEDGE REQUIRED

Students should have learned about the origins and basic teachings of Buddhism in their grade six history course. The lesson only provides a brief review of those topics. In addition, students should know about the concepts of cultural diffusion, dynasties, politics, economics, and social structures.

#### INSTRUCTIONAL STRATEGIES

##### Map Analysis

Students analyze a map of Asia to examine the spread of Buddhism over time. The map analysis includes basic map-reading skills as well as the more advanced skills of making inferences and interpretations.

##### Summarizing

Students read a passage, identify big ideas, and use the information to write a short summary.

##### G.R.A.P.E.S. Visual Recap

Students analyze images to make connections to the content they have learned through reading.

#### BRIEF OUTLINE OF LESSON

##### Day 1

- Preview activity to consider how and why ideas spread
- Review reading on Buddhism and cultural diffusion
- Map analysis of the spread of Buddhism in Asia

**Materials Needed:** Student Handout 1, Documents 1 and 2, Transparencies 1-3

##### Day 2

- Map analysis continued
- Focus reading and discussion on the spread of Buddhism during the Tang Dynasty
- G.R.A.P.E.S. visual recap to connect the focus reading to related visuals

**Materials Needed:** Documents 2 and 3, Transparencies 3-10 (as needed)

##### Day 3

- Review of key ideas using the focus reading and visuals
- Writing task and pre-writing
- Begin writing task

**Materials Needed:** Student Handouts 2-5, Document 3, Transparencies 3-13 (as needed)

##### Day 4 (if needed)

- Complete writing task

#### CULMINATING TASK

The culminating task for this lesson will be for students to respond to the following prompt:

**What caused Buddhism to spread in China during the Tang Dynasty? Write a response focusing on two of the following reasons: religious reasons, political reasons, economic reasons, or social reasons.**

#### KEY TERMS AND CONTENT

spread  
expand  
migrate  
impact  
economic  
social  
religious  
political  
causes  
literacy  
intellectual  
philosophical  
interaction

# 7<sup>th</sup> Grade World History Instructional Guide

## Model Lesson Three

### The Spread of Buddhism in Tang China

#### **Standard**

7.3.1 - Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

#### **History/Social Science Analysis Skills Connection**

##### Historical Interpretation

- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

##### Research, Evidence and Point of View

- Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

#### **Guiding Inquiries:**

1. How do ideas spread?
2. Why do ideas spread?
3. How and why did Buddhism spread in Tang China?
4. How do social and political contexts contribute to religious change?

#### **Materials**

**Student Handout 1:** Spreading an Idea

**Student Handout 2:** Paragraph Prompt and Task Sheet

**Student Handout 3:** Brainstorming Chart

**Student Handout 4:** Writing Organizer

**Student Handout 5:** Stems for Writing Explanation Sentences

**Document 1:** Background Reading

**Document 2:** Map of the Spread of Buddhism

**Document 3:** Focus Reading on the Spread of Buddhism in Tang China

**Transparency 1:** Spreading an Idea

**Transparency 2:** Background Reading

**Transparency 3:** Map of the Spread of Buddhism

**Transparency 4:** Focus Reading on the Spread of Buddhism in Tang China

**Transparency 5:** Political Leaders

**Transparency 6:** Monasteries and Education

**Transparency 7:** Trade along the Silk Road

**Transparency 8:** The Diamond Sutra

**Transparency 9:** Travelers along the Silk Road

**Transparency 10:** Monks at Wenshu Monastery

**Transparency 11:** Paragraph Writing Organizer

**Transparency 12:** Stems for Writing Explanation Sentences

**Transparency 13:** Sample Paragraph

**Teacher Guide1:** Notes on the Visuals

### Questions for Lesson Study

1. Can students see how political, economic and social factors connect to religion?
2. Can students effectively summarize information?
3. Can students draw sound inferences from visuals and text?
4. Can students explain the meaning of details and evidence in writing?

### Lesson Overview

Lesson Three focuses on the reasons for the spread of Buddhism in Tang China. Standard 7.3.1 touches upon the reunification of China, which takes place first under the Sui Dynasty, as well as the spread of Buddhism to Japan and Korea. **These items will be briefly touched upon but are not the core of the lesson.**

Through this lesson students will develop their ability to read and analyze maps, visuals, and text. In addition, students will practice identifying big ideas along with categorizing and summarizing information. The lesson will culminate with the students writing a well-constructed response focusing on reasons why Buddhism spread. The prompt is as follows:

**What caused Buddhism to spread in China during the Tang Dynasty? Write a response focusing on two of the following reasons: religious reasons, political reasons, economic reasons, or social reasons.**

This lesson has been crafted to fit the structure of a 50 minute instructional period and will take three days to complete.

Textbook Correlations: TCI pages 205-207; McDougal pages 214-215

<b>Day 1</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Hook</b> The lesson begins with a preview activity in which students work in pairs to consider the following hypothetical questions:</p> <ol style="list-style-type: none"><li>1) If you discovered a cure for a disease such as cancer, <b>how and why</b> would you share it?</li><li>2) If you discovered the secret to living a happy life, <b>how and why</b> would you share it?</li></ol> <p>The questions are intended to help students think about how and why ideas spread while also connecting to Buddhist beliefs. Students will record their ideas on <b>Student Handout 1</b>. Following the brainstorming of ideas, students should prepare to share out their ideas. Chart student responses on <b>Transparency 1</b>.</p> <p>After sharing and charting ideas on those two questions discuss how the ideas in questions 1 and 2 could be shared/spread without the use of technology (computers, phones, cars, planes, electricity, etc.). Make the link to the medieval era and the context for the spread of ideas at that time, helping students to understand the hook questions in relation to Buddhism.</p> <p>Developing an understanding of the term “spread” by talking about what kinds of things spread (ex. butter, viruses, fads, etc.) may help connect with student schema and develop the concept. In addition, share synonyms for spread such as expand, increase, and enlarge.</p>	<p><b><u>Time Suggestion:</u></b> 15 minutes</p> <p>Questions 1 and 2 link to two fundamental ideas of Buddhism, ending suffering and attaining enlightenment.</p> <p>Connect to students’ prior knowledge of Buddhism that they may have been exposed to in 6<sup>th</sup> grade Ancient History.</p> <p>Consider frontloading additional vocabulary for this lesson at this time.</p>

<p><b>Introduce the Lesson</b></p> <p>After completing the hook exercise, introduce students to the goals of the lesson. Explain to them that over the course of the next few days they will:</p> <ul style="list-style-type: none"> <li>• Learn about how and why the ideas of Buddhism spread through China.</li> <li>• Develop reading and writing skills by practicing to identify big ideas and by summarizing information.</li> <li>• Develop the ability to read and understand maps and visuals.</li> <li>• Write a paragraph explaining how and why Buddhism spread.</li> </ul>	<p>5 minutes</p>
<p><b>Background Reading</b></p> <p>Inform students that they will be learning about how and why the ideas of Buddhism spread in China over a thousand years ago. Inform or remind students of the geographical theme of <i>Movement</i> and explain that this lesson focuses on the movement of ideas.</p> <p>To provide students with background information on Buddhism, the reunification of China, and the Tang Dynasty, students will read a short essay (<b>Document 1</b>). The reading will also support the development of the skills of identifying big ideas, and summarizing. <b>The reading is not meant to be an exhaustive background of Buddhism as students should have learned about that material in their 6<sup>th</sup> grade Ancient History course.</b></p> <p>Model the identifying of the big ideas from the first paragraph using <b>Transparency 2</b>. Work on the second paragraph as a whole group and then have students work in pairs on the remaining paragraphs.</p> <p>When students are ready to complete their summary statement, consider using the concept from Lesson 2 in which students have an amount of money (Two dollars worth of words at ten cents a word) that they can spend to make their summary. Summaries should be less than twenty words. Review the big ideas that students circled <b>before</b> they begin to write their summary statements. The big ideas, by paragraph, are:</p> <ol style="list-style-type: none"> <li>1. Cultural Diffusion</li> <li>2. Buddhism (and teachings)</li> <li>3. Spread of Buddhism to China</li> <li>4. The Tang Dynasty</li> </ol> <p>After students have created their summary statements have a few students share their summaries. Help students to realize how they can identify big ideas in future readings.</p>	<p>20 minutes</p> <p>See <b>Appendix A</b> for additional support on the 5 Themes of Geography.</p> <p>It may be helpful to some students to read the passage aloud. One way to do this is to assign a group or all of the students a word or words to read aloud as a group each time they occur in the reading as an oral cloze activity. A few words that recur through the text are: Buddhism, and China/Chinese. These words could also help students to identify the big ideas and to practice fluency.</p>
<p><b>Map Analysis</b></p> <p>After developing some historical background about Buddhism and the Tang Dynasty, students will begin to consider the spread of Buddhism by analyzing a map <b>Document 2 (Transparency 3)</b>.</p> <p>Before students turn to <b>Document 2</b> ask them to think about what they should do when they are reading a map. Help them to think about things that people do to make sense of a map.</p> <p>After a quick brainstorm, have students turn to <b>Document 2</b> and complete the related questions. Be sure to spend some time with students reviewing the skills that the questions bring out. Answers to the map questions, by</p>	<p>10 minutes.</p> <p>The map will be revisited on Day 2.</p> <p>Consider having students complete the map questions as</p>

<p>number, are:</p> <ol style="list-style-type: none"> <li>1. The Spread of Buddhism in Asia</li> <li>2. The map key is in the top left.</li> <li>3. The map scale is in the bottom left.</li> <li>4. Roughly 1300 years</li> <li>5. Asia</li> <li>6. The spread of Buddhism</li> <li>7. Sarnath or India</li> <li>8. Tibet, Burma, Vietnam, China, Korea, Japan</li> </ol> <p>Wrap-up the map analysis by helping students to think about how the map relates to the reading and hook activities.</p>	<p>a homework assignment if time is limited.</p>
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<b>Day 2</b>	
Teacher/Student Activities	Helpful Hints
<p><b>Intro Activity</b> Begin the period by returning to the map <b>Transparency 3 (Document 2)</b> analyzed at the end of the previous day. Review some of the questions from the previous day if you did not have the opportunity to do so. In addition, select a few of the following questions to ask students based upon their needs. Put the questions on the board, overhead transparency, or project them with an LCD projector. Have students record their answers on <b>Document 2</b>.</p> <p><u>Possible Questions:</u></p> <ul style="list-style-type: none"> <li>• How far was it from Sarnath, India to Heian, Japan?</li> <li>• Why do you think it took longer for Buddhism to reach Tibet?</li> <li>• How do you think Buddhism spread across Asia?</li> <li>• What is one question you have about this map?</li> <li>• What is the purpose of this map?</li> </ul> <p>Review the questions helping students to understand the purpose of the map, which is to represent the spread/expansion of Buddhism across the continent of Asia. Make the connection for students of the places where Buddhism spread including Japan and Korea and talk about how that might have happened to foreshadow the reading that will follow.</p>	<p><b>Time Suggestion:</b> 10 minutes</p> <p>This activity may be completed as an individual or partner activity or as a whole-group with teacher direction.</p>
<p><b>Focus Reading and Discussion</b> Students will deepen their understanding of the spread of Buddhism in Tang China by reading <b>Document 3</b>. This reading will continue the reading and summarizing skills from <b>Document 1</b> and provide the core content for the writing task.</p> <p>Use the Religious Reasons section of the reading to model for students how to identify the most important points for the purpose of note-taking/summarizing. Use <b>Transparency 4</b> to visually help students to understand the process.</p> <p>The categories of the reading relate to the GRAPES analysis tool, particularly the areas of religion, politics, economics, and social structures. The category of social structures in this lesson emphasizes more of the</p>	<p>30 minutes.</p> <p>Students may benefit by working in pairs.</p> <p>It may help students to create motions for each category.</p>

<p>social or community aspect as opposed to one’s place in society. This may need some reinforcement. Some of the content may fit into multiple categories, but has been placed into one category for the sake of balance.</p> <p>In addition to identifying the key ideas, students will need to infer how the category/information may have led to the spread of Buddhism. This task is more challenging. Consider having students attempt to compete it and then reconnecting with each item as a full group.</p> <p>To complete student understanding and analysis of the Focus Reading, review the content from each of the four categories. In addition, have students conduct a mini-debate to discuss which category they feel had the biggest impact on the spread. This directly relates to the final question on <b>Document 3</b>: “Which two reasons do you think were the most important? Why?” Debating the importance of each category will help to further prepare students for the writing task.</p>	<p><b>Economics</b> - thumb rubbing against the index finger; <b>Politics</b> - motion of putting a crown on your head; <b>Religious</b> - palms together as if praying (consider alternatives if this might be offensive to some students); <b>Social</b> - hand extended as if making a handshake.</p> <p>Consider dividing the class into four groups, each group defending one of the four categories.</p>
<p><b>Visual Recap</b></p> <p>To provide closure to the day’s activities, use <b>Transparencies 5-10</b>. These transparencies correspond to GRAPES and the content found in <b>Document 3</b>. Try to use at least 4 of the visuals, leaving the others for the beginning of the next day. <b>The visuals are meant to quickly reinforce the content and concepts from Document 3</b>. Although it is not the intention of this exercise to add to the notes on <b>Document 3</b>, it may be beneficial to use the visuals to mark key ideas for students ensuring that they have sufficient information.</p> <p><b>Teacher Guide 1</b> provides additional information on each of the visuals.</p> <p>Use the following questions for each of the visuals:</p> <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• Which category does the image relate to?</li> <li>• How do you know? Some images may relate to multiple categories. Push students to support their conclusions with evidence from the image.</li> </ul> <p>Having students complete the following statement may be helpful to support students in their development of academic talk.</p> <p><i>The image relates to the category of _____ because it shows _____.</i></p> <p><b>Transparency 5</b> relates to Politics  <b>Transparency 6</b> relates to Social  <b>Transparency 7</b> relates to Economic  <b>Transparency 8</b> relates to Religious  <b>Transparency 9</b> relates to Geography, Economics, Achievements  <b>Transparency 10</b> relates to Religious, Social, Achievements</p>	<p>10 minutes</p> <p>Consider covering the text under each image to force students to use the visual clues.</p> <p><b>Transparency 8</b> is hard to read. Circle key parts of the image such as Buddha.</p>



<b>Day 3</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b><u>Review</u></b> Give students time to discuss their work on <b>Document 3</b> with a partner. Use <b>Transparency 4</b> to check for understanding on a few items.</p> <p>Use the remaining visuals from <b>Transparencies 5-10</b> to further review key ideas.</p>	<p><b><u>Suggested Time:</u></b> 10 minutes</p>
<p><b><u>Preparation for Writing</u></b> To prepare students to write their paragraph, introduce them to <b>Student Handout 2</b> (paragraph prompt and task sheet). Go over the requirements of the task with the students. The writing emphasis of this paragraph is on the writing of explanation sentences.</p> <p>After going over the prompt and task sheet, move to <b>Student Handout 3</b> to help students brainstorm.</p> <p>As a final preparation for individual student writing, co-construct one paragraph as a class. Use <b>Transparency 11 (Student Handout 4)</b> to model for the students how to use the organizer.</p> <p>Utilize the think-aloud strategy during the writing process. This process helps to mark for students the process that good writers utilize as they write, such as thinking about word choice and revising. Verbalize what a writer may be thinking as they create a response to the prompt.</p> <p>Use <b>Document 3</b> to add details to the paragraph you are co-constructing. Mark for students the different ways they can transition their sentences and incorporate information from their notes. Show them how they can explain their details using <b>Transparency 12 (Student Handout 5)</b>. Help them to realize that they need to explain what their detail sentences mean. There are multiple meanings that students can come up with for any given detail.</p> <p>The conclusion sentence should link to the two reasons/categories found in the topic sentence.</p>	<p>15 minutes</p> <p><b>Appendix D</b> contains additional supports for writing explanation sentences.</p> <p><b>Transparency 13</b> provides a sample paragraph that may also be utilized.</p>
<p><b><u>Student Writing</u></b> Make one final check to see if students are clear as to the task and expectations. Make sure they do not simply rewrite the co-constructed paragraph or copy information from <b>Document 3</b>. This may be a good time to explain the idea of plagiarism.</p> <p>Direct students to utilize <b>Student Handout 2</b> and to check off each requirement to ensure that they fulfill the expectations of the task.</p>	<p>20 minutes</p> <p>If needed, students may complete the paragraph at home or write multiple paragraphs.</p>
<p><b><u>Reflection</u></b> Students who complete the task early may self-assess their writing using <b>Student Handout 2</b> or they may share their writing with a peer and get feedback.</p> <p>Complete the lesson by having students reflect on their writing and the big idea of the lesson.</p>	<p>5 minutes</p>

# Student Handout 1

## The Spread of Ideas

**Directions:** Fill in the chart in response to the questions below. Be prepared to share your ideas.

Question	HOW	WHY
1) If you discovered a cure for a disease such as cancer, <b>how and why</b> would you share it?		
2) If you discovered the secret to living a happy life, <b>how and why</b> would you share it?		

# Student Handout 2

## The Spread of Buddhism in China

### Objective:

Students will be able to explain how and/or why Buddhism spread in China.

### Writing Task:

Buddhism spread in China during the Tang Dynasty for many reasons. In a well organized response, answer the following question:

**What caused Buddhism to spread in China during the Tang Dynasty? Write a response focusing on two of the following reasons: religious reasons, political reasons, economic reasons, or social reasons.**

### Directions:

Choose two of the categories of reasons from **Document 3** to write about. Identify the key details you will use. Make sure you are putting the information in your own words.

Use **Student Handout 3** to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

### Criteria Checklist:

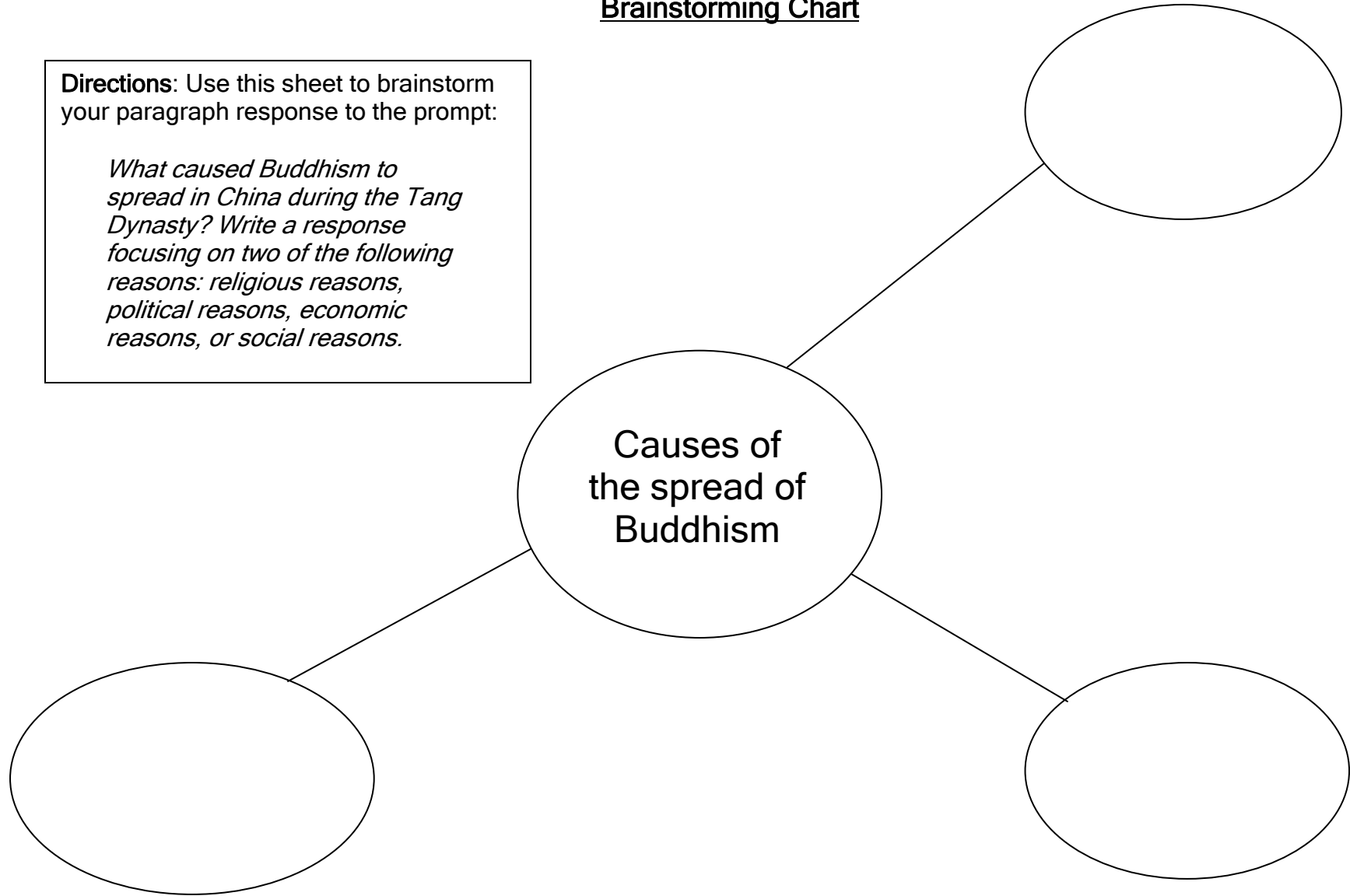
<u>Content</u>	<u>Format</u>
<ul style="list-style-type: none"><li><input type="checkbox"/> Topic sentence includes two specific reasons (categories) related to the spread of Buddhism in China.</li><li><input type="checkbox"/> The paragraph includes two specific details about why Buddhism spread.</li><li><input type="checkbox"/> The paragraph contains specific explanations of the details.</li><li><input type="checkbox"/> The concluding sentence has information on the two specific reasons (categories) found in the topic sentence.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The paragraph contains a well thought out topic sentence.</li><li><input type="checkbox"/> Details and facts support the topic sentence.</li><li><input type="checkbox"/> Explanations are clear.</li><li><input type="checkbox"/> Concluding sentence finishes the overall thought of the paragraph.</li><li><input type="checkbox"/> Paragraph is indented.</li><li><input type="checkbox"/> Handwriting is neat.</li></ul>

# Student Handout 3

## Brainstorming Chart

**Directions:** Use this sheet to brainstorm your paragraph response to the prompt:

*What caused Buddhism to spread in China during the Tang Dynasty? Write a response focusing on two of the following reasons: religious reasons, political reasons, economic reasons, or social reasons.*



# Student Handout 4

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought		

## Student Handout 5

### Explanation Stems

The following stems help to set up the explanation of details and evidence.

This means that...

This meant that...

That means...

This shows that...

This showed that...

That shows...

This was important because...

This was significant because...

# Document 1

## Background Reading

**Directions:** While reading, circle the words or phrases that you think capture the big ideas. As a hint, topic sentences usually help a reader to know what a paragraph is about. When you finish identifying the big ideas, write a summary statement that includes one idea from each paragraph in the box at the bottom of the page.

**cultural diffusion** spread of ideas from one culture to another

The term **cultural diffusion** is used to describe the spread of cultural items from one culture to another culture. Ideas, products, religion, and technology are examples of things that have been diffused. If you are not from a Chinese background and you have eaten Chinese food, you have experienced the diffusion of Chinese food, since the style of Chinese food began in China and eventually made its way to California.

The teachings of Buddhism are examples of something that spread or diffused during ancient and medieval world history. Buddhism began in India in the 6<sup>th</sup> century B.C.E. by Siddhartha Gautama (si-DAHR-thuh GOW-tum-uh), who came to be known as the Buddha. He taught that life is an endless cycle of birth, death, and rebirth that can be escaped by following the Eightfold Path, a code of morals or teachings. These teachings and others spread across India and Asia during and after the Buddha's lifetime.

**reunified** to bring back together, to reunite

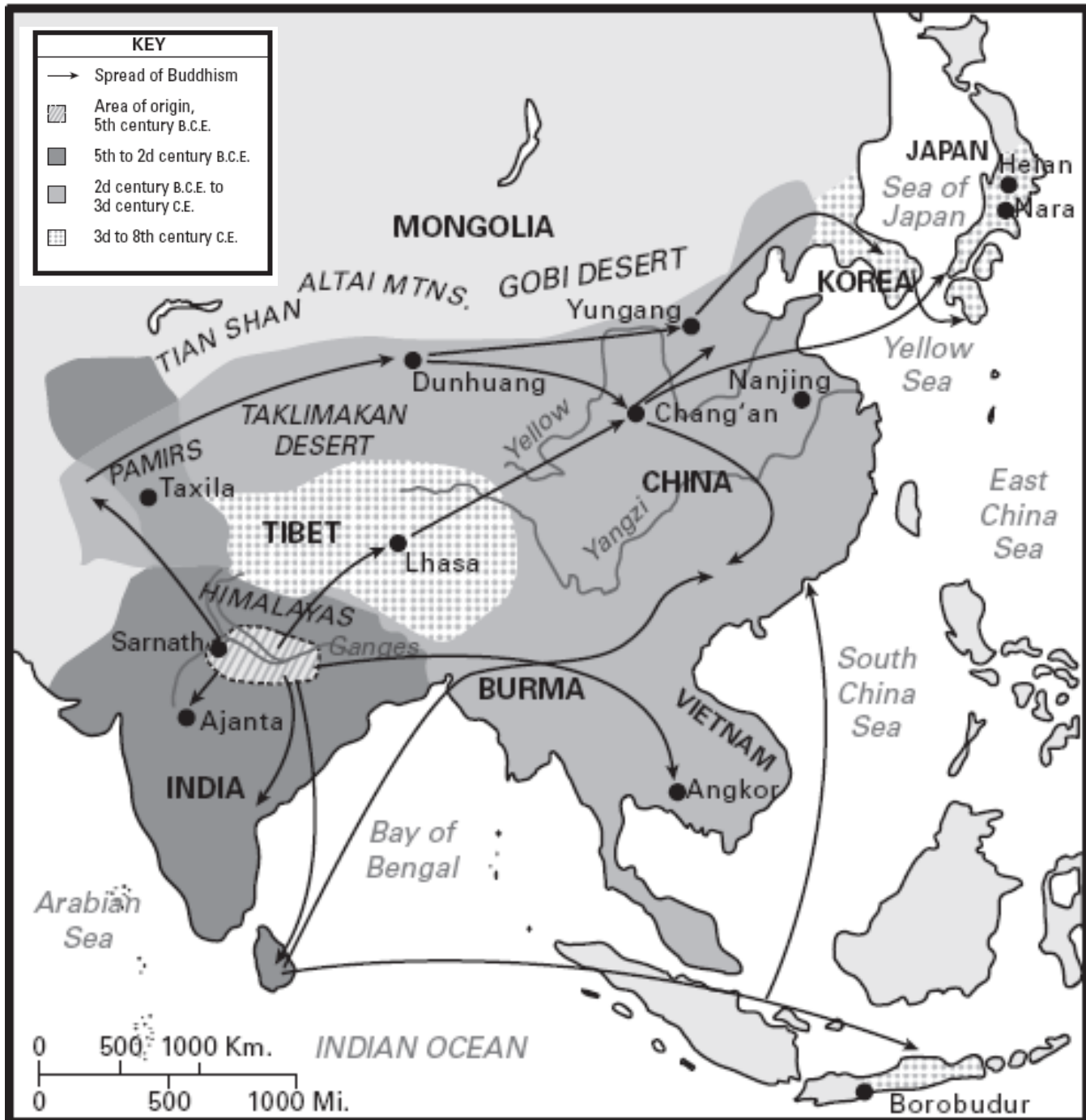
During the Han Dynasty (from 206 B.C.E. to 220 C.E.) Buddhism spread to China. This took place through merchants, or traders, and missionaries, people who travel to spread religious teachings. Eventually the Han Dynasty fell, bringing China into a period of division. In 589 C.E. the Sui Dynasty **reunified** China, creating a new central government. The Sui also carried out public works projects, promoted religious tolerance and preserved Chinese classics. The Sui did not last for long however and fell in 618 C.E.

In 618 C.E. a new dynasty arose in China. This dynasty came to be known as the Tang Dynasty. Many people consider this dynasty to be one of the greatest dynasties in China's history. Many new ideas and inventions spread across China during the almost 300 years that the Tang ruled. Buddhism, although it had already spread to many parts of China, rose to its greatest heights and power during the Tang Dynasty. Many Chinese people found hope in Buddhist teachings particularly during times of political and social unrest, and during times of economic and physical suffering.

**Summary Statement**

# Document 2

## The Spread of Buddhism in Asia 500 B.C.E. - 800 C.E.







# Document 3

## Focus Reading: The Spread of Buddhism in Tang China

**Directions:** Circle the most important words or big ideas from each paragraph. Use the words you selected to write at least two specific reasons for the spread of Buddhism in the box provided. In addition, answer the question in the box.

### **Introduction**

The spread of Buddhism from its origins (beginnings) in Sarnath, India, throughout Asia was a major event in history. There were a number of reasons why Buddhism spread.

### **Religious Reasons**

Buddhism spread in China for religious reasons. A Chinese monk named Xuan Zang traveled to India and returned with over 500 crates of books and materials. In China he spent years translating Buddhist documents into Chinese and promoting (spreading) his faith. The desire to read Buddhist texts also led to the development of wood-block printing. Buddhism also attracted interest because of its morals or teachings and its promises of a better life. Married and pregnant women sought help by praying to Guanyin the Bodhisattva (an enlightened being) of Mercy. The mixing of Daoism, Confucianism, and Buddhism also helped Buddhism to spread. Finally, many people saw Buddhism as a way to escape the suffering from all of the problems in China.

Two religious reasons:

How might this have led to the spread of Buddhism in Tang China?

### **Political Reasons**

Buddhism spread due to political reasons. The leaders of the Tang Dynasty made Buddhism a big part of life in China. Emperor Taizong gave money to monasteries, sent representatives to India to collect Buddhist texts, and had Buddhist paintings and statues built across China. Another Chinese leader, Empress Wu, ordered many Buddhist temples to be built and sculptures to be created around China and gave more power to monks. She also invited scholars to come to China to spread Buddhist teachings. In addition, Empress Wu made a law saying that Buddhism was more important than other belief systems in China.

Two political reasons:

## Document 3

How might this have led to the spread of Buddhism in Tang China?

