

WORLD HISTORY

Era 5 - Increased Hemispheric Interaction (500 to 1500)

Academic Standards

		This unit addresses the following academic standards ¹	
NCHSWH	5.2.A	The student understands feudalism and the growth of centralized monarchies and city-states in Europe	
	5.2.A.1	Describe feudal lordship and explain how feudal relationships provided a foundation of political order parts of Europe	1
	5.2.A.2	Describe manorialism and serfdom as institutions of medieval Europe and analyze how population growth and agricultural expansion affected the legal position and working lives of peasant men and women	2
	5.2.A.3	Analyze how European monarchies expanded their power at the expense of feudal lords and assess the growth and limitations or representative institutions in these monarchies	3
	5.2.A.4	Analyze the significance of developments in medieval English legal and constitutional practice and their importance for modern democratic thought and institutions	4
	5.2.A.5	Explain the changing political relationships between the Catholic Church and secular states	5
	5.2.A.6	Explain the importance of inheritance laws, arranged marriages, dowries, and family alliances for dynastic and aristocratic politics	6
	5.2.A.7	Analyze how prosperous city-states arose in Italy and northern Europe and compare the political institutions of city-states with those of centralizing monarchies	7
	5.2.B	The student understands the expansion of Christian Europe after 1000	
	5.2.B.1	Analyze connections between population growth and increased agricultural production and technological innovation	8
	5.2.B.2	Explain urban growth in the Mediterranean region and northern Europe and analyze causes for the expansion of manufacturing, interregional trade, and a money economy in Europe	9
	5.2.B.3	Analyze the success of Christian states in overthrowing Muslim powers of central and southern Iberia	10
	5.2.B.4	Analyze the causes and consequences of the European Crusades against Syria and Palestine	11
	5.2.B.5	Assess the consequences of German military and cultural encounters with the peoples of Poland and the Baltic region	12
	5.2.C	The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations	
	5.2.C.1	Analyze ways in which ideals of chivalry and courtly love affected feudal society	13
	5.2.C.2	Describe the life Jewish communities and their contributions to Europe's cultural and economic development	14
	5.2.C.3	Analyze how the rise of schools and universities in Italy, France, and England contributed to literacy, learning, and scientific advancement	15
	5.2.C.4	Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society	16
	5.2.C.5	Assess the importance of the Islamic states in Iberia and Sicily as well as the Byzantine empire in transmitting scientific and philosophical knowledge to and influencing the literature and arts of Western and Central Europe	17
	5.2.C.6	Assess the importance of Orthodox and Latin Christianity in the cultural and social life of Eastern Europe and Russia	18
	5.3.A	The student understands the world-historical significance of the Mongol Empire	
	5.3.A.1	Assess the career of Chinggis Khan as a conqueror and military innovator in the context of Mongol society	19
	5.3.A.2	Describe the Mongol conquests of 1206-1279 and assess their effects on peoples of China, Southeast Asia, Russia, and Southwest Asia	20
	5.3.A.3	Describe the founding and political character of Mongol rule in China, Central Asia, Southwest Asia, and Russia and explain why the unified empire divided into four major successor kingdoms	21
	5.3.A.4	Assess the usefulness and limitations of the concept of the "Pax Mongolica" and analyze how long-distance communication and trade led to cultural and technological diffusion across Eurasia	22
	5.3.B	The student understands the significance of Mongol rule in China, Korea, Russia, and Southwest Asia	
	5.3.B.1	Analyze how Mongol rule affected economy, society, and culture in China and Korea	23
	5.3.B.2	Explain how Southeast Asia and Japanese successfully resisted incorporation into the Mongol empire	24
	5.3.B.3	Explain how the growth of the kingdom of the Golden Horde and its impact on the peoples of Russia, Ukraine, Poland, and Hungary	25
	5.3.B.4	Explain how the Golden Horde and the Khanate of Persia-Iraq became Islamicized	26
	5.3.B.5	Describe the major characteristics of the Mamluk and Delhi sultanates and explain the Mongol failure to conquer Egypt and India	27
	5.5.A	The student understands the consequences of Black Death and recurring plague pandemic in the 14th century	

