



Big Era Four
Expanding Networks of Exchange and Encounter
1200 BCE – 500 CE



Landscape Teaching Unit 4.5
Giant Empires of Afroeurasia
300 BCE – 500 CE

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Why this unit?

During Big Era Four, states, that is, territories ruled by central governments, reached new levels of size and complexity in Afroeurasia. This unit will give students a basic understanding of the history of Afroeurasian states and societies between 300 BCE and 500 CE. Some of institutions and ways of living that these societies developed greatly influenced later ages, even our own. The unit will also guide students through a process of synthetic reasoning to gain a sense of the larger system of interconnectedness in Afroeurasia as a whole. Finally, students will develop critical skills through evaluation of their own work and that of other students.

Unit objectives

Upon completing this unit, students will be able to:

1. Demonstrate knowledge of the subject by answering a series of questions on Afroeurasian history between 300 BCE and 500 CE.
2. Categorize and record information about Afroeurasia between 300 BCE and 500 CE.
3. Demonstrate understanding of the historical significance of states during Big Era Four.
4. Evaluate their own and peer work using rubrics.

Time and materials

This unit should take, depending on which portions the teacher introduces, between three and seven class days.

Students will need some source material for acquiring and understanding information about the subject. This might include a textbook reading, a lecture, or directed library research. Students will also need materials to create brochures, such as paper, scissors, and pens.

Author

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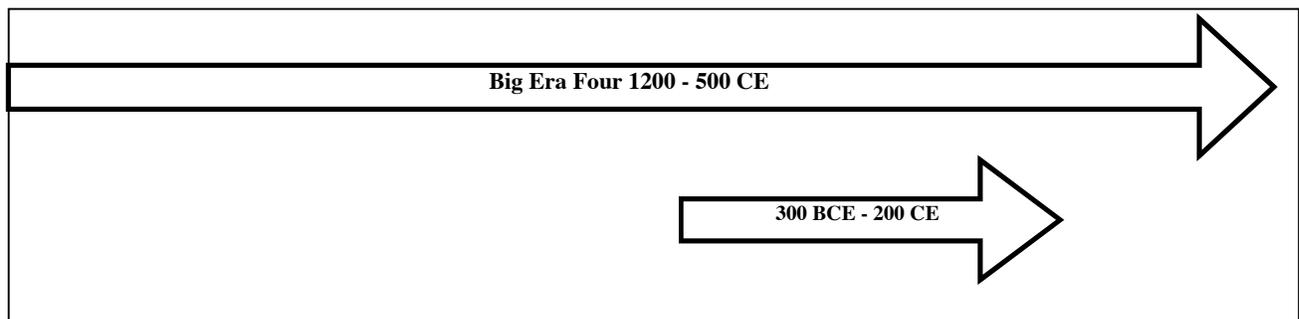
The historical context

Between 300 BCE and 500 CE, the interconnections among societies of Afroeurasia intensified to an unprecedented level. The silk roads are the best known example of this process, but they do not represent the whole story. Human ability to traverse great distances in varied seasons and climates grew by leaps and bounds, which led to an increasing awareness of peoples and societies with one another.

It is no accident, then, that this Big Era witnessed the development and spread of various universal religions in Afroeurasia, most famously Buddhism and Christianity, but also Zoroastrianism. States grew both extensively and intensively in the period as well. Indeed, the

east-west axis of Afroeurasia was marked at its poles by two of the most long-lasting and stable states of the ancient world: the Roman empire in the west and the Qin-Han empire in China. Most middle and high school history students learn something about these two empires, but other large states existed as well: Kush and Axum in northeastern Africa, Parthia in Persia, Kushana in Inner Eurasia and India, and the Xiongnu empire, which emerged on China's northwestern frontier. The period is not simply the story of Rome and Qin-Han China, but rather the development of a chain of states and empires that stretched all the way across the hemisphere and that interacted with one another in complex ways.

This unit in the Big Era Timeline



Silver coin from the Parthian empire of Persia
It may depict the head of Emperor Mithradates (171-138 BCE)

University of Alabama, http://www.hp.uab.edu/image_archive/B.C.

Lesson 1

Giant Empires of Afroeurasia: Gathering/Classifying Data

By the time students study this teaching unit, they should have a strong sense of the significance of different centers of human civilization in Afroeurasia before 300 BCE. Here, they will not simply chart these centers' growth or development. They will also examine the first system of intercommunication that humans established in that region, a system that ran from one end of the hemisphere to the other.

Preparation

Students will need to gather and master a selection of data in order to complete this lesson successfully. They might draw on a textbook reading or a lecture. Teachers should be sure to check for the compatibility of students' input with the tasks in the Student Handouts. Most important is that students have the information they need. Most likely they will find abundant information on Rome and Qin-Han China in textbooks. But on the other important states and empires of this era, textbooks may be too thin on information or may not have the specific data asked for in the handouts. Teachers should be ready to help students supplement information or to revise the activity questions. Do not, however, omit the empires and states other than Rome and Qin-Han because doing so would defeat the purpose of the lesson, which is to help students see the system as a whole.

Depending on differentials in student ability, a short vocabulary lesson may be in order to make sure they know the meaning of these terms: *geography*, *politics*, *religion*, *economy*, and *trade*. If the students complete Student Handout 1.2 and Lesson 2 they will need to understand these terms and distinguish between them in order to categorize information. Also, the term *Afroeurasia* (Africa, Asia, and Europe together as a single great land mass, or “supercontinent”) is not a difficult one to understand, but it may not be in textbooks. Therefore, this definition bears repeating as well.

