Teacher Overview: What and when was the post-classical era?

Go directly to student-facing materials!

SQ 1. What and when was the post-classical era?

Unit Essential Question(s): How did post-classical civilizations gain, consolidate, maintain, and lose their power? Link to Unit

Supporting Question(s):
- What and when was the post-classical era?

Objective(s):
- Identify characteristics of the post-classical era.

1. NYS Social Studies Framework:

<table>
<thead>
<tr>
<th>Key Idea</th>
<th>Conceptual Understandings</th>
<th>Content Specifications</th>
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</thead>
<tbody>
<tr>
<td>9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GOV, TECH)

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<th>2. Social Studies Practices</th>
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<td><strong>NYS Social Studies Practices</strong></td>
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<tr>
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<tr>
<td>Chronological Reasoning and Causation (B5, B8)</td>
</tr>
<tr>
<td>Comparison and Contextualization (C3)</td>
</tr>
<tr>
<td><strong>New Visions Student Social Studies Practices</strong></td>
</tr>
<tr>
<td>Predict</td>
</tr>
<tr>
<td>Categorize</td>
</tr>
<tr>
<td>Identify Patterns</td>
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<tr>
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<td><strong>Speaking and Listening</strong></td>
</tr>
</tbody>
</table>
Objective: What and when was the post-classical era?

- Identify characteristics that post-classical civilizations had in common.

Introduction
Directions: Read the words and sentences and examine the images below, then respond to the prompts that follow.

<table>
<thead>
<tr>
<th>Word</th>
<th>Image</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>postgame conference</td>
<td>Citation 1</td>
<td>After the basketball finals, members of both teams and their coaches attended the postgame conference where they answered questions about the game.</td>
</tr>
<tr>
<td>post-production</td>
<td>Citation 2</td>
<td>After a movie has been filmed, it is sent to postproduction where the video and audio are matched, and mistakes are re-recorded in a studio.</td>
</tr>
<tr>
<td>post-surgery</td>
<td>Citation 3</td>
<td>To recover after she had her appendix removed, Sara was sent to the section of the hospital called Post-Surgery where she was taken care of by doctors and nurses and taught how to take care of herself in the coming months.</td>
</tr>
</tbody>
</table>

1. Based on the information above, what do you think the prefix “post” means? How do you know?

2. The time period you are going to learn about in Units 4, 5, and 6 is called the post-classical era. Based on your response to question 1 and your understanding of Global History, what do you think “post-classical” means?

What is periodization? How are periods determined and named?

Directions: Review the definition below and answer the questions that follow.
Periodization—the process or study of dividing the past into periods of time and naming them

Sometimes when historians engage in periodization, the ways they divide up the time and the labels they give to time periods has an effect on the way people think about that era and what happened during it.

1. What was the name of the time period you studied in the last unit?
2. What were the common characteristics of the civilizations you studied in the last unit?
What and when was the post-classical era? What makes a civilization “post-classical”?

Directions: Examine the text, timeline, and images below having to do with the Post-Classical Era, then respond to the accompanying prompts.

The time period you will study in Units 4, 5, and 6 is known the

“Post-Classical Age”
“Post-Ancient Era”
“Pre-Modern Era”
“The Middle Ages”

1. Based on the names given to this era, what do you think you might learn about it?

2. Circle the words or phrases in the definition to the right that you do not know or are confused by.

Post-Classical Era/Period/Age (476-1500 CE)

Period of time when the first large empires that were established in the Classical Era lost their power to rising states which established land empires in a world that was more interconnected through trade than earlier civilizations. Increased interconnectedness led to greater cultural diffusion and conflict. These civilizations made great contributions to our collective learning as a result of golden ages marked by prosperity. During the post-classical era, major belief systems that still impact our world gained popularity and had a large influence on empires and those who lived in them.

3. Based on the definition to the right, why do you think we study the Post-Classical Era?
4. Based on the timeline above and your knowledge of Global History, during which time period were the first early river valley civilizations founded?

5. Based on the timeline above and your knowledge of Global History, during which time period was the Roman Empire at its height?
UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
Before we proceed, a quick note about time periods...

The Middle Ages are the time period from 476 CE to around 1450 CE in Western Europe. Sometimes the whole post-classical era is referred to as the Middle Ages, but it is referred to the “Middle” Ages because historians viewed it as an less important time period between Rome and the Early Modern Period, and since Rome and the birth of the Early Modern Period happened in Europe, we will only consider the Middle Ages to be an era specific to Europe.

Medieval Europe

= Europe during the Middle Ages

= 5th century (400s) CE - 15th century (1400s) CE

After the fall of the western part of the Roman empire, there was chaos, violence and danger. People began to leave towns and cities to band together in the countryside for protection and survival. A new social, economic
What happened during the post-classical era?

Directions: Watch this video entitled “The Middle Ages in 3 1/2 minutes” then respond the prompts below.

<table>
<thead>
<tr>
<th>See</th>
<th>Think</th>
<th>Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>List three things you see in the video.</td>
<td>Based on your observations, what do you think you will learn about in the post-classical era?</td>
<td>Write two questions you have about what you saw in the video.</td>
</tr>
</tbody>
</table>

**SQ 1. What and when was the post-classical era?**
SQ 1. What and when was the post-classical era?

Directions: Using evidence from the information above, respond to the task below in the space provided.
Task:
- Predict three things you’ll learn about in the upcoming unit.
Teacher Overview: Where were post-classical civilizations located? How interconnected were they?

SQ 1. What and when was the post-classical era?

SQ 2. Where were post-classical civilizations located? How interconnected were they?

Unit Essential Question(s): How did post-classical civilizations gain, consolidate, maintain, and lose their power? Link to Unit

Supporting Question(s):
- Where were post-classical civilizations located? How interconnected were they?

Objective(s):
- **Identify** where post-classical civilizations were located.
- **Describe** how interconnected Classical Civilizations were.

1. NYS Social Studies Framework:

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<tr>
<td>9.3 CLASSICAL CIVILIZATIONS: EXPANSION,</td>
<td>9.3a Geographic factors encouraged and hindered a</td>
<td>Students will examine the locations and relative sizes of</td>
</tr>
</tbody>
</table>
ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)

state's/empire’s expansion and interactions.

classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region.

2. Social Studies Practices

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<th>New Visions Student Social Studies Practices</th>
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<tr>
<td>Gathering, Using, and Interpreting Evidence (A2, A5, A7)</td>
<td><img src="https://example.com/think-like-a-geographer" alt="Think Like a Geographer" /></td>
</tr>
<tr>
<td>Chronological Reasoning and Causation (B1, B7)</td>
<td><img src="https://example.com/annotate" alt="Annotate" /></td>
</tr>
<tr>
<td>Comparison and Contextualization (C1, C5, C6)</td>
<td><img src="https://example.com/predict" alt="Predict" /></td>
</tr>
<tr>
<td>Geographic Reasoning (D1, D4)</td>
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3. Common Core

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UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
Craft and Structure:
CCSS.ELA-LITERACY.RH.9-10.4: 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.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Text Types & Purposes:
CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on discipline-specific content.

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Associated Classroom Posters

Student Social Studies Practices Poster
Where were post-classical civilizations located? How interconnected were they?

- **Identify** where post-classical civilization were located.
- **Describe** how interconnected Classical Civilizations were.

