**EAST MEADOW PUBLIC SCHOOLS**

**Westbury, New York 11590**

**CURRICULUM AREA PROJECT**

**Grade 9 Global History and Geography / AP World History**

**Culminating Unit Projects**

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**ABSTRACT**

The ninth grade social studies honors program at W. Tresper Clarke High School in the East Meadow School District prepares students to master the emerging Common Core curriculum standards and achieve success with the Global History and Geography course. The program has an additional instructional objective of preparing students to be successful in the tenth grade Advanced Placement World History course and national exam. This CAP provides projects that allow students to achieve both Common Core objectives and AP course expectations. Long-term and short-term projects are included in this CAP, providing instructors with options for developing historical and critical thinking skills in their students. Many opportunities to facilitate student-centered learning allow classes to analyze text, organize ideas, and write and present knowledge in a variety of ways.

**RATIONALE**

Ninth grade social studies honors teachers face a daunting task. Students must be guided through the first half of the Common Core / NYS Global History and Geography curriculum. Students must work towards mastery of the emerging Common Core learning standards. And students must be provided with opportunities to immerse themselves in curriculum and activities that develop the knowledge and historical thinking skills essential for success in the Advanced Placement World History in tenth grade.

This CAP provides teachers with the tools to effectively achieve these impressive goals. The Trade Routes Project allows students to compare and analyze trade routes in the past and present. The Classical Belief Systems Project provides students an opportunity to consider the far-reaching impacts of new ideas on societies. The Nomads Project allows students to consider history through a new perspective. (Typically ninth grade students will focus on the sedentary societies, yet a focus on nomads provides new insights.) The Declines Project provides opportunities for comparisons among the failures of societies, and perhaps students will glean lessons for today’s world.

Each of these projects conform with New York State social studies standards, Common Core curriculum (projects were developed utilizing the current draft of the Common Core Social Studies grades 9-12 framework), and Advanced Placement World History curriculum and expectations. Reading and writing anchor standards are embedded with these projects. Historical thinking skills are developed. The Unifying Themes in each of these projects are consistent with the themes of the Advanced Placement World History course.

Ultimately, these projects provide a pathway for success through the rigorous demands of the ninth grade social studies honors program.

**HOW DID THE RISE OF MAJOR BELIEF SYSTEMS IMPACT INDIA AND CHINA?**

**CONTINUITY AND CHANGE POWERPOINT PROJECT**

**Project Overview:**

The focus of this project is to develop students’ understanding of the Common Core Social Studies theme of Time, Continuity and Change. This in turn will help prepare the students for the Advanced Placement World History course, in which they are expected to complete a Continuity and Change Over Time (CCOT) free response question as well as other questions assessing their understanding of the dynamics of change and continuity over time on the AP examination.

This project allows students to work together to understand how the introduction of belief systems into China and India changed the way of life for people living there in some ways, while other institutions and practiced were not affected. Students will move beyond describing the changes to analyzing historical causation, and make educated, evidence-based judgments as to why and how the belief system they studied promoted change.

This project, while focusing on the conceptual theme of continuity and change, develops a variety of skills consistent with Common Core expectations for students. Students are given some freedom when selecting the changes and continuities they want to present. This project provides graphic organizers for students to use, organizers that a student should eventually be able to craft for themselves as they progress through high school and become more independent researchers. Students will work collaboratively – incentives are provided in this project to for groups to work together in a highly effective manner. Bonus points for positive group dynamic as well as individual credit for contributions to the finished project help alleviate some of the chronic challenges of cooperative learning groups.

The finished assessment will be a PowerPoint presentation. Students will present their work to the class, displaying appropriate use of technology, research, synthesis of information, and oral presentation skills. Teachers are encouraged to use the graphic organizers as well as their own informal assessments to gauge students’ progress towards completion of the assignment, and provide guidance when necessary.

Ultimately, while students are learning about Classical India and China, analyzing how belief systems affected the respective societies, they have also mastered the elements of an AP World History free response. An enrichment assignment, providing an opportunity for students to build upon one of the graphic organizers and write an AP essay, is also provided.

**This project is consistent with NYS Learning Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**This project conforms to the following Global History I curriculum unit:**

Classical Societies 500 BCE – 500 CE – It should be noted that the AP World History curriculum currently uses the dates 600 BCE – 600 CE for this time period.

9.2 The emergence and spread of belief systems led to the development of universal truths and ethical codes to live by, and these belief systems created connections among people and influenced the development of cultural traditions; these beliefs had an ongoing influence on later historical periods.

