

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

<b>World History/Grades 9-12 - Unit Three – Classical Empires</b>	
<b>Elaborated Unit Focus</b>	The Classical Mediterranean societies from 700 B.C.E. to 400 C.E. will be examined through a political, philosophical, and cultural lens by comparing the origins and structure of ancient Greece and Rome, identifying the ideas and impacts of important individuals of these societies, and analyzing the impact of the culture, politics, technology, and religion of these societies. In addition, the impact of the Byzantine and Mongol empires will be analyzed by examining the relationship between the Roman & Byzantine Empires, describing the role of important individuals, looking at the impact of these empires on major cities and religions, and explaining the decline of these empires.
<b>Connection to Connecting Theme/Enduing Understandings</b>	<ul style="list-style-type: none"> <li>• <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></li> <li>• <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></li> <li>• <i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i></li> </ul>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.</b></p> <p>a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.                      b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.                      c. Analyze the impact of Greek and Roman culture, politics, and technology.                      d. Describe polytheism in the Greek and Roman world.                      e. Explain the origins and diffusion of Christianity in the Roman world.                      f. Analyze the factors that led to the collapse of the Western Roman Empire.</p> <p><b>SSWH4 Analyze impact of the Byzantine and Mongol empires.</b></p> <p>a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.                      b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.                      c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.                      d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.                      e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	<p><b>Literacy Standards:</b></p> <p><b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>L9-10RHSS2:</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.</p> <p><b>L9-10RHSS3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>Craft and Structure</b></p> <p><b>L9-10RHSS4:</b> 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.</p> <p><b>L9-10RHSS9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>

	<p><b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.</p> <p><b>L9-10WHST8:</b> 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 citation.</p> <p><b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Social Studies Matrices:</b></p> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>7. use a map to explain impact of geography on historical and current events</li> <li>8. draw conclusions and make generalizations based on information from maps</li> </ol> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>2. organize items chronologically</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>7. interpret timelines, charts, and tables</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>11. draw conclusions and make generalizations</li> </ol>



## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b></p>	<p><i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p> <p><b>Essential question:</b> How do religion, beliefs, customs, traditions, and government affect the culture of a society?</p> <ol style="list-style-type: none"> <li>1. How was polytheism reflected in Greek and Roman society?</li> <li>2. How did culture contribute to the fall of the Roman Empire?</li> <li>3. How did the lifestyle of the Mongol affect their culture?</li> </ol>
<p><b>Enduring Understanding 2</b></p>	<p><i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></p> <p><b>Essential question:</b> How can the actions of an individual, group, or institution affect society?</p> <ol style="list-style-type: none"> <li>1. What caused the Great Schism of 1054?</li> <li>2. How did Christianity affect Roman society?</li> <li>3. How did Chinggis (Genghis) Khan affect the culture around him?</li> </ol>
<p><b>Enduring Understanding 3</b></p>	<p><i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i></p> <p><b>Essential question:</b> How does the movement of people and ideas affect the societies they come in contact with?</p> <ol style="list-style-type: none"> <li>1. What was the impact of the Mongols on Russia, China, and the Middle East?</li> <li>2. How were the Greek and Roman societies changed by the movement of people and ideas?</li> <li>3. What was the impact of the Byzantine Empire on the societies surrounding them?</li> </ol>

## Sample Instructional Activities/Assessments

### Document Analysis

#### What is polytheism (define)? How was polytheism reflected in Greek and Roman society?

For this activity, you will be using the document analysis worksheets from the National Archives (<https://www.archives.gov/education/lessons/worksheets>).

*Note: As students work through these documents have them refer to the questions above.*

1. Provide students with either electronic copies or paper copies of the analysis worksheets for [written documents](#). Model for the students how to complete a document analysis using one of the texts below.
2. Split students into pairs to complete a document analysis together (everybody working on the same document).
3. Once the pairs have analyzed the document have them join with another pair to discuss briefly what they found.
4. Bring the class back together to report on what they discovered from the document. Correct any misconceptions, take note of students who might need additional support moving forwards.
5. Divide the remaining documents between the students and have them complete a document analysis on their own.
6. Students report back on the process at the end of the lesson can complete a Plus, Minus, Interesting (PMI) reflection on how they found the document analysis worksheet worked for them – Was the process easy/difficult? Did it help them to better understand the document? How might they use this technique in the future?

