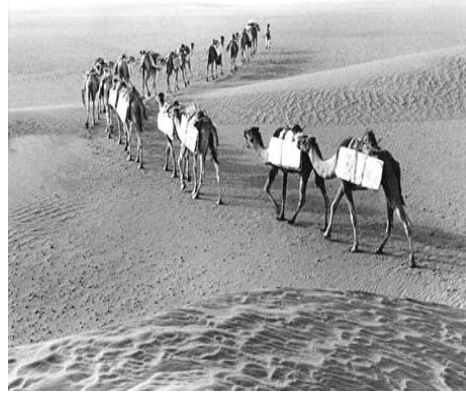


7th Grade World History Medieval and Early Modern Times Student Workbook

Name: _____
Period: _____



Model Lesson 1

The Significance of the Qur'an and Sunnah



Standard 7.2.3

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Student Handout 1

Primary Source Response

Directions: Read the quote and think carefully about what it says. Then, answer the questions using complete sentences.

Day One:

“Feed the hungry, visit the sick, and free the [prisoner] if he be [wrongly in prison].”

What would a person say if he or she held this belief?	What actions would a person take if he or she held this belief?

Day Two:

“None of you [truly] believes until he wishes for his brother what he wishes for himself.”

What would a person say if he or she held this belief?	What actions would a person take if he or she held this belief?

Day Three:

“He who is not loving to God’s creatures and to his own children, God will not be loving to him.”

What would a person say if he or she held this belief?	What actions would a person take if he or she held this belief?

Summary: What are some ideas that these three texts have in common?

Student Handout 2

Comparing Religions

Directions: Use your knowledge about world religions to fill in the missing sections of the chart.

Religion	Religious Text	Holy City	Place of Worship	Symbols
Judaism	Torah			
	Bible		Church	
	Qur'an			Crescent Moon

Student Handout 3

Directions: With a partner, read over the bulleted lists on the Qur'an and the Sunnah. Discuss which facts you feel are important and put a star next to the two you feel are most important. Finally, write one sentence summaries of the Qur'an and the Sunnah, using the important information.

The Qur'an

- Believed by Muslims to be divine revelation (God's words).
- The holy scripture of Islam revealed (made known) to Muhammad.
- Muslims recite the Qur'an, attempting to memorize it and understand God's commandments. Qur'an literally means recitation (to repeat).
- Provides important general guidelines for living a moral and good life.
- A main source of Islamic law.

Restate in your own words the two most important facts.

Two important facts about the Qur'an are

Explain why you feel the two facts you chose are the most important.

These facts are important because

The Sunnah

- Believed by Muslims to be an account of Muhammad's life. Muhammad's life is believed to be the model Muslim life.
- Muhammad's companions gave this information to later generations.
- Muslims study the Sunnah to model their behavior according to Muhammad's teachings.
- Provides details and examples for applying the Qur'an's teachings in daily life.
- A main source of Islamic law.

Restate in your own words the two most important facts.

Two important facts about the Sunnah are

Summarize the information in one sentence, using your most important facts.

These facts are important because

Student Handout 4

Visual Analysis Tool

Read the following quote:

“The Messenger of God said, ‘Islam is based on five [pillars]:
[One is] to offer the Salat (prayers) dutifully and perfectly.’”

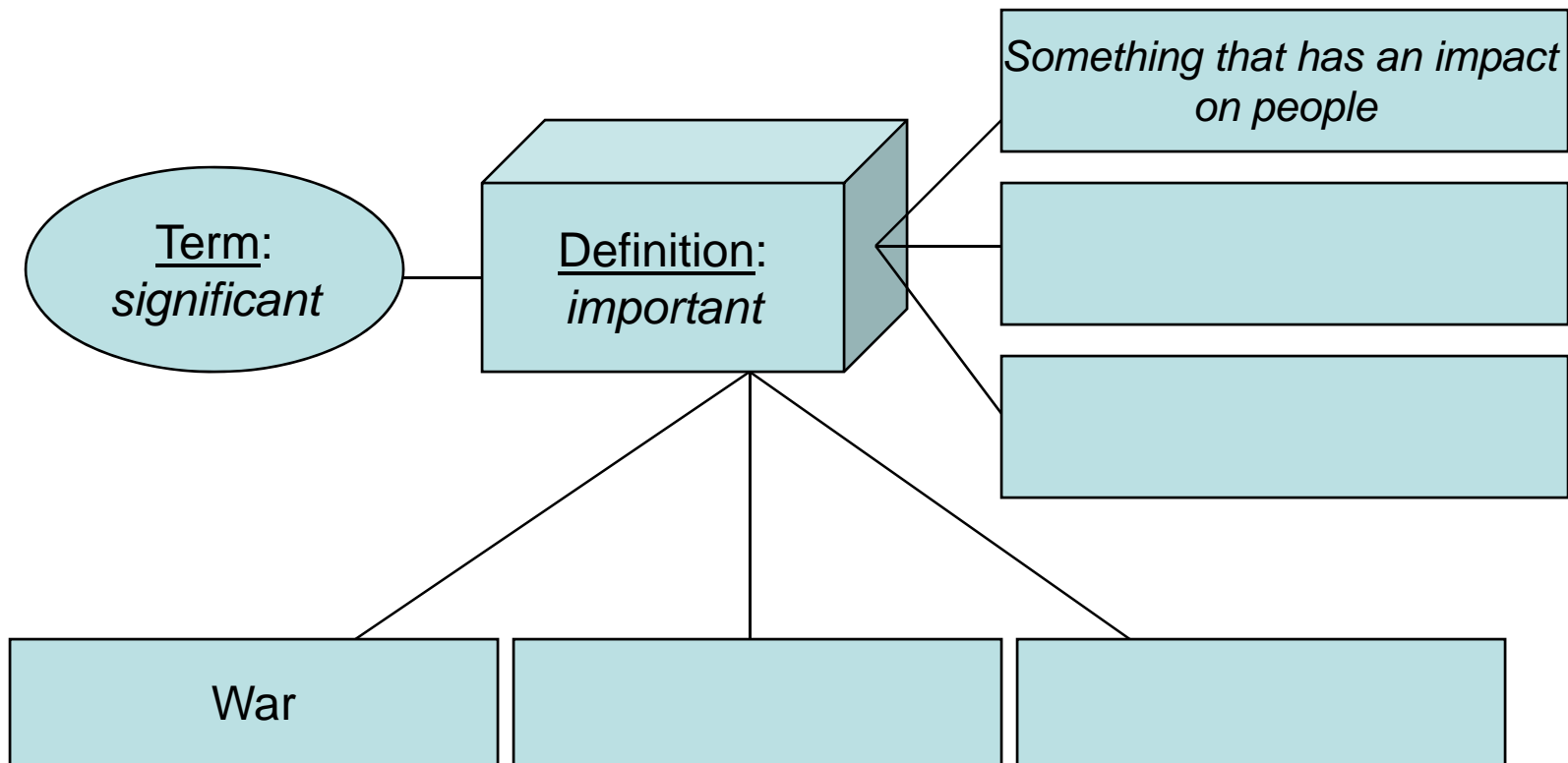
<u>What does the quote mean?</u>	<u>How would this belief be important in the life of a Muslim?</u>

Examine the picture on the transparency.

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

Vocabulary Development

Explain
significant



Examples of things that are *significant*

Document 1

Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“O mankind! We created you from a single [pair] of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise each other).”

-*Qur'an 49:13*

Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

Part 2

Which Gallery Walk picture best represents this quote? Placard # _____

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

Document 2

Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“A man’s giving in alms (money to the poor) one piece of silver in his lifetime is better than giving one hundred when about to die.”

-*Sunnah*

Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

Part 2

Which Gallery Walk picture best represents this quote? Placard # _____

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

Document 3

Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“Heed (pay attention to) God in respect of animals: ride them when they are fit to be ridden, and get off when they are tired.”

-*Sunnah*

Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

Part 2

Which Gallery Walk picture best represents this quote? Placard # _____

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

Document 4

Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“Men shall have a portion of what the parents leave [when they die], and women shall have a portion of what the parents and the near relatives leave, whether there is little or much of it.”

-Qur'an 4:7

Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

Part 2

Which Gallery Walk picture best represents this quote? Placard # _____

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

Document 5

Analyzing Primary Sources: The Qur'an and the Sunnah

Read the following quote:

“And do not covet (want or desire) that by which God has made some of you excel; men shall have the benefit (profit) of what they earn and women shall have the benefit of what they earn.”
-Qur'an 4:32

Part 1

<u>What does the quote mean?</u>	<u>How would this belief be significant in the life of a Muslim?</u>

Part 2

Which Gallery Walk picture best represents this quote? Placard # _____

<u>Describe what is happening in the picture.</u>	<u>How are the ideas in the quote linked to the action in the image?</u>

Student Handout 6



The Qur'an and Sunnah in Daily Life

Objective:

Students will be able to explain the impact of the Qur'an and Sunnah on the daily lives of Muslims.

Writing Task:

The Qur'an and Sunnah greatly influence the lives of Muslims. In one paragraph, explain what the Qur'an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.

Directions:

Choose one quotation from **Documents 2-5**. After explaining what the Qur'an and Sunnah are, and why they are important to Muslims. Explain how the quotation you chose would impact Muslims' lives.

