Social Studies

Grade 7
Seventh Grade Distant Learning Plan
An Overview

Content During Distant Learning

**General Structure Overview**
You will be learning via Document Based Questions (DBQs). DBQs have already been a part of your Social Studies learning this year, which will make the distant learning adjustment a little easier. You will complete 3 DBQs. Each takes approximately 3 weeks. Tasks are listed on the daily plans within this guide. The material to read, questions to answer and essay pages follow each daily plan. Daily plans also include links to videos which will help you understand the work. For additional support, you can log in to DBQ Online via Clever to have documents read aloud. Some teachers may encourage you to use DBQ Online for additional tasks, including submitting work, if you have the technology available.

**Pace of Learning**

**Weekly**
You should work on Social Studies DBQs 2 times a week, for 60 minutes each time. You will make your way through a single DBQ over three weeks.

**Daily**
Each day, you will be reading, analyzing, and/or writing for 60 minutes. You will work on Social Studies 2 times a week.
Online Access to Materials

Social Studies Overview Video
If you have access to a phone, tablet or computer with the internet, watch the Social Studies Overview Video. It will show you how to use your paper packet and explain the basics of using DBQ Online through Clever. This is a YouTube video. To access it: take a photo of this QR code or go to detroitk12.org/YouTube. Then use the search function with these keywords: “DPSCD DBQ grades 6-8.” Choose the video titled “DPSCD Social Studies Grades 6-8 Distance Learning Overview Video.”

DBQ Online through Clever
DBQ Online is another way to get help with your work. You can hear DBQ material being read aloud. You can do your work through DBQ Online instead of writing it by hand in your packet. Your teacher can even see your work! You will need access to a phone, tablet or computer with the internet to use DBQ Online. See the following pages for detailed instructions on logging into DBQ Online.
## Schedule of Learning -

### Content Covered Each Week

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<td>10</td>
<td>The Maya: What Was Their Most Remarkable Accomplishment?</td>
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Welcome to DBQ Online!

We are very excited about DBQ Online. In order to get you started, we wanted to direct you to a few instructions and links listed below.

1. Your teacher will contact you with a class link. (Note: if your teacher does not contact you, please contact him/her and ask for your class link. If you still do not receive a class link, email catherine.tuczek@detroitk12.org for assistance.)

2. Go to your Clever portal at https://clever.com/in/dpscd. Click "Login with Active Directory."

3. Find and click on the DBQ Online icon:

   ![DBQ Online Icon](image)

4. This will bring you to your DBQ Online Student Dashboard. Now, go to the email, text message, etc. with the class link. Click on class link sent by teacher.
5. **Other Options**-When you are logged into DBQ Online, paste the link in the address bar and click return. (where https:// is located) **OR** type the class link in the address bar.

6. You will then see the class and assignments from your teacher. Click on View to start working on your assignment.
If you have any questions you can email support@dbqproject.com
**Week 1: 4/14/20 to 4/17/20**

**Directions for Students**
This week you will begin the DBQ “The Silk Road: Recording the Journey.” You will watch an introduction video and do a “hook” exercise to get you interested in the topic. Then you will read an essay for background information and answer questions on it.

On Day 2, you will think through the question and type of information you’re looking for. The video and exercise “Understanding the Question & Pre-Bucketing” will help you with this. Then, you will be reading Document A and answering questions on it. You will outline a journal entry based on this document. Finally you will complete your journal entry.

**Compelling Question**
The Silk Road: Recording the Journey

**Materials Needed:**
This student workbook
Device with internet including phone, tablet or computer (if available)

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<td>Silk Road DBQ introduction</td>
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<td><strong>Day 2</strong></td>
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**Standards Addressed**

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.
7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
Day 1
Week 1: 4/14/20 to 4/17/20

Topic
The Silk Road: Recording the Journey

Materials Needed:
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Device with internet including phone, tablet or computer (if available)

WATCH
Watch the Silk Road DBQ introduction. 
bit.ly/dpscdDBQ7

READ
Read the Silk Road traveler descriptions on the second page of Hook Exercise: Silk Road.

DO
Complete page one of the Hook Exercise: Silk Road by creating a traveler profile.
Overview: The Silk Road was the world’s first superhighway. Not literally a single road, it consisted of a network of trade routes connecting China with Central Asia and lands beyond, all the way to Rome. Goods were usually transported by large caravans made up of guides, soldiers, religious pilgrims, merchants and hundreds of freight-bearing camels. The Silk Road flourished for more than 3,000 years and had a major influence on the cultures of Asia, Europe, and Africa. This Mini-Q asks you to become a traveler on the Silk Road and to record your experiences at different points on the journey.

The Documents:

Document A: The Silk Road Route (map)
Document B: The Dunhuang Caves
Document C: Crossing the Taklimakan Desert
Document D: The City of Marakanda
Document E: Silk Road Ledger (chart)

1. This DBQ is a little different. You will not write an essay at the end BUT instead journal after each document.
2. Read the overview and examine the image to preview what is to come. What details in the image stand out?
3. Use the document titles to the left to make some guesses on what you might "see" in your journey.
Hook Exercise: Traveling the Silk Road

In this Mini-Q, you will examine several documents and then write five journal entries in the voice of a fictitious person traveling the Silk Road. First, choose the type of traveler you wish to be from the collection of descriptions on the following page. Give your traveler a name from the list below. Then fill out the profile of this person using the biographical information and your historical imagination.

Qī Na (Chinese, f)  Pi Lin (Chinese, m)
Xīn Qiān (Chinese, f)  Yǔl (Sogdian, m)
Chēn (Chinese, m)  Chuluun (Mongolian, m)

Profile Sheet

Name __________________________________________________________

Age at the time of the journey ______________________________________

Occupation _____________________________________________________

Place of birth ___________________________________________________

Marital status/spouse’s name (if married) ______________________________

Children (if any) _________________________________________________

Reason for going on the Silk Road ___________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Other personal information __________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

This is a two page hook exercise so make sure you read the next page. Follow the hook directions to create your fictitious person. Be creative and have fun!
Hook Exercise: Traveling the Silk Road (continued)

Silk Road Travelers

Caravan Leader
Many caravan leaders were Sogdians, who came from the region of Marakanda in the Kushan Empire of northern Asia. The caravan leader was basically a trail boss. He determined how long the caravan should travel each day and where it should stop to rest. In addition, he was aware of possible dangers, like bandits lurking along the northern edge of the Taklimakan Desert.

Caravan Guide
Caravan guides made sure that the caravan was heading in the right direction. Since compasses were not used during the Silk Road period, guides had to rely on the stars for their bearings. Indeed, many caravan guides were trained at nautical schools in India, where they learned how to read the stars. Also, guides might know the best paths to take through difficult terrain, such as the rugged Pamir Mountains in Central Asia.

Han Official
Han emperors liked to keep tabs on the western lands. To do this, they sent officials along the Silk Road to gather information. Some of these officials made it as far as the Parthian Empire (see map on page 407). However, the Parthians did not want an alliance to form between China and Rome, so they stopped Han officials at the border. For a Han official to reach the Roman Empire, he had to travel incognito, or in secret.

Merchant
Merchants interested in trading their goods at cities along the Silk Road often traveled with caravans. Some of them wrote itineraries that listed cities and oases on the Silk Road and mentioned the pros and cons of these places. In this way, the itineraries acted as travel guides. Successful merchants often became very wealthy and were respected in their home cities.

Soldier
Bandits were a constant threat along the Silk Road. During the Han period, some parts of the Silk Road were protected by military outposts. However, bandits sometimes attacked caravans in areas that were far away from these outposts. Also, the region west of the Pamirs was not controlled by the Han and so did not have military protection. To protect caravans from bandits, soldiers often traveled with the caravans.
Day 2  
Week 1: 4/14/20 to 4/17/20

Topic: The Silk Road: Recording the Journey  
Materials Needed: This student workbook  
Device with internet including phone, tablet or computer (if available)

READ
Read the background essay The Silk Road: Recording the Journey. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the essay read aloud. Look at the first pages of this student workbook for step by step instructions on using Clever and DBQ Online.

DO
Complete the Background Essay Questions.
The Silk Road: Recording the Journey

*The Heavenly Horses are coming*  
*Across the pastureless wilds*  
*A thousand legs at a stretch*  
*Following the eastern road.*

– Poem by Han Emperor Wu-Ti, circa 140 BC. He wrote as he waited for the arrival of new horses on the Silk Road.

When you sit down to a bowl of spaghetti at home or a math problem in school, you probably aren’t thinking about history. Yet it is a fact that noodles from China and a number system from Persia and India first made their way into the European world along ancient trade routes called the **Silk Road**.

The Silk Road was actually a series of roads and routes that together made up a huge trade network. It stretched from China to Rome with many side branches leading to the north and the south. The Silk Road began as far back as 4,000 years ago and got its name from the luxurious, brightly colored cloth that was China’s biggest **export**. The Silk Road owes an important part of its success to the **domestication** of the camel – an animal that could carry heavy loads over long distances and required little water while doing so. Camels were the fuel-efficient mini vans of the ancient world.