### **Economic Reasons**

Economic factors helped Buddhism to spread in China. The traders and merchants who were involved with trade on the Silk Road helped to spread Buddhist teachings as they traveled. In China, Buddhist monasteries (religious communities) conducted banking services and loaned farmers money. Merchants gave their money and goods to monasteries for safe-keeping, making the monasteries like banks and warehouses. Wealthy people often donated their money or land to monasteries as well, making those communities major landholders with a lot of power and influence.

Two economic reasons:

How might this have led to the spread of Buddhism in Tang China?

### **Social Reasons**

Social factors also played a role in the spread of Buddhism. Buddhist temples and monasteries provided medical care, ran schools and mills, pressed oil, and provided seeds to farmers in need. Travelers stayed in monasteries during their journeys. Buddhist missionaries taught that giving one son to a monastery would benefit ten generations of his relatives. Buddhist stories were spread by monks who would show pictures and tell stories to audiences who could not read. Buddhist leaders and monks played a significant role in Chinese society.

Two social reasons:

How might this have led to the spread of Buddhism in Tang China?

**Which two categories of reasons do you think were the most important? Why?**

# Transparency 1

## The Spread of Ideas

**Directions:** Fill in the chart in response to the questions below. Be prepared to share your ideas.

Question	HOW	WHY
1) If you discovered a cure for a disease such as cancer, <b>how and why</b> would you share it?		
2) If you discovered the secret to living a happy life, <b>how and why</b> would you share it?		

# Transparency 2

## Background Reading

**Directions:** While reading, circle the words or phrases that you think capture the big ideas. As a hint, topic sentences usually help a reader to know what a paragraph is about. When you finish identifying the big ideas, write a summary statement that includes one idea from each paragraph.

**cultural diffusion** spread of ideas from one culture to another

spread of cultural items from one culture to another culture. Ideas, products, religion, and technology are examples of things that have been diffused. If you are not from a Chinese background and you have eaten Chinese food, you have experienced the diffusion of Chinese food, since the style of Chinese food began in China and eventually made its way to California.

The teachings of Buddhism are examples of something that spread or diffused during ancient and medieval world history. Buddhism began in India in the 6<sup>th</sup> century B.C.E. by Siddhartha Gautama (si-DAHR-thuh GOW-tum-uh), who came to be known as the Buddha. He taught that life is an endless cycle of birth, death, and rebirth that can be escaped by following the Eightfold Path, a code of morals or teachings. These teachings and others spread across India and Asia during and after the Buddha's lifetime.

**reunified** to bring back together, to reunite

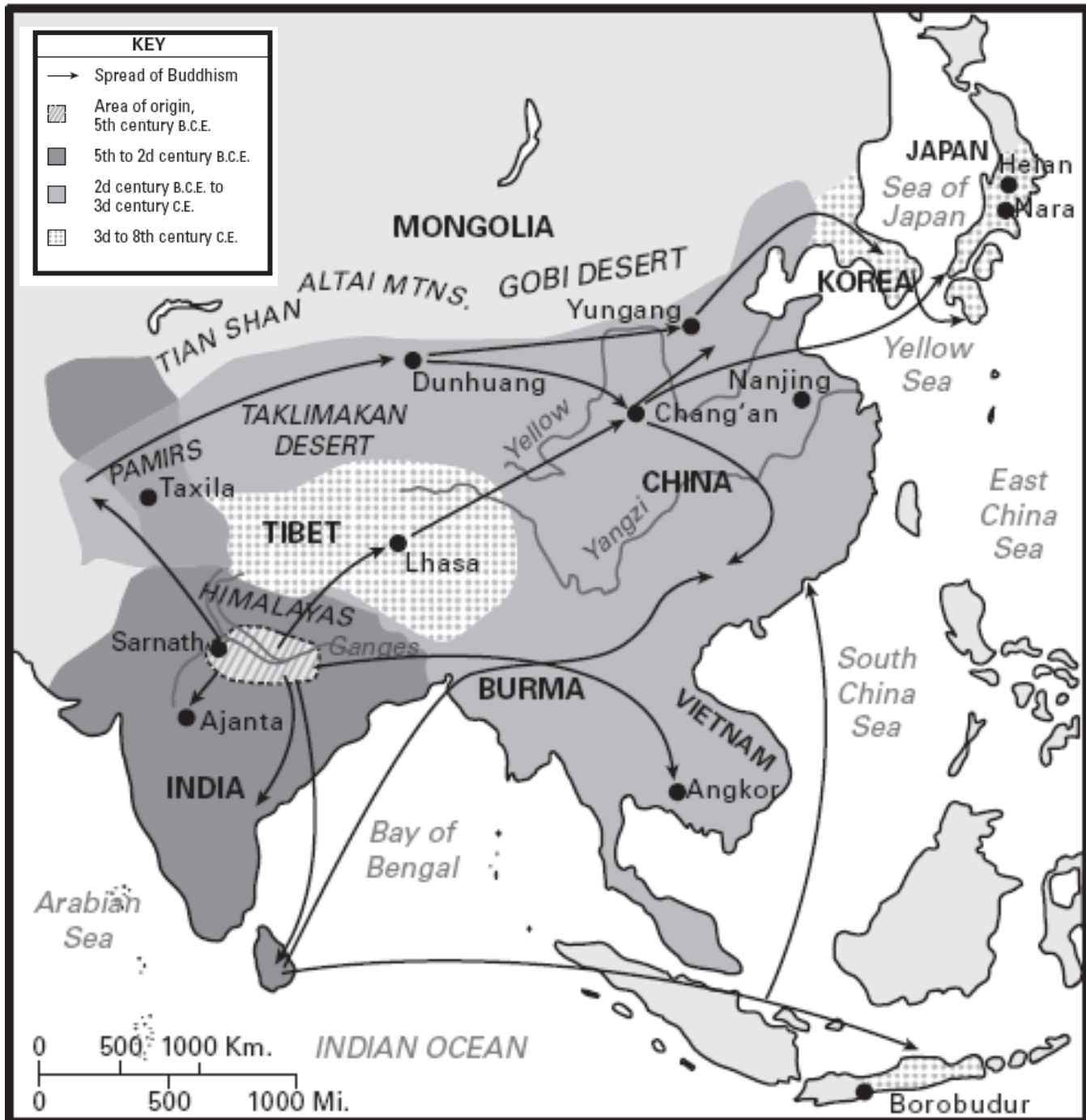
During the Han Dynasty (from 206 B.C.E. to 220 C.E.) Buddhism spread to China. This took place through merchants, or traders, and missionaries, people who travel to spread religious teachings. Eventually the Han Dynasty fell, bringing China into a period of division. In 589 C.E. the Sui Dynasty **reunified** China, creating a new central government. The Sui also carried out public works projects, promoted religious tolerance and preserved Chinese classics. The Sui did not last for long however and fell in 618 C.E.

In 618 C.E. a new dynasty arose in China. This dynasty came to be known as the Tang Dynasty. Many people consider this dynasty to be one of the greatest dynasties in China's history. Many new ideas and inventions spread across China during the almost 300 years that the Tang ruled. Buddhism, although it had already spread to many parts of China, rose to its greatest heights and power during the Tang Dynasty. Many Chinese people found hope in Buddhist teachings particularly during times of political and social unrest, and during times of economic and physical suffering.

**Summary Statement**

# Transparency 3

## The Spread of Buddhism in Asia 500 B.C.E. - 800 C.E.



# Transparency 4

## Focus Reading: The Spread of Buddhism in Tang China

**Directions:** Circle the most important words or big ideas from each paragraph. Use the words you selected to write at least two specific reasons for the spread of Buddhism in the box provided. In addition, answer the question in the box.

### **Introduction -**

The spread of Buddhism from its origins (beginnings) in Sarnath, India, throughout Asia was a major event in history. There were a number of reasons why Buddhism spread.

### **Religious Reasons**

Buddhism spread in China for religious reasons. A Chinese monk named Xuan Zang traveled to India and returned with over 500 crates of books and materials. In China he spent years translating Buddhist documents into Chinese and promoting (spreading) his faith. The desire to read Buddhist texts also led to the development of wood-block printing. Buddhism also attracted interest because of its morals or teachings and its promises of a better life. Married and pregnant women sought help by praying to Guanyin the Bodhisattva (an enlightened being) of Mercy. The mixing of Daoism, Confucianism, and Buddhism also helped Buddhism to spread. Finally, many people saw Buddhism as a way to escape the suffering from all of the problems in China.

Religious reasons:

How might this have led to the spread of Buddhism in Tang China?

## Transparency 4

### Political Reasons

Buddhism spread due to political reasons. The leaders of the Tang Dynasty made Buddhism a big part of life in China. Emperor Taizong gave money to monasteries, sent representatives to India to collect Buddhist texts, and had Buddhist paintings and statues built across China. Another Chinese leader, Empress Wu, ordered many Buddhist temples to be built and sculptures to be created around China and gave more power to monks. She also invited scholars to come to China to spread Buddhist teachings. In addition, Empress Wu made a law saying that Buddhism was more important than other belief systems in China.

Political reasons:

How might this have led to the spread of Buddhism in Tang China?



## Transparency 4

### Economic Reasons

Economic factors helped Buddhism to spread in China. The traders and merchants who were involved with trade on the Silk Road helped to spread Buddhist teachings as they traveled. In China, Buddhist monasteries (religious communities) conducted banking services and loaned farmers money. Merchants gave their money and goods to monasteries for safe-keeping, making the monasteries like banks and warehouses. Wealthy people often donated their money or land to monasteries as well, making those communities major landholders with a lot of power and influence.

Economic reasons:

How might this have led to the spread of Buddhism in Tang China?

## Transparency 4

### Social Reasons

Social factors also played a role in the spread of Buddhism. Buddhist temples and monasteries provided medical care, ran schools and mills, pressed oil, and provided seeds to farmers in need. Travelers stayed in monasteries during their journeys. Buddhist missionaries taught that giving one son to a monastery would benefit ten generations of his relatives. Buddhist stories were spread by monks who would show pictures and tell stories to audiences who could not read. Buddhist leaders and monks played a significant role in Chinese society.

Social reasons:

How might this have led to the spread of Buddhism in Tang China?

**Which two categories of reasons do you think were the most important?  
Why?**

Transparency 5



Emperor Taizong - Tang Dynasty



Empress Wu Zetian - Tang Dynasty

## Transparency 6



Boys studying at the Wenshu Monastery



## Transparency 7



An image from the market at Kashgar. Kashgar was a town along the route of the Silk Road.



# Transparency 8



A page from the Diamond Sutra (a book) showing a representation of Buddha speaking to his students.

## Transparency 9



Travelers on the Silk Road in China



## Transparency 10



Monks at the Wenshu Monastery



# Transparency 11

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought		

## Explanation Stems

The following stems help to set up the explanation of details and evidence.

This means that...

This meant that...

That means...

This shows that...

This showed that...

That shows...

This was important because...

This was significant because...

# Transparency 13

Subject	Spread of Buddhism
---------	--------------------

Topic Sentence (Main Idea)	Buddhism spread in China during the Tang Dynasty for religious and economic reasons.	
Reason/ Detail/ Fact	The Diamond Sutra was a book of Buddhist teachings that was printed in China during the Tang Dynasty.	
	Explain	This shows that people wanted to learn more about the religion of Buddhism and were attracted to Buddhist ideas.
Reason/ Detail/ Fact	Another reason for the spread of Buddhism was the Silk Road.	
	Explain	The significance of the Silk Road to Buddhism was that merchants and traders involved with it helped to bring the ideas of Buddhism to China.
Concluding Thought	Buddhist books and traders involved with the Silk Road were two important factors in the spread of Buddhism in Tang China.	

# Teacher Guide 1

## Notes on the Visuals

The following notes provide additional background information on the visuals.

### Transparency 5: Political Leaders

Tang Taizong (Great Ancestor) was the imperial title for Li Shimin, the second Tang emperor. He became emperor in the early 7<sup>th</sup> century after having his older brother killed. He is considered by many to be one of the greatest emperors of China. During his reign he supported Buddhism. When Xuanzang returned from his pilgrimage to China, Taizong had a special pagoda built to hold the sutras and texts.

Empress Wu (Wu Zhao) was the only female emperor in Chinese history. She was one of Emperor Taizong's favorite wives and after his death eventually became the number one wife of his son (after having his former number one wife murdered). In 690 she became the empress. During her rule she patronized Buddhism by having sculptures and pagodas built. She also used Buddhism to give her rule legitimacy, even proclaiming that she was an incarnation of the Buddha-yet-to be.

### Transparency 6: Monasteries and Education

This image shows boys studying at the Wenshu Monastery, the best preserved monastery from the Tang Dynasty. It is unclear what they are studying, but nevertheless the image helps to bring out the fact that monasteries were places of education with the view to spreading Buddhism. The boys appear to be wearing monk robes.

### Transparency 7: Trade Along the Silk Road

This image shows traders at Kashgar, one of the famous towns along the Silk Road. Along with the goods that traveled east and west along the Silk Road were Buddhist teachings. These teachings made their way east first through merchants and then later through missionaries. Connections along the Silk Road also provided the means for the eventual translation of Buddhist texts from Sanskrit to classical Chinese.

### Transparency 8: The Diamond Sutra

This visual shows a representation of the Buddha speaking with his students. Printed in 868 C.E., this page from the Diamond Sutra was part of the world's oldest completely printed book. The invention of printing was motivated in part by people who wanted copies of Chinese books. An unknown Buddhist craftsman came up with the idea of carving words and pictures (in mirror image) onto wood blocks. This allowed for multiple copies of books to be made quickly.

# Teacher Guide 1

## Transparency 9: Travelers Along the Silk Road

This image represents what it may have looked like along portions of the Silk Road. Although the travelers are dressed in modern garb, the image helps to give a sense of the terrain and challenges along portions of this trade network.

## Transparency 10: Monks at the Wenshu Monastery

The Wenshu monastery represents the best preserved monastery from the Tang Dynasty era. During the latter part of the Tang Dynasty, there were over 250,000 monks, nuns, and administrators within the monastic system in China. Monks and nuns played a vital role in spreading the faith and promoting social welfare. The monasteries were exempt from taxation which eventually contributed to political conflict.

Teacher notes based on information found in:

**The Asian World 600-1500** by Roger Des Forges and John Major, Oxford University Press 2005.

**East Asia: A Cultural, Social, and Political History** by Patricia Ebrey, Anne Walthall, and James Palais, Houghton Mifflin Company, 2006.



# LAUSD

## HISTORY-SOCIAL SCIENCE

### STANDARD: 7.6.6

Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

#### PRIOR KNOWLEDGE REQUIRED

Students should already have learned about the first half of Standard 7.6.6, addressing the causes and course of the Crusades.

#### INSTRUCTIONAL STRATEGIES

##### Visual Analysis

Students analyze primary source images to understand the experiences and points of view of those depicted in the image, helping them to empathize with historical figures.

##### Primary Source Analysis

Students read primary source accounts of historical events, identifying the important information in the account. They then summarize it and explain why it is significant.

##### Skits/Presentations

Students write a short skit recreating an event from a primary source and then present it to the class. This activity helps students identify and analyze the key events in the account, and then synthesize them into a play. Acting out the skit provides them with another mode of presenting the information.

#### BRIEF OUTLINE OF LESSON

Day 1

- Analyze a primary source visual about the Crusades.
- Introduce the lesson.
- Complete a brief review of the causes and course of the Crusades.
- Analyze the effects of the Crusades on different populations.

**Materials Needed:** Student Handout 1, Documents 1 and 2, Transparency 1, Teacher Guides 1 and 2

Day 2

- Analyze a secondary source visual about the Crusades.
- Read a primary source related to the effects of the Crusades and write a short skit based on the excerpt.

**Materials Needed:** Student Handouts 2 and 3, Documents 3-8

Day 3

- Present skits on the Crusades.
- Identify the significance of the information presented in the primary source skits.

**Materials Needed:** Student Handout 2, Document 9

Day 4

- Introduce the writing task.
- Plan and write out response to a prompt.

**Materials Needed:** Student Handouts 3-6

#### CULMINATING TASK

The culminating task for this lesson is a two paragraph response to the following prompt:

**The Crusades were a turbulent time in Europe. They affected not only the lives of those who fought, but altered the course of Jewish, Muslim, and Christian lives in very different ways. Write two paragraphs that explain the effects of the Crusades on one group in Europe.**

#### KEY TERMS AND CONTENT

crusade  
population  
effect  
political  
economic  
religious  
Anti-Semitism

# 7<sup>th</sup> Grade Instructional Guide

## Model Lesson 4: The Effects of the Crusades

### Standard

7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

### History/Social Science Analysis Skills Connection

Research, Evidence, and Point of View

- Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Students detect the different historical points of view on historical events and determine the context in which the historical statements were made.

Historical Interpretation

- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-term and short-term causal relations.
- Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

### Guiding Inquiries:

1. How did the Crusades affect Muslim, Christian, and Jewish populations in Europe?
2. In what ways did the Crusades affect Muslim, Christian and Jewish populations differently?
3. In what ways were the impacts of the Crusades on Muslim, Christian, and Jewish populations similar?

### Materials

**Student Handout 1:** Journal Response Sheet

**Student Handout 2:** Skit Presentation Guidelines

**Student Handout 3:** The Writing Task

**Student Handout 4:** Brainstorming Sheet

**Student Handout 5:** Writing Organizer: The Introduction

**Student Handout 6:** Writing Organizer: Body Paragraphs

**Document 1:** Causes of the Crusades

**Document 2:** The Effects of the Crusades

**Document 3:** Primary Source: The Effects of the Crusades (model)

**Document 4:** Primary Source: The Effects of the Crusades

**Document 5:** Primary Source: The Effects of the Crusades

**Document 6:** Primary Source: The Effects of the Crusades

**Document 7:** Primary Source: The Effects of the Crusades

**Document 8:** Primary Source: The Effects of the Crusades

**Document 9:** Primary Source Summary: The Effects of the Crusades

**Transparency 1:** Journal Image 1

**Transparency 2:** Journal Image 2

**Transparency 3:** The Effects of the Crusades

**Transparencies 4-9:** Primary Sources

**Teacher Guide 1:** Student Handout 2 from Lesson 7.2.3

**Teacher Guide 2:** Sample Responses to Document 1

### Questions for Lesson Study

1. Can students identify the impact of the Crusades on Muslims, Christians, and Jews?
2. Are students able to analyze primary sources?
3. Are students able to co-construct an introduction?

### Lesson Overview

In this lesson, students will learn about the effects of the Crusades. Students will begin with a review of the three major religions and will then complete a background reading with a corresponding summary activity. Next, students will analyze a selected primary source. Students will take their information and create a short skit based on the primary source. Students will then write two expository paragraphs on the effects of the Crusades. **Although the causes of the Crusades will be reviewed, students should have completed the first half of Standard 7.6.6 before beginning this lesson (including the causes and course of the Crusades).** This lesson has been crafted to fit the structure of a 50 minute instructional period and should take 4 days to complete.

Students will respond to the following prompt:

**The Crusades were a turbulent time in Europe. They affected not only the lives of those who fought but altered the course of Jewish, Muslim and Christian lives in very different ways. Write two paragraphs that explain the effects of the Crusades on one group in Europe.**

Textbook Correlations: TCI pages 119-126, McDougal pages 327-330

<b>Day 1</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Hook</b> Project <b>Transparency 1</b>. Have students complete this assignment on the first half of <b>Student Handout 1</b>.</p> <p>Students are to imagine they are one of the characters in the image. Students will explain why it is they decided to leave home and what cause motivated them to leave home. This activity helps students connect to the causes of the Crusades.</p> <p>The teacher should choose a few students to share out their responses.</p> <p><b>Teacher Notes:</b> <b>Transparency 1</b> (manuscript on vellum, c. 1280, Bibliothèque Municipale de Lyon, MS 828) depicts the Siege of Acre during the Third Crusade (1189-1192). The European knights on the lower right are using a trebuchet to attack the city; the Muslim defenders are within the walls of the city. The port of Acre was located on a peninsula that was guarded by a double barrier reinforced with towers. The fortification in the image appears similar to a European castle; indeed, during the Crusades, Europeans encountered and studied the massive fortifications of the Byzantine Empire as well as fortifications built by the Islamic inhabitants of the Middle East. The buildings they encountered during the early Crusades featured innovations not yet common in Europe, such as regularly-spaced towers and geometric designs. These ideas revolutionized the design of European castles.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>



<p><b>Introduction of Lesson</b></p> <p>The teacher should begin by explaining to students that they will be working to understand the effects of the Crusades on the populations of Europe, specifically Muslims, Christians, and Jews.</p> <p>The teacher may review with students the similarities and differences between Judaism, Islam, and Christianity. This should be done as an oral review. Teachers may refer to <b>Teacher Guide 1 (Student Handout 1 from Lesson 7.2.3)</b> as a reference to begin discussion.</p> <p>Possible Discussion Questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities between Judaism, Islam, and Christianity?</li> <li>• What are the differences between Judaism, Islam, and Christianity?</li> <li>• How might these similarities and differences affect the way that these three groups interact?</li> </ul>	<p>5 minutes</p> <p>Teachers may wish to spend some time helping students understand the term “effects.”</p> <p>Reviewing the three major religions is an optional activity.</p> <p>Teachers should direct students’ attention to the appropriate page in the <b>Student Workbook</b>.</p>
<p><b>Causes of the Crusades Reading</b></p> <p>Students will complete a review on the causes of the Crusades.</p> <p>Have students work with a partner to read <b>Document 1</b>. As partners read the background information, have students categorize each of the causes.</p> <p>After students have categorized the causes, have them read the Course of the Crusades chart. With a partner, have them discuss the question, “Were the first four Crusades a success or failure for the Europeans? Why?”</p> <p>Ask students to briefly share their responses with the class.</p>	<p>15 minutes</p> <p>Teachers may have students work in groups instead of pairs.</p> <p>Have students refer to their textbook’s map of the Crusades to understand the course of the Crusades.</p>
<p><b>Effects of the Crusades Reading</b></p> <p>Students will complete a background reading on the effects of the Crusades.</p> <p>Have students work with a partner to read <b>Document 2</b>. As students read the background information, have them complete the chart in <b>Document 2</b> explaining why the effect is significant and categorizing the effects according to the GRAPES model.</p>	<p>20 minutes</p> <p><b>Transparency 3</b> has been provided to help teachers assist students completing <b>Document 2</b>.</p>

<b>Day 2</b>	
Teacher/Student Activities	Helpful Hints
<p><b>Visual Connection</b></p> <p>Project <b>Transparency 2</b>, a secondary source. Have students complete this assignment on the second half of <b>Student Handout 1</b>.</p> <p>Students are to imagine they are the man in the image, returning home from the Crusades, imagining how they felt about the journey and if they would leave for battle again.</p>	<p>5 minutes</p> <p>This activity is designed to allow students to think about the effects of the Crusades on a personal level.</p>

<p><b>Introduction of Primary Source Task/Primary Source Activity Modeling</b> Have students sit in groups of four. Each group will be responsible for reading one primary source excerpt.</p> <p>The teacher should explain to students that they will be analyzing primary sources and then writing and presenting a skit. Use <b>Student Handout 2</b> as a guide for directions and model the first quotation with <b>Document 3</b>. The teacher should begin by modeling the activity for the students by reading <b>Document 3</b> as a whole class, making sure that students understand the task.</p>	<p>10 minutes</p> <p>It may be helpful to remind students of the meaning of “significance.”</p> <p>Since most classes will have more than five groups, some quotes may be assigned to two groups.</p>
<p><b>Primary Source Analysis and Script Writing</b> Groups will analyze and summarize their quotations by writing a short skit from <b>Documents 4-8</b>.</p> <p>The teacher should take this time to assign each group an excerpt on <b>Documents 4-8</b>.</p> <p>Students should begin by reading the quotation carefully. Next, have students summarize the quotation and explain its significance. The teacher should check each group’s summary to ensure that students have mastery understanding of the concept described in the excerpt.</p> <p>After analyzing the primary source, students will create a <b>short</b> skit that conveys both the summary and the significance of the primary source. Upon completion of <b>Documents 4-8</b>, students will have both their primary source analysis and script writing completed.</p> <p><b>As groups write their scripts, tell students that they will each need to have a copy of the skit for tomorrow’s presentation.</b></p>	<p>35 minutes</p> <p>The skits are not meant to be memorized; students may read their lines directly from their papers.</p> <p>If the length of time needed to write and present the skits is a concern, teachers may choose to have students simply analyze the primary sources using <b>Document 9</b>.</p>

<b>Day 3</b>	
Teacher/Student Activities	Helpful Hints
<p><b>Presentation Preparation</b> Allow students a few minutes to prepare their presentations and review the criteria on <b>Student Handout 2</b>.</p>	<p>5 minutes</p>
<p><b>Primary Source Skit Presentation</b> Each group will act out its skit in front of the class. Remind students of the behavior expectations of good audiences as described in <b>Student Handout 2</b>.</p> <p>Before the presentation begins, inform students that they will need accurate notes to complete the writing.</p> <p>As skits are presented, have students complete <b>Document 9</b> summarizing the quote and identifying its significance.</p>	<p>35 minutes</p> <p>The skits are not meant to be memorized; students may read their lines directly from their papers.</p> <p>During the skit, the teacher may wish to</p>

	project <b>Transparencies 4-9</b> to help students identify the source being presented.
<b>Review of Primary Source Presentations</b> The teacher should review the quotes and main ideas of the summaries on <b>Document 9</b> .	10 minutes

<b>Day 4</b>	
Teacher/Student Activities	Helpful Hints
<p><b>Introduce the Writing Task</b> Display the writing prompt on the white board, transparency, or PowerPoint slide:</p> <p style="padding-left: 40px;">The Crusades were a turbulent time in Europe. They affected not only the lives of those who fought but altered the course of Jewish, Muslim and Christian lives in very different ways. Write two paragraphs that explain the effects of the Crusades on one group in Europe.</p> <p>Read the prompt together with the class, pausing to answer questions and clarify when needed. Students should use <b>Student Handout 3</b> as a guide when writing.</p>	<p>5 minutes</p> <p>Remind students of the different types of topic sentences they have learned about in previous lessons.</p>
<p><b>Preparing to Write</b> Students will write a two paragraph response (one introduction and one body paragraph) to the prompt.</p> <p>As a class or with a partner, students use <b>Student Handout 4</b> to begin brainstorming information that will be included in the paragraphs.</p> <p>Students will then use <b>Student Handout 5</b> as a guide to write the introduction paragraph. Note, that this version of the graphic organizer has questions that will guide students in the writing of the introduction. The teacher may have students work through the organizer one question at a time, having students share out their responses after each question.</p> <p>Next, have students work with a partner to brainstorm an outline for the second paragraph. The teacher may have partners co-construct the second paragraph if students need additional practice.</p>	<p>15 minutes</p> <p>If the teacher feels the students need additional support, classes may co-outline the second paragraph.</p>
<p><b>The Writing Task</b> Students will write two paragraphs in response to the prompt, using the co-constructed introduction.</p> <p>Have students plan their paragraphs by completing one of the writing organizers in <b>Student Handout 6</b>.</p>	<p>25 minutes</p>
<p><b>Reflection</b> Students will complete a reflective journal on the material learned and the</p>	<p>5 minutes</p>

writing process.

Write on the board, on an overhead transparency, or project on a PowerPoint slide:

- How did the Crusades impact the people who were alive at that time?
- How has your ability to write paragraphs improved? Do you feel more comfortable with writing paragraphs?

# Student Handout 1

## Journal, Day One

**Directions:** Choose one character from the image and imagine that you are that character.

You have traveled for thousands of miles and are now engaged in a brutal battle. Why are you willing to fight and potentially lose your life? What could possibly motivate you to take on this challenge?

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## Journal, Day Two

**Directions:** Imagine that you are this crusader returning home from war.

You have traveled for thousands of miles and fought in countless battles. Now that you are a few miles from your home, how do you feel about the journey you have taken? If you had to choose to go to war again, would you?

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# Student Handout 2

## Skit Presentation Guidelines

### Primary Source Analysis and Skit Writing:

Each group will be assigned one primary source excerpt to read and analyze. Your group must complete the following steps:

1. Read the excerpt.
2. Read the excerpt a second time, checking with your team to make sure that everyone understands the quote.
3. Write a summary of the primary source in the first box (narrator's first line).
4. Write a skit that shows what is happening in the primary source. Each person in your group should have at least two lines.
5. Explain why the primary source is significant in the last box (narrator's last line).

### Primary Source Presentation Criteria:

Each group will present a short (2-4 minute) skit that acts out the effects of the Crusades described in the excerpt you were assigned.

The guidelines for the presentation are:

1. The skit should be based on the action described in the excerpt.
2. Each member of the group must speak at least twice.
3. Skits should take the material seriously and should contain appropriate dialogue.

### Responsibilities of Students not Presenting

1. Listen quietly and be a good audience.
2. In the summary and significance columns of **Document 9** write the main idea of the presentation and the significance.
  - a. Pay careful attention to what the narrator says.
  - b. Save questions until the end of the presentation.

# Student Handout 3

## The Effects of the Crusades

### Objective:

Students will be able to explain the effects of the Crusades on Jewish, Muslim, and Christian populations in Europe.

### Writing Task:

The Crusades were a turbulent time in Europe. They affected not only the lives of those who fought but altered the course of Jewish, Muslim, and Christian lives in very different ways. Write two paragraphs that explain the effects of the Crusades on one group in Europe.

### Directions:

Choose one group (Jews, Muslims, or Christians) and explain the effects the Crusades had on that group. You are required to write two paragraphs, one introduction paragraph and one body paragraph, that explains the effects of the Crusades.