Use the graphic organizer to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

Criteria Checklist:

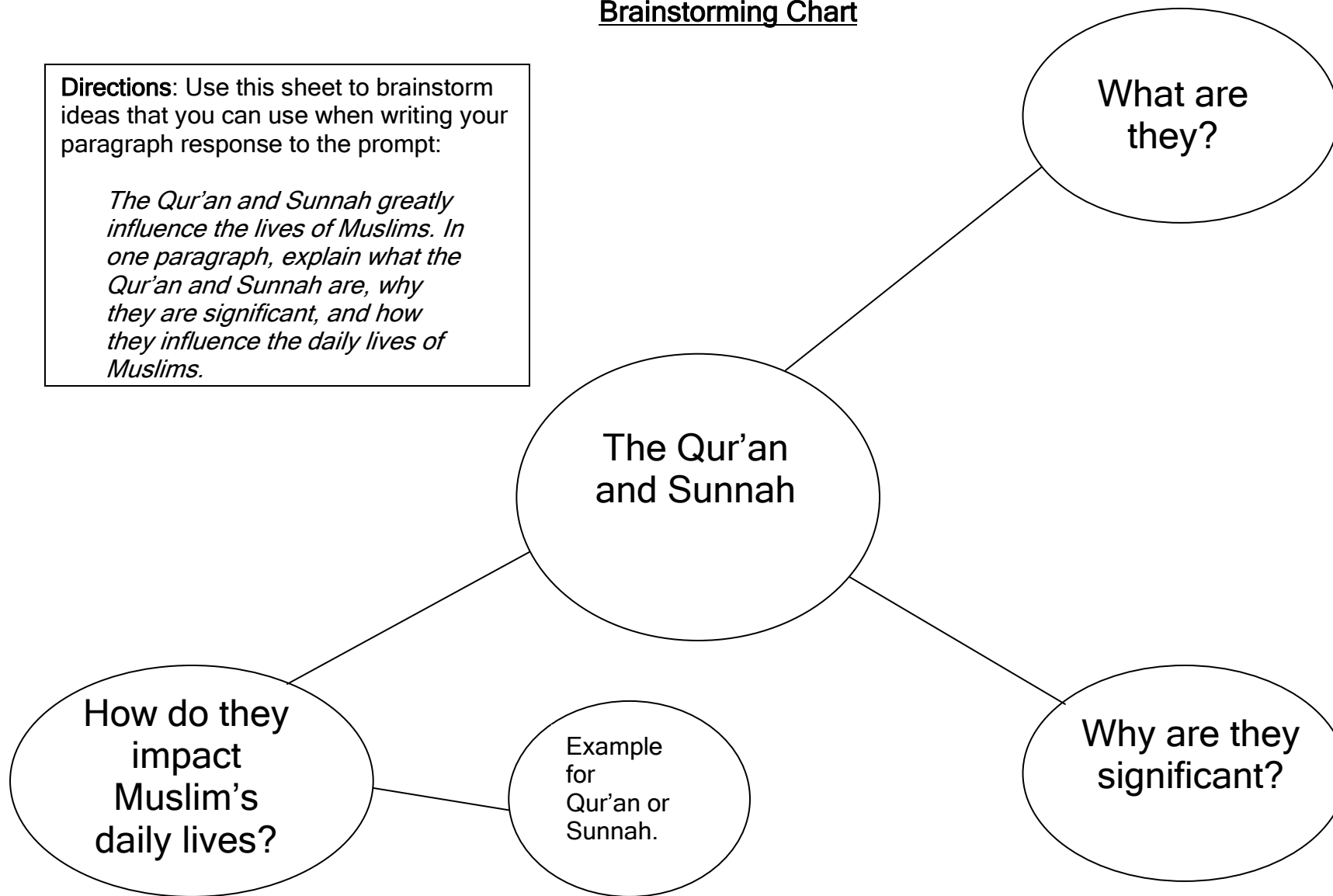
<u>Content</u>	<u>Format</u>
<ul style="list-style-type: none"><input type="checkbox"/> Topic sentence is clearly related to the significance of the Qur'an and Sunnah.<input type="checkbox"/> The paragraph explains why the Qur'an and Sunnah are significant (See Student Handout 3).<input type="checkbox"/> The paragraph contains a specific example from the quote.<input type="checkbox"/> The paragraph explains the impact of the Qur'an and Sunnah on the daily lives of Muslims.	<ul style="list-style-type: none"><input type="checkbox"/> The paragraph contains a well thought-out topic sentence.<input type="checkbox"/> Details and facts support the topic sentence.<input type="checkbox"/> Explanations are clear.<input type="checkbox"/> Explanations are related to the details and facts.<input type="checkbox"/> Concluding sentence finishes your thought.<input type="checkbox"/> Paragraph is indented.

Student Handout 7

Brainstorming Chart

Directions: Use this sheet to brainstorm ideas that you can use when writing your paragraph response to the prompt:

The Qur'an and Sunnah greatly influence the lives of Muslims. In one paragraph, explain what the Qur'an and Sunnah are, why they are significant, and how they influence the daily lives of Muslims.



Student Handout 8

		Subject	
Topic Sentence (Main Idea)			
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
Concluding Thought			

Student Handout 8

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought		

Student Handout 8

Subject	
---------	--

Topic Sentence (Main Idea)	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Concluding Thought	

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Model Lesson 2

Ghana and Mali



Standard 7.4.1

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Student Handout 1

Imagine you are a North African trader who must deliver a load of salt. As you travel south towards the empire of Ghana, you know that you must travel across the desert, through the savannah, and may have to cross the Niger River. You have heard many stories from your fellow traders about the difficulties of this journey. This will be your first trip.




Imagine you come to one of the locations depicted on the transparency. Write a **brief** diary entry that describes your adventures, feelings, and any difficulties you may have encountered.

976 C.E.

Dear Diary,




Student Handout 2

GRAPES

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
Geography	The study of the Earth's surface, climates, and countries.				
Religion	Belief in one or more gods.				
Achievements	Something important or difficult done successfully.				

Student Handout 2

GRAPES

Word	Definition	Picture		Your own picture	Examples
<p>Politics</p>	<p>Ideas and activities relating to government and power.</p>				
<p>Economics</p>	<p>The study of the production and trade of goods and money.</p>				
<p>Social Structures</p>	<p>The organization of people and the way they live in a society.</p>				

Student Handout 3

Summary Practice

Directions: Summarize the following reading. Remember, when you summarize, you take the most important ideas from a reading passage and restate them using fewer words. Try practicing this skill using the reading passage below. As you read, underline key terms or important ideas.

Clever Jackal Gets Away (A Traditional African Story)

One day long ago, Jackal was running through a narrow, rocky pass. Suddenly he was aware of a movement ahead of him in the pass. "Oh, no," Jackal moaned and stopped in his tracks. Lion was coming toward him. Realizing that Lion was too close for him to escape, Jackal was filled with fear, but he thought of a plan.

Crouching down on the cliff path, he looked at the rocks above. "Help! Help!" he cried. Lion stopped short in surprise. "Oh, great Lion! Help! See those great rocks above us? They are about to fall! We shall both be crushed to death! Oh, mighty Lion, do something! Save us!" Jackal crouched even lower, his paws covering his head.

Lion looked up, most alarmed. Before he even had a chance to think, Jackal was begging him to use his strength to hold up the rocks. So Lion put his strong shoulder to the rocks and pushed. "Oh, thank you, great Lion!" cried Jackal. "I will quickly bring that log over there to put under the rock, and we will both be saved!" With that Jackal ran out of sight. Lion was left all alone to struggle under the weight of the unmoving rock. How long he remained there before he realized that it was a trick, we will never know.

Key Terms in Reading

(One term has been provided; add other key terms from the passage.)

- Jackal

Imagine you are sending a text message to your best friend and each word in the message costs 10¢. You have \$1.80 to spend.

Write a one sentence text message that summarizes the story, using as many key terms as you can.

Student Handout 4

GRAPES CHALLENGE!

Directions: Using GRAPES as your theme, think of at least one example for each of the remaining letters of the alphabet. Be sure to write G, R, A, P, E, or S next to your example, indicating either geography, religion, achievement, politics, economics or social structures.

A chievements	N
B	O
C	P olitics
D	Q
E conomics	R eligion
F	S ocial Structures
G eography	T
H	U
I	V
J	W
K	X
L	Y
M	Z



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Document 1

Directions: As you read, and look and underline or highlight information related to each of the categories of GRAPES. Then, record information related to GRAPES on **Student Handout 5**, in the secondary source column.

nomadic without a permanent home

trans-Saharan trade across the Sahara Desert

tribute tax

inhabited lived in

Ghana: An Empire Built on Trade

The Beginnings of Ghana

In the 400s, a group of primarily nomadic people named the Berbers formed a kingdom just south of the Sahara desert; they called their kingdom Ghana. They began to use camels to carry goods across the Sahara Desert. From the north came salt; from the west came the rich resources of gold, ivory, and other goods. Ghana was located in the middle of the salt and gold trade routes.

The Empire of Ghana

Although founded by Berbers, Ghana eventually was controlled by the Soninke, a group of people living in the region. They built their capital city, Kumbi Saleh, right on the edge of the Sahara and the city quickly became the most important southern trade center of the Saharan trade routes. The kingdom was ruled by a king called the *ghana*. In addition to holding military power, the king was the supreme judge of the kingdom.

Gradually, Ghana grew very rich, due in large part to the trans-Saharan trade. The *ghana* required traders to give him a percentage of the products they were trading. If a trader was trading in gold, he was required to pay the *ghana* part of his gold. The *ghana* also placed a tax on the local goldmines. As Ghana grew richer, the kingdom expanded into an empire, requiring neighboring groups of people to pay tribute. This increased Ghana's wealth and power even more.

Kumbi Saleh

Kumbi Saleh was the capital of Ghana. It actually two cities six miles apart, separated by a road. Most of the houses were built of wood and clay, but wealthy and important residents lived in homes of wood and stone. About 30,000 people lived in Kumbi Saleh. The most important part of the city was protected by a stone wall and served as the royal and spiritual capital of the empire. Here is where the king lived, his palace being the grandest structure in the city. It also contained a sacred grove of trees used for religious ceremonies. The other part of the city was the center of trade and served as a business district of the capital. It was inhabited almost entirely by Arab and Berber merchants, and contained more than a dozen mosques.

The End of Ghana

In the year 1062 CE, however, the empire of Ghana came under attack. Berbers, calling themselves Almoravids, sought to gain control of the Saharan trade routes, and launched a war against Ghana. In 1076 the Almoravids captured Kumbi Saleh, ending rule of the *ghanas* and converting many to Islam.