As is true with international trade today, politics made business on the Silk Road difficult, and often dangerous. **Caravans** had to travel through many kingdoms and city-states that fought each other. When conflict broke out, trade was interrupted. Between about 200 BCE and 250 CE, the growth of four stable empires helped ease this problem and keep the Silk Road humming. The empires were the Han, the Kushan, the Parthian, and the Roman.

From 202 BCE to 220 CE, the Han **dynasty** ruled over China. The Han were especially eager to trade silk for magnificent horses from Ferghana in Central Asia. To protect this trade, the Han cracked down on bandits who preyed on Silk Road travelers.

Starting in 50 CE, another Asian empire took shape and began profiting from the Silk Road. This was the Kushan Empire, which stretched from western China into northern India. The Kushans established themselves as a kind of toll booth that collected taxes on goods moving back and forth between China and points west.

Beyond Kush was the powerful empire of Parthia, which covered much of modern-day Iran and Iraq. The Parthians became skilled middlemen, buying up goods flowing into their country and reselling them at a higher price to traders who carried them further along the Silk Road.

Meanwhile, the Roman Empire had come to dominate the west, eventually controlling much of the land that rimmed the Mediterranean Sea. As the empire got richer, Romans demanded more and more luxury goods, especially that wonderful Chinese fabric, silk.

In time these four empires collapsed, but for hundreds of years, the Silk Road continued on without them. Then, around 1400 CE, exploration and new sea routes brought an end to much of the overland trade.

In its **heyday**, tens of thousands of traders traveled the Silk Road. Now it’s your turn. Using the voice of the person you chose in the Hook Exercise, record what you learn about trade and the spread of ideas on the Silk Road. The documents that follow will provide material for the five journal entries you will write. Be creative, but be factual, too.

It is just past dawn on a brisk, early spring day in Chang’an, China. After days of preparation, your caravan is fully assembled and ready to head west. Rolled bolts of silk are strapped tightly to camel backs. The dust builds as these humped beasts struggle to their feet. Dogs bark. Children race. Your caravan leader, speaking Chinese with a thick Sogdian accent, barks out, “We go!” You touch the journal tucked into your tunic. You are off.
Background Essay Questions  Answer the questions.

1. How long ago did trade between China and the Mediterranean region begin?

2. How did the domestication of the camel help the development of the Silk Road?

3. Why did trade along the Silk Road flourish during the time of the Han, Kushan, Parthian, and Roman empires?

4. Why did the Chinese trade silk for horses from Ferghana? What did Emperor Wi-Ti think of them?

5. What was an important role of the Parthians in the Silk Road trade?

6. What brought an end to the dominance of the Silk Road?

7. Define these terms:

   - Silk Road
   - export
   - domestication
   - caravans
   - dynasty
   - heyday

Timeline

- about 4000 BCE – Silk cultivation begins in China.
  - 206 BCE – The Han begin to rule China.
  - 27 BCE – The Roman Empire begins.
- 1 CE–100 CE – Buddhism spreads along the Silk Road and reaches China.
  - 220 CE – The Han Dynasty is overthrown.
- early 400s CE – The Roman Empire collapses.
- 1260–1295 – Marco Polo travels along the Silk Road.
- 1400s – Sea routes develop between Europe and Asia; the Silk Road declines.
**Grade 7 Social Studies**

**WEEKLY DISTANCE LEARNING STUDENT SCHEDULE**

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**Week 2: 4/20/20 to 4/24/20**

**Directions for Students**

This week you will continue the DBQ “The Silk Road: Recording the Journey.” Then, you will be reading Document A and answering questions on it. You will outline a journal entry based on this document. Finally you will complete your journal entry.

On Day 2 you will do the same for Document B.

**Compelling Question**

The Silk Road: Recording the Journey

**Materials Needed:**

This student workbook
Device with internet including phone, tablet or computer (if available)

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**Standards Addressed**

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
Week 2: 4/20/20 to 4/24/20

**Topic**
The Silk Road: Recording the Journey

**Materials Needed:**
This student workbook
Device with internet including phone, tablet or computer (if available)

**WATCH**
Watch Understanding the Question & Pre-Bucketing.
bet.ly/dpscddBQ7

**DO**
Complete Understanding the Question & Pre-Bucketing.

**READ**
Read Document A. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

**DO**
Complete the Document A Analysis Questions.

**DO**
Use the Mini-Q Journal Outline to plan 3 details you will include in your journal entry.

**DO**
Write your Journal Entry on the Student Mini-Q Lined Paper.
Understanding the Task and Pre-Bucketing

Understanding the Task

In your own words, describe your task for this Mini-Q.

Pre-Bucketing

Given the task, what is a simple way to bucket this writing exercise?

In this DBQ, each bucket represents a journal entry. You will complete a journal entry at the end of each document.
Document A

Source: Map created from various sources.

The Silk Roads in Han-Roman Times

Note: Goods and ideas spread across the Silk Road for centuries. This process of sharing is called “cultural diffusion” by historians. Below are a few examples of goods and ideas that moved by way of the Silk Roads.

- From China: silk, iron, bronze, ceramics, orange trees, paper, gunpowder, Confucianism
- From Central Asia: Ferghana horses
- From Africa: ivory, rhinoceros horn
- From India: spices, Buddhism
- From Europe: music, glassware

Document Analysis

1. How far was it along the Silk Road from Chang’an to Dunhuang? To Marakanda? To Antioch? To Rome?

2. The Silk Road crossed many types of terrain. What two deserts did the Silk Road cross?


4. What is the meaning of “cultural diffusion”?

Writing Journal Entry #1: Label your entry “Chang’an, April 5, 200, Dawn.” You are ready to head west from Chang’an, the easternmost city on The Silk Road. You look over the map to get a sense of what lies ahead of you. You will be taking the main Silk Road route, towards Dunhuang. What difficulties do you think you will face? What else are you thinking as you wait to leave?
From Thesis to Essay Writing

Mini-Q Journal Outline Guide

**Directions:** List three details from each document that will go into your journal entry.

**Journal Entry #1**
Dawn, April 5, 200
1. 
2. 
3. 

**Journal Entry #2**
Evening, June 1, 200
1. 
2. 
3. 

**Journal Entry #3**
Midday, June 12, 200
1. 
2. 
3. 

**Journal Entry #4**
Afternoon, September 3, 200
1. 
2. 
3. 

**Journal Entry #5**
Evening, April 22, 201
1. 
2. 
3.
Day 2
Week 2: 4/20/20 to 4/24/20

Topic
The Silk Road: Recording the Journey

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

READ
Read Document B. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document B Analysis Questions.

DO
Use the Mini-Q Journal Outline to plan 3 details you will include in your journal entry.

DO
Write your Journal Entry on the Student Mini-Q Lined Paper.
Document B

Source: Description of the Dunhuang caves in *Shadow of the Silk Road* by Colin Thubron, 2007.

Note: For travelers heading west, the oasis town of Dunhuang (“dun-wong”) was a place to rest and resupply before braving the western Gobi and the Taklimakan deserts. Soon after the fall of the Han Dynasty, Buddhist monks began to dig caves just ten miles outside of Dunhuang. In many of the caves, they built Buddhist shrines. Over the centuries, these caves also became storage vaults for many items brought to Dunhuang by Silk Road travelers.

... [The cave] walls were carpeted with hundreds of miniature Buddhas.... In several shrines the ceiling teemed with Hindu angels and lotus flowers. ...[Rolls of manuscripts] revealed a multicultural world, which had barely been suspected ... inventories, wills, legal deeds, private letters. Chinese ballads and poems came to light..., even a funeral address for a dead donkey.... And beside the mass of Chinese prayers are documents in Sanskrit, Tibetan, Uighur, Sogdian, Khotanese, Turki in a mélange of scripts: a letter in Judeo-Persian, a Parthian fragment in Manichean script, a Turkic tantric tract in the Uighur alphabet.

Document Analysis

1. Describe the interior of the cave shrine shown in the photograph.

2. What do the manuscripts found in the cave tell you about the concerns and interests of the travelers along the Silk Road?

3. What do the manuscripts tell you about the homeland of the various Silk Road travelers?

Writing Journal Entry #2: Label your entry “Dunhuang, June 1, 200, Evening.” You have traveled more than 1,000 miles with the caravan. Around the campfire at Dunhuang, you listen to fellow travelers discussing the teachings of Buddhism, Hinduism, and Confucianism. You sit down to record your thoughts about Dunhuang, the conversation around the campfire, and your visit to a cave shrine. What effect do you think the Silk Road has had on the spread of religion and ideas?
Week 3: 4/27/20 to 5/1/20

Directions for Students
This week you will continue the DBQ “The Silk Road: Recording the Journey.”
Then, you will be reading Document C and answering questions on it. You will
outline a journal entry based on this document. Finally you will complete your
journal entry.

On Day 2 you will do the same for Document D.

