# Pre-AP World History and Geography Instructional Planning Guide Teacher Sample, Pathway 1

The goal of the instructional planning guide is to help you create a roadmap of the key instructional activities and assessments   
you will use to design your course in alignment with the Pre-AP course framework and instructional principles. This sample   
illustrates one way in which you might use the guide. Pre-AP National Faculty and educators with experience teaching Pre-AP   
provided ideas for additional activities and resources that they might use alongside Pre-AP model lessons and formative   
assessment to build their full course.

**Using and Customizing Your Own Instructional Planning Guide:**

* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus,   
  and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Geography and World Regions

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks,  Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Principles of Geography  G.1 | **Instructional Frame:** Geographers make maps to identify the locations of places*.* (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine and discuss the instructional frame above in preparation for Assess G.1.   * SE G.1-Intro: Principles of Geography * The National Geographic video “London Taxi Drivers’ Brains” * Expanding Essential Knowledge paragraphs for LO G.1 * SE G.1-A: The Purpose of Scale in Maps * Geoguessr game that uses obscure locations within our town * SE G.1-B: How Maps Represent Information * Examine election maps that utilize different ways to represent the same information * SE G.1-C: Synthesizing Data to See Patterns in Maps (examine other maps from the same article) * Assess G.1: Reexamining Principles of Geography   Disciplinary ideas to be modeled, examined, and used in class discussion include: urban, scale, spatial representation, geospatial data, GIS  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.1**  EK G.1.A  EK G.1.B  EK G.1.C  EK G.1.D  N/A |  |
| 1–1.5 |  | Regionalization  G.2 | **Instructional Frame:** Regional boundaries separate places that are entirely different from each other*.* (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess G.2.   * SE G.2-A: Human and Physical Regions * Expanding Essential Knowledge paragraphs for LO G.2 * SE G.2-B: Perceptual and Functional Regions * SE G.2-C: The Limits of Formal Regions * Business Insider’s “Why You Should Stop Calling It the Middle East” * “Which Team Do You Cheer For? An N.B.A. Fan Map” * World maps depicting time zones * Assess G.2: Re-examining Regionalization writing activity   Disciplinary ideas to be modeled, examined, and used in class discussion include: boundary, border, region types (formal, functional, perceptual)  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.2**  EK G.2.A  EK G.2.B  EK G.2.C  EK G.2.D  WG.9A |  |
| 1–1.5 |  | Spatial Reorganization  G.3 | **Instructional Frame:** Spatial reorganization is usually a result of migration. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess G.3.   * SE G.3-Intro: Spatial Reorganization * Expanding Essential Knowledge paragraphs for LO G.3 * SE G.3-A: Demographics and Spatial Reorganization * SE G.3-B: Push-and-Pull Factors of Migration * SE G.3-C: Migration and Spatial Reorganization * NPR’s “Jakarta Is Crowded and Sinking, So Indonesia Is Moving Its Capital to Borneo” * Time magazine’s “Why the Death of Malls Is About More Than Shopping” * Assess G.3: Re-examining Spatial Reorganization   Disciplinary ideas to be modeled, examined, and used in class discussion include: cultural diffusion, economic activity, mortality rates, “push” and “pull” factors of migration, sending and receiving societies  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.3**  EK G.3.A  EK G.3.B  EK G.3.C  EK G.3.D  WH.15B  WH.15C  WG.1A  WG.5A  WG.6B |  |
| 1 |  | G.1–G.3 | **Learning Checkpoint 1** | variable |  |