Document 2

Directions: As you read, and look and underline or highlight information related to each of the categories of GRAPES. Then, record information related to GRAPES on **Student Handout 5**, in the secondary source column.

Mali: West Africa's Golden Empire

The Beginnings of Mali

With the **demise** of Ghana, another great empire arose in West Africa. Mali, located in the Sahel, a grassland region on the southern border of the Sahara Desert, became powerful by controlling the rich **trans-Saharan** trade routes between northern and western Africa, especially the gold trade. Mali was located in an **agriculturally** rich area along the upper Niger River. Most of the gold for trade came up the Niger River, which gave Mali a chance to control that trade. Control of the Niger River helped Mali grow as an empire.

Mali's First King

Sundiata, the historical founder of Mali (whose name meant "Hungering Lion"), ruled Mali from 1230-1255 CE. As a king, he was said to have worn hunter's garments instead of royal robes. At the time of Sundiata's rule, the empire of Mali extended over 1,000 miles from east to west and Mali took control of the gold and salt trade. Sundiata is also said to have introduced the **cultivation** and weaving of cotton into the area.

The Golden Age of Mali

The rulers of Mali came to be called *mansa*, meaning "emperor" or "master." Mansa Musa was Mali's greatest king, ruling from 1312 to 1337 CE. He was the grandson of Sundiata's half brother, and ruled Mali at a time of great **prosperity**, during which trade tripled. During his rule, he doubled the land area of Mali; it became a larger kingdom than any in Europe at the time. The cities of Mali became important trading centers for all of West Africa as well as famous centers of wealth, culture, and learning. Timbuktu, an important city in Mali, became one of the major cultural centers not only of Africa but of the entire world. **Vast** libraries and Islamic universities were built. These became meeting places of the finest poets, scholars, and artists of Africa and the Middle East. Mansa Musa, who was Muslim, was perhaps best known outside of Mali for his pilgrimage to Mecca in 1324 C.E. According to some accounts, 60,000 people accompanied him, along with 200 camels laden with gold, food, clothing, and other goods. This pilgrimage displayed Mansa Musa's enormous wealth and generosity.

The End of Mali

After the death of Mansa Musa, the power of Mali began to decline. Mansa Musa's sons could not hold the empire together. In 1430 C.E., the Berbers in the north took much of Mali's territory, including the city of Timbuktu, and gradually Mali lost its hold on trade until the empire crumbled.

demise end

trans-Saharan trade across the Sahara Desert

agriculturally ability to farm, grow crops

cultivation growing

prosperity wealth

vast very large

Student Handout 5

GRAPES Organizer

Directions: Transfer the information from the primary and secondary sources onto the chart below.

Ghana

	Secondary Sources (Document 2)	Primary Sources (Document 4)
G		
R		
A		
P		
E		
S		

Summarize the secondary source information here.

Student Handout 5

Mali

	Secondary Sources (Document 1)	Primary Sources (Document 3)
G		
R		
A		
P		
E		
S		

Summarize the secondary source information here.

Document 3

Primary Sources

Directions: Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 5**.

Empire	Notes, Key Vocabulary Terms, Key Concepts	Excerpt	G, R, A, P, E, or S	Reason for Your Answer
1. Ghana	<u>imams</u> religious leaders <u>muezzins</u> men who call Muslims to prayer <u>jurists</u> legal scholars	The city of Ghana consists of two towns situated on a plain. One of these towns, which is inhabited by Muslims, is large and possesses twelve mosques, in which they assemble for the Friday prayer. There are salaried <u>imams</u> and <u>muezzins</u> , as well as <u>jurists</u> and scholars.		
2. Ghana	<u>audience</u> meeting with the king <u>profess</u> believe	The <u>audience</u> is announced by the beating of a drum which they call <i>duba</i> made from a long hollow log. When the people who <u>profess</u> the same religion as the king approach him they fall on their knees and sprinkle dust on their head, for this is their way of greeting him. As for the Muslims, they greet him only by clapping their hands.		
3. Ghana	<u>dinar</u> money <u>levies</u> charges a tax <u>archers</u> soldiers who shoot arrows	On every donkey-load of salt when it is brought into the country their king <u>levies</u> one golden <u>dinar</u> and two dinars when it is sent out. ... The king of Ghana, when he calls up his army, can put 200,000 men into the field, more than 40,000 of them <u>archers</u> .		

Source of Ghana quotes: Al-Bakri, The Book of Routes and Realms, cited in Levitzion and Hopkins, Corpus of Early Arabic Sources for West African History, (Cambridge University Press, 1981) pp 79 - 81.

Document 4

Primary Source

Directions: Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 5**.

Empire	Notes, Key Vocabulary Terms, Key Concepts	Excerpt	G, R, A, P, E, or S	Reason for Your Answer
4. Mali	<u>worn garments</u> old clothing <u>turban</u> head covering <u>dons</u> wears <u>humility</u> lack of pride <u>dejection</u> sadness	If [the king] summons any [person] . . . the person summoned takes off his clothes and puts on <u>worn garments</u> , removes his <u>turban</u> and <u>dons</u> a dirty skullcap, and enters with his garments and trousers raised knee-high. He goes forward in an attitude of <u>humility</u> and <u>dejection</u> and knocks the ground hard with his elbows.		
5. Mali	<u>unjust</u> unfair <u>abhorrence</u> hatred <u>injustice</u> unfairness <u>sultan</u> ruler	[The people of Mali] are seldom <u>unjust</u> , and have a greater <u>abhorrence</u> of <u>injustice</u> than any other people. Their <u>sultan</u> shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers or men of violence.		
6. Mali	<u>zeal</u> dedication	On Fridays, if a man does not go early to the mosque, he cannot find a corner to pray in, on account of the crowd. . . . [On Friday,] even if a man has nothing but an old worn shirt, he washes it and cleans it, and wears it to the Friday service. Yet another [characteristic of the people of Mali] is their <u>zeal</u> for learning the Qur'an by heart.		

Student Handout 6

The Significant Features of Ghana and Mali

Objective:

Students will be able to explain the impact of the significant features of either Ghana or Mali based on the GRAPES model.

Writing Task:

Ghana and Mali were two great empires that arose in West Africa. In one paragraph, explain three characteristics of either Ghana or Mali and explain why these characteristics were significant.

Directions:

Choose one empire, either Ghana or Mali. Explain three characteristics of that empire using three of the key categories of GRAPES. Explain why each characteristic was significant.

Use the graphic organizer to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

Criteria Checklist:

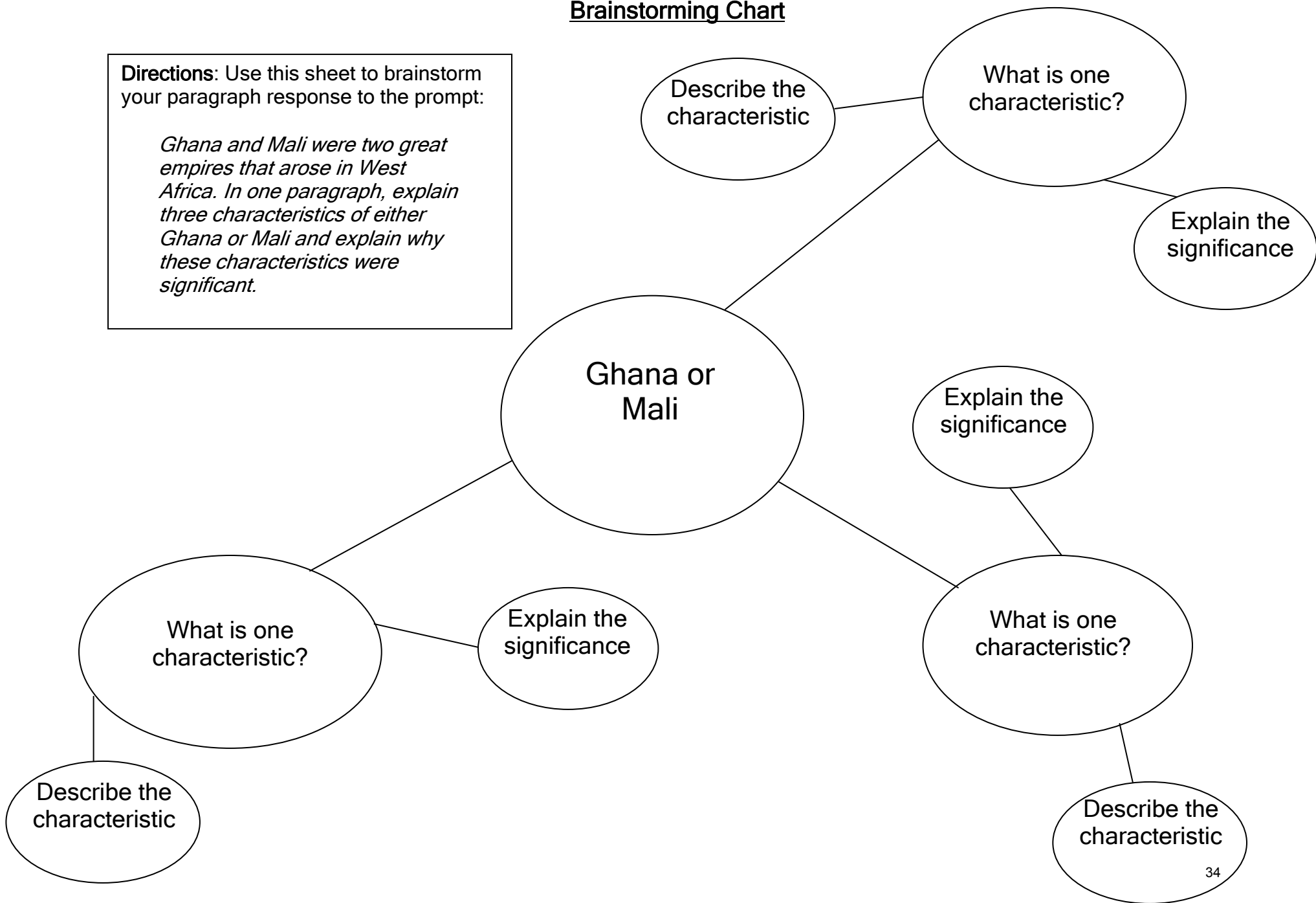
<u>Content</u>	<u>Format</u>
<ul style="list-style-type: none"><input type="checkbox"/> The topic sentence is clearly related to Ghana or Mali.<input type="checkbox"/> Paragraph contains three characteristics of Ghana or Mali.<input type="checkbox"/> At least one characteristic is from the primary source section on the GRAPES organizer.<input type="checkbox"/> The significance of each characteristic is explained.<input type="checkbox"/> The concluding statement is clearly related to Ghana or Mali.	<ul style="list-style-type: none"><input type="checkbox"/> The paragraph contains a well thought out topic sentence.<input type="checkbox"/> Paragraph contains a concluding statement.<input type="checkbox"/> Details and facts support the topic sentence.<input type="checkbox"/> Explanations are clear.<input type="checkbox"/> Explanations are related to the details and facts.<input type="checkbox"/> Concluding sentence finishes your thought.<input type="checkbox"/> Paragraph is indented.

