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| | <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> |

Revision

Pre-Assessment

Code

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.

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| 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 <i>Ways of the World</i></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 work collaboratively to analyze Japanese primary source documents including <i>The Meiji Constitution</i>, <i>The Chronicle of the Direct Descent of Gods and Sovereigns</i>, <i>The Pillow Book</i>, <i>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> | <p>Teacher will assess student mini presentations of information from primary source 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 <i>Ways of the World</i>. 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 | <p>Students will analyze a primary source excerpt on footbinding and explain how the practice of footbinding reinforced patriarchal ideas in Chinese society</p> | |

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| 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 E Asia from 500 - 1450 C.E. | |

Revision

| ESTABLISHED GOALS | <i>Transfer</i> | |
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| <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><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> | |
| <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>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 <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> |

Revision

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| <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> |
| <h1>Revision</h1> | | |
| <p>Acquisition</p> | | |
| <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> | |

acquired a distinct character due to its participation in the Indian Ocean trade and the subsequent arrival and spread of Islam within the region.

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.

Reasons for which prior to the European arrival in sub-Saharan Africa, tensions sometimes existed between pastoralists, farmers and hunter-gatherers

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.

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

Contextualizing Africa's presence and importance to the Near East and Europe prior to the 15th century

Contrasting the relatively small nature of African kingdoms and empires with those that arose in Europe and the Near East

Tracing the growing importance of Africa in the Indian Ocean trade system prior to the arrival of Europeans

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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| 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> |

Revision

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| A | | OTHER EVIDENCE: Guided reading and note-taking from Chapters 6-7 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 |

Revision

| Pre-Assessment | | |
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| 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. | |
| | <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 6-7 of Strayer's <i>Ways of the World</i>.</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, | Students will notate physical, political, and economic features of Africa with captions describing climate, culture, and historical highlights. | 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 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 provide feedback to student responses in class discussion. Teacher looks for engaged and varied responses from multiple students |
| 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 | |
| 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 | |

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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.

Revision

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| <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 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 style="text-align: center;"><i>Transfer</i></p> <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> |
| <h1 style="margin: 0;">Revision</h1> | |
| <p>UNDERSTANDINGS <i>Students will understand that...</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>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></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> |

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| <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>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 who 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> |

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| | 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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Revision

| Code | Evaluative Criteria | Assessment Evidence |
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| A, T, M | Rubric assessing descriptive information, analysis of the importance of the sites, organization of presentation, documentation, and source credibility | <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> |

Revision

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| <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 6, 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> |

Revision

| Pre-Assessment | | |
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| Code | <i>Pre-Assessment</i> | |
| | 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, | <p>Students will complete a graphic organizer comparing the growth of civilizations in the Americas including the Mayan, Teotihuacan, the Mexico (Aztecs), the Maya, Inca peoples, and Caral/Chia</p> | <p>Teacher will assess student mini presentations of information from primary sources and visual sources after working collaboratively for knowledge and content</p> |
| A, T | <p>Students will collaborate to analyze visual sources of the Mayans' 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> | <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 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 | <p>Students will write an essay comparing and contrasting the political, economic and social characteristics of Mesoamerican and Andean societies prior to 1492</p> | |

Revision

| ESTABLISHED GOALS | <i>Transfer</i> | |
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| <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><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> | |
| <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 understand and think...</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><i>Students will keep considering...</i></p> <p>ESSENTIAL QUESTION</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> |

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| <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, now 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 | |
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| <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>Regional 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> |

Revision

Revision

| 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> |

Revision

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| A | | OTHER EVIDENCE: Guided reading and note-taking from Chapters 7 and 11 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 participate in a trade simulation in class |

Revision

| 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 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>Students will analyze primary sources from 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 they 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> | |

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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

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