Use the graphic organizers to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

### Criteria Checklist:

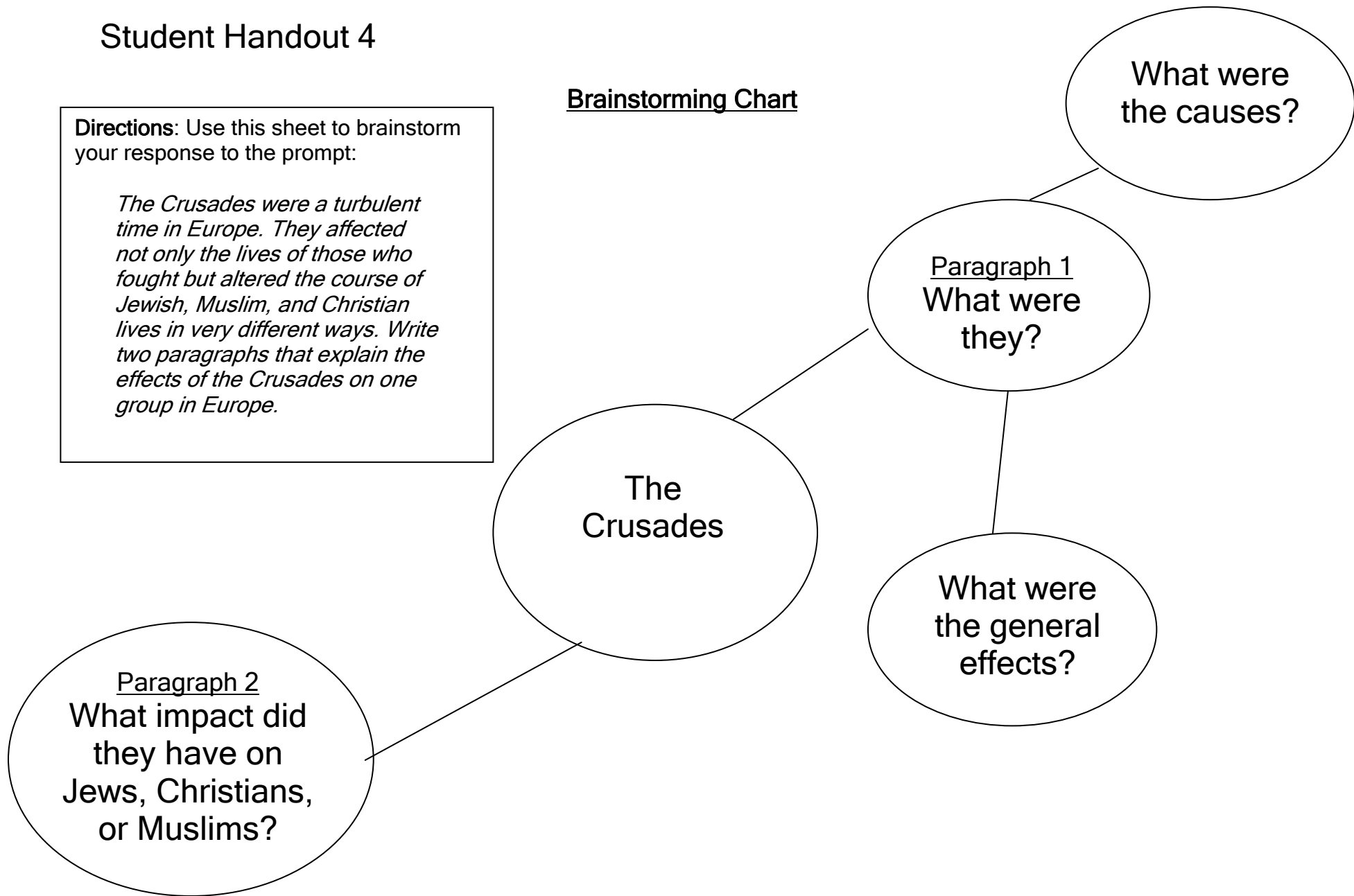
Content	Format
<ul style="list-style-type: none"><li><input type="checkbox"/> Introductory paragraph explains what the Crusades were.</li><li><input type="checkbox"/> Introductory paragraph explains the general effects of the Crusades.</li><li><input type="checkbox"/> Introductory paragraph informs the reader about the topic for the second paragraph.</li><li><input type="checkbox"/> Topic sentences are clearly related to the effects of the Crusades.</li><li><input type="checkbox"/> Details are specific to the impact of the Crusades on Jewish, Muslim, or Christian populations.</li><li><input type="checkbox"/> Explanations are related to the impact of the Crusades on Jewish, Muslim, or Christian populations.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Each paragraph contains a well thought out topic sentence.</li><li><input type="checkbox"/> Details and facts support topic sentences.</li><li><input type="checkbox"/> Explanations are clear.</li><li><input type="checkbox"/> Explanations are related to the facts and details.</li><li><input type="checkbox"/> Concluding sentences finish the thought of the paragraphs.</li><li><input type="checkbox"/> Paragraphs are indented.</li></ul>

# Student Handout 4

## Brainstorming Chart

**Directions:** Use this sheet to brainstorm your response to the prompt:

*The Crusades were a turbulent time in Europe. They affected not only the lives of those who fought but altered the course of Jewish, Muslim, and Christian lives in very different ways. Write two paragraphs that explain the effects of the Crusades on one group in Europe.*





# Student Handout 5

## The Introduction

Subject	
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What were the Crusades?	
What were the causes of the Crusades?	
What were the general effects of the Crusades?	
Who was affected by the Crusades?	

# Student Handout 6

## Body Paragraph

		Subject	
Topic Sentence (Main Idea)			
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
Concluding Thought			

# Student Handout 6

## Body Paragraph

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought		

# Student Handout 6

## Body Paragraph

Subject	
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Topic Sentence (Main Idea)	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Concluding Thought	

# Document 1

## The Causes and Course of the Crusades

### What were the Crusades?

The Crusades were holy wars fought between Christians in Europe and Muslims in the Middle East between 1095 and 1291. Although the main goal of the Crusades was to take control of Jerusalem away from the Muslims, there were many reasons why European knights and others were willing to travel and fight a war in a foreign land.

### Why were Europeans willing to fight the Crusades?

For centuries, Christian pilgrims traveled from Europe to Jerusalem. In the 11<sup>th</sup> century, however, the Seljuk Turks, who were Muslim, began to interfere with these pilgrimages. In 1071, the Seljuk Turks fought against the Byzantine Empire at the Battle of Manzikert. The Byzantines, who were Christian, lost. The Byzantine emperor asked the Christians in Europe to help protect his empire from the Turks. In 1095, Pope Urban II called for a crusade against the Muslims to regain control of Jerusalem. To all crusaders, he gave this promise:

*All who die by the way, whether by land or by sea, or in battle against the [Muslims], shall have immediate [forgiveness] of sins.*

-Pope Urban II, 1095

Besides the promise of forgiveness of sins, there were other reasons Europeans were willing to fight. Read the following list of reasons and decide whether the reason is religious, political, or economic. Then, put a letter next to each reason: **R** for religious, **P** for political, and **E** for economic.

Reason	Religious, Political or Economic?
The desire to take control of Jerusalem away from Muslims.	
The belief that fighting in a crusade would give you forgiveness of sins.	
The chance to travel and make money.	
The desire to defend the Byzantine empire from the Turks.	
The opportunity for younger sons of European nobles to get new land in the Middle East.	
The possibility of opening up new trade routes between Europe and the Middle East.	

Take another look at the reasons why Europeans were willing to fight. Which one would have convinced you most to go on a crusade? Why?

# Document 1

## Course of the First Four Crusades

There were nine Crusades fought by European Christians against Muslims in the Middle East. The following chart summarizes the first four.

Crusade	Years	Summary
First	1095-1099	At the urging of Pope Urban II in 1095, the First Crusade succeeded in taking Jerusalem and was the most successful from the European point of view. When Jerusalem fell in 1099, crusaders massacred Jews, Christians and Muslims alike. Then the leaders divided up the land into territories, each governed by a European feudal lord.
Second	1147-1149	The Second Crusade started when Europeans lost control of Edessa, territory that they had previously controlled, to the Muslims. Led by King Louis VII of France and King Conrad III of Germany, the Europeans failed to regain any land and the crusade was a failure from a European point of view.
Third	1189-1192	The Third Crusade was a response to Jerusalem's fall in 1187 to Salah al-Din (Saladin). Three great armies from Europe were led by Richard the Lion-hearted of England, Philip II of France, and the Holy Roman emperor Frederick Barbarossa, Europe's greatest warrior. However, Frederick accidentally drowned, the other two kings quarreled, and the whole crusade failed from a European point of view.
Fourth	1201-1204	Instead of going to Jerusalem, the Fourth Crusade went to the Byzantine Empire's capital, Constantinople, for various reasons. The European armies looted (robbed) the city and overthrew the Byzantine emperor. The main outcomes of the Fourth Crusade were to deepen the division between Greek and Latin Christianity and to hasten the Byzantine Empire's decline.

**Discuss with a partner:** Based on what you have read, were the first four Crusades a success or failure for the Europeans? Why?

# Document 2

## The Effects of the Crusades

Directions: Read each effect, and then determine why it was significant.

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
<b>General Effects</b>	<ul style="list-style-type: none"> <li>European contact with the cultures of the Eastern Mediterranean grew.</li> </ul>		
	<ul style="list-style-type: none"> <li>Trade of Asian goods increased, including spices, furs, cloth, cane sugar, rice, and different fruits such as melons and apricots.</li> </ul>		
	<ul style="list-style-type: none"> <li>European towns grew and made the role of urban merchants more important.</li> </ul>		
<b>Effects on Jews in Europe</b>	<ul style="list-style-type: none"> <li>The violence unleashed by the Crusades caused great suffering for Jews due to Anti-Semitism, or prejudice against Jews.</li> </ul>		
	<ul style="list-style-type: none"> <li>By the end of the Crusades, Jews could no longer hold public office and Christians took over businesses that had been run by Jews.</li> </ul>		
	<ul style="list-style-type: none"> <li>Isolation of Jews spread throughout Europe during the 14<sup>th</sup> and 15<sup>th</sup> centuries. Jews were forced to live in crowded</li> </ul>		

## Document 2

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
	neighborhoods called ghettos. Typically, walls and gates separated ghettos from the rest of the town or city.		
<b>Effects on Christians in Europe</b>	<ul style="list-style-type: none"> <li>Approximately two million Christians were wounded or killed in the battle.</li> </ul>		
	<ul style="list-style-type: none"> <li>Crusaders needed a way to pay for supplies, which increased the use of money in Europe. Knights began performing banking functions, such as making loans; knights also started tax systems to raise funds.</li> </ul>		
	<ul style="list-style-type: none"> <li>Royals grew more powerful as nobles and knights left to fight. This helped end feudalism.</li> </ul>		
	<ul style="list-style-type: none"> <li>After Crusaders returned home, European merchants earned enormous profits by trading for new goods.</li> </ul>		
<b>Effects on Muslims</b>	<ul style="list-style-type: none"> <li>An unknown number of Muslims lost their lives and property in battles.</li> </ul>		
	<ul style="list-style-type: none"> <li>Muslims gained exposure to new weapons and military ideas during the Crusades, including adopting a permanent army.</li> </ul>		



# Document 2

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
Effects on Muslims	<ul style="list-style-type: none"> <li>Muslim merchants earned riches from trade with Europe which helped fund projects such as the building of mosques and religious schools.</li> </ul>		
	<ul style="list-style-type: none"> <li>Muslims grew more unified as they banded together to fight their common enemy.</li> </ul>		

# Document 3

## Primary Source: The Effects of the Crusades

### A European Describes How Crusaders became Accustomed to Living in the Middle East

Consider, I pray, and reflect how in our time God has transferred the West into the East . . . He who was a Roman or a [European] is now an inhabitant of Palestine [the land around Jerusalem]. . . . Some have taken wives not merely of their own people, but [also Muslim women who became Christian]. . . . Different languages, now made common, become known to both races, and faith unites those whose fathers were strangers. . . . Therefore why should one who has found the East so favorable return to the West?

-Fulcher of Chartres, *Chronicles*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

Here is a short play that summarizes this passage and explains why it is significant.

<b>Narrator:</b>	Some European crusaders began to settle down in the Middle East. They married Middle Eastern women who had become Christian and learned to speak other languages. These crusaders were very happy with their new lives and did not want to return home.
<b>Crusader 1:</b>	Hey Charles, remember how we used to want to go back to France? Well, I don't want to any more.
<b>Crusader 2:</b>	Why not? You always said you wanted to. What happened?
<b>Crusader 1:</b>	I met this woman and I think I want to marry her. I'd like you to meet her.
<b>Fatima:</b>	Hello, Charles.
<b>Crusader 2:</b>	Hello, Fatima. I understand that Eric wants to marry you, but I don't understand. Don't you two speak different languages? How are you going to understand each other?
<b>Fatima:</b>	I am learning French and he is learning Arabic. Before long, we'll learn each other's language.
<b>Narrator:</b>	This is significant because it shows that the European crusaders were influenced by the customs and people of the new places where they lived. Crusaders and the local people exchanged language, religion, and culture.

# Document 4

## Primary Source: The Effects of the Crusades

### A Muslim Describes European Medicine

They brought before me a knight on whose leg [a sore] had grown . . . To the knight I applied [medicine] until the [sore] opened and became well . . . Then a [European] physician came to them and said, "This man knows nothing about treating them. Which would you prefer, living with one leg or dying with two?" The knight replied, "Living with one leg." The physician said, "Bring me a strong knight and a sharp ax." A knight came with the ax. Then the physician laid the leg of the patient on a block of wood and [told] the knight to chop it off in one blow. Accordingly he struck it--while I was looking on--one blow, but the leg was not [cut off]. He dealt another blow, upon which the marrow of the leg flowed out and the patient died on the spot.

- *The Autobiography of Usamah*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

**As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.**

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

# Document 5

## Primary Source: The Effects of the Crusades

### A Muslim Describes Dining with a European

Among the [Europeans] are those who have associated long with the Muslims. . . A knight presented an excellent table, with food extraordinarily clean and delicious. Seeing me [not eating], he said, "Eat, be of good cheer! I never eat [European] dishes, but I have Egyptian women cooks and never eat [anything but] their cooking."

- *The Autobiography of Usamah*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

**As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.**

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

# Document 6

## Primary Source: The Effects of the Crusades

### A Muslim Describes Crusaders Attacking Jerusalem

In fact Jerusalem was taken from the north on the morning of Friday July 15, 1099. The population was put to the sword by the [crusaders]. In the [mosque near the summit of the city, the crusaders] slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars, devout men who had left their homelands to live lives of [holy] seclusion in the Holy Place.

-Ibn Al-Athir, *The Perfect History*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

**As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.**

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

# Document 7

## Primary Source: The Effects of the Crusades

### A European Describes How Crusaders Attacked German Jews

At the beginning of summer in the same year in which Peter, and Gottschalk, after collecting an army, had set out, there assembled a large [number] of Christians from diverse kingdoms and lands. . . . They rose in a spirit of cruelty against the Jewish people and slaughtered them without mercy; they destroyed the houses and synagogues of the Jews and divided among themselves a very large amount of money.

-Albert of Aix

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

**As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.**

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

# Document 8

## Primary Source: The Effects of the Crusades

### A Resident of Constantinople Describes How Crusaders Attacked the City during the Fourth Crusade

And so the streets, squares, houses of two and three stories, sacred places, houses for nuns and monks, sacred churches, even the Great Church of God and the imperial palace, were filled with [European crusaders], all of them maddened by war and murderous in spirit, all clad in armor and bearing spears, swords and lances . . . as they [robbed] the sacred places and trampled on the divine things [and] ran over the holy vessels. . . . Moreover, they tore children from their mothers and mothers from their children . . . fearing neither God's anger nor man's vengeance.

-Nicholas Mesarites

Source: From *Der Epitaphios des auf seinen Bruder Johannes*, ed. by A. Heisenberg, Bayerische Akademie der Wissenschaft, translated by Deno Geanakoplos, *Byzantium*, Univ. of Chicago Press, 1984, p. 369.

**As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.**

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

## Document 9

### Primary Sources: The Effects of the Crusades

Quote	Summary of Primary Source	Why is this significant?
<p><b>A European Describes How Crusaders became Accustomed to Living in the Middle East</b></p> <p>Consider, I pray, and reflect how in our time God has transferred the West into the East . . . He who was a Roman or a [European] is now an inhabitant of Palestine [the land around Jerusalem]. . . . Some have taken wives not merely of their own people, but [also Muslim women who became Christian]. . . . Different languages, now made common, become known to both races, and faith unites those whose fathers were strangers. . . . Therefore why should one who has found the East so favorable return to the West?</p> <p>-Fulcher of Chartres, <i>Chronicles</i></p>	<p>Some crusaders lived in the Middle East. They married Middle Eastern women and learned to speak other languages. Crusaders were very happy with their new lives and did not want to return home.</p>	<p>This is significant because this shows that the crusaders were influenced by the customs and people of the new places where they lived.</p>
<p><b>A Muslim Describes European Medicine</b></p> <p>They brought before me a knight on whose leg [a sore] had grown . . . To the knight I applied [medicine] until the [sore] opened and became well . . . Then a [European] physician came to them and said, "This man knows nothing about treating them. Which would you prefer, living with one leg or dying with two?" The [knight] replied, "Living with one leg." The physician said, "Bring me a strong knight and a sharp ax." A knight came with the ax. Then the physician laid the leg of the patient on a block of wood and [told] the knight to chop it off in one blow. Accordingly he struck it--while I was looking on--one blow, but the leg was not [cut off]. He dealt another blow, upon which the marrow of the leg flowed out and the patient died on the spot.</p> <p>- <i>The Autobiography of Usamah</i></p>		

**Source:**

Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton: Princeton University Press, 1921.



## Document 9

<p><b>A Muslim Describes Dining with a European</b></p> <p>Among the [Europeans] are those who have associated long with the Muslims. . . . A knight presented an excellent table, with food extraordinarily clean and delicious. Seeing me [not eating], he said, "Eat, be of good cheer! I never eat [European] dishes, but I have Egyptian women cooks and never eat [anything but] their cooking. "</p> <p>- <i>The Autobiography of Usamah</i></p>		
<p><b>A Muslim Describes Crusaders Attacking Jerusalem</b></p> <p>In fact Jerusalem was taken from the north on the morning of Friday July 15, 1099. The population was put to the sword by the [crusaders]. In the [mosque near the summit of the city, the crusaders] slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars, devout men who had left their homelands to live lives of [holy] seclusion in the Holy Place.</p> <p>-Ibn Al-Athir, <i>The Perfect History</i></p>		
<p><b>A European Describes How Crusaders Attacked German Jews</b></p> <p>At the beginning of summer in the same year in which Peter, and Gottschalk, after collecting an army, had set out, there assembled a large [number] of Christians from diverse kingdoms and lands. . . . They rose in a spirit of cruelty against the Jewish people and slaughtered them without mercy; they destroyed the houses and synagogues of the Jews and divided among themselves a very large amount of money.</p> <p>-Albert of Aix</p>		

**Source:**

Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton: Princeton University Press, 1921.

## Document 9

<p><b>A Resident of Constantinople Describes How Crusaders Attacked the City during the Fourth Crusade</b></p> <p>And so the streets, squares, houses of two and three stories, sacred places, nunneries, houses for nuns and monks, sacred churches, even the Great Church of God and the imperial palace, were filled with [European crusaders], all of them maddened by war and murderous in spirit, all clad in armor and bearing spears, swords and lances, as they [robbed] the sacred places and trampled on the divine things [and] ran riot over the holy vessels. ... Moreover, they tore children from their mothers and mothers from their children, fearing neither God's anger nor man's vengeance.</p> <p>-Nicholas Mesarites</p>		
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**Source:**

Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton: Princeton University Press, 1921.



Transparency 1





# Transparency 2



# Transparency 3

## The Effects of the Crusades

Directions: Read each effect, and then determine why it was significant.

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
<b>General Effects</b>	<ul style="list-style-type: none"> <li>European contact with the cultures of the Eastern Mediterranean grew.</li> </ul>		
	<ul style="list-style-type: none"> <li>Trade of Asian goods increased, including spices, furs, cloth, cane sugar, rice, and different fruits such as melons and apricots.</li> </ul>		
	<ul style="list-style-type: none"> <li>European towns grew and made the role of urban merchants more important.</li> </ul>		
<b>Effects on Jews in Europe</b>	<ul style="list-style-type: none"> <li>The violence unleashed by the Crusades caused great suffering for Jews due to Anti-Semitism, or prejudice against Jews.</li> </ul>		
	<ul style="list-style-type: none"> <li>By the end of the Crusades, Jews could no longer hold public office and Christians took over businesses that had been run by Jews.</li> </ul>		
	<ul style="list-style-type: none"> <li>Isolation of Jews spread throughout Europe during the 14<sup>th</sup> and 15<sup>th</sup> centuries. Jews were forced to live in crowded neighborhoods called</li> </ul>		

## Transparency 3

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
	ghettos. Typically, walls and gates separated ghettos from the rest of the town or city.		
<b>Effects on Christians in Europe</b>	<ul style="list-style-type: none"> <li>Approximately two million Christians were wounded or killed in the battle.</li> </ul>		
	<ul style="list-style-type: none"> <li>Crusaders needed a way to pay for supplies, which increased the use of money in Europe. Knights began performing banking functions, such as making loans; knights also started tax systems to raise funds.</li> </ul>		
	<ul style="list-style-type: none"> <li>Royals grew more powerful as nobles and knights left to fight. This helped end feudalism.</li> </ul>		
	<ul style="list-style-type: none"> <li>After Crusaders returned home, European merchants earned enormous profits by trading for new goods.</li> </ul>		
<b>Effects on Muslims</b>	<ul style="list-style-type: none"> <li>An unknown number of Muslims lost their lives and property in battles.</li> </ul>		
	<ul style="list-style-type: none"> <li>Muslims gained exposure to new weapons and military ideas during the Crusades, including adopting a permanent army.</li> </ul>		

## Transparency 3

	<b>Effect</b>	<b>Which category does the effect represent? G,R, A, P, E, S</b>	<b>Why is this effect significant?</b>
	<ul style="list-style-type: none"><li>• Muslim merchants earned riches from trade with Europe which helped fund projects such as the building of mosques and religious schools.</li></ul>		
	<ul style="list-style-type: none"><li>• Muslims grew more unified as they banded together to fight their common enemy.</li></ul>		

## **A European Describes How Crusaders became Accustomed to Living in the Middle East**

Consider, I pray, and reflect how in our time God has transferred the West into the East . . . He who was a Roman or a [European] is now an inhabitant of Palestine [the land around Jerusalem]. . . . Some have taken wives not merely of their own people, but [also Muslim women who became Christian]. . . . Different languages, now made common, become known to both races, and faith unites those whose fathers were strangers. . . . Therefore why should one who has found the East so favorable return to the West?

-Fulcher of Chartres, *Chronicles*



## A Muslim Describes European Medicine

They brought before me a knight on whose leg [a sore] had grown . . . To the knight I applied [medicine] until the [sore] opened and became well . . . Then a [European] physician came to them and said, "This man knows nothing about treating them. Which would you prefer, living with one leg or dying with two?" The [knight] replied, "Living with one leg." The physician said, "Bring me a strong knight and a sharp ax." A knight came with the ax. Then the physician laid the leg of the patient on a block of wood and [told] the knight to chop it off in one blow. Accordingly he struck it-- while I was looking on--one blow, but the leg was not [cut off]. He dealt another blow, upon which the marrow of the leg flowed out and the patient died on the spot.

*-The Autobiography of Usamah*

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Among the [Europeans] are those who have associated long with the Muslims. . . . A knight presented an excellent table, with food extraordinarily clean and delicious. Seeing me [not eating], he said, "Eat, be of good cheer! I never eat [European] dishes, but I have Egyptian women cooks and never eat [anything but] their cooking. "

*-The Autobiography of Usmah*

# A Muslim Describes Crusaders Attacking Jerusalem

In fact Jerusalem was taken from the north on the morning of Friday July 15, 1099. The population was put to the sword by the [crusaders]. In the [mosque near the summit of the city, the crusaders] slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars, devout men who had left their homelands to live lives of [holy] seclusion in the Holy Place.

-Ibn Al-Athir, *The Perfect History*

## **A European Describes How Crusaders Attacked German Jews**

At the beginning of summer in the same year in which Peter, and Gottschalk, after collecting an army, had set out, there assembled a large [number] of Christians from diverse kingdoms and lands. . . . They rose in a spirit of cruelty against the Jewish people and slaughtered them without mercy; they destroyed the houses and synagogues of the Jews and divided among themselves a very large amount of money.

-Albert of Aix

## **A Resident of Constantinople Describes How Crusaders Attacked the City during the Fourth Crusade**

And so the streets, squares, houses of two and three stories, sacred places, nunneries, houses for nuns and monks, sacred churches, even the Great Church of God and the imperial palace, were filled with [European crusaders], all of them maddened by war and murderous in spirit, all clad in armor and bearing spears, swords and lances, as they [robbed] the sacred places and trampled on the divine things [and] ran riot over the holy vessels. ... Moreover, they tore children from their mothers and mothers from their children, fearing neither God's anger nor man's vengeance.

-Nicholas Mesarites

# Teacher Guide 1

## Comparing Religions

Religion	Religious Text	Holy City	Place of Worship	Symbols
Judaism	Torah	Jerusalem	Synagogue	Star of David
Christianity	Bible	Jerusalem, Bethlehem	Church	Cross
Islam	Qur'an	Mecca, Jerusalem	Mosque	Crescent Moon

# Teacher Guide 2

## The Causes and Course of the Crusades

### What were the Crusades?

The Crusades were holy wars fought between Christians in Europe and Muslims in the Middle East between 1095 and 1291. Although the main goal of the Crusades was to take control of Jerusalem away from the Muslims, there were many reasons why European knights and others were willing to travel and fight a war in a foreign land.

### Why were Europeans willing to fight the Crusades?

For centuries, Christian pilgrims traveled from Europe to Jerusalem. In the 11<sup>th</sup> century, however, the Seljuk Turks, who were Muslim, began to interfere with these pilgrimages. In 1071, the Seljuk Turks fought against the Byzantine Empire at the Battle of Manzikert. The Byzantines, who were Christian, lost. The Byzantine emperor asked the Christians in Europe to help protect his empire from the Turks. In 1095, Pope Urban II called for a crusade against the Muslims to regain control of Jerusalem. To all crusaders, he gave this promise:

*All who die by the way, whether by land or by sea, or in battle against the [Muslims], shall have immediate [forgiveness] of sins.*

-Pope Urban II, 1095

Besides the promise of forgiveness of sins, there were other reasons Europeans were willing to fight. Read the following list of reasons and decide whether the reason is religious, political, or economic. Then, put a letter next to each reason: **R** for religious, **P** for political, and **E** for economic.

Reason	Religious, Political or Economic?
The desire to take control of Jerusalem away from Muslims.	R or P
The belief that fighting in a crusade would give you forgiveness of sins.	R
The chance to travel and make money.	E
The desire to defend the Byzantine empire from the Turks.	P
The opportunity for younger sons of European nobles to get new land in the Middle East.	E
The possibility of opening up new trade routes between Europe and the Middle East.	E

Take another look at the reasons why Europeans were willing to fight. Which one would have convinced you most to go on a crusade? Why?

Answers will vary.

## Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> <li>California History/Social Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>The number of questions on the CST for each standard.</li> <li>The testing emphasis for the substandards as determined by the CDE               <ul style="list-style-type: none"> <li>“A” indicates high emphasis</li> <li>“B” medium</li> <li>“C” low</li> <li>Standards that are not ranked for emphasis and are identified with an asterisk (*)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Concepts highlight important ideas that deepen student understanding of the standard.</li> </ul>	<ul style="list-style-type: none"> <li>Number of days of instruction allocated for each standard</li> <li>Differentiated according to school calendar</li> </ul>

### Items Specific to 7<sup>th</sup> Grade:

- It is necessary to conclude the instruction on Standard 7.1 at an appropriate time in order to reach Standard 7.11 in the allocated instructional days.
- Standard 7.7 (Mesoamerica) was moved to the first Instructional Component to insure balanced instructional time in each component.
- Standard 7.4 (Africa) was moved to the first Instructional Component to create better continuity between topics (Spread of Islam, Africa)
- Standard 7.3 (China) was moved to the second Instructional Component to create better continuity between topics (China, Japan)
- Standard 7.6 (Medieval Europe) was moved to the second Instructional Component to create better continuity between topics (Feudal Japan, Feudal Europe) and to lead into the next topic 7.8 (Renaissance)



# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Component 3: Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, and Age of Reason (Standards 7.8, 7.9, 7.10, and 7.11)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</b>	2 Questions	<ul style="list-style-type: none"> <li>• humanism</li> <li>• individualism</li> <li>• Renaissance</li> <li>• revival</li> <li>• classical</li> <li>• vernacular</li> <li>• secular</li> </ul>	<u>Traditional Calendar</u> 15 Days
1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.	*		<i>B-Track</i> 14 Days
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.	*		<i>C-Track</i> 12 Days
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).	B		<i>D-Track</i> 15 Days
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).	A		<u>Four by Four Calendar</u> 6 Days

**Blue Print Focus Standards:**

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"\*" not ranked for emphasis

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.9 Students analyze the historical developments of the Reformation.</b>	3 Questions	<ul style="list-style-type: none"> <li>• nation state</li> <li>• Reformation</li> <li>• Counter Reformation</li> <li>• missionary</li> <li>• Inquisition</li> <li>• theology</li> <li>• theocracy</li> <li>• self government</li> <li>• federalism</li> <li>• faith</li> <li>• predestination</li> </ul>	<u>Traditional Calendar</u> 10 Days
1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 10 Days
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	A		<u>B-Track</u> 10 Days
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	B		<u>C-Track</u> 10 Days
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.	A		<u>D-Track</u> 10 Days
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).	B		<u>Four by Four Calendar</u> 5 Days
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.	C		
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	B		

**Blue Print Focus Standards:**

“A” indicates high emphasis      “B” indicates medium emphasis      “C” indicates low emphasis      “\*” not ranked for emphasis

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</b>	2 Questions	<ul style="list-style-type: none"> <li>• rationalism</li> <li>• scientific method</li> <li>• theories</li> <li>• hypothesis</li> </ul>	<u>Traditional Calendar</u> 7 Days
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 7 Days <i>B-Track</i> 5 Days <i>C-Track</i> 5 Days <i>D-Track</i> 10 Days
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).	A		
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.	B		<u>Four by Four Calendar</u> 3 Days

**Blue Print Focus Standards:**

“A” indicates high emphasis      “B” indicates medium emphasis      “C” indicates low emphasis      “\*” not ranked for emphasis

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</b>	3 Questions	<ul style="list-style-type: none"> <li>• capitalism</li> <li>• rationalism</li> <li>• absolute monarchy</li> <li>• aristocracy</li> <li>• Enlightenment</li> <li>• mercantilism</li> <li>• nationalism</li> <li>• republic</li> <li>• market economy</li> </ul>	<u>Traditional Calendar</u> 10 Days
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 10 Days <u>B-Track</u> 8 Days <u>C-Track</u> 8 Days <u>D-Track</u> 15 Days
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	B		<u>Four by Four Calendar</u> 3 Days
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	A		
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	*		
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	A		
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.	*		

**Blue Print Focus Standards:**

“A” indicates high emphasis      “B” indicates medium emphasis      “C” indicates low emphasis      “\*” not ranked for emphasis

## Textbook Correlation for the 7<sup>th</sup> Grade Standards

<b>STANDARD</b>	<b><u>McDougal Littell</u></b> <i>World History: Medieval and Early Modern Times</i>	<b><u>TCI</u></b> <i>History Alive! The Medieval World and Beyond</i>
7.1	Chapters: 2	Chapters: 1,2,3,4,5,6
7.2	Chapters: 3,4	Chapters: 7,8,9,10,11
7.3	Chapters: 7	Chapters: 16,17,18
7.4	Chapters: 5	Chapters: 12,13,14
7.5	Chapters: 8	Chapters: 20,21,22
7.6	Chapters: 9,10	Chapters: 1,2,3,4,5,6
7.7	Chapters: 11,12	Chapters: 23,24,25,26,27
7.8	Chapters: 13	Chapters: 28,29,30,31,32
7.9	Chapters: 14	Chapters: 28,29,30,31,32
7.10	Chapters: 15	Chapters: 33,34,35
7.11	Chapters: 15,16	Chapters: 33,34,35



# LAUSD

## HISTORY-SOCIAL SCIENCE

### STANDARD: 7.10.1

Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

#### PRIOR KNOWLEDGE REQUIRED

This lesson serves as an introduction to a brief unit on the Scientific Revolution, therefore students do not need prior knowledge on the Scientific Revolution. Students should have already learned about the Golden Age of Islam, the Italian Renaissance, and the Protestant Reformation. In addition, students should have familiarity with analyzing timelines.

