

Rigor in the History- Social Science Classroom

In *myWorld Interactive*, rigor is about immersing students in a source-rich environment with purpose. The program uses primary sources, project-based learning, analysis skill lessons and is truly designed to support students to learn at high Depth of Knowledge (DOK) levels.



Prepares Student for College and Career Readiness

myWorld Interactive provides numerous opportunities to promote classroom discourse aligned to higher levels of cognitive demand. Appropriate scaffolds are provided to ensure that all students meet instructional expectations.

Quest Inquiries

DOK Levels 3 and 4

Through the **Quest Inquiry Project**, students will use strategic thinking processes over a longer period of time to solve a real-world problem.

Students are presented with a question or problem to research.

The Quest culminates at the end of each topic. Students will apply their understanding in a final project.

Projects include:

- Essays
- Discussions
- Presentations
- Informed Action Activities
- and more!

Extended Strategic Thinking
Students demonstrate reasoning, planning, and developing connections

Quest
Document-Based Writing Inquiry

HSS 7.8.5, 7.10.2; ELA RI.7.1, RI.7.6, RI.7.9, W.7.2, W.7.4, W.7.5; ELD.P1.C.10.a

Learning Through the Ages

Quest KICK OFF
You're a historian investigating the impact the ideas of the Renaissance have had on what students learn today.

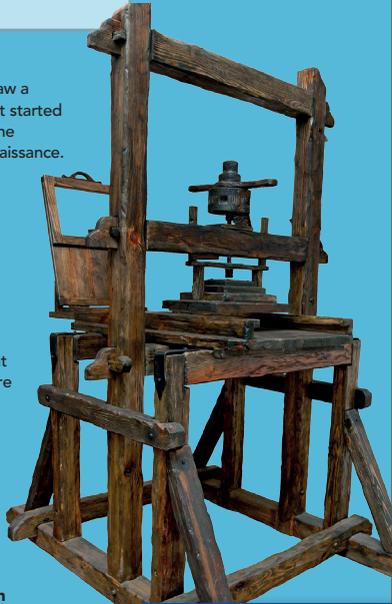
How do the ideas of the Renaissance impact today's students?

What are students currently learning as a direct result of the ideas explored by Renaissance figures? Explore the Essential Question "What is the goal of learning?" in this Quest.

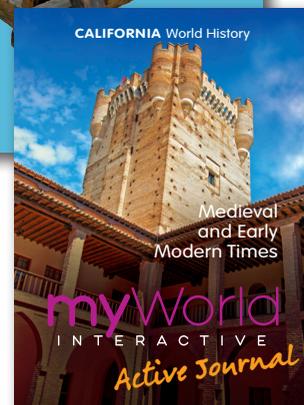
▼ The invention of the printing press had a huge impact on education and the spread of ideas.

- 1 Ask Questions**
Historians have to sniff out the facts so they can draw a complete picture of the issue they are studying. Get started now by making a list of questions you have about the connections between your schoolwork and the Renaissance. Write these questions in your Active Journal.
- 2 Investigate**
As you read the lessons in this topic, look for **Quest CONNECTIONS** that provide information on some of the ideas of the Renaissance. Write your notes in your Active Journal.
- 3 Examine Primary Sources**
Next, look at the primary sources in this topic that provide clues to connections in education. Capture your findings in your Active Journal.
- 4 Create a Chart**
Once you have finished your research, do what historians do best—tie all the information together. Create a three-column chart that explores the relationship between the **Ideas of the Renaissance**; **What Students Are Learning in School**; and the **Benefits of Each Subject**. What can you conclude? Write down your answer in your Active Journal.

TOPIC 8 • The Renaissance and Reformation



Support for all phases of the Quest are found in the student **Active Journal**.



Sites of Encounter: Quanzhou

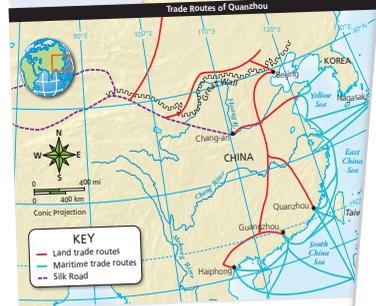
Quanzhou is a port city on the southeastern coast of China, on the Taiwan Strait. Because of its location, the city became a hub for trade with foreign nations during the Tang and Song dynasties. The city was known to many foreigners, including Marco Polo, an Italian traveler, and Ibn Battuta, a Muslim traveler from Morocco. It remains unclear if Marco Polo and Ibn Battuta actually visited Quanzhou; they may have recorded the accounts of other travelers as their own. Either way, Quanzhou was a vibrant trade city that was home to many merchants and travelers. Arabs even developed their own community along the waterfront.