Introduction

**Directions:** Label the continents, regions, and bodies of water listed on the map below.

<table>
<thead>
<tr>
<th>Continents</th>
<th>Regions</th>
<th>Bodies of Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>Asia</td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td>South America</td>
<td>Middle East</td>
<td>Indian Ocean</td>
</tr>
<tr>
<td>Africa</td>
<td>Europe</td>
<td>Pacific Ocean</td>
</tr>
<tr>
<td></td>
<td>Antarctica</td>
<td>Southern Ocean</td>
</tr>
<tr>
<td>Australia</td>
<td>East Asia</td>
<td>Mediterranean Sea</td>
</tr>
</tbody>
</table>
Post-Classical Era/Period/Age (476-1500 CE)

Period of time when the first large empires that were established in the Classical Era lost their power to rising states which established *land empires* in a world that was more *interconnected through trade* than earlier civilizations. Increased interconnectedness led to greater *cultural diffusion* and *conflict*. These civilizations made great contributions to our collective learning as a result of *golden ages* marked by prosperity. During the post-classical era, *major belief systems* that still impact our world gained popularity and had a large influence on empires and those who lived in them.

In this lesson, you will examine the geographic location of the post-classical civilizations and their expansion and
contraction over time.

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**Mapping Post-Classical Civilizations**

Directions: As you read the maps below, complete the annotation steps for each map, and then answer the questions accompanying each map.

1. Find and read the legend, and labels on the map.

2. Put a question mark next to information on the map that confuses you.

3. Write notes on the map or in the margins with information that you think relates to the map or questions you have.

Remember, when analyzing a map:

- 1. Examine the DOGSTAIL: Date, Orientation, Grid, Scale, Title, Author, Index, Legend/Key, Sources
- 2. Determine what each symbol on the map represents.
- 3. Contextualize: Identify where the region on the map is in the world and what is around it.

Map #1: Classical Civilizations in 200 CE

1. Which two civilizations controlled the greatest amount of land in 200 CE?
2. Identify the three continents that the Roman Empire controlled land on.

3. Based on your knowledge of Global History, identify two reasons why the Roman Empire declined.
4. Which civilization had control of most of South Asia in 500 CE?

5. To travel from the Byzantine Empire to the Persian Empire in which direction would a merchant have to go?

6. Looking at Map #1 and Map #2, what changed in Europe and East Asia between 200 CE and 500 CE?
7. Identify three continents on which the Islamic Caliphate controlled land in 750 CE.

8. Based on Map 2 and Map 3, which empires lost power as a result of the expansion of the Islamic Caliphate?

9. Identify two empires that controlled land that the Silk Roads passed through.
SQ 1. What and when was the post-classical era?
Map #4: Post-Classical Civilizations in 979 CE

10. According to Map 3 and Map 4, what changed in east Asia between 750 and 979 CE?

11. How did the Islamic Caliphates change between 750 and 979 CE?

12. What trade routes connected West Africa with the Middle East? How might this have affected the people who lived in Ghana, Mali, and Songhai?
SQ 1. What and when was the post-classical era?

Map #5: Post-Classical Civilizations in 1215 CE

UNIT 4 | Political Powers & Achievements
13. Based on Maps 2, 3, 4, and 5, how did the Byzantine Empire change between 500 CE and 1215 CE?

14. What new empire emerged in central Asia in 1215?
SQ 2: Where were post-classical civilizations located? How interconnected were they?

Directions: Using evidence from the documents above, respond to the task below in the space provided.

Relative location is a description of where a place is in relation to how a place is related to other places.

**Think Like a Geographer**

**Task 1**

Using the maps in the lesson above, write one sentence to describe the *relative location* of post-classical civilizations using the bank of cardinal directions below. For example, Canada is *north of* the state of New York.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>West</th>
<th>South</th>
<th>West</th>
<th>South</th>
<th>Northeast</th>
<th>Northwest</th>
</tr>
</thead>
</table>

1. Describe the location of the **Byzantine Empire** in **500 CE** relative to *at least two* geographic features, regions, or other civilizations.

2. Describe the location of the **Islamic Caliphate** in **750 CE** relative to *at least two* geographic features, regions, or other civilizations.

3. Describe the location of the **Tang Dynasty** in **750 CE** relative to *at least two* geographic features, regions, or other civilizations.

4. Describe the location of the **Mali Empire** in **1215 CE** relative to *at least two* geographic features, regions, or other civilizations.
Task 2

Directions: Based on what you have learned about trade routes and networks during the Post-Classical Era, complete the prompts below.

Interconnectedness is the state of regions and societies being connected, or in contact with one another. For example, during the classical age, different regions were connected through the Silk Roads.

<table>
<thead>
<tr>
<th>Description of good</th>
<th>Could the good have been traded between the regions specified?</th>
<th>Explain how or why not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper making technology from East Asia was traded in the Middle East.</td>
<td>YES NO</td>
<td>If it <em>could have been traded</em> between those regions, then explain how by identifying <em>which regions</em> the good could have travelled through, <em>which bodies of water</em> it could have crossed, and <em>which trade networks</em> it would have been traded through. If the item <em>could NOT have been traded</em> between the regions identified, then explain why.</td>
</tr>
<tr>
<td>Gold from Mali was traded in East Asia.</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Pepper from Southeast Asia was traded in the Byzantine Empire.</td>
<td>YES NO</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Overview: How did the fall of Rome impact Western and Eastern Europe?

SQ 2. Where were post-classical civilizations located? How interconnected were they?

SQ 3. How did the fall of Rome impact Western and Eastern Europe?

Unit Essential Question(s): How did post-classical civilizations gain, consolidate, maintain, and lose their power?

Supporting Question(s):
- How did the fall of Rome impact Western and Eastern Europe?

Objective(s):
- Describe how the fall of Rome affected Western and Eastern Europe during the post-classical era.
9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GOV, TECH)

9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.

Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire during the Middle Ages.

Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.

### 2. Social Studies Practices

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 UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?

Objective:

- Describe how the fall of Rome affected Western and Eastern Europe during the post-classical era.

Introduction

Directions: In the space provided below, recall reasons why the Roman Empire “fell” and predict the effects of this turning point.

Recall:
Causes for the Fall of Rome

Connect Cause and Effect

Predict:
Effects of the Fall of Rome

Turning
UNIT 4 | Political Powers & Achievements

SQ 2. What and when was the post-classical era?

Predict

Point: The Fall of Rome
SQ 1. What and when was the post-classical era?
Before we proceed, a quick note about time periods...

The Middle Ages are the time period from 476 CE to around 1450 CE in Western Europe. Sometimes the whole post-classical era is referred to as the Middle Ages, but it is referred to the “Middle” Ages because historians viewed it as an less important time period between Rome and the Early Modern Period, and since Rome and the birth of the Early Modern Period happened in Europe, we will only consider the Middle Ages to be an era specific to Europe.

Medieval Europe

= Europe during the Middle Ages

= 5th century (400s) CE - 15th century (1400s) CE

After the fall of the western part of the Roman empire, there was chaos, violence and danger. People began to leave towns and cities to band together in the countryside for protection and survival. A new social, economic
A Quick Review: Why did the Roman Empire fall? How did this lead to the development of Medieval Europe and the Byzantine Empire?

Directions: Complete the They Say/I Say activity below to review the causes of the fall of the Roman Empire.

