

Middle Ages in the East (Unit #4: Dark Ages vs. Golden Ages) 3 days (out of 11)	Ms. Eubanks
	World History Honors
Learning Target Objective(s)	Instructional Materials & Resources
<ul style="list-style-type: none"> • Students will be able to explain the major differences between China, Japan, India, and the Mongols during the Middle Ages. 	<ul style="list-style-type: none"> • White board and markers • Sticky notes • Computers or tablets with internet Access • Textbooks • Primary source material
Lesson Essential Question <ul style="list-style-type: none"> • What were the major differences between China, Japan, India, and the Mongols during the Middle Ages? 	

Plan of Instruction

Activity	Description of Activities/Setting	Purpose (Rationale)
<i>Pre-Lesson</i> <i>(Prior Knowledge & Content)</i> 20 minutes	<ul style="list-style-type: none"> • Students will have prior knowledge of Asia from the previous Unit. The last items covered will serve as a starting point. • The teacher will create a timeline on the white board and ask for student input if they know of any events that occurred after the events of the previous unit. The teacher will consider the responses and write the appropriate ones on the timeline. • Students will be given sticky notes and asked to write anything they know about Asia during this time. Students will post these notes on the board in categories for China, Japan, India, and the Mongols. 	This pre-lesson activity will prompt students to think about what they already know about this region of the world. Some students may bring in outside knowledge, while others may make inferences based on what they already know. Both are encouraged.
<i>Acquisition / Teacher Input</i> <i>(Establish objectives, set learning parameters)</i> 30 minutes	<ul style="list-style-type: none"> • The teacher will go over the student responses. Some may be accurate and some may not. • The teacher will build up from the answers to establish an understanding of the correct ones. • During this time, the teacher will describe vocabulary that may pertain to the student responses. 	By going over the student responses, the teacher will establish the learning target by making note of the differences between the region. The different regions will be signified by their placement on the board.
<i>Extending & Refining</i> <i>(Guided Practice)</i> 60 minutes	<ul style="list-style-type: none"> • The teacher will then introduce the Mongols to the student as part of a guided practice activity. • Due to the timeline, the students will understand that the Mongol invasion occurred at the end of this period • The teacher will ask the class to read excerpts from the primary source about the Mongols. Following each reading, the 	Students will delve into the past by dealing directly with primary sources and coming to inferences and conclusions based on those primary sources. The teacher will guide the students in learning by

	<p>teacher will guide the class in interpretation of the source.</p> <ul style="list-style-type: none"> • Following this, the teacher will show the class a short clip on Mongol expansion, so that the students will have an understanding of how much territory the Mongols conquered. • The teacher will discuss Mongol tactics with the class and how the Mongols were able to gain so much territory. The students will be expected to tie this discussion in with what they read in the primary source. 	<p>giving the students hints on what to look for while reading primary sources.</p> <p>The video clip will provide a visual aid for students to grasp the impact the Mongols had on Asia and the extent of their expansion.</p>
<p>Adjusting/Re-Centering (Assessing student progress, adjustments)</p>	<ul style="list-style-type: none"> • If students are not actively participating, an adjustment will be necessary. • The teacher may need to provide students with secondary sources to assist them in understanding the primary source material. • Primary sources <i>are</i> difficult, so the teacher can always ask the students if they are grasping the content. • The teacher can also go over different methods to apply when reading and analyzing primary sources. This will already have been gone over in a previous unit, but a refresher may be necessary. 	<p>If the students express difficulty understanding the primary source, then the teacher should implement the tactics for adjusting and re-centering the lesson.</p>
<p>Extending & Refining II (Independent practice)</p> <p>60 minutes</p>	<ul style="list-style-type: none"> • At this point, the class will be expected to research China, Japan, and India. Much of their findings will take place before the Mongol invasions. • The class will split up into three groups. One for each civilization. Each will be assigned a timeline and an information sheet. • Students will be given access to a variety of sources both primary and secondary. Students will be expected to write down the information they gather on each region. • Three thirty-minute rotations will allow students research each region and build upon what other students have gathered. 	<p>Students will practice using historical thinking skills by analyzing and getting information from various sources. It will also allow students to build their knowledge off of the conclusions other students have come to.</p>
<p>Closure (Student-driven, teacher directed close to lesson)</p> <p>60 minutes</p>	<ul style="list-style-type: none"> • Once the research is complete, the class will go over the materials. • Each group will present to class the region which they last researched, allowing students to have all the information for all the regions. • The teacher will add the dates to the 	<p>To tie it all together, the class will come together to discuss what they have learned, applying it to what they learned about the Mongols during the guided-practice.</p>