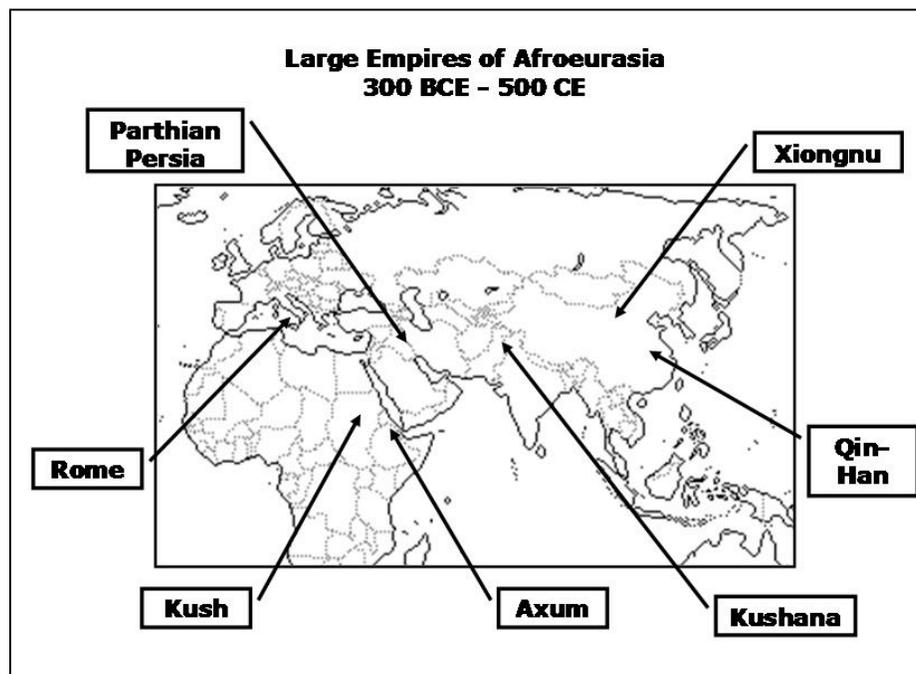
Activities

- **Factual Questions**—Students respond to brief, focused, factual questions based on reading or lecture input.
- **Research Chart**—Students gather information in research and categorize it on a chart according to topic and society.

This lesson has two activities and each can take one to two days. The first, which uses Student Handout 1.1, is a series of focused, factual questions to which students respond after gathering and mastering a selection of information. The questions are not intended to give students deep, complete understandings of the topics but rather to give some idea of differences and commonalities among societies. Completing Student Handout 1.1 alone will provide students with enough knowledge to go on to Lesson 2.

The second activity, on Student Handout 1.2, is a chart on which students place data they have assimilated. This is an open-ended activity. It differs from the first in that data is not classified for students. Rather, they must place facts in their proper categories, both by the name of the state or empire and by the type of information—geographic, political, religious, and economic—at hand. Depending on the students needs and time allowance, this activity might either replace or supplement the first activity, or it might be skipped altogether.

Each student should complete all of the work to prepare themselves for Lesson 2, which involves working in groups. That is to say, do not place students into groups for Lesson 1 because individual mastery of a certain amount of historical information is required. Among other considerations, students will have to assess one another's work in Lesson 3. Therefore, they need to understand the broad scope of the period.



Lesson 1

Student Handout 1.1—Factual Questions

Task: Briefly respond to the following questions.

Geographical

1. Which empire lay along the upper Nile River?
2. What state dominated the Altai Mountains, Mongolia, and far western China?
3. Which empire dominated the area from the Iranian plateau to the Tigris-Euphrates Rivers?
4. Which empire surrounded the Mediterranean Sea?
5. What empire united the land between the Yellow and Yangze rivers?
6. What kingdom dominated the area from central Inner Eurasia to northern India?
7. Which empire lay next to the Red Sea?

Political

1. On whom did the kings of Kushana and Xiongnu often rely on to keep order and collect taxes in local areas?
2. Which state built pyramids and which one built steles (stone pillars with inscriptions) to honor dead monarchs?
3. How did the philosophy of Legalism influence the First Qin emperor's policies?
4. What two types of governments, in chronological order, did Rome have?
5. What role did payment of tribute play in the government of the Parthian empire? (Consider the distinction between tribute and taxes.)

Religion

1. How did Ashoka, leader of the Maurya empire in India, encourage the spread of Buddhism?
2. What were Zoroaster's ideas about good and evil?
3. How did Christianity become the main religion of the Roman empire?
4. What ideas about life after death are found in Buddhism?
5. What ideas about life after death are found in Christianity?
6. What are "universal religions"?
7. Into which areas did Zoroastrianism spread?

Economy

1. What were the silk roads?
2. Which society produced the silk for which the silk roads were known?
3. Which society produced olive oil and wine for export on the silk roads?
4. How did lateen sails contribute to navigation on the Indian ocean?
5. Which states built the most effective systems of roads?
6. What were, and what role did entrepôts like Funan and Adulis play in Afroeurasian trade?

Lesson 1***Student Handout 1.2—Research Chart***

Task: Research the history of Afroeurasia between 300 BCE and 500 CE. Place factual information in the appropriate boxes on the chart by topic and society.