Compelling Question
The Silk Road: Recording the Journey

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7 – W3.1.7 Use a case study to describe how trade integrated cultures and
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networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek
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Mediterranean, African, and Southwest and Central Asian civilizations in the
areas of art, architecture and culture; science, technology and mathematics;
political life and ideas; philosophy and ethical beliefs; and military strategy.
### Day 1
**Week 3: 4/27/20 to 5/1/20**

**Topic**
The Silk Road: Recording the Journey

**Materials Needed:**
- This student workbook
- Device with internet including phone, tablet or computer (if available)

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<th>Complete the Document C Analysis Questions.</th>
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<td>DO</td>
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<tr>
<td>DO</td>
<td>Write your Journal Entry on the Student Mini-Q Lined Paper.</td>
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Document C

Source: An excerpt describing the Taklimakan Desert in *Encyclopedi*a, a natural history of Asia written in the early 1300s by Chinese historian Ma Twan-lin.

Note: Today, as then, the temperature in the Taklimakan Desert reaches over 100° F and rainfall is minimal.

... you have to cross a plain of sand, extending for more than 100 leagues [about 300 miles]. You see nothing in any direction but the sky and the sands, without the slightest trace of road; and travelers find nothing to guide them but the bones of men and beasts and the droppings of camels. During the passage of this wilderness you hear sounds, sometimes of singing, sometimes of wailing; and it has often happened that travelers going aside to see what these sounds might be have strayed from their course and been entirely lost; for they were voices of spirits and goblins.


Document Analysis

1. Describe the climate of the Taklimakan Desert.

2. According to Ma Twan-lin, what guided Silk Road travelers through the Taklimakan Desert? What caused many travelers to get lost there?

3. Why do you think road markers, such as the one in the photograph above, were set up in the desert?

Writing Journal Entry #3: Label your entry “Taklimakan Desert, June 12, 200, Midday.” You have been traveling all day through the desert. The relentless sun and heat have made you sleepy as you trudge on. You have heard that travelers through the desert sometimes faint and, as a result, are accidentally left behind by the caravan. To stay alert, you decide to write in your journal. What are your thoughts as you make your way through the Taklimakan Desert? What is your impression of this land?
Day 2
Week 3: 4/27/20 to 5/1/20

Topic
The Silk Road: Recording the Journey

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

READ
Read Document D. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document D Analysis Questions.

DO
Use the Mini-Q Journal Outline to plan 3 details you will include in your journal entry.

DO
Write your Journal Entry on the Student Mini-Q Lined Paper.
Document D

Source: A description of the Kushan Empire city of Marakanda in *Great Tang Records on the Western Regions*, a book about the Silk Road written by Xuanzang (“shweng-zang”), a Buddhist pilgrim, in 646 CE. Illustration artist unknown.

Note: After crossing the Gobi and Taklimakan deserts, travelers on the Silk Road’s northern route had to traverse the rugged Pamir Mountains in Central Asia before arriving at this bustling city. Today, Marakanda is called Samarkand, a city in Uzbekistan.

The precious merchandise of many foreign countries is stored here. The soil is rich and productive and yields abundant harvests. The forest trees afford a thick vegetation and flowers and fruit are plentiful.... Horses are bred there. The inhabitants’ skill in the arts and trades exceeds that of other countries. The climate is agreeable and temperate and the people brave and energetic.

Document Analysis

1. What mountains did westbound Silk Road travelers have to cross before reaching Marakanda?

2. According to Xuanzang, Marakanda was a prosperous city. Cite evidence from the document that supports this observation.

3. Judging from the picture, how was Marakanda protected? Assuming that the drawing is accurate, about how high is the wall? Explain how you got your answer.

Writing Journal Entry #4: Label your journal entry “Marakanda, September 23, 200, Afternoon.” You arrived in the thriving city of Marakanda this morning. Once you leave, you will be on the long journey to Antioch, the western end of the Silk Road. What is your impression of Marakanda? How do you plan to spend your time there? Review the map of the Silk Road in Document A. What do you expect from the rest of your journey? Take a few moments to write your thoughts and concerns in your journal.

Directions for Students
This week you will finish the DBQ “The Silk Road: Recording the Journey.” On Day 1 you will read Document E and answer questions on it. You will outline a journal entry. Then you will complete your journal entry. Finally, you will evaluate all your journal work using the DBQ Check List & Self-Scoring Guide.

On Day 2 you will begin the DBQ “What Were the Primary Reasons for the “Fall” of Rome?” You will watch an introduction video and do a “hook” exercise to get you interested in the topic. Finally, you will watch a video that follows up on the background essay questions.

Compelling Questions
The Silk Road: Recording the Journey
What Were the Primary Reasons for the “Fall” of Rome?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Document E</td>
<td>Document E Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal Outline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal Entry</td>
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<tr>
<td></td>
<td></td>
<td>DBQ Rubric &amp; Self-Scoring Guide</td>
</tr>
<tr>
<td>Day 2</td>
<td>What Were the Primary Reasons for the “Fall” of Rome? background essay</td>
<td>Fall of Rome DBQ introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hook Exercise: Fall of Rome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Background Essay Questions</td>
</tr>
</tbody>
</table>

Standards Addressed
7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.
7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of Incan Empire. (2019 standards)
Day 1

Topic
The Silk Road: Recording the Journey

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

READ
Read Document E. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document E Analysis Questions.

DO
Use the Mini-Q Journal Outline to plan 3 details you will include in your journal entry.

DO
Write your Journal Entry on the Student Mini-Q Lined Paper.

DO
Evaluate your work using the DBQ Check List and Self-Scoring Guide. This about the journal as a whole, not just one entry.
Document E

Source: Chart compiled from various sources.

Note: After leaving Marakanda, a traveler heading west on the Silk Road traveled through modern-day Iran and Iraq, eventually arriving in Antioch. Antioch was a major city at the eastern edge of the Roman Empire, not far from the Mediterranean Sea. The Chinese viewed this city as Rome itself. Caravans approached Antioch via a 30-foot-wide paved roadway that led to the huge gates of the city. At Antioch, a trader might record transactions made over the past year along the Silk Road.

<table>
<thead>
<tr>
<th>Location</th>
<th>Goods Given</th>
<th>Goods Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunhuang</td>
<td>1 book of Confucian lessons</td>
<td>1 book of Buddhist prayers</td>
</tr>
<tr>
<td>Ferghana</td>
<td>100 bolts of silk</td>
<td>200 Ferghana horses (pick up on return)</td>
</tr>
<tr>
<td>Marakanda</td>
<td>10 ceramic vases</td>
<td>20 bags of Indian pepper (1 pound each)</td>
</tr>
<tr>
<td></td>
<td>10 bolts of silk</td>
<td>20 skeins of wool (from eastern Europe)</td>
</tr>
<tr>
<td>Rhagae</td>
<td>500 seeds for orange trees</td>
<td>500 seeds for grape vines</td>
</tr>
<tr>
<td>Palmyra</td>
<td>50 sheets of paper</td>
<td>5 rhinoceros horns (from Ethiopia)</td>
</tr>
<tr>
<td>Antioch</td>
<td>500 bolts of silk</td>
<td>Unspecified amounts of gold</td>
</tr>
<tr>
<td></td>
<td>50 bars of iron</td>
<td>30 Roman colored glass vases</td>
</tr>
</tbody>
</table>

Lost in Taklimakan Desert: 1 camel and driver carrying 30 bolts of Chang’an silk

Document Analysis

1. Look at the map in Document A again. Through which cities would you have to travel to get from Marakanda to Antioch?

2. Which of the silk road cities in this chart offered silk in exchange for other goods?

3. According to the chart what seeds did our traveller trade in Rhagae?

4. Consider the goods traded in these six cities. Would you say they were luxury items for the wealthy or everyday items for the common people? Give examples.

Writing Journal Entry #5: Label your journal entry “Antioch, April 22, 201, Evening.” The caravan has reached its final destination – Antioch, the western end of the Silk Road. You are one of the few people to travel the entire length of the route! Reflect on this once-in-a-lifetime achievement. Also, review the ledger, which lists some of the trade transactions that took place during your journey. Has the journey turned out the way you hoped? Was the long journey worth the difficulties you endured? How do you feel about the return journey? Record your thoughts in your journal.
<table>
<thead>
<tr>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Possible Points</td>
</tr>
</tbody>
</table>

**Entry #1**
- Voice and tone reflect traveler's identity: 1
- Answers questions in "Writing Journal Entry" prompt for this document: 1
- Provides evidence taken directly from the document: 1
- Elaboration of evidence explains the details selected: 1

**Entry #2**
- Voice and tone reflect traveler's identity: 1
- Answers questions in "Writing Journal Entry" prompt for this document: 1
- Provides evidence taken directly from the document: 1
- Elaboration of evidence explains the details selected: 1

**Entry #3**
- Voice and tone reflect traveler's identity: 1
- Answers questions in "Writing Journal Entry" prompt for this document: 1
- Provides evidence taken directly from the document: 1
- Elaboration of evidence explains the details selected: 1

**Entry #4**
- Voice and tone reflect traveler's identity: 1
- Answers questions in "Writing Journal Entry" prompt for this document: 1
- Provides evidence taken directly from the document: 1
- Elaboration of evidence explains the details selected: 1

**Entry #5**
- Voice and tone reflect traveler's identity: 1
- Answers questions in "Writing Journal Entry" prompt for this document: 1
- Provides evidence taken directly from the document: 1
- Elaboration of evidence explains the details selected: 1

**Conventions**
- Grammar, spelling & neatness: 1

**Subtotal**
- 21

Adapted from Lake County Schools DBQ Self-Score Sheet
Day 2

**Topic**
What Were the Primary Reasons for the “Fall” of Rome?

**Materials Needed:**
Student workbook
Device with internet including phone, tablet or computer (if available)

**WATCH**
Watch the **Fall of Rome DBQ introduction.**

**DO**
Complete the **Hook Exercise: Fall of Rome** in which you will identify the three troubles that you believe are most likely to cause America to fall apart.

