

9.7b The dominant belief system and the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organization.

- Students will analyze how the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organization.

9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.

- Students will examine Ming interactions with European traders and Christian missionaries.
- Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)

9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.

- Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas.
- Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade.
- Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.

9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

- Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period.
- Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.

9.8c Complex societies and civilizations made unique cultural achievements and contributions.

- Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.

9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.

(Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)

**TOPICAL OUTLINE: Unit II: Expanding Zones of Exchange and Encounter,
500 – 1200 AD.**

**Unit II: Expanding Zones of Exchange and
Encounter (500 – 1200 AD)**

Themes

- I. **The Byzantine Empire**
- II. **Islam**
- III. **Africa**
- IV. **Tang & Song China**
- V. **Medieval Europe**

Belief Systems
Change
Culture and Intellectual Life
Human and Physical Geography
Movement of Peoples and Goods
Science and Technology

Enduring Understandings

Students will understand:

- The preservation of Greco-Roman culture within the Byzantine Empire.
- The Schism of 1054 A.D. and Orthodox Christianity
- Byzantine influence on the development of Russian culture.
- The basic beliefs, practices, and impact of Islam.
- The continued preservation and expansion of Greco-Roman intellectual and cultural achievements within Islamic society.
- The influence of geographic factors on the development of African civilizations.
- The cultural and religious practices and beliefs of indigenous African societies.
- The political, economic and social impact of maritime and trans-Saharan trade on African kingdoms.
- The causes and effects of Bantu migrations in central and southeastern Africa.
- The cultural achievements of Ghana and Mali.
- The achievements and contributions of the Tang and Song Dynasties and their influence on eastern and western societies.
- How cultural and social practices in Tang and Song China reveal attitudes towards women and their role in society.
- The effects of tribal invasions on western Europe.
- The structure and effect of the feudal system on Europe.
- The causes and long term effects of the Crusades.
- The social, political and cultural impact of the Roman Catholic Church.
- The social, political and economic causes of the fall of feudalism.

Essential Questions:

1. Does cultural diffusion promote or destroy culture?
2. What causes a society to rise or fall?
3. Do the arts reflect society or does society influence the arts?
4. Are the most technologically advanced societies the most civilized?
5. Does power corrupt?
6. What are the push/pull factors of migration?

Targeted Skills

- Map Reading/Interpretation
- Chart Reading
- Vocabulary Development
- Essay Writing:
 - Thesis Statement
 - Paragraph Development
 - Document Analysis (summation, outside info, citation, grouping of documents within the essay, point-of-view, incorporating scaffolding questions into the essay)

CCLS:	R1	W1	L1
	R2	W2	L2
	R3	W3	L3
	R4	W4	L4
	R5	W5	L5
	R6	W6	L6
	R7	W7	
	R8	W8	
	R9	W9	
	R10	W10	
	R11	W11	

Sub Unit III: Africa

Terms: <ul style="list-style-type: none"> ○ topography of Africa ○ desertification ○ terrace farming ○ savanna ○ Great Rift Valley 	<ul style="list-style-type: none"> ○ griot ○ clan ○ Bantu ○ location of African kingdoms ○ Ghana 	<ul style="list-style-type: none"> ○ Mali ○ Songhai ○ Timbuktu ○ cosmopolitan ○ Great Zimbabwe ○ Swahili ○ pastoralist ○ scarcity ○ gold-salt trade 	CCLS:	<ul style="list-style-type: none"> R1 R2 R3 R4 R5 R6 R7 R8 R9 R10 R11 	<ul style="list-style-type: none"> W1 W2 W3 W4 W5 W6 W7 W8 W9 W10 W11 	<ul style="list-style-type: none"> L1 L2 L3 L4 L5 L6
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Belief Systems Terms: <ul style="list-style-type: none"> ○ animism ○ ancestor worship 	People: <ul style="list-style-type: none"> ○ Mansa Musa ○ Ibn Battuta
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Primary Sources/Resources	See www.mysocialstudiesteacher.com/wiki for lesson primary sources
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Teacher Created Lesson Plans	See www.mysocialstudiesteacher.com/wiki for lessons
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Thematic Essay NYS Assessment	Thematic Essay – Geography 01.09 – Geographic Feature & Cultural Diffusion Thematic Essay – Belief Systems 06.08 – Practices & Influences Thematic Essay – Political Change 06.07 – Mansa Musa Thematic Essay – Movement of People & Goods: Trade 08.06 – Trans Saharan Trade Thematic Essay – Human & Physical Geography 08.03 – Gold Salt Trade Thematic Essay – Geography & Society 06.02 – Terrace Farming Thematic Essay – Geography 01.02 – Regular Coastline of South Africa
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Document Based Question NYS Assessment	
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