

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Pre-AP World History

December 2021

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Pre-AP World History

9th Grade

The curriculum for *Pre-AP World History* is designed to offer ninth grade students an engaging and skill based curriculum that meets district standards and prepares students for the academic challenges ahead. *Freshman Pre-AP World History* also serves as the introduction for those students intent on taking AP World History in their sophomore years as the scope of the freshmen course is from prehistory through 1450. Aside from an introductory review of the prior year, the scope of New Milford's tenth grade AP World History course is primarily from 1450 through the present. This approach is intended to offer students an enriching and comprehensive experience as they approach the AP World History exam toward the end of their sophomore year. (Additional note: a 9th grade student may take Pre AP World History without the intent of taking AP World History).

Pacing Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

Unit 1: Early Peoples and Civilizations Prehistory-500 B.C.E.	4-5 weeks
Unit 2: Age of Empires: Eurasia and North Africa 500 B.C.E.-500 C.E.	7-8 weeks
Unit 3: Emergence of Islamic Civilization 600 C.E.-1450 C.E.	5-6 weeks
Unit 4: Spread of Christianity and Developments in Europe 500 C.E.-1450 C.E.	5-6 weeks
Unit 5: Developments in East, South, and Southeast Asia 500 C.E.-1450 C.E.	5-6 weeks
Unit 6: Developments in Africa 500 C.E. - 1450 C.E.	3-4 weeks
Unit 7: Developments in the Americas 500 C.E.-1492	4-5 weeks
Unit 8: Networks of Exchange: Silk Roads, Indian Ocean Trade, Trans-Saharan Trade and the Mongol Empire	5-6 weeks

<p>ESTABLISHED GOALS</p> <p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation: Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Contrast social and economic characteristics of paleolithic hunter gatherer, pastoral and agricultural civilizations</p> <p>Describe and illustrate political, economic and social features of societies that emerged into unified and powerful states</p> <p>Compose a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Craft historical arguments from historical evidence (historical argumentation, ability to use evidence)</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Early peoples migrated out of east Africa and populated the rest of Africa, Europe, Asia and the Americas</p> <p>Technological and social breakthroughs such as crop engineering and metallurgy led to major transformations such as the agricultural revolution and formation of human societies</p> <p>Paleolithic hunter gatherers, pastoralists and agricultural civilizations each displayed unique social</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>What factors prompted early peoples to migrate?</p> <p>Are innovations and transformations more often attributed to dissemination and sharing or due to needs stemming from localized conditions?</p> <p>Is social hierarchy a natural or coerced human condition?</p> <p>Why did some communities choose to retain a paleolithic lifestyle while others evolved toward pastoralism or agrarian means of sustenance?</p>

	<p>and economic characteristics that allowed for sustenance and development of their societies</p> <p>Some societies unified and emerged into powerful states that promoted the idea of religiously sanctioned political rulers, monumental architecture, social hierarchy and regional trade networks</p>	<p>Are human societies better served through small social units such as those displayed by paleolithic and pastoral peoples or larger social units such as those displayed by first agricultural communities?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>Causes, patterns and sequences of early migrations</p> <p>Technological and social characteristics of paleolithic peoples</p> <p>Technological innovations and economic needs that prompted the agricultural revolution</p> <p>Staple crops and domesticated animals that facilitated first settled societies</p> <p>Identities, locations and socio-economic characteristics of early pastoral peoples</p> <p>Examples of early cultural diffusion such as the spread of bronze metallurgy, the wheel, and the Phoenician alphabet.</p> <p>Political and social features of early civilizations such as those found in Mesopotamia, the Nile River valley, the Indus River Valley and the Yellow River valley. For example divine kingship, patriarchy, and social</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Connecting early human migration patterns to the rise of later civilizations</p> <p>Associating technological and social breakthroughs with</p>

	stratification.	major transformations such as the agricultural revolution and formation of human societies Applying measures that qualify contemporary civilizations to construct meaningful measures of early civilizations
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Rubric for role play: presentation of fundamental information, strong reliance on written sources, oral presentation skills and creativity, outstanding coordination of roles and sharing of responsibilities	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Students will present skits based off of primary sources that portray social and religious dimensions of early societies. Examples of primary sources will be The Epic of Gilgamesh, The Egyptian Book of the Dead, and The Code of Hammurabi.</p> <p>ROLE - Narrators, actors and actresses</p> <p>AUDIENCE - Peers who are involved in other skits</p> <p>SITUATION - Daily life in the time of ancient civilizations</p> <p>PERFORMANCE - Students will compare and contrast values and ideals from Egypt and Mesopotamia by reading a primary source and then creating a skit that illustrates the values and ideals of that source. Students will reflect sentiments from primary sources of everyday citizens living in the Nile River valley or Mesopotamia toward existential questions such as meaning of life, value of life and the afterlife.</p>

<p>A</p> <p>A, M</p> <p>A, M</p> <p>A, T</p> <p>A, T</p> <p>A, T, M</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from Chapters 1-2 of Strayer's <i>Ways of the World</i></p> <p>Student participation in class discussions</p> <p>Student participation in a Harkness Discussion on the costs and benefits of the Neolithic Revolution</p> <p>Students will take a stimulus based multiple choice question test assessing knowledge from the unit</p> <p>Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions.</p> <p>Students will complete a mini independent research project on a topic of their choice from this time period. They will provide a visual, a descriptive paragraph on their topic and an analytical paragraph in which they explain why this topic is important and make connections to the unit.</p>
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Code	Pre-Assessment	
	Students will participate in a Chalk Talk on defining what the word civilization means and whether or not people who live outside of civilization have a history.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	Teacher will lead students in a pre-unit collaboration discussion to identify characteristics of early civilizations and students will answer the questions about who gets to decide what it means to be civilized.	Teacher will observe small group discussions and look for engaged and varied responses from multiple students.
A, T	Teacher will offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapters 1-2 of Robert Strayers' Ways of the World	Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details
A, T	Students will use documents to participate in a discussion on whether the Neolithic Revolution was beneficial for humanity	Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content
A, M	Teacher will divide students into groups and assist them in analyzing primary source documents collaboratively. Students will use those documents to create a role-play of documents including Epic of Gilgamesh, Egyptian Book of the Dead, Be a Scribe, Hammurabi's Code and Indus River Seals	Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students
A		
A, T	Students will complete a graphic organizer comparing the growth of early civilizations including Mesopotamian city-states, Egypt, Indus River Valley, China, the Olmecs, and Norte Chico to help them pull out themes and trends from this period. Students will decide which of the early civilizations they would have preferred to live in and use evidence to support their decision.	
A, T	Students will collaborate to analyze visual sources on the Indus River	