**READ**
Read the background essay **What Were the Primary Reasons for the “Fall” of Rome?**. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the essay read aloud. Look at the first pages of this student workbook for step by step instructions on using Clever and DBQ Online.

**DO**
Complete the **Background Essay Questions.**
What Were the Primary Reasons for the “Fall” of Rome?

Overview: From about 50 BCE until the year 200 CE, the Roman Empire was the superpower of the Mediterranean world. During that time, the empire’s wealth, territory and international status grew and grew. But even as the empire prospered, it was slowly starting to fall apart. Some of its problems were internal – coming from within Rome itself – and others were external. This Mini-Q explores the factors that led to the eventual fall of one of history’s most powerful and influential empires.

The Documents:
- Document A: Roman Emperors, 235-285 CE (chart)
- Document B: The Roman Army
- Document C: Foreign Invasions (map)
- Document D: The Huns
- Document E: Economic Corruption
- Document F: Disasters and Disease

1. Circle the DBQ Question.

2. Read the overview and examine the image to preview what is to come. What details in the image stand out?

3. Use the document titles below to make some guesses about why Rome "fell"
Hook Exercise: Ranking Reasons in Order of Importance

Directions: There is general agreement among historians that the 1900s was America’s century. During this 100-year period, the United States emerged as the world leader in a number of critical areas – politics, economics, military power, and human and civil rights. Now, in the opening decades of the 21st century, observers are wondering if America is losing its edge.

Your Task: Below is a short list of eight troubles facing the United States in the 21st century. With a partner, identify the three troubles that you believe are most capable of causing America’s decline. Be prepared to share your thinking with the class.

• America is becoming an unhealthy, overweight couch-potato culture. Too much sit and click.

• Political squabbling among Democrats and Republicans is sinking the nation.

• Terrorism is a real threat.

• Growing economic inequality between rich and poor has created the greatest gap in decades.

• Yearly budget deficits and growing national debt imply a “buy now, let our children pay later” mindset.

• Environmental threats – pollution, habitat destruction and global warming. Climate-related disasters like Hurricane Katrina and Superstorm Sandy are on the rise.

• There is dependence on foreign oil and unwillingness to pay the price for alternative energy.

• Moral and cultural values are in decline – (e.g. music, pop culture, materialism and work ethic).

• The coronavirus pandemic has caught the country off-guard, and threatens 200,000+ lives.

List your three primary troubles below. Put them in order of importance, with the first one being the most significant problem.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________
What Were the Primary Reasons for the “Fall” of Rome?

Rome – the city that would become the center of one of the world’s greatest empires – began around 750 BCE as an unremarkable settlement. During Rome’s early years, the most wealthy and powerful people of the Mediterranean world were the Greeks. However, by 200 BCE, the Greek empire was weakening and Rome was turning into a giant, spilling over its borders as it acquired foreign lands. No longer a sleepy little town, Rome had become a powerhouse.

As with so many empires, Rome’s rise to power came with the thrust of a spear and the slash of a sword. The enormous Roman army conquered territory from modern-day Scotland to Spain, gained control of the whole Mediterranean Sea, and established colonies in North Africa, Egypt, the Middle East and Asia Minor. By the year 44 BCE, when Julius Caesar became Rome’s virtual emperor, there were no major rivals left to defeat.

Caesar used his hero status – along with bribery, beatings and even assassination – to gain political power. Over the next two decades, Rome shifted from being a republic, with elements of democratic control, to an empire with power in the hands of an emperor and the military.

Rome’s first two centuries as an empire were years of relative stability, increasing power, and great imperial wealth. It was a time known as the Pax Romana, the time of Roman peace. Rome was clearly top dog in the western world. But as Rome was to discover, size has its problems. The empire acquired new subjects who were not Roman and who often did not want to be Roman – in Gaul (France), in England, beyond the Danube River, in the Middle East. Controlling this expanded empire meant a larger army, which in turn meant a need for more food, clothing, weapons and supplies. Political strains developed at home. Leaders in Rome focused less on debate and compromise and more on force to get their way. Having existed for centuries as a republic, Rome eventually became more like a dictatorship.

As Rome drifted through the 3rd century, survived the 4th, and staggered into the 5th, one general problem was apparent – life at the top was getting soft. Upper-class Romans were losing their edge. When a country is on the make, when energy and hope are high, leaders and their people are more willing to work hard and to sacrifice. When the goal appears to have been reached, it is easy to get lazy. The evidence for this was a love of luxury, a decline in the quality of literature, even a decision by upper-class Romans to have fewer children because child-raising was a bother.

But there was more to Rome’s decline than developing a soft belly. By the 5th century CE, when the city was sacked by outside invaders, Rome had been badly weakened by a number of problems. Parts of the empire would survive, particularly in Constantinople and the East, but the old heart of the empire – Italy and the West – was shattered.

Your task is to examine the documents in this Mini-Q and decide which three problems were most responsible for bringing Rome to its knees. Then, of these three problems, decide which was most important. In other words, What were the primary reasons (and the most important reason) for the “Fall” of Rome?

1. Read the entire background essay all the way through, and as you do underline or highlight anything that hints at why Rome collapsed as an empire.

2. If you can, write a 3-4 word summary of each paragraph as you read through.

3. Closely read the last paragraph. Underline the task of this mini-q.
Background Essay Questions

1. How many years passed between Rome’s early days as a sleepy little settlement and its invasion in the 5th century CE?

2. What was the Pax Romana?

3. In what way did the form of the Roman government change around the time of Julius Caesar?

4. Beginning in the 3rd century, Rome was developing a “soft belly.” What does that mean?

5. Define these words:

   republic

   Pax Romana

   dictatorship

   sack

Timeline

c. 700 BCE – Rome founded
509-27 BCE – Years of the Roman Republic
   55 BCE – Julius Caesar extends Roman conquest into central and western Europe.
   27 BCE – Pax Romana begins.
   200 CE – Peak of Roman territorial expansion and end of Pax Romana
   220 CE – Invasions by foreigners begin.
235-285 CE – Crisis period in Roman political leadership
   410 CE – Rome is sacked by invading Visigoths (a Germanic tribe).
   455 CE – Rome is sacked by Vandals (another Germanic tribe).
   476 CE – Rome falls to Goths (yet another Germanic tribe).
Week 5: 5/11/20-5/15/20

Directions for Students
This week you will continue the DBQ “What Were the Primary Reasons for the “Fall” of Rome?” On Day 1, you will think through the question and type of information you’re looking for. The video and exercise “Understanding the Question & Pre-Bucketing” will help you with this. Then, you will be reading Documents A & B, and answering questions on them. Information from these documents will help you answer the question “What Were the Primary Reasons for the “Fall” of Rome?”

On Day 2 you will be reading Documents C & D and answering questions on them. Information from these documents will help you answer the question “What Were the Primary Reasons for the “Fall” of Rome?”

Compelling Question
What Were the Primary Reasons for the “Fall” of Rome?

Materials Needed:
Student workbook
Device with internet including phone, tablet or computer (if available)

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<thead>
<tr>
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<th>Watch</th>
<th>Do</th>
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</thead>
<tbody>
<tr>
<td>Document A</td>
<td>Understanding the Question &amp; Pre-Bucketing</td>
<td>Understanding the Question &amp; Pre-Bucketing</td>
<td>Document A Questions</td>
</tr>
<tr>
<td>Document B</td>
<td></td>
<td></td>
<td>Document B Questions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Read</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document C</td>
<td>Document C Questions</td>
<td></td>
</tr>
<tr>
<td>Document D</td>
<td>Document D Questions</td>
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</tbody>
</table>

Standards Addressed
7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of Incan Empire. (2019 standard)
Day 1
Week 5: 5/11/20-5/15/20

Topic: What Were the Primary Reasons for the “Fall” of Rome?

Materials Needed:
- This student workbook
- Device with internet including phone, tablet or computer (if available)

WATCH

Watch Understanding the Question & Pre-Bucketing.
bit.ly/dpscdDBQ7

READ

Read Document A. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO

Complete the Document A Analysis Questions.

READ

Read Document B. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

DO

Complete the Document B Analysis Questions.
Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?

2. What terms in the question need to be defined? What word in the question is “fuzzy”?

3. Rewrite the question in your own words.

Pre-Bucketing

Directions: Using any clues from the Mini-Q question and the document titles on the cover page, think of possible analytical categories and label the buckets.

