

# **The Classical Historian**

## **Scope and Sequence**

### **Medieval and Early Modern Civilizations for Junior High Students**

In the Classical Historian course, students learn history in chronological order and historical thinking skills that teach independent thinking and expression, including the Socratic discussion. Pupils acquire historical content and engage classmates and the teacher in discussions based on open-ended questions in history. Using interesting narratives and primary source documents, pupils acquire analytical skills that enable them to understand history. History comes alive with exciting debate! Students learn how to think, listen, evaluate evidence, and form opinions based on facts and logic. At the conclusion of each semester, the teacher administers a final. At least once during the school year students make a formal presentation in front of a larger community.

**History Text:** World History Detective, Ancient and Medieval History, ISBN: 9781601441447

**Primary Source Documents:** Primary Sources Online

### **History Content**

#### **I. The Roman Empire**

1. Expansion of the Roman Empire
2. Decline of the Roman Empire
3. Roman Law, Government, Citizenship
4. Christianity and the Early Christian Church
5. Roman philosophy
6. Roman architecture, art, and engineering
7. Constantine and Constantinople
8. Roman Catholic and Eastern Orthodox Churches
9. Caesaropapism

#### **II. Islamic Civilizations**

1. Geography of Arabia
2. Muhammad
3. Islam
4. Koran and the Sunnah
5. Expansion of Islam
6. Trade throughout Muslim Arabia, Africa, and Europe
7. Science, math, philosophy, medicine, art, and literature
8. Islamic invasions in Arabia, North Africa, Europe, and Asia

#### **III. Medieval China**

1. Geography
2. Politics, religion, economics, and society
3. Tang Dynasty and the spread of Buddhism
4. Inventions of the Tang and Sung Dynasties

5. Mongol Invasions and the Ming Dynasty
6. Confucianism during the Sung and Mongol periods
7. Inventions and discoveries
8. Merit-based officeholders

#### **IV. Medieval Africa: Ghana and Mali**

1. Geography of West Africa and the Niger River
2. Caravan Trade – gold, salt, food, slaves
3. Family, labor
4. Islam and Arabic language
5. Oral history

#### **V. Medieval Japan**

1. Geography and relationship to other Asian countries
2. Chinese influences
3. Prince Shotoku
4. Feudalism....shogun, daimyo, samurai, bushido into the twentieth century
5. Buddhism
6. literature, art, and drama..Tale of Genji

#### **VI. Medieval Europe**

1. Barbarian Invasions
2. Spread of Roman and Christian Values
3. Founding of European Kingdoms
4. Founding of Universities
5. Development of English legal and constitutional practices
6. Magna Carta
7. Charlemagne, King John, Parliament
8. Muslim conquest of Holy Land
9. Crusades, Pogroms in Europe
10. Bubonic Plague
11. St. Thomas Aquinas, Monasticism, Missionaries to Europeans
12. Natural Law
13. Reconquista
14. Feudalism

#### **VII. Meso-American and Andean Civilizations**

1. Geography and climate
2. Agriculture and Urban societies
3. Class Structure
4. Warfare, religious sacrifices
5. Spanish Conquest of Aztecs and Incas

### **VIII. Renaissance**

1. Conquest of Constantinople and Spread of Ancient Knowledge
2. Florence and Italian city-states
3. Renaissance Humanism
4. Marco Polo's travels
5. Gutenberg Printing Press
6. Leonardo da Vinci and Michelangelo
7. Literature, arts, science, mathematics, cartography, human anatomy, astronomy
8. Dante Alighieri, Johann Gutenberg, William Shakespeare).

### **IX. Reformation**

1. Corruption in the Catholic Church
2. Tax policies, indulgences
3. Martin Luther, Desiderus Erasmus, John Calvin, William Tyndale
4. Protestant churches self-governance
5. Religious persecution
6. Distribution of Catholic and Protestant Europeans
7. Counter-Reformation, or, Catholic Reformation
8. St. Ignatius of Loyola, Jesuits, Council of Trent
9. Spanish Inquisition

### **X. Scientific Revolution**

1. Greek rationalism, Renaissance humanism
2. Roger Bacon and Rene Descartes
3. Copernicus, Galileo, Kepler, Newton
4. telescope, microscope, thermometer, barometer

### **XI. Age of Exploration and Enlightenment**

1. Voyages of Discovery
2. Christopher Columbus, Vasco de Gama, Bartholomew Dias, John Cabot
3. Columbian Exchange
4. Reason
5. John Locke and Natural Rights
6. Montesquieu
7. American Founding Fathers influenced by Enlightenment