| 1–1.5 |  | Human Adaptation to the Physical Environment  G.4 | **Instructional Frame:** What are the causes and effects of human adaptations to the physical environment? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for a group writing activity based on the performance task format.   * Examining the emergence of each of the following trade networks as a case study of human adaptation: Mediterranean trade (starting in the classical period), the Silk Roads (starting in the classical period), Indian Ocean trade (starting in the classical period, intensifying during the postclassical period), the Columbian Exchange (starting in the early modern period), Pacific Ocean trade (starting in the early modern period, intensifying during the postwar Pacific trade boom) * Using evidence from each trade network, students will outline an essay about the causes and effects of human adaptations to the environment in a format similar to the performance task.   Disciplinary ideas to be modeled, examined, and used in class discussion include: food production, manufacturing, pathogens, biodiversity  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.4**  EK G.4.A  EK G.4.B  EK G.4C  EK G.4.D  WG.2B |  |
| 1–1.5 |  | Comparison of World Regions  G.5 | **Instructional Frame:** The Pre-AP World History and Geography world regions map is primarily regionalized to reflect cultural and economic patterns. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess G.5:   * SE G.5-Intro: Comparison of World Regions * Expanding Essential Knowledge paragraphs for LO G.5 * SE G.5-A: Global Cultural Patterns * SE G.5-B: Global Demographics and Development Patterns * SE G.5-C: Global Economic and Political Patterns * The European Commission’s website on the Mediterranean biogeographical region * “The Middle East & North Africa” online module * MoveHub’s “What Matters Most to People Around the World” * Assess G.5: Reexamining Comparison of World Regions   Disciplinary ideas to be modeled, examined, and used in class discussion include: biomes, foodways, fertility rates, population density, quality-of-life measures, and primary, secondary, and tertiary economic activities  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.5**  EK G.5.A  EK G.5.B  EK G.5.C  EK G.5.D  EK G.5.E  N/A |  |
| 1 |  | G.1–G.5 | **Learning Checkpoint 2** | variable |  |
| 1 |  | G.1–G.5 | **Performance Task**  To what extent do North Africa and sub-Saharan Africa have different regional characteristics? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Ancient Period, to c. 600 BCE

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks,  Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Human Adaptation and Migration in the Paleolithic World  1.1 | **Instructional Frame:** The main change for humans during the Paleolithic era was where they lived.(starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 1.1.   * SE 1.1-Intro: Human Adaptation and Migration in the Paleolithic World * Expanding Essential Knowledge paragraphs for LO 1.1 * SE 1.1-A: Technology and Human Adaptation to the Environment During the Paleolithic Period * SE 1.1-B: Cultural and Social Development in the Paleolithic World * SE 1.1-C: Global Spread of Humans During the Paleolithic Period * Smithsonian Magazine’s “The Great Human Migration” * The Live Science article “Human Evolution: The Origin of Tool Use” * Assess 1.1: Re-examining Human Adaptation and Migration in the Paleolithic World   Disciplinary ideas to be modeled, examined, and used in class discussion include: communal social organization, archeological terms (artifact, fossil, etc.)  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 1.1**  EK 1.1.A  EK 1.1.B  EK 1.1.C  N/A |  |
| 1–1.5 |  | Causes and Effects of Neolithic Revolution  1.2 | **Instructional Frame:** Neolithic Revolution innovations ended the hunter-gatherer lifestyle. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 1.2.   * SE 1.2-Intro: Causes and Effects of the Neolithic Revolution * Expanding Essential Knowledge paragraphs for LO 1.2 * SE 1.2-A: Causes of the Neolithic Revolution * SE 1.2-B: Effects of the Neolithic Revolution * SE 1.2-C: Development and Diffusion of Neolithic Communities * The Christian Science Monitor’s “How Did Farming Spread Across Stone Age Europe?” * National Geographic’s “What Was the Neolithic Revolution?” * Assess 1.2: Re-examining Causes and Effects of the Neolithic Revolution   Disciplinary ideas to be modeled, examined, and used in class discussion include: animal and plant domestication, shifting agriculture, Neolithic communities  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 1.2**  EK 1.2.A  EK 1.2.B  EK 1.2.C  WH.1A  WH.2A  WH.16A |  |