	<p>timeline and make a copy of all the information for the students to have as notes.</p> <ul style="list-style-type: none">• During this time the class will also discuss the Mongols in relation to the background information they now have on the Asian regions the Mongols affected.• As an exit ticket, students will be required to tie this knowledge in with the information they learned in previous lessons by writing a paragraph comparing Asian civilizations to other civilizations in the Middle Ages.	<p>The exit ticket will prompt students to think of the Middle Ages as a whole and compare the different regions to each other and what they had in common.</p>
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Assessments	
<u>Formative Assessments</u> <ul style="list-style-type: none"> • The discussion during the analysis of the Mongol primary source can serve as a formative assessment. If the students seem to appear to be struggling, or if they express concern, the teacher will know that adjustments need to be made before moving on with the remainder of the content. 	<u>Summative assessment</u> <ul style="list-style-type: none"> • The exit ticket will serve as a summative assessment. • It requires students to think about connections and similarities between the region, and to look at the period as a whole. • It draws upon prior knowledge.

Key People – Events – Groups - Terms		
<ul style="list-style-type: none"> • Sui Dynasty • Tang Dynasty • Song Dynasty • Nara Period • Heian Period • Kamakura Shogunate • Gupta • Mongols • Yuan Dynasty • Ilkhanate • Chagatai Khanate • Golden Horde • Pax Mongolica 	<ul style="list-style-type: none"> • Marco Polo • Empress Wu • Shotoku Taishi • Yamato • Fujiwara • Minamoto Yoritoko • Ashikaga • Genghis Khan • Kublai Khan • Hulegu Khan • Chagatai Khan • Katu Khan 	<ul style="list-style-type: none"> • Bushido Code • Samurai Warriors • Huns • Daimyo • Onin civil war

Concepts & Themes		
<ul style="list-style-type: none"> • Social Structure • Gender roles • Political/governing systems 	<ul style="list-style-type: none"> • Art and Literature • Military systems • 	<ul style="list-style-type: none"> • • •

Lesson Vocabulary		
<ul style="list-style-type: none"> • Champa rice • Samurai • Daimyo 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Correlations: State	Correlations: National
<u>NC Essential Standards</u> Primary – <ul style="list-style-type: none"> • WH.H.3: Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations. Secondary – <ul style="list-style-type: none"> • WH.H.3.1: Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid 	<u>Common Core & C3 Framework</u> <ul style="list-style-type: none"> • CCSS 9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • CCSS 910.9: Compare and contrast treatments of the same topic in several primary and secondary sources. • D2.His.8.9-12: Analyze how current

<p>Empire).</p> <ul style="list-style-type: none"> • WH.H.3.2: Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years' War, etc.). • WH.H.3.3: Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.). • WH.H.3.4: Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.). • WH.H.2.5: Analyze the development and growth of major Eastern and Western religions (e.g., Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, etc.). • WH.H.2.6: Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts. • WH.H.4.3: Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.). 	<p>interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <ul style="list-style-type: none"> • D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasonable argument about the past. • D2.His.17.9-12: Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
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Research Notes & Sources (Citations)
<ul style="list-style-type: none"> • Spielvogel, Jackson J. <i>Glencoe World History</i>. New York, New York: Glencoe/McGraw-Hill, 2003. • Mongol Primary Source: https://jigjids.files.wordpress.com/2011/05/the_secret_history_of_the_mongols_the_life_and_times_of_chinggis_khan1.pdf • Clip on Mongol expansion: https://www.youtube.com/watch?v=v_NPgMMazF4

This template is a modification of the North Carolina Secondary Social Studies Lesson Plan Template ("the six-point lesson plan")