**This project conforms to the following AP World History curriculum unit:**

Period 2 - Organization and Reorganization of Human Societies c.600 B.C.E. to c.600 C.E.

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

**This project conforms to the following Unifying Social Studies themes:**

* Time, Continuity, and Change
  + ƒ History as a formal study that applies research methods
  + ƒ Reading, reconstructing, and interpreting events
  + ƒ Analyzing causes and consequences of events and developments
  + ƒ Considering competing interpretations of event
* Development and Transformation of Social Structures.
  + Role of diversity within and among cultures
  + Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art
  + Cultural diffusion and change overtime as facilitating different ideas and beliefs

**Common Core Reading and Writing Standards for Literacy in History/Social Studies:**

*Reading - Key Ideas and Details*

* Read closely to determine what the text says explicitly and to make logical references from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
* Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

*Reading - Integration of Knowledge and Ideas*

* Integrate and evaluate content presented in diverse formats and media, including visually andquantitatively, as well as in words.
* Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
* Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

*Writing - Production and Distribution of Writing*

* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
* Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*Writing - Research to Build and Present Knowledge*

* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
* Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
* Draw evidence from literary or informational texts to support analysis, reflection, and research.

**HOW DID THE RISE OF MAJOR BELIEF SYSTEMS IMPACT INDIA AND CHINA?**

**CONTINUITY AND CHANGE POWERPOINT PROJECT**

We have been studying the rise of major belief systems during the Classical Period (600 BCE – 600 CE) – Hinduism, Buddhism and Confucianism - in India and China. To what extent did these belief systems transform these societies? To what extent did these societies maintain their traditions?

Working in groups, you will be assigned a belief system – Buddhism, Hinduism or Confucianism. You will then look at ways the society changed as well as remained the same with the introduction of these belief systems into either India or China. In order to see how life changed, and also stayed the same, you will need to consider:

* Life before the belief system was introduced
* Life after the belief system was practiced
  + Notable changes over this time period
  + Notable continuities over this time period
* Analysis – consider why and how the introduction of the belief system created the continuities or changes

**Once your research is complete, you will create and present a PowerPoint presentation to the class. All members will participate in the presentation. Each member will present the research that they contributed to the assignment.**

Your research may include information from our textbook, but there should be at least two additional sources used. Your project should clearly connect the teachings of the belief system with its influence (and lack of influence) with aspects of life in China or India during the Classical Period.

You **MUST** show **BOTH** changes and continuities during this time period that can be connected with your assigned belief system. This should be the focus of your research and presentation.

**Assessment:**

I will assess each group member individually as they present their portion of the PowerPoint. I will also award BONUS POINTS for excellent group dynamic. These points will be based on how well the group works as a team to support each other to create and deliver a group presentation

Remember - If you do not contribute your fair share of the work, it will show!

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_**

**CONTINUITY AND CHANGE ORGANIZER**

Your group will need to divide up the different tasks – remember you need to look for multiple continuities as well as changes. Use this handout to keep track of your work. Everyone must conduct research – no one is only tasked with creating a PPT presentation.

**Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Our Society:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My Research Role / Responsibility Within the Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sources:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Remember, you will need **BOTH** digital and print sources for this assignment!

**Information I Have Found:**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_**

**CONTINUITY AND CHANGE ORGANIZER – RESEARCH SUMAMRY**

**Directions: Fill in the blanks below. I am collecting this! Each student must hand in their own sheet.**

During the Classical Period, from 600 BCE to 600 CE, the belief system \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ developed in the society of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This belief system transformed the lives of people. For example, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ occurred . While this society changed in many ways, it also remained the same, for example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_continued . One reason this belief system produced changes was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Ultimately, the introduction of this belief system to this society would have a dramatic effect on world history because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**POWERPOINT GRADING CHECKLIST**

**NOTE – TEACHER MAY ASSIGN POINT VALUES AT THEIR DISCRETION, OR ASK STUDENTS TO DECIDE WHAT EACH ELEMENT SHOULD BE WORTH**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Project \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s Contribution – Area of Research\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**To what extent did the student present….**

* Their work ON TIME?
* Appropriate and relevant CONTENT?
* Material that reflected IN DEPTH RESEARCH?
* A personal UNDERSTANDING OF THE TOPIC?
* Appropriate EYE CONTACT and POSTURE?
* Slides that was INFORMATIVE?
* Slides that was CREATIVE AND INTERESTING?
* Slides that HAVE AN APPROPRIATE AMOUNT / FONT SIZE OF TEXT?