Write down Reason 1, Reason 2, Reason 3, Reason 4, Reason 5 under the buckets.

Your task while reviewing the documents will be to discover the actual reasons and then put the real names under the documents. For example, Reason 1 might become "Military Invasions" once you find a document or two that makes that argument.

Note: You can start with five buckets then narrow your list to three as you prepare to write your essay.
**Document Analysis**

1. How many Roman emperors ruled during the 50-year period covered by this chart? How many died a natural death? How many were victims of assassination or possible assassination?

2. What message might these frequent and violent changes in leadership have sent to people of the Roman Empire?

3. What message might these frequent and violent changes in leadership have sent to people living outside the Roman Empire?

4. How does this document help explain the decline of the Roman Empire?
Document B

Source: An excerpt from the ancient book Concerning Military Matters by the Roman historian Vegetius, c. 450 CE.

[Before the year 400 CE] footsoldiers wore breastplates and helmets. But when, because of negligence and laziness, parade ground drills were abandoned, the customary armor began to seem heavy since the soldiers rarely ever wore it. Therefore, they first asked the emperor to set aside the breastplates … and then the helmets. So our soldiers fought the Goths without any protection for chest and head and were often beaten by archers. Although there were many disasters, which led to the loss of great cities, no one tried to restore breastplates and helmets to the infantry. Thus it happens that troops in battle, exposed to wounds because they have no armor, think about running and not about fighting.

Source: Michael Grant, The Fall of the Roman Empire: A Reappraisal, 1982.

There can be little doubt that the weaknesses of the late Roman army were largely due to the eventual failure … to enforce regular conscription [draft of soldiers]…. The exempted categories were… numerous. Hosts of senators, bureaucrats, and clergymen were entitled to avoid the draft; and among other groups who escaped were cooks, bakers, and slaves.

Document Analysis

1. According to Vegetius, what led to the changes in Roman military armor and training techniques?

2. How did the change in breastplates and helmets contribute to the decline of Rome?

3. What is conscription?

4. In what ways could the failure to enforce conscription weaken Rome?

## Day 2
### Week 5: 5/11/20-5/15/20

<table>
<thead>
<tr>
<th>Topic</th>
<th>What Were the Primary Reasons for the “Fall” of Rome?</th>
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</thead>
<tbody>
<tr>
<td>Materials Needed:</td>
<td>This student workbook</td>
</tr>
</tbody>
</table>

### READ
Read **Document C**. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

### DO
Complete the **Document C Analysis Questions**.

### READ
Read **Document D**. As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

### DO
Complete the **Document D Analysis Questions**.
Document C

Source: Map created from various sources.

Foreign Invasions of the Roman Empire

Document Analysis

1. Which three invaders of the Roman Empire came from Asia?

2. Do the dates on this map suggest an invasion of people or a migration of people? Explain your thinking?

3. Which invaders of the Roman Empire appear to have reached the city of Rome first?

4. How does this document help explain the reasons for the decline of the Roman Empire?

5. Is there a possible connection between Document C and Document B?
Document D

Source: Excerpts about an Asian tribe called the Huns from Roman History by the Roman historian Ammianus Marcellinus, c. 380 CE.

The Huns exceed any definition of savagery. They have compact, sturdy limbs and thick necks.... Although they have the shape ... of human beings, they are so wild in their way of life that they have no need of fire or pleasant tasting foods, but eat the roots of uncultivated plants and the half-raw flesh of all sorts of animals. This they place between their thighs and the backs of their horses and so warm it a little.... Huns are never sheltered by buildings, but ... roam freely in the mountains and woods, learning from their earliest childhood to endure freezing cold, hunger and thirst.... Huns are not well adapted to battle on foot, but are almost glued to their horses, which are certainly hardy, but also ugly.... Like refugees – all without permanent settlements, homes, law, or a fixed way of life – they are always on the move with their wagons, in which they (travel).... Like unthinking animals, they are completely ignorant of the difference between right and wrong. Fired with an overwhelming desire for seizing the property of others, these swift-moving and ungovernable people make their destructive way amid the pillage and slaughter of those who live around them.

Document Analysis

1. Who was Ammianus Marcellinus?

2. What words and phrases does Ammianus use to describe the Huns?

3. What does Marcellinus mean when he describes the Huns as being “glued to their horses”?

4. Why might a Roman historian like Ammianus want to compare the Huns to “unthinking animals”?

5. How can you use this document to help explain the decline of the Roman Empire?
Week 6: 5/18/20-5/22/20

Directions for Students
This week you will continue the DBQ “What Were the Primary Reasons for the “Fall” of Rome?” You will be reading Documents E & F and answering questions on them. Information from these documents will help you answer the question “What Were the Primary Reasons for the “Fall” of Rome?”

On Day 2 you will organize the documents into final buckets, or categories. Then, using the chickenfoot organizer, you will write your thesis and your road map. The video “Bucketing, Thesis & Chickenfoot” will assist you. Finally, you will share your plan with someone, and take notes on their questions.

Compelling Question
What Were the Primary Reasons for the “Fall” of Rome?

Materials Needed:
Student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Document E</td>
<td>Document E Questions</td>
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<tr>
<td>Document F</td>
<td>Document F Questions</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Bucketing, Thesis &amp; Chickenfoot</td>
<td>Bucketing</td>
</tr>
<tr>
<td></td>
<td>Thesis &amp; Chickenfoot</td>
<td>Share plan &amp; collect questions</td>
</tr>
</tbody>
</table>

Standards Addressed
7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of Incan Empire. (2019 standard)
Day 1
Week 6: 5/18/20-5/22/20

Topic: What Were the Primary Reasons for the “Fall” of Rome?
Materials Needed:
- This student workbook
- Device with internet including phone, tablet or computer (if available)

READ
Read Document E. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document E Analysis Questions.

READ
Read Document F. As you read, look at the notes on the page and follow their directions. Use DBQ Online hear the document read aloud.

DO
Complete the Document F Analysis Questions.
Document E

Source: An excerpt of a historical text written by Priscus, Roman ambassador to the Huns, 449 CE.

Note: Priscus is reporting a conversation he had with a former Roman citizen whose land had been conquered by the Huns.

[He] ... considered his new life ... better than his old life among the Romans, and the reasons he gave were as follows: ... The condition of [Roman] subjects in time of peace [is worse than war] ... taxes are very severe, and unprincipled men inflict injuries on others.... A [wealthy lawbreaker] ... is not punished for his injustice, while a poor man ... undergoes the legal penalty.... The climax of misery is to have to pay in order to obtain justice.... [He said] that the laws and constitution of the Romans were fair, but deplored that the governors, not possessing the spirit of former generations, were ruining the state.

1. Write the essential question above the source.

2. Answer the first question below and then read the entire document.

3. Before answering the questions below, think about how this document might challenge document D--they are both about the Huns.

Document Analysis

1. Who was Priscus? Do you think his description is reliable? Why?

2. Why were some Romans happy about being conquered by the Huns?

3. What does the person talking to Priscus mean when he says, “The climax of misery is to have to pay ... for justice”?

4. How can you use this document to help explain what caused the decline of the Roman Empire?
In the second year of the reign of Valens (366 CE) … the Roman world was shaken by a violent and destructive earthquake…. The shores of the Mediterranean were left dry by the sudden retreat of the sea,… but the tide soon returned with the weight of an immense [flood] which was severely felt on the coasts of Sicily, Greece, and Egypt…. Fifty thousand persons had lost their lives in the flood [in the city of Alexandria alone]…. This calamity … astonished and terrified the subjects of Rome … and their fearful vanity was disposed to [see a connection between] the symptoms of a declining empire and a sinking world….

More important in initiating the process of decline was a series of plagues that swept over the empire…which brought diseases [from] southern Asia to new areas like the Mediterranean, where no resistance had been established even to contagions such as the measles. The resulting diseases decimated the population. The population of Rome decreased from a million people to 250,000. Economic life worsened in consequence. Recruitment of troops became more difficult, so the empire was increasingly reduced to hiring Germanic soldiers to guard its frontiers. The need to pay troops added to the demands on the state’s budget, just as declining production cut into tax revenues.
Day 2
Week 6: 5/18/20-5/22/20

Topic
What Were the Primary Reasons for the “Fall” of Rome?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH
Watch Bucketing, Thesis & Chickenfoot
bit.ly/dpscdDBQ7

DO
Look over all the documents and organize them into your final buckets, or categories. On the page Bucketing – Getting Ready to Write, write final labels under each bucket. Also write the letters of the documents in the buckets where they provide information or support.

DO
On the page Bucketing – Getting Ready to Write, on the chickenfoot organizer near the bottom, write your thesis and your road map. Your thesis is always an opinion and answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

DO
Tell someone about your chickenfoot plan. This could be someone who lives with you, or you could contact a family member, classmate or your teacher. Allow the person to tell you what questions come to mind after hearing your plan. Take notes on their questions; this may give you ideas of information to include in your essay.
Bucketing – Getting Ready to Write

Bucketing

Look over all the documents and organize them into your final three buckets. Write labels under each bucket and place the letters of the documents in the buckets where they belong. A document may be placed in more than one bucket.