#### Documents for students to analyze:

- Halsall, Paul. "Ancient History Sourcebook: Accounts of Hellenic Religious Beliefs, C. 800 BCE - 110 CE." Internet History Sourcebooks. N.p., n.d. Web. 31 May 2017. <<https://sourcebooks.fordham.edu/Halsall/ancient/greekrel2.asp>>. *NOTE: there are several documents on this page.*
  - Homer: The Iliad, c. 800 BCE
  - Lysias: Against Nichomachos, c. 400 BCE
  - Apollonius of Rhodes: Argonautica, c. 200 BCE
  - Plutarch: The Life of Theseus, c. 110 CE
  - Plutarch: Life of Aristides, c. 110 CE
  - Plutarch: Life of Alkibiades, c. 110 CE
- Halsall, Paul. "Ancient History Sourcebook: Accounts of Roman State Religion, C. 200 BCE- 250CE." Internet History Sourcebooks. N.p., n.d. Web. 31 May 2017. <<https://sourcebooks.fordham.edu/Halsall/ancient/romrelig3.asp>>. *NOTE: there are several documents on this page.*
  - Cato the Elder: The Planting Ritual, c. 160 BCE
  - Cato the Elder: The Harvest Ritual, c. 160 BCE
  - Cicero: The Flamen Dialis, c. 50 BCE
  - Livy: History of Rome, c. 10 CE
  - Plutarch: Life of Numa, c. 110 CE
  - Certificate of Having Sacrificed to the Gods, 250 CE

Continued on the next page...

<p><b>GSE Standards and Elements</b></p>	<p><b>SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.</b>  d. Describe polytheism in the Greek and Roman world.</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>  <b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  <b>L9-10RHSS2:</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.  <b>L9-10RHSS4:</b> 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.  <b>L9-10RHSS6:</b> 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.  <b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.  <b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.  <b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>Social Studies Matrices:</b>  <b>Information Processing Skills:</b>  1. compare similarities and differences  5. identify main idea, detail, sequence of events, and cause and effect in a social studies context  6. identify and use primary and secondary sources  11. draw conclusions and make generalizations  <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></li> </ul> </p>

### Sound Recording Analysis

This activity is based on the Primary Source Analysis Tool from the Library of Congress: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

**Recording for students to listen to:**

"In Our Time, The Schism." BBC Radio 4. BBC, 16 Oct. 2003. Web. 31 May 2017. <<http://www.bbc.co.uk/programmes/p0054921>>. *NOTE: You can listen/watch this online (although I had trouble getting it to load) or you can download the file as an mp3. Also the recording is 41:40 min.*

Process:

**What caused the Great Schism of 1054?**

1. Provide students with a copy of the Primary Source Analysis Tool (see below).
2. Talk with students about what they will be recording in each box.
  - a. Observe – Who created this secondary source? Who are the participants? What type of recording is it? What are the topics they are speaking about? What are the key ideas?
  - b. Reflect – Were there any bias? How did this source make me feel? What did this source make me think about? What connections can I make with other sources? Does this match with what you thought you knew? Is this a valid source? What generalizations or conclusions could you make from this source?
  - c. Question – What other information do I need? What could be some other sources of information?
  - d. Summary – summarize the topic of the source including key ideas and an assessment of the quality of the source.
3. Play the recording for the students and have them complete the graphic organizer.
4. Students report back on what they observed, reflected on, and questions they might have.

<b>GSE Standards and Elements</b>	<b>SSWH4 Analyze impact of the Byzantine and Mongol empires.</b> c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b> <b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Social Studies Matrices:</b> <b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>4. distinguish between fact and opinion</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>11. draw conclusions and make generalizations</li> <li>14. formulate appropriate research questions</li> <li>15. determine adequacy and/or relevancy of information</li> </ol> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></li> </ul>

### Primary Source Analysis Tool

Name of your primary source	Your name
<input type="text"/>	<input type="text"/>
URL of primary source	Date
<input type="text"/>	<input type="text"/>
Format of your primary source	Your class
<input type="text"/>	<input type="text"/>

Observe	Reflect	Question
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Summarize Source**

### Six Thinking Hats

In this activity, the students will use the six thinking hats to think about their topic:

#### *What was the impact of the Mongols on Russia, China, and the Middle East?*

As they read and after they have completed reading the students will complete the six thinking hats organizer below.