	<p>Valley Civilization from Strayer's 2nd edition of Ways of the World and explain what we can learn about the Indus River Valley from these visuals. Once students have analyzed their visual, they will present their findings to the class.</p> <p>2.1 A Seal From the Indus Valley 2.2 Man From Mohenjo Daro 2.3 Dancing Girl</p>	
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ESTABLISHED GOALS		
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Crafting historical arguments from historical evidence</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The political legitimacy of this early age of empires was in large part built around the linkage of rulers and their association with divine or heavenly authority</p> <p>Empires, or large states increasingly sought to centralize and coalesce power, often relying upon local officials when governing areas with ethnic and linguistic identities that differed from their own</p> <p>Empires increasingly relied upon social stratification in an effort to maintain authority and develop a source of revenues</p> <p>As empires grew, so did the importance of trade networks as empires sought to attain luxury goods and project power afar</p> <p>Within the geographic setting known as the Near East</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What advantages allowed particular states to evolve into empires?</p> <p>What factors prompted certain cultures and peoples to govern over others?</p> <p>Can a multiethnic empire maintain stability over a long period of time?</p> <p>What factors - aside from military and economic might - allow for an empire to expand and thrive?</p> <p>What factors led to the formation of monotheistic faiths?</p> <p>Did the advent of monotheism represent progress and evolution in human history?</p> <p>Did the association of political survival with heaven's</p>

<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>arose religions with monotheistic features such as Zoroastrianism, Judaism and Christianity</p> <p>The period from 500 BCE - 500 CE produced many of the world's most enduring philosophical and religious traditions, including those that make up many of the most widely practiced religions today</p> <p>The religious and philosophical systems that emerged had a profound impact on the cultural norms and practices of the regions and peoples that embraced them</p> <p>The principles that shaped Hinduism and Buddhism contrasted sharply with those that served as the basis for western monotheism</p> <p>To a large extent, social forces such as caste have stemmed from religious and spiritual traditions and literature</p> <p>The subcontinent of India as well as the rest of South and Southeast Asia are linguistically and ethnically diverse and complex regions.</p> <p>The perception that a Chinese dynasty's fate was linked to its ability to govern well and maintain the approval of heaven was integral to the political success and failures of the dynasties of the imperial era.</p> <p>Confucianism had a profound impact on governance, society and the Chinese family.</p>	<p>approval strengthen the early Chinese state?</p> <p>Did the maintenance and reconstitution of a centralized state strengthen China over time?</p>
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Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	Factors that allowed for the maintenance and stability of the Persian empire	Reading closely for information and key ideas Analyzing texts and other sources for bias
	Factors that allowed for the unification of the Greek city states into a sea based empire	Demonstrating chronological reasoning
	Qualities that distinguished the ancient Greeks from their neighbors and peers	Describing cause and effect
	Causes and legacies associated with the Greco-Persian wars	Describing continuity and change over time
	Factors that allowed for Alexander the Great's consolidation of power and conquests abroad	Comparing the political, economic and social dimensions of empires including the Persian, Greek, Alexandrian, Roman, Chinese (Qin and Han), and Indian (Maurya and Gupta) empires
	Examples of synthesis of cultures exhibited by Alexander's attempts to blend western and eastern civilizations, into what is usually regarded as Hellenistic civilization	Contrasting the projection of power, state organization and centralization of the empires of this era with those of civilizations in the period preceding it
	Factors that allowed for the formation of the Roman republic	Tracing the influence of early Indus civilizations on later Indian and Southeast Asian history and connect the importance of the caste system to the social evolution of India through the present day
	Means by which the Roman empire projected power and maintained control over its provinces	Contrasting the major principles of Confucianism, Daoism and Buddhism
	How Rome transitioned from a republic to a more authoritarian style of rule	Comparing and contrasting the weight and significance of the Han dynasty in China's history with the Roman empire in western civilization
	Reasons for the eventual decline and collapse of the Roman empire	Applying the influence of Daoism to the development of visual and literary arts during the dynastic era.
	Key tenets and cultural practices of western belief systems such as Judaism and Christianity	Tracing the influence of early empires and cultures on later civilizations that arose in the same regions. Identify and describe examples of cultural diffusion and synthesis
	Key principles that shaped Hinduism and Buddhism as	

	<p>well as principles that contrasted these two belief systems as well as those of western monotheism</p> <p>Key features of social stratification in South and Southeast Asia</p> <p>How the concept known as the Mandate of Heaven influenced early Chinese</p> <p>How Confucianism impacted governance, society and the Chinese family</p> <p>Daoism shaped east Asian cultures in a very different way than Confucianism did, and in particular had an underlying influence on the literary and visual arts</p>	<p>from this era</p> <p>Relating the belief systems and cultural practices that arose during the time period with present day belief systems and cultural practices</p>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	<p>Rubric for Autopsy Project: presentation of fundamental information, historically accurate and detailed content, creative visual that identifies and explains, completion of detailed autopsy report.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/Challenge: Students will collaborate to perform an autopsy of an empire (Greek, Persian, Chinese, Roman, Indian) to explain the reasons for the empire's collapse. They will also provide an "obituary" of the empire's accomplishments. Students will be able to explain accomplishments of their empire as well as the reasons that empire collapsed.</p> <p>Role: Medical Examiner Audience: Peers Situation: Students are investigating the reasons for the death of their empire. They will write an autopsy report and transfer their findings onto a poster of a representative of their empire. Performance: Students will present their findings to the class</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> • Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning • Describe a broader historical context relevant to the prompt • Support an argument in response to the prompt using specific and relevant examples of evidence • Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt • Use evidence to corroborate, qualify, or 	<p>Students will write an essay comparing and contrasting the political, social and economic dimensions of the Roman and Chinese Empires</p>

	modify an argument that addresses the prompt	
A, T		OTHER EVIDENCE: Guided reading and note-taking from Chapters 3-5 of Strayer's Ways of the World
A, T, M		Student participation in class discussions
A, T		Students will take a stimulus based multiple choice question test assessing knowledge from the unit
A, T		Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods
A, T, M		Students will create and perform skits based on primary sources on Confucius' <i>Analects</i> , <i>Bhagavad Gita</i> , <i>The Ramayana</i> , and Plato's <i>Apology</i>