### **XII. Commercial Revolution**

1. Modern Free Market
2. Mercantilism and cottage industry
3. International Trade
4. Corporation

## **Sequence of History Lessons**

Week One: Geography of Arabia and the beginning of Islam

Week Two: The Spread of Islam: The Caliphs

Week Three: Medieval Islamic Science, Math, Business, Literature, Art, and Architecture

Week Four: The Decline of the Islamic Empire and The Seljuk and Ottoman Turks

Week Five: Growth of Islam in the Medieval Ages Week Six: Sui, Tang, and Song Dynasties

Week Seven: Medieval China

Week Eight: Mongols and the Ming Dynasty

Week Nine: Medieval Japan

Week Ten: Medieval India

Week Eleven: Medieval Korea and Medieval Southeast Asia

Week Twelve: Geography of Africa

Week Thirteen: Medieval West African Empires and Economy, Medieval East Africa and Zimbabwe

Week Fourteen: Medieval Eastern Roman (Byzantine) Empire

Week Fifteen: Geography of Europe, Barbarian Empire

Week Sixteen: Spread of Christianity and Roman Values into Barbarian Europe

Week Seventeen: Founding of Western Europe, Founding of England and Ireland

Week Eighteen: Feudalism

Week Nineteen: The Age of Faith, Medieval Art and Education

Week Twenty: The Crusades, Conflict between Kings and Popes

Week Twenty-One: Medieval Europe

Week Twenty-Two: Liberty, Muslims, and Jews

Week Twenty-Three: The Fall of Medieval Society

Week Twenty-Four: The Renaissance

Week Twenty-Five: The Reformation

Week Twenty-Six: The Scientific Revolution

Week Twenty-Seven: The Age of Exploration

Week Twenty-Eight: Great Civilizations of Mesoamerica and South America

Week Twenty-Nine: The Mayas and the Incas

Week Thirty: Incas and Northeast Tribes

Week Thirty-One: Southeast, Plains, Great Basin, and Plateau Indians

Week Thirty-Two: Southwest, California, Northwest Coastal, Subarctic, and Arctic Tribes

## **Primary Source Documents**

### **I. The Fall of the Roman Empire**

1. Procopius of Caesarea: Alaric's Sack of Rome, 410 CE
2. St. Jerome and the Fall of Rome
3. Dining with Attila the Hun

### **II. Islamic Civilization**

1. An Arab Traveler
2. A Muslim Observes Hindus

3. Readings from the Koran
4. The Book of Government Or Rules for Kings (The Siyar Al Muluk Or Siyasat-nama of Nizam Al-Mulk)

### **III. Medieval China**

1. China and Early Christians, The Nestorian Stone
2. Medieval Chinese Writings

### **IV. Medieval Africa**

1. Travels in Africa, by Ibn Battuta

### **V. Medieval Japan**

1. The Tale of Genji
2. Bushido, The Code of the Warrior
3. Letter from St. Francis Xavier, 1552
4. The Japanese Martyrs of the 16th and 17th centuries

### **VI. Medieval Europe**

1. Third Council of Constantinople (AD 681)
2. Launching of the Crusades to the Holy Land, 1095
3. The Magna Carta, 1215

### **VII. Civilizations of the Americas**

1. Columbus Finds Indians
2. Capture of an Incan King: Francisco Pizarro

### **VIII. The Renaissance**

1. Introduction by Galileo Galilei to his book, *Dialogue Concerning the Two Chief World Systems*
2. Giorgio Vasari: Life of Leonardo da Vinci 1550

### **IX. The Reformation**

1. Martin Luther, Letter to the Archbishop of Mainz, 1517
2. John Calvin: On Predestination

### **X. The Scientific Revolution**

1. Dedication of the Revolution of the Heavenly Bodies Dedicated to Pope Paul III, Nicolaus Copernicus, 1543
2. The Crime of Galileo: Indictment and Abjuration, 1633

### **XI. The Age of Exploration**

1. From the Journal of Christopher Columbus, 1494
2. Cortez Destroys the Idols and Instructs the Aztec in the Christian Religion, from Cortez

## Sample of Lessons

### Teacher Instructions for Week One Geography of Arabia and the Beginning of Islam

Read *The Socratic Discussion in History* and watch follow along with the DVDs before beginning instruction. Watch a few of the Ancient Civilizations discussions. To obtain The Classical Historian Teacher Certification, follow the instructions located in the Introduction of this book.

