World History Unit 4 – “Empires and Kingdoms: Growth and Expansion”

Elaborated Unit Focus

This unit is designed to examine the impact of the Byzantine and Mongol Empires, the growth and scholarly contributions of the Islamic Empire and the diverse characteristics of African societies. Students will investigate the continuity expressed by the remnant of the Roman Empire in the East as it absorbed Greek influences and expanded the transformed culture and religion throughout the eastern Mediterranean and northward to Russia. The importance of trade networks to the interaction of these groups will be described. Students will explain the origin of Islam and the growth of its influence throughout the Mediterranean region and beyond, including North and East Africa. Students will investigate the migratory expansion and role of the Mongol Empire as it became the world’s largest land based empire and interacted with Muslim and Russian societies. Activities will focus on examining the long lasting impact of the Byzantine empire in areas such as law and religion and the role of the Mongols in facilitating contacts between eastern Asia and the Mediterranean world. Students will also investigate the role of conflict between the Islam and Christian Europe noting the ultimate capture of Constantinople by the Ottoman Turks; and through the expansion of the Mongols. Students will identify the role of individuals who emerged in Byzantine, Islamic and African societies who were instrumental in scholarly and political change. By the end of the unit students should demonstrate that they are comfortable with the enduring understandings and can apply them to world situations.
SSWH4 The student will analyze the importance of the Byzantine and Mongol
empires between 450 CE and 1500 CE.
   a. Explain the relationship of the Byzantine Empire to the Roman Empire.
   b. Describe the significance of Justinian’s law code, Theodora and the role of
      women, and Byzantine art and architecture.
   c. Analyze the establishment of Christianity as the official religion of the Byzantine
      Empire.
   d. Analyze the role of Constantinople as a trading and religious center.
   e. Explain the influence of the Byzantine Empire on Russia, with particular attention
      to its impact on Tsar Ivan III and Kiev.
   f. Define the role of Orthodox Christianity and the Schism.

SSWH5 The student will trace the origins and expansion of the Islamic World
between 600 CE and 1300 CE.
   a. Explain the origins of Islam and the growth of the Islamic Empire.
   b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess
      the economic impact of this trade.
   c. Explain the reasons for the split between Sunni and Shia Muslims.
   d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and
      geography (Ibn Battuta).
   e. Describe the impact of the Crusades on both the Islamic World and Europe.
   f. Analyze the impact of the expansion of the Mongol Empire; include the
      stabilization of trading networks from China to the Mediterranean world.
   g. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH6 The student will describe the diverse characteristics of early African
societies before 1800.
   a. Identify the Bantu migration patterns and contribution to settled agriculture.
   b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali,
      Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to
      Mecca.
   c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and
      slaves; include the Swahili trading cities.
   d. Analyze the process of religious syncretism as a blending of traditional African
      beliefs with new ideas from Islam and Christianity.
Enduring Understandings/Essential Questions

The student will understand that when there is conflict between or within societies, change is the result.

- What conflicts emerged between the Byzantine Empire and the Muslim world?
- How did the expansion of Mongol power impact the stability of the societies of Asia and Russia?
- To what extent did the Crusades change both Islamic and European societies?
- How did conflict among Muslims result in divergent views of their faith?
- How did disagreements among Christians result in conflicting branches of their church?

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- What was the social position of women in the Byzantine Empire?
- How did the connection between trade, religious practice and political ties impact the emerging Russian state?
- How did Christianity become the official religion of Byzantium and in what ways did the relationship between church and state affect the empire?
- How is Byzantine art and architecture a reflection of their culture?
- When Islam originated and expanded, what was the political and cultural impact on the regions it dominated?

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- What influence did the Empress Theodora have on the early Byzantine Empire?
- To what extent was the Byzantine Empire responsible for the adoption of Christianity in Eastern Europe?
- How did the travels of Ibn Battuta and the medical knowledge of Ibn Sina affect societies beyond the borders of Islam?
- What changes occurred in the Sudanic kingdoms as a result of the role of Sundiata and Mansa Musa.

The student will understand that location affects a society’s economy, culture and development.