<table>
<thead>
<tr>
<th>They Say</th>
<th>I Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>● There were several reasons for the decline including: invasions, increased taxes, political instability</td>
<td>1. Identify two causes for the decline of the Roman Empire.</td>
</tr>
<tr>
<td>● The Roman Empire did not just fall one day. Instead, it slowly declined over several hundred years.</td>
<td>2. Given your knowledge of the Roman Empire, why did it take several hundred years for the Roman Empire to fall?</td>
</tr>
<tr>
<td>● During the years of decline, emperors attempted to make reforms or changes to make things better to prevent the Roman Empire from completely falling apart.</td>
<td>3. Describe Diocletian’s reform.</td>
</tr>
<tr>
<td>● In 284 CE, Emperor Diocletian decided that the empire was too large and should be split into an Eastern and Western province. Each province had its own emperor. Diocletian kept the wealthy Eastern province for himself and gave the weaker and poorer province to another emperor.</td>
<td>4. Did this reform have a positive or negative effect on the Western province of the Roman Empire?</td>
</tr>
<tr>
<td>● During the years of decline, emperors attempted to make reforms or changes to prevent the Roman Empire from completely falling apart.</td>
<td>5. Describe Constantine’s reform.</td>
</tr>
<tr>
<td>● In 330 CE, Emperor Constantine established the new capital of the Roman Empire called Constantinople in the Eastern province. The Eastern province of the empire became the center of power.</td>
<td>6. Did this reform have a positive or negative effect on the Western province of the Roman Empire?</td>
</tr>
<tr>
<td>● Despite all these reforms, by 476 CE, the Western province of the Roman Empire fell.</td>
<td>7. The Eastern province of the Roman Empire did not decline as drastically. Based on what you’ve read, why do you think the Western province fell?</td>
</tr>
</tbody>
</table>
Western Europe vs. Eastern Europe During the Middle Ages

Directions: Examine the information below summarizing the differences between the Byzantine Empire in Eastern Europe and Western Europe during the Middle Ages, then answer the questions that follow.

The Middle Ages are the time period from 476 CE to around 1450 CE in Western Europe. Sometimes the whole post-classical era is referred to as the Middle Ages, but it is referred to the “Middle” Ages because historians viewed it as a less important time period between Rome and the Early Modern Period, and since Rome and the birth of the Early Modern Period happened in Europe, we will only consider the Middle Ages to be an era specific to Europe.

Following the fall of the Western province of the Roman Empire, divergent societies emerged in Europe.
Question:
1. Based on the map and text provided, what was the difference between the political structures in Western and Eastern Europe after the fall of the Roman Empire? What evidence do you see from the map?
UNIT 4 | Political Powers & Achievements |

SQ 1. What and when was the post-classical era?

Western Europe: Medieval Europe
- Western Europe was divided up into small kingdoms ruled by kings who often fought against one another.
- These kingdoms were often based on common cultures (i.e., those who spoke French lived in the Kingdom of the Franks).
- There was no government that controlled all of western Europe as there was when the Roman Empire was in control.

Eastern Europe: Byzantine Empire
- Ruled by the Eastern Roman Empire, later referred to as the Byzantine Empire, who had a ruling structure similar to the Roman Empire.
- The Byzantine Empire brought stability to the region.

Topic 2: Religion
Questions:
2. Based on the image and text provided, identify three differences between the religions in Western Europe and Eastern Europe During the Middle Ages.

3. Based on the image and text provided, identify one similarity between the religions in Western Europe and Eastern Europe During the Middle Ages.

**Western Europe- Medieval Europe**

- The **Roman Catholic Church** was the sect of Christianity that most Christians in Western Europe followed during the Middle Ages. It started during the Roman Empire and grew in strength after the Fall of Rome.
- The Roman Catholic Church was and still is led by the Pope who lives in Vatican City in **Rome, Italy**.
- **Latin** was and is the official language of the Roman Catholic Church.
- The Roman Catholic Church was the only unifying organization in Western Europe during the Middle Ages and it had a great deal of power. For example, the Pope crowned all of the new kings and queens of kingdoms in the Middle Ages.

**Eastern Europe- Byzantine Empire**

- In 1054 CE, the **Eastern Orthodox Church** split from the Roman Catholic Church to become its own sect of Christianity.
- The Eastern Orthodox Church was and still is led by a person named the **Ecumenical Patriarch of Constantinople** who lived in the city of **Constantinople** which has been renamed Istanbul which is in modern-day Turkey.
- **Greek** is the official language of the Eastern Orthodox Church.
- During the Byzantine Empire, the emperor selected the Ecumenical Patriarch of Constantinople, giving the emperor power over the Eastern Orthodox Church.
During the Middle Ages in Western Europe, the economic system in most places was called manorialism. A manor is a small area of land owned by a noble that included homes, farmland, artisans, water, and serfs (peasants that could not leave the land and who performed farm labor for the noble). Since each manor was mostly self-sufficient (provided for its own needs), trade decreased during the Middle Ages.

The Byzantine Empire was located between Europe, Asia, and Africa. As a result, it was a crossroads of trade. Trade from the Silk Roads, North Africa, the Indian Ocean, and the Mediterranean Sea came through the Byzantine Empire. Constantinople, the capital of the Byzantine Empire was especially busy with trade. Trade made the Byzantine Empire wealthy and prosperous.

Question:
4. Based on the images and text provided, how were Western and Eastern Europe different economically during the Middle Ages?
Directions: Using evidence from the documents above, respond to the task below in the space provided.

Using the conjunctions **but**, **because**, or **so**, describe a difference between the political, religious, or economic structures in the Western Europe and Eastern Europe during the Middle Ages.
Teacher Overview: What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?

SQ 4. What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?

Unit Essential Question(s): How did post-classical civilizations gain, consolidate, maintain, and lose their power? Link to Unit

Supporting Question(s):
- What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?

Objective(s):
- Define what feudalism and manorialism were and describe what effects they had on people living in Western Europe.

1. NYS Social Studies Framework:
### Key Idea

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<td>Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire during the Middle Ages. Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.</td>
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<td>Chronological Reasoning and Causation (B3)</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Common Core

<table>
<thead>
<tr>
<th>Reading</th>
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<th>Speaking and Listening</th>
</tr>
</thead>
</table>

UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
Objective:

What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?

● Define what feudalism and manorialism were and describe what effects they had on people living in Western Europe.

Introduction

Directions: Read the vocabulary word and examine the image below, then complete the See-Think-Wonder task to the right.

Social Hierarchy

See
List two things you see in the image to the left.

Vocabulary

Social Class: A group of people with similar levels of wealth, influence, and status.

Think
Based on your observations, what do you think about the image to the left?
Does the image above best represent a society with social mobility or a rigid class structure? Explain.
Before we proceed, a quick note about time periods...

The Middle Ages are the time period from 476 CE to around 1450 CE in Western Europe. Sometimes the whole post-classical era is referred to as the Middle Ages, but it is referred to the “Middle” Ages because historians viewed it as an less important time period between Rome and the Early Modern Period, and since Rome and the birth of the Early Modern Period happened in Europe, we will only consider the Middle Ages to be an era specific to Europe.

**Medieval Europe**

= Europe during the Middle Ages

= 5th century (400s) CE - 15th century (1400s) CE

After the fall of the western part of the Roman empire, there was chaos, violence and danger. People began to leave towns and cities to band together in the countryside for protection and survival. A new social, economic
Contextualize Medieval Europe, Feudalism, and Manorialism

Directions: Read the text and examine the images below, then answer the accompanying questions.

The Fall of Rome
When the Western Roman empire fell in 476 CE, kings and emperors were too weak to maintain order. There was a power vacuum. A power vacuum is a condition that exists when someone has lost control and no one has replaced them. With the power vacuum in the western Roman empire, Europeans began fighting for domination. In addition to the fighting between Europeans, there were constant invasions by the Vikings, Muslims, and other groups. This was a time period of danger, violence, and instability.