**Comments:**

**Final Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GROUP DYNAMIC BONUS POINTS!!!!**

**One point per bullet point – ten possible points!**

**Bonus points will be assigned to groups based on how well they:**

* Divide up tasks in a fair, respectful manner
* Support each other as research is conducted – helping out fellow members, for example
* Communicate with each other to make sure everyone is managing tasks well
* Resolving conflicts independently in a respectful manner
* Collaborating well to develop one PowerPoint presentation, not separate projects
* Sharing necessary materials to create one cohesive project
* Rehearse for their PPT presentation together
* Provide helpful, positive encouragement and ideas
* Maintain a positive attitude towards all group members during research and preparation for presentation
* Display positive group dynamic during presentation

Points are awarded at teacher’s discretion!!

**Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Points Earned \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**

**ENRICHMENT ASSIGNMENT**

What if this project were an AP World History exam writing assignment? How would you do? Let’s look at a possible essay question:

Trace the impact of the introduction of belief systems into any ONE region from 600 BCE to 600 CE.

1. South Asia
2. East Asia

This essay question, like our project, would involve you analyzing both continuities and changes. Your “Summary of Research” organizer provides an appropriate thesis statement. Using that, your own research, and your group’s PPT presentation, you will write the response to this question. On the AP exam, you would be timed, so consider that your response should be no longer than 5-6 paragraphs. Be sure that you DO have:

* The thesis
* At least two continuities
* At least two changes
* Reasons for these continuities and changes
* A conclusion in which you connect these events had a larger impact on events or patterns in world history.

This assignment is due \_\_\_\_\_\_\_\_\_\_\_\_\_.

Ongoing Project – The Causes of Decline

Another important historical concept concerns the causes of decline. While some empires’ declines have been studied extensively (Rome), others have not (Gupta India), and ninth-grade Global History and Geography presents many opportunities to examine similarities and differences in the reasons for decline, as well as the study of how and why societies decline and fall over time.

This ongoing project primarily concerns the second and third time periods in the AP World History curriculum:

2. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E. and

3. Regional and Transregional Interactions c. 600 C.E. to c.1450

In the second time period, Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E., students may research the political, economic, and social causes of decline in five different classical civilizations: Han China, Greece, Rome, Mauryan India, and Gupta India (see attached worksheet). Again, the focus would be on the AP World History themes, as presented in the AP World History Course Description Guide, pages 6-7: <http://apcentral.collegeboard.com/apc/public/repository/ap-world-history-course-description.pdf>

This presents a great opportunity for group work: each group could research one of the five and present their findings to the class, after which students could write a comparative essay, comparing and contrasting the reasons for the decline of two of the societies of their choice. This would be graded using the AP World History Comparative Essay rubric, found in the Course Description Guide, page 43: <http://apcentral.collegeboard.com/apc/public/repository/ap-world-history-course-description.pdf>

In the third time period, Regional and Transregional Interactions c. 600 C.E. to c.1450, students may research the causes of decline among the following societies: Umayyad, Abbasid, Mayan, and Mongol.

Again, this may be done as a group project or not. Comparative essays may be written, or this could serve as an opportunity to write a change-over-time essay, having students trace the how and why of the decline over time, in this case using the generic AP World History Change-Over-Time Essay rubric, found on page 40 in the Course Description Guide:

<http://apcentral.collegeboard.com/apc/public/repository/ap-world-history-course-description.pdf>

Please note that sources listed on the fall of the Mayans offer a wonderful chance to include science in history, as deemed important in the NYS Common Core Standards.

Extension activities are many:

1. Evaluate/debate the most critical causes of decline among societies.
2. Present solutions/ways to prevent decline among societies.
3. Compare the decline of one society studied with problems/decline in the United States today.

Students must use at least three sources for each research topic. Some helpful Web sites for teachers and/or students follow here:

“Han Dynasty”

<http://www.jcu.edu/faculty/nietupski/rl251/projects/n_silk_road/history/han.htm>

“The Decline of the Han Dynasty and the Roman Empire”

<http://www.hyperhistory.net/index.html>

“Chinese Tomb Treasures”

<http://gallery.sjsu.edu/oldworld/asiangate/chinesetombs/tomb-dynasties-han-page.htm>

“The Collapse of the Han Dynasty”

<http://history.cultural-china.com/en/183History6001.html>

“The Han Dynasty”

<http://www.indiana.edu/~e232/09-Han.pdf>

“The Decline and Fall of Classical Civilizations”

<http://www.historyhaven.com/APWH/Decline_of_%20classical_civilizations.htm>

“Fall of the Roman Empire”

<http://www.rome.info/history/empire/fall/>

“Decline of Rome, 235-490”

<http://www.worldology.com/Europe/decline_rome.htm>

“The Fall of Ancient Rome”

<http://www.historylearningsite.co.uk/fall_of_ancient_rome.htm>

“The Fall of Rome”

<http://www.bbc.co.uk/history/ancient/romans/fallofrome_article_01.shtml>

“Will America Soon Fall, Just As Rome Did?”

