Unit 10: New Empires in Asia

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 36**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit is about the empires of Asia from the time beginning around 1000 until about 1700. Some of the most significant empires of this time are: Mongols, Song, Mughals, Khmer, Shogunate, and the Ottomans.

Standards

LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
SOC.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
SOC.6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production,

	population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
SOC.6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.
SOC.6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
SOC.6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
SOC.6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Essential Questions

- How did famous warriors in history help establish their countries?
- How do monuments come to symbolize different eras of a nation's history?
- How do different social classes function in society?

Application of Knowledge and Skills...

Students will know that...

- 1. Istanbul was the capital of the Ottoman Empire.
- 2. China is known for many inventions throughout history including: gunpowder, porcelain, printing, and the abacus.
- 3. The Mughals leader Shah Jahan built the Taj Mahal in India.
- 4. Japanese society was a rigid class society.
- 5. The temple complex at Angkor Wat is the greatest architectural achievement of southeast Asia.
- 6. A haiku is a Japanese poem with a specific set of limitations.

Students will be skilled at...

- A. Identify the main ideas and supporting details while reading
- B. Interpret the reasons the Ottoman Empire chose to make their capital Istanbul, a former Roman city
- C. Compare and contrast written, video, or Internet resources
- D. Describe the origins of the Taj Mahal
- D. Explain the uses of some Chinese inventions including: gunpowder, porcelain, printing, and the abacus
- E. Trace the different classes of Japanese society and their roles
- F. Use different websites to research the history of the Khmer Kingdom, and evaluate the quality of information
- G. Write a haiku in the traditional Japanese style.

Assessments

- Comparing Political and Physical Maps: Diagnostic: Other visual assessments: Draw conclusions about the impact of geography on the development of Asian political borders. 6.2.8.B.4.a, RH.6-8.5., WHST.6-8.4.
- Taj Mahal Cartoon: Formative: Other visual assessments: Create a four panel cartoon explaining the origins of the Taj Mahal. 6.2.8.D.4.j, WHST.6-8.2a.
- Guided Practice: Formative: Other written assessments: Explain the social hierarchy of Japan and each class's roles. 6.2.8.A.4.b, 6.2.8.B.4.f, RH.6-8.3.
- Webquest: Formative: Other written assessments: Research the Khmer Kingdom.: 6.2.8.D.4.J, RH.6-8.2., WHST.6-8.8.
- Empires of Asia Test: Summative: Written Test: Test encompassing all major regions, kingdoms, inventions, monuments, and leaders of Asia between 1000 and 1600.6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.d, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.B.4.g, 6.2.8.C.4.a, 6.2.8.C.4.b, 6.2.8.C.4.c, 6.2.8.C.4.e, 6.2.8.D.4.a, 6.2.8.D.4.b, 6.2.8.D.4.c, 6.2.8.D.4.g, 6.2.8.D.4.h, 6.2.8.D.4.j, RH.6-8.2., WHST.6-8.4.
- Common Core Focus: Formative: Other written assessments: Write a traditional haiku about the events surrounding the 47 Ronin. WHST.6-8.4.

Activities

- Read "The 47 Ronin" and answer comprehension and exploratory questions
- Graphic organizer to compare Chinese Dynasties
- Reading passage and questions regarding the conquest of Constantinople
- "Constantinople is Istanbul" video
- Haiku comparing Japanese art to European art of the same time
- A historian's decision making process about artifacts/archeology worksheet
- Use the Maps101 map collections for making worksheets and projection in the classroom: various Asian maps
- Use the Map101 interactive maps to control displayed information and analyze maps as history unfolds: Turkish

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Draw a picture depicting the Himalayas as a wall

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: emperor, daimyo, samurai, shogun, shogunate

Content specific modifications to extend learning for gifted students may include:

- Create a fictional narrative of hiking in the Himalayas
- Research and report on a true account of hiking in the Himalayas
- Create a pamphlet for a fictional tour through Asia
- Study pictures of the Forbidden City and describe leading a tour group through its sprawling compound
- Create kabuki masks and act out the story of "The 47 Ronin

Integrated/Cross-Disciplinary Instruction

Writing haiku poetry connects this unit to the general poetry lessons students have received in their Language Arts classes. Specifically, students may be able to compare in their language arts classes haiku poetry to western concepts and examples of poetry.

Resources

- Macmillan/McGraw-Hill Our World textbook(c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- "Constantinople is Istanbul" video **http://www.youtube.com/watch?v=Mv-KcF3Rkv8**
- "The 47 Ronin" **http://www.samurai-archives.com/ronin.html**
- **http://www.maps101.com/**

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.