- What role did Constantinople play in the exchange of goods and ideas between Asia and Europe?
- To what extent did the proximity of Kievan Russia to Byzantium affect its cultural development?
- How did the Islamic empire encourage interregional trade?
- How was the role of trade and merchant religious faith instrumental in the spread of Islam in Africa?
- What connection did Arab traders have with the Swahili coast and in what ways did that connection bring about change?
- How did the trade routes of Asia and the Mediterranean facilitate the movement of ideas between these regions?
The student will understand that the movement or migration of people and ideas affects all societies involved.

- To what extent did the Mongol migration change the political, economic and cultural practice of Asia, Russia and the Mongols?
- What role did the Mongol migration play in the interregional trade network and exchange of ideas?
- How did the slash and burn agriculture of the Bantu people affect the migration of this group?
- What changes were brought to Sub-Saharan Africa as a result of the Bantu migrations?

The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

- To what extent did the Byzantine Empire continue the characteristics of the Roman Empire?
- What made the Byzantine Empire different from the Roman Empire?
- How was the body of Roman law codified during Justinian’s rule and to what extent has it influenced Western law codes?
- To what extent did the Mongol invasions change the regions they conquered?
- How was religious syncretism expressed in the Islamic regions of Africa?
*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/ Element</th>
<th>Type of Assessment</th>
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<tbody>
<tr>
<td>Students will examine primary sources including pictures of mosaics, illustrations of icons, eyewitness descriptions of Theodora and photographs of Hagia Sophia to identify characteristics of Byzantine culture. They will state comparisons with previous learning of Roman cultural traits.</td>
<td>4a,4b</td>
<td>Observation, Constructed response</td>
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<tr>
<td>Students will read selections from the Justinian Code. They should make comparisons to modern United States law codes with similarities and differences in the nature of laws. Students should make assessments of the extent of the influence of Roman law on modern legal concepts.</td>
<td>4b</td>
<td>Observation, Constructed response, Dialogue and discussion</td>
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<tr>
<td>After reading textbook accounts of the origin of Islam, students will produce a map of the Islamic Empire illustrating the rapid growth from 622 C.E. until the 13th century.</td>
<td>5a</td>
<td>Structured response</td>
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<tr>
<td>Students will analyze the relationship between Judaism, Christianity and Islam by describing the similarities and differences in the religions. They will connect the concept of ethical monotheism with the three and create a summary of the connections between the three faiths.</td>
<td>5g</td>
<td>Observation, Constructed response, Dialogue and discussion</td>
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<tr>
<td>Students will list the differences between Orthodox Christianity and Roman Catholic Christianity that caused conflict between the two groups that led eventually led to their schism.</td>
<td>4c, 4f</td>
<td>Observation, Structured response</td>
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<tr>
<td>Students will make a timeline of the events leading to the split between Sunni and Shia Muslims. They should then examine the differences that emerged between the two segments of the faith by listing the points on which they disagree.</td>
<td>5c</td>
<td>Constructed response, Dialogue and discussion</td>
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<tr>
<td>Students will create a map of trade connections between Constantinople, the Mediterranean, Russia, Africa and Asia. They should label at least one location of a Mongol caravanserai. They should make observations about the role and influence of the Byzantine capital and its potential influence on each of these regions.</td>
<td>4d, 4e, 5b,6c, 5f</td>
<td>Constructed response</td>
</tr>
<tr>
<td>Activity</td>
<td>Observation, Discussion, Constructed response</td>
<td>Observation, Constructed Response Discussion and dialogue</td>
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<td>In groups, students will categorize items from a list of words representing goods, ideas and terms now in the English language that emerged from Arabic. (damask, muslin, magazine, caraf, zenith, algebra, etc.) This can be done on a graphic organizer in the shape of an astrolabe divided into sections. Upon completion, students should read an account of the contributions of Ibn Battuta to geographic knowledge and Ibn Sina to medical knowledge. They should then write a thesis statement to address the contributions of Arabic scholars to the growth of knowledge using the categories discovered and placed on the graphic organizer.</td>
<td>5d</td>
<td>4e</td>
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<td>Students will read the account of the Byzantine missionary efforts among the Kievan Russians and their contribution of the Cyrillic alphabet to the Slavic lands. They will summarize the extent of the influence of Byzantium on the culture of Kievan Russia.</td>
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<td>Students will examine primary sources to discover the role of Ivan III and the establishment of Russian independence from Mongol domination and the origins of a Moscow-led Russian state. They should write statements describing Ivan III’s role in the existence of Russia.</td>
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<tr>
<td>Students will read primary sources from the Crusades. These should include eyewitness accounts of the reasons Europeans participated in the Crusades, experiences during the hostilities and observations from Muslim participants. They should create a chart to identify the differences of perspective from both sides of the conflict. To conclude, students will complete a paragraph stating the results of the Crusades on both the Islamic World and Europe.</td>
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<tr>
<td>Students in groups will research the emergence and decline of one of the African kingdoms of Ghana, Mali, and Songhai. They will examine the role of individuals, the spread of Islam and the economic activities of the Sahel and report to the other two groups. Students will then share information through a jigsaw activity. This will be done through the completion of a Venn diagram. To complete the activity, students should write a summary comparing the three kingdoms’ similarities and differences.</td>
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<td>After reading the account of Ibn Battuta’s visit to Kilwa on the Swahili coast, students should analyze the elements of syncretism between Islamic and African practices noticeable in the observations of this traveler.</td>
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Sample Performance Task