#### INSTRUCTIONAL STRATEGIES

##### Timeline Analysis

Students study and analyze a timeline to gain a sense of historical change and continuity over time.

##### Visual Analysis -

Students study and analyze primary and secondary source visuals to make inferences and conclusions.

##### Schema Building

Students make connections between personal experiences and knowledge and apply that understanding to historical concepts.

#### BRIEF OUTLINE OF LESSON

##### Day 1

- Connecting with student schema regarding the concept of roots
- Accessing prior knowledge about science and history
- Timeline analysis of key civilizations leading up to and involved with the Scientific Revolution
- Analysis of a quote from Isaac Newton

**Materials Needed:** Student Handouts 1 and 2, Document 1, Transparencies 1-3

##### Day 2

- Discovery activity connecting with the roots of the Scientific Revolution
- Visual analysis and reading concerning the major roots of the Scientific Revolution

**Materials Needed:** Student Handout 3, Document 2, Transparencies 4-10 (as needed), Placards 1-5

##### Day 3

- Review/complete visual analysis and reading
- Primary source visual analysis
- Writing task and pre-writing
- Begin writing task

**Materials Needed:** Student Handouts 4-5, Transparencies 11-13

##### Day 4

- Complete writing task if needed

#### CULMINATING TASK

The lesson will culminate with students writing an essay.

The prompt is:

**What were three important roots of the Scientific Revolution?**

#### KEY TERMS AND CONTENT

root  
revolution  
impact  
observation  
tradition  
investigate  
contribute  
sequence  
foundation  
previous

# Grade 7 Instructional Guide

## Model Lesson 5: Roots of the Scientific Revolution

### Standard

7.10.1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

### History/Social Science Analysis Skills Connection

#### Chronological and Spatial Thinking

- Students explain how major events are related to one another in time.

#### Historical Interpretation

- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

### Guiding Inquiries:

1. Where did the Scientific Revolution come from?
2. How do historical events relate to and contribute to one another?
3. How revolutionary was the Scientific Revolution?

### Materials

**Student Handout 1:** Roots

**Student Handout 2:** Quote Analysis

**Student Handout 3:** Graphic Organizer

**Student Handout 4:** Writing Task

**Student Handout 5:** Writing Organizer

**Document 1:** Timeline - Roots of the Scientific Revolution

**Document 2:** Reading on the Roots of the Scientific Revolution

**Placards 1 - 5:** Roots of the Scientific Revolution

**Teacher Transparency 1:** Roots

**Teacher Transparency 2:** Timeline

**Teacher Transparency 3:** Isaac Newton Quote

**Teacher Transparency 4:** Greek, Arabic, Latin Warm-Up

**Teacher Transparency 5:** Graphic Organizer

**Teacher Transparencies 6-10:** Roots of the Scientific Revolution

**Teacher Transparencies 11, 12:** Additional Visuals

**Teacher Transparency 13:** A Vision of the New Science

**Teacher Transparency 14:** Writing Organizer

**Teacher Guide 1:** Teacher Notes on the Visuals

### Questions for Lesson Study

1. Can students identify long-and short-term causes of an historical event?
2. Can students make meaningful connections and inferences from visual primary sources?
3. Can students construct meaningful evaluations through writing?

### Lesson Overview

This lesson provides students with an understanding of the origins of the Scientific Revolution.

The lesson has been designed to take 3-4 days. The culminating task of this lesson is a multi-paragraph response in which students explain and evaluate the roots of the Scientific Revolution. The prompt is:

**What were three important roots of the Scientific Revolution?**

This lesson has been crafted to fit the structure of a 50 minute instructional period.

Day 1	
Teacher/Student Activities	Helpful Hints
<p><b>Hook</b> To introduce the concept of roots of the Scientific Revolution, project <b>Transparency 1</b>. Connect with student schema regarding roots by asking the following questions (students will answer the questions on <b>Student Handout 1</b>):</p> <ol style="list-style-type: none"> <li>1. What does this picture show?</li> <li>2. The word root can mean many things. One of the meanings of root is “the source, beginning, or origin of a thing.” What are some of the roots in your life? Explain how those things have helped to make you into the person you are today.</li> </ol> <p>Have students share their answers with a partner. Ask a few students to share their response to question 2. Talk about how different events and people contribute to shaping people’s lives.</p> <p>As an extension, consider discussing things like the roots of technology, or musical styles. You might also think about how the word root goes across the content areas (English Language Arts - root words, Math - square roots, Science - structure of plants). A final example to share with students would be the quote, “the love of money is the root of all evil” as an example of the link between roots and the source of something.</p>	<p><u>Time Suggestion:</u> 15 minutes</p> <p>Some students may struggle with question 2. Use the visual to help them consider things such as family, teachers, and significant events in their life that have enabled them to grow. Write examples on <b>Transparency 1</b> by the actual roots of the tree. Students may do the same thing. Emphasize how and why those roots were important.</p>
<p><b><u>Accessing Prior Knowledge and Lesson Overview</u></b> Inform students that they will be learning about the roots of an event now known as the Scientific Revolution in which people began to have different understandings of science. Explain that scientists in Europe learned things and built upon what others before them discovered and understood.</p> <p>Ask students to think of different topics and civilizations that they have learned about in World History that had something to do with science. Make a list on the board. Students could also use the margin of <b>Student Handout 1</b>. Help students to consider the ancient Greeks, the Golden Age of Islam, the Renaissance, etc. Some students may list contributions from China or MesoAmerica. Quickly review some of their prior knowledge on these topics and segue into the goals of this lesson.</p> <p>The goals of the lesson are:</p> <ul style="list-style-type: none"> <li>• Understand the roots of the Scientific Revolution</li> <li>• Practice and develop timeline analysis skills</li> <li>• Practice and develop making inferences and conclusions from visual sources</li> </ul>	<p>5-10 minutes</p> <p>Students may benefit by listing civilizations and asking what that group had to do with science. A brainstorming web or circle map might serve as an alternative tool to access prior knowledge.</p>



<ul style="list-style-type: none"> <li>Analyze the connections between different civilizations over time and how those connections led to historical change</li> <li>Create a well written essay evaluating the most significant causes of an historical event.</li> </ul>	<p>Consider going over the vocabulary items from <b>Student Handout 4</b> with students to help frontload terms and expectations. These terms may also serve as the basis for a word-wall.</p>
<p><b>Timeline Analysis</b>  To gain an understanding of the chronology involved with the Scientific Revolution, students will examine <b>Document 1</b> capturing some of the significant groups that contributed to scientific understanding called out in standard 7.10.1. The timeline analysis will also help students to develop their critical and historical thinking skills.</p> <p>Process:</p> <ol style="list-style-type: none"> <li>Have students work with a partner for 5 minutes to answer as many questions as they can. Students will record their answers on <b>Document 1</b>.</li> <li>With the whole class, check for understanding on a few of the items.</li> <li>Dialogue with the class on items 6 and 7.</li> </ol> <p>Review answers with students, using <b>Transparency 2</b> to support students. Talk about how the events and topics on the timeline are related to each other. In particular talk about the concepts of cause, effect, sequence, and correlation over time. Talk about how Muslims may have learned from the Greeks, and Europeans may have learned from Muslims. Help students to understand how the different groups contributed to what eventually became the Scientific Revolution. <b>Explain the meaning of the word "revolution."</b> Emphasize the gradual nature of the progression and change over time involved with the Scientific Revolution.</p>	<p>15 minutes</p> <p>The timeline has not been created to scale.</p> <p>A review of BCE and CE may be needed.</p> <p>Have students insert Renaissance and Reformation onto the timeline in the boxes provided (Reformation should go in the top box).</p> <p>Some students may benefit by making some connections to G.R.A.P.E.S. or by creating mini-visuals to represent the different areas of science. For example, a star may be drawn to represent astronomy.</p>

<p><b>Quote Analysis</b>  The first day of the lesson wraps up with students considering a quote from Isaac Newton and making connections to the concept of roots and the material found in the timeline. Students will complete their work on <b>Student Handout 2</b>.</p> <p>Steps and questions:</p> <ol style="list-style-type: none"> <li>1. Have the class read the quote aloud as a group.</li> <li>2. Have students work in pairs to try to figure out what that quote means. They should break it down into student language on <b>Student Handout 2</b>. Have students guess who might have made that statement (the source has been left off of the student version). Give them a hint that it is from someone on the timeline.</li> <li>3. Have a few students share their responses to item number 2 (whole group).</li> <li>4. Reveal the source of the quote by projecting <b>Transparency 3</b>. Use the transparency to hit the main idea of the quote.</li> <li>5. Ask the students to explain how the quote connects with the timeline.</li> <li>6. Conclude by reconnecting with the hook question. Ask students to think about the “giants” in their life. Connect the concepts of giants and roots to make create closure for the lesson. Consider projecting the image of the roots from the beginning of the lesson (<b>Transparency 1</b>).</li> </ol>	<p>10 minutes</p> <p>Consider turning <b>Transparency 2</b> (timeline) sideways so students can see Newton at the top.</p> <p>The image of a social pyramid or a cheerleader pyramid may help students to get the concept.</p>
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<b>Day 2</b>	
Teacher/Student Activities	Helpful Hints
<p><b>Warm-Up</b>  To reconnect with Day 1 and introduce the content from Day 2, project <b>Transparency 4</b>. The transparency has the Greek, Arabic, and Latin versions of the word “science.” <b>Cover the Arabic and Latin words with a Post-It.</b> Ask students:</p> <ol style="list-style-type: none"> <li>1. What language do you think this is? What do you think this word means? Gradually reveal that it is Greek.</li> <li>2. Repeat the process for the second word. Gradually reveal that it is Arabic.</li> <li>3. Ask students to think about what the arrow represents.</li> <li>4. Repeat the process for the final word. Gradually reveal that it is Latin. Some students should be able to determine that the word translates as “science.”</li> <li>5. Ask students to think about how these languages related to the Scientific Revolution and the timeline they studied during Day 1.</li> </ol> <p>Help the students to realize that Muslim scholars translated writings from the Greeks and eventually European scholars translated Greek and Arabic texts into Latin. This helps to show the connection and progression of understanding. Make connections to the Crusades, trade, and the printing press to bring out the connections of civilizations and to help extend the students contextual understanding of the spread of scientific ideas.</p>	<p><u>Time Suggestion:</u>  5-10 minutes</p>

<p><b>Visual Analysis and Reading</b> To gain deeper content knowledge of the roots of the Scientific Revolution students will explore a series of placards with images and supporting text. The activity will build upon the information from the timeline and prepare students for the culminating writing task.</p> <p>General process:</p> <ol style="list-style-type: none"> <li>1. As a whole group, go over the introduction of <b>Document 2</b>. Read the introduction out loud to the students. Have students answer the two questions. Discuss a few responses.</li> <li>2. Divide students into groups of 3. If you have more than 30 students you may need a few groups of 4.</li> <li>3. Each group will get one placard. Each group will have roughly 6 minutes to analyze the image and answer the questions. Students need to record their answers on <b>Student Handout 3</b>. <b>Note: the first question for each placard is intended to help students think about the visual. There is not an expected or “correct” answer.</b></li> <li>4. After 6 minutes have students pass their placard to another group (clock-wise).</li> <li>5. Repeat the process for each topic.</li> <li>6. Review the content for each topic as a whole-group. Use the information found in the <b>Teacher Guide 1</b> to supplement student understanding.</li> <li>7. Time permitting, have students complete the Conclusion. If necessary this may be completed for homework or at the beginning of the next day.</li> </ol> <p><b>Placard 1</b> = Ancient Greeks <b>Placard 2</b> = Muslim scholars <b>Placard 3</b> = Jewish and Christian scholars <b>Placard 4</b> = Renaissance scholars <b>Placard 5</b> = Age of Exploration</p>	<p>40 minutes (with an additional 15 minutes the following day)</p> <p>Consider pre-arranging the classroom into triads to facilitate the group arrangements. Students <b>do not</b> need to work on consecutive placards (1-5) to complete the task.</p> <p>Walk around the room to check in on group processes and understanding.</p> <p>Use <b>Transparencies 6-10</b> to reinforce understanding.</p> <p>Connections may be made to the timeline.</p>
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<b>Day 3</b>	
Teacher/Student Activities	Helpful Hints
<p><b>Visual Analysis and Reading Review</b> Depending on what students completed in Day 2 on this activity, have students complete or review that information. If you are reviewing the information, use <b>Transparencies 11 and 12</b> to see if students can connect the content from the reading to a new visual source as well as asking for students to share their answers to the questions.</p>	<p><u>Time Suggestion:</u>  15 minutes</p>
<p><b>A Vision of the New Science</b> Project <b>Transparency 13</b> and ask students to see if they can identify how this image shows the roots of the Scientific Revolution. See <b>Teacher Guide 1</b> for more information.</p>	<p>5 minutes</p>
<p><b>Writing Task</b> Introduce students to the writing task on <b>Student Handout 4</b>. This response will serve as the culmination of the writing development that has taken place in the model lessons. The use of introductory statements, topic sentences, details, explanations, and concluding</p>	<p>15 minutes</p> <p>The prompt is designed for students to select from the content in the</p>

<p>statements will be put together in this assignment. As such, this writing assignment is more of a summative assessment of student writing and will have less scaffolding than the previous four lessons.</p>	<p>lesson.</p>
<p><b>Pre-Writing and Writing</b></p> <p>Have students organize their ideas using <b>Student Handout 5</b>. Help them to use <b>Student Handout 3</b> as the basis for their essays. Students should select three of the groups that were covered in <b>Student Handout 3</b> as the basis for their essays. Walk around the room to assist students as they plan and begin to draft their essays.</p> <p>Lesson 2 provides transition stems to help students with their topic sentences on page 7-28. To support the writing of explanation sentences, review explanation stems from Lesson 3 on page 9-12 if needed. For the concluding sentences students might use the stem of: This was important because ... This phrase directly relates to what the students did with the placards and <b>Student Handout 3</b>.</p> <p>Have students complete their essays at home, or use the next day of class for them to complete them in class.</p>	<p>15 minutes</p> <p>Use <b>Transparency 14</b> to model for students how to construct their essay.</p> <p>Help students to realize that each paragraph does not stand alone, but links to each paragraph before and after it. Use transition stems from Lesson 2 to show students how to link paragraphs.</p>

<b>Day 4</b>	
Teacher/Student Activities	Helpful Hints
<p>Complete the writing task.</p> <p>Spend time to reflect on the lesson and the writing task/experience.</p>	

# Student Handout 1



Answer the following questions.

1. What does the picture above show? \_\_\_\_\_

\_\_\_\_\_

2. The word root can mean many things. One of the meanings of root is “the source, beginning, or origin of a thing.” What are some of the roots in your life? Explain how those things have helped to make you into the person you are today.

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## Student Handout 2

“If I have seen further, it is by standing on the shoulders of giants.”

What does this mean?	Connection to the timeline.

# Student Handout 3

**Directions:** Use the information from the placards to complete the graphic organizer below.

<b>Topic:</b> What is the title of the placard?	<b>Question 1:</b> How might this image relate to the Scientific Revolution?	<b>Question 2:</b> How did this group contribute to the Scientific Revolution?	<b>Question 3:</b> Why were the contributions of this group important?
<b>Placard 1</b>			
<b>Placard 2</b>			

# Student Handout 3

<b>Topic:</b> What is the title of the placard?	<b>Question 1:</b> How might this image relate to the Scientific Revolution?	<b>Question 2:</b> How did this group contribute to the Scientific Revolution?	<b>Question 3:</b> Why were the contributions of this group important?
<b>Placard 3</b>			
<b>Placard 4</b>			
<b>Placard 5</b>			



# Student Handout 4

## Roots of the Scientific Revolution Writing Assignment

### **Background:**

During the Scientific Revolution, new ideas transformed the way people understood the universe and the way it works. Scientists like Newton, Galileo, and Copernicus are often credited with discovering new scientific truths. However, Newton stated, "If I have seen further it is by standing on the shoulders of giants." He understood that each new discovery was only made possible by the discoveries made before it.

**Prompt:** What were three important roots of the Scientific Revolution?

**Task:** Write a multi-paragraph response in which you:

1. Write an introduction that explains what the Scientific Revolution was and lists the three roots you will be writing about. Use Student Handout 3 to help decide what three groups/roots you will write about.
2. Write clear topic sentences that identify a specific root.
3. Provide details and evidence that show what each root contributed to the Scientific Revolution.
4. Include explanations of your details.
5. Present at least one solid reason why each root you describe was an important root, or cause, of the Scientific Revolution.
6. Write a conclusion in which you restate your main point. Identify which root you think was the most important overall, and explain why that root was the most important.

### **Vocabulary:**

**Use at least 8 of the following 12 terms correctly in your essay. Underline each term that you use.**

scientist(s), scientific  
observation  
tradition  
roots, origins, or causes  
improve, or progress  
revolution  
natural world  
theories  
astronomy, astronomer  
important  
investigate/Investigation  
religion/religious

# Student Handout 5

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<u>Historical Context:</u> What was the Scientific Revolution?	
<u>Main Topic:</u> What were the three most important roots of the Scientific Revolution?	

Para-  
graph  
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<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>First Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-  
graph  
3

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Second Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-  
graph  
4

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Third Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-  
graph  
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<u>Restate Main Topic</u>	
<u>Final Thought</u> The most important root was ____ because ____.	

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# Student Handout 5

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<u>Historical Context:</u> What was the Scientific Revolution?	
<u>Main Topic:</u> What were the three most important roots of the Scientific Revolution?	

Para-  
graph  
2

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>First Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-  
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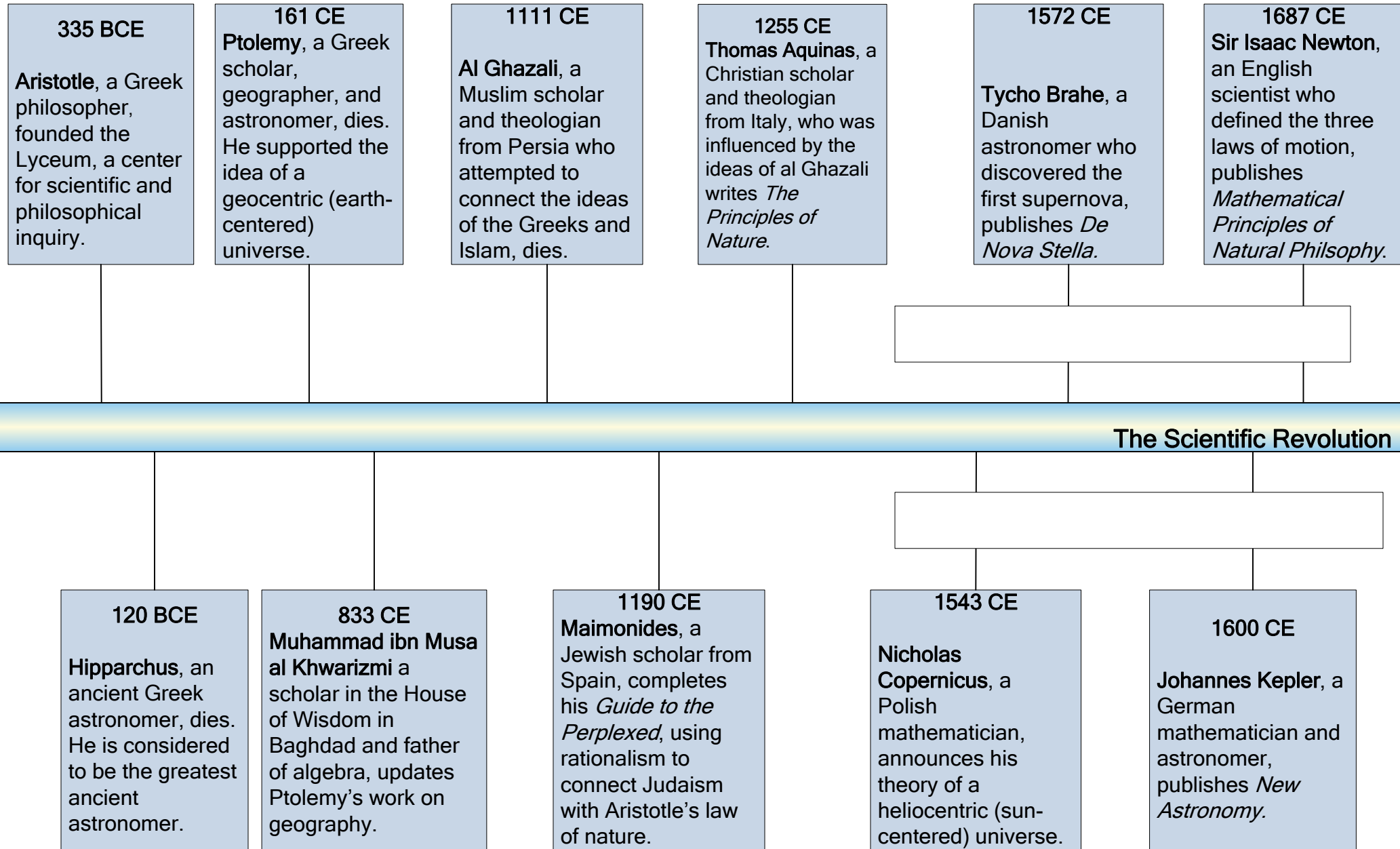
<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Second Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-  
graph  
4

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Third Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

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# Document 1



# Document 1

## Timeline Questions

1. What is the purpose of a timeline?
2. How many years does this timeline cover?
3. Circle the country and/or religion of each person listed on the timeline.
4. What is one major topic/event that you recently learned about that is not on the timeline? Insert it on the timeline.
5. Based on the information on the timeline, create a title and write it above the timeline.
6. Based on the information in the timeline, what do you think the term Scientific Revolution means?
7. What is the purpose of this specific timeline?

# Document 2

## Roots of the Scientific Revolution

**Directions:** Read the following information and answer the questions found in the boxes below.

### Introduction

You have taken science classes, read science books, and seen videos related to science, but do you know what the word “science” means? The word “science” comes from a Latin word which means knowledge, or understanding. For centuries people around the world have gained knowledge of the natural world. In the 16<sup>th</sup> and 17<sup>th</sup> centuries a new way of gaining knowledge of the natural world developed. This period is now known as the Scientific Revolution. The Scientific Revolution did not just fall out of the air; rather it was the result of scientific study made by scientists from numerous places over hundreds of years.

In your own words, what was the Scientific Revolution?

Where did the Scientific Revolution come from?

### Conclusion

Through a long process and the efforts of hundreds of scientists in many places, a new way of understanding the natural world emerged. Superstition and tradition were replaced with an understanding of science that depended on data, or facts, and information that had been gained through observation and testing. In addition to this process, which is called the scientific method, scientists developed new understandings of things like gravity, and developed new tools like telescopes and thermometers. Science has never been the same.

In your opinion, what were the three most important items that led to the Scientific Revolution? List the item and one reason why that was an important root of the Scientific Revolution. Use **Student Handout 3** to help you.

1.

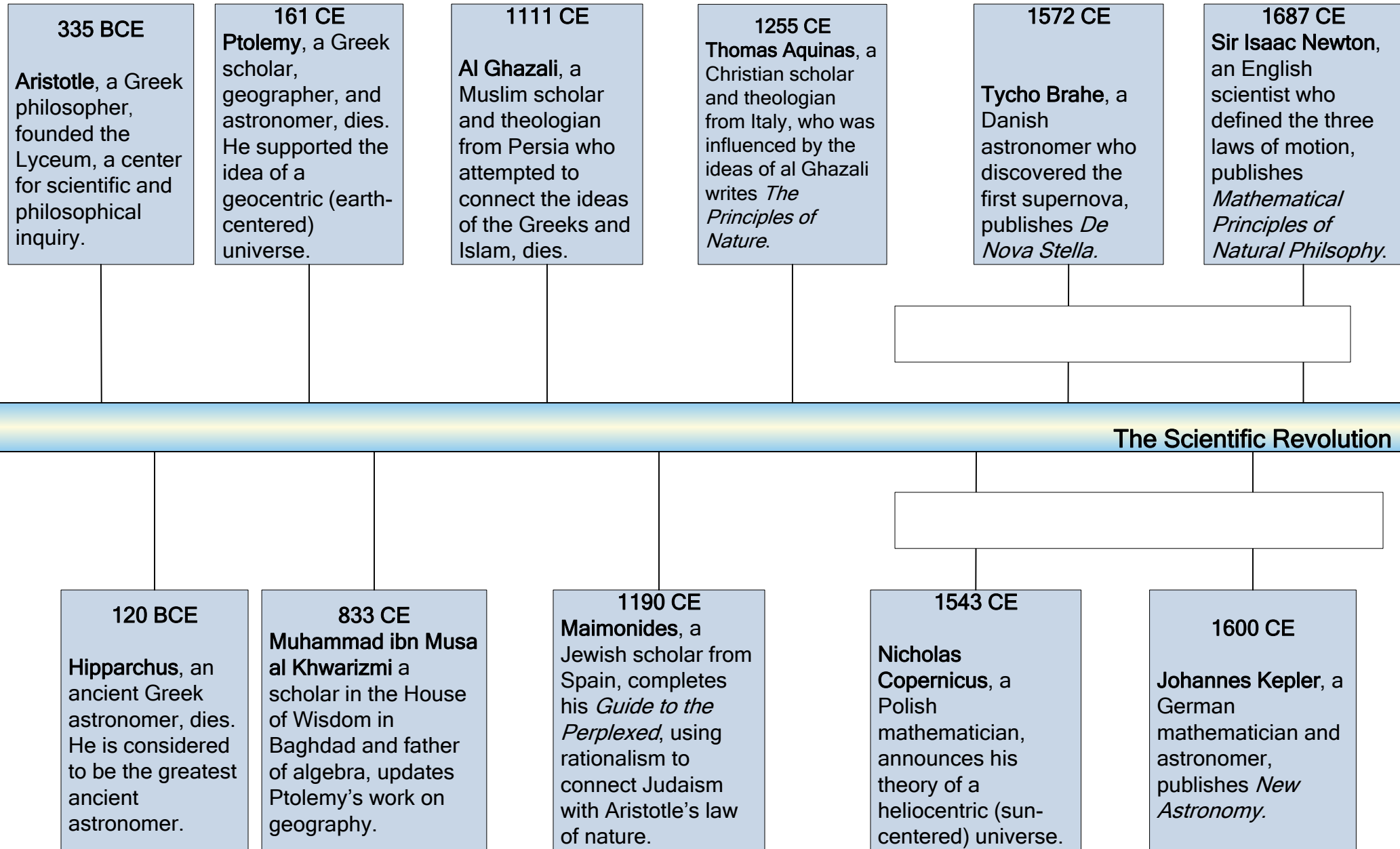
2.

3.

# Transparency 1



# Transparency 2





## Transparency 3



“If I have seen further, it is by standing on the shoulders of giants.”

Isaac Newton, a British mathematician and scientist, in a letter to Robert Hooke, February 5, 1675

What does this mean?	Connection to the timeline.