#### During Class:

1. Icebreaker: Two Truths and a Lie  
This is an ice breaker I like to use with pre-teens and teenagers. Each person (including the teacher) writes down two truths and a lie about himself, in any order. Then, each person reads out loud the three statements, and everyone guesses which statement is the lie. No matter how well or how poorly the students know each other, an ice breaker activity is recommended. Learning is fun and social, and the ice breaker loosens everyone up. It is FANTASTIC for the students to see a sincere smile from each other and from the teacher before learning happens.
2. Teach the lesson Fact or Opinion in *Take a Stand!*
3. Teach the lesson Judgment in *Take a Stand!*
4. Review the Grammar for Week One. Tell students they are responsible for committing these to memory. Time permitting, play the Word Game.
5. Depending on the time left, begin reading Lessons 48 and 49 from *World History Detective*. (Lesson 48 is Geography of Arabia and Lesson 49 is The Beginnings of Islam).

#### Homework:

1. Read Lessons 48 and 49 from *World History Detective*. Complete question 10 for lesson 48 and answer all questions for lesson 49.
2. Study for a five-question quiz that will take place the next time class meets. The quiz will be based on the Grammar from Week One.

#### Note:

##### Classroom Structure, Environment, Habits:

Lessons One and Two are the most important lessons to teach in regards to establishing a classroom structure and environment for learning, and building good habits in your students. Without these, it does not matter what curriculum a teacher chooses. Whether the teacher has one child or 40, the students will learn the classroom structure and environment for learning, and will build learning habits that are initially established in this first unit. “You never have a second chance to make a first impression.”

The best advice for establishing a positive environment, the very first moment of class, is to greet each student with a smile, individually, before each lesson. This is true for the classroom of one student as well as the classroom of 40 students. For large classrooms, the teacher can stand at the door and smile at each student as each walks into the classroom. Continue this greeting throughout the year, every lesson, despite your personal feelings or moods. Beginning the lesson

with a smile and positive greeting tells each student that the teacher is choosing to care about the student, all the time.

The teacher should include play as an essential part of the classroom. Play allows students to lower their inhibitions, appeals to nearly all young people (under 18), and can be used to teach. The Classical Historian recommends its various Go Fish Games, specifically using the Collect the Cards option. In a class that lasts for one and a half hours and meets once per week, use the first half hour for game playing. In a class that meets every day for an hour, pick one day of the week as Game Day.

In Lessons One and Two, the teacher establishes the speaking and listening standards for the class. These two classroom rules are my favorites:

1. If you want to speak, wait for the teacher to call on you.
2. If someone is speaking, listen carefully. Depending upon the size of the class, the teacher can modify rule number 1. However, even in a classroom of two students, both students need to feel that their voices will be heard when they would like to speak. A student can be silenced in a small group as well as in a big group. The teacher needs to take care to establish respectful lines of communication.

## **Teacher Instructions for Week Two**

### **The Spread of Islam: The Caliphs**

#### **During Class**

1. Five Question Quiz. Ask students five questions based on the Grammar for Week One. Ask the questions in the identical or near-identical way they are written in the Grammar Lesson. Correct and review the quiz together.
2. Review the homework from *World History Detective*. Have students take turns reading out loud the answers, and also reading out loud the sentence(s) that best support their answers. If there is disagreement among the students, discuss which answer is correct and why. In discussing the students' answers to numbers 10, ask why the students did not choose a different answer. If there are multiple students in the classroom, try to have the students discuss with each other, why someone's answer and explanation might be better than someone else's answer.
3. Teach the lesson Supporting Evidence in *Take a Stand!*
4. Teach the lesson Primary or Secondary Source Analysis in *Take a Stand!*
5. On this website, <https://www.classicalhistorian.com/free-primary-sources.html> , read the primary source document "An Arab Traveler" and answer the questions. Discuss the answers with the students.
6. Review the Grammar for this lesson. Time permitting, play the "Word Game" from Weeks One and Two.

#### **Homework**

1. Read Lesson 50 from *World History Detective*. Answer all the questions from this lesson.
2. Study the Grammar from Weeks One and Two for next week's five-question quiz.