<http://www.foxnews.com/opinion/2013/07/31/will-america-will-soon-fall-as-just-like-rome-did/>

“The Fall of the Umayyad Empire”

<http://shadyslim.weebly.com/fall-of-the-umayyad.html>

“The Collapse of the Umayyad Dynasty”

<http://www.ucalgary.ca/applied_history/tutor/islam/caliphate/umCollapse.html>

“Dictionary of Islamic Architecture: Umayyads”

<http://archnet.org/library/dictionary/entry.jsp?entry_id=DIA1002&mode=full>

“Islam from the Beginning to 1300”

<http://history-world.org/islam.htm>

“The Abbasids, a Golden Age and Disintegration to the Fall of Baghdad”

<http://www.macrohistory.com/h3/islam13.htm>

“Abbasid Dynasty”

<http://www.britannica.com/EBchecked/topic/465/Abbasid-Dynasty>

“What Was the Abbasid Caliphate?”

<http://asianhistory.about.com/od/glossaryae/g/Abbasid-Caliphate.htm>

“The Mongols in World History: The Collapse of the Empire”

<http://afe.easia.columbia.edu/mongols/conquests/conquests_4.htm>

“The Mongol Empire in World History”

<http://worldhistoryconnected.press.illinois.edu/5.2/may.html>

“The Mongol Decline”

<http://countrystudies.us/mongolia/22.htm>

“The Mongol Empire”

<http://www.allempires.com/article/index.php?q=The_Mongol_Empire>

“All Empires”

<http://www.allempires.com/default.php>

“The Il-Khanate”

<http://www.ucalgary.ca/applied_history/tutor/islam/mongols/ilkhanate.html>

“The Mauryan Empire – Decline”

<http://library.thinkquest.org/C006203/cgi-bin/stories.cgi?article=decline&section=history/mauryans&frame=parent>

“A Military Coup and Invasions” (Mauryan India)

<http://www.macrohistory.com/h1/india4.htm>

“What Were the Causes for the Decline of the Mauryan Empire?”

<http://www.preservearticles.com/2011101815647/what-were-the-causes-for-the-decline-of-the-mauryan-empire.html>

“Why Did the Gupta Empire in India Collapse?”

<http://asianhistory.about.com/od/india/f/Why-Did-the-Gupta-Empire-in-India-Collapse.htm>

“What Economic Factors led to the Decline and Fall of the Gupta Empire?”

<http://www.preservearticles.com/2011082211296/what-economic-factors-led-to-the-decline-and-fall-of-the-gupta-empire.html>

“The Gupta Dynasty and Empire”

<http://www.macrohistory.com/h1/ch28gup.htm>

“The Gupta Empire: An Indian Golden Age”

<http://www.saylor.org/site/wp-content/uploads/2012/07/HIST101-7.2.1-GuptaDynasty-FINAL.pdf>

“Decline of Ancient Greece and Rome”

<http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/blms/8-3-5e.pdf>

“The Decline and Fall of the Greek Polis (431-336 B.C.)”

<http://www.flowofhistory.com/units/birth/3/FC24>

“Ancient Greece”

<http://www.shsu.edu/~his_ncp/Greece.html>

“Overview of the History of Ancient Greece”

<http://www.heritage-history.com/www/heritage.php?Dir=eras&FileName=greece_intro.php>

“Maya Rise and Fall”

<http://ngm.nationalgeographic.com/2007/08/maya-rise-fall/gugliotta-text>

“The Rise and Fall of the Maya Empire”

<http://www.history.com/topics/maya>

“The Fall of the Maya: ‘They Did it to Themselves’”

<http://science.nasa.gov/science-news/science-at-nasa/2009/06oct_maya/>

“Collapse: Why Do Civilizations Fall?: The Maya”

<http://www.learner.org/interactives/collapse/mayans.html>

“What Happened to the Ancient Maya?”

<http://latinamericanhistory.about.com/od/Maya/p/What-Happened-To-The-Ancient-Maya.htm>

“The Fall of the Mayan Civilisation”

<http://www.bbc.co.uk/history/ancient/cultures/maya_01.shtml>

“What Was Behind Mysterious Collapse of the Mayan Empire?”