## Transparency 4

επιστημη → العلم → scientia

# Transparency 5

<b>Topic:</b> What is the title of the placard?	<b>Question 1:</b> How might this image relate to the Scientific Revolution?	<b>Question 2:</b> How did this group contribute to the Scientific Revolution?	<b>Question 3:</b> Why were the contributions of this group important?
<b>Placard 1</b>			
<b>Placard 2</b>			

# Transparency 5

<b>Topic:</b> What is the title of the placard?	<b>Question 1:</b> How might this image relate to the Scientific Revolution?	<b>Question 2:</b> How did this group contribute to the Scientific Revolution?	<b>Question 3:</b> Why were the contributions of this group important?
<b>Placard 3</b>			
<b>Placard 4</b>			
<b>Placard 5</b>			

# Transparency 6

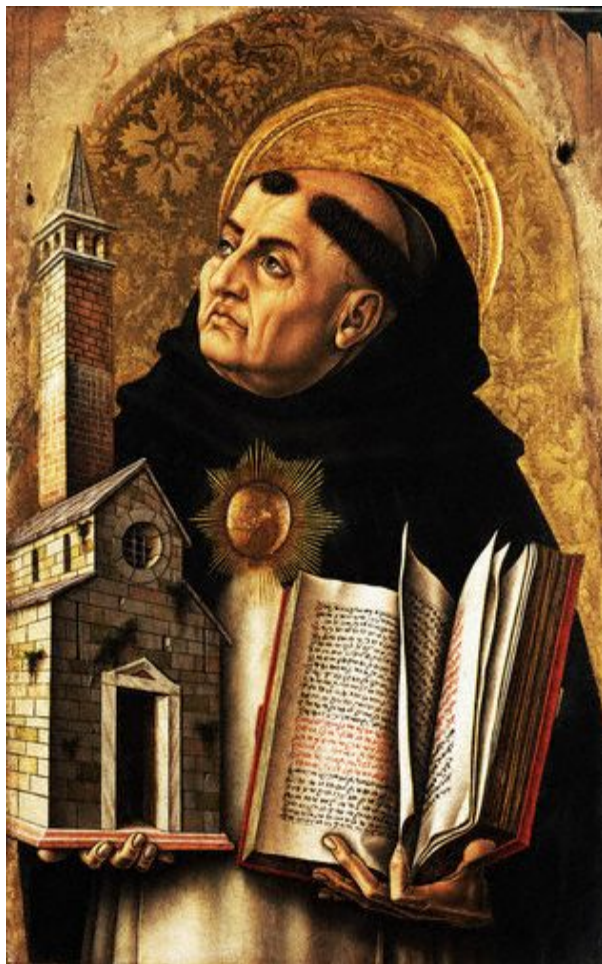
πάλιν φέρει τὸν ἡμικύκλιον καὶ τὸν φέρει τα αὐτὴν ἡμικύκλιον τοῦ  
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 αὐτοῦ τῆσδε σβλήνῃσ βλαστοῦ μὲν ἀπὸ τῆσ μᾶζομαθλογοῦ ἄρ  
 ἢ οὐτὰρ πῆ πρὸσ μῆ: ρ

οὐ αὐτῶν ὑποκῆ μὲν αὐτῶν ἡμικύκλιον ἀπὸ τοῦ αὐτῶν αὐτῶν πρὸσ οὐτῶσ ἢ  
 πᾶρ μᾶζοσ τῆσ ζῆ τῆσ διαμέτρου τὸν ἡμικύκλιον βλαστοῦ μὲν ἀπὸ τῆσ  
 μὲν οὐ μᾶζομαθλογοῦ ἄρ πρὸσ αὐτῶν ἢ οὐτῶν πῆ πρὸσ αὐτῶσ.

# Transparency 7



Transparency 8



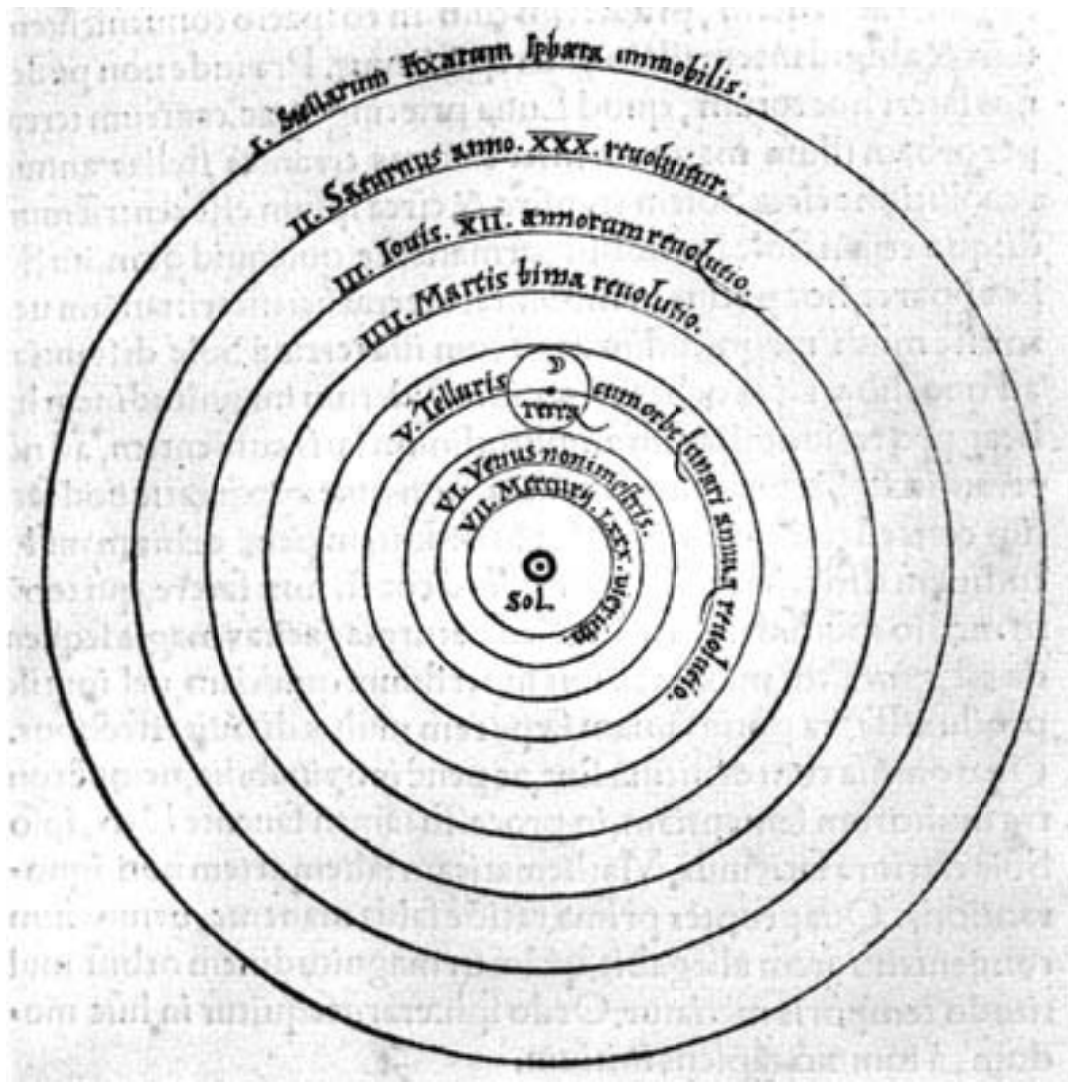
Thomas Aquinas



Maimonides

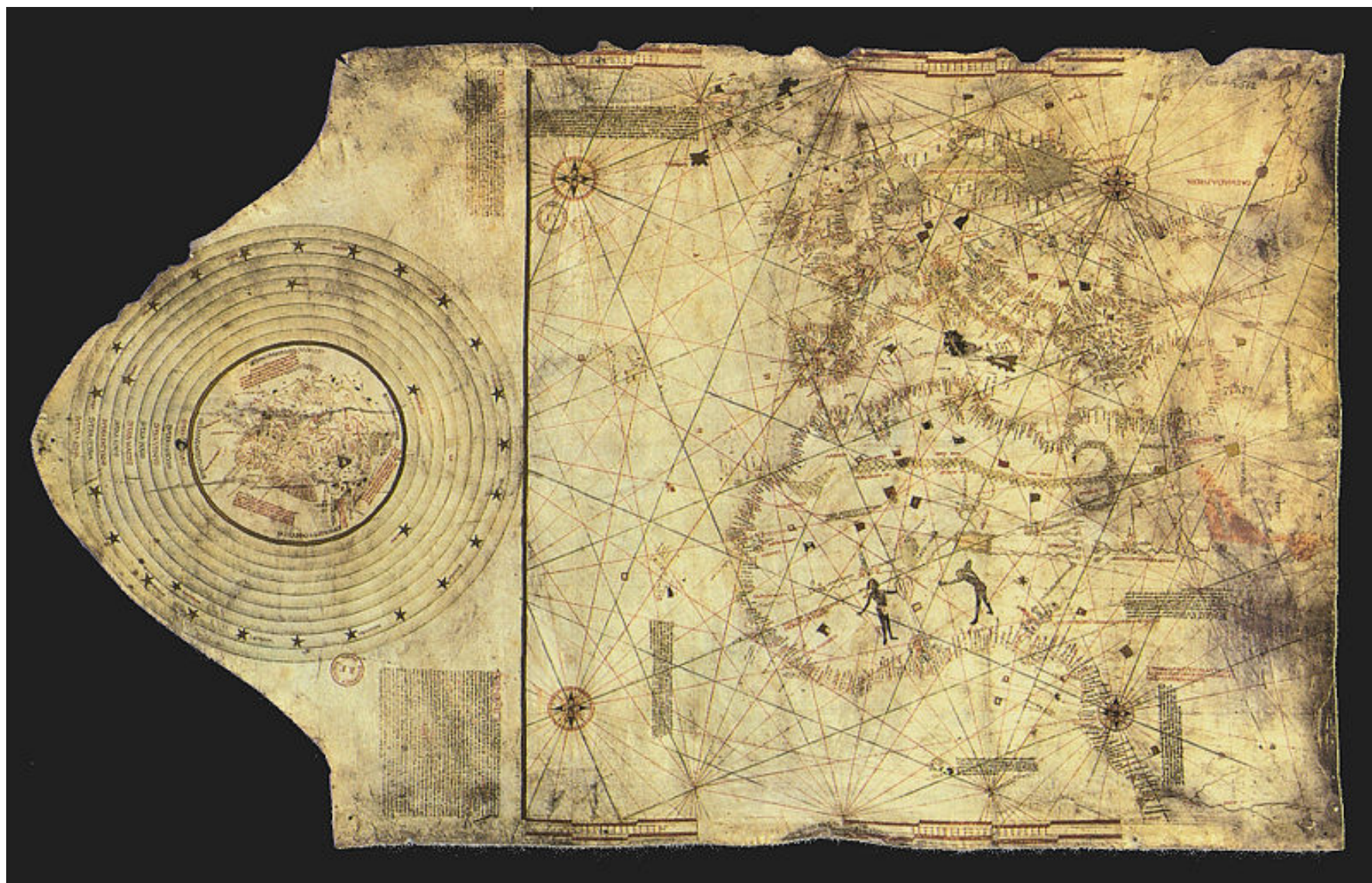


# Transparency 9





Transparency 10







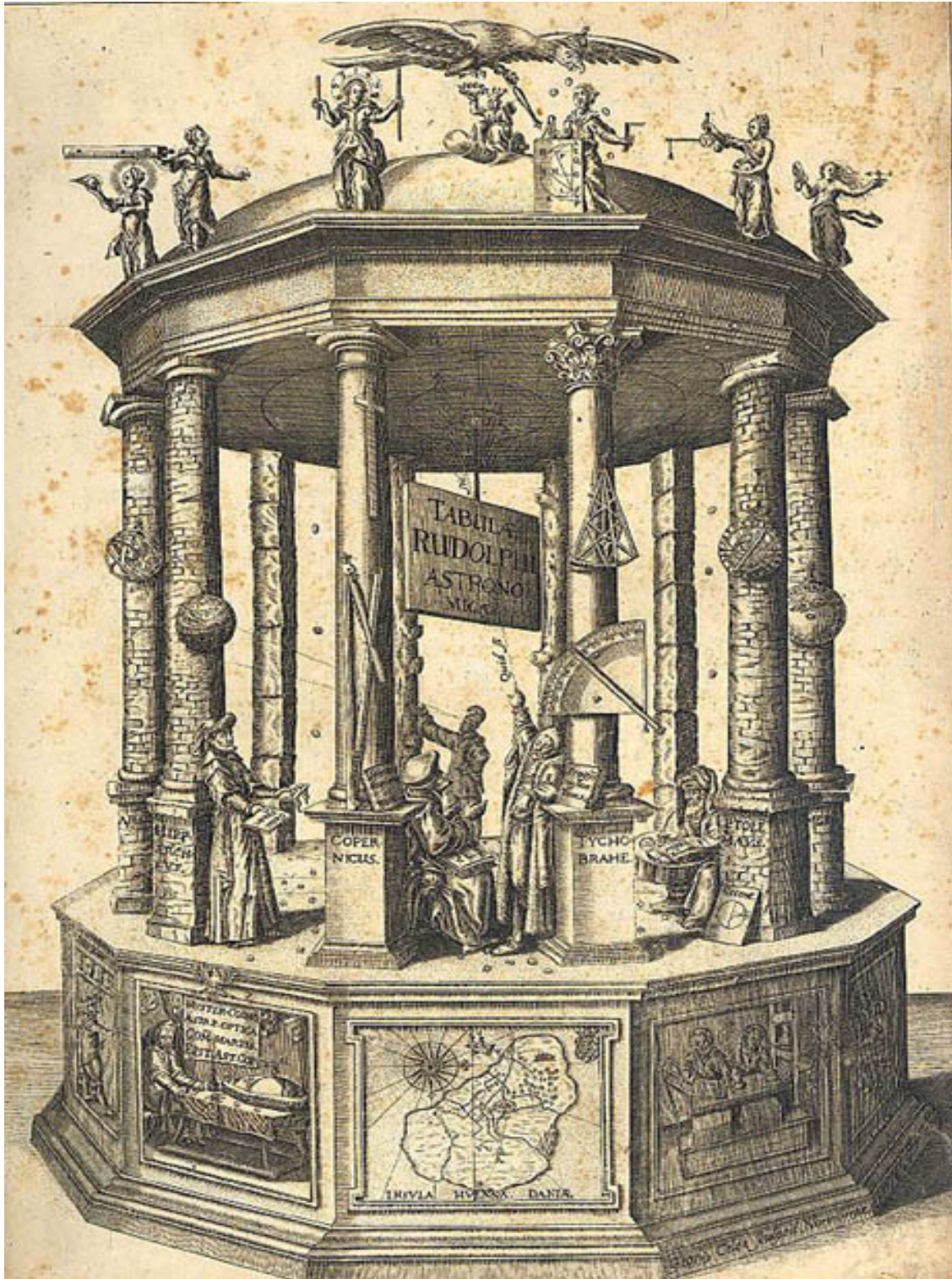
# Transparency 12





# Transparency 13

## A Vision of the New Science 1627



# Transparency 14

Paragraph 1	<u>Historical Context:</u> What was the Scientific Revolution?	
	<u>Main Topic:</u> What were the three most important roots of the Scientific Revolution?	
Paragraph 2	<u>Main Idea</u>	Topic Sentence
		Supporting Detail/Evidence
	<i>First Root</i>	Supporting Detail/Evidence
		Explanation
		Concluding Sentence
Paragraph 3	<u>Main Idea</u>	Topic Sentence
		Supporting Detail/Evidence
	<i>Second Root</i>	Supporting Detail/Evidence
		Explanation
		Concluding Sentence
Paragraph 4	<u>Main Idea</u>	Topic Sentence
		Supporting Detail/Evidence
	<i>Third Root</i>	Supporting Detail/Evidence
		Explanation
		Concluding Sentence
Paragraph 5	<u>Restate Main Topic</u>	
	<u>Final Thought</u> The most important root was ____ because ____.	

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# Teacher Guide 1

## Teacher Notes on the Visuals

Notes largely based on information found in [www.wikipedia.org](http://www.wikipedia.org) *Saudi Aramco World*: "Rediscovering Arabic Science" (May/June 2007) <http://www.saudiaramcoworld.com/issue/200703/rediscovering.arabic.science.htm>, and (<http://www.britannica.com/ebc/art-57394>).

**Transparency 6 (Placard 1)** :A 10th century CE Greek copy of Aristarchus Samos' 2nd century BCE calculations of the relative sizes of the Sun, the Moon and the Earth. Aristarchus concluded that the diameter of the Sun was about 20 times larger than the diameter of the Moon; which, although wrong, follows logically from his data. It also leads to the conclusion that the Sun's diameter is almost seven times greater than the Earth's; the volume of Aristarchus's Sun would be almost 300 times greater than the Earth. Perhaps this difference in sizes inspired the heliocentric model.

**Transparency 7 (Placard 2)**: An image representing Qutb al-Din al-Shirazi, a Persian Muslim astronomer and mathematician. He improved on Ptolemy's principles and came up with the possibility of a heliocentric model. He lived from 1236 - 1311. The exact date and source of this image are undetermined although it was said to be from one of the treatises he wrote.

**Transparency 8 (Placard 3)**: A depiction of St. Thomas Aquinas from *The Demidoff Altarpiece* by Carlo Crivelli and a commonly used image indicating one artist's conception of Maimonides's appearance. Maimonides symbolizes a confluence of four cultures: GrecoRoman, Arab, Jewish, and Western. He was Jewish but worked with Northern Africans and wrote works in Arabic. As a popular Jewish expression of the Middle-Ages declares, "From Moses [of the Torah] to Moses [Maimonides] there was none like Moses."

**Transparency 9 (Placard 4)**: *De revolutionibus orbium coelestium (On the Revolutions of the Heavenly Spheres)*. Nicolaus Copernicus (1473-1543) was the first astronomer to formulate a scientifically based heliocentric cosmology that displaced the Earth from the center of the universe. His epochal book, *De revolutionibus orbium coelestium (On the Revolutions of the Celestial Spheres)*, is often regarded as the starting point of modern astronomy and the defining epiphany that began the Scientific Revolution.

**Transparency 10 (Placard 5)**: The "Colombus Map." This map is said to have been drawn circa 1490 in the workshop of Bartolomeo and Christopher Columbus in Lisbon. The map depicts the world as Columbus knew it.

**Transparency 11**: A translation of Euclid's *Elements of Geometry* by the Persian Muslim scholar Nasir al-Din al-Tusi who lived from 1201-1274. The work is among the earliest Greek treatises on mathematics. The transparency helps to show the connection between Greek and Muslim scholars and texts.

# Teacher Guide 1

**Transparency 12:** A woodcut from a book about the nervous system, published in Venice in 1495, that shows shelved reference volumes by Muslim physicians Avicenna (Ibn Sina), Rhazes and Ibn Rushd, alongside works by Aristotle and Hippocrates. The transparency helps to show the connection between Muslim and Renaissance scholars and texts.

**Transparency 13:** The frontispiece from the *Tabulae Rudolphinae* (1627; *Rudolphine Tables*) by Johannes Kepler contains one of the most famous and richly symbolic images in the history of science. The figures, from left to right, are the astronomers Hipparchus, Nicolaus Copernicus, an anonymous ancient observer, Tycho Brahe, and Ptolemy, each surrounded by symbols of his work. The pillars in the background are made of wood; those in the foreground are made of brick and marble, symbolizing the progress of astronomy. Astronomical instruments serve as decorations. The figures on the cornice symbolize mathematical sciences; Kepler's patron, the Holy Roman emperor Rudolph II, is represented by the eagle. On the base, from left to right, are Kepler in his study, a map of Tycho Brahe's island of Ven, and a printing press.







## Placard 2

### Muslim Scholars



An image representing [Qutb al-Din al-Shirazi](#), a Persian Muslim astronomer and mathematician.

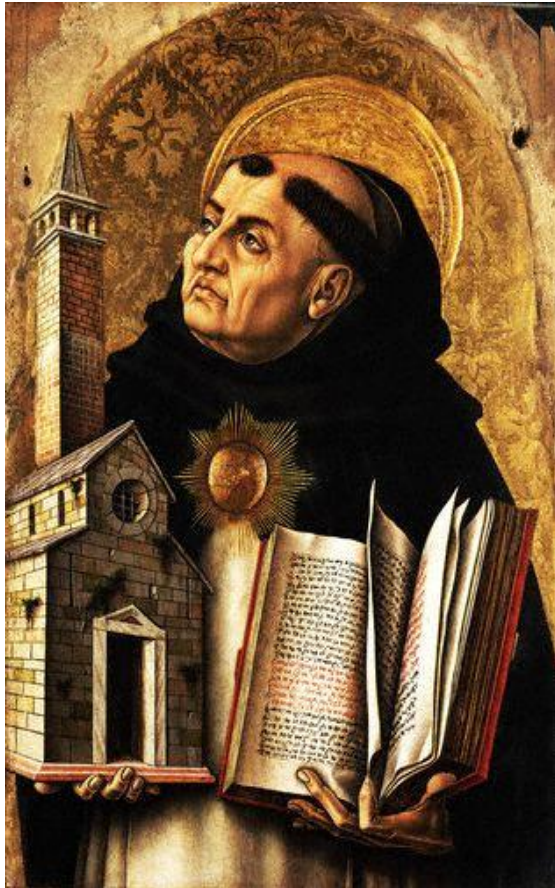
Muslim scholars from Persia, Spain, and other places built upon the knowledge of the Greeks. By preserving ancient Greek books and translating them to Arabic, Persian and Spanish Muslims were able to gain a deeper understanding of science. During the Golden Age of Islam from the 8<sup>th</sup> thru 13<sup>th</sup> centuries CE, Muslim scholars made significant discoveries of their own in mathematics, medicine, and astronomy. Al-Khwarizimi made advances on Ptolemy's work and laid the foundations for algebra. Ibn Sina (known as Avicenna in Europe) wrote a medical book that became the basis of medical study in Europe for hundreds of years. Persian astronomers created advanced observatories for calculating planetary motion, and developed advanced astrolabes to help with navigation and in finding the direction to Mecca. Muslim scholars preserved and advanced the work of the Greeks.

Answer the following questions on **Student Handout 3**

1. How might this image relate to the Scientific Revolution?
2. How did Muslim scholars contribute to the Scientific Revolution?
3. The contributions of Muslim scholars were important because...

## Placard 3

## Jewish and Christian Scholars



Thomas Aquinas

Depiction of St. Thomas Aquinas from *The Demidoff Altarpiece* by Carlo Crivelli.

Jewish and Christian scholars also made investigations into the natural world. Maimonides, a Jewish scholar from Spain who eventually moved to Egypt, connected the ideas of Greeks like Aristotle with Jewish teachings. Thomas Aquinas, an Italian Catholic priest who was influenced by the ideas of the Muslim scholar al-Ghazali tried to connect scientific understandings with Christian teachings. Scholars like Maimonides and Aquinas caused some people to believe that there was not a conflict between religion and science. Eventually religious leaders of the Reformation such as Martin Luther further opened people to questioning traditional explanations of the natural world as they challenged the Catholic Church and its teachings.

Answer the following questions on **Student Handout 3**

1. How might this image relate to the Scientific Revolution?
2. How did Christian and Jewish scholars contribute to the Scientific Revolution?
3. The contributions of Christian and Jewish scholars were important because...



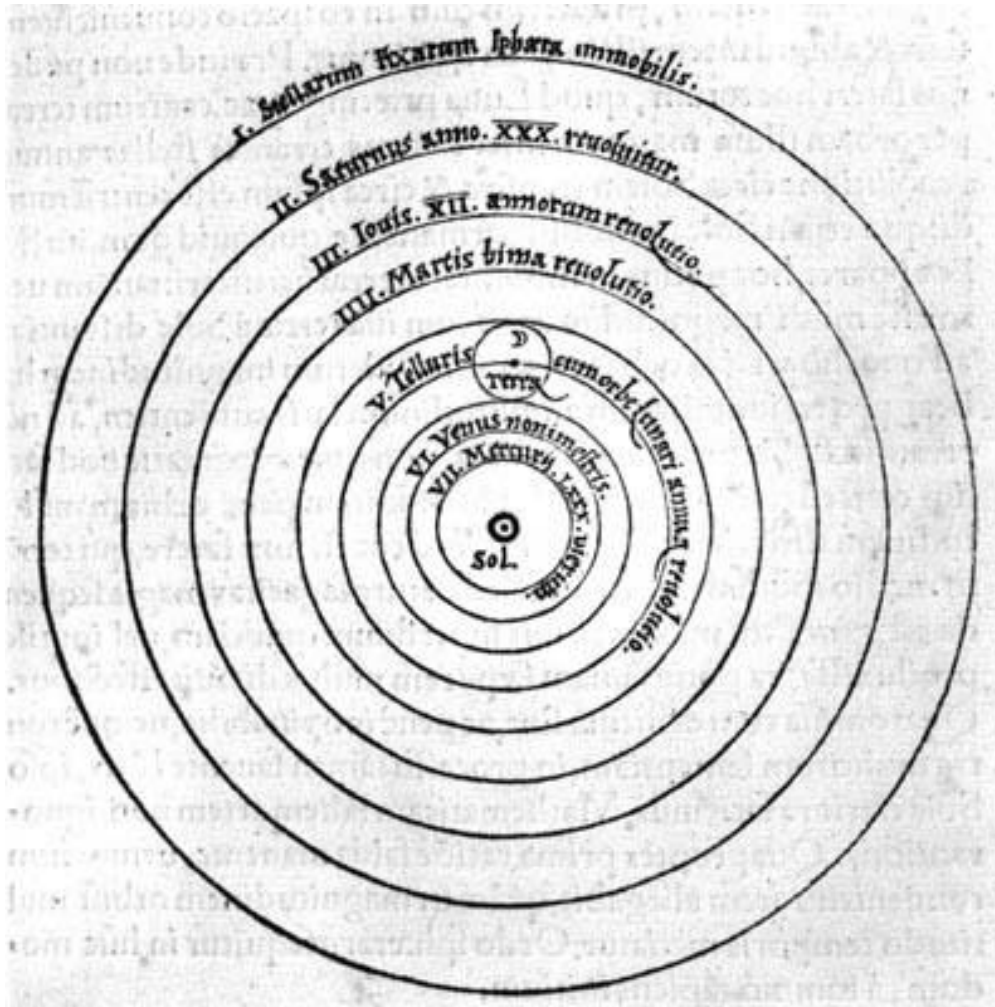
Maimonides

Commonly used image indicating one artist's conception of Maimonides.



## Placard 4

## The Renaissance



Nicolaus Copernicus (1473-1543) was the first astronomer to formulate a scientifically based theory of a heliocentric universe.

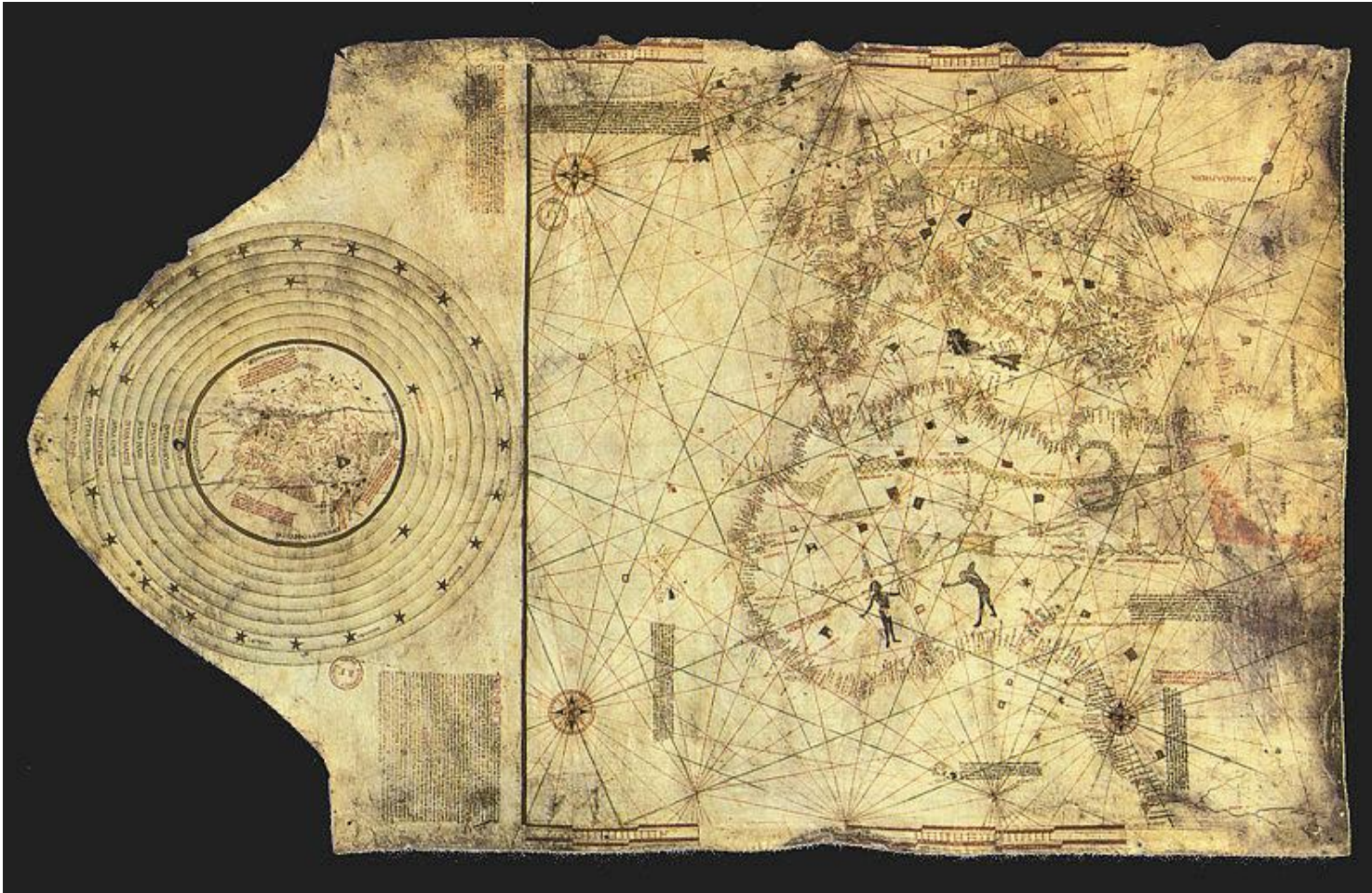
During the Renaissance of the 14<sup>th</sup> to 16<sup>th</sup> centuries, further advances were made. Humanist scholars studied the works of the ancient Greeks and Romans, and investigated the natural world in new ways. They also read the works of Muslim scholars like Ibn Sina (Avicenna). In addition, people like Leonardo da Vinci and Vesalius studied the human body (anatomy), while Copernicus made a major breakthrough in astronomy, concluding that the sun was the center of the universe (the heliocentric theory). Eventually a scientist in the 16<sup>th</sup> century named Kepler confirmed Copernicus's ideas through observation and study. Through scientific observation, experimentation, and the collection of data, the traditional ideas of Ptolemy and others were challenged and proven to be incorrect. A scientific revolution had begun.

Answer the following questions on **Student Handout 3**

1. How might this image relate to the Scientific Revolution?
2. How did Renaissance scholars contribute to the Scientific Revolution?
3. The contributions of Renaissance scholars were important because...