Feudalism Brings Protection
To create a safer environment, a system of feudalism developed. Feudalism was a decentralized, or loosely organized system of rule based on land ownership. In Feudalism, kings divided up their land into fiefs and gave them to lords. Fiefs could range from a few acres to a hundred square miles. These lords gave fiefs to vassals. In exchange for the fief, the vassals pledged allegiance to their lord. This allegiance meant that they would raise armies to protect their own lands and fight for their lords. This exchange of pledges is called a feudal contract. This was an interdependent relationship with mutual feudal obligations.

Feudalism Brings Stability
Feudalism created stability through the manor system which established a clear social and economic structure called manorialism. Manorialism was an economic system structured around the feudal manor, or the lord’s estate. This estate included the lord’s landholding, farming lands, and peasant villages. Most peasants were serfs, or people bound to the land. Serfs were not allowed to leave the manor without permission. Serfs made repairs and farmed the land. In exchange for farming and repairs, serfs were protected by their lord in the event of a war or raid. The manor was self-sufficient which meant that the peasants produced most of everything they


UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
needed including food, clothing, tools and furniture. They did not need to trade with others for their basic needs.

1. Using the text above, complete the graphic organizer.

2. Using the diagrams and text above, respond to the following question: Why did feudalism develop in Western Europe in the 500s after the decline of the Roman Empire? Use at least one of the following conjunctions in your response: but, because, so, therefore.
The Effects of Feudalism

Everyone had a well-defined place in medieval society. People were born into their social positions, and there was little chance of moving beyond them.

Therefore, this was a society built around ____________________________ (social mobility OR a rigid social structure).

Directions: Using the text to your right, place the following social classes in the correct ranking on the social pyramid.

Social Classes:

- Serfs and Peasants
- Kings (Monarchs)
- Roman Catholic Church/Pope
- Knights and Vassals
- Lords

Serfs and Peasants: Most peasants on a manor were serfs, bound to the land. Serfs were not slaves who could be bought and sold. Still, they were not free. They could not leave the manor without the lord’s permission. If the manor was granted to a new lord, the serfs went along with it.

Kings (Monarchs):
The king owned all the land and allowed the trusted nobles to govern a part of the land in return for other services.

Roman Catholic Church/Pope: In the centuries after the fall of the Roman Empire, the Roman Catholic Church carved out a unique position in Western Europe. It not only controlled the spiritual life of Christians but gradually became the most powerful secular, or non-religious, force in medieval Europe.

During the Middle Ages, the pope was the spiritual leader of the Western Christian Church, based in Rome. Declaring themselves representatives of God on Earth, medieval popes eventually claimed papal supremacy, or authority over all secular rulers, including kings and emperors.

The Church developed their own body of laws, known as canon law, as well as its own courts. [...] Anyone who disobeyed Church law faced a range of penalties. The most severe and terrifying was excommunication. Those who were excommunicated could not receive the sacraments or a Christian burial, which condemned them to hell for eternity.

UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
Knights and Vassals:
For medieval nobles, warfare was a way of life. Rival lords battled constantly for power. Many nobles began training in boyhood for a future occupation as a knight, or mounted warrior. In the later Middle Ages, knights adopted a code of conduct called chivalry.

Nobility (Lords): Below the monarchs were powerful lords such as dukes and counts who held the largest fiefs. Each of these lords had vassals.

Thinking Critically about Social Hierarchy
Directions: Based on what you learned in this lesson and previous units, respond to the questions below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Which social class had the greatest amount of power in feudal Europe?</td>
<td>1a.</td>
</tr>
<tr>
<td>1b. What specific powers did this class have?</td>
<td>1b.</td>
</tr>
<tr>
<td>2a. Which class of people made up the bulk of the medieval population?</td>
<td>2a.</td>
</tr>
</tbody>
</table>
SQ 4. What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?

**Directions:** Using evidence from the documents above, respond to the task below in the space provided.

1. Define what feudalism was.

2. Define what manorialism was.
3. Write two sentences to describe the advantages and disadvantages of feudalism and the manorialism using one of the clauses below:

<table>
<thead>
<tr>
<th>Even though</th>
<th>While</th>
<th>Despite that</th>
<th>However</th>
</tr>
</thead>
</table>

UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
Teacher Overview: *How did the fall of Rome impact Western and Eastern Europe?*

**SQ 5.** Was the Catholic Church powerful in Medieval Europe?

**Unit Essential Question(s):** How did post-classical civilizations gain, consolidate, maintain, and lose their power? [Link to Unit]

**Supporting Question(s):**
- What were feudalism and manorialism? Why did they develop in Western Europe? What effects did they have on people living in Medieval Europe?

**Objective(s):**
- Argue whether the Catholic Church was or was not powerful in Medieval Europe.

1. **NYS Social Studies Framework:**

<table>
<thead>
<tr>
<th>Key Idea</th>
<th>Conceptual Understandings</th>
<th>Content Specifications</th>
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</table>

**UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?**
9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GOV, TECH)

9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.

Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire during the Middle Ages.

### 2. Social Studies Practices

<table>
<thead>
<tr>
<th>NYS Social Studies Practices</th>
<th>New Visions Student Social Studies Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering, Using and Interpreting Evidence (A2, A5, A6, A7)</td>
<td><img src="image1" alt="Contextualize" /> <img src="image2" alt="Corroborate" /> <img src="image3" alt="Construct Arguments" /></td>
</tr>
<tr>
<td>Chronological Reasoning and Causation (B3)</td>
<td></td>
</tr>
<tr>
<td>Comparison and Contextualization (C6)</td>
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</tbody>
</table>
Objective: Was the Catholic Church powerful in Medieval Europe?
● Argue whether the Catholic Church was or was not powerful in Medieval Europe.

Introduction
➡Directions: Read the text below and complete the See-Think-Wonder activity that follows.

The statements below come from a document called Dictatus Papae (1075), which stated the powers of the Pope in the Middle Ages. The Pope is the leader of the Catholic Church.

9. That of the pope alone all princes shall kiss the feet.

12. That it may be permitted to him [pope] to depose [remove from power] emperors.
14. That he has power to ordain [make someone a priest] a clerk of any church he may wish.

17. That no chapter and no book shall be considered canonical [included in a list of sacred books] without his authority.

18. That a sentence passed by him may be retracted by no one; and that he himself, alone of all, may retract it.

19. That he himself may be judged by no one.

Excerpt is from Select Historical Documents of the Middle Ages which is published on the Internet Medieval Sourcebook.

<table>
<thead>
<tr>
<th>See</th>
<th>Think</th>
<th>Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>List two things you see in the text above that interest you.</td>
<td>Based on your observations, what do you think about the power the pope had in the Middle Ages?</td>
<td>Write two questions you have about the text from Dictatus Papae.</td>
</tr>
</tbody>
</table>
Before we proceed, a quick note about time periods...

The Middle Ages are the time period from 476 CE to around 1450 CE in Western Europe. Sometimes the whole post-classical era is referred to as the Middle Ages, but it is referred to the “Middle” Ages because historians viewed it as an less important time period between Rome and the Early Modern Period, and since Rome and the birth of the Early Modern Period happened in Europe, we will only consider the Middle Ages to be an era specific to Europe.

Medieval Europe

= Europe during the Middle Ages

= 5th century (400s) CE - 15th century (1400s) CE

After the fall of the western part of the Roman empire, there was chaos, violence and danger. People began to leave towns and cities to band together in the countryside for protection and survival. A new social, economic
After the fall of the Roman Empire in 476 CE, western Europe broke into small warring kingdoms. Since it was the official church of the Roman Empire, most people in Western Europe were Christians, and it owned a great deal of wealth and land, the Catholic Church became the most important unifying and stabilizing force in western Europe during the Middle Ages. The power vacuum left by the Roman Empire was filled by the Catholic Church.