Student Handout 7

Brainstorming Chart

Directions: Use this sheet to brainstorm your paragraph response to the prompt:

Ghana and Mali were two great empires that arose in West Africa. In one paragraph, explain three characteristics of either Ghana or Mali and explain why these characteristics were significant.



Student Handout 8

		Subject	
Topic Sentence (Main Idea)			
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
Concluding Thought	All of these characteristics were significant because		

Student Handout 8

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought	All of these characteristics were significant because	

Student Handout 8

Subject	
---------	--

Topic Sentence (Main Idea)	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Concluding Thought	All of these characteristics were significant because

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Model Lesson 3

The Spread of Buddhism in Tang China

Standard 7.3.1



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Student Handout 1

The Spread of Ideas

Directions: Fill in the chart in response to the questions below. Be prepared to share your ideas.

Question	HOW	WHY
1) If you discovered a cure for a disease such as cancer, how and why would you share it?		
2) If you discovered the secret to living a happy life, how and why would you share it?		

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Document 1

Background Reading

Directions: While reading, circle the words or phrases that you think capture the big ideas. As a hint, topic sentences usually help a reader to know what a paragraph is about. When you finish identifying the big ideas, write a summary statement that includes one idea from each paragraph in the box at the bottom of the page.

cultural diffusion spread of ideas from one culture to another

The term **cultural diffusion** is used to describe the spread of cultural items from one culture to another culture. Ideas, products, religion, and technology are examples of things that have been diffused. If you are not from a Chinese background and you have eaten Chinese food, you have experienced the diffusion of Chinese food, since the style of Chinese food began in China and eventually made its way to California.

The teachings of Buddhism are examples of something that spread or diffused during ancient and medieval world history. Buddhism began in India in the 6th century B.C.E. by Siddhartha Gautama (si-DAHR-thuh GOW-tum-uh), who came to be known as the Buddha. He taught that life is an endless cycle of birth, death, and rebirth that can be escaped by following the Eightfold Path, a code of morals or teachings. These teachings and others spread across India and Asia during and after the Buddha's lifetime.

reunified to bring back together, to reunite

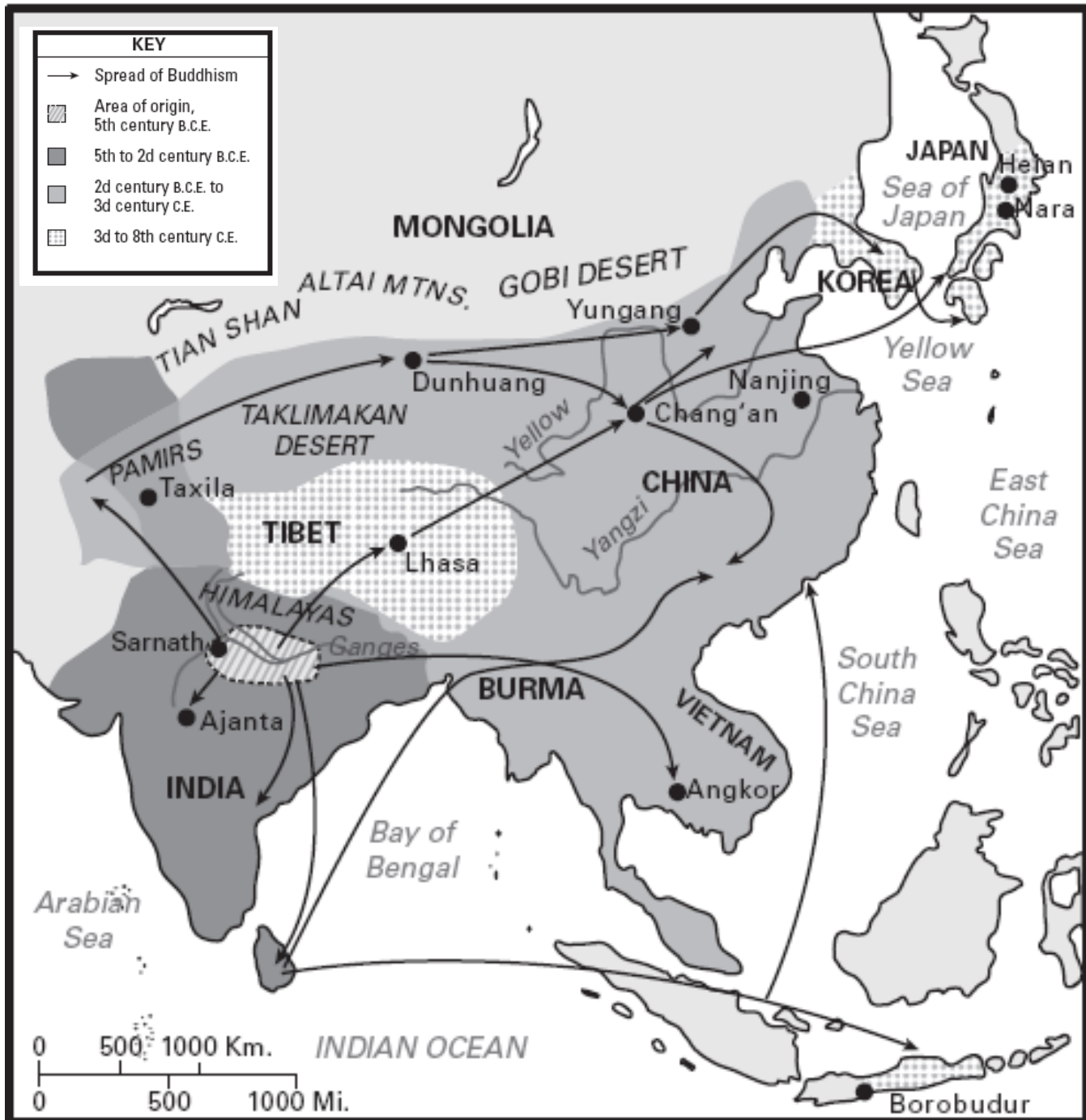
During the Han Dynasty (from 206 B.C.E. to 220 C.E.) Buddhism spread to China. This took place through merchants, or traders, and missionaries, people who travel to spread religious teachings. Eventually the Han Dynasty fell, bringing China into a period of division. In 589 C.E. the Sui Dynasty **reunified** China, creating a new central government. The Sui also carried out public works projects, promoted religious tolerance and preserved Chinese classics. The Sui did not last for long however and fell in 618 C.E.

In 618 C.E. a new dynasty arose in China. This dynasty came to be known as the Tang Dynasty. Many people consider this dynasty to be one of the greatest dynasties in China's history. Many new ideas and inventions spread across China during the almost 300 years that the Tang ruled. Buddhism, although it had already spread to many parts of China, rose to its greatest heights and power during the Tang Dynasty. Many Chinese people found hope in Buddhist teachings particularly during times of political and social unrest, and during times of economic and physical suffering.

Summary Statement

Document 2

The Spread of Buddhism in Asia 500 B.C.E. - 800 C.E.



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Document 3

Focus Reading: The Spread of Buddhism in Tang China

Directions: Circle the most important words or big ideas from each paragraph. Use the words you selected to write at least two specific reasons for the spread of Buddhism in the box provided. In addition, answer the question in the box.

Introduction

The spread of Buddhism from its origins (beginnings) in Sarnath, India, throughout Asia was a major event in history. There were a number of reasons why Buddhism spread.

Religious Reasons

Buddhism spread in China for religious reasons. A Chinese monk named Xuan Zang traveled to India and returned with over 500 crates of books and materials. In China he spent years translating Buddhist documents into Chinese and promoting (spreading) his faith. The desire to read Buddhist texts also led to the development of wood-block printing. Buddhism also attracted interest because of its morals or teachings and its promises of a better life. Married and pregnant women sought help by praying to Guanyin the Bodhisattva (an enlightened being) of Mercy. The mixing of Daoism, Confucianism, and Buddhism also helped Buddhism to spread. Finally, many people saw Buddhism as a way to escape the suffering from all of the problems in China.

Two religious reasons:

How might this have led to the spread of Buddhism in Tang China?

Political Reasons

Buddhism spread due to political reasons. The leaders of the Tang Dynasty made Buddhism a big part of life in China. Emperor Taizong gave money to monasteries, sent representatives to India to collect Buddhist texts, and had Buddhist paintings and statues built across China. Another Chinese leader, Empress Wu, ordered many Buddhist temples to be built and sculptures to be created around China and gave more power to monks. She also invited scholars to come to China to spread Buddhist teachings. In addition, Empress Wu made a law saying that Buddhism was more important than other belief systems in China.

Two political reasons:

Document 3

How might this have led to the spread of Buddhism in Tang China?