The student will understand that when there is conflict between or within societies, change is the result.
The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
The student will understand that location affects a society’s economy, culture and development.
The student will understand that the movement or migration of people and ideas affects all societies involved.

You are a 15th century merchant, warrior or religious pilgrim who is planning where your safest and most successful travel could occur. Your travel will allow you to be the first person in your kingdom (real or fictitious) to report back to your ruler about what you see and what you can tell him about the area of your travel. This should bring you a fine reward. You will form groups in order to determine what the most common travel routes are and which routes are safest. You have been asked to research the trade routes and the goods commonly traded between Russia, Asia, Africa and the Eastern Mediterranean in the 1400’s.

Groups will research the following background information:

• Identify the growing conflicts between Turks, Mongols, Europeans and Muslims that disrupted trade and established religious and political rivalry by the 1400’s.
• Identify the trade routes and the goods that flowed along the trade routes. Information about the changes in trade during the 1400s should be investigated.
• Groups may share information with other groups to consolidate information on the topic.

After group research is complete:

Each student will write a letter assuming a traveler personality from the Byzantine, Muslim, African or Russian perspective. This traveler may be fictional or real; merchant, warrior or religious pilgrim. The letter’s purpose is to explain to the letter’s recipient (ruler of the kingdom) the problems facing a traveler attempting to go through the Mediterranean, Sahel and/or Black Sea regions in the 1400’s. This letter may warn the ruler to protect merchant shipping and travel in certain areas, it may encourage the ruler to take advantage of a good prospect for greater trade or it may suggest ways for the ruler to take advantage of information about conflicts among other nations.

In your letter you will include a paragraph on each of the following:
1. the nature of difficulty of travel due to religious conflict
2. security of trade routes (recent conflicts or changes in political control will affect the safety of travel. Reference should be within a 50 year time period of 1450).
3. the kinds of trade goods moving across the trade routes.
4. The letter should make reference to at least two cultural traits typical of this merchant’s Byzantine, African, Islamic or Russian background. This might include a reference to the value of icons, the use of Greek or Cyrillic alphabet, Islamic scholarship; or familiarity with Byzantine, Russian or Islamic architecture.

Map and Globe Skills: 4, 6, 7, 8,
Information Processing Skills: 1, 3, 6,
*Note concerning rubrics: Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