	Geography	Politics
Rome		
Kush		
Axum		
Parthia		
Kushana		
Xiongnu		
Qin-Han		

	Religion	Role in Afroeurasian Trade
Rome		
Kush		
Axum		
Parthia		
Kushana		
Xiongnu		
Qin-Han		

Lesson 2
Giant Empires of Afroeurasia
Selling the Destination to Time Tourists

If the students did not complete Lesson 1, they will need to research the subject of states and empires of Afroeurasia between 300 BCE and 500 CE. This is not a lesson where the students are required to gather new content. Rather, they process knowledge they have already acquired.

Lesson 2 is a concept lesson. That is to say, students are presented with a scenario, which gets them out of their own shoes, so to speak, and allows them to see historical information in a new light. The scenario at hand, a kind sci-fi approach to getting students to study history, is impossible, but the lesson offers a lot of room for creativity. The lesson aims to help students let go of preconceptions and approach the material with a fresh look.

Here, they take the roles of Time Travel Agents of the twenty-second century CE. They try to hype their product—the Giant Empires of Afroeurasia Time Tour—against cutthroat competition for the tourist dollar in a tight market. Key for these travel agents is the simple sales pitch: tell the customer about the product and why they will love it in a quick, overarching, and persuasive statement.

Preparation

1. If teachers wish to organize students in groups of four, they should do it prior to the class session so they can mix student abilities and interests and break up social cliques. Also, if teachers wish to assign brochure pages to particular students within groups, they should do so in advance.
2. Supply students with materials such as construction paper, glue, scissors, and colored pencils.

Introduction

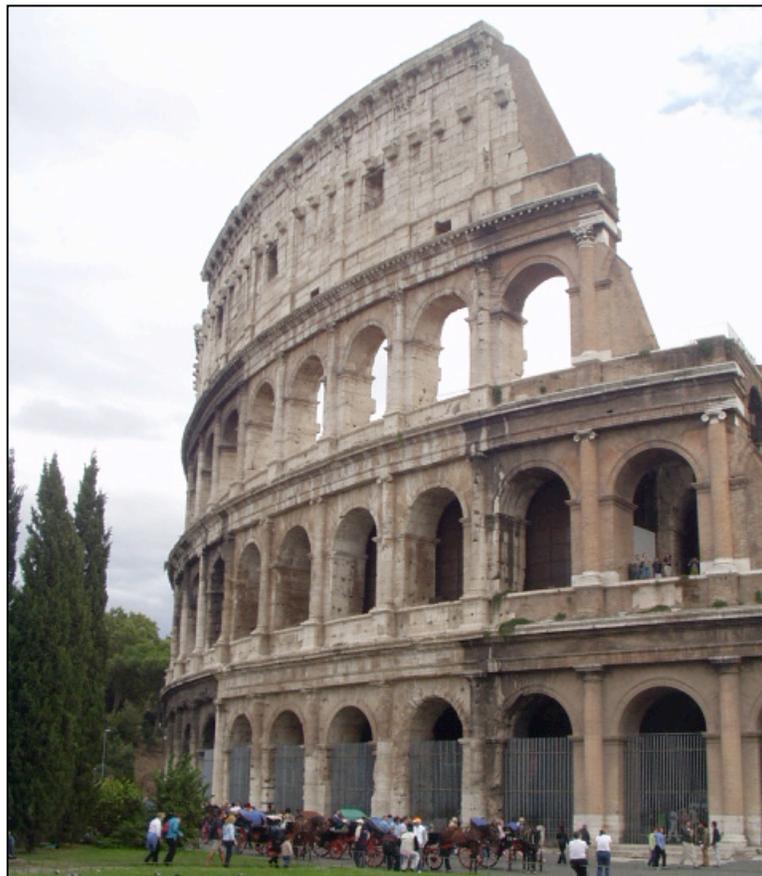
The Student Handouts provide fairly extensive text, so there is no need for a long introduction. It will be helpful to students to introduce the project, either briefly or by reading the background and task portions of Student Handout 2.1, to give a simple overview. The handouts clearly explain the process students will follow. It might be useful to go through the directions with them before beginning each portion.

Activities

- **Time Tour Brochure Page**—Individual students create pages for one of four brochures to advertise the Giant Empire of Afroeurasia Time Tour for the years 300 BCE through 500CE. The four brochures will highlight geography, politics, religion, and economy
- **Time Tour Brochure Title Page**—Students working in groups create pages to serve as title pages for the brochure pages created above.

Assessment

Use the same rubric presented in Lesson 3 to assess the four brochures. If students have not completed Lesson 3, wait until they have finished it to grade the brochures. Teachers might assign points to students based only on the work that each student is responsible for. Each might receive a quarter of the points awarded for the title page. Teachers should multiply by whatever factor necessary to scale the value for their individual grading system.



Ruin of the great Coliseum in Rome
It opened in 80 CE and could seat 50,000 people.

Photo R. Dunn

Lesson 2

Student Handout 2.1—Time Tour Brochure Page Instructions

Background

January 1, 2105—After years of experimentation, a team of international scientists successfully tested a cheap, practical time machine. Now that people could travel to the places they studied in school or college history courses, historians around the world faced the real possibility that the new machines would eliminate their jobs.