Economic Reasons

Economic factors helped Buddhism to spread in China. The traders and merchants who were involved with trade on the Silk Road helped to spread Buddhist teachings as they traveled. In China, Buddhist monasteries (religious communities) conducted banking services and loaned farmers money. Merchants gave their money and goods to monasteries for safe-keeping, making the monasteries like banks and warehouses. Wealthy people often donated their money or land to monasteries as well, making those communities major landholders with a lot of power and influence.

Two economic reasons:

How might this have led to the spread of Buddhism in Tang China?

Social Reasons

Social factors also played a role in the spread of Buddhism. Buddhist temples and monasteries provided medical care, ran schools and mills, pressed oil, and provided seeds to farmers in need. Travelers stayed in monasteries during their journeys. Buddhist missionaries taught that giving one son to a monastery would benefit ten generations of his relatives. Buddhist stories were spread by monks who would show pictures and tell stories to audiences who could not read. Buddhist leaders and monks played a significant role in Chinese society.

Two social reasons:

How might this have led to the spread of Buddhism in Tang China?

Which two categories of reasons do you think were the most important? Why?

Student Handout 2

The Spread of Buddhism in China

Objective:

Students will be able to explain how and/or why Buddhism spread in China.

Writing Task:

Buddhism spread in China during the Tang Dynasty for many reasons. In a well organized response, answer the following question:

What caused Buddhism to spread in China during the Tang Dynasty? Write a response focusing on two of the following reasons: religious reasons, political reasons, economic reasons, or social reasons.

Directions:

Choose two of the categories of reasons from **Document 3** to write about. Identify the key details you will use. Make sure you are putting the information in your own words.

Use **Student Handout 3** to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

Criteria Checklist:

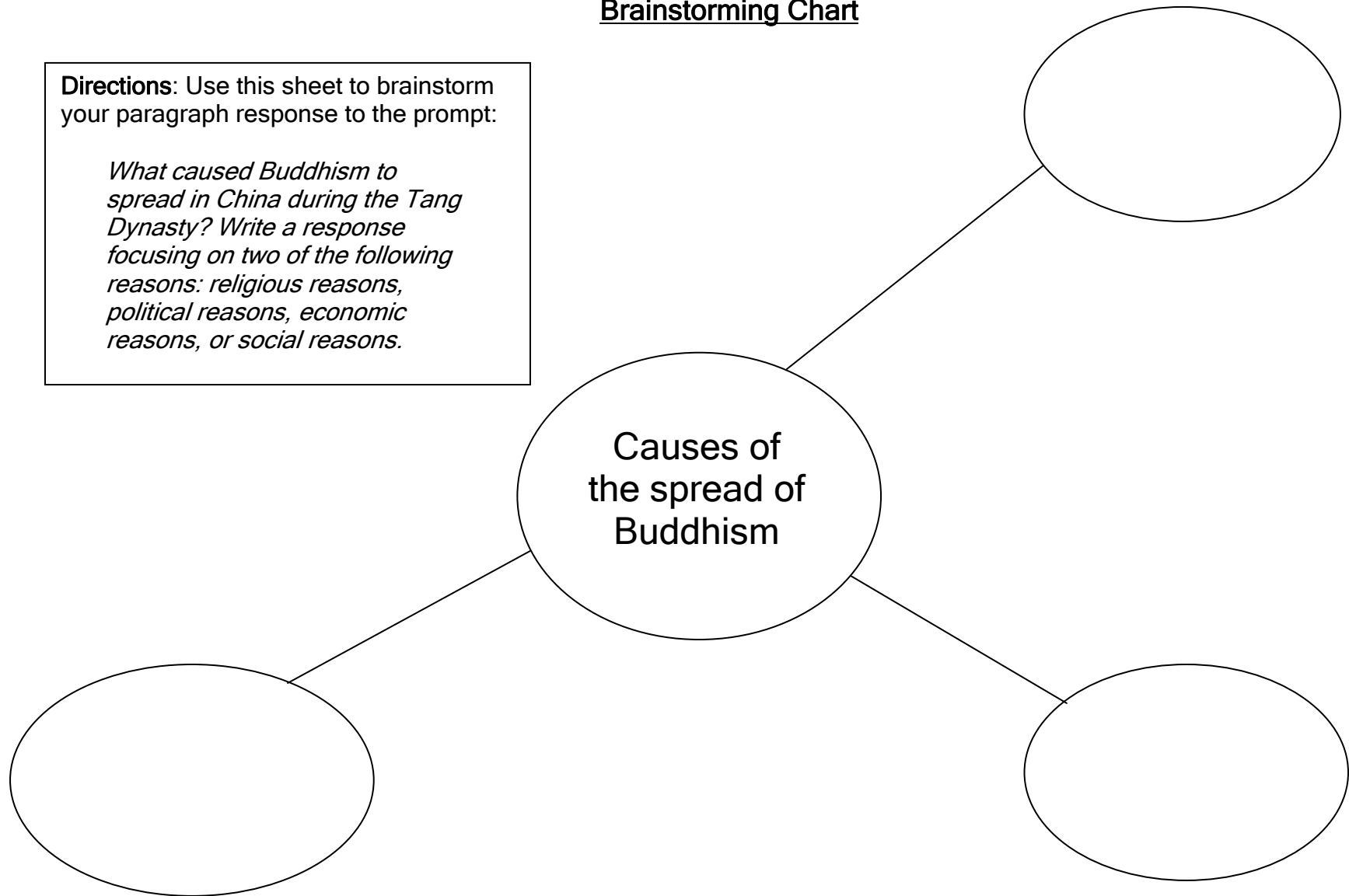
<u>Content</u>	<u>Format</u>
<ul style="list-style-type: none"><input type="checkbox"/> Topic sentence includes two specific reasons (categories) related to the spread of Buddhism in China.<input type="checkbox"/> The paragraph includes two specific details about why Buddhism spread.<input type="checkbox"/> The paragraph contains specific explanations of the details.<input type="checkbox"/> The concluding sentence has information on the two specific reasons (categories) found in the topic sentence.	<ul style="list-style-type: none"><input type="checkbox"/> The paragraph contains a well thought out topic sentence.<input type="checkbox"/> Details and facts support the topic sentence.<input type="checkbox"/> Explanations are clear.<input type="checkbox"/> Concluding sentence finishes the overall thought of the paragraph.<input type="checkbox"/> Paragraph is indented.<input type="checkbox"/> Handwriting is neat.

Student Handout 3

Brainstorming Chart

Directions: Use this sheet to brainstorm your paragraph response to the prompt:

What caused Buddhism to spread in China during the Tang Dynasty? Write a response focusing on two of the following reasons: religious reasons, political reasons, economic reasons, or social reasons.



Student Handout 4

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought		

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Student Handout 5

Explanation Stems

The following stems help to set up the explanation of details and evidence.

This means that...

This meant that...

That means...

This shows that...

This showed that...

That shows...

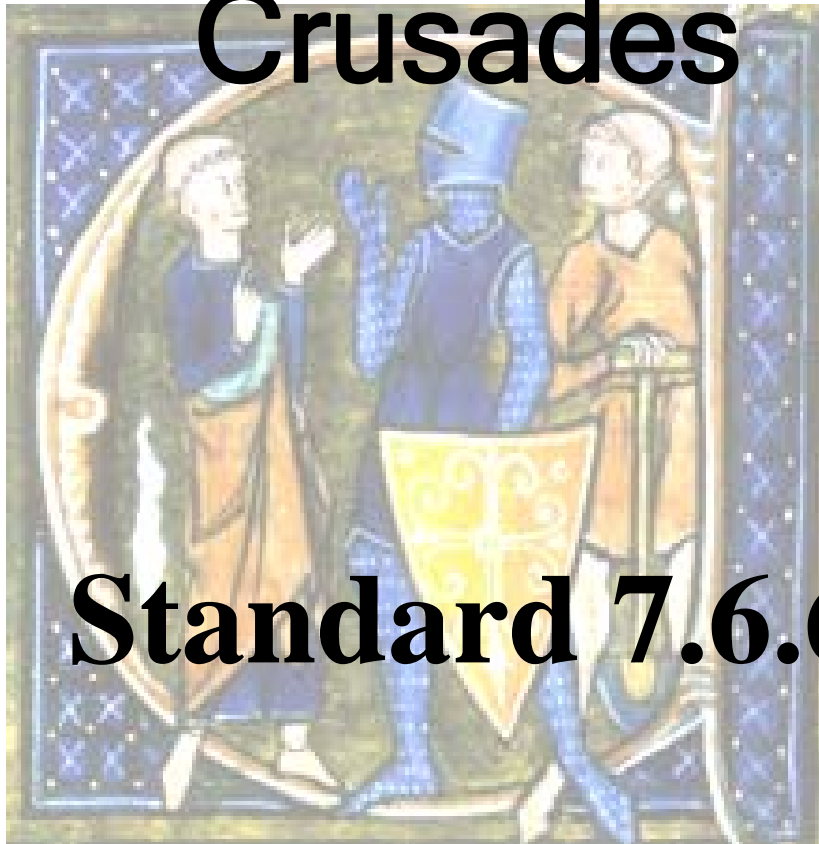
This was important because...

This was significant because...

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Model Lesson 4

The Effects of the Crusades



Standard 7.6.6

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Student Handout 1

Journal, Day One

Directions: Choose one character from the image and imagine that you are that character.

You have traveled for thousands of miles and are now engaged in a brutal battle. Why are you willing to fight and potentially lose your life? What could possibly motivate you to take on this challenge?

Journal, Day Two

Directions: Imagine that you are this crusader returning home from war.

You have traveled for thousands of miles and fought in countless battles. Now that you are a few miles from your home, how do you feel about the journey you have taken? If you had to choose to go to war again, would you?

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Document 1

The Causes and Course of the Crusades

What were the Crusades?

The Crusades were holy wars fought between Christians in Europe and Muslims in the Middle East between 1095 and 1291. Although the main goal of the Crusades was to take control of Jerusalem away from the Muslims, there were many reasons why European knights and others were willing to travel and fight a war in a foreign land.

Why were Europeans willing to fight the Crusades?