Code	<i>Pre-Assessment</i>	
	Students will collaborate in small groups to identify and discuss features of early empires and share collected information with the class.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapters 3-5 of Strayer's Ways of the World</p>	<p>Progress Monitoring</p> <p>Teacher will observe small group discussions and look for engaged and varied responses from multiple students.</p> <p>Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details</p>
A, T	Students will work collaboratively to analyze primary source documents such as The Analects, The Bhagavad Gita, Plato's Apology, and Ban Zhao's Lessons for Women. Students will use these documents to answer the question of how to live a good life. They will then take the perspective of one of those documents and respond to modern scenarios. What advice would Ban Zhao provide?	<p>Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content</p> <p>Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students</p>
A, T	Students will complete a graphic organizer comparing the growth of second wave civilizations including Greece (Alexander), Persia, Rome, China, and India	
A, T	<p>Students will collaborate to analyze visual sources on the ways political authority was represented in art from Strayer's 2nd edition of Ways of the World and explain the role that religion played in supporting political authority. Students will share their visual with the class.</p> <p>3.1 Behistun Inscription 3.2 Harmodius and Aristogeiton 3.3 Qin Shi Huangdi Funerary Complex 3.4 Augustus</p>	
A, T	Students will collaborate to analyze visual sources on the ways the	

T, M	<p>depictions of the Buddha changed over time in art from Strayer's 2nd edition of Ways of the World and explain how these images are examples of religious syncretism.</p> <p>4.1 Footprints of the Buddha</p> <p>4.2 A Gandhara Buddha</p> <p>4.3 A Bodhisattva of Compassion</p> <p>4.4 The Chinese Maitreya Buddha</p> <p>Students will write an essay comparing and contrasting the political, social and economic dimensions of the Roman and Chinese Empires</p>	
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ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Synthesize information by comparing, contrasting or linking events to draw new conclusions</p> <p>Connect the diffusion of Islam and the forging of an Islamic empire to the geography of the Islamic world today</p> <p>Craft historical arguments from historical evidence</p> <p>Consider the political and cultural relationship between the Islamic world and the West over time</p>	
	<i>Meaning</i>	
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The religion of Islam arose and spread within a geographic area that encompassed many prior civilizations and cultural influences</p> <p>While sharing core principles with Judaism and Christianity, Islam also included tenets that led to a distinct nature of Islamic society</p> <p>The Islamic empire that arose over time, through military campaigns and trade, gave shape to the Islamic regions that persists today</p> <p>The relationship between the Islamic world and Europe was characterized by cultural sharing as well as competition</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What factors prompted the need for another monotheistic religion within a setting that had previously produced monotheistic belief systems?</p> <p>Do the major monotheistic religions - Judaism, Christianity and Islam - have more in common or in difference?</p> <p>What factors accounted for the rapid spread of Islam and subsequent forging of an Islamic empire?</p> <p>Does the blending of religion and governance advance or hinder society?</p> <p>How did the religion of Islam shape cultural mores and gender roles?</p>

<p>AP Reasoning Process 2: Causation: Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p>	<p>Muslim states and empires encouraged significant intellectual innovations and transfers</p>	<p>Why does competition between the Islamic world and the West persist today?</p>
<p>Acquisition</p>		
<p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><i>Students will know...</i></p> <p>Key tenets and cultural practices of Islam.</p> <p>The geographic realm and lands belonging to the Islamic empire as well as the means by which this empire was forged</p> <p>Factors that accounted for the rapid spread of Islam and subsequent forging of an Islamic empire</p> <p>Cultural achievements and contributions of the Islamic world including the preservation of aspects of Greco-Roman culture and accomplishments in architecture, literature and the sciences</p> <p>Reasons for the schisms that occurred within Islam as well as the lasting importance of these schisms</p> <p>The geographic location and importance of Islamic empires that arose beyond the Arab-Islamic frontiers including those in Anatolia (modern Turkey), India, West Africa and Persia.</p> <p>Muslim states and empires encouraged significant intellectual innovations and transfers</p> <p>Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Crafting historical arguments from historical evidence</p> <p>Tracing the influence of earlier monotheistic religions on the formation of Islam</p> <p>Comparing schisms within the Islamic world to schisms that have arisen within other major world religions and belief systems</p> <p>Explaining the causes and effects of the rise of Islamic</p>

	subsequently expanded through the activities of merchants, missionaries, and Sufis	states over time Explaining the effects of intellectual innovation within the Islamic world Drawing connections between the tenets of Islam and the Islamic culture that has evolved over time, particularly involving social mores and gender expectations
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Teacher created rubric assessing students' description and analysis of the topic, visual presentation, source credibility and source citations.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/Challenge: Students will select one topic related to Islam such as a mosque, the House of Wisdom, a scientific achievement, a Sufi topic such as the whirling dervishes or the poet Rumi, or a piece of literature to conduct research on and create a mini research poster. This will allow students to examine the many artistic, architectural, and intellectual innovations created during the Golden Age of Islam Role: Researcher Audience: Classmates Situation: Conducting research on a topic of their choice Performance: Creation of an 8x11 poster to be displayed in class and shared with classmates</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning Describe a broader historical context relevant to the prompt Support an argument in response to the prompt using specific and relevant examples of evidence Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt Use evidence to corroborate, qualify, or 	<p>Students will use excerpts from the documents of Islam: The Quran, The Hadiths, and the Sharia to write an essay answering the prompt to what extent do the sources of Islam offer a clear and consistent message in the areas of gender relations, social welfare, and warfare.</p>

	modify an argument that addresses the prompt	
<p>A</p> <p>A, T, M</p> <p>A, T</p> <p>A, T</p> <p>A, T</p>		<p>OTHER EVIDENCE:</p> <p>Guided reading and note-taking from Chapter 9 of Strayer’s Ways of the World</p> <p>Student participation in class discussions</p> <p>Students will take a stimulus based multiple choice question test assessing knowledge from the unit</p> <p>Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods</p> <p>Students will identify and sketch elements of Islamic architecture such as minarets, use of calligraphy, horseshoe arch, and scalloped arch</p>