## Placard 5

### The Age of Exploration



This map is said to have been drawn circa 1490 in the workshop of Bartolomeo and Christopher Columbus in Lisbon.

Answer the following questions on **Student Handout 3**:

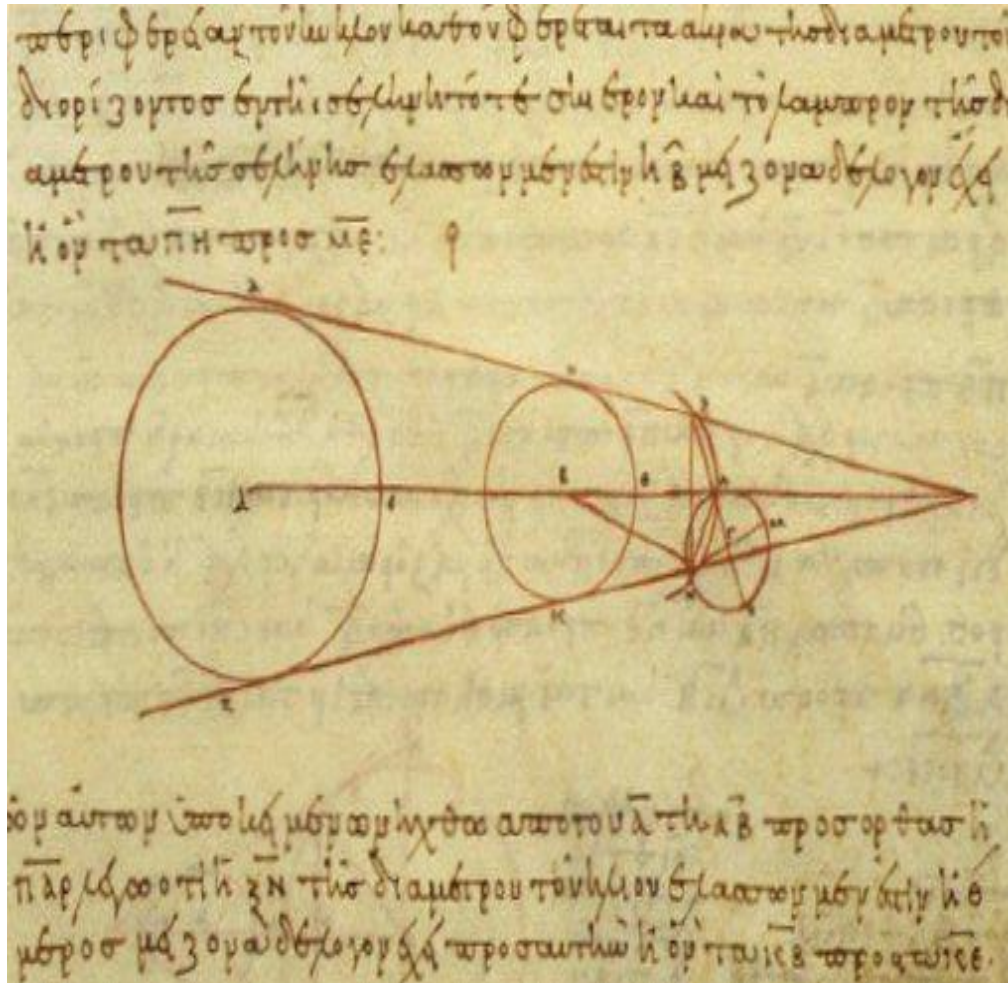
1. How might this image relate to the Scientific Revolution?
2. How did the Age of Exploration scholars contribute to the Scientific Revolution?
3. The contributions of the Age of Exploration were important because...

One final contributor to the Scientific Revolution was the Age of Exploration. As individuals like Columbus, and Magellan journeyed across the oceans in the 15<sup>th</sup> and 16<sup>th</sup> century, and encountered places previously unknown to Europeans, more people began to question traditionally held ideas of the natural world. If there were places that people did not know about surely there were other ideas and things to learn about. Mapmakers and others sought to gain more accurate understandings of the natural world and geography. By doing so, they helped to increase scientific understanding.



# Placard 1

## Ancient Greek Scientists



A copy of Aristarchus Samos' calculations of the sizes of the sun, moon and earth

The ancient Greek scientists were known as rationalists. This means that they used observation, reason, and logic to gain knowledge. The Greeks tried to avoid using superstition to explain why things happened in nature. Instead, scientists like Aristotle and Aristarchus believed that by asking questions, and investigating and observing the natural world, people could come to a better understanding. The ancient Greeks were not always correct in their observations. For example, a scholar named Ptolemy thought the sun and the planets revolved around the earth, and Aristotle thought heavier objects fall faster than lighter objects. Nevertheless the Ancient Greeks and their scientific efforts provided the foundations for modern scientific knowledge especially in the fields of mathematics and astronomy.

Answer the following questions on **Student Handout 3**

1. How might this image relate to the Scientific Revolution?
2. How did the Ancient Greeks contribute to the Scientific Revolution?
3. The contributions of the Ancient Greeks were important because...

## Placard 2

### Muslim Scholars



An image representing [Qutb al-Din al-Shirazi](#), a Persian Muslim astronomer and mathematician.

Muslim scholars from Persia, Spain, and other places built upon the knowledge of the Greeks. By preserving ancient Greek books and translating them to Arabic, Persian and Spanish Muslims were able to gain a deeper understanding of science. During the Golden Age of Islam from the 8<sup>th</sup> thru 13<sup>th</sup> centuries CE, Muslim scholars made significant discoveries of their own in mathematics, medicine, and astronomy. Al-Khwarizimi made advances on Ptolemy's work and laid the foundations for algebra. Ibn Sina (known as Avicenna in Europe) wrote a medical book that became the basis of medical study in Europe for hundreds of years. Persian astronomers created advanced observatories for calculating planetary motion, and developed advanced astrolabes to help with navigation and in finding the direction to Mecca. Muslim scholars preserved and advanced the work of the Greeks.

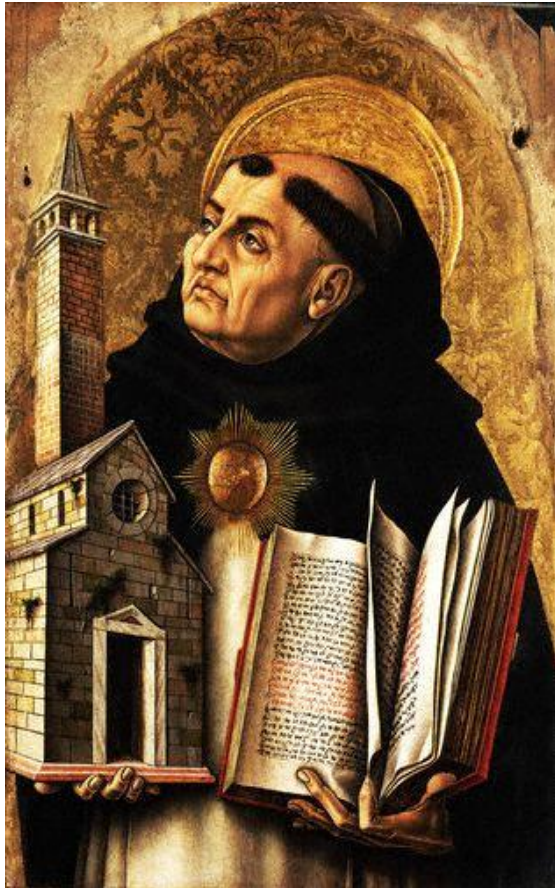
Answer the following questions on **Student Handout 3**

1. How might this image relate to the Scientific Revolution?
2. How did Muslim scholars contribute to the Scientific Revolution?
3. The contributions of Muslim scholars were important because...



## Placard 3

## Jewish and Christian Scholars



Thomas Aquinas

Depiction of St. Thomas Aquinas from *The Demidoff Altarpiece* by Carlo Crivelli.

Jewish and Christian scholars also made investigations into the natural world. Maimonides, a Jewish scholar from Spain who eventually moved to Egypt, connected the ideas of Greeks like Aristotle with Jewish teachings. Thomas Aquinas, an Italian Catholic priest who was influenced by the ideas of the Muslim scholar al-Ghazali tried to connect scientific understandings with Christian teachings. Scholars like Maimonides and Aquinas caused some people to believe that there was not a conflict between religion and science. Eventually religious leaders of the Reformation such as Martin Luther further opened people to questioning traditional explanations of the natural world as they challenged the Catholic Church and its teachings.

Answer the following questions on **Student Handout 3**

1. How might this image relate to the Scientific Revolution?
2. How did Christian and Jewish scholars contribute to the Scientific Revolution?
3. The contributions of Christian and Jewish scholars were important because...

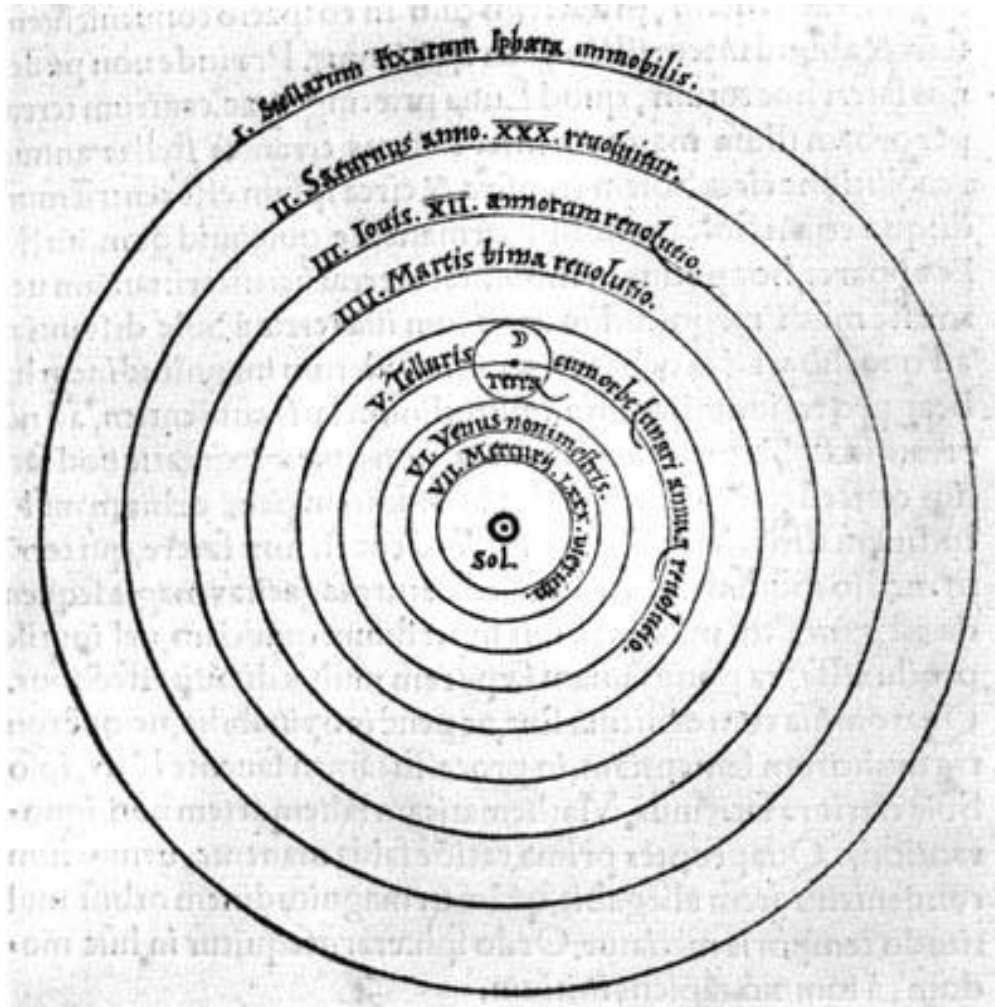


Maimonides

Commonly used image indicating one artist's conception of Maimonides.

## Placard 4

## The Renaissance



Nicolaus Copernicus (1473-1543) was the first astronomer to formulate a scientifically based theory of a heliocentric universe.

During the Renaissance of the 14<sup>th</sup> to 16<sup>th</sup> centuries, further advances were made. Humanist scholars studied the works of the ancient Greeks and Romans, and investigated the natural world in new ways. They also read the works of Muslim scholars like Ibn Sina (Avicenna). In addition, people like Leonardo da Vinci and Vesalius studied the human body (anatomy), while Copernicus made a major breakthrough in astronomy, concluding that the sun was the center of the universe (the heliocentric theory). Eventually a scientist in the 16<sup>th</sup> century named Kepler confirmed Copernicus's ideas through observation and study. Through scientific observation, experimentation, and the collection of data, the traditional ideas of Ptolemy and others were challenged and proven to be incorrect. A scientific revolution had begun.

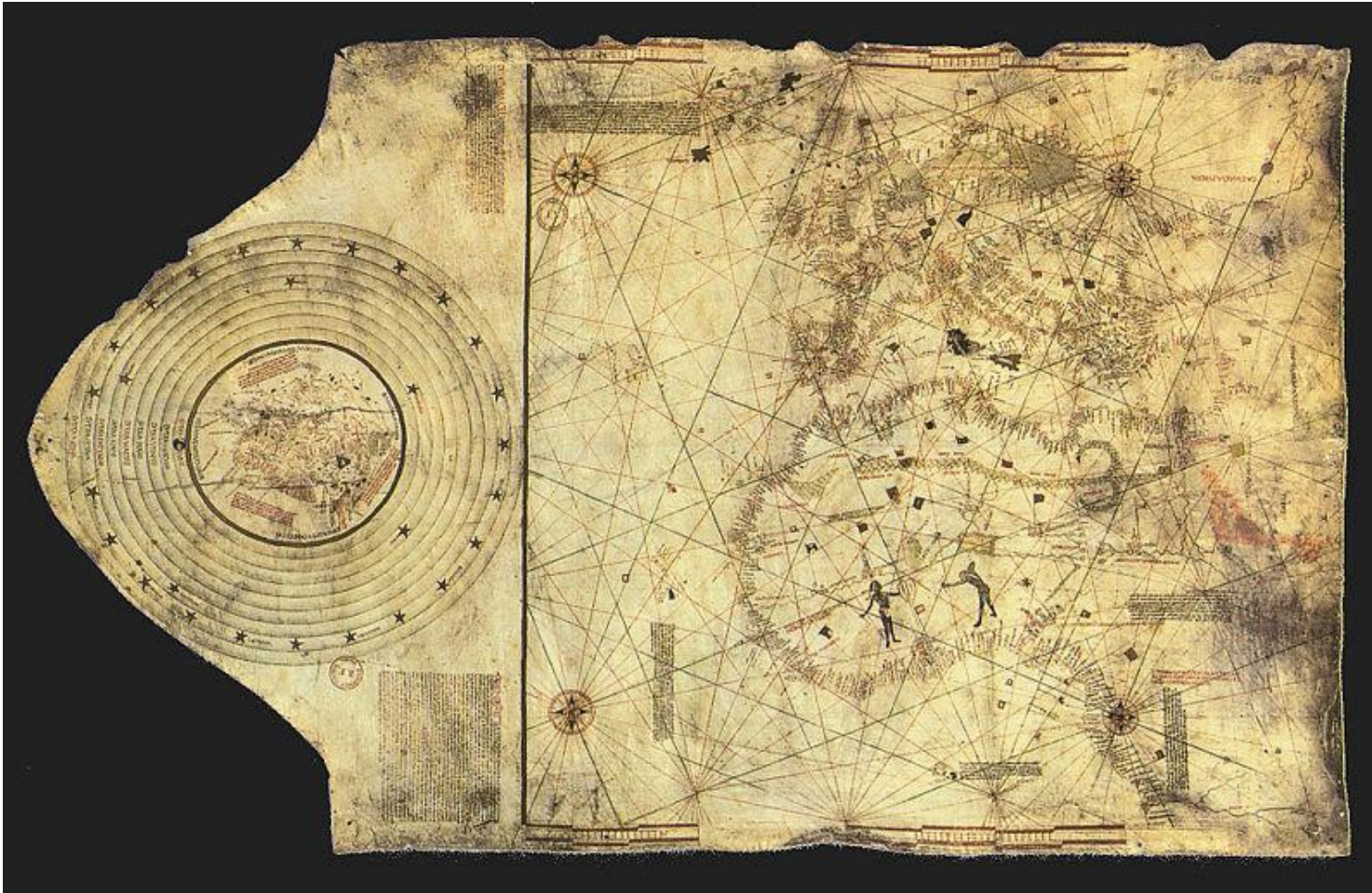
Answer the following questions on **Student Handout 3**

1. How might this image relate to the Scientific Revolution?
2. How did Renaissance scholars contribute to the Scientific Revolution?
3. The contributions of Renaissance scholars were important because...



## Placard 5

### The Age of Exploration



This map is said to have been drawn circa 1490 in the workshop of Bartolomeo and Christopher Columbus in Lisbon.

Answer the following questions on **Student Handout 3**:

1. How might this image relate to the Scientific Revolution?
2. How did the Age of Exploration scholars contribute to the Scientific Revolution?
3. The contributions of the Age of Exploration were important because...

One final contributor to the Scientific Revolution was the Age of Exploration. As individuals like Columbus, and Magellan journeyed across the oceans in the 15<sup>th</sup> and 16<sup>th</sup> century, and encountered places previously unknown to Europeans, more people began to question traditionally held ideas of the natural world. If there were places that people did not know about surely there were other ideas and things to learn about. Mapmakers and others sought to gain more accurate understandings of the natural world and geography. By doing so, they helped to increase scientific understanding.

## Opening Activities

The following pages contain suggested activities for the opening days of school.

### G.R.A.P.E.S.

The grade 7 model lessons reference the use of G.R.A.P.E.S., which is an acronym standing for geography, religion, achievements, politics, economics, and social structures. The G.R.A.P.E.S. model allows students to classify and organize information. Whether used with primary or secondary sources, G.R.A.P.E.S. will help students to understand similarities and differences among and between cultures. Additionally, GRAPES assists students in understanding that historical evidence is often multidimensional and therefore must be critically and carefully analyzed. G.R.A.P.E.S. may be used with both visual and written sources.

The next few pages contain graphic organizers that may be used when implementing G.R.A.P.E.S.

#### G.R.A.P.E.S. Organizer

The first activity (pp. A2-A3) is designed as a general introduction to the big concepts found in G.R.A.P.E.S. Suggestions for use:




1. The organizer may be completed as a Think/Pair/Share activity, with the teacher creating a classroom chart with student responses.
2. In pairs or small groups, have students generate examples for each category for items in the classroom, in their community, or a civilization they studied in 6<sup>th</sup> grade.
3. Have students work in small groups to create posters representing each G.R.A.P.E.S. category. Assign each group a different category.




This organizer also appears in the model lesson for standard 7.4.1

#### G.R.A.P.E.S. Matrix

The G.R.A.P.E.S. Matrix is a graphic organizer that is designed to be used throughout the school year. The graphic organizer is designed to provide a brief summary of each civilization or time period. It may be used as a poster, student handout or transparency. Suggestions for use:

1. At the beginning of each unit, have a brief preview of the G.R.A.P.E.S. students will encounter in the unit.
2. As students work through a unit, they add to their G.R.A.P.E.S. matrix as they learn new information.
3. As a unit ends, students might briefly summarize what they learned about that civilization on the G.R.A.P.E.S. matrix.

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
<b>Geography</b>	The study of the Earth's surface, climates, and the countries.				
<b>Religion</b>	Belief in one or more gods.				
<b>Achievements</b>	Something important or difficult done successfully.				

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
<b>Politics</b>	Ideas and activities relating to government and power.				
<b>Economics</b>	The study of the production and trade of goods and money.				
<b>Social Structures</b>	The organization of people and the way they live in a society.				

## GRAPES Matrix

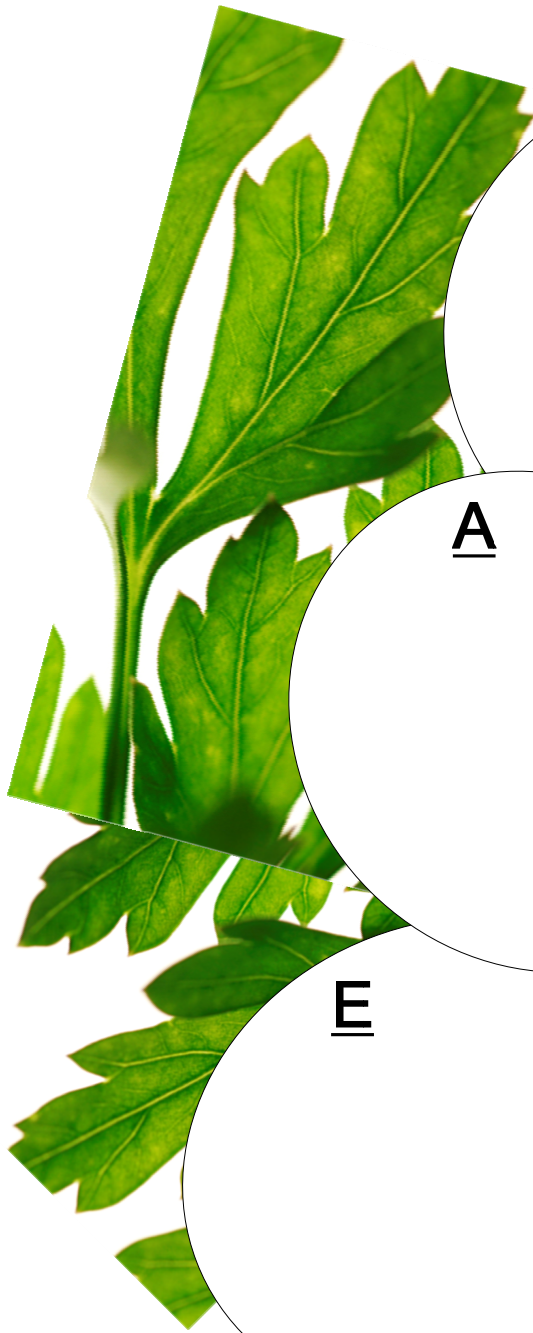
	Geography	Religion	Achievements	Politics	Economics	Social Structures
<u>Roman Empire</u>  Time Period: <u>23 B.C.E.- 476 C.E.</u>						
<u>Civilizations of Islam</u>  Time Period:						
<u>West Africa</u>  Time Period:						
<u>Meso-America/ Andes</u>  Time Period:						

### GRAPES Matrix

	Geography	Religion	Achievements	Politics	Economics	Social Structures
<u>China</u> Time Period:						
<u>Japan</u> Time Period:						
<u>Europe during the Middle Ages:</u> Time Period:						

## GRAPES Matrix

	Geography	Religion	Achievements	Politics	Economics	Social Structures
<u>Europe during the Renaissance</u>  Time Period:						
<u>Europe during the Reformation</u>  Time Period:						
<u>Europe during the Scientific Revolution</u>  Time Period:						
<u>Europe during the Age of Exploration</u>  Time Period:						
<u>Europe during the Enlightenment</u>  Time Period:						



G

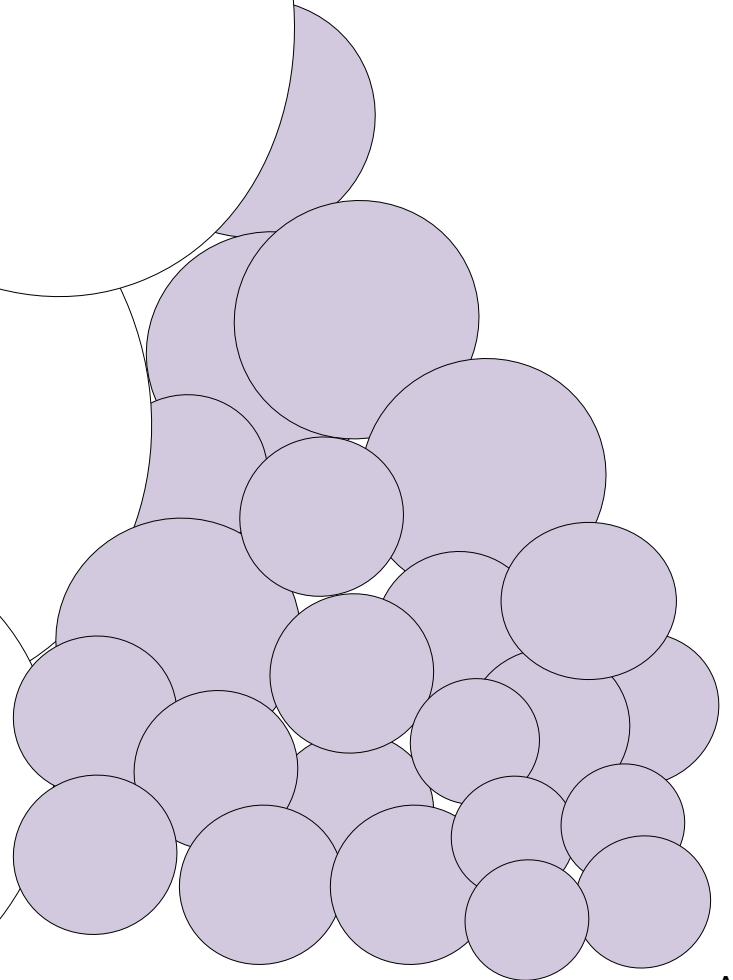
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## The Five Themes of Geography

The five themes of geography provide a framework for teaching and learning about geography. The five themes are: location, place, human-environment interaction, movement, and regions.

### Location

The theme of location refers to a geographic place. Location includes the concepts of both absolute and relative location. Absolute location refers to the specific place where something is. For example, the latitude and longitude of a given city would identify the specific or absolute location of that city. Relative location on the other hand provides a position in relation to another place. For example, San Diego is south of Los Angeles.

### Place

The theme of place deals with the physical and human characteristics of a given area. These characteristics make a given place stand out. Physical characteristics could refer to landforms, climate, animal life, and other features. Human characteristics include features such as architecture, culture, and government. For example, Machu Picchu includes a mountainous area with grassy patches and stone structures built by the Inca civilization.

### Human-environment Interaction

Human-environment interaction refers to the interaction that people have with their environment. People are both affected by their environment and affect their environment. For example, people may be affected by a flood that destroys crops, and homes, or people may create a dam which in turn would affect the flow of water, and plants and animals. Human-environment interaction involves the ways people adapt to, depend on, and modify their environments.

### Movement

Movement is the travel of people, goods or ideas from one location to another. Examples would include means of movement such as camels, ships, traders, or letters, as well as the reasons why things are moving such as wars, natural disasters, or economic reasons.

### Region

A region refers to a group of places that share at least one similar or unifying characteristic. The unifying characteristics may be physical, human, or cultural. In addition to studying the unifying characteristics of a region, geographers study how a region changes over time. Using the theme of regions, geographers divide the world into manageable units for study.

## Sample Activities

The five themes may be introduced at the beginning of the school year and reinforced throughout the year. The following activities provide some ways to do so:

1. Have students cut out pictures from a magazine such as National Geographic to create a collage that incorporates the themes.
2. Have students identify the five themes in their community. Students could identify things in writing or by drawing or taking pictures. This could also be done on the school site with a class created list based upon observations.
3. At the beginning of a unit, utilizing the preview pages of the chapter in the textbook, have students identify which themes are represented. This could also be done as students look at maps dealing with the focus area of study.
4. Utilizing a short portion of a newspaper dealing with a historically relevant current event have, have students identify the themes represented.
5. As assessment items, have students identify which themes were portrayed in the unit and explain how those items contributed to historical events.

## **Meeting the Needs of All Students**

The *Instructional Guide* pays special attention to reading and writing as an historian, but with increased emphasis upon strategies that allow teachers to apprentice student learning, thus creating a quality, standards-based, cooperative, culturally relevant history classroom, with an emphasis on AEMP and SDAIE strategies.

Additionally, all students, especially students with disabilities, will make progress when they are provided direct, explicit, and systematic instruction in History/Social Science. It is strongly recommended that history teachers explore all options to ensure equal access to, and evidence of, learning in the History/Social Science curriculum for all learners - i.e., Special Education, English Learners (ELs), Standard English Learners (SELs), and Gifted and Talented learners (GATE). The goal of enabling all students to achieve a common set of standards requires equitable treatment as well as multiple and varied opportunities to learn.

### **Developmental Considerations**

By the time history students enter middle school, their intellectual development undergoes important changes as their thinking becomes increasingly abstract and multidimensional. Due to this maturation, students are now capable of analyzing data, testing hypotheses, and making valid comparisons and historical inferences. However, student limitations must be understood. According to the *History-Social Science Framework for California Public Schools*, “Historical analysis must be grounded in the lives of people and events. This emphasis on people is especially appropriate in grades 4-8, because these are the years when adolescents learn about themselves and about people whose experiences and backgrounds are different.” If students are to understand and relate to political and historical people and events, educators must recognize the continuing need of students for concrete illustrations and sound, engaging instructional approaches.

## Howard Gardner's Theory of Multiple Intelligences

<b>Intelligence Type</b>	<b>Description of Intelligence</b>	<b>Suggested Activities</b>
Verbal-linguistic	Sensitive to the meaning and order of words, as a poet.	Hearing, listening, impromptu or formal speaking, tongue twisters, humor, oral or silent reading, creative writing, spelling, journal, poetry.
Logical-mathematical	Able to handle chains of reasoning and recognize patterns and orders, as a scientist.	Abstract symbols, formulas, outlining, graphic organizers, numeric sequences, calculation, deciphering codes, problem solving.
Musical	Sensitive to pitch, melody, rhythm, and tone, as a composer.	Recording, music recitals, singing on key, whistling, humming, environmental sounds, percussion vibrations, rhythmic patterns, music composition, tonal patterns.
Spatial	Perceive the world accurately and try to re-create or transform aspects of that world, as a sculptor or airplane pilot.	Art, pictures, sculpture, drawings, doodling, mind mapping, patterns, designs, color schemes, active imagination, imagery, block building.
Bodily - kinesthetic	Able to use the body skillfully and handle objects adroitly, as an athlete or dancer.	Role playing, physical gestures, drama, inventing, ball passing, sports games, physical exercise, body language, dancing.
Interpersonal	Able to work with and learn from others.	Group projects, division of labor, sensing others' motives, receiving/giving feedback, collaboration skills.
Intrapersonal	Possess access to one's emotional life as a means to understand oneself and others; exhibited by individuals with accurate views of themselves.	Emotional processing, silent reflection methods, thinking strategies, concentration skills, higher order reasoning, "centering" practices, meta-cognitive techniques.
Naturalist	Connected to the intricacies and subtleties in nature.	Bringing the outdoors into the class, relating to the natural world, charting, mapping changes, observing wildlife, keeping journals or logs.