Thesis Development and Road Map

On the chickenfoot below, write your thesis and your road map. Your thesis is always an opinion that answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

Refer to your post-bucketing chickenfoot video if you need help with this page.

You might want to structure your thesis for this question like this:

There are several reasons why Rome fell including _____ and _____, but the most important reason is ______.
Week 7: 5/26/20-5/29/20

Directions for Students
This week you will finish the DBQ “What Were the Primary Reasons for the “Fall” of Rome?” You will be making an outline for your essay on Day 1. Then you will begin writing your essay.

On Day 2 you will finish writing your essay. Then you will evaluate your work using the DBQ Check List and Self-Scoring Guide.

Compelling Question
What Were the Primary Reasons for the “Fall” of Rome?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th></th>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
<td>DBQ Essay Outline Guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Begin DBQ Guided Essay</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
<td>Finish DBQ Guided Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DBQ Check List and Self-Scoring Guide</td>
</tr>
</tbody>
</table>

Standards Addressed
7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of Incan Empire. (2019 standard)
Day 1
Week 7: 5/26/20-5/29/20

Topic
What Were the Primary Reasons for the “Fall” of Rome?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

DO
Complete the **DBQ Essay Outline Guide**.

DO
Begin writing your **DBQ Guided Essay**.
From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Introductory Paragraph
Grabber
Background
Restating the question
Thesis and road map

Body Paragraph #1
Baby Thesis for bucket one
Evidence: Supporting details from documents with document citation
Argument: Connecting evidence to the thesis

Body Paragraph #2
Baby Thesis for bucket two
Evidence
Argument

Body Paragraph #3
Baby Thesis for bucket three
Evidence
Argument

Concluding Paragraph
“Although” statement followed by restatement of your main idea
Explanation of why the answer to the question is important
# DBQ Guided Essay

**Title of Paper:**

---

## Essay Structure

<table>
<thead>
<tr>
<th>Structure</th>
<th>Your Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introduction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Grabber</strong></td>
<td></td>
</tr>
<tr>
<td>Write a sentence that will make people want to read your essay.</td>
<td></td>
</tr>
<tr>
<td><strong>B. Background</strong></td>
<td></td>
</tr>
<tr>
<td>Write 2-3 sentences describing the time, place, and background story for this essay. For help, review what you wrote in the Background Essay summary.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Restate the question</strong></td>
<td></td>
</tr>
<tr>
<td>Use what you wrote in Step 3 (Understanding the Question).</td>
<td></td>
</tr>
<tr>
<td><strong>D. Thesis and road map</strong></td>
<td></td>
</tr>
<tr>
<td>Write a statement that answers the Mini-Q question. Use your chickenfoot. The chickentoes show the order of your body paragraphs.</td>
<td></td>
</tr>
</tbody>
</table>
# Essay Structure

**II. Body Paragraph 1**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Baby Thesis</td>
<td>Write a sentence that introduces road map idea #1.</td>
</tr>
<tr>
<td>B. Evidence</td>
<td>Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.</td>
</tr>
<tr>
<td>C. Argument</td>
<td>Explain how your evidence proves your Baby Thesis.</td>
</tr>
</tbody>
</table>

**III. Body Paragraph 2**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Baby Thesis</td>
<td>Write a sentence that introduces road map idea #2.</td>
</tr>
<tr>
<td>B. Evidence</td>
<td>Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.</td>
</tr>
<tr>
<td>C. Argument</td>
<td>Explain how your evidence proves your Baby Thesis.</td>
</tr>
</tbody>
</table>
### IV. Body Paragraph 3

**A. Baby Thesis**
Write a sentence that introduces road map idea #3.

**B. Evidence**
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

**C. Argument**
Explain how your evidence proves your Baby Thesis.

### V. Conclusion

**A. Although Statement**
Acknowledge the other side to the argument or another way to look at your claim.

**B. Restate Thesis**
Using fresh language, remind the reader of your paper’s main claim or thesis.

**C. Additional Idea / Clincher**
Give one more idea to leave in the reader’s mind.
## Day 2
### Week 7: 5/26/20-5/29/20

<table>
<thead>
<tr>
<th>Topic</th>
<th>What Were the Primary Reasons for the “Fall” of Rome?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Needed:</td>
<td>This workbook</td>
</tr>
<tr>
<td></td>
<td>Device with internet including phone, tablet or computer (if available)</td>
</tr>
</tbody>
</table>

**DO**

- Finish writing your **DBQ Guided Essay**.

**DO**

- Evaluate your work using the **DBQ Check List and Self-Scoring Guide**.
<table>
<thead>
<tr>
<th>Basic Core</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes a hook/grabber</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Incorporates background knowledge - time period, place, etc.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Has acceptable thesis (claim statement) with road map</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Body Paragraphs</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Analyzes and organizes documents in at least 3 groups</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Uses all documents when appropriate (in Mini---Q)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Evaluates source when appropriate (attribution, POV, tone or intent, reliability)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Document Reference citations in body paragraphs. (DOC A)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>1st Body Paragraph</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Body Paragraph</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>3rd Body Paragraph</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provides evidence taken directly from documents</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Restates thesis</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinches argument</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling &amp; neatness</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Lake County Schools DBQ Self---Score Sheet
### Week 8: 6/1/20-6/5/20

**Directions for Students**

This week you will begin the DBQ “The Maya: What Was Their Most Remarkable Accomplishment?” You will watch an introduction video and do a “hook” exercise to get you interested in the topic. Finally, you will watch a video that follows up on the background essay questions.

On Day 2, you will think through the question and type of information you’re looking for. The video and exercise “Understanding the Question & Pre-Bucketing” will help you with this. Then, you will be reading Documents A & B, and answering questions on them. Information from these documents will help you answer the question “The Maya: What Was Their Most Remarkable Accomplishment?”

**Compelling Question**

The Maya: What Was Their Most Remarkable Accomplishment?

**Materials Needed:**

- This student workbook
- Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Day 2</strong></td>
<td></td>
</tr>
<tr>
<td>The Maya: What Was Their</td>
<td>Document A</td>
<td>Hook Exercise: Maya</td>
</tr>
<tr>
<td>Most Remarkable Accomplishment?</td>
<td>Understanding the Question &amp; Pre-Bucketing</td>
<td>Background Essay Questions</td>
</tr>
<tr>
<td>background essay</td>
<td>Document B</td>
<td></td>
</tr>
</tbody>
</table>

**Standards Addressed**

- 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations. (2019 standards)
- 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires. Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires. (2019 standards)
Day 1
Week 8: 6/1/20-6/5/20

Topic
The Maya: What Was Their Most Remarkable Accomplishment?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH
Watch the Maya DBQ introduction.
bit.ly/dpscddBQ7

DO
Complete the Hook Exercise: Maya in which you will judge various human achievements by different criteria.

READ
Read the background essay The Maya: What Was Their Most Remarkable Accomplishment?. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the essay read aloud. Look at the first pages of this student workbook for step by step instructions on using Clever and DBQ Online.

DO
Complete the Background Essay Questions.
The Maya: What Was Their Most Remarkable Achievement?

Overview: The Maya flourished over a thousand years ago in the rainforests of Mesoamerica. Their intellectual and technical mastery in many areas has intrigued and amazed those who have studied them. This Mini-Q asks you to examine the Mayan civilization and decide which of its accomplishments was the most impressive.

The Documents:
- Document A: The Mayan Trade Network (map)
- Document B: Building Cities
- Document C: The Mayan Number System
- Document D: The Mayan Calendar
Hook Exercise: What Makes an Achievement “Remarkable”? 

Directions: The word “remarkable” is fuzzy when it is used as a measuring stick. What do we mean when we say, “Willie made a remarkable catch in center field,” or “That concert was the most remarkable I’ve ever been to,” or “It is pretty remarkable that Copernicus figured out that the earth orbits around the sun”? Indeed, what exactly is it that makes each of these accomplishments remarkable?

Task One: Below is a list of eight human achievements. Next to each are four criteria for judging remarkableness. Your job is to select those one or two criteria that best explain why each achievement is remarkable.

Criteria:

- scale = size
- genius = brilliance; cutting-edge thinking
- effort = physical or mental
- significance = impact on a society or the world

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Scale</th>
<th>Genius</th>
<th>Effort</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putting a man on the moon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting the Mona Lisa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventing the computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Discovering penicillin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defeating Nazi Germany in World War II</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing the plays of Shakespeare</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Setting a world record in the marathon</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Building the Great Walls of China</td>
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</tr>
</tbody>
</table>

Task Two: Of the eight achievements listed above, which is the most remarkable? Be able to defend your answer in terms of the four listed criteria.
The Maya: What Was Their Most Remarkable Achievement?

History is rich with stories of great human achievement. Consider the Egyptians, who built the pyramids; the Greeks, who invented and practiced democracy; the Chinese, who conceived and constructed the Great Wall. In the Western Hemisphere, no early civilization was more remarkable than the Maya.