Faced with this crisis, the American Historical Association, an organization of professional history teachers and scholars, came up with a plan. The president of the association gave the keynote address that was to be the group's final annual conference:

My fellow historians, an unprecedented crisis is upon us. This new time travel device threatens us all. We can either adapt (here the speaker was interrupted with shouts from the floor), we can either adapt, or face extinction as a profession. Look at the competition at our universities and colleges! How can we compete with the sciences and their corporate funding, or with the football program and its advertising dollars? We need, ladies and gentlemen, to generate sales! (At this point the room fell into stony silence.)

I propose, my fellow historians, a new model for our profession. I submit that in this new environment, we disband the American Historical Association. It would seem that its day is done. I propose in its place that we form the American Historical Time Travel Agency. With branches at every school district, college, and university, a friendly, customer-service oriented faculty, a wide range of time travel packages, and, most of all, a lot of advertising. I see a long, bright future ahead for us all. We are no longer historians, my friends: we are sales associates!

As a result, historians and history teachers, rather than fight the time machines, voluntarily disbanded. No more history classes, history books, or those 50-minute-long history videos that fit just right in a class period. But as someone who used to be a historian, a specialist in the history of Afroeurasia from 300 BCE to 500CE, putting bread on the table would be essential. Therefore, going into the Travel Agent business would be a must.

Task

You will prepare a brochure for potential Time Tourists looking for tours to Afroeurasia. Your agency will consist of four former historians, each of whom specialized in the period, but each with a different emphasis: one in geography, one in politics, one in religion, and one in economy. Each of you will produce one page of the brochure in your specialty, and then you will collaborate on an eye-catching, customer-attracting front page.

Process

1. Once in your groups of four, **choose a name** for your Time Travel Agency.
2. Make sure each member understands her or his specialization: geography, politics, religion, or economy. **Each of you will produce one page** of the brochure.
3. Study the Sample brochure page in order to understand what is expected of you. You will be responsible for each of the numbered, individual components of your brochure page.
4. *Do not begin writing immediately what will be your final product.* **Prepare the ideas and text** for your examples first. You should offer clear and specific information about your topic, which you have gathered in your research. Choose **examples** from across Afroeurasia between 300 BCE and 500 CE. Remember, you are preparing a Travel Brochure—your customers want to know about the *whole tour*, not just one part of it!
5. Next, **create or pick two pictures** to supplement your text. Your pictures do not need to duplicate information in your examples. In fact, using different information will help give your customers a broader sense of the adventure they can expect. For **each picture**, you will **provide a caption** to explain what the customer sees. If you like to draw, sketch your own picture. If you do not, use material from some other source, such as the Internet. Make sure, however, that whatever **pictures** you find are indeed **relevant** to your topic—both the time period and place—and that you **cite the source** of your pictures.
6. Look at both your examples and your pictures. Stepping back and looking at all of it, write a **topic sub-heading statement** which sums up what Time Tourists can expect to see in Afroeurasia, on your topic, if they purchase your tour. Then, come up with a **topic heading**—a quick phrase which not only gives a sense of what is on your own page but that will catch a customer’s attention.
7. *You are still not ready to write your final product, but you are almost there.* Look back over your text and pictures. Remember what you are trying to do: sell, sell, sell! **Rephrase** your **words** to make them as appealing to a customer as possible, without changing your ideas or information. Be **creative**, be **funny**, but **do not falsify** your **information**. Your new business as a Time Travel Agent will get a bad reputation if you engage in false advertising. And, unlike some of your new colleagues in the business world, the historian in you still has a sentimental attachment to facts.
8. *Now you are ready to create your page.* Since you have already refined your text and drawn or chosen your pictures, you need to concentrate on making your product look pleasing to the eye. On **one piece of paper**, place **all your text and pictures**. You can follow the layout on the Sample brochure page, or you can devise one of your own. Notice on the sample that certain items, for example the topic heading, are in larger type than other text. This can help direct a reader’s attention to material you want to emphasize. Be creative, but make sure that regardless of how you lay out your page you **include all the required text and pictures**.

Lesson 2***Student Handout 2.2—Sample Brochure Page***

1a. Topic Heading—Quickly captures readers' interest, relates to material in brochure.

1b. Topic Sub-heading—Quick statement about general information covered in topic.

2a. First Picture—Captures readers' interest, relates to topic.

2b. First Picture Caption—Describes picture. If from another source, provide citation.

4a. First Example—Short phrase which provides concrete evidence about topic.

4b. First Example commentary—Provide explanation of meaning of First Example.

5a. Second Example—Short phrase to provide concrete evidence about topic.

5b. Second Example commentary—Provide explanation of meaning of Second Example.

6a. Third Example—Short phrase which provides concrete evidence about topic.

6b. Third Example commentary—provide explanation of meaning of Third Example.

7a. Fourth Example—Short phrase which provides concrete evidence about topic.

7b. Fourth Example commentary—Provide explanation of meaning of First Example.

3a. Second Picture—Captures readers' interest, relates to topic.

3b. Second Picture Caption—Describes picture. If from another

Lesson 2

Student Handout 2.3—Time Tour Brochure Title Page Instructions

Your group is nearly ready to make a big sales pitch with your Afroeurasia Travel Brochure. Each of you has an eye-catching page on your own topic to grab the attention of potential tourists. But if you gave the customer all four of your pages as they are, they would have to read all of them before they had a real sense of what they could expect on the Time Tour as a whole.

Back before the invention of the time machines, when you were a professional historian, you could have assigned all four pages as homework. Heck, you could have assigned fifty! But that was then, and this is now. You need a tasty Brochure Title Page as bait before you can hook your customer.