- 🎩 White Hat – facts and information that they read about the Mongols and their impact.
- 🎩 Yellow Hat – positive impacts of the Mongols.
- 🎩 Black Hat – negative impacts of the Mongols.
- 🎩 Red Hat – what did they (the students) feel as they read the texts.
- 🎩 Green Hat – What connections or associations can they make with the information they read, also any comparisons.
- 🎩 Blue Hat – summarize the information they read and answer the question above.

As with any new activity this will need to be modeled for the students and the teacher should conduct a think aloud as they read a portion of the texts demonstrating the different types of thinking that would go with each hat.

**Texts for students to read:**

"The Mongols in World History." Asian Topics in World History. Columbia University, n.d. Web. <<http://afe.easia.columbia.edu/mongols/main/transcript.pdf>>.

May, Timothy. "The Mongol Empire in World History." World History Connected | Vol. 5 No. 2 | Timothy May: The Mongol Empire in World History. N.p., n.d. Web. 31 May 2017. <<http://worldhistoryconnected.press.illinois.edu/5.2/may.html>>.

Hosseini, Dustin. "The Effects of the Mongol Empire on Russia By Dustin Hosseini." The School of Russian and Asian Studies. N.p., n.d. Web. 31 May 2017. <[http://www.sras.org/the\\_effects\\_of\\_the\\_mongol\\_empire\\_on\\_russia](http://www.sras.org/the_effects_of_the_mongol_empire_on_russia)>.

<b>GSE Standards and Elements</b>	<p><b>SSWH4 Analyze impact of the Byzantine and Mongol empires.</b></p> <p>e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b></p> <p><b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>L9-10RHSS2:</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.</p> <p><b>L9-10RHSS4:</b> 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.</p> <p><b>L9-10RHSS6:</b> 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.</p> <p><b>L9-10RHSS9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b>L9-10WHST8:</b> 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 citation.</p> <p><b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Social Studies Matrices:</b></p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> </ol>



11. draw conclusions and make generalizations

**Enduring Understanding:**

- *The student will understand that the movement or migration of people and ideas affects all societies involved.*

## Six Thinking Hats



White Hat – facts and information



Yellow Hat – positives



Black Hat – negatives



Red Hat – emotions



Green Hat – connections/associations/comparisons



Blue Hat – summarize

## Culminating Unit Performance Task

### World Café

In this assessment students will be required to discuss the information that they have learned as part of this unit and provide their notes for the discussion. This discussion will take the form of a World Café (see website for detailed explanations of the World Café - <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>).

This assessment will require the teacher to circulate around the classroom/space in which the café is being held in order to assess the discussion being carried out by the students. See this document on how to host a World Café (<http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>).