Code	Pre-Assessment	
	Students will collaborate in small groups to compare and contrast Judaism, Christianity, and Islam	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapter 9 of Strayer's Ways of the World</p>	<p>Progress Monitoring</p> <p>Teacher will observe small group discussions and look for engaged and varied responses from multiple students.</p> <p>Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details</p>
A, T	<p>Teacher will provide a graphic organizer to students to assist them in reading and analyzing Islamic primary source documents including excerpts from the Quran, the Hadith, the Sharia, and Rumi's poetry (found in Strayer). Students will use that graphic organizer when analyzing primary source excerpts to organize information as preparation for writing essay on whether the documents of Islam offer a clear and consistent message</p>	<p>Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content</p> <p>Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students</p>
A, T	<p>Students will collaborate to analyze visual sources on the ways depictions of the prophet Muhammad changed over time in art from Strayer's 2nd edition of Ways of the World. They will present their visual to the class and attempt to offer an explanation as to why depictions of Muhammad changed so drastically</p> <p>9.1 Muhammad and the Archangel Gabriel 9.2 The Night Journey of Muhammad 9.3 The Battle at Bdr 9.4 The Destruction of the Idols</p>	
T, M	<p>Students will use excerpts from the documents of Islam: The Quran, The Hadiths, and the Sharia to write an essay answering the prompt to what extent do the sources of Islam offer a clear and consistent message in the areas of gender relations, social welfare, and warfare.</p>	

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UbD Template 2.0

Unit 4: Spread of Christianity and Developments in Europe 500 C.E.-1450 C.E.

ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Synthesize information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrate and evaluate sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Crafting historical arguments from historical evidence</p>	
	<i>Meaning</i>	
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe</p> <p>Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Why did Europe fragment in the aftermath of Roman decline, rather than reconstitute as China did after the fall of the Han dynasty?</p> <p>What factors led to the widespread dissemination of Christianity in Europe after an initial period of persecution and rejection?</p>

<p>evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation: Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>Europe was largely an agricultural society dependent on free and coerced labor, including serfdom</p> <p>While the wealth and stability of western Europe declined with the fall of Rome, the eastern Roman empire, also known as the Byzantine empire prospered in terms of trade, cultural exchange and political stability</p> <p>From its roots in the Byzantine world, Orthodox Christianity spread into slavic Europe and as well as Russia where it helped to lay the foundations of a growing state</p> <p>As Western Europe regained some of its cohesion and stability, regional kings drew closer connections with the Catholic Church, and drawing upon different means facilitated the spread of Christianity and the increased power of the Catholic Church</p> <p>The level of trade and infrastructure of western Europe during the Early Middle Ages was pale in comparison to the Byzantine empire, the Islamic civilizations, India and China as well as Europe during the Roman era</p> <p>As the power of the Catholic church grew, so too did resentment against this power thus sparking the revolt that became known as the Protestant Reformation</p> <p>As trade, innovation and wealth increased in European society, so did the want for new lands and riches, and therefore a new age of exploration with Europe as its engine was born</p>	<p>Was the dispute between the western and eastern churches due more to political or religious differences?</p> <p>Does the blending of religion and governance advance or hinder society?</p> <p>Why was Europe, as opposed to India, China or the Islamic world, the springboard of the age of discovery and exploration that brought the Americas in the world system?</p>
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Acquisition		
	<p><i>Students will know...</i></p> <p>The wealth, trade patterns and religious-cultural composition of Byzantine Europe contrasted with that of Western Europe during the early Middle Ages</p> <p>Means by which the spread of Orthodox Christianity into slavic Europe and Russia occurred</p> <p>Changes in political geography that accompanied the fall of the Roman empire and the challenges posed by the highly decentralized status of Europe at this time</p> <p>Routes and means by which Christianity spread during the Middle Ages</p> <p>Connect the level of trade and infrastructure of Europe during the Early Middle Ages with other civilizations at the time such as Islamic civilizations, India and China as well as Europe during the Roman era</p> <p>Reasons for the schism between the eastern and western Christian churches</p> <p>Causes of the the struggle between Christian Europe and the Islamic world during the Crusades</p> <p>Characteristics of key artistic trends and key figures and accompanying works of art that represent the Renaissance</p> <p>Key motives and events that came to characterize the Protestant Reformation</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Comparing the wealth, trade patterns and religious-cultural composition of Byzantine Europe with that of Western Europe during the early Middle Ages</p> <p>Connecting the level of trade and infrastructure of Europe during the Early Middle Ages with other civilizations at the time such as Islamic civilizations, India and China as well as Europe during the Roman era</p> <p>Comparing schisms within Christianity to schisms that have arisen within other major world religions and belief systems</p> <p>Tracing the spread of Orthodox Christianity into slavic Europe and Russia</p> <p>Tracing the roots of the Renaissance to the classical Greek and Roman culture and connect the Renaissance to the larger reawakening of Europe</p> <p>Contrasting the Protestant Reformation with earlier religious schisms</p> <p>Contrasting the decentralized political organization of western Europe in the aftermath of the collapse of the Roman empire with the centralized organization that characterized Europe during Roman rule</p>

		Tracing the geographic spread of Christianity in the early Middle Ages and evaluate the means by which this expansion took place
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Teacher created rubric assessing the story written, illustrations provided, source credibility and documentation	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/Challenge: Students will select a topic of their choice connected to developments in Europe from this unit and write a story on their topic. They will illustrate it with a stick figure comic strip or by using storyboard. This will allow students to examine a variety of topics including Charlemagne, the 100 Years War, Crusades, and the founding of the Russian state. They will be able to apply their knowledge into creating a story about their topic and teach that story to their classmates</p> <p>Role: Writer and illustrator</p> <p>Audience: Students. They will teach their classmates by presenting their story</p> <p>Situation: Creating and illustrating a story around a topic of their choice</p> <p>Performance: Stick figure comic strip or illustration created using storyboard.</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> • Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning • Describe a broader historical context relevant to the prompt • Support an argument in response to the prompt using specific and relevant examples of evidence • Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt • Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	Students will write an essay analyzing changes and continuities in Europe from the Roman Empire through the year 1450.

