



Marietta City Schools

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)	12 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

SSWH9 Analyze change and continuity in the Renaissance and Reformation.

- Explain the social, economic, and political changes that contributed to the rise of Florence.
- Identify artistic and scientific achievements of the Renaissance.
- Explain the main characteristics of humanism.
- Explain the importance of Gutenberg and the invention of the printing press.
- Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.
- 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.

- Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.
- 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
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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>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	Differentiation comes from different empires that are required as different groups get different empires Different learning styles are embraced with kinesthetic and collaborative styles of learning
Analyze effectiveness of devshirme as a bureaucratic organization to strengthening the Ottoman Empire	DBQ: Devshirme	Assignment is chunked so students work together to gain understanding on different types of the DBQ

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)