Mesoamerica is that part of modern-day Central America that includes southern Mexico, Belize, Guatemala, and Honduras. This region has been the Mayan home for 3,000 years. Until 500 years ago, the Maya lived in isolation from the rest of the world, practicing slash-and-burn agriculture and raising crops such as corn, beans, and squash. They also hunted animals in the surrounding rainforest. As their culture developed, especially during the classic period of 250 to 900 CE, the Maya built magnificent cities with stone plazas, royal palaces, ball courts, and temple-topped pyramids. Unfortunately, Mayan city-states often warred against each other, and alliances constantly shifted. As a result, the Mayan people were never unified under a single government the way many other ancient societies were.

Despite this conflict, the various Mayan groups shared cultural similarities. They used a common writing system and organized their lives around a complex calendar that tracked religious ceremonies honoring the many Mayan gods. In one of their most important rituals, religious and political leaders — including the king — would pierce themselves with stone knives and offer their blood to feed the gods. Like the Aztecs, who flourished centuries later, the Maya practiced human sacrifice and torture as a way to keep the gods satisfied.

Sometime around the year 900 CE, the Maya abandoned many of their cities and moved to the highlands of modern-day Central America. Scholars still don’t know why this happened; it may have been because of overpopulation, overuse of the land, disease, or warfare. Whatever the reason, jungle soon covered the thousands of Mayan buildings and farms left behind. A great society appeared to go silent. When the Spanish arrived 600 years later, they did make some effort to preserve the surviving Mayan languages in dictionaries, but did little else to save the ancient culture.

It is important to say that the people never did disappear. About five million Mayans still live in Mesoamerica, speaking more than two dozen dialects of the Mayan language and practicing some of the old ways. Though the ancient Maya long remained a nearly-forgotten, mysterious people, in more recent years ignorance and neglect of the culture have changed to keen interest. Archaeologists have done much to find and uncover ancient temples and tombs, farmlands and town sites. Artists and experts in ancient language have managed to crack the code of Mayan writing. Armed with their new ability to read ancient glyphs, historians are bringing the lost Maya to life. For so long a mystery, the ancient Maya are emerging as a real, full-blooded people.

What follows are several documents showing Mayan accomplishment. To measure these accomplishments, and to help make your thinking more precise, pay special attention to four criteria for judging remarkableness:

Scale: how big was the accomplishment?
Genius: how brilliant or cutting-edge was it?
Effort: how hard was it physically or intellectually?
Significance: what was its impact on society?

Then, using these criteria, answer the question posed by this Mini-Q: The Maya: What was their most remarkable achievement?
Background Essay Questions

Answer the questions below.

1. Where was Mayan civilization located?

2. How were the Maya organized politically?

3. What rituals did the Maya use to please their gods?

4. What happened to the Maya in around 900 CE?

5. In what way does Mayan culture still exist?

6. Define these terms:
   - Mesoamerica
   - slash-and-burn agriculture
   - classic
   - city-states
   - ritual
   - glyphs

Timeline

300 CE – Mayans begin building on Cozumel Island, east of the Yucatan Peninsula.

426 CE – Yax K’uk Mo’ (translation: Blue-Green Quetzal Macaw) founds the Mayan city of Copan, which will become a powerful kingdom.

476 CE – The Western Roman Empire falls to Germanic invaders.

632 CE – Muhammad, the prophet of Islam, dies.

683 CE – Pacal the Great, the king who ruled the Mayan city-state of Palenque for 68 years, dies.

746 CE – The temple of Copan, considered the pinnacle of Mayan art, is completed.

900 CE – The Mayan city-state of Palenque is abandoned.

1492 CE – Columbus discovers America.
**Day 2**

**Week 8: 6/1/20-6/5/20**

**Topic**
The Maya: What Was Their Most Remarkable Accomplishment?

**Materials Needed:**
- This student workbook
- Device with internet including phone, tablet or computer (if available)

---

**WATCH**

Watch *Understanding the Question & Pre-Bucketing.*

[bit.ly/dpscdDBQ7](bit.ly/dpscdDBQ7)

---

**DO**

Using *Understanding the Question and Pre-Bucketing,* complete the 3 questions at the top of the page.

Then, using clues from the Mini-Q question, think of logical categories or “buckets” and label them. Use the Pre-Bucketing section at the bottom of the *Understanding the Questions and Pre-Bucketing* page.

---

**READ**

Read *Document A.* As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

---

**DO**

Complete the *Document A Analysis Questions.*

---

**READ**

Read *Document B.* As you read, look at the notes on the page and follow their directions. Use DBQ Online to hear the document read aloud.

---

**DO**

Complete the *Document B Analysis Questions.*
Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?

2. What terms in the question need to be defined?

   The answer we are looking for in question 2 is the word "greatest". It's kind of a fuzzy term until you define it.

3. Rewrite the question in your own words.

Pre-Bucketing

Directions: Using any clues from the Mini-Q question and the document titles on the cover page, think of possible analytical categories and label the buckets. We suggest either a two- or a four-bucket format.

Big hint on the pre-bucketing for this Mayan Unit. Let's go with the 4 big bucket approach to keep it simple. Ignore the top 2 buckets for now.

Below each of the 4 buckets at the bottom write "Achievement 1, Achievement 2, etc". Your job then as you look through the documents is to find 4 achievements and put the letter of the documents in each of the buckets. Good luck.
Document Analysis

1. Where did most of the salt come from? What reason explains that?

2. Figuring to the nearest 100 miles, how far would cotton goods have to travel to get from Tulum to Bonampak? How much of this journey would be by sea? By land?

3. If the people of Cerritos traded with the people of Mayapán, what goods might they exchange? How about the people of Copán and the people of El Mirador?

4. How would the trade shown on this map improve life for people across the Mayan region?

5. Using at least two measuring sticks – scale, genius, physical effort and significance – describe what is remarkable about the Mayan trade network.
Document Analysis

1. What is a pre-industrial culture?

2. What was the estimated population of ancient Copán? Of ancient Tikal?

3. What does the ability to build great buildings out of stone tell you about Mayan political power? Explain.

4. Judging from the drawing of El Mirador, which criterion – scale, genius, effort, or significance – makes Mayan architecture most remarkable? Explain.

5. Judging from the text, not the drawing, what was most remarkable about Mayan architecture?
Week 9: 6/8/20-6/12/20

Directions for Students
This week you will continue the DBQ “The Maya: What Was Their Most Remarkable Accomplishment?” You will be reading Documents C & D, and answering questions on them. Information from these documents will help you answer the question “The Maya: What Was Their Most Remarkable Accomplishment?”

On Day 2 you will organize the documents into final buckets, or categories. Then, using the chickenfoot organizer, you will write your thesis and your road map. The video “Bucketing, Thesis & Chickenfoot” will assist you. Finally, you will share your plan with someone, and take notes on their questions.

Compelling Question
The Maya: What Was Their Most Remarkable Accomplishment?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Document C</td>
<td>Document C Questions</td>
</tr>
<tr>
<td></td>
<td>Document D</td>
<td>Document D Questions</td>
</tr>
<tr>
<td>Day 2</td>
<td>Bucketing, Thesis &amp; Chickenfoot</td>
<td>Bucketing</td>
</tr>
<tr>
<td></td>
<td>Thesis &amp; Chickenfoot</td>
<td>Share plan &amp; collect questions</td>
</tr>
</tbody>
</table>

Standards Addressed
7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations. (2019 standards)
Day 1
Week 9: 6/8/20-6/12/20

Topic
The Maya: What Was Their Most Remarkable Accomplishment?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

READ
Read Document C. As you read, look at the notes on the page and follow their directions. If you have access to a device with the internet, log into DBQ Online via Clever to hear the document read aloud.

DO
Complete the Document C Analysis Questions.

READ
Read Document D. As you read, look at the notes on the page and follow their directions. Use DBQ Online hear the document read aloud.

DO
Complete the Document D Analysis Questions.
Document C


Note: We write numbers using a system in which the value of each digit depends on its position within the number. The digit furthest to the right stands for ones, the next digit to the left stands for tens, and so on. This type of system cannot work without a symbol for zero to show when a position is empty. The Maya used a positional system based on the number 20, rather than the number 10, and they were one of the first cultures in the world to develop the idea of the zero.

**THE MAYAN NUMBER SYSTEM**

The Maya used only three signs: the dot, (1), the bar, (5), and the shell, (0).

The first nineteen numerals were written as follows:

- \(\vdash = 0\)
- \(\vdash = 5\)
- \(\vdash = 10\)
- \(\vdash = 15\)
- \(\vdash = 16\)
- \(\vdash = 17\)
- \(\vdash = 18\)
- \(\vdash = 19\)
- \(\vdash = 20\)

Just as with our decimal system (based on 10) we move one column to the left when we reach 10. So with the Mayan vigesimal system (based on 20) they moved one rung upwards when they reached 20.