<p>A</p> <p>A, T, M</p> <p>A, T</p> <p>A, T</p>		<p>OTHER EVIDENCE:</p> <p>Guided reading and note-taking from Chapter 10 and parts of Chapter 15 of Strayer's Ways of the World</p> <p>Student participation in class discussions</p> <p>Students will take a stimulus based multiple choice question test assessing knowledge from the unit</p> <p>Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods</p>

Code	<i>Pre-Assessment</i>	
	Students will collaborate in groups to list what they know about life in Europe during the Middle Ages and the Crusades. They will also try to answer the question: why are there so many different Christian sects today?	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapter 10 of Strayers' Ways of the World</p>	<p>Progress Monitoring</p> <p>Teacher will observe small group discussions and look for engaged and varied responses from multiple students.</p> <p>Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details</p>
A, T	<p>Students will collaborate to analyze primary sources on the spread of Christianity in Europe and explain the variety of strategies used by the Catholic Church to convince people to adopt Christianity</p> <p>10.1 The Conversion of Clovis 10.2 Advice on Dealing with "Pagans" 10.3 Charlemagne and the Saxons 10.4 Life of Boniface 10.5 The Leechbook</p>	<p>Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content</p> <p>Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students</p>
A, T	<p>Students will collaborate to analyze visual sources on icons created in the Byzantine Empire and explain how they were used to convey religious ideas</p> <p>10.1 Christ Pantokrator 10.2 The Nativity 10.3 Ladder of Divine Ascent</p>	
A, T	<p>Students will read and analyze primary source excerpts on the Crusades and use those excerpts to determine whether the Crusades were caused primarily by religious devotion or for political and economic gain. They will also contrast sources from a European point of view with those from an Islamic point of view</p>	

A, T	Students will read and analyze writings of Martin Luther and explain how and why his main message changed over time	
A, T	<p>Students will collaborate to analyze visual sources on the Black Death in Europe and explain how they can use these sources to analyze human responses to the plague.</p> <p>11.1 The Flagellants</p> <p>11.2 Burying the Dead</p> <p>11.3 A Culture of Death</p> <p>11.4 In the Face of Catastrophe</p>	
T, M	Students will write an essay analyzing changes and continuities in Europe from the Roman Empire through the year 1450	

ESTABLISHED GOALS		
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Synthesize information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrate and evaluate sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Craft historical arguments from historical evidence</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Chinese cultural traditions continued and they influenced neighboring regions such as Vietnam, Korea, and Japan</p> <p>Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools and practices</p> <p>Chinese innovation and technology along with much sought after luxury goods were diffused throughout Eurasia prior to 1500 CE and allowed China to occupy a critical position of leverage in the globalized economy of the day</p> <p>Hinduism, Islam, and Buddhism, and their core beliefs and practices continued to shape societies in South and Southeast Asia</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Did the maintenance and reconstitution of a centralized state strengthen China over time?</p> <p>How were Japan, Korea, and Vietnam influenced by China? How did they resist that influence?</p> <p>Was China's apparent superiority in innovation and technology prior to 1500 CE a result of human or environmental factors?</p> <p>How did the Japanese perception of the role and legitimacy of their emperor compare with China's?</p> <p>For what reasons did social stratification, often described as "castes" take on stronger meaning and definition in South Asia than other parts of the world?</p>

<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia</p> <p>South and Southeast Asia culture and society have been shaped by a myriad of influences both domestic and outside</p> <p>To a large extent, social forces such as caste have stemmed from religious and spiritual traditions and literature</p> <p>The subcontinent of India as well as the rest of South and Southeast Asia are linguistically and ethnically diverse and complex regions.</p> <p>The art and literature of South and Southeast Asia have in large part been shaped by spiritual practices and traditions.</p> <p>India and Southeast Asia had a long history of cultural and economic exchange with outside regions.</p> <p>Trade and exchange with the Islamic world led to political conquests and large scale conversions of much of India's population as well as Southeast Asia where many of the world's most populous Muslim nations exist today.</p>	<p>What factors prompted South Asian belief systems to adopt a cyclical view of life and revolve around principles such as karma and reincarnation?</p> <p>Did physical variation of South and Southeast Asia serve to encourage or discourage contacts with outsiders? Did the decentralized nature of both South and Southeast Asian civilizations strengthen or weaken them over time?</p> <p>Why has the retention of indigenous culture and means of sustenance been challenging for South and Southeast Asia over time?</p>
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>

	<p>The Song dynasty of China utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule</p> <p>Confucian traditions of both respect for and expected deference from women</p> <p>The concept known as the Mandate of Heaven and how it influenced Chinese, Japanese, Korean and Vietnamese governance</p> <p>Confucianism impacted governance, society and the Chinese family, as well as how the impact of Confucianism was absorbed by neighboring countries such as Japan, Korea and Vietnam</p> <p>Daoism shaped east Asian cultures in a very different way than Confucianism did, and in particular had an underlying influence on the literary and visual arts</p> <p>China's relations with pastoral peoples of the steppe was both complex and enduring, oscillating at times from trade, alliance and accommodation to rivalry and open conflict</p> <p>Chinese innovation and technology along with much sought after luxury goods were diffused throughout Eurasia prior to 1500 CE and allowed China to occupy a critical position of leverage in the globalized economy of the day</p> <p>Components and examples of indigenous spiritual traditions in South and Southeast Asia</p> <p>Key principles that shaped Hinduism and Buddhism as well as principles that contrasted these two belief systems as well as those of western monotheism</p>	<p>Reading closely for information and key ideas Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Relating the significance of Confucianism to Chinese society over time and to the social dynamics of other countries in the region</p> <p>Analyzing artistic and technological accomplishments of China during this time period</p> <p>Tracing the influence of early Indus civilizations on later Indian and Southeast Asian history</p> <p>Applying lessons learned from analysis of the geography of South and Southeast Asia to human settlement patterns and the emergence of distinct cultures within the regions</p> <p>Relating the significance of development of both Hinduism and Buddhism in other world regions such as Southeast Asia and East Asia.</p> <p>Comparing and contrasting China's influence on the neighboring regions of Korea, Japan, and Vietnam</p> <p>Explaining the systems of government employed by Chinese dynasties and how they developed over time</p>
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	<p>Key features of social stratification in South and Southeast Asia</p> <p>Key components of literary and artistic achievements in South and Southeast Asia such as the major themes of The Bhagavad Gita and The Ramayana and the basic principles of the lost wax method of sculpting</p> <p>The importance of indigenous religions such as Sikhism and Jainism as well as external religions such as Islam, Sufism and Christianity to the social fabric of India and Southeast Asia</p> <p>Pre-colonial patterns of trade and contact between India, Southeast Asia and the rest of the world</p>	
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Rubric assessing visual representation, comparative chart, source credibility, and documentation.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/Challenge: students will collaborate to portray how proximity to China impacted the development of Korea, Vietnam and Japan by creating a poster. In doing so, students will identify cultural borrowings as well as distinctive aspects of the civilizations of Korea, Vietnam and Japan Role: Researcher and Artist Audience: Classmate Situation: Identify artifacts that demonstrate China's influence on Korea, Japan, and Vietnam and illustrate those artifacts. Students will also identify and illustrate artifacts that demonstrate Korea, Japan, and Vietnam's resistance to China's influence Performance: Student created poster</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning Describe a broader historical context relevant to the prompt Support an argument in response to the prompt using specific and relevant examples of evidence 	<p>Students will write an essay identifying and analyzing continuities and changes in China or SE Asia from 500 - 1450 C.E.</p>