Over the course of the early Middle Ages, the Catholic Church became more influential and powerful, to the point where the Church and the beliefs of its clergy [people who had high positions in the Church like priests and bishops] controlled secular [non-religious] life and secular government.

By the 11th century (1000s), the Pope, the leader of the Catholic Church, had the power to decide who would be king in some regions and was able to raise an army to go to war. For centuries afterwards, secular leaders and the Church competed for power in western Europe.

1. Why did the Catholic Church become powerful in Western Europe?

2. What powers did the Catholic Church gain during the early Middle Ages?
Document Analysis Activity: Was the Catholic Church powerful in Medieval Europe?

Directions: Examine each of the following documents, then respond to the accompanying prompts to determine if the evidence supports that the Catholic Church was or was not powerful in Medieval Europe.

Document 1

1a. Circle which claim this document supports.

Claim A: The Catholic Church was very powerful in Medieval Europe.

Claim B: The Catholic Church was not very powerful in Medieval Europe.
1b. Identify a piece of textual or visual evidence from this document that supports the claim this document makes.

Document 2

A painting depicting the three “estates” or classes in Medieval France.

**The Clergy**
The pope and the clergy, people with positions in the Catholic Church like priests, nuns, monks, bishops, cardinals, and

**Monarchy and Nobility**
Kings, queens, nobles, and knights

**Peasants**
Pictured here are the peasants, artisans, merchants, and serfs who lived in Medieval communities but were not ordained

2a. Circle which claim this document supports.

**Claim A:** The Catholic Church was very powerful in Medieval Europe.

**Claim B:** The Catholic Church was not very

UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
During the European Middle Ages, the Catholic Church really dominated European civilization. It’s almost impossible to imagine the scope of the Church’s power in the Middle Ages, but let’s try.

First off, the Catholic Church was the caretaker of the most important thing that Christians had, their souls, which, unlike our temporal [secular] bodies, were eternal. And then there was the parish priest, who played a pivotal role throughout every person’s life, baptizing them, marrying them, hearing their confessions, [and] providing last rites.

The church also provided all of the social services: It distributed alms [money or food given as a donation] to the poor, and ran orphanages, and provided what education was available. Most Europeans would in their lives meet exactly one person who could read the Bible, which was only available in Latin - their parish priest.

And, the church owned over 1/3 of all the land in Europe, which helped make it the most powerful economic and political force on the continent.

And the Pope claimed authority over all the kings of Europe, as the successor to the Roman Emperor. So this was a very powerful institution...

Transcript provided by New Visions for Public Schools (CC BY-NC-SA 4.0 International license). Original video can be found here and has a standard Youtube license.
Document 3: Dictatus papae

Pope Gregory was elected pope in 1073 CE. He believed that as pope, he was God's "vicar [representative] on earth" and that his authority extended over religious life and secular political life. In 1075, he issued a decree forbidding a practice called lay investiture. Lay investiture was a practice whereby secular rulers like emperors or kings could select leaders of the church. Pope Gregory felt that this practice reduced his power so he ended it. This angered many kings and emperors. Dictatus papae is a compilation of 27 statements about the powers of the pope. It was included in Pope Gregory VII's register under the year 1075. Dictatus papae reflects the views of Pope Gregory about the power of popes.

Excerpts from Dictatus Papae:

9. That of the pope alone all princes shall kiss the feet.

12. That it may be permitted to him [pope] to depose [remove from power] emperors.

14. That he has power to ordain [make someone a priest] a clerk of any church he may wish.

17. That no chapter and no book shall be considered canonical [included in a list of sacred books] without his authority.

18. That a sentence passed by him may be retracted by no one; and that he himself, alone of all, may retract it.

19. That he himself may be judged by no one.

3a. Circle which claim this document supports.

Claim A: The Catholic Church was very powerful in Medieval Europe.

Claim B: The Catholic Church was not very powerful in Medieval Europe.

3b. Identify a piece of textual or visual evidence from this document that supports the claim this document makes.
Document 4: *Canon Law, Excommunication, and Interdict*

During the Middle Ages, the Catholic Church developed its own set of laws called **canon law**. Medieval canon law was based on the Bible and decisions made by the clergy as well as local laws and Roman law also influenced canon law.

Canon law set out the rules that Catholics needed to follow and included topics like religious teachings accepted by the church, crimes, the role of the clergy, and marriage.

Depending on the situation, breaking canon law could result in **excommunication**, the limiting or ending of a person’s membership in the Catholic Church. Those who were excommunicated could not receive the sacraments [sacred ceremonies of the church] or a Christian burial, which many believed could condemn them to hell for eternity.

Popes and other clergy members in the Church used excommunication to punish those who opposed them. If the Church wanted to send a message to a noble or king who disagreed with them or spoke out against them he could impose an interdict, an order that excluded a whole region from receiving holy sacraments in the Catholic Church. In some cases, this led to revolts from the people who feared their souls were in danger which might lead to the Church getting what they wanted. A powerful noble who opposed the Church might face an interdict, but even the strongest ruler usually gave in rather than have to deal with revolts by the common people.

Adapted by New Visions from Excommunication on New World Encyclopedia which is published under the CC BY-SA 3.0 Unported license.

4a. Circle which claim this document supports.

Claim A: The Catholic Church was very powerful in Medieval Europe.

Claim B: The Catholic Church was not very powerful in Medieval Europe.

4b. Identify a piece of textual or visual evidence from this document that supports the claim this document makes.
SQ 5. Was the Catholic Church powerful in Medieval Europe?

**Directions:** Using evidence from the documents above, respond to the task below in the space provided.

Based on the evidence from these documents, write a thesis statement in response to the questions, “Was the Catholic Church powerful in Medieval Europe?”

**Remember, CLAIM + REASONS = THESIS**

**CLAIM**
The Catholic Church was/was not very powerful in Medieval Europe ...

**REASONS**
List your reasons that support the claim.

Final Thesis:
Teacher Overview: Where was the Byzantine Empire? How did geography and its location affect the development of the Byzantine Empire?

SQ 5. Was the Catholic Church powerful in Medieval Europe?

SQ 6. Where was the Byzantine Empire? How did geography and its location affect the development of the Byzantine Empire?

SQ 7. How did Justinian and Theodora gain, consolidate, and maintain power in the Byzantine Empire?

Unit Essential Question(s): How did post-classical civilizations gain, consolidate, maintain, and lose their power? Link to Unit

Supporting Question(s):
- Where is the Byzantine Empire? How did geography and its location affect the development of the Byzantine Empire?

Objective(s):
- **Describe** the location of the Byzantine Empire and its capital, Constantinople.
- **Explain** how its geography and location impacted the development of the Byzantine Empire.

1. NYS Social Studies Framework:

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UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
| 9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: | During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires.  
(Standards: 2, 3, 4; Themes: GEO, ECO, TECH, EXCH) | 9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water.  
9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion.  
9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states. | Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.  
Students will examine the emergence and expansion of political states along the Mediterranean Sea Complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan Trade Routes (Ghana and Mali). |
| 9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations.  
(Standards: 2, 3, 4, 5; Themes: ID, MOV, GOV, TECH) | 9.5b Political states and empires employed a variety of techniques for expanding and maintaining control and sometimes disrupted state building in other regions. | Students will examine the location and relative size of postclassical states and empires at the height of their power including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions, and the areas they influenced. |

### 2. Social Studies Practices

<table>
<thead>
<tr>
<th>NYS Social Studies Practices</th>
<th>New Visions Student Social Studies Practices</th>
</tr>
</thead>
</table>
| Gathering, Using and Interpreting Evidence (A2, A3, A5, A6, A7)  
Comparison and Contextualization (C5, C6)  
Geographic Reasoning (D1, D2, D5) | Predict  
Think Like a Geographer  
Correlate  
Connect Cause and Effect |
3. Common Core

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft and Structure:</td>
<td>Text Types &amp; Purposes:</td>
<td>Comprehension and Collaboration:</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RH.9-10.4: 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.</td>
<td>CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on discipline-specific content.</td>
<td>CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
<td></td>
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</tr>
</tbody>
</table>

Associated Classroom Posters

Student Social Studies Practices Poster

Objective: Where was the Byzantine Empire? How did geography and its location affect the development of the Byzantine Empire?