### Content Rubric

<table>
<thead>
<tr>
<th>Scale</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>The student explains the nature of religious conflict in the Mediterranean, Asian, African and/or Black Sea regions.</strong></td>
<td>Provides only minimal facts with only some degree of accuracy; deals only briefly and vaguely with regions.</td>
<td>Provides accurate detail about the type and extent of conflict. Detail represents the strength of Muslim forces against the Byzantines, the changing role of the Russian state, effect of Mongol expansion and African changes.</td>
<td>Provides a variety of facts to describe the conflict. Details describe not just the nature of the conflict, but the changing power relationships. These may include the growing weakness of Byzantium and emerging possibilities for Russia, growth and decline of African kingdoms, or changes in Mongol domination.</td>
<td>In addition to everything in 3 (meets standard): examines the economic consequences of the shift of power in the region and considers the long range changes that could occur with the fall of the Byzantine Empire, the rise of Russia, the state of the African kingdoms and the Mongol transitions.</td>
</tr>
<tr>
<td><strong>The student explains that trade goods and economic vitality were threatened by the conflicts.</strong></td>
<td>Some trade goods are mentioned, but no connection to the relationship of conflict is mentioned.</td>
<td>Some trade goods are mentioned, and some connection to conflict is discussed.</td>
<td>Many trade goods are mentioned, and multiple aspects of results of conflict are explored.</td>
<td>In addition to everything in 3 (meets standard): discusses problems/issues emerging from conflict and the links between economic stability and the success of the region’s powers.</td>
</tr>
<tr>
<td><strong>The student describes the conflict between Byzantium and the Turks, regional transitions with the Mongols and regional decline of kingdoms in Africa led to insecurity of trade routes and reduction in trade.</strong></td>
<td>The student references insecurity and does not reflect the link to specific conflict. No reference to location of routes in made.</td>
<td>The student references insecurity and links it to conflict in a non-specific way with only general reference to location of routes.</td>
<td>Links between insecurity and conflict are made with reference to specifically located trade routes.</td>
<td>In addition to everything in 3 (meets standard): information is given about consequences to the disruption of trade along the specified trade routes.</td>
</tr>
<tr>
<td><strong>The student describes the cultural references to identify the perspective of their merchant character.</strong></td>
<td>Two aspects of culture are mentioned, but there is no explanation of how they affect the character’s life</td>
<td>Two aspects of culture are mentioned, and some explanation of their impact on the merchant is given.</td>
<td>Two aspects of culture are mentioned, and detail is provided that explains how these aspects of culture affect daily life.</td>
<td>Everything in 3 PLUS: Additional cultural references are evident while the student examines the changes that the merchant may face as a result of the conflict.</td>
</tr>
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</table>
### Product Rubric

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<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content (Or handwriting is unclear and paper is distracting.)</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content. (Or handwriting is unclear.)</td>
<td>Makes good use of font, color, graphics, effects etc. to enhance the presentation. (Or handwriting is clear and paper is clearly arranged.)</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. (Or handwriting is clear and paper presents a unique approach to the letter style.)</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
<td>Content is logically organized for the most part.</td>
<td>Overall organization follows the assignment’s requirements.</td>
<td>Content is well organized using the assignment’s requirements.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>More than 4 errors is spelling or grammar.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>Three or fewer misspellings and/or grammatical errors.</td>
<td>No misspellings or grammatical errors.</td>
</tr>
</tbody>
</table>

### Resources for Unit

- Code of Justinian
  - [http://www.fordham.edu/halsall/basis/535institutes.html](http://www.fordham.edu/halsall/basis/535institutes.html)
  - [http://www.eduplace.com/ss/hmss/7/unit/act1.1.html](http://www.eduplace.com/ss/hmss/7/unit/act1.1.html)

- Byzantine Studies Page
  - [http://www.fordham.edu/halsall/halsall/byzantium/](http://www.fordham.edu/halsall/halsall/byzantium/)

- Russian history
  - [http://www.bucknell.edu/x17601.xml](http://www.bucknell.edu/x17601.xml)
  - [http://www.hyperhistory.com/online_n2/people_n2/persons6_n2/ivaniii.html](http://www.hyperhistory.com/online_n2/people_n2/persons6_n2/ivaniii.html)
  - [http://www.mnsu.edu/emuseum/history/russia/ivanthegreat.html](http://www.mnsu.edu/emuseum/history/russia/ivanthegreat.html)

- The Schism
  - [http://www.middle-ages.org.uk/the-great-schism.htm](http://www.middle-ages.org.uk/the-great-schism.htm)
  - [http://www.fordham.edu/halsall/halsall/medweb/](http://www.fordham.edu/halsall/halsall/medweb/)
Medieval trade routes
http://history.missouristate.edu/jchuchiak/HST%20101--Lecture%2024--Maps_of_medieval_trade_routes.htm

http://www.brown.edu/Departments/Italian_Studies/dweb/society/structure/routes.jpg

http://sumy.net.ua/History/map/61.php

*This unit was created by Martha Battle, Mary Ann King, and Alphus Spears with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council. It was last updated 9/25/07.