Process

1. Study the Sample Brochure Title Page in your group in order to understand what is expected of you. Your group will collaborate on making the page. **Each individual** will be responsible for providing **information and ideas** about her or his **own topic**. The group will work together to develop a title and choose a picture.
2. *Do not immediately begin writing your final product.* Look at your Topic (1a.) and Topic Subheading (1b.) from the brochure page you created. **You should have a clear, catchy phrase** which quickly gives the customer a sense of what they can expect to see on their Afroeurasia Time Tour in your area of expertise—geography, politics, religion, or economy. **If you do not have a phrase**, by all means **get one** now. If you do, you may be able simply to use the text you have in your brochure page Topic (1a.) in the portion on the Title Page for your topic's phrase (10a, 11a, 12a, or 13a, depending on your topic). You may need to adapt or condense your topic (1a.) text to **one short, eye-catching phrase that sums up your topic**, depending on how you worded it in your brochure page.
3. Next, talk with your group to develop a catchy **Brochure Title** which, in a few words, gives the reader a sense of what their experience on the Tour will be like. **Do not aim for details.** The customer can get those on the brochure pages. Go for an emotional appeal, or tickle the customer's funny bone. Whatever you do, make sure that your Title really does reflect what is in your brochure. Remember—**false advertising can ruin a reputation**
4. Once all the members of your group have their text for their phrases in order, read each others' text. Now you need to develop your **Brochure Subtitle** (8b). Remember—**this is the big sales pitch!** You want your customer to read these few words and beg to buy one of your Time Tours! Start with your subtitle. As a group, talk about the text in your group's phrases. What can a customer expect to see and do on your tour? Answer that question by **writing, as a group, a brief, enticing sentence or phrase**. This will be your **subtitle**.
5. **Draw or choose a picture** (9a.) to supplement your text. Your picture might highlight a particularly exciting part of your tour, or it might somehow give a sense of the whole tour. What counts is that it **catches a customer's attention** and reflects in some way what they can expect to find on the tour. As a group, **write a brief picture caption** (9b.) which explains the picture, and cite the picture's source if necessary.

6. *Now your group is ready to create its Title Page.* As with your brochure page, place all your text and pictures on **one piece of paper**. Follow the layout on the Sample Brochure Title Page or devise one of your own. What counts is that you **include all the required text and pictures**. **Note:** Do not forget to put the **name of your Time Travel Agency** on your Title Page!
7. Last, assemble the entire **brochure in order**: Title Page, Geography, Politics, Religion, and Economy. Now you are ready to make sales!

Lesson 2

Student Handout 2.4—Sample Brochure Title Page

<p>8a. Title—Quickly captures readers’ interest, relates to material in brochure.</p> <p>8b. Subtitle—Quick statement about general information covered in brochure.</p>	
<p>10a. Phrase about Geography—Short, eye-catching phrase which <i>sums up</i> geography covered in brochure.</p> <p>10b. Geography examples—Examples reader</p>	<p>11a. Phrase about Politics—Short, eye-catching phrase which <i>sums up</i> politics covered in brochure.</p> <p>11b. Politics examples—Examples</p>
<p>9a. Picture—Like title, captures readers’ interest, relates to material in brochure.</p> <p>9b. Picture Caption—Describes picture. If from another source provide citation.</p>	
<p>12a. Phrase about Religion—Short, eye-catching phrase which sums up religion covered in brochure.</p> <p>12b. Religion examples—Examples reader will find in brochure.</p>	<p>13a. Phrase about Trade—Short, eye-catching phrase which sums up geography covered in brochure.</p> <p>13b. Trade examples—Examples reader will find in brochure.</p>
<p>14. Time Travel Agency Name</p>	

Lesson 3

Giant Empires of Afroeurasia: Learning to Evaluate Work

This lesson builds on the previous two, but like Lesson 2 it adds cognition rather than content. Students need space to think, and guidance to think in different ways. Lesson 3 is designed to help students gauge the difference between relatively strong and relatively weak work.

Preparation

1. Students must have completed the Travel Brochures before this work is undertaken, as it refers to that material.
2. Familiarize yourself thoroughly with the criteria outlined on Student Handout 3.1
3. Browse through the Travel Brochures. Pick some representative samples from the work which correspond to different categories, more or less, on the scoring rubric. Discuss them with the class. Teachers who teach more than one world history class should try to pick as many examples of model projects of other topics so students will have a visual aid for the expectations of this assignment. This will allow students to focus more on the expectations of the assignment rather than their peers' work.
4. If possible, create some materials, either photocopied to transparency or scanned to computer, that can be projected before the class as you discuss them.

Introduction

This Lesson merits a bit more teacher-directed introduction than the previous two, primarily because the students will need guidance on what constitutes good work on the project.

1. Before you go over the instructions for Student Handout 3.1, present the example Time Travel Brochures to the class. The material should be of varying quality
2. Let the students know that their next task is to determine how effectively different groups created their brochures. Remind students of what they were asked to do in Lesson 2.
 - a. Each student produced one brochure page on their individual topic with clear, appropriate examples, eye-catching pictures, and an attention-getting Topic Heading.
 - b. The group produced a Title Page with clear, brief statements about the different topics, interesting pictures, and a title that makes a reader curious about what is inside the brochure.