| 1–1.5 |  | Origins of Complex Urban Societies in the Ancient World  1.3 | **Instructional Frame:** What were the causes and effects of the first urban civilizations? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for a practice performance task (essay outline).   * Expanding Essential Knowledge paragraphs for LO 1.3 * ThoughtCo’s “The Three Sisters: The Traditional Intercropping Agricultural Method” * AgProfessional’s “A Historical Overview of Fertilizer Use” * PBS’s “Building Wonders: Hydraulic Engineering in Ancient Petra” * Chapter 2 of Evolution of Sanitation and Wastewater Technologies through the Centuries * Practice performance task: Causes and effects of the first urban civilizations   Disciplinary ideas to be modeled, examined, and used in class discussion include: terracing, sedentism, hydrologic systems, bronze tools, intercopping  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 1.3**  EK 1.3.A  EK 1.3.B  EK 1.3.C  WH.2B  WH.2C |  |
| 1–1.5 |  | Pastoralism in Afro–Eurasia  1.4 | **Instructional Frame:** To what extent did the practices of pastoralists impact the environment and the development of sedentary societies? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 1.4.   * Expanding Essential Knowledge paragraphs for LO 1.4 * ThoughtCo’s “Understanding the Role of Pastoralism in Civilization” * Planet Doc’s documentary “Nomadic Tribes of the Sahara” * “Ancient African Herders Had Lasting Ecological Impact on Grazed Lands” * Assess 1.4: Re-examine pastoralism in Afro Eurasia   Disciplinary ideas to be modeled, examined, and used in class discussion include: pastoral(ism/ist), grazing, sedentary and pastoral/nomadic communities  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 1.4**  EK 1.4.A  EK 1.4.B  EK 1.4.C  N/A |  |
| 1 |  | 1.1–1.4 | **Learning Checkpoint 1** | variable |  |
| 1–1.5 |  | State Formation in Ancient Afro–Eurasia  1.5 | **Instructional Frame:** The main cause of early state formation was the emergence of urban elites. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 1.5.   * SE 1.5-Intro: State Formation in Ancient Afro-Eurasia * Expanding Essential Knowledge paragraphs for LO 1.5 * SE 1.5-A: Origins of the First States in Afro-Eurasia * SE 1.5-B: Expansion of Tributary States * SE 1.5-C: Consolidation of Ancient Afro-Eurasian States * Crash Course World History’s videos on Mesopotamia and Ancient Egypt * ArcGIS Hub’s resource, “Early River Valley Civilizations” * National Geographic’s “Key Components of Civilization” * New York Times’ “Researchers Paint New Portrait of an Ancient People” * Assess 1.5: Reexamining State Formation in Ancient Afro-Eurasia   Disciplinary ideas to be modeled, examined, and used in class discussion include: political/religious/social elites, tribute/tributary states, political alliances, legal codes/codification, political consolidation  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 1.5**  EK 1.5.A  EK 1.5.B  EK 1.5.C  WH.26A |  |
| 1–1.5 |  | Development of Ancient Afro–Eurasian Religions  1.6 | **Instructional Frame:** The ancient period was a time of religious continuity. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 1.6.   * SE 1.6-Intro: Development of Ancient Afro-Eurasian Religions * Expanding Essential Knowledge paragraphs for LO 1.6 * SE 1.6-A: Declining Significance of Animism in Complex Urban Societies * SE 1.6-B: Use of Religion in Establishing Political Authority * SE 1.6-C: Origins and Impacts of the First Monotheistic Religions * Ancient History encyclopedia, Mesopotamian religion and Ancient Egyptian religion. * Architectural Digest’s collection “10 of the Most Ancient Temples in the World (and What They Look Like Now” * Asia Society’s “Religion and World View in the Shang and Zhou Dynasties” * Assess 1.6: Re-examining the Development of Ancient Afro-Eurasian Religions   Disciplinary ideas to be modeled, examined, and used in class discussion include: animism, theology, polytheism vs monotheism, political legitimacy, ethics  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 1.6**  EK 1.6.A  EK 1.6.B  EK 1.6.C  WH.3A  WH.19A |  |
