



Marietta City Schools

District Unit Planner

Individuals and Societies AP World History

Unit title	<i>Unit 4: Transoceanic Connections 1450 - 1750</i>	MYP year	5	Unit duration (hrs)	15 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

SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.

- Explain the roles of explorers and conquistadors.
- Analyze the global, economic, and cultural impact of the Columbian Exchange.
- Explain the role of improved technology in exploration.
- Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

College Board Learning Objectives:

Unit 4 Learning Objective A Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750

Unit 4 Learning Objective B Describe the role of states in the expansion of maritime exploration from 1450 to 1750

Unit 4 Learning Objective C Explain the economic causes and effects of maritime exploration by the various European states

Unit 4 Learning Objective D Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres

Unit 4 Learning Objective E Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750

Unit 4 Learning Objective F Explain the continuities and changes in economic systems and labor systems from 1450 to 1750

Unit 4 Learning Objective G Explain changes and continuities in systems of slavery in the period from 1450 to 1750

Unit 4 Learning Objective H Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

Unit 4 Learning Objective I Explain the continuities and changes in networks of exchange from 1450 to 1750.

Unit 4 Learning Objective J Explain how political, economic, and cultural factors affected society from 1450 to 1750.

Unit 4 Learning Objective K Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.

Unit 4 Learning Objective L Explain the effects of the development of state power from 1450 to 1750.

Unit 4 Learning Objective M Explain how social categories, roles, and practices have been maintained or have changed over time.

Concepts/Skills to be Mastered by Students

Map and Globe Skills:

- 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic 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

Information Processing Skills:

- 1. Compare similarities and differences
- 11. Draw conclusions and make generalizations

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
Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	Conflict Governance Cooperation	Globalization and Sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision-making on humankind and environments
Statement of inquiry		
The movement or migration of people and ideas affects all societies involved politically, economically, and socially.		
Inquiry questions		

Factual
 Compare the development and expansion of large maritime empires from 1450 to 1750 CE.
 What strategies did rulers use to legitimize and consolidate their power in maritime 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?

Conceptual
 What elements remained **continuous** in Afro-Eurasian maritime based empires between 1450 - 1750?
 What elements underwent **change** among Afro-Eurasian maritime based empires between 1450 - 1750?

Debatable
 Were the strategies used by maritime-based empires to extend control more effective than the strategies used by land-based empires?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically	DBQ 2: The Portuguese in the Indian Ocean (Released AP DBQ). Students will take an exam in the format of the AP Exam’s stimulus based multiple choice. Students will also have an SAQ to answer. DBQ 2: Grading Rubric	Formative Assessment(s): Unit 4 Vocabulary Quiz Summative Assessment(s): Unit 3 and 4 Exam (to be created later)

Approaches to learning (ATL)

Category: Thinking
Cluster: Critical thinking
Skill Indicator: Draw reasonable conclusions and generalizations (Stimulus-based Multiple Choice exams)

Learning Experiences
 Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Analyze characteristics of a mercantilist economy during the Age of Exploration	Students participate in a simulation that helps students understand the characteristics of a mercantilism system	Different roles in the simulation provide different perspectives to the effects of mercantilism
Analyze the impact of Portuguese exploration in the Indian Ocean trade system	Portuguese Exploration in the Indian Ocean	DBQ will be chunked - first document analysis, then grouping, then writing with evidence and analysis
Analyze the impact of the silver trade on European economies	Silver Trade DBQ	DBQ will be chunked - first document analysis, then grouping, then writing with evidence and analysis
Content Resources		
<p>Unit 4 Quizlet ATL 4, 5 Portuguese Exploration in the Indian Ocean ATL 3</p> <p>Support Resources</p> <p>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)</p>		