**AP World History Unit #3: Asia and Europe in the Middle Ages**

**(Chapters 12-14)**

**Learning Goal: Students will understand the key events and ideas which shaped Asian and European civilizations in the Middle Ages and compare/contrast the development of Medieval Civilizations.**

* **4 – I can do everything from #3, plus I can make unique comparisons to explain why Europe surpassed Asia technologically/militarily after the Middle Ages.**
* **3 – I know and can explain 2 or 3 features of each of the following: Tang and Song China, Mongol Empire, Southeast Asia and Japan, the Carolingian Empire, the Medieval Catholic Church, European Feudalism, the Crusades, and the rise of England and France.**
* **2 – I know and explain 2 or 3 events, philosophies, religions and/or key leaders in Medieval Asia and Europe.**
* **1 – I kind of understand some of the features of Asian and European civilizations in the Middle Ages but I can’t explain them in detail.**
* **0 – I don’t know anything about Medieval Civilizations in Asia and Europe.**

**Monday, August 8th – Warm-Up #1**

\*Religion cube project due

Answer the following questions based on your reading from Chapter 12, Sections 3-4:

1. Search: Explain how Kublai Khan treated his Chinese subjects? (At least 1 sentence)
2. Search: What features of Chinese culture did the Japanese adopt? (Give at least 2)
3. Analyze: How might history have been different if the Mongols had conquered all or most of Europe? Discuss the immediate and long-term consequences for Europe and the rest of the Mongol Empire. (At least 2 sentence)
4. Apply: Which of the following empires do you think most effectively and fairly ruled its citizens? Explain your answer.

Possible Choices –The Abbasid Empire, The Seljuk Turks, The Mongol Empire, The United States

No Closure

Homework: Chapter 12, Section 5

**Tuesday, August 9th – Warm-Up #2**

\*Chapter 12 Quiz A

“Slanderers and flatterers are as harmful to the country as grubs to seedlings. They devote all their time to getting ahead. At court they compete for power and out of court they compete for profit. They fawn to prevent the loyal and the worthy from outranking them; they cheat out of fear that others will acquire riches and honor before them. Acting in collusion and copying each other, they succeed all too often. They get close to their superiors by using fine words and pleasant manners; they please the emperor by anticipating and attending to his wishes.” –Emperor Tang Taizong, 648 C.E.

1. Search: According to Emperor Taizong, what do “slanderers and flatterers” do? List at least 3 of the actions described by the emperor.
2. Analyze: Emperor Taizong included the quotation above in a book entitled “Effective Government” which he dictated just one year before his death. It was meant to be a guidebook for his descendants, the future emperors of China, to follow. Why do you think he included this specific piece of advice in his book?
3. Apply: a) Based on this explanation, would you classify yourself as a slanderer or flatterer? b) What can you do to avoid being a slanderer or flatterer in the future? (At least 1 sentence)

No Closure

Homework: Chapter 13, Section 1

**Wednesday, August 10th or Thursday, August 11th – Warm-Up #3**

“Monks devoted their lives to the Church. They took vows of poverty, chastity, and obedience. They also took a vow of stability, swearing to remain in the monastery until death, exiled from the rest of the world. St. Benedict established a daily timetable for monks. Along with Church service and prayer, monks worked. They did manual labor along with intellectual work, creating illuminated manuscripts & transcribing religious works.”

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| **Morning** | **Afternoon** | **Evening** |
| **2:00 AM – Church Service** | **12:00 PM – Meal** | **5:45 – Meal** |
| **3:30 AM – Sleep** | **1:00 PM – Reading or Prayer** | **6:00 – Church Service** |
| **4:00 AM – Reading or Prayer** | **1:45 PM - Sleep** | **7:15 – Reading or Private Prayer** |
| **7:00 AM – Work** | **3:00 PM - Work** | **7:45 – Church Service** |
| **8:00 AM – Church Service** |  | **8:00 - Sleep** |
| **9:15 AM – Work** |  |  |
| **11:45 AM – Church Service** |  |  |