| 1–1.5 |  | Development of Ancient Afro–Eurasian Societies  1.7 | **Instructional Frame:** To what extent did the expansion of agriculture lead to social changes? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for creating an essay outline using the performance task Part 1 format.   * Papyrus Lansing: A bureaucrat’s view of life * “Evolution of Sumerian Kingship” from *Ancient World Magazine* * Code of Hammurabi excerpts related to social hierarchy * Professor Hope Benne’s “Historical Development of Patriarchy at the End of the Neolithic Era and Beginning of Civilization” (secondary source) * Create essay outline answering the key question   Disciplinary ideas to be modeled, examined, and used in class discussion include: labor specialization, skilled versus unskilled labor, coercive labor, social hierarchy, patriarchy  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 1.7**  EK 1.7.A  EK 1.7.B  EK 1.7.C  N/A |  |
|  |  | 1.1–1.7 | **Learning Checkpoint 2** | variable |  |
|  |  | 1.1–1.7 | **Performance Task**  Explain how the development of ancient civilizations resulted in different types of social hierarchies. |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Classical Period, c. 600 BCE to c. 600 CE

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks,  Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Classical Empires in East Asia  2.1 | **Instructional Frame:** The Han Dynasty changed East Asia. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 2.1.   * SE 2.1-Intro: Classical Empires in East Asia * Expanding Essential Knowledge paragraphs for LO 2.1 * SE 2.1-A: Transition from a Feudal to a Centralized State Under the Qin Dynasty * SE 2.1-B: Political and Philosophical Expansion of the Han Dynasty * SE 2.1-C: Economic and Religious Foundations of the Han Dynasty * TED-Ed’s “The Incredible History of China’s Terracotta Warriors” * National Geographic’s “Terra-Cotta Warriors in Color” * (SHEG) lesson “Fall of the Qin Dynasty” * Assess 2.1: Re-examining Classical Empires in East Asia   Disciplinary ideas to be modeled, examined, and used in class discussion include: feudal versus imperial states, political centralization, bureaucracy/bureaucratic structures, meritocracy, economic innovation, artisans, political dynasties, standardized weights and measures  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 2.1**  EK 2.1.A  EK 2.1.B  EK 2.1.C  WH.1B  WH.4I  WH.24A |  |
| 1–1.5 |  | South Asian States and Dharmic Religions  2.2 | **Instructional Frame:** The classical period was a time of continual religious and political change in South Asia. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly reexamine/discuss the instructional frame above in preparation for Assess 2.2.   * SE 2.2-Intro: South Asian States and Dharmic Religions * Expanding Essential Knowledge paragraphs for LO 2.2 * SE 2.2-A: Reactions to edic Religion and Brahmanism * SE 2.2-B: The Mauryan Empire and the Spread of Buddhism in India * SE 2.2-C: The Gupta Empire and the Revival of Hinduism in India * The “South Asia, 1–500 AD” * “Across the Silk Road: Gupta Sculptures and Their Chinese Counterparts During 400–700 CE” * Assess 2.2: Reexamining South Asian States and Dharmic Religions   Disciplinary ideas to be modeled, examined, and used in class discussion include: ritualism, monks/monasteries/monastic organization, nuns/nunneries, state sponsorship of religion, literary and artistic traditions, religious revival  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 2.2**  EK 2.2.A  EK 2.2.B  EK 2.2.C  WH.1B  WH.26A |  |
| 1–1.5 |  | Greek and Hellenistic States in the Classical Mediterranean  2.3 | **Instructional Frame:** Why and how did Greek traditions influence both European and Asian communities during the Classical period? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for writing an essay outline for a response to the key question.   * Virtual museum and document walk culminating in performance task practice (essay outline) including the following sources * Maps illustrating territorial realignment in the region * Excerpts from Aristotle’s *Eudemian Ethics* (“golden mean”)and Plato’s *Philebus* ("final ranking of goods”) * *Classical Wisdom Weekly’s* “Plato and the Disaster of Democracy” * Pericles’s Funeral Oration * Smithsonian Magazine article “True Colors”   Disciplinary ideas to be modeled, examined, and used in class discussion include: philosophy/philosophical, reason, empiricism, democracy/democratic and republic/republican political structures  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 2.3**  EK 2.3.A  EK 2.3.B  EK 2.3.C  WH.1B  WH.3A  WH.19A  WH.24B |  |