For centuries, Christian pilgrims traveled from Europe to Jerusalem. In the 11th century, however, the Seljuk Turks, who were Muslim, began to interfere with these pilgrimages. In 1071, the Seljuk Turks fought against the Byzantine Empire at the Battle of Manzikert. The Byzantines, who were Christian, lost. The Byzantine emperor asked the Christians in Europe to help protect his empire from the Turks. In 1095, Pope Urban II called for a crusade against the Muslims to regain control of Jerusalem. To all crusaders, he gave this promise:

All who die by the way, whether by land or by sea, or in battle against the [Muslims], shall have immediate [forgiveness] of sins.

-Pope Urban II, 1095

Besides the promise of forgiveness of sins, there were other reasons Europeans were willing to fight. Read the following list of reasons and decide whether the reason is religious, political, or economic. Then, put a letter next to each reason: **R** for religious, **P** for political, and **E** for economic.

Reason	Religious, Political or Economic?
The desire to take control of Jerusalem away from Muslims.	
The belief that fighting in a crusade would give you forgiveness of sins.	
The chance to travel and make money.	
The desire to defend the Byzantine empire from the Turks.	
The opportunity for younger sons of European nobles to get new land in the Middle East.	
The possibility of opening up new trade routes between Europe and the Middle East.	

Take another look at the reasons why Europeans were willing to fight. Which one would have convinced you most to go on a crusade? Why?

Document 1

Course of the First Four Crusades

There were nine Crusades fought by European Christians against Muslims in the Middle East. The following chart summarizes the first four.

Crusade	Years	Summary
First	1095-1099	At the urging of Pope Urban II in 1095, the First Crusade succeeded in taking Jerusalem and was the most successful from the European point of view. When Jerusalem fell in 1099, crusaders massacred Jews, Christians and Muslims alike. Then the leaders divided up the land into territories, each governed by a European feudal lord.
Second	1147-1149	The Second Crusade started when Europeans lost control of Edessa, territory that they had previously controlled, to the Muslims. Led by King Louis VII of France and King Conrad III of Germany, the Europeans failed to regain any land and the crusade was a failure from a European point of view.
Third	1189-1192	The Third Crusade was a response to Jerusalem's fall in 1187 to Salah al-Din (Saladin). Three great armies from Europe were led by Richard the Lion-hearted of England, Philip II of France, and the Holy Roman emperor Frederick Barbarossa, Europe's greatest warrior. However, Frederick accidentally drowned, the other two kings quarreled, and the whole crusade failed from a European point of view.
Fourth	1201-1204	Instead of going to Jerusalem, the Fourth Crusade went to the Byzantine Empire's capital, Constantinople, for various reasons. The European armies looted (robbed) the city and overthrew the Byzantine emperor. The main outcomes of the Fourth Crusade were to deepen the division between Greek and Latin Christianity and to hasten the Byzantine Empire's decline.

Discuss with a partner: Based on what you have read, were the first four Crusades a success or failure for the Europeans? Why?

Document 2

The Effects of the Crusades

Directions: Read each effect, and then determine why it was significant.

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
General Effects	<ul style="list-style-type: none"> European contact with the cultures of the Eastern Mediterranean grew. 		
	<ul style="list-style-type: none"> Trade of Asian goods increased, including spices, furs, cloth, cane sugar, rice, and different fruits such as melons and apricots. 		
	<ul style="list-style-type: none"> European towns grew and made the role of urban merchants more important. 		
Effects on Jews in Europe	<ul style="list-style-type: none"> The violence unleashed by the Crusades caused great suffering for Jews due to Anti-Semitism, or prejudice against Jews. 		
	<ul style="list-style-type: none"> By the end of the Crusades, Jews could no longer hold public office and Christians took over businesses that had been run by Jews. 		
	<ul style="list-style-type: none"> Isolation of Jews spread throughout Europe during the 14th and 15th centuries. Jews were forced to live in crowded 		

Document 2

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
	neighborhoods called ghettos. Typically, walls and gates separated ghettos from the rest of the town or city.		
Effects on Christians in Europe	<ul style="list-style-type: none"> Approximately two million Christians were wounded or killed in the battle. 		
	<ul style="list-style-type: none"> Crusaders needed a way to pay for supplies, which increased the use of money in Europe. Knights began performing banking functions, such as making loans; knights also started tax systems to raise funds. 		
	<ul style="list-style-type: none"> Royals grew more powerful as nobles and knights left to fight. This helped end feudalism. 		
	<ul style="list-style-type: none"> After Crusaders returned home, European merchants earned enormous profits by trading for new goods. 		
Effects on Muslims	<ul style="list-style-type: none"> An unknown number of Muslims lost their lives and property in battles. 		
	<ul style="list-style-type: none"> Muslims gained exposure to new weapons and military ideas during the Crusades, including adopting a permanent army. 		
	<ul style="list-style-type: none"> Muslim merchants 		

Document 2

	Effect	Which category does the effect represent? G,R, A, P, E, S	Why is this effect significant?
	trade with Europe which helped fund projects such as the building of mosques and religious schools.		
	<ul style="list-style-type: none">• Muslims grew more unified as they banded together to fight their common enemy.		

Student Handout 2

Skit Presentation Guidelines

Primary Source Analysis and Skit Writing:

Each group will be assigned one primary source excerpt to read and analyze. Your group must complete the following steps:

1. Read the excerpt.
2. Read the excerpt a second time, checking with your team to make sure that everyone understands the quote.
3. Write a summary of the primary source in the first box (narrator's first line).
4. Write a skit that shows what is happening in the primary source. Each person in your group should have at least two lines.
5. Explain why the primary source is significant in the last box (narrator's last line).

Primary Source Presentation Criteria:

Each group will present a short (2-4 minute) skit that acts out the effects of the Crusades described in the excerpt you were assigned.

The guidelines for the presentation are:

1. The skit should be based on the action described in the excerpt.
2. Each member of the group must speak at least twice.
3. Skits should take the material seriously and should contain appropriate dialogue.

Responsibilities of Students not Presenting

1. Listen quietly and be a good audience.
2. In the summary and significance columns of **Document 9** write the main idea of the presentation and the significance.
 - a. Pay careful attention to what the narrator says.
 - b. Save questions until the end of the presentation.

Document 3

Primary Source: The Effects of the Crusades

A European Describes How Crusaders became Accustomed to Living in the Middle East

Consider, I pray, and reflect how in our time God has transferred the West into the East . . . He who was a Roman or a [European] is now an inhabitant of Palestine [the land around Jerusalem]. . . . Some have taken wives not merely of their own people, but [also Muslim women who became Christian]. . . . Different languages, now made common, become known to both races, and faith unites those whose fathers were strangers. . . . Therefore why should one who has found the East so favorable return to the West?

-Fulcher of Chartres, *Chronicles*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

Here is a short play that summarizes this passage and explains why it is significant.

Narrator:	Some European crusaders began to settle down in the Middle East. They married Middle Eastern women who had become Christian and learned to speak other languages. These crusaders were very happy with their new lives and did not want to return home.
Crusader 1:	Hey Charles, remember how we used to want to go back to France? Well, I don't want to any more.
Crusader 2:	Why not? You always said you wanted to. What happened?
Crusader 1:	I met this woman and I think I want to marry her. I'd like you to meet her.
Fatima:	Hello, Charles.
Crusader 2:	Hello, Fatima. I understand that Eric wants to marry you, but I don't understand. Don't you two speak different languages? How are you going to understand each other?
Fatima:	I am learning French and he is learning Arabic. Before long, we'll learn each other's language.
Narrator:	This is significant because it shows that the European crusaders were influenced by the customs and people of the new places where they lived. Crusaders and the local people exchanged language, religion, and culture.

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Document 4

Primary Source: The Effects of the Crusades

A Muslim Describes European Medicine

They brought before me a knight on whose leg [a sore] had grown . . . To the knight I applied [medicine] until the [sore] opened and became well . . . Then a [European] physician came to them and said, "This man knows nothing about treating them. Which would you prefer, living with one leg or dying with two?" The knight replied, "Living with one leg." The physician said, "Bring me a strong knight and a sharp ax." A knight came with the ax. Then the physician laid the leg of the patient on a block of wood and [told] the knight to chop it off in one blow. Accordingly he struck it--while I was looking on--one blow, but the leg was not [cut off]. He dealt another blow, upon which the marrow of the leg flowed out and the patient died on the spot.

- *The Autobiography of Usamah*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

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Document 5

Primary Source: The Effects of the Crusades

A Muslim Describes Dining with a European

Among the [Europeans] are those who have associated long with the Muslims. . . A knight presented an excellent table, with food extraordinarily clean and delicious. Seeing me [not eating], he said, "Eat, be of good cheer! I never eat [European] dishes, but I have Egyptian women cooks and never eat [anything but] their cooking."

- *The Autobiography of Usamah*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

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Document 6

Primary Source: The Effects of the Crusades

A Muslim Describes Crusaders Attacking Jerusalem

In fact Jerusalem was taken from the north on the morning of Friday July 15, 1099. The population was put to the sword by the [crusaders]. In the [mosque near the summit of the city, the crusaders] slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars, devout men who had left their homelands to live lives of [holy] seclusion in the Holy Place.

-Ibn Al-Athir, *The Perfect History*

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

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Document 7

Primary Source: The Effects of the Crusades

A European Describes How Crusaders Attacked German Jews

At the beginning of summer in the same year in which Peter, and Gottschalk, after collecting an army, had set out, there assembled a large [number] of Christians from diverse kingdoms and lands. . . . They rose in a spirit of cruelty against the Jewish people and slaughtered them without mercy; they destroyed the houses and synagogues of the Jews and divided among themselves a very large amount of money.

-Albert of Aix

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton, Princeton University Press, 1921.