1. Search: a) How much time did the monks spend working each day? b) What kinds of work might those living at the monastery do? (Give at least 2 examples)
2. Analyze: Why might structure like this monk’s timetable be important to monastic life? (At least 1 sentence)
3. Apply: a) How much time do you spend “working” each day? b) Why might having a structured schedule be important to your life? (At least 1 sentence)

Closure: Assignment #6 & #7 (Chapter 15, Section 1-2) from Powerpoint

Homework: Chapter 13, Section 2

**Friday, August 12th – Warm-Up #4**

\*Chapter 12 Quiz B

Answer the following questions based on your reading from Chapter 13, Sections 1 and 2:

1. Search: What was the significance of the pope’s declaring Charlemagne emperor?
2. Search: Which invading peoples caused turmoil in Europe during the 800s?
3. Analyze: Why do you think the ownership of land became an increasing source of power for feudal lords? (At least 1 reason and 1 sentence)
4. Apply: Is the relationship today between the upper-class and lower-class in American society better or worse than the relationship between Lords and Peasants in Medieval Europe? Explain your answer.

Closure: Assignment #8 (Chapter 15, Section 3) from Powerpoint

Homework: Chapter 13, Section 3

\*Warm-Ups/Closures & Chapter 12 notes due on Google Classroom at 11:59 pm

\*Unit 2 (Ch. 10, 11, 15) Albert.io due at 11:59 pm

**Monday, August 15th – Warm-Up #5**

Source: Han Yu, leading Confucian scholar and official at the Tang imperial court, “Memorial on Buddhism,” 819 C.E.

“Your servant begs leave to say that Buddhism is no more than a cult of the barbarian peoples spread to China. I t did not exist here in ancient times. Now I hear that Your Majesty has ordered the community of monks to go to greet the finger bone of the Buddha (a relic brought to China from India), and that Your Majesty will ascend a tower to watch the procession as this relic is brought into the palace. If these practices are not stopped, and this relic of the Buddha is allowed to be carried from one temple to another, there will be those in the crowd who will cut off their arms and mutilate their flesh in offering to the Buddha. Now the Buddha was a man of the barbarians who did not speak Chinese and who wore clothes of a different fashion. The Buddha’s saying contain nothing about our ancient kings and the Buddha’s manner of dress did not conform to our laws; he understood neither the duties that bind sovereign and subject, nor the affections of father and son. If the Buddha were still alive today and came to our court, Your Majesty might condescend to receive him, but he would then be escorted to the borders of the nation, dismissed, and not allowed to delude the masses. How then, when he has long been dead, could the Buddha’s rotten bones, the foul and unlucky remains of his body, be rightly admitted to the palace? Confucius said: “Respect ghosts and spirits, but keep them at a distance!” Your servant is deeply ashamed and begs that this bone from the Buddha be given to the proper authorities to be cast into fire and water, that this evil be rooted out, and later generations spared this delusion.”

1. What do you know about the source of this document? What is the point of view of the source? (At least 1 sentence)
2. How might this point of view lead the source to be biased? (At least 1 sentence)
3. Solely based on this document, what was the attitude of Chinese leaders towards the spread of Buddhism in China? (At least 1 sentence)

No Closure

Homework: Chapter 13, Section 4

**Tuesday, August 16th – Warm-Up #6**

\*Chapter 13 Quiz A

Answer the following questions based on your reading from Chapter 13, Sections 3 and 4:

1. Search: To what four groups did a Chivalrous Knight pledge loyalty and service?
2. Search: How was the conflict between Pope Gregory VII and Henry IV resolved?
3. Analyze: In your own words, explain the relationship between politics and religion in the Middle Ages? (At least 1 sentence)
4. Apply: Do you believe that Americans today are as chivalrous as European knights were during the Middle Ages? Explain your answer.