	<ul style="list-style-type: none"> ● Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	
<p>A</p> <p>A, T, M</p> <p>A, T</p> <p>A, T</p>		<p>OTHER EVIDENCE:</p> <p>Guided reading and note-taking from Chapters 7, 8, 9, and 12 of Strayer's Ways of the World</p> <p>Student participation in class discussions</p> <p>Students will take a stimulus based multiple choice question test assessing knowledge from the unit</p> <p>Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods</p>

Code	<i>Pre-Assessment</i>	
	Students will draw a map of East, South, and Southeast Asia. They will attempt to illustrate that map with visuals representing governance, culture, religions, architectural feats, and predict how the regions will interact with one another.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapters 7, 8, 9, and 12 of Strayer's Ways of the World</p>	<p>Progress Monitoring</p> <p>Teacher will observe small group discussions and look for engaged and varied responses from multiple students.</p> <p>Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details</p>
A, T	Students will work collaboratively to analyze Japanese primary source documents including <i>The Seventeen Article Constitution, The Chronicle of the Direct Descent of Gods and Sovereigns, The Pillow Book, Advice to Young Samurai</i> and <i>The Imagawa Letter</i> . Students will identify evidence of cultural borrowing from China in the documents and look for older patterns of Japanese thought and practice that persisted despite China's influence	<p>Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content</p> <p>Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students</p>
A, T	<p>Students will collaborate to analyze visual sources on elite society in China in art from Strayer's 2nd edition of Ways of the World. Students will share their visuals with the class and compare Chinese depictions of the elite with modern depictions of elite society</p> <p>8.1 A Banquet with the Emperor 8.2 At Table with the Empress 8.3 A literary Gathering 8.4 An Elite Night Party</p>	
A, T	Students will analyze a primary source excerpt on footbinding and explain how the practice of footbinding reinforced patriarchal ideas in Chinese society	

A, T, M	Students will research Chinese landscape paintings from the Metropolitan Museum of Art website and choose one to attain inspiration to produce their own landscape painting	
A, T	Students will participate in a discussion analyzing the scope and purpose of the early 15th century Ming voyages and discuss reasons for the cessation of these voyages. Students will respond to the question what if these voyages had continued throughout the century?	
A, T	Students will examine and discuss primary source documents including The Ramayana, The Bhagavad Gita and a portrayal of Vietnam's Trung sisters. They will discuss the opportunities available to women.	
A, T, M	Students will produce slide presentations portraying South and Southeast Asian culture topics. Teacher will model slides in terms of layout, information, appropriate crediting of sources	
T, M	Students will write an essay identifying and analyzing continuities and changes in China or SE Asia from 500 - 1450 C.E.	

ESTABLISHED GOALS		<i>Transfer</i>
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Describe continuity and change over time</p> <p>Synthesize information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrate and evaluate sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>In Africa state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach</p> <p>A multitude of ethno-linguistic groups exist across Africa and their means of sustenance have traditionally included hunter-gatherers, pastoralists and farmers</p> <p>Despite the preponderance of ethno-linguistic communities and relative lack of political cohesion, African societies on a whole shared common features such as Bantu linguistic roots, artistic, musical and</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>What factors accounted for the strong emphasis on kin and village in African societies in contrast to larger social units such as town, city and state in western societies?</p> <p>How does the relationship between art and spirituality differ in Africa from other parts of the world?</p> <p>How did trade impact the development of states in East and West Africa?</p> <p>To what extent did the history of Africa parallel that of Eurasia? In what ways did Africa forge new or different paths?</p>

<p>AP Reasoning Process 2: Causation: Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>dance and religious influences</p> <p>The east African coastal region known as the Swahili states acquired a distinct character due to its participation in the Indian Ocean trade and the subsequent arrival and spread of Islam within the region</p> <p>The period from the 5th - 15th centuries witnessed the rise of a series of expansive West African states centered around the Niger River. These included the empires of Ghana, Mali and Songhay</p> <p>Prior to the European arrival in sub-Saharan Africa, tensions sometimes existed between pastoralists, farmers and hunter-gatherers</p>	<p>How did African proximity to Eurasia shape its history?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>Examples of ethno-linguistic groups exist across Africa and their respective means of sustenance such as hunter-gatherers, pastoralists and farmers</p> <p>Examples of common attributes of African societies such as common Bantu linguistic roots, artistic, musical and dance and religious influences.</p> <p>Examples supporting the idea that the Swahili states</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Crafting historical arguments from historical evidence</p>

	<p>acquired a distinct character due to its participation in the Indian Ocean trade and the subsequent arrival and spread of Islam within the region.</p> <p>The importance of west African trade empires such as Ghana, Mali and Songhay, that were centered on the Niger River Valley from the period from the 5th - 15th centuries.</p> <p>Reasons for which prior to the European arrival in sub-Saharan Africa, tensions sometimes existed between pastoralists, farmers and hunter-gatherers</p>	<p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Applying the artistic and spiritual values embraced by early African civilizations to the motives for endurance and synthesis of such values in the face of contemporary external pressures and influences</p> <p>Contextualizing Africa's presence and importance to the Near East and Europe prior to the 15th century</p> <p>Contrasting the relatively small nature of African kingdoms and empires with those that arose in Europe and the Near East</p> <p>Tracing the growing importance of Africa in the Indian Ocean trade system prior to the arrival of Europeans</p>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Project rubric assessing descriptive information, analysis of the piece of art, visual presentation, source credibility, and documentation.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/Challenge: Students will research a piece of African art from 500-1500 C.E. and link it to time, place, ethnicity and purpose. They will choose how to display their results of their research by creating a sketch, sculpture, or slide presentation. This will allow students to examine artistic, technological, and architectural innovations from African civilizations</p> <p>Role: Museum Curator</p> <p>Audience: Museum visitors</p> <p>Situation: Students will analyze various pieces of sub-Saharan art and choose one to portray through a medium of choice (sketch, sculpture, carving, or slide presentation). The piece will be discussed in terms of geographic, chronological, religious, social and artistic significance</p> <p>Performance: Sketch, sculpture, carving or slide presentation</p>

A		OTHER EVIDENCE:
A, T, M		Guided reading and note-taking from Chapters 6-7 of Strayer's Ways of the World
A, T		Student participation in class discussions
A, T		Students will take a stimulus based multiple choice question test assessing knowledge from the unit
A, T		Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods

Code	<i>Pre-Assessment</i>	
	Students will examine a physical map of Africa and compare it to a physical map of Eurasia. They will identify similarities and differences and attempt to predict how the geography and climate of Africa will impact the development of civilizations.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A,	Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapters 6-7 of Strayer's Ways of the World	Teacher will observe small group discussions and look for engaged and varied responses from multiple students.
A, T	Students will notate a physical/political map of Africa with captions describing climate, ethnicity and historical highlights	Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details
A, T	Students will work collaboratively to analyze primary source documents including <i>The Periplus of the Erythraean Sea</i> , <i>Inscription on a Stone Throne</i> , <i>On the Evangelization of Abyssinia</i> , and <i>The Christian Topography</i> . Students will use these documents to describe Axum's various relationships with the world beyond its borders. They will also create an illustration of the document to share with their classmates	Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content
A, T	Students will complete a graphic organizer comparing the growth of civilizations in Africa including Axum, Meroe, Niger River Cities, Mali, Ghana, and Songhai	Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students
A, T	Students will evaluate the influence of Islam in West Africa and the East African Swahili states by examining the construction of religious buildings such as the Great Mosque of Djenné. They will use geography to explain why Islam spread to those regions but did not reach the interior of the African continent.	
A, T	Students will examine and discuss primary source documents including	

	<p>accounts of Mansa Musa's pilgrimage to Mecca, excerpts from the memoirs of Ibn Battuta and The Travels of Leo Africanus. They will identify and explain the historical context, intended audience, purpose, and point of view of the documents. They will attempt to offer an explanation as to why more people know about the traveler Marco Polo when Ibn Battuta traveled so much further.</p>	
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ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Synthesize information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrate and evaluate sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Craft historical arguments from historical evidence</p>	
	<i>Meaning</i>	
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p>
	<p>In the Americas, as in Afro-Eurasia state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach</p> <p>The north-south orientation and accompanying climatic variation were contributing factors of the slower advance of technology and organization of American civilizations in comparison with Eurasian ones in particular</p> <p>American civilizations including those found in Mesoamerica, the Andes and North America were strongly shaped by climatic features and physical</p>	<p>What factors account for the slower rate of technological advance and diffusion in the Americas compared to Eurasian civilizations prior to the late 15th century?</p> <p>To what extent did the history of the Americas parallel that of Eurasia? In what ways did they forge new or different paths?</p> <p>Why were the Americas prior to the European arrival void of a widespread belief system or religion?</p> <p>What factors account for the existence of only a single writing system - that of the Mayas - prior to the European</p>

<p>AP Reasoning Process 2: Causation: Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>geography</p> <p>The pace of economic and cultural diffusion in the Americas was also slow in comparison to European civilizations</p> <p>Mesoamerican and Andean spirituality was closely connected to elements of the natural world and the art that accompanied the development of these civilizations reflected these associations</p>	<p>arrival?</p>
<p>Acquisition</p>		
<p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><i>Students will know...</i></p> <p>Different means of farming and crop production found in the sub-regions of the Americas including Mesoamerica, the Andes and North America</p> <p>Examples of pastoralists and hunter-gatherers who persisted in the Americas</p> <p>Examples of regional trade and diffusion of economic and luxury goods within the Americas.</p> <p>Patterns of social hierarchy and gender roles found in American societies prior to the late 15th century</p> <p>Examples of Mesoamerican artwork that reflected localized religious practices and belief systems</p> <p>Examples of political discord and fratricidal tendencies</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Tracing the influence of early Mesoamerican and Andean political and belief systems on later societies that appeared in the regions</p> <p>Connecting challenges in political organization to the vulnerability of American societies to the intentions of European explorers in the late 15th century</p>

	in the Americas on the eve of the European arrival that subsequently assisted the conquests of American societies	Contrasting the levels of technological, political and social development in the Americas with those of civilizations in Eurasia and Africa prior to the late 15th century
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	<p>Rubric assessing descriptive information, analysis of the importance of the sites, organization of presentation, documentation, and source credibility</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/Challenge: Students will collaboratively create a tour using Google Presentations highlighting important locations to one of the following civilizations: Mayans, Teotihuacan, Incas, Mexica (Aztecs), Cahokia, or Ancestral Pueblo people. Students will examine artistic, technological, architectural and intellectual developments and innovations.</p> <p>Role: Guided tour designer</p> <p>Audience: People who are interested in traveling</p> <p>Situation: Students will work to design a tour of important sites to a civilization located in the Americas. They will include 4-5 places that were important to their civilization.</p> <p>Performance: A google presentation that shows the location of these sites, analysis of why they were important, and several pictures.</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning Describe a broader historical context relevant to the prompt Support an argument in response to the prompt using specific and relevant examples of evidence Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt Use evidence to corroborate, qualify, or modify an argument that addresses the 	<p>Students will write an essay comparing and contrasting the political, economic and social characteristics of Mesoamerican and Andean societies prior to 1492</p>

	prompt	
A		OTHER EVIDENCE: Guided reading and note-taking from Chapters 6, and 12 of Strayer's Ways of the World
A, T, M		Student participation in class discussions
A, T		Students will take a stimulus based multiple choice question test assessing knowledge from the unit
A, T		Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods

Code	Pre-Assessment	
	Students will identify ways the geography of the Americas was different from the geography of Eurasia and predict how that would impact the development of civilizations in the Americas	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapters 6 and 12 of Strayer's Ways of the World</p>	<p>Progress Monitoring</p> <p>Teacher will observe small group discussions and look for engaged and varied responses from multiple students.</p> <p>Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details</p>
A, T,	Students will complete a graphic organizer comparing the growth of civilizations in the Americas including the Mayans, Teotihuacan, the Mexica (Aztecs), the Inca, Chaco peoples, and Cahokia	Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content
A, T	<p>Students will collaborate to analyze visual sources on the Mayans in art from Strayer's 2nd edition of Ways of the World and identify roles played by women and men in these visuals. Students will explain the strengths and limitations of art as a source of evidence.</p> <p>6.1 Shield Jaguar and Lady Xok 6.2 The Presentation of Captives 6.3 A Bloodletting Ritual 6.4 The Ball Game</p>	Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students
A, T	<p>Students will analyze primary sources on the Mexica and Incas from the perspective of the Spanish. Students will evaluate the credibility of the documents and provide context on the point of view of the documents.</p> <p>12.1 Diego Duran on the Aztecs 12.2 Pedro de Cieza de León on the Incas</p>	
T, M	Students will write an essay comparing and contrasting the political, economic and social characteristics of Mesoamerican and Andean societies prior to 1492	