As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

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Document 8

Primary Source: The Effects of the Crusades

A Resident of Constantinople Describes How Crusaders Attacked the City during the Fourth Crusade

And so the streets, squares, houses of two and three stories, sacred places, houses for nuns and monks, sacred churches, even the Great Church of God and the imperial palace, were filled with [European crusaders], all of them maddened by war and murderous in spirit, all clad in armor and bearing spears, swords and lances . . . as they [robbed] the sacred places and trampled on the divine things [and] ran over the holy vessels. . . . Moreover, they tore children from their mothers and mothers from their children . . . fearing neither God's anger nor man's vengeance.

-Nicholas Mesarites

Source: From *Der Epitaphios des auf seinen Bruder Johannes*, ed. by A. Heisenberg, Bayerische Akademie der Wissenschaft, translated by Deno Geanakoplos, *Byzantium*, Univ. of Chicago Press, 1984, p. 369.

As a group, write a short play that summarizes this passage and explains why it is significant. Each character should have two lines. The narrator's first line should summarize the passage; the narrator's last line should explain why it is significant. Use the back of this paper if you need more room.

Narrator: (Summarize the passage.)	
Narrator: (Explain why the passage is significant.)	

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Document 9

Primary Sources: The Effects of the Crusades

Quote	Summary of Primary Source	Why is this significant?
<p>A European Describes How Crusaders became Accustomed to Living in the Middle East</p> <p>Consider, I pray, and reflect how in our time God has transferred the West into the East . . . He who was a Roman or a [European] is now an inhabitant of Palestine [the land around Jerusalem]. . . . Some have taken wives not merely of their own people, but [also Muslim women who became Christian]. . . . Different languages, now made common, become known to both races, and faith unites those whose fathers were strangers. . . . Therefore why should one who has found the East so favorable return to the West?</p> <p>-Fulcher of Chartres, <i>Chronicles</i></p>	<p>Some crusaders lived in the Middle East. They married Middle Eastern women and learned to speak other languages. Crusaders were very happy with their new lives and did not want to return home.</p>	<p>This is significant because this shows that the crusaders were influenced by the customs and people of the new places where they lived.</p>
<p>A Muslim Describes European Medicine</p> <p>They brought before me a knight on whose leg [a sore] had grown . . . To the knight I applied [medicine] until the [sore] opened and became well . . . Then a [European] physician came to them and said, "This man knows nothing about treating them. Which would you prefer, living with one leg or dying with two?" The [knight] replied, "Living with one leg." The physician said, "Bring me a strong knight and a sharp ax." A knight came with the ax. Then the physician laid the leg of the patient on a block of wood and [told] the knight to chop it off in one blow. Accordingly he struck it--while I was looking on--one blow, but the leg was not [cut off]. He dealt another blow, upon which the marrow of the leg flowed out and the patient died on the spot.</p> <p>- <i>The Autobiography of Usamah</i></p>		

Source:

Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton: Princeton University Press, 1921.

Document 9

<p>A Muslim Describes Dining with a European</p> <p>Among the [Europeans] are those who have associated long with the Muslims. . . . A knight presented an excellent table, with food extraordinarily clean and delicious. Seeing me [not eating], he said, "Eat, be of good cheer! I never eat [European] dishes, but I have Egyptian women cooks and never eat [anything but] their cooking. "</p> <p>- <i>The Autobiography of Usmah</i></p>		
<p>A Muslim Describes Crusaders Attacking Jerusalem</p> <p>In fact Jerusalem was taken from the north on the morning of Friday July 15, 1099. The population was put to the sword by the [crusaders]. In the [mosque near the summit of the city, the crusaders] slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars, devout men who had left their homelands to live lives of [holy] seclusion in the Holy Place.</p> <p>-Ibn Al-Athir, <i>The Perfect History</i></p>		
<p>A European Describes How Crusaders Attacked German Jews</p> <p>At the beginning of summer in the same year in which Peter, and Gottschalk, after collecting an army, had set out, there assembled a large [number] of Christians from diverse kingdoms and lands. . . . They rose in a spirit of cruelty against the Jewish people and slaughtered them without mercy; they destroyed the houses and synagogues of the Jews and divided among themselves a very large amount of money.</p> <p>-Albert of Aix</p>		

Source:

Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton: Princeton University Press, 1921.

Document 9

<p>A Resident of Constantinople Describes How Crusaders Attacked the City during the Fourth Crusade</p> <p>And so the streets, squares, houses of two and three stories, sacred places, nunneries, houses for nuns and monks, sacred churches, even the Great Church of God and the imperial palace, were filled with [European crusaders], all of them maddened by war and murderous in spirit, all clad in armor and bearing spears, swords and lances, as they [robbed] the sacred places and trampled on the divine things [and] ran riot over the holy vessels. ... Moreover, they tore children from their mothers and mothers from their children, fearing neither God's anger nor man's vengeance.</p> <p>-Nicholas Mesarites</p>		
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Source:

Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants*. Princeton: Princeton University Press, 1921.

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Student Handout 3

The Effects of the Crusades

Objective:

Students will be able to explain the effects of the Crusades on Jewish, Muslim, and Christian populations in Europe.

Writing Task:

The Crusades were a turbulent time in Europe. They affected not only the lives of those who fought but altered the course of Jewish, Muslim, and Christian lives in very different ways. Write two paragraphs that explain the effects of the Crusades on one group in Europe.

Directions:

Choose one group (Jews, Muslims, or Christians) and explain the effects the Crusades had on that group. You are required to write two paragraphs, one introduction paragraph and one body paragraph, that explains the effects of the Crusades.

Use the graphic organizers to plan your paragraph. When you are writing, use the criteria checklist below to ensure you have completed all aspects of the writing task.

Criteria Checklist:

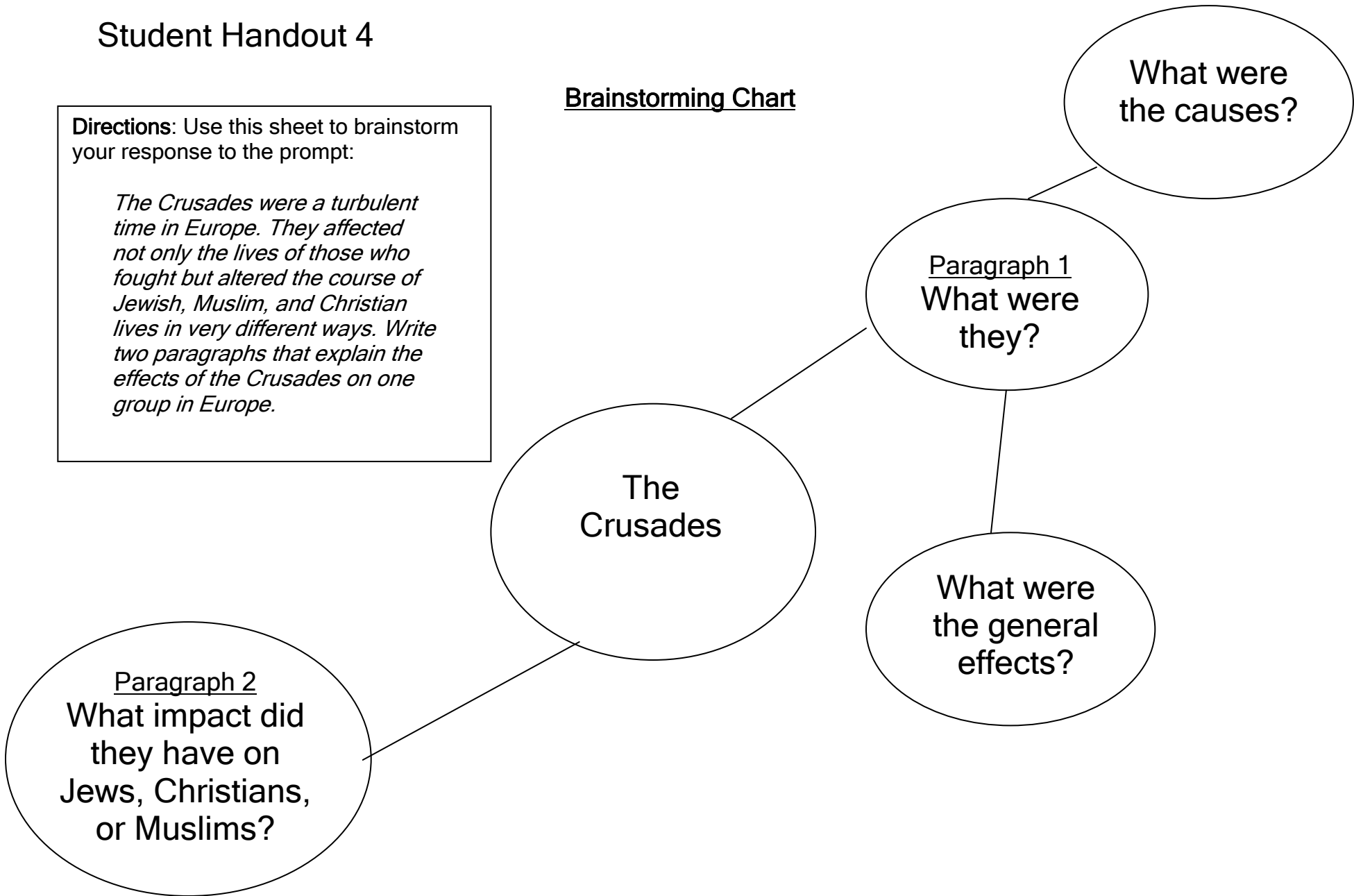
Content	Format
<ul style="list-style-type: none"><input type="checkbox"/> Introductory paragraph explains what the Crusades were.<input type="checkbox"/> Introductory paragraph explains the general effects of the Crusades.<input type="checkbox"/> Introductory paragraph informs the reader about the topic for the second paragraph.<input type="checkbox"/> Topic sentences are clearly related to the effects of the Crusades.<input type="checkbox"/> Details are specific to the impact of the Crusades on Jewish, Muslim, or Christian populations.<input type="checkbox"/> Explanations are related to the impact of the Crusades on Jewish, Muslim, or Christian populations.	<ul style="list-style-type: none"><input type="checkbox"/> Each paragraph contains a well thought out topic sentence.<input type="checkbox"/> Details and facts support topic sentences.<input type="checkbox"/> Explanations are clear.<input type="checkbox"/> Explanations are related to the facts and details.<input type="checkbox"/> Concluding sentences finish the thought of the paragraphs.<input type="checkbox"/> Paragraphs are indented.