Closure: Assignment #1 & #2 (Chapter 12, Section 1-2) from Powerpoint

Homework: Chapter 14, Section 1

**Wednesday, August 17th or Thursday, August 18th – Warm-Up #7**

Answer the following questions based on your reading from Chapter 14, Section 1:

1. Search: Explain one of the three main abuses that most distressed Church reformers.
2. Search: What were the effects of the Crusades?
3. Analyze: Which of the following do you think best represents the spirit of the Age of Faith – Church reform, the Crusades, or the Gothic cathedrals? Explain.
4. Apply: How would you respond to the following scenario – In a private conversation, the leader of your church tells you that God wants you to join the United States military. What would you do? Explain in at least 1 sentence.

Closure: Assignment #3 and #4 (Chapter 12, Sections 3-5) from Powerpoint

Homework: Chapter 14, Section 2

**Friday, August 19th – Warm-Up #8**

\*Chapter 13 Quiz B

Answer the following questions based on your reading from Chapter 14, Section 2:

1. Search: How did trade and finance change in the period from 1000 to 1500 A.D.? (At least 1 sentence)
2. Search: What role did Muslims play in Europe’s revival of learning? (At least 1 sentence)
3. Analyze: Why would writers choose to produce works in the vernacular (languages such as English, French, Italian, and Spanish) instead of in Latin? (At least 1 reason and 1 sentence)
4. Apply: As an adult, do you plan to live in a major city, a suburb of a major city, or in a rural small town? Why?

No Closure

Homework: Chapter 14, Section 3

\*Warm-Ups/Closures & Chapter 13 notes due on Google Classroom at 11:59 pm

**Monday, August 22nd - Warm-Up #9**

“Some can’t distinguish between being busy and being productive. They are human windmills, flailing at work, but actually accomplishing little.” – Caroline Donnelly, Money

1. Search: What is the consequence of “being busy” instead of “being productive”?
2. Analyze: What are some things in your life that keep you “busy” but are really unproductive? (At least 2 examples)
3. Apply: What inspires you to be productive? Why? (At least 1 sentence)

No Closure

Homework: Chapter 14, Section 4

**Tuesday, August 23rd – Warm-Up #10**

\*Chapter 14 Quiz A

Answer the following questions based on your reading from Chapter 14, Section 4:

1. Search: A) How was the bubonic plague transmitted to humans? B) How much of Europe’s population died as a result of the Black Death?
2. Analyze: What effects of the Black Death do you think had the greatest impact on European history? Why?
3. Apply: How is the response to pandemics (infectious diseases) today different or the same as the ones of the Middle Ages? (At least 1 sentence and similarity/difference)

Closure: Assignment #5 (Chapter 13, Section 1) from Powerpoint

Homework: Chapter 16, Section 1

**Wednesday, August 24th or Thursday, August 25th – Warm-Up #11**

Answer the following questions based on what you have learned from Chapter 16, Section 1:

1. Search: For what purpose did the Mound Builder cultures use earthen mounds?
2. Analyze: Why did the tribes of upper New York form a political alliance, known as the Iroquois League?
3. Analyze: Why might the people of the Northwest consider the potlatch to be a good way to signal social standing and wealth? (At least 1 sentence)
4. Apply: Of the first 17 chapters in your textbook, only 2 address the history of North and South America. Why do you think this is the case? (At least 1 reason and 1 sentence)

Closure: Assignment #6 and #7 (Chapter 13, Sections 2-3) from Powerpoint

Homework: Chapter 16, Section 2

**Friday, August 26th – Warm-Up #12**

\*Chapter 14 Quiz B

Answer the following questions based on your reading from Chapter 16, Section 2:

1. Search: What were three major achievements of the Maya civilization?
2. Search: Three explanations have been given for the collapse of the Maya civilization. What is one of them? (At least 1 sentence)
3. Analyze: What role did religion play in Maya life? (At least 1 sentence)
4. Apply: The last date on the Mayan calendar is December 21st, 2012, which led some people to conclude that the Mayans believed the world would end on that date. Regardless of your specific religious belief, or lack thereof, how do you believe that the world will eventually come to an end? How does your belief regarding the end of the world affect your life now? (At least 1 sentence)

Closure: Assignment #8 (Chapter 13, Section 4) from Powerpoint

Homework: Chapter 16, Section 3

\*Warm-Ups/Closures & Chapter 14 notes due on Google Classroom at 11:59 pm