<http://www.livescience.com/22581-mayan-empire-collapse-explained.html>

“Maya’s Rise and Fall Matches Climate Change”

<http://www.nytimes.com/2012/11/13/science/for-maya-climate-change-may-have-been-blessing-and-curse.html?_r=1&>

“The Rise and Fall of a Civilization” (Maya – online video)

<http://video.pbs.org/video/2216399796/>

“Did Climate Change Kill the Mayans?”

<http://science.time.com/2012/11/09/mayans/>

“The Fall of the Maya Empire”

<http://www.chapala.com/particles/july2000maya.html>

**CAUSES OF THE DECLINE OF EMPIRES**

|  |  |  |
| --- | --- | --- |
| EMPIRE/  DATES |  |  |
| POLITICAL CAUSES |  |  |
| ECONOMIC CAUSES |  |  |
| SOCIAL CAUSES |  |  |
| MILITARY CAUSES |  |  |
| ENVIRONMENTAL CAUSES |  |  |

Year-Long Project: The Role of Nomads in History

This project will address an important topic in world history: How and to what extent have nomadic cultures impacted world history? Students will research and examine the roles of various nomadic peoples in the time periods studied in ninth grade (See AP World History Course Description Guide, <http://apcentral.collegeboard.com/apc/public/repository/ap-world-history-course-description.pdf>,) as outlined below:

In the first time period, Technological and Environmental Transformations to c. 600 B.C.E., students will read and outline Chapter 4, “Nomadic Challenges and Sedentary Responses” in the third edition of World Civilizations: The Global Experience and become familiar with the lifestyle of different types of nomads (horse, camel, reindeer, cattle), identify the positive and negative aspects of their lifestyles, and examine their interaction with the “civilized” societies at the time.

Also in this time period, students will begin the study of a particular nomadic culture, that of the Aryans from Central Asia, and will begin charting out the political, economic, and social characteristics of that culture, as well as their impact on civilized India (see attached chart), keeping in mind AP World History themes, as detailed in the AP World History Course Description Guide, pages 6-7:

<http://apcentral.collegeboard.com/apc/public/repository/ap-world-history-course-description.pdf>:

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion, and Conflict

Theme 4: Creation, Expansion, and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

In the second time period, Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E., students will research and examine the culture of the Huns, another Central Asian group who had a major impact on both civilized China and the Roman Empire. As above, students will chart out the political, economic, and social characteristics of Hun society, as well as their impact on China and Rome.

After completing this assignment, students might complete a comparative essay, comparing the Aryans and Huns and their impact on world history up to that point. Students would be graded using the AP World History generic rubric for comparative essays, page 43: <http://apcentral.collegeboard.com/apc/public/repository/ap-world-history-course-description.pdf>

In the third time period, Regional and Transregional Interactions c. 600 C.E. to c.1450, students will research and examine the cultures of the Bedouins and the Mongols, both of whom had such an enormous impact on civilized Europe, Asia and Africa. As above, students will chart out the political, economic, and social characteristics of these nomadic peoples and their impact on the world.

At this point, students may write another comparative essay, comparing the Bedouin and Mongol cultures and their impact on world history, again using the AP World History rubric for grading purposes.

As a culminating activity, towards the end of the year, students will evaluate the role of nomads in history: Which group had the most significant impact on world history? Which group had the least impact? Students could write an essay arguing their point of view on the question, or students could have a debate on the subject. (See “More Resources for Classroom Debates”

<http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml>)

An extension activity might be to research modern-day nomads and compare and contrast their lives and impact to those of the past.

Students should use a minimum of three sources for each of their research assignments. Some helpful Web sites for both teachers and students follow here:

“Nomadic Challenges and Sedentary Responses” (World Civilizations Chapter 4 Outline

<http://occawlonline.pearsoned.com/bookbind/pubbooks/stearns_awl/chapter4/deluxe.html>

“Interactions between the nomadic cultures of central Asia and China in the Middle Ages”

<http://www.silk-road.com/artl/szynkiewicz.shtml>

“Hauling New Treasure Along the Silk Road”

<http://www.nytimes.com/2013/07/21/business/global/hauling-new-treasure-along-the-silk-road.html?pagewanted=all>

“Riding the New Silk Road”

<http://www.nytimes.com/newsgraphics/2013/07/21/silk-road/>

“The Year of Dunhuang: Buddhist Art at the Gateway of the Silk Road”

<http://www.chinainstitute.org/dunhuang-2013-virtual-tour/>

“Asia for Educators”

<http://afe.easia.columbia.edu/>

“The Mongols in World History”