- **Describe** the location of the Byzantine Empire and its capital, Constantinople.
- **Explain** how its geography and location impacted the development of the Byzantine Empire

Introduction

**Directions:** Examine the maps below, then answer the question that follows.
Which of the pizza restaurants pictured above will make more money? Why?
Where was the Byzantine Empire (330-1453)?

Directions: Examine the map of the Byzantine Empire below, then answer the questions that follow.

Think Like a Geographer

Labeling Key

CONTINENT

S

Oceans

Source: Justinian555AD.png created by Tataryn published under Creative Commons Attribution-Share Alike 3.0 Unported license and modified by New Visions for Public Schools.
Relative location is a description of where a place is in relation to how a place is related to other places. For example, Canada is north of the state of New York.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>West</th>
<th>South</th>
<th>West</th>
<th>South</th>
<th>Northeast</th>
<th>Northwest</th>
</tr>
</thead>
</table>

Using the map and directional words above, complete the tasks below.

1. Identify **three continents** on which the Byzantine Empire controlled land.

2. Describe the location of the Byzantine Empire relative to **two regions**.

3. Describe the location of the Byzantine Empire relative to **two bodies of water**.

4. In 1-3 sentences, describe the location of the **Byzantine Empire** relative to **four** different locations or geographic features.
How interconnected was the Byzantine Empire in the post-classical era?

Directions: Examine the map below and answer the questions that follow.

The map below shows trade routes in existence before the 16th Century, most of which existed during the post-classical era. The Byzantine Empire, at its height, is highlighted in yellow.

1. Which trade networks connected to the Byzantine Empire?
2. Identify four cities that the people living in Constantinople could have traded with.
3. How might living at the intersection of several trade networks have affected the lives of people in the Byzantine Empire during the post-classical era?
How did the location of Constantinople affect its development and that of the Byzantine Empire?

Directions: Examine the map and text below, then complete the tasks that follow.

1. Describe the location of Constantinople, the capital of the Byzantine Empire, relative to **two continents**.

2. Describe the location of Constantinople, the capital of the Byzantine Empire, relative to **two bodies of water**.
3. Based on the map above, describe how geography and its location affected the development of Constantinople.

Benjamin of Tudela’s Description of Constantinople

Directions: Read the information about Benjamin of Tudela, examine the map of his travels, and read his account, then complete the tasks that follow.

Think Like a Geographer
Contextualize
Source
Corroborate
Connect Cause and Effect

Benjamin of Tudela was a Jewish traveler from the Kingdom of Castille, in modern-day Spain in the 12th century. He traveled throughout Europe, the Middle East and North Africa visiting Jewish communities and writing about his travels. His book, The Tales of Benjamin provide historians with descriptions of the Mediterranean world during the post-classical era.

Benjamin of Tudela’s Description of Constantinople

... The circumference of the city of Constantinople is eighteen miles; one-half of the city being bounded by the continent, the other by the sea, two arms of which meet here; the one a branch or outlet of the Russian [Black Sea], the other of the Spanish sea [Mediterranean Sea]. Great stir and bustle prevails [dominates] at Constantinople in consequence of the conflux [meeting] of many merchants, who resort thither [come there],
both by land and by sea, from all parts of the world for purposes of trade, including merchants from Babylon and from Mesopotamia, from Media and Persia, from Egypt and Palestine, as well as from Russia, Hungary, Patzinakia, Budia, Lombardy and Spain. In this respect the city is equalled only by Bagdad, the metropolis of the Mahometans [Muslims]...

— Rabbi Benjamin of Tudela, Manuel Komroff, ed., Contemporaries of Marco Polo, Boni & Liveright from the NYS Global History and Geography Regents Exam.

4. Who was Benjamin of Tudela?

5. When did Benjamin of Tudela write his description of Constantinople?

6. Based on Benjamin of Tudela’s account, identify three locations merchants came to Constantinople from.

7. According to Benjamin of Tudela’s account, why did “Great stir and bustle” prevail [dominate] in Constantinople?

8. Explain the extent to which Benjamin of Tudela’s account is a reliable source of evidence about Constantinople in the 1100s.

<table>
<thead>
<tr>
<th>Questions to consider when describing a source’s reliability.</th>
<th>Your response to task #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the source include evidence about the given topic? (Constantinople in the 1100s)</td>
<td></td>
</tr>
</tbody>
</table>
9. Identify and explain a cause and effect relationship between what is depicted in the map of Constantinople entitled “Trade about AD 1000” and Benjamin of Tudela’s description of Constantinople.
SQ 6. Where was the Byzantine Empire? How did geography and its location affect the development of the Byzantine Empire?

Think Like a Geographer

Contextualize

Predict

Task 1:
Relative location is a description of where a place is in relation to how a place is related to other places.

Using the maps above, write one sentence to describe the *relative location* of the Byzantine Empire and Constantinople using the bank of cardinal directions below. For example, Canada is *north of* the state of New York.

<table>
<thead>
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<table>
<thead>
<tr>
<th>Byzantine Empire</th>
<th>Constantinople</th>
</tr>
</thead>
</table>

Task 2
Explain how the location of Constantinople and the Byzantine Empire affected their development.
Teacher Overview: Where were the Tang and Song Dynasties? How interconnected were they with other regions?

Unit Essential Question(s): How did post-classical civilizations gain, consolidate, maintain, and lose their power? Link to Unit

Supporting Question(s):
- Where were the Tang and Song Dynasties? How interconnected were they with other regions?

Objective(s):
- Describe the location of the Tang and Song Dynasties and their interconnectedness to other regions.

1. NYS Social Studies Framework:

<table>
<thead>
<tr>
<th>Key Idea</th>
<th>Conceptual Understandings</th>
<th>Content Specifications</th>
</tr>
</thead>
</table>

UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
### 9.5 Political Powers and Achievements

**9.5a** New political arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. *(Standards: 2, 3, 4, 5; Themes: ID, MOV, GOV, TECH)*

**9.5b** Political states and empires employed a variety of techniques for expanding and maintaining control and sometimes disrupted state building in other regions.

**9.5c** Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge and often led to cultural diffusion.

Students will examine the location and relative size of postclassical states and empires at the height of their power including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions, and the areas they influenced.

### 2. Social Studies Practices

<table>
<thead>
<tr>
<th>NYS Social Studies Practices</th>
<th>New Visions Student Social Studies Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering, Using and Interpreting Evidence <em>(A2, A3, A5, A6, A7)</em></td>
<td></td>
</tr>
<tr>
<td>Comparison and Contextualization <em>(C5, C6)</em></td>
<td></td>
</tr>
<tr>
<td>Geographic Reasoning <em>(D1, D2, D5)</em></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Common Core

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
</table>

**UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?**
Objective: Where were the Tang and Song Dynasties? How interconnected were they with other regions?

- **Describe** the location of the Tang and Song Dynasties and their interconnectedness to other regions.

