



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies AP World History

| | | | | | |
|-------------------|---|-----------------|---|----------------------------|-----------------|
| Unit title | <i>Unit 3: Land-Based Empires 1450 - 1750</i> | MYP year | 5 | Unit duration (hrs) | <i>12 Hours</i> |
|-------------------|---|-----------------|---|----------------------------|-----------------|

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSWH9 Analyze change and continuity in the Renaissance and Reformation.

- a. Explain the social, economic, and political changes that contributed to the rise of Florence.
- b. Identify artistic and scientific achievements of the Renaissance.
- c. Explain the main characteristics of humanism.
- d. Explain the importance of Gutenberg and the invention of the printing press.
- e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.
- g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.

- a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.
- b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.

College Board Learning Objectives:

Unit 3 Learning Objective A Explain how and why various land-based empires developed and expanded from 1450 to 1750.

Unit 3: Learning Objective B Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.

Unit 3: Learning Objective C Explain continuity and change within the various belief systems during the period from 1450 to 1750.

Unit 3: Learning Objective D Compare the methods by which various empires increased their influence from 1450 to 1750.

Unit 3: Learning Objective E Explain the causes of the growth of networks of exchange after 1200.

Unit 3: Learning Objective F Explain the effects of the growth of networks of exchange after 1200.

Concepts/Skills to be Mastered by Students

Map and Globe Skills:

- 4. Compare and contrast the categories of natural, cultural, and political features found on maps
- 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 7. Use a map to explain impact of geography on historical and current events
- 8. Draw conclusions and make generalizations based on information from maps

Information Processing Skills:

- 1. Compare similarities and differences
- 4. Distinguish between fact and opinion
- 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. Identify and use primary and secondary sources
- 8. Identify social studies reference resources to use for a specific purpose
- 11. Draw conclusions and make generalizations
- 12. Analyze graphs and diagrams

Literacy Standards:

Writing Standards in Literacy

L9-10WHST2 A: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

L9-10WHST2 C: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts

L9-10WHST2 E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

Reading Standards in Literacy

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

L9-10RHSS2: Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them

L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources

| Key concept | Related concept(s) | Global context |
|-------------|--------------------|----------------|
|-------------|--------------------|----------------|

| | | |
|--|--|--|
| <p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex.</p> | <p>Conflict Governance Cooperation</p> | <p>Personal and Cultural Expression Students will explore the ways in which products, systems express ideas, culture, beliefs and values.</p> |
| <p>Statement of inquiry</p> | | |
| <p>While change occurs over time, there is continuity to the basic structure of the society.</p> | | |
| <p>Inquiry questions</p> | | |
| <p>Factual: Compare the development and expansion of large land-based empires from 1450 to 1750 CE. What strategies did rulers use to legitimize and consolidate their power in land-based empires in this period? (include economic strategies and relationships between practitioners of belief systems). How can evidence of historical practices be interpreted and formulated effectively</p> <p>Conceptual: What elements remained continuous in Afro-Eurasian land based empires between 1450 - 1750? What elements underwent change among Afro-Eurasian land based empires between 1450 - 1750?</p> <p>Debatable: How did the fact that some Afro-Eurasian empires remained primarily land based either handicap or enable their development between 1450 - 1750?</p> | | |
| <p>MYP Objectives</p> | <p>Assessment Tasks</p> | |

| What specific MYP objectives will be addressed during this unit? | Relationship between summative assessment task(s) and statement of inquiry: | List of common formative and summative assessments. |
|--|--|---|
| Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically | DBQ: Devshirme Students apply DBQ skills to address a DBQ on the Ottoman bureaucratic strategy of <i>devshirme</i> , aiming for the Core Four points on the DBQ Rubric. | Formative Assessment(s): Unit 3 Vocab Quiz Summative Assessment(s): Devshirme DBQ Unit 3 and 4 Exam (Pending end of Unit 4) |

Approaches to learning (ATL)

| |
|---|
| <p>Category: Communication Cluster: Communication Skills Skill Indicator: Write for different purposes</p> <p>Category: Thinking Cluster: Creating Thinking Skills Skill Indicator: Use brainstorming and visual diagrams to generate new ideas and inquiry</p> |
|---|

Learning Experiences

Add additional rows below as needed

| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
|--|--|---|
| Analyze similarities and differences between “Gunpowder Empires” and assess change and continuity from empires during Global Tapestry unit | Gunpowder Empires Jigsaw and Body Biography Activity | To be determined by the World History AP Team |
| Analyze effectiveness of devshirme as a bureaucratic organization to strengthening the Ottoman Empire | DBQ: Devshirme | To be determined by the World History AP Team |

Content Resources

[Required Vocabulary Terms](#) ATL 4, 5

[The Land-based Empires](#) ATL 2

Jigsaw Activity on 4 Land-Based Empires ATL 4

- [The Ottoman Empire](#)
- [The Safavid Empire](#)
- [The Russian Empire](#)
- [The Mughal Empire](#)
- [Qing China](#)
- [Tokugawa Shogunate](#)

Omani Video and Trade Network: The Omani Empire: [An Accidental Empire](#) (10:58) ATL 4

Additional Supports

[College Board World History Course and Exam Information](#)

[AP Classroom](#) (students create an account and have access to AP resources and tools)

[DoE World History Inspire Site](#)

[World History Teacher Note](#)

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)