Student Handout 4

Brainstorming Chart

Directions: Use this sheet to brainstorm your response to the prompt:

The Crusades were a turbulent time in Europe. They affected not only the lives of those who fought but altered the course of Jewish, Muslim, and Christian lives in very different ways. Write two paragraphs that explain the effects of the Crusades on one group in Europe.



Student Handout 5

The Introduction

Subject	
---------	--

What were the Crusades?	
What were the causes of the Crusades?	
What were the general effects of the Crusades?	
Who was affected by the Crusades?	

Student Handout 6

Body Paragraph

		Subject	
Topic Sentence (Main Idea)			
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
	Reason/ Detail/ Fact		
Concluding Thought			

Student Handout 6

Body Paragraph

	Subject	
Topic Sentence (Main Idea)		
Reason/ Detail/ Fact		
	Explain	
Reason/ Detail/ Fact		
	Explain	
Concluding Thought		

Student Handout 6

Body Paragraph

Subject	
---------	--

Topic Sentence (Main Idea)	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Reason/ Detail/ Fact	
Explain	
Concluding Thought	

Model Lesson 5

Roots of the Scientific Revolution



Standard 7.10.1

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Student Handout 1

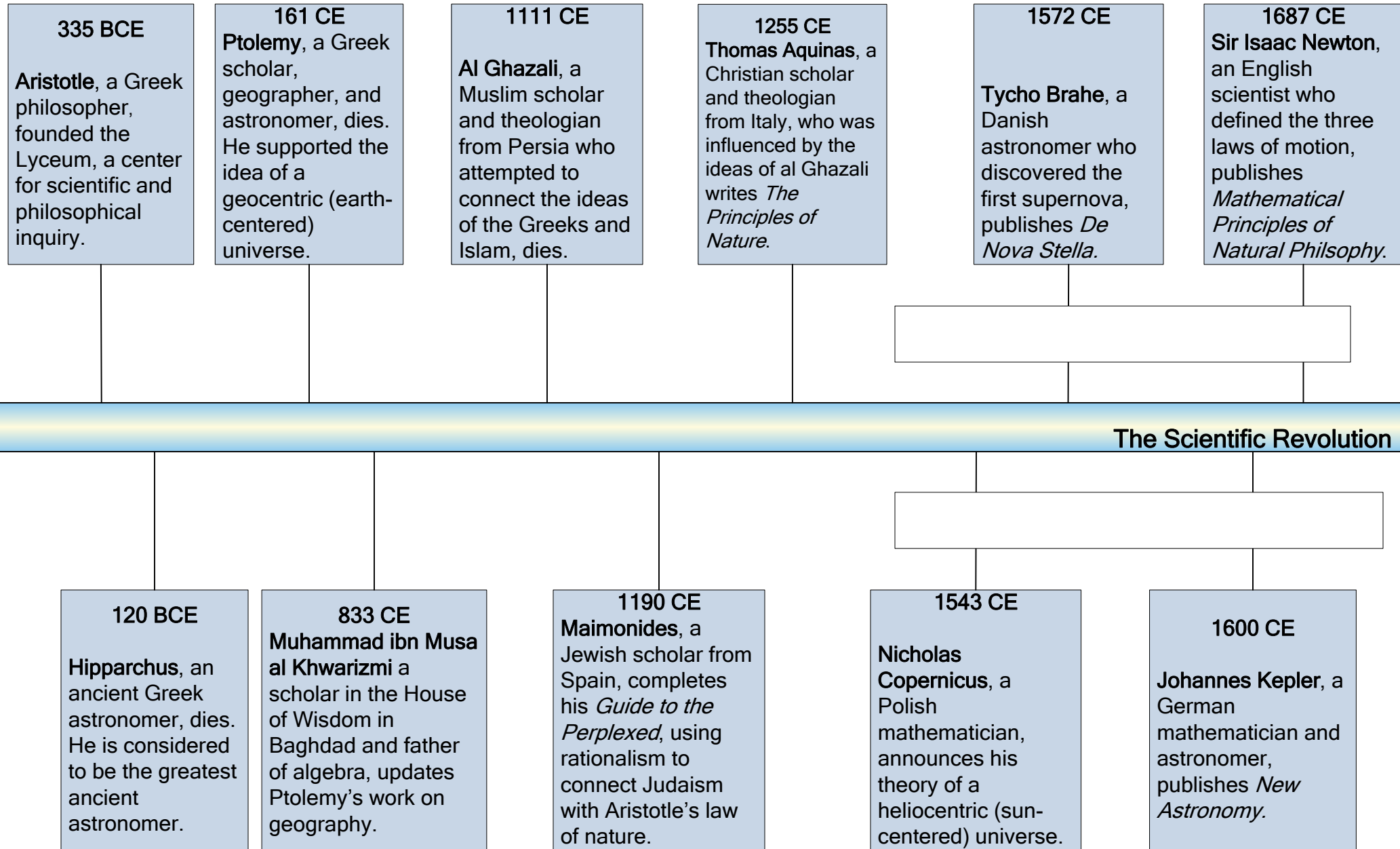


Answer the following questions.

1. What does the picture above show? _____

2. The word root can mean many things. One of the meanings of root is “the source, beginning, or origin of a thing.” What are some of the roots in your life? Explain how those things have helped to make you into the person you are today.

Document 1



Document 1

Timeline Questions

1. What is the purpose of a timeline?
2. How many years does this timeline cover?
3. Circle the background of each person listed on the timeline (country, religion).
4. What is one major topic/event that you recently learned about that is not on the timeline? Insert it on the timeline.
5. Based on the information on the timeline, create a title and write it above the timeline.
6. Based on the information in the timeline, what do you think the term Scientific Revolution means?
7. What is the purpose of this specific timeline?

Student Handout 2

“If I have seen further, it is by standing on the shoulders of giants.”

What does this mean?	Connection to the timeline.

Document 2

Roots of the Scientific Revolution

Directions: Read the following information and answer the questions found in the boxes below.

Introduction

You have taken science classes, read science books, and seen videos related to science, but do you know what the word “science” means? The word “science” comes from a Latin word which means knowledge, or understanding. For centuries people around the world have gained knowledge of the natural world. In the 16th and 17th centuries a new way of gaining knowledge of the natural world developed. This period is now known as the Scientific Revolution. The Scientific Revolution did not just fall out of the air; rather it was the result of scientific study made by scientists from numerous places over hundreds of years.

In your own words, what was the Scientific Revolution?

Where did the Scientific Revolution come from?

Conclusion

Through a long process and the efforts of hundreds of scientists in many places, a new way of understanding the natural world emerged. Superstition and tradition were replaced with an understanding of science that depended on data, or facts, and information that had been gained through observation and testing. In addition to this process, which is called the scientific method, scientists developed new understandings of things like gravity, and developed new tools like telescopes and thermometers. Science has never been the same.

In your opinion, what were the three most important items that led to the Scientific Revolution? List the item and one reason why that was an important root of the Scientific Revolution. Use **Student Handout 3** to help you.

1.

2.

3.

Student Handout 3

Directions: Use the information from the placards to complete the graphic organizer below.

Topic: What is the title of the placard?	Question 1: How might this image relate to the Scientific Revolution?	Question 2: How did this group contribute to the Scientific Revolution?	Question 3: Why were the contributions of this group important?
Placard 1			
Placard 2			

Student Handout 3

Topic: What is the title of the placard?	Question 1: How might this image relate to the Scientific Revolution?	Question 2: How did this group contribute to the Scientific Revolution?	Question 3: Why were the contributions of this group important?
Placard 3			
Placard 4			
Placard 5			

Student Handout 4

Roots of the Scientific Revolution Writing Assignment

Background:

During the Scientific Revolution, new ideas transformed the way people understood the universe and the way it works. Scientists like Newton, Galileo, and Copernicus are often credited with discovering new scientific truths. However, Newton stated, "If I have seen further it is by standing on the shoulders of giants." He understood that each new discovery was only made possible by the discoveries made before it.

Prompt: What were three important roots of the Scientific Revolution?

Task: Write a multi-paragraph response in which you:

1. Write an introduction that explains what the Scientific Revolution was and lists the three roots you will be writing about. Use Student Handout 3 to help decide what three groups/roots you will write about.
2. Write clear topic sentences that identify a specific root.
3. Provide details and evidence that show what each root contributed to the Scientific Revolution.
4. Include explanations of your details.
5. Present at least one solid reason why each root you describe was an important root, or cause, of the Scientific Revolution.
6. Write a conclusion in which you restate your main point. Identify which root you think was the most important overall, and explain why that root was the most important.

Vocabulary:

Use at least 8 of the following 12 terms correctly in your essay. Underline each term that you use.

scientist(s), scientific
observation
tradition
roots, origins, or causes
improve, or progress
revolution
natural world
theories
astronomy, astronomer
important
investigate/Investigation
religion/religious

Brainstorming Page

Directions: Use this page to brainstorm your response to the prompt:

What were three important roots of the Scientific Revolution?

Student Handout 5

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Para-
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<u>Historical Context:</u> What was the Scientific Revolution?	
<u>Main Topic:</u> What were the three most important roots of the Scientific Revolution?	

Para-
graph
2

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>First Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-
graph
3

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Second Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-
graph
4

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Third Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

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Student Handout 5

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<u>Historical Context:</u> What was the Scientific Revolution?	
<u>Main Topic:</u> What were the three most important roots of the Scientific Revolution?	

Para-
graph
2

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>First Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-
graph
3

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Second Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-
graph
4

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
<i>Third Root</i>	Supporting Detail/Evidence	
	Explanation	
	Concluding Sentence	

Para-
graph
5

<u>Restate Main Topic</u>	
<u>Final Thought</u> The most important root was ____ because ____.	

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