## Principles and Domains of Culturally Relevant and Responsive Pedagogy

1. Knowledge and Experience
  - a) Teachers must build their personal knowledge of cultures represented in the classroom.
  - b) Teachers must identify cultural practices aligned with specific learning tasks.
  - c) Teachers must engage students in instructional conversations (accountable talk) that draw on their language competencies outside the school.
2. Social and Emotional Elements
  - a) Teachers must begin the process of becoming more caring and culturally competent by acquiring a knowledge base about ethnic and cultural diversity in education.
  - b) Teachers must conduct a careful self-analysis of what they believe about the relationship among culture, ethnicity, and intellectual ability.
  - c) Teachers must identify and understand attitudes and behaviors that can obstruct student achievement (affective filter).
3. Equity and Equality
  - a) Teachers must vary the format of instruction by incorporating multi-modality teaching that allows students to demonstrate competence in different ways.
  - b) Teachers must acknowledge and accept that students can demonstrate knowledge in non-traditional ways.
  - c) Teachers must build knowledge and understanding about cultural orientations related to preferred cognitive, interactive, and learning styles.
4. Quality and Rigorous Instruction
  - a) Teachers must emphasize academic rigor at all times.
  - b) Teachers must provide clear expectations of student's accomplishments.
  - c) Teachers must promote higher order thinking skills.
5. Instructional Strategies
  - a) Teachers must use cooperative learning, apprenticeship, and peer coaching as instructional strategies.
  - b) Teachers must provide ample opportunity for each student to read, write, and speak.
  - c) Teachers must use constructivist learning approaches.
  - d) Teachers must teach through active application of facts and skills by working with other students, use of computers, and other multi-media.
  - e) Teachers must provide timely and continuous feedback on students work.
6. Pedagogical Approaches
  - a) Teachers must assist students to use inductive and deductive reasoning to construct meaning.
  - b) Teachers must scaffold and relate students' everyday learning to their cumulative academic knowledge.
  - c) Teachers must modify curriculum-learning activities for diverse students.
  - d) Teachers must believe that intelligence is an effort-based rather than inherited phenomenon.
7. Assessment and Diagnosis
  - a) Teachers must use testing measurements for diagnostic purposes.
  - b) Teachers must apply periodic assessments to determine students' progress and adjust curriculum.
  - c) Teachers must seek alternative approaches to fixed time tests to assess students' progress.
  - d) Teachers must supplement curriculum with more multi-cultural and rigorous tests.
  - e) Teachers must evaluate students of different backgrounds using authentic assessment appropriate to them, their education, and life experiences.

## English Learners

English Learners (ELs) are students who are in English as a Second Language (ESL) classes or in the Preparing for Redesignation Program (PRP). These students may not have developed the academic vocabulary required to master the complex concepts found in the History/Social Science curriculum. They benefit from classroom instruction that supports academic language acquisition.

Experts in the field of language acquisition have identified common approaches and strategies that can help ELs access content. Known as Specially Designed Academic Instruction in English (SDAIE), these techniques help ELs navigate difficult texts and concepts.

Kathleen Kenfield, a recognized expert in language acquisition, identifies several components of effective SDAIE instruction:

### **Designing Appropriate Lessons**

- Lesson begins with a preview activity that taps into students' prior knowledge, fills in necessary blanks in students' background understanding, introduces key concepts, activates student curiosity and validates cultural dispositions.
- Language demands are appropriate to student fluency.
- Lesson includes explicit vocabulary frontloading, instruction, and support.
- Lesson includes all language modes: listening, speaking, reading, and writing.
- Reading and writing activities are preceded by pre-reading (activating prior knowledge and familiarity with text structures) and pre-writing (process writing) activities.
- Students reflect on their learning.



### **Clarifying Input**

- Teacher uses moderate speech rate, enunciates clearly, uses controlled vocabulary, and limits idiomatic speech.



### **Using Contextual Clues**

- Teacher uses gestures and facial expressions to make meaning clear. Teacher models desired behavior and acts out meaning of text.
- Teacher repeats and rephrases when necessary.
- Lesson includes the use of props, manipulatives, and visuals.
- Students use graphic organizers to process reading and writing activities.



### **Checking for Understanding**

- Teacher clarifies student responses, for example, “What I hear you saying is . . .”
- Teacher uses a variety of question types (Bloom’s Taxonomy).
- Students are able to show mastery of assessed objectives in a variety of ways.
- Students are given think time to formulate verbal and written responses.



### **Student-centered Organization and Support**

- Teacher monitors student engagement.
- Lessons include cooperative activities using a variety of grouping strategies.
- Content is personalized, allowing students to relate it to their own lives and to the world in which they live.

## Gifted and Talented Students

All students should receive an education appropriate to their individual capabilities, interests, and needs, as well as have learning opportunities that help develop their abilities to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum.

Differentiated instruction for gifted and talented students includes:

- Accelerated or advanced content.
- More complex understandings of generalizations, principles, theories, and the structure of the content area.
- Abstract concepts, thought processes, and skills.
- Level and type of resources used to obtain information, acquire skills, and develop products.
- Longer/shorter time span for learning.
- Generating new information and/or products.
- Transfer of learning to new/different disciplines or situations.
- Development of personal growth and sophistication in attitudes, appreciations, feelings, and intuition.
- Independence of thought and study.

## Special Education Students and Least Restrictive Environment

Children with disabilities are to be educated with children who are not disabled, to the maximum extent possible. Within the general education program, this may include:

### **Accommodations:**

Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.

### **Modifications:**

Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.

### **Co-planning:**

A process by which two teachers share planning, modifications, and evaluation of instruction and behavioral support.

### **DIS Support:**

The provision of itinerant support services within the general education class.

### **Co-teaching:**

Two teachers sharing instruction, planning, behavioral support, and grading for all students in a classroom.

### **Inclusion:**

The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.



# Differentiation of Instruction

(Based on a model from *Leadership for Differentiating Schools and Classrooms*, by: Carol Ann Tomlinson and Susan Demirsky Allan)

is a teacher's response to learner's needs

guided by principles of differentiation, such as

respectful tasks

flexible grouping

ongoing assessment and adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

- Multiple Intelligences
- Jigsaw Reading
- Rehearsed Activities
- Varied Texts
- Varied Supplementary Materials
- Wait Time
- Numbered Heads Together

- Small-Group Instruction
- Independent Study
- Varied Homework
- Anticipation Guides
- Think-Pair-Share
- Give One/Get One
- People Hunt
- Three – Step Interview

- Text Tour
- Graphic Outline (organizers)
- Text Quest
- Reciprocal Reading
- Thumbs Up/Thumbs Down
- Visual Representation
- Pass the Poster

# Elements of Differentiation

## Content:

What we teach and how we give students access to the information and ideas that matter.

## Process:

How students come to understand and “own” the knowledge, understanding, and skills essential to a topic.

## Products:

How a student demonstrates what he or she has come to know, understand, and be able to do as a result of a segment of study.

# Student Characteristics

## Readiness:

The current knowledge, understanding and skill level of a student. Not a synonym for ability; it reflects what a student knows, understands, and can do based on what a teacher is planning to teach. The goal of readiness differentiation is to make work a little too difficult for students at a given point in their growth and provide them the support they need to succeed at a new level of challenge.

## Interests:

What a student enjoys learning about, thinking about, and doing. The goal of interest differentiation is to help students connect with new information, understanding, and skills by revealing connections with things they already find appealing, intriguing, relevant, and worthwhile.

## Learning Profile:

A student’s preferred mode of learning. Individual learning profile is influenced by learning style, intelligence preference, gender, and culture. The goal of learning profile differentiation is to help students learn in the ways they learn best and to extend the ways in which they can learn effectively.

## Sample Strategies to Use for Differentiation

### Anticipation Guide

An Anticipation Guide (AG) consists of agree/disagree statements designed to activate what students already know, arouse curiosity about the topic, and to foster thinking. Students read the statements and decide whether they agree or disagree.

The AG is an excellent introductory activity to a unit, a lesson, a reading selection, or to a video. Students weigh their preconceptions before the learning activity, and can revisit the AG later to reevaluate their earlier decisions.

#### Suggestions for use:

1. The statements you choose should reflect major concepts, events, feelings, or conflicts that will come up in the lesson, reading, or viewing.
2. Be sure not to make the statements all “agree” or all “disagree.”
3. If you are aware of the preconceived notions of your students, statements can be designed specifically to challenge them.
4. Students can complete the AG individually in worksheet form and then share with a partner or group.
5. As an alternative, teachers can write the items on an overhead or chart paper, read the items aloud, give “think time,” and ask for a thumbs-up or thumbs-down.
6. The AG is then put away, to be revisited later on in the unit. Students can reexamine their preconceived notions individually/whole class.
7. It is important to inform students that this activity is not a test; the purpose of the activity is to help their brains become more receptive to the information.
- 8.

### The Text: Activities to Aid Comprehension

- Text Tour
  - A teacher-led pre-reading survey of the chapter; teacher asks students to note illustrations, asks questions such as, “What do you think this visual has to do with the theme of the chapter?” “Can anyone answer the question in the margin?” Teacher calls students’ attention to such features as visuals, boldface print, sidebars, and headings.
- Graphic Outline
  - The students fill out a pre-prepared graphic outline of the chapter, noting main headings, subheadings, visuals, sidebars, and marginal notes.
- Text Quest
  - A fun scavenger-hunt-like activity that guides students through the chapter asking them to note certain features, e.g., “List the words you find in boldface throughout the chapter,” “Describe the largest visual on page 76.” It may be best for students to work with partners on this activity.
- Graphic Organizers for Vocabulary
  - See organizers on page B-13.

### Reading to Learn

- Reciprocal Reading
  - Student pairs or small groups read to each other while questioning, summarizing, seeking and providing clarification as they proceed.
- Jigsaw Reading
  - Students, or groups, read a small section of a larger passage and share what they have learned with other students/groups.

Strategies to use BEFORE Reading	Strategies to use DURING Reading	Strategies to use AFTER Reading
<p><i>Student:</i></p> <ul style="list-style-type: none"> <li>• Activate prior knowledge: “What do I already know about this topic?”</li> <li>• Do a prereading tour of the chapter: look at the visuals, headings, notes in the margins, words in <b>boldface</b> or <i>italic</i> print.</li> <li>• Read the introduction to the chapter.</li> <li>• If the chapter has a summary, read it first.</li> <li>• Talk with a partner about what you think the chapter will be about.</li> </ul> <p><i>Teacher:</i></p> <ul style="list-style-type: none"> <li>• Provide a K-W-L.</li> <li>• Provide an Anticipation Guide.</li> <li>• Lead a Text Tour, using terms common to the content.</li> <li>• Provide a Text Quest.</li> <li>• Provide a Graphic Outline.</li> </ul>	<p><i>Student:</i></p> <ul style="list-style-type: none"> <li>• Create guiding questions based on the headings. Look for answers to these questions as you read.</li> <li>• Write a brief summary of each section on Post-It notes.</li> <li>• Work in a team to read reciprocally.</li> </ul>	<p><i>Student:</i></p> <ul style="list-style-type: none"> <li>• Turn summaries into some form of study notes.</li> <li>• Review notes regularly.</li> <li>• Create a graphic organizer that transforms the text into a visual form.</li> <li>• Prepare vocabulary cards for new and important terms. Include a visual if possible.</li> </ul>

**Checking for Understanding**

- Thumbs Up, Thumbs Down, Sideways
  - Ask students to indicate understanding with a thumbs-up (“agree”), thumbs-down (“disagree”), and thumbs-sideways (“not sure.”). Students may have high anxiety about admitting their lack of understanding. This can be alleviated by having students show their signal with their hands close to their bodies, preventing other students from seeing.
- Visual Representation of Understanding
  - Students need many visual ways to display their understanding. Students can use graphic organizers (Venn Diagrams, Illustrated Concepts, Character Collages).
- Choral Response
  - Students are invited to respond as a group to the teacher’s questions or incomplete sentences, e.g., “Who was the first President of the United States?” or “The first President of the United states was \_\_\_\_\_” Students who don’t know the answer are not embarrassed, and they benefit from hearing the question and the answer. Teachers often use a physical clue (open arms) or a verbal cue, to signal a choral response.

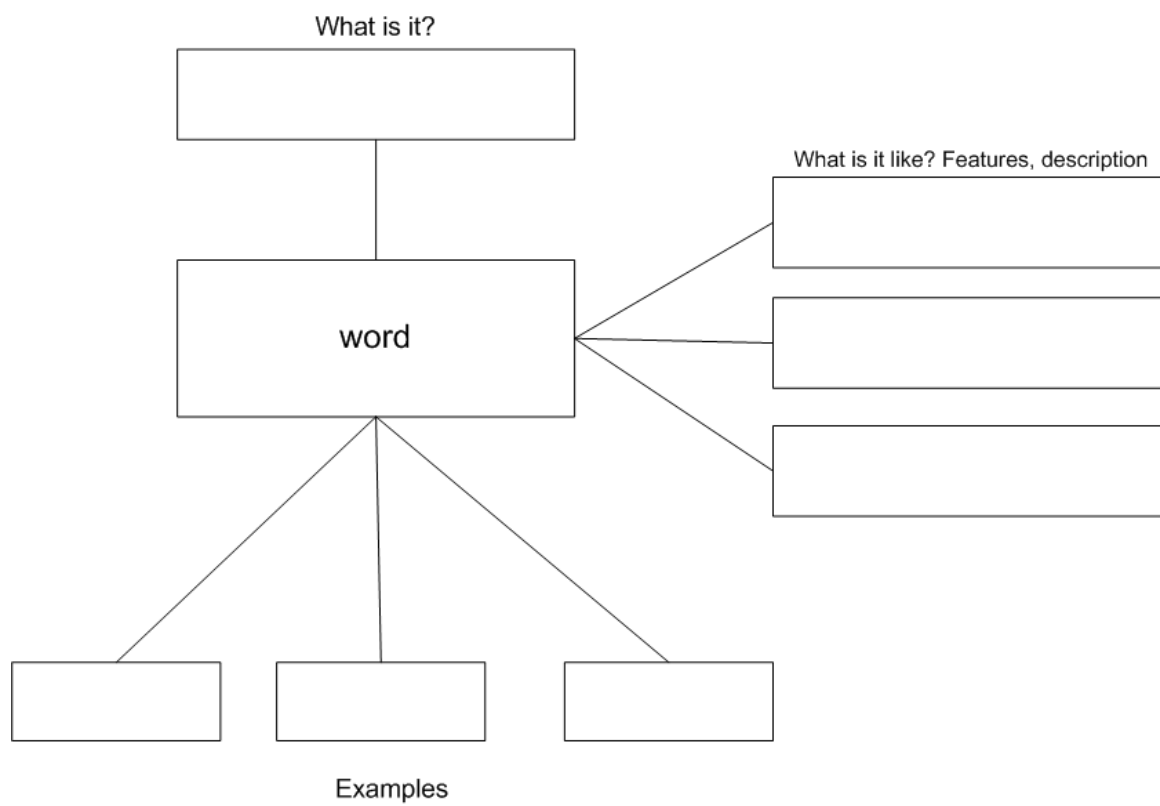
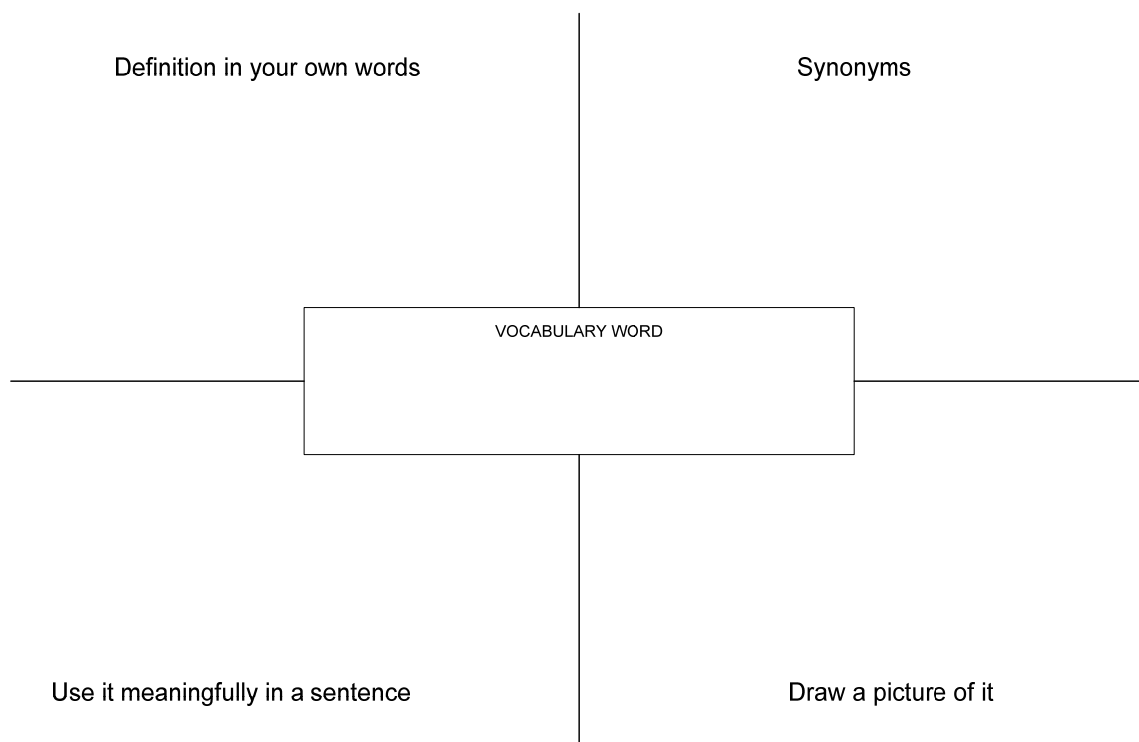
- Wait Time
  - Think time before requesting a response is valuable to all learners. Waiting before calling on students allows them to process the question. Consistent use of wait time will increase student participation.
- Think-Pair-Share
  - Students are paired, and then are asked to think about a given topic. Then, at a signal, they share with their partners. This is best handled as a timed share: “Partner X, you have one minute to share your answer with partner Y.” “Time!” “Ok, partner Y you have one minute to share your answer with partners X.” Without this structure, it is likely that one student will do all of the talking or students will sit and stare at one another.
- Give One/Get One
  - Students write down individually what they know about a topic. They then talk to other students in the room, sharing one thing they know, and writing one thing they learned from each other. See chart on page B-14.
- Thinking Maps
  - Use a variety of Thinking Maps to help students organize, analyze, and develop a deeper understanding of content.
- Act It Out/Step Into the Picture
  - Project an image related to the content being studied. Have students assume the characters of individuals represented in the image, and hold a discussion with each other related to the topic.

### Encouraging Content Conversations

- Numbered Heads Together
  - Students in each team number off (1-2-3 or 1-2-3-4)
  - The teacher then announces a question or poses a problem.
    - **Hint:** The best kind of Numbered Heads questions are those that have multiple possible right answers and that ask students to name fewer answers than the total number of correct responses.
  - The students then put their heads together sharing possible answers and make sure that everyone on the team knows the answers. Student should use the note taking chart (see chart on page B-15).
  - The teacher calls a number at random, then calls on the students with that number to respond, each sharing just one answer.
- Three-Step Interview
  - Students are in groups of four. The teacher poses a question. Students ask and answer the same question throughout the activity.
  - Steps:
    1. **A** interviews **B** while **C** interviews **D**.
    2. Students reverse roles.
    3. Students do a round robin share of what they learned during the interview.

- Pass the Poster
  - The teacher writes a question on each of several pages of chart paper (one chart for each group of three or four students).
    1. Each group receives a poster. Give them just a few minutes to write down answers to the question.
    2. Students have to check their answer with their group before it is added to the poster.
    3. The teacher then has the students pass the poster, and students pass the poster to the next group.
    4. The group reads the answers written on the poster and adds their own answers. This continues until the groups get their original posters back.
    5. They read the answers, add anything else they would like to add, and the posters are displayed.
    6. Students may tour the posters, copying down questions/answers.
  
- Rehearsed Reading
  - Individual students practice reading passages aloud with their small groups in preparation for reading the passages to the whole class.

# Graphic Organizers for Vocabulary



Give One/Get One

This is what I know about the Topic:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is What I Learned from Others:

1. \_\_\_\_\_ told me this:

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_ shared this with me:

\_\_\_\_\_

\_\_\_\_\_

3. I learned this from \_\_\_\_\_:

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_ contributed this:

\_\_\_\_\_

\_\_\_\_\_

5. The following information was given to

me by \_\_\_\_\_:

\_\_\_\_\_

\_\_\_\_\_



Numbered Heads Together:

<u>My group's ideas</u>	<u>New ideas from others</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
	8.

## Essential Questions and Focus Questions

Essential questions and focus questions are tools to guide teacher planning and assessment of student learning.

### **What is an essential question?**

An essential question is a “big idea” question that shapes the materials and activities that will guide student research into smaller, unit-based questions. Essential questions direct student thinking and inquiry into information as “entry points” into the curriculum. Essential questions probe the deepest issues confronting us, complex matters that elude simple answers, issues such as courage, identity, or conflict. They are framed to provoke and sustain student interest.

### **What is a focus question?**

A focus question is a question that has been created to teach and assess critical content from the content standards. Focus questions have more specific answers and directly connect to particular knowledge that students need to learn from history. Focus questions can be used to check for student understanding of content from the standards in a variety of formats ranging from warm-up questions to group projects to summative assessments.

### **Essential Questions vs. Focus Questions**

<i><b>Essential Questions</b></i>	<i><b>Focus Questions</b></i>
<ul style="list-style-type: none"><li>• Have multiple “right answers.”</li><li>• Raise more questions.</li><li>• May be arguable and prone to misunderstanding.</li><li>• Are engaging and intriguing.</li></ul>	<ul style="list-style-type: none"><li>• Are grade/content specific.</li><li>• Contribute to a deeper understanding of specific historical eras or events.</li><li>• Questions may have multiple answers, but usually have one or more correct answers.</li><li>• May be addressed solely through specific content.</li></ul>

The essential questions and focus questions that follow are but a sampling of questions that teachers might consider as they design units, lessons, activities, and assessments for their World History courses.

<b>Standard 7.1: Causes and Effects of the Rise and Fall of the Roman Empire</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do empires fall?</li> <li>• Are all empires destined to fall?</li> <li>• What determines one’s legacy?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the legacy of the Roman Empire?</li> <li>• What commonalities exist between the Roman Empire and the United States today?</li> <li>• Why was Rome able to conquer such a large area?</li> <li>• What internal and external factors led to the fall of Rome?</li> </ul>
<b>Standard 7.2: Islam in the Middle Ages</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What qualities make a person a good leader?</li> <li>• What is authority?</li> <li>• What are the best ways to spread ideas?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Jews, Muslims, and Christians have in common? What is different?</li> <li>• What factors led to the rapid expansion of Muslim rule?</li> <li>• How was Islam both a religion and a civilization?</li> <li>• How do the teachings of the Qur’an and the Sunnah impact the daily lives of Muslims?</li> <li>• What contributions did Muslim scholars make to world civilization?</li> </ul>
<b>Standard 7.4: Sub-Saharan Civilizations of Ghana and Mali</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes something valuable?</li> <li>• How does geography influence history?</li> <li>• Which has the greatest impact, the trading of ideas or the trading of goods?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What role did geography, economics, and politics play in the development of Ghana and Mali?</li> <li>• How did Islam influence West African cultures?</li> <li>• What are some African traditions that are still with us today?</li> </ul>
<b>Standard 7.7: Mesoamerican and Andean Civilizations</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What role does geography play in the development of civilizations?</li> <li>• What does it mean to be “civilized”?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the similarities and differences between Mesoamerican and Andean civilizations?</li> <li>• How did Mesoamerican and Andean civilizations adapt to their environment?</li> <li>• What impact did the encounters between the Europeans and Mesoamerican/Andean people have on one another?</li> <li>• How did the achievements of Mesoamerican and Andean civilizations impact daily life in those regions?</li> </ul>

<b>Standard 7.3: China in the Middle Ages</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do ideas spread?</li> <li>• How do inventions impact history?</li> <li>• What makes a society “advanced”?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the political and social environment that allowed for the spread of Buddhism?</li> <li>• How did Confucianism influence China?</li> <li>• How did art and literature reflect the values of Chinese society?</li> </ul>
<b>Standard 7.5: Medieval Japan</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Is it better to be isolated from others or connected to others?</li> <li>• What should the role of the military be in a society?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the geography of Japan influence its culture?</li> <li>• How did contact with other cultures help to shape Japanese civilization?</li> <li>• What were the values, social customs, and traditions prescribed by the lord-vassal system in Japan?</li> <li>• What was the role of the samurai in medieval Japan? How did this role change over time?</li> </ul>
<b>Standard 7.6: Medieval Europe</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the best way to maintain order and to keep a society stable?</li> <li>• How are religion, politics, economics, and social structures related?</li> <li>• Who should have more power, political leaders or religious leaders?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the Catholic Church influence daily life and politics/governments?</li> <li>• What led to the development of feudalism? How did feudalism impact the lives of people in Medieval Europe?</li> <li>• What were the Crusades? Why did they happen? What were the effects of the Crusades?</li> <li>• What were the similarities and differences between medieval European and Japanese societies?</li> </ul>
<b>Standard 7.8: Renaissance</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the past influence the present?</li> <li>• How do ideas and innovations impact society?</li> <li>• What is art? What is the purpose of art?</li> </ul>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the multiple causes for the development of the Renaissance in Italy?</li> <li>• What was the significance of the Renaissance?</li> <li>• What were the effects of the development of printing?</li> <li>• What ideals of the Renaissance continue to impact modern society?</li> </ul>

<b>Standard 7.9: Reformation</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Can one person make a difference in history?</li> <li>• Why do people practice religion?</li> <li>• What is the role of religious leaders in society?</li> </ul>	<b>Focus Questions:</b> <ul style="list-style-type: none"> <li>• Why did the Reformation happen? Would the Reformation have happened without Martin Luther?</li> <li>• How was the Reformation more than just a religious movement?</li> <li>• What were the effects of the Reformation?</li> </ul>
<b>Standard 7.10: Scientific Revolution</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is “science”? What is the purpose of science?</li> <li>• How revolutionary was the Scientific Revolution?</li> </ul>	<b>Focus Questions:</b> <ul style="list-style-type: none"> <li>• Where did the Scientific Revolution come from? How did the Renaissance and Reformation contribute to the Scientific Revolution?</li> <li>• What is the Scientific Method? What was the significance/importance of the Scientific Method?</li> </ul>
<b>Standard 7.11: Age of Exploration, Enlightenment, Age of Reason</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why do people explore?</li> <li>• What influences society more, economics or politics?</li> <li>• What does it mean to be “enlightened”?</li> </ul>	<b>Focus Questions:</b> <ul style="list-style-type: none"> <li>• How has the Columbian Exchange influenced world history?</li> <li>• What is capitalism?</li> <li>• How did the Enlightenment influence Western political thought (including the political institutions of the U.S.)?</li> </ul>

### **Additional Overarching Questions**

In addition to the essential questions and focus questions, the following questions may serve to make connections across civilizations and time periods. These questions link to the G.R.A.P.E.S. (Geography, Religion, Achievements, Politics, Economics, and Social Structures) analytical tool and help to provide themes and threads for reinforcing the guiding concepts and content of the course.

- **Geography:** How does geography influence history? Economics? Development of civilizations? Cultural exchange/cultural diffusion?
- **Religion:** How does religion impact political and social structures? How do religions develop and spread?
- **Achievements:** How do achievements reflect and/or impact a civilization/culture? Where do new ideas come from? How do achievements build upon what has gone before?
- **Politics:** How do political structures impact religion? Economics? Social structures?
- **Economics:** How does economic development take place? How does economics influence politics? Social structures?
- **Social Structures:** How do societies arrange themselves? Why?

## The Writing Process

Writing is an important part of a historian's work, and teaching students how to write as historians is an important part of a social studies teacher's job. Getting students to write thoughtful, well-organized paragraphs and essays can be a challenging and frustrating experience for teachers and students.

### Expository Topic Sentences

Some students experience great difficulty when faced with starting a paragraph. Here are some ways to help students overcome this obstacle:

1. Show students that a topic sentence can come from the writing prompt or question. For example, if the prompt says, "What are some of the reasons for the fall of the Roman Empire?" a student could take the key words from the prompt and craft a topic sentence such as, "There are many reasons for the fall of the Roman Empire."
2. Help students see that there are several ways to write a topic sentence, depending on the information they will present in their paragraphs. For example, they could start their paragraph with:
  - a. A Power/Number Statement:
    - i. The Roman Empire fell for several reasons.
    - ii. There are three main reasons why the Roman Empire fell.
  - b. And/But Statements:
    - i. The Roman Empire had many problems, and that is why it eventually disintegrated.
    - ii. The Roman Empire was one of the ancient world's most powerful empires, but it eventually lost that power.

### Supporting Details/Evidence

Historians use historical details and evidence to support and prove their points. Helping students to have a solid understanding of evidence will help them to more readily incorporate evidence into their writing. Examples of evidence include:

1. Facts and generalizations from history
2. Specific quotations, details, and statistics from historical sources
3. Logical examples and ideas used to support an argument or explanation.

Based upon this understanding of evidence students should be helped to integrate evidence into their writing. Some ways to support students include:

1. Giving students a topic sentence and asking them to provide examples of how they might support that idea.
2. Giving students a topic sentence and a short quote related to that topic and modeling for them how they could use that quote in their writing. This would be followed by guided practice, feedback, and independent practice with more feedback.
3. Giving students organizers and sentence stems which call out the need to integrate evidence into their writing.