**Introduction**

**Directions:** Label the continents, regions, and bodies of water listed on the map below.

<table>
<thead>
<tr>
<th>Continents</th>
<th>Regions</th>
<th>Bodies of Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>Africa</td>
<td>Middle East</td>
</tr>
<tr>
<td></td>
<td></td>
<td>India (modern-day)</td>
</tr>
<tr>
<td>Europe</td>
<td>Antarctica</td>
<td>China (modern-day)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>East Africa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mediterranean Sea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pacific Ocean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indian Ocean</td>
</tr>
</tbody>
</table>
Where were the Tang (618-907) and Song (960-1279) Dynasties? How interconnected were the Tang and Song Dynasties?

Directions: Examine the maps of the Tang and Song Dynasties below, then answer the questions that follow.

Tang Dynasty, ca. 750
UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?

Song Dynasty, ca. 979

Byzantine Empire
Islamic Empire
Bay of Bengal
Mongolian Steppe

UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
**Relative location** is a description of where a place is in relation to how a place is related to other places. For example, Canada is *north of* the state of New York.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>West</th>
<th>South</th>
<th>West</th>
<th>South</th>
<th>Northeast</th>
<th>Northwest</th>
</tr>
</thead>
</table>

Using the map and directional words above, complete the tasks below.

1. Identify the continent on which the Tang and Song Dynasties existed.

2. Describe the location of the Tang and Song Dynasties relative to *two regions*.

3. Describe the location of the Tang and Song Dynasties relative to *two oceans*.

4. Describe the location of the Tang and Song Dynasties relative to *two other bodies of water*.

4. Describe the location of the Tang and Song Dynasties relative to *two land-based geographic features*.
SQ 1. What and when was the post-classical era?
5. Describe the difference between the extent of the Tang Dynasty and the Song Dynasty by identifying how far north, east, south, and west the two empires reached.

6. If a Chinese merchant during the Tang or Song Dynasties wanted to trade with people in the Byzantine Empire, which direction would they go? What trade routes could they take?

7. What two trade routes could the information follow for someone in China to learn about the religion called Islam that started in the Middle East?
SQ 8. Where were the Tang and Song Dynasties? How interconnected were they with other regions?

Task 1:
Relative location is a description of where a place is in relation to how a place is related to other places.

Using the maps above, write one sentence to describe the relative location of the Tang and Song Dynasties using the bank of cardinal directions below. For example, Canada is north of the state of New York.

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
<th>East</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>Southeast</td>
<td>Northwest</td>
<td>Southwest</td>
</tr>
</tbody>
</table>

Tang Dynasty | Song Dynasty
**Task 2**

**Directions:** Based on what you have learned about trade routes and networks during the Post-Classical Era, complete the prompts below.

Interconnectedness is the state of regions and societies being connected, or in contact with one another. For example, during the classical age, different regions were connected through the Silk Roads.

<table>
<thead>
<tr>
<th>Description of good</th>
<th>Could the good have been traded between the regions specified?</th>
<th>Explain how or why not</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The secret of Silk making from the Tang Dynasty</strong> was passed to the Byzantine Empire.</td>
<td>YES NO</td>
<td>If it could have been traded between those regions, then explain how by identifying which regions the good could have travelled through, which bodies of water it could have crossed, and which trade networks it would have been traded through. If the item could NOT have been traded between the regions identified, then explain why.</td>
</tr>
<tr>
<td><strong>Gunpowder</strong>, first used for fireworks, was created in China and traded with merchants in the Islamic Caliphate.</td>
<td>YES NO</td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?**
Teacher Overview: What led to the Tang and Song Golden Ages? How did the Tang and Song Dynasties impact China, other regions, and later periods in history?

SQ 9. What led to the Tang and Song Golden Ages? How did the Tang and Song Dynasties impact China, other regions, and later periods in history?

Unit Essential Question(s): How did post-classical civilizations gain, consolidate, maintain, and lose their power? Link to Unit

Supporting Question(s):
- What led to the Tang and Song Golden Ages? How did the Tang and Song Dynasties impact China, other regions, and later periods in history?

Objective(s):
- Contextualize the Tang and Song Dynasty Golden Ages.
- Explain the impact of the Tang and Song Dynasties in China, other regions, and later periods in history.

1. NYS Social Studies Framework:
### Key Idea

9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)

### Conceptual Understandings

9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion.

### Content Specifications

Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate.

### 2. Social Studies Practices

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</tr>
</thead>
<tbody>
<tr>
<td>Gathering, Using and Interpreting Evidence (A2, A5, A6, A7)</td>
<td>![Connect Cause and Effect]</td>
</tr>
<tr>
<td>Comparison and Contextualization (C5, C6)</td>
<td>![Contextualize]</td>
</tr>
<tr>
<td>Geographic Reasoning (D1, D2, D5)</td>
<td></td>
</tr>
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### 3. Common Core

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UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
Objective: What led to the Tang and Song Golden Ages? How did the Tang and Song Dynasties impact China, other regions, and later periods in history?

- **Contextualize** the Tang and Song Dynasty Golden Ages.
- **Explain** the impact of the Tang and Song Dynasties in China, other regions, and later periods in history.

Introduction: What is a golden age?

**Directions:** Examine the maps below, then complete the questions that follow.

**Ancient Greece**

**Rome**

**Han Dynasty of China**
What were the major achievements and innovations of this golden age?

What were the major achievements and innovations of this golden age?

What were the major achievements and innovations of this golden age?

Identify **two** similarities between these golden ages?

---

**Four-Column Notes on Golden Ages Vocabulary**

The words used below are review from Unit 9.3 when you studied the golden ages listed in the last activity. Here, you will need to recall the meanings of those words to answer questions about them and provide examples and non-examples. Use the example with the word “innovation” as a guide.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Two Examples</th>
<th>Two Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is an <strong>innovation</strong>?</td>
<td>An innovation is something new that solves a problem.</td>
<td>● smart phones</td>
<td>● doing something the way it has always been done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● a faster way to get to school</td>
<td>● riding a horse instead of driving a car</td>
</tr>
<tr>
<td>What is an <strong>achievement</strong>?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
What is **prosperity**?

What is **stability**?

What are **visual arts**?

What is **architecture**?

What is **literature**?
What led to the Tang (618–906) and Song (960–1279) Dynasty Golden Ages?

Directions: Examine the text and map below, then respond to the questions.
During the Tang (618–906) and Song (960–1279) Dynasties, China was one of the most technologically advanced civilizations in the world. Innovation in art, science, philosophy, and technology gave the people in these societies an understanding of the world around them that other civilizations and even later dynasties in China would not accomplish for hundreds of years.

Like other golden ages in history, the Tang and Song Dynasties unified the region, created a strong central government, and ruled over a time of peace that was reinforced by the government’s actions. The Tang expanded China’s territories and influence to include Korea and Vietnam, as well as portions of northeast, central, and southeast Asia.

The peace that the Tang and Song governments created encouraged trade throughout the empire and abroad through the Silk Roads. Chinese cities during the Tang and Song dynasties became prosperous cultural centers of an international age where religious, academic, and artistic life and cultural exchange flourished. Scholars and merchants from as far as Persia and India came to Tang China to participate in its golden age.

While the government was strong, it was not oppressive. Some became very rich, but the Tang rulers redistributed land to give the less fortunate an opportunity to grow in wealth. In addition this was a time when education and achievement were rewarded and women attained a higher status in the government and more freedom than they had in previous dynasties.

1. Based on the reading passage, why were Tang and Song cities considered “cultural centers of an international age?”

2. Based on the passage and your knowledge of golden ages, why was China during the Tang and Song dynasties a likely place for golden age to occur?
How did the Tang and Song Dynasties affect China, other regions, and later periods in history?