ESTABLISHED GOALS		
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Synthesize information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrate and evaluate sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Craft historical arguments from historical evidence</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes-including the Silk Roads-promoting the growth of powerful new trading cities</p> <p>The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies</p> <p>Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>In what ways did long-distance commerce act as a motor of change in premodern world history?</p> <p>What were the major economic, social, cultural, and environmental consequences of commerce?</p> <p>Did the legacy and importance of the Silk Roads and Indian Ocean trade routes serve as evidence that synthesis and contact strengthen cultures?</p> <p>In what ways did networks of interaction in the Western Hemisphere differ from those in the Eastern Hemisphere?</p> <p>What has been the role in world history of pastoral peoples in general and the Mongols in particular?</p>

<p>AP Reasoning Process 2: Causation: Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates</p> <p>The expansion of empires-including the Mongols-facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks</p> <p>Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers</p> <p>The silk routes linked the regions of east Asia with those of central Asia, India, the Near East, Byzantium and even the Mediterranean world. Moreover they facilitated important exchanges of commercial goods and ideas such as Buddhism, Christianity and Islam</p> <p>The east African coastal region known as the Swahili states acquired a distinct character due to its participation in the Indian Ocean trade and the subsequent arrival and spread of Islam within the region</p> <p>During the 15th century, Eurasia was ravaged by the bubonic plague and the ease in which it spread revealed a danger posed by increasing trade patterns and trade networks</p>	<p>What kinds of cross-cultural interactions did the Mongol Empire generate?</p> <p>In what ways did Mongol rule affect the Islamic world, Russia, China, and Europe? In what respects did it foster Eurasian integration?</p>
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Acquisition		
	<p><i>Students will know...</i></p> <p>Factors that led to the outbreak of the 14th century bubonic plague as well as consequences of the plague and the regions most directly impacted by it</p> <p>The silk routes linked the regions of east Asia with those of central Asia, India, the Near East, Byzantium and even the Mediterranean world. Moreover they facilitated important exchanges of commercial goods and ideas such as Buddhism, Christianity and Islam</p> <p>Chinese innovation and technology along with much sought after luxury goods were diffused throughout Eurasia prior to 1500 CE and allowed China to occupy a critical position of leverage in the globalized economy of the day</p> <p>Pre-colonial patterns of trade and contact between India, Southeast Asia and the rest of the world</p> <p>Examples supporting the idea that the Swahili states acquired a distinct character due to its participation in the Indian Ocean trade and the subsequent arrival and spread of Islam within the region</p> <p>The expansion of empires, including the Mongols, facilitated Afro-Eurasian trade and communication as new people were drawn into their conqueror's economies and trade networks</p> <p>Interregional contacts and conflicts between states and empires including the Mongols, encouraged significant technological and cultural transfers</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p> <p>Crafting historical arguments from historical evidence</p> <p>Comparing and contrasting the Silk Roads, Indian Ocean trade routes and Trans-Saharan trade.</p> <p>Explaining the social, economic, cultural, and environmental causes and effects of growth of networks of exchange</p> <p>Explaining the significance of the Mongol Empire in larger patterns of continuity and change</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Rubric assessing use of historical evidence, preparation, performance, and analysis.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/Challenge: Students will participate in a mock trial to put Genghis Khan on trial. Students will examine a variety of primary and secondary sources and practice using evidence to defend a position Role: Prosecutor, Defense Attorney, Defendant, Witnesses, Jurors, and Judge Audience: Jurors Situation: Students will put Genghis Khan on trial for crimes against humanity. They will be assigned roles and that will determine if they are attempting to prove he is guilty, prove he is not guilty, run the trial, or determine the verdict Performance: Participation in the mock trial</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning Describe a broader historical context relevant to the prompt Support an argument in response to the prompt using specific and relevant examples of evidence Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>Students will write an essay comparing and contrasting the Silk Roads with the Indian Ocean Trade Routes</p>

A		OTHER EVIDENCE:
A, T, M		Guided reading and note-taking from Chapters 7 and 11 of Strayer's Ways of the World
A, T		Student participation in class discussions
A, T,		Students will take a stimulus based multiple choice question test assessing knowledge from the unit
A, T, M		Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods
		Students will participate in a trade simulation in class

Code	<i>Pre-Assessment</i>	
	Students will attempt to describe all of the places that were involved in creating their phone or an item of clothing they're wearing. How long did it take for that item to be delivered to them? Why is that?	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Guided reading and response for Chapters 7 and 11 of Strayers' Ways of the World</p>	<p>Progress Monitoring</p> <p>Teacher will observe small group discussions and look for engaged and varied responses from multiple students.</p> <p>Teacher will monitor note taking for evidence that the student understands the big picture and has provided adequate details</p>
A, T	<p>Students will analyze primary sources on the Mongols. They will determine the historical context, audience, purpose, and point of view of each document. Students will discuss the challenges of learning about a group whose written history was preserved by the people that group conquered</p> <p>11.1 The Secret History of the Mongols 11.2 Letter to Changchun 11.3 The Chronicle of Novgorod 11.4 Epitaph for the Honorable Menggu</p>	<p>Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for clarity and content</p> <p>Teacher will provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students</p>
A, T	<p>Students will complete a graphic organizer comparing the impact of the Mongols on Persia, Russia, and China</p>	
A, T	<p>Students will collaborate to analyze visual sources on the ways culture was diffused through trade in art from Strayer's 2nd edition of Ways of the World. Students will reflect on how trade spreads culture and brainstorm a modern example of cultural diffusion through trade</p> <p>7.1 Silk Road Merchants Encounter Bandits 7.2 A Stop at a Caravanserai 7.3 A Buddhist Monk on the Silk Road 7.4 Greek Culture, Buddhism, and the Kushans</p>	

	7.5 Islam, Shamanism, and the Turks	
A, T	Students will analyze primary sources from Xuanzang, a Buddhist monk who traveled through India and Marco Polo, who traveled to China during the Yuan dynasty. Students will assess the credibility of these sources and point out statements that might be viewed with skepticism	
A, T, M	Students will participate in a trade simulation and identify regions that had significant advantages in participating in global trade networks	
A, T	Students will complete a virtual journey on the trans-Saharan trade routes and explain the effects of that trade network	
T, M	Students will write an essay comparing and contrasting the Silk Road and the Indian Ocean Trade Routes	