	5.5.A.1	Explain the origins and characteristics of the plague pandemic of the mid-14 th century, and describe its spread across Eurasia and North Africa	28	
	5.5.A.2	Analyze the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14 th century	29	
	5.5.A.3	Assess ways in which long-term climatic change contributed to Europe's economic and social crisis in the 14 th century	30	
	5.5.B	The student understands transformations in Europe following the economic and demographic crises of the 14th century		
	5.5.B.1	Analyze major changes in the agrarian and commercial economies of Europe in the context of drastic population decline	31	
	5.5.B.2	Assess the effects of crises in the Catholic Church on its organization and prestige	32	
	5.5.B.3	Analyze the causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14 th century	33	
	5.5.B.4	Analyze the resurgence of centralized monarchies and economically powerful city-states in western Europe in the 15 th century	34	
	5.5.B.5	Define humanism as it emerged in Italy in the 14 th and 15 th centuries and analyze how study of Greco-Roman antiquity and critical analysis of texts gave rise to new forms of literature, philosophy, and education	35	
	5.5.B.6	Evaluate the aesthetic and cultural significance of major changes in the techniques of painting, sculpture, and architecture	36	
	5.5.C	The student understands major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic		
	5.5.C.1	Analyze the reasons for the collapse of Mongol rule in China and the reconstituting of the empire under the Chinese Ming dynasty	37	
	5.5.C.2	Describe the Zheng He maritime expeditions of the early 15 th century and analyze why the Ming state initiated, then terminated, these voyages	38	
	5.5.C.3	Assess the impact of the conquests of Timur (Tamerlane) on Central Asia, Southwest Asia, and India and evaluate Timurid contributions to art and sciences	39	
	5.5.C.4	Analyze the origins and early expansion of the Ottoman state up to the capture of Constantinople	40	
	5.7.A	The student understands major global trends from 1000-1500 BCE		
	5.7.A.1	Account for the growth, decline, and recovery of the overall population of Afro-Eurasia and analyze ways in which large demographic swings might have affected economic, social, and cultural life in various regions	41	
	5.7.A.2	Trace major migratory and military movements of pastoral peoples of Asia and Africa and analyze the consequences of these movements for agrarian states and societies of Eurasia and Africa	42	
	5.7.A.3	Compare Europe and China in relation to causes and consequences of productive growth, commercialization, urbanization, and technological or scientific innovation	43	
	5.7.A.4	Account for the continuing spread of Islam and explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, and intellectual exchange	44	
	5.7.A.5	Explain why new ports, manufacturing centers, merchant communities, and long-distance trade routes emerged during this period in the region of the "Southern Seas" stretching from the Arabian Sea to the coasts of China	45	
	5.7.A.6	Analyze ways in which encounters, both hostile and peaceful, between Muslims and Christians in the Mediterranean region affected political, economic, and cultural life in Europe, North Africa, and Southwest Asia	46	
	5.7.A.7	Identify similarities and differences in society, economy, and political organization of Europe and Japan and compare the causes of economic growth, urbanization and cultural innovation in these two regions	47	
	5.7.A.8	Define "capitalism" and analyze the extent to which capitalistic institutions and productive methods were emerging in Europe and other parts of Afro-Eurasia	48	
	5.7.A.9	Compare the Inca or Aztec empires with empires of Afro-Eurasia in relation to political institutions, warfare, social organization, and cultural achievements	49	
PA		Academic Standards for Civics and Government		
		5.1.W.F	Evaluate the role of nationalism in uniting and dividing citizens	50
		5.2.W.A	Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system	51
		5.2.W.B	Analyze strategies used to resolve conflicts in society and government	52
		5.2.W.D	Evaluate and demonstrate what makes competent and responsible citizens	53
		5.3.W.J	Compare and contrast various systems of government	54
			Academic Standards for Economics	
		6.1.W.B	Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world	54
		6.2.W.A	Evaluate the flow of goods and services in an international economy	55
		6.2.W.G	Compare and contrast various economic systems	56
		6.4.W.B	Explain how trade contributes to economic interdependence	57
		6.4.W.D	Explain how the level of development of transportation, communication networks, and technology affect economic interdependence	58
			Academic Standards for Geography	