## **Teacher Instructions for Week Three**

## **Medieval Islamic Science, Math, Business, Literature; Medieval Islamic Art, and Architecture**

### **During Class**

1. Five Question Quiz. Ask students five questions based on the Grammar for Weeks One and Two. Ask the questions in the identical or near-identical way they are written in the Grammar Lessons. Correct and review the quiz together.
2. Review the homework. Have students take turns reading out loud the answers, and also reading out loud the sentence(s) that best support their answers. If there is disagreement among the students, discuss which answer is correct and why. In discussing the student's answer to number 10, ask why the student did not choose a different answer. If there are multiple students in the classroom, try to have the students discuss with each other, why someone's answer and explanation might be better than someone else's answer.
3. Teach the lesson Using Quotes in *Take a Stand!*
4. Teach the lesson Paraphrasing in *Take a Stand!*
5. Introduce the Grammar for Week Three
6. Review the new Grammar and play the Word Game for Weeks One through Three.
7. If there is time, start the homework in class.

### **Homework**

1. Read Lessons 51 and 52 from *World History Detective*. Answer question 10 from Lesson 51 and answer all questions for Lesson 52.
2. Study the Grammar for Lessons One – Three for the five-question quiz next week.

## **Teacher Instructions for Week Four**

### **The Decline of the Islamic Empire and The Seljuk and Ottoman Turks**

#### **During Class**

1. Five Question Quiz. Ask students five questions based on the Grammar for Lessons One - Three. Ask the questions in the identical or near-identical way they are written in the Grammar Lessons. Correct and review the quiz together.
2. Review the homework.
  - a. Have students take turns reading out loud the answers, and also reading out loud the sentence(s) that best support their answers. If there is disagreement among the students, discuss which answer is correct and why. In discussing the student's answer to number 10, ask why the student did not choose a different answer. If there are multiple students in the classroom, try to have the students discuss with each other, why someone's answer and explanation might be better than someone else's answer.
3. Review the Grammar for Lesson Four.
4. Review the new Grammar and play the Word Game for Lessons One through Four.
5. Begin reading Lesson 53 from *World History Detective*, The Decline of the Islamic Empire. Direct students to answer number 10 on page 225. Review answers in class.

#### **Homework**

1. Study the Grammar for Weeks One through Four for the five-question quiz next week.
2. Read Lesson 54, The Seljuk and Ottoman Turks, from the *World History Detective* and



answer all the questions.

3. Direct students to go to this website: <https://www.classicalhistorian.com/free-primary-sources.html> , to read the article, “A Muslim Observes Hindus,” and to answer the questions at the end of the article.

## **Teacher Instructions for Week Five**

### **Islamic Contributions in the Medieval Ages**

#### **During Class**

1. Give students a five-question quiz based on the grammar for Weeks One through Four.
2. On this website, <https://www.classicalhistorian.com/free-primary-sources.html> , read “Quotes from the Koran” and answer the questions in class.
3. Introduce students to the two open-ended Socratic discussion history questions. Review with students the work they are to complete and allow students to begin all work in class. Make sure students understand they are to complete the Reflection piece only after the Socratic discussion takes place next week, in class.

#### **Homework**

1. Direct students to complete all activities, except the Reflection piece, for both open-ended history questions on the Medieval Islamic Civilizations.
2. Study the Grammar for Weeks One through Four. Prepare for the ten-question test based on these Lessons.

## **Teacher Instructions for Week Six**

### **Sui, Tang, and Song Dynasties**

#### **During Class**

1. Administer the ten-question quiz for the Grammar Weeks One through Five. Correct and review the answers.
2. Lead the class in reviewing the homework for both open-ended questions. Lead the Socratic discussions. Direct students to write their reflections. Have students share their reflections.
3. Introduce Grammar for Week Six. Play the Word Game only for Week Six.
4. If time permits, begin the homework in class.

#### **Homework**

1. Read lessons 55. Geography of Asia and 56: China: Sui, Tang, and Song Dynasties.
2. Answer #10 for lesson 55 and answer all questions for lesson 56.

#### **Thinking Curriculum**

Students will answer Socratic discussion open-ended questions throughout the year, and will acquire the following skills:

##### **The Tools of the Historian**

1. Fact or Opinion?

2. Judgment
3. Supporting Evidence
4. Primary and Secondary Sources
5. Using Quotes
6. Paraphrasing
7. Researching Various Sources
8. The Socratic Discussion in History
9. Making a Counterargument
10. Understanding Cause and Effect
11. Understanding Compare and Contrast
12. Understanding Bias
13. Using Evidence and Not Emotion to Form Judgement