| 1–1.5 |  | The Classical Roman Mediterranean  2.4 | **Instructional Frame:** To what extent was the Roman Empire a continuation of the Roman Republic? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 2.4.   * SE 2.4-Intro: The Classical Roman Mediterranean * Expanding Essential Knowledge paragraphs for LO 2.4 * SE 2.4-A: Imperial Expansion and the Fall of the Roman Republic * SE 2.4-B: Political and Cultural Foundations of the Roman Empire * SE.2.4.C: The Roman Imperial Economy * TED-Ed’s “The Great Conspiracy Against Julius Caesar” * PBS’s website for its series *The Roman Empire in the First Century* * Ancient History Encyclopedia’s article “Slavery in the Roman World” * Assess 2.4: Re-examine the Classical Roman Mediterranean   Disciplinary ideas to be modeled, examined, and used in class discussion include: senators, peasants, plebeian and patrician social classifications, transportation infrastructure, standardized commerce (weights, measures, currency), enslaved people/slaves (debate about term usage)  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 2.4**  EK 2.4.A  EK 2.4.B  EK 2.4.C  WH.1B |  |
| 1 |  | 2.1–2.4 | **Learning Checkpoint 1** | variable |  |
| 1–1.5 |  | Classical Societies in Afro-Eurasia  2.5 | **Instructional Frame:** To what extent did Classical states and religions reinforce traditional gender roles? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for a full essay.   * Expanding Essential Knowledge paragraphs for LO 2.5 * Social pyramid diagrams of classical societies * Roman mosaic from Dougga, Tunisia * Religious teachings on spiritual equality (e.g., St. Paul’s words in Galatians 3:26-29; Mutta’s and Ubbiri’s poems in *Verses of the Elder Nuns*) versus religious teachings that emphasized restriction and/or hierarchy (Ban Zhao's *Admonitions for Women* or *Laws of Manu #* 154, 160, and 161 of Chapter V; law 416 of Chapter VIII). * “Women in traditional societies” by Sarah Shaver Hughes & Brady Hughes * Open notecard essay response to key question   Disciplinary ideas to be modeled, examined, and used in class discussion include: artisans, free peasants, belief systems (religious, philosophical, or combination of both), gender and family roles  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 2.5**  EK 2.5.A  EK 2.5.B  EK 2.5.C  N/A |  |
| 1–1.5 |  | Trade Networks and Cultural Encounters in the Classical World  2.6 | **Instructional Frame:** What were the key causes and consequences of classical trade routes?(key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 2.6.   * SE 2.6-Intro: Trade Networks and Cultural Encounters in the Classical World * Expanding Essential Knowledge paragraphs for LO 2.6 * SE 2.6-A: Transportation Technologies and Long-distance Overland Trade * SE 2.6-B: Silk Roads and the Spread of Buddhism * SE 2.6-C: Early Trade in the Indian Ocean and Cultural and Technological Diffusion * Comparing source 1 to maps of the Achaemenid Empire and the Roman Empire * “Roman Shipbuilding & Navigation” from the Ancient History Encyclopedia * Ancient History Encyclopedia’s “Trade in the Roman World” * Assess 2.6: Reexamining Trade Networks and Cultural Encounters in the Classical World   Disciplinary ideas to be modeled, examined, and used in class discussion include: luxury goods, overland transportation technologies/innovations, maritime technology/innovations, merchant/mercantile, missionaries, monsoons, diffusion of flora/fauna  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 2.6**  EK 2.6.A  EK 2.6.B  EK 2.6.C  WH.24A |  |
| 1–1.5 |  | The End of Classical Empires and its Consequences in Afro-Eurasia  2.7 | **Instructional Frame:** What best explains why and when the Han and Roman empires collapsed? (key question)  The class will be divided into two groups to prepare for a debate on the key question above. One group will be assigned the task of arguing that internal factors were the primary cause of Han and Roman collapse, while the other group will present an argument for external factors. Students will examine sources/source collections like:   * Expanding Essential Knowledge paragraphs for LO 2.7 * TED Talk “How do societies collapse?” * “Constantine Founds Constantinople, 324 CE” from Fordham University’s *Ancient History Sourcebook* * *World History for Us All* collection “Centuries of Upheaval in Afroeurasia” * The *Education for Asia* article “Did the Middle Kingdom Have a Middle Period?” * Written verdict: Did external or internal factors best explain why and when the Han and Roman empires collapsed?   Disciplinary ideas to be modeled, examined, and used in class discussion include: political frontiers, erosion of political authority, standardized writing, spiritual salvation and equality  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 2.7**  EK 2.7.A  EK 2.7.B  EK 2.7.C  WH.1B  WH.1C  WH.3A  WH.3B  WH.3C |  |