<http://afe.easia.columbia.edu/mongols/>

“East Asia in Geographic Perspective: China, Japan, Korea, and Vietnam” (lesson plans)

<http://afe.easia.columbia.edu/geography/lesson_plan.html>

“In the Footsteps of Marco Polo” (online video)

<http://www.wliw.org/marcopolo/video/watch-the-full-episode/324/>

**NOMADS IN HISTORY**

|  |  |  |
| --- | --- | --- |
| Nomadic Group |  |  |
| Theme 1: Interaction Between Humans and the Environment |  |  |
| Theme 2: Development and Interaction of Cultures |  |  |
| Theme 3: State-Building, Expansion, and Conflict |  |  |
| Theme 4: Creation, Expansion, and Interaction of Economic Systems |  |  |
| Theme 5: Development and Transformation of Social Structures |  |  |
| Impact on Others/World History |  |  |

**TRADE ROUTES PROJECT**

**Project Overview:**

This project has been developed to engage ninth grade social studies students to research, write, and visually and orally present a comparison of trade routes between the Post-Classical Period of world history and today. This project is intended to be implemented at the conclusion of the post-classical period units in the ninth grade Global History and Geography curriculum. This assignment has students going beyond their textbooks to a more detailed conceptual understanding of the workings of earlier trade networks. A comparison with that same region today allows students to consider how trade has changed, and yet has stayed the same over time. Students can consider why some societies prosper and others do not, and what factors can provide a “tipping point” of sorts. Certainly students will appreciate that throughout history, the constant needs and wants of societies ultimately bring people together, with various consequences.

Ninth grade honors students are considered to be “pre-AP” students – in other words, they are not only expected to master ninth grade global history, but they are also expected to develop the historical thinking skills that are required in AP World History classes. This project provides teachers an opportunity to meet this crucial instructional objective.

Students should be given a choice of topic, and a choice of visual assessment. The class can also contribute to developing a grading rubric. A student worksheet has also been developed to help organize and reflect on research.

**This project is consistent with NYS Learning Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**This project conforms to the following Global History I curriculum units:**

1. **An Age of Expanding Connections, 500CE – 1450 CE**. It should be noted that the AP World History curriculum currently treats the Post-Classical Period as 600 CE to 1450 CE. Teachers may wish to discuss with the class why different historians use different dates for time periods. Specifically, the curriculum key ideas are:

9.4b Interregional travelers carried ideas, inventions, products, natural resources, livestock, and diseases that led to cultural diffusion.

9.4c Interregional trade networks supported economic growth.

9.4d Transregional trade routes (including global trade routes), and the control of them, influenced regional power.

1. **Contemporary Global Issues, 20th Century to the Present**

10.9a The world’s increasing demand for oil and other natural resources brought wealth, power, and influence

10.8g Variations in economic systems and the pressures of globalization have led to inequitable distribution of wealth across and within states and regions.

10.8h Transnational organizations and other independent organizations have responded to economic inequalities in various states by providing loans, development monies, support for projects, and policies that mandate reforms and the liberalization of economies.

**This project conforms to the following AP World History curriculum unit:**

Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450

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

Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present

Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

**COMMON CORE STANDARDS / UNIFYING THEMES / PRACTICES:**

This project conforms to the Unifying Social Studies Theme of **Creation, Expansion and Interaction of Economic Systems - trade, interdependence, and globalization.**

**Social Studies Practices:**

1. **Chronological Reasoning and Causation**

* Relate patterns of continuity and change to larger historical processes and themes
* Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events

1. **Comparison and Contextualization**

* Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes
* Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place

1. **Geographic Reasoning**

* Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations
* Characterize and analyze changing interconnections among places and regions

1. **Gathering, Using, and Interpreting Evidence**

• Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)

• Make inferences and draw conclusions from evidence

• Deconstruct and construct plausible and persuasive arguments using evidence

• Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present

**Common Core Reading and Writing Standards for Literacy in History/Social Studies:**

*Reading - Key Ideas and Details:*

* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

*Reading -Integration of Ideas and Details:*

* Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* Compare and contrast treatments of the same topic in several primary and secondary sources.

*Writing - Text Types and Purposes:*

* Write informative/explanatory texts, including the narration of historical events or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well‐chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain‐specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

*Writing - Research to Build and Present Knowledge*

* Draw evidence from informational texts to support analysis, reflection, and research.