NTD on China, Discovering China: The Song Dynasty

Directions:
- Preview the questions listed in the right-hand column.
- Watch the video one time through, without stopping and try to answer the questions.
- Read the excerpts from the transcript of the video below and answer those questions that you could not by watching the film.

Excerpts from Discovering China: The Song Dynasty

1:17 ...the Southern Song period was one of prosperity with flourishing art and culture as well as technological advancements. During the Song, the government started to grant farmers ownership of land which led to a huge increase in rice production. The economy started to change from a purely agricultural economy to a commercial one with peasants selling their surpluses to buy a wide range of goods such as tea, coal, oil, and wine. With the growth in the economy, so grew the population, hitting 100 million by the year 1100.

1. What evidence from this section suggests that the Song dynasty was prosperous?

1:50 Three of China’s four great inventions originate from the Song Dynasty namely, printing, the magnetic compass, and gunpowder. The Song government used its printing techniques for currency production and in the 12th century, became the first government in the world to print paper money. The Song was also the first Chinese dynasty to establish a permanent standing navy to safeguard foreign trade and guard against invasions from the north. The ships used the newly invented compass to navigate and used gunpowder in their weaponry. Gunpowder was first employed in bombs delivered from ships via catapult. The Song used these tactics to successfully defend their territory against a Jurchen invasion on the Yangtze River in the year

2. Describe how each of the following innovations affected the Song Dynasty.
   2a. Printing
   2b. gunpowder
   2c. the compass
1161 AD. A Song force of only three thousand men on 120 ships defeated a Jurchen force of seventy thousand on over six hundred ships.

3:25 Southern Song scholars gave a lot of attention to how Confucian principles could be applied to society rather than to politics. They proposed ways to build a better society focusing on families communities. The most famous of the Song Dynasty scholars was a man named Zhu Xi who would go on to leave a legacy lasting seven hundred years.

3:57 Song painters also mimicked the mood of the time their artworks. Northern Song painters like Fan Quan painted huge grand landscape scenes. Whereas after the loss of the North, paintings became more intimate, focusing on family or village scenes within the natural environment. Scenes would often be in one corner with a large empty expanse occupying much of the painting.
Example of a Song Dynasty landscape painting by Ma Lin.

Image is courtesy of Wikimedia and is in the public domain.

Bamboo and Rocks a painting by Li Kan, late Song Dynasty artist.

Image is courtesy of Wikimedia and is in the public domain.
Poetry in the Tang (618-906) and Song (960-1279) Dynasties

During the Tang (618-906) and Song (960-1279) Dynasties, literature, and especially poetry flourished. One of the reasons that literature from this period is celebrated is because it was one of the subjects emphasized in the civil service exams. Civil service exams were used to identify people who were qualified for government positions and were an important way for people to move up the social ladder and to positions of power in the government. For example, if a child from a low class or poor family did well on the civil service exam, they could get a job with good pay and prestige that would help their families move up socially and economically.

During the Tang Dynasty, poetry was viewed as one of the most sophisticated forms of expression and was important to success in government positions because a good poet showed strength in communication, philosophy, and reasoning. On the civil service exams during the Tang Dynasty, students had to compose poems, which meant that if he wanted a good job, he needed to study poetry and be able to write it. During the Song Dynasty the poetry section of the exam was replaced by essays which also required high level literacy skills.

As a result of the emphasis on literature on the civil service exams, students studied poetry and writing and worked to become accomplished writers themselves. In addition, the invention of printing technology during these golden ages made it easier for poetry and literature to be published, purchased, and circulated which made it easier for students to study and for poets and writers to make a living at their art.


1. Based on the passage above, what were “civil service exams?” What were they used for?

2. Based on the passage, what tasks did students need to complete on the civil service exams during the Tang and Song Dynasties?

3. Why was there a flourishing of literature during the Tang and Song Dynasties?
**Technological Beginnings**

The westward flow of Chinese technology occurred throughout the existence of the Silk Road. Historian Joseph Needham created a list of new inventions that reached Europe between the first and eighteenth centuries, often after a time lapse of several hundred years. There are many other examples not listed in the chart below, such as the use of paper money, the abacus, and the use of coal for fuel, but the table gives a good illustration of how technologically advanced the Chinese were from the Europeans.

Excerpt from *Journeys Along the Silk Road - Unit 1 - Middle School* which is published by Indiana University Bloomington.

<table>
<thead>
<tr>
<th>Type of Device</th>
<th>Approximate Time-lag in Centuries</th>
<th>Type of Device</th>
<th>Approximate Time-lag in Centuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silk-Manufacturing Machinery</td>
<td>3-13</td>
<td>Deep Drilling for Natural Gas</td>
<td>11</td>
</tr>
<tr>
<td>Wheelbarrow</td>
<td>9-10</td>
<td>Gunpowder</td>
<td>5-6</td>
</tr>
<tr>
<td>Efficient Harness For Draught-Animals: Breast Strap (Postilion)</td>
<td>8</td>
<td>Magnetic Compass</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 (with needle) 2 (for navigation)</td>
</tr>
<tr>
<td>Crossbow (as an individual arm)</td>
<td>13</td>
<td>Paper</td>
<td>10</td>
</tr>
<tr>
<td>Printing (Block)</td>
<td>6 4 (Movable Type) 1 (Metal Movable Type)</td>
<td>Shipbuilding Methods (including watertight compartments, efficient sails, and the rudder)</td>
<td>10</td>
</tr>
</tbody>
</table>

Excerpt from *Journeys Along the Silk Road - Unit 1 - Middle School* which is published by Indiana University Bloomington.

**See**

When you read this chart, what do you see? Trends?

**Think**

What do you think about the information in this chart? What does it mean?

**Wonder**

What do you wonder about this chart? What questions do you have?

UNIT 4 | Political Powers & Achievements | SQ 1. What and when was the post-classical era?
Chinese Innovation and Culture Spreads East to Korea and Japan
Korean and Japanese cultures have been greatly influenced by Chinese culture because of their geographic location close to China. Korea acted as a “cultural bridge” between China and Japan. The Japanese and Koreans were in contact with one another early on in the history of their civilizations. They traded and warred against one another. In the process, Koreans introduced Chinese writing and culture, and Buddhism to the Japanese. This exchange sparked Japanese interest in China.

In the 600s, a Japanese ruler named Prince Shotoku of the Yamato clan sent nobles to China to study with government officials, scholars, and monks during the Tang Dynasty. Over the next 200 years, more Japanese students, monks, traders, and officials visited the Tang court. The Japanese absorbed Chinese technological innovations, agricultural techniques, philosophies, arts, and architecture, but they did not become Chinese. Instead, the Japanese practiced selective borrowing, by accepting some Chinese practices into their culture and modifying them to meet their needs, but choosing not to adopt other practices like the Chinese civil service system.
FA

SQ 9. What led to the Tang and Song Golden Ages? How did the Tang and Song Dynasties impact China, other regions, and later periods in history?

Directions: Based on what you have learned about the Tang and Song Dynasty Golden Ages, fill out the Tang and Song Dynasties section of this chart, then complete the prompts below.

Question:
1. Based on the reading above and graphic to the left, what was the impact of Japan’s location near Korea and China on its history?
FA 1. Contextualize the Tang and Song Dynasty Golden Ages by completing the following tasks:
   - Identify when and where the golden age took place
   - Describe the factors that led to the golden age

FA 2. Explain the impact of the Tang and Song Dynasty Golden Ages on other regions, and later periods in history by completing the following tasks:
   - Identify two innovations developed during the golden age
   - Describe the effects of those innovations on China, other regions and/or later periods in history