The following three accounts of Quanzhou show how foreigners viewed the city, as well as how locals saw merchants and travelers from other cultures. The first account comes from Marco Polo, who traveled to China from Italy with his father and uncle. The second passage is from Ibn Battuta. The final account comes from Zhao Rukuo, who was an Inspector of Foreign Affairs in Quanzhou. Rukuo writes what he learned from working with Chinese and foreign merchants and traders.

GEOGRAPHY SKILLS

Trade routes to and from Quanzhou went over both land and sea.

- Location** What Japanese port city would traders likely use when traveling from Quanzhou?
- Draw Conclusions** Traders traveling between Quanzhou and Guangzhou used the sea rather than travel across land. What conclusion can you draw about the landscape between the two cities?



220 Primary Sources • Sites of Encounter: Quanzhou

Primary Source

Now when you quit Fujii ① and cross the River, you travel for five days south-east through a fine country, meeting with a constant succession of flourishing cities, town, and villages, rich in every product. You travel by which are many of the trees which give camphor ②. There is plenty of craftsmen, subjects of the Great Kaan ③, and under the government of Fuji. When you have accomplished these five days' journey you arrive at the very great and noble city of Zayton ④, which is also subject to Fuji. At this city you must know is the Haven of Zayton, frequented by all the ships of India, which bring thither spicery and all other kinds of costly Manzi ⑤ for hither is imported the most astonishing quantity of goods over Manzi. And I assure you that for one shipload of pepper that goes to Alexandria or elsewhere, destined for Christiansdom, there come a hundred such, eye and more too, to this haven of Zayton; for it is one of the two greatest havens in the world for commerce.

The Great Kaan derives a very large revenue from the duties paid in this city and haven; for you must know that on all the merchandize imported, including precious stones and pearls, he levies a duty of ten per cent ⑥, or in other words takes title of everything . . . ⑦

—Marco Polo, *The Book of Ser Marco Polo*

Primary Source

Chinese pottery is made only in the city of Zaitun and in Sin Kalin. ① It is made from on earth from mountains there which burns like charcoal. India and other parts of the world till it reaches our country in the Maghrib. It is the most superb kind of pottery.

The Chinese are of all peoples the most skillful in crafts and attain the greatest perfection in them. . . . One of the remarkable things I saw in this connection is that if I visited one of their cities, and then came back to it, I always see portraits of me and my companions pointed out among them. ② They go so far in this that if a man that obliges him to flee from them, they discover the country and a search is made for him. When the portrait is found, he is arrested. . . .

Reading and Vocabulary Support

① Fujii was the European spelling for the city of Fuzhou, a city in southern China.

② Camphor is a fragrant substance collected from trees and used in some forms of traditional medicine.

③ "The Great Kaan" is Kublai Khan, the Mongol ruler who ruled China.

④ Zayton was the western name for the port city of Quanzhou.

⑤ Manzi was an insulting name used for southern Chinese.

⑥ When someone levies a duty on goods that are being brought in to a new place, that person is collecting a tax to allow the owners or sellers of those goods to bring them into the new place. How might levying a duty help a ruler earn revenue?

⑦ What was Marco Polo's impression of Quanzhou and its surroundings?

① Zaitun is Zayton—Quanzhou—and Sin Kalin is Guangzhou.

② What is the reason, apparently, that the Chinese painted visitors to their cities and towns?

Primary Sources • Sites of Encounter: Quanzhou 221

The Luoyang Bridge, shown here in modern-day Quanzhou, was built during the Song Dynasty.



Reading and Vocabulary Support

① A post station is a government facility for handling mail.

② Fundu refers to places of lodging for merchants who are visiting foreign countries.

③ How would you describe the system the Chinese used to account for foreign travelers?

④ Lu-i is a kind of opaque, or not clear, glass.

⑤ The Chinese used the term Ta-Shi to refer to Arabs.

⑥ Oxide of lead, nitrate of potash, and gypsum, are minerals.

China is the safest and best country for the traveller, nine months alone with great wealth and has nothing responsible for this is that in every post station ① in fundu ② which has a director living there with a coat and foot. After sunset or nightfall the director comes and with his secretary and writes down the names of all who will pass the night there, seals and locks the door of morning he and his secretary come and call everybody write down a record. He sends someone with the key to the next post station and he brings back a note do this he is answerable for them. This is the post station of their country. . . . ③

—Ibn Battuta, *The Travels in Asia and Africa, 1325-1354*

Primary Source

Lu-i ④ comes from several of the countries of the method followed in melting it is the same as that say, it is made by burning oxide of lead, nitrate of f To these materials the Ta-shi add southern borax glass to be elastic without being brittle, and indist so that one may put it in water for a long time w therefore, more valuable than the Chinese prod

Primary Source

The Chōp-chiu, or "real pearls," which come from certain islands in the land of the Ta-shi are the best. . . . ①

As a general rule, a pearl is considered valuable if it is perfectly round; the test for its absolute roundness is, that it will not cease rolling about all day when put on a plate. Foreign traders (coming into China) are in the habit of concealing pearls in the lining of their clothes and in the handles of their umbrellas, thus evading the duties leviable upon them. ②

—Zhao Rukuo, from *Chu-Fan-Chi, or Description of the Barbarians*

Reading and Vocabulary Support

① How would you describe the attitude of the author toward Arabs and some of the goods they produced?