| 1 |  | 2.1–2.7 | **Learning Checkpoint 2** | variable |  |
| 1 |  | 2.1–2.7 | **Performance Task**  To what extent was the development of Classical trade networks across the Mediterranean Sea similar to the development of the Classical Silk Roads? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Postclassical Period, c. 600 to c. 1450

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Early Islamic States  3.1 | **Instructional Frame:** Islamic states united northern Africa and western Asia. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 3.1.   * SE 3.1-Intro: Early Islamic States * Expanding Essential Knowledge paragraphs for LO 3.1 * SE 3.1-A: Origins and Basic Tenets of Islam * SE 3.1.B: SE 3.1-A: Origins and Basic Tenets of Islam * SE 3.1.C: State Consolidation, Cosmopolitanism, and the Abbasid Caliphate * The University of Cambridge’s series of primary source exercises on the First Crusade * The TED-Ed video “The Five Major World Religions” * 2001 *The New York Times* article “How Islam Won, and Lost, the Lead in Science” * Assess 3.1: Reexamining Early Islamic States   Disciplinary ideas to be modeled, examined, and used in class discussion include: caliphs/caliphates, cosmopolitan/cosmopolitanism, scholarship, qualified religious tolerance  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 3.1**  EK 3.1.A  EK 3.1.B  EK 3.1.C  WH.1C  WH.3A  WH.4C  WH.4D  WH.22A  WH.22B  WH.24D |  |
| 1–1.5 |  | Postclassical States: Byzantine Empire and European Kingdoms  3.2 | **Instructional Frame:** During the postclassical period, eastern and western Europe were totally different. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 3.2.   * SE 3.2-Intro: Postclassical States–Byzantine Empire and European Kingdoms * Expanding Essential Knowledge paragraphs for LO 3.2 * SE 3.2-A: Governmental Structures of Byzantium and Western Europe * SE 3.2-B: Economic Foundations of Byzantium and Western Europe * SE 3.2-C: The Crusades * The Ancient History Encyclopedia article “Trade in the Byzantine Empire” * National Geographic’s “An 800-year History of Paris’s Notre Dame Cathedral” and the Hagia Sophia (see Live Science’s “Hagia Sophia: Facts, History & Architecture”) * Assess 3.2: Re-examining Postclassical States   Disciplinary ideas to be modeled, examined, and used in class discussion include: political fragmentation, feudal versus imperial states/political structures, religious schism, manorialism/feudalism, pope/papal  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 3.2**  EK 3.2.A  EK 3.2.B  EK 3.2.C  WH.4A  WH.4B  WH.4G  WH.22C |  |
| 1–1.5 |  | Postclassical States in East Asia  3.3 | **Instructional Frame:** To what extent did postclassical Chinese dynasties continue or reestablish Han policies? (key question)  As students explore the sources below with varying levels of instructional support, they will fill in a chart recording continuity and change in postclassical China. At the end, students will have to create a written argument answering the key question using the chart created by the class.   * Expanding Essential Knowledge paragraphs for LO 3.3 * Primary & Secondary Sources-Influence of Buddhism: The Story of China (PBS) * Craig Lockard’s essay for Encarta, “Tang Civilization and the Chinese Centuries” * Charles Benn’s *Daily Life in Traditional China: The Tang Dynasty* * Robert Eno’s essay “Song Dynasty Culture: Political Crisis and the Great Turn” * Using the class chart, students will write their answer to the key question.   Disciplinary ideas to be modeled, examined, and used in class discussion include: civil service examinations, artisanal production, state investment in infrastructure, tax revenue, land redistribution  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 3.3**  EK 3.3.A  EK 3.3.B  EK 3.3.C  WH.4G |  |