## Analysis

Analysis or explanation sentences are the most challenging element of historical writing. Analysis statements answer the question of “so what?” and help to make writing clear and convincing. Students may be supported in using analysis statements in the following ways:

1. Modeling what analysis statements look like and showing how they support evidence.
2. Using stems such as: this shows, this proves, this is important because, that was significant because. This should be done consistently and repeatedly to help students internalize these basic stems.
  - a. Teachers should eventually have students remove the sentence stems to assist them in avoiding monotony in writing.
  - b. For example:
    - i. This is important because controlling the salt and gold trade made Ghana wealthy and powerful.
    - ii. Controlling the salt and gold trade made Ghana wealthy and powerful.
3. Using analysis type statements in classroom talk to help students gain more familiarity and understanding of analysis.
4. Asking the question of “so what?” while reading texts to help students dig deeper and look for significance so that they see the need for incorporating explanations and analysis into their writing.

## Transitional Words and Phrases

Students often need help showing that they are making a transition in their writing. One way to help them is to explicitly teach transitional words and phrases helping them to understand when they should be used, depending on the type of paragraph they are writing. For example:

1. Chronology paragraph transitions:
  - a. To begin . . . then . . . consequently
  - b. It started when . . . then . . . eventually
  - c. In the first place . . . later on . . . finally
  - d. At first . . . then . . . after that
2. List paragraph transitions:
  - a. First . . . second . . . third
  - b. One example . . . another example . . . finally
  - c. First of all . . . also . . . furthermore
  - d. One important . . . another important . . . the most important
3. Compare/contrast transitions:
  - a. Similarities: likewise. . . similarly. . . just as
  - b. Differences: in contrast. . . conversely. . . instead. . . rather

## Concluding Statements

Students may also have difficulty coming up with a concluding statement for their paragraph. Frequently, they simply rephrase the topic sentence, changing a word or two. Help students understand that while the concluding sentence does need to summarize the topic of the paragraph, it may also:

1. Answer any questions left unanswered.
2. Emphasize the special importance of one of the main points.

3. Say something that will keep readers thinking about the subject.

## The Writing Process

Explicitly teaching the writing process can help facilitate proficient writing in social studies. While it may seem time-consuming, students will benefit from understanding the steps proficient writers take. There are many different models of the writing process, but they generally have the following steps in common for expository writing (see **Student Handout**, The Writing Process on pp. D-6-D-7):

- **Brainstorm:** Students read the prompt and begin generating ideas for their response; they begin formulating their main idea or thesis statement.
- **Pre-write:** Students finalize the essay main idea or create their thesis statement. Students also organize their ideas in a graphic format, such as an outline or web, including what they will say in the introduction and conclusion.
- **First Draft:** Students write their response to the prompt in the form of complete sentences and paragraphs.
- **Revise:** Students read over their work and check it against the writing prompt and rubric or scoring guide, making changes as needed. They may have someone else read their product, checking it for clarity and errors, making changes as needed.
- **Edit:** Students correct any errors in spelling, grammar, and punctuation.
- **Revised Draft:** Students write out a revised draft. They may then revise and edit again, as needed.
- **Publish:** Students create and present their final, polished written response to the prompt.

There are a variety of templates and graphic organizers that can help students with prewriting or composing first drafts. The templates that follow are modifications of those that have been used in this instructional guide, and may be used for expository writing.



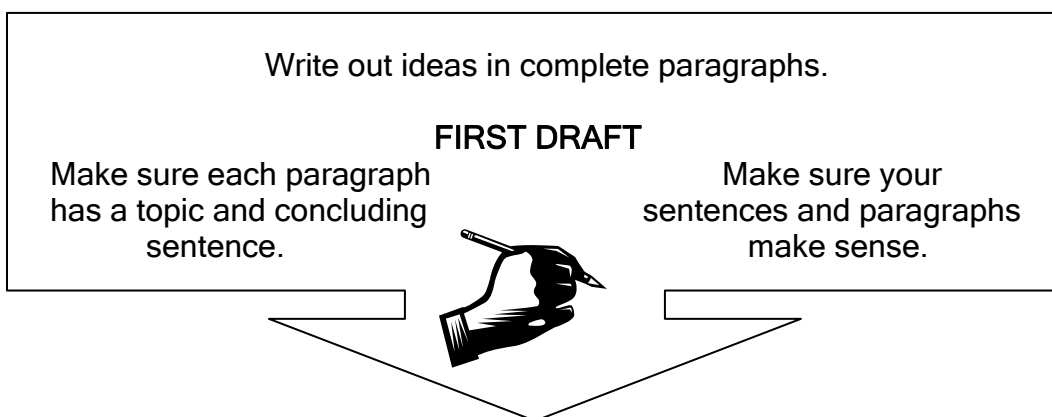
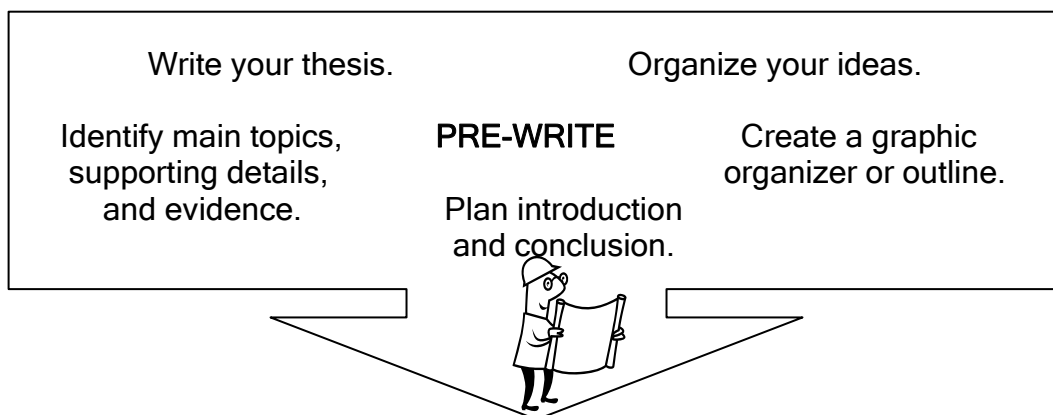
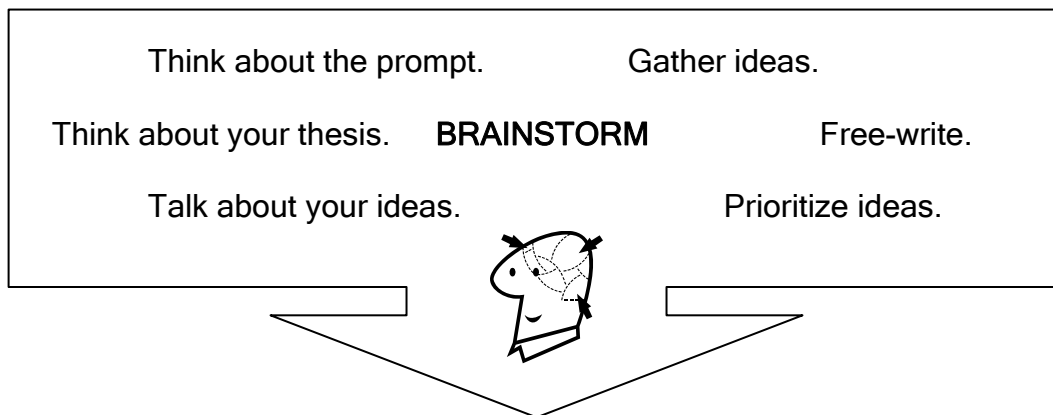
# Paragraph Template

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	

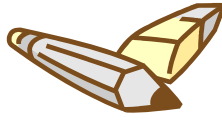
# Essay Template

Paragraph 1	<u>Historical Context:</u> 1-2 sentence summary of topic		INTRODUCTION
	<u>Main Idea or Thesis:</u> Your main argument or idea that you will prove.		
Paragraph 2	<u>Main Idea</u>	Topic Sentence	B O D Y
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u>	Topic Sentence	B O D Y
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u>	Topic Sentence	B O D Y
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 5	<u>Restate Main Idea or Thesis</u>		CONCLUSION
	<u>Review Main Points</u>		
	<u>Final Thought</u>		

Student Handout: The Writing Process



Read what you wrote. Does it make sense?  
Check the writing prompt. **REVISE** Check the rubric.  
Have someone else read your work. **MAKE CHANGES!!**



Check your paper carefully. Is everything correct?  
Spelling? **EDIT** Punctuation?  
Grammar? Title? Indentation?



Rewrite or type your paper carefully. Include revisions and edits.  
**REVISED DRAFT**  
Revise and edit, if necessary. Read it one more time!



**PUBLISH!**

## Generic History/Social Science Rubrics

The following rubrics are included as models. These rubrics can be used as the basis for the creation of rubrics for use in the classroom. As these are generic writing rubrics, they may not be appropriate for every assignment.

While rubrics are traditionally used to score student work, these and other rubrics may be used in a variety of ways. For example:

1. Students may use rubrics to self-assess their own writing.
2. Students may use rubrics to provide feedback to other students about their writing.
3. Students may use a rubric to identify a skill on which they will focus for a particular project or subject.
4. Students may use a rubric to discuss how they are doing in class with their parents during a conference.

At the beginning of the year, teachers may choose to modify the rubric to have only one or two items in each box, providing a focus for the students. Then, as the year progresses, more items may be added as students master the skills represented in the rubric.

## GENERIC PARAGRAPH RUBRIC (7<sup>TH</sup> GRADE)

SCORE	TOPIC SENTENCE	CONTENT and EXPLANATION	CONCLUDING SENTENCE	CONVENTIONS and ORGANIZATION
	<i>The topic sentence:</i>	<i>Supporting facts, details, and explanations:</i>	<i>The concluding sentence:</i>	<i>The paragraph:</i>
<b>4</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly relates to the prompt.</li> <li><input type="checkbox"/> Directly addresses the major topic of the paragraph.</li> <li><input type="checkbox"/> Demonstrates a thorough understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are all accurate and relevant.</li> <li><input type="checkbox"/> Are all clear and logical.</li> <li><input type="checkbox"/> Demonstrate a thorough understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly wraps up the paragraph.</li> <li><input type="checkbox"/> Strongly links to the topic.</li> <li><input type="checkbox"/> Demonstrates a thorough understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has accurate punctuation, capitalization, and spelling.</li> <li><input type="checkbox"/> Is well organized.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relates to the prompt.</li> <li><input type="checkbox"/> Addresses the major topic of the paragraph.</li> <li><input type="checkbox"/> Demonstrates a strong understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are mostly accurate and relevant.</li> <li><input type="checkbox"/> Are clear.</li> <li><input type="checkbox"/> Demonstrate a strong understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wraps up the paragraph.</li> <li><input type="checkbox"/> Links to the topic.</li> <li><input type="checkbox"/> Demonstrates a strong understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has a few punctuation, capitalization, or spelling errors.</li> <li><input type="checkbox"/> Is mostly organized.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat relates to the prompt.</li> <li><input type="checkbox"/> Indirectly addresses the major topic of the paragraph.</li> <li><input type="checkbox"/> Demonstrates some understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are somewhat accurate and relevant.</li> <li><input type="checkbox"/> Are somewhat clear.</li> <li><input type="checkbox"/> Demonstrate some understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Partially wraps up the paragraph.</li> <li><input type="checkbox"/> Somewhat links to the topic.</li> <li><input type="checkbox"/> Demonstrates some understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has some punctuation, capitalization, or spelling errors.</li> <li><input type="checkbox"/> Is partially organized.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not relate to the prompt.</li> <li><input type="checkbox"/> Does not address the major topic of the paragraph.</li> <li><input type="checkbox"/> Demonstrates no understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are inaccurate or irrelevant.</li> <li><input type="checkbox"/> Are unclear.</li> <li><input type="checkbox"/> Demonstrate no understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not clearly wrap up the paragraph.</li> <li><input type="checkbox"/> Does not link to the topic.</li> <li><input type="checkbox"/> Demonstrates no understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has many punctuation, capitalization, or spelling errors.</li> <li><input type="checkbox"/> Is poorly organized.</li> </ul>
<b>% Value</b>	<b>25%</b>	<b>60%</b>	<b>10%</b>	<b>5%</b>

## GENERIC ESSAY RUBRIC (7<sup>TH</sup> GRADE)

SCORE	INTRODUCTION	BODY PARAGRAPHS	CONCLUSION	CONVENTIONS and ORGANIZATION
	<i>The introduction:</i>	<i>The body paragraphs contain:</i>	<i>The conclusion:</i>	<i>The essay:</i>
<b>4</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a clear context and is strongly engaging.</li> <li><input type="checkbox"/> Demonstrates a thorough understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear and useful topic and concluding sentences.</li> <li><input type="checkbox"/> Strong and accurate facts and details.</li> <li><input type="checkbox"/> Logical explanations that support the thesis.</li> <li><input type="checkbox"/> Thorough evidence that the writer understands the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly wraps up the essay.</li> <li><input type="checkbox"/> Strongly links to the thesis.</li> <li><input type="checkbox"/> Convincingly addresses the significance of the topic.</li> <li><input type="checkbox"/> Demonstrates a thorough understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has very few to no errors in punctuation, capitalization, or spelling.</li> <li><input type="checkbox"/> Is well organized.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a clear context and is engaging.</li> <li><input type="checkbox"/> Demonstrates a strong understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear topic and concluding sentences.</li> <li><input type="checkbox"/> Accurate facts and details.</li> <li><input type="checkbox"/> Reasonable explanations that support the thesis</li> <li><input type="checkbox"/> Evidence that the writer strongly understands the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wraps up the essay.</li> <li><input type="checkbox"/> Links to the thesis.</li> <li><input type="checkbox"/> Addresses the significance of the topic.</li> <li><input type="checkbox"/> Demonstrates a strong understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has a few punctuation, capitalization, or spelling errors.</li> <li><input type="checkbox"/> Is mostly organized.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides some context and is somewhat engaging.</li> <li><input type="checkbox"/> Demonstrates some understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic topic and concluding sentences.</li> <li><input type="checkbox"/> Basic facts and details.</li> <li><input type="checkbox"/> Basic explanations that somewhat support the thesis.</li> <li><input type="checkbox"/> Some evidence that the writer understands the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat wraps up the essay.</li> <li><input type="checkbox"/> Somewhat links to the thesis.</li> <li><input type="checkbox"/> Somewhat addresses the significance of the topic.</li> <li><input type="checkbox"/> Demonstrates some understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has some punctuation, capitalization, or spelling errors.</li> <li><input type="checkbox"/> Is partially organized.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a weak context and is not engaging.</li> <li><input type="checkbox"/> Demonstrates no understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poor topic and concluding sentences.</li> <li><input type="checkbox"/> Poor, little, or no facts or details.</li> <li><input type="checkbox"/> Poor explanations that do not support the thesis.</li> <li><input type="checkbox"/> No evidence that the writer understands the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not wrap up the essay.</li> <li><input type="checkbox"/> Does not link to the thesis.</li> <li><input type="checkbox"/> Does not address the significance of the topic.</li> <li><input type="checkbox"/> Demonstrates no understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has excessive punctuation, capitalization, or spelling errors.</li> <li><input type="checkbox"/> Is poorly organized.</li> </ul>
<b>% Value</b>	<b>25%</b>	<b>60%</b>	<b>10%</b>	<b>5%</b>

## The Use of Summary

The model lessons included in the Instructional Guide pay special attention to the skills needed to write as a historian. Included in each of the lessons is an activity designed to provide students with practice in summarizing. The sample strategies included in the lessons are not designed to encompass all of the instruction students will need as they learn how to summarize. The following pages include additional sample strategies designed to assist students with the skill of summarizing.

General Guidelines for writing summaries:

1. Teach a formal process. Teach students the delete-substitute-keep process for summarizing:
  - a. Delete unnecessary words or sentences.
  - b. Delete redundant words or sentences.
  - c. Substitute general for specific terms (for example, “trees” for pines, oaks, and maples)
  - d. Keep words directly related to the content.
  - e. Select or create a topic sentence
2. Identify specific text structures. Help students understand that information is organized differently in different types of text. For example, a textbook will often have subheadings that identify key ideas to summarize, whereas a story will not.
3. Model good note taking. Model for your students how to take effective notes. Give them an outline of information you are going to cover in class, and have them use that as the starting point for their own notes. Show them that notes are living documents that change and evolve as the note-taker gains new understanding.
4. Focus the scope of summaries. Use focus questions to draw their attention to key concepts you want them to remember.
5. Personalize. Encourage students to personalize their notes, using sketches, diagrams, color codes, idea webs, or other approaches that make sense to them. What matters most is that students make notes that are meaningful and useful to them.
6. Use notes as study aids. Have students compare and discuss their notes in small groups as a method for review and test preparation.



### **Group Brainstorming**

Create questions centered on the content students have been learning during a set period of time (a week, unit, etc.). Post these questions around the room and divide students into groups. Have each group walk around the room and record their answers to the questions on poster paper. As a class, take the notes that each group has jotted down and turn them into summary paragraphs.

### **Delete the Unimportant**

Give students a text to read and summarize. Rather than have them underline or highlight what is important in the reading, have students delete unimportant information. All words and phrases remaining can then be turned into a paragraph.

### **Exit Passes**

Have students write one salient point that they learned during the class session on a piece of paper before leaving for the day. At the end of the week, have students turn these statements into a paragraph.

### **Something Happened And Then**

Provide students with the following template:

<b>Something</b>	
<b>Happened</b>	
<b>And</b>	
<b>Then</b>	

Have students complete the chart while reading and then turn the chart into a paragraph.

For example:

<b>Something</b>	Trade between China and India
<b>Happened</b>	Took place for many centuries
<b>And</b>	Traders from India brought Buddhist ideas to China
<b>Then</b>	The Chinese learned about Buddhism

Summary: Trade between China and India took place over many centuries. Traders from India brought Buddhist ideas to China, which was one of the ways the Chinese learned about Buddhism.

### **Somebody Wanted But So**

Provide students with the following template:

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	

For example:

<b>Somebody</b>	King John
<b>Wanted</b>	Money to raise taxes to pay for his wars
<b>But</b>	The barons felt the taxes were unfair and the king had too much power. They wanted rights that the king couldn't take away
<b>So</b>	They made him sign the <i>Magna Carta</i> .

Summary: King John needed to raise taxes to pay for wars. However, the barons felt the taxes were unfair and the king had too much power. They made him sign the *Magna Carta*, giving them rights he couldn't take away.

### SQ3R

SQ3R stands for survey, question, read, recite, and review. Students begin by surveying the headings of a chapter and the first sentence of each paragraph. When students have finished surveying, they turn each heading into a question. The questions can then be written down as headings for note taking. Students then read the text, answering the questions as they read. Next, students recite the answers to the questions. Finally, students review by writing a summary of what they've read.

### T-Chart

Before students begin reading, give them a T-Chart:

Main Ideas	Details or Examples
	1. 2. 3. 4
	1. 2. 3. 4.

Fill in the main idea for students and have them take notes on the details or examples. The T-Chart can then be used as a study guide or as a graphic organizer for writing.

## The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral to historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand content and significance.

Primary sources include written documents, maps, photographs, cartoons, artwork, artifacts, photographs, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on evidence. Additionally, primary sources allow students to grasp how people resolved complex issues. For example, an examination of Meso American codices reveals the rich cultural development of language in Meso America. It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources. For example, students analyze quotes, comparing speakers' perspectives to determine bias and point of view. Speeches are deconstructed and analyzed in order to determine motivation for action, and visual discoveries allow students to gain a multisensory perspective.

## Providing Students Access to Primary Sources: Source Selection and Instructional Delivery Considerations

Please note - these are general suggestions. Modifications must be made based on the sources, student needs and abilities, instructional intentions/purposes of using a given source, and the assessment (formal, informal, formative, or summative) that will guide instruction and evaluation of student learning.

<b>Source Selection</b>	<b>Source Delivery/Instruction</b>
<ul style="list-style-type: none"> <li>• The source should be short enough that students are not intimidated by it, yet long enough that students can gain the full meaning of the document.</li> <li>• Sources may include different genres and/or a variety of visual and written sources and should be differentiated according to student needs.</li> <li>• Source should be clearly connected to the topic/standard.</li> <li>• Documents should be appropriate for the grade level or modified, while not skewing the author’s intent, to be accessible.</li> <li>• Context clues should exist to help students make meaning.</li> <li>• The meaning of the source should not be obvious; rather, it should promote inquiry. A well-selected source should lead to student questioning and the potential desire for further research.</li> <li>• The sources should connect with instructional considerations around lenses for looking at a source based on the guiding question(s).</li> <li>• Sources should be selected to go beyond or develop the textbook account, not merely for the sake of conveying basic facts.</li> <li>• Sources that present both sides of an issue, different viewpoints, or are controversial may be selected to engage students while some sources may be chosen to build historical empathy.</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction should be chunked to organize concepts and to facilitate analysis.</li> <li>• Instruction should provide vocabulary assistance via frontloading before getting into the text. Add definitions or synonyms into margins of text to support student acquisition of key terms.</li> <li>• Instruction should activate adequate building of schema and/or background knowledge before reading and analyzing the document.</li> <li>• Instruction should provide guiding questions to help activate and direct student thinking around primary source content. Questions may focus on helping students analyze a given document or to spark student inquiry via questions such as, “Why did the Roman Empire fall?”</li> <li>• Instruction should utilize graphic organizers and acronyms (e.g. SOAPS, Say, Mean, Matter, APAARTS) to identify the big ideas of a source.</li> <li>• Instruction should include teacher modeling, through Think-Aloud and other strategies, of inquiry, sourcing, contextualizing and corroborating evidence followed by co-analysis and student practice.</li> <li>• Instruction should include peer collaboration with accountable talk such as: “What is your evidence?”, “How did you come to that conclusion?”, “Why is this significant?”</li> <li>• Instructional assessments should strongly influence how the source is delivered. Students should know what they are investigating as they analyze sources and how their learning will be assessed.</li> </ul>

**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

**7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

**I.A.1** Explain the meaning of the terms civic life, politics, and government.  
**I.B.1** Describe the essential characteristics of limited and unlimited governments.  
**I.B.2** Explain the importance of the rule of law for the protection of individual rights and the common good.  
**V.C.2** Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.

- Students research the Roman concept of citizenship. They explain why foreign subjects might have wished to become Roman citizens.
- Each student writes an essay on the meaning of Roman citizenship and compares it to the concept of American citizenship. They explain how the concept of Roman citizenship is similar to or different from contemporary American citizenship.
- Students read the story of the legendary Roman hero Aeneas. Ask: What are the traits of character that the story reveals? Why did the Emperor Augustus encourage authors to write myths and fables that celebrated Roman virtues? Students evaluate, take, and defend a position on the importance of stories about heroes and heroines in today's world.
- Read "When Roman Law Ruled the Western World," *Bill of Rights in Action* (Constitutional Rights Foundation website). Explain the Roman concept of *jus gentium* ("law of nations"). Ask: To what extent did Roman law influence the legal systems of Western Europe after the fall of the Roman Empire?
- Students research the institutions of the Roman government during the Republic. They explain the roles of senators, consuls, and tribunes. Ask: What powers were held by these Roman officials?
- Find the meaning of the Latin word "veto." Explain the importance of the veto power held by the Roman tribunes.
- Have students research the sack of Rome in A.D. 455 and explain how the term "vandalism" came to be used to imply wanton destruction. Work with law enforcement and community groups to address and eradicate acts of vandalism in your school and community.

**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

**7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

**3.** Explain the significance of the Qur'an and Sunnah [the way Muhammad lived his life] as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

**I.A.1** Explain the meaning of the terms civic life, politics, and government.

**II.D.2** Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict.

**IV.A.1** Explain how the world is organized politically.

**IV.A.2** Explain how nation-states interact with each other.

- Use one of the five lessons on the PBS website *Islam: The Birth of Faith* to explore moral and ethical teachings of Islam.
- Students prepare oral presentations using graphics to illustrate the influence of Islamic beliefs, ethics, and law in West Africa.
- Compare the concept of justice as presented in Judaism, Christianity, and Islam.
- Create a school project to promote tolerance and respect for diverse cultures. (Service-Learning Activity)
- In a graphic organizer, students show the similarities and differences in the political structure of medieval Japan and medieval Europe.
- Each student writes an essay comparing and/or contrasting political institutions in medieval Japan with those of medieval Europe.
- Through a graphic organizer or political cartoon, students illustrate justice, and the moral and ethical aspects of feudalism in thirteenth- or fourteenth century Western Europe.
- Each student writes an essay on the political power and influence of the Catholic Church in medieval Europe.
- Explain how the Renaissance and the Reformation contributed to the growth of individual rights. In what ways did this new spirit of individualism influence political thought?

**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

**7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.**

**6.** Describe the development of the imperial state and the scholar-official class.

**I.A.1** Explain the meaning of the terms civic life, politics, and government.

**II.D.2** Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict.

**IV.A.1** Explain how the world is organized politically.

**IV.A.2** Explain how nation-states interact with each other.

- Use one of the five lessons on the PBS website *Islam: The Birth of Faith* to explore moral and ethical teachings of Islam.
- Students prepare oral presentations using graphics to illustrate the influence of Islamic beliefs, ethics, and law in West Africa.
- Compare the concept of justice as presented in Judaism, Christianity, and Islam.
- Create a school project to promote tolerance and respect for diverse cultures. (Service-Learning Activity)
- In a graphic organizer, students show the similarities and differences in the political structure of medieval Japan and medieval Europe.
- Each student writes an essay comparing and/or contrasting political institutions in medieval Japan with those of medieval Europe.
- Through a graphic organizer or political cartoon, students illustrate justice, and the moral and ethical aspects of feudalism in thirteenth- or fourteenth century Western Europe.
- Each student writes an essay on the political power and influence of the Catholic Church in medieval Europe.
- Explain how the Renaissance and the Reformation contributed to the growth of individual rights. In what ways did this new spirit of individualism influence political thought?

**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

**7.4 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.**  
**3.** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

**I.A.1** Explain the meaning of the terms civic life, politics, and government.  
**II.D.2** Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict.  
**IV.A.1** Explain how the world is organized politically.  
**IV.A.2** Explain how nation-states interact with each other.

- Use one of the five lessons on the PBS website *Islam: The Birth of Faith* to explore moral and ethical teachings of Islam.
- Students prepare oral presentations using graphics to illustrate the influence of Islamic beliefs, ethics, and law in West Africa.
- Compare the concept of justice as presented in Judaism, Christianity, and Islam.
- Create a school project to promote tolerance and respect for diverse cultures. (Service-Learning Activity)
- In a graphic organizer, students show the similarities and differences in the political structure of medieval Japan and medieval Europe.
- Each student writes an essay comparing and/or contrasting political institutions in medieval Japan with those of medieval Europe.
- Through a graphic organizer or political cartoon, students illustrate justice, and the moral and ethical aspects of feudalism in thirteenth- or fourteenth century Western Europe.
- Each student writes an essay on the political power and influence of the Catholic Church in medieval Europe.
- Explain how the Renaissance and the Reformation contributed to the growth of individual rights. In what ways did this new spirit of individualism influence political thought?



**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

**7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.**

**3.** Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code throughout the twentieth century.

**6.** Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

**I.B.2** Explain the importance of the rule of law for the protection of individual rights and the common good.

**I.C.3** Explain those conditions that are essential for the flourishing of constitutional government.

**I.D.1** Describe the major characteristics of systems of shared powers and of parliamentary systems.

**V.C.1** Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

**V.C.2** Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.

**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

**7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**

**3.** Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

**8.** Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law

**I.B.2** Explain the importance of the rule of law for the protection of individual rights and the common good.

**I.C.3** Explain those conditions that are essential for the flourishing of constitutional government.

**I.D.1** Describe the major characteristics of systems of shared powers and of parliamentary systems.

**V.C.1** Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

**V.C.2** Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.

- Students illustrate the basic concepts expressed in the Magna Carta and explain their importance.
- Students identify the rights of individuals and limits on power contained in the Magna Carta, English Bill of Rights, and the American Declaration of Independence and restate these rights and limits in simple contemporary language. Then students determine commonalities among the three documents.
- Students identify and conduct research on a political thinker from the Renaissance, Reformation, or Enlightenment and prepare for a fishbowl activity in which the student-researcher is the political thinker and the remainder of the class asks questions. As a culminating activity, have students write about the impact of the Renaissance, Reformation, or Enlightenment on political thought or ideas.
- Explain how the scientific method advanced during the Enlightenment influenced the growth of democratic ideas.
- Students assume the roles of John Locke, Charles-Louis Montesquieu, and James Madison and participate in a “Meeting of the Minds” panel discussing how government and laws can protect natural rights and serve the common welfare.

**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

**7.9 Students analyze the historical developments of the Reformation.**

**3.** Explain Protestants' new practices of church self-government and the influences of those practices on the development of democratic practices and ideas of federalism.

**I.B.2** Explain the importance of the rule of law for the protection of individual rights and the common good.

**I.C.3** Explain those conditions that are essential for the flourishing of constitutional government.

**I.D.1** Describe the major characteristics of systems of shared powers and of parliamentary systems.

**V.C.1** Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

**V.C.2** Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.

- Students illustrate the basic concepts expressed in the Magna Carta and explain their importance.
- Students identify the rights of individuals and limits on power contained in the Magna Carta, English Bill of Rights, and the American Declaration of Independence and restate these rights and limits in simple contemporary language. Then students determine commonalities among the three documents.
- Students identify and conduct research on a political thinker from the Renaissance, Reformation, or Enlightenment and prepare for a fishbowl activity in which the student-researcher is the political thinker and the remainder of the class asks questions. As a culminating activity, have students write about the impact of the Renaissance, Reformation, or Enlightenment on political thought or ideas.
- Explain how the scientific method advanced during the Enlightenment influenced the growth of democratic ideas.
- Students assume the roles of John Locke, Charles-Louis Montesquieu, and James Madison and participate in a "Meeting of the Minds" panel discussing how government and laws can protect natural rights and serve the common welfare.

**CALIFORNIA HISTORY-SOCIAL  
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR  
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM  
APPLICATIONS**

<p><b>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</b>  <b>3.</b> Understand the scientific method advanced by Bacon and Descartes, and the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</p>	<p><b>V.B.1</b> Evaluate, take, and defend positions on issues involving personal rights.  <b>V.B.3</b> Evaluate, take, and defend positions on issues involving economic rights.</p>	
<p><b>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries.</b>  <b>5.</b> Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American Founders).  <b>6.</b> Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</p>		