② What do you think it means when the author says foreigners "evaded duties"?

Analyzing Primary Sources

Reread the primary source excerpts to find evidence to support your answers.

- Determine Author's Point of View** Do you think Marco Polo and Ibn Battuta believed that trade with Chinese merchants benefited foreigners? Why or why not?
- Use Evidence** Using textual evidence from all three sources, describe the relationships between the local Chinese merchants and the foreign traders who came to Quanzhou.
- Draw Conclusions** Given the apparent suspicion with which the Chinese regarded foreign traders, why do you think they allowed and encouraged foreign trade?
- Identify Implied Main Ideas** China was a very long distance from the lands of Marco Polo and Ibn Battuta. Why do you think travelers and merchants were willing to make this long journey to trade in Quanzhou?

Recognize Point of View Why do you think the Chinese might have had concerns about the arrival of large numbers of people from foreign lands?

Synthesize How do the accounts of Marco Polo, Ibn Battuta, and Zhao Rukuo support the idea that Quanzhou was an important Site of Encounter during the Song, Yuan, and Ming dynasties?

Primary Sources • Sites of Encounter: Quanzhou 223

Primary Sources

DOK Levels 3 and 4

Primary Sources are embedded throughout the narrative to give voice to both the famous and ordinary people of history. Students consider multiple viewpoints as they analyze sources to explain, justify, and extend their thinking.

- Analyze Sources
- Use Context Clues
- Determine Author's Viewpoint and Purpose
- Consider Multiple Perspectives
- Infer
- Identify Cause and Effect
- Evaluate Arguments
- Justify Thinking
- Cite Evidence
- Draw Conclusions

21st Century Skills Tutorials

Scaffold important skills to prepare students for complex life and work situations.

Analysis Skills Lessons

DOK Levels 1-4

myWorld Interactive recognizes the connection between content and skills. Students need to master skills to ensure they are able to engage in higher levels of cognitive demand and prepare for college and careers.

The **Analysis Skills** feature provides students a process to evaluate content-related primary and secondary sources. Students will have the opportunity to:

- Compare and contrast multiple sources of evidence
- Analyze complex/abstract themes, perspectives, concepts
- Synthesize information across multiple sources
- Evaluate relevancy, accuracy, and completeness of information
- Apply new knowledge to create, design, and produce

The screenshot shows a lesson page with the following content:

- Analysis Skills** (header)
- HSS 7.1.2, 7.1.3; Analysis HI.6** (standard reference)
- Conduct a Cost-Benefit Analysis** (main title)
- INTERACTIVE Make Decisions** (button)
- Follow these steps to conduct a cost-benefit analysis on the question: Should Emperor Constantine move the capital of the Roman empire?
- 1 Identify the decision that has to be made.** A decision often starts with a problem. For example: How can I make my government stronger? How can I improve the economy? In the early 300s, Constantine needed to strengthen the eastern empire. What decision did Constantine have to make?
- 2 Identify a possible solution.** Next, consider what steps you could take that might solve your problem. What did Constantine do to solve his problem?
- 3 Identify the costs and benefits of your solution.** Ask, "What might this solution cost to put into place?" Then ask, "What are the benefits that might occur?" Be thorough in listing costs and benefits. Review the passage.
- 4 Compare the benefits to the costs.** A good solution offers benefits that are far greater than the costs. Compare the list of costs to the list of benefits you identified from Step 3. Do the costs of building the new capital outweigh the benefits?
- Secondary Source** (section header)
- Constantine was emperor of both the eastern and western Roman empires. At the time, Rome was the capital. Constantine had an important decision to make: should he build a new capital in Byzantium? There were many benefits to doing this. For one thing, Constantine was a Christian. If he built a new city, he could fill it with Christian churches. He could establish a new senate, and make other changes in government. Byzantium was in a good location for military defense and was also an established trade center.
- There would be costs in moving to Byzantium, though. Constantine would have to impose high taxes to pay for all the new buildings. Moving the center of power to the East would impact the West because it could hurt its economy and weaken its government and defenses. Constantine decided to build a new capital in Byzantium. This important decision would affect the history of the world.
- 52 Analysis Skills • Conduct a Cost-Benefit Analysis (page number)



VIDEO

21ST CENTURY SKILLS

Project the Make Decisions video in the 21st Century Skills Tutorial. Use the Quick Reference and Assessment to provide additional instruction on this skill.

◀ **21st Century Skills Tutorial** videos on SavvasRealize.com provide peer student models of the Analysis Skills in action.

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