| 1–1.5 |  | The Mongols and the Revitalization of the Silk Roads  3.4 | **Instructional Frame:** To what extent did the Mongol Empire change the political, economic, and cultural development of Afroeurasia? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 and 2 of the performance task format.   * Expanding Essential Knowledge paragraphs for LO 3.4 * Asia for Educators’ “The Mongols in World History” resource collection * TED-Ed’s “History vs. Genghis Khan” * Chapter 15 and 16 of Friar John of Plano Carpini’s account of Mongol governance * Brown University’s Italian Studies collection “The Plague” * Students use part 1 (pre-writing/outlining) and 2 (writing) of the performance task format to write an evidence-based response to the key question.   Disciplinary ideas to be modeled, examined, and used in class discussion include: nomadic empire/political structures, relationship between demographic change and social change  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 3.4**  EK 3.4.A  EK 3.4.B  EK 3.4.C  WH.1C  WH.4G  WH.4J |  |
|  |  | 3.1–3.4 | **Learning Checkpoint 1** | Variable |  |
| 1–1.5 |  | Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa  3.5 | **Instructional Frame:** The emergence of trans-Saharan trade mainly impacted economicdevelopment. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 3.5.   * SE 3.5-Intro: Trans Saharan Trade and the Spread of Islam in Sub Saharan Africa * Expanding Essential Knowledge paragraphs for LO 3.5 * SE 3.5-A: Origins and Foundations of Trans Saharan Trade Routes * SE 3.5-B: State Building in the West African Sahel * SE 3.5-C: Spread and Impact of Islam in Sub-Saharan Africa * “Stunning Oasis Deep Inside the Sahara” * “Sites of Encounter in the Medieval World” interactive map, California History-Social Science Project website. * Assess 3.5: Reexamining Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa   Disciplinary ideas to be modeled, examined, and used in class discussion include: the Sahara Desert, West African Sahel, transshipment, sub-Saharan Africa  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 3.5**  EK 3.5.A  EK 3.5.B  EK 3.5.C  WH.4H |  |
| 1–1.5 |  | Long-Distance Trade and Diffusion in the Indian Ocean Basin  3.6 | **Instructional Frame:** To what extent did the expansion of Indian Ocean trade impact economic and cultural development? (key question)  As students explore the sources below with varying levels of instructional support, they will record the various effects on a chart shaped like a map of the region in preparation for answering the key question in a full essay.   * Expanding Essential Knowledge paragraphs for LO 3.6 * Ibn Battuta’s writings on his trips to Mogadishu, Mombasa, and Kulwa * Norman Rothman’s “Indian Ocean Trading Links: The Swahili Experience” * Indianoceanhistory.org’s interactive map * Crash Course World History’s “Int’l Commerce, Snorkeling Camels, and the Indian Ocean Trade” * Boston University’s “The Indian Ocean Trade: A Classroom Simulation” * Lynda Shaffer’s essay “Southernization” * Free-response essay to key question   Disciplinary ideas to be modeled, examined, and used in class discussion include: Swahili, Bantu languages, postclassical maritime technologies  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 3.6**  EK 3.6.A  EK 3.6.B  EK 3.6.C  N/A |  |
| 1–1.5 |  | Postclassical Americas  3.7 | **Instructional Frame:** Postclassical states in the Americas shared similar political and religious traditions. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 3.7.   * SE 3.7-Intro: Postclassical Americas * SE 3.7-A: Governmental Structures of the Maya, Inca, and Aztec States * SE 3.7-B: Economic Foundations of the Maya, Inca, and Aztec States * SE 3.7-C: Maya, Inca, and Aztec Cultural and Religious Practices * “Elites in Mayan Society” from PBS Learning Media * National Geographic’s Resource Library collection “Mesoamerica” * Assess 3.7: Re-examining Postclassical Americas   Disciplinary ideas to be modeled, examined, and used in class discussion include: confederated city-states, coercive labor, political centralization, handicrafts  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 3.7**  EK 3.7.A  EK 3.7.B  EK 3.7.C  WH.6A  WH.6B |  |
|  |  | 3.1–3.7 | **Learning Checkpoint 2** | Variable |  |
|  |  | 3.1–3.7 | **Performance Task**  To what extent did the political characteristics of Islamic states change during the postclassical period? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?