Activities

Peer Evaluation: Students evaluate the class Time Travel Brochures in groups of four, according to criteria elaborated on Student Handout 3.1—Peer Evaluation Rubric.

Self-Evaluation: Students evaluate their own work for the brochures according to the rubric criteria and by reflecting on their own performance.

1. Present Student Handout 3.1—Peer Evaluation Rubric. Try to elicit from the students some sense of which of the example brochures are more effective than others and why. Accept opinions as they come, but probe the students' reasoning. Allow for disagreement between students, as long as they clarify their reasoning. Try, as the discussion continues, to steer students toward the criteria and language they will find in the rubric. When some of the language of the rubric enters into the discussion, point it out for students so they get a sense of the difference between "Excellent," "Good," "Fair," and "Needs Improvement."

The class should not rush through this discussion. Students rarely have the opportunity to discuss standards of quality, and if the students want to engage with the issue beyond a simple presentation by the teacher, let them do it. The more students who really think about these issues, the happier both they and the teacher will be in the long run. Encourage disagreement between students as a way to clarify their interpretation of the criterion in question. Always ask that students correlate their judgments to the specific example brochure and the specific criteria at hand.

At the end of the discussion, give a brief overview of the Peer Evaluation Rubric to students to leave them with a broad sense of things and to catch any last minute confusion.

2. Present Student Handout 3.2—Peer Evaluation Score Sheet. Go over the instructions with students. The written instructions are fairly clear, but make sure that students have a firm grasp of them by either reading them or briefly explaining each step. Be clear that the students are not grading the work—that is the instructor's job. You are looking for how thoughtfully students apply the criteria on the rubric to the particular brochures, as evidenced by the "Why?" portion of the score sheet.

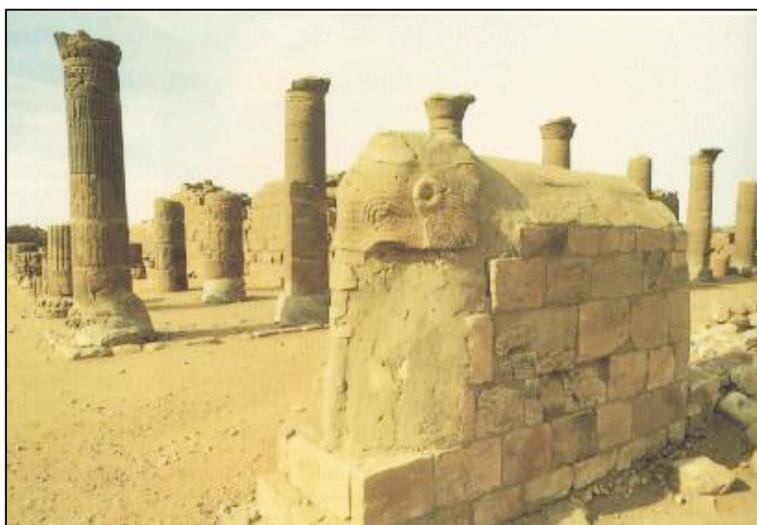
Students should have five minutes to evaluate, in their groups, each brochure. This means they need to work fairly quickly. After the discussion of Student Handout 3.1, they should be clear about the rubric. Time should be spent looking at the work and making assessments on the score sheet. Groups should discuss how they assess the brochures, but they need to keep focused on correlating specific brochures to specific criteria on the rubric.

Place students in their Time Travel Agency groups, preferably facing each other so they can talk. Pass out brochures to the groups so that each one gets its own brochure. Students will not assess their own work now. Instead, they will, on your cue, pass the work to the next group, clockwise around the room. Then, begin timing. Groups will have five minutes to assess the brochures passed to them and note their reasons for their assessments on the Peer

Evaluation Score Sheet. When five minutes are up, cue the students to pass brochures to the next group, again clockwise around the room. Continue until the groups have been through all the brochures and have their own again. This should fit, at five minutes a group, into a single class period, assuming you have about 55-60 minutes. Depending on the number of groups, though, time may be tight. Plan for it if you need. Strict timing is essential.

3. Present Student Handout 3.3—Self-Evaluation. By this time, students should have a firm grasp of the criteria on the Peer Evaluation Rubric. Clarify to the students that they will not be giving themselves a grade on their work. Rather, they should evaluate their own work according to the criteria on the rubric, explain why they evaluate their work the way they do, and reflect thoughtfully on both what they did well and how they might improve if they were they to make the brochure a second time. Stress that a student might not have done his or her best work on the brochure, but can still do an excellent self-evaluation.

Students are rarely objective about their own work, or themselves. People in general are probably the same way. The goal here is to help students become more objective. This is an activity that on the face of it might work as homework, and as it lands at the end of the unit teachers might use it that way for time's sake. But as with the discussion of the Peer Evaluation Rubric above, class time spent on this activity would probably be useful. Have the students work individually in class on the Self-Evaluation. Teachers should walk around and observe the classroom as they do. Perhaps a good number of students, even ones who were perfectly comfortable and accurate in assessing others' work, will "lose their bearings" when evaluating their own work. All sorts of issues—social, personal, or what have you—may stand in the way of a dispassionate self-evaluation. The teacher's message to the students should be the same at all times: focus on the rubric.



An elephant carved on a wall of the temple of Musawwarat al-Sufra
in the kingdom of Kush in what is today Sudan.

University of Alabama, http://www.hp.uab.edu/image_archive/B.C.

