



Marietta City Schools

District Unit Planner

Unit 1-2: The Global Tapestry and Networks of Exchange (1200 - 1450)

Unit title	Unit 1-2: The Global Tapestry and Networks of Exchange 1200 - 1450	MYP year	5	Unit duration (hrs)	20 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD

d. Explain how geography contributed to the movement of people and ideas, including: Silk Roads and Indian Ocean Trade.

SSWH4 Analyze impact of the Byzantine and Mongol empires.

a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.

b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.

c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.

d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.

e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.

a. Analyze the origins of Islam and the growth of the Islamic Empire.

b. Understand the reasons for the split between Sunni and Shi'a Muslims.

c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.

d. Identify the contributions of Islamic scholars in science, math, and geography

e. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.

a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.

b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.

c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.

SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.

- a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Explain the political impact of Christianity and the role of the church in medieval society.
- c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.
- d. Describe the causes and impact of the Crusades on the Islamic World and Europe.

SSWH8 Describe the diverse characteristics of societies in Central and South America.

- a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.
- b. Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology. Development in East Asia from c. 1200 to c. 1450

College Board Learning Objectives:

Unit 1 Learning Objective A Explain the systems of government employed by Chinese dynasties and how they developed over time.

Unit 1: Learning Objective B Explain the effects of Chinese cultural traditions on East Asia over time.

Unit 1: Learning Objective C Explain the effects of innovation on the Chinese economy over time.

Unit 1: Learning Objective D Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.

Unit 1: Learning Objective E Explain the causes and effects of the rise of Islamic states over time.

Unit 1: Learning Objective F Explain the effects of intellectual innovation in Dar al-Islam.

Unit 1: Learning Objective G Explain how the various belief systems and practices of South and Southeast Asia affected society over time.

Unit 1: Learning Objective H Explain how and why various states of South and Southeast Asia developed and maintained power over time.

Unit 1: Learning Objective I Explain how and why states in the Americas developed and changed over time.

Unit 1: Learning Objective J Explain how and why states in Africa developed and changed over time.

Unit 1: Learning Objective K Explain how the beliefs and practices of the predominant religions in Europe affected European society.

Unit 1: Learning Objective L Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.

Unit 1: Learning Objective M Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.

Unit 1: Learning Objective N Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

Unit 2 Learning Objective A Explain the causes and effects of growth of networks of exchange after 1200.

Unit 2: Learning Objective B Explain the process of state building and decline in Eurasia over time.

Unit 2: Learning Objective C Explain how the expansion of empires influenced trade and communication over time.

Unit 2: Learning Objective D Explain the significance of the Mongol Empire in larger patterns of continuity and change.

Unit 2: Learning Objective E Explain the causes of the growth of networks of exchange after 1200.

Unit 2: Learning Objective F Explain the effects of the growth of networks of exchange after 1200.

Unit 2: Learning Objective G Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.

Unit 2: Learning Objective H Explain the causes and effects of the growth of trans-Saharan trade.

Unit 2: Learning Objective I Explain how the expansion of empires influenced trade and communication over time.

Unit 2: Learning Objective J Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

Unit 2: Learning Objective K Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

Unit 2: Learning Objective L Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.

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/legends to acquire information from historical, physical, political, resource, product, and economic maps
7. Use a map to explain the impact of geography on historical and current events.
8. Draw conclusions and make generalizations based on information from maps.
10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities.
11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.

Information Processing Skills:

1. Compare similarities and differences.
6. Identify and use primary and secondary sources.
7. Interpret timelines, charts, and tables.
8. Identify social studies reference resources to use for a specific purpose.
16. Check for consistency of information.

Literacy Standards:

Writing Standards in Literacy

L9-10WHST1 C: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims

L9-10WHST1 D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

L9-10WHST1 E: Provide a concluding statement or section that follows from or supports the argument presented

L9-10WHST2 F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Reading Standards in Literacy

L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and social science

L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

Key concept	Related concept(s)	Global context
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<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>Growth Power Governance Cultural Diffusion</p>	<p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>
<p>Statement of inquiry</p>		
<p>The culture of a society is the product of religion, beliefs, customs, traditions, and government of that society; when societies expand the interaction can result in cooperation and/or conflict.</p>		
<p>Inquiry questions</p>		
<p>Factual: What are the unique characteristics of early empires with regards to P I E C E S? What are the specific “regional geography” terms that will be used by the College Board? (SW Asia, Sub-Saharan Africa, etc). What was “going on” in each of the 6 geographic sections of the world, ca. 1450? What were the different technological innovations that transformed Afro-Eurasian trade routes? What were the different economic innovations that transformed Afro-Eurasian trade routes? What were the different goods traded along the Afro-Eurasian trade routes? What were the environmental and cultural consequences of trade on the Afro-Eurasian trade routes? What role did the Mongols play in facilitating exchanges on the Silk Roads?</p> <p>Conceptual: Are there similarities related to how civilizations/cultures developed? Are there similarities and differences between trade routes in Afro-Eurasia between 1200-1450?</p> <p>Debatable: How did the attitudes between Christians and Muslims shape the Western half of Eurasia during this period? Were the Mongols a positive or negative force on Afro-Eurasian society between 1200-1450? To what extent did trade bring positive effects to Afro-Eurasian societies between 1200-1450?</p>		
<p>MYP Objectives</p>	<p>Assessment Tasks</p>	
<p><i>What specific MYP objectives will be addressed during this unit?</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>

<p>Criterion A: Investigating Criterion B: Communicating Criterion C: Investigation Criterion D: Thinking Critically</p>	<p>The primary MYP assessment for this unit prompts students to examine documents to determine the effects the Black Death and its spread had on European society. Due to their status as a limited trade partner with other Afro-Eurasian empires (see statement of inquiry), it made the effects of the Plague more pronounced than in other areas.</p> <p>DBQ Playbook Black Death DBQ</p>	<p>Formative Assessment(s): Unit 1 Vocab Quiz, Unit 2 Vocab Quiz DBQ Playbook</p> <p>Summative Assessment(s): Unit 1 Group Project: Global Tapestry Unit 1+2 Summative Exam (25 MC, 1 SAQ) Black Death DBQ</p>
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Approaches to learning (ATL)

<p>Category: Self Management Cluster: Organization Skill Indicator: Students will manage time to complete the LEQ task effectively.</p> <p>Category: Research Cluster: Information Literacy Skill Indicator: Students will find, interpret, and judge information to create and support their LEQ argument.</p>

Learning Experiences
Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Analyze state-building characteristics in six regions during the period 1200-1450	How To Run An Empire Project	Groups are assigned different topics to match the different regions in THE GLOBAL TAPESTRY
Analyze connections between regions' trade patterns from 1200-1450	Southernization Article and Map Activity	If necessary, reading could be reformatted with different reading levels as this comes from an academic journal
Introduce the DBQ essay and its rubric Develop argumentation skills using historical documents as evidence	DBQ Playbook Black Death DBQ	Assignment is scaffolded to tackle the different components of the DBQ; student and teacher discussion is had at each level

<p>Reinforce content in APWH Section 2.2 Develop stimulus-based mc question skills</p>	<p>Mongols Stimulus Multiple Choice Practice</p>	<p>Students complete the activity first and then there is discussion about the answers and how they connect to the readings in order to clarify differences</p>
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Content Resources

<p> Unit 1 Vocabulary Quizlet Unit 2 Vocabulary Quizlet How To Run An Empire Project Mongols Stimulus Multiple Choice Practice Southernization Article and Map Activity DBQ Playbook Black Death DBQ </p>