#### Procedure:

1. Provide students with the [World Café invitation below](#).
2. Walk them through the [rubric](#) and what will be required of them.
  - a. Takes a position - Establishes and maintains a substantive and credible claim or proposal. (4 on the rubric)
  - b. Relevant Comments - Accurately and effectively presents important details from reading materials to develop argument or claim. (4 on the rubric)
  - c. Using Evidence/Referencing a Primary Source - Integrates relevant and accurate content with thorough explanations that demonstrate in-depth understanding. (4 on the rubric)
  - d. Includes Others – Attempts to bring others who are not contributing into conversation. (4 on the rubric)
  - e. Makes Connections – connects discussion to other parts of unit; prior knowledge; prior unit; enduring understandings. (4 on the rubric)
  - f. Talking Points notes turned in – student talking points notes indicate extensive pre-reading and preparation. (4 on the rubric)
  - g. Group Graphic Representation of discussion – Graphics are relevant to discussion and demonstrate where the discussion went (the whole group conversation is captured by a graphic recorder who draws the group's ideas on flip charts or a wall mural using text & graphics to illustrate the patterns of the conversation). (4 on the rubric)
3. On the day of the cafe have the desks/tables arranged so that small group discussion can take place.
4. On each table have 5 large flip chart sheets and colored markers/pencils for the graphic recorder to use.
5. As host welcome the students and set the context, remind them of the etiquette for a world café, tell a joke (here is one in case you don't know any - *Why were the Mongols in such good shape? They were always going up and down the steppes*), make the students feel comfortable.
6. Split the students into groups of four or five (do this beforehand so you will know how many table groups you will have)
7. Begin the small group rounds. Student groups move to a table, select a graphic recorder(s) and table host for their table and then begin discussion of the first question. Set a time limit for each small group round depending on the total amount of time you have available.
8. At the end of the first small group round one group member will stay at the table to report on the previous discussion (table host) and all others will move to a different table so that they are not sitting with the same people.
9. Repeat the process for the second question and so on through all five questions. Note for each new question the graphic recorder will start on a new page.
10. You may choose to stop between each small group round and have someone from the table report back briefly on the discussion or wait until the end and do a gallery walk of the charts from all tables.
11. At the end of the café all students will turn in their talking points notes.
12. As the host you will move about the café observing students in order to complete rubric (do not stress if you cannot watch them each ALL of the time – score them on what you see). You also need to be encouraging students to take part and helping refocus those who have gotten off task.
13. After the café is complete, thank the students for taking part and get some feedback from them on what they thought worked well and what could have gone better.

**Continued on the next page...**

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	<p>8. identify social studies reference resources to use for a specific purpose 11. draw conclusions and make generalizations</p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></li><li>• <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></li><li>• <i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i></li></ul>
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Additional Information, Rubrics for the Performance Task

# WORLD HISTORY Café

**You are cordially invited to...**

**Examine the Classical Mediterranean Societies and analyze the  
Mongol Empire**



**Come prepared to discuss these questions:**

1. How were the Greek and Roman cultures alike/different?
2. Who was more important (Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar), and why?
3. Polytheism and Christianity a strange mix – how did Roman society deal with them?
4. What was the Great Schism (1054)?
5. What was the impact of the Mongols on world history?

*Please be sure to write yourself some talking points based on these questions.  
You will be required to turn these in at the end of the café as part of your grade.*

## WoRLd HiSToRy CaFé Rubric

	<b>DISCUSSION</b> <i>20 points possible</i>	<b>NOTES</b> <i>4 points possible</i>	<b>GRAPHIC</b> <i>4 points possible</i>	<b>TOTAL</b> <i>Out of a possible 28 points</i>				
<b>All scores on this rubric will be based on a 0-4 scale.</b>								
0. Student did not take part.	1. Student seemed unclear of the requirements.	2. Student showed a minimal understanding of the requirements.	3. Student demonstrated an acceptable understanding of the requirements	4. Student was able to demonstrate an exceptional understanding of the requirements.				
Student Name	Takes a Position	Relevant Comments	Using Evidence/Referencing a Primary Source	Includes Others	Makes Connections	Talking Points notes turned in	Group Graphic Representation of discussion	

<b>Score Conversion:</b>	<b>1/28</b>	<b>2/28</b>	<b>3/28</b>	<b>4/28</b>	<b>5/28</b>	<b>6/28</b>	<b>7/28</b>
	4%	7%	11%	14%	18%	21%	25%
	<b>8/28</b>	<b>9/28</b>	<b>10/28</b>	<b>11/28</b>	<b>12/28</b>	<b>13/28</b>	<b>14/28</b>
	29%	32%	36%	39%	43%	46%	50%
	<b>15/28</b>	<b>16/28</b>	<b>17/28</b>	<b>18/28</b>	<b>19/28</b>	<b>20/28</b>	<b>21/28</b>
	53%	57%	61%	64%	69%	71%	75%
	<b>22/28</b>	<b>23/28</b>	<b>24/28</b>	<b>25/28</b>	<b>26/28</b>	<b>27/28</b>	<b>28/28</b>
	79%	82%	86%	89%	93%	96%	100%