The numbers 21 to 25 were written as follows:

- \(\vdash = 21\)
- \(\vdash = 22\)
- \(\vdash = 23\)
- \(\vdash = 24\)
- \(\vdash = 25\)

Some examples:

- \(\vdash \times 20 = 40\)
- \(5 \times 20 = 100\)
- \(5 \times 20 + 1 = 101\)

**Document Analysis**

1. On what number was the Mayan number system based?

2. What symbol did the Maya use for zero? What symbols did they use for one and for five?

3. How did the Maya write: a. zero  b. 7  c. 26  d. 60  e. 401?

4. Why is it important to have a symbol for zero?

5. Using at least two measuring sticks – scale, genius, effort and significance – describe what was remarkable about the Mayan system of mathematics.
Document D


The Maya had two main calendars. One was the sacred or ritual calendar, called tzolkin. It was a cycle of 260 days, and it marked the ceremonial life of the people. They also had a civil calendar, based on the solar year. This calendar had eighteen months of twenty days each, adding up to 360 days in all. To this were added five unlucky days, called Uayeb, to make a total of 365 days as in our calendar. This solar calendar was called haab.... The two calendar cycles were used together. They were like two cogged wheels, revolving alongside each other, with the cogs (days) meshing as the wheels turned.

... The Maya ... developed the calendar further than any other New World people, and their calendar was more accurate than any other of their time. They were masters of the science of time measurement ... Observatories were built, at Chichén Itzá and other cities, to use in studying the movements of the sun and the moon, planets such as Venus and Mars, and the stars. The Maya priest-astronomers collected information over many years in order to make their predictions and develop their systems. So great was their knowledge that they could predict eclipses of the moon....


Note: In addition to their ritual and solar calendars, the Maya kept a long count cycle that began in 3114 BCE and ended 5,200 years later on December 21, 2012. At that point, a new cycle began.

Document Analysis

1. What were the names of the three Mayan calendars? (Hint: See note also.)

2. What probably explains why the Maya used 20-day segments in their ritual calendar and 20-day months in their solar calendar? (Hint: See Document C.)

3. Which calendar was used to keep track of religious days? Explain.

4. Which calendar would have been most useful in predicting the beginning of rainy seasons? Why?

5. Using at least one measuring stick – scale, genius, effort, or significance – describe what was remarkable about the Maya’s development of their calendar.
Day 2
Week 9: 6/8/20-6/12/20

Topic
The Maya: What Was Their Most Remarkable Accomplishment?

Materials Needed:
This student workbook
Device with internet including phone, tablet or computer (if available)

WATCH

Watch Bucketing, Thesis & Chickenfoot
bit.ly/dpscdDBQ7

DO

Look over all the documents and organize them into your final buckets, or categories. On the page Bucketing – Getting Ready to Write, write final labels under each bucket. Also write the letters of the documents in the buckets where they provide information or support.

DO

On the page Bucketing – Getting Ready to Write, on the chickenfoot organizer near the bottom, write your thesis and your road map. Your thesis is always an opinion and answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

DO

Tell someone about your chickenfoot plan. This could be someone who lives with you, or you could contact a family member, classmate or your teacher. Allow the person to tell you what questions come to mind after hearing your plan. Take notes on their questions; this may give you ideas of information to include in your essay.
Bucketing – Getting Ready to Write

Bucketing

Look over all the documents and organize them into your final buckets. Use either a two- or a four-bucket format. Write bucket labels under each bucket and place the letters of the documents in the buckets where they belong. Remember, your buckets are going to become your body paragraphs.

Thesis Development and Road Map

On the chickenfoot below, write your thesis and your road map. Your thesis is always an opinion and answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.
# Grade 7 Social Studies

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### Week 10: 6/14/20-6/19/20

**Directions for Students**
This week you will finish the DBQ “The Maya: What Was Their Most Remarkable Accomplishment?” You will be making an outline for your essay on Day 1. Then you will begin writing your essay.

On Day 2 you will finish writing your essay. Then you will evaluate your work using the DBQ Check List and Self-Scoring Guide.

**Compelling Question**
The Maya: What Was Their Most Remarkable Accomplishment?

**Materials Needed:**
- This student workbook
- Device with internet including phone, tablet or computer (if available)

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>DBQ Essay Outline Guide</td>
<td>Begin DBQ Guided Essay</td>
</tr>
<tr>
<td>Day 2</td>
<td>Finish DBQ Guided Essay</td>
<td>DBQ Check List and Self-Scoring Guide</td>
</tr>
</tbody>
</table>

**Standards Addressed**
- 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations. (2019 standards)
- 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires. Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires. (2019 standards)
Day 1
Week 10: 6/14/20-6/19/20

**Topic**
The Maya: What Was Their Most Remarkable Accomplishment?

**Materials Needed:**
- This student workbook
- Device with internet including phone, tablet or computer (if available)

**DO**

Complete the **DBQ Essay Outline Guide**.

**DO**

Begin writing your **DBQ Guided Essay**.
From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Introductory Paragraph
Grabber
Background
Restating the question
Thesis and road map

Body Paragraph #1
Baby Thesis for bucket one
Evidence: Supporting details from documents with document citation
Argument: Connecting evidence to the thesis

Body Paragraph #2
Baby Thesis for bucket two
Evidence
Argument

Body Paragraph #3
Baby Thesis for bucket three
Evidence
Argument

Concluding Paragraph
“Although” statement followed by restatement of your main idea
Explanation of why the answer to the question is important
# DBQ Guided Essay

**Title of Paper:**

<table>
<thead>
<tr>
<th>Essay Structure</th>
<th>Your Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introduction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Grabber</strong></td>
<td></td>
</tr>
<tr>
<td>Write a sentence that will make people want to read your essay.</td>
<td></td>
</tr>
</tbody>
</table>

**B. Background**

Write 2-3 sentences describing the time, place, and background story for this essay. For help, review what you wrote in the Background Essay summary.

**C. Restate the question**

Use what you wrote in Step 3 (Understanding the Question).

**D. Thesis and road map**

Write a statement that answers the Mini-Q question. Use your chickenfoot. The chickentoes show the order of your body paragraphs.
<table>
<thead>
<tr>
<th>Essay Structure</th>
<th>Your Essay</th>
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</thead>
<tbody>
<tr>
<td><strong>II. Body Paragraph 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Baby Thesis</strong></td>
<td>Write a sentence that introduces road map idea #1.</td>
</tr>
<tr>
<td><strong>B. Evidence</strong></td>
<td>Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.</td>
</tr>
<tr>
<td><strong>C. Argument</strong></td>
<td>Explain how your evidence proves your Baby Thesis.</td>
</tr>
</tbody>
</table>

| **III. Body Paragraph 2** |           |
| **A. Baby Thesis** | Write a sentence that introduces road map idea #2. |
| **B. Evidence** | Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis. |
| **C. Argument** | Explain how your evidence proves your Baby Thesis. |
IV. Body Paragraph 3

A. Baby Thesis
Write a sentence that introduces road map idea #3.

B. Evidence
Use 1-2 pieces of specific evidence from your documents to support your Baby Thesis.

C. Argument
Explain how your evidence proves your Baby Thesis.

V. Conclusion

A. Although Statement
Acknowledge the other side to the argument or another way to look at your claim.

B. Restate Thesis
Using fresh language, remind the reader of your paper’s main claim or thesis.

C. Additional Idea / Clincher
Give one more idea to leave in the reader’s mind.
Day 2
Week 10: 6/14/20-6/19/20

Topic
The Maya: What Was Their Most Remarkable Accomplishment?

Materials Needed:
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DO
Finish writing your DBQ Guided Essay.

DO
Evaluate your work using the DBQ Check List and Self-Scoring Guide.
<table>
<thead>
<tr>
<th>Basic Core</th>
<th>Points</th>
<th>Comments</th>
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<tr>
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<tr>
<td></td>
<td>Possible points</td>
<td>Self-Score</td>
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<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td>Utilizes a hook/grabber</td>
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<tr>
<td>Incorporates background knowledge - time period, place, etc.</td>
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</tr>
<tr>
<td>Has acceptable thesis (claim statement) with road map</td>
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<tr>
<td><strong>Body Paragraphs</strong></td>
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<tr>
<td>Analyzes and organizes documents in at least 3 groups</td>
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<tr>
<td>Uses all documents when appropriate (in Mini--Q)</td>
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<tr>
<td>Evaluates source when appropriate (attribution, POV, tone or intent, reliability)</td>
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<tr>
<td>Document Reference citations in body paragraphs. (DOC A)</td>
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<td><strong>1st Body Paragraph</strong></td>
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<tr>
<td>Relates sub-claim statement to the thesis (baby thesis)</td>
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<tr>
<td>Provides evidence taken directly from documents</td>
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<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
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<td><strong>2nd Body Paragraph</strong></td>
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<td>Relates sub-claim statement to the thesis (baby thesis)</td>
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<td>Provides evidence taken directly from documents</td>
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<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
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<td><strong>3rd Body Paragraph</strong></td>
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<tr>
<td>Provides evidence taken directly from documents</td>
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<tr>
<td>Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim</td>
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<tr>
<td><strong>Conclusion</strong></td>
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<tr>
<td>Restates thesis</td>
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<tr>
<td>Clinches argument</td>
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<tr>
<td><strong>Conventions</strong></td>
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<td>Grammar, spelling &amp; neatness</td>
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<tr>
<td><strong>Total</strong></td>
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