*Writing - Production and Distribution of Writing*

* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

***TRADE ROUTES –***

***MEETING NEEDS AND WANTS, PAST AND PRESENT***

**Due Date \_\_\_\_\_\_\_\_\_\_\_**

Trading connections developed in the ancient world, and more complex trading networks further developed during the classical period, allowing people to exchange goods and ideas. In each of these trading networks some societies benefit, whether from being located and controlling the areas where exchanges of goods take place, or controlling the desired goods and resources themselves. Benefits include economic wealth and political power.

Today we have local, regional, trans-regional, and global trade taking place at an unprecedented level. To what extent is trade today similar to the trading networks of the past? To what extent are they similar? Are there clear “winners” and “losers” in these trade relationships?

You will research in depth **one** trade network during the **Post**-**Classical Period – 500 CE to 1450 CE**, and then research that same trading region as it functions **today**. You will select one of the following trading routes / networks:

* 1. Silk Road – by land
  2. Indian Ocean Trade Route
  3. Oceania Trade
  4. Mesoamerican
  5. Trans-Saharan Trade
  6. Sub-Saharan Trade
  7. Mediterranean Trade
  8. Middle Eastern Trade

1. You will research the following information about your trade route. Consider the following:
   1. The geographic locations – be specific! Consider key locations, waterways, roads, as well as trading cities, ports, even airports in today’s world
   2. What goods were / are exchanged
   3. How goods are transported
   4. Who is involved in this trade? How is it organized?
   5. Currency / means of exchange
   6. Who controlled / controls the routes? Who benefited / benefits from the trade on the route? In other words, who were the winners and losers?

Remember, you must research both the Classical Period trade as well as today’s trade in your selected region.

1. **WORTH 100 POINTS** - After completing your research, you will write a 2 page – typed, double-spaced, 12-point font, Times New Roman,1-inch margins – in which you evaluate:
   1. Similarities between the trading routes
   2. Differences between the trade routes

You should have sufficient information to make comparisons – consider such things as technology, geographic challenges and advantages, types of goods sold, quantity of goods sold, governments that dominate and benefit from the trade, role of different people within society engaged in trade – I am looking for creative thinking!!

1. **WORTH 100 POINTS** - You will create a visual presentation to display what you learned about the trade of the past and present. You will create a visual presentation to display what you learned about the trade of the past and present. You may choose to **either**
   1. Create a poster
   2. Create a PowerPoint Presentation

Whichever you choose, you will need to present appropriate creative, interesting visuals and text that inform the class and myself about your region in the past and today.

So, let’s get started! Once you have selected your topic, research at appropriate web sites for information about your trade route. You should use at least 5 sources for this assignment!! Do not forget that the Post-Classical Period is from 500 CE to 1450 CE. Some web sites will use different dates. Keep in mind whether your information is a primary or secondary source; you need to be aware of the inherent bias / lens through which your information comes to you.

As a class we will discuss and develop rubrics / grading criteria for the writing and visual presentation components. You will be required to meet with me after school at least once to show me your progress towards completing this assignment. Some work will be done in class, but other work will be completed at home.

NOTE – Letter to be sent home to parents!

Hello!

Our class is beginning a project in which students will select a trade route and research the trade on that part of the world in the past and today. This project is worth a total of 200 points – the equivalent of 2 test scores. Our project will involve many skills that are consistent with NYS Learning Standards and Common Core curriculum. Your child will be researching information at our school library, comparing how trade is conducted today as well as in the past, and developing their own evidence-based conclusions about what they learned. Your child will also present their research through either a PowerPoint presentation or a poster.

Time will be given in school to work on parts of this assignment, but work will also need to be completed at home. I encourage you to speak with your child about this project as I hope they find their assignment challenging and interesting!

The assignment is due on \_\_\_\_\_\_\_\_\_\_\_\_\_ . There will be points deducted for lateness.

If you have any questions about this assignment, please contact me by email or phone.

Please sign below to indicate you are aware of the expectations and for this project.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Parent / Guardian Signature

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_**

**TRADE ROUTES PROJECT**

**WRITING COMPONENT RUBRIC**

TEACHER NOTE – STUDENTS CAN BE INVOLVED IN DEVELOPING RUBRIC GUIDELINES. A POSSIBLE GUIDELINE IS BELOW:

**Points Earned:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. Completed on time – Possible 5 points
9. Utilized proper formatting, and a final page listing sources of research – Possible 15 points
10. Appropriate length of writing piece, reflecting in-depth comparisons and correct amount of research / sources used – Possible 10 points
11. Correct spelling and writing conventions have been utilized – Possible 10 points
12. Similarities – at least two similarities identified with relevant supporting historical evidence – Possible 25 points
13. Differences – at least two differences identified with relevant supporting historical evidence – Possible 25 points
14. Evaluation – “Big Picture” analysis is seen in the writing piece, in which deeper conceptual understandings are presented – Possible 10 points