7.1.W.A	Use geographic tools to analyze information about the interaction between people, places, and the environment	59
7.2.W.A	Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems	60
7.2.W.B	Analyze the significance of physical processes in shaping the character of places and regions	61
7.3.W.A	Analyze the human characteristics of places and regions using the following criteria: population; culture; settlement; economic activities; political activities	62
7.4.W.A	Analyze the effects of changes in the physical systems	63
7.4.W.B	Analyze the effects of human activity on the physical systems	64
Academic Standards for History		
8.1.W.A	Evaluate patterns of continuity and change over time, applying context to events	65
8.1.W.B	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships	66
8.4.W.A	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history	67
8.4.W.B	Evaluate the importance of historical documents, artifacts, and sites which are critical to world history	68
8.4.W.C	Evaluate how continuity and change have impacted the world today: belief systems; commerce and industry; technology; politics and government; physical and human geography; social organization	69
8.4.W.D	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today	70
Common Core Standards – Reading in History and Social Studies		
8.5.910.B	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	71
8.5.910.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science	72
8.5.910.F	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	73
8.5.910.G	Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text	74
Common Core Standards – Writing in History and Social Studies		
8.6.910.A	Write arguments focused on discipline-specific content	75
8.6.910.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes	76
8.6.910.E	Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically	77
8.6.910.F	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	78
8.6.910.G	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations	79
8.6.910.H	Draw evidence from informational texts to support analysis, reflection, and research	80

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Specific Learning Objectives (i.e. what you need to know for the test)

At the conclusion of this unit, you should be able to

For Part 1: Introduction to Era 5 and Emergence of Europe

- ☞ Define/explain the following terms: PATRON; CATHOLIC; MONASTICISM; SACRAMENT; PENANCE; MAJOR DOMO; FIEF; VASSAL; HOMAGE; INVESTITUTE; CHIVALRY; MANOR; DEMESNE; SERF; SIMONY; LAY INVESTITUTE; EXCOMMUNICATION; INTERDICT; INQUISITION; FRIARS; COMMON LAW; PARLIAMENT; BARTER; USURY; CHARTER; GUILD; SCHOLASTICISM; HEROIC EPICS; CORTES; DIET
- ☞ Explain the contributions of the following people: CLOVIS; CHARLEMAGNE; ST. PATRICK; CHARLES MARTEL; LEO I; GREGORY VII; INNOCENT III; HENRY THE FOWLER; OTTO I; HENRY IV; FREDERICK I; FREDERICK II; ALFRED THE GREAT; WILLIAM; HENRY II; RICHARD I; JOHN; HUGH CAPET; PHILIP II; LOUIS IX; PHILIP IV; SALADIN; PETER ABELARD; THOMAS AQUINAS; ROGER BACON; JOAN OF ARC;
- ☞ Write an essay (yes, an essay—not simply a short answer question) explaining why/how hemispheric interactions increased.
- ☞ Explain the basic teachings of the Catholic Church
- ☞ Design and create a coat of arms bearing some form of heraldry or crest.
- ☞ Describe the structure of feudalism
- ☞ Identify offensive and defensive strategies of the castle as military structure
- ☞ Explain the importance of the *Magna Carta* in relation to constitutional history
- ☞ Explain the mission, motive, method, and “mess-ups” of the Crusades
- ☞ Describe the principal hemispheric trade routes of the late middle ages
- ☞ Explain how the growing merchant/middle class weakened the power of the monarchs
- ☞ Identify features of Romanesque and Gothic architecture
- ☞ Explain the 100 Years War – causes, course, consequences
- ☞ Describe the decline of the power of the church

For Part 2: The Resurgence of the Orient

- ☞ Define/explain the following terms: dynasty; tribute; scholar-gentry; porcelain; archipelago; samurai; bushido; shogun; daimyo; rajputs
- ☞ Describe how geography influenced the development of feudal Asia
- ☞ Compare/contrast feudal Europe with feudal Asia
- ☞ Identify the achievements of China, Japan, Korea, and Southeast Asia during the “Middle Ages”
- ☞ Analyze the role of trade in connecting Europe with Asia
- ☞ Describe the role—or lack thereof—of isolation in the growth—or lack thereof—of feudal Asia

For Part 3: The Mongol Dominance

- ☞ Define/explain the following terms: shaman; khan; Pax Mongolica; khanate; bubonic plague
- ☞ Collaborate with peers to answer the following questions:
 - ☛ Who were the Mongols?
 - ☛ Who was Genghis Khan?
 - ☛ How did the Mongols acquire their Empire?
- ☞ Explain the lasting influence of the Mongols, distinguishing between the negatives which generally accompany the Mongols and the positives usually overlooked

¹ NCHSWH: National Center for History in the Schools, World History; PA: Pennsylvania Academic Standards