Lesson 3

Student Handout 3.1—Peer Evaluation Rubric

	Title Page	Individual Topic Pages
Excellent	10 Points. <i>“Wow! I want to book this Time Tour right now!”</i> Title and pictures catch reader’s interest. Subtitle, captions, phrases, and examples clear and appropriate. Thoughtful and interesting visual design, neatly put together.	10 Points. <i>“Wow! I can’t wait until this part of the Tour!”</i> Topic and pictures catch reader’s interest. Topic sub-heading, captions, and examples clear and appropriate. Thoughtful visual and interesting design, neatly put together.
Good	8 Points. <i>“This is definitely one of the better Time Travel Agencies!”</i> Title and pictures catch reader’s interest. Subtitle, captions, phrases, and examples clear and appropriate. Clear visual design, neatly put together.	8 Points. <i>“It definitely won’t be one of the boring parts of the Tour.”</i> Topic and pictures catch reader’s interest. Topic sub-heading, captions, and examples clear and appropriate. Clear visual design, neatly put together.
Fair	7 Points. <i>“Is this Tour the best way for me to spend my money?”</i> Title and pictures appropriate. Subtitle, captions, phrases, and examples generally but not always clear and appropriate. Generally clear visual design, with some flaws in execution.	7 Points. <i>“I hope the Tour gets through this part pretty quickly.”</i> Topic and pictures appropriate. Topic sub-heading, captions, and examples generally but not always clear and appropriate. Generally clear visual design, with some flaws in execution.
Needs Improvement	6 Points. <i>“The Tour seems like it was put together pretty quickly...Do you think it’s even safe to travel with them?”</i> Title and pictures mostly appropriate. Subtitle, captions, phrases, and examples at times unclear and inappropriate, or possibly absent. Materials placed on paper without much evident thought.	6 Points. <i>“I’m not looking forward to this part of the Tour...in fact it makes me wonder if I really want to go.”</i> Topic and pictures mostly appropriate. Topic sub-heading, captions, and examples at times unclear and inappropriate, or possibly absent. Materials placed on paper without much evident thought.
Absent	0 points. <i>“Hmm...this Agency didn’t seem to tie everything together at all...too bad.”</i> Group did not complete this portion of assignment.	0 points. <i>“Gee...they must not cover this topic in their Tour...might have been interesting.”</i> Individual responsible for this topic did not complete the assignment.

Lesson 3

Student Handout 3.2—Peer Evaluation Score Sheet

Task: Look over the other Time Travel Agencies’ Brochures and evaluate how successfully they met the criteria on the Peer Evaluation Rubric.

Process:

1. Assemble into your Time Travel Agency Groups according to your teacher’s instructions, with your copies of Student Handout 3.1—Peer Evaluation Rubric.
2. Your group will receive your own Brochure to begin with, but at your teacher’s cue you will pass it to another group and receive a different Brochure.
3. When you receive a Brochure, write the name of the Time Travel Agency in the appropriate box, and then look over the Brochure with your group. You will have five minutes to evaluate the Brochure. Evaluate each portion of the Brochure by discussing which criteria each portion best fits on the Rubric. Circle “E” for Excellent, “G” for Good, and so on, depending on which criterion best fits. Then, briefly give a reason why you chose this criterion. You do not need to write in complete sentences, but you do need to note what in the Brochure led you to make the evaluation you did.
4. On your teacher’s cue, pass the Brochure to another group as directed. You will then receive another Brochure, and will repeat step 3 and 4 until your group gets its own Brochures back.

Time Travel Agency Name	Title Page	Geography	Politics	Religion	Economy
	E G F N A <i>Why?</i>				
	E G F N A <i>Why?</i>				
	E G F N A <i>Why?</i>				

Time Travel Agency Name	Title Page	Geography	Politics	Religion	Economy
	E G F N A <i>Why?</i>				
	E G F N A <i>Why?</i>				
	E G F N A <i>Why?</i>				
	E G F N A <i>Why?</i>				
	E G F N A <i>Why?</i>				
	E G F N A <i>Why?</i>				

Lesson 3

Student Handout 3.3—Self-Evaluation

Task

Using Student Handout 3.1—Peer Evaluation Rubric as a reference, evaluate the work you did on your Time Tour Brochure. Support your evaluation with specific references to your work and to the Rubric. Also, reflect on what you did well and what you might improve.

Process

1. Evaluate your work in the table below.

<p>Your work on Title Page</p>	<p>Circle One: Excellent Good Fair Needs Improvement Absent</p> <p>Why did you evaluate your work as you did?</p> <p>Give specific examples from your work on the Title Page that led you to your evaluation. Explain how these examples relate to specific parts of the Peer Evaluation Rubric.</p>
<p>Your individual brochure page</p>	<p>Circle One: Excellent Good Fair Needs Improvement Absent</p> <p>Why did you evaluate your work as you did?</p> <p>Give specific examples from your work on your brochure page that led you to your evaluation. Explain how these examples relate to specific parts of the Peer Evaluation Rubric.</p>

2. What part of your work on the Time Travel Brochure was most successful by the criteria on the Rubric? Explain what you did and why it was so successful.

3. What part of your work on the Time Travel Brochure was least successful by the criteria on the Rubric? Explain what you did and how you might improve it.