**NOTE - Unexcused lateness – 10 points per day**

**Total Points:**

**Teacher Comments:**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_**

**TRADE ROUTE PROJECT**

**VISUAL PRESENTATION RUBRIC**

TEACHER NOTE – STUDENTS CAN BE INVOLVED IN DEVELOPING RUBRIC GUIDELINES. A POSSIBLE GUIDELINE IS BELOW:

**Points Earned:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. Completed on time – 10 points
8. Proper spelling, grammar conventions utilized – 10 points
9. Visual successfully displays the appropriate information for the topic at hand – (including sources listed) 40 points
10. Text is the necessary size so that viewers can read / see all relevant information – 10 points
11. Visual presentation is creative, interesting to look at – 10 points
12. Speaker presents her/himself as knowledgeable in the material – speaker does not simply read from the visuals, speaker displays appropriate eye contact, voice clarity, speed and volume, and proper posture with the audience – 10 points

**Note - Unexcused lateness – 10 points per day**

**Total Points:\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Comments:**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_**

**TRADE ROUTES PROJECT WORKSHEET**

Use this worksheet to guide you as you work, and bring it with you when you meet with me to discuss the progress you have made.

I – Trade Route / Network \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II – Post-Classical World Research: List web sites and other digital and print resources below:

III – Modern World Research: List web sites and other digital and print resources below:

IV – What was traded in the past in this part of the world? What is traded today? Has it changed? Why?

V – What governments were dominant in the post-classical world trade route? Why? How did this benefit them? Who were not dominant? How did this affect them? Who were the winners and losers? What evidence reveals this to you?

VI – What governments were dominant in the modern world trade route? Why? How did this benefit them? Who were not dominant? How did this affect them? Who are the winners and losers? What evidence reveals this to you?

VII – What similarities do you see in the trade during these time periods?

VIII– What differences do you see in the trade during these time periods?

IX – What history lessons or “truths” did your research teach you?

Feel free to use additional paper if you need it! Ask me if you have any questions!

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_**

**Trade Routes Project**

**Writing Assignment Self-Assessment**

Before I hand in my final writing piece, I should ask myself:

1. Did I introduce a topic and organize my ideas and concepts with a quality opening paragraph?
   1. Does my opening paragraph identify the specific similarities and differences I will discuss (with evidence) later in the writing piece? In other words, do I have a thesis?
2. Did I develop my topic with paragraphs that have well‐chosen, relevant, and sufficient facts to show how the trade route has changed in some ways, and stayed the same in other ways?
3. Did I organize each major idea in its own separate paragraph?
4. Did I use precise language and writing style for this assignment?
5. Did I give myself time to reflect on and edit my work?
6. Did I provide a conclusion to my written work that summarizes the key points, and draws conclusions about the lessons learned from studying to what degree this trade network has changed over time, and how that has impacted the societies involved in that region?
7. Did I add a page listing my sources?
8. Do I need to ask my teacher for guidance?

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_**

**Trade Routes Project**

**Writing Assignment - Partner-Assessment**

**Partner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions: Partners should read your rough draft, placing a check next to items that you have completed in a satisfactory manner. Partners should provide verbal feedback when directed to by the teacher.**

Before I hand in my final writing piece, tell me how I did:

1. Did I introduce a topic and organize my ideas and concepts with a quality opening paragraph?
   1. Does my opening paragraph identify the specific similarities and differences I will discuss (with evidence) later in the writing piece? In other words, do I have a thesis?
2. Did I develop my topic with paragraphs that have well‐chosen, relevant, and sufficient facts to show how the trade route has changed in some ways, and stayed the same in other ways?
3. Did I organize each major idea in its own separate paragraph?
4. Did I use precise language and writing style for this assignment?
5. Did I give myself time to reflect on and edit my work?
6. Did I provide a conclusion to my written work that summarizes the key points, and draws conclusions about the lessons learned from studying to what degree this trade network has changed over time, and how that has impacted the societies involved in that region?
7. Did I add a page listing my sources?
8. Do I need to ask my teacher for guidance?

**Curriculum and Learning Standards Web Sites**

**Advanced Placement World History Course Curriculum and Guidelines**

<https://secure-media.collegeboard.org/ap-student/course/ap-world-history-2011-course-exam-description.pdf>

**New York State Social Studies Draft Framework Grades 9 – 12**

<http://www.engageny.org/sites/default/files/resource/attachments/ss-framework-9-12.pdf>