This unit and the Three Essential Questions

	<p>Archaeologists and historians have shown that humans have been clearing and burning forests since paleolithic times. Research and write a report on deforestation in Afroeurasia in the centuries of the Roman and Qin-Han empires. Library sources might include Michael Williams, <i>Deforesting the Earth: From Prehistory to Global Crisis</i> (University of Chicago Press, 2003); “Deforestation,” in <i>Berkshire Encyclopedia of World History</i>, vol. 2 (Berkshire Publishing, 2005); and “Deforestation,” in <i>Encyclopedia of World Environmental History</i>, vol. 1 (Routledge, 2004).</p>
	<p>Historians are generally agreed that among the empires of the 300 BCE – 500 CE period, the Qin-Han empire in China had the largest and most effective bureaucracy. What is a bureaucracy? What specific characteristics does it have as a tool of government? Some of the empires of that age were governed without much bureaucracy. How could that be done? Historians of ancient Rome have argued that that empire was not governed according to bureaucratic rules? How then was it governed? What role does bureaucracy play in American life today? What experiences, good or bad, have you had with bureaucrats and bureaucracy? How can you tell when you are dealing with a bureaucracy?</p>
	<p>How did the empires of the 300 BCE – 500 CE period contribute to or hinder the spread of Christianity and Buddhism?</p>

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 2: Economic Networks and Exchange

Key Theme 3: Uses and Abuses of Power

Key Theme 7: Spiritual Life and Moral Codes

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (A) distinguish between past, present, and future time.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (H) utilize visual, mathematical, and quantitative data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (D) draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (C) interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.

Resources

Resources for teachers

Boardman, John, Jasper Griffin, and Oswyn Murray, eds. *The Oxford History of the Classical World*. New York: Oxford UP, 1986.

Boren, Henry C. *Roman Society*. Lexington, MA: D.C. Heath, 1992.

Burstein, Stanley, *et al.* *Ancient History: Recent Work and New Directions*. Claremont, CA: Regina Books, 1997.

Christian, David. *A History of Russia, Central Asia, and Mongolia*. Vol. 1: *Inner Eurasia from Prehistory to the Mongol Empire*. Oxford: Blackwell, 1998.

Di Cosmo, Nicola. *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*. New York: Cambridge UP, 2002.

Ebrey, Patricia. *The Cambridge Illustrated History of China*. Cambridge: Cambridge UP, 1996.

Foltz, Richard C. *Religions of the Silk Road: Overland Trade and Cultural Exchange from Antiquity to the Fifteenth Century*. New York: St. Martin's Press, 1999.

Frye, Richard N. *The Heritage of Central Asia: From Antiquity to the Turkish Expansion*. Princeton, NJ: Markus Wiener, 1996.

Garthwaite, Gene R. *The Persians*. Malden, MA: Blackwell, 2005

Hansen, Valerie. *The Open Empire: A History of China to 1600*. New York: Norton, 2000.

Welsby, Derek A. *The Kingdom of Kush*. London: British Museum Press, 1996.

Whitfield, Susan. *Life Along the Silk Road*. London : John Murray, 1999.

Resources for students

Burstein, Stanley. *Ancient African Civilizations: Kush and Axum*. Princeton, NJ: Markus Wiener, 1998. Excellent summary of these societies with primary source documents.

“The Silk Road.” *Calliope: Exploring World History* 12 (Feb. 2002). Full issue of this history magazine for children devoted to the subject.

Correlations to National and State Standards and to Textbooks

National Standards for World History

Era Three: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, 1C: The student understands how states developed in the upper Nile valley and Red Sea region. 3A: The student understands the causes and consequences of the unification of the Mediterranean basin under Roman Rule. 3B: The student understands the emergence of Christianity in the context of the Roman empire. 3C: The student understands how China became unified under the early imperial dynasties. 3D: The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan empire.

California: History-Social Science Content Standards

Grade Six, 6.5: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. 6.6: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 6.7: Students analyze the geographic, political, economic, religious, and social structure during the development of Rome.

Illinois Learning Standards: Social Science

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. 16.B.2a (W): Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations. 16.B.3a (W): Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE. 16.C.1b (W): Explain how trade among people brought an exchange of ideas, technology and language.

New York: Social Studies Resource Guide with Core Curriculum

Unit One: Ancient World – Civilizations and Religions (4000 BC – 500 AD), C. Classical civilizations, 1. Chinese civilization. 3. Roman Republic. 4. Indian (Maurya) empire. 7. The growth of global trade routes in classical civilizations. D. The rise and fall of great empires. 1. Han Dynasty. 2. Roman empire. E. The emergence and spread of belief systems.

Virginia Standards of Learning

World History and Geography to 1500 AD. Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. to 500 A.D. WHI.4. The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations. WHI.6. The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western Civilization.

Conceptual links to other teaching units

We have seen in this Teaching Unit that trade and cultural exchanges linked together the chain of major states and empires that existed in Afroeurasia between 300 BCE and 500 CE. We have also seen that these states and empires can be compared with one another in terms of geography, government, religion, economy, society, and other factors. The next unit, Teaching Unit 4.6 titled "Empires and city-states of the Americas, 800 BCE - 500 CE," takes us across the oceans to a part of the world where large empires, states, and cities existed at the same time as Rome, Kush, and others but that had no contact that we know of with the peoples and societies of Afroeurasia. Therefore, we cannot demonstrate interactions and mutual influences between states of Afroeurasia and the Americas. We can, however, make comparisons. Basically, how were the large-scale societies that thrived in Mesoamerica and South America similar to and different from those that we considered in the unit just completed?